



Institut Pendidikan
Guru Kampus Dato'
Razali Ismail



TSL3111

Developing and Using Resources for the Primary ESL Classroom

Topic 6b: Developing Resources for Teaching

Ruth Wickham, Brighton Education
Training Fellow, IPGKDRI



Lecturer's Notes

Contents

Topic 6b: Developing Resources for Teaching	2
Listening and Speaking Skills	2
Questions for Unit 11 Year 3 text book 'Listening and Speaking' pages:	3
Reading Skills.....	5
Questions for Unit 11 Year 3 Text Book Reading pages:.....	6
Writing Skills.....	7
Questions for Unit 11 Year 3 Text Book Writing page:	7
Language Arts.....	9
Questions for Unit 11 Year 3 Text Book Language Arts page:.....	9
Grammar	11
Prepositions of Place: at, in, on	12
Questions for Unit 11 Year 3 Text Book Grammar page:.....	13
Vocabulary	14
Works cited in this Topic.....	16

Topic 6b: Developing Resources for Teaching

In this topic we are looking at each of the skills to be taught in KSSR.

Scanned pages from the KSSR text book are provided as examples. There are questions and activities for each page. These should be done in groups or pairs.

Listening and Speaking Skills

The first 'module' in the KSSR syllabus is 'Listening and Speaking'. Although it is quite acceptable to present skills in an 'integrated' way, teachers tend to push aside the listening and speaking activities in favour of the quieter and more controllable reading and writing activities.

Even when teachers are brave enough to present children with listening materials, very often the speaking side of this joined 'skill' gets ignored even more.

Besides having patience and good classroom control, there are a number of materials that teachers can make use of.

Listening and Speaking Resources:

The teacher's first resource is the text book. Here is a scan of the 'Listening and Speaking' pages for Unit 11 in the Year 3 *Sekolah Kebangsaan* text book.

The topic for this Unit is "In School ...", and the teachers' notes at the bottom of the page say: "Provide other instructions. Get the pupils to role-play giving instructions."

Listening and Speaking

Let's listen and say.

Good morning, everyone. Today, I would like to welcome a new teacher to our school. This is Mr Igal, our new English teacher. He will be teaching the Year Three classes.

Ask and answer.

Who is making the announcement?

The headmistress is making the announcement.

What subject will Mr Igal teach?

He will teach English.

Work with a friend.

There will be an art exhibition at 9 o'clock in the school hall. We will also have visitors from Japan at the exhibition.

- When is the art exhibition?
- Where will the art exhibition be held?
- Who is visiting the school?

What can you see at an art exhibition?

1.1.1
1.3.1(a)(b)

82

Listening and Speaking

Let's listen and say.

Excuse me, may I know where the hall is?

Sure, walk along this corridor. Then turn left. The hall is near the canteen.

Oh, thank you.

You're welcome.

Good morning, Mr Igal.

Good morning. Boys, please take this gentleman to the hall.

Work with a friend.

How do I go to the canteen from here?

Walk along this corridor. Turn right. It's next to the bookshop.

Say how you would go from your classroom to the

- toilet
- bookshop
- canteen
- library

turn left turn right walk along

1.2.1(a)(b)(d)
1.2.2(b)
1.2.3(b)

Provide other instructions. Get the pupils to role-play giving instructions.

AB Pg 69

83

Learning Standards:

Able to speak with correct word stress

1.3.1(a)(b) Able to answer and demonstrate understanding of oral texts asking and answering simple wh- questions

1.2.1(a)(b)(c) Able to participate in daily conversations (a) express good wishes, (b) ask for help, (c) respond to someone asking for help.

1.2.2(b) Able to listen to and follow (b) simple directions.

1.2.3(b) Able to give (b) simple directions to places in school.

Questions for Unit 11 Year 3 text book 'Listening and Speaking' pages:

1. In this lesson using the text book, what voices will the students listen to? *Teacher's voice, other students' voices*

2. How will the students 'learn to speak with correct word stress' (LS 1.1.1)? *Copying the teacher.*

3. What is each of the four example conversations designed to teach?

- *Wh - questions and answers*
- *giving directions to places in school*
- *asking for help*
- *asking for and giving directions*

4. Is the language used 'authentic'? *No, it's contrived for this exercise.*

5. What activity is suggested to learn the target language? *Role-play*

6. In the 'Work with a friend' section on page 82 what activity are the students expected to be involved in? *One could read the information and questions aloud, the other could answer - otherwise it is a reading skills exercise.*

7. Is there sufficient material on these two pages for a full 'Listening and Speaking' lesson?

Students own answers ... probably 'no'.

8. How could you add listening materials? *Students' own answers*

9. The teacher's notes say: 'Provide other instructions'. Suggest some. (Discuss)

Students' own answers. Students discuss

10. Discuss: In looking for additional learning materials for this, or any, lesson – what principles will guide your choice? *(students discuss - expect answers such as: Level, Content - cultural, knowledge, Clarity, Accessibility, Practicality, Versatility, Cost effectiveness, Durability, Impact, Authenticity - see topic 2)*

Places to find authentic listening resources:

Many multimedia resources are available for listening, and children benefit greatly from hearing English spoken (or sung) by many different voices other than their teacher. Digital sound and video files, or parts of them, can be played repeatedly to the children, and activities designed for before, during and after listening will help them to concentrate and learn something new each time they listen.

Podcasts and videos can be used, as long as they are watched carefully first by the teacher. Some topics will be easier to find materials than others.

Speaking resources:

As long as the children have been led through the vocabulary that they need, then the resources needed for speaking are simply stimuli to get them motivated.

Here are some examples of possibilities:

- Find a way to get children speaking (and singing) on a microphone. It changes their outlook.
- Ask children to retell a story that has been told/shown (video) in an engaging way
- Let children get puppets to 'speak' for them
- Film children speaking – encourage them to 'act' a character
- Show an animation or video clip without sound and ask children to be the sound
- Learn dialogues, language arts, jazz chants etc.
- materials for motivation – games, charts, rewards
- Children look at photos/pictures and talk about them
- ask children to speak about a PowerPoint teacher has prepared
- Play games – circle games, board games, card games, Game show games (see devising language games, topic 5)

Practical Exercise

Work with a partner or in a group.

Plan a Listening and Speaking lesson (related to this topic) that does not involve any Reading or Writing. You could use movies, stories, songs, games, or just the teacher talking, and the children listening and speaking confidently. As the teacher you need to set up a structure for speaking so that they know what they are going to say without feeling shy.

Reading Skills

In order to learn to read, children need to practise reading. In order to practise reading, children need to have materials available to read. Of course, if the reading material is not appealing, they will not read it.

Here is a scan of the 'Reading' pages for Unit 11 in the Year 3 *Sekolah Kebangsaan* text book. The topic for the unit is "In school ...".

Let's read.

Reading

Mr Igat is teaching the pupils what these signs mean.

We see this sign in the library. It means we must not talk or make noise.

We see this sign everywhere. It tells us that we must not throw rubbish anywhere. We should throw rubbish in dustbins or put them in recycling bins.

Please Queue We usually see this sign in the canteen. This means that we must stand in line when we want to buy food.

The boy in blue shoes is standing in a queue. He has no clue. Why he has to queue.

1. What signs do you see in your school?
2. What do they mean?

2.2.2
EE: Thinking Skills
Contextual Learning
Values and Citizenship

Ask the pupils where they can see signages in school.

Let's read.

Reading

READING CORNER

I am Zarif. I am in Year 3 Bestari. My friends and I enjoy reading. There is a special place in our class. It is called the reading corner. Mr Igat puts many storybooks on the table at the reading corner. Pupils in the classroom may also donate storybooks, magazines and comics for the reading corner.

I enjoy reading the storybooks at the reading corner. I like to sit on the carpet and read with my friends.

When I finish my work, I **raise** my hand. I stand up and ask Mr Igat for his permission to go to the reading corner.

Answer these questions.

1. What does Zarif enjoy doing?
2. What would you find in a reading corner?
3. Who donates storybooks, magazines and comics for the reading corner?
4. In Paragraph 3, **raise** means:
(a) put up (c) put down
(b) hide (d) fold
5. What would you read at the reading corner? Why?

2.2.4
1.3.1(b)
EE: Values and Citizenship

Teacher's Notes:

p84: Learning Standards:

2.2.2: Able to read and understand phrases and sentences in linear and non-linear texts.

Educational Emphases: Thinking skills, Contextual Learning, Values and Citizenship

Ask pupils where they can see signages in school.

p85: Learning Standards:

2.2.4: Able to read and understand a paragraph with simple and compound sentences.

1.3.1(b): Able to listen to and demonstrate understanding of oral texts by (b) answering simple Wh-questions

Educational Emphases: Values and Citizenship

NOTE: "signages" is not commonly used in English. Just ask pupils where they can see signs.


Questions for Unit 11 Year 3 Text Book Reading pages:

1. What are the children going to read? *They will read a short passage about a boy in year 3 who enjoys reading.*
2. What is a 'Reading Corner'? Have you ever seen one? *A place in the classroom where there is a bookshelf and books for the children to read when they finish early.*
3. How will the children know the meaning of the word 'raise'? *The teacher can demonstrate with actions and/or pictures. Clever children will deduce it from the story and what they already know about classroom etiquette.*
4. What signs are the children likely to find if they go for a walk around the school? *(Students own responses)*
5. How can children record the signs they see? *Write them down, take a photo.*
6. What is the poem about 'The boy in the blue shoes ...' for? *Practise rhyming words with the /u:/ sound.*
7. What are the Learning Standards for this lesson?
 - 2.2.2 *Able to read and understand phrases and sentences in linear and non-linear texts.*
 - 2.2.4 *Able to read and understand a paragraph with simple and compound sentences.*
 - 1.3.1(b) *Able to listen to and demonstrate understanding of oral texts by (b) answering simple wh- questions.*
8. Will you set up a Reading Corner in your classroom? (What problems could there be? How could you do it?)
(Students' own responses)
9. What materials and activities could you use to reinforce the teaching from this lesson?
(Students' own responses)
10. What are some signs you think should be put around the school?
(Students' own responses)
11. What is a "print rich environment" and why is it important for a school to have it?

There should be lots of writing and print around the classroom and the school for children to get in the habit of reading.

Writing Skills


Here is a scan of the 'Writing' page for Unit 11 in the Year 3 *Sekolah Kebangsaan* text book. The topic for the unit is "In school ...".







Let's write.



Writing

A Day at School

In the morning, I go to  . I put my bag in the


 . Then, I walk to the  . I eat a 

and drink a glass of water. Next, I go to the  .

I read a  . When the bell rings, I walk to my 

with my classmates. The teacher walks in and we begin our lesson for the day.

Write out the paragraph.



3.2.1(a)

Learning Standard:

3.2.1(a): Able to complete (a) linear texts.

Questions for Unit 11 Year 3 Text Book Writing page:

Work with a group or partner on the following questions:

1. What skill are the children learning when they complete this page?

Copying out words and adding the missing words.

2. Where will the children write their paragraph?

Presumably in an exercise book or on paper.

3. Can you think of a creative way (in light of previous reading in this subject) for the children to complete this activity?

Write it on the boards, work as a group, use the computer to type it ...

4. What would be a good extension activity that utilises the skills they are practising here – and what resources would you need to complete it?

(Students' own responses)

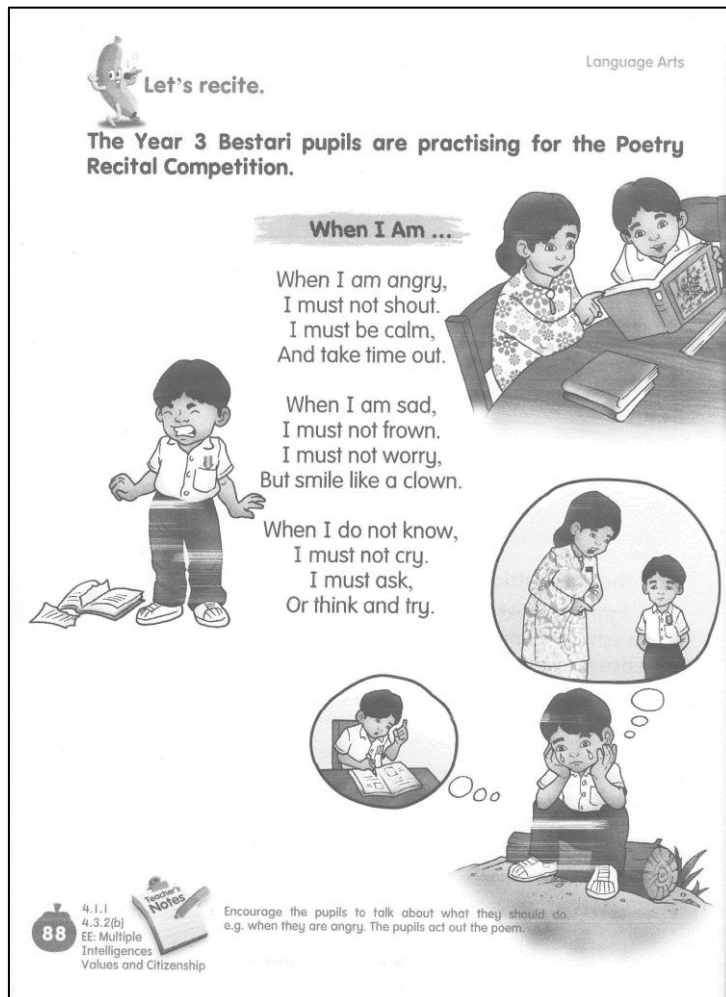
5. How could you relate this activity to the grammar activity that follows?

This story uses different prepositions. Maybe write another story using the targeted prepositions, or ... (Students' own responses)

Discuss your ideas with other groups and pairs.

Language Arts

Here is a scan of the 'Language Arts' page for Unit 11 in the Year 3 *Sekolah Kebangsaan* text book. The topic for the unit is "In school ...".



Let's recite.

The Year 3 Bestari pupils are practising for the Poetry Recital Competition.

When I Am ...

When I am angry,
I must not shout.
I must be calm,
And take time out.

When I am sad,
I must not frown.
I must not worry,
But smile like a clown.

When I do not know,
I must not cry.
I must ask,
Or think and try.

Teacher's Notes

4.1.1
4.3.2(b)
EE: Multiple
Intelligences
Values and Citizenship

Encourage the pupils to talk about what they should do, e.g. when they are angry. The pupils act out the poem.

Teacher's Notes: Encourage the pupils to talk about what they should do. e.g. when they are angry. The pupils act out the poem.

Learning Standards:

4.1.1: Able to enjoy action songs, jazz chants and poems through non-verbal response.

4.3.2(b): Able to perform with guidance based on (a) Jazz chants

Educational Emphases:

Multiple Intelligences, Values, Citizenship

Questions for Unit 11 Year 3 Text Book Language Arts page:

Work with a group or partner on these questions:

1. What do you feel about the chant? (Is it good? Would you teach it?) *Not everyone would agree (at least in the West!) that this is a good way to handle anger. But, yes, teach it.*

2. What could you add to the chant (actions, props ...) so that the children can perform it as it suggests in the learning Standard?

(Students' own responses)

3. Can you think of a song that might be good to teach this subject? Or maybe a song you could modify the words of?

(Students' own responses)

4. Find / make up a story that could teach the lesson from this topic. What would the plot be?

(Students' own responses)

5. How could you use art and craft to reinforce this lesson?


By painting / drawing a picture or even colouring in a suitable picture. Make something in play dough. Children could make up their own poem or drama.

Share your ideas with other groups or pairs.

Grammar

KSSR text book, grammar in context?, grammar chants

Here is a scan of the 'Grammar' page for Unit 11 in the Year 3 *Sekolah Kebangsaan* text book. (The topic for the unit is "In school ...".)




Let's learn.

Grammar


The coloured words are **prepositions**.

- I like to sit **on** the carpet and read with my friends.
- I enjoy reading the storybooks **at** the reading corner.



We use a preposition to show *place or location*.
*The book is **on** the table.*
*There will be a concert **at** the school hall.*

We can also use a preposition to show *direction*.
*She is walking **up** the stairs.*



Let's practise.

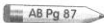
Find the prepositions.

1. Mr Igot arranged the prizes **on** the tray.
2. The school Sports Day is **at** the City Stadium.
3. Please put up the poster **on** the notice board.
4. We have our Computer class **at** the Computer Room.

Fill in the blanks.

Mr Igot is the library. The library is the second floor. He puts a notice on the notice board. The notice board is the counter. He rearranges some books the shelf. Then, he goes the stairs to the staffroom.

5.1.5(b)(d)(g)



87

Learning Standard:

5.1.5(b)(d)(g): Able to use prepositions correctly and appropriately

(b) on, (d) up, (g) at.

SPECIAL NOTE: As this page suggests, 'at' is generally used for places such as 'school'.

However for enclosed areas and rooms such as 'school hall', 'library', and 'reading corner', it is probably more common to use 'in'.

i.e. 'in the library', 'in the school hall', 'in the reading corner', 'in the computer room',

BUT 'at the City Stadium' **OR** 'in the City Stadium'.

Of course, in this case, 'in' is not one of the prepositions being taught.

If you are not sure, take a look at the notes below from English Club. (English Club, 2013).

If you are using this page to teach this topic, never undermine the children's confidence in the textbook by blurting out that something in the book is incorrect.

Prepositions of Place: at, in, on

In general, we use:

at for a POINT

in for an ENCLOSED SPACE

on for a SURFACE

(English Club, 2013)

at	in	on
POINT	ENCLOSED SPACE	SURFACE
at the corner	in the garden	on the wall
at the bus stop	in London	on the ceiling
at the door	in France	on the door
at the top of the page	in a box	on the cover
at the end of the road	in my pocket	on the floor
at the entrance	in my wallet	on the carpet
at the crossroads	in a building	on the menu
at the front desk	in a car	on a page

Look at these examples:

- Jane is waiting for you **at** the bus stop.
- The shop is **at** the end of the street.
- My plane stopped **at** Dubai and Hanoi and arrived **in** Bangkok two hours late.
- When will you arrive **at** the office?
- Do you work **in** an office?
- I have a meeting **in** New York.
- Do you live **in** Japan?
- Jupiter is **in** the Solar System.
- The author's name is **on** the cover of the book.
- There are no prices **on** this menu.
- You are standing **on** my foot.
- There was a "no smoking" sign **on** the wall.
- I live **on** the 7th floor **at** 21 Oxford Street **in** London.

Notice the use of the prepositions of place **at**, **in** and **on** in these standard expressions:

at	in	on
at home	in a car	on a bus
at work	in a taxi	on a train
at school	in a helicopter	on a plane
at university	in a boat	on a ship
at college	in a lift (elevator)	on a bicycle, on a motorbike
at the top	in the newspaper	on a horse, on an elephant
at the bottom	in the sky	on the radio, on television
at the side	in a row	on the left, on the right
at reception	in Oxford Street	on the way

Questions for Unit 11 Year 3 Text Book Grammar page:

Work with a partner or group.

1. Is this page useful? *Of course.*
2. How would you use this page? *As a starting point maybe.*
3. Would you use additional materials to teach these prepositions? *Yes ...*
4. Describe how you could use a story (children reading / you reading / you telling) to teach this same material?

(Students' own responses)

5. Describe how you could use a chant or rhyme to teach this material.

(Students' own responses)

6. Describe how you could use art or craft to teach this material.

(Students' own responses)

7. Describe a game you could play to teach this material.

(Students' own responses)

8. Can you think of any other materials you could use to teach this material?

(Students' own responses)

Share ideas with other groups / pairs.

Vocabulary

There is no special page in the text book for vocabulary, and teaching 'Vocabulary' is not a specific lesson. However, it is obviously very important. Lack of sufficient vocabulary knowledge can really slow students down in all areas – they can't read or listen to a story if there are too many words they don't know, they can't talk or write about something if they don't know the necessary words.

Work with your group / partner to answer this:

In the pages you have just been looking at, on the Topic of School, what related words are in the text book that the students need to know?

(Students' own responses)

.....

.....

.....

.....

.....

.....

.....

.....

.....

What other words might be useful for this particular topic?

(Students' own responses)

.....

.....

.....

What are some (creative!) ways you can help you students to remember all of these words?

(Students' own responses)

.....

.....

What art or craft activity could you use to help practice this vocabulary?

(Students' own responses)

.....

.....

What story could you use to reinforce school vocabulary?

(Students' own responses)

.....

.....

What song, rhyme or chant could you use to practice this vocabulary?

(Students' own responses)

.....

.....

Which words in the Word List (in KSSR curriculum) are also used in these pages?

Students need to be aware of the Word List in the KSSR curriculum.

.....

.....

Share ideas with other groups / pairs.

Works cited in this Topic

Kementarian Pelajaran Malaysia. (2010). Dokumen Standard Kurikulum Sekolah Rendah . *Modul Teras Asas - Bahasa Inggeris SJK, Tahun Satu, Dua & Tiga*. Malaysia: Kementarian Pelajaran Malaysia.

Seong, L. E., Kaur, M., & Awang, Z. (2012). *English Year 3 Sekolah Kebangsaan Textbook*. Kuala Lumpur: Dewan Bahasa dan Pustaka.