

The New Teacher

UPDATED DRAFT

IMPORTANT INFORMATION ABOUT THE DVD WHICH COMES WITH THIS BOOK

Dear User,

Please find, in the back of *The New Teacher 1* (TNT1), our new multimedia DVD. It includes locally-filmed examples of teaching and learning, to expand upon the main ideas in the book. The DVD also comes complete with the Powerpoint presentations referred to at the end of each section of TNT1.

Mote Oo Education produces books draft by draft. We do this to meet the immediate demand from our partners, but also so that we can collect feedback and make changes. In each edition, we will present new and improved materials and tools for you to develop best practice in teaching.

For this reason, the DVD was produced after the first draft of TNT1, and we have not yet been able to update the book. In the very near future, we will be adding new content, questions and activities, which will refer to the videos in the DVD. For now, please use the videos as a reference, as follows:

- Video 1 (Active Learning) links to the end of section 1.1, on page 8.
- Video 2 (Learning Styles) links to the end of section 1.2.1, on page 12.
- Video 3 (Multiple Intelligences) links to the end of section 1.2.2, on pages 16/17.
- Video 4 (Internal and External Motivation) links to the end of section 1.3.2, on pages 25/26.
- Video 5 (Equality and Inclusion in the Classroom) links to the end of section 1.4, on page 37.

Instructions for the Powerpoint can already be found at the end of each relevant unit or section.

Thank you so much for your patience and enjoy the new, improved multimedia version of TNT1.

Best wishes from Mote Oo Education.

February, 2015

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How to use

The New Teacher

in your training.

The aim of this module is to develop the knowledge, teaching skills and reflective practice that are important for successful practitioners of learner-centred pedagogy.

This introduction will help you to understand the learning outcomes and learning strategies presented in the course. Each section of *The New Teacher* will include:

- **Exercises:** to help you develop and apply the knowledge necessary for best practice in the classroom.
- **Activities:** to help you develop the teaching skills necessary for best practice in the classroom.
- **Reflections:** to help you apply your new skills and knowledge to real-life teaching contexts such as your own classroom.

Before and after the module...

Read the *Themes and Main Ideas* and *Main Ideas* to prepare you for each unit.

Look at the *Learning Goals* for knowledge, teaching skills and reflective practice. These outcomes will help you to identify which units of learning are most useful for you, or for your trainees' professional development.

They will help you to establish short-term and long-term goals for this training course, and for future training.

Module 1 How Do Learners Learn?

Themes and Main Ideas

This module looks at the learner and what we need to understand about them, if we understand our learners, we can design our lessons better to give learners balance of challenge, fulfilment, and advancement in their classroom experience.

By looking at what other educators have discovered about learners, we can use their ideas to design motivating activities and encourage our learners to invest their time and energy into doing and being their best.

Learning Goals

Knowledge (knowers)	Skills (doers)	Reflection (Reflexions)
In this unit you will increase your knowledge of: <ul style="list-style-type: none"> theories about how people learn learning styles multiple intelligences theories of motivation how learners can have more investment in their learning how learners can collaborate more effectively 	In this unit you will improve your ability to: <ul style="list-style-type: none"> compare real-life learning and classroom learning use activities for both active and passive learners plan and implement activities for different learning styles plan and implement activities for different intelligences use understanding of internal and external motivators in planning lessons use your understanding of diversity in your classroom in planning inclusive lessons observe lessons for specific learner characteristics and learning processes 	In this unit you will reflect upon: <ul style="list-style-type: none"> how your own teaching activities can be active and passive activities for different learning styles for your own classroom activities for different intelligences for your own classroom your own short-term and long-term goals to guide learners through the same process internal and external motivators present during the TNT course so far applying new knowledge of teaching and learning processes in your own classroom

Teaching Practicum and Observation

Plan and Deliver a Motivating Learning Activity

Plan a short learning activity (10 minutes), which is motivating and interesting to all learners.

- Work in pairs with a partner who teaches the same subject area. Decide on the topic you are going to teach, and the level of your learners.
- Plan a learning activity to introduce the topic. Use the information you learnt about your learners in this unit to:
 - Make the activity interesting
 - Plan for all learners to have some success.
- Teach the learning activity to the rest of the class.

Observe a Learning Activity

While you are watching another trainee's activity, use the observation checklist below to record the different types of learner and learning.

Alternatively:

For each activity, observe the learners and the teachers for one specific purpose, e.g. Group 1 - active and passive learners, Group 2 - learner motivation.

NOTE: It is important to NOT interrupt the learners or the teacher during the activity. BUT, don't be afraid to go up as close as possible to them in order to see what they are doing or working on.

Observation checklist:

Teacher(s):		Date:	
Topic of the lesson:			
	Criteria	1 = never 5 = a lot	Comments
Active and Passive Learners	Learners were active and took some control over their own learning.	1 2 3 4 5	
	Passive learners were encouraged to participate.	1 2 3 4 5	
Learning Styles	There were a mixture of tasks suitable for learners with different learning styles.	1 2 3 4 5	
	I noticed there were some learners who preferred visual activities.	1 2 3 4 5	
	I noticed there were some learners who preferred listening activities.	1 2 3 4 5	
	I noticed there were some learners who preferred activities with lots of movement.	1 2 3 4 5	

	Criteria	1 = never 5 = a lot	Comments
Multiple Intelligences	There were a mixture of tasks suitable for learners with different intelligences.	1 2 3 4 5	
	I noticed some learners were very strong in one or two types of intelligence. Which ones do you think they were?	1 2 3 4 5	
Motivation	The learners had an interest in the activity.	1 2 3 4 5	
	I think the learners could see the value in the activity.	1 2 3 4 5	
	The teacher allowed the learners to have some control over how they worked.	1 2 3 4 5	
	I noticed the learners were feeling enthusiastic and confident.	1 2 3 4 5	
Multiple Identities	The teacher acted respectfully to the learners' social differences / public identities.	1 2 3 4 5	
	The teacher used tasks that encouraged learners to speak openly and confidently. The learners were able to demonstrate their symbolic resources.	1 2 3 4 5	
	I noticed that some learners had a clear public identity that they wanted to show in the classroom.	1 2 3 4 5	What were some examples?
	I noticed that other learners acted respectfully to other people's public identities.	1 2 3 4 5	What were some example situations?
	I noticed some learners experienced a change in their identity.	1 2 3 4 5	What happened?

After 1.4 is a *Teaching Practicum and Observation* table for you to complete. This will help you to put into practice the knowledge and skills you have gained from *The New Teacher*.

At the end of the module is an answers section. This has answers and example answers to some of the exercises and activities. Some questions rely on your own opinions and experience. We don't provide example answers for all of these.

In the module, you will find:

Key Words and Phrases are technical terms we think are important to understand. You don't need to memorise them all. You will see these words in **bold** when you read the text.

Previews. Every section starts with a Preview task to get you thinking and talking about the topic and to activate your prior knowledge in an area.

Answers to Previews, where possible, are at the back of the module.

Ideas about Learning set out the background theories that have led to the development of more learner-centred teaching, learning activities and strategies. They provide a deeper understanding of how these activities and strategies can promote learner success.

Lead-ins introduce the main idea of the section.

Exercises check understanding of the ideas in the section. They offer ways to apply these theories and develop relevant teaching skills in your own teaching context.

Answers to Exercises, where possible, are at the back of the module.

Reflections ask you to think about your own teaching and learning practices. This is based on the idea that all learner-centred teaching practice involves a process of planning, teaching and evaluating your teaching in order to plan the next lesson. Reflections focus on how the knowledge and skills used in this book are applied in a classroom.

Activities are designed to help develop the skills necessary for best practice in learner-centred pedagogy. These include planning, designing and adapting activities to suit different types of learners, classroom arrangements and class sizes.

Answers to Activities, where possible, are at the back of the module.

Summaries remind you of the main ideas of the section.

Some sections include *Multimedia* activities that give additional details and examples of good teaching practice. The videos and Powerpoints for these activities are on the *TNT1 Multimedia CD* which accompanies this module. If this is missing or doesn't work, email info@moteoo.org or moteooeducation@gmail.com for a replacement.

Module 1

How Do Learners Learn?

Themes and Main Ideas

This module looks at the learner and what we need to understand about them. If we understand our learners, we can design our lessons better to give learners balance of challenge, fulfilment, and advancement in their classroom experience.

By looking at what other educators have discovered about learners, we can use their ideas to design motivating activities and encourage our learners to invest their time and energy into doing and being their best.

Learning Goals

Knowledge

(Exercises)

In this module you will increase your knowledge of:

- theories about how people learn
- learning styles
- multiple intelligences
- theories of motivation
- how learners can have more investment in their learning
- how learners can collaborate more effectively.

Skills

(Activities)

In this module you will improve your ability to:

- compare real-life learning and classroom learning
- use activities for both active and passive learners
- plan and implement activities for different learning styles
- plan and implement activities for different intelligences
- use understanding of internal and external motivators in planning lessons
- use your understanding of diversity in your classroom in planning inclusive lessons
- observe lessons for specific learner characteristics and learning processes.

Reflection

(Reflections)

In this module you will reflect upon:

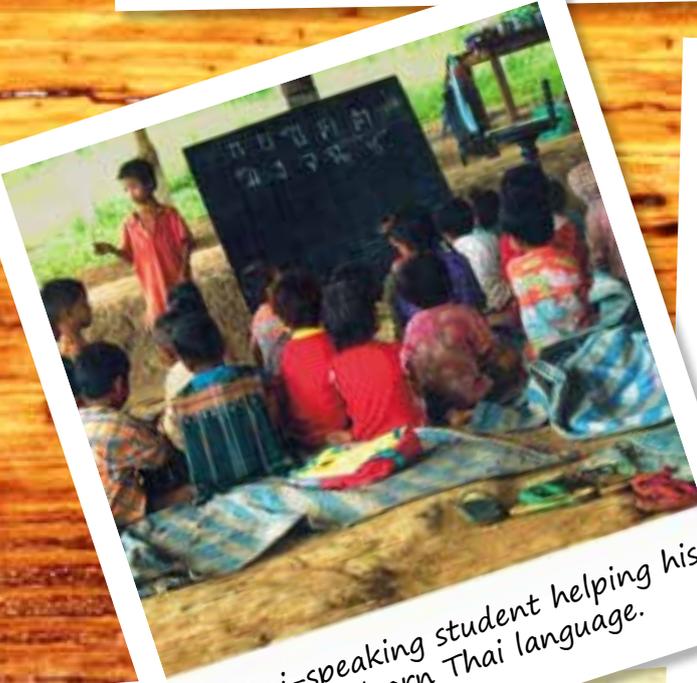
- how your own teaching activities can be active and passive
- activities for different learning styles for your own classroom
- activities for different intelligences for your own classroom
- your own short-term and long-term goals to guide learners through the same process
- internal and external motivators present during the TNT course so far
- applying new knowledge of teaching and learning processes in your own classroom.



Teachers demonstrating their activities with their co-teachers.



Learners taking part in an activity during a teacher observation.



A Thai-speaking student helping his classmates learn Thai language.



Graduation from a teacher training college.



Trainee teachers preparing a poster about activity types.



A group presentation about "values" during a civics teacher training.

1.1 Real Life and Classroom Learning

Preview

A In our lives, we have all learned many things.

1. What is something you learned to do?

For example:

- knowing the words to a song
- riding a bicycle
- having a bath
- taking your shoes off before you enter
- giving an opinion

2. Who helped you, and how?

Make notes, then discuss in pairs or groups.
Give examples from your own experience.



Exercise

B Think of something else you can do that you didn't learn at school.

1. **What** did you learn to do?
2. **Where** did you learn to do it?
3. **When** did you learn to do it
4. **Who** helped you learn to do it?
5. **How** did you learn to do it?
6. **Why** did you learn to do it?

Tell a partner, tell the class or make a poster and put it on the wall.

C Read the proverb. Do you agree with it? Why or why not?.



Tell me, I forget.

Show me, I remember.

Involve* me, I learn.

Confucius (around 450 B.C.)

**Involving* includes all of the senses
- hearing, seeing, feeling, touching,
smelling and tasting.

D Answer the questions.

1. Look at **A** and **B** above. How did you learn those things? Did someone tell you, did someone show you, or did someone involve you?
2. What was the most difficult thing you ever learned to do?
3. How did you learn how to do it?
4. How is classroom learning different to real-life learning?

Lead in...

Theories of classroom learning have developed over thousands of years. Understandings from in-depth research have made a difference to learning in the classroom.

- E** Look at these descriptions of two types of learners. Which class activities suit an active learner? Which suit a passive learner?

Active learners take control of their learning. They want to understand and to find out more. They like to think and make sense of things. They ask questions.

Passive learners feel that learning is outside their control. They feel it depends on how clever they are or how good the teacher is. They are often quiet in class.

- F** Read the list of learning activities. Think back to when you were in primary school. Tick the column that best describes your own learning experiences.

	often	not often
1. Dictation: writing what the teacher says		
2. Listening to the teacher		
3. Copying texts from the board		
4. Memorising facts		
5. Repeating		
6. Working through the textbook on your own		
7. Asking questions		
8. Discussing as a class, guided by the teacher		
9. Trying things out		
10. Answering closed questions (with only one right answer)		
11. Answering open questions (with more than one right answer)		
12. Reading corrections given by the teacher		
13. Getting feedback from the teacher		
14. Making things		
15. Finding things out (e.g. library or internet)		
16. Writing in your own words (e.g. essays)		
17. Using case studies in your learning		
18. Being shown (Demonstration/observation)		
19. Doing projects		
20. Thinking about your own learning		

G Which of the activities in 1.1 F are *active learning*, and which are *passive learning*? Which could be both?

active	active or passive	passive

Compare your answers with a partner.

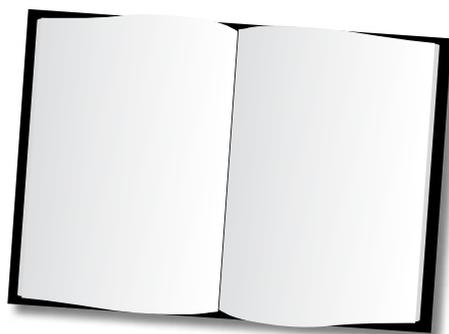
H The activity above shows that learning can be active or passive. How could you make a passive classroom lecture into an active one?

I Follow the instructions.

1. Imagine you are delivering a lecture. List ways that this could become an active experience for learners.
2. Give a two-minute active lecture to the class or a group.
3. As a class, list the “active” features and the “passive” features of the lectures.

J Think about your experiences at primary, middle or high school and answer the questions.

1. Did the teachers use a range of activities to help you learn? Which activities can you remember?
2. What did you find most boring? Most interesting?



K In a reflective journal...

1. Describe something you learnt in this subsection, and why it was useful for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

Summary - 1.1: Real-life and classroom learning

Every person has likes and dislikes, strengths and weaknesses. No two learners can be exactly the same. It is difficult to find ways to teach so that everyone in your classroom can perform to the best of their abilities. Research and theories about how different learners learn have given us more ideas for how to teach for optimal learning.

1.2 Different Sides of the Learner

Key words and phrases in 1.2

accurate: မှန်ကန်တိကျသော။	recall: ပြန်လည် သတိရမှတ်မိသည်။
application: အသုံးချမှု။	revise: ပြန်လှန်ကြည့်ရှုခြင်း။
assessment: အကဲဖြတ် စစ်ဆေးမှု။	role play: ဖြစ်စဉ်နှင့်လျော်ညီအောင် ကဏ္ဍအလိုက် သရုပ်ဆောင်ခြင်း။
categorise: အမျိုးအစားခွဲခြားမှု။	stimulation: တက်ကြွလှုပ်ရှားအောင် လှုံ့ဆော်ပေးခြင်း။
comprehension: သဘောပေါက်နားလည်မှု။	survey: အချက်အလက် ကောက်ယူစုဆောင်းခြင်း။
dominant: ကြီးစိုးမှု။	symbol: အမှတ်သင်္ကေတ။
flow chart: အချက်အလက် စီးဆင်းဆက်စပ်မှုပြပုံ။	text: စာသား။
handout: စာသင်ခန်းတွင်း ဝေပေးသော လေ့ကျင့်ခန်း အစရှိသည့် စာရွက်စာတမ်းများ။	
oral: နှုတ်အားဖြင့်။	



- A** Look at the picture and answer the questions.
1. How are these two learners different?
 2. How do they learn?
 3. Are the learners in your classes all the same?
 4. Do they all learn in the same way?

Preview

1.2.1 Learning Styles

Lead in...

How a person learns can be demonstrated in several different ways. Teachers can use this knowledge to motivate their learners.

Ideas about Learning - "Learning Styles"

One way to understand our learners and meet their needs is to understand their learning styles.

In 2001, a researcher called Neil Fleming investigated the idea that most people have a preferred learning style - visual, auditory or kinesthetic. Teachers can use this knowledge to design learning activities to help learners improve their performance.

A. Visual Learners

Visual learners learn best through visual information, and remember how things look.

Visual/verbal learners learn through written information and visual/non-verbal learners learn through images and colours.

Teaching and learning strategies that support visual learning include:

- Diagrams, mind-maps, **flow charts**, tables
- Lists with bullet points
- Colour-coding or use of **symbols** to show links
- Demonstration and observation
- Watching a presentation using diagrams, images, etc.



B. Auditory Learners

Auditory learners learn best through listening, and remember sounds and voices.

Teaching and learning strategies that support auditory learning include:

- Discussion: asking and answering questions
- Chants, rhymes and songs
- Memorising by repeating key points to self
- Giving self instructions - reading then hearing the words in the mind
- Teacher lecture or explanation with learners asking questions
- Learner explaining in their own words.



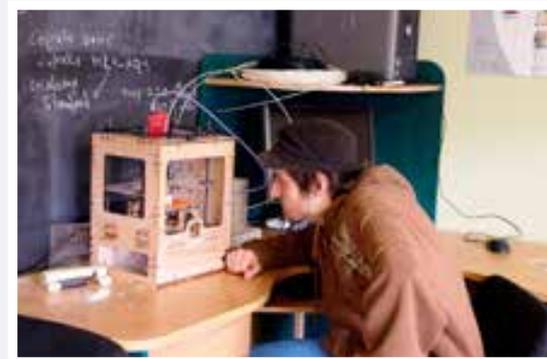
C. Kinesthetic Learners

Kinesthetic learners learn best through doing things, and remember actions and movement. For example, they like to use their hands to feel things and move them around.

Ideas need to be linked to the real world.

Teaching and learning strategies that support kinesthetic learning include:

- Exploring, experimenting and trying things out
- Spreading notes, workbooks and materials out around you
- Getting up and moving around
- Organising and **categorising** by moving things around (e.g. cue-cards)
- Real life, e.g. case studies, field studies
- **Role plays** and drama
- Rhythmic action, physical games that establish learning e.g. counting own jumps or claps
- Making models
- Board and card games
- Learners explaining to others by showing them or using diagrams.



A What is your learning style? Think about your personal experiences and preferences.

1. Read the statements and score them by their usefulness to you as a learner.

1 = not useful 2 = a little useful 3 = very useful

Task or Activity	Mark (1-3)
1. Studying alone	
2. Studying pictures and diagrams to understand complex ideas	
3. Listening to lectures	
4. Performing a process myself rather than reading or hearing about it	
5. Learning a complex process by reading written directions	
6. Watching film, computer, or video presentations	
7. Listening to a book or audio recording	
8. Doing a science experiment or figuring out how something works using my hands	
9. Studying teachers' handouts and extra reading materials	
10. Studying in a quiet room	
11. Taking part in group discussions	
12. Miming words, phrases or actions to others	
13. Taking notes with key facts and important points and studying them later	
14. Memorising and recalling information by drawing diagrams	
15. Underlining or highlighting important facts in my reading	
16. Recalling how to spell a word by seeing it in my head	
17. Matching slips of paper together or ordering texts physically	
18. Saying things out loud when I'm studying	
19. Recalling how to spell a word by "writing" it invisibly in the air or on a surface	
20. Working in a study group	

2. Add up your scores for each learning style using this chart. The total for each style will be between 5 and 15.

The highest total is your main learning style. You may have a mixed style, in which two or more styles have similar ratings.

Learning style	Statements	Total
Visual/verbal	1, 5, 9, 13, 15	
Visual/non-verbal	2, 6, 10, 14, 16	
Auditory	3, 7, 11, 18, 20	
Kinesthetic	4, 8, 12, 17, 19	

Exercise

B Discuss these questions.

1. What happens in a class if a teacher uses only their favorite teaching/learning style? Does this help learners learn effectively?
2. Should a learner be aware of their own learning style?

C Fill the gaps.

equally wider strongest favoured three

1. Learners can use their ____ learning style to help them learn, e.g. when **revising**.
2. Teachers should use all ____ styles in their teaching to help all their learners ____.
3. Teachers can help learners develop their less ____ learning styles and use a ____ range of study techniques.

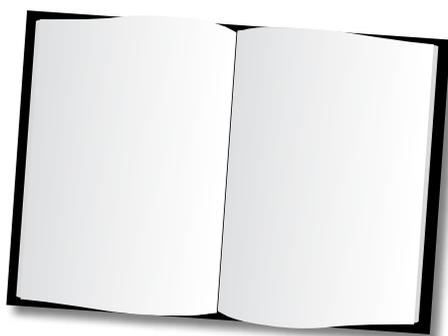


Activity

D Group presentation. As a group, choose a learning style. Make sure the class covers all three styles. Follow the instructions.

1. Look at an activities book. Make a list of classroom activities in the book that are useful for your group's learning style.
2. Add other activities from your own teaching/learning experience.
3. Make a poster presenting the activities useful for your learning style.
4. Look at the other groups' presentations. Add information and ideas to other groups' presentations.
5. Make notes of the best ideas. Identify the activities that you would use in your classroom.

Reflection



E In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

Summary - 1.2.1: Learning Styles

By recognising and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

1.2.2 Multiple Intelligences

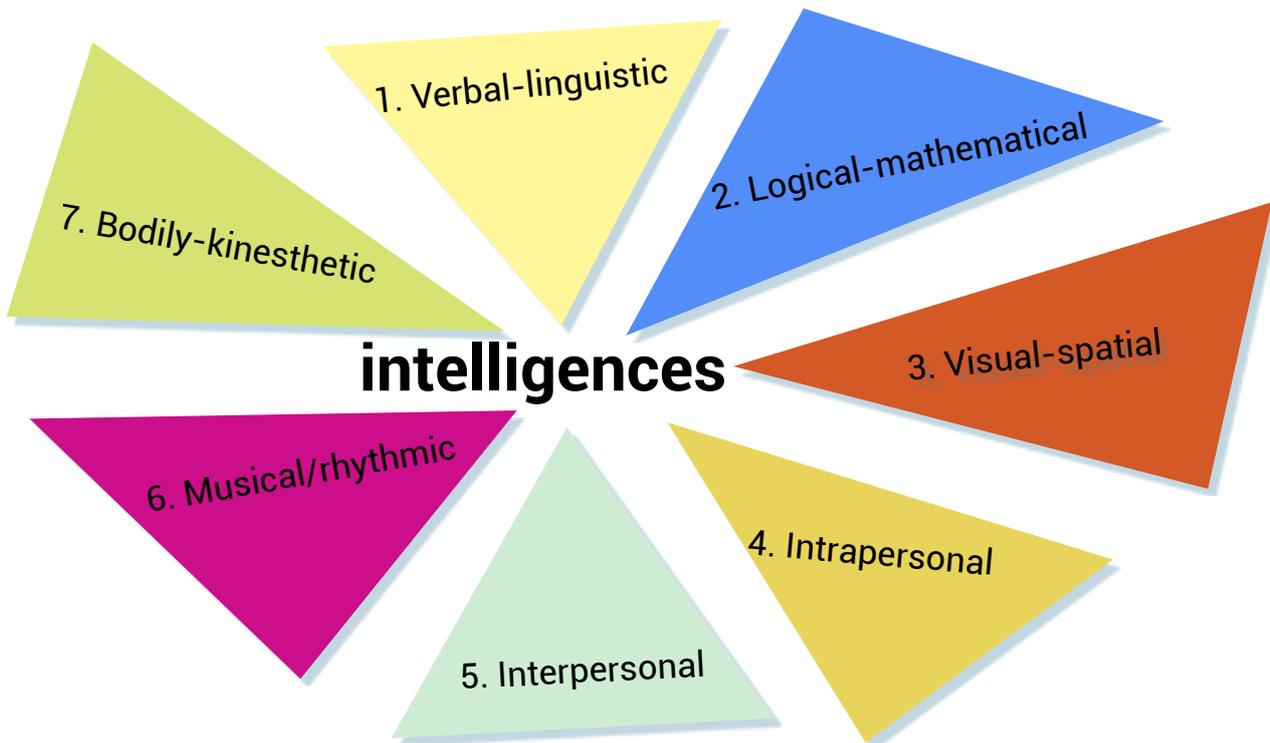
Lead in...

Another way to help our learners to learn is to look at their intelligence. Some researchers say that people have seven types of intelligence, other say eight or more.

Ideas about Learning - "Intelligences"

In 1983, Howard Gardner suggested that schools should consider the differences between learners and allow them more room to express themselves. He said that teachers should give attention and encouragement to learners who show strength in one or more of the intelligences. They are happiest and most successful when they learn, develop and work in ways that make best use of their natural intelligences.

A Match the intelligence with its description:



- a. skill with numbers and logic
- b. sensitivity to music and rhythm
- c. the ability to recognise the personalities and motivations of others
- d. sensitivity to words and languages
- e. the ability to recognise one's own strengths, weakness and emotions
- f. the ability to think in pictures and shapes
- g. the ability to control body movement

Exercise

B Match the activities with the intelligence(s). More than one type of intelligence might be used in each activity.

- | | |
|-------------------------|-------------------|
| 1. bodily/kinesthetic | 5. visual/spatial |
| 2. musical/rhythmic | 6. intrapersonal |
| 3. logical/mathematical | 7. interpersonal |
| 4. verbal/linguistic | |

A. Texts around the room

Teacher puts texts around the classroom. Learners complete the questions by walking to each text and reading.

B. Express the definition

Groups design and present definitions of key ideas in their favorite form: in a poem, song, words, drawings, colours, with their bodies, in equations, in gestures.

C. Poster presentation

After learning about a topic, learners use pictures, drawings, poems, written summaries, colours, songs, etc, to present what they have learnt on a poster. They put the posters up around the classroom/school.

D. Class survey

Learners collect and present data visually (in pie charts or graphs) about their class, e.g. the learners' favourite subjects, why they want to be a teacher, etc.

E. Book review

Learners read a book. They then describe what happens and how they feel about it in writing and/or an **oral** presentation.

Multiple intelligences teaching involves:

- **Comprehension:** Teachers can recognize **dominant** intelligences in themselves and in learners.
- **Application:** Teachers should utilise their own intelligence to guide learners in their learning and encourage their strengths.
- **Stimulation:** Teachers should constantly stimulate learners' dominant intelligences and multiple intelligences.



C What activities have you used in your classroom to give opportunities to your learners to use their intelligences? In pairs, discuss other activities you could use for different intelligences.

D Take the multiple intelligences self-assessment.

1. Read the statements and score them by how similar they are to you.

1 = not like me 2 = a little like me 3 = very like me

MULTIPLE INTELLIGENCE SELF-ASSESSMENT

- | | |
|--|---|
| 1. ____ I know and use as many words as, or more different words than other people. | 19. ____ I have very good control over my body. I can usually get it to do what I want. |
| 2. ____ In maths, I do as well or better than other people. | 20. ____ I usually know how other people feel without them telling me. |
| 3. ____ I can usually look at the parts of a machine and figure out how to put them together. | 21. ____ I am happy with the person I am. |
| 4. ____ I usually have a song in my head. | 22. ____ I do a lot of reading on my own when I can. |
| 5. ____ I can throw at least one kind of small object like a ball very accurately. | 23. ____ I am good at thinking about several facts and arriving at a conclusion. |
| 6. ____ I like meeting people who are from different cultures, or who think differently from me. | 24. ____ I could easily draw a detailed and accurate map of my neighbourhood. |
| 7. ____ I spend time trying to "make sense" of the world. | 25. ____ When I sing, I can stay on key. |
| 8. ____ I like to understand and use words. | 26. ____ I can learn a new sport or dance easily. |
| 9. ____ I like maths story problems. | 27. ____ I am good at role-playing and acting. |
| 10. ____ I am good at drawing pictures. My pictures look like the subject I am drawing. | 28. ____ There are some things that I am working on to improve myself. |
| 11. ____ I can usually remember the tune of a song I just heard. | 29. ____ I can tell or write stories that other people like. |
| 12. ____ I like sports, dancing and physical exercise. | 30. ____ I am good at games where I am given certain information and have to solve something. |
| 13. ____ I get along well with the people I work with. | 31. ____ I know how to draw my own clothes design on a flat piece of paper. |
| 14. ____ I understand myself quite well. | 32. ____ I often make up my own tunes or songs. |
| 15. ____ If I come across a new word, I usually try to find out what it means. | 33. ____ I am good at tasks that demand tiny, careful movements like threading needles. |
| 16. ____ I am good at test questions that ask me to compare two different things. | 34. ____ I am good at getting other people to agree with each other. |
| 17. ____ Pictures usually make more sense to me than words. | 35. ____ I am usually aware of how I feel and why I feel that way. |
| 18. ____ When I hear a song with a complicated rhythm, I can always tap along. | |

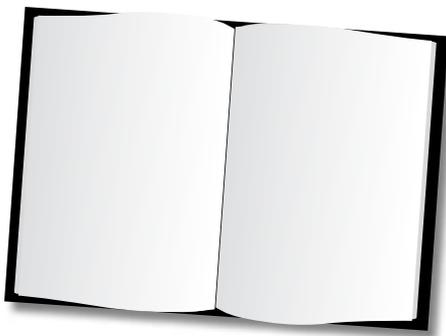
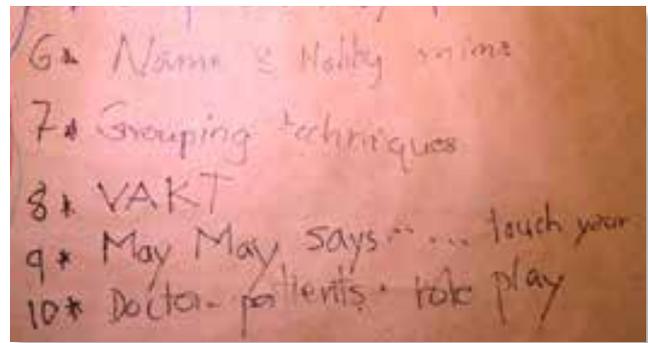
2. Add up your scores for each statement. The highest score(s) are your dominant intelligences.

Intelligence	Statements	Total
Verbal/linguistic	1, 8, 15, 22, 29	
Logical/mathematical	2, 9, 16, 23, 30	
Visual/spatial	3, 10, 17, 24, 31	
Musical/rhythmic	4, 11, 18, 25, 32	
Bodily/kinesthetic	5, 12, 19, 26, 33	
Interpersonal	6, 13, 20, 27, 34	
Intrapersonal	7, 14, 21, 28, 35	

Reflection

E Answer the questions.

1. Do you agree with the results of your multiple-intelligence self assessment?
2. What types of activities would you like to participate in if you were a learner?
3. What activities in 1.2 would you use with your learners?

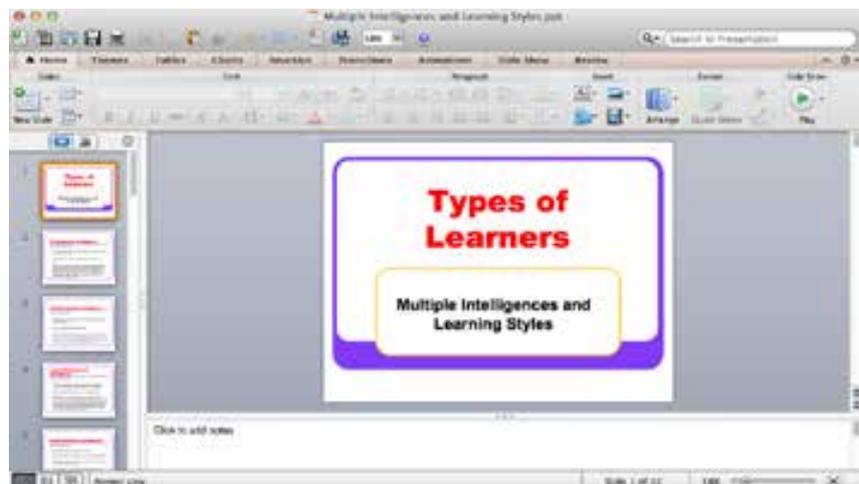


F In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

Multimedia

- G** Study the Powerpoint 1.2.2 *Multiple Intelligences and Learning Styles* on the TNT multimedia CD.



Summary - 1.2.2: Multiple Intelligences

It is useful to know your own intelligences before carrying out multiple intelligences teaching. Use your dominant intelligence in lesson planning and materials design.

1.3 Learner Motivation

Key words and phrases in 1.3

attitude: သဘောထားအမြင်များ။

context: အဆက်အစပ်။ ဆက်စပ်စဉ်းစားရန် အခြေအနေ။

[cultural] background: ယဉ်ကျေးမှု၊ ဓလေ့ စရိုက် နောက်ခံ။

expectation: ဖြစ်စေလိုသော အရာများ၊ မျှော်လင့်ချက်များ။

external: အပြင်။ ပြင်ပ။ အပြင်မှလာသော။

facilitate: ပံ့ပိုးကူညီပေးသည်။

feedback: ဝေဖန်အကြံပြုချက်။

flexible: အခြေအနေပေါ်မူတည်၍ ပြောင်းလွယ်ပြင်လွယ်ရှိသော။

goal: ပန်းတိုင်။ ရည်မှန်းချက်။

interaction: အပြန်အလှန် ပြောဆို ဆက်သွယ်မှု။

internal: အတွင်း။ အတွင်း၌ ဖြစ်သော။

mastery: အထူးကျွမ်းကျင်မှု၊ ပိုင်နိုင်မှု။

motivate: စိတ်ပါဝင်စားအောင် လှုံ့ဆော်သည်။

perceived value: ထင်မြင်ယူဆထားသော တန်ဖိုးရှိမှု။

priority: ဦးစားပေး သတ်မှတ်ချက်။

realistic: လက်တွေ့သဘော။

self-access: မိမိကိုယ်တိုင် ရယူနိုင်သော။



Preview

A Look at the picture.

1. How does it describe learning?
2. When in the picture is each of these periods happening?

Period A: high motivation / interest / engagement

Period B: low motivation / boredom / frustration

B Brainstorm: What can we do to increase our motivation?

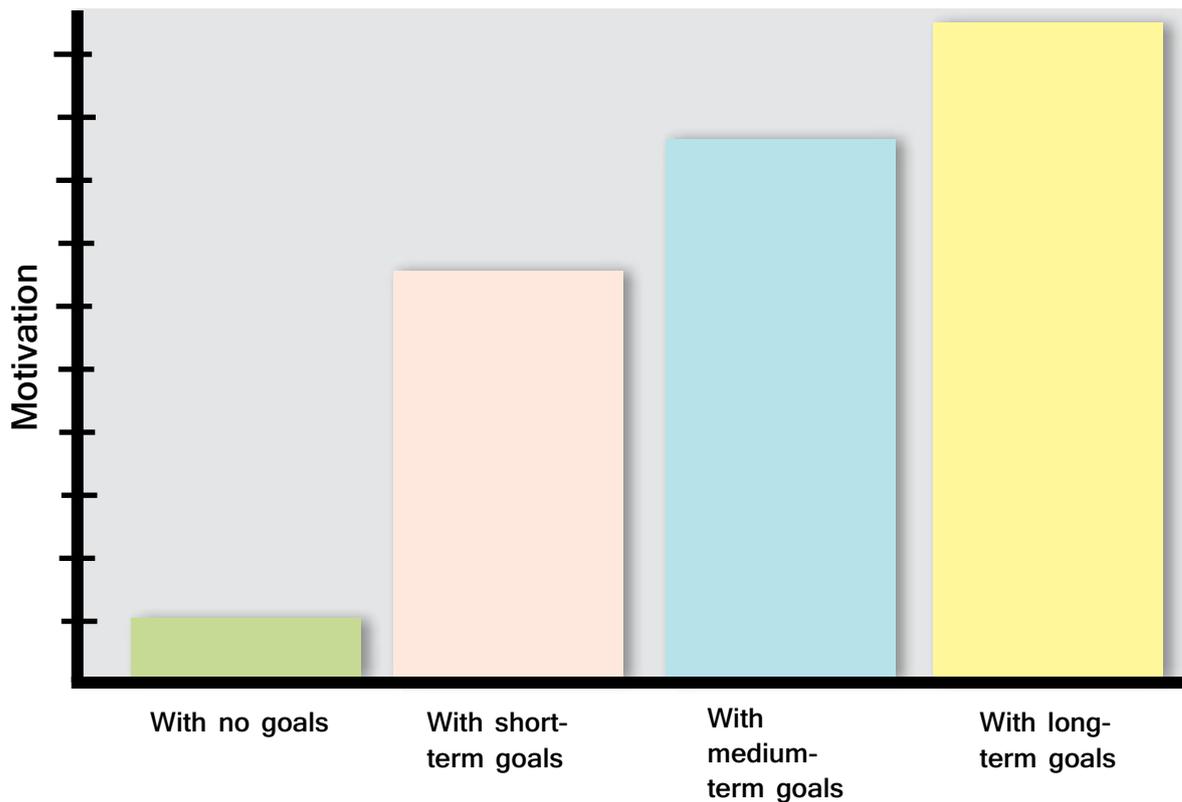
1.3.1 Short-term and Long-term Goals

Lead in...

A simple way to look at what motivates our learners is by thinking about their short-term and long-term goals.

Exercise

A In pairs, write a title for this chart and describe what it shows.



Reflection

B Freewriting. Spend two minutes writing goals for your future.

- *In two years I would like to have/be...*
- *In five years I would like to have/be...*

Read what you have written. Think about these questions:

1. What are your two most important goals?
2. Why did you choose those goals?

Ideas about Learning - “Goals”

The goals that you wrote about in the previous activity are your long-term goals. When you feel like you (or your learners) are bored or frustrated (in “Period B” in the Preview on page 17), it is helpful to think about your long-term goals. To be successful in achieving these long-term goals, it is useful to make short-term goals. Each short-term goal achieved is one step closer to achieving your long-term goal. Each goal achieved is also more motivation to achieve another goal.

This is an important part of self-access learning. With this type of learning, the teacher’s role is to help learners make realistic, **flexible** and achievable goals. Then they won’t lose motivation by setting goals that are too difficult or not achievable in the time set.



C Look at Nilar’s two most important long-term goals. Match them with her most appropriate short-term goals.

- | | |
|--|--|
| 1. Find a job with a good salary so I can look after my parents. | a. Sign up with a private language school in Yangon. |
| 2. Be able to speak Korean fluently. | b. Study for Matriculation. |
| | c. Watch a lot of Korean movies. |
| | d. Move to Yangon to continue studying and find a job. |

Exercise

D Look at this form provided by Maung Maung's teacher. Maung Maung has used it to describe his short-term and long-term English language learning goals.

What are Maung Maung's long-term language goals? Which of his English language does he want to improve?

I would like to:	yes	no	priority	achieved
1. develop my pronunciation skills of vowel sounds	y		5	✓
2. improve my use of past and present perfect tenses	y		8	✓
3. develop my paragraph writing skills	y		4	
4. develop my report writing skills		n		
5. learn how to plan and write an persuasive essay		n		
6. increase my reading speed	y		7	✓
7. increase my social studies vocabulary	y		6	
8. improve my listening skills for social conversation	y		2	✓
9. improve my note-taking skills		n		
10. improve my confidence in speaking English in class	y		3	✓
11. develop my public speaking skills		n		
12. improve my comprehension of news programmes on TV	y		1	

E Maung Maung goes to a **self-access** centre in a library to work on his short-term and long-term English language learning goals.

Think about these questions, and then discuss them with a partner.

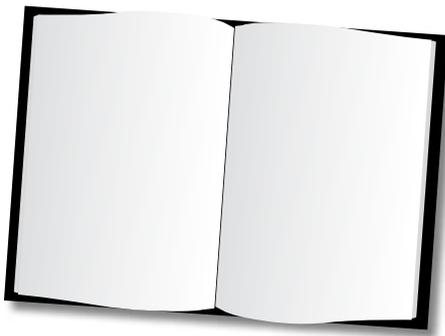
1. Are Maung Maung's short-term goals clearly linked to his long-term goal?
2. Are his goals **realistic**? How?
3. Are they specific? How?
4. Are they measurable? How?
5. Are they flexible? How?
6. Which English skills does he want to focus more on?
7. Which English skills is he more confident with?
8. Do you think he will achieve his long-term goal? What can you advise him about his short-term goals that will help him find success?

Discuss your answers in groups.

F What are your short and long term goals for teacher training? What would you most like to achieve after participating in teacher training?

In pairs, think of specific teaching skills that you would like to develop more. Use the examples below to help you start. Complete this table with more teaching skills as you progress through the teacher training course.

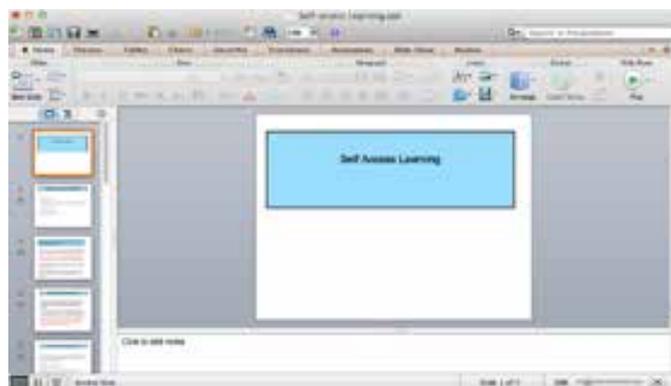
<u>Long term goals</u>				
1.				
2.				
<u>Short term goals</u>				
I would like to:	yes	no	priority	achieved
1. develop my instruction-giving skills				
2. Use the whiteboard more effectively				



G In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

H Study the Powerpoint 1.3 *Self-access Learning* on the TNT multimedia CD, for more information about this type of learning.



Summary - 1.3.1: Short-term and Long-term Goals

Helping learners establish long-term and short-term goals at the beginning of a course will give them a feeling of control over their own learning. As they achieve more and more goals, they will find it fulfilling and their self-confidence will increase.

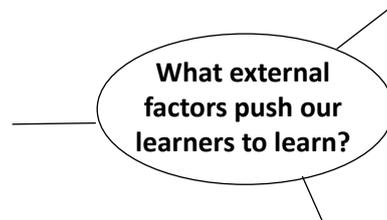
1.3.2 Internal and External Motivation

Lead in...

The motivations we looked at in 1.3.1 come from inside the learner. But what about the motivations that come from outside the learner? Often when we get to know our learners well, we find that things that happen outside the classroom can also motivate them to learn.

Exercise

- A Brainstorm all the **external** factors that might **motivate** our learners. Complete the mind-map.



Ideas about Learning - Learner Motivation

In previous sections we have seen how understanding our learners' learning styles and multiple intelligences can allow us to use teaching activities that are more meaningful to a variety of learners. If we can help them to use their intelligences and learning styles while they learn, this increases learners' interest and motivation to perform well.

In 1997, Williams and Burden looked at learner motivation more closely. They said that we cannot predict what each individual will learn or how well they will apply the skills and knowledge we teach. Therefore, teachers need to know what their learners see as meaningful and important. They think that learning is influenced by the situation in which it occurs. For example, the **background** of the learner and the social, educational and political learning **contexts** affect learning. In other words, there are **internal** and external factors that will make something meaningful and important for our learners.

Williams and Burden made a table of internal and external motivators. In this framework, teachers are seen as an external factor, in the category of family and friends (number 8). This is because **interactions** with teachers - learning experiences, **feedback**, rewards, praise and punishments - are factors which may affect learners' motivation.'

B Match the category (left column) with the question about what is important to the learner.

Internal Motivators	
1. Interest in the activity	a. How confident is the learner in their own learning abilities?
2. Perceived value of the activity	b. Does the learner feel like they belong in their classroom community? Are they learning in a comfortable classroom culture?
3. Sense of control or ownership of work	c. Does the learner feel anxious or bored (for example because the subject is too hard)?
4. Mastery	d. Does the learner feel that their long-term learning goals match community expectations ?
5. Self-confidence	e. Is the learner interested in the subject/topic they are learning?
6. Attitudes to learning	f. What pressure does the learner have from their friends and family to learn or not learn?
7. Other emotions	g. Does the learner feel in control of how they learn? Do they feel responsible for their achievements?
External Motivators	
8. Interaction with family and friends	h. Does the learner believe that learning the subject/topic is useful and necessary for their future?
9. Learning environment	i. Does the learner feel that they should be learning the subject or topic?
10. Broader context	j. Does the learner see any results from the learning? Does the learner see that their skills are increasing?

C Think about the teacher training course you are studying,

1. Answer the motivation questions.
2. In pairs, ask and answer these. Does your partner feel the same as you?
3. How can we use this knowledge in our own classroom? How can we as teachers motivate our learners?



D Read the answers given by one learner to the questions. Circle the categories which the teacher should do something about if they can to help improve Wai Mar Phyo's motivation.

Learner: Wai Mar Phyo. 1st year learner on a social studies pathway to a qualification in community development	
Internal Motivators	
1. Interest in the activity	I really want to work in my community to help other less lucky people than myself but there are some subjects like history and politics that I really am not interested in
2. Perceived value of the activity	Learning social studies is really important for me to be able to participate in community development projects
3. Sense of control or ownership of work	The teachers are really good at offering class activities where we can demonstrate our skills and share ideas with our classmates. I feel like I am contributing to my classmates' learning as well as my own
4. Mastery	I am not very good at history and I don't enjoy it so I feel like I am very behind the rest of the class
5. Self-confidence	I feel like I have a lot of skills to offer my community but I don't have enough knowledge of social studies
6. Attitudes to learning	I guess it is important to know something about history and politics to be able to help my community
7. Other emotions	I feel quite anxious about my grades in history and politics
External Motivators	
8. Interaction with family and friends	My family and friends are all very supportive of what I want to do and my teacher is very encouraging
9. Learning environment	I really like this new style of learning where we don't have to sit down and listen to the teacher all the time. We get to try a lot of new things and I think I am learning quite a lot and making new friends.
10. Broader context	I think my goal to become a community development worker matches with what my community needs right now as there are a few NGOs working there and they need local support

E Discuss these questions with a partner:

1. What are the factors that are motivating Wai Mar Phyo to study social studies and community development?
2. What is the main factor that is causing Wai Mar Phyo to lose motivation?
3. What activities could the teachers do help Wai Mar Phyo?

Share your ideas with another group and then with the rest of the class.



Ideas about Learning - More about Learner Motivation

Nowadays, a lot of social studies curriculum begins by connecting with the learners own lives. This stimulates interest in the subject, and the teacher can connect the learners' lives to the subject in the global context. A history class, for example, might start with activities that explore the history of the learner, the learner's family and their connections to their community, the learner's home and hometown. A history teacher might use tools such as time lines, photographs and written records to explore the learner's history. Making connections between the lesson to your learners' lives is a good start to making sure their learning is meaningful to them.

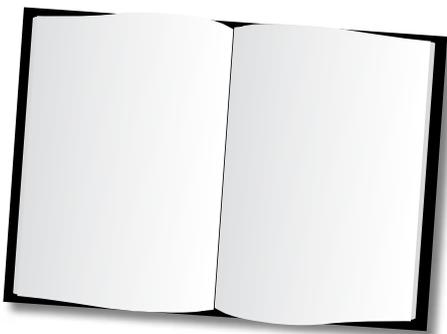
F Do a poster presentation:

1. Interview a learner.
Ask them the motivation questions.
2. In groups, design a poster with the following information:
 - Brief description of the learner
- where and what they are learning, what level they are etc.
 - The answers to the questions in the table.
 - Your reflections on what is most motivating for the learner and what is least motivating. After thinking about the motivational problems they talked about, make suggestions for what you as a teacher could do to help them solve these problems.
Alternatively, suggest a teaching activity that you could use to connect the learning motivator to your lessons like in **Activity E** in 1.3.2.



Activity

G How can we, as teachers, motivate our learners? In groups, think of a list of ideas. Discuss these ideas as a class.



H In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

Reflection

Summary - 1.3.2: Internal and external motivators

Knowing your learners better means you, as their teacher, can make their classroom experience more meaningful. You can connect what is important to your learners - themselves, their histories and relationships to others, their likes and dislikes, their goals, their intelligences, their learning styles - to the activities you use in class to **facilitate** and support their learning.

1.4 Equality and Inclusion in the Classroom

Key words and phrases in 1.4

adapt: လိုက်လျောညီထွေဖြစ်အောင် ပြင်ဆင်ညှိနှိုင်းသည်။

circulate: ဖြန့်ဝေသည်။

identity: ကိုယ်ပိုင် ဖြစ်တည်မှု၊ အမှတ်အသား။

inclusion: ပါဝင်စေမှု။

life experience: ဘဝဖြတ်သန်းမှု အတွေ့အကြုံ။

marginalised: ဘေးဖယ်ထုတ်ထားသည်။ ပယ်ထားသည်။

mind map: ဆက်စပ်မှုပြ ပုံဖော်ခြင်း။

social group: ဆိုင်ရာဆိုင်ရာ လူမှုအစုအဖွဲ့။

symbolic resource: သင်္ကေတသညာအားဖြင့် ပိုင်သော ဂုဏ်သိက္ခာသဘောများ။

Preview



A Discuss the questions:

1. What does the term 'identity' mean?
2. What makes up your identity?
3. Where do you find a community?
4. What types of community are there?

1.4.1 Public and Private Identities

Lead in...

Often we think of ourselves as one complete person with one complete personality. However, a person has likes and dislikes, an origin or a number of origins, a personal history, beliefs, values and behaviour. 'Identity' can be used to describe the overall picture of who you are or just one of these qualities.

We change our identity/identities according to who we interact with so that we can show people that we belong in their community. This identity is our public identity.

A Think about how you see yourself compared to how other people see you. Is there a difference?

B Read the text and match the terms with the definitions.

If someone shows publicly that they belong in a certain **social group** (e.g. they are Christian, they are gay, they are disabled etc.), this can be one of their public identities. Showing your identity publicly usually means you are proud of that identity. Or if you are famous, it can mean that you want to be popular with other members of that social group.

- | | |
|---------------------|---|
| 1. Public identity | a. How you see yourself |
| 2. Private identity | b. How other people see you or how you want other people to see you |

C Look at the pictures of the two famous people below.

- Who is she? What do you think are her public and private identities? Are they different?
- Who is he? What do you think are his public and private identities? Are they different?



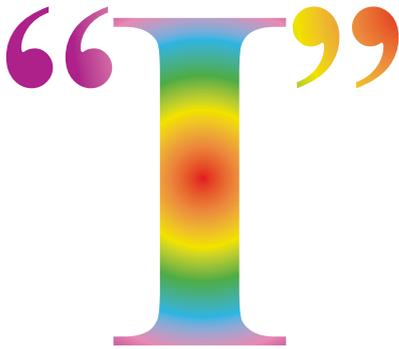
Who am I?	Public	Public	Who am I?
	Private	Private	

Reflection

- D** Think about your identity.
1. Do you have a public and a private identity?
 2. If yes, why do you have two different identities? Why do these two celebrities have two different identities?
 3. What can you achieve with your public identity?
 4. Why is it important to understand other people's identities as well as your own?



Activity



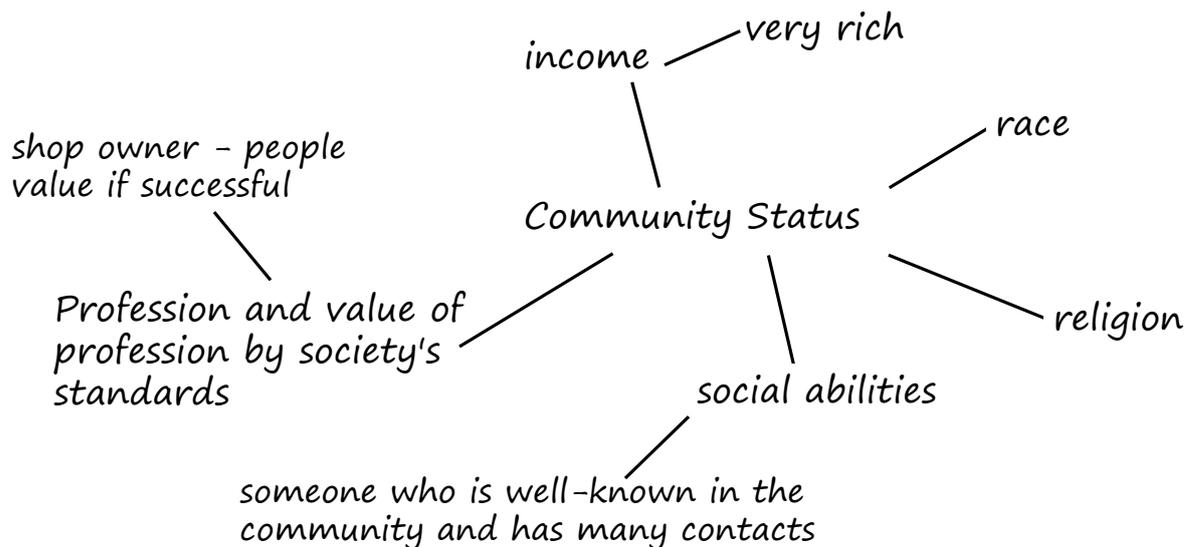
- E** Create a collage with images, photos, etc., that represent how people see you.
- Using a large piece of card, cut a large "I", as this is a representation of who you are.
- On the front put words, images, photos, magazine clippings, etc., to create a collage of how you believe people see you.
- On the back, write a poem of at least 15 lines that tells who you really are.

Exercise

- F** Separate the words into categories for other public identities.

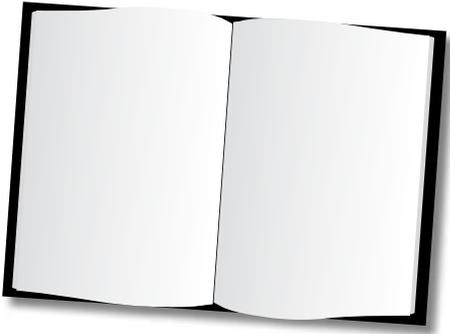
community status marital status age gender marital status education skills and qualities biggest achievements main intelligences main learning styles

- G** In groups: For each of the categories in F, make a **mind map** of examples of public identities, that people might value. For example:



- H** Can these also be called private identities? Why or why not?

- I Can your identities change during your lifetime? Can you think of any examples in your life where one of your identities changed?
- J Discussion: Look at your mind maps from page 28.
1. How might an identity be seen negatively? How might it be seen positively? For example, if your skin colour is white, is that positive or negative?
 2. Where would that be seen as negative? Where would that be seen as positive?
 3. Why are some identities positive to some people and negative to other people?



K In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

Summary - 1.4.1: Public and Private Identities

To be able to function in your community/ies, you need to be able to communicate who you are. To be respected by others, we often form public identities that we think are accepted and valued. Based on these values, a teacher can develop strategies to help learners to form public identities as successful and capable members of the classroom community. We will look at ways to do this in the next section.

1.4.2 From Marginalised to Dominant

Lead in...

We usually know what type of person might NOT have respect or who might NOT be accepted in our communities. We use this information to communicate who we are and gain the respect of others. People who are not normally respected can sometimes be called '**marginalised**'. Other groups of people in our communities who do have respected public identities can be called 'dominant'.

Preview

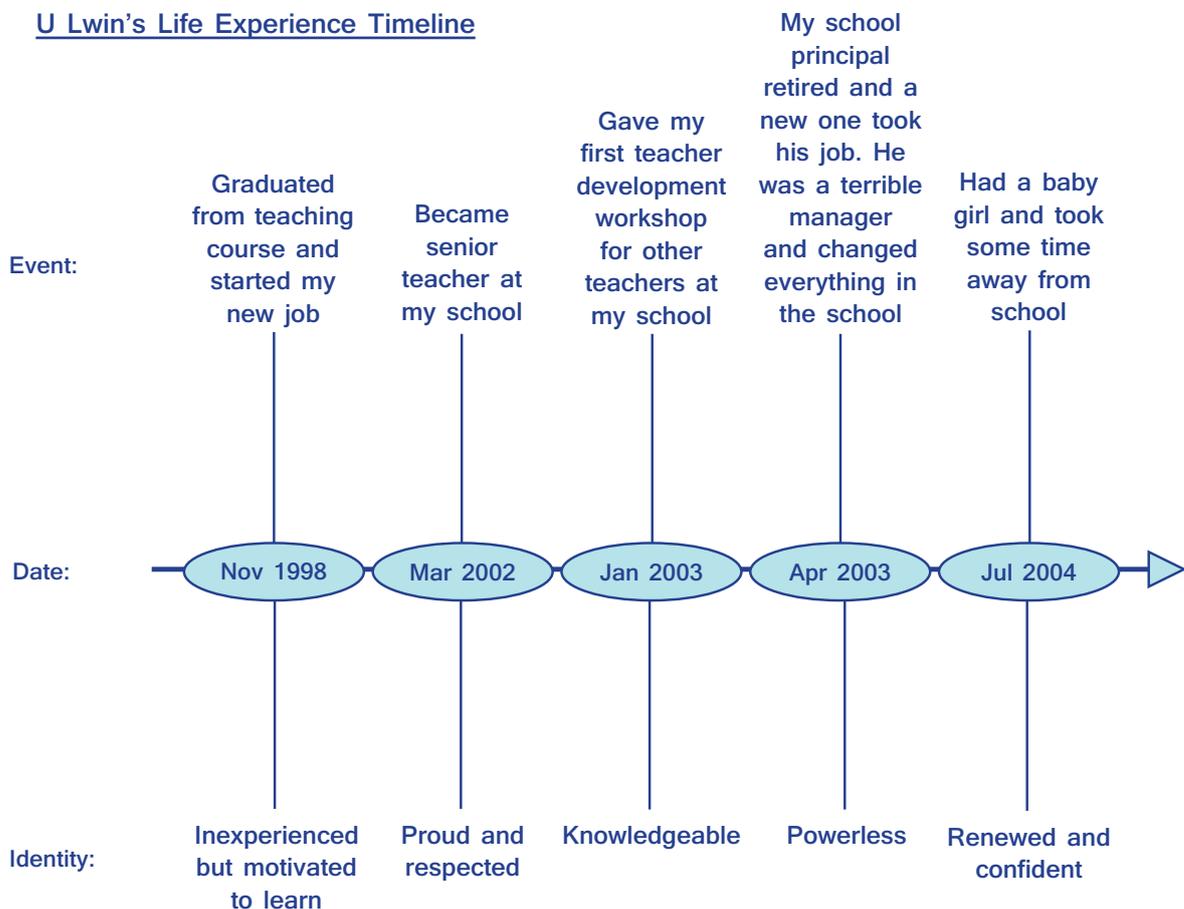


A Think about your society today. Who are the marginalised groups? Who are the dominant groups?

Exercise

B Look at the diagram and answer the questions.

U Lwin's Life Experience Timeline



Exercise

D In pairs, answer the questions.

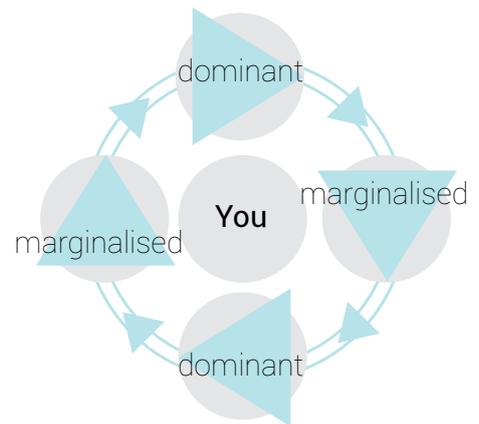
1. Look at U Lwin's life experience timeline on page 30. He was in a marginalised group in his school as a new teacher because he had less experience. Who was in the dominant group in his school community in 1998?
2. What happened in March 2002? Was U Lwin in a marginalised or a dominant group?
3. Label the years according to whether you think he was in a dominant or a marginalised group.
Discuss why you think this.



Reflection

E Has your definition of identity changed since the beginning of this lesson?
Which of these words best define your identity?

belonging **roles and responsibilities**
the different things that make up who I am **feeling**
the way others see me **social group**
sense of value in your community
your own sense of value **likes and dislikes**



Summary - 1.4.2: From Marginalised to Dominant

Your identity changes depending on the community or the social situation that you are in. This is the same for your classroom community. For example, in a teacher training, you know that your profession is valued in your classroom community because everyone is at the training to become a better teacher. As a result, during conversations with peers and classroom activities, you might want to demonstrate you have the following symbolic resources to feel more dominant:

- years or variety of experience as a teacher
- teaching skills
- subject knowledge depth

1.4.3 Power in the Classroom

Lead in...

Researchers have observed learners in classes and found that a learner can move from a dominant to a marginalised position in a short amount of time. This depends on what is happening during the class.

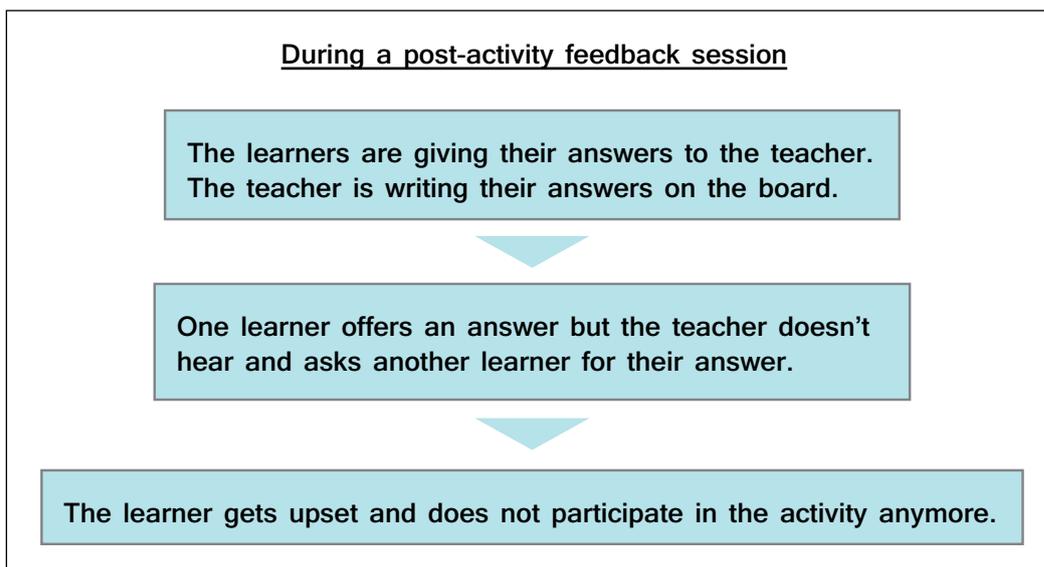
A Discuss these questions.

1. In an English language learning classroom community, what would make you feel marginalised? Which of your abilities or which part of your life experience could use to make you feel dominant?
2. Look at the activity descriptions on Page 14. Which language learning activities would you be best at?
3. How would the activities that you are best at help you to have more power and become a successful learner?
4. Do you think the change from a marginalised identity to a dominant identity happens over a short period of time or a long period of time?



Preview

B Look at the diagram and answer the questions.



1. Is the learner in the dominant group or the marginalised group in this activity?
2. Who gave him/her the label: 'dominant' or 'marginalised'? The learner themselves? The other learners? The teacher?
3. Is her identity public or private?
4. Is it less important if the learner is privately feeling marginalised, rather than publicly?

Exercise

C Read the situation and the two classroom conversations and answer the questions.

Rosie is 10 years older than the other learners in the class. Normally, she feels marginalised because she is older and feels like she is much slower at learning. However, she has had much more work experience than the other learners because of her age. As a result, her age and her life experience are her symbolic resources.

A

The learners are doing a written exercise on understanding job advertisements. The teacher is **circulating**, and talks to the learners:

Teacher: Good, and is this a surprise to you?
(asking whether she knew this kind of language).

Rosie: "Mmm, no." (She has often heard it)

B

Teacher introduces the subject of applying for a job to the class:

Teacher: Has anybody tried to telephone for a job?

Rosie: Yes, I did.

Su Su: Yes, I did.

Rosie: I think everyone did.

Teacher: OK, right, tell us about it.

Rosie: Yeah, when I rang up for the personnel officer to ask if that job is still available and she said, 'Yes, it's still available.' So I make appointment to see her for interview.

Teacher: So that was a very successful telephone call.

Rosie: Yes.

1. What factors might make Rosie feel marginalised in her classroom?
2. Look at situations **A** and **B**. What is the purpose of the learning activities?
3. Look at **Situation A**. How is the teacher encouraging the learner to use their symbolic resources?
4. Is Rosie in a dominant group or a marginalised group in **Situation B**? How do you know?
5. How does the teacher confirm that Rosie is in that group?
6. What happens when a learner realises that they can use their symbolic resources to become more dominant in a classroom?
7. What can we learn from these two situations about how a teacher can use their learners' symbolic resources in their lesson plans?

- D** Think of a classroom you know well, either as a teacher or as a learner.

Which groups in your classroom might be dominant and which ones marginalised?



- E** Look at these case studies. Have you had a similar experience in your own classroom, either as a teacher or as a learner?

In groups, discuss the questions.

Case Study A

I am from Rakhine State, and joining English speaking course in Yangon. My English teacher and peers are all from Yangon. I am the only one who cannot speak Myanmar as well. I have a very strong Rakhine accent when I speak Myanmar and find my English accent is different from my peers'. In Rakhine state, I am very confident to speak English, but here I am not. I feel most of my peers look at me as if I am making mistake because of my different accent from them. Now I have lost all of confidence in speaking.

1. What makes him feel less confident in speaking English?
2. Do you think he feels that he belongs to this classroom community? Why or why not?
3. What do you think could be the consequences of his belonging or not belonging?
4. If you were a teacher of this class, how could you help him become confident and feel like he belongs in this classroom community? What symbolic resources or public identity can this learner use to become more dominant with the other learners?

Case Study B

I am a learner in a very good ESL class. My teacher is very active and usually plans a lot of activities for us. I find many of them enjoyable, and helpful for my learning. One thing I find a bit challenging is doing many physical activities like moving around the classroom and running competitions. To all of the learners, they are really helpful activities, I think, but to me its really difficult because I am the only disabled learner in my classroom.

5. How do you think the teacher can prevent this from happening? How should the teacher **adapt** the activities to make this learner feel she belongs in this classroom community?
6. What could happen if the teacher keeps on using the same activities a lot in the classroom?

F Answer these questions.

1. What tasks and activities have you or your partner used in the past to encourage learners to use their symbolic resources ?
2. What tasks and activities have you used in the past to help your learners accept and be proud of their own identity/identities?
3. What tasks and activities have you used in the past to help your learners accept and respect other people's differences?
4. Do you see a difference in the way that the learners learn after they begin to feel more of a sense of belonging to their classroom community?

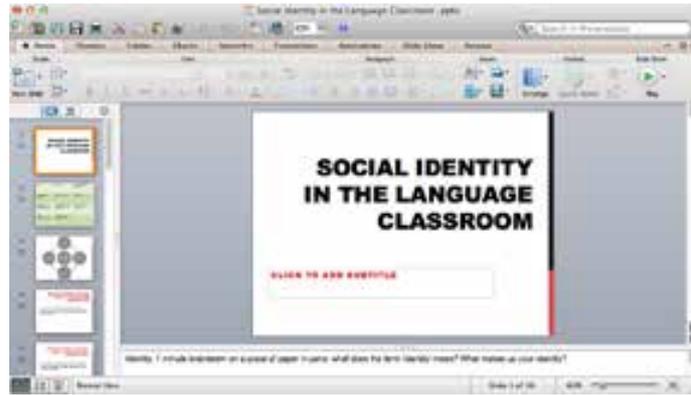


G In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

H Study the Powerpoint 1.4.3 *Social Identity in the Classroom* on the TNT multimedia CD, before you reach the Teaching Practical and Observation section of this unit.

I Discuss how you could apply the same concepts of social identity for any other subjects.



Summary - 1.4.3: Power in the Classroom

Equality and inclusion in the classroom is about being fair to everyone. To be fair to everyone does not always mean treating people in exactly the same way. If learners have different needs, then we need to think about how to help with their individual needs. This means using teaching techniques that allow learners to best use their natural intelligences and learning styles. This also means we need to create a classroom culture that embraces all of the differences between the learners. In this culture, they are easily able to find their symbolic resources. This will make them feel less marginalised and give them the confidence to demonstrate what they have learnt to themselves and to others.

Teaching Practicum and Observation

Plan and Deliver a Motivating Learning Activity

Plan a short learning activity (10 minutes), which is motivating and interesting to all learners.

- a. Work in pairs, with a partner who teaches the same subject area. Decide on the topic you are going to teach, and the level of your learners.
- b. Plan a learning activity to introduce the topic. Use the information you learnt about your learners in this unit to:
 - Make the activity interesting
 - Plan for all learners to have some success.
- c. Teach the learning activity to the rest of the class.

Observe a Learning Activity

While you are watching another trainee's activity, use the observation checklist below to record the different types of learner and learning.

Alternative:

For each activity, observe the learners and the teachers for one specific purpose, e.g. Group 1 - active and passive learners, Group 2 - learner motivation.

NOTE: It is important to NOT interrupt the learners or the teacher during the activity. BUT, don't be afraid to go up as close as possible to them in order to see what they are doing or working on.

Observation checklist:

	Teacher(s):						Date:
	Topic of the lesson:						
	Criteria	1 = never 5 = a lot					Comments
Active and Passive Learners	Learners were active and took some control over their own learning.	1	2	3	4	5	
	Passive learners were encouraged to participate.	1	2	3	4	5	
Learning Styles	There were a mixture of tasks suitable for learners with different learning styles.	1	2	3	4	5	
	I noticed there were some learners who preferred visual activities.	1	2	3	4	5	
	I noticed there were some learners who preferred listening activities.	1	2	3	4	5	
	I noticed there were some learners who preferred activities with lots of movement.	1	2	3	4	5	

	Criteria	1 = never 5 = a lot					Comments
Multiple Intelligences	There were a mixture of tasks suitable for learners with different intelligences.	1	2	3	4	5	
	I noticed some learners were very strong in one or two types of intelligence.	1	2	3	4	5	Which ones do you think they were?
Motivation	The learners had an interest in the activity.	1	2	3	4	5	
	I think the learners could see the value in the activity.	1	2	3	4	5	
	The teacher allowed the learners to have some control over how they worked.	1	2	3	4	5	
	I noticed the learners were feeling enthusiastic and confident.	1	2	3	4	5	
Multiple Identities	The teacher acted respectfully to the learners' social differences / public identities.	1	2	3	4	5	
	The teacher used tasks that encouraged learners to speak openly and confidently. The learners were able to demonstrate their symbolic resources	1	2	3	4	5	
	I noticed that some learners had a clear public identity that they wanted to show in the classroom.	1	2	3	4	5	What were some examples?
	I noticed that other learners acted respectfully to other people's public identities.	1	2	3	4	5	What were some example situations?
	I noticed some learners experienced a change in their identity .	1	2	3	4	5	What happened?

Answer Key

1.1: Real-life and Classroom Learning

D Example Answer:

- (In an ideal, learner-centred classroom) Classroom learning is where a teacher involves learners in a process of experiences linked to specific learning objectives (according to their school curriculum). Real-life learning is a natural process of encountering and learning how to engage with people, experiences and things, trying things out and making mistakes.

E Example answer:

Active learners like activities that they can control, such as research projects, discussions, problem solving.

Passive learners like the teacher to tell them what to do. They prefer activities like dictation, repetition and copying from the board.

G Active - 6, 7, 9, 14, 15, 16, 17, 19, 20.

Active or Passive - 2, 5, 8, 10, 11, 12, 13, 18

Passive - 1, 3, 4

H Example answer:

- Involve the learners - ask them questions
- Use images
- Give handouts with information and questions about the lecture
- Encourage students to take notes
- Give students a task to do afterwards using their notes from the lecture

1.2: The Different Sides of the Learner

A Example answer:

- All humans have independent thought and the ability to feel emotion. Emotions are often the basis of human action, including how they learn. Robots do what they are programmed

to do.

- Computer programs tell robots exactly what to do. A computer program is like a robot's brain.

Humans learn by observing the world, reading and listening to people and media around them, adding their own ideas and opinions, analysing, etc.

1.2.1: Learning Styles

B Example answer:

- If teachers only use their own preferred learning styles, learners who have different learning styles will be disadvantaged.
- Yes, because this information can help them choose the learning methods that will help them best. Or perhaps they might choose to practice the learning styles that they are less comfortable with, and improve them.

- C**
- strongest
 - three, equally
 - favoured, wider

1.2.2: Multiple Intelligences

- A**
- d
 - a
 - f
 - e
 - c
 - b
 - g

- B**
- A, B
 - B, C
 - B, D
 - A, B, C, E
 - B, C, D
 - B, C, E
 - All (teamwork always requires interpersonal skills.)

1.3: Learner Motivation

A Example answers:

1. Learning involves going uphill (hard work leading to success), arriving at peaks (achievement) going downhill (learning progressing slowly) and challenges (learning that is very difficult).
2. **Period A** - when going uphill and reaching the top.
Period B - when going downhill and reaching the bottom.

1.3.1: Short-term and Long-term Goals

A Example answer: Title: Relationship between Goals and Motivation.

Description: The chart shows that by making short-term goals we can double our motivation. By making longer-term goals, we increase our motivation more. We can further increase our motivation by making long-term goals as well as short-term goals.

- #### C
1. b, d
 2. a, c

D

Example answer: To improve his speaking and listening mostly, also his reading and writing including past and present perfect tense, pronunciation of vowel sounds and social studies vocabulary.

E Example answers:

1. Yes.
2. Yes, because they are all things a learner can reasonably expect to achieve.
3. Yes, as they all deal with details that he can focus on easily.
4. Some are measurable - e.g. reading speed, past and present tenses. Some are less measurable - improving confidence, paragraph writing.
5. They are flexible in that he can choose which ones to prioritise, and change priorities if necessary.
6. Listening and speaking.
7. Speaking in class, reading fast, using past and present perfect tenses in speaking and writing, pronunciation skills of vowel sounds, listening skills for social conversation .
8. Make learning objectives 3 and 10 more measurable or specific, e.g. improve my paragraph writing skills by doing practice IELTS writing tests, or improve my participation by speaking more in class.

1.3.2: Internal and External Motivation

F Example answer:

desired job or career, personal interests, pressure from parents, wants better pay or standard of living so motivation to learn and improve education, friends or peers are doing the same thing - desire to fit in and be like other people, desire to move to a different place (place of learning for example), lots of exposure to the benefits of learning at home or outside of the classroom.

- #### G
2. h
 3. g
 4. j
 5. a
 6. i
 7. c
 8. f
 9. b
 10. d

H

1, 4, 7

E Example answers:

1. She wants to become a community development worker and sees this as a useful job, she sees this course as useful for community development work, her family and friends are supportive, she likes the activities and teaching/learning styles used.
2. She isn't interested in the politics or history parts of the course, and gets low marks in them.
3. Teachers could make the history and politics more interesting to Wai Mar Phyo by connecting it with her needs, and focusing on the value of history in community work.

G Example answers:

Find out their interests and personalities, and teach using these.

Make sure they understand how their learning helps them achieve their long-term goals.

Teach using techniques that match the learner's strengths, i.e. a variety of learning activities that use different learning styles and intelligences.

Teach using material that connects with the learner's lives and learning context, i.e. material that talks about things that the learner is familiar with in their own life. Get to know your learners' well, so you can understand what factors make them more or less motivated

Use assessment to show learners how much they are progressing and developing in their subject area

1.4: Equality and Inclusion in the Classroom

A Example answers:

1. Who or what a person is.
2. Identities can be made up of or refer to a person's personality, likes and dislikes, religion, hometown or ethnicity, social status, gender, job or career etc.
3. A community can be found anywhere where people interact socially or for a specific purpose
4. Teaching community, English language learning community, online community or group, ethnic community, religious community, entertainment community, issue-based (e.g. environmental, gender rights) community.

1.4.1: Public and Private Identities

- B
1. b
 2. a

C **The woman on the left** is Malala Yousofzai. She is a young PAKISTANI woman who was shot for speaking out about women's rights. **The man on the right** is R. Zarni. He is a Myanmar SINGER-SONGWRITER.

Example answers:

1. Malala Yousofzai's **public identity** courageous, informed, keen to learn, aware of what is right and wrong, a leader
Her **private identity** might be worried, empowered, scared but still motivated
2. R. Zarni's **public identity** is famous, good-looking, a devoted husband and father, fun, romantic, successful
His **private identity** might be a private person, lucky, a happy husband and father, shy but popular with his friends.

F
community status
marital status
age
gender
marital status
education
skills and qualities
biggest achievements
main intelligences
main learning styles

H Example answers: Yes, because there are some categories that you might fit into naturally. Your private identity is the one that you feel more comfortable with. For example, you might have a job which requires you to be very social publicly (e.g. marketing, acting) but you naturally prefer to be alone.

I Example answers: Yes, they can. Your identity can change according to the events that you are experiencing in your life. For example, a learner can be in secondary school and have no friends. They might be very quiet and lonely. When they finish Matriculation and their life changes – they go on for further study or they find a job and find new friends – they become sociable and talkative.

J Example answers:

1. An identity can be seen negatively depending on where you live.
2. In some South-east Asian countries, white skin is more popular than dark skin. In countries where most people are white-skinned, dark (tanned) skin is popular.
3. In some hot countries, if you have dark skin you look like you come from a poor family. If you are from a poor family, you automatically don't have the same opportunities or respect as people from rich families. If you have dark or tanned skin in some Western countries, you might be seen as more attractive or as coming from a rich background (as people think you spend more time on holiday in the sun).

1.4.2: From Marginalised to Dominant

B Example answers:

1. Yes. It can change depending on the events in your life and how they affect you.
2. both
3. Mar 2002: Both
Jan 2003: Both
Apr 2003: Private but can also be both
July 2004: Private

D Example answers:

1. Experienced teachers or teachers who had been working in the school for longer than U Lwin.
2. U Lwin moved to a dominant position, as he became a senior teacher.
3. Nov 1998: Marginalised, because he was less experienced than the other teachers and new to his job.
Mar 2002: Dominant, because he could show that he was more experienced and knowledgeable/capable when he was given the position of Senior Teacher.
Jan 2003: Dominant, because when he provided knowledge and skills to other teachers he could be seen as more knowledgeable and capable than others
Apr 2003: Marginalised, because the new school principal took away the system in the school which he was familiar with. He felt powerless as there was nothing he could do about the changes.
July 2004: Dominant, because he was confident and comfortable in his new place and position.

1.4.3: Power in the Classroom

B Example answers:

1. Marginalised
2. Mainly the learner gave themselves the label of marginalised. The learner recognised themselves as marginalised because they were very aware that the teacher was not accepting their answers. The learner might have thought that the teacher put him/her in a marginalised group too. The other learners may not have noticed but if they did, they might think that they were weaker than them.
3. If the other learners in the class notice that the teacher has 'not accepted' the learner's answer, then the learner's public identity is 'marginalised'. If the other learners don't notice, then it is a private identity.
4. No, the learner will still be feeling less confident and upset.

C Example answers:

1. her age
2. To get students familiar with the language they need to apply for jobs.
3. She is using material that the students, especially Rosie, would probably be familiar with.
4. Dominant, she was participating a lot and even speaking for other learners.. She was also confident enough to share her experiences.
5. She asks questions that Rosie can answer because of her experience and knowledge.
6. They become more confident.
7. Teachers should get to know about their learners' life experiences and symbolic resources. They should help them share their symbolic resources with other learners.

D Example answer: Some ethnic or religious groups might be more dominant or more marginalised; richer students may be more or less dominant.
Other dominant/marginalised groups might be: stronger students/weaker students, talkative/quieter students, able-bodied/less able-bodied students.

E Example answer:

1. His Rakhine answer is strong when he speaks English.
2. No, he is the only student from Rakhine and the only one who cannot speak Myanmar fluently.
3. He will lose his motivation if he feels that he does not belong and/or he will feel anxiety when he has to speak English in class.
4. Allow him to have lots of writing reflection time and time to speak one-on-one with you (the teacher); Use lots of group activities and team-building activities so that other learners can get to know him individually; Give him opportunities to demonstrate his other skills in English (poster presentation activities, for example).
5. Make sure the learners participate in a variety of activities generally. During physical activities, give the learner a key responsibility, such as the judge or the score-keeper.
6. The learners could get bored and/or demotivated.

I Example answer: As all learners bring different strengths to any classroom (or different symbolic resources) the teacher can use the students' strengths to help them move from feeling marginalised to feeling dominant.

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