EBS 262: PRINCIPLES AND METHODS OF TEACHING IN BASIC SCHOOLS

This course will equip students with skills for effective teaching. The course introduces the students to a variety of teaching methods and activities that will sustain pupil's attention and interest in teaching learning interaction. The students will be equipped to teach with different types of objectives.

COURSE OBJECTIVES AND LEARNING OUTCOMES

The students should be able to
- ✓ Describe the nature of teaching and the process of effective teaching.
- ✓ Design lesson plan in relevant subjects.
- ✓ Identify and use different teaching methods and skills to enrich lesson delivery.
- ✓ Acquaint themselves with relevant techniques in classroom management.

UNIT	TOPICS	SUB-TOPICS
Unit 1	The principles of teaching and instruction	✓ Define teaching and instruction ✓ Factors to consider in planning instruction ✓ The principles of teaching and learning, instructional materials, teaching learning environment. ✓ Interaction and communication in instruction. ✓ The rational for the acquisition of instructional skills.
Unit 2	Pupil centered methods of teaching	✓ Activity methods of teaching and the discovery learning process. ✓ Individualized methods; brainstorming, small group, discussion, project, problem solving, co-operative learning, case study

		✓ Simulation methods; role play, demonstrations, educational video and teaching from television.
		✓ Educational visits and field experiences
		✓ Deductive and inductive methods
Unit 3	Teacher centered methods and strategies of teaching	✓ Types and skills in questioning
		✓ Steps in the expository teaching process e.g. steps in delivery lectures and using drills.
		✓ Teacher-led discussions.
		✓ The use of instructional materials and chalkboard.
		✓ Stimulus variation, feedback and evaluation.
Unit 4	Classroom management techniques	Importance of classroom management
		✓ Importance and types of learner motivation.
		✓ Managing instructional time
		✓ Establishing order and discipline in the classroom
		✓ Handling disruptive pupils

UNIT 1

SECTION 1

DEFINING TEACHING AND INSTRUCTION

WHAT IS TEACHING

It has been defined by several authorities in several ways. It is defined as an activity that is performed by more experience and knowledgeable person with the view of helping a less experienced and knowledge person to learn. This implies that the teacher is expected to be a more experienced and knowledgeable person than the learner.

Teaching involves helping others to learn or to do something, to think and to solve problems and to react in new ways. It therefore involves the art of giving information. The situation under which the information is giving may either be structured or unstructured. The important thing however is that the information influences the individual and causes a change in behavior of some sort. In our daily life, we come into contact with a lot of information that tells us something. For instance, parents, peers, adult, members of the community; what they tell us is supposed to influence us in new ways and change our behavior. To this extent they are all teaching.

OTHER DEFINITION OF TEACHING BY SOME EDUCATIONAL AUTHORITIES

- Nacino Brown et al (1882), defines teaching as an attempt to help someone acquire, or change some skill, attitude, knowledge, ideas, or principle. It is also explained as an attempt to bring about desirable change in human learning, ability and behavior.
- John Dewey maintains that teaching is helping some one to acquire knowledge and skill that bring about change in behavior.
- Farrent J.S. (1980) defines teaching as a process that facilitates learning through knowledge and skill acquire by a learner from an experience person.
- Moore (1998) also defines teaching as the act of someone is trying to assist others to reach their fullest potential in their aspects of development.

SOME TEACHING ACTIVITIES IN THE CLASS ROOM

- Marking pupils work
- Organizing classroom work
- Explaining and questioning
- Talking or speaking with people in class
- Listening to pupils responses and reinforcing their behaviour
- Individual work by people
- Giving verbal and non-verbal directions and cues to pupils
- Write points on the chalkboard for pupils to note

TEACHING AS AN ART OR SCIENCE (*ARE TEACHERS BORN OR TRAINED?)*
Teaching and learning are the most essential activities that go on in the education.
Moore (1998) asked the question whether some teachers are born or made. This is the basis of teaching as an art.

TEACHING AS AN ART
Teaching as an art is explained in terms of the different skills and tools, verbal and non-verbal communicative skills and materials with which the teacher presents the learning activities in a meaningful way to the pupils. If these skills come automatically to some teachers and not much to others, then teaching can be considered as an art. In this case, it is the teacher's competence in term of the mastery in the **action system**
(skills) and subject matter knowledge and **personality** that give meaning to the art of teaching.

Personality may be define as the totality of the physical and psychological characteristics that makes an individual unique, i.e. all the characteristics exhibited by the ideas he/she holds about the teaching and the learning she handles.

Action system knowledge is the teaching skills or methods needed for planning the lesson, making of decisions about what, when and how to teach a particular lesson as well as managing the classroom environment for effective learning.

TEACHING AS A SCIENCE

Teaching as a science is seen in terms of the systematically tested theories and approaches to teaching. For instance, some people have instinctive characteristics that are good for teaching. Now is it possible to identify how those instincts are displayed and train teachers on how to exhibit them? If yes, then one needs to scientifically verify those characteristics and then confirm them, before teaching others to use them. This is scientific.

One major characteristic of science discipline is its ability to predict and control the behaviors of the trend it studies. Teaching is a science because it is possible to predict the outcome of some treatment we give to learners. For instance, if you give verbal praise to pupils, they will put in more effort. Since you can predict this, you control the behavior of learners by either applying or failing to apply the treatment.

Searles (1967) described teaching as an art and a science. We have just noted that teaching involves elements of both art and science, and therefore it is both an art and a science. This means that we can practice and become perfect in applying our teaching skills like an art. We can also study the scientifically tested strategies and procedures for good teaching, and apply them.

THE CONCEPT INSTRUCTION

Instruction is basically the structured, ordered information that learners receive in a designed program, such as the Diploma in Basic Education. The information, through interaction is always structured or organized in a form that ranges from simple to complex, basic to advance, concrete to abstract, known to unknown.

Francois (1988) explained instruction as the arrangement of outside events in a learning situation aimed at enhancing learning, retention and transfer. Its strategy is a systematic behavior engaged by the teaching-learning process. This strategy needs a careful predetermined instructional approach for the achievement of specific instructional goals. Since the information pupils receive in the classroom is structured, the interaction between the teacher and pupils is more of instruction rather than teaching.

Gage (1972) asserts that any theory of teaching explains, predicts and controls the way the behavior of the teacher affect the way pupils learn.

ASSIGNMENT: Enumerate five (5) differences between teaching and instruction.

PURPOSE OF INSTRUCTION
1. To discover, create and express meaning;
Meaning, as a purpose. The ability to understand how the environment stimulates
and enable the learner to cope and live as a useful citizen in his/her environment.
Meaning is
- ✧ Experience
- ✧ Rule, logical or principle
- ✧ Selective elaboration
- ✧ Expression

2. The development of rational power;
The central purpose of education is to develop the rational power of every pupil. Rational powers are central to all the qualities of the human spirit.
The purpose of education, therefore, is to nurture the mind both to bring about changes and cope or deal with change.

3. The quest for knowledge;
Knowledge as an outcome of learning can be justified as;
- ✧ knowledge increases; one's acquaintanceship with reality develops
- ✧ Knowledge is regarded as the basic tool for other aims
- ✧ Culture places tremendous weight on knowledge

The purpose of instruction however goes beyond passing examination with distinction and acquisition of skills for good employment. They include skills for relating well with other members of the community as well as skills for getting used to change and experience in the society.
The teacher's main role in the instructional process, therefore, is to harmonize the physical, emotional, social, moral and mental parts of the learner's development with the needs and aspiration of society.

Self- Assessment Questions
1. What is teaching?
2. Explain teaching as an art.
3. Is teaching a science? Explain.

Write either true or false to answer the following questions
4. A change in learner's behavior means he/she has learned something new.
5. A teacher is a person who has had formal training.

SESSION 2
FACTORS TO CONSIDER IN PLANNING INSTRUCTION

Instruction as a system
Instruction can be seen in two main ways, namely as a system and as process, each with clearly described parts.

What is a system?
A system is made up of interrelated parts which work together for a common goal or purpose.
If instruction is said to be a system, it indicates that, there are parts that are related and at the same time connected to form a whole.

Parts of the instructional system.
Cast your mind back to the instructional session in the classroom and come out with the major elements of instructional session. You are part of the instructional system, do you know that? Now, try and name the other parts.

Aside you the instructor or the teacher the other parts are the learners/pupils/students and the search image. The search image is the item to be learned. In actual sense the search image is made up of small and organized information that is easier to be learned and could be imparted to the pupils during instruction. The learner/pupil/student is the individual to whom the search is directed.
The instructor is the one who impacts and directs knowledge or the search image.

Figure 1 explains the instructional system.
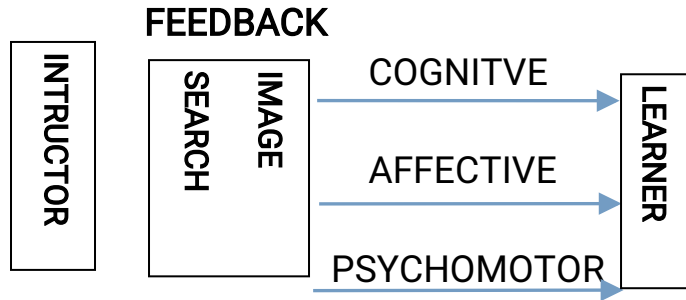
In the figure, it is shown that the instructor who is the teacher, selects, organizes and presents the search image or the content to be learned to the learner during instruction. The search image or bits of information that is to be learned are based on the cognitive (or mind), the affective (i.e. the emotional or sentiment of the learner) and the psychomotor (the use of the limbs).

The learner or pupil shows that learning has taken place when he/she is able to perform a task based on the search image or bits of information. The feedback or result helps the teacher or instructor to know whether the instructional session was successful or not and plans the next line of action.

All the parts of the instructional system are connected so much so that if one part is not working properly it affects the whole system. For instance if the search, image selected were difficult for the learner, the instructional objective set would not be achieved. Again, if the mind of the child is not well prepared, learning of the content would not be possible no matter how easy it is or how hard the teacher tries.

As a decision maker, the efficient way and strategies the teacher applies to select organize and present the subject matter or search image is done with the consideration of the characteristics of the learner. This leads to the effective operation of the entire system. Based on what has been discussed, some educationists see the teacher or instructor as the most important element of the instructional system

Instruction as a process

Instruction as a process is the way or strategy through which the instructor impacts knowledge to the learner. The process of instruction just like the system has parts that are related and these form the instructional mode.

Cast your mind back to the classroom teaching and learning situation the second time and recollect the process through which lessons are delivered. Recollect again, the important decisions that the teacher takes before instructions. Can you mention any four of these decisions?

Since the search image is transmitted to the learner through various ways, different instructional representations (models) have been made by educational psychologist. Four (4) of such teaching models are;
   a) The striped-down model by Robert Glaser
   b) The school-learning model by John Carrol.
   c) The social-interaction model by Ned Flanders
   d) The computer-based teaching model by Lawrence Stolurow and Daniel Davie

The basic school teaching model, which is also, the striped-down model, divides the instruction process into four (4) related parts. These are;
   i. Instructional objectives
   ii. Entering behavior
   iii. Instructional procedures
   iv. Performance assessment.

Remember it is the teacher who sees to the smooth running of both the system and the process of instruction.

Related parts of instructional model

Instructional objectives	Entering behavior	Instructional procedure	Performing
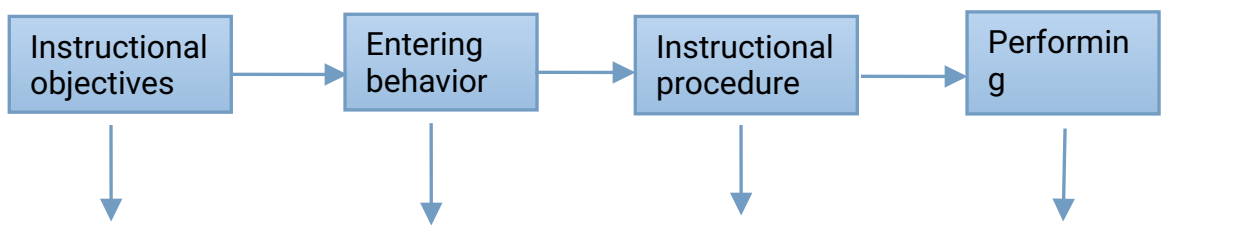
The four parts of the instructional model are connected somehow. The connection between instructional objectives and entering behaviour is based on the fact that the first is focused on the framework of the age, sex, cognitive levels, socio-economic background, etc. of the learner.

These make up the parts of the items considered under entering behavior. The teacher decides on the type of instructional strategy or method to use by looking at the entering behavior of the learners, materials on hand and the instructional objectives. For instance, based on the entering behavior of the learner, the educator decides on the motivational techniques to use to arouse the interest of learners.

The instructor must know the type of motivational techniques to use considering the type of learner and their ages. It should be noted that different instructional procedures are needed in the teaching skills, language, concepts, problem-solving etc. Again the instructor must decide on both the objectives and the instructional procedure or method to use for practical skills he/she intends to teach and the entering behavior of the learner.
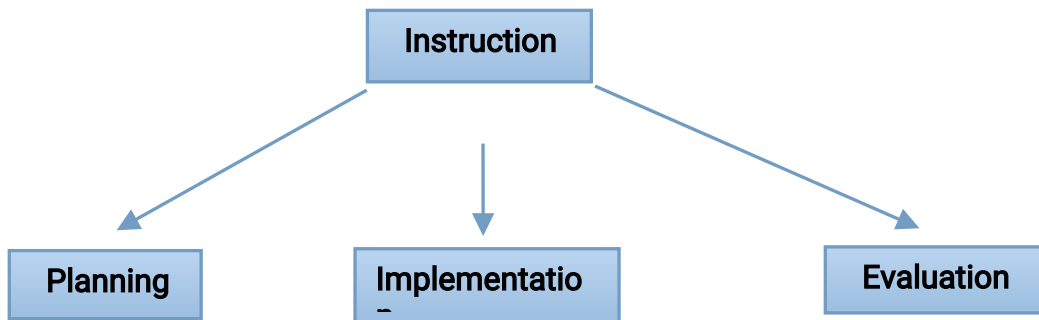
Further, the connection between performance assessment and the other parts of instructional model is that the type of test designed by the instructor is directed by the instructional objective, the entering behavior and instructional procedure used. For example, the behavior the instructor expects the learner to demonstrate at the end of the lesson would determine the type of assessment to be used.

It is worth mentioning here that if something goes wrong with any one of the element in the instructional process it affects the outcome of the lesson. For instance, if learners perform badly in a given text the other components are to be examined one after the other to get to the cause. When the cause of the low performance is due to unrelated test items, then the performance assessment should be modified. There is always a high believe that the success of teaching is based on the fact that the appropriate decisions and the necessary preparations for the lesson are made by the teacher.

On the other hand, the expected change in behavior would not occur if all the decisions and activities in each of the four components are not adequately addressed.

The need for adequate preparation for each lesson cannot be over stressed because of the fact that an instructor cannot impart all the content he/she know but should know all that she imparts in any particular lesson.

We said that instruction is a structured activity. What do we mean by structured? By structured means it has parts or elements. The main parts of instruction are illustrated below.

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                            Instruction
                   /            |            \
                  /             |             \
            Planning     Implementation      Evaluation
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At this point, we are only interested in the first part of the structure, which is planning; i.e. according to the marking scheme.
What are some of the things you consider when planning instruction?
You consider:
- ❖ instructional objectives
- ❖ entering behavior of pupils
- ❖ pupils' performance
- ❖ instructional procedures
- ❖ time available for instruction
- ❖ the size of the class,
- ❖ materials available for instruction
- ❖ age of the pupils
- ❖ the ability of the pupils

EXPLANATION OF THE FACTORS IN PLANNING INSTRUCTION

◆ **Instructional Objective:** This is a statement of skills, concept or attitudes that pupils are expected to gain at the end of a given period of instruction. It is a statement of knowledge or tasks that pupils should master after a lesson or be able to do at the end of the instructional period. Educators should therefore consider this in planning.

◆ **Entering Behavior:** This describes the characteristics that the pupils already possess about what is to be leaned or taught. The knowledge possessed by the pupils is determined by factors such as age, sex, race, ethnic background and socio-economic background. There is this principle that instruction should proceed from the known to the unknown. To be able to follow this principle, the teacher must consider the entry behavior of the learner when planning instruction. The teacher can then relate what is to be taught to the age, background and previous knowledge of the learner.

◆ **Instructional procedure:** This refers to the way in which a particular learning task is taught. Decisions made in respect of instructional procedures are made up of the following; the medium of instruction to be used, instructional methods to be used and the organization of the classroom environment. The teacher must know that these determine the success or failure of the lesson.

◆ **Performance Assessment:** This deals with the assessment of the teaching learning outcomes. Teacher made tests are the major instruments used for evaluation or for assessing all classroom learning. The test may be oral or written, objective or subjective. It is designed to cover the main issues treated in a lesson. This helps to determine the success or failure of the lesson.

◆ **Age and ability of pupils:** For any success to be chocked in instruction, there is the need to consider the age and the ability of the pupils before instructional activities are designed for the pupils. This will enable the pupils to assimilate or understand what has been taught and also recall from memory.

◆ **Size of the Class:** The class size for any instructional activity should neither be too large or small. The teacher should consider the class size when planning the lesson in order to be able to handle the pupils effectively for them to achieve a better understanding of what they learn.

◆ **Material available for instruction:** For every instruction or teaching activity, the availability of learning material is very paramount. It will be very difficult for pupils to understand a lesson when learning materials that is very paramount are not available. In the instruction process, materials must be available for learners to use, touch, feel, smell, and interact with. The teacher will therefore need to consider the kind of materials to involve in teaching and to acquire them and acquire them before the delivery phase

◆ **The Syllabus:** The teacher is expected to teach within the requirement of a given syllabus. The syllabus was drawn with the national and regional objective for education in mind. Therefore, it is expected that the teacher will consider what is in the syllabus as well as the local situation of the pupils so as to make what they learn more meaningful to them.

ASSESSMENT
1. Which of the following is not an aspect of the instruction system?
   a. The instructor
   b. The textbook
   c. Special learner task
2. Which of the following is not a factor in planning?
   a. Instructional objectives
   b. Performance assessment
   c. The instructor
   d. Instructional procedure

Indicate TRUE/FALSE against the following statements
3. It is not always necessary to consider the syllabus planning instruction.
4. Entering behavior must not be considered as a factor of the instructional system.
5. In performance assessment, teacher-made tests are the minor instruction used in evaluating or assessment all classroom learning.

6. The performance assessment results in used to determine the success or failure of a lesson.
7. The principal of instruction which states that teaching is from the known to the unknown is associated with the entering behavior of pupils.
8. In the instruction process, teaching becomes effective only when pupils can perform.
9. Material available for instruction cannot be considered as a factor in planning instruction.
10. The medium of instruction to be used, instruction method to be used and the environment in the classroom all are components of the entering behavior of pupils.

WRITING LESSON PLAN

PREPARING TO TEACH

To be able to teach effectively, there is the need for the teacher to prepare and plan well in advance before the actual lesson delivery.

The teacher has to;
1. Prepare a Scheme of work, also known as the weekly forecast.

This is a weekly plan prepared by the teacher for the topics that are to be covered in the term. Columns or the format that the teacher considers in preparing this scheme of work includes references, teaching learning materials and remarks. The table below shows the format for the scheme of work also known as weekly forcast.

WEEK	WEEK ENDING	UNIT/ TOPICS	REF.	TLM	REMARKS

THE STRUCTURE AND CONTENT OF SCHEME OF WORK
The content includes the following;
✓ The week during which the information is to be taught. This is usually sidentified by the date on which the week will end.
✓ What is to be taught (topic and sub-topics)
✓ Reference book
✓ Teaching/learning Materials
✓ Remarks.

IMPORTANT ISSUES ABOUT THE SCHEME OF WORK
✧ The topic and the teaching support issues that follow it are for one week, but they could be extended to two or three weeks. For instance, if two weeks are required to teach pupils about the Christian Festivals, this topic would be written down for week 2.

◇ The sequence in which the topics are written is very important, although the syllabus is the source of the topics, they may not necessarily be put in proper sequence. The teacher who is the user of the syllabus should determine the sequence. The sequence of the topic should be logical. Generally, it is better to treat the easier topics earlier.

◇ The time spent on each topic also needs to be considered carefully. You need to be flexible enough in allocating the time. There are several national and local holidays, take these into account you may find that at a point you need to rush in order to complete a topic.

◇ Ensure that the materials that you will use in your teaching are accessible, or that the timing is appropriate. Also ensure that pupils can cope with what you state.

◇ Submit the scheme to your head teacher for vetting. Though this is a requirement by the education authorities, it is itself very useful. Perhaps even before giving it to the head you may give it to another teacher to read through and give some comments. You can improve your scheme a lot from such comments.

◇ Finally, you need to update your scheme. Make corrections and adjustments. A scheme should be flexible.

IMPORTANCE OF PREPARING SCHEME OF WORK

1. Help teacher to know in advance the amount of work he has to do each term, week and day.
2. Enables a substitute teacher to know where to continue in the absence of the class teacher.
3. Serves as a record of work for the period.
4. Put the syllabus in its natural logical sequence.
5. Guides the teacher to read or research for specific information or knowledge.

✎ **ASSIGNMENT**
a. What is scheme of work?
b. State three important issues that should be noted about the scheme of work.
c. Why should teachers prepare scheme of work?

EXPANDED SCHEME OF WORK (LESSON NOTE)

This is the detailed plan of activities that the teacher or whoever that is to teach the lesson in the absence of the original teacher will undertake in order to achieve his/her objectives. The expanded scheme of work can also be the prepared lesson notes of the lesson. Below is the format for the preparation of the expanded scheme of work.

WEEK ENDING;   REFERENCE(S);
SUBJECT;   CLASS;

Day & duration	Aspect/topic/sub-topic	Objectives / R. P. K.	TLA	TLM	Core point/ application	Evaluation / remarks

FEATURES OF A GOOD LESSON PLAN

A good lesson plan should have;

  1. **General information or background variable;** this includes the date for the lesson, the subject, references with pages of books from which you made the references, the class, average age of pupils, number on roll, day, time and duration of the lesson. These variables provide information that helps you to decide on the appropriateness of lesson delivery, content and strategies.

  2. **Lesson Topic;** the topic is the subject matter you are to cover in a lesson. Your topics should be short and concise. For example, parts of flowering plant (science) or adjectives (English).

  3. **Objectives;** your objectives must state the value of the lesson to your learners.
In other words, the objectives must state what skills, knowledge and attitude your learners are expected to acquire. Your lesson may have more than one objective depending on the time available. The teacher must remember to use performance verbs like list, state, write, discuss, name and identify in stating his/her objectives.

4. **Relevant Previous Knowledge (RPK);** the RPK consist of knowledge, skills, ideas and experience that your pupils have already acquired. This is the basis upon which you are going to build your new lesson. The RPK must not necessarily come from a previous lesson. It could be some general knowledge they have acquired from daily experience.

5. **Teaching Learning Material (TLM)**
Indicates the teaching learning materials to be used in the lesson

6. **Teacher/Learner Activities;** this refers to the things we are expected to do as a teacher in the course of a lesson. It includes the methods of teaching, use of TLM's, at the right time and in the right manner as well as other classroom interactions. These interactions may involve you and your pupils or among pupils themselves.

7. **Core points;** core points are the skills, attitude, knowledge, ideas and other behavioral outcomes you want to develop in your pupils. They may simply be the subject matter content you expect your pupils to be conversant with. Your core point must be related to the objectives you have stated.

8. **Evaluation;** in the course of your teaching, it expected to ask questions, give exercise in the course of your lesson, and after the lesson. These could be written or oral quizzes to pupils? These constitute the evaluation of the lesson. They form the basis for the remarks after the lesson. Evaluation helps you to determine whether you have achieved your stated objectives or not.

9. **Remarks;** remarks are written after delivery of the lesson to indicate the level of success achieved and difficulties faced.

IMPORTANCE OF LESSON PLANNING
1. Lesson plan enables the teacher to sequence what is to be taught. Writing the lesson plan will give you the opportunity to determine which activity should come first, which should follow.
2. Lesson plan enables the teacher to identify and gather materials required for teaching.
3. The teacher becomes confidence in presenting the lesson. The teacher can only be confidence when he/she knows what to teach.
4. It makes the teacher to research, read and consult some sources of information. This can make the lesson more interesting.

QUIZ
1. Distinguish between core points and teaching learning activities in the lesson plan.
2. Why do lesson plan make the teacher confidence in his teaching.

THE NATURE OF A LESSON
Slavin (1991) states that a lesson is a process by which information, skills or concepts are communicated from the teacher to the students. Teachers sometimes ask their pupils to find out things on their own, from other pupils or from sources like books and computers etc. These can provide important information for pupils. However the above mentioned are not the most common modes of learning in our schools. The process by which information, skills or concept are communicated from the teacher to students i.e., (a lesson) remains the major means for teaching and learning in schools.

KINDS OF LESSON
1. A developmental lesson:
This is used when the aim is to teach new things to pupils. If you want to develop a new idea or a new knowledge, when you are starting a new topic the kind of lesson you used is development.

2. An inductive or deductive lesson
This is a special form of developmental lesson used to develop a formula, law, rule or principle such as ($2\pi r$). It deals with learner inquiry or investigation unlike the first one which focuses on teacher presentation.

3. An appreciation lesson
It is the kind of lesson that has the aim of capturing the feeling or attitude of pupils. As a teacher, if you want your pupils to appreciate a certain kind of good behavior, what you use is an appreciation lesson.

4. A skill lesson
This kind of lesson involves learning a practical performance or a mechanical act. It could be preparing an uncommon local diet or scrubbing. It could also involve more mental activity such as computation, a skill in mathematics calculations or computer skill. Other skills that can be taught are writing and spelling. Skill lessons try to get the pupil to practice the activity or skills enough so as to be perfect in it. This means that, they will involve some drills

5. **Revision lesson**

This is a lesson where the teacher revises all that he/she has taught the pupils so that they will understand it better. The teacher goes over what pupils have learnt previously to get a deeper understanding of what has been taught.

Forms of lesson can be summarized as described below

THE LESSON

Developmental   Appreciative

Inductive deductive   skills   Revision
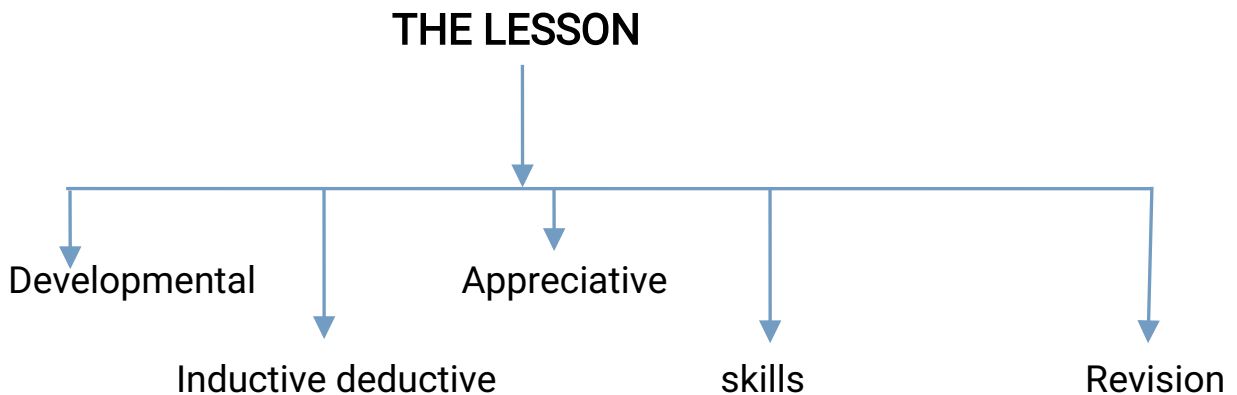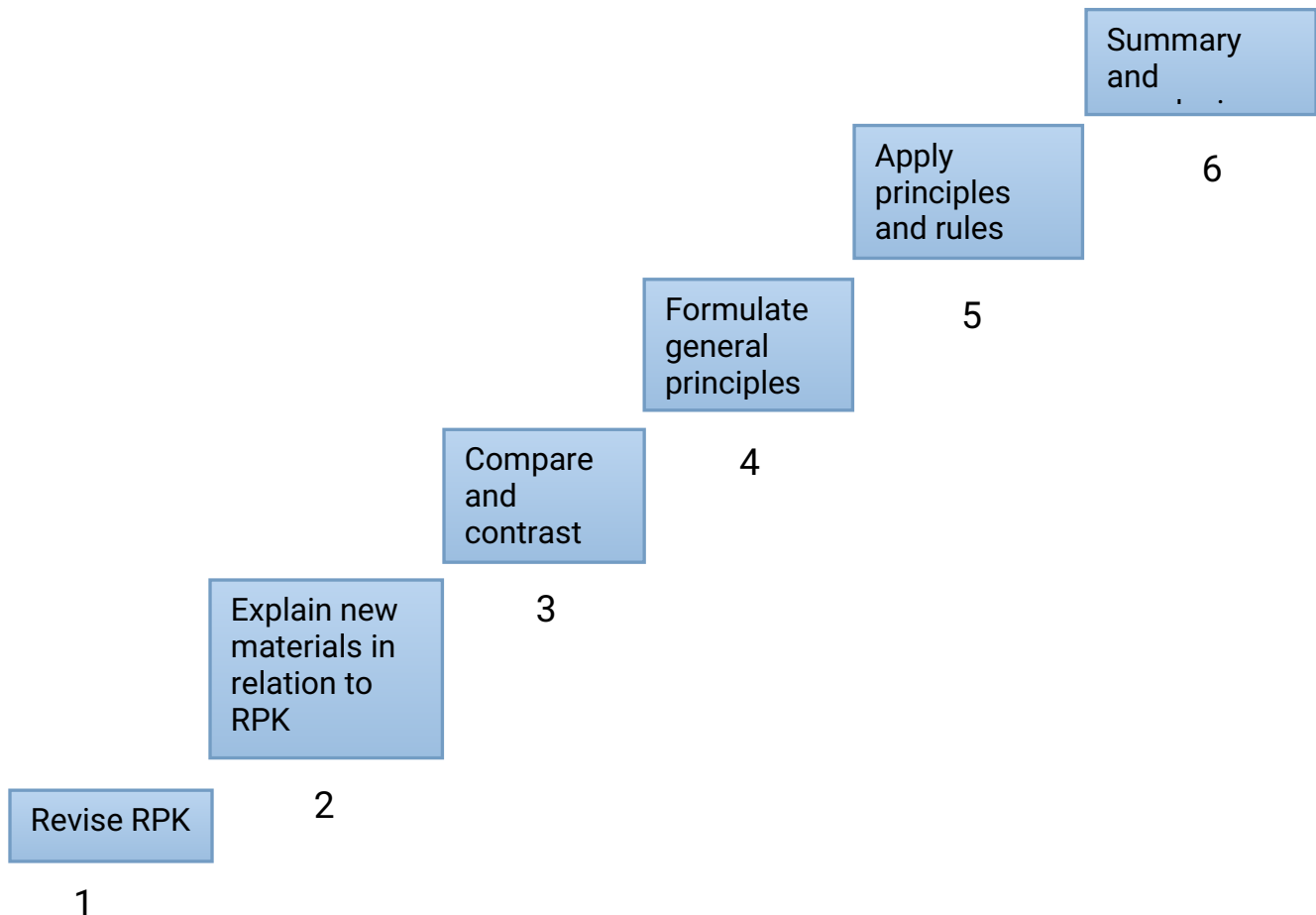
SELF ASSESSMENT TEST

1. Distinguish between a developmental lesson and an inductive lesson.
2. What is the name given to lesson in which the learner has to demonstrate mastery of a mechanical act.

TRADITIONAL (HERBATIAN) AND CURRENT (SLAVIN) LESSON STRUCTURE
TRADITIONAL LESSON STRUCTURE/HERBATIAN STEPS:

The traditional forms of lesson structure made use of what was called the Herbatian steps (named after a great educator called Herbat). The steps were to be followed in a sequence as follows;
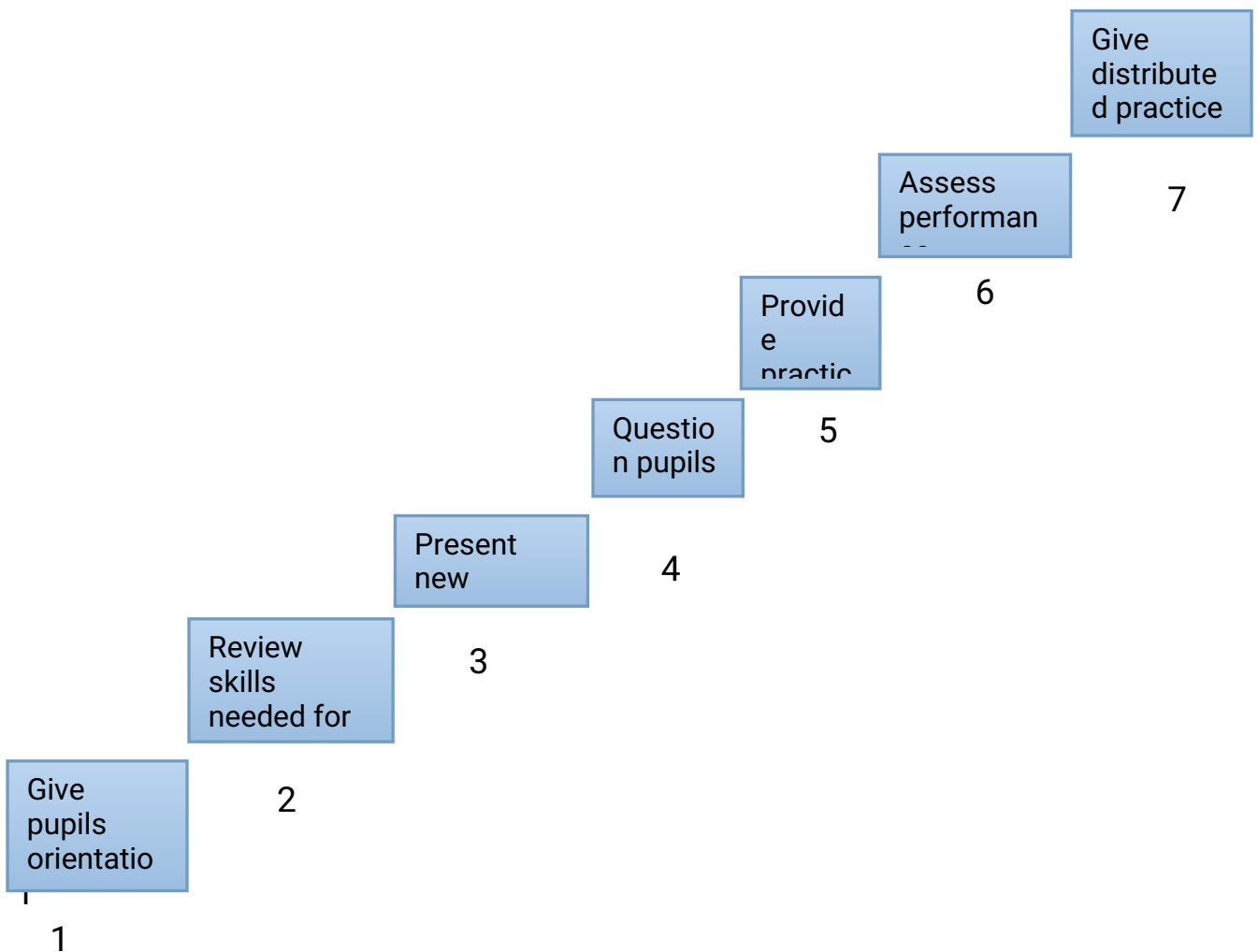
Summary and

Apply principles and rules

6

Formulate general principles

5

Compare and contrast

4

Explain new materials in relation to RPK

3

Revise RPK

2

1

THE HERBATIAN STEPS IN A LESSON
✧ **Revision of previous knowledge:** This usually comes in an introductory step. As a teacher, you would want to make pupils quickly recall and revise the relevant previous knowledge.
✧ **Explaining new material in relation to previous knowledge:** This is where the pupils are made to understand new skills or information and then link them with previous knowledge.
✧ **Compare and contrast information:** After new material or information is understood, there is the need to try to relate the different issues that you raise in your teaching. You have to draw out similarities and differences clearly for the pupils to understand.

- ✧ <u>**The formation of general principles:**</u> This is important especially in cases where the lesson requires drawing out general rules on the information taught. For instance, rules in changing singular words to plural words in English Language.
- ✧ <u>**Apply principles and rules:**</u> This step requires pupils to able to put the knowledge into practical use i.e. show pupils how to relate what they learned to specific issues.
- ✧ <u>**Summary and conclusion:**</u> After teaching pupils to apply, the teacher now has to ensure that they remember what has been learned. Giving them summary or even a practice exercise does this. (distributed practice)

CURRENT LESSON STRUCTURE/SLAVIN'S STEPS
The current lesson procedure is as follows;

	Give distributed practice
	7
Assess performan	
6	
Provide practic	
5	
Question pupils	
4	
Present new	
3	
Review skills needed for	
2	
Give pupils orientatio	
1	

In the current lesson structure you should;

✓ **Give pupils an orientation to the lesson.** Orientation can take the form of;
a. an overview of the lesson
b. Telling them the importance or use of what they are to learn
c. Telling what would be expected of them in their course of the lesson.

✓ **Review skills needed for the lesson;**
   As a teacher you would want to make pupils recall and revise the relevant previous information. When this is done, it becomes recent or 'fresh' in their minds. The review activity can take the form of;
a. Oral question or oral drill
b. Written questions or quiz
c. Teacher going over skills or concepts needed

✓ **Present new material**
   This is where new concept and skills are presented. Care must be taken when presenting new material to pupils. The sequence of presentation, the amount of explanation, visual and other materials you use and examples you cite would together determine how easily they would understand. The activities involved here are
a. Presenting information
b. Giving examples
c. demonstrating skills
d. Explaining concepts etc.

✓ **Question pupils**
   This is to identify concept that have been understood by pupils. Those misunderstood need to be identified and corrected. The teacher does this by;
a. Posing question to pupils
b. Inviting other pupils to comment on the answer their colleagues give.
c. Correcting their misconceptions.

✓ **Provide pupils with practice**
   This is where you give pupils the opportunity to practice what they have learned.
a. Give pupils practice exercises.
b. Give pupils the opportunity to practice new skills or use new information on their own.

✓ **Assess performance and give feedback**

After giving exercises, the teacher should assess the level of mastery of pupils. This is done by providing pupils with a number of written questions in the form of an exercise or quiz.

✓ **Give distributed practice**

Distributed practice here means giving pupils more practice exercise on the concept and skills they have learned. If they do not sufficiently practice what they learned they would not be able to remember after a short while. Homework is a usual way of providing distributed practice. The activities involved here are;

a. Assign homework for distributed practice on new material learned.
b. Check to ensure that the assignment has been done
c. Review a variety of opportunities for pupils to use new material learned.

ASSIGNMENT
1. State two ways in which pupils can be given an orientation to a lesson.
2. What is meant by 'distributed practice'

ESSENTIAL SKILLS IN LESSON DELIVERY
The teacher must be versatile in
1. Sufficient knowledge and understanding of subject matter
2. Using rewards and sanctions effectively.
3. Moving swiftly from one activity to another.
4. Oral speech and simple language usage.
5. Observation skills.
6. Maintaining pupils' interest and motivation as you teach.
7. Addressing the needs of those with learning difficulties and gifted pupils in terms of subject matter content presented within the lesson.

SESSION 1

FACTORS TO CONSIDER IN PLANNING LESSONS/INSTRUCTION

These are factors we should take note of in selection our topics, lesson content and activities;

➢ Relate your topics to the goals of education for the nation or your community. For instance, if you are to teach your pupils about traditional festivals, you may not first fall on any textbook at all. Teach from the known to the unknown. Teach them about the traditional festival in their locality before mentioning those that exist elsewhere.

➢ Examine the nature of the topic and its place in the syllabus and scheme of work. Furthermore, the place of the topic in the syllabus will help you know what concepts or skills have already been taught. You will also need to know what is to be taught in later topic so as to prepare them adequately for this. Information on the nature of the topic will help you to write better lesson notes.

➢ The objectives you have written for the topic should guide you on how to deliver. The way you present your lesson obviously depends upon what your objectives are. Therefore, all the learning activities in your lesson plan should be those that will assist you to achieve your objectives. For this reason, you must always look back at your objectives to write your lesson plan.

➢ The learning environment. The activities you plan to do will depend on the material available in a particular learning environment. For instance, the materials you will use in teaching a particular topic in a particular topic in a particular locality may differ from another. This factor should be considered in writing your lesson plan. Conditions of the classroom form part of the learning environment. If for example a classroom has inadequate furniture you can decide to take some lesson outdoors.

LEARNER CHARACTERISTICS

The characteristics of the learner that you need to consider in writing your lesson include the following.

- ❖ **Socio-economic background:** Here, we mean where the pupils live, the main occupation of their parents and the major occupation of the area should affect the decisions you take. For instance, the learning activities as well as examples you will use may depend upon the kind of socio-economic background the pupils come from.
- ❖ **The intellectual ability of learners:** This can help you to decide the activities that may suit the intelligent ability of our pupils so that they will not become frustrated.
- ❖ **Relevant previous knowledge (RPK):** When teachers are planning for their lesson, they use the class level they are teaching to assume the things they ought to know, which their previous knowledge is. This is wrong and teachers should therefore put in an activity at the beginning of the lesson to find the R.P.K of the pupils.
- ❖ **The level of development of your pupils:** The type of activities you engage pupils in will depend upon the level of development of the pupils. Furthermore, the examples that would interest Basic 3 pupils may not excite Basic 6 pupils.
- ❖ **The attitude and motivational characteristics of pupils;** This may be related to the socio-economic background of pupils. For instance pupils whose parents are illiterate.

<u>ASSIGNMENT</u>;
1. State any four factors you would take into account when preparing to organize an instruction on a topic for a class.
2. Identify any three (3) pupil characteristics that are important in organizing instruction.

WRITING INSTRUCTIONAL OBJECTIVES;

Characteristics of good instructional objective
- ✓ They must be stated in behavioral terms. This means the action verbs used in stating the objectives should make it capable of being observed and measured. For instance 'by the end of the lesson, pupils should be able to list at least five components of the physical environment of the classroom'. Here, the action verb 'list' can be depicted or acted upon.
- ✓ Instructional objectives must specify the behavior that the pupils is expected to display at the end of instruction. What the pupil is expected to do at the end of the lesson. Is the pupil expected to list, draw, write or label?

✓ They must specify the condition under which pupils are expected to display that behavior learned, such condition could take different forms. For instance, it could be a time condition, where you will expect pupils to answer some comprehension question within twenty minutes. For instance, whether pupils are going to respond to the comprehension questions in written form or in oral form

✓ They must indicate the acceptable level of performance of the expected behavior. The level of acceptance of the behavior to be displayed is essential when writing your instructional objectives. For instance, an objectives like 'by the end of the lesson, pupils should be able to state features of an insect' may not be specific enough. This is because it is not clear whether one, two or three features are sufficient after four features have been taught. The level of acceptance would therefore mean the teacher has to specify how many features would be acceptable in the minimum for example, by the end of the lesson the pupil will be able to state the four features of an insect.

Importance of instructional objectives:

1. After stating your objectives properly you will be guided to know how much time you will need to achieve that.
2. With well-stated objectives, you teach with confidence. That is, well-stated objectives will help you to be clear about what you are aiming at.
3. With well-stated objectives, you are able to monitor pupils achievement step by step and at appropriate levels.
4. The teaching strategy you will use depend on your objectives. If an oral performance is expected in the end, there should be oral drill in the lesson. Also, if a skill is to be performed in the end, the teaching strategy must include a demonstration and practice exercises.
5. If learning objectives are well formulated in measurable terms, it becomes easy to use the end performance of the pupils to determine the effectiveness of your teaching.
6. Well-stated instructional objectives can helps you know how you are progressing towards the achievement of your objectives.

Comparison of educational and instructional objectives

a. Educational objectives are broad and global while instructional objectives are narrow and specific.

b. Educational objectives are lifelong issues while instructional objectives talk about measurable behavior to be achieved.
c. Educational objectives are not achievable in one lesson while instructional objectives are.
d. Educational objectives are national goals that might not necessarily be realistic but instructional objectives are stated in realistic terms.
e. Educational objectives targets end of program or course but instructional objectives are to be achieved at the end lesson.
f. Instructional objectives specify the conditions under which the expected terminal behavior should be demonstrated while educational objectives do not give any conditions.

ASSIGNMENT
1. State any three characteristics of instructional objectives.
2. Identify two main factors you must consider when stating instructional objectives.

THE PRINCIPLES OF TEACHING AND LEARNING

MEANING OF PRINCIPLES

The layman explains principles as a set of rules that govern one's behavior. Others explain principles as personal ideas that they follow to make them accepted in every society. Principle, according to the BBC English Dictionary is 'a belief that one has about behavior'. Again, from the same source, principle is a 'a general rule or scientific law about how something works'. Generally, principles are beliefs, rules about how things happen or work and the way one should behave. Principles of teacher must be conversant with.

Importance of principles
1. Principles are the foundation on which practical decisions, actions and methods are based. That is, in the home and at work places, decisions are taken, actions are put in place and methods are modified to bring about efficiency. These are often based on principles which spell out what is workable.
2. Principles help one to understand and think of the appropriate practice or methods. Principles help the teacher to understand the various methods at her disposal, think about them critically and choose the appropriate one for instructional purposes.
3. Furthermore, principles make you a rational person, in the sense that you do not take impulsive decisions. They make you reflect or think, consult and accept constructive suggestions before implementing anything in the school.
4. Finally, principles help one to re-adjust and modify his/her method of teaching for efficiency.

Principles of facilitative relationship in teaching
Facilitative relationship is the kind that should exist between the teacher and pupils, so as to aid teaching and learning. Facilitative here means making something easy in the teaching-learning process. Therefore, facilitative relationship is any activity or interaction between a teacher and pupils that makes both teaching and learning easy.

Some of the human interaction that can bring about school learning so easily as follows;

✓ Dramatization of topics to be treated
✓ Excursion to educational sites
✓ Group work
✓ Co-operative learning
✓ Debates
✓ Playing together

Characteristics of Facilitative relationship

✦ Love
✦ Empathy
✦ Trust
✦ Good communication
✦ Care and positive regard

THE PRINCIPLES OF CHILD CENTRED LEARNING

What is child centered learning? some people say, it is an empowerment given to children to control the learning situation, whereas others see it as an over-sentimental attitude towards children, that gives them importance in the school.

Child centered learning is a response to what we already know about children, i.e their developmental nature, interests and characteristics. Basically, the idea of child-centered learning tries to do the following things.

✦ Acknowledge that children's need should determine what they learn at school.
✦ Base new learning tasks on what pupils already know. This means that previous knowledge about the topic should be considered.
✦ Apply the knowledge of child psychology and development to the content and methods of learning and teaching.
✦ Recognize the characteristics that distinguish children of different ages. Thus, children of different primary school classes may differ in many aspects of life. What they are capable of doing at any given moment may therefore differ. This means that all activities for learning should be planned to cater for their individual differences

IMPORTANCE OF CHILD-CENTERED LEARNING

➢ There are a lot of plays or learning materials from which children make their choices and there is enough room to operate so children never get bored since there are different and interesting activities perform.

➢ Children interact more with one another how to control their emotions, how to act as leaders and make decisions.

➢ There is a relaxed and friendly atmosphere. New material or interesting interactions stimulate natural curiosity of children. School is therefore enjoyable and children are always regular and punctual.

➢ Teachers respect the pupil individuality and encourage them to develop their potentials

Principles of understanding

This is the most important principle of all. It forms the bottom line of all that teachers plan and do for pupils. Therefore understanding is the most crucial thing in learning because it arouses interest and facilitates retention. As a teacher, how do you ensure understanding? You must bear the following points in mind;

✧ Bring the lesson within the learners understanding.

✧ Consider the age level of the pupils

✧ Break down the topic for teaching purposes

✧ Use language that is appropriate to the class.

✧ Ask questions during the lesson to check understanding.

✧ Ask specific questions for specific answers from special learners.

Principle of unity and continuity

This is the principle of linking teaching to life. It is important because every new lesson should be linked not only with the previous one but also with that which follows. The principle also

✧ Arouses and sustain pupils interest

✧ Facilitates their understanding

✧ Ensures retention of the materials learned

As a teacher, how do you ensure unity and continuity?

✧ Ensure that the syllabus itself has unity and continuity.

✧ Link each new topic with what pupils already know.

✧ Your selected topic should be part of a larger one.

- ✧ Assist pupils to do a pre-lesson preparation i,e give them assignment about a new lesson you are about to treat.
- ✧ Make your teaching systematic.

According to some popular teaching maxims, start from the;
- ✧ Simple to complex
- ✧ Known to unknown
- ✧ Concrete to abstract
- ✧ Specific too general
- ✧ Easy to difficult
- ✧ Near to far

Principles of self-activity

John Dewey has advise us that as educators our function in not to teach like pouring in form or drilling materials into hard rock. Your responsibility as a teacher is to instigate learning. This means that you should organize pupils to do a lot of activities when teaching. This is exactly what the principles of self-activity is about. Now what is the importance of self-activity? It is important because it;
- ✓ Creates attention
- ✓ Facilitates retention and mental growth
- ✓ Ensures better understanding
- ✓ Enables pupils to gain a sense of achievement
- ✓ Arouses and sustains interest.
- ✓ Ensures that children are actively involved in learning

In what ways do we actively involve pupils in our lesson?

We do this by;
1. Asking and answering pupils questions, writing on the chalkboard for the pupils to copy
2. Giving adequate written and expression work
3. Observing and describing tangible features
4. Using activity method e.g making pupils research in books, doing debate, conducting interviews and undertaking out-of-school visits and also doing dramatization or role playing.

Principles of using teaching aids

The principle is closely linked with the previous one self-activity. It implies the use of instructional materials. J.A. Cornelius (1592-1679), an advocate of this principle said, he who had seen a rhinoceros, even its picture can remember it more easily than if it has been descried to him about 600 times. This principle is also in line with the Chinese proverb;

I hear i forget

I see i remember

I do i understand

Principle of selection

You are aware that often when you set out to teach a topic, you find that it is too broad to cover in a single period. Many interesting ideas come into your mind but the time is limited. You cannot teach everything, so what do you do? At this point the principle of selection comes in handy. On what basis do you select facts from a wide variety of material? Your selection should depend on various factors. These factors include;

a. The discipline or the area of study
b. The specific topic
c. Your knowledge and interest
d. The target population (the class)

You are reminded that although the syllabuses you use have been planned by the Curriculum Research and Development Division (CRDD), you have a part to play. You can make modifications adaptations to make the topic suitable to your peculiar conditions.

Principles of formulation of objectives

It is always essential for you to clarify the value and the purpose for asking pupils to study what you have selected. Be very clear about the objective for teaching and learning and communicate these to your class. Remember that it is not enough to select a subject matter to teach. It is important to set before the children the meaning and value of what is to be learned.

Many research findings prove that pupils learn better when they are provided with objectives for learning than when they are not given any objectives before learning begins. Hence you must stress the principle of value, purpose, point or objectives of what is to be learned.

Furthermore, remember that we state objectives in behavioral, observable and measurable terms. For example, by the end of the lesson children should be able to describe, solve, write, recite, count, work, read, sing, arrange and reduce. You can add to the list. Verbs like understand, know, appreciate and enjoy are not appropriate because they are not measurable and observable.

Principle of individual differences
Under this principle your task is to make it possible for each learner to make learning responses commensurate with their capacity to react to the stimuli you supply. We recognize that this principle is difficult to adhere to in a class of 50 or more pupils. Let's consider three to them.
1. It allows every pupil to progress according to his or her ability.
2. It eliminates frustration on the part of the weaker ones
3. It also avoids wasting the time of the able ones.

IMPLICATION OF THE PRINCIPLES OF TEACHING
1. Good teaching recognizes that the process of education is not just presenting and receiving knowledge but involves the whole of the personality of the pupils as well as the physical, social and academic factor in the classroom environment.
2. A good classroom environment should be a place where children will learn unconsciously as well as consciously. There should be enough learning materials for teaching with some on the walls and other at vantage point to make learning delightful.
3. Efficient teaching requires the teacher to have a sound knowledge of all that the pupils must know and to deliver this in an interesting manner.
4. A good teacher is therefore the one who has a good understanding of what his pupils need to learn and also their capabilities for learning.
5. A good teacher is the one who is able to judge how much and how far to intervene in each learners learning and know the effective ways of providing assistance. The skills of teaching in knowing who, what and how to teach, and being able to know when to make judgment.
6. The teacher should have the ability to relate the content and method of teaching to individual needs of pupils, using the environment and appropriate communication skills to support them.

PROFESSIONAL SKILLS OF GOOD TEACHER

1. Creating excellent teacher-pupils relation (such as being friendly and humorous).
2. Being confident when teaching. Conduct classroom activities effectively.
3. Accepting constructive suggestions and ideas from the learners as much as possible.
4. Establishing a productive classroom atmosphere by means of good organization and careful planning of classroom routines.
5. Giving rewards, praises frequently to deserving learners during teaching and learning.
6. Explaining instruction activities clearly.
7. Handling pupils problem promptly before they get out of hand (i.e, being fair and firm)
8. Avoiding over-reaction to learner's misbehaviors.

CHARACTERISTICS OF GOOD TEACHING

1. Adequate knowledge of the teacher about the content or subject matter or what he/she handles.
2. The teacher's method of teaching should encourage the development of the creative abilities of the learner and also develop constructive emotions such as love sympathy and affection in learning.
3. The teacher organizes his teaching in relation to pupils by being sensitive to their abilities, needs and interest. This means that the teaching and learning activities should be planned carefully to meet the interest and needs of the learner.
4. The teacher should structure his teaching in relation to the knowledge already possessed by his learners. That is, learning should proceed from the known to the unknown.
5. Activity methods of teaching must be encouraged and a productive learning atmosphere should be created.
6. All the three domains of learning by the child, that is cognitive, affective and psychomotor domains must be duly considered.

ASSIGNMENT

1. Which of the following is not a principle of good teaching?
   a. Understand what pupils need to learn
   b. Understand the learning capabilities of pupils
   c. Take absolute control of the learning process
   d. Consider the total personality of the learner when preparing the instruction plan

2. Teaching is a process that facilitates learning. True/False

3. High confidence learning and good class management are professional skills of a good teacher. True/False

PRINCIPLES OF LEARNING

LEARNING EXPLAINED

Learning is said to have occurred if there is a relatively permanent change in behaviour or behaviour potentials of an individual as a result of practice or experience. The effects of that change must persist and re-occur over a long period of time. The change must be such that it is strengthened by repetition or practice. Learning also includes the acquisition of skills, attitudes, knowledge or other forms of new experience.

However, any change in behaviour that results from the use of drugs or from illness or even as a result of fatigue cannot be termed as learning. Also, behavioural changes caused by reflexes, maturation, growth or aging which do not result from experience or practice cannot be termed as learning; they may either be native or natural responses or even temporal responses.
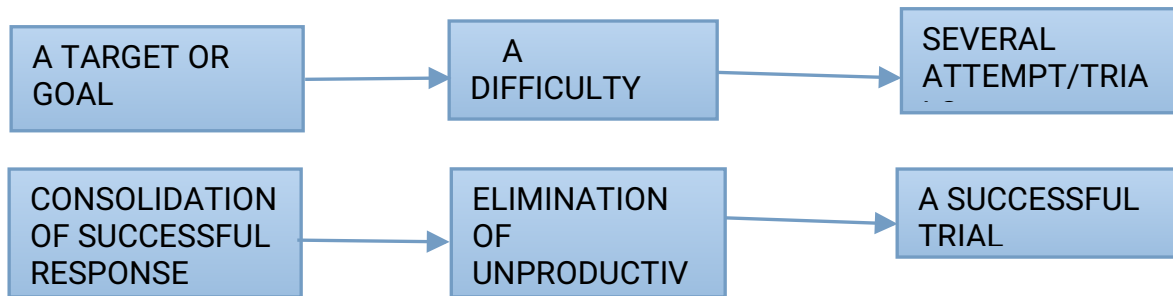
SOME PRINCIPLES OF LEARNING

PRINCIPLE OF MULTIPLE RESPONSE

What do you do when you pose a question to your class and the pupils give you wrong answer? Will you give them another chance? As a teacher, when you do this, you are applying the principle of multiple response. You are giving them the chance to try and get correct answer to a question or problem by making several responses.

The principle of multiple response states that, man or even animals may try many responses before getting the right response through the process of try and error. Thorndike, E.L. is credited with the theory of trial and error learning. In an experiment, he found out that an animal by trying several responses in an attempt to satisfy a need finally hits upon one that satisfies the need at the time.

Trial and error learning process involves a number of steps. These steps can be illustrated in the form of the process as follows.

A TARGET OR GOAL	→	A DIFFICULTY	→	SEVERAL ATTEMPT/TRIALS
CONSOLIDATION OF SUCCESSFUL RESPONSE	→	ELIMINATION OF UNPRODUCTIV	→	A SUCCESSFUL TRIAL

MERITS OF TRIAL AND ERROR LEARNING
1. The element of discovery is of great psychological value to the child.
2. Once the child has been able to arrive at the correct solution, learning becomes permanent.
3. The teacher could help the child to do research, through guided discovery; Here, the teacher provides all the materials and the necessary guidance needed to help the pupil to find out solutions to the problems.

DEMERITS OF TRIAL AND ERROR LEANING
1. Its takes a long time before the child hits on the best course of action; thus; it time consuming
2. The time and effort put into those unsuccessful attempts are wasted
3. This may lead to frustration and discouragement for pupils who are unable to persist in solving the problem.

THE PRINCIPLE OF MENTAL SET
According to Wortman, Loftus and Marshall(1998), 'Mental Set' is the tendency to transfer previously learned knowledge to new situations. In other words, mental set refers to the predisposition to act in a given way. It is more or less a temporal condition of one's attitudes, feelings and interests. For learning to occur, a positive mental set in pupil is an essential condition because an inappropriate mental set leads to counterproductive behaviours. The pupils mind must be in the classroom and focus on what is being taught before learning can take place.

THE PRINCIPLE OF ANALOGY OR ASSIMILATION

The principle states that, when an individual encounters a new situation or problem for which he/she has no natural or learned response, the response he or she makes will resemble an earlier response to similar situation. For example, a child who only knows a dog would also call a goat a dog, since they look similar. Assimilation, in short, involves adding new information to old ways of thinking or behaving.

THE PRINCIPLE OF PARTIAL ACTIVITY

Have you ever taken your pupils outside the classroom for a lesson? Did you notice that so many things, including your teaching were attracting the attention of the pupil at the same time? How did you manage to capture the attention of the pupils and cause them to focus only on the lesson? In trying to find answers to these questions you are using the principle of partial activity. Accordions to Thorndike, a response made only to parts or aspects of a total matter than to the totality; that, he says, is the principle of partial activity.

WHOLE AND PART LEARNING

A material may be learned in three (3) ways.

● It may be practised as a whole unit until it is learnt; e.g. Poem
● It may be broken down into parts; each part learned separately and afterwards these parts are combined to form one whole.
● It may also be learned by parts with each part linked as it is learned

(The first method is known as "whole-learning" where material to be learnt is presented in its totality to the learner. The second and third involve "part-learning")

THORNDIKE'S LAWS OF LEARNING
THE LAW OF EXERCISE

"This law emphasizes the importance of practice in learning. The law states that the connection between stimulus and responses (S-R) are weekend when practice does not occur (Law of Disuse). In other words, practice makes perfect (Law of Use). We learn by doing and we forget by not doing"

Why would you, as a teacher, give exercise to your pupils after teaching a lesson? There are two dimensions to the law of exercise.

They are the laws of 'use' and 'disuse'. The law of 'use' states that all things being equal, the more frequently a link is established between stimulus and response, the stronger that link becomes. On the other hand, the law of disuse states that the less frequently a link is established between stimulus and response, the weaker that link becomes.

According to the law, when an individual is given the opportunity to practice what he/she learns, learning becomes more permanent. Hence, the maxim 'practice makes man perfect'. This confirms the law of use. On the other hand, when there is no opportunity to practice, what has been learned fades away and is not remembered properly. This is law of disuse.

If a response or behavior is followed by a feeling of satisfaction or a satisfying state (reward) the strength of the connection is increased and the behavior is likely to be repeated in a similar situation. On the other hand, if a response is followed by annoying state (e.g. punishment) the strength of the connection is weakened. The effect then is the satisfaction or dissatisfaction, which the learner derives from performing a task or for making a response. On the other hand when there is no opportunity to practice, what has been learned, it fades away and not remembered properly. This is the law of disuse.

THE LAW OF EFFECT

The law of effect states that if an individual encounters a pleasant or satisfying stimulus after an activity, it will repeat the act. In other words, when you are rewarded for a good thing you have done, you are likely to repeat that act.

On the other hand, if your act attracts a punishment you will avoid such an act. It follows then that that learning occurs if and only if the response has had a certain kind of effect on the individual.

THE LAW OF READINESS

'When someone is ready to perform an action, to do so is satisfying but being prevented from doing so can be annoying. Similarly, if someone is not ready to perform an action and is forced to do it can be annoying. Readiness makes us poised for action.'

Have you ever heard the saying 'you can lead a horse to the river side, but cannot force it to drink? In your view, what is the likely reason for which a horse may not be interested in drinking the water? It is simply not thirsty and therefore not ready to drink. That situation in exactly what this law is referring to in learning. In effect, if someone has not made up his mind to learn, learning can never take place or occur.

EDUCATIONAL IMPLICATION OF THORNDIKE THEORY OF LEARNING

1. Arouse the learner's readiness to learn. The teacher should motivate the learner before teaching.
2. The curricular activities should be according to the pupil's level of maturity. This will ensure readiness as well as arouse curiosity for new things to be learnt.
3. Pupils tend to forget through lack of practice. This emphasizes the value of repetition, drill and practice for memorizing and mastering something.
4. Much time should not elapse between one practice and the subsequent one since long disuse may cause forgetfulness.
5. If learner's acts are repeated, they develop the habit of that act. The teacher must ensure that the act of repetition is carried out with a pleasant effect. An act of repetition accompanied by a satisfying state strengthens a connection.
6. The learner's feeling or emotion state affects learning. Success or failure conditions learning to a great extent.
7. The act of rewarding and punishing takes the law of effect into consideration
8. Behavior problem can be improved by associating them with annoying state of affairs.
9. Children get interested in things which bring pleasant results.

SELF-ASSESMENT TEST

Match the principles or law of learning given under X with the appropriate description given under Y.

X	Y
1. Multiple response	Involves incorporating new information into old ways of thinking
2. Mental set	Learning occurs only if the response has a certain effect of the individual
3. Analogy/assimilation	Trial and error learning
4. Exercise	The more frequently a connection is established between a stimulus and response, the stronger that connection becomes.
5. Effect	A response made only to parts aspects of total matter than the totality.

1. Learning can be defined as any change in behavior. True/false.
2. Who was the first to come out with trial and error learning process?
   a. B. F Skinner
   b. E. L. Thorndike
   c. J. Piaget
   d. I. Pavlov
3. Which of the following is not a factor in trial and error learning?
   a. An unsuccessful trial
   b. Attempts to achieve a goal
   c. Elimination of unnecessary response consolidation of successful response
4. Learning can take place effectively if the child is forced to learn. True/false

<h1 style="text-align:center">IMPLICATIONS OF PRINCIPLES OF LEARNING</h1>

<h2 style="text-align:center">THE PRINCIPLE OF MULTIPLE RESPONSES</h2>

What is the basis of the principle? Trial and error learning comes from this principle. In education, trial and error provides the opportunity for students to get a wide experience and chance to carry out experiments themselves. In other words, they learn from their own error.

What should we do when our pupils make mistakes while learning? In this context as teachers, we only provide help to our pupils when they need it. In fact, psychologists now agree that all experiences are educative including committing errors. It is important to note that learning that results from trial and error is almost permanent. Pupils will remember what they learn from trial and error for a long time.

THE IMPLICATION OF THE PRINCIPLE OF MENTAL SET

For what use is mental set to the teacher? For learning to occur, positive mental set in pupils is an essential condition. We can prepare our pupils for various activities in advance.

➢ Giving assignment or homework
➢ Giving advance information or preview of topic
➢ Inviting experts in particular fields of study to talk to pupils or students.

THE IMPLICATIONS OF THE PRINCIPLE OF ANALOGY/ASSIMILATION

- Providing similarities between new and old topics.
- Teaching from the known to the unknown
- Bringing textbook abstraction to life by relating them to the experience of pupils
- Providing identity between historical events and present day events
- Encouraging pupils to make decisions and develop democratic points of view.

THE IMPLICATION OF THE PRINCIPLE OF PARTIAL ACTIVITY

It is impossible to pay attention to everything happening around us at the same time. What will you do as a teacher to capture the attention of your pupils and get them focused on what you teach? Let's consider the following;

- Present the learning task in attractive and meaningful ways.
- Ensure that the other things do not take the emotional atmosphere in the learning environment away.

SELF ASSESMENT TEST
Write either true of false against each of the following statements below.

1. Trial and error learning helps pupils to learn from their own error.
2. Research on mental set has shown that pupils develop favorable attitudes towards learning when they know that teachers are concerned about them.
3. The principle of analog implies that the teacher should provide similarities between new and old topics.
4. The law of exercise ensures that learning experiences and other activities.
5. The law of effect deals with the need to provide more opportunities to pupils to use and repeat the knowledge they acquire in school
6. The need not to wait till pupils are ready to learn before we teach is what the law of readiness stands for.
7. One of the implications of the principle of partial activity is to ensure that the emotional atmosphere in a learning situation does not waiver.
8. The use of drill teaching strengthens the link between stimulus and response
9. A teacher who ensures that the classroom experiences he provides to his or her pupils are satisfactory and pleasant is applying the law of effect.
10. Preparatory experiences that hasten the growth of readiness cannot be provided in upper classes.

INSTRUCTIONAL MATERIALS

We need to define instructional materials in the sense in which we are using it. We would say that instructional materials include any material which can be seen or heard and which contributes to the learning process. Other names for instructional materials are Audio-Visual aids, teaching acids and educational media.

IMPORTANCE OF INSTRUCTIONAL MATERIALS

- They save the teacher the trouble of providing lengthy verbal explanation.
- They attract the attention of pupils in what is being taught
- Instructional materials also provide an opportunity for pupils to participate in the lesson
- They also make it easier for pupils to understand what they are taught. Pupils in the Basic School are mainly in the mental stage which Jean Piaget named as the concrete operational stage. This means that they learn best when we use concrete materials such as sticks for counting and performing mathematical operations. Also when pupils see touch and performing mathematical operations. Also when pupils see touch and hear what they are learning about, they understand it better.

- In using instructional materials, pupils communicate with each other and the teacher. As pupils get the opportunity to talk about the materials, describe what they see or what they are doing with them, they improve their ability to communicate. They also help to improve the vocabulary of pupils.
- Another advantage which is related to this is the ability to transfer or use what has been learnt in everyday life.

- The use of instructional materials also has the advantage of promoting the ability of pupils to remember what they have learnt for a long time. Each time the material gives them an additional mental picture. If an activity was involved, the active engagement of the learner further improves the ability to remember.

- The use instructional materials also promote self-learning. This means that pupils could be encouraged to learn on their own. This is due to the fact that firstly, they understand what they learnt and are happy to practice it and this would also encourage further learning.
- Pupils are provided with useful previous knowledge on which later learning can be based. After using good instructional materials in a lesson you would notice that several occasions would occur in later lessons whereby you can refer to the material you used to make pupils understand better. For instance, if you use a weighing scale once to teach, you would find later situations where you would continue to refer pupils to the instrument you once used.

Types of Instructional Materials

The first one is based on how strongly the material affects the learning of the pupils. The second one is based on which major sense impression the material impinges or rest on.

CATEGORY ONE OF INSTRUCTIONAL MATERIALS

➢ **Primary aids:** These include the actual objects as plants, animals and other man-made objects in their natural place or dwelling. Some examples are fish in a river pond, crops on a farm, monkeys in a game reserve, airplanes at the airport, ship in the harbor, the Akosombo Dam and several real objects used in teaching. Where they are in their natural dwelling places, their effect is even better. The point to note however is that these aids have the best effect in teaching. This means that they have a better effect than any of the others. It is for this reason that teachers are always advised to try to use real objects and rea situations to teach. Field trips are one way trying to use real objects in teaching.

➢ **Secondary aids;** Secondary aids are mainly models of real objects, built in solid forms. Prepared modals such as cubed and cuboids in mathematics, models of houses and airplanes and the like are secondary aids. For those that deal with hearing, they include the actual sound of birds, animals, cars and the like reproduced on tape recorder. In terms of their effect on learning, secondary aids are inferior to primary aids but are necessary in cases where it is difficult to provide the primary aid. For instance, since you cannot bring a ship to the classroom,

the next option should be a model of a ship.

➤ **Tertiary aids:** These include all the man-made materials and equipment that are used to support teaching. Films, photographs, maps, charts, prepared drawings, chalkboard drawings, radio teaching and the like. Tertiary aids are not natural. They are even less natural than secondary aids.

CATEGORY TWO OF INSTRUCTIONAL AIDS

1. **Visual materials:** These are materials that are presented to be seen by the pupils. They include the following;

   ✓ **Three dimensional materials,** which pupils can see, touch, smell or even taste. They may be objects such as a table and cooking pots. They may also be **specimens** such as flowers, insects, leaves and things like that which represents a group of similar objects. **Models** are alo three dimensional materials used in teaching. Models are a recognizable representation of the real things.

   ✓ **Printed materials** forms a large proportion of the instructional materials found in most schools. This is because they are easily accessible and also some of them are easy to make. Printed materials include textbooks, magazines, dailies and the like. Apart from the textbooks, the others may be called supplementary reading materials.

   ✓ **Chalkboards** are the commonest and most readily visual material. A wide range of information can be presented on it including words, sketches, diagrams and colored illustrations. In teaching, however, it must be properly used to have the best effect.

   ✓ **Flannel Boards;** they are flat boards made of either plywood or **hardwood** and cut to required dimensions. The board is covered with flannel or felt which is stretched tightly and pins are used to hold the flannel unto the board. If flannel is not available, an old blanket can be used. The flannel board is not for writing on. It is for presenting picture. Such pictures can be cut out from magazines or drawn by the teacher. Letters of the alphabet, number and so on can be cut and pasted. The important thing is that you can stick paper to the back of the picture or cards you want to present and can then stick the picture on the flannel or blanket.

- ✓ **Bulletin boards:** these are the boards that we commonly call notice boards. Although we do not often realize their value in teaching, they are actually very useful. You may stick supplementary reading information on it and pupils have the opportunity of reading these during their free time.
- ✓ **Pictures:** pictures are one group of very important visual material. Pictures cut out from magazines, old calendars and newspapers for instance, can provide very good illustrations of things we are teaching when they are displayed to pupils on flannel boards, bulletin boards or even on the chalkboards.
- ✓ **Graphic materials:** These are materials, which communicate facts and ideas clearly. They are a combination of drawings, words and pictures. They include line graphs, bar graphs, pie charts, pictorial graphs, diagrams, posters, maps and globes.

2. **Audio Aids**

Listening is a very important classroom teaching activity. Pupils listen a lot to the teacher's voice. A skillful teacher therefore needs to make her voice quite attractive and less monotonous and loving. We may vary the tone and pitch of voice to make hearing more attractive.

Despites this, we need to vary the source of hearing from the teacher's voice to something else. This makes hearing even more attractive. Audio aids help us to vary the source of hearing and make the audio sense more useful in teaching. Some audio aids are;

- ✓ **Radio:** Radio programs can be a very useful classroom-teaching source. The speeches of prominent persons could contain some information which will supplement classroom teaching. It will also provide a variety in classroom interaction.
- ✓ **Tape recorders:** Tape recorders can be used in many ways than radio. For instance they can be used to record some
  a) Information that was presented on radio outside school hours and played back to pupils.
  b) Teaching information and instructions for individual pupils. In this case slow learning pupils for instance can benefit from recorded guidelines as supplement of classroom teaching
  c) Information presented by the teacher himself or in an interview with resource persons.

These are just a few of these numerous ways in which tape can be used.

3. **Audio-visual Aids**

It has shown by research that when pupils see and hear at the same time what they are learning about, they remember it for a very long time. It is remembered for longer than if they only saw or heard it. For this reason audio-visual aids are very essential in teaching. We hardly use them in Ghana because they are not easily available in our schools. Audio-visual aids and video-tape recorders.

EFFECTIVE USAGE OF INSTRUCTIONAL MATERIALS

Instructional materials by themselves cannot do much to improve or promote learning. Their benefit lies in the professional skills of the teacher in using them. To ensure this, there are a few fundamental steps, which the teacher must take. They include the following.

- ✓ **Prepare yourself:** You need to ensure that you are conversant with the materials beforehand. Study tool or material; determine how you would use it including the questions you would ask and the activities you would perform. Do not wait to decide these things in the classroom, because if you do that your lesson would not be smooth. You may ask ambiguous questions for instance. Besides this, if you prepare how you are going to use the aid, you would be able to tell which aspect of the illustration you may need to emphasize.
- ✓ **Prepare the materials:** if there are number of materials to be used as flash cards, you have to arrange them in the order in which you would use them.
- ✓ **Prepare the environment:** You would have to check the environment of the classroom, for instance, to determine where you would place the classroom, for instance, to determine where you would place the materials so the pupils can benefit best its use. Other aids may require a different preparation.
- ✓ **Prepare the pupils:** For the pupils to benefit fully from the instructional material you use, they should have sufficient background information to be able to understand the information you have presented on the aid.

✓ **Use of the materials:** All instructional materials you use should be properly introduced to pupils. They should be aware of what importance issues by the necessary explanations. To illustrate the point further, let us once more use cardboard drawing, as a common aid. There are certain steps we must take in using prepared drawings on cardboard to ensure that they actually help to improve pupil learning.

These are;
- In preparing the materials, you need to seek a second person's opinion about it to ensure that it is not misinterpreted. There is a saying in Ghana that the one who cuts a path through the forest may not see that it is not straight but those following would do so. It is always important to ask someone to evaluate what you have prepared.
- Present the material at an opportune time in your teaching to make it have the best effect. Some teachers spend a lot of energy explaining and doing all the talking and in the end, present the prepared drawing. If they have presented it earlier, it would have saved a lot of trouble.
- Teaching materials should be used with interest. Interest is contagious. Where the teacher is enthusiastic about the aid, the pupils are likely to be more moved by its use.
- Present the information contained by the aid in a logical sequence. If you refer to session one of this unit, you would remember all the good benefits of arranging information logically. This also applies the use of instructional materials.
- Plan for pupils participation in discussions based in the aid. Do not just explain what is on it and put it away. Frame questions and issues for discussion, either before or after your presentation whit the aid.
- Face your pupils when using the materials as possible. Observe their reactions and attitudes towards it. Does it provoke some thinking and interest on the topic? A good aid should do both of these.
- Never use an aid which is likely to offend or annoy somebody. For instance aids which express a derogative of a religious, cultural or ethnic group is likely to offend someone.
- Always make sure that your aid suits the topics, is decent and acceptable. Do not present an unsuitable or unacceptable aid and then apologizes as you use it. If it is not suitable so not use it.

- After teaching, leave the material on view for an appropriate length of time such as one to two weeks. You may display it on a bulletin board or the wall of the classroom. This would give pupils the opportunity to study it further and master what is on it.

SELF-ASSESMENT QUESTIONS
1. Define instructional material? Give two other that have been used for these.
2. State four reasons why instructional materials are necessary in teaching and learning
3. What is the difference between primary and tertiary instructional materials?
4. List any four visual materials that are used in teaching
5. What are graphic materials?
6. State any five things you must do when preparing cardboard drawings to ensure that they carry the best effect when you use them to teach.
7. Give any four preparations the teacher must take before using instructional materials to ensure that they would have maximum effect.
8. 'Instructional materials by themselves cannot do much to improve or promote learning'. Identify any two things the teacher must do for the materials to be useful in improving learning.
9. Give two reasons why some teachers teach without instructional materials.
10. Give two reasons why these excuses for not using instructional materials are not

SECTION 5

INTERACTION AND COMMUNICATION IN INSTRUCTION
TYPES OF CLASSROOM INTERACTION

➢ Whole class interaction
➢ Small group interaction
➢ Individual interaction
➢ Pairs interaction

Do you often teach pupils together without considering group and individuals? Have we you been instructing the whole class as a unit and at the same time? This is what often so in the classroom in Ghana. We call this the whole class method of interaction. Whole class interaction is the type or method of instruction by which the teacher handles all the pupils together and manages them as a unit without sub-dividing them. The teacher involves all the pupils at once, saying the same things to them at the same time and at the same speed.

FEATURES OF WHOLE CLASS INTERACTION
➢ The teacher instructs and manages the whole class as a unit.
➢ The teacher identifies the pupils need and sets a standard, which he expects every pupil to reach. The teacher then organizes instruction towards the set standard.
➢ The size of the class should neither be too large nor too small.
➢ Pupils must be of fairly equal ability, age and experience.
➢ The teacher involves all the pupils at once, saying the same things at the same time and speed and engaging them in the same activities.

MERITS OF WHOLE CLASS INTERACTION
➢ Children gain academically by learning together.
➢ It is economical since it saves time, effort and money.
➢ As children go through the same experiences, they realize they have a common goal.
➢ This makes them co-operate with each other and develop a team spirit.
➢ It enables whole class discussions. There is of great value in class discussion under the teachers' guidance, for instance, when dealing with common errors and difficulty.
➢ Sometimes children are made to complete with each and his motivates

them to excel.

- ➤ Children's' interest and activity can easily be stimulated; an activity becomes infectious to the others.
- ➤ It becomes easy for the teacher to use some ways of exciting pupils to learn such as by praising them. Praise is more effective when the whole class witness it.

DEMERITS OF WHOLE CLASS INTERACTION

- ➤ Individual pupils can easily become inactive or may doze off unnoticed.
- ➤ Whole class teaching can encourage passive learning.
- ➤ It is teacher centered.
- ➤ The teacher can easily assume that all that he says is understood by all the pupils.
- ➤ It does take account of individual differences in ability, experience and emotion development.

GROUP INTERACTION IN TEACHING

This is the approach whereby the teacher divides the pupils or students into small groups for the purpose if reviewing information or solving problem. In this situation each group has a leader and a secretary for the execution of task given. Please note that grouping is always done to serve a purpose. Therefore it requires careful planning. You will expect the different groups to sit at separate places to work. It is not possible for you to be with all of them at the same time. This means that the task you give each group must be clearly explained.

Another important issue you must note about grouping is that the number of members should not be too many or too small. Dillion (1987) believes that groups of five to seven are good. The best number will however depend on the kind of activity you expect them to do.

TYPES OF GROUPING

- • Ability grouping.
- • Mixed grouping
- • Social/friendly grouping
- • Random grouping
- • Interest grouping.

MERITS OF GROUP INTERACTION

- It makes teaching flexible because different topics can be covered at the same time during group work.
- Pupils learn to work as a team, thus creating the spirit of co-operation
- It encourages the active participation of all pupils in class work.
- It gives group leaders practice in social responsibility.
- It breaks the monotony of class teaching and offers pupils more stimulating class activities.
- Where materials and equipment are scare, the group method is the best to use in class interaction.
- It develops in pupils self-reliance and discourages their over dependence on the teacher for all knowledge.

DEMERITS OF GROUP INTERACTION

- It is time consuming especially in the preparation stage. This is because the teacher has to prepare separate specific tasks for each group.
- It is not easy to evaluate the contribution of individuals in a group work situation.
- Before pupils get used to group work, the teacher might have to cope with organization and management problems.
- Unless carefully controlled, the noise level in the classroom might be higher than desirable.
- The ordinary classroom space and arrangement may not be suitable for group work involving large number of pupils.
- If not organized before the beginning of the lesson, the shifting around of tables and chairs can waste time.

INDIVIDUAL INTERACTION

Individual interaction in teaching is the type of classroom interaction, which allows the teacher to offer assistance to individual pupils. When this is done, it enables pupils to work at their own pace. This method of teaching addresses the individual differences of pupils. When used properly, it enables each pupil to master a part of the course. In individual interaction, the teacher spends time exclusively with one pupil, discussing work done and the progress made.

FEATURES OF INDIVIDUAL INTERACTION

These include the following

- Learning is made a personal activity in this type of interaction
- Coarse materials are usually broken into individual units with clearly stated objectives.
- Each part of the course must be mastered before the next one is tackled.
- Time is spent exclusively with one pupils discussing work done.
- At the end of the whole exercise, the pupil takes a test and is provided with instance feedback on performance.

MERITS OF INDIVIDUAL INTERACTION

- It caters for individual differences in that children learn at their own pace and are not put under pressure to cope with others.
- Children are more responsible for their own learning. This makes them initiative.
- It promotes independent learning.
- The teacher gets to know each child better and can identify their strengths and weaknesses and provide appropriate remedies.
- The child receives better personal attention since the teacher knows each child's problems special needs.
- Individualized teaching ensures the full participation and involvement of pupils in the lesson.
- It enables the teacher to monitor each pupil's progress closely since regular feedback is available.
- It is also particular useful for reading lessons.
- There is opportunity for the child to complete against himself and develops real sense of achievement, self-esteem and security.

DEMERITS OF INDIVIDUAL INTERACTION

- Interacting with each child in every period is time consuming.
- Teaching and learning materials and other resources may be inadequate.
- Class control is difficult where the class size is unwieldy.
- It denies children the social and emotional benefits of group work since pupils may isolate by working independently.
- Planning for individual interaction can be energy sapping to the teacher, as a lot of time is needed to prepare for each child.

SELF-ASSESMENT TEST

1. Which one of the following is not a type of classroom interaction?
   a. Excursions
   b. Whole class teaching
   c. Groups
   d. Individual

2. Which of the types of interaction in the classroom does the teacher instruct and manage the class as a unit?
   a. Individual interaction
   b. Group interaction
   c. Whole interaction

3. The merits of group interaction include all of the following except
   a. Pupils learn to work as a team
   b. It breaks the monotony of class teaching
   c. It is flexible
   d. Children are more responsible for their own learning

4. Interacting with each child in every period is time consuming. This is associated with which type of the classroom interaction?
   a. Individual interaction
   b. Group interaction
   c. Whole class interaction

5. In individual interaction in teaching, each pupil is exclusively to work at his own pace. True/false

6. In group interaction in teaching, the teacher can identify the strengths and weaknesses of each child. True/false

7. In group interaction, leaders are empowered to control all activities among the groups. True/ false

8. Which of the following types of grouping involves pupils of varying levels of intelligence or ability in one group?
   a. Ability grouping
   b. Mixed ability grouping
   c. Social grouping
   d. Random grouping

9. One of the following types of groped without criteria in mind
   a. Gender grouping.
   b. Interest grouping
   c. Random grouping
   d. Social grouping

NON-VERBAL COMMUNICATION IN THE CLASSROOM

Non-verbal communication is the process of passing an understandable message from one person to another by means of physical expression. Moore (1999), states that, when we send message without using words, we are involved in non-verbal communication. Non-verbal messages may be used to show satisfaction, approach or dissatisfaction/disapproval of behavior put up in the classroom during the teaching and learning may also be used to add expression to spoken words, such as opening arms to express something 'big' or bringing palms together to express 'smalls'.

TYPES OF NON-VERBAL COMMUNICATION

➢ **Gestures** – pointing or motioning to a pupil to continue or stop an activity. Also shaking one's finger or hand at a pupil to indicate disapproval or as a warning.
➢ **Facial cues** – a smile, a frown, a serious or quizzical look.
➢ **Body movement** – these include moving towards the responding pupil or adopting some type of thinking pose.
➢ **Head movement** – this involves nodding to show approval or to say 'yes' or shaking the head for disapproval or 'no'.

These are the main ways in which non-verbal communication is expressed. However there are others, like how the teacher moves around the classroom, or used space and time. All these convey messages to pupils. For instance, if teacher is always late to start a lesson and ends them before time, what message do you think will be conveyed to the pupils?

ADVANTAGES OF NON-VERBAL COMMUNICATION

➢ Non-verbal communication reduces the amount of talking the teacher does in the classroom.
➢ Gestures and movements can improve the communication of classroom concepts being developed by the teacher.
➢ It gives opportunity for children to get involved in the lesson
➢ Pupils feel highly elated when they are positively reinforced by non-verbal cue which raise their ego.
➢ Non-verbal communication is indicated to be more powerful than verbal communication in controlling pupils' behavior in a lesson.
➢ It also raises the level of pupils' response in the classroom.

1. The sign language, which is used to communicate with the deaf person, is not non-verbal communication. True /false?
2. Every teacher in the teaching and learning process always adopts non-verbal communication in the classroom. True /false?
3. Non-verbal communication can be used to check undesirable behavior in the classroom. True/false?
4. All the following are types of non-verbal communication except
   a. Head movement
   b. Gestures
   c. Body movement
   d. Speaking

TEACHER- PUPIL INTERACTION

Some educationists have expressed some views about the importance of teacher-pupil interaction. Nacino Brown (1982) and Meyer Floyed (1966) expressed that, for effective teaching and learning to take place in the classroom, there must be an effective interaction and engagement between the teacher and pupils.

Teacher-pupil interaction is the communication that takes place between the teacher and pupils, which is geared towards getting pupils to understand and perform learning tasks presented to them. For this to be effective, a conducive atmosphere must exist, so as to enable freedom of expression of views in a tension free classroom. It is also very important for the teacher in this kind of relationship to use praise and other forms of reward (reinforcement) to encourage pupil's to respond and co-operate.

Teacher –pupils interaction in the classroom is centered on the give and take strategy known as questioning. A question is a statement, which demands a response. Therefore, as the teacher asks questions and pupils respond, so much information is exchanged for learning to take place.

USES OF TEACHER QUESTIONS IN THE CLASSROOM

Questions are;

- Asked to find out what the pupils already know about the topic of a lesson. This provides a foundation upon what the new knowledge is built or developed.

- They are asked to assist pupils to make judgments on an issue or develop a line of argument.
- To arouse interest and sustain it.
- To provoke learners curiosity for them to inquire
- Teacher's questions are also used to assess or find out the effect of previous teaching
- They serve as a revision of the main topics being discussed or focus attention on the most salient aspects of the topic being discussed
- Questions indicate the pupils' level of intellectual functioning.

IMPORTANCE OF PUPIL'S QUESTIONS
- ✓ Pupil's questions encourage class participation and interest in the lesson.
- ✓ They serve as a means of getting satisfaction answers related to issues or questions on a topic not touched upon in the course of teaching.
- ✓ They are instruments for satisfying their curiosity.
- ✓ This helps the teacher to evaluate their intellectual functioning so that they may adjust to it.
- ✓ These questions enable the teacher to deal with the pupils as individual who have their peculiar interest and problems.
- ✓ They may lead to further research or activity or assignment. For example, homework may be based on the review questions that the pupil may ask.
- ✓ The questions may also serve as a good starting point for the development of new lesson plan. They also serve as a valid area for the appropriate location of pupil's previous knowledge and for the development of a new lesson.
- ✓ Their questions reveal misconceptions or wrong interpretations of ideas, words and concepts on the topic under discussion.

⚱ SELF-ASSESMENT TEST
1. Good rapport should be created in the classroom for teaching and learning to take place effectively. True/false?
2. Nacino Brown and Meyer Floyed disagree with the idea that the classroom atmosphere has an influence on learning. True/false?.
3. In the teaching and learning process, only teacher questions are necessary. True/false?

4. Productive talk in the classroom does not depend much on the kind of questions pupils ask. True/false?
5. Questions cannot be used to make pupils attentive. True/false?
6. Pupil's questions are instruments for satisfying their curiosity. True/false?
7. Reinforcement does not affect teacher-pupil interaction in the classroom. True/false?

SESSION 6

RATIONALE FOR THE ACQUISITION OF INSTRUCTIONAL SKILLS

Instructional Skills Explained
Instructional skills include questioning skills, class management skills, lesson planning skills, oral language skills, observation skills, skills in handling disruptive behavior and many more.
Instructional skill is therefore the ability to structure, order or organize information meaningfully for learners to receive it easily in a lesson.

RATIONALE FOR THE ACQUISITION OF INSTRUCTIONAL SKILLS
- ✓ The acquisition of instruction skills will help teachers to understand and plan instruction activity systematically so that learner potentials will be properly developed.
- ✓ The acquisition of instruction skills will enable the teacher or interact appropriately with pupils so that they can enjoy learning.
- ✓ It will also enable the teacher to determine the instruction resources needed to make lesson delivery effective
- ✓ Furthermore, the acquisition of instructional skills will enable the teacher to make efficient use of time in lesson delivery.
- ✓ The misbehavior of pupils will reduce considerably. Good instructional skills means that pupils will be adequately engaged and kept so busy that they will not have the opportunity to misbehave.
- ✓ It will ensure the achievement of lesson objectives always, thereby making it possible for pupils to acquire requisite skills and pass their examinations.

IMPORTANCE OF INSTRUCTIONAL SKILLS TO THE LEARNER

Searles (1967) came out with three purposes of instructional skills to the individual. To him, the individual will benefit by being able to.

➤ Discover, create and express meaning. This emanates from the fact that the individual will learn to establish good objectives, draw good plans and achieve a better understanding of issues. All these come from what the pupil will be taken through in the course of instruction

➤ Develop a rational power. The ability to think rationally and logical comes from experiencing it in the classroom. The proper sequence in teaching activities, logical questions being asked and conclusions drawn in classroom instruction, helps develop a relational power.

➤ Develop a quest for knowledge. The outcome of a good lesson should always stimulate a pupil to want either use it, or know more about it. This means that experiencing good instructional skills will make the pupil love what is being learned, understand it, love the subject and always want to learn more of it.

SELF-ASSESMENT TEST

1. The purpose of interaction skill by Searles (1967) include all the following except,
   a. Training the learner to discover, create and express meaning.
   b. Helping the learning to develop an urge for knowledge.
   c. Training the learner to develop reasoning power.
   d. Training the learner to get good employment.
2. Instruction is the random and structured way of giving information that influence individual behavior. True/false
3. One rationale for the acquisition of instructional skills is the ability to relate well with the members of the community. True/false
4. State two reasons why instructional skills are necessary for the learner.
   a. ……………………………………………………………….
   b. ……………………………………………………………..

UNIT 2

SESSION 1
PUPIL–CENTERED METHOD OF TEACHING
ACTIVITY-ORIENTED METHODS IN TEACHING

Children as well as adults are full of activity. It is a natural part of our being. Except when they are ill or asleep, children can hardly keep still. They must be doing something. We all learn by doing, by getting involved in the action. Since activity is so natural to children, you, as a teacher can use it to a great advantage if you can plan your teaching to include a large amount of purposeful activity. It is because activities are crucial to the learning of the child that your work in the primary school is based on the expectation that teaching must be activity-oriented.

THE NATURE OF ACTIVITY
Children are engaged in activity whenever they are doing something- playing, running, fighting, climbing, dancing etc. unfortunately some teachers think of it only in terms of physical activity, and a lot of noise. Speaking, reading, and thinking are also activities. Perhaps these mental activities are more difficult to practice than the physical types.

Activities contribute to forming our habits. Habits are established patterns of behaviour that we now perform without thinking about it. The way you walk, talk, control your temper or show politeness or honesty are habits. There are bad habits too: spitting, tantrums and bullying, lateness, fighting, nail biting, sneering etc.

Activity helps us acquire experience quickly because they enable us to practice often by repetition. The more you repeat a skill the better you become when you use it. This is because the more often we do something, the more established it becomes as a part of our total part of the learning process. However, not all activities are useful.

Firstly, some activities are wasteful. When a twelve year old can use a tape measure to check the length of a room, it will be wasteful to ask him to use hand-span or her feet. The 12 year old has wide and varied experiences that make the other methods child's play. Equally, it will be extremely difficult to

expect six-year olds to feel the pain and anguish of the victims of an earthquake or refugees in a civil war by looking at pictures. Activities must therefore be appropriate to the age and the developmental level of the pupils.

Secondly, some activities and practices lead to learning the wrong behavior such as incorrect ways of subtracting and incorrect ways of responding to greetings. You must therefore be checking constantly the activities you set for pupils. Be alert to any errors before they get firmly fixed. Errors which go unchecked soon becomes habit and are much more difficult to correct at a later stage.

FEATURES AND PURPOSE OF ACTIVITY IN TEACHING
Farrant (1980:133) suggests the following: A good activity………………
- Is enjoyable for those taking part,
- Sustains the interest of the people for as long as it takes them to succeed in whatever they are learning,
- Is well within the competence of the age and ability of the children using it,
- Allows ample freedom for children to express themselves,
- Does not make the consequences of initial failures so serious or disturbing,
- Help the learner to gain a firmer grasp of what is learned by learning to a deeper understanding, and
- Does not attract attention to itself at the expense of what is being learned.

PURPOSE OF ACTIVITY IN LEARNING
There are three main purposes an activity can serve:
- Develop a skill – drawing, measuring, self -control,
- Discover / acquire new knowledge through investigation, experimentation ,exploring (mixing oil and water to see what happens),and
- Applying the knowledge to useful ends (buying and selling, cooking, decorating a room), creating a shop in the classroom.

An activity may be selected to support a lesson or may cover the entire lesson as part of the work in a unit.

ACTIVITY- ORIENTED METHODS

PLAY METHOD – MAYESKY

Since many psychologists disagree on a single definition of play, Mayesky (1990) suggests that in order to understand play, it is better to look at its' characteristics.

Children enjoy play. It is what they do all day when they are not asleep, sick, or resting. Play is an activity which does not necessarily result in a product. It may involve only one child or a group of them. It may require toys, tools or nothing. It may last a few minutes or perhaps an hour.

Mayesky described five major features of play as follows:

- A natural part of every child's life:- adults do not have to tell children how to play,
- Self- directed:- It is determined by the personality of the individual, and adults should not interfere,
- An activity and not a production:- nobody should expect a result during play; It is dominated by the players and the results are uncertain,
- A total activity:- children can become completely absorbed as they play. However it may end as it started or may go on for a long time, and
- A sensitive thing for children:- children's play could be noisy and or seem deeply involving, but it could easily be destroyed by interferences by other children or even suggestions from adults.

Play is one major activity of children that contributes to their physical, mental, emotional and sound development.

How can we then harness such an unpredictable activity to help children learn? Child psychologists suggest that when children acquire new knowledge, they have immediate desire to use it. The girl who has to learn to ride or climb practices it, taking some risks. She may have a few accidents, yet she continues and perfects it eventually. New knowledge therefore invites the desire to experiment and it is this experimentation that is called play.

Play enables the child to find those activities, which are satisfying and enjoyable. For the teacher to use the play method it is important that he knows when it best be directed towards learning.

The teacher can;

Limit play at irrelevant activities; and

Guides play towards useful activities; and

Links play with and, use it to strengthen knowledge and skills the child has begun to acquire whether social, emotional, cognitive or physical.

When you are able to link what you want the child to learn to the activities she finds most rewarding and enjoyable, she is likely to develop interest in learning as well as achieve better results.

We can also make children see the usefulness of what they learn by helping them apply it. When they learn about measurements they can play the tailor and his customer, taking measurements for a new dress. When they learn the social skills of greetings and receiving visitors, pupils play host to visitors.

ROLE PLAY

When pupils/learners begin to imagine that they are somebody else (father, mother, nurse, market woman, police man, driver or teacher and pretend to do those jobs, they assume such roles to learn about the people around them and their environment).

Role play serves the following purposes:

- Apart from being fun, role play helps them to practice skills, standards, attitudes and social habits they will use later in life – cleanliness, bandaging, serving, sorting, mothering, etc.
- It helps children bring into the open many of their anxieties and worries such as those that have frightened or shocked them (such as quarrels between parents, injections at the hospital) until they come to terms with them,
- Their make – believe play which involves anger, violence, frustration act as safety values through which they can release tension;
- Imaginative play, even when done alone, is a form of communication. Whether we talk of experimentation, creative play or role play, the teacher's role remains the same as one of facilitation.
- The child needs an environment rich in material with which he can play.
- Too little materials to play with will limit and restrict her experiences to such an extent that she may not discover the patterns of relations in his

world. Such discoveries would form her foundation for subsequent learning.

- Material must be suited to her age and level otherwise she will easily get bored and frustrated.
- Showing an interest in what they are doing, talking about them with encouraging remarks will build up their confidence.
- Giving them freedom to operate, but guiding them with least restriction will build up their independence.
- If you show that you are prepared to answer their questions as honestly as possible, this will make them fearless in finding out the truth about things.

GAMES

A game is an activity with a goal, rules and lots of fun.
Games may be grouped in different ways:
- Outdoor and indoor games,
- Competitive and co-operative games,
- Individual and group games'
- Counting games and reading games,
- Board and non- board games,

A game can be used to serve any or all of the purposes below:
- To reinforce and practice ideas or a skill taught:
- For investigation
- To inculcate attitudes in pupils
- To fill timer/occupy pupils whilst the teacher is busy with something else,
- For fun.

USING GAMES AS A METHOD

There are several issues with teachers, who use games, as part of their methods to encourage learning needs to note.

Firstly, you must decide what purpose the game will serve in teaching.

Secondly, you must select or invent a game. Often teacher's handbooks contain descriptions of games you can use for specific objectives.

Thirdly, remember that games have rules to be followed otherwise the play may degenerate into arguments, quarrels and fights.

Check whether the rules are simple, clear and few. These make it easy to follow and master. Rules often include how one wins if the game is competitive. Younger children cannot follow many rules.

Four, you must consider how many people can play: whether individually, in pairs, as a group or as a class. The question of 'how many, 'is important especially in the classroom because of supervision. In addition, "how many people" become important too when materials are needed.

Apart from games played in the classroom, there are several useful games that can be played outside the classroom. Some games can be played by the roadside, in the home and playground, often without support from teachers or parents or without materials.

In Engish for Primary Schools Teacher's Handbook one, (Published by the Curriculum Research Division. Ghana Education Service, 1997) pp. 10 – 11 and pp. 25 – 31, over twenty-five games including the following have been provided:
    a) Chain games
    b) Basket games
    c) Blind man's buff
    d) Lost property games
    e) Kim's game
    f) You are right/you are wrong.

USING GAMES WITH PUPILS
Familiarize yourself with the game. Read through the game, noting its purpose, materials required if any; number of pupils who play at a time and the rules participants have to learn.

Play the game once or twice with a couple of people to get a feel of it noting possible difficulties your pupils may encounter at the start, how long does it take to finish the game?. Will this fit into your lesson?

Assemble all materials a day before the game is played. Children may be required to bring some of these materials from home or they may be prepared ahead of time.

Demonstrate how the game is played with one or two pupils in class explaining briefly any rules including how a winner is declared.

✍ SELF-ASSESSMENT QUESTIONS

1) A teacher has submitted his lesson for marking. Briefly list any five guidelines to decide whether the pupil activities he has chosen are suitable.
2) Children don't want interference or guidelines when they are playing, yet you can use play as a powerful method to promote learning. How can you do this?
3) Describe role-play as a method of teaching. Explain your role as a facilitator during role-play.
4) How is a game different from a role-play? Why would you want to use games in your lesson? Describe how you would prepare before using a game you want your pupils to play.

THE DISCOVERY LEARNING PROCESS

Discovery learning can be defined as the learning that takes place when students are not presented with subject matter in its final form but rather are required to organize it themselves. The three main characteristics of discovery-learning programmers are:

Pure discovery:- student are given a topic or problem to work on and are then free to explore at the topic with a minimum of guidelines or suggestions by the teacher.

Guided discovery:- students are not only given a topic but are provided with materials to work with and suggestions on procedures to follow, but they arrive at any conclusion themselves.

Guided Learning; the teacher leads the students through a carefully planned sequence of activities to arrive at the learning object, using either statements or questions.

Nature of Discovery Method

Teaching by discovery requires the pupils to carry out the learning activities. Discovery requires the use of materials.

The teacher must lead the pupils to organize when they are learning in order to discover some order and connections between the different parts of what is being learnt.

The teacher must assist pupils to transfer this for use in different situations.

STEPS TO FOLLOW IN INTRODUCING DISCOVERY TEACHING METHOD IN THE CLASSROOM

- Define the problem to be discovered
- Clarify the objectives
- Relate the problems of study to what is known or to some real life problem to heighten interest.
- Consider any related factor
- Collect information to test the guesses/suggested line of attack
- Evaluate and organize the data/information they have assembled
- Interpret their findings
- Draw conclusions
- Suggest what may be done next

You will agree with us that learning these skills take years. The primary school can begin to lay the foundation for achieving these valuable skills by providing the enabling environments. These relates to four basic areas where his role (i.e. the teacher) is more of facilitating than directly teaching.

His facilitating roles include;

✓ **Ensuring that lesson objectives are:**
  i. Clear to the children
  ii. Useful
  iii. achievable

✓ **The method used:**
  i. Arouse interest and imagination
  ii. Encourage creative respond
  iii. Cater for individual differences

- ✓ Teacher acts in a manner that:
    - i. Helps the children learn how to learn
    - ii. Permits children to choose different ways of working
    - iii. Focuses children's attention on material from which they can make their discoveries
- ✓ The materials to be used in the learning experience are:
    - i. Readily available and in sufficient quantity
    - ii. Stimulating to the children – well organized and tidily sorted

⌕ PROGRESS TEST

Indicate (true) or (false) against each of the following statement for question 1-6

1. In the discovery method the pupils do not control most of the decisions in the teaching learning process
2. The use of the discovery method requires a great deal of time
3. The discovery allows learners to choose their own method of working
4. The discovery method does not make room for individual abilities or interest
5. List four steps a teacher can take or follow when using the discovery method
6. List any three merits and demerits of the discovery methods

BRAINSTORMING METHOD

Brainstorming is the name sometimes given to the general discussion session during which people express ideas freely. A true brainstorm is a technique for generating ideas or a variety of solution to a problem. It is best used with groups between 5 and 20 students or learners. There are four district stages in the brainstorming, which must be followed in order.

Stages in Brainstorming

- ✓ Defining the problem for which solutions are required – all members of the group must be clear about the idea that they are trying to produce.
- ✓ The brainstorm itself – the teacher or the group leader invites suggestions or ideas. He records these on the board or an overhead projector as quickly as possible. All ideas are recorded no matter whosoever makes them and however silly or inappropriate they may seem. The ideas should be recorded even if they have been suggested previously.

No discussion or classification of any kind is permitted. This stage continues until the ideas are exhausted. The leader should have some ideas to suggest when the flow of ideas from the members slows down. This is done start the flow again.

✓ Review – each of the suggestions is reviewed so that;

✓ It is clear to everyone what the suggestion is

✓ A decision is made to keep the suggestions on the list for further discussion or to throw it out. The aim is not to decide whether the idea is good or not, simply to decide whether it is worth discussing. Repetition is one reason for throwing out suggestions.

    ✓ Discussion:- the remaining ideas are discussed to decide which suggestions to accept and to develop further.

⚱ PROGRESS TEST

1. Brainstorming is best for only some subjects…T/F
2. It is only the teacher who should use brainstorming…T/F
3. Explain brainstorming in your own words.
4. In brainstorming some inappropriate responses should be thrown overboard… T/F
5. State the stages of brainstorming in right order

SESSION 2
INDIVIDUALIZED METHOD

Individual teaching is the intensive and regular monitoring of a particular pupil's learning progress. It is used each time the pupils in a class are asked to write an essay or tackle a set of mathematics problems. Each child works alone and his finished work is the result of his unaided effort. It is assessed and criticized by the teacher individually. When homework or assignment is given, it is the individualized method which is being used.

MERITS

- The teacher is able to give individual attention to all pupils as he has a clear idea of each child's problems.
- The method develops initiative and independence in pupils
- It gives the teacher a clear idea of each child's progress
- It recognizes the fact that each child is unique and that in dealing with it therefore, each child's needs are different.
- Each child is enabled to learn what he need at a pace that is most in keeping with his ability.
- It is most suitable in reading sessions where teachers need to hear pupil as he or she reads.
- The pupils can ask questions without publicly expressing his or her ignorance
- The pupils learn to be independent and responsible.

DEMERITS

- It denies the pupils the social and emotional benefits of group work
- It is time and energy consuming dealing with pupils on individual basis. It is expensive in terms of materials and equipment.
- There is no sense of learning 'the sense of belonging' which members of a group give
- Prolonged individual attention becomes teacher – driven which kills pupil's initiative.
- Too much attention given to one pupil during regular teaching session can lead to accusation from the other pupils as preferential treatment.
- It perpetuates the feeling of inferiority complex.

1. The individual method of teaching cannot be used for all subjects. T/F
2. State any two advantages of the individual method of teaching
3. In your own words explain individual method of teaching
4. Mention any two disadvantages of individualized method of teaching

PROJECT METHOD

Project as a method of teaching can be traced to the work of the American philosopher John Dewey and his followers. They felt that classroom learning had become rather bookish; has little bearing on real life problems. Dewey felt that this was responsible for lack of interest, the passive nature of students and the root of most classroom indiscipline. Students need to see the value of what they learn. Thus the need to work on the task that they themselves have chosen, are prepared to work on, and find challenging.

The project method is not really a specific method. Rather it a general name for the form of teaching/learning process that consist of students working on some task with relatively little direct interaction with the teacher. The project method differs from other problem- solving methods in that it usually results in creating something tangible like a map, model etc.

The **main principles of the project method are:**
➢ **Freedom :** the desire that a student has for embarking on a project must not be forced on him
➢ **Reality:** education must be a process that deals with real life situations. Learning process become very meaningful if they are linked with life situations, which interest the learner.
➢ **Experience**: experience is gained when the student undertakes a variety of activities, which are closely related to his interest. Students come face-to-face with the real life situations and get firsthand information through the experience that is offered in project work. When a student undergoes a real life experience, he/she is in good position to describe the scenarios in his/her experience. This ensures that what is learned is retained.
➢ **Activity:** In the project method, the students are involved actively; i.e. mentally and physically to ensure effective learning.
   ● Helping pupils refine problems they have identified and to select what they would like to do. Though the pupils have a greater say,

the teacher's role is to check whether the project materials, the skills and experiences they have are enough, and whether the project can be completed within the given time.

- Helping pupils to define the purpose of the project. First, the purpose must satisfy a felt need widely accepted by them. It is also important to define the tangible product that would be the result of successfully completing the project.
- Make pupils feel the need for planning and encourage them to do it, since planning helps to produce good results.
- Showing an interest: This means meeting the group at scheduled times to listen to progress reports and likely difficulties they are facing.
- Encouraging pupils to realize that a project successfully completed brings a sense of satisfaction and accomplishment.

BENEFITS OF THE PROJECT METHOD

- Pupil learns leadership skills.
- Appreciate the fact that problem solving takes time and needs a great deal of planning and co-operation with others.
- Pupils learn the valuable skills of gathering and organizing information.

⚗ PROGRESS TEST

1. List three principles involved in project method of teaching
2. Write any two benefits your pupils gain from carrying out a project.
3. Mention three roles that a teacher has to play to assist this pupils who are embarking on a project work

THE PROBLEM-SOLVING METHOD

In the modern sense of the term, the problem- solving method of teaching is explained by Aggarwal (1982) as *"a planned attack upon a difficulty…for the purpose of finding a solution. It is a method in which a person uses his ability to solve problems which confront him"* (p. 94). Man is confronted by personal problems and those of the society although every individual or community has its own style of tackling its problems; some are more successful than others.

Through science we now have a particular form of planned attack on problems, which has proved highly successful, and it is upon this that the problem- solving method of teaching bases.

STAGES IN THE PROBLEM- SOLVING METHOD

- Defining the problem: This is to explain the problem or difficulty so that it
  becomes very clear.
- Breaking the problem to see if it is a single problem or has other related
  problems: This stage enables you to look at several sides to the problem and
  to see how different parts connect.

Below is a diagram showing some aspects of traffic congestion in Ghana. Complete the remaining arrows.

Wrong parking

Traffic Congestion in Ghana
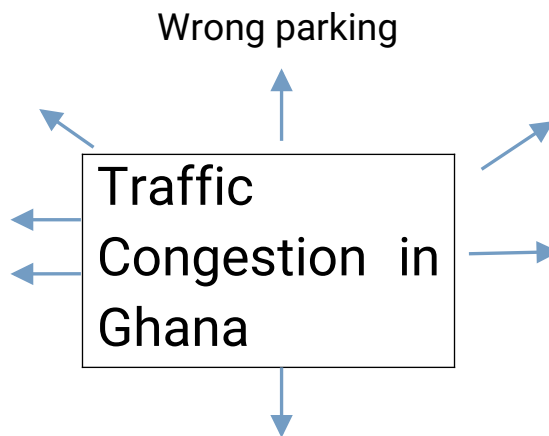
- Generate several alternative solutions to the defined problem(s): Examining a problem from different angles enables you to come out with alternate solutions.
- Select possible solutions you think will work and put them together: Test them in your mind to see how each one works before a final selection.

- Study your solution closely to see whether it overcomes the problems and whether it brings up new unexpected problems.

Key skills in the use of problem- solving method
- Discovering patterns, rules and concepts
- Collecting information
- Organizing information collected
- Explaining events
- Experiencing:- trying to see what happens
- Observing events
- Describing events or parts or objects
- Re-combining, using rules, relationship, etc.

FEATURES OF PROBLEM- SOLVING METHOD
- The problem chosen must have educational value
- The learner must have some background knowledge of the problem which they will discuss
- The problem should be worthwhile, interesting and meaningful to learners
- The problem must be clearly related to real life situations.

PROGRESS TEST
Arrange the following activities in order of the scientific method used in problem- solving.
1. Putting your solution into action
2. Analyzing the problem to look for different parts of the problem and their connections
3. Checking on the solution to see whether it works
4. Explaining in details what the problem really is
5. Selecting alternate solutions that you think will work
6. Testing each solution in your mind for a final selections

SMALL GROUP METHOD: DYADS, CO-OPERATIVE LEARNING
Grouping is an essential part of training and can be used by the trainer to bring people together randomly; to have teachers in the same school or school district solve problems together, or to discuss opposing views or methods of colleagues.

Co-operative learning takes many forms in the classroom. Its essential characteristic is that it fosters positive interdependence by teaching students to work and learn together in small-group settings.

Co-operative learning has the following characteristics:

- Uses small groups of three or four pupils (micro group) working on an assignment or project together in such a way that each group member contributes to the learning process and then learns all the basic concepts being taught. Both individuals and the groups as a whole are held accountable for the outcome.
- Focuses on tasks to be accomplished
- Requires group co-operation and interaction
- Mandates individual responsibility to learn
- Supports division of labour.

FEATURES OF CO-OPERATIVE LEARNING

- Positive interdependence:- In the traditional classroom where competition is emphasized, pupils experience negative interdependence i.e. competing with one another for educational resources and academic recognition. Competition encourages better students to broaden their knowledge and so celebrate their successes at the expense of other students. Positive interdependence teaches pupils that school life for each one of them is enhanced when everyone succeeds.
- Face-to-face interaction:- In the co-operative learning situation, students interact and assist one another's success.
- Individual accountability:- In co-operative learning settings, each pupil is held accountable for his or her group work as a whole.
- Development of social skills:- It offers pupils the chance to develop the interpersonal skills needed to succeed at school work and within learning.
- Planning co-operative learning activities
- Setting academic and social goals

Some benefits of co-operative learning

- It improves comprehension of academic content
- It reinforces social skills

- Boosts students' self-esteem
- Focuses on success for everyone

Co-operative learning in the classroom may be initiated through the following ways:

- Selecting pupil groups:- this can be done on the basis of academic level, skill level, interest, etc.
- Planning co-operative learning:- different types of learning can take place in the classroom. The teacher has to decide on a particular task
- Setting academic and social goal:- there is the need to carefully set goals that will be academically and socially oriented so as to articulate the desired results to students. This can be done on a daily or weekly basis.

The processes involved in using dyad are:

- One task is assigned to all groups or a different task is assigned to each individual groups
- The purpose of each task is clearly stated and a time limit imposed
- How the group work is to be presented is clearly defined
- Shared responsibility for presentation is given to all members of each group

PROGRESS TEST

1. Mention three characteristics of co-operative learning.
2. Identify any three steps in initiating co-operative learning.
3. Write four benefits of co-operative learning
4. Explain dyad in your own words.

SIMULATION METHOD- ROLE PLAY /DEMONSTRATION

Simulation is a participatory exercise which helps the participant to experience a real life situation and, how it feels like to be in the situation personally. It helps develop a sense of engagement and obtains a fuller understanding of its implications.

ROLE PLAY

The basic idea is that students are asked to play the part of other people in a specific situation. For example, one student may be asked to be a village health worker; another, a mother with a mal-nourished baby; a third, the baby's grandmother yelling instructions as to how the mother could feed her baby better.

Assuming that the pupils role-play the scenario outlined above; could you think of the role of the teacher and the baby?
In general, the teacher should define the role of the people and the situation in some detail. More details will make it very difficult for the students playing the roles to follow all the instructions. Fewer details may leave the students too uncertain about what they should do.

Again, the teacher should explain each of the roles and describe the situation to the class. Then, ask role players to commence. From the discussion so far, you will realize that role-play is not only a powerful tool for adult learning and teacher training but also, effective in the classroom. Role-play is a highly motivating activity because students can learn through experience and apply their learning in a relevant, encourage empathy for others and develop social skills and values.

DEMONSTRATION

As a method of teaching, *is the process whereby one person does something in the presence of others in order to show them how to do it or to illustrate a principle.*
Demonstration utilizes both auditory and visual means of communication.

ADVANTAGES:

- Demonstration adds to learning by giving students the opportunity to see and hear what is actually happening.
- Demonstration can be used to illustrate ideas, principles and concepts for which words are inadequate.
- Demonstration holds the learner's attention.
- Demonstration helps pupils to build associated skills and attitude

ASSIGNMENT

1. Few pupils can best use role-play…T/F.
2. The teacher can use role play without planning…T/F.
3. Demonstration is the only method of simulation…T/F.
4. Demonstration method can be used for only practical oriented subject…T/F.
5. List any two advantages of the demonstration method
6. Demonstration is not a simulation method…T/F.
7. In your own words explain demonstration method.

EDUCATIONAL VISITS AND FIELD EXPERIENCES

A field trip is one of those activity-oriented methods, which engages the pupils to learn in groups as well as independently. There are two types of fieldwork. These are:

- The **structured type** where the students are made aware of what tasks they   are going to perform.
- The **unstructured type** where they only have an idea of where they are visiting and would study whatever they wish in any way deemed fit.

STAGES OF FIELDWORK

Pre-fieldwork activities: The teacher makes the necessary arrangements and thorough preparation before students step out of the classroom. This involves pre-field trip activities. First the teacher must visit the chosen site to familiarize himself with the area in order to advise on what students may study there. Not forgetting procedures to follow when sending pupils outside the classroom i.e. inform the head teacher, parents and District Director of Education and obtain permission.

The next pre-fields activity is meeting with pupils to introduce the topic, whip up their enthusiasm and share the tasks that will be carried out during the visit. This is done usually in a lesson preceding the visit.

Fieldwork activities: Leaving the school for the field, take a headcount preferably through the groups formed. Ask pupils to check that all required materials have been collected. In the field, you must specify where should be the assembly spot. This is where all students will report (assemble at) before entering or leaving the fieldwork tasks and when they must reassemble again. After you have reminded them about good behaviour, the group leaders take over. You have to keep eyes on the groups by supervising or offering supervisions. Take another headcount before you return to school.

Post- fieldwork activities: From the field, students may come into their groups or after some days, to plan how the data collected in the field should be organized and presented. The planning session is presided over by the leader as individual students contribute through discussions to formulate the plan. During presentation, the reporter should report only the issues that have been

agreed upon by the group. After the reporting sessions, the groups are given some time within which to put final touches to their reports. Each of the groups should mount its final work so that each student in class can get an overview of what has been studied.

Merits
- It enhances co-operative learning.
- The group work promotes tolerance in students.
- Students learn to work on their own as they are given individual assignment to carry out.
- Through observation, the students discover new ideas.
- Through this method, the students are to think critically.

Demerits
- Many teachers lack the skills to organize fieldwork.
- It is usually costly to be undertaken, more especially when the place for the study is far away from the school.
- It is time consuming.
- This method can sometime throw the programme of the school out of gear.
- Many people, more especially parents, think it exposes students to many hazards.

⚗ Self-Assessment Test
1. What are the stages in fieldtrip as a method of teaching?
2. Below are activities by a teacher for his pupils in a fieldtrip. Beside each activity write the stage in the fieldtrip it belongs.
   a. Pupils met to read each other's notes.
   b. Teacher wrote to parents seeking their consent to take pupils on fieldtrip for the whole day.
   c. Pupils make sketches of the blacksmith's tools.
   d. There was a headcount by the teacher.
   e. Teacher had a lesson describing three places they could visit for pupils to choose one.

SESSION 5

DEDUCTIVE AND INDUCTIVE METHODS

Pupils must learn and show their understanding of concepts and rules. Concepts and rules are two very important forms of knowledge. Pupils demonstrate their understanding of the concepts by given relevant examples and applying rules when drawing conclusions. To do these successfully require the mental process of reasoning known as induction and deduction.

How can we teach pupils this mental skill? Expository methods have two effective approaches to teaching concepts and rules. These are the deductive and inductive methods of teaching.

Inductive

Induction is a form of reasoning which you analyse specific facts or instances and from your analysis, you draw specific conclusions. For instance, you reason inductively when you look at the dark clouds and the strong winds and conclude that it is going to rain. You can try reasoning through the inductive process on your pupils. Rush furiously into the classroom. Slam the door after you. Throw your books onto the table. Shout at one or two pupils, then fold your arms, frown your face and stand still. After a moment, ask pupils what they think about you.

Some of the responses may be:
- Teacher is in mad mood
- Very angry
- Annoyed, etc.

What your pupils have done is to reason inductively- interpreting specific actions and from them, drawing a general conclusion.

Deductive

If inductive starts from specific to general, deductive reasoning goes the other way round. You start from a general conclusion and from there, move to specific idea or action. For instance, Sarah refuses to leave her drying clothes outside in the rainy season because generally it rains in the night. Why did she move her clothes (specific action)? Because 'generally', she knows, it rains in the night. So she removes her clothes (specific action) or she opens the drums to fill with water (specific action) or shuts the window etc.

Teaching Concept by the Deductive and Inductive Method
What is a concept?
A concept is a general name given to a class of items or ideas, which can be exemplified, i.e. we can find several examples, which fit the concept. Clothing is a general name (concept) for items we use in covering our bodies- shirt, underwear, frocks, coats, and scarves. Climate is also a concept because it describes the kind of general weather a place has (an idea). It includes conditions of heat and cold, moisture and dryness, clearness and cloudiness, wind and calm. Examples include educational, tropical temperature and cold climates.

Kinds of Concepts
There are two types of concepts: **concrete concepts** and **defined concepts**.
Concrete or primary concepts, includes objects or situations whose common properties or characteristics can be observed. We can see, touch, point to, feel, or smell these properties. Sometimes we can arrange situations where you can demonstrate these characteristics.
Stationery: items needed for writing- pens, pencils, envelopes, etc.
Vegetables: part of a plant used as food- 'kontomire', okro, pepper, garden egg, carrot, cabbage, tomato, etc.
Concepts such as red, same, different, higher are also concrete concepts because a child can develop these through direct experience without the essential need of a language. The word 'red' becomes useful only when you want to check that the concept is being learned but not essential to the learning process.

Secondary or defined concepts cannot be learned without the use of suitable language. You must explain them using appropriate language. While you can demonstrate your mastery of the concept blue or red by pointing to red or blue objects, it is impossible to show that you understand 'size' or 'colour' without verbal explanations. You must define it, and in defining it, you need other simpler concepts.

Rules for Teaching Concepts
Concepts can be thought in two ways:
1. The concept followed by specific examples
2. The specific examples followed by the general concept

a) In the first method, we can tell pupils the concept or the rule first and define it for them by pointing out its characteristics. Next we illustrate the concept with sufficient and appropriate examples. This pattern is referred to as DEDUCTIVE method. Professor B. F. Skinner and his followers who developed programmed instruction, coined the term RULEG to describe this method because you teach the rule or concept by starting from the rule and following with examples.

b) THE SECOND method, the INDUCTIVE method, is the opposite of the above. You start by illustrating the rule or concept with numerous examples before you define the concept. The inductive method is the EG-RULE (from example to the rule or concept). In other words, you start with specific examples to the general concept.

Teaching Concrete Concepts by Deductive Method

Let us first try using deductive methods (RULEG) to teach a concrete concept. First,
define the concept for pupils then follow it with relevant examples and non-examples.

Concept	Definition	Example
Liquid	Any substance that is not solid or gas but flows freely like water	Water, oil, petrol
Plants	A living thing that has roots , leaves and a stem	Trees, shrubs, seaweed
Furniture	Items put in a house to make it comfortable for living or working	Chairs, tables, beds

To teach concrete concepts successfully, you need a lots of concrete and visual aids, which will help you point out the characteristics of the features or the concept.

There is the question of which examples are appropriate. There are the obvious ones, the common ones, which everybody knows, are examples or non-examples. Equally important are the borderline examples, which help us to establish the 'limit' of the concept; which examples are included in the concept and which ones are not. For instance, which shapes that look like squares are really not squares?

These have to be included in the non-examples to establish precision in the learning of the concept.

Look at the following shapes:

a.   b.   c.   d.

e.   f.   g.   h.
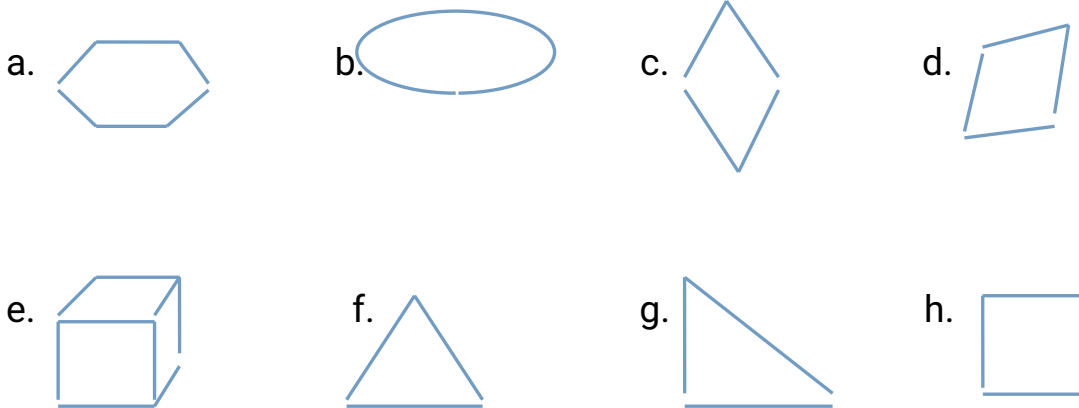
A square has four equal sides and four right angles. Which of the above is a square? Let us examine how appropriate the non-examples are:

1. 'a, b, f, g', are obvious non-examples (not four sided)
2. 'd' is four sided (perhaps the sides also looks equal) but the angles are greater or less than right angles (borderline case).
3. 'c' has two angles close to right angles but the other two are less than right angles (borderline).
4. 'e' is the closest borderline non-example: a cube has six square surfaces.

To select relevant non-examples, look at those concepts closely related to the one you are teaching. Here are some examples.

Concepts	Closely related concepts
1. Bus	van, truck, station wagon
2. Widow	widower, spinster, bachelor, and maiden
3. <	>

Van, truck, station wagon are all road vehicles, but are different from a bus. In example 2, the people are all single but are different from a widow.

Teaching Defined Concept

As in the earlier examples it implies, you cannot observe the characteristics of such concepts. They can only be defined because they are abstract. We can point to the colour green or brown but we cannot demonstrate our understanding of 'colour' or 'size' by pointing at an object.

Every object has colour and size. We can help a pupil to understand the term 'colour' by pointing out to him red, blue, white as the colour of different objects. However it will be impossible for our learner to understand our communication if he does not already know what red, blue, and white are. In the same way we can only communicate the concepts of 'size' if our learner knows already the simpler concepts of small, big, bigger, etc.

A defined concept is explained through the use of language that makes use of simpler concepts that must have been learned earlier.

How would you explain the following to pupils: democracy, farness, knowledge, and honesty?

In defined concepts our emphasis will shift to analyzing the concept to identify the simpler concepts that are used to explain the concept. These, we must teach first, or ensure pupils have them, before we teach the defined concepts.

Which are the simpler concepts contained in the following defined concepts (use a dictionary to help you)?
Communication
Measurement
Democracy

If you are teaching a defined concept, follow these steps:
- Write down the definition of the concept. Use a dictionary if possible.
- Identify in the definition, the terms (simpler concepts) used in defining the concept.
- Test your pupils to check whether they understand these terms.
- First teach any of the simpler term they do not have. Use the deductive or inductive approach, whichever you consider appropriate
- Now, teach the defined concept with relevant examples.

Self-Assessment Test

1. In your own words differentiate between inductive and deductive method of teaching.

Circle T (True) or F (False) against each statement

2. In inductive thinking, you move from specific instances to a general conclusion…T/F

3. When use a conclusion as a basis for taking a specific action, you are reasoning deductively…T/F

4. Mansah was desperately looking for a taxi to go home. But she did not wave down the next car because it was not a taxi. The car had only two doors, it did not have a taxi light on top and it has a lady in the driver's seat. Mansah was reasoning deductively…T/F

5. At this time of the day, said Mr. Isaiah in the United State. He usually rings at 9.a.m. when I'm home from work. Mr. Isaiah was reasoning inductively…T/F

6. Classify the following concepts as concrete or defined:- glass, respect, pour, empty, and floor.

IMPORTANCE OF PUPIL-CENTRED METHOD OF TEACHING

Different ideas exist about the term 'pupil- centred learning. Some of these ideas are actually wrong. For instance, some people think it is an empowerment given to children to control the learning situation. Others think it is an over-sentimental attitude towards children that gives them important 'airs' in the school.

In fact child-centred education or learning is a response to what we already know about children, their development, nature, interest and characteristics. Basically, child-centred learning tries to do the following:

- Acknowledge that children's needs should determine what they do at school. This means that all learning activities are to be planned to meet the needs of the learner.
- Recognize the characteristics that distinguish children's ages. This is because children in two different primary school classrooms may differ in many aspects of life. This means that all activities for learning should be planned to cater for their differences.
- Base new learning tasks on what pupils already know. This means that the previous knowledge or what the child already knows about the topic should be considered and the next learning step should be based on the previous knowledge. Therefore topics to be treated and methods to be used are to be critically selected so that they are appropriate to the experience of the children.
- Apply the knowledge of child psychology and child development to the content and methods of learning and teaching. The teacher's knowledge in child psychology and development should be applied in the selection of appropriate methods, teaching / learning materials and the content to use so that they are not above or below the age and capabilities of the learning situation.
- In schools where child-centred methods are used, there is a lot of playthings from which children make their choice and as such, where there should be enough room to operate, children are never bored.
- Children interact more with each other, they learn how to get on with one another, how to control their emotions, how to act as leaders and make decisions.

- The method of teaching relaxes the atmosphere and creates friendliness among learners. There are always new materials or interesting interaction that stimulates the natural curiosity of children. Learning is therefore enjoyable and children are always present and punctual.
- In pupil-centred method, teachers respect the learner's individuality and encourage them to develop their potentials. On their part, the children feel that what they are doing is important and worthwhile and therefore gain a sense of satisfaction.

🕯 Progress Test
1. Explain pupil-centred method of teaching in your own words
2. List any three importance of pupil-centred method of teaching
3. Pupil-centred methods do not allow pupils to learn at their own pace…T/F
4. Pupil-centred method is applicable only at the primary level…T/F

✍ ASSIGNMENT
Choose a topic and design a pupil-centred method to teach it.

UNIT 3

SESSION 1
TEACHER-CENTRED METHODS AND STRATEGIES OF TEACHING
TYPES AND SKILLS OF QUESTIONING

Meaning of Questioning
Questions are statements for which a reply is expected or needed. When you ask your pupils a series of questions to elicit their responses, then we say you are "questioning" them.

CLASSIFICATION OF QUESTIONS
- Cognitive and affective domains
- Narrow and broad questions
- Convergent and divergent questions
- Mental operation questions

Cognitive questions
This category of question is used to test the knowledge and understanding of the pupil. They include all the levels of thought processes.
- Comprehension- understanding and demonstrating. Some key words used in constructing comprehension questions are: contrast, explain, describe, relate, predict.
- Application – using information to solve a problem. Key words used here are: apply, how, solve, calculate, use, demonstrate, which, choose, what is, build.
- Analysis- explaining solutions. This is the ability to break down materials into its components parts so that its organizational structure may be understood Some key words for framing these questions are: Why, analyse, identify, infer.
- Synthesis – creative thoughts. This refers to the ability to put parts together to form a new whole. The key words used here include; develop, produce, put together, write, illustrate, consult, create, compose etc.

Affective domain questions
This is concerned with emotions, attitude, interests, feelings, beliefs, values and appreciations. It has five levels:

- Receiving – becoming aware of ideas. E.g. listen, award, describe, identify.
- Responding – willing to learn more. E. g. participate, select, learn, read, enjoy, comply.
- Valuing – believing the idea presented. E. g. alter, balance, compare, relate, modify, organize.
- Characterizing – idea by becoming part of it. Examples of key words used in framing character questions are: show, live by maintain lifestyle, practice, use, etc.

Narrow Questions
These types of question require your pupils to give factual recall or specific, correct answer.

Broad Questions
These questions require pupils to go beyond simple memory and use their thinking process to formulate an answer.

Convergent Questions
This involves questions where a number of simply framed questions require the same answer.

Divergent Questions
These involve questions which have a number of, or several correct responses. For instance, when you ask questions which require application or analysis, then you are asking a divergent question.

Mental Operation Questions
This is made of four categories of questions. They are:
- Factual questions: - These questions require pupils simply to recall facts learnt.
- Empirical questions: - Require pupils to integrate or analyse given information and supply a predictable answer.
- Productive questions: - These are questions which do not have single correct answers.
- Evaluative questions: - These questions require pupils to make judgment. They are open-ended type of questions.

Other Types of Questions Used in Teaching

- Lower order questions: questions that require your pupils to recall facts learnt.
- Higher order questions: questions which require your learners to change the form of the original information in order to compare, analyse, etc.
- Probing questions: questions which steer up your pupils to give a more acceptable response whenever they give weak answers.
- Promoting questions: these involve questions that are reworded from their original form usually with hints and cues to help your pupils to answer.
- Focusing questions: questions which direct your pupil's attention. This question can be in the form of factual, empirical or productive questions.

ASSIGNMENT

1. What is a "question"?
2. Discuss any four types of questions you may use in your teaching.

Reasons for Questioning

- Read the minds of your pupils and make contact with it. Thus checking their understanding.
- Make your pupils express what they have understood in the lesson.
- Remind your pupils about things which they otherwise might not bother about.
- Remind your pupils about what they know. Thus checking their previous knowledge.
- Keep their attention.
- Develop your pupil's line of thought.
- Find out if they can use their knowledge.
- Clarify their ideas, structure their study and learn about things that interest them.
- Provide for practice and participation.
- Assess the effectiveness of your own teaching.
- Provide reinforcement and stimulate them to learn further.
- Diagnose your pupil's difficult area.

Effective Questioning Techniques

If you want your pupils to be actively involved in the teaching and learning process then;

- You must ask a variety of questions. Your questions should affect different levels of the cognitive and affective domains.
- You should organize your questions in a logical sequence.
- Your questions should be concise and clear.
- Your questions must be thought provoking. The questions should be interesting and challenging.
- You should make use of both convergent and divergent questions.
- You must acknowledge and reinforce your pupils when they answer.

Effective Questioning

Kerr (1982) has identified seven questioning skills:

- Pitching the language and content of question appropriately for the class
- Distributing questions around the class
- Using pupils' response (even incorrect ones) in a positive way
- Timing questions and pauses between question
- Learning to make progressively greater cognitive demands through sequence of higher-order questions
- Using written questions effectively.

How Do You React to Your Pupil's Response in Class When You Ask Questions?

- Use non-verbal gestures instead of making a verbal reaction especially when the answer is wrong.
- Acknowledge the response and reinforce pupil's ideas by re-wording the answer.
- Clarify pupil's ideas by expanding on them or comparing it with other answers that have been presented
- Probe response to: elicit clarification; solicit for new information or to re-direct students' responses in a more productive direction
- Reward correct responses and correct wrong answers
- Use response of one pupil as basis for further questions Kissock et al (1984).

Let us quickly remind you that there are certain things that you must not do when using question as a method of teaching.

- Repeating questions
- Repeating all the students' responses
- Not attending to the responding student
- Always selecting the same student respondents

How to Question

When you ask a question, do not allow the whole class to answer in "chorus"? Such chorus answers permit:

- Your learner's attention to wander
- Your learner's thoughts to decrease
- You might not be monitoring feedback from individual learners in your class.

Therefore consider the following procedures when questioning

- Ask the question before you name the pupil
- If the question is complicated, state it more than once by varying the wording
- State the question clearly and concisely

This will set the whole class thinking. Also, encourage more complete and interesting answers.

- Pause (wait time) so that everyone will have time to think about the question. Determine how long your pause should be, at least three seconds.
- Call on one pupil by name. you should do this randomly
- Listen to the answer.(Check how to react to pupil's response)
- Emphasize on the correct answer.

Quiz

1. State and explain four (4) reasons for questioning
2. Explain effective questions.

SESSION 2

THE EXPOSITORY TEACHING PROCESS

The meaning of expository method

"Expository" is related to the word 'expose'. The question is; who expose what? The teacher exposes the pupil to knowledge. Therefore, 'expository' refers to something the teacher does. This is the reason why it is teacher-centred method of teaching.

It is a method whereby the teacher leads the pupils through a carefully planned sequence of activities to arrive at leaning objectives using either statements or sequence of activities or questions or both. The teacher presents the materials or conclusion to be learned in a well-structured way while students attempt to assimilate or remember the facts or the information. The commonest form of expository is the lecture method.

RECEPTION LEARNING

Expository teaching is sometimes referred to as reception learning. It describes how information gets to your pupils. Reception comes from the word "receive". Therefore reception learning occurs where the pupils do not give much but rather receive much from the teacher. This makes it a teacher-centred approach

What do you think will be your role as a teacher in reception learning?
- Structure and organize the information to be learnt
- Select materials that are appropriate for your students
- Present them in well-organized lessons that progress from general to specific details
- Ensure that your pupils are following you with effective feedback techniques; you should always also consider these four (4) steps in reception learning.
- **Step 1**: your pupils must remember what they receive from the teacher. Thus after receiving, (by learning or reading) they must try to remember it.
- **Step 2**: they must understand what was received from you or what is received in their minds (by learning or reading and remember it)

- **Step 3**: your pupils must attempt to generalize the information received from you. They should try to find instances or situations of the rules. For instance, if you expose iron (rod) to moisture, it will rust. This is a rule.
- **Steps 4**: they must act; they are expected to reproduce it or give back information received when requested.

Though we often use these terms (expository teaching and receptive learning) interchangeably, there is one difference.

STAGES OF EXPOSITORY TEACHING

The process of expository teaching begins with
- Presentation of organized materials by you the teacher
- Continue with an effort by your pupils to remember or incorporate the facts into existing knowledge and
- Ends with your learners identifying example or solving specific problems by way of applying what they have learned. David Ausubel (1976) outlines three principal stages of exposition lesson presentation.

Phase 1: Presentation of an advance organizer

The advice organizer relates the ideas to be presented in a lesson to information already in students' minds. It is the broad group on which more specific information will be presented.

Phase 2: Presentation of learning task or material

At this second phase, the new material is presented by means of discussions, lecture, films or student tasks. The teacher should maintain students' attention and organize materials to correspond to the structure laid out in the advance organizer. Ausubel suggests a process called progressive differentiation which is a step-by-step progression from general concepts to specific information, illustrative example and contrasts between new and old concepts.

Phase 3: Strengthening cognitive organisation

Here is where the teacher tries to tie the 'new' information into the structure laid out at the beginning of the lesson, by reminding students about how each specific detail is related to the big picture.

Also students are questioned to see if they have understood the lesson, and if they can relate it to their prior knowledge and to the organization described in the advance organizer. Finally, students are given the opportunity to ask questions that extend their understanding beyond the content of the lesson.

Reasons why teachers use expository method
- Expository teaching saves time and energy
- Students can learn much more and cover many more topics
- It helps students to avoid the pitfalls and errors that they could otherwise fall in
- It is not only adequate for teaching at the formal operational level where pupils can handle purely verbal exposition, but also permits topics to be treated at a higher order level of abstraction.
- It is suitable for teaching large class which does not demand laboratory activities.
- It is cost effective and teaching becomes possible with the use of a minimum amount of teaching and learning materials.

How can you improve on your teaching when using the expository method?
- You must integrate all incoming information into what students already know
- Materials should thus be organized so that general ideas are presented before specific facts and details
- Use advanced organizers to help pupils to focus on increasingly similar details. An organizer is an initial statement about the topic to be learned that provides a structure for the new information and relates to information pupils already possess.
- Use deductive teaching approach. Introduce a topic with general concepts, then gradually include specific examples linking the new information to what pupils already know
- Plan brief class discussions before new information is presented. This will help your pupils to share ideas.

1. Explain the term "expository teaching".
2. What is reception learning?
3. State two reasons why teacher community use the expository method
4. Suggest two (2) ways of improving expository teaching.

LECTURE AND DRILLS

Lecture Method

It is a process of delivering verbally, a body of knowledge according to a pre-planned scheme. The teacher presents the main ideas or concepts, develops and evaluates them and summarizes the main ideas at the end while students listen and take down notes.

Features of lecture method

- Teacher talks most of the time. The lecturer (teacher) presses on to deliver his message and may only entertain a few questions in the middle or at the end of it. Thus, a one way communication.
- Pupils listen. The pupils hardly have the opportunity to interrupt the lecturer (teacher or speaker) to clarify their misunderstanding.
- Teacher holds all the knowledge. The underlying assumption is that the teacher is the custodian of all knowledge.
- Pupils are assumed to know little or nothing
- Every listener has to move on at the same speed as the lecturer (teacher)
- Many a time, there is no way of knowing whether learners understand since communication is on way.

When to use the lecture method

You may use the lecture method for the following purpose
- For introducing a new topic/unit
- For presenting important materials not easily obtainable
- For developing interest and appreciation
- Supplements textbooks materials
- Attempting to cover a lot of material in a short time
- Summarizing important points after a unit of study

Merits of Lecture method
- It has high inspiration and motivational value
- It supplement and enriches information found in student textbooks
- Pupils are presented with relevant information
- The teacher sequences the instructional process to make for economy in terms of time and materials to be presented. For instance, less time is spent on pertinent issues
- Less use teaching and learning materials whose preparation or procurement is often tiresome task for teachers.

Demerits of Lecture method
- Pupils are virtually inactive and passive in the learning process
- Avoid practice of student's oral communication skills
- Since it does not lend itself to the use of teaching and learning materials, pupils find it difficult to understand and retain information
- Wastes students' time, especially when lecture materials are directly from textbook
- No assessment of students' understanding

Technique for lecturing
To make your lecture method effective, you must consider the following techniques
- You need to adequately and carefully plan your lecture
- Your introduction to the lesson must be catchy and challenging
- Presentation must follow logical order
- Conclusion: landing must be on a good note. You can do this by highlighting the main ideas through questions, exercises, and quizzes.

Ways of improving lecturing
- Having confidence in yourself. Avoid exposing your weakness. You should develop a good modulated voice, good diction, correct pronunciation and proper intonation
- Talking to your students. You should learn to guide your eye across the room by attempting to look in the eyes of your students
- Constantly checking on your students understanding, observe students' reaction during the course of your lecture

- Adapting your language of the level of your students. Avoid being verbose

CLASS TEST
1. What is lecture method?
2. List three (3) features of the lecture method
3. State and explain three (3) merits and demerits of lecture method
4. Suggest two (2) ways of improving the method in your teaching

USING DRILLS
Drill is repetition of facts and skills you wish to reinforce with the aim of promoting over learning in your pupils. We use drills on the principle that frequent repetition of response to a class of situation is more helping in learning than less repetition.

Classification of Drill
Drills are classified in two (2) groups. These are:
➢ Oral drill
➢ Written drill

Oral drill is mostly used in language teaching while written drill is more often used in teaching writing skills especially when you are teaching handwriting.

Types of oral drills
- Addition drill
- Inclusion drill
- Replacement drill
- Integration drill
- Completion drill
- Transformation drill
- Transaction drill

Additional Drill
Here, you have to give the pattern and your class repeats. You then give them a further group of words, which they will add to the first. Let's take this example;

Teacher: He'll visit the hospital

Teacher: At ten 'o' clock
Pupils: He'll visit the hospital (repeat)
Pupils: He'll visit the hospital at ten 'o' clock (addition)
You noticed that your pupils joined the first sentence to your second sentence.

Inclusion Drill

Here also, you have to give your pupils the pattern and follow up with a word, which has to be correctly placed in the pattern. Let us follow this example.
Teacher: The headmaster is at the dining hall
Pupils: The headmaster is at the dining hall
Teacher: Still at the dining hall
Pupils: The headmaster is still at the dining hall

Replacement Drill

In using this drill, you give a 'cue word' which has to replace the word in the given pattern. For instance;
Teacher: He has a car
Pupils: He has a car
Teacher: Bicycle
Pupils: He has a bicycle
Teacher: A house
Pupils: He has a house
(This type of drill could be monotonous)

Importance of Drills
- Helps pupils to develop vocabulary and structure
- Helps pupils to develop the awareness of sound system
- Through listening to and playing with words, pupils gradually become accustomed to and absorb the individual sound and stress pattern of a new language

Guidelines for conducting Drill lessons
- Use play activities in teaching new skills. Involve your pupils in games such as spelling, cross puzzle, etc.
- Make practice periods short
- Make use of incidental drill situation by working skills into other subjects and normal physical activities
- Have pupils read aloud individually and in pairs.

- Have pupils close their eyes and spell words
- Give additional practice through "life situation"
- Encourage individual response rather than chorus responses
- When a drill period is finished, let your pupils work on other tasks unrelated to the drill

The following tips will also help to improve upon your drill
- Use fewer sentences, probably only two and have every pupil to try
- Have the group to try each sentence together
- Use additional sentences for special drill with pupils who give ineffectual response
- Correct pupils who make mistake immediately and encourage them to improve upon their performance.

QUIZ
1. What is a drill?
2. State the two (2) main classes of drills
3. List and explain three (3) different types of drill
4. State any three (3) guidelines when using drills
5. Why do teachers who use replacement drill change each element in the sentence so that the class finishes the exercise with a completely different sentence?
   a. To prevent the drill from becoming monotonous
   b. To promote innovation
   c. To exhibit their skills in teaching
   d. To promote effective teaching

SESSION 3
TEACHER-LED DISCUSSIONS AND CASE STUDIES

Teacher-Led Discussion Method
It is the method of teaching where the teacher introduces the topic and invites views of pupils and gets them involved in the development of the lesson. This provides opportunities for learners to discuss ideas, issues and things planned for them in class.

Features if teacher-led discussion method
- Both student and teacher talk required. Thus, both the teacher and the pupils are actively involved in the teaching and learning processes.
- Both teacher and student enter into dialogue and conversation about academic materials.
- Teacher and pupils practice and publicly display their thinking.
- It involves the use of other models of teaching, e.g. question and answer.

The purpose of discussion method
Generally, teachers use discussion method to achieve three important instructional objectives. These are:
- To improve students' thinking and help them to construct their own meaning about academic content
- To promote student involvement and engagement
- To help students learn important communication skills and thinking process. For instance, it helps students to:
  - State their ideas clearly
  - Listen to others
  - Respond to people in appropriate way and
  - Learn to ask good questions

You must lead your pupils in discussion when you are teaching because:
- Students learn from you and their mates in class
- It is a good practice for problem solving
- It gives training in democratic process
- It promotes creativity and initiative in your pupils.
- It serves as a basis for clarification of points your pupils did not

understand
- It provides opportunity for continues evaluation
- It will help you to learn more about your pupils in terms of their behaviours

Weakness of teacher-led discussion
- It is time consuming
- It provides opportunity for brighter students to hi-jack the discussion to the disadvantage of the weaker ones
- It is difficult to achieve maximum interaction when the class size is large

Different approaches for holding discussion
The basic principles of discussion are generally the same. However there are variations in methods in using discussion. There are four general approaches deemed necessary to you as a teacher.
- Using discussion in conjunction with other teaching methods. For instance you can employ presentation or direct instruction model, co-operative learning
- Using recitation discussion. Here you ask pupils to read about a particular topic on:
  - ➢ Scientific report
  - ➢ Historical documents
  - ➢ Poem
  - ➢ Short stories
  - ➢ Novel or piece of music

After which you hold brief question and answer session
- Using discovery inquiry discussion. You put forward a situation which will encourage students to think and discover their own ideas. For instance, your pupils can be asked; "why metals change shape under heat?" with this, your pupils will begin to generate theories and hypotheses to explain events.
  - ➢ Ask questions
  - ➢ Generate debates
  - ➢ Put their ideas down to solve problem
- Using discussion to clarify position and share experience. When your discussion takes this approach, you help your pupils to form and express independent thoughts and opinions.

What are the procedures of conducting discussion in classroom?

In order to have effective discussion, you need to carry out a set of tasks or activities prior to, during and after the discussion.

Pre-instructional task

You must consider the following before beginning your discussion:

- The purpose of discussion: Are you holding the discussion to check for pupils' understanding of reading assignment (recitation); is it for checking pupils' thinking abilities (discovery) or to share experiences.
- The plan: this has to do with the content to be covered, and the form of interaction; are you going to use statement or question?
- The physical space. You can use the horse shoe or circular etc.

Holding the discussion

Let's consider the following during the period of discussion.

- You should keep focus on the main aim of the lesson
- Keep a record of the discussion by writing down the main ideas or points made by your pupils on the chalkboard
- Listen to your students' ideas
- Respond to students' answers
- Summarise whatever you discussed in a few words or sentences.

Post-instructional task

As a teacher, after using discussion method in your teaching, you should:

- Follow up: Check for serious gaps in your pupils' knowledge and provide remedial teaching.
- Grading: give bonus points to students who consistently prepare and contribute to discussion. You should also use the topic discussed as assignment or test.

Steps to follow when you lead your pupils through discussion

PHASES	TEACHER BEHAVIOUR
Phase 1: Provide Objectives and Set	Teacher goes over the objective for the discussion and gets students ready to participate.
Phase 2: Focusing the Discussion	Teacher provides a focus for discussion by describing ground rules, asking an initial question, presenting a puzzling situation, or describing a discussion issue.
Phase 3: Holding the Discussion	Teacher monitors student interactions, asks questions, listens to student ideas, responds to student ideas, enforces the ground rules, records the discussion, expresses own ideas.
Phase 4: Ending the Discussion	Teacher helps bring the discussion to a close by helping to summarise or express the meaning the discussion has had for him or her.
Phase 5: Debriefing the Discussion	Teacher asks students to look at their discussion and thinking processes.

Role of teacher during discussion
- Check excessive noise that may arise
- Bring pupils back to the point under discussion as some pupils may digress into other areas.
- Help pupils to accept the views, other than their own
- Make points clear whenever there is misconception or falsehood.

ASSIGNMENT
1. Explain the term "teacher- led discussion".
2. State three (3) features of teacher-led discussion.
3. Mention two (2) factors to be considered when using teacher-led discussion under pre-instructional task.

USING CASE STUDY IN YOUR TEACHING

What is Case Study?
It is a written story that gives a detailed description of an event, followed by questions for pupils to discuss. This technique is used by teachers to allow their pupils to analyse and discuss real or hypothetical situations they might encounter and determine how they will respond. A case study is sometimes called a **"Scenario".**

Consider the example of a case study below:
Case study (Teacher Mensah)
Mr. Mensah's classroom seems to flow with papers. His desk is littered with exercise books, worksheets and half-finished drawings. The classroom walls drip with numerous charts, pictures, unmounted writings and remains of an earlier display. Tables are pushed together in groups of three and some chairs are touching the wall. There are corners, a play area, large construction, a dressing up box and a row of cassette players with tapes thrown about the shelf.

The atmosphere is exuberant with children moving freely about the room, chattering, laughing and busy. After few minutes' observation, it becomes clear that much of this activity is rather purposeless. The noise level rise as MR. Mensah immerged in a queue of children, calls out instructions and general warnings that many children appear to ignore or respond to for a short time before resuming their unsatisfactory behaviour.
1. What do you notice about Teacher Mensah's classroom arrangement?
2. Comment generally about the attitude of the teacher.
3. What would you have done differently?

Identified steps you need to go through when using case study

- Write or obtain appropriate case study on the topic to be discussed
- Divide pupils into small groups or have them work together in a similar type of discussion
- Analyse and discussion pupils' solutions to the problem
- Facilitates questioning and approaches to alternative solution.

Advantages of case study

- It encourages pupils to identify alternative behaviour and solution to problems they might experience in both the classroom and the community.
- It also builds up the pupil's creativity
- It can present a great deal of information that pupils can refer to, as they discuss and answer questions.
- It promotes co-operative learning as pupils work in groups

Self-Assessment Quiz

1. Explain "case study" as a method of teaching
2. State two advantages of using case study

CRITICAL INCIDENCE

A critical incident is a special type case study. It is a short paragraph describing a problem or situation that requires an immediate response. In critical incidence, pupils are encouraged to respond to a problem, take a stance and defend it and then discuss the range of option with other pupils.

How do you use critical incidence as a teaching method? Your critical incidence should be one or two sentences long, either oral or written. For instance you can pose a problem to your pupils like, "what would you do should you test HIV positive?" this is a critical incidence. Ask your pupils to work on the incidence individually or in small groups or decide on how they would respond to the situation.

Merits of Critical Incidence

- It is quick to use
- It creates a lot of alternative solutions to situation
- It allows pupil(s), to work on their decision-making skills.

Self-Assessment Quiz

Indicate true/ false to these questions

- Critical incidence is a special type of case studies. True/false
- Small critical incidence promotes decision making in pupil…True/false
- Small groups can work on case study …True/False

Merits of critical incidence

1. Explain "case study" as a method of teaching
2. State two advantages of using case study.

SESSION 4
USE OF CHALKBOARD AND INSTRUCTIONAL MATERIALS

Instructional Materials
Making effective use of instructional materials:
- First, you must try out the instructional materials you have prepared before using them in the classroom. This will help you to know for example, whether an experiment will work, or the materials will be sufficient for your pupils. Thus, the try-out will help you to know the possible problems that you are likely to encounter.
- Another way you can make effective use of instructional materials is that you must put your pupils into groups in situations where the materials are not enough to be shared among the children. For example, four children in one group with a set of instructional materials is better than a situation in which some of the pupils receive materials while others do not.
- Remember to present your instructional materials at the most productive part of the lesson. This is the time when the materials will make the greatest impression on the minds of the children. Let's consider a teacher who was teaching the topic, "parts of flowering plant", but completed the lesson before he remembered that there was specimen of a flowering plant he should have shown to the class. Do you think using instructional materials in this way, will have the desired impact?
- Create opportunity for pupils to work with the materials or manipulate them. This will help them to have a look at it, remember what they have seen and understand what they have learned better.
- After preparing and using the instructional materials, you should maintain and store them for future use. This will save the trouble and the cost or preparing new ones anytime you want to teach a particular topic.
- Face your pupils when using the materials as much as possible. Observe their reactions and attitude towards it.

Effective use of the chalkboard
- You should always start your lesson with a clean chalkboard and leave the board clean after using it.
- You should place the chalkboard in front of the class where all the pupils

can see.
- You should draw vertical lines to help you use only one part of it at a time.
- You must build up the chalkboard work piece by piece rather than writing everything at one go.
- Any written work you do on the chalkboard should be bold and neat.
- You should cultivate the habit of the duster and not your hands when cleaning anything on the board.

- If you are right-handed, stand to the left of the board but if you are left-handed stand to the right side of it when writing on it. You should try not to face the board squarely with your back to the pupils while writing on it.

- From time to time, you have to move to the back of the classroom to check whether all your pupils can see your writing.

- As a beginner, you may practice writing on the board during your free times.as the saying goes, "practice makes perfect".

TEST
State any four things the teacher must do when using instructional material in teaching that they would have maximum effect.

SESSION 5
STIMULUS VARIATION, FEEDBACK AND EVALUATION

Stimulus various techniques

A stimulus could be explained as anything that elicits a response. Stimulus can range from light and sound waves such as advertisement on TV to remarks by a friend. In the classroom situation, stimulus variation techniques refer to various forms of communication and activities that the teacher employs to elicit responses from pupils or students. These include, asking questions, use of gestures, facial expressions, voice pitch variation, changes in positioning, use of teaching/learning materials.

Asking Questions

Questioning is one of the common methods of method of teaching in which the teacher gets the students to examine and discover ideas, knowledge, and principles by inquiring information from students.

Questions are used for many reasons, such as:
- ❖ To introduce a lesson or motivate students
- ❖ To test the effects of previous teaching
- ❖ To find out what students know about the lesson to be treated so as to build on it.
- ❖ To review a lesson previously taught
- ❖ To secure the attention of students
- ❖ To encourage pupils to express what they have understood about the lesson
- ❖ To develop pupils' ability to think.

Use of Gestures

Gestures are movements of the body, which serves as substitutes for speech. For example, pointing to a pupil, motioning to continue or to stop, and nodding the head to show approval. Gestures can be used to improve communication and manage a class, but they need to be clear and unambiguous. If they are to reduce the teacher's talking.

Facial Expressions or Cues

These include a smile, a frown, and a serious or quizzical look. For example, a simple smile urges the student to have more interest in the lesson.

It tells him/her how you feel towards him/her. Similarly, a frown, a stern or quizzical look at the pupil who is not paying attention or who is misbehaving in class, sends a message about your dislike for what he or she is doing.

Voice Pitch

A teacher must speak loud enough to be heard by students in the classroom without yelling, shouting or using too much energy. The teacher should therefore vary the tone of his or her voice and the rate of his or her speech to obtain the desired effect. A low pitch, weak voice and slow rate of speech will make teacher's lesson dull and boring. On the other hand, a high-pitched voice could be disturbing to students in the class as well as teachers and students in the adjacent classrooms.

Changing in Position

It is not helpful to carry out group activities and other activity based lesson in a classroom where the desk are arranged in fixed rows. The teacher should therefore be able to change the positions according to the demand of the lesson. In a situation where the classroom furniture is free standing, they could be reshuffled to suit the nature of the activity to be performed. The classroom furniture could be arranged in a variety of ways to suit the particular activities or lessons to be performed. For example work, in a story telling lesson, the furniture could be arranged in a horse –shoe seating arrangement. In an examination, they could be arranged in simple rows; and in a group work, groups can sit around desk.

Use teaching/ learning materials

Teaching and learning materials are used to support the teacher's presentation and make lessons more meaningful to the learner. Teaching and learning materials include all the materials and equipment to be used by teacher and students during the lesson.

For example real objects, models, picture, charts, and diagrams are all teaching and learning materials.

The importance of using teaching/learning materials including the following:
- ❖ They attract pupils' attention and arouse their interest in the lesson.
- ❖ Materials ensure stimulus variation in teaching where attention shifts from teacher to materials.
- ❖ They make it easier for students to understand what they are taught.

❖ They reduce boredom in the classroom.

Self-Help Test
1. List any four stimulus variation techniques.
2. Give any two examples of facial expression or cues.
3. Describe any one situation in which facial expressions or cues can be useful.

Feedback and Evaluation

- Lesson evaluation can help teachers to identify the learning difficulties of pupils.
  There are certain topics are generally difficult for pupils. You can only identify such topics from lesson evaluation. When this is detected, you then devise a way of simplifying the manner in which you teach that topic as a whole.
- Lesson evaluation gives the teacher an idea of the pupil's general rate of progress towards mastery of the knowledge, skills and attitudes being taught at each level. The general rate of learning of the pupils might vary. This can be determined by constant evaluation.
- It also enables the teacher to know if pupils are achieving the set objectives. The teacher needs to find out why pupils are not achieving the set objectives. The teacher can find out by checking all the things considered in planning lessons as well as how it was actually taught. If the teacher does this, the situation may improve.
- Lesson evaluation enables the teacher to assess the effectiveness of the teaching strategy used. When you see one strategy and evaluate, you can tell from the performance of the pupils whether it worked or not.
- Lesson evaluation helps teachers to know enough about individual pupil performance. Knowledge of this will help teachers in counseling pupils.

Strategies for Evaluating a Lesson
Some of the evaluating strategies include:
1. Class exercise
2. Oral questions
3. Observation
4. Assignments

5. Checking pupil's exercise books

Checking pupil's exercise books gives information pupils who:
   a. Are doing good work
   b. Have improved their work
   c. Are not interested in their work
   d. Get most of their work wrong
   e. Do untidy work

Feedback or Knowledge of Result
1. One of the important principles of learning is that we attain satisfaction not only from reaching a goal but also from recognizing that progress is being made towards attaining that goal.
2. The advantage of knowledge of results is that the student is competing with himself rather than a large group of individuals.
3. Remember to set an adequate number of exercises on each topic and mark them promptly. Give out pupil's exercise books to them to enable them work hard to either improve their performance or maintain it.

✍ **ASSIGNMENT**
1. Principles are necessarily beliefs, but the rules and laws about things are controlled… (True/False)
2. The BBC English Dictionary defined principle as a belief and rule or law about objects… (True/False)
3. Principles are important in that they help re-adjust and modify methods of teaching… (True/False)
4. A facilitative relationship for learning that takes place through interaction with people… (True/False)
5. State two characteristics of a facilitative relationship.
6. Which one of the following does explain what is to be learnt?
   a. Topics and methods are carefully selected
   b. It is an over sentiment attitude towards children
   c. Children control the learning process
   d. The child age and individual difference is considered

UNIT 4
SESSION 1
CLASSROOM MANAGEMENT TECHNIQUES

The Need for Discipline in the Classroom

As a classroom teacher you can tell the situations where classroom become very noisy or some pupils become very restless and naughty or attention span of pupils was very low. Maintaining order or discipline in any type of human gathering is very vital for the attainment of the objectives for that gathering. When the pupils misbehave or create disorder by obstructing and distracting others or show inattentiveness in the classroom, the efficiency and effectiveness of learning is greatly reduced.

The teacher is largely responsible for any act of indiscipline in the classroom. Though it is natural for disorder to occur in a classroom since it is a gathering of people with varied background, the teacher as the authority figure is largely responsible for pupils' behaviour.

Naturally, in the first day, or week or month of the academic year, the classroom is a scene where a set of pupils usually meet a new teacher who might know nothing or little about the individuals that compose the class. On the other hand, the pupils in a new class might have very little idea about the teacher if he/she is an old member of staff or nothing about teacher if he/ she is new. The scene might be described as natural in so far as the teacher and the pupils seem not know much about one another. In such a situation, anything can go wrong, if the teacher lacks management skills.

Teaching and learning, being complex human activities, demand a type of interaction and environment, which are good enough for the achievement of the set objectives. For this reason a new teacher expects:
- A class that is not noisy
- Pupils who are obedient and respectful
- Pupils who are attentive and hardworking
- A class that will be cooperative with him/her in the task of teaching and learning
- Pupils who psychological needs are adequately provided by parents
- Pupils who are punctual and regular to class

The pupils in the class also expect:
- ☞ A teacher who is loving and friendly
- ☞ A teacher who is approachable and supportive
- ☞ Other pupils who are loving and friendly
- ☞ Other pupils who are supportive and caring
- ☞ A class where individual's contributions and interest are appreciated and recognized.
- ☞ A class where there is no potential threat to self-image
- ☞ A class where there is freedom to express one's self or idea
- ☞ A class where there is mutual respect for one another.

In the classroom, discipline can be measured in terms of how pupils exhibit self-control and willingness to apply themselves to the tasks assigned by the teacher. The extent, to which the pupils work as individuals and in group situation, by interacting in a responsible manner, is indicative of discipline. If the class is devoid of concern and support for one another or the class is characterized by threat of expulsion or failure, or pupils are freely abused and assaulted, such a class will be marked by indiscipline and low level of achievement.

It also needs mentioning that pupils usually like a teacher who is almost always cheerful looking. A teacher who exhibits emotional stability and friendliness as well as sincerity and trustworthiness is always loved by the class. Any teacher who is able to genuinely display the above attributes is very likely to succeed in creating classroom environment that promotes discipline and effective learning.

Factors that Generate Disorders in the Classroom

There are generally two categories of factors that create disorder and indiscipline. In the first category are factors which the teacher might not be solely responsible for causing or reducing them. These factors which are social in kind include parental rejection, poverty and low socio-economic status, viewing violent films, frustration from inadequate scholarship aptitude achievement. Both teachers and pupils can suffer a lot from such factors in in a typical school system where pupils with such background are found. An active PTA can help reduce some of these factors of indiscipline.

Again within the school, but still outside the control of the class teacher, are some misbehaviour that may reside in the way the school is organized.

- A school system where pupils are classified into low, average and highly ability groups
- Large school size and the accompanying depersonalization (i.e. Lack of personal attention and crowding)
- Lack of teacher authority; authority resides only in the head teacher
- Large class that prevent teachers from helping students who need special attention.
- Poor communication between school and home. These forms of organizational structures in the school might give rise to a wide range of misbehaviour in the classroom that the teacher can hardly control.

It is believed that strong administration and leadership, high expectations concerning school achievements, an orderly school setting, emphasize on basic skills and poor frequent monitoring of pupils' progress can reduce indiscipline that comes from poor school organization. Gage and Beliner (1984) have looked at problems that bring about disorder and indiscipline and have categorized them into two. The first category is problems that come from what they termed as "too much behaviour of undesirable kind" these include:

- Physical aggression
- Moving around the classroom inappropriately
- Making inappropriate noise
- Challenging authority
- Teasing and ridicule
- Making unjust or destructive criticism and complaints.

Behaviour of Desirable Kind

- Pay attention in class
- Show interest in work
- Participate actively in work
- Interact appropriately with classmates
- Attend classes and to be punctual
- Be sufficiently independence

Handling Disruptive Pupils

Dealing with too much of an undesirable kind of pupils' behaviour calls for strategies either to:

- Prevent it or
- Extinguish it or
- Elicit incompatible behaviour
- Punish it in order to elicit desirable behaviour

To prevent undesirable behaviour:

Any of the managerial skills identified by Koumi (1970) that are listed below can be used to prevent undesirable behaviour from occurring.

- *Withitness:* - the tendency to know what is going on all over the room, including areas not being look at. Teachers with high withitness make few mistakes in identifying which pupils are misbehaving, in determining, which two behaviours is the more serious, or making an effort to stop misbehaving. A teacher who has high withitness seems to "have eyes in the back of the head (Gage & Beliner, 1984:60).
- *Handle Overlappingness:-* the tendency to attend to two or more behaviour problems at the same time without getting confused or losing awareness of the two more problems.
- *Maintain Momentum:-* the tendency to sustain interest or avoid slow downs
- *Smoothness:-* the ability to maintain a continuous flow of school-task activities without being distracted or distracting pupils during changes in activities.
- *Group Alerting:-* the skills or ability to manage class in ways that keep students involved, attentive and alert. This could be done by maintaining suspense as to what kind of question would be presented next, and also which pupil would be called upon to answer a question or repeat something.
  (Inattentive pupils in class)

To Extinguish Undesirable Behaviour

This usually means withholding attention from such undesirable behaviour. This strategy seem parochial and contrary to the teacher's natural tendency even though it is known to work ('O' Leary &'O' Leary, 1977:55-107).

First, this involves both ignoring the misbehaving pupil and paying attention to a desirably behaving pupil, and walking away from the misbehaving pupil. Teachers have been found to undermine their own effectiveness and competence by scolding, threatening, and even physical punishing pupils who have misbehaved.

Second, pupils' misbehaviour could be reinforced by fellow pupils hence teachers can openly ask other pupils for help in ignoring their classmate's misbehaviour is easier than paying attention to it.

It must be emphasized here that certain misbehaviours are too serious, dangerous or disruptive to be ignored. Some pupils interpret lack of overt disapproval as approval. It is contrary to common and accepted practice to ignore open defiance, obscenity or hostility directed at the teacher. These patterns of misbehaviour must be handled promptly and appropriately.

To distinguish between the more serious and less serious misbehaviour. Tanner (1978) saw the extinction approach as feasible when the undesirable behaviour is:
1. Momentary i.e. first time of occurrence
2. Not serious or dangerous e.g. pupil answering question without being called.
3. Likely to be disruptive e.g. drawing a classmate's attention to an activity outside the classroom
4. Attributable to a pupil who is usually well-behaved.

To strengthen desirable behaviour that is incompatible with the undesirable behaviour

In this case, the teacher is expected to encourage a desirable behaviour from other pupils in the presence of the undesirable behaviour. A good example is when a teacher ignores an answer from a pupil who did not put the hand (undesirable behaviour) and invites another pupil who puts up the hand (undesirable behaviour) to answer the same question. The two behaviours are incompatible in so far as the teacher ignores a correct response from the pupil and accepts the same response from another. Here, teacher's feedback is very important.

The reason for accepting the same response from one pupil and ignoring it from another should be clearly stated. The pupil who puts up the undesirable behaviour will learn to do the right thing.

To strengthen this behaviour, the offending pupil should receive reinforcement from the teacher when he or she puts up the desirable behaviour from the first time.

Use Punishment

There are situations where the first three strategies mentioned might not produce the desirable results or check the undesirable behaviour. What should the teacher do? In a situation where nothing seems to work due to the misbehaviour of one pupil or just a few pupils, the teacher is permitted to use punishment if it is necessary and ethically justifiable.

Punishment can take the form of
- Soft reprimand
- Reprimand coupled with praise and prompt to behave appropriately
- Social isolation
- Loss of point to the group which the pupil belongs.

Teachers whose classes are excessively disruptive can use negative attention. This takes the form of harsh words, facial expression, tone of voice and gestures indicating that the pupil was misbehaving.

Teacher can also give quick positive attention and reinforcement when the pupil begins behaving appropriately. For example, the teacher can say, "John, wait for your turn. I'll soon call you".

STRATEGIES FOR DEALING WITH "TOO LITTLE OF DESIRABLE BEHAVIOURS"

Now, let's examine strategies for dealing with "too little of a desirable kind of pupils' behaviour. In the classroom many behaviour problems take the form of the pupils doing too little of something desirable. Examples of desirable behaviours include participating in class discussion, paying attention to what is being explained or discussed or showing unwillingness to engage in group or class activity. These unobtrusive kinds of behaviour problems are regarded by psychiatrists and clinical psychologists as more serious than the obvious

kinds of behaviour we have looked at so far. Typical among these are shyness, withdrawal, daydreaming and inattentiveness. If these are excessive enough, refer the pupil to specialist.

TheThe teacher may decide to refer such pupil only when all strategies for so much of desirable behaviour have seemingly not worked.

These strategies include:
- **Eliciting** – where pupils are frequently called upon to take part in learning tasks.
- **Modeling** – where examples of individuals who were active in the learning process have become high achievers or successful in life are discussed.
- **Reinforcing** –where slight attempts to do desirable thing are highly and immediately praised or commended by the teacher.
- **Shaping** – where successive approximates of desired habits or behaviour attract positive comments from the teacher. In this case, the teacher after commending the pupil should ask for more of it.
- **Contracting** – where teacher reaches agreement with pupil to exhibit more of the desirable behaviour for a reward such as pencil, praise, exercise books, etc, that is affordable to you.

Corporal punishment such as spanking, physical assaults, detaining/imprisoning pupil, denying pupil access to food and water for a long time is **UNACCEPTABLE AND MORALLY UNJUSTIFIABLE**. Teachers ought not to use any of these especially during teaching – learning session.

SESSION 2
WHAT IS INSTRUCTIONAL TIME?

Instructional time is the period of direct or indirect interaction between a class teacher and pupils during which the teacher and pupils learn or do an activity. Any activity or interaction between teachers and pupils that has no direct bearing on the subject on the timetable cannot be considered as instructional time. Thus, teachers' interaction with pupils during opening and closing assemblies, during break time or during sporting and cultural practices do not form part of instructional time. Specifically, instructional time is the time when the first to the last lessons on the timetable are taught by teachers and learnt by pupils.

In most Ghanaian primary schools, the first lesson start at 8.15am as opening assembly usually, conducted at 8.00am, the closing time for most primary schools ranges between 1.00pm an d 2.00pm. On the average, the official instructional time in the basic schools of Ghana ranges between four and five hours excluding break time.

Instructional Time and Teacher Decisions
Studies have shown that the amount of time available for teaching and learning academic subjects and how well the time is used by teachers and pupils is very important. It is important because the amount of time available and how well it is used has direct bearing on pupils' achievement.

Remember that a national curriculum specifying what teachers are expected to do in a given period of time, day, week, term and the whole year- is always pre-planned. Whatever the teacher decides to do during this time has direct effect on the pre- planned programme of instruction.

Some important decisions teachers' make and their effect on the use of instructional time
Teachers take decisions in respect of what to teach, when to teach and how to teach it. They also decide on how much to teach and how to assess what is taught at any given time of instruction. Teachers have been found to differ greatly in the decisions they take in respect of what, when to and how much to teach and assess what is taught.

The effect on pupils' achievement if a teacher does not take good decisions in the areas specified.

It is obvious that teachers who do not make efficient use of the instructional time cannot complete the syllabus. In this case, pupils' level of achievement is expected to be low. On the other hand, teachers who take good decision and use the instructional time efficiently complete the syllabus. In this case high level of pupils' achievement is expected.

Let's now examine cases of how instructional time can be misused in our schools.

MISMANAGEMENT OF INSTRUCTIONAL TIME

There are several practices in our schools and attitudes of teachers that affect the use of instructional time. These include:
- Early closing of school
- Late starting of school
- Teacher absenteeism on one day or several days
- Teacher absenteeism for a week or several weeks
- Teacher absenteeism for a month or several months
- Spending part of the instructional time on
  - ❖ Sport activities in term 1(Athletics)
  - ❖ Sporting activities in term 2 (soccer & netball)
  - ❖ Culture activities in term 3
- Regular meetings of teachers at zonal, district and regional levels
- Teaching only few subjects on the timetable
- Spending less than the time specified on the timetable for a subject
- Spending more than the time specified on the timetable for a subject
- Classes without substantive teacher
- Class that have been combined

It needs to be repeated that misuse or waste of instructional time will result in limited coverage of the syllabus. This in turn will affect pupils' performance negatively.

Use of Instructional Time
- There should be bells and drums to signal the beginning and ending of all instructional activities.
- These signals must be strictly adhered to
- Pupils should not be allowed to play beyond the official duration given

- ☝ Prepare lesson notes daily to cover all subjects
- ☝ Stick to the lessons and duration you prepare in you teaching
- ☝ Allocate more time to academic activities and less time to non-academic activities e.g. opening assembly
- ☝ State clear rules about time utilization in class
- ☝ Give pupils enough exercise after each teaching session to occupy them throughout the rest of the time.
- ☝ Move round to supervise pupils' work to minimize mistakes pupils make
- ☝ Be regular and punctual
- ☝ Extra curricula activities should be held outside the normal instructional time

MANAGING POST- INSTRUCTIONAL ACTRIVITIES

What are post- instructional activities?

- ◆ The work of the classroom teacher, especially in the primary schools does not end after teaching a single or double period lesson in a day. Unlike the junior or senior secondary levels where a teacher might teach only a few in a day, the primary school teacher is expected to teach all the lessons on the timetable on each school day. Teaching in the primary school, therefore, is a continuous activity. As a continuous activity, teaching must be planned in such a way that the teacher, apart from teaching all the specified subjects on the timetable efficiently, may have time to do other things and even have sufficient rest.
- ◆ When the first lesson ends and before the second begins, we expect the teacher to prepare for the second lesson by:
  - ☞ Looking briefly at what he/ she has to teach in the next lesson from the teacher's notebook
  - ☞ Getting all the things such as instructional aids including textbooks, audio –visual aids ready
  - ☞ Ensuring that appropriate seating arrangements have been made
  - ☞ Cleaning portions of the chalkboard for the next lesson
- ◆ When the lesson is followed by break ends, we expect the teacher in addition to do all what is listed under (a) above either
  - ☞ Mark and grade pupils' work or
  - ☞ Invite some pupils with special learning problems for assistance, advice or counseling or

☞ Fill pupils cumulative cards
◆ When the last lesson for the day ends we expect the teacher to:
  ☞ Go over all the day's exercise
  ☞ Prepare feedback note on all exercise for the next day
  ☞ Look for or prepare audio-visual aids that would be needed for the next day's lessons
  ☞ Read recommended texts to revise his/her knowledge on what he/she has planned' to teach the next day

THE NEED FOR MANAGING POST-INSTRUCTIONAL ACTIVITIES
1. It ensures effective and efficient use
2. It raises the teacher's level as he/her is well-informed about what he/she is expected to teach;
3. The teacher becomes well-organize in all instructional situations;
4. Pupils with special problems get maximum attention
5. Exercise for the day are marked to ensure smooth progression
6. Marked exercise provide either motivation   for pupils who did good work and opportunity for the weak ones to achieve mastery of learning
7. Teaching becomes very systematic
8. The teacher cannot teach all what she/he knows but should know all what he/she teaches.

As teachers, we should;
☞ Make it a habit or read around the topic we teach every day before we go to the classroom
☞ Attend regular in – service training to update our knowledge.
☞ Also make it a habit to listen to the radio and read the daily newspaper for relevant and current examples that can be cited in our teaching.
☞ Register and borrow books on the subjects we teach from the nearest Library Centers.
☞ Attend the annual congress organized at the district or zonal levels for teachers. At such congresses, teachers should have the opportunity of learning new ideas in the subjects they teach. It should also afford them the opportunity to present problems they encounter in teaching some topics in their subject areas for solution.

Positive Teaching Skills

- Always write and use lesson plans.
- Set clear and achievable objectives.
- Get and use relevant audio-visual aids in your lesson.
- Present your lesson in bits.
- Actively engage pupils in your lesson through questioning.
- Emphasize mastery learning.
- Use relevant examples in your teaching.
- Motivate your pupils with both tangible and intangible rewards
- Give pupils exercises after each lesson.
- Go round to supervise pupils' work.
- Mark each day's exercises promptly.
- Give regular feedback to pupils.
- Give extra and special attention to the weak pupils.
- Check misbehaviour in a human manner.
- Conduct fortnightly or monthly tests to remove the fear of writing test from pupils and consolidate what have been learnt.

SESSION 3
TEACHER COMPETENCY

The subject – matter knowledge and teaching skills form the concept "teacher competency".

Negative teaching skills

A teacher may have sound subject -matter knowledge and good teaching skills and yet fail to make great impact on the process of learning. Let's consider the following.

- A teacher who is very good at the subjects and employs good teaching skills but loves using the cane much on pupils.
- Though the teacher teaches her lessons very well, she never smiles in class nor plays with her pupils.
- Teacher is so free with the pupils that he has several 'guy' names by which pupils call him when walking on the street.
- She tells her pupils to come to school very well early but she always comes to school late.

- ☞ She uses a lot of abusive language in class.
- ☞ His voice is so loud that his pupils cannot stand it.
- ☞ He is very sympathetic with the girls in the class but harsh and rude to the boys.
- ☞ She applies the rules and regulations in the class differently. Two pupils may commit the same offence but one may go free and the other gets punished.

✎ <u>ASSIGNMENT</u>
1. Explain the term "Classroom Management techniques".
2. Identify and explain any four (4) ways in which teachers misuse instructional time.
3. Discuss any five (5) strategies that can be adopted by teachers to handle disruptive pupils in the classroom.

CLASSROOM ROUTINE ACTIVITIES

A routine refers to a fixed and regular way of doing things. Classroom routine activities therefore refer to the sequence of activities and events, which occur regularly in the classroom. As these activities are repeated, they become a matter of routine, and pupils come to know exactly what activities are to take place and at what time.

Kinds of Routine Activities in the Classroom
- Asking politely for a thing or favour.
- Greeting of teacher by pupils as he/she enters classroom.
- Asking permission before leaving the classroom.
- Getting up and responding to greetings when a visitor enters the classroom.
- Putting up one's hand before talking or asking questions.
- Maintaining silence and attention as the teacher teaches
- Orderly distribution of and collection of exercise books and the teaching/learning materials.

Assigning roles and responsibilities in the classroom
Some of the key roles you can assign pupils in your class are:
- ➢ Class prefect
- ➢ Cupboard monitor

> ➢ Sanitary prefect

In assigning roles and responsibilities to pupils, you need to take consideration, individual differences. It is important also that you consider gender balance because there are no roles which are strictly for boys and girls.

Encouraging pupils to follow classroom routine

As a way of motivating pupils to follow routine and bring about discipline in the classroom, the teacher may offer both tangible and intangible rewards. Tangible rewards include gifts such as pens, pencils, books, and good terminal report. Intangible rewards include good marks, praise and applause.

> ✎ **ASSIGNMENT**
> 1. List and explain any three routine activities in the classroom.
> 2. Write down one factor you will consider when assigning roles and responsibilities to pupils.
> 3. Describe two ways by which you can encourage pupils to classroom routine.

SEATING ARRANGEMENT
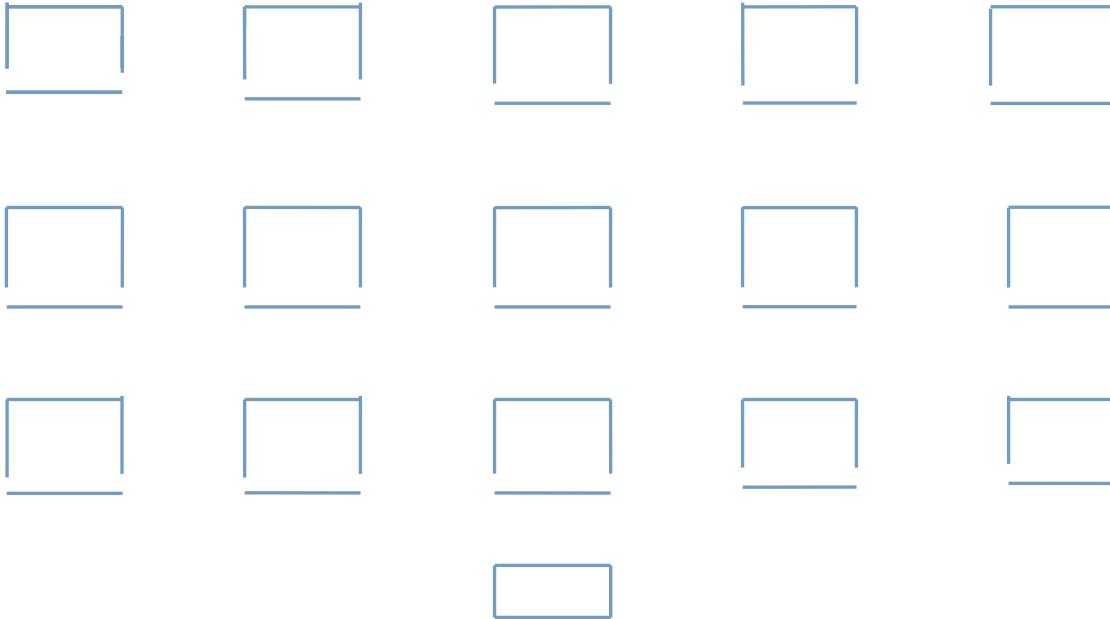
Classroom seating arrangement

Classroom furniture always has an influence on the learning atmosphere to some extent. How pupils are seated in the classroom can determine their attitude to each other and the teacher. It can also determine how they interact, the teacher's attitude to them, and the type of activity they can perform.

In situations where the chairs and tables/desk are free standing, they can be re-arranged to have flexible seating arrangements which can promote learning activities in the classroom. In other situations where they are fixed or where they are too heavy to move, the teacher may be left with no choice other than the original arrangement.

Some classroom seating arrangement

This is the most common seating arrangement found in Ghanaian schools. Desk/tables and chairs are arranged in rows and columns with spaces

between them and the teacher's seat in front facing the class. See diagram below.

In this arrangement, the columns refer to vertical arrangement of seats, one behind the other, and the rows refer to the line adjacent seat running across the classroom.

Disadvantages:
- Some pupils obstruct the view of others.
- Pupils seated at the back of the class can misbehave or dose off without being noticed by the teacher.
- The classroom atmosphere becomes rigid and very formal.

Horse –shoe or semi-circle arrangement
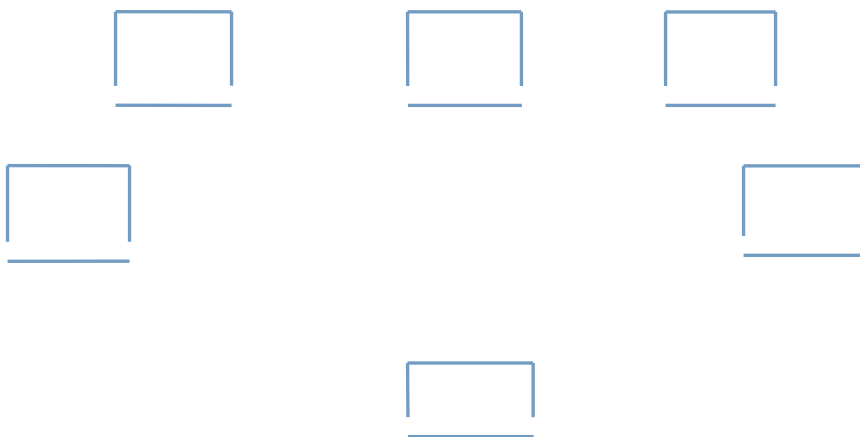
Merits
- It makes the classroom relaxed and friendly (less formal)
- A few teaching/learning materials can be effectively used.
- It enables the teacher to establish eye contact with the pupils, which helps to control the class.
- Very useful for lessons like story telling.

Group around desks

In this arrangement, pupils are seated around desks or tables located separately from each other. The number of pupils per desk depends on the number or pupils in the class and required size of groups. See diagram below.
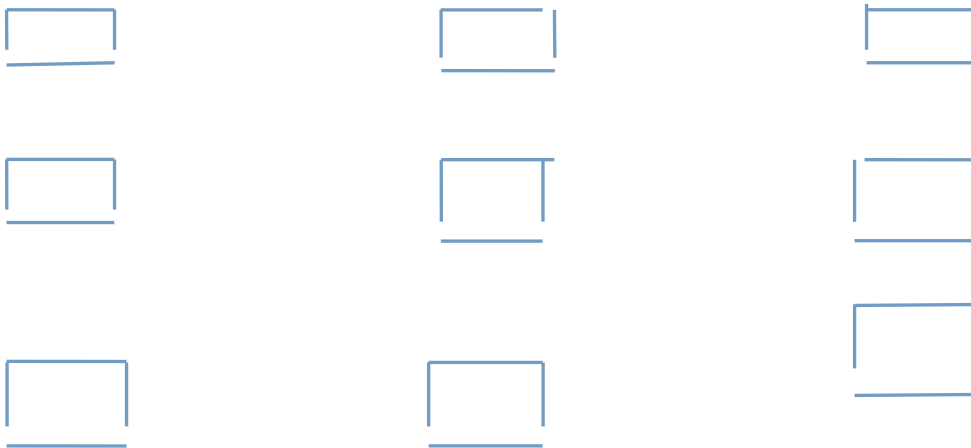
Merits
- Suitable for lower primary class
- A few teaching/learning materials can be used
- Very useful for practical activities such as in science
- Pupils develop leadership and other social skills.

Demerits
- Movement is difficult for pupils and the teacher
- It can lead to disorder
- Pupils tend to copy from each other
- Class control is difficult

Factors to consider in seating pupils

Some factors to consider when seating pupils include the following:

- Friendship and familiarity
- Visual problems
- Height of pupils
- Auditory or hearing problems
- The nature of activity to be performed

SESSION 4
MOTIVATING PUPILS TO LEARN

What is Motivation?

The term motivation is derived from the Latin verb "movere" which means "to move". Motivation therefore is the process of moving oneself and others to work towards the attainment of individual or organizational objectives. In classroom teaching and learning, motivation can be seen as the process of arousing and sustaining interest in an activity.

Types of Motivation

There are two types of motivation. These are intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

This type of motivation comes within the person or it is self-imposed. In this type of motivation, the learner or individual is moved from within to perform an activity without any external influence. For example, when we do something because we are anxious to do it ourselves, it means we have been motivated intrinsically. Intrinsic motivation has its emphasis on interest and excitement.

Extrinsic Motivation

This type of motivation comes from outside the person or they are externally imposed. It is concerned with learning or behaviour that has connection with outside influence. It has some artificial connections with such incentive as rewards, praise, grades, promotion, examination, teaching/learning materials, and teachers own personality. When we do something because we have been compelled in one way or the other to do it, then we have been motivated extrinsically.

Importance of Motivation

➤ Motivation enables the teacher to secure the attention and participation of his students in his lessons.
➤ It encourages learners to learn with all seriousness such as for examinations
➤ Motivation offsets or criminates boredom, fatigue or tiredness
➤ It creates interest and excitement, which is necessary for learning
➤ It encourages learners to undertake activities with all seriousness

Some Strategies for Motivating Learners

✓ Use praises, rewards, approval, words of encouragement, etc.
✓ Make teaching practical through field trips, demonstrations, etc.
✓ Make the learning activity exciting and interesting by using appropriate and suitable teaching and learning materials and equipment.
✓ Give learners the opportunity to take active part in what is learned. For instance, let them make suggestions and contribute ideas.
✓ Introduce occasionally, activities such as games and competition among learners to arouse their interest.
✓ Set achievable goals and standards. If goals set are not attainable, learners may get discouraged.

✎ <u>ASSIGNMENT</u>
1. Explain the term "Motivation".
2. What are the two types of motivation?
3. List any three extrinsic motivation.

Outline and explain any four strategies teachers can use to motivate learners.

READING LIST

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