

ENGLISH FOR TEACHING  
MATHEMATICS AND SCIENCE (ETeMS)

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PHASE 1

***Training of Facilitators Module***

*TRAINER NOTES*



ENGLISH LANGUAGE TEACHING CENTRE,  
MALAYSIA  
BAHAGIAN PENDIDIKAN GURU  
KEMENTERIAN PENDIDIKAN MALAYSIA





PENGARAH PENDIDIKAN GURU

## KATA ALU-ALUAN

Bahasa Inggeris adalah bahasa global yang menjadi alat komunikasi utama penjana dan penyebaran ilmu dalam pelbagai bidang terutamanya dalam bidang Sains dan Teknologi. Generasi yang fasih berbahasa Inggeris akan menjadi aset negara yang mampu menjana dan mengembangkan ilmu dalam Sains dan Teknologi di peringkat global.

Selaras dengan itu, pembelajaran Matematik dan Sains akan dilaksanakan di dalam bahasa Inggeris mulai tahun 2003. Ini adalah bertujuan memperkukuhkan lagi pembelajaran Matematik dan Sains kerana Bahasa Inggeris merupakan instrumen bagi mengakses maklumat di mana bahan-bahan bagi kedua-dua bidang ini banyak terdapat di dalam Bahasa Inggeris.

Perlaksanaan program 'English for the Teaching of Mathematics and Science' (ETeMS) pastinya akan membantu guru Matematik dan Sains untuk menyampaikan pengajaran mereka dalam Bahasa Inggeris dengan berkesan. Di samping itu, modul pengajaran yang dihasilkan di bawah program ETeMS ini diharap dapat dijadikan panduan bagi membantu guru Matematik dan Sains mencapai matlamat di atas.

Tahniah kepada Bahagian Pendidikan Guru dan English Language Teaching Centre (ELTC) yang telah berusaha merancang dan melaksanakan program ETeMS ini.

**(HAJI ABU BAKAR BIN BACHIK)**

Pengarah Pendidikan Guru Kementerian  
Pendidikan Malaysia

**ELTC**

**MALAYSIA *ETeMS Phase 1*** 

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## **INTRODUCTION**

The aim of the Training of Facilitators pack is to help prepare State Trainers adequately to facilitate the implementation and management of the ETeMS Programme at the various district levels.

This Trainer of Facilitators pack contains:

- Training of Facilitators Programme
- Trainers' Notes
- A Document Folio for trainers containing handouts (documents) for the different sessions

The Training of Facilitators Programme shows the order of implementation of the different sessions as given in the Trainers' Notes. These sessions cover critical elements of the:

- The five 2-Day Modules
- The 5 Day Module

Each set of the Trainers' Notes consists of a set of procedures, documents (handouts) and suggested answers for the implementation of the different sessions during The 5 day training of the facilitators.

The Document Folio consists of the documents (handouts) to be given to the facilitators for the different sessions. Activities are designed to take the facilitators through the different components that make up the ETeMS programme.

## **MODUS OPERANDI**

Implementation of the training sessions at the various centres will involve the following:

### **Trainers**

West Malaysia is divided into 4 zones: North, Central, South and East zones. Trainers assigned to each zone comprise trainers from ELTC and MTDP trainers who represent English, Maths and Science subject specialists.

### **Working groups**

Facilitators will comprise state trainers from both Primary and Secondary schools. Form small groups based on number of facilitators, number of rooms available at the centre, and the number of trainers assigned to the individual centre when implementing the different sessions.

### **Parallel Sessions**

Some sessions will lend themselves to be run as whole group sessions. Others may have to be run as parallel sessions. Working groups will have to be assigned the rooms to work in as well as the trainer who will facilitate the parallel session.

### **Plenary sessions**

Hold whole group plenary sessions to round up critical issues and tie up loose ends each time parallel sessions are carried out.

### **Trainers' meetings**

Day One: meeting to iron out problems, to plan strategies and to determine how sessions will be run the next day.

End of the day: meeting to review the day's progress and to plan for the following day.

**TRAINING AND FAMILIARISATION**

The following grid displays the training processes facilitators will go through to familiarize themselves with the prescribed materials for the ETeMS Programme:

<b>Session</b>	<b>Topic</b>	<b>Strategy</b>	<b>Objective</b>
1	Icebreaking	Parallel Sessions: divide cohort into 2 groups	Establish collaborative working culture
2	Change Management	Parallel sessions: small groups Plenary : whole group	Raise awareness about teacher needs and conflict management
3	Trying It Out	Whole group: individual work Plenary : whole group	Put facilitators through the paces of doing all the tasks in the Teacher's Module 1
4	Induction To Facilitator's Notes	Parallel sessions: small groups Plenary : whole group	Put facilitators through the paces of reading and interpreting the Facilitator's Notes
5	Introduction To ETeMS Programme	Whole group session Or Parallel sessions: divide cohort into 2 groups	Information dissemination
6	Simulation	Parallel sessions: small groups Plenary: whole group	Put facilitators through the paces of planning and teaching Modules 2,3,4 and 5 Discuss issues and challenges in implementation
7	Reading Circles	Parallel sessions : small groups Plenary: whole group	Familiarization of reading texts Identify alternative strategies for implementation
8	Countdown	Parallel sessions: small groups Plenary: whole group	Put facilitators through the paces of reading and attempting the tasks in Numbers Lab and Crunching Numbers Discuss issues and challenges in implementation
9	Scripting	Parallel sessions: small Groups Plenary: whole group	Familiarization of materials Clarification of procedures
10	Assessment	Whole group session Or Parallel sessions: divide cohort into 2 groups	Information dissemination
11	Management Systems	Whole group session Or Parallel sessions: divide cohort into 2 groups	Information dissemination

**Training of Facilitators Programme (ETeMS)**

Day	8.00 - 10.00		10.30 - 12.45		2.15 – 4.15	
1					<b>Registration</b> (4 – 6 p.m.)	
2	<b>SESSION 2</b> <b>Change Management</b> Know Your Client		<b>Change Management</b> Know Your Role	<b>SESSION 3</b> <b>Trying it out (M1)</b> (Parallel session for Pri. & Sec)	<b>Trying it out (M1)</b> Feedback	<b>SESSION 4</b> <b>Induction for Facilitators</b> <b>Notes</b>
3	<b>SESSION 6</b> <b>Simulation</b> Planning to Teach Modules: 2-5		<b>Simulation</b> Teaching: Modules 2-5 (Parallel session) Text Lab 1/2 Back to the Future		<b>Simulation</b> Teaching: Modules 2-5 (Parallel session) Lang Lab 1/2 Stand & Deliver	
4	<b>SESSION 7</b> <b>Reading Circle</b>		<b>Reading Circle</b>	<b>SESSION 8</b> <b>Countdown</b>	<b>Countdown</b>	<b>SESSION 9</b> <b>Scripting</b>
5	<b>SESSION 10</b> <b>Assessment</b>	<b>SESSION 11</b> <b>Management Systems</b>	<b>SESSION 12</b> <b>Networking</b>	<b>Closing</b>		

# Buddy-building

## SESSION 1

### *Description*

*These activities, which are sequentially linked to each other, are designed to help facilitators overcome their initial resistance towards physical mobility and apprehension in collaborating with each other.*

### *Objectives*

*To encourage facilitators to:*

- *shed their inhibitions*
- *interact freely with each other*
- *work comfortably within their groups*

### *Materials required*

- *A box to hold 75 pieces of coloured rectangle pieces*
- *5 sets of 15 pieces of rectangles of five different colours*
- *A Question Sheet (duplicated by number of participants)*
- *5 A4 Envelopes to hold the duplicated Question Sheets for each group*

### Timing

*Total time: 30 minutes*

- *Activity One: We Belong (5 minutes)*
- *Activity Two: Who Am I? (20 minutes)*
- *Activity Three: Wrapping up (5 minutes)*

*Procedure**Activity One: We Belong (5 minutes)*

- 1. Ask each facilitator to pick a piece of coloured paper from the box.*
- 2. Direct facilitators to identify others with similar coloured papers.*
- 3. Get them to form a group.*
- 4. Ask them to name their group.*

*Activity Two: Who Am I? (20 minutes)*

- 1. Give each group an envelope that contains a duplicate set of Question Sheet.*
- 2. Direct them to complete gathering information based on the Question Sheet.*
- 3. The members of the group must pose the questions to people from a different colour group.*
- 4. They must record the name and the group colour of their informant*
- 5. Ensure that no name appears twice to complete the information on the Question Sheet.*
- 6. The group who has managed to collect all the information within the shortest possible time would be the winner.*
- 7. End the activity at the end of 20 minutes.*

*Activity Three: Wrapping up (5 minutes)*

- 1. The winner will be the group that has answered the most number of questions on the Question Sheet.*
- 2. Other winners will be the group with information on the most 'interesting' question.*
- 3. The trainer may highlight the following at the end of this session:*
  - The activities encouraged facilitators to meet almost everyone during the info-getting walkabout.*
  - The activities enabled them to know each other 'better'<sup>1</sup> (more intimately).*
  - The activities generated language to be used during the info-getting session.*
  - The activities emphasised the importance of physical mobility, collaboration and cooperation to accomplish the tasks.*
- 4. Thus, the trainer hopes that all facilitators would be able to maintain this degree of 'enthusiasm' and 'involvement throughout the course.*

**QUESTION SHEET**

<i>I was born on the 29<sup>th</sup> of February.</i>	<i>I am one of a twin</i>	<i>I am digitally-challenged</i>
<i>I must sleep on the right side of the bed.</i>	<i>I don't own a single credit card.</i>	<i>I can only wear natural-fibred clothes.</i>
<i>I don't drink iced water.</i>	<i>My family are all teachers.</i>	<i>I have brought with me at least 2 brands of perfume /cologne.</i>
<i>I am ambidextrous.</i>	<i>I love baldies.</i>	<i>My eyes are each of a different colour.</i>
<i>I am a cleanliness freak.</i>	<i>I own more than 40 pairs of shoes altogether.</i>	<i>My hand-phone is my life-line.</i>
<i>I love doing cross-words.</i>	<i>I was a home-birth child.</i>	<i>I keep at least 13 cats.</i>

# Winds of Change

## SESSION 2

### *Description*

*This session is designed to make facilitators aware of the types of teachers they will possibly encounter, and the kinds of challenges they will face. It will also provide them opportunities to reflect on and consider what they would need to do as ETeMS facilitators, in order to cope with the challenges that lie ahead.*

### *Objectives*

- *To encourage facilitators to think about the types of clients they will have to deal with and consider ways to manage them.*
- *To make facilitators aware of the real possibility of resistance to change amongst their prospective clients and consider ways to reduce, if not break down, any resistance.*
- *To enable facilitators to reflect on the significance of their role and the responsibility they shoulder in helping to implement the ETeMS programme.*

### *Materials Required*

*Document 1.1 (Quote 1 and Questions for Group One)*

*Document 1.2 (Quote 2 and Questions for Group Two)*

*Document 1.3 (Quote 3 and Questions for Group Three)*

*Document 1.4 (Quote 4 and Questions for Group Four)*

*Document 2 (Who will we face?)*

*Document 3 (How do we handle these problematic participants?)*

### *Timing*

*Total Time: 3 hours*

1. *Activity One: Are we alone? (30 minutes)*
2. *Activity Two: What are we in for? (40 minutes)*
3. *Activity Three: Who do we have here? (60 minutes)*
4. *Activity Four: How do we tackle this? (50 minutes)*

*Procedure*

*Activity One: Are we alone? ( 30 minutes)*

- 1. Trainer distributes one leaf of a standard post-it wad to each facilitator.**
- 2. Trainer instructs them to quickly write down one major concern they have about their role in the ETeMS programme.**
- 3. Portions of the room walls are allocated for display.**
- 4. Trainer gets the facilitators to display their post-its. Tells them to shift their post-its around so that they are grouped/clustered together based on the same or similar concerns.**
- 5. Trainer encourages the facilitators to walk around to take in the concerns and worries of their peers. Allows sufficient time for them to do this.**
- 6. Trainer gets them together and encourages discussion on what they have seen displayed around the room. Gets them to verbalize their worries and concerns.**
- 7. Trainer highlights the main concerns raised by the facilitators, discusses some of the relevant issues (e.g. focus on ETeMS is on language and not content, the ETeMS course has an ESP slant, that having been trainers on other INSET programmes they should have no apprehensions etc.) and draws the session to a close emphasizing the fact that based on the feedback drawn from the activity, individuals should realize that they are not alone, that others share their concerns, that there are common concerns and that these can be addressed together.**

Note to the Trainer: *Some notes on the issues concerned here are available in Appendix 1*

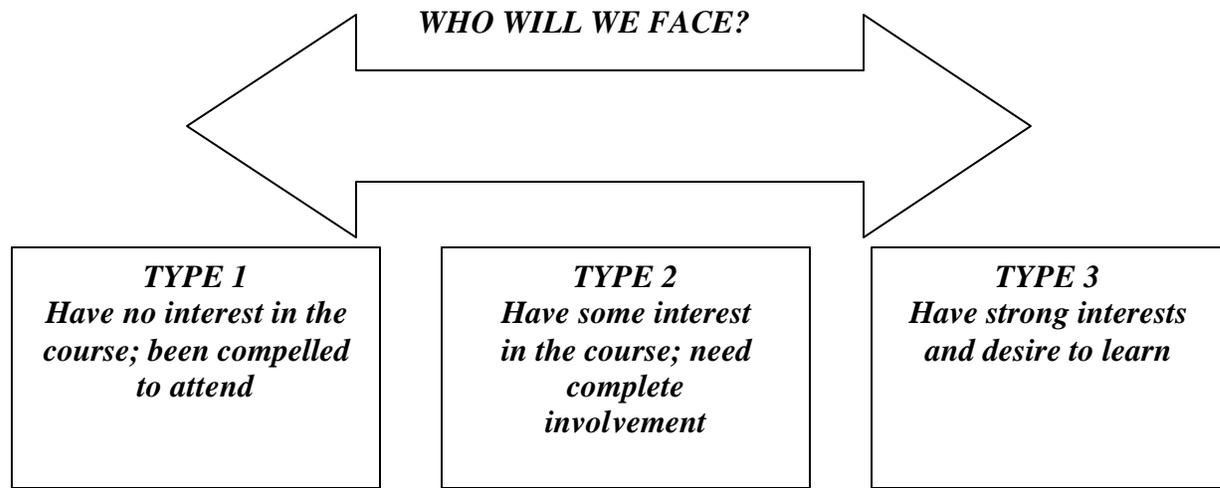
*Activity Two: What are we in for? (40 minutes)*

- 1. Trainer gets facilitators into 4 groups. Provides OHT and/or mahjong paper and markers if necessary / if desired.**
- 2. Trainer asks them to quickly appoint a chairperson and a secretary/group representative.**
- 3. Trainer refers facilitators to Documents 1.1 - 1.4 (Quotes and Questions), determines and matches groups with quotes - one to each. (It is quite possible to have smaller groups and assign two groups to address the same quote and questions. This allows for a greater range of viewpoints.)**
- 4. Trainer allows facilitators time to study the extract assigned to them and respond to the question(s) posed to each group.**
- 5. Upon expiry of allowed time, trainer invites group representatives to give some feedback on their group's response, feelings and sentiments.**
- 6. Trainer takes notes during the feedback/reporting session**
- 7. Trainer focuses on the key points/issues raised by the session, discusses viewpoints and comments on sentiments expressed. This will be a "feel good" session. The trainer should provide positive comments and feedback.**

Note to the Trainer: *Some notes on the issues concerned here are available in*

*Activity Three: Who do we have here? (60 minutes)*

1. **Trainer writes the following question on an OHT/the board: Who will we face?**
2. **Trainer then draws a horizontal line below the question and writes down the characteristics of the Type 1, Type 2 and Type 3 teachers as given below.**



3. **Trainer asks the facilitators if they can think of any other teacher type coming for the ETeMS course. Lists their responses on the same OHT.**  
(Alternatively, each facilitator could be asked to make use of Document 2 for this purpose.)
4. **Trainer gets the facilitators into groups of 4 or 5 and then asks them to discuss the various teacher types identified, focusing on the following 4 questions.**
  - a) *Why are they the way they are?*
  - b) *What kind of facilitator is needed to handle each type? (What skills and competences must a facilitator possess?)*
  - c) *What challenges will they pose for the ETeMS facilitator?*
  - d) *What can the facilitator do to change a teacher's mind set?*
5. **Trainer determines time for task, announces it and gets the facilitators working.**
6. **When it is time, the trainer gets group representatives to share their views, insights and experiences.**

- 7. Trainer draws on the significant issues raised by the group presentations. Trainer ends the session by alerting facilitators to the possibility of getting different types of teachers on the ETeMS course with a range of proficiency levels, attitudes and experiences and agenda and the need to be ready to face them.*

*Note to the Trainer: Notes on some issues concerned here are available in Appendix 3*

*Activity Four: How do we tackle this? (50 minutes)*

- 1. Trainer gets the facilitators into new groups of 4 or 5*
- 2. Trainer distributes OHTs/mahjong paper and markers.*
- 3. Trainer displays the following on an OHT or writes it out on the board:*

*How do we handle these problemATIC participants?*

- 1. THE PARTICIPANT WHO TALKS TOO MUCH (NOT NECESSARILY IN ENGLISH)*
- 2. THE MORE EXPERIENCED PARTICIPANT WHO KNOWS ALL THE ANSWERS (WHO'S BEEN THERE, SEEN THAT, DONE IT)*
- 3. THE PARTICIPANT WHO ARGUES, AND CRITICISES THE COURSE, THE FACILITATOR, THE PARTICIPANTS*
- 4. THE PARTICIPANT WHO TALKS TOO LITTLE OR NOT AT ALL*
- 5. THE PARTICIPANT WITH "A WEAK BLADDER"*
- 6. THE PARTICIPANT WHO IS MORE INTERESTED IN THE potential monetary gains RATHER THAN THE PROFESSIONAL ASPECTS OF THE COURSE*

- 4. Trainer allows time for them to discuss the issues in some depth.*
- 5. When it is time, the trainer gets group representatives to present their views.*
- 6. After all the groups have presented, the trainer encourages open discussion focusing on pre-emptive measures and proactive strategies.*
- 7. Trainer rounds up / concludes session.*

*Note to the Trainer; Some possible strategies are outlined in Appendix 4*

### Group One

Given below is a quote that focuses on the question of change. Study this and, as a group, discuss the questions based on the quote.

Your group secretary should record the main points raised or discussed and any decisions or stand taken by the group.

Group members help your secretary / representative prepare to present the results of your group's discussion

#### Quote 1

*Conflict and disagreement are inevitable and both are fundamental to the process of change*

*~Fullan (1991)~*

1. *Do you agree with the quote above?*
2. *Do you see the above happening among teachers in the context of teaching maths and science in English? Do you see this happening in your training sessions?*
3. *There could be conflict and disagreement to change amongst your course participants (teachers). What are the implications of this for you as an ETeMS facilitator?*
4. *How can you convince the teachers on your ETeMS course of the need for change?*

*Group Two*

Given below is a quote that focuses on the quest/on of training. Study this and, as a group, discuss the questions based on the quote.

Your group secretary should record the main points raised or discussed and any decisions or stand taken by the group.

Group members help your secretary / representative prepare to present the results of your group's discussion

Quote 2

*Before you get trained for a new job, make sure where the retraining will get you and that you'll learn something new*

*~Richard A. Moran (1993)~*

- 1. As an ETeMS facilitator, do you agree that you are essentially involved in retraining teachers? Why?*
- 2. How do you ensure that you have successfully communicated to the teachers where you're taking them professionally and personally?*
- 3. Do you believe that you are involved in teaching something new? If so, what is new about ETeMS? If not, why?*
- 4. What personal and professional challenges do you yourself face /think you will face in taking on this responsibility?*

*Group Three*

Given below is a quote that focuses on the question of training as a learning mode. Study this and, as a group, discuss the questions based on the quote.

Your group secretary should record the main points raised or discussed and any decisions or stand taken by the group.

Group members help your secretary/ representative prepare to present the results of your group's discussion

Quote 3

*When training is the learning mode that is being used, make certain that it is well-designed and provide a great deal of follow-up support in the classroom over a sustained period of time.*

*~Sparks (1996)~*

- 1. The ETeMS programme uses training as the learning mode. As a facilitator, what is your role and responsibility in ensuring that this is an effective training mode that will ensure "change" in the teachers and their professional work?*
- 2. It is often said that no amount of knowledge will ever make a plan totally clear. Should you find weaknesses in an ETeMS training module you have to work with, what will you do to compensate for its weaknesses?*
- 3. How do you see yourself providing sustained support for the maths and science teachers -both as a facilitator and a colleague - in preparing themselves for the changes and challenges ahead?*

*Group Four*

*Given below is a quote that focuses on the question of training and the readiness for change. Study this and, as a group, discuss the questions based on the quote.*

*Your group secretary should record the main points raised or discussed and any decisions or stand taken by the group.*

*Group members help your secretary / representative prepare to present the results of your group's discussion*

Quote 4

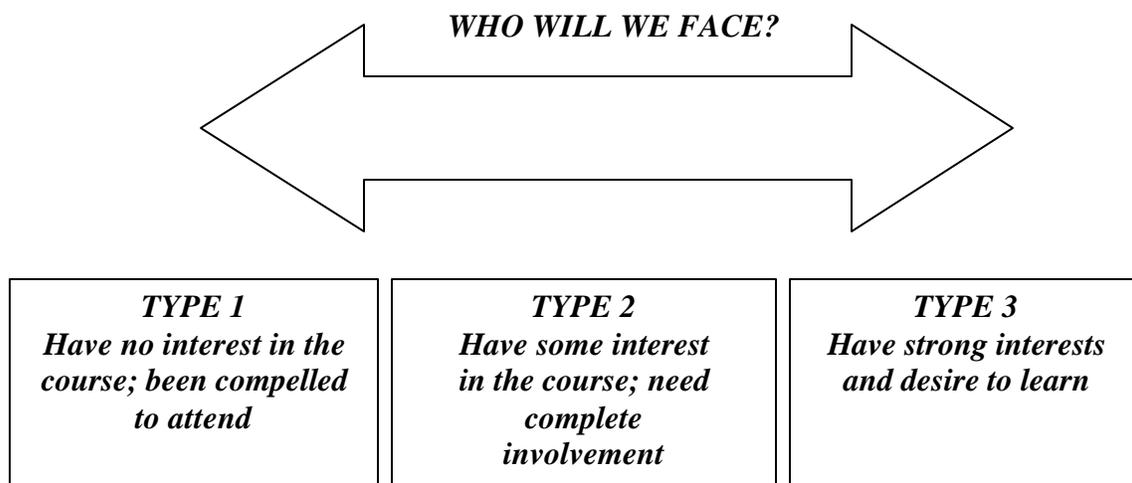
*Recognize the subtle tension between the importance of establishing readiness for change and the need to get people to try out new practices.*

*-Sparks (1996)-*

- 1. How would you interpret the quote above? Explain what it means to you and to your group members. Is there a shared understanding?*
- 2. What is your role as an ETeMS facilitator, in encouraging readiness for change amongst your course participants (teachers)?*
- 3. What must the ETeMS training module have in order to "get people to try out new practices"? What can you yourself, as a facilitator, do to ensure this?*
- 4. How do you see yourself being prepared by this course to meet the challenges involved in establishing your course participants' (teachers') readiness for change?*
- 5. What more can you do in order to equip yourself to do the ETeMS "job" well?*

Given below is a question and three types of maths and science teachers we may have, attending the ETeMS course.

In your groups, identify other possible types of teacher you can reasonably expect to see on the course



*Other Types:*

Get Into groups of 4 or 5. Appoint a recording secretary and/or group representative.

Discuss the problematic participants listed below and decide as a group how you would handle them.

Record your views and transfer them onto the mahjong paper(s) supplied, for presentation to the rest of the facilitators.

**HOW DO WE HANDLE THESE PROBLEMATIC PARTICIPANTS?**

1. ***THE PARTICIPANT WHO TALKS TOO MUCH (NOT NECESSARILY IN ENGLISH)***
2. ***THE MORE EXPERIENCED PARTICIPANT WHO KNOWS ALL THE ANSWERS (WHO'S BEEN THERE, SEEN THAT, DONE IT)***
3. ***THE PARTICIPANT WHO ARGUES, AND CRITICISES THE COURSE, THE FACILITATOR, THE PARTICIPANTS***
4. ***THE PARTICIPANT WHO TALKS TOO LITTLE OR NOT AT ALL***
5. ***THE PARTICIPANT WITH "A WEAK BLADDER"***
6. ***THE PARTICIPANT WHO IS MORE INTERESTED IN THE POTENTIAL MONETARY GAINS. RATHER THAN THE PROFESSIONAL ASPECTS OF THE COURSE***

## Appendix 1

### *Activity One*

*Some notes for the Trainer*

*Some of the concerns that may surface from Activity 1 could be:*

- *The additional workload*
- *Fear of the unknown*
- *A sense of inadequacy especially with Maths & Science content*
- *Domestic concerns that are brought along to the course*
- *Unfinished business at home /at the workplace*
- *Time away from home*
- *Personal/private (negative) thoughts about the ETeMS programme*
- *Questions about the participants / training centers/facilities/support*
- *Negative thoughts and residual bitterness/unhappiness tied to past training experiences as participants and facilitators (fellow trainers, course participants, food, lodging etc)*

## Appendix 2

### *Activity Two*

*Some notes for the Trainer*

#### *Quote 1*

- 1. Expect agreement with the quote.*
- 2. Conflict and disagreement about change may not be obvious on the course. However, individuals may harbour private thoughts and have doubts that underscore general disagreement with the change taking place.*
- 3. Conflict and disagreement to change may manifest itself in the form of disruptive/deviant behaviour etc. e.g. as lack of co-operation, open cynicism, hostility to facilitators, insidious influence on peers, subterfuge.*
- 4. You can remind the teachers that it is not something new (refer to history and the 70's move to convert the medium from English to BM). You can also convince them by asking them to reflect on the progress being made in IT and the advances made by supposedly backward countries which now seem to have a head start over others. Tell them of the dangers of complacency and its far-reaching consequences.*

#### *Quote 2*

- 1. Facilitators would generally agree that they are essentially involved in re-training because it means enabling fellow teachers to acquire new skills and competencies to operate in another medium.*
- 2. You can ensure communication is successful if you yourself are clear about the objectives and your role in the overall endeavour. One could also appeal to their professional pride, their self-esteem. You could also remind them of the value-added benefits of attending the course, in terms of increased competence, possible career advancement etc.*
- 3. Answers to this will depend on how insightful the facilitators are, but generally you may expect a positive/affirmative response to this question. Probe to tease out the thoughts behind the words when views - both positive and negative - are expressed. 4. The challenges faced could be private, personal, professional, monetary and social (cf. responses to Activity One).*

*Quote 3*

- 1. Facilitators should be able to define their role and responsibilities e.g. to be well acquainted with the aims, objectives and thrust of the ETeMS programme, and should be able to recognize the need to be convincing, the need to allay fears, to demonstrate the viability of the programme, to demonstrate the potential for its success, etc.*
- 2. Facilitators should be able to draw on their experience both as classroom practitioners and as trainers to answer this question. They should be able to refer to the need to adapt, simplify, adopt compensatory training strategies, provide scaffolding, and chunking and fragmenting / subdivision of tasks etc.*
- 3. Sustained support could be provided through on-site (buddy) support, networking, follow-up visits, monitoring, team-teaching etc.*

*Quote 4*

- 1. Essentially, in answering this question, facilitators should demonstrate awareness of the need to work on the hearts and minds of the teachers.*
- 2. Facilitators should show awareness of the need to be convinced and to appear convinced that the time for change is now, etc.*
- 3. Answers to this question will show the degree of reflection and thought that has taken place in individuals prior to attending this course. It should throw up false concepts; and fallacies etc. about what this programme is all about. It should also signal to the trainers what needs to be done during the sessions to put things right.*
- 4. Answers to Question 4 will reveal the facilitators' expectations of the course.*
- 5. This is a question which requires the facilitators to re-examine their value systems.*

## **Appendix 3**

### *Activity Three*

#### *WHY PEOPLE RESIST CHANGE*

1. *Loss of control*
2. *Excess uncertainty*
3. *Surprise & shock*
4. *Being "different"*
5. *Loss of face*
6. *Concern about future competence*
7. *Ripple effects*
8. *More work*
9. *Past resentments*
10. *Real job insecurity*

#### *RESISTANCE TO CHANGE*

- *How do people resist change?*
- *Why do people resist change?*
- *How to deal with resistance?*

#### *HOW DO PEOPLE RESIST CHANGE?*

- *Instinctively*
- *Non-instinctively*

#### *INSTINCTIVELY*

- *Inertia*

#### *NON-INSTINCTIVELY*

- *Accentuating all negative aspects of the change introduced*
- *Questioning the abilities of the change agent*
- *Questioning the right to introduce change*
- *Exploiting the lack of insider knowledge of the change agent*

***HOW TO DEAL WITH RESISTANCE***

- *It is important to be concerned with getting the process of change right and worrying less of the product.*
- *All concerned parties must be involved to gain commitment of everyone to the change-sharing ownership of change.*
- *Resistors should be encouraged to express their resistance for discussion and solution.*

***REDUCING RESISTANCE TO CHANGE***

- *It is more effective to be pro-active in taking the initial effort to anticipate resistance and to find ways to reduce it early in the process of change than having to take reactive measures to counter resistance after it has already come up.*
- *"An ounce of prevention is certainly worth more than a pound of cure later."*

*~Vincent Tan (1997)~*

**Appendix 4****1. THE PARTICIPANT WHO TALKS TOO MUCH (NOT NECESSARILY IN ENGLISH)***Possible strategies*

- *Tactfully ask the opinion of others on the topic being discussed.*
- *Establish a limit on the amount of time a participant is allowed to talk.*
- *Ignore him/her.*
- *Put him/her in a group that could ignore or put him/her in his/her place or intimidate him/her.*

**2. THE MORE EXPERIENCED PARTICIPANT WHO KNOWS ALL THE ANSWERS (WHO'S BEEN THERE, SEEN THAT, DONE IT)***Possible strategies*

- *Let him/her know that his opinion is respected, but that it is important to obtain everyone's opinion / point of view.*
- *Use him/her as an anchor-person in any discussion.*
- *Direct technical questions that need further explanation at him/her.*
- *Talk to him/her privately and solicit his/her support.*

**3. THE PARTICIPANT WHO ARGUES, AND CRITICISES THE COURSE, THE FACILITATOR, THE PARTICIPANTS***Possible strategies*

- *Try to discover why he/she is hostile.*
- *Treat his/her questions and comments as if they were sincere and normal.*
- *Reward his/her contributions so that they appear more acceptable.*
- *Relay his questions to the entire group or redirect the question for him/her to answer.*
- *Allow the group to express dissatisfaction with his/her behaviour.*

**4. THE PARTICIPANT WHO TALKS TOO LITTLE OR NOT AT ALL.***Possible strategies*

- *Pose questions directly to him/her.*
- *Ask a question that he/she will be able to answer.*
- *Praise him/her for any positive effort made to contribute to discussions.*
- *Involve him/her in or solicit his/her help for non-verbal tasks.*

**5. THE PARTICIPANT WITH "A WEAK BLADDER".**

*Possible strategies*

- *Generally comment that there is something medically wrong with someone who needs to visit the toilet often.*
- *Ask the participant to report on what was discussed in his/her group.*
- *Wonder aloud if there are teachers in the group who frequently leave their classes unattended to visit the loo when they should be in class. Invite the group's opinion on the behaviour of such teachers.*
- *Report them to their superiors.*

**6. THE PARTICIPANT WHO IS MORE INTERESTED IN THE POTENTIAL MONETARY GAINS RATHER THAN THE PROFESSIONAL ASPECTS OF THE COURSE.**

*Possible strategies*

- *Advise him/her to remain focused on the task at hand.*
- *Remind him/her that monetary issues are policy matters not the purview of individuals.*
- *Put him /her in a group whose members are more committed to learning and less inclined to speculation and wistful thinking.*

## **Trying It Out**

### **SESSION 3**

#### **Description**

*This activity is designed for facilitators to explore and experience the tasks in the Teacher's Module 1 and present their views. It is also designed to give an overview of the key components and sessions of the module.*

#### **Objectives**

- *To raise awareness of the demands of the tasks upon the teachers as adult learners*
- *To examine the format and labels in the Teacher's Module*
- *To discuss and raise issues related to tasks in Module 1*

#### **Materials required**

- *Document 1*
- *Document 2*
- *Document 3*
- *Document 4*
- *Document 5*

#### **Timing**

*Total time: 2 hours*

*Activity One: Where do I Belong? (30 minutes)*

*Activity Two : Walking Through (60 minutes)*

*Activity Three: Our Views (30 minutes)*

### **Procedure**

#### **Activity One: Where Do I Belong? (30 minutes)**

1. Divide facilitators into small groups.
2. Tell facilitators to refer to Document 1 and explain the task briefly.
3. Facilitators complete the task.
4. A representative from each group presents the reports findings. (Refrain from giving any comments and ask facilitators to study Teacher's Module 1.)
5. Pose the following questions:
  - (a) Is your grouping of the labels similar to the sequence shown in Teacher's Module 1?
  - (b) Were your predictions based on the labels correct?
  - (c) What do you think is the rationale for the organisation of the labels or structure of the module?
6. Facilitators discuss above questions in their groups.
7. Get groups to present findings.
8. Trainer provides feedback. Avoid lengthy explanations. (In Sessions 4 and 5 facilitators will have an opportunity to seek further clarifications).

**NOTE:** Facilitators may need to use some time during lunch to complete Activity Two. They have 30 mins to continue Activity Two and another 30 mins for Activity Three after lunch. (Refer to Training of Facilitators Programme for the distribution of time / sessions.)

#### **Activity Two: Walking Through (60 minutes)**

1. Refer to Document 2 and explain the task.
2. Instruct facilitators to attempt every task individually without consulting colleagues.
3. Tell facilitators to complete all components: Text Lab (primary and secondary), Language Lab 1 and 2, Stand and Deliver, and Back to the Future.
4. Inform facilitators to complete all the tasks and Document 2.

#### **Activity Three: Our Views (30 minutes)**

1. Ask facilitators to re-group as they were for Activity One.
2. Tell facilitators they have 15 minutes to discuss their responses to Document 2 and to complete Document 3.
3. Elicit feedback from the different groups.
4. Allow facilitators to ask questions, add to and give their comments about Teacher's Module 1.
5. Trainer sums up the key points raised by the facilitators.

- (a) Study the labels and group them in a logical sequence. Justify your answers.  
(b) Predict what each label represents.

**LANGUAGE LAB**

**WORD EXPLORER**

**SPRINGBOARD**

**TRYING IT OUT**

**CONNECTING WITH TEXT**

***BACK TO THE FUTURE***

**HELPING MYSELF**

**LOOKING IN**

***LANGUAGE IN ACTION***

**TEXT LAB**

***GETTING IT RIGHT***

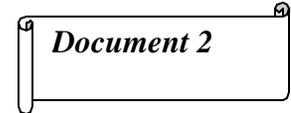
***INTERFACING WITH TEXT***

***GRAMMAR WORKS***

***STEPPING OUT***

**STAND & DELIVER**





Work through all the tasks in each session and complete the grid with the relevant information

	<i>NO. AND TITLE OF TASK</i>	<i>AIM</i>	<i>TIME TAKEN TO COMPLETE TASK</i>	<i>COMMENTS</i>
<i>TEXT LAB</i>				
<i>LANG LAB 1</i>				
<i>LANG LAB 2</i>				
<i>STAND &amp; DELIVER</i>				
<i>BACK TO THE FUTURE</i>				

**Reflective Grid**

In groups, discuss your findings and record your observations and feelings about the tasks in Module 1.

<i>How well did the tasks work?</i>	<i>Suggestions</i>

# A Journey of Discovery

## SESSION 4

### **Description**

*This session is designed to make facilitators aware of the underlying approach and methodology adopted in the Facilitator's Notes of the ETeMS teaching module.*

### **Objectives**

- *To interpret the underlying approach and methodology adopted in the module*
- *To identify and understand the types of strategies and resources used in the module*
- *To consider possible alternatives and adaptations of the materials, activities and strategies used in the module*

### **Materials required**

- *Document 1*
- *Document 2*
- *Document 3*
- *Document 4*
- *Document 5*
- *Document 6*
- *Document 7*
- *Suggested Keys (Document 1A, 2A, 3A, 4A, 5A, 6A and 7A)*
- *Trainer's Notes*
- *Facilitator's Module*

### **Timing**

*Total time: 2 hours*

*Activity One : Familiarising with the module (40 minutes)*

*Activity Two : Understanding the organizing principles (40 minutes)*

*Activity Three : Do I have a choice? (30 minutes)*

*Activity Four : Plenary (10 minutes)*

**Procedures**

**Activity One: Familiarising with the module (40 minutes)**

1. Ask facilitators to recall the sessions and components found in the Teacher's Module.
2. In pairs, ask facilitators to go through the Facilitator's Notes and list down the sessions and the main components found in the Facilitator's Notes.
3. Trainer elicits facilitators' verbal responses on the sessions and the main components of the module.
4. Trainer asks facilitators to refer to Document 1 to complete the missing labels based on the Facilitator's Notes. (Inform the facilitators that the labels in bold refer to a session while the labels in normal print refer to the main components of each session.
5. Ask facilitators to compare the Facilitator's Notes with the Teacher's Module and complete Document 2.
6. Trainer discusses the similarities and differences between the Facilitator's Notes and the Teacher's Module.

**Activity Two: Understanding the organizing principles (40 minutes)**

1. Ask facilitators to list activities that they have used in previous courses as a trainer.
2. Ask facilitators to list activities that they have experienced as course participants in the earlier **Trying it Out** session.
3. Trainer lists down all activities identified by the facilitators on the whiteboard/OHT and discusses the extent to which all the activities listed are represented in the Facilitator's Notes.
4. Divide facilitators into four groups and assign each group to work on different components of Module 1 as follows: **Group 1 (Document 3: Text Lab)**, **Group 2 (Document 4: Language Lab)**, **Group 3 (Document 5: Stand & Deliver)** and **Group 4 (Document 6: Back To the Future)**.
5. Trainer asks each group to present their work.
6. Trainer summarises the group presentation by highlighting the principles used in organising the Facilitator's Notes.

Useful organising principles:

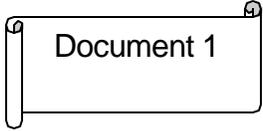
- Reading texts and learning contexts are science and maths based
- Integrated teaching of language skills, functions and forms
- Both explicit and implicit teaching of grammar are adopted
- Gradation of language content and tasks
- Variation of facilitator's level of guidance from highly guided to least guided
- Learner friendly
- Variation of approaches: Experiential; language awareness; problem-solving; etc

***Activity Three: Do I have a choice? (30 minutes)***

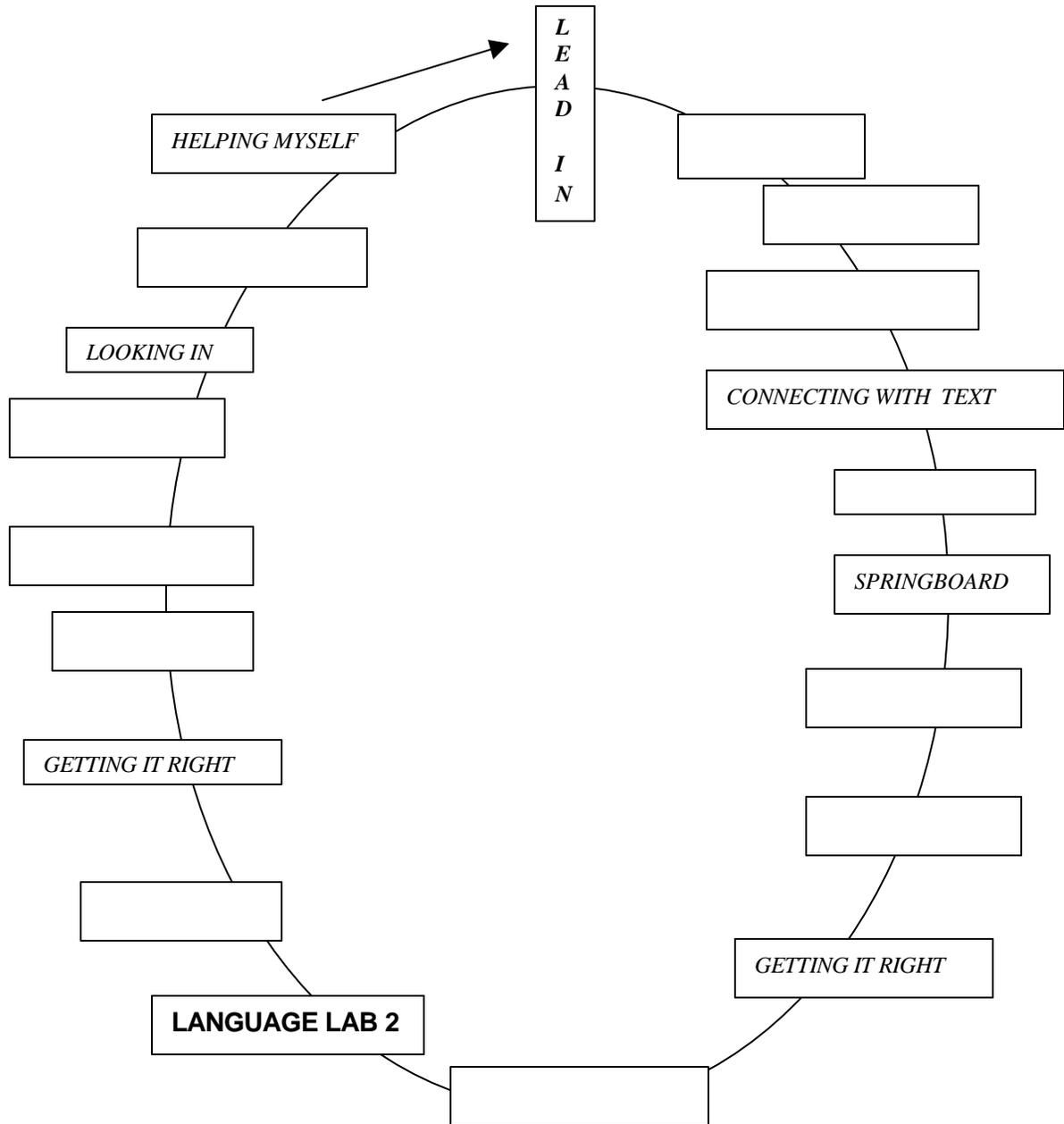
- 1. Divide facilitators into groups of 4-5 members.*
- 2. Trainer refers each group to Document 7.*
- 3. Facilitators are to complete the task in Document 7.*
- 4. Trainer asks each group to present their work.*
- 5. Trainer summarises the group presentation by highlighting the rationale of using those subheadings and the salient features of the notes used.*

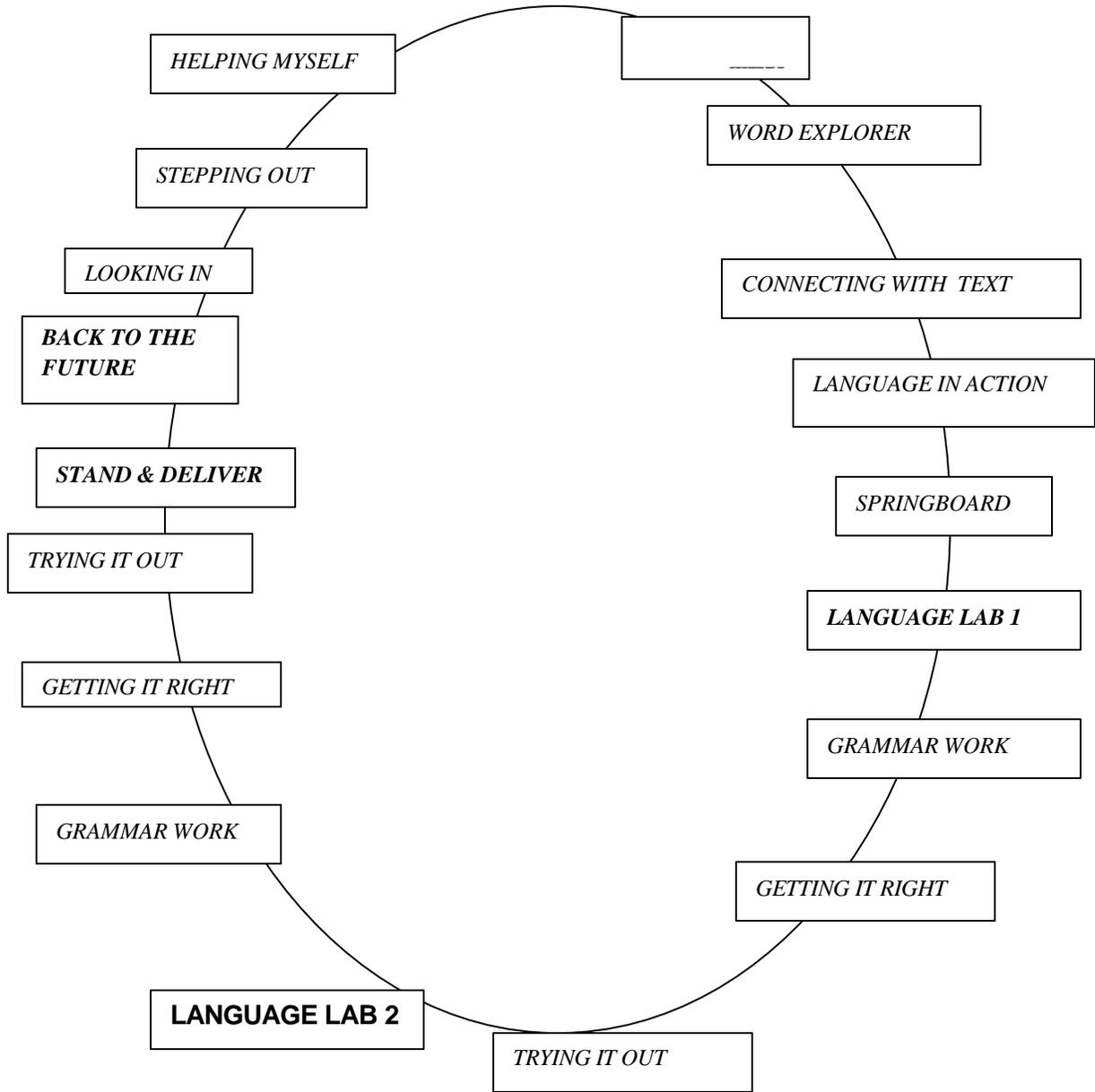
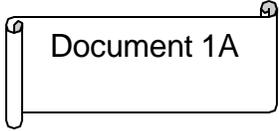
***Activity Four: Plenary (10 minutes)***

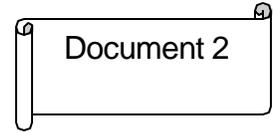
- 1. Trainer displays Appendix 1 of the overall structure of Facilitator's Notes and summarizes the session by highlighting the issues raised.*



Fill in the missing labels based on the Facilitator's Notes

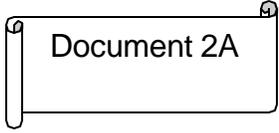






*Study* Teacher's Module 1 and the Facilitator's Notes to Identify all the similarities and differences between them. List the similarities and differences in the table below.

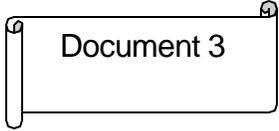
<i><b>SIMILARITIES</b></i>	<i><b>DIFFERENCES</b></i>



Study Teacher's Module 1 and the Facilitator's Notes to identify the similarities and differences between them. List the similarities and differences in the table below.

<b><i>SIMILARITIES</i></b>	<b><i>DIFFERENCES</i></b>
<i>Both have same sessions</i> <i>All sessions are arranged in same sequence</i>	<i>There is no reading text in the Text Lab component in the Facilitator's Notes</i> <i>No mention of Lead-in activity in Teachers' Module</i> <i>There are suggested answers in Facilitator's Notes</i> <i>Materials required, Purpose, Suggested Instructional Sequence do not appear in the Teacher's Module</i>

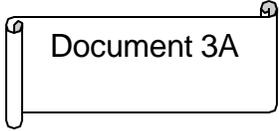
**Note to the trainer: Accept other suitable responses**



**Group 1: Text Lab**

Complete the table below by Identifying the reading skills or subskills, language functions, language forms or structures, vocabulary, degree of facilitator's guidance and types of activities for each of the components in Text Lab

<b>Component</b>	<b>Reading skills/ subskills</b>	<b>Language</b>		<b>Vocabulary</b>	<b>Degree of guidance</b>	<b>Type/ s of activities</b>
		<b>Functions</b>	<b>Forms</b>			
<b>Interfacing with the text</b>	<i>Skimming &amp; scanning</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>
<b>Word explorer</b>	<i>Meaning from contextual clues</i>	<i>Nil</i>	<i>Nil</i>	<i>Vertebrates, stalk, species, hind limbs, prey, conceal, vision, herbivores</i>	<i>Nil</i>	<i>Language awareness English/BM equivalent</i>
<b>Connecting with the text</b>						
<b>Language in action</b>						
<b>Spring-board</b>						



**Group 1: Text Lab**

Complete the table below by Identifying the reading skills or subskills, language functions, language forms or structures, vocabulary, degree of facilitator's guidance and types of activities for each of the components in Text Lab,

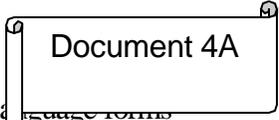
<b>Component</b>	<b>Reading skills/ subskills</b>	<b>Language</b>		<b>Vocabulary</b>	<b>Degree of guidance</b>	<b>Type/s of activities</b>
		<b>Functions</b>	<b>Forms</b>			
<i>Interfacing with the text</i>	<i>Skimming &amp; scanning</i>	<i>Nil</i>	<i>Nil</i>	<i>Nil</i>	<i>No guidance</i>	<i>Nil</i>
<i>Word Explorer</i>	<i>Meaning from contextual clues</i>	<i>Nil</i>	<i>Nil</i>	<i>Vertebrates, stalk, species, hind limbs, prey, conceal, vision, herbivores</i>	<i>No guidance</i>	<i>Language awareness  English/BM equivalent</i>
<i>Connecting with text</i>	<i>Reading for facts and details  Recognising cause &amp; effect relationships</i>	<i>Nil</i>	<i>Nil</i>	<i>Qualities and functions of anatomy parts of cats</i>	<i>Partial guidance</i>	<i>Information - transfer  Wh-questions</i>
<i>Language in action</i>	<i>Scanning</i>	<i>Describing animals</i>	<i>Adjectives</i>	<i>Carnivorous, etc.</i>	<i>Partial guidance</i>	<i>Table completion  Mind-mapping</i>
<i>Springboard</i>	<i>Recognising main facts and details  Appreciating poem</i>	<i>Describing animals</i>	<i>Adjectives &amp; adverbs</i>	<i>Malevolent, etc.</i>	<i>No guidance</i>	<i>Poem recital</i>

*Group 2: Language Lab 1*

***Complete the table below by identifying the language skills, language functions, language forms or structures, degree of facilitator's guidance and types of activities for each of the components In Language Lab.***

<i>Component</i>	<i>Language</i>			<i>Degree of guidance</i>	<i>Type/s of activities</i>
	<i>Skills</i>	<i>Functions</i>	<i>Forms</i>		
<i>Grammar works</i>	<i>Listening &amp; speaking</i>	<i>Eliciting information</i>  <i>Asking questions</i>	<i>Yes/no questions- * with single and double auxiliary verbs * with verbs-to-do</i>	<i>Partial guidance</i>	<i>Transformation activity</i>
<i>Getting It right</i>					
<i>Trying it out</i>					

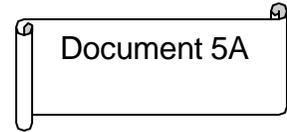
Group 2: Language Lab 1



Complete the table below by identifying the language skills, language functions, language forms or structures, degree of facilitator's guidance and types of activities for each of the components in Language Lab.

Component	Language			Degree of guidance	Type/s of activities
	Skills	Functions	Forms		
Grammar works	Listening & speaking	Eliciting information  Asking questions	Yes/no questions- * with single and double auxiliary verbs * with verbs-to-do	Partial guidance	Transformation activity
Getting It right	Listening & speaking	Eliciting information  Asking questions	Yes/no questions- * with single and double auxiliary verbs * with verbs-to-do	From no guidance to partial guidance	Transformation activity
Trying it out	Listening & speaking  Reading	Formulating questions  Asking questions to define, check pupil's knowledge, identify parts of animals, specify time, place, to compare, check understanding	Yes/no questions- * with single and double auxiliary verbs * with verbs-to-do	No guidance	Read and formulate questions  Formulate questions about properties and uses of metals





**Group 3: STAND AND DELIVER**

Answer the following questions.

1. What are the objectives of the **STAND AND DELIVER** session?

*To enable teachers to script lesson notes to explain teaching content in English and to teach the relevant concepts in a simulated classroom context.*

*To provide opportunities for teachers to practise English language structures learnt during the language lab session.*

*To develop teachers' confidence in delivering subject matter in English.*

2. What roles do the facilitators play before, during and after the session?

**Before:** *Explain the task clearly to teachers and specify their roles.*

**While:** *Facilitate the session and provide constructive feedback.*

**After:** *Encourage teachers to do reflection and discuss the session.*

3. What are the resources that teachers need in order to carry out this session?

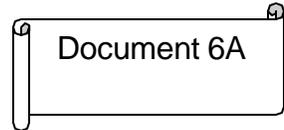
*Teachers need curriculum specifications in planning to script lesson.*

*Teachers may require dictionary, textbooks and other reference materials.*

*Teachers need to recall the language skills, functions and forms learnt.*

**Note to the Trainer: Accept other suitable responses**





**Group 4 : BACK TO THE FUTURE**

Look at the **BACK TO THE FUTURE** session and answer the following questions.

1. *What are the objectives of this session?*

*To raise teachers' awareness of their learning needs and to design a personal action plan for implementation*

2. *List down the main components and their foci for each session*

*Looking In - reflecting on what has been learnt*

*Stepping Out - Evaluating the sessions*

*Helping Myself - Writing out an action plan*

3. *What is the rationale for giving the action plan to the teachers?*

*One-off training may not be effective*

*Provide opportunities for self-development*

*Put into practice what teachers have learnt*

*Systematic training*

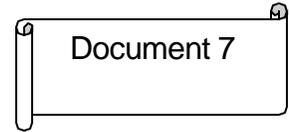
*Provide a smooth link to the next phase*

*Provide scope for networking*

4. *As a facilitator how would you link the end of Module 1 to the beginning of Module 2?*

*The start of Module 2 provides opportunity for teachers to share their experiences in carrying out their action plans based on Module 1.*

**Note to the trainer : Accept other suitable responses**



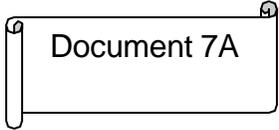
Answer the following questions.

1. *What are the subheadings used in organising the Facilitator's Notes for each of the tasks found in the TEXT LAB and the LANGUAGE LAB?*

<b>TEXT LAB</b>	<b>LANGUAGE LAB</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

2. *What are the salient features of the Facilitator's Notes under each subheading?*

3. *What suggestions do you have for improving the Facilitator's Notes? Please elaborate.*



Answer the following questions.

1. What are the subheadings used in organising the Facilitator's Notes for each of the tasks found in the **TEXT LAB** and the **LANGUAGE LAB**?

<b>TEXT LAB</b>	<b>LANGUAGE LAB</b>
1. <i>Materials required</i>	1. <i>Materials required</i>
2. <i>Purpose</i>	2. <i>Purpose</i>
3. <i>Suggested instructional sequence</i>	3. <i>Suggested instructional sequence</i>
4. <i>Possible answers</i>	4. <i>Possible answers</i>
5.	5.
6.	6.

2. What are the salient features of the Facilitator's Notes in each of the subheadings?

The salient features:

- The notes are short, concise and direct
- The focus is on the action of the facilitator in the Suggested Instructional Sequence e.g. ask, check, elicit, emphasise, etc.
- The Suggested Instructional Sequence is closely linked to the purpose stated.
- The questions that elicit the given answers are also given in the Facilitator's Notes.
- Additional explanatory notes and resources supplemented the notes.
- Suggested Instructional Sequence provides facilitators with the flexibility to:
  - a. determine the pace of the session
  - b. make choices related to strategies and activities to be employed
  - c. adapt to the flow of the session without compromising the intended objectives of the session.
- Suggested Answers are answers given with other possible answers. Facilitators are encouraged to accept other answers if appropriate.
- Answers are answers without alternatives.

*3. What suggestions do you have improving the Facilitator's Notes? Please elaborate.*

**Note to the trainer : Accept any suitable responses**

# ETeMS

## SESSION 5

### **Description**

*The successful implementation of the ETeMS programme requires a full understanding of the background, rationale, content and structure of the programme and modules. This session helps the facilitator to understand the gist of the programme.*

### **Objectives**

- *To study the background and aim of ETeMS programme*
- *To identify the language areas that the ETeMS programme aims to develop*
- *To identify the structure of the ETeMS programme*
- *To identify the contents of the modules*

### **Materials required**

*Document 1*

*Document 2*

*Document 3*

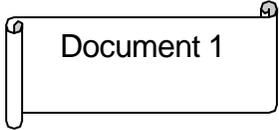
*Document 4*

### **Timing**

*1 hour*

### **Procedure**

1. *Explain rationale of activity.*
2. *Distribute Document 1 and explain task.*
3. *Facilitators study and discuss Document 2, Document 3 and Document 4 in groups.*
4. *Facilitators complete Document 1.*
5. *Plenary. Trainer clarifies problem if there is any.*



Study Document 2, Document 3, and Document 4 and complete the following.

1. *ETeMS stands for* \_\_\_\_\_

2. *ETeMS is introduced to* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. *The ETeMS programme is developed based on the following 2 assumptions:*

- 
- 

4. *The 3 language areas that the ETeMS programme aims to develop are:*

- 
- 

5. *Complete the following table on the Structure of the ETeMS programme.*

**Structure of the ETeMS programme**

<b><i>Phases</i></b>	<b><i>Time</i></b>	<b><i>Content</i></b>
<i>Phase 1</i>		
<i>Phase 2</i>		

6. Complete the following table on the aim, the components and contents of the 2 day face-to-face module.

<b>Session</b>	<b>Text Lab</b>	<b>Language Lab</b>	<b>Stand &amp; Deliver</b>	<b>Back To The Future</b>
<b>Aim</b>				
<b>Components</b>				

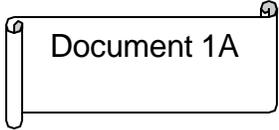
7. The Session \_\_\_\_\_ is conducted after Language Lab in order to give teachers the opportunity to apply the language items they have learned and simulate classroom activities.

8. Back to The Future is implemented in two stages. Stage One is carried out after \_\_\_\_\_ and Stage Two is carried out in Session \_\_\_\_\_.

9. Session 7 of the 5 Day Module is \_\_\_\_\_.

10. \_\_\_\_\_ in the 5 Day Module is carried out in Sessions 4 and 5 while \_\_\_\_\_ Is carried out in Sessions 11 and 12.

11. There are 9 sessions related to the scripting of lessons. They are sessions:., \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.



***Suggested answers***

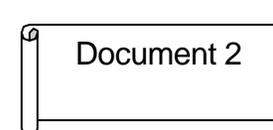
1. *ETeMS stands for English for the Teaching of Mathematics and Science (ETeMS).*
2. *The policy to change the medium of instruction in the teaching of Mathematics and Science from Bahasa Melayu to English poses special challenges to teachers who have been using Bahasa Melayu as a medium of instruction. Hence the ETeMS programme hopes to develop or reactivate the English language proficiency of these teachers to enable them to access information on the subject area currently available in English.*
3. *The ETeMS programme is developed based on the following 2 assumptions;*
  - *The mathematics and science teachers undergoing the ETeMS programme already possess the content area knowledge and the pedagogical skills relevant to their subject*
  - *The mathematics and science teachers have, at the very least, a basic level of English language proficiency acquired through instruction received in their primary and secondary schooling*
4. *The 3 language areas that the ETeMS programme aims to develop are:*
  - *Language for Accessing Information*
  - *Language for Teaching Mathematics and Science*
  - *Language for Professional Exchange*
5. *Structure of the ETeMS programme*

<b><i>Phases</i></b>	<b><i>Time</i></b>	<b><i>Content</i></b>
<i>Phase 1</i>	<ul style="list-style-type: none"> <li>• <i>60 hours</i></li> <li>• <i>30 hours</i></li> <li>• <i>30 hours</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>5 modules (to be taught over 5 weeks, each module requires 2 days of face-to-face interaction)</i></li> <li>• <i>5 Day Module</i></li> <li>• <i>self-instructional package</i></li> </ul>
<i>Phase 2</i>	<i>120 hours</i>	<i>(similar to Phase 1 - to be developed based on feedback received in Phase 1)</i>

## 6. Aim, components and contents of the 2 day face-to-face module

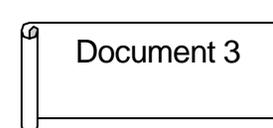
<i>Session</i>	<i>Text Lab</i>	<i>Language Lab</i>	<i>Stand &amp; Deliver</i>	<i>Back To The Future</i>
<b>Aim</b>	<i>To develop text-processing skills</i>	<i>To develop language competence for Teaching Mathematics and Science</i>	<i>Use English learned in Language Lab in classroom simulation activities</i>	<i>Teachers to reflect on their learning and set personal goals for language development</i>
<b>Components</b>	<i>Interfacing with Text</i>	<i>Grammar Works</i>		
	<i>Word Explorer</i>	<i>Getting it Right</i>		
	<i>Connecting with Text</i>	<i>Trying it Out</i>		
	<i>Language in action</i>			
	<i>Springboard</i>			

7. The Session **Stand and Deliver** is conducted after Language Lab in order to give teachers the opportunity to apply the language items they have learned and simulate classroom activities.
8. *Back to The Future* is implemented in two stages. Stage One is carried out in after **Ice Breaking** and Stage Two is carried out in Session **6**.
9. Session 7 of the 5 Day Module is **Crunching Numbers**.
10. **Reading Circle 1** in the 5 Day Module is carried out in Sessions 4 and 5 while **Reading Circle 2** is carried out in Sessions 11 and 12.
11. There are 9 sessions related to the scripting of lessons. They are sessions: **2, 6, 8, 9, 10, 13, 14, 15, 16.**



**ENGLISH FOR THE TEACHING OF MATHEMATICS AND SCIENCE (ETeMS)  
PHASE 1 TIMETABLE**

<b>MODULE</b>	<b>DAY</b>	<b>HOUR 1</b>	<b>HOUR 2</b>	<b>HOUR 3</b>	<b>HOUR 4</b>	<b>HOURS</b>	<b>HOUR 6</b>
<b>ONE</b>	<b>DAY 1</b>	<i>Entry Level Proficiency Assessment Registration - House Keeping -Ice- Breaking BACK TO THE FUTURE</i>		<i>TEXT LAB</i>		<i>LANGUAGE LAB</i>	
	<b>DAY 2</b>	<i>LANGUAGE LAB</i>		<i>STAND AND DELIVER</i>			<i>BACK TO THE FUTURE</i>
<b>TWO</b>	<b>DAY 1</b>	<i>TEXT LAB</i>		<i>LANGUAGE LAB</i>		<i>LANGUAGE LAB</i>	
	<b>DAY 2</b>	<i>TEXT LAB</i>		<i>STAND AND DELIVER</i>			<i>BACK TO THE FUTURE</i>
<b>THREE</b>	<b>DAY 1</b>	<i>TEXT LAB</i>		<i>LANGUAGE LAB</i>		<i>LANGUAGE LAB</i>	
	<b>DAY 2</b>	<i>TEXT LAB</i>		<i>STAND AND DELIVER</i>			<i>BACK TO THE FUTURE</i>
<b>FOUR</b>	<b>DAY 1</b>	<i>TEXT LAB</i>		<i>LANGUAGE LAB</i>		<i>LANGUAGE LAB</i>	
	<b>DAY 2</b>	<i>TEXT LAB</i>		<i>STAND AND DELIVER</i>			<i>BACK TO THE FUTURE</i>
<b>FIVE</b>	<b>DAY 1</b>	<i>TEXT LAB</i>		<i>LANGUAGE LAB</i>		<i>LANGUAGE LAB</i>	
	<b>DAY 2</b>	<i>STAND AND DELIVER</i>			<i>EXIT LEVEL PROFICIENCY ASSESSMENT</i>		<i>BACK TO THE FUTURE</i>



*English for the Teaching of Mathematics and Science (ETeMS)  
The 5 Day Module*

DAY	SLOT 1 (2 HOURS)	SLOT 2 (HOURS)	SLOT 3 (2 HOURS)	SLOT 4 (2 HOURS)
1	SESSION 1 <i>Registration / House-keeping / Ice-breaking</i>	SESSION 2 <b>The Vocabulary of Lesson Plans &amp; Classroom Language</b>	SESSION 3 <i>Numbers Lab</i>	SESSION 4 <i>Reading Circle 1</i>
2	SESSION 5 <i>Reading Circle 1: Feedback/ Review</i>	SESSION 6 <i>Translating Excerpts of Classroom Language / Write Mini Scripted Lessons</i>	SESSION 7 <i>Crunching Numbers</i>	
3	SESSION 8 <i>Writing Scripted Lessons - Preparing Lesson Outlines</i>	SESSION 9 <i>Peer Feedback of Lesson Outlines</i>	SESSION 10 <i>Writing Scripted Lessons -Classroom Language</i>	SESSION 11 <i>Reading Circle 2</i>
4	SESSION 12 <i>Reading Circle 2: Feedback /</i>	SESSION 13 <i>Writing Scripted Lessons - Peer Review and Revision</i>	SESSION 14 <i>Micro &amp; Macro Teaching of Scripted Lessons</i>	

	<i>Review</i>			
5	<b>SESSION 15</b> <i>Formal review of micro sessions</i>	<b>SESSION 16</b> <i>Final Revision &amp; Editing of Scripted Lessons</i>	<b>SESSION 17</b> <i>Course Evaluation</i>	

## ENGLISH FOR THE TEACHING OF MATHEMATICS AND SCIENCE (ETeMS)

### BACKGROUND

*The policy to change the medium of instruction in the teaching of mathematics and science from Bahasa Melayu to English is an important innovation affecting teachers of mathematics and science (MST) generally. It poses special challenges not only for teachers who have been trained in the Malay medium but also for those trained in English, whose professional experience has largely involved the use of Bahasa Melayu as the medium of instruction. In the immediate context, to derive maximum benefit from this innovation the MST would need to develop (or in some cases, reactivate) their English language proficiency in order to access the wealth of information on the subject area currently available in English texts. Additionally, the MST would need to develop the practical competence to deliver their subject matter in the language.*

### THE ETeMS PROGRAMME

*As a means of stimulating the professional development of the MST in the two areas mentioned above, The English Language Teaching Centre, Malaysia (ELTC) proposes an English language enhancement programme known as English For The Teaching of Mathematics and Science (ETeMS). The overall aim of ETeMS is as follows:*

**To enhance the English language skills of Mathematics and Science teachers to enable them to teach effectively using English as the medium of instruction**

*In developing the ETeMS programme the following assumptions are made:*

- *The MST undergoing the ETeMS already possess the content area knowledge and the pedagogical skills relevant to their subject*
- *The MST have, at the very least, a basic level of English language proficiency acquired through instruction received in their primary and secondary schooling*

*ETeMS draws on these existing competencies to encourage the language development of MST in 3 broad areas:*

### **A. Language for Accessing Information**

*This component aims to enhance the information getting skills, especially through reading. Teachers will develop these skills by engaging in a variety of mathematics and science texts. These texts used will include content area topics, curricular materials such as syllabuses, handbooks etc. and texts dealing with methodological issues. It must be emphasized that the focus of instruction is to develop the **language skills** needed for accessing information in texts, and not to provide instruction in the content or methodology of the subject. It is hoped that as they develop these skills the teachers will be motivated to access on-line and print material to extend their knowledge of current content and pedagogy, and thereby positively impact the delivery of their subjects in the classroom.*

### **B. Language for Teaching Mathematics and Science**

*In this component the teacher will develop language for use while teaching in the classroom as well as the language needed for out of class activities related to the subject. The focus of instruction here would primarily involve speaking and writing skills, and will be supported with adequate grammar input and practice. This is the major component of the **ETeMS** programme.*

### **C. Language for Professional Exchange**

*As professionals the **MST** would conceivably wish to communicate with peers in the wider discourse community through English. A small component of the **ETeMS** programme will take into consideration this need of the teachers.*

## **STRUCTURE OF THE ETeMS PROGRAMME**

*ETeMS involves 240 hours of instruction delivered through face-to-face interaction and self-instructional packages. These will be supported by a "buddy system" whereby the teachers can get further help from identified resource persons in their locality.*

*The **ETeMS** programme is conducted in 2 phases. Each phase comprises 90 hours of face-to-face interaction and 30 hours worth of self-instructional materials.*

*Phase 1 will be delivered through*

- *5 modules distributed over a period of 5 weeks - each module requires 2 days of face-to-face interaction (60 hours)*
- *a 5 Day Module (30 hours)*
- *a self instructional package (30 hours)*

*Approximately 30 % of the course will focus on Component A: Language for Accessing Information and the remainder 70 % will be devoted to Component B: Language for Teaching Mathematics and Science. It is hoped that with this balance in course content, Phase 1 will address the immediate needs of the teachers by developing in them the basic language skills needed to begin teaching in English.*

*Phase 2 will be developed based on feedback received during Phase 1. It is however expected to be similar to the Phase 1 structure. The content will once again be weighted in favour of Language for Teaching Mathematics and Science while at the same time giving some attention to Component C: Language for Professional Exchange.*

## **COURSE DELIVERY STRATEGY**

*It is proposed that the ETeMS course be facilitated by a team of 2 language specialists who have undergone a training course for facilitators. Training materials prepared by ELTC will form the basis of instruction. It is expected that separate courses will be held for primary and secondary MST, and for this purpose, separate training materials have been prepared. Both sets of materials will broadly cover the same skills, using similar approaches. However the choice of reading texts and classroom simulation activities will reflect the actual contexts in which the teachers will be working.*

*Materials have been developed for use on each of the 5 two-day modules. For each module there is a **Teacher's Package and a Facilitator's Package**. The Teacher's Package contains all the materials that the teacher will need during the module, including texts, task sheets and supplementary notes. The Facilitator's package will consist of trainer notes, suggested answers to tasks in the teacher's package, OHT masters and additional reference materials.*

*A separate package has been prepared for the extended five-day interaction. Teachers will also be provided with a set of self-instructional materials for use outside the face-to-face interactions.*

## **MODULE CONTENT**

*Each two-day module consists of a series of sessions covering a total of 12 hours interaction. The duration of each session is between 1 to 3 hours. Details of the sessions in each module are found in **Appendix A**. Broadly the following components will be included in each module:*

### **1. TEXT LAB**

*During these sessions the teacher will be given the opportunity to develop text-processing skills, especially the various reading skills. Typically a text which provides interesting background information in an area of mathematics or science will form the main stimulus for the interaction. The TE)CT LAB contains a number of activities including:*

- **Interfacing with Text-** *in which the teacher reads the text following a suitable lead in*
- **Word Explorer** - *where the text is used to develop vocabulary, including the development of a personal glossary of English - Bahasa Melayu technical terms.*
- **Connecting with Text-** *which deals with reading and other text processing skills*
- **Language in Action** - *in which some interesting grammatical, discursal or other linguistic feature found in the text will be highlighted*
- **Springboard-** *which encourages teachers to use English in discussing ideas springing from but going beyond the confines of the text.*

### **2. LANGUAGE LAB**

*The Language Lab sessions provide opportunities for the teacher to develop language competence for Teaching Mathematics and Science. Each Language Lab Session will have a classroom language skill focus such as explaining concepts, describing etc. The activities in these sessions include:*

- **Grammar Works** - where teachers are introduced to a relevant grammatical form or a structure.
- **Getting it Right**- which gives the teacher practice in the structure or forms introduced in the Grammar Works, in controlled contexts.
- **Trying it Out**- where the teacher is given greater freedom to try out the language learned, in a variety of contexts.

### 3. STAND AND DELIVER

*These sessions are normally of 3 hours duration. Through classroom simulation activities, the teacher is given the opportunity to use the English learned in the LANGUAGE LAB in "real" situations.*

### 4. BACK TO THE FUTURE

*At the end of each module teachers will look back at their learning experiences on the module. This reflection will be aided by the use of a Reflection Grid that the teacher has filled after each session. Teachers will also look ahead by way of setting personal goals for language development that they hope to achieve in the immediate and more distant future. This session also will provide feedback to Facilitators on the progress of the course.*

### SELF INSTRUCTIONAL PACKAGE

*A key feature of ETeMS is the use of a self instructional package to supplement the delivery given through the modules. As mature learners, teachers will no doubt benefit from the use of these materials at their own pace*

### 5-DAY MODULE

*This module is included in each phase of ETeMS as a means of providing a sustained period of immersion in the English language. Ideally this module would be delivered to teachers who live-in at a selected training venue. However it is recognised that this may not always be possible, and so the module can be adapted for day use alone.*

*Both English and Maths / Science key trainers will be involved in planning and implementing this 5 day module.*

*In Phase 1 this module will allow teachers to develop their language skills as they work towards developing and scripting actual lesson plans. The scripted lesson plans from each cohort will contribute to the development of a Bank of Scripted Lesson Plans that teachers can draw on in the initial stages of teaching math and science in English.*

*In this 5 day module teachers will also be given the opportunity to practice teaching these scripted lessons with their peers. With this intensive practice and the support from the Bank of Scripted Lessons it is expected that teachers will be prepared for classroom instruction when mathematics and science are taught in English in January 2003.*

*Specific mention must be made of the Reading Circle sessions where, teachers will be required to read a selection of authentic texts to practice extensive reading strategies in English. The selection comprises fiction and articles taken from periodicals.*

*The 5-day module can be carried out at any convenient time during Phase 1, but would ideally be implemented after module 3. Details of the sessions in this module are found in **Appendix B**.*

## **CONCLUSION**

*ETeMS has been proposed as an urgent interim measure to ensure that **MST** will have the basic capacity to use English as the medium of instruction. Bearing in mind the limited duration of interaction, **ETeMS** is not to be regarded as a complete language development course, but rather, one of several support mechanisms introduced by the Ministry of Education to encourage the **MST** to further develop their English language competence to a level that will engender optimal performance in and outside the classroom.*

**Select, Adapt, Teach****SESSION 6****Description**

*It is essential to adapt all course materials to meet the individual learning needs of the learners. To teach the ETeMS modules facilitators will be required to pitch the materials at the entry level of their teachers. Alternative training strategies may be preferred to the ones suggested in the Facilitator's Notes. No two training contexts are going to be the same. Hence facilitators will have to make the necessary selection and adaptation of the prepared materials. This session gives facilitators an opportunity to explore alternatives and to make the necessary adjustments through simulation.*

**Objectives**

- *To practise selection and adaptation of materials to meet teachers' needs*
- *To identify strategies that are effective with adult learners*
- *To anticipate challenges in teaching teachers with differing levels of language competency*

**Materials required**

- *Document 1*
- *Document 2*
- *Document 3*
- *Document 4*
- *Display sheets*
- *Stationery*
- *Marker pens*

**Timing**

*Total time: 8 hours*

*Activity One: Planning To Teach (2 hours)*

*Activity Two: Teaching (4 hours)*

*Activity Three: Plenary (1 hour)*

*Activity Four: Final Review (1 hour)*

***Procedure***

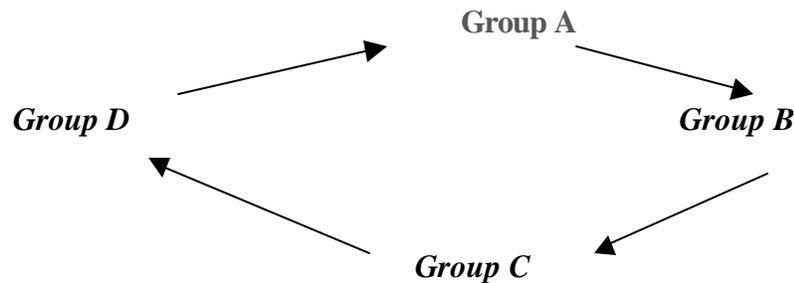
**NOTE:** Remind facilitators that teachers will have to take an exit test at the end of Phase 1 of the course. Thus the language content of the modules must be taught. Adaptation does not allow for leaving out any of the components.

***Activity One: Planning To Teach (2 hours)***

1. Explain the objectives and rationale of this simulation.
2. Ask facilitators to form 4 groups: A, B, C and D.
3. Explain the training context (Document 1) and the procedures for the two stages of the simulation (Document 2):
  - Stage 1: Planning to teach  
Groups prepare their teaching materials and appoint 4 members (known as facilitators in the teaching sessions) to carry out the teaching for the 4 sessions (See Table 1 in Document 2)
  - Stage 2: Teaching  
Group members who are not teaching will now role play as Maths / Science teachers according to the different training contexts (See Table 2 in Document 2)
4. Assign modules and training contexts (Document 1 and Document 2).
5. Tell facilitators to complete their planning within the time allocated (2 hours).

**Activity Two: Teaching (4 hours)**

1. Explain how teaching is to be carried out (Table 2 in Document 2): The appointed team of facilitators will teach a new group (diagram below). The new group will role play as mathematics and science teachers in the context given (see step 2).



2. Distribute the appropriate Teacher's Module to the different groups and inform them to role play the contexts given.

<i>Group</i>	<i>Module</i>	<i>Training Context</i>
A	3	Y
B	4	X
C	5	Y
D	2	X

3. Distribute Document 3 to the facilitators and Document 4 to the teachers. Explain the documents.
4. Facilitators carry out teaching (4 parallel sessions).
5. Remind facilitators to complete Documents 3 and 4 after the teaching sessions.

***Activity Three: Plenary (1 hour)***

1. *Group discussion based on Document 3 and Document 4.*
2. *Tell groups to identify critical issues from each module to be brought up during plenary.*
3. *Plenary. Trainers need to highlight the need to adapt and supplement within the framework of the materials prescribed.*

***Activity Four: Final Review (1 hour)***

1. *Inform facilitators to complete review of all modules which they have not studied in depth.*
2. *Allow for further queries and clarifications. (NOTE: This is the final discussion on the 2-day module. Thus queries and doubts on the any of the 5 modules should be carried here.)*

**Document 1**

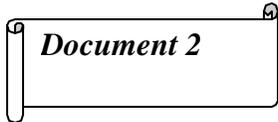
You have been assigned to teach a module to a group of teachers described in one of the training contexts below. Study the training context assigned to you and plan strategies you will use to teach the module. You may need to select, adapt or supplement materials in the module.

**Training Context X**

*Teachers have an inadequate grasp of the English Language. They find it difficult to string sentences in English. They have little understanding of the basics of English grammar and have a limited vocabulary. Many prefer to keep quiet and are hesitant to volunteer responses in English. They appear to find the whole process intimidating.*

**Training Context Y**

*The group comprises teachers with different levels of English Language competency: some are highly competent; a good number have an adequate command of the language and a few have a limited grasp of the language. The teachers who are proficient in the language are outspoken and assertive.*



### Simulation Guide

#### Planning

You are given the **Teacher's Module**, the **Facilitator's Notes** and the **Training Context**. Do the following tasks:

1. Study the Training Context and sessions found in the Teacher's Module and the Facilitator's Notes.
2. Break into smaller sub-groups (as shown in Table 1, next page) and assign each group a session to plan and to teach.
3. Select, adapt or supplement Teacher's Module or Facilitator's Notes.
4. Prepare the teaching materials that you need, if any.
5. Decide the time you will need for each task.
6. Identify facilitators (4) who will teach the different sessions.

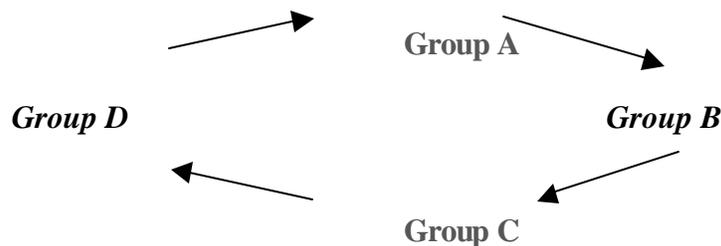
#### Teaching

You have completed the preparations for the Module assigned to your group. Your appointed team of facilitators is ready to teach a new group who will role play as Maths / Science teachers (Table 2, next page). The next stage of the role play activity involves the following steps:

1. Remain in your planning groups: A, B, C and D and role play as Maths /Science teachers based on the new context given to you. (See table below.)

Group	Module	Training Context
A	3	Y
B	4	X
C	5	Y
D	2	X

2. The appointed team of Facilitators will move to the new group and teach the module the team has prepared for (refer to table below).

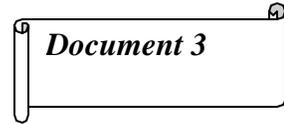


**Table 1: Preparation : Allocation of modules, training contexts and sessions**

Group	A				B				C				D			
Module	2				3				4				5			
Training Context	X				Y				X				Y			
Sub-groups	I	II	III	IV												
Sessions	TL 1/2	LL 1/2	SD	BTF												
Simulation Time	90 mins	90 mins	30 mins	30 mins	90 mins	90 mins	30 mins	30 mins	90 mins	90 mins	30 mins	30 mins	90 mins	90 mins	30 mins	30 mins

**Table 2: Teaching:** Facilitators to teach another group using the materials they have prepared. The teachers will role play as in new context given.

Facilitator from Group:	A				B				C				D			
Teachers from Group	B				C				D				A			
Module	2				3				4				5			
Training Context	X				Y				X				Y			
Sub-groups	I	II	III	IV												
Sessions	TL 1/2	LL 1/2	SD	BTF												
Simulation Time	90 mins	90 mins	30 mins	30 mins	90 mins	90 mins	30 mins	30 mins	90 mins	90 mins	30 mins	30 mins	90 mins	90 mins	30 mins	30 mins



**Facilitator's Evaluation Sheet**

*Module: 2/ 3/ 4/ 5*

*Complete this evaluation sheet after the teaching session.*

1. List the things you did in planning to teach the session.
2. Did you make any changes to the Suggested Instructional Sequence in the Facilitator's Notes? Why?

<i>Changes</i>	<i>Reasons</i>

3. Did you use the activities in the Teacher's Module? How successful were they?  
Could you change or improve them in any way?

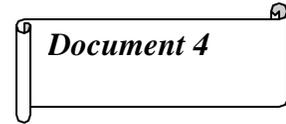
<i>Activities</i>	<i>How successful?</i>	<i>Any further changes?</i>

4. Did you adapt any task in the Teacher's Module? How successful was it? Could you change or improve it further?

<i>Activities</i>	<i>How successful?</i>	<i>Any further changes?</i>

5. Did you use any supplementary task or activity notes? How successful was it? Could you change or improve it further?

<i>Activities</i>	<i>How successful?</i>	<i>Any further changes?</i>



**Teacher's Evaluation Sheet**

*Complete this evaluation sheet after each teaching session.*

*Module: 2/ 3/ 4/ 5*

<i>Item</i>	<i>Text Lab 1 Text Lab 2</i>	<i>Language Lab 1 Language Lab 2</i>	<i>Stand &amp; Deliver</i>	<i>Back to the Future</i>
<i>Were the facilitator's instructions / explanations easy to follow? Why?</i>				
<i>Did you find the tasks / activities manageable? Why?</i>				
<i>Did the facilitator use strategies to facilitate your learning? List some of them.</i>  <i>Say what worked.</i>  <i>Suggest alternatives.</i>				

# Reading Circles

## SESSION 7

### **Description**

*Extensive reading skills are critical for accessing information from various authentic sources. Strategies like skimming and scanning and selective reading of texts of varying lengths are skills of a competent reader in English. Readers do not need to understand every word / idea that is contained in a text. All that a reader needs is the gist of the text before deciding how much of the text is relevant to his /her needs. Successful reading involves reading and re-reading of a text and the engagement of the reader's existing knowledge of the content and related linguistic skills which he or she brings to the reading of the text This session examines the various strategies used to practise extensive reading skills in English.*

### **Objectives**

- *To review procedures for implementation*
- *To identify strategies that are effective with adult learners*
- *To anticipate challenges in training teachers with differing language competencies*

### **Materials required**

- *Stories from Reading Circle 1 Booklet*
- *Articles from Reading Circle 2 Booklet*
- *Document 1*
- *Document 2*
- *Display sheets*
- *Stationery*
- *Marker pens*

### **Timing**

*Total time: 3 hours*

*Activity One: Task and texts (30 minutes)*

*Activity Two: Workshop (1 hour and 30 minutes)*

*Activity Three: Presentation and feedback (1 hour)*

**NOTE**

Inform facilitators that they have to read the collection of stories, articles (in Reading Circle Booklets 1 and 2) and the Facilitator's Notes **after the Icebreaking session** in preparation for Session 7. Tell them to complete Document 1 before they come for Session 7.

**Procedure****Activity One: Task and texts (30 minutes)**

1. Elicit facilitators' observations and comments based on their reading and responses in Document 1.
2. Clarify Facilitator's Notes and procedures for implementing the Reading Circle.

**Activity Two: Workshop (1 hour and 30 minutes)**

1. Ask facilitators to form 6 groups.
2. Assign each group one story and an article and a training context to simulate in their preparation.
3. Set the task in Document 2.
4. Remind facilitators of the difference between intensive reading and extensive reading strategies.
5. Instruct facilitators to write up their strategies on display sheets to be posted around the room.

**Activity Three: Presentation and feedback (1 hour)**

1. Tell facilitators to go around the room and to read what their colleagues have designed.
2. Get individual groups to summarise what they have planned as strategies.
3. Focus on extensive reading strategies.
4. Point out that answers could be varied according to the tasks suggested in the Facilitator's Notes. Remind facilitators to select strategies and tasks that allow teachers to decide for themselves how much they can access from the text, what to focus on and how to use the information in the text for oral presentations.

**Document 1**

*The selections for Reading Circles 1 and 2 comprise short stories and articles. Read through the texts.*

Answer the following questions and complete the table below:

- (a) List the titles.
- (b) Which story do you find the most interesting? Why?
- (c) Which article do you find the most challenging? Why?

	<i>Titles</i>	<i>Comments</i>
<i>Reading Circle 1</i>	1. 2. 3. 4. 5. 6.	
<i>Reading Circle 2</i>	1. 2. 3. 4. 5. 6.	

**Document 2**

*Teachers attending the ETeMS course in your centre come from different training contexts. Select one of the training contexts below (Training Context X or Training Context Y) and do the following:*

- (a) Study one story and one article from the prescribed selection.
- (b) Plan strategies you will use to implement the Reading Circle with either Context X or Context Y. You may need to adapt or supplement the strategies suggested in the Facilitator's Notes.
- (c) Present your strategies. (In your presentation include actual examples of tasks or steps you will carry out as part of your strategy.)

**Training Context X**

*Teachers have an inadequate grasp of the English Language. They find it difficult to string sentences in English. They have little understanding of the basics of English grammar and have a limited vocabulary. Many prefer to keep quiet and are hesitant to volunteer responses in English. They appear to find the whole process intimidating.*

**Training Context Y**

*The group comprises teachers with different levels of English Language competency: some are highly competent; a good number have an adequate command of the language and a few have a limited grasp of the language. The teachers who are proficient in the language are outspoken and assertive.*

# Countdown

## SESSION 8

### Description

*The objective of this session is to take facilitators through the Numbers Lab and Crunching Numbers components of the 5 Day module. The activities in this session also provide facilitators with an opportunity to explore possible problems that they might encounter when teaching this component and to provide possible solutions.*

### Objectives

- *To take facilitators through the Numbers Lab and Crunching Numbers sessions of the 5 Day Module*
- *To raise facilitators' awareness of the different ways numbers are presented and pronounced in mathematic and science contexts.*
- *To enable facilitators to anticipate challenges in teaching teachers of different levels of language competency.*

### Materials Required

- *Document 1*
- *Document 1A*
- *Document 2*
- *The Numbers Lab and Crunching Numbers components of the 5 Day Module*
- *Facilitator's Notes to the Numbers Lab and Crunching Numbers components*

### Timing

*Total Time: 2 hours*

*Activity One: What is it? (15 minutes)*

*Activity Two: Hands-on (1 hour and 30 minutes)*

*Activity Three: Presentation and feedback (15 minutes)*

***Procedure******Activity One: What is it? (15 minutes)***

- 1. Explain that this activity is intended to familiarize the facilitators with Tasks 1 - 6 in the Numbers Lab and Tasks 1-4 of the Crunching Numbers component as well as the Facilitators Notes.*
- 2. Get the facilitators to form groups of six.*
- 3. Ask the facilitators to study Tasks 1 - 6 in the Numbers Lab component as well as Tasks 1-4 of the Crunching Numbers component and the accompanying Facilitator's Notes and complete Document 1. Ask facilitators to think about the titles to each of the tasks.*
- 4. Plenary: reporting and discussion by the different groups.*

***Activity Two: Hands-on (1 hour and 30 minutes)***

- 1. Ask facilitators to work in pairs.*
- 2. Assign them to work through Tasks 1-6 with their partners in the Numbers Lab component, (note : facilitators may wish to solve the problems but this is not the main focus of the activity)*
- 3. Divide facilitators into groups of 4.*
- 4. Assign the facilitators to work individually on all the tasks in the Crunching Numbers component of the 5 day module as well as to go through the companying Facilitator's Notes and complete Document 2. (Remind facilitators to try out two or three items for every tasks).*

***Activity Three: Feedback ( 15 minutes)***

- 1. Plenary: reporting and discussion by the different groups.*
- 2. Trainer elicits any pertinent issues or challenges arising and possible solutions from the Numbers Lab and Crunching Numbers components.*



Study all the tasks in the **Numbers Lab, the Crunching Numbers and the accompanying Facilitator's Notes** of the 5 Day Module. Complete the table below.

<b>Numbers Lab</b>			
	<b>Title</b>	<i>Activity(ies)</i>	<b>Language Skill/s</b>
<i>TASK 1</i>			
<i>TASK 2</i>			
<i>TASK 3</i>			
<i>TASK 4</i>			
<i>TASK 5</i>			
<i>TASK 6</i>			

<b>Crunching Numbers</b>			
	<b>Title</b>	<i>Activity(ies)</i>	<b>Language Skill/s</b>
<i>TASK 1</i>			
<i>TASK 2</i>			
<i>TASK 3</i>			
<i>TASK 4</i>			


 Document 1A

Study all the tasks in the **Numbers Lab, the Crunching Numbers and the accompanying Facilitator's Notes** of the 5 Day Module. Complete the table below.

<b>Numbers Lab</b>			
	<b>Title</b>	<b>Activity(ies)</b>	<b>Language Skill/s</b>
<i>TASK 1</i>	<i>Numbers</i>	<i>Read aloud how numbers are written</i>	<i>Reading aloud</i>
<i>TASK 2</i>	<i>Out of this world</i>	<i>Read information Write in words numerical information</i>	<i>Reading Writing Reading aloud</i>
<i>TASK 3</i>	<i>Orders please</i>	<i>Fill in grid and read aloud ordinal numbers</i>	<i>Writing Reading aloud</i>
<i>TASK 4</i>	<i>Have a break</i>	<i>Read information and fill in grid on fractions.</i>	<i>Reading Writing</i>
<i>TASK 5</i>	<i>What's the point?</i>	<i>Read aloud newspaper report on decimals</i>	<i>Reading aloud</i>
<i>TASK 6</i>	<i>Sound practice</i>	<i>Read aloud extracts on numbers</i>	<i>Reading aloud</i>

<b>Crunching Numbers</b>			
	<b>Title</b>	<b>Activity(ies)</b>	<b>Language Skill/s</b>
<i>TASK 1</i>	<i>Math symbols</i>	<i>Read information and complete table by writing out mathematical expression. Reading aloud</i>	<i>Reading Writing Reading aloud</i>
<i>TASK 2</i>	<i>To the text book</i>	<i>Reading aloud problems in a mathematics text.</i>	<i>Reading aloud</i>
<i>TASK 3</i>	<i>Solving problems</i>	<i>Explaining orally how a mathematical problem is solved.</i>	<i>Reading aloud Explaining orally</i>
<i>TASK 4</i>	<i>Science and wonders</i>	<i>Reading for scientific information and filling in tables. Reading aloud.</i>	<i>Reading Reading aloud</i>



Study all the tasks in the **Numbers Lab**, the **Crunching Numbers** and the accompanying **Facilitator's Notes** of the 5 Day Module. Complete the table below.

<b>Numbers Lab</b>			
	<b>What would the teachers have learnt after completing this task?</b>	<i>How do the Facilitator's Notes help you to prepare to carry out this task?</i>	<b>What additional preparations do you have to make prior to carrying out this task?</b>
<i>TASK 1</i>			
<i>TASK 2</i>			
<i>TASK 3</i>			
<i>TASK 4</i>			
<i>TASK 5</i>			
<i>TASK 6</i>			

<b>Crunching Numbers</b>			
	<b>What would the teachers have learnt after completing this task?</b>	<i>How do the Facilitator's Notes help you to prepare to carry out this task?</i>	<b>What additional preparations do you have to make prior to carrying out this task?</b>
<i>TASK 1</i>			
<i>TASK 2</i>			
<i>TASK 3</i>			
<i>TASK 4</i>			

# Scripting

## SESSION 9

### Description

*This activity provides facilitators with an overview of the different sessions of the Scripting Lessons component of the 5 Day Module and familiarizes them with the tasks in each session. The activity also provides facilitators with an opportunity to explore possible problems that they might encounter when teaching this component and to develop some potential solutions.*

### Objectives

- *To familiarize facilitators with the tasks in the Scripting Lessons component of the 5 Day Module*
- *To develop an awareness among facilitators of the preparations required to effectively carry out the tasks in the Scripting Lessons component*
- *To enable facilitators to anticipate challenges in teaching teachers with differing language competencies*

### Materials Required

- *Document 1*
- *Document 2*
- *Document 3*
- *Document 4*
- *The Scripting Lessons component of the 5 Day Module*
- *Facilitator's Notes to this component*

### Timing

*Total Time: 3 hours*

*Activity One: What's It All About? (1 hour)*

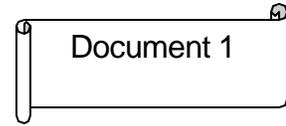
*Activity Two: The Director's Chair (2 hours)*

**Procedure****Activity One: What's It All About? (1 hour)**

1. Explain that this activity is intended to familiarize the facilitators with Tasks 1 - 5 in the Scripting Lessons component.
2. Get the facilitators to form groups of four.
3. Ask the facilitators to study Tasks 1 - 5 in the Scripting Lessons component and the accompanying Facilitator's Notes and complete Document 1.
4. Plenary: reporting and discussion by the different groups. It may be necessary to carry out this step in the next session prior to commencing Activity Two below.

**Activity Two: The Director's Chair (2 hours)**

1. Explain to the facilitators that the tasks in this activity are intended to familiarize them with Tasks 6 and 7. They are also intended to alert them to possible problems that they might encounter when carrying out these tasks and to develop some potential solutions.
2. Ensure that the facilitators have Tasks 6 and 7 from the Scripting Lessons component and the accompanying Facilitator's Notes available for this activity.
3. Get the facilitators to work individually on Document 2.
4. Plenary: discussion of facilitators' responses.
5. Get the facilitators to complete Document 3 in groups of four.
6. Plenary: reporting and discussion by the different groups.
7. Get the facilitators to work on Document 4 in groups of four.
8. Plenary: reporting and discussion by the different groups.



Study Tasks 1-5 in the **Scripting Lessons** component of the 5 Day Module and the accompanying Facilitator's Notes and complete the table below.

	<b>What would the teachers have learnt after completing this task?</b>	<b><i>How do the Facilitator's Notes prepare you to carry out this task?</i></b>	<b>What additional preparations are needed prior to carrying out this task?</b>
<i>TASK 1</i>			
<i>TASK 2.1</i>			
<i>TASK 2.2</i>			
<i>TASK 2.3</i>			

	<b>What would the teachers have learnt after completing this task?</b>	<b><i>How do the Facilitator's Notes prepare you to carry out this task?</i></b>	<b>What additional preparations are needed prior to carrying out this task?</b>
<b>TASK 3</b>			
<b>TASK 4</b>			
<b>TASK 5</b>			

Study Task 6 in the **Scripting Lessons** component of the 5 Day Module and the accompanying Facilitator's Notes and answer the following questions.

1. *What do you understand by 'a scripted lesson'?*
2. *Why is it necessary to prepare a lesson plan / lesson outline before scripting?*
3. *It is recommended that you do NOT comment on the methodology and the content of a mathematics / science lesson script prepared by the teachers. Why?*
4. *What resources can you direct the teachers to for assistance in resolving problems pertaining to the methodology and content?*

Study Task 6 in the **Scripting Lessons** component of the 5 Day Module and the accompanying Facilitator's Notes and answer the following questions.

1. *What do you understand by 'a scripted lesson'?*

*A scripted lesson contains the language that the teacher would use in the classroom.*

*This language can be predicted, especially questions, instructions, explanations, etc.*

*There will also be spontaneous language, such as when the teacher responds to a student. This usually cannot be predicted and thus cannot be scripted.*

2. *Why is it necessary to prepare a lesson plan / lesson outline before scripting?*

*The lesson plan / lesson outline indicates the staging of the lesson and the language*

*that can be scripted for these different stages.*

3. *It is recommended that you do NOT comment on the methodology and the content of*

*a mathematics / science lesson script prepared by the teachers. Why?*

*Issues pertaining to mathematics and science methodology are not within the purview*

*of the English Language trainer. It is possible that the English Language trainer may*

*provide incorrect feedback when attempting to comment on these issues. Similarly, the English Language trainer may not have the content knowledge to provide accurate feedback on content issues.*

4. *What resources can you direct the teachers to for assistance in resolving problems pertaining to the methodology and content?*

- *the Mathematics / Science Facilitator, if there is one available*
- *the teachers themselves*
- *reference books, syllabuses, textbooks*
- *etc.*

You are carrying out Task 6 in the **Scripting Lessons** component with the groups of teachers described in the training contexts below. Study each training context and develop strategies that you will use to carry out this task, Think about how you would adapt or supplement the materials provided in the Module.

### ***Training Context X***

*The Teachers have an inadequate grasp of the English Language. They find it difficult to string sentences in English. They have limited understanding of the basics of English grammar and have a limited vocabulary. Many prefer to keep quiet and are hesitant to volunteer responses in English. They appear to find the whole process intimidating.*

### ***Training Context Y***

*The group comprises teachers with different levels of English Language competency: some are highly competent; a good number have an adequate command of the language and a few have a limited grasp of the language. The teachers who are proficient in the language are outspoken and assertive.*

Study Task 7 in the **Scripting Lessons** component of the 5 Day Module and the accompanying Facilitator's Notes and answer the following questions.

1. *What are the possible problems that you might encounter when you carry out Task 7 with the teachers? Think of some possible solutions to these problems.*
2. *After the teachers' macro teaching, which aspects can you comment on? Why?*
3. *Which aspects should you NOT comment on? Why?*
4. *If you cannot comment on these aspects, how are these issues to be resolved? What resources could you point the teachers to in order to resolve these issues?*

## Assessment

### SESSION 10

#### **Description**

Three tests will be administered to the teachers during Phase 1 of the ETeMS programme. They are the Diagnostic Test, Pre-Test and Post Test. The Diagnostic Test serves to provide information on the teachers' difficulties with English. On the other hand, data obtained from the Pre-Test and the Post Test will provide a measure of teachers' achievement of the ETeMS course objectives. The Pre-Test will be administered on the first day of Module 1 and the Post Test on the second day of Module 5. The Diagnostic test will be administered during the 5 DAY MODULE.

#### **Objectives**

- To understand the nature of the test design
- To understand the purpose of the test and test use
- To introduce the procedural matters related to test administration

#### **Materials required**

- Document 1 (Why Are We Testing?)
- Document 2 (Test Description)
- Document 3 (Diagnostic Test: Information Sheet on Structure and Written Expression Skills and Reading Comprehension Skills)
- Document 4 (Diagnostic Test: Feedback Information Sheet)
- Document 5 (Pre-Test/Post Test Score Sheet)
- Document 6 (Test Administration: Procedural matters)

#### **Timing**

Total Time: 1 hour

Activity One: Awareness-raising - Getting to Know the Test (20 minutes)

Activity Two: Understanding the skills tested in the Diagnostic Test (20 minutes)

Activity Three: Understanding Procedural Matters (15 minutes)

Activity Four: Q & A Session (5 minutes)

## Procedure

### Activity One: Awareness-raising - Getting to Know the Test (20 minutes)

1. *Lead-in: Write the names of the three tests: **Diagnostic Test, Pre-Test and Post-Test** on the white board.*
2. *Engage facilitators in a discussion on their understanding of the tests.*
3. *Refer facilitators to Document 1(Why Are We Testing?).*
4. *Refer facilitators to Document 2 (Test Description)*
5. *Ask facilitators to complete the Grid in Document 1 based on information found in Document 2.*
6. *Discuss facilitators' response to the questions in the Grid.*
7. *Invite questions, provide clarification.*

### Activity Two: Understanding the Diagnostic Test (20 minutes)

#### NOTE

*The Diagnostic Test will take 70 minutes to complete. There are two sections in this test. Section One comprises 40 items and tests Structure and Written Expression. Teachers are advised to spend 20 minutes on this section. Section Two comprises 50 items and tests Reading Comprehension Skills.*

*The items in the Diagnostic Test have been designed to test specific skills. Section One on Structure and Written Expression tests nine main skills areas. Section Two on Reading Comprehension tests six main skills areas. (See Document 3)*

*In the case of the Diagnostic test, facilitators will mark the objective answer sheets, transfer the teachers' performance scores onto the Feedback Information Sheet (Document 4). This document is then given to the science and mathematics teachers. These teachers can use the information contained in Document 4 to help them identify their strengths and weaknesses. It will in turn prove useful for the 'Back To The Future' session. The marked Objective Answer Sheet and a copy of the Feedback Information Sheet are to be sent to Bahagian Pendidikan Guru.*

*In the case of the Pre-Test and Post Test, facilitators will mark the objective answer sheets, transfer the marks to the Pre-Test and Post Test Scores Document for Record Keeping (See Document 5). Both marked Objective Answer Sheets and Score Sheet (Document 5) are to be sent to Bahagian Pendidikan Guru.*

1. *Ask facilitators to refer to Document 3.*
2. *Allow time for the facilitators to study Document 3 (Diagnostic Test Information Sheets on Structure and Expression Skills and Reading Comprehension Skills).*

3. Explain the following to the facilitators:
  - a. Structure of the Diagnostic Test
  - b. Number of items in the Test
  - c. The skills tested
  - d. The description of the skill areas
  - e. Test Format - lay-out of the test paper
4. Refer facilitators to Document 4 (Diagnostic Test: Feedback Information Sheet)
5. Explain to the facilitators the role and function of Document 4 (Diagnostic Test: Feedback Information Sheet. (Trainers may refer to Document 6: Test Administration-Procedural Matters)
6. Refer facilitators to Document 5 (Pre-Test/ Post Test Scores)
7. Explain when the document is to be used and how to use it. (See NOTE above)
8. Inform facilitators the need to:
  - (a) mark all answers themselves
  - (b) transfer teachers' scores from the Objective Answer Sheets to the Feedback Information Sheet (Diagnostic Test) and the Pre-Test/Post

Test

- Scores Sheet (Pre-Test/Post Test).
- (c) complete the Feedback Information Sheet.
  - (d) return the Feedback Information Sheet to the teachers the day after the test.
  - (e) retain a copy of the Feedback Information Sheet to be sent to BPG.
  - (f) transfer the Pre-Test/Post Test scores onto Document 5.
  - (g) send Document 5 to BPG.
  - (h) keep Pre-Test and Post Test marks confidential

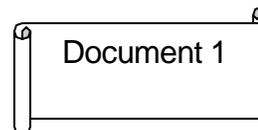
**IMPORTANT:** All Pre-Test marks and Post Test marks are to be kept confidential. All (used or unused) Test Papers, Objective Answer Sheets, copy of Document 4 and Document 5 are to be sent to Bahagian Pendidikan Guru according to schedule.

### **Activity Three: Understanding Procedural Matters (15 minutes)**

1. Ask facilitators to refer to Document 6 (Test Administration: Procedural matters)
2. Carry out a whole class discussion on Trainers' role in administering the test.
3. Go through each of the steps in the guideline in Document 6 with the facilitators.
4. Allow time for questions.

**Activity Four: Q & A Session (5 minutes)**

1. *Open the discussion for queries related to assessment.*
2. *End with reminders on important points:*
  - *Nature of test - closed test*
  - *Confidentiality of Test and Scores*
  - *Responsibilities of facilitator as an examiner*
  - *Completing Feedback Information Sheet (Document 4)*
  - *Giving original copy of Feedback Information Sheet to teachers*
  - *Sending the following to BPG:*
    - √ *copy of Document 4*
    - √ *Document 5*
    - √ **All Test Papers**
    - √ **All Objective Answer Sheets Maintaining Records Accountability**
  - **Maintaining Records**
  - *Accountability*



**WHY ARE WE TESTING?**

<b>WHAT?</b>	<b>WHEN?</b>	<b>WHY?</b>
Type of test and test Description	When should the test be administered?	Why are we testing the teachers? What do we do with the scores?
<ul style="list-style-type: none"><li>• <i>Diagnostic Test</i></li></ul>		
<ul style="list-style-type: none"><li>• <i>Pre-Test</i></li></ul>		
<ul style="list-style-type: none"><li>• <i>Post Test</i></li></ul>		

## TEST DESCRIPTION

### Types of Test

#### (a) **Diagnostic Test**

*This test aims to diagnose teachers' strengths and weaknesses, to identify what they know and what they do not know. The test score will help to gauge the level of proficiency of the teachers at the entry point and it provides critical information to the teacher, facilitator and stakeholders. The test scores on a diagnostic test should help to make the learning process more efficient.*

*However, in the case of the ETeMS programme, teachers' scores will provide baseline data for research. It will provide a standard of judgment to exclude proficient teachers from the research sample when analysing test scores on the Pre- and Post Test as there may be teachers who are already proficient in the language.*

#### (b) **Pre-Test and Post Test**

*This test reflects an achievement test in its design and use. It aims to discover the extent to which students have achieved the objectives of the ETeMS programme and provide information about the effectiveness of the programme of instruction. A Pre-Test will be administered to assess the levels of teacher's "entry behaviour" prior to instruction. A Post-test will be administered to measure post-instructional levels of proficiency or "exit behaviour" proficiency. The difference between the Pre-Test and Post Test scores for each teacher is referred to as **gain** scores. The components or items of the tests will be drawn directly from the content of instruction. The test may also be used for programme evaluation as well as for certification of learned competence, once the reliability and validity of the test have been established.*

### **RATIONALE FOR TEST ITEM AND TEST FORMAT**

*The diagnostic test is entirely objective. However, the Pre-Test and Post Test includes five restricted response-type items to enhance validity and reliability. Although the course is professional in nature and its intended learning outcomes are performance based, a decision to use objective test items was made in view of the need to mark the test and report the performance of the large target population to the sponsors within a limited time frame. Hence, the objective type paper. For the most part, discrete-point items are used to measure knowledge in the areas taught.*

*Given the approach used in the course design and the end use of the content, and the instructional system in place, it is inevitable that indirect testing would be the choice. However, some attempt is made to measure language performance as is addressed in the 'Stand and Deliver' Session of each Module. Section C of the Pre-Test and Post-Test will have a context based item. The response in this section expected will test language function for classroom use.*

## TEST SPECIFICATIONS

<b>TEST TYPE</b>	<b>SECTIONS/ CONTENT</b>	<b>NO. OF ITEMS</b>	<b>ITEM TYPES</b>	<b>TIME</b>	<b>MARKS</b>
<b>DIAGNOS- TIC TEST</b>	<b>SECTION ONE:</b> <i>Structure and Written Expression</i>	40	<i>Multiple Choice Question</i>	20 minutes	40 marks
	<b>SECTION TWO:</b> <i>Reading Comprehension</i>	50	<i>Multiple Choice Question</i>	50 minutes	50 marks
<b>PRE- TEST/PO ST TEST</b>	<b>SECTION A</b> <i>Part 1 Reading Comprehension</i>	10	<i>Multiple Choice Question</i>	30 minutes	10 marks
	<i>Part II Information Transfer</i>	5	<i>Completing a process or procedure</i>		5 marks
	<b>SECTION B</b> <i>Part III - Part VI</i>  <i>Language Forms and Functions</i>	25	<i>Blank-filling Completion Transformation</i>	40 minutes	25 marks
	<b>SECTION C</b> <i>Part VII Language in the Classroom</i>	5	<i>Transformation</i>	20 minutes	10 marks

## DIAGNOSTIC TEST SKILLS INFORMATION SHEET

### SECTION ONE: STRUCTURE AND WRITTEN EXPRESSION SKILLS

The Diagnostic test comprises two sections. Section one has 40 items testing grammar and written expression. The items will test nine areas of grammar as described below:

*Skill 1: Subjects and Verbs*

*Skill 2: Tense*

*Skill 3: Connectors*

*Skill 4: Agreement*

*Skill 5: Parallel Structure*

*Skill 6: Base Form Verbs After Modals*

*Skill 7: Nouns-Singular/Plural, Countable and Uncountable Nouns*

*Skill 8: Pronouns*

*Skill 9: Adjectives and Adverbs*

The table below outlines the items and corresponding skills as they are found in Section One of the Diagnostic Test.

Item No.	Reading Skills						
1.	Skills 1,4	11.	Skill 3	21.	Skill 4	31.	Skill 2
2.	Skills 1,4	12.	Skill 2	22.	Skill 7	32.	Skill 2
3.	Skills 1,4	13.	Skill 3	23.	Skill 5	33.	Skill 8
4.	Skill 3	14.	Skills 1,4	24.	Skill 8	34.	Skill 3
5.	Skills 1,4	15.	Skill 3	25.	Skill 4	35.	Skill 5
6.	Skill 3	16.	Skill 6	26.	Skill 2	36.	Skill 7
7.	Skill 3	17.	Skill 4	27.	Skill 7	37.	Skill 3
8.	Skill 2	18.	Skill 9	28.	Skill 9	38.	Skill 9
9.	Skill 3	19.	Skill 8	29.	Skill 1	39.	Skill 4
10.	Skill 3	20.	Skills 1,4	30.	Skill 4	40.	Skill 8

**SECTION TWO: READING COMPREHENSION SKILLS**

The Diagnostic test comprises two sections. Section Two has 50 items testing Reading Comprehension. The items will test six areas as described below:

**Skill 10: Main Idea**

Asks for the primary point the author is trying to communicate in the passage.

**Skill 11: Specific detail**

Asks about one piece of information in the passage rather than the passage as a whole. Questions are posed following the sequence in which the answers are found in the text.

**Skill 12: "Unstated" Detail**

You may need to find an answer that is **not stated or not true or not mentioned** in the passage.

**Skill 13: Implied Detail**

Answers are not directly stated in the passage. It is necessary to draw conclusions from information that is given in the passage. This type of questions contain words like **implied, inferred, likely, or probably**.

**Skill 14: Vocabulary in context questions**

Need to determine the meaning of a difficult word or expression that you do not know. The passage will give you a clear indication of what the word or expression means.

**Skill 15: "Where" questions**

The question may require the candidate to indicate where in the passage a piece of information is found.

ITEM NO.	SKILL	ITEM NO.	SKILL	ITEM NO.	SKILL
41.	Skill 10	58.	Skill 15	75.	Skill 11
42.	Skill 14	59.	Skill 10	76.	Skill 14
43.	Skill 14	60.	Skill 14	77.	Skill 13
44.	Skill 11	61.	Skill 11	78.	Skill 11
45.	Skill 14	62.	Skill 12	79.	Skill 15
46.	Skill 11	63.	Skill 11	80.	Skill 10
47.	Skill 14	64.	Skill 14	81.	Skill 11
48.	Skill 12	65.	Skill 14	82.	Skill 14
49.	Skill 10	66.	Skill 13	83.	Skill 11
50.	Skill 14	67.	Skill 14	84.	Skill 14
51.	Skill 11	68.	Skill 15	85.	Skill 12
52.	Skill 13	69.	Skill 10	86.	Skill 13
53.	Skill 14	70.	Skill 14	87.	Skill 14
54.	Skill 11	71.	Skill 11	88.	Skill 14
55.	Skill 14	72.	Skill 12	89.	Skill 11
56.	Skill 12	73.	Skill 14	90.	Skill 15
57.	Skill 14	74.	Skill 14		

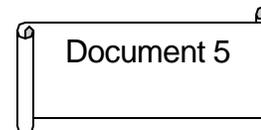
Name: \_\_\_\_\_

Centre: \_\_\_\_\_

Name of facilitator: \_\_\_\_\_

**DIAGNOSTIC TEST FEEDBACK INFORMATION SHEET**

<b>Item no.</b>	<b>SKILLS AREA</b>	<b>CHECK (V/X)</b>	<b>Item no</b>	<b>SKILLS AREA</b>	<b>CHECK (V/x)</b>	<b>Item no</b>	<b>SKILLS AREA</b>	<b>CHECK (V/X)</b>
1	Skills 1,4		31	Skill 2		61	Skill 11	
2	Skills 1,4		32	Skill 2		62	Skill 12	
3	Skills 1,4		33	Skill 8		63	Skill 11	
4	Skill 3		34	Skill 3		64	Skill 14	
5	Skills 1,4		35	Skill 5		65	Skill 14	
6	Skill 3		36	Skill 7		66	Skill 13	
7	Skill 3		37	Skill 3		67	Skill 14	
8	Skill 2		38	Skill 9		68	Skill 15	
9	Skill 3		39	Skill 4		69	Skill 10	
10	Skill 3		40	Skill 8		70	Skill 14	
11	Skill 3		41	Skill 10		71	Skill 11	
12	Skill 2		42	Skill 14		72	Skill 12	
13	Skill 3		43	Skill 14		73	Skill 14	
14	Skills 1,4		44	Skill 11		74	Skill 14	
15	Skill 3		45	Skill 14		75	Skill 11	
16	Skill 6		46	Skill 11		76	Skill 14	
17	Skill 4		47	Skill 14		77	Skill 13	
18	Skill 9		48	Skill 12		78	Skill 11	
19	Skill 8		49	Skill 10		79	Skill 15	
20	Skills 1,4		50	Skill 14		80	Skill 10	
21	Skill 4		51	Skill 11		81	Skill 11	
22	Skill 7		52	Skill 13		82	Skill 14	
23	Skill 5		53	Skill 14		83	Skill 11	
24	Skill 8		54	Skill 11		84	Skill 14	
25	Skill 4		55	Skill 14		85	Skill 12	
26	Skill 2		56	Skill 12		86	Skill 13	
27	Skill 7		57	Skill 14		87	Skill 14	
28	Skill 9		58	Skill 15		88	Skill 14	
29	Skill 1		59	Skill 10		89	Skill 11	
30	Skill 4		60	Skill 14		90	Skill 15	



**PRE-TEST/POST TEST SCORE SHEET**

**CENTRE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**NAME OF FACILITATOR:** \_\_\_\_\_

No.	Name of Teacher	Score
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

**TEST ADMINISTRATION: PROCEDURAL MATTERS**

**IMPORTANT: This is a closed test. Teachers are not allowed to retain the test, in any state or form whatsoever. All test booklets and objective answer sheets are to be collected immediately after the test.**

**1. Administration Schedule****1.1 Pre-Test**

The Pre-test will be administered to teachers on the first day of Module 1.

**1.2 Post-Test**

The Post-Test will be administered to teachers on the second day of Module 5..

**1.3 Diagnostic Test**

This test will be administered to teachers at the beginning of the 5-DAY MODULE.

**2. Test Security**

2.1 Bahagian Pendidikan Guru will be responsible for the administration of the Tests

2.2 Facilitators will ensure every Test Paper and Objective Answer Sheet is accounted for.

**3. Marking**

3.1 The facilitator is responsible for the marking of the answers to all the tests.

3.2 Bahagian Pendidikan Guru will provide the marking scheme for the tests

3.3 All booklets and Marked Objective Answer Sheets, used or otherwise are to be

accounted for and returned to Bahagian Pendidikan Guru according to the date(s) specified.

3.4 Bahagian Pendidikan Guru will provide instructions for Record Keeping.

**4. Feedback Information Sheet**

4.1 The Diagnostic Test is marked on the day of the test.

4.2 The marked objective answer sheets are to be returned to Bahagian Pendidikan Guru.

4.3 Transfer the scores from the objective answer sheets to the Feedback Information Sheet (Document 4) and Pre-Test /Post test Score Sheet (Document 5).

4.4 Give the completed Feedback Information Document to the teachers the day after the test.

**IMPORTANT: DO NOT solicit teachers' help in marking the answers.  
DO NOT solicit teachers' help in completing the Feedback Information Sheet**

# Management Systems

## SESSION 11

### *Description*

*The successful implementation of the ETeMS programme requires a networking system that is emplaced by the individual State Education Department. This session helps facilitators to define the scope of their responsibilities and to identify the resources and systems needed for the smooth implementation of the teaching sessions.*

### *Objectives*

- *To clarify the role and systems set up by the State Education Department to facilitate the implementation of the ETeMS programme*
- *To identify resources*
- *To identify the roles and responsibilities of the facilitators*

### *Materials required*

- *Display sheets*
- *Stationery*
- *Marker pens*

### *Timing*

*1 hour*

### *Procedure*

1. *Study and discuss Document 1 in groups. Add items to the list if necessary.*
2. *Complete Document 1 individually.*
3. *Have plenary with the state officer (if there is one).*

Inventory

<i>Items</i>	<i>Attention (Name &amp; Contact No.)</i>	<i>Deadline</i>	<i>Remarks</i>
<b>Officer-in-charge</b>			
<b>Trainers:</b> - English - Maths - Science			
<b>Correspondence:</b> - Notify teachers of ETeMS course (c.c. to ELTC) - Submit test results to ELTC			
<b>Printing and delivery of:</b> - Teacher's modules - Stationery			
<b>Assessment:</b> - Security - Storage and delivery of scripts - Marking - Record keeping - Storage of marked scripts			
<b>Training Centre :</b> - Location - Facilities			
<b>Secretariat:</b> - Housekeeping - Welfare - Transport - Food & Accommodation - Claims - Facilities, equipment - Stationery			
<b>Recordkeeping:</b> - Name List - Attendance - Test Results			
<b>Certification:</b> - Attendance - Achievement - Who to give? - When to give?			

# Networking

## SESSION 12

### **Description**

*This session provides an opportunity for facilitators to network with their fellow facilitators from within the same district. Facilitators need to clarify issues related to the content and the implementation of the ETeMS Programme. This session allows for final clarifications and preparatory work.*

### **Objectives**

- *To develop a network of trainers within a local district*
- *To set up channels of collaboration and communication*
- *To complete preparatory work for the implementation of the ETeMS Programme at the local district level*

### **Materials required**

*Nil*

### **Timing**

*Total time: 1 hour*

*Activity One : Challenges and Strategies (1 hour)*

### **Procedure**

#### **Activity One : Challenges and Strategies (30 minutes)**

1. *Form groups according to local districts.*
2. *Ask each group to list out the challenges of implementing the ETeMS Programme at the local district level.*
3. *Tell members of each group to work out strategies to overcome them.*
4. *Emphasise the need for setting up channels of communication and collaboration.*
5. *Ask course participants to make use of this time to finalise their preparations for implementation, e.g. identify OHTs to be made, etc.*