Principles and suggested activities in teacher training for MTB MLE

Susan Malone, 2010

“10-30-60” principle for teacher training workshops¹:
  10% for presentations & discussion
  30% for demonstrations by trainers
  60% for practice and follow-up discussion by trainees

Principles and suggested activities for successful teaching and learning in MTB MLE programs

Encourage higher level thinking. Introduce trainees to the ‘levels of learning’² (see annex). Give each small team a list of 3-4 questions or tasks relating to each level, but in random order. Each team analyzes their list and decides which level(s) of learning each item represents (noting that some activities fit in more than one category). Then they think of questions and tasks relating to each level of learning that they could use for language education (L1, and other languages) and other subjects (math, health, science) for the grade they will teach. Everyone discuss and critique each team’s ideas.

Encourage students to learn facts and information accurately and apply what they have learned correctly in different contexts. Ask questions that encourage trainees to give examples of the relationship between learning facts and information accurately and applying what has been learned correctly (example: using what we know about addition and subtraction when we buy food at the market). Give each small team a list of 3-4 examples of fact-related learning in each subject for the grade they will teach (examples for early math: learning the L1 names for familiar shapes; learning how to read a clock). Teams analyze each item on their list and think of a variety of questions and activities that would help their students apply the information they have learned correctly. Everyone discuss and critique each team’s ideas.

Help students gain confidence in using both “everyday” and abstract terms. Ask questions that encourage trainees to discuss and explain the differences between everyday vocabulary (examples: tree, house, run, girl, happy) and abstract vocabulary (examples: fractions, place value, oxygen, bacteria). Give each small team a list of everyday and abstract terms in random order. Teams analyze each term and decide which category it represents and then identify creative ways to help their students gain confidence in using terms

¹ These ideas could also be used in established teacher training institutions.
² See Bloom, Benjamin S. 1956. Taxonomy of Educational Objectives. Boston: Allyn and Bacon. Also see other resources in this section or in the “Curriculum and Teaching Materials” section of this website.
relating to abstract concepts correctly—first in L1 and then in other languages. Everyone discuss and critique each team’s ideas.

**Provide plenty of “discovery” learning activities.** Volunteers do role plays (skits) to demonstrate the difference between teacher-centered and student-centered classrooms. Trainees identify ways that their students normally learn new concepts and ways of doing things outside of class, in their everyday lives. Small teams then discuss some of the ways they can use those same learning strategies in their classrooms. They make a list of activities that will help students—working with a partner or in small teams—to discover and apply new concepts. Everyone discuss and critique each team’s ideas.

**The importance of talking to aid thinking.** Ask questions that encourage trainees to discuss and then explain the value of encouraging students to talk, first in their L1 and later in other languages that they learn. Use role plays or demonstrations to help trainees understand why talking, especially in interactions with peers, helps students think and learn. In small teams, trainees think of different ways that teachers can encourage their students to engage in meaningful talk in the classroom. Everyone discuss and critique each team’s ideas.

**The Importance of not telling students things that they already know and of not doing things for them that they can do themselves.** Give time for trainees to analyze their own experiences in school and identify all the things teachers tend to say and do that their students already know or could do themselves. Small teams make a list of questions that teachers can ask to encourage students to talk about what they know or think. They also list examples of activities that encourage students to take an active role in the classroom—helping the teacher with classroom tasks and helping other students in learning tasks. Everyone discuss and critique each team’s ideas.

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**Levels of Learning**

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall what was taught</td>
<td>Explain what was taught</td>
<td>Use what was taught</td>
<td>See patterns; compare and contrast</td>
<td>Assess information and ideas</td>
<td>Use what has been learned to develop new ways of thinking and doing things</td>
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</tbody>
</table>

*Adapted from Bloom, 1956*

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