

MANUAL  
FOR  
STUDENT TEACHERS

By

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Translated by:

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USAID/EDU  
June, 1970

PREFACE FROM TEACHER TRAINING DEPARTMENT

I am concerned about those student teachers who have been sent out to teach at different schools. It is difficult for them to use their own instructions, and some of them do not know, during practice teaching, what to do to get good results. In order to have a certain basis and to get good results for student teachers to practice teaching I got a collaboration from teachers and Director of Teacher Training College, Pakse to research for this Teacher's Handbook for practice teaching so that it will be printed and sent to various teacher training schools to distribute to each student teacher who is being sent out to teach to help them in their practice teaching.

I hope that this book will help the student teachers accomplish their practice teaching.

Inspector General,  
Director of Teacher Training  
and Education Research

Somphou Oudomvilay

PREFACE BY THE DIRECTOR

"The research, the thirst for knowledge is the property of the sage"  
this is one of the truths that cannot be denied.

At present it is well known that various textbooks and reference books to train teachers are still lacking; both students and teachers use foreign books which are difficult to understand, some of the lessons are not even appropriate for the real condition in Laos.

For the above reason and from the encouragement from the Teacher Training Department and Education Research, the Teacher Training College, Pakse decided to set up a small committee presided by Mr. Bounhom Phommavongxay, teacher and director of practice teaching.

This manual is one of the books which Mr. Bounhom kept searching, for the benefit of student teachers, classroom teachers and those responsible directly or indirectly for the practice teaching.

Various regulations in this little book may be a good guide for student teachers in fulfilling their professional duties.

Teacher Training College of Pakse would like to thank Mr. Bounhom Phommavongxay, who tried to compile this as a complete book, and hopes that this manual will benefit the teacher training circles as it fits.

Pakse, July 5, 1969  
Oudom Varintharasath  
Director, Teacher Training College, Pakse

### PREFACE BY THE WRITER

This teacher's manual in your hand right now has been printed especially to facilitate the student teachers, teacher training instructors, teacher training directors, and directors of groupes scolaires.

The Teacher Training Branch of Pakse Teacher Training College would like to thank Mr. Oudone Varintharasack, Director of this College, who gave the spirit, encouragement and guidance which shows in the development of teaching in the Pakse Teacher Training College. Besides, the Teacher Training branch would like to thank the Inspector General, Director of the group and teachers at the College who helped so that the practice of teaching of the student teachers is more complete.

Finally, the Teacher Training branch thanks everyone who helped with the compilation of this book and hope that your share in helping will result in the good teaching of student teachers.

Bounhom Phommavongxay  
Teacher Training Branch  
Teacher Training College, Pakse

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REGULATIONS FOR STUDENT TEACHERS  
WHO PRACTICE TEACHING IN RURAL SCHOOLS

All student teachers who are assigned to teach in rural schools should strictly observe the following regulations:

CHAPTER I

General Regulations

- Article 1: The director of the groupe scolaire and teachers are responsible for the student teachers' behavior as the officers in charge of the ENI.
- Article 2: If the student teacher misbehaves, it will be a disadvantage to him as well as to the institution. It is the responsibility of the teachers or the director of the groupe scolaire to correct him, and if he still does not follow instructions, then a report must be sent to the director of the ENI and a copy to the PSI.
- Article 3: If a student teacher cuts a class, absent from teaching, or if a student's teaching is dissatisfied to him, the director of the groupe scolaire must report to the director of the ENI.
- Article 4: A student teacher who cuts classes more than one hour will not be authorized to return to class unless a written authorization is given to him by the responsible teacher or the director of the groupe scolaire.
- Article 5: The student teacher who is habitually late will receive a bad grade in conduct. The director of the groupe scolaire must report this matter to the director of the ENI. Therefore, the responsible teacher will have to keep a record in the student teacher's record book.
- Article 6: After completing the daily assigned work, the student teacher must bring his record book and present it to the responsible teacher, the director of the groupe scolaire or the director of demi-groupe scolaire.
- Article 7: Before the student teacher travels to any point, he must have permission from the responsible teacher, the director of the groupe scolaire, or the director of the demi-groupe scolaire. The permission to travel from 24 hours up must be reported to the director of the ENI and the PSI of the province.

Article 8: The student teacher is not authorized to have any kind of weapon in his possession.

## CHAPTER II

### Social

Article 9: The student teacher is not authorized to have relationships with the opposite sex in any way that will ruin his reputation or work.

Article 10: The student teacher is not authorized to participate in any type of gambling.

Article 11: The student teacher is not authorized to drink any kind of alcohol or take any kind of intoxicant.

Article 12: The student teacher is not authorized to participate in ceremonies in the village such as: selling flowers in BOUN, dancing, etc. (except when the classroom teacher, the director of the groupe scolaire are responsible directly.)

Article 13: The student teacher is not authorized to meet in private homes to have snacks or drink alcohol, etc.

Article 14: The student teacher is not authorized to go on picnics or participate in any such recreation.

Article 15: The student teacher should not be noisy or disturb people (such as going from this house to that house, gossiping).

Article 16: The student teacher should not become involved in politics.

## CHAPTER III

### Dress

Article 17: For dressing the student teacher must observe the following:

- a. Wear the school uniform during the working period.
- b. Wear proper dress when not at work.

Article 18: The student teacher should not have diamond, gold, silver and any valuable property in his possession. If he has more than one thousand kip (1,000) or more in cash, he should keep it with the director of the groupe scolaire or demi-groupe scolaire. He should sign a receipt every time he draws money.

CHAPTER IV

Taking Care of Housing

Article 19: The student teacher's residence must be clean. If garden space is available, he is advised to plant flowers.

Article 20: The student teacher must have at least two plots of vegetable garden (1 x 3m) and raise at least two chickens

Article 21: Before making a change or an improvement in his residence, he must have an agreement from the landlord.

CHAPTER V

Special Activities

Article 22: All student teachers are responsible for assisting in:

- a. Cleanliness and beautification of the school
- b. Taking care of school property together with classroom teachers
- c. School development

Article 23: All student teachers are responsible for assisting the villagers in constructing or improving public facilities such as digging a well, constructing a public hall, repairing roads, etc.

Article 24: All student teachers are under the supervision of the responsible teacher and the director of the groupe or demi-groupe scolaire to assist the villagers in sanitation, sports, and social activities.

The above regulations are supplementary to the ENI regulations.

Effective on December 20, 1966  
Director, ENI/Paksø

Signed & Sealed:

Oudone Varintharasack

## YOUR PRACTICE TEACHING

Now you are out practicing your teaching and are doing it excitedly; the ENI is trying to give you its encouragement concerning your teaching on every occasion.

First of all the ENI would like to congratulate you beforehand. This practice teaching is the beginning of your profession as a teacher and it is an important experience and benefit of the beginning of your teaching. Personally you will have a chance to practice the theories you have learned from the ENI in reality and in practicality. To fulfill your hope and your wish in teaching, the ENI has asked the teachers responsible for teaching to guide and help you during your practice and at the same time the ENI will send instructors to advise you closely. This is to meet your need and your interest about teaching as much as possible.

## THOSE CONCERNED WITH THE PRACTICE OF TEACHING

This handbook on practice teaching is meant to give you the clear understanding of practice teaching. The subject matter in this book consists mostly of ideas and instructions concerning teaching directly. For this reason you yourself should consider what you should benefit from the practice especially during the period of teaching.

This Manual might be useful in developing new ideas, the understanding between the ENI and teacher training schools. Personnel related to the practice teaching are:

- The PSI
- The Director of the ENI/Pakse
- Director of the groupe scolaire
- Director of practice teaching
- Instructors
- Director of teacher college
- Classroom teachers
- Student teachers and
- Students in practice teaching schools.

### YOUR DUTY TO THE ENI WHEN PRACTICE TEACHING

At this time you are out practicing in the practice teaching schools. You have a duty as a first-class representative of the ENI so you must do everything in the name of the ENI; it is the beginning and the result of your performance. Secondly, you must always realize that whatever you do will affect the ENI directly or indirectly, for example: You misbehave, no respect for classroom teacher, no preparation for teaching, do not try to read reference books, your manners are not suitable as a teacher, bad conduct - for these the ENI will have bad reputation. On the contrary if you behave nicely the reputation of the ENI is good too. One other thing that you must always remember is how you can find ways to improve the relationships between yourself and the practice teaching, local teachers, students whom you teach, the ENI, and the village where the school is constructed. Whatever you do must show that your point of view and consciousness are good to your profession as a teacher; the belief and love of teaching as a profession.

### THINGS YOU HAVE TO REMEMBER WHEN PRACTICE TEACHING

1. Try to go to work everyday and be on time.

If it is necessary to be absent such as when you are sick, death in family, etc., first you must inform your class teacher and if possible he should be informed beforehand. Next you must inform the director of practice teaching.

2. Be on time.

Try to be on time, usually you should be at the practice school 20 minutes before class at the latest. This will give you enough time to prepare yourself so that you feel more confident of yourself. Besides, by being on time, you will be praised and respected by the class teacher and your students too.

3. Do the work that concern practice teaching before anything else.

During the period of practice teaching, please give as many time you have to help whatever affairs they have at the school.

For student teachers who live within the municipality and has to go back to the ENI in the evening, the affairs at the ENI must be secondhand or only when you have time to help.

4. If you have problems or questions about practice teaching.

You must let the instructor or director of practice teaching know at once so they can solve the problems. While carrying out their duty most student teachers have many problems such as eating, housing, teaching, and school administration. First you must solve these problems yourself. If it is really necessary and you cannot solve the problem you can ask those who know.

5. The effort on your part in practice teaching, the suggestions, ideas, and evaluation of your practice teaching by classroom teacher will be part of the final evaluation of your practice teaching by the instructors at the ENI.

THINGS YOU HAVE TO DO WHEN PRACTICE TEACHING

The ENI will send you out to practice at different schools which the ENI has planned and contacted. For the improvement in everyway of yourself and the school where you are going to practice, you must be responsible together with classroom teacher, director of the groupe scolaire, local teachers and the village where the school is constructed.

In practice teaching, things that you should do first are the following four steps:

First Step. Getting to know the students and help the class teacher in general work. At the beginning the class teacher may want you to observe his method of teaching for about 2-3 days before letting you teach. The decision on how long you have to observe the teaching of the class teacher depends on your feeling whether you are ready to teach or not. Do you know every student well? Do you understand the subject matter and know how long the teaching will take? The answers to the above will tell you how long your observation should be.

Suggestions

1. Know the students by studying the list of names, various registers, student sitting charts, observe when students are working which may be in class or out of class.
2. Know the curriculum, teaching materials and others concerning the practice of teaching.
3. Know and study all the works of the class teacher - daily work and the arrangement of the class in different forms.

Second Step. This is the time when you can show what you are sharing with the class teacher. He will let you do everything for him as if you are a real teacher such as sharing his planning of the daily work, help him to look after the children in class. The important thing is that you must let the class teacher see that he can trust you, believe in you, that you are capable and ready to teach.

Suggestions

1. Prepare materials for daily teaching such as black board, posters, charts and other equipment used for teaching.
2. Help the students on studying individually or in group.
3. Participate in the discussion where the class teacher is being invited.
4. Share with the class teacher in supervising students while they have meals, during recreation. If the school has more than one floor, look after the students while going up and down the steps.

Third Step. Now you are teaching under the supervision of the class teacher. During this time the class teacher will plan to let you teach the subject that you anticipate to teach; but this is his decision whether you can teach that subject yet or not. However, this is the time he observes and gives you advice to help you feel more confident of yourself.

Suggestions

1. Plan the teaching and note the teaching together with the class teacher.
2. Carry out the teaching and other works under the guidance of the class teacher concerning method of teaching and various policies on teaching.
3. Help the class teacher prepare the lesson, test papers and exercises to evaluate the study of the children.
4. Help the class teacher in arranging for the meeting and other work, curriculum, etc.

Fourth Step. Now is the time for real teaching. During this time the class teacher will allow you full practice on the theories you have learned. He will also give you more responsibility so that when you finish your practice you will be able to look after the class and to teach as a real teacher.

### Suggestions

1. Prepare the lesson and note your own lesson
2. Teach with good efficiency without the supervision of the class teacher.
3. Try to make test papers and evaluate the study on your own.
4. Responsible with daily work such as student roll call, the absence of the students, note daily incidents, note the grades of the results of the test by yourself.

### THE ROLE OF THE DIRECTOR OF PRACTICE TEACHING

Briefly speaking, the Director of Practice Teaching is the coordinator, in the field of practice teaching, between the ENI and the practice teaching schools which means working directly with teachers, practicing schools and instructors at the ENI.

Besides the above mentioned responsibilities the Director has the following responsibilities.

1. Together with the director of groupe scolaire, he prepares and chooses the class teacher to be adviser to the student before his practice period.
2. Let the student know beforehand where he is going to stay and give him necessary materials.
3. Plan to have a seminar occasionally between student teachers, which may be weekly or monthly.
4. Test to know the result of the practice with director of groupe scolaire and class teacher.
5. Keep students' grades as a result of practice teaching so you can refer to them in your investigation and to improve the deficiencies.
6. Keep student teachers informed of news and what goes on at the ENI.

### THE ROLE OF THE INSTRUCTORS

The instructor works with the practice teaching school by going out to the school to have a look at your teaching with the class teacher, so he can observe and consider ways for a more efficient teaching. Besides he has the following responsibilities:

1. Examine the practice teaching of student teachers to see how far they have done.
2. Help the students to solve problems or questions.
3. Is the coordinator between the ENI and student teachers.

### THE ROLE OF CLASSROOM TEACHERS

The benefit and experience that the student teachers receive from practice teaching depends on the cooperation and point of view of the class teacher on the practice teaching. Therefore, for good result of practice teaching, the class teacher must help and be responsible for the following:

1. Give guidance to students in his own class.
2. Give up his time, energy and will power for his duty as a teacher.
3. Should be glad to receive and be responsible in training and guiding student teachers.
4. Be friendly with student teachers professionally and personally.
5. Praise the student teacher but the class teacher should be the one to be respected by the class students, especially during the beginning of the practice period.
6. Together with student teacher, he tries to solve the problems of teaching, and discipline in class administration.
7. Plan to have a meeting with student teacher before the practice.
8. Help student teacher to understand the differences among individual students in the class.

9. Work plans for student teachers should be viewed together, and more important, the class teacher must give guidance and counsel every time student teacher has problems. This means that you do not give student teacher the whole responsibilities.
10. Cooperate with the ENI concerning the evaluation of the practice teaching of student teachers.

EVALUATION OF PRACTICE TEACHING

The ENI will decide which subject you will be evaluated for and every class teacher will receive a sample on how to grade. By the end of the term the class teacher will send the form back to the Director of Practice Teaching. The grade received from the class teacher will be examined by instructors at the ENI and this will be the evaluation of the practice teaching that student teacher will receive.

EVALUATION OF PRACTICE TEACHING

Name ..... Class ..... Course .....

Practice Teaching School ..... Grade to teach .....

A. Evaluation: Put an X in the space under any letters.

Subjects	A	B	C	D	E	Remarks
Clothing						
Way of speaking						
Good discipline						
Social relations						
Hardworking						
Preparation for lesson						
Efficiency in teaching						
Know the students and class administration						
Correction of student works						
Knowledge on the subject taught						
Taking care of lodging						
Taking of various materials						
Agriculture and animal husbandry						
Good cooperation						
Ways of using materials and equipment						
The teaching						

Before giving grades read 'Suggestion on Giving Marks'.

AVERAGE GRADE

- B. This student has been thoroughly considered by me and I decided that he deserves the average grade - A, B, C, D, E.
- 

Please comment while grading. Copies of this backside will be kept with director of groupe scolaire, class teacher and director of practice teaching. This evaluation should be done once a week.

INSTRUCTION IN GRADING

The order of A, B, C, D, E, in the evaluation form, each means:

1. The person who gets A is the one whom I have thoroughly considered and judged to have best taught, therefore I think that -
  - a. He will be successful in his profession as a teacher
  - b. He deserves the encouragement for higher education.
2. The person who gets B is the one whom I have thoroughly considered and judged to be good at teaching, therefore I think that -
  - a. He will be successful when carrying out his duty as a teacher
  - b. He deserves the encouragement for higher education.
3. The person who gets C is the one whom I have thoroughly considered and judged that he has the ability to practice teaching, therefore I think that -
  - a. He will be moderately successful in his profession
  - b. He deserves advice from director of practice teaching.
4. The person who gets D is the one whom I have thoroughly considered and judged that in his capability it is not proper for him to teach, therefore I think that -
  - a. He will not be successful as a teacher
  - b. Should have another chance of practice teaching.
5. The person who gets E is the one whom I have thoroughly considered and judged with the instructor and director of practice teaching that he has no qualities to be a teacher at all. He is asked to stop practice teaching before the end of the term.

RELATIONSHIPS REQUIRED BETWEEN STUDENT TEACHERS AND CLASSROOM TEACHERS

The following are instructions for the hope of creating good relationship between yourself and the class teacher.

1. Make a clear understanding with the class teacher of what he wants you to do and if you have any questions ask him at once.
2. Always remember that the class teacher has the authority to control and is responsible for situations in class.
3. Respect the class teacher as he has the honour and is an authorized teacher in every respect.
4. Consent with the decision of the class teacher concerning the materials which he proposed to use during your teaching.
5. You have no authority on any regulations except on crisis when the class teacher asks you to do for him.
6. Cooperate with the class teacher. Any meeting that he sets up you must participate.
7. Ready to accept advice, comment and criticism from the class teacher with a happy face.
8. Look at the class teacher's lesson-plan and his method of teaching to have a clear understanding.
9. Give the class teacher your encouragement on school discipline.
10. Do every work with a smiling face; enjoy and begin work planning.
11. Help the class teacher as he did help you.
12. If you have any problems discuss them with the class teacher. If it is necessary you should have a word with the director of practice teaching or instructor in your area.

### YOUR DUTY WHEN PRACTICE TEACHING

The ENI sends you out for practice teaching for the purpose of making you a good teacher, a good leader full of experiences and background, the ability of leading a life as a teacher smoothly and dignifiedly.

To obtain this end you are the important machine, the one to struggle and keep searching for in order to be skillful, able, clever in carrying out your duty as a teacher as much as possible.

These suggestions will help you to be a good teacher.

1. Improvement in learning how to teach: This work is the heart of performing one's duty as a teacher, therefore, most of the time will be spent at the practicing school. Together with the class teacher, plan the learning of teaching useful methods of teaching and activities in learning.

Examples: Teach by using the Center of Interest which will give the children a chance to research by using their experiences as a basis. Invite a speaker to talk with students.

2. Arrangement of the classroom to go with subjects (Center of Interest).

Students spend their daily lives at least six hours at school. The arrangement of the class nicely and neatly, worth staying, will help to encourage students to study. Besides, teacher and students should construct a place to keep what the students had achieved such as teaching materials, and a place to demonstrate about certain subjects. Let students know more about the lesson which says: "A GOOD TEACHER WILL EXPLAIN LESS, REVEAL MORE AND ABLE TO ARRANGE FOR STUDENTS TO HAVE WONDERFUL EXPERIENCES."

3. Using community resources and materials available locally for basic teaching.

Taking students for an observation tour in some communities concerning history and religion will stimulate their interest and better understanding of the lesson. Besides, in the village there are people who can explain to students such as Pho Ban, Tasseng and others who have experiences in other subjects. Occasionally the school might find ways of inviting these people to come and give a speech to students. To use as teaching materials you should find the cheap and available ones only; in some communities students might collect and store them in class. These will help teacher a great deal.

4. Works concerning school and school area.

These are the materials that are still incomplete or missing at school.

Students' Library. The library is necessary for students because it is the collection of knowledge which the students can research by themselves and get the habit of reading. Always remember that students will be interested

an and like reading only when they have a chance to read often. Besides, the library has many usefulnesses.

5. Museum. Train students to collect natural properties and valuable materials in education. A school should have a room or a part of the building can be arranged as a museum. The way to do this is to have students and teacher collect one piece at a time different kinds of stones, animals, insects, shell-fish, plants, valuable things such as statues of Buddha and ancient materials. (If short of room these should be kept in the library.)

6. First Aid Place.

If there is enough room, this should be separated to receive only the sick temporarily before contacting their parents and sending them to public hospital. Besides, this can be used as a class for teaching hygiene, a place to weigh students and take body measurements.

7. Water for drinking and washing.

To set a good example to the villagers the school water for drinking and washing should have a cover. This will train students to use and drink clean water, to filter water, to boil water and the way to take care and keep water clean.

8. Lavatories

Lavatory is important in society which has many members such as a school. A school should have enough lavatories that are healthy, clean, and suitable to the condition of the country. Where there is clean water there should be water-sealed toilets. Where there is not enough water there should be ordinary toilets but must have tightly closed covers.

9. Dining room for students from far away

A school, where there are students from far away, should have a healthy dining room for them. Besides, it can be a recreation hall for students and teacher. Teacher and students should dine together once a month to give the students a chance to learn how to eat healthy food, good manners such as washing the hands before and after eating. Eating together will create unity between teacher and students; occasionally parents might be invited.

10. Playground.

The construction of playground for students will give them a chance to exercise, to play in group as the nature of children, to develop the bodies, temperament and their social lives so that they know how to play together without taking advantage of each other; this will develop good characters in them. In the playground there should be benches, swing sets, and a place where they can jump and run.

11. Maintenance of school ground and the surrounding

A neat and clean school ground, full of flowers and trees that give fruits will develop in students the love of beauty; it will attract school visitors and is a good example in the community.

12. Works concerning agriculture and animal husbandry

Laos is an agricultural country. The profession of the people is agricultural rather than industrial. The national curriculum is stressed on agriculture, so school is the first place that has the responsibility of training students to know planting and raising animals. Students should be taught how to choose good stock of vegetables, fruits and animals; know how to dig, make animal pen, take care of them, fertilization, animal food and prevention of different dangers to plants and animals. Agriculture and livestock at school is not for commercial but for research and understanding.

Example: A school which has about 60 students should raise eight chickens - three males and five females; two or three pigs and plant ten plots of vegetables. These things will be the properties of the students. For their benefit the students will take turn in taking care of them everyday. The school should have a place to germinate vegetable seeds, fruits and flowers. If you have lots of trees bearing fruits they should be distributed or sold to the villagers for greater production that is useful.

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THE CONDUCT OF STUDENT TEACHERS

1. Teaching duty in the classroom

When doing his duty in class a student teacher becomes a real teacher so he has to act as a real one.

- a. Dress. Should dress neatly. If the class teacher wears official uniform, student teacher has to wear student teacher's uniform as set forth by the ENI.
- b. Speaking. Speak politely, not too fast or too slow.
- c. Use of language. Use polite language and right grammar; do not scold or use abusive language.
- d. Preparation for teaching. The important work of a student teacher is the preparation for teaching. It should be neatly prepared with materials and subject matter. If there are any problems discuss them with the class teacher or director of groupe scolaire. A student might prepare for one day first, when he acquired more experience he can prepare for many days a plan for long period of teaching in the future.
- e. Using community resources. A student teacher should know community resources such as the mill, fish ponds, ancient wats and others so he can take the students sometimes. Besides, he might find or borrow from some organizations pictures, photos and others which will make learning enjoyable.
- f. Work preparation for the next day. Before retiring for the day, a student teacher must ask the class teacher or director of groupe scolaire what he has to prepare for the next day. The first day usually has many problems but they will gradually disappear when he is used to the work.

2. Conduct in the village

Student teachers' lodgings will mostly be in the village and they will have to spend their days there. Therefore, a student must behave politely as a student teacher and well-educated person. Always remember that a student teacher is still a student and a representative of the ENI. He should avoid bad conduct which the villagers will not respect and they will look at the ENI in the bad way.

A. Care of lodging. You might know that with this practice teaching you have two kinds of work:

- 1) To learn how to teach and to improve the school.
- 2) Live and set a good example to the villagers such as arranging the lodgings as an example. This is very important because a student is not an officer, he cannot go around and tell people to keep clean; he has to start first so they can follow. As a good example of a student teacher's lodging, under the house should be clean, has a toilet, garbage can, flower garden; the big water jar has a tightly closed cover; floor and kitchen clean and things should be kept tidy and in place.

By doing this you persuade the villagers to follow your example. Besides, student teacher might find books and magazines for the villagers and children to read.

B. Dividing time for work. During the period of practice, a student has two duties to do:- school work and work concerning the development of the village; so the dividing of time is important. If you spend most of your time on school work, the development of the village and improvement of teachers' lodgings will be lacking. So you should divide your time as  $3/4$  doing school work and the rest doing village work as follows:

During the observation week, besides observing the class teacher in class, you must help him in various works such as student roll call, lining up students when entering and leaving class; help with other works in class, but you do not teach yet. On the second week you can start teaching on certain subjects that you can. During this week teacher and student should agree who will teach what, this will depend on the background of student teacher on the subjects that he thinks he can teach; for the subjects that he cannot teach he should continue to observe the class teacher. In the following weeks student should practice teaching about  $3/4$  of all subjects and let the class teacher teach the rest so he can continue to observe.  $1/4$  of the subjects which the class teacher teaches should be the subjects the student thinks he has no experience in; but in certain days student teacher should ask to teach all day so that he can teach  $1/3$  of the practice period; for example, the period for practice is 45 days, a student has to teach whole day at least 15 days.

Saturdays, Sundays and holidays are rest days; but if the school and the community have some affairs, student teacher must help them.

The opening and closing of study courses in the ENIs and the primary schools are not always the same. If a student teacher is practicing teaching in the village during vacation time he has to stay in the village and work in the school and village at least four hours a day. His travel should be approved by the ENI or director of groupe scolaire.

- C. Checking yourself. A student teacher must evaluate himself to see what he has done and with what results; so that he can improve his work in the future. (Form for self-evaluation at the end of this book.)
- D. Keep improving yourself. Though student teachers have learned different curricula, it is necessary for them to always look for new knowledge and experiences because new ideas in learning and teaching are always developing. Read new books, education magazines such as education newspapers, teacher magazines etc. By studying more you will know how to apply work and get new ideas which will make you a better teacher everyday and every year.
- E. When the practice ends. A student teacher has been practicing for one term already - has taught at school, worked with teacher and villagers. Before returning to the ENI each student should ask himself: "Now do I have the qualities to be a good teacher?".
- 1) Understand more about development?
  - 2) Have more knowledge and experiences as a teacher?
  - 3) Good application of theories on studying and teaching?
  - 4) Used theories and curricula and with what results?
  - 5) Has worked with teacher and villagers until they think you are a member of that community?
  - 6) How is your work with the teachers at school?
  - 7) How much do the children love and respect you?
  - 8) How is your work with the villagers and others?
  - 9) Able to solve confronted problems?
  - 10) How is your point of view as a good teacher and a leader of a village?
- F. Before returning. The student checks the works that have been assigned to him; some work may not be finished such as the listing of names, checking lesson book, arranging students' monthly reports etc. These should be reported to the class teacher and director of groupe scolaire; then check the materials used at your lodging to see what is lost and what is broken; if you borrowed anything you should return them. If a student teacher knows the day when he is to return he should say goodbye to school teachers, villagers and students. For your classroom students explain to them when you are going, why you are going, when you are gone what you will do. Try to say goodbye to teachers and villagers personally and thank those who had helped you.

FORM FOR THE EVALUATION OF THE PERFORMANCE OF STUDENT TEACHERS  
TO BE FILLED BY STUDENT TEACHERS

No. .... Date .....

List of what to evaluate yourself	Never	Occasionally	Often
- I encourage the interest, ability and need of children			
- I use student experiences in teaching			
- I use different methods of teaching successfully			
- I prepare the lesson before teaching			
- I give students a chance to explain themselves			
- I use teaching materials to teach in class			
- I invite a speaker to speak to the students			
- I take students out for an observation tour			
- I encourage students to have a skill in reading, writing and calculating			
- I encourage students to work and think by themselves			
- I have a true heart to my duty as a teacher			
- I give advice to students when they need help			
- I have a part in the responsibility of school affairs			
- I have a good relationship with every teacher			
- I have arranged the class suitable for the subject taught			

List of what to evaluate yourself	Never	Occasionally	Often
<ul style="list-style-type: none"><li>- I used community resources to help in my practice teaching</li><li>- I used available materials for making equipment</li><li>- I helped to find a reading place for students</li><li>- I helped to collect materials in the museum</li><li>- I arranged for the availability of water for drinking and washing at school</li><li>- I helped to find a dining room for those students who live far away</li><li>- I helped to find a playground and play-things for students</li><li>- I helped in maintaining and beautifying different places</li><li>- I helped students in planting and raising animals</li><li>- I helped to find a place for germinating seeds</li><li>- I am clean, polite and neat</li><li>- I speak politely</li><li>- I keep my lodging clean</li><li>- I went and visited student parents</li><li>- I invited student parents to see the works at school</li><li>- I cooperate with the villagers to develop the village</li><li>- I proved myself to be the starter and leader</li></ul>			

List of what to evaluate yourself	Never	Occasionally	Often
- I created the belief and love in the villagers			
- I encouraged adult education in the village			
- I helped arrange the newspapers and news bulletin for the village			
- I encouraged sports and recreation in the village			
- I encouraged the villagers to make vegetable garden and raise animals			
- I looked for more knowledge and experiences			
- I performed as the ENI suggested successfully			
- I did work with other officers			

WAY OF EVALUATING: Put an X in any spaces that you have thought over and decided that you deserve those marks.

## TIPS ON TEACHING

### Preparation of teaching by classroom teachers

How the preparation of teaching helps the teachers? Shakespeare, a well-known English writer has said that : "The preparation beforehand and the not preparing beforehand are both a problem to teachers." Many teachers said that preparation for teaching is a waste of time. This might be true in cases of those who have many experiences in teaching; their preparation can shorten as necessary. But for those beginning to teach the proper preparation is necessary.

Preparation for teaching. Is the preparing of what to teach; the planning for the teaching, arranging the order of experiences, activities and various equipment so that teaching can be carried on according to the rules and is useful to the students. Preparing for teaching is very useful to teachers.

- 1) Makes the teacher know the purpose of teaching and prepare the teaching according to that purpose.
- 2) Help teachers to know when to teach, what to teach, how much to teach and what method to teach.
- 3) Helps to lessen the mistakes in teaching
- 4) Teachers have time to consider how appropriate is the teaching materials and method of teaching
- 5) Teachers can have a good combination of different subjects
- 6) Helps teachers to evaluate the teaching correctly
- 7) Teachers have more confident in themselves
- 8) Makes practice teaching go on smoothly, enjoyably, without boring
- 9) Helps students to be proud; believe that teacher is a good teacher
- 10) Finally, it makes the class teacher, director of groupe scolaire have confidence in you, in what you are doing and teaching to their beloved students.

Preparation of teaching. Should follow the following points:

- 1) Study the curriculum, understand the purpose and limit the teaching
- 2) Study the need of students; then plan the teaching and way of evaluating the study
- 3) Note the method of teaching neatly
- 4) Revise what you are going to teach before the real teaching
- 5) Prepare the teaching materials appropriate for the subject, situation and place
- 6) Prepare beforehand the work for students for better understanding
- 7) Prepare method of teaching appropriate to the subject
- 8) Prepare yourself, improve what you are going to teach and how you are going to teach so students can enjoy and understand
- 9) Prepare students to be ready to study by making them interested in that topic before teaching them

There are many types of preparation of teaching

1. Preparation of teaching for long period. (Throughout the year for the class teacher, but for the student teachers, during their practice teaching which is for one term.)
2. Preparation for monthly. Or the preparation of teaching as the Center of Interest.
3. Preparation for daily teaching

Preparation of teaching for long period. From the experience of the last group of student teachers, the ENI realized that many student teachers had difficulty in performing their teaching because these student teachers forgot their one important duty: Preparation of teaching for long period. Teaching needs thoroughness, limit that go with the knowledge and ability of students and suitable to the situation. Teaching is not gambling where you hope to win or loose. Students can fully learn only when you have drawn the picture beforehand. From this truth the ENI would like to suggest that student teachers must prepare the teaching for long period which means that you sketch your preparation of teaching as follows:

- Student teachers must study the curriculum to have a clear understanding and arrange the concerned subject matter to a Unit of Study or Center of Interest.
- Divide the subject matter into parts according to times.
- Find and collect teaching materials beforehand; these materials might be available from teacher and students or can be borrowed from the villagers.
- Plan special activities for students for the improvement of their knowledge, their understanding and experiences in those subjects taught by the teacher.

For the preparation of teaching for long period, student teachers will be advised by the class teacher, director of groupe scolaire and their instructors.

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SAMPLE ON PREPARATION OF TEACHING - LONG PERIOD

Month	No. of Days	Subjects or work	Activities	Equipment	Evaluation
Put the month	What will you do each day	Write down the subjects you will teach or work that will be done within the limited days planned. There may be many subjects in a month	Choose activities outside of school	Materials that will help in the teaching of work planned. State whether you have them, will construct them, or borrow them	To be noted after completion of work to see if it worked smoothly or had any difficulty

Preparation of teaching by weekly. Preparation of weekly teaching is the plan of what to teach within that week. Teacher must always remember what the students have learned during the last week, with good result or with any deficiency; what the students must study during the following week, what method of teaching and what teaching materials will be used. What activities to plan and how to evaluate the study. To facilitate the teaching, each subject and daily lesson should be prepared individually such as: Lao language, French language, Maths, Science, Society, Sanitation, Arts and Handicraft.

WEEKLY TEACHING SCHEDULE

School year ..... Term ..... Month ..... Week .....

Subject or Work	Subject Matter	Purpose	Method of Teaching and Activities	Teaching Materials	Correction	Remarks
Name the subject or work	Note summary of subject matter in the lesson	Purpose which gives: 1) knowledge 2) Experience 3) Point of view	Choose what method you will use and describe along with the study	What to use in teaching	What method to use in answer to other methods	To be noted after the end of teaching

### DAILY TEACHING PREPARATION

Preparation of teaching is necessary and very important. Daily teaching will have good result if it is thoroughly planned. Teachers must prepare at least one day before of how much to teach and what method to teach in agreement with the long period plan; and it has to be in agreement with the monthly and weekly preparation too. Daily teaching preparation has to be done everyday and regularly so it will not be forgotten and if it is necessary for the teacher to be absent, the substitute teacher will have a line on what to teach and able to teach correctly.

Noting of daily teaching has the following rules:

- 1 - Purpose of the subject taught: KNOWLEDGE, EXPERIENCE AND POINT OF VIEW.
- 2 - Teacher must clearly understand the subject matter to be taught and plan the teaching according to the level of students' knowledge.
- 3 - The knowledge of students and what they can do will help in arranging the teaching so they are connected and in agreement.
- 4 - Choose the teaching method which is most useful. In some lesson the teaching method is not successful; the teacher must use more appropriate method.
- 5 - Choose teaching materials that will successfully help the teacher in teaching and the students to learn.
- 6 - Time the teaching correctly; do not stop or finish a long time before the class ends for the class will get out of order. A good way is to let a student teacher teach in front to others to see how long it will take.
- 7 - Plan related activities for the encouragement of study; so students can work together for a better result.
- 8 - Must note the teaching before and not after the teaching.
- 9 - Note the teaching simply, clearly and neatly; do not use superfluous words or phrases. To avoid wasting time note only what will be taught.
- 10 - Must have an oral or written evaluation after every teaching.

SAMPLE ON DAILY TEACHING RECORD

(Use two connected sheets of paper)

Date Time Class Subject	Subject Matter	Purpose	Method of Teaching and Activities	Teaching Materials	Correction	Remarks
Put the date to teach; time from the begin- ning to the end of lesson. Class Subject	Note the headings of the lesson to teach, hours to teach, & subject matter	What you want them to know; what expe- riences to have and what point of view	What method to use:- group discussion, lecture, education outside school, or use combined methods	What materials to use? Write clearly if it will take time or will be brief	What way to correct: oral, written, or others; state clearly	To be noted after the end of lesson - how much they un- derstood? Is there any shortage?

TEACHING SCIENCE

2/13/69

from 9 to 9:30 A.M.

Grade: P-4

SUBJECT: Seed and seedling  
The eating of seed  
The budding of root, trunk and shoot  
Plants need sunlight, water, earth, air  
Different parts of a plant

PURPOSE: Revise the lessons and test students' memories on different parts of a plant and needs of a plant.  
Knowledge of how seedlings get food in the seeds  
Students should know the value of and interested in different plants.

EQUIPMENT: Pictures of trees that give food, clothes, wood for construction and beauty.  
Bean seedlings which have been planted in a bottle or glass (teacher prepares this beforehand).  
About 50 bean seeds  
Small knives  
Magnifying glass

TEACHING AND DOING. (Go step by step; the speed depends on the understanding of students).

LET THE STUDENTS OBSERVE AND THINK CAREFULLY

Question: If there are no plants in this world, can animals and human beings live? How human beings depend on plants in their daily lives?  
(Each finds his own answer.)

Answer: Human beings and animals depend on plants to live. At the same time teacher shows students some pictures of trees that give food, clothes, wood for construction, and beauty.

Question: What do plants need to live?

Answer: Sunlight, water, earth, air.

Observe a newly budding bean seed

Question: In the bean seed that you intersected, what did you see?

Answer: There are two sections and a young shoot.

Study the growing of shoots. Have students observe the seeds that are germinated in different conditions: in a pot with dry sand, a pot with damp sand, a pot with damp sand and has air.

Question: What did students observe in each pot?

Answer: Seed in dry sand does not grow because there is no humidity.  
Seed in damp sand grows but decays because it lacks air.  
Seed in damp sand, that has air, grows fine.

Have students observe a bean seed, that teacher has prepared, to see what parts it has? It has a trunk, leaves and roots. The following questions are to be considered by students.

- 1 - If a tree is kept in a dark for a long time, what will happen? The green color will be off.
- 2 - Why are all the leaves facing the sky? To receive sunlight.
- 3 - When planting a seed in a pot or can, why do they make a hole at the bottom? To drain water (according to the need).
- 4 - If you water the plants too much what will happen? They will be decomposed, decayed and dies.
- 5 - If there is not enough water for plants what will happen to them? They will be withered and dies too.
- 6 - Which way do trunks and leaves grow? Trunks grow up; roots grow down.

SUMMARY. Plants are necessary for animals and human beings. Plants give food, wood for construction, clothes and beauty to human beings. Plants need sunlight, water, earth, air to live. Seedlings in the seeds depend on food from the sections which are called feed leaves.

EVALUATION AND ACTIVITIES. (Ask students if they understood what they have learned or not.) To make the lesson more effective, teacher must find work for students to do such as:-

- Divide students into groups as needed.
- Distribute bean seeds
- Tell them to plant those seeds in bottles or glasses. Tell them that those groups with good planting will get a prize or marks in practical work.
- Have students keep a record - note date, time planted and observe. Note date, time of budding and observe the sprouting of each day to see what's new, how fast it grows; measure in mm.
- When students have observed for about one or two weeks, which will be about the next science class, have them report their work.

### PRINCIPLE OF TEACHING

A teacher has an important duty to teach students to understand the lesson and to develop themselves in every way. Some teachers teach good. Some teachers have high knowledge but teach students without understanding; this is because they do not know how to teach and use incorrect method of teaching. Therefore, study and understand the principle of teaching and easy method of teaching which has been adapted for use in teaching is very necessary.

### PRINCIPLES ON GENERAL TEACHING

- Teach from things that students know to things they do not know yet.
- Teach from the easy to the hard
- Teach from the ordinary to the complicated
- Teach according to nature
- Teach from reality to the abstract
- Teach by using the reason appropriate to the minds of students.
- Teach through five senses: eyes (to see), ears (to hear), touch (to feel), nose (to smell), tongue (to taste).
- Teach enjoyably and interestedly
- Teach students practically
- Teach students to know how to learn by themselves.

### TIPS FOR THOSE WHO WANT TO BE GOOD TEACHERS

- 1 - Speak and explain clearly, loud enough for the whole class to hear.
- 2 - Look at students, do not look down, up the ceiling or outside the windows; your center of interest is students.
- 3 - Stand and teach so you can see all the students and they can see you too.
- 4 - When speaking and explaining, the teacher should stand at a reasonable space from the front row of students' desk. Do not walk about or stand and talk behind students' back.

- 5 - Stand dignifiedly, do not walk about which will give students a headache. The walking of teacher must have a role for good teaching.
- 6 - Act suitable to the lesson; should not act too much; otherwise the students will see you as a clown.
- 7 - While writing on the blackboard, teacher must stop talking; he must speak to students not to the blackboard.
- 8 - Do not write on the blackboard too long; he must alternately speak and write so students will not be bored.
- 9 - Avoid the method of teaching by dictating from the textbook because it is not a method of teaching but writing as told.
- 10 - Encourage students to ask when they do not understand or not clearly understood.
- 11 - When students want to give some ideas on the lesson, teacher must encourage them.
- 12 - Teacher must use the questions that students have to think before answering.
- 13 - Train students to jot down notes from what they understand; when they are in higher class they will be able to take notes in class.
- 14 - Use teaching materials such as pictures and photos to help understand the lesson; but do not use teaching materials to replace teacher.
- 15 - Go to teach on time and do not dismiss the class before time.
- 16 - Treat every student indiscriminately.

#### WHAT THE STUDENT TEACHERS SHOULD REMEMBER

1. In the classroom. Teacher must always advise students of cleanliness; keep things in order and easily reached when needed for use.
2. Attitudes. Train students to have polite, gentle attitudes. If someone did wrong things he must be corrected at once with the help from the class teacher by reminding and advising him. Explain reasonably and then punish him.
3. Teaching time. Before explaining the lesson the teacher must give students a little time to get ready. Check the students' abilities to understand by asking questions. Hard questions for the bright students and easy ones for the weak students; so every student can feel that he can follow the class. If they are noisy while you are explaining, stop for a while to keep them in order and then continue.

4. When the pupils are writing. Such as when they are doing exercises the teacher should always walk around to see and advise them.
5. Using the blackboard. Every time when teaching a new lesson the blackboard has to be wiped clean for neatness and to prevent confusion. There should be only one subject taught on the blackboard for students to see and easily understand.
  - Write clearly, nicely, not too big or too small.
  - Try to always write at the top so everybody can see easily.
  - When correcting on the blackboard use colored chalk for it is easy to see.
6. Drawing map. When drawing pictures or maps on the blackboard, draw clearly and simply without any useless lines. Avoid drawing too curved pictures. use moderate color.
7. Doing exercises. (Maths, composition, composing sentences, nice handwriting and other exercises.) Students must be trained to always do these in an experimental book. This experimental book has to be neat as a real exercise book by using a ruler when needed. Teacher must check this experimental book as other books. Forbid students to use a piece of paper or scratch paper as an experimental book because then they will write carelessly, dirtily and they will tear them and crush the papers.

CORRECTION. After correcting each lesson by himself, the teacher has to correct that lesson again on the blackboard in front of students. Have students use pencils and each correct his own. Do not correct on the blackboard without teacher checking the books first. Rules for correction are:

- 1) Teacher has to check first.
  - 2) Have each student check his own.
  - 3) After the students have corrected nicely, the teacher can grade them. If a student did not correct nicely he will have to do it over again or his marks will be cut off.
8. When teaching language. Whether it is a Lao language or French language, the important thing is to train students to speak. Have them repeat questions and answers alternately until they can speak nimbly. Teacher should speak the least and correct those who spoke incorrectly.
  9. When teaching reading. Teaching reading should be given to students all the time. Give every student a chance to read - read in front of each other, read in groups of two or three, read in table groups; but do not have the whole class as a group to read at the same time. When teaching reading, teacher must correct the accent and the stopping. Have them read loudly; do not read as if singing but read as if talking. Besides, in teaching reading, teacher should avoid explaining vocabulary, grammar, etc., which will shorten the reading class.

10. When teaching Arithmetic. After the teacher has explained the mathematical rules, have students think, calculate and do it by themselves; do not let them sit, look and listen to the explanation only.

Geometry. Have some equipment for students to observe; do not teach without anything. Teach students to use equipment such as ruler, compasses, protractor and square-set. Teach from real things and then lead to drawings and lines.

Measurements. Many teachers talk about meter without a meter stick, about litre without a litre, about weight without a weight stone. This situation is not appropriate because measurement is a practical subject; students must really know how to use so they can apply their knowledge in their daily lives. Therefore, school must not lose this chance of teaching. If we are short of standard equipment we can construct or borrow them from others.

11. When you teach vocabularies and how to construct sentences. We must teach the composing of phrases and explain to them. The important thing is to have students construct phrases and write correctly. Another thing is when learning new vocabulary make students understand it clearly; then use it correctly in composing phrases.

12. Copying. Train students to write neatly, to remember new vocabularies and difficult words; besides, they will know phrases and proper idioms. For the effectiveness of copying teacher should:-

- Choose proper words and idioms.
- Write these sentences on the blackboard for everybody to see. On the blackboard there should not be unnecessary lines or drawings except the lesson to be copied.

Prohibition. Do not let students copy too long a lesson which will not be useful in study at all.

13. When teaching Science. Teach from what they see in reality. Ask questions that students have to think hard, considered, reasoned and then summed up the regulations. Encourage them to be researchers with broad knowledge by constantly giving them problems to solve. When they have learned the lesson they must be able to show off by drawing and explaining; it is the training of students in development.

14. Morality. This can be taught directly or indirectly. To teach directly, the teacher teaches the lesson as scheduled. To teach indirectly is to teach when occasion arises as when something happens, in reading and in lessons. The teaching of morality can be started by telling short and easy-to-understand stories; then compare them to happenings in daily life and sum up a rule with ordinary, short sentences or moral.

15. Recitation. Choose the lesson with most literal value. There are two ways of teaching:- 1) BY LISTENING. The teacher says for students to listen many times; let them repeat. Do it step by step until the end of the lesson. Careful in checking accent and voice, the high and low voice, and punctual stopping. 2) BY READING FROM THE BLACKBOARD. Write the lesson on the blackboard nicely; read to them many times and let them repeat after you. When students fully understand the meaning the teacher starts to rub out phrases little by little. Have them read what has been rubbed out. Do this gradually until the end of the lesson.

### TEACHING READING GRADE I

1. PURPOSE. By the end of March (the end of the 8th month of school year) every student of grade I must read clearly. The repeating of this class must be below 5%.
2. EQUIPMENT. In teaching reading the teacher will use:
  1. Reading P-1, Part I first; then use Reading P-1, Part II, printed by the MoE.
  2. Equipment or other methods which the teacher has.
  3. Sentences and easy articles composed of vocabularies and things that the students already know.
3. HOURS OF TEACHING. Ten hours per week.

In each day of class hours, there will be two hours set particularly for reading which consists of:

two times each 30 min.  
three times each 20 min. arranged as the following:

MORNING. 8:20 to 8:50 AM (30 min.)  
9:20 to 9:40 AM (20 min.)  
9:55 to 10:15 AM (20 min.)  
10:50 to 11:10 AM (20 min.)

AFTERNOON: 14:30 to 15:00 PM (30 min.)

4. DIVIDING OF CURRICULUM FOR MONTHLY TEACHING. To reach the end as planned which is to have the students read clearly by the end of March, the teacher must plan the time and divide work appropriately.

In this teaching reading, the dividing of curriculum is referred to the school term with enough time to revise the lessons as follows:

FIRST TERM. September-October-November: Study P-1, Part I.  
December: Revise the lessons in P-1, Part I.

(In the beginning of January students should have acquired the knowledge of what is in P-1, Part I.)

SECOND TERM. January-February-March: Study P-1, Part II.  
April: Revise the lessons in P-1, Part II.  
May and June: Learn to read smoothly from simple articles that are in agreement with the "Center of Interest". The teacher may make these up or choose from P-1 textbooks such as Hygiene, Religion, History, etc.

STUDYING BOOK 1 PART I. During the first term (September, October and November) there are 60 days to study and the first part of P-1 has 29 lessons. Therefore, each lesson must be studied within two days or four hours as advised.

STUDYING BOOK 1 PART II. In the first 25 lessons of this part the study of each lesson will take two days as in Book 1, Part I. From then on each lesson for each day. Therefore, learning to read smoothly must be acquired before the Lao New Year.

5. HOW TO TEACH READING. Teaching reading in Grade 1, Part I and II should follow the following plan:

a) First day of Lesson 1.

FIRST PERIOD. 8:20 to 8:50 AM

- The teacher copies the lesson on the blackboard by using red or blue chalk for new consonants or vowels. (Use different colors for new consonants and vowels if possible.) For alphabets already learned use white chalk.

If it is the first lesson in the school year (Lesson 1 Part I) the teacher must use different colors of chalk for consonants and vowels. By using color the students will be used to it and know which alphabet is new and will help them to remember.

- Teacher reads slowly by pointing the consonants and vowels with a stick.
- Teacher reads that chapter, words or phrases the second time.
- Teacher reads that chapter or words by stopping at every word so the students can repeat after. (This should take about 10 min.)
- Teacher lets every student read from where he sits and the teacher points out the phrases or words to him. Make them read slowly, even the bright students, so others can listen. Arrange to have 20 students read at this time.

SECOND PERIOD. 9:20 to 9:40 AM

This is the time when the students read one at a time as follows:

- 1st method. The teacher points at a phrase or word on the blackboard; any student raises his hand and the teacher can point to any student to read.
- 2nd method. The teacher states a certain word in the reading lesson and the students can look for that word on the blackboard, and then have one student go up and point that word out.

THIRD PERIOD. 9:55 to 10:15 AM

Have the weaker students read one at a time with teacher's guide. (The bright students should follow the reading as others.)

FOURTH PERIOD. 10:50 to 11:10 AM

Have students read one at a time (about ten persons) and use the third method: teacher says a word in the lesson for the students to find and write it on their slates. Do this many times until the end of class; it is very good if they can write every word in the lesson

FIFTH PERIOD. 14:30 to 15:00

During this time, allow students to read according to the lesson.

- Read - Have students read according to the rules and follow with pencils or fingers (should take about 10 min.).
- Write as told - Tell them to close their books and take out their slates. Teacher says a word for them to write; teacher checks by having them raise their slates. (Should use 10 min. more).
- Read - Let students read again in the last 10 minutes.

b) Second day of Lesson 1.

FIRST PERIOD. The teacher writes the reading lesson on the blackboard. This chapter has to be selected from other texts of this grade, but consonants and vowels should be the same as in their reading lesson. If necessary the teacher can change the order or words using the same words and vocabulary in their lesson. (This is to avoid memorizing the lesson instead of real reading.)

SECOND PERIOD.

Have students read the lesson by using the same lesson as yesterday's.

THIRD PERIOD.

Let weak students read the lesson which the teacher had written on the blackboard with guidance from the teacher (use reading method as explained).

FOURTH PERIOD.

Let the students read and teacher uses different methods of reading.

FIFTH PERIOD.

Repeat yesterday's work.

- Read from the lesson.
- Write as told and read from the lesson.

OBSERVATION. In class P-1 there are many students who repeat the class; for this reason teacher usually likes to divide them into two groups which is not an appropriate method.

Therefore, the dividing of time, method of teaching as explained is appropriate for the whole class of P-1, whether they are new students or repeaters. The progress on students' part will help every student to pass to Grade 2.

WHAT SHOULD BE AVOIDED.

- Have a group of students read from the blackboard.
  - Whole class read at the same time.
  - Allow students to read from the blackboard by themselves because if they are good or are repeaters they might read too fast. The teacher should see to their reading throughout.
  - Let students read as if they are giving a sermon or singing.
  - If a student cannot read, let others go on without that student, or repeat with others without looking at the words written.
-