

**SERVICE DELIVERY
EDUCATION SURVEY
2017**

Modules 6B – Teacher Questionnaire



SECTION B: PEDAGOGY

YOU HAVE 30 MINUTES TO COMPLETE THIS SECTION

Instructions: For each of the questions, tick the correct response as shown in the example below.

Q1. $85 + X = 129$. What is X?

A. 45

B. 44

C. 52

D. 13

Mathematics

Q1. You are planning to teach a Grade 4 lesson on Place Values. During this lesson you will introduce students to the concept of place values and by the end of the lesson, you expect students to be able to differentiate between hundreds, tens and units. As you prepare for the lesson, what are the common challenges that you anticipate your students will face while learning place values? **Tick the correct response.**

- A. Confusion between the direction of numbers (right to left for units, tens and hundreds)
- B. Challenges with breaking up a large number into its hundreds, tens and units components
- C. Challenges may be varied and can only be determined during the class.
- D. All of the above
- E. A and B

Commented [KMG1]: Check items on place value in student test and M6A.

Q2. You want to explain to students how to determine the relationship (greater than, smaller than or equal to) between two large numbers (394 and 397). Which explanation do you think is most effective to teach this:

- A. Both numbers have 300 and 90 and only the units are different. Since 7 is greater than 4, 397 is greater than 394.
- B. If you break down both numbers you see that the first number consists of $300 + 90 + 4$ and the second number consists of $300 + 90 + 7$. Both numbers contain $300 + 90$ and the only difference is in the units. Since 7 is greater than 4 on a number line, we can say that 397 is greater than 394.
- C. Start with the place values of both numbers. Both numbers have hundreds, tens and units. While the hundreds and tens are equal, the units are different. One is 4 and the other is 7. Since 7 is greater than 4, we can say that 397 is greater than 394.
- D. All of the above

Q3. You want to plan a class activity that will enhance students' understanding of the relationship between numbers (greater than, equal to, less than). For each of the listed activities, identify whether you think it will or will not help enhance students' understanding.

Activity	Will help	Won't help
A. Group activity where students come up with numbers and discuss their relationship as a group.	<input type="checkbox"/>	<input type="checkbox"/>
B. Group activity where students use matchsticks to demonstrate number relationships written on the board.	<input type="checkbox"/>	<input type="checkbox"/>
C. The teacher guides a class discussion to determine the relationship between pairs of numbers written on the board.	<input type="checkbox"/>	<input type="checkbox"/>
D. Students independently complete a number of math problems around number relationships.	<input type="checkbox"/>	<input type="checkbox"/>

Q4. You have given the students an exercise on multi digit subtraction. One student, Aisha, has submitted the following work:

What is $238 - 129$?

- A. 100
- B. 109
- C. 111
- D. 112

What is your assessment of Aisha's understanding?

- A. Aisha has a poor understanding of subtraction
- B. Aisha is struggling with the concept of borrowing
- C. Aisha is guessing
- D. Aisha's answer is correct

English

You have asked your Grade 4 students to read the following paragraph aloud:

"Hamida's conversation is full of jokes. She is also very responsible. She is great at managing her tasks. She can work and think independently. I think it is because of the classroom environment. The teacher is never harsh with students. Hamida thinks her teacher is very supportive."

Q1. You plan on asking the students:

"What do you think Hamida's school looks like?"

However, you know from your prior teaching experience that most students will not respond or say that they do not know since it is not given in the text. What will be the best strategy to potentially address this challenge:

- A. Tell them to ask follow up questions so you can clarify what you are asking
- B. Write the question on the board. Discuss and brainstorm possible answers one by one. Urge them to be creative in their responses
- C. Explain that sometimes the responses might not be available in the given text, which is perfectly normal. Say that they need to use their imagination and that there is no right or wrong response.
- D. All of the above

Q2. In your opinion, will the following techniques help to improve students' understanding of the text above?

Techniques	Will possibly help	Will not help
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A.	Clarify meanings of difficult words and make sure they understand every word of the text	<input type="checkbox"/>	<input type="checkbox"/>
B.	Read it yourself and ask the students to repeat it after you	<input type="checkbox"/>	<input type="checkbox"/>
C.	Make connections to the outside world and to real life so they feel familiar with the text	<input type="checkbox"/>	<input type="checkbox"/>
D.	After students read a passage, have them write 1 thing they learned, 1 thing that was interesting, and 1 question they may have about what they read.	<input type="checkbox"/>	<input type="checkbox"/>

Q3. Which one of the following might be the best technique for effective student reading:

- A. Think, pair, share. Make pairs such that one student is good at reading whereas the other one is not so good. The former can help the latter in reading.
- B. Make use of pictures and story map for students to predict and make sense of the passage. Show them pictures in the right sequence and ask them what might be happening.
- C. Ask every student to read one word before moving on to the other student who will read the following word. At the end of every sentence, ask one student to read the whole sentence aloud and ask students to repeat after them.
- D. All of the above

Q4. The students were given questions to answer from this passage. One of the questions was: Hamida's teacher is - (A) Gentle, (B) Harsh or (C) Strict? One student called Khan, responded: *Harsh*.

What is most likely the gap in Khan's understanding in this case?

- A. He does not understand some words in the passage
- B. He got confused by the sentence structure
- C. He is unable to infer the sequence of events
- D. All of the above

Urdu

You have asked your Grade 4 students to use a commonly used word in a simple sentence. You notice that one of your students has made the following mistake in a student's work:

8۔ مندرجہ ذیل الفاظ کے جملے بنائیں۔
 (ا) گفتگو۔ مجھے لفظ لسنہ ہے۔

Q1. To deal with this problem, you are planning a lesson to introduce the differences between verbs and nouns. What are common problems that fourth-grade students encounter when learning about verbs and nouns?

- A. They often make mistakes in spelling basic words
- B. Students think that the topic is boring and they don't pay attention to the teacher
- C. Students don't understand that nouns can be turned into verbs and vice versa
- D. Students do not understand that the structure of a sentence can define what is a verb and what is not
- E. All of the above
- F. A and C
- G. C and D

Q2. You want to explain the difference between nouns and verbs to the class. In your opinion, what is the most effective way of doing this?

- A. Use a dictionary or the textbook where there are clear definitions. Present the definition of what nouns and verbs mean to the class.
- B. Give the students exercises to write sentences with nouns and verbs.
- C. Go through a passage with the students and identify nouns and verbs. Explain what makes each one unique and the broad areas that each need to cover.
- D. All of the above
- E. A and C
- F. B and C

Q3. You can see a few students struggling with understanding and writing various sentences with nouns and verbs. Which of the following exercises will help them?

	Activities	Will possibly help	Will not help
A.	Write a few nouns and verbs on the board and ask the students to copy them in their notebooks.	<input type="checkbox"/>	<input type="checkbox"/>
B.	Give the students basic guidelines about the correct use of verbs and nouns in sentences.	<input type="checkbox"/>	<input type="checkbox"/>

C.	Ask students to concentrate and write individually and quietly	<input type="checkbox"/>	<input type="checkbox"/>
D.	Give an exercise sentence in which the noun or the verb is missing, asking students to fill in the missing word.	<input type="checkbox"/>	<input type="checkbox"/>
E.	Provide examples of how nouns can change to verbs and vice versa.		

Q4. In the past, your students have struggled with confusing verbs, and nouns. To prepare for the lesson, you would like to identify the students who have difficulties with this task. Which of the following strategies would be effective?

- A. Test the children during the lesson when you explain the differences between nouns and verbs.
Identify the children who are not paying attention or who look puzzled.
- B. Use your experience about how the children usually behave in the classroom. Identify the children who usually have problems writing sentences.
- C. Before starting the lesson, give the students a short exam where they are asked to use verbs and nouns in different sentences. Identify the children who don't do very well on the exam.
- D. All of the above