



INSTRUCTIONAL SKILLS CERTIFICATE PROGRAMME

Modules for Namibian Teachers in Training

English Version - *Oshindonga, Oshikwanyama and Rukwangali* available

Learner-centred education



This pilot edition of the TEACHERS' BASIC COMPETENCIES MANUAL was produced for the Ministry of Basic Education and Culture, Republic of Namibia with assistance from the United States Agency for International Development through the Institute for International Research, Basic Education Support Project.

Teachers Basic Competencies Manual

Module 3

Learner-centred education

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Basic Education Support Project

National Institute for Educational Development
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This module and the other modules in this series are part of the curriculum for the Instructional Skills Certificate Programme.

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The following sources were used in the development of this module:

Good and Brophy (1994) *Looking in Classrooms*. Harper Collins.

Republic of Namibia, Ministry of Education and Culture, (1995) *Education Theory and Practice: Learner Centred Education (Module V1.1)*. In-Service Teacher Education Programme.

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Okahandja, 1996

HOW TO USE THIS MODULE

This module is part of a series of 20 modules designed for you, the Namibian teacher teaching Grades 1 through 4. The series is designed to help you become a better teacher.

As you read through each module, you will discover four symbols which mark activities or suggestions for you to follow. They are:



Question Box

These boxes ask you questions based on what you have read in the module. They are intended to help you learn as you are reading. *Answer these questions by yourself as you read the module.*



Activity Box

These boxes suggest activities for you to try. The box will give you instructions. *You may try these activities as you read the module or after you complete it.* After completing each activity box, you should always discuss what you have learned with another teacher, your principal, or your ORP.



Self Test

This test gives you a chance to recall key ideas in the module and to determine how well you have understood them. It comes at the end of the module. *Take the test by yourself when you have finished the module.* Then check your answers with the Answers to Self Test on the following page. If you like, you can review the Self Test with your ORP, another teacher, or your principal.



Tips

Tips are provided as suggestions for refining the skills you have learned in the module.

This module also contains four additional items to help you learn:

wall charts

These pages summarize important module content in graphic form. Refer to them when you are planning lessons or discussing teaching ideas with other teachers or your principal.

summary at the end of the module

This page is designed to review the main points of the module. Review these points before taking the Self Test.

glossary

This section provides definitions for all the new and important words and phrases presented in the module.

page titled MY NOTES at the end of the module

Keep your own notes here. Also, make notes in the margins throughout the module. It is yours to mark up and to make your own.

If you have any suggestions for improving the content or format of these modules, please contact your ORP or send your comments to the BES Target School Intervention Coordinator at Ongwediva Teachers' Resource Centre, Ongwediva, at the following address:

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telephone and fax: 06751-30670

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INTRODUCTION

In the last module we said that the three main ingredients of a lesson plan are objectives, activities and assessment. Why do we use objectives? So that we can ensure that our learners are learning what we intend for them to learn. Why do we use activities? So that our learners learn by doing, not just by listening to us lecture. Why do we use assessment in our lessons? So that we can be certain our learners are learning well **as they are learning**, not at the end of the term. These are all ideas of learner-centred education - an approach to education that means **we help learners learn**. As teachers, we must transfer information to our learners.

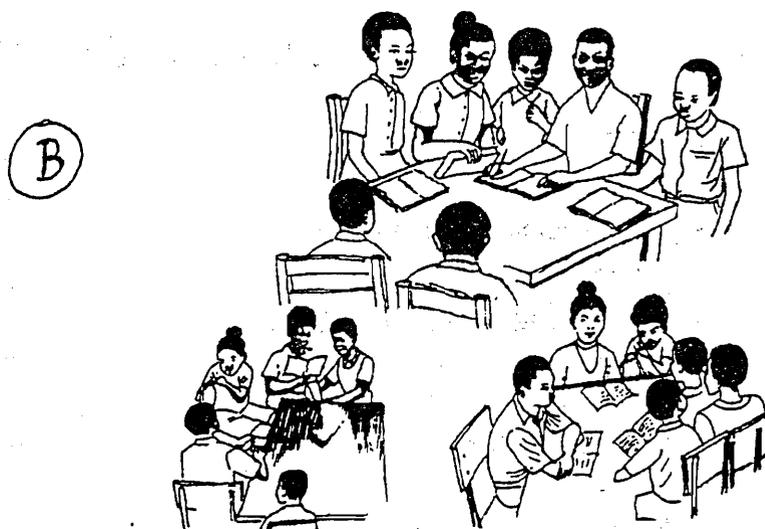
However, with learner-centred education, our **main** role is to help learners learn. If we are serious about helping learners learn, this affects many things: how we structure our lessons, how we set up our classrooms, how we share tasks with learners, how we help learners help one another. How does a learner-centred teacher do these things? That is the subject of this module.

OBJECTIVES

After reading and using this module you will be able to:

- ✓ define Learner -Centred Education (LCE)
- ✓ describe the difference between conventional education and LCE
- ✓ list and explain key features of LCE
- ✓ observe another teacher using the LCE rating scale

WHAT IS LEARNER-CENTRED EDUCATION?



Look at this picture. In one classroom, the teacher is using learner-centred education (LCE) methods. In the other classroom, the teacher is using more conventional teaching methods. Which one is the LCE classroom?

If you said Classroom B, you were correct!

Why is Classroom B learner-centred?



Question Box

What are some things that make teaching learner-centred? List them here.

What did you write down? Here are some ideas:

FEATURES OF LCE

In LCE,

- the learners often work in groups
- the teacher calls learners by name
- the teacher rarely lectures
- the learners talk much of the time
- the teacher checks to be sure learners are learning
- learners discover things for themselves
- learners learn to understand things, not just to memorize facts
- learners are actively involved in the lesson
- learners provide ideas for lesson activities
- learners teach other learners
- learners help organize the classroom, pass out books, etc.
- teacher asks learners about their experiences and feelings
- teacher and learners use conventional and new technology
- the teacher encourages trial and error learning
- the teacher helps the learner when he/she makes a mistake

WHY DO WE USE LCE?

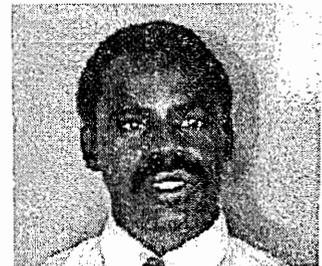
Because children learn better with LCE!

Children learn better when they learn what they *want* to learn, not just what the teacher wants them to learn.



Children learn better when they are *active* in their learning, not passive, like when the teacher talks and talks.

Children learn better when learning activities are *interesting*, not boring like endless lectures. (Some lectures can be good. The problem is that many teachers lecture too much!)



Children learn better when they are *solving real problems*, not artificial problems that are unrelated to their lives.

Children learn better when they can also *teach others*, not just be the learner all the time.



Because LCE is a better way to teach, the Ministry has made LCE a central part of the Lower Primary Reform. The new syllabuses are based on LCE. They have many ideas for how to do LCE.

PRINCIPLES OF LCE

There are two main principles of LCE:

Principle #1. The teacher's role is to help learners learn.

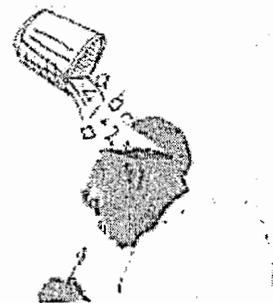


Question Box

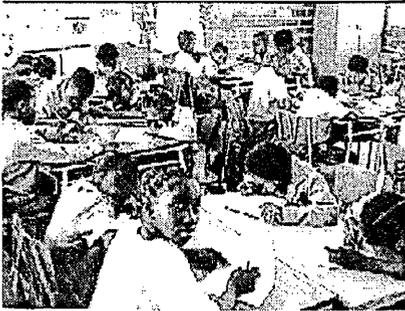
In conventional education, what was the teacher's role?

What does it mean when we say "to help learners learn"?

In conventional education, the teacher's role was *to transfer information to the learner*. The teacher was viewed as the expert. The teacher "had all the answers." The teacher deposited information in the learner's head. The learner's role was to remember the information and repeat it on an exam. The more the learner remembered, the better the symbol he/she received.



In LCE, the teacher's role is to help the learners learn. For example, if the teacher shows her learners how to write the letter W, and one learner cannot do it, the teacher assists the learner.



Perhaps the teacher gives the learner an example at her seat. Perhaps the teacher gives the learner a letter to trace. Perhaps the teacher holds the learner's hand while writing the letter W. The teacher does *not* say "You can't write the letter W? You get an E."

Principle #2. Activities focus on the learner, not on the teacher. In conventional education, activities were teacher-centred. For example, a conventional lesson plan for English might say:

"The teacher will explain to the class how to ask for directions to the nearest store."

In LCE, the lesson plan might say:

"By the end of the lesson, the learners will be able to ask for directions to the nearest store."



Question Box

What is the difference between the two lesson plans? Is the second one more learner-centred? Why?

One difference between the two lesson plans is that the first one focuses on the teacher, and the second one focuses on the learner. For this reason, the second lesson plan is *more* learner-centred than the first: it uses *learning* objectives, not *teaching* objectives. (Remember we discussed the difference between learning and teaching objectives in Module 2: Lesson Planning.) However, the second lesson plan could still rely on teacher-centred *methods of instruction*. A lesson is truly learner-

centred if (1) it includes *learning* objectives (not teaching objectives), and (2) if the methods of instruction are *learner-centred*.

Let's take another example. Let's say the learning objective is:

"By the end of the lesson, the learners will be able to add 2+2."

This is a learning objective. But what about the methods of instruction? Here are two possibilities:

A CONVENTIONAL LESSON AND A LEARNER-CENTRED LESSON COMPARED

LESSON A	LESSON B
<p>1. Introduce the topic, connecting it to previous learning and explaining its place and importance.</p> <p>2. Draw 4 stick figures on the chalkboard like this:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>3. Write "2+2=4" on the chalkboard.</p> <p>4. Point to the stick figures, and ask the learners how many people there are.</p> <p>5. Ask the learners to repeat after you: "2+2=4,,"</p> <p>6. Have the learners write the equation in their exercise books.</p> <p>7. Draw 4 houses on the chalkboard and repeat the procedure.</p>	<p>1. Introduce the topic, connecting it to previous learning and asking learners why it is important.</p> <p>2. Show the learners two pencils in one hand, and two in the other.</p> <p>3. Ask them how many you have.</p> <p>4. Write "2+2=4" on the chalkboard.</p> <p>5. Call learner A by name and give her all 4 pencils. Ask her how many she has.</p> <p>6. Ask learner A to give learner B 2 pencils. Tell learner A to ask learner B how many pencils <i>he</i> has. (If learner A doesn't understand, help her.)</p> <p>7. Ask learner B to write the equation on the chalkboard.</p> <p>8. Repeat the procedure with 2 more learners, this time using 4 different objects (e.g., bottle caps, leaves, etc.).</p> <p>9. Give the 4 objects to another learner and ask her to "play teacher" with two more learners and repeat the procedure.</p>

Which lesson uses learner-centred methods of instruction?

If you said "Lesson B," you were correct. Why?



Question Box

What things make Lesson B more learner-entered than Lesson A?
You may refer to the list "Features of LCE" on page 2 if you wish.

Here are some things you might have noted:

ANALYSIS OF A LEARNER-CENTRED LESSON

LESSON B

Teacher rarely lectures

1. Introduce the topic, connecting it to previous learning and asking learners why it is important.

2. Show the learners two pencils in one hand, and two in the other.

3. Ask them how many you have.

4. Write "2+2=4" on the chalkboard.

Teacher and learners use conventional and new technology

The teacher calls learners by name

5. Call learner A by name and give her all 4 pencils. Ask her how many she has.

6. Ask learner A to give learner B 2 pencils. Tell learner A to ask learner B how many pencils he has. (If learner A doesn't understand, help her.)

Teacher checks to be sure learners are learning

Teacher helps the learner when he/she makes a mistake or doesn't understand

7. Ask learner B to write the equation on the chalkboard.

Teacher encourages trial and error learning.

Learners teach other learners

8. Repeat the procedure with 2 more learners, this time using 4 different objects (e.g., bottle caps, leaves, etc.).

9. Give the 4 objects to another learner and ask her to "play teacher" with two more learners and repeat the procedure.

Learners actively involved in the lesson.

PROBLEMS TEACHERS HAVE WHEN THEY USE LCE

LEC is a skill you develop every day. Every day, you get better. But you have to prepare for it.

Even though LCE is a good idea, many teachers have difficulties using it. Here are some of the problems they have:

- learners often have difficulties expressing themselves due to lack of understanding of subject
- large class sizes - difficult to put learners in groups
- lack of materials
- sometimes not enough chairs or desks in the classroom
- classroom too small
- sometimes difficult to plan activities for particular learners

Today I had trouble in my class. I asked learners to work in groups. They made paper dolls. The boys didn't want to work with dolls. It was very difficult to work with the boys. They didn't want to stay in a group.





Question Box

What are some problems *you* have had using LCE methods? How have you tried to solve those problems?

HOW LEARNER-CENTRED ARE YOU?

In this module we have talked about the differences between conventional education and LCE. In fact, these are not opposites, like black and white, or day and night. They are *types*. And like all types, sometimes they are mixed. Black and white paint can be mixed to make gray. If it is more black, it is dark gray. Day and night mix at dawn and dusk.

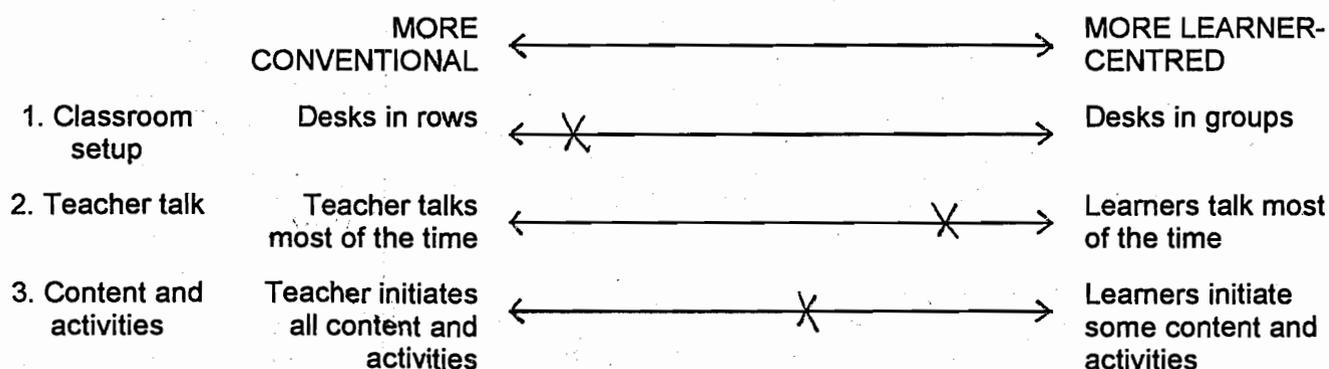
Teaching is like colours or times of the day. In one lesson, you might be more teacher-centred, in another lesson, you might be more learner-centred. *There is no single type of teaching that is best.* For example, when your learners do not understand how digestion works, maybe you need to take some time and explain it to them. Maybe you need to give them a lecture. Sometimes lectures are necessary and good.

The point here is *not* to abandon lectures or other conventional methods that work. The point is that *whenever possible*, you should consider using learner-centred methods. Why? Because they *usually* will help learners learn better.

The other point is that no lesson is ever completely learner-centred or teacher-centred. This is because there are many dimensions to a lesson. A dimension is a part or aspect of a lesson. For example, “classroom setup” is a dimension: how are chairs or desks arranged? In rows? In groups? “Teacher talk” is a dimension. How much does the teacher talk? All the time? Half the time? When used in a discussion about LCE, we can call these dimensions “dimensions of LCE.”

In one lesson, a teacher might use different approaches for different dimensions. For example, she might use a learner-centred method like continuous assessment, but might use some conventional method like keeping the desks in rows.

You can observe a lesson using a list of dimensions, and evaluate how conventional or learner-centred each part is. For example, say you want to look at three things: classroom setup, teacher talk, and content and activities. You observe a lesson where a teacher keeps the learners’ desks in rows. You observe that the learners talk more than the teacher, but not all the time. You observe that the teacher initiates the teaching activities, but the learners propose ideas as well (e.g., songs to sing). You might rate such a lesson like this:





Activity Box

Find a teacher in your school who uses LCE activities. Ask her if you can observe one of her lessons. If she agrees, show her the *LCE Rating Scale* on the following page. Ask her which dimensions she would like you to observe. (In the beginning, it is easier to observe 2 or 3 only.) When you observe her, use the form and put an X where you feel she ranks on each line. After the lesson, discuss your rankings with her.

SUMMARY

1. Learner-centred education (LCE) is an approach to education in which the learners learn from the teacher, from one another, and on their own.
2. In the conventional education approach, the teacher was at the centre of the lesson. The teacher's role was to transmit knowledge to the learners, usually through lectures. In LCE, the teacher's role is to help the learners learn through activity-based instruction, group work, and encouraging learners to discover things for themselves.
3. We use LCE because children usually learn better this way than through conventional methods.
4. The two main principles of LCE are:
 - the teacher's role is to help learners learn; and
 - activities focus on the learner, not on the teacher.
5. Even though LCE is a good idea, many teachers have difficulties using it. The challenge faced by Namibian teachers is to overcome these difficulties.
6. There is no single type of teaching that is best. We might want to teach one lesson in a more teacher-centred fashion, and another one

in a more learner-centred fashion. It depends on the subject, the materials available, our learners, and our own skills.

7. LCE is not “an absolute.” Some dimensions of our lessons might be learner-centred, whereas others are conventional. Also, the extent to which our methods are learner-centred is a question of degree. We can observe these methods and chart them in graphic form.



You have just completed Module 3: Learner-Centred Education. In the remaining modules, we will provide numerous examples of LCE activities you can use in your classroom. These include:

- use of teaching and learning materials
- activity-based instruction
- drawing on the learners' experiences through questioning
- using pairs and small groups
- creating a productive learning environment. The focus of this module has been the *principles* of LCE.

If you feel you have understood all the ideas in this module, then try using the LCE rating scale on the following pages. If you have read the summary, then you are ready to take the Self-Test on page 17.

LEARNER-CENTRED EDUCATION RATING SCALE

MORE CONVENTIONAL



MORE LEARNER-CENTRED

1. CLASSROOM SETUP

Desks in rows



Desks in groups or stations

2. TEACHER TALK

Teacher talks most of the time
(usually lecture)



Learners talk or do activities most of
the time.

**3. CONTENT AND
ACTIVITIES**

Teacher initiates all content &
activities



Learners initiate content or activities

**4. EXPERIENCE &
KNOWLEDGE**

Learners' experiences & knowledge
not used in instruction



Learners' experiences & knowledge
used in instruction

**5. LEARNERS'
CREATIVITY**

Learners' creativity rarely
encouraged



Learners' creativity encouraged
much of the time

6. PAIR/GROUP WORK

Teacher teaches learners as group



Learners learn in pairs or small
groups

7. PEER TEACHING

Teacher does all the teaching



Learners peer teach, lead activities

8. HOUSEKEEPING

Teacher carries out all
housekeeping tasks (e.g., sweeping
the floor, passing out books)



Learners carry out housekeeping
tasks

MORE CONVENTIONAL

MORE LEARNER-CENTRED



9. CHECKING LEARNERS' WORK

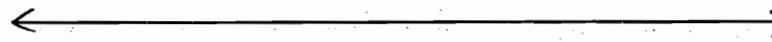
Teacher stays in front of class, does not check learner's work



Teacher walks around and checks learners' work; learners check one another's work

10. LEARNING STYLES

Teacher uses one kind of instruction for all learners



Teacher adjusts instruction to learners' individual learning styles

11. QUESTIONING TECHNIQUES

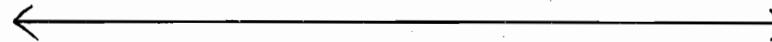
Closed questions only; description, not evaluation



Open-ended and higher order questions; evaluative reasoning and judgment

12. ASSESSMENT

Teacher tests at the end of term only



Learners are continuously assessed and assisted

13. RAPPORT

Teacher talks to learners in class only; does not use names



Teacher inquires how learners are doing in and outside of class; uses their names; is friendly and sympathetic

14. KNOWLEDGE OF WHOLE CHILD

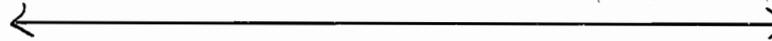
Teacher does not know learners' profile (strengths, difficulties, health) or backgrounds (family conditions, problems with other students, etc.)



Teacher knows learners' profile, backgrounds

15. RESPONSIBILITY AND DISCIPLINE

Teacher assumes responsibility for instruction and discipline



Learners assume responsibility for learning and self-discipline



Self Test

Instructions: Answer the following questions, then turn to the next page to check your answers.

1. What are the two main principles of LCE?

2. What are three reasons for using LCE?

1.

2.

3.

3. Is any lesson ever completely learner-centred? Explain your answer.

ANSWERS TO SELF-TEST

1. The two main principles of LCE are:

- The teacher's role is to help learners learn.
- Activities focus on the learner, not the teacher.

(1 point for each correct answer, 2 points possible)

2. The following are some reasons for using LCE:

- Children learn better when they learn what they *want* to learn, not what the teacher wants them to learn.
- Children learn better when they are *active* in their learning, not passive, like when the teacher talks and talks.
- Children learn better when learning activities are *interesting*, not boring like endless lectures. (Some lectures can be good. The problem is that many teachers lecture too much!)
- Children learn better when they are *solving real problems*, not artificial problems that are unrelated to their lives.
- Children learn better when they can also *teach others*, not just be the learner all the time.

(3 points for each of 3 correct answers, 9 points possible)

3. No lesson is ever completely learner-centred or teacher-centred. This is because there are many dimensions to a lesson. In one dimension, a teacher might use a teacher-centred approach. In another dimension, he/she might use a learner-centred approach.

(9 points for a correct answer)

20 points possible

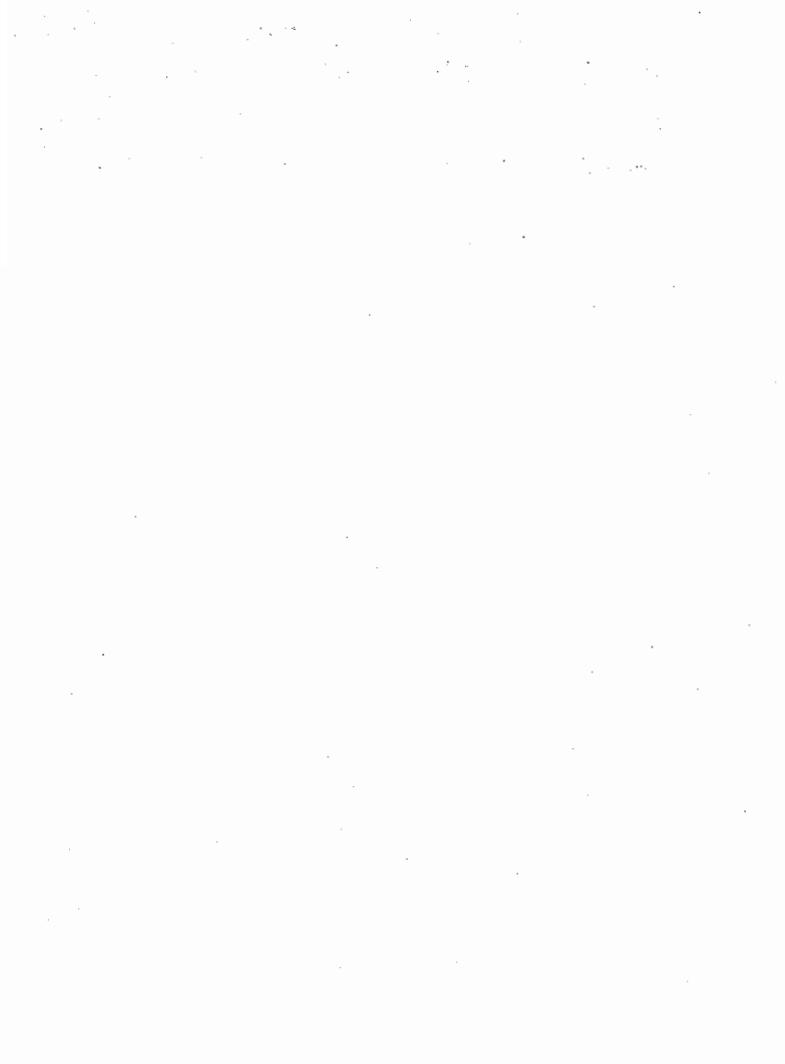
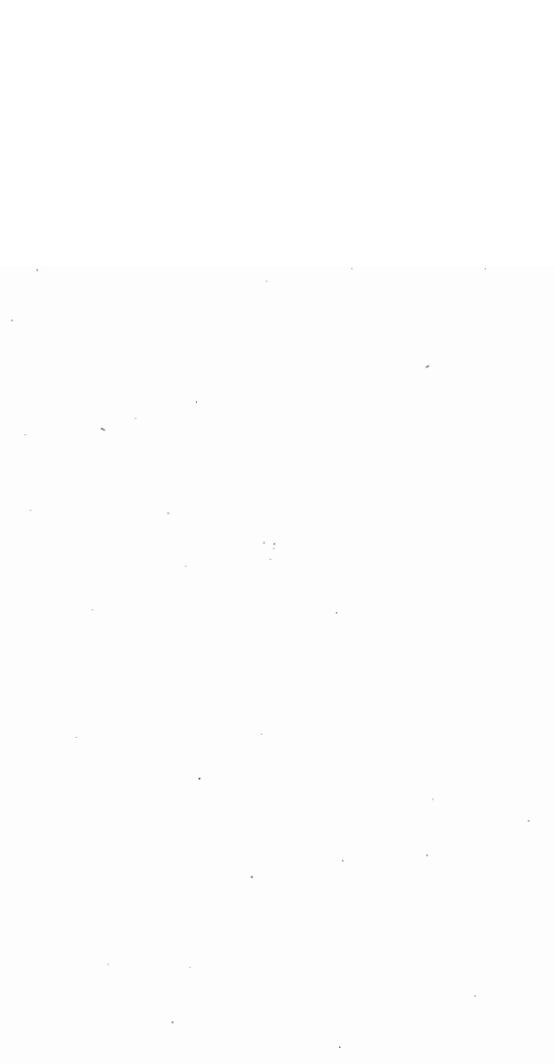
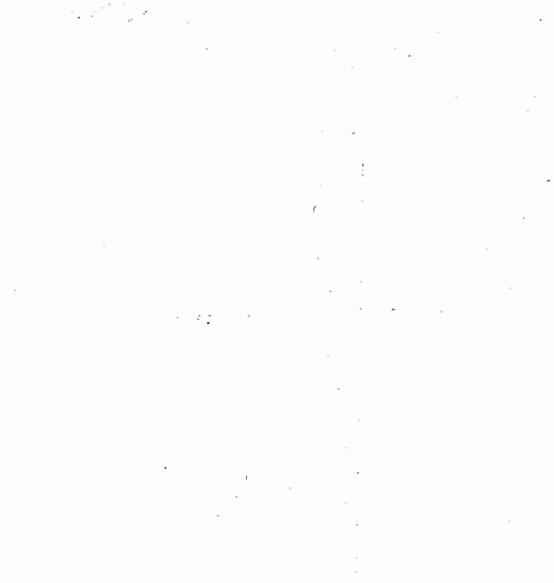
GLOSSARY

activity-based instruction: an educational method that emphasizes the use of activities to help learners learn. With activity-based instruction, learners work in groups, work on projects, or take part in whole-class activities such as games or debates. With activity-based instruction, the teacher also teaches through activities such as demonstrations.

conventional education: an approach to education in which the teacher's role is to transmit information. The most commonly used method of teaching in conventional education is the lecture, and the most common activity for learners is memorization.

dimension: part or aspect of something. For example, one dimension of a lesson is "classroom setup."

learner-centred education: an approach to education in which the teacher's role is to help the learners learn, not just to transmit information as in conventional education. If a lesson has learning objectives and learner-centred methods, it is a learner-centred lesson.



MY NOTES

The Teachers' Basic Competencies Manual - Module Titles

MODULES	ENGLISH	OSHINDONGA	RUKWANGALI	OSHIKWANYAMA
MODULE 1	Making a scheme of work	Okuninga oskema yilonga	Kuninka epompeko lyoyirugana	Okuninga oskema yoilonga
MODULE 2	Lesson planning	Elongekidho lyoshileshwa	Elirongikido yirongwa	Elongekido loshileshwa
MODULE 3	Learner-centred education	Omukalo moka omulongwa ta dhana onkandangala melongo	Nkareso omo murongwa a kara mpitakatji merongo	Omukalo moka omuhongwa eli ta dana onghadangala mehongo
MODULE 4	Continuous assessment , Part 1	Etalotseyo lya tsikilathana, Oshitopolwa 1	Etarodiwo lyokutwikida, Ruha 1	Etaloshiivo la twikilafana, Oshitukulwa 1
MODULE 5	Continuous assessment, Part 2	Etalotseyo tali tsikile, Oshitopolwa 2	Etarodiwo lyokutwikida, Ruha 2	Etaloshiivo tali twikile, Oshitukulwa 2
MODULE 6	The Learning Environment	Ehala lyokwiilongela	Mevega lyerongero	Onhele yokulihongela mongulu yofikola
MODULE 7	Classroom management	Omaihumbato newiliko mongulu yosikola	Mpangera zomononkondwa rongero nonkareso zongwa	Omalihumbato newiliko
MODULE 8	Teaching large and multi-level classes	Okulonga ongundu yu udha	Erongo lyomononkondwarongero donontambo dononenenedi dononzi	Ehongo leengudu diyadi
MODULE 9	Instructional materials, Part 1 10 Things to hang on the wall	likwathitholongo, Oshitopolwa 1 10 linima yokutsilika kekuma	Yirongesesihepwa, Ruha 1 10 Yinike yokutwirika ke kuma.	Oikwafifihongo, Oshitukulwa 1 10 Oinima yokutwilika ke kuma
MODULE 10	Instruction materials, Part 2 Manipulative teaching materials	lilongithokwatheli mokugandja omalombwelo, Oshitopolwa 2 likwatomwa kwathitholongo	Yirongesesihepwa, Ruha 2 Yinkwato yelongeseso	Oilongifokwafeli moku yandja omalombwelo, Oshitukulwa 2 Oikwatomwa
MODULE 11	Instructional materials, Part 3 Manipulative learning materials	lilongithokwatheli mokugandja omalombwelo, Oshitopolwa 3 likwathitholongo iikwakugumwa	Mapukururo goyihpwa noyikwato rongeseso, Ruha 3 Yikwasesolongo yoyinkwato	Oikwafifohongo hai kumwa komuhongi mokuhonga, Oshitukulwa 3 Oikwafifohongo oikwakukumwa
MODULE 12	Group work	lilonga yopaungundu	Yirugana yomombunga	Oilonga yopaungudu
MODULE 13	Questioning techniques, Part 1 What kinds of question do we ask?	Uunongo wokupula omapulo, Oshitopolwa 1 Omapula gomaludhi geni hatu ku pula?	Nkaresodiwo pulisiso, Ruha 1 Mapuro gorudi musinke natu pura?	Ounongo wokupula omapulo, Oshitukulwa 1. Omapulo omaludi elipi e na okupulwa?
MODULE 14	Questioning techniques, Part 2 How do we ask questions?	Omaludhi gomapulo, Oshitukulwa 2 Nkene ta tu pula omapulo?	Nkaresodiwo pulisiso, Ruha 2 Ngapi omu natu pura mapura?	Omaludi omapulo, Oshitukulwa 2 Nghe hatu pula omapulo?
MODULE 15	Lesson presentation skills	Uunongo wokugandja oshileshwa	Udivi wondongeseso yirongwa	Ounongo wokuyandja oshileshwa
MODULE 16	Childhood development	Ekoko lyokanona	Ekuro lyomunona	Ekulo lokanona
MODULE 17	Teaching children according to their learning styles	Okulonga aanona pamikalo ndhoka haa ilongo	Kuronga vanona kukwama nkaresolirongo zawo	Okuhonga onunona pamikalo odo have lihongo
MODULE 18	Learning problems and consolidation activities	Omaupyakadhi melongo niinyangadhalwa yokukwathela	Maudigu merongo noyirugana yekambadaro	Omaupyakadi mehongo noinyangadhalwa yokukwafela
MODULE 19	Helping children who are not well	Okukwathela aanona mboka yaa li nawa	Mbatero kovanona ava va dira kukara nawa	Okukwafela onunona ovo vehe li nawa
MODULE 20	Teacher as professional	Omulongi ongomunashilongaithano	Murongi ngovakonentu	Omuhongi ongomunashilongaifano

