



Ўзбекистон
Республикаси
Олий ва Ўрта
Махсус Таълим
Вазирлиги

Ўзбекистон Инглиз Тили Ўқитувчилари Касбий Малакасини Ошириш

Ўқув-услубий қўлланма

Модуль 1

Professional Development for Uzbekistan English Teachers

Training Toolkit

Module 1

Академик лицей, касб-ҳунар коллежлари ва олий таълим муассасалари инглиз
тили ўқитувчиларининг касбий малакасини ошириш учун

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Мазкур қўлланма Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Британия Кенгаши ҳамкорлигида амалга оширилган лойиҳа доирасида ишлаб чиқилган малака ошириш дастурининг таркибий қисмидир.

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Миннатдорчилик

Биз Ўзбекистон давлат жаҳон тиллари университети ҳамда Самарқанд давлат чет тиллар институти раҳбариятига мазкур дастурни синовдан ўтказиш ва тадбиқ этишда кўрсатган ёрдамлари учун миннатдорчилик билдирамыз. Аббас Турсунович Ирискуловга лойиҳа давомида берган қимматли маслаҳати ва саъй-ҳаракатлари учун алоҳида ташаккур изҳор этамыз.

Шунингдек, биз Гулсара Ражабова, Ойбек Қурбонов ва Саида Иргашеваларга мазкур қўлланмани ишлаб чиқишга қўшган ҳиссалари учун миннатдорчилик билдирамыз. Дастурнинг муваффақиятли тадбиқ этилишида фидокор тренерлар гуруҳи: Эркин Мухаммедов, Мурод Исмаилов, Саида Нуриддинова, Шухрат Тагаев, Феруза Рустамова, Дилноза Нарзуллаева, Оксана Донцева ва Моҳигул Каримовалар ҳамда ўзининг амалий ғоялари, ҳолис фикрларини аямаган тренерлар гуруҳи раҳбарлари Ульяна Ли ва Умида Нурджановаларнинг хизмати беқиёс.

Алоҳида миннатдорчиликни қўлланмани синовдан ўтказишда берган кўмаги ҳамда фойдали маслаҳатлари учун Буюк Британиянинг Плимут шаҳридаги Авлиё Марк ва Авлиё Джон Коллежидан Майк Сколлига билдирамыз.

Руминия колледжлари ва шахсан Рада Баланга лойиҳанинг илк босқичларида берган маслаҳатлари ва тажриба алмашганликлари учун ўз раҳматимизни изҳор этамыз.

Sheil Land Associates Ltd ташкилотига ва шахсан рухсатномалар назоратчиси жаноб Теренсе Вонг Лейнга Джон Фаулснинг “The Magus” ҳикоясини қўлланмада таълим мақсадларида қайта нашр қилиш учун рухсат берганлиги учун миннатдормыз.

Қолаверса, Британия Кенгашининг Ўзбекистондаги ваколатхонасидаги барча ҳамкасбларга лойиҳанинг барча босқичларида кўрсатган ёрдамлари учун раҳмат айтамыз.

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INTRODUCTION FOR THE TRAINER

Dear Trainer,

You will be training participants on the Development for Uzbekistan English Teachers (DUET) programme which is designed for in-service teachers of English with various teaching experiences.

Programme aims and learning outcomes

The overall aim of the programme is to help English language teachers in Uzbekistan to articulate and understand their beliefs about teaching and learning, to reflect on their own teaching practices and share their experiences with each other.

By the end of the programme the participants will be able to:

- ~ understand language learning processes better;
- ~ satisfy the growing demands and interests of their students;
- ~ select and confidently apply appropriate methodology according to learning objectives;
- ~ find, adapt, and develop learning materials to meet learning objectives and students' needs;
- ~ give and receive professional support;
- ~ plan their own further professional development.

Programme structure

As seen from the chart below the programme is organised in two face-to-face modules and a distance module. Each face-to-face module lasts for two weeks with six working days each week.



During **Module 1** participants:

- ~ attend sessions
- ~ reflect on their own teaching
- ~ generate new ideas.

There are three sessions a day. Each session deals with one topic but all sessions are linked to each other, are often based on the previous sessions' material and contribute to the overall aim of the programme. The activities and tasks in the sessions are practical and offer food for thought and reflection for the teachers on their own teaching practices.

Participants will also be given recommendations for further reading. The articles will be available in a local Professional Development Centre (PDC) or can be found on-line.

During the **Distance module**, after participants have completed the first module, they go back to their workplaces and:

- ~ try out some of the materials
- ~ put into practice some ideas
- ~ complete portfolio tasks

They also reflect on their learning and teaching during the whole programme.

Module 2 has more practical sessions where participants have an opportunity to further:

- ~ apply their knowledge in the sessions
- ~ produce teaching materials
- ~ present their ideas
- ~ practise giving and receiving feedback

Training methodology

Our programme and materials are based on a set of principles that underpin our training methodology.

Starting where participants are

Participants are not 'empty vessels' to be filled with knowledge imparted by the trainer and the trainer is not the only source of knowledge. Participants' past experience, their values, attitudes and beliefs are important and should serve as a starting point for most sessions during the programme.

Reflection

Reflection in the programme means, for the participants, exploring and thinking critically about their learning experiences and teaching practices. They have an opportunity to

analyse these experiences and practices in order to become more aware of the reasons behind them and of their own beliefs about teaching and learning.

Cooperation

The programme includes a variety of activities which encourage participants to cooperate through group and project work and to appreciate the value of team work and professional cooperation.

Experiential learning

Starting with experience, either individual or shared, we encourage participants to reflect, make discoveries and draw conclusions based on these discoveries, thus bringing them gently to new understandings. We hope this will enable them to use their new skills and knowledge in their further practice.

Addressing teachers' needs

The programme prepares participants to address their own professional needs in their working contexts e.g. by giving them an opportunity to develop new materials suitable for their students' level, interests and needs.

Orientation towards continuing professional development

Professional development is a lifelong process. The programme encourages teachers' personal and professional development through a variety of strategies and activities and prepares participants to continue this process after this programme is over.

Opening up choices

Participants are invited to explore different ways of teaching, learning and decision making. They will become more confident in making informed professional choices for themselves.

Principled practice

In this programme theory and practice support each other. All activities are based on the programme's guiding principles and this in turn sends a message to participants about the importance of this reciprocity. In this sense trainers practise what they preach.

Professional learning as a social enterprise

The programme gives participants an opportunity to work together and learn from each other in a social group. This social dimension is important for adult learners and especially for teachers who usually work in isolation.

Language as communication

The programme explores participants' beliefs about language and offers a view of language which is rooted in communication rather than a system of rules. We reinforce this message throughout the programme. We use English in sessions, in our materials and in the participants' products.

A belief in autonomy

Teachers have to make professional decisions for themselves and language learners have to use English independently beyond the classroom. The programme values and encourages participants' autonomy, based on the belief that without being autonomous themselves teachers cannot encourage their students to take on personal responsibility for their own learning.

Assessment

To us, the process of professional growth of the programme participants is more important than the end product. So we believe that assessment shouldn't be done only at the end of the programme but it should rather be an on-going process contributing to each participant's awareness of the importance of professional development.

Trainer's role

Your role as a trainer is to facilitate the learning of the participants in the programme and to create favourable conditions for them to share their views and learn from each other. Since we believe that language is a means of communication and we learn by doing, you will be using a lot of group and pair work activities during which participants experience various activities and then draw their conclusions about their teaching and learning.

English is the language of instruction of the programme, which means that you need to encourage participants to speak English in the sessions.

We also believe that it is important for you as a trainer to establish a warm and friendly atmosphere in the programme among the participants so that they feel safe to take risks and share their views openly.








Interaction Patterns

The sessions contain a wide range of practical tasks. All sessions are participant-centred as opposed to lecture-based and therefore involve a lot of group and pair work. In the course of the programme participants are encouraged to share their ideas, experience and provide support to each other. Hence, different types of interaction are used during the sessions:

- ~ plenary discussions encourage participants to exchange their views with the whole group;
- ~ in small group work participants share their ideas with each other and come to a general agreement;
- ~ in pairs participants discuss things together and generate ideas;
- ~ while working individually they tap their inner resources and focus on their own individual experiences.

Programme materials

The programme materials consist of 2 books with session notes and handouts for participants. In the trainer's notes you will see the symbols (see below) that are given for your convenience.

	Individual work		Tape
	Pairwork		Video
	Groupwork	NB	Notice!
	Plenary		
	Handout/Article		

Handouts can be found at the end of each session. Note that, some handouts take up a full A 4 sheet or even more. Others are less than a page in length and therefore there are two or more *different* handouts on one A4 sheet. There are also cases when you will see two or more *identical* handouts on one A4 sheet. It is done in order to save paper. This is your responsibility to check the handouts and to cut them before the session.

Some sessions suggest further reading on the topic in the form of separate articles from various ELT journals and magazines. These are available as a separate pack. Professional reading will enable participants to get deeper insights into a topic of particular interest or relevance to their own teaching situation.

There is also a glossary with terminology used in the materials. You can refer to it if necessary. This glossary is also given to participants.

The pack also contains 2 DVDs and 2 Audio CDs for Modules 1 and 2.

How to use the trainer's notes

Each session consists of several activities. There are objectives for each activity as well as overall objectives for the whole session. Each activity lists all the necessary equipment and materials including handouts which are given at the end of each session.

Objectives

There are objectives at the beginning of each session. Sometimes you may decide to announce the objective of the session to your participants at the beginning of the session. At other times you may decide to let the participants figure out the objectives themselves, especially when some sessions assume an element of unpredictability.

Warm-up/Lead-in

You will notice that some sessions begin with a 'Warm-up' or 'Lead in'. 'Warm-ups' often serve as energisers and involve some physical movement whereas 'Lead-ins' ask participants to discuss some questions to start them thinking about the main points of the session.

Since the programme uses a learner-centred approach to teaching you will notice that there are many group work and pair work activities. Therefore, it is important to vary grouping techniques to bring some variety into the programme.

Grouping techniques

You can group participants according to the shapes/colours/numbers and so on.

In order to form 4 groups of 5 give each participant a card of a different colour e.g. 5 yellow strips, 5 red, 5 green and 5 blue. You can give out the strips at random or with particular grouping.

Another way to break your participants into groups or pairs is to ask them to line up according to their years of teaching experience/birthdays/height and so on. When participants stand in a line you can divide them into groups or pairs. This technique is also a good icebreaking activity which can be used at the beginning of the session.

The same technique can be used for pairing up participants but in this case you can also use shapes cut into two parts e.g. two parts of a broken heart. Or you can use famous pairs e.g. Tom and Jerry; Romeo and Juliet. Partners should find each other.

Giving instructions

For your convenience instructions are given for every activity in each session but you can also paraphrase the instructions to make them clear for the participants.

Possible answers

In some sessions we suggest possible answers to the questions or tasks for your convenience. Please note that these answers are possible but there may be other options as well. In this case you need to use your own expertise and experience to deal with participants' contributions.

Establish

You will see that at the end of some activities you will need to establish the main point(s) of the activity. This is needed to emphasize the important messages of the activity.

Eliciting

We also encourage you to elicit as much from your participants as possible as opposed to lecturing. We believe that your participants are knowledgeable and experienced and we value their contributions and ideas.

Summary

Each session ends with a 'summary' the aim of which is to summarise the main points of the session and to highlight the main messages. For this purpose you can either ask participants

questions and elicit the main points from them or simply summarise the main messages of the session yourself.

Activity types

The sessions use various task types which may be new to the participants and therefore you will often need to model an activity to make sure the participants know what is expected of them. Below are some activities that are often used in the sessions.

Jigsaw – for this activity put participants in groups, for example, if you have 20 participants, put them in 5 groups of 4 and give each group a task. It can be a reading passage, listening, writing task or something different. The main point here is that each group should receive incomplete information which is different from what the other groups have. Instruct participants that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.

After the groups have studied the information rearrange them into 4 new groups of 5 so that there are representatives from all the groups in each new group. Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on.

Rotation - put participants in groups and give them a task to complete (make a poster; come up with a list of solutions for the problem, etc).

After the participants have finished their task ask a representative from each group to remain at their desks and the rest of the group to go to another table to see what the other group has done. You can choose for the groups to move clockwise or anticlockwise. The representatives should answer any questions and explain their group's choice. Encourage the 'visiting' group members to ask questions, share their views and offer suggestions.

After the groups have done the first 'visit' to the neighbouring group ask them to rotate to another group. Repeat the rotation until all the groups have seen the product of all other groups.

Mingle – in this type of activity participants go around the room asking and answering each other's questions. They need to speak to as many people in the room as possible. You can

sometimes limit the time to make the activity more exciting or let participants finish the activity.

This activity is good for kinaesthetic learners. It also fosters rapport between you and participants and is often used as an energiser or an icebreaking activity.

Role play – in a role play activity participants are asked to take a role of somebody else. The main condition for a successful role-play is that each participant of a role-play has a certain goal to pursue e.g. to persuade his/her partner to do something. Neither of the participants in the role play knows what his/her partner's goal is and therefore they don't know how their partner will respond.

Problem solving – put participants in groups. Give the groups a task which requires a group solution. While finding a solution group members discuss various ideas and try to find a compromise. This is a good example of a communicative activity where participants in the discussion use English to find the solution.

Programme evaluation

At the end of the programme participants will fill out a programme evaluation form. They will also be given an opportunity to evaluate themselves and their peers.

Assessment and certificates

This programme is a joint effort of the British Council and the Ministry of Higher Education of Uzbekistan, therefore upon the completion of the programme participants will receive certificates accredited by the Ministry of Higher Education.

Participants are required to attend all the sessions during the programme and complete all the tasks in the portfolio. You need to explain to participants that the portfolio is a collection of materials that they will prepare over the programme. The portfolio will include all the tasks that the participants will receive during the programme and will be evaluated at the end of it. In order to succeed in the programme and receive a certificate, participants will be required to attend all sessions and to submit their portfolio. At the end of the programme they will receive oral and written feedback from trainers on their portfolio and their performance on the course.

INTRODUCTION FOR PARTICIPANTS

Dear Participant,

Welcome to the Development for Uzbekistan English Teachers (DUET) programme which we hope will become an exciting learning experience for you. The programme is designed specifically for the local context and addresses the particular needs of English teachers in higher education in Uzbekistan.

Programme aims and outcomes

The programme's overall aim is to give you plenty of opportunities to share ideas about teaching and learning, reflect on your teaching and learning experience and draw professional conclusions. We hope that you will be able to put them into practice later at your workplace. We also hope that you will also have a chance to discover a lot of new things and generate ideas of your own.

During the programme you will have an opportunity to:

- understand language learning processes better;
- satisfy the growing demands and interests of your students;
- select and confidently apply appropriate methodology according to learning objectives;
- find, adapt, and develop learning materials;
- give and receive professional support and plan your further professional development.

Programme structure

There are 3 stages in the programme.



Module 1 lasts 2 weeks, 6 working days with 3 contact sessions each day. The Distance Module is between Module One and Two and it lasts 1 or 2 months. During this module you will return to your workplace and have a chance to try out some new ideas with your students. Also, during the Distance Module there will be several tasks for you to complete. You will then share the results and get feedback from trainers and colleagues when you

return for Module Two. Module 2 also lasts 2 weeks and its structure is similar to that of Module 1.

The box which says Portfolio shows that you will be required to complete a set of tasks over the whole programme. The task description will be given to you during session 4. You will be assigned a supervisor (one of the trainers) who will keep in touch with you during the Distance Module and assist whenever possible.

Sessions will be facilitated by the team of trainers who will help you as much as they can to make your learning an enjoyable experience! You will be involved in interesting and thought-provoking activities and challenging group work where you will be expected to provide professional support to each other.

Programme requirements

Participants are required to attend ALL the sessions of the programme and complete all the tasks from the Portfolio. The Portfolio is considered complete if:

- ~ it contains all entries
- ~ the Portfolio entries meet the requirements of the task
- ~ nothing in it is plagiarised

On the successful completion of the programme, participants will be awarded certificates.

We hope you will find this programme unique and valuable because:

- your knowledge and experience will become the starting point for trainers;
- you will closely cooperate with your colleagues;
- you will participate in a variety of activities and learn through this experience;
- you will be given many choices and opportunities to make your own professional decisions;
- you will communicate in English.

Your job during the programme is to be an active participant, to read all the suggested articles and ask as many questions as you wish. In addition, we hope that you will make as many friends, both professional and personal, as possible. You will be responsible for maintaining a friendly atmosphere and, of course, making the most of working together.

We wish you success!

DEVELOPMENT FOR UZBEKISTAN ENGLISH TEACHERS (DUET) PROGRAMME

MODULE 1

Week 1

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<i>Session 1</i> Official Opening Orientation Session	<i>Session 4</i> Requirements for Portfolio Tasks	<i>Session 7</i> Teaching Speaking	<i>Session 10</i> Teaching Reading	<i>Session 13</i> Teaching Grammar 1	<i>Session 16</i> Phonology and Meaning 1
<i>Session 2</i> Language Learning and Learners' Needs	<i>Session 5</i> Teaching Vocabulary	<i>Session 8</i> Information Gap	<i>Session 11</i> Authenticity	<i>Session 14</i> Interaction Patterns	<i>Session 17</i> Review of Week 1 and Reflection
<i>Session 3</i> Learning Styles	<i>Session 6</i> Designing Vocabulary Tasks Portfolio entry 1	<i>Session 9</i> Error Correction	<i>Session 12</i> Designing Reading Tasks Portfolio entry 2	<i>Session 15</i> Community Building	<i>Session 18</i> Information and Communications Technology 1
Summary of the day	Summary of the day	Summary of the day	Summary of the day	Summary of the day	

Week 2

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
<i>Session 19</i> Teaching Writing 1: Giving instructions	<i>Session 22</i> Teaching Grammar 2	<i>Session 25</i> Integrated Skills	<i>Session 28</i> Communicative Language Teaching	<i>Session 31</i> Classroom Research Workshop Portfolio entry 4	<i>Session 34</i> IT 2 (On-line ELT materials) Portfolio entry 6
<i>Session 20</i> Teaching Writing 2: Task Analysis and Essay Structure	<i>Session 23</i> Teaching Listening	<i>Session 26</i> Observation for Developmental Purposes	<i>Session 29</i> Observation and Feedback 1	<i>Session 32</i> Planning for Teaching and Learning	<i>Session 35</i> Review of Module 1 Portfolio entries 7, 8
<i>Session 21</i> Giving Feedback on Writing	<i>Session 24</i> Designing Listening Tasks Portfolio entry 3	<i>Session 27</i> Classroom Research	<i>Session 30</i> Observation and Feedback 2	<i>Session 33</i> Planning for Teaching and Learning Workshop Portfolio entry 5	<i>Session 36</i> Evaluation of Module 1

#

ORIENTATION SESSION

Objectives:

- to help participants to get to know each other and establish a friendly atmosphere
- to provide participants with essential information about the programme

Activity 1 Introducing each other

Objective: to help participants to get to know each other

Time: 15-20 min

Materials: One sheet of A4 paper for each participant, markers, (22 balloons, thread to tie the balloons and a long piece of string for the second option), blue-tack or sellotape

▶ Procedure:

- 😊 (5 min) Distribute one piece of A4 paper to each participant. Ask them to write on it
 - (1) their name and
 - (2) underneath the name one adjective which characterises them best.

If possible, the adjective should start with the first letter of the name. E.g. Nodira – nice

- 😊 (10 min) Ask participants to stand in a circle. Invite participants to introduce themselves showing the paper and explaining the adjective. Keep introductions brief. Start with your own example, e.g. *'I'm 'Excitable Erkin' because I am often emotional.'*

Option 2 with balloons

- 😊 (5 min) Distribute one balloon to each participant. Ask them to blow it up and tie a knot in it and on its surface write one adjective which characterises them best. If possible, the adjective should start with the first letter of the name. E.g. Nodira – nice
- 😊 (10 min) Ask participants to stand in a circle. Tell them to throw their balloons into the centre of the room. Invite each participant to pick up one balloon belonging to someone else. Ask participants to find the owner and briefly interview her/him about the adjective.
- In turn, invite each participant to talk about the person whose balloon they have got. Keep this stage brief. Start with your own example, e.g. *'I've got Erkin's balloon. His adjective is 'emotional'.* Ask each participant, after presenting, to tie his/her balloon to a long string so that when everyone finishes, you will have a balloon garland. You can then hang it on the wall.

Activity 2 Getting to know each other professionally

Objective: to provide participants with an opportunity to share their professional background

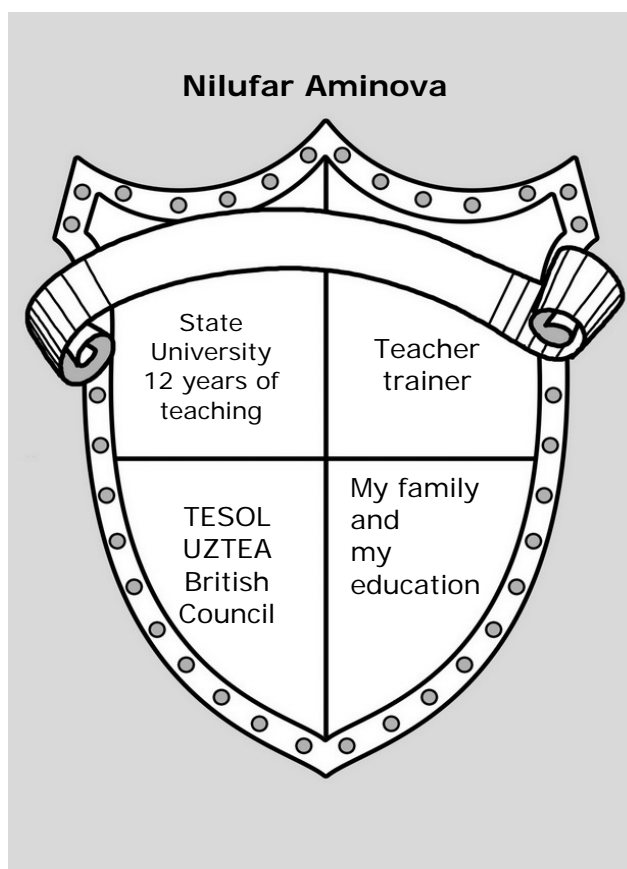
Time: 40 min

Materials: handout 1 for each participant (optionally can be printed out on colour paper), coloured pens, markers, scotch tape or blue tack, flipchart

▶ Procedure:

- 😊 (3 min) Say that during this activity participants will talk about their professional backgrounds. Draw a shield on the board. Say (eliciting as much as possible) that a shield is a symbol of where the person belongs to, what she/he believes in, what her/his achievements are, etc. Ask participants to fill the shield with the following information (do it yourself as an example):
- ~ Part 1 – Your institution and years of working experience.
 - ~ Part 2 – Your learning experience (initial teacher training, seminars, workshops, conferences).
 - ~ Part 3 – You as you see yourself in 10 years.
 - ~ Part 4 – Your most important achievement.

Example:



- 😊 (2 min) Distribute handout 1 📄 to each participant. Ask them to fill out the shield on the handout.
- 😊 (30 min) Next, put participants in 4 groups and invite them to share. When they have finished, ask them to put their names on their A4 sheets and stick them on the wall.

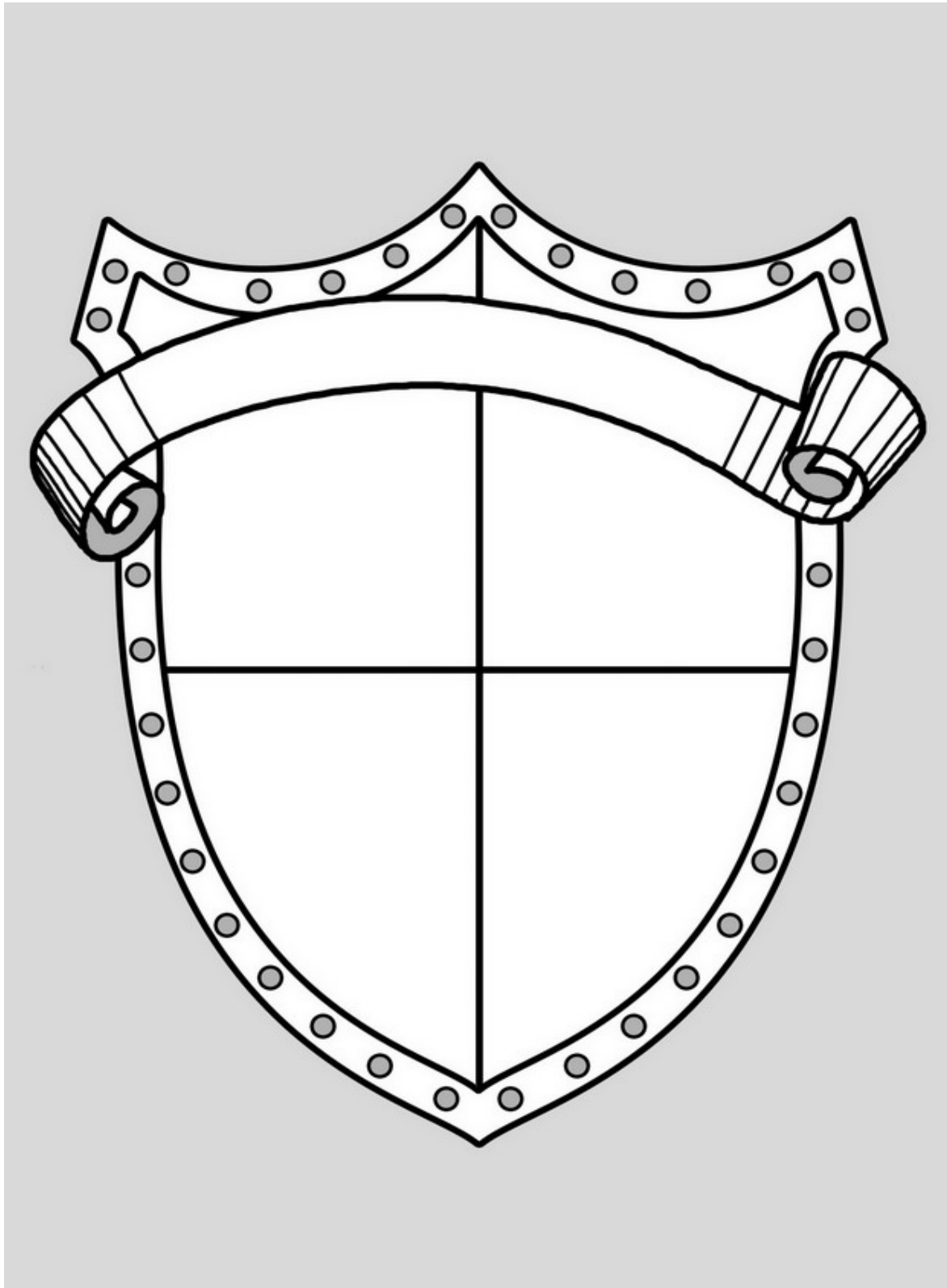
Activity 3 Introducing the content of the programme

Objective: to introduce the map of the programme
 Time: 15-20 min
 Materials: handout 2 for each participant

► Procedure:

- Say that for this activity participants will need to use the material from their folders. Ask them to browse through what they have got. There should be an introduction, a map of the programme, portfolio tasks. Say that the folder is for them to keep their handouts and they need to bring it every day because **some of the handouts will be used several times during different sessions.**
- 😊😊😊 (10 min) Put participants in 4-5 groups. Distribute handout 2📄 to each group. Ask groups to answer the following questions using the map of the programme and the introduction from the welcome pack that they have received:
 - ~ *What are the programme's main objectives?*
 - ~ *How many parts does the programme consist of?*
 - ~ *How long is each Module?*
 - ~ *What is a Distance Module?*
 - ~ *How will you be evaluated? How many tasks are there in the portfolio?*
- 😊 (5 min) Check the answers and invite participants to ask any other questions that they still need to clarify.

ORIENTATION SESSION
Activity 2, Handout 1, Shield



ORIENTATION SESSION**Activity 2, Handout 2, Questions**

- ~ What are the programme's main objectives?
- ~ How many parts does the programme consist of?
- ~ How long is each Module?
- ~ What is a Distance Module?
- ~ How will you be evaluated? How many tasks?

**ORIENTATION SESSION****Activity 2, Handout 2, Questions**

- ~ What are the programme's main objectives?
- ~ How many parts does the programme consist of?
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**ORIENTATION SESSION****Activity 2, Handout 2, Questions**

- ~ What are the programme's main objectives?
- ~ How many parts does the programme consist of?
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- ~ What is a Distance Module?
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**ORIENTATION SESSION****Activity 2, Handout 2, Questions**

- ~ What are the programme's main objectives?
- ~ How many parts does the programme consist of?
- ~ How long is each Module?
- ~ What is a Distance Module?
- ~ How will you be evaluated? How many tasks?

LANGUAGE LEARNING AND LEARNERS' NEEDS

Objectives:

- to give participants an opportunity to share their language learning experience and draw some conclusions about the process of learning a language
- to explore why teachers need to know about language learning and learners' needs
- to discuss what teachers can do to learn about their students' language learning processes and learning needs

Lead-in

Time: 10 min
Materials: board and markers

▶ Procedure:

- 😊 (1 min) Say that during this session participants will explore what language learning is (what factors can influence it), and will share their personal experience of learning a language. Say that the purpose of this activity is to think together what language learning can be compared to. Write the following unfinished sentence on the board:

Learning a language is like

- 😊 (10 min) Give participants some thinking time and then invite volunteers to share their ideas with the whole group. Ask them to explain their ideas. Write several examples on the board.

Learning a language is like

- ~ *learning to swim*
- ~ *learning to climb a mountain*
- ~ *learning to ride a bicycle*
- ~ *building a house*

- Invite comments. Say that there is no right or wrong answer in this activity. People have different views and beliefs about the learning process and this explains the existence of so many different and interesting theories of learning.

Activity 1 Sharing Learning Experience

Objective: to enable participants to explore their previous learning experience

Time: 30 min
Materials: flipchart paper/board, markers

▶ Procedure:

- 😊 (5 min) Tell participants to remember individually

- ~ one significant moment when they learned something in English (a new word, a new grammar construction, a new idiom etc)

Tell them that if they want to, they could make short notes on the experience answering the following questions (written on the board):

- ~ *What did you learn?*
- ~ *How did you feel at that moment?*
- ~ *Was it difficult to learn?*
- ~ *Why did you learn it?*
- ~ *How did you learn it?*

- 😊😊😊 (10 min) Divide participants into groups of four and ask them to share their learning experience.
- 😊 (10 min) Invite a spokesperson from each group to report on the results of the discussion and highlight the most interesting things.
- 😊 (3 min) Summarise participants' answers and tell participants that we never learn language items (e.g. grammar rules, vocabulary items, useful expressions) at once. Add that as in learning other skills in language learning the process can consist of the following basic stages:
 - preparation,*
 - attempts,*
 - theoretical input,*
 - practice,*
 - trial and error*
 - improvement,*
 - and so on*
- Say that success in language learning depends on different internal and external factors:
 - motivation and needs,*
 - fear of making mistakes,*
 - classroom atmosphere,*
 - good teacher,*
 - social factors within a class*
 - interesting materials,*
 - time,*
 - similarities between L1 (native language) and L2 (target language)*
 - a learner's abilities*
 - learning rhythm and pace*
- Tell participants that this activity further explored different ways of learning and factors affecting learning. Say that during the next activity you will try to explore **why teachers need to know how learning happens.**

Activity 2 Why teachers need to know about learning

Objective: to explore why teachers need to know about learning

Time: 20 minutes

Materials: flipchart paper, markers (board)

► Procedure:

- ☺☺☺ (10 min) Ask participants to work in the same 4 groups. Say that during the previous activity they discussed their learning experience and that now you would like them to explore learning English from a teacher's perspective. Ask groups to think about the following questions (written on the board):
 - ~ *How do you apply knowledge about learning in your own teaching?*
 - ~ *Would you do anything differently in your teaching if your students shared with you how and why they learnt certain language items?*
- ☺ (5 min) Invite a spokesperson from each group to present the results of the discussion. Ask questions for clarification and comment if necessary.
- ☺ (5 min) Invite a volunteer to summarise all the ideas on the flipchart (keep it on the wall) under the following heading:

When teachers are aware of how their students learn and what their learning needs are, it will help them to ...

Possible answers:

- ~ teach better
- ~ design materials for my students
- ~ give more time to some activities
- ~ pay more attention to weaker students
- ~ be more patient with students
- ~ create a friendly learning environment

- Summarise the activity by saying that teachers are often too concerned with *ways of teaching* certain language items. However, there is a danger that this might lead them to ignore the reality of language learning – different abilities, needs, personalities, motivations of their learners. Teachers who are aware of these factors can adjust their teaching to the specific characteristics and needs of their learners, thus creating opportunities for more effective learning.

Activity 3 Learners' Needs

Objective: to discuss what teachers can do to find out about their students' learning and their learning needs

Time: 20 min

Materials: Handout 1 and 2 to each participant

► Procedure:

- ☺☺☺ (10 min) Say that you want to discuss an example of a teacher who consciously addressed his students' learning and their learning needs. Distribute handout 1 📄 to

each participant and tell them to read the text. Ask participants in groups to discuss the questions in the handout:

1. *What do you think about the teacher in the text?*
2. *What did he find out about the students?*
3. *How did he do it?*
4. *What are the three types of needs mentioned in the abstract?*

Possible answers:

1. Answers will vary.
2. He found out students' targets, their preferences in learning to improve their language proficiency.
3. By observation, discussion with students and by analysing students' essays.
4. Target needs, situational needs – students' level at the present moment, learning needs – how students learn best.

- 😊 (7 min) Invite a spokesperson from each group to share the most interesting points of the group discussion.
- 😊 (3 min) Summarise the activity by saying that it is very important to be sensitive to the learners. Teachers should be aware of how their students learn and what influences this process. They should consider students' previous learning experience, preferences about how the process can be organised, students' goals and needs, their personalities, interests, hobbies, and so on.
- Distribute handout 2 📄 to each participant and say that they can find other ways of finding out students' needs and interests most of which can be done during classes as a teaching activity.

Summary

Establish that the purpose of teaching is to assist students' learning, which means that teachers must be aware of how their students learn to make English language teaching more effective.

LANGUAGE LEARNING AND LEARNERS' NEEDS**Activity 3 Handout 1**

Read the following text and discuss the questions below the text in your group.

In September I was given a new group of fourth year students. It was the last year of their study and that is why it was very important for me to provide them with maximum guidance. The group had been studying English with different teachers and I was not sure what and how I should teach them. So, what I did during our first class was to discuss how they had been learning English up to now. To find out my students' language proficiency I asked them to describe what they would like to improve in their language in an essay. Most of them wrote that they wanted more grammar. However, having analysed all the essays I found out that my students did not have many problems with grammar. But many of them could not organize and link their ideas so that to make their writing logical. This gave me enough information to start planning our classes.

I also asked them where they were going to work after graduation. Most of the students wanted to work for international companies, and so it was clear that my students would use English to write e-mails, reports, memos and official letters. Also they would need to talk to clients from other countries, so I decided to focus on speaking skills as well. Through this discussion I understood what my students were aiming for.

During the first 2-3 weeks I also observed how my students worked during the class. I noticed that they happily worked with each other in small groups. They also asked me to write all the examples, instructions and questions on the board and to give out as many handouts as possible. I noticed that most of my students preferred to use different kinds of diagrams, charts and pictures.

Now I was aware of the 3 types of needs that I would take into account in planning my students' course this year.

Questions:

- ~ *What do you think about the teacher in the text?*
- ~ *What did he find out about the students?*
- ~ *How did he do it?*
- ~ *What are the three types of needs mentioned in the text?*

LANGUAGE LEARNING AND LEARNERS' NEEDS

Activity 3 Handout 2, Ways to find out learners' needs

<p>Writing task for students</p> <p>Topic “This is how I have learned English so far”</p>	<p>For the first homework assignment, students write a brief essay about their learning experiences. Analysing these allows teachers to consider methods and strategies they will employ in their teaching.</p>
<p>Personal goals and objectives</p>	<p>Students set three to five goals for the course and track their progress. Can be organised as discussions.</p>
<p>Compiling a wish list</p>	<p>To provide the space for creativity and make the process less formal, students can be asked to write a wish list of what they expect from the course.</p>
<p>Questionnaires</p>	<p>Students answer short questions. This allows the teacher to see</p> <ul style="list-style-type: none"> - who the learners are - their level of language proficiency - learning preferences - students' attitudes
<p>Anonymous feedback cards</p>	<p>Students are asked to answer a few questions on a card anonymously. <i>For example, what did you like in a lesson? Was exercise 2 interesting?</i></p> <p>It is a quick, easy, and non-threatening way to check with students how the class is going.</p>
<p>In-class discussion</p>	<p>Students discuss their feelings about the course. It provides students with the opportunity to hear their peers' views; in addition the dialogue may generate some new ideas.</p>
<p>‘Find someone who...’</p>	<p>Students mingle and ask and answer the questions on their handouts. It is a good way to assess students' linguistic abilities, find out their learning styles and their opinions/feelings about the course.</p>
<p>Analysing the curriculum together with students</p>	<p>The teacher introduces the teaching plan/textbook with detailed topics/materials and invites students to comment on it. Their comments may be taken into account by the teacher as s/he adjusts the overall plan for the group.</p>

LEARNING STYLES

Objectives:

- to introduce the concept of learning styles
- to help participants identify their preferred learning style/s
- to discuss the importance of being aware of learners' learning styles in teaching

NB: Tell participants that this session will introduce only one classification of learning styles out of many that exist in the field of education.

Warm-up

Objective: to break the ice, to let participants get to know each other better

Time: 10 min

Materials: none

► Procedure:

- 😊 (4 min) Invite participants to the middle of the room and ask them to move around the room and have a short conversation with as many people in the room as possible. Tell them to ask each other's names and one thing they are good at. When they have finished the conversation, they need to move quickly to the next person. Stop the activity when most of the participants have had a conversation with every person.

e.g.
 - I'm Svetlana and I'm good at organizing people. What is your name and what are you good at?
 - My name is Alisher and I'm good at teaching writing.

- 😊 (4 min) Tell participants that they should move around the room and have another short conversation with as many people in the room as possible. This time they should recall the name of their 'partner' and what s/he is good at.

e.g.
 -Hi, your name is Svetlana and you're good at organizing people, right?
 -Right, and let me think..., your name is Alisher and you're good at teaching writing.
 -That's right.

- 😊 (2 min) Stop the activity and invite all participants to their places. Ask several people to comment on what they have learned about each other.


Activity 1 The Animal School

Objective: to raise participants' awareness of learner differences


Time: 20 min

Materials: handouts 1a, 1b, 1c, 1d, 1e, 1f, (pictures of animals), handout 2 (five sets of the jumbled story).

► Procedure:

- 😊 (5 min) Tell participants that they are going to read a story called 'The Animal School'. Show the pictures of the animals (handout 1 ) to participants one by one asking some questions.

e.g. What is it? What is it good at? Where does it live? What does it eat? What is its natural colour?, etc

- 😊 (10 min) Give each group handout 2  (a set of cards with paragraphs) and ask the groups to put them in logical order.
- (5 min) Check the order of the text with the whole group. Ask participants some questions to check their comprehension of the story (see below).

Suggested questions:

- ~ Was the animal school successful? Why/why not?
(It wasn't successful because the instructors made different animals do things they were not good at.)
- ~ What is the moral of the story?
(Everyone is different and this should be taken into account / We should value these differences)

Activity 2 What are Learning Styles?

Objective: to introduce the participants to the concept of learning styles

Time: 10 min

Materials: flipchart paper, markers, handout 3 (summary of learning styles)

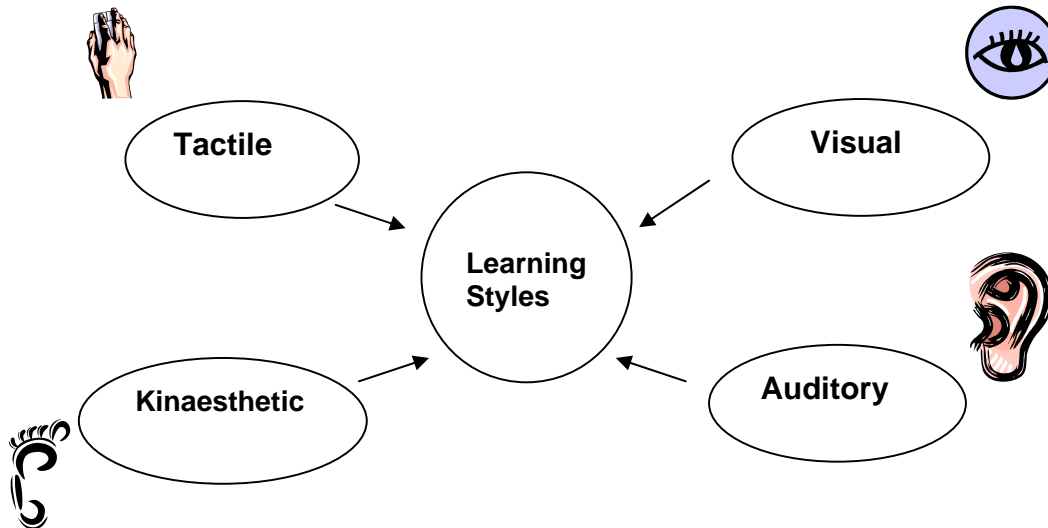
► Procedure:

- 😊 (10 min) Tell participants that just as in the story different people are good at different things and therefore they learn in different ways. Write 'learning styles' in the middle of the board and the four learning styles around it. Elicit as much as possible from the participants.

Suggested questions:

- ~ *What learning styles do you know?*
- ~ *How do visual learners learn best? (by seeing)*

- ~ *What can teachers do to help their visual learners? (use pictures or charts and write important information on the blackboard, etc)*
- ~ *How do auditory learners learn best? (by hearing)*
- ~ *What can teachers do to help their auditory learners? (give short 5-10min lectures, use songs or ask students to repeat information aloud, give instructions, etc.)*



- Give out handout 3  and tell participants that they can read it later.


Activity 3 Learning styles quiz

Objective: to identify participants' own learning styles

Time: 10 min

Materials: handout 4 (quiz)

► Procedure:

- 😊 (5 min) Tell participants that now they have a chance to identify their own dominant learning styles. Ask participants what they think their preferred learning style is. Distribute handout 4  and tell participants to answer the questions in the quiz to find out their learning style(s).
- 😊 (5 min) Ask participants in which box they had the highest score. Tell them that Box A shows the features of a kinaesthetic learning style, Box B shows the features of a tactile learning style, Box C – a visual learning style and Box D – an auditory learning style. Ask participants some questions to discuss their reactions to what they have found out about themselves.

Suggested questions:

- ~ *Do you have one strong and one weak learning style, or do you have a mixture?*
- ~ *Does this correspond to what you predicted?*
- ~ *How might your learning style influence your teaching?*

- ~ What happens when a teacher appeals to only one learning style?
- ~ Which style do you think is best? Why?

Activity 4 Consolidating the concept of learning styles

Objective: to practise adapting exercises to cater for different learning styles.

Time: 10 min

Materials: handout 5 (cards)

► Procedure:

- 😊 (5 min) Tell participants that each of them will get a card with a sentence on it. They need to decide which learning style it describes. Distribute handout 5 📄 (cards) and tell participants to mingle and by asking questions (e.g. *Does your card talk about the visual learning style?*) find other people who have the same learning style and form a new group. Tell them that there should be four groups in the end.
- 😊 (5 min) Check whether all the participants are in the right groups. Rearrange participants if necessary.

Activity 5 Task adaptation

Objective: to reflect on the use of learning styles in various activities

Time: 10 min

Materials: flipchart, marker, handout 6 (task adaptation)

► Procedure:

- 😊😊😊 (5 min) Tell participants that now each group will receive a dialogue taken from a textbook. Explain that they will need to adapt the task for the dialogue to make it address as many learning styles as possible. Give out handout 6 📄.
- 😊 (5 min) Ask the groups to share their ideas.

Possible ideas:

- to give the students a jumbled dialogue so that they can put the replies in order (cards on the table – T and V);
- to ask participants to role play the dialogue (A and K)

Activity 6 Session evaluation

Objective: to reflect on the use of the learning styles in various activities

Time: 5 min

Materials: flipchart, marker

► Procedure:

- 😊 (5 min) Elicit all the steps of the session and evaluate them together with the participants from the point of view of the learning styles.

Warm up 'Shaking hands'	VATK
Pictures of animals	VAT
Jumbled reading	VAKT
Mini-lecture on learning styles	VAT
Learning styles quiz	VAT
Mingle Learning styles cards	VATK
Adjusting the dialogue	VAT

Summary

Establish the following:

- All learners are different and therefore they learn in different ways.
- It is important for teachers to appeal to all four learning styles to make their teaching effective and to keep all their learners involved.

Finally, ask participants to reflect on two questions:

- *Have you favoured one type of learner over another in your own teaching?*
- *Which learning style is most favoured by the traditional teaching style in Uzbekistan?*

NB At the end of the session

Distribute post-it notes to participants. Ask them to write down what they remember from this day, what they found useful, what they liked, etc;

LEARNING STYLES
Activity 1, Handout 1a



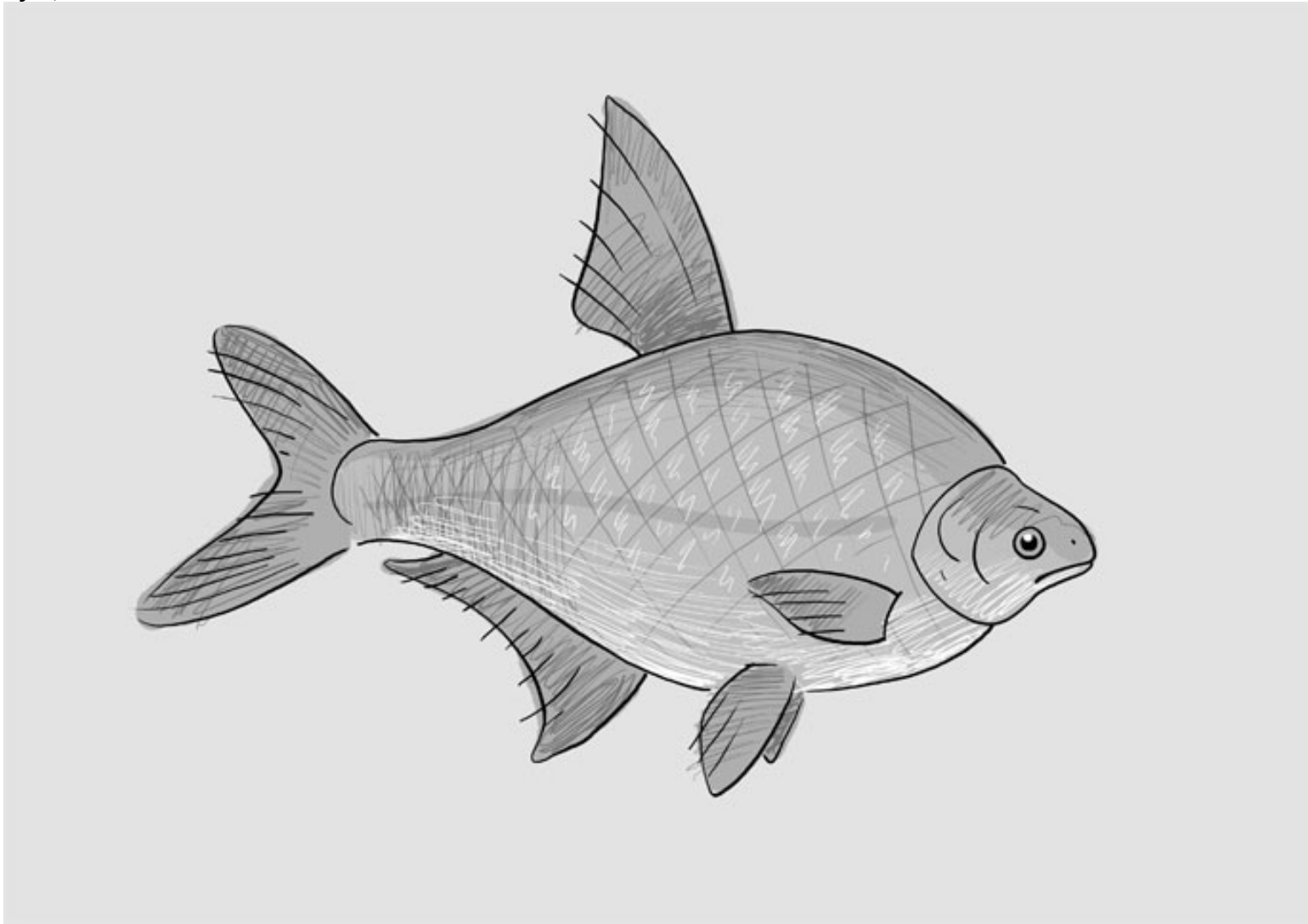
LEARNING STYLES
Activity 1, Handout 1b



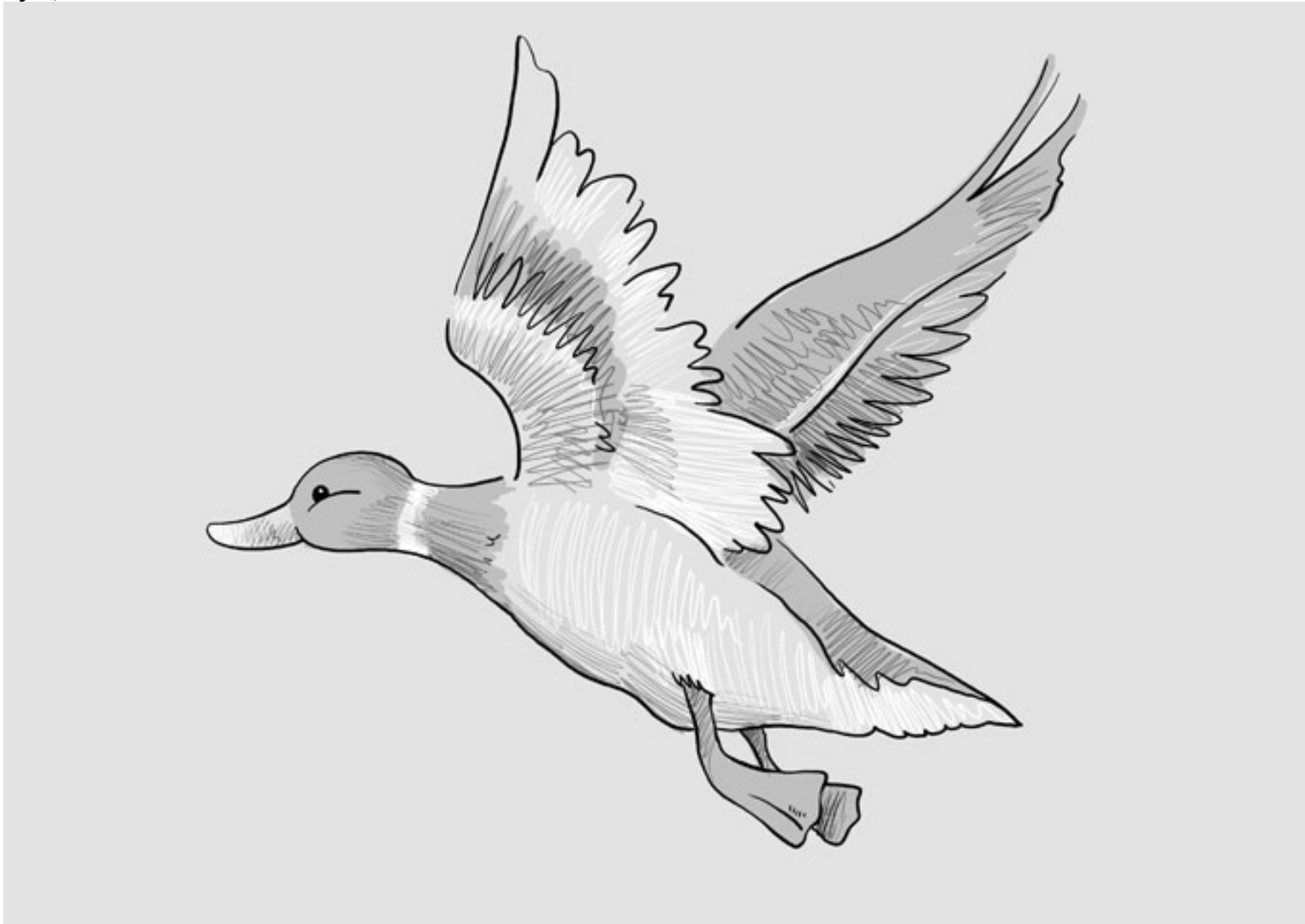
LEARNING STYLES
Activity 1, Handout 1c



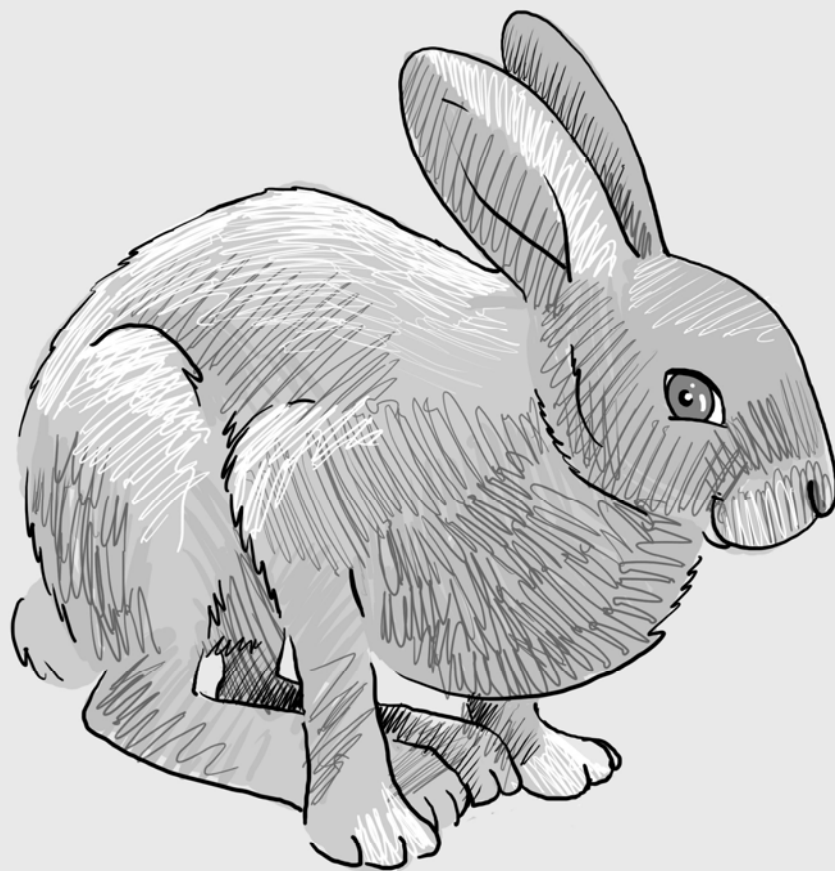
LEARNING STYLES
Activity 1, Handout 1d



LEARNING STYLES
Activity 1, Handout 1e



LEARNING STYLES
Activity 1, Handout 1f



LEARNING STYLES**Activity 1, Handout 2, The animal school****The Animal School**

Once upon a time, the animals decided they must do something heroic to meet the problems of a 'New World', so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to

✂

administer, all the animals took all the subjects.

The duck was excellent at swimming, better in fact than the instructor, and got excellent grades for flying, but he was very poor at running. Since he was so bad at running, he had to stay after school and also drop swimming to practise running. This was kept up

✂

until his web feet were badly worn and he was only average at swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown

✂

because he had to make up so much in swimming.

The squirrel was excellent at climbing until he became frustrated in the flying class where his teacher made him start from the ground up instead of from the tree-top down. He also developed an illness from the hard work and he got 'poor' in climbing and failed

✂

running.

The eagle was a problem child and had to be disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way of getting there.

At the end of the year, the fish that could swim exceedingly well and could also run, climb

✂

and fly a little had the highest average.

The dogs stayed away from school because the administration would not add digging to the curriculum. They took their children to a different school.

(Adapted from Dr. R. H. Reeves)

LEARNING STYLES

Activity 2, Handout 3

LEARNING STYLES AND METHODS OF TEACHING

Do you remember things better if you read them or if someone tells you? Do you like to repeat new vocabulary, study it while you are walking or make flashcards? Different people like to learn in different ways. These different ways are called *learning styles*. A *learning style* is the way a person learns best, understands best and remembers best. There are four basic learning styles:

- | | |
|-----------------------|----------------------------------|
| 1. visual (seeing) | 3. kinaesthetic (moving, doing) |
| 2. auditory (hearing) | 4. tactile (touching or holding) |

1. *Visual* learners like to learn new information by seeing it. Showing pictures or charts and writing important information on the blackboard will help visual learners practise and remember new ideas and information.
2. *Auditory* learners like to learn new information by hearing it. Short lectures, hearing the information in a song or asking students to repeat information aloud will help auditory learners remember new things.
3. *Kinaesthetic* learners prefer to learn new things by moving or doing. You can help your kinaesthetic students by asking them to act (talking with a friend in the bazaar). You can also ask them to write answers on the blackboard or ask them to work in a group with other students.
4. *Tactile* learners like to learn new information by touching or holding things. You can teach students who are tactile learners by giving them objects (a blue paper, a red paper, a shoe and a sock), writing vocabulary words on a card for them to study, or giving them instructions written on a card.

What learning style are your students?

If you watch them you can guess what style is their best style. Kinaesthetic learners are always moving – tapping their foot or their hand, or moving back and forth. Auditory learners like to

repeat things to themselves. Visual students like to see how things are spelled or read from a book instead of only listening. Tactile learners often like to write notes or hold different objects.

What makes learning styles?

Learning styles change according to age; very small children are very kinaesthetic. This is why they are always moving or doing something. At age five or six they often become more tactile. At this age they like to touch everything. Then, at age eight or nine children usually become more visual or auditory. Women are often auditory, men are often visual (but not always). We can't change our students' learning styles, but we can change our teaching styles!

Which style is best?

All styles are the best! It isn't possible to say that one style is better than another. Traditional teaching is very auditory and a little bit visual. This isn't the best style, just the traditional style and it isn't good for all of the students in a class.

What happens when a teacher only uses one type of activity?

If we only use auditory activities then we are only teaching the auditory learners in our class. The visual, kinaesthetic and tactile learners will have a difficult time understanding. They may get bored or frustrated and they might behave badly or cause problems. If we only use visual activities, then the auditory, tactile and kinaesthetic students will not understand or learn very well.

How can a teacher teach students with different learning styles?

When you plan your lesson check and be sure that the activities you planned are good for different learning styles. Some activities are good for two, three or four different styles. Instead of only talking, write information on the blackboard too (auditory and visual). Ask students to write their answers on the blackboard after they finish working (kinaesthetic and visual). Write instructions on a card and ask students to work in groups (tactile, kinaesthetic, auditory and visual).

We have different students: some are visual learners, some are auditory learners, some are kinaesthetic or tactile learners. We need to remember to use different activities so that all our students can learn.

LEARNING STYLES**Activity 3, Handout 4, Learning Styles quiz****Learning Styles Quiz**

Mark each sentence with '0', '1' or '2'. Write '0' if the sentence is not true for you. Write '1' if it is sometimes true for you. Write '2' if it is completely true for you.

Box A

___	1. I like to play games.
___	2. When I studied science in school, I liked to do the experiments.
___	3. When I have free time I try to go outside to walk or participate in some kind of sport .
___	4. It is hard for me to sit quietly.
___	5. It is fun to act in role plays.
___	6. If I want to do something well, I practise doing it many times.
___	7. When I teach I move around the room.
___	Total

Box B

___	1. I like to use typewriters or computers.
___	2. When I have free time I like to knit, sew, make things from wood or repair something.
___	3. It is enjoyable for me to write, draw or paint.
___	4. I use my fingers to point at words when I read.
___	5. I like to touch and feel things before I buy them.
___	6. When I learn new vocabulary I like to use flash cards.
___	7. I hold my pencil or notebook even when I am not using them.
___	Total

Box C

___	1. It is easy to remember things I read about in a book or magazine.
___	2. I prefer to have written instructions.
___	3. I always read instructions before I do something.
___	4. I am more comfortable when I can study information in a textbook instead of listening to a lecture.
___	5. I always write notes about what my teachers or colleagues say in class.
___	6. It is interesting to look at photographs of different places .
___	7. I always use a lot of visual aids when I teach.
___	Total

Box D

___	1. I like it when someone reads to me.
___	2. I can remember things I hear on the radio.
___	3. If someone tells me something I usually remember it.
___	4. When I am alone I usually play music or sing.
___	5. When I have free time I like to listen to music.
___	6. It is easy for me to memorize a poem or a song that I hear.
___	7. I enjoy attending lectures.
___	Total

LEARNING STYLES**Activity 4, Handout 5, Cards - Consolidating the concept of learning styles****Visual**

When learning, I watch the teacher's face a lot; I often need to look at the board and posters.	I prefer written assignments and written evaluations.
In a test I can visualize the place on the page where I learned something.	I always use coloured pens to highlight my notes.
I prefer it when information is supported by pictures or charts.	Whenever I hear something, I like to write it down because I need to see information in order to remember it better.

**Auditory**

I like to talk when I write.	I often tell someone else about what I'm learning.
I always repeat things aloud for myself.	I can't remember what people look like very well, I remember better what they say.

I prefer spoken to written instructions.	I like to listen to songs in our lessons.
--	---



Kinaesthetic

I get good ideas when I'm doing some kind of physical activity.	I like role-plays.
Sitting still in class is my problem, I always want to move or do something.	I like 'Find someone who' exercises, because I can go around the classroom.
I'd rather start doing an activity instead of listening to instructions about how to do it.	I need to stand up and do something in a lesson, e.g. borrowing a pencil from a friend or opening a window.



Tactile

I hold my pencil or notebook even when I'm not using them.	I use my fingers to point when I read.
--	--

<p>I like to work with cards.</p>	<p>I prefer to have instructions written on a card.</p>
<p>When I learn a new word I want to touch it; I like it when my teacher uses real objects to explain things.</p>	<p>I like to have something in my hand to squeeze or play with during a lesson.</p>

**LEARNING STYLES,
Activity 5, handout 6, Task Adaptation**

Read and translate the dialogue.

Family affairs

Alice: *Tom! You never talk to me nowadays.*

Tom: *What did you say?*

Alice: *And you never listen to me either.*

Tom: *Pardon?*

Alice: *You used to take me out, you used to buy me presents, and you used to remember my birthday.*

Tom: *But I always remember your birthday, darling.*

Alice: *Do you? Well, it was yesterday. I'm going home to my mother!*

(Taken from Khristorozhdestvenskaya L.P. Practical Course of English)



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Activity 5, handout 6, Task Adaptation**

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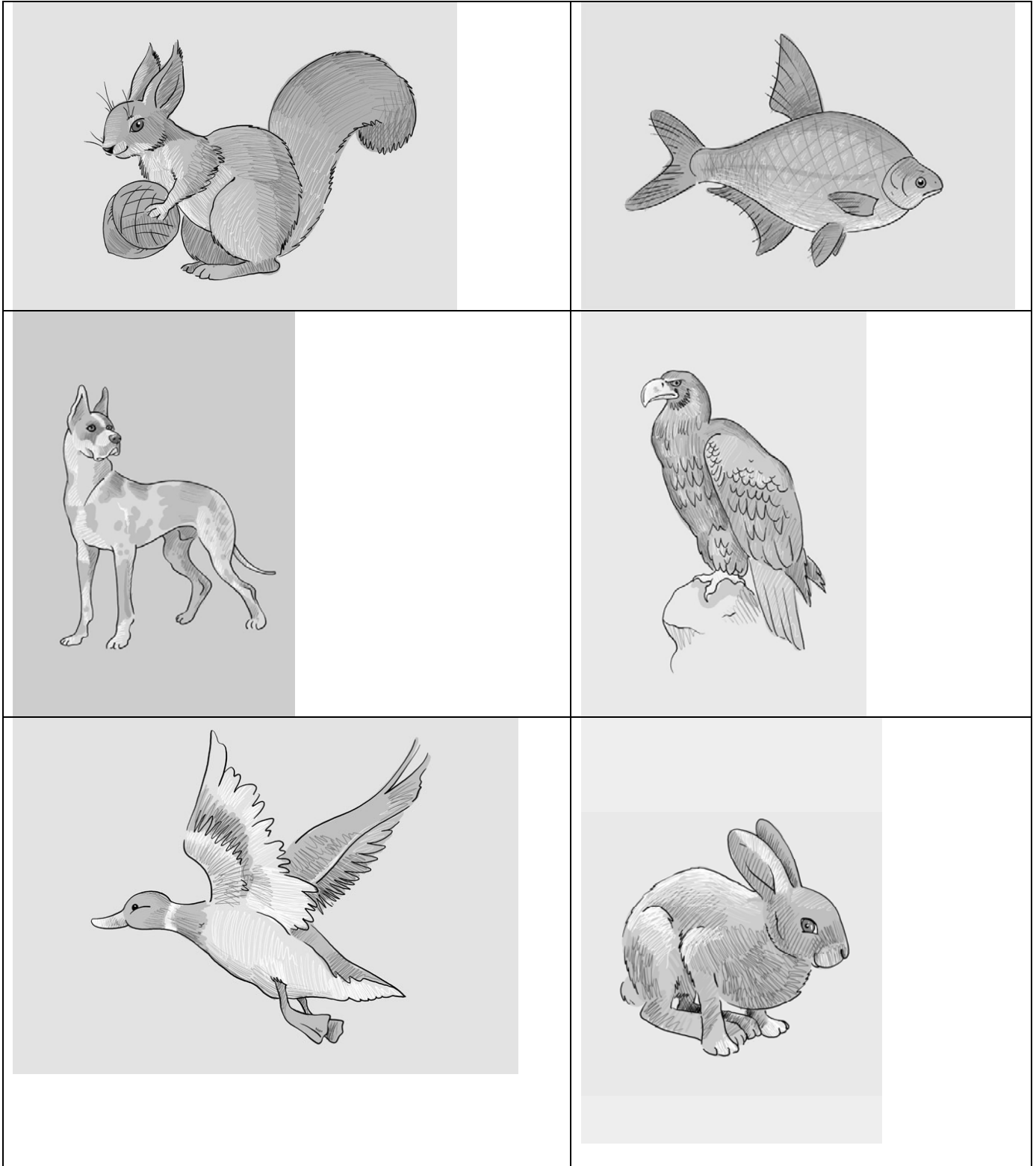
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REQUIREMENTS FOR PORTFOLIO TASKS

Objectives:

- to introduce participants to portfolio specifications
- to introduce the concept of plagiarism and how to avoid it



Activity 1 Portfolio specifications

Objective: to introduce the portfolio specifications

Time: 25 min

Materials: handout 1

► Procedure:

-  (2 min) Tell participants that in order to complete the programme successfully they should accomplish a series of tasks and provide documentary evidence (e.g. a lesson plan, a report, written reflection). Some of these tasks will be done in class with colleagues or independently. Others will be done during the distance module. The collection of these documents is called a portfolio and it will be submitted in Session 54 at the end of the programme. The portfolio is considered complete if:
 - ~ it contains all entries
 - ~ portfolio entries meet the requirements of the task
 - ~ it is not plagiarised
- (20 min) Give out a copy of handout 1  to each participant and allow sufficient time for individual reading. Answer any questions that may arise.
- (3 min) Make a point that each Portfolio task will be explained in detail during the programme. Each participant will be working with a supervisor who will help them if and when needed. In the process of working on the tasks participants will have an opportunity to discuss with their supervisors any necessary issues or problems either in face-to-face meetings or electronically. At the end of the programme after portfolios are submitted, a summative feedback on portfolio tasks will be given.



Activity 2 Causes of plagiarism

Objective: to familiarise participants with the concept of plagiarism and its dangers

Time: 25 min

Materials: video

► Procedure:

-  (5 min) Tell participants that during the programme they will be working with a wide range of sources (e.g. articles, textbooks etc.) that they will have to refer to or quote from. One of the main potential problems that participants may face is the problem of plagiarism. Plagiarism is presenting someone else's idea or words as your own without acknowledging the author. The purpose of this activity is to discuss the causes of plagiarism.
- (10 min)  Say that participants are going to watch a video fragment about a teacher's experience at a conference. Ask the following questions:

- ~ *What happened at the conference?*
- ~ *How did the teacher feel and why?*

Play the CD. Discuss the answers with the whole group. Say that this was an example of plagiarism that upset the teacher in the video.

- ☹☹☹ (5 min) Put participants in groups. Say that it is important to consider why plagiarism takes place and why it is so widespread (e.g. in pop music, literature). Ask groups to think about the following question:

~ *Why do people plagiarise?*

- 😊 (5 min) Invite groups to share and summarise ideas on the board.

Possible answers:

- ~ *people don't know that it is wrong;*
- ~ *it is easier and quicker than creating something new;*
- ~ *in some countries it is not punishable;*
- ~ *people are afraid of making a mistake and looking ridiculous;*
- ~ *it is common practice;*
- ~ *people were not taught about it at school;*
- ~ *people are not used to respect an author's rights*

- Establish that often people don't know that they plagiarise and, as a result, may unintentionally hurt other people's feelings.

Activity 3 Dangers of plagiarism and how to avoid it

Objective: to familiarise participants with the ways of avoiding plagiarism

Time: 30 min

Materials: video, handout 2, handout 3 (should be taken from the pack)

► Procedure:

- 😊 (10 min) Say that before exploring the ways to avoid plagiarism, it is important to consider what is wrong with it. Ask the following question:

~ *What is wrong with plagiarism?*

- Elicit as many answers as possible and summarise their ideas on the board.

Possible answers:

- ~ it is dishonest;
- ~ it prevents real learning;
- ~ it damages one's reputation;
- ~ it is similar to stealing and can be legally prosecuted;
- ~ it may hurt an author's feelings;
- ~ it deceives readers / listeners;
- ~ it doesn't add any value to one's ideas

- Say that plagiarism entails many dangers and therefore should be avoided by all means. Tell participants that in order to avoid plagiarism, it is important to be convinced that it is morally and legally wrong. Plagiarism should be distinguished from reference to other sources or ideas which are properly acknowledged.
- 😊😊 (10 min) Give out handout 2📄 to participants and ask them to complete it in pairs.

Suggested answers:

Situation	Yes/No	If yes, what do you do? If no, why?
1. You are including an example from your personal experience in your writing.	No	It is not plagiarism because you use YOUR own example, not borrowed from anyone.
2. You want to use some information from different parts of a textbook without quoting it directly.	Yes	You should quote the parts you are borrowing and give references.
3. You really like a particular phrase that an author of the article used so you want to use it in your writing.	Yes	You should quote the parts you are borrowing and give references.
4. You want to use an example that a colleague shared with you.	Yes	You should acknowledge the author.
5. You want to use a table of statistics you found in a website.	Yes	You should quote the parts you are borrowing and give references.
6. You want to use a passage from the notes you made from a library book but you didn't record the reference.	Yes	Find the book, give quotations, give references.
7. You go to www.onestopenglish.com to download some ready made lesson plans to include in your portfolio as your own product.	Yes	You can use ideas from the website but your portfolio is a collection of your own work, and therefore none of the entries can be borrowed.
8. You go to www.onestopenglish.com to download some ready-made lesson plans to use in your classroom.	No	You can use ideas/materials from the website provided you don't present them as your own.
9. You look at your peer's portfolio and copy some parts of it because you like them.	Yes	You can't copy anyone's ideas in your portfolio because it is a collection of your own work, and therefore none of the entries can be borrowed or copied.
10. For listening a activity you use one of Madonna's songs in your classroom.	No	If you use it for teaching purposes, it is not considered to be plagiarised. However, it is always a good idea to acknowledge the author.
11. You work together with your peer on some tasks for your portfolio.	No	You can ask your colleagues to help you with some tasks, however, this shouldn't mean borrowing or copying some ideas from each other.

- 😊 (10 min) Discuss participants' ideas.
- Give out handout 3 📄 to participants. Tell them that there are different standards of citing references and they are free to choose any. However, in the handout they will find the Harvard system of referencing which they can use when citing or referencing published material. It is also highly recommended that they introduce this system to their students.

Summary

- Conclude by saying that we need to know how to quote things properly and give proper references in order to be professional when we write or say something.

REQUIREMENTS FOR PORTFOLIO TASKS**Activity 1, Handout 1****PORTFOLIO SPECIFICATIONS**

A portfolio is a collection of materials prepared by you over the programme. The purpose of the portfolio is for you

- to develop the habit of personal reflection,
- to demonstrate what you have accomplished during the course of the programme.

The information below provides full details of what you are required to achieve. There is a certain task for each entry. You are welcome to express yourself in any appropriate way and format (typed, hand written, black and white, colours, pictures, photos, etc.). Make sure that the entries are neat (if possible, word-processed) and free from language mistakes.

Entry 1 - Vocabulary task (prepared during Session 6)

For this portfolio entry you will have to make a copy of a vocabulary task that you have designed with your group members during Session 6.

Entry 2 - Reading task (prepared during Session 12)

For this portfolio entry you will have to make a copy of a reading task that you have designed with your group members during Session 12.

Entry 3 - Listening task (prepared during Session 24)

For this portfolio entry you will have to make a copy of a listening task that you have designed with your group members during Session 24.

Entry 4 - Classroom research (Distance Module: refer to Session 31)

For this portfolio entry you will have to:

1. Prepare a report (300 – 500 words excluding any attachments) on your classroom research. Include the following sections into your report:
 - 1) Describe your teaching context (institution you work for, subject you teach, level, number, age and gender of your students, specific characteristics of the group where the research is conducted and any other relevant background information)
 - 2) State the research question that you have chosen.
 - 3) Describe the methods that you have used to research the question. Attach any documentation (questionnaires, observation tools, photos etc) that you have designed.
 - 4) Describe what you have found out.

- 5) Present your conclusions (what you would like to change/improve/continue doing in your teaching as a result of the research)
 - 6) Personal reflection (what you liked about doing this research, difficulties that you experienced, your own and your students' feelings etc).
2. Attach feedback that you got from your peer (see Entry 9).

Entry 5 - Lesson planning (Session 33)

For this portfolio entry you will have to:

1. Produce a detailed lesson plan. Make sure that your lesson plan takes into consideration the following:
 - the specific teaching objectives of your lesson related to the place of the lesson in your course;
 - your teaching context (level, age and number of students etc);
 - the material (e.g. course book, handouts, pictures etc) you are going to use;
 - an outline of activities and interaction patterns (individual, pair or group work) for each activity.
2. Conduct a lesson in your teaching context according to the plan.
3. Reflect on this lesson in writing.

In your piece of reflection (about 200 words) consider the following questions:

- *How did you and your learners feel about the lesson?*
- *What do you think worked well in the lesson? Why?*
- *To what extent did you achieve your planned objectives?*
- *If you were to teach this lesson again what would you change?*

Entry 6 - IT task (Session 34)

For this portfolio entry you will have to browse relevant ELT web-sites and find 4 (four) communicative activities covering different areas of teaching (grammar, vocabulary, pronunciation, speaking, writing, etc). Attach a printed copy of each activity with proper referencing (see Session 3).

Entry 7 - Reflection on Module 1 (prepared during Session 35)

For this portfolio entry you will have to think back to the first 2 weeks of the programme and complete the following sentences:

1. *As a participant in the programme, I learned that ...*

2. *As a teacher, I found the following things useful ...*
3. *When I am back at work in my home institution, I will ...*
4. *I will change ... as the result of the programme because ...*

Entry 8 – Article Report (Session 35)

For this portfolio entry you will need to report on a professional article that you have read during the course. Write a short review/reflection (about 200-250 words) addressing the following:

1. why you find the article useful
2. how it relates to you and your teaching
3. points that you agree or disagree with or find interesting (explain why)

Attach a copy of the article to your report.

Entry 9 - Peer feedback on classroom research (produced during sessions 44, 45)

For this portfolio entry you will have to produce written feedback on your peer's classroom research report. Follow the steps below:

1. Choose one peer you will be working with.
2. Exchange your reports and all the relevant materials. Allow yourself enough time to review your peer's materials.
3. Discuss the points that need clarification.
4. Write feedback covering the following:
 - a. completeness of the report
 - b. relevance of research methods
 - c. quality of analysis and conclusions made
 - d. any other comments
5. Make two copies of your feedback. Include one copy in your portfolio. A second copy should be given to your peer.

Entry 10 - Adapting and supplementing materials (Sessions 50, 51)

For this portfolio entry you will have to make a copy of a piece of the material that you have adapted with your group members during Session 50 and 51.

REQUIREMENTS FOR PORTFOLIO TASKS**Activity 1, Handout 2****PLAGIARISM – ARE YOU AT RISK?**

Read the situations on the left and decide whether they are considered to be plagiarism or not. Explain your decision.

Situation	Yes/No	If yes, what do you do? If no, why?
1. You are including an example from your personal experience in your writing.		
2. You want to use some information from different parts of a textbook without quoting it directly.		
3. You really like a particular phrase that an author of the article used so you want use it in your writing.		
4. You want to use an example that a colleague shared with you.		
5. You want to use a table of statistics you found in a website.		
6. You want to use a passage from the notes you made from a library book but you didn't record the reference.		
7. You go to www.onestopenglish.com to download some ready-made lesson plans to include in your portfolio as your own product.		
8. You go to www.onestopenglish.com to download some ready-made lesson plans to use in your classroom.		
9. You look at your peer's portfolio and copy some parts of it because you like them.		
10. For a listening activity you use one of Madonna's song in your classroom.		
11. You work together with your peer on some tasks for your portfolio.		

REQUIREMENTS FOR PORTFOLIO TASKS**Handout 3 How to deal with quotations, references and bibliography****Acknowledging an activity, a diagram, visual or an idea**

Based on an idea from Hunt R (1999) Lesson planning. *English Teaching Professional* 10, January 1999

Taken from www.onestopenglish.com accessed on 23 May, 2007.

Adapted from Soars, L. & J. Soars. *Headway Intermediate*, 60-61.

At the end of your essay**Articles**

Berman, M. Storytelling. *Modern English Teacher*, 15 (3), 43-49.

Lightfoot, A. (2005) Using dictation. Available from:
<http://www.teachingenglish.org.uk/think/methodology/dictation.shtml>

White, J.C. (1989) Negotiating communicative language learning in a traditional setting. *English Language Teaching Journal*, 43(3), 213-220

Books

Underhill, A. (1999) Facilitation in language teaching. In: J.Arnold (ed.). *Affect in language learning*. Cambridge: CUP. 125-141.

Fullan, M (2001) *The New Meaning of Educational Change*. Toronto: Irwin Publishing Limited.

References in the text

Fullan (2001) notes that ... (1 author)

Russell & Bullock (1999) identify the benefits ... (2 authors)

Russell, et al. (2001) note there are gaps ... (3 or more authors)

TEACHING VOCABULARY

Objective: to introduce the concept of teaching vocabulary in a context using different strategies

Lead-in

Objective: to enable participants to reflect on their past experience of vocabulary learning

Time: 15 min

Materials: board/whiteboard, markers

► Procedure:

► 😊 (2 min) Tell participants that you would like to discuss how people learn words or phrases. Tell them how you learned a certain word or phrase. (Alternatively say that you remember how you learned the word 'cheetah' from a TV advertisement).

😊 (2 min) Ask participants to think about one word or phrase which they can remember learning. Ask them the following questions (put them on the board):

- ~ *How did you learn this word, e.g. from a friend, a book or a TV programme?*
- ~ *Why have you remembered this word?*

► 😊😊 (6 min) Tell participants to discuss their answers in pairs for about 5 minutes. Ask them to identify possible similarities in the way they learnt their words.

► 😊 (3 min) Elicit 3-5 responses from participants e.g.

***How?**- a friend explained it to me; I looked it up in a dictionary; I guessed it from context.*

***Why?**-it was during a memorable event; I needed this word to express myself; I really liked the word.*

► 😊 (2 min) Establish that there are many ways to learn words and phrases and there are many factors affecting this process: personal feelings at the time; need to communicate; availability of a resource; context; language intuition and so on. Say that one of the most important factors for learning words is context and that you would like participants to explore it.

Activity 1 Nonsense words

Objective: to introduce the role of context in vocabulary learning

Time: 25 min

Materials: handout 1, board/whiteboard, markers

► Procedure:

- 😊 (2 min) Tell participants that they are going to read a text that contains a few 'nonsense' words, (i.e. words which do not exist) the meaning of which they will have to guess on their own. Ask participants to read the text individually and write down the nonsense words and their possible meaning. Tell them to make a note about **what** helped them to guess the meaning of each word. Give out a copy of handout 1 📄 to each participant.
- 😊 (5 min) Write the following questions on the board:
 - ~ *What are the nonsense words?*
 - ~ *What helped you to guess the meaning of each nonsense word?*

Give participants about 5 minutes to complete the task individually. Say that there are six nonsense words in the text.

- 😊😊😊 (5 min) Put participants in groups of four and ask them to compare their findings. Ask the following question:
 - ~ *Can you find the common answer to the questions written on the board?*
- Monitor the group discussion and check if participants are on the right track.

The nonsense words have the following equivalents:

fibbics – animals, creatures, beings;
quimmed – developed, sophisticated; **pide** – have;
frandid – active; **vode** – move, run; **dinth** – water.

Do not give any answers to participants yet.

- 😊😊😊 (5 min) Invite each group to explain the meaning of one word and answer the second question on the board.
- 😊 (5 min) Give short feedback on each answer. Clarify to what extent the immediate context was helpful; also background knowledge; knowledge of English grammar forms and syntax etc. Stress the connection between the meaning and the form of a word.
- A few tips for the discussion of the words:

fibbics – a broad definition of cats: ‘cats are powerfully built fibbics’; **-s** at the end suggests it is a noun in the plural form.

quimmed – the passive form of a verb, used here as an adjective to characterise ‘a large brain’. It also goes with ‘highly’.

pide – goes with ‘claws’ as in ‘cats have claws’. (Compare the form with ‘ride’ and ‘hide’)

frandid – the phrase ‘a few are more frandid’ suggests it is an adjective, and the sentence context that contrasts day and night activity of the cats enables us to guess its meaning. (Compare with ‘candid’ and ‘stupid’)

vode – following ‘can’, it can only be a verb, and the words ‘fast’ and ‘speed’ suggest that it is a verb of motion.

dinth – the meaning is not clear from the first sentence, but the phrase ‘they can swim if they must’ and the background knowledge about cats’ reaction to water helps to guess its meaning.

- 😊 (2 min) Ask participants about the purpose of this activity. Elicit several random responses.
- 😊 (1 min) Conclude by saying that words convey a certain meaning in a context, not in isolation and that this has the following important implications for teaching vocabulary:
Overdependence on translation of isolated words often makes students believe that in order to understand a text or fragment of speech they need to understand every word. As a result, they tend to focus on form and not on meaning. Students often fail to realise that different languages work according to different principles
- Say that you would like to explore these implications by comparing vocabulary teaching activities.

Activity 2 Comparing vocabulary teaching activities

Objective: to investigate different approaches to teaching vocabulary

Time: 25 min

Materials: handout 2, board, markers

Procedure:

- 😊😊😊 (15 min) Put participants in groups of four and distribute handout 2 📄 to each teacher. Tell groups to compare two vocabulary-focused activities. Write the following questions on the board and ask participants to answer them:
 - ~ *What is the focus of each of these tasks?*
 - ~ *How is vocabulary treated in each task?*
 - ~ *What skills are targeted in these tasks?*

Possible answers:

Task 1 focuses on word-for-word translation of isolated words and does not take into account different meanings these words can have.

Task 2 explores different meanings of each word from the box in literary context.

Task 1 does not target any skills but simply tests the knowledge of one meaning of each Uzbek/Russian word.

Task 2 targets reading skills and explores how vocabulary works in a context.

- 😊 (10 min) Ask a spokesperson from each group to share the answers. Accept all participants' views, and support them with questions if necessary. Say that you would like participants to develop some principles of teaching vocabulary based on the experience they gained in the session.

Activity 3 Some principles of teaching vocabulary

Objective: to provide some guidance on teaching vocabulary

Time: 15 min

Materials: handout 3, board and markers

▶ Procedure:

- 😊 (2 min) Tell participants that there are different ways of teaching vocabulary. However, some practices can be more effective than others if they follow certain principles.
- 😊 (8 min) Ask them to draw some principles of successful vocabulary teaching from the session. Write these principles on the board. Give your own example if necessary (*e.g. vocabulary should be taught in context*)
- 😊 (5 min) Distribute handout 3 📄. Say that these principles will be worked upon in the second session on Teaching Vocabulary. Say that these principles are guidelines to be tried and either accepted or rejected, not prescriptions to be followed blindly. Encourage participants to experiment with these principles before they decide which ones they can accept and which not.

Summary

Ask participants to remember the main stages of the session and to identify the focus of each stage. Ask them to formulate the objective of the session. Remind them to consider the principles of vocabulary teaching laid out in handout 3 📄 at home and bring it to the session Teaching Vocabulary II.

TEACHING VOCABULARY**Activity 1, Handout 1, Find 'nonsense' words in the text and guess their meaning.****CATS!**

Cats are the most highly specialized of the flesh-eating mammals. They are powerfully built fibbics, so well coordinated that they almost always land on their feet when they fall or are dropped. The brain is large and highly quimmed. The most characteristic and specialized features are in the teeth and claws. All cats (except the cheetah) pide strong and sharp claws.

Although most cats are night fibbics, a few are more frandid during the day, like the cheetah. Typically solitary while hunting, a cat steals up on prey on padded feet and overwhelms it in a short, quick rush or leap. It can vode very fast in a short dash but is not built for sustained speed. Cats differ in their reaction to dinth: the lion and the leopard don't like to enter it (they can swim when they must). House cats do not dislike dinth but react negatively to being chilled with cold dinth.

(Adapted from *Encyclopaedia Britannica*, 2001)

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TEACHING VOCABULARY**Activity 2, Handout 2**

Task 1. Give the English equivalents for the following Russian/Uzbek words and use them in sentences of your own:

Russian: стол, стул, вилка, дорога, стакан, компания, блестящий, грязный.

Uzbek: stol, stul, sanchqi, yo'l, stakan, guruh, yaltiroq, iflos

Task 2. Read the following text and find the words in the box or their derivatives in the text.

brilliant	chair	company	fork	glasses
mess	road	table	way	

Arnold put on his glasses, looked at the table again and shook his head. 'If you examine these figures, they'll show that the company performed absolutely brilliantly. Huge profits, and salaries are actually quite good. But I still have my doubts, gentlemen.' Barry, who was sitting at the far end of a messy table impatiently tossing a fork in his hands, rose from his chair with an audible noise. 'Look', he said, 'this is not the right way to do things. I have...' Arnold hit the table, two empty glasses fell on the floor, but only one broke into pieces. 'Who is in chair of the whole operation? You? Or maybe it's you, Cyril? Do you have another brilliant idea that could save us, Barry? If you don't like my company, you are free to go. But let me tell you just one thing, boys: there is no way you're going to mess with me, OK? Go now. If you want to, but remember: the road forks only after the bridge.' [AU]

Task 3. Answer the following questions:

- What kind of text is this e.g. newspaper article, fiction, report? How do you know?
- Who do you think the characters are? What makes you think so?
- What have you noticed about the use of the words from the box?

TEACHING VOCABULARY**Activity 3, Handout 3****Some principles of vocabulary teaching**

Students should be encouraged to notice how certain words perform in different contexts, preferably at the level of a text or paragraph. Words don't exist in isolation.

Students' dependence on their first language in clarifying the meaning of English words should be diplomatically discouraged. Understanding the meaning of a certain word in context can often be prevented by word-for-word translation. Therefore, where possible they should use a monolingual (English-English) instead of a bilingual dictionary.

Students should be encouraged to guess the meaning of unknown words where possible and to deduce the principles of vocabulary use in English on their own. This develops their awareness of how words work in context. Spoon-feeding meanings doesn't usually help.

✂

TEACHING VOCABULARY**Activity 3, Handout 3****Some principles of vocabulary teaching**

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DESIGNING VOCABULARY TASKS

Objective: to explore different types of vocabulary learning tasks

Activity 1 Knowing words and phrases

Objective: to enable participants to explore what it means to *know* a word

Time: 15 min

Materials: flipchart/whiteboard, markers

► **Procedure:**

- 😊 (1 min) Remind participants of Activity 1 in *Teaching Vocabulary* where they were asked to think about one word or phrase which they could remember learning.
- 😊 (1 min) Ask them to remember **one** word that they know and confidently use and **one** word that they know but do not use.
- 😊😊 (5 min) Put participants in pairs and ask them to discuss their words and to consider possible reasons why some known words are used and others are not.
- 😊 (2 min) Elicit a few random responses. Say that there are different ways to know a word or phrase. However, the main distinction is between **passive** and **active** vocabulary – related to receptive and productive skills (or recognition and use) respectively.
- 😊 (1 min) Ask participants the following question:
 - ~ *How many words can you recognise and how many words can you actually use?*
- 😊 (5 min) Elicit several random responses. Say that average native speakers of English have 6 to 7 thousand words in their active vocabulary and about 25 thousand in their passive vocabulary. However, the current estimate of the English vocabulary resource is over one million words. Establish that the ratio between active and passive vocabulary with English learners is similar to that of native speakers and that learning vocabulary entails two interdependent objectives:
 - ~ To increase **passive** vocabulary, i.e. the number of words students can recognize, understand and remember.
 - ~ To increase **active** vocabulary, i.e. the number of words students can confidently use in speaking and writing.

Say that another way of looking at it is to consider quantity (vocabulary resource) and quality (accuracy and appropriateness) of vocabulary learning and use. Say that you would like participants to explore a few vocabulary learning activities in order to decide what objectives they serve better.

Activity 2 Exploring vocabulary learning activities

Objective: to explore some vocabulary learning activities

Time: 25 min

Materials: handout 1, board, markers

► Procedure:

☺☺☺ (5 min) Put participants in groups of four and remind them of the tasks they examined in *Teaching Vocabulary*. Ask them to refer back to 'Some principles of vocabulary teaching' which they received as a handout at the end of the session. Ask groups to brainstorm different types of vocabulary learning activities.

► ☺ (5 min) Take feedback from groups and write participants' ideas on the board.

Suggested answers:

- open/banked gap-filling exercises
- comparing synonyms in context,
- replacing nonsense words in a text
- multiple matching
- analysis of words and word combinations in a text
- using word combinations and phrases
- labelling and describing objects in a picture
- using texts with thinking questions

Say that the principles on the handout should be considered when teachers develop and/or give their students certain vocabulary learning activities.

► ☺☺☺ (10 min) Ask participants to work in groups. Distribute handout 1📄 to each participant. Tell groups to do these three activities as learners and identify the teaching points in each of them.

Suggested answers:

Activity A is a matching exercise: a5; b3; c2; d1; e4. It deals with definitions of new words out of context. Its main focus is expansion of passive vocabulary.

Activity B focuses on eliciting the meaning of words and phrases in a certain context and allows some space for the use of these words and phrases in discussion. It also touches upon words having different meanings, e. g. *change* as 'transformation' and 'money you get back' which you have to deduce from the context.

Activity C focuses on inferring and creating possible contexts for isolated sentences and on comparing differences in meaning in the use of synonyms.

- 😊 (5 min) Elicit groups' responses to the activities and discuss them with the whole group. Refer to the principles of vocabulary teaching and the sessions on *Teaching Vocabulary* and *Authenticity*. Say that you would like participants to put these ideas into practice by designing a few vocabulary tasks.

Activity 3 Designing vocabulary tasks

Objective: to enable participants to have practice in developing vocabulary tasks

Time: 40 min

Materials: handout 2, board/flipchart, short newspaper clips for each group. If possible: photocopier

▶ Procedure:

- 😊 (3 min) Ask participants to list questions they have to answer before and during designing a vocabulary task (e.g. about materials, focus or level of difficulty). Give your own examples and refer to the guidelines in handout 2 if necessary. Distribute handout 2 📄.
- 😊😊😊 (5 min) Elicit random responses and write the checklist on the board. Say that you would like participants in each group of four to develop one vocabulary task.
- 😊😊😊 (5 min) Ask participants in their groups to answer these questions first and write the answers down.
- 😊 (4 min) Ask spokespersons from each group to read out their answers to check what kind of task they are going to develop. Comment on the answers where necessary.
- 😊😊😊😊 (15 min) Ask participants to design the task in their groups using cuttings from newspapers. Distribute the cuttings. Monitor their work and offer assistance where necessary.

- 😊 (8 min) Ask spokespersons from each group to present their tasks to others.
- If possible, make photocopies of the developed tasks and distribute them to participants from other groups at the end of the day.
- Conclude by asking the following question:

~ *What do you need to keep in mind when developing vocabulary activities for your classes?*

Suggested answers:

- vocabulary should be taught in context, not as isolated words;
- vocabulary should be taught through English, avoiding word-for-word translation into mother tongue;
- learners should be encouraged to work out the meaning of the unknown words;
- there is a difference between active and passive vocabulary;
- learners should be encouraged to analyse words and word combinations in a text.

Elicit a few random answers.

Summary

Teaching vocabulary should be based on context and teachers should focus on exploring the relationship between words, phrases and the meanings they convey in different contexts. It is possible to design simple vocabulary tasks using authentic texts accompanied with thinking questions or other task types.

DESIGNING VOCABULARY TASKS

Activity 2, Handout 1

VOCABULARY LEARNING ACTIVITIES

In your group do the given vocabulary learning activities and answer the following questions:

- What is the teaching point in each of these activities?
- What principles of vocabulary teaching does it reflect?

Activity A

Match each word on the left with the correct definition on the right:

a) implication	1) all the words a person knows or uses
b) grammar	2) the words that come just before or after a word or phrase and help you to understand its meaning
c) context	3) the system of structures at word, sentence and text level in a language
d) vocabulary	4) a word or phrase used in an imaginative way to describe something else to show that the two things have the same qualities
e) metaphor	5) something that is suggested or indirectly stated

Activity B

Read the text below. In your group discuss and explain the meaning of the underlined words and phrases.

“Two gentlemen in black came in. They had a cheap and quiet lunch, and one of them paid for it and went out. The other was just going out to join him when I looked at my change again and found that he’d paid me more than three times too much. ‘Here,’ I say to the chap who was nearly out of the door, ‘you’ve paid too much.’ ‘Oh,’ he says, very cool, ‘have we?’ ‘Yes,’ I say and pick up the bill to show him. The man at the door says, all serene, ‘Sorry to confuse your accounts, but it’ll pay for the window.’ ‘What window?’ I say. ‘The one I’m going to break,’ he says, and smashed that beautiful window with his umbrella.

[Adapted from G. K. Chesterton, *The Blue Cross*]

Activity C

Explain the difference between the sentences in each pair. How do different words change the meaning of the sentences? Add a sentence of your own to provide an appropriate context. Discuss the sentences in your group.

1. a) When I turned back I noticed that her eyes were shining in the dark, full with a strange feeling that I found difficult to describe.
b) When I turned back I noticed that her eyes were glistening in the dark, full with that weird feeling that I found difficult to describe.
2. a) John looked through the door thinking that he'd heard Simon's low voice and said: 'Are you talking to anyone, Simon?'
b) John peered through the door thinking that he'd heard Simon whispering and blurted out: 'Are you talking to someone there, Simon?'
3. a) Then that damned bell rang, and I thought for one long, mortal minute that I couldn't get out of that chair – just literally, physically, muscularly couldn't.
b) Then the bell rang loudly and I thought for a couple of minutes that I couldn't physically get out of the chair.

DESIGNING VOCABULARY TASKS**Activity 3, Handout 2****SOME GUIDELINES FOR VOCABULARY TASK DEVELOPMENT**

Before developing a vocabulary task it is necessary to identify the specifications of the task you are going to develop. The following checklist may be useful for this purpose:

N	QUESTIONS	COMMENTS
1	<i>What materials am I going to use for the development of the task? (e.g. existing textbook, literature source, newspaper or other authentic materials)</i>	
2	<i>What level of vocabulary should the task be aimed at? (e.g. pre-intermediate)</i>	
3	<i>Should the task focus on the expansion of passive vocabulary or on vocabulary activating?</i>	
4	<i>What is the precise focus of the task? (e.g. words related to a certain topic; different meanings of a word; different words with similar meanings; collocations; style and register)</i>	
5	<i>What type of task am I going to use? (e.g. open/banked gap-filling exercises; comparing synonyms in context; replacing nonsense words in a text; multiple matching; analysis of words and word combinations in a text; using word combinations and phrases in speech; using texts with thinking questions; labelling and describing objects in a picture etc.)</i>	
6	<i>Is there any need to pre-teach some vocabulary? If yes, how am I going to do this?</i>	
7	<i>What stages will be there in the task? (e.g. pre-, during- and post-reading)</i>	
8	<i>Will my task be integrated with other skills/aspects? (e.g. speaking skills and grammar?) How?</i>	
9	<i>Will the task combine different interaction patterns? (e.g. individual and pair work)</i>	
10	<i>Which principles of vocabulary teaching will be involved in this task?</i>	

TEACHING SPEAKING

Objectives:

- to introduce some techniques for teaching speaking
- to expose participants to ways of teaching speaking to elementary learners
- to help participants explore some characteristics of a good speaking activity

Lead-in

Materials: handout 1, flipchart/board, markers

Time: 10 min

► Procedure:

- ☺ (4 min) Say that this session is devoted to teaching speaking. Add that some people think that speaking cannot be taught to elementary students. Tell participants that you want them to discuss some questions about teaching speaking. Divide participants into groups of 4. Distribute handout 1 📄 with questions to each group.
- ☺ (5 min) Invite a spokesperson from each group to share their answers with the whole group. Write down the examples of typical speaking activities on the board.

An example of a typical textbook speaking activity:
Answer the questions/ make up sentences/ speak
about .../discuss/ describe the picture...

- ☺ (1 min) Tell participants that now they are going to experience speaking activities designed for different levels. Tell them that the first one is aimed at elementary level students and they should behave accordingly.

Activity 1 The dog and the meat

Objectives:

- to let participants experience an elementary speaking activity
- to introduce some techniques of teaching speaking

Time: 25 min

Materials: handout 2a, 2b, 2c

► Procedure:

- ☺ (1 min) Write down the title 'The Dog and the Meat' on the board. Point to it. Participants say it. Check pronunciation. Ask participants what they think the story is about.
- ☺ (5 min) Put key vocabulary from the story on the board and check comprehension.

bridge, piece of meat, river, reflection.

- 😊😊 (1 min) Put participants in pairs and distribute the pictures (*refer directly to handout number 2a*). Ask participants to listen to you and put the pictures in order according to the story.

Script:

Once a dog found a piece of meat. He took the meat and went home to eat it in peace. When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat. So, he decided to have that meat too. He opened his mouth to try to get another piece of meat. But as he opened his mouth the piece of meat fell into the water. So, the dog went home hungry.

- 😊😊 (3 min) Give out the text of the story (handout 2b) cut up into separate slips) and ask pairs to put it in order.
- 😊😊 (5 min) Tell participants to change the story in pairs and make up a different story.
- 😊😊 (5 min) Tell them to change partners and tell their story to the person sitting next to them (pair share).
- 😊 (3 min) Invite any comments from participants.
- 😊 (2 min) Distribute handout 2c) after participants have finished. Tell them that they should reflect on the activity as teachers and make notes after each activity they experience as learners. Say that the grid will help them in the follow up discussion.

NB: Give participants 2 min to make notes in the grid at this stage because later they will have time to discuss the questions in the grid.

Activity 2 Chain story

Objective: to introduce a chain-story technique

Time: 10 min

Materials: none

► Procedure:

- 😊 (5 min) Tell participants that this time they are going to create stories in pairs. Tell them that one person in each pair should continue the story by giving a sentence in the past. The second person in each pair adds another sentence to the story and so on. Begin the story by giving the first sentence.

e.g. T: *Once I went for a holiday to the sea...*

Student A: *...and when I was walking along the coast I saw a strange bottle in the sand.*

SB: *...so, I picked up the bottle and saw that it had something inside...*

SA: ...

- 😊 (2 min) Stop the activity after about 3 min. Ask some participants to say what their stories were about.

- 😊 (3 min) Give participants two minutes to make notes in the grid.

Activity 3 Keep talking

Objective: to introduce an activity to develop fluency

Time: 15 min

Materials: handout 3

► Procedure:

- 😊 (2 min) Tell participants that they are going to experience a fluency-oriented activity called 'Keep Talking'. Tell them that they are going to work in pairs and each of them will need to speak for 1 min on the topic given by the trainer. Explain to participants that one person in each pair will be speaking and the other will be listening without interrupting the speaker. Model the activity with one of the participants.
- 😊 (10 min) Give out the cards with the topics (handout 3📄) to each participant e.g. Pets, favourite food, clothes, books, hobbies, etc Tell them that one of them is a 'speaker' and the other is a 'listener'. Give participants about 30 sec to prepare.
- Time the activity for 1 min. Stop it. Tell them to switch roles. Time the activity for 1 min again. Then stop the activity.
- 😊 😊 (3 min) Give participants a couple of minutes to discuss their impressions in pairs.
- Give them some time to make notes in the grid.

Activity 4 Analysing the activities

Objective: to analyse the activities, to discuss some techniques for teaching speaking to students of different levels

Time: 20 min

Materials: flipchart/board, markers

► Procedure:

- 😊 (5 min) Tell participants that now they are going to discuss the activities from the point of view of teachers. Put participants in groups of four. Allot one activity to each group to analyse. Tell them to discuss the questions on the grid from a teacher's point of view.

Possible answers to the questions in the grid:

	Activity 1 The Dog and the Meat	Activity 2 Chain Story	Activity 3 Keep Talking
a. What was the objective of the activity?	<i>to practise past tenses, story telling</i>	<i>to practise past tenses, story telling</i>	<i>to develop fluency</i>
b. What language level was the activity?	<i>elementary</i>	<i>pre-intermediate/intermediate</i>	<i>advanced</i>
c. What language	<i>past simple+ vocabulary</i>	<i>present or past simple+</i>	<i>any tense+ vocabulary</i>

(grammar, vocabulary) did the activity practise?		<i>vocabulary</i>	
d. Can it be adapted to a different level? How?	<i>Yes - by adding or removing pre-stages and scaffolding</i>	<i>Yes - by adding or removing pre-stages</i>	<i>Yes - by adding or removing pre-stages</i>
e. What are the advantages of and possible problems in the activity?	<i>develops speaking at elementary level; expanding vocabulary</i>	<i>develops imagination; fun; practising structures</i>	<i>develops fluency; can practise any structures or vocabulary depending on the topic cards</i> <i>in fluency developing activities Ss might need help with vocabulary/ difficult to manage big classes</i>

- 😊 (5 min) Ask participants to share their ideas with the whole group.
- 😊 (5 min) Ask participants to work in groups and make up a list of characteristics of a good speaking activity on the basis of the activities that they have experienced.
- 😊 (5 min) Collect all the ideas on the board.

Possible ideas:

A Good Speaking Activity:

- ~ is communicative
- ~ gives a reason for learners to speak
- ~ is appropriate to the level and age of your students
- ~ is flexible
- ~ is adaptable
- ~ is involving (all students participate)
- ~ is interesting
- ~ develops fluency
- ~ allows students' own contributions
- ~ allows students to choose the language (vocabulary and grammar structures)

Optional activity

Ask participants to share their favourite speaking activities if time allows.

Summary

In conclusion establish the following:

- ~ it is possible to start teaching speaking at the elementary level

- ~ it is possible to adapt speaking activities to different levels
- ~ it is important to use small groups or pairs during speaking activities so that all students can practise speaking simultaneously

TEACHING SPEAKING

Lead-in, handout 1

Discuss the following questions:

- a. What level are the students you teach?
- b. Do you teach speaking?
- c. At what level do teachers at your institution start teaching speaking as a skill?
(elementary/ pre-intermediate/ intermediate/ advanced)
- d. Is it possible to teach speaking to elementary learners?
- e. What are typical speaking activities in the **textbooks** that you are using?

✂

TEACHING SPEAKING

Lead-in, handout 1

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TEACHING SPEAKING

Lead-in, handout 1

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✂

TEACHING SPEAKING

Teaching Speaking, *The Dog and the Meat*, handout 2a



**TEACHING SPEAKING****Teaching Speaking, *The Dog and the Meat*, handout 2b**

Once a dog found a piece of meat.	So, he decided to have that meat too. He opened his mouth to try to get another piece of meat.
He took the meat and went home to eat it in peace.	But as he opened his mouth the piece of meat fell into the water.
When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat.	So, the dog went home hungry.

**TEACHING SPEAKING****Teaching Speaking, *The Dog and the Meat*, handout 2b**

Once a dog found a piece of meat.	So, he decided to have that meat too. He opened his mouth to try to get another piece of meat.
He took the meat and went home to eat it in peace.	But as he opened his mouth the piece of meat fell into the water.
When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat.	So, the dog went home hungry.

TEACHING SPEAKING

Teaching Speaking, *The Dog and the Meat*, handout 2c

Think about the activity that you have experienced and fill in the grid.

	Activity 1. The Dog and the Meat	Activity 2. Chain story	Activity 3. Keep Talking
a. What was the objective of the activity?			
b. What language level was the activity?			
c. What language (grammar, vocabulary) did the activity practise?			
d. Can it be adapted to a different level? How?			
e. What are the advantages of and possible problems in the activity?			



TEACHING SPEAKING

Teaching Speaking, *Keep talking*, handout 3

SMOKING	HOMESICKNESS	PETS	PARENTS	CLOTHES
CHEWING GUM	BOOKS	MUSIC	TRAVELLING	HOBBIES

INFORMATION GAP (SPEAKING)

Objectives:

- to introduce the concept of information gap and genuine communication
- to raise participants' awareness of some features of real life communication
- to introduce some ways of getting students to communicate with each other

Activity 1 Real life communication

Objective: to raise participants' awareness of some features of real life communication

Time: 25 min

Materials: handout 1a, 1b

▶ Procedure:

- 😊 (2 min) Show participants handout 1a 📄 and ask what the man and the woman are doing in the picture. (The man is asking a question and the woman is answering it.)
- 😊😊😊 (3 min) Ask participants to work in groups of 4 and think in what situations a conversation might take place in real life.
- 😊 (3 min) Ask the groups to share their ideas.
- 😊 (5 min) Discuss what is common in all the situations mentioned by the participants.

Suggested questions:

- ~ *What are the people doing in all the conversations? (exchanging information)*
- ~ *Why is one person in each situation asking a question? (s/he wants to find something out)*

- 😊 (3 min) Tell participants that as seen from the discussion, genuine (real) communication has the following characteristics (put them on the board):

Genuine communication

- ~ exchange of information, ideas, opinions
- ~ one person doesn't know something and wants to find out some information.
- ~ there is a reason for asking questions

- 😊 (3 min) Distribute handout 1b 📄 and tell participants to look at the picture which is a *typical* picture that can be found in a language textbook. Ask them to think what kind of questions about the picture students are usually asked to produce. Give an example.

Suggested questions and

answers:

- ~ What kind of room is it?
(Answer: A sitting room.)
- ~ Is there a sofa in the room?
(Answer: Yes, there is.)

- 😊 (5 min) Collect some ideas. Elicit some questions and answers to demonstrate that asking and answering questions about something obvious can be rather boring because there is no reason to ask questions, no need to listen to the answers as they are obvious and say nothing new.
- 😊 (1 min) Establish that the activity could become interesting if there is a reason for asking the questions.

Activity 2 Information gap

Objective: to introduce some ways of getting students to communicate with each other

Time: 30 min

Materials: handout 2a, 2b

▶ Procedure:

- 😊 (2 min) Tell participants that one of the ways to make the activity more communicative is to hide some information either from all students or some of them so that there is something they need to find out. Tell participants that this is called '**an information gap**' where one person has information and the other does not, so there is a need to communicate.
- 😊😊 (15 min) Put participants in pairs. Ask them to sit back to back so that partners can't see each other's handouts. Say that they will read about the information gap but that each partner will get different pieces of information (handout 2a, 2b), which they should not show to each other. Each participant will receive a text on the handout with the two sets of questions. The first set of questions is based on the text. Answering these will help them to summarize the content of the article. The other set of questions is for them to ask their partner who will provide the information in response to the questions. Monitor the activity.
- 😊 (10 min) After participants have finished, ask the questions on the handouts to check comprehension.
- 😊 (3 min) Ask participants to recall the conversation in picture A in activity 1 and evaluate them from the point of view of genuine communication. Ask the following questions and accept all reasonable ideas:
 - ~ *In which of the activities is there genuine communication? Why?*
 - ~ *How can we make the activity based on picture B an information gap activity?*

Activity 3 Find 10 differences

Objective: to give participants an opportunity to experience and reflect on an information gap activity

Time: 25 min

Materials: handout 3a, 3b

Preparation: cut the handout in advance to make picture 3a and picture 3b different handouts

► Procedure:

- 😊 (3 min) Tell participants that one of the ways to turn a boring description of a picture into an information gap activity is to ask students to work in pairs and find some differences in the pictures by asking and answering questions. Tell them that they are going to experience this activity now.
- 😊😊 (12 min) Ask participants to sit back to back so that partners cannot see each other's handouts. Tell them that they will get a picture of the room similar to one in activity 1 and that they should try to find ten differences between the pictures by asking each other questions. Remind them that they are not allowed to look at each other's pictures. Give out handout 3a📄 to one participant in each pair and handout 3b📄 to the other participant. Ask participants to start the activity and stop it after 10 minutes.
- 😊 (5 min) Ask participants what grammar structures and vocabulary they practised during the activity.
- 😊 (5 min) Invite any comments on the activity.

Summary

Establish the following:

- You can turn almost any activity into an information gap activity by 'hiding' some part of the information, thus creating for learners a need or a reason to communicate.
- Information gap activities can be used to practise vocabulary, grammatical structures or any other material.

Back to board picture dictation (optional activity)

- 😊 (2 min) Tell participants that another way of turning a picture description into an information gap activity is to hide the picture from some students and ask the other students to describe it to their partner.
- 😊😊 (3 min) Tell participants to work in pairs. Tell one person in each pair to sit with their back to the board and the other person to face it. Explain that in a minute you will draw a picture on the board and those who face the board will need to describe the picture to their partner so that he/she can draw it. Emphasise that those who will be describing the picture to their partners are not allowed to help their partner by pointing at things on the paper or drawing something for him/her. Remind participants that the drawing should be as close to the original as possible.
- 😊😊 (5 min) Draw a simple picture or shape on the board and let participants describe the picture to their partner.

- 😊😊 (3 min) Stop the activity and allow all participants to compare their drawings with the original picture.
- 😊 (2 min) Invite any comments on the activity.
- Invite pairs to swap their roles (if time allows) and repeat the activity.

Possible follow up questions:

*Did you like the activity? Was it interesting?
What language did you practise? (language of
description, shapes, prepositions of place,
imperative mood for giving instructions)*

INFORMATION GAP
Activity 1, Handout 1a, Real Life Communication



INFORMATION GAP

Activity 1, Handout 1b, A typical picture from a text book



INFORMATION GAP**Activity 2, Handout 2a, Information Gap****THE INFORMATION GAP****Student A**

In the real world, information gaps are very common. One person – the speaker – wants to ask a question and the other person – the listener – tries to answer it. In the classroom, we can use information gaps to give the students a chance to communicate with each other, just like people do in real life.

You can use a wide variety of different materials in the classroom to design an information gap. Sometimes, you can use a picture, which one student tries to describe to another student. Sometimes, you can use a written text with information that students must pass to each other. An information gap can involve the different skills of reading, listening, writing and speaking.

An information gap needs careful organization. The teacher must think carefully about the instructions he or she will give to students so that they are very clear about what they have to do. Sometimes it's useful to practise the activity before starting.

At the end of the activity, the teacher can give students feedback on how well they did in the activity. The teacher can also point out any errors the students made, but it is important to remember that the teacher should do this *after* the activity and should not interrupt the pair work.

NOW ANSWER THE QUESTIONS ABOUT YOUR TEXT.

1. *What kinds of materials can you use for an information gap?*
2. *What kinds of skills do students practise in an information gap?*
3. *How can the teacher make sure the activity goes well?*
4. *What can the teacher do after the activity?*
5. *When should the teacher correct the students?*

NOW ASK YOUR PARTNER THESE QUESTIONS.

1. *What kind of information gaps do you find in real life?*
2. *Why are they useful in the classroom?*
3. *What kind of language can students use in an information gap activity?*
4. *What kind of grammatical structures could your students practise?*
5. *What should the teacher do during the activity?*

INFORMATION GAP**Activity 2, Handout 2b, Information Gap****THE INFORMATION GAP****Student B**

In the real world, information gaps are very common. One person – the speaker – wants to ask a question and the other person – the listener – tries to answer it. In the real world, people ask questions because they do not know the answer, and because they want to find out some information. Think of a man at a bus stop (A) who asks a woman (B): *Do you have the time?* There is an information gap between the two people that the man is trying to bridge.

An information gap is useful in the classroom because it gives students a reason to communicate with each other. Sometimes, the teacher can decide the kind of language that the students will use. Sometimes, the language can be very free and the students decide what kind of language they will use. You can use an information gap to practise grammar, especially verb forms such as the past simple or present continuous. You can also practise vocabulary: in fact, anything you choose.

The teacher's job is to organize the activity, and, while the students are working together, to monitor. This means that the teacher listens carefully, and makes a careful note of any errors the students make. The teacher tries not to interfere while the students are working together.

For an information gap to work well, it needs to have a purpose. The students' purpose is to bridge the gap by asking and answering questions.

NOW ANSWER THE QUESTIONS ABOUT YOUR TEXT.

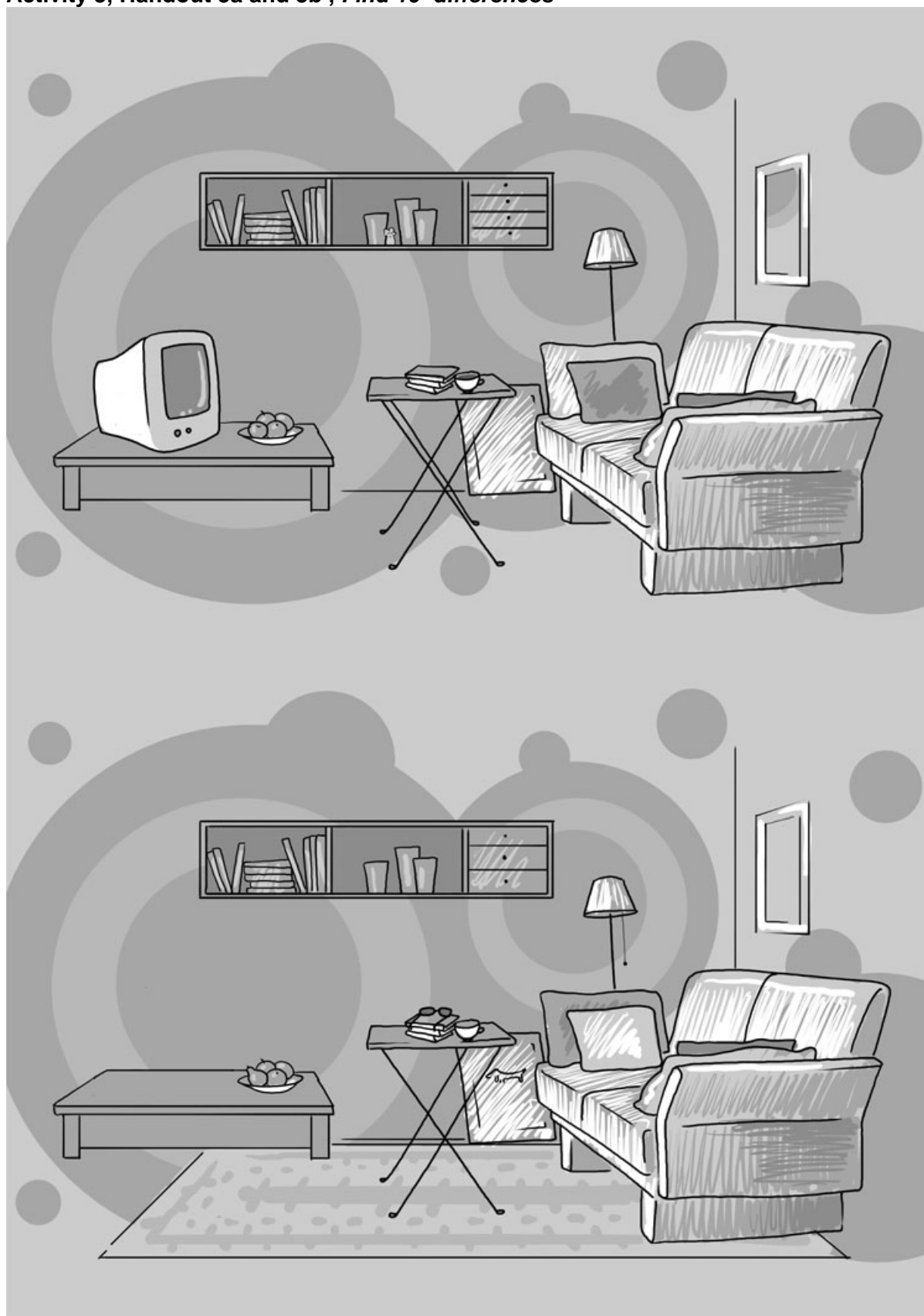
1. *What kind of information gaps do you find in real life?*
2. *Why are they useful in the classroom?*
3. *What kind of language can students use in an information gap activity?*
4. *What kind of grammatical structures could your students practise?*
5. *What should the teacher do during the activity?*

NOW ASK YOUR PARTNER THESE QUESTIONS.

1. *What kinds of materials can you use for an information gap?*
2. *What kinds of skills do students practise in an information gap?*
3. *How can the teacher make sure the activity goes well?*
4. *What can the teacher do after the activity?*
5. *When should the teacher correct the students?*

INFORMATION GAP

Activity 3, Handout 3a and 3b , Find 10 differences



ERROR CORRECTION

Objective: to explore the nature of errors/ mistakes and ways of dealing with them

Lead-in

Time: 10 min

► Procedure:

- 😊 (4 min) Explain to participants the topic of the session and ask them to come up with their associations with mistakes. Ask the following question and invite several responses from the group:

~ What is a mistake like? (e.g. a disease, a defect in construction, an occasional but natural thing)

Give your own example if necessary.

- 😊 (5 min) Give brief comments on participants' associations, where appropriate, suggesting that there are different types of mistakes caused by different factors that should be treated differently. Make two important distinctions:

Mistakes are caused by the lack of passive knowledge of certain vocabulary or grammar items (e.g. *when students cannot recognise and understand a certain word or a grammar structure*) and the lack of a certain productive skill (e.g. *when students know words or structures but cannot use them correctly in speaking or writing.*) Explain the term 'productive skill' if necessary.

Mistakes in form, (e.g. *when students use an appropriate word or grammar structure but mispronounce / misspell a word or make mistakes in the structure: *traveiling instead of travelling; *I am agree instead of I agree.*) and mistakes in meaning (e.g. *when students use a word or phrase the form of which is correct but which is used in a wrong context which causes distortion of meaning: *I am interesting in films instead of I am interested in films; *She is always very accurately dressed instead of She is always very neatly dressed*)

- 😊 (1 min) Emphasise that to work on mistakes it is important to know their cause. Tell participants that now they are going to explore their perceptions of mistakes.

Activity 1 Examining statements about mistakes

Objective: to explore participants' perceptions of mistakes

Time: 20 min

Materials: handout 1

Procedure:

- 😊 (5 min) Ask participants to examine a few statements about mistakes and choose one which they most strongly agree with. Distribute handout 1 📄 to each participant.
- 😊😊😊 (5 min) Put participants in groups of 4-5 and ask them to discuss their views for 4-5 minutes before reporting back to the whole group.
- 😊 (8 min) Invite a spokesperson from each group to comment on their discussion.

- 😊 (2 min) Say that there is no one 'right' way of dealing with mistakes. Suggest that teachers should be able to recognise different kinds of mistakes and deal with them in a way that supports students' own language learning efforts. State that the next activity will focus on types of mistake.

Activity 2 Watching English lessons

Objective: to explore types of mistakes and the ways of dealing with them

Time: 25 min

Materials: video

► Procedure:

- 😊 (1 min) Tell participants that they are going to watch a fragment of student's speech and that their task is to notice the mistakes the student makes and think about the causes of and differences between these mistakes.
- (1 min 40 sec). 🎬 Play the clip of a girl talking about her favourite book.
- 😊 (7 min) Invite random responses from the group about the mistakes they have noticed and their causes. Ask participants to identify examples of mistakes which show that the student is actually learning – i.e. when she knows the rule but applies it wrongly (e.g. forms like 'thought'* – showing that the student knows how to make verbs in the past (adding '-ed'), but doesn't know (some) irregular verbs.)
- 😊 (1 min) Tell participants that they are going to watch two fragments of English lessons and that their task is to notice how the teachers deal with the mistakes their students make. Ask them to consider why the teachers behaved in this way, what mistakes they corrected, when and how.
- (3 min) 🎬 Play two short fragments of different English lessons (Nodira – peer correction, Alex – teacher correction).
- 😊 (5min) Ask participants about the differences between each teacher's approaches to correcting students' mistakes. Invite several responses. Discuss the attitude behind each approach and refer back to the statements about mistakes (see Activity 1).
- 😊 (6 min) Ask participants to identify particular examples of correcting students' mistakes from the video and discuss which of them allowed more space for learners to think and self-correct and which were more top-down. Ask participants to consider the reasons for these differences.

Activity 3 Approaches to error correction

Objective: to introduce some techniques of error correction

Time: 25 min

Materials: video, handout 2 and 3

► Procedure:

- 😊 (3 min) Introduce the concept of **errors** (i.e. ‘regular’ mistakes coming from misconceptions) and **mistakes** (i.e. occasional ones, which seem to be more random in nature). Say that the teacher should focus more on **error** correction rather than on correcting students’ **mistakes**. Refer back to the videos.
- 😊 (1 min) Say that now you would like participants to watch a clip of an ELT specialist talking about different types of errors and different approaches to error correction. Ask participants to take notes of the talk using a special form and answer some questions. Distribute **handout 2** to each participant.
- 🎬 (11 min) Play the video fragment of Rod Bolitho talking about errors and error correction.
- 😊 (5 min) Discuss the questions on the form and participants’ answers. Check whether all participants understood the terms used in the talk.

Suggested answers:

1. Pre-systematic and post-systematic errors.
2. Interlanguage is the language produced by a learner between the beginner stage and native speaker standard.
3.

Interlanguage

Beginner **Native speaker**
4. Traditionally mistakes have been perceived as ‘punishable sins’ that have to be avoided at all costs. This often breeds fear of making mistakes and therefore discourages students from experimenting with language.
5. Teachers should cultivate positive attitude to errors as learning steps and should encourage self- and peer-correction of post-systematic mistakes. However, teachers should recognise that students have no language capacity to correct their pre-systematic mistakes and should help students with recognition and correction of these mistakes.
6. Possible answers: Pre-systematic and post-systematic error; self- and peer-correction; comprehensible input; interlanguage; applied linguistics; second language acquisition; monitoring. **See Glossary.**

- 😊 (4 min) Conclude by saying that irrespective of the approach or error correction techniques, mistakes should not be regarded as punishable sins, and that they are a

natural part of the language learning process. Discuss the negative impact of fear of making a mistake. Establish that error correction should really serve only one purpose: to facilitate students' learning.

- (1 min) Distribute handout 3  (the transcript of Rod's talk) to each participant.

ERROR CORRECTION

Activity 3, Handout 3

INTERLANGUAGE AND ERROR CORRECTION

by Rod Bolitho

Applied linguists have done a lot of good over the years but mostly their theories are of interest to their fellow academics. On the other hand, in the area of errors they have helped teachers in all sorts of ways. There's a concept that I'd like to share with you. It is called 'interlanguage' and it comes from the field of second language acquisition. If you take this continuum as being all the way from beginner to native speaker's standard in a language, this continuum is sometimes called interlanguage. It is literally 'language between the languages', it's when you are in between being a beginner and a native speaker.

There are a lot of studies about mistakes and the role they play in the development of the interlanguage in learners. One of the first insights in interlanguage was that there are some mistakes that learners can self-correct and there are others, which learners cannot self-correct. As teachers, we should distinguish between these types of mistake. For example, learners should be able to self-correct post-systematic mistakes. A post-systematic mistake is an error in a structure or a piece of vocabulary which the learner is supposed to have learned, which that learner has been exposed to already. This kind of post-systematic error is susceptible to self-correction or peer-correction and is typical in students who are at some point along this continuum but still finding the language difficult. As we know, learners never learn what teachers teach. Teachers often get irritated by students making a lot of mistakes. These errors are mostly post-systematic and they irritate teachers because they think that the learners should know this by now and that they shouldn't be making this kind of mistake.

But there is another kind of error, which is a pre-systematic error. And a pre-systematic error results from a learner trying to express something which they don't yet have the linguistic tools to express. Those errors cannot be self-corrected because the learner doesn't have the system internalised that they need in order to correct that error. You often notice it with learners when they are trying to say something spontaneously, something real from their own life, something that they really want to tell you which is not in the textbook. They are trying to use language for communicative purposes. You can encourage your learners to experiment with language or you may say 'oh, no, don't try to say that yet because you're not ready to do it.' However, there is evidence that if you encourage your learners to

experiment with language they seem to be learning more effectively. It is because when they are trying to say what they still cannot say, they are trying to express what they really want to say, so their motivation is higher than when they are just repeating things from the textbook or repeating things which you want them to repeat in a drill or in an exercise.

Stephen Krashen, one of the leading theoreticians about the role of errors, had some very useful things to say. One of them was that learners have an in-built monitor and that they can monitor their own errors to a certain extent, but only the post-systematic ones. The pre-systematic ones they need your help with, but help in a supportive way. And Krashen also holds that errors are 'stepping stones on the way to learning'. This has been an insight which also to some extent disturbed the practice of language teaching.

Traditionally errors are used to discriminate between strong students and weak students, so that the one who makes more mistakes is a weak student and the one who makes fewer mistakes is a strong student. But what happens when a student who makes fewer mistakes does so only because she decides to limit her language only to what she knows? And then another student took risks, experimented with the language and made more mistakes as the result of this. Which student is more likely to make progress in a language? The second one. And yet our system recognises errors as something bad. There's a notion that an error is a sin, that if you make a mistake you should go and confess, that there's something wrong with an error.

But if we take another view, that errors are developmental, then even in the classroom this should change our attitudes to the ways we correct our students' mistakes and to their efforts at producing English. We should recognise when a student is experimenting, trying something out and we should support this student. We should also recognise when a student can self-correct and we should give them an opportunity to self-correct. And if there is a positive attitude to error in a classroom, then peer-correction should not cause any 'loss of face' for your students. It will be seen as supportive.

Teachers should be able to recognise which errors are from mother tongue interference, which errors come from false analogy, bad learning, poor learning and so on. Talking about different techniques of error correction, one of the things that Krashen keeps on saying is that if you give your students comprehensible input, if you give them language which is understandable at a little bit above their level, they will be motivated to listen to it, to read it and to learn from it. Errors go away when the student is ready to get rid of them, and not when the teacher wants them to go away, sadly for us.

TEACHING READING

Objectives:

- to give participants an opportunity to experience a reading lesson as learners
- to raise awareness of the different stages of a reading lesson, their objectives and interaction patterns
- to help participants explore the features of a good reading lesson

Lead-in (5 min)

- Ask participants what work they and their students usually do with reading texts.

Possible answers:

- read aloud and translate the text
- answer comprehension questions
- do vocabulary work
- retell the text

- Tell participants that now they are a group of intermediate learners who are going to have a reading lesson.

Activity 1 A simulated lesson

Objective: to elicit the concept of intensive reading; to experience a reading lesson as learners

Time: 45 min

Materials: board/flipchart, handout 1 and 2

Preparation: write the two questions and the words from pre-reading stage on the board or flipchart

► Procedure:

Pre-reading (15 min)

- 😊 (5 min) Draw your 'students' attention to the questions on the board/flipchart and invite responses from volunteers. If necessary, be the first to answer the first question.

- ~ *Have your parents ever told you a lie? If they have, what was it?*
- ~ *How did you feel when you found out you had been deceived?*

- 😊 (4 min) Tell 'students' that they are going to read the story "The Prince and the Magician". Ask them to predict what kind of story it is. Invite random answers. Then read the first sentence in the text and ask the question:

- ~ *What three things didn't the prince believe in?*

Invite several random responses.

- 😊 (6 min) Ask 'students' to look at the words on the board and tell them they are from the story.

domain *authentic* *reproachfully* *bear (v)*
pensively *beckon* *shudder*

Ask 'students' to copy the words and underline those which they don't know. 'Students' work individually and then compare their notes with their partner's and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which none of the partners knows as they will become clear in the context.

While-reading (25 min)

- 😊 (5 min) Give out handout 1 📄 with the text from 'The Magus' by John Fowles. Ask 'students' to read the story quickly and see how accurate their predictions were.
- 😊😊😊 (10 min) Make groups of four and ask 'students' to read the story again and answer the questions on handout 2 📄. Then 'students' read the statements about the characters in the story and decide whether they agree or disagree with them. Walk around and listen in. After they have finished, ask each group to share their most interesting ideas with the rest.
- (3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your 'students' which was more effective and easier for them: understanding the words in the context or dealing with them before they read the story. If necessary, explain the meaning of those words which nobody understood.

NB

domain – an area of land owned and controlled by one person;
authentic – Here: real;
reproachfully – done in a way which shows your disapproval;
bear – to bravely deal with an unpleasant situation;
pensively – thoughtfully;
beckon – to make a signal to someone with your hand or arm, to show that you want them to come towards you;
shudder – to shake for a short time

- 😊 (7 min) Ask 'students' to think (individually!) of an open-ended question. Explain to them that this should be a question the answer to which does not appear 'on the surface' of the story. If necessary, give your own example, e.g. 'Did the prince forgive his father?' Give them some time. In groups they ask and answer their questions. Ask them to choose the most interesting question and let the whole group hear it. Invite 'students' to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Post-reading (5 min)

- 😊 Ask 'students' to think of a time when they (or somebody they know well) were deceived. Ask them to make notes. The following questions can help them:

What was the situation?

*Who were the people involved?
What thoughts and feelings were you/another person experiencing?*

- Tell your ‘students’ that their homework is to write a story (300-400 words) using the notes they made in class.

Activity 2 Discussing the simulated lesson

Objective: to analyse the lesson focusing on the stages, objectives and interaction patterns

Time: 30 min

Materials: slips of paper with the steps of two stages; handout 3

► Procedure:

- 😊😊😊 (5 min) Tell participants they are no longer learners but again teachers. Make four groups. Give two group slips of paper with the steps of the pre-reading stage of the lesson and the other two groups the steps of the while-reading stage (see table below, column 2 ‘Steps’, one bullet point for one slip) and ask them to put them in order. When they have finished check the order.
- (5 min) Elicit or give the names of each stage and the objective(s) of the stages. Give handout 3📄 to the participants and ask them to look at the interaction patterns. Tell them that they will need these handouts in another session.

Stage	Steps	Objectives	Interaction Pattern
Pre-reading	<ul style="list-style-type: none"> • Teacher wrote 2 Qs on the Bb (and answered the 1st one herself.) Some students answered the questions. 	to establish rapport with the class; to raise students’ interest in each other	T-C; S-T; S-Ss;
	<ul style="list-style-type: none"> • Ss made predictions about story they were going to read from its title. • Then they answered the question related to the first sentence of the story. • Ss copied the words from the Bb, underlined those words which they didn’t know. • In pairs they compared their notes and taught each other. 	<ul style="list-style-type: none"> • to prepare Ss for reading the story by raising their interest in it. • to introduce vocabulary with the help of peer teaching 	S-T; S-Ss Ss worked individually S1-S2, S3-S4,
While-reading	<ul style="list-style-type: none"> • Ss read the story to check their predictions. 	• to practise reading for gist.	Ss worked individually.
	<ul style="list-style-type: none"> • Ss read the story again, this time more carefully, answered the Qs and discussed the statements. 	• to practise reading for detailed information; to practise talking	Ss-Ss

	<p>Then they shared their ideas with the whole class</p> <ul style="list-style-type: none"> • Ss discussed the meaning of the words from the story. • Ss thought of their own questions, asked and answered them in their groups (and then did the same with the whole class) 	<p>about the story</p> <ul style="list-style-type: none"> • to infer the meaning of words from the given context. • to further practise talking about the story; to practise asking questions 	
Post-reading	<ul style="list-style-type: none"> • Teacher asked three questions and Ss started thinking about their answers and making notes in class. At home Ss will use their notes to write a story. 	<ul style="list-style-type: none"> • to prepare Ss for a personalized writing task 	Students will work individually

- 😊 (5 min) After you and participants have analysed the lesson they have had as learners, ask them what else they can do to exploit the text.

Possible answers:

- divide the story into parts and give headings for each;
- think of a different ending;
- think of adjectives that can be used to describe each character

Elicit from participants what they were asked to do at the post-reading stage in their lesson. *Answer:* They were asked to go beyond the text and produce a piece of writing which is only slightly related to the topic of the text.

- 😊😊😊 (15 min) Ask participants to discuss in their groups the characteristics of a good reading lesson. In a plenary discussion that will follow, try to establish the following points and put them on the board:

A GOOD READING LESSON

- ~ has Pre-, While- and Post- stages
- ~ has an interesting topic/content
- ~ starts from background knowledge/experience
- ~ has first reading for gist and then for detailed information
- ~ deals with vocabulary in context
- ~ involves other skills

Summary

Say that in this session

- participants have experienced a reading lesson as learners and analysed it as teachers
- they have also explored the characteristics of a good reading lesson.

TEACHING READING**Activity 1, Handout 1, The story****THE PRINCE AND THE MAGICIAN**

Once upon a time there was a young prince, who believed in all things but three. He did not believe in princesses, he did not believe in islands, he did not believe in God. His father, the king, told him such things did not exist. As there were no princesses or islands in his father's domains, and no sign of God, the young prince believed his father.

5 But then, one day, the prince ran away from his palace. He came to the next land. There, to his astonishment, from every coast he saw islands, and on these islands strange and troubling creatures whom he dared not name. As he was searching for a boat, a man in full evening dress approached him along the shore.

"Are those real islands?" asked the young prince.

10 "Of course they are real islands," said the man in evening dress.

"And those strange and troubling creatures?"

"They are all genuine and authentic princesses."

"Then God also must exist!" cried the prince.

"I am God", replied the man in full evening dress, with a bow.

15 The young prince returned home as quickly as he could.

"So you are back", said his father, the king.

"I have seen islands, I have seen princesses, I have seen God," said the prince reproachfully. The king was unmoved.

"Neither real islands, nor real princesses, nor a real God, exist."

20 "I saw them!"

"Tell me how God was dressed."

"God was in full evening dress".

"Were the sleeves of his coat rolled back?"

The prince remembered that they had been. The king smiled.

25 "That is the uniform of a magician. You have been deceived."

At this, the prince returned to the next land, and went to the same shore, where once again he came upon the man in full evening dress.

"My father, the king, has told me who you are," said the young prince indignantly. "You deceived me last time, but not again. Now I know that those are not real islands and real princesses, because you are a magician."

30 The old man on the shore smiled.

"It is you who are deceived, my boy. In your father's kingdom there are many islands and many princesses. But you are under your father's spell, so you cannot see them."

The prince returned pensively home. When he saw his father, he looked him in the eyes.

35 "Father, is it true that you are not a real king, but only a magician?"

The king smiled and rolled back his sleeves.

"Yes, my son, I am only a magician."

"Then the man on the shore was God."

"The man on the shore was another magician."

40 "I must know the real truth, the truth beyond magic."

"There is no truth beyond magic," said the king.

The prince was full of sadness. He said, "I will kill myself."

The king by magic caused death to appear. Death stood in the door and beckoned to the prince.

45 The prince shuddered. He remembered the beautiful but unreal islands and unreal but beautiful princesses.

"Very well," he said. "I can bear it."

"You see, my son," said the king, "you too now begin to be a magician."

JOHN FOWLES "The Magus"

TEACHING READING**Activity 1, Handout 2, Questions and statements for discussion**

Answer the questions

1. Why didn't the prince believe in three things?
2. Why did the prince believe his father when he said that the man he had met was not God?
3. What did the prince learn about his father?

Agree or disagree

1. The prince is a timid person who has no will power.
2. The prince's father is a selfish and authoritarian man who doesn't really love his son.
3. The magician is a cruel man who does not show any consideration for other people's feelings.

**TEACHING READING****Activity 1, Handout 2, Questions and statements for discussion**

Answer the questions

1. Why didn't the prince believe in three things?
2. Why did the prince believe his father when he said that the man he had met was not God?
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Agree or disagree

1. The prince is a timid person who has no will power.
2. The prince's father is a selfish and authoritarian man who doesn't really love his son.
3. The magician is a cruel man who does not show any consideration for other people's feelings.

TEACHING READING**Activity 2, Handout 3, Analysis of the reading lesson**

Stage	Steps	Objectives	Interaction Pattern
Pre-reading	<ul style="list-style-type: none"> Teacher wrote 3 Qs on the Bb (and answered the 1st one herself.) Ss worked and answered the questions in groups. They shared some of their stories with the whole class. Ss made predictions about story they were going to read from its title. Then they answered two questions related to the title and the third related to the first sentence of the story. Ss copied the words from the Bb, underlined those words which they didn't know. In pairs they compared their notes and taught each other. 	<ul style="list-style-type: none"> to establish rapport with the class; to raise interest in each other. to prepare Ss for reading the story by raising their interest in it. to introduce vocabulary with the help of peer teaching 	<p>T-C;</p> <p>S-Ss; S-C</p> <p>T-Ss; S-Ss; S-C</p> <p>Ss worked individually S1-S2, S3-S4,</p>
While-reading	<ul style="list-style-type: none"> Ss read the story to check their predictions. Ss read the story again, this time more carefully, answered the Qs and discussed the statements. Then they shared their ideas with the whole class. Ss discussed the meaning of the words from the Word Splash. Ss thought of their own questions, asked and answered them in their groups first and then did the same with the whole class. 	<ul style="list-style-type: none"> to practise reading for gist. to practise reading for detailed information; to practise talking about the story to infer the meaning of words from the given context. to further practise talking about the story; to practise asking questions 	<p>Ss worked individually.</p> <p>Ss-Ss</p>
Post-reading	<p>Teacher asked three questions and Ss started thinking about their answers and making notes in class. At home Ss will use their notes to write a story.</p>	<ul style="list-style-type: none"> to prepare Ss for a personalized writing task 	<p>Students will work individually.</p>

AUTHENTICITY

Objective: to raise participants' awareness of text and task authenticity in language teaching

Activity 1 What is an authentic text and why use it in ELT?

Objective: to raise participants' awareness of authentic texts and the advantages of using them in English language teaching

Time: 30 min

Materials: 20 samples of authentic texts (newspapers, novels, postcards, flyers, letters written in English), boardmarkers

► **Procedure:**

- ☺ (10 min) Ask participants the following question:

~ What do people usually read in real life?

- Collect answers on the board.

Possible answers:

newspapers/magazines
 novels/stories
 articles
 letters
 advertisements
 timetables
 students' essays
 reports
 instructions

- ☺ Ask participants the following questions:

~ *What do we call texts which are taken from real sources and which have not been specially created for teaching purposes?* (Answer: Authentic texts)

~ *Do you usually use authentic texts in your classroom?*

- ☺ (2 min) Establish that any materials in English which are not specifically designed for the classroom can be called authentic materials. Emphasize that texts can be written by both native speakers and non-native speakers of English. Explain that authentic material can be both written texts (such as newspapers, postcards, menus, flyers) and oral texts (such as radio or TV programmes or films). Tell them that this session is focused on written texts.

- ☺☺☺ (1 min) Put participants in 4 groups and ask them to answer the following question:

~ *Why is it useful to use authentic texts in English language teaching?*

- ☺ (15 min) Invite a spokesperson from each group to report to the whole group. Summarise the mentioned points on the board.

Possible answers:Benefits of using authentic texts in the classroom:

Real life language

Real life situations

Students can assess themselves against real language

Authentic texts can increase students' motivation

- 😊 (2 min) Establish that authentic texts are extremely useful in language teaching because they are samples of real language and help to bring the 'real' world into the classroom. If carefully selected, they motivate learners and involve them in thinking about real problems and situations. Students can be deceived about the true nature of the language if they are always offered textbook texts. From time to time learners need to assess themselves against real language.
- Make a transition by saying that as it is important to use authentic materials in the classroom the next activity will focus on criteria a teacher can use to select texts.

Activity 2 How to select authentic texts?

Objective: to introduce criteria for selecting authentic texts

Time: 30 min

Materials: handout 1 (1 copy), 20 samples of authentic texts used in Activity 1, board, markers

▶ Procedure:

- 😊😊😊 (10 min) Distribute at least 5 samples of authentic materials (for example, postcards, travel brochures, newspapers etc) and one of the strips (A, B, C, D) from handout 1 📄. Distribute to each group. Ask groups to choose a piece of reading material suitable for the specific group of students profiled in their handouts. Ask groups to be ready to present the chosen text and explain why they think this text is suitable for the group profiled in the handout.
- 😊 (5 min) Invite groups to present their text and explain their choice to the whole group.
- 😊😊😊 (5 min) Ask groups to make a list of criteria a teacher should employ in selecting authentic texts. Cue the discussion by suggesting one or two criteria, for example, *relevance to the syllabus*.
- 😊 (10 min) Invite groups to share their criteria. Summarise all the criteria mentioned by groups on the board. Suggest additional criteria from the following list if necessary:

Possible criteria for the selection of authentic texts

1. Relevance (to syllabus, to learners' needs).
2. Interesting topics which will encourage learners to respond.
3. Cultural appropriateness (e.g. absence of any

- phrases or pictures that can be offensive, also whether the text is culturally accessible)
4. The level of difficulty of the language in relation to the ability of the target group.
 5. Cognitive demands (familiarity with the subject matter, key concepts).
 6. Length

- Make a transition to the next activity by saying that now that the texts have been selected participants will consider types of tasks which they can design to prepare the text for classroom use.

Activity 3 How do we read authentic texts in real life?

Objective: to introduce the idea of authentic tasks and basic reading skills (scanning, skimming and reading intensively)

Time: 20 min

Materials: handout 2

► Procedure:

- 😊 (2 min) Refer participants to the types of authentic texts listed on the board (Activity 1). Ask the following questions:

- ~ *How do we read authentic texts in real life?*
- ~ *What do we read them for?*

Possible answers:

1. quickly, carefully, with interest
2. to access information, for pleasure, etc.

- 😊 (3 min) Distribute handout 2📄 to participants and ask them to read the situations given in the handouts individually and decide which of the options (*a* or *b*) they would choose if faced with them in real life.

- 😊 (5 min) Ask participants to share their ideas and their reasons for choosing each option. Elicit answers from the participants.

Possible answers:

1-a, 2-a, 3-b

- Tell participants that each of the given options describes one of the reading sub-skills. Ask participants the following question:

- ~ *What kind of reading sub-skills do you know?*

Suggested answers:

Scanning, skimming and reading intensively.

- 😊 (2 min) Ask participants to write down the appropriate skill for each of the answers (1-a, 2-a, 3-b) Check the answers.

Answer key:

1a – skimming; 2a – reading intensively; 3b – scanning

- 😊 (3 min) Elicit definitions for each skill and provide more examples from real life.

Possible answers:

Skimming involves looking through a text to understand the gist (the general idea). We usually skim newspaper articles, announcements, etc. People usually read legal contracts intensively, i.e. paying attention to the exact words which are used. Scanning is looking through the text quickly in order to find some specific information, e.g. dates, names, etc. We usually scan the TV guide to find out when our favourite film starts. We can scan air tickets to find out the time of the departure or our seat number.

- 😊 (5 min) Ask participants what kind of reading sub-skills other common text-based classroom activities (translation, memorization, reading aloud) try to develop.
- Establish that translation, memorization and reading aloud are not normally targeted at developing reading skills.* Teachers should try to develop such reading skills as scanning, skimming and reading intensively through different tasks like reading articles quickly to get the main idea or looking for specific information in the TV guide.

***NB** Make sure participants understand that translation and memorization must not be totally ignored because translation is a real-life skill which learners are likely to need at some point. Certain texts are meant to be read aloud while others are not - so tasks including them may be seen as authentic, depending on a reader's or a writer's purpose.

Summary

Make the following points:

- Authentic texts have an important place in the teaching of English as supplements to the language often found in course books
- They confront learners with real language used for real purposes
- Tasks should as far as possible be authentic too – they should replicate real processes used by readers/ listeners when they deal with texts

AUTHENTICITY**Activity 2, Handout 1, Teaching contexts****A**

You teach a group of second year students of the English Philology Faculty at the Uzbek State World Languages University in Tashkent. Your students' level of English is intermediate. Most of the students are Uzbek nationals and most of them are girls. This week you are discussing different types of sports. So you would like to find an authentic text to read with your students.

**B**

You teach a group of first year students of the International Economic Relations Faculty at the Tashkent State University of Economy. Their English language proficiency level is elementary. There are 5 girls and 10 boys in the group. Most of the students are Russian-speaking nationals. This week you are teaching them imperatives. So you would like to bring an authentic text for them to read.

**C**

You teach a group of third year students specialising in law at the Ferghana State University. Their English language proficiency level is pre-intermediate. There are 7 girls and 8 boys in the group. Most of the students are Uzbek speaking nationals. This week you are discussing jobs and careers. So you would like to bring an authentic text for them to read.

**D**

You teach a group of fourth year students at the Samarkand Institute of Foreign Languages. Your students' level of English proficiency is upper intermediate. Most of the students are Uzbek and Tajik nationals and most of them are boys. This week you are discussing mass media. So you would like to find an authentic text to read with your students.

AUTHENTICITY**Activity 3, Handout 2, Reading sub-skills**

- 1) **You are waiting for your turn at the hairdresser's. You have about 10 minutes, so you pick up a magazine and find that it contains an article which interests you. What would you do?**
 - a) You would read it very quickly to get the main idea of the article.
 - b) You would translate the article in written form.

- 2) **You want to join a library. The librarian has provided you with the membership terms and conditions. What will you do?**
 - a) You will read the terms and conditions very carefully paying close attention to every word.
 - b) You will read the terms and conditions aloud in the library.

- 3) **You want to know when the film you want to watch starts today. What will you do?**
 - a) You will read and learn the whole TV guide by heart.
 - b) You will look through the TV guide quickly and find the specific information you need.

DESIGNING READING TASKS

Objective: to enable participants to design pre-, during-, and post- reading tasks for a typical course book text

Activity 1 Evaluation

Objective: to evaluate reading tasks from the course books *Headway Intermediate* and *Inside Out Intermediate*

Time: 25 min

Material: Handout 1a – text and tasks from: Kay, S. & V. Jones (2000) Unit 1. Friends. In: Kay, S. & V. Jones. *Inside Out Intermediate*, p.9-10.
Handout 1b – text and tasks from Soars, L. & J. Soars (1999) Unit 6. Likes and dislikes. In: Soars, L. & J. Soars. *Headway Intermediate*, p.60-61.
Handout 2 – questions for discussion

► **Procedure:**

- Ask participants to look at the handout from their session on Teaching Reading in order to remind them about the steps and objectives of a reading lesson.
- 😊😊😊 (14 min) Ask participants to get into groups of 3-4 and then distribute the texts with the tasks:

In Search of Good English Food from the course book *Headway Intermediate* and *That was then this is now* from the course book *Inside Out Intermediate*.

Also distribute handout 2 📄 with questions and ask participants to discuss them and write down their ideas:

Suggested answers:

Questions	Comments on <i>In Search of Good English Food</i>	Comments on <i>That was then this is now</i>
Does the material contain pre-, while-, post- reading tasks? What type of tasks? (matching, true/false statements, vocabulary)	Yes, pre-reading tasks include discussion of quotations, while-reading tasks include matching, comprehension check questions – choose the best answer, language work (grammar); post-reading - discussion of typical meals of different countries	Yes, pre-reading tasks include True/False statements. While-reading tasks include finding out whether the statements were true or false. Post- reading tasks include language work (vocabulary): completing expressions from the text, and putting the lines of the summary in the correct order.
Do you think the tasks develop reading skills?	Yes, they develop scanning (matching task) and	Yes, they develop scanning (true/false

Which ones? How?	skimming (comprehension questions) skills check	statements, language work) and skimming skills (putting the lines of the summary in the correct order)
Do the tasks involve communicative skills? If they do, which skills?	Yes, speaking, listening and reading.	Yes, speaking, listening, and reading.
Do you think the tasks are interesting and motivating? Why/Why not?	Yes, they make students think, help them to become familiar with the target culture, get information about various types of food in different countries.	Yes, they make students think about friendship; they also help them to acquire some new expressions.

- 😊 (10 min) In plenary ask participants to report back their findings to the whole group.
- Establish that reading should have pre-, while- and post- reading stages and involve other skills as well.

Activity 2 Activities at different stages of reading

Objective: to give participants an opportunity to design reading tasks in groups

Time: 50 min

Material: Handout 3

► Procedure:

- 😊 (10 min) Distribute handout 3 📄 to participants and ask them to identify whether the given tasks in the list are designed for the pre-, while- or post-reading stage. Tell them to write their answers in the table. Say that some activities can be used at more than one stage.

Suggested answers

#	Tasks	Pre/While/Post
1	Students draw or use pictures from magazines to create an illustration for the story.	While/Post
2	Students read very quickly in order to give answers to one or two general questions.	While
3	After reading the first paragraph/sentence of the text students read several possible continuations of the story and then predict which one the author used	While
4	The teacher draws attention to some of the grammar in the text.	While
5	Before reading the teacher introduces some new words.	Pre
6	Students write a paragraph, which could come immediately before the beginning of the story.	Post
7	Students complete a detailed True/False exercise.	While

8	Students infer the meaning of selected words and expressions from the context.	While
9	Students discuss topics related to the content of the text.	Pre/Post
10	Students scan the text to find the name of the main character.	While

- 😊😊😊 (10 min) Ask participants to compare their answers in their groups and report back in plenary.
- Establish that these activity types can be used for guidance to help teachers to design their own tasks.
- 😊😊😊 (20 min) Form three groups and ask each group to design tasks for any text, for example, 'A Victim To One Hundred and Seven Fatal Maladies' from the course book by Arakin. Ask groups to brainstorm ideas and then each group member will need to summarise the ideas on an A4 sheet to put it into the **portfolio**.
- Assign group 1 to design pre-reading tasks, group 2 while-reading tasks, group 3 post-reading tasks. Tell groups to come up with detailed examples.
- 😊 (10 min) Ask each group to present their tasks in plenary. Ask a volunteer group to microteach their task.
- Invite comments and questions from participants.

Summary

Summarize by saying that in this session participants have....

- analysed two reading lessons from two course books and compared them;
- identified tasks for different stages of a reading lesson;
- developed their own tasks which they will be able to use in future.

NB At the end of the session

1. Distribute post-it notes to participants. Ask them to write down what they remember from this day, what they found useful, what they liked, etc.
2. Distribute the article by Tice J. Reflective Teaching: Exploring our own classroom practice. Available from:
<http://www.teachingenglish.org.uk/think/methodology/reflection.shtml>
 and ask them to read it by session 17.

DESIGNING READING TASKS**Activity 1, Handout 2, Questions for discussion**

Questions	Comments on <i>In Search of Good English Food</i>	Comments on <i>That was then this is now</i>
Does the material contain pre-, while-, post- reading tasks? What type of tasks? (matching, true/false statements, vocabulary)		
Do you think the tasks develop reading skills? Which ones? How?		
Do the tasks involve communicative skills? If they do, which skills?		
Do you think the tasks are interesting and motivating? Why/Why not?		

(Adapted from M.Parrott (1993) *Tasks for Language Teachers*, Cambridge University Press)

**DESIGNING READING TASKS****Activity 2, Handout 3, Tasks and stages of a lesson**

#	Tasks	Pre-/While-/Post-
1	Students draw or use pictures from magazines to create an illustration for the story.	
2	Students read very quickly in order to give answers to one or two general questions.	
3	After reading the first paragraph/sentence of the text students read several possible continuations of the story and then predict which one the author used.	
4	The teacher draws students' attention to some of the grammar in the text.	
5	Before reading the teacher introduces some new words from the text.	
6	Students write a paragraph, which could come immediately before the beginning of the story.	
7	Students do a detailed True/False exercise.	
8	Students infer the meaning of selected words and expressions from the context.	
9	Students discuss topics related to the content of the text.	
10	Students scan the text to find the name of the main character.	


(Adapted from M.Parrott (1993) *Tasks for Language Teachers*, Cambridge University Press)

TEACHING GRAMMAR 1

Objective:

- to explore participants' beliefs about grammar
- to demonstrate how grammar can be presented inductively
- to help participants analyse a grammar lesson

Lead-in

-  (5 min) Generate a short 5 minute discussion asking the following questions:
 - ~ *What does grammar mean to you?*
 - ~ *Do you think grammar is important? Why? Why not?*
- Summarise a discussion saying that there are different views on the role of grammar in language. Many professionals in the world of English language teaching have explored this area. Some teachers strongly believe that grammar is the foundation of any language and should be treated as such. Others think it is a system of rules to support the lexical pool of the language.


Activity 1 Micro grammar lesson

Objective: to give participants a chance to experience a lesson in which grammar is taught inductively

Time: 50 min


Materials: a photo of you as a teenager, handout 1, blackboard/whiteboard, chalk/marker, a short text about yourself (see example).


Procedure:

-  (2 min) Ask participants (this step is brief – 3-4 answers will be enough):

How do you teach grammar?
- Accept any responses and say that now participants are going to be a group of pre-intermediate English learners. They will be taught a grammar lesson. Remind them that they need to 'forget' that they know the grammar rule they will be taught.

Lesson starts


-  (5 min) Show a photo of yourself as a child to the students and ask them the following question:

Looking at the picture what can you say about me when I was at that age?
(You were shorter. Your hair was darker, longer, shorter, etc. You looked very funny.)
-  (10 min) Allow more guesses from the class and then tell students about yourself asking comprehension questions and also questions about students' life. Note that this is an important part of the lesson because you are involving students in discussion to prepare them to acquire a new grammar construction. Follow the instructions below.



Instructions	Examples
Tell participants this	When I was a little girl I had a different life. I used to live in Samarkand with my big family: my mum, dad, 2 brothers and 2 sisters. Our grandparents also lived with us.
Ask the whole class	Do you think I still live in Samarkand? <i>(No, you live in Tashkent)</i> Are you all from Tashkent? <i>(Find a student who is not from Tashkent)</i> Did any of you live somewhere else in your childhood? Nargiza? Did you live in Fergana? <i>(Yes)</i> Do you now live in Tashkent? <i>(Yes)</i>
Write on the board	<u>Nargiza used to live in Fergana and now she lives in Tashkent.</u> (Elicit at least one more example and write it on the board as well.)
Tell participants this	In Samarkand our family used to have an 8-roomed house big enough for so many people.
Ask the whole class	Do you think my parents still have the same big house? <i>(No)</i>
Tell participants this	OK, my parents still live in Samarkand but in a different, much smaller place because most of their children moved to other places. I married and moved to Tashkent, for example. My childhood was a wonderful time. My father used to take my brother and me to the children's park which was just 5 minutes walk from where we lived.
Ask the whole class	Do you think we still go to the park with my dad? <i>(No)</i> Did you like to go to the children's parks with your parents? <i>(Find a student who did)</i> Ulugbek? What park did you go to? Did you go there often?
Write on the board	<u>Ulugbek used to go to the park at least once a week in his childhood.</u> (Elicit at least one more example and write it on the board as well.)
Tell participants this	The park we went to was full of carousels and other attractions. My favourite one was a big dipper. My brother and I used to ride it 3 times in a row and were never scared.
Ask the whole class	Do you think I can do it now? <i>(No)</i> Did any of you have a favourite carousel that you could ride many times when you were a child? Aziza? A swing? And you were not afraid? <i>(If you don't know the word in English, just use it in Russian or Uzbek)</i>


Write on the board	<u>Aziza used to go on a swing without fear when she was a child.</u> (Elicit at least one more example and write it on the board as well.)
Tell participants this	Unfortunately, the park does not exist any more, there is a new supermarket there now. By the way, we lived very close to Registan Square.

NB. If there are slightly different examples from students (E.g. Akmal used to go to the swimming pool with his brother at weekends etc), accept them as well because it will bring some variety to the examples on the board.

-  (5 min) Refer students to the sentences on the board. Underline **used to + verb** and ask the following questions (allow guesses, do not demand right answers at this stage) :

- ~ *What time do you think this construction shows? (Answer: past)*
- ~ *How do you think it is different from Simple past? (Answer: Repeated actions and actions finished in the past)*

-  (10 min) Say that you have prepared a text with more examples of the construction. Say it is about Registan square. Distribute handout 1  and ask students to read it carefully and find examples of **used to** in the text.

-  (8 min) Collect the examples of 'used to' on the board. Make sure students do not confuse this construction with the Passive form of the verb 'use'. Ask the following questions and comment the answers if necessary.


- ~ *What time is described by the construction 'used to'?* (Answer: past)

Elicit that every sentence with 'used to' expresses the function of a habit or a discontinued routine. Draw students' attention to the last sentence of the text which shows the present state of matters which is different from the past.

- ~ *What form of the verb is used after used to?* (Answer: Infinitive)

Write the structure on the board

Used to + verb in infinitive

- Emphasise that Past Simple describes an action that began, continued and ended at a definite time in the past. **Used to** is often used to express a comparison of the past with the present: an action that took place in the past does not happen any longer. It can also have an emotional connotation (often showing a regret about something that does not exist anymore).
-  (10 min) Pair students up. Ask them first to think about three things that they used to do but do not do anymore (and may regret that they don't). Ask them to share their sentences with each other, and then elicit some examples to put on the board.

Lesson finishes

Activity 2 Analyzing the grammar lesson

Objective: to give participants an opportunity to reflect on the grammar lesson

Time: 25 min

Materials: blackboard/whiteboard, chalk/marker

Procedure:

- 😊 (10 min) Tell participants that they are no longer learners but again teachers. Elicit the stages of the lesson they experienced and put them in chronological order on the flipchart/board.

Possible answers:

1. Teacher showed a photo of herself/himself as a child and asked students to tell about changes they noticed.
2. Teacher told us about his/her childhood interacting with students.
3. Teacher worked with sentences on the board.
4. Students worked with the text.
5. Teacher and students analysed more examples together.
6. Teacher summarised the discussion and the rule.
7. Students worked in pairs.


- 😊😊😊😊 (10 min) Put participants in groups of 4. Ask participants to go through the stages of the lesson and think of the purpose of each of them.

Possible answers:

1. Teacher showed a photo of herself/himself as a child and asked students to tell about changes they noticed. – Focusing on the Past
2. Teacher told us about his/her childhood interacting with students. – Letting students notice new construction used in context. Using students' examples in the Simple Past transferred into 'used to' to personalize a new grammar structure.
3. Teacher worked with sentences on the board. – Noticing 'used to' and trying to make sense of it.
4. Students worked with the text. – Noticing 'used to' and trying to make sense of it.
5. Teacher and students analysed more examples together. - Making sense of the construction and putting the structure together.
6. Teacher summarised the discussion and drew attention to the rule. Putting the structure together.

7. Students work in pairs.
Practising the new structure.

- Establish that it is an example of an inductive grammar lesson where
 1. Students first notice a new grammar construction.
 2. Then students make sense of what they have noticed (understand meaning).
 3. Students try to build or form the structure.
 4. Students use the structure.

-  (5 min) Discuss the following questions:
 - ~ *Is the lesson that you experienced different from grammar lessons you had at school/university as students?*
 - ~ *Is it different from the way that you teach grammar to your students? How?*
 - ~ *Do you think it is worth trying to teach 'used to' and other constructions in such a way?*

Summary

Establish the following:

- There is no one way to teach grammar.
- Grammar should be taught in context because it helps students grasp the meaning.
- Grammar can be taught inductively as seen in the example.
- If personalized, a grammar construction is easier to understand and learn.

TEACHING GRAMMAR**Activity 1, Handout 1**

Read the text about Registan square carefully and find examples of used to in the text.

Registan is often called the heart of Samarkand. It is one of the greatest and most magnificent works of the Islamic world. Registan means 'a sandy place' and it was called like this because a long time ago there used to be a stream that washed sand over the earth. Now it is a big arena which is used as a stage for many performances on traditional Uzbek holidays.

Ulug Bek Madrassah, one of the three on the Registan square, used to be a school and hosted at least 100 students who studied Islam and sciences. Only the boys from rich families were accepted there. The Madrassah was built by Ulugbek's order and under his guidance and when it was constructed Ulugbek himself gave lectures on mathematics and astronomy there till his death. Now it is a museum and all the visitors are welcome to the place.

Two years later the second Sher-Dor Madrassah was built. The main structure was the same as in Ulugbek Madrassah. This one used to be a school as well but it had a bigger teaching space. Now, there are many tiny antique shops in the inside yard and you can buy traditional Uzbek souvenirs there.

Several years later the third Tilla-Kari Madrassah was built. In those days, the main entrance used to be screened with lattice and two other entrances were used for access. Tilla-Kari Madrassah was used mostly as a mosque. People used to come and pray there. Now, all the doors are functioning and people are welcome to the museum to enjoy the beauty of ages that are gone.

INTERACTION PATTERNS

Objectives:

- to give participants an opportunity to explore the advantages and disadvantages of various interaction patterns
- to engage participants in a discussion of factors that shape the structure of classroom interaction
- to raise participants' awareness of the importance of using different modes of work

Activity 1 Picture story

Objective: to let participants experience different modes of work and reflect on their experience in the programme

Time: 35 min

Materials: board, markers

► Procedure:

- 😊 (1 min) Tell participants that you will start the session by drawing a picture on the board together with participants. Begin by drawing the object thing yourself (it can be just a straight line, a wavy line or anything else).
- 😊 (4 min) Invite 6-7 volunteers to add an object to the picture so that in the end it will make sense. Remind them that each person can only draw one thing at a time. Make sure you keep the activity rather quick. Keep to the time limit!
- 😊 (5 min) When the picture is ready, ask participants individually to choose one thing from the picture and write a short paragraph explaining why they chose it.
- 😊😊 (5 min) Tell participants to work in pairs and share their reasons for choosing their 'object' from the picture.
- 😊😊😊 (10 min) Put participants in groups of five and ask them to make up a story that should include all the objects that they chose. Tell them that they will need to present their stories to the rest of the group. Remind participants that their presentations should be no longer than 2 min each.
- 😊 (10 min) Ask participants to present their stories.

Activity 2 Different interaction patterns: advantages and disadvantages

Objective: to give participants an opportunity to explore the advantages and disadvantages of various interaction patterns

Time: 20 min

Materials: 4 sheets of flipchart paper, markers, blue tack

► Procedure:

- ☹☹☹ (9 min) Put participants in 4 groups and ask them to think about the activity they have experienced. Ask them to remember what modes of work (pairs, small groups or whole class) they have worked in.
- Put the stages of Activity 1 on the board. Also ask them to think about their experience on the course and think about the advantages and disadvantages of each interaction pattern (individual, pair work, group work, whole class work). Assign each group one interaction pattern: individual, pair work, group work, whole class work. Tell the groups to put their ideas on posters.

NB: Since this session focuses on interaction patterns it is important to use this activity to demonstrate a grouping technique here, preferably one which hasn't been used before in the course.

- 😊 (10 min) Tell the groups to present their posters. Invite any comments from the other groups. Allow each group no more than 2 minutes for the presentation.

Possible answers:

Mode of interaction	Advantages	Disadvantages
Individual work	<ul style="list-style-type: none"> • shy students get a chance to express themselves. • students have some thinking time before they share their ideas. • weak students get a chance to write their ideas down before the discussion. 	<ul style="list-style-type: none"> • there is no sharing of ideas. • some students can find it difficult to do the task individually.
Pair work	<ul style="list-style-type: none"> • every person gets a chance to speak • less confident students get a chance to express their ideas 	<ul style="list-style-type: none"> • it is noisy • different pairs/groups work at different speeds so it's difficult to bring a phase of p/w g/w to a tidy conclusion • p/w or g/w is difficult for teachers to control and learners tend to go off task or to use L1 • some teachers also worry that too many mistakes go uncorrected
Group work	<ul style="list-style-type: none"> • students can come up with many ideas • less confident students get a chance to express their ideas • students become less dependent on the teacher 	<ul style="list-style-type: none"> • Some students can dominate in a group • Some students can take a passive role in group work
Whole class work	<ul style="list-style-type: none"> • students can hear other students' points of view • there is a bigger variety of ideas and opinions • teachers can control the language of the students 	<ul style="list-style-type: none"> • not all students can get a chance to speak • it can become very boring

- 😊 (1 min) Establish that there are different modes of interaction and each of them has its own advantages and disadvantages. However, any kind of interaction can be effective if handled in a thoughtful way and if it is not done automatically.

Activity 3 Fitness for purpose

Objective: to discuss the factors that shape the structure of classroom interaction

Time: 25 min

Materials: handout 1

▶ Procedure:

- 😊 (4 min) Tell participants that when deciding on different modes of interaction during a lesson we need to consider many things. Tell participants that various types of interaction influence the dynamics of a lesson. Ask them the following questions:

~ *What factors play a major role in choosing the classroom interaction?*

Possible answers:
stage of a lesson, size of a class, types of activities.

~ *Do our books determine interaction patterns for activities? If yes, should we rely on them to determine interaction patterns in our classes? Why/Why not?*

- 😊😊😊 (10 min) Tell participants to work in groups. Distribute handout 1📄 to the participants and ask them to fill in the last column and give reasons for their decisions.

Possible answers:

Activities	Stage of the lesson	Interaction pattern
Brainstorm vocabulary associated with poems.	Pre-activity	Whole class
Put the title on the board. Ask students to give their associations.	Pre-activity	Whole class/group work
The poem is written on the board with some words missing. Students try to fill in the blanks.	During activity	Individual – pairs –whole class
Find four different images hidden in the poem.	During activity	Pairs –whole class
Beat the rhythm of the poem. Indicate the stress.	During activity	Whole class
Find stylistic devices: similes, alliteration, etc.	During activity	Pairs –whole class
Teacher erases every other line of the poem. Students	Post-activity	Whole class/ pair work

restore the poem.		
Write a short poem.	Post-activity	Individual/ pairs/ groups

- 😊 (10 min) Hold a plenary to collect the ideas from the participants. Emphasise that the lesson started with a whole class activity and finished with a whole class activity.
- 😊 (1 min) Summarise the discussion by asking the following questions:
 - ~ *Why do teachers need to use different interaction patterns in a lesson?*
 - ~ *What happens if a teacher uses only one mode of interaction?*

Summary

Summarise the session and establish the following:

- We need to use different interaction patterns in a lesson because we need to take into consideration the different learning styles and preferences of our learners.
- We need to use different interaction patterns in order to maintain the interest of the learners and bring some variety into the lesson.
- A good lesson starts with a whole class activity and finishes with a whole class activity so that there is a feeling of community.
- In order to create favourable conditions for students to communicate with each other a teacher does not always need to be in control of students and should give them a chance to work together in groups or pairs.

INTERACTION PATTERNS**Activity 3, Handout 1**

Read the following information about the lesson and then complete the table.

Below is the outline of the lesson based on the poem *Trees* by K.... The lesson was aimed at intermediate level learners.

Activities	Stage of the lesson	Interaction pattern
<i>Brainstorm vocabulary associated with poems.</i>	Pre-activity	<i>whole class</i>
<i>Put the title on the board. Ask students to give their associations.</i>	Pre-activity	
<i>The poem is written on the board with some words missing. Students try to fill in the blanks.</i>	During activity	
<i>Find four different images hidden in the poem.</i>	During activity	
<i>Beat the rhythm of the poem. Indicate the stress.</i>	During activity	
<i>Find stylistic devices: similes, alliteration, etc.</i>	During activity	
<i>Teacher erases every other line of the poem. Students restore the poem.</i>	Post-activity	
<i>Write a short poem.</i>	Post-activity	

COMMUNITY BUILDING

Objectives:

- to raise participants' awareness of the importance of building community in the classroom
- to raise participants' awareness of the role of a teacher in building community

Warm-up

Time: 8 min

Materials: 4 sets of a puzzle (handout 1)

► Procedure:

- 😊😊😊 (4 min) Put participants into groups of four. Give out the puzzles (handout 1) and tell them to put the pieces together so that they make a picture.
- 😊 (4 min) Elicit from participants the words 'ant colony' and then the word 'community' and tell them that this is the topic of the session.

Suggested questions:

- ~ *What do you see in the picture? (Answer: an ant colony)*
- ~ *What do you call a group of people living together? (Answer: a community)*

Activity 1 What is community?

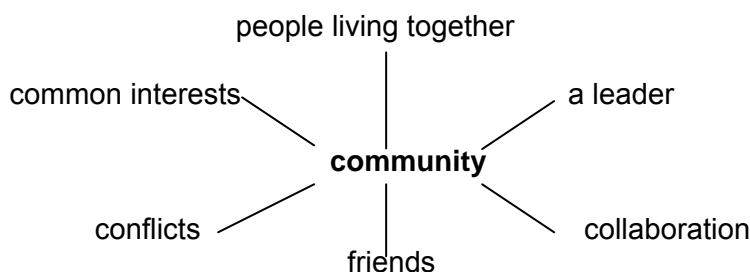
Objective: to introduce the concept of community in the classroom

Time: 30 min

Materials: flipchart, markers, handout 2

► Procedure:

- 😊 (3 min) Put the word '**community**' in the centre of the board and ask participants to give you any associations they have with this word. Write down all the ideas. Give your own example, if needed.



- 😊 (3 min) Ask participants some questions to explore the notion of 'community'.

E.g.

*What do people in a community have in common?
What communities do you belong to?*

- 😊 (1 min) Ask participants what they understand by '**community in the classroom**'.

Suggested definition:

Community is an environment where students and their teacher learn from each other, respect, feel connected to one another and have something in common.

- 😊😊😊 (5 min) Put participants in groups of 4. Distribute handout 2 📄 to each participant. First, tell participants to read the extracts individually and then discuss the following questions in groups.

Possible answers:

1. *They don't feel safe in their English lessons.*
2. *Students do not feel connected to one another.*
3. *Teacher can start building community in the classroom so that students are friendly with each other.*

- 😊😊😊 (10 min) Ask groups to write the characteristics of a successful learning group and answer the question:

~ *What can a teacher do to encourage a positive group atmosphere?*

Possible answers:

A successful learning group is a group in which people don't laugh at each other's mistakes, are friendly to each other, help each other...
A teacher can encourage students to work in groups with each other, try not to use competitive games too often, use 'get to know each other' games, ice breakers or activities in which students can learn something personal about each other

- 😊 (8 min) Invite the groups to share their ideas.
- 😊 (2 min) Refer participants to the ground rules that they produced on the first day of the programme and ask the following question:

~ *Is there anything that you would like to add to your ground rules?*

Add more ideas to the ground rules if there are any.

Activity 2 Community building principles

Objective: to introduce the principles of community building in the classroom

Time: 25 min
 Materials: handout 3a, 3b, 3c, 3d; handout 4

► Procedure:

- 😊😊😊 (8 min) Put participants in 4 groups. Say that each group will receive a passage about one principle of community building. Tell them that they need to read the passage and make sure that everybody in the group understands it and is able to explain the meaning to another group.
- Distribute the handouts 3a, 3b, 3c and 3d📄.
- 😊 (2 min) Give each participant in each group a letter A, B, C or D. Rearrange the participants into new groups so that there are new people in each group: tell all the As to get together in one group, all the Bs – in another group and so on. Ask them to share their principles with the rest of the new group. Monitor their discussions and make sure everyone in the group explains their passage clearly.
- 😊😊😊 (15 min) Give out the scrambled checklists (handout 4📄) to new groups and ask them to put the sentences under the appropriate categories (principles). Tell them that they have 15 minutes to share their principle with their new group mates.

Activity 3 Summary of the principles of community building

Objective: to summarise the principles of community building

Time: 15 min
 Materials: cards (handout 5)

► Procedure:

- 😊 (10 min) Put the cards (handout 5📄) on the floor/ table and invite participants to stand in a circle. Ask each participant to take one word and tell how s/he understands it in light of the discussion about community building in the classroom.
- Distribute handout 6📄 on possible community building activities for teachers' future reference and use in their classrooms.

Summary (5 min)

Establish the following:

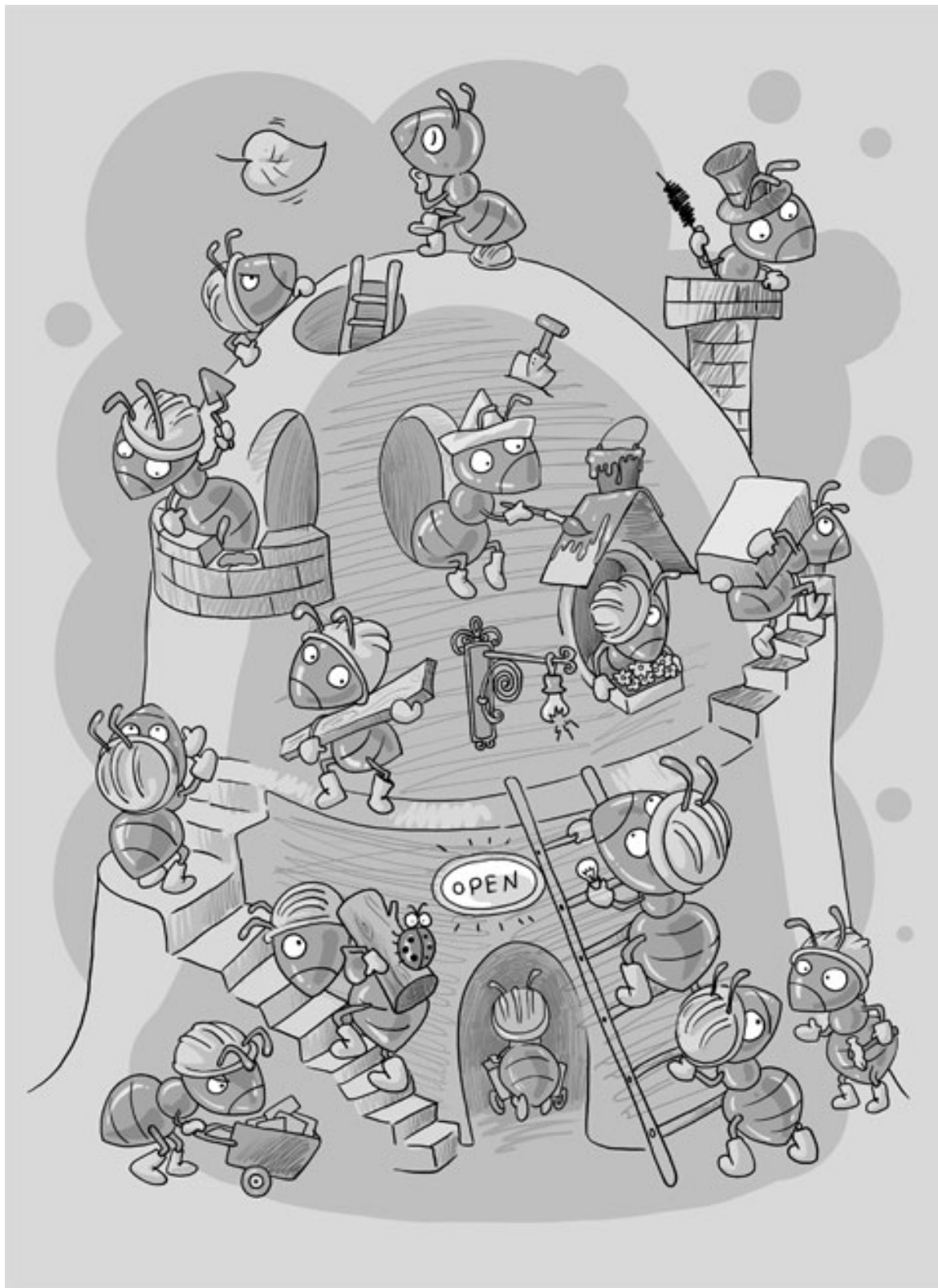
- All learners are whole persons and therefore both their cognitive, i.e. linguistic, and emotional needs should be met.
- Teachers should provide their learners with meaningful, challenging but doable tasks to keep them interested.
- It is important for a teacher to use team building and cooperative activities to encourage mutual respect and cooperation rather than competition.
- It is important to constantly use 'get-to-know' activities to achieve a positive group atmosphere.

NB At the end of the session

Distribute post-it notes to participants. Ask them to write down what they remember from this day, what they found useful, what they liked, etc.

COMMUNITY BUILDING

Warm up, Handout 1



COMMUNITY BUILDING**Activity 1, Handout 2, What is community?**

Read the extract and answer the questions below.

1. *Why are Malika and her friend unhappy?*
2. *What has caused this situation?*
3. *What can be done to improve the situation in the group?*

I'd like to tell you about my new friend who I met at our university. She is very kind and quite capable but due to the unfriendly atmosphere in our group she prefers to keep silent. Also, as she is very shy by nature she would never volunteer to answer because if anyone makes a mistake in class our classmates immediately burst into laughter. I feel very sorry for her because she constantly gets bad marks. It's not her poor knowledge of the language to blame but the fact that she doesn't want to be mocked when speaking up. I love the English language but I never feel comfortable in our classes because I never feel safe when I speak either. I always expect someone to laugh or make a negative comment on my answer. I believe this hinders our progress a lot.

Malika

**COMMUNITY BUILDING****Activity 1, Handout 2, What is community?**

Read the extract and answer the questions below.

1. *Why are Malika and her friend unhappy?*
2. *What has caused this situation?*
3. *What can be done to improve the situation in the group?*

I'd like to tell you about my new friend who I met at our university. She is very kind and quite capable but due to the unfriendly atmosphere in our group she prefers to keep silent. Also, as she is very shy by nature she would never volunteer to answer because if anyone makes a mistake in class our classmates immediately burst into laughter. I feel very sorry for her because she constantly gets bad marks. It's not her poor knowledge of the language to blame but the fact that she doesn't want to be mocked when speaking up. I love the English language but I never feel comfortable in our classes because I never feel safe when I speak either. I always expect someone to laugh or make a negative comment on my answer. I believe this hinders our progress a lot.

Malika

COMMUNITY BUILDING

Activity 2, Handout 3 a, Community Building Principles



The 'Whole person learning' principle

Teacher and students are 'whole persons' with their **interests, hobbies and emotions**. Sharing their learning and feelings allows them to get to know one another on a **personal level** and to build community.

Learning and teaching are not just a matter of giving and receiving knowledge. The teacher, more than anyone else, sets the tone for an **interpersonal atmosphere** where both **students and the teacher learn about their opinions, preferences, and feelings**. The teacher should create a learning environment, which is safe on both the cognitive and the emotional level. Therefore **the teacher should care about students' feelings**.



Activity 2, Handout 3 b, Community Building Principles

The 'Challenging but manageable tasks' principle

The teacher should provide his/her students with challenging but manageable activities. In other words, the **tasks and activities should not be so complicated** that the students feel frustrated, and yet **they should not be very easy and boring for students**. For example, in language classrooms learners are challenged positively by reading texts which are a little above their level of speaking and writing.

It is also important to give students a **sense of purpose** about what they are trying to achieve. The **students should understand the meaning and goal of the activity** they are given and should have a sense of control over what they are doing.



Activity 2, Handout 3 c, Community Building Principles



The 'Cooperation principle'

This principle values cooperation over competition. In groups where competition isn't encouraged, **students can begin to feel a sense of community and can learn from each other as well as from the teacher.** A variety of group work, role-plays, project work and other cooperative and team building activities should be used. **Students share ideas and perspectives and help each other in small groups.** All members should benefit from and contribute to the learning process. The top priority of a cooperative group is to complete the task and to involve every member.



Activity 2, Handout 3 d, Community Building Principles

The 'Security principle'

Any new learning experience can be threatening. To **establish security and trust in the classroom, building a trust with and among students** is very important. To do that, the teacher needs to use **ice breakers and 'get to know' activities** which help all students feel that they belong in a class, where they **have opportunities to learn about each other and also about the teacher.** These kinds of activities should be done **throughout the course.** (Do not stop them after the first week!)

Another way to ensure security is to make sure that students have an idea of what will happen in each activity and they know the time limit. This makes them feel more secure.

When security has been established students develop trusting relationships with the teacher and with each other and are willing to take risks.



COMMUNITY BUILDING
Activity 2, Handout 4, Community Building Principles

People learn more effectively when they feel secure



Use community building activities, ice breakers and 'get to know' activities. Do not stop them after the first week!



Students have an idea of what will happen in each activity.



Students are willing to invest and take risks.



Teacher and students are whole persons



Students' emotional needs need to be acknowledged in the language classroom.



Teacher and students share their learning experiences and feelings.



Learning and teaching is not just a matter of giving and receiving knowledge.



Teacher provides learners with challenging but manageable tasks



Activities are challenging but manageable.



Students see the meaning of the activities.



Students have a sense of control over what they are doing.



Cooperation, not competition is encouraged

Students share ideas and perspectives with partners in small groups.



Students can learn from each other as well as the teacher.



Students help each other.



COMMUNITY BUILDING**Activity 3, Handout 5, Summary of the principles of community building**

whole person

emotional needs

**Safe learning
environment**

**challenging and
meaningful but
manageable
activities**

a sense of purpose

**a sense of
community**

**cooperative and
team building
activities**

security and trust

COMMUNITY BUILDING

Handout 6, Possible community building activities

Class agreement/Ground rules

The class agreement is a written contract between a teacher and students on norms of behaviour. The teacher typically provides the students with some guidelines that they would like to be followed and states which ones are non negotiable. The students are asked to review and/ or modify the guidelines, or add new ones to the agreement. It is important to explain to the students that their contribution should be positive and productive to learning. All parties should sign the class agreement after negotiations are concluded. Some guidelines could include: listen to others carefully, speak using “I” statements and contribute respectfully to the learning of others.

Class historian

The class historian is a course long activity where an assigned student makes an entry in a classroom journal on a daily basis of what was covered during the lesson. The record allows for absent students to check what took place in the days they missed school. The entry can include the date, topics and key points, activities and new vocabulary, homework assignment and personal comments. The historian can volunteer or be assigned for a day or a week. Another student can be given the duty of classroom editor who makes sure that proper entries are being made. The journal is the source for students to check the accuracy of the notes.

Dialogue journals

Dialogue journals are kind of written conversation between a student and a teacher or students and students. Partners can write on topics of their own choice and the content is kept confidential. Journals are exchanged on a specific day: students respond to the entry they read and are making comments, answering questions and adding new topics. Journals can be reading based, in which partners dialogue about texts that they are reading in class. In personal dialogue journals, the written exchange may or may not be related to the course content; the direction that the conversation takes is entirely up to the students. Journals are an excellent way of improving meaningful reading and writing patterns. The teacher can use journals to recycle language and get students’ feedback. Journals can also be a way for teachers to provide students with a text which is interesting and challenging, yet comprehensible.

Bean experiment

Place a cup of beans in the middle of a group. Each time a student speaks they are to take one bean. When the activity is over the students can clearly see the distribution of their speaking time. The idea behind this is to see that each participant has really had her/his chance to participate.

PHONOLOGY AND MEANING 1

Objectives:

- to raise participants' awareness of relationship between the different phonological features of English and their meanings
- to raise participants' awareness of different approaches to teaching phonology
- to explore different types of activities focused on phonological features in a context
- to raise participants' awareness of different features of oral speech

Lead-in

Objective: to raise participants' awareness of different approaches to teaching phonology.

Time: 10 min

Materials: flipchart

▶ Procedure:

- 😊 (3 min) Ask participants the following questions and elicit a few random answers after each question:

- ~ *Do you teach English phonetics to your students?*
- ~ *Do you speak to your students in English and do you listen to what they say?*

- Establish that although not every teacher of English teaches phonetics as a subject, all teachers talk with their students and that means that indirectly they teach phonology through such features as pronunciation, intonation, accent and so on. Say that sometimes teachers regard phonetics and phonology as not important for their classes, but in real life situations accent, pronunciation and intonation become important factors influencing communication.

- Differentiate between **phonetics** as the study of sounds in a language and how they are made and **phonology** which is an umbrella term covering all the supra-segmentals including stress, intonation, rhythm etc as well as the pure pronunciation of words and phonemes.

- 😊 (7 min) Ask participants the following questions and elicit a few random answers after each question:

- ~ *How do you teach pronunciation to your students?*
- ~ *What standards of pronunciation do you follow?*
- ~ *Do you think that students of English should try to sound like native-speakers?*

Possible answers and notes for the trainer:

I don't teach pronunciation; It is difficult; I correct their mistakes; I tell them how to pronounce certain sounds and words; I use tapes and CDs; I give them phonetic exercises and drills; I use tongue twisters (e.g. She sells sea shells on the sea shore); I encourage them to listen to authentic English and to imitate native-speakers' speech.

Most participants will probably admit that they follow British or American pronunciation standards. Check whether participants know that there are

several different accents in British and American English (e.g. Scottish, Welsh, Estuary English; New York, Southern, Californian etc.)

Most participants will probably say 'yes'. Clarify what particular accent participants want their students to adopt and why.

- Establish that different accents, intonation patterns, pronunciation, etc are known as 'phonological features'. Suggest that there are different activities focused on different phonological features.

Activity 1 Comparing activities

Objective: to explore different types of activities focused on phonological features in a context.

Time: 25 min

Materials: flipchart, CD 1 and CD player (optional)

▶ Procedure:

- 😊 (3 min) Say that you would like participants to do a traditional pronunciation-focused activity as if they were students and to discuss it in the light of the above criteria.

Read out the following (2 min) or play from the Audio CD 🎧:

'Activity 1. Sounds.

You are going to practise a few sounds. Repeat after the teacher:

[b] (* = *let the students repeat the sound*) [b] (*) [b] (*)

be [bi] (*) [bi] (*) [bi] (*), ,

bar [ba] (*) [ba] (*) [ba] (*)

bore [bo] (*) [bo] (*) [bo] (*)

[bi-ba-bo] (*) [bi-ba-bo] (*) [bi-ba-bo] (*)

[bo-ba-bi] (*) [bo-ba-bi] (*) [bo-ba-bi] (*)

- 😊 (5 min) Ask participants the following questions and elicit a few random answers after each question:

- ~ *Do these combinations of sounds exist in an authentic context in this form?*
- ~ *How are links between sound and meaning explored in this activity?*
- ~ *How can this type of activity be improved?*

Possible answers:

Isolated phonemes and syllables have no **meaning** per se. Neither syllables nor words are used in isolation in authentic speech. (If participants point out to interjections e.g. 'Oh!', 'Hi' or short sentences e.g. 'Come in. Sit.', draw their attention to the role of intonation in these shortened forms.)

This task does not explore any links between sounds and meaning.

This type of activity can be improved by making it more meaningful; in a longer piece of speech; in a text which contains pairs of words that are easy to confuse: ship-sheep; thirty-thirteen; back-bag-beg.

- 😊 (7 min) Say that teachers often regard pronunciation as something that should be developed piece by piece, starting from sounds to syllables to words etc. Suggest that even at the elementary and pre-intermediate level students should be exposed to longer combinations of sounds conveying different meanings. Suggest that sounds in isolation are frequently different in quality from sounds in context, e.g. the 'schwa' [ə], the terminal 'r' etc. As an example of a similar, but more meaningful, type of activity, read out the following (2 min) and ask participants to do the task:

ACTIVITY 2. SENTENCES

You're going to hear five pairs of sentences. Write down each pair using the appropriate punctuation to show difference in intonation. Compare your sentences with other students.

1. 'Who?' said John. (*= pause for participants to write it down) / Who said 'John?'(*)
2. 'A doctor!' called Mike. (*)/ A doctor called Mike. (*)
3. Why? Don't you like it? (*)/ Why don't you like it? (*)
4. Lemon, tea and sweets. (*)/ Lemon tea and sweets. (*)
5. See you. Later I'll call you. (*) / See you later. I'll call you. (*)

- 😊 (5 min) Ask participants the following questions and elicit a few random answers after each question:

- ~ *How is this activity different from the previous one?*
- ~ *What is the main focus of this activity?*

Possible answers:

This activity provides a longer context for students to connect intonation patterns with meaning.

This activity explores the relationship between intonation patterns (i.e. rising/falling tone and pauses) and certain meanings. It also raises students' awareness of the links between punctuation and oral speech.

- 😊 (5 min) Ask participants the following question:

- ~ *What are the qualities of a good activity focused on teaching phonetics and phonological features?*

Elicit a few random responses and write them on the flipchart. Give your examples if necessary.

Possible answers:

Focusing on correct English pronunciation; presenting different varieties of English; using authentic English; providing context; focusing on intonation; exploring the meanings of different phonological features; communicatively interesting.

Activity 2 Common causes of confusion

Objective: to raise participants' awareness of possible areas of confusion in pronunciation.

Time: 15 min

Materials: handout 1, flipchart

▶ Procedure:

- ▶ Say that one of the most important tasks in teaching pronunciation is to enable students to convey proper meaning with the help of intonation and the correct pronunciation of certain words and phrases.
- ▶ 😊 (10 min) Say that another important dimension of teaching pronunciation is the relationship between sounds, meaning and a broader context. Say that you are going to read a real life story. Read out the following (1-2 min):

ACTIVITY 3. A TOUR GUIDE'S STORY

As a third-year student, I was taking a couple of English-speaking tourists for a walk around Samarkand. We were passing by «Институт каракулеводства» and I said, 'This is the karakul sheep breeding institute'. The tourists looked at each other in surprise. Then one of them politely asked me: 'Sorry, but why would you need such an institution here where there's no sea?' Another said: 'I just wonder why is a dockyard called an institute?'

- ▶ Stop reading and ask participants what they think the source of confusion was. Elicit a few random answers. Finish the story.

ACTIVITY 3. A TOUR GUIDE'S STORY - Continued

'At first I couldn't understand what they were talking about but then by asking a few questions I found out that they heard me saying 'ship building'. The fact that I didn't say 'sheep' and 'breeding' properly plus not enough context plus traffic noise caused the confusion.'

- ▶ Ask the following question and elicit a few random answers:

~ *Can you think of any other similar examples that often cause confusion?*

- Discuss the example. Say that such words like *walk-work*; *thing-think*; *back-beg-bag*; *bath-bus* are often confused by learners of English and thus need special attention. As an example, compare 'I need to take a bath / I need to take a bus' and 'We must walk / We must work'. Suggest that with advanced students such an activity might be followed by a task to write a similar short story exploring other confusing words.
- 😊 (5 min) Establish that in the classroom teachers often focus on getting their students to say words and phrases 'correctly'. However, they often ignore the ways in which students say these words or phrases: what intonation, pauses and stresses they use, what emotions they want to express, what meaning they want to convey. In authentic real life contexts, it is also important to notice how your speech is **perceived** by other people. Suggest that this is particularly important for **emotional meaning**. Say that you will now go on to explore the relationship between phonology and meaning from a more personal perspective.

Activity 3 Speech characteristics

Objective: to raise participants' awareness of different features of oral speech.

Time: 25 min

Materials: video; handout 1, flipchart

▶ Procedure:

- 😊 (3 min) Ask participants the following question. Elicit several random responses. Give one example if necessary.
 - ~ *What can you learn about people from the way they speak?*

Possible answers:

Age, gender, nationality, social background; emotional state (anger, happiness), physical state (tiredness, illness), social context (talking to friends; to boss; to shop assistant) etc.

- 😊 (10 min) Ask participants to watch a dialogue between Rod and Alex and to identify several characteristics of the speakers and their speech. Distribute handout 1 📄 to each participant.
- 🎬 Play the video.
- 😊 (3 min) Elicit a few random responses from the group.

Suggested answers:

Rod: about 60; native speaker of English (British); educated; talking to Alex; quiet.
 Alex: about 35; non-native speaker of English; educated; listening to Rod; more excited.

- 😊 (5 min) Ask participants the following question. Elicit several random responses.
 - ~ *What did Rod and Alex talk about?*

Suggested answers:

Rod was talking about the need to teach intonation and meaning through phonology; he gave a few examples of how the natural intonation of the Russian language influences native speakers' perception - 'of course'.

Alex was talking about the influence of English intonation on his native speech and perception by others.

-  (5 min) Ask participants the following question:

~ *What was for you the most important message of the dialogue between Rod and Alex?*

Possible answers:

Pronunciation and phonology is linked to individuality; intonation can carry an important meaning; native language phonology can influence the language learned and vice versa; speakers of a foreign language should be aware of how their speech is perceived by other speakers, especially native speakers; phonology should be taught in context.

Summary

- Elicit from participants the main messages of the session. Reiterate the importance of phonological features for real life communication.
- Remind participants that these features can affect meaning on the level of sounds (e.g. work-walk), phrases (e.g. ship-building vs. sheep breeding), pauses and stresses (e.g. 'A doctor!' called Mike. / A doctor called Mike.), shorter intonation patterns (e.g. 'of course' in Rod's story) and speech intonation (Alex's story).
- Remind participants that teachers should pay attention not only to 'correct' pronunciation but also to **how** students say certain things.
- Establish that phonological features reflect the speaker's individuality and identity and that they are closely related to emotional meaning in speech.
- Conclude by saying that some of the above activities can be used with students and that in the next session on phonology and meaning participants will look at some ways to integrate phonology with other skills / competencies.

PHONOLOGY AND MEANING 1**Activity 2, Handout 1**

Listen to the recording where Rod and Alex are talking and fill in the table below.

QUALITY OR FEATURE	ROD	ALEX
Age		
Nationality		
Social background		
Way of talking		
Emotional state		
Main messages		

**PHONOLOGY AND MEANING 1****Activity 2, Handout 1**

Listen to the recording where Rod and Alex are talking and fill in the table below.

QUALITY OR FEATURE	ROD	ALEX
Age		
Nationality		
Social background		
Way of talking		
Emotional state		
Main messages		

REVIEW OF WEEK 1 AND REFLECTION

Objectives:

- to give participants an opportunity to review and reflect on week 1
- to help participants explore the nature of reflective teaching

NB Make sure that participants have read the article “Reflective teaching: Exploring our own classroom practice” by Julie Tice before the session.

Activity 1 Review of Week 1

Objective: to give participants an opportunity to review their learning experience in week 1 of the programme

Time: 25 min

Materials: post-it slips with reflective writing, 5 flipchart sheets and markers

Preparation: Bring the post-it slips with participants’ reflective writing.

▶ Procedure:

- 😊😊😊 (10 min) Put participants in 5 groups and distribute the post-it slips with participants’ reflective writing from one of the days. Allocate different days (e.g. Monday, Tuesday, etc.) to different groups. Ask groups to look through the notes, summarise the main points and produce a poster.
- 😊 (10 min) Invite groups to share their posters with the whole group.
- 😊 (5 min) Ask the whole group the following questions:
 - ~ *Did you like writing about your impressions and feelings every day? Why/ Why not?*
 - ~ *Why do you think the trainer asked you to do so?*
 - ~ *Did you find it useful? Why/Why not?*
- Establish that keeping records of what they do during the day can help them to remember, review and think about their learning experience. It is even more interesting to come back to their notes after a longer period of time.
- Make a transition to the next activity by saying that participants will have a chance to reflect more deeply on their learning experience.

Activity 2 Reflection on the learning experience

Objective: to give participants an opportunity to reflect on their learning

Time: 25 min

Materials: handout 1

▶ Procedure:

- 😊 (8 min) Distribute handout 1 📄 and ask participants to think of a session or an activity which they liked or found useful and answer the questions on the handout individually.

- 😊😊 (7 min) Ask participants to share their answers with a partner.
- 😊 (10 min) Invite pairs to share any interesting findings with the whole group.
- Establish that reflection on learning is important as it helps to evaluate new experience and to raise self-awareness. It also leads to personal and professional development.

Activity 3 Reflective teaching

Objective: to give participants an opportunity to explore the nature of reflective teaching

Time: 25 min

Materials: handout 2, the article on “Reflective teaching: Exploring our own classroom practice” by Julie Tice (to be distributed 2-3 days before the session) taken from www.teachingenglish.org.uk

▶ Procedure:

- 😊 (5 min) Ask the following questions:
 - ~ Do you spend some time thinking about lessons you have taught?
 - ~ Do you discuss them with your colleagues?
 - ~ If you do, where and when does it happen?
 - ~ Do you think it is useful to reflect on your teaching? Why/Why not?
- Collect random answers and establish that reflection on teaching is important as a means of improving classroom practice.
- 😊 (5 min) Ask participants to look through the article which they were asked to read, and then complete the table and answer the questions on handout 2. Allow 5 minutes for them to finish the task.
- 😊😊😊 (10 min) Ask participants to share their responses in groups of 4.
- 😊 (5 min) Collect random answers from the whole group.
- Establish that reflective teaching means looking at what we do in the classroom, thinking about why we do it, and thinking about whether it works. After that we can change or improve certain things in our teaching. There are different ways of gathering information and a teacher can choose the most appropriate one/ones according to the situation, time available, etc. This can lead to further improvements in our classroom and our own professional development.

Summary

Establish the following:

- ~ Reflective teaching means looking at what we do in the classroom, thinking about why we do it, and thinking about whether it works. After that we can change or improve certain things in our teaching.
- ~ Reflective teaching is a means of professional development which begins in our classrooms.

NB Distribute questionnaires for Week 1 and ask participants to complete them in class. Collect the completed questionnaires and give them to the Course Administrator. Refer to Session 36 which provides guidelines for the analysis of questionnaires.

REVIEW OF WEEK 1 AND REFLECTION**Activity 2, Handout 1, Reflection on the learning experience****Consider the following questions and take necessary notes.**

- 1. Think of a session (or an activity) within the programme which you liked or found useful. Describe it.**

- 2. Why did you like the activity/session or find it useful?**

- 3. What have you learnt from the activity/session?**

- 4. Would you do the same activity with your learners? Why? / Why not?**

**REVIEW OF WEEK 1 AND REFLECTION****Activity 2, Handout 1, Reflection on the learning experience****Consider the following questions and take necessary notes.**

- 1. Think of a session (or an activity) within the programme which you liked or found useful. Describe it.**

- 2. Why did you like the activity/session or find it useful?**

- 3. What have you learnt from the activity/session?**

- 4. Would you do the same activity with your learners? Why? / Why not?**

REVIEW OF WEEK 1 AND REFLECTION
Activity 3, Handout 2, Exploring the article

A. Complete the table based on the article by Julie Tice “Reflective teaching: Exploring our own classroom practice”.

new information I have learnt	information I have already known	I would like to know more about...

B. Answer the following questions:

➤ *What is the author’s opinion about the benefits of reflection? Do you agree? Why? /Why not?*

➤ *Which of the ways of gathering information have you already tried? Describe how you did it. What did you do after you gathered the information?*

➤ *Which of the ways of gathering information about your classroom would you like to try out? Why would you like to do this?*



DUET

QUESTIONNAIRE for PARTICIPANTS

Module 1 Week 1

Dear participant,
We would like to know how far the DUET programme met your expectations, and how useful you found it.

Your name
(Optional)

City.....

Institution

1. How do you feel by the end of the week? Tick as many boxes as you like.

- Interested
- Worried
- Confused
- Excited

- Bored
- Comfortable
- Relaxed
- Other, please specify

2. Which session(s) did you find most useful for your teaching context? Please specify.

3. Which session(s) did you find least useful for your teaching context? Please specify.

4. How helpful did you find the team of trainers? Please comment.

5. Did you feel comfortable working with other participants over the week? Please comment.

6. *What do you think about the handouts?*

- All handouts were clear for me.
- I found some handouts difficult to understand. Please specify which
- All handouts were difficult to understand. Please comment

7. *How useful did you find the articles provided by the trainers? Please comment.*

8. *How useful did you find programme audio and video materials? Please comment.*

9. Name three ideas/activities that you will share with your colleagues or use in your classroom upon your return to your institution.

Thank you for your cooperation! 😊

INFORMATION AND COMMUNICATIONS TECHNOLOGY 1

Objectives:

- to enable participants to use basic Microsoft Word functions such as select, copy, cut, paste, save, name
- to help participants open e-mail accounts
- to show how to send and receive messages with attachments

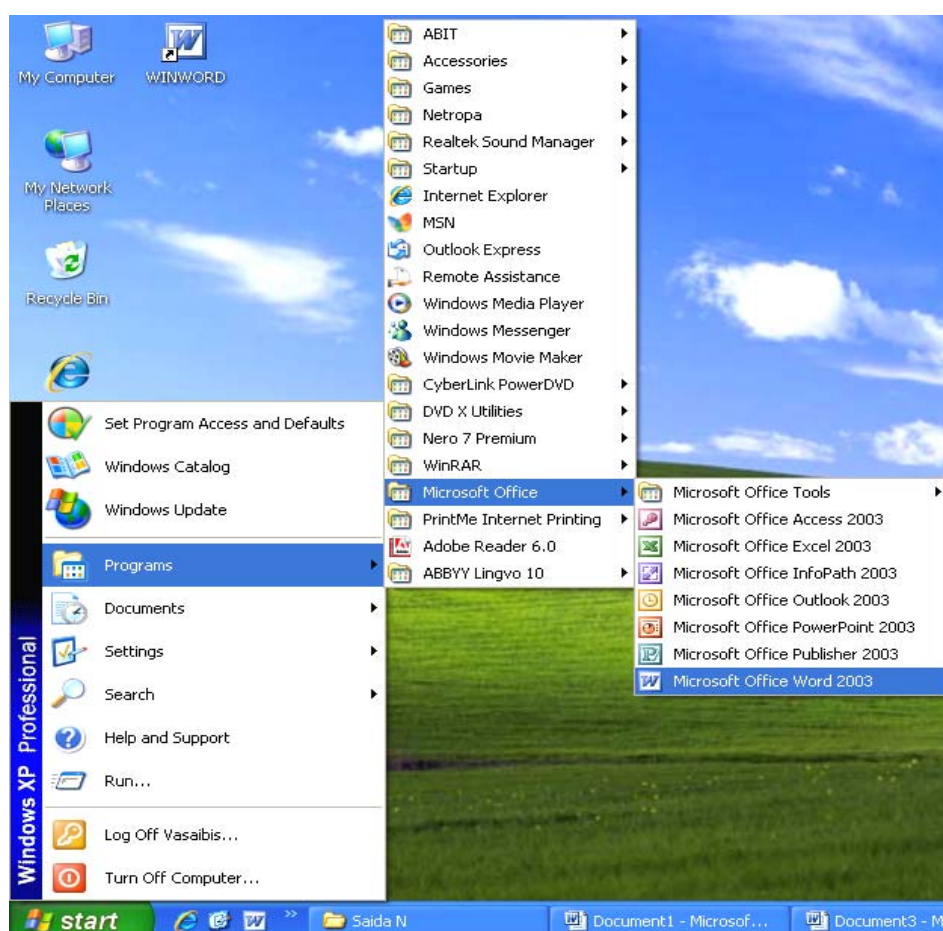
Activity 1 Introduction to MS Word Documents

Objective: to familiarise participants with basic Microsoft Office Word skills

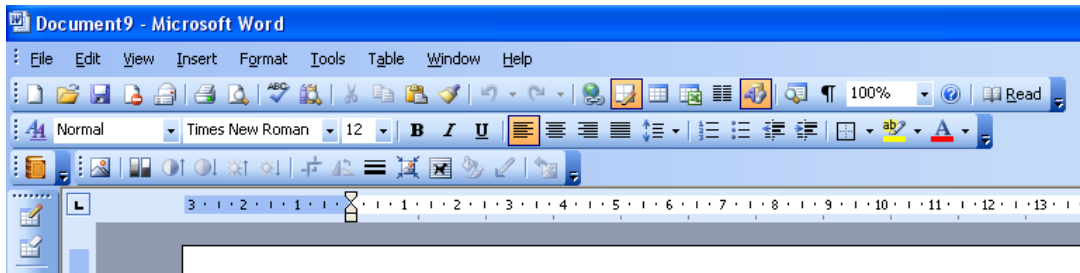
Time: 30 min
Materials: computers
Room: Computer class

► Procedure:

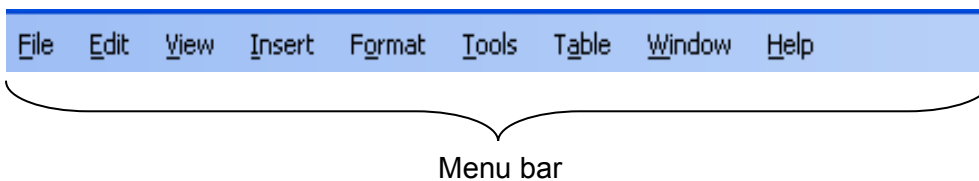
- Tell participants that this session will give them an opportunity to practise basic computer skills which they can later improve on their own.
- Tell participants to switch on the computers.
- Ask participants to find **Start** button in the bottom left hand corner of the display and click on it with the left button of the mouse.
- Tell participants to go to **All Programs**, find **Microsoft Office - Microsoft Office Word** as shown in the picture and open a word document.



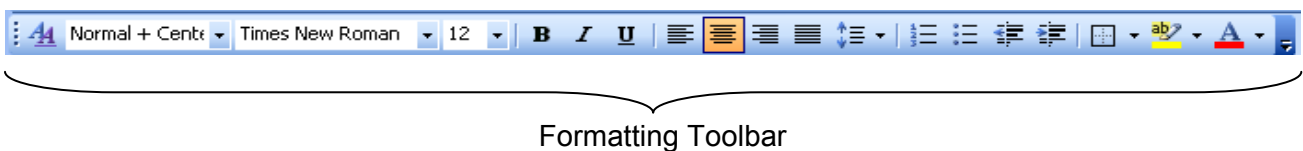
- Tell participants that there are three main bars at the top of the screen:
 - a. Menu bar
 - b. Standard Toolbar
 - c. Formatting Toolbar



- Tell that the Menu bar is generally found directly below the Title bar. The Menu bar has 9 titles – File, Edit, View, Insert, Format, Tools, Table, Window, and Help. You use them to give instructions to the document.
- Give participants a few minutes to see what each button contains.



- Tell them that toolbars provide shortcuts to menu commands. Toolbars are generally located just below the Menu bar.



Activity 2 Working with an MS Word Document




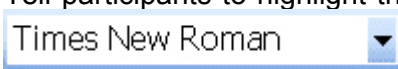
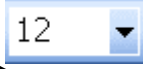

Objective: to let participants practise basic operations in Microsoft Office Word

Time: 30 min

Materials: Handout 1, computers

Room: Computer class

► Procedure:

- Distribute handout 1  to participants. Tell them to type the text on the handout in Microsoft Office Word (Winword)
- Tell them to highlight the text with the cursor, find the **Copy** icon  in the **Standard toolbar** and click on it. Place the cursor under the text, find the **Paste** icon  in the **Standard toolbar** and click on it.
- Tell participants to highlight the copy of the text, click to open the Font pull-down menu  on the Formatting toolbar and click "Arial."
- Tell them to type **14** in the Font Size box  on the toolbar and press Enter, then select the first line by pressing **Shift +** .
- Tell participants to go to icon **B** in the Formatting toolbar and click on it. Tell them to find the **Save** icon in the **Standard toolbar** and click on it. Give a name to the document and click on **OK**.

Activity 3 Writing e-mails

Objective: to help participants open e-mail accounts; to show how to send and receive messages with attachments

Time: 20 min

Materials: computers, internet connection

Room: Computer class

► Procedure:

- Tell participants that this time they will send their documents to each other via e-mail. Ask participants to click **Launch Internet Explorer** button to connect to the internet. Ask them to type www.yahoo.com in the address window and press 'Enter'.
- Ask participants to click on the **My mail** button and then ask them to click on the **Sign up** button if they don't have a mail account. Give participants enough time to fill in the necessary information and open their e-mail accounts.
- Ask participants to click **New Message** on the toolbar in their mail boxes and ask them to write the e-address of a partner in the top line where it says **To**. Then ask them to write the subject of the letter in the **Subject** line.
- Ask participants to write a short message e.g. "Hello (name), Please see attached the document that I typed up. Cheers, Natasha."
- Ask participants to find the "Attaching files" icon, click on it and attach the document that they have created.
- Ask participants to send the message by clicking on the **Send** button.
- Ask participants to check if they have received a message and opened the attached files.

COMPUTER SKILLS

Activity 2, Handout 1

1. In Microsoft Office Word (Winword), type the following text:

There are several ways to save documents in Microsoft Word. You can save the active document you are working on, whether it is new or existed previously. You can save all open documents at the same time. You can save a copy of the active document with a different name or in a different location.

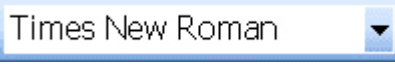
2. Highlight the text with the cursor.

3. Find the Copy icon  in the Standard toolbar and click on it.


4. Place the cursor under the text.

5. Find the Paste icon  in the Standard toolbar and click on it.

6. Highlight the copy of the text.

7. Click to open the Font pull-down menu  on the Formatting toolbar.

8. Click "Arial."

9. In the Font Size box  on the toolbar, type **14**.

10. Press Enter.

11. Select the first line by pressing **Shift + →**

12. Go to icon **B** in the Formatting toolbar and click on it.

13. In the **Standard toolbar** find the **Save** icon and click on it.

14. In the opened window go to folder icon, create a new folder, and name it.

15. Give a name to the document and click on **OK**

16. Go to the **File** menu on the **Menu bar** and click on it.

17. Find the **Save As** command and click on it.

18. Find your own folder and open it.

19. Give a new name to the same document and click on **OK**.

TEACHING WRITING 1: GIVING INSTRUCTIONS

Objectives:

- to raise participants' awareness of the importance of giving clear task instructions for essays
- to enable participants to write instructions for essays

Warm-up (5 min)

▶ Procedure:

- 😊 (4 min) Ask for 2 volunteers. One of them will be giving instructions and the other will be following them. Ask the "follower" to leave the room and place an object somewhere in the room. It should be difficult to reach the object. The "instructor" now knows where the object is and is ready to lead the "follower". Invite the follower in and ask him/her to close his/her eyes and follow the instructions to get the object.
- 😊 (1 min) When the activity is over, ask the "instructor":
 - ~ *Was it difficult to give instructions?*
 Ask the "follower":
 - ~ *How did you feel?*
 - ~ *How clear were the instructions?*
- Say that often the reason why students feel uncertain and insecure (similar to the "follower" in the warm-up activity) is that they do not get clear instructions from their teachers. Say that this session is about giving instructions for writing essays.

Activity 1 Instructions for writing essays

Objective: to analyse task instructions for essays

Time: 30 min

Materials: flipchart/board, markers, papers

▶ Procedure:

- 😊 (5 min) Give participants **ONLY** the following instruction (If participants ask any questions, say that you will deal with them later. You need to write down their questions so that you can refer to them later):

During the next 5 minutes
I would like you to write about **Health**.

- After 5 minutes, ask participants to stop writing.
- 😊😊😊😊 (5 min) Put participants in 4 groups and ask them to share what they have written.

- 😊 (10 min) Hold a plenary and invite several of them (3-4) to share what they wrote. Then ask the following questions:
 - ~ *Why do you think the paragraphs that you wrote are different from each other?*
 - ~ *If you were to mark these paragraphs, do you think it would be an easy or a difficult job? Why?*
- Summarise the discussion by saying that it would be easier for students if they were given clear instructions about what to write. Also setting clear tasks for students gives teachers guidance about what they can expect students to produce, and these can serve as criteria for marking students' work.
- 😊😊😊😊 (1 min) Put participants in 4 groups and ask them to discuss what questions came to their mind before or while they were writing their paragraphs.
- 😊 (4 min) In turns, invite each group to share one question at a time and make a list of questions on the board/flipchart. If you have questions from your list (see step 1 of this activity) which were not mentioned, write them down as well.

Possible questions:

- ~ How long should the writing be? How many words should we write?
- ~ Who are we writing for?
- ~ Why write about health?
- ~ Can we write about epidemics?
- ~ Should we provide our own opinion?

- Say that all the questions that they have can be seen as guidance towards formulating effective instructions for students.

Activity 2 Analysing instructions

Objectives: to enable participants to analyse effective instructions

Time: 20 min

Materials: handout 1 (ten copies), markers, board

► Procedure:

- 😊 (5 min) Ask the whole group:
 - ~ *What kind of writing tasks do your students usually do? Do they write at home or in class?*
 - ~ *When you give a writing task to your students do you give oral or written instructions?*

- ~ *What are the differences between these stories?*
 - ~ *Which do you usually ask your students to do – to describe something or to describe something and present their own opinion?*
 - ~ *Which do you think is more difficult?*
- Summarise the discussion by saying that when we give a writing task we should also tell students what the purpose of their essay is – whether students need to describe something or to present an argument. It is important to balance descriptive tasks and argumentative tasks because they both aim at developing different skills. Establish that an argumentative essay is one that can present an argument, discuss advantages and disadvantages, take up a position either for or against; whereas a descriptive essay is one that describes an object, an event or provides a character description. If we only ask students to describe, we do not teach them to think and express their own opinions. Giving students argumentative essays to write can also help the teacher to avoid the problem of plagiarism because students will be writing about their own ideas and will not so easily be able to copy from other sources (for example, the Internet).
- 😊 (3 min) Tell participants that now they will practise writing instructions for essays on the topic from the first activity - Health. Write the word “Health” in the middle of the board and invite participants to brainstorm ideas on the topic.

Possible ideas:

HEALTH

<p><i>Abortion</i> <i>Smoking</i> <i>AIDS</i> <i>Alternative medicine</i></p>	<p><i>Free and paid health service</i> <i>Euthanasia</i> <i>Surgery</i> <i>Epidemic</i></p>	<p><i>Doctors</i> <i>Nurses</i> <i>Patients</i> <i>Health service now</i> <i>Causes of health problems</i></p>
---	---	--

- 😊😊 (7 min) Put participants in pairs. Say that they need to write instructions for one of the subtopics on the board. Instruct them to decide what kind of essay (descriptive or argumentative) they want their students to write.
- 😊😊😊 (5 min) Put pairs into groups of 4 and invite them to share their instructions and give feedback about how clear the instructions were.
- 😊 (3 min) Invite 2-3 volunteers to share their instructions with the whole group.

Summary

Establish that:

- A writing task should have clear instructions including purpose, audience, timing and number of words.
- Instructions should clearly state the purpose of an essay, e.g. whether it should simply describe something or present an argument.

TEACHING WRITING 1**Activity 2, Handout 1, Analysing instructions**

Analyse the instructions and identify how they are different from each other.

Instruction 1

Write a letter to a friend with your opinion on the following topic – “Parents should be blamed when their child commits a serious crime”.

Instruction 2

Write about the most serious environmental problem facing your country today.

Instruction 3

Write a brief essay (no more than 200 words) describing the best or the worst exam you have ever had. Tell the reader, who your teacher is, what the exam required and what made it good or bad. Provide your own examples.

Time allowed - 50 minutes

Instruction 4

***Home essay. In no more than 500 words present your opinion about the following:
“Television as an invention that is largely a positive power in people’s lives”***

<i>Instruction 1</i>	<i>Instruction 2</i>	<i>Instruction 3</i>	<i>Instruction 4</i>

TEACHING WRITING 1

Activity 2, Handout 2, Picture



TEACHING WRITING 2: TASK ANALYSIS AND ESSAY STRUCTURE

Objectives:

- to raise participants' awareness of the importance of task analysis for the quality of writing
- to explore the structure of an essay

Warm-up

Time: 13 min
Materials: handout 1 for each participant

▶ Procedure:

- 😊 (5 min) Tell participants that in the previous session they talked about the importance of giving clear instructions to students for writing essays and this session will focus on how the instructions are followed. Distribute handout 1 📄 to each participant. Tell them that they have to do the task as quickly as possible. Make sure everyone finishes the task.

😊 (5 min) Tell participants to raise their hands if they have followed the instructions precisely. Say that this activity is like a game. It is based on people's overconfidence and belief that they know what to do just reading the first line of the instructions. In reality, in 90% of cases students read (if they read) what they are asked to do after they have done the task. Make sure that participants understand that it was a joke and check that no-one feels offended.

- 😊 (3 min) Make a transition to the next activity by saying that very often the problem students have with their writing assignments is that they fail to follow the instructions in the task. So, now you are going to analyse a sample written task and see what effect it has on the quality of writing.

Activity 1 Task analysis

Objectives: to analyse a sample writing task with participants to uncover their current practices of in pre-writing; to raise awareness of the importance of task analysis in writing

Time: 30 min
Materials: handouts 2, 3 and 4

Preparation: write down the task from handout 2 📄 on the blackboard/ flipchart before the session

▶ Procedure:

- 😊 (30 min) Distribute handout 2 📄 to each participant and ask participants the following questions:
 1. *What are you asked to do?*



2. *Who are you writing for? How does this affect what and how you write?*
3. *How long should your writing be?*
4. *How much time do you have?*
5. *What is the topic of the writing?*
6. *What are the main questions that you will have to address in your essay?*
7. *What else does the task say you should do?*
8. *What do you think we have done just now?*

Suggested answers:

1. To present a written argument; to write an essay; to produce a piece of writing
2. For an educated reader; it means that more formal/academic language should be used in the writing
3. at least 250 words; no less than 250 words
4. 40 min
5. Computers in our life are a help or a hindrance
6. In what ways are computers a hindrance? What is your opinion?
7. Use ideas, knowledge and experience and support arguments with evidence and examples.
8. We've analysed the writing task

- Write down participants' answers on the blackboard.

Tell participants that pre-writing work can help students to be clear about the requirements of the task and how to structure their writing

- Distribute handouts 3a  and 3b  to each participant. Tell them to read the 2 samples of students' writing and see if they managed to fulfil the task. Tell them not to pay attention to students' mistakes.
- Invite comments on the samples. Tell participants that very often students rush to write an essay thinking that they know what to write about without proper analysis. They often fail to address the task as it is specified
- Ask participants the following questions:
 - ~ *Why is it that students often fail to analyse the task before they write?*
 - ~ *How helpful is task analysis for quality of writing?*
- Invite 3-4 random answers. Make a transition to the next activity by saying that often students find it difficult to produce a clear and well-organised piece of writing because they do not know some basic writing conventions such as those that are going to be discussed now.

Activity 2 Essay Structure

Objective: to raise participants' awareness of basic essay writing conventions

Time: 30 min

Materials: handouts 3 and 4

► Procedure:

- 😊 (30 min) Ask participants to have a look at handouts 3a📄 and 3b📄 again and answer the following questions:
 - ~ Which writing sample did you find clearer and easier to follow and read? Why?
 - ~ What do you think makes Student A's writing clear/ easy to follow/read?
 - ~ How many parts/ sections does it have?

Suggested answers:

- ~ Student A's
- ~ Clear structure; language is clear; opening and closing are in place
- ~ 3 paragraphs/ sections/ parts

- Tell participants that an essay usually consists of at least 3 main parts: Introduction, Body and Conclusion, which on the one hand have different functions but on the other hand serve one main purpose. Normally, the Introduction and Conclusion are much shorter than the Body, which can consist of several paragraphs.
- Tell them that now you will talk about each part in greater detail. Distribute handout 4📄 to each pair of participants and ask them to fill in the gaps in the task.
- When they have finished, check their answers. The key is provided at the end of the session notes.

Activity 3 Recommendations to students

Objective: to review essay structure by having participants develop guidelines for students on essay-writing conventions

Time: 30 min

Materials: 5 blank flipchart sheets or 5 pieces of A4 paper, 3-4 markers of different colours

► Procedure:

- Put students into groups of 5.
- 😊😊😊 (15 min) Give one flipchart sheet or blank pieces of A4 paper to each group and tell participants to prepare a reminder in a form of either a poster or a booklet with a list of recommendations to students on what they have to know to produce a quality piece of writing.
- 😊 (20 min) When they have finished, invite each group to present their posters/ booklets. Tell participants that each group has 5 min to present their recommendations.

Summary

Emphasize the following:

- pre- writing work (task analysis and brainstorming of ideas for the essay) aids students in better understanding of the task and therefore contributes to the quality of writing;
- it is important to do task analysis before one starts writing because it helps to stay focused on the task and thus helps students to address the exact task specifications;
- an essay should consist of at least 3 paragraphs: Introduction, Body and Conclusion; each part has its own function.

TEACHING WRITING 2: TASK ANALYSIS**Warm up, Handout 1, Instruction sheet****INSTRUCTION SHEET**

Follow the instructions below carefully. Work as quickly as possible.

Read through all the instructions first.

1. Put today's **date** (*day/month/year*) in the upper left hand corner on the back of the Instruction Sheet.
2. Write your **full name** (*your first name and your last name*) in the upper right hand corner.
3. Draw a **smiling face** in the middle of the paper.
4. **Fold** the paper in half and pass it on to your partner on the left.
5. **Get** the paper from your partner on the right.
6. Write your full name in the **lower left hand corner**.
7. **Give the paper back** to the person you took it from.
8. Ignore instructions **1 to 7** and go to point 9.
9. Write down "**I know how to follow the instructions**" at the bottom of your paper

TEACHING WRITING 2: TASK ANALYSIS**Activity 1, Handout 2, Essay Writing task**

Task

Time: 40 min

Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

- **In what ways are computers a hindrance?**
- **What is your opinion?**

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should write at least 250 words.

(Taken from S.McCarter & J. Ash (2003) IELTS Testbuilder, Macmillan)



TEACHING WRITING 2: TASK ANALYSIS**Activity 1, Handout 2, Essay Writing task**

Task

Time: 40 min

Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

- **In what ways are computers a hindrance?**
- **What is your opinion?**

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should write at least 250 words.

(Taken from S.McCarter & J. Ash (2003) IELTS Testbuilder, Macmillan)

TEACHING WRITING 2: TASK ANALYSIS**Activity 2, Handout 3, Samples of Students' writing/ Student A**

Some people believe that computers are more a hindrance than a help in today's world. Others feel they are such indispensable tools that they would not be able to live or work without them.

**In what ways are computers a hindrance?
What is your opinion?**

It is undeniably true that our lives nowadays are linked with computers. However, some people believe that computers are not a help but rather a hindrance. So, I would like to tell in what ways computers can be a hindrance and give my own point of view on the issue.

First of all, computer games could be a major distractor from work or study, especially for youngsters, who are ready to play computer games day and night forgetting about homework, which leads to bad marks and poor attendance. Secondly, as life has been developing at fast speed, more and more people nowadays tend to use credit cards or virtual money, not cash, which is of great help on the one hand. On the other hand, imagine a situation when you are stuck in a queue at a supermarket because the card or the computer reading fails or ATM doesn't give you cash because it suddenly broke. Thirdly, as much as computers help us in our work and life, they can cause lots of problems. For instance, computers can get infected with viruses, which can bring lots of harm starting from deleting important information on a hard disc and finishing with total destruction of a computer network. It can be especially disastrous in the case of multinational corporations or banks when each minute of not working can bring severe financial losses.

In conclusion, I would like to say that despite all negative consequences, we cannot live or work without computers anymore because they are indispensable in daily routine making work easier and faster.

(262 words)

TEACHING WRITING 2: TASK ANALYSIS**Activity 2, Handout 3, Samples of Students' writing/ Student B**

Some people believe that computers are more a hindrance than a help in today's world. Others feel they are such indispensable tools that they would not be able to live or work without them.

**In what ways are computers a hindrance?
What is your opinion?**

As we all know computers have made a tremendous impact on our daily lives. Computers has its own merits as well as its disadvantages since nothing in life is perfect. One of the ways computers can be a hindrance is when you were working with a computer and suddenly the lights went off. What would you do as a precaution steps? First you should have saved the data in advance so that when the lights are back you can continue doing your work. One of the more extreme cases has happened recently with me when my computer lost all the data because of a system breakdown as a result of a virus attack. Hopefully, I took precautions in advance by copying all my data into the mobile hard disc which I use in case of an emergency. The bottom line is everything can be secured, solved because problems are made to be solved. So, in my opinion computers are in no way a hindrance but rather an indispensable tool which some people would not be able to live or work without. Just imagine what would happen if a computer database of a large organisation or a government unit breakdown? As a consequence, there will be an unimaginable chaos that would struck the whole markets and government units. As an example, I can bring you the situation which happened in Tokyo Stock Exchange where there was an overloading of orders for stocks which led to unprecedented chaos and it paralysed the whole exchange and the Japanese financial system.

As a conclusion, we should ensure that we are still in the position that we are able to control the computer before it can take control of the human race.

(287 words)

TEACHING WRITING 2: TASK ANALYSIS

Activity 2, Handout 4, The Structure of an Essay

Fill in the table with appropriate words / phrases and add your own ideas in the space provided at the end of each section.

INTRODUCTION	<ul style="list-style-type: none"> ➤ attracts/engages a reader’s ➤ context/background; ➤ focuses a reader’s on the task or the issue of the essay; ➤ the order in which the ideas/arguments will be developed; ➤ gives/ provides/ identifies the author’s on the issue; ➤
BODY	<ul style="list-style-type: none"> ➤ is usually the part of essay; ➤ can consist of more than one ➤ of the arguments and ideas you provide (for examples, arguments for and against the issue; advantages and disadvantages; pros and cons); ➤ evidence/ examples/ support should be provided for each you give in your essay; ➤
CONCLUSION	<ul style="list-style-type: none"> ➤ the main points stated in the essay; ➤ restates the author’s on the issue; ➤ evaluative comment; ➤ leaves a with a feeling that you have answered the questions fully and there are no ambiguities in your essay; ➤

TEACHING WRITING II: TASK ANALYSIS

Activity 2, Handout 4, The Structure of an Essay – Answer key

Answer Key

INTRODUCTION	<ul style="list-style-type: none"> ➤ attracts/engages a reader's <i>attention/interest</i>; ➤ <i>provides/gives/introduces</i> context/background; ➤ focuses a reader's <i>attention</i> on the task or the issue of the essay; ➤ <i>gives/introduces/provides</i> the order in which the ideas/ arguments will be developed; ➤ <i>represents/gives/ provides/ identifies</i> the author's <i>point of view</i> on the issue.
BODY	<ul style="list-style-type: none"> ➤ is usually the <i>longest/biggest</i> part of the essay ➤ can consist of more than one <i>paragraph</i> ➤ <i>consists</i> of the arguments you provide (for examples, arguments for and against the issue; advantages and disadvantages; pros and cons) ➤ evidence/ examples/ support should be provided for each <i>argument</i> you give in your essay;
CONCLUSION	<ul style="list-style-type: none"> ➤ <i>sums up/summarises</i> the main points stated in the essay; ➤ restates the author's <i>point of view</i> on the issue; ➤ <i>provides/presents/gives</i> evaluative comment; ➤ leaves a <i>reader</i> with a feeling that you have answered the questions fully and there are no ambiguities in your essay.

GIVING FEEDBACK ON WRITING

Objectives:

- to raise awareness of the importance of assessment and assessment criteria
- to discuss current practices of assessing students' writing
- to give feedback on samples of students' writing

Lead-in

Time: 15 min

- 😊 (10 min) Ask participants the following questions and elicit random answers:
 - ~ *How often did you have to do writing assignments when you were a student?*
 - ~ *How were they marked? (e.g. 1-5, 0-100%, all mistakes corrected in red ink, comments, like Well done or Poor etc)*
 - ~ *How did you feel when you got your marked writing back?*
 - ~ *How useful was the marked writing to you as a student?*
 - ~ *How often do you have to mark your students' writing now?*
 - ~ *How useful do you think the assessment or the marking is to your students?*
 - ~ *Who taught you how to mark students' writing?*
 - ~ *Do you think that teachers at your workplace assess students' work in the same way as you?*

- 😊 (5 min) Tell participants that in the previous sessions on teaching writing you dealt with both teachers' and students' perspectives on writing. This session will continue the same double emphasis though it is going to be about assessment and giving feedback on students' writing.

Activity 1 Assessing students' writing

Objectives: to uncover current practices of assessing students' writing; to raise awareness of assessment criteria; to develop unified criteria for assessing writing

Time: 30 min

Materials: handout 3 from the previous session (Teaching Writing 2)

▶ Procedure:

- 😊😊😊 (10 min) In groups, tell participants that they will have to read and mark student B's writing from the previous session (handout 3 of the previous session) the way they would normally do this at their workplace (e.g. 0-5).

- 😊 (5 min) Collect the marks that the groups put on the board. Ask a representative from each group to explain how they assessed the sample and why they deducted certain marks.

- 😊 (5 min) Summarise the discussion and say that when participants were explaining their marks they were commenting on grammar (accuracy), organisation, vocabulary

range, task fulfillment and some other criteria. Write these on the board. Tell participants that these are called Assessment Criteria and that not only teachers should be guided by them but students should also know them well before they start writing. Establish that having assessment criteria makes it easier for a teacher to mark students' writing and makes assessment clear and transparent to students. Make a transition to the next activity by saying that now you will talk about how helpful these criteria can be for students.

Activity 2 Giving feedback

Objective: to raise participants' awareness of the importance of giving feedback

Time: 20 min

Materials: handouts

► Procedure:

- 😊 (10 min) Ask participants
 - ~ *Have you heard of the word 'feedback'?*
 - ~ *What do you associate with feedback?*
- Establish that feedback is constructive comments that one person receives from another (in our context it is mainly a student getting feedback from a teacher) and which usually serve as an action plan for improvement, that is why very often the word *feedback* comes with the word *constructive* and *positive*.
- Ask participants:
 - ~ *Do you simply mark or provide feedback on your students' writing?*
 - ~ *What do you think would be more helpful for students?*
 - ~ *How often do you give positive (e.g. *That's an excellent idea!*) and constructive (*That's a good argument but it needs a better support here. Why don't you build on it?*) comments?*
- 😊😊😊 (10 min) Now ask participants in their groups to look at their assessment and turn their comments into action points and add some positive comments.
- Invite a representative from each group to join a neighbouring group with the feedback that they produced. Allow some time for sharing.
- Invite comments from groups. Establish that feedback, if given correctly, motivates students and directs them in their writing.

Activity 3 More practice in giving feedback on writing

Objective: to practise giving feedback

Time: 20 min

Materials: handout 1

► Procedure:

- 😊😊(10 min) Put participants in pairs. Tell participants that they will have more practice in giving feedback. Give handouts 1 📄 to each pair. Tell participants to give feedback making sure their feedback is positive and constructive.
- When they have finished, invite participants to exchange their feedback with a pair sitting next to them.
- Invite comments if necessary.

Summary

Emphasise the following:

- Teachers should be guided by clear assessment criteria when marking students' work and students should know what these criteria are;
- It is more useful for students to get feedback from a teacher rather than a marked piece of writing;
- Feedback teachers provide should be constructive and specific, i.e. without general comments which can be applied to any text, and serve as action points for improving students' writing skills.

GIVING FEEDBACK ON STUDENTS' WRITING

Activity 1, Handout 1

Task

Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

- **In what ways are computers a hindrance?**
- **What is your opinion?**

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should write at least 250 words.

(Taken from S.McCarter & J. Ash (2003) IELTS Testbuilder, Macmillan)

Nowadays computer technology is developing very fastly. The demand for computers is growing day by day. Computers have advantage and disadvantage for people.

Advantages of computers, we can see in many spheres of life.

Firstly, with the computer programs many complex problems can be solved very easily. (For example, calculating). It helps people to accomplish their duties faster.

Secondly, in many manufactures and plants the product or commodity is produced by robots which are ruled by computers.

Thirdly, people without any difficulties can exchange their informations with the help of computer, I mean by Internet. It means globalisation.

Computers become part of human life.

However, it has bad side also.

Firstly, as I said above many factories and companies are using robots to produce goods. The workplace begin to decreas. Consequently, the unemployment emerges. For example, in many developing countries unemployment starts to increase, because many companies are using robots.

Secondly, people addict to computers. They limited from society. They do not pay attention what happening around them.

Thirdly, computers make people very lazy. If the developing of computer (programms) continues like that many works will be ruled or accomplished by computer programs. That makes people very lazy and they will not even try to learn anything.

Fourthly, computers are harmful for human health. For example, it is harmful to eyes. If a person addict to computer, he will pay attention to sport activities very little.

In conclusion part, I advise countries must produce limits for using from computers. It means people must use computers normally, not always.

Computers must accomplish one part of duties not the whole.

(268 words)

TEACHING GRAMMAR 2

Objective: to introduce participants to a language awareness raising approach to teaching grammar

Activity 1 Traditional activity

Objective: to raise participants' awareness of some typical drawbacks of discrete grammar activities

Time: 15 min

Materials: flipchart/board

► **Procedure:**

- 😊 (3 min) Ask participants to remember the previous session on *Teaching Grammar*.

Say that you would like them to explore other ways of teaching grammar. Ask them to do the following activity:

Make up a sentence using the following words: a, read, I, book.

Write these words on a flipchart/board

(Key: I read a book.)

What tense form is this?

(Key: Present or Past Simple)

Using the above sentence as a model, transform it into Present Continuous, Past Continuous, Present Perfect and Past Perfect.

(Key: I am reading a book. I was reading a book. I have read a book. I had read a book.)

- 😊😊😊 (5 min) Tell them to reflect on the activity and discuss it in four groups of five asking the following questions written on a flipchart/board:

- ~ *What is the focus of the activity?*
- ~ *What could students learn from such an activity?*
- ~ *How does the activity link grammar form with meaning?*
- ~ *How important is context in this activity?*
- ~ *To what extent is this activity focused on accuracy of grammar forms?*

- 😊 (5 min) Invite some random responses from the groups and accept participants' views.

- 😊 (2 min) Establish that while this activity apparently focuses on tense forms of the verb 'to read', it does not actually teach anything new, does not provide sufficient context and does not establish any link between form and meaning. Say that such activities are

often counter-productive as they condition students NOT to think about meaning and to approach language mechanically.

- Tell participants that the given examples, although grammatically correct, hardly fit any natural communicative context.
- Say that you would like them to transform this activity into a few meaningful context-based grammar tasks.

Activity 2 Designing activities

Objective: to raise participants' awareness of the relationship between form and meaning

Time: 20 min

Materials: handout 1, flipchart/board

► Procedure:

- 😊😊😊 (1 min) Say that a simple grammar activity can be based on a short text and thinking or concept questions asking students to explain the use of a certain grammar form in context. Ask participants to remain in the same four groups of five.
- Ask each group of participants to design a task that would include a mini-story with a short dialogue which could put each of the above sentences in an appropriate context and a couple of thinking questions (Group A: I am reading a book, Group B: I was reading a book, Group C: I have read a book and Group D: I had read a book). Write these sentences on a board.
- Explain that these stories/dialogues should establish who the participants in the dialogue are; their relationship; and make clear in which situation such dialogue might occur.
- 😊😊😊 (1 min) Tell participants that they may extend the sentences by **adding** words or clauses, but they cannot **change** their wording. Give your own example of a task on present simple. Distribute handout 1 📄.
- 😊😊😊 (2 min) Ask participants to explain the use of present simple in this context. Ask why other tense forms cannot fit the context.
- Ask participants the following question:

~ *What is the role of thinking questions?*

Suggested answer:

Such questions provoke learners' search for the answers that enable them to understand a certain language point. A succession of questions directs learners from identification of the language point towards underlying rules and principles behind the point.

- 😊😊😊 (2 min) Discuss the difference between this activity and Activity 1.

- 😊😊😊 (5 min) Give groups 5 minutes to create their stories. Remind them of possible instructions for students, e.g. *Explain the use of ... tense in the given context. Why is ... tense used in this context?*
- 😊 (9 min) Discuss each story/task, inviting each group to present their mini-story/context in turn. Comment on the context and its authenticity. Give feedback where necessary.

Activity 3 Jigsaw reading

Objective: to raise participants' awareness of some principles of a language awareness approach.

Time: 25 min

Materials: 4 copies of handout 2, 20 copies of handout 3

► Procedure:

- 😊😊😊 (1 min) Participants remain in the same groups. Distribute to participants handout 2 📄 (one set per group).
- 😊😊😊 (3 min) Tell them to put these sentences in the correct order and notice the language elements which enabled them to do that. Ask them to report their results to the whole group.

Key: 1b, 2a, 3c.

Possible answers: the use of articles ('An American', 'the drug'), the use of tenses ('has been jailed', 'had faced', 'admitted', 'was in a taxi' 'was stopped') and referencing ('An American', 'Jason Taylor', 'Taylor').

- 😊😊😊 (5 min) Ask participants to focus on the use of tenses and put all the verbs and verb forms in the text into chronological order. Give each participant handout 3 📄 with the whole text.

Suggested answers:

1. living in Singapore (started before the event)
2. was in a taxi (got in a taxi before he was stopped)
3. was stopped by the police
4. being caught with 0.71 g of cocaine
5. admitted cocaine possession
6. had faced a jail term
7. has been jailed

- 😊 (5 min) Ask participants to comment on **how** particular tense forms helped them to reconstruct the chronological order of the events. Ask them **why** a particular tense form

was used in each case and what precise meaning it conveyed. Draw their attention to the use of past perfect and present perfect. Ask the following question:

- ~ *Why is 'has been jailed' (present perfect) used in the first sentence?*
- ~ *Why is 'had faced' (past perfect) used in the text after 5 other verb forms?*
- ~ *What important event has been missed out in the text? How do you know?*

Suggested answers:

1. Sometimes in the news a fact is reported in present perfect and later put into context in past simple.

2-3. After Taylor **had faced** a jail term and before he **has been jailed**, he was also **tried** in court and **sentenced** to 11 months. These two important events in the Past Simple were missing in the text. (**Optional:** The use of past perfect not only implies the missing verbs, but also emphasises the difference between Taylor's possible sentence and the actual sentence that was much milder than he might have received.)

- 😊 (5 min) Discuss the responses about each use of verbs (1-7) with the whole group.
- 😊 (2 min) Ask participants to reflect on the activity and to consider the following questions:
 - ~ *What was the focus of this activity?*
 - ~ *How were language elements (the use of verbs and perfect tenses in particular) taught with the help of this activity?*

Elicit a few random responses.

- 😊 (2 min) Ask the following questions:
 - ~ *What did you have to do in this activity as learners?*
 - ~ *What kind of learning was taking place during the activity?*

Elicit a few random responses.

- 😊 (1 min) Establish that the overall meaning of the text comes from a combination of verb forms (and other feature).
- 😊 (1 min) Say that you would like participants to compare the three above activities and to work out the underlying principles behind these activities.

Activity 4 Comparing activities

Objective: to give participants an opportunity to develop some principles of a language awareness approach.

Time: 20 min

Materials: 20 copies of handout 4

► Procedure:

- 😊 (1 min) Invite participants to compare Activity 1 (Making up a sentence), Activity 2 (Mini-stories) and Activity 3 (Jigsaw reading) and to find differences and similarities between them.
- 😊 (7 min) Ask them to remain in the same groups and to fill in a questionnaire individually. Distribute handout 4 📄.
- 😊 (2 min) Ask participants the following questions:
 - What have you learnt about teaching grammar from comparing these activities?
- Elicit a few random responses.
- 😊 (5 min) Ask participants to draw some principles of teaching grammar. Elicit a few random responses. If necessary, help participants by discussing the following:

Text	Preferably authentic, long enough to establish the context.
Context	Should be sufficient to relate to a certain life situation.
Form and meaning	In real communication the meaning dominates over the form while in traditional language teaching the focus has been firmly on the form and not on the meaning.
Choice	The reasons why a particular grammar form is used should be explored
Awareness	Learners should be encouraged to view a language as a complex living phenomenon and not just as a number of words arranged according to simple rules.

Summary

- Reiterate the main points of the session: Say that grammar forms should be presented in context. The teacher should establish that the students understand the language point and then unpack it with the help of thinking questions to make the language point clear. The next question can focus on the principles of language use. Give your own example:

Mrs Kurbanova has been using the same textbook in her classes for almost ten years. She thinks it's time to try something new.

Does Mrs Kurbanova still use this textbook? How do you know?

What can you say about the use of present perfect continuous?

- Introduce the term 'language awareness'. Refer to the Glossary. Say that it is 'awareness of how English works' and that its key element is that learners 'discover language for themselves'. Suggest that teachers should look at the language beyond simple rules and notice its use in reality.

Follow up reading

Bolitho R. Language Awareness in the English Classroom. *English Teaching Professional*, 6 January 1998, 3-6.

TEACHING GRAMMAR 2**Activity 2, Handout 1**

Read the following text and answer the questions below.

A mother is talking to her son about travelling from Samarkand to Tashkent by train: 'Listen, Alex, when you go there by train... how long does it take? Four, five hours? And you don't get bored? What do you actually do on a train?' 'Well, I normally just read a book or a newspaper, so it's not really... that boring.'

- *How often do you think Alex travels to Samarkand? How do you know?*
- *Why is the present simple used in the last sentence and not some other tense form?*
- *What have you noticed about the use of the present simple?*

**TEACHING GRAMMAR 2****Activity 2, Handout 1**

Read the following text and answer the questions below.

A mother is talking to her son about travelling from Samarkand to Tashkent by train: 'Listen, Alex, when you go there by train... how long does it take? Four, five hours? And you don't get bored? What do you actually do on a train?' 'Well, I normally just read a book or a newspaper, so it's not really... that boring.'

- *How often do you think Alex travels to Samarkand? How do you know?*
- *Why is the present simple used in the last sentence and not some other tense form?*
- *What have you noticed about the use of the present simple?*

**TEACHING GRAMMAR 2****Activity 2, Handout 1**

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- *How often do you think Alex travels to Samarkand? How do you know?*
- *Why is the present simple used in the last sentence and not some other tense form?*
- *What have you noticed about the use of the present simple?*

TEACHING GRAMMAR 2**Activity 3, Handout 2**

✂

a) Jason Taylor, 33, an engineer, had faced a possible ten-year jail term and \$7,000 fine after being caught with 0.71g of the drug.

✂

b) An American living in Singapore who admitted cocaine possession has been jailed for 11 months.

✂

c) Taylor was in a taxi on December 6 when he was stopped by police.

✂

TEACHING GRAMMAR 2**Activity 3, Handout 2**

✂

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TEACHING GRAMMAR 2**Activity 3, Handout 2**

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✂

c) Taylor was in a taxi on December 6 when he was stopped by police.

✂

TEACHING GRAMMAR 2

Activity 3, Handout 3

Put all the verbs and verb forms in the text into a chronological order.

An American living in Singapore who admitted cocaine possession has been jailed for 11 months.

Jason Taylor, 33, an engineer, had faced a possible ten-year jail term and \$7,000 fine after being caught with 0.71g of the drug.

Taylor was in a taxi on December 6 when he was stopped by police.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



TEACHING GRAMMAR 2

Activity 4, Handout 4

Compare the three activities and answer the following questions:

Questions	Activity 1 Making up a sentence	Activity 2 Mini-stories	Activity 3 Jigsaw reading
1. What was the focus of this activity?			
2. Was there enough context? What was it?			
3. How authentic was the use of English in this activity?			
4. What did you have to understand in order to do the activity?			
5. Did this activity make you think about the use of English in a context? In what way?			
6. Did this activity address the relations between form and meaning? How?			

You may make notes on a separate sheet of paper.

Discuss your answers with your colleagues.

TEACHING LISTENING 1

Objectives:

- to raise participants' awareness of typical characteristics of authentic listening texts
- to allow participants to explore the advantages of and possible problems in using authentic listening texts in classrooms
- to expose participants to different types of listening activities
- to help participants explore important tips for developing listening skills

Warm-up (optional) Chinese Whispers

Time: 10 min

Materials: none

► Procedure:

- 😊😊😊 (8 min) Tell participants that they are going to play a well-known game "Chinese Whispers". Put participants in 2 groups and ask them to stand in two lines.
- Ask participants standing first in the line to come up to you. Read quietly or whisper (do not show the written version) a statement (it can be a proverb or saying), for example, **Make hay while the sun shines**. Ask them to go back and whisper this statement to the next participant. Each participant should pass the statement he or she has heard on to the next participant in a whisper. Note that the statement should only be whispered once each time.

Samples of statements for the trainer

1. Make hay while the sun shines.
2. Don't make a mountain out of a molehill.
3. It's no use crying over spilt milk.

- Ask the last participants in the lines to say the statement out loud in order to check whether they got the correct statement.

- 😊 (2 min) Ask participants the following questions:

- ~ *What was important in this game?*
- ~ *Was it difficult to listen to each other? Why/why not?*

Possible answers:

1. Listening carefully; memorising
2. It was difficult to listen to the statement as it was out of any context; it was whispered quickly.

- Finish the activity by saying that the session will be focused on teaching listening skills.

Activity 1 Listening situations in real life

Objective: to raise participants' awareness of real-life listening situations and their typical characteristics

Time: 25 min

Materials: board, markers, recordings 1 and 2, CD player, handouts 1 and 2

► Procedure:

- 😊😊 (2 min) Ask participants to brainstorm real-life situations where people listen to other people in their native language.
- 😊 (3 min) Collect ideas on the board.

Possible answers:

Radio news
Interviews
Instructions
Gossip/chatting
Telephone conversation
Story-telling

- 😊 (5 min) Distribute handout 1 📄 and ask participants to look at the pictures in the handout. Ask the following questions:
 - ~ *What kind of listening situations are presented in the pictures? (Who are the speakers? Where are they?)*
 - ~ *What are they talking about?*
- Accept any answers.

Possible answers:

Picture 1: two men talking in a café in Uzbekistan, probably they are friends, one might be a foreigner, another is a local young man, they might be talking about the weather, their jobs, films, books, etc.

Picture 2: receptionist and guest in a hotel, the guest wants to check in

- 😊 (5 min) Tell participants that they are going to listen to two different listening situations and be ready to answer the questions. Allow 30 seconds for participants to look at the questions.
- 📻 Play the tape.
- 😊 (5 min) Collect the answers.

Possible answers:

1. Listening text 2 - Picture 1; Listening text 1 - Picture 2;
2. Listening text 1 - conversation in a hotel between a receptionist and a guest; listening text 2 - conversation between two men about favourite books in a café;
3. Listening text 1 is specifically designed for classroom purposes because the speakers are using complete sentences, repeating slowly, etc. Listening text 2 is an authentic text because there is a background noise, there are fillers, hesitations

(erm, eh, etc.) or incomplete sentences.

- Remind participants about the session on Authenticity and say that real life listening material which is not specifically designed for use in the classroom can be called *authentic* listening material.
- 😊😊 (5 min) Put participants in pairs and distribute handout 2📄 (the tape scripts). Ask them to highlight clues that helped them to decide which of the texts is authentic and which is not.
- 😊 Summarise typical features of authentic texts on the board.

Possible answers:

incomplete sentences
 Fillers (*I mean, well, err, etc.*)
 Overlap of speakers
 Background noise, etc.

Activity 2 Using authentic and non-authentic listening texts

Objective: to help participants explore the advantages of and possible problems (or difficulties) in using authentic and non-authentic listening materials

Time: 20 min

Materials: board, markers

▶ Procedure:

- 😊 (2 min) Ask participants the following question:
 - ~ *Do you usually use authentic listening texts in your classrooms? Why/Why not?*
- 😊😊😊 (5 min) Put participants in groups of 4 and ask them to write possible advantages and disadvantages (or difficulties that their students might encounter) in using authentic and non-authentic listening materials in their classrooms.
- 😊 (4 min) Draw a chart on the board (see below for layout) and collect the answers.

Possible answers:

Authentic materials	Advantages	Problems
	exposure to authentic conversation informal spoken language exposure to different accents	usually long background noise might interfere unknown vocabulary fast speech
Non-authentic materials	language is clear language structures are repeated (e.g. can) vocabulary can be taken from the textbook good for revising vocabulary and grammar suitable for even elementary students	usually boring students might be deceived about the nature of the real life listening students who are always exposed to non-authentic listening texts might find it difficult to communicate in real life

- 😊 (7 min) Summarise the advantages and possible disadvantages of using authentic and non-authentic materials to develop listening skills. Ask the following questions:
 - ~ *Which of the recordings would you use in your classroom to develop your students' listening skills? Why?*
 - ~ *What can you do if the authentic recording is difficult for your learners?*

Possible answers:

1. Answers may vary.
2. to design easy tasks; give the tape script to the students, do pre-listening activities, etc

- (2 min) Introduce the term “semi-authentic” texts. Explain that semi-authentic texts are close to real life but with certain adaptations. Tell participants that nowadays most of the modern textbooks (like Headway, Inside Out or Reward) contain authentic and semi-authentic listening texts.
- Establish that although listening to authentic texts is more difficult, students should be exposed to real-life listening too as it helps to develop listening and communication skills.

Activity 3 Story-telling (optional)

Objective: to expose participants to listening to stories and making predictions

Time: 15 min

Materials: handout 3

▶ Procedure:

- 😊 (2 min) Ask the following question:
 - ~ *What or whom do you usually listen to?*

Possible answer: Radio, TV, tape-recorder, people etc

- Tell participants that authentic listening does not only mean listening to tapes, TV, radio but also people. Explain that story-telling can also be used to develop students' listening skills where students listen to the teacher.
- 😊 (2 min) Show handout 3 📄 (picture of a monk) and elicit the word “monk”. Tell participants that the title of the story is “The secret of monks” and ask the following question:
 - ~ *What do you think this story might be about?*
- Accept any answers. Ask them to listen to the story very carefully and to answer your questions.
- 😊 (8 min) Tell the story to participants making necessary pauses and asking the questions in the boxes. Accept any answers. Do not make any comments.

The secret of monks

Once upon a time I met one of my friends. We used to study together.

Where do you think they studied together? At school? University?

We used to study together at the University and I haven't seen him since we graduated. I asked him what he was doing, where he was working.

Where do you think he (friend) worked? What was his profession?

It turned out that he became a monk. Suddenly a strange and very loud noise came from the church behind us. Then I ...

What did he (the author) do?

Then I asked him what this noise was. My friend just smiled and said that ...

What did he (the friend) say?

He said "Sorry, I can't tell you, because you are not a monk". After that I

What did he (the author) do then?

After that I became a monk and found out the secret.

What do you think the secret was?

Do you want to know the secret?

Sorry, I can't tell you, because you are not monks.

-  (3 min) Ask participants the following questions:

- ~ *Who did you have to listen to during the activity?*
- ~ *Is story-telling close to real-life communication? Do you listen to stories told by others quite often?*
- ~ *Do you tell stories to your students? Why/Why not?*

- Establish that in real life listening and speaking usually come together. In order to develop listening skills students should be exposed to listening not only to tapes but to their teacher and their peers as well.


Activity 4 Dos and don'ts of developing listening skills

Objectives: to allow participants to reflect on the session; to raise participants' awareness of the main principles of developing listening skills


Time: 15 min

Materials: handout 4 per group, handout 5 per participant

► Procedure:

- ☺☺☺ (6 min) Put participants into 4 groups and distribute handout 4  cut into strips. Ask participants to reflect on this session and their own learning and teaching experience and decide what a teacher should do or not do to develop students' listening skills. Ask the first two groups to sort out the statements which they would recommend a teacher should do (*dos*) and the other groups to sort out the statements which they would not recommend to a teacher (*don'ts*). Ask them to be ready to justify their choices. Ask groups to add at least 2 more tips (*dos* or *don'ts*).
- ☺ (4 min) Ask groups to mingle and have a look at other groups' work. Discuss the statements in the whole group if necessary.

Possible answers:	
Dos and don'ts of developing listening skills	
Dos	Don'ts
Encourage students to listen to authentic texts (radio, TV, etc.) more often.	Play the tape without assigning tasks.
Use visual aids to support listening comprehension.	Tell your students they have to understand every word they hear.
Set clear objectives for listening.	Distribute the tape script before listening.
As a general principle, try to play the recording once for overall comprehension. Then play the recording again for students to listen for specific details.	Set difficult tasks if the listening text is difficult.
Use pre-listening tasks to prepare students for listening, to introduce new vocabulary etc.	
Encourage your students to listen to different accents of English.	Play recordings which are more than 10 min in length.
Prepare simple tasks if the listening text is difficult.	Play the recording without pre-teaching the essential vocabulary.
Make sure that students know why they're listening.	Use authentic listening texts only with advanced students.
Maximize the use of material that is relevant to students' real life.	
Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise level, and genre.	
Brainstorm students' ideas on the topic they are going to listen to. This will help them to focus on the listening text.	

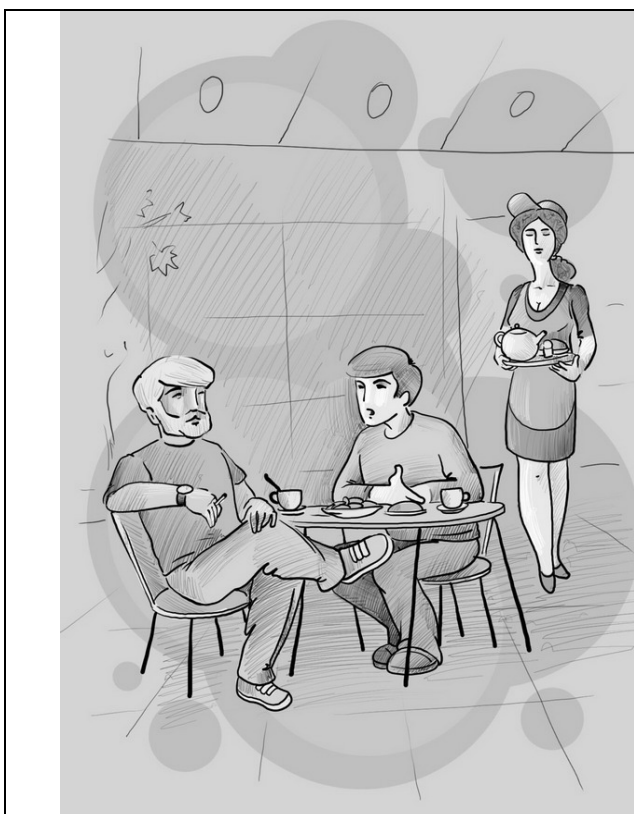
- ☺ (5 min) Invite random responses for each statement in the whole group; discuss similarities and differences in their decisions and ask participants to provide examples from their own experience if applicable. Ask groups to share the additional tips which they have written. Distribute handout 5  for their reference.

Summary

- Establish the following:
 - ~ the use of authentic listening materials is important in developing students' listening and communication skills;
 - ~ semi-authentic materials can be handy when learners are not prepared to work with authentic materials;
 - ~ not only recordings but also the teacher herself can serve as a source of listening and be used to develop listening skills;
 - ~ while planning a listening activity for learners a teacher should keep certain principles in mind.

TEACHING LISTENING**Activity 1, Handout 1, Pictures**

A. Look at the pictures and say where the scene is set and who the people are.

Picture 1**Picture 2**

B. Answer the following questions after listening to the recording:

- ~ Which of the pictures illustrates listening text 1 and 2?
- ~ What kind of listening situations are presented in the recordings? Were your guesses right?
- ~ Which of the recordings do you think is taken from real life and which of them has been specifically recorded for classroom purposes? Give reasons for your answer.

TEACHING LISTENING**Activity 1, Handout 2, Tape scripts****Listening text 1**

Length: 1:10 min

Speakers: Receptionist and a guest

In a hotel (at the reception desk)

Guest: Good morning. Can I have two single rooms with a shower, please?

Receptionist: We are rather full up, but I'll see. How long do you intend to stay?

Guest: I expect we'll be here for a week or so.

Receptionist: You can have a double room with a shower on the second floor.

Guest: How much is it?

Receptionist: It's sixty pounds a night, including breakfast.

Guest: All right, I'll take it. Can I pay by credit card?

Receptionist: Yes, you can. Will you fill in the form, please?

Guest: Surname, Christian name, nationality, permanent address, place and date of birth, signature. Is that all right?

Receptionist: Yes, that's all, thank you. Here is your key.

Guest: Can you wake me up at 6 a.m.?

Receptionist: Yes, I can.

Guest: Thank you.

Listening text 2:

Length: 2.40

Speakers: Alex and Rod

In a café (talking about favourite books)

Tapescript symbols:

[...] means that the speakers overlap each other

.. pause

Rod: Hi Alex, good to see you again.

Alex: Good to see you as well.

Rod: Er you know, we were talking last time about er about reading you know, I was wondering what kind of books you read?

Alex: Well these days I don't read much fiction, but I think it is mostly like military things military literature, documentaries different sorts.

Rod: Really! Military literature? What kind of military literature?

Alex: For some reasons I've got a fixation on the Japanese army, maybe it is a bit weird but that's...

Rod: Wow wow the Japanese army erm so do you find a lot of books in English on that topic?

Alex: Well not so much, the only books in English I've got I think I've got my collection of Iris Murdoch.

Rod: Ah, Iris Murdoch. That's not exactly the Japanese army.

Alex: No no, but that's the only thing of fiction which I am reading ... from time to time at least.

Rod: And Iris Murdoch... a particular liking for her, why?

Alex: I don't know really ... maybe it is one of the first books in English that I've read and it made sense to me.

Rod: Aha...

Alex: so what about you you've never told me anything about what you actually like reading.

Rod: Well, I've got two levels of reading, erm, when I have time I like to read something big, heavy I mean.

Alex: [like what?]

Rod: [like a piece of Russian] literature for example

Alex: [ah like Dostoyevsky Tolstoy?]

Rod: yeh Dostoyevsky Tolstoy the usual stuff yeh, but I need some free time to do that, you know, er, in my limited spare time when I am working I like nothing better than a detective novel.

Alex: I see.. like what for example?

Rod: Well I'm really into Ian Rankin at the moment. He's a Scottish writer.

Alex: Ah the book you gave me.

Rod: Yes, did you like it by the way?

Alex: I think I did actually, yes the characters are painted well and there is lot of drama and twists of the plot and I think it's...

Rod: And it wasn't too Scottish for you or too er...

Alex: Oh no no it's not er Irvine Welsh sort of style. Is he Scottish by the way?

Rod: [no no no]

Ian Rankin is a Scot yeh born and raised in Fife which is in the ... just above Edinburgh. It's on the east coast but his detective works in Edinburgh.

Alex: All right that's why his main character is a Scot.

Rod: His main character is a Scot yeh his detective hero Rebus, he's a Scot yeh.

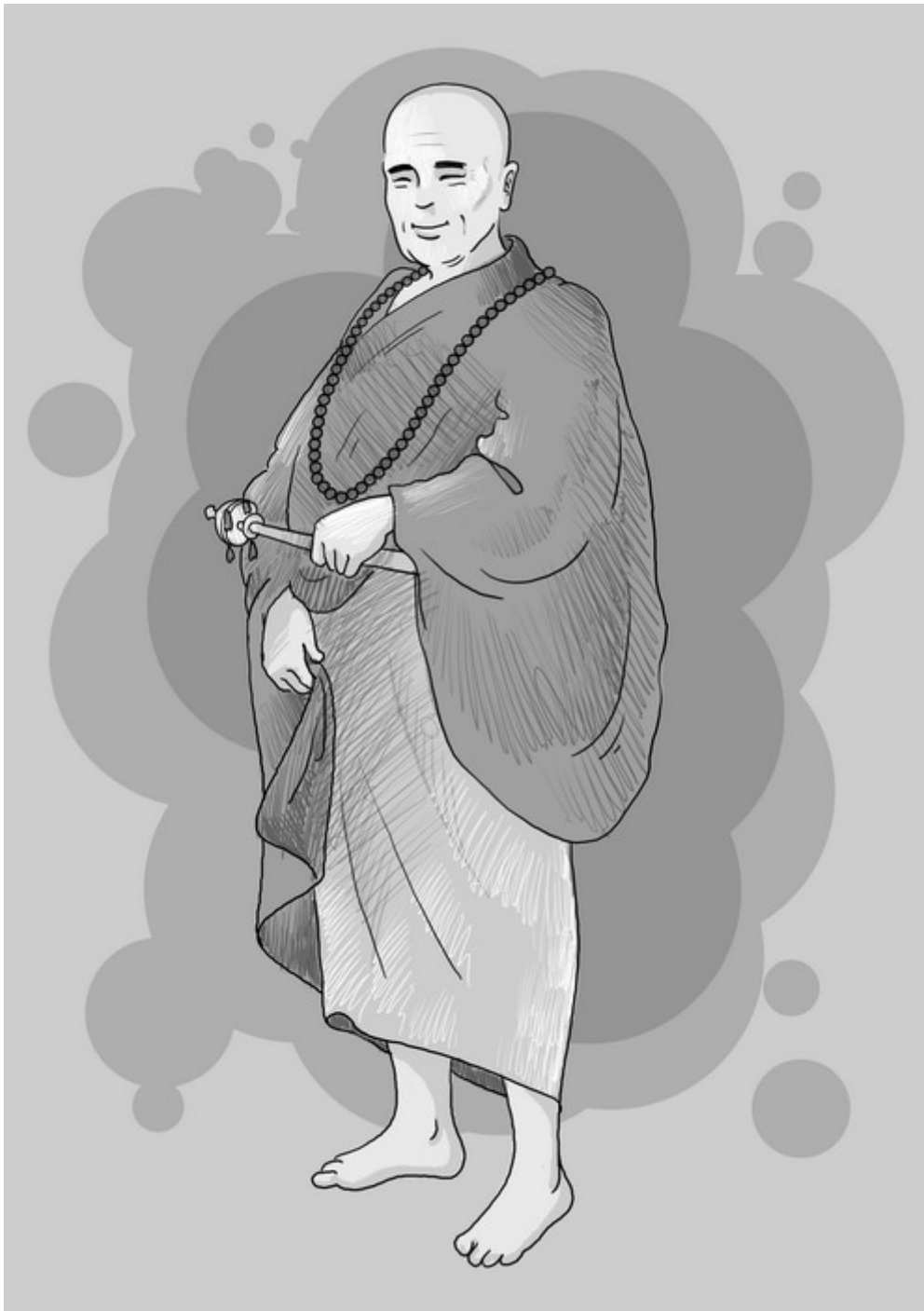
Alex: No I really liked it and it doesn't seem too light-weight, it is well written... no, that's cool.

Rod: Ok, well we must continue some time but in the meantime I am getting thirsty. How about a drink.

Alex: That sounds really really nice.

Rod: ok

TEACHING LISTENING
Activity 3, Handout 3, Picture of a monk



TEACHING LISTENING**Activity 4, Handout 4, *Dos and Don'ts* of developing listening skills**

ENCOURAGE STUDENTS TO LISTEN TO AUTHENTIC TEXTS (RADIO or TV) MORE OFTEN.



USE VISUAL AIDS TO SUPPORT LISTENING COMPREHENSION.



SET CLEAR OBJECTIVES FOR LISTENING.



PLAY THE RECORDING WITHOUT PRE-TEACHING THE ESSENTIAL VOCABULARY.



PLAY THE TAPE WITHOUT ASSIGNING TASKS.



AS A GENERAL PRINCIPLE, TRY TO PLAY THE RECORDING ONCE FOR OVERALL COMPREHENSION. THEN PLAY THE RECORDING AGAIN FOR STUDENTS TO LISTEN FOR SPECIFIC DETAILS.



ENCOURAGE YOUR STUDENTS TO LISTEN TO DIFFERENT ACCENTS OF ENGLISH.



TELL YOUR STUDENTS THEY HAVE TO UNDERSTAND EVERY WORD THEY HEAR.



DISTRIBUTE THE TAPE SCRIPT BEFORE LISTENING.



PREPARE SIMPLE TASKS IF THE LISTENING TEXT IS DIFFICULT.



SET DIFFICULT TASKS IF THE LISTENING TEXT IS DIFFICULT.



MAKE SURE THAT STUDENTS KNOW WHY THEY'RE LISTENING.



MAXIMIZE THE USE OF MATERIAL THAT IS RELEVANT TO STUDENTS' REAL LIFE.



VARY THE MATERIALS IN TERMS OF SPEAKERS' GENDER, AGE, DIALECT, ACCENT, TOPIC, SPEED, NOISE LEVEL, GENRE.



PLAY RECORDINGS WHICH ARE MORE THAN 10 MIN IN LENGTH.



BRAINSTORM STUDENTS' IDEAS ON THE TOPIC THEY ARE GOING TO LISTEN TO. THIS WILL HELP THEM TO FOCUS ON THE LISTENING TEXT.



USE AUTHENTIC LISTENING TEXTS ONLY WITH ADVANCED STUDENTS.



USE PRE-LISTENING TASKS TO PREPARE STUDENTS FOR LISTENING, TO INTRODUCE NEW VOCABULARY ETC.



TEACHING LISTENING**Activity 4, Handout 5, *Dos* and *Don'ts* of developing listening skills**

DOS AND DON'TS OF DEVELOPING LISTENING SKILLS	
DOS	DON'TS
Encourage students to listen to authentic texts (radio, TV, etc.) more often.	Play the tape without assigning tasks.
Use visual aids to support listening comprehension.	Tell your students they have to understand every word they hear.
Set clear objectives for listening.	Distribute the tape script before listening.
As a general principle, try to play the recording once for overall comprehension. Then play the recording again for students to listen for specific details.	Set difficult tasks if the listening text is difficult.
Encourage your students to listen to different accents of English.	Play recordings which are more than 10 min in length.
Prepare simple tasks if the listening text is difficult.	Play recording without pre-teaching the essential vocabulary.
Make sure that students know why they're listening.	Use authentic listening texts only with advanced students.
Maximize the use of material that is relevant to students' real life.	
Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise level, and genre.	
Brainstorm students' ideas on the topic they are going to listen to. This will help them to focus on the listening text.	
Use pre-listening tasks to prepare students for listening, to introduce new vocabulary etc.	

DESIGNING LISTENING TASKS

Objectives:

- to give participants an opportunity to evaluate listening tasks
- to help participants to explore steps in designing listening materials
- to give participants an opportunity to design listening tasks

Activity 1 Evaluation of listening activities

Objective: to give participants an opportunity to evaluate listening activities

Time: 20 min

Materials: handouts 1 and 2

► Procedure:

- 😊😊😊 (6 min) Put participants in groups of 4 and distribute handout 1📄 and 2📄. Ask groups to compare two sets of listening activities based on the recordings from the previous session (Teaching listening) in handout 1 and complete the table in handout 2.
- 😊 (6 min) Ask groups to share the differences they can see between the first and the second set of listening tasks.

Possible answers:	
Set 1	Set 2
1. Closed (yes/no) questions, short-answer questions, translation, learning a dialogue, retelling	Closed (yes/no) questions, open questions, multiple choice items, true/false, speaking
2. None as one does not need to listen to the recording in order to do the given exercises	Listening for gist /the main idea, listening for specific details
3. Pronunciation (ex.1), grammar (ex.1) vocabulary (ex.2), reading, speaking	Speaking, reading
4. No	Yes
5. Answers may vary	Answers may vary

- 😊 (2 min) Collect the answers and establish that tasks in Set 1 seem to focus more on vocabulary and grammar while Set 2 tasks focus on developing listening skills.
- 😊😊😊 (2 min) Ask groups to arrange the tasks in set 2 in the order they would use them when teaching their students.
- 😊 (2 min) Ask groups to share their answers and ask the following question:

~ *Why would you teach the tasks in this order?*

Suggested answer:
 1. Pre-listening – 2
 2. While- listening – 1, 4
 3. Post-listening – 3

- (2 min) Establish that pre-listening tasks help students to predict the content of the recording and thus make it easier to understand it. While-listening activities should focus on listening for the main idea/gist and listening for specific details. At this stage students should be asked to do such non-verbal tasks as multiple-choice exercises, matching, or ticking options as they require less time and no actual writing. Post-listening activities

can be used to consolidate the material, to develop other skills such as speaking or writing.

Activity 2 Process of designing listening activities

Objective: to help participants to explore the process of designing listening activities

Time: 25 min

Materials: post-it-notes, handout 3

► Procedure:

- 😊😊😊 (10 min) Put participants in groups of 4 and distribute 8-10 post-it slips to each group. Ask groups to write down the steps which they will take in order to design a listening activity. Ask groups to write each step on a separate slip.
- 😊 (8 min) Ask groups to organise the post-it slips on the board in chronological order: what they would do first, second, next, etc. Ask groups to present the steps they have designed.
- 😊 (7 min) Distribute handout 3 📄 which summarises the steps in designing listening materials. Ask participants to look at the steps on the handout and discuss similarities and differences between the steps in the handout and those designed by the groups.

Activity 3 Designing listening activities

Objective: to give participants an opportunity to design listening activities

Time: 35 min

Materials: CD player, CD recording, handout 4

► Procedure:

- 😊😊😊 (20 min) Put participants in groups of 5 and tell them that they will have to design a listening activity suitable for their students based on the recording. Distribute either handout 4 📄 (suitable for pre-intermediate and intermediate levels) or handout 5 📄 (suitable for intermediate and above levels). Play the recording 🎧. Ask groups to design a listening activity (**this should be placed into the Portfolio, entry 3**) based on the recording.
- (Optional) Tell participants that they can record themselves or their peers to produce their own listening material.
- 😊 (10 min) Ask groups to present or teach their activities to their peers.
- 😊 (5 min) Time for brief peer feedback to each group.

Summary

- Students should always be prepared before listening (predicting the content, discussions).
- While designing a listening task it is important to consider your objectives: developing listening skills (listening for the gist, for specific information, etc).
- After listening students can be assigned other tasks develop other skills.

DESIGNING LISTENING TASKS
Activity 1, Handout 1, Sets of tasks

SET 1

1. Listen to Text 1, repeat the following patterns and learn them by heart:

Can I have two single rooms with a shower, please?

You can have a double room with a shower on the second floor.

Can I pay by credit card? - Yes, you can.

Can you wake me up at 6 a.m.? - Yes, I can.

2. Translate the words and word combinations into your native language and use them in sentences of your own.

single room with a shower, double room, to be full up, surname, nationality, permanent address, place and date of birth, signature

3. Read the tapescript of the recording and learn the dialogue by heart. Rehearse the dialogue with your partner.

SET 2

1. Circle the two correct answers.

What kind of books did Alex mention?

- a. Love stories
- b. Detective stories
- c. Military literature
- d. Historical novels

2. Answer the following questions:

- ~ Do you like reading?
- ~ What kind of books do you read?
- ~ What is your favourite book?
- ~ Who is your favourite author?

3. Tell your partner about the book you've read recently.

4. Decide whether the following statements are true (T) or false (F) according to the recording.

Statements	True/False
Alex likes reading books about war.	
Alex says he can get many military books in English.	
Alex has got several books on the Japanese army.	
Alex likes books by Iris Murdoch because they were the first books in English which he understood.	
Rod likes to read only Russian literature.	
Rod doesn't like to read detective stories.	
Alex hasn't read the novels by Rankin.	
Ian Rankin is a Welsh writer.	

DESIGNING LISTENING TASKS**Activity 1, Handout 2, Evaluation of listening activities**

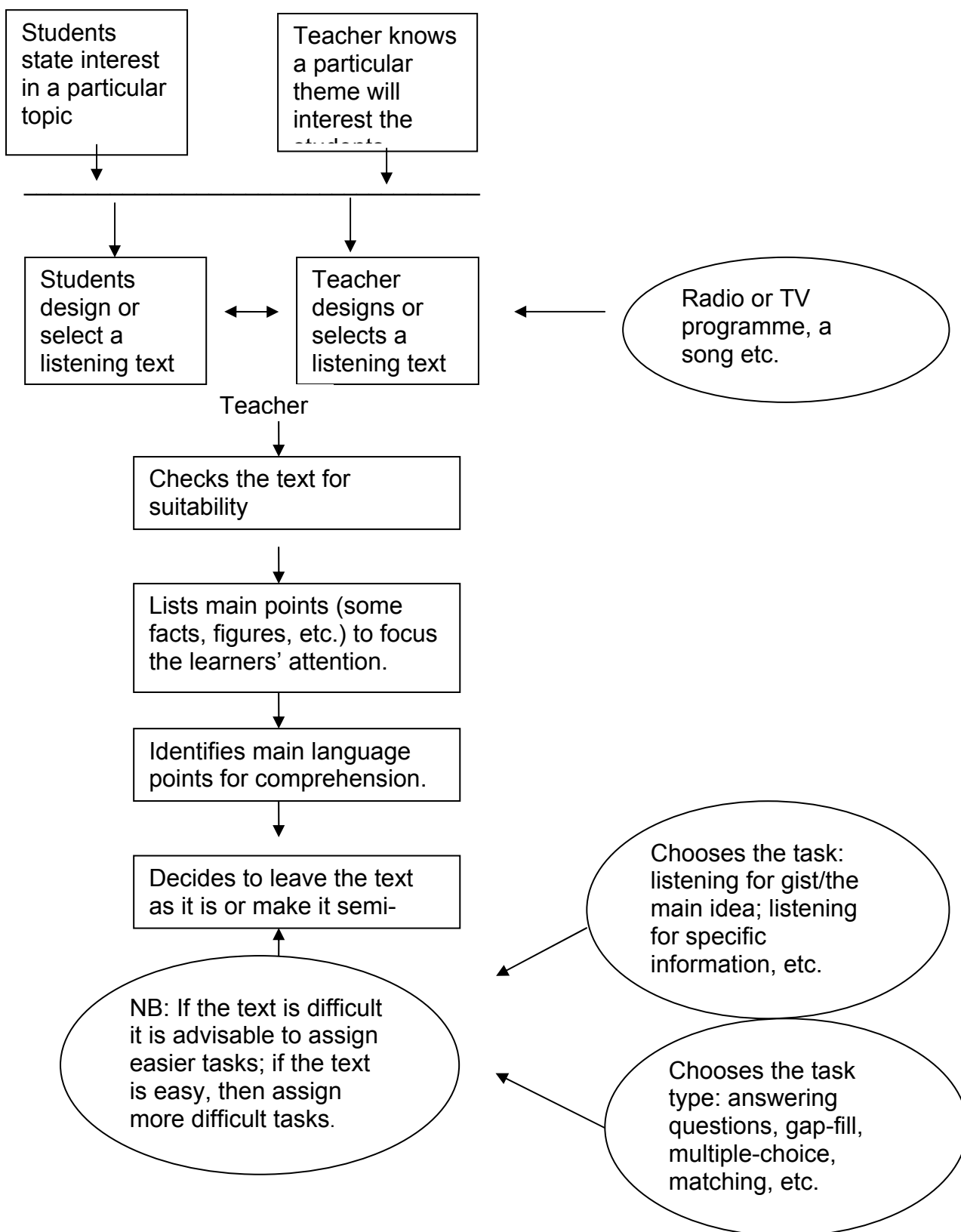
	QUESTIONS	SET 1	SET 2
1	What types of tasks do the sets offer (open/closed questions, true/false, multiple-choice, etc)?		
2	What kind of listening skills do the tasks focus on (e.g. listening for the gist/main idea, listening for specific information, etc)?		
4	What other skills are the tasks intended to develop (vocabulary, grammar, speaking etc)?		
5	Are there pre-, while-, post-listening tasks?		
6	Would you like to use these activities with your students? Why/Why not? What would you like to change?		

**DESIGNING LISTENING TASKS****Activity 1, Handout 2, Evaluation of listening activities**

	QUESTIONS	SET 1	SET 2
1	What types of tasks do the sets offer (open/closed questions, true/false, multiple-choice, etc)?		
2	What kind of listening skills do the tasks focus on (e.g. listening for the gist/ main idea, listening for specific information, etc)?		
4	What other skills are the tasks intended to develop (vocabulary, grammar, speaking etc)?		
5	Are there pre-, while-, post-listening tasks?		
6	Would you like to use these activities with your students? Why/Why not? What would you like to change?		

DESIGNING LISTENING TASKS

Activity 2, Handout 3, A possible sequence for designing listening tasks



DESIGNING LISTENING TASKS**Activity 3, Handout 4, Tape script (Rita and Nodira)**

Duration: 2:00

N: So Rita what is home for you?

R: Well Nodira what is home for me? er I am from Yorkshire and when I am not travelling around the world doing my job I live in Yorkshire. Recently I moved into a new home - it is a farm or used to be a farm and I've even got ... buildings where cows used to live er it's in the middle of nowhere.... it is in a hamlet, it is smaller than a village and there are only 30 people who live there erh so it is quite small. The hamlet really doesn't have anything but houses ... it's got a phone box and a letterbox and that is all. A bus comes twice a day but that's it. So as I said it's in the middle of nowhere but it's wonderful. It's quiet and I am surrounded by moors where there are lots of birds like pheasants and grouse and millions of bunny rabbits, so it is very peaceful... very few cars... only er each family has a car and I find it very nice. It is quite in contrast to my job because my job takes me all over the world. It takes me to places like Tashkent - I come here about 4 times a year - and it takes me to other places in Europe, in Asia, in Africa and even in South America. So for six months of the year my home is a hotel room and the hotels vary from country to country. In some they're quite luxurious and in others they're quite simple. It depends on the country.

DESIGNING LISTENING TASKS**Activity 3, Handout 5, Tape script (Jeremy and Nodira)**

Duration: 3:14min

N: So Jeremy could you please tell me what is home for you?

J: Home is a very simple word which is full of meaning, but I think it has similar meaning across lots of cultures. But at the moment home for me is where I live in Tashkent with my family including my cats but where I come from is also in a sense my home and where I come from is a very small part of Britain called Cornwall, which is a county in the southwest that sticks out to the sea, so it is almost like an island where you are you never far from the sea. My mother, my grandparents and my great grandparents were all born in Cornwall and I also come from there and I was brought up there in the same village that my mother was brought up in and now I have a small house - a little stone cottage which used to belong to a fisherman. Cornwall is a beautiful place - of course I am biased because I am Cornish - but it is very beautiful. As I said it is surrounded by the sea and the sea is the purest of blue-green colours, very clear, full of life, for instance you can find any kind of fish and shellfish and anemones and seaweed and when I was a child I remember going down to the beach and waiting for the tide to go out and looking in the rock pools and examining the shrimps and the clams, and the sea animals and the seaweed like I said. But Cornwall is also a place of beautiful gardens because it is in the southwest it is warmer than the rest of Britain. The sea surrounding the Cornwall is warmer - it comes from Mexico - and there are some areas that are very sheltered, so you have beautiful gardens with plants and trees that are almost semi-tropical so it has very varied fauna and landscape. It is also a place of full of history and mystery. It is known as a Celtic part of Britain like Scotland, Wales and Ireland. And there are lots of old legends and myths about Cornwall. And somehow the people who've lived there embody in themselves these myths.... er the Cornish have travelled a lot... they are famous for mining and almost anywhere you go in the world where there are mines you will find Cornish people, but everybody who leaves Cornwall ... they always leave their heart behind.


INTEGRATED SKILLS

Objectives:

- to give participants an opportunity to experience an integrated skills lesson as learners
- to help participants explore the characteristics of an integrated skills lesson
- to raise awareness of the advantages of and possible problems in using songs

Lead-in (5 min)

Preparation: Flipchart with questions prepared in advance.

-  Write the following questions on the board or flipchart and ask participants to think about them. After some time invite random answers.
 - ~ *In the course you teach do you allocate separate lessons to teaching grammar, speaking (conversation), reading, etc.?*
 - ~ *If you teach Home Reading, how do you teach it?*
 - ~ *What can we call a lesson in which more than one skill plus grammar and/or vocabulary are taught?*

Possible answers:

- ~ Answers will vary, but probably most people will say that they teach these aspects in separate lessons.
- ~ In Home Reading lessons people usually read a novel/story, discuss the events and the characters in it, do vocabulary exercises, write short essays and book reviews, etc., which means that they employ several skills plus work on vocabulary and sometimes grammar.
- ~ An integrated skills lesson.

- Summarise the discussion by saying that though teachers may not always realize this they very seldom teach one skill only; they usually deal with several skills in one lesson, i.e. integrate them. Emphasise that in real life we also communicate employing all the skills.

Activity 1 A sample lesson

Objective: to expose participants to an integrated skills lesson based on the song 'White Cliffs of Dover'

Time: 45 min

Materials: handouts 1, 2 and 3, tape, cassette player

Preparation: Write up two lists of words on the board before the lesson starts

► Procedure:

- Tell participants that they are students who are going to have an integrated skills lesson.
- Tell students that they are going to listen to a song and before listening they are going to work with some words from the song.

- ☺ (5 min) **Vocabulary** – Draw students' attention to the two columns of words on the board and do a 'Matching Opposites' exercise with the whole group. Tell students that not all words but **most** of them are from the song they are going to listen to.

1 over	a wake up
2 yesterday	b mountain
3 white	c love
4 hatred	d tomorrow
5 laughter	e black
6 go to sleep	f war
7 valley	g below
8 peace	h tears

Key: 1g 2d 3e 4c 5h 6a 7b 8f

- ☺ (5 min) **Speaking** – Ask students to predict what the song is about, bearing in mind that most of the words from the matching exercise are from the song. This can be done individually or in pairs. Invite several random responses.
- ☺ (5 min) **Listening** – Distribute handout 1 📄. Tell students that they should listen to the song and fill in the gaps – one word in each gap. 🎧 Play the song once (or twice if necessary). After they have finished, ask them to compare their texts in pairs, then distribute handout 2 📄 and let them check their texts. Ask them to tell you whether their predictions were right.
- 😊😊😊 (5 min) Make groups of four. Ask students to summarise the overall idea of the song in one sentence. Invite representatives from the groups to write their sentences on the board or write them yourself. Ask the whole group to choose the sentence which best summarises the song. You can ask participants to vote for the sentence they like best of all by clapping their hands.
- 😊😊😊 (5 min) **Speaking** – Play the tape again. Ask students to discuss the following questions and to be ready to report to the whole group:
 - ~ *What scenes can people visualise while listening to the song?*
 - ~ *What does the person in the song feel?*
 - ~ *What did you feel while you were listening to the song?*
- Walk around, listen in, make sure they are discussing all the three points. After they have finished, a representative from each group should report back on the discussion.
- 😊😊 (10 min) **Reading** – Divide participants into two groups. Distribute handout 3a 📄 to one group and handout 3b 📄 to the other. Tell participants that they will have to read their paragraphs carefully as later they will tell their partners the facts from them. Give participants some time to read their paragraphs. Make pairs – A and B in each pair. They tell each other what they have read.
- After participants have finished, ask them to say what information they got from each other.
- ☺ (10 min) **Writing and listening** – Ask students to write three or four sentences about their hopes for tomorrow. They can use the heading "Tomorrow..." or any other, which

they can choose themselves. They work individually and then read their paragraphs to their partners in pairs. Invite 3-4 volunteers to read their paragraphs aloud.

Activity 2 Discussing the sample lesson

Objectives: to show the advantages of integrating skills in a lesson
to help teachers think of advantages of and possible problems in using songs

Time: 30 min

Materials: Handout 4

► Procedure:

- 😊😊😊 (10 min) Tell participants they are no longer learners but again teachers. In the same groups of four ask them to remember the steps in the pre-, while- and post-listening stages of the lesson.

Suggested answers:

Pre-listening

- ~ vocabulary activity 'Matching Opposites'
- ~ speaking activity
- ~ brainstorm the topic

While-listening

- ~ listen and fill in the gaps
- ~ read and compare with the partner, then check against the text on the handout
- ~ summarising the song in one sentence
- ~ discussion (3 questions)
- ~ jigsaw reading

Post-listening

- ~ writing activity 'Tomorrow...'
- ~ listening to each other's stories

- 😊😊😊 (15 min) Ask participants to discuss the questions in handout 4 📄 (the reverse side of handout 2)
- 😊 (5 min) Hold a plenary to discuss the answers to the questions.

Suggested answers:

1. Pre-intermediate. The language of the song is not complicated, but the speaking and writing tasks in this very lesson are quite demanding. However, the teacher can think of something simpler if the group is at a lower level.
2. One of the principles of vocabulary teaching and learning is that vocabulary should be contextualised in some way, preferably at the level of a text or paragraph. In this lesson vocabulary was taught within the context of listening and reading.

3. Some advantages are:
 - ~ Learners are exposed to cultural issues.
 - ~ Very good for auditory and musical learners.
 - ~ May be an entertaining way to learn.
 - ~ The language is presented in chunks.
4. Some problems are:
 - ~ Materials may be more complex or just unusual and therefore more challenging than materials in a textbook.
 - ~ The topic and/or language of songs may be not culturally appropriate for students.
 - ~ Words in songs may be difficult to make out.
5. The steps in the lesson recycle the same material, but because different skills are practised, the lesson is less monotonous.
6. Answers will vary. Encourage participants to give reasons for their choice as this will help them to think of the criteria for a good classroom song.

Summary

Say that in this session

- participants have experienced an integrated skills lesson as learners and analysed it as teachers;
- they have also explored the advantages of and possible problems in using songs.

Say that

- in real life communication takes place through all the channels: Listening, Reading, Speaking and Writing. Integrating skills in one lesson makes it more interesting and communicative/meaningful;
- such lessons could be prepared with the help of participants' students who can provide good songs and/or some other material which lends itself to integrated skills lessons.

INTEGRATED SKILLS

Activity 1, Handout 1, The lyrics of the song (gapped)

There'll be _____ over

The _____ of Dover

Just you _____ and _____ .

There'll be love and _____

And _____ ever after

_____ when the _____ is free.

The shepherd will tend _____ ,

The _____ will bloom again,

And Jimmy will _____

In his own _____ again.

✂

INTEGRATED SKILLS

Activity 1, Handout 2, The lyrics of the song

There'll be blue birds over

The white cliffs of Dover

Tomorrow,

Just you wait and see .

There'll be love and laughter

And peace ever after

Tomorrow, when the world is free.

The shepherd will tend his sheep,

The valley will bloom again,

And Jimmy will go to sleep

In his own little room again.

INTEGRATED SKILLS**Activity 1, Handout 3, Text A**

White Cliffs of Dover



-A-

The White Cliffs of Dover are world-famous and have been of great historical importance for generations. They were formed in the Mesozoic Era about 65-80 million years ago, when dinosaurs walked the earth. In the sea lived billions of microscopic animals and plants, called plankton, with shells made of lime. When they died, their shells fell to the sea bed. The shells accumulated, very slowly, at a rate of around 0.015mm a year, which built up to a depth of 15 metre in one million years.

The White Cliffs are a symbol of the nation's strength against enemies and an encouraging sight to returning travellers. They have been immortalised in song, in literature and in art.

INTEGRATED SKILLS**Activity 1, Handout 3, Text B**

White Cliffs of Dover

**-B-**

'(There'll Be Blue Birds Over) The White Cliffs of Dover' is one of the most famous of all the World War II era pop classics. It became a sensational hit in 1942 when the British people fought against Nazi Germany. Pilots flying to Germany from the airfields in south England would know that they had made it home safely when they saw the white cliffs of Dover, so this sight had a special significance at that time.

Originally the song was released in the U.S. by bandleader Kay Kyser. The most well known version of the song is probably the one recorded by **Vera Lynn** in 1942. Vera Lynn was one of Britain's leading performers during the war and kept up the spirits of the public when times were difficult.

INTEGRATED SKILLS**Activity 2, Handout 4, Questions (the reverse side of Handout 2)**

1. What level (beginners, pre-intermediate, intermediate, advanced) is this lesson most suited for? Why?
2. Why was vocabulary taught as well as the four skills?
3. What are the advantages of using songs for an integrated skills lesson?
4. What kind of problems connected with using songs might teachers face?
5. Why is it useful to use the same material to practise different language skills and vocabulary?
6. Suggest an English song that you think is suitable for an integrated skills lesson and say why you think it is suitable.

(Based on Tanner and Green. Tasks for Teacher Education)

**INTEGRATED SKILLS****Activity 2, Handout 4, Questions (the reverse side of Handout 2)**

7. What level (beginners, pre-intermediate, intermediate, advanced) is this lesson most suited for? Why?
8. Why was vocabulary taught as well as the four skills?
9. What are the advantages of using songs for an integrated skills lesson?
10. What kind of problems connected with using songs might teachers face?
11. Why is it useful to use the same material to practise different language skills and vocabulary?
12. Suggest an English song that you think is suitable for an integrated skills lesson and say why you think it is suitable.

(Based on Tanner and Green. Tasks for Teacher Education)

**INTEGRATED SKILLS****Activity 2, Handout 4, Questions (the reverse side of Handout 2)**

13. What level (beginners, pre-intermediate, intermediate, advanced) is this lesson most suited for? Why?
14. Why was vocabulary taught as well as the four skills?
15. What are the advantages of using songs for an integrated skills lesson?
16. What kind of problems connected with using songs might teachers face?
17. Why is it useful to use the same material to practise different language skills and vocabulary?
18. Suggest an English song that you think is suitable for an integrated skills lesson and say why you think it is suitable.

(Based on Tanner and Green. Tasks for Teacher Education)



OBSERVATION FOR DEVELOPMENTAL PURPOSES

Objectives:

- to help participants explore the nature of observation in teaching
- to help participants explore the benefits of observation process



Activity 1 The nature of observation

Objective: to explore participants' personal experience of observation


Time: 10 min

Materials: handout 1, markers, board/flipchart

► Procedure:


-  (3 min) Show a picture (handout 1 ) of a hairdresser and an apprentice who is observing her attentively and ask participants:

~ *Why do you think the apprentice is observing the hairdresser?*

-  (5 min) Accept the answers and ask the whole group more questions (not necessarily all of them):

- ~ *How did you learn to iron shirts/sew?*
- ~ *How did you learn to fix a broken chair?*
- ~ *How did you learn to cook/bake?*
- ~ *How did you learn to change a light-bulb?*

For most of the questions the answer may be “by observing”. If possible try to lead the group to this answer.

-  (2 min) Establish that observation has its place and role in many spheres of human life. It can serve many different purposes. Refer to participants' personal examples and say that when observation takes place, the one who observes is getting information for further consideration/usage. Emphasise the fact that observation, apart from many other purposes, is a tool for learning and development as was seen from the examples.

Activity 2 Observation in teaching

Objectives: to review the types of observation which are appropriate in educational contexts; to explore participants' personal experience of observation in teaching

Time: 40 min

Materials: markers, board/flipchart

► Procedure:

- 😊 (7 min) Invite participants to sit in a circle and start a discussion asking the following questions:
 - ~ *Have you ever observed anyone or been observed by anyone?*
 - ~ *How does it feel to observe and to be observed?*
- 😊😊 (7 min) Ask participants to form groups of 3 and to find out if there is a peer observation scheme/system in their universities/institutes and, if so, how it works. Monitor and listen in.
- 😊 (6 min) Summarise the discussion by saying that teachers in our institutions usually have to observe each other on a regular basis. Put the word 'observation' on the board and ask participants to brainstorm the purposes of observation they have been involved in. Summarise ideas on the board.

Suggested answers:

- ~ Demonstration lesson – a teacher shares a particularly successful lesson or activity.
- ~ Novice teachers learn from their mentors.
- ~ Quality control (performance evaluation) – administration or more experienced teachers check the content and quality of teaching
- ~ Research – a researcher needs some classroom data
- ~ Professional development – teachers choose their partners and observe each other not because they must but because they find it useful.
- ~ Others

- 😊 (5 min) Ask participants individually to think back and make notes about observations they have experienced recently. The following questions (displayed on the board) may be helpful:
 - ~ *Were you an observer or an observee?*
 - ~ *What was the purpose of the observation?*
 - ~ *What did you learn from this experience?*
 - ~ *Were there any difficulties/problems?*
- 😊😊😊 (10 min) Put participants in 4-5 groups. Invite them to share their notes. Monitor and listen in.
- 😊 (5 min) Ask the whole group:
 - ~ *What were the most common types of observation mentioned during your group discussion?*

Summarise the activity by saying that observation does take place in local universities. However, it has very limited purposes. Observation for developmental purposes is not usual practice. The objective of the next activity is to analyse how observation can

become a developmental and mutually beneficial experience for an observer and an observee.

Activity 3 Observation for development

Objectives: to explore the benefits of observation for an observer and an observee

Time: 22 min

Materials: markers, board/flipchart, handouts 2 and 3

► Procedure:

- ☺☺ (7 min) Put participants in pairs and distribute handout 2📄 and 3📄 to different pairs. Ask participants first to read the cases on the handouts individually and then to share their responses to the case studies with their partner.
- ☺☺+☺☺ (10 min) Put 2 pairs with different information together to form a group of 4. Ask participants to share and think about the following:
 - ~ *What was the purpose of observation at the beginning of the story and how did it change by the end?*
 - ~ *Who benefited from the observation? Can you give examples?*
- ☺ (5 min) Invite random comments from the whole group and summarise by saying that peer observation is an excellent opportunity for learning and development and both parties benefit from this process equally. Say that participants will be given an article that summarises the main points of peer observation and also talks about the benefits of this process.

Summary

- Distribute the article 'Peer Observation' by Graham White available from http://www.teachingenglish.org.uk/think/methodology/peer_observation.shtml and handout 4. Ask participants to read it by the next day and invite them to consider the following thinking questions (encourage participants to discuss these questions in small groups after the session):
 - ~ *How can observation in our institutions be turned into a useful, developmental and non-threatening experience for teachers?*
 - ~ *How can teachers in your institution be motivated to get involved in peer observation?*
 - ~ *What can be done to avoid overloading teachers?*
 - ~ *How can teachers become aware of the benefits of peer observation?*
 - ~ *What can be done to make the evaluation of teachers' performance less threatening?*

OBSERVATION FOR DEVELOPMENTAL PURPOSES

Activity 1, Handout 1, Picture



OBSERVATION FOR DEVELOPMENTAL PURPOSES**Activity 3, Handout 2, Observer's story**

I am head of department and one of my responsibilities is to observe every new teacher twice a year, keep written records and provide feedback to observees. Two years ago I happened to visit the classes of a young teacher Bokhodir who had just completed his Master's course and joined the university as a teacher. The first time I observed a lesson I was amazed at the way this young teacher handled his class. I never expected this from someone that young and with no experience in teaching. We talked after the class and I found out that Bokhodir is a very intelligent and enthusiastic young man open to new learning and eager to share his ideas. I asked his permission to come again and this time my purpose was different – I came to learn. What I saw in the class was interesting and engaging. For example, a different approach to dealing with students in a very informal way, a funny and engaging way to start a class with caricatures of famous people from the internet, which immediately made students laugh. I was even slightly worried that he would not be able to restore order. No, students laughed, speculated about the people they saw in caricatures and calmed down. What I understood was that Bokhodir was not 'afraid' of students with their probing, challenging questions and discipline issues. He treated them as equals and they respected him in return and that was the basis of the understanding and a very effective atmosphere in the class. I asked Bokhodir if I could borrow some of his ideas with a view to creating a better relationship with my own students. Later I invited him to observe me teaching. This is how our professional friendship started. Since that time we have become good friends. Observation gives us so much – sharing new ideas, analysing the old ones, collecting some data for his and my study and so on. We often talk and many of our colleagues who share the teaching room with us have become interested in our talks. They gradually joined in and peer observation has become a regular feature of our professional activity for all of us.

OBSERVATION FOR DEVELOPMENTAL PURPOSES**Activity 3, Handout 3, Bakhodir's story**

It has been 2 years since I started teaching. I had just joined the university and had hardly had three weeks of teaching when a lady approached me with a question about peer observation. She wanted to observe me and I did not mind. My major is Business and I have never studied how to teach but this fact did not stop me from agreeing to be observed. The moment I started my teaching in this university I was sure I had made the right choice. I enjoyed being with students and being able to help them. The observation went well. I didn't feel any worry, no trembling hands, no nervousness. But I was aware of her presence in the classroom. She said we would have a feedback session later, but I thought it was just a formality and did not pay any attention to that. I was surprised when the next day she came again and asked if I had some time to talk. She was holding some papers in her hands and I caught a glimpse of my name there. This was the first time I started to worry because it was only then that I realised that she was doing her job – evaluating me. I will never forget the first feedback I got (I still keep the record of it). She was so supportive, mentioning many things that I did pedagogically right. It was an eye-opener for me because I did not realise that many of the things I did had certain educational principles behind them. And after that feedback session I started to reflect on other things she mentioned. I still consider many of them when I plan classes now (linking classes – showing students the role of a certain class in the overall picture in a course). Since then we have become friends. We often observe each other. We have team-taught several lessons and they all went extremely well. We talk a lot, share our successes and worries and many teachers have joined us over time. I like the way we work together and I feel that the fact that I do not have any formal education as a teacher is compensated for by having such experienced and open colleagues full of exciting ideas.

OBSERVATION FOR DEVELOPMENTAL PURPOSES

Summary, Handout 4, Questions for reading the article

Think about the following:

- ~ *How can observation in our institutions be turned into a useful, developmental and non-threatening experience for teachers?*
- ~ *How can teachers in your institution be motivated to get involved in peer observation?*
- ~ *What can be done to avoid overloading teachers?*
- ~ *How can teachers become aware of the benefits of peer observation?*
- ~ *What can be done to make the evaluation of teachers' performance less threatening?*



OBSERVATION FOR DEVELOPMENTAL PURPOSES

Summary, Handout 4, Questions for reading the article

Think about the following:

- ~ *How can observation in our institutions be turned into a useful, developmental and non-threatening experience for teachers?*
- ~ *How can teachers in your institution be motivated to get involved in peer observation?*
- ~ *What can be done to avoid overloading teachers?*
- ~ *How can teachers become aware of the benefits of peer observation?*
- ~ *What can be done to make the evaluation of teachers' performance less threatening?*



OBSERVATION FOR DEVELOPMENTAL PURPOSES

Summary, Handout 4, Questions for reading the article

Think about the following:

- ~ *How can observation in our institutions be turned into a useful, developmental and non-threatening experience for teachers?*
- ~ *How can teachers in your institution be motivated to get involved in peer observation?*
- ~ *What can be done to avoid overloading teachers?*
- ~ *How can teachers become aware of the benefits of peer observation?*
- ~ *What can be done to make the evaluation of teachers' performance less threatening?*



CLASSROOM RESEARCH

Objectives:

- to introduce the idea of classroom research and how teachers can benefit from it
- to invite participants to explore an example of classroom investigation

Activity 1 Teachers as researchers

Objective: to establish a starting point for further discussion

Time: 20 min

Materials: markers, board/flipchart


► Procedure:

-  (7 min) Ask participants the following questions:

1. *Do you often change something (e.g. activities, room layout, etc) in your teaching?*
2. *How do you know that you need to change something?*

Possible answers:


1. Answers will vary
2. By observing students' learning, by analysing the results of assessment, by analysing the way you teach, or other answers

-  (5 min) Say that when teachers reflect on their practice and wish to change and improve certain things, they are actually taking the first steps towards classroom research. Put the phrase 'classroom research' on the board and ask participants to brainstorm the actions they associate with the phrase. Put all the ideas on the board.

Possible ideas: asking questions, observing, analysing, probing, trying out something new, checking, comparing, reading, talking, looking for, etc.

-  (3 min) Establish the following –

Classroom research is critical analysis of teaching practices with the purpose of improving teaching and students' learning. It is entirely a teacher's responsibility to monitor, analyse, and adjust processes in the classroom. Often teachers observe what happens in the classroom and see that something works particularly well but other things have to be changed. This process can be called classroom research.

-  (5 min) (Optional) Ask participants if any of them have ever done any type of classroom research. Provide your own example (**you should prepare an example in advance**).

Activity 2 Video example

Objective: to explore an example of classroom research and introduce some techniques of data collection

Time: 30 min

Materials: video

► Procedure:

- 😊 (2 min) Say that participants will watch a video fragment in which a teacher will be talking about her classroom research. Say that they will need to answer the following questions (write them on the board):

1. *What problem did the teacher talk about?*
2. *What exactly did she do to solve this problem?*
3. *What did she achieve?*

Suggested answers:

1. Students' motivation
2. Experimenting with new activities – trialling
Observation
Questionnaire
Interview
Journal
3. Having analysed the information that she collected she managed to raise her students' motivation.

- 🎬 (10 min) Say that the teacher will be talking about many different things and participants will have to be attentive to answer the questions. Play the video (if necessary, play it twice).
- 😊😊😊 (7-10 min) Form 4-5 groups and invite participants to share. Ask groups to draw up a list of things done by the teacher to solve the problem.
- 😊 (5-8 min) Invite groups to share and write down all ideas on the board. (See suggested answers above). Say that the ways to find the answer to the problem are often called research methods and all of them are used to collect some classroom data with the purpose to analyse it. We will explore this in more detail in a follow-up session.

Activity 3 Why research your classroom?

Objective: for participants to explore some ideas of usefulness of classroom research

Time: 25 min

Materials: markers, board/flipchart

► Procedure:

- 😊 (5 min) Ask the whole group the following questions:
 - ~ *Having analysed the case in the video fragment, do you think that teachers can benefit from conducting classroom research?*
- 😊😊😊 (10 min) Form 4-5 groups. Ask groups to think about the following question:
 - ~ *How can classroom research help teachers?*

It can:

- ~ help them become more aware of factors influencing learning in their own classrooms
- ~ give feedback as to the success or failure of what they are doing
- ~ help them tailor their teaching to respond to their learners' needs and specific contexts
- ~ justify their choices in teaching
- ~ increase their knowledge about teaching and learning
- ~ help them become independent
- ~ encourage them to cooperate with colleagues

- 😊 (10 min) Invite groups to share and make a list of benefits on the board.
- Establish that it is not always easy to conduct classroom research but both teachers and students benefit from it very much.

Summary

Establish the following:

- Classroom research is a way to reflect on teaching.
- Classroom research is very important to any teacher. Repeat the benefits of classroom investigation from the last activity.
- Mistakenly, teachers are discouraged by the term '*Classroom research*' and think that it requires specific skills and preparation. However, research can be a very interesting and motivating process done on a day-to-day basis. In reality all teachers are researchers in their classrooms because they always want to improve the way they teach and the way their students learn.

CLASSROOM RESEARCH**Video script**

Context: Teacher in the classroom and students in the background busy working on posters.

Interviewer: *What are your students doing now?*

Teacher: As you see, they are all busy at the moment (*about the students*) ... working on the final version of their posters.

Interviewer: *Can you tell me something about the group?*

Teacher: I am teaching them for the second year. They're very interesting and I even started a journal last academic year in which I have put all interesting things that happened during our classes. They're all future irrigation engineers. English is not very important for them. Maybe only for those who intend to study abroad.

Interviewer: *So what kinds of problem do you have with the group?*

Teacher: My biggest problem with them was that they 'visited' my classes only to get marks in order not to fail the subject. They had no genuine interest in English. I believed something should be done about it. After all, I have always been so enthusiastic about learning a foreign language myself that I thought I could spark anyone with my enthusiasm. To spark this group was a real challenge.

Interviewer: *I can understand that. So how did you go about it?*

Teacher: Well, traditional exercises seemed to annoy them although they did them obediently for the sake of getting a mark. I decided to try out some new activities and see if it would make any difference. So, one day they came for the next assignment and were completely surprised when I said there wasn't one. Instead, I asked them to help me to do a crossword. I made enough copies for everyone and we managed to finish the puzzle successfully with a certain degree of interest. I observed the students' behaviour during the activity and saw that some of them were more involved than others. Then I decided to start a discussion about the educational usefulness of crosswords. During this discussion I noticed that those not very interested before got involved this time. They commented about 'wasting time on childish activities, instead of doing grammar exercises from the textbook'. I wrote in

my journal that day: *how to balance 'interesting' and 'serious' so that everyone feels the need to be in my lesson not only 'physically' but 'mentally' as well?*

Interviewer: *I see. And how did you take this further?*

Teacher: Well, I offered more activities – I got a lot of the ideas for them from books - and every time I watched for reactions and made some written comments. After a while, I had a rough idea what worked best for the whole group. But to double check my conclusions I designed a very simple questionnaire. What I got from it - by the way I think questionnaires are very useful - was guidance on how I can run my classes to address everyone's needs, to satisfy all learners.

Interviewer: *Sounds very promising. Did you try anything else?*

Teacher: Yes, during one of the classes I encouraged my students to ask me as many questions as possible about the way we study English. I was amazed by the quality of their questions. It was a kind of non-traditional interview with questioning and answering roles reversed, and it ended up with an open discussion during which we planned our future classes together.

Interviewer: *This really seems like a big breakthrough. Have you gone any further with these ideas?*

Teacher: Well, this year a new colleague joined our team. During one of our discussions she complained about very similar things. I told her my story and showed her my journal notes. She found them very useful and suggested that I could describe my experience for our colleagues or even present it as a case study at a conference.

Interviewer: *Great! Go for it! And thanks for sharing all this with us. It was fascinating.*

COMMUNICATIVE LANGUAGE TEACHING

Objective: to raise participants' awareness of the communicative approach to language and teaching




Activity 1 Analysing in-programme experience

Objective: to give participants an opportunity to reflect on the communicative approach to language and teaching that underlies the current programme

Time: 20 min


Materials: handouts 1 and 2 for trainer, board, markers

► **Procedure:**

-  (6 min) Show the pictures on handout 1  and 2  to participants. Ask the following question:
 - ~ *Which of the approaches to teaching how to ride a bicycle do you think is more effective? Why?*
- Elicit random answers and then write down the following statements on the board.
 - ~ Language is a set of rules that should be learnt.
 - ~ Language is a communication tool.
- Ask participants to relate the statements to language teaching and ask the following question:
 - ~ *Which of the pictures illustrates each of the statements? Why do you think so?*
- Elicit random answers.

Suggested answer:

Picture 1 – Statement 1; Picture 2 – Statement 2

-  (3 min) Tell participants that the approach to language a teacher believes in influences the way s/he teaches a language. Establish that learning grammar rules and vocabulary by heart might be compared to learning the names of all the parts of a bicycle, road signs, etc. but not riding itself. Often teachers only help students to learn everything **about** the language, but still students find it difficult to apply their knowledge in practice and communicate freely in real life.

Another approach to language promotes use of language for communication and therefore it can be compared to learning to ride a bicycle actually riding along the streets. A communicative approach to language teaching does not necessarily exclude knowledge about the language; on the contrary, it promotes the use of grammar and vocabulary for communicative purposes by means of improving speaking, listening, reading and writing

skills.

- 😊😊😊 (6 min) Put participants in groups of 4 and ask participants to reflect on their experience in the programme and answer the following questions:
 - ~ *In your opinion which statement would the authors of this training programme agree more with? Why do you think so? Give reasons for your answer.*
- 😊 (5 min) Collect random answers.
- Establish that in this programme language is considered as a means of communication, therefore we are in favour of teaching grammar and vocabulary not in isolation but in a meaningful context. For us teaching language as communication also means integrating the skills in as authentic a way as possible.

Activity 2 Typical CLT activity

Objective: to expose participants to a typical communicative activity

Time: 20 min

Materials: handout 3 per participant

NB: Make sure that the chairs are organised in a circle or semi-circle.

▶ Procedure:

- 😊 (3 min) Ask participants the following question:
 - ~ *In your opinion what would be a typical communicative activity?*
- Accept any answers and write them on the board.

Possible answers:

Role-play
Info gap activities
Jigsaw, etc.

- Tell participants that they will now experience a communicative activity known as a simulation. Explain that a simulation is an activity which reproduces a situation and which often involves dramatisation, role-play, or group discussion.
- 😊 (2 min) Distribute handout 3 📄 to participants and ask them to do the task individually.
- 😊😊😊 (10 min) Put participants in groups of 4 and ask them to discuss the six candidates. Ask groups to come to a consensus and as a group decide on the 3 people out of 6 candidates and to be ready to justify their choice.
- 😊 (5 min) Ask groups to share their decisions with the whole class and to justify their choice.

Activity 3 Principles of CLT

Objective: to give participants an opportunity to reflect on the communicative activity

Time: 35 min
 Materials: handouts 4 and 5 per participant, board, markers

► Procedure:

- 😊😊😊 (10 min) Ask participants to work in the same groups of 4 and distribute handout 4 📄. Ask participants to reflect on the previous activity and the whole programme and answer the questions given in the handout in Task 1.

Possible answers:

1. Yes, because the task was interesting and meaningful.
2. Yes, I had to make a decision so I had a purpose to communicate.
3. Yes, I might encounter such a situation in real life. In reality we often have to make a choice and be able to justify it.
4. We worked first individually, then in small groups, then in a bigger group. Individual work helped me to make my own decision and formulate my arguments. In small groups I had an opportunity to share my ideas and listen to others. If I had not thought individually before the small group interaction I might have been influenced by the opinion of others. Besides small groupwork allowed all participants to speak.
5. The classroom was arranged as a semi-circle; this helped us to see each other's faces and interact freely.
6. No, we have chosen the language ourselves, as it was spontaneous speech.
7. In the activity what we said was more important than how we said it.
8. No, the trainer did not correct our mistakes, but he/she could correct our mistakes at the end of the activity.

- 😊 (5 min) Elicit random answers. Summarise the points mentioned by the participants and draw principles of CLT on the board based on the answers:

Main principles of CLT

- ~ Interactive mode of work (group work, pair work)
- ~ Natural and spontaneous (free) use of language
- ~ Meaningful communication
- ~ Meaning has primacy over form
- ~ Balance between fluency and accuracy

- 😊😊😊 (5 min) Ask participants to stay in the same groups as above and distribute handout 5 📄.

- 😊 (5 min) Ask participants to refer back to the communicative activities written on the board. Ask participants to check these activities against the principles of CLT and decide whether they can be regarded as communicative activities. Ask participants to tick those

activities which are communicative in Task II in the handout.

- (10 min) Collect the answers.

Suggested answers		
Role play	✓	All principles above apply
Simulation	✓	All principles above apply
Students repeat words after the teacher		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Chain story	✓	All principles above apply
Teacher asks students to read a text aloud during the class		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Information gap activities	✓	All principles above apply
Students do exercises where they have to convert direct speech into indirect.		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Jigsaw reading	✓	All principles above apply
Teacher asks students to learn a dialogue by heart and retell it.		it is focused on accuracy rather than fluency; it is not a natural use of language, form of a word has a primacy over meaning, no interaction and communication
Teacher asks students to write a letter to their friends.	✓	All principles above apply

- Establish that role-plays, simulation and information gap activities are good examples of communicative activities and teachers should try to use them more often in their classrooms.

Summary

- Establish that communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.

Follow-up reading

White J. Cynthia (1989). Negotiating communicative language learning in a traditional setting. *ELT Journal*, vol. 43/3, Oxford University Press.

Medgyes Peter (1986). Queries from a communicative teacher. *ELT J*, vol. 40/2, OUP.

Senior, Rose (2005). Authentic communication in the language classroom. *English Teaching Professional*, issue 37 March

Senior, Rose (2005). Keeping control in communicative classrooms. *English Teaching*

Professional, issue 40 September.

COMMUNICATIVE LANGUAGE TEACHING

Activity 1, Handout 1, Picture 1 Approaches to teaching



COMMUNICATIVE LANGUAGE TEACHING

Activity 1, Handout 2, Picture 2, Approaches to teaching



COMMUNICATIVE LANGUAGE TEACHING**Activity 2, Handout 3, Simulation**

You have been selected for the TV programme “Survivor”. You will spend 90 days on a desert island somewhere in the Pacific. You will have to find food and shelter for yourself and survive there. YOU were nominated to choose other 3 people who will live with you out of 6 candidates. Please read their profiles and decide who the best candidates are and justify your choice.

Candidates’ profiles

1. *Prof. Erkin Nazarov* (male, 54) is an Uzbek academic from Fergana. He has carried out a research on new methods of cultivating cotton in Uzbekistan. He has been in different parts of the world and knows several languages. Besides he is a good hunter.

2. *Karomat Sobirova* (female, 21) is a biology student. She is not married. Good cook; has a very unpleasant character – likes to quarrel with everybody.

3. *Shohruh Aliev* (male, 38) is a pop star. He is handsome and very sociable. Enthusiastic about life and optimistic. Originally he is from a village in Surkhandarya. He served in the Navy when he was a young man.

4. *Svetlana Pak* (female, 32) is a nurse. She is interested in traditional medicine so she knows a lot about different plants. Good cook; very talkative. She is not married, hates men.

5. *Andrey Vlasov* (male, 45) is a builder. He has worked on an island in Kenya for 5 years. He knows the flora and fauna of Central Africa. He doesn’t like it when people around him are happy and joyful.

6. *Laziza Sobirova* (female, 18) is a first year student of medicine. She wants to become a surgeon. She is beautiful, loves life and is energetic. She is afraid of the sea.

COMMUNICATIVE LANGUAGE TEACHING**Activity 3, Handout 4, Reflection on the communicative activity**

Answer the following questions:

1. *Did you feel motivated doing the task? If yes, why?*
2. *Did you have a clear purpose for fulfilling the task?*
3. *Is the task close to real life? Could you imagine encountering such a situation in real life?*
4. *In what modes of interaction did you work (individual, group work, pair work)? Was the mode of interaction useful? Why?*
5. *How was the classroom arranged? (Rows of tables with chairs, circle, semi-circle, etc.) What for?*
6. *Did the trainer recommend what kind of vocabulary or grammar structures to use or did you choose them yourself?*
7. *What was more important in this activity: what you said or how you said it?*
8. *Did the trainer correct your mistakes? What could a trainer do if he/she notices mistakes in your speech?*

✂

COMMUNICATIVE LANGUAGE TEACHING**Activity 3, Handout 4, Reflection on the communicative activity**

Answer the following questions:

1. *Did you feel motivated doing the task? If yes, why?*
2. *Did you have a clear purpose for fulfilling the task?*
3. *Is the task close to real life? Could you imagine encountering such a situation in real life?*
4. *In what modes of interaction did you work (individual, group work, pair work)? Was the mode of interaction useful? Why?*
5. *How was the classroom arranged? (Rows of tables with chairs, circle, semi-circle, etc.) What for?*
6. *Did the trainer recommend what kind of vocabulary or grammar structures to use or did you choose them yourself?*
7. *What was more important in this activity: what you said or how you said it?*
8. *Did the trainer correct your mistakes? What could a trainer do if he/she notices mistakes in your speech?*

✂

COMMUNICATIVE LANGUAGE TEACHING
Activity 3, Handout 5

Decide whether these activities are more communicative (C) or non-communicative (NC).

Activities	C/ NC	Why?/Why not?
<i>Role play</i>		
<i>Simulation</i>		
<i>Students repeat words after the teacher</i>		
<i>Chain story</i>		
<i>Teacher asks students to read a text during the class aloud</i>		
<i>Information gap activities</i>		
<i>Students do exercises where they have to convert direct speech into indirect.</i>		
<i>Jigsaw reading</i>		
<i>Teacher asks students to learn a dialogue by heart and retell it.</i>		
<i>Teacher asks students to write a letter to their friends.</i>		

OBSERVATION AND FEEDBACK 1

Objectives:

- to give participants an opportunity to discuss the concept of observation for professional development
- to give structure to the process of observation
- to provide an opportunity to observe an English class

Activity 1 Talking about the article


Objective: to give participants an opportunity to discuss the article “*Peer Observation*” by Graham White

Materials: board/flipchart

Preparation: Write the seven questions on the board or flipchart before the session starts


Time: 15 minutes

► Procedure:

-  (8 min) Say that at the beginning of the session you would like participants to talk about the article ‘Peer Observation’ and the issue which was raised in the previous session, i.e. observation for developmental purposes. Tell them that the objective of this is to help them internalise the idea of observation for professional development. Draw their attention to the seven questions on the board/flipchart. Ask participants to discuss these questions in groups of five.

1. *Did you like the article ‘Peer Observation’? Why/Why not?*
2. *What are the two models of peer observation? Which of them is a more typical practice in our universities?*
3. *In our universities teachers are required to produce a written report after observing a class. Can we use the second model of observation in these circumstances?*
4. *How do you understand the sentence ‘Both parties should agree on a focus for the observation’?*
5. *Do you think confidentiality is important in the context of observation? Why/Why not?*
6. *What does the author of the article advise teachers to do as a follow-up?*
7. *Do you agree with the author that the second model has advantages for both teachers and institutions? Why/Why not?*

NB Feel free to ask any other questions which you find pertinent to the needs of a particular participant group.

-  (7 min) Take in the answers to these questions in a whole-class discussion. Deal with the possible questions from participants but try not to spend too much time on them. Sum up the main points that emerge from the answers.

Activity 2 Creating observation sheets

Objective: to raise participants' awareness of the possibility of observing certain aspects of a lesson; to help participants create focused observation sheets and prepare for observing a video lesson

Time: 35 min

Materials: Handout 1

► Procedure:

- 😊 (5 min) Ask participants the following question:

~ *Do you think observing a class is easy or hard work?*

Accept all responses. Establish that it is important to be systematic while observing classes, i.e. do it according to a careful plan and do it thoroughly.

- Ask participants the following question:

~ *Do you have a special form in your universities which you are supposed to fill in while or after observing a class?*

Ask them to say what this form looks like.

- Tell them that sometimes instead of observing the whole lesson we can observe one aspect of it. Or instead of observing all the students we can observe an individual student. Ask participants what they think a focussed observation sheet is. Elicit or tell them that it is a sheet which helps an observer to focus on one or a small number of aspects of teaching and/or learning.

- 😊 (5min) Tell participants that they will work on two observation sheets. Give out handout 1 📄.

- 😊 Ask participants what teaching strategy the first observation sheet is used for. The answer is **Eliciting**. Draw participants' attention to the categories/columns of the table. Now ask them to look at the second table and explain that an X means a minute. Ask participants which aspect of the lesson it is intended to focus on. The answer is **TTT (Teacher Talking Time)** and **STT (Student Talking Time)**

- 😊😊😊😊😊 (25 min) Divide participants into five groups. Give each group a task to create an observation sheet and prepare to present it to the whole group:

Group 1 – Using the blackboard

Group 2 – Use of L1 (native language)

Group 3 – Organising and managing pair work and/or group work

Group 4 – Observing an individual student

Group 5 – Error correction

- Monitor the work of groups giving help when necessary. Tell them that they should think about the categories/columns (eg Stage of the lesson etc) and may not fill their sheets with examples as it is done in their handouts. When groups are ready, they take turns to

present their observation sheets. Encourage participants from other groups to ask questions and make comments.

NB Possible sheets below are complete with examples which can give you an idea of what sort of things can appear in participants' sheets (if they choose to write them).

Possible sheets:

USING THE BLACKBOARD

Stage of lesson	How used, how much used	Purpose	Comments
e.g. The end of presentation – substitution table	T draws a table and writes in it. Ss use what's written to make sentences. They produce 15 sentences	To drill a new pattern	Can <u>all</u> students see the table well?

USE OF L1

Stage of lesson	Duration of episode	Why used	Comments
e.g. The beginning of the lesson	3 min	Two students were late, T reprimanded them in L1	Does T sometimes do the same in English?

ORGANISING/MANAGING GROUP WORK AND PAIR WORK

Stage of lesson	Teacher	Students	Comments
e.g. While-reading activities	T asks Ss to compare their answers to a matching exercise in pairs Then T asks 2 pairs to form groups of 4 and do T/F activity	Ss work with a person sitting next to them, then turn to people behind them to work in groups of 4	Ss seem to be used to this kind of work, one girl came late and immediately joined a group, and they worked in a gr. of 5

OBSERVING AN INDIVIDUAL STUDENT (NAME...)

Stage of lesson	Student involvement	Comments
e.g. Free practice stage	S worked with a girl sitting next to him	Seemed to be unwilling to make up a dialogue with his partner and even made a comment in L1 about how slow she is.

ERROR CORRECTION

Stage of lesson	Error	Treatment of error	Comments
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e.g. <i>Controlled practice – use of present perfect</i>	<i>S used past simple when T tried to elicit the answer in present perfect</i>	<i>T said, ‘Mmm, that’s interesting’, then addressed the whole class, ‘What tense did N use in her answer?’ Ss, ‘Past Simple’. T, ‘Right. It’s because she spoke about last year. Now listen to my question again: How long have you lived in this city?’</i>	<i>T acknowledged the S’s answer even though it was not what she expected. T elicited the group’s reaction before repeating the question.</i>
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Activity 3 Watching a classroom video and discussing it

Objective: to give participants a chance to be the observers and ‘the teacher’ and to discuss the lesson

Materials: video
Time: 30 min

► Procedure:

- 😊😊😊 (5 min) Tell participants that they are going to watch a video. Divide them into two groups.

The first group will be **Observers**. Explain to them that they should imagine that they have agreed with a colleague to observe her lesson and are to focus on **one** of the aspects of the lesson. Encourage them to use one of the observation sheets which they have created. Make sure participants choose different aspects.

The second group, **Teachers**, should observe the same lesson identifying themselves totally with the teacher so that they are ready to receive feedback. Encourage them to think about the teacher’s objectives and reasons for acting in the way she acts.

NB Ask both groups to take notes.

- Give information about the video. Say that the clip is approximately 15 minutes long. The students are first-year students of one of the universities in Tashkent. The lesson is a conversation lesson and its topic is ‘Keeping secrets’.
- 😊😊😊 (25 min) Groups watch the video 🎬 and take notes. After they have watched the video tell **Observers** and **Teachers** to share their impressions of the lesson in their two respective groups. Join each group in turn for some time, listen in, and help them if necessary. **Observers** should discuss how they will lead the feedback session, what to focus on and the types of questions they are going to ask. **Teachers** should try to predict what the observers will want to discuss and should prepare themselves accordingly.

Summary

Tell participants that after a break they are going to practise giving feedback, which is the natural follow-up to observation.

OBSERVATION AND FEEDBACK 1

Activity 2, Handout 1, Two observation sheets

Teaching strategy _____

Stage of the lesson	Teacher's questions/prompts	Wait time (sec)	Students' responses	Comments
Pre-speaking	Who can tell me what 'amazed' means? OK, it means the same as the word which begins with 's' and which you all know very well.	//// //	surprised	Two Ss gave an answer. Several others made a note in their notebooks

Aspect of the lesson _____

Time (minutes)	Teacher	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
0-3	xx		x								
4-7	xxx										
8-11			xx		xx						
12-15	x	x	x	x	x	x	x	x	x	x	x
.....											

OBSERVATION AND FEEDBACK 2

Objective:

- to give participants an opportunity to practise giving and receiving non-judgemental feedback.

Activity 1 Practising giving feedback

Objective: to provide participants with the experience of giving feedback as a basis for further reflection and conclusions.

Time: 25 min

Materials: handouts, flipchart

▶ Procedure:

- 😊😊 (5 min) Put participants into pairs. In each pair ask a participant playing the role of **Observer** to give feedback to a participant playing the role of **Teacher** for about five minutes.
- 😊😊😊 (10 min) Put **Observers** and **Teachers** back in their respective groups and ask them to discuss the feedback session in their groups. Distribute handouts 1a📄 and 1b📄.
- 😊 (8 min) In the whole group discuss how **Observers felt** giving feedback and how **Teachers felt** about being on the receiving end. Invite several responses from both sides. Discuss the following questions with the group:
 - ~ *What was the objective of the feedback?*
 - ~ *How much personal judgement was present in the feedback you gave/received?*
 - ~ *What do you think about being 'nice' and avoiding any criticism vs. being openly critical and risking hurting people's feelings?*
 - ~ *Would it be appropriate for Observers and Teachers to agree on the focus of observation and feedback in advance?*

Possible answers:

The objective of the feedback was **giving professional support**. The judgemental element might have been there, but it is important to notice how participants could handle it. Neither over-complimentary nor over-critical feedback is helpful. An Observer's/Supervisor's main task is to help Teachers better understand their own practices. Observer/Supervisor and Teacher should agree on the focus of observation beforehand. This will make the observation and feedback session more focused and will also foster mutual trust between them.

- 😊 (2 min) Remind participants of the developmental/supportive aspect of feedback giving. In the whole group ask participants to formulate a few recommendations for Observers/Supervisors giving feedback. Explain that 'supervisor' is a neutral term used

to describe a person giving feedback in a range of ways. Write the recommendations on a flip chart.

Activity 2 Directive and non-directive feedback

Objective: to familiarise participants with the principles of directive and non-directive feedback giving.

Time: 30 min

Materials: flipchart, DVD, tape or disk

► Procedure:

- 😊 (3 min) Tell participants that their recommendations for supervisors on giving feedback can be subdivided into three broad categories identified by Donald Freeman: **Directive**, **Alternatives** and **Non-directive**. Establish that they respectively (and broadly) address the following questions: **What** do I teach? **How** do I teach? and **Why** do I teach the way I do?

- 😊 (2 min) Give examples:

Directive: Teachers should be informed about their mistakes and told what to do. Teachers should be challenged in problematic areas of their teaching.

Alternative: Teachers should be asked questions that would make them consider alternative practices.

Non-directive: Teachers should be invited to open up their feelings about their teaching. Teachers are invited to analyse and conceptualise their own teaching beliefs and practices and the supervisor's role is to facilitate this process. Teachers themselves decide what to do in their next lessons.

Ask participants to add more recommendations if necessary.

- Say that each category of feedback is appropriate for a certain context. Refer participants back to the video of the lesson and their feedback session.
- Tell them that they are going to watch a feedback session with the same teacher. (Rod to Nodira) Ask participants to notice the types of feedback in the video and to consider the order in which the supervisor conducted the session.
- (8min) 🎬 Play the video.
- 😊 (4 min) Take feedback from participants. Ask the following questions:
 - ~ *Was the teacher experienced?*
 - ~ *What kind of feedback was provided?*
 - ~ *In what order did Observer ask questions? What were they?*

Distribute handout 2📄 to help participants answer the questions.

- 😊 (8 min) Discuss participants' answers and general impressions.

Possible answers:

The teacher was experienced but she has worked with this class only for a short while. However, she knows her students quite well. The feedback started with exploring the teacher's feelings about the lesson. The next stage was focused on examining the reasons and underlying assumptions behind the teacher's practices in the classroom. The feedback finished with exploration of possible further action. In general the feedback was non-directive with some elements of alternative and directive feedback.

- 😊 (3 min) Tell participants that a feedback session should be generally based on the following pattern: opening up teacher's feelings about the lesson (*What happened? How did you feel about it?*) – rationalisation and conceptualisation (*Why did you teach the way you taught?*) – considering future action (*What would you do differently next time?*)
- 😊 (2 min) Establish that supportive feedback is essentially non-judgemental. Say that the supervisor's task is not to pass judgement on teacher's practices rating them either as 'good' or 'bad' but to learn from observation and provide professional support to teachers. Remind them that before an observation session observer/supervisor and teacher should agree on the focus of observation and feedback. Distribute handout 3📄.

Activity 3 Practising non-judgemental feedback

Objective: to give participants an opportunity to practise giving non-judgemental feedback.

Time: 25 min

Materials: none

► Procedure:

- 😊😊(10 min) Tell participants that they are going to practise giving each other non-judgemental feedback. Put participants into pairs. Ask them to talk about a case when they encountered a problem in their teaching (*e.g. with a disruptive student, incompetent administrator, arrogant colleague etc.*) and the way they dealt with this problem. Ask the other participant to practise giving feedback in a non-judgemental way. Tell them to agree on the kind of feedback expected from their Supervisor. Give them 5 minutes. (↔)
- 😊😊(10 min) Ask participants to swap roles and repeat the procedure. (↔)
- 😊 (5 min) After that ask them to give each other 'feedback on feedback' – how the Teacher felt talking about his/her case and receiving feedback and how the Supervisor felt while listening to the case and giving feedback. Give each participant about 3-5 minutes. (↔)

Summary

- Gather random responses from participants on the whole 'observation + feedback + feedback on feedback' cycle and emphasise the ethical need for non-judgemental, supportive and facilitative feedback in teacher development. Establish that observers/supervisors have to work carefully on their **attitudes** and the actual **words** they use while giving feedback.
- Say that there are some articles about observation and feedback in the article folder. Participants are welcome to borrow and read them and discuss them in their free time.

OBSERVATION AND FEEDBACK 2**Activity 1, Handout 1a****OBSERVER'S QUESTIONNAIRE**

You have observed a session and gave feedback to your colleague (Teacher). With other Observers discuss the following questions:

- How did you start your feedback session?
- What was the general tone of your feedback? How do you feel about it?
- Did you ask each other any questions? If yes, what were they?
- How do you think your colleague (Teacher) felt receiving feedback?
- How helpful do you think your feedback was? Why?

**OBSERVATION AND FEEDBACK 2****Activity 1, Handout 1b****TEACHER'S QUESTIONNAIRE**

You have taught a session and received feedback from your colleague (Observer). With other Teachers discuss the following questions:

- How did your colleague (Observer) start the feedback session?
- What was the general tone of the feedback? How do you feel about it?
- Did you ask each other any questions? If yes, what were they?
- How do you think your colleague (Observer) felt giving feedback?
- How helpful do you think the feedback was? Why?

OBSERVATION AND FEEDBACK 2

Activity 2, Handout 2

FEEDBACK SESSION TRANSCRIPT: OBSERVER'S QUESTIONS

- Nodira, thanks very much for having me in the lesson. How do you feel afterwards?
- Did things go the way you'd expected?
- Were you happy with the students' responses to the tasks that you set?
- The students were very involved. Do you think it has something to do with the topic?
- You've asked me to give you feedback on group dynamics and interaction within the group. How do you think the warmer helped at the beginning?
- Quite a lively group (of students). It wasn't a problem to get them talking?
- There's clearly a lot of friendship groups within the group. Do you know who is friendly with who in the group?
- I've noticed you used quite a few of different ways of correcting students' mistakes. One of them was that you actually asked them to self-correct. Why would you do that?
- And sometimes other students in the class helped with the correction. Were you happy with that?
- And then there were other times where you corrected yourself. Why did you do that sometimes?
- I noticed that you had a fourth strategy as well and that was sometimes not to correct at all. For example, I noticed that you let Ozodbek talk for quite a long time but you didn't correct him. Why did you leave him alone?
- I also think that sometimes it is not so easy for a boy to be the only boy in a class of girls. What do you think of that?
- Maybe 'Keeping secrets' was more of a girls' topic than a boys' topic. And the group as a whole seemed to have responded very well to the language point when you got on to the phrasal verbs. Is there a particular difficulty for Uzbek speakers or Russian speakers with these phrasal verbs?
- Just thinking about the next time you teach this class, Nodira, is there anything you plan a little bit differently that you'd like to work some more on or change a little bit?
- And you think the students are ready for that? Anything else for you to keep in mind in your next class, particularly about error correction or managing the group dynamics? What about pronunciation in particular, I wonder?
- My impression was that perhaps pronunciation needs just a little bit more attention.
- But thank you ever so much; I wish you good luck in your next class.

OBSERVATION AND FEEDBACK 2

Activity 2, Handout 3

TYPES OF FEEDBACK

Donald Freeman has identified the following three types of feedback:

- **Directive**
- **Alternative**
- **Non-directive**

They respectively address the following questions:

Directive:	What do I teach?
Alternative:	How do I teach?
Non-directive:	Why do I teach the way I do?

In **Directive** feedback teachers are informed about their mistakes and told what to do. Teachers could be challenged in problematic areas of their teaching.

In **Alternative** feedback teachers can be asked questions that would make them consider alternative practises.

In **Non-directive** feedback teachers are invited to analyse and conceptualise their own teaching beliefs and practices and the supervisor's role is to facilitate this process.

A feedback session is normally structured in the following way:

Opening up teacher's feelings about the lesson (*What happened in the lesson? How did you feel about it?*)

Rationalisation and conceptualisation (*Why did you teach the way you taught?*)

Considering future action (*What would you do differently next time?*)

Supportive feedback is essentially **non-judgemental**. The supervisor's task is not to pass judgement on teacher's practices qualifying them either as 'good' or 'bad' but to learn from observation and provide professional support to teachers. Before an observation session observer/supervisor and teacher should agree on the focus of observation and feedback.

CLASSROOM RESEARCH WORKSHOP

Objective:

- to explore different types of research questions
- to help participants articulate professional problems and formulate research questions
- to help participants plan ahead their classroom research process


Activity 1 Variety of research questions

Objective: to explore different types of research questions

Time: 25 min

Materials: flipchart with research questions prepared in advance (flipchart layout see at the end of the session) or handout 2, handout 1 – one for each group


► Procedure:

-  (5 min) Remind participants about the video fragment they saw in the previous session on classroom research. Refer to the initial stage of the research – where the teacher formulated her research question. Emphasise that to start research there should be a questions/puzzle/uncertainty that a teacher wishes to explore. Ask participants the following questions:

~ *Do you think it is possible to find the answers to all professional questions teachers ask?* Answer: No

~ *What if you cannot find the answer?*

There is nothing to worry about. Some questions remain unanswered. Others may be the start of further professional investigation. The fact that the question is asked already means that a teacher is challenging himself. **Stress that investigation focuses initially on understanding the problem rather than rushing to a solution.**

-  (3 min) Say that for each specific research question/problem there should be a certain way (or several ways) to get the answer. As mentioned in the previous session, these ways are called methods. Ask participants to remind you what methods they know from the previous session.



~ Experimenting with new activities – trialling

~ Observation

~ Questionnaire

~ Interview

~ Journal

-  (10 min) Ask participants to work in small groups. Say that most of the methods that were mentioned have some written records. Distribute handout 1  to each group and allow some time to examine the documents. Tell groups to answer the following questions:

~ *What was the research question that the teacher in the video fragment had?*

- ~ What was the purpose of using each method during her research?
- ~ Was it possible to use any other methods?

➤ 😊 (10 min) Say that you want to spend some time exploring other research questions. Show a list of research questions (written on the flipchart in advance) and tell participants to think what can be done to find the answer. The first one is given as an example. The rest (they are written in *italics*) are suggested answers.

N	Question	Method/methods
1.	Do I speak loud enough so that every student can hear me? Does this influence students' performance?	1. Observation by a colleague 2. Tape recording 3. Analysing students works (e.g. dictation)
2.	Do my students benefit from working in small groups?	1. <i>Observation</i> 2. <i>Comparing results of the task conducted (1) in groups and (2) individually.</i> 3. <i>Interview with students</i>
3.	What are the new ways of teaching listening?	1. <i>Reading professional literature (internet search)</i> 2. <i>Talking to colleagues</i>
4.	Is the homework that I give effective and is it manageable for students?	1. <i>Analysing the quality of homework</i> 2. <i>Interview with students</i> 3. <i>Varying the types of homework and workload and analysing the results</i>
5.	Do I use the board systematically?	1. <i>Observation</i> 2. <i>Videotaping</i> 3. <i>Interview with students</i> 4. <i>Interview with a colleague</i>
6.	Why does every speaking activity that I plan take much more time than I expect? What does it depend on?	1. <i>Observation</i> 2. <i>Videotaping</i> 3. <i>Interview with students</i> 4. <i>Interview with a colleague</i>
7.	Are students A and B effective working together?	1. <i>Observation</i> 2. <i>Videotaping</i> 3. <i>Interview with students</i> 4. <i>Interview with a colleague</i>
8.	What is learner autonomy?	1. <i>Reading professional literature (internet search)</i> 2. <i>Talking to colleagues</i>

➤ Ask the group:

- ~ What have you noticed about the research questions we have just analysed?

Some of them (3 and 8) do not require collecting any data about the way you teach.

➤ Say that these questions are also good but to make them more applicable to the specific teaching context they need to be either extended or reformulated slightly. For example:

What are the new ways of teaching listening? Are they applicable to the group that I teach? What do my students think about them? Etc.

What is learner autonomy? How autonomous are my students? Are they ready to take independent decisions? Does my teaching encourage them to become more autonomous?

- Say that the objective of this session is to examine research questions, explore what kind of methods and tools (written records of any kind) can be used by teachers for classroom research so that participants are able to plan their own classroom research that they are required to conduct during the distance module.


Activity 2 Articulating a professional problem and formulating a question

Objective: to help participants articulate their professional problems/puzzles

Materials: flipchart with suggested research questions, handout 3

Time: 25 min

▶ Procedure:

-  (3 min) Tell participants that based on the needs analysis that the designers of the programme conducted, several common areas where almost all the teachers experience some difficulties were identified. Say that it is recommended that participants choose one of the questions (the most relevant to their teaching context) to be researched during the distance module. Put a flipchart with suggested research questions on the board and invite participants to choose one. **NB** They can also take their own, if they have it ready.

Suggested research questions:

1. *Who talks more in my classroom, me or my students?*
2. *How effective is the group work that I organise?*
3. *Do I pay equal amount of attention to each student in my class?*
4. *How do I usually correct my students' mistakes? How effective are these techniques?*
5. *What speaking activity is the most effective for my students?*
6. *What is more productive way of teaching grammar in my context?*
7. *Does the classroom atmosphere influence my students' performance in English?*
8. *What are the target needs of my learners?*
9. *What type(s) of authentic materials do my students prefer?*
10. *What is the most problematic/needed skill for my students?*

- 😊 (5-8min) When they have chosen the questions, ask participants individually to jot down some ideas of how they intend to explore the problem, indicating:
 - ~ which method/s they will use,
 - ~ how much time they will need,
 - ~ whether they need any specific equipment/ resources/ preparation
- 😊😊 (5 min) Pair participants up and ask them to share commenting on each other's plan of classroom research.
- 😊😊😊 (10 min) Form 4-5 groups preferably joining 2 pairs in one group. Invite participants to share. Encourage them to question their colleagues to clarify the details of the problem as much as possible.
- (30 min) **Ask participants to refer to the portfolio task on classroom research and invite them to read the instructions and ask questions for clarification. At this stage, it is recommended that all trainers are available to help participants with their enquiries. Try to talk to each participant so that they all know what they are required to do during the distance module.**

Summary

Establish the following points:

- Once a professional problem is articulated it is very important to spend some time on formulating a question/s you wish to answer.
- Do not rush when conducting research. Very few research questions can be answered easily or quickly.
- Some methods of investigation can be used by teachers without any specific preparation.
- Classroom data should be collected from different sources (students, teacher, colleague, etc). It will assure reliability of the research.
- Classroom research helps teachers articulate many teaching problems and puzzles; remember that there are no effective external solutions. No-one can solve your problems for you.

NB Remind participants about the task for Portfolio entry 4. They will need to refer to this session if necessary.

CLASSROOM RESEARCH WORKSHOP
Activity 1, Handout 1

1. Diary

17 October 2008

.....It's already a month since I started to teach group 315. I like these students for their personal characteristics but they are not effective learners to say the least.... They come, ask questions about my personal life (nothing else can interest them), take the task back home and next lesson they would bring them ready and demand a mark. That's how they are used to study and that is what I do not like

25 October 2008

.....Only 3 students came. Others were tired after *subbotnik* in the morning and chose to go home.....

1 November 2008

Have read an interesting article. It recommends surprising students with something unusual. I read a foreign magazine a couple of day ago and came across an interesting crossword puzzle. I made copies and brought it to the lesson. First, I only pretended that I couldn't make it by myself. They started asking what I was doing, where I got the crossword from.... At last they offered help – what I was waiting for!!! I got them!! First time they are really interested in English.

2. Questionnaire

Please read the questions carefully, and answer as openly as possible. Thank you for your cooperation.

1. During an English language class I prefer

- to do grammar exercises
- to discuss topics with the whole group
- to play language games
- to work on projects
- other.....

2. My favorite time in class is when

3. I prefer it when a teacher

	YES	NO	Don't care
only gives instructions for the task and lets us work on our own			
tells us what to do and monitors us during the whole lesson			
asks many questions rather than explains everything herself			

allows us to choose the task/texts			
put us in pairs or small groups			
gives written homework – essays			
gives written homework – exercises			

3. Students' questions

1. *Why do we spend so much time discussing something that is not related to English?*
2. *Why are we writing dictations? They are not useful anyway.*
3. *Why do we play games so often?*
4. *Why do we use this textbook?*
5. *Why can't we study for TOEFL or IELTS?*
6. *When are we going to speak with foreigners?*
7. *Will we watch a video in English?*
8. *Why do you often ask us to correct mistakes instead of correcting them yourself? You know better how to correct, right?*
9. *Why did you ask us to work on the project? It is not language learning.*
10. *What would you recommend to memorise vocabulary more effectively?*

4. Activities to try out with my students

Activity	My comment	Students reaction
1. Crosswords	Can be used as a warm-ups, energisers, tests. However too little context for presenting grammar or vocabulary	Generally positive
2. Debates	Developing speaking fluency Should be carefully prepared! Sometimes difficult to manage.	Extremely involving
3. Grammar through pictures	Should be used along with traditional exercises	First they were confused but later they appreciated thinking inductively
4. Chain stories	Did not work, may be I missed something and was not able to organise the activity properly	Got bored quite soon
5. Running dictation	Instructions can spoil everything. I created chaos!	They found it very relaxing
6. Chinese whispers	Good starter	They enjoyed it but did not consider the activity as a language learning one.

5. Teacher talking and students talking time

Time	T	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
9.00-9.10													
9.10-9.20													
9.20-9.30													
9.30-9.40													
9.40-9.50													
9.50-10.00													
10.00-10.10													
10.10-10.20													
10.20-10.30													

CLASSROOM RESEARCH WORKSHOP**Activity 1, Handout 2**

N	QUESTION	METHOD/METHODS
1.	Do I speak loud enough so that every student can hear me? Does this influence students' performance?	1. Observation by a colleague 2. Tape recording 3. Analysing students works (e.g. dictation)
2.	Do my students benefit from working in small groups?	
3.	What are the new ways of teaching listening?	
4.	Is the homework that I give effective and is it manageable for students?	
5.	Do I use the board systematically?	
6.	Why does every speaking activity that I plan take much more time than I expect? What does it depend on?	
7.	Are students A and B effective working together?	
8.	What is learner autonomy?	

CLASSROOM RESEARCH WORKSHOP**Activity 2, Handout 3****Suggested research questions:**

1. Who talks more in my classroom, me or my students?
2. How effective is the group work that I organise?
3. Do I pay equal amount of attention to each student in my class?
4. How do I usually correct my students' mistakes? How effective are these techniques?
5. What type of speaking activity is the most effective for my students?
6. What is a more productive way of teaching grammar in my context?
7. Does the classroom atmosphere influence my students' performance in English?
8. What are the target needs of my learners?
9. What type(s) of authentic materials do my students prefer?
10. What is the most problematic/needed skill for my students?

**CLASSROOM RESEARCH WORKSHOP****Activity 2, Handout 3****Suggested research questions:**

1. Who talks more in my classroom, me or my students?
2. How effective is the group work that I organise?
3. Do I pay equal amount of attention to each student in my class?
4. How do I usually correct my students' mistakes? How effective are these techniques?
5. What type of speaking activity is the most effective for my students?
6. What is a more productive way of teaching grammar in my context?
7. Does the classroom atmosphere influence my students' performance in English?
8. What are the target needs of my learners?
9. What type(s) of authentic materials do my students prefer?
10. What is the most problematic/needed skill for my students?

PLANNING FOR TEACHING AND LEARNING

Objectives:

- to help participants to explore the main processes involved in planning for teaching and learning
- to raise participants' awareness about the importance of making connections between lessons within a syllabus

Activity 1 Current practice

Objectives: to introduce the topic of the session; to reveal current practices among the participants

Time: 15 min

Materials: handout 1(a staircase)

▶ Procedure:

- 😊 (4 min) Ask participants the following questions:
 - ~ *Do you plan your teaching?*
 - ~ *What do you usually start your planning with?*
 - ~ *When you plan your lessons do you refer to a syllabus (teaching calendar)? If so, how does it help you?*

- 😊 (10 min) Show participants the picture of the staircase and ask them the following questions:
 - ~ *What do a 'staircase' and a syllabus (teaching calendar) have in common?*
 - ~ *What do the steps in the staircase represent? (lessons)*
 - ~ *Why are some parts of different colours? (colours represent the same topic)*
 - ~ *How do they relate to each other?*

Suggested answer: *Each lesson is based on the previous lesson; lessons on the same topic are obviously more connected with each other, however, all lessons/ steps lead to the overall aim.*

 - ~ *What can happen if you don't plan your teaching?*
 - ~ *What can happen if you plan separate lessons not considering how they are linked with other lessons in the syllabus?*

- 😊 (1 min) Establish that planning is an essential and fundamental activity of every professional teacher. Every lesson is a part of a bigger plan/syllabus which helps teachers to achieve their aims. Therefore, when we plan our teaching we should take into account the connection of a particular lesson with other lessons and its contribution to the overall aim of the syllabus.

Activity 2 What to consider when planning for teaching and learning

Objective: to explore the elements of lesson planning

Time: 25 min

Materials: slips of paper; markers

► Procedure:

- 😊😊😊 (10 min) Put participants in groups of 4 and tell them that they are going to discuss what lesson planning involves. Ask participants to answer the following question:

~ *What do we need to consider when we plan our teaching?*

Possible answers:

Topic; how the session will contribute to the learning outcomes of the course; aim (what do we want to achieve?); objectives (how); time; materials (textbook, audio, video, handouts...); activities; links with the previous materials; links between the activities; skills; interaction; instructions (classroom management); learning styles; homework, etc.)

- Distribute the slips of papers to the groups and ask them to write their ideas on them.

- 😊 (10 min) Ask the groups to stick their slips on the board in turn. Hold a plenary and prioritise the elements on the board in logical order

Possible questions:

~ *What do you consider first?*
~ *What do you consider next?*

NB: Note that there is no right answer here and various versions are possible.

- 😊 (1 min) Summarize the discussion by saying that there are many things we need to consider when we plan our teaching but not all of them can be reflected in a lesson plan.

- 😊 (3 min) Ask participants the following questions:

~ *Do you write lesson plans?*
~ *What elements of planning can go into a lesson plan?*

Possible answers:

~ answers will vary
~ topic; aim; objectives; timing; materials; activities; homework

- 😊 (1 min) Make a transition to the next activity by saying that after having looked at the bigger picture i.e. what we usually consider while planning our teaching, we are now going to consider the building blocks of planning for teaching and learning. Tell participants that now they are going to see how some other teachers have put their plans on paper.

Activity 3 Lesson plan analysis

Objective: to evaluate a lesson plan

Time: 40 min

Materials: handout 2a, 2b

► Procedure:

- 😊😊😊 (15 min) Tell participants that they will receive a lesson plan to discuss. Put participants in groups. Distribute handouts 2a and 2b. Tell participants to discuss the lesson plan on the handout and then fill in the grid in handout 2a. Tell them that they can use the questions on the handout to guide their discussion.
- 😊 (15 min) Discuss the plan together using the questions on the handout. Accept any answers at this stage.
- 😊😊😊 (5 min) Ask participants to work in groups and list the basic principles of good planning, referring to their analysis of the lesson plan.

e.g. A good lesson should address as many learning styles as possible.

Suggested answers:

In a good lesson

~ activities go from simple to more complex.

~ there should be a variety of activities and interaction patterns

In a good lesson

~ there should be a balance between teacher-centred and learner-centred activities.

~ all activities should be connected and lead to the overall objective of the lesson.

When we plan our teaching we need to consider the overall objective and the connections between each separate lesson and other lessons in the syllabus.

- 😊 (5 min) Ask the groups to share the principles with the whole group.

Summary

Establish the following:

- Planning helps teachers achieve their teaching objectives.
- However, we shouldn't be slaves to our lesson plans; we should use the teaching opportunities presented by our students.

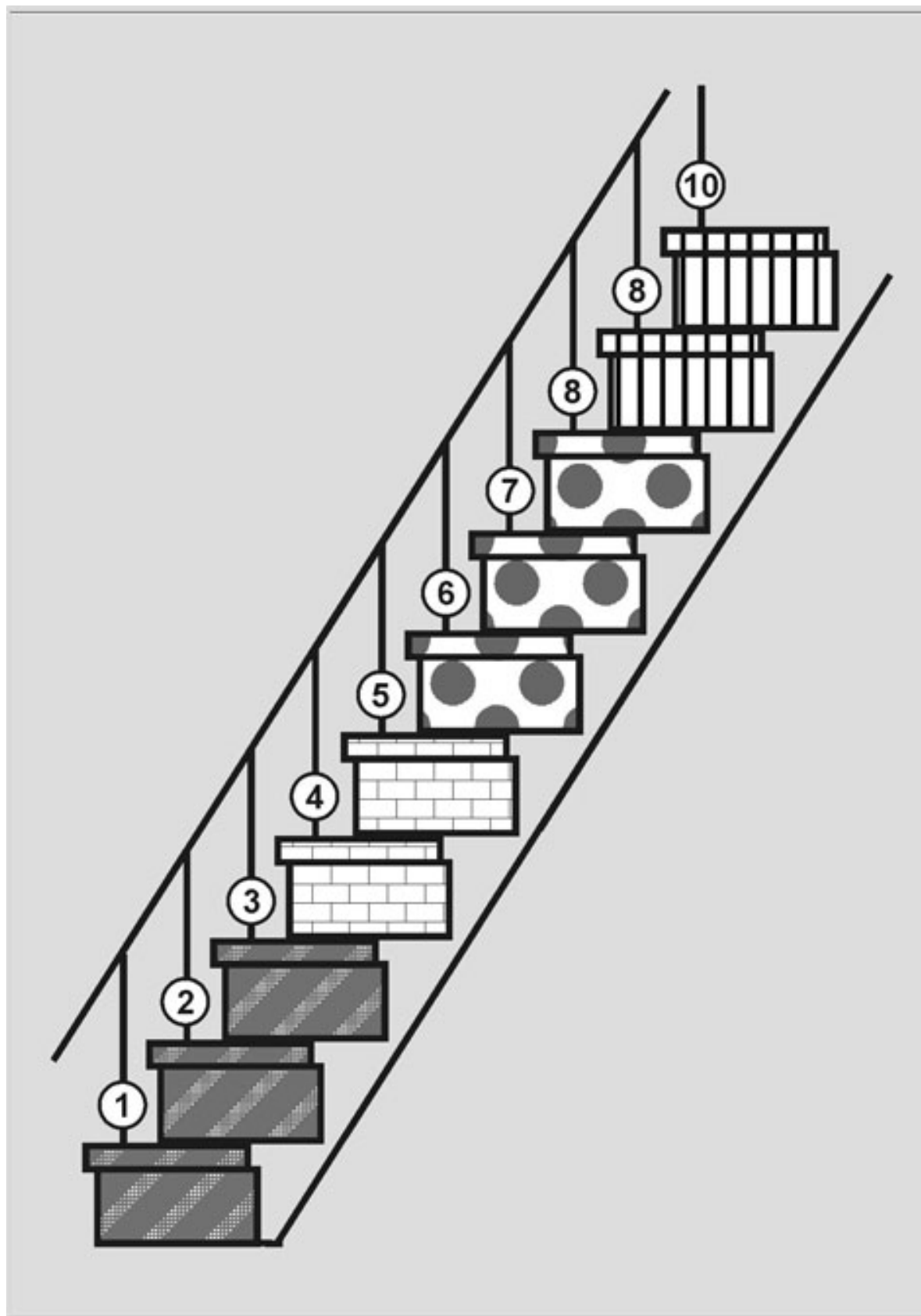
Follow up reading

Lewis M. Talking Point, *English Teaching Professional*, Issue 25 October 2002

Lesson planning, available at

<http://www.teachingenglish.org.uk/think/methodology/planning1.shtml>

PLANNING FOR TEACHING AND LEARNING
Activity 1, Handout 1, Staircase



PLANNING FOR TEACHING AND LEARNING**Activity 3, Handout 2a, Lesson plan analysis**

Answer the following questions:

- ~ *What are the stages of the lesson?*
- ~ *What is the aim of each activity?*
- ~ *Are the activities connected with each other?*
- ~ *Do the activities contribute to the overall aim of the lesson?*
- ~ *Do the activities go from simple to complicated?*
- ~ *Does the lesson cater for all learning styles?*
- ~ *What is the teacher's role in each activity?*
- ~ *Is there enough variety in terms of interaction?*
- ~ *Did you like the lesson plan? Why?/Why not?*
- ~ *Would you change anything in the lesson plan if you taught this lesson? If you would, what and why?*
- ~ *How similar is it to your way of planning lessons?*

Lesson plan

	Aim of the activity	Stages of the lesson	Teacher-centred/ Learner-centred	Learning styles	Mode of interaction	Teacher's role
Activity 1						
Activity 2						
Activity 3						
Activity 4						
Activity 5						

PLANNING FOR TEACHING AND LEARNING**Activity 3, Handout 2b, Lesson plan analysis****Lesson Plan**

Date: May 22, 2006.

Subject: Integrated Skills

Topic: Cultural events

Group: 2D

Level: Intermediate

Procedure	Time
<p>Introduction</p> <ul style="list-style-type: none"> • Teacher introduces the topic and asks the following questions: <ul style="list-style-type: none"> ~ <i>What cultural events do we celebrate in our country?</i> • Teacher writes answers on the board. • Teacher distributes cards with description of events that are celebrated in the UK with questions and asks students to answer the questions on their cards. • Teacher elicits answers and crosses out similar events/festivals on the board. 	5 min
<p>Jigsaw reading</p> <ul style="list-style-type: none"> • Teacher puts students into groups of three, gives each student a number (1,2,3) and gives each group different texts with a question. Teacher asks all groups to read their text, answer the question in their groups. After groups have read the text, teacher regroups students according to their given numbers. (number 1s will be in one group, number 2s will be the second group and so on.). Teacher asks new groups to share their information in their new groups. 	10 min
<p>Plenary discussion</p> <ul style="list-style-type: none"> • Teacher asks the following questions: <ul style="list-style-type: none"> • <i>What did you find out about holidays and festivals from each other?</i> • <i>Did you learn something new?</i> • <i>What are your answers to the question you had?</i> 	10 min
<p>Vocabulary work</p> <ul style="list-style-type: none"> • Students continue working in their groups. Teacher gives each group a word from the texts which they discussed before, gives a dictionary to each group and asks each group to give 2 phrases with the given word(s) in order to put them in context. • Groups present their findings to the whole group. 	10 min

PLANNING FOR TEACHING AND LEARNING WORKSHOP

Objective:

- to review the stages of a lesson
- to give participants an opportunity to write an outline of a lesson

Activity 1 Stages of a lesson

Objective: to review the stages and sequencing in a lesson; to brainstorm possible activities for different stages of a lesson

Time: 25 min

Materials: 3 sets of a scrambled lesson plan (handout 1)

► Procedure:

- 😊😊😊 (5 min) Put participants in groups of 6-7 and give out the scrambled lesson plan to each group (handout 1). Tell them to decide on the order of the stages of the lesson plan and line up according to the order of the activities.
- 😊 (5 min) Check the order of the participants in the line in each group. Refer participants to the previous session on lesson planning and elicit the stages and objectives of each step of the lesson. Ask participants the following questions:

~ *What are the stages of the lesson?*

Tell participants that 'pre-while-post' is not the only way to plan a lesson.

~ *What is the purpose of the pre activity/ while-activity/ post activity of the lesson?*

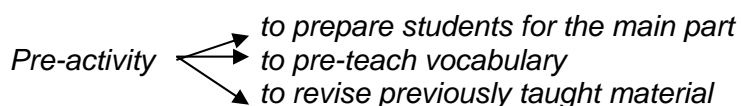
~ *What other pre/ post activities can you think of for this particular lesson?*

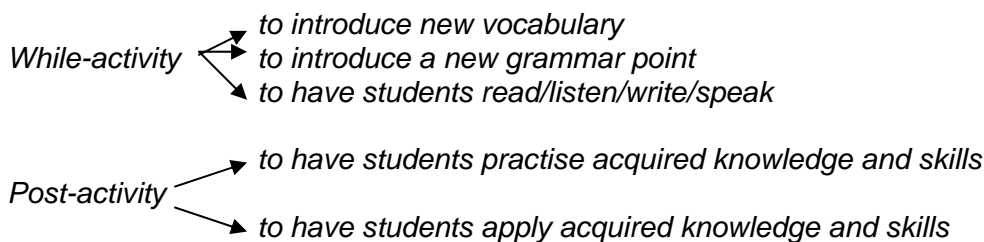
Possible answers:

- ~ pre-activity: step 1; while activity: steps 2, 3, 4, 5; post activity: steps 6, 7
- ~ pre-activity – to prepare students, pre-teach key words from the story; while-activity – to have students practise listening and speaking, practise past tense; have students speak, ask and answer questions, write down the story they liked most
- ~ possible pre-activities: teacher can use pictures to generate some vocabulary and ask students to predict the story; ask questions etc. Possible post activity: teacher can ask students to act out one of the stories.

- 😊 (3 min) Ask participants what the purpose of a pre-activity/while-activity/post - activity can be. Put their ideas on the flipchart.

NB: pre-activity/while-activity/post-activity are the names of the stages and each can include several activities.





- 😊😊😊 (5 min) Ask participants in groups to brainstorm what kind of activities can be used at each stage. Remind them that some activities can be used at different stages depending on the objective.

Possible answers:

	<i>Pre-activity</i>	<i>While-activity</i>	<i>Post-activity</i>
<i>Objective</i>	<ul style="list-style-type: none"> • to prepare students for the main part of the lesson • to pre-teach vocabulary • to revise previously taught material 	<ul style="list-style-type: none"> • to introduce new vocabulary • to introduce new grammar points • to have students read/listen/speak/write 	<ul style="list-style-type: none"> • to practise acquired knowledge • to apply acquired knowledge
<i>Possible activities</i>	<ul style="list-style-type: none"> • pre-teach/review vocabulary • elicit, e.g. ideas and beliefs • brainstorm ideas • predict from the title/key words/first paragraph/pictures • ask questions to check students' background knowledge • write what you know about... 	<ul style="list-style-type: none"> • read the text and define the overall idea • listen and fill in the blanks • listen and tell what it is about. • speak about... • underline verbs in past simple • write a letter 	<ul style="list-style-type: none"> • role play • write a letter • finish the story • exercises in the book • make a mind map/list • make up questions about... • make a plan for... • make a poster • make an advertisement • draw a picture • write a poem

- 😊 (5 min) Collect the ideas from participants.
- 😊 (2 min) Summarize the activity by saying that it is important to remember that a lesson consists of different stages. However, there is no one right way to plan a lesson and the lesson plan that we analysed is just one of the options. A teacher may vary its stages and activities depending on the objective of the lesson and the teaching situation.

Activity 2 Objectives of a lesson

Objective: to explore the objectives and learning outcomes of the lesson

Time: 10 min

Materials: none

► Procedure:

- 😊 (3 min) Tell participants that planning starts with setting an objective and thinking about learning outcomes. Tell them that it is always important to state the overall objective of the lesson clearly in order to know where the activities should lead to (teaching objective(s)). It also makes it possible for the teacher to expect what their learners can learn by the end of the lesson (learning outcomes). Refer participants back to the previous session on planning for teaching and learning and remind them of the staircase and the importance of connections between lessons within the syllabus.
- 😊 (7 min) Ask participants the following questions:
 - ~ *What was the teaching objective(s) of the lesson in Activity 1?*
 - ~ *What would students learn from this lesson?*
 Invite random responses.

NB: It is likely that there will be a mixture of objectives: both students' and the teacher's. Therefore, it is important to distinguish between the two.

Possible answers:

Teaching objectives:	Students will have an opportunity to practise past simple tense in stories about the past.
and	Students will have an opportunity to practise asking and answering questions in the past tense.
	Students will have an opportunity to practise writing a story.
Learning outcomes:	Students will be able to tell stories using past tense.
	Students will be able to ask and answer questions in past tense.

- Establish that a good objective is precise and clear. It also helps to identify what students should achieve by the end of the lesson (learning outcome(s)).

Activity 3 An outline of a lesson

Objective: to practise planning a lesson

Time: 45 min

Materials: strips of paper, markers, flipchart paper

► Procedure:

- 😊😊😊 (15 min) Put participants in groups of 4. Tell participants that now they will have a chance to write an outline of a lesson themselves. **Remind them that this outline should be included in Portfolio entry 5.** Give each group a topic of a lesson (at the airport, sports, meals, leisure, etc) or let them choose it themselves. Remind them that it can be a lesson on any of the four skills, on grammar or vocabulary, or on integrated

skills. Ask participants to work in groups and write an outline of a lesson which should include the objective, time, level of students, materials, and stages of the lesson.

Possible topics:

At the airport
Sports
Meals
Leisure
Cinema
Travelling
At the doctor's

- 😊 (15 min) Ask the groups to present their ideas on a poster. Other groups comment and give feedback to each other.
- 😊 (5 min) Ask participants to think individually what piece of advice they would give to a novice teacher about lesson planning. Ask them to write their piece of advice on a strip of paper.
- 😊 (10 min) Ask participants to sit in a circle and share their advice by putting their strips of paper in the centre on the floor.

Summary

Establish the following:

- It is important to plan our teaching because it helps teachers to integrate their lessons into the syllabus and therefore reach the overall aim of the course.
- Lesson planning is important because it helps us to reach teaching objectives. However, teachers need to be flexible in order to respond to unpredicted situations in the lesson and use the teaching opportunities presented by students.
- There is no one right way to plan for teaching and learning. The teacher can vary the activities and stages but s/he should always have a reason for doing this.

PLANNING FOR TEACHING AND LEARNING WORKSHOP**Activity 1, Handout 1**

Lesson plan outline:



Put the key words on the board. Check whether students know the words. Ask them to predict the story using the key words.



Tell students a story. While telling the story, ask questions to keep their interest: "What do you think happened next?"



Don't finish the story. Ask students in groups to finish the story and then share it with the rest of the class.



Tell students the last part of the story.



Review the questions that you asked while telling the story. Put them on the board for students to see.



Put students in groups of 3. Ask them to share their own stories with each other. Remind them that they need to ask questions to keep each other involved.



Ask students to write down the story they liked best.



INFORMATION AND COMMUNICATIONS TECHNOLOGY 2

Objectives:

- to enable participants to use ELT Internet sites to find particular information
- to familiarise participants with the www.onestopenenglish.com ELT site
- to give participants an opportunity to work on Entry 6 for their portfolios

Activity 1 Exploring www.onestopenenglish.com site


Objective: to familiarise participants with the www.onestopenenglish.com ELT site

Time: 35 min

Materials: computers, connection to the internet

Room: Computer class

► Procedure:

- Tell participants that this session will give them an opportunity to practise their Internet search skills and find particular information. Tell them that they will also have a chance to complete one of the portfolio tasks and include it in their portfolio.
- Tell them that now they will do a small quiz on one of the ELT sites.
- Ask participants the following questions:
 - ~ *What ELT sites do you know?*
 - ~ *What information can you find there?*
- Ask participants to click the **Launch Internet Explorer** icon to connect to the Internet, type www.onestopenenglish.com in the address window and press 'Enter'.
- Distribute **handout 1**  to participants and tell them that they will need to answer the questions as quickly as possible.

Suggested answers:

1. Browse; register; subscribe.
2. M Tunes; Games and activities: new this month; free games and activities; games and activities for staff room members; street cats.
3. Methodology: classroom management
4. Lesson share competition, Methodology challenge, teacher anecdotes, teachers' letters
5. Needs analysis, one-to one, first lessons, role-play and simulations, pre-experience learners, getting into intercultural training.

- Check the answers and establish that www.onestopenenglish.com is one of the many ELT sites that contains a lot of useful information. It can be used as a resource for teaching ideas.

Activity 2 Portfolio entry 6




Objective: to give participants an opportunity to search the Internet for communicative activities

Time: 45 min

Materials: computers, connection to Internet, handout 2

Room: Computer class

► Procedure:

-  Remind participants that Portfolio entry 6 asks them to browse the Internet and find 4 communicative activities for each of the skills i.e. reading, writing, listening and speaking. Tell them that now they will have a chance to work on the task during the session.
-  Distribute handout 2  and tell participants that they can use the sites given on the handout but they are not limited to them. Remind them that they need to give a proper reference for the site they have borrowed activities from. Give participants enough time to work on the task. Monitor their work and be available for help. Answer any questions that may arise.
- Finish the session and establish that the Internet is a good source of ELT materials and ideas where teachers can find activities or even lesson plans for all levels and skills.

IT 2**Activity 1, Handout 1 Quiz****Answer the following questions:**

1. *What three things does the site invite new visitors to do immediately?*
2. *What does the 'games and activities' section offer?*
3. *In what section can you find an article on error correction techniques in speaking activities?*
4. *What competitions does onstopenglish.com run?*
5. *What does the 'Business and ESP teaching approaches' section offer?*

**IT 2****Activity 1, Handout 1 Quiz****Answer the following questions:**

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**IT 2****Activity 1, Handout 1 Quiz****Answer the following questions:**

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3. *In what section can you find an article on error correction techniques in speaking activities?*
4. *What competitions does onstopenglish.com run?*
5. *What does the 'Business and ESP teaching approaches' section offer?*



IT 2

Activity 2, Handout 2, List of recommended ELT websites

www.teachingenglish.org.uk

www.onestopenglish.com

www.businessenglishonline.net

www.elgazette.com

www.teachertrainingvideos.com

<http://www.learnenglish.org.uk/>

www.educationuk.org

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.channel4.com/learning/>

<http://www.better-english.com/exerciselist.html>

<http://www.bbc.co.uk/worldservice/learningenglish/business/index.shtml>

<http://www.englishclub.com/index.htm>

<http://www.bbc.co.uk/schools/teachers>

<http://education.leeds.ac.uk/edu-mwe/eltwww.htm>



IT 2

Activity 2, Handout 2, List of recommended ELT websites

www.teachingenglish.org.uk

www.onestopenglish.com

www.businessenglishonline.net

www.elgazette.com

www.teachertrainingvideos.com

<http://www.learnenglish.org.uk/>

www.educationuk.org

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.channel4.com/learning/>

<http://www.better-english.com/exerciselist.html>

<http://www.bbc.co.uk/worldservice/learningenglish/business/index.shtml>

<http://www.englishclub.com/index.htm>

<http://www.bbc.co.uk/schools/teachers>

<http://education.leeds.ac.uk/edu-mwe/eltwww.htm>

REFLECTION ON MODULE 1

Objective:

- to give participants an opportunity to reflect in writing on their learning during module 1
- to let participants share their reflection
- to introduce the task for entry 8

Activity 1 Module 1 Reflection

Objective: to give participants an opportunity to reflect in writing on their learning during module 1; to let participants share their reflection

Time: 45 min

Materials: portfolio specification, A4 paper

▶ Procedure:

- 😊 (30 min) Say that during this session participants will have an opportunity to reflect on their experience during Module 1. They will need to produce a reflective piece of writing that will address the questions from **Portfolio entry 7**. If participants do not have the portfolio specification, write the questions on the board.

Entry 7 - Reflection on Module 1 (prepared during Session 35)

For this portfolio entry you will have to think back over the first 2 weeks of the programme and complete the following sentences.

1. As a participant in the programme, I learned that ...
2. As a teacher, I found the following things useful: ...
3. When I am back at work in my home institution, I will ...
4. I will change ... as the result of the programme because ...

- 😊 😊 (15 min) When participants have finished, pair them up and ask them to share what they have written. They can comment on each other's reflections both orally and in writing. Provide participants with post-it-notes and say that they can write their commentaries on them and place them next to the point they wish to comment on. Warn the whole group that the purpose of this exchange is NOT to correct mistakes.
- Tell participants to insert the written reflection with or without commentaries (depending on what they prefer) into their portfolio folder.


Activity 2 Entry 8

Objective: to give instructions for Portfolio task 8

Materials: a pack of articles

Time: 35 min

► Procedure:


-  (5 min) Say that Portfolio Entry 8 asks participants to report on their reading of a professional article. Remind them about the task.

Entry 8 – Article Report (Session 35)

For this portfolio entry you will need to report on a professional article that you have read during the course. Write a short review/reflection (about 200-250 words) addressing the following:

1. why you find the article useful
2. how it relates to you and your teaching
3. points that you agree or disagree with or find interesting and explain why

Attach a copy of the article to your report.

- (5 min) Say that participants can choose any article from the article pack. They can also browse through any professional journals (ELTJ, MET, ET Professional, etc). If participants wish to search for the article in the Internet, they will need to print it out. Say that in this case participants will have to be selective and choose credible websites, because the Internet is full of junk information.
-  (25 min) Invite participants to find out what journals are available in the Professional Development Centre (PDC). Provide comments and suggestions if needed.

EVALUATION OF MODULE 1

Objective:

- to provide participants with an opportunity to evaluate Module 1

▶ Procedure:

- Distribute questionnaires for Week 2 Module 1. Tell participants that their opinion will be much appreciated and ask them to complete the questionnaires.

Guidelines on how to analyse the completed questionnaires

It is important to keep records of the participants' feedback which should be included in the final report. The analysed questionnaires should be made available to all trainers, observers, course administrators, possibly participants, and University authorities. While analysing the questionnaires you should keep in mind that they contain 2 types of question:

- ~ closed questions; where participants have to tick the answers (e.g. *How do you feel by the end of the two weeks?* Tick as many boxes as you like)
- ~ open-ended questions; participants have to write their answers in the space provided (*Which session(s) did you find most useful for your teaching context?* Please specify)

Sometimes open and closed types of question might appear in combination. For example,

'What do you think about the handouts?'

- All the handouts were clear for me.
- I found some handouts difficult to understand. Please specify which.

- All the handouts were difficult to understand. Please comment.

While analysing answers to closed questions, count the number of participants who ticked each item and write them in brackets afterwards. For example,

1. *How do you feel by the end of the two weeks?* Tick as many boxes as you like.

<ul style="list-style-type: none"> <input type="checkbox"/> Interested (21) <input type="checkbox"/> Worried <input type="checkbox"/> Confused (1) <input type="checkbox"/> Excited (7) 	<ul style="list-style-type: none"> <input type="checkbox"/> Bored (2) <input type="checkbox"/> Comfortable (20) <input type="checkbox"/> Relaxed (10) <input type="checkbox"/> Other, please specify <i>tired (1), cool (1)</i>
--	---

To analyse answers to open-ended questions, write all the answers given by participants. If some answers are repeated more than once, indicate that in brackets afterwards. For example,

2. *Which session(s) did you find most useful for your teaching context?* Please specify.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Various types of dictations (11) 2. Working with newspaper (9) 3. ESP (7) | <ol style="list-style-type: none"> 4. Mixed ability groups (5) 5. All sessions (4) 6. Basics of Testing (4) |
|--|--|



DUET

QUESTIONNAIRE for PARTICIPANTS
Module 1 Week 2

Dear participant,

We would like to know how far the DUET programme met your expectations, and how useful you found it.

Your name (Optional)

City.....

Institution

1. How do you feel by the end of the two weeks? Tick [X] as many boxes as you like.

- Interested
Worried
Confused
Excited

- Bored
Comfortable
Relaxed
Other, please specify

2. Which session(s) did you find most useful for your teaching context? Please specify.

Two horizontal lines for text entry.

3. Which session(s) did you find least useful for your teaching context? Please specify.

Two horizontal lines for text entry.

4. How helpful did you find the team of trainers? Please comment.

Two horizontal lines for text entry.

5. Did you feel comfortable working with other participants over the week? Please comment.

Two horizontal lines for text entry.

6. What do you think about the handouts?

- All handouts were clear for me.
I found some handouts difficult to understand. Please specify which

Horizontal line for text entry.

- All handouts were difficult to understand. Please comment

Horizontal line for text entry.

7. How useful did you find the articles provided by the trainers? Please comment.

8. How useful did you find programme audio and video materials? Please comment.

9. Name three ideas/activities that you will share with your colleagues or use in your classroom upon your return to your institution.

Are there any other topics that you would like the programme to focus on?

10. To what extent did the programme meet your expectations?

Fully Partially Not at all

Comments _____

11. How would you rate the programme organisation in terms of...?

	Excellent	Good	Poor	Comment
Timing (start and finish time, breaks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Resources (books, articles, internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Organisational issues (accommodation, travel, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Social programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

12. Would you recommend this programme to your colleague? Why/Why not?

13. Any other suggestions for improvement?

Thank you for your cooperation! ☺

GLOSSARY

1. ANDRAGOGY

The study and practice of teaching methods appropriate to working with adults.

2. ANTICLOCKWISE

In the opposite direction to the movement of the hands of a clock.

3. APPLIED LINGUISTICS

- i. the study of second and foreign language acquisition and learning
- ii. the study of language and linguistics in relation to practical problems, such as *lexicography, translation or speech pathology*.

4. ASSESSMENT

The measurement of the ability of a person or the quality or success of a teaching course, etc. Assessment may be by test, interview, questionnaire, observation and so on.

5. AUTHENTIC TASK

A task which replicates or resembles a real-life task, e.g. scanning an article for particular information; this may be contrasted with a task which is specifically designed for, and only relevant in, the classroom.

6. AUTHENTIC TEXT

Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc.

When a teacher prepares texts or tapes for use in the classroom, he/she often has to use simplified texts as opposed to authentic texts.

7. AUTHENTICITY

The degree to which language teaching materials have the qualities of natural speech or writing.

8. AUTONOMOUS LEARNING

The process of learning without being controlled by anyone else.

9. AUTONOMY

The ability to act and make decisions without being controlled by anyone else.

10. BRAINSTORMING

- i. (in language teaching) a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

- ii. (in teaching writing) a form of prewriting in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.

11. BUILDING RAPPORT

Building friendly classroom relationships with and between learners.

12. CHALLENGE

A new or a difficult task that tests somebody's ability and skill.

13. CLOCKWISE

Moving around in the same direction as the hands of a clock.

14. CLT

Communicative language teaching also (communicative approach).

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the audio-lingual approach. Teaching materials used with a communicative approach often:

- a. teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.
- b. are based on a notional syllabus or some other communicatively organized syllabus
- c. emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

15. COMPREHENSIBLE INPUT

Input language which contains linguistic items that are slightly beyond the learner's present linguistic competence.

16. CONTEXT

The ideas or content which occurs before and/or after a word, a phrase or even a longer utterance or text. The context often helps in understanding the particular meaning of the word, phrase, etc. For example, the word *loud* in *loud music* is usually understood as meaning "noisy" whereas in *a tie with a loud pattern* it is understood as "unpleasantly colourful". The context may also be the broader social situation in which a linguistic item

is used. For example, in ordinary usage, *spinster* refers to an older unmarried woman but in a legal context it refers to *any* unmarried woman.

17. CO-OPERATIVE LEARNING ALSO (COLLABORATIVE LEARNING)

An approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams. Such an approach to learning is said to increase students' learning since a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness, and d) it reduces the teacher's dominance in the classroom.

18. ELICITATION

Techniques or procedures which a teacher uses to get learners to actively produce a response.

19. EVALUATION

In general, the systematic gathering of information for purposes of decision making. Evaluation uses quantitative methods (e.g. tests), qualitative methods (e.g. observations, ratings) and value judgments. In language teaching programmes, evaluation is related to decisions to be made about the quality of the programme itself, and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems. The evaluation of individuals involves decisions about entrance to programmes, placement, progress, and achievement. In evaluating both programmes and individuals, tests and other means of assessment are frequently used.

20. FACILITATE

To make a learning process possible or easier; to work with a group in order to help them to articulate ideas.

21. FACILITATOR

a person who helps an individual or a whole group to learn and/or express themselves.

22. FEEDBACK

(in teaching) Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.

23. FLUENCY (FLUENCY DEVELOPING ACTIVITIES)

In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- i. the ability to produce written and/or spoken language with ease and without significant hesitation;

- ii. the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.

24. GENUINE COMMUNICATION

Communication which takes place for a real purpose.

25. GRID

A chart to be filled in by learners or teacher-participants, often used to summarise ideas or to focus reflection.

26. GROUPWORK

(in language teaching) A learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group.

27. ICE-BREAKER

An activity to make learners feel less nervous or inhibited when they first meet.

28. INFORMATION GAP ACTIVITY

An activity in which a pair or two groups of students hold different information, or where one partner knows something that the other doesn't. This gives a real purpose to a communication activity.

29. INSE(T)T

In-Service (Teacher) Training

30. INTERACTION PATTERN

Mode of work (individual work, pairwork, groupwork) used in learning or teaching.

31. INTERLANGUAGE

A term used to describe the state of a learner's language – somewhere between being a complete beginner and native speaker standard.

32. JIGSAW ACTIVITY

A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task. Often used in reading work when each learner or group of learners reads and understands a part of a text, then takes part in pooling information to establish the meaning or message of the whole text.

33. LANGUAGE AWARENESS

In ELT, this is an approach to language which takes account of social dimensions of language use as well as encouraging to think about language systems, discourse and communication. It involves exploring authentic language through questions and tasks as well as questioning traditional views of grammar and lexis.

34. LANGUAGE SKILLS

(in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/**productive skills** and reading and listening, the passive/**receptive skills**. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

35. LEAD-IN

An activity used to orient learners to a new topic or area of focus in a lesson.

36. LEARNING STRATEGIES

Ways in which a learner attempts to work out the meanings and uses of words, grammatical rules, and other aspects of a language, for example by the use of generalization and inferencing, focusing on certain aspects of new information, analyzing, and organizing information during learning to increase comprehension, or evaluating learning when it is completed to see if further action is needed. Learning strategies may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production.

37. LEARNING STYLE

The particular way in which a learner learns. Visual learners, for example, will be helped by pictures, graphics or by seeing a word written down. Auditory learners take in new information best by listening. Kinesthetic learners benefit from physical involvement in the process of learning.

38. META-LANGUAGE

The language used to analyse or describe a language. For example, the sentence: *In English, the phoneme /b/ is a voiced bilabial stop* is in meta-language. It explains that the *b*-sound in English is made with vibration of the vocal chords and with the two lips stopping the airstream from the lungs.

39. METAPHOR

A word or phrase used in an imaginative way to describe somebody or something, in order to show that the two things have the same qualities and to make the description more powerful.

40. MINGLE ACTIVITY (ALSO MÊLÉE)

An activity where people move and talk to each other.

41. MODULE

A unit that can form part of a course of study at a college or university.

42. MONITORING

i. Listening to one's own spoken language to compare what was said with what was intended, and to make corrections if necessary. People generally try to speak fluently and appropriately, and try to make themselves understood, whether in the mother tongue or in the second/foreign language. The interjections and self-corrections that speakers make while talking show that monitoring is taking place, and are usually for the purposes of making meaning clearer. For example:

He is, well, rather difficult.

Can I have, say, a glass of beer?

ii. Teachers often *monitor* their learners' performance in pair- or groupwork, either to check on the accuracy and appropriacy of their language or to make sure that they are on task.

43. MULTIPLE-CHOICE

In testing or teaching: a device in which the learner is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete sentence. This is known as the stem. The different possible answers are known as alternatives. The alternatives typically include one correct answer and several wrong answers or distractors.

For example: *Yesterday I _____ some interesting magazines.*

(a) have bought (b) buying (c) was bought (d) bought

44. OBJECTIVE

Objectives are statements of what is to be achieved in a course or lesson. They are detailed descriptions of exactly what a learner is expected *to be able to do* at the end of a period of learning. This might be a single lesson, a chapter of a book, a term's work, etc. *Aims*, on the other hand, are long-term goals, described in very general terms.

45. OBSERVER

Someone who watches a class, either for learning, training or research purposes. The teacher who is observed is often referred to as the *observee*.

46. PAIRWORK

a learning activity which involves learners working together in pairs.

47. PEDAGOGY

the study of teaching methods and approaches.

48. PEER OBSERVATION

Observation of a teacher or trainee by a colleague of equal status.

49. PEER CORRECTION

Correction of a learner's mistakes by fellow learners.

50. PORTFOLIO

a collection of work, materials that a learner or course participant collects and puts together in a file, usually for assessment.

51. POST-SYSTEMATIC ERROR

An error made by a learner *after* s/he has had an opportunity to learn the vocabulary or structure s/he is attempting to use.

52. PRESENTATION

- i. The way in which something is offered, shown or explained to others.
- ii. A formal monologue to present ideas, opinions or a business proposal.

53. PRESETT

Pre-Service Teacher Training

54. PRE-SYSTEMATIC ERROR

An error made by a learner *before* s/he has learned the structure or vocabulary item s/he is attempting to use.

55. REFLECTIVE PRACTICE; REFLECTIVE TEACHING

An approach to teaching, professional development and teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experience. In teacher education programmes, activities which seek to develop a reflective approach to teaching aim to develop the skills of considering the teaching process thoughtfully, analytically and objectively, as a way of improving classroom practices. This may involve the use of:

- i. journals in which student teachers or practising teachers write about and describe classroom experiences and use their descriptions as a basis for review and reflection;
- ii. audio and video taping of a teacher's lesson by the teacher, for purposes of later review and reflection;
- iii. group discussion with peers or a supervisor in order to explore issues that come out of classroom experience.

56. REFLECTION ON LEARNING

An approach to classroom or professional learning which builds in time for reviewing and thinking over each learning experience.

57. ROLE PLAY

Classroom activities in which students take the *roles* of different participants in a situation and act out what might typically happen in that situation. For example, to practise how to express complaints and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson.

58. SCANNING

A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born. Scanning may be contrasted with *skimming* or *skim reading*, which is a type of rapid reading used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

59. SECOND LANGUAGE ACQUISITION (SLA)

(*in applied linguistics*) the processes by which people learn or acquire a second or foreign language. These processes are often investigated with the expectation that information about them may be useful in language teaching.

60. SELF-CORRECTION

Correction by a learner of her/his own mistakes – usually possible only in the case of *post-systematic* errors.

61. SIMULATION

Classroom or training activities which reproduce or simulate real situations and which often involve learners/participants in playing roles and group discussion in order to solve a problem or complete a given task. They are given instructions to follow (for example, an employer- employee discussion over wage increases in a factory). The participants then make decisions and proposals. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened in a debriefing session which generally follows the simulation proper.

62. SKIMMING

See *Scanning*

63. STUDY SKILLS

Abilities, techniques, and strategies which are used when reading, writing, or listening for study purposes. For example, study skills needed by university students studying from English-language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note-taking and summarising.

64. SUPERVISOR

(in teacher education) Someone who monitors and evaluates a student teacher's teaching performance or who observes and gives feedback to a practicing teacher. The supervisor's primary role may be as an evaluator of teaching performance or as a facilitator of professional development in the observee.

65. TEACHER EDUCATION

The field of activity which deals with the preparation and professional development of teachers. Within the field of teacher education, a distinction is sometimes made between *teacher training* and *teacher development*.

Teacher training deals with basic teaching skills and techniques, typically for novice teachers in a *pre-service* programme. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), techniques for presenting and practicing new teaching items, correcting errors, etc.

Teacher development goes beyond initial training and deals with the on-going professional development of teachers, particularly in *in-service education* programmes. This includes a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher and encouragement to the teacher to reflect on her/his own practice.

66. VALUES, ATTITUDES, BELIEFS

(these three terms often appear together in the literature and discourse of professional development)

Values are the guiding principles (often moral or ethical in nature) that govern behaviour; they are typically rooted in tradition, religion or in individual or shared philosophy and in education they help to inform decisions at all levels, from national policy right through to the classroom.

Attitudes – the way that a person thinks and feels about somebody, something; the way that a person behaves towards somebody, something that shows how he, she thinks

and feels. In a classroom this may show itself in a teacher's attitude to learners or in a learner's attitude to a foreign language and the culture associated with it, for example. *Beliefs* – the convictions that a teacher has about teaching or a learner about learning. When beliefs become dogma, they may inhibit professional development in a teacher or successful learning in a learner

67. WARM-UP ACTIVITY

An activity used to orient learners to a new topic or area of focus in a lesson.

68. RECEPTIVE SKILLS

See *Language skills*

69. PRODUCTIVE SKILLS

See *Language skills*

70. ESP

English for Specific Purposes also English for Special Purposes
the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for Academic Purposes, English for Science and Technology, and English for Nursing. These courses may be compared with those which aim to teach general language proficiency, English for General Purposes.

LIST OF SUPPLEMENTARY MATERIALS FOR MODULE 1

ARTICLES

References	Sessions
1. Tice, J. <i>Reflective teaching: Exploring our own classroom practice</i> . Available from: <a href="http://www.teachingenglish.org.uk/think/methodology/reflecti
on.shtml">http://www.teachingenglish.org.uk/think/methodology/reflecti on.shtml	Session 17. Review and Reflection
2. White, G. <i>Peer observation</i> . Available from: <a href="http://www.teachingenglish.org.uk/think/methodology/peer_o
bservation.shtml">http://www.teachingenglish.org.uk/think/methodology/peer_o bservation.shtml	Session 26. Observation for developmental purposes

EXTRACTS

References	Sessions
1. Kay, S. & V. Jones (2000) Unit 1. Friends. In: Kay, S. & V. Jones. <i>Inside Out Intermediate</i> , pp.9-10.	Session 12. Designing reading tasks
2. Soars, L. & J. Soars (1999) Unit 6. Likes and dislikes. In: Soars, L. & J. Soars. <i>Headway Intermediate</i> , pp.60-61.	Session 12. Designing reading tasks

SUGGESTED READING

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1. Berman, M. Storytelling. <i>Modern English Teacher</i> , 15 (3), 43-49.	Session 23. Teaching listening
2. Bolitho R. Language Awareness in the English Classroom. <i>English Teaching Professional</i> , 6 January 1998, 3-6.	Session 22. Teaching grammar 2
3. Bress, P. (2005) Questioning the concept question. <i>Modern English Teacher</i> , 14 (1), 41-42.	Session 57. Asking questions and eliciting
4. Bress, P. (2006) Meeting objectives. <i>English Teaching Professional</i> , 45 July 2006, 15.	Session 32. Planning for teaching and learning
5. Bress, P. (2007) Marking written assignments. <i>English Teaching Professional</i> , 49 March 2007, 17.	Session 21. Giving feedback on writing
6. Buckmaster, R. (2007) Death in the afternoon. (On information gap). <i>English Teaching Professional</i> , 50 May 2007, 52.	Session 8. Information gap
7. Calzoni, D. (2003) Homework with a difference. (On action research). <i>English Teaching Professional</i> , 27 April 2003, 50-52.	Session 31. Classroom research workshop
8. Davis, M. (2007) Newspaper conventions revealed! <i>English Teaching Professional</i> , 50 May 2007, 8-10.	Session 38. Working with newspapers
9. Field, J. (2005) Why classroom research? <i>IATEFL Voices</i> . 185 June-July.	Session 27. Classroom research
10. Gonçalves, S. Ways of presenting classroom language. Available from: www.clas.language.pt.britishcouncil.org	Session 56. Instructions and classroom language
11. Huimin, Z. Peer evaluation. <i>Modern English Teacher</i> , 15(2), 37-41.	Session 21. Giving feedback on writing
12. Hunt, R. (1999) Lesson planning. <i>English Teaching Professional</i> , 10 January 1999, 36-37.	Session 32. Planning for teaching and learning
13. Johnson, A.K. (2000) Climbing the story ladder: telling, writing and publishing stories in class. <i>Modern English Teacher</i> , 9 (2), 35-39.	Session 25. Integrated skills
14. Lightfoot, A. (2005) Using dictation. Available from: http://www.teachingenglish.org.uk/think/methodology/dictation.shtml	Session 39. Various types of dictations
15. Lombard, C. (2006) Tell me what you've told me. <i>English Teaching Professional</i> , 45 July 2006, 58-59.	Session 20. Teaching writing 2
16. Medgyes, P. (1986) Queries from a communicative teacher. <i>English Language Teaching Journal</i> , 40(2), 107-112.	Session 28. CLT
17. Miller, L. (2005) Teachers as researchers. Interviews. <i>Modern English Teacher</i> , 14 (1), 43-45.	Session 27. Classroom research

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| 18. Mohamed, N. (2004) Assessment for the right reasons. <i>English Teaching Professional</i> , 31 March 2004, 12,14. | Session 58. Basics of testing |
| 19. Nachi, H.E. & C.Y.Kinoshita. (2006) Lecturing in miniature. <i>English Teaching Professional</i> , 43 March 2006, 28-30. | Session 60. Effective lecturing |
| 20. Nasreen, H. (2004) Here is the news. <i>English Teaching Professional</i> , 33 July 2004, 8-9. | Session 11. Authenticity |
| 21. Nasreen, H. (2003) Helping EFL/ESL Students by Asking Quality Questions. <i>The Internet TESL Journal</i> , IX (10) October 2003. Available from:
http://iteslj.org/Techniques/Hussain-Questions.html | Session 57. Asking questions and eliciting |
| 22. Norman, S. (2006) Change of plan. <i>English Teaching Professional</i> , 46 September 2006, 59-61. | Session 32. Planning for teaching and learning |
| 23. Paran, A. (2003) Intensive reading. <i>English Teaching Professional</i> , 28 July 2003, 40. | Session 10. Teaching reading |
| 24. Puchta, H. (2005) Making the most of Multiple Intelligences. <i>English Teaching Professional</i> , 41 November 2005, 5-8. | Session 3. Learning styles |
| 25. Robertson, C. Planning 1&2. Available from:
http://www.teachingenglish.org.uk/think/methodology/planning1.shtml | Session 32. Planning for teaching and learning |
| 26. Ryall, S. Using newspapers in the classroom. An Alternative approach. <i>Modern English Teacher</i> , 15(2), 42-49. | Session 38. Working with newspapers |
| 27. Senior, R. (2005). Authentic communication in the language classroom. <i>English Teaching Professional</i> , 37 March 2005. | Session 28. CLT |
| 28. Senior, R. (2005). Keeping control in communicative classrooms. <i>English Teaching Professional</i> , 40 September 2005. | Session 28. CLT |
| 29. Taylor, J. (2002) The Road to Autonomy. <i>English Teaching professional</i> , 24 July, 8-10. | Session 41. Learner autonomy |
| 30. Thomas, F. (2001) Critical Friendships: colleagues helping each other develop. <i>English Language Teaching Journal</i> , 55(4) October 2001, 368-374. | Session 30. Observation and feedback 2 |
| 31. Vince, M. Writing revalued. <i>English Teaching Professional</i> , 35 November 2004, 4-6. | Session 20. Teaching writing 2 |
| 32. White, J.C. (1989). Negotiating communicative language learning in a traditional setting. <i>English Language Teaching Journal</i> , 43(3), 213-220 | Session 28. CLT |

LIST OF RESOURCES NEEDED FOR MODULE 1

STATIONERY

1. 1 pack of A4 paper (excluding handouts)
2. 1 flipchart
3. 1 pack of blue tack or Scotch tape
4. 3 packs of crayons
5. 3 board markers of different colours
6. 10 permanent markers
7. 20 balloons
8. 5 scissors
9. 10 glue sticks

EQUIPMENT

1. DVD player
2. TV set
3. CD player
4. Copier
5. 20 computers with Internet access

OTHER RESOURCES

1. 10 copies of English newspapers (The Guardian, The Times etc.)
2. 20 samples of authentic materials (brochures, travel guides, leaflets, tickets, magazines etc.)
3. 10 copies of English language teaching magazines (e.g. *English Teaching Professional*, *Modern English Teacher*, *English Language Teaching Journal* etc.)

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