

Training the Trainers (TTT) Programme

Training Toolkit

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INTRODUCTION FOR THE TRAINER

Dear Trainer,

The TTT programme is for participants who have successfully completed the DUET programme. The programme is also open to participants who are aiming to continue their further development in teaching and are regularly involved in teacher training programmes at universities such as University of World Languages, Andijan State Institute of Foreign Languages and Samarkand State Institute of Foreign Languages since these institutions organise teacher training courses for university English teachers.

Programme aims and learning outcomes

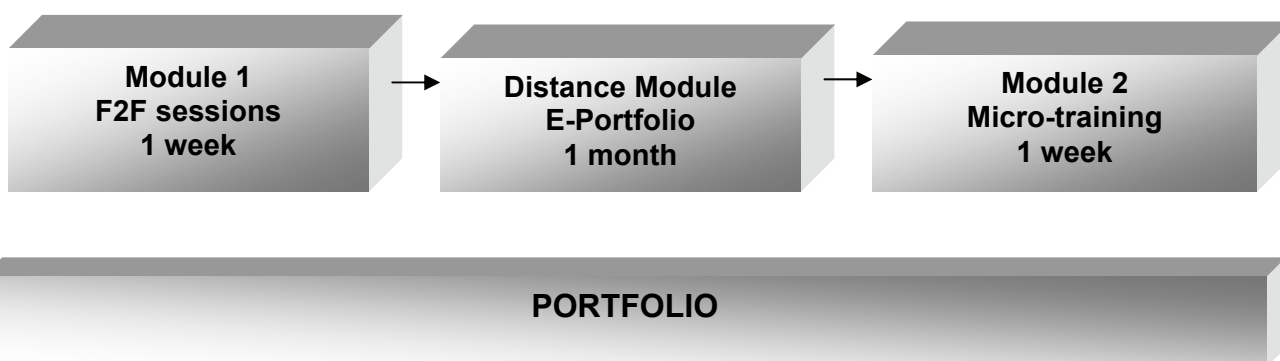
The overall aim of the programme is to help English language teachers in Uzbekistan to understand and articulate their beliefs about teaching and learning, to reflect on their own teaching practices and to share their experiences with each other.

By the end of the programme the participants will:

- ~ be familiar with the characteristics and training principles that make teacher training course effective
- ~ be able to develop as trainers and distinguish the role of a trainer from that of a teacher
- ~ have acquired the skills and knowledge required by teacher trainers
- ~ have prepared themselves to take a trainer's role as a facilitator in professional learning
- ~ be able to plan their own further professional development

Programme structure

The TTT programme consists of two Face 2 Face modules and the Distance module:



Module 1

Module 1 comprises 17 sessions and deals with issues that trainers need to be familiar with in order to train, educate and mentor other teachers successfully, and prepare for assignments in the Distance Module.

The Distance Module

The Distance Module gives participants an opportunity to try out the knowledge and skills acquired during Module 1. The main benefit of the Distance Module is work on Portfolio entries, which is meant to result in reflection on practical things such as facilitation of article discussions with their peers, observation of teachers' lessons, or exploration of an ELT concept. These entries are submitted electronically.

Module 2

This module is designed to give participants an opportunity to run micro training sessions where they will practise their training skills and learn from each other in a supportive, non-assessed environment. Participants will also be given constructive feedback by an experienced team of trainer-trainers.

Programme materials

The training materials include trainers' notes and suggested or possible answers for the questions which are discussed in the sessions. At the end of the Trainer's notes for each session there are handouts which are to be copied and distributed in the sessions. There are pointers (☰) to handouts in the materials and they are also labeled. In addition, video and audio materials are available for this course.

How to use the trainer's notes

To be an efficient trainer of future teacher trainers you need to know how to use the TTT materials effectively. We recommend that you:

1. skim through all the sessions to get a general overview of the programme;
2. read carefully those sessions which you will be responsible for and, if necessary, rehearse the parts which seem most challenging to you;
3. make sure all the handouts and necessary equipment are prepared beforehand;
4. keep your own reflection log recording both your thoughts and feelings and participants' comments and suggestions.

5. pay attention to the symbols used in the materials:

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

The programme values participants' experience and is designed to be a dialogue based around tasks, not a set of lectures, so your main aim is to train and mentor your participants and not just to cover the materials. Thus, a certain amount of flexibility is encouraged. However, we would like you to note that the materials have been piloted and revised several times. The rationale behind the order of the sessions and activities in them as well as the choice of articles for discussion has been confirmed in practice. That is why it is advisable to try to do everything that the materials suggest.

New Training the Trainers (TTT) Programme

Module 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Session 1 Official opening Orientation session	Session 4 Portfolio specifications	Session 7 Introducing DUET materials	Session 10 Summarising and reporting	Session 13 Trainer as facilitator RL	Session 16 Action planning – preparation for Distance Module. Submission of Reflection Log RL
Session 2 Exploring DUET experience – what makes training effective RL	Session 5 Working with adults RL	Session 8 Giving instructions	Session 11 Observation and feedback Feedback styles RL	Session 14 Experiential learning as a model for training RL	Session 17 Action planning – preparation for Distance Module
Session 3 From teacher to teacher trainer RL	Session 6 Trainer presence RL	Session 9 Interaction in the training room RL	Session 12 Feedback in written form RL	Session 15 Facilitating article discussions RL	

Distance Module

Observation of a teacher teaching a class. (Entry 1 on-line submission)
Article discussions with teachers. Report. (Entry 2 on-line submission)
Critical review of an article. (Entry 3 on-line submission)
Written task to explore ELT concepts (Entry 4 on-line submission)

New Training the Trainers Programme

Module 2

Monday	Tuesday	Wednesday	Thursday	Friday
Session 18 Flash back and flash forward	Session 21 Microtraining	Session 24 Microtraining	Session 27 Feedback session 1	Sessions 30 Global English resources
Session 19 Preparation for microtraining	Session 22 Microtraining	Session 25 Microtraining	Session 28 Feedback session 2	Sessions 31-32 Action planning towards Continuous professional Development (CPD)
Session 20 Preparation for microtraining	Session 23 Microtraining	Session 26 Microtraining	Session 29 Dealing with challenging participants	Wrap up and evaluation of the course Certification
			Portfolio submission	

ORIENTATION SESSION

Objectives:

- to establish a friendly atmosphere in the training room
- to explore participants' expectations of Training the Trainers (TTT) course
- to introduce the TTT programme to participants

Activity 1 Getting to know each other

Objective: to give participants an opportunity to get to know each other

Time: 15 min

Materials: handout 1, per participant

► Procedure:

- 😊 Say that as this is their first meeting it would be good to find out some information about each other. Distribute handout 1 📄 and ask them to write their names and some words about their family, work, and hobby.
- 😊😊 After participants have finished, ask them to come to the middle of the room, find a partner, and tell each other the four things about themselves (name, workplace, family and hobby).
- 😊 Ask participants to stand in a circle and introduce each other to the whole group by saying the four things: name, workplace, hobby and something about their family.

Activity 2 Sharing teaching experience

Objective: to give participants an opportunity to share their teaching experience

Time: 15 min

Materials: M&M chocolate candies of 3 different colours to group participants (options: cards with 3 months of each season, 3 colours of the traffic lights, post-it-notes with the names of 3 countries/flowers).

► Procedure:

- 😊 Ask participants to take an M&M chocolate candy of any colour (you may use any other things mentioned above in order to put them into three groups).
- 😊😊😊 Ask participants with M&M candies of the same colour to form a group. Tell participants that each of their groups should talk on the given topic. Give groups the following topics:
 - Yellow group – an achievement in their teaching
 - Green group – a challenge in their teaching
 - Red group – a funny moment in their (their colleagues') teaching practice
- Ask volunteers to share their own stories or those of other participants with the whole group.

Activity 3 Ground rules

Objective: to help participants build the community in the training group and develop ground rules

Time: 25 min
 Materials: six blank slips of paper per group, markers

► Procedure:

- 😊 Ask participants to think individually about their three strengths.
- 😊😊😊 Divide them into groups and ask them to discuss how their strengths can contribute to their learning in the whole group (*e.g. I am a good listener. I try to be patient and listen to everyone without interrupting them. This can motivate people to speak.*)
- 😊 Collect random answers from the groups. Establish that they can complement each other by sharing and learning from each other.
- 😊 Say that there are some other ways of supporting successful learning in a group. Elicit or say that one of these ways is by setting GROUND RULES.
- 😊😊😊😊 Divide participants into groups of 4 and distribute six slips of paper per group. Ask them to think and agree on six ground rules that would be suggested to the whole group. Ask them to write one ground rule on each slip of paper.
- 😊 Ask groups to put their slips with ground rules in the centre of the room and read them out, then compare and choose those rules which are similar. These should be included in the final list. Participants may also want to include some interesting rules which appear on just one slip.
- 😊 Make it clear to participants that they should follow these rules during the course as they were suggested and approved by themselves.
- 😊 Summarise the activity by establishing that a friendly atmosphere in the group is the prime factor contributing to successful learning. Tell them that during this training they should work together as one group, appreciate the value of team work and professional cooperation.
- Ask a volunteer or two to make a poster with the chosen ground rules to be posted on the wall on the next day.

Activity 4 Sharing expectations

Objective: to explore participants' expectations of TTT

Time: 35 min

Materials: flipchart for each group, markers, handouts 2 and 3 per participant


► Procedure:

- Ask participants to think of the following three questions and write their answers in their notebooks.



Why am I here?
 What have I brought to this training?
 What are my expectations from this training?

- 😊😊😊 Put participants in four groups and ask them to share their answers.
- Distribute a flipchart sheet to each group and ask them to produce one common poster which will summarise the things they have discussed in the groups:

Why are we here?	What have we brought to the training?	What are our expectations?
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-  When participants have produced their posters, invite them to stick the posters on the walls and compare them. Say that you will come back to the posters at the end of the training to check whether their expectations have been met.

NB The posters should be kept till Session 25 of Module 2.

-  Distribute handout 2  with the Map of the Programme. Ask participants the following questions:

- How many modules are there in the TTT programme?
- How many sessions are there per day?
- What sessions will be covered in Module 1? In Module 2?
- What are you expected to do during the Distance Module?
- Are there sessions which you've mentioned in your poster with expectations of TTT?

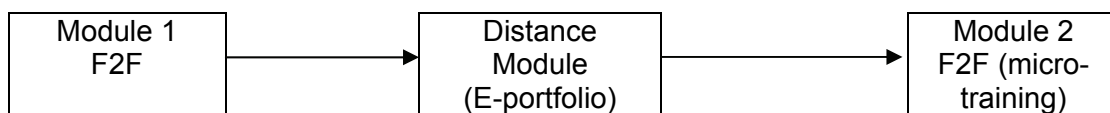
Possible answers:



The TTT programme consists of two Face 2 Face modules and the Distance module:

Module 1 introduces sessions on teacher trainers' skills and prepares participants for the Distance Module.

In the Distance Module, participants should try some training activities such as observation of teachers, facilitation of article discussions; they should also prepare and submit four entries.

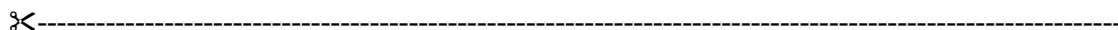
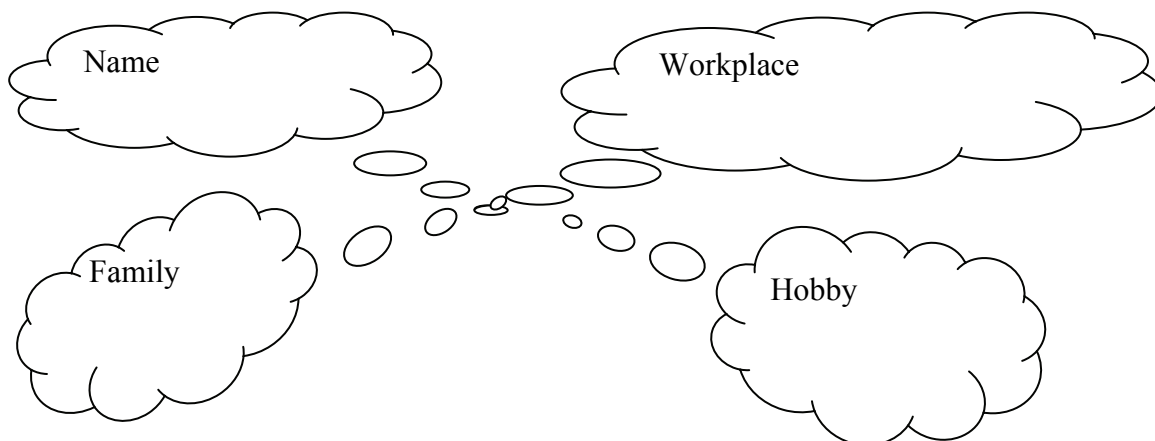
Module 2 is the most challenging part of the programme as in this module participants will have to do micro-training and use all skills and knowledge that they gained in Module 1 and in the Distance module.



-  Say that one of the requirements of this training will be to fill in the Reflection Log at the end of some sessions. Distribute handout 3  and say that this is the Reflection Log where they should enter the key points that they will pick up from some sessions. Encourage them to fill it in on a regular basis as it will go to their portfolio.

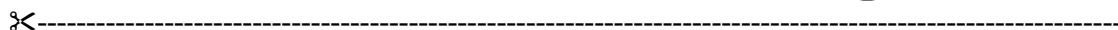
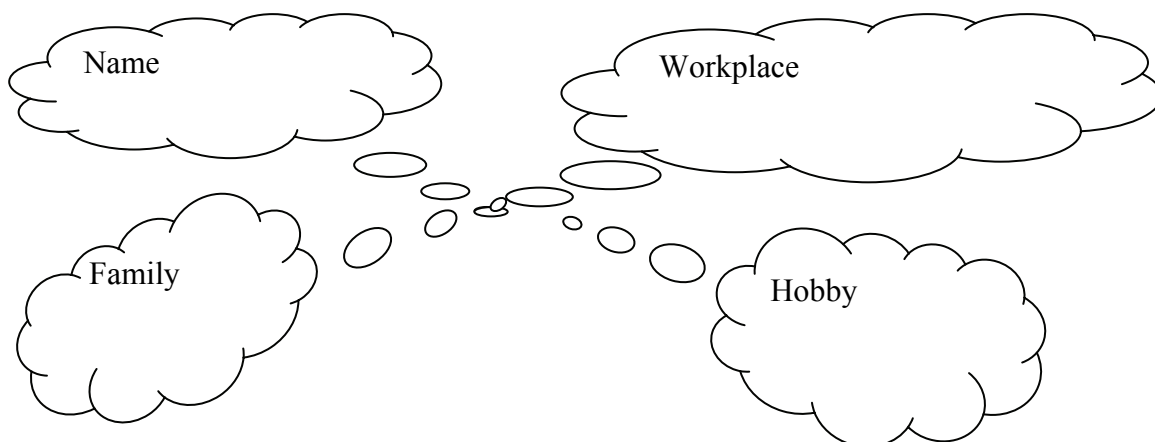
ORIENTATION SESSION

Handout 1, Activity 1, Getting to know each other



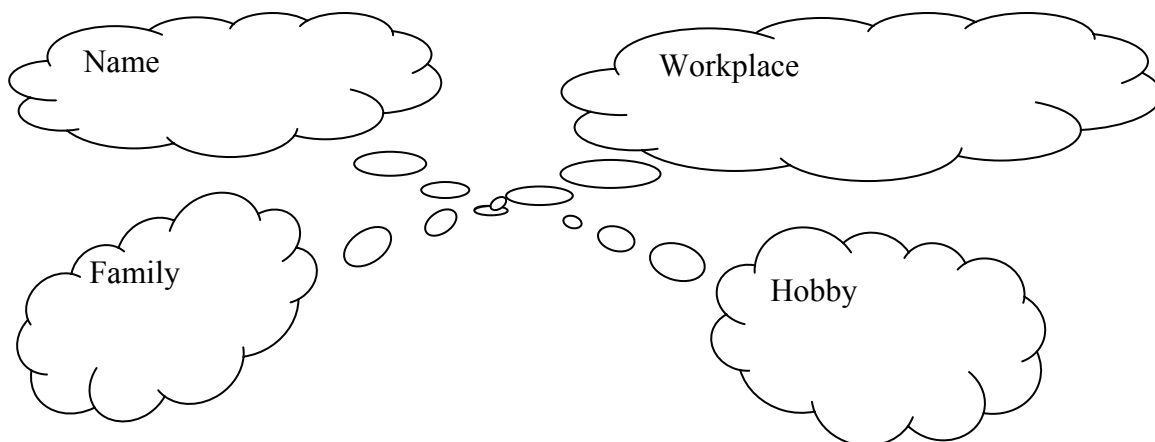
ORIENTATION SESSION

Handout 1, Activity 1, Getting to know each other



ORIENTATION SESSION

Handout 1, Activity 1, Getting to know each other



ORIENTATION SESSION

Handout 2, Activity 4, Map of Teacher Trainer Training Programme

	Day	Session
Module 1	1	1. Orientation session
		2. Exploring DUET experience – what makes training effective
		3. From teacher to teacher trainer
	2	4. Portfolio specifications
		5. Working with adults
		6. Trainer presence
	3	7. Introducing trainers’ notes
		8. Giving instructions
		9. Interaction in the training room
	4	10. Summarising and reporting
		11. Observation and feedback. Feedback styles
		12. Feedback in written form
	5	13. Trainer as facilitator
		14. Experiential learning as a model for training
		15. Facilitating article discussions
	6	16. Action planning – preparation for distance module Submission of Reflection Log
		17. Action planning – preparation for distance module
Distance module		Entry 1 on-line submission: Observation of a teacher teaching a class
		Entry 2 on-line submission: Article discussions with teachers. Report
		Entry 3 on-line submission: Critical review of an article
		Entry 4 on-line submission: Written task to explore ELT concepts
Module 2	1	18. Flashback and flash forward
		19. Preparation for micro training
		20. Preparation for micro training. Submission Portfolio Entries 1-4 and Reflection Log
	2	21-23. Micro training
	3	24-26. Micro training
	4	27. Feedback session 1
		28. Feedback session 2. Entry 5 Report writing and its submission
		29. Dealing with challenging participants
	5	30. Global English resources
		31-32. Action planning towards CPD Wrap up and evaluation of the course Certification

ORIENTATION SESSION
Handout 3, Activity 4, Reflection Log
Name _____



Session 2 EXPLORING INSETT EXPERIENCE – WHAT MAKES TRAINING EFFECTIVE

Objective(s):
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The main things I have picked up from the session.....
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Session 3 FROM TEACHER TO TEACHER TRAINER

Objective(s):
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The main things I have picked up from the session.....
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Session 5 **WORKING WITH ADULTS**

Objective(s):

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The main things I have picked up from the session.....

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Session 6 **TRAINER PRESENCE**

Objective(s):

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The main things I have picked up from the session.....

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Session 9 **INTERACTION IN THE TRAINING ROOM**

Objective(s):
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The main things I have picked up from the session.....
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Session 11 **OBSERVATION AND FEEDBACK** **FEEDBACK STYLES**

Objective(s):
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The main things I have picked up from the session.....
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Session 12 **WRITTEN FEEDBACK**

Objective(s):
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The main things I have picked up from the session.....
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Session 13 **TRAINER AS FACILITATOR**

Objective(s):
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The main things I have picked up from the session.....
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EXPLORING THE DUET EXPERIENCE – WHAT MAKES TRAINING EFFECTIVE

Objectives:

- to give participants an opportunity to explore the characteristics of effective teacher training
- to raise participants' awareness about the training principles underlying DUET

Activity 1 Views of effective teacher training

Objective: to explore participants' perceptions of effective teacher training

Time: 35 min

Materials: none

► Procedure:

- 😊 Invite participants to think individually about the most memorable and useful insights from DUET or any other INSETT course that they have participated in.
- 😊😊😊 Put participants in groups of 3 and invite them to share their experience.
- Distribute white sheets of paper and ask participants to list 5 factors that they think make any in-service teacher training course effective. (**Possible answers:** *skilful trainer, useful materials, possibility to improve English, opportunity to exchange ideas and work experience, topics that address teacher's needs and interests, getting new ideas for teaching, opportunity for self-development, friendly atmosphere, practical tasks, comfortable venue, etc.*) Invite groups to share their list. Write their examples on the board.
- 😊😊😊 Ask participants, in their small groups, to put these training elements in order of importance from the most important (1) to the least important (5) and put numbers from 1 to 5 against these elements.
- 😊😊😊 Ask two members of each group to visit other groups, moving clockwise, to have a look at their suggestions. Ask the participant who stayed in the place to introduce the group's list and invite questions and comments. Tell participants to try to reach a consensus by asking each other to justify their choices.
- 😊😊😊 Ask participants to return to their group and decide whether they would like to add any changes to their list.
- 😊 Say that participants will help you to summarise this activity. Ask them to finish the sentence that you will start:
Good teacher training is a combination of several factors such as ...

Possible answers:


*knowing and addressing teachers' needs and interests
establishing a warm and friendly atmosphere in a training group
encouraging participants to share their experience etc.*

Activity 2 Articulating beliefs



Objective: to help participants articulate their beliefs about teacher training

Time: 30 min

Materials: handout 1

Preparation: cut out 4 signs (handout1 ) and post them in 4 different corners of the room


► Procedure:

-  Invite participants to the middle of the room. Draw their attention to the 4 signs in different corners of the room. Tell them that you will read out several statements, and they should decide whether they agree with them or not. Then they should choose the relevant sign and stand under that sign.
-  Read one statement at a time. Expand on the statement if necessary. Each time when participants have chosen their corner, ask them to discuss why they have chosen it. Invite a spokesperson from each group to share the result of the discussion. Repeat the same procedure with the other statements.

NB Do not encourage debating because the task is about exploration of beliefs.

Statements:

1. *A trainer should use 100% English in a training room.*
2. *A trainer should do as much regrouping as possible during a session.*
3. *A trainer should offer judgmental feedback to encourage progress.*
4. *INSETT programmes are the only way of engaging in professional development.*

-  Summarise the discussion by saying that we all have different beliefs about what makes training effective. However, there are certain principles that we should share together as a team of the DUET programme trainers.


Activity 3 Training (DUET) principles

➤ Objective: to raise participants' awareness about the training principles underlying DUET

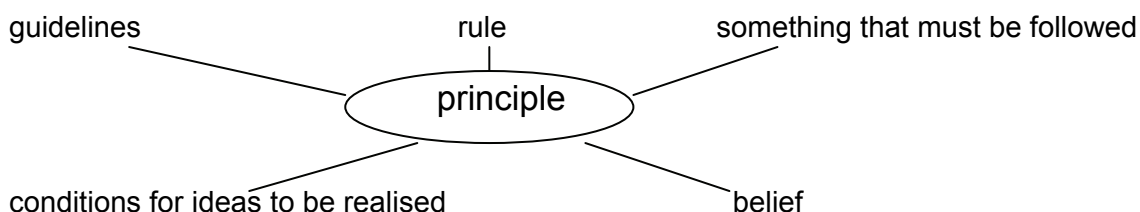
Time: 25 min


Materials: handout 2

► Procedure:

-  Write the word 'principle' in the middle of the board/sheet of flipchart paper. Ask participants to give words or phrases that they associate the word 'principle' with. Write these words/phrases around the key word to create a mind map.

Possible ideas:





- 😊😊😊 Say that the DUET programme, materials and training methodology are based on a set of principles. Put participants in groups of 4 and distribute handout 2 . Ask them to read the principles and discuss what the DUET material writers believe good training is and how these principles underpin the DUET course they attended.
- 😊 Elicit random responses from participants.

Possible answers:

Starting from where participants are (trainers listened to our opinions on different issues, they usually asked about our teaching experience at the beginning of the sessions)

Cooperation (we worked together to produce portfolio entries, we built up a community).

- 😊😊😊 Allocate each group three principles from the list on handout 2  and ask them to write the actions that a trainer should take based on those principles. Ask each group to share their recommendations with the whole group.
-  Give participants 5 min to write major insights that they have gained from this session in their Reflection Log. Ask some participants to share their ideas with the whole group. Establish that any good training course should start from where the participants are, address their teaching and training needs, give participants an opportunity to explore, experience, reflect and cooperate; it should open up choices and show areas for further improvement.

EXPLORING INSETT EXPERIENCE – WHAT MAKES TRAINING EFFECTIVE

Handout 1, Activity 2, Examining statements

✂-----

Strongly agree

✂-----

Agree

✂-----

Strongly disagree

✂-----

Disagree

✂-----

EXPLORING INSETT EXPERIENCE – WHAT MAKES TRAINING EFFECTIVE

Handout 2, Activity 3, Principles of DUET training

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

Starting from 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 leading to a person's awareness of the importance of professional development.

FROM TEACHER TO TEACHER TRAINER

Objectives:

- to raise participants' awareness of differences in the roles of teachers and teacher trainers
- to give participants an opportunity to explore the skills and knowledge required by teacher trainers
- to help participants think about ways of becoming a good trainer

Lead-in

Time: 10 min
Materials: none

► Procedure:

- 😊 Ask participants the following questions:
 - What do you think a teacher trainer does?
 - What is the main difference between a teacher and a teacher trainer?
 - When and why have you started to think about becoming a trainer?
- 😊 Say that people become teacher trainers for different reasons, for example: someone asks them to do this; they get a job delivering training; another colleague, who is a trainer, leads them gradually towards teacher training; some organisations like BC, UzTEA or universities ask interested people to conduct training sessions or seminars for teachers.
- Summarise the discussion by saying that different people have different reasons for joining this training group. Say that no matter what the reason is, it is crucial that people should feel ready to become teacher trainers and make sure that this job is right for them.

Activity 1 Trainer vs. teacher

Objective: to give participants a chance to explore the differences between the roles of teachers and teacher trainers

Time: 35 min
Materials: handouts 1 and 2 for each group

► Procedure:

- 😊😊😊 Put participants in groups of four and ask them to compare the work of teachers and teacher trainers and write them in two columns on handout 1 📄. Say that they can recall some work that they have observed their trainers did in any training course they attended. Ask groups to nominate a spokesperson.
- 😊😊😊 Ask a spokesperson from each group to report to the whole group.

Possible answers:

Teachers	Trainers
<p style="text-align: center;"><i>correct learners' mistakes and mark students' work</i></p> <p style="text-align: center;"><i>explain rules</i></p>	<p style="text-align: center;"><i>provide feedback</i></p> <p style="text-align: center;"><i>give advice on materials</i></p> <p style="text-align: center;"><i>help teachers plan their lessons</i></p>

<p><i>choose textbooks/materials</i> <i>prepare learners for exams</i> <i>analyse language and find out learners' needs</i></p>	<p><i>encourage teachers to reflect on their teaching</i> <i>work with adult learners</i> <i>facilitate discussions</i></p>
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- ☺☺☺ Ask participants to stay in their groups and distribute handout 2 [icon]. Ask groups to read the extract taken from the article “Moving from Teaching to Training” and underline the key words that highlight the knowledge and skills that teacher trainers should have.
- Ask participants to return to handout 1 and add the points that they have highlighted to the **Trainers** column. Invite participants to share their lists with the whole group.
- ☺ Say that being a good teacher is not in itself enough to become a good teacher trainer. It requires additional skills and knowledge as described in the text. Ask participants to scan the Trainers’ column in handout 2 [icon] again and underline characteristics that exemplify a trainer’s knowledge and a trainer’s skills. Draw two columns on the board and ask participants to say what kind of knowledge and skills a good trainer should have. Elicit answers randomly and write them on the board.

Possible answers:

A good trainer should

<i>have knowledge of</i>	<i>be able to</i>
<p><i>the principles of adult learning</i> <i>how change takes place in teachers</i> <i>teachers' needs, strengths and weaknesses</i> <i>existing professional literature</i> <i>up-to-date trends in methodology</i></p>	<p><i>clearly articulate the principles they work by</i> <i>explain principles and relate them to practice</i> <i>use a variety of training activities/ approaches</i> <i>take a long-term view</i> <i>facilitate group processes and professional learning</i> <i>give feedback to groups or on a one-to-one basis</i></p>

- ☺ Say that ‘knowing’ and ‘being able to’ are interrelated. Say that a trainer should know the theoretical rationale for teaching and learning; however, this knowledge is of no use if s/he cannot implement it. This is the reason why the authors of the article explore trainers’ skills broadly.
- Say that the analysis they have made will help them to focus better on setting their own pathway for development as trainers and that they will discuss this in the next activity.

Activity 2 Focus on the teacher trainer development


Objective: to help participants think about ways of becoming a good trainer

Time: 25 min

Materials: handout 3

► Procedure:

- ☺ Ask participants to think how they can develop the skills and knowledge discussed in the previous activity in order to become a professional trainer (e. g. by reading articles). Distribute handout 3 [icon] and tell them to work individually and put down all the processes which they think will contribute to their development as trainers.

-  Ask participants to share their ideas with others in groups of four and after the discussion, if necessary, to add new ideas learned from others.


Activity 3 Metaphors about trainers

Objective: to encourage participants to express their beliefs about a good teacher trainer through metaphors



Time: 20 min

Materials: markers and flipchart paper for each group

► Procedure:

-  Put participants in groups of 4. Ask groups to think of a metaphor that would illustrate their view on the role of a teacher trainer. Say that each group should produce a poster to illustrate their metaphor (e.g. a cook preparing a meal, a gardener planting a tree, etc.) and complete the sentence:

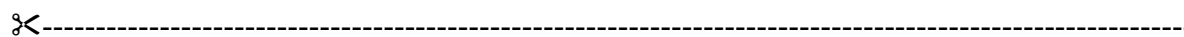
“A good trainer is like, because s/he.....”

-  Invite groups to post their posters on the walls. Invite groups to ask up to 2 questions about the posters of other groups. Conclude the activity by eliciting some key points of the sessions. Tell participants that they may add other ideas about the role of a teacher trainer during the whole week after participating in other sessions.
-  Give participants 5 min. to write down the main things that they have picked up from this session in their Reflection Log.

FROM TEACHER TO TEACHER TRAINER

Handout 1, Activity 1, Trainer vs. teacher

Teachers	Trainers



FROM TEACHER TO TEACHER TRAINER

Handout 1, Activity 1, Trainer vs. teacher

Teachers	Trainers

FROM TEACHER TO TEACHER TRAINER

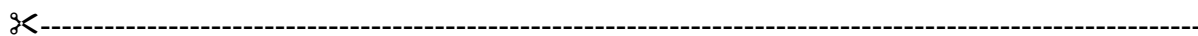
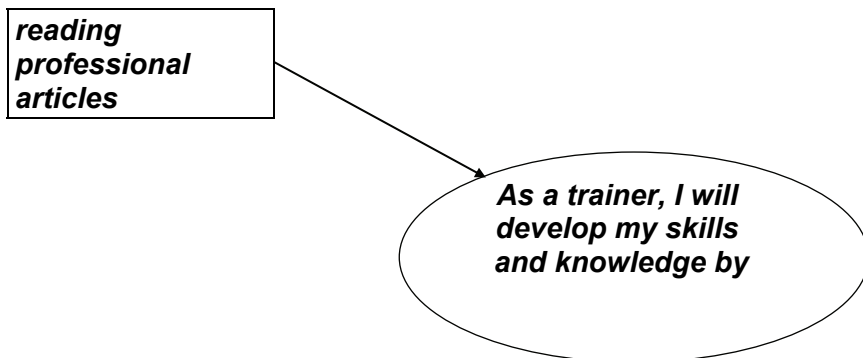
Handout 2, Activity 1, Trainer vs. teacher

TEACHERS...	TRAINERS...
<p>...do not need to explain the principles their teaching is based on ...do not always teach in ways that can be explained by theory</p>	<p>...need to be aware of and able to explain the principles on which they work ...need to make theories explicit through their practice</p>
<p>The foundation of teachers' practice is a good basic knowledge of language systems and of methodological approaches ... are able to clarify and explain language points ...are able to use a variety of classroom activities</p>	<p>The foundation of trainers' practice is an up-to-date knowledge of the literature (theory), extensive practical knowledge (teaching experience) and the ability to relate this in a systematic way to theory. ...have found ways of clarifying their own values, attitudes and beliefs ...are able to use a variety of training activities/ approaches which mirror and model ELT activities.</p>
<p>Teachers have a knowledge of how people learn languages, in other words, the principles of language learning. They can apply these principles.</p>	<p>...have a knowledge of the principles of adult learning. They can apply them.</p>
<p>...usually have skills of empathy and understanding to support successful language learning and learning skills development. (These are sometimes intuitive.) ... should never forget what it means to be a learner and to learn a new language ...use a variety of question techniques, active listening techniques, etc.</p>	<p>...have developed skills of empathy and understanding, as well as facilitation skills, to support teachers and to help them to refine their thinking. (These must be conscious and the trainer must be able to use them when required) ... need to value and work from teachers' own experience and agendas ...use a range of techniques to help teachers to think critically and deeply</p>
<p>The intended outcome of teachers' work is learners who have not only acquired language skills but also developed the ability to continue learning on their own ... are seldom concerned with fundamental attitude change in their learners, nor do they intentionally shake their beliefs A basic level of self-awareness is usually enough for teachers to cope with challenges they face on a daily basis</p>	<p>The intended outcome of trainers' work is teachers who can continue to develop and whose practice reflects their thinking. ...may need to provoke attitude change in teachers and to deal with resistance. This may involve shaking their beliefs A well-developed level of self-awareness (knowing their strengths, weaknesses, biases etc) is essential for trainers to cope with the reactions and emotions in a training context</p>
<p>... usually evaluate their effectiveness on the basis of results. They see change in terms of their learners' progress over a period of time</p>	<p>... know how change takes place in teachers and are able to take a long-term view; their role is to support this process. The results of a trainer's work may not be immediately obvious, and outcomes in individual teachers may be different from those the trainer had in mind.</p>

(adapted from Diana Lubelska and Liz Robbins "Moving from Teaching to Training", IATEFL Teacher Trainers' SIG Newsletter)

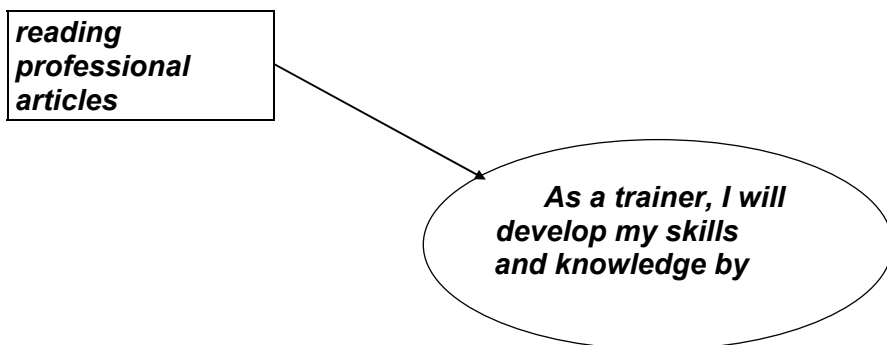
FROM TEACHER TO TEACHER TRAINER

Handout 3, Activity 2, Focus on the teacher trainer development



FROM TEACHER TO TEACHER TRAINER

Handout 3, Activity 2, Focus on the teacher trainer development



REQUIREMENTS FOR PORTFOLIO ENTRIES

Objectives:

- to help participants explore the purposes and benefits of a portfolio
- to familiarise participants with portfolio specifications for the TTT programme and provide them with guidelines on presenting portfolio entries


Activity 1 Purposes and benefits

Objective: to help participants explore the purposes and benefits of a portfolio

Time: 10 min

Materials: none

► Procedure:

-  Tell participants that they are going to discuss the purposes and benefits of a portfolio before they are given the tasks for this programme. Ask participants the following questions one by one and elicit answers :
 1. What does the word 'portfolio' mean? (In Latin 'portare' means 'to carry' and 'foglio' means sheet, leaf. In education 'portfolio' is a set of tasks collected during course and submitted at the end of the term/ course to get assessed.)
 2. What is the purpose of a portfolio? (E.g. *develop the habit of personal reflection, demonstrate what participants have accomplished during the course of the programme.*)
 3. Were there any challenges and difficulties related to the DUET portfolio? (E.g. *time consuming both for a trainer and a participant, completing the tasks on your own may sometimes be hard.*)
 4. What have you learned from this experience? (Answers will vary)
- Say that in this session you will take participants through the portfolio tasks for the TTT programme.


Activity 2 Portfolio specifications and guidelines

Objective: to introduce the portfolio specifications for the TTT programme and guidelines on presenting portfolio entries

Time: 40 min

Materials: handouts 1 and 2

► Procedure:

-  Tell participants that in order to complete the programme successfully they should accomplish a series of tasks and provide documentary evidence. They should submit their first four portfolio entries electronically during the Distance Module. The deadline for electronic submission is two weeks prior to Module 2. Supervisors will provide feedback to those electronic copies of the entries and return them to participants for further improvement. So before coming to participate in Module 2 participants must improve portfolio entries according to the feedback. All the improved versions of portfolio entries

must be submitted on the first day of Module 2. Only Entry 5 will be submitted on the last day of Module 2.

- 😊 Give out a copy of handout 1 📄 to each participant. Ask them to read the specifications and guidelines. Allow sufficient time for individual reading.
- Distribute handout 2 📄 to each participant and ask them to decide whether the statements about portfolio specifications and guidelines are true or false. Give them some time to answer the questions.

Suggested answers:

1. F	2. T	3. T	4. F	5. F
6. T	7. T	8. F	9. T	10. T
11. T	12. F	13. F	14. F	15. F
16. F				

- 😊😊 Ask participants to compare their answers in pairs.
- 😊 Check answers with the whole group and invite comments.

Activity 3 Sample portfolios

Objective: to give participants an opportunity to see and analyse samples of portfolios

Time: 40 min

Materials: handouts 3, four different samples of portfolios

Procedure:

- 😊😊😊 Put participants in groups of three/four and give a group a sample portfolio and handout 3 📄. Ask them to analyse the portfolio entries and write strong points as well as weak points of the tasks. Tell that one participant from each group will present the result of the study. Each speaker will have three minutes to present their group’s ideas.
- Invite speakers to present the result of the study.

Summary

Tell participants that while completing portfolio entries, they will be working with a supervisor who will help them if and when needed. They are welcome to ask questions either in face-to-face meetings or electronically. At the end of the programme, supervisors will give summative feedback on portfolio tasks.

REQUIREMENTS FOR PORTFOLIO ENTRIES

Handout 1, Activity 2, Portfolio Specifications and Guidelines

Read the portfolio specifications and guidelines.

Entry 1 Written feedback on a teacher teaching a class

For this entry, you should observe a colleague teaching their students in their usual classroom context and provide written feedback. You should:

- ask your colleague for permission to use feedback anonymously in your portfolio
- agree with a colleague about the time and topic of the lesson and about the focus of observation (e.g. giving instructions, use of L1 in the classroom, teacher's presence, managing pair and group work and so on). Give them written feedback, a copy of which will be also included in your portfolio
- select an observation instrument appropriate for the focus of observation (e.g. field notes, observer's questionnaires, tables / charts, checklists, interaction diagrams and so on). See Session 11 for a sample.
- observe teaching using appropriate observation instrument(s).
- write feedback to your colleague based on your observation notes and make a copy to be included in your portfolio. Your feedback should be between 200 and 300 words and should be developmental and non-judgmental in nature. It should focus on the agreed points but may contain some additional feedback to the teacher if appropriate. For a sample of written feedback, refer to Session 16.

Along with your feedback, you should submit the completed observation instrument.

Entry 2 Report on article discussion with teachers

For this entry, you should organise an article discussion with your colleagues at your home institution and write a report. You should:

- pre-select 2 to 4 articles from the TTT collection and offer your colleagues an opportunity to choose 1 or 2 for a discussion. The article(s) should be relevant to your colleagues' needs and interests. Your group of colleagues should consist of 4 to 6 teachers
- make photocopies of the article(s) and distribute them to your colleagues. Agree on the time and the place of the discussion. You should allow them up to a week for reading the article(s)
- facilitate the discussion according to the framework which will be given in Session 15. Use your sound judgement and colleagues' opinions to determine the length of the discussion
- based on the discussion, write a report which should be included in your portfolio. Your report should be 300 words maximum. In your report address the following:
 - the number of participants and the title of the article(s)
 - how participants felt about the article(s)
 - what main issues were raised in the discussion
 - summarise your experience as a facilitator or a participant in the article discussion (e.g. how you felt; whether there was any disagreement between participants and how you handled it; whether the discussion addressed any interesting issues / ideas and so on).

Along with your report, you should submit a copy of the article(s) selected for discussion.

Entry 3 Critical Review of an Article

For this entry, you should write a critical review of one of the suggested articles. Your review should be 300 words. In your review address the following:

- what the article is about
- its relevance to the teaching context in Uzbekistan
- whether you agree or disagree with the writer's opinion
- things you have learned from this article
- any other comments

Along with your article review, you should submit a copy of the article.

Entry 4 Written assignment to explore and evaluate a key ELT concept

For this entry, you should explore one key ELT concept and demonstrate your understanding of this concept through a written assignment. You should:

- select one key ELT concept (e.g. Learner Autonomy; Experiential Learning; Learning Styles; Language Awareness and so on) from the Glossary (see session 16.), read other sources related to this topic (e.g. professional articles; ELT books; textbooks; on-line materials and so on)
- reflect on your own experience as a learner or teacher and select appropriate examples to demonstrate your understanding of this concept
- write an essay to explain and evaluate the relevance of this concept. Provide relevant examples from your experience. You should substantiate your writing with appropriate quotations and / or references from the sources. If your experience is related to the DUET Programme, provide a cross-reference to the relevant sessions / materials
- your essay should be no longer than 500 but no less than 350 words.

Entry 5 Observation of peer trainers in microtraining

For this entry, you should observe your peer trainers delivering a microtraining session in the TTT Programme in Module 2. You should:

- agree with the trainers about the focus of the training session and about the focus of observation (e.g. giving instructions, trainer's presence, interaction patterns and so on)
- think about an observation tool appropriate for the focus of observation (e.g. field notes, observer's questionnaires, tables / charts, checklists, interaction diagrams and so on)
- observe the training session using appropriate observation instruments
- give oral feedback based on the observation notes during or after sessions 21 and 22 in Module 2
- reflect on your experience as an observer and write a report based on your observation notes and oral feedback session. Your report should be 250 words maximum. In this report you should address the following issues:
 - what you have learnt by observing your peers
 - what you have learnt by giving feedback to your peers
 - how oral feedback session has helped you to clarify issues arisen during the observation
 - any other comments on issues you find important or interesting

Along with your report, you should submit your observation notes.

NB You should start writing the report during or immediately after Session 22.

Guidelines on presenting portfolio entries

Title page

See the template on the next page.

Contents

Titles with page numbers.

Font

Use Arial 11 for all portfolio entries.

Space

1.5 lines

Headings and subheadings

They must be **bold**.

Page numbering

Centre these at the bottom of each page.

Margins

1. Use standard Word margins.
2. Do **not** use borders or any other form of decoration.

References

List of used sources according to the Harvard system.

Proofreading

Make sure you proofread the work very carefully before submitting.

Submission

Entries 1, 2, 3, and 4 must be sent electronically to a supervisor not later than two weeks prior to Module 2. The supervisor provides feedback to the entries and you will have a chance to further improve your entries. The improved version of the portfolio entries must be submitted on the first day of Module 2. Entry 5 will be submitted on the last day of Module 2.

Remember your portfolio is complete if

- **it contains all entries**
- **portfolio entries meet the requirements of the task**
- **it is not plagiarized from a published source or copied from a peer.**

SUBMISSION OF SATISFACTORY PORTFOLIO IS A CONDITION FOR CERTIFICATION.

A Title Page



TRAINING THE TRAINERS PROGRAMME

PORTFOLIO

Name _____

Surname _____

Institution _____

Supervisor's name _____

Date _____

REQUIREMENTS FOR PORTFOLIO ENTRIES**Handout 2, Activity 2, Portfolio Specifications and Guidelines**

Read the following statements and write T (true) or F (false) in spaces provided according to portfolio specifications and guidelines.

- ___ 1. In Entry 1 you have to describe how you observed a teacher teaching their colleagues.
- ___ 2. You should ask the colleague whose lesson you observed if you can include the copy of your feedback in the portfolio.
- ___ 3. You should prepare an appropriate observation sheet according to the aim of your observation.
- ___ 4. A blank observation instrument must be submitted along with written feedback.
- ___ 5. You must discuss minimum two articles with colleagues to write a report for Entry 2.
- ___ 6. You can write about your experience as a participant in the article discussion report.
- ___ 7. The critical review of an article must show the importance of the chosen article to your teaching context.
- ___ 8. For Entry 3 it is enough to submit a critical review of an article.
- ___ 9. For Entry 4 you should write an essay which shows your understanding of one key ELT concept.
- ___ 10. Quoting from sources is encouraged in an essay.
- ___ 11. For Entry 5 you have to write a piece of reflective writing after having observed a peer trainer giving a session in TTT Programme micro training.
- ___ 12. The report for Entry 5 of the portfolio is written during the distance module.
- ___ 13. Portfolio Entries 1, 2, 3 and 4 must be sent electronically not later than a week prior to Module 2.
- ___ 14. The improved version of the portfolio entries must be handed in on the last day of the programme.
- ___ 15. Headings and subheadings have to be in block capitals.
- ___ 16. You can use some of your pictures to decorate your portfolio.

REQUIREMENTS FOR PORTFOLIO ENTRIES

Handout 3, Activity 3, Sample Portfolios

Read the sample portfolio entries and complete the table below.

Strong points of the entries	Weak points of the entries

✂-----

REQUIREMENTS FOR PORTFOLIO ENTRIES

Handout 3, Activity 3, Sample Portfolios

Read the sample portfolio entries and complete the table below.

Strong points of the entries	Weak points of the entries

WORKING WITH ADULTS

Objectives:

- to introduce basic principles of andragogy
- to give participants an opportunity to evaluate the implications of adult learning theory for the teacher trainer

Lead-in

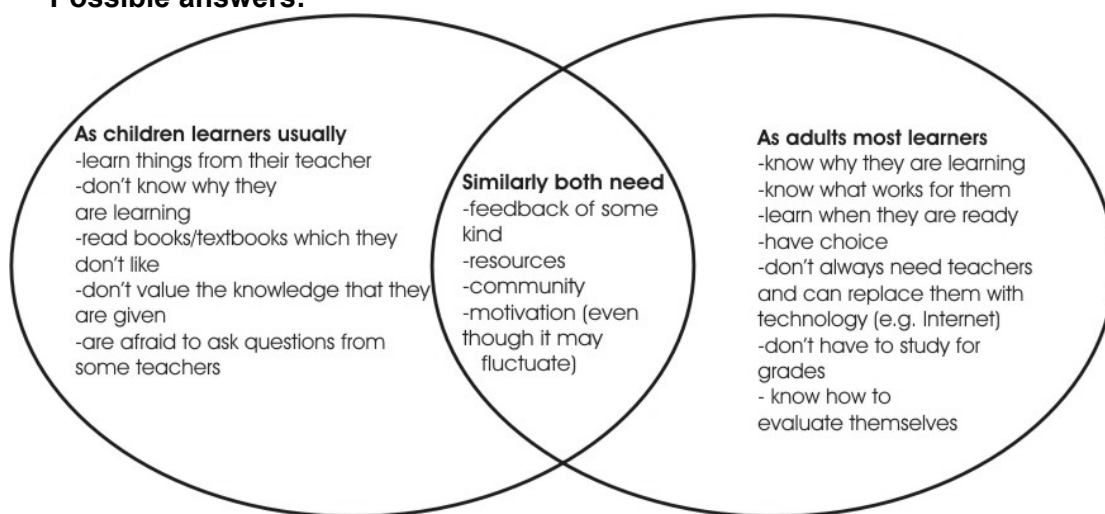
Time: 10 min
 Materials: handout 1, board

► Procedure:

- 😊 Ask participants to think of their learning of any new. Ask them to compare that learning experience as an adult with their learning at school as a child and think of some similarities and differences between the two experiences. Distribute handout 1 📄 and ask participants to put their ideas in the Venn diagram.
- 😊 Collect ideas from the whole group and put them on the board using a Venn diagram.

NB Use a poster in a landscape format.

Possible answers:



Activity 1 Visualising concepts of adult learning

Objective: to investigate basic concepts of adult learning

Time: 30 min
 Materials: handout 2, markers, and a flipchart sheet for each group

► Procedure:

- 😊 Tell participants that it is necessary to differentiate between the two terms: **pedagogy** or child learning, and **andragogy** that means adult learning. Distribute handout 2 📄 to participants. Ask them to look at the two pictures (A and B) in the handout and discuss what these pictures might illustrate about adults' and children's learning.

- Invite participants to contribute their ideas randomly.
- 😊 Say that these pictures illustrate one of the four concepts described in the extract from Malcolm Knowles “The Modern Practice of Adult Education”. Ask participants to read the information about 4 basic concepts that are central to adult learning and find out which concept from the text is reflected in the picture.
(Answer: concept 3 – readiness to learn).
- 😊😊😊 Put participants in 3 groups and distribute a flipchart sheet to each group. Assign a paragraph from the remaining three paragraphs to each group. Ask them to represent the concept from that paragraph through a picture or in the form of a diagram. Invite each group to present their work to others. Invite groups to comment or ask each other questions for clarification.
- 😊 In plenary, ask participants how these concepts relate to their own experience.

Activity 2 Examining statements about adults learning

Objective: to help participants reflect on their beliefs about adult learning

Time: 25 min

Materials: handout 3

► Procedure:

- 😊 Distribute handout 3 📄. Invite participants to think and state individually whether their experience leads them to agree or disagree with the statements.
- 😊😊😊 Ask participants to share their answers in groups of 4.
- 😊 Take feedback from each group. Draw participants’ attention to the idea that adults learn things differently and that having a clear understanding of these differences is crucial for the teacher trainer in order to be effective.

Activity 3 Tips for teaching adults

Objective: to help participants develop some tips for working with adults

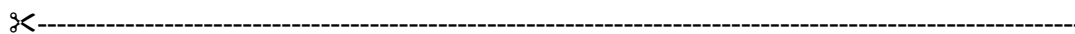
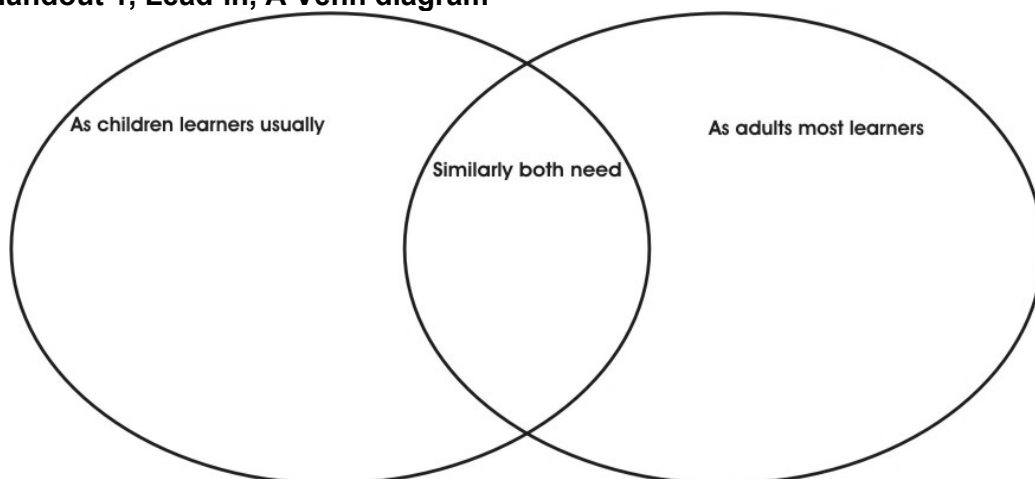
Time: 25 min

Materials: handout 4

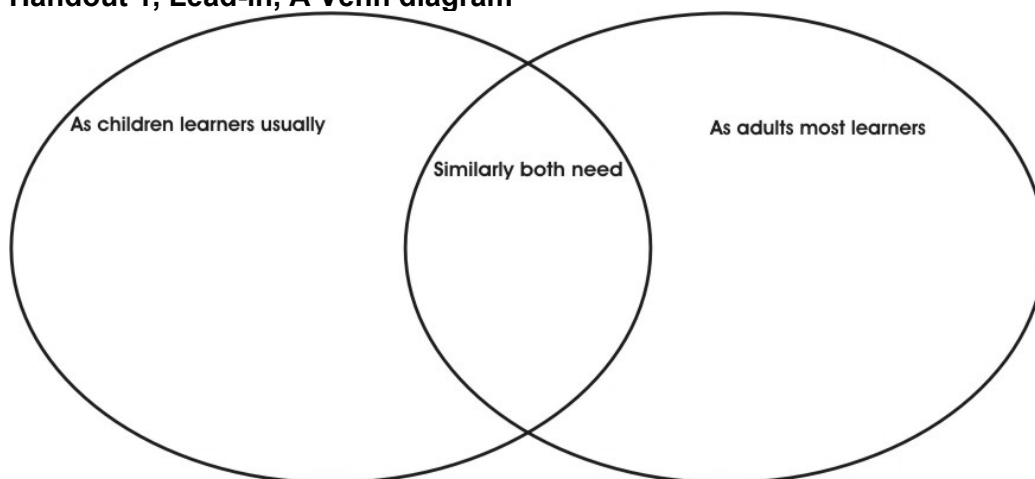
► Procedure:

- 😊😊😊 Ask participants to stay in the same groups and develop some tips for teaching adults. Ask them to nominate a spokesperson from each group to present the group’s list.
- Give 3 min to each group to present their tips to the whole group.
- 😊 Distribute handout 4 📄. Ask groups to read the tips by Green and choose any two which they would like to add to their group’s list. Take feedback from each group.
- Encourage participants to experiment with these tips during the Distance Module and in the micro-training in Module 2.
- 📄 Give participants 5 min to write the main things that they have picked up from this session in their Reflection Log.

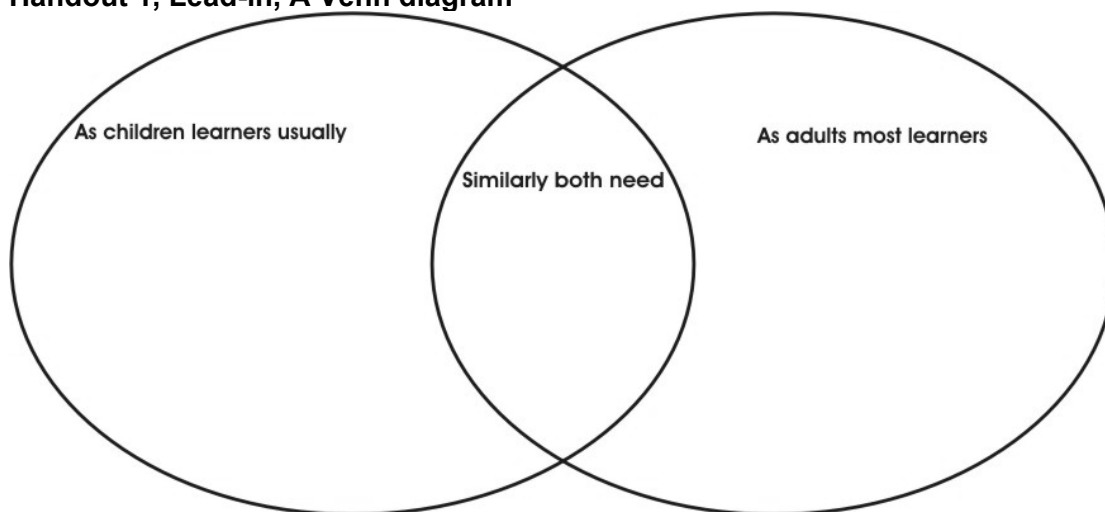
WORKING WITH ADULTS
Handout 1, Lead-in, A Venn diagram



WORKING WITH ADULTS
Handout 1, Lead-in, A Venn diagram



WORKING WITH ADULTS
Handout 1, Lead-in, A Venn diagram



WORKING WITH ADULTS

Activity 1, Handout 2, Basic concepts of adult learning

Read the text and match two pictures below with one of the four concepts from the text.

Picture A

Picture B



In training we differentiate two terms: pedagogy or child learning, and andragogy, a term that means adult learning. Malcolm Knowles in his book “The modern practice of adult education” identifies four basic concepts that are central to adult learning.

The first is self concept. Whereas the child is dependent upon those around him/her and relies on the instructor to direct the learning, the adult acts autonomously in relation to others. Adults are capable of being self-directed, of being able to identify and articulate what they want to learn in dialogue with the teacher. Teachers guide the learners to their own knowledge rather than supplying them with facts.

The second concept is life-experience. Children as learners are building a knowledge base and must be shown how their life experiences connect with the present learning. This is not always appropriate for the adult learner who brings a wealth of life experience and wisdom into the learning. They need to connect the learning to their knowledge base i.e. integrate new information with previous experiences. They must recognize the value of the learning.

The third concept is the student’s readiness to learn. In traditional pedagogy, the teacher decides what the students need to learn and the curriculum is developed apart from the learner. Learning is compulsory and learners often see no reason for taking a particular course. They just know they have to learn the information. In andragogy, though, the learner takes a more active role in deciding what will be taught and when. Adult education is more learner-centred. Adults are often able to identify the learning needs that arise from their social situation. Learning is self-initiated and tends to last a long time.

Lastly, there is a different orientation to learning for the adult. Children have been conditioned to have a subject-centred orientation to learning whereas adults tend to have a more problem-centred orientation. The difference is one of time perspective. Children tend to focus attention towards the future whereas adults are concerned with the present. Thus adult learners are interested in learning how to solve the problems that they experiencing in their daily lives.

(adapted from “The Modern Practice of Adult Education” by Malcolm Knowles)

In groups of 4, draw your own pictures to illustrate one of the remaining paragraphs.

WORKING WITH ADULTS

Handout 3, Activity 2, Statements about adults learning

Working individually at first, and then in groups of 4, state whether your experience makes you agree or disagree with the following statements.

- Adults learn more quickly than children.
- Adults worry more about failure than children.
- Adults learn best by doing.
- Adults learn best when they work alongside fellow learners.
- Adults cope better with abstract conceptualisation and theory than children.
- Adults generally prefer to choose their own way of learning.
- Adults don't need to be pushed to learn effectively.
- Adults usually have their own proven learning strategies.
- Adults are capable of evaluating their own learning.

(Adapted from Bolitho R. "Group Facilitation in Language Teacher Education", Council of Europe Publishing)

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WORKING WITH ADULTS

Handout 3, Activity 2, Statements about adults learning

Working individually at first, and then in groups of 4, state whether your experience makes you agree or disagree with the following statements.

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WORKING WITH ADULTS

Handout 3, Activity 2, Statements about adults learning

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(Adapted from Bolitho R. "Group Facilitation in Language Teacher Education", Council of Europe Publishing)

WORKING WITH ADULTS**Handout 4, Activity 3, Tips and Techniques for Teaching Adults**

Let adults direct themselves in the learning process. Adults need to be involved in the planning and evaluation of their learning.

Integrate new information with previous experiences. Experience (including mistakes) provides the basis for learning activities.

Make sure the information is readily usable for the learner. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.

Use a problem-oriented approach. Case studies, simulations, problem-solving groups make the experience of learning relevant to their situation.

Learning should be based on tasks not memorization of content.

Put your egos aside and don't be afraid to have ideas and input challenged. Don't be afraid to give up control.

Use open ended questions to bring out the vast experience of your adult learners.

(adapted from Green, J. (1998). *Andragogy: Teaching adults*)

**WORKING WITH ADULTS****Handout 4, Activity 3, Tips and Techniques for Teaching Adults**

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(adapted from Green, J. (1998). *Andragogy: Teaching adults*)

**WORKING WITH ADULTS****Handout 4, Activity 3, Tips and Techniques for Teaching Adults**

Let adults direct themselves in the learning process. Adults need to be involved in the planning and evaluation of their learning.

Integrate new information with previous experiences. Experience (including mistakes) provides the basis for learning activities.

Make sure the information is readily usable for the learner. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.

Use a problem-oriented approach. Case studies, simulations, problem-solving groups make the experience of learning relevant to their situation.

Learning should be based on tasks not memorisation of content.

Put your egos aside and don't be afraid to have ideas and input challenged. Don't be afraid to give up control.

Use open ended questions to bring out the vast experience of your adult learners.

(adapted from Green, J. (1998). *Andragogy: Teaching adults*)

TRAINER PRESENCE

Objective:

- to help participants become aware of the importance of trainer's presence

Activity 1 **Aspects of trainer presence**

Time: 20 min
Materials: handout 1

► Procedure:

- 😊 Tell participants that in this session you will talk about trainer's presence. Ask them what aspects they think *trainer presence* may include.
NB Invite answers randomly and do not give any explanation at this stage.
- 😊 Distribute handout 1 📄. Ask participants to think of themselves in the classroom and make a few notes on the handout.
- 😊😊 After they have finished, ask them to discuss their answers with their partners. Ask volunteers to share their examples.
- 😊😊 Tell participants that they will continue to work in pairs and ask them to think about a trainer's behaviour and how it should be different from a teacher's behaviour.
- 😊 Invite pairs to share their ideas with the whole group.
- Say that in Session 3 (*From Teacher to Teacher Trainer*) you spoke about a trainer's role, knowledge and skills, and in this session you will speak about a trainer's behaviour in the training room which includes both the verbal and non-verbal behaviour that a trainer uses.

Activity 2 **Inappropriate trainer's behaviour**

Objective: to help participants become aware of the things that can make a trainer's behaviour inappropriate

Time: 20 min
Materials: handout 2, CD, DVD player, TV set

► Procedure:

- 😊 Distribute handout 2 📄. Invite participants to observe the trainer from the video and fill in the observation form.
- 📺 Play the DVD. (Part 1)
- 😊 After watching Part 1, give participants 2 min. to finish the observation form.
- 😊😊😊 Put participants in groups of 3 and ask them to share their answers with the whole group.
- 😊 Ask participants to watch Part 2 and observe the rest of the session where the trainer asks for feedback from the group. Ask them to compare their answers with the answers of the participants from the video.
- 📺 Play the DVD. (Part 2)

-  Invite participants to comment.

Possible answers:

<i>Elements of Trainer's presence</i>	
<i>The language that trainer used</i>	<i>Addressing all participants 'You', without names</i>
<i>Trainer's voice</i>	<i>too loud, speedy, impolite sometimes...</i>
<i>Trainer's body language</i>	<i>inappropriate hand gestures (e.g. pointing)</i>
<i>Trainer's rapport with the participants (trainer's interaction with participants, dealing with the participants' answers...)</i>	<i>greeting without looking at the participants, favoritism by praising only one participant, giving answers herself without waiting for the participants' answers...</i>

- Say that now they are preparing to become trainers. However, one of the common mistakes that some trainers make is taking teacher's habits to the training room (e.g. being directive or authoritarian). Say that the relationship between a trainer and a trainee should be as "colleague to colleague" in which both sides benefit by learning from each other.



Activity 3 Role play

Objective: to help participants avoid inappropriate trainer behaviour

Time: 25 min

Materials: handout 3 (8 role cards)


► Procedure:

-  Ask 8 volunteers to come to the middle of the room and give them role cards (handout 3 ). Ask each of them to prepare a role play and act it out. Ask the rest of the participants to observe and comment on each trainer's behaviour and give suggestion(s) for improvement.
- Show one example if needed.

Possible scenario:

Trainer: *"Umm good morning colleagues and umm, our session today is about working with adults. So and umm I would like to speak about how to work with adults and well, what we shouldn't do."* (While saying these words, fiddle with your hair and show that you are a little bit nervous.)

Possible suggestions: Speak to the point. Minimise the use of distracting sounds and words when you speak. Avoid fiddling with hair, earrings... If you have a favourite gesture, don't use it more than three times in succession as it will become a distraction.

-  After the role play, invite participants to discuss possible outcomes of these kinds of behaviour.
- Summarise the activity by saying that a trainer's presence is as important as her/his knowledge and skills because good presence leaves a good impact on participants. Trainers may have strong knowledge, well prepared materials and may still fail to

influence their participants, because they put all their efforts into preparing a good session rather than thinking about their personal presence.

Activity 4 Do's and Don'ts

Objective: to help participants to explore key elements of desirable trainer presence

Time: 25 min

Materials: handout 4 (per group) and handout 5 (per participant)

► Procedure:

- 😊😊😊 Put participants in groups of four and distribute handout 4 📄. Tell them that you would like them to discuss and come up with lists of Do's and Don'ts based on what they have learned from this session.
- 😊 When they are ready, take feedback from each group.
- Give participants a list of Do's and Don'ts (handout 5 📄). Ask them to look at the list and underline 2-3 points they would like to change in their behaviour.
- 😊 Say that now when they are more aware of key elements of desirable trainer presence, they will have an opportunity to practise and work on improving their behaviour as trainers during the Distance Module and micro-training in Module 2. Emphasise that what really matters is the image of a good trainer that they leave behind (voice, pace, body language...) and all other things that good trainer presence includes.

TRAINER PRESENCE

Handout 1 Activity 1, Aspects of trainer presence

My presence in the classroom	Comments
The language I use in the classroom (while working with students, in giving instructions...)	
My body language (where and how I stand/sit, use gestures, eye contact...)	
The way I use my voice (pitch, tone, intonation...)	
My attitude to different students (hard working students, favourite students, noisy students, silent students...)	

✂-----

TRAINER PRESENCE

Handout 2, Activity 2, Observation form

Watch the video and fill in the observation form.

Observation Form

Topic: _____

Audience: _____

Elements of Trainer's presence	
The language the trainer used	
Trainer's voice	
Trainer's body language	
Trainer's rapport with the audience (trainer's interaction with participants, dealing with the participants' answers...)	

TRAINER PRESENCE

Activity 3, Handout 3, Role play cards



- Put participants in groups of 4 by pointing to the participants with your finger and by saying “You”. After the presentation ask what you should change in your behaviour.



- Give a short talk on what trainer presence includes. Speak loudly and during the speech, fiddle with a pen or clothes. After the presentation ask what you should change in your behaviour.



- Give a short talk on *Learning styles* (or any other topic). During the speech, look repeatedly at your notes and if you have pockets, play with coins or keys. Speak very softly so that nobody can hear you. After the presentation ask what you should change in your behaviour.



- Give a short talk on *Teaching Grammar in context* (or any other topic) sitting on the chair. During your presentation fold your arms, cross your legs and look at the ceiling and out of the window while speaking. After the presentation ask what you should change in your behaviour.



- Introduce the topic “*Integrated skills*” (or any other topic). Speak very quickly, hunch over and stand in one place without moving. After the presentation ask what you should change in your behaviour.



- Make a list of characteristics of a good speaking activity on the board. Do not keep eye-contact with the audience, talk to the board. Stand in front of the board so that participants do not see your list and ask the audience whether they agree with the list.
After the presentation ask what you should change in your behaviour.



- During your speech on any topic, talk in a deadly monotone without raising or lowering your voice. Keep your hands behind your back and keep an eye contact with **one** of the participants. After the presentation ask what you should change in your behaviour.



- Ask the audience the following question: “*How should a trainer behave in the training room?*”, but do not wait for answers. Give your own answer and while speaking fan yourself with a pile of handouts. After the presentation, ask for suggestions for improvement.



TRAINER PRESENCE

Handout 4, Activity 4, Do's and Don'ts

In your group discuss and make up lists of Do's and Don'ts for effective Trainer's presence.

Trainer's presence	Do's	Don'ts
The language the trainer uses in the training room		
Trainer's voice (intonation, tone, pitch, speed...)		;
Trainer's body language (facial, posture, gestures, eye contact)		
Trainer's rapport with the audience		

TRAINER PRESENCE**Activity 4 Handout 5, Do's and Don'ts**

Trainer's presence	Do's	Don'ts
The language the trainer uses in the training room	<p>Rather than talking at the audience, ask questions and get them involved. Try to use the audience's language. Tailor what you say so that you can show you understand the audience. Stick to the point and include relevant information.</p>	<p>Don't use jargon which may separate you from your listeners. Don't use too many hedges and hesitation devices when you speak, such as 'umm', 'well' or 'kind of'. Don't use apologetic, rambling expressions like <i>if you wouldn't mind...</i></p>
Trainer's voice (intonation, tone, pitch, speed...)	<p>Talk relatively softly and slowly. If you are nervous, try not to be embarrassed by it. If your mouth is dry, bring some water (this is very common). Get the feeling as if you are taking the same way you would with a small group of close friends. When you get some warmth into your presentation, your audience will respond in the same way.</p>	<p>Don't shout. Don't hurry. Don't use your teacher voice but a trainer voice that is a colleague to colleague voice. Don't talk in a monotone, but give emphasis or feeling to what you are saying. Otherwise you won't be "heard".</p>
Trainer's body language (facial, posture, gestures, eye contact)	<p>Be aware of your self, your body language: where you stand, what you do during group work. As a trainer you have your own space. Use this space by moving around; otherwise you are not behaving like a leader. Before you begin talking, take a deep breath and casually look around at each person in your group. While you are talking, continue to glance at different people in your group. Each time you look at someone you are forcing that person to interact with you. Take the floor with confidence. Stand firm, use open gestures and smile.</p>	<p>Don't hunch over, or lower your head, or cross your arms or legs. Don't play with pen, clothes, earrings, etc. while speaking to participants. Don't use easy-jerky or rapid movements that suggest lack of confidence. Don't take up a very small space by not moving.</p>
Trainer's rapport with the audience	<p>Show your attitude to participants by listening to them and by having a quiet atmosphere when somebody speaks. A good trainer is a good listener. Build on participants' ideas and pick up on any links to your own ideas. Humour is a great tension-reliever. Stress or anxiety can be avoided by laughter.</p>	<p>Don't be too serious. Don't show that you have favourite participants.</p>

(Adapted from "How to give an effective seminar" by Watson W., Pardo L., and Tomovic V., and "The Impact and Presence" by Jones P., Van Hool J., & Hailstone Ph.)

INTRODUCING TRAINER'S NOTES

Objective: to introduce DUET trainer's notes to participants

Activity 1 **Introduction to the DUET programme**

Objective: to familiarise participants with the content of the DUET programme

Time: 15 min

Materials: handout 1 for each group

► Procedure:

- 🗺️ Put participants in groups of 3 and ask them to come up with a list of topics they think a good in-service programme for English teachers should include.
- 📄 When they are ready, give each group handout 1 with the map of the DUET programme and ask them to compare their lists with the map content.
- 😊 Invite any comments. Summarise the discussion by saying that the DUET programme was designed after a survey that had been carried out among university teachers and the questionnaire results had been analysed. Thus, it includes most of the essential topics/issues needed for local English teachers.

Activity 2 **What it looks like**

Objective: to introduce the structure and content of trainer's notes to participants

Time: 35 min

Materials: handout 2 and DUET programme sessions 15, 23, 27, 28

► Procedure:

- 😊 Divide participants into four groups. Give each group handout 2 and any two sessions prepared beforehand (some suitable sessions are Communicative Language Teaching, Teaching Listening, Building Community, Classroom Research Workshop).
- 😊 Ask them to look through the trainers' notes in their groups and answer the questions in the handout.

Suggested answers

Questions	<i>Suggested answers</i>
1. How do you know what you need to achieve by the end of the session?	<i>by examining objectives</i>
2. How do you know what materials you need to prepare?	<i>check the materials rubric, the handouts at the end of a session and find out the number of copies you need</i>
3. How are DUET handouts structured? Where can you find them? How should you use them?	<i>identifier, title, instructions; content of the handout at the end of each session; distribute to each participant, distribute to groups, show to the whole group</i>
4. What other materials will you use?	<i>video, audio, articles</i>
5. How many activities does each session have?	<i>3 or 4 maximum</i>

6. What types of activities have you noticed?	<i>warm up, lead-in, optional activities</i>
7. What typical tasks within activities are participants given?	<i>make a list, produce a poster, compare, think, analyse, rank, discuss a case study, tell a story, etc.</i>
8. What interaction patterns do you see in the materials? How are they sequenced?	<i>individual, pair work, group work, plenary Usually sequenced in the following order: plenary, individual, pair work, group work, plenary.</i>
9. What symbols have you noticed? What do they mean?	<i>They show what interaction pattern to use (individual, pair/group work, etc.)</i>
10. What can usually be found at the end of the session?	<i>The summary of the session and handouts after the summary.</i>
11. What have you noticed in the boxes?	<i>Suggested answers/ possible answers</i>
12. What do you think is the difference between <i>suggested answers</i> and <i>possible answers</i> ?	<i>Suggested answers are usually the right answers. Possible answers are for open-ended questions to which participants may give different options.</i>
13. What is the reason for starting many activities with lead-in questions?	<i>to explore participants' beliefs, to give participants an opportunity to share their experience</i>
14. How do you know when to stop the activity?	<i>by key phrases in the instructions such as 'establish', 'elicit answers', 'draw a conclusion by saying', 'make a link to the next activity', 'invite final comments'</i>

- ☺ Check whether participants have found answers to each question.
- Tell them that in the next activity groups will compare their answers by testing each other. Give them 5 min for reviewing their answers.

Activity 3 Getting to the top of the pyramid

Objective: to help participants consolidate the knowledge of the structure and content of trainer's notes

Time: 25 min

Materials: handout 3 for each group

► Procedure:

- ☺ Say that participants should stay in their groups.
- ☺☺☺+☺☺☺ Ask each two groups to sit face to face. Tell groups that they will ask each other questions from handout 2 📄. Give each group (A and B) handout 3 📄.
- ☺ Explain the rules of the game. One player from group A reads any question from handout 2 📄 and calls the name of one player from the opposite group to answer that question. If the answer is correct, the winner group puts a tick (✓) in a box in the base of the pyramid in handout 3. Then a player from group B names anyone s/he wants from the opposite group and asks a question.
- ☺ Say that the game continues till the pyramid boxes are filled with ticks from the base to the top, and the first group to complete their pyramid wins.




Activity 4 **Raise your card**

Objective: to help participants identify key DUET activities and training techniques


Time: 10 min

Materials: handout 4 a (for the trainer) and b (for each group)

▶ Procedure

-  Draw participants' attention to the variety of task types used in the DUET materials. Say that at this stage you want them to become familiar with some of these activities.
-  Put participants in groups of 4. Give each group a set of cards with definitions (handout 4 ). Say that in your secret bag you have cards with the names of some activities. Explain that you will pick up a card and read it aloud. Tell them that groups should work very quickly and find a relevant definition card and raise it.
- Each time ask the participant who finds a card with the definition to read it or if possible to explain it in his/her own words.
- Invite any questions from participants.

Summary (5 min)

 Round up by saying that the DUET materials are unique in Central Asia in terms of topics covered in the programme, assignments included there and audio and video materials as they were designed by university teachers of Uzbekistan to meet local teachers' needs. It is very easy to work with them as they include

- clear objectives
- good timing
- clear instructions
- handouts for participants
- suggested answers
- follow-up reading materials (articles)
- use of different interaction patterns
- various communicative activities

INTRODUCING TRAINER'S NOTES**Handout 1, Activity 1, Introduction to the DUET programme**

Put a tick (✓) against the topics that match your list.

DUET sessions	✓	Comments (optional)
Orientation session		
Language learning and learners' needs		
Learning styles		
Teaching vocabulary		
Designing vocabulary tasks		
Teaching speaking		
Information gap		
Error correction		
Teaching reading		
Designing reading tasks		
Authenticity		
Teaching grammar		
Interaction patterns		
Building community		
Phonology and meaning		
Teaching writing		
Giving feedback on writing		
Teaching listening		
Designing listening tasks		
Integrated skills		
Observation for development purposes		
Classroom research		
Communicative language teaching		
Planning for teaching and learning		
IT session and on-line ELT materials		
Mixed ability groups		
Instructions and classroom language		
Questioning and eliciting		
Learner-centred teaching and needs analysis		
Language and culture		
Use of video in a classroom		
Working with newspapers		
A good language learner- developing strategies		
A good language learner- towards learner autonomy		
Supplementing and adapting materials		
Testing and assessment		
Alternative modes of assessment		
Ways of keeping up and improving your own language		
ESP		
Teacher's role: a facilitator		
CPD Action Plan		
Professional article discussion		

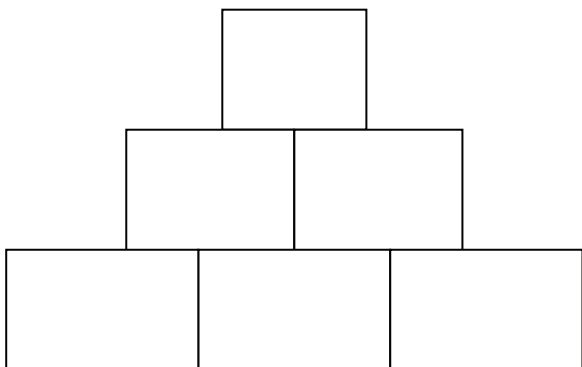
INTRODUCING TRAINER'S NOTES**Handout 2, Activity 2, Questions about the DUET materials**

1. How do you know what you need to achieve by the end of the session?	
2. How do you know what materials you need to prepare?	
3. How are DUET handouts structured? Where can you find them? How should you use them?	
4. What other materials will you use?	
5. How many activities does each session have?	
6. What types of activities have you noticed?	
7. What typical tasks within activities are participants given?	
8. What interaction patterns do you see in the materials? How are they sequenced?	
9. What symbols have you noticed? What do they mean?	
10. What can usually be found at the end of the session?	
11. What have you noticed in the boxes?	
12. What do you think is the difference between <i>suggested answers</i> and <i>possible answers</i> ?	
13. How do you know when to stop an activity?	

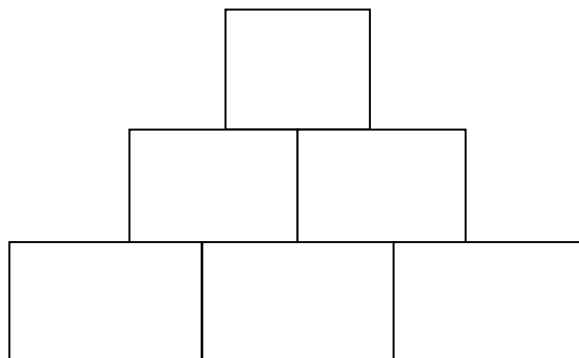
INTRODUCING TRAINER'S NOTES

Handout 3, Activity 3, Getting to the top of the pyramid

Group A's Pyramid



Group B's Pyramid

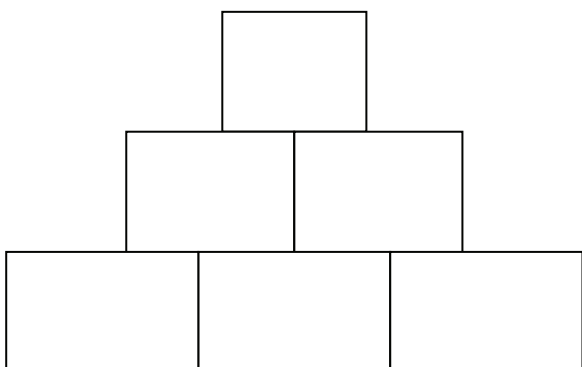


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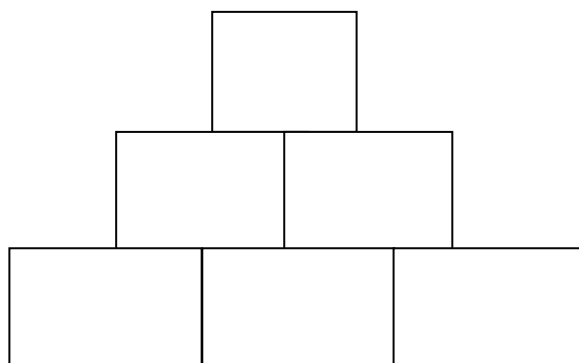
INTRODUCING TRAINER'S NOTES

Handout 3, Activity 3, Getting to the top of the pyramid

Group A's Pyramid



Group B's Pyramid



INTRODUCING TRAINER'S NOTES

Handout 4a, Activity 4, Trainer's cards



Case study



Brainstorming



Jigsaw



Ice-breaking



Simulations



Mingle



INTRODUCING TRAINER'S NOTES
Handout 4b, Activity 4, Participants' cards

<p>The collection and presentation of detailed information about a particular participant or small group. It looks intensively at and draws conclusions about that participant or group and only in that specific context.</p>	<p>An activity to make learners feel less nervous or inhibited when they first meet.</p>
<p>(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. It often serves as preparation for another activity.</p>	<p>It is similar to role play; it usually involves a larger number of participants working together to solve a problem or to arrive at a solution. There is always a values clarification element involved.</p>
<p>A type of co-operative activity in which each member of a group has a piece of information needed to complete a group task.</p>	<p>An activity in which people move around and talk to each other.</p>

GIVING INSTRUCTIONS

Objectives:

- to let participants explore the way instructions are given in DUET sessions
- to give participants an opportunity to practise giving instructions in teacher training

Activity 1 Case study

Objective: to raise participants' awareness of the importance of giving clear instructions

Time: 10min

Materials: handout 1

► Procedure:

- 😊 Ask participants the following question:
Do you remember the characteristics of good instructions from the DUET session on 'Instructions and Classroom Language'?

Possible answers:

Instructions should be short and clear; may start with a verb in the imperative but some could be formulated as polite requests.

- 😊 Tell participants that you would like to discuss giving instructions.
- 😊😊😊 Put participants in groups of four and give them handout 1 📄. Ask them to read the case studies and discuss the questions given in the handout.
- 😊 Discuss answers to the questions with the whole group and invite participants to give their own versions of the instructions.

Possible answers:

1. *A lot of fillers, not step by step, not logical, repetitious, too wordy, could be shorter.*
2. *Now you are going to work in pairs. Please sit face to face. I am going to distribute different role cards to each of you. One of you is a teacher and the other is a trainer. Keep your card a secret. "Teachers" should tell "trainers" their problems and "trainers" should ask some questions to clarify the situation and give some advice to help teachers. So, what are you going to do?*

- Summarise the activity by eliciting the importance of giving clear and short instructions.

Activity 2 How would you say that?

Objectives:

- to remind participants of the way instructions are given in DUET sessions
- to give participants practice in formulating instructions

Time: 45 min

Materials: handouts 2 and 3

► Procedure:

- 😊 Tell participants that in order to avoid situations like the one in the previous activity, they need to practise giving instructions a lot. Say that they will have a chance to practise giving instructions in this activity and in the next activity. Give each participant handout 2 📄. Ask them to read the trainer’s notes taken from the DUET materials and formulate instructions using the words in the first column. Tell them that working individually they have to write the instructions in the second column.
- 😊😊😊 Put participants in groups of four and ask them to read their instructions to each other. Then participants should give feedback to each other.
- 😊 Invite some participants to read their answers. Make comments if necessary.

Possible answers:

Trainer’s notes taken from DUET	How would you say it to participants?
1. Remind participants about the video fragment they saw in the previous session.	<i>1. Do you remember the video fragment we saw in the previous session?</i>
2. Draw participants’ attention to the quotation on the board/flipchart.	<i>2. May I draw your attention to the quotation written on the board? / Please read the quotation written on the flipchart.</i>
3. Tell groups to answer the following questions.	<i>3. Can you answer the following questions in your groups? / Answer the following questions in your groups, please.</i>
4. Say that you want to spend some time exploring other research questions.	<i>4. I’d like to spend some time exploring other research questions with you. / Let’s spend some time exploring other research questions.</i>
5. Ask participants individually to jot down some ideas on how they intend to explore the problem.	<i>5. I’d like you to write down some ideas on how you intend to explore the problem./ Can you jot down some ideas on how you intend to explore the problem?/ Write down some ideas on how you intend to explore the problem.</i>
6. Pair participants up and ask them to start commenting on each other’s plan of classroom research.	<i>6. Can I ask you two to work in pairs and comment on each other’s plan of classroom research?</i>
7. Invite participants to share.	<i>7. Let’s share our ideas.</i>
8. Encourage them to question their colleagues to clarify the details of the problem as much as possible.	<i>8. Please ask your colleagues questions to clarify the details of the problem as much as possible. / Please talk to your colleagues and clarify the details of the problem as much as possible.</i>
9. Establish that questions are the most important tools in teaching and learning and say that the session is devoted to this topic.	<i>9. So, as we have discussed in this activity, questions are the most important tools in teaching and learning. This session is devoted to this topic.</i>

➤ 😊😊😊 Draw participants' attention to the second column and ask them to discuss the language of the instructions. Distribute handout 3 📄 with four questions for discussion.

➤ 😊 Invite participants to share their answers in the whole group.

Possible answers:

1. Because this is done for variety.
2. a) It sounds more polite. This question makes the trainer and trainees equal.
b) It sounds more authoritative, like a teacher's question at school.
3. Correct body language reinforces the message of the instructions.
4. Correct intonation reinforces the message of the instructions.

➤ 😊 Ask one of the participants to summarise the activity.

Activity 3 Let's practise

Objective: to give participants an opportunity to practise giving instructions

Time: 35 min

Materials: Handout 4 (a card per student) (Instructions taken from the DUET sessions: Teaching Speaking, Teaching Vocabulary I and II, Interaction patterns, Teaching Grammar I)

▶ Procedure:

➤ 😊 Give each participant a card (Handout 4 📄) with instructions taken from the DUET materials. Ask participants to read individually and prepare instructions which they as trainers can give to their trainees.

➤ 😊😊😊 Put participants in groups of five and ask each of them to present their instructions to their groups and get feedback. While grouping, make sure that each group has five different tasks.

➤ 😊 After groups have finished ask them to share common problems that came up in their discussions and possible ways to avoid these problems.

➤ 😊 Invite comments and deal with them.

➤ 😊 Establish that though the DUET materials give detailed instructions for each activity, it is the trainers' responsibility to use them appropriately.

➤ Ask one of the participants to summarise the session.

GIVING INSTRUCTIONS**Handout 1, Activity 1, Case study**

Read the instructions below and discuss the questions in your groups.

Well, everybody, will you, Kamol, sit down. Now what I want you to do is when you, you take these cards that I am going to distribute now and keep them a secret because you have the suggested answers and some of you are 'Teachers', it is written at the top of the card and some are labelled 'Trainers', ok, can you see that? Very well.

Don't show your card to anyone and then you have to describe your situation, I guess, you understand this is the situation on the card, to your partner, sit face to face. Sorry, firstly, let me put you in pairs. Now everybody has a partner to work with, sit face to face. I think we can now continue.

'Teachers', I mean the guys who have the card which says so, should tell trainers their problem and trainers, yes, you guys, ask questions to clarify the situation and give some advice to help poor teachers. I hope I made myself understood. Can you please start?

1. *What makes these instructions difficult for participants to understand?*
2. *If you were the trainer, how would you give these instructions?*

✂-----

Handout 1, Activity 1, Case study

Read the instructions below and discuss the questions in your groups.

Well, everybody, will you, Kamol, sit down. Now what I want you to do is when you, you take these cards that I am going to distribute now and keep them a secret because you have the suggested answers and some of you are 'Teachers', it is written at the top of the card and some are labelled 'Trainers', ok, can you see that? Very well.

Don't show your card to anyone and then you have to describe your situation, I guess, you understand this is the situation on the card, to your partner, sit face to face. Sorry, firstly, let me put you in pairs. Now everybody has a partner to work with, sit face to face. I think we can now continue.

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1. *What makes these instructions difficult for participants to understand?*
2. *If you were the trainer, how would you give these instructions?*

✂-----

Handout 1, Activity 1, Case study

Read the instructions below and discuss the questions in your groups.

Well, everybody, will you, Kamol, sit down. Now what I want you to do is when you, you take these cards that I am going to distribute now and keep them a secret because you have the suggested answers and some of you are 'Teachers', it is written at the top of the card and some are labelled 'Trainers', ok, can you see that? Very well.

Don't show your card to anyone and then you have to describe your situation, I guess, you understand this is the situation on the card, to your partner, sit face to face. Sorry, firstly, let me put you in pairs. Now everybody has a partner to work with, sit face to face. I think we can now continue.

'Teachers', I mean the guys who have the card which says so, should tell trainers their problem and trainers, yes, you guys, ask questions to clarify the situation and give some advice to help poor teachers. I hope I made myself understood. Can you please start?

1. *What makes these instructions difficult for participants to understand?*
2. *If you were the trainer, how would you give these instructions?*

GIVING INSTRUCTIONS

Handout 2, Activity 2, How would you say that?

Read the trainer’s notes taken from the DUET programme materials and formulate instructions. Write your instructions in the second column.

Trainer’s notes taken from DUET	How would you say it to participants?
1. Remind participants about the video fragment they saw in the previous session.	1. e.g. <i>Do you remember the video fragment we saw in the previous session?</i> _____
2. Draw participants’ attention to the quotation on the board/flipchart.	2. _____
3. Tell groups to answer the following questions.	3. _____
4. Say that you want to spend some time exploring other research questions	4. _____
5. Ask participants individually to jot down some ideas on how they intend to explore the problem	5. _____
6. Pair participants up and ask them to share commenting on each other’s plan of classroom research.	6. _____
7. Invite participants to share.	7. _____
8. Encourage them to question their colleagues to clarify the details of the problem as much as possible.	8. _____
9. Establish that questions are the most important tools in teaching and learning and say that the session is devoted to this topic.	9 _____

GIVING INSTRUCTIONS**Handout 3, Activity 2, How would you say that?**

Discuss the questions with your small group.

1. Why are some instructions given in the form of a question while some others start with an imperative?
2. What is the difference between these instructions?
 - a) Can we remind ourselves of what reflection is?
 - b) Can you remind me of what reflection is?
3. What is the role of body language while giving instructions?
4. What role does intonation play in giving instructions?

**Handout 3, Activity 2, How would you say that?**

Discuss the questions with your small group.

1. Why are some instructions given in the form of a question while some others start with an imperative?
2. What is the difference between these instructions?
 - a) Can we remind ourselves of what reflection is?
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**Handout 3, Activity 2, How would you say that?**

Discuss the questions with your small group.

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4. What role does intonation play in giving instructions?

**Handout 3, Activity 2, How would you say that?**

Discuss the questions with your small group.

1. Why are some instructions given in the form of a question while some others start with an imperative?
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 - a) Can we remind ourselves of what reflection is?
 - b) Can you remind me of what reflection is?
3. What is the role of body language while giving instructions?
4. What role does intonation play in giving instructions?

GIVING INSTRUCTIONS**Handout 4, Activity 3, Let's practise****CARD 1**

- 😊 (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.

✂-----

CARD 2

- 😊 (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.
- 😊 (1 min) Give participants a couple of minutes to discuss their impressions in pairs. Give them some time to make notes in the grid.

✂-----

CARD 3

- 😊 (1 min) Tell participants that you will start the session by drawing something on the board together with participants. Begin by drawing something 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.

➤ **CARD 4**

- 😊 (1 min) Remind participants of Activity 1 in Teaching Vocabulary I 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 respectively.
- 😊 (1 min) Ask participants the following question:
 - ~ How many words can you recognise and how many words can you actually use?

✂-----

CARD 5

- 😊 (2 min) Tell participants that there are different ways of teaching vocabulary. However, some ways 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*)
- 😊 (2 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 recollect 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.

✂-----

INTERACTION IN THE TRAINING COURSE

Objectives:

- to raise participants' awareness of the importance of interaction in training courses
- to give participants an opportunity to practise questions that can be used for different purposes in interaction
- to equip participants with a range of techniques for promoting interaction in the training room

Lead-in

Time: 5 min

Materials: none

► Procedure:

- 😊 Ask participants the following questions:
 - 1 What do you think is meant by 'interaction'?
 - 2 What kinds of interaction have you experienced on the TTT course so far?
 - 3 Why is it important to promote a variety of interaction in training sessions?

Possible answers:

- 1 *The talk of teachers and students in learning situations and also communication of ideas through written work and feedback on them.*
- 2 *Answers will vary.*
- 3 *It is important because*
 participants should be fully involved;
 they can learn from each other's opinions, comments and questions;
 teachers need to increase their confidence about formulating
 questions and expressing ideas.

- Say that in this session you will talk about questioning and leading discussions as forms of interaction in the training room.

Activity 1 Questions and questioning

Objective: to give participants an opportunity to practise questions that can be used for different purposes

Time: 30 min

Materials: handout 1

► Procedure:

- 😊 Ask participants to think about the questions they use in teaching and those they have experienced as participants in training courses.

Possible answers:

Teachers mainly ask questions about the content of what they are teaching.
They also ask questions to check whether students understand the

material or the task, the most typical example (though not the best) could be 'Is everything clear?'
They seldom ask concept-checking questions, clarifying questions or probing questions.
Trainers ask us to reflect on our previous teaching experience.

- Ask them if they can they see any differences between the questions asked by teachers and those asked by trainers.

Possible answer:

Teachers deal more with the content while trainers are more concerned with developing participants' higher order thinking skills. Together with the kind of questions mentioned above they also ask hypothetical questions. They encourage participants to analyse and reflect on their experiences and feelings.

- 😊 Establish that trainers need to ask questions different from those used traditionally by teachers. Say that questions are an important part of a trainer's repertoire and can be used for many different purposes and it depends on the things that trainers do (e.g. elicit, probe, encourage).
- 😊😊 Put participants in pairs and give them *handout 1* 📄 . Ask them to match types of questions from the first column with the questions in the second column.
- Ask participants to look at the questions and think if some of these questions are more difficult than others and why.
- Check the answers with the whole group.

Answer key:

1. High-yield -----low-yield	H. a. When were you most engaged during today's session? (high-yield – requires a good long answer) b. Why aren't you paying attention?(low-yield)
2. Open ended -----yes, no	D. a. Are you motivated by grades?(yes/no) b. How do you feel about grades?(open-ended)
3. Generalspecific/ personal	J. a. What motivates teachers to develop? (general) b. What motivated you to take up this training course?(specific)
4. Asking participants to recall information / text / story / joint experiences	A. Who are the main characters? How did it all start? What happened next?
5. Asking for clarification	B. What do you mean by that? Can you paraphrase that?
6. Probing	G. Can you think of an example?

	What's the underlying principle there? Why would you have used this method? Can you think of any exceptions? Tell us more. / Can you expand on that?
7. Ask people to dip into / reflect on their experiences	E. Think of a teacher you liked a lot. What qualities made this teacher special to you? When is the last time you had an argument with someone?
8. Inviting creative / lateral thinking	I. What would you have done in her place? What could schools do to encourage students to be more responsible? How do you think the story will end?
9. Inviting critical thinking	F. What are some of the potential problems with groupwork?
10. Developing empathy (being in somebody's shoes)	C. Can you see how X might feel about that?

- 😊😊 Ask participants to choose two types of questions from the first column and to make their own questions. The topic can be anything related to what they have already experienced in DUET or this course. Ask them not to share their questions with other pairs until asked to do it.
NB Approach participants and help out with questions if needed.
- 😊😊 + 😊😊 Invite participants to ask their questions and tell other participants that their task is to identify the type of the questions asked according to given categories.
- 😊 Summarise the activity by saying that questions are an important part of a trainer's repertoire and can be used for many different purposes. Trainers need to be able to ask questions which differ from those used traditionally by teachers.

Activity 2 Strategies for dealing with participants' questions

Objective: to give participants an opportunity to practise dealing with unclear questions and unsatisfactory responses

Time: 20 min

Materials: handout 2

► Procedure:

- 😊 Tell participants that trainers' responses are important and in this activity they will explore how to deal with trainees' questions and contributions. Distribute handout 2 📄 and ask them to do the task individually.
- 😊😊😊 Put participants in groups of 3-4 and ask them to share their ideas.
- 😊 Invite small groups to share their ideas with the whole group.

Suggested answers:

Dialogue 1

Participant: *Is it absolutely necessary to ask comprehension questions in*

<p><i>a reading lesson?</i> Trainer: <i>Do you mean an intensive reading class?</i> Participant: <i>No, any reading class.</i></p> <p>What did the trainer do? Suggested answer: <i>Listened carefully to the question and asked a clarifying question.</i></p>
<p>Dialogue 2 Participant: <i>There are three things I want to ask about. Firstly, should I write about an ELT concept which I understand clearly or one which needs further exploration? Secondly ...</i> Trainer: <i>Wait a minute. I need to jot something down..... OK, next?</i></p> <p>What was the participant going to ask? What did the trainer do?</p> <p>Suggested answers: <i>The participant was going to ask a very long question, or, to be more exact, three questions.</i> <i>The trainer started making notes of the key points.</i></p>
<p>Dialogue 3 Participant: <i>What is the difference between interaction and communication?</i> Trainer: <i>It would probably take me more than half an hour to explain this difference but because we don't have so much time, I'll try to put it in a nutshell. Communication is a bigger thing and interaction can be a part of communication but it always involves an exchange between at least two people, whereas communication may be in one direction only, for example, when a politician makes a speech.</i></p> <p>Did the trainer say everything s/he knew about the subject? How did s/he try to answer the question?</p> <p>Suggested answer: <i>The trainer knew more than s/he said. When responding to the question, s/he tried to do it as concisely as possible, being as comprehensive as possible and giving a clear example that the participant can relate to.</i></p>
<p>Dialogue 4. Participant: <i>How did Kolb come to the idea of the experiential learning cycle?</i> Trainer: <i>This is a very good question. Presumably by doing research on how adults learn best but I can't be 100% sure. Maybe we should both try and find the answer by looking in the internet. What do you think?</i></p> <p>What did the trainer do? Suggested answers: <i>The trainer admitted s/he didn't know the answer.</i> <i>S/he suggested the way in which the answer to the question could be found.</i></p>
<p>Dialogue 5 Participant: <i>Do I really have to observe a class to do this assignment? Can't I just imagine it?</i></p>

Trainer: *(big round eyes)*

OR

Trainer: *I can't believe that you asked this question. Do I really need to answer it?*

Did the trainer like the question? How do you know?

What is your opinion of the trainer's reaction?

Suggested answer:

The trainer didn't like the trainee's question and showed this non-verbally in the first case and verbally in the second. Such reaction is not always appropriate. Even if the trainer doesn't like some questions s/he should not show this, though in some cases it may be not a bad idea to throw the responsibility for answering this question back to the participant.

Dialogue 6

Trainer: *What's the difference between acquisition and learning a language?*

Participant: *I think they are more or less the same.*

Trainer: *Are you sure? When you were three, did you have any formal lessons in which you learned your language?*

What did the trainer do when s/he heard the wrong answer?

Suggested answer:

S/he probed the responder for the correct answer. It is a part of the trainer's job to ask trainees questions which make them think.

Dialogue 7

Trainer: *What is a facilitator?*


Participant: *Somebody who pays careful attention to everything.*

Trainer: *Really everything? So an attentive child in a classroom is a facilitator?*

How did the trainer respond to the answer which was vague but from which it was clear the trainee had the correct answer in mind?

Suggested answer:

The trainer selected the part of the response that was unclear/incorrect and needed more attention.

-  Summarise the activity by saying that a trainer should be always ready to deal with questions and contributions. Every contribution must be valued and unclear questions need to be clarified.

Activity 3 Leading a discussion in a training course

Objective: to give participants an opportunity to explore the role of a discussion leader

Time: 30 min

Materials: handout 3

► Procedure:

- 😊 Tell participants that in training courses the learners are adults and their knowledge, experience and opinions are valued and one of the forms of sharing all the above is discussions. Ask participants what role a trainer should play in discussions.

Possible answer:

A trainer should play the role of a facilitator who is trying to encourage participants to contribute, sustaining the level of interest, listening carefully, keeping discussions on track, etc.

- 😊 + 😊 Tell participants that in this activity they will explore how to lead a discussion. Introduce the topic for discussion, for example, 'Regular homework is beneficial for students'. Divide participants into two groups and ask the first group to brainstorm possible advantages of giving students homework on a regular basis. The other group should brainstorm possible disadvantages/problems arising of making students do their homework. Set the time limit (approx. 3-4 minutes).
NB Another option can be advantages and disadvantages of using role play.
- Say that you will be leading a discussion, 8 participants will be involved in discussion, and the rest will be observers. Choose an equal number of people from each group, e.g. 4 and 4, and say that this group of 8 people will hold a discussion. The other participants will observe the discussion. They should listen carefully and make notes in the checklist (handout 3).
- 😊 Distribute handout 3 📄 to participants who will be observing the discussion and ask them to sit at the back of the room. Remind them that they should use the checklist and identify the different moves and note down the language used.
- 😊 Invite the other half to sit in the circle. Sit together with them. Ask participants who are sitting in the circle to discuss the issue using the ideas brainstormed in their home groups ('for' and 'against' the idea).
- Start the discussion.

Possible key words for the discussion leader:

#	FUNCTIONS/MOVES EXAMPLES	KEY WORDS USED BY THE LEADER
1.	Initiating focusing on main questions suggesting pathways	Today we are going to talk about giving homework on a regular basis. This practice has its positive and negative sides. I suggest we discuss both and come to the conclusion about the impact of regular homework on students' progress. Let's start and talk...
2.	Structuring sequencing dealing with 'side-tracking' comments giving/asking for a summary sorting out information	First... Can we go on/ turn...? Can you summarise...? Let's hold on to this idea and come back to it later.

3.	Managing contributions encouraging and linking contributions ensuring no views are ignored		Can we speak one at a time? Can we hear both...? I've nominated Khalida...
4.	Probing contributions asking for specific examples eliciting reasons, evidence or comments about implications		Can you be more specific? Would anyone like to comment on what we've just heard?
5.	Keeping the discussion on track redirecting attention to main questions		Can anyone refute Kamola's argument about...?
6.	Personalising asking participants to disclose personal information		I'd like you to remember yourself as teachers – did you like...? ~ Thinking of us as language teachers, what are pluses and minuses of regular homework?
7.	Dealing with conflict allowing conflicting views to surface. reconciling differences at a higher level defusing tension by a humorous comment		
8.	Commenting on process reminding participants to consider the point of view of others		I believe, this point was mentioned by Aziza earlier.

Adapted from ECML CD

- 😊😊😊 Allow the discussion to last for about 10-12 minutes.
- After the discussion distribute handout 3 📄 to participants who were involved in the discussion.
- 😊 Ask 2-3 observers to report what they have noted down. Comment if necessary.
- Summarise the activity saying that discussions can occur immediately after participants receive some information or after some consideration. In such cases trainers should not ignore discussions and at the same time they should handle them as they have their training agenda.

Summary

Say that the role of the trainer is to
 ensure there is a good variety of interaction;
 help participants interact positively and productively;
 ensure that discussions run smoothly;
 help course participants build their self confidence and discover their talents.

- 📄 Give participants 5 min to write the main things that they have picked up from this session in their Reflection Log.

INTERACTION IN THE TRAINING COURSE

Handout 1, Activity 1, Questions and questioning

1. High-yield ----- low-yield	A. Who are the main characters? How did it all start? What happened next?
2. Open ended ----- yes, no	B. What do you mean by that? Can you paraphrase that?
3. Generalspecific / personal	C. Can you see how X might feel about that?
4. Asking participants to recall information / text / story / joint experiences	D. a. Are you motivated by grades? b. How do you feel about grades?
5. Asking for clarification	E. Think of a teacher you liked a lot. What qualities made this teacher special to you? When is the last time you had an argument with someone?
6. Probing	F. What are some of the potential problems with groupwork?
7. Ask people to dip into/ reflect on their experiences	G. Can you think of an example? What's the underlying principle there? Can you think of any exceptions? Tell us more. / Can you expand on that?
8. Inviting creative / lateral thinking	H. a. When were you most engaged during today's session? b. Why aren't you paying attention?
9. Inviting critical thinking	I. What would you have done in her place? What could schools do to encourage students to be more responsible? How do you think the story will end?
10. Developing empathy	J. a. What motivates teachers to develop? (general) b. What motivated you to take up this training course?(specific/personal)

Adapted from ECML Facilitation CD

INTERACTION IN THE TRAINING COURSE

Handout 2, Activity 2, Strategies for dealing with trainees' questions

Read seven dialogues and answer the questions below each dialogue.

Dialogue 1

Participant: *Is it absolutely necessary to ask comprehension questions in a reading lesson?*

Trainer: *Do you mean an intensive reading class?*

Participant: *No, any reading class.*

What did the trainer do?

.....
.....
.....

Dialogue 2

Participant: *There are three things I want to ask about. Firstly, should I write about an ELT concept which I understand clearly or one which needs further exploration? Secondly ...*

Trainer: *Wait a minute. I need to jot something down..... OK, next?*

What was the participant going to ask?

What did the trainer do?

.....
.....
.....

Dialogue 3

Participant: *What is the difference between interaction and communication?*

Trainer: *It would probably take me more than half an hour to explain this difference but because we don't have so much time, I'll try to put it in a nutshell. Communication is a bigger thing and interaction can be a part of communication but it always involves an exchange between at least two people, whereas communication may be in one direction only, for example, when a politician makes a speech.*

Did the trainer say everything s/he knew about the subject?

How did s/he try to answer the question?

.....
.....
.....

Dialogue 4.

Participant: *How did Kolb come to the idea of the experiential learning cycle?*

Trainer: *This is a very good question. Presumably by doing research on how adults learn best but I can't be 100% sure. Maybe we should both try and find the answer by looking in the internet. What do you think?*

What did the trainer do?

.....
.....
.....

Dialogue 5

Participant: *Do I really have to observe a class to do this assignment? Can't I just imagine it?*

Trainer: *(big round eyes)*

OR

Trainer: *I can't believe that you asked this question. Do I really need to answer it?*

Did the trainer like the question? How do you know?

What is your opinion of the trainer's reaction?

.....
.....
.....

Dialogue 6

Trainer: *What's the difference between acquisition and learning a language?*

Participant: *I think they are more or less the same.*

Trainer: *Are you sure? When you were three, did you have any formal lessons in which you learned your language?*

What did the trainer do when s/he heard the wrong answer?

.....
.....
.....

Dialogue 7

Trainer: *What is a facilitator?*

Participant: *Somebody who pays careful attention to everything.*

Trainer: *Really everything? So an attentive child in a classroom is a facilitator?*

How did the trainer respond to the answer which was vague but from which it was clear the trainee had the correct answer in mind?

.....
.....
.....

INTERACTION IN THE TRAINING COURSE**Handout 3, Activity 3, Leading a discussion in the training course**

During the discussion you observe note down the examples of the leader functions/moves by putting a tick in the appropriate box. Write down the key words the leader uses for each of these purposes.

#	FUNCTIONS/MOVES EXAMPLES		KEY WORDS USED BY THE LEADER
1.	Initiating focusing on main questions suggesting pathways		
2.	Structuring sequencing dealing with 'side-tracking' comments giving/asking for a summary		
3.	Managing contributions encouraging and linking contributions ensuring no views are ignored		
4.	Probing contributions asking for specific examples eliciting reasons, evidence or comments about implications		
5.	Keeping the discussion on track redirecting attention to main questions		
6.	Personalising asking participants to disclose personal information		
7.	Dealing with conflict allowing conflicting views to surface. reconciling differences at a higher level defusing tension by a humorous comment		
8.	Commenting on process reminding participants to consider the point of view of others		

Adapted from ECML CD

SUMMARISING AND REPORTING

Objectives:

- to raise participants’ awareness of the importance of being able to summarise articles, discussions, sessions etc in the training room
- to raise participants’ awareness of the importance of giving reports competently



Activity 1 Who makes a summary?

Objective: to get participants to consider who might summarise a training session

Time: 10 min

Materials: handout 1(two pictures per group)

► Procedure:

-  Tell participants that the topic of this session is summarising and reporting. Say that first you want to talk about summarising. Show participants two pictures (handout 1 ) *(In one picture there is a trainer and participants and the trainer is summarising the session. In the second picture there are participants and a trainer and one of the participants is making a summary of the session)*, ask them the following questions and elicit random answers after each one:

- How are these two pictures different?
- Which one do you prefer?
- Which one have you experienced?
- Who might summarise a training session?

- Say that in this session they will explore the importance of summaries and different ways of making a summary.






Activity 2 Summarising DUET programme sessions

Objective: to practise making a summary of a DUET programme session

Time: 15 min

Materials: handout 2, copies of 4 DUET sessions (1 per group)

► Procedure:

-  Distribute handout 2  to participants and ask them to do the task individually.
-   Ask participants to share their answers in pairs.
-  Check the answers and invite participants to ask any other questions if they need to clarify something.

Suggested answers:

The words in the DUET materials	What the trainer says
1 Establish the following...	<p>b) So</p> <ul style="list-style-type: none"> ➤ <i>All learners are different and therefore they learn in different ways.</i> ➤ <i>It is important for teachers to appeal to all 4 learning styles to make their teaching effective and to keep all their learners involved.</i>

2. Ask questions about the main points of the session.	d) <i>What did we do together? Why did we do that? What was the focus of each activity?</i>
3. Summarise the session by saying that ...	e) <i>...we need to know how to quote things properly and give proper references in order to be professional when we write or say something.</i>
4. List the main points/stages of the session.	a) <i>Remember the main stages of the session and identify the focus of each stage.</i>
5. Ask participants to draw conclusions themselves.	c) <i>What conclusions can you draw from the session? or What have you learned from the session?</i>

- 😊😊😊 Divide participants into 4 groups. Give each group 1 session from the DUET materials. Ask groups to practise summarising the session in their groups. While the groups are practising, listen to their summaries and give feedback.
- Summarise the activity by saying that when they work as DUET trainers participants will have to make a summary quite often. To provide a link to the next activity say that trainers can use different ways of making a summary in the training room and that this is the focus of the next activity.

Activity 3 Some ways of summarising

Objective: to give participants an opportunity to practise summarising using the DUET materials

Time: 45 min

Materials: copies of 4 DUET sessions, board, markers, A4 paper

► Procedure:

- 😊 Ask participants to brainstorm creative ways of making a summary together with you. Put their ideas on the board. *Possible ideas: post-it notes, a poster, a letter, a fairy tale, a report, etc.*
- 😊😊😊 Say that now they will work with the DUET materials and consider creative ways of making a summary. Divide participants into 3 new groups or ask them to work in the same groups as in the previous activity. Each group will work on 1 session. Ask them to write a summary using the following creative ways of making a summary:

- Group 1 – poster
- Group 2 – letter
- Group 3 – oral summary

While groups are working, walk around and give help as necessary. You might need, for example, to remind them of some conventions of letter writing

- Ask groups to present their summaries.


Activity 4 Giving oral reports on a group task



Objective: to give participants an opportunity to explore characteristics of a trainer intervention


Time: 30 min

Materials: CD with the recording

► Procedure:

-  Say that sometimes participants have to make summaries in the form of an oral report on a group task. Say that now they will listen to an oral group report from a training session. Ask participant to listen to the report and note the following:
 - ~ how many times the trainer intervened;
 - ~ what exactly he said and when he said that;
 - ~ why he said that.

-  Play the recording and invite participants to listen to it.
-  Ask participants to share their opinions in groups.

-  Ask groups to report to the whole group and while reporting put their answers on the board.

Suggested characteristics of a trainer intervention on the report given:

 - the trainer keeps the reporter on track;*
 - the trainer politely reminds the reporter of her responsibility to speak on behalf of the group.*

- Summarise the activity by saying that giving group reports is one of the forms of making a summary. The participant who is reporting on behalf of the group has the responsibility of summarising the group discussion and communicating it to the whole group.
- Draw a picture of a tree on the board and distribute green post-it notes cut out in the form of leaves to participants. Ask participants to write 1 lesson learnt from the session on the 'leaf' and place these 'leaves' on the tree drawn on the board.

Summarise the session by establishing the following points:

- in the training room summaries can be made by trainers or by trainees themselves;
- there is more than one way of making a summary;
- while giving a group report a speaker should take responsibility for communicating the main points to the whole group.

SUMMARISING AND REPORTING

Handout 1, Activity 1, Who makes a summary?





SUMMARISING AND REPORTING

Handout 2, Activity 2, Useful phrases in making a summary

Match the words in the DUET materials with what trainer says:

The words in the DUET materials	What trainer says
1 Establish the following...	a) Remember the main stages of the session and identify the focus of each stage.
2. Ask questions about the main points of the session.	b) So All learners are different and therefore they learn in different ways. It is important for teachers to appeal to all 4 learning styles to make their teaching effective and to keep all their learners involved.
3. Summarise the session by saying that ...	c) What conclusions can you draw from the session? What have you learned from the session?
4. List the main points/stages of the session.	d) What did we do together? Why did we do that? What was the focus of each activity?
5. Ask participants to draw conclusions themselves	e) ...we need to know how to quote things properly and give proper references in order to be professional when we write or say something.

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SUMMARISING AND REPORTING

Handout 2, Activity 2, Useful phrases in making a summary

Match the words in the DUET materials with what trainer says:

The words in the DUET materials	What trainer says
1 Establish the following...	a) Remember the main stages of the session and identify the focus of each stage.
2. Ask questions about the main points of the session.	b) So All learners are different and therefore they learn in different ways. It is important for teachers to appeal to all 4 learning styles to make their teaching effective and to keep all their learners involved.
3. Summarise the session by saying that ...	c) What conclusions can you draw from the session? What have you learned from the session?
4. List the main points/stages of the session.	d) What did we do together? Why did we do that? What was the focus of each activity?
5. Ask participants to draw conclusions themselves	e) ...we need to know how to quote things properly and give proper references in order to be professional when we write or say something.

OBSERVATION AND FEEDBACK FEEDBACK STYLES

Objectives:

- to explore effective ways of observation
- to give participants an opportunity to practise giving constructive feedback

Lead-in

Time: 10 min
Materials: handout 1

Procedure:

- 😊 Ask participants to answer the questions in handout 1 📄. Ask them to compare their answers to questions 1 and 4 with the appropriate part of Portfolio Specifications and some other colleague's answers.

Possible answers:

	Questions	Entry 1	Entry 5
1.	Who should you observe?	<i>a colleague teaching students in a usual classroom</i>	<i>a peer trainer delivering a session during micro training</i>
2.	What behaviour in the classroom/training room can you focus your observation on?	<i>giving instructions, use of L1 in the classroom, teacher's presence, managing pair and group work etc.</i>	<i>giving instructions, trainer's presence, interaction patterns etc</i>
3.	What observation instrument can you use?	<i>field notes, observer's questionnaires, tables / charts, checklists, interaction diagrams etc.</i>	<i>an observation tool (field notes, observer's questionnaires...) agreed in the session Preparation for micro training</i>
4.	What will you do at the post-observation stage?	<i>provide oral and/or written feedback to the colleague</i>	<i>provide oral and/or written feedback in sessions 21 and 22 and write a report based on the observation notes and oral feedback session</i>







- 😊 Collect the answers from the whole group. Say that in this session they will practise working with observation instruments and giving constructive feedback orally.

Activity 1 Video discussion

Objective: to give participants a chance to explore what makes observation effective

Time: 20 min

Materials: handout 2, a DVD player, DVD, TV

- Tell participants that they will watch a DVD on a post-observation stage. Ask them to do the task in handout 2 .
-  Play the DVD.(10 min)
-  Ask participants to compare their answers in groups of four and discuss the follow-up questions from handout 2  in their groups.
-  Invite answers from each group.
-  Summarise the activity by saying that feedback both observers gave in the video was not effective: the first observer mainly criticised, and the second observer praised without any constructive recommendations. Say that in order to make observation effective it is important to think carefully about all three stages: pre-observation, observation, and post-observation.
- If needed give additional information:

Pre-observation (briefing) stage is used to help the observer to understand the context of the class being observed to identify objectives of the class, teaching techniques, etc. to identify the areas which are necessary to be observed as well as the role of each participant (observer and observee) in the observation process.

The second stage is observation itself. In this phase all participants (observee, observer as well as learners) have their own roles which they should play so that at the post-observation stage the observer will be able to provide constructive feedback.

Post-observation feedback meeting stage is also called *debriefing*. This meeting can be held immediately after the class has been observed or, if there is no such an opportunity, within a week after the observation. The main purpose of this meeting is to provide constructive and confidential feedback in the form of reflection on the observed lesson.


Activity 2 Factors influencing effective feedback giving

Objective: to make participants aware of the important factors that lead to giving constructive feedback.



Time: 35 min

Materials: handouts 3 and 4

Procedure:

-  Ask participants the following question:
 - *What can you do to provide more reliable feedback after the observation of a lesson or a training session?*



Possible answer: to prepare an observation instrument (form or checklist) that focuses on specific skills.

-  Put participants in groups of A, B, C and D and ask them to explore one of the following issues and list the things they may focus on during the observation in Handout 3 .

- Group A – teacher presence
- Group B – classroom management
- Group C – students’ role
- Group D – teaching skills

Possible answers:

teacher presence	classroom management	students’ role	teaching skills
eye-contact & body language nods, smiles, other forms of encouragement voice projection sense of humour flexibility open-mindedness	being on time readiness of equipment (e.g. cassette player, board...) students seating arrangements supplementary aids dealing with discipline problems	the proportion of T-S talking time use of learning strategies the actions students do (speak, play, sing...) evidence of cooperative learning	introduction and presentation giving instructions comprehension checking reinforcement of ideas providing feedback linking the stages of a lesson summarising an activity/lesson

-  Regroup them into combined groups of A, B, C and D. Ask them to share their lists with others and get information from others to fill in the three other columns.
- Distribute handout 4 . Ask groups to discuss what the focus of observation was in each case.

Possible answers:

Observation 1: Tasks/techniques/activities used in the lesson
Observation 2: Lesson plan and its implementation

- Ask participants how these two filled observation instruments can help in giving feedback. (**possible answers:** *feedback will be more specific, concrete, descriptive...*)
- Summarise the activity by saying that one of the qualities of effective observation is to give specific, constructive feedback and suggestions for improvement. When writing an observation report and especially when providing oral feedback to a teacher, it is important to practise giving constructive feedback. Constructive feedback is specific, and it provides an observee with questions for reflection. It focuses on the behavior rather than the person. Tell them that they will have a chance to practise giving and receiving feedback in the next activity.

Activity 3 Giving and receiving feedback

Objective: to give participants an opportunity to practise giving and receiving constructive feedback

Time: 25 min

Materials: handouts 5 and 6

- 😊😊😊 Put participants in groups of three. Assign each participant of the group a role and give out role cards (handout 5 📄). Ask groups to choose one of the observation tools from handout 4 📄 and give some time to each participant to study the role card and prepare for role play. Explain that **Feedback giver** and **Teacher** should play roles in a post-lesson discussion, and an **Observer** should sit quietly and observe them. Ask the Observer to act as time-keeper as well and to stop the discussion in 10 minutes.
- Ask Observers to give feedback to the Teachers and Feedback givers.
- 😊😊😊 Give 3 minutes for each group to share their experience of being in three different roles.
- 😊 Ask the whole group to reflect on what they have learned from this experience.
- 😊😊😊 Distribute handout 6 📄. Ask the groups to fold the paper as a brochure and write steps that should be taken at each stage:
 - Pre-observation stage (1st part of the paper)
 - While observation stage (2nd part of the paper)
 - Post-observation stage (3rd part of the paper)

Possible answers:

Pre-observation stage	While observation stage	Post-observation stage
Ask permission from a teacher to observe a class at least five days before the class. Agree on the specific teaching elements to focus. Be informed about the lesson plan/curriculum and the group. Ask about any concerns that a teacher would like you to address.	Arrive at least 10 min. before the class starts. Come with an observation tool(s). Sit in the back of the class to avoid drawing students' and observee's attention to you during the class. Don't ask questions during the class and don't participate in the class activities and discussions.	Be sure that the observee is psychologically ready to receive feedback. Discuss the points from the observation form. Provide positive comments supported by necessary evidence. Ask questions for clarification. Give the observee an opportunity to express his/her feelings about the class, share ideas. Be honest and polite.

- 😊 If needed, add that a well-planned observation will help them learn from each other a lot of things about teaching, plan further lessons; get/provide suggestions for further development (about readings, activities, etc.) and reflect critically on one's own teaching.
- 📄 Give participants 5 min. to write the main things that they have picked up from this session in their Reflection Log.

OBSERVATION AND FEEDBACK

Lead-in, Handout 1

	Questions	Entry 1	Entry 5
1.	Who should you observe?		
2.	What behaviour in the classroom/training room can you focus your observation on?		
3.	What observation instrument can you use?		
4.	What will you do in the post-observation stage?		

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OBSERVATION AND FEEDBACK

Lead-in, Handout 1

	Questions	Entry 1	Entry 5
1.	Who should you observe?		
2.	What behaviour in the classroom/training room can you focus your observation on?		
3.	What observation instrument can you use?		
4.	What will you do in the post-observation stage?		

Activity 1, Handout 2, Video discussion

While watching the video, tick (✓) the things you have noticed.

Feedback 1	Feedback 2
<p>The types of information</p> <p><input type="checkbox"/> Identifying the strength of teaching observed</p> <p><input type="checkbox"/> Complimenting on the great lesson</p> <p><input type="checkbox"/> Sharing practical ideas</p> <p><input type="checkbox"/> Reflecting on superficial issues of the procedure</p> <p><input type="checkbox"/> Reflecting on the underlined rationale of their teaching</p> <p><input type="checkbox"/> Listing the reasons why they think the class was good</p> <p><input type="checkbox"/> Giving suggestion(s) for improvement</p> <p><input type="checkbox"/> Thanking each other</p>	<p>The types of information</p> <p><input type="checkbox"/> Identifying the strength of teaching observed</p> <p><input type="checkbox"/> Complimenting on the great lesson</p> <p><input type="checkbox"/> Sharing practical ideas</p> <p><input type="checkbox"/> Reflecting on superficial issues of the procedure</p> <p><input type="checkbox"/> Reflecting on the underlined rationale of their teaching</p> <p><input type="checkbox"/> Listing the reasons why they think the class was good</p> <p><input type="checkbox"/> Giving suggestion(s) for improvement</p> <p><input type="checkbox"/> Thanking each other</p>
<p>Way the feedback was given</p> <p><input type="checkbox"/> Descriptive way</p> <p><input type="checkbox"/> Evaluative way</p> <p><input type="checkbox"/> Specific</p> <p><input type="checkbox"/> Criticising</p> <p><input type="checkbox"/> Too general</p>	<p>Way the feedback was given</p> <p><input type="checkbox"/> Descriptive way</p> <p><input type="checkbox"/> Evaluative way</p> <p><input type="checkbox"/> Specific</p> <p><input type="checkbox"/> Criticising</p> <p><input type="checkbox"/> Too general</p>

After watching the video compare your answers in group of four and discuss the following questions.

1. Do you think observation was effective?
2. Do you think both parties (the teacher and the feedback giver) agreed on a focus of observation in advance?



Activity 1, Handout 2, Video discussion

While watching the video, tick (✓) the things you have noticed.

Feedback 1	Feedback 2
<p>The types of information</p> <p><input type="checkbox"/> Identifying the strength of teaching observed</p> <p><input type="checkbox"/> Complimenting on the great lesson</p> <p><input type="checkbox"/> Sharing practical ideas</p> <p><input type="checkbox"/> Reflecting on superficial issues of procedure</p> <p><input type="checkbox"/> Reflecting on the underlined rationale of their teaching</p> <p><input type="checkbox"/> Listing the reasons why they think the class was good</p> <p><input type="checkbox"/> Giving suggestion(s) for improvement</p> <p><input type="checkbox"/> Thanking each other</p>	<p>The types of information</p> <p><input type="checkbox"/> Identifying the strength of teaching observed</p> <p><input type="checkbox"/> Complimenting on the great lesson</p> <p><input type="checkbox"/> Sharing practical ideas</p> <p><input type="checkbox"/> Reflecting on superficial issues of procedure</p> <p><input type="checkbox"/> Reflecting on the underlined rationale of their teaching</p> <p><input type="checkbox"/> Listing the reasons why they think the class was good</p> <p><input type="checkbox"/> Giving suggestion(s) for improvement</p> <p><input type="checkbox"/> Thanking each other</p>
<p>Way the feedback was given</p> <p><input type="checkbox"/> Descriptive way</p> <p><input type="checkbox"/> Evaluative way</p> <p><input type="checkbox"/> Specific</p> <p><input type="checkbox"/> Criticising</p> <p><input type="checkbox"/> Too general</p>	<p>Way the feedback was given</p> <p><input type="checkbox"/> Descriptive way</p> <p><input type="checkbox"/> Evaluative way</p> <p><input type="checkbox"/> Specific</p> <p><input type="checkbox"/> Criticising</p> <p><input type="checkbox"/> Too general</p>

After watching the video check your answers in group of four and discuss the following questions.

1. Do you think the observation was effective?

2. Do you think both parties (the teacher and the feedback giver) agreed on a focus of observation in advance?

OBSERVATION AND FEEDBACK

Activity 2, Handout 3, Factors influencing effective feedback giving

Group A	Group B	Group C	Group D
Teacher's presence	Classroom management	Students' role	Teaching skills



OBSERVATION AND FEEDBACK

Activity 2, Handout 3, Factors influencing effective feedback giving

Group A	Group B	Group C	Group D
Teacher's presence	Classroom management	Students' role	Teaching skills

OBSERVATION AND FEEDBACK

Activity 2, Handout 4, Factors influencing effective feedback giving

Samples of filled observation forms

Sample 1

Look through these two sample forms and identify the focus of observation.

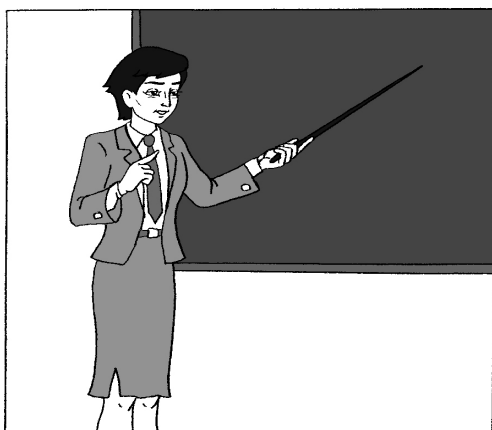
<p>How many activities take place during the class period? <i>4 activities</i></p>
<p>What types of activities are used?</p> <ul style="list-style-type: none"> ○ <i>Brainstorming in groups and the whole class;</i> ○ <i>Reading with follow up T/F statements;</i> ○ <i>Matching;</i> ○ <i>Summarising the main characteristics of a good essay</i>
<p>In what order are they introduced? <i>The teacher started the lesson from brainstorming. Then she gave a reading text (introducing the topic) with the comprehension task and moved to a guided activity (Matching)</i></p>
<p>How much time is spent on each activity? <i>Activity 1: 15 min</i> <i>Activity 2: 10 min</i> <i>Activity 3: 45 min (according to the lesson plan the activity was supposed to be 25 min, but maybe because the class spent little time on activity 2 the students had difficulties and misunderstandings in the next activity.)</i></p>
<p>How does the teacher move the class from one activity to another? <i>By telling what the students will do next.</i></p>
<p>How does the teacher provide closure to an activity? <i>By asking students to summarise the key points that were discussed.</i></p>
<p>How does the teacher let students know the objectives or learning outcomes of the lesson, or activity? <i>The teacher told students what they were going to do next. At the end of the first and second activities the teacher asked some students to summarise the activity. (Nargiza, can you tell us what you have learned doing this activity? Dilnoza, can you conclude this activity by naming the main characteristics of a good essay?)</i></p>
<p>What kind of guided practice does the teacher provide for the students? <i>Students first worked with the teacher and answered T/F statements. Then they worked in pairs and did the matching exercise and the teacher checked the answers by asking each pair to read them from their notebooks.</i></p>
<p>What kind of independent practice does the teacher provide for the students? <i>There was no independent practice at the end of the lesson. I should check whether the teacher planned it but couldn't manage because of time spent on activity 3.</i></p>

OBSERVATION AND FEEDBACK**Activity 2, Handout 4, Factors influencing effective feedback giving
Samples of filled observation forms****Sample 2**

Indicators	Underline the relevant symbol	Notes
States clear objectives which students understand	<u>+</u> - ?	Objectives were clear and were repeated at the end of the lesson.
Provides appropriate content, level and amount of work (e.g. varied, challenging, engaging...)	+ <u>-</u> ?	
Starts the lesson with a warm-up and includes review activities	<u>+</u> - ?	
Uses appropriate and varied teaching techniques/activities, with clear purposes	+ - <u>?</u>	The "Bingo" activity with the vocabulary from the previous lesson was very effective/ I should do the same to encourage my students to review new words.
Displays good timing, pacing	+ - <u>?</u>	Teacher spent 20 min. introducing and letting Ss practise new idioms. Too much time was spent on reviewing the previously learnt vocabulary. Was it done on purpose?
Displays good flow, transitions	<u>+</u> - ?	
Addresses all skills (speaking, reading, listening, writing)	+ - <u>?</u>	
Adjust plan appropriately based on how things are going	+ - <u>?</u>	I should clarify why students were asked to copy new words and their meanings from their coursebook.

OBSERVATION AND FEEDBACK

Activity 3, Handout 5, Role play cards



A Teacher's card

Listen to the feedback giver talking about some aspects that need improvement. Answer the questions that may be asked. Discuss the possible changes and alternatives. Thank for the feedback.



A Feedback Giver's card

You observed a class and filled in the observation form (one of the samples from handout 3). Based on your notes, give oral feedback to the teacher. Mention some positive moments. Ask questions about specific points, e.g. why s/he did this or that. Talk about aspects that you think need improvement. Thank the teacher at the end for the opportunity to observe the class.



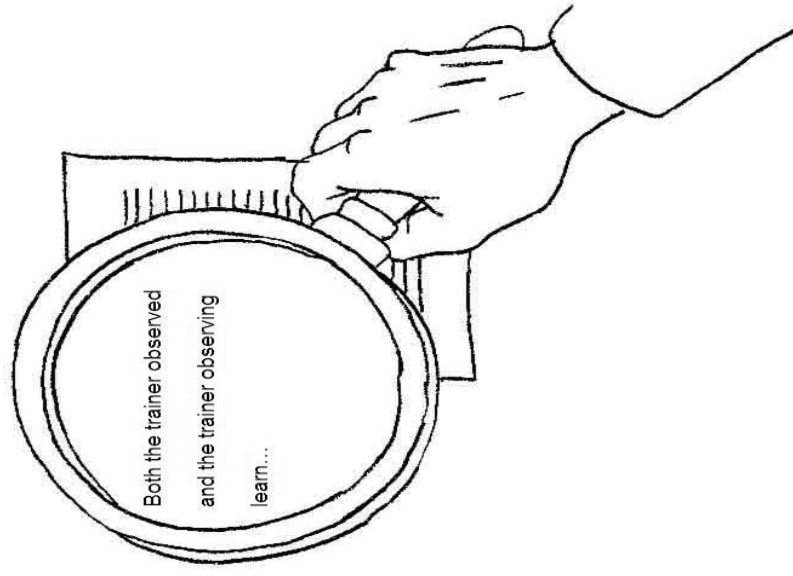
An Observer's card

Observe the post-lesson feedback stage and take notes on the following: the participants' tone of voice, body language (eye-contact, nodding, smiling...), questions they asked each other, encouraging words the feedback giver used, the way the feedback giver summarized the debriefing. You should sit silently and stop their discussion in 10 minutes.

OBSERVATION AND FEEDBACK

Activity 3, Handout 6

Observation



Pre-observation stage	While-observation stage	Post-observation stage

FEEDBACK IN WRITTEN FORM

Objectives:

- to explore the characteristics of effective written feedback
- to give participants an opportunity to experience giving constructive written feedback

Lead-in

Time: 5 min
Materials: none

► Procedure:

➤ 😊 Ask the following questions one by one:

1. Have you ever received written feedback? How useful did you find it?
Give reasons.
2. Have you ever given written feedback to anyone? If you have, give examples.
3. Did you find giving written feedback easy or difficult?
4. What are the advantages of written feedback? (**Possible answers:** *always available, structured, helps to improve the quality of work in the future*)

Summarise the lead-in by saying that in this session you will discuss what to write in feedback and how to write it; then participants will practise writing it.

Activity 1 Structure and content of written feedback

Objective: to help participants analyse the structure and content of good written feedback

Time: 20 min
Materials: handout 1 (per participant), four copies of a sample portfolio with entries per group

► Procedure:

- 😊😊😊 Tell participants that you are going to give them trainer's feedback on Portfolio entries given to one of the DUET participants. Distribute handout 1 📄 and a copy of the sample portfolio per group. Ask them to read the feedback (looking at the portfolio) and then, in groups of four, to discuss the points in handout 1.
- 😊 Invite groups to share their answers.

Possible answers:

1. *The feedback is structured very clearly (opening, overall comment, comment on each entry, general concluding remarks, signature, and date)*
2. *Answers may vary.*
3. *Participants will probably add the following:*

Entry 1	to formulate the questions (Task 1) in a proper way in the post-activity and, actually, this task may be in the while-reading part
---------	--

Entry 2	while-reading part instructions must be put in the right place. (i.e. Task 1 must come after the 1st part of the text) the numbering is wrong (there is no Task 2 but there is Task 3). Task 1 in the post- activity must come in the while-reading part
Entry 3	to write the objectives of the lesson to write the time limit to pre-teach some vocabulary (there are some difficult words for pre-intermediate level students)
Entry 4	to state the research question explicitly
Entry 5	some vocabulary items are not for the intermediate level, perhaps they are for the upper-intermediate level instructions in Tasks 1and 2 (Pre-Stage) are confusing answer keys must come at the end of the lesson
Overall presentation	to use the same (single/double) space for all entries to give references to the sources used in the portfolio tasks

Summarise the activity by saying that good feedback should
 be well structured
 start with positive points
 show the areas for improvement
 be motivating
 encourage participants to develop.

Activity 2 The language of feedback

Objective: to help participants analyse the language of written feedback

Time: 30 min

Material: handouts 2 and 3

► Procedure:

- 😊😊😊 Put participants in groups of 4 or 5 and tell them that you have found yourself in a very difficult situation and you want them to help you. Distribute handout 2 📄. Ask them to read the situation and write suggestions to improve the points which were identified as poor.
- 😊 Distribute handout 3 📄 to each participant. Ask participants to look at the feedback on the portfolio and write how the trainer expressed the suggestions.

Suggested answers:

Entry #	Trainer’s suggestions	Suggested answers
Entry 1	to clarify the level of students, to allow students to use dictionaries while finding synonyms	<i>I wonder what the senior level is. Are students going to use their dictionaries while finding synonyms?</i>
Entry 2	to write the objectives of the lesson, time limit, interaction patterns for each activity	<i>I wonder what the objectives of the lesson are. Please state the time limit and interaction patterns for each activity.</i>

	to reduce the number of words in task 3	<i>It would be better if you reduced the number of words in task 3</i>
Entry 3	to revise instructions to include some guiding questions in handouts 1 and 2 to remove the Russian translation of the poem	<i>Take time and revise your instructions, for example for the 3rd task, it would be better if you simplified the instructions. I think it will be good if you include some guiding questions to facilitate the discussion. I wonder why you have the Russian translation of the poem. Is it important in teaching listening?</i>
Entry 5	to write the aims of the lesson to improve the language	<i>To improve your lesson plan think about your lesson aims. Your present plan does not say what you want your students to take from your lesson. It would be good if you could spare some time to improve your language.</i>
Entry 8	to include the copy of the article	<i>It could be helpful to submit the copy of the article.</i>
Entry 10	to clarify the proverb in the last question	<i>I wonder what proverb you are talking about in the last question of activity 3.</i>
Overall presentation	to use the same font style and font size to improve the page numbering	<i>You could have used the same font style and font size for the whole portfolio. Page numbers should have started on the first page of Entry 1 and finished on the last page of Entry 10.</i>

- 😊 Ask participants to compare their answers with partners.
- 😊 Check answers with the whole group.
- Now ask participants to compare the language of the suggestions they have given on the problems in handout 2 📄 with the trainer’s language in handout 1 📄.
- Invite comments.

Establish that the language of the feedback plays a great role. It should be polite and constructive in order not to hurt a participant’s feelings and at the same time should show areas for improvement.

Activity 3 Practice makes perfect

Objective: to give participants an opportunity to practise writing feedback.

Time: 35 min

Material: handout 4, flip chart, markers

► Procedure:

- 😊😊😊 Put participants in groups and give them a sheet of flipchart. Ask them to develop guidelines which will be useful in giving written feedback.

Possible answers:

*start with positive comments
 give specific suggestions
 use simple but polite language
 address your participants using the 2nd person- you
 ask questions if something is not clear
 ask questions to encourage participants to reflect on feedback*

- 😊 Invite groups to present their guidelines and ask participants to comment on them.
- 😊 Tell participants that they are going to practise giving written feedback using the guidelines they have developed. Give them handout 4 📄 and ask them to write feedback individually.
- 😊😊 Ask them to exchange their feedback and read what their partner has written. Explain that they have to express their opinion about their partner's feedback orally.
- 😊 Ask volunteers to read their feedback to the whole group.

NB Inform participants that for the next day's sessions

- 'Trainer as facilitator' they need to do the Self-assessment test which is to be done at home and brought for the session. Distribute handout 1 from Session 13.
- 'Experiential learning as a model for training' they need to read the article *Concept and principles of the experiential learning activities*. Distribute copies of the article.

Summary

- 📄 Give participants 5 minutes to write the main things that they have picked up from this session in their Reflection Log.

WRITTEN FEEDBACK**Handout 1, Activity 1, Portfolio Feedback Sample**

Read the feedback individually and discuss the following points:

1. The overall structure of the feedback
2. Things you like about this written feedback
3. Things you would like to add to this feedback

Dear _____,

First of all I congratulate you on the successful completion of the course. I can say that you have been one of the most active participants in the programme. Your portfolio shows how much you have developed as a teacher. Here are some comments which you may find useful for your future professional development.

Entry 1

You have developed very good vocabulary tasks in context. I am sure your students will enjoy doing these vocabulary tasks. I wonder what the 'senior level' is. Are students going to use their dictionaries while finding synonyms? I would ask students to tell their stories at the post-activity stage.

Entry 2

I enjoyed reading this entry. You have developed very good reading tasks. I wonder what the objectives of the lesson are. Please state the time limit and interaction patterns for each activity. It would be better if you reduced the number of words in task 3, otherwise your students may find it difficult. You have given answer keys for some exercises which is good. I also found your text interesting to read.

Entry 3

This entry seems to be very interesting as you have chosen a song. I think you enjoyed developing this entry based on the song. Take time and revise your instructions, for example for the 3rd task. It would be better if you simplified the instructions, for example like this: *your essay should include the idea of the song and explain how you understood it.* At the pre-listening stage you have asked students to discuss handout 1 and 2 without questions, but I think it will be good if you include some guiding questions to facilitate the discussion. I wonder why you have the Russian translation of the poem. Is it important in teaching listening?

Entry 4

This report shows how much effort you have put in it. Classroom research was one of the most challenging tasks and you coped with it very well. The research question you have selected is very important for a language classroom where the learners should have a good chance to practise their language skills. In your report, you explicitly described how you had conducted the research and what methods you had applied to investigate the selected research question. I particularly liked the observation tool you provided at the end and your concluding point.

Entry 5

This entry has a very good lesson plan for teaching home reading. The reading passage also seems very interesting and appropriate to your tasks. You have developed interesting tasks based on the extract from *Pygmalion*. To improve your lesson plan think about your lesson aims as your present plan does not say what you want your students to take from your lesson. I think you enjoyed teaching your students according to that plan. Your reflection also demonstrates that you have analysed what you have taught. It would be good if you could spare some time to improve your language.

Entry 6 shows that you have good Internet surfing skills. Very good activities. Have you tried any of them with your students?

Entry 7 has good reflection on the course. I am happy that you have benefited a lot from the programme.

Entry 8 talks about an interesting article «Brainstorming activity». I am happy that you've got some good ideas about a brainstorming activity and found the article helpful for your teaching. It could be helpful if you submitted a copy of the article.

Entry 9 has very positive and constructive feedback on your partner's classroom research. It seems that she has done a great job.

Entry 10 says that you have produced good activities as a group. The tasks you have developed have clear instructions. I wonder what proverb you are talking about in the last question of activity 3.

Overall presentation of the portfolio tasks is satisfactory. You could have used the same font style and font size for the whole portfolio. Page numbers should have been started on the first page of Entry 1 and finished on the last page of Entry 10.

I hope you will benefit from the comments. Good luck in your further professional and personal development.

Yours sincerely

22 April 20..

WRITTEN FEEDBACK
Handout 2, Activity 2, The language of Feedback

Read the text and discuss the question.

If you were me, what suggestions for improvements would you write?

As soon as participants had submitted their portfolios, I started reading and writing feedback. There were some very good portfolios. The tasks were carefully written and well designed. I found it very easy to write feedback to participants who produced those well written and well designed tasks. However, there were some poorly written portfolios. The tasks were partially fulfilled and some parts were even plagiarised. Some tasks were written in poor English and most of the time mistakes impeded understanding. I felt that I needed to draw participants' attention to all these things. I know that I need to be very careful in choosing the appropriate language when I am giving written feedback in order not to hurt their feelings and to make my feedback more effective.



WRITTEN FEEDBACK
Handout 2, Activity 2, The Language of Feedback

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WRITTEN FEEDBACK
Handout 2, Activity 2, The Language of Feedback

Read the text and discuss the question.

If you were me, what suggestions for improvements would you write?

As soon as participants had submitted their portfolios, I started reading and writing feedback. There were some very good portfolios. The tasks were carefully written and well designed. I found it very easy to write feedback to participants who produced those well written and well designed tasks. However, there were some poorly written portfolios. The tasks were partially fulfilled and some parts were even plagiarised. Some tasks were written in poor English and most of the time mistakes impeded understanding. I felt that I needed to draw participants' attention to all these things. I know that I need to be very careful in choosing the appropriate language when I am giving written feedback in order not to hurt their feelings and to make my feedback more effective.

WRITTEN FEEDBACK
Handout 3, Activity 2, The Language of Feedback

Look at the feedback on the portfolio and write how the trainer expressed the following suggestions.

	Suggestions	The way the trainer expressed the suggestions
Entry 1	to clarify the level of students, to allow students to use dictionaries while finding synonyms	E.g. <i>I wonder what the senior level is.</i>
Entry 2	to write the objectives of the lesson, time limit, interaction patterns for each activity to reduce the number of words in task 3	
Entry 3	to revise instructions to include some guiding questions in handouts 1 and 2 to remove the Russian translation of the poem	
Entry 5	to write the aims of the lesson to improve the language	
Entry 8	to include the copy of the article	
Entry 10	to clarify the proverb in the last question	
Overall presentation	to use the same font style and font size to improve the page numbering	

WRITTEN FEEDBACK

Handout 4, Activity 3, Practice makes perfect

Read the task taken from the portfolio specifications. Write feedback on the lesson plan.

Entry 5 Lesson Plan

For this portfolio entry you will have to:

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

Lesson Plan

Date: June 4, 2008.

Subject: Reading

Language skills: speaking, writing, reading

Topic: Cities of the world

Material: world map, text, tables

Group: 108

Level: beginner

Number of students: 16 (9 girls / 7 boys)

Procedure	Time
<p>Introduction</p> <p>Teacher introduces the topic and asks questions:</p> <ul style="list-style-type: none"> - How many continents do we have? What are they? - How many oceans do we have? What are they? <p>Teacher writes answers on the board.</p> <p>Teacher puts the map and asks Ss to show continents and oceans which they mentioned to elicit a range of vocabulary</p> <p>Teacher writes prepositions on the board: <i>next to, below, above, near, on, in</i> and gives examples</p> <ul style="list-style-type: none"> - Colombia is in South America. - Ecuador is on the Pacific Ocean. <p>- Teacher asks Ss to give examples using the prepositions. They use the map.</p>	30 min.
<p>Reading for gist</p> <ul style="list-style-type: none"> - Teacher puts Ss into 4 groups of 4 students and gives 4 different texts with a table completion task. Teacher asks to read the text and complete the table using the specific information from the text. 	20 min.

Country	Area	Population	Capital city	Language	Political system	Continent	10 min.
Canada							
Uzbekistan							
Great Britain							
Egypt							

Plenary Discussion
Teams ask each other as many *Wh* questions as they can using the information in the table which they complete:

- What is the capital of Canada?

10 min

Teacher asks questions:

- What other information can you add about these countries?
- What country do you want to visit? Why?

Post reading

teacher asks Ss to complete a gapped paragraph using the information they have compiled in the previous activities:

The world _____ shows many _____. South America has _____ countries and Africa has fifty-five countries.
The population of our country is _____, and the state language is _____.
Egypt is situated in _____. Many tourists visit the city Giza because they want to see the famous _____ one of the Seven Wonders of the World.

10 min.

Teacher asks to write a short story about their tour to another city/country (max 100 words).

My feedback

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Session 13

TRAINER AS FACILITATOR

Handout 1, Lead-in, Self-assessment questionnaire (distributed in Session 12 and to be done at home for Session 13 which is to be delivered the following day)

Task 1 Assess yourself in several aspects of facilitation from to 1-“it’s not true for me” to 5-“it is totally true for me” (3 “somewhat true for me”). Add up your score for each of the five categories in the questionnaire.

1. The way I listen

I can listen to my students in a supportive and respectful way.	1	2	3	4	5
I can listen attentively both to the words and to the person behind the words even when I don’t agree with him/her.	1	2	3	4	5
I can listen to a student without judgment, irritation, or impatience (for bad pronunciation, wrong answer...).	1	2	3	4	5
I always look at the speaker’s eyes when I listen to him/her.	1	2	3	4	5
	Total:				

4-8 “I need improvement.”

9-14 “There is room for improvement but I am not so bad”

15-20 “I am strong in facilitation and I can share my experience with other colleagues.”

2. The way I speak

I don’t repeat myself very often.	1	2	3	4	5
I don’t avoid silences, I enjoy them.	1	2	3	4	5
I experiment with different ways of giving explanations and instructions.	1	2	3	4	5
I don’t have a typical “teacher’s intonation” (just as priests, politicians have theirs).	1	2	3	4	5
	Total:				

4-8 “I need improvement.”

9-14 “There is room for improvement but I am not so bad”

15-20 “I am strong in facilitation and I can share my experience with other colleagues.”

3. The way I use power and authority

I am aware of all the decisions that I am taking before and during my lessons.	1	2	3	4	5
I share power and decision-making with my students (whenever it is appropriate and possible).	1	2	3	4	5
I ask my students what they would like to do with their mistakes or what they suggest about the way they do exercises.	1	2	3	4	5
I can always change something by changing my response to it.	1	2	3	4	5
	Total:				

4-8 “I need improvement.”

9-14 “There is room for improvement but I am not so bad”

15-20 “I am strong in facilitation and I can share my experience with other colleagues.”

4. My attention to the process in the group

I believe in the learning value of group interaction.	1	2	3	4	5
I ask my students to say how they feel about being in this group.	1	2	3	4	5
I use different observation tools to identify which of my students is dominating, which one is struggling...	1	2	3	4	5
I assign different roles to my students.	1	2	3	4	5
	Total:				

4-8 "I need improvement."

9-14 "There is room for improvement but I am not so bad"

15-20 "I am strong in facilitation and I can share my experience with other colleagues."

5. Learner facilitation

I ask for feedback on the activities they do in class and on home assignments from my students.	1	2	3	4	5
I use a rich variety of learning styles in my teaching.	1	2	3	4	5
I am usually observant and able to 'read' the feelings behind student behavior.	1	2	3	4	5
It is easy for me to be patient and encouraging with students.	1	2	3	4	5
	Total:				

4-8 "I need improvement."

9-14 "There is room for improvement but I am not so bad"

15-20 "I am strong in facilitation and I can share my experience with other colleagues."

Task 2 Count each aspect from the self-assessment test separately and fill in the table.

Areas in which I am strong	Some techniques/strategies that I can share with others
The thing(s) I need to improve	Some techniques/strategies that I need to receive from others

Session 15

EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

(Article should be read at home for Session 14 which is to be delivered the following day)

Concept and principles of experiential learning activities

(Adapted from *Experiential Learning Activities - Concept and Principles* by Martin Thompson and MTA, 2008.)

Below are the principles of experiential learning in greater detail, especially as they relate to organised activities, events and games, etc.

1 - learner is central

The learner is central to the process throughout, the facilitator provides the learner with a service. The principle that the success of the experiential approach to learning depends on the learners is fundamental. Therefore the facilitator must understand that learners can only make best use of their opportunities if they are ready, willing and able to become personally involved in the learning process: learners have to be prepared to actively develop their understanding, critique and evaluate the messages in their context and then work hard to apply appropriate learning.

2 - facilitation must be light and subtle

Individuals can and do learn without facilitation. Learners learn experientially by reflecting on their experiences, developing personal insights and understandings through involvement in intellectual, emotional and physical activity. This can be (and often is) done by an individual without any external help. A facilitator is not a prerequisite. Experiential learning involves people in working things through for themselves and developing their own understanding, so facilitators should always be seeking ways to enable this to happen. Although effective facilitation can add tremendous value, facilitators should remember that inappropriate facilitation can hinder, rather than help learning; they should not instruct, proffer knowledge, proscribe or offer personal wisdom.

3 - find/create experiential learning opportunities

A facilitator should help create learning opportunities and enable others to recognise and make good use of these opportunities. The facilitator can provide help during each element of the learning cycle by creating an appropriate learning environment, providing an activity that will initiate the learning process, creating an atmosphere conducive to learning and guiding thinking.

4 - reactions to experiences vary so don't pre-judge

You cannot predict the learning an individual will take from an activity. Because individuals are personally involved in experiential learning individuals can take very different messages from a single event. An obvious example is one where a person fails to listen to another. If they are to learn, both individuals need to understand their part in their failure to communicate, but the causes could be numerous, and, therefore, each person's learning is very different. So for example, behaviours seen in an individual who isn't heard could be: doesn't express ideas clearly, doesn't check the 'listener has understood', speaks when the

other person isn't ready to listen, doesn't help the listener understand the significance of the information, fails to develop the idea, backs down when challenged, etc. Similarly example reasons why a 'listener' doesn't listen could be; doesn't see the issue as being important, had prejudged the issue, is distracted by personal thoughts, doesn't respect the other person (and or their views). Therefore, one event can provide the individuals involved with quite different or even diametrically opposed learning.

5 - single events can enable several different learning effects

There is potential for the learning to be at several levels. In the example used in note 4 above I gave behaviours for not being heard, but reasons for not listening. Typically addressing and developing behavioural change is less challenging than addressing the reasons. Taking the example from above, it can be seen that there is a hierarchy of challenge that the facilitator can encourage the learner to address: realising the need (e.g. I won't be listened to if the other person is speaking), developing the skill (e.g. speaking clearly and concisely), developing the confidence or self esteem (e.g. believing that I and my views are of value).

6 - build confidence before addressing attitudes and behaviour

Developing basic skills in a supportive environment is relatively simple; changing day to day behaviour is another matter. After having read this note it might be tempting to go straight to the fundamentals and target attitudes first. (If you have a positive attitude and personal confidence it is easier to implement personal change.) However remembering that the learner has to want to learn, it is far safer to build the learners' confidence through success with skill development and behavioural change in simple or superficial areas first. When some progress has been made you can consider raising and tackling more fundamental issues like personal confidence and attitudes to others. It's worth being aware, however, that a knock-on effect of individuals beginning to use new skills and realise their benefits can be a growth in self esteem and personal confidence.

7 - the activity must be real and engaging - not based on artificial impact

A learning activity is a means to an end, not an end in itself. The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal learning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. It will not involve role play in a conventional artificial sense. All activities must be designed, managed and facilitated carefully so that the activity has impact, but it isn't so memorable that these 'activity memories' override the impact and memory of the learning. If this happens the lasting memory may be an aspect of the activity, not the learning that was realised.

8 – careful reviews of activities are crucial

The learning review is a vital stage of every activity. It should be planned as part of the design, not left to chance. Reviews can take many forms but all must engage the learners. The ideal review will involve the learner in personal thought, challenge and discussion before coming to some form of conclusion. It is often useful if a period of individual reflection, guided by open-ended or tick-box questionnaires, is followed by a facilitated discussion. If it is to be of real benefit, the review must be an honest critique of what happened and the contributions of each individual. Real issues should not be swept under the carpet, but equally criticism must be constructive.

9 - accentuate the positives

Concentrate learning and reviews on the positives more than the negatives. It is all too easy to focus on the negatives but this can seriously undermine confidence in the whole idea of learning and development if the negatives are over-emphasised, especially for people who are not especially robust. It's obvious that if something goes wrong, or just doesn't go as well as we hoped, there will be benefit in review and change. It can, however, be equally beneficial to review what's gone well. It's not only motivating to recognise and focus on success, but finding out what caused the success and seeking ways to make greater or wider use of it can reap tangible rewards.

10 - use stimulating questions in reviews, especially for groups discussions

A review discussion is an opportunity for learners, helped by the facilitator, to develop their own understanding and draw their own conclusions. The facilitator should ask questions that will stimulate thought about relevant issues and enable the group to use answers given to develop further thought and learning.

11 - have faith in people's ability to learn for themselves

Believe in the learners: they can and will make experiential learning opportunities work for them. To be an effective facilitator of experiential learning you have to believe, really believe, in others. You have to believe that they have the potential to make progress and be committed to the fact that your role is to provide opportunities for others to learn and progress.

12 – it's about them not you

Forget your ego. Your success is individuals capitalising on their personal learning. As an effective facilitator you have to be satisfied with the knowledge that you offer and develop opportunities for others to learn, many of which will go unused or undervalued. You have to accept that you are not offering 'tangible and technical' contributions and therefore will not be able to look back and say 'I taught this person x or y'. If you're lucky, however, every now and again in the years to come you will hear of some far-reaching consequences that will go way beyond what you might have hoped or imagined.

Available from: http://www.businessballs.com/experiential_learning.htm

TRAINER AS FACILITATOR

Objectives:

- to help participants engage with the key issues related to facilitation
- to raise participants' awareness of a trainer's role as a facilitator in professional learning

Lead-in

Time: 20 min

Materials: handout 1 distributed in session 12 on the previous day

► Procedure:

- 😊😊😊 Remind participants about the questionnaire that they did at home (handout 1 📄). If needed, give 5 minutes to review it.
- Put participants in groups of three. Allocate a category from the questionnaire sheet for each group to discuss and investigate it more deeply:
 - Group 1- The way I speak
 - Group 2- The way I use power and authority
 - Group 3- The way I listen
 - Group 4- My attention to the process in the group
 - Group 5- Learners' facilitation
- Ask groups to nominate a spokesperson who will report back the key points of the discussion.

Activity 1 How to define facilitation

Objective: to give participants an opportunity to investigate the role of a trainer as facilitator

Time: 20 min

Materials: handout 2 per participant

► Procedure:

- 😊😊😊 Put participants in groups of five and distribute handout 2 📄. Ask groups to recall which of the actions the trainers did in the previous sessions.
- 😊😊😊 Ask them to summarise their answers in Task 2.
- 😊 Invite groups to share their list with the whole group and put the answers on the board.
- 😊 Tell participants that **facilitation** in teacher training is a new concept in Uzbekistan and they are among the first teachers who will explore it in relation to our context in the next activity.

Activity 2 A discussion wheel

Objective: to help participants address the key issues of facilitation

Time: 25 min

Materials: handout 3 (sets of cards per group, handout 4 (a discussion wheel per group)

► Procedure:

- 😊😊😊 Ask participants to stay in their groups. Distribute handout 3 📄 (sets of cards) with the questions and a discussion wheel (handout 4 📄) to each group. Say the following:

Put the cards face down.

Put the discussion wheel in the centre of the table to designate each participant's role in the group.

Choose a card from the pile.

Discuss the question on the card based on the roles shown on the discussion wheel for 3 minutes.

Turn the discussion wheel clockwise to assign new roles.

Choose another card, discuss it.

Repeat the procedure with the remaining cards.

Note takers should be ready to report on each of the questions using the notes they took.

Possible answers

1. *Facilitation means helping and supporting learners ...*
2. *Because the teacher trainer works with adults and this is the best way to help the groups of adults to find their way towards learning and to function as a learning community.*
3. *Facilitation is most appropriate when people are ready to work and when there are carefully developed guidelines and methods to work with the group.*
4. *Answers may vary. Some possible answers are that there are participants in the group who are older, or those who do not see the value of the learner-centred approach in eastern culture. However, in the first case it is important to say that behaving as a facilitator is applicable universally as facilitation is equally important in every society; and in the second case it requires a change not only in the behaviour of trainees but in their own behaviour as well (as trainers).*

- Summarise the activity by saying that our trainees are not used to this teaching strategy, so it takes time and a lot of energy and enthusiasm to familiarise them with it. Those who work as facilitators generally benefit through high levels of challenge and satisfaction.

Activity 3

Objective: to help participants to explore what they need to do to be a good facilitator

Time: 25 min

Materials: handout 5 per participant, DVD player, CD, flipchart

► Procedure:

- 😊😊😊 Say that now they will watch a video of an interview with Rod Bolitho, the UK consultant, who will share his answers to some of the questions about facilitation. Distribute handout 5 📄 . Ask participants first to read and discuss the statements from Task 1 in groups of three. Take feedback from the groups.
- 😊 Invite participants to watch the video and take some notes on the handout (Task 2).
- 📺 Play the DVD.

Suggested answers

1. *According to the speaker, facilitation in education is supporting people in learning, making it possible for people to learn things either in groups or*

individually.

2. *The other qualities that the speaker listed include ability to listen to and understand the world from the learners' point of view.*
3. *Facilitation is most appropriate when there is a powerful group which is ready to work and when there are carefully developed guidelines and methods to work with the group.*
4. *The speaker has become a facilitator by reading books about the subject, constantly reflecting on his teaching, observing people who are good facilitators.*

- 😊😊😊 Put participants in groups of 3 and invite them to compare their answers.
- 😊 Elicit random responses from the groups.
- 😊 Say that facilitation is not a simple training skill, but rather the art of successful group management; therefore, it is important to build a strong basis for becoming a good facilitator. Put the following phrase on the board/flipchart paper and ask participants to think what a trainer should do in order to become a good facilitator. Write the first example.

*A good facilitator
develops a habit of reflecting upon his/her teaching/training approach.*

...

- 😊 Ask participants to continue the list.

Possible answers

A good facilitator

*learns his/her learners' needs and starts where learners are
studies the current views on how adults learn
concentrates on processes rather than on products
gives feedback/asks for feedback
evaluates the outcomes of group work
reads books about facilitation and observes good facilitators
creates an open and secure atmosphere in a group
listens carefully to participants' contributions and shows that they are valued
helps participants to find their voices and their place in the group*

Summary: Summarise the session by saying that in order to become a better facilitator, it is important to work hard and to develop the habits that they have mentioned in the last activity. Say that "facilitation differs from other modes of training in many ways. One of the key differences is that facilitative training is not seen as simply passing on knowledge and skills by giving lectures, for example. Instead, it is viewed as a complex process in which group interaction, reflection and sense-making play a central role."

(Taken from CD: "Group Facilitation in Language Teacher Education", Council of Europe Publishing)

TRAINER AS FACILITATOR

Handout 1, Lead-in, Self-assessment questionnaire (distributed in session 12 the previous day and done at home)

Task 1 Assess yourself in several aspects of facilitation from to 1-“it’s not true for me” to 5-“it is totally true for me” (3 “somewhat true for me”). Add up your score for each of the five categories in the questionnaire.

1. The way I listen

I can listen to my students in a supportive and respectful way.	1	2	3	4	5
I can listen attentively both to the words and to the person behind the words even when I don’t agree with him/her.	1	2	3	4	5
I can listen to a student without judgment, irritation, or impatience (for bad pronunciation, wrong answer...).	1	2	3	4	5
I always look at the speaker’s eyes when I listen to him/her.	1	2	3	4	5
	Total:				

4-8 “I need improvement.”

9-14 “There is room for improvement but I am not so bad”

15-20 “I am strong in facilitation and I can share my experience with other colleagues.”

2. The way I speak

I don’t repeat myself very often.	1	2	3	4	5
I don’t avoid silences, I enjoy them.	1	2	3	4	5
I experiment with different ways of giving explanations and instructions.	1	2	3	4	5
I don’t have a typical “teacher’s intonation” (just as priests, politicians have theirs).	1	2	3	4	5
	Total:				

4-8 “I need improvement.”

9-14 “There is room for improvement but I am not so bad”

15-20 “I am strong in facilitation and I can share my experience with other colleagues.”

3. The way I use power and authority

I am aware of all the decisions that I am taking before and during my lessons.	1	2	3	4	5
I share power and decision-making with my students (whenever it is appropriate and possible).	1	2	3	4	5
I ask my students what they would like to do with their mistakes or what they suggest about the way they do exercises.	1	2	3	4	5
I can always change something by changing my response to it.	1	2	3	4	5
	Total:				

4-8 “I need improvement.”

9-14 “There is room for improvement but I am not so bad”

15-20 “I am strong in facilitation and I can share my experience with other colleagues.”

4. My attention to the process in the group

I believe in the learning value of group interaction.	1	2	3	4	5
I ask my students to say how they feel about being in this group.	1	2	3	4	5
I use different observation tools to identify which of my students is dominating, which one is struggling...	1	2	3	4	5
I assign different roles to my students.	1	2	3	4	5
	Total:				

4-8 "I need improvement."

9-14 "There is room for improvement but I am not so bad"

15-20 "I am strong in facilitation and I can share my experience with other colleagues."

5. Learner facilitation

I ask for feedback on the activities they do in class and on home assignments from my students.	1	2	3	4	5
I use a rich variety of learning styles in my teaching.	1	2	3	4	5
I am usually observant and able to 'read' the feelings behind student behavior.	1	2	3	4	5
It is easy for me to be patient and encouraging with students.	1	2	3	4	5
	Total:				

4-8 "I need improvement."

9-14 "There is room for improvement but I am not so bad"

15-20 "I am strong in facilitation and I can share my experience with other colleagues."

Task 2 Count each aspect from the self-assessment test separately and fill in the table.

Areas in which I am strong	Some techniques/strategies that I can share with others
The thing(s) I need to improve	Some techniques/strategies that I need to receive from others

TRAINER AS FACILITATOR
Handout 2, Activity 1, How to define *facilitation*

Task 1

In the sessions you attended in DUET and in this course, which of the following did the trainers do?

- listened carefully to participants' contributions
- elicited from participants
- gave long lectures
- asked probing questions
- asked leading questions
- scolded participants
- praised participants for their contributions/participation
- commented on the participants' answers
- ignored some of the participants
- gave positive feedback
- added details
- interrupted participants
- clarified unclear points
- favoured some of the participants

Task 2

Now show your understanding by rephrasing each of the above as in the following example:

So, *facilitation is listening carefully*

TRAINER AS FACILITATOR

Handout 3, Activity 2, A discussion wheel

Cards for discussion:

✂-----

What do you think a good facilitator is?

✂-----

Why should trainers be facilitators in a professional learning context?

✂-----

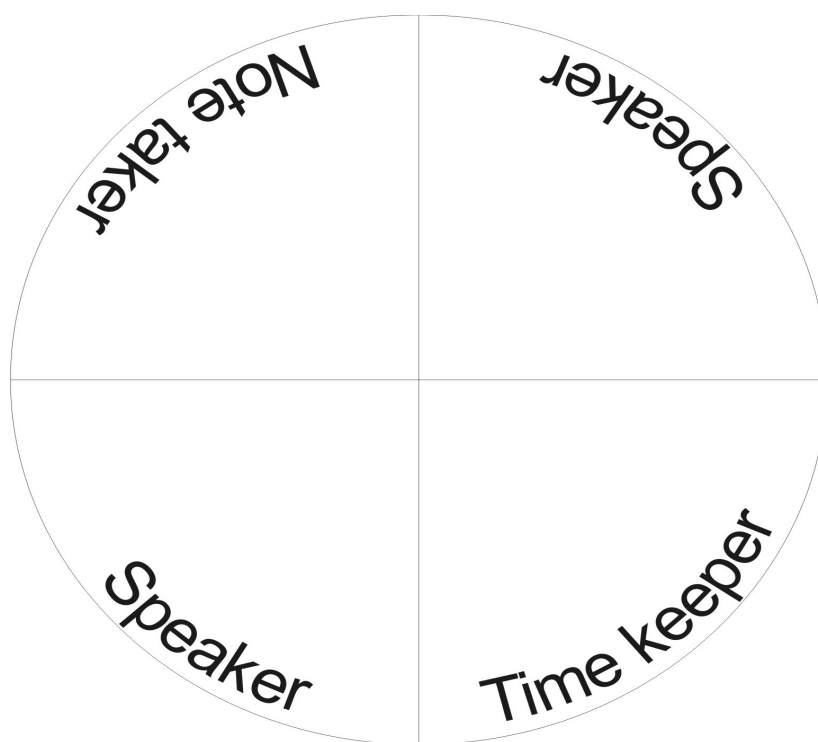
When do you think facilitation is most appropriate?

✂-----

Does facilitation clash with local cultural norms? Why/Why not?

✂-----

Handout 4, Activity 2, A discussion wheel



TRAINER AS FACILITATOR
Handout 4, Activity 2, Video viewing

✂-----

Task 1

Discuss the following statements in your group.

1. A facilitator should try to put himself/herself in *other people's shoes*.
2. A facilitator should start where the learners are.
3. A facilitator should open up different possibilities.
4. Facilitation is a responsive process.

Task 2

Continue the sentences below while watching the interview.

1. According to the speaker, facilitation in education is _____

2. The other qualities of a good facilitator that the speaker listed are _____

3. Facilitation is most appropriate when _____

4. The speaker has become a facilitator by _____

✂-----

TRAINER AS FACILITATOR
Handout 4, Activity 2, Video viewing

Task 1

Discuss the following statements in your group.

1. A facilitator should try to put himself/herself in *other people's shoes*.
2. A facilitator should start where the learners are.
3. A facilitator should open up different possibilities.
4. Facilitation is a responsive process.

Task 2

Continue the sentences below while watching the interview.

1. According to the speaker, facilitation in education is _____

2. The other qualities of a good facilitator that the speaker listed are _____

3. Facilitation is most appropriate when _____

4. The speaker has become a facilitator by _____

EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Objectives:

- to give participants an opportunity to experience three models of learning and teaching
- to give participants an opportunity to identify the stages of the experiential learning cycle and see its value for the training context

Activity 1 Sharing experience

Objective: to give participants an opportunity to share their teaching experience

Time: 15 min

Materials: handout 1

► Procedure:

- ☺ Distribute handout 1 📄 to participants and ask them to do the task individually.
- ☺☺☺ Ask participants to share their answers in groups of 3 and report briefly on their discussion afterwards.
- Summarise the activity by saying that teachers learn teaching skills in different ways and that there are various models of learning and teaching.

Activity 2 Three mini lessons

Objective: to give participants an opportunity to experience and explore three models of learning and teaching

Time: 25 min

- Materials: markers/chalk, flipchart/board, origami (a paper whale - See Appendix 1)

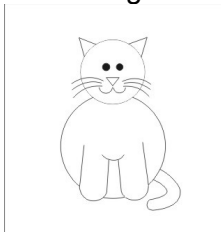
► Procedure:

- Tell participants that in this activity they will be introduced to three models of learning and teaching.

Mini lesson 1 – drawing

- Ask participants if they think the ability to draw is important for language teachers. After eliciting answers say that you agree with those who think that it is really important. Then ask them if they are good at drawing. Hopefully there will be participants who will say they can't draw. Tell them that you are going to teach them to draw a cat.

NB The object you draw may be any of your own choice. Ask participants to follow you. While drawing do not say anything.



- Ask participants if they can draw a cat now.

Mini lesson 2 – making origami

- Say that now you will teach them to make a paper whale. Show participants a paper whale and ask them to listen to you carefully as you deliver a lecture on making origami. Read the following at a normal pace:

You need the following resources in order to make whale origami: paper, scissors and a pen.

Start your origami by making a square piece of paper. Fold one corner of a piece of paper over to the adjacent side. To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle). Then fold two opposite sides over so that they meet at the fold. Fold the tip over to just meet the other folds. Fold the piece in half along the central axis. Fold the tail up. Make a short cut through the end of the fold in the tail. Fold the edges of the tail outwards. Draw eyes, fins, and any other patterns you like, and enjoy your whale.

- Ask participants if they can make an origami whale now.

Mini lesson 3 – standing on one leg

- Say that now they will have another lesson. Tell participants that in this mini lesson you are going to teach them some simple yoga.

Say the following:

*Can we all stand up, please? **NB** Everybody should have some space to move. Now stand on one leg, any way you like. Now can you move your left leg or your right leg, the one which is hanging, up to the inside of your knee? Just touch your knee with the sole of your shoe. Now, could you put your hands together in front of you and close your eyes?*

Make a pause and let participants stand on one leg with their eyes closed for several seconds. Then say:

Thank you very much. You can stand on both legs. Now after you've tried standing on one leg I'd like to ask you a few questions:

- Do you often stand on one leg?*
- How did it feel?*
- Was it easy or difficult?*
- What was difficult for you?*
- Did you notice you all didn't choose the same leg to stand on?*
- Why did you choose your right or left leg?*
- When you put your hands together in front of you, did it make it easier or not?*
- How about when you closed your eyes?*

NB Invite random responses after each question. Go on with the lesson doing what you are talking about:

Now I'm going to give some tips. Standing on one leg is very good for your spine due to the energy that comes through it. One of the things making it easier is to know how to do this. Now I would like you to try doing the same with me.

- Before you really stand on one leg just put the weight of your body on the leg you are going to stand on, then move your other leg up just a little, it can still touch the floor.*
- Now slowly move your leg up to the inside of your knee touching it with the*

*sole of the shoe and trying to keep the balance.
Put your hands together in front of you.
Close your eyes and breathe. Good, thank you.
How did it feel this time? Was it easier this time? So it's possible to find your balance if you remember the steps.
Next time when you decide to stand on one leg just remember the sequence. Each time it'll become easier.*

- Say that participants took part in three mini lessons and ask them the following questions:

What did I teach you to do in the first mini lesson? What did I do? (*You taught us to draw and you drew a cat*).

What did you do? (*We tried to draw together with you*).

What did I teach you to do in the second mini lesson? What did I do? (*You taught us to make origami. You showed a paper whale and delivered a lecture.*)

What did you do? (*We listened to the lecture*).

What did I teach you to do in the third mini lesson? (*You taught us to stand on one leg*).

How was the third mini lesson different from the first and the second? (*There were several stages: first we tried to stand on one leg ourselves, then you asked us some questions and then you helped us with some tips and we stood on one leg again*).

Summarise by saying that in Mini lesson 3 they:

first experienced something.

then reflected on that experience and the role of the trainer was to trigger the reflection. It was done with the help of questions.

then had some input from the trainer in the form of tips on how to stand on one leg.

Finally, tell participants that this is how learning usually happens: through experience which is followed by reflection and analysis and further on to experiencing something again. Elicit from or tell them that this model of learning is called the Experiential Learning Cycle.

Optional

You may want to read the following quotation from Miriam Ricketts and Jim Willis: "There is a common story in the Experiential Learning community about a cat who sits on a hot stove. Rumour has it that once burned, the cat will never sit on a hot stove again. But it will never sit on a cold stove either, because it did not extract all possible learning from its experience. Experiential Learning gives us the opportunity to become a little wiser than the cat."

Activity 3 Stages of the experiential learning cycle

Objective: to give participants an opportunity to identify the stages and see the sense of the experiential learning cycle

Time: 30 min

Materials: handout 2 per participant

► Procedure:

-  Distribute handout 2  to participants and ask them to do the task individually.

- 😊 Write the names of the three models mentioned in the text in handout 2 on the board and ask participants to find which of the three mini lessons match the three models.

Suggested answers:

Mini lesson 1 – The craft model
Mini lesson 2 – The applied science model
Mini lesson 3 – The reflective model

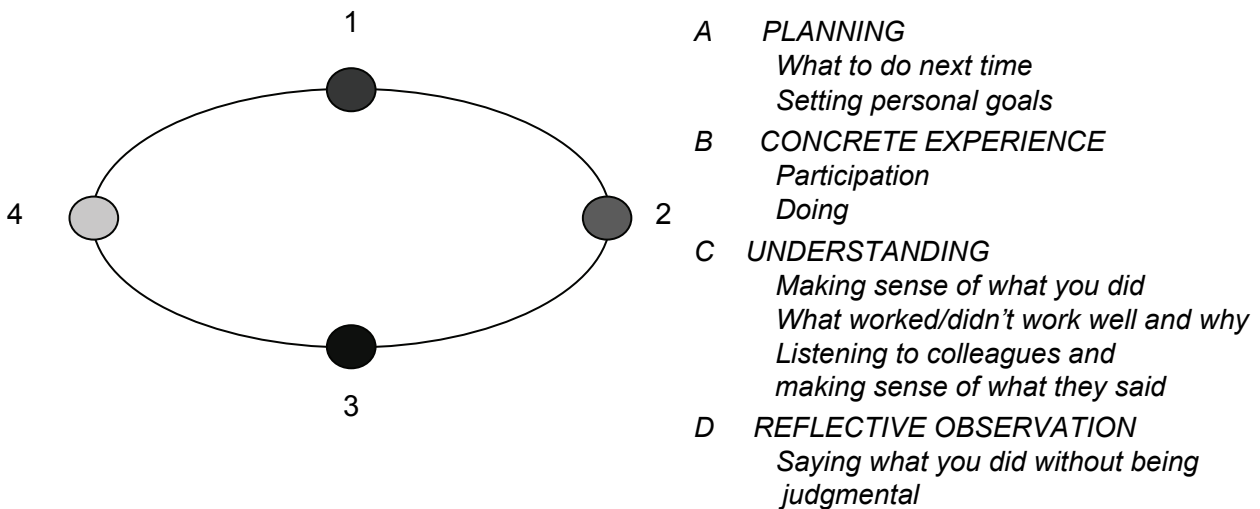
- Ask participants which model was the most effective for them.
- Ask participants the following questions:
 - What have you experienced during the session so far?

Suggested answers:

experienced the three models of learning and teaching then reflected on our new experience, read and discussed an abstract about the three models of learning and teaching

- 😊 Distribute handout 3 📄 and ask participants to put the stages of the learning cycle in the right places in the diagram. They should start from the top. While they are working draw a cycle on the board. After they have finished ask them to tell you the letters which correspond to the stages of the cycle and write them on the board.

Suggested answers: 1B 2D 3C 4A



- Summarise by saying that adults learn better through experience. However, experience in itself is not enough for learning, people need to reflect on the experience to make sense and make changes for their further actions. Being aware of how they learn/teach, and structuring their learning/teaching consciously based on experiential learning/teaching model will help them to make more progress in learning/teaching.
- Say that in the next activity they will explore concept and principles of the experiential learning activities which are central for the training context.

Activity 4 Concept and principles of experiential learning activities

Objective: to give participants an opportunity to explore the concept and principles of the experiential learning activities

Time: 20 min

Materials: handout 3 per participant, handout 4 per group

► Procedure:

- ☺☺☺ Ask participants to take the article *Concept and principles of experiential learning activities* distributed the previous day. Divide participants into 4 groups. Give handout 4 📄 to groups and ask groups to read the article and complete the task given for their group on handout. While groups are working put all the numbers (without questions) from handout 4 📄 on flipchart.

Group 1:

1. What is the fundamental principle of the experiential approach?
2. What is the role of a facilitator in experiential learning?
3. How can a facilitator create learning opportunities?

Group 2:

1. Why can one activity result in different kind(s) of learning?
2. What does the author mean by 'hierarchy of skills'?
3. Why does the author recommend building people's confidence in 'simple or superficial areas first'?

Group 3:

1. The author claims that memorable activities are less important than 'memory of the learning'. Do you agree? Why?/ Why not?
2. What in the author's opinion should the ideal review (reflection) be?
3. Why can focusing on the negatives be dangerous?

Group 4:

1. What role do the questions asked by the facilitator play in a review discussion?
2. Do you agree with the author that in order to be an effective facilitator you should believe in your learners?
3. Will you feel frustrated if what you offer to your learners 'will go unused or undervalued' ? Why?/Why not?


- ☺☺☺ When groups finish ask them to report on their tasks. While groups are reporting, write key words and phrases from their answers against each question on the flipchart and ask other groups to take notes of answers to these questions.

- ☺ Ask the following question:

How does the article relate to what you have experienced in the course so far?

Possible answers:

it is directly related to this session as it talks about principles of experiential learning activities;
it is also related to the previous session 'Trainer as Facilitator' because it talks about the role of a facilitator;
and to the session on interaction since it advises how to help people to interact positively.

-  Elicit participants' answers and summarise the session by saying that adults learn better by experiencing rather than by listening or observing. The experiential learning cycle reflects this process of learning where they experience, reflect, conceptualise, experiment with new ideas and then again experience, thus continuing their ongoing development. The experiential learning cycle could be an effective model for teacher training courses if applied appropriately.

EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 1, Activity 1, Sharing experience

Answer the following questions individually:

1. How did you learn to teach?
2. When you started teaching did you imitate your own teachers?
3. What part did theory play in your learning to be a teacher?
4. When you face a question/problem, what do you do?
5. Are you still learning to teach? What do you do to develop yourself as a teacher further?



EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

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EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 1, Activity 1, Sharing experience

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EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 1, Activity 1, Sharing experience

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2. When you started teaching did you imitate your own teachers?
3. What part did theory play in your learning to be a teacher?
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5. Are you still learning to teach? What do you do to develop yourself as a teacher further?



EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 2, Activity 3, Stages of the experiential learning cycle

Read the following text and answer the questions that follow it:

There are various models of teacher learning and the three main ones, as described in Wallace(1993) are: the craft model in which the trainee learns from the example of a *master teacher*, whom he/she observes and imitates. Professional action is seen as a craft, to be learned most effectively through an apprenticeship system and accumulates experience. This is a traditional method, still used as a substitute for postgraduate teaching courses in some countries. In the applied science model the trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice. Many university teacher training courses are based, explicitly or implicitly, on this idea of teacher learning. In the reflective model the trainee teaches or observes lessons, or recalls past experience; then reflects, alone or in discussions with others, in order to work out theories about teaching; then tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action. This model is used by teacher development groups and in some recently designed training courses.

Answer the following questions:

1. What are the three models of teacher learning mentioned in the text?
2. How are they different from each other?
3. Which of these models of teacher learning have you experienced? Was it/ were they effective?



EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 2, Activity 3, Stages of the experiential learning cycle

Read the following text and answer the questions that follow it:

There are various models of teacher learning and the three main ones, as described in Wallace(1993) are: the craft model in which the trainee learns from the example of a *master teacher*, whom he/she observes and imitates. Professional action is seen as a craft, to be learned most effectively through an apprenticeship system and accumulates experience. This is a traditional method, still used as a substitute for postgraduate teaching courses in some countries. In the applied science model the trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice. Many university teacher training courses are based, explicitly or implicitly, on this idea of teacher learning. In the reflective model the trainee teaches or observes lessons, or recalls past experience; then reflects, alone or in discussions with others, in order to work out theories about teaching; then tries these out again in practice. Such a cycle aims for continuous improvement and the development of personal theories of action. This model is used by teacher development groups and in some recently designed training courses.

Answer the following questions:

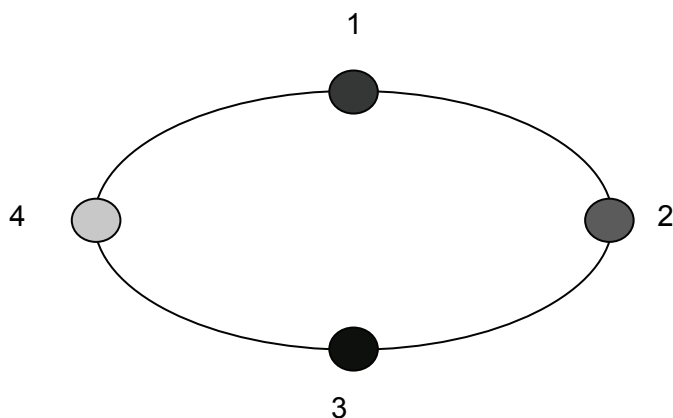
1. What are the three models of teacher learning mentioned in the text?
2. How are they different from each other?
3. Which of these models of teacher learning have you experienced? Was it/ were they effective?



EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 3, Activity 3, Stages of the experiential learning cycle

Put the stages of learning in the cycle.



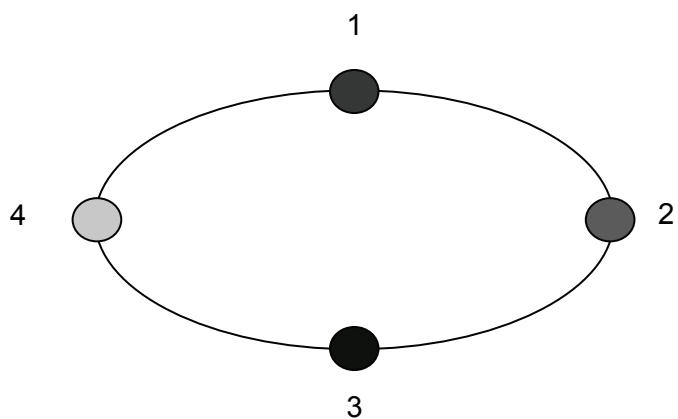
- A **PLANNING**
*What to do next time
Setting personal goals*
- B **CONCRETE EXPERIENCE**
*Participation
Doing*
- C **UNDERSTANDING**
*Making sense of what you did
What worked/didn't work well and why
Listening to colleagues and
making sense of what they said*
- D **REFLECTIVE OBSERVATION**
*Saying what you did without being
judgmental*



EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 3, Activity 3, Stages of the experiential learning cycle

Put the stages of learning in the cycle.



- A **PLANNING**
*What to do next time
Setting personal goals*
- B **CONCRETE EXPERIENCE**
*Participation
Doing*
- C **UNDERSTANDING**
*Making sense of what you did
What worked/didn't work well and why
Listening to colleagues and
making sense of what they said*
- D **REFLECTIVE OBSERVATION**
*Saying what you did without being
judgmental*

EXPERIENTIAL LEARNING AS A MODEL FOR TRAINING

Handout 4, Activity 3, Stages of the experiential learning cycle

Read the article and complete the task given to your group.

Group 1:

Answer the following questions:

1. What is the fundamental principle of the experiential approach?
2. What is the role of a facilitator in experiential learning?
3. How can a facilitator create learning opportunities?

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Group 2:

1. Why can one activity result in different kind(s) of learning?
2. What does the author mean by 'hierarchy of skills'?
3. Why does the author recommend building people's confidence in 'simple or superficial areas first'?

✂-----

Group 3:

1. The author claims that memorable activities are less important than 'memory of the learning'. Do you agree? Why?/ Why not?
2. What in the author's opinion should the ideal review (reflection) be?
3. Why can focusing on the negatives be dangerous?

✂-----

Group 4:

1. What role do the questions asked by the facilitator play in a review discussion?
2. Do you agree with the author that in order to be an effective facilitator you should believe in your learners?
3. Will you feel frustrated if what you offer to your learners 'will go unused or undervalued' ? Why?/Why not?

FACILITATING ARTICLE DISCUSSIONS

Objectives:

- to introduce different types of English Language Teaching (ELT) professional articles
- to give participants an opportunity to experience an article discussion
- to introduce possible ways of reading and discussing professional articles in ELT

Lead-in

Time: 5 min
Materials: none

► Procedure:

- 😊 Ask participants the following questions:
 - Do you usually read professional articles?
 - What professional articles do you usually read?
 - What professional publications for English language teachers do you know?
- Say that in this session you will talk about possible ways of reading and discussing professional articles.

Activity 1 Reading professional articles

Objective: to introduce types of ELT professional articles

Time: 20 min

Materials: handout 1 per participant, a set of the following 5 articles per group:
Sound Instruction by Russell Stannard, ETP, Issue 49, March 2007;
Reading in phases by Anat Shapira, ETP, Issue 49, March 2007;
Experiential Learning by Chris Oxendine, James Robinson, and Ginger Willson,
Rediscovering dictation by Michael Fields, ETP, Issue 49, March 2007;
From teacher to teacher trainer by Briony Beaven, ETP, Issue 33, July 2004

► Procedure:

- 😊 😊 😊 Divide participants into 4 groups. Distribute the 5 articles to each group and copies of handout 1 📄 to each participant. Ask groups to categorise the articles by types and give reasons for their answers.

Suggested answers:

Sound Instruction by Russell Stannard – case study
Reading in phases by Anat Shapira – proposal
Experiential Learning by Chris Oxendine et al - survey
Rediscovering dictation by Michael Fields – opinion based
From teacher to teacher trainer by Briony Beaven –research report

- Check answers with the whole group.
- Ask participants the following questions one by one and elicit answers:
 1. Why do think you need to know the types of articles?

2. How do they help you as a trainer?

- Say that in the next activity they will experience one of the ways of article discussion.

Activity 2 Experiencing an article discussion

Objective: to give participants an opportunity to experience an article discussion

Time: 50 min

Materials: copies of the article (*Experiential Learning* by Chris Oxendine, James Robinson, and Ginger Willson) for everyone, handout 2 per participant, and handout 3 per group

► Procedure:

- 😊 Tell participants that they will experience a discussion of the article “*Experiential Learning*”. Distribute a copy of the article to each participant and give them time to read it individually.
- Distribute handout 2 📄. Ask participants to write key points from the article on handout 2 in column 1 after they have finished reading.
- 😊 😊 😊 Divide participants into 4 groups of 3. Tell participants that each of them will have a role. Give each participant in a group one of the following roles: speaker, note taker, time manager, and facilitator. Ask them to share their notes in groups and to write their agreed key points with supporting details in column 2 of the handout and present them to the whole group.
NB You should give handout 3 📄 to facilitators of the small groups.
- 😊 Invite small groups to share experiences with the whole group.
- Summarise the activity by saying that this was one of the possible ways of article discussion and they can use it while discussing articles during the Distance Module with their colleagues in their home institutions. Say that during the next activity they will reflect on the article discussion and work on their action plans.

Activity 3 Reflecting on the article discussion and working on action plans

Objectives:

- to give participants an opportunity to reflect on the article discussion they have experienced in Activity 2
- to introduce other frameworks for article discussions
- to give participants an opportunity to write their action plans

Time: 15 min





Materials: handout 4 per participant, set of articles suggested for the Distance Module

► Procedure:

- 😊 Ask the following questions:
 - Was it easy to understand the article when you read it individually?
 - How has the article discussion in groups contributed to your understanding of the article?
 - What are the benefits of discussing articles in a group?
 - Why do you think you were given different roles?
 - Is the seating arrangement important in discussions?
 - What is the role of a facilitator? What tips would you give a facilitator?

Tips for a facilitator:

create a friendly atmosphere
ask open ended questions
keep the discussion on track by asking relevant questions
gently but firmly control the talking time of each participant
listen attentively and link ideas
encourage participants to share

- Elicit participants' answers. Say that there are some other possible frameworks that will help them discuss professional articles. Distribute handout 4  to participants and give them time to look at the frameworks for discussing professional articles.
-    Divide participants into 4 groups. Tell participants that now they will be working on their action plans for the Distance Module (Portfolio entries 2 and 3). Distribute a set of articles to each group and give them time to choose one.
- Ask participants to think and choose an appropriate framework for their article, and to develop their action plan.
- Ask groups to report their action plan.
- Tell participants that they may find it useful to follow their action plans during the Distance Module.

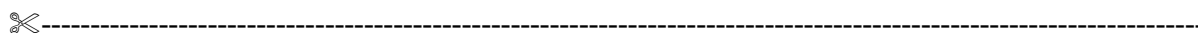
Summarise the session by saying that there are different types of ELT professional articles and it is useful for teachers to read and discuss them as this helps them to develop professionally.

FACILITATING ARTICLE DISCUSSIONS

Handout 1, Activity 1, Reading professional articles

It is useful to identify articles by types as you read them. Read the definitions in the first column and write the title of an article corresponding to each type in the space provided in the second column.

TYPES of articles	Article Titles
Case study - a report on teaching or learning practice	
Proposal - an article which offers practical ideas to the reader, either with or without a basis in experience or principles	
Survey - an overview of various ideas and practices in a particular area	
Research report - usually theoretical, based on the work of a researcher or a research project	
Opinion based - arguing the case for or against a particular idea or practice	



FACILITATING ARTICLE DISCUSSIONS

Handout 1, Activity 1, Reading professional articles

It is useful to identify articles by types as you read them. Read the definitions in the first column and write the title of an article corresponding to each type in the space provided in the second column.

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Research report - usually theoretical, based on the work of a researcher or a research project	
Opinion based - arguing the case for or against a particular idea or practice	

FACILITATING ARTICLE DISCUSSIONS

Handout 2, Activity 2, Experiencing article discussion

Your notes	Group notes
<p>Title of article:</p> <p>Author:</p> <p>Key points from the article:</p>	<p>Title of article:</p> <p>Author:</p> <p>Key points from the article:</p>

FACILITATING ARTICLE DISCUSSIONS

Handout 3, Activity 2 Experiencing article discussion

When everybody finishes reading the article, ask the following questions:

Did you like the article? Why/Why not?

What was the most useful point/idea/phrase to you from the article?

Have you ever applied Experiential Learning Theory in your teaching? If yes, how? Give examples.

Which criticisms of the Experiential Learning Model described in the article do you mostly agree or disagree with?

Which strengths of the Experiential Learning Theory described in the article do you mostly agree or disagree with?

Do you still have questions after reading the article?

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FACILITATING ARTICLE DISCUSSIONS

Handout 3, Activity 2 Experiencing article discussion

When everybody finishes reading the article, ask the following questions:

Did you like the article? Why/Why not?

What was the most useful point/idea/phrase to you from the article?

Have you ever applied Experiential Learning Theory in your teaching? If yes, how? Give examples.

Which criticisms of the Experiential Learning Model described in the article do you mostly agree or disagree with?

Which strengths of the Experiential Learning Theory described in the article do you mostly agree or disagree with?

Do you still have questions after reading the article?

FACILITATING ARTICLE DISCUSSIONS

Handout 3, Activity 3, Reflecting on the article discussion and working on action plans

Reading Professional Articles

It is useful to identify articles by type as you read them. To help you keep notes on your reading, select a framework for your notes to match each of the types listed in the table in Activity 1. There is no right or wrong choice here – you can use whichever frameworks suit your thinking style best, but you may see some as particularly suited to one or other of the article types.

Framework 1

Title of the article:
Key points from the article
Further questions (still in your mind after reading)
Action (Steps you will take)

Framework 2

Title of the article:
Key points from the article
Further questions (still in your mind after reading)
Follow-up Reading

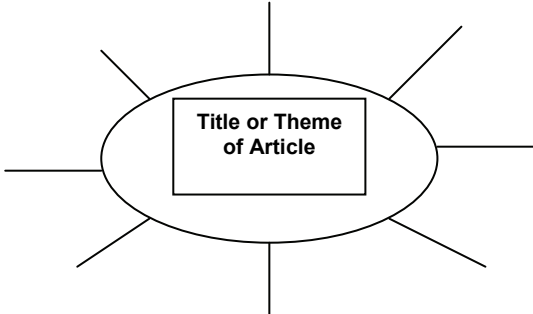
Framework 3

Title of the article:	
The author's opinions	Your opinions
Points to discuss	

Framework 4

Title of the article:
Similarities with your own practice
Differences from your own practice
Action points

Framework 5

Title of the article:	
	
<i>(Jot down key points on the mind map in whatever order makes sense to you, then use the boxes below to order and organise your thoughts – this framework is useful if you are a visual type).</i>	
Points to discuss	Conclusions

Using frameworks like these will help you keep track of your reading, especially if you keep a notebook with one full page for each article. Notes made like this will certainly help you to prepare an article discussion and may even lend structure to the session. Good luck with your article sessions!

PREPARATION FOR DISTANCE MODULE (1)

Objective: to give participants an opportunity to discuss distance module tasks


Activity 1 Entry 1: Written feedback on a teacher teaching a class

Objective: to help participants explore writing feedback on observation for portfolio Entry 1

Time: 30 min





Materials: handout 1 (per participant)

► Procedure:

-  Ask participants the following questions:
 1. What is the first entry in the TTT portfolio?
 2. What do you have to do?

Suggested answers:

1. *Observe a colleague teaching their students in their usual classroom context.*
2. *Write feedback to a colleague and make a copy and put it in your portfolio. The feedback should be between 200-300 words and should be developmental and non-judgmental in nature. It should focus on the agreed points but may contain some additional feedback to the teacher if appropriate.*

-  Tell participants that they have already discussed observation and developing observation forms in session 11 (Observation and Feedback). Say that you are going to discuss writing feedback on observation in this session.
-  Put participants in four groups and distribute handout 1  to groups. Ask them to read the feedback individually and discuss the questions with their groups.
-  Invite small groups to share their answers with the whole group.
- Establish that the observation should have a certain focus and that the feedback should reflect that certain point clearly; at the same time feedback should contribute to the development of the person observed.


Activity 2 Entry 2: Report on article discussion with teachers

Objective: to give participants an opportunity to explore writing the report for portfolio Entry 2

Time: 50 min

Materials: handout 2 (per participant)

► Procedure:

-  Say that you are now going to discuss Entry 2. Ask participants the following questions:
 1. What is the second entry about?
 2. What things do you have to think of and do before you facilitate an article discussion?
 3. What do you do after facilitating an article discussion?

4. Have you ever written a report? What is the structure of a report like?
5. What kind of language should you use in a report?

Suggested answers:

1. *Article discussion with teachers.*
2. *A) Pre-select 2 to 4 articles from the TTT collection and offer colleagues an opportunity to choose 1 or 2 for a discussion.
B) Make photocopies of the article(s) and distribute them to colleagues. Agree on the time and the place of the discussion. Allow colleagues up to a week for reading the article(s).*
3. *Based on the discussion, they have to write a report to be included in their portfolio.*
4. *Answers may vary. A report must have an appropriate title, an introduction, subtitles for each paragraph in the body and a conclusion.*
5. *The language of a report is usually formal.*

- 😊😊 Distribute handout 2 📄 and ask participants to discuss questions in the handout.
- 😊😊😊 Put pairs into groups and ask them to share their opinions.
- 😊😊😊 Remind participants of the article discussion they had in session 15. Ask them to write a report in groups of four.
- 😊😊😊 When they have finished writing their report, ask them to check it against the requirements for entry 2 and make some changes if necessary.
- Comment on the reports produced if necessary.
- Establish that reports must have relevant content written in formal language and the following structure:
 - an appropriate title
 - an introduction (the purpose of the report must be stated)
 - subtitles / headings for each paragraph in the body
 - a conclusion

Activity 3 **Entry 3: Critical Review of an Article**

Objective: to help participants write a critical review of an article for portfolio Entry 3

Time: 10 min

Materials: handout 3 (per group), handout 4 (per participant)


▶ Procedure

- 😊😊😊 Put participants in groups of four and distribute handout 3 📄 to each group and ask them to discuss the questions.
- Invite participants to discuss the questions with the whole group.

Suggested answers:

1. *Answers may vary*
2. *The critical review does not have to criticise an article. It analyses an article from different points.*
3. *It would be about one of the articles suggested. It should include the following things:
what the article is about*

*its relevance to the teaching context in Uzbekistan
whether you agree or disagree with the writer's opinion
things you have learned from this article
any other comments*

- Now distribute the sample of a critical review (handout 4 ) which was written by a former TTT participant. Ask them to read the review individually and discuss the question in their small groups.
- When the small groups finish discussing invite them to share their ideas with the whole group.

Establish that a critical review of an article is not only the description of the article but also the identification of its purpose, the reader's opinion about issues discussed, agreement or disagreement with the ideas and information that the author(s) presents. The review can also state what the reader learned from the article.

Ask one of the participants to summarise the session or alternatively ask the whole group the following question and elicit answers:

~ What have you learned in this session?

PREPARATION FOR DISTANCE MODULE

Handout 1, Activity 1, Entry 1: Written feedback on a teacher teaching a class

Read the feedback written by a trainer to a teacher and discuss questions with your partner.

1. What is the focus of the feedback?
2. How does the writer start the feedback and end it?
3. How does the writer show the areas for improvement?

Dear Hamida,

Thank you for your lesson, which was thoughtful, well-planned and clearly appreciated by your students. I thought you worked pretty well and you gave great attention to the detail of your lesson: timing, seating, variety of interaction patterns. I'll start with my comments on the three points you specified:

1. **Presence** I thought this was a strength in you. You speak clearly and relate very well to your students. You seem to have no real trouble in commanding their attention. You have your individual way of doing this, and it works for you, so don't change anything!
2. **Way of giving instructions** I honestly didn't note any particular issues here. Did you? I thought your instructions were clear and to the point in every case.
3. **Handling whole-group discussions** During the lesson, I felt that the trickiest bits were when you were leading the 'bridging' discussion and round-up discussion. In my view, you handled these, including one or two difficult moments, very professionally. In one or two cases I felt you could have given a stronger acknowledgement of the value of contributions 'from the floor'. You might want to look out for this when you take a look at the video. One final point here. You asked how students *felt* after the first activity, but the responses, with one exception (Jamilya's) were cognitive rather than affective in orientation. Was that what you wanted?

Here are a few more comments and queries from me:

- I. You might also want to take a look at your monitoring of the group work. I thought there was a bit of 'overkill' – students sometimes just need to be left alone to get on with their task once you've set it.
- II. What would you change if you did this lesson again?

I enjoyed observing your class. Good luck in your further development.

PREPARATION FOR DISTANCE MODULE**Handout 2, Activity 2, Entry 2: Report on article discussion with teachers**

Read the report individually and discuss questions below in your small groups.

1. Does the report have an appropriate title, an introduction and subtitles for each paragraph and a conclusion?
2. Is the language appropriate?
3. If you were asked to give feedback, what would your feedback be like?

ENTRY 2 ARTICLE DISCUSSION WITH TEACHERS

(The style and the language of the author are left intact.)

I work at Andijan State Pedagogical Institute of Languages at the department of lexis and stylistics of the English language. There are six participants in our team. I offered my colleagues an opportunity to choose an article for a discussion. We have discussed the article which was written by Rod Bolitho "Language Awareness in the English classroom". It was the first professional article which we were going to read and to discuss. We found the article very useful. We had a week to read the article. The language of the article was very difficult. That's why most of us read the article three or four times during this week. We agreed on the time and the place of the discussion.

While discussing the article there were raised some main issues which are helpful for learning English. They are the choice of how to guess meaning and to explain our thoughts with the help of grammar.

I felt free. We discussed the article. Because we didn't quite understand the language of the article there was some disagreement between participants. During the discussion participants shared their opinions and handled the disagreements. The discussion addressed a lot of interesting issues and ideas, such as: how to guess the meaning of the word from the context, how to explain the thoughts using grammar rules, how to use the synonyms of the word in the context.

In each steps of the article the author mentioned some key principles. I found the following principles very useful:

- The process of talking about language is helpful to most learners;
- Language Awareness work is exploratory and often open-ended in nature;
- The only grammar that really matters in the end, is the grammar in the learner's head;
- There are both cognitive and affective dimensions to learning a language.

In conclusion, I'd like to say that the discussion of the professional article was very fruitful for me and my colleagues. At the beginning it seemed quite difficult to explore the professional article, but after the discussion it became very interesting one.

PREPARATION FOR DISTANCE MODULE

Handout 3, Activity 3 Entry 3: Critical review of an article

Read the following questions and discuss them with your small groups.

1. Have you ever written a critical review of an article?
2. Does a critical review have to criticise an article?
3. What would your critical review for Entry three be about? What things should you include in your article review?

✂-----

PREPARATION FOR DISTANCE MODULE

Handout 3, Activity 3 Entry 3: Critical review of an article

Read the following questions and discuss them with your small groups.

1. Have you ever written a critical review of an article?
2. Does a critical review have to criticise an article?
3. What would your critical review for Entry three be about? What things should you include in your article review?

✂-----

PREPARATION FOR DISTANCE MODULE

Handout 3, Activity 3 Entry 3: Critical review of an article

Read the following questions and discuss them with your small groups.

1. Have you ever written a critical review of an article?
2. Does a critical review have to criticise an article?
3. What would your critical review for Entry three be about? What things should you include in your article review?

✂-----

PREPARATION FOR DISTANCE MODULE

Handout 3, Activity 3 Entry 3: Critical review of an article

Read the following questions and discuss them with your small groups.

1. Have you ever written a critical review of an article?
2. Does a critical review have to criticise an article?
3. What would your critical review for Entry three be about? What things should you include in your article review?

✂-----

PREPARATION FOR DISTANCE MODULE

Handout 3, Activity 3 Entry 3: Critical review of an article

Read the following questions and discuss them with your small groups.

1. Have you ever written a critical review of an article?
2. Does a critical review have to criticise an article?
3. What would your critical review for Entry three be about? What things should you include in your article review?

PREPARATION FOR DISTANCE MODULE

Handout 4, Activity 3 Entry 3: Critical review of an article

Read the review individually and discuss questions below in your small groups.

1. How much of the review is devoted to describing the article?
2. In which paragraph(s) can you find the writer's opinions?
3. How does the writer signal agreement/disagreement with the author of the article?

(The style and the language of the author are left intact.)

The article "learner-centredness" by Zhang Yuxiang and Wang Jiling, the professors in the foreign languages department of Anhui Institute of Education in China, addresses the issue of learner-centredness in EFL classrooms. I believe this subject is really worth writing about, for it is the key to success in teaching and learning.

The purpose of the article is to foster a better understanding of learner-centred education, illustrate its major components and persuade teachers of the value of the learner-centred teaching approach.

I consider the article particularly relevant to the teaching context of Uzbekistan. For a long time, teachers have been the authority in the classroom taking all responsibility in their hands, while students remained passive listeners deprived of their own opinions and learning strategies. They mostly acquired language through cramming and learning is being heart. However, at present time, the idea of efficient language learning is being reconsidered and more cooperative learning is being stimulated in the classroom.

I agree that learner-centredness is "not merely simple redistribution of TTT and STT; it is much more than that." There are two core aspects of language learning—cognition and affect. It is important to consider both learner's intelligence and emotional quotients. In fact, students are greatly influenced by their feelings and emotions. I fully agree with Krashen who claimed that "successful second language acquisition depends on the learner's feelings." For instance, students' negative emotions result in blocking their intake of information, whereas positive emotions enlighten their mind and assist learning.

One more essential factor of language acquisition is rapport (cooperation between teacher and students). From learner-centred perspective, teachers need to build a positive classroom atmosphere that would enable students to learn for themselves.

The idea that I really liked is the one expressed by Chomsky, "99 percent of teaching is making students feel interested in the material."

I have always considered learner-centredness an effective method that needs to be put into practice in the EFL classroom. However, after careful reading of the article, I understood that it is not a method but an approach; it represents "a teaching philosophy with a lot of underlying support". Also, I have learned that learner-centredness is based on the US movement, whole-person education that focuses both on students' intelligence quotient and emotional quotient. Furthermore, I am interested in different ways of motivating my students and feel very disappointed whenever, I fail to achieve the desired outcome. Jane Arnold's suggestions to ensure learners' motivation were particularly helpful and challenging for me.

To conclude, the article showed me the difference between traditional and cooperative teaching styles and convinced me that learner-centredness has a large number of benefits and must be incorporated in our classrooms.

PREPARATION FOR DISTANCE MODULE (2)

Objective: to familiarise participants with the requirements of the distance module tasks

Activity 1 **Entry 4: Written assignment to explore and evaluate a key ELT concept**

Objective: to enable participants to improve their referencing skills when exploring ELT concepts in written form.

Time: 45min

Materials: handouts 1, 2 and 3 (all handouts are per participant), a set of books per group

► Procedure:

- 😊 Say that you are now going to discuss Entry 4 in the portfolio. Ask the following questions:
 1. What is the fourth entry about?
 2. What do you have to do?

Possible answers:

1. *Written assignment to explore an ELT concept.*
2. *All of the following:*
 - *Select one key ELT concept from the Glossary in the DUET materials (e.g. learner autonomy; experiential learning; learning styles; language awareness and so on).*
 - *Read other sources related to this topic (e.g. professional articles; ELT books; textbooks; on-line materials and so on).*
 - *Reflect on your own experience of working with this concept as a learner or teacher and select appropriate examples to support your understanding.*
 - *Write an essay to explain your understanding of this concept and provide relevant examples from your experience. You should substantiate your writing with appropriate quotations and / or references from the sources. If your experience is related to the DUET Programme, provide a cross-reference to the relevant sessions / materials.*

- 😊 Distribute the glossary in the DUET materials (handout 1 📄) and say that they will choose one key ELT concept at home.
- 😊 Say that while doing this assignment they might quote from the sources they have read. Say that there are various ways of quoting. Say that now they are going to read some information about in-text referencing according to the Harvard Referencing system. Distribute handout 2 📄 (separately attached in PDF format) to each participant and ask them to read the information.
- The Harvard system might be new for some of the participants. Therefore, invite questions and clarify obscure points if any.
- Give participants handout 3 📄 and ask them to read the sample of Portfolio Entry 4 individually and discuss the questions with a partner.
- Invite participants to share their answers with the whole group.

Possible answers:

1. *The structure of the assignment could have been better. The introduction needs improving. The writer could have stated why this concept was chosen to explore. The conclusion could have started in a new paragraph.*
2. *The style is wrong. There are some contractions, e.g. let's.*
3. *Yes, there are some but they are not done according to the conventions of the Harvard system.*
4. *No. This makes it difficult for the reader to differentiate the writer's opinion from other people's opinions.*
5. *No. There is very little evidence of research.*

- You can also comment after participants have had a turn.
- Give each group one or two books and ask them to prepare entries for a bibliography in accordance with the Harvard system.
- Ask them to exchange their entries and give feedback to each other.

Activity 2 Entry 5: Observation of peer trainers in microtraining

Objective: to help participants to write a better report

Time: 20

Materials: handout 4 (per participant)

► Procedure:

- 😊 Distribute handout 4 📄 to participants. Ask them to read the report, do the task with a partner and discuss the questions.
- Invite comments from the whole group.

Suggested answers:

- Yes, it has an introduction, the main body and a conclusion.*
- ~ To share ideas about the peer observation.*
- ~ Yes, they are appropriately chosen.*
- ~ Answers will vary.*
- ~ Though it is formal it has some language mistakes.*

Activity 3 Review of Module 1

Objective: to give participants an opportunity to reflect on their learning during Module 1
In written form

Time: 25 min

Materials: handout 5 (per participant)

► Procedure:

- 😊 Invite participants to complete the questionnaires. Say that these questionnaires are important because they can help them to improve the quality of their work, and so ask them to be as specific as possible in their answers to each question. Distribute handout 5 📄 to each participant and ask them to complete it individually.

PREPARATION FOR DISTANCE MODULE**Handout 1, Activity 1, Written assignment to explore ELT concepts**

Look at the glossary of terms used in the DUET materials and choose one key ELT concept.

Glossary of terms

- 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, speech pathology* etc
- 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 etc
- 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

(in language teaching) 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 (cf warm-up)

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. Kinaesthetic 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 **distracters**. 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, explained, etc. to others
- ii. A formal monologue to present ideas, opinions, a business proposal etc

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

(*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 summarizing.

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

See *Lead-in*

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**.

PREPARATION FOR DISTANCE MODULE

Handout 3, Activity 1, Written assignment to explore ELT concepts

Read the sample for Entry 4 in the TTT Portfolio and discuss the following questions with a partner.

1. What do you think of the structure of the entry?
2. Does the entry have an appropriate style? Why/ Why not?
3. Are there any instances of in-text referencing in the entry? If there are, are they done according to the Harvard Referencing system?
4. The author of the entry has three sources in the **References** section. Are all the three sources in-text referenced?
5. Do you think the author did a lot of research to complete this entry? Give reasons for your answer.

Entry 4 WRITTEN ASSIGNMENT TO EXPLORE ELT CONCEPTS

Learner autonomy

Learner autonomy is one of the most important ones among ELT concepts as it's known, autonomous learning is the process of learning without being controlled by anyone else. Autonomous learner should have enough ability for self evaluation, and choose the issue which is both interesting and useful for him. Furthermore, he should learn the material according to his own learning styles and strategies to make his learning more effective.

Firstly, let's go through the term autonomy. As to the materials of PRESETT programme there was given following definition for autonomy: "It's an ability to make your own decisions about what when, where and how to do something rather than being influenced or told what to do by others". According to this definition let's go to the definition of learner autonomy. In Anne – Brit Jenner's articles about "Learner autonomy" there was introduced some of the existing definitions of the term which were given by Holec and Trebbi. In Holec definitions there were said that every learner has his own way or ability to learn, therefore he chooses independently special methods or techniques to be used in further learning.

Secondly, every autonomous learner has to think about his needs and accordingly choose the issue which he is going to learn about. Self evaluation is one aspect of learner autonomy for this reason the person should be able for self-evaluation and think about his needs or the points for improvement. Owing to self-evaluation it will be much easier to make a good choice.

Thirdly, it's important for autonomous learner to know about his learning style and strategies. In order to discover what methods can be more fruitful learners should have same practice. By gaining wider experience, the learner will master more techniques and he can use them in future learning.

Here I want to give an example about my own experience on being autonomous learner. When I was a schoolgirl I knew that my speech was not so fluent and decided to learn more about the ways of its improvement. I conducted some books and thought about the ways which were more suitable for me according to my learning style or strategy. I decided to learn 10 new words each day, but it didn't give me the results which I wanted. Then I together with my friend tried to improve it while daily conversation which we tried to hold in English. The next strategy that I chose was much more useful, because I was good at learning words in the context.

It can be seen that learner autonomy develops within the help of experience. So, my conclusion is the more experienced we are, the more autonomous we become.

References

1. Anne-Brit Fenner "Learner autonomy", adapted from: Fenner and Newby (2000): Approaches to materials design in European textbooks; DUET Program materials, Session1.
2. PRESETT materials for Independent Study Skills.
3. Stella Cottrell "The Study Skills Hand book: third edition", Palgrave, Macmillan (2008)

PREPARATION FOR DISTANCE MODULE

Handout 4. Activity 2, Observation of peer trainers in microtraining

Read the report written by a TTT participant. Together with a partner discuss the following questions:

- ~ Is the structure of the report clear?
- ~ What is the aim of the report?
- ~ Do the sections/paragraphs have subtitles/headings?
- ~ Are there any interesting points in the body?
- ~ Is the language formal enough?

Entry 5. REPORT ON OBSERVATION OF PEER TRAINERS IN MICROTRAINING

1. Introduction

The aim of the report is to share my ideas about the peer observation I made in microtraining session.

2. Lesson learnt from the observation

During the observation I have learnt is that instructions can be given in alternate ways as in Gulnara's activity. Firstly, she gave oral instructions about preparing a poster with advantages and disadvantages of authentic and semi authentic materials and then provided audience with the sample form and stuck it on the blackboard. It was a visual instruction to what we could refer and write our own poster. Another thing I have learn is that a trainer should be together with his trainees even when they are doing a groupwork, because trainees may need the trainer's assistance or when they are doing other stuff instead of assignment a trainer should lead them . While observing I noticed that the more you involve the audience into action the more they are enthusiastic. For instance, when groups stuck their posters, Gulnara read them. But if the participants presented their posters be themselves they would be more involved.

3. Lesson learnt from giving feedback

Giving feedback taught me to be very careful in expressions and advice. You do not to have hurt the observee, otherwise she will not take your advice into consideration and do not have to praise her too much otherwise there will not be effect of the observation.

4. Things clarified during feedback session

During the oral observation I clarified one question – why Gulnara crossed her hands. As I understood later it was cold and she sometimes crossed her hands. Later in my session I almost crossed my hands also but remembering this pose in my observation I hindered it.

5. Conclusion

All in all, I found the observation and giving oral feedback very useful. I learned how to express myself in a polite way.

**PREPARATION FOR DISTANCE MODULE
Handout 5, Activity 3, Review of Module 1**

**Training the Trainers Programme
QUESTIONNAIRE for PARTICIPANTS
Module 1**

Dear Participant,

We would like to know how far the Training the Trainers 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 Module 1? 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 training context? Please specify.

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

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

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

6. What do you think about the handouts?

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

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

8. How useful did you find the video materials? Please comment.

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

10. Are there any other topics that you would like the programme to focus on?

11. To what extent did the programme meet your expectations?

Fully Partially Not at all

Comments _____

12. How would you rate the programme organisation in terms of...?

	Ex cell ent	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"/>	_____ _____

13. Would you recommend this programme to your colleague? Why/Why not?

14. Any other suggestions for improvement?

Thank you for your cooperation!

FLASHBACK AND FLASH FORWARD

Objectives:

- to give participants an opportunity to reflect on Module 1 and the Distance Module of the programme
- to give participants an opportunity to familiarise themselves with Module 2
- to familiarise participants with the Guidelines for Microtraining

Activity 1 Individual reflection

Objective: to give participants an opportunity to reflect on their experience in Module 1 and the Distance Module

Time: 30 min

Materials: handout 1, green/white board, chalk/ white board markers

► Procedure:

- 😊 Tell participants that they will reflect individually on their own experience of Module 1 and the Distance Module.
- Distribute handout 1 📄 to participants and ask them to do the task individually on their handouts.
- 😊 😊 😊 Ask participants to share their answers in groups of 3 and choose two things they would like to share with the whole group.

Activity 2 Flash forward

Objective: to give participants an opportunity to familiarise themselves with Module 2

Time: 30 min

Materials: handout 2, a sheet of flipchart paper per group, markers

► Procedure:

- 😊 😊 😊 Divide participants into 4 groups and ask them to discuss and produce a group poster 'Our expectations from Module 2'.
- After groups have prepared their posters, ask them to post them on the wall and stand next to their group poster. Distribute handout 2 📄 (Map of Module 2 programme) to participants. Ask participants to look through Module 2 of TTT programme in it and tick the sessions that match the expectations they listed on their posters.
- Invite comments and/or questions if any.
- Say that they will return to their posters in Session 25.





Activity 3 Microtraining

Objectives: to familiarise participants with the Guidelines for Microtraining

Time: 30 min

Materials: handout 3, flipchart paper

► Procedure:

-  Say that in Module 2 participants will have microtraining sessions which will give them an opportunity to practise their training skills and learn from each other in a supportive, non-assessed environment. Distribute handout 3  (Guidelines for microtraining) to each participant and give them time to read it.
-  Ask participants the following question:
 - ~ What concerns and/or questions do you have about microtraining?
-  Write their concerns and questions on the flipchart. Tell participants that they will deal with their questions and problems in the next two sessions of Module 2.

FLASHBACK AND FLASH FORWARD
Handout 1, Activity 1, Individual reflection

Fill in the table individually:

<p>1. The most important insight for me from Module 1</p>	<p>3. Challenges and lessons learned from the Distance Module</p>
<p>2. What helped me to observe teachers, facilitate article discussions, explore an ELT concept</p>	<p>4. How I see the role of the trainer now after Module 1 and the Distance Module</p>



FLASHBACK AND FLASHFORWARD
Handout 1, Activity 1, Individual reflection

Fill in the table individually:

<p>1. The most important insight for me from Module 1</p>	<p>3. Challenges and lessons learned from the Distance Module</p>
<p>2. What helped me to observe teachers, facilitate article discussions, explore an ELT concept</p>	<p>4. How I see the role of the trainer now after Module 1 and the Distance Module</p>

FLASHBACK AND FLASH FORWARD**Handout 2, Activity 2, Map of Module 2 of TTT Programme****Teacher Trainer Training (TTT) Programme****Module 2**

Monday	Tuesday	Wednesday	Thursday	Friday
Session 18 Flash back and flash forward	Session 21 Microtraining	Session 24 Microtraining	Session 27 Feedback session 1	Session 30 Continuous Professional Development and action planning
Session 19 Guidelines on how to work with training materials/ Observation tools/ Feedback forms	Session 22 Microtraining	Session 25 Microtraining	Session 28 Feedback session 2 Report writing Portfolio Entry 5 submission	Session 31 Wrap up and evaluation of the course
Session 20 Preparation for microtraining	Session 23 Microtraining	Session 26 Microtraining	Session 29 Dealing with resistance	
Portfolio Entries 1- 4 submission				

FLASHBACK AND FLASH FORWARD

Handout 3, Activity 3, Guidelines for microtraining

Practical training is at the heart of this module and microtraining will give you an important opportunity to plan and conduct a training session and in this way practise your training skills and learn from each other in a supportive, non-assessed environment.

Procedure

Find a peer, after which you as a team should choose, prepare and lead one training session from the DUET Programme.

You are responsible for all aspects of your own presentation, including the allocation of roles, preparing handouts, audio and video materials and any other supplementary materials needed for the session. Please make sure that both of you are actively involved in the planning and delivery of your session.

All participants will have an opportunity to act as trainers, observers and trainees in turn.

All participants will be responsible for giving feedback as observers after microtraining sessions.

Follow-up

You will have an opportunity to reflect on the whole experience in a review task after the sessions. With this in mind, it might be useful to keep diary notes throughout the planning period as well as noting down your own thoughts and feelings about the session you are involved in. All this will also eventually feed into Entry 5 of your Portfolio.



FLASHBACK AND FLASH FORWARD

Handout 3, Activity 3, Guidelines for microtraining

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PREPARATION FOR MICROTRAINING 1 and 2

Objectives:

- to give participants an opportunity to develop observation forms and ground rules for giving and receiving feedback
- to prepare participants to practise their training skills in a secure environment with peers

Activity 1 Developing observation forms

Objective: to give participants an opportunity to develop observation forms for microtraining

Time: 30 min

Materials: flipchart, markers, handout 1

► Procedure:

- 😊 Ask participants the following question:
What areas would you like observers to focus on in microtraining?
- Put participants' answers on the board.

Possible answers:

*trainer's skills
eliciting
summarizing
time management
giving instructions*

- Say that you will suggest focussing on trainer's skills for observation in micro training.
- 😊 😊 😊 Divide participants into 4 groups. Give out handout 1 📄 with a sample of one of observation tools. Ask groups to develop an observation form focusing on trainer's skills.
- Ask groups to present their observation forms to a bigger group. Invite comments.
- Tell groups to agree on good points to put on one observation form and produce a final form.
- Check their final agreed observation form.

Activity 2 Ground rules for giving and receiving feedback

Objective: to give participants an opportunity to work on ground rules for giving and receiving feedback

Time: 20 min

Materials: flipchart, markers

► Procedure:

- 😊 Ask participants the following question:
What is the next step after observation? (*giving feedback*)
- Tell participants that it is not easy to give feedback and we have to follow some rules or patterns to make our feedback more constructive and effective.
- Ask participants the following question:
What guidelines do you think we ought to follow during feedback sessions?

- 😊😊😊 Put participants into 4 groups and ask each group to make a list of 4 guidelines for giving and receiving feedback.

Possible guidelines:

Giving feedback	Receiving feedback
<p>Begin with positive things. Ask about feelings e.g. How do you feel after the session?</p> <p>Ask questions for clarification: e.g., You did this.../ that... / What was your purpose? / Did you mean ...?</p> <p>Be specific.</p> <p>Be descriptive not evaluative. It is helpful to say what you saw the person do or heard the person say.</p> <p>Give suggestions for improvement.</p> <p>Underline the aspects that need improvement.</p>	<p>Be open and willing to listen.</p> <p>Listen carefully to what the observer says and try not to interrupt.</p> <p>Accept the feedback as it relates to specific cases.</p> <p>Recognise the value of the feedback.</p> <p>Interact with the observer, ask for clarification when needed.</p> <p>Summarise in your own words what you understand as it helps to avoid misunderstandings.</p> <p>Thank the observer for the observation and feedback given.</p>

- 😊 Say that now all groups together will write ground rules for giving and receiving feedback. Ask for a volunteer who will write the rules on the flipchart paper. Ask groups in turns to say one rule at a time. If groups agree, ask a volunteer participant to write it on the flipchart paper. Continue this process until you get 5-6 guidelines.

Activity 3 Schedule for microtraining

Objective: to help participants develop a schedule for microtraining

Time: 20 min

Materials: handout 2

► Procedure:

- 😊 Tell participants that during the following two days they will have an opportunity to practise training skills in microtraining. Distribute handout 2 📄. Say that they need to choose a partner with whom they will do microtraining and agree with each other on the session from the DUET Programme.
- Post handout 1 📄 where it is visible for all participants and say that after they have chosen a partner and a session, they should enter their names opposite their sessions.
- Remind participants that they should act as observers of some sessions and ask them to write down their names opposite the sessions chosen by other pairs.
- Together with participants finish the schedule by entering the specific days and timings.

Activity 4 Planning for microtraining

Objective: to give participants an opportunity to plan their microtraining

Time: 20 min

Materials: files with DUET sessions for microtraining:

Session 3, Learning styles

Session 5, Teaching vocabulary 1

Session 7, Teaching speaking
Session 8, Information gap
Session 10, Teaching reading
Session 11, Authenticity
Session 15, Building community
Session 23, Teaching listening 1
Session 38, Working with newspapers
Session 39, Various types of dictations
Session 57, Asking questions and eliciting

► Procedure:

- 😊 Tell participants that now and in the next session they will work on their preparation for microtraining.
- 😊😊 Ask pairs to sit together and answer the following questions:
 1. What do you need to do for a successful microtraining?*(read the chosen session carefully, divide tasks, check how many handouts are needed)*
 2. What do you need to do first, second, third?
- Ask participants to start working on their sessions. Say that they have another 90 minutes to finish it and during this time they can prepare their handouts and other necessary materials which they need for microtraining. They can refer to you if they have questions and/or problems.

**PREPARATION FOR MICROTRAINING 1 and 2
Handout 1**

Observation tool (one of the options)

Topic 1

Trainer

Activity

Timing Planned: Actual:

	What the trainer did/said	Comments
Giving instructions
Trainer presence (body language, eye contact, voice)
Asking questions and dealing with participants' answers

PREPARATION FOR MICROTRAINING 1 and 2
Handout 2, Activity 3, Schedule for microtraining

#	Trainers	Session number and title	Observers	Day	Time
1.	1. 2.	<i>Session 3, Learning styles</i>	1. 2.		
2.	1. 2.	<i>Session 5, Teaching vocabulary 1</i>	1. 2.		
3.	1. 2.	<i>Session 7, Teaching speaking</i>	1. 2.		
4.	1. 2.	<i>Session 8, Information gap</i>	1. 2.		
5.	1. 2.	<i>Session 10, Teaching reading</i>	1. 2.		
6.	1. 2.	<i>Session 11, Authenticity</i>	1. 2.		
7.	1. 2.	<i>Session 15, Building community</i>	1. 2.		
8.	1. 2.	<i>Session 23, Teaching listening 1</i>	1. 2.		
9.	1. 2.	<i>Session 38, Working with newspapers</i>	1. 2.		
10.	1. 2.	<i>Session 39, Various types of dictations</i>	1. 2.		
11.	1. 2.	<i>Session 57, Asking questions and eliciting</i>	1. 2.		

FEEDBACK SESSIONS 1 & 2

Objectives:



- to give participants an opportunity to reflect on their microtraining experience as trainers
- to practise giving and receiving feedback in different formats

Activity 1 Giving and receiving feedback


Time: 160 min

Materials: post-it notes of different colours

► Procedure:

-  Invite participants to sit in a circle. Tell them that today they will be giving and receiving feedback. Ask them to tell you how they understand feedback. Remember that it can have different meanings in different contexts, e.g. for students on their work, for teachers on their performance etc
- Say that today they will experience different ways of conducting feedback sessions. Say that you need two volunteers. Tell this pair that after you set them the task they will have to leave the room and find a place where they can write quietly. Set the following task:
 - ~ Please work individually and do not consult each other. Each of you should write down twenty-five things that you did during your microtraining. The twenty-five things can be of any kind, e.g. 'I greeted the participants' or 'I used a birthday line to group the participants'. You have about 15 minutes to complete your list.
-  Feedback session type 1. After this pair has left, tell the rest of the participants who are still sitting in a circle that now you will facilitate the feedback session for the next pair. Ask everybody else to take notes of what is happening. Ask the two trainers to answer the following questions one by one:
 - ~ How do you feel now after your microtraining?
 - ~ What were your objectives? Did you achieve them?
 - ~ What did you like in the session?
 - ~ How do you think your participants felt during the session?
 - ~ Was the fact that you were observed by your peers and trainers useful? Scary? Unhelpful?
 - ~ What would you change if you were to teach the same session again?

After both participants have answered your questions, invite participants from the circle to ask their questions and/or give feedback. Make sure this last part does not take a lot of time.

-  Feedback session type 2. By the time you finish the feedback session with this pair, the first pair of participants should be back with their lists of twenty-five things they did during their microtraining. Ask these two participants to compare their lists and tick those things which are the same or very similar. Ask each of them the question 'What would have happened if you hadn't done this?' Ask the same question about 3-4 other things they did.

For example:

Q: What would have happened if you hadn't used a birthday line to group participants?

A: They would probably have remained in the same groups and wouldn't have had a chance to work with other partners.

- 😊😊😊 **Feedback session type 3.** Now say that the next pair of trainers should listen to what other participants will tell them about the session they taught. The important thing is that the participants who receive feedback are not allowed to say anything, they must just listen. Ask the rest to think about one thing they would like to say to each person in the pair. If you observed their session, be prepared to be the last to give your comments. Give the floor to the first person in the group and make sure everybody says something different. Utterances like 'I agree with the previous speaker' or 'I also think that...' should not be accepted.

NB Those who are receiving feedback should keep silent.

- 😊😊😊 **Feedback session type 4.** The next pair of trainers should think about 2-3 questions about their microtraining session which they would like to ask the rest of the group. You can also be one of those who they may want to ask. When they are ready, they ask their questions, listen and take notes of their peers' answers.
- 😊😊😊 **Feedback session type 5.** Ask the whole group to recollect the session conducted by the next pair. Ask participants to think about one very good thing about the session they observed and one thing that needs to be improved. Give out post-it notes of different colours. Participants should write the name of the trainer on the post-it note and the two comments. After they have finished they give the post-it notes to the pair to whom the feedback is directed.
- 😊 Tell trainers that they have participated in five different feedback sessions. Ask them to recollect what these sessions were like. Ask the following question:
 - ~ What did we do when we gave feedback to the first/second/third etc pair of participants?




NB Add comments if necessary. Depending on the number of participants you may need to repeat some or all 5 types of feedback sessions.

- To summarise say that each of these five types has its own pluses and minuses, e.g. it is not easy to keep silent when people are commenting on your teaching, but at the same time this practice can teach us not to be defensive. Emphasise that all these ways of giving and receiving feedback have helped them to reflect. In future participants can choose those formats which they find most suitable for people they work with. Say that if anyone wants to receive more detailed feedback they can talk to you or other trainers after the session.
(Some of the ideas in the activity were borrowed from Tessa Woodward. See the references on page 187)

Activity 2 Working on entry 5

Time: 20 min
Materials: none

► Procedure:

-  Tell participants that they will be working on Entry 5 in which they have to write about their experience of giving and receiving feedback. They can use the notes they were making during Activity 1.
-  Ask participants to put Entry 5 into their portfolio after they have finished.
-  Give participants 5 minutes to write the main things that they have picked up from this session in the Reflection Log.

DEALING WITH CHALLENGING COURSE PARTICIPANTS

Objectives:

- to help participants explore ways of dealing with challenging trainees
- to help participants deal with resistance in training situations

Lead-in

Time: 5 min

Materials: none

► Procedure:

- 😊 Say that you would like participants to reflect on their teaching in their home institutions. Ask the following questions:
 1. In your teaching, has there been a challenging situation or a moment when you felt really uncomfortable? Did you find a way out? If so, how did you find it?
 2. Have you had any students who took no notice of the lesson or who constantly disturbed you and their peers? How did you respond?
- Say that they can also face similar situations in a training room. Say that you will be discussing some of the challenging moments in training situations.

Activity 1 I do not know what to do

Objective: to give participants an opportunity to discuss ways of dealing with challenging situations

Time: 50 min

Materials: handouts 1, 2 and 3

► Procedure:

- 😊😊😊😊 (7 min) Put participants in groups of 4. Give each group 4 pictures (handout 1 📄) and ask them to identify the problems in each case.
- 😊😊😊😊 (3 min) Now distribute a case study (handout 2 📄) per group and ask groups to identify the picture that reflects their case.

Answer key:

Picture 1 case study 1

Picture 2 case study 2

Picture 3 case study 3

Picture 4 case study 4
- 😊😊😊😊 (10 min) Distribute handout 3 📄 to each participant. Ask them to stay in their groups to discuss their case. Ask them to write possible reasons for this behaviour and their suggestions of how to deal with it on the handout. Tell them that everybody must write the reasons and suggestions during the discussion because this will help them at the next stage.
- 😊😊😊😊 (10 min) Regroup participants so that in each new group there is a representative of each of the four cases. In their new groups they should present their reasons and suggestions to other people in their group. The other participants should offer comments and ask questions.

- 😊😊😊 (10 min) As soon as they finish discussing, ask participants to go back to their original groups and add or change their suggestions on their handouts as a result of feedback received from different groups.
- 😊 (10 min) Ask groups to report back briefly on their decisions and comment as necessary.

Possible answers:

Possible reasons for the behaviour	Suggestions for dealing with each situation
<p><u>Case Study 1</u></p> <p><i>These older teachers may not be ready to accept a young trainer.</i></p> <p><i>They may not understand that training is not only learning from a trainer but also sharing ideas and experiences with colleagues.</i></p> <p><i>They may have come on the course under pressure from their authorities.</i></p>	<p><i>Give them time to adjust to their new situation as participants.</i></p> <p><i>Talk to them privately to establish rapport.</i></p> <p><i>Acknowledge their experience and invite them to contribute.</i></p> <p><i>Let the group set ground rules for behaviour.</i></p>
<p><u>Case Study 2</u></p> <p><i>This person might want to show off.</i></p> <p><i>He may be trying to catch the trainer out.</i></p> <p><i>He might just be naturally curious!</i></p>	<p><i>Let the group set ground rules.</i></p> <p><i>Talk to him privately to establish rapport.</i></p> <p><i>Establish a procedure where everyone has an opportunity to contribute.</i></p> <p><i>Set aside a special time for questions during or after sessions.</i></p>
<p><u>Case Study 3</u></p> <p><i>She might be shy.</i></p> <p><i>Perhaps she lacks the confidence to speak in front of others.</i></p> <p><i>She might be weak in English.</i></p>	<p><i>Give her time; she will give you signals when she is ready to contribute.</i></p> <p><i>Involve her in discussion when she has particular expertise to offer.</i></p> <p><i>Talk to her privately to establish rapport.</i></p>
<p><u>Case Study 4</u></p> <p><i>They may consider themselves to be the most experienced ones in the group.</i></p> <p><i>They may have a high status/position in their institutions.</i></p> <p><i>They may lack interpersonal skills e.g. the ability to listen to others patiently, to tolerate other opinions.</i></p> <p><i>They may just be naturally talkative!</i></p>	<p><i>Give them some responsibility e.g. taking notes in a discussion.</i></p> <p><i>Thank them for their valuable contribution and move quickly to another participant or another point.</i></p> <p><i>Let the group set ground rules for behaviour e.g. turn taking.</i></p>

- Summarise the activity by saying that to deal with challenging trainees trainers have to explore possible reasons for such challenging behaviour, take time to analyse the situation and respond.

Activity 2 Dealing with resistance

Objective: to help participants to explore possible reasons for resistance and ways of dealing with it in training situations

Time: 35 min
 Materials: handout 4, flipchart and markers

► Procedure:

- 😊😊😊 Distribute handout 4 📄 to participants. Ask them to read the case study and discuss the question in their small groups. Accept any reasonable answers at this stage.
- 😊😊😊 Ask participants what difference they see between this case study and the ones in Activity 1. Allow them 6 minutes for discussion and then take feedback.

Suggested answer: *the cases in activity 1 are about challenging customers in general whereas this one is specifically about resistance.*

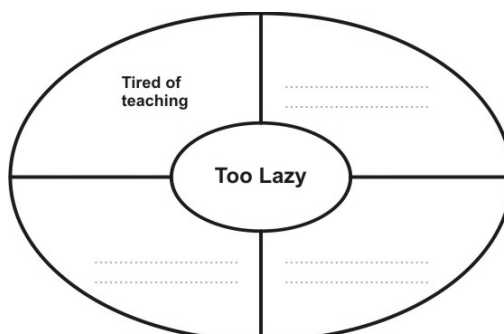
- 😊 Introduce a Problem Exploring technique. Draw a diagram on the board and write the problem in the inside circle. Elicit the possible reasons for the behaviour described in the case study and put them in the four outside parts of the diagram.

Possible answers:

- 1) *They do not see why they should change ("If it isn't broken don't fix it").*
- 2) *They have always had good results and positive feedback from their students, colleagues and authorities.*
- 3) *They feel threatened by new ideas.*
- 4) *They can't accept new theories of teaching to replace what they learned at university.*
- 5) *They can't see how the new ideas and theories can work in practice.*
- 6) *They may just be in a comfort zone and too lazy to leave it.*



- 😊😊😊 Tell participants that each of the four segments with possible reasons can be also analysed in detail. Distribute a sheet of flipchart and markers to each group and allocate one of the reasons to each group. Ask them to explore the factors related to the problem in their groups using the same technique:



Possible answers:

<i>Too lazy</i>	<i>Why should they change?</i>
<i>overloaded with family/work responsibilities have forgotten how to think because of their nature tired of teaching</i>	<i>satisfied with their work they were taught in the same way they have ready/proved/available materials don't appreciate new ideas and experiences</i>

- 😊😊😊 Ask participants to present their poster to the whole group. Comment on the posters if necessary.
- 😊😊😊 Invite participants to discuss the following questions in groups of 4:
 - How do you feel when you encounter resistance in your teaching or training?
 - Why is it important to understand the reasons for resistance before trying to deal with it?
- 😊 Get feedback from groups. Accept any reasonable answers. Comment if necessary.
- 😊 Conclude the activity by quoting Rod Bolitho (2008) "Resistance is a tool for gaining time to understand a new idea. Do not resist the resistance and do not take it as a problem. If you take it as a problem you will have a problem. Explore the challenging situations in detail and respond."

DEALING WITH CHALLENGING PARTICIPANTS

Handout 1, Activity 1, I do not know what to do

Picture 1



Picture 2



Picture 3



Picture 4



DEALING WITH CHALLENGING PARTICIPANTS

Handout 2, Activity 1, I do not know what to do

✂-----

Case 1

Read the case study and discuss the questions in your groups.

Two of my trainees usually ignore me as a trainer. While I am delivering a session they keep talking about their personal problems and I cannot say anything to them as they are older than me. In my culture we respect older people. I do not know how to behave.

1. What could be the reasons for this behaviour?
2. How would you deal with it as a trainer?

✂-----

Case 2

Read the case study and discuss the questions in your groups.

One of my participants repeatedly tries to catch me out with challenging questions about language and terminology. He does this in open sessions, in front of the whole group. Sometimes I can answer his questions but usually I can't. This frustrates me and I am worried about losing my credibility with the other participants.

1. What could be the reasons for this behaviour?
2. How would you deal with it as a trainer?

✂-----

Case 3

Read the case study and discuss the questions in your groups.

I notice a participant who never says a word in open sessions and doesn't seem to contribute anything to group tasks and discussions. I am concerned about the extra burden this places on other participants, but I am also frustrated because her silence means that she reveals nothing about herself to me or the others.

1. What could be the reasons for this behaviour?
2. How would you deal with it as a trainer?

✂-----

Case 4

Read the case study and discuss the questions in your groups.

There are 20 participants in my training room. Most of them are open to discuss different questions. The problem which worries me most of all is my two trainees who always dominate in discussions. They never give other participants a chance to talk. I don't know whether to stop them talking or let them continue talking non-stop. I might hurt their feelings.

1. What could be the reasons for this behaviour?
2. How would you deal with it as a trainer?

✂-----

DEALING WITH CHALLENGING PARTICIPANTS

Handout 3, Activity 1, I do not know what to do

Possible reasons for the behaviour	Suggestions for dealing with a challenging situation

✂-----

DEALING WITH CHALLENGING PARTICIPANTS

Handout 3, Activity 1, I do not know what to do

Possible reasons for the behaviour	Suggestions for dealing with a challenging situation

DEALING WITH CHALLENGING PARTICIPANTS

Handout 4, Activity 2, Dealing with resistance

Read the case study and discuss the question in your groups.

I am delivering a new INSETT course on teaching English as a foreign language. There are 20 participants with varying levels of teaching experience. Whenever I introduce a topic, there are some participants who say that they have been really comfortable with their traditional teaching methods over the years. They do not want to accept new ideas or methods of teaching. I do not know what to do with these trainees.

What could be the reasons for this behaviour?



DEALING WITH CHALLENGING PARTICIPANTS

Handout 4, Activity 2, Dealing with resistance

Read the case study and discuss the question in your groups.

I am delivering a new INSETT course on teaching English as a foreign language. There are 20 participants with varying levels of teaching experience. Whenever I introduce a topic, there are some participants who say that they have been really comfortable with their traditional teaching methods over the years. They do not want to accept new ideas or methods of teaching. I do not know what to do with these trainees.

What could be the reasons for this behaviour?



DEALING WITH CHALLENGING PARTICIPANTS

Handout 4, Activity 2, Dealing with resistance

Read the case study and discuss the question in your groups.

I am delivering a new INSETT course on teaching English as a foreign language. There are 20 participants with varying levels of teaching experience. Whenever I introduce a topic, there are some participants who say that they have been really comfortable with their traditional teaching methods over the years. They do not want to accept new ideas or methods of teaching. I do not know what to do with these trainees.

What could be the reasons for this behaviour?

GLOBAL ENGLISH RESOURCES

Objectives:

- to familiarise participants with British Council 'Global English' products
- to help participants to use resources in their workplaces and for their professional development

Lead-in

Time: 5 min

Materials: board

► Procedure:

- 😊 Ask what resources the teachers in their home institutions normally use in their work and for their professional development.
- Accept all answers and write them on the board.
- Say that in the era of information technologies it has become easy to access the latest news about English language teaching in the Internet. Emphasise that the British Council has launched a number of global products. Add that in the next activity they will have an opportunity to explore some of those products.

Activity 1 Global English products on-line

Objective: to give participants an opportunity to explore English Global products on-line and present their findings to each other

Time: 40 min

Materials: handout 1, four computers with Internet access

► Procedure:

- 😊 Divide participants into groups of four and distribute handout 2 📄 with Global English products sites and tasks. Assign each group a computer with Internet access and the site URL. Say that they have 20 minutes to explore the site and prepare a five minute presentation on its main features. Say that each participant will have to give a presentation about their site to other groups.
- 😊 When they have finished, regroup participants, so that each group has representatives from groups A,B,C and D
- Say that participants should familiarise their peers with the sites they have explored and that they have 20 minutes to this.
- When they have finished, invite participants to a bigger group and ask to discuss which site has attracted their attention more than others.

Activity 2 English products

Objective: to give participants an opportunity to explore English products on CDs

Time: 45 min

Materials: 3 computers, DVD teaching speaking, ELA DVD, The teaching English CD-ROM, flipchart and markers

► Procedure:

- 😊😊😊 Divide participants into three groups, assign each group a computer and distribute DVDs and CD-ROM with Global English products. Say that they have 20 minutes to explore them and prepare a poster reflecting their main features.
- When they have finished, ask groups to post their flipchart on the wall.
- Ask participants to have a look at the other posters and discuss them.

GLOBAL ENGLISH PRODUCTS

Handout 1, Activity 1, Global English products



Group A: iPad app

http://bcnet.britishcouncil.org:8000/ee/globalproduct/LE_mobile.htm

The British Council has launched an iPad app: an interactive pronunciation chart called Sounds Right. It has been featured in the 'new and noteworthy' section of the US, Hong Kong, Singapore and China app stores. If you don't have an iPad, a short film at <http://www.vimeo.com/15420120> demonstrates the programme.

The presentation should focus on the product background, its main features and benefits for teachers, and advice on how to use the site.



Group B: TeachingEnglish – CLIL Essentials

http://bcnet.britishcouncil.org:8000/ee/globalproduct/TE_CLIL.htm

This new course helps primary and secondary school teachers understand CLIL methodology and apply good practice in the classroom. There is an intranet toolkit with advice on how to deliver the course and a new CLIL section on the TeachingEnglish website with links to materials and articles about both practical issues and the background theory of CLIL.

The presentation should focus on the product background, its main features and benefits for teachers, and advice on how to use the site.



Group C: Online English Suite

<http://alison.com/course/category.php?id=11>

This interactive, multimedia version of the Online English Suite includes six sequential courses from pre-intermediate to upper-intermediate. The courses are all self-access and include activities such as listening, drag and drop, matching exercises, gap-filling and multiple choice tasks. They also feature interactive, real-life situations with native speakers of English to give learners practical opportunities to improve their fluency and understanding.

The presentation should focus on the product background, its main features and benefits for teachers, and advice on how to use the site.



Group D: Continuing Professional Development

<http://www.teachingenglish.org.uk/transform>

TeachingEnglish-Transform has been updated to incorporate the Continuing Professional Development Framework. The framework encourages teachers to reflect on the stage they are at in their careers, and makes suggestions for professional development at each of those stages, from a trainee to a specialist.

The presentation should focus on the product background, its main features and benefits for teachers, and advice on how to use the site.

ACTION PLANNING TOWARDS CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

Objectives:


- to give participants an opportunity to work on their action plans
- to give participants a chance to reflect on Module 2 of the TTT Programme

Lead-in

Time: 15 min

Materials: none

► Procedure:

-  Ask participants the following questions one by one:
 1. How did your experience on this course as well as the DUET one contribute to your professional development?
 2. Do you now think that your development as a teacher is over?
 3. How will you continue your professional development? (**Possible answers:** *reading and writing articles; making presentations; conducting training for teachers; organising conferences etc.*)
- Summarise by saying that Continuous Professional Development (CPD) is very important for those who want to develop personally and professionally. Say that a well developed action plan is an important step towards CPD. Say that in this session they will have a chance to work on their action plans.



Activity 1 Reflection on Module 2

Objective: to give participants a chance to reflect on Module 2 of the TTT Programme

Time: 30 min

Materials: handout 1 (questionnaires)

► Procedure:

-  Say that before they start working on their action plans you want participants to share their reflection on Module 2 with their partners. They can tell each other what session they have benefited most or which sessions were unclear. They might talk about what they haven't liked about Module 2.
- As soon as they have finished sharing their ideas, distribute handout 1  to each participant and ask them to complete questionnaires individually based on their reflections. Say that these questionnaires are important to the TTT programme administration to improve the quality of the training; therefore, ask them to be as specific as possible in their answers to each question.
- When they have completed the questionnaires, collect them and thank

participants for their efforts.




Activity 2 What will you do next?

Objective: to give participants an opportunity to work on their action plans

Time: 25 min

Materials: handouts 2 and 3

► Procedure:

- Distribute handout 2  to participants and ask them to complete it individually. Give them enough time.
- When they have finished, distribute handout 3  to each participant. Ask them to think about their dream goal (lifetime dream) about their profession (e.g. to become a teacher trainer) and write it on top of the pyramid.
- Ask participants to put their plans into categories given on handout 3 .
- Invite volunteers to share their plans with the whole group.
- Comment on the plans if necessary. Note that sometimes participants may argue about short-term and long-term plans. As there is no exact border between the short term and long term, advise them not to worry too much about the distinction and simply to listen to each other.

Wrap up

Time: 20 min

Materials: four sheets of flip chart paper with participants' expectations done on the first day of the course in Session 1 (Activity 3), a small ball

► Procedure:

- Put the sheets of flip chart paper with participants' expectations written in Session 18 on the board. Take participants through their expectations. Ask them whether or not their expectations have been met. Discuss these expectations with participants and tick the ones they say have been met. If there are any expectations that participants do not think are met, comment on them.
- Invite participants to come to the middle of the room and make a circle. First throw a small ball to someone and ask him/her the following question:

How do you feel now that this programme has come to an end?
- That person answers the question and then throws the ball to someone else. In this way the activity continues till everybody answers the question.
- As a trainer, you can also tell participants all your positive feelings about them and the programme. On this point finalise the programme.

ACTION PLANNING TOWARDS CPD

Activity 1, Handout 1 Questionnaire

Training the Trainers Programme

End-of-Course Questionnaire for Participants

Dear Participant,

We would like to know how far the Training the Trainers Programme met your expectations, and how useful you found it.

Your name (Optional)

City.....

Institution

1. How do you feel by the end of Module 2? Tick as many boxes as you like.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Interested | <input type="checkbox"/> Bored |
| <input type="checkbox"/> Worried | <input type="checkbox"/> Comfortable |
| <input type="checkbox"/> Confused | <input type="checkbox"/> Relaxed |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Other, please specify |
-

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

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

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4. Did you benefit from the Distance Module? If you did, in what ways?

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5. What problems did you face in the Distance Module?

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6. What did you learn from microtraining?

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7. What challenges did you face in microtraining?

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

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9. Did you feel comfortable working with other participants over Module 2? Please comment.

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

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11. Are there any other topics that you would like the programme to focus on?

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12. To what extent did the programme meet your expectations?

Fully Partially Not at all

Comments.....
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13. Would you recommend this programme to your colleague? Why/Why not?

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14. What would you suggest changing or improving in the TTT Programme?

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Thank you for cooperation!

ACTION PLANNING TOWARDS CPD

Activity 2, Handout 2

Think about the future. What would you like to do in order to develop ...

as a teacher?

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as a trainer?

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as a person?

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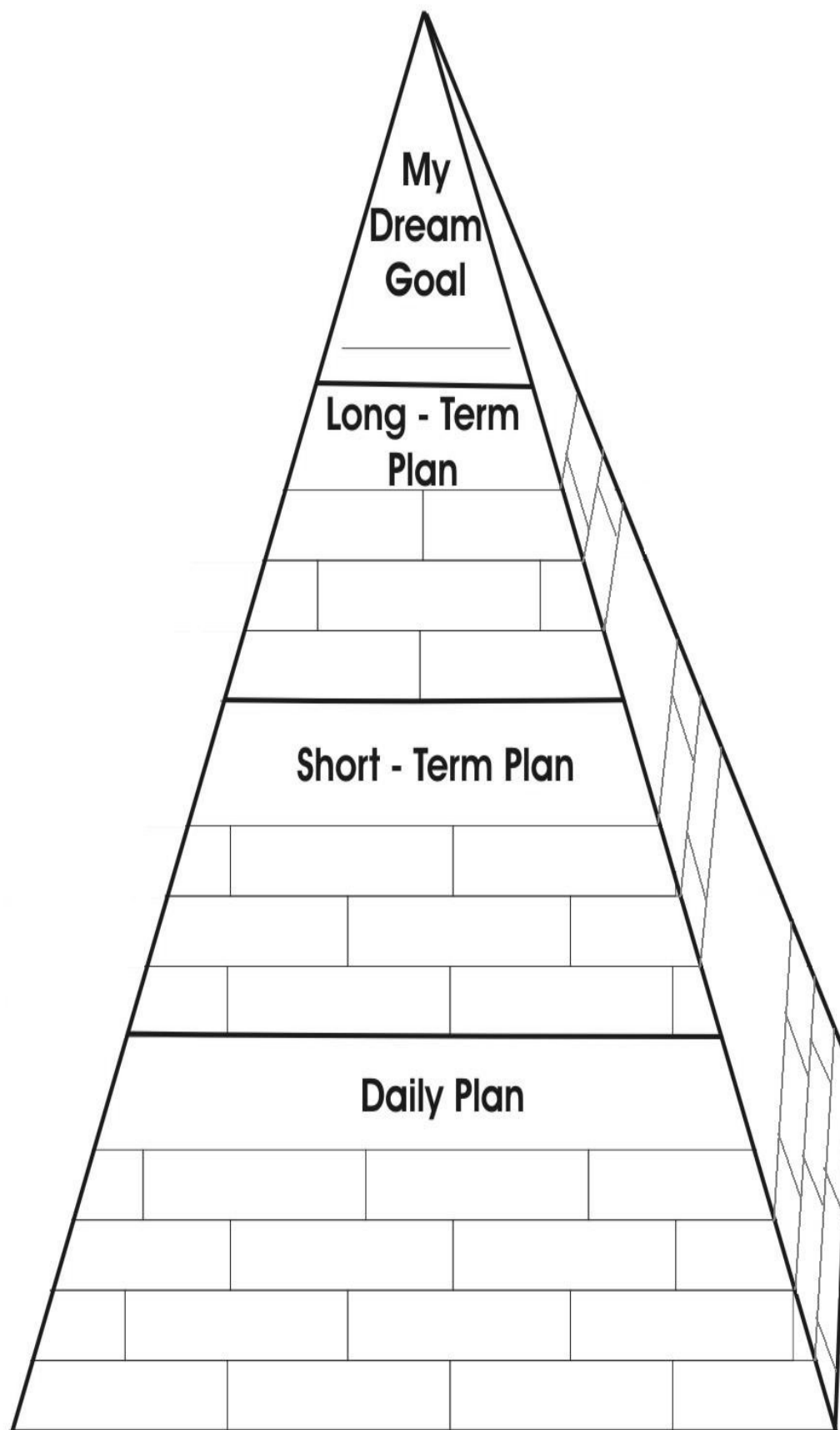
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ACTION PLANNING TOWARDS CPD

Activity 2, Handout 3



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3. British Council, <i>Teaching speaking DVD training video</i>	Session 30 Global English resources
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|---|--|
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| <p>18. Shapira A., <i>Reading in phases</i>, ETP, Issue 49, March 2007</p> | <p>Session 15
 Facilitating article discussion</p> |
| <p>19. Stannard R., <i>Sound Instruction</i>, ETP, Issue 49, March 2007</p> | <p>Session 15
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| <p>20. Szesztay M., Bolitho R. and Einhorn, (2007), GROUPLEAD, <i>M. ECML Facilitation CD</i></p> | <p>Session 9
 Interaction in the training room</p> |
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14. Wright T. and Bolitho R., (1993), Language awareness: a missing link in language teacher education? *ELT Journal Volume 47/7, October 1993, pp 292-304*

LIST OF RESOURCES NEEDED FOR THE COURSE

STATIONERY

1. 1 pack of A4 paper (excluding handouts)
2. 1 flipchart
3. 1 pack of blue tack or Scotch tape
4. 3 board markers of different colours
5. 10 permanent markers of different colours
6. 5 scissors
7. 10 glue sticks

EQUIPMENT

1. DVD player
2. TV set
3. CD player
4. Copier
5. 4 computers

FEEDBACK

This programme has given me a new insight into the roles of a good teacher trainer who should be a facilitator encouraging teachers to express and share their opinions.

Diana Mazgutova, teacher trainer from Samarkand State Institute of Foreign Languages

This course has helped to enhance our observation skills where we learn to discuss and give friendly constructive feedback rather than criticise.

Dilyafuz Giyazova, teacher trainer from Samarkand State Institute of Foreign Languages

For us, teacher trainers from the regions, this course has given us wide networking opportunities, where we found the-same-thinking-peers across the country and beyond.

Gulnora Nasirova, teacher trainer from Andijan State Pedagogical Institute of Languages

The course has built up my confidence as a teacher trainer. I've learned to be more tolerant and cooperative with peers. I've been teaching for 10 years and had questions I couldn't find answers to. This programme not only answered my queries, but showed many more ways to become a good facilitator rather than a person who knows all the answers.

Gulro Mamadalieva, teacher trainer from Andijan State Pedagogical Institute of Languages

For me discovering the main differences between teacher and teacher trainer roles was an eye opener.

Kamola Alimova, teacher trainer from Uzbek State World Languages University

Teachers in our home institution are excited and ask what we have learned in the course. We organised article discussions in the ways that we learned at TTT course and they found them really useful.

Shakhnoza Mustanova, teacher trainer from Samarkand State Institute of Foreign Languages

The key message for me is that Teacher Trainer is an equal while Teacher is treated as an authority in the classroom.

Zebo Niyazova, teacher trainer from Uzbek State World Languages University