



Ministry of Education

English for Ethiopia

Teacher Training Manual

Grades 1-4

Addis Ababa
Ethiopia



Acknowledgments

This manual was produced with financial and technical support of the American people through the United States Agency for International Development (USAID) in collaboration with the Ethiopia Ministry of Education, Regional States Education Bureaus and the READ TA Project.

The Ministry of Education wishes to thank the American people and individuals and groups who were directly or indirectly involved in writing, reviewing and publishing this Teacher Training Manual.

International Consultant:

Mary W. Spor, PhD

National Consultants:

Jemal Mohammed, PhD

Fekadu Mulugeta, PhD

Authors

Anteneh Abebe

Bizunesh Andargachew

Bernabas Debelo

Berhan Demeke

Tadesse Hirpa

Sirak Mekonnen

Abdiaziz Mohammed

Ahmed Mohammed

Fisseha Motoma

Mebratu Mulatu, PhD

Hamid Mustefa

Chot Pal

Getu Shibabaw

Solomon Worku

Debebe W/senbet

DISCLAIMER

This document was produced with support from the U.S. Agency for International Development through the USAID/ Ethiopia READ TA Project under Cooperative Agreement No. AID-663-A-12-00013.

This publication was produced for review by USAID and was prepared by RTI. The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Table of Contents

General Introduction	4
Introducing the Teacher’s Guide and Student Book	7
Gender Responsive and Inclusive Teaching-learning	10
Oral Language/Listening	18
Oral Language/Speaking	26
Phonemic Awareness and Phonics	34
Vocabulary/Word Study	44
Reading	53
Writing	65
Grammar	74
Practice teaching a full lesson	82
Reference List	84

How to use this manual

This manual was developed to be used by trainers to train school teachers in how to implement the Teacher's Guide and Student Books for the revised English for Ethiopia, grades 5-8. Before training, trainers should read the entire manual and become familiar with all its parts. Make sure you understand all the activities and the terminology.

This is a materials based training workshop. Hence, this manual must be read along with the Teacher's Guide and Student Books. Participants in this workshop will need to make frequent reference to the Teacher's Guide and Student Books and practice the activities that it contains during the course of this training.

This manual shows trainers how to activate participants' prior knowledge and address the purpose of the revised material. It demonstrates how to teach each language skill and subskill. The manual will lead you through how to introduce participants to the components in the books, show them sample techniques that are used in the books, and present ways to conduct effective lessons for all students under each component. The manual outlines a daily training schedule for the course of the workshop and is organized according to that schedule.

Each day begins with the day's objectives and ends with a reflection of the day's topics.

Using the Teacher's Guide

The Teacher's Guide follows the student textbook step-by-step. The Teacher's Guide has instructions on how to introduce, practice and apply each skill. The Teacher's Guide has questions and instructions for the teacher on how to teach each skill. The listening comprehension texts are only in the Teacher's Guides. For all these reasons, it is essential that the teacher use the Teacher's Guide daily as they teach each lesson. Without daily using the Teacher's Guide it is possible that the students will not get clear and systematic instruction in how to develop the skills included in the books. In order to ensure that all the students acquire the minimum literacy skills for each grade, the students are explicitly taught each skill and have a chance to practice and apply their learning. They then will experience success in learning the language, which in turn will motivate them to continue their learning.

Conducting Gender Sensitive and Inclusive Training

To ensure the active participation of women and men participants in your training, it is important to use the following mechanisms.

You must ensure that verbal and non-verbal communication in the training hall is inclusive of both women and men participants and does not discourage women from participation. Hence, use gender inclusive language such as both “he” and “she” interchangeably or employ non-gender specific terms, avoiding gender biased proverbs and jokes by facilitators themselves or participants. You should also note your non-verbal communication and avoid using discouraging body language when participants are speaking such as rolling of the eyes or not looking at the participant while she/he is speaking,.

When asking for responses, tell participants you would like to hear from women and men equally. If you know participants’ names, call upon women and men by name to respond. Find appropriate ways to encourage women participants to speak and/or to take leadership roles, such as being the representative who reports group work to the large group.

Make a special effort to greet and welcome the quiet and/or reluctant participants and trainees with disabilities to your training/workshop and provide appropriate support. For example, by speaking with quiet and/or reluctant participants individually during tea breaks and learning their names, they may feel more comfortable participating in the discussions and activities that you are facilitating.

Make sure that the icebreaker, the jokes and the example you or your participants use do not embarrass women or any category of religion, ethnicity, economic status, disability etc.

Timing

We have allocated time for each broad activity. However, the trainer can be flexible in adjusting the time frame.

Teacher Training schedule for English for Ethiopia Grade 1-8

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Introduction	Oral Language/ Listening	Language/ speaking	Phonemic awareness	Vocabulary/ word study	Reading	Reading	Writing	Language pattern/ Grammar	Practice Teaching a Full Lesson
Contents Objective Cross cutting issues Stages of English Literacy	Introduction Discussion Teaching listening skills	Introduction Teaching speaking skills	Introduction Teaching phonemic awareness	Introduction Teaching vocabulary/word study skill	Introduction Teaching reading Skills	Practice teaching Reading	Types of writing Writing conventions Practice teaching writing skills and reflection	Introduction Teaching Grammar	Introduction Practice teaching
Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break
Introducing the teacher's guide and the student Book	Stages of listening Demonstration/modelling Practice	Demonstration/modelling Practice	Demonstration/Modelling Practice	Teaching vocabulary/ word study skill Practice	Teaching reading skills teaching reading fluency	Practice teaching Reading and reflection Plenary	Practice teaching writing skills and reflection	Modeling teaching grammar	Practice teaching
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Tea Break	Lunch	Lunch
Practice and reflection	Practice and reflection on teaching Listening	Practice and reflection on teaching speaking	Practice and reflection on teaching Phonemic awareness	Practice and reflection on teaching vocabulary/ word study	Teaching reading comprehension	Writing Introduction Teaching writing skills	Practice teaching writing skills and reflection	Practice Teaching language pattern/grammar	Practice Teaching Discussion and Reflection
Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break		Tea Break
Practice and reflection	Practice and reflection Plenary	Practice and reflection Plenary	Practice and reflection Plenary	Practice and Reflection Plenary	Demonstration/Modelling teaching reading Practice	Stages of the writing process Demonstration/modelling	Practice and reflection Plenary	Practice and reflection Plenary	Discussion/ Reflection Plenary

Teacher Training Manual for *English for Ethiopia*, Grades 1-4

General Introduction

This Teacher Training Manual (TTM) is correlated with the content of the revised *English for Ethiopia*, grades 1-8 student books (SB) and teacher's guides (TG). It includes research based suggestions for building students' listening, speaking, reading, writing and vocabulary skills. Each skill is presented separately in terms of focus, but other skills may be included. For example, when teaching a lesson focused on listening skills, speaking and other skills are likely to be included. This is the nature of language and language learning.

The teaching of each skill is presented through sequential skill and concept development using strategy based activities that generate active, communicative learning. The skills introduced and taught must be meaningful and relevant to students as individuals in order to maximize their learning. Knowledge of English by Ethiopians can serve as a bridge to economic development through the ability to communicate with others throughout the world as English is the most commonly used language among foreign language speakers.

Research on how children learn shows that teaching is not effective when the classroom is teacher-centered and the teacher communicates skills and concepts to a passive student. Effective teaching is student-centered and interactive. Students must be given meaningful activities to which they can relate to become actively engaged in the learning process. If background knowledge does not exist or is limited, it must be developed through pictures and other concrete materials. This process of learning must be strategic. Strategic instruction is a systematic approach to build understanding. It involves using strategies before, during and after learning a concept to enable students to better comprehend and remember what is taught. It provides a path to skill development.

Strategic instruction empowers students to facilitate and monitor the development of skills and knowledge. The steps include: explicit modeling of how to use the strategy (I do), guided practice (We do) and independent use (You do).

1. First the teacher must decide which strategy or strategies to use to help students learn a skill or concept. A teacher's guide which accompanies each student book contains detailed suggestions for teaching the content of the student books.

2. Modeling (I do)

Then the teacher must model the strategy to help students observe and to understand the concept and acquire the skill being modeled. Sometimes this must occur more than once for student understanding.

3. Practice (We do)

Students should work with a partner or in a small group with teacher guidance to practice the strategy until they fully understand how to use it.

4. Independent Use (You do)

Students are able to use the strategy independently.

Stages of English Literacy Development and Learning

Literacy development and learning in the *English for Ethiopia* textbooks follow a developmental progression through the specific stages detailed below. This Teacher Training Manual provides suggestions for enhancing teaching and learning of English by focusing on the five literacy skills of listening, speaking, vocabulary, reading and writing through the use of an integrated skills-based, active learning model that is developmentally appropriate.

Children move through each stage of literacy development at different rates. Movement through the stages may be slower for those who have learning difficulties regardless of age. No matter what the stage of literacy development, all students will need frequent opportunities to interact with their peers in both academic settings in classrooms and in social settings at recess, at home and in the community to help them build their literacy skills. Students also need support, guidance and feedback during the learning process from various entities.

Early Emergent Stage (Grade I)

At the Early Emergent Stage, students learn Concepts of Print and the upper and lower case letters of the English alphabet. They develop an oral knowledge (phonemic awareness) of individual letter-sounds and the ability to read and write the letters associated with the sounds

(phonics). They also learn to read words with diagraphs (two letters that form one sound - **day**), blends (two or three letters where each sound is heard - **spoon**) and other language conventions. Instruction begins with consonants and short vowels and progresses to orally using and reading short words and sentences. Students learn to identify colours and associate real objects and those depicted in pictures with words. They learn to draw lines and shapes in preparing for writing and learn to count and write numbers and number words up to 20 and other concepts basic to literacy learning. Students begin to make the connection between spoken and written language and understand that both pictures and words convey meaning. They also write letters, words and short sentences and respond to literal and higher level thinking questions related to concepts orally discussed and text listened to or read. Listening texts relate to topics that students know and are taught using strategies such as prediction and verification.

Students become acquainted with the rhythm and rhyme of the English language through song and other oral activities. At this level, *English for Ethiopia* textbooks have controlled vocabulary, repetition, abundant picture support, familiar concepts, language patterns that introduce them to grammatical structures, simple sentences and short informational and narrative connected text.

Emergent Stage (Grade 2)

Students enter this stage having developed an understanding of the skills identified in the Early Emergent Stage and have knowledge of a significant number of sight words and high frequency words. Their development of the use phonics for reading, pronouncing and recognizing the meaning of words continues. In the Emergent Stage, students are able to use simple comprehension strategies and word-attack skills. They continue to listen to and read informational and narrative text with their varied text structures and begin to understand they are reading for different purposes. Development of literal and higher level thinking skills continues. Books contain more complex sentence structures, have fewer pictures and illustrations than in the Early Emergent Stage, and repetition is not quite as evident.

Early Fluent Stage (Grade 3)

At this stage students are transiting from learning to read to reading to learn. The use of the five literacy skills becomes more natural as students continue to practice using them. Comprehension

becomes more of an emphasis as students encounter more complex sentence structures and different types of text as they move toward more independence with oral and written literacy skills. Fluent reading (use of appropriate rate, accuracy and expression) becomes more of a factor in comprehension as a greater variety of text is experienced when students begin to work with different genres. Levels of independence in relation to learning vary with the difficulty of text being read. Text encountered becomes more complex with more vocabulary and fewer pictures or illustrations, depending upon the content being studied.

Fluent Stage (Grades 4-8)

Students should be able to read various types of text more fluently and use writing to convey different types of meaning. Their main focus becomes comprehension as they use various strategies to facilitate the learning of content using the five literacy skills of listening, speaking, vocabulary, reading and writing. More independent reading of narrative and informational text is usually required. Books at this stage have more challenging vocabulary, more variety in content and topics, longer and more complex sentences and varied text structure. Students continue to improve their literacy through application of the five literacy skills in an integrated manner.

Introducing the Teacher’s Guide and Student Book

Objectives

At the end of the training, trainees will be able to:

- demonstrate a clear understanding of the contents and structure of the teacher’s guide and student books;
- articulate the contents and structure of the revised materials; and
- demonstrate the ability to correlate the content of the teacher’s guide and student book to a plan for instruction and implement that plan in a meaningful, effective manner in the classroom.

After **reviewing the objectives** with trainees, ask them the questions below to determine their levels of experience in using a teacher’s guide for planning and implementing the plan for instruction.

1. Have you ever used a teacher's guide in your teaching?
2. What is the purpose of a teacher's guide?
3. Do you think there will be a difference in planning and instruction when using a teacher's guide or not using a teacher's guide.

Ask trainees their **beliefs about whether a teacher's guide is needed** and why or why not.

Possible Answers:

1. Experienced teachers may consider using a teacher's guide a waste of time.
2. Less experienced teachers may consider using a teacher's guide important and are highly dependent on it.
3. A teacher's guide may be considered to be the only resource and, thus, restricts creativity.

Based on the reflection from the trainees on their knowledge and experience of teacher's guide use, ask them to **look at the teacher's guide for each grade**. Provide the following guiding questions.

1. What are some of the benefits of using the teacher's guide when planning instruction?
2. What are some of the benefits of using the teacher's guide during the lesson?
3. What are the challenges of using the teacher's guide?
4. How can a teacher receive the maximum benefit from a teacher's guide?
5. Should other resources be used when planning and implementing instruction?

Read the quotation below from the **introduction to the content of the teacher's guide** and describe the expected benefits of the teacher's guide.

"This *English for Ethiopia* material is prepared based on the revised syllabus and scope and sequence of the English Curriculum materials. The materials intend to provide students necessary vocabularies and language items so that students can use the English language as a medium of instruction in the later grades. In order to help students acquire the relevant language competence at this level, the contents included in the material and the language learning pedagogy suggested to be followed also are revised."

1. Content of the teacher's guide:

Ask trainees to identify the content by focusing on the introduction.

In this part of the teacher's guide have trainees read and summarize the sections on:

- organization of the material,
- assessment techniques and the feedback provision, and
- inclusiveness: gender and disabilities.

2. The topics and subtopics:

Ask trainees to look in depth at one unit of instruction and identify the organization of content in the materials.

The teacher's guide contains both language inputs and methodologies. Inform trainees that the guide provides step-by-step instructions on how to deliver each lesson. Ask trainees to identify what they think is most useful to them in the teacher's guide.

Alignment of the Teachers Guide and Student Books

Ask trainees to look through the teacher's guide and the student books side-by-side and discuss the questions below. Tell trainees that they can use a unit from the books as a reference.

1. What are the similarities between the teacher's guide and the student book?
2. What are the differences between the teacher's guide and the student book?
3. What is the focus of each book?
4. What are the benefits of using both books in a class session?

After trainees are familiar with the content of the books, provide the following **suggestions for guidance for the teacher's guide**:

1. Give specific strategies for implementing the gradual release mode.
2. Discuss assessment and support strategies.
3. Discuss the time limit of 40 minutes for each lesson, each day in terms of content and time on task.
4. Provide additional suggestions for songs, listening text and model questions and answers which are not found in the books.
5. Discuss specific methodology for responding to diversity and inclusion.

Gender Responsive and Inclusive Teaching-learning

Gender Responsive Teaching and Learning

Objectives

- Identify the main gender issues within the classroom
 - Understand and explain teaching strategies that foster gender equity with in the classroom
- Gender equitable classroom management

Introduction (Background Information for the trainer)

Teachers must create an enabling learning environment where male and female students could equally participate and benefit from classroom instruction with in the classroom. Teachers who are not aware of gender diversity or are unconscious of gender bias in the classroom tend to call on males more often, ask males more challenging questions, appoint mostly boys to be small group leaders, give minimal wait time for females' answers, provide more positive feedback and remediation to males, ignore sexual harassment perpetrated towards females etc. (Exploring the Gendered Dimensions of Teaching and Learning, Background Paper for the Education for All Global Monitoring Report 2013)

These types of gender biased approaches will negatively affect the learning outcome of female learners.

Activity

Indicators of gender bias within the classroom and its effect

- I. Have participants get into small groups. Tell groups to draw a picture of a girl and a boy and give them a name and ask them to discuss the following questions, write their answers next to the picture and present.
 - a. What is she/he expected to do? How is she/he encouraged to act?
 - b. What is she/he discouraged from doing? How should she/he not act?
 - c. What about in the classroom? What is she/he encouraged or expected to do because she/he is a girl/boy? What is she/he discouraged from doing because she/he is a girl/boy?
 - d. How do you think these expectations affect his/her learning outcome?

2. After 30 minute ask 4 groups to present their answers. If time allows, after each presentation ask other groups if they have additional things that are not mentioned in the presentation to have every one's input on the issues. Each group can be given 5 minutes (including discussion).

In the remaining 10 minutes, conclude the session by emphasizing on the following points:

There are traditional gender roles and characteristics that are assigned to the “Masculine” and “Feminine” gender in the society. Usually, boys and men are expected to assume productive professional roles and exhibit characteristics like wisdom, bravery, strength, honesty, aggression, and kindness while girls/women are limited to home-based or reproductive roles

(e.g., sewing, cooking, weaving, cleaning the home, taking care of the children) and be passive, dependent, emotional, indecisive.

These types of stereotypical role assignment and characterization are also reflected in schools and classrooms. Males are more likely to be active within the classroom, take leadership roles in group works, and receive more teacher questions and feedbacks than females which creates inequity within the classroom that limits the aspirations and future opportunities of the disadvantaged groups.

Activity

Strategies for teachers to conduct gender equitable classroom

There are some teaching strategies which are found to be helpful in conducting gender sensitive classrooms to address the needs and interests of both female and male learners.

Identifying strategies to conduct gender equitable classroom

Have participants get into small groups. Ask the participants to read the following story (*can be passed out or shown on chart-paper or a projector*), discuss and present to.

Debebe and Alemnesh are brother and sister. They are just 11 months apart. Debebe is an excellent student. He is awake and active in class. He is on time. He stays after school to work on homework and visit with his teachers. Alem is not a very successful student. She is

often late and falls asleep in class. She refuses to stay after school and hurries home. You are their teacher. You cannot figure out how two people with same mother, same father, same house, almost the same age, same grade and section function so differently at school.

- What do you think might be contributing to Debebe's success? What do you think might be contributing to Alemnesh's challenge?

- If you were their teacher, what can you do to support the female student

1. After 20 minutes, ask the 4 groups to present assigning 5 minutes for each presentation. Ask other groups if they have additional things that are not mentioned in the presentation, to have everyone's input on the issues.

2. In the remaining 20 minutes, conclude the discussion by emphasizing on the following points:

Teachers must pay attention to the teaching and learning materials, language, and classroom set up, classroom interaction, sexual maturation and sexual harassment in the classroom to create an enabling environment for female and male learners.

Teachers should review the educational material they use in the classroom for its gender sensitivity in terms of its portrayal of both male and female characters in texts and illustrations. If teachers come across materials that portray girls/women and boys/men in stereotypical roles they should try to fill the gap by adding interpretation and examples to capture gender responsiveness.

Teachers must be cautious not to reinforce gender stereotypes in their verbal and non-verbal language use in the classroom. They should avoid usage of idioms, proverbs and jokes that undermine one sex group and praise another. In providing examples or instructions, they shall utilize gender neutral pronouns rather than persistently applying pronouns that refer only to boys or girls. Non-verbal communication is equally important and teachers must pay attention to their body language when students are speaking. Giving the same level of attention and encouraging all students equally help girls to develop self-confidence. Students'

seating should be arranged in a way that enables all learners to actively participate in the classroom activities

In their interaction with students in the classroom, teachers should ensure that they have given equal opportunity to male and female learners. For instance, calling and addressing both learners a balanced number of times and with equally stimulating demands, giving equally intensive and constructive feedback to male and female students, assigning various and non-stereotypic roles and functions to each student in group tasks etc. •

Teachers need to be conscious of physical and psychological changes exhibited by females and males and due to sexual maturation and provide appropriate support and guidance to both male and female learners.

Teachers should refrain from making any sexual comments, gestures, and sexual advances against female or male learners and take remedial actions if it is perpetrated by students themselves.

Teachers should work with parents, counselors, and Parent, Teacher, Student Associations (PTSA) to support girls who are lagging behind.

Finally remind participants that these strategies are provided in the front matter of the Teacher's Guide and they shall implement them to benefit both their male and female students from the MT curriculum. A self-checking checklist is also attached in the appendix to help teacher assess themselves for gender sensitivity.

Inclusive Education

Objective

- To create a clear understanding of inclusive education and Students with special educational needs.
- To identify and provide instructional support for students with special educational need within classroom.

Definition of inclusive education and students with special educational needs

1. Have participants get in to small groups. Tell groups to brainstorm on the following questions and present to the entire group.

- What do you think inclusive education means?
- Who are students with special educational needs? Why do we need to know about students with special educational needs?
- Who are students with special educational needs?

2. After 10 minutes ask 3 groups to present. If time allows, after each presentation ask other groups if they have additional suggestions that are not mentioned in the presentation to have everyone's input on the issues. Each group can be given 5 minutes (including discussion).

In the remaining minutes, conclude the session by emphasizing the following points:

According to UNESCO (2005),* 'Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners ... As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society.'

Thus, inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. Inclusion emphasizes that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher

education, teacher education, and education management. It also gives emphasize on groups of learners at risk of marginalization, exclusion or underachievement. The educational environment must be adjusted to meet the needs of all learners. *UNESCO (2005). Guideline for Inclusion. Paris. That means, Inclusive education is based on an assumption that all children can learn if they are given the right learning environment and support. It is about practical changes of the school and its system including, attitude of the school community, teaching style or instructional adaptation, educational provisions, curriculum modification, physical adaptation for all children, with diverse backgrounds and abilities (MOE,2012)

I. Learners with Special Educational Needs

The term Learners with Special Educational Needs refers to learners who, for a variety of reasons, encounter problems in learning sometimes during their educational career, and are in need of additional support for short or long periods.

Another way of describing this group is learners who experience barriers to learning and development. Whatever term is used, learners' difficulties can arise from a range of factors leading to disadvantage and marginalization, especially the following:

- Disabilities, impairments and social-emotional problems,
- Gifted and talented,
- Socioeconomic deprivation, including malnutrition,
- HIV/AIDS,
- Ethnic/cultural minority status,
- Location in isolated rural communities,
- Experience of war and conflict

Special needs education refers to the range of provisions for learners with disabilities, impairments or social-emotional difficulties. These may include everything from special schools, through special classes, to inclusive education.

Tell Participants that they can refer to the Appendix for definition of different categories of students with special educational needs

2. The rights of students with special educational needs

The rights of students with special educational needs to access education is a human right recognized in Principle of Universal Primary Education (UPE), Education for All (EFA) 2015 goals, UN Conventions on the Rights of Persons with Disabilities (CRPD) that Ethiopia ratified. The Federal Democratic Republic of Ethiopia (FDRE) constitution and the Special Needs/Inclusive Education Strategy of MOE also clearly stipulates the rights of students with special needs to participate at all education levels.

Learners with Special Educational Needs refers to learners who, for a variety of reasons, encounter problems in learning sometimes during their educational career, and are in need of additional support for short or long periods.

Role of classroom teachers to support students with special educational needs

Regular teachers have a key role in bringing about the successful inclusion of students with special educational needs in regular schools.

Activity

1. Have participants get into small groups. Tell groups to brainstorm on the following questions and present to the whole group.
 - What are the challenges teachers might face to address the needs with special needs in the mainstream classroom? (List some possible challenges).
 - Suggest possible solutions to address the identified challenges
2. After 20 minutes, ask 3 groups to present. If time allows, after each presentation ask other groups if they have additional ideas/points that are not mentioned in the presentation to have everyone's input on the issues. Each group can be given 5 minutes (including discussion).

Discussion

Give a chance for participants to share their experience how they help students with special educational needs (students with learning or behavioral differences) for the entire group.

In the remaining time, conclude the session by emphasizing on the following points:

The classroom teacher has the responsibility for ensuring that all students, including those with special educational needs, are provided with a learning programme and environment that enables them to gain access to the curriculum and to advance their learning. Classroom teachers have a central role in identifying students who may be at risk and for drawing the attention of other staff members to such students. A teacher may become concerned about a student's general progress, application, communication, behavior or interaction with other students and as a result make accommodations for the student within the class.

Mainstream teachers make a critical contribution through the creation of a supportive, caring environment in the school for students with special educational needs, through which these students are affirmed in their ability to learn and to participate generally in the life of the school.

Mainstream teachers are advised to consider the needs of students with special educational needs when planning and teaching lessons (use range of strategies, techniques, and approaches), setting homework, and formulating weekly or end-of-term tests for their class groupings.

Reflective Activity – Exit Card

Give each participant a piece of paper. Ask each one to take 5 minutes to think about and write short answers to the following questions:

- What did you learn from today's session?
- What lesson do you take for your teaching?

Oral Language/Listening

Introduction (25 minutes)

It is generally believed that students are listening to classroom presentations and instructions. However, students may not pay close enough attention to what teachers are saying, and this can negatively affect their learning when they miss key information during instruction. Listening is a very important skill in the students' academic life and in life in general.

In the *English for Ethiopia*, student book (SB) and teacher's guide (TG) for grades 1 and 2, listening and speaking are integrated and placed under the topic of "Oral Language" which is the first section of each lesson. In the early grades, the purpose of teaching listening is to expose students to the sounds of the language and words which gradually extend to phrases and sentences. In grades 3 and 4, listening is taught separately. Each lesson starts with listening, and it is part of the first day of each week's lesson.

Objectives

At the end of this training, trainees will be able to:

- explain the importance and objectives for teaching listening;
- identify and use developmentally appropriate strategies for teaching listening;
- demonstrate the steps for teaching listening;
- practice teaching listening;
- demonstrate their knowledge and skills on how to assess and support students in the listening process; and
- participate in reflective practice when teaching listening.

Expected Outcomes

Trainees will identify the differences in the content and the focus of the three stages of listening activities.

- **Pre-listening** focuses on developing predicting and brainstorming strategies.
- **While-listening** focuses on having purpose for listening and visualizing skills.

- **Post-listening** focuses on connecting and contrasting text messages with what occurs in their actual lives (summarizing, retelling, etc.).

Trainees will learn and use strategies for teaching listening, and they will apply and use the strategies when teaching listening skills.

Teaching Listening Skills (40 minutes)

Activity 1: Discussion

Ask trainees to work in groups involving different grade levels. Tell the trainees to discuss the following questions. Then, ask them to take turns reporting and commenting on each other's ideas.

1. How is a listening lesson taught in the first cycle (grades 1-2 and 3-4) of school?
2. Why is it important to use listening texts and questions?
3. What are the challenges for teachers and students in the process of teaching and learning listening skills?
4. What strategies do you usually use when teaching listening lessons?

Activity-2: Reflection

Tell trainees to work in small groups of three to five and reflect on the questions which follow.

1. From your experience, what teaching methods or strategies have you used to teach listening skills?
2. Do you use the same strategies to teach listening skills in grades 3 and 4 that you use in grades 1 and 2? Explain, why or why not.

Following discussion and reflection, present the key points below.

Key Points about the listening lessons:

- Listening practices in grades 1 and 2 are integrated with speaking practices.
- Listening and speaking are taught on the first day of each unit under the oral language section.
- The oral language section is a 20 minute lesson in grades 1 and 2.
- Listening lessons are treated separately in grades 3 and 4 and are given 20 minutes of lesson time: five minutes for pre-listening, 10 minutes for while-listening and five minutes for post-listening.

- Listening text is usually found only in the teacher's guide.
- Teachers must practice reading the listening text with fluency (proper expression, accuracy and rate before each class).

Stages of Listening (40 minutes)

Activity: / Identify the Stages of Listening

Work in groups of four or five and identify the stage of listening for each of the following activities as **Pre-listening, While-listening or Post-listening.**

1. Predicting the content of a text based on the topic.
2. Rearranging list of items according to the listening text.
3. Summarizing the main ideas of the text.
4. Completing a table.
5. Guessing some words that might appear in the text.
6. Answering comprehension questions.
7. Inferring the writer's message and relating it to your own experience.

Pre-listening

Key points about the pre-listening stage:

- Before any listening activity, the teacher must read the teacher's guide and prepare for the lesson before teaching occurs.
- The teacher must practice reading the listening text before class to model fluent reading for the students.
- The teacher must read with fluency (accuracy, rate and expression).
- The teacher should ask students questions to determine their background knowledge in relation to the title or topic of the listening text.
- Before the teacher reads the text out loud, students can predict the contents of the listening text by looking at pictures, key words, the title and/or the topic.
- There are three stages of listening activities (*pre, while and post*) and questions in the student book (SB). Students can do the activities individually, in pairs or in groups.

While-listening

Key points about the while-listening stage:

- The teacher will read the listening text with fluency to the class. Model as many times as needed. Tell students to listen carefully.
- The teacher will read the listening text for the second time. While reading the text or story, he/she should pause at appropriate places in the text.
- Have students draw mental pictures of the text message while they are listening.
- Have students read or copy into their exercise book any while-listening activities from the student book.

Post-listening

Key points about the post-listening stage:

- After the teacher reads the text or story to the class, students should relate the text message to their real lives, if applicable.
- Have students work individually, in pairs or in a small group to answer the post listening questions.
- Have students to report (list, retell or summarize) the main points of their discussion.

Demonstration/Modeling (50 minutes)

Narrative Text: "Time is Valuable"

Ask trainees to read the listening text in advance very carefully. Then, tell the trainees to discuss the pre-listening questions with a partner before they listen to the text.

Pre-listening

Inform the trainees that the title of today's listening text is "**Time is Valuable.**" Tell them to work in a small group of four or five to discuss the pre-listening statements and question. Again, tell the trainees to discuss the statements and question below based on their existing knowledge and experiences.

1. Look at the title and predict the contents of the listening text.
2. Think of the topic of *time* and tell your partner any information you already know about *time*.
3. Explain how *time* is important in your life?

While-listening

Tell trainees to listen very carefully to the text while you read it aloud. Tell them that you are going to read the listening text three times. In the first reading, tell the trainees to just listen quietly. During the second listening, tell the trainees to listen and answer the while-listening questions. Finally, tell them to listen for the third time to verify their answers.

1. Why isn't Sinzaro a clever boy?
2. What does Sinzro's father want to teach him?
3. What does Sinzaro promise his father?
4. What does Sinzaro's father promise him?
5. What are two the things that Sinzaro missed?
6. Why did Sinzaro miss them?

Time is Valuable

Sinzaro is a very lazy boy. He always postpones things that he can do today to another day. One day, his father decides to teach him the value of time. He calls his son and tells him that he should always do things on time. Sinzaro promises his father that he will never postpone things again. His father promises to buy Sinzaro a prize if Sinzaro keeps his word.

One day, Sinzaro's family learns that Sinzaro has won the first prize in a singing competition. The director of the school calls Sinzaro and tells him to collect his prize. The boy isn't interested in walking to the school that day. The next day, he went to his school and collected the prize. But, as the circus show happened the previous day, the prize became useless for him. When Sinzaro arrived at home with a useless ticket, his father became a little bit sad and told Sinzaro that he would not buy him a bicycle. Sinzaro felt very sad. He has learned a lesson from missing the circus show and not getting a bicycle.

(From: English for Ethiopia, Grade 4, Student Book, Week 18, Day 1)

Post-listening

Tell the trainees to work a new group and discuss the questions below.

1. Why does Sinzaro's father keep his promise a secret?
2. What are the disadvantages of doing things late?

Activity 3: Reflective Practice

Discuss the following questions with the trainees and tell them to reflect on the lesson.

1. How do the pre-listening questions help you to understand the listening text?
2. Which stage requires careful listening? Why?
3. Which part of the lesson helps you to connect the text message to your real life? Explain.

Additional Practice (75 minutes)

The objectives for these activities are designed to:

- reinforce the procedures for teaching listening skills; and
- help trainees identify activities for each of the three stages.

Activity 1: Group Work

Arrange the trainees into small groups. Tell them that they are going to review five weeks of listening lessons and in chart form write the activities presented under the appropriate stages of listening. Inform them that they can add additional meaningful listening activities under each stage.

Activity 2: Gallery Survey

Tell trainees to record the final points they have agreed to under each of the stages of listening on the flip chart. Then, tell them to post the flip chart on different parts of the wall. Finally, ask them to move around and do a gallery survey. Ask them to make a list of what they think are the most effective listening activities for the grade level they teach and tell why.

Activity 3: Plenary Discussion

Inform the trainees that a whole class discussion will be held relative to the group activity and gallery survey. Ask each group to agree upon what is important to present. Encourage trainees to give feedback and comments at the end of the gallery survey.

Practice and Reflection (100 minutes)

Activity 1: Preparing for a Presentation

Tell trainees they will develop and demonstrate a listening lesson. Before beginning, ask trainees to identify one listening lesson from different grade levels in the student book and prepare a lesson which contains the three stages of the listening. Tell trainees to refer to the student book and teacher's guide. Ask them to form a group of four to five and develop the lesson they are going to present. Assess if trainees are using lessons from different grade levels by creating a

chart on the board before they begin working. Make sure they are referring to the student book and teacher's guide as they are working. Facilitate their discussions when necessary.

Activity 2: Peer Teaching 1

Tell the trainees that they are going to demonstrate teaching listening. Tell them that they have 20 minutes for lesson presentation.

Reflection

First, ask group members to reflect and discuss what went well (strengths) of the presentation and what the group members felt challenging and needed to be adjusted for effectiveness. Encourage them to explain the new information they received for teaching listening. Then invite other trainees to give constructive feedback by beginning with positive comments. Conclude by giving your own feedback emphasizing the positive aspects and areas for improvement.

Activity 3: Peer Teaching 2

Tell trainees that they are going to demonstrate teaching listening skills. Tell them that they have 20 minutes for a lesson presentation.

Reflection

First, ask group members to reflect and discuss what went well (strengths) of the presentation and what the group members felt challenging and needed to be adjusted for effectiveness. Encourage them to explain the new information they received for teaching listening. Then invite other trainees to give constructive feedback by beginning with positive comments. Finally conclude by giving your own feedback emphasizing the positive aspects and areas for improvement.

Activity 4: Peer Teaching 3

Tell the trainees that they are going to demonstrate teaching listening. Tell them that they have 20 minutes for a lesson presentation.

Reflection

First, ask group members to reflect and discuss what went well (strengths) of the presentation and what the group members felt challenging and needed to be adjusted for effectiveness. Encourage them to explain the new information they received for teaching listening. Then invite other trainees to give constructive feedback by beginning with positive comments. Finally conclude by giving your own feedback emphasizing the positive aspects and areas for improvement.

Assessment

Check that the trainees can clearly identify the different stages for teaching listening lessons. Ask the trainees questions about the contents and the differences of each part: I do, We do and You do. Again, pay attention to the assessment techniques used for this training. Typically, most of the instructions given in the reflection and plenary discussion sessions have assessment components. Each trainee is expected to analyze the strong and challenging points of his/her presentations. Trainees also can give feedback to others.

Plenary Discussion (30 minutes)

Conduct a whole class discussion and encourage the trainees to give general reflections and comments on the whole session. Ask them to explain what they have learned about teaching listening. Ask them if they think they may face any future difficulties in teaching listening. Encourage the trainees to openly discuss any challenges, and then let them suggest possible solutions to future challenges.

Oral Language/Speaking

Introduction (25 minutes)

Teaching speaking skills in the lower grades should follow a certain system and gradual process. Especially in grades 1 and 2, students may have limited ability to understand and respond when using English. Students initially may tend to respond through various strategies which include pointing to an object, picture or person; miming/performing an action such as sitting down or standing up, opening or closing a door/window; gesturing or nodding and other actions. They may also give a response saying yes/no to simple questions. Grade 1 students can perform these actions and then use words, phrases and simple sentences. In grades 3 and 4, students are expected to use words, phrases and sentences when responding. There also are some situations in which they will express their opinion and ask for and give advice using appropriate expressions.

Speaking skills in the grades 1 and 2 student books and teacher's guides are presented in an integrated manner with listening under the title of "Oral Language." Each week's lesson incorporates and starts with oral language. This newly developed TTM and the corresponding SB and TG for *English for Ethiopia* are designed considering the gradual development of students' English language use. It is believed that lessons presented will equip students with language skills that enable them to comprehend and give oral responses using English.

In addition, the SB and TG are developed considering early transition to English as a medium of instruction. Through time, it is assumed that children's language use is enhanced as they move from words to phrases and then to sentences of varying lengths. At the end of first primary cycle, children are expected to express themselves and communicate using the English language.

Objectives

At the end of this training, trainees will:

- know and use different strategies for teaching speaking skills; and
- demonstrate effective teaching using various speaking skill lessons.

Expected Outcomes

Trainees will be able to:

- Use the gradual release of responsibility model for teaching speaking skills when planning lessons.
- Demonstrate the ability to teach speaking skills with lessons that include each stage of speaking.

Activity 1: Discussion Questions (40 minutes)

Tell trainees to think of their experiences as a student and as a teacher when discussing the following questions. Tell them to refer to the grades 1-4 SBs and TGs.

1. What do you think about using repetition when teaching oral language?
2. How does repetition contribute to students' language development?
3. What challenges do teachers face in getting grades 1 and 2 students and grades 3 and 4 students to speak in English in the classroom? Are the challenges similar or different? How can the challenges be overcome?

Key Points about oral language:

- Teaching speaking in grades 1 and 2 is presented in an integrated manner with speaking under the title of "Oral Language." In the grades 1 and 2 student books, oral language appears in each week's lesson, each day. The focus of each speaking lesson is mainly on repeating what the teacher says.
- Oral language in the early grades takes a form of repetition. Repetition gives the opportunity to use the language bit-by-bit which helps to facilitate internalizing mastery of the language being taught.
- In grades 3 and 4, speaking is presented on its own. It appears on the first and fourth day of each week. Speaking is 20 and 25 minutes of the day's lesson respectively. Thus, indicating it is an important skill.
- The teacher follows the gradual release model, *I do, We do and You do*.

Activity 2: Reflection

Tell trainees to work in small groups of four/five to reflect on the following question:

Would you use the same strategies to teach speaking skills in grades 3 and 4 that you use in grades 1 and 2? Explain why or why not.

Key Points for the Question

- Grades 1-2 students initially learn speaking skills through repetition and practice in meaningful situations.
- Grades 3-4 students learn speaking skills in a guided manner in which they are expected to communicate through forming sentences.
- Grades 1-2 students initially practice English language patterns by repeating after the teacher and practicing what they learned in meaningful situations.
- Grades 3-4 students practice English language patterns following a given context as a model. They construct their own simple sentences.

Teaching Speaking Skills (50 minutes)

Activity 1: Identifying the Gradual Release Model for Teaching Speaking Skills

Work in small groups and match the descriptions below with the headings in the chart. Based on your experiences, add descriptions of your own under each heading.

Gradual Release Model

I do	We do	You do

Descriptions

1. Students do a choral practice together with the teacher.
2. Students attend to when the teacher uses modeling.
3. Students practice the language patterns on their own.
4. Students take turns asking and answering questions by themselves.
5. The teacher points to an object in pictures and asks a question and gives the answer himself/herself.

Demonstration/Modeling (50 minutes)

Activity 1: Oral Language/Speaking

Use the grade I SB, Week 27, Lesson 5 to introduce the topic of oral language. Inform trainees that you are using the gradual release model: I do, We do and You do.

1. I do

First, model a lesson on speaking for the whole class. Then, tell trainees to focus on the procedures as you are modeling. Ask the trainees the questions below as you are modeling.

Where is ____? It is on/near/under ____. Practice this three or four times.

2. We do

Hold up the Grade I SB and ask trainees the same questions. Next, tell them to answer the questions with you. Divide the class into two groups, A and B. Then, invite Group A to form questions while pointing to the object and asking: **Where is ____?** Ask trainees questions while you are pointing at the each picture. Ask where the pen, duster, students and pencil are. Tell them to use the following language patterns:

Is the _____? No, it is _____. Yes it is _____.

Point to the pen and ask: **Is the pen under the table?**

Trainees will say: **No, it is on the table.**

Ask trainees to repeat each sentence together out loud.

Point to the picture of the eraser and ask: **Is the eraser near the ruler?**

Trainees should answer by saying: **No, it is near the pencil.**

Follow the same procedures using the pictures of the duster and students. Then repeat the activity. Make sure that you sometimes ask a question where the answer is, yes. For example, say: **Is the duster under the table?** Trainees will reply: **Yes, it is under the table.**

3. You do

Tell trainees in pairs to ask questions and give answers by taking turns using the language pattern they have already practiced. This time, tell them that they are going to practice on their own. Tell them to follow the same procedures. One group will ask questions pointing to the objects in the picture using the pattern, **Where is _____?** The other group will respond using the pattern, **It is on/near/under _____.** Allow them to change roles and repeat the activity. Encourage

them to extend the activity forming questions about where different objects are located in the classroom.

Activity 2: Reflective Practice

Tell the trainees to work in small groups and reflect on what they did in the previous demonstration activity. Ask them to discuss the following questions.

1. What activities have you done under *I do* stage? What do you think is its importance?
2. At which stage do you perform the activity on your own? How would you do that?
3. At which stage do you accomplish activities with your trainer? What was your role at this stage?

Additional Practice (60 minutes)

The objectives of this activity are to:

- examine the procedures for teaching speaking skills presented in the TG; and
- help trainees identify activities for each of the three parts of the gradual release model for teaching speaking.

Activity 1: Group Work

Form small groups and tell trainees that they are going to review five weeks of speaking lessons in the grades 3 and 4 SBs and TGs. Tell them to take notes on how the activities are presented. Move around and monitor their work.

Activity 2: Oral Presentation

Tell the trainees to assign a group leader and a reporter. Give them about five minutes to prepare for their oral presentation. Allow the reporter of each group to present his/her discussion orally to the class. Inform others to listen to the presentation very carefully and ask questions.

Activity 3: Plenary Discussion

Inform the trainees that there is going to be whole class discussion. Ask trainees to reflect on what they did under each stage (group work and oral presentation). Let trainees discuss what went well (strengths) and what needs to be improved (challenges). In addition, ask trainees some questions to elicit more ideas and feedback on each presentation.

Practice and Reflection (90 minutes)

Activity 1: Preparing for the Presentation

Tell trainees they will develop and demonstrate a speaking lesson. Before beginning, ask trainees to identify one listening lesson from different grade levels in the student book and prepare a lesson which contains the three stages of the listening. Tell them to select one speaking lesson from the grade 1 to 4 student books and prepare a lesson which contains all of the parts of the gradual release model (I do, We do, and You do) for teaching speaking skills. In addition, tell trainees to select lessons from different grade levels. Ask them to form a group of four to five and develop the lesson they are going to present. Assess if trainees are using lessons from different grade levels by creating a chart on the board before they begin working. Make sure they are referring to the student book and teacher's guide as they are working. Facilitate their discussions when necessary.

Activity 2: Peer Teaching 1

Tell the trainees that they are going to demonstrate a speaking lesson that they have prepared. Tell them that they have 20 minutes for the lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt challenging. Ask them to explain new lessons they have learned.

Activity 3: Peer Teaching 2

Tell the trainees that they are going to demonstrate a speaking lesson that they have prepared. Tell them that they have 20 minutes for the lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt challenging. Ask them to explain new lessons they have learned.

Activity 4: Peer Teaching 3

Tell the trainees that they are going to demonstrate a speaking lesson that they have prepared. Tell them that they have 20 minutes for the lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt challenging. Ask them to explain the new lessons they have learned.

Assessment

Check that the trainees can clearly identify the different parts of the gradual release model for teaching speaking lessons. Ask the trainees questions about the contents and the differences of each part: I do, We do and You do. Again, pay attention to the assessment techniques used for this training. Typically, most of the instructions given in the reflection and plenary discussion sessions have assessment components. Each trainee is expected to analyze the strong and challenging points of his/her presentations. Trainees also can give feedback to others.

Plenary Discussion (30 minutes)

Have a whole class discussion and tell trainees to give general reflections and comments on the whole session. Ask them to explain what they have learned from the speaking lessons. Ask them if they think they may face any future difficulties when teaching speaking. Lead the class in an open discussion of any challenges, and ask them to suggest possible solutions to the future challenges.

Phonemic Awareness and Phonics

Introduction (25 minutes)

The focus of this part of the *English for Ethiopia Teacher Training Manual (TTM)* is to introduce trainees to various strategies on how to effectively teach phonemic awareness and phonics in the early grades. These language components are presented using two procedures. For phonemic awareness, the first part provides basic theoretical inputs which give insights about the concept. Then, a sample lesson which encompasses effective classroom instruction is presented. This lesson is taken from the grade 1-4 student books (SB).

After reviewing the lesson, trainees will reflect on the process and content of instruction by responding to questions. This should help them to further internalize the approach used in the sample lesson. In some cases the same content is presented but different strategies are used. After learning the contents and procedures, trainees will design a parallel lesson using the strategies and approaches learned. Trainees then will reinforce their knowledge by designing a lesson and using peer teaching to implement it. After peer teaching, they will reflect on the process and results.

Phonological awareness, phonemic awareness and phonics are relatively new concepts for Ethiopian teachers. Therefore, as a trainer, you must provide sufficient theoretical inputs and practical classroom-based examples of instruction so trainees can master effective strategies to use at particular grade levels. Contents of this training manual correlate with the student book and teacher's guide (TG); therefore, trainees need to become familiar with their contents.

Objectives

At the end of this training, trainees will be able to:

- use strategies to teach students to hear, repeat and manipulate spoken sounds correctly (phonemic awareness);
- use strategies to teach students to read, repeat and manipulate written sounds correctly (phonics);
- teach students how to segment and blend sounds to form words in English; and

- design a peer teaching lesson using various strategies for teaching phonemic awareness and phonics.

Expected Outcomes

Trainees will be able to:

- understand the concept of phonemic awareness and phonics;
- use phonemic awareness and phonics to teach students to learn to read; and
- teach students to read with fluency.

Phonemic Awareness (60 minutes)

Activity 1: Discussion

Ask trainees to discuss the following questions in small groups and reflect on their responses.

1. How many consonant and vowel sounds are found in the English language?
2. What is the difference between phonemic awareness and phonics?
3. Why is it important to teach phonemic awareness to students in the early grades?
4. Why is it important for students to learn phonics?

Read the following theoretical inputs and explain the relevance of the suggestions for teaching phonemic awareness to students in grades 1 and 2.

Theoretical Input

Phonological Awareness refers to an understanding of the sound structure of language; that language is made up of sounds, words, syllables, rhymes, and other components. This knowledge begins initially in oral language. Students do not have to read letters in order to demonstrate phonological awareness which is defined as having an awareness of the sound structure of words.

Phonemic Awareness is a component of phonological awareness. It refers to the ability to **hear, identify and manipulate** phonemes, the smallest unit of sound in the English language. It is an **oral** activity. Phonemic awareness (knowing and being able to orally reproduce the sounds of the letters in the English alphabet) is necessary for acquiring phonics skills (the ability to hear, identify, and manipulate phonemes when reading). Different methods can be used to demonstrate

knowledge of phonemic awareness. Some examples are repeating the phonemes (sounds) of individual letters, blending and segmenting sounds, dividing words into syllables and identifying sounds in other ways.

On the other hand, *phonics* is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Students with a good understanding of phonological awareness have the underlying framework in place to learn to read (decoding) and write (encoding) when letter-sound correspondences (phonics) are learned. Students must be able to pronounce and use individual letter sounds, segment, blend and manipulate sounds for varied reasons including dividing words into syllables, recognizing and using onsets (vowels at the beginning of words) and rimes (vowel and consonant blends at the end of words) if they are going to be successful in reading and writing.

Phonics and phonemic awareness must be taught beginning in grade 1 and mastered by the end of grade 2. These concepts are strong predictors of a student's reading ability and correlate highly with beginning reading acquisition (Fox, 2011).

Phonemic awareness is the ability to distinguish and manipulate individual sounds that are **spoken**. In other words, students are able to hear, repeat and manipulate spoken sounds. **Phonics** refers to relationships between sounds and written symbols. In other words, students are able to **read**, repeat and manipulate sounds of letters and words. Individual letters are called graphemes.

The teacher must be aware that, for all students, phonological awareness develops over time as they begin to explore language in different ways. Sometimes behaviors will be well established; at other times, students may demonstrate knowledge of a particular phonemic awareness skill in some situations but not in others. By watching students over time in a variety of activities, teachers can develop a more accurate view of what students know and what they need to learn.

Activity 2: Discussion

Discuss the following question with a partner:

What are appropriate classroom procedures that you can follow when teaching phonemic awareness?

Read the suggestions below and give examples which demonstrate each step.

In relation to classroom instruction procedures, Adams (1990) identified five levels of phonemic awareness activities from the simplest to the most complex. They are as follows:

1. demonstrating an ear for the sounds of words, measured by knowledge of nursery rhymes;
2. comparing and contrasting the sounds of words for initial, medial and final sound matches;
3. segmenting and blending phonemes in single syllable words;
4. performing phonemic segmentation such as counting the number of phonemes in a word; and
5. performing phoneme manipulation tasks such as adding or deleting a particular phoneme and regenerating a word from the remainder.

Activity 3: Discussion

With a partner read and discuss the benefits of teaching the phonemic awareness and phonics skills described below.

- **Phoneme isolation:** recognizing individual sounds in words such as the first sound in table (/t/).
- **Phoneme identity:** recognizing the common sound in different words: the sound that is the same in box, boy, bat (/b/).
- **Phoneme substitution** creating a new word from another word: substitute the phoneme /h/ for the phoneme (/b/) in *bat* and you get *hat*. Phoneme substitution can take place for initial sounds (**sat-pat**), middle sounds (**fit-fat**) or ending sounds (**sat-sap**).
- **Oral segmenting:** The teacher says a word such as **cat**, and students say the individual sounds, /c/ /a/ /t/.
- **Oral blending:** The teacher says each sound, for example, /c/ /a/ /t/. Students respond by saying, **cat**.
- **Sound deletion:** The teacher says word, **pill**. Students repeat the word without the first sound, **ill**.

Demonstration/Modeling (50 minutes)

Phonemic Awareness: Letter Sound /t/ - Grade I TG, Week 2, Lesson 2, Page 3)

Orient the trainees about how to approach phonemic awareness using certain theoretical points. Tell the trainees the components of phonemic awareness. Display the chart below and ask the trainees to analyze it. Let the trainees discuss and reflect their views in small groups and report to the entire group.

Activity 1: Phonemes

Tell trainees that the chart below contains phonemic awareness activities. Select trainees to help you demonstrate the activity.

Example 1: /t/	Example 2: /t/	Example 3: /t/
Teacher: /t/ Teacher: say: /t/ Students: /t/ Teacher: /t/ Students: /t/ Teacher: Aklilu, say: /t/. Aklilu: /t/ Teacher: /t/. Senit, say: /t/ Senit: /t/ Teacher: /t/	Teacher: rat. (pause for a few seconds). Say: bat. (pause for a few seconds) Say: mat. Teacher: rat Students: rat Teacher: bat. Students: bat Teacher: Then say: mat Students: mat Teacher: Obang, say: rat Obang: rat Teacher: Sena, say: bat, etc.	Teacher: top (pause) bottle (pause) goat Teacher: Say: top Students: top Teacher: Say: bottle Students: bottle Teacher: Say: goat Students: goat. Teacher: Aberash, say: top Aberash: top Teacher: Ahmed, say: bottle Ahmed: bottle, etc.

Activity 2: Phonemic Awareness Discussion Questions

1. What are the differences among the examples employed in the above chart?
2. Identify I do, We Do and You Do activities in the table above. Explain them to a partner.

Discuss the answers to the questions with the whole group.

Activity 3: Designing a Lesson

Ask trainees to design a lesson for the sound /m/ from Grade I SB, Page 10. Have some trainees present their lesson to the class and discuss how it will help students learn phonemes using the I do, We do, You do model.

Additional Practice (80 minutes)

The objectives of this activity are to:

- examine the procedures for teaching phonemic awareness skills presented in the TG; and
- identify activities for teaching phonemic awareness in grades 1 and 2.

Activity 1: Group Work

Arrange trainees into small groups. Tell them that they are going to review the grades 1 and 2 SBs and TGs phonemic awareness lessons. Tell them to take notes on how the activities are presented. Move around and monitor their work.

Activity 2: Oral Presentation

Tell the trainees to assign a group leader and a reporter. Give groups about 15 minutes to prepare for their oral presentation on phonemic awareness. Allow the reporter of each group to present his/her discussion orally to the class. Inform others to listen to the presentation very carefully and ask questions.

Activity 3: Discussion

Trainees will reflect on what they did during their oral presentation. Let trainees discuss what went well (strengths) and what needs to be improved (challenges). In addition, ask trainees some questions to elicit more ideas and feedback on each presentation.

Phonics: Remind trainees of the differences between phonemic awareness and phonics by using examples.

Activity 4: Phonics Discussion

Ask trainees to work with a partner and review the phonics lesson from Grade 1 SB, Week 13, Lesson 6, Page 56 and discuss the questions below.

1. Why is this phonics and not a phonemic awareness lesson?
2. What would be different about the lesson if were phonemic awareness instead of phonics?
3. Did the illustrations in the student book help you to better comprehend the letters and letters sounds?

Then, discuss the answers to the questions with the whole group.

Activity 5: Phonics Discussion Questions

Ask trainees to review the lesson labeled Reading in the Grade 2, TG, Week 1, Lesson 1, Number 3, Page 2 and in the SB with a partner and answer the questions below.

1. Is this a phonemic awareness or phonics lesson? Explain why by giving examples from the activity.
2. What is the most effective part of this lesson? Explain your answer.

Reflection

Think about the concepts of phonemic awareness and phonics and discuss why it is foundational to learning to read and write.

The objectives of this activity are to:

- examine the procedures for teaching phonics skills presented in the TG; and
- identify activities for teaching phonics in grades 1 and 2.

Activity 1: Group Work

Arrange trainees into small groups. Tell them that they are going to review phonics lessons in the grades 1 and 2 SBs and TGs. Tell them to take notes on how the activities are presented. Move around and monitor their work.

Activity 2: Oral Presentation

Tell the trainees to assign a group leader and a reporter. Give them about 15 minutes to prepare for their oral presentation on phonics. Allow the reporter of each group to present his/her discussion orally to the class. Inform others to listen to the presentation very carefully and ask questions.

Activity 3: Discussion

Inform the trainees that there is going to be whole class discussion. Invite trainees to reflect on what they did during their oral presentation. Let trainees discuss what went well (strengths) and what needs to be improved (challenges). In addition, ask trainees some questions to elicit more ideas and feedback on each presentation.

Practice and Reflection (110 minutes)

Activity 1: Preparing for the Presentation

Inform trainees they are going to do a lesson demonstration. Before the demonstration, divide the trainees into small groups. Tell them to select one phonemic awareness lesson from the grades 1 and 2 SBs and TGs and prepare a lesson which contains all of the procedures of teaching phonemic awareness and phonics using I do, We do, and You do activities. Make sure that two groups are not working on same lesson. Check if trainees are using lessons from different grade levels and are also referring to the TG. Move around and facilitate discussions when necessary.

Activity 2: Peer Teaching 1

Tell the trainees that they are going to demonstrate a phonemic awareness lesson that they have prepared. Tell them that they have 15 minutes for each lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt challenging. Ask them to explain new lessons they have learned.

Activity 3: Peer Teaching 2

Tell the trainees that they are going to demonstrate a phonics lesson that they have prepared. Tell them that they have 15 minutes for each lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt challenging. Ask them to explain new lessons they have learned.

Activity 4: Peer Teaching 3

Tell the trainees that they are going to demonstrate a phonemic awareness or phonics lesson that they have prepared. Tell them that they have 15 minutes for each lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt challenging. Ask them to explain the new lessons they have learned.

Assessment

Check that the trainees can clearly identify the different strategies for teaching phonemic awareness and phonics. Ask trainees questions about the contents and the differences of the strategy: I do, We do and You do. Again, pay attention to the assessment techniques used at this

training. Typically, most of the instructions given in the reflection and plenary discussion sessions have assessment components. Each trainee is expected to analyze the strong and challenging points of his/her presentations. Trainees also can give feedback to others.

Plenary Discussion (30 minutes)

Have a whole class discussion and tell trainees to give general reflections and comments on the whole session. Ask them to explain what they have learned from the phonemic awareness and phonics lessons. Ask them if they think they may face any future difficulties when teaching phonemic awareness. Lead the class in an open discussion of any challenges, and ask them to suggest possible solutions to the future challenges.

Vocabulary/Word Study

Introduction (25 minutes)

The main focus of this part of the *English for Ethiopia Teacher Training Manual* is to introduce the trainees to a variety of methods and strategies to teach vocabulary and word study in grades 1-4. Because trainees have varied experiences in teaching English at different grade levels, their background knowledge may vary and will be activated through discussions and reflection using an interactive and trainee centered approach.

The components of vocabulary and word study are presented mainly by using theoretical inputs and strategies. For example, in word study the first part contains basic theoretical inputs which provide insights about the component. Then, a model (sample) lesson which encompasses classroom interaction is presented. The example lessons are taken from the student book (SB) and teacher's guides (TG) for grades 1-4. After analyzing the lesson, the trainees will reflect on questions to help them to further internalize the approach presented. In some cases, the same content is presented using different strategies to provide additional learning opportunities for the trainees. Trainees will develop and present lessons using the strategies and approaches learned. In addition, the TG) contains procedures and specific methodology on how to teach vocabulary and word study lessons found in the (SB). During the training, it is best to relate every discussion to the content found in SB and TG.

Teaching Vocabulary/Word Study Skills (140 minutes)

Activity 1: Discussion

Ask trainees to read the questions below; discuss them in pairs and reflect on their responses in small groups.

1. How do you think words are formed in English?
2. What strategies do you think are used to teach word formation in English.

Read the following theoretical inputs and explain the relevance of the suggestions for teaching phonemic awareness and phonics to students in grades 1 and 2.

Theoretical Input: **Blending, Segmenting and Syllabification**

Teaching the skills of segmentation in isolation or in combination with blending instruction helps with successful reading development. When beginning readers sound out words, they slowly say each sound in a word (c-a-t), and then put the sounds together to say or read the word (cat). In reading, teachers call this blending because sounds are being blended together to form words. Blending (combining sounds) and segmenting (separating sounds) are skills that are necessary for learning to read. Developing a child's phonemic awareness and phonics skills are an important part of developing reading ability. Many research studies indicate that those who have weak phonemic awareness and phonics skills will have difficulty learning to read.

Teaching letters and letter sounds and being able to manipulate sounds through blending and segmenting and other activities are important strategies to use to develop students' reading ability. Syllabification is the ability to segment words into syllables (a group of letters that forms a pronunciation unit). This is a form of phonemic awareness and phonics that can be useful when encountering unknown words in listening and reading. Some rules which are commonly used to divide syllables in words are below.

- Every syllable has **one** vowel sound.
- The number of vowel **sounds** in a word equals the number of syllables e.g. *sub-ject*.
- A one syllable word cannot be divided e.g. *go*.
- When two or more consonants come between two vowels in a word, it is usually divided **between** the **first** two consonants e.g. *sis-ter*.
- When two vowels come together in a word, and are sounded separately, divide the word **between** the two vowels e.g. *di et*.
- When a vowel is sounded alone in a word, it forms a syllable **itself** e.g. *u nit*.
- A word that has a prefix/suffix is divided **between** the root word and the prefix/suffix e.g. *dis-count, print-able*.

Activity 2: Discussion

Discuss the following questions in small groups and then share responses with the whole group.

1. What is meant by *word knowledge*? What is its relationship to learning words?
2. What vocabulary teaching strategies do you know? Make a list and compare it with a partner.
3. What do you think are the criteria to use to select words to be taught at a certain grade level?

Theoretical Input

Vocabulary is the knowledge of words and word meanings. According to Stahl (2005), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary also is acquired incidentally through indirect exposure to words and intentionally through explicit instruction and word-learning strategies.

Activity 3: Vocabulary Strategies

Ask trainees to scan through the vocabulary teaching strategies below and answer the following questions:

1. How many of the strategies below are on the list you created for Activity 2, Number 2?
2. How often do you apply them in your teaching?
3. Which strategies from the new list do you think you can use with your students?

Strategies:

Association: Association, as a vocabulary strategy that relates words and pictures. For example, a teacher may point on a picture on a chart and ask students to say the name of the picture orally. Or conversely, the teacher can draw pictures in one column and write their names in the other column. Then students match each word with the picture.

Example: Strategy Application

Teaching parts of the body – SB Grade 1, Week 4, Lesson 1, Page 11

Ask trainees go through the sample lesson and discuss the questions below.

Reflection

Discuss the following questions (in groups) based on the lesson above and report your reflections to the class.

1. What is the role of the teacher in the lesson?
2. Identify I do, We do and You do activities relative to interactions between the teacher and students.
3. To what extent is the lesson interactive? Justify your answer with evidence from the lesson.

Ask the trainees to design a vocabulary lesson from the student book using the strategy, Association.

Semantic Map (Web)

A semantic map is a graphic organizer that helps students visually organize the relationship between a main topic and sub-topics. Researchers have identified this strategy as a way to increase students' knowledge of vocabulary words and understand the relationships among the words based on their meanings. Semantic mapping can be used as a pre-reading activity to activate prior knowledge or to introduce key words. As a post-reading activity, it can be used to enhance understanding by adding new concepts to the map. Suggested procedures are below.

- The teacher decides on a key word and writes it on the board.
- Students then read the key word and are asked to think about other words that come to mind. Students then make a list of all of the words.
- Students share the recorded words; then the words are categorized.
- Once category names are assigned, a graphic organizer that depicts the relationship of the words is created and discussed.
- Students then are encouraged to suggest additional words for the map.
- New words that relate to the topic or sub-topics can be added to the map while reading the text and/or after completing the reading.

Word Detective (Context Based Strategy)

The most valuable activity you can do to increase your student's vocabulary is to encourage them to read. This activity enables students to encounter words in different contexts, thus deepening their knowledge. It requires students to find new words as they encounter them in their daily reading. Word detective procedures are below.

- The teacher gives students a list of key words for which to search.

- Students write each target word and its sentence on a sticky note and then place it on their desk each time they encounter a key word.
- Devote a few minutes to reading each sticky note.
- A game can be made out this activity by assigning each word a point that can be earned.

Word Sorts

A Word Sort can be used to activate prior knowledge or enable students to clarify and extend their understanding.

In an Open Word Sort:

- A list of words is generated.
- Students sort the words into different categories by looking for shared features.

Example: Sort these words into categories: alligator, zebra, crocodile, fox, hippopotamus, camel, lizard, snake (answer: reptiles, mammals).

Closed Word Sort

- A list of words is generated.
- The teacher provides the categories for which the words are to be sorted.

Sort the words that follow into two categories: *reptiles and mammals*.

alligator, zebra, crocodile, fox, hippopotamus, camel, lizard, snake.

General Guidelines for Teaching Words

It is helpful to keep in mind the following principles while teaching new vocabulary.

- Teach new words in the context of meaningful subject matter and facilitate discussion that requires students to use the new word (Ellis & Farmer, 1996- 2000).
- Ensure that students hear the correct pronunciation of the word and practice saying it aloud. Hearing the syllable structure and stress pattern of the word facilitates its storage in memory (Fay & Culter, 1977).
- Teach word parts: root words, base words, prefixes and suffixes that students will encounter frequently (Jones, 1999).
- Teach words in related clusters to help students understand how words are related and interrelated (Marinak, et al., 1997).

- Identify examples/applications related to the meaning of the new word (Ellis & Farmer, 1996-2000).
- Help students to connect new vocabulary to something with which they are already familiar (Ellis & Farmer, 1996-2000).

Assessment Strategies

Teachers use diagnostic assessment to measure the performance of students' word study and vocabulary skills. Since these areas of teaching depend on students' reading ability, it is also important that teachers assess the level of students' reading ability. Following formal and informal assessment and analysis, teachers can plan approaches and activities for individual, small-group and whole-group instruction that are suited to students' abilities and needs. Teachers can gather valuable diagnostic information by observing students and using tools that measure their ability in the following areas:

- spelling (the ability to apply phonemic awareness and phonics strategies, etc.);
- forming words by adding and/or deleting parts such as prefixes and suffixes; and
- identifying the meaning of words using association and other strategies.

Initial instruction is based on assessment in these areas. To ensure that instruction continues to be effective, teachers must use formative assessment to monitor student learning.

Additional Practice (60 minutes)

The objectives of this activity are to:

- examine the procedures for teaching vocabulary/word study presented in the TG; and
- help trainees identify activities for each of the three stages of teaching vocabulary/word.

Activity 1: Group Work

Arrange trainees into small groups. Tell them that they are going to review five weeks of vocabulary/word study lessons in the grades 1-4 SBs and TGs. Tell them to take notes on how the activities are presented. Move around and monitor their work.

Activity 2: Oral Presentation

Tell the trainees to assign a group leader and a reporter. Give them about 20 minutes to prepare their oral presentation. Allow the reporter of each group to present his/her discussion orally to the class. Inform others to listen to the presentation very carefully and ask questions.

Activity 3: Plenary Discussion

Inform the trainees that there will be a whole class discussion. Invite trainees to reflect on what they did under each stage (group work and oral presentation). Let trainees discuss what went well (strengths) and what needs to be improved (challenges). In addition, ask trainees some questions to elicit more ideas and feedback on each presentation.

Practice and Reflection (105 minutes)

Activity 1: Preparing for the Presentation

Inform trainees they are going to do a lesson demonstration. Before the demonstration, divide the trainees into small groups of four or five. Tell them to select one vocabulary/word study lesson from the grade 1 to 4 student book and prepare a lesson which contains all of the strategies for teaching vocabulary/word study. In addition, tell trainees to select lessons from different grade levels. Make sure that two groups are not working on same lesson. Check if trainees are using lessons from different grade levels and are also referring to the TG. Move around and facilitate discussions when necessary.

Peer Teaching 1

Tell the trainees that they are going to demonstrate a vocabulary/word study lesson that they have prepared. Tell them that they have 20 minutes for the lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt was challenging. Ask them to explain new lessons they have learned.

Peer Teaching 2

Tell the trainees that they are going to demonstrate a vocabulary/word study lesson that they have prepared. Tell them that they have 20 minutes for the lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt was challenging. Ask them to explain new lessons they have learned.

Peer Teaching 3

Tell the trainees that they are going to demonstrate a vocabulary/word study lesson that they have prepared. Tell them that they have 20 minutes for the lesson presentation.

Reflection

First, ask the group to reflect on what went well (strengths) in their presentation and what they felt was challenging. Ask them to explain the new lessons they have learned.

Assessment

Teachers should use diagnostic assessment to assess the performance of students' vocabulary/word study skills. Because the emphasis given to these areas of instruction depends on students' reading ability, it is also important that teachers assess the level of students' reading ability. Following formal and informal assessment and analysis, teachers can plan approaches and activities for individual, small-group and whole-group instruction that are suited to students' abilities and needs. Teachers can gather valuable diagnostic information by observing students and using tools that measure their ability in the following areas:

- spelling (the ability to apply phonemic awareness and phonics strategies, etc.);
- forming words either adding or deleting parts such as prefixes and suffixes; and
- identifying the meaning of words using association and other strategies.

Initial instruction is based on assessment in these areas. To ensure that instruction continues to be effective, teachers must use formative assessment to monitor student learning.

Check that the trainees can clearly identify the different strategies for teaching vocabulary/word study lessons. Ask the trainees questions about the contents and the differences of the strategies. Again, pay attention to the assessment techniques used. Typically, most of the instructions given in the reflection and plenary discussion sessions have assessment components. Each trainee is expected to analyze the strong and weak points of his/her presentations. Trainees also can give feedback to others.

Plenary Discussion (30 minutes)

Have a whole class discussion and tell trainees to give general reflections and comments on the whole session. Ask them to explain what they have learned from the vocabulary/word study lessons. Ask them if they think they may face any future difficulties when teaching vocabulary/word study. Lead the class in an open discussion of any challenges, and ask them to suggest possible solutions to the future challenges.

Reading

Introduction (25 minutes)

Reading, an important skill for academic and social endeavors for Ethiopian students, is given emphasis in the revised Ministry of Education curriculum. This *English for Ethiopia Teacher Training Manual* correlates with the revised student book (SB) and teacher's guide (TG) for grades 1-4. It provides English teachers with strategies to use when teaching reading skills. The manual provides theoretical inputs and practice with effective methods of teaching reading for first cycle primary level students. Activities are incorporated to activate the knowledge, beliefs and experiences of the trainees and extend their knowledge of effective reading instruction through modeling, practice and reflection. Moreover, the trainees will understand how and why they should use strategies and other resources to enhance students' reading ability. Trainees also will gain an understanding of the correlation among the Teacher Training Manual (TTM), the student book and the teacher's guide.

Objectives

At the end of the training, the trainees will:

- identify and effectively teach the components of reading in grades 1-4: reading comprehension and reading fluency. Phonemic awareness and phonics are presented in a separate section.
- model different strategies to help students learn and practice reading fluency.
- understand and effectively teach strategies for reading comprehension;
- teach reading lessons with effective, proven methodology;
- identify and use strategies applicable to different types of students in different contexts; and
- design reading activities using available resources in their locality.

Expected Outcomes

- Trainees will practice and use effective strategies and activities for teaching reading skills.
- Trainees will recognize and practice the elements of reading fluency.
- Trainees will identify the components and the purpose of the three stages of reading comprehension activities and use different strategies to teach reading for different purposes.

Teaching Reading Skills (80 minutes)

Activity 1: Discussion

Ask trainees to discuss their thoughts, beliefs and experiences about teaching reading to students in grades 1-4. Assign trainees to groups to discuss the questions below. Share individual reflections as a whole group. The questions are designed to activate trainees' background knowledge and cause them to reflect on their own beliefs, knowledge and experiences relative to teaching reading in grades 1-4.

1. How do students learn to read after they start school?
2. What is the importance of learning to read in English in the lower grades?
3. What are the academic, social and emotional needs of first cycle primary students?
What can you do to help meet these needs?
4. What do you think is the most important skill needed for teaching reading to beginners?
5. What are your goals when teaching reading?
6. What resources do you use to teach reading?

Present the information below as a follow-up to Activity 1

Reading is an interactive process that can be divided into two major purposes: learning to read and reading to learn. These processes are taught in an explicit, sequential manner and involve the five skills that are important for acquiring literacy: listening, speaking, vocabulary, reading and writing in varied ways. The purpose of reading is to make meaning from (comprehend) both narrative and expository text. For example, in the grade 1 SB and TG, during the first 12 weeks, activities are focused on phonemic awareness. Students are expected to hear and repeat the sounds of the 26 letters of the English alphabet. After Week 12, students begin to associate the sounds with upper and lower case letters by reading (phonics) and writing them. Then students begin to read letters and know their sounds in words. Most reading skills such as decoding, phonemic awareness (letter sounds) and grapho-phonemic (written letters) are taught in conjunction with oral language skills in grades 1 and 2. These initial reading skills also are used for vocabulary and word study, continued instruction in blending and segmenting, word recognition, counting, writing, association of words and pictures and other literacy activities. In grade 3 and grade 4, reading fluency activities help students to read shorter texts

with ease and speed. Grade 4 is a transitional level. Students begin to read longer texts and continue to answer comprehension questions and integrate reading with listening, speaking, vocabulary and writing skills.

Activity 2: Discussion

With a partner read the reading activity in Grade 1 SB, Week 15, Lesson 1, Page 69 and discuss the following questions.

1. What is the purpose of the reading lesson?
2. What is the role of the teacher?
3. What reading skills do students develop at the end of the lesson?

Work in small groups and read the reading activity in Grade 2 SB, Week 2, Lesson 2, Page 142 and discuss the following questions.

1. What is the purpose of the reading lesson?
2. What is the role of the teacher?
3. What reading skills do the students develop in this lesson?

Read the TG on how to teach the lesson and think about how to teach it in a different way. Share your thoughts with the entire group of trainees after discussing them with your small group.

Choose two reading lessons from grades 1 and 2. As a whole group, discuss the differences and similarities.

Activity 3: Assessment

Ask trainees to work in small groups to answer the following questions based on their experiences. Then lead a discussion about the strategies and their importance when teaching reading fluency.

1. What are the benefits of reading aloud?
2. Describe how students read aloud in your class.
3. Do you use shared reading, guided reading and independent reading strategies with your class? Describe how you use these strategies or why you do not use them.
4. What is reading fluency? Do you teach fluency? If so, why do you teach it?

5. Explain how you as a teacher can make reading meaningful so students are motivated to learn to read and read to learn.

Teaching Reading Fluency (70 minutes)

Present the information below to the whole group.

Reading fluency

Reading fluency is the ability to read aloud with appropriate rate, accuracy and expression. It is believed that if students can do this, it is likely that they can comprehend what was read. The components of reading fluency are **rate, accuracy and expression**.

Rate: This is about the speed at which a student reads a text. This can be assessed by having a student at a certain grade level read a text out loud so that the number of words read correctly in one minute can be noted and compared with research based data.

Accuracy: Accuracy is when students read words correctly as they are printed in the text. A strategy for improving accuracy is to teach students how to self-correct their decoding errors through self-monitoring and using contextual clues. A teacher can model accuracy by reading aloud words, sentences or a complete text. Students also can be taught to sound out a word which they are having difficulty decoding, use context clues to figure out unknown words or go back to a certain point in the text and re-read.

Expression: This is where readers attend to punctuation and use varied intonation. A teacher can help her/his students to develop their reading expression by using the following strategies.

- demonstrate and ask students to practice using expression by attending to punctuation and chunking words, using voice, clear diction, loud and soft tones and pauses;
- ask students to listen to a story that is read with expression and practice reading it with a partner;
- ask students to Echo Read where they re-read or echo what was read. The teacher continues to lead the student through the text in this way until he/she completes reading the text with expression;
- move around the classroom discreetly listening to students reading aloud or whisper read. She/he can make note of areas that need review and reinforcement or need to be re-taught.

Activity 1: Discussion

The following activity is taken from the grade 3 SB, Week 1, Lesson 3, Page 8.

Tell trainees to work in small groups and read the instructions given. They will read to a partner “Temam in the Classroom” with fluency? Then they will discuss the questions below.

1. What do you think are the roles of the teacher and the students?
2. Do you have any experiences doing a similar activity?

Activity 2: Demonstration

Demonstrate teaching a reading fluency activity taken from Grade 4 SB, Week 12 Day 5, Page 85. Tell the trainees to listen carefully as you read aloud with appropriate rate, accuracy and expression changing your voice as if different characters are speaking in the dialogue.

Assign trainees to work in pairs. Tell them what roles they will have; when one is reading the dialogue, their partner will listen to check for rate, accuracy and expression. Later, partners will reflect on the reading and discuss positive aspects and areas where more practice is needed. While trainees are reading, move around and discretely listen for fluency as they read. After trainees discuss how they felt about their reading, provide additional feedback.

Reflection

Discuss the following questions with the trainees and ask them to reflect on the lesson presented.

1. What did you learn from the lesson?
2. Do you think that you could do this activity with your students in your classrooms? How?
3. How would you assess students’ reading fluency?

Additional Practice (40 minutes)

Activity 3: Fluency Techniques

Tell the trainees to work in small groups and research some of the techniques introduced to teach reading fluency in the SBs and TGs for grades 3-4.

1. What are the techniques introduced to teach reading fluency?
2. Are the procedures given to the teacher clear for you? Mention some examples.
3. What additional techniques and activities could you suggest to help your students practice reading fluency?

Ask trainees to write their findings on posters and have group representatives discuss them with the whole group.

Teaching Reading Comprehension (75 minutes)

Activity 1: Discussion

Assign the trainees to small groups to discuss the following questions. Then ask a representative from each group to report the responses. Then lead the discussion about the strategies and their importance when teaching reading comprehension.

1. How do you define reading comprehension?
2. What is the purpose of teaching reading comprehension for lower grade students?
3. What strategies do you use to help students develop their reading comprehension skills?
4. What are your experiences with pre-reading, while-reading and post-reading stages of reading activities?

Reading Comprehension

Comprehension involves making a connection with words to get meaning. It requires the ability to read words accurately and fluently and then make meaning, not only meaning from individual words but meaning from the whole of what is being read. This is done by understanding the meaning of words, sentences, pictures and graphics and other factors that influence comprehension such as background knowledge.

Activity 2: Reading Strategy Chart

Before giving a summary of strategies tell trainees to complete the following table based on their own teaching experience and discuss the purpose of the strategies

Reading Stages	Strategies	Purpose
Pre-reading		
While reading		
Post reading		

Comprehension Strategies

Reading comprehension strategies help students to understand or comprehend text. Comprehension strategies help students actively read for a purpose. For example, if a teacher asks students to predict what a passage is about based on pictures in a narrative text or diagrams and pictures in informational text, they acquire a purpose for reading the text. They will read to verify their predictions and will better understand the content. The process of comprehension begins before starting to read and continues even after the reading is completed.

There are many comprehension strategies that can be used pre-, while- and post-reading. These strategies help students to focus on particular aspects related to the reading and help them to build understanding of the concepts being read.

Pre-reading

Pre-reading strategies:

- help to facilitate while-reading activities;
- activate students' background knowledge;
- familiarize students with the text they are about to read; and
- can help to improve vocabulary with key words that help students to comprehend.

Some frequently used pre-reading strategies are:

predicting based on the title, vocabulary or true/false questions; scanning; word games; discussions based on questions; brainstorming; describing pictures; naming and categorizing; comparing and contrasting; matching pictures, etc.

Activity 3: Pre-reading

Ask the trainees to work in pairs and read the pre-reading activity from Grade 4 SB Page 3.

1. What is the purpose of a pre-reading activity?
2. Read procedures in the TG that the teacher should follow. What other points would you add?
3. Do you think there will be challenges when doing the activity with students? What could you do to solve the challenges?
4. What pre-reading activity is suggested?

Discuss the answers with the whole group

While-reading

Tell the trainees that it is important to match while-reading activities to the purpose(s) for the reading to:

- enable students to achieve the reading goals by approaching the text in different ways;
- help the students develop and use different reading strategies for different reading purposes;
- check their comprehension as they read.

The purpose for reading should determine the appropriate type of while-reading strategy to use.

- When reading for specific information, the strategies should guide the students to obtain the information they should know.
- When reading for pleasure, the strategies should help the student to understand the main ideas and details in informational text or the sequence of the story and also focus on enjoying reading.
- When reading for a thorough understanding (intensive reading), the strategies should provide questions that help students understand the main idea.

Some frequently used while-reading strategies include:

Activities that actively engage students while-reading the text include: reading discussion, answering questions, predicting what is next, true/ false activities, transferring information into tables charts, etc., categorizing, gap activities, reflecting, identifying what words reference, finding contextual clues, generating questions, completing KWL charts, and other activities.

Activity 5: Pre-reading and While-reading

Tell the trainees to work in groups and read a while-reading activity from Grade 4 SB, Page 3.

Tell them to think about the questions individually and share their answers as a group.

1. Are the strategies used at the pre-reading and at the while-reading stages similar or sequential?
2. How do you think the while-reading strategies will benefit the students in improving their reading comprehension?
3. What other strategies would you suggest be used while-reading?

Post-reading

Post reading activities help students:

- use their acquired knowledge with similar readings;
- integrate reading skills with the other language skills: listening, speaking and writing;
- make use of key words and structures in a reading context;
- summarize a story or retell it; and
- extract the main idea from the reading text.

Some frequently used post-reading strategies include:

retelling, reporting, discussion, writing a response or paragraph, role playing, gap-filling, summarizing.

Activity 6: Post-reading

Tell the trainees to work with a partner and read the post-reading activity from Grade 4 SB, Page 4 and respond to the questions below.

1. What are the strategies used at the post reading stage?
2. Do you think the strategies will benefit the students? Explain how.
3. What other questions could you add to the post reading activity? Why?
4. Can you suggest another strategy that could be used in the same context?

Additional Practice (40 minutes)

Tell trainees they will become familiar with pre-, while- and post-reading strategies used in the SBs and TGs. Assign the trainees to small groups to research the reading activities in the student books. Remind them to refer to the teacher guide for further understanding the role of the teacher and the students. Ask trainees to write what they learned in a chart like the one below and post it when they are done. Give them time to move around and read the content of what is posted.

Stages	Strategies	Purpose	Teacher's role	Student's role
Pre-reading				
While reading				
Post reading				

Select at least five post-reading activities. Ask trainees to respond to the questions below.

1. What are the strategies used in each post-reading activity?
2. What is the purpose of each strategy?
3. What are the roles of the teacher and the students?

Demonstration/Modeling (60 minutes)

Teach the reading activity from Grade 4 SB, page 132. Remind the trainees that they are going to be grade 4 students and you are an English teacher. Follow the procedures and do the pre, while- and post-reading activities accordingly. When you finish teaching the lesson, ask the trainees to reflect on your teaching and the activities.

Reflection

Discuss the questions below with the trainees and ask them to reflect on how you taught the lesson and the relevance of the activities.

1. What are the strategies used at the pre, while- and post-reading stages?
2. How do you think the pre, while- and post-reading activities benefit students in developing their reading comprehension skills?
3. Do you think the lesson could be taught in the same way to your English classes?
4. What do you think the challenges are in teaching the lesson?
5. What would you change if you taught this in a different way?

Practice Teaching and Reflection (100 minutes)

Activity 1: Preparing for Presentations

Tell trainees they are going to develop and demonstrate reading lessons focusing on **comprehension and fluency**. Before beginning, ask trainees to identify lessons from different grade levels in the student book. Tell trainees also to refer to the teacher's guide.

Ask them to form groups of four and develop the lesson they are going to present. Assess if trainees are using lessons from different grade levels by creating a chart on the board before they begin working. Remind trainees to refer to the student book and teacher's guide as they are working. Remind them to incorporate pre-reading, while-reading and post-reading strategies when appropriate, particularly when teaching comprehension.

Activity 2: Peer Teaching 1

Tell trainees they are going to prepare a lesson to teach comprehension. They have 20 minutes for the lesson presentation.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Activity 3: Peer Teaching 2

Tell trainees they are going to prepare another lesson to teach reading comprehension. They have 20 minutes for the lesson presentation.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Activity 4: Peer Teaching 3

Tell trainees they are going to prepare a lesson to teach fluency. They have 20 minutes for the lesson presentation.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Assessment Questions

Ask trainees work in small groups and discuss the questions below. Ask the group representatives to report orally.

1. What criteria should be used to assess whether students have acquired comprehension skills? Give examples from the SB and TG.
2. What criteria should be used to assess whether students have acquired the skills to read fluently? Give specific examples from the activities given in the SB and TG.

Plenary Discussion (30 minutes)

Have a whole class discussion and tell trainees to give general reflections and comments on the whole session. Ask them to explain what they have learned from the reading lessons. Ask trainees if they think they may face any future difficulties when teaching reading. Lead the class in an open discussion of any challenges, and ask them to suggest possible solutions to the future challenges.

Writing

Introduction (25 minutes)

Writing is a form of communication that is important for success in school and in life. Writing to communicate is a complex task that requires the skills of reading, spelling, grammar, word usage, thinking, organizational and other skills to be effective. Effective writing is a vital life-skill that is important in almost every subject in school as well in the work and home environments.

In grade 1 students learn to write by first drawing horizontal and vertical lines, curves, strokes and other shapes in the air before they are exposed to reading and writing letters. Then they learn to write the 26 letters of the English alphabet in both lower case and upper case using the lines and shapes learned. They also learn to copy short sentences. In grade 2 students copy words and sentences and write complete sentences and language patterns. In grades 3 and 4, students continue to write words, write sentences, use language patterns, and arrange sentences in logical order. All of these skills are relevant to teaching beginning writing.

In this training trainees are exposed to beginning writing skills and writing conventions that are relevant to learning in grades 1-4. Trainees will learn to teach students beginning writing skills in a variety of ways using a sequential approach. Grammar, usage and mechanics such as punctuation, spelling and other writing conventions are important to effective writing skills. Details about grammar are in a separate section of the training manual. **The five language skills: listening, speaking, vocabulary, reading and writing are equally important and are interrelated and complementary to one another.**

Recent Early Grade Reading Assessment studies conducted both in the mother tongue and in English indicate that a large number of students in primary schools are unable to read and write discrete letters, words or sentences. Teachers need to be equipped with different teaching approaches, strategies and techniques to teach writing and other skills effectively.

Objectives

At the end of this training, trainees will be able to:

- teach beginning writers how to form lines, curves, strokes, letters and words;
- explain and use the writing process;
- identify and use relevant strategies for teaching writing;
- teach students to rearrange sentences to form short paragraphs; and
- teach students to write sentences;

Expected Outcomes

- Trainees will be able to teach students to use the writing process that is appropriate for their grade level.
- Trainees will identify and use writing strategies that are developmentally appropriate for first cycle primary students.

Teaching Writing Skills (70 minutes)

Activity 1: Discussion

Ask participants to reflect on the following questions in pairs. Then conduct a whole group discussion of each question.

1. What is writing?
2. What were your experiences with writing as a student?
3. What are your experiences with writing as a teacher?
4. What forms of writing have you taught?
5. What attitudes do your students have towards writing?
6. What do the following phrases mean: *the writing process, drawing, strokes, lines, curves and shapes?*

Activity 2: Discussion

Ask trainees to work in groups and respond to the questions below.

1. What challenges do your students have when learning to write?
2. What strategies do you use when designing and teaching writing lessons?

Discuss responses with the whole group.

Read aloud and discuss writing as a concept using the information below.

Writing is the act of forming graphic symbols/signs by making marks on a flat surface of some kind. Writing is much more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words, and words have to be arranged to form sentences. Writing involves the **encoding of a message**; that is, thoughts are translated into written language. This is unlike reading which involves decoding a message. Writing is a process through which people communicate thoughts and ideas for different purposes.

Stages of the Writing Process (60 minutes)

Good writing is essential for success in school, personal life and at work. Writing is a complex combination of skills which is taught best by dividing the process into sequential stages that end with a finished product.

Pre-writing is the first stage of the writing process. Beginning writing students learn how to hold pencils and pens and use them to write by drawing lines, shapes and strokes in the air. They use movement/actions and directionality to complete these formations. They then learn to use these writing movements with pencil, pen and paper to scribble and draw images which they can explain using oral language. For example, a student will draw lines and shapes and circles and explain that it represents his family members and then tell you who they are and perhaps what they are doing. As students progress to grade 2, they learn to use the letters they have learned to write to read words and match them with pictures and use them in short meaningful sentences. These are forms of communication.

Drafting: In grades 1 and 2, drafting is represented by being able to express oneself in writing through drawing pictures of familiar things, using letters to represent words to describe pictures, writing words with a few letters, writing complete, short sentences. In grades 3 and 4, students are able to represent ideas with words, sentences and pictures.

Revise/Edit: In grades 1 and 2, revising and editing occur when students look at what they have drawn or written and make changes to make it better. In grades 3 and 4, students revise and edit when they make changes to pictures that they have drawn and perhaps revise the description of the picture drawn by them. They also write in narrative and expository (informational) forms.

For example, they should be able to make lists of ways to protect the environment and write new ending for a story or create new characters.

Display/Publish: In grades 1-4, students should have opportunities to display their work in the classroom, in the community or in other venues where they can share their drawings and writing.

Demonstration/Modeling (80 minutes)

Activity 1: Process Example

Story adapted from SB Grade 4, Week 22, Lesson 2.

- Introduce the title of the story to trainees and tell them that the purpose of the lesson is to use writing to build comprehension of a story read to them.
- Ask trainees to brainstorm to predict what the story is about based on its title, “A Busy Farmer.” They will write in their own words what they think the story is about.
- Read the text two times and tell trainees that they will take notes during the second reading.
- After the second reading, trainees will reflect individually about their predictions and compare them to what happened in the story.
- Then, ask trainees to write a summary of or a retelling of the story.

A Busy Farmer

My father is a busy farmer. He wakes up early every morning. He goes to the barn and checks the cattle. Then he takes the oxen to the manger where they feed on hay. After feeding them, he carries the plough and yoke and goes to the farm with the oxen. On the way to the farm, he stops the oxen near the river so they can drink water.

When he arrives at the farm, he puts the yoke on the shoulders of the oxen, connects it to the plough and ties them with a position pin. Then he starts ploughing the land. He drives the oxen with the help of a whip and waves the lash over the oxen to make them move faster. Sometimes he praises the oxen with traditional songs.

At noon his wife brings him lunch. He unties the plough and yoke and takes the oxen to the field near the farm. There he leaves them free to feed on the grass. He sits under the tree with his wife, and they have lunch together.

Activity 2: Reflections

Ask trainees to reflect on and discuss the questions below.

1. Did the brainstorming activity help you to focus your attention on certain parts of the story?
2. Did your predictions help you to better understand the story?
3. Did note taking help you to focus on details of the story?
4. Did writing a summary or a retelling affect your learning? Explain how?
5. How does this activity depict the writing process?

Types of Writing (35 minutes)

Present the information below and provide examples.

There are four main types of writing: **narrative**, **expository**, **descriptive** and **persuasive**. In grades 1-4, narrative and expository are most applicable.

Narrative Writing is writing where a sequence of events occurs. Story writing is narrative. The narrative is usually told in first (I) or third person (he, she, it). Narrative writing usually has a beginning, middle and end as well as characters, setting, dialogue, conflicts, action, problems and solutions. Novels, short stories, poetry and biographies are examples of narrative writing.

Expository writing is factual and subject-oriented, with main ideas and details about a subject or subjects. Expository writing explains something. Mathematics and science textbooks are expository.

Activity 1: Identifying Types of Writing

In small groups identify the type of writing being described. Give reasons for your responses.

1. A Busy Farmer
2. A story about the time you got lost
3. A document telling how to create a web page
4. Writing that records details of a trip taken
5. A poem about the sights and sounds of rainfall
6. The front page story in the morning newspaper

Writing Conventions (60 minutes)

Activity 1: Definitions

Ask participants to reflect on the following:

1. What are conventions of writing?
2. How do you teach lessons that include writing conventions?
3. Why are writing conventions important?

Conventions are the surface features of writing - **mechanics, usage** and **sentence structure**. Conventions make writing easier to read by putting it into a form that the reader expects and is comfortable reading.

Mechanics

Mechanics are conventions of print that do not exist in oral language. They include spelling, punctuation, capitalization, paragraphs, etc. Because conventions of print do not exist in oral language, students have to learn how they are used in written language to be able to use them.

Usage

Usage refers to conventions of both written and spoken language and includes word order, verb tense, subject-verb agreement, etc.

Sentence Formation

Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple, compound and complex sentences. In oral language words and sentences rarely change once they have been spoken. The physical nature of writing allows writers to craft their sentences, revising and rearranging related ideas.

Refer trainees to parts of the student book and teacher's guide for examples of writing conventions. Discuss the importance of the conventions to writing clarity.

Spelling

Spelling is an integral part of literacy development and should be taught in the context of both reading and writing instruction.

Strategies for Teaching Spelling

Spelling Strategy	Description	Teaching/Learning Strategy
High-frequency words	Students spell common words that they would be expected to read and write automatically (i.e., sight words). Many of these words are phonetically irregular (e.g., of, is, are, the, etc.).	Teach students to spell common words using strategies such as word wall activities, games and frequent opportunities to write, so that students see the words spelled correctly many times in context.
Letter-sound connections	Students say words slowly and spell words as they sound (i.e., phonics).	Use modeling and shared and guided instruction to teach students to say words slowly and record the sounds they hear.
Analogy	Students use what they already know about words in order to spell and read new words.	Teach students to spell new words by listing to word families, substituting onset (e.g., change the first letter in “cat” to make it say “hat”), substituting rime (e.g., change the ending of “hop” to make it say “hot”), and making new words from known words (e.g., take the onset from hat and the rime from mouse to spell the word house).
Spelling resources	Students use a variety of references to assist with accurate spelling.	Teach students to use references such as a word wall, personal dictionary, picture dictionary, theme words and subject-specific vocabulary.

Activity 2: Reflection

1. Which writing convention skills/concepts need to be taught to your students?
2. How will you teach writing conventions?

Practice and Reflection (180 minutes)

Activity 1: Preparing for Presentations

Tell trainees they are going to develop and demonstrate writing lessons. Before beginning, ask them to identify lessons from different grade levels in the student books. Tell them also to refer to the teacher's guides.

Ask them to form small groups and develop the lesson they are going to present. Assess if trainees are using lessons from different grade levels by creating a chart on the board before they begin working. Remind them to refer to the student book and teacher's guide as they are working. Remind them to incorporate the stages of writing when appropriate.

Activity 2: Peer Teaching 1

Tell trainees they are going to prepare a lesson to teach writing. They have 20 minutes for lesson writing, 20 minutes for lesson presentation and 10 minutes for reflection.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Activity 3: Peer Teaching 2

Tell trainees they are going to prepare a lesson to teach writing. They have 20 minutes for lesson writing, 20 minutes for lesson presentation and 10 minutes for reflection.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Activity 4: Peer Teaching 3

Tell trainees they are going to prepare a lesson to teach writing. They have 20 minutes for lesson writing, 20 minutes for lesson presentation and 10 minutes for reflection .

Reflection

Ask trainees to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Writing Assessment Questions

Ask trainees to work in small groups and discuss the questions below. Ask the group representatives to report orally.

In terms of teaching writing, explain the criteria that:

- should be used to assess each stage of the writing process;
- should be used to assess different types of writing; and
- should be used to assess conventions of writing.

Plenary Discussion (30 minutes)

Conduct a whole class discussion and encourage the trainees to give reflections and comments on the training received for teaching writing. Ask them to explain what they learned about teaching writing and what aspects will be useful to them and beneficial to students and what aspects will be not as useful. Encourage them to discuss any challenges and suggestions for possible solutions to the challenges.

Grammar

Introduction (25 minutes)

Grammar is a set of rules that indicate how words, phrases and sentences are used in a language to convey meaning in speaking, reading and writing.

Grammar in grades 1-4 deals with the language patterns and the structural rules that govern the composition of words, phrases and sentences in English. In grades 1 and 2 grammar is addressed through language pattern usage in oral language, reading and speaking. Whereas, grammar in grades 3-4 is taught as a separate concept.

Objectives

At the end of the training, the trainees will be able to:

- describe the role of language patterns in the English language;
- explain how grammar is taught;
- identify ways of effectively teaching grammar, and
- identify and use strategies/techniques when teaching grammar.

Expected Outcome

At the end of this training, trainees will be able to identify forms of grammar and teach grammar in meaningful and effective ways.

Teaching Grammar (120 minutes)

Activity 1: Discussion

Ask trainees to form groups of four with one trainee from each grade level. Tell them to discuss the questions below and comment on each other's ideas.

1. What is a language pattern?
2. Do you teach language patterns? If so, what methods do you use?
3. How do you teach grammar lessons?

Activity 2: Lesson 1

Ask trainees to read the following lesson and discuss the way the grammar lesson is organized and what approach to teaching grammar is used.

- The teacher introduces the lesson they are going to learn. For example, today we are going to learn *simple present*.
- He/she writes the form on the board. For example, *She brushes her teeth every morning*.
- He/she explains the form the third person pronoun *she* is followed by a singular verb *brushes*.
- He/she explains the meaning. This sentence tells that she brushes her teeth repeatedly.

Tell trainees to form small groups with one trainee from each grade level. Ask them to reflect on the questions that follow.

1. What methods of teaching grammar are used in the lesson?
2. Do you think students will be able to use the grammatical concept effectively? Explain.
3. Do you think the lesson presentation and content motivates students?
4. Do you think that students will be able to comprehend the lesson?

Key Points

A deductive **approach** involves the students being given a general rule, which is then applied to specific language examples and becomes effective through practice. Therefore, the:

- deductive teaching of grammar focuses more on form than meaning;
- deductive teaching approach for teaching grammar is teacher driven and is less motivating to the students because of the mechanical way it is presented.
- effectiveness of such an approach is limited.

Activity 3: Lesson 2

Ask the trainees to identify the difference between the following lesson and the lesson in the previous example.

- The teacher demonstrates the meaning of the grammar concept without using grammar terminology and creates a context where the meaning of the concept is clear. Example: She brushes her teeth every morning.

- The teacher relates the grammar concept to its meaning. Example: The third person pronoun, *she*, is followed by a singular verb brushes (es). Thus, es is used.
- The teacher, if necessary, tells the students the name of grammar concept after the students have understood its use.

Key Points

An **inductive approach** involves students detecting, or noticing, patterns and working out a rule for themselves before they practice the language. Therefore, the

- inductive teaching of grammar focuses more on meaning than form; and
- inductive teaching of grammar is student driven and more motivating because it encourages students to explore/discover.

Activity 4: Reflection

Tell trainees to form small groups with one trainee from each grade level. Ask them to reflect on the questions that follow.

1. What methods do you use to teach grammar in grades 1 and 2?
2. What do you expect students will be able to do after learning grammar?

Key points to be considered about grammar:

In grades 1 and 2, the language pattern is presented in oral language lessons under reading and writing skills.

In Grades 3 and 4, grammar is:

- taught on the third day of every week:
- a 20 minute lesson.
- predominantly presented inductively.
- modeled, examples given, meaningful practice takes place and skills are assessed.

This training follows the procedures:

- presentation
- modeling/demonstrating
- practice and feedback.

Teaching Language Pattern Skills I

Presentation

Ask trainees to list some language patterns.

Example 1: Practice using the language patterns: **What is this? It is a....**

Student 1: What is this? Student 2: It is a table.

Student 1: What is this? Student 2: It is a chair.

Student 1: What is this? Student 2: It is a window.

Example 2: This is a practice using the language patterns: **Where is...? It is**

Student 1: Where is the board? Student 2: It is on the wall.

Student 1: Where is the chalk box? Student 2: It is on the table.

Student 1: Where is the duster? Student 2: It is on the table.

Modeling/Demonstration

Tell trainees to look at the pictures in the Grade I SB, Week 19, Lesson 4. Ask them to point to each picture and practice the patterns presented above in pairs. One trainee asks and other trainee answers.

Practice

Ask trainees to work with a partner to ask and answer questions about objects in the training classroom.

As a language pattern is taught implicitly, the lesson presentation follows what has been suggested for the oral language component. Please read the procedure suggested to teach oral language/ speaking in the beginning part of this manual.

Teaching Practice

Organize trainees in small groups with one trainee from each grade level. Tell them to choose one language pattern lesson from grade I. Ask them to prepare a lesson on teaching this grammar skill. After presenting, ask them reflect on the positive and challenging aspects of the lesson. Invite other trainees to provide feedback on the lesson presented.

Teaching Language Pattern Skills 2

Presentation 2

Ask trainees to list things they like in their note books.

Example 1: Student 1: What do you like? Student 2: I like school.

Student 3: I like tea and milk. Student 4: I like soft drinks.

Example 2: Student 1: What do you dislike? Student 2: I dislike soft drinks.

Student 3: I dislike coffee. Student 4: I dislike milk.

Modeling

Tell trainees to work in a group of four. Ask them to talk about things they like and dislike using the pattern: **I like.... I dislike....** Then ask trainees to work with a partner to ask and answer questions about things they like and dislike.

Practice

Organize trainees in groups of four with one trainee from each grade level. Tell them to choose one language pattern lesson from grade 2. Ask them to prepare a lesson on teaching this grammar skill. After presenting, ask them reflect on the positive and challenging aspects of the lesson. Invite other trainees to provide feedback on the lesson presented.

Grammar Instruction 1: present continuous, SB, Grade 3, Week 19, Day 3

Organize the trainees in groups of four. Tell them to study the sentences below and determine what the underlined words are.

1. He is writing notes on a board.
2. We are entering the class.
3. We are learning English.
4. She is reading a story.

Tell trainees to read the sentences below. Ask them what the underlined words are.

1. I am writing notes on a board.
2. We are discussing the present continuous now.
3. The teacher is walking to the library.
4. The health club is using the mini media.
5. She is washing her hands.

Present continuous is used to show actions happening at the time of speaking. Its form is:

I + am+ -ing form of a verb

You/ we/ they +are + -ing form of a verb

She/he/it + is + - ing form of a verb

Practice

Tell trainees to look at the pictures in the SB, Week 19, Day 3. Ask them to write sentences using the present continuous verb forms about what the people are wearing.

Ask trainees to work with a partner to ask and answer questions using present continuous verb forms about what the people in the pictures are wearing.

Reflective Practice

Tell the trainees to work in with a partner and discuss the following question:

Is this a good way of teaching the present continuous verb form? Explain why or why not.

Grammar Instruction 2: simple past tense, Grade 4, Week 9, Day 3

Presentation

Organize the trainees into groups of four. Tell them to study the dialogue below and determine what the bolded words are.

Student 1: What activities **did** you do yesterday?

Student 2: I **washed** my uniform. I think, you **were** not here yesterday.

Student 1: Yes, I **was** in Debre Birhan?

Student 2: What **was** the weather there?

Student 3: It **was** rainy.

Tell trainees to read at the following sentences.

Where **were** you yesterday?

I **was** in Adama.

What **was** the weather in Adama?

It **was** sunny.

Simple past tense is used to talk about events in the past. For example, the past form of **is** is **was**; the past form of **are** is **were**, etc.

Practice and Reflection (180 minutes)

Activity 1: Preparing for Presentation

Tell trainees they are going to develop and demonstrate grammar lessons. Before beginning, ask them to identify lessons from different grade levels in the SBs. Tell them also to refer to the TGs. Ask them to form groups of four and develop the lesson they are going to present. Assess if trainees are using lessons from different grade levels by creating a chart on the board before they begin working. Remind them to refer to the SBs and TGs as they are working.

Activity 2: Peer Teaching 1

Tell trainees they are going to prepare a lesson to teach grammar. They have 20 minutes for lesson writing, 15 minutes for lesson presentation and 10 minutes for reflection.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Activity 3: Peer Teaching 2

Tell trainees they are going to prepare a lesson to teach grammar. They have 20 minutes for lesson writing, 15 minutes for lesson presentation and 10 minutes for reflection.

Reflection

Ask group members to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Activity 4: Peer Teaching 3

Tell trainees they are going to prepare a lesson to teach grammar. They have 20 minutes for lesson writing, 15 minutes for lesson presentation and 10 minutes for reflection .

Reflection

Ask trainees to reflect on the lesson and discuss what went well (strengths) and what was challenging and needs to be adjusted for effectiveness. Ask them to be specific as they reflect on the lesson in relation to the training received. Invite other trainees to give constructive feedback by beginning with positive comments about the lesson. Conclude by adding any additional feedback you may have for strengths and improvement.

Assessment

Ask trainees to work in small groups and discuss the questions below. Ask the group representatives to report orally. In terms of teaching grammar, explain:

1. the criteria that should be used to assess grammar concepts taught;
2. the criteria that should be used to assess grammar at different grade levels; and
3. the criteria that should be used to assess application of grammar skills.

Plenary Discussion (30 minutes)

Conduct a whole class discussion and encourage the trainees to give reflections and comments on the training received for teaching grammar. Ask them to explain what they learned about teaching grammar and what aspects will be useful to them and beneficial to students and what aspects will be not as useful. Encourage them to discuss any challenges and suggestions for possible solutions to the challenges.

Practice teaching a full lesson

Introduction (10 minutes)

Effective teaching of the revised English for Ethiopia requires teaching skills and sub-skills in an integrated manner. In a single lesson more than two skills/sub-skills are taught. This requires proper planning in terms of the methods used, preparing necessary resources, proper time management and using appropriate assessment techniques to monitor and support student learning. In this last day of the training, the main purpose is to let trainees practice teaching a full lesson having more than two skills/sub-skills and reflect on how their teaching practice went.

At the end of this day, participants are expected to:

1. Demonstrate their skills in effectively teaching a complete one day lesson from the teacher's guide by using the suggested approach;
2. Provide efficient feedback to their colleagues teaching practice and reflect on their own teaching

The how of the practice teaching

Use the following tips so as to lead an effective teaching practice session with the trainees:

- If you have 30 participants per session, divide them in to 5 groups.
- Each group member has to plan a 40 minutes session from the Teachers' Guide.
- Each group member has to plan a different day session so that the team can teach a whole week session.
- First each plan has to be commented on and approved by the group.
- Each group member has to teach the planned sessions to its members.
- After the lesson is completed, the group members have to give feedback on taught lesson.
- This process has to be used until each group member teaches and gets feedback.
- After each group member teaches, they will reflect on their experiences. Participants will share what they learned from this process with the whole group.
- During the practice, the trainer needs to move around the room to observe and make notes for the discussion.

Activity: practice teaching (260 minutes)

Ask trainees to be in groups of five and select a one week lesson from one of the grade levels and plan a 40 minutes session to teach. Each group member should take a different lesson from the selected week. This will help them to practice teaching a whole week lesson. Tell them that each team member has to plan his/her own lesson. Then each plan will be commented as a team. After that, team members will teach their lesson. When one trainee teaches, the other team members act as students and participate like students. After the session is completed, the team members will provide feedback for the one who was teaching the lesson. This process continues until each of the team member practice teaching a lesson.

Activity: Discussion on Practice teaching (60 minutes)

Use the following guiding questions to lead a discussion with the whole group:

- How was planning a day's lesson?
- How did the lesson plan facilitate teaching?
- What were the advantages of using the Teacher's Guide? Any challenges?
- Was all the information teacher's needed in the Teacher's Guide?
- What were the challenges of meeting the objective of the lesson?
- How was teaching a whole 40 minute lesson?

Activity: Plenary (30 minutes)

Conduct a whole class discussion and encourage the trainees to give reflections and comments on the teaching practice sessions they made. Ask them to explain what they learned about teaching a whole 40 minute lesson and what aspects will be useful to them and beneficial to students and what aspects will be not as useful. Encourage them to discuss any challenges and suggestions for possible solutions to the challenges.

Reference List

- Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: Bolt, Beranek, and Newman. Inc. ED, 317, 950.
- Channell, J. (1988). Psycholinguistic considerations in the study of L2 vocabulary acquisition. *Vocabulary and language teaching*, 83-96.
- Jones, C. (1999). *Contextualise & personalise: Key strategies for vocabulary acquisition*. Recall-Hall, 11(3), 34-40.
- Nunan, D. (2013). Empowering teachers through classroom research. Retrieved January, 3.
- Oxford, R. L. (2016). *Teaching and researching language learning strategies: Self-regulation in context*. Taylor & Francis.
- Phonics and structural analysis for the teacher of reading: Programmed for self-instruction*. London, UK: Pearson.
- Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (2000). [Bethesda, Md: U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.