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Ministry of Education

English for Ethiopia

Teacher Training Manual

Grades 5-8



Addis Ababa
Ethiopia

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DISCLAIMER

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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 1-4. 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 Grade 5-8

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
General Introduction	Listening	Speaking	Vocabulary / Word Study	Reading	Reading	Writing	Writing	Grammar	Practice Teaching a Full Lesson
Introduction Stages of English Literacy	Introduction Teaching Listening Stages of Listening	Introduction and Discussion Stages of Speaking	Introduction Teaching vocabulary	Introduction Teaching reading Skill	Modeling Reading Practice Teaching	Introduction Teaching Writing Stages of teaching writing Modeling	Conventions Practicing 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	Demonstration /Modeling	Demonstration /Modeling	Teaching Word Study	Teaching Reading Fluency Modeling	Reading Practice Teaching	Modeling Types of writing	Practicing and Reflection	Grammar lesson (Modeling teaching grammar)	Practice teaching
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Cross cutting issues/Inclusion	Practice and reflection on teaching Speaking	Practice and reflection	Practice and reflection	Teaching Reading Comprehension	Reading Practice Teaching	Controlled, Guided ... Writing Conventions	Practicing and Reflection	Grammar lesson (practice)	Practice Teaching Discussion and Reflection
Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break
Reflection	Practice and reflection Plenary session	Practice and reflection Plenary session	Practice and reflection Plenary session	Teaching Reading Comprehension	Reflection and Plenary Session	Writing Conventions	Plenary session	Practice and reflection Plenary	Discussion/ Reflection Plenary

Teacher Training Manual for *English for Ethiopia*, Grades 5-8

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 1)

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

1. 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)

1. 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?

Listening

Introduction (25 minutes)

Listening is the ability to attend to and understand information provided by a speaker or the act of hearing attentively. Listening is similar to speaking, reading and writing in that the listener must understand phonics, syntax and semantics in order to comprehend what the speaker is saying. In the classroom students must pay close attention to what teachers and others are saying (listen) to positively impact their learning. Listening is a very important skill in the students' academic life and in life in general.

Listening lessons in the newly developed student book and teacher's guide for grades 5-8 typically are presented in three-stages: pre-listening, while-listening and post-listening. The **pre-listening** stage is meant to activate students' prior knowledge and help them develop prediction skills. Students also can become familiar with key vocabularies. The **while-listening** stage focuses on comprehension through exercises that require careful listening, listening for the gist, details, sequencing, etc. It also can give students opportunities to create pictures in their mind of what listening text is about. The **post-listening** stage mainly involves a response which requires students to discuss or write about the message of the listening text or to examine the text or parts of the text in detail. Activities in all three stages are designed to create connections between the text and real life through various interactive activities.

In the *English for Ethiopia*, student book (SB) and teacher's guide (TG) for grades 1 and 2, listening and speaking are placed under the topic "Oral Language" which is the first section of each lesson. In grades 3 through 8, listening is taught separately. Each lesson starts with listening, and it is part of the first day of each week's lessons.

Objectives

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

- understand 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 skills;
- demonstrate their knowledge and skills on how to assess and support students in the listening process; and
- participate in reflective practice.

Expected Outcomes

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

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 students' 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 (60 minutes)

Activity 1: Discussion

Ask trainees to work in groups from 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 second cycle, grades 5-8?
2. Why is it important to use listening texts and questions?
3. What are the challenges for teachers and students when 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 and reflect on the questions which follow.

1. What teaching methods or strategies have you used to teach listening skills?
2. Would you use the same strategies to teach listening skills in grades 5-8 that you would 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 5-8 usually are integrated with speaking practices.
- Listening lessons are treated separately in grade 5-8 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 usually is found only in the teacher's guide.
- Teachers must practice reading the listening text with fluency (proper rate, accuracy and expression) before modeling for the class.

Stages of Listening (40 minutes)

Activity: 1 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; and
7. inferring the writer's message and relating it to one's own experiences.

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 (rate, accuracy and proper 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 activities are in the student book (SB). Students can do the activities individually, in pairs or in groups.
- 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 or the topic.

While-listening

Key points about the while-listening stage:

- The teacher will read the listening passage 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 some 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 report (list, retell or summarize) the main points of the listening text.

Demonstration/Modeling (60 minutes)

Expository Text: “Exercises for Health”

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 "**Exercises for Health.**" Then, tell them to work in a small group to discuss the pre-listening questions. Trainees will discuss the following questions based on their existing knowledge and/or experience.

1. Look at the title and pictures and predict the contents of the listening text.
2. Talk about what the children in the pictures are doing. (SB: Grade 6, Week-26, Day 2,)

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. For the **first reading**, tell the trainees to just listen quietly. During the **second reading**, tell the trainees to listen and answer the while-listening questions. Then, tell them to listen to the **third** reading to verify their answers.

Inform the trainees that before listening they will read and understand the *while-listening* questions. Then, tell trainees to listen to the text and fill the blank spaces with appropriate words.

1. Simple household _____ will give children exercise.
2. Children who exercise will have _____ body composition.
3. Strong bones and muscles lead to _____ and flexibility.
4. During sleep, the brain _____ and refreshes itself.
5. Physicians believe that exercise may also help children who have mental_____.

Exercises for Health

Physicians explain how physical exercise is important for the healthy growth of children. They suggest regular exercise which involves natural walks, outdoor games, bicycling or participating in sports teams. All of these activities, including simple household chores, benefit children in many ways.

Weight

Children who exercise have thinner body composition, but they are strong. They have less fat and are less disposed of becoming overweight or obese. Those who are already overweight can lose excess fats through exercise. As a result of having a healthy weight that is proportional to height and body type, children become more confident and happy.

Bones and Muscles

Exercise helps children's bones to stay strong. It enhances mineral density of the bones. Having strong bones is very basic for children especially during their growing years. Exercising also makes the muscles stronger. Strong bones and muscles mean having more endurance and flexibility for children to handle whatever challenges they may encounter.

Blood Flow

As children exercise, more blood flows through their bodies and to all cells and tissues. This helps to move adequate oxygen and nutrients to every area of the body. This is greatly beneficial to growing children whose entire bodies need large quantities of nutrients. As a result of added nutrients, children get more energy for physical activities.

Brain

Exercising stimulates the formation of new neurons and enhances a substance that brain cells need to grow. As a result, children experience better cognitive performance and focus. Children who are in better physical shape also have more rapid reaction times than children who do not exercise. Exercising also helps children sleep better. This is another brain-related benefit that makes the brain refuel and refresh.

In conclusion, children who do exercises are less likely to develop diseases and chronic health conditions. These include diabetes, allergies, thyroid imbalances, abnormal cholesterol levels, heart problems and respiratory issues. Physicians also believe that exercising helps children with various mental disorders, including depression, anxiety and attention loss.

Post-listening

Tell the trainees to work with a partner and discuss the questions below.

1. List the problems that can make children physically inactive.
2. Ask the trainees to discuss what they usually do to lead a healthy life.
3. Later tell them share their ideas with another partner.

Reflection Questions

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

1. How does the pre-listening question help students to understand the text?

2. Which part of the lesson helps you to connect the text message to your real life? Explain how?

Additional Practice (65 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 on what is important to present. Encourage trainees to give feedback and comments at the end of the gallery survey.

Practice and Reflection (80 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. Remind 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 SB and TG 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 skills. 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.

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.

Speaking

Introduction (25 Minutes)

Speaking is an important skill for language learning. Speaking activities are designed to help students to build and share ideas through talk. Accordingly, one of the main purposes of a speaking lesson is to improve students' communicative skills. During speaking practice, students are exposed to a variety of experiences for using English to communicate their thoughts and experiences. They are provided with opportunities to learn how to follow the social and cultural norms appropriate in each communicative circumstance. In grade 5-8, speaking lessons are taught separately for 20 minutes on the third day of each week's lesson.

Objectives

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

- understand and use different strategies for teaching speaking skills;
- demonstrate effective teaching of various speaking skill lessons; and
- demonstrate the ability to teach speaking skills lessons that include each stage of speaking.

Expected Outcomes

- Trainees will know and effectively use the speaking skill lessons that are in the student book (SB) and teacher's guide (TG).
- Trainees will demonstrate the ability to teach speaking skills lessons that include each stage of speaking.

Activity-1: Discussion (60 minutes)

Tell trainees from different grade levels will work in groups. Tell the trainees to discuss the following questions. Then, ask them to report and give feedback as a whole group. Lead the discussion using these guiding questions.

1. How is a speaking lesson taught in primary schools second cycle (5-8)?
2. Do you think speaking skills are important parts of language development? Explain why or why not.
3. Who do you think should speak more in the classroom, the teacher or the students? Explain your answer.

4. What strategies do you usually use when teaching speaking?

Ask trainees to respond to the following statements.

- Speaking skills in classroom setting are different from everyday speaking.
- Students who do not get an opportunity to use English outside a school may become shy or nervous when asked to express their ideas or answer questions in the classroom using English.
- Students need to be given explicit instruction and modeling to learn how to improve their English speaking skills.
- The teacher should create opportunities for students to use English when interacting with each other and with the teacher.

Stages of Speaking (60 minutes)

Practice	Production	Application

Practice Stage

The Practice Stage will provide trainees with opportunities to become familiar with some common English expressions. At this stage trainees model, rehearse and/or act out a dialogue or practice a conversation. They depend on the given modeling to learn the spoken words or conversation and practice repeatedly. It is not memorization.

Possible activities for this stage:

- acting out a dialogue;
- modeling a dialogue;
- using given expressions in an identified context;
- rehearsing poem/songs;
- playing a game; and
- passing a message that is being told.

Production Stage

In production stage, trainees perform a given task based on the model activity they practiced earlier. The activities provide trainees with opportunities to practice speaking. Trainees are expected to apply the language items/expressions they practice under the first stage. The activities are presented in a guided manner in which trainees complete or extend a dialogue or conversation using their own language. Some possible activities for this stage are as follows:

- completing a table with input from other people;
- retelling a story;
- completing part of a dialogue; and
- extending a dialogue.

Application Stage

The Application Stage refers to free language use. This implies that trainees are free to express their opinions, ideas and feelings or argue for or against an idea or make a speech on a given topic. In addition, trainees will apply appropriate language to share their life experiences. They exemplify the realities in their actual environments. They will do this when they discuss the message of a story, analyze a table or chart, interpret a picture or perform other relevant activities.

Some possible activities for this stage include:

- conducting a survey, interview or inquiry;
- debating;
- giving advice or offering help using one's own words or language;
- preparing a speech on a given topic;
- relating life experiences;
- giving a speech on a summary on something new that was listened to;
- improvising or creating dialogue and presenting it; and
- giving feedback to other's presentations.

Activity-3: Activities and Stages

Tell trainees to work in group of four or five and put the following activities under each stage for teaching speaking by using a chart format. Ask them to add at least one activity of their own under each stage.

1. acting out a dialogue in pairs;
2. giving feedback and comments using their own language;
3. retelling a story that was read or listened to;
4. making a speech on a given topic;
5. rehearsing poem or song; and
6. extending a dialogue.

Demonstration/Modeling (80 minutes)

Topic: Expressing Agreement and Disagreement (Grade 8, Week 29, Day 3:

Practice Stage

Organize the trainees into pairs. Tell them to act out the following dialogues by taking turns with a partner. Tell them to focus on ways of expressing agreement and disagreement.

Dialogue 1

A: The old means of communication were better than today's.

B: Really? I don't agree with you.

A: Some of today's means of communication like letter writing are still used.

B: That is right. But today's means of communication are better and faster.

A: Do you mean the internet and the mobile phone?

B: Yes, the two have changed our means of communications significantly.

A: I agree with you.

Production Stage

Ask the trainees in the same pairs to use the dialogue and extend it using related ideas of their own. Ask them to come up with new ideas and opinions based on their previous knowledge and

information related to the topic. Next, tell them to use the appropriate expressions in their conversation for agreeing and disagreeing.

Dialogue 2

A: People who watch news on television don't like to read newspapers.

B: I'm afraid, why do you say so?

A: Television news items are similar to newspaper articles.

B: Not exactly. Newspapers articles are more detailed.

A: But, the contents are similar.

B: That might be true.

A: _____.

B: _____.

Application Stage

Divide the trainees equally and assign them to Groups A and B. Assign Group A to brainstorm about the benefits of devices listed under Column A, and tell Group B to do the same about devices listed under Column B. Give the groups five minutes to brainstorm. Then, tell each member of Group A to meet a partner from Group B to argue specific points and convince each other about the benefits they identified. Tell them that the group that convinces more trainees will be the winner. Finally, select a few pairs to demonstrate their dialogues to the class.

Column A	Column B
Computer	radio
camera	telephone
airplane	car
ship	train

Individual Work

Prepare small pieces of paper and give to each trainee. Tell them to write down a title of a speech they are going to deliver. The title should be relevant to their professional career: example "My First Day in Class." Then collect the slips and shuffle them.

Preparation

Give the trainees 3 to 5 minutes to organize their thoughts. Then tell them to prepare an outline of their speech.

Making a Speech

Pick up a slip of paper and read the title out loud. The trainee who wrote that title will come to the front to make a two minute speech. Others will listen to him/her carefully and ask questions. Be time conscious. Invite as many trainees as possible to make a speech to the class.

Plenary Discussion

Inform the trainees that there is going to be a whole class discussion on the entire process: individual work, preparation and making a speech. Invite the trainees to reflect on **what they did under each stage, what went well and what needs to be improved**. Involve as many trainees as possible to reflect on the others' work. In addition, ask some key questions to elicit more ideas from the trainees. Then give feedback and summarize the lesson.

Practice and Reflection (100 minutes)

Activity 1: Preparing for the Presentation

Inform the trainees that they are going to do a lesson demonstration. Trainees will work in small groups and select one speaking activity from the 5 to 8 SBs and prepare a lesson which contains all the stages of the speaking (*practice, production and application*). Also tell the trainees to refer to the TGs. In addition, tell trainees to select lessons from different grade levels. Make sure that two groups are not working on same lesson. Move around and facilitate discussion 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

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.

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 speaking lessons. Ask the trainees questions about the contents and the differences of each stage: practice, production and application. 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 (35 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.

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 5-8. 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. Every lesson begins with a brainstorming activity to capitalize on varied experiences of the trainees and to begin by making the lesson trainee centered.

The components are presented using various strategies. For example, in the word study, the first part contains basic theoretical inputs which give you insights about the component. Then, a model lesson which encompasses classroom interaction is presented. The lesson is taken from the student books (SBs) and teacher's guides (TGs) for grades 5-8. After going through the lesson, the trainees will respond to some reflection questions which will help them to further internalize the approach presented. In some cases, the same content is presented using different strategies to provide varied options for the trainees. Finally, the trainees are expected to design a parallel lesson using the strategies and approaches given. In addition, the teacher guide TG contains clear procedures and specific methodology on how to teach each lesson in the SB. Therefore, during the training discussions should relate the content of the student book and teacher guide.

Objectives

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

- apply different techniques to help students to identify parts of words;
- demonstrate different strategies to help students to pronounce, know and use words correctly;
- exhibit ways to form words in English; and
- design a peer teaching lesson using various vocabulary teaching strategies.

Expected Outcomes

- Trainees will know and effectively use the vocabulary and word study lessons that are in the student book (SB) and teacher’s guide (TG).
- Trainees will teach vocabulary and word study skills effectively using various strategies in meaningful ways.

Vocabulary (90 minutes)

Activity 1: Discussion

1. What is the meaning of word knowledge? What is its implication for teaching words?
2. What vocabulary teaching strategies do you know? Make a list and compare your list with a partner.
3. What do you think are the criteria that should be used 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 expands and deepens over the course of a lifetime. Instruction in vocabulary involves much more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction and word-learning strategies.

Activity 2: Vocabulary Strategies

Read the following vocabulary teaching strategies and compare your answers.

1. How many of them are in your list?
2. How often do you use them in your class?

Vocabulary Strategies

Association is 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. Conversely, the

teacher can draw pictures or write the vocabulary word in one column and write their names in the other column. Then students can 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 review the sample lesson and discuss the reflection questions below.

Reflection

In groups discuss the following question and statement 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 is 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.

1. The teacher decides on a key word and writes it on the board.
2. 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.
3. Students share the recorded words; then the words are categorized.
4. Once category names are assigned, a graphic organizer that depicts the relationship of the words is created and discussed.
5. Students then are encouraged to suggest additional words for the organizer.

6. 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.

Activity 3: Example Lesson Semantic Maps

Write the word **food** on the board and ask trainees to provide as many food types as possible. Write each food name on the board. Then ask trainees to categorize the food into as many types as possible. Arrange these into a web or map. Then ask trainees find a lesson in the SB where they can categorize the words and form a semantic map.

Reflection

Arrange the trainees in groups of 4 to 5 and tell them to reflect on the use of Semantic Maps for teaching vocabulary.

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.

1. The teacher gives students a list of key words for which to search.
2. 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.
3. Devote a few minutes to reading each sticky note.
4. A game can be made out this activity by assigning each word a point that can be earned.

Activity 4: Peer Teaching Lesson for Word Detective

Ask trainees to design a vocabulary lesson using Word Detective for grade 7 students. A sample exercise is found in SB, Page 47 Week 6, Day 4, No.8. Trainees will work in small groups, design a lesson and teach it to their peers.

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 (categories: 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.

Word Study (75 minutes)

Activity 1: Discussion

Discuss the following questions in pairs and reflect your answer in groups of four.

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

Read the following theoretical inputs and explain the relevance of the suggestions for teaching word study students in grades 5 to 8.

Theoretical Input: Blending, Segmenting and Syllabification

Being able to manipulate sounds through blending and segmenting and other activities are important strategies to use to develop students' vocabulary. Syllabification is the ability to segment words into syllables (a group of letters that forms a pronunciation unit). This strategy can be useful when encountering unknown words in listening and reading at all grade levels. Teaching the skills of segmentation in isolation or in combination with blending instruction helps with successful vocabulary development. Rules which are commonly used to divide words into syllables follow.

- Every syllable has **one** vowel sound.
- The number of vowel **sounds** in a word equals the number of syllables: *sub-ject*.
- A one syllable word is **never** divided: *stop*.
- A compound word is divided **between** the two words that make the compound word: *foot ball*
- When two or more consonants come between two vowels in a word, it is usually divided **between** the **first** two consonants: *sis-ter*.
- When two vowels come together in a word, and are sounded separately, the word is divided **between** the two vowels: *di et*.
- When a vowel is sounded alone in a word, it forms a syllable itself: *u nit*.
- A word that has a prefix or suffix is divided **between** the root word and the prefix or suffix: *dis-count, print-able*.

Word Study: Sample Lessons

Tell trainees that they are going examine two lessons for teaching words. Then they will design a lesson Ask them to read the dialogues below and determine how the two teachers teach vocabulary to students.

Teacher A	Teacher B
<p><i>Teacher</i> writes the word <i>paint</i> on the board and asks students to say the word.</p> <p><i>Students:</i> paint</p> <p><i>Teacher</i> writes <i>paint-ing</i> on the board) and says it slowly.</p> <p><i>Students:</i> paint..... <i>paint-ing</i></p> <p><i>Teacher:</i> Say painting.</p> <p><i>Students:</i> painting</p> <p><i>Teacher:</i> Matiwos, say paint.</p> <p><i>Matiwos:</i> paint</p> <p><i>Teacher:</i> Alright. Say painting.</p> <p><i>Matiwos:</i> painting</p>	<p><i>Teacher</i> writes the word <i>manage</i> on the board and asks students to say it.</p> <p><i>Students:</i> manage</p> <p><i>Teacher:</i> Writes <i>management</i> on the board and asks students to read it.</p> <p><i>Students:</i> management</p> <p><i>Teacher:</i> management</p> <p><i>Debitu:</i> What part is added to the word manage.</p> <p><i>Debitu:</i> -ment</p> <p><i>Teacher</i> writes <i>mismanagement</i> on the board and asks students to say it. Then asks: “Which part is added, Haile?”</p>

<p><i>Teacher:</i> Painting. What about perform, Shitaye?</p> <p><i>Shitaye:</i> Performing, etc.</p>	<p><i>Haile:</i> mis-</p> <p><i>Teacher</i> writes place on the on the board.</p> <p>“Yeabsira, can you form a new word using the parts added in the previous word?”</p> <p><i>Yeabsira:</i> placement, etc.</p>
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Activity 2: Discussion

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

1. What are the strategies used by the two teachers?
2. What kind of content is taught by each teacher?
3. Sort out I do, We do and You do activities from both interactions between the teachers and students.
4. Do you think the teaching is effective and meaningful? Explain.

Activity 3: Lesson Design

Tell the trainees to design a 20 minute lesson using I do, We do and You do procedures to teach a word study lesson.

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 can use diagnostic assessment to assess the performance of students' word study and vocabulary skills. Because the emphasis given to these three areas of instruction depends on students' reading ability, it is also important that teachers assess the level of students' reading development. Following careful diagnostic assessment, 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 students' abilities in the following areas:

- identification and manipulation of various parts in words;
- use of word-solving strategies;
- forming words either adding or deleting parts; and
- identifying meaning of words using various clues and strategies.

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

Activity 2: Discussion

Discuss the following questions in small groups and then share them 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 criteria to use to select words to be taught at a certain grade level?

Additional Practice (60 minutes)

The objectives of this activity are to:

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

Activity 1: Group Work

Arrange trainees into small groups. Tell them that they are going to review the grades 5-8 SBss and TGs vocabulary/word study lessons. Tell them to take notes on the kind of activities used and how the lessons 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). Have 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 (80 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 grade1 to 4 student book and prepare a lesson which contains all of the strategies for teaching speaking skills including the I do, We do, and You do methodology. 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.

Activity 2: 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

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

Activity 3: 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

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

Assessment

Teachers should use diagnostic assessment to assess the performance of students' word study and vocabulary 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 relative to vocabulary and word study. To ensure that instruction continues to be effective, teachers can 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 entire 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. The manual gives theoretical inputs and practice with effective methods of teaching reading for second cycle primary grade students (5-8). 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.

For grades 5-8 students, reading skill development is presented in two sections in the English student book (SB) and teacher's guide (TG): reading comprehension and reading fluency. The strategies and procedures recommended in the TG are parallel with the activities provided in the SB. 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, the student book and the teacher's guide.

Objectives

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

- identify and effectively teach the components of reading in grades 5-8: mainly reading comprehension and reading fluency;
- know the elements of reading fluency and how to model them;
- model different strategies to help students learn and practice reading fluency;
- understand and effectively teach reading comprehension strategies;
- know and use comprehension strategies and how to teach them effectively;
- identify and use strategies applicable in different contexts; and
- design reading activities using available resources in their locality.

Expected Outcomes

- Trainees will identify and apply different strategies to help students practice reading fluency.
- Trainees will identify the content and purposes of pre-reading, while-reading and post-reading activities.
- Trainees will also identify and use different materials available in their localities to teach reading.

Teaching Reading Skills (90 minutes)

Activity 1: Discussion

Ask trainees to discuss their thoughts, beliefs, methodologies and experiences relative to teaching reading comprehension to students in grades 5-8. Assign trainees to groups to discuss the questions below. Share individual reflections with the whole group. The questions are designed to activate trainees' background knowledge and cause them to reflect on their own beliefs, knowledge, experiences and methodology relative to teaching reading in grades 5-8.

1. What is the importance of teaching reading skills in grades 5-8?
2. What reading skills do students need to acquire in grades 5-8?
3. What do you think is the most important skill needed to develop reading ability for second cycle students?
4. What are your goals when teaching reading?
5. 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 main purpose of reading is to make meaning from (comprehend) different types of text. Grades 5-8 students should be reading to learn instead of learning to read. At these grade levels, students read longer texts, continue to develop fluency, answer comprehension questions and integrate reading with listening, speaking, vocabulary and writing skills. Reading should be taught with the goal of helping students to comprehend the content of the different subjects they are studying.

Activity 2: Discussion

Discuss on the following questions with the whole group.

1. Should reading instruction be different for different ability levels of students? How and Why?
2. Do you have different purposes when teaching reading? If so, what are those purposes?
3. Have you ever asked students to read aloud a paragraph or sentences? Why?

Teaching Reading Fluency (80 minutes)

Tell trainees that in the revised English textbook for grades 5-8, reading is presented in two sections: reading fluency and reading comprehension. 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 better comprehend what is read. The components of reading fluency are accuracy, appropriate rate and expression.

Rate refers to the speed and pace 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 occurs is when students read words correctly. A strategy for improving accuracy is to teach students how to self-correct their decoding errors through self-monitoring and by using contextual clues when appropriate. A teacher can model accuracy by reading words aloud, reading 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 the unknown word, go back to a certain point in the text and re-read and use other word learning strategies.

Expression requires one to attend to punctuation and use varied intonation. A teacher can help students to develop reading expression by using the following strategies. Teachers can:

- demonstrate how to 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 (echo what is read aloud). The teacher continues to lead the student through the text until he/she completes reading the text with expression; and
- move around the classroom discreetly listening to students reading aloud or whisper read and make note of areas that need review and reinforcement or need to be re-taught.

Model Reading Fluency (80 minutes)

Activity

Ask trainees to work in pairs. They will take turns reading a dialogue is taken from the grade 6 English textbook, Week 1, Day 2. One trainee will read the dialogue while the other trainee listens for accuracy, appropriate rate and expression. Then partners will discuss the results. While trainees are reading, move around and discreetly listen to their reading. Then, during their discussion, provide comments, if needed.

Zeinu and Yadene

Zeinu and Yadene met at the public library while Zeinu was waiting for the library to open. She came to him and said, “Hi, my name is Yadene.”

Zeynu replied, ‘Hi, mine is Zeinu.’ Then, he invited her to sit next to him.

While they were waiting for the library to open, they talked about their schools.

Yadene asked, “Which school are you from?”

Zeynu replied, “I am from Kuriftu Primary School very close from where the public library is located.”

Yadene reacted: “Really, I’m from Andenet Primary School. It is very far from here.” She added, “It is my first time to come to the public library.”

After a few minutes they saw the librarian coming and went to meet him.

They greeted him at the gate and waited for the door to open. They borrowed some books from the library and went back home together. Though their homes were not in the same direction, Yadene went with him helping to carry the books. On their way home, Zeinu shared experiences on how he manages his time to study.

Discussion: Ask each pair to work with another pair and discuss on the following questions.

1. Do you think that this activity could be done in similar way in your English classrooms?
How?
2. Do you assess your students' reading fluency? If so, how?
3. What would be the challenges in teaching the reading fluency? How would you solve them?
4. Do you use the reading fluency strategies such as paired reading, choral reading and individual reading?

Additional Practice (50 minutes)

Activity

Ask trainees work in small groups and research what techniques are used to teach reading fluency in grades 5- 8 SB and TG.

1. What are the techniques introduced to teach reading fluency?
2. Are the procedures given to the teacher clear? Explain.
3. What additional activities could you suggest to help students practice reading fluency?

Ask trainees to write their findings on poster paper and have group representatives discuss the content with the whole group.

Teaching Reading Comprehension (130 minutes)

Activity 1: Discussion

Assign the trainees to small groups to discuss the questions below. Then ask a representative from each group to report. Lead a discussion about the importance of strategies when teaching reading comprehension.

1. How do you define reading comprehension?
2. What is the purpose of teaching reading comprehension to second cycle 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 strategies?

5. Is there a relationship between reading and reading comprehension? Explain your answer.

Reading Comprehension

Reading comprehension is the ability to read text, process what is read and understand its meaning. Reading comprehension being able to read and understand information presented in written form. Reading is an active, not a passive activity. Comprehension involves make meaning from the whole of what is being read by understanding the meaning of words, sentences, pictures, graphics and other aspects of text that can influence comprehension.

Reading comprehension strategies help students to interact with text before, during and after reading by making and verifying predictions, creating questions, monitoring understanding, using prior knowledge to make connections with text and other activities that help make connections to what is being learned. All teachers must teach students the comprehension skills necessary to help them understand text and become successful, independent readers. Strategies can be classified under the three main categories with follow.

- **Pre-reading** strategies focus on developing students' skills to better comprehend concepts in the reading **before** they begin to read or listen to text being read.
- **While-reading** activities focus on developing students' skills to better comprehend concepts **while** they read or listen to text being read.
- **Post-reading** activities focus on developing students' skills to better comprehend concepts **after** they read or listen to text being read.

Activity 2: Reading Strategy Chart

Ask trainees to complete the following chart based on their own teaching experiences 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 story book or diagrams and pictures in informational text. Students 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 include:

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

Activity 3: Pre-, While- and Post Reading Strategies

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. What other points would you add?
3. Do you think there will be challenges when doing this activity with students? What could you do to solve the challenges?
4. What pre-reading activity is suggested?
5. 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 students develop and use different reading strategies for different reading purposes; and
- 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 a 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 concepts being taught.

Some frequently used while-reading strategies include:

reading discussion, answering questioning, predicting what is next, jigsaw activities, true/ false activities, transferring information into tables charts, etc., categorizing, gap activities, reflecting, identifying what words reference, finding context clues, generating questions, completing KWL charts, etc.

Activity 4: 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, vocabulary 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 text.

Some frequently used post-reading strategies include:

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

Activity 5: Post-reading

Tell the trainees to work with a partner and read the post-reading activity from Grade 6 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. Do you suggest any other strategy that could be used in the same context?

Activity 6: Additional Practice

Tell trainees they will become familiar with pre-, while- and post-reading strategies used in the SB and TG. Assign the trainees to small groups and 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 they learned in a chart like the one below and post it when they are done.

Give them time to move around and read what is written on the posters.

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

Activity 7: Strategy Identification

Ask the trainees to work with a partner to identify to which strategy category (pre-, while- or post reading) to which each statement below belongs. Discuss on the answers with the whole group.

1. predicting content from a text based on the title or topic;
2. writing a new ending to a story;
3. summarizing the main ideas in a text;
4. guessing the meaning of some words that might appear in the text based on the title;
5. answering comprehension questions;
6. writing the sequence of events as you read them; and
7. predicting what the text is about by looking at the pictures or diagrams.

Activity 8: Post-reading Analysis

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 activity?
3. What are the roles of the teacher and the students?

Demonstration/Modeling (100 minutes)

In this activity KWL is used as a comprehension strategy.

K: What you already **know** about a topic,

W: What you **want** to know, and

L: What you **learned** from the reading.

KWL chart is an organizational tool for reading. By thinking about what they already know (Know), creating statements about the topic (Want to know) and reflecting on what they've learned (Learned), students can activate prior knowledge and become engaged in the activity.

Tell the trainees they will work with the reading comprehension activity taken from Grade 6, Week 8, Day 1.

Pre-reading Activity

1. Introduce the title of the reading text titled “Meseret Defar.”
2. Direct trainees to the KWL chart in the text and follow the instructions.

While-reading Activity

1. Give trainees time to read the text and do the while-reading activity.
2. Ask them to complete the “Learned” column by listing what they learned from the text.
3. Ask them to compare their list with a partner before re-reading the text.
4. Tell them to do the other while-reading activities under instructions B and C.
5. Tell trainees to generate questions based on their answers under instruction C.

The Turn and Talk strategy can be used here. First, the trainees should write a few questions and they turn to a partner and ask and answer the questions.

Post reading Activity

Ask trainees to do the post-reading activities in the text.

Reflection

Discuss the questions below with the trainees and ask them to reflect on the lesson and on the strategies used.

1. How would you evaluate the lesson?
2. What are the strategies used for pre-, while- and post-reading?
3. Do you think these activities help students to develop their reading comprehension skills?
Explain.
4. Do you think the lesson could be taught in the same way in your English classes?
5. What do you think would be the challenges when teaching the activity to your students?
6. What would you change if you taught this lesson in a different way?

Teach a reading activity from grade 5 SB. Remind the trainees that they are going to be grade 5 students and you are an English teacher. Follow the procedures and do the pre-, while- and post-reading activities accordingly.

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 lesson in a different way?

Practice Teaching and Reflection (130 minutes)

Activity 1: Preparing for Presentations

Tell trainees they are going to develop and demonstrate reading lessons focusing on reading 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 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 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 to discuss the questions below in small groups and report to the whole group.

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 teach reading fluency? 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 and 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 environment.**

In this training, trainees will be exposed to the writing process and to different types of writing, writing conventions and writing compositions that are relevant to learning in Grades 5-8. Grammar, usage and mechanics such as punctuation and spelling and other conventions are important parts of writing. Details about grammar are in a separate section of the training manual. Trainees also will spend time writing complete compositions (pieces of writing). They will learn to teach students how to write effectively in a variety of ways using the process of writing as a basis.

Objectives

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

- define, use and teach the writing process;
- demonstrate writing skills;
- elaborate why writing conventions are important skills in teaching writing;
- describe the contents of writing instruction in the *English for Ethiopia* student book and teacher's guide; and
- identify the content and form of descriptive, narrative, expository and persuasive writing.

Expected Outcomes

- Trainees will be able to identify, use and effectively teach skills based on the six stages of the writing process.
- Trainees will be able to identify and teach descriptive, narrative, expository (informational) and persuasive writing that is developmentally appropriate.

Teaching Writing Skills (90 minutes)

Activity 1: Discussion of Questions

Ask trainees 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*, *elements of writing* and *forms of writing*?

Writing is a means of communication that uses signs and symbols. In most languages, writing documents ideas and other thoughts which are spoken. Writing is not a language, but a tool developed by human society. Writing depends on many of the same structures as speech, such as vocabulary, grammar, semantics (study of meaning in language), and other conventions communicated through the use of a system of signs or symbols in different languages. Text is the result of writing, and those who read text are recipients of meaning through language. Writing is communicated through publication, storytelling, correspondence, diaries and other means. Writing is an instrument for recording history and disseminating knowledge.

The *writing process* is the means by which students learn how to approach and carry out a writing task. The *elements of writing* provide teachers and students with the concepts and terminology necessary to understand and talk about the process and products of writing. An understanding of the *forms of writing*, which include *genres* and *types*, and *practice* in identifying the purpose and audience for writing enable students to select the most appropriate form to communicate their ideas and feelings.

Activity 2: Discussion of Questions

Ask trainees to respond to the questions below and discuss with the whole group .

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

Stages of the Writing Process (60 minutes)

Explain and model the writing process.

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 parts that ends with a finished product.

Pre-writing is the first stage of the writing process. It is the planning and organizational phase for writing and provides a focus for developing content. A common strategy used at this stage is brainstorming where students think about and generate ideas for a topic or concept and record them on paper. If the topic is the same for the entire class, brainstorming can be done in small groups, with partners or as a whole class activity. At this stage students also can organize ideas using diagrams or charts, develop an outline, conduct research and perform other activities prior to the next stage, drafting. Students also should think about who their audience is so that the proper voice and language are used. Make sure that topics chosen for writing are relevant to the experiences that students have had. If they live in the countryside, they may not be able to write about life in the city.

Drafting occurs when students begin to write. The most important activity at this stage is to get thoughts down on paper using the organizational structure determined in the pre-writing stage. During drafting students should not focus on mechanical aspects such as grammar and punctuation and just make sure their thoughts are recorded on paper.

Revision gives students an opportunity to carefully review their draft and rearrange content, revise sentence structure, and make sure that the purpose or the intended message is conveyed to the intended audience.

Editing is the next stage of the writing process where the student reads the entire revised document and records final corrections in content: the message, the opening sentences, concluding sentences, organization of ideas, sentence structure, grammar, punctuation and other conventions. At this point in the writing process, writers correct all errors in grammar and mechanics and edit to improve style and clarity. Having another student's or teacher's feedback in this stage is helpful.

Training students to do peer editing also is beneficial for providing good feedback during this stage.

Proofreading involves reading the entire piece of writing carefully to check for accuracy and correctness.

Publishing, the last step of the writing process, occurs in varied ways: sharing your writing with a partner, with the whole group or small groups; posting it on a wall in the classroom or hallway; sharing it with relatives or friends; including it in a booklet; emailing it to someone and other ways where your writing is shared with others.

Keeping track of student writing also can be helpful to teaching and learning. Student writing should be kept in folders or the final draft recorded in a separate exercise book so that improvement over time can be noted. Students also can be taught to review their previous writing at a later time and reflect on what was effective and what they can do better next time.

Modeling, Demonstration, Application (90 minutes)

Activity 1: Practice Using the Stages of Writing

The following writing activity is adapted from the Grade 7 SB and TG, Week 13, Day 5, “Writing Composition.”

Ask trainees to use the writing process to develop a story about wild animals endemic to Ethiopia.

Some information that could be included in the story:

- names of wild animals endemic to Ethiopia and their characteristics;
- where these animals can be found; and
- how these animals live (food, families, protection).

Make sure that trainees follow the six stages of writing presented. Ask them to work in groups and to use whatever resources they have or can find to develop their story. You may want to bring in information about the topic to share with trainees after brainstorming. You may also have to discuss story parts with them: beginning, middle and end by using examples or main ideas and details. Upon completion of the activity, have trainees share their work with the entire group.

Activity 2: Reflection Questions

Ask trainees to reflect on and discuss the questions below.

1. Did the stages of writing help you to write the story? Explain how or how not.
2. What skills and strategies did you learn?
3. Will you be able to apply these skills in your classes? How or how not?
4. Is the writing process appropriate for your students? Explain why or why not.
5. How will you use the writing process with your students?

The Four Types of Writing (60 minutes)

Present the information below and provide examples.

There are four main types of writing: **narrative, expository, descriptive and persuasive.**

Narrative Writing

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

Expository or Informational Writing

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

Descriptive Writing

Descriptive writing focuses on providing a “picture” in words with vivid details of a person, character, an event, a situation or a place. It is sometimes poetic in nature where the writer specifies the descriptive details rather than just providing the information.

Persuasive Writing

Persuasive writing relates opinions, biases and justifications of the writer about a topic or topics. The purpose of persuasive writing is to convince others to believe the writer’s point of view. The writer usually records reasons for particular beliefs and sometimes recommends actions.

Activity 1: Identifying Types of Writing

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

1. a story about the time you got lost;
2. a document telling how to create a web page;
3. the Harry Potter books;
4. a letter to the school director explaining why the tuition fee increase is a bad idea;
5. a record of details of a trip taken;
6. an essay discussing a theme from Romeo and Juliet;
7. an article attempting to convince readers to boycott a store;
8. a poem about the sights and sounds of rainfall;
9. a paper about the unfair treatment of people;
10. the front page story in the morning newspaper;
11. a brochure advertising a luxury hotel and resort; and
12. a paper discussing the after effects of a war.

Controlled, Guided and Independent Writing (45 minutes)

The concepts of controlled, guided and independent writing are built into teaching writing in grades 5-8. Review examples of these concepts with trainees.

Controlled writing: the writer is given a lot of help with the actual writing (wording) and has to make very few decisions about how to put his/her ideas into words or how to organize the text.

Guided writing: the writer is given a lot of help with the actual writing (wording) but writes more of the words independently and makes more decisions about content and organization.

Independent writing: the writer uses his/her own ideas and put the ideas into words and makes his/her own decisions about content and organization.

Writing Conventions (90 minutes)

Activity 1: Defining Conventions

Ask trainees to discuss the following questions.

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 with reading.

Mechanics

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

Usage

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

Sentence Formation

Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple 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 into a single, more compact sentence.

Refer trainees to parts of the student book and teacher's guide for examples of writing conventions. Discuss the importance of the conventions for 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	Teach students to spell common words using strategies such as word wall activities, games

	(i.e., sight words). Many of these words are phonetically irregular (e.g., of, is, are, the).	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 word families, substituting onset (e.g., change the first letter in <i>cat</i> to make it say <i>hat</i>), substituting rime (e.g., change the ending of <i>hop</i> to make it say <i>hot</i>), and making new words from known words (e.g., take the onset from <i>hat</i> and the rime from <i>mouse</i> to spell the word <i>house</i>).
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 Questions

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

Practicing and Reflection (180 minutes)

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 book. Tell them also to refer to the teacher's guide.

Ask them to form groups of 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. Remind them to refer to the student book and teacher's guide as they are working. Remind them to incorporate the six stages of writing when appropriate.

Activity 2: Peer Teaching 1

Tell trainees they are going to prepare a lesson to teach writing. They have 30 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 needed 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 30 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 needed 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 30 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 needed 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 5: Writing Assessment Questions

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

1. In terms of teaching writing, explain the criteria that should be used to assess each stage of the writing process.
2. In terms of teaching writing, explain the criteria that should be used to assess different types of writing.
3. In terms teaching writing, explain the criteria that 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 indicates 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, in grades 3-8 grammar is taught as a separate concept.

Objectives

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

- describe the role of grammar in the English language;
- explain how grammar is taught in grades 5-8;
- identify ways of effectively teaching grammar in grades 5-8; and
- identify and use strategies/techniques when teaching grammar in grades 5-8.

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 so that it can be used in speaking and writing.

Teaching Grammar (70 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 grammar?
2. How do you teach grammar lessons?
3. What challenges have you been facing when teaching grammar?
4. What grammatical mistakes are common to your students?
5. Grammar is taught deductively and inductively. Which approach do you usually employ?
Why?

Grammar

- is a system of organizing the English language using a particular structure;
- is how words and phrases fit together to make sense and create meaning; and
- allows people to express themselves verbally and through writing to convey meaning.

Activity 2: Discussion

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

- Introduce the lesson. For example, today we are going to learn the first conditional.
- Write an example of the conditional form on the board: If I drive more carefully, I won't have an accident.
- Explain the form. The *if* part of the sentence uses the simple present tense and the other part uses *will* followed by the root form of the verb.
- Explain the meaning. This sentence indicates that I have an accident because I don't drive carefully.

Tell trainees to form different groups of four 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 the students?
4. Do you think that the 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 very limited.

Activity 3: Comparing Examples

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 the grammar item 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. Thus, an *es* ending is used.
- The teacher, if necessary, tells the students the name of grammar concept after the students have understood it.

Key Points

An **inductive approach** involves the 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 different groups of four with one trainee from each grade level. Ask them to reflect 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:

As there is no one best way of teaching grammar, consider the suggestions below.

- Teach grammar in context.
- Use visible instruments such as charts, tables, diagrams, maps and drawings to aid understanding.
- Avoid difficult grammatical terminologies as much as possible.
- Allow enough opportunities for meaningful practice.

Grammar Lesson 1 (50 minutes)

Activity 1: Simple Present Passive Lesson Presentation: Grade 5, Week 15, Day 3

Organize the trainees in a group of four. **Ask** them to study the following sentences.

Student 1: Who makes a pot?

Student 2: It **is made** by a potter?

Student 1: Who **makes** a table?

Student 2: It **is made** by a carpenter.

Student 1: Who **repairs** a pipe?

Student 2: It **is repaired** by a plumber.

Ask the trainees to reflect what the words written in bold type. Ask trainees to write about how the grammar items are formed. Tell the trainees to read the paragraph below.

We always enjoy drinking coffee. It **is made** by my sister. First, the coffee beans **are washed**. Next, they **are roasted**. Third, they **are grinded**. Fourth, the coffee flour **is added** to the boiling water in a pot. Finally, the coffee **is poured** into the coffee cups and drunk.

All the words written in this paragraph are in the simple present passive form. In passive sentences, the object/person receiving the action is the subject of the sentence and the object/person doing the action is near the end of the sentence.

Generally, its form is: object + am/is/are+ verb 3 (past participle)

Activity 2: Tell trainees to fill in the gaps in the following sentences with the simple present passive forms of the given verbs.

make	correct	eat
write	construct	sell

1. Furniture such as tables and chairs _____ by carpenters.
2. Small fish _____ by big fish.
3. Books _____ by authors.
4. The students' papers _____ by the teacher.

5. The Great Renaissance Dam _____ of concrete.
6. Pots of all sizes _____ in the local market

Activity 3: Ask trainees to write simple present passive sentences using the given phrases.

1. Fish/find/in the sea.
2. Bread/sell/in the bakery.
3. Tables/use/in the schools and homes.
4. Traditional/ food/eat/ most Ethiopians.
5. Ethiopian coffee/export/to many different countries.

(Taken from grade 5, Week, Day 3)

Reflection

Discuss the following questions with the trainees.

1. Will Lesson 1 help you to teach the simple passive?
2. What did you learn from this lesson?

Practice and Feedback (45 minutes)

Tell trainees that they are going to practice teaching grammar by choosing lessons from the English SBs and TGs.

Activity 1: Organize trainees into groups of four with trainees. Tell them to choose one grammar lesson from grade 5 and prepare a 10 minute lesson. After the lessons are presented, ask trainees to give constructive feedback on the lessons presented.

Grammar Lesson 2 (50 minutes)

Activity 1: Conditional Sentences Lesson Presentation, Grade 6, Week 19, Day 3

Ask trainees to read the following conditional sentences carefully and discuss what is the same in each sentence and what is the meaning.

1. If you throw a stone into the water, the stone sinks.
2. If you combine hydrogen and oxygen, you get water.
3. If he goes to a Zoo, he will see a lion.

Example: If she mixes water and oil, the oil floats. (It is true that water and oil never mix).

Tell trainees that the sentences above are called *conditional sentences*. Ask them to discuss the meaning of the word *conditional* and to explain how these conditional sentences are constructed.

Examples:

1. Water boils if you heat it 100 °c.
2. If you mix oil and water, the oil floats.
3. If we heat ice, it melts.
4. She gets four if she adds two and two.

Conditional sentence are sentences which have a subordinate clause that can begin with the word *if* and a main clause (a complete sentence that can stand alone). Both the *if* clause and the main clause should be simple present tense.

Activity 2: Modeling/Demonstration

Tell the trainees that you will model a lesson on conditional sentences.

Ask trainees to match the clauses in Column A with the appropriate clauses in Column B

Column A	Column B
1. If pollution comes from a single location,	A. we can minimize environmental pollution
2.If we plant trees,	B. we may suffer from water-borne diseases.
3.If a factory releases a lot of smoke,	C. it pollutes our environment
4.If the water we drink is polluted,	D. it affects our respiratory system
5.If we inhale polluted air,	E. it is known as point- source pollution.
6.If the water and air in our environment are clean,	F. we become healthy.

Activity 3: Ask trainees to complete the following conditions with the appropriate forms of the verbs.

1. If there are a lot of industries in our area, they _____(release) various harmful gases.

2. It _____(pollute) our environment if too much carbon dioxide is released into the atmosphere.
3. You protect your environment if you _____(plant) more trees.
4. You can get sick if you _____ (drink) polluted water.
5. If the pollution comes from various sources, it (call) non-point source pollution.

Reflective Practice

Tell trainees to reflect on the lessons and discuss the questions below.

1. What is the tense used in the *if* subordinate clause and the main clause in the conditional sentences used in this lesson?
2. What did you learn from the presentation?

Activity 4: Tell trainees that they are going to practice presenting a lesson teaching conditional sentences by choosing lessons from the English SB and TG. Organize trainees in groups of four with one trainee from each grade level. Tell them to choose one grammar lesson from grade 6. Ask them to prepare for a 15 minute lesson. After the lesson is presented, ask other groups to reflect on the presentation and content.

Activity 5: Feedback

Invite trainees to give constructive feedback on the grammar lessons presented.

Grammar Lesson 3 (50 minutes)

Activity 1: Adjectives and Nouns Lesson Presentation, Grade 7, Week 1, Day 3

Ask trainees to study the following sentences carefully.

1. **Teachers** often wear a white **jacket**.
2. The old **man** sitting next to the **girl** is reading a **book**.
3. This **room** has beautiful **chairs**.
4. I usually drink strong **coffee**.

Tell trainees to read the above sentences and give attention on the words which are bolded and underlined. Ask them to share ideas with their partners as to which words are nouns and which

words are adjectives. Ask trainees to identify the use of the underlined and bolded words in the above sentences. Tell trainees to read the short paragraph below.

Tigist lives in hot **area**. She usually wears white **skirt** because white **clothes** reflect **light**. I ask her why she doesn't wear black **shirt** over the **skirt**. She answers black **clothes** absorb heat so it is not advisable to wear such **clothes**.

All of the underlined words are adjectives and the bolded words are nouns. Adjectives are words which describe or give information about nouns or pronouns. Nouns refer to people, places or things.

Modeling/Demonstrating

Activity 2: Tell trainees that you will model a lesson teaching adjectives and nouns. Ask trainees to read each sentence below. Ask them to discuss with a partner whether each word in bold type is an adjective or a noun.

1. There are several features that make my city or village a **comfortable** place to live.
2. My city or village has many natural **attractive** places.
3. The people in my city or village rear domestic **animals** such as hens, goats, sheep, cows, bulls and donkeys.
4. There is a **big** market in the center of my village.
5. There are also small **shops** around the market.

Activity 3: Adjectives and Nouns

Tell trainees to copy the sentences into their exercise books. Ask them to underline the adjectives and circle the nouns in the following sentences.

1. My friend invited me to a fancy dinner.
2. He was afraid to talk to the beautiful woman.
3. The perfume in the bottle smells nice.
4. The shiny car is in the street.
5. I did not want to sit on the wet ground.
6. The teacher taught a fascinating lesson.
7. Her mother is an amazing cook.

Reflective Practice

Ask trainees to reflect on the lesson presented and discuss the following questions.

1. What did you learn from the lesson?
2. What is the function of adjectives and nouns?
3. What is your experience with adjectives and nouns when teaching grammar?

Activity 4: Tell trainees that they are going to practice presenting a lesson by choosing lessons from the English SB and TG. Organize trainees into groups of four with one trainee from each grade level. Tell them to choose a grammar lesson from grade 7 SB and TG. Ask them to prepare a 15 minute lesson. After the presentation ask the group to reflect on the presentation and give constructive feedback on lesson presented.

Grammar Lesson 4: (50 minutes)

Activity 1: Present Perfect Tense

Tell trainees that the present perfect tense is formed by using the present tense of the auxiliary (helping) verb have or has (if used with third-person singular pronoun) with the past participle of the main verb. Present perfect verb tense expresses an action or state of being in the past and completed at the time of speaking (I have written a paragraph.) or continuing in the present (We have lived here for many years. Ask trainees to read the dialogue below carefully.

<p>Trainee A: The bus <u>has left</u>. Why are you late?</p> <p>Trainee B: I <u>have slept</u> late.</p> <p>Trainee A: Why?</p> <p>Trainee B: I <u>have discussed this</u> with my family. They <u>have worried</u> because of my cold.</p>

Tell trainees to read the above dialogue below again and give attention to the underlined words. Ask them to reflect on the use of the words. Organize trainees in groups of four. Ask them to discuss how the sentences are constructed.

Tell trainees to study the dialogue below and practice it with a partner.

Trainee A: Have you ever visited historical places in Ethiopia?

Trainee B: Yes, I have visited

Trainee A: How many historical places have you visited?

Trainee B: I have visited only two.

Trainee A: Can you tell us the two places you have visited?

Trainee B: I have visited Lalibela and Harar.

Trainee A: What have you seen there?

Trainee B: I have seen different churches in Lalibela and the Jegol Wall in Harar.

Explain that in this context, the present perfect tense indicates that an action completed before the time of speaking. Its form is (subject + verb to have + past participle form of a main verb +...)

Activity 2: Modeling/Demonstrating

Tell trainees that you will model a lesson teaching present perfect tense. Ask them to write the following sentences in the present perfect.

1. I use my keys.
2. My brother drinks too much coffee.
3. My parents do not go to Jimma.
4. My new friend helps me learn football.
5. The tourists do not visit Axum Monument.

Ask trainees to write four, meaningful sentences using the present perfect tense.

Reflective Practice

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

1. Discuss use of the present perfect verb tense.
2. Is your way of teaching present perfect tense similar or different to the modeled lessons?

Activity 3: Tell trainees that they are going to practice presenting a lesson by choosing lessons from the English SB and TG. Organize trainees into groups of four with one trainee from each grade level. Tell them to choose a grammar lesson from the grade 8 SB and TG. Ask them to prepare a 20 minute lesson. After the presentation ask the group to reflect on the presentation and give constructive feedback on lesson presented.

Activity 4: Grammar 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 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.

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