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**МЕТОДИЧНА ПІДГОТОВКА
МАЙБУТНЬОГО ВЧИТЕЛЯ
ДО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ**

**НАВЧАЛЬНИЙ ПОСІБНИК
ДЛЯ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ**

Мелітополь
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Навчально-методичний посібник «Методична підготовка майбутнього вчителя до навчання англійської мови» призначено для використання на практичних заняттях з «Методики навчання англійської мови» викладачем і студентами та для самостійної роботи студентів педагогічного університету, майбутніх вчителів англійської мови.

Навчально-методичний посібник «Методична підготовка майбутнього вчителя до навчання англійської мови» містить комплексні розробки навчальних занять із вищезазначених тем, кожна сесія має вправи на педагогічну рефлексію методичного матеріалу, завдання для самостійної роботи студентів, роздатковий матеріал, посилання на аудіо та відео файли, перелік використаної літератури.

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ВСТУП

На сучасному етапі розвитку системи освіти в Україні, а саме її інтеграції в Європейській освітній простір, основним вектором виокремлюється підвищення стандартів навчання англійської мови. Першим кроком модернізації системи освіти стала розробка та запровадження Концепції Нової української школи. Однак, попередником цієї реформи можна сміливо назвати спільний проект Міністерства освіти і науки України та Британської Ради в Україні «Шкільний вчитель нового покоління», участь в якому взяли представники різних університетів України, задіяних у підготовці вчителя англійської мови.

Члени робочої групи, до складу якої входять автори навчального посібника, ще у 2013 році задовго до запровадження Концепції нової української школи провели допроектне базове дослідження, націлене на визначення відповідності рівня підготовки майбутнього вчителя англійської мови вимогам часу, ознайомлення з відповідним досвідом університетів України, Великої Британії, Узбекистану та інших країн, а також розробку необхідних документів і матеріалів з метою вдосконалення методичної підготовки вчителів англійської мови. Було з'ясовано, що методична складова потребує значного збільшення кількості аудиторних годин, відведених у навчальному плані на дисципліну «Методика навчання іноземних мов», а також створення можливості для вивчення методики наскрізно, тобто протягом усього терміну навчання у ЗВО.

Результатом п'ятирічної роботи команди фахівців із різних університетів України стала інноваційна програма з Методики навчання англійської мови, яка сьогодні запроваджується в 10 університетах України. Регулярні консультації з МОН України та Британською Радою в Україні, постійне інформування зацікавлених сторін про хід проекту, школи професійного зростання, методичні майстерні, тренінги, консультації та конференції для професорсько-викладацького складу ЗВО – все це забезпечило належний

рівень підготовки викладачів до використання нової програми у навчальному процесі.

Навчально-методичний посібник «Методична підготовка майбутнього вчителя до навчання англійської мови» є методичним інструментарієм вищезазначеної програми. Автори посібника рекомендують низку інтерактивних навчальних підходів, які включають навчання на основі комунікативних завдань, використання ситуаційних досліджень, симуляції, групових проєктів та розв'язання проблем. Всі ці підходи мають сприяти підвищенню рівня інтерактивності та перетворенню студента на суб'єкт навчального процесу.

Навчально-методичне видання спрямоване на розвиток дослідницьких умінь майбутнього вчителя в галузі навчання англійської мови, формує необхідні компетентності фахівця для роботи із учнями початкової, середньої та старшої школи в рамках запровадження Концепції Нової української школи. Посібник націлений на озброєння студентів необхідними засобами та методами навчання учнів із особливими освітніми потребами, розвиває вміння міжкультурної комунікації, формує вміння майбутніх вчителів англійської мови щодо вибору та подальшого використання інформаційно-комунікаційних технологій в галузі навчання англійської мови, а також стимулює здатність студентів до подальшого професійного розвитку та зростання.

Навчально-методичний посібник «Методична підготовка майбутнього вчителя до навчання англійської мови» містить комплексні розробки навчальних занять із вищезазначених тем, кожна сесія має вправи на педагогічну рефлексію методичного матеріалу, завдання для самостійної роботи студентів, роздатковий матеріал, посилання на аудіо та відео файли, перелік використаної літератури.

Автори вдячні Британській Раді в Україні за цінний досвід участі у проєкті міжнародного характеру та загальнонаціонального значення, Міністерству освіти і науки України за підтримку реформування системи фахової підготовки майбутніх учителів англійської мови, рецензентам за цінні поради та зауваження, надані під час підготовки навчального посібника.

UNIT 5.1. ACTION RESEARCH

Sample unit map

Session	Content
1	Enquiry as principled teacher behaviour Enquiry as a key step at the planning stage of teacher research Teacher research and its varieties
2	Action research as a way to success in the profession of teaching Action research: the Who, the Why, the What, the How Action research cycle: stages and steps
3	Classroom issues and research questions • noticing an issue/problem • formulating a research question Planning action research
4	Sampling in action research Action research ethics
5-6	Collecting data Quantitative and qualitative data Data collection tools: variety, advantages and disadvantages Analysing, interpreting and presenting data
7	Reporting action research
8	Quality in action research
9	Action research proposal (writing a proposal using the template in the Sample session materials)

Sample session materials – Session 1

Module	5 Specialised Dimensions
Unit	5.1 Action research
Session	1
Topic	Enquiry as principled teacher behaviour Enquiry as a key step at the planning stage of teacher research
Objectives	By the end of the session, students will be able to: <ul style="list-style-type: none"> • identify the role of enquiry in learning and teaching • recognise enquiry as the key step of teacher research
Time	80 minutes
Materials	Handouts 1, 2, 3

Procedure	Purpose	Time
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<p>Activity 1: School experience</p> <ul style="list-style-type: none"> • Display questions in any convenient way. <table border="1" style="margin-left: 20px;"> <tr> <td> <ol style="list-style-type: none"> 1. What are your general impressions of teacher assistantship? 2. What issues and challenges did you have during your teacher assistantship? 3. How did you deal with them? 4. Who/what helped you to find a solution? </td> </tr> </table> • Split students into small groups and ask them to share their experience. • Take selective feedback focussing primarily on questions 3 and 4. 	<ol style="list-style-type: none"> 1. What are your general impressions of teacher assistantship? 2. What issues and challenges did you have during your teacher assistantship? 3. How did you deal with them? 4. Who/what helped you to find a solution? 	to explore students' school experience in terms of dealing with issues and challenges	10 mins
<ol style="list-style-type: none"> 1. What are your general impressions of teacher assistantship? 2. What issues and challenges did you have during your teacher assistantship? 3. How did you deal with them? 4. Who/what helped you to find a solution? 			

<p>Activity 2: Notion of enquiry</p> <ul style="list-style-type: none"> • If students don't mention 'enquiry' in Activity 1, display the word and ask students what their associations are with it. • Record key words from students' responses. • Offer students a selection of definitions of 'enquiry' from dictionaries and ask them to compare their ideas with dictionary entries. <table border="1" style="margin-left: 20px;"> <tr> <td> <p>Enquiry:</p> <ul style="list-style-type: none"> - an instance of questioning - a search for knowledge, data, or the truth about something - the thought processes involved in solving a problem - a systematic investigation of a matter of your interest - the starting point of research </td> </tr> </table> • Ask students to identify the key words in order to create shared understanding of 'enquiry'. 	<p>Enquiry:</p> <ul style="list-style-type: none"> - an instance of questioning - a search for knowledge, data, or the truth about something - the thought processes involved in solving a problem - a systematic investigation of a matter of your interest - the starting point of research 	to enable students to define enquiry and create shared understanding of the process	10 mins
<p>Enquiry:</p> <ul style="list-style-type: none"> - an instance of questioning - a search for knowledge, data, or the truth about something - the thought processes involved in solving a problem - a systematic investigation of a matter of your interest - the starting point of research 			

<p>Activity 3: Case study</p> <ul style="list-style-type: none"> • Distribute Handout 1 and ask students to individually 	to enable students to analyse ways of solving	15 mins
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<p>explore the case and identify the teacher's problems.</p> <ul style="list-style-type: none"> • Split students into small groups and ask them to sketch ways the teacher can approach the problems. • Take feedback from groups and encourage a whole group discussion. • Distribute Handout 2 and ask students to explore possible ways of approaching problems. • Ask students to anticipate the teacher's further steps. • Take selective feedback. 	problems	
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<p>Activity 4: Benefits of enquiry</p> <ul style="list-style-type: none"> • Split students into small groups. • Distribute Handout 3 and ask students to read what different teachers think about enquiry in teaching. • Ask students to make a list of benefits of enquiry as principled teacher behaviour. • Invite groups to share their ideas and comment on them. • Draw students' particular attention to teacher research. • Summarise the key role of enquiry as the first step in teacher research. 	to give students an opportunity to explore teachers' views on research and to identify the benefits of enquiry	15 mins
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<p>Activity 5: Reflection in/on/for action</p> <p>Elicit from students answers to the questions: Think of one particular class and answer the questions:</p> <ul style="list-style-type: none"> • How do you know that the class is/was successful or not? What means do you use to collect info about that? • Do you monitor yourself when you try to teach? How? • Do you try to see yourself as your students see you? How does this help you in teaching? (reflection in action) • After you taught a lesson (or its part), do you take time to think of how you felt, how it went, what worked/did not work and why? • Does this kind of reflection provoke any further actions? (reflection for action) <p>Summing up:</p> <ul style="list-style-type: none"> • What is the role of reflection in professional development? Why do we need it? 	to enable students to understand the importance of reflection within enquiry	15 mins
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<p>Activity 6: Summary of learning</p> <ul style="list-style-type: none"> • Encourage students' reflection on learning in the session. 	to identify students' key learning points in the session	5 mins
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Unit 5.1.Action Research

Session 1: Enquiry as principled teacher behaviour

Enquiry as a key step at the planning stage of teacher research

Handout 1:Case study

Individually, explore the case and identify the teacher's problems.

My English technical college was not responding. From the first day of class, the students were slumping over their desks. They rarely looked up. When I greeted them, none returned the greeting, but looked furtively at each other before returning to their meditation of their desks. Some slept through the class despite being awakened several times. When I asked simple questions, such as "What's your name?", the response I would get from several was "No." I was assured by the school management that the students were merely shy, and would eventually come out of their shells. However, the situation continued for weeks and then months. When no amount of class preparation seemed to work, I knew I had a real problem on my hands.

Adapted from:<http://www.nuis.ac.jp/~hadley/publication/jaltar/JALTAR.htm>

Unit 5.1.Action Research

Session 1: Enquiry as principled teacher behaviour

Enquiry as a key step at the planning stage of teacher research

Handout 2:Case study – possible ways of solving problems

Explore possible ways of approaching problems.

The first thing I decided to do was to begin networking. I've never been ashamed to ask another person for help. I joined the local chapter of The Japan Association of Language Teachers (JALT). It was there I met experienced, concerned teachers who were more than willing to help me. Drawing from their advice, I found local libraries and received catalogs of international educational publishers. I read texts that provided me with a better understanding of second language teaching methodology and theories. It was my hope that research could somehow help me find some solutions to my problem.

Adapted from:<http://www.nuis.ac.jp/~hadley/publication/jaltar/JALTAR.htm>

Unit 5.1.Action Research

Session 1: Enquiry as principled teacher behaviour

Enquiry as a key step at the planning stage of teacher research

Handout 3:Benefits of enquiry

Read what different teachers think about the role of enquiry in teaching.

Make a list of benefits of enquiry as principled teacher behaviour.

Classroom investigation transformed my relationship with students because I could no longer teach without seeking their insights, reflections, and questions about teaching and learning.

I can never resist picking up a kaleidoscope and being surprised and delighted by mirrored patterns. Teacher research is like that to me. It focuses me on my classroom and by sharing my experiences with other teachers I am able to see new images of not only what I am doing, but what I could be doing.

The journaling, the networking with other teacher researchers, and the questions I pose create new perspectives and lead me to reflect on my teaching: the good, the bad, and the complexities of life in a classroom of twenty-six students. That is why I do teacher research.

A teacher researcher is a listener—someone actively engaged in making new discoveries about her students, her teaching and herself.

Practicing the strategies and skills of classroom investigation helps me in designing my own meaningful pedagogy, shift the identity of teacher as expert to one of inquirer, and make it more difficult to take the dynamics of the classroom for granted.

Since I got engaged in teacher research, I wrote more honestly about classroom problems, I became more self-assured, began to see teaching more as a learning process.

Adapted from: Pine, G.J. (2009) Teacher Action Research: Building Knowledge Democracies. Boston College: USA

Sample session materials – Sessions 2-3

Module	5 Specialised Dimensions
Unit	5.1 Action research
Session	2-3
Topic	Teacher research as a way to success in the profession of teaching Action research: the Who, the Why, the What, the How Action research cycle: stages and steps
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • able to differentiate between the terms relevant to the word research • able to understand the correlation between different forms of research • aware of the nature of teacher research, its process and product
Time	80x2 minutes
Materials	Handouts 1, 2, 3a, 3b; Cut-ups with circles of different size, cut-ups with terms

Procedure	Purpose	Time
<p>Activity 1: Different forms of research</p> <ul style="list-style-type: none"> • Display Slide with the word RESEARCH. • Ask questions What research have you carried out in your life? Take selective feedback from your students. 	to enable students to differentiate between the terms relevant to the word research	10 mins
<p>Activity 2: Research: the Who and the What</p> <ul style="list-style-type: none"> • Start with students' current views about different forms of research (display on the screen the terms: educational research, teacher research, action research, academic research, classroom investigation). Ask them to correlate their experience of conducting/observing research with the research forms on the screen. • Ask students to fill in the table in Handout 1 by answering the questions (in small groups): <ol style="list-style-type: none"> 1. Who conducts the research? (educators, teachers, trainee students, academics, practitioners in any sphere) 2. Who are the research participants? (students, teachers, practitioners in any sphere, etc) What is the focus of the research? (objects and issues external to the researcher, questions about teaching and learning) • Check the answers by sharing the findings in plenary. 	to enable students to define the research conductor, participants and its focus	25 mins
<p>Activity 3: Terminology web game</p> <ul style="list-style-type: none"> • Distribute a pack with the circles of different sizes • Ask students <ul style="list-style-type: none"> - to match the names of research forms with the circles of proper size; - to find the correlation between different forms of research <p>(Tips: Educational research – the biggest Academic research – a bit smaller</p>	to enhance students' understanding of the correlation between different forms of research	30 mins

<p>Classroom investigation – a bit smaller Teacher research – a bit smaller Action research - the smallest)</p> <ul style="list-style-type: none"> ● Display the slide with the scheme of research form correlation on the screen ● Ask students to compare with their owns and give comments 		
<p>Activity 4: Definition of teacher research.</p> <ul style="list-style-type: none"> ● Distribute Handout 4. ● Ask students to read the definition of teacher research and highlight the key characteristics of teacher research. ● Ask students to read the brief descriptions of different forms of enquiry and decide to what extent each is (1) an example of research and (2) an example of teacher research. Inform students that if it is not a research it cannot be teacher research. <p><i>Key:</i></p> <p>a) not a teacher research (student assignment) b) teacher research c) not a teacher research (educational research) d) not a teacher research e) not a teacher research (professional development)</p> <ul style="list-style-type: none"> ● Ask students to share their experience of conducting any kind of research and explain why they consider it to be a teacher research (why not) ● Discuss findings in plenary (display teacher research scheme) 	<p>to enable students to identify the key characteristics of teacher research</p>	<p>15 mins</p>
<p>Activity 5: The issue of process and product in teacher research</p> <p>Split students into 2 groups (A and B)</p> <ul style="list-style-type: none"> ● Give Handout 3a to Group A and Handout 3b to Group B ● Ask students to read extracts from Simon Borg’s blogs “Action Research: Not just about ‘results’” and “Process and Product in Teacher Research” against suggested guidelines on the Slide ● Pair students A and B and ask them to tell their partners about the key issues in the posts they have read. <p><i>(key: the process of doing research is even more important and beneficial for teaching and learning than the specific research findings; collaboration and systemic reflection means talking about research, building shared experience for further teaching, etc)</i></p> <ul style="list-style-type: none"> ● Summarise by discussing what is more important – process or product – in teacher research? 	<p>to raise the students’ awareness of process and product of teacher research</p>	<p>30 mins</p>
<p>Activity 6: Summary of learning</p> <ul style="list-style-type: none"> ● Encourage students’ reflection on learning in the sessions. 	<p>to identify students’ key learning points in the sessions</p>	<p>5 mins</p>

Unit 5.1. Action Research**Sessions 2-3: Teacher research as a way to success in the profession of teaching****Action research: the Who, the Why, the What, the How****Action research cycle: stages and steps****Handout 1: Research: the Who and the What**

Fill in the table with relevant information on who conducts the research, the research participants, and the focus of the research.

Name of the research	Researchers	Participants	Focus
Educational research			
Academic research			
Teacher research			
Action research			
Classroom research			

Unit 5.1. Action Research

Sessions 2-3: Teacher research as a way to success in the profession of teaching

Action research: the Who, the Why, the What, the How

Action research cycle: stages and steps

Handout 2: The Nature of teacher research

I. Read the following definition and highlight the key characteristics of teacher research.

Systematic inquiry, qualitative and/or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers and/or external collaborators), which aims to enhance teachers' understandings of some aspect of their work, is made public, has the potential to contribute to better quality teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly.

II. Read the brief descriptions below of different types of enquiry and decide to what extent each is (a) an example of research and (b) an example of teacher research.

NB If it is not research it cannot be teacher research.

a. As part of a PRESETT course, a student teacher gave a questionnaire to teachers of English in a school. The questionnaire asked the teachers about how they correct their students' spoken errors in class. When she received the completed questionnaires the student teacher analysed them and wrote an assignment for her course about teachers' correction strategies.

b. A teacher of English wanted to find ways of getting learners to participate more in group discussions in class. He arranged a class discussion of this issue with his learners and they told him how they felt about the group activities he had been using. The main problem, he found, was that they did not find the topics he asked them to discuss interesting. He asked learners to write down topics they were interested in and decided to use these topics for future group discussion activities. These worked more successfully. He told his colleagues about his findings at the next staff meeting.

c. A teacher was interested in understanding the kinds of activities that advanced learners of English found motivating. She designed a questionnaire to ask learners about this issue, and arranged for it to be completed by learners in three nearby schools. She analysed the results and presented her findings at an international conference.

d. A teacher of English wanted to find out more about her facial expressions while she was teaching her young learner class. She designed a sheet with several faces on it – from very happy to very serious, then asked a colleague to come to observe her teach a lesson and to place a tick, every minute, next to the face matching the teacher's expression. The teacher looked at the sheet after the lesson and was pleased to see that she had been smiling most of the time during the lesson.

e. A teacher became very interested in a new idea she heard about at a conference – task-based learning (TBL). She bought several books on the subject, spent much of her free time reading them, and told her colleagues how interesting she thought the ideas in them were.

Adapted from Borg, S. (2010). Language teacher research engagement. Language Teaching, 43(4), 391-429., in Hadbook "Action Research in PRESETT workshop", April, 19, 2018

Unit 5.1. Action Research

Sessions 2-3: Teacher research as a way to success in the profession of teaching

Action research: the Who, the Why, the What, the How

Action research cycle: stages and steps

Handout 3a: Process and product in teacher research

Read Simon Borg's blog post "Process and Product in Teacher Research". Underline or highlight the words or phrases that convey the key issues the author raises about teacher research.

Process and Product in Teacher Research

Posted on 26 May 2015

I've just returned from a very interesting assignment where I worked with a Ministry of Education which is promoting and supporting professional inquiry among English language teachers in primary and secondary schools. Teacher research is one form of professional inquiry that is being promoted in this context and one recurrent theme in my discussions with teachers there was the value of both process and product in teacher research.

The issue can be framed quite simply as follows: when teachers (not just in this particular context but more generally) study their own work (and communicate the inquiry to others) attention to the product of the inquiry (i.e. the results) too often overshadows that given to what teachers learn through the process (e.g. about themselves, their students, teaching, learning, collaboration and professional learning). As a result, teacher research is often seen to be successful only when it generates positive measurable results – e.g. evidence that teaching in a particular way leads to improvements in student test scores. This is a limiting way to view the purpose and value of teacher research and it is worth thinking about why teachers often bring this perspective to the study of their own work.

One powerful factor will be teachers' existing notions of research, notions which will often be reinforced in the educational community more widely. My own research over the years has shown that teachers commonly associate research with experimental and statistical inquiry that leads to significant and generalizable results. In many contexts, as soon as teachers hear the word 'research', as in teacher research or action research, a whole set of prior understandings are activated which immediately dispose teachers to adopt a product-oriented approach to studying their own work and to downplay the value of what is learned through the process.

Institutional expectations can also play a role here. School leaders may communicate to teachers the expectation that teacher research will generate results which can be applied more widely in the school to enhance the effectiveness of teaching and learning. Professional inquiry can contribute to institutional growth, but the expectation that the outcomes of a (short) classroom study will provide the definitive evidence that shapes school policy is unrealistic and places undue pressure on teachers who feel they have to come up with some 'significant' results.

A further factor that may frustrate our efforts to get teachers to reflect more openly and deeply on the process of professional inquiry is a drive to showcase success rather than to consider in broader terms what might be learned from teacher research (even when interventions do not have the hoped-for results). In such contexts, the process of teacher research will be valued less than the results it generates (and the results themselves will only be valued if they provide evidence of 'success'). Yet teacher research can support professional learning in ways that extend way beyond specific research findings.

I am in no way suggesting that results do not matter in teacher research. What I am arguing against is an exclusive, often premature and unwarranted focus on results and greater recognition for the fact that the learning that teacher research produces goes beyond the actual 'findings' of a study. In practical terms, then, in promoting attention to process in teacher research it helps if:

- expectations (teachers' and schools') are managed throughout the process regarding the nature and implications of any results that will be obtained
- technical concerns (e.g. to do with research design) are not allowed to obscure attention to the teacher learning processes that teacher research stimulates (teacher research does need to be rigorous though)
- the criteria against which the quality of teacher research is to be viewed (e.g. by teachers and their schools) are made explicit and include prominent reference to processes (e.g. the quality of learning teachers experience) not just results.

- teachers' prior understandings and experiences of research are made explicit and discussed early on to establish a platform for teacher research that is not exclusively experimental and quantitative
- reasonable time is allowed for teacher research so that pressure to achieve results through short interventions bracketed by pre- and post-tests is avoided
- teachers are motivated to do teacher research and recognise its professional and pedagogical value; if teachers do teacher research reluctantly it is more likely that the product (i.e. completing the exercise) will matter to them more than the process
- teachers are introduced to alternative ways of doing teacher research rather than assuming the work must involve an intervention whose impact is studied quantitatively
- teachers are encouraged to reflect on the different kinds of learning they experience during teacher research in addition to their results and to give space to such reflections when they share their work.

Measures such as these will encourage teachers to focus not just on the product (the specific research findings) of their work but also to consider the broader kinds of learning they derive from the process of doing teacher research.

Borrowed from Borg, S. (2015) Process and Product in Teacher Research (Blog post).

Available from <http://simon-borg.co.uk/process-and-product-in-teacher-research/> Accessed 09 June 2018

Unit 5.1. Action Research

Sessions 2-3: Teacher research as a way to success in the profession of teaching

Action research: the Who, the Why, the What, the How

Action research cycle: stages and steps

Handout 3b: Process and product in teacher research

Read Simon Borg's blog post "". Underline or highlight the words or phrases that convey the key issues the author raises about teacher research.

Action Research: Not just about 'results'

Posted on 5 February 2017

Introduction

This issue of *Research Notes* presents the work of the second cohort of teachers on the Cambridge English-English UK Action Research scheme. I have described the scheme in more detail elsewhere (Borg, 2015) but in essence it runs for 10 months and includes three face-to-face workshops and on-line support for the teachers in between these meetings. The overall aim of the scheme is to support teachers in conducting action research projects in their classrooms.

It is very satisfying for everyone associated with the scheme to have these reports available for wider dissemination. Sharing action research in this way is important, for while teachers' inquiries focus in the first instance on developing local understandings of teaching and learning, they should, as with any form of research, seek to contribute to knowledge more publicly. Publishing these reports is one way the scheme makes such a contribution; a second strategy is giving teachers space to talk about their work at the English UK Teachers' Conference in November each year. This for me (and I suspect for the teachers too) has always been a highlight of the scheme.

Here is a brief overview of the projects that are included in this issue (I will not pre-empt reader curiosity by revealing the findings though).

Fiona Wattam's paper is about teaching writing. She examined whether the use of specific corrective feedback strategies by the teacher and asking students to redraft their writing had an impact on students' ability to identify and self-correct errors in their written work. Over two four-week cycles, 12 students received feedback first via correction codes, then, less directly, through underlining. What Fiona learned from this project challenged her expectations about what it was that students valued most in the feedback they received from teachers.

Lindsay Warwick examined the use of assessment criteria in speaking tasks in the classroom. Motivated by more general educational work on formative assessment, especially the idea that prior knowledge of 'success criteria' might enhance performance, Lindsay investigated whether presenting assessment criteria before tasks would allow students to self-assess their performance more effectively; she also looked at whether any improvements in self-assessment were reflected in actual improvements in their speaking skills (as assessed by the teacher). Nine students took part in the project over seven weeks.

Richard Flynn and Christian Newby studied the impact of weekly self-assessment of written tasks on the autonomy of low level Middle Eastern learners. This project was motivated by the authors' experience that such learners often lacked the skills and dispositions required for autonomous learning and they wanted to see whether making self-assessment a regular feature of their courses might address this issue. Three participants took part in Phase 1 of the study and another three in Phase 2, with each phase lasting four weeks.

In the fourth paper, April Pugh and Ceri Thomas took as their starting point what they saw as a mismatch between the productive summative assessments their students had to complete and the discrete-item formative assessments that these students were given by way of preparation. In response to this situation, they introduced productive writing and speaking formative assessments and examined the impact these had on students' performance in the summative tests they did. The study unfolded over two six-week phases, with 10 students in the first phase (six intervention and four control) and eight in second (three and five).

Finally, Andy Taylor focused on students' attitudes to conventional and on-line homework. This project was motivated by the move in Andy's school to implement an on-line learning platform which provided learners with a wide range of exercises they could complete for homework. Twelve students took part in the study, over two five-week cycles. Again, what Andy discovered about students' attitudes to homework

challenged his (and perhaps his school's) assumptions about the ways in which students respond to opportunities for on-line language learning.

These projects reflect many key characteristics of action research (see Burns, 2010):

- The topics studied were chosen by and of direct relevance to the work of the teachers
- Teachers' overall concern was improving the educational experience of their learners
- Teachers' introduced an innovation into their work and evaluated its impact
- They collected different kinds of evidence to evaluate their projects
- This evidence was analysed systematically
- The projects evolved through cycles of action, reflection, modified action and further reflection
- The work has been made publicly available for fellow professionals to review, learn from and build on.

Additionally, in two cases the projects were collaborative, and while this is not a requirement for action research it is something that the scheme encourages; in practical terms collaboration means the workload is shared but, the benefits extend beyond that and allow evidence to be collected from different classes and to be analysed in greater critical depth.

Borrowed from Borg, S. (2017) Action Research: Not just about 'results' (Blog post).

Available from <http://simon-borg.co.uk/the-impact-of-action-research/> Accessed 09 June 2018

Sample session materials – Sessions 4-5

Module	5 Specialised Dimensions
Unit	5.1 Action research
Session	4-5
Topic	Benefits and challenges of teacher research Different ‘flavours’ of teacher research Action research cycle: stages and steps
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • able to identify benefits and barriers of teacher research • able to think critically about teacher research • able to plan stages and steps of action research cycle
Time	80 minutes
Materials	Handouts 1, 2, 3, 4

Procedure	Purpose	Time
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<p>Activity 1: Benefits and barriers of teacher research Explore the students’ awareness of teacher research benefits and barriers Sample questions (option 1 - as a pre-reading for Activity 5, option 2 - as a post-reading for Activity 5) (Handout 1):</p> <ul style="list-style-type: none"> • When teachers decide to conduct research into their own practice, what does this actually involve? • What are the potential benefits of doing teacher research? <p>What risks or challenges did you come across (might you come across)</p>	to enable students to identify benefits and barriers of teacher research	20 mins
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<p>Activity 2: Case study</p> <ul style="list-style-type: none"> • Distribute Handout 2 and ask students to read Teresa’s story of doing the research in her class and to identify benefits and barriers of this research. • Ask them to present the group findings (in the way they prefer) • Sum up benefits and barriers in plenary, make an agreed list. 	to enable students to think critically about teacher research	40 mins
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<p>Activity 3: ‘Flavours’ of teacher research</p> <ul style="list-style-type: none"> • Ask the students to imagine that they taste an apple. How does it taste, smell? (Possible answers: sweet, sour...). And if we bake it, does the taste differ? Does it have different smell? What associations do they have with the word “flavour”? • Acquaint the students with the “flavours” of teacher research (action research, exploratory practice, self-study, reflective practice) <p>Summing up Action research is one of the forms (“flavours”) of teacher research</p>	to raise students’ awareness of “teacher research flavours”	25 mins
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<p>Activity 4: Inquiry – teacher research – action research Ask students to agree or disagree to the following statements (Handout 3).</p> <ol style="list-style-type: none"> 1. Teacher research stems from teachers’ own questions and reflections on their everyday classroom practice. 2. Reflecting on one’s practice automatically constitutes teacher research. 3. Teachers have often felt that traditional (academic) research is not relevant to their needs. 4. Classroom enquiry is a small-scale research. 5. Teacher research is always associated with qualitative forms of enquiry. 6. Teacher researchers attempt to create new knowledge about teaching and learning to improve their practice. 7. Teacher research can be both systematic and sporadic. 8. Teachers must have some control over research focus and its conduct. 9. Teacher research must be collaborative in order to be successful. 10. Professional development is about posing, not just answering questions. <p>Take feedback in a whole group mode demonstrating the key on the Pptx and commenting in case participants’ answers differ from the key.</p> <p><i>Key and comments</i></p> <p>1 – T</p> <p>2 – F (needs some action, some intervention)</p> <p>3 – T (at least, for the majority of academic research)</p> <p>4 – T (investigates a bottleneck of learning)</p> <p>5 – F (most commonly but a quantitative analysis of data makes the results more convincing)</p> <p>6 – T (see No 2)</p> <p>7 – F (systematic by nature)</p> <p>8 – T (should be self-initiated and controlled by the teacher, though teacher trainer/education manager can advise if asked)</p> <p>9 – F (collaborative research is usually more successful but there can be self-study, individual research as long as its results are made public)</p> <p>10 – T (interrogating one’s own and others’ practices and assumptions, not taking everything for granted; results may be not the most important outcome of teacher research).</p>	<p>to explore students’ views on the nature of action research</p>	<p>25 mins</p>
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<p>Activity 5: List of teacher research characteristics Ask students to make up a list of characteristics of teacher research based of the previous activity. Write the key points on the poster (whiteboard). If necessary, demonstrate the Pptx.</p> <p><i>Teacher Research:</i></p> <ul style="list-style-type: none"> • is reflective • is systematic • is conducted in the teacher’s own professional context 	<p>to raise students’ awareness of teacher research characteristics</p>	<p>20 mins</p>
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<ul style="list-style-type: none"> • <i>the topics are chosen by the teachers and are of direct relevance to their work</i> • <i>aims to enhance the teacher's understanding of some aspect of his/her practice</i> • <i>may be collaborative, though it's not a requirement</i> • <i>presupposes collecting different kinds of evidence to evaluate the projectpresupposes qualitative or/and quantitative analysis of data</i> <p><i>is made publicly available for fellow professionals to review, learn from and built on</i></p>		
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<p>Activity 6: Action research models</p> <p>Ask students to identify the stages on the schemes (Handout 4).</p> <p>Invite them to compare the schemes, find similarities and identify the main stages of the action research.</p> <p>Ask them to develop a list of steps for each stage and report on the findings (group poster presentation).</p> <p>Suggested list of steps:</p> <p><i>The Cycle of Action Research</i></p> <ul style="list-style-type: none"> • <i>identify problem of meaning (starting point, kick off, notice, find interesting area, etc.)</i> • <i>develop questions and examine assumptions (reflect and formulate questions)</i> • <i>plan (choosing enquiry strategies, ways of gathering data, planning interventions)</i> • <i>take action (intervene)</i> • <i>gather data (wider evidence)</i> • <i>analyse data (reflect on wider evidence, qualitative and quantitative analyses)</i> • <i>interpret data (assess impact on teaching and learning)</i> • <i>report (formulate recommendations)</i> • <i>take action (wider scale intervention)</i> 	<p>to introduce students to different models of action research and enable them to identify different stages and steps of the cycle</p>	<p>25 mins</p>
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<p>Activity 7: Summary of learning</p> <ul style="list-style-type: none"> • Encourage students' reflection on learning in the sessions. 	<p>to identify students' key learning points in the sessions</p>	<p>5 mins</p>
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Unit 5.1. Action Research

Sessions 4-5: Benefits and challenges of teacher research

Different 'flavours' of teacher research

Action research cycle: stages and steps

Handout 1: Benefits and barriers of teacher research

Teacher research: the benefits and barriers

Read the extracts from the article on the benefits and barriers of teacher research. Complement your previous list of benefits with ideas from the article.

...The benefits of teacher research have been extensively documented (see, for example, Halsall, 1998; Lankshear & Knobel, 2004; Mills, 2014; Olson, 1990; Wyatt & Dikilitaş, 2016) and the process has been found to impact positively on teachers in many ways, such as

- improved confidence, autonomy,
- understanding of self knowledge of learners,
- motivation and criticality...

...Numerous more specific benefits to teachers of engaging in such activity have been proposed. Kincheloe (2003, 18–19), for example, provides an extensive list in which, amongst other benefits, he argues that through research teachers can:

- appreciate the benefits of research;
- begin to understand in deeper and richer ways what they know from experience;
- be seen as learners rather than functionaries who follow topdown orders without question;
- be seen as knowledge workers who reflect on their professional needs and current understandings;
- explore the learning processes occurring in their classrooms and attempt to interpret them...

...Barriers to teacher research are as follows:

- limited resources,
- unsupportive leadership
- economic matters, among other things...

...But for those who choose to engage, there are many potential benefits of teacher research. Simon outlines various scholars' observations that teacher research:

- develops teachers' capacity for autonomous professional judgments
- reduces teachers' feelings of frustration and isolation
- allows teachers to move out of a submissive position and be curriculum innovators
- allows teachers to become more reflective, critical, and analytical about their teaching behaviours in the classroom
- makes teachers less vulnerable to and less dependent on external answers to the challenges they face
- fosters connections between teachers and researchers
- boosts teachers' sense of status...

Adapted from Simon, B. (2006) Conditions for Teacher Research. English Teaching Forum. №4. 2006. – p.22-27)

Unit 5.1. Action Research

Sessions 4-5: Benefits and challenges of teacher research

Different 'flavours' of teacher research

Action research cycle: stages and steps

Handout 2: Case study

- I. Read Teresa's story of doing the research in her class. Identify benefits and barriers of this research.
- II. Present the group findings (in the way you prefer)



Teresa Rios teaches English to 9th grade students (15-year-olds) in a municipal secondary school in the urban area of Calama in the north of Chile. There are 44 students from diverse socio-economic backgrounds in her class, and since students begin learning English in grade 5 or 7 (at 10 or 12 years old), Teresa's learners have had at least two years of English study. However, because English is not spoken at home, they have no opportunities to practise speaking.

Teresa believes that it is very important for learners to use the language they are learning, and although her students can read and write simple texts, they are very reluctant to speak. The national curriculum in Chile puts a lot of emphasis on speaking too, and Teresa needs to ensure that her students develop oral skills to the required standard.

While Teresa recognises that speaking is probably the most difficult skill to develop, she needed to know why her students didn't speak in English, and what was hindering them. She wondered if this reluctance was due to a lack of vocabulary, i.e. they simply didn't have the words they needed to communicate or express what they wanted to say. But she couldn't be sure, so she decided to investigate.



Initial questions

After some reflection, she came up with three initial questions:

- Why is it that my students do not speak English in class?
- Do my students like speaking English?
- What opportunities do they have to speak in English in class?

Who to ask?

Having formulated her questions, Teresa considered who she should ask and how. She decided to consult a couple of colleagues and her students.

Consulting colleagues

Her first idea was to ask two colleagues what kind of activities they use to encourage their students to speak more freely in the lessons.

What strategies do you use in class to get students to speak more freely?

Consulting students

She then prepared a short questionnaire for her students. This consisted of three multiple-choice questions to find out:

- how they feel when they speak English (nervous, embarrassed, very good, challenged?)
- which speaking activities they prefer (dialogues, presentations, role-plays, other?)
- when they like to practise speaking (at the start, during, or at the end of the lesson?)

After the students had completed the questionnaires, she also chatted informally with them about the activities they liked or didn't like, and what they particularly enjoyed.



III.

A critical-friendly visit

Finally, she invited a fellow teacher to observe her teaching a lesson. To guide and focus the observation, she prepared a form with four questions:

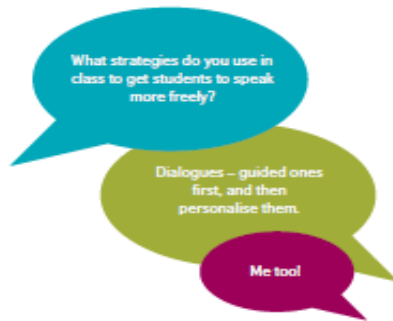
- Do they like to speak English?
- Do I give them opportunities to do it?
- Can you observe that the aim of the activities is for them to practise orally?
- How much time of the class do I devote to oral practice?

And at the bottom she created a space for suggestions.

What were the answers?

Colleagues' response

In response to her question to her two colleagues, both said they used 'dialogues'.



Students' responses

Interestingly, the students also chose 'dialogues' and 'role-plays' as their preferred speaking activities; in short they enjoyed interacting with their peers. In response to 'other', two students mentioned 'songs' and one student expressed an interest in 'tourism'. Calama is frequently visited by tourists and during conversation following the completion of the questionnaires, the students said they would like to learn how to speak with tourists. For example, they would like to be able to give them directions or explain which places to visit in the city.

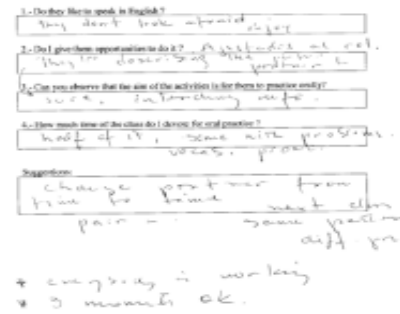
The reason they were not so keen on giving presentations was because they felt nervous speaking in front of the class. In fact, most students reported feeling either 'nervous' or

'embarrassed' (7) when called on to speak in English. Two felt 'challenged' while just three felt 'very good'.

All of the students also indicated that they wanted to speak more and 'during the class' and not only at the start or the end.

Fellow teacher's observations

Teresa's fellow teacher felt that the students enjoyed speaking English when they had the opportunity, but thought that Teresa could provide more opportunities by asking them to work with different partners, not only one.



Teresa reflected on all the answers and concluded that she was not giving her learners enough opportunities to practise speaking. One speaking activity per lesson or once a week was not enough.

Action plan

Teresa put together an action plan based on what she had learnt.

My future planning must include lots of oral work, dialogues, descriptions and role-plays, pair and group work so they have the chance to interact. I need to include role-plays more often where students have the chance to interact with each other. From this experience I will make some important changes: I have to provide more speaking activities and I will also start working in groups because working in a group will give them more opportunities to use the language with different classmates.

Unit 5.1. Action Research**Sessions 4-5: Benefits and challenges of teacher research****Different 'flavours' of teacher research****Action research cycle: stages and steps****Handout 3: Inquiry – teacher research – action research**

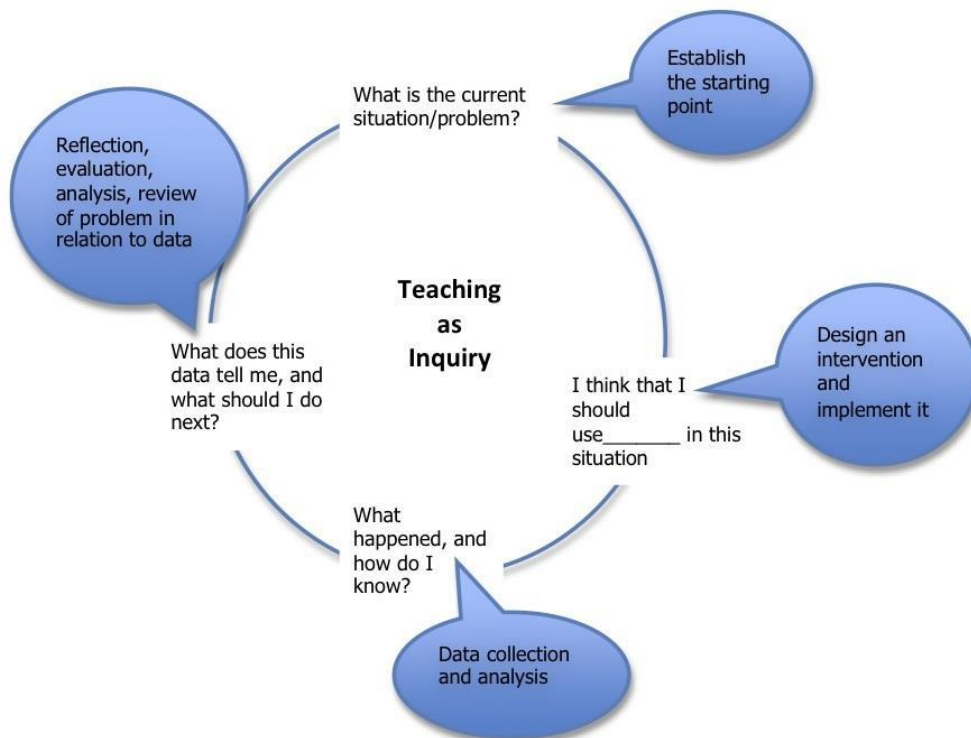
Individually, decide whether the following statements are True or False.

No	Statement	True	False
1.	Teacher research stems from teachers' own questions and reflections on their everyday classroom practice.		
2.	Reflecting on one's practice automatically constitutes teacher research.		
3.	Teachers have often felt that traditional (academic) research is not relevant to their needs.		
4.	Classroom enquiry is a small-scale research.		
5.	Teacher research is always associated with qualitative forms of enquiry.		
6.	Teacher researchers attempt to create new knowledge about teaching and learning to improve their practice.		
7.	Teacher research can be both systematic and sporadic.		
8.	Teachers must have some control over research focus and its conduct.		
9.	Teacher research must be collaborative in order to be successful.		
10.	Professional development is about posing, not just answering questions.		

Unit 5.1. Action Research
Sessions 4-5: Benefits and challenges of teacher research
Different 'flavours' of teacher research
Action research cycle: stages and steps
Handout 4: Action research models

Compare the models and identify what goes into each of the main stages. Make a list of possible steps.

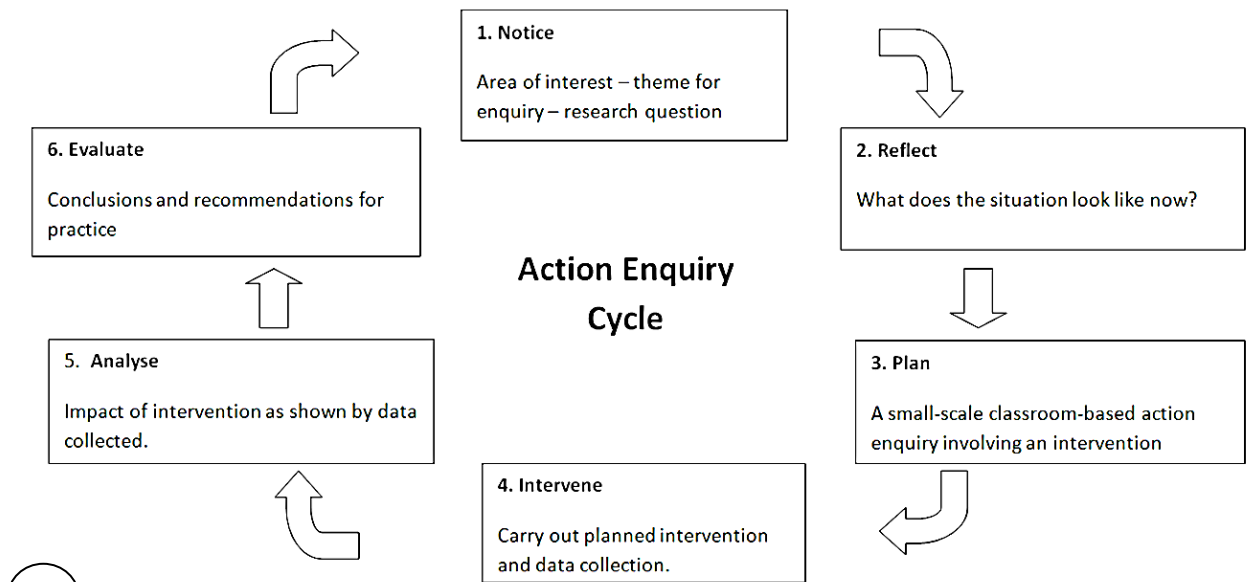
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From: <https://myportfolio.school.nz/user/noelinewright/teachingasinquiry>



From <http://tinyurl.com/namwmwy>



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M. Jones. Classroom Based Enquiry. Module information for senior mentors and trainee teachers. UWE Bristol, 2014.

Sample session materials – Session 6

Module	5 Specialised Dimensions
Unit	5.1 Action research
Session	6
Topic	Classroom issues and research questions Planning action research Sampling in action research Action research ethics
Objectives	By the end of the session, students will be: able to enhance students' understanding of ethical aspects of action research aware of the features (requirements) of SMART research questions able to assess and formulate research questions
Time	80 minutes
Materials	Handouts 1, 2, 3

Procedure	Purpose	Time
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<p>Activity 1: Ethical concerns at different steps of action research</p> <p>Ask students to think over possible ethical concerns during different stages of action research, e.g. sampling, collecting data, storing data, using data in publications etc.</p> <ul style="list-style-type: none"> ● Who will have access to the project data and for what purposes? ● How will the data be stored securely and protected? ● What data is being gathered from pupils and staff beyond that readily available? Has permission been granted from participants to collect this data? ● Should parents be informed about the project and data-collection activities? Is parental consent needed for any of the data-collection activities? ● Could individuals be identifiable in findings? How will this risk be minimised? ● How can data be interpreted objectively, without any bias? ● How can the way of sampling ensure credibility of the research? <p><i>Demonstrate main ethical concerns:</i></p> <ul style="list-style-type: none"> ● <i>Maintaining confidentiality</i> ● <i>Guaranteeing anonymity</i> ● <i>Obtaining informed consent</i> ● <i>Avoiding harm</i> <i>Avoiding deception/subjectivity</i> 	<p>to enhance students' understanding of ethical aspects of action research</p>	<p>15 mins</p>
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<p>Activity 2: Asking research questions</p> <p>Asking research questions – Option 1 (Handouts 1-2):</p> <ol style="list-style-type: none"> 1) ask participants to think of problems they come across in their practice, identify problems 2) ask participants to turn their problems into research questions. 3) ask participants how they can find out if their questions are 	<p>to familiarise students with the features (requirements) of SMART research questions; to enable students to assess and formulate</p>	<p>45 mins</p>
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<p>researchable</p> <p>4) getting participants acquainted with SMART criteria for assessing research questions</p> <p>Asking research questions – Option 2 (Handouts 1-2):</p> <p>Analyse sample questions</p> <p><i>Developing research questions is part of the more general task of developing a focus for action research. Initial research questions need not be complex. Teachers' questions often emerge from discrepancies between what is intended and what occurs. Initially these questions may be the result of a concern about a student's progress, a classroom routine that is floundering, conflict or tension among students, or as a desire to try out some new approach.</i></p> <p><i>Although these questions are not framed in the language of educational theory, they are indeed about discrepancies between theory and practice.</i></p> <p><i>Teachers doing action research should always be asking:</i></p> <ul style="list-style-type: none"> ● <i>What am I making 'problematic' and why? (bottleneck of learning)</i> ● <i>And what am I not questioning (what do I take for granted)?</i> ● <i>What knowledge will I gain from this research?</i> ● <i>For whose benefit am I doing this research?</i> ● <i>For what purpose(s)?</i> ● <i>Who is/should be involved and why?</i> <p><i>It's important to try to make your research questions as good as they can be before you continue the research process. But what do we mean by 'good'? One way of thinking about this, as with goals in general, is to see if your questions are 'SMART'.</i></p> <p><i>Good questions are:</i></p> <p>STUDY-ORIENTED</p> <p>MEASURABLE</p> <p>ACCURATE</p> <p>REALISTIC</p> <p>TOPIC-FOCUSED</p> <p>1. Study-oriented</p> <p><i>At this stage, the questions to ask are exploratory questions, the focus should be on exploring a situation to understand it, rather than on taking action to change it immediately. For example, not 'How can I improve my students' writing?' (even though this might be your overall concern) but instead 'What am I doing now to support my students' writing skills?'</i></p> <p>2. Measurable</p> <p><i>Possible to answer; some things are interesting but not easily observable or easy to record and are therefore hard to measure. For example, not 'What goes on in students' heads when I ask them a question?' but instead 'How do students say they feel when I ask them a question?'</i></p> <p>3. Accurate</p> <p><i>Specific, concrete and well-defined, not too general or vague. Also, 'down to earth', so that you are able to answer the question by, for example, looking at your classroom or thinking about your practice or asking your students. For</i></p>	<p>research questions</p>
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<p><i>example, not ‘How motivated are my students?’ but instead ‘What activities do my students say they like/dislike in class?’</i></p> <p>4. Realistic <i>Feasible to answer, not too idealistic; some things may be measurable but not by you, or even by you in a team, within the time you have available or within your individual capabilities. Ask yourself: ‘Am I going to be able to answer this question myself?’. For example, not ‘What were the intentions of the textbook writers in including these particular topics in the coursebook?’ but instead ‘What do different teachers say they do when they come to the topics about teenage drug use, unwanted pregnancy and refugees?’</i></p> <p>5. Topic-focused <i>Related to your overall research topic; there are lots of questions which are interesting to attempt to answer, but you should try to keep focused on your central topic and leave other questions to another time. For example, if your main topic is how to improve the instructions you give for activities, not ‘What kind of speaking activities help students to speak more?’ but instead ‘How do I give instructions for different kinds of activities?’</i></p>		
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<p>Activity 3: Action research plan</p> <ul style="list-style-type: none"> • Distribute Handout 3 with a sample of an action plan. • Ask students, working in small groups to explain it in greater detail and to correlate with a specific research situation, adding some amendments or additions. 	<p>to enable students to make an action plan for a specific research situation</p>	<p>15 mins</p>
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<p>Activity 4: Summary of learning</p> <ul style="list-style-type: none"> • Encourage students’ reflection on learning in the session. 	<p>to identify students’ key learning points in the session</p>	<p>5 mins</p>
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Unit 5.1. Action Research

Session 6: Classroom issues and research questions

Planning action research

Sampling in action research

Action research ethics

Handout 1: Asking questions

- Identify a problem
- Make your problem a researchable question
- Analyse your question against the SMART criteria.
- Improve your question if necessary.

No	Problem	Research question	SMART	Criterion	SMARTer question
1.					
2.					
3.					
4.					
5.					

Unit 5.1. Action Research

Session 6: Classroom issues and research questions

Planning action research

Sampling in action research

Action research ethics

Handout 2: Asking SMART questions

Decide whether the following questions are SMART or not. If not, which of the SMART criteria do they not meet?

Make the questions SMARTer.

No	Research question	SMART	Criterion	SMARTer question
1.	What affects my students learning English?			
2.	When do my students use English to communicate with each other?			
3.	Why don't my students learn?			
4.	How many times do my students use dictionaries when doing their homework?			
5.	How can films promote my students motivation?			
6.	How often in my lesson do my students work in pairs?			

Unit 5.1. Action Research

Session 6: Classroom issues and research questions

Planning action research

Sampling in action research

Action research ethics

Handout 3: Action research plan

- I. Working in small groups, explain the suggested action research plan in detail.
- II. Correlate it with a specific research situation, adding some amendments or additions.

- What issue am I interested in researching?
- Why do I want to research this issue?
- What kind of evidence can I gather to show why I am interested in this issue?
- What can I do? What will I do?
- What kind of evidence can I gather to show that I am having an influence?
- How can I explain that influence?
- How can I ensure that any judgements I might make are reasonably fair and accurate?
- How will I change my practice in the light of my evaluation?

Use the following example as a sample for your speculations:

What issue am I interested in researching?

Once you have identified a research issue, you should formulate a research question. This can be stated in terms of

How do I ...?'

For example,

- How do I improve my relationships with my colleagues?
- How do I help John overcome his fear of flying?
- How do I manage my work schedule more efficiently?

The main ideas are:

- I am asking a real question about something that is important to me, and I am hoping to find ways of engaging with it;
- I am a real person;
- I am trying to improve something; this might be my own understanding, or it might be an aspect of the social situation I am in (remember: improvement does not mean perfection. Any improvement is still improvement, no matter how small).

Borrowed from Jean McNiff (2002) Action research for professional development. Concise advice for new action researchers

- III. Share your ideas with the whole group.

Sample session materials – Session 7

Module	5 Specialised Dimensions
Unit	5.1 Action research
Session	7
Topic	Collecting data Quantitative and qualitative data Data collection tools: variety, advantages and disadvantages Analysing, interpreting and presenting data Reporting on teacher research
Objectives	By the end of the session, students will: <ul style="list-style-type: none"> • understand collecting data methods, their advantages and limitations • be aware of quantitative and qualitative analysis • understand quality in teacher research and the criteria for its evaluation • be aware of the importance of reporting the results of teacher research
Time	80 minutes
Materials	Handouts 1, 2, 3, cut-ups

Procedure	Purpose	Time
<p>Activity 1: Characteristics of the data-collection methods Ask students to sort out cutups and to complete the table (Handout 1). Take feedback and distribute the key to the activity (Handout 2). Ask students to add more ways of gathering data Key:</p> <ul style="list-style-type: none"> • classroom maps • samples of students' works • drawings and photographs • discussions with focus groups <p>classroom documents etc.</p>	to enhance students' understanding of collecting data methods, their advantages and limitations	20 mins
<p>Activity 2: Analysing data Organise students' discussion quantitative and qualitative data analysis in action research Demonstrate Pptx with the key ideas: <i>Action research does not require a sophisticated understanding of statistics.</i> <i>Quantitative analysis is typically used to answer these types of questions:</i></p> <ul style="list-style-type: none"> • <i>How many respondents said X?</i> • <i>What percentage of respondents said Y?</i> • <i>What relationships exist among variables?</i> • <i>How different are two or more groups?</i> <p><i>Qualitative data typically consist of texts, pictures, photos etc. Let's look at a simple example – answers to an open-ended questionnaire. A teacher asked her students to provide feedback on a language learning game they had just played. One question was: say what you liked about the game we played today. Here are examples of the students' answers. How would you classify these? (Pptx)</i></p> <ol style="list-style-type: none"> 1. <i>It was fun.</i> 2. <i>We moved around the classroom and talked to different students.</i> 	to familiarise students with quantitative and qualitative analysis	20 mins

<p>3. Nothing. 4. It was enjoyable. 5. The game was funny. 6. I like playing games. 7. We practised speaking English. 8. I don't like grammar. 9. I like running around the classroom. 10. It was fun. 11. I liked speaking but not writing. 12. It was a good activity.</p> <p>So, the process of analysis here involves:</p> <ul style="list-style-type: none"> ● reading the answers carefully ● categorizing - putting all the data related to each theme together <p>Sample categories: positive estimation/ negative/ not relevant. Liked the game as it was funny/ as they preferred speaking activities/as they had a chance of moving and interacting/ as they practiced speaking English.</p>		
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<p>Activity 3: Enhancing research quality Demonstrate the Pptx to students.</p> <p>Interactive input How to enhance research quality? 1) Like any sound research, teacher research must be systematic and all procedures must be carefully documented. 2) multiple approaches to inquiry – multiple sources of data and multiple approaches to data analysis – are essential to the quality and authenticity of teacher research 3) teacher research must be relevant to problems of practice and provide legitimate bases for action.</p> <p>The findings and interpretations derived from the research must be trustworthy, addressing the question: “Can the findings be trusted enough to act upon them?” And they must be believable, which addresses the question, “Do the findings appear to be true or real in the experience of teaching?”</p> <p>Distribute Handout 3 and ask students to match the criteria for evaluating the quality of research with their description. KEY: 1 - d, 2 - e, 3 - a, 4 - c, 5 - b</p> <p>The group should ask the following questions: Validity: Will the selected data-collection methods actually collect what they are intended to collect? It is important to consider whether the chosen data-collection method will actually measure what you intend to measure. The validity of the method is basically the extent to which the data collected is what you have set out to capture. For example, the group may want to gauge the impact of a classroom innovation involving peer-to-peer interaction but if the method selected is a questionnaire then it is an inappropriate tool for capturing this sort of data. Consequently, if questionnaires are used in this case, the data will be limited and potentially invalid Triangulation: How many different viewpoints are considered in evaluating impact and how are different</p>	<p>to enhance students’ understanding of quality in teacher research and the criteria for its evaluation</p>	<p>20 mins</p>
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<p>perceptions captured?</p> <p><i>One way of strengthening the validity of data is to employ more than one method of data collection, or to collect data from more than one set of respondents. This is known as triangulation. This does not mean that you will need three data-collection methods or three types of respondent, just that various perspectives on the same issue are required.</i></p> <p>Reliability: <i>If someone else were to collect the data using the same methods what would be the chances of obtaining similar results?</i></p> <p><i>It is important to ensure that your data is reliable in the sense that there is consistency in the production of results. This would necessitate at least in principle another person being able to replicate your evidence and/or results. Reliability is concerned with minimising the errors and biases which could occur when evaluating impact. Bell (1985) outlines four criteria that may be used to evaluate the quality or rigor of teacher research:</i></p> <p>Credibility – <i>Is the study believable to those who are competent to judge the subject of investigation?</i></p> <p>Transferability – <i>Does the study promote the exchange of experience from one practitioner to another?</i></p> <p>Dependability – <i>Does the study use reliable procedures and produce findings that are trustworthy?</i></p> <p>Confirmability – <i>Is the study capable of being scrutinized for absence of bias by making its evidence and methods of analysis available?</i></p> <p><i>Teacher research that illuminates the complexity of teaching and relates it to learning is certainly likely to be viewed as credible. When it is well designed, teacher research has the potential to contribute substantially to the knowledge base of teaching and teacher education, in particular that learning to teach is inherently connected to learning to inquire.</i></p>		
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<p>Activity 4: Sharing the results of action research</p> <ul style="list-style-type: none"> • Organise the discussion of the options for sharing the results of action research. • Ask students to create a list of benefits of sharing research with others 	<p>to establish shared understanding of the importance of reporting the results of teacher research</p>	<p>15 mins</p>
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<p>Activity 5: Summary of learning</p> <ul style="list-style-type: none"> • Encourage students' reflection on learning in the session. 	<p>to identify students' key learning points in the session</p>	<p>5 mins</p>
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Unit 5.1. Action Research**Session 7: Collecting data****Quantitative and qualitative data****Data collection tools: variety, advantages and disadvantages****Analysing, interpreting and presenting data****Handout 1: Characteristics of the data-collection methods**

Sort out the characteristics of the data-collection methods under advantages and limitations. Some of them can belong to different methods. Two examples are provided for you.

Method	Advantages	Limitations
Interview	complements other methods	
Questionnaire		depends on intelligent questionnaire design and trialling, which may be time consuming
Online survey		
Observation		
Audio / visual		
Learning log		

2012 Alma Harris and Michelle Jones, published by the National College for School Leadership

Unit 5.1. Action Research

Session 7: Collecting data

Quantitative and qualitative data

Data collection tools: variety, advantages and disadvantages

Analysing, interpreting and presenting data

Cut-ups. Characteristics of the data-collection methods

obtain information that would not easily be secured using other methods	completely reliable record of the information
complement other methods	analysis can prove difficult
allows for an in-depth, direct response from various stakeholders, e.g. pupils, teachers, parents, governors	depends on intelligent questionnaire design and trialling, which may be timeconsuming
provides both qualitative and quantitative data	requires technical skill and IT expertise
easy to set up and administer	low return rates
very cost-effective	time-consuming
instant and remote analysis of data	prompt sharing of results via web cloud
obtain data that cannot be collected using any other method, eg skills, interaction, practice	obtain specific information and feedback from a large number of respondents
obtain a complete and accurate record	inhibitive
readily shared with others	information gathered may be low quality
wide access via web cloud	often subjective
obtain a progressive overview of individual or group learning over time	relies heavily upon disciplined and continual commitment
quick and easy to produce, e.g. diary format	can be completed and shared online both individually and collectively
provides data and evidence that would be difficult to obtain by other means	

2012 Alma Harris and Michelle Jones, published by the National College for School Leadership

Unit 5.1. Action Research

Session 7: Collecting data

Quantitative and qualitative data

Data collection tools: variety, advantages and disadvantages

Analysing, interpreting and presenting data

Handout 2: Characteristics of the data-collection methods (Key)

Method	Advantages	Limitations
Interview	obtain information that would not easily be secured using other methods	time-consuming
	complement other methods	analysis can prove difficult
	allows for an in-depth, direct response from various stakeholders, e.g. pupils, teachers, parents, governors	
Questionnaire	obtain specific information and feedback from a large number of respondents	depends on intelligent questionnaire design and trialling, which may be timeconsuming
	provides both qualitative and quantitative data	information gathered may be low quality
		low return rates
Online survey	obtain specific information and feedback from a large number of respondents	requires technical skill and IT expertise
	easy to set up and administer	
	very cost-effective	
	instant and remote analysis of data	
	prompt sharing of results via web cloud	
Observation	obtain data that cannot be collected using any other method, eg skills, interaction, practice	time-consuming
	provides data and evidence that would be difficult to obtain by other means	often subjective
Audio/visual	obtain a complete and accurate record	inhibitive
	readily shared with others	time-consuming
	completely reliable record of the information	
	wide access via web cloud	
Learning log	obtain a progressive overview of individual or group learning over time	relies heavily upon disciplined and continual commitment
	quick and easy to produce, e.g. diary format	
	can be completed and shared online both individually and collectively	

Unit 5.1. Action Research

Session 7: Collecting data

Quantitative and qualitative data

Data collection tools: variety, advantages and disadvantages

Analysing, interpreting and presenting data

Handout 3: Enhancing research quality

Match the criteria for evaluating the quality of research with their description.

No	Criterion		Description
1	Validity	a	consistency in the production of results, e.g. by someone else using the same methods under similar circumstances
2	Triangulation	b	promoting the exchange of experience from one practitioner to another
3	Reliability	c	being believable and trustworthy to those who are competent to judge the subject of investigation
4	Credibility	d	actually measuring by the chosen data-collection method what you intend to measure
5	Transferability	e	considering different viewpoints and capturing different perceptions

Sample session materials – Sessions 8-9
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Module	5 Specialised Dimensions
Unit	5.1 Action research
Session	8-9
Topic	Tips for effective research Action research proposal
Objectives	By the end of the session, students will: <ul style="list-style-type: none"> •
Time	80x2 minutes
Materials	Handouts 1, 2, 3, 4, Action research project proposal template

Procedure	Purpose	Time
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<p>Activity 1: Tips for effective action research Ask students to work in small groups and explore 18 ‘tips’ for doing action research (Handout 1) and:</p> <ol style="list-style-type: none"> identify the 12 tips they think would be recommended in PRESETT context sort the 12 tips into four groups, each having three related items give a heading to each group discuss whether there are any changes or additional tips that they want to make with a PRESETT context in mind. <ol style="list-style-type: none"> Integrate your research into normally occurring teaching and learning activities. Complete your action research as quickly as possible. Examine an issue that is of interest to your colleagues and school generally. Make the project as complex as possible. Make ‘small-scale but high quality’ your motto. Look for ways to make action research a collaborative activity. Find a ‘critical friend’ who can help you think things through. Remember that action research will make additional demands on your time. Take a course in statistics before you start your action research project. Make sure you are able to prove something – otherwise the project is a waste of time. Focus on a practical issue which is of immediate relevance to your work. Ensure that your plans are feasible given the resources available. Look for opportunities to talk to colleagues about the work you are doing. Abandon the project as soon as it becomes clear that it will not provide the results you were hoping for. Don’t try to become a researcher but do action research to help you become a better teacher. Become familiar with basic issues in collecting and analysing research data. Ask your principal or director for a reduction in your workload so that you can do your 	<p>to enable students to identify tips for effective research</p>	<p>20 mins</p>
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<p>project. 18. Do some background reading related to your topic. KEY: <i>Relevance: 3, 11, 15</i> <i>Quality: 5, 16, 18</i> <i>Feasibility: 1, 8, 12</i> <i>Collaboration: 6, 7, 13</i> <i>Not-recommended: 2, 4, 9, 10, 14, 17</i> <i>Good teacher research cannot be done as quickly as possible (Statement 2) – it must unfold over time, while trying to prove something conclusively (Statements 10 and 14) is also both unrealistic and against the spirit of teacher research where it is important to value the process as much as the results⁴ and where teachers should be comfortable with the flexibility and uncertainty that teacher research often entails. Unnecessary complexity (erroneously, complexity is often confused with quality) is normally counter-productive (Statement 4), while asking teachers to do a statistics course as a pre-requisite for teacher research (Statement 9) sends out the wrong kind of message about the nature of the work teachers will be doing, and if they do need to do some basic quantitative analysis, support for that can be sought out as required. Finally, while there is no harm in teachers asking for a reduction in their workload so that they can do teacher research (Statement 17), such requests are rarely approved and the reality for most teachers is that teacher research will need to be integrated into what they already do.</i></p>		
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<p>Activity 2: Action research and professional development Ask students to read and complete the statements.</p> <ul style="list-style-type: none"> ● develops _____ ● improves _____ ● increases _____ ● hightens _____ ● empowers _____ ● helps _____ ● promotes _____ ● encourages _____ <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> ● <i>develops an increased awareness of the discrepancies between goals and practices</i> ● <i>improves teacher’s ability to be analytical about their practices</i> ● <i>increases receptiveness to educational change</i> ● <i>improves instructional effectiveness</i> ● <i>improves decision-making skills</i> ● <i>helps teachers view teaching as a type of enquiry or experimentation</i> ● <i>increases reflection about teaching</i> ● <i>hightens the curiosity of teachers</i> ● <i>empowers teachers by giving them greater confidence in their ability to promote change</i> 	<p>to raise students awareness of the significance of action research for professional development</p>	<p>30 mins</p>
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<ul style="list-style-type: none"> • <i>revitalizes teaching and reduces burnout</i> <p>Invite students (in small groups) to make posters about the contribution of action research to professional development. Ask students to present their posters to the whole group.</p>		
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<p>Activity 3: Moving on to the Qualification Paper Ask students to revisit the Curriculum documents connected with the qualification paper (Curriculum Map, Core Curriculum Assessment, Core Curriculum Modules 5 and 6, Core Curriculum Guidelines) to do the quiz (Handout 2). Check the quiz results on the key (Handout 3). Take feedback from students.</p>	to enable students to revisit curriculum documents connected with the qualification paper to organise their future research	30 mins
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<p>Activity 4: Creating Road Map of Year 3 with a focus on qualification paper Refer students to the road map on the slide and fill in the blank spaces with the help of the following questions: 1. Where is the final assessment on the timeline? What is the share of classroom investigation in the final assessment? Mark it. 2. How many units are there in Module 5? Mark them on the timeline. Which Unit deals with classroom investigation leading to Qualification paper? 3. How many units are there in Module 6? Mark them on the timeline. Which Unit deals with classroom investigation leading to Qualification paper? 4. What is the place of the learning objectives for these units in the timeline? What are the learning objectives? 5. What is the place of the indicative content for these units in the timeline? What is the indicative content? 6. What is the place of assessment items on the timeline? 7. What is the interrelation between action research and school experience? Elicit the place of action research elements in the Curriculum Do we start moving to the qualification paper in Unit 5.1. If the answer is YES, justify it. If the answer is NO, ask what does any research start with/ or to recollect what we've been doing since the beginning of the school? What lies at the basis of a teacher learning? (reflective practice/ reflection,). When does the Curriculum start developing reflective skills? How? What assignments help to do it? / Does the Curriculum contain assignments developing research skills? What are they? Give examples. ((e.g. reflective accounts, error correction, observation tasks (what you've learnt from this observation?), critical reviews, materials evaluation, Module 5, 6 action research is in the assessment – collaborative small-scale investigation, final assessment). Where are the elements of quantitative / qualitative evaluation/ data collection found? What is the share of school experience?</p>	to enable students to generate the elements of action research in the Curriculum	40 mins
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<p>Activity 5: Qualification paper parts</p> <p>Demonstrate the list of qualification paper constituent parts titles.</p> <p>Ask students to discuss what should they consist of or contain and to share their ideas with the whole group.</p> <p>Distribute Handout 4 and compare the qualification paper guidelines with students' suggestions.</p>	<p>to familiarise students with the constituent parts of a qualification paper</p>	<p>15 mins</p>
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<p>Activity 6: Planning steps for qualification paper</p> <p>Refer students to the qualification paper guidelines, the road map of Year 3 and ask them to create a timeline of qualification paper working in small groups. (all steps students need to go through in organising, conducting and describing the action research including ethics etc.)</p> <p>Invite groups to share the findings and create a consolidated timeline using the road map.</p>	<p>to create shared understanding of the process of writing qualification paper using the timeline</p>	<p>30 mins</p>
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<p>Activity 7. Action research project proposal</p> <ul style="list-style-type: none"> • Explain students that the next step for them is to write their own action research project proposal referring them to the template of it 	<p>to set the task of writing action research project proposals</p>	<p>5 mins</p>
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Unit 5.1. Action Research
Sessions 8-9: Tips for effective research
Action research proposal
Handout 1: Tips for effective action research

Explore the ‘tips’ for doing action research and:

- a) identify the 12 tips you think would be recommended in PRESETT context
- b) sort the 12 tips into four groups, each having three related items
- c) give a heading to each group
 - d) discuss whether there are any changes or additional tips that you want to make with a PRESETT context in mind.

1. Integrate your research into normally occurring teaching and learning activities.
2. Complete your action research as quickly as possible.
3. Examine an issue that is of interest to your colleagues and school generally.
4. Make the project as complex as possible.
5. Make ‘small-scale but high quality’ your motto.
6. Look for ways to make action research a collaborative activity.
7. Find a ‘critical friend’ who can help you think things through.
8. Remember that action research *will* make additional demands on your time.
9. Take a course in statistics before you start your action research project.
10. Make sure you are able to prove something – otherwise the project is a waste of time.
11. Focus on a practical issue which is of immediate relevance to your work.
12. Ensure that your plans are feasible given the resources available.
13. Look for opportunities to talk to colleagues about the work you are doing.
14. Abandon the project as soon as it becomes clear that it will not provide the results you were hoping for.
15. Don’t try to become a researcher but do action research to help you become a better teacher.
16. Become familiar with basic issues in collecting and analysing research data.
17. Ask your principal or director for a reduction in your workload so that you can do your project.
18. Do some background reading related to your topic.

Not recommended:

Borrowed from Borg, S. (2017) Twelve tips for doing teacher research. In: University of Sydney Papers in TESOL. Available from: http://faculty.edfac.usyd.edu.au/projects/usp_in_tesol/currentissue.htm

Unit 5.1. Action Research
Sessions 8-9: Tips for effective research
Action research proposal
Handout 2: Moving on to the Qualification Paper

Do the quiz using the Core Curriculum documents. Tick (✓) the column where the quiz items are found. In some cases, more than one correct answer is possible.

N	Quiz item	Core Curriculum			
		Map	Guidelines	Course Modules 5 and 6	Supplementary Materials Modules 5 and 6
1.	Sample self-assessment checklists				
2.	Names of Modules dealing with classroom investigation				
3.	The description of final assessment				
4.	Learning objectives of the Units dealing with classroom investigation				
5.	Sample Unit maps dealing with classroom investigation				
6.	Learning outcomes of the Modules dealing with classroom investigation				
7.	Information about the qualification paper and criteria for its assessment				
8.	Indicative content of Units dealing with classroom investigation				
9.	Curriculum units dealing with classroom investigation				
10.	Assignments/portpholio items dealing with classroom investigation and their assessment specifications				

Unit 5.1. Action Research
Sessions 8-9: Tips for effective research
Action research proposal
Handout 3: Moving on to the Qualification Paper (Key)

<i>N</i>	<i>Quiz item</i>	<i>Core Curriculum</i>			
		<i>Map</i>	<i>Guidelines</i>	Course Modules 5 and 6	Supplementary Materials Modules 5 and 6
1.	Sample self-assessment checklists				✓
2.	Names of Modules dealing with classroom investigation	✓		✓	
3.	The description of final assessment		✓		
4.	Learning objectives of the Units dealing with classroom investigation			✓	
5.	Sample Unit maps dealing with classroom investigation				✓
6.	Learning outcomes of the Modules dealing with classroom investigation	✓		✓	
7.	Information about the qualification paper and criteria for its assessment		✓		
8.	Indicative content of Units dealing with classroom investigation			✓	
9.	Curriculum units dealing with classroom investigation	✓		✓	✓
10.	Assignments/portpholio items dealing with classroom investigation and their assessment specifications			✓	

Unit 5.1. Action Research
Sessions 8-9: Tips for effective research
Action research proposal
Handout 4: Qualification paper guidelines

Constituent part	Guidelines
Title	Name of the university Title of the qualification paper Students name and surname Supervisor's name and surname
Setting the problem	Refer to your school experience, describe the situation, reflection on it. Identify the problem area.
Research question(s)	Formulate a study-oriented, measurable, realistic and topic-based question. It can be specified by a set of sub-questions.
Hypothesis	Say what you expect as a result of the action research.
Research methodology	Justify the choice of the research methods and instruments. Indicate the place, the number, age and language level of the participants. Describe the type of materials used (online/offline, ready-made/designed ones) used at different stages of action research.
Collecting data	Describe the procedure of collecting data. Explain the choice of tools, materials, participants and situation(s). Design questionnaires, statements for observations and interviews. Prepare necessary tools for video/audio data collection.
Findings	Present data and results obtained, analyse the data, provide clear qualitative and/or quantitative analysis.
Conclusions	Give the evidence if the research question is solved. Interpret the data collected. Provide the possibilities of research results application. Point out possible areas for future research.
References	Give a list of references relevant to the problem under research.
Appendices	Tables, graphs, diagrams, handouts, materials used.

Action research project proposal template
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No	Guiding question	Description
1.	What is the topic of your project?	
2.	Why do you want to study this issue?	
3.	List a few readings/sources relevant to your topic that you have identified so far.	
4.	What is/are your research question(s)?	
5.	What will the general context for the research be (e.g. the school, one or more classes)?	
6.	Who will the participants in the research be, e.g. students – how many, which level?	
7.	Describe in general terms the stages the research will go through.	
8.	How will you collect and analyse data?	
9.	What ethical issues does your research raise and how will you deal with them?	
10.	What challenges do you anticipate in doing this project?	
11.	Overall, who and how will benefit from your project?	
12.	Any other comments you want to make about the project?	

Adapted from Borg, S. (2018) Action research in PRESETT workshop. Kyiv

UNIT 5.2. TEACHING YOUNG LEARNERS

Sample unit map

Session	Content
1	Reasons that make the process of teaching young learners special (the Critical Period hypothesis) Skills of a primary school teacher of English (e.g. the stir/settle and involvement factors of a lesson with young learners)
2	Age characteristics of young learners, their cognitive development, their limits and possibilities (e.g. the child as active learner, sense-maker, social)
3	Ways of managing the young learners' English language classroom: <ul style="list-style-type: none"> ● establishing classroom routines in English ● using L1 as a resource when necessary ● moving from activity to activity ● supplementing activities with visuals, realia and movement Modes of interaction
4	Contemporary approaches and methods for teaching English to young learners: <ul style="list-style-type: none"> ● play/games ● TPR, learning by doing ● drama ● visualisation ● project work ● storytelling ● songs ● rhymes and chants The curriculum requirements for teaching English in primary school.
5	Techniques and activities for teaching reading to young learners on a word/phrase/sentence level: <ul style="list-style-type: none"> ● reading rules ● phonics ● the whole word approach
6-7	Techniques and activities for developing oral skills (pronunciation, intonation, listening, speaking) in young learners
8	Techniques and activities for developing writing skills: <ul style="list-style-type: none"> ● pre-writing activities ● controlled writing ● guided writing ● free writing Sequencing the skills
9	Materials evaluation, selection and adaptation for the young learners English language classroom Assessment tools for young learners: <ul style="list-style-type: none"> ● portfolio assessment ● structured assessment activities ● projects ● self-assessment ● peer assessment ● learner-developed assessment tasks ● take-home tasks ● observation ● conferencing

Sample session materials – Session 1

Module	5 Specialised Dimensions
Unit	5.2 Teaching Young Learners
Session	1
Topic	The reasons that make the process of teaching young learners special The skills of a primary school teacher of English
Objectives	By the end of the session, students will be aware of <ul style="list-style-type: none"> the specific nature of teaching English to young learners and will be able to: identify and explore the skills that a primary school teacher of English needs to develop
Time	80 mins
Materials and equipment	Handouts 1, 2, 3, Cut-ups 1, 2

Procedure	Purpose	Time
<p>Activity 1: Experience and attitudes</p> <ul style="list-style-type: none"> Split students into three groups. Ask groups to share their experience of teaching young learners or observing young learner classes. Take selective feedback from groups. Give each group one of the sentence stems (Cut-ups 1) and ask them to complete the statement. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> Teaching English at an early age is Teaching young learners English needs ... The biggest challenge of working with young learners seems to be ... </div> <ul style="list-style-type: none"> Invite representatives from each group to present their statements and provide their reasoning. Encourage questions from other groups and a discussion where appropriate. Summarise the activity. 	to explore students' experience of (if any) and attitudes to teaching young learners	15 mins
<p>Activity 2: Situations in the primary classroom</p> <ul style="list-style-type: none"> Ask students to stay in the same three groups or regroup if necessary. Give each group a picture (Cut-ups 2) and ask them to think up a possible situation in the primary English classroom. Invite groups to describe their situations to the whole class. In plenary, initiate a discussion of the reasons that make the process of teaching young learners special. Summarise the discussion. 	to enable students to predict learning situations in the primary classroom	20 mins
<p>Activity 3: Patterns of work</p> <ul style="list-style-type: none"> Choose an interaction pattern that you think is most appropriate for jigsaw reading: pairs, small groups, cross-over groups, etc. 	to explore with students various patterns of work	25 mins

<ul style="list-style-type: none"> • Distribute Handouts 1 and 2 with different extracts from Halliwell, S. (1992) <i>Teaching English in the Primary Classroom</i>. Harlow: Longman. • Ask students to read the extract assigned to them. • Invite comments and discussion on the stir/settle and the involvement factors. 		
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<p>Activity 4: Taxonomy of activities</p> <ul style="list-style-type: none"> • Split students into small groups. • Distribute Handout 3. • Ask groups to sort out activities under the headings in the table. • Check against the key and clarify any uncertainties. <p>Key Usually stirs: 3, 5, 7, 8, 9, 10 Usually settles: 1, 2, 4, 6, 11 Mentally engaging: 12, 14, 15, 16, 19 Actually occupying: 13, 17, 18, 20</p> <ul style="list-style-type: none"> • Ask students if they want to add anything to their completed statements and classroom situations from Activities 1 and 2. 	to enable students to sort out various patterns of work and create a taxonomy of activities	15 mins
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<p>Activity 5: Summary of learning and implications for future</p> <ul style="list-style-type: none"> • Invite students to individually reflect on the session. • Ask them what advice they would give to a teacher who is going to teach English to young learners for the first time in her/his life. 	to summarise learning in the session	5 mins
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Unit 5.2: Teaching Young Learners

Session 1: The reasons that make the process of teaching young learners special

The skills of a primary school teacher of English

Cut-ups 1: Experience and attitudes

As a group, come up with a complete statement. Provide your reasoning.

Teaching English at an early age _____

As a group, come up with a complete statement. Provide your reasoning.

Teaching English to young learners _____

As a group, come up with a complete statement. Provide your reasoning.

The biggest challenge about working with young learners _____

Unit 5.2 Teaching Young Learners

Session 1: The reasons that make the process of teaching young learners special.

The skills of a primary school teacher of English

Cut-ups 2: Situations in the primary classroom

□

Look at the picture and think up a possible learning situation in the primary classroom.



Look at the picture and think up a possible learning situation in the primary classroom.



Look at the picture and think up a possible learning situation in the primary classroom.



Images courtesy of www.teachingenglish.org.uk.

Unit 5.2 Teaching Young Learners

Session 1: The reasons that make the process of teaching young learners special.

The skills of a primary school teacher of English

Handout 1: Patterns of work – extract 1

Read the extract from Halliwell, S. (1992) *Teaching English in the Primary Classroom*. Harlow: Longman. Comment on the stir/settle factor.

Knowing which activities ‘stir’ a class and which ‘settle’ them

You will find that some language activities stir a class. In a positive sense, ‘stir’ means that the activities wake them up, stimulate them. In a negative sense, it may be that the activities over-excite them or allow them to become unconstructively restless. There are other activities which have the opposite effect. They seem to settle the children. To put it positively, that means they will calm a class down. The negative side of this is to say that some activities will bore the class into inertia.

If we know the effect of activities like this, we can plan lessons which neither stay stuck in dullness nor get out of hand in excitement. So, it is useful to make your own list from experience of your particular class or classes. For example, most teachers find copying quietens children like magic. So, does colouring. Competitions, on the other hand, make children excited and noisy.

Another way of looking at it is in terms of the different effects of different language skills. Oral work always seems to stir. Listening usually settles. You can equally well apply the same stir/settle distinction to any typical and regular features of your teaching. For example, you perhaps have a routine oral exchange of several sentences with which you regularly begin a lesson. Ask yourself whether it basically stirs or settles. There may be occasions when it is not an appropriate start.

It will help to think of any classroom event in this way. What happens, for example, when you hand out books? If the answer in your experience is ‘stir’ then there will be occasions when you quite deliberately choose to delay the event until you have settled the class down. In order to have the freedom to adapt, we need to know the effect of what we do. So, either on your own or with a group of fellow teachers, you could make up a chart (with the headings ‘Usually stirs’ and ‘Usually settles’) which reflects your experience.

Notice that the headings say ‘usually’. This is because as soon as we start doing this, we find ourselves saying something like, ‘Well oral work does stir but, in a funny sort of way, chorus work seems to calm them down’. Or ‘Pairwork makes them noisy so I suppose it’s a stirrer, but sometimes they get so absorbed in what they are doing that they settle’. Perhaps you find that listening to tapes settles them, but not if the recording is of a poor quality or if they can’t understand anything or if they have nothing to do while they are listening. This does not invalidate the concept of stir/settle but draws our attention to another related aspect. We need to look at the involvement factor as well.

Adapted from: Halliwell, S. (1992) *Teaching English in the Primary Classroom*. Harlow: Longman.

Unit 5.2 Teaching Young Learners

Session 1: The reasons that make the process of teaching young learners special.

The skills of a primary school teacher of English

Handout 2: Patterns of work – extract 2

Read the extract from Halliwell, S. (1992) *Teaching English in the Primary Classroom*. Harlow: Longman.

Comment on the involvement factor.

Knowing which activities engage children's minds and which keep them physically occupied

At the risk again of oversimplifying for the sake of clarity, we can identify two main types of involvement which could be described roughly as:

- mental engagement;
- actual occupation.

We can see the difference between these two forms of involvement by comparing two activities. The first is a guessing activity which can be used to provide meaningful practice of any phrases or words the children are learning. In this particular example it is intended to provide practice asking questions using 'going to' + places.

The teacher has five promptcards showing places, e.g. park, supermarket, etc.

The children are already fairly familiar with the words. They have already practised repeating the words after the teacher and are now able to produce the words by themselves if the teacher just holds up the cards without saying anything. Now comes the meaningful practice.

Guessing: To practise 'going to' + places

- The teacher gives the cards to one child who holds them so that the other children cannot see which card is at the top of the pile.

- The teacher starts the guessing:

Teacher: Are you going to the library?

Child: No.

Teacher: Are you going to the post office?

Child: No.

- The rest of the class joins in the guessing.

- When someone guesses correctly, another child chooses a card and the guessing process starts again.

In order to do this activity, the children have to remember which five places are on the cards. They have to recall and produce the phrases and they have to work out by process of elimination which card their classmate must have chosen. So, they have to think. The activity also engages their emotions. It is fun. They are eager to choose right. In this form then, the activity is mentally engaging in several ways. That is why children respond to it so well and why similar activities are very effective and popular.

This kind of mental and emotional engagement contrasts with actual occupation. Compare the guessing activity with what happens when we ask children to copy out a list of words. Copying is not mentally engaging. It is true that the children have to concentrate in order to copy accurately, but they do not have to think very hard. Copying is involving in a different way. It is actually occupying. Each child is physically doing something. It is also usually an activity where all the children in the class are simultaneously doing something. This contrasts

with the guessing activity when only one child is speaking at a time, although we tend to think of it as a 'whole class' activity because the teacher leads it from the front.

Adapted from: Halliwell, S. (1992) *Teaching English in the Primary Classroom*. Harlow: Longman.

Unit 5.2 Teaching Young Learners

Session 1: The reasons that make the process of teaching young learners special

The skills of a primary school teacher of English

Handout 3: Taxonomy of activities

Sort out activities under the headings in the table. Put the number of the activity under the relevant heading.

Usually stirs	Usually settles	Mentally engaging	Actually occupying

Usually stirs/Usually settles

1	Being read to	7	Lotto
2	Colouring	8	Oral work
3	Competitions	9	Pairwork
4	Copying	10	Teacher and one pupil at a time
5	Doing plays	11	Tests (if not too difficult)
6	Listening (if they have something to do)		

Mentally engaging/Actually occupying

12	Competitions	17	Reading aloud
13	Drawing	18	Repetition
14	Games	19	Talking about themselves
15	Imagining	20	Writing
16	Puzzles		

Based on: Halliwell, S. (1992) *Teaching English in the Primary Classroom*. Harlow: Longman.

Sample session materials – Sessions 2-3

Module	5 Specialised Dimensions
Unit	5.2 Teaching Young Learners
Session	2-3
Topic	Psychological characteristics of young learners. Ways of managing the young learners' English language classroom
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> familiar with psychological characteristics of young learners aware of ways of managing the young learners' English language classroom.
Time	80 mins
Materials and equipment	Handouts 1, 1a 2, 3a, 3b, video demo lesson, board https://www.youtube.com/watch?v=gwI-mNRW9Mc

Procedure	Purpose	Time
<p>Activity 1: Issues in teaching young learners</p> <ul style="list-style-type: none"> Write the word combination “Teaching young learners” on the blackboard and ask students to tell what they think about it. Invite students to answer the questions using their EL learning experience. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Possible ideas:</p> <ol style="list-style-type: none"> Is teaching young learners different from teaching adults. Why?/Why not? What special training should the teacher working with young learners have? What techniques should teacher use in order to manage the young learners' English language classroom effectively? </div>	to introduce students to some issues in teaching young learners	5 mins
<p>Activity 2: Age characteristics of young learners</p> <ul style="list-style-type: none"> Distribute Handout 1 Ask students to identify individually those characteristics that best describe young learners of a certain age. Pair students up and invite them to compare their answers Acquaint students with a key (Handout 1a). Initiate group discussion and ask students to add any other age characteristics they consider important. 	to raise students' awareness of age characteristics of young learners	20 mins
<p>Activity 3: Key principles of teaching young learners</p> <ul style="list-style-type: none"> Distribute Handout 2. Ask students to watch the video on Key principles of teaching young learners and fill in the grid in the Handout 2 individually. (https://www.youtube.com/watch?v=gwI-mNRW9Mc) Split students into groups of 3-4 and invite them to discuss their grids in terms of similarities and differences 	to expose students to video recording and help them understand the key principles underlying teaching young learners	15 mins

<p>if there are any.</p> <ul style="list-style-type: none"> In group discussion check students' answers and clarify any uncertainties. 		
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<p>Activity 4: Ways of managing the young learners' English language classroom</p> <ul style="list-style-type: none"> Invite students' answers to the following questions: 	<p>to develop students' ability to use various ways of managing the young learners' English language classroom</p>	<p>10 mins</p>
<table border="1"> <tr> <td> <ol style="list-style-type: none"> What is classroom management? In what ways does managing the young learners' English language classroom differ from that with adults? Share your own experience of managing the young learners' English language classroom. Reflect on your Teacher assistantship. </td> </tr> </table> <ul style="list-style-type: none"> Distribute Handouts 3a, 3b Ask students to read the articles individually and make notes on the main ways of managing the young learners' English language classroom. Pair up students with different texts and engage the discussion. Initiate panel discussion and come up with an accumulate list of ways of managing the young learners' English language classroom. 		
<ol style="list-style-type: none"> What is classroom management? In what ways does managing the young learners' English language classroom differ from that with adults? Share your own experience of managing the young learners' English language classroom. Reflect on your Teacher assistantship. 		

<p>Activity 5: Round-up</p> <ul style="list-style-type: none"> Ask students to reflect on the session. Provide students with homework. 	<p>to summarise the session</p>	<p>30 mins</p>
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Unit 5.2: Teaching Young Learners

Sessions 2-3: Psychological characteristics of young learners.

Ways of managing the young learners' English language classroom

Handout 1: Age characteristics of young learners

- I. Read the characteristics below and tick (✓) those characteristics that best describe the young learner of a definite age

Characteristics	4-6 year- olds	7-9 year- olds	10-12 year-olds
Limited motor skills			
May be experiencing rapid growth			
Learning holistically			
Beginning to be logical and analytical			
Asking questions			
Enjoy sports that require strength, speed, and			
Cannot distinguish between different parts of language			
See no need to communicate in English			
Enjoy abstract concepts and ideas.			
Make conclusions based on prior learning			
Developing confidence to express themselves			
Like stories, fantasy			
Are social and competitive.			
Developing knowledge of the world around them			
Can see patterns, aware of language			
Clumsy control of pen/scissors etc			
Cannot analyze language			
Possess strong loyalty to groups			
Know more than we often give them credit for			
Has much positive and negative interaction with peers			
Group activities not always successful			

- II. Work in pairs and compare your answers.

Unit 5.2: Teaching Young Learners

Sessions 2-3: Psychological characteristics of young learners.

Ways of managing the young learners' English language classroom

Handout 1a: Age characteristics of young learners

KEY

Characteristics	4-6 year- olds	7-9 year- olds	10-12 year-olds
Limited motor skills	V		
May be experiencing rapid growth			V
Learning holistically	V		
Beginning to be logical and analytical		V	
Asking questions		V	
Enjoy sports that require strength, speed, and			V
Cannot distinguish between different parts of language	V		
See no need to communicate in English	V		
Enjoy abstract concepts and ideas.			V
Make conclusions based on prior learning			V
Developing confidence to express themselves		V	
Like stories, fantasy	V		
Are social and competitive.			V
Developing knowledge of the world around them		V	
Can see patterns, aware of language		V	
Clumsy control of pen/scissors etc	V		
Cannot analyze language	V		
Possess strong loyalty to groups			V
Know more than we often give them credit for		V	
Has much positive and negative interaction with peers			V
Group activities not always successful		V	

Adapted from <https://studopedia.org/12-770.html>

Unit 5.2: Teaching Young Learners

Sessions 2-3: Psychological characteristics of young learners.

Ways of managing the young learners' English language classroom

Handout 2: Key principles of teaching young learners

Watch the video and individually fill in the grid.

Key principles of teaching young learners	Methods and activities which suit this principle	Your own ideas as for the methods and activities
Listening comprehension has priority		
Learning needs to be fun so all senses are engaged		
Tasks need to be action-oriented		

Accessed from <https://www.youtube.com/watch?v=gwI-mNRW9Mc>

Unit 5.2: Teaching Young Learners

Sessions 2-3: Psychological characteristics of young learners.

Ways of managing the young learners' English language classroom

Handout 3a: Ways of managing the young learners' English language classroom

I. Read the article individually and make notes on the main ways of managing the young learners' English language classroom.

Classroom management for young learners

Definition of Discipline. To maintain order and to keep the group on task and moving ahead, not to spot and punish those students who are misbehaving. (Greenwood and Parkay, 1989). The best teachers anticipate when misbehaviours are likely to occur and intervene early to prevent them. The most effective interventions are subtle, brief and almost private. They do not, therefore interfere with classroom activities.

Class Rules. At the beginning of the school year, establish the class rules. Discuss Classroom rules with the students and consequences of misbehavior. Post room rules and consequences of misbehavior.

Students' Seating. The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction. In many cases the seating has been a crucial element in the success or failure of the lesson. In some cases, the desks are fixed to the ground or the school has strict rules about not moving the furniture.

Student numbers are also going to be an issue. Teachers have different preferences for seating arrangements – each group is seated round small tables is often one choice. This is probably the best option for the larger classes. For smaller numbers and with adult or teenage students I think the horseshoe shape, which I find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow centre, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind: Try and maximize eye contact. Make sure students are seated at a comfortable distance from each other. Think in advance about how you will organize changing partners or changing groups.

Students' Names. Make two sets of name tags – one for the child's table space or desk, and one for the child to wear around the neck to special classes. Hang name tags on a hook by the door. Make it private: call to desk, whisper, nonverbal cues. Briefly talk to student/assess penalties. Time out at desk or another room. Communicate positive expectations to students: convey confidence in students' ability to do well and maintain high expectations.

Teacher Talk & Drawing Attention. Don't speak when children aren't listening and ready. Wait. Establish a signal for getting the group's attention: turn off the lights, clap a pattern with your hands. Say "Freeze!" and everyone halts right where they are, like a statue. Then say "Melt!" when you are ready for them to move again. Practice numbers, in the beginning, even when children are doing well, just so they get the idea of how to respond to your signals. Then praise them.

Giving Instruction. It is better to make your instructions for primary students precise and concise. Use puppets to help with classroom management. Puppets can whisper in the teacher's ear, and they can write

messages to the class. Compliment leadership in students. "Oh, I like the way Antonio is ready!" will cause everyone to turn to look at the ready student and to get ready also.

Using Pair and Groupwork. One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use "pair work" or "Group work" appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc...

II. In pairs discuss main ways of managing the young learners' English language classroom.

Accessed from <https://www.teachingenglish.org.uk/blogs/alexenoamen/classroom-management-young-learners>

Unit 5.2: Teaching Young Learners

Sessions 2-3: Psychological characteristics of young learners.

Ways of managing the young learners' English language classroom

Handout 3b: Ways of managing the young learners' English language classroom

I. Read the article individually and make notes on the main ways of managing the young learners' English language classroom.

6 Tips for Classroom Management with Young Learners

Let Your Students Move

Kids have to move. Though the trend for many years has been to keep students seated behind desks for the majority of their day, recent events are bringing that idea into question. Schools are finding that more recess actually improves student learning rather than hindering it and that more time behind desk isn't necessarily productive. Letting students move at school isn't a new concept. The teaching method Total Physical Response is based on the idea of linking movement with language learning. All this to say, don't expect your students to sit at their desks all day. Getting them moving in your ESL class will actually improve their learning efforts no matter exactly how you do it.

Know and Cater to Your Students' Learning Styles

You probably know at least something about the three major learning styles – visual, aural, and kinesthetic. All students tend to gravitate toward one of them. But the best teachers in the best classrooms are aware of what type of instruction best benefits their students, and they are intentional about connecting with those styles. When you are consciously including activities for each of these learning styles in your classroom, you will find that your students are more engaged, more interested. They participate and don't get distracted or distract others as much. This is the perfect formula for helping them learn and keeping your classroom environment conducive to learning.

Be Over Prepared

The Boy Scout motto may be "Be Prepared", but the teacher of young students should make "Be over prepared" their mottos. Nothing is worse for keeping kids in a learning state of mind than dead time in the classroom. It doesn't matter if it's three minutes or thirty, a room full of students with nothing to do and no direction is a recipe for disaster. That's why the best teachers always have several activities ready to go at a moment's notice. It's rare that your planned activities will take exactly the amount of time that you anticipate, even for the most experienced teachers. That's when those ready to go activities are life savers. Plan to have three to five no prep activities ready to pull out of your back pocket at any point during the day to avoid that killer of concentration, dead time.

Encourage Your Students to Be Independent Learners

Another way to ensure you don't have dead time in your classroom is to offer students independent learning stations. Not only do they fill empty classroom time, they make students more accountable for their own learning, and that's another quality of a well-managed and effective classroom. Students are independent learners. If you aren't familiar with learning stations, they are activities that are set up and available throughout your classroom that students can do on their own with little to no direction. You can have learning stations on just about every aspect of language. You may allow students to choose freely among the offered stations or require them to use certain stations over a certain period of time (for example, use each station once in a one week period of time).

Keep in Mind Your Students' Attention Span

Did you know that in young children, their attention span in minutes is equal to their age in years? That means a five year old child will have an attention span of around five minutes. Of course there are exceptions to this, but these numbers tend to be more the rule than the exception. That means that the younger your students are, the more you need to change up the activities you do in class. To keep your kids interested, you'll have to move from one activity to the next quickly and smoothly (without dead time between). This goes back to my earlier point of being over-prepared. It also stands as a reminder not to get frustrated with students when they lose interest in an activity you are doing in class, especially if it goes longer than they are able to concentrate. You cannot expect from children what you can expect from adults when it comes to staying focused on an activity.

Repeat Activities

Sometimes when I repeat activities in class, I feel like I am cheating, like my students can't possibly find value in an activity we have already done in class. But then I remind myself that children like repetition. In fact, they find security in it. That's why they like to watch the same movies and television shows over and over and why so many families have worn out their Frozen soundtracks. Kids like to do things they have done before. So you shouldn't be hesitant about doing an activity in class that you have done last week or even yesterday. Your kids will love it. Not only that, but they may also learn more and complete the activity more successfully because they are familiar with the directions and the material.

II. In pairs discuss the main ways of managing the young learners' English language classroom

Accessed from <https://busyteacher.org/23431-young-learners-classroom-management-6-tips.htm>

Sample session materials – Session 4

Module	5 Specialised Dimensions
Unit	5.2 Teaching Young Learners
Session	4
Topic	Contemporary approaches and methods for teaching English to young learners
Objectives	By the end of the session, students will be able to use contemporary approaches and methods for teaching English to young learners
Time	80 mins
Materials and equipment	Handout 1, 2; video-projector; video-recording https://www.youtube.com/watch?v=DnWuS8ibce8 (demo-lesson) https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/inozemna-mova-poyasnyvalna-znz-sznz-1-4-klas-belyaeva-xarchenko-finalna-zv.pdf (National Curriculum)

Procedure	Purpose	Time
<p>Activity 1: Experience of being a young learner</p> <ul style="list-style-type: none"> • Invite students to reflect on the way they were taught in primary school. • Encourage students to share their experience on teaching young learners while having their Techer Assistanship practice. 	to get students to reflect on their experience of being a young learner and teaching young learners	10 mins
<p>Activity 2: Main approaches and methods for teaching English to young learners</p> <ul style="list-style-type: none"> • Distribute Handout 1. • Ask students to match the methods of teaching young learners with their discriptions. • Split students into groups of three and ask them compare their answers and discuss the similarities and differences if there are any • Get feedback from groups. • Provide students with Key answers (1-G, 2-E, 3-C, 4-D, 5-F, 6-B, 7-A) 	to acquaint students with main approaches and methods for teaching English to young learners	20 mins
<p>Activity 3: Demo-lesson</p> <ul style="list-style-type: none"> • Distribute Handout 2 • Invite students to watch the video and individually identify teaching methods the teacher uses to teach English to young learners. https://www.youtube.com/watch?v=DnWuS8ibce8 • Split students into four groups and ask them to share their ideas. Encourage groups to think of the appropriacy of the methods used and add any other methods, which can suit this very lesson. • Initiate group discussion 	to develop students' ability to select appropriate methods to teach English to young learners	20 mins

<p>Activity 4: National Curriculum for young learners</p> <ul style="list-style-type: none"> Refer students to National Curriculum for young learners (https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/inozemna-mova-poyasnyvalna-znz-sznz-1-4-klas-belyaeva-xarchenko-finalna-zv.pdf) Split students into groups and ask students to analyze the Curriculum (provide each group with one year of study in primary school, e.g. group 1 analyses Year 1, group 2 works with Year 2, etc.) Ask students to summarise the information and present it to the rest of the class. Invite other groups to ask questions or comment. 	<p>to develop students' ability to use Curriculum while planning a lesson with young learners</p>	<p>25 mins</p>
<p>Activity 5. Micro-teaching</p> <ul style="list-style-type: none"> Ask students to work in the same groups, choose one topic area from the Curriculum and deliver a micro-teaching, taking into account all mentioned above. Invite the performing groups to provide a rationale for the approaches and methods they used while micro-teaching. 	<p>to engage students in micro-teaching</p>	<p>5 mins</p>
<p>Activity 6. Summary and round-up</p> <ul style="list-style-type: none"> Ask students to summarise what they did in class. 	<p>to summarise the session</p>	

Unit 5.2: Teaching Young Learners

Session 4: Contemporary approaches and methods for teaching English to young learners

Handout 1: Main approaches and methods for teaching English to young learners

I. Match methods of teaching young learners with their descriptions.

	Method of teaching young learners		Description
1	Audio-lingual method	A	This method is a useful tool also because it is easy to use and the handouts are relatively cheap. Teachers can make their own handouts or simply buy them. They are so useful because with their use the teacher can show nearly every piece of vocabulary that is taught to young learners.
2	Total Physical Response	B	The example of this method can be as follows: One little pumpkin smiling, smiling. (Hold up one finger and then make a smiley face!). One little pumpkin smiling, smiling. One little pumpkin smiling, smiling. One little pumpkin is happy. (Smile and put your fingers on your cheeks.)
3	The Natural Approach	C	This method is concentrated on using the foreign language on the lessons nearly all the time and helping the students understand it by showing them pictures and being as expressive as possible. Listening comprehension is a crucial goal in this approach. In fact, it is so important that the teacher does not correct any oral errors made by the students and allows them to use their mother tongue along with the foreign language to communicate on the lesson.
4	Puppets	D	It is true that what teachers say to the children with the help of toys and how they interact or lead short dialogues could be easily done without using any extra help but this form of leading a dialogue is more interesting and more engaging for children than if they were just talking to the teacher.
5	Games	E	This method is by far the most joyful of all the techniques already listed. That fact makes it also very effective since the students forget that they are learning because they are totally focusing on having fun and winning. In other words, this method provides positive classroom atmosphere and an effective learning environment.
6	Songs	F	Originator of this method is James Asher (2000), who based his theory on the fact that children learn a foreign language from speech directed to them. This method is basically learning from oral instructions given to the students by the teacher. The basic idea is that students are not being made to speak, their main task is to listen to the teacher's instructions in the foreign language and respond to them. It includes a lot of movements.
7	Flashcards	G	This method is based on learning new behaviors. It develops good habits in language learning. This form of teaching includes mainly drills. The drill is designed to teach a certain form, for example a correct sentence in Present Simple. Small changes are being performed on the drill so that the students would constantly learn but also to prevent them from making mistakes

II. In groups of three, compare your answers and discuss the similarities and differences if there are any
Adapted from Karolina Witek (2011) Methods of Teaching English to Young Learners. Poland, Bielsko-Biala

Unit 5.2: Teaching Young Learners

Session 4: Contemporary approaches and methods for teaching English to young learners

Handout 2: Demo-lesson

I. Watch the video and individually identify methods the teacher uses to teach English to young learners.

Method	Stage of the lesson	Appropriacy

II. In groups share your ideas, think of the appropriacy of the methods used and add any other methods, which can suit this very lesson.

Module	5 Specialised Dimensions
Unit	5.2 Teaching Young Learners
Session	5-8
Topic	Techniques and activities for developing oral and written skills
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • aware of different techniques for developing young learners' oral and written skills • able to choose appropriate activities for young learners.
Time	80 mins
Materials and equipment	Handout 1a, 1b; video, board; computer + data projector

Procedure	Purpose	Time
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<p>Activity 1: Reflection</p> <ul style="list-style-type: none"> • Invite students to discuss the following questions in pairs: <ol style="list-style-type: none"> 1. How do we get children excited about reading and writing? 2. How is teaching adults to read and write different from teaching young learners? 3. Why do we need to develop young learners' reading and writing skills? 4. At your Teacher Assistanship practice what do the teachers do to develop young learners' reading and writing skills? • Encourage students to share their opinions in plenary. 	to get students to reflect on the importance of teaching young learners to read and write	10 mins
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<p>Activity 2: Young learners' problems while learning to read and write</p> <ul style="list-style-type: none"> • Split students into 2 groups. • Ask students to brainstorm the list of problems young learners usually face while learning to read and write (group 1 – problems while reading, group 2 – problems while writing). • Get feedback from groups. • Invite groups to exchange their lists of problems and ask them to find the solutions to these problems from the perspective of a teacher. 	to explore problems young learners might have while learning to read and write	15 mins
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<p>Activity 3: Ways of improving young learners' reading and writing skills</p> <ul style="list-style-type: none"> • Split students into 2 groups. • Distribute Handout 1a-1b. • Invite students to read the articles on the ways of improving young learners' reading (Hanout 1a – group 1) and writing (Hanout 1b – group 2) skills • Pair up students so that in each pair there are representatives from different groups. • Ask students to exchange the information they've got while reading. • In the same pairs ask students to think about two or more ways of improving young learners' reading and writing 	to raise students' awareness of various techniques for teaching young learners to read and write	25 mins
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<p>skills.</p> <ul style="list-style-type: none"> • Check results in plenary and ask students which techniques they personally prefer as a future teacher and why. 		
<p>Activity 4: Activities for teaching young learners to read and write</p> <ul style="list-style-type: none"> • Split students into small groups. • Ask students to design 2 activities for teaching young learners to read and write (one activity for developing reading skills and one activity for developing writing skills). • Invite groups to present the activities to class. • Ask the rest of the groups to evaluate the activities against the criteria and fill in the table in Handout 2. • Summarise the activity. 	to develop students' ability to design the activities for teaching young learners	25 mins
<p>Activity 5: Summary and round-up</p> <ul style="list-style-type: none"> • Ask students to point out three things about developing young learners' oral and written skills that they have learnt during in this session. • Ask students to name the activities which they particularly liked. 	to summarise the session	5 mins

Unit 5.2: Teaching Young Learners

Sessions 5-8: Techniques and activities for developing oral and written skills

Handout 1a: Ways to improve young learners' oral and written skills

I. Read the article on the ways to improve young learners' oral skills and make up a list of these ways.

11 Ways to Improve Your Students' Oral Language Skills

Oral language is one of the most important skills your students can master—both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers. As a teacher, there's a lot you can do during your everyday lessons to support the development of strong oral language skills in your students. Try these and see which ones work best for your students!

Encourage conversation.

Every social interaction gives students a new opportunity to practice language. Some of your students might need a little guidance from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student's answers, and give prompts that encourage oral conversations to continue.

Model syntactic structure.

Your students may not use complete oral syntax in informal speech, but encourage them to do so when they're in the classroom. When a student uses fragmented syntax, model complete syntax back to them. This builds oral language skills *and* gives students practice in a skill necessary for mastering written language.

Maintain eye contact.

Engage in eye contact with students during instruction and encourage them to do the same. Maintaining eye contact will help learners gauge their audience's attention and adjust their language, their volume, or the organization of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity.

Remind students to speak loudly and articulate clearly.

Ask students to feel the muscles used for speech while they're talking and monitor their volume and articulation. Remind them that clear and loud-enough speech is essential for holding the attention of the group and communicating their information and opinions effectively.

Explain the subtleties of tone.

Your students have probably experienced playground arguments related to tone; misunderstandings are common when students are using loud outdoor voices. Remind your students how tone of voice—which includes pitch, volume, speed, and rhythm—can change the meaning of what a speaker says. Often, it's not what they say, it's how they say it that can lead to misunderstanding of motives and attitudes. Ask your students to be mindful of tone when they're trying to get a message across, and adjust their volume and pitch accordingly.

Attend to listening skills.

Ensure that your students are listening by using consistent cues to get their attention. You might use a phrase like "It's listening time" • to give students a reminder. Some students might also benefit from written reminders posted prominently on your wall.

Incorporate a "question of the day." •

During each school day's opening activities, ask a question to encourage talk. (You can even write one on the board so your students can read it and start thinking about their answer as soon as they come in.) Start with simple one-part questions like "What is your favorite animal?" □ If a student doesn't answer in a complete sentence, model a complete sentence and ask the student to repeat your model. Once your students are successfully answering these

simple questions in complete sentences, move to two-part questions that require more complex answers: “What is your favorite animal? Why?” •

Compile a class booklet of students’ phrases.

Give your students a sentence to finish, such as “When my dog got lost I looked...” • Have each student contribute a prepositional phrase to complete the sentence (e.g., *at the grocery store, in the park, under the bed*). Then have your students create a class booklet by writing and illustrating their phrases. When all the phrase pages are assembled into a booklet, students can practice reading the very long sentence with all the places they looked for the dog. Encourage them to come up with a conclusion to the story.

Question to boost comprehension.

Asking questions before and after a reading assignment not only helps sharpen oral language skills, it also helps students think about what they’re reading and absorb information from the words. You might try the following strategies to facilitate reading comprehension:

- If there’s an introduction to the story or passage, ask students to read it and answer purpose-setting questions: “Where does the story begin? “What kind of story or article is this? Why do you think so?” •
- Ask students to predict outcomes: “What will happen? How do you know?” •
- After the reading, ask students to reveal whether their predictions were correct and identify where the ending or conclusion begins.
- Have students summarize the passage: “Who were the characters?” □ “What was the plot?” □ “What was the outcome?” □ “What was the main idea?” □ “What were the supporting details?” □

Never assume students understood your instructional talk.

You use oral language every day to teach—but some students may not be getting your message. In this chart from Berninger & Wolf’s book, Beverly Wolf shares some examples of how students in her classroom misinterpreted sentences delivered orally:

Be aware of the potential disconnect between what you say and what your students hear. Go over your message and present it in multiple ways to be sure all students understand.

Teach concept words.

Some students may have difficulty with abstract concepts such as *before, after, or following*, and with sequences such as days of the week or months of the year. To help students learn and retain these concepts, you may need to present and review them many times and in multiple ways. For example:

- You might ask students to identify which holiday comes in each month and then review holidays for other months in sequence: “Groundhog Day is in February. What holiday is in March? In April?” •
- Have students identify the month before or after a given month. “May is before June and after April.” • “May is between April and June.” •

Oral language is one of the foundational building blocks of learning. Try these suggestions with your students, and give them the boost they need for future academic and social success

II. In pairs add two or more ways to improve young learners’ oral skills.

Accessed from <http://blog.brookespublishing.com/11-ways-to-improve-your-students-oral-language-skills/>

Unit 5.2: Teaching Young Learners

Session 5-8: Techniques and activities for developing oral and written skills

Handout 1b: Ways to improve young learners' oral and written skills

I. Read the article on the ways to improve young learners' writing skills and make up a list of these ways.

HOW TO IMPROVE WRITING SKILLS FOR KIDS: 14 EASY TIPS

Writing — it's an important form of communication and a key part of education. But in today's technology-driven world, kids aren't given many opportunities to practise and improve their ability to write. This leaves many parents wondering how to improve their child's writing skills.

It takes time to develop strong writing skills, and it can be a tough task to accomplish. Thankfully, there are many things that parents can do at home to help improve children's writing skills.

From fun activities to daily reading and writing sessions, these tips on how to improve kids' writing skills will help your child build his or her skills in no time.

1. READ UP

Regular reading is a stepping stone to better writing and helps kids' strengthen their writing skills. It helps expand children's vocabulary and shows them different ways of using words. This also makes it easier for them to use these words in their own writing. With younger children, make sure you're reading together every day and encouraging their love of reading as they grow. Start reading early—many children who devour books grow up to become strong writers themselves. Play games and activities that encourage writing. Crossword puzzles and word games are great for everyone. Little ones will especially like the "write the word" game: where they search for items and write down the word when they find each item.

2. CREATE WRITING WORKSHEETS

For young children just learning to write, try creating a worksheet where they can trace letters and words. Write out letters and words, place another piece of paper on top, and have your child trace onto the blank piece of paper. You can also create a connect-the-dots game by having your child trace along dotted lines and then tell you which letter or word she or he finds.

3. TRY DIFFERENT MATERIALS

Switch it up by writing with something other than a pen or pencil. Sidewalk chalk on the driveway, finger painting, or a salt writing tray are all fun writing activities that will also help build kids' writing skills.

4. WRITE LETTERS

Today, writing letters is a bit of a lost art. Encourage your child to write letters to friends or family members. Distant family members will especially love receiving handwritten letters and it's a great way to work on improving writing skills for kids. Pen-pals are also a fun idea, or you can even write letters to each other and leave them around the house to find!

5. ENCOURAGE JOURNALLING

Keeping a journal is a great way to express thoughts and ideas while also working on improving children's writing skills. Plan an outing to pick a fun journal with your child and encourage them to write in it as much as possible. Make it a part of his or her daily routine.

6. CREATE A WRITING SPACE

Set aside a little corner in your house that is completely devoted to writing. Having an area dedicated solely to writing will help free your child from distractions so he or she can focus on practicing writing skills.

7. INVEST TIME

Make sure your child knows you're available to help with spelling or proofreading whenever he or she needs it. When you make writing time a priority for you, it will make it easier for your child to improve his or her writing skills.

8. CONNECT THEIR INTERESTS

Think about your son or daughter's favourite book series. Or maybe he or she is obsessed with dinosaurs. Whatever his or her interests, connect them to writing. Have your child write a new short story about his or her favourite characters, or let him or her create a story all about dinosaurs.

9. CREATE STORY PROMPTS

A fun way to improve kids' creative writing skills is to have them write short stories. Cut out pictures from a magazine with different characters or locations, or write down different words. Place these in a container or glue

them to cards to use as writing prompts for creating a unique story. This also makes a fun activity for the whole family to join in.

10. MODEL IT

There's no better way to learn something than to see someone else doing it. Let your children see you writing, often. When writing is a normal part of your daily life, it will come more naturally to them. Anything goes: a simple grocery list or letter to the teacher, holiday or thank you cards, or even a sweet note to your child.

11. USE TECHNOLOGY TO YOUR ADVANTAGE

There's no getting around the fact that technology plays a huge part in our lives. Use it to your advantage by having your child create a blog. This can help your child work on improving his or her writing skills by encouraging frequent writing habits.

12. MAKE IT PART OF YOUR DAILY ROUTINE

Make sure there's time each day to do some writing in one way or another. Whether it's writing a grocery list, writing in a journal or composing a letter, practicing writing every day will go a long way to improving kids' writing skills.

13. PRAISE THEIR WORK

Show lots of interest in your child's writing and stories. Ask questions, celebrate when he or she brings home a good piece from school, and encourage his or her writing as much as possible.

14. IMPROVING WRITING SKILLS CAN BE FUN

Writing is an important practical life skill. While developing great writing skills requires lots of time and patience, you can help your child with these simple writing exercises for kids.

Lots of reading, frequent writing time in a special writing area, and incorporating fun writing activities and games will all go a long way to giving writing skills a boost.

II. In pairs add two or more ways to improve young learners' oral skills.

Accessed from <https://www.oxfordlearning.com/improve-kids-writing-skills/>

Unit 5.2: Teaching Young Learners**Sessions 5-8: Techniques and activities for developing oral and written skills****Handout 2: Activities for teaching young learners to read and write**

Evaluate the activities for teaching young learners to read and write against the criteria given in the table.

Criteria	Comments	
	Activity 1	Activity 2
Appropriacy to the age		
Appropriate to the level of English		
Motivating and engaging		
Developing integrated skills		
Developing critical thinking skills		
Task-based		

Sample session materials – Session 9

Module	5 Specialised Dimensions
Unit	5.2 Teaching Young Learners
Session	9
Topic	Materials evaluation, selection and adaptation for the young learners in the English language classroom
Objectives	By the end of the session, students will be able to evaluate, select and adapt materials for the young learners in the English language classroom
Time	80 mins
Materials and equipment	Handout 1, 2, 3

Procedure	Purpose	Time
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Activity 1: Activities for young learners <ul style="list-style-type: none"> • Split students into groups. • Distribute Handout 1. • Ask students to analyse the activity for young learners, identify its objectives and outcomes. 	to analyse the activity for young learners	15 mins
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Activity 2: Criteria for the evaluation and selection of the activities for the young learners <ul style="list-style-type: none"> • Ask students to work in the same groups. • Get students to brainstorm the criteria for the evaluation and selections of the activities for the young learners. • Allow for cross-group check. • Distribute Handout 2. • Ask groups to read the extract on the evaluation and selections of the materials for young learners and point out the main ideas. • Invite students to enrich their lists of criteria with some more criteria. • Get feedback from groups. 	to develop students' ability to identify the criteria for the evaluation and selection of the activities for the young learners	25 mins
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Activity 3: Adaptation of the activity for the young learners <ul style="list-style-type: none"> • Ask students to work in the same groups. • Distribute Handout 3 and ask students to adapt the activity according to the needs of young learners. • Invite group presentations of the adapted activities. • Initiate whole group discussion (whether these adaptations are appropriate or not) 	to develop students' ability to adapt activities for young learners	25 mins
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Activity 4: Summary and round-up <ul style="list-style-type: none"> • Discuss with students how adaptation of the activities can impact learning of the young learners 	to summarise the session	15 mins
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Unit 5.2: Teaching Young Learners

Session 9: Materials evaluation, selection and adaptation for the young learners in the English language classroom

Handout 1: Activities for young learners

Analyse the activity for young learners, identify its objectives and outcomes

Simon Says

This is an excellent game for young learners. Whether you're waking them up on a Monday morning or sending them home on a Friday afternoon, this one is bound to get them excited and wanting more. The only danger I have found with this game is that students never want to stop playing it.

- **Why use it?** Listening comprehension; Vocabulary; Warming up/winding down class
- **Who it's best for:** Young learners

How to Play:

- Stand in front of the class (you are Simon for the duration of this game).
- Do an action and say Simon Says [action]. The students must copy what you do.
- Repeat this process choosing different actions - you can be as silly as you like and the sillier you are the more the children will love you for it.
- Then do an action but this time say only the action and omit 'Simon Says'. Whoever does the action this time is out and must sit down.
- The winner is the last student standing.
- To make it harder, speed up the actions. Reward children for good behavior by allowing them to play the part of Simon.

Unit 5.2: Teaching Young Learners

Session 9: Materials evaluation, selection and adaptation for the young learners in the English language classroom

Handout 2: Criteria for the evaluation and selection of the activities for the young learners

Read the extract on the evaluation and selection of the materials for young learners.
Point out main ideas.

Materials evaluation in theory: With the widespread adoption of commercially produced textbooks as core teaching materials a greater focus began to be placed on materials evaluation in the early 1980s. Initially, the role of textbooks within English language teaching was explored (e.g. in Swales, 1980; Allwright, 1981; and O'Neill, 1982). The need for a more systematic approach to materials evaluation emerged during this time as it became apparent that any set of commercially produced teaching materials would be unlikely to be completely suitable for a particular group of learners (McGrath, 2002; McDonough & Shaw, 2003). A number of theoretical evaluative frameworks have since been published (e.g. in Williams, 1983; Breen & Candlin, 1987; Sheldon, 1988; McDonough & Shaw, 2003; Cunningsworth, 1995; and McGrath, 2002). These have mostly been checklist-based, usually in the form of questions to be answered to determine the extent to which the materials fulfil a set of criteria. While there is a scarcity of evaluation schemes specifically designed for young learner materials, Halliwell (1992) provides a checklist for evaluating and comparing young learner coursebooks. The advantages and disadvantages of checklists have been pointed out by several writers. Not only can checklists be systematic and comprehensive, they are also cost and time effective, and the results are easy to understand, replicate and compare (McGrath, 2002: 26–27). On the other hand, pre-existing checklists can become dated and the criteria used may not be transparent or based on assumptions shared by everyone (McGrath, 2002). Sheldon (1988: 242) has also written how considerable modification of any set of culturally restricted criteria is necessary to make them applicable to most local contexts.

Materials evaluation in practice: A number of practical studies have utilised different approaches to materials evaluation. Alamri (2008) employed a survey questionnaire of teachers and administrators to evaluate the English textbook used with a group of young Saudi learners. Both Murdoch (2000) and Atkins (2001) used McDonough and Shaw's (2003) coursebook evaluation model to evaluate textbooks used in Korean and Japanese secondary school contexts respectively. Litz (2005) employed student and teacher evaluation survey questionnaires to evaluate a coursebook used in a Korean university. In all cases, a checklist-based system was used, with some modification required to make the evaluation more suitable for each researcher's aims and context. 7. Methods and Materials In this section I will discuss the evaluation scheme used before describing the materials evaluated and the learning context.

Evaluation Scheme: The materials evaluation scheme used was checklist-based, requiring responses indicating levels of agreement or disagreement with statements about the materials. The evaluation assessed the materials in relation to the following areas: • General Appearance • Layout and Design • Methodology • Activities • Language Skills • Language Content • Topic Content • Teachability and Flexibility • Assessment The evaluation scheme was designed with the aim of evaluating the ability of the materials to promote learning in a particular context. This aim is reflected in the selected criteria. While some existing evaluation checklists provided some

relevant and useful examples, many criteria were irrelevant to my purposes and context. For example, criteria regarding the affordability of the materials are irrelevant to my context as the materials have already been chosen and students must purchase them regardless of the cost. My learning-centred approach to teaching also influenced the evaluation criteria I included. However, accepting that all evaluations are ‘essentially subjective’ (Tomlinson, 2003: 15) this was unavoidable.

Materials: The materials evaluated were the coursebook and additional materials of Let’s Go 1 from the Let’s Go series, an internationally available seven-level English language course for young learners. The available materials for each level of Let’s Go include a student book (with CD-ROM), workbook, skills book (with self-study CD), teacher’s book, audio CDs, and student and teacher flashcards. Supplementary materials include eight graded readers for each level as well as a three-level phonics course and picture dictionary. For the purposes of this paper, the evaluation was limited to the components directly related to classroom use, namely: the Let’s Go 1 student book, workbook, teacher’s book, audio CDs, and teacher and student flashcards.

Accessed from www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/younglearners/dickinsonYL.pdf

Unit 5.2: Teaching Young Learners

Session 9: Materials evaluation, selection and adaptation for the young learners in the English language classroom

Handout 3: Adaptation of the activity for the young learners

Get acquainted with the activities and adapt it according to the needs of young learners

Chewing the fat!

This is the true Dogme ELT approach. You don't go in with your idea of the subject of the lesson but you take your lead from your group of students. Don't be afraid to simply ask your students what they did at the weekend or how their journey was to class. It is, after all, the basis of natural conversation. If you can show students how you can take what they say and turn it into a real learning point, they'll start to understand that you're not just being polite and that this chat is the core part of the lesson.

Board games

Board games are great because they're a very low-pressure way to practice oral language in a smaller group. They're especially great on a day when students might have a hard time focusing and just need some time to unwind and recharge. Board games are self-paced, allowing students to work at the levels and paces most comfortable for them. There are a million board games on the market, making it easy to find the best fit for your classroom needs. Do be cognizant of reading level and content, always making certain the chosen game is appropriate for the classroom.

UNIT 5.3 CATERING FOR SPECIAL EDUCATIONAL NEEDS (SEN)

Sample unit map

Session	Content
1	The notion of SEN and the pre-existing biases and prejudices Medical and social model approaches to SEN
2	Learning difficulties and categories of SEN
3	The principle of differentiation: <ul style="list-style-type: none">● by task● by task response (including assessment)● by organisation of content
4	The notion of an inclusive EL classroom
5	Teaching strategies which make English learning accessible to all
6-9	Practical guidelines for creating an inclusive EL classroom for: <ul style="list-style-type: none">● learners with behavioural, social and emotional needs● learners with sensory and physical needs● learners with cognition and learning needs● gifted and talented learners

Sample session materials – Session 1

Module	5 Specialised Dimensions
Unit	5.3 Catering for Special Educational Needs
Session	1
Topic	The notion of SEN and the pre-existing biases and prejudices Medical and social model approaches to SEN
Objectives	By the end of the session, students will be able to: <ul style="list-style-type: none"> analyse the notion of SEN and the pre-existing biases and prejudices associated with them compare the medical and social model approaches to SEN
Time	80 mins
Materials and equipment	Handouts 1, 2, 3, 4

Procedure	Purpose	Time
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<p>Activity 1: Background knowledge</p> <ul style="list-style-type: none"> Demonstrate the acronym SEN and ask students if they know what it means. Ask students what they already know and think about SEN. 	to explore students' background knowledge of SEN	10 mins
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<p>Activity 2: Understanding SEN</p> <ul style="list-style-type: none"> Split students into four groups A, B, C and D. Ask groups A and B to work out their definition of SEN. Ask groups C and D to work out their definition of inclusive education. Get groups A and B together and ask them to share their views on SEN and agree on a common definition. Get groups C and D together and ask them to share their views on inclusive education and agree on a common definition. Invite groups to present their definitions in plenary. Encourage questions from the opposite groups and class discussion if appropriate. Distribute Handout 1 and ask students to read the descriptions of SEN and inclusive education in some British and Ukrainian sources. Ask students to identify the most essential features of SEN and inclusive education. Ask students to decide to what extent their definitions fit the descriptions. Summarise the activity. 	to introduce students to official definitions of SEN and inclusive education	20 mins
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<p>Activity 3: Labelling students with SEN</p> <ul style="list-style-type: none"> • Split students into small groups and distribute Handout 2. • Ask groups to discuss the labels and complete the table. • Take feedback from groups and clarify any issues. • Encourage discussion of the following questions: 	<p>to explore with students the nature of the prejudices behind different labels as well as attitudes to labelling</p>	<p>20 mins</p>	
<table border="1" style="width: 100%;"> <tr> <td data-bbox="236 495 930 633"> <p>Is labelling still common in Ukraine? Can you think of examples from your learning experience?</p> <p>What are the dangers of labelling learners?</p> </td> </tr> </table> <ul style="list-style-type: none"> • Summarise the activity. 	<p>Is labelling still common in Ukraine? Can you think of examples from your learning experience?</p> <p>What are the dangers of labelling learners?</p>		
<p>Is labelling still common in Ukraine? Can you think of examples from your learning experience?</p> <p>What are the dangers of labelling learners?</p>			

<p>Activity 4: Medical and Social Models</p> <ul style="list-style-type: none"> • Ask students what associations they have with the social and the medical models of describing and understanding SEN. • Distribute Handout 3 and ask students to relate the given statements to one of the models. <p>Key: 1 – M, 2 – M, 3 – S, 4 – M, 5 – S, 6 – S</p> <ul style="list-style-type: none"> • Distribute Handout 4. • Ask students to read the texts and check the statement-model relationships. • Encourage discussion where appropriate and clarify any issues. • Split students into small groups and ask them to discuss teaching implications arising from the two models. • Invite groups to share and discuss their findings. • Summarise the discussion. 	<p>to explore with students the medical and social model approaches to SEN and implications for teaching</p>	<p>30 mins</p>
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<p>Follow-up reading: Encourage students to explore the resources indicated in Handout 1.</p>		
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Unit 5.3: Catering for Special Educational Needs

Session 1: The notion of SEN and the pre-existing biases and prejudices Medical and social model approaches to SEN

Handout 1: SEN and inclusive education

- i. Read the descriptions of SEN and inclusive education and identify their most essential features.

Special Educational Needs (SEN) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age.

SEN covers a broad spectrum of difficulty or disability. Children may have wide- ranging or specific problems, e.g. a child might have difficulty with one area of learning, such as letters or numbers. Or they might have problems relating to other children, or to adults.

Read more: http://www.bbc.co.uk/schools/parents/identifying_sen/

Special educational needs means, in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition.

Read more: <http://www.asti.ie/education/inclusive-education/students-with-special-educational-needs/>

Inclusion is about how we structure our schools, our classrooms and our lessons so that all our students learn and participate together. An inclusive classroom is one that creates a supportive environment for all learners, including those with learning differences, and can also challenge and engage gifted and talented learners by building a more responsive learning environment.

Read more: <http://www.teachingenglish.org.uk/article/what-inclusion-how-do-we-implement-it>

Inclusion in education involves:

- Putting inclusive values into action.
- Supporting everyone to feel that they belong.
- Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.
- Reducing exclusion, discrimination, barriers to learning and participation.
- Learning from the reduction of barriers for some children to benefit children more widely.
- Viewing differences between children and between adults as resources for learning.
- Acknowledging the right of children to an education of high quality in their locality.
- Improving schools for staff and parents/carers as well as children.
- Recognising that inclusion in education is one aspect of inclusion in society.

Abridged from: <http://www.csie.org.uk/inclusion/what.shtml>

Інклюзивне навчання – це комплексний процес забезпечення рівного доступу до якісної освіти дітям з особливими освітніми потребами шляхом організації їх навчання у загальноосвітніх навчальних закладах на основі застосування особистісно орієнтованих методів навчання, з урахуванням індивідуальних особливостей навчально-пізнавальної діяльності таких дітей.

Концепція розвитку інклюзивної освіти (Наказ МОН від 01.10.2010 № 912) <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-kontseptsii-rozvitku-inklyuzivnogo-navchannya?print>

Інклюзивна освіта – це система освітніх послуг, що ґрунтується на принципі забезпечення основного права дітей на освіту та права навчатися за місцем проживання, що передбачає навчання дитини з особливими освітніми потребами, зокрема дитини з особливостями психофізичного розвитку, в умовах загальноосвітнього закладу.

<http://ussf.kiev.ua/iearticles/72>

Основоположним в інклюзивних підходах є те, що не особистість має прилаштуватися до суспільних, соціальних, економічних стосунків, а навпаки – суспільство має створити умови для задоволення особливих потреб кожної особистості.

Водночас особливості не повинні сприйматися «як явище виняткове, приречене», наявність того чи іншого порушення не зумовлює маргінальність життєвого шляху людини.

Основи інклюзивної освіти. Навчально-методичний посібник:/ за заг. ред.. Колупасєвої А.А.– К: А. С. К.,2012

Поняття «діти з особливими освітніми потребами», широко охоплює всіх учнів, чії освітні проблеми виходять за межі загальноприйнятої норми. Воно стосується дітей з особливостями психофізичного розвитку, обдарованих дітей та дітей із соціально вразливих груп (наприклад, вихованців дитячих будинків тощо). Загальноприйнятий термін «діти з особливими освітніми потребами» робить наголос на необхідності забезпечення додаткової підтримки в навчанні дітей, які мають певні особливості розвитку.

Колупасєва А.А., Савчук Л.О. Діти з особливими освітніми потребами та організація їх навчання. Видання доповнене та перероблене: наук.-метод. посіб. / А.А. Колупасєва, Л.О. Савчук, К.: Видавнича група «АТОПОЛ», 2011. – 274 с. <http://www.ussf.kiev.ua/ieeditions/22/>

Unit 5.3: Catering for Special Educational Needs

Session 1: The notion of SEN and the pre-existing biases and prejudices Medical and social model approaches to SEN

Handout 2: Labels and labelling

Look at the words which describe learners with special educational needs. Decide on the appropriateness of their usage nowadays and put them into the relevant column.

1. Mentally defective
2. Learning need
3. Feeble-minded
4. Learning difficulty
5. Subnormal
6. Defective
7. Special educational needs
8. Additional educational needs
9. Educationally subnormal

Words which are appropriate to use nowadays	Words which are not appropriate to use nowadays

Unit 5.3: Catering for Special Educational Needs

Session 1: The notion of SEN and the pre-existing biases and prejudices Medical and social model approaches to SEN

Handout 3: Medical and social models

Read the statements about the medical and social models. Decide which of them you think refers to which model. Tick the relevant cell.

No	Statement	Medical	Social
1.	This model diagnoses the learner with a problem.		
2.	This model often leads to segregated special schools.		
3.	This model assumes everyone has a responsibility to understand people with differing needs.		
4.	This model includes programmes to 'fix' the learner.		
5.	In this model the school and the wider society have to adapt to include people with special educational needs.		
6.	In this model support services, such as psychological support, are integrated into the mainstream school and can be accessed by all.		

Unit 5.3: Catering for Special Educational Needs

Session 1: The notion of SEN and the pre-existing biases and prejudices Medical and social model approaches to SEN

Handout 4: Medical and social models (Descriptions)

Read the texts and check predictions about the models

Social model

If we use the social model to understand a learner with special educational needs, all of us have a responsibility to understand and include learners with special educational needs. The learner is valued as a person, unique in their own right and not seen as faulty. We identify the individual's strengths and not only their difficulties. We have to all work together to accept and celebrate difference and to remove the barriers to learning. We identify goals with the learner and work together to achieve them. Services are fully integrated within the school and are not completely separate organizations. Resources, such as psychologists, are made available to everyone in the school as part of the ordinary programme. The school and wider society will need to change and evolve as a result of interactions and reflections on the learner's individual needs.

Medical Model

If we use the medical model to understand a learner with special educational needs, we see the learner as someone who has a problem which can be diagnosed, labeled and treated. We act as if the learner is faulty and needs to be put into a medical category. We design and deliver interventions and therapy programmes to help the learner fit into society. We try to 'fix' the learner as much as possible. In this model there are often two separate systems of education. There are segregated special schools for learners with special educational needs and specialist services to treat their difficulties. Professionals, such as educational psychologists, identify the learner's needs. Often the learner is isolated from their peers and taught separately. The learner might receive medication for their condition. In general, the school and wider society does need to change because the problem is within the learner. The learner needs the change.

Sample session materials – Sessions 2-3

Module	5 Specialized Dimensions
Unit	5.3 Catering for Special Educational Needs
Session	2-3
Topic	Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content.
Objectives	By the end of the session, students will develop an understanding of: <ul style="list-style-type: none"> • individual learner types • how the knowledge of learner types can help in language learning and later in teaching English
Time	80 minutes
Materials and equipment	Handout 1, 2, 3a-f, 4

Procedure	Purpose	Time
<p>Activity 1: Learner's experience</p> <ul style="list-style-type: none"> • Ask students the following questions: <ol style="list-style-type: none"> 1. When you were at school (or now in the University) what learning difficulties did (do) you experience? 2. How did your school teacher cope with learning difficulties of students? What strategies did he or she use? 3. What makes the process of learning difficult for students? 	<p>to introduce students to the topic</p> <p>to get students to reflect on their experience of learning difficulties</p>	5 mins
<p>Activity 2: Learning difficulties</p> <ul style="list-style-type: none"> • Distribute Handout 1 and ask students to read the definition of Learning difficulties and underline the key words. • Ask students to share their key words with a partner, discussing any differences and the reasons for them. • In pairs offer the students to work out their own definition of Learning difficulties and present it to class. • Initiate class discussion and invite students to discuss their definitions. 	to increase awareness of the definition of learning difficulties	15 mins
<p>Activity 3: Case study</p> <ul style="list-style-type: none"> • Split students into groups of 3. • Distribute case study from Handout 2. • Ask students to read the case study on learning difficulties, analyse it and answer the questions. • Regroup students so that they make 2 groups with a representative from each mini-group. • Ask each student in both groups to describe their findings as for the case study. • Invite groups to report back to class 	to acquaint students with learning difficulties	30 mins

<p>Activity 4: Categories of SEN</p> <ul style="list-style-type: none"> • Ask students to work in the same groups to brainstorm and then discuss categories of learning difficulties. • Invite groups to share ideas and then discuss in plenary. • Split students into groups of 6 and provide each group with a Handout 3 (Handout 3a – group 1, Handout 3b – group 2, etc.). • Ask groups to read the information on a definite category of SEN, and make up a list of its characteristic features. • Invite students to choose one representative from a group and, moving clockwise, share the information on the SEN category they have worked with. Do it until all the groups get acquainted with all SEN categories. 	<p>to provide students with an opportunity to analyse different categories of SEN</p>	<p>20 mins</p>	
<p>Activity 5: Cut-ups</p> <ul style="list-style-type: none"> • Invite students to sort out the indicators according to SEN categories (Handout 4). • Display the key on the screen and discuss the results in plenary (key 1a, 2b, 3c, 4d, 5e, 6f) 	<p>to provide students with deeper understanding of SEN categories</p>	<p>5 mins</p>	
<p>Activity 6: Round-up</p> <ul style="list-style-type: none"> • Invite students to reflect on the following questions: <table border="1" data-bbox="220 1128 933 1438"> <tr> <td> <ol style="list-style-type: none"> 1. What is learning difficulty? 2. How can the teacher identify that a student has learning difficulties. Give examples from your experience of learning English 3. What do you think are characteristic features of certain categories of SEN. Give examples. 4. What do you think are some of the challenges for teachers working with students with a particular SEN category? </td> </tr> </table>	<ol style="list-style-type: none"> 1. What is learning difficulty? 2. How can the teacher identify that a student has learning difficulties. Give examples from your experience of learning English 3. What do you think are characteristic features of certain categories of SEN. Give examples. 4. What do you think are some of the challenges for teachers working with students with a particular SEN category? 	<p>to help students to develop their reflective skills in relation to SEN categories</p>	<p>5 mins</p>
<ol style="list-style-type: none"> 1. What is learning difficulty? 2. How can the teacher identify that a student has learning difficulties. Give examples from your experience of learning English 3. What do you think are characteristic features of certain categories of SEN. Give examples. 4. What do you think are some of the challenges for teachers working with students with a particular SEN category? 			

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content

Handout 1. Definition of learning difficulties

I. Read the definitions of Learning Difficulties, underline the key words

Learning difficulty is experienced in reaching the average standard of people of the same age group as regards intellectual and cognitive skills and performance.

Taken from Collins English Dictionary

Learning difficulty is any learning or emotional problem that affects, or substantially affects, a person's ability to learn, get along with others and follow convention.

Taken from

http://www.mindroom.org/index.php/learning_difficulties/what_are_learning_difficulties/learning_difficulty_or_learning_disability/

Learning difficulty (also referred to as a learning disability) can be described as an issue with the brain's ability to process information. Individuals who have a learning difficulty may not learn in the same way or as quickly as their peers, and they might find certain aspects of learning, such as the development of basic skills, to be challenging.

Taken from <https://www.goodtherapy.org/learn-about-therapy/issues/learning-difficulties>

II. In pairs work out your own definition of Learning Difficulties.

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content

Handout 2. Case-study

I. Your colleague is having problems trying to help a learner in her class. Read the case study telling you what your colleague and her learner think about the situation and help your colleague identify the problem areas.

Ahmed's teacher says:

"Ahmed's very difficult to teach. He never seems to listen! He always sits at the back, messing around with his friends, shouting loudly and he won't focus on his own work. When I ask him politely to sit down, he pretends he doesn't understand, makes stupid faces at his friends and then starts sulking. He really makes me angry and I start shouting at him, even though I know I shouldn't."



Ahmed says:

"I want to be good at English because I know it's important and I try to listen in class but sometimes I can't hear the teacher because my friends are talking. I try to concentrate but I like joking with my friends. The teacher's always shouting at me. I sit at the back and hope she can't see me. She says I don't care about learning, but I do. I just find it really hard to sit still and concentrate. She doesn't understand me, I just can't do this stupid English."

1. What do you think the main problems might be with the teacher's seating plan?
2. What do you think the main problems might be with the teacher's instructions?
3. How is the teacher feeling towards Ahmed and why is this a problem?
4. How is the teacher reacting towards Ahmed and why is this a problem?
5. What might be the difference in the teaching style and learning style of the teacher and Ahmed? What kind of activities might Ahmed need?
6. What might be the problem with the teacher's attitude and knowledge towards teaching learners with SENs?
7. Ahmed might be having problems with the tasks and activities chosen by the teacher. What problems might a learner like Ahmed have with the tasks and activities?
8. The teacher might need to view the learner's behaviour as an indicator of a special educational need. What might Ahmed's special educational needs be?
9. Think about the teaching strategies in this unit. Which teaching strategies might help your colleague with Ahmed?

Adapted from British Council online course SEN

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content
Handout 3a. Categories of SEN

- I. Read the information on a definite category of SEN and make up a list of its characteristic features

ADHD - Attention Deficit Hyperactivity Disorder

Professor Russell Barkley is one of the main experts in the area of brain science and ADHD. He proposes that learners with ADHD have deficits in their executive functioning and working memory.

Executive functioning includes tasks that help us learn new information, remember and retrieve information we've learned in the past, and use this information to solve problems of everyday life.

Working memory refers to our capacity to hold information in our mind that will be used to guide our actions either now or later. It is essential for remembering to do things in the near future. Learners with poor working memory lose track of the goal in their activities and often seem very disorganized, arriving late or forgetting what to do next. They are not able to measure or sense time realistically in daily activities.

Learners with ADHD often have the following difficulties:

- They are not good at problem-solving.
- The development of their 'internal voice' is delayed. This is the private voice we use for talking to ourselves. We use this voice to think about things, reflect on activities and decide on our own actions. We need this voice to help us to understand and follow rules and to keep ourselves 'on-track' to our goals.
- Combined with working memory difficulties, this causes problem with reading comprehension as learners are not able to stop, think about the meaning of the text and their reaction to it.
- They have difficulties with emotions and motivation. Some learners with ADHD express emotions in the moment and dramatically. The feelings are not necessarily inappropriate to the situation but the learner shows them more readily than others in the same situations. For example, if they find an activity boring, their reaction will be loud and extreme.
- They find it difficult to motivate themselves towards their goals. They often appear to be daydreaming instead of getting on with the task. The lack of an internal voice and an ability to regulate emotions, lead to difficulties in working towards a goal and keeping motivated.

Adapted from British Council online course SEN

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content
Handout 3b. Categories of SEN

I. Read the information on a definite category of SEN and make up a list of its characteristic features

ASD – Autism Spectrum Disorder

ASD is not a learning disability, but it can affect learning — in part because autism can affect language skills, both when listening and speaking.

What Are the Symptoms?

ASD is a neurodevelopmental disorder that affects how people process certain types of information. The main symptoms are:

- difficulty with social interactions
- engaging in repetitive or ritualistic behaviors
- obsessions with certain topics of interest

Individuals with ASD may share some symptoms in common, such as difficulty in social interactions and repetitive behaviors. But because it is a spectrum disorder, these symptoms can range from mild to severe. Everyone experiences ASD differently. Some children with autism have speech or intellectual delays; some do not. Some may have average or above-average IQs. Some may be high-functioning and others may have a severe disability. The three main areas of difficulty for learners with ASD are: social imagination, social communication and social interaction.

Literal language

People with ASD have difficulty understanding jokes, idioms or figures of speech, like metaphors and sarcasm. These learners are very literal in the way they think, what they say and how they interpret what you say. They often think people mean exactly what they say. This can lead to confusion and misunderstandings, making it difficult to have meaningful conversations, make friends and understand some spoken instructions and common phrases and sayings. For example, people often say, 'that's really cool', meaning 'it's good or lovely'. A person with ASD is likely to take that phrase literally and think it means 'it is quite cold'. If there is a learner with ASD in the class it is important to be aware of the impact of ambiguous language on their understanding

Hypersensitivity can cause behavioural difficulties in learners with ASD as they experience high levels of stress and anxiety. If teachers are aware of the impact of sensory overload they can intervene before this happens.

Some of the signs that a child may have ASD are: difficulty with engaging with others, over-literal understanding of language, inappropriate body language and behaviour, hypersensitivity, excessive need for routine. The school environment can be distressing for children with ASD. Challenging behaviour can be the result of this distress.

Adapted from British Council online course SEN

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content

Handout 3c. Categories of SEN

I. Read the information on a definite category of SEN and make up a list of its characteristic features

“**Gifted**” refers to children with high potential (basically due to their inheritance) while

- It is generally accepted that a gifted child would have the potential to perform at a level that is significantly beyond that of the majority of other children of the same age, in one or more skill areas such as language, problem solving, physical or interpersonal skills.
- A gifted child may have the potential to become, for example, a great artist, thinker or athlete.
- Early identification of a child's giftedness may mean that the child has access to more support to develop skills in many areas, so that the child can find interests that will bring him or her great pleasure.
- Giftedness has traditionally been associated with significantly advanced intellectual development, it is now recognised that such a perception of giftedness is far too narrow, as children can be gifted in many different areas. These include:

A child may be gifted and talented in one of these areas, or in many areas.

The levels of giftedness, just like varying levels of disability, also needs to be taken into account when considering the needs of a gifted child. For example, the child who is assessed as mildly or moderately gifted will require less intervention than the child who is assessed as highly or exceptionally gifted.

'**Talented**' means that they display skills which are advanced when compared to other children of their age.

The following strategies do work:

- **Acceleration** – Students can be accelerated across the year or within subjects.
- **Differentiation** – an over-used term, it means creating something to extend the child in your class; richer or more challenging tasks
- **Teacher-student matching** – matching personalities as well as learning styles
- **Mentoring/cross age tutoring** – matching younger or older students with similar interests/abilities to enhance learning of both
- **Independent Negotiated Programs** – student interest and skills determine the scale and scope of the project, negotiated with staff regarding resources, etc
- **Competitions** – individual, team, internal, external – there are heaps of them!

Adapted from British Council online course SEN

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content

Handout 3d Categories of SEN

I. Read the information on a definite category of SEN, and make up a list of its characteristic features

What is dyspraxia?

Dyspraxia, a form of developmental coordination disorder (DCD) is a common disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech. DCD

is a lifelong condition, formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and stroke, and occurs across the range of intellectual abilities. Individuals may vary in how their difficulties present: these may change over time depending on environmental demands and life experiences.

An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment. Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation, and these may also affect an adult's education or employment experiences.

Many people with DCD also experience difficulties with memory, perception and processing. While DCD is often regarded as an umbrella term to cover motor coordination difficulties, dyspraxia refers to those people who have additional problems planning, organising and carrying out movements in the right order in everyday situations. Dyspraxia can also affect articulation and speech, perception and thought.

What causes dyspraxia?

Although the exact causes of dyspraxia are unknown, it is thought to be caused by a disruption in the way messages from the brain are transmitted to the body. This affects a person's ability to perform movements in a smooth, coordinated way.

Adapted from British Council online course SEN

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content

Handout 3e Categories of SEN

- I. Read the information on a definite category of SEN and make up a list of its characteristic features

Speech and language difficulties

"Speech and language difficulties are diagnosed when a child's speech and language skills have not developed to the level expected for their chronological age. Children may have speech and language difficulties in one or more areas and the difficulties may range from mild to severe.

Some speech and language difficulties occur in relation to other special needs, such as a hearing impairment, physical impairments such as cerebral palsy, structural problems such as a cleft palate or a special need such as autism spectrum disorder.

A small number result from physical, emotional or sexual abuse.

Other causes of speech and language difficulties have not been completely identified. Genetic factors affecting brain development are a likely cause for some children. Studies show that speech, language and literacy difficulties may occur in several people from the same family.*

There is a variety of terminology used to identify this special educational need. You might hear people talk about a specific language impairment, a speech and language disorder, speech and language delay, developmental speech and language problems, or speech, language and communication needs."

Speech difficulties

Jumbled up speech

The learner will need to be able to present their ideas. If they are taught to think in simple sentences and to express their ideas in a few words, in bullet points, it will help them to give their ideas with confidence in lessons.

Substitution of one sound for another

'Jump the line' is a game where learners stand in a line and the teacher calls out the word. The learners jump right or left of the line according to criteria set by the teacher. For example, jump right if the word starts with 's', jump left if the word starts with 't'. This type of activity helps learners to discriminate between sounds and is a fun way to work on the problem.

Adapted from British Council online course SEN

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN.

**The principle of differentiation: by task, by task response (including assessment),
by organisation of content**

Handout 3f. Categories of SEN

I. Read the information on a definite category of SEN, and make up a list of its characteristic features

What is hearing impairment?

Hearing impairment refers to the inability or limited ability to hear. Some hearing impaired students have mild hearing loss and may be able to use hearing aids to amplify sounds, while others have no sound perception in one or both ears. A person who has no sound perception in both ears is *deaf*. People may be born deaf or may develop hearing loss from disease, aging, exposure to noise, or trauma. Teachers may find it useful to know the origin or background of a student's hearing impairment.

In some schools, hearing impaired students are educated in a specialized setting with other hearing impaired learners or with other learners who have unrelated difficulties or disabilities. In other schools, hearing impaired students are integrated into classrooms with students who have normal hearing abilities. Teachers may or may not be specially trained to teach hearing impaired learners.

For deaf learners, communication is a daily challenge. Learning an additional language, especially in a foreign country, is more difficult for learners who do not have a strong base in their first language. This is often the case for hearing impaired learners who rely mainly (or entirely) on visual processing for learning. Some hearing impaired students use lip reading and/or sign language or finger spelling for communication in addition to print and visuals.

What is Visual Impairment?

Visual impairment refers to the inability or limited ability to see. Some visually impaired people have low or limited vision while others have no light perception and are considered totally blind. People may be born blind or may develop vision loss from disease, aging, or injuries. When blindness is combined with the inability to hear, it is known as *deaf-blindness*.

Visually impaired people have difficulty or an inability to read everything from gestures to pictures to text. Some people may be unable to read anything at all, while others may have difficulty reading close up or far away. (Someone who is *near sighted* has difficulty focusing on objects in the distance, while those who are *far sighted* have difficulty focusing on things that are close up.) Many daily functions are challenging for those who suffer visual impairment.

Some visually impaired students are educated in a specialized setting with other blind learners or with other learners who have different difficulties or disabilities. Some VI students are integrated into classrooms with sighted students. Teachers may or may not be specially trained to teach visually impaired learners. Many teachers do their own research and gather their own tools and supplies in order to help VI learners.

Accessed from <https://www.englishclub.com/learning-difficulties/hearing-impairment.htm>

Unit 5.3: Catering for Special Educational Needs

Session 2-3: Learning Difficulties and Categories of SEN. The principle of differentiation: by task, by task response (including assessment), by organisation of content

Handout 4 Indicators of SEN Categories

I. Match the indicators with a definite category of SENs



1.

Learner....

- has difficulty trying to scan a page/follow a worksheet that contains a lot of writing
- moves/shakes the book when reading
- narrows eyes and blinks a lot reads slowly or hesitantly
- often loses place or omits lines or words when reading
- has problems with columns or numbers
- works too close to the book for long periods
- fails to respond to verbal cues
- has persistent discharge from the ears
- shows tonal changes in speech
- tilts head to maximise aural input.

2.

Learner...

- has difficulties following instructions
- experiences difficulties in answering questions in big groups
- has problems with word order and putting words into sentences
- is bad in turn taking
- misses ends of words such as 'ing'
- makes mistakes with tense marking such as 'bued' instead of 'bought'.
- has limited vocabulary development and difficulty in learning and remembering new words.
- under- or overuses eye contact
- has a lack of flexibility in thinking and interaction
- experiences difficulty in understanding and using tones of voice, gesture and facial expression.

3.

Learner...

- is slow in completion of class work.
- Feels lack of literal language
- is immature in drawing and copying skills
- is characterised by general clumsiness
- has high levels of motor activity hand flapping or clapping when excited
- becomes distressed easily
- has problems with co-ordinating a knife and fork
- experiences difficulties when forming relationships with other children
- has sleeping difficulties, including wakefulness at night and nightmares
- fail to report on physical symptoms, such as migraine or headaches.

4.Learner...

- can appear bored

- rushes work to do something else
- finishes work quickly
- helps other learners
- gets good marks in tests but average in classwork and homework
- asks lots of questions.
- can show sensitivity
- likes the company of older people
- has a variety of interests
- has skills and talents above his age level

5.Learner...

- has problems with understanding non-verbal signals
- has an almost obsessive special hobby or interest
- sometimes understands language too literally
- has good language skills, but sounds overprecise or overliteral.
- lacks imagination, often is very skilled at learning facts and figures, but finds it hard to think in abstract ways
- loves routine, will often find change upsetting
- is unaware of social conventions and will appear ill-mannered
- appears clumsy and ill-coordinated
- oversensitive to light and sound
- insensitive to a low level of pain.

6.Learner...

- is easily distracted from tasks and play
- does not seem to listen when spoken to
- often loses equipment necessary for a task
- is forgetful in daily activities
- has difficulty waiting for a turn
- often interrupts or intrudes on other children's conversations.
- has lack of attention to detail and careless mistakes in all work
- has difficulty in organising tasks and activities
- is hyperactive
- often fidgets with hands or feet or squirms in seat

a. Visual and Hearing Impairments

b. Speech and Language Disorders

c. Dyspraxia

d. Talented and Gifted

e. ASD

f. ADHD

Sample session materials – Session 4

Module	5 Specialized Dimensions
Unit	5.3 Catering for Special Educational Needs
Session	4
Topic	The notion of an inclusive EL classroom
Objectives	By the end of the session, students will be <ul style="list-style-type: none"> • aware of the notion of an inclusive EL classroom • aware of similarities and differences inclusive classroom and mainstream classroom • be able to turn a mainstream classroom into an inclusive one
Time	80 mins
Materials and equipment	Handouts 1a, 1b, 2, 3, flipchart, computer+data projector https://www.youtube.com/watch?v=VYTX8Ks1uZo (video)

Procedure	Purpose	Time
<p>Activity 1: Reflection of the notion of Inclusion</p> <ul style="list-style-type: none"> • Ask students to think about any associations they have with the words: <i>inclusion, inclusive classroom, inclusive EL classroom</i>. • Split students into pairs and ask them to share their views on it. Encourage students to focus on their own experience of being involved into the Inclusive classroom if there is any. • Invite pairs to report their findings to the class. 	<p>to introduce students to the topic</p> <p>to explore students' previous experience and to create shared experience of what Inclusive EL classroom is</p>	5 mins
<p>Activity 2: Differences and similarities between inclusive classroom and mainstream classroom</p> <ul style="list-style-type: none"> • Distribute Handout 1a. • Ask students to read the article on Inclusion vs Mainstreaming and fill in the corresponding box in the table of Handout 1b as for the differences of Inclusion and Mainstreaming. • Split students into pairs; ask them to compare their answers and discuss the differences. • In the same pairs ask students to brainstorm the similarities of Inclusion and Mainstreaming and fill in the corresponding box in the table of Handout 1b. • Ask students to share their views with the rest of the class. 	to raise students' awareness of the differences and similarities of inclusive classroom and mainstream classroom	5 mins
<p>Activity 3: Metaphor</p> <ul style="list-style-type: none"> • Split students into groups of 3/4. • Ask students to think metaphorically about Inclusive EL Classroom and demonstrate their understanding on a poster. • Invite presentations from groups. • While one group is presenting, delegate the tasks to other groups (one group comments, another group asks 	to broaden students' understanding of the notion of Inclusive EL classroom	35 mins

questions)		
<p>Activity 4: Tips to make EL classroom an inclusive one</p> <ul style="list-style-type: none"> • In groups of 3-4 ask students to think over the steps of making EL Classroom an inclusive one. • Distribute Handout 2. • Invite students to watch the video “5 Steps to an Inclusive Classroom” and list these steps in Handout 2 (https://www.youtube.com/watch?v=VYTX8Ks1uZo) • Encourage students to add their own ideas to the list. • Invite reports from groups and facilitate group discussion in order to sum up an accumulated list of steps. • Summarise the activity. 	to get students involved into the process of making EL classroom an inclusive one	25 mins
<p>Activity 5: Case-study</p> <ul style="list-style-type: none"> • Split students into groups of 3. • Distribute case study from Handout 3. • Ask students to read the case study on assessment in an Inclusive classroom, analyse it and answer the questions. • Regroup students so that they make 2 groups with a representative from each mini-group. • Ask each student in both groups to describe their findings as for the case study. • Invite groups to report back to class 	to acquaint students with the peculiarities of the assessment in an Inclusive classroom	5 mins
<p>Activity 6: Session round-up and follow-up tasks</p> <ul style="list-style-type: none"> • Engage students in a round-up discussion. <p>Sample homework Write a reflective report on your own experience with of Inclusive EL Classroom if you have any (reflect on your teacher assistanship).</p>	to summarise the session	5 mins

Unit 5.3: Catering for special educational needs

Session 4: The notion of an Inclusive classroom

Handout 1a: Differences and similarities between Inclusion and Mainstreaming

Read the article on Inclusion vs Mainstreaming

Inclusion vs Mainstreaming

If your child has a learning disability, there are ways you can be involved and ensure your child continues to receive a proper education based on their needs. Through classroom programs, a teacher may need to differentiate the assignments or the delivery of instruction, to facilitate positive learning experiences for all students. Being aware and responsive also requires the discretion of teachers; disabilities and special education status are private information.

Students with mild disabilities are usually part of a general education classroom, and some may spend short periods of time each day in a resource room receiving specialized education. Inclusion has become a popular choice for students with special needs. With inclusion, the child is fully included in the general education class for the entire day. A special education teacher works with the special needs children in the classroom and brings all necessary resources to the general classroom. Inclusion has its share of naysayers, however, who voice concerns about these programs.

Some teachers of general education classes have concerns, including:

- A lack of support services for students when they are moved into a regular classroom
- Lack of training for even the most experienced teachers to support and work with disabled students
- Limited content and field experiences in teacher education programs focused on learning disabilities
- Limited involvement of regular teachers during creation of the IEP
- Concerns expressed by parents of general education students in the inclusive classroom that their children will not get the attention they need

Inclusion is directed at ensuring that students with disabilities can benefit from the best learning situations possible. Before a change made to No Child Left Behind (NCLB) in 2003, the educational progress of children with disabilities was not tracked. In 2003 NCLB required states to include the achievement scores of 95% of all special education students in their annual progress reports.

So another level of inclusion was instituted: one designed to ensure that special needs students are progressing. States are allowed to include testing accommodations for students with special needs, such as extended test time, one-on-one testing, and helping students to write answers. Students with severe cognitive disabilities are also allowed to take alternative tests. Despite concerns expressed by some teachers about inclusion, evidence suggests that it works.

Teachers have testified to the benefits that their students with disabilities have received in terms of increased performance and comprehension. Before these students participated in testing, they fell by the wayside; there was no way to tell what they were learning or even if they were learning.

Mainstreaming and inclusion are often confused, primarily because they are very similar. But there are some large differences between the two terms, and they represent two different schools of thought. In mainstreaming, students with special needs are placed in the special education classroom and attend a general education classroom for specific academic classes (social studies, reading, etc.) or nonacademic classes (art, physical education, etc.). Supports may or may not be brought into the classroom.

Taken from <https://www.theedadvocate.org/inclusion-vs-mainstreaming-need-know-putting-child-classroom-program/>

Unit 5.3: Catering for special educational needs

Session 4: The notion of an Inclusive classroom

Handout 1b: Differences and similarities between Inclusion and Mainstreaming

- I. Fill in the corresponding box in the table as for the differences between Inclusion and Mainstreaming. In pairs compare your answers and discuss the differences.

Inclusion vs Mainstreaming	
Differences	Similarities

- II. In the same pairs brainstorm the similarities of Inclusion and Mainstreaming, fill in the corresponding box in the table.

Unit 5.3: Catering for special educational needs
Session 4: The notion of an Inclusive classroom
Handout 2: Steps to an Inclusive Classroom

Watch the video “5 Steps to an Inclusive Classroom” and list these steps in the table below, add your own ideas to the list

Steps to an Inclusive Classroom	
1	
2	
3	
4	
5	

Unit 5.3: Catering for special educational needs
Session 4: The notion of an Inclusive classroom
Handout 3: Assessment in an Inclusive EL Classroom

Read the case study on assessment in an Inclusive classroom, analyse it and answer the questions.

Mandisa says:

“I really don’t know how to deal with my new English class. Some learners are really badly behaved and just don’t do anything I tell them. Some never say anything and just look worried all the time. Some are always shouting out and asking for help. I know that there are different levels of ability and I think there might be some learners with special educational needs but I really don’t know how to start helping them.”



Baruti says:



“I have to do some testing and assessment with my class but I don’t know what to do with the learners with special educational needs. I don’t think they will be able to do the end of term test and I don’t want them to feel demoralised and give up. I want to help them to show what they know but I am worried because my headteacher says I have to give everyone grades to show their progress. I also know that the parents will expect grades in the school reports.”

ADVICE FOR TEACHER 1

1. Make a list of the problem behaviours.
2. Think about each problem and what it might be telling us about the learner’s possible special educational needs
3. Why might some learners find it difficult to follow instructions? What special educational need(s) might these be indicators of?
4. Why might some learners be shouting out all the time? What special educational need(s) might these be indicators of?
5. Why might some never say anything and look worried? What special educational need(s) might these be indicators of?
6. Why might some ask for help all the time and need constant support from the teacher? What special educational need(s) might these be indicators of?
7. What would you advise the teacher to do next?

ADVICE FOR TEACHER 2

1. What kind of assessment is the teacher using now? (you should write only the term)
2. What are the advantages of this method?
3. What are the disadvantages of this method?
4. What is Assessment for Learning? (write a definition)
5. What are the advantages of Assessment for Learning?
6. What are the disadvantages of Assessment for Learning?
7. How can Assessment for Learning help learners with SENs?
8. How can it be introduced effectively?
9. This teacher should also think about multi-sensory ways to assess. What visual, auditory and kinaesthetic activities could the teacher try?

Adapted from British Council online course SEN

Sample session materials – Session 5

Module	5 Specialised Dimensions
Unit	5.3 Catering for special educational needs
Session	5
Topic	Teaching strategies which make English learning accessible to all
Objectives	By the end of the session, students will: <ul style="list-style-type: none"> • be aware of a number of teaching strategies which make English learning accessible to all • be able to analyse and select appropriate teaching strategies
Time	80 mins
Materials and equipment	Handouts 1, 2, 3a, 3b, 3c, 4, board, projector, TV

Procedure	Purpose	Time
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<p>Activity 1: Reflecting on experience Split students into groups of three. Ask them to discuss the following questions and report on what they found similar or different.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What is teaching strategy? What teaching strategies does your Methodology teacher use? What makes teaching strategies successful or unsuccessful? How can the teacher make English learning accessible to all?</p> </div>	to enable students to reflect on what teaching strategy is	10 mins
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<p>Activity 2: Truths and myths about teaching strategies Display the word STRATEGY on a screen, ask students to think about any associations they have with this notion (method, plan, etc.). Split students into groups of 3-4. Refer students to Handout 1 and ask them to identify if the statements are true or false. Get students all together and ask them to compare their answers (Key – 1T, 2F, 3F, 4T, 5F, 6T, 7F, 8T) Discuss the results in plenary.</p>	to enhance students' understanding of the notion "teaching strategy"	10 mins
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<p>Activity 3: Definition of accessible learning Ask students what they think accessible learning is. Distribute Handout 2. Refer students to Handout 2, ask them to read the definitions of the notion "accessible learning" and underline the key</p>	to broaden students' understanding of the notion of "accessible learning"	15 mins
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<p>words.</p> <p>Ask students to get into pairs and draw a word web with “accessible learning” in the middle.</p> <p>Get students into groups of 4 and ask them to compare word webs.</p> <p>Discuss with students the key words they have chosen and how they understand the ideas.</p> <p>Ask students to share to what extent they think accessible learning is practiced.</p>		
<p>Activity 4: Teaching strategies for accessible learning</p> <p>Split students into groups of 3 (“Home” groups).</p> <p>Give each student within a group a different text (Handouts 3a, 3b, 3c).</p> <p>Ask students to read the texts individually and identify teaching strategies for accessible learning.</p> <p>Ask students with the same text to get into “Expert” groups, discuss their text and agree on ways to present their findings to the “Home” groups.</p> <p>Invite students to their “Home” groups. Ask them to exchange information and make a list of Teaching strategies for accessible learning.</p> <p>Ask students to pass their lists clockwise to other groups, read the lists and add their ideas to them.</p> <p>Go on until the lists get back to their initial groups.</p>	<p>to raise students awareness of teaching strategies which make English learning accessible to all</p>	<p>20 mins</p>
<p>Activity 5: Case-study</p> <p>Split students into groups of 3.</p> <p>Distribute 3 case-studies from Handout 4.</p> <p>Ask students to read the case-studies, analyse them and choose the appropriate teaching strategies which make English learning accessible to all.</p> <p>Regroup students so that they make 2 groups with a representative from each mini-group.</p> <p>Ask each student in both groups to describe their findings about the case studies.</p> <p>Invite groups to report back to class</p>	<p>to develop students’ ability to select appropriate teaching strategies which make English learning accessible to all</p>	<p>20 mins</p>
<p>Activity 6: Summary and round-up</p> <p>Ask students to reflect on the session.</p>	<p>to summarise the session</p>	<p>5 mins</p>

Unit 5.3: Catering for special educational needs
Session 5: Teaching strategies which make English learning accessible to all
Handout 1: Teaching strategies

Read the statements about teaching strategies, identify if they are true or false.

No	Statements	True	False
1	Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future.		
2	Teaching strategies identify only one available learning method to deal with the target group of students.		
3	There is no need to analyse the target learners, before teachers choose the appropriate teaching strategy		
4	Homework and practice is a teaching strategy that enables students to practice skills acquired from the previous classes		
5	Note taking and summarising can not be considered a teaching strategy		
6	Active Learning is a strategy that is defined as learning environments that allow students to talk and listen, read, write, and reflect as they approach course content		
7	Cooperative Learning isn't a systematic pedagogical strategy because it doesn't encourage small groups of students to work together for the achievement of a common goal.		
8	Distance learning is a teaching strategy that is defined as any form of teaching and learning in which the teacher and learner are not in the same place at the same time		

Unit 5.3: Catering for special educational needs
Session 5: Teaching strategies which make English learning accessible to all
Handout 2: Definition of accessible learning

Read the definitions of the notion “accessible learning” and underline the key words.

Accessible Education is the process of designing courses and developing a teaching style to meet the needs of people from a variety of backgrounds, abilities and learning styles. Just as there is no single way to teach, people learn in a variety of ways; using different instructional methods will help meet the needs of the greatest number of learners ii.

What are the characteristics of Accessible Education?

- Takes into account a variety of student characteristics, including ethnicity, race, abilities, disabilities, age, gender, language abilities and preferred learning style.
- Does not compromise academic rigour.
- Is a proactive and inclusive way of teaching and designing courses and curricula.
- Removes barriers to learning before they can affect anyone.
- Reduces the need for specialized accommodations.
- Identifies and clearly expresses the essential course content, while recognizing that students can express understanding of essential course content in multiple ways.
- Is consistent with universally recognized principles of good teachingiv.
- Is consistent with the spirit of the Accessibility of Ontarians with Disabilities Act, 2005.

Taken from <http://www.accessiblecampus.ca/tools-resources/educators-tool-kit/introduction-accessible-education/>

Accessible learning means that anyone, no matter their needs, are able to fully experience your learning. For instance – if a partially sighted person were to use your e-learning course – they should get as complete an experience as a fully sighted person.

Taken from <https://www.elucidat.com/blog/11-top-tips-for-making-accessible-learning/>

The goal of **accessibility** is to provide an equivalent learning experience for all learners. This involves more than checking off compliance with each technical standard. Designing for non-disabled learners and then applying accessible standards and guidelines like tags and transcripts might provide an equivalent experience some of the time, but it’s not really a reliable approach. We’ve learned that the best way to ensure a truly equivalent learning experience is to consider all learners and design for them.

Taken from <https://fredricksonlearning.com/what-does-accessible-elearning-mean/>

Unit 5.3: Catering for special educational needs
Session 5: Teaching strategies which make English learning accessible to all
Handout 3a: Teaching strategies for accessible learning

Read the text individually and identify teaching strategies for accessible learning.

Inclusive Teaching Strategies

Building Inclusive Classrooms

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which students feel equally valued.

Why Use Inclusive Teaching Strategies?

“Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose, Bridges, DiPietro & Lovett, 2010, p. 169-170).

The benefits of inclusive teaching include:

- Instructors can connect and engage with a variety of students.
- Instructors are prepared for “hot moments” that may arise when controversial material is discussed.
- Students connect with course materials that are relevant to them.
- Students feel comfortable in the classroom environment to voice their ideas/questions.
- Students are more likely to be successful through activities that support their learning modalities, abilities, and backgrounds.

Considerations for Inclusive Teaching Strategies. Ask yourself the following:

- How might your own cultural-bound assumptions influence your interactions with students?
- How might the backgrounds and experiences of your students influence their motivation, engagement, and learning in your classroom?
- How can you modify course materials, activities, assignments, and/or exams to be more accessible to all students in your class?

Accessed from <https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/inclusive-teaching-strategies>

Unit 5.3: Catering for special educational needs
Session 5: Teaching strategies which make English learning accessible to all
Handout 3b: Teaching strategies for accessible learning

Read the text individually and identify teaching strategies for accessible learning.

Teaching strategies

Using writing to make classroom discussion accessible.

Many students may have difficulty determining when or how to enter classroom conversations and anxiety may prevent them from meeting oral participation requirements. Consider inviting students to write and submit questions or responses before class, or give students time in class to write and submit responses. These brief, informal pieces of writing open up another communicative channel and make more room for participation.

Using informal writing to provide additional opportunities for participation.

To encourage thoughtful, focused interaction with course material for all learners, Price suggests requiring that students annotate course readings with their own “ideas, questions, and interpretations as [they] read” (237). Annotation, for Price, can happen through any method that students prefer: writing on the page, typing in another document, writing on Post-It notes, or tape-recording ideas.

Whatever method students employ, they annotate for responses to each paragraph of a reading (stating their confusion, agreement, and alternate interpretations), authors’ sources of evidence, and structure of articles. They end annotations by writing two-or-three sentence summaries of the readings, paraphrasing the article’s argument, and writing down a few questions.

Respecting and promoting a range of writing processes.

Be aware that there is no “one-size-fits-all” writing process. The value of outlines and putting thoughts in a linear fashion before writing may hinder, rather than help, some students. Idea-mapping may simply not make sense to some learners. Consider giving students a menu of options for their writing process: outlines, idea-mapping, rough notes, “zero” drafts, reverse-outlines, and more. Various writing strategies will also work for different students.

Inviting students to talk with you about their needs.

Finally, be sure to encourage writers with disabilities and students who have various learning preferences to come talk with you about their needs. Include an “Accessibility Statement” or “Inclusion Statement” early on in your syllabus inviting students with and without documented disabilities to talk to you and to seek out resources

Accessed from <https://writing.wisc.edu/wac/developing-an-accessible-learning-environment/>

Unit 5.3: Catering for special educational needs
Session 5: Teaching strategies which make English learning accessible to all
Handout 3c: Teaching strategies for accessible learning

Read the text individually and identify teaching strategies for accessible learning.

Teaching Methods for Inclusive Classes

Though inclusion practices seemed overwhelming at first, teachers became proficient at adapting lessons and activities to suit a variety of learning and intelligence levels. Educators began using collaborative models, like co-teaching, to implement inclusion. Co-teaching partners regular grade-level or subject teachers with special education instructors for instructional purposes. Together, they plan lessons and create activities that can be used across ability levels. Types of co-teaching include:

- Interactive, where teachers take turns presenting and reviewing material.
- Parallel, where teachers instruct the same lesson at the same time to groups based on ability levels or to mixed-ability groups.
- Alternative, where one teacher does small group instruction while the other monitors and reinforces the remaining students in seat work or related activities.
- Station, where concepts are reinforced at various centers that students circulate through for remediation, review or practice.

Today's teachers employ inclusion principles throughout their day. They have learned to structure their lessons and differentiate materials so that all students can access age-appropriate material. This universal design of instruction allows instructors to consider the variety of ways in which information can be presented to reach all learners. In these ways, the inclusive classroom has evolved to help all students achieve regardless of their learning differences.

Accessed from <https://www.topeducationdegrees.org/faq/what-is-an-inclusive-classroom/>

Unit 5.3: Catering for special educational needs
Session 5: Teaching strategies which make English learning accessible to all
Handout 4: Teaching strategies for accessible learning

Read the case studies, analyse them and choose the appropriate teaching strategies which make English learning accessible to all.

Case-study 1

Wallace is in your class; he's intense, focused, and doesn't interact much with other students. You start your lecture and Wallace immediately raises his hand, with a sense of urgency. When you acknowledge him, he asks a series of very detailed questions about points you plan to cover in due course. (What you don't know is that while Wallace is a bright student, he has Asperger syndrome, a mild form of Autism that is characterized by social skill deficits, such as understanding social give and take). What do you do?

Case-study 2

You've really improved your course with great visuals and a couple of lively videos. On day one, Carlos arrives; he uses a cane, wears dark glasses, and is accompanied by an older person whom he introduces to you as his note taker. You wonder what you can do to ensure Carlos can benefit from all the enhancements you've made to your course delivery. What do you do?

Case-study 3

Kalesha is a student in one of your large lecture classes. She uses a wheelchair and wears a hearing aid. You use the sound amplification system in the classroom, and assume that this practice will be sufficient to make your teaching accessible. You see that Kalesha also brings a recording device to the class, something you'd prefer students not use. (What you don't know is that Kalesha also has dysgraphia - problems with writing and fine motor skills). What do you do?

Case-study 4

One of your students, Clare, has high marks so far on a surprise quiz and on her first essay (for which she asked and received an extension). She is a lively and intelligent participant in class discussions, but her attendance is a bit erratic. On a couple of occasions, you've seen her eyes close and head drop, as if in sleep. You are a bit annoyed when she shows up after a few absences and asks for another deadline extension. (What you don't know is that Clare has a chronic illness that flares up from time to time). What do you say?

Adapted from <http://www.kings.uwo.ca/kings/assets/File/depts/hr/aoda/Accessible-Teaching-brochure.pdf>

Sample session materials – Sessions 6-9

Module	5 Specialised Dimensions
Unit	5.3 Catering for special educational needs
Session	6-9
Topic	Practical guidelines for creating an inclusive EL classroom for: <ul style="list-style-type: none"> ● learners with behavioural, social and emotional needs ● learners with sensory and physical needs ● learners with cognition and learning needs ● gifted and talented learners
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> ● familiar with practical guidelines for creating an inclusive EL classroom ● able to create an inclusive EL classroom for the learners with different categories of SENs.
Time	80 mins
Materials and equipment	Handouts 1, 2, 3a, 3b, 3c, 3d, board, flip-chart, TV, projector

Procedure	Purpose	Time
<p>Activity 1: Issues in Inclusive ELT</p> <ul style="list-style-type: none"> ● Write “Inclusive EL classroom” on the blackboard and ask students what they think it means. ● Invite students to answer the questions using their EL learning experience. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Possible questions:</p> <ol style="list-style-type: none"> 1. What does the notion inclusive EL classroom mean? 2. Whose responsibility is it to create inclusive EL classroom? 3. Why is it important to create inclusive EL classroom? 4. What methods and techniques do your University teachers use to create inclusive EL classroom </div>	<p>to introduce students to some issues in creating Inclusive EL classroom</p>	<p>5 mins</p>
<p>Activity 2: Metaphor</p> <ul style="list-style-type: none"> ● Distribute Handout 1 ● Ask students to read the definition of Inclusive classroom and complete it with their own ideas. ● Split students into pairs and ask them to share their ideas. ● Ask students to identify three or four most common ideas. ● Split students into groups of 3-4 and invite them to present their vision of Inclusive EL classroom in the form of a metaphor (verbally or graphically) ● Invite presentations from groups. ● While one group is presenting, delegate the tasks to other groups (one group comments, another group asks 	<p>to get students reflect on the notion of inclusive EL classroom</p>	<p>10 mins</p>

questions).		
<p>Activity 3: Characteristics of Inclusive EL Classroom</p> <ul style="list-style-type: none"> • Split students into groups of 3-4. • Distribute Handout 2. • Ask students to differentiate characteristic features of Inclusive EL classroom according to four categories. • Check students' answers and clarify any uncertainties (Key: 1- A, D, I, M; 2- G, H, I, J; 3-E, F; 4-B, C, K) • Ask groups to add any other characteristics under each category. 	to help students understand main characteristics of an Inclusive EL classroom	15 mins
<p>Activity 4: Input</p> <ul style="list-style-type: none"> • Distribute Handouts 3a, 3b, 3c, 3d • Invite students to read the texts on various methods for creating an inclusive EL classroom for children with different types of SENs • Ask students to individually read the texts on various methods for creating an inclusive EL classroom for children with different types of SENs. • Get students with the same text to join "Expert" groups. Ask them to discuss their text and agree on ways to present their findings to the "Home" groups. • Invite students to their "Home" groups. Ask them to exchange information and make a list of features of different types of SEN. • Ask students to pass their lists clockwise to other groups, read the lists and add their ideas to them. • Go on until the lists get back to their initial groups. 	to provide students with an input on various methods for creating an inclusive EL classroom for children with different types of SENs	10 mins
<p>Activity 5: Practical guidelines for creating an inclusive EL classroom</p> <ul style="list-style-type: none"> • Split students into 4 groups according to the types of SENs (behavioural, social and emotional needs; sensory and physical needs; cognition and learning needs; gifted and talented learners) • Ask students to brainstorm the guidelines for creating an inclusive EL classroom for a definite types of SENs. • Invite students to appoint the speaker from each group and present their guidelines to the rest of the class. • Provide each group with the additional task while listening to the presentations of peers (ask questions, comment, give objections if there are any). • Summarise the presentations in plenary. 	to develop students' ability to make EL classroom an inclusive one	30 mins
<p>Activity 5: Summary and round-up</p> <ul style="list-style-type: none"> • Ask students to reflect on the session by answering the following questions 	to summarise the session	10 mins
Possible questions:		

<ol style="list-style-type: none">1. What was the most memorable from the session?2. What will you take on board?3. What guideline do you consider the most useful?		

Unit 5.3: Catering for special education needs

Sessions 6-9: Practical guidelines for creating an inclusive EL classroom

Handout 1: Metaphor

- I. Read the definition of an Inclusive classroom and complete it with your own ideas

“INCLUSIVE EL CLASSROOM” means that all children are welcomed in a shared learning environment.....

- II. In pairs share your ideas and identify three or four most common ideas.
- III. In groups of 3-4 present your vision of an Inclusive EL classroom in the form of a metaphor (verbally or graphically).

Unit 5.3: Catering for special education needs
Sessions 6-9: Practical guidelines for creating an inclusive EL classroom
Handout 2: Characteristics of an Inclusive EL Classroom

I. Differentiate characteristic features of an Inclusive EL classroom according to four categories.

	Category		Characteristic
1	Full Participation in General Education Classrooms	A	services delivered in classrooms
		B	supportive instructional practices
		C	lots of visuals
		D	nurtured peer relationships
2	Differentiated Instruction and Assessment	E	family-school partnerships
		F	regular meetings among specialists and general education teachers
		G	fluid and mixed groups; flexible seating
		H	student choice and individualization
3	Team Collaboration	I	individualized accommodations and modifications
		J	learning through multiple modalities
4	High Expectations for all students	K	multiple access points to grade-level content
		L	student schedules aligned with grade-level peers
		M	age-appropriate activities and materials

II. Add any other characteristics under each category

Unit 5.3: Catering for special education needs

Sessions 6-9: Practical guidelines for creating an inclusive EL classroom

Handout 3a: Input on learning needs of children with social, emotional and behavioural difficulties

- I. Individually read the text on learning needs of children with social, emotional and behavioural difficulties.

Understanding Social, Emotional and Behavioural Difficulties

This booklet is concerned with the practical measures that staff in schools can take to respond constructively to students who present with Social-Emotional and Behavioural Difficulties (SEBD). The term, SEBD, refers to those students who present with disturbing and/or disruptive behaviour that interferes with their own and others' social functioning and academic engagement. Their behaviour may be termed 'acting-out' (disruptive) or 'acting-in' (showing withdrawal and/or avoidance). Emotional difficulties are often an associated feature of both 'acting-in' and 'acting-out' types as either an underlying or outcome factor. SEBD include:

- difficulties in sustaining attention
- serious and persistent impulsiveness
- difficulties regulating physical movement
- verbal and/or physical aggression towards other people
- violent and destructive behavior
- oppositionality and unco-operativeness
- extreme fearfulness
- avoidant behaviour
- withdrawn behaviour
- feelings of low self-worth and hopelessness
- defiance of staff
- persistent rule breaking
- bullying others
- being a victim of bullying
- disruptive behavior in lessons
- truancy
- refusal to engage in learning tasks
- failure to complete learning tasks

Disaffection SEBD can be characterized by their intensity and persistence over time, thereby distinguishing them from what might be termed routine and mild misbehaviours. Importantly, the term SEBD is usually taken to refer to the student within his or her social context. In this sense the term relates to a now outmoded term: 'maladjustment' which referred to individuals who were poorly adjusted to their environments. The difference between these terms is that SEBD acknowledges that the problem may reside in the environment rather than the individual. It follows from this that SEBD is appropriately seen as a form of Individual Educational Need (IEN) whereby presenting problems (such as persistent disruptive behaviour) are viewed as being likely to emanate from a mismatch between the educational (including social-emotional) needs of the individual student and the educational environment.

Adapted from Paul Cooper and Carmel Cefai (2013) Understanding and supporting Students with Social, Emotional and Behavioural Difficulties. A Practical Guide for Staff in Schools. University of Malta, Malta

- II. Discuss your text with the students with the same text and make a list of learning needs of children with social, emotional and behavioural difficulties.

Unit 5.3: Catering for special education needs

Sessions 6-9: Practical guidelines for creating an inclusive EL classroom

Handout 3b: Input on learning needs of children with sensory and physical difficulties

I. Individually read the text on learning needs of children with sensory and physical difficulties.

Children with sensory and physical needs

To this SEN types can be referred the following children:

- A child whose fine and/or gross motor skills are developing at a slower pace than his/her peers. The child may appear clumsy, poorly coordinated and lack strength.
- A child who is having minor difficulties with daily living skills such as dressing, personal care, eating and drinking.
- A child whose mobility is affected by fatigue and whose movements are unsteady in crowded areas and on uneven ground.
- A child whose verbal communication is affected by physical causes.
- A child who has a long term medical condition that is self-managed and not life threatening.
- A child who is visually different, can be vulnerable to bullying or have low self-esteem. They may not be physically impaired in any way
- A child whose core stability requires supportive seating.
- A child whose mobility is moderately impaired and experiences difficulties on stairs and with spatial orientation.
- A child with an unpredictable long term condition which sometimes affects their ability to access normal activities. They may experience fluctuating levels of pain and their school attendance may be affected.
- A child fails to make expected progress because of their physical limitations. They require minimal adult or peer support to collect or use equipment.
- A child whose speech production is affected by breath control or impairment

II. Discuss your text with the students with the same text and make a list of learning needs of children with sensory and physical difficulties.

Unit 5.3: Catering for special education needs

Sessions 6-9: Practical guidelines for creating an inclusive EL classroom

Handout 3c: Input on learning needs of children with specific learning difficulties

- I. Individually read the text on learning needs of children with specific learning difficulties.

Inclusive Education for Children with Specific Learning Difficulties: Analysis of Opportunities and Barriers in Inclusive Education

Inclusive education allows for universal inclusion, participation and achievement of all children, including children with specific learning difficulties (SpLD). Children with SpLD form a heterogeneous group with diverse cognitive deficits, special educational needs (SEN) and strengths, and have a legislated right to the continuum of both assistance and support programmes. Although their intellectual capacity is average or above average, their learning achievements in some learning domains are modest, and they are poorly integrated into their social environment, which often results in their discrimination.

Barriers and opportunities in the area of SpLD were analysed with the aid of Ball's model (1994), with factors and conditions being analysed within the contexts of policy influence, text production and practice. The contexts of policy influence and text production provide the basic conditions for the inclusive education of children with SpLD. The context of influence on inclusive policy for children with SpLD represents a systematic approach to policy initiation and to the prerequisites for its implementation in practice. The context of policy text production focuses on professionals and their impact on the enactment of the rights of children with severe SpLD. The context of practice concerns barriers and opportunities for implementing inclusion in practice. Early identification and diagnosis of pupils' strengths, deficits and SEN, together with intensified treatment corresponding to the SEN of children with SpLD, could significantly influence the efficiency of the educational process. Barriers, primarily of an immaterial nature, are mainly encountered in those schools that do not implement the five-tier Response to Intervention (RTI) approach. This approach enables children with SpLD a continuum of team-based diagnostic evaluation, effective adaptations and assistance. The main reasons for the unfavourable situation concern education professionals' inclusive education for children with specific learning difficulties and their attitude towards children with SpLD, poor knowledge of SpLD, a lack of teamwork in problem solving, and a lack of partnership commitment between education professionals, parents and children. It is expected that changes could be brought about through innovations in the education of future teachers, and through positive cases of children with SpLD being treated effectively in practice. The conditions for the development of the inclusive treatment of children with SpLD could be created through legislative and systematic work.

Adapted from Kavkler, Marija; Kosak Babuder, Milena; Magajna, Lidija (2015) Inclusive education for children with specific learning difficulties. Analysis of opportunities and barriers in inclusive education in Slovenia CEPS Journal 5 (2015) 1, S. 31-52

- II. Discuss your text with the students with the same text and make a list of learning needs of children with specific learning difficulties.

Unit 5.3: Catering for special education needs
Session 6-9: Practical guidelines for creating an inclusive EL classroom
Handout 3d: Input on the learning needs of gifted and talented children

I. Individually read the text on the learning needs of gifted and talented children.

How Does Full Inclusion Affect Gifted Students?

Full inclusion places all ability levels in one classroom. It expects a teacher to be responsible for all children; regardless of ability or behaviors. Todd Kettler, assistant professor at UNT, explained, “Full inclusion makes big assumptions about curriculum and instruction in order to be effective for all learners. I’m not a fan of full inclusion. I recommend flexible grouping based on ability and interest with a modified curriculum. Well designed curriculum, trained and qualified teachers, and grouping will lead to the highest achievement for GT students.”

Full inclusion is very popular in education generally today. It is a real boon for strained budgets. Many administrators believe inclusion is the only appropriate approach to equity in education for all students.

How does inclusion impact gifted kids? Do other students really see them as role models? Far too often, gifted kids are relegated to the back of the room reading while other students learn material new to them. Rather than being role models, gifted students become the subject of ridicule or bullying. It can create lasting scars. Dr. Gail Post expressed that inclusion’s impact on gifted kids is “rarely positive – they have to fit in, dumb down, wait for others to catch up, and manage boredom. [It’s a] huge myth that at-risk kids will see them as role models – if anything, the situation will evoke envy and possible bullying.”

Professional development for teachers may sometimes compensate for classroom attitudes toward gifted students. It can go a long way in shaping attitudes; but more may be needed to change preconceived notions about gifted students. The core of education should always be to create empathy for one’s subject matter; with learning comes understanding. Jonathan Bolding, a MS G/T educator and 2015-16 NAGC Javits-Frasier Scholar in TN, pointed out, “PD for teachers is only part of the equation. Follow-up on fidelity of implementation, leadership support, and whole school buy-in” are also necessary.

Does removing gifted students from a classroom negatively impact the rest of the class? More often, the removal of gifted students from a classroom may have a positive effect. Removing them can allow teachers more time to work with other students who need their assistance.

Can differentiation of the curriculum really meet the academic needs of gifted students? It is dependent on the quality of professional development provided to classroom teachers. Differentiation may meet the needs of some students, but rarely the needs of highly-abled students. Jo Freitag, coordinator of Gifted Resources and author at Sprite’s Site in Australia, told us, “Differentiation is only effective if each student receives their required level of depth and pace; however extreme.”

Accessed from <https://globalgtchatpoweredbytagt.wordpress.com/2017/02/14/how-does-full-inclusion-affect-gifted-students/>

II. Discuss your text with the students with the same text and make a list of learning needs of gifted and talented children.

UNIT 5.4 DEVELOPING INTERCULTURAL COMPETENCE

Sample unit map

Session	Content
1	Notions of cultural awareness and intercultural competence. Distinction between 'big C' and 'little c' cultures. Analysis of behaviour in an intercultural encounter
2	Identification and analysis of stereotypes and prejudices across cultures. Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies: <ul style="list-style-type: none"> ● avoidance ● circumlocution ● approximation ● word coinage ● non-linguistic signals ● appeal for help
3	Manifestations of culture in language: <ul style="list-style-type: none"> ● idioms ● non-equivalent and background lexis and ways of dealing with them in English classes: <ul style="list-style-type: none"> ● using cultural notes provided in monolingual dictionaries ● making comparisons between cultures
4	Verbal and non-verbal communicative interaction patterns in intercultural encounters: <ul style="list-style-type: none"> ● conversational norms ● registers and formulas for different communicative domains and situations ● rituals and standardised behaviours ● use of body language Gender roles and related issues across cultures: <ul style="list-style-type: none"> ● gender-neutral language ● sexist language ● gender differences in conversational styles
5	Intercultural issues in a course book text: <ul style="list-style-type: none"> ● difficulties in interpretation of historical facts ● understanding culture-specific allusions ELT materials evaluation, selection and adaptation for addressing intercultural issues
6	Issues in exploring the visual side of culture representation: selection, interpretation, comparison of realia/advertisements/notices/caricatures.
7	Methods and techniques for developing intercultural competence in learners of different age groups: <ul style="list-style-type: none"> ● experiential learning ● comparison ● analysis ● reflection
8-9	Types of activities for developing cultural awareness: <ul style="list-style-type: none"> ● independent cultural information search ● discussions ● debates and disputes ● projects ● role-plays ● games

Sample session materials – Session 1

Module	5 Specialised Dimensions
Unit	5.4 Developing Intercultural Competence
Session	1
Topic	Notions of cultural awareness and intercultural competence. Distinction between 'big C' and 'little c' cultures. Analysis of behaviour in an intercultural encounter.
Objectives	By the end of the session, students will be able to: <ul style="list-style-type: none"> distinguish between the 'big C' culture and the 'little c' culture perceive and recognise cultural differences select solutions to issues relating to intercultural communication
Time	80 mins
Materials	Handouts 1, 2, 3, 4, 5, Cut-ups

Procedure	Purpose	Time
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<p>Activity 1: Intercultural experience</p> <ul style="list-style-type: none"> Ask students to work individually and do an intercultural experience survey in Handout 1. Split students into small groups and ask them to share their experience. 	to explore students' intercultural experience	5 mins
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<p>Activity 2: Issues relating to intercultural communication</p> <ul style="list-style-type: none"> Split students into small groups. Distribute Cut-ups and ask students to match notions and definitions. <p>Key: 1 – D, 2 – C, 3 – A, 4 – E, 5 – B</p> <ul style="list-style-type: none"> Distribute Handout 2 and ask students to explore the cases. Ask students to identify issues and relate them to the notions of intercultural communication. 	to enable students to recognise issues relating to intercultural communication	15 mins
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<p>Activity 3: 'Big C' and 'little c' cultures</p> <ul style="list-style-type: none"> Regroup students if necessary. Distribute Handout 3. Ask students to: <ol style="list-style-type: none"> Read the text and decide what is special about it. Compare the two dialogues and answer the questions. <p>In what country could each conversation have taken place? What can you infer about the speakers? What cultural norms do the conversations illustrate?</p> <ul style="list-style-type: none"> Ask groups to decide in which case (the text or the dialogues) they dealt with 'big C' culture or 'little c' culture. 	to enable students to differentiate between 'big C' and 'little c' cultures	15 mins
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<ul style="list-style-type: none"> Encourage students to summarise distinctions between ‘big C’ and ‘little c’ cultures. <p>‘Big C’ culture refers to the culture which is most visible. Some visible forms of culture include holidays, art, popular culture, literature, and food. When learning about a new culture, the ‘big C’ cultural elements would be discovered first; they are the most overt forms of culture.</p> <p>‘Little c’ culture, in contrast, is the more invisible type of culture associated with a region, group of people, language, etc. Some examples of ‘little c’ culture include communication styles, verbal and non-verbal language symbols, norms of behaviour, myths and legends.</p>		
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<p>Activity 4: Cultural knowledge and cultural skills</p> <ul style="list-style-type: none"> Split students into pairs. Distribute Handout 4. Ask pairs to read what international students say about their intercultural experience and decide what cultural knowledge and cultural skills they have. Get pairs into groups of four and ask them to compare their decisions. Ask students to identify their own cultural knowledge and cultural skills and illustrate them with examples of when, where and how they applied them. 	to help students develop the ability to identify cultural knowledge and cultural skills	20 mins
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<p>Activity 5: Issues and solutions</p> <ul style="list-style-type: none"> Split students into groups of three. Distribute Handout 5. Ask groups to explore situations/issues and choose the best solution. Take feedback from groups and encourage discussion if appropriate. <p>Key: 1 – C, 2 – B,C, 3 – B,C, 4 – B,C, 5 – D, 6 – A.</p>	to enable students to select solutions to issues relating to intercultural communication	20 mins
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<p>Activity 6:</p> <ul style="list-style-type: none"> Ask students to individually reflect on their own behaviour in an intercultural encounter and relate it to what they have learnt in this session. 	to summarise learning in the session	5 mins
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Unit 5.4: Developing Intercultural Competence

Session 1: Notions of cultural awareness and intercultural competence.

Distinction between big C and small c culture.

Analysis of behaviour in an intercultural encounter.

Handout 1: Intercultural experience

Individually, do the intercultural experience survey.

1. My experience of interacting with people from other cultures is:

- A extensive
- B average
- C minimal
- D none

2. When I have to interact with people from other cultures, I feel:

- A confident
- B not completely confident but OK
- C unsure
- D reluctant

3. My experience of interacting with people from other cultures led to:

- A mutual understanding
- B partial understanding
- C misunderstanding
- D conflict

4. When I find myself in an intercultural encounter, my way of communication depends on:

- A my own impression
- B somebody's opinion
- C common stereotypes
- D prejudices

Notes: Stereotypes are exaggerated beliefs about a group of people.

Prejudice is a feeling towards a person based on their affiliation with a group.

Unit 5.4: Developing Intercultural Competence

Session 1: Notions of cultural awareness and intercultural competence.

Distinction between big C and small c culture.

Analysis of behaviour in an intercultural encounter.

Cut-ups: Notions of intercultural communication

Match the notions of intercultural communication to their definitions.

Cultural awareness	Sensitivity to the impact of culturally-induced behavior on language use and communication
Intercultural competence	Ability to ensure a shared understanding by people of different social identities
A bull in a china shop	To be very careless in the way that you move or behave in a different cultural setting
Culture shock	A state of confusion and anxiety experienced by someone upon encountering an alien environment or alien culture
Cultural blunder	A careless or stupid mistake; a usually serious mistake typically caused by cultural ignorance or confusion

Unit 5.4: Developing Intercultural Competence

Session 1: Notions of cultural awareness and intercultural competence.

Distinction between big C and small c culture.

Analysis of behaviour in an intercultural encounter.

Handout 2: Issues relating to intercultural communication

Explore the cases and identify issues relating to intercultural communication.

1. A Ukrainian exchange student who has recently arrived in the USA is talking to his group mate during their first encounter. He/she doesn't ask any personal questions, e.g. How old are you? Where were you born? How much rent do you pay? Why not?
2. An overseas student is coming to the bus stop on university campus. There are several people standing at a considerable distance from one another. When the bus arrives, the student is the first to get on the bus. The other people look at him in unpleasant surprise. What's wrong?
3. A language student from Eastern Europe is staying with an English family in Bath in summer. At breakfast, her host, Mr. Willis is talking extensively about the history of the Roman baths. The student who doesn't want to be late for her English language classes says, "It's time for me to go to my classes." Mr. Willis stops talking and looks offended. Why?
4. An American Peace Corps volunteer who has just arrived in Ukraine is about to get on a crowded trolleybus. He looks bewildered and exclaims, "Oh, what's going to happen to my bubble?" Why?
5. A teacher of English who is going to England to attend a professional development summer school is practising the three A's: answer, add, and ask, which is typical of British or American conversation. Why?

Unit 5.4: Developing Intercultural Competence

Session 1: Notions of cultural awareness and intercultural competence.

Distinction between big C and small c culture.

Analysis of behaviour in an intercultural encounter.

Handout 3: 'Big C' and 'little c' cultures

1. Read the text and decide what is special about it.

A Letter from London

Hello, my name is Oksana. I am a Ukrainian girl. I live in London with my English husband, and work as a journalist.

I came to London from Kyiv almost four years ago. Back then London looked to me like a huge metropolis with lots of beautiful buildings, very narrow streets, funny looking buses and a very dirty underground. But of course it had Big Ben and the Houses of Parliament, Buckingham Palace and St. Paul's Cathedral. In the first year I still felt like a tourist, so I did most of the sightseeing then. I climbed St. Paul's Cathedral (a good and fun exercise, if you ask me, complete with gorgeous views), I went to the Tower of London (you MUST see all the crown jewels!) and I watched the changing of the guards at Buckingham Palace. But since then I got lazy – I still haven't managed to see the inside of Westminster Abbey and the Houses of Parliament. I keep promising myself that I will go, but never seem to find time...

2. Compare the two dialogues and answer the questions.

In what country could each conversation have taken place?

What can you infer about the speakers?

What cultural norms do the conversations illustrate?

Dialogue 1	Dialogue 2
-Two kilos of cucumbers. How much is it? -20.	-Hello! What can I do for you? -Hello! I'd like two cucumbers, please. -Here you are. Anything else? -No, thanks. How much is it? -One pound seventy. -Thank you! -Thank YOU!

Unit 5.4: Developing Intercultural Competence

Session 1: Notions of cultural awareness and intercultural competence.

Distinction between big C and small c culture.

Analysis of behaviour in an intercultural encounter.

Handout 4: Cultural knowledge and cultural skills

Read what international students say about their intercultural experience and decide what cultural knowledge and cultural skills they have.

1. I'm Tania from Belarus. I'm currently working for the international office in the University of East Anglia. I'm proud to say I can do everything my job requires.

2. I'm Boris from Ukraine. I'm on the Masters programme at Durham University. I enjoy taking part in international parties where I can introduce other students to my native culture and learn a lot about theirs.

3. I'm Barbara, an English language teacher from Poland. I'm just back from Britain where I was a participant of a summer school in Leeds. There were 29 of us from all over the world. We got on quite well with one another except the first day when there was a conflict situation between me and a teacher from Brazil whose behavior was too emotional. She, on the other hand, thought I was indifferent as I kept politely quiet. Later I explained to her our cultural behaviour norms and that put an end to our intercultural misunderstanding.

4. I'm Via from Latvia. It's my third visit to Britain. I absolutely adore British sports. I have already tried polo and golf and now I'm heading for cricket.

5. I'm Laszlo from Hungary. I've been living in England for four years. When I first arrived, daily life here seemed so different from what I was used to back home. Now my English friends say I dress, look and even cook like a real Englishman.

6. I'm Liel, a journalist from Israel. I still remember my first cultural blunder in New York. When I was asked by my American colleague "How are you doing?", I began telling him at length how I was doing. Now I know it's just a form of greeting and just smile back.

Unit 5.4: Developing Intercultural Competence

Session 1: Notions of cultural awareness and intercultural competence.

Distinction between big C and small c culture.

Analysis of behaviour in an intercultural encounter.

Handout 5: Issues and solutions

Explore situations/issues and choose the best solution. There may be more than one solution to some of the issues.

1. You've just been introduced to a British or American friend's parents. What would you do?

- A Say, 'Hello', and bow.
- B Say nothing and shake hands
- C Say, 'Nice to meet you', and shake hands.
- D Say, 'Hi!'

2. You've been having digestive problems for a week, and have just started to feel better. You meet a British friend at a party. Your friend says, 'How are you?' What would you do?

- A Start talking in detail about your problem.
- B Say, 'Fine, thanks. How are you?'
- C Say, 'Not bad. thanks. How are you?'
- D Nothing.

3. You've been invited to dinner at a friend 's home. You're about to sit down to eat, but you want to use the toilet first. What would you do?

- A Say, 'Excuse me. Where's the toilet?'
- B Say, 'Could I wash my hands before dinner?'
- C Say, 'Do you mind if I use the bathroom?'
- D Say nothing and start looking around the house for the toilet.

4. You're visiting an American friend in her new apartment. You like the apartment and you want your friend to know. What would you do?

- A Say, 'Your apartment is nice. How much is the rent?'
- B Say, 'Gee, this place is really nice.'
- C Say, 'I really like your apartment.'
- D Say nothing, but show that you are interested by walking around, looking at everything in the apartment and picking up everything that is movable.

5. You're 20 minutes late for class. The teacher is explaining something to the class when you arrive. What would you do?

- A Go in, walk up to the teacher and apologise.
- B Wait outside the classroom until the class is over and then apologize to the teacher.
- C Knock on the door and wait for the teacher to tell you it's OK to come in.
- D Go in as quietly as you can and take a seat.

6. The teacher gives the class some homework for the next day. You know that you won't be able to finish it on time. What would you do?

- A Explain the situation to the teacher and ask if you can hand in your work later.
- B Not go to class the next day.
- C Go to class the next day without the homework and say nothing.
- D Do as much of the work as you can and give it to the teacher the next day.

Adapted from: Tomalin, B. and S. Stemplesli (1996). Cultural Awareness. Oxford: Oxford University Press

Sample session materials – Sessions 2-3

Module	5 Specialised Dimensions
Unit	5.4 Developing Intercultural Competence
Session	2-3
Topic	Identification and analysis of stereotypes and prejudices across cultures. Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies.
Objectives	By the end of the session, students will: <ul style="list-style-type: none"> • be aware of notions “stereotype” and “prejudice” • develop the understanding of cultural competence importance, the causes and mechanism of culture shock • be able to avoid cultural blunders in intercultural communication • be aware of compensatory communicative strategies and the ways of their development in English classroom
Time	80 min x 2
Materials	Pptx, videos, cut-ups, handouts 1, 2.1-2.3, texts for contract lecture

Procedure	Purpose	Time
<p>Activity 1: Lead-in</p> <p>Ask students to read the joke (in Pptx): <i>Heaven is a place where: The police are British, the chefs are French, the lovers are Italian, and everything is organized by the Germans.</i> <i>Hell is a place where: The police are French, the chefs are British, the lovers are Germans, and everything is organized by the Italian.</i></p> <p>Ask students the questions:</p> <ul style="list-style-type: none"> • What is the topic of our today’s session? (<i>National stereotypes</i>) • What national stereotypes can you remember? • What are such stereotypes associated with? 	to explore students’ experience in terms of dealing with stereotypes	10 mins
<p>Activity 2: Stereotypes and prejudices compared</p> <p>Split students into two groups by constructing the definitions “stereotype” and “prejudice” (the terms are written in several parts according to the number of students).</p> <p><i>A stereotype is a fixed, over-generalized belief about a particular group of people or a co- culture.</i></p> <p><i>Prejudices are often deeply held negative feelings associated with a particular group</i> <i>(Nguyen-Phuong-Mai)</i></p> <p>Ask students to discuss the terms in groups, to think of two examples of stereotypes or prejudices and present the definition and examples to the other group.</p>	to enable students to compare the notions “stereotype” and “prejudice”	10 mins

<p>Activity 3: Cultural competence Ask students to watch video https://www.youtube.com/watch?v=E1MI_h0Hicw and answer the questions:</p> <ul style="list-style-type: none"> • What is cultural competence? • What are the ways to manage the prejudices? • Why should we manage our prejudices? <p>Summarise in plenary.</p>	to develop students' understanding of cultural competence importance	15 mins
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<p>Activity 4: Culture shock Split students into small groups. Distribute them the parts of the text (Handouts 2.1-2.3) and ask to read them (each group reads their own text) (the text is taken from http://esl.fis.edu/teachers/support/shock.htm).</p> <p>Ask students to split into groups consisting of at least one person from each previous group. Their task is to share the information read.</p> <p>Note: A person who reads Handout 2.1 should begin sharing and end doing it (there are two parts in the Handout: beginning and ending of the article).</p>	to reveal the causes and mechanism of culture shock	25 mins
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<p>Activity 5: Cultural blunders Ask students the questions:</p> <ul style="list-style-type: none"> • How to respond appropriately when you don't understand something in English? • Have you ever gotten strange vibes from a native speaker when you know that your grammar was perfect? • What is cultural fluency? <p>Give a short reference and ask students to give the examples for each of 6 cultural blunders.</p> <p><i>Even if you have perfect grammar, knowing exactly how to respond when you don't understand somebody is very important not just for your English fluency, but also for your cultural fluency.</i> <i>After all, you aren't really fluent in the language until you're fluent in the culture.</i> <i>What is cultural fluency? It's the part of communication that transcends grammar. A lot of it involves customs, attitudes, body language, and communication tendencies that aren't directly related to the literal meaning of our words.</i> <i>This article will explore the top ways people violate English cultural communication tendencies when responding to a speaker they don't understand.</i></p> <p>Demonstrate the video of bad and good examples of communication (https://reallifeglobal.com/cultural-fluency-mistakes/).</p> <p>Ask students to make a list of problems noticed. <i>Here are the top 6:</i></p>	to enable students to avoid cultural blunders in communication	45 mins
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<p>1. “What?”</p> <p>2. “I didn’t/don’t Understand”</p> <p>3. “uhhh?” or some other sound</p> <p>4. Confused/puzzled look</p> <p>5. Body language expressing fear or frustration toward the speaker</p> <p>6. Looking for help from another person (*beginners)</p> <p>Ask students to amend the dialogue so that it sounded polite ME: <i>So, do you ever plan on getting back into music? (normal speed)</i> GUY: <i>What? (sharp “T” sound)</i> ME: <i>(I repeated what I said, but slower)</i> GUY: <i>I didn’t understand.</i></p> <p><i>He kept saying “what,” and “I don’t understand” and even his body language and facial expressions made it seem like he was blaming me for him not understanding me.</i></p> <p><i>Input (to be studied through Q&A/ demonstration/ Pptx). “Cultural Fluency: The Polite Way to Respond”</i></p> <p><i>The way you respond when you don’t understand something can communicate many things. This is why you should pay attention to the words you choose, as well as the body language, tone, and facial expressions. When non-native speakers say “I didn’t understand” as a response to not understanding something, there’s a subtle sense that the speaker is blaming me for their lack of understanding. In English, we are often overly polite. So a short answer like, “I didn’t understand,” can come off very rude. “What?” and “Uhhhh?”: This is another thing that varies from country to country, but when somebody doesn’t understand me, and they say “uhhh?” or some other response, it feels slightly aggressive or cutting.</i></p> <p><i>The look on their face communicates fear, confusion, discomfort, or surprise. Appropriate communication would be to relax your face and express interest in understanding, and clarifying what you were confused about.</i></p> <p><i>Their body language withdraws from communication. It’s as if they aren’t trying to understand. Appropriate communication would be to learn forward, with a sincere interest to understand/ find out what was said.</i></p> <p><i>The tone of the voice should be calm. There’s nothing wrong with not understanding somebody, but acting scared and confused will only make the speaker uncomfortable. The correct tone should be calm, confident, and inquisitive.</i></p> <p><i>Because of all of this, it often seems like the person responding is blaming the speaker that they don’t understand and demanding that they repeat (with the words and/or body language).</i></p> <p>Summarise in plenary.</p>		
<p>Activity 6: Compensatory communicative strategies (contract lecture) The mode of work is as follows: Preparation in advance:</p>	to develop students’ awareness of compensatory communicative	50 mins

<ol style="list-style-type: none"> 1. Divide the class into two groups, A and B, each group having the same number of people. 2. Give each group a different text to read at home and get prepared to give some basic information about in the next lesson (these can be on any topics in connection with your coursebook work). Make sure that the students do not know what areas are covered in the text of the other group. <p>Procedure during the lesson:</p> <ol style="list-style-type: none"> 3. Each student of group A works together with one student of group B. 4. They tell each other the topics their texts were about. 5. Working on their own the students note down some key words they would like their partners to include when giving a talk about their topic. 6. The partners exchange their key words and again they get some time to prepare a lecturette on their topic deciding on how far to include their partners' key words. 7. Taking turns the students give their lecturettes to their respective partners (a time limit of five to eight minutes might be advisable here). <p>When there is an uneven number of students or in case some students came to the class unprepared some of the pairs can be joined by one observer (observation task: "Take notes on a) the concentration span of the listener, b) if and how the speaker reacts to the listener".)</p> <ol style="list-style-type: none"> 8. After the lecturettes the students reflect in their pairs (or together with their observer) <ol style="list-style-type: none"> a) on the experiences they had as speakers as well as listeners (including aspects such as motivation/difficulties when speaking or listening, etc.), b) on the content of the lecturettes (they might want to note down further questions to be dealt with in class later). 9. The results of step 8 (and the observers' notes) are evaluated in class. <p>Note: The text for lecture can be taken from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.87.2984&rep=rep1&type=pdf</p> <p>Ask students to think of ways for the development of learners' compensatory communicative strategies in English classroom (avoidance, circumlocution, approximation, word coinage, non-linguistic signals, appeal for help)</p>	<p>strategies and the ways of their development in English classroom</p>	
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<p>Activity 7. Summary of session</p> <p>Summarise the results of the session, by asking the questions in plenary:</p> <ul style="list-style-type: none"> • How can the teacher of English use the information on stereotypes and prejudices across cultures in class? • How can we learn students to avoid culture clashes, cultural shock, cultural blunders? • What compensatory communicative strategies do you know? 	<p>to identify students' key learning points in the session</p>	<p>50 mins</p>
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Unit 5.4: Developing Intercultural Competence

Sessions 2-3: Identification and analysis of stereotypes and prejudices across cultures.

Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies

Cut-ups 1: Culture clashes.

Working in group, match the pictures and definitions of culture conflicts.



1. East Asian students now dominate Western schools and workplaces, yet crash into the so-called “bamboo ceiling” before reaching the top.
2. Women are getting stuck as they rocket up the corporate ladder, while men are falling off the ladder altogether.
3. Many Blacks, Latinos, and other people of color know that discrimination keeps them down, while many Whites sincerely believe that race no longer matters.
4. The have-nots still struggle in the classrooms of the haves, widening the gap between rich and poor.
5. The politics of conservative Protestants frighten Americans of other religions, while the politics of more mainstream traditions infuriate the conservatives.
6. Midwesterners and Southerners get depressed when they relocate to the Coasts, and vice versa.
7. Despite the need for more collaboration, partnerships between governments, businesses, and nonprofits too often fail.
8. Governments in the Global North and Global South still can’t agree about what counts as “fair,” “honest,” and “efficient.”

Unit 5.4: Developing Intercultural Competence

Sessions 2-3: Identification and analysis of stereotypes and prejudices across cultures.

Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies

Handout 1: Culture clashes. Key

Working in group, match the pictures and definitions of culture conflicts.

THE 8 CONFLICTS

As the world gets smaller, people from different cultures are colliding like never before:



East Asian students now dominate Western schools and workplaces, yet crash into the so-called “bamboo ceiling” before reaching the top.



Women are getting stuck as they rocket up the corporate ladder, while men are falling off the ladder altogether.



Many Blacks, Latinos, and other people of color know that discrimination keeps them down, while many Whites sincerely believe that race no longer matters.



The have-nots still struggle in the classrooms of the haves, widening the gap between rich and poor.



The politics of conservative Protestants frighten Americans of other religions, while the politics of more mainstream traditions infuriate the conservatives.



Midwesterners and Southerners get depressed when they relocate to the Coasts, and vice versa.



Despite the need for more collaboration, partnerships between governments, businesses, and nonprofits too often fail.



Governments in the Global North and Global South still can't agree about what counts as “fair,” “honest,” and “efficient.”

Unit 5.4: Developing Intercultural Competence

Sessions 2-3: Identification and analysis of stereotypes and prejudices across cultures.

Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies

Handout 2.1: Culture shock

The causes of school shock - Educational differences

Culture shock is the shock of the new and unfamiliar, and for ESL students almost everything about FIS can be new and unfamiliar. The student may have come from a country where the goal of education is to teach an agreed body of knowledge and students are expected to acquire a large number of facts by rote. They will therefore be unused to learning by discovery and the amount of analysis or critical thinking that is required at FIS. They may treat enjoyable class activities with suspicion, in the belief that one cannot have fun and learn at the same time. They may feel threatened by the degree of participation expected of them in class, preferring to remain silent for fear of “showing off” or, more likely, of losing face by giving the wrong answer. They may also perceive a wrong answer as causing the teacher to lose face, and they may be reluctant to ask questions for the same reason. Being praised in front of others causes some students embarrassment; others feel uncomfortable when asked to share opinions and beliefs, which they regard as private. Some ESL students may be unused to being taught by teachers of the opposite sex, or they may have come from schools where the expectations and treatment of boys and girls are different.

If students have arrived from an educational system where teachers are stern and aloof, they may find it difficult to come to terms with the open and friendly relations between teachers and students at FIS, and with the often productively noisy atmosphere in the classroom. Some school systems are based on the notion that the way to promote academic success is by fostering competition among individual students. At FIS however teachers throughout the school foster co-operation among students, encouraging them to work together to achieve the learning goals. In many classes here students and teachers jointly decide on these learning goals and how they are to be assessed. Some ESL students do not feel comfortable at being involved in what they consider to be the teacher's job.

All of the FIS practices described above may cause ESL students some stress, but probably the most important cause of culture shock for new students is the language of the school. Everything they hear and read, everything they must write and say, is in English. For all ESL students, but particularly of course for beginning learners, this can make every day at school a very tiring and frustrating experience. It certainly is exhausting to try and concentrate for six and a half hours at a time learning difficult content in a new language. It is frustrating to sit in class understanding only a small part of what is going on, and it is probably even more frustrating when you have something to contribute but are unable to do so in English. Many students who did very well in their own school system temporarily lose their voice when they join FIS; their natural personality becomes submerged and they may even feel themselves to be worthless or stupid.

Borrowed from <http://esl.fis.edu/teachers/support/shock.htm>

Unit 5.4: Developing Intercultural Competence

Sessions 2-3: Identification and analysis of stereotypes and prejudices across cultures.

Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies

Handout 2.2: Culture shock

The causes of school shock - Social differences

As well as educational differences, ESL students coming to FIS experience many social differences that may cause stress. The largest proportion of the FIS population consists of students from the USA; and American culture pervades all parts of the globe. It is not surprising therefore that the dominant social culture of the school is American. Many important social events in the school calendar are American imports, such as the sports banquets, graduation ceremonies and the Christmas prom. American food, clothing, sports, pop music and movies have a high status among students and the "cool" kids are often American or those who espouse American culture.

ESL students respond to this situation in different ways. Some may simply feel resentful that their own culture does not seem to have such a high value. For others, particularly for those from non-western cultures, matters may be a little more complicated. On the one hand, they may feel attracted by many features of American culture. (These features also include interpersonal aspects such as the equal and uncomplicated relations between the sexes, and the greater freedom and independence granted by parents to their children, as manifested for example in later curfew times or the sleep-over party.) On the other hand, they realise that their parents (and even more so their grandparents back home) may be hurt by any overt rejection of their own culture and customs. Students who are torn between two cultures may be troubled by fears of losing their identity.

The effects of school shock

Just as there are many potential causes of culture shock, so there can be as many different kinds of reaction to it. Among the more common physical reactions are tiredness, sleeplessness or oversleeping, headaches and stomach aches and susceptibility to illness. The emotional effects can include anxiety, irritability, aggressiveness or depression. Behavioural effects can include a refusal to speak the mother tongue with the parents, especially in front of non-native friends. Some students reject native cuisine and will not wear traditional native clothes. Others may openly rebel against the traditional role expected of the child in native family life. When school shock is combined with the typical manifestations of adolescence, the time can be a very uncomfortable one for parents and child alike.

Borrowed from <http://esl.fis.edu/teachers/support/shock.htm>

Unit 5.4: Developing Intercultural Competence

Sessions 2-3: Identification and analysis of stereotypes and prejudices across cultures.

Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies

Handout 2.3: Culture shock

ESL students and culture/school shock

Introduction

Most people moving to a different country experience feelings that can range from excitement and interest to depression, frustration and irritation or even anger and aggression. The stress that is caused by these emotions has come to be known as culture shock. For ESL students matters are more complicated because they are exposed to two unfamiliar and different cultures at the same time: the culture of Germany, their new country, and the culture of FIS, their new school. In this article I want to concentrate on culture shock in school. I will examine some of its causes and effects, and suggest ways that parents can help their child deal with it.

How to help students overcome school shock

Not all ESL students suffer from school shock as described above. Many feel comfortable at FIS from the first day and really enjoy their stay with us. And most of those do have initial problems quickly adjust to their new school and enjoy the educational and social opportunities available to them. Probably the best way to help in this adjustment is to make it clear to your child that you understand the pressures she is under. If you share your own experiences in coming to terms with German culture, it will help her to realise that what she is feeling is a natural reaction to the huge change that has taken place in her life. It also helps if your child has a some way of switching off from the pressures of academic work; for example you could encourage her to take part in an after-school sporting, musical or artistic activity. This will also give her the chance to make new friends, which is the key to feeling happy and settled. However, if your child seems to be taking an unusually long time to adjust to the culture of the school and is continuing to exhibit physical, emotional or behavioural problems at home, it is suggested that you contact the ESL teacher or counsellor. Together you can discuss ways in which to help her to come through this difficult period.

The chance to live and study in a new culture is a privilege which is not given to everyone. Although your child maybe suffering a little now, she is almost certain to look back on her time at FIS as one of the most important and enriching experiences of her life.

Borrowed from <http://esl.fis.edu/teachers/support/shock.htm>

For further information on culture shock and language learning, see chapter 7 of *Principles of Language Learning and Teaching* by H. D. Brown (1994) New Jersey Prentice Hall

Sample session materials – Sessions 4-5

Module	5 Specialised Dimensions
Unit	5.4 Developing Intercultural Competence
Session	4-5
Topic	Manifestations of culture in language and ways of dealing with them in English classes Verbal and non-verbal communicative interaction patterns in intercultural encounters Gender roles and related issues across cultures
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • aware of main areas of cross-cultural communication • able to present idioms and background lexis • aware of the integration of language and culture learning • aware of importance of teaching non-verbal and verbal communication • able to analyse the examples of rituals and standardised behaviours and use them in teaching English • able to identify the main issues of gender roles across cultures in English classroom
Time	80 min x 2
Materials	Handouts 1.1, 1.2, 1.3, 2, videos, Internet sources

Procedure	Purpose	Time
<p>Activity 1: Cross-cultural communication areas Ask students to watch video https://study.com/academy/lesson/what-are-cultural-barriers-to-communication-in-the-workplace-definition-examples-quiz.html and define the main areas of cross-cultural communication</p>	to introduce the main areas of cross-cultural communication	15 mins
<p>Activity 2: Manifestations of culture in language Split students into pairs by matching parts of idioms and background lexis. Ask students to explain the meaning of lexis and to think of the best way to present them to learners in English classroom.</p>	to explore students' knowledge of idioms and background lexis and the ways of their presenting in class	15 mins
<p>Activity 3: Blurring the line between language and culture (jig-saw reading) Split students into three groups. Distribute parts of the articles to them (Handouts 1.1-1.3. The text is taken from https://www.languagemagazine.com/blurring-the-line-between-language-and-culture/). Ask them to read the articles. Ask students to create new groups containing representatives from all three groups and to share the information they have read about. Ask students to summarise the text they have discussed.</p>	to enable students to understand the integration of language and culture learning	15 mins

<p>Activity 4: Tips for Teaching English Idioms Wisely</p> <p>Demonstrate the list of tips for teaching idioms:</p> <ul style="list-style-type: none"> • Provide idioms in context • Teach idioms in spoken form • Be sure to explain how the individual words have different meanings • Don't just hand out a long list of idioms <p>Ask students to explain how to use this tips in teaching idioms.</p> <p><i>Provide idioms in context, so students can fully understand the meaning. Be sure to provide a sample conversation around it. For example, take the following dialogue featuring the idiom "to be a chicken" when at a local amusement park.</i></p> <p>Jack: Ooh, wow. Look at that roller coaster, Jane! It goes upside-down!</p> <p>Jane: My stomach aches just looking at it. I will not ride that.</p> <p>Jack: Ah, come on. Don't be a chicken!</p> <p>Teach idioms in spoken form, not written, and explain to students how they are conversational, rather than formal. Have students practice the idioms in dialogue to help them understand they're used in spoken colloquial English. Be sure to explain how the individual words have different meanings from the whole idiom phrase. For example, how much does an arm and a leg actually cost? Who knows?</p> <p>Don't just hand out a long list of idioms. Be sure to provide a small selection of 5-10 idioms (or less!) and explain each one. If you provide too many examples, it'll simply turn into an introduction of what an idiom is, rather than how to actually remember the meaning and use one effectively in dialogue.</p> <p><i>That brings us to just how important it is to help your students understand idiom usage.</i></p> <p>Ask students to think of activities for teaching idioms, giving them the prompts:</p> <ul style="list-style-type: none"> • Teach idioms with pictures • Use small groups to present dialogues • Use a theme • Using cultural notes provided in monolingual dictionaries • Making comparisons between cultures <p><i>1. Teach idioms with pictures</i></p> <p><i>Provide a picture to explain the context. This works best if you show an image that humorously illustrates the literal meaning of the idiom. It will make students laugh, but also help them understand or guess what a phrase means. Idioms are full of colorful imagery, perfect for a flashcard or photo. Show the picture to your students and have them guess the meaning of the idiom.</i></p> <p><i>From there, give examples of when you would use it and how the words and the actual meaning of the idiom are different. Looking for a good resource? Check out this website for an example of great images to explain the meaning of idioms. And for some beautiful images depicting idioms, be</i></p>	<p>to give students an opportunity to try their hand on teaching idioms</p>	<p>35 mins</p>
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<p><i>sure to check out this site.</i></p> <p>2. Use small groups to present dialogues <i>Break your class into small groups and have each group look up two idioms. Dave’s ESL Cafe has a great collection of idioms and their meanings for student reference. Before they look them up, have the students make an educated guess on what the idiom means, and then let them search for the real meaning. Have students explain the meaning to the rest of the class and use the idiom in a short sample dialogue.</i></p> <p>3. Use a theme <i>A great way to teach idioms is to use a theme. For example, you could use all weather-related idioms (see this great worksheet!). Or teach sports-related idioms with this helpful worksheet. By using a common theme to teach idioms, it’s easier for students to grasp the meanings of the phrases, and see how similar words can mean very different things. Ask students to prepare fragments of lessons to teach one idiom. Say that they can use the following resource https://www.fluentu.com/blog/educator-english/teach-english-idioms/</i></p>		
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<p>Activity 5: Verbal and non-verbal communicative interaction patterns in intercultural encounters</p> <p>Ask students the questions:</p> <ul style="list-style-type: none"> • What ways of non-verbal communication do you know? • What is the influence of non-verbal means on the communication? • How can you use non-verbal communication in English class? <p>Demonstrate the figure of the main forms of non-verbal communication: http://publish.ucc.ie/journals/scenario/2014/02/Surkamp/03/en/media/image1.jpeg (Handout 2)</p> <p>Invite students to make comments on the figure.</p> <p><i>Non-verbal cues may have an emotive function in that they (e.g. through facial expression) reveal the speaker’s personality, feelings, thoughts and attitudes;</i> <i>a conative function in that they (e.g. through body posture) externalise the social roles of and the relationship level (sympathy/antipathy) between two interlocutors;</i> <i>a phatic function in that they regulate conversations and structure interaction (e.g. indicating changes of speakers or the beginning/ending of contributions);</i> <i>a function as illustrators of verbal communication: they may anticipate, repeat, contradict, substitute, complement or accentuate the verbal message (e.g., nodding our head to accompany verbal agreement); or lastly,</i> <i>a function as emblems with a binding lexical or ritual meaning (e.g., ‘V’ for victory)</i></p> <p>Suggest students remembering how they learnt conversational norms.</p> <p>Asks students which areas of language are found in typical conversations. Use prompts (given below)</p>	<p>to reveal the importance of teaching non-verbal and verbal communication</p>	<p>35 mins</p>
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<p><i>Functional language (agreeing, disagreeing, giving examples, asking for clarification, rejecting ideas, changing topics)</i> <i>Communication strategies (asking for clarification, avoidance, using synonyms, circumlocution)</i> <i>Discourse markers</i> <i>Conversation features: False starts, hesitation, backchanneling, questions</i> <i>Paralinguistic language (facial expressions, gestures, body language)</i> <i>Prosodic features (intonation, stress, rhythm, connected speech)</i> <i>By focusing on teaching vocabulary rather than conversation skills, we are not preparing our learners for the reality of authentic discussions in English.</i></p> <p>Invite students to design an activity (working in small groups) to teach registers and formulas for different communicative domains and situations. The following list of kinds of activities is given for their choice:</p> <ul style="list-style-type: none"> • Ranking items in order of importance • Negotiating • Designing and delivering presentations • Reaching agreements about a plan or a decision • Solving a problem • Persuading others • Role-plays and case studies • Puzzle-solving • Critical thinking tasks • Summary tasks <p>Ask groups teach the rest of students those activities. Summarise in plenary.</p>		
<p>Activity 6: Rituals and standardised behaviours Invite students to watch the video https://www.youtube.com/watch?v=1-Yy6poJ2zs Ask students to discuss in plenary the examples of rituals and standardised behaviours</p>	to analyse the examples of rituals and standardised behaviours	20 mins
<p>Activity 7. Gender roles in cross-cultural study Ask students to skim the article file:///D:/Downloads/80-Article%20Text-191-1-10-20170908.pdf and to outline the main issues of gender roles across cultures. Invite students to give their suggestion for teaching taking into consideration different cognitive styles, differences in using language by male and female students, their contrasting wishes of taking the floor and contributing in class, balancing the gender peculiarities Other issues to discuss:</p> <ul style="list-style-type: none"> • gender-neutral language • sexist language • gender differences in conversational styles 	to identify the main issues of gender roles across cultures in English classroom	20 mins
<p>Activity 8. Summary of session Summarise the results of the session in plenary</p>	to identify students' key learning points in	5 mins

	the session	
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Unit 5.4: Developing Intercultural Competence

Sessions 4-5: Manifestations of culture in language

and ways of dealing with them in English classes

Verbal and non-verbal communicative interaction patterns in intercultural encounters

Handout 1.1: Blurring the line between language and culture

Blurring the Line between Language and Culture

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Fatiha Guessabi argues that culture is a language in itself

Language always carries meanings and references beyond itself: The meanings of a particular language represent the culture of a particular social group. To interact with a language means to do so with the culture which is its reference point. We could not understand a culture without having direct access to its language because of their intimate connection.

A particular language points to the culture of a particular social group. Learning a language, therefore, is not only learning the alphabet, the meaning, the grammar rules and the arrangement of words, but it is also learning the behavior of the society and its cultural customs. Thus; language teaching should always contain some explicit reference to the culture, the whole from which the particular language is extracted.

The human communication process is complex, as many of our messages are transmitted through paralanguage. These auxiliary communication techniques are culture-specific, so communication with people from other societies or ethnic groups is fraught with the danger of misunderstanding, if the larger framework of culture is ignored.

Growing up in a particular society, we informally learn how to use gestures, glances, slight changes in tone or voice, and other auxiliary communication devices to alter or to emphasize what we say and do. We learn these culturally specific techniques over many years, largely by observing and imitating.

The most obvious form of paralanguage is body language, or Kinesics, which is the language of gestures, expressions, and postures. However, the meaning of words can also be altered by tone and character of voice.

Taken from "Blurring the Line between Language and Culture" by Fatiha Guessabi

Unit 5.4: Developing Intercultural Competence

Sessions 4-5: Manifestations of culture in language

and ways of dealing with them in English classes

Verbal and non-verbal communicative interaction patterns in intercultural encounters

Handout 1.2: Blurring the line between language and culture

Blurring the Line between Language and Culture

Language is culture and culture is language

Language and culture have a complex, homologous relationship. Language is complexly intertwined with culture (they have evolved together, influencing one another in the process, ultimately shaping what it means to be human). In this context, A.L.Krober (1923) said, “culture, then, began when speech was present, and from then on, the enrichment of either means the further development of the other.”

If culture is a product of human interaction, cultural manifestations are acts of communication that are assumed by particular speech communities. According to Rossi Landi (1973), “the totality of the messages we exchange with one another while speaking a given language constitutes a speech community, that is, the whole society understood from the point of view of speaking.” He further explains that all children learn their language from their societies, and during the process of learning a language also learn their culture and develop their cognitive abilities.

Language communicates through culture and culture also communicates through language: Michael Silverstein proposed that the communicative force of culture works not only in representing aspects of reality, but also in connecting one context with another. That is, communication is not only the use of symbols that “stand for” beliefs, feelings, identities, or events, it is also a way of bringing beliefs, feelings, and identities into the present context.

According to the linguistic relativity principle, the way in which we think about the world is directly influenced by the language we use to talk about it. “The real world is, to a large extent, unconsciously built up on the language habits of the group. No two languages are ever so similar that they represent the same social reality. The worlds in which different societies live are distinct, not merely the same with a different label attached” (Edward Sapir, 1929). Therefore, to speak is to assume a culture, and to know a culture is like knowing a language. Language and culture are homologous mental realities. Cultural products are representations and interpretations of the world that must be communicated in order to be lived.

The problem lies in what happens when cross-cultural interactions take place, i.e., when message producer and message receiver are from different cultures. Contact among cultures is increasing and intercultural communication is imperative for anyone wanting to get along with and understand those whose beliefs and backgrounds may be vastly different from their own.

Language can mark the cultural identity, but it is also used to refer to other phenomena and refer beyond itself, especially when a particular speaker uses it to explain intentions. A particular language points to the culture of a particular social group. We can therefore presume that language learning is cultural learning, so language teaching is cultural teaching due to the interdependence of language and cultural learning.

Taken from “Blurring the Line between Language and Culture” by Fatiha Guessabi

Unit 5.4: Developing Intercultural Competence

Sessions 4-5: Manifestations of culture in language

and ways of dealing with them in English classes

Verbal and non-verbal communicative interaction patterns in intercultural encounters

Handout 1.3: Blurring the line between language and culture

Blurring the Line between Language and Culture

Culture is a fuzzy set of attitudes, beliefs, behavioral conventions, basic assumptions, and values that are shared by a group of people and that influence each member's behavior and each member's interpretations of the meanings of other people's behavior. And language is the medium for expressing and embodying other phenomena. It expresses the values, beliefs and meanings which members of a given society share by virtue of their socialization into it. Language also refers to objects peculiar to a given culture, as evidenced by proper names which embody those objects. Byran posited that "a loaf of bread" evokes a specific culture of objects in British usage unless a conscious effort is made to empty it of that reference and introduce a new one. So, we can conclude that language is a part of culture, and through it, we can express cultural beliefs and values, and that the specific usages of a given word are peculiar to a language and its relationship with culture.

In fact, language teaching means, inevitably, language and cultural teaching. According to Buttjost, "Culture learning is actually a key factor in being able to use and master a foreign linguistic system." The Bellagio Declaration of the European Cultural Foundation and the International Council for Educational Development states, "For effective international cooperation, knowledge of other countries and their cultures is as important as proficiency in their languages and such knowledge is dependent on foreign language teaching."

Learning a language is therefore learning the behavior of a given society and its cultural customs. Language is a product of the thought and behavior of a society. An individual language speaker's effectiveness in a foreign language is directly related to his/her understanding of the culture of that language (Taylor, 1979), and it is possible to consider teaching culture through learners' own languages, which can be used in a specific way to interpret the other culture (Ager).

Finally, we can conclude that immersion teaching accelerates the acquisition of cultural knowledge: "...the integration of language and culture learning by using the language as medium for the continuing socialization of students is a process which is not intended to imitate and replicate the socialization of native-speaker teachers but rather to develop student's cultural competence from its existing stage, by changing it into intercultural competence" (Fengping Gao).

Taken from "Blurring the Line between Language and Culture" by Fatiha Guessabi

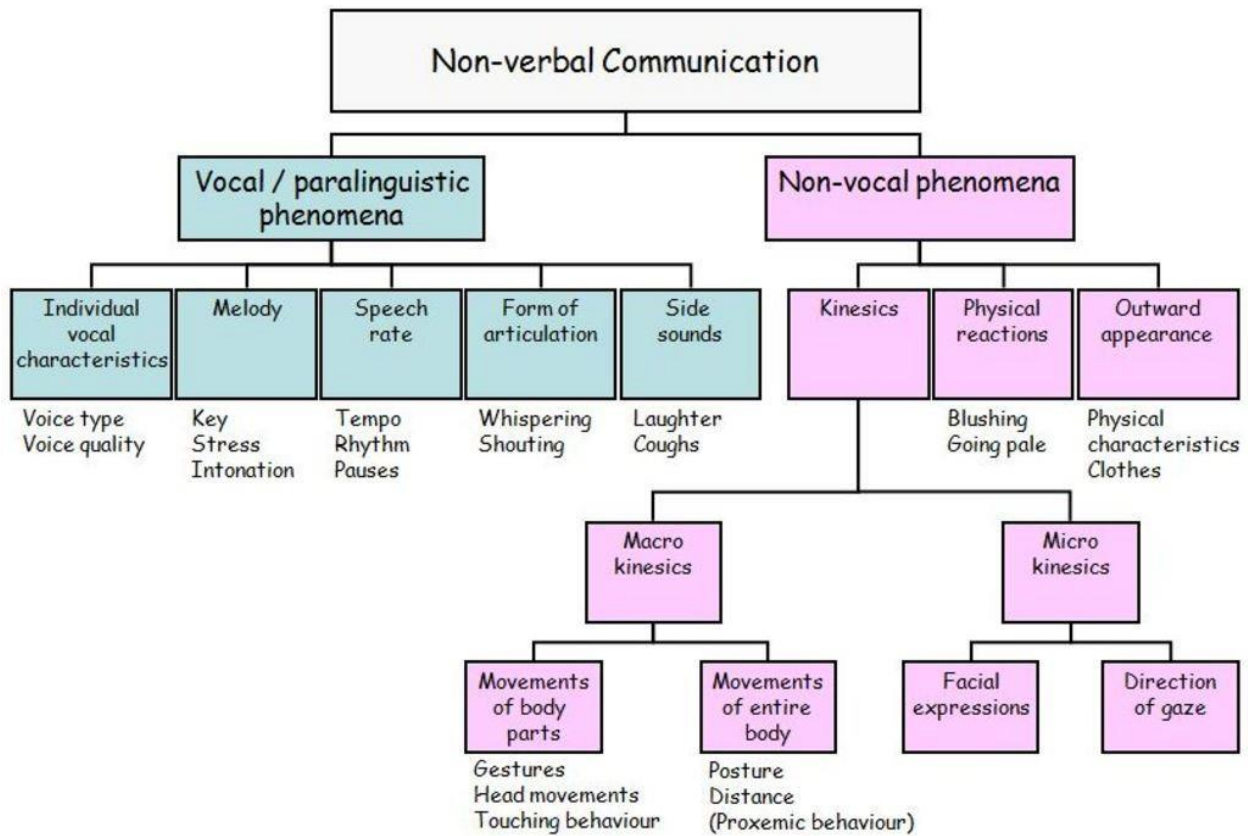
Unit 5.4: Developing Intercultural Competence

Sessions 4-5: Manifestations of culture in language

and ways of dealing with them in English classes

Verbal and non-verbal communicative interaction patterns in intercultural encounters

Handout 2: Main forms of non-verbal communication



Unit 5.4 Developing Intercultural Competence

Sample session materials – Sessions 6-7

Module	5 Specialised Dimensions
Unit	5.4 Developing Intercultural Competence
Session	6-7
Topic	Intercultural issues in a course book text ELT materials evaluation, selection and adaptation for addressing intercultural issues Issues in exploring the visual side of culture representation: selection, interpretation, comparison of realia/advertisements/notices/caricatures.
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • aware of intercultural issues in global and local coursebooks • able to evaluate the intercultural potential of coursebooks • able to evaluate social and cultural values in coursebooks • able to select and adapt materials for teaching a lesson with intercultural component
Time	80 min x 2
Materials	Handouts 1,2,3, coursebooks, cards, maps, booklets, journals, magazines, Internet resources

Procedure	Purpose	Time
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<p>Activity 1: Comparing intercultural information in global and local coursebooks</p> <p>Split students into 4 groups. Distribute copies of some global and local coursebooks. Ask students to have a look at the books and come up with a list of intercultural issues in global books – Groups 1 and 3, a list of intercultural issues in local books – Groups 2 and 4. Invite groups to make short presentations of their findings. Distribute Handout 1 and ask students to sum up the intercultural issues in the coursebooks in a table, adding their suggestions as for avoiding such issues. Add your comments if necessary.</p>	to raise students' awareness of intercultural issues in global and local coursebooks	30 mins
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<p>Activity 2: Evaluating the intercultural potential of a coursebook</p> <p>Distribute Handout 2 and ask students to read the intercultural evaluation of a coursebook. Split students into groups and ask them to write an evaluation of one of the coursebooks suggested. Ask students to present their pieces of evaluation. Summarise in plenary.</p>	to enable students to evaluate the intercultural potential of coursebooks	40 mins
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<p>Activity 3: Intercultural English</p> <p>Demonstrate students the extract from A. Cunningsworth's</p>	to make students aware of the use of	15 mins
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<p>book “Choosing Your Coursebook”:</p> <p>Varieties of English</p> <p>In addition to formal and informal distinctions, we need to consider which varieties of English are contained in the coursebook. Geographically speaking, there are two main varieties of English in the world, British English and American English. The standard forms of these two varieties differ to a small extent in grammar and vocabulary, and rather more in pronunciation. Nevertheless, they are mutually intelligible and demonstrably the same language. There are of course many different regional varieties of British and American English, and the further they diverge from the standard variety, the less intelligible they may become to outsiders. There are also many other varieties of English throughout the world, some used by native speakers, such as Irish and Australian English, others spoken mainly as a second language, as is the case of English in India and Singapore.</p> <p>or distribute it as Handout 3.</p> <p>Ask students in pairs to think of possible use of English varieties in English classroom to get the learners interested and motivated.</p> <p>Ask them to present their suggestions.</p>	<p>English language varieties</p>	
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<p>Activity 4: Social and cultural values in coursebooks (mini lecture)</p> <p>In advance ask two of students to prepare a mini-lecture on the topic for the next session. You also need to tell them how long their talk should last. (you can give them the material from Handout 3 (a part to each of them))</p> <p>In the next session split students into two groups sitting in two circles as far away from each other as possible. The two students give a short lecture simultaneously, one in each circle.</p> <p>Inform the listeners that each of them will have to be able to pass on basic ideas of what they hear to some other student later on. Students take notes and ask questions if there is something they have not understood or want to have clarified again.</p> <p>Ask students from circle A to pair up with students from circle B and tell each other about what they have listened to. Ask lecturer A to pair up with lecturer B and exchange information.</p> <p>After the pair activity students get an opportunity to ask the lecturers for further clarification if necessary.</p>	<p>to give students an opportunity to explore social and cultural values in coursebooks</p>	<p>30 mins</p>
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<p>Activity 5: Culture and values evaluation</p> <p>Split students into small groups.</p> <p>Distribute students coursebooks and ask them to evaluate culture and values presented in them against the following criteria:</p> <p>Checklist for social and cultural values</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the social and cultural contexts in the coursebook comprehensible to the learner? <input type="checkbox"/> Can learners interpret the relationships, behaviour, intentions, etc of the characters portrayed in the book? <input type="checkbox"/> Are women given equal prominence to men in all aspects of the coursebook? <input type="checkbox"/> What physical and character attributes are women given? <input type="checkbox"/> What professional and social positions are women shown as occupying? <input type="checkbox"/> What do we learn about the inner lives of the characters? <input type="checkbox"/> To what extent is the language of feeling depicted? <input type="checkbox"/> Do the coursebook characters exist in some kind of social setting, within a social network? <input type="checkbox"/> Are social relationships portrayed realistically? 	<p>to enable students to evaluate the culture and values presented in a coursebook</p>	<p>20 mins</p>
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<p>Activity 6: ELT materials selection and adaptation</p> <p>Split students into groups. Distribute them coursebooks, cards, maps, booklets, journals, magazines, offer using the Internet. Ask them to select materials for teaching a lesson with intercultural component. Invite them to making changes (adaptation) in the materials used. Invite students to present their set of materials and ask them to be specific on the following range of items:</p> <ul style="list-style-type: none"> • range of topic • inclusion of sensitive social/cultural topic • characters depicted: <ul style="list-style-type: none"> – representation of women – portrayal of gender role – age – social class – ethnic origin – occupation/profession – disability • social relationships <ul style="list-style-type: none"> – family make-up – social networks • expression of personal feelings • interactions <ul style="list-style-type: none"> – transactions (functional interactions) – personal interactions 	<p>to enable students to select and adapt materials for teaching a lesson with intercultural component</p>	<p>20 mins</p>
<p>Activity 7: Summary of learning</p> <ul style="list-style-type: none"> • Encourage students' reflection on learning in the session. 	<p>to identify students' key learning points in the session</p>	<p>5 mins</p>

Unit 5.4: Developing Intercultural Competence

Sessions 6-7: Intercultural issues in a course book text

ELT materials evaluation, selection and adaptation for addressing intercultural issues

Issues in exploring the visual side of culture representation

Handout 1: Intercultural issues in course books

Summarise the intercultural issues in global and local coursebooks.

Coursebooks	Intercultural issues	Possible ways to avoid the issues
Global		
Local		

Unit 5.4: Developing Intercultural Competence

Sessions 6-7: Intercultural issues in a course book text

ELT materials evaluation, selection and adaptation for addressing intercultural issues

Issues in exploring the visual side of culture representation

Handout 2: Evaluating the intercultural potential of a coursebook

IS THE MATERIAL TOO CULTURALLY BIASED OR SPECIFIC...[OR]...REPRESENT MINORITY GROUPS AND/OR WOMEN IN A NEGATIVE WAY?

High Impact is not written explicitly for a certain nationality or cultural group, as the topics which divide each unit are universal in nature, although it seems a certain attempt has been made by the authors to focus on Asian learners. Of the seven main characters, two are of Asian descent, and both discuss their family background (in China and Japan, respectively) for use as listening exercises. In addition, on the inside of the back cover, the authors have included an acknowledgment page in which they thank those who gave suggestions for the *Impact* course. Over half of the approximate 200 listed names are Asian.

There does appear to be a couple of instances of negative cultural stereotyping in *High Impact*, revealing how coursebooks can be “biased” in subtle ways. (Littlejohn and Windeatt, cited in McDonough and Shaw 1993: 74). In one listening exercise, two non-Asian characters discuss whether to report to the police a third Asian character for committing a hit and run offence. In another listening and grammar exercise, a Chinese character, while contrasting Chinese and American culture, comments on being frightened of the crime and violence in America. These instances could cause offense to some learners and teachers, as well as promoting negative representations of races and cultures.

Borrowed from “Evaluation of a ELT Coursebook Based on Criteria Designed by McDonough and Shaw” by Andrew White

Unit 5.4: Developing Intercultural Competence

Sessions 6-7: Intercultural issues in a course book text

ELT materials evaluation, selection and adaptation for addressing intercultural issues

Issues in exploring the visual side of culture representation

Handout 3: Intercultural English

Varieties of English

In addition to formal and informal distinctions, we need to consider which varieties of English are contained in the coursebook. Geographically speaking, there are two main varieties of English in the world, British English and American English. The standard forms of these two varieties differ to a small extent in grammar and vocabulary, and rather more in pronunciation. Nevertheless, they are mutually intelligible and demonstrably the same language. There are of course many different regional varieties of British and American English, and the further they diverge from the standard variety, the less intelligible they may become to outsiders. There are also many other varieties of English throughout the world, some used by native speakers, such as Irish and Australian English, others spoken mainly as a second language, as is the case of English in India and Singapore.

Borrowed from A. Cunningsworth's book "Choosing Your Coursebook"

Unit 5.4: Developing Intercultural Competence

Sessions 6-7: Intercultural issues in a course book text

ELT materials evaluation, selection and adaptation for addressing intercultural issues

Issues in exploring the visual side of culture representation

Handout 4: Social and cultural values in coursebooks

Social and cultural values

On a more practical plane, we need to ensure that the coursebook sets its material in social and cultural contexts that are comprehensible and recognizable to the learners, in terms of location, social mores, age group, etc. In addition to the physical context, the relationships, modes of behaviour and intentions of the characters in the book should be interpretable by the students, so that they can relate the language used to its purpose in the social context.

If they have any subject content, coursebooks will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up. This is the so-called 'hidden curriculum' which forms part of any educational programme, but is unstated and undisclosed. It may well be an expression of attitudes and values that are not consciously held but which nevertheless influence the content and image of the teaching material, and indeed the whole curriculum.

A curriculum (and teaching materials form part of this) cannot be neutral because it has to reflect a view of social order and express a value system, implicitly or explicitly. It has been claimed by some educationalists that this hidden curriculum is more effective than the stated official curriculum because it pervades most aspects of education. Risager (1990) suggests that

foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission within the educational system and in the rest of society.

Because the underlying value system is not explicit and is unstated, it is necessary to look at coursebooks in some detail in order to unearth what some of their unstated values are. This is a different perspective from that of language content or methodology but it is at least as important, because the value system of a coursebook can influence the perceptions and attitudes of learners generally and towards learning English in particular.

The representation of men and women in language teaching materials is the subject of some research (Jenkins, cited in Littlejohn and Windeatt 1989)

showing a direct correlation between the length of time spent using the *Alpha One Reading Program* (which was said to portray girls as stupid, dependent, whining and fearful, and boys as active and aggressive) and the degree to which pupils' attitudes matched those in the materials.

Sexism and gender are not the only concerns in this domain, but they have become among the most actively pursued and in some quarters politicized. It is of considerable interest to explore how coursebooks portray women in relation to men, and whether they project a positive image with which female students can identify.

One of the main aims of such an analysis is to identify unrepresentative negative stereotypes, such as women regularly being shown as housewives or being seen as only able to attain fulfilment in life through their man or being portrayed as illogical and excessively emotional. Where such stereotypes are unearthed, they can be taken into account in evaluating material for future use, or, if the material is already in use, they can be identified, confronted and discussed openly with students. This sort of stereotyping can occur occasionally in a coursebook or it can be pervasive. The occasional occurrence can be confronted and discussed, and may in fact provide useful teaching material, although unintended by the writers. Pervasive negative stereotyping is more serious and if it offends sensibilities it may well cause the coursebook not to be used.

Gender differences are not the only area of possible discrimination or unflattering portrayal. It is also illuminating to look at materials to see if and how they represent people according to the following categories:

- ethnic origin
- occupation
- age
- social class
- disability.

The same kinds of questions can be asked about them as about the portrayal of women.

Another area of interest is the nature of the characters depicted in the coursebook. What do we learn about what makes them tick, what motivates them, about their fears, hopes, loves and hates? The affective aspect of characters, their feelings and subjectivity are seriously under-represented in many coursebooks, making them less than complete people.

A final perspective on the value systems embodied in coursebooks is that of society and social structures. In some coursebooks the characters exist in some kind of social network, whether the focus is on the family, the peer group or the workplace, and interact with one another. But in others, characters pop up from nowhere, sometimes just as disembodied voices in a dialogue, and disappear just as quickly. This fragmented portrayal of social relationships (or lack of them) does little to give credibility to the characters, does not help learners to relate to them and provides little context for meaningful language learning.

Unit 5.4 Developing Intercultural Competence

Sample session materials – Sessions 8-9

Module	5 Specialised Dimensions
Unit	5.4 Developing Intercultural Competence
Session	8-9
Topic	<p>Methods and techniques for developing intercultural competence in learners of different age groups</p> <ul style="list-style-type: none"> ● experiential learning ● comparison ● analysis ● reflection <p>Types of activities for developing cultural awareness:</p> <ul style="list-style-type: none"> ● independent cultural information search ● discussions ● debates and disputes ● projects ● role-plays ● games
Objectives	<p>By the end of the session, students will be:</p> <ul style="list-style-type: none"> ● able to use various modes of interaction for promoting social and cultural values ● able to analyse the ways of creating interest in cultures and languages ● able to plan their learners' intercultural competence development ● able to teach their learners in a class with intercultural component
Time	80 min x 2
Materials	European Profiling Grid, coursebooks

Procedure	Purpose	Time
<p>Activity 1: Lead-in</p> <p>Ask students to remember the values written in European Profile for Language Teacher Education: Help them by giving the prompts or cut-ups:</p> <ul style="list-style-type: none"> ● Training in social and cultural values ● Training in the diversity of languages and cultures ● Training in the importance of teaching and learning about foreign languages and cultures ● Training in teaching European citizenship ● Training in team-working, collaboration and networking, inside and outside the immediate school context ● Training in the importance of life-long learning 	to explore students' awareness of values in European Profile for Language Teacher Education	10 mins
<p>Activity 2: Modes of interaction</p> <p>Ask students to discuss in pairs the modes of interaction that help promote social and cultural values such as respect for difference, active communication, a participatory attitude to society, and experience of a range of different cultures and lifestyles.</p>	to enable students to use various modes of interaction for promoting social and cultural values	10 mins

<p>Activity 3: Creating an interest in cultures and languages Organise a round-table discussion /agree-disagree corners. The questions to be discussed:</p> <ul style="list-style-type: none"> ● Learning foreign languages goes hand in hand with learning about other cultures, and leads to increased mobility in education, commerce, arts, tourism and numerous other spheres. ● Learning foreign languages is a way of safeguarding linguistic and cultural identity, a process in which foreign language teachers play a crucial role. ● Learning foreign languages increases mother-tongue competence ● Learning foreign languages gives learners access to other cultures which enrich their own cultural background ● Learning foreign languages helps learners develop a critical mindset towards their own social and cultural presuppositions <p>Ask students to suggest the ways to create interest of different age groups of learners</p>	to enable students to analyse the ways of creating interest in cultures and languages	30 mins
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<p>Activity 4: Step-by-step intercultural competence development Distribute students a copy of p.7 of European Profiling Grid (section “Intercultural competence”), ask them to split into pairs randomly. Invite groups to choose one sector of the section and to think of the possible ways to develop that part of intercultural competence. Ask them to produce a step-by-step plan of it, including various methods, techniques and activities.</p>	to enable students to plan their learners’ intercultural competence development	30 mins
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<p>Activity 5: Types of activities for developing cultural awareness (to be prepared as a home assignment) Ask students to choose one of the following type of activities and prepare it with intercultural content for microteaching in class:</p> <ul style="list-style-type: none"> ● independent cultural information search ● discussions ● debates and disputes ● projects ● role-plays ● games <p>After all students microtaught take feedback from them and give them your constructive feedback.</p>	to enable students to teach their learners in a class with intercultural component	75 mins
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<p>Activity 6: Summary of learning</p> <ul style="list-style-type: none"> ● Encourage students’ reflection on learning in the session. 	to identify students’ key learning points in	5 mins
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Unit 5.5 Information and Communication Technology (ICT) in Learning and Teaching English Sample unit map

Session	Content
1	Modern learning technologies and their relevance for the educational process
2	Cyber well-being: keeping children safe on the Internet
3	Selecting and evaluating websites for teaching and learning purposes
4	The use of learning platforms (e.g. Moodle) for teaching purposes
5	Using online audio and video resources for language learning and teaching purposes
6	Exploration of opportunities offered by social networking sites, blogs, wikis to language learning and teaching
7	The notion of a 'flipped' classroom and its benefits; traditional vs flipped teaching
8	The main uses of IWBs (interactive whiteboards) and their benefits as opposed to traditional whiteboards
9	Exploration of opportunities offered by mobile devices (e.g. smartphone) in language learning

Sample session materials – Sessions 1-2

Module	5 Specialised Dimensions
Unit	5.5 Information and Communication Technology (ICT) in Learning and Teaching English
Session	1-2
Topic	Modern learning technologies and their relevance for the educational process Cyber well-being: keeping children safe on the Internet
Objectives	By the end of the session, students will be aware of: <ul style="list-style-type: none"> • classroom peculiarities in modern technological age • benefits of using technology in the classroom • cyber wellness principles and importance of school students' following them and will be able to: <ul style="list-style-type: none"> • identify advantages and disadvantages of ICT • to create safe cyber environment • to teach their future students netiquette
Time	80 mins x 2
Materials and equipment	Handouts 1, 2, Cut-ups, script of audio, videos

Procedure	Purpose	Time
<p>Activity 1: Students' experience in learning by means of ICT Ask students the questions: What does the abbreviation ICT means? What kinds of information and communication technology do you know? What is your attitude to ICT? What is the future of technology in education?</p>	to explore students' experience of using the ICT	10 mins
<p>Activity 2: Ping-Pong Split students into two groups. Ask them to discuss in their groups advantages / disadvantages of ICT (one group discusses only one aspect). Invite groups to stand in two lines – one opposite another. Give them a ball and ask students in turns to say one (dis)advantage at a time and throw the ball to the opposite line and so on until all suggestions end. Summarise in plenary.</p>	to enable students to identify advantages and disadvantages of ICT	20 mins
<p>Activity 3: Metaphor of classroom in modern technological age Ask students to brainstorm the ideas as for classroom in modern technological age, its peculiarities and functioning. Split students into small groups. Invite students to summarise the discussion and to create a metaphor of classroom in modern technological age. Ask groups to present their posters.</p>	to make students be aware of classroom peculiarities in modern technological age	30 mins

<p>Activity 4. What is the future of technology in education? Ask students to skim the article (Handout 1) and to make a list of things necessary for the education of future. Split students into pairs; ask them to share the items on their lists, to supplement one of them and to present to the rest of group.</p>	to enable students to anticipate the further development of ICT in education	20 mins
<p>Activity 5. Benefits of using technology in the classroom Ask students to listen to the text about top 6 benefits of using technology in the classroom: https://www.webanywhere.co.uk/blog/2016/02/top-6-benefits-technology-classroom/ Invite them to discuss in plenary the ways of making teaching and learning more effective due to using technologies</p>	to introduce students to the benefits of using technology in the classroom	20 mins
<p>Activity 6. Cyber wellness Ask students the questions: What is cyber wellness? What are educational implications for cyber wellness? Split students into pairs Ask them to share their opinions as for principles of cyber space wellness. Invite them to present their ideas. Distribute Handout 2. Ask students to look the figure through and to think of possible transformation of principles for the use in classroom. Invite them to create the profile of students' cyber wellness on the basis of suggested principles. Key: Principles (1) Respect for Self and Others Students need to: <ul style="list-style-type: none"> • uphold their own dignity when online (e.g. share appropriate content and participate in only legal online activities) • respect other people online (e.g. put themselves in others' shoes, accept diverse views and opinions, give credit when using other people's work and seek permission where necessary, avoid sharing hurtful materials). (2) Safe and Responsible Use Students need to: <ul style="list-style-type: none"> • have an understanding of the risks of harmful and illegal online behaviours, and take steps to protect themselves (e.g. keep their personal information private, verify the reliability of information using various sources, take steps to avoid dangers they may encounter online). • make wise and healthy choices (e.g. maintain a healthy balance of their online and offline activities) (3) Positive Peer Influence Students need to: <ul style="list-style-type: none"> • be a positive role model online (e.g. share healthy and positive content, harness the affordances of technology to do good for society) </p>	to make students aware of cyber wellness principles and importance of school students' following them	30 mins

<ul style="list-style-type: none"> • advocate positive online behaviour (e.g. stand up for their peers online, report cases of cyber bullying to a trusted adult/authority, post encouraging remarks on social media) <p>As an option: Distribute cut-ups and ask students to categorise principles of cyber wellbeing and what is needed according to them. Discuss the results in plenary by asking the question: What is the main aim of school students' cyber wellness awareness? <i>Answer: to equip students with life-long social-emotional competencies and sound values so that they can become safe, respectful and responsible users of Information Communications Technology (ICT)</i></p>		
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<p>Activity 7: Keeping children safe on the Internet Invite students to watch a series of videos: https://www.youtube.com/watch?v=WingwgvYvI https://www.youtube.com/watch?v=ml2Xoqkhjek https://www.youtube.com/watch?v=_cEdrIcDJyM Ask students to make a list of implications for teachers to take into account while organizing the work of their students online. <u>Demonstrate</u> the video with consolidated information on creating online safety: https://www.youtube.com/watch?v=VCEfugS6I9M or https://www.youtube.com/watch?v=25G4tLVH1JE Summarise in plenary</p>	to enable students to create safe cyber environment	15 mins
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<p>Activity 8: Netiquette Ask students if they have heard of netiquette and what they know of it. Invite them to formulate the main rules of netiquette. As an option, you can demonstrate a video on the topic: https://www.youtube.com/watch?v=FWMk_Zv7nB8 https://www.youtube.com/watch?v=Q5xICNy37mI</p>	to enable students to teach their future students netiquette	10 mins
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<p>Activity 9: Summary Summarise the session.</p>	to summarise the session	5 mins
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Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 1-2: Modern learning technologies and their relevance for the educational process. Cyber well-being: keeping children safe on the Internet
Handout 1: What is the future of technology in education?

What is the future of technology in education?

[Matt Britland](#)

Wed 19 Jun 2013 07.00 BST



Schools need to embrace cloud technology to prepare for the future of learning, says Matt Britland.

Photograph: Alamy

A couple of weeks ago I was asked what I thought the future of technology in education was. It is a really interesting question and one that I am required to think about all the time. By its very nature, technology changes at a fast pace and making it accessible to pupils, teachers and other stakeholders is an ongoing challenge.

So what is the future? Is it the iPad?

No, I don't think it is. For me, the future is not about one specific device. Don't get me wrong, I love the iPad. In fact, I have just finished a trial to see if using them really does support teaching and learning – and they have proved effective. I've written about the trial in more detail on my [blog](#).

iPads and other mobile technology are the 'now'. Although, they will play a part in the future, four years ago the iPad didn't even exist. We don't know what will be the current technology in another four. Perhaps it will be wearable devices such as Google Glass, although I suspect that tablets will still be used in education.

The future is about access, anywhere learning and collaboration, both locally and globally. [Teaching](#) and learning is going to be social. Schools of the future could have a traditional cohort of students, as well as online only students who live across the country or even the world. Things are already starting to move this way with the emergence of massive open online courses (MOOCs).

For me the future of technology in education is the cloud.

Technology can often be a barrier to teaching and learning. I think the cloud will go a long way to removing this barrier. Why? By removing the number of things that can go wrong.

Schools, will only need one major thing to be prepared for the future. They will not need software installed, servers or local file storage. [Schools](#) will need a fast robust internet connection. Infrastructure is paramount to the the future of technology in education.

We don't know what the new 'in' device will be in the future. What we do know, is that it will need the cloud. Schools and other educational institutions will need to futureproof their infrastructure the best they can.

This should be happening now. If you want to start to use mobile technology in your school, whether it is an iPad program or a bring your own device (BYOD) program your connectivity must be fast and reliable. Student and teacher buy in, is so important. If the network is slow and things are not working properly students and teachers will not want to use the devices. Make the sure the infrastructure is there before the devices.

Teachers can use the cloud to set, collect and grade work online. Students will have instant access to grades, comments and work via a computer, smartphone or tablet. Many schools are already doing this. Plus, services such as the educational social network Edmodo offer this for free.

This is where devices come in. All devices, not matter which ones we will use in the future will need to access the cloud. Each student will have their own. Either a device specified by the school or one they have chosen to bring in themselves.

School classrooms are going to change. Thanks to the cloud and mobile devices, technology will be integrated into every part of school. In fact, it won't just be the classrooms that will change. Games fields, gyms and school trips will all change. Whether offsite or on site the school, teachers, students and support staff will all be connected. In my ideal world, all classrooms will be paperless.

With the cloud, the world will be our classroom. E-learning will change teaching and learning. Students can learn from anywhere and teachers can teach from anywhere.

The cloud can also encourage independent learning. Teachers could adopt a flipped classroom approach more often. Students will take ownership of their own learning. Teachers can put resources for students online for students to use. These could be videos, documents, audio podcasts or interactive images. All of these resources can be accessed via a student's computer, smartphone or tablet. As long as they have an internet connection either via Wifi, 3G or 4G they are good to go.

Rather than being 'taught' students can learn independently and in their own way. There is also a massive amount of resources online that students can find and use themselves, without the help of the teacher.

This of course means the role of the teacher will change.

Shared applications and documents on the cloud, such as Google Apps will allow for more social lessons. How often do students get an opportunity to collaborate productively using technology in the classroom? It isn't always easy. However, students working on documents together using Google Apps is easy. They could be in the same room or in different countries. These are all good skills for students to have. Of course, these collaborative tools are also very useful for teachers. I for one have worked on several projects where these tools have lets me work with people across the country. Some of which I have never met.

What we must remember is that when schools adopt new technology and services, they must be evaluated. This way, as a school, you know if they are successful and what improvements are needed. Staff will also need training, you can't expect staff to use new technology if it they are not confident users or creators. Any initiative is doomed to failure without well trained, confident staff who can see how technology can support and benefit teaching and learning.

Plenty of schools have already embraced this, but there's still a way to go to ensure all schools are ready for the future of technology. It is time for all schools to embrace the cloud.

Taken from <https://www.theguardian.com/teacher-network/teacher-blog/2013/jun/19/technology-future-education-cloud-social-learning>

Script

Top 6 benefits of using technology in the classroom

Written by [Pano Savvidis](#) // February 18, 2016 Voiced by Amazon Polly

It is important to acknowledge that students are already interested and engaged in using technology, this creates many amazing opportunities for schools and teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective. Here are some of the main benefits of using technology in the classroom.

Improves engagement

When technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through gamification, taking students on virtual field trips and using other online learning resources. What is more, technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment.

Improves knowledge retention

Students who are engaged and interested in things they are studying, are expected to have a better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge.

Encourages individual learning

No one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. What is more, technology can provide more opportunities for struggling or disabled students. Access to the Internet gives students access to a broad range of resources to conduct research in different ways, which in turn can increase the engagement.

Encourages collaboration

Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom, same school and even with other classrooms around the world.

Students can learn useful life skills through technology

By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.

Benefits for teachers

With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot of time. This valuable time can be used for working with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.

To learn more about different ways of incorporating technology in the classroom, visit the [Webanywhere website](#).

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 1-2: Modern learning technologies and their relevance for the educational process. Cyber well-being: keeping children safe on the Internet
Handout 2: Cyber wellness principles



Sense – Think – Act Process

Sense: Identify the possible risks of harmful behaviours online and learn how to protect oneself

Think: Analyse, evaluate and reflect on the online situation based on the three CW principles

Act: Translate understanding into actions so as to be safe and have a positive presence online

Taken from

<https://www.moe.gov.sg/education/programmes/social-and-emotional-learning/cyber-wellness>

Sample session materials – Session 3

Module	5 Specialised Dimensions
Unit	5.5 Information and Communication Technology (ICT) in Learning and Teaching English
Session	3
Topic	Selecting and evaluating websites for teaching and learning purposes
Objectives	By the end of the session, students will be aware of: <ul style="list-style-type: none"> the meaning and structure of web addresses and how this can help them as learners and future teachers and will be able to: <ul style="list-style-type: none"> investigate the existing criteria for evaluating websites evaluate websites in terms of their appropriateness for learning and teaching
Time	80 mins
Materials and equipment	Handouts 1, Cut-ups 1, 2

Procedure	Purpose	Time
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<p>Activity 1: Experience of using the Internet Split students into small groups. Ask groups to discuss the following questions:</p> <p>What websites do you use? What purposes do you use them for? Which are your favourite websites? Why? How do you make decisions on which site to use?</p> <p>Take selective feedback from groups.</p>	to explore students' experience of using the Internet	10 mins
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<p>Activity 2: Understanding URL and implications for learning and teaching Distribute Handout 1. Ask students to read the text and answer the questions:</p> <ol style="list-style-type: none"> What does URL mean? Where in the address (URL) is the domain name? What is the extension in the domain name? What does the extension mean? Which site do you think provides more reliable information? <p>Split students into small groups. Demonstrate the following extensions in any convenient way (e.g. board, screen): .edu, .net, .mil, .npr, .biz, .sch, K12, .co Ask groups to decide what these extensions mean. (Groups can be assigned different sets of extensions. Ask which of these examples is not an extension. Key: .edu – Educational institutions .net – Network providers .mil – Military organisations .npr – Not an extension .biz – business</p>	<p>to enable students to explore URLs and their meaning</p> <p>to enable students to identify implications for learning and teaching</p>	10 mins
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<p>.sch – school site .K12 – most US school sites .co – Company (if paired with a country code) Elicit from students why we need to be able to read URLs. Elicit from students any implications for learning and teaching. Summarise the activity.</p>		
<p>Activity 3: Evaluating websites – criteria Elicit from students the difference between traditional and the Internet resources in terms of reviewing, editing, fact-checking. Emphasise the importance of evaluating web sites. Demonstrate the categories of criteria for evaluation.</p> <ol style="list-style-type: none"> 1. Audience 2. Credibility 3. Accuracy 4. Objectivity 5. Coverage 6. Currency 7. Aesthetic or visual appeal 8. Navigation 9. Accessibility <p>Ask students what they will be looking at under each category. Split students into small groups and distribute Cut-ups. Ask groups to match the criteria to the category.</p> <p>Key: 1 – B, 2 – D, 3 – H, 4 – F, 5 – A, 6 – E, 7 – I, 8 – C, 9 – G</p> <p>Take feedback from groups. Clarify any uncertainties.</p>	<p>to introduce students to the existing criteria for evaluating websites</p>	<p>15 mins</p>
<p>Activity 4: Evaluating websites – application Regroups students if necessary. Distribute websites for evaluation.</p> <p>http://englishteststore.net/ http://learnenglish.britishcouncil.org/en http://www.bbc.co.uk/learningenglish/english/ http://www.engvid.com/ http://ello.org/video/index.htm http://www.esl-galaxy.com/index.htm http://www.esl-lounge.com/ http://moviesegmentstoassessgrammarggoals.blogspot.com/</p> <p>Give students 15 mins for exploring the sites. Invite presentations from groups</p>	<p>to enable students to apply the website evaluation criteria</p>	<p>30 mins</p>
<p>Activity 5: Summary Summarise the session.</p>	<p>to summarise the session</p>	<p>5 mins</p>

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Session 3: Selecting and evaluating websites for teaching and learning purposes
Handout 1: Understanding URL

Read the text and answer the questions:

1. What does URL mean?
2. Where in the address (URL) is the domain name?
3. What is the extension in the domain name?
4. What does the extension mean?
5. Which site do you think provides more reliable information?

URL stands for Uniform Resource Locator, and is used to specify addresses on the World Wide Web. A URL is the fundamental network identification for any resource connected to the web (e.g., hypertext pages, images, and sound files). It includes a domain name which is found after the http:// and www. to the first forward slash /. A domain name can sometimes provide clues about the quality of information of a site or tell you what a site is about. An example of a URL is: <https://www.teachingenglish.org.uk/teaching-resources> where 'teachingenglish.org.uk' is the domain name.

.com and .net are examples of extensions. Extensions are an important part of domain names. Extensions are intended to show the type of establishment that owns and publishes the domain. Here are some common extensions:

.ac - Academic institution .com - Commercial entity
.org - Any organisation .gov - Government agency

Extensions can also include country codes, such as .uk, .ca, .za, .ua, .au, .de, .us etc. For a complete list refer to: http://goes.gsfc.nasa.gov/text/web_country_codes.html. Some extensions may provide more reliable information than others, but there are no guarantees. Ones that may be more reliable are .edu, .gov. Ones to watch out for are .com, .org, .net. These domains can be purchased by anybody. This is not to say that sites with these extensions can never be trusted, but it is good to know whether you are on a commercial or special interest-type site if you are trying to access academic-type information.

Adapted from: November Learning, 4 How to Read a Web Address

Available from: <https://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/4-how-to-read-a-web-address/>

Accessed: 16 June 2018

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Session 1: Selecting and evaluating websites for teaching and learning purposes
Cut-ups 1: Evaluating websites – criteria

Match blocks of criteria A – I to categories 1 – 9.

Criteria for evaluating educational web sites

1. AUDIENCE
<p>B</p> <ul style="list-style-type: none"> • Clearly states the academic level of target audience. • Contains content and activities that match the academic level of the web site’s target audience. • Recognises that students learn in different ways.
2. CREDIBILITY
<p>D</p> <ul style="list-style-type: none"> • Author has appropriate credentials to author the content of the web site. • Author’s name, email/contact info, or address/phone number is provided. • The educational credentials or expertise of the author is stated on web site. • The web master/web designer is credible and provides contact information. • Author responds to queries about the web site’s content.
3. ACCURACY
<p>H</p> <ul style="list-style-type: none"> • Web site should state the educational background of the author. • Web site should distinguish between the author of the content and the designer of the web site because lack of accurate information can be masked by the ‘print’ of an expert web designer or web master. • The web site’s information clearly matches the web site’s intended purpose. • Web site is free from grammatical and typographical errors.
4. OBJECTIVITY
<p>F</p> <ul style="list-style-type: none"> • Content is free from commercial, political, gender, or racial bias. • The web site’s stated curricular goals, objectives, and motives should match its content. • If the content is based upon personal opinion, the author should make it known to the reader. • The content contains a neutral or positive tone. • Affiliations with other educational organizations/companies are stated. • Check the web site address or URL/domain to locate the organizational source of the web site.

5. COVERAGE	
A	<ul style="list-style-type: none"> • The scope of information is stated. • Evaluated links complement the web site's content. • The information is cited properly to allow access to a larger information base.
6. CURRENCY	
E	<ul style="list-style-type: none"> • Web site clearly indicates the publishing date as well as when the content was last updated.
7. AESTHETIC OR VISUAL APPEAL	
I	<ul style="list-style-type: none"> • The use of graphics and colors enhance the web site's information. • There is a balance of text and graphics corresponding to the ability of the audience.
8. NAVIGATION	
C	<ul style="list-style-type: none"> • Home page contains direct links to all other parts of the web site. • Useful content is no more than 3 clicks away from home page. • All links are kept current and active and the links take user to valid and appropriate content. • Each page or section on the web site is clearly labeled.
9. ACCESSIBILITY	
G	<ul style="list-style-type: none"> • Any special software requirements to view web site's content is stated clearly. • Web site has text-only option to accommodate visually impaired users. • Web site loading time is minimal/web designer informs the user of length of download time. • Access to content should be free – user should not have to pay a fee or provide personal information (name, e-mail address) to gain access to educational content.

*Adapted from: Boklaschuk, K. and K. Caisse (2001) Evaluation of educational web sites
Available from: <https://etad.usask.ca/802papers/bokcaisse/bokcaisse.pdf>
Accessed: 16 June 2018*

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Session 1: Selecting and evaluating websites for teaching and learning purposes
Cut-ups 2: Evaluating websites – application

Evaluate website according to the agreed criteria.

http://englishteststore.net/
http://learnenglish.britishcouncil.org/en
http://www.bbc.co.uk/learningenglish/english/
http://www.engvid.com/
http://ello.org/video/index.htm
http://www.esl-galaxy.com/index.htm
http://www.esl-lounge.com/
http://moviesegmentstoassessgrammargoes.blogspot.com/

Sample session materials – Sessions 4-5

Module	5 Specialised Dimensions
Unit	5.5 Information and Communication Technology (ICT) in Learning and Teaching English
Session	4-5
Topic	The use of learning platforms for teaching purposes Using online audio and video resources for language learning and teaching purposes
Objectives	By the end of the session, students will be aware of: <ul style="list-style-type: none"> • opportunities for using learning platforms for teaching purposes and will be able to: • identify the opportunities of using the technology • identify the benefits of using a learning platform • use technology in classes reasonably
Time	80 mins x 2
Materials and equipment	Handouts 1, 2, 3, Cut-ups, reference page 1

Procedure	Purpose	Time
<p>Activity 1: Students’ experience of participation in online courses Ask students the questions: What online courses have you taken part in? What learning platforms were used? What are the main peculiarities of online learning? Invite students to summarise the peculiarities of online learning?</p>	to explore students’ experience of participation in online courses	10 mins
<p>Activity 2: Truths and myths about using technology in class Distribute Handout 1 and ask students to mark the statements as true or false. Discuss their opinions and ask them to give reasons to support their position. Check the correctness of their suggestions. <i>Key. 1-true, 2-true, 3-false, 4-true, 5-false, 6-true, 7-true, 8-false</i> Split students into small groups. Distribute Handout 2. Ask students to read the article and to underline the key messages. Invite students to discuss the myths presented in the article and to remember some other they faced.</p>	to enable students to identify the opportunities of using the technology	20 mins

<p>Activity 3: A review of platforms and online courses to be used in school</p> <p>Ask students what is a learning platform. Split students into groups by constructing the definition of a learning platform (cut into parts the following definitions: A Learning Platform is an integrated set of interactive online services that provides the teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. A Learning Platform is a comprehensive system enabling secure, web-based training and e-learning solution that employs a simple and intuitive user interface.) Inform students that online courses have a peculiar set of qualities. Distribute cut-ups to the groups and ask students to match the the qualities of online courses. Ask students to watch several videos about learning platforms. Tell them to make notes of advantages and disadvantages of those platforms. Invite students to compare the platforms functioning traits and ask them to vote for one of them. <i>Optional:</i> Home assignment on presenting one of learning platforms can be given to students or groups of students. Another option is prepare a Pptx with short descriptions of various learning platforms (material is in Reference page 1).</p>	<p>to make students aware of opportunities for using learning platforms for teaching purposes</p>	<p>30 mins</p>
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<p>Activity 4. How does this platform make Learning easy?</p> <p>Ask students how the platform makes learning easy. Ask about making learning easy in terms of</p> <ul style="list-style-type: none"> • Content Management • Curriculum mapping and planning • Communications • Management? <p><i>How does this platform make Learning easy?</i></p> <ul style="list-style-type: none"> • Content Management: <i>The tools that the Learning Platform uses enable the delivery of electronic learning content, whether it is written in house, or imported from other commercial packages; it enables the teachers, professors as well as trainers to create, store and repurpose resources and coursework which can be accessed online.</i> • Curriculum mapping and planning: <i>provides tools and storage to support assessment for learning, personalisation, lesson planning etc.</i> • Communications: <i>The various tools integrated into the Learning System facilitate communication by means of email, messaging, discussion forums, bulletin boards and blogs.</i> • Management: <i>This includes systems and tools that support the management of the teaching and learning process by tracking the progress of the students, users, trainees with assessment tests. Besides, administration of the entire online classroom setup, that is - enabling access to pupil</i> 	<p>to enable students to identify the benefits of using a learning platform</p>	<p>20 mins</p>
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<i>information, attendance, timetabling, e-portfolios and management information, all this is effectively managed through a Learning Platform.</i>		
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<p>Activity 5. An effective learning platform</p> <p>Address to the fact that an effective learning platform, which is embedded in the working practices of the educational institutes, can offer a wide range of benefits to teachers, pupils, parents and at the same time support management and administration.</p> <p>Split students into groups.</p> <p>Ask groups to brainstorm the ideas as for benefits to one kind of stakeholders (teachers, pupils, parents). Each group works with one kind of stakeholders, taking a slip of paper on which one of the phrase is printed:</p> <ul style="list-style-type: none"> • An effective learning platform will enable teachers to: • An effective learning platform will enable pupils to: • An effective learning platform will enable parents to: • As for practical benefits for administration and management, an effective learning platform will: <p>Invite groups to generalize the ideas and to present them in the list to the whole group.</p> <p>Distribute the consolidated list of benefits (Handout 3) and ask students to comment on it.</p> <p>Optional: Before brainstorming or after it you can demonstrate the video to give a close and more pragmatic look into the Learning Platform: http://vimeo.com/8837762</p>	to enable students to identify the benefits of using a learning platform to stakeholders in education	30 mins
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<p>Activity 6. Ways of integrating technology into your classes</p> <p>Ask students to imagine that they are the participants of a group of leading methodologists who have to critically review the list of suggestions for technology use in English language classroom.</p> <p>Distribute Handout 4 and ask students to look it through and comments on the applicability of suggestions.</p> <p>Ask students to choose one of the suggested ways of integrating technology into classes and to microteach.</p>	to enable students to critically think of the technological opportunities to enable students to use technology in classes reasonably	45 mins
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<p>Activity 7: Summary</p> <ul style="list-style-type: none"> • Summarise the session. 	to summarise the session	5 mins
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Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 4-5: The use of learning platforms for teaching purposes
Using online audio and video resources for language learning and teaching purposes
Handout 1: Truths and myths about using technology in class

Mark the following statements as true or false:

1. Technology is very much part of language learning throughout the world at all different levels.

2. The reliability of technologies for classroom use can put teachers off using them.
3. Using technology in the language classroom will automatically solve all your problems
4. Teachers and learners can go online to read or listen to material about different areas of interest, and can then write or speak about what they have discovered, telling others in the class or other classes elsewhere in the world.
5. Use of technology should always be cutting edge
6. Technological innovations have changed language learning radically from the old-fashioned image of pupils learning lists of verbs out of textbooks.
7. Using tech means that students can now turn to Twitter to use the language, without having to pack the class off on a school trip.
8. Your students will automatically love using technology.

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 4-5: The use of learning platforms for teaching purposes
Using online audio and video resources for language learning and teaching purposes
Handout 2: Truths and myths about using technology in class

Read the article and underline the key messages of it.

3 Myths About Using Technology in the Language Classroom

#1 That it will automatically solve all your problems (your use of technology should be purposeful)

There's this false idea that technology is a panacea to all the ills of the classroom. This is simply not true. Technology can definitely help, but it can also be so many other things.

It can be a hindrance or create a new problem. If half the time you spent teaching the lesson now ends up being used to instruct confused students on how to use some fancy app or gadget, then that tech has become a nuisance. If a technology works so well that it places focus on the wrong things, such that students are not listening to you anymore but gawking agape at fancy bells and whistles, then technology has become a distraction.

Your use of technology should be intentional and purposeful. You don't just throw everything at the wall and see what sticks. You need to put special effort into it. Later on, we'll touch on some examples of how technology can live up to its ideal purpose of truly helping teachers in the classroom.

#2 That it should always be cutting edge (sometimes, old school is new school)

When educators come to admit tech into their line of work, they might sometimes be tempted to go for bleeding edge technologies that represent the state of the art.

But the latest and greatest offering on the market is not necessarily always the best solution for you. Neither is the most expensive or the flashiest. Sometimes, tech that's a few years old, even decades old—so long as it gets the job done, and does so elegantly—can be your best friend. For example, a simple Facebook page. There's nothing new about it anymore, and you can't really call it a "breakthrough." But properly maintained, that unassuming page can serve as a virtual meeting place for your class, hosting discussions between you and your students!

Sometimes old school can be better than any expensive rig. So rather than instinctively going after the latest permutations in tech, think of your goals. If they can be achieved without the use of anything fancy, then go for it! If a simple YouTube video is all it takes to explain a concept, then go for it! Don't bring out the big guns when you don't have to.

Technology and simplicity is a killer combination.

#3 That your students will automatically love it (students have complex tastes and needs)

Adoption of technology is not automatic. App developers know this. Some apps will flop, others will fly. That's why they strive to make their graphics awesome and their interface friendly.

Your class isn't one homogeneous blob with similar tastes. Everyone is unique and has unique needs. So don't expect your students to instantly fall in love en masse with a newfangled technology. Just because you introduced something digital doesn't mean it'll be an instant hit. Sometimes you can do everything right, and still nobody takes an interest. That's okay!

Don't give up altogether and say, "Nothing works on these people!" Move along and be open-minded about tech in the language classroom. You'll see that you have a full range of technologies that you can explore in your class!

Borrowed from <https://www.fluentu.com/blog/educator/using-technology-in-the-foreign-language-classroom-2/>

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English

Sessions 4-5: The use of learning platforms for teaching purposes

Using online audio and video resources for language learning and teaching purposes

Cut-ups:

#1. Online learning platforms encourage connectivity

B. Though the Internet is a place of communication and interaction, before the advent of the **online learning platform** much of the learning that took place online was done by **self-study**. The online education platform invites and encourages tutors and learners to **engage with each other** by **virtual classrooms, text chat, voice chat** and **video chat**.

#2. Online learning platforms allow flexibility

D. The modern world is becoming more and more frenetic. Though many people want to develop their education, it can be difficult to commit to traditional courses. The online learning platform allows learners to **dip in and out at times that suit them**. Learners can also engage with an online education platform wherever they are, on whatever digital device is available to them.

#3. Online learning platforms facilitate co-operation

A. In traditional classrooms, most of the teaching is done by one individual. This doesn't have to be the case with the online learning platform. The set up makes it easy for a variety of tutors and experts to **come together** to **share** their **knowledge**, and this can be done regardless of where those experts are based geographically.

#4. Online learning platforms offer personalisation

C. One of the major benefits of the online learning platform is that learners no longer need to work at the same pace as the rest of the class. Instead, each individual **learner can take charge over their own educational journey**: choosing how long to spend on each module, what to revise and revisit, and often even which order to access content in.

Borrowed from

<https://www.fluentu.com/blog/educator/using-technology-in-the-foreign-language-classroom-2/>

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 4-5: The use of learning platforms for teaching purposes
Using online audio and video resources for language learning and teaching purposes
Handout 3: An effective learning platform

Read the consolidated list of benefits and comment on it.

An effective learning platform that is embedded in the working practices of the educational institutes can offer a wide range of benefits to teachers, pupils, parents and at the same time support management and administration.

Practical Benefits to Teachers

An effective learning platform will enable teachers to:

- Create and share teaching materials which can be accessed online, printed out or used with an interactive whiteboard
- Put their resources online page by page, lesson plan by lesson plan, so colleagues can access them both in school and from home
- Access a wide variety of learning materials that they can customise for the exact needs of their pupils
- Access lesson plans from colleagues to support supply cover
- Assess, monitor and track individual and group progress
- Receive submissions of work from pupils in one area that is easy to manage
- Manage their timetables, diary, email and discussions within personal desktop space
- Increase their ICT competence and confidence.

Practical Benefits to Pupils

An effective learning platform will enable pupils to:

- Access learning materials created by their teachers and others, outside lesson time and from locations such as the library and home
- Store work and notes online for use in assignments, homework and revision, outside normal school hours
- Work at their own pace and with a wider choice of learning styles, through a more personalised curriculum
- Create an online portfolio, including digital photos and videos of performance as well as text
- Improve their ICT skills and online management of materials
- Submit homework and assignments for marking and assessment
- Communicate by email and participate in live discussions and forums with other students and teachers.

Practical Benefits to Parents

An effective learning platform will enable parents and guardians to:

- Play a greater part in children's learning, where they have access to the learning platform from home
- Support children in any learning which takes place outside school
- Access their child's personal home page to keep track of their work and the curriculum
- View reports, attendance data and scores in assessment activities
- Communicate effectively with teachers, school administrators and others supporting their child's learning
- Engage with wider school issues through online communication tools
- Become active partners with the school.

Practical Benefits for Administration and Management

An effective learning platform will:

- Provide up-to-date management information on attendance and attainment
- Track the progress of individuals and groups of children

- Collate summative and formative assessments
- Reduce the administrative burden on teachers by using transferable data
- Enable communication within school and beyond, on a one-to-one, one-to-many, or many-to-many basis
- Increase communication with parents.

Learning Platforms have the potential to make learning easy and effective by making use of ICT systems. Collaboration and communication between the users within the region and internationally, to personalized learning spaces, meeting the needs of individual pupils, the significance of learning platform is vast. E-learning therefore is the best form of education in the technology savvy and fast paced world.

Borrowed from <http://www.timelesslearntech.com/learning-platform.php>

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 4-5: The use of learning platforms for teaching purposes
Using online audio and video resources for language learning and teaching purposes
Reference page 1: Learning platforms list

Smart List: 30 High-Quality Learning Platforms

By [Getting Smart Staff](#) - June 8, 2017

Platforms can help EdLeaders, administrators and educators accomplish a variety of challenging tasks, such as powering and tracking personal learning plans, managing assignments and dynamic grouping, supporting the development of standards-aligned projects, combining formative assessment in a standards-based grade book, and connecting students, parents and teachers anywhere on any device.

Today we're recognizing 30 platform providers who deserve a round of applause—if you're interested in learning more, see our [past Smart Bundle](#) on how (and which) platforms can help you accomplish your goals.

Comprehensive K-12 Platforms (LMS & content)

- [Apex](#): Digital curriculum designed to actively engage students in learning, combining embedded supports and scaffolds
- [Connections Learning](#): Provides K-12 online courses on the Connexus platform
- [Edgenuity](#): A comprehensive set of online and blended content and management offerings
- [Edmentum](#): Adaptive assessments paired with powerful learning paths for K-8 reading, language arts, and math
- [FuelEd](#): Innovative digital curriculum, technology, instruction, and support enabling you to create a learning environment that is just right for your students
- [GradPoint](#): Rigorous online curriculum, assessments, data, and reports in an easy-to-use LMS
- [SevenStar](#): Online Christian education options for grades 6-12
- [Summit Learning](#): A free online tool that helps students and teachers personalize learning

Learning Platforms (See [Getting Smart on Next-Gen Learning Platforms](#))

- [Agilix](#): Offers formative assessments, individualized tasks, student-choice activities, and grouping options. ([See our feature](#))
- [Alma](#): Designed to replace legacy SIS and LMS with a modern data infrastructure that can enable improved student engagement
- [AltSchool](#): Helps educators engage students, communicate with parents and collaborate with one another
- [Blackboard](#): Provides a range of LMSs, and is a HigherEd leader; owns Angel and Moodlerooms
- [Desire to Learn](#): A system with a simple, well-designed interface
- [Edmodo](#): Enables teachers to create groups, assign homework, schedule quizzes, manage progress and more
- [Edsby](#): An Ontario-based, K-12 designed, mobile, social and personalized solution
- Touchpoint by [Education Elements](#): Change management for district-wide programs
- [Fishtree](#): A Dublin-based, adaptive learner-relationship-management tool (see [podcast on Columbus MS](#))
- [Gaggle](#): Launched as a safe email service in '99, it is now full LMS with safety features
- [Google Classroom](#): Create classes, distribute assignments and send feedback. (part of [G suite for Edu](#))
- Canvas by [Instructure](#): A leading higherEd platform that hosts open courses on Canvas.net
- [itslearning](#): A Norway-based system that started in HigherEd, designed primarily for blended learning
- [Learning.com](#): Offers a range of content and tools
- [Mileposts from Silverback](#): Boise-based instructional improvement system catered towards personalized learning
- [Moodle](#): An open-source, integrated system that helps create personalized learning environments
- [Microsoft Classroom](#): Classroom and assignment management (part of Office 365 Education)
- [PowerSchool](#): Purchased Haikau LMS, and combined it with a leading SIS
- [RealizeIt](#): A Dublin-based adaptive learning platform, mostly focused on HigherEd CTE
- [Revel](#): HigherEd interactive learning environment that enables students to read, practice and study

- [Sakai](#): An open-source, flexible alternative to commercial learning systems
- [Schoolology](#): An LMS with robust collaborative tools

This Smart List is sponsored by [Getting Smart Services](#). Learn more about what they can do to support your education initiatives [here](#).

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 4-5: The use of learning platforms for teaching purposes
Using online audio and video resources for language learning and teaching purposes
Handout 4: Ways of integrating technology into your classes

When to Integrate Tech into Your Foreign Language Classes

When you want to foster engagement and interaction

Ask your class a question in the middle of a discussion and the next thing you hear might be crickets. Nobody dares raise their hand, and you can't even get decent eye contact!

With technology, the scenario could be a lot different. Your students could be in individual cubicles in a language lab, each playing a game with starships and monsters where correctly answering a question lets them launch missiles at the beasts. Their scores could then be automatically stored and collated in a database, and top-scoring students' names shown on a leaderboard.

Technology can get students involved and engaged in a lesson.

Drills and games on an iPad, for example, can be a brilliant and fun way to practice language skills. It'll be a case of them having so much fun they don't realize that they're learning in the process. Plus, mistakes and booboos during a game carry less stigma because the activity happens on a computer, not in the front of the class.

When you want to cater to the different needs of students

Students are as unique and wonderful as snowflakes and fingerprints. Technology can easily take these differences into account and provide lessons that are sensitive to their needs. **With technology, you can vary pace, sequence and assessment according to each student.**

Spaced repetition apps, for example, know which specific vocabulary word an individual student is having difficulties with. They'll know that your student Anna has difficulty with the Spanish word *verde* (green) because every time she's tested on it, Anna gives the wrong answer. Jake, on the other hand, has no problem with *verde*. His problem word is *azul* (blue).

The app will take these things into account and repeatedly quiz Anna on *verde* and Jake on *azul*, ensuring that they get extra repetitions in the areas that bring most benefit. What you then have are lessons tailor-made to the individual students.

Tech is cool that way!

When old school visual aids aren't enough

Let's say you want to juice up your lesson with a story. So you tell a tale about a boy or girl who did wonderful things, met amazing people, learned important language lessons along the way, and finally completed his or her mission. End of story. (And you tell it with such drama, too!)

There's nothing wrong with that. But consider this alternative: **interactive stories!**

Instead of students listening to the stories, they live them. They become the characters themselves and immerse in the adventure, meeting new people and learning the language along the way. Your students actually get a first person view of the whole thing!

How's that for language learning content? When you're given such an opportunity, grab it by the tail and never let go!

When you spot a technology students are already using

You hear a hubbub about some popular vocab app in your French language class. Students are using it as a complement to your lessons and telling classmates about it.

Instead of shushing the class, why don't you ask and learn more about it? And if you judge the material useful, why not officially adopt the app into your class? Reference it in your discussions. Use the exercises that are already in the app as homework.

This solves the problem of adoption because students are already using tech on their own. Instead of looking for the tech yourself, let your students, who may be more adept with the latest trends, be your guide.

Borrowed from

<https://www.fluentu.com/blog/educator/using-technology-in-the-foreign-language-classroom-2/>

Sample session materials – Sessions 6-7

Module	5 Specialised Dimensions
Unit	5.5 Information and Communication Technology (ICT) in Learning and Teaching English
Session	6-7
Topic	The main uses of IWBs (interactive whiteboards) and their benefits as opposed to traditional whiteboards The notion of a ‘flipped’ classroom and its benefits; traditional vs flipped teaching
Objectives	By the end of the session, students will be aware of: <ul style="list-style-type: none"> • the notion of interactive whiteboard • the notion of flipped classroom • guidelines to the use of IWB and will be able to: <ul style="list-style-type: none"> • identify the advantages and disadvantages of IWB use • identify the pros and cons of flipped classroom • combine flipped and traditional teaching
Time	80 mins x 2
Materials and equipment	Handouts 1, 2, videos

Procedure	Purpose	Time
<p>Activity 1: Lead-in Ask the questions: What does IWB mean? (<i>interactive whiteboard</i>) What is an interactive whiteboard? (<i>An interactive whiteboard (IWB) is a large interactive display in the form factor of a whiteboard.</i>) What uses of an interactive whiteboard do you know? (<i>Uses for interactive whiteboards may include:</i></p> <ul style="list-style-type: none"> • <i>Running software that is loaded onto the connected PC, such as a web browsers or other software used in the classroom.</i> • <i>Capturing and saving notes written on a whiteboard to the connected PC</i> • <i>Capturing notes written on a graphics tablet connected to the whiteboard</i> • <i>Controlling the PC from the white board using click and drag, markup which annotates a program or presentation</i> • <i>Using OCR software to translate cursive writing on a graphics tablet into text</i> • <i>Using an Audience Response System so that presenters can poll a classroom audience or conduct quizzes, capturing feedback onto the whiteboard)</i> 	to explore what students know about IWB	10 mins

<p>Activity 2: How interactive whiteboard works (advantages and disadvantages) Demonstrate the video on the use of IWB: https://www.youtube.com/watch?v=ILxVjw1yvRk Split students into pairs. Ask students to play one of the roles of a supporter or a critic of IWB use. Invite them to discuss the IWB use giving as many counterarguments as they can. Summarise in plenary.</p>	<p>to enable students to identify the advantages and disadvantages of IWB use</p>	<p>25 mins</p>
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<p>Activity 3: The consideration around interactive whiteboard technology Organise a guided reading: Split students into small groups. Distribute Handout 1. Ask students to read the text, discuss in groups and ask them to specify</p> <ul style="list-style-type: none"> ✓ Points that have caught their attention ✓ Some key words / phrases ✓ One quotation ✓ Summary ✓ Food for thought <p>Summarise in plenary</p>	<p>to make students aware of guidelines to the use of IWB</p>	<p>30 mins</p>
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<p>Activity 4. The notion of Flipped classroom Demonstrate the video http://www.youtube.com/watch?v=kAG39jKi0II and ask students what was the implication of jokes in the video. Ask students if they have heard of flipped classroom. Ask what it is. <i>A flipped classroom is one where students are introduced to content at home, and practice working through it at school.</i> <i>In this blended learning approach, face-to-face interaction is mixed with independent study via technology. Students watch pre-recorded videos at home, then come to school to do the homework armed with questions and at least some background knowledge.</i> <i>The concept behind the flipped classroom is rethink when students have access to the resources they need most. If the problem is that students need help doing the work rather than being introduced to the new thinking behind the work, then the solution the flipped classroom takes is to reverse that pattern.</i> <i>This doubles student access to teachers—once with the videos at home, and again in the classroom, increasing the opportunity for personalization and more precise guiding of learning. In the flipped classroom model, students practice under the guidance of the teacher, while accessing content on their own.</i> <i>A side benefit is that teachers can record lectures that emphasize critical ideas, power standards, and even the pace of a given curriculum map. It also has the side benefit of allowing students to pause, rewind, Google terms,</i></p>	<p>to make students aware of the notion of flipped classroom</p>	<p>30 mins</p>
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<i>rewatch, etc., as well as creating a ready-made library for student review, make-up work, etc.</i>		
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<p>Activity 5. Pros and cons of flipped classroom Ask students to brainstorm possible pros and cons of flipped classroom. Ask them to make a list of pros and cons. Demonstrate the video https://www.youtube.com/watch?v=paQCE58334M https://www.youtube.com/watch?v=qdKzSq_t8k8 https://www.youtube.com/watch?v=iQWvc6qhTds and ask students to add items to the list after watching the video. Further reading to be given in Handout 2</p>	to enable students to identify the pros and cons of flipped classroom	30 mins
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<p>Activity 6. Flipped classroom vs traditional Ask students to think of characteristics of a flipped classroom and a traditional one. Invite students to share their opinion on the following issues (As an option – agree/disagree corners):</p> <ul style="list-style-type: none"> • A traditional classroom is more about learning and less about practice: students come here to listen to teacher’s lectures and then practice the given material at home while doing homework. • Flipped classrooms turn traditional educational process upside down, allowing students to educate outside of the school. • In traditional classroom students usually receive less feedback, because their home assignments most often are graded by teacher outside of the class and a teacher doesn’t always have time to comment them in details. • The class in flipped teaching is the place to practice: students come to it already well prepared and do various assignments to polish their freshly gained knowledge. • The whole concept of a flipped classroom is well thought • Traditional classrooms will always be better than flipped classrooms for elementary to high school • Traditional classroom has what little children require the most: a human touch. • Flipped classrooms are great for older children, who understand the basics of learning process already. • we still need classrooms in any form: no matter how a student learns, they’ll always have a teacher to help and to explain everything to them. <p>Borrowed from https://www.study-domain.com/traditional-vs-flipped-classroom-what-is-better/ Summarise in plenary</p>	to enable students to combine flipped and traditional teaching	30 mins
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<p>Activity 7: Summary Summarise the session.</p>	to summarise the session	5 mins
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**Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 6-7: The main uses of IWBs (interactive whiteboards) and their benefits as opposed to
traditional whiteboards**

The notion of a ‘flipped’ classroom and its benefits; traditional vs flipped teaching

Handout 1: The consideration around interactive whiteboard technology

- I. Read the text.
- II. Discuss it in your group.
- III. Specify:
 - ✓ Points that have caught your attention
 - ✓ Some key words / phrases
 - ✓ One quotation
 - ✓ Summary
 - ✓ Food for thought

Everything You Need to Know About Interactive Whiteboard Technology

November 14, 2017 Jeff Miranda

An interactive whiteboard gives you the ability to use a display as a touchscreen device for everything from whiteboarding to collaboration. An interactive whiteboard is a tool that allows multiple people to engage in a collaborative experience using a touchscreen to take notes, annotate content, and more.

Many interactive whiteboards offer on-board programs that help to facilitate sharing and collaboration. They do things that an analog whiteboard simply isn't capable of. In the past, employees would write notes on analog whiteboards and would have to resort to taking photos of the board or slapping "Do Not Touch" signs on it to save their work. Interactive whiteboards remove that hassle – they take the analog notes we're used to and automatically bring them into the digital world. They allow for things to be written down on the surface, shared, archived, and saved as digital content.

Some interactive whiteboard solutions even allow for the integration of mobile devices like laptops, tablets, and smartphones. These devices can be connected directly or wirelessly, and you can easily annotate content that will be mirrored on connected devices. It works the other way around as well – draw on the device and see it mirrored on the display in real time. This allows for another layer of collaboration. Sharing content directly from devices easily allows meetings to progress more fluidly and reduces down time. Then you just send the annotated content back to the devices for later use.

Most interactive whiteboards feature internal processing and programs that allow you to draw over documents, images, and other content live during meetings. Most allow you to easily archive and share documents that have been uploaded or annotated throughout the meeting. These additional layers of interactivity can greatly enhance meetings.

When making up documents, being able to view and annotate on a large screen that everyone in the room can see is a useful ability. The return on investment for an interactive whiteboard comes from bolstering meeting spaces and facilitating collaboration. An interactive whiteboard allows for effective, collaborative efforts between the entire team.

When the meeting comes to an end, the surface of the interactive whiteboard can be saved as a jpg, pdf, or other document or content form to be emailed and shared with the entire staff. Archiving and sharing what was put up on the display – whether it be a marked up document or simply someone writing out ideas – takes only a few seconds. The electronic file is created and easily shared and duplicated. You can send this content to remote employees, or those that weren't in the office for the meeting for whatever reason.

Sharing ideas through an interactive whiteboard is a way that companies can take an idea to the next level. Companies find a real benefit in the ability to easily share ideas using interactive whiteboards. Not to mention, being able to share and convey ideas in such a short amount of time increases the speed that new initiatives can begin with everyone on board. Saving time saves companies money. Interactive whiteboards are also heavily utilized in the education space to enhance the learning process.

There are two major types of interactive display whiteboards. First is a stand-alone display. This is a display screen that can be interacted with directly. The images show on the screen the same as they would on a

computer display or digital signage screen. The difference being that touch is enabled. The other major type of interactive whiteboard uses an interactive projector – most commonly a short-throw projector that will be installed just above the display surface.

In some environments an extremely large display surface is required. In this case an interactive display using a projector-based system would be the best choice. In some cases real estate constraints will mean that a smaller area is allowed for the interactive display. In either case, share it in the RFP. Give measurements for the physical space in which you'll be installing the interactive whiteboard so that the integrator respondents can determine the best fit for your needs. In addition, mounting can become difficult in certain areas with physical limitations.

Share the ambient light situation of the space as well. In areas with high ambient lighting, a projector-based system may appear washed out and hard to see. In this case an interactive display is likely the only option you'll want to utilize.

Budget can also play a major role in choosing your interactive whiteboard. Most interactive displays are more expensive than their projector-based counterparts. If budget is a concern then make that clear – give the maximum you are willing to spend in order to determine what type of system you'll be able to afford.

Include any specific features that are important to you. If a solution without certain features is a non-starter then the RFP should say so. That way you're not being pitched solutions that don't fit your need.

Borrowed from <https://mytechdecisions.com/video/everything-need-know-interactive-whiteboard-technology/>

Classroom uses

In some classrooms, interactive whiteboards have replaced traditional whiteboards or flipcharts, or video/media systems such as a DVD player and TV combination. Even where traditional boards are used, the IWB often supplements them by connecting to a school network digital video distribution system. In other cases, IWBs interact with online shared annotation and drawing environments such as interactive vector based graphical websites.

Brief instructional blocks can be recorded for review by students — they will see the exact presentation that occurred in the classroom with the teacher's audio input. This can help transform learning and instruction. Many companies and projects now focus on creating supplemental instructional materials specifically designed for interactive whiteboards. One recent use of the IWB is in shared reading lessons. Mimic books, for instance, allow teachers to project children's books onto the interactive whiteboard with book-like interactivity.

Benefits. Some of the benefits of using interactive whiteboards include:

Group interaction. Interactive whiteboards promotes collaboration among students and group discussion and participation. They can be an effective tool for brainstorming due to the fact that notes can be taken on the board and saved to be shared and distributed to students later.

Criticisms. According to a June 11, 2010 Washington Post article:

“Many academics question industry-backed studies linking improved test scores to their products. And some go further. They argue that the most ubiquitous device-of-the-future, the interactive whiteboard - essentially a giant interactive computer screen that is usurping blackboards in classrooms across America - locks teachers into a 19th-century lecture style of instruction counter to the more collaborative small-group models that many reformers favor”.

The same article also quotes Larry Cuban, education professor emeritus at Stanford University:

“There is hardly any research that will show clearly that any interactive whiteboards will improve academic achievement”.

A report on interactive whiteboards from London's Institute of Education said:

“Although the newness of the technology was initially welcomed by pupils any boost in motivation seems short-lived. Statistical analysis showed no impact on pupil performance in the first year in which departments were fully equipped”. “Sometimes teachers focused more on the new technology than on what pupils should be learning”. “The focus on interactivity as a technical process can lead to some relatively mundane activities being over-valued. Such an emphasis on interactivity was particularly prevalent in classes with lower-ability students”. “In lower-ability groups it could actually slow the pace of whole class learning as individual pupils took turns at the board”.

Borrowed from Wikipedia

**Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 6-7: The main uses of IWBs (interactive whiteboards) and their benefits as opposed to
traditional whiteboards**

The notion of a 'flipped' classroom and its benefits; traditional vs flipped teaching

Handout 2: Pros and cons of flipped classroom

10 Pros And Cons Of A Flipped Classroom

by **Mike Acedo**

Many of us can recall instances in our lives where we found ourselves idly sitting in a classroom, eyes glazed over, half listening to our teacher as they lectured in front of the room.

These scenes are all too familiar in today's schools, as the traditional model of learning has primarily revolved around a teacher-centered classroom, where instructors focus on conveying information, assigning work, and leaving it to the students to master the material. Though effective for some, this type of instruction has forced students to be merely receptors of information, rather than participants in their own learning processes through active learning. Fortunately, as technology has increasingly grown and infiltrated our classrooms, a new learning model has emerged that moves away from a teacher-centered space, and onto a more collaborative, student-centered learning environment, by way of a flipped classroom.

The main goal of a flipped classroom is to enhance student learning and achievement by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. To accomplish this, teachers post short video lectures online for students to view at home prior to the next class session. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the homework that is typically done at home is done in the classroom, while the lectures that are usually done in the classroom are viewed at home. There are numerous potential advantages to this style of learning.

The Pros

1. Students have more control

In a flipped classroom, it is possible for students to have increased input and control over their own learning. By providing short lectures at home, students are given the freedom to learn at their own pace. Students may pause or rewind the lectures, write down questions they may have, and discuss them with their teachers and peers in class.

This also allows students who need more time to understand certain concepts to take their time reviewing the material without getting left behind, and receive immediate assistance from teachers and classmates. As a result, this can not only improve student achievement, but improves student behavior in class as well.

2. It promotes student-centered learning and collaboration

Flipped classrooms allow class time to be used to master skills through collaborative projects and discussions. This encourages students to teach and learn concepts from each other with the guidance of their teachers. By allowing students to partake in their own learning, they are able to own the knowledge they achieve, which in turn builds confidence. Furthermore, teachers are given the ability to identify errors in thinking or concept application, and are more available for one-on-one interaction.

3. Lessons and content are more accessible (provided there is tech access)

By making video lectures available at all times online, students who are forced to miss class due to illness, sports, vacations or emergencies, can catch up quickly. This also gives teachers more flexibility when they themselves are sick and also eliminates make-up assignments.

4. Access = easier for parents to see what's going on

Unlike traditional classroom models, flipped classrooms give parents 24/7 access to their student's video lectures. This allows parents to be better prepared when attempting to help their students and gives them insight into the quality of instruction their students are receiving.

5. It can be more efficient

Done properly, in a flipped classroom, kids can have more time to be kids, whether that means more free time, or more academic practice.

As most of us can recall from our own experiences, a substantial amount of time is spent each week outside the classroom doing homework. In fact, a study done observing 9th-12th graders found that students spent an average of 38 hours a week doing homework. This is a tremendous amount of work on not only students, but on teachers as well, who have to be constantly assigning and grading work. Since flipped classrooms limit the outside workload to watching an online lecture that is usually less than 10 minutes long, this gives students and teachers more time outside of class to focus on other interests like friends, families, and hobbies. However, there has predictably been some criticism to this bold new model of teaching and learning.

The Cons

1. It can create or exacerbate a digital divide

One of the most prominent issues is the necessity for students to have access to a computer and Internet in order to view the lectures. This is particularly hard on students from low-income districts who already have limited access to resources.

2. It relies on preparation and trust

The Shift From Content To Purpose: A Continuum of Choice

There is also the concern that since flipped classrooms are dependent on student participation, one must trust students to watch the lectures at home. Unfortunately, there is no way to guarantee students will oblige or cooperate with the flipped model.

3. There is significant work on the front-end

Additionally, there is a concern that implementing a flipped classroom adds an extra workload on teachers, as there are several elements that must be integrated carefully to allow the class to flourish. Responsibilities include taping and uploading condensed lectures, which take time and skill, and introducing activities in the classroom that will enhance the subject matter as well as motivate students to participate and prepare for class. Though teachers can gradually integrated flipped elements into their classrooms, it will still require additional time and effort from teachers.

4. Not naturally a test-prep form of learning

Whether you think this is a good or a bad thing is another conversation, but it's important to realize that generally speaking, flipped classrooms do not "teach to the test." Flipped classrooms do not follow the model of teaching to improve standardized test scores. However, teachers and students are still required to spend a sizable portion of time preparing for state mandated testing, which in turn interrupts the flipped classroom process.

5. Time in front of screens—instead of people and places—is increased

There are some who believe that if every teacher starts flipping their classrooms, students will spend hours in front of a computer watching the lectures. One may argue that this has the potential to cause serious problems to student's learning processes, as not everyone may be as adept to learning through a computer.

Conclusion


Despite these issues, the flipped classroom can still a very effective, hands-on approach to improving student achievement and involving them in their own education.

Borrowed from <https://www.teachthought.com/learning/10-pros-cons-flipped-classroom/>

Sample session materials – Sessions 8-9

Module	5 Specialised Dimensions
Unit	5.5 Information and Communication Technology (ICT) in Learning and Teaching English
Session	8-9
Topic	Exploration of opportunities offered by social networking sites, blogs, wikis to language learning/teaching and by mobile devices (e.g. smartphone) in language learning
Objectives	By the end of the session, students will be aware of: <ul style="list-style-type: none"> • and will be able to: <ul style="list-style-type: none"> •
Time	80 mins x 2
Materials and equipment	Handouts 1, 2, videos

Procedure	Purpose	Time
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<p>Activity 1: Lead-in Demonstrate students the picture and ask what it could mean.</p>  <p>Ask the questions: What is one of the topics of today’s session? Which social media organization has the best resources and community? Which one would help a teacher communicate better with his/her students?</p>	<p>to explore what students know about social media and other online services being applied in English classroom</p>	<p>10 mins</p>
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<p>Activity 2: Awesome Social Media Tools for Education Distribute students Handout 1. Ask them to look through the list of social media tools, choose one and evaluate it as for its being valuable for teaching English. Invite students to present social media. Ask students to make a list of advantages of using social media tools in teaching English.</p>	<p>to enable students to analyse social media tools as useful for English classroom</p>	<p>25 mins</p>
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<p>Activity 3: Blogging for English language learners Ask the questions: What for do blogging create opportunities? What is the use of blogs for English-language learners? How to start blogging in English classroom? What are the purposes of student blog?</p> <p>Invite students to brainstorm the ideas about benefits of blogging for English-language learners. Split students into two groups. Ask them to create blogs of teachers of English/learners of English Further reading (Handout 2)</p>	to enable students to use the opportunities of blogging for learning/teaching English	30 mins
<p>Activity 4. Wikis and language teaching/learning Split students into small groups. Distribute Handout 3. Ask students to match descriptions and ways in which wikis can be used to enhance learning opportunities for students. <i>Key: 1. D 2. F 3. A 4. E 5. B 6. C 7. G 8. K 9. I 10. L 11. H 12. J 13. M 14. O 15. P 16. N</i> Discuss any other opportunities offered by wikis.</p>	to make students aware of the role of wikis in English classroom	30 mins
<p>Activity 5. Mobile apps and language teaching/learning Ask students to share their experience of using mobile apps for learning English. Ask them what the opportunities for mobile apps application in teaching are. Distribute Handout 4. Ask students to read the information about mobile applications for use in the classroom. Invite students to choose one of applications mentioned or another one, try it on and give the feedback on its opportunities for English classroom. Summarise in plenary.</p>	to enable students to use mobile apps in their teaching English	30 mins
<p>Activity 6. Making presentations in language classroom Ask the questions: Do you often create Power Point presentations? What rules do you follow while creating Pptx? What would you like to know about Pptx? Organise your students to play a game “Pptx secrets” (They take cards on which there are the items they are going to speak about: Readable Slides How Many Slides in a Good Presentation? Format Consistency is Important Effective Use of Charts and Graphs Presenting presentation Do’s & Don’ts for a Successful Presentation) Cards are repeated, but students have to speak about something else, not mentioned before.</p>	to enable students to make successful presentations	30 mins
<p>Activity 7: Summary • Summarise the session in an “Onion Ring”</p>	to summarise the session	5 mins

<p>The questions to be discussed:</p> <p>What is a blog?</p> <p>What is a learning platform?</p> <p>What is a wiki?</p> <p>What mobile apps for learning languages do you know?</p> <p>What social media can be used in language learning/teaching?</p> <p>What types of blogs are used in language teaching?</p> <p>Why blog?</p> <p>Why mobile app?</p> <p>Why social media?</p> <p>Why wiki?</p> <p>Where to start in blogging?</p> <p>Tips for managing learner blog settings</p> <p>Tips for the use of mobile apps</p> <p>Tips for the use of social media facilities in class</p> <p>Keeping students interested with technology</p> <p>Some ideas for activities with ICT application</p> <p>Pitfalls to watch out for ICT use</p> <p>My plans for ICT use in English classroom</p> <p>Further reading: Handout</p>		
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**Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
Sessions 8-9: Exploration of opportunities offered by social networking sites, blogs, wikis to language
learning/teaching and by mobile devices (e.g. smartphone) in language learning
Handout 1: The Awesome Social Media Tools for Education**

25 Awesome Social Media Tools for Education

By [Lisa Chesser](#) November 15th, 2013

1. The Connected Educator

A great site for connecting with other educators is [edConnectr](#). It gives educators several avenues with which to find other like-minded educators. A Visual Mapping Engine narrows down certain criteria allowing educators to save valuable time and energy.

2. Edmodo

[Edmodo](#) acts as a playground for teaching and learning with a place for posts, calendars, and general communication for teachers and students. Linking to students becomes simpler and more efficient when students enjoy the presentation of it. It makes it easy to share valuable apps with students.

3. TedEd

[TedEd](#) offers a variation of TED Talks with shorter, often-animated clips of subjects such as science, technology, social studies, literature, language, art, health, psychology, and business and economics. With communities and clubs, the site also makes it effortless for collaboration.

4. Google+

Besides great graphics and themes, [Google+](#) takes teachers to their students with circles that make managing virtual communication an art. Students might need to know more about a particular lesson because they didn't quite get it the first time. Pull them into a circle of their own with just the right tools to connect them to their path to understanding and learning.

5. Facebook

The great part about [Facebook](#) is that everyone is on it. Students love connecting with their friends and family with Facebook so telling them to check out the page where you post only makes sense. However, it's very important to stay professional and have a separate personal account.

6. Twitter

The best way to use [Twitter](#) for teaching is as a reminder to students that they need to complete an assignment for a particular due date or that they have an exam coming up soon so study this or that. Sometimes teachers even use it for inspiration by sending a famous quote.

7. Instagram

Students love [Instagram](#) for so many reasons but mainly for the photos and effects available to them. Teachers can create assignments that tap into the need to Instagram such as photo essays where students take photos, upload, and add captions or students can even create campaigns for certain organizations or just for a lesson.

8. Vimeo

If you want to share videos on Facebook or Twitter, use Vimeo. But, there's a whole lot more teachers can use it for such as uploading and storing video then utilizing it as a tool to teach students more about creating video. Vimeo teaches for you at [Vimeo Video School](#) with lessons and tutorials.

9. WordPress

With so many themes to choose from, [WordPress](#) has become a popular way for teachers to set up a web of communication and lessons with their students. Chalkboard is an educational theme that prepares students for learning and helps teachers outline goals and objectives while still providing great visuals. Teachers can also use it to inspire students to write more by having them create their own blogs.

10. Blogger

Like WordPress, [Blogger](#) connects teachers to students using unique themes as well as diary-style writing. With access to teachers' posted links, lessons, and thoughts students become more successful and comfortable with the teacher when learning online.

11. Skype

Using [Skype](#) means connecting with anyone, anywhere, at any time. This means students not only connect with teachers but teachers encourage students to broaden their view of the world. Set up virtual connections by contacting other teachers then connect the students to each other. Also, Skype has a whole portal for educators who can use it to teach various lessons already set up by the Skype team.

12. Pinterest

The celebrated platform for pinning favorite pix can be a great teaching and learning tool. It also encourages quick collaboration between teachers on all sorts of subjects and interests. Teachers can set up a [Pinterest](#) page for one particular class or a series of classes with Pins that focus on themes or subtopics important to the lesson at hand.

13. YouTube

Educators of any level can click on the education category within [YouTube](#) and find several subcategories such as university, science, business, and engineering. YouTube even has a special section dedicated to teachers and how to teach with it. But, even if teachers never visited that section, they could teach using all the great videos available according to subjects or searches.

14. TeacherTube

If YouTube doesn't make the cut, try [TeacherTube](#). It's dedicated to all sorts of education, from the basics to more complicated work. Interestingly, the tabs for docs and audio are some of the more useful resources within it. However, it's the idea of TeacherTube and it's tools that make it so useful because teachers can use it to communicate with students and there's no question that this is within an educational format.

15. Academia.edu

For academics whose main goal is to share research papers, [Academia.edu](#) draws a crowd of over five million visitors. Academics can monitor the effect of their research and keep tabs on the research of the other academics that they follow. It's a great tool for anyone needing data and information on various subjects and interests.

16. LinkedIn

While acting as a professional social forum for employers to connect with applicants or search for potential employees, [LinkedIn](#) is used for so much more than that. Having students post professional resumes there and then contacting them about the job market and the business world around them keeps them in touch with reality and the endless possibilities through a targeted education.

17. LabRoots

Access millions of documents and hundreds of scientific news feeds by using [LabRoots](#), a social networking site catering to scientists, engineers and technical professionals. Besides the plethora of information, it helps stay connected with colleagues and peers. Pulling students into the mix gives them a cutting edge feel and insight into precious tools and information.

18. ResearchGate

Ijad Madisch founded [ResearchGate](#), which is similar to LabRoots bringing scientists together for collaboration. The difference really lies with the mission and the creators who are scientists working to give visibility to the dedicated researchers all over the world.

19. LabforCulture.org

Not a science lab, [LabforCulture.org](#) provides a place for artists to start blogs or an art group as well as connect and share information. Mostly made of Europeans, LabforCulture.org also highlights art news, events and exhibitions and helps artists find jobs and learn more about funding their projects. Teachers can use this for motivation and to help students get a feel for other artists' work.

20. CultureInside

Focusing on the gallery concept, [CultureInside](#) creates space for online galleries and actual galleries. It might just be an artist's dream if used correctly. With the guidance of a teacher, students can profit from their creativity as well. There's also a feature called lightbox, which connects artists and helps promote artwork in other artists' lightboxes.

21. GogoYoko

GogoYoko began as a solution to the problem many musicians and artists have. They don't make the money they deserve. Sharing and streaming music through [GogoYoko](#) keeps users listening and needing more, so teachers can use it to do the same. On top of that, GogoYoko helps musicians and artists sell and promote their music.

22. Sgrouples

If there's concern about privacy, [Sgrouples](#) promotes itself as a networking site that allows users to have ultimate control over who belongs to what group. It's supposed to reflect how we click together with our "small" group. More importantly, the site doesn't share anyone's information, so staying private really means anything shared, remains in that group.

23. DailyMotion

A French video sharing site, [DailyMotion](#) adds an edge to social media by presenting users with a "news" feed of the latest videos. Teachers can use it for themselves in order to keep up-to-date on bizarre and informative social networking but also for posting their own videos or sharing some of the unique videos available through DailyMotion.

24. RebelMouse

The New York Times, Mashable, Wired, and Time magazine among others tout [RebelMouse](#) as the best tool for organizing all the social media networks any one individual uses. While also used by publishers or larger organizations, RebelMouse brings the many networks together for one person and creates a presence that fits a teacher's agenda.

25. HootSuite

Another powerful social networking manager, [HootSuite](#) makes it easier to access various forms of social media and analyze how valuable the use of one media is over another. Sometimes getting caught up in the social media craze can be overwhelming so using HootSuite helps make sense all the media at the same time.

Borrowed from <https://www.opencolleges.edu.au/informed/features/social-media-tools-for-education/>

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English
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Handout 2: Blogging for English language learners

Blogging for English-Language Learners

Student blogging provides opportunities for sharing, reflection, and ownership. With ELLs, blogs can provide deeper engagement and a public forum to demonstrate their developing skills.

By Rusul Alrubail

March 16, 2015

Blogging is a very powerful tool in and of itself. Whether it's a personal or professional blog, blogging has the power to unleash learning, reflection, and communication. Even more, a blog can help spread your words and ideas to a wider audience and, as a result, a wider reach.

Blogging for English-language learners (ELLs) can tap into students' and teachers' utmost communicative potential and help expand and widen learning opportunities.

Benefits of Blogging

It's important for the teacher to discuss the benefit of blogging with her or his students, as this will inform how they learn through it. When students understand the benefits of the process, they become engaged and active in their own learning. Teachers should explain how blogging...

- Provides an opportunity for reflection by students *and* their teacher
- Opens up student writing to a wider audience
- Provides an opportunity to practice writing and communication skills
- Builds a learning support community
- Empowers student voice
- Provides a platform for peer feedback
- Motivates and engages students in higher-level communicative learning

How to Start Blogging in ELL Classrooms

It's probably best to start planning on incorporating blogging in your classroom sometime before the term begins. In this way, the process of integrating it into your schedule becomes less overwhelming, and much more manageable. The benefits for the teacher and students will always outweigh the bit of planning needed to start.

There are several ways to use blogging in your classroom:

Blogging for Students

A student blog can have many purposes in an ELL classroom:

- Discussions
- Responses
- Reflections
- Sharing images, links, and resources
- Vocabulary and grammar activities
- Paragraph writing
- Commentary
- Storytelling

These are just a few examples of what students can do with blogging. There are some great platforms for student blogs, such as [Kidblog](#), [Edublogs](#), [Blogger](#), and even [Write About](#), which is a publishing platform that allows groups (or classes) to post publicly and privately. To choose the right platform for you and your students, set aside some time to experience and create your own "example" blog. This example blog will not go to waste, because you'll use it to share with your students when introducing them to blogging.

How often should students blog?

This can be determined by the teacher and students as they see fit within the learning outcomes they're trying to accomplish. However, blogging consistently about the course discussions, materials, and content will allow students to delve into a deeper self-reflective process. They'll be able to trace their learning through their blogs and may be able to use them as studying material. Many students will end up using their blogs after the course or term has ended, and likely will maintain the same level of professionalism to build their digital identity.

How can peers and teachers provide feedback?

Feedback is an essential part of blogging. Since blogging is a very reflective process, students will need to stay engaged. The feedback provided by their peers or the teacher can be very valuable in providing this type of reflective engagement throughout the learning process. When ELL students work on peer feedback, there are several areas on which they can focus:

- Share one positive thing about the post.
- Share one thing their peers can work on or improve.
- Share a personal story that relates to the blog post.

For teachers, it's best to give constructive criticism on students blogs privately. That way, the conversation does not hinder the student's writing and thought process. By focusing on only the positive comments that a student receives on his or her blog post, the teacher can encourage and motivate that student to continue blogging and publicly sharing thoughts.

Blogging for Classrooms

A classroom blog is also a great idea for most classes. In ELL classes, however, a classroom blog can help with:

- Clarifications
- Understanding
- Communication
- Language development
- Parent-student engagement

What should an ELL classroom blog include?

To decide on the content of a classroom blog, a teacher can use this as a fun collaborative activity and have students brainstorm together to determine their needs. This not only motivates them to take initiative in creating the blog and its content, but it also allows them to own their own learning. When ELL students feel comfortable and in control of lesson tasks, their communication improves as a result of practice.

Here are some content suggestions:

- Information about class, assignments, daily routine, tasks, etc.
- Discussion and comments forum
- Class photos and videos
- Photos and videos of resources related to classwork
- Interesting articles and stories
- Vocabulary lists
- Links to resources, games, and fun ways to learn English
- Cultural stories written by students

The possibilities are really endless when it comes to classroom blog content. The key is personalizing it with the students to meet their communicative and learning needs.

Resources for Getting Started

Please take a look at my slideshare about [blogging for English-language learners](#).

Below are some examples of classroom blogs:

- Larry Ferlazzo:
 - [ELL: English/Geography](#)
 - [U.S. History](#)
 - [World History](#)
- Shelly Sanchez & Tara Benwell's [English Club](#)
- Doug Robertson's [Mr. Robertson's Class](#)
- Jessica Lifshitz's [Mrs. Lifschitz PM Class](#)

Borrowed from <https://www.edutopia.org/blog/blog-for-english-language-learners-rusul-alrubail>

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Handout 3: Wikis and language teaching/learning

Match descriptions and ways in which wikis can be used to enhance learning opportunities for students.

1. Wikis can be used for students to addof their thoughts from the prescribed readings, building a collaborative annotated bibliography.
2. In distance learning environments, the tutor can publish course resources like syllabus and handouts, and students canon these directly (for all to see).
3. Wikis can be used as a knowledge base for teachers, enabling them toregarding teaching practice and allowing for versioning and documentation; essential to the usability of such a resource is that it is searchable, has easy navigation and categorization, and file management, all of which current wiki environments provide.
4. Collaborativeto get students talking online and to enhance and promote student interaction.
5. Mapping concepts andideas.
6. Courseby students.
7. E-portfolios – wikis work well as an e-portfolio tool, providing flexibility in layout and structure, can include images, animations, video and sound. The wikican be used by peers, parents and teachers to provide feedback.
8. Book discussions, poetry anthologies and a place toto readings.
9.classroom policies and contracts of acceptable classroom behaviour.
10.the development of peace treaties or legislation.
11. Students can develop classwhere new words learnt are added in alphabetical order.
12. “Brain drain” activity, where everyone posts 2-3 of theirregarding a topic.
13. Recording field tripand reactions.
14.student debates.
15.information with students, staff and parents.
16. Providing a place to.....

Borrowed from <https://www.otago.ac.nz/cdelt/otago067254.pdf>

- D. summaries
- F. edit and comment
- A. share reflections and thoughts
- E. icebreaker activities
- B. brainstorming
- C. evaluation
- G. comment facility
- K. write reactions
- I. drafting
- L. simulating
- H. wikidictionaries
- J. expectations/facts/opinions
- M. observations
- O. facilitating
- P. disseminating/sharing
- N. ask questions

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Handout 4: Mobile apps and language teaching/learning

I. Read the information about mobile applications for use in the classroom.

II. Choose one of applications mentioned or another one, try it on and give the feedback on its opportunities for English classroom

Six great tools to consider for use in your class.

Want to give your students a language workout even when they're out of class?

Memrise might just be **one of the best spaced repetition apps to learn vocabulary** out there. The technology ensures that words presented by the app are the very ones your students need to review. With Memrise, **students will be asked to do a variety of tasks that make them work with the vocabulary**. They'll be asked to spell, speak, type and translate from their native language to the target language, and vice versa. This kind of repetition helps with recall but isn't tedious. The app's algorithm takes note of a student's performance, determining specific words that require more repetition.

As a teacher, you might have a specific list of words you want your class to know. You can add the words to the program by going to the Memrise website. Click on "Courses," which is on top of their homepage. You'll then be brought to a page with a "Create A Course" button. Click on it and you'll be taken through a series of steps which will allow you to add your own word list that your class can access even when they're at home.

FluentU is home to the most effective language learning videos online. With it, **your students get to immerse in real-world video clips** like movie trailers, vlogs and music videos.

Our **interactive transcription technology** ensures that your students get the most from every clip you show them. How so? Try hovering over the lines or tapping any word. You'll notice that each word in the transcription is a portal to a deep dive into that very word. You'll get translation, meaning, pronunciation, images, usage examples and more!

FluentU **can easily be used for exercises, demonstrations, discussions and all kinds of activities in your class**. For example, let's say you want to teach vocabulary around a particular subject. You can find a video on practically anything (from politics, to food, to fine art) by searching and sorting by language level to see that it's appropriate for your class. You can then watch the video and learn as a group.

Maybe the first few times you let the clip play through. After that, you can lead the class in a line-by-line study of the words. You can go as fast or slow and as deep as you want. There will be plenty of "teachable moments" along the way. You'll find that the clips make the language come alive, providing the necessary context that helps students understand the target language better.

FluentU **can be used for your students to study with outside of class**, and you can also bring in your own word list and create your own flashcard sets. However, in addition, FluentU will pull content for you from videos across the program so students can learn vocabulary in context with clips from commercials, movie trailers, vlogs, cartoons and other authentic content—along with example content and **quizzes that are personalized to each student's unique needs**.

You can use the "Assignments" feature to assign content to students as homework, as well as **track each individual student's progress through the program** as they make their way through content quizzes.

The concept of FluentU is simple, but it's loaded with possibilities. It's designed to be intuitive, customizable and to make life easier and more enjoyable for teachers and students alike.

Language Nut was created by former teachers for teachers. You can utilize this software in class and go through it as a group, but you can also use it for individual activities.

The program hits on all four language skills: listening, speaking, reading and writing. Your **students will engage in the target language through songs, stories and games**. For example, they'll be asked to pair words and their corresponding images through a game of tic-tac-toe. Everything happens in a friendly user interface with cool graphics that students will love.

Language Nut is also useful for teachers because it **tracks student activity**. Students can access the site or the app even outside the classroom. If they listen to stories or songs, or if they play some of the games, the software will automatically send you their scores, essentially informing you of how your individual students

are doing on certain parts of the course. This feedback helps you with class discussions because you now know exactly what to teach.

A school needs to set up only one account because Language Nut can support multiple classes, multiple teachers and multiple languages.

iTranslate Converse is an instant translator app that allows users to speak in one language (for example, English) and hear its translation in the target language. You just speak into the phone's mic, and in a few seconds, out comes the translated version of that audio input.

Apps like this one are often used by travelers who don't have much time to learn a language. So, for example, a traveler finds himself in the middle of a park in Madrid and wants to know where the nearest bathroom is. He simply speaks into the phone, and holds it up for a native speaker to hear the translation, who then helps him in Spanish, which the app then translates into English. Neat, huh?

You might wonder why you would need this sort of technology in a language class, but the answer is simple: Because it's fun! You bet you can use this during your class discussions. Instead of directly giving out a translation for "Where is the bathroom?" in Spanish, you can **increase students' anticipation and engagement by speaking into the app** and letting them hear "¿Dónde está el baño?" right from your phone. This adds an extra layer of fun, because you can walk around the class, carrying your phone (which teachers never used to do!) and asking students to speak into the mic and hear the translations. You can even **ask students to guess what the app will say** when they call out certain phrases, like "Please!" Or you can turn your back, whisper into your phone, let the class hear the translation and quiz them on what you said.

BBC Languages is a website that supports lessons in major languages including French, Spanish, Italian and German. The site houses a variety of content, from **grammar drills and vocabulary exercises, to video tutorials and interactive dramas** to help your students firm up on the target language.

Now about those interactive dramas: Again, BBC Languages has a lot of materials for a variety of languages. There's a teacher guide that takes you behind the scenes and explains how learning is consolidated in the series. They also give some suggestions on how to use the videos in a class setting, like by employing a SMART board!

You can use this and many other materials on the BBC website for independent or group work. "*Mi Vida Loca*" is just one example. The site offers **interviews with transcripts, newscasts with subtitles and news read slowly for the language learner**.

It also offers plenty of other **language-specific resources for teachers** to make use of with their classes. Some examples would be translators, tour guides, museum curators, military personnel, even other teachers. Or take advantage of that global platform which technology now provides us to invite a speaker who actually lives in the target language country. Skype in the Classroom and Google Hangouts are both great places to start.

With hands-on experience

Benjamin Franklin once famously said: "Tell me and I forget. Teach me and I may remember. Involve me and I learn." And it's true that hands-on learning is the most memorable kind of learning, the kind that stays with you.

Give your students every opportunity for hands-on, experiential learning. When teaching numbers, hand them objects for counting. If you want to teach them about a particular scientific hypothesis, a lab is a great way to go.

Use Audio-visual Materials

"I really understood that lesson when I heard the teacher talk about for the entire class period,"...said no one ever.

The evidence bears out what we knew all along: most people are visual and/or kinesthetic learners. They learn from seeing, visualizing and experiencing. So, give your students the opportunity to do these things with your course content as much as possible.

Here are some simple but effective ways to provide your students with the visualization they need.

Teach with videos

Today's technology makes access to quality video effortless.

For foreign language teachers, your go-to resource for videos is **FluentU**. Authentic, interactive and user-friendly, FluentU takes **real-world material** and turns it into **language-learning curriculum**.

The **conversations are real and fresh**, and the captions give you the ability to drill new vocabulary and sentence constructions in an authentic and relevant way.

Along with video clips from popular movies and TV shows in the target language, FluentU offers an **ever-growing library of curriculum** taken from news articles, magazines, pop songs, documentaries, commercials

and other authentic material made by native speakers, for native speakers. This doesn't only help you make your lessons **fun and engaging**, it also ensures that your students get a **fully-immersive experience from start to finish**.

For other subject areas, Ted Talks continue to be a useful source of inspiration, bringing expert knowledge on a variety of topics into your classroom.

They are also great for language practice. Simply scroll down on the "Languages" menu to search for Ted talks in your target language.

Use slideshow presentations

The old-fashioned slideshow began as a way to display photos of vacations or special memories in a sequence.

Over time, they evolved to include text boxes and became a popular way to present information.

Slideshows have been used in the classroom for decades, both for teachers to present material in a visually engaging way and for students to create projects about what they know.

Most of us grew up using Microsoft Office's PowerPoint as our go-to when it came to creating slideshows. Eventually, Google Slides came on the scene, giving users the ability to connect their slideshows to other Google apps within the G Suite. But today's PowerPoint and Google Slides are noticeably different from the old days. Today's slideshows give you the ability to add video and audio links, Google Map street views or even synchronize the entire presentation to a favorite song. For example, if you are teaching students new vocabulary, your slideshow can show pictures and text. And you can even add an audio link teaching students how to pronounce new words. If you want students to present a project about a particular city, they can incorporate Google Map street views to make their slideshow presentation come to life.

While lacking the visual punch of video, **podcasts** still bring a fresh voice and perspective into your classroom.

Check out NewsInSlow, which offers up current events in French, Spanish, Italian or German. A more lighthearted site for language podcasts is RadioLingua's Coffee Break Languages. And a great and time-tested choice is Innovative Language 101 Podcast Series.

Take advantage of 3D printing

Teaching your students about the wonders of the Colosseum? How about bringing it to life for your students with a 3D model?

Are your students doing a project on famous landmarks in Paris? Give them the opportunity to create 3D models of those landmarks made to scale. 3D printing opens up all kinds of possibilities to teachers across every discipline, and we are only beginning to explore its capabilities.

Borrowed from <https://www.fluentu.com/blog/educator/using-technology-in-the-foreign-language-classroom-2/>

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Handout 5: Blogging for ELT

Blogging for ELT

What is a blog?

A blog (short for **weblog**) is a frequently updated website that often resembles an online journal. It's so easy to create and update a blog - it requires only basic access to the Internet, and a minimum of technical know-how. Because of this, it is one of the easiest ways to publish student writing on the WWW. It's almost as easy as sending an email.

Nowadays, blogs can also display photos and some people are using them with audio and even video, but this article will concentrate on the basics, showing how a simple text-based blog can be used to great effect with your English language learners.

Types of blogs used in language teaching

Aaron Campbell (2003) has outlined three types of blogs for use with language classes:

The Tutor Blog is run by the teacher of a class. The content of this type of blog can be limited to syllabus, course information, homework, assignments, etc. Or the teacher may choose to write about his or her life, sharing reflections about the local culture, target culture and language to stimulate online and in-class discussion. In this type of blog, students are normally restricted to being able to write comments to the teacher's posts. A great example of this is Aaron Campbell's own '**The New Tanuki**' <http://thenewtanuki.blogspot.com/>

The Class Blog is a shared space, with teacher and students being able to write to the main area. It is best used as a collaborative discussion space, an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class. Students are given a greater sense of freedom and involvement than with the tutor blog. A very good example of what has been done with this type of blog is Barbara Dieu's '**Bee Online**' (<http://beeonline.blogspot.com/>) and '**Bee Online 2**' (<http://beeonline2.blogspot.com/>)

The Learner Blog is the third type of blog and it requires more time and effort from the teacher to both set up and moderate, but is probably the most rewarding. It involves giving each student an individual blog. The benefit of this is that this becomes the student's own personal online space. Students can be encouraged to write frequently about what interests them, and can post comments on other students' blogs. For examples, see the links to learner blogs from the class blog and tutor blog examples above.

Of course, teachers who decide to use blogs often use a combination of Tutor or Class blog and Learner blogs, with hyperlinks connecting them.

Why blog?

So, why should you blog with your students? There are many reasons why you may choose to use weblogs with students. One of the best reasons is to provide a real audience for student writing. Usually, the teacher is the only person who reads student writing, and the focus of this reading is usually on form, not content. With weblogs, students can find themselves writing for a real audience that, apart from the teacher, may include their peers, students from other classes, or even other countries, their parents, and potentially anyone with access to the Internet.

Here are some **other reasons for using blogs**:

To provide extra reading practice for students.

This reading can be produced by the teacher, other students in the same class, or, in the case of comments posted to a blog, by people from all over the world.

As online student learner journals that can be read by their peers.

The value of using learner journals has been well documented. Usually they are private channels between teacher and student. Using a blog as a learner journal can increase the audience.

To guide students to online resources appropriate for their level.

The Internet has a bewildering array of resources that are potentially useful for your students. The problem is

finding and directing your learners to them. For this reason, you can use your tutor blog as a portal for your learners.

To increase the sense of community in a class.

A class blog can help foster a feeling of community between the members of a class, especially if learners are sharing information about themselves and their interests, and are responding to what other students are writing.

To encourage shy students to participate.

There is evidence to suggest that students who are quiet in class can find their voice when given the opportunity to express themselves in a blog.

To stimulate out-of-class discussion.

A blog can be an ideal space for pre-class or post-class discussion. And what students write about in the blog can also be used to promote discussion in class.

To encourage a process-writing approach.

Because students are writing for publication, they are usually more concerned about getting things right, and usually understand the value of rewriting more than if the only audience for their written work is the teacher.

As an online portfolio of student written work.

There is much to be gained from students keeping a portfolio of their work. One example is the ease at which learners can return to previous written work and evaluate the progress they have made during a course.

To help build a closer relationship between students in large classes.

Sometimes students in large classes can spend all year studying with the same people without getting to know them well. A blog is another tool that can help bring students together.

Where to start

There are lots of sites where you can set up a blog for free, but perhaps the best known and one of the most reliable and simple blogging tools to use with students is Blogger (<http://blogger.com>). It takes only fifteen minutes from setting up an account to publishing the first post using this valuable tool.

The teacher sets up the tutor blog or a class blog. With a Class blog, students will need to be invited to participate by e-mail. Learner blog accounts can either be set up beforehand by the teacher, or done at the same time with a whole class in a computer room. The former gives the teacher more control of student accounts, but some advantages of the latter is that learners are given more choice (of username, design of the blog, etc) and a greater sense of 'ownership' of their new virtual writing space.

Tips for managing learner blog settings

Use the '**Settings**' in Blogger to add yourself (under Members) as Administrator of the learner blog. This is invaluable if students later forget usernames or passwords, and can also help if inappropriate posts are published

Make sure you change the setting and turn the '**Comments**' feature on. This will allow the others to respond to things the students write on their learner blogs.

Also in '**Settings**', you will find an option to receive an email whenever a student publishes their blog. This will save you time regularly checking learner blogs to see if any of your students have posted. Another way of being informed of this is to use the '**Site Feed**' function (discussed further below).

Keeping students interested

Many teachers who start to use blogs find the novelty factor is enough to create student interest in starting to use them. However, blogs work best when learners get into the habit of using them. If learners are not encouraged to post to their blogs frequently, then they can quickly be abandoned. A failed experiment. Here, the teacher in the role of facilitator is vital for maintaining student interest. Here are some ideas to how this can be done:

Respond to student posts quickly, writing a short comment related to the content. Ask questions about what the learner writes to create stimulus for writing.

Students should be actively encouraged to read and respond (through the commenting feature of the blog) to their classmates.

Writing to the blog could be required, and it may form part of the class assessment. Students should be encouraged to post their writing homework on the blog instead of only giving it to the teacher.

Some ideas for activities

Mystery guest. Invite another teacher or someone from another school or country as a mystery guest to your blog. Ask the students to engage him or her in dialogue and guess their identity.

Project work. A blog is an ideal space for developing a project, especially if the project is a shared one between several classes or even classes in different countries.

International link-ups. Contact another educational establishment to see if they are interested in a joint blogging project. Students can write about their lives, culture, interests, etc, and be encouraged to read about the other class and respond by writing comments.

Photoblog. If you plan on using photographs in your blog, there are lots of tools available to help you. Flickr (<http://www.flickr.com>) makes publishing photographs to blogs easy. If you want to make photographs central to the blog, however, it is better to use a blogging tool such as Buzznet (<http://www.buzznet.com>), which is a photo publishing tool and blog rolled into one.

Pitfalls to watch out for

Unwanted comments. To avoid unwanted comments, you can always restrict comments to people in the class or to registered bloggers.

Correction. It is difficult to use a blog for correcting students. Student written work can always be corrected before posting to the blog, or you can do class correction sessions using work published in the blogs.

Privacy. By their very nature, most blogs are public. Anyone with access to the Web can find and read a blog, and write comments (if this feature has been turned on). If privacy is an issue, then you will be better off using a blogging tool that allows different levels of access rights. Live Journal <http://www.livejournal.com> is a good choice, and is particularly popular with teenagers. Live Journal allows the setting up of a closed community, which could be restricted to the members of a class or to a wider circle including other classes, parents, etc.

Advanced feature

The easiest way to keep track of a lot of learner blogs is to use the 'Site Feed' feature. You will need to use another piece of software called a newsreader or aggregator to read site feeds. Using a newsreader means your e-mail in-box won't become cluttered with posted messages from students publishing their weblogs. One of the most popular, free web-based newsreaders is Bloglines <http://www.bloglines.com>.

Further reading

Blog-efl. My own blog with information and comments for teachers of EFL/ESL interested in using blogs <http://blog-efl.blogspot.com>

'Weblogs for use with ESL classes' Campbell AP (2003) <http://iteslj.org/Techniques/Campbell-Weblogs.html>

Graham Stanley, British Council, Barcelona

Borrowed from <https://www.teachingenglish.org.uk/article/blogging-elt>

Unit 6.2 Planning for Continuing Professional Development

Sample unit map

Session	Content
1	Values and beliefs about learning and teaching
2	Notions of development and training, distinction between INSETT and CPD
3	Options and tools for autonomous CPD: <ul style="list-style-type: none"> ● reading professional literature ● preparing a conference paper/article for publication ● investigating own practice ● making an individual professional development plan ● a reflective journal ● an e-portfolio ● the European Portfolio for Student Teachers of Languages (EPOSTL) ● materials designing
4	Making the best of the European Portfolio for Student Teachers of Languages (EPOSTL)
5	Options and tools for school-based (internal) CPD: <ul style="list-style-type: none"> ● peer observation ● sharing good practices ● participating in/conducting professional development workshops
6	Options and tools for external CPD: <ul style="list-style-type: none"> ● attending and/or presenting at a conference ● writing for journals ● networking (teacher associations, forums) ● participating in/conducting professional development seminars and webinars The relationship between individual, peer and institutional development Schools and departments as learning communities
7	Strategies for keeping up to date with English and approaches to teaching and learning: <ul style="list-style-type: none"> ● setting clear goals and deadlines ● documenting progress through journals ● developing productive, personally effective study routines ● reinforcing revision techniques and the reading habit ● making the best use of all the resources available
8	The British Council CPD Framework for English Language Teachers and the role of qualifications
9	Making an individual professional development plan using a variety of options and tools

Sample session materials – Session 1

Module	Module 6 Professional Development
Unit	Unit 6.2 Planning for Continuing Professional Development
Session	1
Topic	Values and beliefs about learning and teaching
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • able to review and clarify their beliefs about teaching and learning • able to plan their professional career
Time	80 minutes
Materials and equipment	Handout 1, 2, 3, 4, PowerPoint presentation, projector, flip-chart

Procedure	Purpose	Time
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<p>Activity 1: My teacher profile Distribute Handout 1 Ask students to work individually and fill in the three sections. Split students into pairs and ask them to compare their profiles. Encourage pairs to describe how their profiles have changed over time. Take feedback in plenary and summarise the discussion.</p>	<p>to review and clarify students' beliefs about teaching and learning</p>	<p>10 mins</p>
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<p>Activity 2: Beliefs and values Put up 'Agree', 'Disagree', 'Not sure' labels in different areas of the training room. Project statements from 'Beliefs about learning and teaching' presentation (one at a time): <i>The main purpose of education is to develop students' ability to think critically and integrate ideas, rather than to accumulate facts.</i> <i>The best way to learn how to teach is by observing and copying an experienced teacher.</i> <i>The first thing teachers need to learn is sound classroom management skills.</i> <i>Teaching is what teachers do; learning is what students do. There may be no direct connection between the two.</i> <i>The key teacher's task is to dispense/transfer knowledge.</i> <i>Meaning is constructed, not prescribed.</i> <i>Discovering knowledge is the business of students.</i> Ask students to decide to which extent they agree or disagree with the statement and move to the relevant area and form groups. Give groups a minute to discuss their viewpoints and delegate a representative to speak on behalf of the group.</p>	<p>to draw students' attention to beliefs and values of learning and teaching</p>	<p>10 mins</p>
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<p>Encourage a whole group discussion. Repeat the four previous steps, as many times as there are statements.</p>		
<p>Activity 3: Skills and responsibilities</p> <p>Ask participants to work in the same groups. Distribute Handout 2 Refer them to ‘Skills and responsibilities’ Invite groups to discuss the items in the table and comment on the fact to what extent they are important for teaching. Get feedback and summarise.</p>	<p>to allow students to get acquainted with a range of skills and responsibilities of a teacher</p>	<p>10 mins</p>
<p>Activity 4. Teacher roles and definitions</p> <p>Brainstorm the types of classroom roles teachers fulfil. Split students into groups and give each of them a set of roles and definitions (Handout 3 cut-ups). Ask groups to match roles and definitions. Allow for cross-group check and discuss any mismatch. Give students an opportunity to ask for clarification about any of the roles that are unclear.</p>	<p>to provide students with an opportunity to explore teacher roles</p>	<p>20 mins</p>
<p>Activity 5: Professional development plan</p> <p>Refer students to Handout 4. Ask students to look back at previous activities and identify areas for development as a teacher. Ask them to think of ways they can develop their professional skills. Split students into small groups and ask them to share ideas. Encourage students to help each other in looking for ways to develop necessary skills. Tell students that their Professional development plan works in progress and they are expected to revisit it regularly during the course.</p>	<p>to develop students’ ability to plan their professional career</p>	<p>20 mins</p>
<p>Activity 6: Summary. Reflection. Round-up</p> <p>Split students into small groups. Ask participants to take turns to reflect on the session Round-up the session</p>	<p>to reflect on the session, share views, feelings and attitudes</p>	<p>10 mins</p>

Unit 6.2 Planning for Continuing Professional Development

Session 1: Values and beliefs about learning and teaching

Handout 1. My teacher profile

- i. Individually create your teacher profile. Make notes in the spaces provided.

My beliefs about learning and teaching

My approach (the way I will teach)

My roles

II. In pairs compare your profiles and answer the following questions.

- Has your profile changed over the past two years?
- If so, in what ways?
- What were the reasons for the changes?
- If you haven't changed, why do you think this is?

Unit 6.2 Planning for Continuing Professional Development

Session 1: Values and beliefs about learning and teaching

Handout 2. Teacher's skills and roles

Discuss the skills and responsibilities in the table and comment on the fact to what extent they are important for a teacher

Skills and responsibilities	Comments
Transmit knowledge	
Develop vocational skills	
Run seminars and workshops	
Deliver compulsory learning	
Incorporate equality, diversity and inclusion	
Apply a range of techniques and approaches appropriately according to context	
Manage learning	
Assess learning	
Implement national curriculum standards	
Analyse learner needs	

Unit 6.2 Planning for Continuing Professional Development

Session 1: Values and beliefs about learning and teaching

Handout 3. Teacher's roles (cut-ups)

In groups match teacher roles and definitions

Assessor	Test and evaluate learning
Diagnostician	Identify strengths and areas for development; uncover barriers to learning and their causes - individual issues or any special educational needs
Disciplinarian	Ensure that rules are respected, that behaviour is acceptable and order maintained
Facilitator	Ensure tasks and activities run smoothly; use techniques to enable effective participation for all learners; help learners learn for themselves
Guide	Give advice and direction to enable learning to take place
Provider	Communicate facts; provide information, tools, knowledge and skills to foster effective learning and development
Materials developer	Create worksheets, activities, texts, games, etc. to make the learning process more motivating, inclusive and effective
Mentor	Empathise with and counsel learners, and help them to find answers to problems or difficulties; give advice to assist development
Organiser	Manage the space, i.e. make decisions on seating arrangements, class dynamics, how activities will be carried out, what equipment will be used, ensuring the space is appropriate for any participants with disabilities
Planner	Decide on learning aims, procedures for achieving these, materials to use, tasks and activities to be carried out
Proble-solver	Responding to problems as they arise, e.g. breakdown of equipment, difficulties with planned activities, behavioural issues
Resource	Source of knowledge, know-how, information. Ensuring resources are accessible for all learners and identifying where additional resources may be required to meet learner needs.
Role-model	Exemplar of best practice, standards of excellence, quality input

Unit 6.2 Planning for Continuing Professional Development

Session 1: Values and beliefs about learning and teaching

Handout 4 Professional development plan

Look back at previous activities in this session and identify areas for development as a teacher. Think of ways you can develop professional skills and add relevant actions/tools to your plan.

Development area	Action/Tool

Sample session materials – Session 2

Module	6 Professional Development
Unit	6.2 Planning for Continuing Professional Development
Session	2
Topic	Notions of development and training, distinction between INSETT and CPD
Objectives	By the end of the session students will be aware of: <ul style="list-style-type: none"> the need for career-long learning and will be able to: <ul style="list-style-type: none"> compare and contrast development and training distinguish between INSETT and CPD
Time	80 mins
Materials and equipment	Handouts 1, Cut-ups 1

Procedure	Purpose	Time
<p>Activity 1: Teaching experience Ask students to take a retrospective view of themselves as teachers during their school experience. Offer students the following questions:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>How confident did you feel during your teaching practice?</p> <p>What were some of your strengths and weaknesses as a teacher?</p> <p>What do you need to do to develop your teaching skills?</p> </div> <p>Split students into pairs and ask them to share their reflections. Take selective feedback.</p>	to explore students' experience of teaching	15 mins
<p>Activity 2: Development and training Split students into two groups. Ask Group 1 to brainstorm what development is and come up with a share description. Ask Group 2 to do the same with training. Invite representatives from each group to present their description. Encourage questions and comments from the opposite groups. In plenary, establish the difference between training and development.</p>	to enable students to differentiate between training and development	15 mins

<p>Tip</p> <p>Development is a lifelong autonomous process of learning and growth by which we adapt to changes in and around us, and enhance our awareness, knowledge and skills.</p> <p>Training is the action of teaching a particular skill or type of behaviour.</p>		
<p>Activity 3: CPD and INSETT</p> <p>Elicit from students what the abbreviations CPD and INSETT stand for.</p> <p>Split students into small groups and distribute cut-ups.</p> <p>Ask groups to sort out characteristics under CPD and INSETT categories.</p> <p>Check results and ask groups to summarise characteristics of CPD and INSETT.</p> <p>Ask students to identify key differences between CPD and INSETT.</p> <p>Elicit from students typical CPD and INSETT activities.</p>	<p>to enable students to identify key differences between CPD and INSETT</p>	<p>20 mins</p>
<p>Activity 4: Teacher cases and CPD activities</p> <p>Split students into small groups.</p> <p>Distribute Handout 1.</p> <p>Ask groups to explore teachers' cases and select from the list a CPD activity which will best satisfy their professional needs. Encourage students to justify their choices.</p>	<p>to enable students to analyse teacher issue and find a most appropriate solution</p>	<p>25 mins</p>
<p>Activity 6. Summary and round-up</p> <p>Ask students to summarise what they have learnt during the session.</p>	<p>to summarise learning</p>	<p>5 mins</p>

Unit 6.2. Continuing Professional Development

Session 2. Notions of development and training, distinction between INSETT and CPD

Cut-ups 1. CPD and INSETT

I. Sort out characteristics under CPD and INSETT categories.

INSETT is ...	CPD is ...
top-down	bottom-up
time-bound	continuous
budget dependent	an internal process
often imposed	optional
often driven by systemic change	a big factor in personal change
'transitive' as a notion (teachers become trainees, to train sb.)	essentially 'intransitive' (nobody can develop you)
dependent on a trainer	independent of a trainer
possible only in groups	essentially individual
based on an external agenda	based on an internal agenda
often problem-centred or deficit- based	person-centred and based on a growth view

Unit 6.2. Continuing Professional Development

Session 2. Notions of development and training, distinction between INSETT and CPD

Handout 1. Teacher cases and CPD activities

Explore teachers' cases and select from the list a CPD activity which will best satisfy their professional needs. Justify your choice.

Teachers' cases

1. I've been teaching English for twelve years now and I love the job and want to keep doing it, but I need to find some fresh inspiration.
2. I've just finished my diploma in TEFL. I want to know how to really use my understanding in my teaching and find out ways to progress from here.
3. I'm a DOS in a small language school and I'd like to improve some of the skills I need for my job.
4. I've just started as a senior teacher and am finding it quite a challenge. I've been teaching English for 8 years and thought I knew the business. But there's a lot new I need to catch up on and I want to know how.
5. I've been teaching for 4 years, mostly to adults. Now my boss wants me to teach young learners. Help! How can I skill up?
6. I'm just starting in my first job as an EFL teacher. I realise there's a lot I still need to know. I want to know the best ways to find out.

CPD activities

Conferences	Lesson observation
Groups (networking with other teachers)	Reflection
Magazines/journals	Small-scale classroom action research
Materials	Particular ELT specialisation
Membership in professional associations	Teacher training courses
Mentoring	Workshops/webinars

Sample session materials – Sessions 3-4

Module	6 Professional Development
Unit	6.2 Planning for Continuing Professional Development
Session	3-4
Topic	Options and tools for autonomous CPD. Making the best of the European Portfolio for Student Teachers of Languages (EPOSTL)
Objectives	By the end of the session, students will be <ul style="list-style-type: none"> • aware of the notion of autonomous CPD • aware of the European Portfolio for Student Teachers of Languages (EPOSTL) • able to select and design options and tools for autonomous CPD
Time	80 mins
Materials and equipment	Handouts 1, 2, flip-chart, TV, projector

Procedure	Purpose	Time
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<p>Activity 1: What autonomous CPD is</p> <p>Write on the blackboard (display on the slide) the acronym CPD and ask students to decipher it.</p> <p>Ask students about the time people start their professional development and what it is all about.</p> <p>Invite students to take into account the word “autonomous” and wonder what it can mean in the teaching profession.</p> <p>Pay students’ attention to the problems the teachers might have while following their professional development path.</p> <p>Ask students to share their experience of professional development even being the 4th year students.</p> <p>Discuss the issues in plenary.</p>	to introduce students to the topic of autonomous CPD	15 mins
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<p>Activity 2: Options and tools for autonomous CPD</p> <p>Split students into groups of 3 or 4.</p> <p>Ask them to list options and tools for autonomous CPD in teaching profession. Let the groups exchange their lists and each group contributes to the list of other groups.</p> <p>Organize a whole-class discussion on the accumulated list of options and tools for autonomous CPD in teaching profession.</p> <p>Distribute Handout 1.</p> <p>Ask students to read the options and tools for autonomous CPD in teaching profession and comment on each of them, filling in the corresponding boxes in the table.</p> <p>Ask students to compare their comments with the points the teacher made.</p> <p>Invite students to choose one option and present it in a poster.</p> <p>Summarise the activity.</p>	to raise students’ awareness of the variety of options and tools for autonomous CPD in teaching profession	35 mins
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<p>Activity 3: Making the best of the European Portfolio for Student Teachers of Languages (EPOSTL) Ask students what helps teachers to keep-up-to date, to be aware of recent advances in Methodology of teaching English. Invite students to discuss what documents are basic for teacher to rely on and refer to in their teaching profession. Elicit from students what they know about the European Portfolio for Student Teachers of Languages (EPOSTL) Distribute Handout 2. Ask students to read the article and be ready to answer the questions (<i>What is the main aim of EPOSTL? What documents is it based on? How is EPOSTL structured? What is each part aimed at? In what way “can-do” descriptors of didactic competences can help student teachers?</i>) Ask students to summarise everything they have got to know about EPOSTL.</p>	to develop students’ ability to use EPOSTIL for CPD	20 mins
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<p>Activity 4: Summary of the session and follow-up tasks Ask students to complete the statements</p> <table border="1" data-bbox="225 1061 938 1167"> <tr> <td data-bbox="225 1061 938 1167"> Continuing Professional development is... While developing professionally, we, as teachers..... </td> </tr> </table> <p>Follow-up task: Reflect on reasons and options for CPD</p>	Continuing Professional development is... While developing professionally, we, as teachers.....	to summarise the session	10 mins
Continuing Professional development is... While developing professionally, we, as teachers.....			

Unit 6.2 Planning for Continuing Professional Development

Sessions 3-4: Options and tools for autonomous CPD. Making the best of the European Portfolio for Student Teachers of Languages (EPOSTL)

Handout 1. Options and tools for autonomous CPD

Read the options and tools for autonomous CPD in teaching profession and comment on each of them, filling in the corresponding boxes in the table.

Options and tools for CPD	Comments
reading professional literature	
preparing a conference paper/article for publication	
investigating own practice	
making an individual professional development plan	
a reflective journal	
an e-portfolio	
materials designing	
attending conferences, seminars, workshops	
observing the classes of the colleagues	

Unit 6.2 Planning for Continuing Professional Development

Sessions 3-4: Options and tools for autonomous CPD. Making the best of the European Portfolio for Student Teachers of Languages (EPOSTL)

Handout 2. Making the best of the European Portfolio for Student Teachers of Languages (EPOSTL)

Read the article the European Portfolio for Student Teachers of Languages (EPOSTL) and answer teacher's questions.

EPOSTL: EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES

The European Portfolio for Student Teachers of Languages is a tool for reflection and self-assessment of the didactic knowledge and skills necessary to teach languages.

It builds on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Profile for Language Teacher Education.

EPOSTL describes in a comprehensive way

- what language teachers have to learn to do in order to teach a language for communication;
- what knowledge and skills they have, to help learners to develop so as to be able to act effectively.

The content part of the EPOSTL is structured into three sections. These are:

- A personal statement section, to help students about to begin their teacher education to reflect on general questions related to teaching.
- A self-assessment section, consisting of 'can-do' descriptors, to facilitate reflection and self-assessment by student teachers.
- A dossier, for students to make the outcome of self-assessment transparent, to provide evidence of progress and to record examples of work relevant to teaching.

At the heart of the EPOSTL are 196 'can-do' descriptors of didactic competences which the self-assessment section consists of. These descriptors may be regarded as a set of core competences which language teachers will wish to attain.

However, they should not be regarded as comprising a prescriptive list: they do not represent a fixed qualification profile, but are rather to be seen as competences that both student teachers and practising teachers will strive to develop continuously during their education and throughout their teaching career.

In order to make the descriptors both more coherent and more user-friendly they are grouped into seven general categories, which have the following headings:

- Context
- Methodology
- Resources
- Lesson Planning
- Conducting a Lesson
- Independent Learning
- Assessment of Learning

The seven categories represent areas in which teachers require a variety of competences and need to make decisions related to teaching. At the beginning of each section is a brief introductory text which discusses some of the issues relating to the respective topic area. Each general category is further divided into sub-topics. For example, 'Conducting a Lesson' includes the sub-headings: 'Using Lesson Plans', 'Content', 'Interaction with Learners', 'Classroom Management', 'Classroom Language'.

Adapted from <https://www.signteach.eu/index.php/resources-menu/resources2/item/epostl-european-portfolio-for-student-teachers-of-languages>

Sample session materials – Sessions 5-6

Module	6 Professional Development
Unit	6.2 Planning for Continuing Professional Development
Session	5-6
Topic	Options and tools for internal and external CPD
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • aware of existing options and tools for internal and external CPD • able to differentiate the features of internal and external CPD
Time	80 mins
Materials and equipment	Handouts 1, 2 data projector, TV, flip-chart

Procedure	Purpose	Time
<p>Activity 1: What makes a teacher a professional Ask students to discuss the following question What makes a teacher a truly professional?</p> <p>Put up ‘Agree’, ‘Disagree’, ‘Not sure’ signs in different places in the classroom. Display assumptions (one at a time) on the board or on the screen.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> • Teacher-professional always tends to be aware of all recent advances in Methodology. • Teacher-professional seldom attends conferences because it takes time from working in the classroom. • Teacher-professional must write scientific papers. • Teacher-professional conducts teacher research. </div> <p>Invite students to read a statement and decide whether they agree, disagree or hesitate. Ask them to move to the relevant place. Ask newly-formed groups to discuss arguments in favour or against the statement. Get feedback from groups (one representative from each group). Repeat the procedure as many times as there are statements. Summarise the activity.</p>	to introduce students to the topic	15 mins

<p>Activity 2: Features of internal and external CPD Split students into 2 groups Ask students to brainstorm features of internal and external CPD Invite students to pair up so that in each pair there is a representative from both groups Get students share their findings. In plenary discuss the percentage of internal and external shares in the professional development of a teacher.</p>	<p>to enable students to understand internal and external CPD</p>	<p>35 mins</p>
<p>Activity 3: Options and tools for internal and external CPD Distribute Handout 1. Ask students to sort out the options and tools for internal and external CPD. Pair up the students and invite them to compare their answers. Display the Key on the screen and answer questions the students might ask you about the options of internal and external CPD (KEY: Internal CPD - c, e, f; External CPD - a, b, d, g.) Discuss with students any differences in responses. Distribute Handout 2. Ask students to read the article and some more options and tools to the list above</p>	<p>to enhance students' understanding of the differences between internal and external CPD</p>	<p>10 mins</p>
<p>Activity 4: Ways to organise CPD Split students into small groups and offer them to be the Headmasters of the school of their dream. Invite Students-Headmasters to think about the ways of organizing CPD in their schools and make a list. Initiate group discussion. Ask students to read the article on the ways of CPD organisation, add some more ways to the list they have already brainstormed.</p>	<p>to develop students' ability to organize ways for CPD</p>	<p>20 mins</p>
<p>Reflection: Get students to reflect on the session and think over three things they got to know. Ask students to mention two things they will for sure take onboard after the session.</p>	<p>to summarise the session</p>	<p>10 mins</p>

Unit 6.2 Planning for Continuing Professional Development

Sessions 5-6: Options and tools for internal and external CPD

Handout 1. Options and tools for internal and external CPD (cut-ups)

- I. Sort out the options and tools for internal and external CPD.

Internal CPD	External CPD
a. attending and/or presenting at a conference	
b. writing for journals	
c. peer observation	
d. networking (teacher associations, forums)	
e. sharing good practices with school colleagues	
f. participating in/conducting professional development workshops at your workplace	
g. participating in/conducting professional development seminars and webinars	

- II. Pair up and compare your answers

Unit 6.2 Planning for Continuing Professional Development

Sessions 5-6: Options and tools for internal and external CPD

Handout 2. Ways to organize CPD

Read the article on the ways of CPD organisation, add some more ways to the list you have already brainstormed

10 Ways To Organise CPD

Looking forward, schools will need to be very creative when it comes to staff professional development. With reducing budgets and increasing contact time, it is becoming increasingly difficult for headteachers to make CPD top of the priority. Below, I offer some serious suggestions for schools to consider.

10. Training Days

The INSET (IN-Service Training) for teachers is the traditional ‘5 days per-year’ most schools adopt. Teachers are accustomed to the ‘flash in a pan’ training event which adds little impact. Thousands of schools are so used to the following model:

- Day 1 – September – welcome back, say hello to colleagues and clear out your cupboards.
- Day 2 – September – have a few meetings and sort your timetable out before the students arrive tomorrow!
- Day 3 – January – the first day back after the Christmas break. Often everyone is too knackered and hungover to do anything meaningful, so often an external speaker is booked to take up the hard strain, or staff are ‘set a task’ and distributed into groups/rooms around the school and asked to return ‘documentation’ to prove you have been working.
- Day 4 – April – often the first day after Easter to allow teachers to plan and/or moderate assessments. Traditionally this would have been coursework, but with modular examinations slowly dying a death, there is less need to offer this slot as a ‘day off’ to mark coursework and moderate with colleagues.
- Day 5 – Summer term – to allow staff time to enjoy the sunshine and ‘plan for the year ahead’. Colleagues who are departing either visit their new schools or at left by the wayside as incoming colleagues meet their new teams and a new ‘vision and priorities’ document is established. If you’re lucky enough to have a few £s, you may even be asked to attend a weekend conference in a hotel. There are often mixed reactions to this request.

Why not give your INSET model a total re-vamp?

9. Twilights

Often created to keep staff 3 or 4 hours after the end of the day to work together on various priorities. The underlying reason is simply to finish the school term earlier than planned. Again, depending on the training set/asked, they can be useful, but I’d argue that staff will be very tired after a long day in the classroom.

If you do need to keep staff in school until 7 or 8pm, what creative ways can you engage them to help reduce their workload, whilst also motivating them to be engaged with theirs and the school’s development priorities? And for goodness sake, feed them ...

8. Long-Term CPD

Create a shift in the culture of professional learning and help staff recognise a model their learning. Do this by having informal conversations with each other about teaching. Designing a transparent menu that is differentiated and planned can be one huge step forward for any school. Setting this into the calendar and protecting this at all costs makes CPD a priority, even if it is 30 minutes after school, once a month.

7. Enquiry-Led CPD

Why is it becoming the ‘norm’ for teachers to lap-up professional development in their own time? Instead of teacher’s seeking their own weekend escapades via social media, or appraisal designating what a teacher ‘must do’, why do we not ask all staff to answer their own research question and report this to the rest of the staff in their school later that year? The evidence would speak for itself. The teacher and the school would be better off and more engaged ... Let schools make our teachers research-rich.

6. Wednesday CPD

Do you remember the time you were at university? Every Wednesday, lectures would end early and sports fixtures were the be-all-and-end-all of the campus. Imagine applying that model in school? Well, we did. For the past 3 years, we have sent students home early and designed a CPD programme to allow staff to have more times in departments and/or together in CPD sessions.

5. Re-Think How?

Senior teachers who are in charge of professional development should rethink how they go about leading CPD for all staff. With reducing budgets and CPD being more than ‘going on a course’, schools need to be creative and look in-house for solutions. The priorities for all schools should be to:

- Move away from a ‘one-size fits all’ approach so individual needs are carefully considered.
- Align professional development processes, content and activities
- Design effective professional development so that both subject knowledge and subject-specific pedagogy are considered
- Ensure CPD is associated with certain activities such as explicit discussions
- Offer external input from providers/specialists to challenge orthodoxies within a school and provide diverse perspectives
- Empower teachers through collaboration and peer learning
- Offer internal leadership to help defining staff opportunities and embed cultural change.

4. TeachMeets

TeachMeets are organised freely, in teachers’ spare time. They are not-for-profit and are designed to bring teachers together, to have a voice and to share classroom ideas. Increasingly, this happy-go-lucky model is being adapted into schools, where all staff must attend. The organiser often hopes to recreate the atmosphere ‘they experienced’ at another TeachMeet, forgetting that staff ‘wanted to be there’ rather than being forced to be there. The format works, but context is everything.

3. Teachers Talking

You could try something totally different and get teachers talking about teaching? Take them out of their usual environment – invest a little cash into a venue – and observe colleagues feeling invigorated and energised.

2. Speed Dating CPD

Speed-dating is a training format where teachers can rapidly exchange dialogue, moving from one space to another to share teaching and learning ideas. It works and teachers love it!

1. Try Someone You Know?

We all know that one-off INSET is a flash in the pan! More and more schools are looking toward cheap and reliable methods for professional development with key groups of staff leading content over a series of dates. If that’s your school priority for NQTs, those new to middle and/or senior leadership, or perhaps you want to kickstart coaching as an alternative to the traditional observation methods for teaching, why not to try?

Adapted from <https://www.teachertoolkit.co.uk/2017/05/21/10-ways-how-to-organise-cpd/>

Sample session materials – Sessions 7-9

Module	6 Professional Development
Unit	6.2 Planning for Continuing Professional Development
Session	7-9

Topic	The British Council CPD Framework for English Language Teachers and the role of qualifications. Individual professional development plan using a variety of options and tools
Objectives	By the end of the session, students will be: <ul style="list-style-type: none"> • aware of The British Council CPD Framework for English Language Teachers • able to design their own individual professional development plan using a variety of options and tools
Time	80 mins
Materials and equipment	Handouts 1, 2, 3, board, data projector, PowerPoint presentation

Procedure	Purpose	Time
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<p>Activity 1: The British Council's Continuing Professional Development Framework Ask students to read and comment on the following:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The British Council's Continuing Professional Development (CPD) Framework for teachers is for teachers of all subjects. It enables you to understand and plan your own professional development.</p> </div> <p>Encourage students to summarise comments. Ask students to discuss the following questions: <i>What sections might this CPD Framework include?</i> <i>How can it help teachers to plan their continuing professional development?</i> <i>What information can teachers get from The British Council's Continuing Professional Development Framework</i> Summarise the discussion</p>	<p>to introduce students to the topic</p> <p>to explore students' understanding of what Continuing Professional Development Framework means</p>	<p>10 mins</p>
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<p>Activity 2: Stages of professional development Distribute Handout 1. Ask students to read the description of each stage individually, underline key words/phrases and decide whether they refer to this or that stage of professional development. Ask them to match descriptions with stages. Invite students to check their answers against the key. <i>Key: 1 – D; 2 – B; 3 – C; 4 – A</i> Discuss with students their agreement or disagreement with the key. Encourage explanations. Summarise the activity.</p>	<p>to identify key stages of professional development</p>	<p>10 mins</p>
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<p>Activity 3: Areas of professional practices</p> <p>Split students into 6 pairs. Distribute Handout 2 and provide each pair with The British Council’s Continuing Professional Development Framework. Ask each pair to read about two areas of professional practices. Invite reports from groups and encourage discussion. Summarise the activity.</p>	<p>to enable students to identify main elements of the areas of professional practices (The British Council’s Continuing Professional Development Framework)</p>	<p>15 mins</p>
<p>Activity 4: Beliefs about professional development</p> <p>Put up ‘Agree’, ‘Disagree’ and ‘Not sure’ signs in different places in the classroom. Demonstrate statements/comments about writing made by practising teachers. Ask students to decide to what extent they agree or disagree with the statement and move to the relevant area. Encourage students to discuss their reasons for the decision they have taken in the newly formed groups. Take selective feedback from groups.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. Dan McCabe “To develop professionally adopt a beginner’s mindset, stay teachable, seek feedback, teach others, embrace teamwork”. 2. George Couros: “If you want to be a master teacher, you have to be a master learner”. 3. Nancy Alvarez “Professional development is a life style not an event”. 4. Barnett Berry: “We are not going to have deeper learning for all students if we don’t have deeper learning leadership for all teachers” </div> <p>Repeat the procedure as many times as there are statements/comments. Summarise beliefs about professional development.</p>	<p>to explore students’ beliefs about professional development and to draw their attention to the necessity of professional development</p>	<p>15 mins</p>
<p>Activity 5: Designing individual professional development plan</p> <p>Distribute Handout 3 Ask students to read Sample individual professional development plan and think individually of their own one by filling in the corresponding boxes. Split students into groups of 4-5. Encourage groups to share their ideas with the other groups. Get feedback from groups and summarise the activity.</p>	<p>to develop students’ ability to design their individual professional development plan</p>	<p>25 mins</p>
<p>Activity 6: Summary</p> <p>Summarise the session.</p>	<p>to summarise the session</p>	<p>5 mins</p>

Unit 6.2 Planning for Continuing Professional Development

Sessions 7-9: The British Council CPD Framework for English Language Teachers and the role of qualifications. Individual professional development plan using a variety of options and tools Handout 1. Stages of professional development

Read the description of each stage individually, underline key words/phrases and decide whether they refer to this or that stage of professional development. Match descriptions with stages

Stages	Descriptions
1. Awareness	a. You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.
2. Understanding	b. You know what the professional practice means and why it's important.
3. Engagement	c. You demonstrate competency in this professional practice at work.
4. Integration	d. You have heard of this professional practice.

Adapted from <https://www.teachingenglish.org.uk/article/british-council-cpd-framework>

Unit 6.2 Planning for Continuing Professional Development

Sessions 7-9: The British Council CPD Framework for English Language Teachers and the role of qualifications. Individual professional development plan using a variety of options and tools Handout 2. Areas of the professional practices

Go to <https://www.teachingenglish.org.uk/article/british-council-cpd-framework> Choose two areas of professional practices and read about the elements they include in The British Council's Continuing Professional Development Framework.

- Planning lessons and courses
- Understanding learners
- Managing the lesson
- Knowing the subject
- Managing resources
- Assessing learning
- Integrating ICT
- Taking responsibility for professional development
- Using inclusive practices
- Using multilingual approaches
- Promoting 21st-century skills
- Understanding educational policies and practice

Adapted from <https://www.teachingenglish.org.uk/article/british-council-cpd-framework>

Unit 6.2 Planning for Continuing Professional Development

**Sessions 7-9: The British Council CPD Framework for English Language Teachers and the role of qualifications. Individual professional development plan using a variety of options and tools
Handout 3. Designing individual professional development plan**

Read Sample individual professional development plan and think individually of your own one by filling in the corresponding boxes

State the action you will take	Describe an Area of Focus for the Learning	Include the Rationale	Add the Activities	Predict a Completion Date (Optional)
I will continue to learn	about current legislation and best practices in special education	In order to provide quality education and be compliant with state and federal regulations	by participating in professional development in-services, webinars, and professional reading.	Ongoing

Adapted from <http://www.eslakeeriewest.org/Downloads/Sample%20Goals%202015.pdf>

Методична підготовка майбутнього вчителя до навчання англійської мови

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для студентів закладів вищої освіти

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