



22ND NATIONAL RESC CONFERENCE AND THE 7TH CONFERENCE ON LANGUAGE ASSESSMENT- 2020

Organized
by the
Department
of English,
NIE

Coping with the new normal:
Relevance of English Language Teaching



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National Institute of Education (NIE)

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Forward

Department of English of the National Institute of Education (NIE), Sri Lanka was honoured to organize the 22nd National RESC Conference and the 7th Conference on Language Assessment on the theme of “Coping with the new normal: Relevance of English Language Teaching” with the participation of nearly 500 Professionals of English Language Teaching around the world on 1st, 2nd and 3rd of December 2020 as the premier virtual conference in the history of Regional English Support Centres.

The secretary to the Ministry of Education Prof. Kapila C.K. Perera, The secretary to the State Ministry of Education Reforms Dr. Upali Sedara and the Director General of the National Institute of Education, Sri Lanka, Dr. Sunil Jayantha Nawarathna graced this historic event as the Chief Guest and the Guests of honour.

The academic validity of the three day conference was heightened by the keynote address and five plenary sessions conducted by renowned English Language experts from four different countries; The United States of America, Russia, Australia and Morocco. The conference consisted of five workshops conducted by selected Regional English Support Centres (RESCs) and a digital poster presentation by all the 30 RESCs.

This eBook is published, parallel to the conference proceedings as a collection of workshop plans (Shared Thoughts) designed by the Regional English Support Centres and a collection of scholarly articles by the keynote & plenary speakers and the academics of the Department of English, NIE, Sri Lanka.

Acknowledgement

Dr. Sunil Jayantha Nawarathna, the Director General of the National Institute of Education, Sri Lanka

Dr. Darshana Samaraweera, Director English and the Deputy Director General of the Faculty of Languages, Humanities & Social Sciences, National Institute of Education, Sri Lanka

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N.A.C. Priyankara Nugaliyadda

21st century education: The new curriculum enlisting 12 skills under 3 categories and the role of the teacher of the new era

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Curriculum for 21st century skills

The 21st century will require knowledge generation, not just information delivery, and schools will need to create a “culture of inquiry”. It means a new way of understanding the concept of “knowledge” and this new idea defines the “educated person” in a different perspective. Preparing students for work, citizenship and life in the 21st century is complicated. Globalization, technology, migration, international competition, changing markets and transnational environmental and political challenges add a new urgency to develop the skills and knowledge students need for success in the 21st century context. Educators, education ministries and governments, foundations, employers and researchers refer to these abilities with terms that include “21st century skills,” “higher-order thinking skills,” “deeper learning outcomes,” and “complex thinking and communication skills.” This new thinking suggests a different approach in designing and delivering the curriculum to make students ready with 21st century skills, which ultimately aimed at engaging students in addressing real-world problems and issues important to humanity and any other questions that matter as a lifelong learner.

Twenty-first century Skills

Interest in the skills identified as 21st century skills is not new to the world. For example, for over 40 years, researchers at Harvard University’s Project Zero have been studying effective ways as to how these skills could be taught to students. Various articles published have identified the “21st Century Skills” under three (03) categories as follows.

- 1. Learning skills (the four C's)** teach students about the mental processes required to adapt and improve upon a modern work environment.

- 2. Literacy skills (IMT)** focus on how students can discern facts, publishing outlets and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.
- 3. Life skills (FLIPS)** take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

Further, the said 03 categories are broken down into 12 skills as shown in the figure 1. They are further categorized as explained in the following section. Majority of educators value these skills because they are universally important for any career and the said skills also vary in terms of importance, depending on an individual's career aspirations.

| Learning Skills: | Literacy Skills: | Life Skills: |
|--|--|--|
| <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Collaboration & Teamwork with synergy • Effective Communication | <ul style="list-style-type: none"> • Media Literacy • Information Literacy • Technological Literacy | <ul style="list-style-type: none"> • Flexibility • Leadership • Initiative • Productivity • Social skills |

Figure 1: Summary of 21st Century skills

Category I – Learning Skills

This category is subdivided as follows;

- **Critical thinking** : Finding solutions to problems
- **Creativity** : Thinking outside the box
- **Collaboration** : Working with others
- **Communication** : Talking to others

Arguably, critical thinking is the most important quality for someone to have in health sciences. In business settings, critical thinking is essential for improvement as it is the mechanism that weeds out problems and replaces them with fruitful endeavors. It is what helps students figure things out for themselves when they do not have a teacher at their disposal.

Creativity is equally important as a means of adaptation. This skill empowers students to see concepts in a different light which leads to innovation and entrepreneurship. In any field, innovation is the ‘key’ to the adaptability and overall success of a company. Learning creativity as a skill requires someone to understand that “the way things have always been done” may have been best 10 years ago but may not be appropriate in today’s context hence ‘change’ is imperative.

Collaboration means getting students to work together, achieve compromises and to get the best possible results from solving a problem collectively. Collaboration may be the most difficult concept in the four C’s. But once it is mastered, it can bring companies back from the brink of bankruptcy.

The key element of collaboration is willingness compromise. All participants have to be willing to sacrifice parts of their own ideas and adopt others to get results for the company. That means understanding the idea of a “greater good” which in this case tends to be company-wide success.

Finally, effective Communication is the glue that brings all of these educational qualities together. Communication is a requirement for any company to maintain smooth flow of information from top to bottom and vise-versa. It is crucial for students to learn how to effectively convey ideas among different personality types found in an organization. Effective communication has the potential to eliminate confusion in a workplace which makes employees valuable parts of their teams, departments and companies.

On the other hand, poor communication within a company cause projects fall apart and upset synchronization. Employees find it difficult to see the objectives of the company they should achieve.

Category II - Literacy Skills (IMT)

These are sometimes called IMT skills and they are each concerned with a different element in digital comprehension.

- **Information Literacy** : Understanding facts, figures, statistics, and data
- **Media Literacy** : Understanding the methods and outlets in which information is published
- **Technology literacy** : Understanding the machines that make the Information Age possible

Information literacy is the foundational skill that helps students understand facts, especially data points, they will encounter online. More importantly, it teaches them how to separate facts from fiction because in this age of chronic misinformation, finding truth online has become a job all on its own. It is crucial that students can identify honesty on their own. Otherwise, they can fall prey to myths, misconceptions and outright lies.

Media literacy is the practice of identifying publishing methods, outlets and sources while distinguishing between the ones that are credible and the ones that are not. Just like the previous skill, media literacy is helpful for finding truth in a world that is saturated with information. This is how students find trustworthy sources of information in their lives without which anything that looks credible becomes credible. By doing so, they can learn which media outlets or formats are fit to be embraced or to be ignored.

Last but not the least, Technology Literacy goes another step further to teach students about the machines involved in the Information Age. As computers, cloud

programming and mobile devices become more important to the world, the world needs more people to understand those concepts. Technology literacy gives students the basic information they need to understand what gadgets perform what tasks and why. This understanding removes the intimidating feeling that technology tends to have with old school personalities. After all, if one does not understand how technology works, it might as well be magic to him.

Technology literacy unmasks the high-powered tools that run today's world and as a result, students can adapt to the world more effectively. They can play an important role in its evolution and they might even guide its future.

Category III - Life Skills

This is the final category in the list which is also called FLIPS. These skills all pertain to someone's personal life but they also bleed into professional settings.

- **Flexibility** : Deviating from plans as and when necessary
- **Leadership** : Motivating a team to accomplish a goal
- **Initiative** : Starting projects and strategies by planning on one's own.
- **Productivity** : Maintaining focus and efficiency in an age of distractions
- **Social skills** : Meeting and networking with others for mutual benefits

Flexibility is the expression of someone's ability to adapt to changing circumstances. This is one of the most challenging qualities students must learn because it is based on two uncomfortable ideas. One's way is not always the best way. One has to know and admit when he/she is wrong.

The above could be a struggle for a lot of students, especially in an age when you can know any bit of information at the drop of a hat. Flexibility requires them to accept that they will always have a lot to learn even when they are quite educated and experienced. Moreover, flexibility is crucial to a student's long-term success in a career. Knowing when to change, how to change and how to react to change is a skill

that will pay dividends in someone's real life. It also plays a big role in the next skill in this category.

Leadership is someone's penchant for setting goals, walking a team through the steps required and achieving those goals collaboratively. Whether someone is a successful entrepreneur or a fresh hire just starting his/her career, leadership is a paramount quality in career progression.

Entry-level workers need leadership skills for several reasons. The most important is that it helps them understand the decisions that managers and business leaders make. Then, those entry-level employees can apply their leadership skills when they are promoted to middle management (or the equivalent). This is where 21st Century skill learners can apply the previous skills they have learned.

As they lead individual departments, they can learn the ins and outs of their specific careers. That gives ambitious students the expertise they need to grow professionally and lead whole corporations. However, Leadership alone is not enough to take the lead in successful strategy.

Initiative only comes naturally to a handful of people and it is very important for true success. Yet, this is one of the hardest skills to learn and practice. Initiative often means working on projects outside of regular working hours. Initiative is an attribute that earns rewards. The rewards for students with extreme initiative could vary from person to person. For someone, it could mean good grades while for another it could mean something like new business ventures. It is especially indicative of someone's character in terms of work ethics and professional progress. That goes double when initiative is practiced with qualities like flexibility and leadership.

Productivity is one's ability to complete a certain job in an appropriate amount of time. In other words, it is about doing the right thing at the right time. Because, the common goal of any professional - from an entry-level employee to a CEO- is to get more quality work done in less time. By understanding productivity strategies at

every level, one can discover the ways in which they could manage his/her time with the maximum productivity. That equips them with the practical means to carry out the ideas they determine through flexibility, leadership, and initiative which were discussed before.

Still, there's one last skill that ties all other 21st Century skills together; social skills are crucial to the ongoing success of a professional because any profession is frequently done through the connections one person makes with others around him. This concept of networking is more active in some industries than others but proper social skills are excellent tools for forging long-lasting relationships. While these may have been implied in past generations, the dawn of social media and instant communications have changed the nature of human interaction to greater levels. As a result, today's students possess a wide range of social skills. Some are more socially adept than others while some are far behind their peers. That means some students need to learn them in an educational setting instead of learning in a social forum. Etiquette, manners, politeness and even a small pep-talk could still play major roles in today's world.

These skills all double back to one key focus; that is someone's ability to adapt to change. Today, the only consistency from year to year is 'change'. That is a familiar concept to all of today's students. Any industry should be capable of changing at a moment's notice because of the volatile environments and ever changing circumstances. Industries are now regularly disrupted with new ideas and methodologies and even pandemic situations. Those industries that have not been disrupted do not necessarily mean they are immune to disruptions. It is a matter of time and they just have not been disrupted as yet. With that in mind, the world has entered an era where nothing is guaranteed or predictable. As a result, students need to learn to guide the change that will inundate their lives.

How Do We Teach 21stCentury Skills?

While these skills can be taught at any grade level, it would be more appropriate to teach these skills in middle or early high school. This is the time students need to hone their career readiness skills before they enter the workforce. Educators should be prepared to teach 21st Century skills effectively. In order to education to be structured to meet the needs of students in the 21st century world, “School”, “Teacher” “Learner” and “Curriculum” needs to be redefined. Following new definitions could be offered for “School”, “Teacher” and “Learner” appropriate for the 21st century:

Schools – School will go from ‘buildings’ to ‘nerve centers’ with walls that are porous and transparent, connecting teachers, students and the community to the wealth of knowledge that exists in the world.

Teacher – Teacher role would transfer from primary role as a dispenser of information to orchestrator of learning and helping students turn information into knowledge and knowledge into wisdom.

Learner – In the past a learner was a young person who went to school, spent a specified amount of time in certain courses, received passing grades and graduated. Today we must see learners in a new context where schools prepare them to become lifelong learners.

Twenty-first century curriculum

Twenty-first century curriculum is not textbook-driven or fragmented but is thematic, project-based, integrated, interdisciplinary, and research-driven, which connect learners at local, national and global level. The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple literacies of the 21st century and authentic assessments while service learning is an important component. The content and basic skills are not taught as an end in themselves but students learn them through their research and application in their projects.

Textbooks, if they have them, are just one of many resources. Knowledge is not memorization of facts and figures but is constructed through research and application and connected to previous knowledge, personal experience, interests, talents and passions. The skills and content become relevant and needed as students require this information to complete their projects. Assessment moves from regurgitation of memorized facts and disconnected processes to demonstration of understanding through application in a variety of contexts. Real-world audiences are an important part of the assessment process, as is self-assessment.

The education system should be prepared to maintain student interest by helping them see how what they are learning prepares them for life in the real world and instill curiosity which is fundamental to lifelong learning. Flexibility in how we teach is necessary in achieving this and we must excite learners to become even more resourceful so that they will continue to learn outside the formal school day.

The 21st century curriculum classroom must be expanded to include the greater community. Students should be self-directed and should work both independently and interdependently. The curriculum and instructions must be designed to challenge all students and should provide for differentiation. It should be a global classroom, a site where teachers and students can go to join or start a collaborative project with anyone in the world. For example, K-12, an Education Management Organization who runs their website “Our Global Community™ enable more than 325,000 educators and 126,000 classrooms in over 200 countries and territories to safely connect, exchange ideas and learn together.

Attributes of a 21st-century educator

An effective 21st-century educator should be a “guide on the side,” not a “sage on the stage”. Having said that, still there is much more to it than that. For instance, 21st-century educators must be lifelong learners and should be willing to learn not only from their peers, but from their students as well. As Mamzelle Adolphine said:

“To be an effective 21st-century teacher, a teacher must first possess the very same 21stcentury skills that their students are expected to have. And, in addition to those skills, they must be able to help all of their students obtain and develop 21st-century skills.”

A core attribute of a 21st educator is the **ability to anticipate the future**. He/she should anticipate the rapidly changing technology trends, tune with the direction of the economy and projected needs for business and industry in the future and aware of the career opportunities for children in the coming years and all of the requisite educational skills and talents necessary to allow kids to position themselves to compete.

The educator should be **a lifelong learner**, ready to be embrace the new technology and other development with inquisitive and positive attitude. They should be ready to make mistakes, be wrong and to keep the focus on the process and the outcome rather than tools and processes.

A student may have 500 friends on Facebook but he may not know how to be a friend. Therefore, in this technology-driven era, it is more critical than ever that we **foster peer relationships** with and among our students. We must model and demand courtesy, communication, respect and cooperation. Our students need us to show them how they should treat each other. Technology can foster isolation. Therefore interpersonal relationship skills must be taught in our classrooms so that our students can go on to be effective in the workplace and fulfilled in their lives.

21st-century educators should be ready to **assessing all levels of learners** for guiding them to find their, by assessing each and every student they teach for

their ‘Learning Ability’ and ‘Commitment to Learning and to guide them to find their best of ability. As the pedagogical learning is replaced by andragogy or an adult learning style, where students have a say in their own learning teachers must work to bring all students up to a level where pedagogical learning is replaced by andragogy or an adult learning style, where students have a say in their own learning.

Technology is an integral part of student’s life in the 21st century. While the educators are not expected to teach the students how to use all new technologies, they should be in a position to **discern the educative and non-educative use of technology** made available to them and to their students at school and at home, to identify non-productive and productive use.

Finally and most importantly, the educators should be **able to persuade students for self-learning**. Students should be guided that they can learn not only in the class room, but at home, at the playground and village or city or the community. To foster the lifelong learning, best example can be provided by the educators by becoming lifelong learners themselves.

Following resources are adopted in preparation of this article:

<http://21stcenturywalton.pbworks.com/w/file/fetch/61682502/Five%20Traits%20of%20effective%2021st-century%20educator.pdf>

<https://educationinjapan.wordpress.com/homeschooling-afterschooling/what-is-21st-century-curriculum/>

M. Stansbury, “Five characteristics of an effective 21st-century educator according to the Readers Survey

**Adult Education and Teacher
Development: A review of the
Dip TESL programme
conducted by the Department of
English, NIE Sri Lanka**

National Institute of Education, Sri Lanka



Dr. Darshana Samaraweera

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Faculty of Languages, Humanities & Social Sciences,
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Teacher Education as Adult education

Educating to be teachers or to improve teaching practices can be named as teacher education. It is a well-established process with its own body of knowledge and research and it links various disciplines like education, psychology, sociology, and applied linguistics (When it comes to teacher education in the field of language teaching). When the attention is focussed on to the evolution of teacher education its accumulation of wealth throughout the history from various theoretical approaches like behaviourism, cognitive approach, constructivism and social constructivism has made it a very strong and a well renowned construct in the field of education. Teacher education has become a lifelong continuing practice in today's context and the concept of 'good teacher' is no longer a 'static' one (Malderez & Bodoczky, 1999). As a result, more and more emphasis is given to both initial and in-service – more appropriately continuing- teacher education programmes to capture the ever evolving concept of 'good teacher'. In this process it is very important to consider the approaches of these teacher education programmes in the light of adult education methodologies and practices since the teacher education practices cannot be included in the category of pedagogy which covers the educational practices employed in the school level.

Adult learning and adult learner: an effort to define

What makes it different from adult learning and learning of children? Prior to answer this question it is necessary to determine the concept 'adult' and the characteristics displayed by the adult learners. In many contexts the 'adult' is defined as an individual who is above a particular age – above 18 or 21 in most of the instances depending on the socio-cultural and legal setting of a community- and this individual is characterized with the ability to be independent in thought and action and mostly in decision making. The way the adult 'education participant' is characterized by

Schroeder (1975), in the Handbook of Adult Education is very much elaborative and significant though it reflects the contemporary American scenario.

The adult education participant is just as often a woman as a man, typically under forty, has completed high school or more, enjoys an above average income, works fulltime and most often in a white-collar occupation, is married and has children.....”

These features of the ‘adult education participant’ provide an important foundation to define and understand the adult learner. The adult learner unlike the learner we encounter in the pedagogic contexts has strengths and weaknesses very much specific to him or her as an individual. Given definition shows how adult learners suffer the burdens of social life while enjoying the independence they have acquired over the age. When an adult decides to venture an educational pursuit what makes him or her do so? What are the specific qualities/features of such learners to be taken into consideration by those who create educational programmes for such participants are some of the prime considerations that should be given much prominence.

Going back to the history of the topic adult education and the adult education partner, Thomas Pole’s (1816) account throws much light on the subject while providing evidence how the concept was considered important over the history.

“Adults enter their school with very different feeling from children..... They attendfrom their desire to learn; they understand the value of the work (study) in which they engage; they keep its end in view..... Time to the adult learner is precious..... in the instruction of adults..... our conduct should demonstrate to them that we are their sincere friends.”

Though Ploe created this description in the 19th century it opens eyes of the present day educators to perceive the diversity and importance that should be in the

field of adult education. Further, it very clearly agrees the views of the 20th century pioneers in the discourse of adult education such as Bruner, Knowles, and Kolb etc.

Based on all these definitions and descriptions it is very much possible to create a list of features that explains the profile of the adult learner. The adult learner:

1. is an independent individual,
2. is self-motivated,
3. understands the value of education,
4. sets goals for education,
5. values time very much,
6. selects educational situations in a way completely different from children.

The greatest challenge faced, when considering the given characteristics of the adult learner is the preparation of adult learning situations to suit them because of the diversity of characteristics displayed by the adult learners.

Discussing in line with the assumptions of andragogy given by Knowles (1975):

'(1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value.'

Conner (1997) explains 'five issues' to be addressed in a learning programme for adults

1. Letting learners know why something is important to learn
2. Showing learners how to direct themselves through information
3. Relating the topic to the learner's experience

The next two issues she puts as '(4) people will not learn until they are ready and motivated to learn. Often this (5) requires helping them overcome inhibitions, behaviours, and beliefs about learning.'

Conner's explanation when observed closely matches the six characteristics given above and therefore it is very much essential that the learning programmes for adults

should be compatible with the needs and the diverse nature of the adult learner. It is in this light any adult learning programme should be analysed.

When analysing teacher education programmes in the light of adult learning there is another consideration to be made; the teacher education programme should be perceived in relation to the models of teacher education.

Models of teacher education

Wallace, (1991) presents three models of teacher education:

1. The craft model,
2. The applied science model
3. The reflective model

As given by Wallace (1991) the craft model of teacher education explains the traditional approach to teacher education where the novice gets training and experience working with a more experienced professional. The novice for most of the part ‘imitates’ the experts and takes him as the model. According to Stone and Morris (1972:7) – as cited by Wallace- the craft model was the approach used to organize teaching practice until the World War II and this model was called ‘Sitting with Nellie’.

In the craft model the learner has limited scope to make own decisions since the expert is always seen as the role model and therefore there is no room for creativity in the part of the learner.

The applied science model of teacher education presented by the American sociologist Donald A. Schon is based on using scientific knowledge to clearly defined objectives. What happens in this model is that the trainee achieves professionalism through the application of knowledge obtained through experimentation (scientific method) and through periodic up gradation of such knowledge. According to Wallace (1991) the applied science model is the most frequently used model in training situations in the world even today.

The third model, the reflective model is based on the interplay between the 'previous experiential knowledge and the newly acquired knowledge of the learner. The learner acquires knowledge and then puts into practice which eventually leads him/her to reflect upon the results. This reflection always provides feedback to the learner in order to change the behaviour. This model of teacher education can be identified as a very effective and progressive and it is a very much constructivist approach to teacher education.

It is keeping the andragogic principles highlighted above and the teacher education models in mind the in-service teacher education programme given below is studied.

Name of the programme: Diploma in Teaching English as a Second Language (Dip TESL)

Background of the programme:

Diploma in Teaching English as a Second Language (Dip TESL) is a one year full time in-service teacher education programme offered by the Department of English, National Institute of Education (NIE) Sri Lanka with the aim of improving the professional competencies of the teachers of English who have acquired experience of teaching English over a considerable period of service and to identify potential teacher educators for further training. Main objectives of the programme are:

1. To enable participants to understand various approaches to second language teaching.
2. To bring participants up to date with significant developments in applied linguistics and related fields relevant to the teaching and learning of English in Sri Lanka.
3. To assist participants in the construction of a conceptual framework for language teaching and learning, in order to relate and evaluate the pedagogical procedures and practices they encounter.
4. To provide participants with the skills and techniques essential for language teachers and learners and trainers in the successful implementation of language policies in Sri Lanka.

Entry qualifications of the trainees

Those who wish to follow the Dip TESL programme should be teachers of English from government schools with five years of teaching experience after the initial teacher education programme.

Admission process

Every year in the month of May applications are called from the qualified teachers through a newspaper advertisement and the selection of the candidates is done through an interview that follows a placement test conducted by the Department of Examinations of the NIE. Every year fifty teachers are selected to follow the Dip TESL programme and they are granted full paid study leave for a period of one year by the Ministry of Education.

Course structure and procedures

The Dip TESL programme is divided into four major components: core component, elective component, practice teaching, and the individual project. Each component is organised in the way as it is given in the table 1.

Observations made on the Dip TESL programme in relation to adult learning

The participant

The participants being experienced teachers by all means match the definition given by Schroeder (1975). They join the programme making various sacrifices in their personal lives like getting away from their families (especially teachers who happen to come to Colombo from distant places. They get residential facilities in the NIE hostels).

The most important factor about the Dip TESL programme is that it is not a compulsory teacher education programme forced by the Ministry of Education. Only those teachers who are genuinely interested in improving their professional standards join this programme.

Table 1 Course organization

| Component | Subjects | Duration | Evaluation |
|---------------------------|--|--|--|
| Core component | D1. Linguistics and the structure of English D2. Aspects of Socio-linguistics and psycholinguistics D3. Methodology of Teaching English as a Second Language D4. Educational Technology and Small Scale Research Methodology D5. Methods of Teacher Education and supervision D6. Language Testing and Evaluation | 40 hours 60 hours 60 hours 40 hours 60 hours 40 hours | Each subject is evaluated by continuous assessment (40%) and end of the course examination (60%) |
| Elective component | D1E. Materials Design and Evaluation D2E. G.C.E.(O/L) Literature in English D3E. Computer Assisted Language Learning | 30 hours 30 hours 30 hours | Continuous assessment |
| Practice Teaching | | 04 weeks | Supervisors evaluation based on the criteria laid down |
| Individual Project | | | Evaluated by an examiner |

In that way it goes with one of the most important characteristics of adult learners, 'the adult learner is self motivated'. This is the major aspect Knowles (1975) highlights as an assumption. Though it is so every year there are hundreds of enthusiastic applicants to face the placement test and once selected some participants make jubilant remarks like they have finally succeeded after several attempts. This shows that the course participants join solely because of their self motivation. Their goal oriented nature makes them motivate towards taking up a higher qualification. Thus the course participant can be identified with all the necessary features of adult education.

How the programme addresses the needs of the adult learner and the role of the models of teacher education are reflected

The core component of the programme reflects well how it fits into the adult education framework. The six courses offered in the core component are arranged in a very flexible manner taking the nature of the adult learner into consideration. Especially, the method of learning and teaching during the core courses provides many opportunities for the learners to bring in their experience into the class for discussion. Teaching is not limited to lectures; there are workshops, mini projects, seminars, field observations, panel discussions in order to provide them a wide range of experience. In this way the Dip TESL programme tries to make it very much learner oriented; keeping to the main ideas of Knowles (1975) regarding the adults:

1. '(1) Adults need to know why they need to learn something
2. (2) Adults need to learn experientially,
3. (3) Adults approach learning as problem-solving, and
4. (4) Adults learn best when the topic is of immediate value.'

On most of the occasions, when the subjects in the core component like methodology of teaching English as a second language, psycholinguistics, and language testing course participants are directed towards experiential learning where they are allowed to share their experience and to reflect upon them. Mini projects assigned to groups provide them opportunities to engage in experiments so as to construct knowledge.

e.g. 1. One topic they are presented with when they learn the subject psycholinguistics is error analysis. When dealing with this subject they are assigned to engage in a mini project for three weeks where they have to record authentic data on the errors made by a selected number of second language speakers of English and to analyze data. Each group has to present their findings to the class at the end of the mini project and a wide discussion on the data analysis is created when the presentations are done.

e.g. 2 During the small scale research methodology component the participants are exposed to the world of research and they are guided to select their final project which mostly is an action research. At the end of the component each participant has to present the research proposal developed during the course to a group of evaluators. This three day research proposals presentations session which was newly added to the course in the year 2007 has become a most sought and cherished experiences of the learners.

e.g. 3 One more experience the learners very much appreciate as adult learners is the group project where they have to prepare an electronic education programme as a part of their education technology component. The highly practical nature of this venture keeps the learners highly engaged and they discover much more about language teaching through this.

In this way the core component is made experiential and meaningful to the adult learner while keeping to the applied science and reflective models of teacher education. Moreover, they are able to earn 40% of the marks for each subject through these practical and experiential tasks.

The practice teaching component that runs for four weeks' time is very carefully structured in such a way that each participant becomes a reflective practitioner while helping each other to improve their standards. During the practice teaching period each participant is expected to;

1. Keep a reflective journal on his/her practices
2. Have lesson planning sessions with peers
3. Observe the lessons of their peers
4. Get observed his/her lessons by peers
5. Engage in a feedback session at the end of each day (with the supervisor and peers)

Apart from the above they are expected to engage in a project with the teachers of the school where they attend teaching practice in order to make their stay beneficial to

the school in every possible way. In this manner the participants are kept engaged in their work giving them opportunities to spend their time in the maximum useful way and reflecting the adult learning principles and reflective model of teacher education.

The next component of the programme is the elective component where they have to select two of the subjects given in the table 1. These subjects are handled by the teachers in such a way that the total 30 hour period for each subject is utilized in a very much practical way. Since these subjects are of high relevance to their teaching in the present context they are highly motivated to select two of them to suit their needs and to experience something new. Right throughout this component the learners are exposed to a highly work oriented environment where there are many experiential learning exercises take place. Especially the Computer Aided Language Learning (CALL) component exposes the learners to a new world of knowledge. Especially the opportunity they get to work in collaboration with the graduate students of the University of New Mexico in the USA with the cooperation of Professor Lani Gunawardene provides them a whole range of experience in the area of CALL. The online forum they exchange their ideas and experience is a very good example to highlight the way reflective model of teacher education operating in a rich adult learning environment.

The individual research project where the learners have to engage in an action research project too is an example of how the Dip TESL programme is made relevant to the learner. There, they have to select a topic depending on their professional needs and conduct the action research in their particular school once they are back. They are given sufficient time to complete the project and hand over the report for final evaluation which is considered as a full paper.

In conclusion the Diploma in Teaching English as a Second Language programme of the National Institute can be highlighted as an in-service teacher education

programme where the adult learner is catered to while keeping to the applied science and reflective models of teacher education.

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Design thinking: A pathfinder in facing twenty first century challenges in education

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Introduction

Preparing students with the essential skills, mindsets and dispositions that will help them thrive in the future world has been identified as the prime objective of the contemporary education. In a world where rapid changes in the socio-economic, environmental and political contexts becoming the norm, recognizing the nature of the ‘future world’ is not a clear task. It is also noteworthy to cognize that 85% of jobs that will exist in year 2030 haven’t been invented yet.

Within this highly ambiguous context, finding realistic means to cater to the unknown future has been a challenge for the educationalists. Exploring avenues to solve the issue has taken two directional approach; presenting ‘the answers’ for the anticipated future issues and/or empowering the learners with the relevant competencies to find solutions for unanticipated future issues. Providing ‘the solution’ to hypothetical future challenges is unrealistic given the ever-changing volatile nature of the modern world. Thus, the approaches focus on developing skills and the mindset capable enough to adopt in the changing future requirements has been brought into light.

Twenty first century skills which includes both literacy skills as well as the critical thinking, creativity, problem solving and collaboration have been identified as the most essential universal set of skill which enables today’s learners to catch up with the lightning pace of the future world. However, the traditional education method has proved to be inefficient in achieving the twenty first century skills, paving ways to explore new ideas. With its human centered, problem solving approach highlighting the creativity and innovation as core concepts, Design thinking can be explored as valuable alternative paradigm for the teaching/learning process to develop twenty first century skills in the school education system.

What is ‘Design thinking’?

Design thinking is about embracing simple mindset shifts and tackling problems from a new direction. Scholars have define the term in different ways. This approach was originated in architecture, design and art almost thirty years ago and is applied successfully in many fields nowadays (Luka, 2014). As per Ray (2012), Design thinking is an approach that consists of collaboration in order to solve the problems by finding and processing information taking into consideration real world people’s experience and feedback. It is referred to as a new paradigm for dealing with problems in many professions and fields including IT, business, research, innovation and education (Dolak, Uebenickel and Brenner, 2013).

As a methodology it has different models from different organizations and schools. Understanding the problem, observing users, interpreting the results, generating ideas, experimenting and testing improving the design are the five components common in majority of these models. Ideation is a key concept, which support developing innovative idea generation process different situations.

In order to make the operational mechanism of design thinking clear, the five-stage Design Thinking model (Figure1), proposed by the Hasso-Plattner Institute of Design at Stanford (d.school) is presented here. The key stages of the design process can be explained as follows:

Empathise: Learners observe, engage, watch, and listen. The purpose is to understand people, within the context of their design challenge. Who are they designing for and what is the problem that needs solving?

Define: Learners explicitly define the challenge based on their new understanding of the people and the problem. They write a meaningful problem statement to guide their actions.

Stanford d.school Design Thinking Process

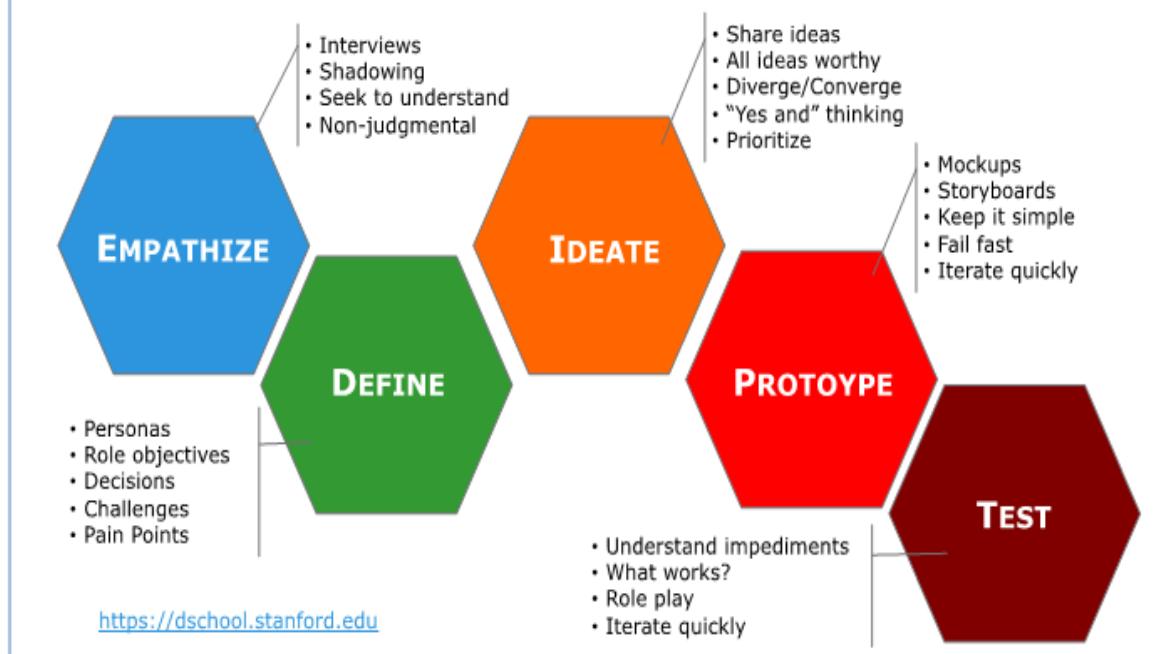


Figure 1 : Design thinking process as per Stanford d.school (image source://dschool.stanford.edu)

Ideate: Learners generate ideas. Every idea is welcome. Judgement is suspended so that the team can move beyond obvious solutions and find innovative ideas to explore.

Prototype: Students start building their solution for the end user. This is an iterative process that tolerates failure. Prototypes don't require too much commitment of time or resources.

Design Thinking for Education

Theoretically, Design thinking is having several discourses and considering Design thinking as a (1) reflective practice, (2) problem-solving process and (3) way of reasoning is important in pedagogy (Panke,2019). The approach can be integrated in the class room environments with processes and tool sets supporting the problem solving practical approach in learning activities at different levels.

Productive aspects of ‘Design thinking’

While providing the opportunity to identify problems and reframe them as actionable opportunities, Design thinking lets the learners build an awareness of the importance of collaboration and feedback in achieving targets. It sets the forum for the learner to understand that setbacks and failures are valuable learning moments and the necessity of appreciating the value of hard work and persistence. Developing entrepreneurial and community-minded behaviours and developing a futuristic and solution oriented focus are also identified as positive effects of design thinking approach. Most importantly it develops empathy and builds up creative confidence in practical stance. All these aspects are vital for preparing the learner to the future with twenty first century education goals. However, it is important to be aware that Design thinking also has its limitations. Hence amalgamation of Design thinking into existing education system needs to be considered with best possible, practical and reasonable solutions to those identified limitations.

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Initiating, Sustaining, and Assessing Service-Learning ESL Programs (Online)in and after COVID-19

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Service Learning (SL) is defined as a “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995, p.112). SL is acclaimed as a collaborative, democratic pedagogy (Bringle, Reeb, Brown, & Ruiz, 2016) within which learners can operate and develop autonomously.

In the realm of English language programs, there are numerous examples of successful implementations of SL (see Perren & Wurr, 2015). The research suggests that students in SL-enhanced language classes become interculturally competent by learning language in meaningful contexts (Minor, 2002), connect more closely to their schools and community (Russell, 2007), realize the academic benefits of community service (Wurr, 2009), gain social awareness and become empowered with a sense of civic responsibility (Perren, Grove, & Thornton, 2013), and develop interest in social justice (Cameron, 2015). Bippus & Eslami (2013), in a multiple case study of six adult ESOL students conducting SL activities found that their students improved language skills and increased self-confidence. The finding that their self-confidence improved suggests that SL projects play a role in developing the sense that one can operate autonomously during or after the SL course. Furthermore, SL courses can culminate with international, refugee, and immigrant students developing "a sense of self-worth" and "transform[ing] their identities from foreign students to active participants in U.S. culture" (Perren, Grove, & Thornton, 2013, p. 482). Thus, SL English language classes are uniquely positioned to support the multidimensional development of participants.

Several second language acquisition (SLA) theories can be linked to reasons why incorporating service-learning (SL) into language learning endeavors should be seriously considered. Long's Interaction Hypothesis (1996) suggests that linguistic

interaction around meaningful goals supports SLA by generating negotiation of meaning among the language users. Sociocultural theories from the early Vygotskian version in 1934 to the newer activity theory (Lantolf, 1994; Lantolf & Appel, 1994) highlight the social nature of learning, whereby development is supported through socialization, scaffolding among participants, interaction with authentic materials, and the pursuit of authentic goals.

This talk first highlights the synergies required to support the successful integration of SL and EAP, and offers a model for how to create such synergies at other institutions. The principal example will be based on the experience of an EAP program director and a teacher/course coordinator who described their path from believing in the value of SL to implementation and assessment of student outcomes (see Honnor & Orlando, 2015). Second, the talk will illustrate how learners develop personally and interpersonally when they are given autonomy to operate in SL EAP. Finally, recent examples will be given from developments in conducting SL EAP online as a consequence of COVID-19. Final remarks will reflect on how SL EAP can be initiated in under-resourced environments, what structures and connections are needed to sustain SL in EAP, how the effectiveness of SL in EAP can be assessed, and what of the adaptations made during COVID-19 are likely to be lasting.

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Expanding Horizons in Intercultural Understanding through Internationalization in the EFL Classroom

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Internationalization is a top priority among institutes of higher learning in today's globalized world. Administrators and educators continue to seek academic growth opportunities for their institutions' students and faculty across cultures, and such institutional initiatives toward increased globalization take many shapes and occur on various levels. If one considers the possibilities only at the level of formalized academic partnerships, it may seem out of reach for many EFL teachers. However, when such initiatives are viewed through the lens of curious students—and teachers—who understand the act of language learning to be an act of increased intercultural competence, the possibilities are endless.

In this plenary session, I will begin by guiding conference attendees along an autobiographical journey of personal internationalization through formative linguacultural experiences, as an example of intercultural formation in one individual. Through a real-time, online activity using Google Jamboard, attendees will be able to examine their own stories, considering aspects of the importance of language learning on identity formation and intercultural understanding.

The presentation will then turn to the importance of internationalization, both at the level of the EFL classroom and in terms of larger-scale interscholastic collaborations and full-fledged university partnerships. Using examples from IUPUI and the International Center for Intercultural Communication, we will examine the ways in which internationalization can be introduced incrementally, for the mutual benefit of all parties. The role of technology for creating intercultural experiences will be examined, with specific examples that include an IUPUI preparatory course in academic English writing for dual-degree students at a Chinese university (Ene, 2014).

Finally, the session will examine how practical activities rooted in intercultural rhetoric (Connor, 2008) can be acts of small-scale internationalization within the EFL

classroom, helping students to understand the cultural contexts and the “small culture” affiliations that affect writing. Holliday (1999) describes “small culture” as “social groupings or activities wherever there is cohesive behaviour” that avoid “ethnic, national or international stereotyping” (p. 237). Teachers will be challenged to consider the overlapping cultural diversity in their own crucibles of small culture—that is, their own classrooms—and to consider how students may find ways to “bring” their culture to their English writing. Further, Sarangi (1995) and Connor (1999) help us see that understanding the culture of those with whom we communicate helps us to accommodate, or change, our use of the common language (usually English) to achieve more successful communication. Accordingly, the presentation will share project-based activities that allow EFL students to practice such accommodations through authentic English communication with people from different backgrounds. To this end, I will describe an IUPUI course in international business writing that connected students in the US, Finland, and Belgium, and will share examples of language accommodation from You (2018).

Increased intercultural understanding and competence provide a strong foundation for successful internationalization efforts at all levels. Language learners are dreamers, eager to make changes in themselves and the world around them, and the small-scale steps that educators take to ignite cultural interest and increased intercultural understanding within the classroom can have far-reaching effects.

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Building Joy in Teaching and Learning by Addressing the Student Biography

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COVID 19 has disrupted every aspect of students and teachers' personal and educational lives. However, even during this time of uncertainty in education, teachers need to ask themselves the following question, "What have I done today to ensure that all students are successful in learning English?" With this in mind, I propose that there are some non-negotiable factors in our teaching, whether it is in-person or remote, to fully engage students in understanding the importance of learning English, increasing their desire to do so and increasing the possibility of them becoming fluent English speakers. These non-negotiables include building on the Prism Model (Collier, 1995) and understanding the biopsychosocial history of students. We must then use this information to deliver Biography Driven Instruction (BDI) (Herrera, 2010). When BDI Strategies are put in place, both students and teachers experience more joy in teaching and learning.

English teachers are aware of the benefits of learning English. The reasons include things such as higher socioeconomic earning potential, higher education opportunities, and more access of the internet and of popular culture. But English can seem difficult to learn for some of our students who do not understand these benefits and who do not receive instruction tailored for their needs. These students may not have the motivation to put forth the effort needed to learn. They see no application to their daily lives. These students are the most challenging in a classroom and we must determine how to include them in the learning.

The Prism Model is the product of long-term, multiage and multi-site research conducted in the United States. The model represents a holistic way to frame the differential learning needs of students, as well as a focus on the assets students bring to school. The research demonstrates that there are four different dimensions of the student biography that must be addressed for students to be successful-the

linguistic, academic, cognitive and sociocultural. These four dimensions are interrelated and involve developmental processes that occur simultaneously, thus, they cannot be addressed in isolation.

At the core of the biography is the sociocultural dimension. This dimension encompasses the complex sociocultural factors and variables that are critical to the success of learning English. This includes the cultural norms and expectations of the community students reside in, but also include the culture of the school. This school culture affects both students and teachers (Murry, 1996). A student's sense of self and self in relation to social groups is often shaped by the psychosocial processes including self-esteem development, self-concept formation and social identity development.

The remaining three dimensions (cognitive, academic and linguistic) frame the sociocultural dimension. Cognition is the act or process of coming to know or to understand something. Of course, the academic dimension is the normal focus of school, as pertaining to language teaching, we need to realize that there needs to be an integration of concepts addressed across academic disciplines. In the linguistic dimension, teachers must make sure that they are focused on all four language domains-reading, writing, listening, and speaking.

The biopsychosocial history of a student is a term used to describe the most basic elements of human experience which include the biological, psychological and the sociological aspects of an individual. It can best be understood by thinking about the many facets of our own lives. With students, we need to ensure that students can see, hear, and have basic biological needs met such as having enough to eat. As educators, we must be aware of the different states of mind that a learner finds himself in during instruction and adjust accordingly. We also need to think about the influence that society has on what we teach, how we teach it, and why we teach it.

Building on the prism model and the biopsychosocial history brings us to the develop the concept of the student biography (Herrera & Murry, 2005; Herrera et al.,

2007). The student biography is a concept that accounts for the challenges and processes with each of the four dimensions. To be successful, educators must explore and understand these dimensions through multiple lenses. Teachers must use what they learn before, during and after lessons to assess students' language and academic growth and to strive to understand them from both a school and cultural perspective.

Biography-driven instruction (BDI) (Herrera, 2010) takes into account all of the aspects of a learner as the teacher is planning and implementing a lesson. Strategies are used during the three phases of a lesson- Activation, Connection and Affirmation. During the Activation stage, the teacher accesses the students' background knowledge, including their funds of knowledge (from the home), prior knowledge (from the community) and academic knowledge (from previous schooling). Once in the Connection phase of the lesson, teachers connect the known knowledge of students to the new or unknown knowledge and skills. During this time, students are practicing using their new skills. Finally, during the Affirm phase of the lesson, students "show what they know" publicly and the teacher and class celebrates the new learning.

Thus, by using the BDI framework and implementing BDI strategies, a teacher will build a classroom environment that is based on the students' assets and needs. Once the focus is on the all dimensions of a student and lessons are carefully planned and implemented using strategies to engage the student in learning, then students will become more engaged in the learning. This engagement not only leads to better understanding and retention of new English skills, but to the joy of teaching and learning itself.

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Achieving Internationalization through COIL :Glocal Institutional and Professional Impact

University of Mohammed First, Oujda, Morocco



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There is much misconception about internationalization as ‘we have to move away from dogmatic and idealistic concepts of internationalization and globalization’, to quote De Wit (2011). Therefore, this pushes us to reconsider the means to reach internationalization rather than to seek it as an end or outcome. Theoretically, virtual or online collaboration is, in fact, a truly instrumental approach towards internationalization; practically, the COIL¹project has made the discourse of internationalization be oriented toward national and institutional levels – hence internationalization at home. More explicitly, if internationalization was once oriented to quantitative terms of physical mobility of staff, faculty and students, it is now more directed to qualitative policies following the continuum of inputs-outputs-outcomes, stressing the impacts or end-results associated with achieving glocal internationalization. Accordingly and as De Wit puts it, there is an ‘increased awareness that the notion of internationalization is not only a question of the relations between nations but even more of the relations between cultures and between the global and the local’.

In this context, Mohammed First University, Oujda, Morocco, through some faculty, signed a MOU², which paved the way to a series of institutional and professional agreements whose specifics are as follows:

¹COIL:Collaborative Online International Learning, a SUNY (State University of New York) initiative adopted at 27 SUNY campuses as well as at 39 global partner campuses around the world.

²Benkaddour Mohammed, president of Mohamed First University on March 28th, 2017, and Sally CrimminsVillela, Associate Vice Chancellor for Global Affairs, the State University of New York on June 12th, 2017

| | |
|------------------------------------|----------------------------|
| Two teachers (alas COILERS) | One course/module |
| Two cohorts of students | A shared content |
| Two institutions | Co-teaching |
| Two or more cultures | Co-learning |
| Two or more languages | An effective collaboration |

My campus department of humanities³ has adopted a series of COIL Enhanced Courses⁴ by term since 2017 involving my institution and Rockland and Tompkins Cortland Community Colleges. The main impact of this COIL internationalization experience is:

- Awareness and knowledge about other cultures/realities;
- Understanding of how ‘Others’ perceive of ‘Us’ and vice-versa;
- Understanding and awareness of each person’s own cultural background;
- Experiential and collaborative student learning/ teacher teaching;
- Competency in using English/other language(s) in authentic communicative contexts;
- Development of online communicative competence, and digital literacy.

³Reference to COIL Collaboration between ENSA, Morocco and 2 SUNY Community Colleges

⁴**Spring 2020:**Virtual Impact on Learning in Applied Collaboration Contexts; **Fall 2019:**Cross-Linguistic/Cultural Transfer in a US/Moroccan Online Collaboration Context; **Spring 2019:**Transnational Education: Connecting ENSA and RCC Students through COIL Project; **Fall 2018:** Going Global from Within: Cultural Styles and Strategies Examined through COIL Interactions; **Spring 2018:**Cross-Cultural Communications and Applications in Engineering and Marketing; **Fall 2017:**The Examination of the Influence of Culture in Communication Styles in Engineering and Management.

The “new normal” in education, with a focus on English Language Teaching

Braybrook College, Braybrook Melbourne, Australia



Josephine Best

EAL teacher

Braybrook College, Braybrook Melbourne

Western English Language School, Braybrook

Part 1: Facing the challenge of educating children in the “new normal”

- What is the new normal exactly? According to the Oxford dictionary, it is “A previously unfamiliar or atypical situation that has become standard, usual, or expected.”
- What effect has this had on society? The shutdowns, lockdowns and curfews have had wide-ranging effects, from panic-buying to people being laid off or having their hours cut, people being forced to work from home where possible along with all the children also being asked to stay home.
- And what impact have these conditions had on our students? Their education has been disrupted and ability to learn has been badly affected. Some students were or are able to work well from home, others struggle with this new setup. Discipline has been challenged of all involved and the difficulties of coexisting in small spaces and trying to learn have come into sharp relief.

Part 2: The realities of teaching in the “new normal”

- Australian experience: we fared fairly well in the first lockdown period. Our cases were coming under control and some parts of the country were almost COVID-free fairly quickly. Then there was an outbreak in Melbourne caused by poor hygiene control and practices related to the hotel quarantine which put us back into lockdown for several months.
- For us in Melbourne, the lockdowns this year meant that students in the worst affected areas missed about 20 weeks of face-to-face teaching at school.
- What is our current new normal like? We have gone back to fairly normal classes – albeit with masks and extra cleaning. For teachers, we need to be socially distanced in meetings, so small groups or Zoom calls are appropriate.

- What did we learn from the experience? For us, we were suddenly thrust into a world of digital learning that challenged many. We learnt as we went about Google Classroom and other platforms to use with our students. The lack of proper face-to-face classes made understanding what students were struggling with and how to help them difficult.
- What has been the experience in Sri Lanka? The teachers I know in Sri Lanka have told me stories of great hardship. Without access to technology, education has been fairly impossible for many. Where technology was accessible, it was difficult to get students to concentrate on their lessons and giving feedback has been generally limited.
- What solutions are there in this current time of no schools being open? Whatever means of contacting students that are available, such as WhatsApp groups, are invaluable for keeping the educational relationship alive and offering a means of offering work or answering questions. For others, students being able to pick up work from their school where there is money for this is another valuable option.

Part 3: Looking to the future – when back at school, how will it be different?

- **Things to focus on:** well-being, numeracy, literacy. Having missed so much school this year, when students return, there will need to be a focus on the basic foundations: well-being, which underpins the ability of students to be ready for learning will need much more attention at least initially. Checking students are feeling comfortable and safe enough to be open to learning will be paramount. Re-establishing a relationship with them will be of utmost importance too. And of course, numeracy and literacy will need careful focus to bring students back on course to gradually make up for lost time.

- **Thinking differently about assessment:** In these times of disruption, systems where exams are the mainstay of assessment will not do the students justice in representing what they know or have learnt. It will be important to broaden the scope to include more formative assessment, group work and skills-based activities that test a range of capabilities at once.
- **The importance of 21st C skills:** Being able to work independently and to think critically are skills particularly called on in a remote learning situation. Collaboration via technology or working with family has become all the more important. And creativity to think outside the box when tackling a question is vital when learning with limited input from teachers.
- **What aspects of English Language teaching to focus on:** In terms of ELT, students have missed 20 weeks of opportunities to listen and speak. These skills will need special attention when school starts again. If some bookwork was done, it is most likely to have been reading with some small amount of writing. These skills will still need extra attention, but less may have been lost.
- **Teacher professional development:** Reflecting on success/working on improvements: Being caught off-guard by the pandemic and forced into isolation with little warning highlighted the need for regular professional development for teachers. Teachers need access to resources for reference and access to learning opportunities for teaching with technology.
- **The importance of communication:** The pandemic has shown us the importance of being able to communicate at all levels: teachers with students, teachers with colleagues and school management and teachers with parents. These need to be strengthened so we can all work together with the students' progress and learning as our focus.
- **Higher level conversations:** The Department of Education and administrative bodies need to look at how students and teachers can be better

equipped with technology and internet connections or data to allow for any future breaks in the continuity of education. Without subsidising these materials, education will remain held back by a simple inability to connect, a crying shame in our globalised world.

Exploiting newspapers in language classroom

RESC ANURADHAPURA



D.S.K. Dharmasena

R.M.R.N.K. Nawaratne

Introduction

Newspapers are an effective classroom teaching tool as they are a great resource (Education World, 2011). According to World Education (2011); they are extremely flexible and adaptable for all grade levels. They bridge the gap between the classroom and the “real” world. Above all, they can be cut, marked, clipped, pasted, filed and recycled as necessary. They contain practical vocabulary and the best models for clear and concise writing. They are also a cost-effective way to teach.

Hence, a newspaper can be a useful teaching resource especially at the schools with low resourceful classrooms. Therefore, it was thought that guidance for teachers on how to use newspapers in an effective manner in the language classroom would be of a great importance for them.

Consequently, the workshop on ‘Newspaper Ideas’ was conducted with the participation of teachers of English from different education Zones in Anuradhapura district.

The workshop which demonstrated six innovative ways of using newspapers in language classroom received a lot of positive feedback from teachers.

At the same time, the activities reveal that they are having a great impact on learner autonomy too.

Who is it for?

Teachers of English

How long?

6 hours

Main Aim:

To use different newspaper items creatively in language teaching.

Task Introduction:

- Task 1: Warmer -Spot the Word
- Task 2: Lead-in
- Task 3: Class Dictionary
- Task 4: Pictures for Creative Writing
- Task 5: Guided Writing Activity
- Task 6: Reading Skills
- Task 7: Letter Writing
- Task 8: Picture captions
- Task 9: Put it into Practice

Task 1: Warmer – Spot the word

Time: 30 minutes

Goal: To energize the participants.

Input: Copies of short newspaper articles

Process:

- The class is divided into groups.
- Copies of the same article are distributed among each group.
- Trainer says a category (Eg: an animal).
- Participants quickly read through the article and find the word that comes under the category and shout out the word.
- Group that gives the word first gets a point.

Output:

- Participants practise scanning spontaneously in a fun activity while being competitive.

Task 2: Lead in

Time: 30 minutes

Goal: Familiarise the topic with participants to try out some activities to introduce and practise.

Input: Probing questions

Process:

- Lead a class discussion based on the following probing questions.

- How often do you read newspapers?
- Have you ever used them in your classroom?
- What type of activities have you done with your students?

Output:

- Participants get familiarized with different types of newspaper ideas and going to try out some new activities.

Task 3: Class dictionary

Time: 45 minutes

Goal: To introduce and practise ‘Class Dictionary’ activity

Input: Short newspaper articles

Blank cards with a letter of the alphabet written on each.

Process:

- Trainer divides the class into groups.
- Each group is given newspaper articles to read.
- A card with a letter of the alphabet is given to each participant in each group.
- Participants read the article and find the words that begin with the letter given to each of them.
- Then they write the words in the card.
- At the end, the whole class gets a collection of words beginning with each letter of the alphabet.
- The class can bind the cards together and have a class dictionary.

Output:

- The participants practise handling a creative vocabulary development activity using newspaper articles.

Task 4: Picture for creative writing

Time: 45 minutes

Goal: To introduce and practise ‘Creative writing’ activity

Input: Different picture cut ups from newspapers

Blank A4 / A3 papers

Process:

- The class is divided into groups.
- Trainer distributes three picture cut outs from newspapers to each group.
- Participants study the pictures and create a story with the three pictures they have got in groups.
- They paste the pictures in a poster/ A4 /A3 paper and write their story.
- Each group displays their story on the wall.
- The class can have a gallery walk and read all the stories

Output:

- The participants practise utilizing pictures in newspapers in designing activities that promote students’ creative writing skills.

Task 5: Guided Writing

Time: 45 minutes

Goal: To introduce and practise a guided writing activity with feature articles.

Input: Different feature articles on people, animals, places, events and objects from newspapers

Blank A4 / A3 papers with headings

Process:

- The class is divided into groups.
- Trainer distributes the cut ups of feature articles to each group.
- Participants extract information under the given headings such as name of the place/person, animal/ where situated / services done etc...
- The groups write a complete composition with the information extracted from the article.
- Each group reads out their composition to the class.

Output:

- The participants practise handling a guided writing activity with feature articles.

Task 6: Reading skills

Time: 45 minutes

Goal: To introduce and practise a reading activity with advertisements.

Input: Cut ups of different TV programmes /advertisements/ classifieds/ obituary notices etc

Task sheets with scanning /skimming questions prepared on each cut up

Process:

- The class is divided into groups.
- Each group is given a cut up that follows scanning questions.
- In groups the participants answer the questions.
- Groups exchange their activities for correction.

Output:

- The participants practise reading sub skills scanning and skimming in groups.
- Participants realize the importance of newspaper items in improving reading skills of students.

Task 7: Letter writing

Time: 45 minutes

Goal: To introduce and practise a writing activity with different newspaper items.

Input: Cut ups of different advertisements on education courses, overseas universities and job vacancies

Process:

- Each group is given an advertisement.
- Participants study them.
- They write letters of application/ CVs or application forms for the advertisements.
- Letters are exchanged among groups and read.
- Good writings are displayed on the class wall magazine.

Output:

- The participants practise writing formal letters with feature articles in groups.
- Participants understand how newspaper advertisements provide authentic situations in practising writing with students.

Task 8: Picture captions

Time: 45 minutes

Goal: To introduce and practise an activity with pictures from newspapers.

Input: Picture cut ups from newspapers

Process:

- Each participant is given a picture to build up a creative caption for the given picture.
- Class presentation and a feedback session.

Extended activity

- All the pictures and captions are collected separately.
- The pictures are put in a box.
- The captions are displayed on a table.
- Each Participant takes one picture from the box.
- They select the relevant caption that goes with the picture they have got.
- After matching the pictures and captions they display them on a display board.

Output:

- Participants produce creative captions for the picture.
- Participants are involved in the activity individually.

- Participants are convinced that pictures in newspapers can be used to design creative activities.

Task 9: Put it into practice

Time: 30minutes

Goal: To give participants opportunity to practise demonstrated activities / displays their innovative newspaper ideas.

Input: Blank A4 sheets, newspapers, colour pens and pencils

Process:

- The participants create new activities/adapt the ideas they have learnt, to be used in their teaching contexts.
- Participants work in small groups and get the other groups to give feedback on their activities.

Output:

- Each participant gets involved producing innovative activities using newspapers.
- It is revealed that newspapers are an effective classroom teaching too.

G.C.E. (O/L) Results improvement in low performance schools

RESC BADULLA



T.K.C. Ariyawansha

D.P. Subasinghe

S.M.L.C. Rambukpotha

A.M.P.N.K. Amarasinghe

Introduction

This workshop aims at facilitating teachers to support the students who are getting ready to face the General Certificate of Education Ordinary Level Examination (GCE O/L) conducted by the Department of Examinations, Sri Lanka. As the below-average students are the main target group, it is expected to improve their performance in the English language classroom within a period of three months. This takes a form of a mini project.

Who is it for?

Teachers of English, currently teaching in schools where a considerable number of below-average students who score below 35 marks in term tests.

How long?

5 hours

Main Aim:

To enhance the teacher capacity in dealing with low performing students in the ELT classroom.

Task Introduction:

Task 1: Warmer – ‘Let’s mingle to know more about ourselves’

Task 2: Test before Test

Task 3: Discussion on selection of language components

Task 4: Project Work

Task 5: Introducing the Answer Key

Task 6: Time Frame and Reporting

Task 1: Warmer – Let's mingle to know more about ourselves'

Time: 15 minutes

Goal: To get to know about each other and the ELT experience of the participants.

Input: An information sheet in Annex 1

Process:

- Participants mingle to meet as many participants as possible to gather information. They are given only 10 minutes to gather information and 4 1/2 minutes for discussion.
- The new information gathered from the fellow participants is reflected upon.
- Participants discuss the information accumulated related to ELT experiences in their regional settings and analyze the positives, negatives and opportunities.
- Enlarged copies (posters) of the information sheet (Annex 1) can be displayed on the walls around the workshop area and the participants can record their ELT experiences freely on different posters.

Output:

- Participants get the opportunity to reflect on their current situation in the ELT classroom in relation to positives, negatives and opportunities.

Task 2: Test before Test

Time: 60 minutes

Goal: To make the participants familiar with the Pre/Post-Test paper.

To find out alternative answers to the questions in the Pre/Post-Test paper if available.

Input: The Pre/Post- Test in annex 2

Answer Key in annex 3

Process:

- Participants answer the test paper (Annex 2) as an individual activity and they discuss the answers in small groups of 4/5 and get ready for a plenary discussion. In their small groups they discuss the possible difficulties and alternative answers to different questions.
- Different groups present their findings and a plenary discussion is conducted in order to finalize the alternative answers and to minimize difficulties. Answer Key of the Pre/Post-Test (Annex 3) is given for comparison.
- Pre/Post Test can be given as a group work.
- Instead of hard copies, soft copies can be emailed to the participants and they can use their personal devices.
- Provide the Pre/Post Test and the Answer Key as a soft copy (CD)

Output:

- Awareness of the areas tested in the pre/post-test.

Task 3: Discussion selection of language components

Time: 25 minutes

Goal: To make the participants aware of the target language areas in the project work and their relevance.

Input: Power point presentation

Process:

- Latest performance of students at the GCE O/L Examination in English language of the previous year/s is displayed and discussed.
- The structure of the GCE O/L test paper is discussed and the opportunities for candidates to score more marks are reviewed.
- The areas where the candidates score less marks are analyzed and the need to improving their writing skills is emphasized.
- The main focus in the project work for students is therefore improving writing skills.

Output:

- Participants reflect on the approach to teach writing in a more friendly way.

Task 4: Project work

Time: 120 minutes

Goals: To introduce the project work to be carried out in the classroom.

To make the participants familiar with the tasks given in the project work.

Input: The project in annex 4

Process:

- Participants answer the tasks in annex 4 as a group activity and they discuss the answers in the groups and get ready for a plenary discussion.
- Different groups present their findings and a plenary discussion is conducted in order to finalize the alternative answers.
- Different groups can be assigned different sections of the project work. As a jigsaw reading activity, the answers can be discussed and shared.

Output:

- Participants reflect on the areas included in the project work.

Task 5: Introducing the answer key

Time: 40 minutes

Goals: To get the participants to compare their prepared answers with the answer key in annex 5.

To suggest alternative answers.

Input: Answer Key of the Pre/Post- Test in annex 5

Process:

- Participants work in small groups (of 4/5) before they give their feedback.
- They comment on the answer key (Annex 5) and they discuss inclusions and changes to be made in the answer key at the plenary discussion.
- Different groups present their findings and a plenary discussion is conducted in order to finalize the inclusions to the answer key.
- The feedback can be a poster presentation followed by a gallery walk.

Output:

- Participants reflect on the marking criteria.

Task 6: Time frame and reporting

Time: 40 minutes

Goals: To make the participants aware of the time frame of the project work.

To make the participants aware of the responsibilities and correspondent work.

Input: Power point presentation

Mark sheet in annex 6

Time frame in annex 7

Process:

- Time frame is suggested and the participants discuss the limitations.
- Participants agree on the dates for pre and post- tests to be carried out and in groups they agree upon the time frame (Annex 7) for different tasks in the project work.
- Participants read and study the mark sheet they will complete and understand that the marks scored by students in each test item to be included individually in the mark sheet, so that post analysis of the impact of the project work can be made easy.

Output:

- Participants reflect on the individual responsibilities in carrying out the project.

Annexes

Annex 1

Mingle and find information to complete the following grid.

| | | | | |
|---|--|--|--|--|
| Name of the Participant | | | | |
| The school | | | | |
| Grades handled | | | | |
| The best experience in the GCE OL Class | | | | |
| The worst experience in GCE OL class | | | | |
| Facilities available | | | | |
| Level of students | | | | |
| Pass rate in the previous year | | | | |
| Target pass rate of percentage for this year | | | | |
| Support given to develop students | | | | |

Annex 2

Regional English Support Centre - Badulla
GCE (O/L) Result Improvement Project-2020

English Language

Pre/Post-Test

—
100m

Answer all questions on this paper itself.

01. Read the following text and fill in the blanks with the suitable words given in the box. *The first is done for you.*

dress, asking, stick, people, carrying, umbrella, textile, selling, box, are
animals, cycle, earth, is, need, not, people, rivers, salty,
wash, water

Water is the most common liquid in the world. It covers more than half of the (1) **Earth**. Fresh clean unsalted (2). is very precious. Without water to drink human beings and most other (3). could live only a few days. All plants and animals (4). water to keep alive. There (5). water in streams, (6). and lakes. This is called fresh water because it is not (7). Water is found in oceans and seas all over the world. This water is salty and is (8). good for people to drink or cook with. (9). use water every day to drink to cook and to (10). If people use too much water the natural water (11) can be damaged.

(10 marks)

02. Write the opposite words for the given words using the given prefixes in the box. You can use one prefix more than once.

in un ir mis dis

- | | | | |
|----------------|---------|-----------------|---------|
| 01. connect | - | 06. regular | - |
| 02. do | - | 07. obedient | - |
| 03. like | - | 08. correct | - |
| 04. sufficient | - | 09. grateful | - |
| 05. matching | - | 10. comfortable | - |

(05 marks)

03. Study the picture and complete the text with the given words.



This is a picture of a fair. There are many (1). who are engaged in different activities. A balloon seller is holding a (2). of balloons in his hand. A woman is (3). pumpkin to a lady who is (4). a basket. There is another lady standing near the (5). stall. The seller is showing a (6). to her. A lady wearing a saree is (7). the price of fruits. There (8). two other persons in the centre; one is holding an (9). and the other one is carrying a (10). on his head. The girl with a balloon in her hand is looking at the fruits behind her.

(10 marks)

04. You are the Head Prefect of your school. Your school has organized a **Blood Donation Programme** in the school. Write a **notice** inviting the people who would like to donate blood. Include the following.

- Date
- Time
- Venue

(10 marks)

05. Read the following passage and do the activities that follow.

The California Department of Health warned that people need to keep **their** cell phones several feet away from them to reduce radiation exposure and health risks. The Department has given guidelines for reducing exposure to cell phone radiation, amid evidence that the use of cell phones may be linked to cancer and mental health issues.

People use cell phones to transmit information using low frequency radio signals, which may expose **them** to unhealthy radiation, especially when downloading large files. Researches have not been able to prove definitively that cell phone radiation is dangerous, but there have been enough studies suggesting the risks, especially for children, according to the Department. “Keeping a phone directly on the body has never been a good idea.” says Dr. Devra Devis of the Environmental Health Trust.

1. Write **True** or **False** beside each sentence in the space provided.
 - a. According to the California Department of Health, **only** children are affected by the radiation in the cell phones. (.....)
 - b. The Department has given guidelines for reducing exposure to cell phone radiation. (.....)
 - c. “Keeping a phone directly on the body is a good idea” says Dr. Devra Devis. (.....)

(6 marks)

2. Underline the most appropriate response. Which of the following is directly mentioned as the opinion of Dr. Devra Devis?
1. The cell phones may not be harmful to users.
 2. Cell phones transmit information using low frequency radio signals.
 3. It is not wise to keep a cell phone directly on one's body.
 4. The radio frequency energy cell phones are at the bottom of the radiation risk list.

(2 marks)

3. Who do the pronouns in bold print refer to?

their -
them -

(2 marks)

06. Following is what Sahan says about a trip he went on. Read it and write a similar paragraph about a trip that you enjoyed. Substitute the underlined words.

It was my December vacation. My family members decided to go on a trip to Kandy. We started at about 6 o'clock in the morning. We went there by a van. We stayed at Queens Hotel for two days. We visited Peradeniya Botanical Garden and enjoyed the trip a lot.

(10 marks)

07. You received the following note from your friend Lalith.

Dear friend,

We are moving to a new house. I need your help. Can you come?

Lalith

Lalith's note doesn't tell you anything much. You need to get to know more information. Write a reply note. Include the following. Use about 30 - 40 words.

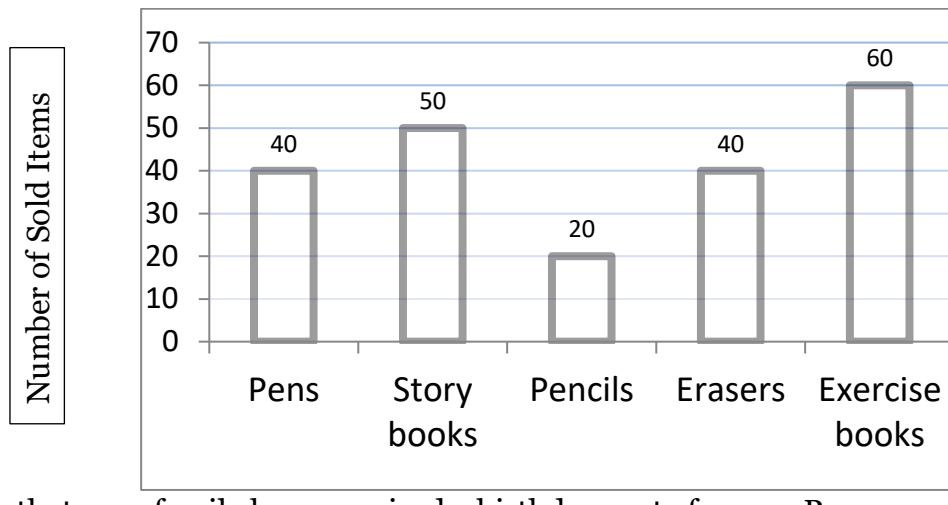
- thank him for the note
- say that you can help
- mention a date that you can come

(10 marks)

08. The following bar chart shows the sale of five different items available at your school bookshop. Study the bar chart and write a description about it. Use about 100 words. The following words will help you.

(10 Marks)

equal amounts, minimum number, maximum number, lowest sale, highest sale



09. Imagine that your family has organized a birthday party for you. Prepare an invitation card including the following.

- Date
- Time
- Venue (Place)

Use about 50 words.

(10 Marks)

10. Write on one of the following. Use about 200 words.

- a. An essay on the following topic

“Advantages (good) and disadvantages (bad) of using mobile phones”.

OR

- b. Complete the story beginning with the following line.

It was a beautiful evening and the sun was getting ready to set

(15 Marks)

Annex 3

| | |
|--|---|
| Pre/Post Test – Answer Key Regional English Support Centre (RESC) - Badulla Time: 1 ½ | <hr/> 100m |
|--|---|

01. (01) **Earth.** (02) water (03) Animals (04) need (05) is
 (06) rivers (07) salty (08) not (09) people (10) wash
 (11) cycle (10 marks)

| | |
|--------------------|------------------------------|
| 02. 01. disconnect | 06. irregular |
| 02. undo | 07. disobedient |
| 03. unlike | 08. incorrect |
| 04. insufficient | 09. ungrateful |
| 05. mismatching | 10. Uncomfortable (05 marks) |

03. (01) People (02) stick (03) Selling (04) carrying

- (05) textile (06) dress (07) asking (08) are
(09) Umbrella (10) box

(10 marks)

04.

BLOOD DONATION PROGRAMME

The students of Highland School have organized
a Blood Donation Programme
to commemorate the 125th anniversary.

Blood will be donated to the Blood Bank of Badulla to help the
needy.

All who wished to be a part of this great event are warmly
welcome.

Date: 25th of September 2020

Time: 10.00 am onwards

Venue: Badulla General Hospital

All who participate are awarded with a special gift.

27.08.2020

Organizing

05. 1. a. - F b. - T c. - F (10 marks)

(6 marks)

2. 3. It is not wise to keep a cell phone directly on one's body. (2 marks)

3. their - people's; them - The people (2 marks)

06.

Dear Nimal,

Thank you very much for informing me about moving to a new residence. I'm really glad to help you. I will be able to come on 27th Monday after 10 o'clock in the morning. Please inform me whether the time is convenient for you.

Lalith

(10 marks)

07. The chart shows the sale of five different items available at the school bookshop at Badulla Sujatha MV. They are pens, story books, pencils, erasers and exercise books which are shown in the horizontal axis. The vertical axis depicts number of items that are sold. The sale of Exercise books is the highest which is 60. Pencils are the least sold item. It is recorded as 20. An equal number of pens and erasers is sold which is 40 each. The sale of Storybooks is higher than erasers and it is 50.

(10 marks)

08.

INVITATION

We cordially invite you
to
attend the party which is organized
to
celebrate the 15th Birthday
of
my daughter, Mewanma
on
03rd of September 2020
From 10.00 am to 2.00 pm
at
Heritage Hotel, Badulla

Mr. & Mrs. Ranathunga
No: 16, Lower Street,
27.08.2020 Badulla

Annex 4



GCE (O/L) Result Improvement Project - 2020

English Language

Regional English Support Centre Badulla

Paper 1 & 2 Competency and Competency Levels

- 7.1 Writes description of people animals, places and things.
- 7.3 Writes for personal purpose.
- 7.7 Writes for official purpose.

Task 1

Imagine that your television is out of order, you took it back to the shop by leaving a note to your brother. Somebody has torn it. Match the phrases in A with B to make sentences. Write the note in the space provided.

A

- | | |
|-----------------------|-------|
| 01. The TV | |
| 02. The pictures have | |
| 03. It gives | |
| 04. I've taken it | |
| 05. Will be back | |

B

- a) back to the shop.
- b) soon
- c) got spots on it.
- d) doesn't work.
- e) noise

Dear brother,

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

Task 2

Read the following note and answer the questions given below.

Dilmi

I have waited for you for half an hour, but as you haven't turned up I've decided to visit the Arts Exhibition. As you have enough time, you can still come. It doesn't start until 7.30. Or call me tomorrow. Hope you are OK.

Janithya

1. Who has sent the message?

.....

2. Who has received the message?

.....

3. How long has she waited for?

4. Who hasn't turned up?

5. Who has decided to visit the exhibition?

.....

6. When does the exhibition start?

.....

7. What does Dilmi have to do tomorrow?

.....

Task 3

Use the phrases given in the box to complete the sentences in the following note.

to come to, at eight o' clock, bring some CDs, on Saturday 9th

A

Asenda,

Would you like my birthday party
.....? It starts When you come, please
.....

Pawantha

B

When you come, It starts, Would you like, my birthday party

Asenda

..... to come to on Saturday night? at eight o'clock please bring some CDs.

Pawantha

Task 4

You received a note from one of your friends, but it is not in order. Reorder the sentences to make the note meaningful. Write the numbers from 1-8 in the box provided.

Nishani,

- that I am staying after school
- It will be from 2 pm to 5 pm.
- packet of lunch before 2 pm.
- Ask her to send the three wheeler
- Please tell my mother
- for volleyball practice.
- Tell her to send my
- to pick me up at the gate by 5 pm

Netha

Now write the correct note in the space provided.

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

Task 5

Read the following note and fill in the blanks using the phrases given in the box.

Sunil, my studies, to the phone charger, to answer the phone, is on your table,

Mother,

Your mobile phone It is connected I switched it off because I had It disturbed
.....

Task 6

Read the question on writing a note below and fill the grid.

Imagine that your uncle lives in India. Recently you received an invitation from him to visit him during the next December vacation. He has promised to send a ticket.

You are Nuwan and you sent a note to your best friend Kamal informing him about his visit to India in the 1st week of December.

| Who sent the invitation | Who got the invitation | What is the message | Who received the message |
|-------------------------|------------------------|---------------------------|--------------------------|
| | | Eg: To visit his uncle | |

Task 7

Write the note for the above. You may start it as follows.

Kamal,
I got an invitation from my uncle

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

Task 8

Read the following note sent by your friend.

Amantha

My family and I hope to go on a holiday in the next April vacation to Nuwara Eliya. My father asked me to ask you to join us. Let me know what you would like to do on the holiday.

Dasun

Now, read the following response. The note of response is not in order.
Write it in the correct order in the space provided.

Dasun,

What about watching car races too? / I too like to visit Nuwara Eliya Garden and go for horse riding. / I like to join you to go on the holiday. / Thank you and your father for inviting me. /

Amantha

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

.....

Task 9

You have moved to a new house recently. Write a note to your uncle telling him about this. Use about 40 - 50 words. Include the following.

- The day and date you moved
 - New address
 - New telephone number
 - Why you moved the place
-
.....
.....
.....
.....
.....

Task 10

You received the following note from your friend. Write a suitable response. Use about 40 - 50 words. Include the following.

- Congratulate him
- Give a day and time to meet you
- Express your willingness to lend your camera
- Say what he has to bring

Pramodi,

I have been selected to represent Sri Lanka, in an international conference in Canada for students, on “Environment Pollution”. Can I borrow your camera to take on the trip.

Nisansala

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

Task 11

Read the following note and write a suitable reply in the space provided. Use about 40 - 50 words.

Sumudu,

Thank you for sending your picture dictionary. It is very attractive. I also want to buy one. Where did you buy it and how much did you pay for that? Please let me know when I should return it.

Ruwani

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

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

Task 12

Imagine that you are not going for cricket practice after school. Write a note to your father to pick you after school.

You may include the following.

- Time and the place your father has to come
- Why you are not going.

Use about 40 - 50 words.

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

Task 13

You received the following note from your elder brother,

Dear Brother,
I am in a hurry. So, I could not find my Sinhala book that I gave you to read last night. Please keep it on my table because I need it for my evening class.
Elder brother

You found the book, but you could not keep it on his table because he has locked his door. You kept it on the T.V. rack and pasted a note on his room door.

Write the note. Use about 40 - 50 words.

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

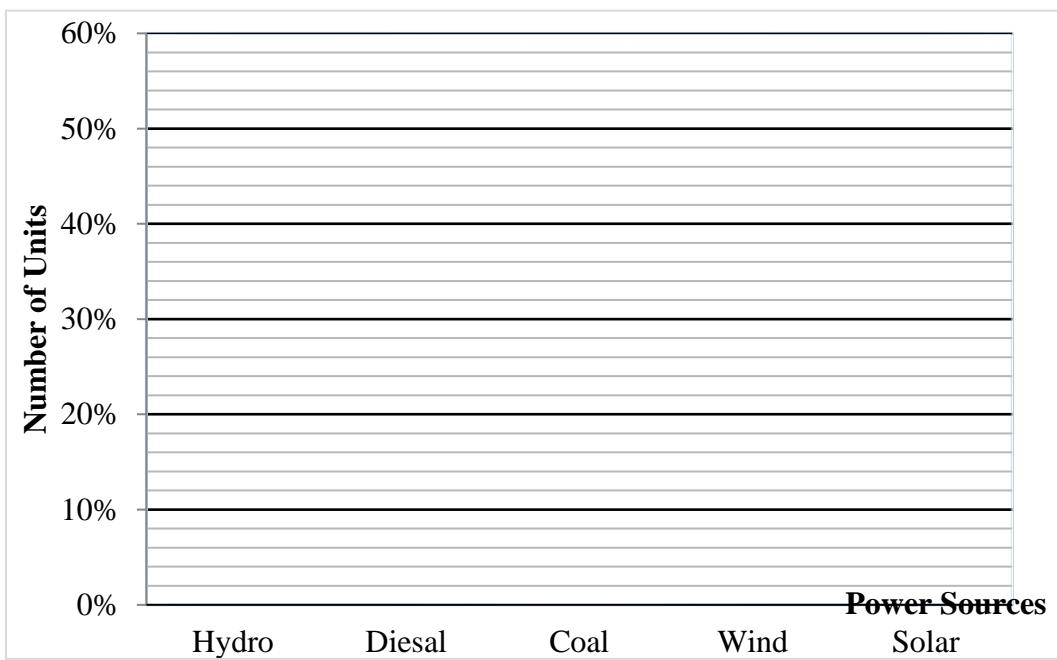
Describing Charts

Task 01

The description given below shows the units of electricity produced by fuel sources in Sri Lanka.

Read the description and draw the bar chart to represent data.

The bar chart depicts the electricity produced by **fuel sources in Sri Lanka**. The main fuel sources used to produce electricity is **hydro power** which covers the 42% of the total production and it gives the largest contribution 20% **diesel** is used to meet the rest of the demand, which produces more number of units. **Coal** is another fuel source that produces less number of units, about 18% of the whole production. The rest of the production depends on **wind power** and **solar power** which produce equal units, about 10% each.



Task 02

The bar chart below gives information about the different food items sold by a school canteen. Study the chart and match the answers with the questions. Write the correct letter in the box provided.

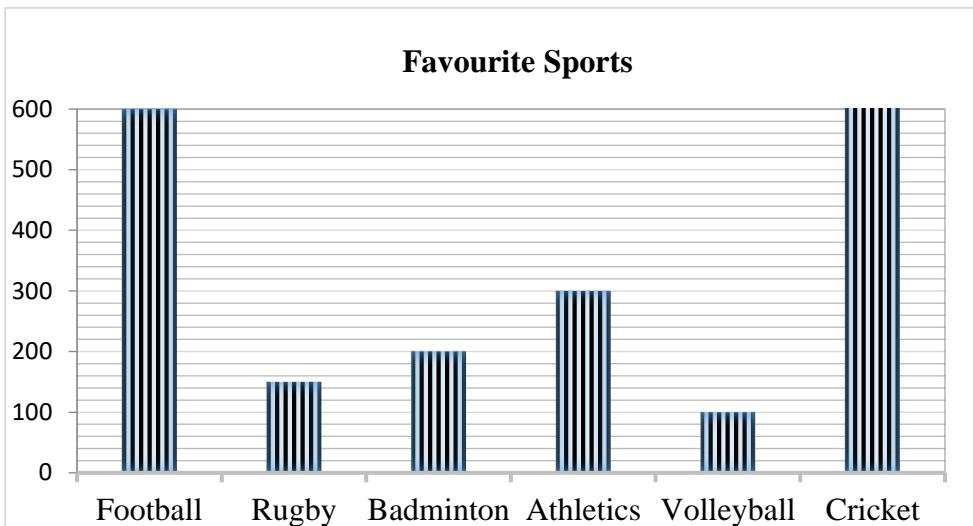


Food items at the canteen

1. What is the topic of the graph? a. Bread
2. What does the vertical axis represent? b. String Hoppers
3. How many food items are sold? c. Rice
4. What is the most popular food item? d. Percentage of Children
5. What is the least popular food item? e. Food at the canteen
6. Which food item is eaten more? f. Four

Task 03

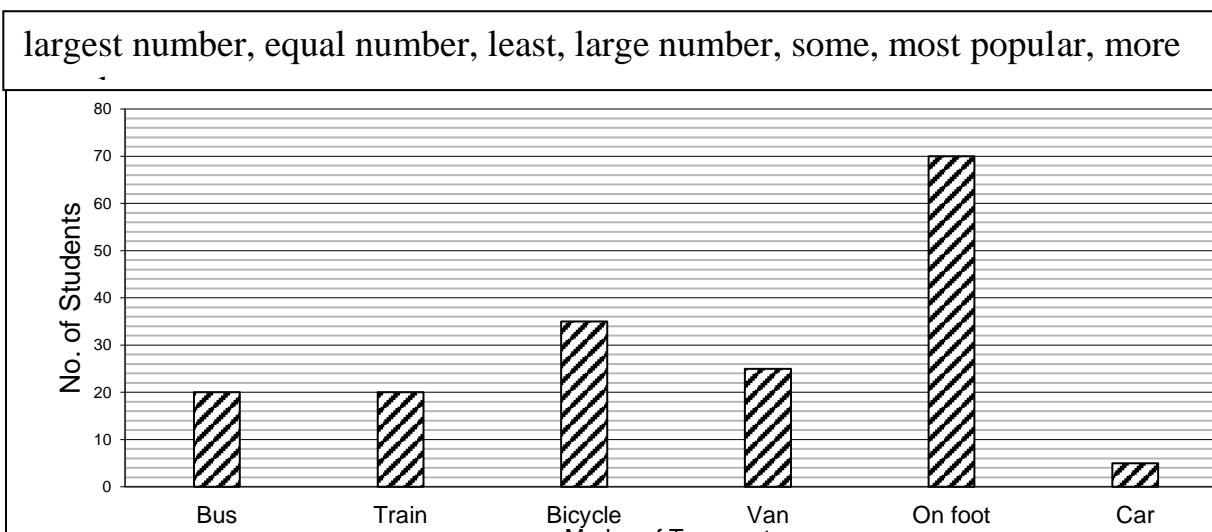
The following bar chart shows favourite sports of students of a boys' school in Badulla. Study the chart and complete the sentences.



1. The bar graph shows
2. The horizontal axis represents
3. The vertical axis represents
4. The number of children in the school is
5. The largest number of Children like
6. Three hundred children like
7. The least popular sports is
8. One thousand two hundred children like
9. is more popular than badminton and volleyball.
10. is less popular than football and cricket.

Task 04

The following bar chart shows the different modes of transport used by a selected group of students of Rangala M.V. Study the chart and fill in the blanks of a description given below.



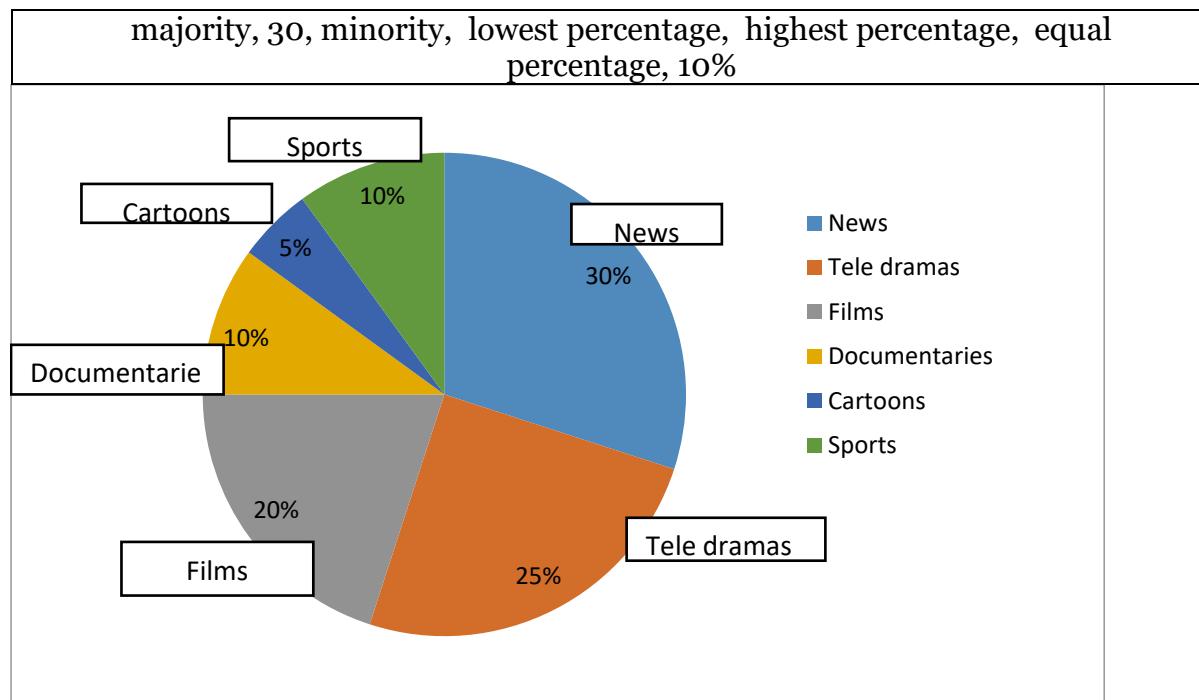
an equal number, number of students, on foot, least, different modes of transport, most popular

The bar chart illustrates two different modes of transport used by a selected group of students of Rangala M.V. The horizontal axis represents and the vertical axis The largest number of students comes to

school..... that is the mode of transport. A large number of students comes to school on bicycle, but that is less popular than coming on foot. of students comes to school by bus and train, both are more popular than car. Some students come to school by van and the number of students comes by car.

Task 5

The following pie chart shows the T.V. programmes the teachers of a school like to watch. The information is given in percentages. Study the chart and complete the description about it. The following words will help you.



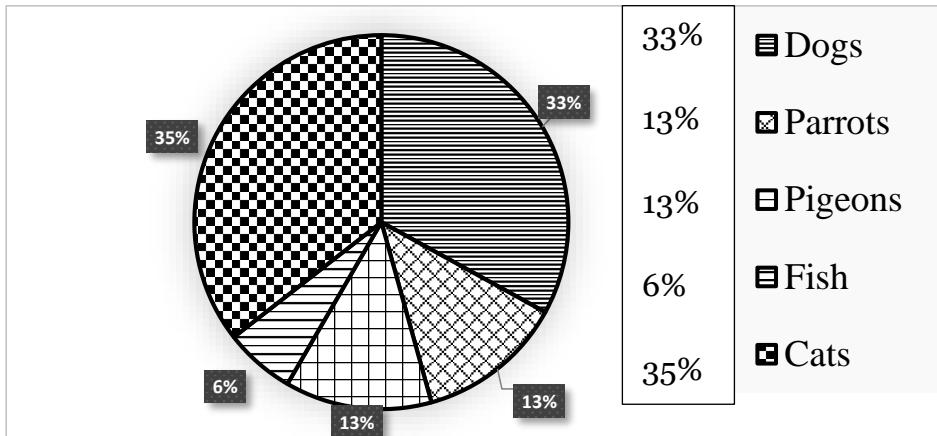
Fill in the blanks with the data taking from the pie chart. First one is done for you.

The above pie chart shows the T.V. programmes the teachers of a school like to watch. The T.V. programmes they watch are tele dramas, films, documentaries, cartoons, sports and News. The majority of teachers prefers to watch News which is (1) The (2) of teachers love to watch Tele dramas. Films are watched by a (3) of the teachers. An (5) of teachers likes to watch documentary and sports which is (6) each. A (7) of teachers is interested in watching news which is the highest percentage of (8)

Task 6

The pie chart shows different types of pets, grade 11 students like. Study the chart and write the description. Use about 100 words. You may use the following words.

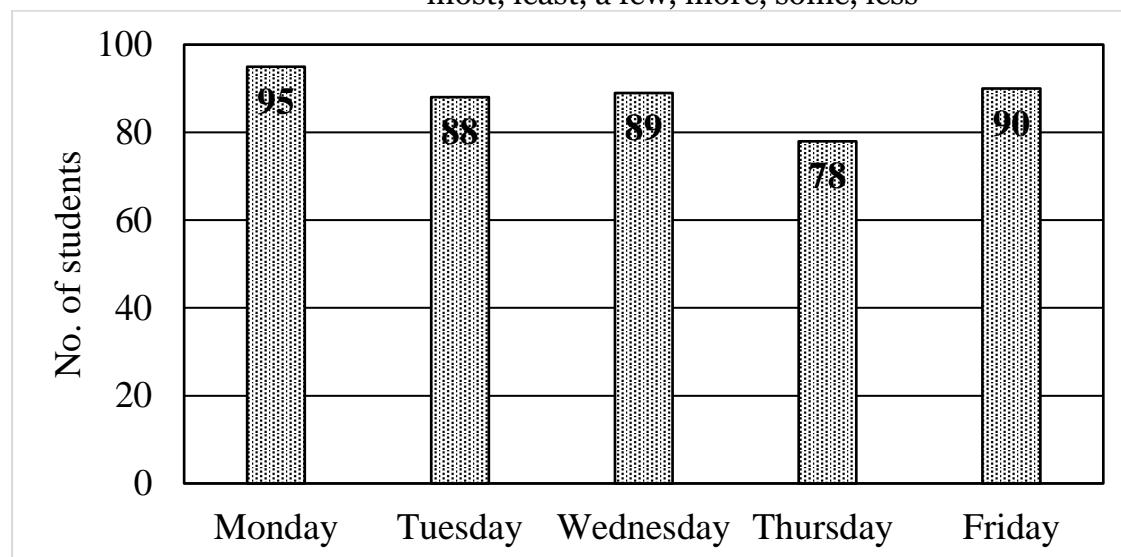
most
least
many
a few
some
equal



Task 7

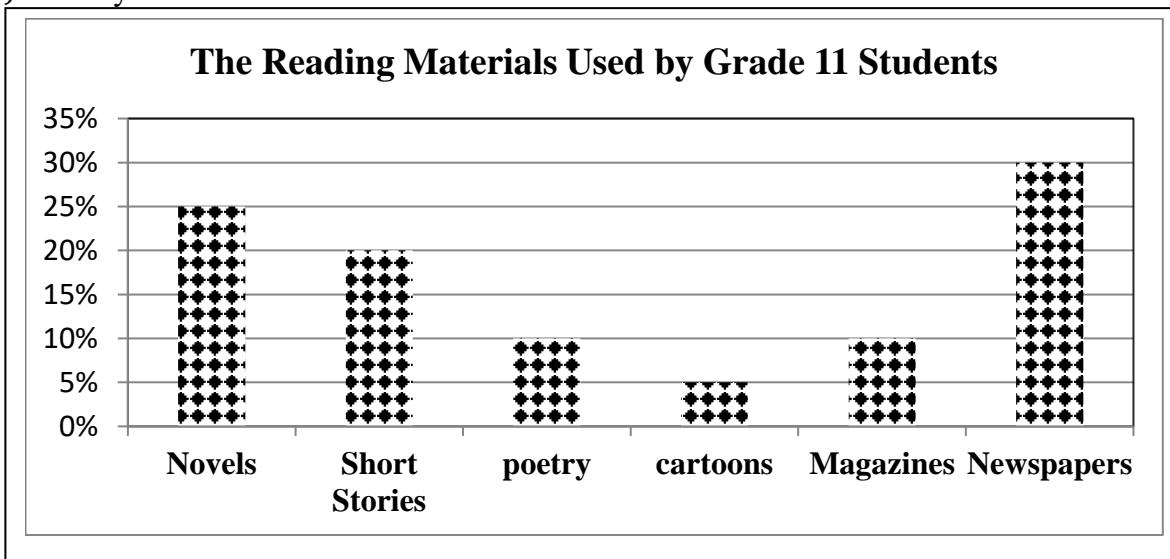
The following bar chart shows the average attendance of grade 11 students per week. Study the chart and describe it. Use at least 100 words. You may use the following words.

most, least, a few, more, some, less



Task 8

(i) Study the bar chart. Then read and match the sentence halves in A with the sentence halves in B.



A

- i. The above bar graph shows
- ii. The horizontal axis displays
.....
- iii. Novels, shortstories, poetry, cartoons, magazines and newspapers
- iv. The vertical axis depicts

B

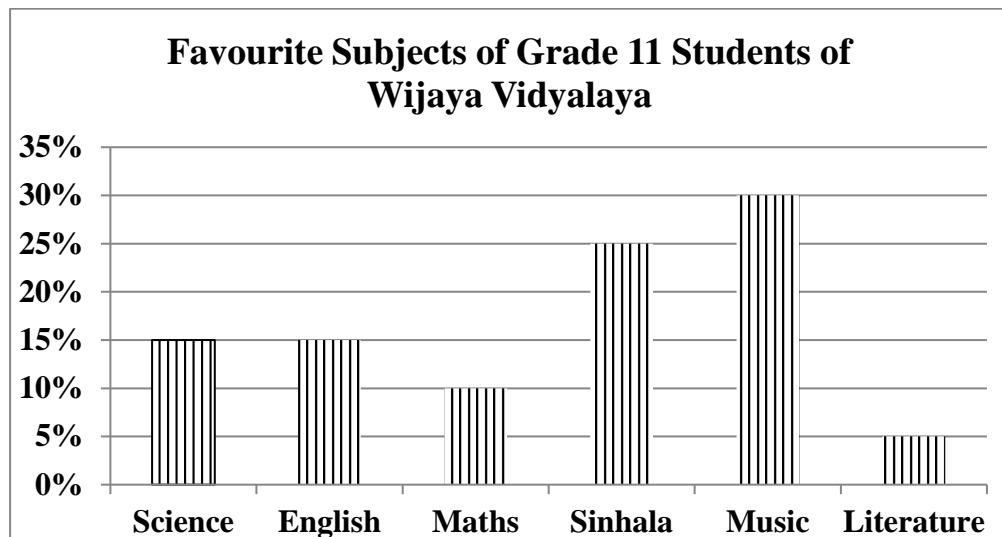
- (a) (.....) the percentages of students
- (b) are the six reading materials popular (.....) among grade 11 students
- (c) what the grade 11 students of Samagi (.....) Vidyalaya like to read
- (d) the different reading materials used by the (.....) students

(ii) Study the above bar graph and complete the sentences.

- **The most popular** reading material among the grade 11 students is
.....
- **The majority**, which is 30%, prefers to read
- **25% of the students** like to read
- Short stories are **less popular than**, but **more popular than** poetry.
- Reading and are **equally popular** among the Grade 11 students.
- **An equal percentage of students** love to read both poetry and magazines **which is** each.
- **A minority of students** have a fancy to read, **which is the lowest percentage of 5%** .

Task 9

(i) Study the bar graph and complete the given sentences.



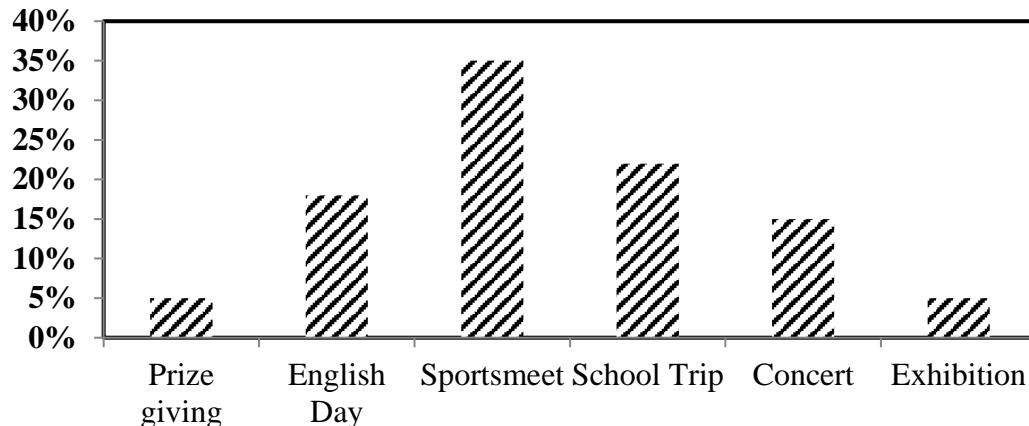
- (a) The above bar graph shows
- (b) The horizontal axis displays
- (c) Science, English, Maths, Sinhala, Music and Literature
- (d) The vertical axis depicts
- (e) Study the bar graph and construct complete sentences . Use the following words and phrases.
- **The most popular**
 - **The majority of the students**
 - **15% of the students**
 - **Sinhala is less popular than**
 - **Maths is more popular than**
 - **are equally popular**
 - **An equal percentage of students**

Task 10

- (i) Study the bar graph given and construct five (5) sentences. Use the following phrases.

majority / highest/ lowest/minority /equal amount /more than / less than

Favourite Annual School Activities of Grade 11 Students



1.
2.
3.
4.
5.

(ii) Study the school activities in the graph and answer.

1. Which two activities are more popular than the others?

.....

2. Are they indoor activities or outdoor activities?

.....

3. What is the percentage of students in prize giving?

.....

(iii) Consider the answers you gave for the three questions given above and construct sentences.

a)

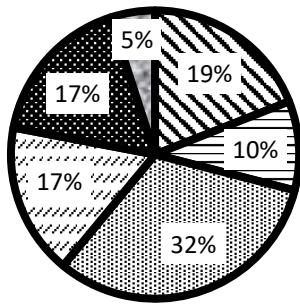
b)

c)

Task 11

The following pie chart shows the estimated expenditure of the Social Services Club of Samagipura on variety of social welfare projects. Study it and complete the blanks.

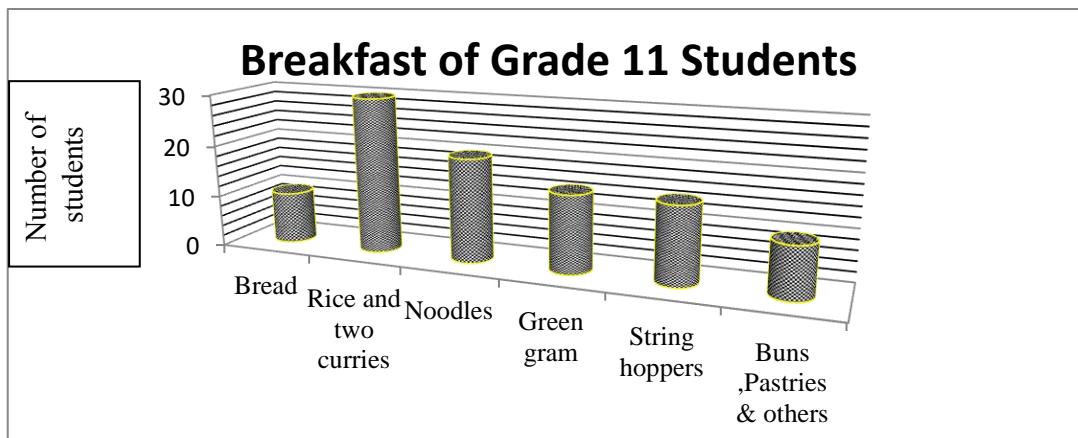
Expenditure on Different Social Services Projects



- Facilitating the street children
- Funding children's homes
- Disaster relief
- Funding elders' homes
- Health Clinics for elders and pregnant mothers

- (i) The above shows the estimated expenditure of the Social Services Club of Samagipura on different social welfare projects. The estimated on facilitating Street Children, funding children's homes, disaster relief , funding elders' homes and is given in
- (ii) The highest expenditure, which is 32% is allotted on The lowest amount is allotted on Out of the total expenditure, an percentage of money is allotted on and Only 10% of the total expenditure is allotted on The money allotted on is lower than

Task 12



The above bar graph shows the results of a survey done among 100 Grade 11 students about their favourite breakfast. Study the graph and write a description of it.

Include three paragraphs .Use about 100 words. Follow the outline given below.

- 1st paragraph
 - What does the bar graph represent / What do the children eat for their breakfast
- 2nd paragraph
 - What is the most popular /least popular /equally popular / more popular than / less popular than / of students like
- 3rd paragraph
 - Which is more popular, wheat based food items or others like rice,green gram.

Parallel Writing

Task 1

Writing about a school event

1. Read the following. Then write a similar paragraph substituting the underlined words with the words given within the brackets.

The annual English Day of our school was held on 25 th of June2015 in the school auditorium. The English Unit and the Junior Prefects with the help of our teachers of English organised it. The Chief Guest was Mr.A.L.Perera, the Zonal Director of Education. There were many interesting items. The Drama performed by grade 11 students and the action songs were two of them. I took part in the drama, but didn't take part in singing. I won/received two medals and certificates for creative writing and announcing. My parents were there, too. It was an unforgettable day for me.

(Sportsmeet / 10th February 2016 / playground/ Sports Committee and the Senior Prefects / Mrs. Damayanthi Darsha, a well known Sri Lankan athlete / events/ drill display / primary / band show / 100 meters relay / hurdles / two first places / friends and parents / interesting)

ii. Now write about another school event like a concert or an exhibition.

Essay Writing

Task 1

Here is a question extracted from a past G.C.E O/L paper. Read it and find necessary information to match A with B .

.Write an essay on the following topic. Use about 200 words

Life in the year 2050

Describe what the following would be like-
environment, transport, population, education

- What you have to do - 200
- Topic - Future Tense
- Sub topics - Write an essay
- Tense - Life in the year 2050
- Number of words - Environment, transport, population

(a) Guess what changes would / would not happen in the environment in 2050 and construct sentences.

..... The environment would be
 The environment would not be
 /natural /artificial/Unlike today / Like now /live and fresh
 spoiled /polluted sources of water /air /trees and plants / animals

(b) Guess what changes would/would not be there regarding transport and complete.

There would /will be
 People would/will travel
 The would /will be the most popular transport mode.
 People would/will not use
 The roads would/ will not be

(c) Guess what changes would be there in 2050 regarding population

The human population will probably

There will be more than
 There would be less than

There would be a competition for..... among

(d) Tell what sort of life would you expect in 2050. You can use the words given in the box.

The life on Earth would be
 The style of living would be.....
 People would live with more

easy / comfortable
 difficult/ significantly // /
 remarkably changed /
 comforts / luxuries
 enjoyable / interesting/

(f) Write an essay on the following topic. Use about 200 words.

Life in the year 2050

Describe what the following would be like environment, transport, population, education

Task 2

(a) Refer to the ideas given below and categorise them under the topics in the grid.

| | | |
|---|-------------------------------|------------------------------|
| gives pleasure | brings us current news | improves general knowledge |
| Force you to buy many things | Good educational programmes | |
| neglect household chores | | |
| the most common mode of entertainment | Influence on social behaviour | |
| popular as a audio visual media | get addicted | Wastes time |
| a source of information | brings something for everyone | popular among all age groups |
| good leisure activity for elderly and disabled people | | |

| Television is | Advantages of watching TV | Disadvantage of watching TV |
|---------------|---------------------------|-----------------------------|
| | | |
| | | |
| | | |
| | | |

(b) Now construct sentences using the above information. Write three paragraphs.

- Television is not only a
- There are many advantages of
 - One of them is
 - Another benefit is
- There are disadvantages too. Many housewives and
 - What is the topic suitable for the above essay

(c) List out the advantages and disadvantages of watching television.

.....

Annex 5 - G C E (O L) practice activities

Task 1

A

01. The TV
02. The pictures
03. It gives
04. I've taken it
05. Will be back

| |
|----------|
| <i>d</i> |
| <i>c</i> |
| <i>e</i> |
| <i>a</i> |
| <i>b</i> |

B

- a) back to the shop.
- b) soon.
- c) got spots on it
- d) doesn't work.
- e) noise.

Task 2

8. Janithya. / Janithya has sent the message.
9. Dilmi. / Dilmi has received the message.
10. Half an hour. / She has waited for half an hour.
11. Dilmi. / Dilmi hasn't turned up.
12. Janithya. / Janithya has decided to visit the exhibition.
13. At 7.30. / It starts at 7.30.
14. Dilmi. / She has decided to visit the Arts Exhibition.

Task 3

A

Asenda,

Would you like to come to my birthday party, on Saturday 9th? It starts at eight o'clock. When you come please bring some CDs.

Pawantha

B

Asenda

Would you like to come to my birthday party, on Saturday night? It starts at eight o'clock. When you come please bring some CDs.

Pawantha

Task 4

| |
|---|
| 2 |
| 4 |
| 6 |
| 7 |
| 1 |
| 3 |
| 5 |
| 8 |

Nishani,

Please tell my mother that I am staying after school for volleyball practice. It will be from 2 pm to 5 pm. Tell her to send my packet of lunch before 2 pm. Ask her to send the three wheeler to pick me up at the gate by 5 pm.

Netha.

Task 5

Mother,

Your mobile phone is on your table. It is connected to the phone charger. I switched it off because I had to answer the phone. It disturbed my studies.

Sunil

Task 6

| Who sent the invitation | Who got the invitation | What is the message | Who received the message |
|-------------------------|------------------------|-------------------------------------|--------------------------|
| <u>uncle</u> | <u>Nuwan</u> | e.g. To visit his uncle | <u>Kamal</u> |

Task 7

Kamal,

I got an invitation from my uncle, who is in India. He has promised to send me a ticket and I'm hoping to visit him in the 1st week of December.

Nuwan

Task 8

Amantha

Thank you and your father for the invitation. I like to join you to go on **the** holiday. I like to visit Nuwara Eliya Garden and go **for** horse riding. What about watching car races too.

Dasun

Task 9

Uncle

We have moved to a new house near our school on 26th Wednesday **A**ugust as it **is** convenient for me and my sister for schooling. The new address is No. 12, 2nd lane, Bazaar street, Badulla. The telephone number is 0769156496. Looking forward to see you soon at the new place.

Mali

Task 10

Nisansala

Congratulations on your achievement to join the International Conference **in In** Canada. I'll be glad to lend you my camera that you have requested. Please come to pick it at 3 o' clock **on** next Monday. Bring a pen drive on your return if possible. Have a safe journey.

Pramodi.

Task 11

Ruwani,

I am glad that you like my new picture dictionary. I bought it from Mahindas Bookshop, Bazzar Street, Baddulla. It cost me Rs. 2500/=. I have the Science class at 2.00pm tomorrow. So please sent me the picture dictionary today. I am staying at home in the evening.

Sumudu

Task 12

Father

Farther, I am not staying after school for cricket practice today because I need to attend a special seminar which is very important at the Town Hall Badulla at 3 pm for O/L Mathematics. Please pick me up at the school gate by 1.30 pm so I would be able to go home and have lunch before attending the seminar.

Farther, I am not staying after school for cricket practice today because I need to attend a special and very important seminar on O/L Mathematics at the Town Hall Badulla at 3 pm. Please pick me up at the school gate by 1.30 pm so that I would be able to go home and have lunch before attending the seminar.

Namal

Task 13

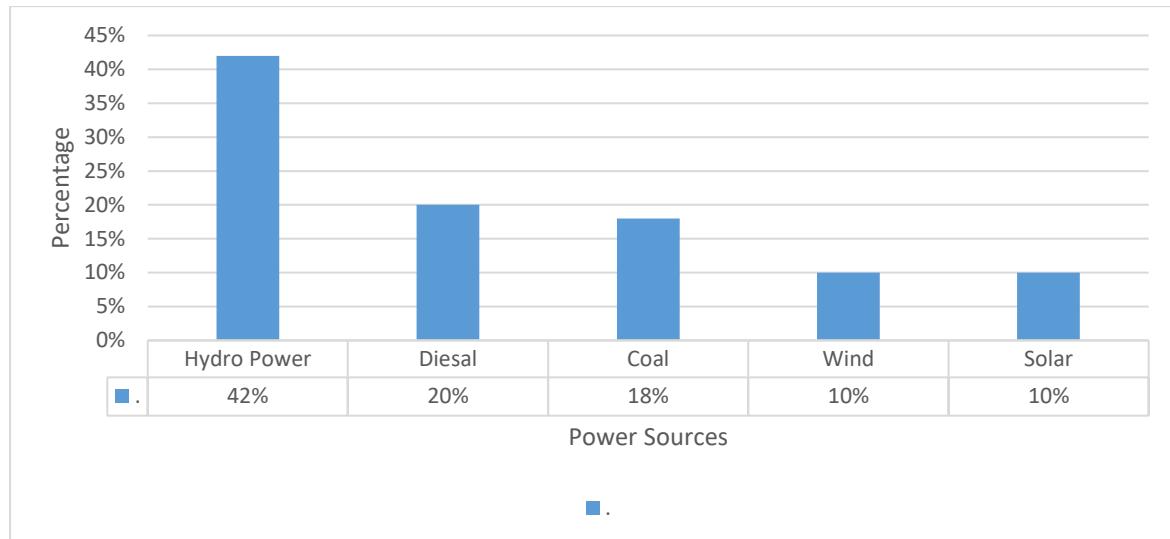
Dear Elder Brother,

I found your Sinhala book **which** you gave me. **It it** was inside my school **bagbay** and sorry I couldn't hand **it** over **it** to you. I was unable to keep it on your table **as** the way you wanted me **to** because you have locked your room **door**. So, I kept it on the T.V. rack.

Brother

Describing charts

Task 01



Task 02

- 1.What is the topic of the graph?
- 2.What does the vertical axis represent?
- 3.How many food items are sold?
- 4.What is the most eaten food item?
- 5.What is the least eaten food item?
canteen
6. Which food item is eaten more?

| |
|----------|
| <i>e</i> |
| <i>d</i> |
| <i>f</i> |
| <i>C</i> |
| <i>b</i> |
| <i>a</i> |

- a. Bread
- b. Egg Buns
- c. Rice
- d. Percentage of Children
- e. Food items at the canteen
- f. four

Task 03

01. The bar graph shows *favourite sports*
02. The horizontal axis represents *sports*.
03. The vertical axis represents *the number of students*.
04. The number of children in the school is *one thousand nine hundred and fifty* (1950)
05. The largest number of Children like *cricket & football*
06. Three hundred children like *athletics*
07. The least popular sports is *volleyball*
08. One thousand two hundred children like *cricket & football*
09. *Football/ cricket/athletics* /is more popular than badminton and volleyball.
10. *Athletics* is less popular than football and cricket.

Task 04

The chart illustrates **to** different modes of transport used by a selected group of students of Rangala M.V. The horizontal axis represents **different modes of transport** and the vertical axis **the number of students**. The largest number of students comes to school **on foot** which **that** is the **most popular** mode of transport. A large number of students comes to school on bicycle, but that is less popular than coming on foot. **An equal number** of students comes to school by bus and train, both are more popular than **the** car. Some students come to school by van and the **least** number of students comes by car.

Task 5

The above pie chart shows what T.V. programmes the teachers of a school like to watch. The T.V. programmes they watch are Tele dramas, films, documentaries, cartoons, sports and News.

The majority of teachers prefers to watch News which is (1) **30%**. The (2) **highest percentage** of teachers love to watch Tele dramas. Films are watched by a (3) **minority** of the teachers. An (5) **equal percentage** of teachers likes to watch documentary and sports which is (6) **10%** each. A (7) **majority** of teachers **are is** interested in watching news which is the highest percentage of (8) **30**.

Task 6

Most of **the** students like to look after cats which is 35% because they are very adorable. Many children like dogs because they are friendly and helpful **of** which the percentage is 33. **Some** 13% **of** students like parrots **which is 13%** as it is quite difficult to look after them. Parrots and pigeons are liked by **an** equal number of students which is 13% as they are in the same category of birds. Least number of **the** children like rearing fish because it is **a** lot of work **in** looking after fish. It is a very few number of students, about 6% of the total.

Task 7

The above bar chart shows the average attendance of grade 11 students per week. The vertical axis shows the number of students and the horizontal axis shows the days of the week.

Most of the children attend schools on Monday which is 95% as it is the first day of the week. More children come on Friday whereas a few number of students attend **to** school on Thursday. Thursday can be considered as the day **with which at** the least number of attendance **of the students**. Lesser number of students attended **to** school on Tuesday and Wednesday, but it is more than the attendance on Thursday. On Friday some children attended **to** school as it is the last day of the week. But it is **lesser** compared to the attendance on Mondays.

Task 8

(i)

A

- i.The above bar graph shows d
- ii. The horizontal axis displays c
- iii. Novels, shortstories, poetry, cartoons, magazines and newspapers b
- iv. The vertical axis depicts a

(ii) Study the above bar graph and complete the sentences.

- **The most popular** reading material among the Grade 11 students is Newspapers
- **The majority**, which is 30%, prefers to read Newspapers
- **25% of the students** likes to read novels
- Short stories are **less popular than novels**, but **more popular than** poetry.
- Reading poetry and magazines are **equally popular** among the Grade 11 students.
- **An equal percentage of students** loves to read both poetry and magazines **which is 10% each.**
- **A minority of** students have a fancy to read cartoons ,**which is the lowest percentage of 5% .**

Task 9

(f) The above bar graph shows **Favourite Subjects of Grade 11 Students of Wijaya Vidyalaya**

(g) The horizontal axis displays 6 subjects/ subjects/ favourite subjects

(h) Science, English, Maths, Sinhala, Music and Literature are the six (6) subjects

(i) The vertical axis depicts the percentages/ percentage

(j) Study the bar graph and construct complete sentences . Use the following words and phrases.

- **The most popular subject is Music.**
- **The majority of the students likes/like Music.**
- **15% of the students** likes/like.
- Sinhala is**less popular than**Music.
- Maths is **more popular than** Literature.
- Science and English are **equally popular**
- **An equal percentage of students** likes / like Science and English

Task 10

- (iv) Accept suitable answers.
- (v) (a) Which two activities are more popular than the others? Sportsmeet and School Trips
- (b) Are they indoor activities or outdoor activities? Outdoor
- (c) What is the percentage of students in prize giving? 5%
- (vi) (a) Sportsmeet and School Trips are the two activities that (which) are more popular than the others.
- (b) They are outdoor activities.
- (c) The percentage of students in prize giving is 5%

Task 11

- (iii) The above pie chart shows the estimated expenditure of the Social Services Club of Samagipura on six (6) different Social Welfare Projects. The estimated expenditure on Facilitating Street Children, Funding Children's Homes, Disaster RDelief , Funding Elders' Homes, Health Clinics for Elders and Pregnant Mothers is given in the chart .
- (iv) The highest expenditure, which is 32% is allotted on disaster relief . The lowest amount is allotted on Health Campaign for the Young. Out of the total expenditure, an equal percentage of money is allotted on Funding Elders' Homes and Health Clinics for Elders and Pregnant Mothers. Only 10% of the total expenditure is allotted on Funding Children's Homes. The money allotted on Facilitating Street Children is lower than Disaster relief.

Task 12

Accept any suitable answer

Parallel writing

Task 1

(i)

The annual Sports Day of our school was held on 27 th of June2020 in the school playground.The Sport Unit and the Senior Prefects with the help of our teachers of Health organised it.The Chief Guest was Mr.A.B. Abenayaka, the Provincial Director of Education. There were many sports events. The Drill display by grade 6,7,8 students and the Gymnastic

Display by grade 11 students were two of them. I took part in the Gymnastic Display, but didn't take part in Drill Display. I won/received a trophy for 100 m and certificates for long jump. My family members were there, too. It was an enjoyable day for me.

(ii)

The annual sportsmeet was held on 10th February 2016 at the school playground. It was organized by the Sports Committee and the Senior Prefects of the school. The Chief Guest was Mrs. Damayanthi Darsha, a well known Sri Lankan athlete. There were many events. The drill display and the primary band show was very interesting. There were many sports events as well. I participated in 100 meters relay and 400m hurdles and won two first places. All my friends and my parents were cheering. It was a very interesting evening and we enjoyed the day very much.

iii. Accept any suitable answer

Easy to converse

RESC BALAPITIYA



Malika de zoysa

Manjula Joseph

Introduction

This workshop is based on the fact that the cause for the failure of our English education seems to be the result of the formal way of presenting lessons rather than focusing on normal communication whether in spoken or in written mode.

In ESL situations learners and teachers highly depend on text books and rely on them as the main means of instructing and understanding. Then needless to say that a considerable time is devoted to the use of this source. So, the way they are used should be useful and appealing to the students.

Introducing some ways and means they can apply when handling some role plays and other speaking lessons would be helpful for the teachers who skip most of the lessons as they cannot be done in the average classroom situations.

After participating in this workshop, we expect the teachers to convert some vague and complicated activities into more convenient, adjustable ones thereby effective teaching learning process is established. Teachers undergoing the practical experience of modifying, adding, omitting and reordering while retaining the themes and content unchanged will be a new development in their carrier.

Who is it for?

Teachers of English

How long?

5 hours

Main Aim:

This workshop refers to the application of some strategies to make the dialogues in textbooks more effective and flexible with a careful evaluation of the material provided in text books.

Objectives:

- To look at some ways in which we can adapt and extend materials in our textbooks to make them even more effective.
- Evaluate text books to have a precise and systematic understanding of the whole nature of textbooks.

Task Introduction:

Task 1: Warmer – Roll a Random Association

Task 2: What do you expect from a textbook?

Task 3: ‘Pros’ and ‘Cons’ of the textbooks

Task 4: How do you use your textbooks?

Task 5: Textbook adaptation techniques

Task 6: How to adapt dialogues in textbooks

Task 7: Handling dialogues in the classroom

Task 8: Adapting dialogues

Task 1: Warmer – Roll a Random Association

Time: 30 minutes

Goal: To try out a language game which can be used in class.

To motivate the participants and keep them in good mood.

Input: Ten or more dice.

Process:

- Trainer divides the class into groups of five. (use any grouping technique appropriately)
- Instructs each participant to create a list of 6 random words.
- Asks them to number the words 1-6. Each one of them has a list of unique words.
- Distributes two dice to each group.
- In a group two participants throw the dice and enter a duel.

Eg: Participant A throws 4 which his/her fourth word is ‘chocolate’ in his/her list whereas the participant B throws 5 which is fifth word in his/her list is ‘bus’

- Now each participant in the group tries to create scenario that involves both words chocolate and bus.
- Eg: *I have never eaten chocolate in the bus. / We like to eat chocolate in the bus.*
- The best answer would be the most hilarious / funniest one. Highlights them at the end.

Output:

- Get an opportunity to use creativity where scenarios are created spontaneously.
- Experience a new language game which can be used in the classroom.

Task 2: What do you expect from a textbook?

Time: 30 minutes

Goal: To reflect on the importance of teachers' expectations from a text book.

Input: A list of needs of teachers / How they want the text book to be

Awareness of their experience they already have

Contribution of ideas that the teachers made

Process:

- Trainer puts the question ‘What do you expect from Text book?’ on the board/flip chart.
- Elicits some ideas from the participants (What they expect from a text book)
- Divides the participants into 5 groups (Use any grouping technique)
- Places 5 groups separately and asks them to discuss and make a list of their expectation.
- Leads a plenary discussion emphasizing important points. Trainer adds some ideas.
- Participants mark / jot down important points.

Output:

- A list of good points of what they expect from text books.
- Teachers are with knowledge of what has to be in a textbook.

Task 3: ‘Pros’ and ‘Cons’ of the textbook

Time: 30 minutes

Goal: To have better overview of the text books.

Input: Text books

Chart in Annex 1

Process:

- Displays the chart with two columns ‘Pros’ and ‘Cons’ on the board/flip chart. (Annex 1)
- Leads a brief discussion to introduce the topic.
- Divides the participants into 5/6 groups (any suitable grouping technique can be used)
- Allows them to discuss and fill the grid.
- Monitors the group work listening to the discussion.
- Intervenes where needed.
- Leads a plenary discussion.
- Emphasizes good points.

Output:

- A list of good points of what they expect from text books.

Task 4: How do you use your textbooks?

Time: 30 minutes

Goal: To reflect over their using the text books and have a better understanding of it.

Input: Teachers' prior understanding of text books and how they use them

Worksheets containing some questions in Annex 2

Process:

- Trainer displays some questions on the board/flipchart.
- Asks some questions and elicit answers.
- Distributes worksheets. (Annex 2)
- Allows them to answer the questions individually first.
- Asks them to discuss their answers with their partner.
- Lead a plenary discussion.

Output:

- Reflection over their lessons and methodology they use.

Task 5: Textbook adaptation techniques

Time: 30 minutes

Goal: To look at some ways in which we can adapt and extend materials in our course books.

Input: Five basic techniques of adaptation materials.

Delete

Modify

Reorder

Add

Replace

Worksheet in Annex 3

5 basic ways of adaptation in a poster - Annex 4

Process:

- Distributes the worksheet among the participants: Worksheet with different views of two teachers. (Annex 3)
- Asks them to read the text and fill in the blanks.
- Leads a plenary to discuss the answers given by participants.
- Elicits basic techniques of adaptation using the answers given to the earlier task.
- Displays a poster – 5 basic ways of adaptation. (Annex 4)

Output:

- Completed task sheets.
- Knowledge of 5 basic ways of adaptation.

Task 6: How to adapt dialogues in textbooks

Time: 30 minutes

Goal: To raise awareness of the ways and means of exploiting dialogues.

Input: A dialogue in Annex 5

Process:

- Displays the dialogue and allows the participants to have a look at it. (Annex 5)
- Trainer acts out the dialogue (both roles)
- Demonstrates the dialogue with one participant.
- Then the trainer and one half of the participants act out.
- Now the trainer acts out with other half of the participants with changed roles.
- Participants in two groups speak the dialogues.
- Trainer tells them that it is a short dialogue extracted from longer one which is in one of the local text books.
- Puts participants into 4 groups.
- Asks them to add some words and phrases possibly without changing the meanings and write them in a poster.
- Let them display posters.
- Leads them for a ‘Gallery walk’ (Let them move around the room and have a careful look at all the posters and give their views)
- Lead a plenary discussion.

Output:

- Awareness of using dialogues in the classrooms in an effective manner.

Task 7: Handling dialogues in the classroom

Time: 45 minutes

Goal: To introduce various ways of handling dialogues in the classroom.

To give a good practice of how to present a dialogue.

To give opportunity to get more practical knowledge of adapting dialogues.

Input: A dialogue taken from a local text book

Process:

- Displays the dialogue (taken from a local text book) on the board/flipchart.
- Trainer presents the dialogue and the participants listen and repeat.
 - Trainer takes one part → One half of the class takes the other part.
 - Trainer → Other half of the class.
 - One half of the class → The other half of the class play roles.
 - Participant → Participant (pair work)
 - Participant → Participant (in front of the class)
- After the presentation trainer gradually covers words/phrases/sentences.
- Continue practising even with most parts of the dialogue covered till nothing remains on the board.
- Then trainer asks participants to change the food items mentioned in the dialogue in pairs and allows volunteers to say the new dialogue in front of the class.
- Now the trainer displays some new words and phrases on the board and asks the participants to add them to the same dialogue appropriately.
- Allow volunteers to present their dialogues.

Output:

- Experience on various ways of handling dialogues through practice.

Task 8: Adapting dialogues

Time: 1 hour

Goal: To experience some of the techniques learnt to exploit the dialogues.

Input: Cut ups of dialogues in Annex 6

Demi sheets

Process:

- Forms 5 groups and names them. (use the names of 5 basic adaptation techniques)
- Gives each group a set of cut ups. (Annex 6)
- Asks them to adapt the dialogue in the cut up according to the name of the technique given to them as their group name.
- Provides them some demy papers to write their adapted dialogue.
- Gives them about 10 minutes to prepare a new dialogue.

- Asks them to display the dialogues. The participants move around the class and observe the displays.
- Leads a plenary to discuss the good and bad points.

Output:

- Experience on adaptation techniques by analyzing dialogues.

Annexes

Annex 1- ‘Pros’ and ‘Cons’ of textbooks

| Pros | Cons |
|-------------|-------------|
| | |

Annex 2 – Poster / Worksheet if necessary

1. Do you use text books? What does it consist? Ex: TB/ WB etc.
2. Do you have to cover all the lessons? Do you use your Text Book in every lesson?
3. If you don't use text books in every lesson what do you use instead?
4. Do your students enjoy text book? Why? Why not?
5. Do you think that the Text book is appropriate to the level of your students? / Why? Why not?

Annex 3



Teacher A

I always work 1) through the text book following the 2) order, and using the texts and activities as they are in the book, 3) by notes in the TG.

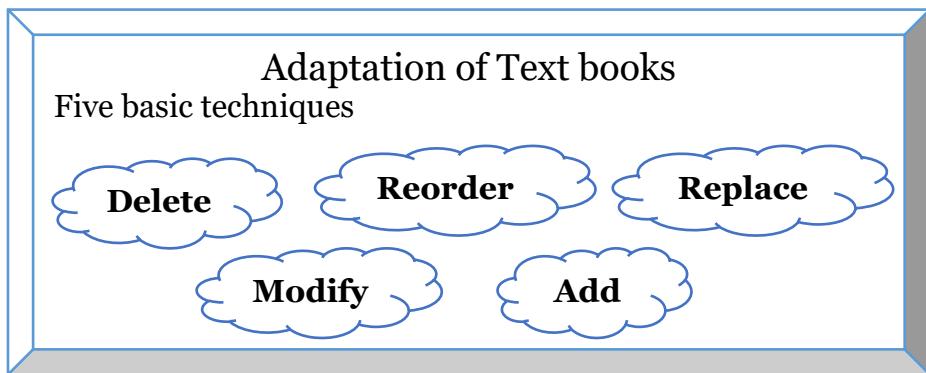


Teacher B

I plan my lessons based on the 4) provided by the text book, but often I 5) material or reorder it, I also 6) or change texts and activities, and sometimes I 7) supplementary material.

Answers for annex 3: 1) right/straight 2) same 3) supported 4) material 5) adapt 6) substitute 7) use

Annex 4 – Poster



Annex 5 - Adapting dialogues – demonstration

This is an example of a short dialogue extracted from longer one.

- Subash: Hello, Vajira. What a surprise! Come in.
Vajira: Thank you, Subash.
Subash: Sit down. Would you like something to eat? Some sandwiches.
Vajira: Er, No thanks. I had milk rice for breakfast. I'm not hungry.
Subash: Then would you like something to drink? Orange juice? A cup of tea?
Vajira: Yes, orange juice with some ice, please. I'm quite thirsty.
Subash: No wonder, it's a hot day. Here you are!
Vajira: Thanks.

(Source: English Pupil's Book Part 1 Grade 11. Page 66)

Annex 6

1) Add

- Ruwan: Come on, Malith hurry up. You are late today.
Malith: I missed the bus.
Ruwan: Why?
Malith: I read a book.

2) Omit / Delete

Binuri: Hello, Kimaya. Good morning!
Kimaya: Good morning!
Binuri: Did you read today's newspaper?
Kimaya: No I didn't have time. I was busy with the maths assignment.
Was there anything special?
Binuri: Yes, there's a competition.
Kimaya: A competition!
Binuri: Yes, a competition. Ten of us can take part. We need friends
with different abilities: artists, handicraft specialists, good
environmentalists.
Kimaya: Don't go on like that. Tell us what it's about.
Binuri: We have to make a model of a 'Zero Carbon City'.

3) Modify

Binara: Hello, Nisal. Have you met Ayub today?
Nisal: No, I haven't. Why?
Binara: He was looking for you yesterday before he went to the match
but he couldn't.
Nisal: Oh! We had a volleyball match yesterday. I was there.
Binara: Really? Did you win?
Nisal: No, we didn't.
Binara: That's bad luck.
Nisal: Yes. So how was the cricket match?
Binara: We won by 5 wickets. Methum scored 76 run and took 3
wickets.
Nisal: Wow! I am very happy.
Binara: So am I. It was a great match.
Nisal: Let's go to see the next match. I love cricket.
Binara: So do I. Let's go together.

(compare this with the original dialogue. Grade 10 unit 14 – Role play)

4) Replace

Sudeva: Hello Yoga, good morning!
Yoga: Hello Sudeva, good morning! Is this grade 6A?
Sudeva: Yes, this is grade 6A.
Yoga: Great! That means I am in your class.
Sudeva: Welcome to our class!
Yoga: Thank you! Are Vishmi and Arkil here?
Sudeva: Vishmi is here, but Arkil is not. He is in grade 6 B. Raj is also in our class.
Yoga: Oh! We will miss him. Where are the others?
Sudeva: They are arranging the class.
Yoga: Shall we go in?
Sudeva: Yes, Let's help them. (Source: Grade 6 unit 1 Role play)

Modify

Hussain: Hello! Can I speak to Kaveen please?
Kaveen: Hello Hussain I was not feeling well in the morning. That's why I was absent today.
Hussain: Oh! How are you feeling now?
Kaveen: Much better, thanks!
Hussain: That's great! By the way, you'll be joining us on the trip, won't you?
Kaveen; Why not? I'm all set to go on the trip. Did you get the itinerary?
Hussain: Yes. The bus will leave the school premises at 5.30 in the morning. We were asked to come half an hour early.

(Source: Grade 8 Unit 4 1 Role play)

5) Reorder

Teacher: Good morning, children. I have some special news for you today. We are going to have English Day in October this year.
Sita: What are the items we are going to have on that day, teacher?
Nizam: Shall we do something on reading?
Teacher: That's good. The theme of this year's English Day is 'Reading maketh a full man'. We can have an item related to that theme.
Deva: Shall we organize a best reader competition?
Teacher: That's fine.

Workshop for Piriven Teachers

RESC BANDARAWELA



Sujatha Jayasinghe

Himali Wanigasekara

P.G. Amarasiri

Dilrukshi Lankatillake

Introduction

This is a workshop we designed as per the instructions we received from the Ministry of Education requesting us to include the Pirivena English Teachers (teachers who teach English to monks in Buddhist Educational Institutes).

We have planned to do ten workshops on various topics, and this is the plan of the first workshop.

In every workshop, we hope to do activities on language improvement and methodology. We expect the participants to get a thorough knowledge of the latest teaching methods and to improve the knowledge of language at the end of this series of workshops.

When planning these workshops, we took into consideration the fact that the students of varied levels of language and different ages study together in the same class.

We cater for 18 Pirivenas in two zones and the maximum number of participants in a workshop is 18.

Who is it for?

Pirivena English Teachers

How long?

5 hours

Main Aim:

- To improving the reading skills in participants
- To showing them how to plan a reading lesson.

Task Introduction:

Task 1: Warmer (Find your partner)

Task 2: Raising awareness.

Task 3: Experiencing initial sounds.

Task 4: Identifying and sorting sounds.

Task 5: Familiarizing a model lesson plan.

Task 1: Warmer – Find your partner

Time: 10 minutes

Goal: To create an interesting atmosphere to start the workshop as all of them are new to the RESC workshops

Input: Sentences written on strips. Cut each sentence into two at a sensible place in Annex 1

Process:

- Distribute the sentence strips.
- Tell the participants that they have to find the other half of the sentence.
- Mingle them with other participants.
- Get them to read their part of the sentence.
- If it matches, they sit with the partner. If not, get them to mingle once again till they find the partner.
- Participants sit with the partner who has the matching part of the sentence.

Output:

- Teachers discuss the benefits of playing this game in the classroom and make a list.

Task 1: Raising awareness

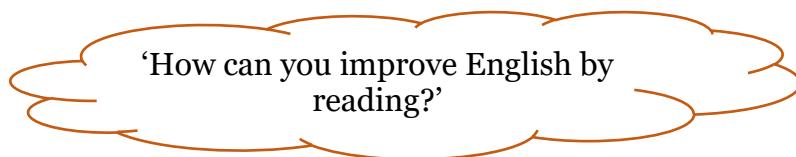
Time: 30 minutes

Goal: To raise awareness about the importance of reading and the difficulties faced by teachers when doing reading activities.

Input: Whiteboard/ Poster paper and markers

Process:

- Different people learn English in different ways. Reading in English helps the learners immensely to improve vocabulary and structures.
- Write the following question on the white board.



- Participants work in pairs and prepare a list.
- Participants share their lists.
- Add points to their lists.

Output:

- Participants realize that reading is very important to learn a language.

Task 2: Brainstorming

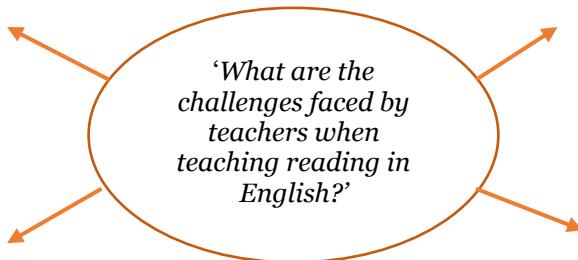
Time: 20 minutes

Goal: To raise awareness about the challenges faced by teachers when teaching reading in English.

Input: Whiteboard/ Poster paper and markers

Process:

- Write the following question on the white board to find out the experiences the teachers already have.



- Teachers brainstorm the ideas and write them in point form.
- Get the teachers to work individually.
- Then ask them to discuss in pairs.

Output:

- Teachers realize that reading in English is difficult because the students do not have the basic knowledge about sounds.

Task 3: Experiencing initial sounds

Time: 1 hour

Goal: To introduce the sounds of the letters.

Input: The sounds of the letters

Process:

- Introduce the sounds of the letters of the English alphabet.
- Tell them the sounds and the names of the letters are different.

- Write the letters ‘c, a, t, b, n, m, l, p, s w, I and f’ on the board and ask the participants to make three letter words.
- Put the participants into four different groups and give each group a word and ask them to make three letter words using the letters in the word given to them.
(The words are ‘international, dictionary, systematic, beautiful, democratic, agriculture, unbelievable, transformation.’)
- Do this for two rounds.

Output:

- Group presentations of the three letter words prepared by teachers.
- Feedback from teachers.

Task 4: Identifying and sorting words

Time: 1 hour

Goal: To introduce the ‘cc’ combinations and the other kinds of blends.
To get teachers to form words using the sounds of consonant clusters and other blends.

Input: Task sheet in Annex 2

Poster paper and markers

Process:

- Introduce different combinations of sounds.
- Ask the teachers to complete the task sheet given in Annex 2 in pairs.

Output:

- Feedback from teachers.

Task 5: Familiarizing a model lesson plan

Time: 2 hours

Goal: To familiarize the format of a reading lesson plan and practise writing a lesson plan.

Input: White board

Model lesson plan in Annex 3

Stage aims in Annex 4

Answered model reading lesson plan in Annex 5

Reading article in Annex 6

Process:

- Participants discuss how they plan a reading lesson in groups.
- Tell them to present their ideas.
- Distribute the worksheet of a model lesson plan in Annex 2.
- Put the participants in groups and get them to analyse the format.
- Discuss the differences between their lesson plans and the one given to them.
- Get the feedback.
- Distribute the task sheet given in Annex 3 and ask them to decide the stage aim for each section.
- After the discussion check the answers in Annex 4.
- Distribute the text books and get them to write a lesson plan according to the new format in groups.

Output:

- Presentation of the lesson plans and discussion on the strengths and weaknesses of the lesson plans.
- Feedback from teachers.

Reference List:

TKT Course book and Teacher workbook (2018/19) Pg 80, British Council.

Annexes

Annex 1

1. We waited | for another two days.
2. They all rushed | to the back gate.
3. The trader was | rich and prosperous.
4. She opened | her new writing book at the first page.
5. The boy was | drawing a picture of his house.
6. He was drawing | a picture of his house.
7. The woman was giving | something for the man.

8. She was carrying | a brown bag under her arm.

9. I cannot help | thinking about the last vacation.

Annex 2 Task Sheet

| Initial CC blends bl, br, sm, sl, dr, etc. | Final CC blends sh, st, sk | Vowel + C blends ow, aw, or | Middle double letters rr, bb, pp | Middle double letters ll, tt, ff | New sounds created by CC blends sh, ch |
|--|-------------------------------|--------------------------------|-------------------------------------|----------------------------------|--|
| black | list | cow | rubber | butter | ship |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Annex 3 Model reading lesson plan

| | |
|--|---|
| Main Aim: By the end of the lesson, students will have practiced the reading sub skills (skimming, scanning and inferring) using an authentic reading text in the context of marriage. | |
| Assumptions: Students are familiar with past simple/relative pronouns/ possessive adjectives | |
| Stage aim | |
| Description of activity | |
| 1. | Teacher puts the following words/phrases randomly on white board: 'Meet someone, leave school, fall in love, have children, get married, retire, start work, get engaged.' Students look at words/phrases on the white board and discuss what the text will be about. |
| 2. | Teacher asks students to put the stages of life in order. Feedback. Check the order and elicit past tense form of verbs. (Left school, started work, met someone, fell in love, got engaged, got married, had children, retired) |
| 3. | Teacher writes the following questions on white board: Where is the text from? What is it about? Who is in the photos? Students read the text in one minute to answer the three questions. |
| 4 | Students read the first paragraph to find four stages of life. (meet, fall in love, get engaged, get married) |

| | |
|----|---|
| | Teacher explains that newspaper articles often give the main points of the story in the first paragraph and then return to them later in the article. Ask Students in which paragraphs of the above stages of life are mentioned again. (Paragraph 2 and 3 – meet someone; Paragraph 5 – get engaged, get married) |
| 5 | Students identify the topic of paragraph 4 (the first world war) |
| 6. | Students read the text and locate the further stages of life. (paragraph 2 – left school, started work; paragraph 5 = had children; paragraph 6 – retired) |
| 7. | Language work Elicit pronouns and possessive adjectives I, my, me, we, us, our Ask students to find examples of the above and decide who they refer to. Point out these can all be found in direct speech. (Paragraphs 3 & 6 I, me = Olive; we. Our = Olive and Fred) (Paragraph 4 I = Fred) (Paragraphs 7 & 8 I, my = John; us, our = John and Brenda) |
| 8 | Teacher gives out exercise A to a referee in each group. This person dictates each sentence to that group. The group members decide if the sentence is true or false and justify their answers using evidence from the text. The referee gives feedback to the group using their answer sheet. |
| 9 | Give out exercise B. Ask students to complete sentences to write a summary of the text. Feedback. Students read their summary to another group. |
| 10 | Give out exercise C Ask students to discuss questions in groups. |

Annex 4

Read the following stage aims and put them in the correct stage description given in the model lesson plan. Work in small groups.

- To personalize/give students an opportunity to respond to the text.
- To check comprehension of text.
- To generate interest in the topic.
- To practise scanning for specific words
- To practise skimming for gist.
- To practice inferring information from text.
- To practice skimming for gist.
- To check comprehension of text.
- To remind students of what they already know about past tense verb forms.
- To practice skimming for gist.

Annex 5 Model reading lesson plan

| <p>Main Aim: By the end of the lesson, students will have practiced the reading sub skills (skimming, scanning and inferring) using an authentic reading text in the context of marriage</p> | |
|---|---|
| <p>Assumptions: Students are familiar with past simple/relative pronouns/ possessive adjectives</p> | |
| Stage aim | Description of activity |
| 1. To generate interest on the topic | <p>Teacher puts the following words/phrases randomly on white board: Meet someone, leave school, fall in love, have children, get married, retire, start work, get engaged.</p> <p>Students look at words/phrases on the white board and discuss what the text will be about</p> |
| 2. To remind students of what they already know about past tense verb forms | <p>Teacher asks students to put the stages of life in order.</p> <p>Feedback. Check the order and elicit past tense form of verbs.</p> <p>(Left school, started work, met someone, fell in love, Got engaged, got married, had children, retired)</p> |
| 3. To practise skimming for gist | <p>Teacher writes the following questions on white board.</p> <p><i>Where is the text from? What is it about? Who is in the photos?</i></p> <p>Students read the text in one minute to answer the three questions.</p> |
| 4. To practice scanning for specific words | <p>Students read the first paragraph to find four stages of life. (meet, fall in love, get engaged, get married)</p> <p>Teacher explains that newspaper articles often give the main points of the story in the first paragraph and then return to them later in the article. Ask Students in which paragraphs of the above stages of life are mentioned again.</p> <p>(Paragraph 2 and 3 – meet someone; Paragraph 5 – get engaged, get married)</p> |
| 5. To practice skimming for gist | <p>Students identify the topic of paragraph 4. (the first world war)</p> |
| 6. To practice scanning for specific words | <p>Students read the text and locate the further stages of life.</p> <p>(paragraph 2 – left school, started work; paragraph 5 = had children; paragraph 6 – retired)</p> |
| 7. To practise inferring information from text | <p>Language work.</p> <p>Elicit pronouns and possessive adjectives.</p> <p>I, my, me, we, us, our</p> <p>Ask students to find examples of the above and decide who they refer to. Point out these can all be found in direct speech.</p> <p>(Paragraphs 3 & 6 I, me = Olive; we. Our = Olive and Fred)</p> <p>(Paragraph 4 I = Fred)</p> <p>(Paragraphs 7 & 8 I, my = John; us, our = John and Brenda)</p> |

| | |
|--|--|
| 8. To check comprehension of text | Teacher gives out exercise A to a referee in each group. This person dictates each sentence to that group. The group members decide if the sentence is true or false and justify their answers using evidence from the text. The referee gives feedback to the group using their answer sheet. |
| 9. To check comprehension of text | Give out exercise B. Ask students to complete sentences to write a summary of the text. Feedback. Students read their summary to another group. |
| 10. To personalize/give students an opportunity to respond to the text | Give out exercise C. Ask students to discuss questions in groups. |

Annex 6

Longest married couple celebrate 77 years of marriage

Fred and Olive Hodges, who have been married for 77 years in April, are about to enter the Guinness Book of Records as the UK's longest married couple. The couple first met in 1915, then were separated by the First World War. They met again in 1919 and fell in love. They got engaged and married – but only after six years, when they had saved £600 to buy their first house.

The couple, who are both 102, met in their teens as they skated on a frozen river in Northampton in 1915. Fred had left school at 15 and started work for the local gas company; Olive had left at 14 and worked in a leather factory.

'I wasn't really interested at the time, I just wanted to have fun on the ice,' said Olive. 'Fred came up behind me and knocked me down. He told me years later that he did it because he wanted to pick me up.'

But, three years later, when he was 18, Fred joined the army and was soon fighting in France. Many of his comrades were killed. Fred published a book of his memories, *Men of 18 in 1918*, in 1988. In his book he described how a sudden silence signalled that war was over. 'Now I knew I was going to have a life after all.'

Back home in Northampton, Fred renewed his friendship with Olive. The couple had a six-year engagement before their marriage. They had two children, John and Brenda. Fred became chief cashier at the gas company. Olive stayed at home while the children grew up. The couple now have 11 grandchildren and 12 great-grandchildren – the latest just two years-old. Two years ago they had to leave their own home because of Fred's poor health. They now live together in an old people's home in Wellsborough, Leicestershire.

'We have lots of lovely memories but the birth of our two children is the most special,' said Olive. 'And the best decade for me was when Fred retired in the 1960s. His retirement just meant we could spend more time together. I love Fred so much. I don't know what I would do without him.'

Their son, John, 73, a retired professor of genetics who lives in Austria, is full of praise for his parents. 'They are completely devoted to each other,' he said. 'And my sister and I could not have more loving parents.'

The couple yesterday



© Carrs News

'My mother gave up her life for her family and home. Our parents opened doors of opportunity for us which they never had themselves and encouraged us to go through them.'

Fred and Olive on their wedding day



© Carrs News

A recipe for a kid-friendly English lesson

RESC BOLAWALANA



Priyanthi Sumanaweera

Sewwandi Hettiarachchi

Hasanthi Gauthamadasa

Introduction

Teaching English to young learners in the primary classroom can be a rewarding and fun-filled experience. To make the most of that experience for both learners and teachers, we need to be very clear of the nature of these primary graders. Young learners do not come to the English classroom emptied. Instead, they bring with them an already well-established set of instincts, skills and characteristics which help them to learn the English language. The workshop hence focuses on paying particular attention to the ways of presenting information by stirring the existing skills and instincts of the young learners together with a greater learner engagement. Thus, solitary study sessions can be broken up with a variety of practical language activities suggested throughout the session. The teachers of English in the primary classroom will ultimately be benefited by “A Recipe for a Kid-friendly English lesson”.

Who is it for?

Novice teachers of English in the Primary Classroom.

How long?

4 hours

Main Aim:

To make the participants aware of how to make the young learners engaged in the English classroom by stirring their instincts, skills and characteristics.

Objectives:

By the end of the session, the participants will be able to

- identify the qualities of Young Learners and how to build on them.
- identify a variety of practical activities to maximize student participation/ engagement in the classroom.
- apply a variety of practical activities in their English lessons.
- analyze how far the activities are suitable for primary students.

Task Introduction:

Task 1: Warmer: Animal Sounds

Task 2: Interview Grids (Class Survey)

Task 3: Silent Dictation

Task 4: Listening Grid

Task 5: Animal songs

Task 6: Analysis

Task 1: Warmer – Animal sounds

Time: 20 minutes

Goal: To set the tone for what is to take place during the session and get participants alert and relaxed.

Input: A set of animal cards of five animal categories (dog, cat, duck, cow, pig) according to the number of participants. (Annex 1)

Process:

- Introduce the warmer ‘Animal Sounds’ to 30 participants.
- Shuffle the animal cards in annex 1 and distribute them among participants.
- Participants mingle making animal sounds relevant to each of them without showing the card to the others.
- According to the animal sound, participants gather together.
- Lead a group discussion on the following:
 - characteristics of primary students (ability to use limited language resources creatively, capacity for indirect learning, ability to use imagination, using the instinct for play and fun and also for interaction and talk).
 - how they should be prepared before doing the activity instructions for the activity.
 - how the activity should be adapted according to the lessons in primary grades.

Output:

- Participants will form five groups according to the sounds of animals.

Task 2: Interview grids (Class survey)

Time: 45 minutes

Goal: To introduce Interview Grids by which children can be involved in conducting class surveys (eg. likes/ dislikes) to encourage real communication.

Input: A grid for each participant with question prompts on ‘likes’ (Annex 2)

Process:

- Participants study the grid in groups.

- Pre-teach the words and phrases involved.

Eg:

Do you like?

Yes, I do.

No, I don't.

- Get them to go round the room, meet other participants and fill in the grid.
- Participants finally report back to the class. (Eg: Ann likes cats.)
- Lead a group discussion on the following:

- characteristics of controlled speaking activities for primary students.
- how they should be prepared before doing the activity.
- instructions for the activity.
- what questions / phrases the students should be practiced before the activity.
- how the activity should be adapted according to the lessons in primary grades.

Output:

- A completed Interview Grid.
- Participants will be able to understand how a simple and short class survey can be conducted using a controlled speaking activity.

Task 3: Silent dictation

Time: 45 minutes

Goal: To introduce the activity “Silent Dictation” on giving personal information.

Input: Some cards with phrases to practise (which are heard, said and seen many times before the students write them.) Eg: My sister is eight.

Process:

- Give each participant a paper to write on.
- Show a phrase card to the participants.
- After a brief pause, put down the card and get participants to write down what was on it.
- Participants do silent dictation on the paper given.
- Put the correct sentences on the board later.
- Participants do peer/self-correction.
- Lead a group discussion on the following:

- characteristics of controlled writing activities for primary students.
- how they should be prepared before doing the activity.
- instructions for the activity.
- when the students can use these phrases practically.
- how the activity should be adapted according to the lessons in primary grades.

Output:

- A paper with written phrases
- Participants will understand how the activity ‘Silent Dictation’ can be used to encourage writing and promote peer correction, etc.

Task 4: Listening grid

Time: 45 minutes

Goal: To introduce the listening activity in which students have something to do (to put a tick ‘√’ or a cross ‘X’ in the right cages) as a result of what they hear.

Input: A grid for each participant with pictures. (Annex 4)

Process:

- Give each participant a grid.
- Read out sentences and get participants to put ticks or crosses in the relevant cages of the grid.

Sentences:

It is a red frock. I have three bags.

They are walking. My pet is a parrot.

There is a bat on the table.

- Participants listen to the sentences and complete the grid individually.
- Lead a group discussion on the following:

- characteristics of listening activities for primary students.
- how they should be prepared before doing the activity.
- instructions for the activity.
- how the activity should be adapted according to the lessons in primary grades.

Output:

- A completed listening grid.
- Participants will be able to understand that this type of simple activities could be used to improve the listening skills of primary students.

Task 5: Animal songs

Time: 45 minutes

Goal: To introduce the song “*I've got a lot of pets*” where play and fun are involved to improve animal vocabulary.

Input: The song ‘*I've got a lot of pets*’ and a set of picture cards of pets for each group

Process:

- Have a discussion on pets.
- Introduce animal vocabulary using flash cards.
- Participants sing the song in groups and arrange animal cards.
- Lead a group discussion on the following:
 - characteristics of vocabulary activities for primary students.
 - how they should be prepared before doing the activity.
 - instructions for the activity.
 - how to adapt the activity according to the lessons in primary grades.

Output:

- Arranged animal cards according to the song.
- Participants will understand how animal vocabulary can be introduced effectively through songs and flash cards.

Task 6: Listening grid

Time: 40 minutes

Goal: To analyze how far these activities are suitable for primary students.

Input: A grid with a questionnaire

Process:

- Give a grid with the questionnaire to each group.

- Participants evaluate the activities one by one ticking the grid.
- Conduct a discussion highlighting the qualities of young learners and how the activities are suitable for primary students.

Output:

- A completed questionnaire.
- Participants will be able to evaluate the effectiveness and suitability of the activities prepared for primary students.

Reference List

- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Essex, Longman.
- Reilly, V. & Ward, S. M., Maley, A. (Ed.). (1997). *Very Young Learners*. Oxford, Oxford University Press.

Annexes

Annex 1

30 animal cards – 6 from each category.



Annex 2 - Interview Grid

| Fruit | Name 1 | Name 2 | Name 3 | Name 4 | Name 5 |
|---|-----------|-----------|-----------|-----------|-----------|
|  | | | | | |
|  | | | | | |
|  | | | | | |

Annex 3 – Cards with phrases

| | |
|------------------------|---------------------|
| My name is | I am from |
| I am | I am in grade |
| I have and | My pet is |

Annex 4 - Listening Grid - Listen and put a tick (✓) or a cross (x).

| | |
|---|--|
|  | |
|  | |
|  | |
|  | |
|  | |

Annex 5 - The song ‘I’ve got a lot of pets.’

I've got a dog and I've got a cat,
I've got a hamster, I've got a rat,
I've got a tortoise, I've got a snake,
I've got a lot of pets.

I like animals, I like pets.
I like animals, I like pets.



Annex 6 - Put a tick in the relevant cages 1 to 5.

Write the answers to question 6

| | Animal Sounds | Interview Grids | Silent Dictation | Listening Grid | Animal songs |
|--|---------------|-----------------|------------------|----------------|--------------|
| 1. Maximum participation of students | | | | | |
| 2. Communication among students | | | | | |
| 3. Fun and enjoyable | | | | | |
| 4. Relevant to the interest of primary students | | | | | |
| 5. Appropriate to the age of the primary students | | | | | |
| 6. What does it practise? (Speaking/ writing/ vocabulary/ listening) | | | | | |

Literature and me 2020

RESC CHILAW



R. M. Malani Senarath

P. Rasika D. Fernando

Introduction

Literature is life. It is a gateway that paves the way to look at the world outside. Reading Literary Texts is the best way to know who we used to be, who we are and what we are. During the school observations, we come across the low level of appreciation skills of Grade 11 students. The students face problems in recognizing author's point of view thus lack the ability to judge the texts. This workshop is designed to introduce innovative tasks to meet the challenge of improving performance of students.

- Recognize the point of view of the author and identify techniques.
- Recognize how the characters are introduced in the text.
- Recognize the purpose of the title, the tone, mood and style of the author.
- Judge the texts in which generalized assumptions and arguments are formed.
- Recognize evidence that prove universal truths.
- Inculcate good values and morals to their lives.
- Find solutions for the difficult situations and problems they encounter in life.
- Create enrichment activities to generate unique Art work. (Eg: Word collage, Illustrations, Dialogues, Free Verses, Comics, Poems, Short Stories)

This workshop can be implemented with both grade 10 & 11 students after following guidelines; teachers continue these activities with interest.

Who is it for?

Teachers who are doing Appreciation of English Literature in Grade 10 and 11.

How long?

1 hour

Main Aim:

To make the participants aware on the benefits of maintaining students portfolios and how portfolio on literature gives the opportunity for students to reflect on their growth over a period. And how it can display the student's best work and to show how portfolio can be an excellent communication tool between students, teacher, parents and peers as well.

Objectives:

Task Introduction:

- Task 1: Warmer - Hot Seat
Task 2: Mind Mapping
Task 3: Creating a Portfolio

Task 1: Warmer – Hot Seat

Time: 10 minutes

Goal: Make the participants aware on how to promote critical thinking skills using known experience related to the topic.

Input: A set of clues related to the targeted word or phrases taken from the prescribed texts of Appreciation of English Literary texts for GCE O/L., Trainer's instructions

Process

- Decide on a specific theme to the framed activity that is related the book of Appreciation of Literary Texts (GCE (O/L) (poetry, drama, novel, short stories).
- Get one volunteer from the participants to sit in the ‘Hot Seat’ in front of the room.
- Divide the rest of the participants into two groups.
- Write the selected word or phrase on whiteboard and the person on the hot seat cannot look at it.
- Get the other participants give clues to the person in the hot seat to find the word written on the board.
- Get the person in the hot seat ask questions. (In a given time)

Eg:

Nightingale

Person in the hot seat: Is it a place?

Participants: No, it is a kind of a bird.

- Change the person in the hot seat in a given time.

Output:

- Participants become familiar with themes of texts.

Task 2: Mind mapping

Time: 20 minutes

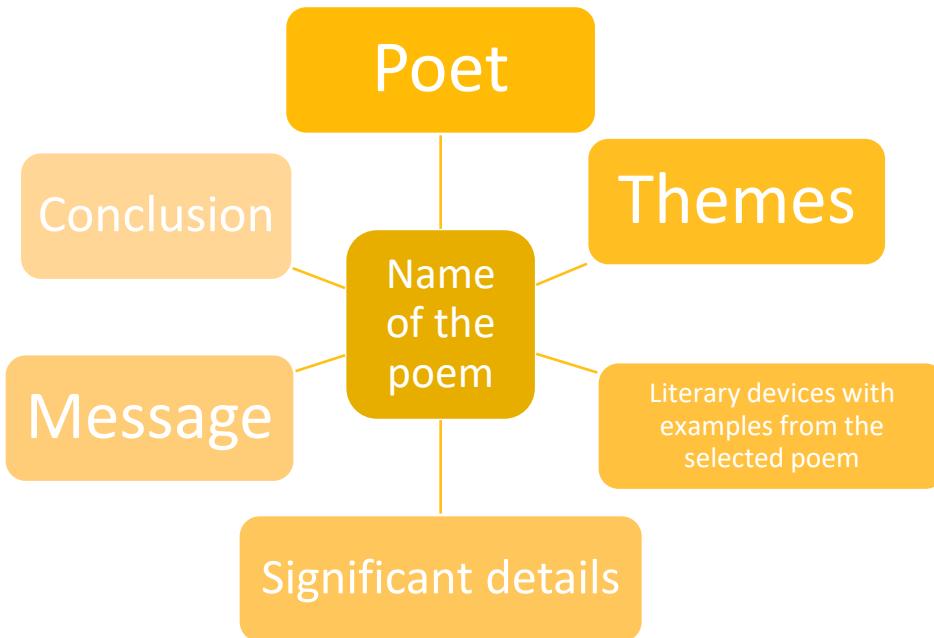
Goal: Familiarize the participants with the technique of mind mapping and make them aware of the effectiveness of mind mapping.

Input: Copies of the selected poem and the highlighted sub headings

Prepared samples of mind maps in annex 1

Process:

- Divide participants into two groups.
- Distribute prepared short descriptions about the selected poem to one group and the sub headings to the other group.
- Get them to match the headings with the descriptions.
- Then practice creating a mind map in a well-organized manner. In the middle of the board name of the poem can be displayed.
- Get the participants create the mind map using the headings and descriptions.
- Discuss and the order of the mind map and how appreciation of a poem can be done.



Output:

- Participants create expected mind map for their choice.
- Appreciation written using the organized mind map.

Task 3: Creating a portfolio

Time: 30 minutes

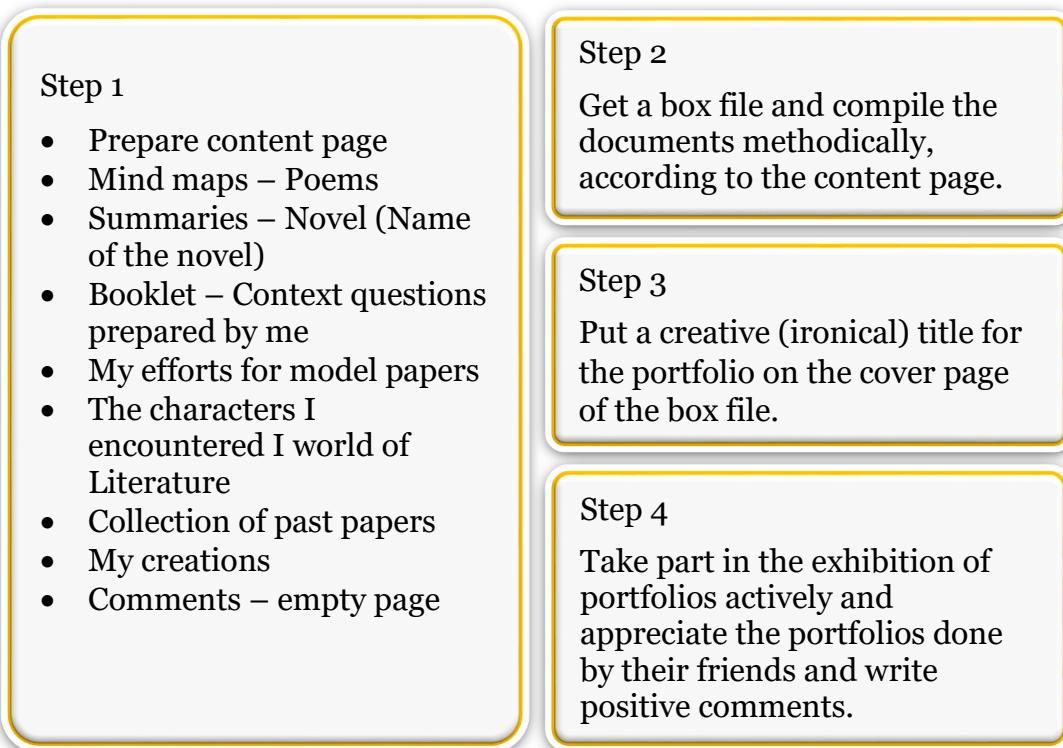
Goal: Make the participants aware of the process of creating student' portfolio and enhance their knowledge of the dynamic process and how it affects the interactions.

Input: Prepared sample of a student portfolio in annex 2

Trainer's instructions on preparing a portfolio

Process:

- Put the participants into five groups.
- Get them to work in groups, create pages and compile a sample portfolio.
- Let the participants follow the steps given below.



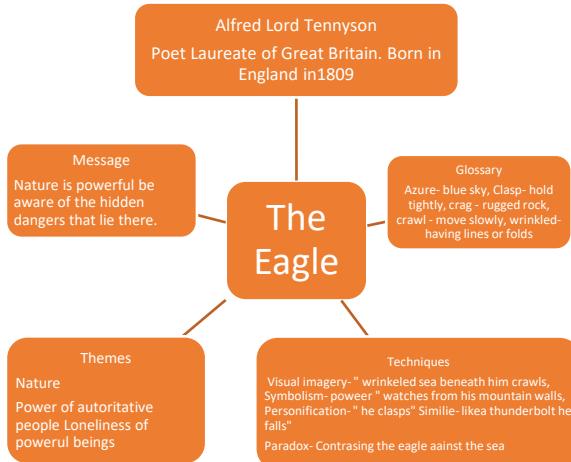
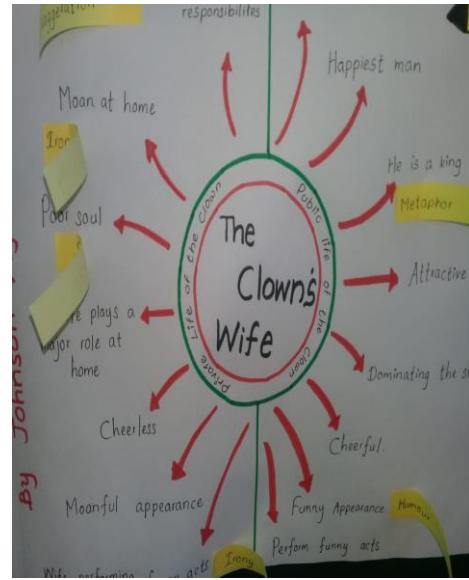
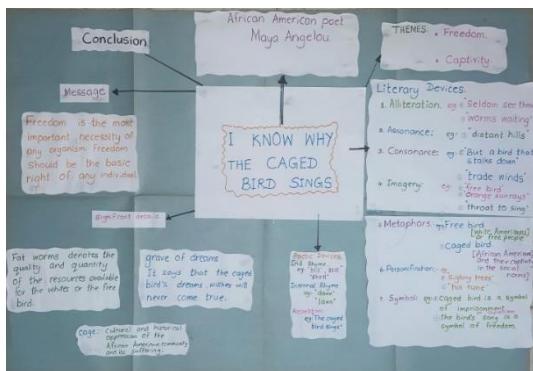
- Lead a discussion on how students' creativity and critical thinking can be promoted by maintaining portfolios. In addition, how it gives opportunity for the student to find solutions for personalized problems they encounter in life.

Output:

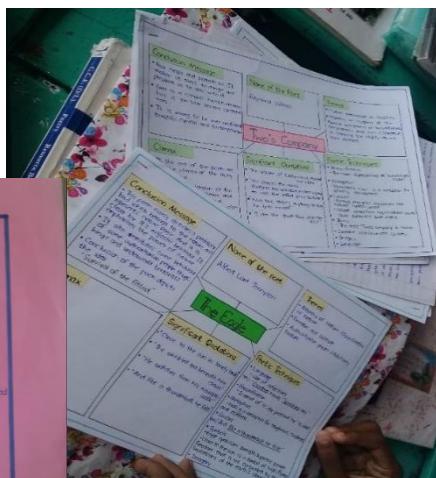
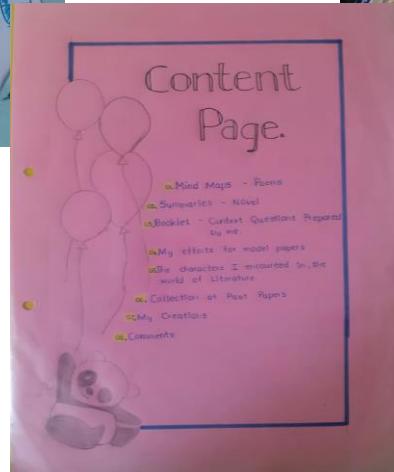
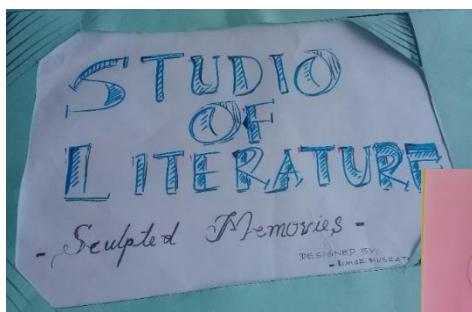
- Prepared portfolios
- Comments on the process of portfolio as a very novel activity in Sri Lankan ESL classroom.

Annexes

Annex 1 – Sample mind maps



Annex 2: Pictures of portfolio pages



Let's use poster presentation technique to enhance speaking skill

RESC GALLE



Hasanthi Uralagamage

I.J. Wannakukorala

C.P. Handungoda

Introduction

New strategies are explored in language teaching with the development of technology. Nowadays, language teachers use different audio-visual aids to simplify the teaching process to teach different skills of language. Language teachers in language classrooms along with text books are expected to use related pictures, audio clips, videos, power point slides, and posters etc.

This workshop gives an insight to language teachers how to use posters to facilitate teaching language skills to the students. The poster presentations technique can be used as an alternative method of assessing the students' speaking skill as well.

Who is it for?

Teachers of English

How long?

3 hours

Main Aim:

To introduce and give practice in poster Presentation techniques in order to enhance speaking skill

Objectives:

By the end of the workshop the teachers will be able to

- understand the importance of poster presentation as one of techniques to enhance speaking.
- identify the characteristics of a poster apply poster presentation technique to enhance speaking skill

Task Introduction:

Task 1: Warmer

Task 2: Purpose of using poster presentation

Task 3: Features and layout of a poster and adaptation

Task 4: Useful language for a poster presentation

Task 5: Presentation skills

Task 6: Presenting a poster

Task 1: Warmer

Time: 10 minutes

Goal: To motivate and make a stress free atmosphere.

Input: word strips in annex 1

Process

- Put the participants into group of six.
- Give each group a set of words in annex 1.
- Get them to rearrange the words to make sentences which give objective of the workshop.

Output:

- Teachers become aware of different techniques that can be used to enhance speaking skill of students.

Task 2: Purpose of using poster presentation

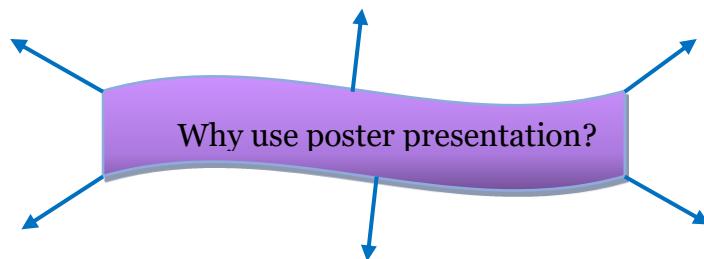
Time:15 minutes

Goal: To create an awareness of using Poster Presentation effectively in language classroom

Input: Spider gram, Trainer's instructions

Process:

- Put the following spidergram on the board.



- Get teachers to discuss in groups and write answers.
- Lead a discussion on 'Why use poster presentation?'

Output:

Teachers become aware of a wide range of advantages of poster presentation.

Task 3: Features and layout of a poster and adaptation

Time: 60 minutes

Goal: To raise awareness of how to prepare a poster for a presentation.

Input: A picture of a poster presentation in annex 2

demographic paper, coloured pencils, pens and blue tac

Process:

- Give each group a poster.
- Discuss the features and the layout of the poster.
- Lead a discussion.

The following points are highlighted:

- There's a topic
- Subtopics
- Pictures/graphs/tables
- Different sizes of the letters
- Eye catching
- Columns
- Margins
- Information in short forms
- Used different colours
- Less words more illustrations

- Give participants a reading passage taken from grade 11 English text book (page 03) on Vandalism.
- Get them to arrange the given information to suit a poster presentation.
- Elicit how to arrange the information.

Some possible suggestions:

- Definition of vandalism
- Example for vandalism
- Reasons for vandalism
- Effects of vandalism
- How to prevent it

- Get them to prepare a poster for a presentation based on the topic vandalism.
- Get them to display the posters.
- Lead a discussion on the good points and bad points of the posters prepared by each group.

- Lead a discussion on how the features of a poster can be adapted to the classroom level when preparing a poster.

Possible answers:

- Less words and more illustrations.
- Have to leave out certain subtopics.
(such as results)
- Can't follow each and every guideline in the specimen poster.
- certain features of the poster have to be removed.

Output:

- Participants become aware of the features and the layout of the poster and they try to adapt it to suit the classroom level by bringing in changes.

Task 4: Useful language for a poster presentation

Time: 25 minutes

Goal: To familiarize the participants with useful phrases used when delivering a presentation.

Input: A list of phrases in annex 3

Process:

- Give the participants useful phrases for a presentation.
- Lead a discussion on how to use the given phrases at different levels of the presentation.

Output:

- Participants become aware of the useful and important phrases that are used in presenting a poster.

Task 5: Presentation skills

Time: 15 minutes

Goal: To familiarize the participants with presentation skills.

Input: A list of good presentation skills in annex 04

Process:

- Lead a discussion on how to use the given phrases at different levels of the presentation.

Output:

- Participants become aware of the presentation skills a presenter should have

Task 6: Presenting the poster

Time: 55 minutes

Goal: To familiarize the participants with presenting a poster to an audience.

Input: Participants poster

Process:

- Ask the participants to present the poster in groups. (Give time to prepare)
- Each group presents their poster to the class and each member should have a part to present.
- Ask the audience to ask at least one question from the presenters.
- Trainer comments on the presentations in constructive manner.

Output:

- Participants become aware of presenting a poster to an audience.
- Participants become aware of how poster presentations help improving speaking skills.

Annexes

Annex 1

Word strips

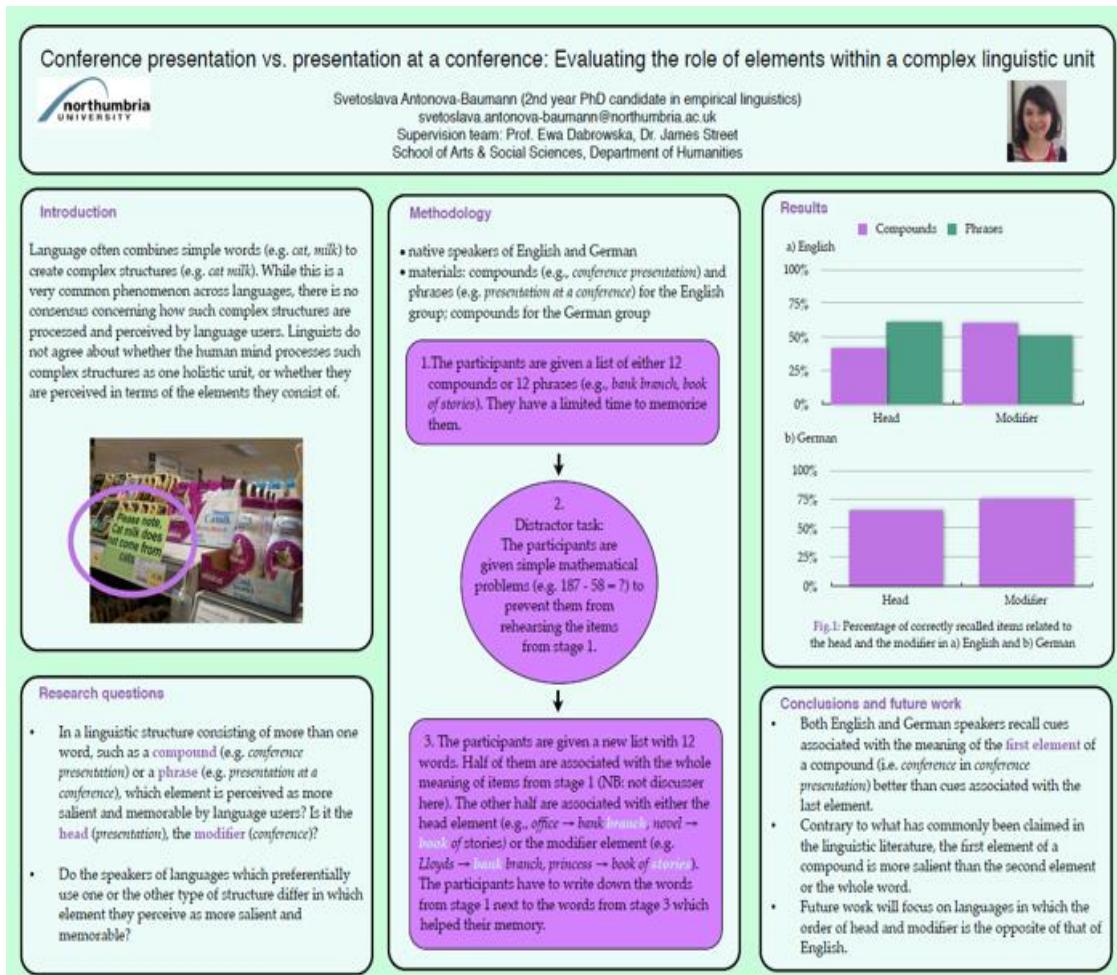


Possible answers:

- To develop creativity.
- To enhance team work.
- To motivate students.
- To develop speaking, reading and writing skills.
- To develop presentation skills.
- To develop confidence of the students.
- To give new knowledge.
- To make learning more memorable.
- To make learning interesting and fun.

Annex 2

A picture of a poster presentation



A Comprehension Passage taken from grade 11 English text book (page 03) on Vandalism

VANDALISM



Vandalism is an offence that is caused when a person deliberately destroys, alters or defaces someone else's property without permission. It is mostly aimed at public property such as public transport service, bus stops, parks, road signs and other public places. It can also occur at individual level too such as scratching someone's car or distorting the information on a person's website.

Among many reasons, personal attitudes and basic problems are at the root of vandalism. It may occur because of meaningful activities, disciplinary problems, and negative feelings such as revenge, playfulness, curiosity and pleasure too. Although most vandals do not have a clear motive for their acts, and may consider it as a simple act of fun or art. However, it is a punishable crime with imprisonment, monetary fines, or both as laws exist in a country to prevent vandalism.

Certain effects of vandalism are considered insignificant while others are considered extremely severe. However, it is a problem that affects everyone in some way or other

It can affect one's family, friends, and the community. When facilities, such as public transport services and public restrooms are vandalized. It makes using such places unpleasant and demoralizing. As a result of vandalism, fire and emergency services are affected by increased workloads. Citizens of a country pay their taxes in order to build a better community for the future generation. But when public property is vandalized, they are the ones who have to pay for the damage.

There are different approaches that can be taken to prevent vandalism, it can be done by educating individuals, especially the young people about its consequences and nature. Another way to prevent vandalism is to use property designs such as ceramic tiles on walls which are easy to clean. In addition, rough textured surfaces where scrawling with graffiti is impossible reduce, vandalistic behavior in public places. An essential approach to reducing vandalism is to monitor the condition of a property regularly. Studies reveal that vandalism carried out by individuals of all ages increases when people think they are left out from the society or community. Thus, involvement in community activities can encourage a sense of belonging and pride which will help them to respect and think positively about their community. Everyone should understand the duties and responsibilities of a citizen and decide what is right and what is wrong. Therefore, in preventing vandalism, self-discipline plays a bigger role than laws.

Annex 3

Useful language

| Section of presentation | Signpost language |
|------------------------------------|--|
| Introducing the topic | I'm going to talk about ... My topic today is... |
| Overview (outline of presentation) | I'd like to begin/start by ... First of all, I'll... ... and then I'll go on to ... Then/ Next ... Finally/ Lastly ... |
| Finishing a section | That's all I have to say about... |
| Starting a new section | Moving on now to ... The next issue/topic/area I'd like to focus on ... |

| | |
|--|---|
| | I'd like now to discuss... Let's look now at... |
| Analysing a point and giving recommendations | Why is this important? |
| Giving examples | For example,... A good example of this is... |
| Summarising and concluding | To sum up ... To conclude... In conclusion ... In short ... So, I'll conclude very briefly by saying that ... |
| Paraphrasing and clarifying | In other words ... So what I'm saying is ... |
| Invitation to discuss / ask questions | I'm happy to answer any questions. Does anyone have any questions? Please feel free to ask questions. Any questions? |

Annex 4

Qualities of a good presenter

Keep good eye contact with the audience

Clear voice

Good posture

Body language (Eg: Facial expressions,
hand movements)

Suitable language

Firm on my feet

RESC GAMPaha



Priyadarshini Gunawardane

Nilani D Karunaarachchi

Introduction

As a result of modern technology that has slowly invaded us, there's no excuse for a teacher to say no or doesn't know when it comes to a topic like "Presentations".

Every teacher needs to develop their presentation skills as it has become a challenging task with the skilled and knowledgeable students. The prevailing situation of the country too forces us to mold and sharpen this skill.

This workshop will enable teachers to get an awareness on presentation skills and also gain practical experience to plan, organize and deliver a fruitful presentation.

Who is it for?

For the teachers of English who need the Presentation Skill.

How long?

6 hours

Main Aim:

To help teachers to plan, organize and deliver an effective, interesting and a fruitful presentation.

Task Introduction:

Task 1: Warmer – Let's bluff

Task 2: Identify Yourself

Task 3: What makes a good speaker?

Task 4: Rating a presentation

Task 5: Planning a presentation

Task 6: Organizing your presentation (check list)

Task 7: Delivering the presentation

Task 8: Unsuitable gestures

Task 1: Warmer - Let's bluff

Time: 30minutes

Goal: To create a relaxing environment to commence the lesson.

Input: A list of words (objects and things) in annex 1

Process:

- Put the participants in to groups.
- Ask the group members to appoint a speaker.
- Give a word from the list in Annex 1 to each group.
- Ask each group to make up a story telling how this object / thing got its name.
Eg: calculator
- Once there was a boy named Calculor. He was very weak in Mathematics. He was always late to show his book to his teacher. Calculor was really worried and somehow, he invented a machine and named it calculator. (Late Calculor)
- Get the speakers to relate the stories to the whole class. (These will not be true stories.)

Output:

- Participants are set to a background for speaking.

Task 2: Identify yourself

Time: 45 minutes

Goal: To understand the “Speaker Category” each participant belongs to.

Input: Introduce Speaker Categories in Annex 2

Process:

- Distribute a copy of the handout to each participant.
- Get them to read and select the category they belong to.
- Conduct a whole class discussion on Speaker Category.(do not elicit individually)

Output:

- Recognizing his/her own strengths and weaknesses as a speaker.

Task 3: What makes a good speaker?

Time: 45minutes

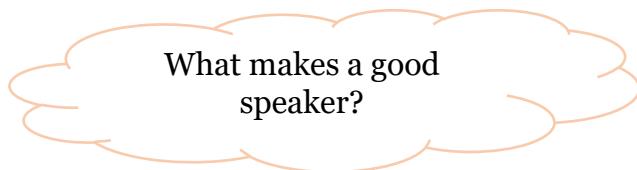
Goal: To make the participants focus on the right direction of becoming a good speaker.

To prepare a poster on the above topic.

Input: Some examples from Annex 3

Process:

- Put the participants in to groups.
- Write the topic on the board



- Write an example on the board.(voice – clear ,audible)
- Elicit examples from participants and write them on the board.
- Get the participants to prepare a poster.
- Get the participants to present the poster to the whole group.
- Distribute the handout with the sample answers.

Output:

- Participants understand the important features of a good speaker.

Task 4: Rating a presentation

Time: 45minutes

Goal: Rate the performance of participants by using an observation form.

To give an insight of his / her own performance

Input: Rating scale in annex 4

Process:

- Get the participants to be seated in pairs.
- Ask each participant to be ready with a mini presentation on “My Self.”
- Give each participant an observation sheet.

- Tell one participant to deliver the speech and the other to complete the observation sheet.
- Get the participants to exchange their ratings and have a discussion about the presentations and the awarded rating.

Output:

- Participants understand their strengths and weaknesses on their mini presentations.
- Participants get the experience to rate a performance using an observation sheet.

Task 5: Planning a presentation

Time: 30 minutes

Goal: To make participants aware of the points to consider in planning, preparing and presenting a presentation.

Prioritizing the points that lead to a successful presentation.

Focus on things that are not suitable to be done in presentations.

Input: A list of 20 points related to things that you should do and should not, when planning and presenting a presentation in Annex 5

Process:

- Put the participants in to groups.
- Distribute the hand out (a copy for each participant).
- Give 10 min to read the points.
- Get the group to discuss and mark the points they should do, when making a presentation.
- Regroup the participants, get them to discuss all the points.

Step 1: Elicit the answers randomly.

Step 2: Get the participants to write the answers to question 1 and 2.

- Conduct a whole class discussion.

Output:

- Participants become aware of presenting a fruitful presentation.

Task 6: Organizing your presentation

Time: 1hour

Goal: Creating an effective presentation.

Giving some final pointers for planning and practicing.

Input: Cutups of the checklist in Annex 5 (two topics per group)

Process:

- Put the participants in to groups of five.
- Give two topics for each group.
- Ask each group to go through the points and be ready to share them with the other groups.
- Regroup them for jigsaw reading. Process as below.
- Each participant will listen to 8 points.
- Distribute the handout with possible answers (Annex 5) to each participant.

Output:

- Participants have a clear idea of organizing his/her presentation.
- Awareness on a simple checklist to finalize a presentation.

Task 7: Delivering the presentation

Time: 1hour

Goal: To make participants aware of the sequence of delivering the presentation.

To prepare posters to display the techniques of different presentation styles.

Input: Sequence of delivery in Annex 7

Word cards from the topics of Annex 7 (Group 1: Posture, movement and gesture/ Group 2: Eye contact / Group 3: Voice etc.

Process:

A

- Form five groups.
- Write the sequence of delivery on the board(introduction of Annex 7).
- Elicit ideas from the participants on the given points.
- Conduct a whole class discussion.

B

- Give one-word card to each group. (one topic from the list in the Annex)
- Get the participants to read the given paragraph and discuss the important points.
- Ask the participants to prepare a poster relevant to the assigned topic.
- Information in Annex 7 will help them to prepare the poster.
- Put up the poster around the class and conduct a Gallery Walk.

Output:

- Participants understand the sequence of delivering the presentation.
- Participants are made aware of the techniques in delivering a presentation.

Task 8: Unsuitable gestures

Time: 45 minutes

Goal: To make participants aware of the gestures that are not suitable in presenting.

Input: Some pictures showing gestures in Annex 9

Process:

- Put the participants in to groups.
- Give two strips of paper to each group.
- Get them to write two unsuitable gestures that they feel in presentations.
- Display them on the board.
- Read one by one and clarify with the ideas of the participants.
- Distribute the handout – annex 9 with pictures.

Output:

- Participants understand the different gestures that are not suitable in presentations.

Annexes

Annex 1



Annex 2

Identify yourself.

Check the category that best describe you as a speaker.

AVOIDER: An avoider does everything possible to escape from having to get in front of an audience. In some instances, avoiders may seek careers that do not involve making presentations.

RESISTOR: A resistor has fear when asked to speak. This fear may be so strong. Resistors may not be able to avoid speaking as part of their job, but they never encourage it. When they do so with great reluctance and considerable pain.

ACCEPTOR: The acceptor will give presentations as part of the job but does not seek these opportunities. Acceptors occasionally, give a presentation and feel they did a good job. They even find that once in a while they are quite persuasive and enjoy speaking in front of a group.

SEEKER: A seeker always looks for opportunities to speak. The seeker understands that anxiety can be stimulant which fuels enthusiasm during presentation. Seekers work at building their professional communication skills and self-confidence by speaking of ten.

Annex 3

WHAT MAKES A GOOD SPEAKER?

There is no such thing as the ‘perfect’ presenter, but the following list will point you in the right direction.

1. THE VOICE

- audible
- head up, not reading

| |
|--|
| <ul style="list-style-type: none"> • pace, varied • power, drop it to emphasise points • pause to emphasise, change topic etc. |
| 2. APPEARANCE <ul style="list-style-type: none"> • smart or casual • as attractive and eye-catching as appropriate • comfortable, feel good |
| 3. POSTURE <ul style="list-style-type: none"> • upright • relaxed • hands at sides, not in pockets or arms crossed |
| 4. EYE CONTACT <ul style="list-style-type: none"> • at all times • with everyone in the audience |
| 5. GESTURES <ul style="list-style-type: none"> • smile • hands free and not fidgeting • gestures to explain and emphasise • move around with confidence • avoid mannerisms |
| 6. HUMOR <ul style="list-style-type: none"> • Use sparingly • Don't plan it, let it generate itself from the context |
| 7. REHEARSE <ul style="list-style-type: none"> • Practice makes perfect • Try a full run through, in the room, try the equipment etc... • As many times as you feel need |

Annex 4

| OBSERVATION FORM | | | | | | | |
|---|--|--|---------------|---|---|---|---|
| Listen to your friend's mini presentation about yourself and rate his / her performance. | | | | | | | |
| 1 – very poor | | | 5 - excellent | | | | |
| A. VOICE AND BODY LANGUAGE: | | | | | | | |
| <ul style="list-style-type: none"> • Speak clearly and loudly • Seem steady and confident • Make good eye contact • Not move around too much or fidget | | | 1 | 2 | 3 | 4 | 5 |
| <ul style="list-style-type: none"> • Speak clearly and loudly • Seem steady and confident • Make good eye contact • Not move around too much or fidget | | | 1 | 2 | 3 | 4 | 5 |
| <ul style="list-style-type: none"> • Speak clearly and loudly • Seem steady and confident • Make good eye contact • Not move around too much or fidget | | | 1 | 2 | 3 | 4 | 5 |
| B. STRUCTURE | | | | | | | |
| <ul style="list-style-type: none"> • Use a clear, informative introduction • Use a conclusion • Summarize what s/he had said • Follow a logical and clear structure | | | 1 | 2 | 3 | 4 | 5 |
| <ul style="list-style-type: none"> • Use a clear, informative introduction • Use a conclusion • Summarize what s/he had said • Follow a logical and clear structure | | | 1 | 2 | 3 | 4 | 5 |
| C. PREPARATION AND KNOWLEDGE | | | | | | | |

| | |
|--|--|
| <ul style="list-style-type: none"> • Seem well prepared and organized • Know about the subject • Seem enthusiastic • Use any visual aids | 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 |
| D. OTHER AREAS | |
| <ul style="list-style-type: none"> • Keep in the set time • Make it interesting to YOU personally | 1 2 3 4 5 1 2 3 4 5 |
| E. ANY OTHER COMMENTS | |

Annex 5

Planning the presentation

In pairs, discuss the following.

Which of these things should you do if you make a presentation?

| | |
|---|--|
| <ol style="list-style-type: none"> 1. Write the speech in your own language and then translate it. 2. Write out the full text of the speech to read out. 3. Write the main ideas in cards or in point form. 4. Practise the speech every night. 5. Practise the speech in the room where you will speak. 6. Don't practise at all – keep it fresh. 7. Check the equipment etc, carefully before you speak. 8. Don't check it. It's the organizers job. 9. Assume your audience know a lot about the subject. 10. Assume they know very little about it. | <ol style="list-style-type: none"> 11. Use the visual aids to help the audience follow. 12. Establish eye contact with someone who looks friendly. 13. Establish eye contact with everyone. 14. Turn your back on the audience. 15. Put your hands on your pockets. 16. Speak as loudly as possible at all times. 17. Respect important points more than once. 18. Summarize everything at the end of presentation. 19. Make a joke every two minutes. 20. Spend a lot of time preparing and thinking. |
|---|--|

Annex 6

Planning and organizing your presentation a checklist.

Your owe your audience and yourself a good presentation, but creating an effective presentation takes planning and practice, so some final pointers.

Start preparing early: don't wait till the last few days to prepare.

- Prepare it early, let it rest a little bit and come back to it.
- Practice your entire presentation, including your visuals.
- If you can practice it before a group of colleagues or friends.

Think about your audience

- Who are they and why they are here.
- What are their interests.
- What do they know.
- What do they want know.
- What is a worthwhile investment in their time.

Be clear about your propose.

- Are you informing pre persuading.
- Tell them that what you're going to do.
- What your audience to know, feel, or believe afterwards.

Use an effective introduction.

- Orient the audience: explain why it is important; set the tone.
- Establish a relationship with the audience; establish creditability.
- Avoid weak introductions such as apologies, jokes, rhetorical questions.

Organize your presentation clearly and simply.

- Prioritize topics and allocate time accordingly.
- Stick to only 3 – 5 main points.
- Have a well though pattern (examples are problem/solution chronologically, cause and effect, topical): use transitions to move smoothly from one point to the next.

Use supporting materials to flesh out main points.

- Use examples, statistics, expert opinions, anecdotes.

Compose for the ear not for the eye.

- Use simple words, simple sentences, markers, repetition, images, personal language (“You” and “I”)

Create an effective conclusion.

- Summarize, set final image, provide closure; don't trail off, don't use trite phrase.
- Don't just present data summarized results and leave the audience to draw its conclusions.
- You have had much more time to work with your information than your audience; share your insight and understanding and tell them what you've concluded from your work.

Sound spontaneous, conversational, enthusiastic –

- Use key phrases in your notes so you don't have to read, use the overhead instead of notes.
- Vary volume, don't afraid of silence, don't use feelers like “um>>>”.

- Practise, practise, practise.

Use body language effectively.

- Relaxed gestures, eye contact.
- Don't play with a pen or a pointer.
- Don't look visual aids.

Use visual aids to enhance the message.

- You will probably need to use overhead transparencies (or PPT) in your presentations but to be effective, they must be designed and used properly.
- You use tapes or disks, make sure the equipment compatible.

Analyze the environment.

- Check out size of room, placement of chairs, time of day, temperature distractions.
- Check out audio, video equipment ahead of time; have a spare bulb.

Cope with stage fright by remembering: It's normal: it can be helpful, everyone feels it.

Annex 7

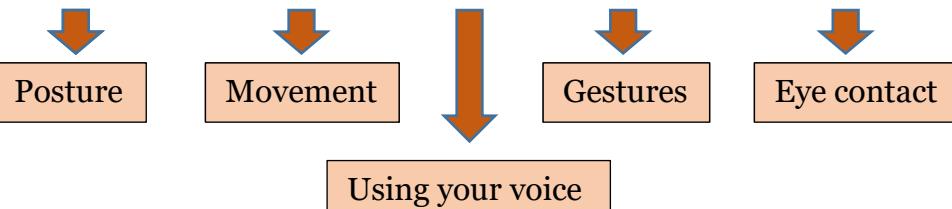
Delivering the presentation

Introduction

Preview sentence (Tell them what you're going to tell them.)
Main ideas or sub ideas (Tell them)
Benefits (In persuasive presentations)
Review sentence (Tell them what you told them.)

Conclusion

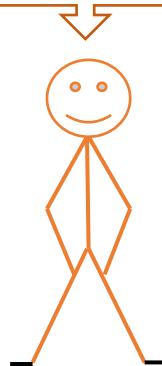
The following tips will help your presentation become animated, interesting and engaging. If you can videotape or rehearse, watch your delivery, then rehearse again using some of the techniques described below. Experiment with different presentation styles until you find one that is comfortable and effective.



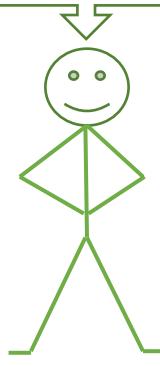
Annex 8

Using natural gesture won't distract from a presentation. However, doing one of the following certainly will:

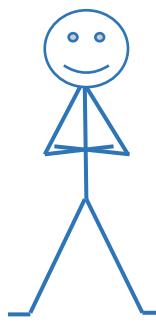
Keeping hands in your pockets.



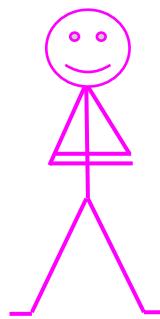
Or hand cuffed behind your back.



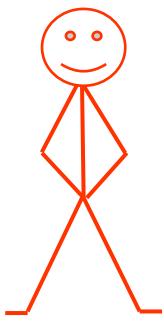
Or keeping your arms crossed.



Or in a fig leaf position.



Or wringing your hands nervously.



Utilizing Folktales

RESC HANGURANKETHA



T.M.R.G.D. RuwnKumari

P.M.S.C. Perera

Introduction

In the Sri Lankan context, English language is taught as the second language in schools except International schools. Due to lack of proper exposure, students face difficulties in communication in their real life situations.

Folktales can be used in the language learning classroom to fill the gap to a certain extent since they cover a wide range of academic skills which help acquire language maintaining the learner-autonomy.

Who is it for?

Untrained Teachers of English

How long?

5 hours

Main Aim:

To provide an opportunity for untrained teachers to know how to use extra materials such as folk tales in a language-learning classroom effectively as they are a natural tool of teaching.

Task Introduction:

- Task 1: Warmer-story time
- Task 2: Folktales are...
- Task 3: Characteristics of folktales
- Task 4: How to promote the Language
- Task 5: Possible follow-up activities
- Task 6: Micro teaching

Task 1: Warmer – Story time

Time: 30 minutes

Goal: To familiarize the trainees with the title of the workshop.

Input: Sets of sentence strips in annex 1

Process:

- Trainees are in groups of 4.
- Trainer distributes sets of sentence strips to each group.
- They are asked to rearrange the sentence strips to make a story.
- Volunteer group/s read out a story to the whole group.
- Trainees underline the regular verbs in the story.
- Then, rewrite the story using irregular verbs for regular verbs.
- Volunteer group/s read the new version to the whole group.

Output:

- Trainees will learn that folktales can be presented with a purpose. Folktales are a kind of support teaching materials which covers most of the language skills in order to help students to acquire English as a second language.

Task 2: Folktales are ...

Time: 30 minutes

Goal: To make teachers aware of folktales

Input: Definitions in annex 2

Poster papers, pens

Process:

- Trainer elicits some names of folktales they know and the favourite characters of them.
Eg: King, Hat seller, Wood cutter, Prince, Jester
- Trainees work in groups of five according to the folktale characters' names.
- Trainer displays “What is a folktale?”
- Trainees discuss and write a suitable answer, (a kind of definition) on the provided poster paper.
- After pasting it somewhere in the classroom one member from each group describes the poster.
- Trainees themselves select the best poster.

- Trainer leads a plenary discussion using the definitions given in annex 2.

Output:

- Trainees will be familiar with the topic of the workshop.
- Trainees may use their knowledge of the world to make a definition.

Task 3: Characteristics of folktales

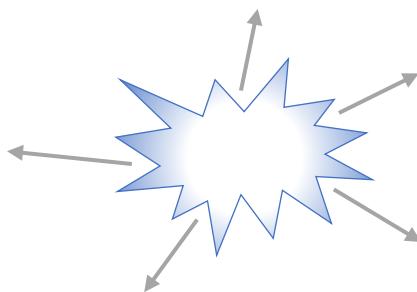
Time: 20 minutes

Goal: Trainees will be able to understand the nature of a folktale after the elicitation.

Input: Expected spidergram in annex 3

Process:

- Trainees are in same groups.
- Put the spidergram on the whiteboard.



- Trainees list down characteristics of folktales.
- One by one from each group comes to the whiteboard and completes the spidergram.
- Trainer leads a plenary discussion using the expected outcome in annex 3.

Output:

- Trainees will be aware of the characteristics of folktales. Almost all the folktales have common characteristics.

Task 4: How to promote the language

Time: 45 minutes

Goal: To make trainees aware of how folktales promote language learning in language classroom.

Input: Poster with characteristics of folktales in annex 4

Process:

- Trainees sit in groups of 3.
- They find the language skill/s that are improved by each characteristic.
- Trainer randomly asks trainees to read out what they have found.
- Selected writer records the language skill/s in front of each characteristic.
- Trainer leads a plenary discussion.

Output:

- Trainees will be able to discuss the advantages of using folktales in the language learning classroom. Folktales are a good source for language acquisition even in multilevel classrooms as they would address a variety language needs since they provide material for all levels from the beginner to the advanced.

Task 5: Possible follow-up activities

Time: 45 minutes

Goal: To make the trainees aware of how folktales can be used in many language purposes.

Input: List of follow up activities in annex 5

Process:

- Trainees are in the same group.
- They list out the follow of activities which can be used to improve language skills.
- One member from each group reads out the list.
- The group which have the biggest number of activities will be the winning group.
- Trainer leads a plenary discussion.

Output:

- Trainees may be thorough with the activities which help in improving language levels of students. With the plenary discussions trainees can know that folktales are excellent for addressing listening, speaking, reading and writing and well suited for academic skills like analyzing, drawing inference, synthesizing, summarizing and noticing underlying text structures.

Task 6: Micro teaching

Time: 2 hours

Goal: To provide an opportunity for trainees to have a practical session to utilize a folktale in a language learning classroom.

Input: Provides five/six of folktales to groups. Engages trainees in preparing lesson plans for the given folk tale

Process:

- Trainees are in 5 groups.
- Trainees are asked to select a folktale and prepare a lesson plan.
- Each group has to present the lesson plan to the whole group up to practice stage.
- Then, each group has to do a micro teaching of the production stage.
- Trainer with all the participants observes and discusses strong and weak points of micro teaching sessions.
- Trainer leads a plenary discussion.

Output:

- Trainees get the opportunity to have a practical session engaging in micro teaching session. Folktales can be used effectively to improve language skills in students regardless of the level and they can be specially used in reading or listening lessons.

Annexes

Annex 1

Sentence strips.

-
- Once there lived a son of a shepherd called, Peter.

 - Everyday he walked to the hills with sheep and returned in the evening.

 - He usually walked alone.

 - One day, he shouted, “Wolf! Wolf!” and men hurried from the village to help.

 - They looked, but there was no wolf.

 - So, they walked back to the village.
-

- Peter repeated that several times.
- Men looked for the wolf and walked back each time.
- One day, a wolf walked towards Peter and sheep.
- He shouted “Wolf! Wolf!” but no one hurried from the village to help.

Annex 2

Sample definitions

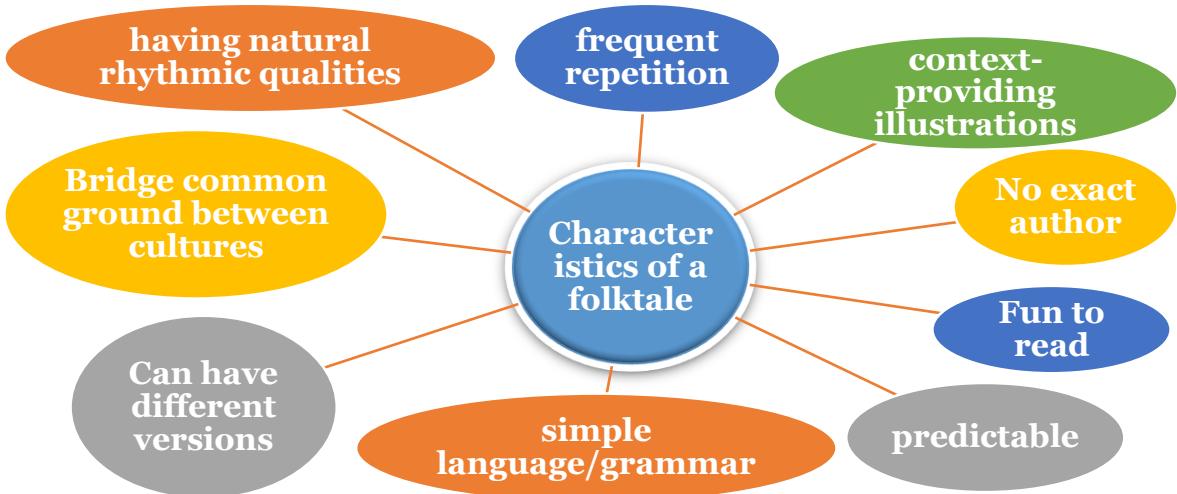
A folktale is a popular story passed on in spoken form from one generation to the next.

“Oxford Advanced Learner’s Dictionary”

A folktale is a traditional story that has been passed on by word of mouth-told from parents to the child over many generations or passed on by countless story tellers...

“Using Folktales by Eric K. Taylor”

Annex 3



Annex 4

| Characteristics of folktales | Ways of promoting language skills |
|---------------------------------------|--|
| Fun to read | Stimulate communication and discussion. |
| Frequent repetition | Reinforce vocabulary and grammar. Excellent for addressing four language skills. |
| Simple language | Motivate reading and listening since easy to understand. |
| Context providing illustrations | Help students with limited language ability for language learning. |
| Having natural rhythmic qualities | Health improve pronunciation/stress and intonation. |
| Bridge common ground between cultures | Develop cultural awareness. |
| Can have variations | Suitable for multilevel classrooms as they motivate readers. |
| Predictable | Easier to deal with difficulties with and gaps in understanding. |

Annex 5 - Examples for follow-up activities

| | | |
|---|------------------------|---------------------------|
| Puzzles | Drawing pictures | Reading comprehension |
| Matching | Sorting and sequencing | Dramatizing |
| Retelling | Creating a new ending | Composing a similar story |
| Loud reading (for pronunciation practice) | | Gap-filling activities |

Tips for virtual teaching and learning

Let us construct a cybernetic classroom in the new normal!

RESC HANWELLA



D.M.D.K. Dissanayake

T.D. Hapuarachchi

D.M.G.D.N. De Silva

Introduction

The COVID-19 pandemic has adversely affected education systems worldwide, leading to the near or total closures of schools. Considering the rapid spread of COVID-19 virus, Sri Lankan Government decided to temporarily close the schools located in high-risk areas from time to time. This has given tremendous pressure for both students and teachers in achieving the annual academic goals.

In response to school closures, Ministry of Education in Sri Lanka has highly recommended to conduct distance learning programmes in order to reach the remote learners and limit the disruption of education. Yet, a lack of knowledge on digitalisation and its effective usage have become great challenges for both teachers as well as students in Sri Lanka.

Proposed training will assist the teachers in understanding the best practices of teaching as well as learning online. Accordingly, the trained teachers with the participation of parents and students will be able to successfully convert houses into comfortable classrooms to continue education.

Who is it for?

Teachers preparing to deliver education online

How long?

6 hours

Main Aim:

To improve the capacity of the teachers regarding the best practices of online teaching and learning in order to create the ideal online classrooms suitable for the school children in Sri Lanka.

Task Introduction:

- Task 1: Experience based warmer
- Task 2: Introduction to Virtual Education
- Task 3: Tips for Virtual Teaching
- Task 4: Tips for Virtual Learning
- Task 5: Feedbacks & Wrap-Up

Task 1: Warmer – Experience sharing

Time: 30 minutes

Goal: To understand the concept of modernisation and its requirement.

Input: PowerPoint Presentations (Computer, Multimedia Projector, Screen)

Pdf Documents

Interactive Dialogues (Microphone)

Writing Cards (Writing pens) in annex 1

Process:

- The existing knowledge of the participants will be examined through pre-set questions as follows.
 - Write 05 products evolved with the technology over the past ten years (Example: Typewriter to Computer)
 - Write 05 industries evolved with the technology over the past ten years with one iconic feature (Example: Communication Industry – Email)
- The participants will be introduced with the new inputs to achieve the session goal as follows.
 - 05 products evolved with the technology over the past ten years
 - Typewriter – Computer
 - Gramophone – Radio
 - Cable Telephone – Mobile Phone
 - Printed Maps – Google Map
 - Physical Library – Google Scholar
 - 05 industries evolved with the technology over the past ten years
 - Communication Industry – Email
 - Education Industry – Multimedia Projectors
 - Film Industry – Drone Cameras
- The existing knowledge or ideas about the session will be compared with the new inputs to fill the knowledge gaps as follows.
- Trainer would express the importance of each new product and industrial innovations for the modern world. Trainer will leave the participants to self-understand the importance of technology for the education industry to grow.
- Session will include the following activities to achieve the goal.
- Read-out the list of new products and iconic features introduced by the participants for discussion. (Annex 1)

- Training gaps or the variations will be addressed as follows after evaluations at the end of each session.
- Individual explanations and short recaps will be given if there are any variances between expected and actual training outcomes.

Output:

- The participants should be able to see the opportunities and the importance of virtual education for future sustainability in the industry as a technological innovation.

Task 2: Introduction to virtual education

Time: 60 minutes

Goal: To introduce virtual education as a successful intervention to continue the education process during the crisis situation.

Input: PowerPoint Presentations (Computer, Multimedia Projector, Screen)

Pdf Documents

Interactive Dialogs (Microphone)

Video Clips (Speakers)

Photos, Graphs and Statistical Tables in annex 2 and 3

Process:

- The existing knowledge of the participants will be examined through pre-set questions as follows.
 - i. The trainer will obtain the ideas on the following experiences from the participants before admitting to the new inputs.
 - What are the challenges faced by the teachers and students during the pandemic?
 - What are the methods used to overcome those challenges?
- The participants will be introduced with the new inputs to achieve the session goal as follows.
 - Explaining the physical, psychological, and spiritual drawbacks that have been created by interrupted education for students and teachers.
 - Defining the virtual education as an online learning environment that allows teachers and students to communicate, interact, collaborate, explain ideas.
 - Importance of online education for an uninterrupted and upgraded education stream.

- Possible challenges for the entrance and continuation of online education in Sri Lanka and the strategies to overcome the challenges.
- The existing knowledge or ideas about the session will be compared with the new inputs to fill the knowledge gaps as follows.
 - Trainer would elaborate on the gravity of the present disruption of education system beyond the difficulties of completing the syllabus.
 - It will be emphasizing that the virtual or online education will be a timely requirement as well as a value addition to the Sri Lankan education sector.
 - Difficulty will be explained in the session. Eg: poor digital infrastructure.
 - Introduce virtual education as the strategy to overcome the referred issues.
- Session will include the following activities to achieve the goal.
 - Short video clip of a classroom with school children and their active faces will be compared with a dizzy eye of a locked-up student in an isolated village home.
 - Graphs on the number of lockdown days and maps of the lockdown areas will be shown to draw attention. (Annex 2)
 - Statistics on internet penetration and the online education will be presented for the teachers to understand the challenges. (Annex 3)
- Training gaps or the variations will be addressed as follows after evaluations at the end of each session.
 - Individual explanations and short recaps will be given if there are any variances between expected and actual training outcomes.

Output:

- The participants should be impressed with the real requirement of virtual education for Sri Lanka. It is expected that the participants would come up with more powerful strategies to educate the students and parents on virtual education.

Task 3: Tips for virtual teaching

Time: 120 minutes

Goal: To introduce the most useful tips of virtual teaching in order to achieve the educational goals effectively and efficiently.

Input: PowerPoint Presentations (Computer, Multimedia Projector, Screen)

Pdf Documents

Interactive Dialogues (Microphone)

Video Clips (Speakers)

Online Platforms (Internet Connection; Wi-Fi or dongle)

Photos

Videos and documents in annex 4, 5, 6, 7, 8 and 9

Process:

- The existing knowledge of the participants will be examined through pre-set questions as follows.
 - i. The trainer will obtain the ideas on the following experiences from the participants before admitting to the new inputs.
 - What are the key elements of a communication process? (Sender, Encoding, Message, Decoding, Feedback)
 - What is the basic equipment used at home to send and receive messages? (Mobile, Computer)
 - What is the basic equipment used at home to receive messages apart from the Mobile and Computer? (Television, Radio)
 - What are the devices used at home to communicate, interact, collaborate, explain ideas? (Mobile with WhatsApp, Viber)
 - What are the challenges faced in these communication processes? (Network failures, Lack of knowledge, virtual stress)
- The participants will be introduced with the new inputs to achieve the session goal as follows.
 - i. Session will elaborate on the following tips to provide the virtual education effectively. (Davies P, 2020)
 - Choose the ideal virtual platform. (Zoom, Google Hangout)
 - Educate students & parents about the importance of virtual learning.
 - Prepare online compatible study kits and prepared lesson plans. (PowerPoint, pdf...)
 - Identify new ways to help students to learn. (video, audio, animations, group chats...)
 - Keep students accountable in a variety of ways. (literature circles, book clubs...)
 - Take breaks. (screen free brain breaks...)
 - Encourage collaboration and digital citizenship. (laugh, move, dance, be interactive.)
- The existing knowledge or ideas about the session will be compared with the new inputs to fill the knowledge gaps as follows.
 - Trainer would express the list of online platforms that can be used for successful session and how to select the most appropriate platform based on the number of the participants and session duration.
 - Session will stress on the importance of creating awareness on online learning before beginning the education process.

- Preparation of interesting presentations using images, videos as well as interacting with the participants through body movements, facial expressions would keep the session alive.
- Session will include the following activities to achieve the goal.
 - Trainer would show the YouTube videos on the operationalisation of the identified virtual platforms.(Annex 4)
 - Method of educating the students and parents using brochures, pamphlets, SMS campaigns will be introduced using examples. (Annex 5)
 - Successfully created Power Points and pdf textbooks will be shown on the computer screen for the participants to understand about the tools further. (Annex 6)
 - Session would show the ways of creating interactive pictures, videos and audios contents using the freely available software such as MS Paint, Recorders...etc.) (Annex 7)
 - Team will be taken through a virtual library. (Annex 8)
 - Importance of breaks and intervals than the physical session will be interpreted using the pictures showing the facial expressions of students in sessions. Use of funny cartoons and videos will be explained through examples. (Annex 9)
- Training gaps or the variations will be addressed as follows after evaluations at the end of each session.
 - Individual explanations and short recaps will be given if there are any variances between expected and actual training outcomes.

Output:

- The participants should understand the basic requirements to conduct a virtual teaching session and the special skills and knowledge required for virtual education.

Task 4: Tips for virtual teaching

Time: 120 minutes

Goal: To introduce the most useful tips of virtual learning that have to be provided for the students and parents to achieve the educational goals effectively and efficiently.

Input: PowerPoint Presentations (Computer, Multimedia Projector, Screen)
Pdf Documents
Interactive Dialogs (Microphone)
Documents and photos in annex 10, 11 and 12

Process:

- The existing knowledge of the participants will be examined through pre-set questions as follows.
 - i. The trainer will obtain the ideas on the following experiences from the participants before admitting to the new inputs.
 - What are the common challenges faced by a student studying for an exam at home? (Too many intervals, eating times, family talks...etc.)
 - What are the negative outcomes of internet?
 - ii. Session will elaborate on the following tips to obtain the virtual education effectively. (Achieve Virtual, 2020)
 - Create a small classroom setting at home.
 - Follow the school timetable at home by setting up a good routine.
 - Arrange required hardware and software. (Computer, Video/Audio devices, internet)
 - Maintain a good discipline to be protected from harmful digital activities.
 - Find self-motivative methods to be focused on learning during a crisis.
 - Keep live Interaction with Online Education.
 - Parental Monitoring of Children's Online Learning.
- The existing knowledge or ideas about the session will be compared with the new inputs to fill the knowledge gaps as follows.
 - Trainer would stress on creating an ideal, separate table and a setting as appropriate at home before starting the online sessions.
 - The importance of following a proper timetable at home will be reduced the time wastage of students.
 - The session will explain the common disturbances come from the parents that can be affected for the smooth learning process of children.
 - Trainer would have to stress on protecting the children from harmful cyber activities through parental monitoring by explaining the negative outcomes.
- Session will include the following activities to achieve the goal.
 - Attractive photos of a home classroom used by the students will be showed. (Annex 10)
 - Sample timetable including the home activities such as helping mother for cooking, sleeping... will be introduced including the school activities. (Annex 11)
 - Parents will be given proper technical knowledge about the devices and software required for online learning of their children using product catalogues, packages online. (Annex 12)

- Training gaps or the variations will be addressed as follows after evaluations at the end of each session.
 - Individual explanations and short recaps will be given if there is any variance between expected and actual training outcomes.

Output:

- The participants should understand the key tips that has to be provided for the students and the parents prior to start the virtual sessions in order to achieve the learning outcomes.

Task 4: Feedback and wrap up

Time: 30 minutes

Goal: To measure the quality of the learning outcomes and summarise the sessions for easy reference.

Input: PowerPoint Presentations (Computer, Multimedia Projector, Screen)
Pdf Documents
Interactive Dialogs (Microphone)

Process:

- The existing knowledge of the participants will be examined through pre-set questions as follows.
 - The participants will ask to explain ten new concepts they learnt from the training and also five new words added to their terminology.
- The participants will be introduced with the new inputs to achieve the session goal as follows.
 - Trainer will summarise the importance of the online education as well as the tips for teaching and learning
- The existing knowledge or ideas about the session will be compared with the new inputs to fill the knowledge gaps as follows.
 - Trainers would be able to understand whether a sufficient contribution is given to reduce the gap of knowledge to create a successful virtual education sector for Sri Lanka.
- Session will include the following activities to achieve the goal.
 - Training evaluation form including the spaces to write ten new concepts and five new words will be distributed among the team. Selected / interested fill-ups will be read to the participants and the rest will be evaluated after the event.
- Training gaps or the variations will be addressed as follows after evaluations at the end of each session.

- Future sessions will be organised if there is any variance.

Output:

- The expected training objectives should be achieved from the training.

Reference List

Parents. Retrieved from www.achievehvirtual.org:
<https://achievehvirtual.org/blog/parent-resources/tips-effective-virtual-learning/>

P, D. (2020, May 14). 10 Virtual Teaching Tips For Beginners. Retrieved from www.teachthought.com: <https://www.teachthought.com/technology/virtual-teaching-tips-for-beginners/>

Annexes

Annex 1

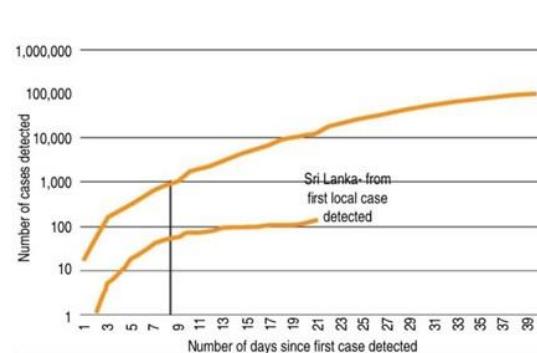
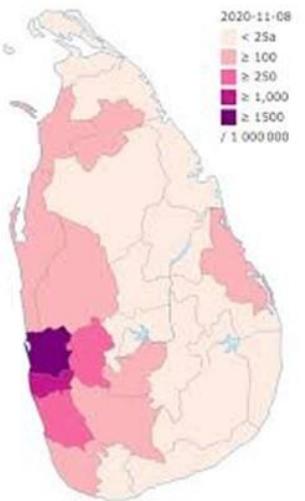
Write 03 industries evolved with the technology over the past ten years with iconic features

| | INDUSTRY | ICONIC FEATURE |
|---------|------------------------|-----------------------|
| Example | Communication Industry | Email |
| 01 | | |
| 02 | | |
| 03 | | |

Write 05 products evolved with the technology over the past ten years

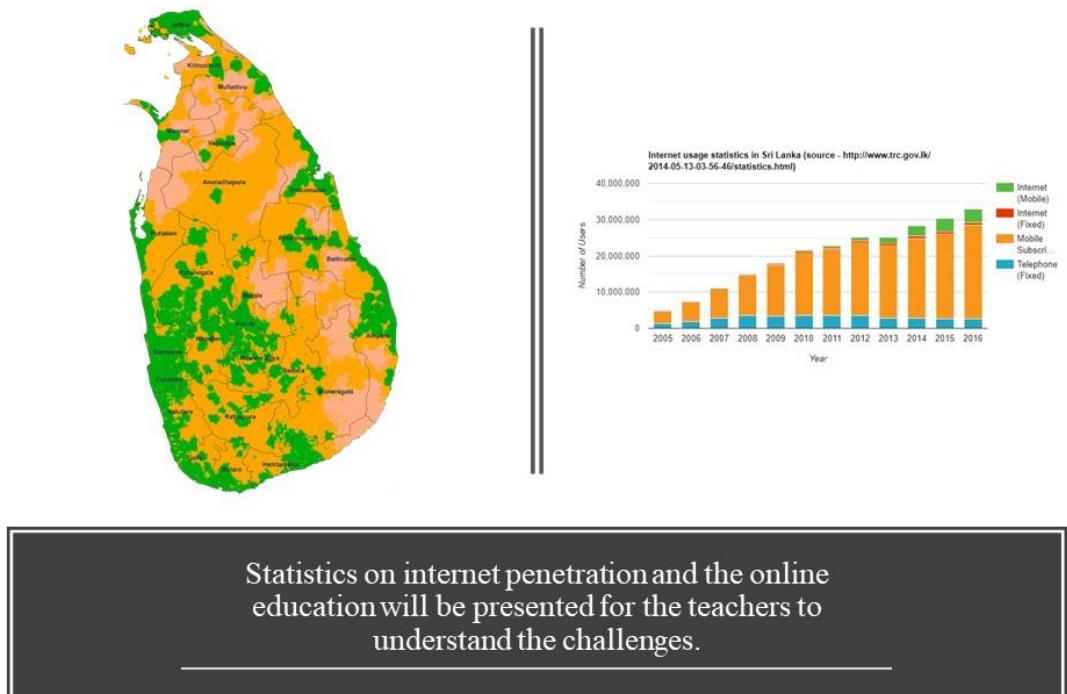
| | OLD | NEW |
|---------|------------|----------|
| Example | Typewriter | Computer |
| 01 | | |
| 02 | | |
| 03 | | |
| 04 | | |
| 05 | | |

Annex 2 - Graphs on the number of lockdown days and maps of the lockdown areas.

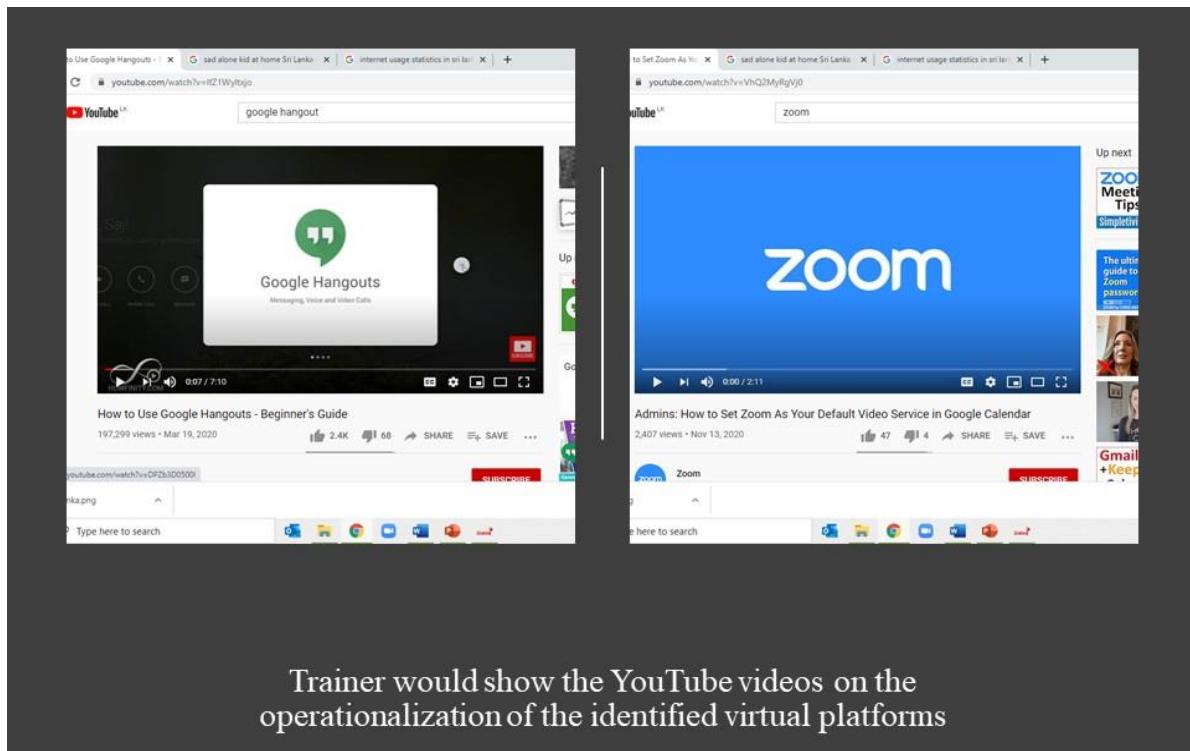


Graphs on the number of lockdown days and maps of the lockdown areas will be shown to memorize the situation.

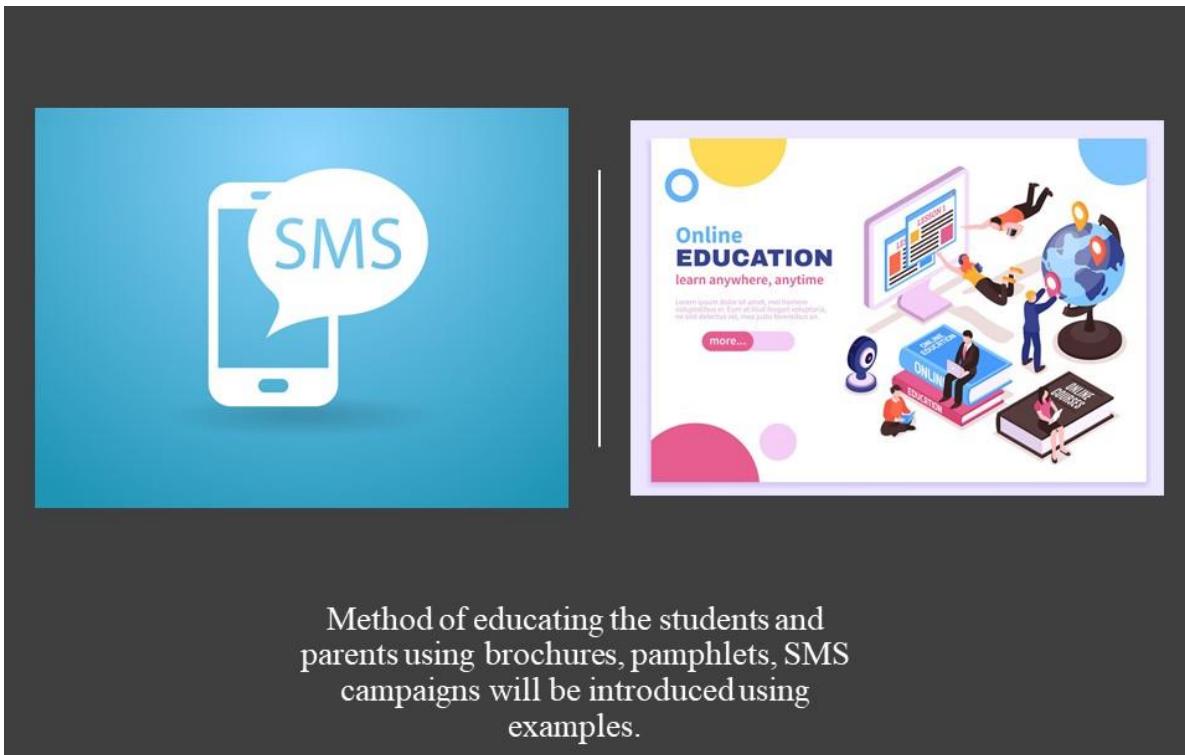
Annex 3: Statistics on internet penetration and the online education.



Annex 4: YouTube videos on the operationalisation of the identified virtual platforms.



Annex5: Virtual brochures, pamphlets, SMS campaigns depicting the methods of educating online.



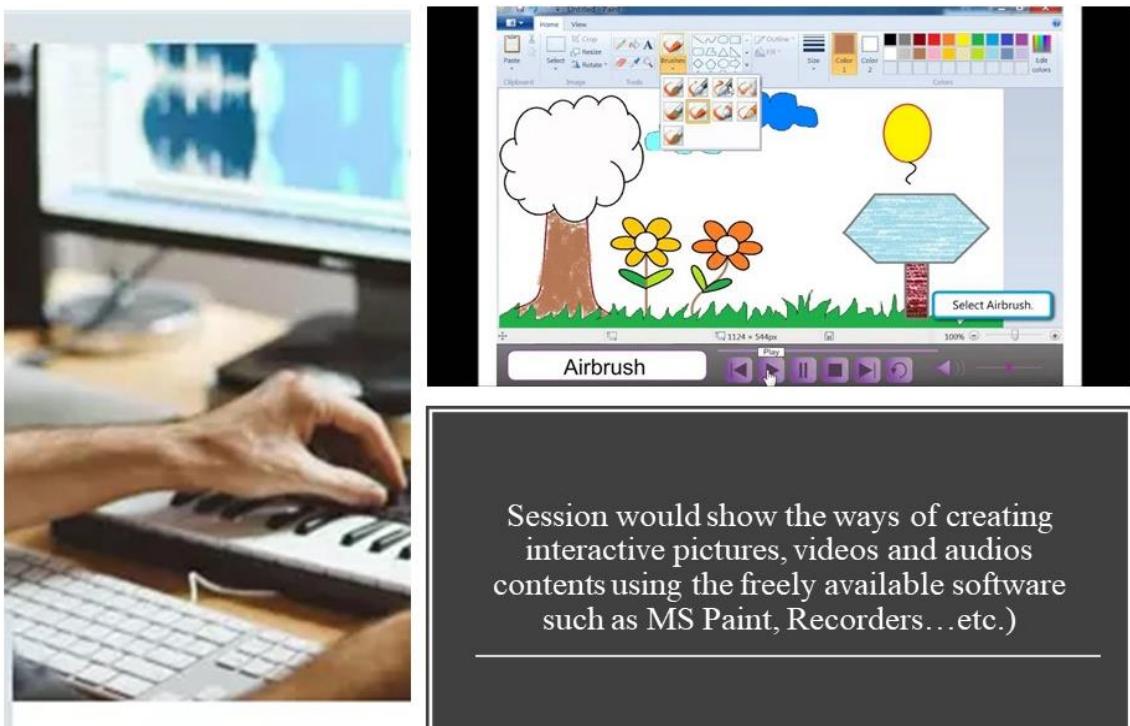
Method of educating the students and parents using brochures, pamphlets, SMS campaigns will be introduced using examples.

Annex 6: Sample PowerPoints and pdf textbooks.



Successfully created PowerPoints and pdf textbooks will be shown in the computer screen for the audience to understand about the tools further.

Annex 7: Online methods of creating interactive pictures, videos and audios contents using the freely available software such as MS Paint, Recorders...etc.)



Annex 8:

Online tour through a virtual library.



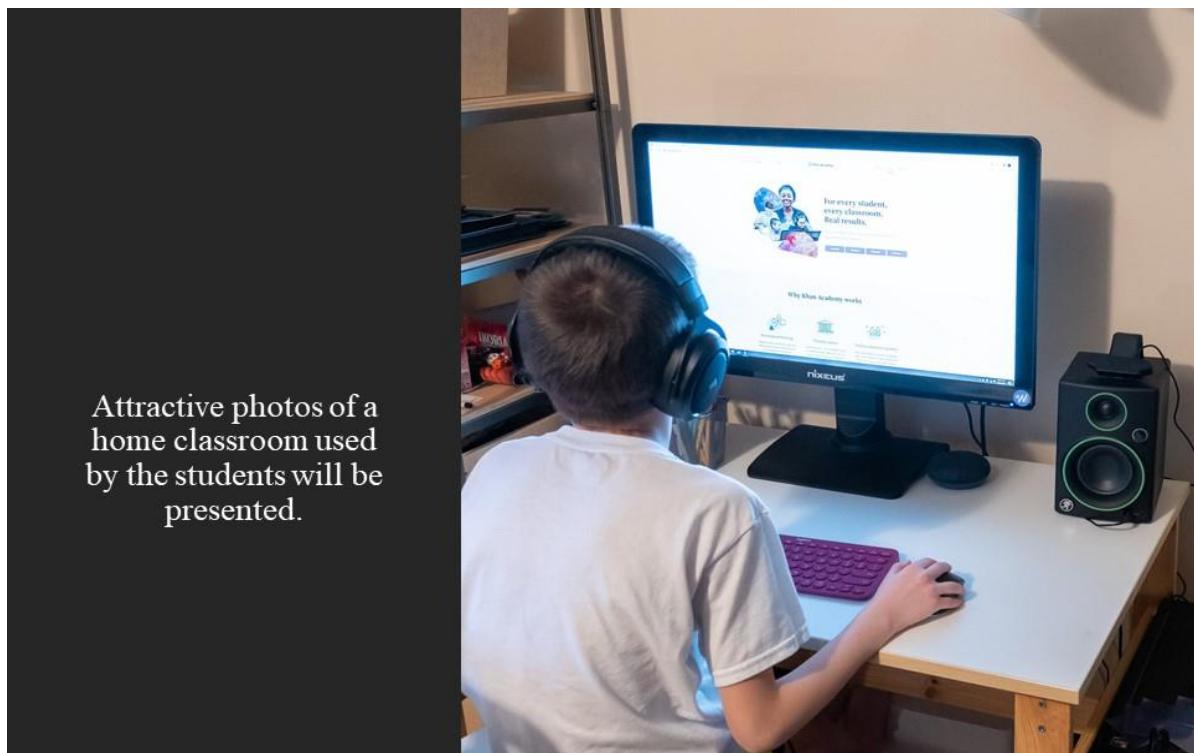
Team will be taken through a virtual library.

Annex 9: Videos and pictures on the importance of breaks and intervals than the physical session.



Importance of breaks and intervals than the physical session will be interpreted using the pictures showing the facial expressions of students in sessions. Use of funny cartoons and videos will be explained through examples.

Annex 10: A photo of a home classroom used by a student.



Attractive photos of a home classroom used by the students will be presented.

Annex 11: Sample timetable including the home activities.

| | |
|-------------|---|
| BEFORE 9 AM | Wake up. Brush teeth, get dressed, make bed, eat breakfast, etc |
| 9 AM | Set an intention and plan for the day |
| 10 AM | Screen-free academic time |
| 11 AM | Feelings check-in |
| 12 PM | Get moving and eat lunch |
| 1 PM | Downtime and rest |
| 2 PM | Free-choice reading and snack |
| 3 PM | Get moving |
| 4 PM | Reflect |
| 5 PM | Dinner and family time |

Sample timetable including the home activities such as helping mother for cooking, sleeping... will be introduced including the school activities.

Annex 12: Picture depicting the parts of a computer with accessories required for online sessions.



Parents will be given proper technical knowledge about the devices and software required for online learning of their children using product catalogues, packages online.

Adapt but not quit

RESC HATTON



S. Thenmoli

P.M. Thalawitiya

M.Y. Antony

Introduction

It's very common that most of the teachers in our country used to leave out some essential parts of the English course books giving many reasons. There may be good reasons for leaving out part of a unit or even a whole unit. But the course book is one of the main sources of learning tool for our learners. So they might be confused if we do this too often. The major problem is that the teachers leave out the things that are very essential to learners.

Who is it for?

Teachers of English who teach in secondary classes

How long?

3 hours

Main Aim:

To adapt the course book meaningfully to the needs of the learners and to utilize them to cover the competencies.

Task Introduction:

Task 1: Warmer – Onion circle

Task 2: Brain storming

Task 3: Why quit?

Task 4: Adapt

Task 1: Warmer – Onion circle

Time: 15 minutes

Goal: To familiarize the types of activities in the text books & Identify the content in a text book.

Input: Poster with the questions, white board, marker pens
Questionnaire in annex 1

Process:

- Put the participants in to two circles as inner circle and outer circle and stand face to face. Both should have their note books and the questionnaire in annex 1.
- When the trainer gives a clap outer participants ask the question and inner participants answer it and both jot down the facts. (2 minutes for a question)
- For the next clap outer participants move clockwise and stand in front of the next partner.
- The process continues until they find the answers to the questions.

Output:

- Put the participants in groups (use any grouping method).
- Participants discuss their findings and present them to the whole group.

Task 2: Brain storming

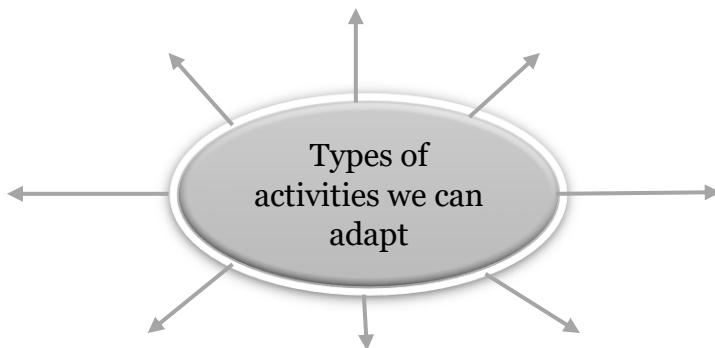
Time: 30 minutes

Goal: Get ideas to adapt different activities accordingly.

Input: Diagram of a web strand and markers
Expected answers in annex 2
Reasons in annex 3

Process:

- In groups teachers discuss and fill the web strand. Trainer guides them.



Output:

- List of criteria. Put numbers 1-5 according to the importance of the criteria and justify the answers by giving reasons in annex 3.

Task 3: Why quit?

Time: 90 minutes

Goal: To identify five basic techniques of adapting a course book.

Input: Demy sheets and platignum

Annex 4, 5, 6 and 7

Process:

- Elicit the teachers' experiences by asking the following questions in their groups.

1) Do you adapt your textbooks?

2) How many basic techniques are there to adapt a text book?

- Provide each participant a copy of quotes by teachers and ask them to go through and identify the techniques of adapting a course book. (Annex 4)
- Regroup the participants and ask them to check whether they were able to find the same answers. Answers attached.
- Provide the text books or photocopy of the relevant pages. (Annex 5)
- Provide photo copies of sample activities with techniques. (Annex 6)
- Ask the participants to go through the both activities and fill the given table. (Annex 7)

Output:

- Techniques of adapting a course book.

Task 4: Adapt

Time: 60 minutes

Goal: Participants will be able to adopt the given materials using 5 adapting techniques.

Input: Demy sheets and platignum pens, colour sheets, scissors and pupils' text books

Annex 8

Process:

- Put the participants into five groups. Assign each group a technique. Provide sample text or activity and ask them to plan an adapted activity. (annex 8)
- Each group describes their new activity comparing with the original activity and reasoning out why it should be amended.
- Discussion with partners about the strengths and weaknesses of presentations. Name the groups as A,B,C,D,E. A presents B comments. B presents C gives comments. Follow the order. A - ends the comments. Use instructions checking questions (ICQs).

Output:

- Do ladder chat activity to provide summary and offer a chance for participants to reflect on what they have gained from the workshop.

Questions for ladder chat

1. Can your students do all the activities in the book without any difficulty?
2. If the course book materials are not to the right level what can you do?
3. How many adapting techniques are there?
4. Can you describe two with examples?

Ladder chat activity

- The participants are grouped into 2 rows.
- They face each other in two rows.
- Participants in pairs questions each other and get the answers.
- Next the participants move one place left to them and meet a new person to question (in one row only).
- When a person (in the moving row) finishes questioning the last partner of the other row.

- He/she runs to the front of the row (same row). And meets a new partner to question.
- Get the participants in pairs. Ask them to fill the gaps of the following sentences by reflecting the experience about adapting the text book.
Cloze test (Pair work)
. Materials may not specifically to the needs of the to avoid this we can the materials in the There are basic ways of adopting the text book. They are 1..... 2..... 3..... 4..... 5.....

Reference List

The TKT course book (British council)

Pupil's Text Books & the work books. (EPD, Ministry of Education)

Annexes

Annex 1

Are the activities in your text books to the right level? (Suitable to the level of the students)

Are they well organized? Clear instructions given?

Are they easy to use in the teaching and learning process? Do children like?

Are they attractive?

Do they provide enough practice activities?

Are the four skills integrated?

Annex 2

Expected answers.

- Some activities do not suit the level. Too easy / too difficult.
- Some topics are not appropriate or well organized.
- Some children never touch the book.
- Some lessons don't provide enough practice.
- Only a few lessons are integrated (with 4 skills).

Annex 3

| List | Importance |
|--------------------------------------|------------|
| Activities at the right level | |
| Well organized | |
| Enough practice activities | |
| Enough reading activities | |
| | |

Annex 4 (quotes)

- (1) 'If I find the activity is too easy for my students, I extend the activity by adding a little more to make it more challenging.'
- (2) 'Some texts are too long and they are difficult for my students to read. So what I do is make them shorter and work through these one at a time.'
- (3) 'Sometimes I change the order of the activities and reorder it to make the learners understand better'
- (4) 'Sometimes I change the level of the activity, if it is difficult I make it to the level of the learners and if it is easy I make it more challenging.'
- (5) 'It's better to change the form of the task if the given task is not suitable to the learners'

Answers: 1) extending the material, 2) shorten the material, 3) reordering the material, 4) change the level of the activity, 5) change the form of the activity

Annex 5

- 1) Original activity-(Grade 8 Mother Nature Activity 4.1 pages 34 and 35 dialogue.)

Adapted activity – (Shortening the material)

Hussain and Kaveen are in the same class. Kaveen is absent from the school. So Hussain is calling him to inform about their trip to Kandy.

Read the dialogue and fill the blanks.

Hussain: Hello! Can I speak to Kaveen?

Kaveen: This is Kaveen. Is that Hussain?

Hussain: Yes, Why didn't you come to school today?

Kavven: I was not feeling well.

Hussain: How are you now?

Kaveen: I'm much better now.

Hussain I called you to inform about our trip to Kandy. Are you coming?

Kaveen: Yes! At what time are we leaving the school?

Hussain At 5 o' clock.

Kaveen: What should I bring?

Hussain: Lunch in a lunch box or wrapped in a banana leaf, a cap, an umbrella, an extra uniform and a note book.

Kaveen: Is that all?

Hussain: Yes. The teacher will give us a booklet with details about the places we are going to see. So see you tomorrow. Bye.

Kaveen: See you tomorrow. Thanks for calling. Bye.

- 2) Original activity - (Grade 10 unit 6. Activity 9. Pages 59 & 60 /Lesson – or a bane?)

Adapted activity- (Change the form of the task.)

Tick the positive effects and cross the negative effects.

1. Internet gives quick access to information in a very short time. (.....)
2. Many tasks can be performed. (.....)
3. It gives misinformation. (.....)
4. Addiction to the internet. (.....)
5. Internet is very convenient to work. (.....)
6. Playing games frequently neglect studies. (.....)
7. Some time it is a threat to people's privacy. (.....)
8. Businessmen can do online transactions without meeting. (.....)
9. It makes people less active. (.....)
10. Can exchange ideas and information among scholars. (.....)
11. People can shop on line. (.....)
12. Internet saves time. (.....)
13. As people become less active it creates many health problems. (.....)
14. Cyber bullying causes stress and anxiety. (.....)
15. It provides resource centers. (.....)
16. It decreases interpersonal relationships among family members. (.....)
17. Books and journals are available. (.....)
18. Sometime people are robbed of their identities and their (.....)

possessions.

19. Theft is committed by hackers. (.....)
20. People can be exposed to the world without their knowledge. (.....)

3) Original activity - (Grade 7. Unit 6.Activity 12. Listening Page 71.)

Adapted activity - (Changing the level of the task.)

Listen and underline the correct answer.

1. The deadly disease is
1. fever 2. dengue 3. rabies
2. The announcement is announced by
1.A.G. office 2.M.O.H office 3.Post office
3. The dogs should be
1. older than 3months
2. younger than three months to give the vaccination
3. age three months or older.
4. The clinic will be held on
1.Wednesday, the 3rd October
2. Tuesday, the 3rd October
3. Saturday, the 3rd October
5. The time is
1.From 9.am to 11a.m
2. From 8 a.m. to 12 p.m.
3. From 1 p.m. to 4.p.m.

4) Original Activity - (Grade 6.Unit 11 Nature Lovers. Page 112.Second Paragraph).

Adopted activity -(Extended activity)

Read the second paragraph and fill the blanks in the text.

He is Raman He is in grade He likes to ride his and to draw His father has given him a bicycle for his At first he didn't know how tohis bicycle. But his had helped him to learn to ride the bicycle. Both his andcan ride their bicycles. Raman goes toby his bicycle.

5) Reordering an activity - (Original Text - Gr 6 Lesson ‘What we do’)

In some lessons there are mingle activities that teacher can select to teach in different order.

(i) Teacher can reorder in the following way for better implementing.

Text book activity

Activity 1) - Do the role play

Activity 2) - Activity 2

Activity 3) - Activity 9

Activity 4) - Activity 4

Activity 5)- Activity5

Activity 6) - Activity 7

(ii) Grade 11 Unit 3- ‘Great Lanka’ Activity 4 and next do the activity 5.

Annex 6

| Activity | Problem of the activity | Given Solution | Technique |
|----------|-------------------------|----------------|-----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

Annex 7

| Activity | Problem of the activity | Given solution | Technique |
|----------|--|--|------------------|
| 1 | Too long dialogue | Adapting it as a short dialogue relevant to the activity | Shortening |
| 2 | It takes a long time to do the activity and children have to read the whole text to identify the good and bad effects ,which they may not do | Children can read the sentences and select easily | Change the form |
| 3 | In listening activities children do not like to | By changing the level all the students even the | Change the level |

| | | | |
|---|--|--|--------------------|
| | write due to uncertainty of spelling, taking time to write etc. | slow learners might do the activity. | |
| 4 | Given activity might be boring to the students because both passages give the same activity. | Students have to read the passage and do the activity at the same time (while reading activity) | Extended activity. |
| 5 | (i) The aim of the text is not connected as a flow with activities. (ii) Activities should follow from easy to difficult. | Activities are connected as a flow by reordering. Re order activity from easy to difficult. | Re ordering |

Annex 8

- Grade 8 - page12& 13 - adapt the dialogue for a speaking activity.
- Grade 10 - activity 4, page 143 - grammar activity.
- Grade 8 - page 106, 107, 108 as a reordering activity.
- Grade 11 - activity 9, page 54, 55
- Grade 9 -activity 7 page 78

Boost speaking

RESC KAHAWATTE



Priyanthi Karunananayake

Lankesh Rohan Kithulgodage

Introduction

Who is it for?

Teachers (Primary / Secondary)

How long?

6 hours

Main Aim:

To make teachers aware of handling speaking skill in a better way.

To equip them with the assessing methods.

Task Introduction:

Task 1: Warmer

Task 2: Getting to know about the speaking skill

Task 3: Purposes of speaking

Task 4: Different types of speaking

Task 5: Importance of assessing speaking

Task 6: Different ways of assessing speaking

Task 7: Hands on experience in designing, administering and assessing speaking

Task 8: Revision

Task 9: Feedback

Task 1: Alien Vs Earthling

Time: 10 minutes

Goal: To make participants warmed up and to establish speaking is important for a meaningful real communication.

Input: Instructions/scenario

Process:

Scenario

- A space craft crashes on Earth and there is a surviving alien. People help the Alien to get used to the life on earth
- Trainer puts the participants into pairs. One is the surviving alien. The other is ‘man’ on earth
- Gives instructions to the man on earth to train the Alien using nonverbal gestures / sounds etc.

The Alien needs to be trained to:

- Breathe
- Walk
- Talk
- Whatever you like

Output:

- Motivated participants
- Readiness on the topic

Task 2: Getting to know about the speaking skill

Time: 30 minutes

Goal: To make the participants reflect on the speaking skill.

Input: Instructions/Word cards / White board

Words: Productive, spontaneous, listener, purpose, vocabulary, dialogues, cohesive devices, fillers, pause, pitch, tone, language functions, voice control, rapport, fluency

Process:

- Trainer puts the participants into 2 groups as Group A & Group B.
- Shows a word on WB.
- Two groups discuss and as soon as a group is ready to explain they have to give a signal to the trainer.

- The first group that showed the signals is given the chance to explain the word.
- If the explanation is correct that group gets a point.
- Finally, the group that scores highest marks becomes the winner.

Output:

- Awareness on speaking as a language skill.

Task 3: Purposes of speaking

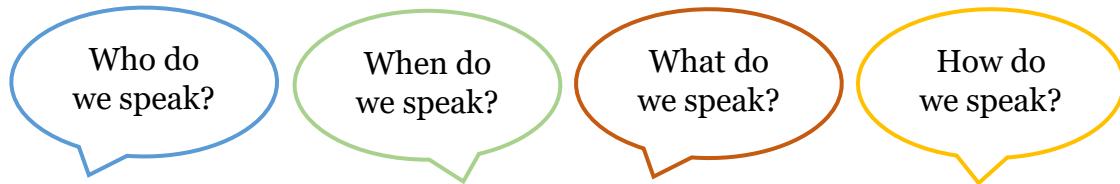
Time: 40 minutes

Goal: To make participants think about the different purposes of speaking.

Input: Instructions, white board, questions

Process:

- Trainer puts the participants into groups of into 4 groups. Each group is given a question.
- Displays the question.



- Each group is asked to discuss their question and make a poster.
- All 4 posters are displayed and ask the participants to walk around and read. (Gallery walk)
- Plenary by trainer.

Output:

- Four posters - Awareness on different aspects of 'speaking skills'.

Awareness on - When the purpose is different the content of speech, vocabulary that is used, formality of the language, tone, pitch, etc. are also changed.

Task 4: Different types of speaking

Time: 45 minutes

Goal: To make participants aware of the different types of speaking activities.

Input: Instructions, white board

Process:

- Participants are working in 5 groups.
- Each group is given a category.
Categories are



- Participants are asked to discuss and list down the type of activities that can be done for the given category of students, write them down on the white board in the relevant column.

Eg: For Junior ---- Dialogues

---- Speech

| Primary Grade 3-5 | Junior secondary Grade 6-9 | Secondary Grade 10 &11 | Advance Level Grade 12 -13 | Tertiary School leavers |
|----------------------|----------------------------------|---------------------------|----------------------------------|-------------------------------|
| | | | | |
| | | | | |

- Plenary lead by the trainer highlighting that selection of the speaking activity type which should be done considering the age level their likes and dislikes, needs, vocabulary level, etc.

Output:

- Awareness on different types of activities that can be done for each category of students.

Task 5: Importance of assessing speaking

Time: 30 minutes

Goal: To make participants aware of the importance of assessing speaking.

Input: Trainers speech and questions

Process:

- Trainer asks the participants “Do you think we should assess speaking? If Yes, why? If No, why?”
- Trainer divides the board into two columns and writes ‘Yes/No’ on board
- Distribution of paper slips.
- Participants are asked to discuss in groups and write their ideas on paper slips. (One idea on one paper slip).
- Participants are asked to paste the paper slips on the relevant column.
- Trainer leads a discussion.

Output:

- Participants get to know that there are many advantages in assessing speaking

Task 6: Different ways of assessing speaking

Time: 45 minutes

Goal: To make participants aware of the different ways of assessing speaking

Input: Rating scales, trainer's talk

Process:

- Trainer elicits the different methods of assessing from the participants and records on WB.
- Elicits the experience of the participants in administrating the assessment tools and awarding marks.
- Distributes two rating scales to each group and ask the participants to select the best one and be ready to give reason for their selection.
- A plenary discussion.

Output:

- Awareness on different types of rating scales and the advantages of using them in assessing speaking.

Task 7: Hands on experience in designing, administering and assessing speaking

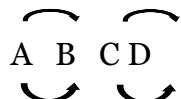
Time: 90 minutes

Goal: To make participants experience in designing administering and assessing speaking activities.

Input: Sample activities –(video) demy paper

Process:

- Trainer asks the participants to prepare one speaking activity in groups.
- Designing the rating scale or any other method of evaluation. (check list)
- Trainer helps giving guidance group by group.
- Makes the participants exchange the activity and the assessment tool.



- Asks the groups to practice in the activity and use the assessment tool that they received from the other groups.
- If it is a 'role play' and there are 3 characters, 3 in the group do the role play while the rest assess them using the method and tools given.
- Trainer gets the two groups that exchanged the activities to give and receive feedback on the activity and the assessment tool.

Output:

- Experience in designing, handling and assessing speaking activities

Task 8: Revision

Time: 20 minutes

Goal: To get the participants revise what was gained through the workshop.

Input: Instructions for ladder chat

Process:

- Participants are put into two lines facing each other.
- Trainer gives a signal and the pairs facing each other discuss what they have gained through the workshop.
- Gives a signal and the first member of the line A runs to the back of the line. All the others in the same line move one step ahead.

- New pairs discuss.
- Trainer makes participants change their partners several times by giving a signal.

Output:

- All the participants get the new knowledge revised.

Task 9: Revision

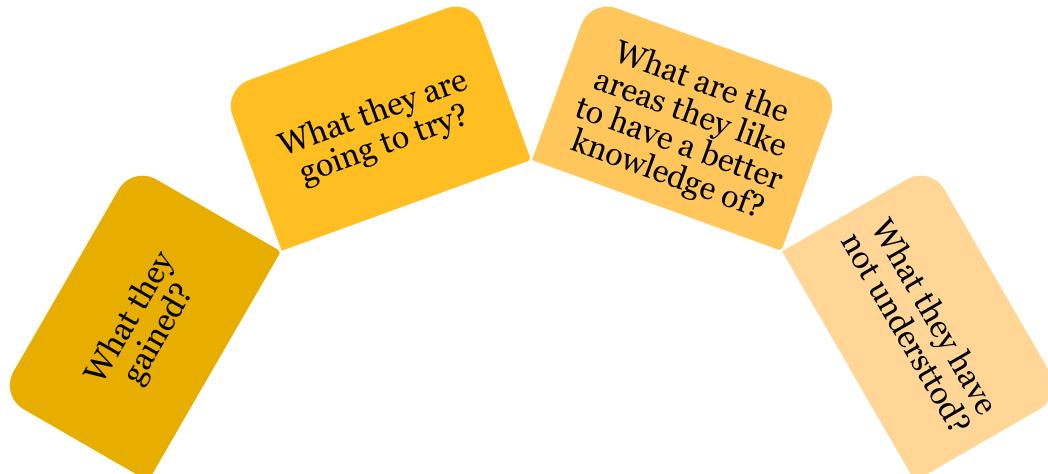
Time: 20 minutes

Goal: To get the feedback for evaluating the workshop.

Input: 1/2 A4 sheets and questions on WB

Process:

- All the participants are given a piece of paper asking them to write,



- Collection of the papers.

Output:

- Trainer evaluates and gets an idea about the workshop.

Essay writing

RESC KALUTARA



Champa Liyanagoda

Surenii Senaratne

Monica Piyasena

Introduction

Students find writing essays to be an uphill task. Teachers think it is difficult to get students to write essays. In government exams students lose higher grades because of their failure to attempt writing essays or lengthy pieces of writing successfully.

Teachers who teach upper grades (will) can make use of the activities and ideas given in this workshop to (make) get their students write essays more successfully.

(If teachers feel that these activities are above the standards of their students, simplification of them is the expectation)

If teachers feel that these activities are over and above the standards of their students they are free to simplify them accordingly.

Through this workshop students will understand that writing essays within a stipulated time span is not very difficult, as, through practice, they will gain the necessary input to reach (targets.) their target.

Who is it for?

The teachers of English that teach upper grades.
(Above grade 10)

How long?

6 hours

Main Aim:

To prepare their upper grade students to write essays.

Task Introduction:

Task 1: Let's find out what we know about essays

Task 2: Brainstorming

Task 3: Raise awareness

Task 4: Guessing

Task 5: Recalling

Task 6: Discuss the format of an essay

Task 7: Topic, focus words and instructions

Task 8: Instruction words

Task 9: Gather information

Task 10: Drafting an introduction

Task 11: The main idea

Task 12: Facts and opinions

Task 13: More about the main idea

Task 14: Body paragraphs

Task 15: Drafting a conclusion

Task 16: More ways to get ideas

Task 17: Reordering

Task 1: Let's find out what we know about essays

Time: 25 minutes

Goal: To make teachers understand the differences involved in writing essays, speaking and other written texts.

Input: Grid with headings in annex 1

Sentence strips in annex 2

Completed grid in annex 3

Process:

- Trainer asks the teachers to categorize the sentences under the topics given in the grid.

Output:

- The completed grid as given below.

Task 2: Brainstorming

Time: 20 minutes.

Goal: To raise awareness on ‘what exactly is an essay’

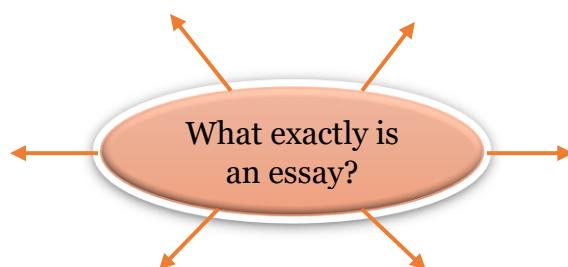
Input: Web poster

Expected answers in annex 4

Definition in annex 5

Process:

- Display the web given below on the whiteboard.



- Trainer asks teachers to generate ideas based on the Topic.
- Get volunteers to write around the web.
- Ask teachers to consider all the ideas given in annex 4 to form a basic definition.
- Finally the trainer displays the definition in annex 5 on a poster and conducts a plenary discussion.

Output

- The definition for an essay.

Task 3: Raise awareness

Time: 20 minutes.

Goal: To raise awareness about the problems that teachers and students undergo in essay writing.

Input: A Grid

Expected answers in annex 6

Process:

- Display the grid on the board.

| Problems faced by children in writing essays (A) | Problems faced by teachers in writing essays (B) |
|---|---|
| | |

- Voluntarily teachers come and write their ideas on either side of the grid displayed on the board.
- Trainer leads a plenary discussion later with the above examples.

Output:

- A completed grid.

Task 4: Guessing

Time: 15 minutes

Goal: To help teachers to get an insight into the contexts to which certain sentences belong.

Input: Several sentences belong to various contexts in annex 7

Process:

- Trainer reads out or displays the sentences.
- Trainees say the context to which that sentence belongs. (Whether it is a part of a conversation, a story, a newspaper report or an essay)

Output:

- 1) A conversation 2) A story 3) A newspaper report 4) An essay

Task 5: Recalling

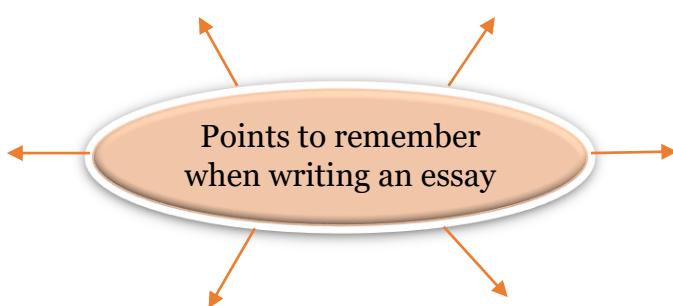
Time: 25 minutes

Goal: To help teachers to recall the points to remember when writing an essay.

Input: Web display.

Process:

- Display the web on the whiteboard.



- Teachers recall and complete the web through a discussion.
- Lead a plenary discussion highlighting the following points.

- Words and ideas should be chosen to organize and suit the general purpose to convince the reader.
- Specific purpose to argue, explain, discuss and so on.
- A distant unknown audience.
- A particular subject matter.
- A formal written text with words to give more facts, examples, compare, contrast or provide a cause.
- Right kind of language and punctuation.
- Drafting (First, Second and Third).
- Editing

Output:

- A completed web.

Task 6: Discuss the format of an essay

Time: 25 minutes

Goal: To help the teachers to understand the format of an essay and various aspects of it.

Input: Grid

Clues in sentence strips in annex 8

Process:

- Discuss the sub headings.

| The Introduction (A) | The Body (B) | The Conclusion (C) |
|-------------------------|-----------------|------------------------|
| | | |

- Distribute the clues in annex 1 to teachers.
- Teachers voluntarily categorize and write the numbers of the given clues under the headings.

Output:

A completed grid. (A- 1, 8; B- 2, 6, 7; C-3, 4, 5, 6)

Task 7: Topic, focus words and instructions

Time: 25 minutes

Goal: To prepare teachers for essay writing by understanding the essay topic or question.

Input: Essay topics and questions in annex 9

Process:

- Given topics and questions in annex 9 are marked with circles, lines asterisks according to the criteria given below.
- Lead a discussion highlighting the following.

Topic Words: tell about the topic. Eg: A piece of literature, a historical event or a social trend, etc.

Focus words: which narrow down the topic and tell what particular aspect of the topic the writer is being asked to write.

Instruction words: A verb which gives an instruction or tells what the writer has to do.

Eg: describe, discuss, agree or disagree, compare or contrast, etc.

Output:

- Essay topics marked for the given criteria.

Eg: Explain, “How mobile phones affect our lives?”

Topic word/ words: Phones

Instruction word/words: Explain

Focus words: all the other words except the topic word and the instruction word.

Task 8: Instruction words

Time: 25 minutes

Goal: To get more insight into essay instruction words and the role they play in essay topics.

Input: Essay Instruction Words and their definitions in annex 10

Process:

- Distribute annex 10 to teachers.
- Teachers match the essay instruction words with their definitions and write the relevant number in the column.

Output:

- A completed grid (answers 9, 8, 5, 4, 3, 7, 2, 1, 6, 10).

Task 9: Gather information

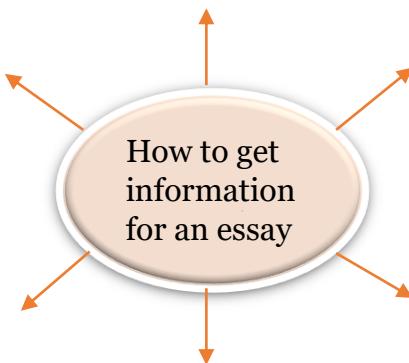
Time: 15 minutes

Goal: To be informed about various ways one can get information for an essay.

Input: A web display

Process:

- Teachers generate ideas over the topic and write them around the web.



Output:

- News Papers, Magazines, dictionaries, encyclopedias, pamphlets, leaflets, Internet, Television, colleagues, educationists, radio, books, other essays, researches, all accepted sources of information given in www....., etc. This leads to a plenary discussion.

Task 10: Drafting an introduction

Time: 25 Minutes

Goal: To get a better insight into the drafting of an introduction for an essay.

Input: Some sentences in a handout to mark (✓) or (✗) in annex 11

Process:

- Individually or in pairs teachers mark (✓) for the correct answers and (✗) for the incorrect answers.

Output:

- True and false answers to the statements given as input.
(a) ✓ b) ✓ c) ✓ d) ✓ e) ✓ f) ✗ g) ✓ h) ✗ I) ✓ j) ✗

Task 11: The main idea

Time: 25 minutes.

Goal: Look at the main points in the outline and try to get them into one sentence.

Input: Some sentences based on one topic in annex 12

Process:

- Put teachers into groups.
- In groups, condense all the ideas given in these statements into one statement as a main idea.
- Display it in posters.
- Later teachers engage in gallery walk (going round the workshop area observing the posters closely) to select the best attempt which leads to a plenary discussion by the trainer.

Output:

- The main idea derived from the sentences given.

“Most people in today’s world use mobile phones except the young and those who can’t afford it in spite of its negative aspects”.

Task 12: Facts and opinions

Time: 25 minutes.

Goal: Getting more insight into what facts and opinions are.

Input: Some sentences based on facts, statements or incomplete statements in annex 13

Process:

- Participants are asked to decide individually which sentences are facts and which sentences are opinions.
- This leads to a plenary discussion by the trainer highlighting the following.

Fact - Used to emphasize a statement

Opinion -Your feelings or thoughts about something or somebody.

Output:

The correct answers for the statements given.

1. Fact
2. Fact
3. Opinion
4. Fact
5. Incomplete sentence
6. Opinion

Task 13: More about the main idea

Time: 20 minutes.

Goal: Getting more insight into writing the main idea.

Input: Some statements or questions in annex 14

Process:

- Participants decide which statements are true or false on an individual basis.
- This leads to a plenary.

Output:

- The correct answers to the statements.
1. T 2.T 3.F 4. T

Task 14: Body paragraphs

Time 25 minutes.

Goal: Get more insight into drafting the body paragraphs of an essay.

Input: Some sentences based on body paragraphs in annex 15

Process:

- Get the teachers to do the individual task in annex 15.
- Lead a plenary discussion.

Output:

- Answers to the statements for gaining insight into body paragraphs of an essay.
1) should 2) shouldn't 3) should, shouldn't 4) first 5) don't 6) should
7) can 8) can 9) should

Task 15: Drafting a conclusion

Time: 25 minutes

Goal: Get more insight into drafting a conclusion of an essay.

Input: Task sheet in annex 16

Process:

- Ask teachers to mark “T” for the true statements and “F” for the false statements as a pair work.

- This will lead to a plenary discussion.

Output:

- The answers to the statements when drafting a conclusion of an essay.
1. (T) 2. (T) 3. (T) 4. (T) 5. (T) 6. (F) 7. (T) 8. (T) 9. (F)

Task 16: More ways to get ideas

Time: 25 minutes

Goal: Gathering more ideas for essay writing.

Input: Text descriptions and headings in annex 17

Process:

- Teachers individually or in pairs decide the relevant heading for each description.
- This would lead to a plenary discussion.

Output:

- 1) A 2) B 3) C 4) D

Task 17: Reordering

Time: 20 minutes

Goal: To help teachers to understand the nature of paragraphs and their positions in an essay.

Input: 3 jumbled paragraphs from an essay in annex 18

Process:

- Distribute 3 jumbled paragraphs from an essay in annex 18 to teachers.
- Get them to decide which Introductory/Body/Conclusion is.
- To make it more challenging to the teachers, separate all the words belonging to one paragraph.
- Put them into separate envelopes.
- Distribute them among groups, and get teachers to re-order them.

Output:

- Answers: 1) b (introductory) 2) a (body) 3) c (conclusion)

Reference List:

Brown, K. *Essay Writing Step by Step written*; Viva Books, India.
www.vivagroupindia.com

Annexes

Annex 1

| Essay | Speaking | Other written texts |
|-------|----------|---------------------|
| | | |

Annex 2

Repetition can be done at certain occasions.

Personal notes.

Can talk about personal feelings and expressions.

Varied purposes sharing information.

In personal notes slang or everyday colloquial language is welcome but in formal notes it is necessary to keep away from slang & colloquial language.

Imagery or descriptive language to evoke a picture in the reader's mind.

No slang or everyday colloquial language.

No images or descriptive language.

No numbers or listings.

Unbiased.

Facts can't be created.

Purpose is to convince the listener.

Purpose is to convince the reader.

Facts and same words need not be repeated.

Don't talk about personal feelings and experiences.

Repetition can be done to stress a fact, point or an opinion.

Use features of spoken language.

Annex 3

| Essay | Speaking | Other written texts |
|--|--|---|
| Facts & same words need not be repeated. | Repetition can be done to stress a fact, point or an opinion. | Repetition can be done at certain occasions. |
| Don't talk about personal matters and experiences. | Can talk about personal feelings and expressions. | Personal notes. |
| Purpose is to convince the reader. | Purpose is to convince the listener. | Varied purposes sharing information. |
| No slang or everyday colloquial language. | Exchanging ideas. Can use slang or everyday colloquial language. | In personal notes slang or everyday colloquial language is welcome but in formal notes it is necessary to keep away from slang & colloquial language. |
| No images or descriptive language. | Use features of spoken language | Imagery or descriptive language to evoke a picture in the reader's mind. |
| No numbers or listings. Unbiased. | Use features of spoken language | |
| Facts can't be created. | | |

Annex 4

Expected Answers:

- Lengthy piece of writing.
- On a set topic or question all the way through.
- Structured: introduction, body and conclusion.
- Includes facts, information and writer's opinions.
- Formal.
- Supports one point through out.
- Besides the topic - unnecessary information is not included.

Annex 5

An essay is a formal structured piece of writing which makes a statement on a topic or question, and which supports this statement throughout with information and ideas.

Annex 6

- (A) Lack of vocabulary, grammar for students.
- (B) Difficult to persuade students to write essays
- (A) Not knowing what to write and what not to write.
- (B) What not to write in the conclusion.
- (A) How to write the lead in sentence/s.
- (B) How to guide students to write the key sentence.

Annex 7

- 1) I swear it is true, you can ask if you don't believe me.
- 2) Then suddenly the fields were bathed in a silvery light.
- 3) One hundred and fifty people were evacuated from their homes as the fires raged close to town.
- 4) Youth are considerably more attached than adults by what they see in the media.

Annex 8

- 1) Tell the reader what the writer is going to write about.
- 2) Pull altogether in a convincing way
- 3) Writer tells the reader what he had just written about.
- 4) Reminds what the writer has said.
- 5) Write about the topic.
- 6) Must match with the introduction.
- 7) Breakup ideas into manageable chunks or paragraphs.
- 8) Sign post for your ideas and map to show where you are going.

Annex 9

- Explain, “How mobile phones affect our lives.”
- “Books will disappear by the 21st century.” Discuss.

- Write an article to a newspaper on “Children need both education and entertainment.”
- “Time spent for planning is an investment”. Do you agree? (This topic is for an upper grade)

Annex 10

| Essay instruction Words | Definitions | Number |
|-------------------------|---|--------|
| 1.Examine | To contain something | |
| 2.Account for | To create something such as a story | |
| 3. Assess | To see the connection between two or more things | |
| 4.Define | To describe clearly and exactly what something is..... | |
| 5.Relate | To carefully consider a situation, person or problem | |
| 6. Agree | To write or talk about a subject in detail. | |
| 7. Discuss | To be the reason why something exists or happens | |
| 8.Write | To look at something carefully in order to find out about it. | |
| 9.Include | To have the same opinion as someone else. | |
| 10.Justify | To show that there is a good reason for something. | |

Annex 11

An Introduction:

- a) Tells the reader what you’re going to write about and say about the topic. (.....)
- b) Consists of one or two sentences that set the context for the essay. (.....)
- c) Includes a Key statement set down or proposed for discussion.(.....)
- d) Can always have a few sentences which show your reader how you are going to develop the body paragraphs. (.....)
- e) Inclusion of experience makes your introduction interesting as well as functional.
(.....)
- f) Your personal opinions should be included here.(.....)
- g) No introduction means no essay.(.....)
- h) Has no link between the essay topic and the essay. (.....)
- i). Makes you feel that the writer knows what they are talking about. (.....)
- j) There can’t be a quotation following an essay or thesis statement. (.....)

Annex 12

- Mobile phones affect our lives in many ways.
- In today's world many people use mobile phones.
- Positively it effects convenience in everyday life and usefulness in emergencies.
- Negatively effects decrease in privacy, and the intrusion it makes on other people's lives in public places.
- Only the young children or people who can't afford one(Lowe, 2001) do not own a mobile phone today.

Annex 13

1. Smoking is a health hazard.
2. Health is wealth.
3. Why do doctors get high esteem in the society?
4. Free education was introduced to Sri Lanka by C.W.W. Kannangara.
5. The advantages of vocational education.
6. Although free uniform material is available to every Sri Lankan school child, it is debatable whether it is necessary for all of them.

Annex 14

1. Do not have a question as your main idea. (.....)
2. Do not give a fact. (.....)
3. Part of a sentence can be given. (.....)
4. Try to express your opinion based on validated grounds on the topic.(.....)

Annex 15

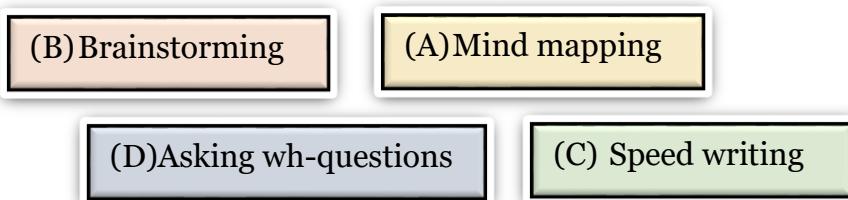
1. Body paragraphs match up with the introduction. (should/shouldn't)
2. The body of the essay be a one big slab. Break it up to separate paragraphs. (should/shouldn't)
3. Every paragraph have one main idea. Every sentence in the paragraph should be related to that idea. Otherwise they be there. (should/shouldn't).
4. Most paragraphs have a topic sentence which summarises this one idea. The topic sentence tells the reader what the paragraph is about. It is usually the sentence in the paragraph.(first/second)
5. just repeat the idea of the topic sentence. Every sentence in the paragraph develops and extends the idea in the topic sentence (Do/Don't).

6. Paragraphs (should/shouldn't) be appropriate to the essay purpose.
7. Paraphrasing(can/cannot) be done here.
8. Referencing(can/cannot) be done here.
9.(should/shouldn't) check for the details which should not be there.

Annex 16

- 1) If the reader loses track the conclusion gives them a final chance to get back on track. (.....)
- 2) A conclusion can even make readers forget weak parts of the essay. (.....)
- 3) Summarises the main points of the body paragraphs. (.....)
- 4) State or relate your point of view on the topic. (.....)
- 5) Round off the essay in some way with a final comment or statement. (.....)
- 6) It is not like having the essay topic right in front of your eyes. (.....)
- 7) Otherwise you don't have an essay. (.....)
- 8) Use signals such as: in conclusion, in summarizing, finally etc. (.....)
- 9) Can introduce new points and examples here. (.....)

Annex 17



Write down everything you think or know about the topic in point or note form without worrying too much whether they are right or wrong or useful. Later on you can select and link up the ideas, facts or opinions. (.....)

More structured form of brainstorming instead of writing down just anything you can think of, some key ideas and related facts. (.....)

Writing questions like this help you get going with most essay topics. Sometimes it may be a basis of a good essay plan. (.....)

Gives yourself a time limit to write as much as you can without worrying about grammar or punctuation. (.....)

Annex 18

- a) One disadvantage, however of using books is that they are most commonly made from paper and of course, paper comes from trees – trees which have had to be cut down.
- b) Over the ages, books have developed and changed, from the times of the inkpot and quills, when all books were handwritten in Latin, to these days when thousands of books are printed at a time.
- c) Books link us to our origins, our traditions, our history and our future. Books are too special to us all to disappear.

Be online

RESC KANDY



M. Kannangara

K. Deegala

M. Jayasinghe

A. Weerasooriya

Introduction

Who is it for?

Secondary Teachers of English

How long?

1 hour 20 minutes

Main Aim:

To introduce effective Online Learning Teaching strategies to meet the contemporary issues.

Task Introduction:

- Task 1: Lead I – Online chat
- Task 2: Think and share
- Task 3: Listening online
- Task 4: Speaking online
- Task 5: Online reading
- Task 6: Writing

Task 1: Lead in – Online chat

Time: 10 minutes

Goal: To create a stress free atmosphere for online learning.

Input:

Process:

- Introduce the basic elements of zoom or any other platform.
- Get the participants to introduce each other in a novel way.
- Raise the awareness of being SMART in online teaching.
- Introduce ‘chat’ to everyone.
- Let them introduce to each other using chat.
- Have a random check and get them to introduce their online friends.
- Let the participants exchange more information on person to person chat.

Output:

- Best ways to use ‘chat’ with students in virtual class room.

Task 2: Think and share

Time: 10 minutes

Goal: To consider the factors affecting online teaching.

Input: PPP

Annex 1

Process:

- Prepare a power point presentation and share the slides.
- Share the slide and get the teachers to present their answers.

What are the factors or challenges in online teaching?

- Discuss the expected answers in annex 1.
- Ask the teachers to share their experiences.
- Discuss the methods to overcome the challenges.

Output:

- Think of yourself and decide the best ways to overcome their own challenges.
- Highlight the importance of prior planning.

Task 3: Listening online

Time: 15 minutes

Goal: To develop an online listening lesson.

Input: A text based on a listening competency level and a suitable worksheet in annex 2

Process:

- Introduce the factors to be considered when conducting an online listening session.

Authenticity in the text

- Less writing required in the exercise.
- Simple and familiar topics and vocabulary.
- Clarity in speech / clearly recorded version.
- Repetition of the phrases.
- Motivate and make the students engage.

- Prepare the learners by introducing the topic and finding out what they already know about it before Listening.
- Be specific about what students need to listen for during Listening.
- Finish with an activity to extend the topic and help students remember new vocabulary after Listening.
- Encourage peer assessments.

Output:

- Share best topics and tasks for online listening.
- Consider how to correct students' work.
- Participants share their listening activities by uploading to the Google drive.

Task 4: Speaking online

Time: 15 minutes

Goal: To develop an online speaking lesson.

Input: Annex 3

Process:

- Motivate the learners to listen to native speakers, use web sites and materials to develop speaking skill.
- Introduce the methods of practicing English anytime using
- Introduce the methods of practicing English anytime using
 - Mobile Apps
 - Connect with Other English Learners
 - Speak with Native English Conversation Partners
 - Follow Educational Websites in English
 - Have Fun with Online TV, Music and Movies
- Ask teachers to select any of the topic, record a speech and share online.
- Get the teachers share a modal and the students can practice with friends or family members.

Output:

- Record and share the speaking tasks for assessing and feedback.

Task 5: Online reading

Time: 15 minutes

Goal: To develop an online reading lesson.

Input: Online books, work sheets and other free materials for students (Apple books, Amazon's e-book store, Kobo's e-book store)

Process:

- Select the best ways of getting the students to develop the reading competency in an online platform
- Introduce online books, worksheets stories and other free materials for the students.
- Demonstrate the method of record the story.
- Encourage them to get Google Assistant to start playing the recording.

- Introduce different types of questions to students.
- The teacher can share regular worksheet based on free online materials.
<https://www.ereadingworksheets.com/worksheets/reading/short-stories/that-spot/>
- <https://www.ereadingworksheets.com/worksheets/reading/short-stories/that-spot/>

Output:

- The changes you need to do when you introduce ‘reading online’ for students.
- Get the learners to keep record and assess self-development.

Task 6: Writing

Time: 15 minutes

Goal: To develop an online and offline writing lessons.

Input: Annex 5

Process:

- Introduce the ways of online support to develop writing skill.
 - Write every day.
 - Write something interesting.
 - Keep it simple.
 - Write first, edit Later.
 - Read what you write out loud.
 - Write to a target audience.
 - Send and receive emails, cards etc.
- Demonstrate the method of sending e-cards or writing emails
- Encourage the learners to create blogs and write every day.

Output:

- Maintain a blog send and receive emails and greetings.
- Do regular correction of students’ work.
- Summarizing and feedback on the whole session

Annexes

Annex 1

Expected answers

- Effective Approach.
- Courses Empowered With Videos.
- Embrace The Power Of Communication.
- Implement Virtual Reality (VR).
- Flexible Lesson Plans.
- A team of competent and skilled teachers.
- Result oriented assessments.
- Sufficient funds.
- Body language cannot be used
- No room for real collaborative learning
- Social interaction would be minimal

Annex 2

Task sheet - Listening Task

Source: English Pupils' book- Grade 9- Unit 7 Where We are (pg. 82)

Pre listening task.

Instructions to the students

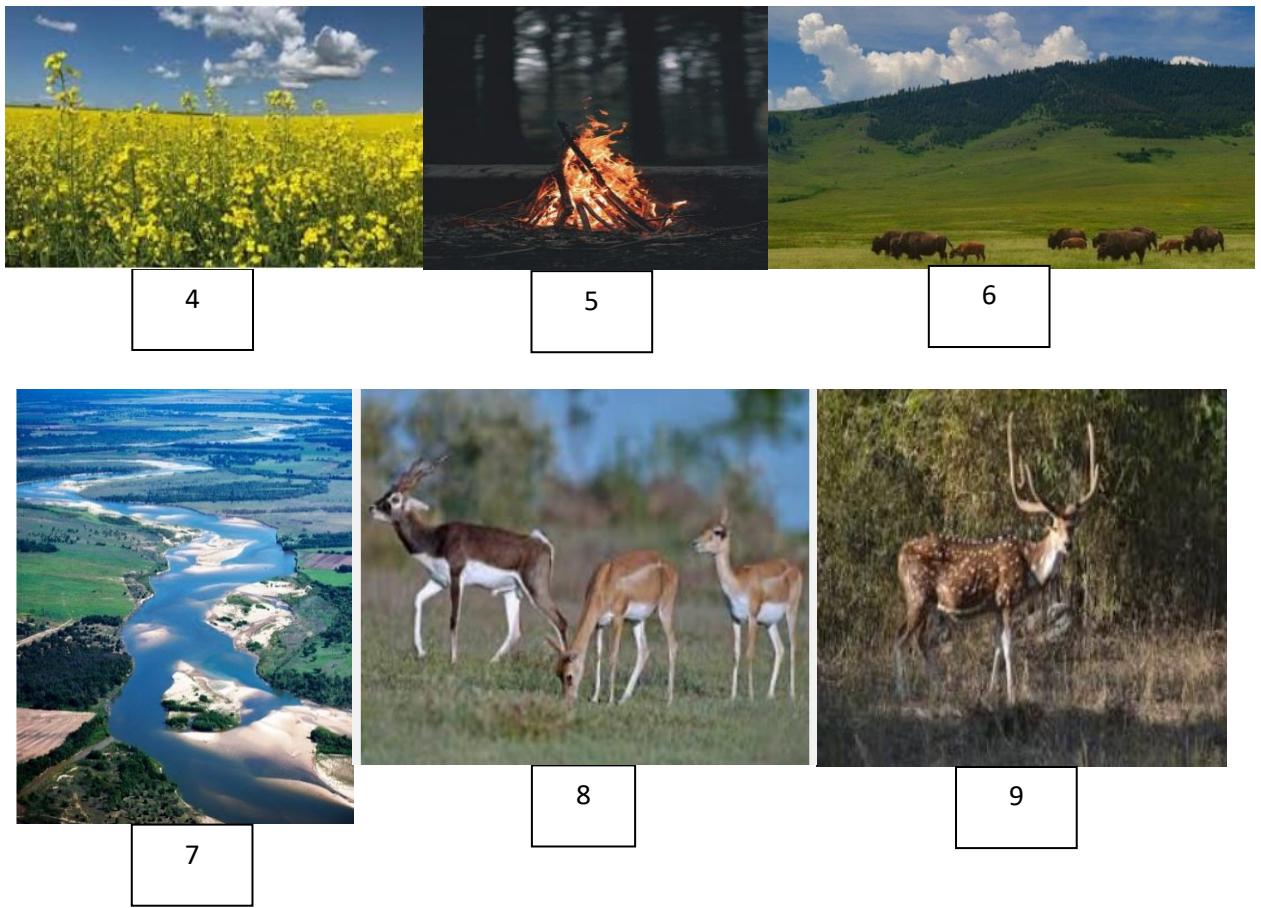
- a. Look at the following pictures. Select any three of your own. Observe them well and write down a few(3-5) words related to the picture under the picture number.



1

2

3



While the teacher reads out the words students tick off what they have written.
Teacher can ask for some words for each picture from randomly selected students.

Word list

| | | | | |
|--------------------------------|----------------------------------|---------------------|---------------------------------|-----|
| Antelope stream mountain | deer graceful swan grazing | buffaloes valley | night sky water camp fire | sky |
|--------------------------------|----------------------------------|---------------------|---------------------------------|-----|

Instructions to the teacher;

- Tell the students that they are going to listen to a song.
- Ask the following questions.
 - a. What kind of song you would listen to related the pictures that you have already seen on the screen?
 - b. Will it be a happy song or a sad one?

While listening task

Instructions to the students

1. Listen to the song and decide if the song is happy or sad.
2. Look at the lyrics while listening to the song and write down the missing words under each number.

Home on the Range

Oh give me a home where the (1)..... roam,
where the deer and the antelope (2).....,
where seldom is heard a discouraging word,
and the skies are not (3)..... all day.

Chorus:

Home, home on the (4).....,
where the deer and the antelope play,
where seldom is heard a discouraging word,
and the skies are not cloudy all day.



Where the air is so pure, and the zephyrs* so free,
the breezes so balmy and (5).....,
That I would not exchange my home on the range,
for all of the cities so bright.

Chorus:

Home, home on the range,
where the deer and the antelope play,
where seldom is heard a discouraging word,
and the skies are not cloudy all day.

Oh give me a (6)..... where the bright diamond sand,
flows leisurely down in the stream;
where the graceful white (7)..... goes gliding along, like
a maid in a heavenly (8).....
Then I would not exchange my (9)..... on the range,
where the deer and the antelope play;
where seldom is (10)..... a discouraging word,
and the skies are not cloudy all day.

3. Listen to the song and find the answer.
 - a. Where do the animals live?
 - In the forest
 - On the mountain range
 - In the zoo
 - b. What is the animal that is not mentioned in the song?
 - Antelope
 - Deer
 - Tiger

- c. Who glides along the stream?
 - Swan
 - Duck
 - Goose
- 4. Let's sing the song together.

Home on the Range

Oh give me a home where the buffalo roam, where the deer and the antelope play, where seldom is heard a discouraging word, and the skies are not cloudy all day.

Chorus:

Home, home on the range,
where the deer and the antelope play,
where seldom is heard a discouraging word,
and the skies are not cloudy all day.

Where the air is so pure, and the zephyrs* so free,
the breezes so balmy and light,
That I would not exchange my home on the range,
for all of the cities so bright.

Chorus:

Home, home on the range,
where the deer and the antelope play,
where seldom is heard a discouraging word,
and the skies are not cloudy all day.

Oh give me a land where the bright diamond sand, flows leisurely down in the stream;
where the graceful white swan goes gliding along, like a maid in a heavenly dream.

Then I would not exchange my home on the range, where the deer and the antelope play;
where seldom is heard a discouraging word,
and the skies are not cloudy all day.

*/ zefə(r) /

<http://www.instamp3.me/download/home-on-the-range-allie-goertz.html>

Post listening task.

- Focus on content
 - Discuss
 - What they like /dislike about the song
 - What type of animals can be found in a mountain range
 - What will be the threats to those animals (from other animals/ in different weathers)
 - Focus on form
 - Students look at the lyrics and identify the verb forms
 - Look at the new words and find the dictionary meaning of them
 - Find the rhyming words in the lyrics.

Annex 3

The best ways of getting the students to communicate with each other.
These are some tips for you.

- * Consider the number of students in a group.
- * Limit the content to be as manageable as it could be.
- * Think about the needs and interests of the students which can be applied in a SMART way.
- * Plan well.
- * Start with confidents in a slow pace.
- * Start with a warmer which is engaging and long lasting
- * Think of the ways to get maximum participation of the students.
- * How to make the “teacher presence” felt by the learners.
- * Apply different tools little by little.
- * Make the learning interactive and collaborative.
- * Use the chat messaging tool offline or online when progressing your lesson
- * Assign homework offline and regular feedback.
- * Think the best ways to communicate with each other.

Some interactive tasks to improve spontaneous speaking online

- | | |
|---|---------------------------------------|
| 1. The top Five (whole class) | 5. I have something....(Small groups) |
| 2. So far so good (In small groups/pairs) | 6. Story chain. (Small groups) |
| 3. Spotting the difference (Groups) | 7. I like/need most (Groups) |
| 4. Oh, my eyes! (whole class) | |

Annex 4

Forests

Forests are parts of the world that have a lot of trees. Some forests are smaller than others, but a popular characteristic of all forest is to have lots of trees and vegetation, or plant life. In a forest, there are tons of different trees, plants, and animals. Animals in a forest range from different types of mammals, birds, and insects. One of the most popular types of forests are rain forests. Other types of forests are deciduous forests, taiga forests, and coniferous forests.



1. What does vegetation mean?
2. What kind of animals are in a forest?
3. Name two types of forests.
4. What is a popular character of all forests?

Annex 5

| | | | | | |
|--------------------|----------------|-------------|------------------------|----------|------------------|
| practice the piano | walk to school | play soccer | visit her grandparents | watch TV | study for a test |
|--------------------|----------------|-------------|------------------------|----------|------------------|



Let's Write!

1. What did they do this morning? They exercised at the park.

2. What _____? _____.

3. _____? _____.

4. _____? _____.

5. _____? _____.

6. _____? _____.

7. _____? _____.

My Favorite Food Pre-Writing

In your opinion, what's the best food to eat for dinner?
Give three reasons why it's the best.
Then write a concluding sentence.



My Opinion:

Reason #1:

Reason #2:

Reason #3:

Conclusion:

Cognitive learning strategies

RESC KEGALLE



P.R.M.Gunarathne

H.S.M. Ovitigama

Introduction

Cognitive learning is a style of learning which encourages students to use their brains more effectively. This way of learning encourages students to fully engage in the learning process. So learning, thinking, and remembering become easier.

Cognitive learning isn't about memorization or repetition. When it comes down to it, it's all about learning how to learn.

So this workshop is designed to discuss aforementioned ideas as a three fold process

1. To identify
2. Practise
3. Application of strategies

At the end of the session it is expected to make a teacher with sound knowledge and ability of this context who can use cognitive learning strategies effectively and innovatively in the proper context.

Who is it for?

Primary and secondary teachers of English

How long?

7 hours

Main Aim:

To use cognitive teaching strategies innovatively in pedagogy and consider how cognitive learning approaches are used currently in a range of learning contexts and settings.

Task Introduction:

- Task 1: Warmer – Memory game
- Task 2: Cognitive learning strategy perception survey and discussion
- Task 3: Let's come to know about the cognitive learning, advantages, its effects and practice
- Task 4: Introduction to the cognitive learning strategies, defining, and discussing the benefits of it
- Task 5: Buzz group discussion on posters
- Task 6: Let's see Examples of cognitive learning
- Task 7: Introduction to components and strategies
- Task 8: Let's have a better understanding on the topic
- Task 9: Micro-teaching and feedback session

Task 1: Warmer – Memory game

Time: 20 minutes

Goal: To have an understanding on construction of knowledge and how people perceive things and send them to their long term memory. (Make the participants aware of how things go to the long term memory)

Input: Video clip

Process:

- A video clip in pptx on checking the memory is played.
- Discussion is generated by the mentor on memory after playing the video clip.
- Individual task and whole group discussion with the completion of the task.

Output:

- Participants aware on how things go to the long term memory through a discussion.

Task 2: Cognitive learning strategy perception survey & discussion

Time: 40 minutes

Goal: To give participants an assumption about their knowledge on cognitive learning and have a clue on it.

Input: Survey questionnaire in annex 1

Process:

- Discussion on the survey questionnaire.
- Whole group discussion after answering the questions.

Output:

- *Participants understand that knowledge is a cognitive skill that is based on retaining specific and discrete information such as sequence of events and definitions or methodology in a step-by-step process.*

Task 3: Let's come to know about

Time: 40 minutes

Goal: Introduction to the cognitive learning, advantages its effects and practice.

Input: Network devices

Process:

- Whole class discussion after and while the presentation.
- Teacher explains how a person's thoughts, feelings and behavior interact with each other.
- Participants use their network devices to find information.
- Participants are asked to get in to groups and browse for the information using their internet devices.
- Gallery walk.

Output:

- Teachers learn what makes for ensuring better employee education and ultimately greater performance.

Task 4: Introduction to the cognitive learning strategies

Time: 1hour

Goal: Introduction to the cognitive learning strategies.

Defining, and discussing the benefits of it.

Input: Task in annex 2

Process:

- Participants match the words with definitions in pairs and take part in the discussion.
- Discussion forums.

Output:

- Teachers get an impressive idea on practicing benefits in their teaching pedagogy.

Task 5: Buzz group discussion

Time: 40 minutes

Goal: To get the participants to one stream of ideas on the topic.

Input:

Process:

- Whole group discussion while the mentor does corrections on the miss-interpretations.
- Questioning and discussion.

Output:

- The participants get a knowledge on the topic and finalize the needs and ideas of it.
- Correction of ideas if the participants who have any misunderstanding on the application of strategies and application.

Task 6: Let's see examples of cognitive learning

Time: 1 hour

Goal: Participants get an idea on the examples of cognitive learning.

Input: Matching task of cognitive learning examples in annex 3

Process:

- First the group discussion
- Re-shuffled group discussion.
- Finally whole group discussion.

Output:

- Knowledge on the different aspects of cognitive learning.

Task 7: Introduction to components and strategies

Time: 30 minutes.

Goal: The participants should be able to explain how internal and external factors influence an individual's mental processes to supplement learning.

Input: Information in annex 4

Process:

- Random questions are raised by the mentor while elaborating and makes emphasis on why developing cognitive skills is so important.
- Elaborations by the mentor and group work to get the content in annex 5.

Output:

Participants understand how learners are influenced on the environment and how cognitive learning theory enhances lifelong learning.

Task 8: Let's have a better understanding on the topic

Time: 40 minutes.

Goal: To give a better understanding on the topic with more examples and elaborations for proper application of cognitive strategies.

Input: Annex 5

Process:

- Get the participants engage in the task with an emphasis on the meaningfulness of each session.
- Corrections and guidance by the mentor moving from group to group is done.

Output:

- Participants use knowledge, skills or techniques in new situations.

Task 9: Micro teaching and feedback session

Time: 1 hour and 30 minutes

Goal: Participants should be able to prepare lessons related to his or her desired area based on cognitive teaching strategies and use it in the targeted context effectively.

Input: Annex 6

Process:

- Encourage teachers to find new solutions leading to excellent results.
- Get the teachers to do micro teaching.
- After each session the mentor gives feedback and forms a discussion on the ideas of the audience.
- Instructors reflect on a teaching session and evaluate it when learning feedback and evaluation results are used to judge the value of the session.

Output:

- Cognitive processing allows learners to use knowledge, skills or techniques in new situations.

- Problem-solving skills which they can apply under challenging tasks.

Annexes

Annex 1

Questionnaire for perception survey.

1. What is learning?
2. Define the word ‘meaning’.
3. Do you agree with the following statements?
 - a. Students have to construct their own meaning rather than memorizing the ‘right’ answers. (Yes/No)
 - b. Assessment has to be a part of the learning process. (Yes/No)
 - c. Thought development is determined by language. (Yes/No)
 - d. Intellectual growth is contingent upon the development of the social key of language. (Yes/No)
 - e. Information is stored as mental pictures. (Yes/No)
 - f. Learning is an active process. Learners construct new ideas/concepts based on current and previous learning. (Yes/No)
 - g. Language is important in learning, as it helps learners to develop thinking skills, to problem solve and to deal with abstract concepts. (Yes/No)
 - h. Learners need to be interested and motivated to learn. (Yes/No)
 - i. Scaffolding is a good strategy in a lesson. (Yes/No)
 - j. Complex tasks should be broken down into smaller tasks for the child to be successful.(Yes/No)
 - k. When the support is gradually reduced as learning takes place the child can work independently. (Yes/No)
 - l. The best role of the teacher in cognitive learning is Role of guiding/helping student to learn rather than to transmit information. (Yes/No)

Annex 2

COGNITIVE LEARNING DEFINITION

- Cognitive learning is a style of learning that encourages students to use their brains more effectively.
- This way of learning encourages students to fully engage in the learning process so learning, thinking, and remembering get easier and easier.
- Cognitive learning isn’t about memorization or repetition. When it comes down to it, it’s all about learning how to learn.

THE BENEFITS OF COGNITIVE LEARNING

- Cognitive Learning is a type of learning that is active, constructive, and long-lasting.
- It engages students in the learning processes, teaching them to use their brains more effectively to make connections when learning new things.

Positive effects of cognitive learning

1. Enhances learning
2. Boosts confidence
3. Enhances Comprehension
4. Improves problem-solving skills
5. Help learn new things faster
6. Teachers concept formation (think abstract)

Annex 3

Matching task

Cognitive Learning Examples

| Learning method | Letter assigned for the description |
|---|-------------------------------------|
| 1. Explicit Learning | |
| 2. Implicit Learning | |
| 3. Meaningful Learning | |
| 4. Discovery Learning | |
| 5. Receptive Learning | |
| 6. Non-Associative Learning (Habituation and Sensitization) | |
| 7. Emotional Learning | |
| 8. Experiential Learning | |
| 9. Observation Learning | |
| 10. Observation Learning | |
| 11. Cooperative and Collaborative Learning | |

- A** It happens when you intentionally seek knowledge to attempt and learn a new skill or process that may be vital to your work. It requires you to be attentive and take action to acquire knowledge. An example of this learning would be undertaking an in-depth video editing course to understand the functionality of the software in order to be able to use it appropriately for the needs of your work.
- B** Sometimes you passively gain new knowledge and learn some new skills. It is known as this learning, where you are unaware of the entire process until you realize you have retained something new. This type of learning may occur when you are working, talking, or going about your normal life. Typing fast and without looking at your keyboard is one good example of implicit learning that comes automatically over time.
- C** This happens when you are capable of acquiring new information and relating it to past experiences. This is because this cognitive learning approach teaches employees to build transferable problem-solving skills that can be applied in other areas. An example of meaningful learning is when you work in procurement and decide to take an advanced course in your department to deepen your understanding of the subject.
- D** It happens when you actively seek new knowledge by researching new concepts, processes, and subjects. For example, if someone is set the task to proofread a particular report and they need to make use of a specific tool such as Grammarly, by using this tool in hand with the manuals, this would cause them to learn the features and abilities of the tool through self-discovery.
- E** Lectures where you sit in groups and a speaker feeds the audience with information on a specific subject is an example of receptive learning. It requires the learner to be active by asking questions and taking down short notes. During training in your workplace, this type of learning comes in handy where you get a deeper understanding of new information by being active and responsive to the speaker.
- F** It's a type of learning that enables humans to adapt to something by facing it frequently. When you get a new job at a factory where there are many machines making noise, it irritates for the first few days, but you later learn how to live with it. This is known as habituation. Sensitization is the vice versa whereby your reaction towards something increases as you get frequent exposure towards it. This type of learning happens in your typical situations in life and work. Working in an office teaches you to be more responsive to things like telephone calls.
- G** Developing emotional intelligence is crucial to help us maintain friendly relationships with friends at work and in life. Emotional learning helps people learn how to take charge of their emotions and also understand others'. An

employer requires to have control over their emotions so as to handle customers and also their superiors in a courteous manner.

H Our experiences in life are our best lessons. Your interactions with other people always teach you some precious life lessons. What you learn depends on how you interpret it. The learners acquire new life skills that are relevant to his line of work.

I One of the significant components of the social cognitive theory is this and it mainly involves imitation of skills from colleagues and superiors. Observing your friends or work colleagues is an efficient way to learn a new skill. Your successful manager at work can help you improve your leadership qualities as you embrace and practice his habits.

J Working and learning in groups is encouraged in many institutions. This learning helps bring out one's best skills and deepens the collaboration between a group of people. However, for an individual to learn this way, he/she has to be an active and equal participant and interact with fellow group members.

Annex 4

Components of Cognitive Learning

Traditional learning mainly focuses on memorization instead of trying to achieve mastery in a particular subject. The following are fundamental aspects of cognitive learning:

1. Comprehension

For cognitive learning to be efficient and benefit you, understand the reason why you are learning a specific subject in the first place.

2. Memory

Cognitive learning discourages cramming of information, which is very ineffective in education. Having a deep understanding of a subject improves your ability to relate new knowledge with previous experiences or information.

3. Application

Cognitive learning strategies help you apply new information or skills in life situations. They encourage you as you continue to develop problem-solving skills.

Cognitive learning strategies include

- Encouraging active discussion about what is being taught.

- Guiding students to explore and understand how ideas are connected.
- Ensuring students are able to justify and explain their thinking.
- Using visuals and learning tools to improve students' understanding and recall.
- Having students reflect on their learning experience.
- Helping students find new or alternative solutions to problems.

How does cognitive learning help?

- Cognitive learning helps students learn effectively and ensures that the concepts learned are understood, instead of being temporarily memorized. With this learning style, your child will have a stronger and longer-lasting understanding of educational concepts in subjects such as mathematics, English and science.
- Without developing cognitive skills, children fall behind because they aren't able to integrate new information as they are taught. Realistically, most students move on to the next grade before they have mastered the basic academic skills.

Remember:

- The ability to learn and make sense of new information is crucial to successful learning ... and that's why developing cognitive skills is so important.

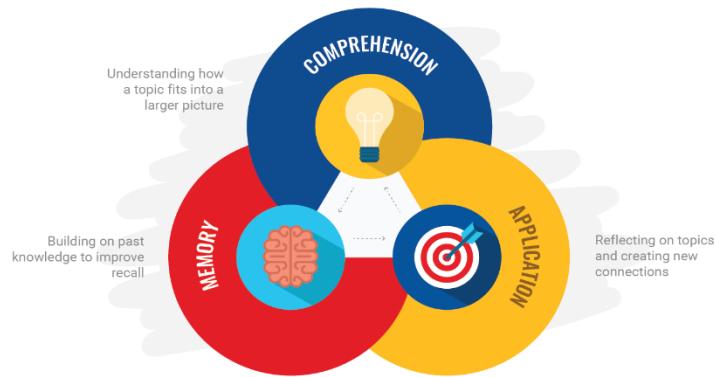
Cognitive learning helps someone by:

- Finding the most effective way for your child to learn—whether he or she is a visual learner, auditory learner, kinesthetic learner, or otherwise
 - Teaching your child how to take a “big picture” approach to learning in order to understand how smaller thoughts fit into larger ideas
 - Helping your child retains and applies new concepts successfully and with ease
- @. Video clip in slide 17 in pptx

Annex 5

What does cognitive learning focus on?

This style of learning is a powerful alternative to the traditional classroom approach. Instead of focusing on memorization, cognitive learning builds on past knowledge. Students learn to make connections and reflect on the material—skills that help them become better learners.



Comprehension

Building cognitive learning skills teaches students how to learn more effectively. Students learn to do more than repeat what they have learned. They understand the “why” behind a topic and how it fits into a larger picture.

Memory

Unlike drill-and-kill memorization methods, cognitive learning helps students gain a deeper understanding of a subject. This improves recall in the long run, so students can build upon past knowledge.

Application

The cognitive learning approach gives students the chance to reflect on what they are learning and how it applies to other material. This helps students develop problem-solving skills they need to create new connections between what they are learning.

Benefits of cognitive learning

1. Improves comprehension

Cognitive learning encourages students to take a hands-on approach to learning. This allows them to explore the material and develop a deeper understanding.

2. Develops problem-solving skills

The cognitive learning approach teaches students the skills they need to learn effectively. This helps students build transferable problem-solving and study skills that they can apply in any subject.

3. Promotes long-term learning

Developing cognitive skills allows students to build upon previous knowledge and ideas. This teaches students to make connections and apply new concepts to what they already know.

4. Improves confidence

With a deeper understanding of topics and stronger learning skills, students can approach schoolwork with enthusiasm and confidence.

5. Instill a love of learning

Giving students the chance to actively engage in learning makes it fun and exciting. This helps students develop a lifelong love for learning outside of the classroom.

Cognitive learning in the classroom

Cognitive teaching strategies focus on meaningful learning. We don't focus on memorization or repetition. Instead, our tutors teach students the fundamentals of lifelong learning. Your child will learn skills and strategies that will help him or her on the way to better grades in school, including how to think critically and how to make lasting connections between topics.

Examples of cognitive learning strategies include

- Asking students to reflect on their experience
- Helping students find new solutions to problems
- Encouraging discussions about what is being taught
- Helping students explore and understand how ideas are connected
- Asking students to justify and explain their thinking
- Using visualizations to improve students' understanding and recall

How can cognitive learning help my child?

- Cognitive learning helps students learn effectively and ensures that the concepts learned in class are understood, not just memorized.

Cognitive learning helps your child by,

- Finding the most effective way for him or her to learn—whether your child is a visual learner, auditory learner, or otherwise
- Helping your child retain and apply new concepts successfully
- Teaching your child how to take a “big picture” approach to learning to understand how smaller thoughts fit into larger ideas

Cognitive learning strategies include

- Encouraging active discussion about what is being taught
- Guiding students to explore and understand how ideas are connected
- Ensuring students are able to justify and explain their thinking
- Using visuals and learning tools to improve students' understanding and recall
- Having students reflect on learning.
- Helping students find new or alternative solutions to problems

Cognitive Learning Activities

Teachers can try some cognitive learning activities to increase learning opportunities for their students. Some activities teachers can try are,

- Make a game of memorizing poetry or facts.
- Write a journal entry that asks students to think about what they learned that day or week.
- Students can demonstrate work in front of the class.
- Have students create their own learning game as they work to master facts or a subject.
- Ask students to explain a problem to other students and teach it to them.
- Put a list of questions on the board and have students answer them to learn about their thought process.

Cognitive learning strategies.

- Asking questions.

When students are asked questions it gives them an opportunity to dive deeper into meaning.

Questions based on a student's response can help them dissect their learning and understanding in a certain area, getting deeper into their own thought process and understanding.

- Having opportunities to make errors.

Giving students a simulation or hands-on problem to give them the opportunity to make mistakes, and then learn from them. A simulation that shows them where they went wrong can then help them correct. This helps them understand where in their thought process they were off, and they can go and reroute their thinking to get to the correct answer.

- Fostering self-reflection/self-questioning.

Giving students opportunities for self reflection can be a huge help for them to understand their mental process. Journal questions, quiet time, and self-analysis discussions can be great ways to encourage students to think about their thinking.

- Thinking aloud.

Teachers can themselves think aloud, showing students how they rationalize or work out problems. They can then give students that same opportunity. In group projects, in one-on-one interactions, and in presentations teachers can ask questions or make suggestions that can help students think aloud.

Annex 6

Types of cognitive learning

Now that we have a grasp of what cognitive learning is, let's revise the types.

Bottom line:

When it comes to cognitive learning, every person is different, which is why an array of learning styles is needed to help all of your students reach their academic potential.

Teach vocabulary in fun way

RESC MATALE



G.A.G.K. Ekanayake

G.V.S.P. Wijeratne

Introduction

'Vocabulary was the easiest aspect of a second language to learn and it hardly required formal attention in the class room.'

(Hockett -1958)

Teachers use a variety of technique in teaching vocabulary.

It is a widely accepted fact that vocabulary is a key component in language learning. Therefore we have designed the workshop to introduce a series of activities and games that can be used in primary and secondary grades. (Preferably grades 4,5,6). This workshop was originally created to cater for the newly appointed teachers of Higher National Diploma to enrich their teaching.

Enrich the teachers to teach vocabulary in an interesting way breaking the monotony by making the classroom live and interactive.

Who is it for?

For newly appointed teachers of English

How long?

3 hours

Main Aim:

To describe and build knowledge of using a series of activities and games that can be used in teaching vocabulary

Task Introduction:

Task 1: Warmer -Smiley

Task 2: Introducing the games

Task 3: Practicing the Games

Task 4: Adapting the games to teach vocabulary according to the level of the students

Task 1: Warmer – Smiley

Time: 10 minutes

Goals: To ensure the participants' involvement in the workshop.
To emphasize the importance of using activities and games to teach vocabulary.

Input:

Process:

- Write words on the board and cover some letters with smiley.
- Participants guess the letter to find out the word.
- Help participants by giving clues on the words.
- Elaborate the topic.

1. A 😊 B 😊 T 😊 O 😊 S.

2. 😊 L 😊 A 😊 U 😊 E.

3. R 😊 😊 LE 😊 TIO 😊

4. A 😊 A 😊 Y 😊 I 😊 .

5. E 😊 O 😊 M 😊 U 😊 .

Output:

- The prior knowledge of the participants regarding teaching vocabulary seems sufficient yet the methods they had used to teach vocabulary can be further improved.

Task 2: Introducing the games

Time: 50 minutes

Goals: To introduce the games and activities that can be used to teach vocabulary

To give an opportunity for the participants to experience the vocabulary games and activities in a learner setting

Input: Clear instructions and instruction checking questions, pictures, charts, word cards in annexes 1, 2, 3, 4.

Process:

- Introduce the games one by one:
Categorizing (annex 1)
hidden words (annex 2)
word chains (annex 3)
animal hunt (annex 4)
- Lead short discussions after practicing each game

Output:

- Participants came up with their ideas about the importance of using games to teach vocabulary to motivate the learners, get the learner involvement, group work and pair work directing the learners towards and sharing caring and to develop their concentration on learning process.

Task 3: Practising the games

Time: 45 minutes

Goals: To practice the learnt games and activities that can be used to teach vocabulary.

To give an opportunity for the participants to experience the vocabulary games and activities.

Input:

Process:

- Participants are divided into groups to practice the games;
Categorizing, hidden words, word chains, animal hunt, word game
- Participants practice the games with the peers.
- Lead a discussion after practicing all the games.

Output:

- Participants came up with ideas about how to adapt the games according to the grades and level of the students.

Task 4: Adapting the games according o the level of students

Time: 1 hour 15 minutes

Goals: To adapt the learnt games and activities according to the level of the students.

To give an opportunity for the participants to reflect on pros and cons of using games and activities to teach vocabulary.

Input:

Process:

- Participants are divided into groups to adapt the games and to present the adapted games;
Categorizing, hidden words, word chains, animal hunt
- Participants practice the adapted games with the peers.
- Lead a discussion after practicing the games to discuss about the relevance and adaptability of the games.

Output:

- Participants adapted the games they have practiced according to the grades and levels appropriately.
- Participants were profoundly enthusiastic and requested for similar programmes in the future.

Annexes

Annex 1

CATEGORIZING:

Write a list of words & ask students to categorize them like below.

banana, cabbage, carrot, mango, grapes, leeks,
pineapple, brinjal, pumpkin, apple

| FRUITS | VEGETABLES |
|--------|------------|
| | |
| | |
| | |
| | |
| | |

Annex 2

hoppers, apple juice, rice, tea, bread,
orange juice, rotti, noodles, fanta

| FOOD | DRINKS |
|------|--------|
| | |
| | |
| | |
| | |
| | |

Annex 3

HIDDEN WORDS

Write a list of words and ask students to identify shorter words within a large word.

1. Elephant
2. Bear
3. Camel
4. knowledge

5. Triangle
6. Crowd
7. Advantage

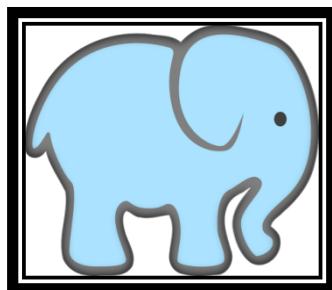
8. Village
9. Caterpillar

10. Armchair

Annex 4

WORD CHAINS

Write a number of words together in a chain without any breaks. Students copy down the chain and try to break the chain to individual words.



Elephantbirdmotherschoolbabymangotreehousevanrotantpapawcabbagebat

Annex 5

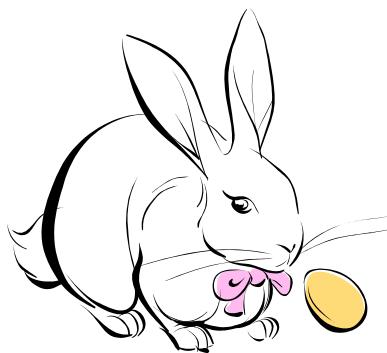
FOR OLDER STUDENTS:

Ask students to find words by telling last letter of each word be the first letter of next word

Birdogiraffelephantigeratteddyyellowindowhitegatearabbitailoringirleafan

Annex 6

ANIMAL HUNT



Students find the animal hidden in the sentence.

- The postman came late.
- Jack always works hard.
- The doors are opened with common keys.
- I must go at once.
- Well I only asked.

- Camel
• Jackal
• Monkeys }
• goat
• lion
- Expected Answers

Let's read pictures

RESC MATARA



Shobhie Sriyan Handunhewa

Piyananda Jayawardana

Eranga Yapa

Sumith Sunanda Hettiarachchi

Introduction

Picture reading is a very common teaching learning scenario specially in second language teaching and testing at all levels; elementary, junior and above. This workshop is designed to guide the teachers to help students in both contexts providing them with student friendly, activity oriented techniques that could be easily used in classroom.

Who is it for?

Teachers of English

How long?

3 hours

Main Aim:

To make the teachers aware of picture reading techniques and the methodology that could be used in class room teaching and testing.

Task Introduction:

- Task 1: Warmer
- Task 2: A checklist
- Task 3: Matching
- Task 4: Sentence descriptions
- Task 5: Jumbled sentences
- Task 6: Common mistakes
- Task 7: Identify the mistake
- Task 8: Guided writing
- Task 9: Picture based writing
- Task 10: Practice activity
- Task 11: Gap filling

Task 1: Warmer

Time: 15 minutes

Goal: Create the interest of the participants in the workshop.

Input: 5 sets of picture cut ups, A4 sheets given in annex 1

Picture in a PPT

Process:

- Group the participants.
- Distribute A4 sheets and picture cut-ups.
- Get the participants to arrange the cut ups on an A4 sheet to make the picture.
- Ask the participants to paste the completed pictures on the white board.
- Display the original picture.
- Regroup the participants as nouns, verbs, adjectives, adverbs and prepositions.
- Ask them to write as many words as possible related to the picture for each word class given. (give them 2 minutes)
- Regroup the participants by giving numbers 1-5 for a competition.
- Get them to write as many sentences as possible using the words in their hands, to describe the picture within 2 minutes.
- After 2 minutes, get one person from each group to present their sentences. The group that has written most number of grammatically correct meaningful sentences is the winner.

Output:

- Completed picture pasted on A4 sheets.
- Grammatically correct meaningful Sentences to describe the picture.

Task 2: A checklist

Time: 15 minutes

Goal: Make the participants aware of a checklist (eliciting questions) used to practice the students to describe a picture.

Input: a picture, a task sheet with question starters and answer prompts
Task sheet/pupils' text and annex 2

Process:

- Distribute the task sheet.
- Get the participants to work individually, prepare a checklist related to the picture and answer them.

- Put the participants in to pairs and get one person to ask question and others to answer looking at the picture.
- Change roles.
- Ask the participants to write the description about the picture.
- Lead a plenary discussion.

Output:

- Participants become aware of the questions which are used to practice the students to describe a picture with question starters given.
- Describe the picture with the help of clues given.

Task 3: Matching

Time: 30 minutes

Goal: Help the participants to understand a technique used to practise picture description.

Input: Sentence parts (a-f), a task sheet, a picture in annex 3

Process:

- Display sentence parts (a-f) around the class.
- Group the participants.
- Ask them to appoint a secretary.
- Ask each member in the group to go round the class with one sentence part and find the rest of the sentence, remember that and report/tell it to the secretary to write it.
- The group that finishes first is the winner.
- After that, ask each group to write a description of the picture.

Output:

- The participants become aware of, matching technique.
- Completed answer sheets.

Task 4: Sentence completion

Time: 15 minutes

Goal: Help the participants to understand the technique sentence completion used in picture descriptions.

Input: Teacher's instructions, Task given with the picture in annex 4

Process:

- Distribute the task sheets.
- Ask the participants to do the task individually.
- Group the participants.
- Distribute a poster paper to each group.
- Get them to prepare a poster to describe the picture using the completed sentences.
- Ask them to display their posters.

Output:

- Participants become aware of the 'sentence completion' technique.

Task 5: Jumbled sentences

Time: 15 minutes

Goal: Make the participants aware of using jumbled sentences to practice picture description.

Input: Task sheet given in annex 5

Process:

- Group the participants.
- Distribute the task sheet.
- Get the participants to complete the task and write the description of the picture.

Output:

- Participants become aware of using jumbled sentences to practice picture description.
- Completed task.

Task 6: Common mistakes

Time: 15 minutes

Goal: Make the participants aware of the common mistakes done by students when describing pictures.

Input: Copies of picture and the task given in annex 6

Process:

- Put the participants into groups.
- Distribute the task given in task 6
- Get the participants to study the task and find the mistakes.
- Ask them to complete the task in groups.
- Get one from each group to present.
- Lead the plenary discussion.

Output:

- Completed task sheet. Participants become aware of the common mistakes done by the candidates when describing pictures.
- Find the mistakes (the numbers of mistakes are given in brackets).
- Correct them and rewrite the correct sentences.

Task 7: Identify the mistakes

Time: 15 minutes

Goal: Help the participants to identify the mistakes done by the students in guided writing in picture description.

Input: Task given in annex 7

Process:

- Put the participants in pairs.
- Ask the participants to complete the task individually first and then compare their answers with the partners.
- Lead a discussion.

Output:

- The participants identified the mistakes done by the students in guided picture description.

Task 8: Guided writing

Time: 30 Minutes

Goal: Make the participants aware of the technique of picture based guided writing.

Input: Copies of activity given in Annex 8

Process:

- Put the participants in pairs.
- Ask the participants to complete the task sheet individually first and then compare their answers with the partners.
- Lead a discussion

Output:

- Completed task sheet. Participants become aware of the technique picture based sentence construction

Task 9: Picture based writing

Time: 30 minutes

Goal: Help the participants aware of a technique based on pictures.

Input: Activity given in Annex 9, Teacher's Instruction

Process:

- Put the participants in pairs.
- Ask the participants to complete the task individually first and then compare their answers with the partners.
- Then discuss the marking criteria and probable mistakes.

Output:

- Participants become aware of the technique and the marking criteria.

Task 10: Practice activity

Time: 30 minutes

Goal: Practice writing sentences based on the picture.

Input: Copies of the task given in annex 10, Teacher's instruction

Process:

- Put the participants in pairs.
- Ask the participants to complete the task sheet individually first and then compare their answers with the partners.
- Lead a discussion.

Output:

- Completed Task Sheet.
- Write five sentences about the picture.

Task 11: Gap filling

Time: 45 minutes

Goal: Participants become aware how to answer picture reading test in the G.C.E. (O/L) examination.

Input: Prepare a task sheet/Pupils should have internet facility to access to YouTube <https://youtu.be/ogQv6kY8FoY>

Process:

- Put the participants into groups.
- Get the students to watch the video on you tube <https://youtu.be/ogQv6kY8FoY> Distribute the task sheets.
- Get the participants to study the task sheet.
- Ask them to complete the task sheet in groups.
- Ask one from each group to present.
- Lead a discussion.

Output:

- Participants become aware of model question in picture reading test in G.C.E. (O/L) examination.

Reference List

Structures of Question Papers and Prototype Questions of G.C.E (O/L) Examination (2016 – 2019). Department of Examinations.

G.C.E (O/L) Evaluation Reports. (2018) Department of Examinations.

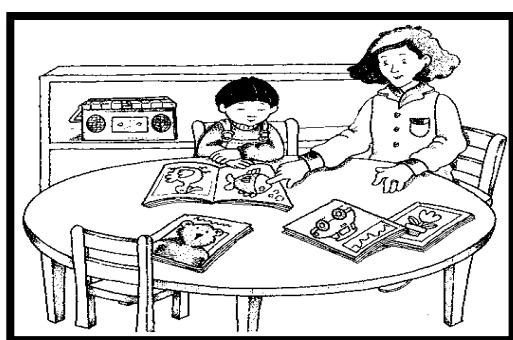
G.C.E (O/L) Evaluation Reports. (2017) Department of Examinations.

Annexes

Annex 1



Annex 2



- (1) What is?
- (2) How many
(people / books / chairs) are there?
- (3) Where is / are the
books / radio?
- (4) What is mother doing?
- (5) What is the child doing?

This is a picture of a.....
There is / are.....
.....
.....
.....
.....
Mother is.....
The child is.....

Annex 3

Sentence cut-ups



- (a) picture of a family
- (b) a pair of shoes
- (c) standing behind them
- (d) on her father's lap
- (e) on the bench
- (f) looking at each other

- (1) This is a (a)
- (2) The father is sitting.....
- (3) The daughter is sitting.....
- (4) She is wearing.....
- (5) The father and the daughter are.....
- (6) The mother is.....

Annex 4

Complete the missing part to describe the picture.



- (1) This is a picture of a
- (2) sitting on the bench.
- (3) A boy is
- (4) Two birds are flying
- (5) A girl and a with sand in the sand pit.
- (6) There is behind the bench.
- (7) The boy is sliding

Annex 5

Rearrange the words in each sentence and write them.



- (1) picture/people/are/the/there/two/in/

.....

- (2) hospital/in/are/the/they/

.....

- (3) visiting/doctor/the/patient/is/the/

.....

- (4) hand/holding/in/patient/a/is/the/his/spoon/

.....

- (5) he/of/having/a/soup/bowl/is/

.....

Annex 6



- (1) This is a picture of a living room. (1 mistake)

.....

- (2) Children sitting with the table. (2 mistakes)

.....

- (3) The man in the sofa is reading magazine. (2 mistakes)

.....

- (4) Woman in the sofa is watch T V. (2 mistakes)

.....

- (5) A flower plant is next the T V. (1 mistakes)

.....

- (6) The baby is siting the floor and playing with building blocks (2 mistakes)

.....
(7) The woman in the kitchen is making tea the girl is ironing her clothes. (2 mistakes)

.....
(8) there is a vase in the rack (2 mistakes)
.....

Annex 7

Look at the pictures. Write what each student is doing. Each sentence should have at least five words.

Technique:- Guided writing

Look at the pictures. Write what each student is doing. Each sentence should have at least five words. Each picture is described with mistake/s. Underline the mistake and rewrite the correct sentences. The first one is done for you



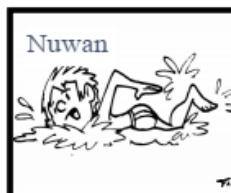
(1) Anura is play football at the afternoon
Anura is playing football in the afternoon

(2) Namal is reading storybooks.



(3) Sunil is driving a bicycle.

(4) Vinod is sweep the floor.



(5) Nuwan is swimming in see.

(6) Ruwani running in a race

Annex 8

The following pictures show what each boy did last Saturday. Write a sentence about each picture. Use the words given below the picture. Each sentence must have at least five words. The first one is done for you.



Nisham

Water Morning



Amal

Plant pot

(1) Nisham watered the flower plants in the morning.

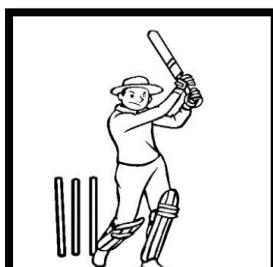
(2)



Bala

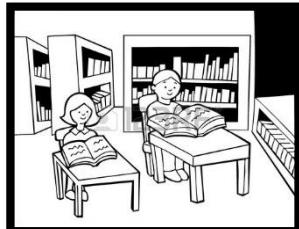
collect garbage

(3)



Pawan
play afternoon

(4)



Sama

brother

read

(5)



Sumith

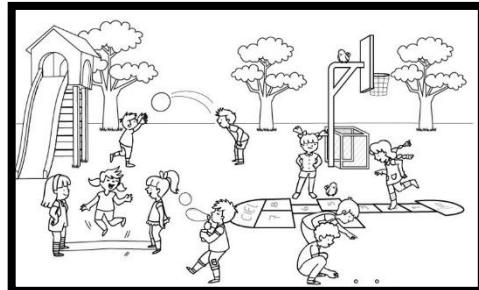
make bed

(6)

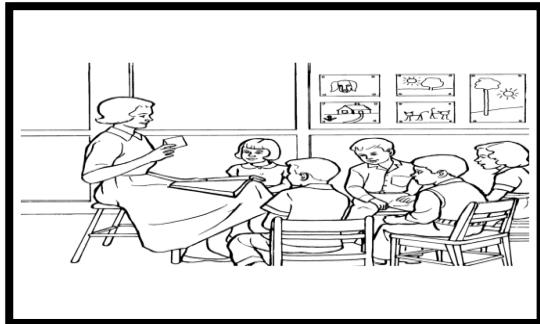
Annex 9

Write five sentences about the picture.

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



Annex 10



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

Annex 11

Study the picture given below. Fill in the blanks in the paragraph using the words given in the box. Write the letter of the correct word in the blank. *The first one is done for you.*



- (a) sofa
- (b) child
- (c) children
- (d) brothers
- (e) lap
- (f) pictures
- (g) father
- (h) pictures
- (i) family
- (j) mother

This picture shows a small (1) (i). There are five (2) in it: father, mother and three (3) The parents and one (4) is sitting on a (5) The eldest child is standing leaning against his (6) The youngest child is sitting on father's (7) He is talking to his (8) while his two (9) and the mother are looking at (10) There are some (11) on the wall behind them.

Let's read pictures

RESC MONERAGALA



W.G.L.V. Gamage

D.M.T. Bandara

K.T.R. Kulathunga

Introduction

This workshop is designed to provide clear ideas for teachers of English, to teach in mixed-ability classes. It is expected that teachers who handle the mixed-ability classes will get the different types of techniques and examples of real classroom teaching through this workshop. We hope that those teachers will use the new techniques in their classrooms, see the progress of teaching and get the maximum benefit from this workshop.

Who is it for?

Teachers of English

How long?

6 hours

Main Aim:

To make the teachers aware of the mixed-ability classes, their problems and how to overcome them when teaching.

Task Introduction:

Task 1: Warmer – Simple action song

Task 2: A mixed –ability class and teachers' experience

Task 3: Questionnaire

Task 4: Planning mini lessons and micro teaching

Task 1: Warmer – Simple action song

Time: 30 minutes

Goal: To make teachers focus their attention towards the topic.

Input: The song is written in the poster paper using visible letters in annex 1

Process:

- Teachers follow the trainer and sing.
- Trainer sings the songs with actions and acts as the model.
- Sing the song

Output:

- Teachers get the idea of singing with actions.

Task 2: A mixed-ability class and teachers' experience

Time: 1 hour

Goal: To have a clear idea about a mixed-ability class and get some solutions for their problems in mixed-ability classes.

Input:

Process:

- Teachers in groups write a definition of “a mixed-ability class” and list down problems they encounter in teaching a mixed ability class.
- Then the posters are displayed in different places in the room.
- Next, teachers go through each poster in the given duration.

Output:

- Each teacher collects new ideas and different problems, they came across while reading the posters.

Task 3: Questionnaire

Time: 1 hour and 30 minutes

Goal: To make the teachers aware of the different techniques used in mixed-ability classes and how to handle them.

Input: A questionnaire

Process:

- Trainer discusses the questions and the answers using the screen.
(Multimedia)

Output:

- Each teacher gets the correct answers and makes aware of new techniques, while the discussion is going on.

Task 4: Planning mini lessons and micro teaching

Time: 3 hours

Goal: To get the experience in handling mixed-ability classes through micro-teaching.

Input: Specific grade to prepare mini-lessons

Process:

- Teachers in groups prepare mini-lessons based for mixed-ability classes according to the given grades.
- Teachers do micro-teaching in groups.
- Trainer discusses main points of the workshop and finds out whether they have achieved the objectives.
- Feedback forms are given to the teachers to write their views on the workshop.

Output:

- Teachers get the experience of teaching in mixed-ability classes, using different techniques.

Annexes

Annex 1

Song for the warmer.

Hello! Hello! Hello!

How do you do?

I'm glad to be with you,

You and you and you!

Annex 2

Answer the following questions individually.

- 1) Have you ever taught in a mixed-ability class?
- 2) Why do you call it a mixed-ability class?
- 3) What differences do you see in a mixed-ability class?
- 4) How do you feel about teaching in a mixed-ability class?
- 5) What can you do to take the students into the same level in a mixed-ability class?
- 6) If you can, suggest some teaching methods for teaching in a mixed-ability class?

Using stories to plan integrated skills lessons

RESC NUWARA ELIYA



M.G. Kamala Wilson

Dhammadika Godha Pathirana

Introduction

Skill integration is a highly recommended strategy in ELT classroom as it has numerous advantages both for the teacher and the students. Yet, it is evident that teachers do not use this strategy often enough in the ELT classroom due to different reasons. Most of the teachers do not seem to be confident enough to plan such lessons and they need more guidance in this regard.

Lessons with skill integration give enough opportunities for the students to master the language more effectively improving the four skills.

Stories being a rich source of vocabulary, conversational exchanges, structures, are appealing to children regardless of their age. Stories can be exploited in different ways to present, practise and produce new language. These elements in stories make them ideal resources to be used in skill integration lessons.

Therefore, we thought of planning and implementing this workshop for the teachers in our area targeting the ones who handle English from grade 6 to 11.

Who is it for?

Teachers of English who handle English from Grade 6 - 11

How long?

6 hours

Main Aim:

To make the teachers aware of the effectiveness of the skill integration, and give them necessary knowledge and skills to plan integrated skills lessons using stories.

Task Introduction:

- Task 1: Warmer – Running dictation
- Task 2: Brain storming
- Task 3: Making a list of activities
- Task 4: Advantages of using stories
- Task 5: A demo by the trainer
- Task 6: Planning an integrated skills lesson
- Task 7: Sharing ideas on different ways of exploiting a story
- Task 8: Evaluating lessons

Task 1: Warmer – Running dictation

Time: 10 minutes

Goal: To raise the energy level of the participants.
To make them participate in an integrated skills activity.
To raise awareness of the advantages of using stories in the ELT class room.

Input: A small story with 5-8 sentences in annex 1

Process:

- Cut out each sentence of the story and label each strip a-g.(Annex 1)
- Paste the strips randomly around the room.
- Put participants in groups.
- Give them instructions to do running dictation and copy down all the sentences.
- Tell them to arrange the strips in order to make the story.
- Check the order.
- Elicit the skills practised in the activity e.g. reading, listening, writing, speaking.

Output:

- A completed story.
- Awareness on the skills in running dictation.

Task 2: Brain storming

Time: 15 minutes

Goal: To raise awareness of skill integration.

Input: Two power point slides (Annex 2)

1. showing the topic
2. showing what skill integration is

Process:

- Retain the groups. Elicit what the session is about.
- Show the 1st slide.
- Ask the participants to brainstorm what skill integration is in groups.
- Show the 2nd pp slide and ask them to check whether they are correct.

Output:

- Knowledge of skills integrated activity

Task 3: Making a list of activities

Time: 45minutes

Goal: To brainstorm activities that can be used to practise more than one skill.

To raise awareness of the advantages of using integrated skills lessons in the classroom.

Input: Power point presentation slide showing the advantages of using integrated skills in lessons in the class room (Annex 3)

Demy sheets 1 per group, felt pens

Process:

- Tell the groups to brainstorm and prepare a list of activities that can be used to practise more than one skill.
- Give each group a demy sheet.
- Participants prepare a list of activities that can be used to practice more than one skill.
- Get the groups to display them on the wall.
- In groups walk around and look at ideas of the other groups.
- Show the 3rd power point slide to check whether they missed anything
- Elicit the advantages of a skill integrated lessons and record them on the board.

Output:

- List of activities.
- Knowledge of the advantages of using integrated skills lessons in the class room

Task 4: Advantages of using stories

Time: 20 minutes.

Goal: To refresh the knowledge and raise awareness of advantages of using stories to plan integrated skills lessons.

Input: None

Process:

- Elicit from the whole class why a story was used in the warmer.
- Display the question on the board.

“What are the advantages
of using stories to plan
integrated skills lessons?”

- Record the ideas of the participants on the board and add to it if they miss anything.

Output:

- A list of ideas on advantages of using stories to plan integrated skills lessons.

Task 5: A demo by the trainer

Time: 2 hours.

Goal: To make the participants aware of the steps of presenting a story.

Input : A story and sentence strips (Annex 4)

Process:

- Introduce the activity and get the participants to act as grade 8 students.
- At the end of the demo put the participants into groups and ask them to write down the steps of the lesson and present it to the class. (Annex 4)
- Leads a plenary.

Output:

- Knowledge of the steps of presenting a story.

Task 6: Planning an integrated skills lesson

Time: 1 1/2 hours

Goal: To make the participants experience writing an integrated skills lesson plan using the given story.

Input: Handouts containing the story (Annex 5), A4 sheets, colour pens for groups

Process:

- Tell the groups to prepare a lesson plan of integrated skills using the given

story.

- Provide each group a handout containing the story, A4 sheets, colour pens etc.
- Ask each member to have a copy of the lesson plan as they will share it with a new group.
- Go to each group and check to prevent them using the same activities looked at in the previous stage.

Output:

- Lesson plans of integrated skills

Task 7: Sharing ideas on different ways of exploiting a story

Time: 30 minutes

Goal: To share ideas on different ways of exploiting a story.

Input: None

Process:

- Re-group the participants including one member from each group.
- Tell them to share the lesson ideas in the group.
- Take a plenary.

Output:

- Knowledge of the different ways of exploiting a story.

Task 8: Evaluating lessons

Time: 20minutes

Goal: To make the teachers evaluate the lessons.

Input:

Process:

- Tell each group to choose the best lesson and report to the group the reasons for selecting it as the best lesson.
- Get the groups to comment on the ideas presented by the other groups.

Output:

- Knowledge of evaluating a lesson.

Annexes

Annex 1

Then he went out saying “These grapes are sour.”

It jumped up several times.

So the fox wanted to eat the grapes.

They were ripe.

It saw a bunch of grapes.

But he couldn't pick them.

Once there was a hungry fox.

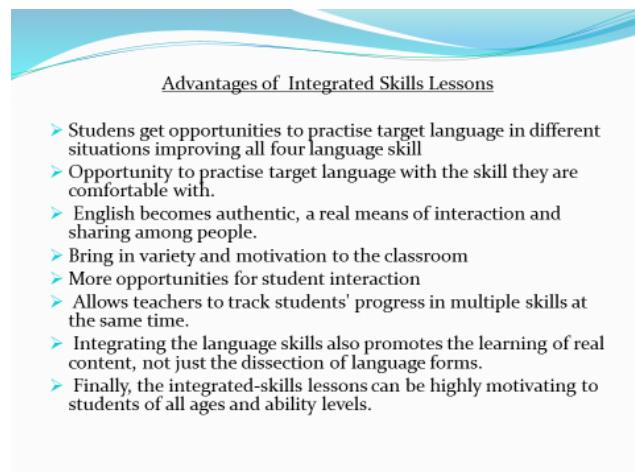
It went to the forest in search of food.

Annex 2

• Using Stories to Plan Integrated Skills Lessons

The integration of skills can be defined as the combination of all four language skills within a communicative task. As we know these skills are: Listening, writing, speaking and reading.

Annex 3



Annex 4

Demo -Process

Step 1:

- Display the jumbled words on the board.
- Get the class to go through the words and unscramble them.
- Get volunteers to write the correct words on the board.
- Get the participants to guess what the story is about by looking at the words.
- Give the name of the story.

| | |
|--------|--------|
| father | donkey |
| ride | walk |
| market | stupid |
| son | kind |
| tired | sell |
| buy | |

Step 2:

Relating the story

- Relate the story using the puppets and get the participants to listen. (Guidance to make puppets is given below)
- Relate the story for the second time and get the participants to relate the story with the teacher.
- Teacher demonstrates the actions using the puppets and participants relate the story accordingly (whole class activity)

The story

The father, son and the donkey

A father and his son take their donkey to the market.

A man says,

‘You’re stupid! Why do you walk? You can ride the donkey!’

So, the father gets on the donkey.

A woman says,

‘You are not very kind. You ride on the donkey and your little boy walks.’

So the father gets off the donkey and his son gets on the donkey.

A man says,

‘You are not very nice to your father! You ride and he walks!’

So the father gets on the donkey and sits behind his son.

A woman says,

‘Is that your donkey? Are you crazy? Two people? You are very heavy! The donkey is nearly dead.’

So the father and son get off the donkey.

A man says,

‘Are you going to the market?’

‘Then carry the donkey! It is very tired!’

So the father and his son carry the donkey to the market.

In the market everybody laughs! They don’t want to buy the donkey!

‘It’s a very lazy donkey! You are carrying it to the market!’

So the father and his son and the donkey walk home again.

(If you try to make everybody happy you will make nobody happy)

Step 3:
Whispering the story

- Put the participants into two groups and make them stand in 2 lines
- At the end of each line keep a table and keep the following sentences in jumbled order.
- The last participant in the line reads the first sentence in the list and whisper it to the next.
- The sentence should be whispered down the line.
- The first person in the line should write the sentence on the paper kept at the front and runs back and read the next sentence and whisper it to the next.
- This will continue until the last sentence is written.
- Next the participants get together and number the sentences in the correct order.
- The first group to finish the activity will be the winner.
- Finally, the groups present their stories to the class.

1. A father and son wanted to sell their donkey.

2. They took it to the market.

3. A man said they could ride the donkey.

4. So the father got on the donkey.

5. A woman said it was not good.

6. So the father got off the donkey.

7. His son got on the donkey.

8. A man said it was not good.

9. So the father sat behind his son.

10. A woman said the donkey was very tired.

11. A man said to carry the donkey.

12. So they carried the donkey to the market.

13. Everybody laughed.
14. They didn't want to buy the donkey.
15. So the father and his son and the donkey walked home again.

Annex 5

The Unhappy Petunia

Story By: Judie Eberhardt

It was a beautiful spring day at Johnson's Garden Center. Many people were coming and going looking for their beautiful spring plants. Many flowers were sitting on the ground waiting to be taken home and put in someone's garden. There were yellow, red, pink, and white flowers. Some were tall, some were short, and some were big and round. Polly was a petunia. She waited patiently all morning for someone to pick her to go home with them, but no luck. Her friends nearby were chosen and they were much skinnier than Polly.

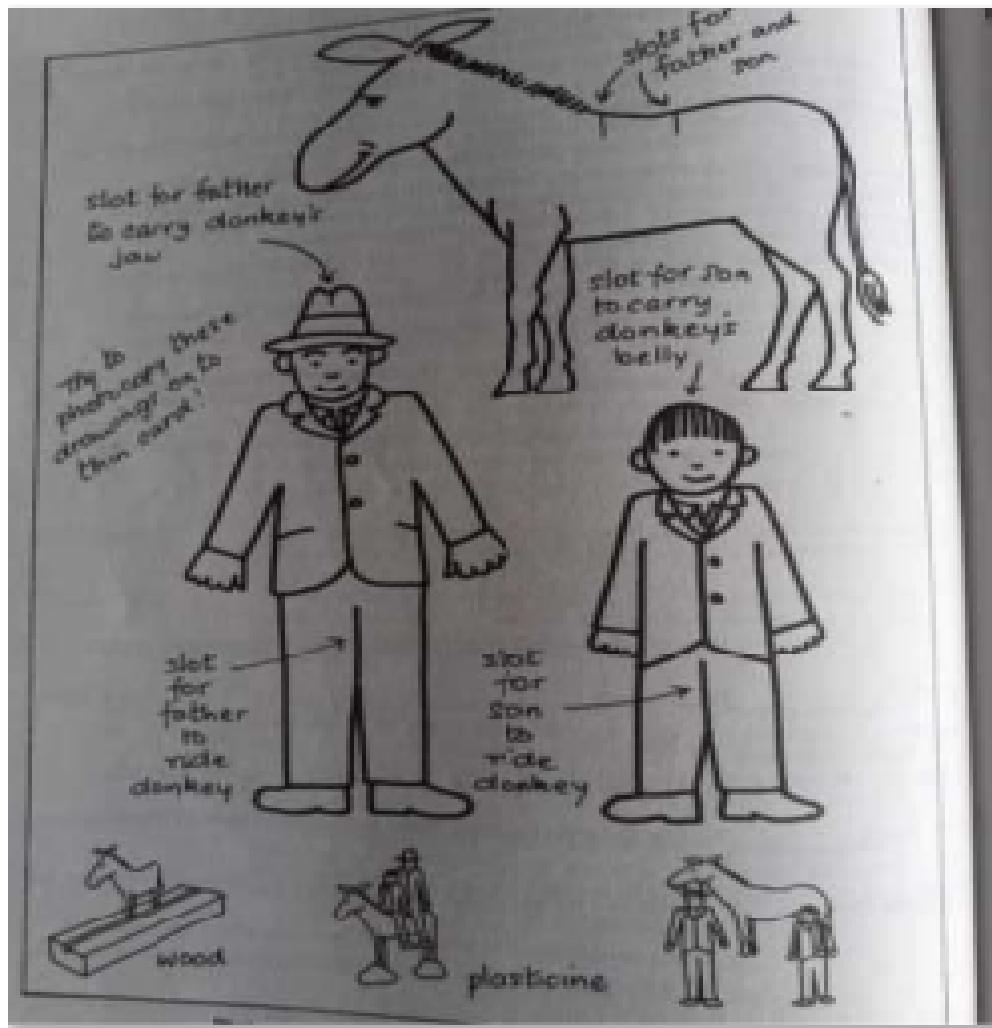
What's wrong with me? Polly thought to herself. *Why doesn't anyone want to take me home?* Polly finally figured it out. Polly the petunia was two different colors. She had mostly white, but she also had some purple on her. She also knew that her leaves were a little droopy because she didn't get enough water the day before. Polly had hoped it would rain so her leaves would perk up, but the sun shone so brightly she didn't have a chance to perk up. Mr. Johnson kept forgetting to water Polly. *How will anyone ever take me home if I don't look pretty?*

The next day, a family came by and stopped near Polly. The little girl said to her mom, "Look how pretty this flower is!" "It has two colors on it." The girl's mother agreed. "It is a very pretty flower, but it looks like it needs some water." "Can we take it home and water it?" asked the little girl. Mom agreed that they could buy Polly and some of her friends that were just put out that morning. The other flowers leaves were very green with red flowers on them. Mr. Johnson remembered to water them. Polly was so excited that she was going to a new home and wouldn't have to worry about being watered anymore.

When Polly got to her new home, she was planted in the front of the house near an oak tree and some other flowers. The little girl helped her mom plant Polly and gave her the biggest drink of water. Everyday Polly got some water and grew up to be a beautiful purple and white petunia. No more droopy leaves for her! Polly was no longer the unhappy petunia!



Guidance to make puppets (Story Telling with Children – Andrew Wright)



Letter writing

Formal & Informal

RESC POLONNARUWA



P.R. Sellahewa

Menaka De Silva

Introduction

Writing is a skill which needs a big attention specially in teaching a second language. It is quite obvious that students' need a lot of practice in writing in classroom with a proper guidance in order to enhance their writing skill.

Most teachers do not provide enough input in the writing part in their lessons due to many reasons.

This workshop is designed in order to help teachers to guide students to write one important genre of writing; formal and informal letters since it always has patterns or structures of writing.

When the students are equipped with the skill of writing a letter, it will help them not only at examinations, but in their day today life too. Remedial teaching and follow up sessions have also been planned to help the teachers further.

Who is it for?

Teachers of English who are serving in rural areas

How long?

8 hours

Main Aim:

To enable the participants to differentiate formal and informal letters and write formal and informal letters properly.

Task Introduction:

Session 1

- Task 1: Warmer – Formal or informal
- Task 2: Ordering
- Task 3: Brainstorming
- Task 4: Writing introduction
- Task 5: Writing the body
- Task 6: Writing the conclusion
- Task 7: Writing the letter

Session 2

- Task 1: Writing introduction
- Task 2: Writing the body
- Task 3: Writing the conclusion
- Task 4: Writing the letter

Session 1

Task 1: Warmer – Formal or informal

Time: 15 minutes

Goal: To create a relaxing environment for the participants to initiate the work.

Input: Parts of the format of the letters (cut ups) (Annex 1)

Process:

- Divide the participants into four groups.
- Provide each group with an envelope with the cutups of a formal and informal letter. (Annex 1)
- Ask each group to sort out the parts of formal and informal letter and put them into the two boxes provided to each group. (Label the boxes and give them a time limit.)
- Ask the participants to shout out BINGO once they have finished the task.
- Lead a discussion.

Output:

- Participants are aware of different parts of a formal and informal letter.

Task 2: Ordering

Time: 25 minutes

Goal: To make the participants aware of the difference between the layouts of the formal and informal letters.

Input: The correct format of formal and informal letters (Annex 2)

Process:

- Put the participants into five groups.
- Give each group a poster paper with two columns labeled ‘Formal’ and ‘Informal’.
- Get the groups arrange the parts of each letter in order.
- Get them to paste them in the correct column of the poster.
- Display the poster on the wall.
- Discuss about the format.

Output:

- Participants are aware of the correct format of formal and informal letters

Task 3: Brainstorming

Time: 30 minutes

Goal: To brainstorm on their knowledge of different types of letters.

Input: Different types of formal and informal letters (Annex 3)

Process:

- Give two poster papers to each group with the spider grams.
- Each spider gram is labeled ‘Formal letters’ and ‘Informal letters’ with one example.

Eg: Formal letters – A letter of request

Informal letter – A letter inviting a friend to join a family trip.

- Ask the teachers list down each spider gram with as many examples as they can.
- Get the teachers put the completed poster papers up on the wall.
- Participants go round the classroom reading the posters and also adding more examples.
- A whole group discussion is led.

Output:

- Teachers are aware of different contexts that we write the two types of letters.

Task 4: Writing an introduction

Time: 45 minutes

Goal: To enable participants to write a complete introduction of an informal letter using different language structures.

Input: The language structures used for writing an introduction of an informal letter given in annex 5

Process:

- Elicit the different language structures needed for the introduction of an informal letter from participants.
- Make the participants familiar with variety of introductions taken from different informal letters. (Display on the multimedia or different places on the wall)
- Get the participants to write an introduction to a particular letter given by the trainer.
- Get each group to present their introduction to the whole group.

- Lead a general discussion.

Output:

- Participants are aware of how to write an introduction to an informal letter using different structures.

Task 5: Writing the body

Time: 45 minutes

Goal: To enable participants to write the body of an informal letter using different language structures.

Input: The language structures used for writing the body of an informal letter (annex 6)

Process:

- Display several extracts (body) of the letters taken from different types of informal letters.
- Let the participants to read them
- Participants grasp the important points in it.
- Lead a discussion on the important points to be included in a body of an informal letter.
- Get the participants write a body to the particular letter for which they wrote the introduction.
- Get each group presents their introduction to the whole group.
- Lead a general discussion.

Output:

- Participants are made aware of how to write the body of an informal letter using different structures.

Task 6: Writing the conclusion

Time: 45 minutes

Goal: To make the participants aware of how to write the conclusion of an informal letter.

Input: The points to be included in a conclusion of an informal letter and relevant structures to be used (Annex 7)

Process:

- Have a plenary discussion about the language to be used in a conclusion.
- Display various types of conclusions taken from different kinds of informal letters.
- Participants write their own conclusion to the letter for which they wrote the introduction and the body.

Output:

- Participants are aware of how to write the conclusion of an informal letter using different structures.

Task 7: Writing the letter

Time: 45 minutes

Goal: To make the participants write an informal letter on a given situation.

Input: various situations of informal letters (Annex 8)

Process:

- Participants are put into groups of five.
- Trainer provides each group a different situation to write an informal letter.
- Each group is provided with a poster paper.
- Participants write a complete letter in groups.
- Display their letters on the wall.
- Lead a general discussion.

Output:

- Participants are aware of how to write an informal letter to any given situation.

Session 2

Task 1: Writing introduction

Time: 45 minutes

Goal: To make the participants aware about the different types of introductions used in formal letters.

Input: The different ways of starting a formal letter for various purposes. (Annex 9)

Process:

- Elicit the different language structures needed for the introduction of a formal letter.
- Make the participants familiar with variety of ways of introductions taken from different formal letters.
(Display on the multimedia)
- Get the participants write an introduction to a particular letter given by the tutor.
- Get each group to present their introduction to the whole group.
- Lead a general discussion on the important points.

Output:

- Participants are aware of how to write the introduction of a formal letter using different types of structures.

Task 2: Writing the body

Time: 45 minutes

Goal: To enable participants to write the body of a formal letter using different language structures.

Input: The language structures used for writing the body of a formal letter. (Annex 10)

Process:

- Display several parts of the body of letters taken from different types of formal letters.
- Each group is provided with a mini white board.
- Participants write the body for the letter for which they wrote the introduction.
- Get the participants to leave their writing on the table, go round and read the other writings.
- Lead a discussion on the important points to be included in a body of a formal letter.

Output:

- Participants are aware of how to write the body of a formal letter using different types of structures.

Task 3: Writing conclusion

Time: 45 minutes

Goal: To make the participants aware on how to write the conclusion of a formal letter.

Input: The points to be included in a conclusion of a formal letter and relevant structures to be used(Annex 11)

Process:

- Have a plenary discussion about the language to be used in a conclusion.
- Display various types of conclusions taken from different kinds of formal letters.
- Participants write their own conclusion to the letter for which they wrote the introduction and the body.
- Lead a discussion.

Output:

- Participants are aware of how to write the conclusion of a formal letter using different types of structures.

Task 4: Writing the letter

Time: 45 minutes

Goal: To make the participants write a formal letter on a given situation.

Input: Various situations to write formal letters. (Annex 12)

Process:

- Participants are put into groups of five.
- Trainer provides each group a different situation to write a formal letter.
- Each group is provided with a poster paper.
- Participants write a complete letter in groups.
- Display their letters on the wall. Get other group members to read the posters.
- Lead a general discussion.

Output:-

- Participants are aware of how to write the conclusion of a formal letter using different types of structures.
- Getting feedback.

Annexes

Annex 1 (Informal letter)

30th November 2020

Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photograph. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. One day I would definitely like to go to France. There's not much happening here. I am busy with my work and my kids.

By the way, are you coming home soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Adithi

Annex 2 (Formal letter)

120, Elm Ave,
Trees vile, ON MIN 253
November 25th 2020.

Dear Mr. Leaf,

Let me begin by thanking you for your past contribution to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment for last year's season.

Next month our company is planning an employee appreciation pancake breakfast

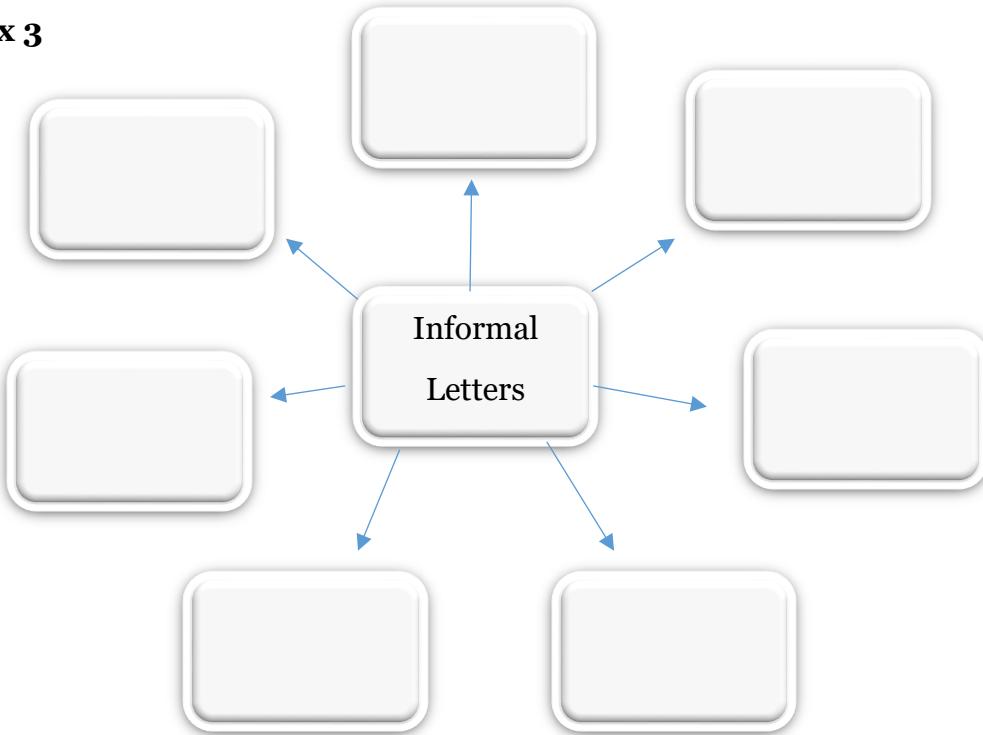
honouring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic condition.

We would like to place an order with your company for 25 pounds of pancake mix and 5 gallons of maple syrup. We hope you will be able to provide these products in the bulk quantities we require.

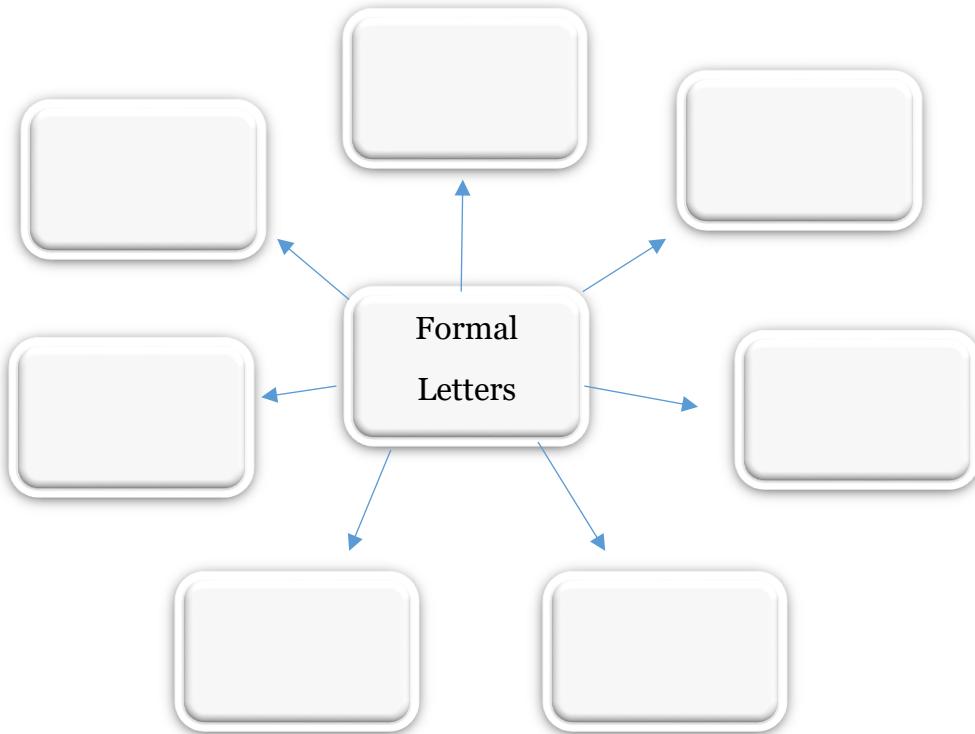
As you are a committed corporate sponsor and longtime associate, we hope that you will be able to join us for breakfast on December 22nd 2020.

Respectfully yours,
Dereck Jeter.

Annex 3



Annex 4



Annex 5 (Introductions)

1. How are you? I'm very well. I didn't write earlier because I was very busy.
2. I hope you are well. Are you looking forward to the summer holiday?
Thank you for your previous letter. It's always great to hear the news from back home.
3. How are you? How are your family members? How is the weather their?
Hope you are doing well. I'm also fine hear.
4. Thanks for a great weekend. We really enjoyed ourselves.

Annex 6

1. Bill and I were talking about the holiday. We thought it might be nice to go camping in Palau Ubin for three days. Are you interested? Let me know if you are and we can talk about date.
2. I like my new home. It's a lovely house. I have a big bedroom looking over the garden. I help mummy paint the bedroom walls yesterday. We chose a pretty yellow colour.

3. First of all, I would like to tell you my car broke down last week. So we'll go to beach by public transport. Also I'd like to tell you that tomorrow I set off to work at eight o'clock. So, when you arrive, you are going to be alone and I'll have to make your lunch.

4. Thanks also for the photograph. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France look stunning. One day I would definitely like to go to France. There's not much happening here. I am busy with my work and my kids.

Annex 7

1. By the way, all of us decided to celebrate your recovery. We will be throwing a small party the day you come back home from hospital. See you soon.
2. Write back soon. I'm really looking forward to hearing all your news. Please let me know if you are free and we can take the kids along too, just like the all times. Looking forward to seeing you.
3. By the way, are you coming home soon? If you are, let me know the dates and we can arrange to meet up.
4. Do you have special holidays? Give my regards to all my family members. Hope to hear from you soon.

Annex 8 - Situations for writing informal letters.

1. Write a letter to a friend who studies in another school describing the programme you had in your school to mark the Media Day. Give the following information.
 - When and where it held
 - Guest Speaker – Lecturer in Rajarata university.
 - Activities – Drama, announcing, news reading
 - Organizers
2. You have recently moved to a new house. Write a letter to your friend describing it.
Include,

- The location; town, facilities, etc.
 - Why you like it
 - Invite him / her to visit
3. Write a letter to a pen-friend in a foreign country describing a religious festival celebrated in Sri Lanka. Include,
- Name of the festival
 - Who celebrate
 - When and how
 - The religious importance
4. You recently went on a family trip. Write a letter to your friend describing it. Include
- When and where you went
 - With whom
 - What you saw / did
 - Places stayed
5. Your uncle met with an accident recently and was in hospital for two weeks. Write a letter to your cousin brother about it. Say,
- When and where it took place
 - How it happened
 - The damage caused

Annex 9

1. I'm writing to complain about a meal we had in your restaurant yesterday.
2. I would like to take this opportunity to thank you for being our business partner in more than one decade.
3. Thank you very much for offering me the position of assistant editor in your firm. I have for a long time, admired the high level of professionalism that your firm displays and therefore I consider it the utmost privilege to work with you.
4. Let me begin by thanking you to your past contribution to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment.

Annex 10

1. We had booked a table for six but when we arrived there were no free table and had to wait for more than forty five minutes to sit down.

From a menu of twelve dishes only four were available and their quality was poor. The fish in particular tasted awful. And the waiter was rude when we told him about this.

2. Next month our company is planning an employee appreciation pancake breakfast honoring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic conditions.

3. I'm currently studying journalism at the University of Lincoln and I'm looking for part time work to fit in with my studies. I'm extremely interested in the position as I enjoy working with people and have experience of working in a customer service role. I'm highly numerate, computer literate and am able to adapt quickly to new tasks.

4. I intend to put in all my effort in the job and demonstrate to you that you made no mistakes in choosing me. I'm indeed excited about applying my skills to accomplish the job.

Annex 11

1. Once again, I really look forward to working with you and I cannot wait to report for work this Monday.

2. For these reasons, we would like a refund on the money we paid for our 'once in a life time' holiday. Furthermore, we would like a letter of apology from your agency for making our holiday so miserable.

3. Thank you again for the opportunity to interview with Fashion Department Store, the interview served to reinforce my strong interest in becoming a part of your management team.

4. Please feel free to contact us again if we can help in anyway.

Annex 12 - Situations for writing formal letters

1. The Science Society of your school wishes to visit the Victoria dam of Mahaweli scheme. Write a letter to the Director General of Mahaweli Authority, asking permission to visit the place. Give the following details. Use about 100 words.

Include:

- Date and the time of visit
- Number of students and teachers participating
- How long you are going to be there
- Request the service of an officer to explain the dam

2. Write a letter to the manager of Sri Lanka Transport Board (SLTB) requesting him to improve the transport facilities in your area.

Include

-buses should run on time

- More buses for school children in the morning and evening
- Buses should not speed up

3. You have purchased a book at a recent book fair in your town. When you started reading the book you realized that 20 pages are missing. You have paid Rs 400/= for the book and now you are disappointed. Write a letter to the publisher of the book – H.A. Publisher, 2nd Lane, Colombo 3. Use about 100 words. Include the following in the letter.

- The title of the book
- The amount of money you paid
- The fault in the book (missing pages)
- Ask for another copy of the book or a refund of the money paid by you.

4. Last August your school organized a programme to help the people affected by the drought in the dry zone. You were the chief organizer of the team. Write a letter to your friend who is in England about your programme. Use about 100 words.

Include,

- What you collected
- How you distributed them
- How goods were transported
- Your feelings about the event

Develop writing

RESC RATNAPURA



K.A. Prasad Kodithuwakku

R.A. Jayawardhana

M.M.U.K. Menike

Introduction

The aim of this workshop is to provide practical help to the teachers whose students feel inconvenient when writing essays and who are not confident of how to overcome the issue. Writing essays is an art which needs a lot of thinking and creativity. Creativity is a key aspect of a child's development. If the child is not given the opportunity and encouragement to be creative he / she may not be able to apply his / her full intelligence and capacity in his / her day today life and in his / her society. It is not difficult to develop the skill of writing essays if one attempts to write regularly. In the beginning, one can write a few sentences on any simple topic. Under the proper guidance of a teacher, he can develop his skills in writing within a short time and become an independent writer.

Writing is very important at the G.C.E. (O/L) examination as it allows a clever student to score 35 marks out of 100. If an average student makes an attempt to write a few grammatically correct sentences it can affect the grade greatly he or she obtains at the G.C.E. (O/L) Examination. When analyzing students' answer scripts, it is quite clear a large number of students in Sri Lanka score one mark or two marks for the writing questions or they are not even worried about making an attempt to write something and score a mark or two at least. It reveals that they lack both confidence and competency in answering the writing questions in the O/L English paper.

Who is it for?

Teachers of English who handle O/L English

How long?

4 hours

Main Aim:

To increase the percentage of the grades (A, B, C and S) of students at the G.C.E. (O/L) Examination in the Sabaragamuwa Province. (By helping teachers to handle "teaching writing" confidently in an easy way.)

Task Introduction:

- Task 1: Warmer – Guess what it is
- Task 2: Think, pair, share of issues in "Teaching writing"
- Task 3: First step in writing
- Task 4: Second step in writing
- Task 5: Third step in writing
- Task 6: Micro teaching
- Task 7: Sharing ideas on different ways of exploiting a story
- Task 8: Evaluating lessons

Task 1: Warmer – Guess what it is

Time: 15 minutes

Goal: To make an awareness of what the participants are going to receive at the workshop.

Input: Demonstration of the activity

Process:

- Participants tell about the warmers they do with students in their class room.
- Every participant writes three or four sentences on anything in a way that no one knows what he/ she is writing.
- Participants need to make their writing as interesting as possible.
- Participants in pairs read one's description to the other. He / She guesses it.
- Interesting descriptions are presented to all the participants, for them to guess what they are.

Variation 1:

A sentence scripts (a different sentence for each) can be given to every participant and he/she can use it as the first sentence and write the first paragraph to make an interesting story.

Variation 2:

The same sentence can be given to each participant or each group for them to make his/their own story. There will be different stories.

Output:

- Participants get some knowledge on warmers.

Task 2: Think, pair, share of issues in “Teaching writing”

Time: 20 minutes

Goal: To contemplate on problems or issues of the participants' own experience in “teaching writing”.

Input: Half sheets

Topic –“Problems in teaching writing in groups.”

Process:

- Participants express their problems or issues they encounter in teaching writing.

- Every participant thinks and writes his / her problems on a paper.
- In pairs they discuss their problems.
- Share the problems with the group.
- Share the problems with all the participants.

Output:

- Understanding of the problems in teaching writing.
- Motivation to help their students to overcome them.

Task 3: First step in writing

Time: 35 minutes

Goal: To guide participants to use the “be verbs” and complement (an adjective) to make sentences to write a paragraph.

Input: Annex 1, 2 & 3

Mini white boards

Half sheets

Process:

- Participants discuss the types of topics they select and the grammar patterns they use in developing writing essays at basic level for their students
- Every group is given a topic. (Same topic) Each member of the group (of six members) writes one sentence using one adjectives and the verb “is” SVC pattern.(Annex 1)
- Group can add one or two more sentences. They can add nouns to their sentences if necessary. (Annex 2)
- Each group writes their adjectives used on the mini white board.
- Display their adjectives to all the participants.
- Write all the adjectives on the white board.
- Elicit a set of topics in which the same set of adjectives can be used.(Annex 3)

Output:

- A set of sentences under a given topic using “be” verbs and adjectives.
- Knowledge of guiding students to write a simple paragraph using SVC pattern easily.

Task 4: Second step in writing

Time: 30 minutes

Goal: To guide participants to use other sentence patterns to extend the essay.

Input: Annex 4

Half sheets

Process:

- Trainer asks participants to tell the sentence patterns they use other than SVC in their writing.
- Participants tell the sentence patterns they use other than SVC in their writing.
- In their groups use a few other sentence patterns to make the essay long and interesting using SVO patterns and the modal auxiliary “can”. (Annex 4)
- Every group presents its essay to all the participants.

Output

- Participants are with an understanding of how to improve their students' writing step by step.

Task 5: Third step in writing

Time: 50 minutes

Goal: To guide participants to make their students write independently.

Input: Half sheets

Process:

- Trainer puts on the board

“How do you guide your
students to write
independently”.

- Participants tell how they guide their students to write independently.
- Participants are asked to select any topics they like and write all the words that come into the mind related to the topic within 3 minutes.
- Participants make a meaningful sentence using every word.
- They number the sentences written in their group in an organized way.

- Then they write a paragraph or two putting the sentences in order.
- Every member in the group reads the essays and selects the best one.
- Best essay is written on a demy paper and display it.
- Have a gallery walk. (Let the participants move around the room observing the posters.)

Output:

- Participants are with an understanding of how to guide their students to write independently and help them to obtain good marks for their writing.

Task 6: Micro teaching

Time: 1 hour 30 minutes

Goal: To let participants to get experience in Micro – teaching.

Input: Half sheets

Topic- “Micro Teaching”

Process:

- Trainer puts the topic “Micro Teaching” on the board.

“Micro teaching”.

- Asks participants to express their experiences on "Micro Teaching" and under what topics they have done it.
- Put the participants into groups.
- Ask the groups do micro teaching on “teaching writing essays”.
- Ask the best group to present it to all the participants.

Output:

- Experience in "Teaching writing essays" through Micro-teaching

Annexes

Annex 1

Adjectives;

Useful, interesting, helpful, important, essential, enjoyable, valuable (invaluable)

Mini essay;

Reading

- Reading is useful.
- It is interesting.
- It is helpful.
- It is important.
- Reading is essential.
- It is enjoyable.
- It is invaluable. (valuable)

Annex 2

For every one, for any one, for us, special for students, for people, an enjoyable activity, an interesting hobby etc.

Annex 3

Watching TV, flying kites, keeping pets, travelling, gardening, growing plants, writing essays, writing poems, painting, learning Languages, games, English camps, hobbies, saving money.

Most of the above adjectives can be used for some other topics too.

Books, newspapers, sports, the library, festivals, trees, water, cartoons, visiting places

Annex 4

- We can get mental satisfaction by doing this activity/ by reading/ watching TV etc.
- We can spend our time happily and usefully.
- We can improve our skills.
- We can learn new things.
- We can get a lot of pleasure.
- We can improve our knowledge by this etc.

Listening in ELT classroom

RESC TANGALLE



G. Andrahennadi

E. Wasana Nadeeshani

Introduction

Who is it for?

Teachers of English

How long?

8 hours

Main Aim:

To manipulate the stages of a listening lesson.

Task Introduction:

Task 1: Warmer – Whispering

Task 2: Think, pair, share, write

Task 3: Demonstration lesson

Task 4: Lesson planning

Task 5: Micro teaching

Task 1: Warmer – Whispering

Time: 5 minutes

Goal: To make the teachers curious, focus their attention and providing them a purpose and motivation.

Input: A sentence: “Listening is decoding speaker’s message.”

Cards of group names

Process:

- Distributes the cards of group names to the teachers.(4 groups:group1, 2, 3 4)
- Asks them to form 4 groups, appoints group leaders and be in lines.
- Asks 4 group leaders to come to the trainer.
- Whispers the sentence ‘Listening is decoding speaker’s message.’ to the leaders.
- Asks them to whisper it to their group members and the last member has to run to the white board and write the sentence.
- Reads the 4 sentences and selects the winner.

Output:

- Readiness and motivation of the teachers to participate in the workshop.

Task 2: Think, pair, share, write

Time: 45 minutes

Goal: To familiarize the participants on background information related to listening.

Input: Task sheet (Annex 1)

Process:

- Asks them to be in the same groups.(group 1, 2, 3, 4)
- Distributes the task sheet (Annex 1) to the groups.
- Asks them to think, pair, share and write their findings in the grid.
- Leads a plenary discussion.
- Encourages the participants to give answers.

Output:

- Teachers become aware of the background information related to listening.

Task 3: Demonstration lesson

Time: 1 hour 30 minutes

Goal: To write the steps of a demonstration of a listening lesson.

Input: Task sheet (Annex 2)

Process:

- Forms new groups.

Group 1+Group 2 → Group A

Group 3+Group 4 → Group B

- Tells them the trainer is going to do a demonstration of a listening lesson.

- Explains their roles.

Group A → participants of the demo lesson

Group B → observers of the demo lesson

- Asks the observers (Group B) to go back and participants(Group A) to get ready for the lesson.

- Distributes the task sheets only to the observers and asks them to write the steps of the demo lesson.

- Demonstrates the lesson.

- After the lesson, checks whether the observers have written down the steps.

- Then asks the members of group A to be paired with group B members.

- Asks pairs to discuss the steps of the lesson and complete the task sheet with the help of group A members, if group B members have missed any step before.

Output:

- Steps of the listening lesson written in task sheets.

Task 4: Lesson planning

Time: 1 hour 30 minutes

Goal: To write a lesson plan for a listening lesson.

Input: Format of a lesson plan(Annex 3)

Pupil's Books of 4 different grades

Demy papers, felt pens

Process:

- Asks them to form previous groups: group 1, 2, 3, 4
- Asks them to appoint a moderator, reporter and a presenter.
- Distributes the format of a lesson plan and demy papers to groups.
- Distributes a pupil's book to each group.
- Asks them to select an activity on listening and write a lesson plan to practise in classroom.
- Asks them to write the plan in demy papers following the given format.
- Monitors their work.
- Encourages the presenters to do presentations.

Output:

- Lesson plans written on demy papers with important stages of a listening lesson: pre listening, while listening, post listening

Task 5: Micro teaching

Time: 2 hours

Goal: To give them hands on experience of teaching a listening lesson

Input: Felt pens, A-4 sheets, bristol board, scissors

Process:

- Asks them to be in the same groups.
- Tells them that they are going to do micro teaching.
- Asks them to be ready with the lesson plan they have written in the previous activity.
- Instructs them to prepare teaching aids for that lesson.
- Asks them to appoint a teacher from each group to micro teach
- Then allows them to teach.
- After all the lessons trainer leads a plenary discussion.

Output:

- Teachers gained experience of teaching a listening lesson.

Annexes

Annex 1

Think-pair-share-write

| | |
|---|--|
| 1. What is listening? | |
| 2. Difference between listening and hearing | |
| 3. Purpose of listening | |
| 4. Sub skills of listening | |
| 5. Listening text types | |

Annex 2

Write the steps of the demonstration lesson in point form.

Annex 3

Lesson plan Format

Date -

Grade -

Time -

Unit -

Lesson/Activity -

Competency -

Competency level -

Specific objective(s) -

Procedure –

| Time | Teaching Learning Activities(TLA) | Teaching aids |
|------|-----------------------------------|---------------|
|------|-----------------------------------|---------------|

| | | |
|--|-----------------|--|
| | Warmer | |
| | Pre listening | |
| | While listening | |
| | Post Listening | |

Assessment-

Reflection-

Challenges in listening activities



RESC TRINCOMALEE



Chulani C. Nilaweera

Rosemary Solomon

Wasantha Kumari

Introduction

In history of the field of education in Sri Lanka the listening component is not being tested in the GCE O/L Examination.

However, it is going to implemented in near future. Therefore, this workshop has been planned in order to offer a proper guidance and prior practice for the teachers who teach their students to fulfill their needs in handling listening tasks.

As a benefit, Teachers would implement a variety of authentic activities in handling listening tasks.

It is a widely accepted fact that listening is a key component in learning a language. Therefore, a variety of authentic listening activities are in cooperated in this plan to facilitate teachers on handling them in their classroom situation. Further it is expected that the teachers would train their students in listening in their day today activities.

Encourage the teachers to teach listening in an interesting way in cooperating a variety of listening activities.

Teachers would have an experience in using a variety of activities to improve the skill of listening in their students within the classroom as well as their day today life.

Who is it for?

Secondary Teachers of English

How long?

2 hours

Main Aim:

To learn how to incorporate a variety of authentic listening activities in the classroom situation.

Task Introduction:

Task 1: Warmer – Song ‘Top of the world’

Task 2: Brainstorm

Task 3: Jigsaw listening activity

Task 4: Problem solving activity

Task 1: Warmer – Song ‘Top of the world’

Time: 15 minutes

Goal: Participants will listen to a song enjoy and sing.

Input: Fill in the blanks in the poster (lyrics of the song “Top of the world”) with the given word strips (Refer annex 1 &2)

Process:

- While listening to the song identify the relevant words.
- All the participants sing the song several times.

Output:

- Enjoy and improve the listening skill

Task 2: Brainstorm

Time: 35 minutes

Goal: Recall real life listening activities through pyramid arrangement.

Input:

Process:

- List of day to day activities through pyramid arrangements.
- Individually writes lists. Then pairs. After that two pairs together
- Finally participants have got a long list of real life listening activities.

Output

- Eg: Listen to the radio / Listen and watch television / Listen to the telephone conversation / Listen to the commentaries and news etc....

Task 3: Jigsaw listening activity

Time: 35 minutes

Goal: By the end of the task participants will listen and pool the ideas collectively.

Input:

Process:

- In three groups do a jigsaw listening activity with three extracts. (Refer annex 3 & 4)

- The class is divided into 3 groups (A,B,C) and appoint a leader for each team.
- Provide each group a grid and a part of the extract of a dialogue.
- Group leader reads the relevant extracts and participants fill the relevant grid.
- Listen to the instructions.
- Group A listens to the leader for extract 1 and fill the 1st column of the grid.
- Group B listens to the leader extract 2 and fill column 2 & 3 of the grid.
- Group C listens to the leader for the extract 3 and fills the last column of the grid.
- Complete the whole grid with crossed group members.
- Display the completed grid.
- Do self-corrections.

Output:

- Through cross grouping three groups get the completed grid.

Task 4: Problem solving activity

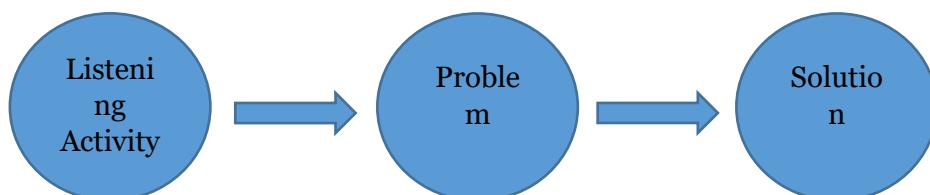
Time: 35 minutes

Goal: Identify the listening activity challenges/problems and find solutions.

Input:

Process:

- Form two groups & each group select five activities and write them on two poster papers.
- Write a problem or a challenge for each listening activity.
- Swap the group leaving the poster paper on the desk.
- Suggest a remedy for each problem.



- Match problems with remedies.
- Form groups with three participants in a group.
- Give three folded A4 papers.

- First one write a listening activity in the first fold and pass it to the second one.
- Second one writes a problem and pass it to the third.
- He/she writes a remedy for it.
- Participants stand in a circle.
- Put the papers in the middle and mix them up.
- Each one selects a paper and reads it loud to the whole class as follows;
Listening activity => Problem => Solution

Output

- Form two groups and one group reads the problem and the other should give the solution.

Annexes

Annex 1

Top of the world

Such a feeling's coming over me
There is wonder in 'most everything I see
 Not a cloud in the sky,
 Got the sun in my eyes
And I won't be surprised if it's a dream
 Everything I want the world to be
 Is now coming true specially for me
And the reason is clear, it's because
 You are here
 You're the nearest thing to heaven
 That I've seen

I'm on the top of the world looking down on creation
 And the only explanation I can find
Is the love that I've found ever since you've been
 around?
Your love's put me at the top of the world
Your love's put me at the top of the world

Annex 2

Such a feelings coming over me
There is wonder in 'most everything I see
Not a in the sky,
Got the in my eyes
And I won't be if it's a dream
Everything I want the to be
Is now coming true for me
And the reason is clear, it's
You are here
You're the nearest thing to
That I've seen

I'm on the top of the world looking down on creation
And the only explanation I can find
Is the love that I've found ever since you've been around?
Your love's put me at the top of the world

Annex 3

| Columns | 1 | 2 | 3 | 4 |
|-----------------|---|---|---|---|
| Name | | | | |
| Profession | | | | |
| Address (Place) | | | | |
| Age | | | | |
| Appearance | | | | |

Annex 4

Extract 1: - Column 1

Pali: Do you know those four people over there by any chance.

Jina: I know the old man with the beard, Mr.Mendis. He's a Principal of the government school and lives here in Trincomalee. I think the younger man's also a teacher in the school. I've seen him around, the one that's talking to the doctor.

Extract 2: - Column 2 & 3

Dinuka: Do introduce me to that attractive girl talking to old Mr. Mendis. Who's she?

Sidu: No luck Dinuka she's married, that's her husband, who's talking to her. She is also a teacher in the same school in Trinco.

Dinuka: She looks too young to be married.

Sidu: Do you know Wasana? She's twenty two and has long hair. We were at school together. She works as a management assistant in her Mr. Mendis's school. She and her husband live quite near here.

Extract 3: - Column 4

Grandma: Thelma do go and ask that nice Dr. Nisala if she'd come and talk to me for a while.

Thelma: All right, Grandma, which one is she?

Grandma: She's that middle aged, very well-dressed lady standing over there talking to Mr. Mendis. She lives in Batticaloa and doesn't come down here very often, so I'd love to have a chat with her.

Annex 4

| Columns | 1 | 2 | 3 | 4 |
|----------------|-------------|-------------|----------------------|--------------|
| Name | Mr. Mendis | Mrs. Mendis | Wasana | Nisala |
| Profession | Principal | Teacher | Management Assistant | Doctor |
| Address(Place) | Trincomalee | Trincomalee | Trincomalee | Batticaloa |
| Age | Old | Young | 22 | Middle aged |
| Appearance | Bearded | Attractive | Long hair | Well dressed |

Continuous professional development on ESL for the teachers

RESC KURUNEGALA



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Introduction

Who is it for?

Teachers of English

How long?

6 months

Main Aim:

To develop the competency levels of the teachers of English related to teaching reading, writing, listening and speaking, grammar, classroom management and assessment and evaluation.

Session Introduction:

Session 1: Teaching reading

Session 2: Teaching writing

Session 3: Teaching listening & speaking

Session 4: Teaching grammar

Session 5: Classroom management

Session 6: Assessment and evaluation

Session 1 – Teaching reading

Time: 10 hours

Goals: To cover terminology related to reading.
To reflect on methods for developing reading.
To demonstrate and analyze a model reading lesson.
To plan and do peer teaching lessons on reading using text books.
To complete a portfolio work on teaching reading.

Input: Task sheets, cut ups, colours, poster papers, balloons

Process:

- Elicitation of what reading and the sub skills of reading are using a pretest.

Day 1:

1. What is reading?
2. Reading sub skills through different activities.
3. Models of reading.
4. Loud and silent reading.
5. Model lesson on teaching reading with pre, while and post activities.
6. Plenary on the model lesson.
7. Lesson planning.
8. Testing reading.

Day 2:

1. Planning and preparation of lessons from relevant text books
 2. Presentations of lesson plans and peer teaching
 3. Preparations for portfolio activities
- First, the session is started with a pretest. Then, follow the areas to cover on both days.

Output:

- The theoretical knowledge of the teacher regarding what reading is and the sub skills.

Session 2: Teaching writing

Time: 10 hours

Goals: To cover terminology for the language awareness.
To raise awareness of the sub-skills involved in writing.

To raise awareness of activities for developing writing skills.
To raise awareness of process and product writing.
To analyze the stages of a writing lesson.
To consider pre – writing activities.
To complete portfolio work on writing skills.

Input: Task sheets.

Process:

- Elicitation of what writing and the sub skills of writing are using a pretest.

Day One:

1. What is writing?
2. Writing pyramid.
3. Activities to develop sub skills of writing.
4. Process and product writing.
5. Stages in the process of writing.
6. Types of writing.
7. Model lesson on teaching writing with pre, while and post activities.
8. Plenary on the model lesson.
9. Lesson planning.
10. Testing writing.

Day Two:

1. Planning and preparation of lessons from relevant text books.
2. Presentation of lesson plans and peer teaching.
3. Preparations for portfolio activities.

Output:

- The teachers understanding of the importance of developing writing skills in the learners.
- Teachers are able to differentiate product writing and process writing and design writing activities using pre, while and post stages.

Session 3: Teaching listening & speaking

Time: 10 hours

Goals: To cover terminology related to listening and speaking.
To check awareness of key concepts of listening and speaking.

- To introduce sub skills of listening and speaking.
- To analyze model lessons on listening and speaking.
- To plan do peer teaching lessons to develop sub skills of listening and speaking using text books.
- To complete portfolio work on teaching listening and speaking.

Input: Task sheets, cut ups, poster papers.

Process:

- Checking awareness of key concepts of listening and speaking through elicitation and a pretest.

Day One:

1. What is listening?
2. What is speaking?
3. Key concepts of listening and speaking.
4. Sub skills of listening through various activities.
5. Presentation of a model lesson on listening.
6. Plenary based on the model lesson – Pre, while and post listening and extended activities.
7. Lesson planning.
8. Sub skills of speaking through various activities.
9. Presentation of a model lesson plan on speaking.
10. Plenary based on the model lesson – PPP method and TBL method / extended activities.
11. Lesson planning and peer teaching.
12. Testing listening and speaking.

Day Two:

1. Planning and preparing lessons based on relevant text books.
2. Peer teaching and plenary.
3. Preparation for portfolio activities.

Output:

- Listening and speaking skills.
- Testing listening and speaking.
- Lesson planning.

Session 4: Teaching grammar

Time: 10 hours

Goals: To cover terminology related to teaching of grammar.

- To check awareness of the objectives of teaching grammar.
- To analyze model grammar lessons.
- To plan grammar lessons and grammar work sheets and peer teaching.
- To complete portfolio work on teaching grammar.

Input: Task Sheets.

Model lesson plans.

Process:

- Conducting a pretest to assess the level of knowledge the teachers have on grammar.

Day One:

1. What is grammar?
3. Key concepts and objectives of teaching grammar.
4. Different methods of analyzing language. (Inductive & Deductive/Form & Function)
5. Presentation of a model grammar lesson.
6. Plenary based on the model lesson –PPP
7. Lesson planning and peer teaching.
8. Testing grammar.

Day Two:

1. Planning and preparing lessons based on relevant text books.
2. Peer teaching and plenary.
3. Preparation for portfolio activities.

Reflection:

- New approaches to grammar teaching.

Session 5: Classroom management

Time: 10 hours

- Goals:
- To define terminology for teacher roles.
 - To furnish with learner styles.
 - To check awareness about differences between learning and acquisition/motivation.
 - To demonstrate different methods of grouping learners.
 - To reflect on correcting learners.
 - To consider ways of giving feedback.
 - To complete a portfolio work on classroom management.

Input: Pre test

PPP

Paper cut ups, poster papers, colours

Process:

A pretest is followed by discussions and PowerPoint presentations in this session.

The following points are discussed.

1. Activities to define the teacher roles.
2. Reflect on how and why teacher roles change in different stages of a lesson.
3. Reflect learner styles and activities suitable for different learner styles.
4. Discuss differences between learning and acquisition and motivation through activities.
5. Categorizing and correcting learners' written mistakes.
6. Correcting spoken English.
7. The purposes and focuses on feedback and analyzing feedback.
8. Writing a case study – a success story about an authentic problem related to classroom management.

Output:

An awareness on classroom management.

Session 6: Assessment and evaluation

Time: 10 hours

Goals: To cover terminology related to assessment and evaluation.

Distinguish between different types of test.

Explain the main principles of designing different types of test.

To check awareness of different test formats.

To design criteria for evaluation process.

To create awareness on the relationship between teaching and evaluation.

To design sample test items and relevant criteria.

Input: Task sheets, Text books, poster papers

Process:

- Lead a discussion highlighting the following.
 1. What is assessment and evaluation?

2. Different types of tests and their purposes (Through activities)
3. Different test formats and their advantages and limitations.
4. Designing different tests based on text books.
5. Designing test papers for portfolio activities.

Output:

- Exposure to in assessment and evaluation.