

Primary English Teacher Training (PETT)

Trainer Manual



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1. Introduction – Trainer Notes

Learning Outcomes	By the end of this session participants will be able to: <ul style="list-style-type: none">• know each others' names and staff names• identified any fears and expectations they have regarding the course• be familiar with the course contents and objectives.
Key Concepts	<ul style="list-style-type: none">• Expectations + fears• Course objectives
Materials	1. Worksheet: Questions to Discover Course Contents
Duration	45 minutes

1. Warmer: Ball Name Game

10 Minutes

Introduction of all staff and participants:

- Everyone stands in a circle, including staff.
- Say your name and what interest or hobby you have whilst holding the ball.
- Throw the ball to another person across the circle.
- That person then says their name and their interest or hobby.
- They then throw the ball to another and so on until everyone has introduced themselves.
- Next, throw the ball to someone and say their name.
- They must then throw the ball to someone else and try to remember their name.
- Continue until all names have been recalled and everyone has caught the ball.

2. Expectations and Fears

10 Minutes

- Ask participants to write one fear and one expectation for this course on two separate slips of paper/ post-its.
- Ask participants to come and stick them on a display chart showing two columns: expectations and fears.



Introduction

- Select the most common ones (at least five from each column) and discuss them with the whole group of participants.

(Keep those referring to objectives for discussion in activity 4 - aims & objectives).

3. Familiarising Yourself with the Course

10 Minutes

- Give the trainee manual to the participants.
- Read out the questions one by one from - Questions to Discover Course Contents (See below).
- Ask participants to find the answer to each question as quickly as possible.
- After each question get the answer from one participant.
- Explain that this is a good way to help students in the classroom to familiarise themselves with their textbooks at the beginning of the school year.

4. Objectives of the course

10 Minutes

- All 7 objectives are stuck around the room.
- Ask participants to go around the room and read all of them. (gallery walk)
- Ask them to tick the 3 most important ones for them to improve on.
- Look at which ones have the most ticks and the least and talk about importance of all objectives on course.
- Ask several participants to state their opinions.
- Stick these together on the wall for review on last day.

Objectives:

1. *Shift from teacher-centered to learner (student)-centered approach. (child-friendly)*
2. *Use and adapt different activities and methods to meet all needs, levels and abilities of learners.*
3. *Be more familiar with English language usage in the classroom.*
4. *Use limited classroom resources (e.g. room/space, resource books, realia, stationary, time) more effectively for better learning.*
5. *Linking Student Learning Outcomes (SLOs) with activities and encouraging better use of Teacher's Guides.*
6. *Develop confidence as a teacher in the classroom.*
7. *Collaborative learning (pair and group work and discussions) – learning from each other and sharing knowledge and expertise*



Questions to Discover Course Contents

1. What topic is on page number 3?
2. How many pages for oral communication workshops?
3. How many sessions are on writing skills?
4. The vocabulary workshops start on page number.....?
5. What teaching methodologies topics are there?
6. How many sessions are there per day?
7. What time is the break?
8. What day will you conduct micro-teaching?
9. What activity is on page 28?
10. How long is the mini-microteaching session you will deliver?



Managing Change

Learning Outcomes	<p>By the end of the session participants will be able to:</p> <ul style="list-style-type: none">• know The Nature of the changes they wish to introduce.• aware of the present state of affairs and of the need for change.• know the problems they will encounter.• measure if you they managed the change.
Key Concepts	<ul style="list-style-type: none">• Adults as learners.• Open-ended and close-ended activities• The nature of a project.• The process of change.• Resistance and its causes
Materials	<p>Stages of change</p> <p>Change - Success or failure</p>
Duration	100 minutes

1. Warmer – Experiencing change: furniture activity

10 Minutes

- Re-arrange the furniture in the room to create many small groups.
- Ask participants to enter and ask them to sit down and look around.
- Ask them what differences there are in the room and their effect?-(physical difference)
- Ask them what changes may occur in learners communication with each other and with the teacher in the new classroom layout.

Answer: Learners can work together in small groups. Focus shift from teacher to students. Learners can easily communicate as close to each other. Teacher must move around room and approach groups to communicate with class.



Managing Change

- Ask them how this change in communication affects the teaching styles.

Answers: *Student-centred, more learner autonomous, more communicative as speaking activities easier in groups, more activity based.*

2. Teaching adults versus teaching children

10 Minutes

- Ask participants in what ways teaching adults may differ from teaching children.
- Write the points on the board. Elicit ones not mentioned.

Possible answers:

1. *Adults may be highly motivated or poorly motivated*
2. *They may be stuck in their learning habits*
3. *They may be able to learn fast*
4. *They are less prone to boredom*
5. *They can be aware of their needs*
6. *They can be made conscious of HOW they learn*
7. *They can make decisions*
8. *They can fix goals or targets*

- Put participants in groups.
- Ask each group to choose which are the 3 most important points and how they can be used in managing change.
- Each group should come to board and tick which 3 points they chose. Compare results.

3. A change I have introduced

10 Minutes

- Ask participants to think of a change they have tried to implement at their institution/ work place (or home if no example found).
- Ask them to discuss the situation BEFORE the change and what the desired situation AFTER the change was.
- Discuss in pairs how people reacted to the change they tried to implement.
- Ask them to now discuss if the change was successful or not and what problems they faced.

4. What is a change? - Definition

10 Minutes

- Ask participants what is meant by change?



Managing Change

- Ask them to write a definition in pairs.
- Pairs can compare their definition with others and make the necessary changes.
- Ask volunteer to manage a whole class discussion by writing the ideas on the board.
- Whole class should arrive at one definition through this process.

5. The Stages Of Change

15 Minutes

- Divide into groups and give worksheet - Stages of change.
- In groups they must read each stage and decide correct order.
- Whole class check for correct order.
- In same groups decide which stages are the MOST important and if they can think of examples from their own experience.

6. Change – Success Or Failure

10 Minutes

- Cut up 2-3 worksheets so there is one comment on each slip, 11 comments in total. See worksheet – Change –success or failure
- Give each participant one slip each, there will be 2-3 participants with the same slip.
- Tell them they must form two groups: one side of the room is where change is likely to be successful and the other side of the room where it is likely to be unsuccessful.
- They must form a group with other participants who have the same comment on their slip.
- They must then discuss their comment and why it would make change successful or unsuccessful.
- Open group feedback - one participant with each comment to explain it to whole class.
- Afterwards – individuals can complete worksheet as follow-up or homework.

7. Resistance To Change

15 Minutes

- Open class brainstorm. Ask participants why do we and others resist change.
- Elicit the answers below. Write them on the board and explain.

Reasons for Resistance:

- i. A conflict of interest
- ii. A low tolerance to change
- iii. A different assessment of the need for change



- iv. A misunderstanding or a lack of trust
- v. Habit
- Ask participants to reflect on all in pairs.
- Merge the pair with another pair.
- In this new group of 4, participants must think about what changes we want to introduce in the classroom and school through this course.
- Tell them they must think about where we are starting from and how we will know that change has taken place.
- Groups can write all their ideas on a piece of paper.
- They can then come up and present their ideas to the class.
- Display their papers around the room.

Possible answers:

Move away from: teacher-centred classrooms, lectures and translation, minimum student participation, product-oriented teaching.

Move towards: Child-centred, child-friendly, process-oriented classrooms.

8. Action plan for change

15 Minutes

- Give an example of a problem situation and ask the participants what change is needed and how can it be implemented.

Example: Problem: Head teacher doesn't like noise coming from the classroom during lessons but you want to do pair speaking activities and play learning games.

What change is needed? - Head teacher attitude needs to change. Head teacher to understand that learning is going on whilst classroom is noisy.

How will you achieve the change? – Ask head teacher to observe your class whilst pair speaking activity going on. They can decide if the noise was productive or destructive. Instruct learners to keep volume down and control them by using hand gestures, clap, stand in front of them in silence, etc. Alternatively take students out of the classroom to do noisier work in the playground.

- Individually participants should think about what they want/ need to change in their classroom / school. Make a list.
- They should then make an action plan showing how they will bring about the changes.
- They can then explain their plan to their neighbor.



Managing Change

9. Reflection

05 Minutes

- Ask participants to reflect on how this workshop was delivered – methodologies, teacher or student-centred, participatory, communicative, group/pair work, etc.
- Ask participants if it was an open-ended or close-ended activity. (Answer: open-ended as no correct or incorrect answer)
- Discuss and explain open-ended and close-ended. Explain some activities are product oriented and others are process-oriented. Sometimes the process is more important than the product. This is true in the language learning classroom.
- Ask participants to think of examples of simple classroom activities that are open and closed ended. – Write the two lists on the board.



Worksheet – 1

Stages of Managing Change

Stage ____: Denial of change

People often deny to themselves that any change has taken place. This is partly to protect themselves from fear of the unknown and to help cope with the situation. For a short time performance improves but then it falls off and the person reaches the next stage.

Stage ____: Introducing the desired change.

The new way is being introduced to the people so they can reflect on it.

Stage ____: Letting go of the past

At this stage the individual starts to come to terms with the change. The person becomes more positive and is more receptive to new ideas and new ways of behaving.

Stage ____: Refreezing

This is the consolidation stage when the new ways of thinking and behaving become accepted by the individual.

Stage 4: Incompetence

The person is underperforming; unless he lets go of old ways of behaving and adapts to the change, performance is unlikely to improve.

Stage ____: Freezing

This is the pause that allows change to be introduced. You are asking people to leave their old routines.



Worksheet – 1

Answer Sheet

Stages of Managing Change

Stage 1: Freezing

This is the pause that allows change to be introduced. You are asking people to leave their old routines.

Stage 2: Introducing the desired change.

The new way is being introduced to the people so they can reflect on it.

Stage 3: Denial of change

People often deny to themselves that any change has taken place. This is partly to protect themselves from fear of the unknown and to help cope with the situation. For a short time performance improves but then it falls off and the person reaches the next stage.

Stage 4: Incompetence

The person is underperforming; unless he lets go of old ways of behaving and adapts to the change, performance is unlikely to improve.

Stage 5: Letting go of the past

At this stage the individual starts to come to terms with the change. The person becomes more positive and is more receptive to new ideas and new ways of behaving.

Stage 6: Experimenting

At this stage the person tries out the new behaviour. Performance starts to improve as the old ways of behaving are dropped.

Stage 7: Refreezing

This is the consolidation stage when the new ways of thinking and behaving become accepted by the individual.



Worksheet – 2

Change – Success Or Failure

1. Arrange the statements in two columns.
2. Add any of your own ideas to each column.

Change is likely to be successful if it is:

Change is likely to be unsuccessful if it is:

1. badly communicated
2. requires a lot of time and energy from individuals and demands extra resources.
3. The benefits are not clear
4. understood and communicated effectively
5. practiced and tested
6. participants see it as an improvement on the current practice.
7. Doesn't fit with the existing practices, values, beliefs of the organisation and its staff.
8. Helps the institution make progress.
9. not understood
10. follows existing practices (in the school).
11. over complicated



1. Creating a Happy Classroom

Learning Outcomes	<ul style="list-style-type: none">• Recognise importance of learning students' names and about their lives and interests through using various activities• Identify qualities of a good teacher• Understand how and why to build a good relationship with your students
Key Concepts	<ul style="list-style-type: none">• Name learning ★ 'getting to know you' activities• Building rapport• Teacher qualities: skills, attitude and knowledge• CLINE activity
Materials	<ol style="list-style-type: none">1. Handout 1: Name poem & Picture name2. Handout 2: Qualities of a good teacher3. Handout 3: Answer sheet for workshop: 1,2,3,44. Worksheet 1: Find someone who5. Plain A4 paper
Duration	60 minutes

1. Learning Names

12 Minutes

- **A- Z line:** Ask participants to arrange themselves in a line in alphabetical order according to their first names (A on the left leading to Z on the right) e.g. Asma, Faizan, Muneer, Tabinda...

(If space too small, create a circle with A at a beginning point going around to Z)

- Ask participants: What other techniques we can use to remember students' names.



Creating a Happy Classroom

- Write ideas on the board.

Possible answers to include: name cards (paper folded as pyramid to make name card placed in front of student on desk), draw classroom plan with names (only works if students don't move desks/spaces), write notes about key characteristic of each student, e.g. noisiest/quietest student, same name as someone you know, distinctive physical feature, hair style, etc...

Name Poem:

- Write your name on the board vertically.
- Write an adjective that begins with the first letter.
- Elicit the next adjective and so on until your whole name is complete on the board. e.g. Asma = Amazing, Shy, Magical, Adventurous. (see handout 1: Name Poem)
- Ask what words can be used to create the name poem. e.g. objects (animals, food), adjectives, verbs, any nouns or any words for lower levels.
- Explain alternative to Name Poem: Students choosing an adjective that begins with the same letter as their first name and tells the class. eg. Forgetful Faizan. Students stand in a circle and each takes a turn to say their name with an adjective. Once you've been through the whole class, see if they can repeat all names with corresponding adjectives describing their classmates. Useful for building or revising adjectives.

Picture Name:

- Draw on board the example in handout – Name Poem and Picture Name.
- Explain how to create a Picture Name.
- Give out *handout 1: Name Poem and Picture Name*.
Explain both are fun activities for primary students.
- **Homework:** Ask participants to create a name poem or picture name for homework on a blank piece of A4 paper. Display these the following day on the wall or hung on string. (If time, do this in the workshop.)
- Ask participants: Why is it important to learn students' names? Open discussion.

Possible answers to elicit: develops familiarity, shows respect, engage students more, improves class dynamic, helps with discipline.

2. Learning About Your Students- Lives and Interests

15 Minutes

Find Someone Who... (Worksheet 1)

- Give the worksheet and tell participants they need a pen and something (a book) to lean on.



Creating a Happy Classroom

- Tell them they will have to stand up, mingle and ask other participants questions in order to find someone who does the things on the list.
- They will have to create questions from the statements.
- Do an example: Ask one participant Q1: *Do you like eating mangoes?*
- When they find someone who does one of the things, they must write that person's name in the corresponding box.
- They must then change partner and continue questioning.
- They must fill all the boxes with a different name in each to complete the activity.
- After the activity ask participants to sit next to someone new.
- Ask the participants to look at the 'Find someone who...' example on the handout. Ask them what we can learn about students through this activity.

Possible answers: to get to know about their lives, interests, language level, ability, needs and learning style.

- Ask participants: Why should teachers learn about their students? Open discussion

Possible answers to elicit: shows you care about them as individuals, shows you are not just their teacher but a person, you can use this knowledge to adapt lessons to suit their interests and needs, level, abilities and learning styles, helps develop a better rapport and thus better learning environment.

3. What Makes a Good Teacher?

15 Minutes

- **Who was your worst and best teacher when you were a student at school and why?**
Participants must discuss in pairs.
- Write on the board Best 😊 and Worst 😞 as headings for 2 columns.
- Each pair can give one reason why their teacher was bad and good.
- Write these points in the correct column on the board: BEST or WORST
- When all pairs have added their comments ask if there are any other qualities that make a good teacher. Add them to the list.
- Now ask pairs to choose the 3 most important qualities as a teacher.
- They must come up and tick next to that point on the board.
- When all pairs have ticked 3, count all and summarise what was selected the most and least.
- Conclude with asking teachers to reflect on themselves as teachers.

**4. Developing a Positive Teacher : Student Relationship****15 Minutes****CLINE Activity:**

- Ask participants to stand up.
- Explain that you will read out two opposite statements and that they must choose which one they agree with and stand in the designated space (LEFT or RIGHT) for that statement. If they feel neither one way nor the other, they can stand in the middle, between both areas.

Do an example:

Say, *'Tea in the morning helps me wake up.'* –point to your LEFT.

Say, *'Coffee in the morning helps me wake up.'* – point to your RIGHT.

Ask participants to move to the LEFT or to the RIGHT or to stand in the middle if they drink neither.

- Read the statements out. (*Answer sheet*)
- Ask one participant from each area, left and right, to state why they feel that is important. Ask any in the middle, if necessary. Encourage open debate.

5. Reflection**03 Minutes**

- Ask participants “Why develop a good Teacher : Student relationship?” and have open discussion if not already discussed enough during CLINE activity above.

Possible answers: good rapport allows student to ask for support when needed, motivates students, makes lesson more enjoyable for both teacher and student, supports better learning and teaching, encourages good behaviour and helps with discipline.



Handout – 1

Name Poem: ASMA

Amazing

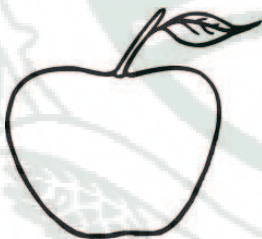
Shy

Magical

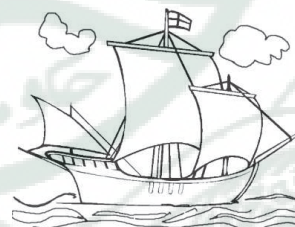
Adventurous

Handout – 1

Name Poem: ASMA



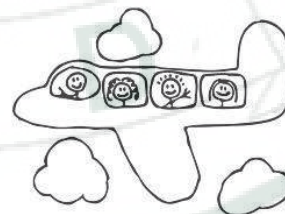
A = Apple



S = Ship



M = Mouse



A = Aeroplane



Handout – 2

Qualities of a Good Teacher

Skills	Attitude	Knowledge
<ul style="list-style-type: none">- Provides supports to students- Explains concepts and instructions clearly- Helps students become more independent learners- Uses a variety of materials and methods to make lessons interesting, engaging and fun- Caters to mixed level, ability and learning styles of class- Creative- Challenges students in their learning- Varies the pace of lesson- Encourages Ss to correct their mistakes- Gives praise when correct and doesn't reprimand when errors made as demotivates- Encourage all students to participate and speak openly to express themselves- establishes discipline in classroom	<ul style="list-style-type: none">- patient- show interest in students- lives, interests and individual needs- enthusiastic- sense of humour- laughs and smiles- Encouraging- friendly and helpful to colleagues- open about strengths and weaknesses as teacher	<ul style="list-style-type: none">- knows subject and keeps up to date- responds to questions and explains on-the-spot- knows about theories- understands problems areas due to L1

**Handout – 3****Creating a Happy Classroom!****1. Learning Names:**

- **A-Z of names:** Students stand in a line in alphabetical order according to their first name. They then sit down in that order thus changing the seating order.
- **Different ways of organising students:** Students stand in lines according to: age, month of birth, height, male/female, biggest hands or feet to smallest. Students then may be asked to sit down in their seats in this order as a way to change the seating arrangement.
- **Name cards** (paper folded as pyramid to make name card placed in front of student on desk)
- **Draw classroom plan** with names (only works if students don't move desks/spaces)
- Write notes about key characteristic of each student, e.g. noisiest/quietest student, same name as someone you know, distinctive physical feature, hair style, etc...
- **Name poem:** Students write their name vertically on paper. They then write an adjective that begins with the each letter of their name. e.g. *Asma = Amazing, Shy, Magical, Adventurous.* (see handout)
- **Adjective matching your name:** Similar to Name Poem but simpler. Students choose an adjective that begins with the same letter as their first name and tells the class. e.g. *Forgetful Faizan.* Students stand in a circle and each takes a turn to say their name with an adjective. Once you've been through the whole class, see if they can repeat all names with corresponding adjectives describing their classmates. Useful for building or revising adjectives.
- **Picture name:** Students write their name on a piece of paper using images – each image begins with same letter as a letter in their name. e.g. *ASMA : A=Apple, S=Ship, M= Mouse, A = Ant*

Why is it important to learn students' names? *Develops familiarity, shows respect, engage students more, improves class dynamic, helps with discipline.*

2. Learning about your students

1. **Find someone who...** Design own worksheet to give to students based on what you want to learn about them: interests and lives, learning styles, level, needs and abilities in English.
2. **Finding things in common:** Students have 1 minute to talk to their partner and find 2 things in common. Teacher rings a bell or claps hands and students change partner. Continue changing partner for a few rounds. Stand in circle and students introduce another student by all volunteering information that they learn about them. Teacher can write notes during monitoring and during end feedback to learn and remember information about student.
3. **Hand map:** Students draw around one hand. They write one interest in each finger and their name in the middle. OR – They write 5 language strengths in the palm and 1 area they need to develop in each finger or vice versa.