

**TWO-WEEK TRAINING COURSE
FOR
ENGLISH LANGUAGE TEACHERS
IN UKRAINE**

SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING
DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING
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BY

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This project by Maryna Gayduchenko is accepted in its present form.

Date _____

Project Advisor _____

Project Reader _____

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ABSTRACT

This is a two week teacher training course for Ukrainian secondary school EFL teachers. What is innovative about this particular course is that it was designed and written by a non-native EFL teacher and trainer for non-native EFL trainees. The following advantages make its importance particularly relevant: a non-native trainer is a role model for trainees – living proof that it IS possible to master new approaches and techniques; a non-native trainer is intimately acquainted with the challenges trainees and learners face and the strategies for dealing with them. The main objective of the course is to help trainees develop new insights and attitudes towards their teaching through raising their self-awareness as learners and EFL teachers. The total length of the course is 60hours. These cover 20 hours of training sessions (modules); 3.5 hours of teaching practice; 30 hours of observations and 6.5 hours of feedback on teaching practice and observation sessions. For this teacher training course to be effective it should be used with groups of six teachers (trainees) per trainer during ten working days (two weeks). The course has been tested and updated over the period 2001 to 2003 at International House language school Kyiv, Ukraine.

Second Language Programs.
Non English Speaking
Teaching Methods
Second Language Learning

TABLE OF CONTENTS

I.	Introduction.	1
II.	Course structure.....	14
III.	Modules.	20
	1. Introduction to the course.....	21
	2. Module One. The Teacher and the Learner.....	27
	3. Module Two. Planning and staging.....	31
	4. Module Three. Foreign language lesson. Communicative language teaching.....	38
	5. Module Four. Classroom management and student participation...	42
	6. Module Five. Four skills. Listening.....	48
	7. Module Six. Error correction and feedback.....	55
	8. Module Seven. Teaching pronunciation.....	59
	9. Module Eight. Four skills. Reading.....	62
	10. Module Nine. Teaching vocabulary.....	67
	11. Module Ten. Teaching grammar. Concept questions.....	70
	12. Module Eleven. Planning from course books. Materials evaluation and adaptation.....	76
	13,14. Modules Twelve and Thirteen. Four skills. Speaking.....	80
	15. Module Fourteen. Controlled and freer practice activities.....	86
	15, 17. Modules Fifteen and Seventeen. Four skills. Writing.....	91
	16. Module Sixteen. Drama in EFL class.....	96
	18. Module Eighteen. Video in EFL class.....	101
	19. Module Nineteen. Integrating four skills.....	105

IV.	Appendix.....	108
	1. Teaching practice self-evaluation form.....	109
	2. Observation form.....	110
	3. Teaching practice feedback.....	111
	4. Further reading.....	112
V.	Bibliography.....	115

Theory is in the end...
the most practical of all things.

John Dewey

INTRODUCTION

WHO IS THIS CURRICULUM FOR?

In recent years interest in English language learning and teaching has grown tremendously in Ukraine. Having some experience in presenting teacher development seminars on new approaches and techniques in teaching English to Ukrainian secondary school teachers, I came to the conclusion that there is an urgent need to design a short-term (two week) teacher training course. There are three reasons for such a course to be designed:

First, academic teacher training in Ukraine, which is conditioned by the absence of well-trained local trainers, is currently not very effective. The majority of “Methodology” teachers at Pedagogical Universities were trained in Soviet times and now are either reluctant to introduce any innovations or have little access to modern teaching resources.

Second, there is a great need for a teacher training/teacher development course that is shorter than a month because secondary school holidays in autumn, winter and spring are fourteen days. Ukrainian secondary school teachers are able to work on their professional development during this time.

Third, the number of up-to-date EFL books written by local authors and periodicals on EFL issued in Ukraine is negligible. The only periodicals available are the newspaper “English. Language and Culture. Weekly”;

the magazine “Inozemni movy” (“Foreign Languages”). The materials presented in these periodicals (lesson plans, sample activities, techniques) are low level compared to the specialized editions issued in the UK or the USA. Hence, an average Ukrainian secondary school teacher is not provided with “new food for thought” to provoke personal responsibility for his/her ongoing growth as a teacher. As I designed this teacher training course, I took into consideration the needs of Ukrainian secondary school teachers who:

- Are motivated to maintain their own continuous professional development;
- Teach in large, inflexible classes with few resources;
- Follow a set syllabus and textbooks and have little control over course content or choice of material;
- Are not native speakers of English;
- Have little time available for lesson planning and preparation.

OBJECTIVES OF THE COURSE

There are five key objectives for this teacher training course.

1. To develop ability of trainees to evaluate and reflect on their own teaching. Throughout the course (module and feedback sessions) the trainees are asked to experience and evaluate techniques from the learner’s point of view. Thus the course aims to make the trainees more

aware of their role as helpers in the learning process.

2. To help trainees develop new insights and attitudes towards their teaching through raising their self-awareness as learners and EFL teachers.
3. To help trainees evaluate, choose and apply teaching techniques or strategies relevant for their teaching context.
4. To involve trainees in a critical evaluation of their current textbooks including the classroom exercises and activities they contain with a view to adaptation along more communicative lines and use in more communicative ways.
5. to encourage trainees to use English only during the course activities as this is viewed as an important element of language improvement for the trainees.

COURSE CONTENT

For this teacher training course to be effective it should be used with groups of six teachers per a trainer during ten working days (two weeks).

The Curriculum covers:

Training Sessions (modules)	20 hours
Teaching practice	3.5 hours
Observation	30. Hours
Feedback on teaching practice and observation sessions	6.5 hours
Total length of the Course	60 hours

Training sessions / Modules

<i>Topic</i>	<i>Hours and Minutes</i>
1. The Teacher and the Learner.	1.15
2. Planning and Staging.	1.
3. Foreign Language Lesson. Communicative Language Teaching.	1.15
4. Four Skills. Listening.	1.15
5. Four Skills. Reading.	1.15
6. Four Skills. Speaking.	
7. Four Skills. Writing.	2.
8. Integrating Four Skills.	1.
9. Teaching Pronunciation.	0.45
10. Teaching Vocabulary.	0.45
11. Teaching Grammar. Concept Questions.	1.
12. Classroom management and Student participation.	1.
13. Controlled and freer practice activities.	1.
14. Error Correction and Feedback.	1.
15. Planning from course books. Materials evaluation and adaptation.	1.
16. Drama in EFL class.	1.
17. Video in EFL class.	1.

2.

Each module in this course contains four or five practical activities.

These activities take the form of discussion, practice and simple workshop tasks, and are designed to develop insights into communicative teaching method as well as give practice in teaching techniques.

Discussions

The new ideas in each module are usually presented not through straight lectures but in the form of discussions or games, in which the teachers participate and contribute their own ideas. This has the advantage of involving the teachers more and allowing them to bring their own experience to bear on the topic under discussion; it also helps the trainer to see how well they have understood the new ideas being presented.

Pair and group activities

Many of the activities in the Curriculum are designed to be done by teachers working together in pairs or small groups. This allows more teachers to be involved in the activity, and gives a chance for teachers to help each other and develop ideas together.

The trainer introduces the activity giving clear instructions and makes sure that teachers understand what to do. During the activity itself teachers are working independently in their pairs or groups. The trainer moves from group to group, listening and giving help where necessary.

Teaching practice

The essential activity in each module is Teaching Practice, in which teachers plan part of a lesson incorporating ideas and techniques that have been introduced to in the training session. This is intended to act as a link between the training session and classroom teaching, and to encourage teachers to try out new techniques in their own classes. During teaching practice the trainees apply techniques presented in the module to a lesson they design themselves.

- On the first day every trainee has to teach a fifteen minute module.
- On days two, three and four they teach a twenty minute module.
- On days five – ten each trainee teaches four thirty minute modules.

Those who are not teaching make observations.

Written lesson plan: trainees write a lesson plan incorporating ideas and techniques that have been introduced in the training session(s) or seen during observations. This is given to the trainer for comments, and is used as a basis for discussion at feedback sessions.

Self-Evaluation Sheet

The purpose of “Teaching Practice Self Evaluation” sheet (Appendix 1, p.105) is to develop teachers' own self-awareness (what helped/ didn't help students in their learning, what might have been done differently), so that trainees can improve their own teaching independently of the training sessions. Self evaluation

also helps teachers to reflect on their own teaching after the training session.

Teaching Practice Feedback

Feedback sessions are slotted into the course to discuss micro-teaching and clarification of any issues arising. “Teaching Practice Self Evaluation” sheet (Appendix 1, p.105) and “Observation Form” (Appendix 2, p.106) information is discussed in the whole group.

“Teaching practice feedback “ sheet (Appendix 3, p.107) is filled in by the trainer.

This is discussed individually with the trainer.

Observation

Observation is an important component of the course as it provides trainees with the opportunity on one hand to reflect on the material presented during the sessions, on the other hand, they work on their observation skills. “Observation Form” (Appendix 2, p.106) is to be used throughout the course at peer and regular classes observations and discussed at feedback sessions.

This teacher training course is recommended to be held at language schools where trainees can observe *communicative classes*. In Ukraine the schools are International House Kyiv, Kharkiv, L’viv, Odesa, Dnipro, British Council Language school or London Language school.

Feedback on teaching practice and observation sessions

These take place in the morning and are mainly held by trainees.

The Trainer is a facilitator.

There are also some 'Background texts', which deal with more theoretical aspects of methodology covered in every module. These appear in the Appendix 4, page 108.

COURSE DESCRIPTION

It is cultural that a Teacher Trainer in Ukraine is viewed as a 'bringer of good news', the assumed source of expertise, greater knowledge and innovative ideas from outside. Though the main principle which I have chosen for this Course is different. It was well articulated by John D. Neil , a course "must help people find out what they are already rather than shape themselves into a form that someone else has designated in advance." Thus, the main objective of this teacher training course is not to "feed " trainees with what they already know or new techniques or activities but to help them become more aware of their own assumptions and attitudes towards teaching and learning.

I should admit, though Ukrainian EFL teachers are open to new ideas, many of them are afraid of "the danger" of imposition of foreign methods on our own

educational system. Thus, what is innovative and critical about this particular Course is that it was designed and written by a non-native EFL teacher and trainer for non-native EFL trainees. The following advantages make its importance particularly relevant:

1. Non-native trainers are less intimidating. Trainees are more likely to feel comfortable making mistakes if the trainer is not wearing the aura of unapproachable perfection.
2. Non-native trainers have, as the Native American proverb says, “walked a mile (or many) in the learners’ moccasins.” They are intimately acquainted with the challenges learners face and strategies for overcoming them.
3. Non-native trainers are role models for trainees – living proof that it IS possible to master the new approaches and techniques.

Every module of this Curriculum was tried in practice in terms of relevance of the topics, activities and discussions, timing and staging during the IH Kyiv Pre-CELTA Teacher Training Courses and free seminars on Approaches and Techniques for local teachers in January, 2002; March, 2002; June, 2002; August, 2002; January, 2003.

My very special thanks to IH Kyiv DOS David Stevens and IH Kyiv senior teacher Tatiana Tereshenko who agreed to use the ideas and techniques

from several chapters of this Curriculum for their presentations. My colleagues' and the trainees' feedback helped me a lot in writing the course.

Meeting trainees' needs I have chosen these seventeen topics for the training sessions (see page 6). Topic 17 "Video in EFL class" may be optional as not very many schools in Ukraine are provided with VCR.

All the trainees like very much that they are not "stuffed" with the things they already know, but rather "discover something new during class discussions" (Irina Petrova, EFL teacher from Kyiv secondary school # 172).

David Stevens and Tatiana Tereshenko noted that trainees have to answer questions "Why(not)?" during the course discussions. This helps to meet the objectives of the course:

1. To develop ability of trainees to evaluate and reflect on their own teaching.
2. To help trainees develop new insights and attitudes towards their teaching through raising their self-awareness as learners and EFL teachers (see page 3).

My colleagues also pointed out that trainees felt bored when they had one and the same topic (for example, "Writing") during one day sessions.

That is why every day of the course has two different topic sessions, for example, Day 3, Module 5 - Four Skills: Listening and

Module 6: Error correction and Feedback. This makes the course more learner friendly.

Feedback sessions are in the mornings and provide trainees with the possibility to think over and write about peer and class observation feedback.

Taking the feedback into consideration, I came to the conclusion that the

course can be used without extensive preparation. It is, of course, expected that trainers will add their own ideas and adapt the material or change the sequence of modules to suit their own needs and circumstances. The format of modules is designed in such a way that any of them can also be used as presentations at English Methodology seminars as they are called in Ukraine.

FURTHER READING

This Teacher Training Course is mainly concerned with practical classroom teaching. For trainees who wish to explore topics in greater depth, there is a 'Further reading' section at the end of the paper (Appendix 4, page 108), which lists relevant books on each subject covered in the course.

This list is highly selective, and includes only books which are available in the British Council and America House Libraries (the biggest Teacher Training resource libraries in Ukraine) and International House Kyiv Resource center. The books have direct applications to teaching and are written in non-technical language. The reading list includes both specialist books on each subject, and also sections from general methodology books where they have something particularly useful to offer.

WHAT I LEARNED

As International House language school is also a teacher training center in Ukraine I chose a teacher training course design for my IPP. The most important thing about writing my paper was bearing in mind expectations and needs of average secondary school EFL teachers. I worked at a secondary school in 1984 -1997, so I am aware of the main problems of Ukrainian EFL teachers. While writing I kept asking myself "Why?". "Why might this discussion/ activity help to raise awareness?", "Why is it essential to focus on...?", "Why should feedback session be held in the morning?" and many others. Written feedback helped me a lot in finding answers to the majority of my questions.

I see learner autonomy as a component of successful learning. All people learn differently, according to the needs, preferences, histories, etc. I respect trainees' experiences and knowledge so I wanted my course is designed not to teach trainees what they already know or not to feed them with new techniques or activities but rather help trainees become their own best resources in learning. While designing this course I have worked out "a five step" process of writing for myself:

1. Collect (photocopy), read and analyze all the material available on a given training topic, for example "Writing", in the British Council, America House and Central Ukrainian Methodology and Pedagogy libraries.

2. Write the module.
3. Present the module at the teacher training course or a teacher development seminar.
4. Analyze feedback.
5. Make all necessary changes and corrections.

When possible I repeated the process twice. This helped me to go “deeper”, to check relevance of the topics, activities and discussions, timing and staging.

It was interesting “to discover” that for me it is useful to have a pen/ a pencil and a notebook (or even just a piece of paper!) to put down ideas / thoughts on the topic. I noted them down anytime anywhere: in public transport, after classes at work, on the beach, etc. Of course, not all of the ideas were used afterwards; but now it has become my habitual action.

COURSE STRUCTURE

Week One

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 1			
10.00	Introduction to the course		
10.30	1. The Teacher and the Learner.		
11.45	Break		
12.00	2. Planning and Staging. Preparation for meeting the students		
13.00	Lunch break		
14.00		Meeting the students	
		Microteaching (six fifteen minute modules)	
15.00	Break		
15.15		Microteaching (continued)	
16.00		Feedback	
16.30			One
17.30	End of day one		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 2			
10.00	Feedback on Observation One		
10.30	3. Foreign Language Lesson Communicative Language Teaching		
11.45	Break		
12.00	4. Classroom management and Student participation		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30			Two
17.30	End of day two		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 3			
10.00	Feedback on TP and Observation Two		
10.45	5. Four Skills. Introduction to Receptive Skills. Listening		
11.45	Break		
12.00	6. Error Correction and Feedback		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30			Three
17.30	End of day three		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 4			
10.00	Feedback on TP and Observation Three		
10.45	7. Four Skills. Listening. Teaching Pronunciation		
11.45	Break		
	8. Four Skills. Receptive Skills. Reading		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30			Four
17.30	End of day four		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 5			
10.00	Feedback on TP and Observation Four.		
10.45	9. Four Skills. Reading. Teaching Vocabulary		
11.45	Break.		
12.00	10. Teaching Grammar. Concept Questions		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30			Five
17.30	End of day five		

Week Two

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 6			
10.00	Feedback on TP and Observation Five		
10.45	11. Planning from coursebooks. Materials evaluation and adaptation		
11.45	Break		
12.00	12. Four Skills. Introduction to Productive skills. Speaking		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		

15.05		Microteaching (continued)	
16.05	Break		
16.30			Six
17.30	End of day six		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 7			
10.00	Feedback on TP and Observation Six		
10.45	13. Four Skills. Speaking.		
11.45	Break		
12.00	14. Controlled and freer practice activities		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30			Seven
17.30	End of day seven		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 8			
10.00	Feedback on TP and Observation Seven		
10.45	15. Four Skills. Productive Skills. Writing.		
11.45	Break.		
12.00	16. Drama in EFL class		
13.00	Lunch break		
14.00		Microteaching (six twenty minute modules)	
15.00	Break		

15.05		Microteaching (continued)	
16.05	Break		
16.30			Eight
17.30	End of day eight		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 9			
10.00	Feedback on TP and Observation Eight		
10.45	17. Four Skills. Productive Skills. Writing		
11.45	Break		
12.00	18. Video in EFL class		
13.00	Lunch break		
14.00		Microteaching (four thirty minute modules)	
15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30			Nine
17.30	End of day nine		

	MODULES	TEACHING PRACTICE	OBSERVATIONS
Day 10			
10.00	Feedback on TP and Observation Nine. General observation summary and discussion		
10.45	19. Integrating Four Skills.		
11.45	Break		
12.00	20. Course evaluation		
13.00	Lunch break		
14.00		Microteaching (four thirty minute modules)	

15.00	Break		
15.05		Microteaching (continued)	
16.05	Break		
16.30	Course evaluation. Feedback, comment and discussion		
17.30	End of day ten		

MODULES

INTRODUCTION

TO THE COURSE

INTRODUCTION TO THE COURSE

(thirty minutes)

- 1. Introduction of the Trainer.**
2. GETTING TO KNOW YOU activity (see Handout 1 on sample activity).
3. Specifying Objectives of the course.
4. Specifying content and methodology.
5. Specifying timetable (sessions/ teaching practice/ observations.

See COURSE STRUCTURE, pages 12 - 16).

GETTING TO KNOW YOU (A)

SHEET 1

Look at the top left-hand corner of sheet 2:

Next to number 1, write down the year when you started teaching English.

Next to number 2, write down the name of the most beautiful place you have ever been to.

Next to number 3, write down what you would be if you could choose any job in the world.

In the circle under number 3, write down the first name of your best friend.

Look at the bottom right-hand corner:

Next to number 4, write down the name of your first teacher of English.

Next to number 5, write down something that frightens you.

Next to number 6, write down the first name of the person you admire most.

In the circle above number 4, write down the name of the country you would like to visit.

Look at the top right-hand corner:

In the rectangle, write down the year when you were the happiest.

Look at the bottom left-hand corner:

In the oval, write down the name of the place where you were born.

Look at the large rectangle in the middle:

Write your first name in the rectangle in CAPITAL LETTERS.

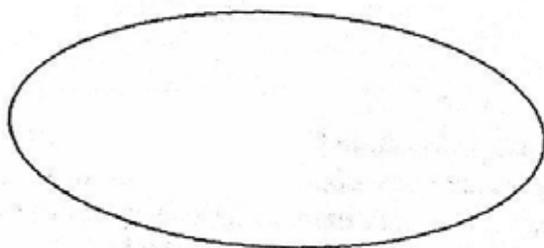
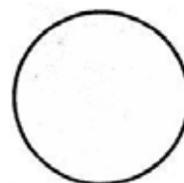
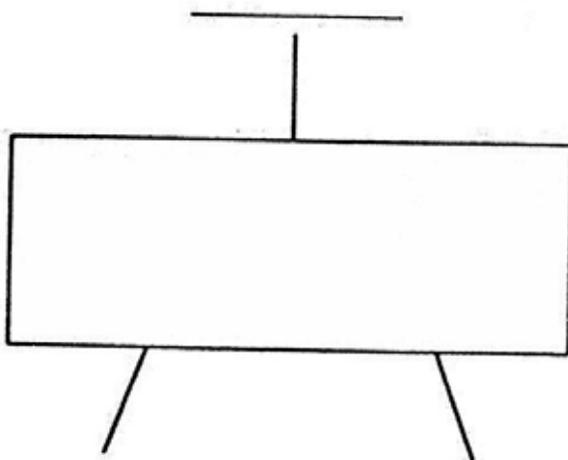
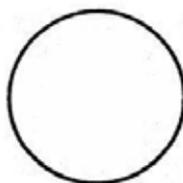
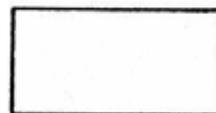
In the blank spaces around it write down three things you enjoy doing.

When you have finished, change diagram sheets with Trainee B. Look at what your partner has written and ask him/her as many questions as you can about it, e.g. What does this date here mean? Who is this person? Etc. Try to get as much information as possible about each thing.

GETTING TO KNOW YOU

Student A
Sheet 2

- 1 _____
- 2 _____
- 3 _____



- 4 _____
- 5 _____
- 6 _____

KNOW YOU (B)

GETTING TO

SHEET 1

GETTING TO KNOW YOU

Student B
Sheet 2

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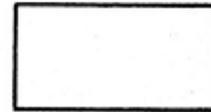
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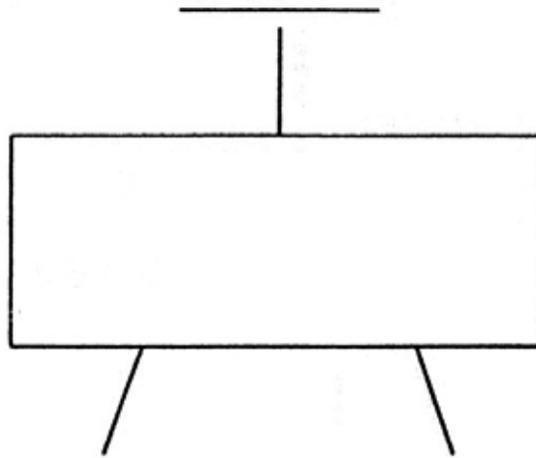
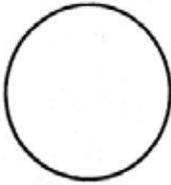
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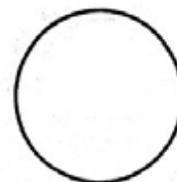
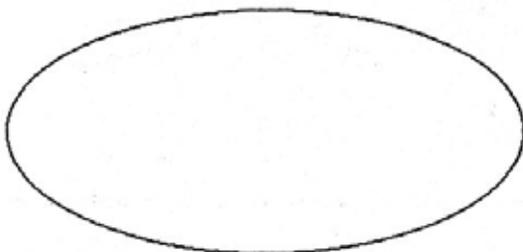
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5 _____
6 _____

MODULE ONE
THE TEACHER
AND THE LEARNER

What helped learning

Desire belief in self interest curiosity jealousy external
motivation/ reward creative tension/ fear
Repetition relaxed atmosphere other people's support

What hindered learning

Fear lack of confidence wanting to please
Uncomfortable atmosphere difficulty of the task
Lack of motivation or interest critical/ overcritical teacher

How you knew you learned

Being able to do the activity repeatedly, consistently
Having the activity become easier ability to be creative with the new activity
Ability to use it in different situations losing the anxiety of the learning
Being able to teach someone else

Learning is born out of chaos, desire or need. It becomes a continual process compounded on prior knowledge. Difficulties may arise within the process. Persistence results in enlightenment and the learning continues. There are always options for methods of arrival at enlightenment. The process continues again with alternatives. Learning stops with death.

Teaching can't be separated from the teacher..from learning...from experience.

Teachers take risks.

Teaching is an investment of heart and soul and mind.

Teaching involves relationships with subject matter, the self, students and the environment.

MODULE TWO

PLANNING AND STAGING

MODULE		2 PLANNING AND STAGING
OBJECTIVES	By the end of the module the trainees will: 1. be more aware of the elements of an effective lesson plan; 2. be more aware of stages and purposes in lesson planning; 3. be able to evaluate and improve lesson plans.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. Introduction to lesson planning	In pairs trainees tell each other about a lesson they had in any subject (at secondary school, music school, university, etc.) Why do you remember the lesson? What helped/ didn't help your learning? What were the possible elements of the lesson plan?	12 minutes
2. Lesson plan for teaching English	Working in two groups trainees make two lists of elements which they consider relevant for an English lesson plan. (see suggested list, Handout 1) Comparing, whole group discussion.	6 minutes
3. To write or not to write?	In pairs trainees share their experience in daily lesson planning. (questions for discussion, see Handout 2)	
4. Evaluating a lesson plan	Trainees are given "Headway" Elementary Student books and the sample lesson plan (see Handout 3). In pairs they evaluate the plan by answering the following questions: Are the aims fulfilled by the end of the lesson? Would you clarify the aims?	8 minutes
5. Preparation for meeting the students. Writing a lesson plan	Would you change the stages/ activities of the lesson? Are the different parts of the lesson linked? How? What activities/stages do you think help/ do not help the students in their learning? Why?	14 minutes
	Trainees get ready for teaching first 15 minutes modules. Together with the Trainer they decide on the order of teaching; then they write lesson plans. The Trainer monitors their writing. Nota Bene! These lesson plans have to be collected by the Trainer and then compared and discussed on Day 10, Module 19 <i>Integrating Four Skills</i> activity 3.	20 minutes

Planning and staging

Handout 1

Elements to consider when planning an English lesson

- Aims
- Course book used
- Materials and aids
- Assumed knowledge
- Procedure
- Number/variety of activities
- Timing
- Age of learners
- Different colours (chalk, pencils)
- Homework

- **Anticipated problems**
- **Extra activities**

Planning and staging

Handout 2

Activity 3

HOW DO YOU SEE A LESSON?

How much time do you spend on daily lesson planning?

Are there any logical connections between the stages of the lesson?

Do you set any objectives? For example, “By the end of the lesson students will be able to use modal verb *can* in positive, negative and interrogative sentences”.

Are the objectives clear to your students?

How do you choose what method to use?

How do you choose activities?

How do you plan your lesson to help your students in their learning?

Handout 3, activity 4

Sample lesson plan

Class: Beginners (twelve adult students; four men, eight women)

Time: one hour

Timetable “fit”: Unit 3 “Headway” Elementary by John and Liz Soars, OUP.
Daily routine. Jobs. Present Simple.

Aims:

- To provide students with the opportunity to develop their oral fluency;
- To introduce names of different professions;
- To focus students’ attention on the form of the Present Simple (third person singular);
- To encourage students to feel confident about their ability to understand and to speak English by setting a task within their capability.

Assumed knowledge: use of the Present Simple.

Anticipated problems: reluctance to speak in freer practice.
(give them as much time as they want to prepare and let them put the sentences in writing to help their confidence in speaking).

Materials: flashcards “Jobs”, blackboard, recordings 3 and 4 on cassette #1, Unit 3 of “Headway”: Elementary Level.

STAGE	PROCEDURE	AIMS	TIME
Warmer	Learners answer the Teacher's questions: Does speak French? have a dog? What does ... do in his/her free time?, etc.	Get Sts talking Review Vocab from the previous lesson	3 min
Pre-listening	The T shows three pictures of people: George, Keiko, Mark. Learners make predictions about these people (comes from, speaks..., has/ doesn't have a family, etc.)	Arouse interest and focus attention	5 min
Listening	Exercise 3 p.20 Listen and tick the sentence you hear. Compare the answers in pairs.	Practice listening for detail	7 min
	Listen and check. Exercise 4 p.20 Listen and correct the wrong sentences. Compare the answers in pairs.	Practice close listening	8 min
Post-listening	Learners write similar sentences about their friends/ wives/husbands. The T monitors. Mingling learners tell each other about their friends/wives/husbands.	Practice using the vocab and the Present Simple Practice fluency in speaking	7 min 15 min
Introduce new vocab	1. T shows "Jobs" flashcards, eliciting from learners such words as policeman, secretary, teacher, etc.		3 min
	2. Pronunciation drilling. 3. Match the names of the		3 min

	<p>professions with the pictures. Exercises 1, 2 .21. Compare with the partner. Check.</p>		4 min
Back-to-board game.	<p>Two teams. Sitting back to the board one player has to guess the name of the profession written on the board. S/he asks yes/no questions. Players take turns for everyone to participate.</p>	Practice new vocab in oral speech	5 min
	Homework: workbook Unit 3		

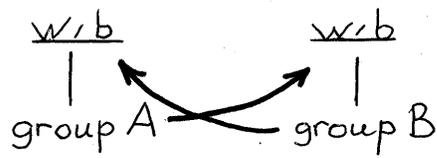
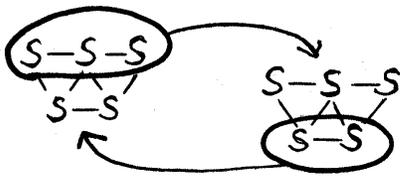
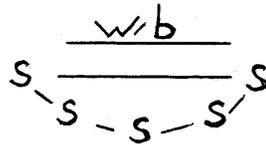
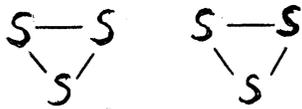
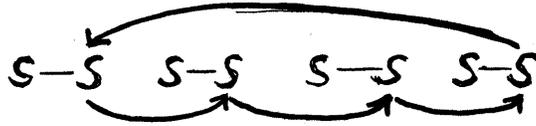
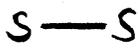
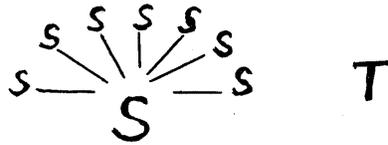
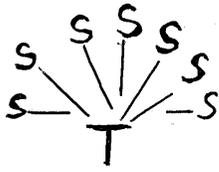
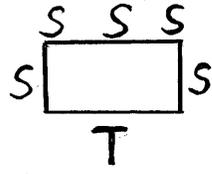
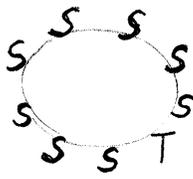
**MODULE THREE
FOREIGN
LANGUAGE LESSON.
COMMUNICATIVE LANGUAGE
TEACHING.**

MODULE		3 FOREIGN LANGUAGE LESSON. COMMUNICATIVE LANGUAGE TEACHING.
OBJECTIVES	By the end of the module the trainees will be more aware of: 1.what teaching a foreign language is; 2.the interrelation Teacher/ Student/ Subject matter in EFL class; 3. the main features of communicative language teaching and its importance in successful language learning and teaching.	
TIME		75 minutes
STAGE	PROCEDURE	TIME
On teaching language	Whole group discussion What is language? What do we teach when we teach language? (possible answers see Handout 1) Whole group discussion.	17 minutes
2. On communicative approach	What skill (Speaking/ Listening/ Reading/ Writing) do you do more in your everyday life 1)in Ukrainian; 2)in English? Please rank them from 1 (the most used skill) to 4. Is there any difference between 1) and 2)? Why? What about Writing and Reading? Are they “dying”? Why (not)? How do you teach different skills in your class? (e.g., <i>mix all the skills at a lesson, use true-to-life situations, etc.</i>) Whole group discussion. What is the main goal of your teaching?	29 minutes
2.On “I –Thou - It” relationship	What will your students be able to do at the end of the course? Individually Trainees write what they think <i>Communicative Approach</i> is. The written ideas are produced on the blackboard. Whole group discussion. Do you agree with your partners? Why (not)?	23 minutes
3. Summing up.	Trainees work in two groups to discuss the following questions: What are the factors that help you in your teaching context? What are the ones that restrict you? Whole group discussion of the above questions. Individually trainees think of and write down their idea of balancing “I -Thou – It” relationship (the Teacher – the Students – the Content (English language)). Sharing the ideas and whole group discussion. What helps in successful language learning?	6 minutes

WHAT DO WE TEACH WHEN WE TEACH A LANGUAGE?

- ▶ *Structured systems of signs, verbal and nonverbal, that are culturally coded systems:
phonetic,
grammatical,
lexical,
syntactic,
cultural features.*
- ▶ *Appropriate interaction/ register.*
- ▶ *The art of communication.*
- ▶ *Broader world concepts.*

**MODULE FOUR
CLASSROOM MANAGEMENT
AND
STUDENT PARTICIPATION**



Classroom Management

Handout 1, Activity 2

RAPPORT BETWEEN TEACHER AND STUDENTS

1. Physical position of teacher. Eye contact.

Where? How? How does it affect the atmosphere in class?

2. Encouragement. Friendly atmosphere. Using names.

Tone/manner? Acknowledge what is correct?

Is it a good idea to call names before questions?

3. Pace and flexibility.

How long should each activity last?

When do you speed up/slow down?

When do you change activity?

4. Dealing with interruptions.

How do you deal with late-comers?

Students with no pens, notebooks?

Students who missed the previous lessons?

5. Control. Discipline.

How do you deal with students who answer non-stop/reluctant to participate at all?

How do you ensure that all attention is focused on a particular thing?

Do you control Ukrainian in class? How?

6. Instructions.

How do your instructions differ for higher/lower levels?

Are your instructions clear? How can you check?

Handout 2
Activity 3

Group A discussion topic:

Constitution of the class.

Do your students always sit in the same places?

When do you rearrange the seating? How?

How does grouping relate to the purpose of the activity?

Group B discussion topic:

Independence in learning.

How do you help your students become more responsible in their learning?

Do your students correct each other?

Do they eagerly listen/talk to each other in English?

Handout 3

***To be used throughout the course
(at observations and feedback sessions)**

Think about	Comment
Student involvement Were all the students involved all the time?	
The arrangement of the seating How many different arrangements did you see in the lesson? Were they appropriate for the activities? Comment on the size and composition of any pair or group work.	
Instructions How were activities set up? Were the instructions clear to the learners?	
Teacher's position, posture and manner (standing, sitting down, using humour, etc.) Were these appropriate?	
Use of teaching aids Was the board used effectively? Were the visual aids visual? Was the tape recorder well used?	
Pace of the lesson	

**MODULE FIVE
FOUR SKILLS
LISTENING**

MODULE		5 FOUR SKILLS. INTRODUCTION TO RECEPTIVE SKILLS. LISTENING
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of what is involved in listening; 2. more aware of difference between listening to English inside the classroom and listening to Ukrainian in real life; 3. more aware of what constitutes a listening activity; 4. teaching stages of a listening lesson. 5. able to plan and practice a cohesive listening lesson.	
TIME		75 minutes
STAGE	PROCEDURE	TIME
1. Reflection	<p>Nota Bene! In advance (at the end of Day 2) trainees are given the task (see Handout 1) to reflect on their beliefs about listening in EFL classroom.</p> <p>Whole group discussion. What four skills are taught in the EFL classroom? Which of them are called receptive/productive skills? Why?</p> <p>In two groups(A/B) trainees work at two whiteboards. Group A writes a list of things we listen to outside EFL classroom (in Ukrainian/Russian). Group B writes a list of things learners listen to inside EFL classroom. Groups compare their lists. What are reasons for listening outside and inside EFL classroom? What are feelings about listening in both cases? What helps/hinders listening outside/inside EFL classroom? Whole group discussion.</p>	3 minutes
2. Listening – the language classroom’s “ugly duckling”?		8 minutes
3. Teaching stages of a listening lesson	<p>In pairs trainees discuss their homework task (see Handout 1). What constitutes a listening activity?</p> <p>Whole group discussion of the task.</p>	5 minutes
4. Prediction- the key to a successful listening activity	<p>Trainees work in two groups. Order the stages of a listening lesson. (see Handout 2) Compare. Make comments on every stage.</p>	9 minutes
5. Favourite listening activities	<p>What is prediction? What is the purpose of prediction in listening/reading class? How can it help your learners? What can be predicted? What possible ways of predicting can you think of? Trainees work in two groups. Then whole group discussion. Suggested answers see App. 3.</p>	7 minutes
		11 minutes
		9 minutes
		17 minutes

<p>6. Summing up</p>	<p>Trainees are grouped according their teaching experience (less experienced together with more experienced). In the two groups they make lists of listening activities which they think are the most successful in their teaching context. See some suggestions for listening activities in App.4</p> <p>Whole group discussion “What makes a listening lesson/activity successful?”</p>	<p>6 minutes</p>
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LISTENING – THE LANGUAGE CLASSROOM “UGLY DUCKLING”

POINTS TO CONSIDER:

- WHAT CONSTITUTES A LISTENING ACTIVITY? WHEN ARE THE LEARNERS DOING IT?
- WHAT IS THE PURPOSE OF THE LISTENING ACTIVITY?
- WHAT TYPES OF LISTENING TASKS DO YOU GIVE YOUR LEARNERS?
- TO WHAT EXTENT ARE YOUR/THE TEXTBOOK’S LISTENING TASKS AUTHENTIC OR REALISTIC?
- HOW CAN A TEACHER HELP TO REDUCE LEARNERS’ WORRIES AND NEGATIVE FEELINGS ABOUT LISTENING IN EFL CLASSROOM?
- WHO CONTROLS THE LISTNING ACTIVITY?
- WHAT IS THE CONNECTION BETWEEN THE LISTENING ACTIVITY YOU GIVE AND OTHER WORK IN THE CLASS – BEFORE, DURING, AFTER?

**Teaching Listening
Handout 2, Activity 3**

STAGES OF A LISTENING LESSON

SET SCENE

PREDICTION

PRETEACH VOCABULARY

SET EXTENSIVE TASK

LISTEN

DISCUSS ANSWERS IN SMALL GROUPS

CLASS FEEDBACK

SET INTENSIVE TASK

DISCUSS ANSWERS

CLASS FEEDBACK

SET TEXT-RELATED TASK

CLASS FEEDBACK

PREDICTION

Whenever we listen or read in L1 we have a purpose and expectations about what we will hear or read. Listening and reading in EFL classroom should simulate a natural situation as far as possible. Learners can be motivated or given a reason to listen or read by making predictions. Prediction also reduces the load while listening or reading, as much as the content has already been anticipated.

WHAT CAN BE PREDICTED?

- STYLE
- CONTENT
- VOCABULARY
- GRAMMAR

WAYS OF PREDICTING

- Discuss a headline to a newspaper/magazine article.
- Discuss the title of a story.
- Discuss a picture/photograph illustrating an article.
- Brainstorm vocabulary related to a topic.
- Brainstorm what learners know about the topic.
- Brainstorm questions learners would like to be answered about the topic.
- Discuss probable opinions of characters in the text.

SOME SUGGESTIONS FOR LISTENING ACTIVITIES

Speech assessment (pure listening)

- Listening for pleasure
- Circumstances/situation
- How many people are speaking
- Relationships
- Register

Jigsaw listening (student controlled)

- Two recordings with two separated groups
- Listening to related or split recordings

True/false statements

Said or not said

Ordering

- Topics mentioned
- Historical/sequence ordering

Language highlighting

- Functional structures
- Lexical groups

Sounds

- Pronunciation discrimination
- Word discrimination
- Reproduction (drill work)
- Dictation

Continuation

Play incomplete dialogue/story and ask students to complete it

Response activities

- Choosing or altering pictures
- Drawing pictures
- Instruction reaction (physical or replying)

MODULE SIX
ERROR CORRECTION
AND FEEDBACK

MODULE		6 ERROR CORRECTION AND FEEDBACK
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the nature and significance of error correction; 2. more aware of the difference between an error and a mistake; 3. more aware of when and how should errors be corrected; 4. more aware of the function of feedback; 5. able to use different techniques for error correction.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. The significance of error correction in EFL class	Trainees read three quotations from teachers: Teacher 1: "I never let my students make mistakes. If they say anything wrong, I stop them and make them say it correctly. I don't want them to learn bad English from each other." Teacher 2: "I correct students sometimes, but not all the time. If we are practicing one particular language point, then I insist that they say it correctly. But if we're doing a freer activity then I try not to correct too much. If I do correct students, I try to do it in an encouraging way." Teacher 3: "I try to correct errors as little as possible. I want my students to express in English without worrying too much about making mistakes. Sometimes I notice points that everyone gets wrong, and deal with them later- but I never interrupt students to correct."	2 minutes
2. The nature of error correction in the EFL class	Pair and whole group discussion. Which of the statements do you agree with? Which teacher would you prefer if you were a student? Why?	5 minutes
3. Working out the difference between "a mistake" and "an error"	Pair and whole group discussion. Think about how a child learns his/her mother tongue, or how someone learns to play a musical instrument. Do these processes involve making errors? Think of your own experience in learning English. How did error correction help/ didn't help your learning? *An authentic monolingual dictionary to be used if necessary.	8 minutes
4. EFL lesson and error correction	As a group trainees decide what <i>an error</i> is. E.g., "a mistake because of lack of knowledge"; <i>a mistake</i> is. E.g., "being wrong because of carelessness".	4 minutes
	Trainees work in three pairs. They discuss and write down on a sheet of paper: What should be corrected? (the first pair) e. g., pronunciation, intonation, tone, grammar, word order, lexical errors, function, register, style. When ? (the second pair) e.g., the tighter is the control, the tighter is the correction. How ? (the third pair) e.g., self/peer/teacher's correction; indication gestures, teacher's voice, fingers, concept questions, definitions, pausing, video/tape recording.	16 minutes
5. The function	Each pair presents their ideas.	5 minutes

of feedback.	More ideas are added and discussed.	
6. Practicing techniques	<p>Whole group discussion . What do you think is the students' attitude to correction?</p> <p>What is feedback? e.g., "information that is given to students by their teacher on their spoken or written performance".</p> <p>How often should it be given to students? Why?</p>	16 minutes
7. Summing up	<p>Trainees work in two groups. They are given cards with some examples of learners' errors. (see Handout 1)</p> <p>Suggest possible ways of correcting the errors.</p> <p>Whole group discussion. In what way could student errors be useful to the teacher?</p> <p>What do I want my students get out of error correction?</p>	4 minutes

Activity 6

SAMPLE STUDENTS' ERRORS

1. I'm manager.
2. My mother is a good cooker.
3. He's got three brother.
4. She no married.
5. I've been in Hungary.
6. I've been to Slovakia last year.
7. This apple is more smaller than this one.
8. Sorry. What's the time?
9. Excuse me! I'm late.
10. If I was rich it will be fantastic!
11. How much people are there in the room?
12. Tomorrow at ten o'clock I will have a meeting with Peter.
13. Must I pay by credit card?
14. Did you stay at home last night? No, I went to the street.

MODULE SEVEN
TEACHING PRONUNCIATION

MODULE	7 TEACHING PRONUNCIATION	
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of what “a correct English pronunciation” and “orthoepic norm” are; 2. more aware of what is involved in pronunciation; 3. more aware of main aims of teaching pronunciation in EFL class; 4. able to analyze advantages and disadvantages of a pronunciation activity.	
TIME	45 minutes	
STAGE	PROCEDURE	TIME
1. Reflection	Pair work. What was the most difficult for you in learning English pronunciation? Why? What was easy? Why?	6 minutes
2. Discussion	Whole group discussion . Does there exist “a correct English pronunciation”? How can you prove it? What is an “orthoepic norm”? (Orthoepic norm of a language is that type of correct speech, which is spoken by the educated people of this language community). What is the main aim of teaching pronunciation in EFL class? What are the components of the sound system a learner of English should master? Is it critical to teach Ukrainian EFL students to use phonemic symbols? Why?	10 minutes
3. “Favourites” in teaching pronunciation	In three pairs trainees make three lists of activities/exercises (on teaching sounds/ stress/ intonation and rhythm) they use in their teaching context. Change partners. What else can you add to the list? The three lists are produced on the blackboard. Whole group discussion. What make these activities/ exercises “successful”? Nota Bene! Demonstration of some activities/ teaching techniques is encouraged.	5 minutes 6 minutes 7 minutes
Problems solving 5.Summing up	Whole group discussion. What are the main problems an EFL student faces while learning pronunciation? How can a teacher help to avoid “Ukrainian English” pronunciation? Is teaching pronunciation a nonstop process in your teaching or do you prefer to teach special “pronunciation” lessons?	11 minutes

MODULE EIGHT
FOUR SKILLS
READING

MODULE		8 READING
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the nature of reading; 2. more aware of styles and strategies of reading; 3. more aware of and the purposes of reading tasks; 4. able to evaluate and adapt reading activities from local course books.	
TIME		75 minutes
STAGE	PROCEDURE	TIME
1. Warmer	Whole group activity. "Reading is the process of implementation of visual signs into thoughts and images". The sentence is cut into 6 pieces. Every trainee is given one of the 6 pieces of the sentence. They line up in "the sentence".	3 minutes
2. Contrasting reading in real life with reading in the EFL classroom	In two groups (A/B) trainees discuss what is read in 'real life' and in 'the classroom'. What are the purposes of reading in real life? (A) What are the purposes of reading in the EFL classroom?(B)	6 minutes
3. A reading lesson	Whole group discussion. How can reading in the EFL classroom be made to resemble real life reading?	9 minutes
4. Reading techniques and their purposes	Two groups. Order the stages of a reading lesson (see Handout 1) Make comments on every stage.	14 minutes
5. Favourite reading tasks	Trainees work in pairs, matching different reading techniques with reading activities from the course books. (Handout 2) Which reading techniques do the suggested reading activities practise?	23 minutes
6. Summing up	Individual and whole group work. Trainees make a list of their favourite reading activities. The lists are collected and fixed on the walls. The trainees mingle, read and compare.	9 minutes
	Whole group discussion. Are there any activities which are used by all of you? Why? What make them "successful"? <ul style="list-style-type: none"> • Aim? • Reader? • Level? 	11 minutes

STAGES OF A READING LESSON

SET SCENE

PREDICTION

PRETEACH VOCABULARY

SET EXTENSIVE TASK

READ

DISCUSS ANSWERS IN SMALL GROUPS

CLASS FEEDBACK

SET INTENSIVE TASK

DISCUSS ANSWERS

CLASS FEEDBACK

SET TEXT-RELATED TASK

CLASS FEEDBACK

Reading

Handout 2, Activity 4

READING TECHNIQUE	DESCRIPTION AND PURPOSE
1. Skimming	Reading a passage quickly to get the main idea (gist)
2. Scanning	Reading for specific information
3. Paraphrasing	The ability to say or write ideas in other words; measures the learner's understanding of the text
4. Intensive reading	Reading carefully for detailed comprehension
5. Extensive reading	Reading widely in order to improve reading speed
6. Making inferences	Reading 'between the lines'
7. Information Gap-Fill	Fill-in-the-blank exercise, in which some words are omitted; designed to see how well the learner understands how a text is linked together

	Sample reading activities (instructions as given in the textbook)	Course book
1.	Read the letter. Pay attention to the meaning of the new words and expressions.	V.M.Plakhotnyk, R.Yu.Martynova, 1994."English 8", Kyiv: Osvita Page 30
2.	Assignment for discussion. Read the text "Chicago" and compare it (paragraph after paragraph) or contrast the information with that about Kyiv. Find likeness and differences.	M.S.Shpanko.1997. "English 10-11" Kyiv: Ravlyk Page 51
3.	Read the text and give the heading to it.	V.M.Plakhotnyk, R.Yu.Martynova, 1999."English 11", Kyiv: Osvita P.107
4.	During her holidays Olga went to England. She spent a week there and met a nice English girl, named Linda. Complete the dialogue between the girls (and then act it out)	O.V.Afanasyeva, I.V.Mikheeva,1999. Moscow: Prosveshcheniye Page 7
5.	Read the jokes "He kept his promise", "An excellent mark" and retell them.	V.M.Plakhotnyk, R.Yu.Martynova, 1997."English 10", Kyiv: Osvita P.83
6.	Read the story "Mr. Smith and his son" and say if Jack wants to help his father today.	I.N.Vereshchagina, T.A.Pritykina.1994. "English 3", Moscow: Prosveshcheniye Page 84
7.	Read the text "Learning by heart" in 2-3 minutes and say what the author recommends for better memorizing.	V.M.Plakhotnyk, R.Yu.Martynova, 1999."English 10", Kyiv: Osvita P.107
8.	Read the tale "Flop" and say who Flop' Polly and Chat are.	I.N.Vereshchagina, T.A.Pritykina.1994. "English 3", Moscow: Prosveshcheniye Page 68
9.	Read the text "Seasons" and answer the questions.	V.M.Plakhotnyk, R.Yu.Martynova, 1999."English 10", Kyiv: Osvita P.14

MODULE NINE
TEACHING VOCABULARY

MODULE		9 TEACHING VOCABULARY
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the nature of lexical competence; 2. more aware of different approaches to vocabulary teaching; 3. able to choose appropriate techniques for presenting vocabulary; 4. able to exploit text to present vocabulary.	
TIME		45 minutes
STAGE	PROCEDURE	TIME
1. Reflecting on words you have learnt	Trainees work individually. Write down three/four words or expressions that you learnt at your English lessons at school. Can you remember what helped them “stick” in your memory? Write down the reason/s.	13 minutes
2. Getting meaning across	Share two words/expressions; discuss the reasons for learning them. Whole group discussion. In two groups (A and B) trainees suggest a suitable method of presenting the following words (see Handout 1) In turns they make presentations.	13 minutes
3. Evaluating different ways of teaching vocabulary	Whole group discussion and comments: What techniques do you personally prefer? Which one technique do you consider the most/ least effective? Which techniques were widely used when you were taught English? What techniques are “popular” in your English class?	19 minutes

Teaching Vocabulary
Handout 1; Activity 2

GROUP A

Whisper, v

Manage to, v

Amazed, adj

Dispensary, n

Election, n

GROUP B

Furious, adj

Triangle, n

Smooth, adj

Keep in touch, ph.v

Provide, v

Handout 2
Activity 2

SUGGESTED LIST OF PRESENTATION TECHNIQUES

- Realia
- Board drawing
- Clear/interesting visual
- Clear oral explanation
- Contextualisation/situations
- Mime/gesture
- Synonyms
- Antonyms
- Translation
- Dictionaries (mono- and bilingual)

MODULE TEN
TEACHING GRAMMAR

MODULE		10 TEACHING GRAMMAR. CONCEPT QUESTIONS
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the role of grammar in language learning; 2. more aware of three aspects of a grammar presentation: form, meaning and use; Presentation-Practice-Production; 3. able to teach grammar communicatively.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. Reflection	<p>Nota Bene! 1. In advance (at the end of Day 3) trainees are given the task to reflect on their beliefs about the role of grammar in English lesson and write a paragraph on the topic. 2. Do written homework task (see Handout 1)</p> <p>In threes trainees share their beliefs (the written assignment) and discuss their ideas about the role of teaching grammar in English lesson. Following whole group discussion. Is it important for students to learn grammar rules by heart? Why? How can a teacher help her students in learning grammar? Should a teacher give reasons for a grammar phenomenon? When? Why? Why not?</p>	5 minutes 6 minutes
2. Ways of presenting grammar	In two groups trainees work at two whiteboards making lists of grammar presentation techniques. (see suggested list Handout 2) The lists are compared. Whole group discussion. Which of the techniques are the most effective in your teaching context? Why? What are strong and weak points of every technique?	5 minutes
3. Three dimensions of a grammar structure	In pairs trainees answer the question: "What should an EFL teacher do to teach her students to use grammar structures accurately, meaningfully and appropriately?" Trainees change partners, compare the answers. The Trainer listens to the ideas and elicits from the trainees the interrelation between Form-Meaning-Use. Whole group discussion.	5 minutes
4. Three stages of a grammar lesson	Why should an EFL teacher bear in mind this interrelation? How could this help EFL students in learning grammar?	4 minutes
5. Checking concepts	Two groups. Order stages of a grammar lesson (see Handout 3). Compare. Make comments on every stage. In pairs trainees compare and discuss the sentences in homework task (see Handout 1) on concept questions, sentence form and timelines. Whole group discussion.	6 minutes 7 minutes
		17 minutes

TEACHING GRAMMAR

Handout 1

HOMEWORK TASK

- CONVEYING MEANING THROUGH TIMELINES
- CHECKING CONCEPT THROUGH CONCEPT QUESTIONS
- HIGHLIGHTING THE FORM

This task is designed to help you develop your skill in the three areas listed above. You will not be asked to hand your work in, but to compare and discuss your answers with your partners.

YOUR TASK:

For each sentence below draw a timeline which you could use in class to help convey the meaning of the sentence to the students.

Think of 3-4 concept questions you could use in class to check the learners' understanding of the concept.

Highlight the form of the sentence.

1. HE USED TO SMOKE.
2. SHE'S BEEN LIVING HERE FOR TWENTY YEARS.
3. SHE'D LEFT WHEN I ARRIVED.
4. I WAS READING WHEN THE LIGHTS WENT OUT.

5. HE'S WORKED HERE SINCE 1998.

6. I'LL HAVE IT FINISHED BY FRIDAY.

Handout 2

Activity 2

GRAMMAR PRESENTATION TECHNIQUES

- Reading
- *Using a picture*
- *Using realia*
- *Using a chart*
- *Comparing L1 and L2*
- *Explaining directly*
- *Using a time line*
- *Using a song text*
- *Personalizing*
- *Eliciting*

Handout 3
Activity 4

STAGES OF A GRAMMAR LESSON

LEAD IN

Communicative activity

PRESENTATION

A contextualised story
A reading text

CONCEPT CHECKING

DRILLING

Problem sounds
Choral, group, individual, chain

HIGHLIGHTING THE FORM

positive, negative, interrogative

CONTROLLED PRACTICE

Gap fill exercise, transformation,
information gap

FREE PRACTICE

personalized

**MODULE ELEVEN
PLANNING FROM
COURSE BOOKS.
MATERIALS EVALUATION
AND ADAPTATION**

MODULE		11. PLANNING FROM COURSE-BOOKS. MATERIALS EVALUATION AND ADAPTATION
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of evaluation of course books and tasks; 2. more aware of ways of adapting authentic materials; 3. able to adapt materials from international course books to suit the local school curriculum; 4. able to design classroom tasks in authentic texts.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. Sharing experience	Trainees work in pairs. Change partners. Then whole group discussion. What English course books were you taught by at school and university? What two things helped your learning English? What two things hindered your learning? What English course book (series of course books) do you use now at your school (title, author)? E.g. Ukrainian series of English course books by V.M.Plakhotnyk; nternational OUP and CUP course books, such as <i>Headway, Language in Use</i> , etc.	11 minutes

2. Course book analysis	<p>Trainees work in two groups, As and Bs. As are "Learners", Bs are "Teachers". Both groups are given two English course books: an authentic and a local. In their groups Trainees answer the questions: What do you like/dislike about these books? (from the Learner's and the Teacher's point of view) Whole group discussion What are the three most important things a Ukrainian EFL teacher should take into consideration selecting a course book?</p>	<p>16 minutes 5 minutes</p>
3. Tasks and mini presentations	<p>As most modules in this course have included materials evaluation and adaptation so Trainer can build on this experience. Each trainee is given a different course book (see Handout 1). Choose a topic. Choose an activity. How might you adopt it for your teaching context? Get ready with a mini presentation of the activity. In turns trainees present the activities. Why have you chosen this particular way of adaptation? Trainees suggest and discuss other possible ways of adaptation the activities.</p>	<p>14 minutes 15 minutes</p>
4. Summing up	<p>Whole group discussion. Does there exist such a thing as "an ideal course book"? Why not? (It is never able to meet all the needs of all learners and all teachers) What is the teacher's role? (to "see" what the author(s) meant by using this/that activity; and to be able to adapt for her/his particular teaching context).</p>	<p>7 minutes</p>

Materials
Evaluation and Adaptation
HANDOUT 1
Activity 4

A SUGGESTED LIST OF COURSE BOOKS
WHICH MIGHT BE USED FOR THIS ACTIVITY
(DEPENDS ON COURSE BOOKS
AVAILABLE AT THE PREMISES OF THE COURSE)

- 1. Tom Hutchinson. Hotline. OUP**
- 2. Tom Hutchinson. Project English. OUP**
- 3. Littlejohn and Hicks. Cambridge English for Schools. CUP**
- 4. Rob Nolasco. Streetwise. OUP**
- 5. Rob Nolasco. Wow! OUP**
- 6. Wakeman and Kozanoglou. Brainwaves. OUP**
- 7. Ben Weltz. Adventures. OUP**

**MODULES
TWELVE AND THIRTEEN
FOUR SKILLS. SPEAKING**

MODULE		12,13 SPEAKING
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the main features of oral communication; 2. more aware of different types of speaking activities for EFL classroom practice; 3. able to use different solutions adapting speaking activities from local English coursebooks.	
TIME		120 minutes
STAGE	PROCEDURE	TIME
1. Speaking is... Working out the definition	In pairs trainees think of what speaking is. e.g. <i>Speaking is verbalization of thoughts.</i> Definitions are compared in the whole group. Working individually trainees remember who they have talked to since they woke up in the morning. Make lists. In two groups of three trainees compare their lists discussing context and reasons of speaking. Whole group discussion. What is motivation?	4 minutes 3 minutes
2. Main features of oral communication	Trainees work in pairs. They ask and answer questions using the cards "When you were a child..." (see Handout 1). Whole group feedback: How did you feel during this activity?	12 minutes
3. Reflection on teaching experience	Whole group work. What does an EFL learner need to know to speak English? e.g. <i>vocabulary, structures, word order, sounds, stress, intonation, register, functions, interaction skills.</i> What extralinguistic and paralinguistic strategies can make communication successful? e.g. <i>positive attitude of the listener, miming, gestures, intonation, eye contact, facial expression</i>	7 minutes 16 minutes
4. Problems in teaching speaking and solutions	Trainees write their answers on a big sheet of paper. In two groups (A and B) trainees make lists of presentation speaking activities (A) and practice/use speaking activities (B) (see suggested list Handout 1) The lists are compared, added if needed. Whole group discussion on criteria for effective speaking activity. As a group trainees list some typical problems in teaching speaking.	7 minutes 13 minutes 4 minutes
5. Evaluating some speaking activities	e.g. <i>My students are reluctant to speak because they are afraid of making mistakes.</i> <i>My students are afraid of speaking because some classmates make laugh at them.</i> <i>My students don't have much to say in Ukrainian! What can they say in English?!</i> Together trainees think of possible solutions.(Some possible solutions see Handout 1)	11 minutes 14 minutes

<p>6. Evaluating and adapting activities from the local English course books</p> <p>7. Summing up</p>	<p>Trainees are given some authentic course books. (for example, English File by OUP). One group of three trainees works with English File Elementary. Another group works with English File Intermediate. They analyze speaking activities in Family Files of the course books. (Elementary File 4; Intermediate File 1)</p> <p style="text-align: center;">With a partner from another group trainees discuss similarities and differences between the speaking activities for Elementary and Intermediate level students. Are they presentation/practice activities? Do they provoke speaking? How? Are they personalized? Are the instructions clear?</p> <p>Trainees are given course books by V.M.Plakhotnyk English 10, 1998 Kyiv, Osvita. They work in three pairs analyzing activity 11 p.5 (instructions as given in the course book): <i>Read the text and tell us about your family</i> . Is this a presentation/practice activity? Does it provoke speaking? How? Is it personalized? Are the instructions clear?</p> <p>What would you add/change to make the activity more communicative? Each pair presents their ideas. Whole group discussion and comments.</p>	<p>11 minutes</p> <p>18 minutes</p>
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Speaking

Handout 1

Activity 2

  When you were a child....

where did you live?

who was/were your favourite member in the family?

what was your favourite food?

who did you play with?

what TV programmes did you watch?

what magazines did you read?

Activity 3

Presentation activities	Practice / Use activities
<p>To provoke speaking</p> <ul style="list-style-type: none">• Pictures• Toys• Charts• Eliciting• (Board) games• Story telling• Realia• Listening/Reading• Video <p>can be used</p>	<ul style="list-style-type: none">• Reading a dialogue• Answering questions• Discussing opinions• Drama/ role-play• Retelling stories• Reporting info• Speaking projects• Class discussion• Drawing mind maps• Jigsaw activities

Activity 4

POSSIBLE SOLUTIONS

Teacher should speak at school as much English as s/he can.
Even during breaks!

Teacher shouldn't correct all mistakes, during free speaking activities especially.

Teach/revise (!) the necessary language before starting the activity. Don't forget to give examples.

Some learners should do an example together in front of the class.

Teacher should encourage her/his students.

Ask a student to repeat teacher's instructions.

Use "classroom language" e.g. "What does ... mean?"

Teacher should also give some general knowledge information.

MODULE FOURTEEN
CONTROLLED AND FREER
PRACTICE ACTIVITIES

MODULE		14 CONTROLLED AND FREER PRACTICE ACTIVITIES
OBJECTIVES	<p>By the end of the module the trainees will be:</p> <ol style="list-style-type: none"> 1. more aware of the main features of controlled and freer activities in EFL class; 2. more aware of the necessity of maintaining learner independence in EFL class; 3. more aware of different types of controlled and freer practice activities for EFL classroom practice; 4. able to use different learner-centered activities in their teaching practice. 	
TIME		60 minutes
STAGE	PROCEDURE	TIME
<p>1. Main features of controlled and freer activities. Working out the differences</p> <p>2. Demonstration "Question Word" cards</p> <p>"Student Teacher"</p> <p>"Student Talks"</p>	<p>Nota Bene! In advance trainees are asked to choose a topic they know they can talk about (i.e. interests, unusual work, hobbies, interesting personality, etc). Talking time limit is three minutes. The trainer encourages to bring in photos/pictures, things, video/tape recordings to illustrate their talk.</p> <p>In two groups (A and B) trainees think of when and what controlled practice activities (group A) and freer practice activities (group B) they used/observed during the course. Whole group discussion. Trainees present their lists of activities. Compare. What are the similarities/differences? Why should both types of activities be used in EFL class? How can an EFL teacher help maintain independence in her students' learning via controlled and freer practice activities? Trainees write their ideas on sheets of paper (to be collected by the Trainer)</p> <p>"Question Word" cards (either held by the Trainer or a trainee) are used to stimulate follow-up questions. In turns trainees say a short sentence about their last holidays/weekend, etc. Showing a "question word" card (see Handout 1) the Trainer or a trainee encourages the others to ask follow-up questions.</p> <p>e.g. <i>I went to the seaside in summer.</i> <u>Where</u> did you go? <i>To the Crimea.</i> <u>Who</u> did you go with? <i>My family.</i></p> <p>Whole group work. A trainee (Student Teacher) is given a list of questions (see Handout 2). S/he chooses which person to ask. If the question is not direct the person who was asked has to question the corresponding person to give the correct answer.</p> <p>e.g.- <i>Igor, does Sveta play the cello?</i> <i>-I don't know. Sveta, do you play the cello?</i> <i>-No, I don't.</i> <i>-Thanks. No, she doesn't.</i> <i>-Thank you, Igor.</i></p> <p>In turns trainees talk on the topic chosen in advance.</p>	<p>6 minutes</p> <p>11 minutes</p> <p>4 minutes</p> <p>6 minutes</p> <p>4 minutes</p>

<p>3. Summing up.</p>	<p>Talking time limit is three minutes. Remind it is a talk not reading a prepared paper.</p> <p>Listeners: have a task while listening, such as noting down points (e.g., 3) or preparing questions for details (e.g.,3) to ask the presenter after the talk.</p> <p>Teachers: make sure you do not interrupt with corrections and only help out at moments of total collapse. Note important errors for feedback at the final stages. While in their EFL class trainees should bear in mind this is a student-centered activity.</p> <p>Whole group discussion. Which of the presented activities are controlled/ freer ?</p> <p>Trainer distributes sheets of paper collected at the beginning of the session (see activity 1) How can an EFL teacher help maintain independence in her students' learning via controlled and freer practice activities?</p>	<p>22 minutes</p> <p>7 minutes</p>
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Controlled and

Freer practice Activities

Handout 1

Activity 2

WHAT?	WHEN?
HOW...?	WHY?
WHERE?	WHO?

1. Has ...(name) ever been to China?
2. What colour is ...'s (name) car?
3. Is there any milk in your fridge?
4. Has ..(name) got a pet?
5. Can you do the splits?
6. Could ... (name) play chess when s/he was five?
7. Are there any photos in your living-room?
8. Does ...(name) come from Hungary?

MODULES
FIFTEEN AND SEVENTEEN
FOUR SKILLS. WRITING

MODULE		15,17 WRITING
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the nature of writing, approaches to writing; 2. more aware of problems a writer faces; 3. able to evaluate and adapt writing activities from local course books.	
TIME		120 minutes
STAGE	PROCEDURE	TIME
1. Warmer	Pairs and the whole group discussion. When is writing needed? Who is it for? Why has it become so important nowadays?	3 minutes
2. Running dictation	Two groups (A and B). Running dictation. Group A 1. "Only if you write in a language will you know it well." Group B 2. "Mastering writing in a foreign language is like learning a dialect of the same language."	8 minutes
3. Definition of writing	Pairs, whole group discussion Which of these sayings appeals to your interest more? Why? Give reasons.	3 minutes
4. Evaluating two approaches to writing (based on the written assignment distributed the previous day see Handout 1)	In two groups trainees write what they think writing is. e.g., "All activities transferring a thought to a paper"; "Writing is a process of organizing the thoughts on paper" Trainees compare the definitions. Trainees work in threes (As and Bs), according to the written assignment (see Handout 1). They discuss	5 minutes
5. Analyzing writing activities	<ul style="list-style-type: none"> • The aim • The audience • How the assignment help them prepare to write • How the assignment might be improved 	11 minutes
6. Adapting writing activities	Pairs. The As read Bs' writing; the Bs read As' writing. Discussion. Describe your assignments. Find two main differences between the two activities. What helped/ hindered your writing? Which approach to writing would you use in your class? Why?	3 minutes
7. Discussing learners' problems	Trainees work individually. Make a list of "the most successful" writing activities in your classroom. Mingling. Compare it with other trainees. Whole group discussion. Are there any activities which are used by all of you? Why? What make them "successful"? <ul style="list-style-type: none"> • Aim? • Reader? • Level? 	10 minutes
	Pairs. Read these two instructions for the writing activities: 1. Write a short report (about ten sentences) "My Meals	7 minutes
		13 minutes

<p>8. Conclusion</p>	<p>Yesterday". (from V.M.Plakhotnyk "English 10", Kyiv "Osvita" 1998, p.79 1. Write about something that you like. (from "English 3" by I.N. Vereshchagina, Moscow "Prosveshcheniye" 1994, p.315) Rewrite these activities so that they include an aim; a reader; a genre. Share your ideas with the others. Discuss which you like the best and why.</p> <p>The Game (see Handout "Writing Problems Game") The whole group discussion of learners' problems.</p> <p>Whole group discussion. What does a person need to produce a good piece of writing? What is the teacher's role in this process?</p>	<p>14 minutes</p> <p>17minutes</p> <p>3 minutes</p>
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Writing assignment A

You are going to write a short composition on the following topic: “Kyiv, the capital of Ukraine”.

1. Write a preliminary outline or some notes. Take about 10 minutes.
2. Write your composition. You have 20 minutes to write and check it for mistakes in grammar and mechanics (e. g. spelling and punctuation). Your trainer will read your finished compositions.

Writing assignment B

The newspaper “Kyiv Post” has announced a contest! You are invited to submit a short article (maximum: three paragraphs in length), explain why Kyiv is dear to you. The winning entry will be published in the May issue dedicated to Kyiv Day, and its author will receive a prize: a ticket to the show in the Ukraine Palace on Kyiv Day.

Planning Ahead

A. Before you write, spend five minutes jotting down whatever comes into your head about the following:

Reasons I like living in Kyiv.

My favourite places in Kyiv.

B. Circle the two most interesting reasons you gave for why you like Kyiv and write a sentence about each of them. Take five minutes.

- 1.
- 2.

II. Introduction

Think about how you want to begin your composition. Again, take five minutes.

Think what will grab the attention of your readers. Something funny? Something interesting? Mysterious?

Example:

I have to confess: I’ve moved from Odessa to Kyiv because of my religion.

Write one possible introductory sentence here:

III. Writing

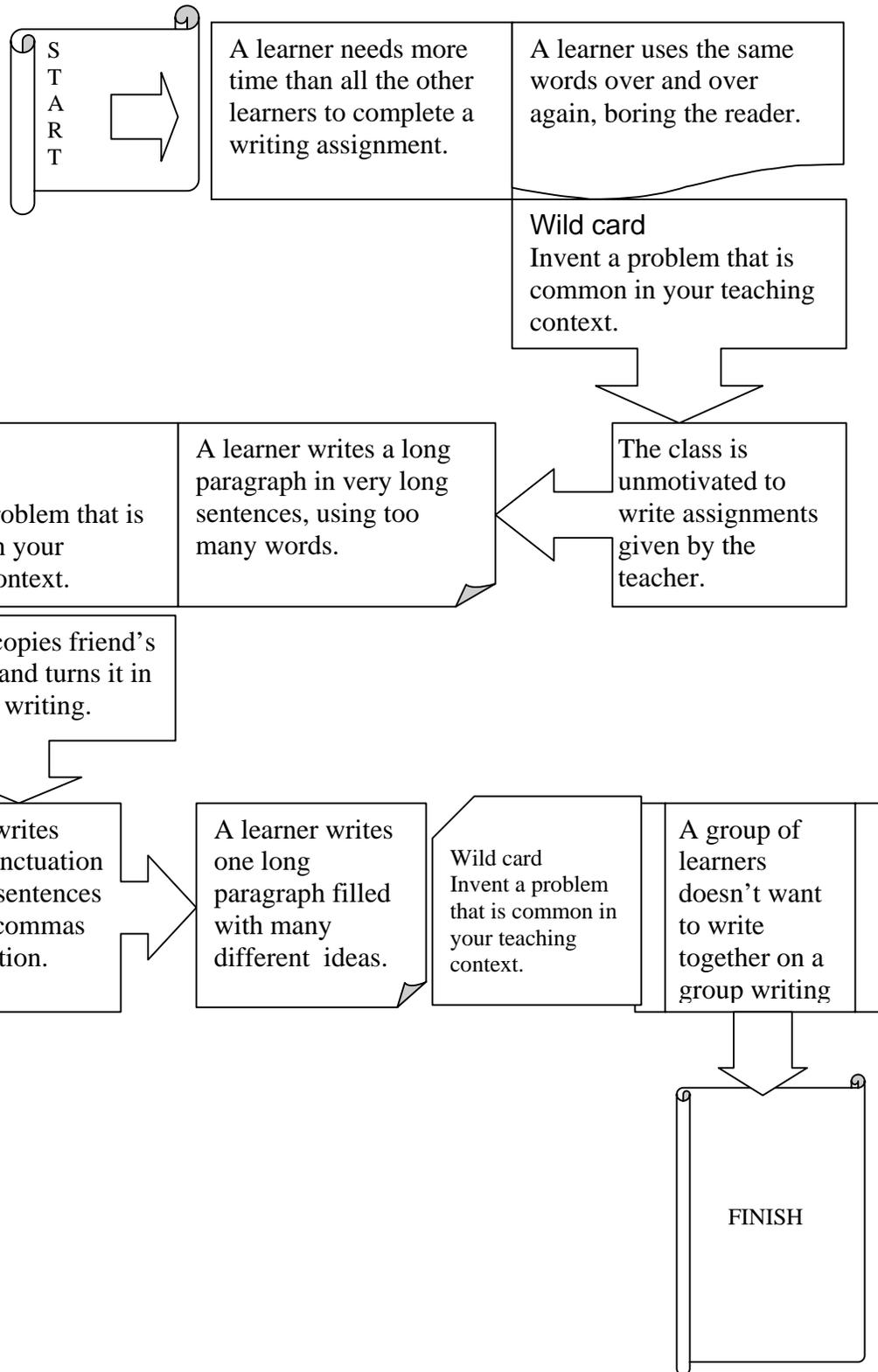
Spend 15 minutes writing three paragraphs: an introduction, a paragraph explainig your most important reason and a concluding paragraph, as follows:

- Begin with your power-packed introductory sentence.
- Look back at I B: PLANNING AHEAD. Decide which your most favourite thing about Kyiv is and write one paragraph about that. Be sure to give enough details to support your idea.
- Finish with concluding paragraph.

WRITING

PROBLEMS

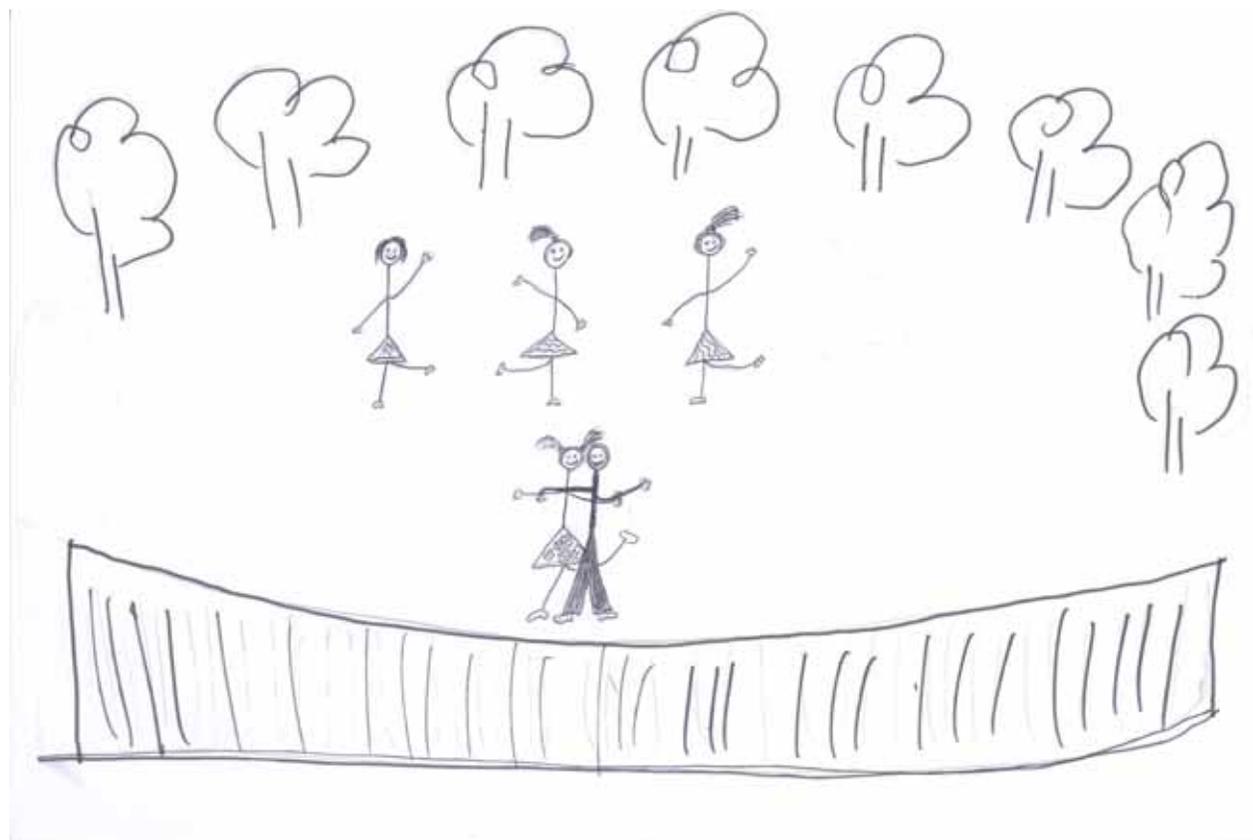
GAME



MODULE SIXTEEN
DRAMA IN EFL CLASS

MODULE		16 DRAMA IN EFL CLASS (DEMONSTRATION)
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of what is the difference between “drama” and “dramatizing”; 2. more aware of main aims of using drama in EFL class; 3. more aware of what is involved in dramatizing in EFL class; 4. able to use the suggested activities in practice.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. Sharing experience	Two groups of three trainees. Discussion. Have you ever performed in a play? When was it? How did you feel?	4 minutes
2. Discussion	Whole group discussion. What does “drama in class” mean to you? What is the difference between “drama” and “dramatization”?	6 minutes
	Why is it important to have drama in EFL class especially with children?	5 minutes
Demonstration	In two groups trainees make two lists of activities which might be considered as drama. Compare the lists. Whole group discussion. Why do you think it is a drama activity? Why not? Give reasons	6 minutes
1. “Class Photo”	One of trainees is given a magazine picture/ a photo/ a drawing with five people in it. (Or the factual number of trainees but one). For example see Handout 1.	5 minutes
2. Dramatizing a joke	The trainee has to arrange the others according to the arrangement of the people in the magazine picture/ the photo/ the drawing. S/he is not allowed to use gestures. Oral directions only! As soon as they are ready trainees compare their seating with the one in the picture.	11 minutes
3. “Can/Can’t” miming	Trainees work in two groups. They choose a joke (see Handout 2). Each group spends two/three minutes preparing (choosing two “actors” and a reader) One person reads, two others dramatize the joke. Trainees choose a partner.	8 minutes
4. Summing up	Sit separately. On a sheet of paper they write (what they think) three things the partner can do and three thing the partner can’t do. Stand up, come up to the partner. Speaking is not allowed!	15 minutes

	<p>Miming and using gestures the partners try to find out whether the guesses were correct. Then trainees report to the class.</p> <p>Whole group discussion. What activities have we tried? Name them.</p> <p>What was the aim of each activity? How did you feel doing it? How would you change the activity in your teaching context?</p>	
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WHAT IS FUNNIER?

A farmer came to town to do some shopping. He had bought everything he wanted and was going to leave the shop. But the shop-keeper wouldn't let him go. He said,

- Look here, farmer Jones! I've got some very good bicycles to sell! They're very cheap: \$35 only! And you can ride around your farm every day!
- Oh, no! – said the farmer. – I don't want a bike. With this money I can buy a cow. And a cow is certainly more useful than a bike.
- But you can't go to town on a cow! – the shop-keeper exclaimed. – that's ridiculous!
- Well, I don't know what is funnier, - replied the farmer.
- To ride a cow or to milk a bike.

NO ALLIGATORS

A tourist who came to a seaside town decided to go swimming. But before getting into the water he asked his guide:

- Are you sure there aren't any alligators here?
- Oh, no! - replied the guide. - There aren't any alligators here!

The tourist was no longer afraid. He jumped into the water and enjoyed the swimming. When he returned to the beach he asked his guide again:

- What makes you sure there aren't any alligators here?
- The alligators are too clever! – answered the guide.
- They never appear here because they're afraid of sharks.

**MODULE EIGHTEEN
VIDEO IN EFL CLASS**

MODULE		18 VIDEO IN EFL CLASSROOM (DEMONSTRATION)
OBJECTIVES	By the end of the module the trainees will be able to use short film extracts for various aims: 1. Setting the scene; 2. Practicing vocabulary/grammar; 3. Listening/speaking practice; 4. Unconscious picking up of language; 5. Developing creativity.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. Using video as a warmer, practising vocabulary (descriptions), the Present Continuous 2. Using video for listening and speaking practice and unconscious picking up of language 3. Using video for developing creativity, listening and speaking skill	The Trainer chooses a scene in a film beforehand. Presses "Pause" button and covers the screen with post-it. Working in two groups trainees compete by trying to guess what scene is covered on the screen. The team which gives a correct sentence gets a point and one post-it is taken off the screen. The team who gets more points wins. The Trainer chooses a short (3-5 mins) film extract. Trainees watch it sound off. Stand up, watch it sound off and copy gestures. Watch it sound on, copy gestures and repeat words and phrases. Watch it sound off, copy gestures and try to say the whole dialogue. Trainees role play a slight variation of the original situation.	4 minutes 5 minutes 5 minutes 5 minutes 5 minutes
4. Summing up.	In advance the Trainer chooses a scene in a film and makes the tape recording of the same scene. Trainees work in two groups: one group watches a scene on video, sound off. They discuss who the characters are the relationship between them, the possible conflict. The other group listens to the tape recording of the same scene making their guesses about the appearance, age, jobs, movements, etc of the characters. The groups get together. In pairs they exchange the information and act out what they together reconstructed. Trainees watch the extract sound on comparing their performance with the original. Whole group discussion. What do you think were the aims of the activities? How can using video help your Students in their learning? What are PROs and CONs of using video in your class?	7 minutes 7 minutes 7 minutes 12 minutes

MODULE NINETEEN
INTEGRATING FOUR SKILLS

MODULE		19 INTEGRATING FOUR SKILLS
OBJECTIVES	By the end of the module the trainees will be: 1. more aware of the importance and criteria of skills integration; 2. able to evaluate integrated tasks in terms of their communicative purpose; 3. able to design integrated tasks and lessons for their own teaching context.	
TIME		60 minutes
STAGE	PROCEDURE	TIME
1. Reflection on personal experience	Whole group discussion. Is your Trainer doing at the moment? (I am speaking now and listening to myself, monitoring what I am saying). What are you doing at the moment? (Listening/ taking notes/ reading)	3 minutes
2. Analysis of four skills integration in real life	Personal experience discussion. How did you become a trainee in this group? What exactly did you do ? Put down all the stages on a sheet of paper. (Read/heard the advertisement; phoned/wrote to IH Kyiv school, filled in the application form, etc)	6 minutes
	Trainees work in pairs, comparing the lists and consequence. What skills were involved? What were their consequence?	5 minutes
3. Lesson plans analysis	Whole group discussion. Were all four skills involved? Is there a balance of the skills? How can the balance of the skills help your learners in their learning?	7 minutes
	The trainer distributes the lesson plans	16 minutes

<p>4. Summing up</p>	<p>which were written by trainees at the beginning of the course (see DAY 1, MODULE 2 <i>Planning and Staging. Preparation for meeting the students</i> activity 5).</p> <p>Are the four skills integrated in your lesson? Is there a balance of them? Working individually trainees think how they would change/ adapt/ modify their lesson plans now, at the end of the course.</p> <p>Trainees work in pairs. They show the first and the second version of the same lesson plan and give reasons why they made changes if any. How might you teach your partner's lesson? Why? Whole group discussion In your teaching context in what ways are your integrated skills activities similar to/different from the ones you observed/ read about/ taught during the course? What skills will you teach differently? Why (not)?</p>	<p>14 minutes</p> <p>9 minutes</p>
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APPENDIX

Appendix 1

TEACHING PRACTICE SELF EVALUATION

NAME:

DAY:

WHAT I LIKED ABOUT MY LESSON:

WHAT I DIDN'T LIKE ABOUT MY LESSON:

THREE THINGS I WOULD CHANGE:

1.

2.

3.

Appendix 2

OBSERVATION FORM

To be used throughout the course (at observations and feedback sessions)

Think about	Comment
Student involvement Were all the students involved all the time?	
The arrangement of the seating How many different arrangements did you see in the lesson? Were they appropriate for the activities? Comment on the size and composition of any pair or group work.	
Instructions How were activities set up? Were the instructions clear to the learners?	
Teacher's position, posture and manner (standing, sitting down, using humour, etc.) Were these appropriate?	
Use of teaching aids Was the board used effectively? Were the visual aids visual? Was the tape recorder well used?	
Pace of the lesson	

Appendix 3

TEACHING PRACTICE FEEDBACK

(TO BE FILLED IN BY THE TRAINER)

NAME: DAY: DATE: LESSON #: LENGTH:

OBSERVED BY: SIGNATURE:

ORDER OF TEACHING: NUMBER OF STUDENTS:

LESSON TYPE:

GENERAL POINTS:

TO WORK ON:

YOUR LESSON PLAN:

AT THIS STAGE OF THE COURSE THIS IS A PASS/FAIL LESSON

Appendix 4

FURTHER READING

This list includes only books which *are available* in the British Council and America House libraries and International House Kyiv Resource center.

1. Doff, Adrian. 1991. Teach English. CUP
2. Richard, Jack C. 1990. Con conversationally Speaking: Approaches to Teaching Conversation. CUP
3. Brookes, Arthur; Grundy, Peter. 1998. Beginning to write. CUP
4. Wajnryb, Ruth. 1992 Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers. CUP
5. Celce-Murcia, Marianne and Diane Larsen-Freeman. 1999. The Grammar Book: An ESL/ EFL Teacher's Course. Second Edition. Boston. Massachusetts: Heinle and Heinle
6. Deller, Sheelagh. 1991. Lessons From the Learner. Harlow: Addison Wesley Longman
7. Edge, Julian. 1989. Mistakes and Correction. Harlow: Addison Wesley Longman
8. Grant, Neville. 1987. Making Most of Your Coursebook. Harlow: Addison Wesley Longman
9. Hadfield, Jill. 1995. Classroom Dynamics. OUP
10. Laroy, Clement. 1996. Pronunciation. OUP
11. Ellis, Gail and Barbara Sinclair. 1989. Learning to Learn English. CUP
12. Tribble, Christopher. 1996. Writing. OUP
13. Byrne, Donn. 1988. Teaching Writing Skill. Longman
14. Hedge, Tricia. 1991. Writing. OUP
15. Davis, Paul and Mario Rinvoluceri. 1990. Dictation. CUP

16. Wajnryb, Ruth. 1995. Grammar Dictation. OUP
17. Silberstein, Sandra. 1994. Techniques and Resources in Teaching Reading. OUP
18. Grellet, Françoise. 1991. Reading Skills Developing. CUP
19. Nuttall, Christine. 1998. Teaching Reading Skills in a Foreign Language. Macmillan Publishers, Oxford
20. Grundy, Peter. 1995. Newspapers. OUP
21. Hedge, Tricia. 1990. Using Readers in Language Teaching. Macmillan Publishers Ltd., London and Basingstoke
22. Greenwood, Jean. 1989. Class Readers. OUP
23. Wallace, Catherine. 1992. Reading. OUP
24. Maley, Alan and Alan Duff. 1982. Drama Techniques in Language Learning. CUP
25. Wessels, Charlyn. 1997. Drama. OUP
26. Dougill, John. 1994. Drama Activities for Language Learning. Macmillan Publishers Ltd., London and Basingstoke
27. Nolasco, Rob and Lois Arthur. 1990. Conversation. OUP
28. Ur, Penny. 1992. Discussions that Work. CUP
29. Holme, Randal. 1992. Talking Texts. Longman
30. Golebiovska, Aleksandra. 1987. Getting Students to Talk. CUP
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