



25th
National RESC Conference
& 10th National Conference
on Language Assessment

RESC CONFERENCE

SUSTAINABLE DEVELOPMENT,
ADVANCED TECHNOLOGIES AND LITERACY:
CHALLENGES AND OPPORTUNITIES FOR ESL TEACHERS AND LEARNERS

2023

**Organized by
The Department of English, NIE
Sabaragamuwa and North Western RESCs**

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Forward

The Department of English at the National Institute of Education (NIE), Sri Lanka organizes the annual National RESC Conference and the National Conference on Language Assessment to provide an opportunity for all the members of the Regional English Support Centres (RESCs) islandwide to meet in one single forum to share their knowledge and experience.

With the participation of local and foreign scholars and nearly 500 stakeholders in the system of education including the RESC staff, the 25th National RESC Conference & the 10th National Conference on Language Assessment 2023 was held on the 5th , 6th and 7th December 2023 as a 3-day virtual conference under the theme “ Sustainable Development, Advanced Technologies and Literacy: Challenges and Opportunities for ESL Teachers and Learners.”

Dr. Rohan Abeywickrama, Dean of the Faculty of Social Sciences & Languages, Sabaragamuwa University of Sri Lanka and Dr. Darshana Samaraweera, Deputy Director General of the Faculty of Languages, Humanities and Social Sciences, National Institute of Education, Sri Lanka graced the event as the chief guest and the guest of honour.

The academic validity of the three-day conference was heightened by the keynote address delivered by Prof. Prasad Sethunga, Director General of the National Institute of Education, Sri Lanka and five plenary sessions conducted by the experts in the field of English language teaching from Sri Lanka, Malaysia and Indonesia. The conference consisted of seven workshops conducted by selected Regional English Support Centres (RESCs) and a digital poster presentations by all the 31 RESCs.

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

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The Impact of AI-Driven Tools: Addressing Their Advantages, Potential Pitfalls in Education

National Institute of Education, Sri Lanka



Prof. Prasad Sethunga

Director General

National Institute of Education, Sri Lanka

Keynote Speech by Prof. Prasad Sethunga, Director General, National Institute of Education, Maharagama, Sri Lanka

Artificial Intelligence (AI) is transforming various sectors, and education is no exception. The integration of AI-driven tools in education promises numerous benefits, but it also comes with its set of challenges. This article explores the implications of these technologies, with a focus on Sri Lanka's general education system by the nation's sector development strategy.

The Development Plan for the General Education Sector in Sri Lanka

The General Education Sector Development Plan of Sri Lanka is essential to raising educational standards. This comprehensive plan is structured around four key thrust areas (KTAs), with a significant focus on improving the quality of general education. Under KTA 2, the plan emphasizes:

- Modernized and diversified national curriculum
- Quality and responsive teaching
- Future-focused teaching
- Outcome-focused, subject-based quality improvement programs
- Promotion of 21st-century teaching and learning skills

These areas of concentration emphasize how important it is to use AI-powered technologies in the classroom. Under the KTA 2, the improvement of quality education aims at education reforms, major policies, flagship initiatives, and strategies. Under this theme, the sector development plan has 8 components.

1. Diversification and modernization of the national curriculum
2. Development of primary education.
3. Improvement of science, technology, mathematics, and English education for improving skilled human capital.
4. Broader approach to education focuses on improving transversal skills, socio-emotional skills, value education and ethics.
5. Teacher development, teacher education and teacher management.
6. Improving assessment, testing and evaluation systems.
7. Improving attractive teaching and learning environment: promoting digital-based teaching and learning.
8. Improving learning outcomes of students: establish international linkages in the general education system.

The plan lays key ideas, policies, and tactics for reforming education. The third of its eight components—improving science, technology, math, and English education to increase skilled human capital—is the most important. This element emphasizes how crucial conferences and conversations around AI in education are.

National Policy Framework 2023–2033

The Sri Lankan government is on the verge of launching a National Policy Framework for 2023–2033. This framework anticipates transformation across three domains:

- Teaching, learning, and credentialing
- Governance
- Investments and resources

In the first domain, key goals include the provision of English medium education in any school and ensuring all students are proficient in the two national languages, English, numeracy, and digital literacy. This aligns with the need for digital transformation and the integration of AI in education.

Technological Transformation and Personalized Learning

The current era is marked by technological transformation, with AI at its forefront. Terms like personalized learning, powered by AI, have become prevalent. Personalized learning tailors educational experiences to individual learner's needs, preferences, and pace, making education more effective and engaging.

Chat GPT: A Case Study

A prominent artificial intelligence tool is Chat GPT, an advanced natural language processing model created by Open AI. Chat GPT can compose narratives, summarize documents, respond to queries, and produce responses that resemble those of a human. Here's a brief overview of how it works

- Preprocessing: Converts text into numerical tokens to capture meaning.
- Encoding: Uses attention mechanisms to focus on relevant parts of the input text.
- Decoding: Generates responses by decoding the encoded text into natural language.
- Postprocessing: Refines the generated text to remove unnecessary tokens and formatting.

Chat GPT is trained on an extensive online dataset, it can respond to a broad variety of themes and styles.

Potential Benefits of AI in Education

AI-driven tools like Chat GPT offer several benefits:

- Useful teacher suggestions: AI can provide resources and ideas, enhancing lesson planning and delivery.
- Personalized learning experiences: Tailors education to meet individual student needs.
- Simplified doubt resolution: Students can get instant answers to their queries, saving time for both students and teachers.
- Engaging learning experiences: Interactive AI tools can make learning more interesting and immersive.
- Teachers, who often struggle with time management, can greatly benefit from AI tools that streamline various tasks.

Limitations of AI in Education

Despite its advantages, AI in education has notable limitations:

- Lack of common sense: AI may not always understand nuances and context.
- Limited contextual understanding: AI might misinterpret or overlook specific details.
- Bias in data: AI systems can reflect biases present in their training data.
- Inability to perform physical tasks: AI cannot replace the hands-on aspect of teaching.
- Lack of emotional intelligence: Emotional intelligence is crucial in education, and AI currently lacks this capability.
- Vulnerability to adversarial attacks: AI systems can be manipulated, leading to misinformation.

Conclusion

While AI-driven tools like Chat GPT offer transformative potential in education, it is essential to address their limitations and ensure they complement, rather than replace, human educators. By thoughtfully integrating AI into the educational framework, Sri Lanka can achieve its goals of modernizing education and developing skilled human capital, in line with its sector development plan and national policy framework.

In order to create an inclusive, efficient, and future-focused educational system, it will be important to strike a balance between the advantages of artificial intelligence and its limits as we traverse this technological revolution.

Sustainable Development, Advanced Technologies, and Literacy: Challenges and Opportunities for ESL Teachers and Learners

Sabaragamuwa University, Sri Lanka



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Speech by Dr. Rohan Abeywickrama, Dean, Faculty of Social Sciences & Languages, Sabaragamuwa University of Sri Lanka

Professor Prasad Sethunga, Director General of the National Institute of Education and keynote speaker, Dr. Darshana Samaraweera, Deputy Director General of the Faculty of Languages, Humanities, and Social Sciences and guest of honour, esteemed guests including the Country Director of the British Council Sri Lanka, RESC coordinators, and my dear ESL teachers,

It is a great pleasure and privilege to address the 25th National RESC Conference-2023, under the theme "Sustainable Development, Advanced Technologies, and Literacy: Challenges and Opportunities for ESL Teachers and Learners." I am deeply grateful to the NIE for selecting such a timely topic and providing us with the platform to explore its insightful implications.

The global shift towards online teaching and learning post-COVID-19 has significantly influenced the challenges facing ESL teachers in the 21st century. Technologies such as Zoom, Microsoft Teams, Moodle VLEs, and social media have become essential tools, yet they also present challenges to teacher efficacy. As Bandura (1997) defines it, teacher efficacy is the ability to achieve desired outcomes even with disengaged learners—a key consideration in the context of online engagement and assessment.

Before the pandemic, content knowledge and pedagogical skills were the cornerstones of education. Today, teacher knowledge has expanded to include TPACK—Technological Pedagogical Content Knowledge—which encompasses the technical and pedagogical expertise crucial for educating Generation Z and the Alpha generation, who are deeply immersed in AI-driven learning environments. Even with the advancements of tools like Authenticator and Turnitin for plagiarism detection, accurately evaluating student learning outcomes remains a significant challenge. Furthermore, issues like teacher stagnation and burnout are becoming increasingly common, particularly in the South Asian context, impacting both professional standards and educator well-being.

To overcome these challenges, educators must focus on building strong professional capital, which is essential for their success and well-being in the rapidly evolving educational landscape. Professional capital encompasses three key components: social capital, human capital, and decision-making capital.

Social capital refers to the relationships and networks that educators build within their professional communities. By collaborating with colleagues, administrators, and even learners, teachers can share best practices, exchange ideas, and offer mutual support. This collaboration helps educators not only develop their teaching skills but also face challenges together, creating a sense of belonging and shared responsibility. Strong social capital fosters a learning environment where innovation and continuous improvement thrive.

Human capital involves the knowledge, skills, and experience that teachers bring to their roles. It includes pedagogical expertise, content knowledge, and increasingly, technological proficiency. In the post-pandemic world, human capital now encompasses digital literacy, the ability to integrate new technologies, and the capacity to use data and online tools effectively to enhance student engagement and learning outcomes. Teachers must also develop emotional intelligence to connect with students on a deeper level, which is especially important when working with disengaged or struggling learners. Continuous professional development, such as attending workshops, conferences, and formal training, helps educators to expand their human capital.

Decision-making capital is the ability to make informed, effective decisions in dynamic, complex situations. This includes the capacity to assess student needs, adapt teaching strategies, and use data to guide instructional choices. Decision-making capital also involves critical thinking and reflective practice, where educators evaluate their actions, assess their impact, and adjust their approaches accordingly. As educational technologies evolve, decision-making capital becomes crucial for effectively integrating tools and platforms into teaching without losing sight of pedagogical goals.

Additionally, lifelong learning is at the heart of maintaining professional capital. In the fast-paced world of education, educators cannot afford to remain stagnant. Lifelong learning allows teachers to stay updated on the latest research, educational trends, and technological advancements. This mindset of continuous growth ensures that

educators are prepared to meet the demands of an ever-changing learning environment and can effectively support their students' diverse needs.

Self-awareness plays a critical role in this process. By regularly reflecting on their strengths and areas for improvement, educators can better understand their personal and professional needs. SWOT analysis—an assessment tool that identifies Strengths, Weaknesses, Opportunities, and Threats—can help teachers reflect on their capabilities, identify areas for growth, and strategically plan for the future. For instance, an educator may recognize a weakness in integrating technology into lessons and seek out professional development opportunities to improve this skill. Self-awareness, therefore, leads to targeted efforts that strengthen both individual and collective professional capital.

In summary, building strong professional capital, along with a commitment to lifelong learning and self-awareness, equips educators to meet the challenges of today's rapidly changing educational landscape. By fostering collaboration, expanding skills, and making informed decisions, educators can enhance their efficacy and better serve their students, even in the face of uncertainty and evolving demands.

Finally, I offer my sincere thanks to the NIE and Dr. Darshana Samaraweera for this valuable opportunity. Let us embrace these insights and work together to strengthen our profession in these transformative times.

The Role of Language Education for Sustainable Development

National Institute of Education, Sri Lanka



Dr. Darshana Samaraweera

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This year's conference focuses on sustainable development, a very appropriate and significant theme as the world confronts the multifaceted implications of development. Sustainable development has become an essential topic of discussion among academia, politicians, the education sector and in both national and international media. In Sri Lanka, deformed weather patterns could be observed over the past months and that reminds the need to reconsider and critically reflect on the impact of human activities on the environment.

In line with this year's conference's key theme, this article addresses the role of language education in promoting sustainable development. The concept of sustainable development has gained worldwide recognition in the past few years. However, this in the past was largely a strange and unfamiliar idea to us. We had a simple lifestyle that we enjoyed, enriched with contentment and limited resources. Over the past five decades, however, in the name of development, humanity has consumed resources rapidly—resources originally intended to last centuries have been squandered within a mere few decades. This situation is comparable to a vehicle increasing in speed. At first, a small force is sufficient to bring it to a stop, but as its velocity increases, halting it becomes increasingly difficult, and any sudden action risks causing havoc. Today, the world finds itself in a similar situation—development has accelerated to such an extent that controlling has become a difficult challenge. Sudden attempts to decelerate or reverse the course may worsen the situation. Careful planning and strategic interventions are essential, as things are beyond our control.

The idea of losing control over development reminds the famous poem by W.B. Yeats', *The Second Coming*: "The falcon cannot hear the falconer." The one who should guide the process has lost command, and the process itself represented by the falcon has become unreachable. In our chase of development, we have acted with reckless haste towards this mirage called development, and as a consequence, we now find ourselves grappling with the consequences. For this reason, sustainable development has emerged as a key theme in numerous academic and policy-driven discussions, including those concerning education and language development.

Sustainable Development Goals (SDGs) and Millennium Development Goals (MDGs)

The concept of sustainable development emerged as a significant focus at the beginning of the new millennium, particularly following the adoption of the United Nations' Sustainable Development Goals (SDGs) in 2015. At that time, over 190 countries, under the framework of the United Nations, committed to 17 goals aimed at addressing some of the world's most urgent issues, such as poverty, hunger, and environmental degradation. The primary focus was to foster responsible consumption and promote a more sustainable way of living, as the Earth's ecosystems face increasing threats, including discussions about the possible sixth mass extinction.

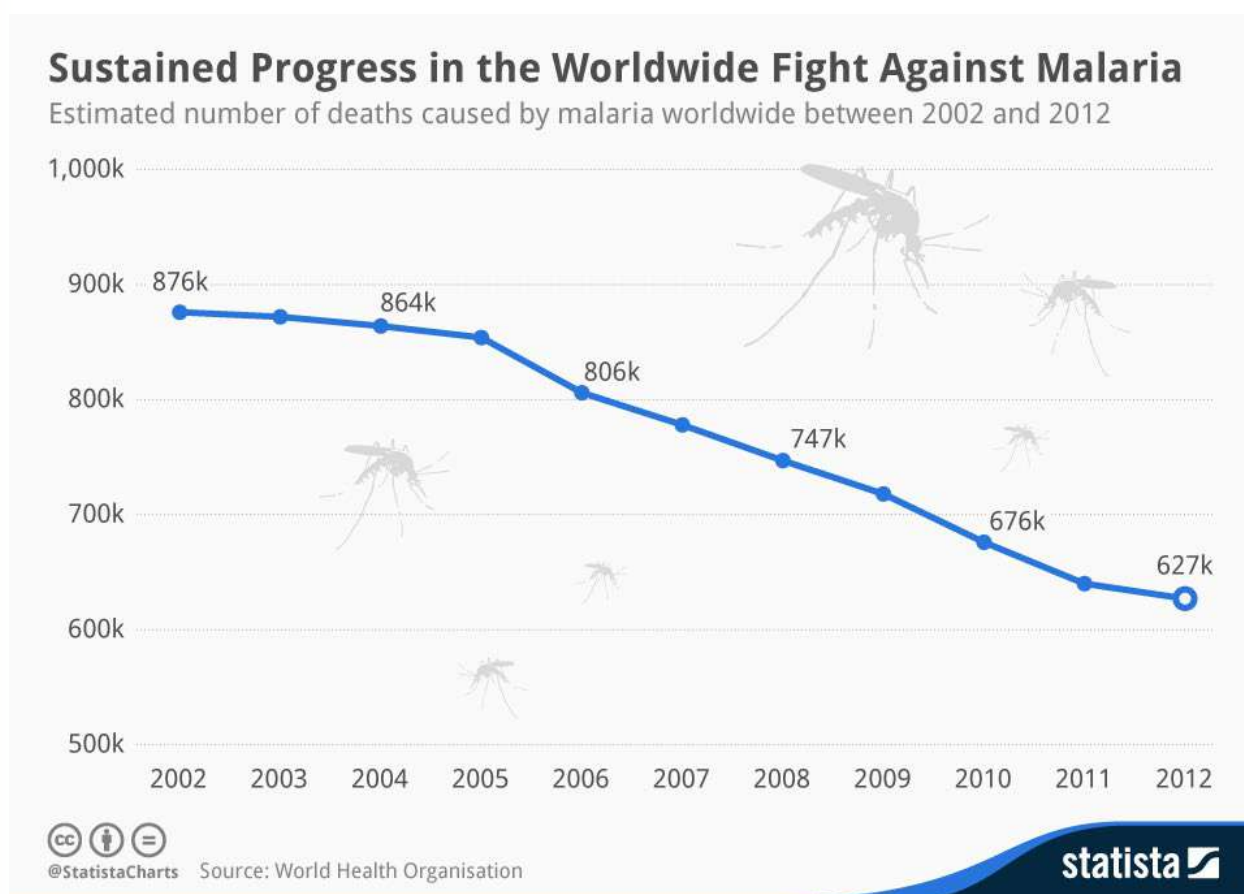
The SDGs were pictured as a blueprint for global change by 2030. However, an essential question arises: do these 17 goals reflect humanity's wisdom and intelligence, or do they instead accentuate our failure to act responsibly until now? In reflecting on these goals, it is essential to examine the state of the world before 2015 and evaluate whether humanity has been on a sustainable path.

Before the establishment of the SDGs, the United Nations and world leaders introduced eight Millennium Development Goals (MDGs) in March 2002, with a target date of 2015. These eight goals were designed to address critical global issues, including eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality, and improving maternal health. The MDGs were intended to encourage global cooperation to address persistent challenges that had been holding back human progress for a long time. Despite some progress, it became apparent that by 2015 many of these targets had not been fully met. While advancements were made in areas such as technology and economic growth, substantial portions of the global population continued to face poverty, hunger, and inadequate access to basic education, high child mortality rates and healthcare. Moreover, environmental sustainability remained a pressing issue, as global efforts to alleviate the effects of climatic change and environmental degradation were insufficient.

In light of these ongoing challenges, the SDGs were introduced to build upon the MDGs and further address the interconnected challenges that approach humanity. Nevertheless, the question of whether these global efforts are enough to secure a supportable future still remains a matter of paramount importance for educators, policymakers, and researchers alike. The role of education, particularly language education, in advancing sustainable development goals cannot be exaggerated. Through promoting critical thinking, communication, and collaboration, language

education plays a pivotal role in providing individuals with the knowledge and competencies required to navigate the complexities of sustainable development.

The intersection of language education and sustainable development is an essential area of inquiry as the global community struggles to overcome the challenges of the 21st century. Sustainable development demands a complex approach, one in which education, particularly language education, is key to fostering awareness, encouraging collaboration, and ensuring that future generations are equipped to build a more sustainable world.



Source: Sustained Progress in the Worldwide Fight Against Malaria

The above graph presented illustrates the progress made in controlling Malaria between 2002 and 2012. In 2002, malaria posed a significant health challenge, particularly in Sub-Saharan Africa, resulting in an estimated 876,000 deaths worldwide. However, by working together worldwide, the number of malaria-related deaths decreased to 627,000 by 2012, representing an improvement of nearly 200,000 lives saved. While this reduction is remarkable, it should not lead to self-satisfaction. In 2015, it became apparent that the Millennium Development Goals (MDGs) had not been fully realized, demanding a reevaluation of global health priorities. As Flynn mentioned, "These achievements, while

hugely encouraging, are no cause for complacency.” Malaria, along with the broader issues of extreme poverty, remains far from eradication.

The United Nations recognized the need for new targets, the Sustainable Development Goals (SDGs), which were adopted in 2016. This decision was motivated by the realization that the MDGs had not fully accomplished their objectives, such as eradicating poverty, eliminating hunger, and promoting global health. The global community admitted the necessity for broader and more focused goals to solve these ongoing challenges.

Initially, the MDGs enclosed eight goals. However, this number has now more than doubled to 17 in the SDGs. This evolution is significant. At the dawn of the millennium, the aim was to achieve eight goals within a 15-year timeframe. After falling short, the global community increased the number of goals to 17, to be accomplished by 2030. This raises a critical question: if we become unsuccessful meet these 17 goals by 2030, will we confront an even larger set of objectives, potentially expanding to 32, 33, or more?

With approximately seven years remaining to evaluate the practicability of achieving these 17 goals, significant challenges lie ahead. These goals address pressing global issues. For instance, the MDGs combined poverty and hunger into a single goal, whereas the SDGs describe them into two separate objectives: Goal 1 focuses on eradicating poverty, while Goal 2 aims for zero hunger. Goal 3 emphasizes ensuring good health and well-being, and Goal 4 highlights the necessity of quality education. In the modern context, universal primary education alone is inadequate; the world increasingly requires quality education to fulfill the requirements of a dynamic global environment. Other critical goals include gender equality, clean water, and sanitation. Water, once regarded as a universally accessible resource, has now transformed into a commodity. This shift is particularly evident in regions like the Gaza Strip, where humanitarian workers face significant challenges in providing clean water. Moreover, accessible and clean energy has emerged as an important issue, especially as we have consumed resources, particularly fossil fuels that were intended to last for centuries; these may now be decreased in less than 50 years.

The SDGs also highlight decent work and economic growth (Goal 8), industry, innovation, and infrastructure (Goal 9), reducing inequalities (Goal 10), and fostering sustainable cities and communities (Goal 11). Urban areas are increasingly becoming unsustainable, and the current pace of urbanization cannot continue without a check. Responsible

consumption and production (Goal 12) are paramount; there is an urgent need to modify our consumption and production behaviors, which have often been motivated by profit and excess rather than sustainability. Climate action (Goal 13), life below water (Goal 14), life on land (Goal 15), peace, justice, and strong institutions (Goal 16) also feature notably in the SDGs. The world continues to struggle with issues related to peace and justice, and weak institutions often aggravate these problems. Finally, Goal 17 emphasizes the importance of partnerships for the goals, a focus that was also central to the MDGs. However, the MDG era revealed drawbacks in the establishment of these partnerships, making this a critical emphasis for the SDGs.

Thus, the SDGs represent an expansion of the goals set forth by the MDGs, addressing the deficiencies of the past while expanding the scope of objectives for the future. Achieving these 17 goals by 2030 is essential to fostering a sustainable and equitable world, which will require global cooperation, heightened awareness, and a collective sense of responsibility across all sectors of society.

Challenges to Achieving Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) enclose a holistic framework designed to address global challenges. However, several obstacles stop the achievement of these goals. As educators, it is essential to comprehend these challenges, as we carry a significant responsibility in raising awareness and action. The key challenges to achieving the SDGs include:

- 1. Awareness:** As the global population approaches 8 billion, awareness regarding sustainability, sustainable development, and the SDGs remains limited among the majority. A significant segment of the population lacks a clear understanding of the importance of these goals and their specific roles in achieving them.
- 2. Responsibility:** There's a common misunderstanding regarding the distribution of responsibilities for achieving the SDGs. Many individuals believe that responsibilities are segregated; for instance, Goal 4, which focuses on quality education, is commonly regarded as the responsibility of educational institutions, while other goals are assigned to different departments. This can result in passive participation, as individuals may feel forced to concentrate only on their particular roles, neglecting the interconnected nature of the SDGs.
- 3. Global Pandemic:** The COVID-19 pandemic, which emerged in 2020 and remained for over two years, significantly disrupted the progress towards the

SDGs. Although it reduced pollution temporarily, it also stopped initiatives aimed at achieving the SDGs. The pandemic has forced us to rethink our approaches to rebuilding in a more dangerous world.

4. Armed Conflicts: Ongoing armed struggles, such as the recent conflict between Russia and Ukraine, further hinder the progress towards the SDGs. Despite past lessons, humanity seems to repeat the same mistakes, undermining global cooperation and development.

5. Economic Disparity: Economic inequality has been growing, with wealth increasingly concentrated in a few hands. This makes it harder to achieve sustainable development, as those in poverty often lack access to the resources necessary to participate in sustainable practices.

As educators and teachers, our role is significant in addressing these challenges. Education is a powerful tool to raise awareness and promote a sense of responsibility among individuals. By effectively tackling these challenges, teachers and educators can significantly contribute to the global effort to achieve the SDGs.

In language education, whether teaching a mother tongue, second language, or foreign language, our responsibility is particularly significant. We must struggle to create awareness and inculcate a sense of responsibility among students, encouraging their active participation in the SDGs. It is essential that by the time students complete their education, they not only comprehend their responsibilities but also actively engage in contributing to sustainable development. Language teachers are encouraged to move beyond superficial content and fictional narratives in textbooks. Therefore, it is crucial to integrate real-world topics such as sustainability, responsibility, and active participation into the curriculum.

In light of these challenges facing humanity, relying solely on fictional stories is no longer sufficient. Moreover, serious topics like gender equality and social diversity are often addressed superficially in educational materials. While there are inclusive representations, they often do not stimulate critical thinking and engagement. To promote higher-order thinking, educators must encourage students to progress beyond lower-order thinking, promoting metacognitive awareness. This shift is essential for developing students' abilities to think critically, collaborate effectively, and come up with creative solutions for contemporary challenges.

Among the key 21st-century skills creativity, critical thinking, communication, and collaboration language education plays a significant role. Educators must guide students from rote memorization towards metacognitive awareness, where they engage in in-depth discussions and explore innovative solutions to global challenges. This approach aligns with Bloom's digital taxonomy, emphasizing the importance of creating and implementing new ideas.

Furthermore, individual responsibility is a foundation of sustainable development. When individuals recognize and fulfill their responsibilities, societal responsibility can be achieved, at organizational, national, and global levels. As language teachers and educators, it is our duty to promote in-depth discussions around sustainable development and the SDGs, encouraging students to comprehend their roles and actively participate in finding and sharing solutions.

When planning future lessons and training programs, the responsible authorities should prioritize meaningful discussions over superficial content. This shift does not necessitate abandoning literature or themes of humanity and love but it integrates these themes into discussions of sustainable development. By encouraging empathy and compassion, teachers and educators can contribute to creating a world where hunger and poverty are no longer accepted.

Ultimately, our responsibility as educators is to cultivate an environment in which students engage in critical discussions, think creatively, and contribute to the betterment of the human race. The solutions they develop today will shape the future largely, reinforcing the importance of our role in their education.

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Overcoming Digital Colonization in the ESL Contexts

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As humans of the 21st century, we are all acutely aware of our dependencies and vulnerabilities to the digital world which makes the analogy 'digital colonization' both relevant and germane for a discussion of its influence on the ESL contexts. Colonization is the forceful occupation of a nation where the elements of power would be visible and explicit. However, in digital colonization, the forces are disguised as social media platforms, apps, memes, advertisements, and viral videos and so on. Hence, to overcome digital colonization, we need to become informed digital natives with digital wisdom and digital enhancements so that we become the colonizers- not the colonized.

First, in order to become proficient digital natives, ESL practitioners must adapt to and accept the changes brought about by digital technology. Additionally, individuals should focus on finding effective ways to navigate this digital landscape. As practitioners, we often complain about and blame the digital world but complaining and blaming are not effective strategies for problem-solving. It is essential to recognize that children today live in a different world and have different experiences and their lives cannot be forced into the mould of their parents. Their worldview is based on their reality and not ours. Also, we must not forget that the young learners who are in school now, are the ones who experienced the nightmares of Covid-19 lockdowns and the tortures of online learning, and the impact of that challenging experience is long lasting and pertinent.

Secondly, the digital world has become an integral part of our lives and is too alluring to ignore. As digital devices are extremely user-friendly, there is a higher risk of children falling prey to them and eventually playing with the phone or on the phone seems to have replaced actual physical playing. Since physical play is essential for their development, it is important to allow children to engage in spontaneous play (as opposed to organized games such as cricket, volleyball etc.), as it is through play that human beings learn how to live. Playing is a mammalian characteristic that allows young animals/beings to prepare for their adult lives. Therefore, if the digital world has replaced spontaneous play with digital games, we must find a solution by at least lengthening the interval during school hours allowing children to play because of the gravity of its impact.

Apart from the two factors discussed above, thirdly we must observe that despite the integration of technology into educational contexts, classrooms have not fundamentally changed, and students are still expected to sit still and focus for extended periods. The diagnosis of ADD (Attention Deficit Disorder) is often associated with students who

struggle to meet these expectations. It has been identified that the lack of physical activity and engaging tasks may be contributing to the perceived increase in ADD diagnoses (Fukuyama 2002). This calls for more significant changes in the classroom (especially to its physical elements) to better address this issue. Rethinking traditional classroom settings concerning TESL and education in general is vital in teaching. It has been noted that boys are disproportionately falling out of the education system, particularly in higher education, and a possible reason could be the physical setting of the classroom.

Rubin, Estrada, and Honigsfeld (2022) argue that technology should not be used just to support English learners, but rather to create digital-age learning ecosystems for them. This involves moving beyond simple upgrades like switching from whiteboards to smartboards. Furthermore, they propose that practitioners should focus on developing multiliteracies for ESLLs through the use of digital learning resources. In today's language use, meaning is made through multimodal representations, which include written-linguistic modes of meaning and other forms such as oral, visual, audio, gestural, tactile, and spatial patterns of meaning. Therefore, literacy pedagogy should extend beyond alphabetical representations to include multimodal representations, particularly those typical of digital media, to make it more engaging for students and to provide a powerful foundation for a synaesthesia pedagogy.

It is pivotal to carefully select reliable sources such as videos, blogs, and social media to enhance learning opportunities. Practitioners should also acknowledge linguistic diversity by including viewing and visually representing skills in addition to traditional language skills. We should find ways to use the digital world to our advantage and stay as updated as our students. Prensky (2014) argues that the digital divide between digital natives and digital immigrants will become less significant and that one should focus on digital wisdom. This includes both the knowledge gained from using technology and the prudent use of it. In the ESL classroom, embracing the digital world can help students navigate its challenges. With access to vast amounts of information, it is important to recognize what is relevant and valid to make wise decisions. Fact-checking and verification are essential skills for identifying and using valid sources. So that teaching students how to identify reliable sources of information to combat the issue of fake content is crucial. Combining digital and traditional pen-and-paper activities can be an effective starting point.

The utilization of digital extensions, such as PDAs and virtual assistants, can enhance digital capabilities and create relevance in today's society. To stay useful, it is necessary for individuals to convert their skills, talents, and knowledge into digital forms. For students to become autonomous learners, ESL practitioners should incorporate digital resources in their teaching methods. In short, 21st century ESL classrooms should focus on teaching students to become knowledge seekers. According to Harari (2015), general education cannot guarantee employment due to rapid and massive changes that the world goes through. It is necessary to reinvent oneself every five to six years to stay relevant in the job market. Failure to do so can render us useless in the job market. For example, as AI technology advances, the role of the evaluators may need to be redefined. The emergence of open AI Bots like ChatGpt forces us to re-think the take-home assignments we give our students.

Therefore, the emphasis is on the importance of becoming informed and effective digital natives to become decolonized from the digital world. One must stop complaints and find ways to deal with digital colonization, as it is a reality that cannot be superseded. Additionally, there is a need for classrooms to adapt to technological advancements and incorporate multimodalities, multiliteracies, and intersectionality in teaching and learning. Finally, it is important for teachers to attain digital wisdom to face rapid changes and become truly digital natives.

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A Bird's-Eye View of Children's Early Learning in the Sustainable Development Goals 2030

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Sustainable Development Goals (SDG) 2030 sets out ambitious plan for the people and the planet, to achieve prosperity, peace and universal partnership. It is a universal call involving many countries with a clear objective where it hopes to leave no one behind. There are 17 goals which are all broad and interconnected and often the key success in one goal will involve the state of the other goals as well. It sets out 169 targets and 244 indicators, and achieving these targets would signal the accomplishment of the 17 goals that have been stipulated in the SDG 2030.

Malaysia is one of the many other countries that has taken positive efforts to continuously embrace the SDG 2030. It has aligned with the national agenda as part of the initiatives towards the betterment of the country. The commitment towards SDG 2030 agenda has been mapped with the Malaysian 11th plan through seven thrusts. A roadmap has been developed to provide an anchor to guide the implementation of the goals.

In SDG Goal 4.1.1, by 2030 it is aimed to ensure that all girls and boys complete free equitable and quality primary and secondary education. This goal aims to bring together efforts to provide relevant and effective learning outcomes. One of the indicators is projected based on the minimum proficiency level in terms of reading and mathematics. Similarly, it is also highlighted in SDG 4.6. Specifically in terms of literacy it is hoped that substantial proportion of adult's men and women would achieve certain level of literacy and numeracy by 2030.

In 2015, the United Nations Secretary General Ban Ki Mon stated that the sustainable development goals recognized early childhood development and that with the strong foundation in early years can help drive the transformation we hope to achieve over the next 15 years. Similarly, according to the World Health Organization (2018) safeguarding and maximizing children's developmental outcome should be the prime concern for all nations and societies.

A lot of emphasis has been given to the children development globally. It is reported that under five mortalities has decreased a lot, by at least 58% (UNICEF, 2018). However, studies have also shown that many children who survive do they do not necessarily thrive. More than 250 million children in low- and middle-income countries are at risk of not attaining to their full developmental potentials. Among the various aspects identified

include physical and mental health, educational attainment general well-being. Hence it is timely when the SDG 2030 recognizes children as the agent of change and that a lot of emphasis are given on children development.

Delving into the early year's development issues, we are now very much aware that the concern is not only on the access to early childhood education, but also there must be quality and inclusivity in their education and general well-being. It is pertinent to reflect on how do children development, early childhood education and sustainable development can be articulated in the promotion of positive and good quality inclusive environment. It is also important to consider the aspects of sustainable development are included as part of our educational intentions. We should also rethink of the skills needed to be taught to our children and how do we do that. Hence, taking into account this concern, we are now clear that there are other concerns beyond providing accessibility to education, and that the aspects of quality should guide the upcoming initiatives.

With much concerns regarding children and early literacy aspects, we acknowledge that early literacy is the key important to making our world more sustainable, peaceful and financially secure. Past studies have also acknowledged that the acquisition of literacy early literacy will help with the acquisition of every other skill later. Hence, it behaves like a prerequisite skill that everyone should have. We often treat early literacy as a as a single predictor. It is in fact a set of elements or sub-domains that can be measured separately – for example the knowledge of words/vocabulary, print awareness, phonological awareness. Past studies have identified early literacy as a predictor of multiple subsequent achievement.

Apart from that early life cognitive aspects like early literacy, non-cognitive skills play roles in children's early learning. Educational programs that help develop such skills will benefit children's early development. Among the important aspects is children's ability to self-regulate. Children's self-regulation refers to their ability to exercise control over their thoughts, behaviours and feelings. It is a foundational skill that functions importantly in determining the extent of learning and children's success in general.

In conclusion, the SDG 2030 has highlighted the importance of providing not only access to education to children, but also ensuring quality education. With the knowledge of how early learning and general well-being take place in children development, it is with the high hope that the goals can guide the universal effort to provide a sustainable and quality education to children.

Integration of digital literacy in ESL Context

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Digital Literacy in General

Digital literacy is a term used to signify the ability of the users to utilize (Vanek, 2014) and make informed judgments using ICT. Several areas cover digital literacy mainly; information, data and content; teaching, learning, and self-development; communication, collaboration and participation; digital identity, wellbeing, safety, and security; technical proficiency; and creation, innovation and research (Jisc Digital Capacity Framework (2015)). In ESL teaching and learning, although there have been significant changes in learning through the incorporation of digital technology, students still need to know how to use printed and written information to perform tasks in their daily lives, such as read notes, use written communication, synthesize and summarize information.

Furthermore, for someone being literate has included the ability to use digital technology for literacy tasks. As this situation continues, learning environments and expectations for students will continue to change. ESL students come from a variety of backgrounds and have different learning experiences, English language proficiency skills, and different levels of digital literacy. However, limited English language and literacy skills make it difficult for them to acquire digital literacy skills. However, to function successfully in a globalized, modern community, English language skills and digital literacy are essential.

Hence different supports are required to develop digital literacy skills, including face-to-face support by teachers, tutors, or peers; online support, such as images or translations that pop up when mousing over words; and appropriate content support (Harris, 2015). However, we do need to consider the different levels of digital literacy observed in the Asian region. Most of the ESL learners have already obtained the digital literacy skills needed to perform the basic online tasks. Hence the Malaysian curriculum has integrated online learning or content into the English language textbooks and syllabus.

How digital literacy is translated in Malaysian curriculum?

The Malaysian new KSSR CEFR-Aligned syllabus aims to develop a world-class education system, develop human capital that is comprehensive, progressive, high moral and ethical. The Malaysia Education Blueprint also aims to prepare Malaysia's children for the needs of the 21st century. The Standards-Based English Language Curriculum (SBELC) document incorporates a mapping of the English Language Content and Learning Standards as well as pedagogical approaches that are aligned to the

CEFR. The CEFR describes what language learners have to learn to use a language for communication and to be able to use a language effectively. It also defines levels of proficiency that allow learners' progress to be measured at each stage of learning and on a life-long basis. The CEFR provides a common basis for the design of language syllabuses, curriculum guidelines, examinations, and textbooks.

Digital literacy is mainly incorporated through the teaching methods, and the use of ICT resources in teaching and learning such as Smartboards in school, the internet and even e-books in Terengganu, Malaysia. Another clear example is the incorporation of e-content in the textbooks. The ESL students can listen to the recording in the online resource when doing listening activities. This means the teacher does not need to rely on the CD or cassette when needing to play the dialogue during the listening activities. This reflects a clear example of digital literacy among the ESL students in Malaysia.

Digital literacy in ESL context

Student-centered instructional approaches seek to engage students actively in their learning in ways that are meaningful to their lives and their goals (Peyton, Moore, & Young, 2010). Thematic units, problem-based learning, project-based learning, and other student-centered approaches provide content into which authentic digital tasks can be integrated (Harris, 2015). For example, a problem-based unit on issues of feminism can include obtaining and reading important information about human rights. The unit would include the vocabulary, grammar, and reading strategies needed for all of the activities, including digital ones. One of the aspects of digital literacy is the ability to create and communicate information online, which offers nearly unlimited English language acquisition activities (Harris, 2015).

In this context, digital literacy provides opportunities for speaking English to people outside the classroom, for example, students can create podcasts or screencasts as part of a class project. Creating original multimedia products can be highly motivating to students as they learn the vocabulary and grammar needed to communicate their messages to an audience outside of their classroom, ideally to a real audience and for a real purpose (Harris, 2015). Research done by Nurul 'Izzati et al. (2023) shows that teacher trainees who are involved in a 'Chat Hour' broadcast have enhanced their fluency and confidence. These ESL students have been assigned roles such as the script-writer and broadcaster. Through collaboration among their peers, they have indirectly improved their vocabulary and language use. ESL students could also might make a mini-documentary about a visit to an art museum to show to students in another class;

create a PowerPoint presentation about diabetes for members of the community (Wrigley, 2004).

Hey Let's Speak

One example of how digital literacy could improve ESL students' speaking skills is the introduction of Hey Let's Speak which was a website that was created to help secondary school students in their speaking skills. The content was based on KBSM textbook (in the year 2018-2019). English speaking skills is mainly taught using face-to-face learning sessions and teacher-centred (Juhaida 2015). Speaking is considered as burdensome and less interesting as weak pupils mostly suffer from embarrassment and lack of motivation (Hiew 2012; Lim 2013; Nur Hanis 2015). The use of technology can be developed better to suit ESL pupils' level and needs compared to the traditional method of teaching (Appel et al. 2014). Hence web-based resources are user-friendly, allow learner-centered learning, and can be used in schools (Balance 2012; Park & Slater 2014). In Hey Let's Speak, the ESL students can refer to the online notes, YouTube videos created to show the dialogue spoken in real life, recording exercises and games.

Based on the findings, it was found that the students had an enjoyable experience when learning to speak in English. *"I am so excited and happy when using this web-based resource... many things I can learn from this web-based resource". (Pupil D), "This web-based resource can help me to speak in English...What is your favourite part? Watching videos...because video can have image to learn...we can imagine (the situation)" (Pupil E).* The use of Hey Let's Speak also widens the ESL students' vocabulary repertoire and improves English language proficiency. *"This web based resource is very good in helping pupils to speak in English." (Pupil A); "there are many new words that I can found". (Pupil B); the explanation is easy to understand (explanation in the notes). Listening to the recording because improve the pronunciation". (Pupil I).* Furthermore, it also provides ESL students the opportunity for recording and getting feedback from the teacher or developer. *"Can get information on English speaking skills. Best...Like to record..walaupun tak pandai cakap bahasa Inggeris tapi suka record.. biar je lah suara tak sedap ke..macam cakap salah ke. (eventhough I am not good at speaking English, I like to record. Regardless of how my voice sound like..or whether it is wrong)." (Pupil B). "... the feedback from the teacher can give me and my friends more knowledge about English". (Pupil C).* Finally, Hey Let's Speak also provides enjoyable learning experience through games. *"I am very happy because dapat main banyak game (because I can play a lot of games)". (Pupil A)*

Conclusion

In this current post-pandemic era, majority of the ESL students are exposed to and are well-versed in digital literacy. Hence, there is an urgent need to consider and integrate eLearning, apps and AI in the ESL teaching and learning. There is constant need to improve and consider technical proficiency, Information, data and content, Teaching, learning and self-development, Communication, collaboration and participation, and Creation, innovation and research in the teaching and learning among ESL students.

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Crafting Your Educational Identity: The Crucial Role of Personal Branding in Modern Pedagogy

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In an age characterized by digital literacy and collaborative learning, the role of educators extends beyond mere knowledge dissemination to encompass the cultivation of engaging learning environments, fostering meaningful student connections, and navigating diverse professional opportunities. As such, educators are expected to distinguish themselves, enhance their impact, and prosper in their careers, thereby establishing a strong professional identity. Amidst these expectations, personal branding emerges as a crucial avenue for educators to achieve these objectives. Despite its association primarily with the business domain, educators often grapple with the relevance of personal branding to their profession. To clarify this uncertainty, it is imperative to delineate the concept of personal branding and clarify its significance within the career trajectory of educators.

Personal branding and the concept of human brands, although modern terms, have roots as ancient as human society itself, as Braudi (1997) posits. This notion is exemplified by historical figures such as Alexander the Great, who can be considered one of the earliest celebrities in history. Moreover, Andy Warhol's famous statement about everyone having their "15 minutes of fame" underscores the contemporary dominance of image in society (Schroeder, 2005, p. 1294). Goffman (1956) further elucidated the concept by describing self-presentation as a deliberate aspect of identity, while scholars like Kotler and Levy (1969) expanded the traditional marketing concept to encompass human brands. Additionally, from a social psychology perspective, Moulard et al. (2015) discuss how rarity and stability contribute to the authenticity of celebrity personas. These developments collectively represent the evolution and broadening of the concept of marketing to include individuals as brands.

According to Kolodeznikova S.I et al. (2021) the history has not created teaching as a demanding profession in countries where graduates select the teaching profession on leftover principle due to its less prestigious nature. The same study highlights that this is the high time for the educators to change this common negative opinion of the teaching profession and thereby suggest to transmit attractiveness and the uniqueness of the profession to society through personal branding.

Contemporary research elucidates several compelling rationales prompting educators to engage in personal branding. Foremost among these is the imperative for educators to devise strategic approaches aimed at expanding their visibility and reputation within their professional spheres, encompassing colleagues, students, and prospective

employers. Personal branding serves as a robust platform for educators to showcase their distinctive expertise, pedagogical philosophies, and contributions to their discipline, thereby cultivating a distinct professional identity. Moreover, personal branding facilitates the cultivation of meaningful connections with students and academic peers beyond the confines of traditional classroom settings, leveraging digital tools and social media platforms to enable personalized learning and teaching experiences, as well as collaborative educational practices. Additionally, educators must prioritize the attraction of new career prospects, collaborative opportunities, and speaking engagements to broaden their professional horizons and advance their careers. Personal branding emerges as a pivotal mediator in this regard, enabling educators to navigate the intricate landscape of professional opportunities effectively. Furthermore, personal branding affords educators an enhanced platform to strategically position themselves as thought leaders and subject matter experts within their respective fields. Given the dynamic nature of the educational landscape, it is incumbent upon educators to continuously refine their online and offline presence, cultivate robust professional networks, and remain abreast of emerging trends and technologies to maintain relevance and influence. In this regard, personal branding equips educators with the requisite tools and strategies to adapt and thrive amidst change. Consequently, personal branding has emerged as an indispensable professional practice for educators within the contemporary educational milieu, yielding positive outcomes such as amplifying their impact, broadening their outreach, and making meaningful contributions to the field of education. (Image 1.1)

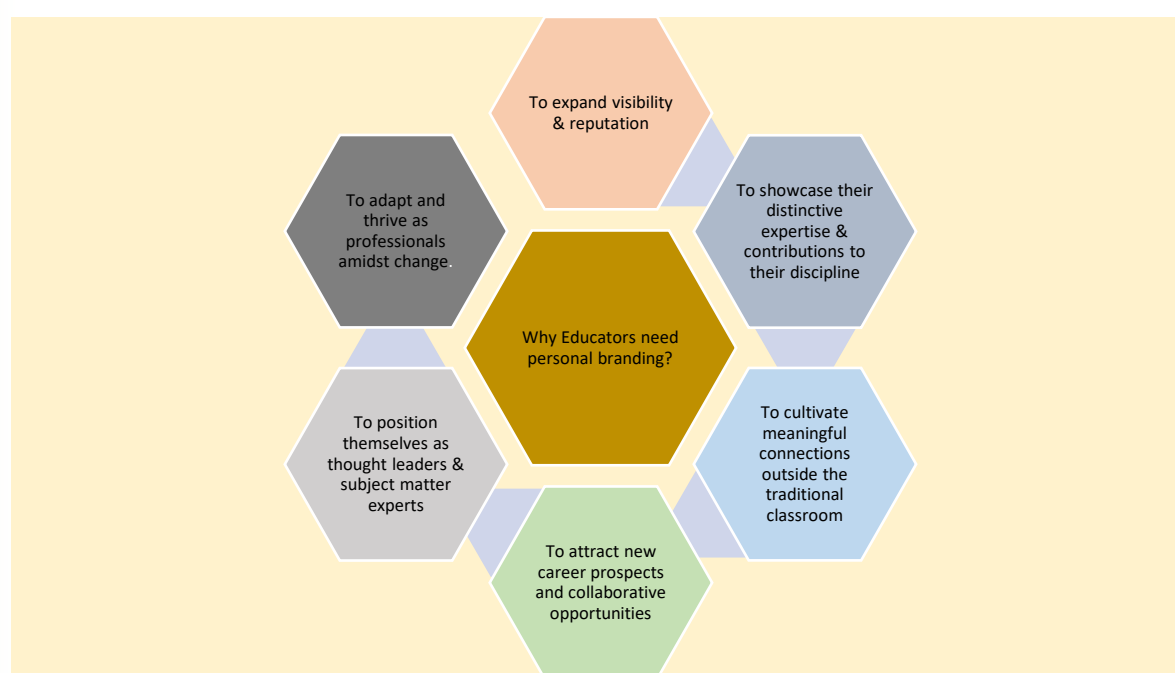


Image 1.1 Rationale for educators to engage in personal branding (designed by the author)

The research conducted by Kolodeznikova S.I et al. (2021) in Russia, titled "Personal brand of university teachers in the Arctic regions in the context of digitalization of education," highlights the growing popularity of personal branding among educational professionals as a potent mechanism for attaining competitive edge and capitalizing on human skills. Kolodeznikova S.I et al. (2021) delineate three primary attributes of a personal brand: Competencies, Standards, and Style (see Table 1.1).

Characteristic	Description
Competencies	A person must prove his qualifications to the target audience and demonstrate skills that can satisfy its needs
Standards	the way of action demonstrated to the target audience (reliability, independence, flexibility and other characteristics that are attractive to the audience)
Style	a style designed to create an emotional connection between a personal brand and a target audience

Table 1.1 Key characteristics of a personal brand (designed by the author)

Awareness of the fundamental attributes associated with personal branding enables educators to pinpoint areas necessitating improvement in constructing their own brand within their respective areas of expertise. Many scholars underscore the analogous nature between personal branding and investing in a personal insurance policy. In both contexts, the objective is to secure long-term, guaranteed benefits aimed at enhancing one's quality of life. It is noteworthy that, as per Kolodeznikova S.I et al.'s (2021) study, only 30% of the teacher sample considered believed that educators should engage in personal branding. The study delineated criteria for brand development goals, including a successful career, heightened authority, enhanced competitiveness, recognition, and financial well-being. Conversely, 66% of the sample did not advocate for educators to pursue personal branding. Further examination within the same study uncovered that this sentiment primarily stems from a lack of confidence in the applicability of this tool. Insufficient comprehension among the sample regarding the nature of personal branding, its implementation, and the potential positive outcomes contribute to their negative stance on the matter.

Based on the findings of the study Kolodeznikova S.I et al.'s (2021) proposed a model for personal branding for university teachers which is compatible with all other educators as well. (Table 1.2)

SMART				
Specific	Measurable	Assignable	Realistic	Time related
Success criteria				
Development of general special abilities, motivation and personal qualities	Development of professional competencies	Development of innovative activities	Creative approach in educational activities	Self-discipline, the ability to apply time management
Stage of brand creating				
Stage 1. Positioning the teacher and his work in the intellectual property market	Stage 2. Developing teacher's brand strategy (process formulation)	Stage 3. Developing contents, brand ideas	Stage 4. Identifying analysis and creation of a trademark	Stage 5. Studying and analyzing the attitude to the teacher's personal brand (brand testing)
Promotion mechanisms				
Self-identification	Expertise	Originality	Image	History
Mission				

Table 1.2 Model of the personal brand for a university teacher (Image source: study conducted by Kolodeznikova S.I et al.'s (2021))

According to the study, the process of establishing a university teacher's brand unfolds through distinct stages. Initially, attention is devoted to positioning the teacher within the intellectual property market, followed by the strategic development of their brand identity. This stage crucially shapes how the target audience perceives the teacher's activities and forms impressions. Subsequently, emphasis shifts to content development and conceptual ideation, reflecting the unique qualities that distinguish the teacher from competitors. Noteworthy strategies include leveraging digital platforms for dissemination and active engagement in brand promotion. Furthermore, the analysis of personal attributes, academic credentials, and professional experience plays a pivotal role in shaping positive perceptions and fostering connections with the target audience.

Finally, an in-depth examination of the reception towards the teacher's personal brand provides valuable insights into audience attitudes and preferences, guiding further refinement and optimization of the brand strategy.

Understanding the theoretical underpinnings of personal branding is crucial, but practical implementation is equally important. While various studies propose step-by-step frameworks, the nine-step model outlined by Crankwheel.com stands out for its applicability in educational contexts. This paper aims to elucidate this model for educators interested in embarking on the personal branding journey. The nine steps provide a comprehensive roadmap for achieving this goal and are depicted in Image 1.2 for reference.

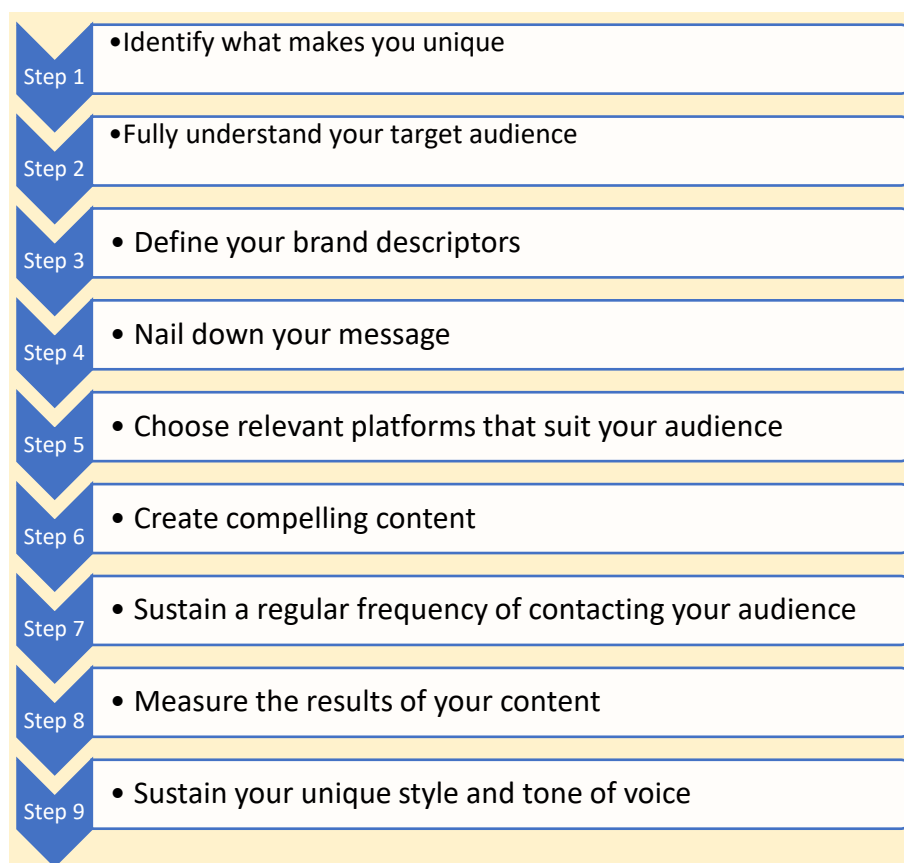


Image 1.2 Road map for personal branding (designed by the author)

Constructing a personal brand as an educator, guided by a nine-step roadmap, necessitates strategic self-assessment, notably employing a SWOT analysis to discern

one's distinctive attributes and cultivate an understanding of their competitive advantage within the educational sphere. This introspective process serves to illuminate unique qualities and facilitates the cultivation of awareness regarding what sets an individual apart amidst peers. Subsequently, the identification of a relevant and engaged target audience becomes paramount, preceding the development of a brand descriptor, akin to a resonant tagline, intended to encapsulate one's professional identity and leave a lasting impression on stakeholders. Crafting a compelling brand descriptor demands attention to novelty, attractiveness, and simplicity, given its broad audience appeal. Crucially, authenticity and goodwill must underpin all messaging, ensuring alignment with one's genuine capabilities and intentions. Once formulated, the brand descriptor serves as a cornerstone for crafting outreach messages tailored to the identified audience, necessitating judicious selection of platforms conducive to effective communication. Optimal platform selection hinges upon alignment with personal style and the nature of content to be disseminated. Content creation follows suit, demanding meticulous alignment with the overarching vision and mission of the brand. Consistency in engagement is paramount, fostering trust and rapport with the audience, necessitating a systematic approach to maintaining regular communication. Rigorous assessment of engagement metrics informs iterative refinement, culminating in the establishment of a distinct and enduring brand identity, characterized by consistent style and voice across all communication channels.

Since a wise selection of platforms is crucial in personal branding raising awareness on available platforms is essential for educators. The following image (Table 1.3) can be used as a supportive guideline for platform selection for those who are interested in personal branding platforms.

Online and offline presence of personal branding		
Offline modes		
Conferences		
Workshops		
Bar camps		
Online modes		
Personal Blog/Microblogging	Writing posts Linking to bloggers Twitter	Using both a personal blog and microblogging platforms together can amplify your personal branding efforts.
Video/photo sharing	Youtube Viddler Vimeo	YouTube, with its vast user base, helps in building a large audience and demonstrating expertise through engaging

	Flickr	video content. Viddler, though less mainstream, provides interactive video features that foster deeper audience engagement and learning. Vimeo is renowned for its high-quality video playback and professional community, making it ideal for showcasing polished, creative work and attracting industry professionals. Flickr, as a photo-sharing platform, allows you to curate and display visual content, enhancing your brand's visual identity and storytelling through high-quality images and albums.
Commentary	On others blog On others forum	
Social objects	Business cards (moo.com) Logos, Badges	Business cards from providers like Moo.com, along with custom logos and badges, are essential tools for personal branding that create a professional and memorable impression. High-quality business cards serve as tangible reminders of you and your brand, facilitating networking and establishing credibility during face-to-face interactions.
Social bookmarking	Delicious Digg	Delicious allows you to save, organize, and share web bookmarks, helping to position you as a resourceful curator of valuable content in your niche. By regularly sharing relevant links, you can demonstrate your expertise and stay top-of-mind within your professional community. Digg, on the other hand, helps you share and discover trending news and articles, allowing you to engage with current events and popular discussions.
Social networking	Facebook LinkedIn My Space Ning	Facebook allows you to connect with a broad audience, share updates, and engage with followers through posts, photos, and videos, enhancing your visibility and personal connection with your audience. LinkedIn is a professional network

		that helps you build and showcase your professional profile, connect with industry peers, share career accomplishments, and participate in relevant industry groups, thereby establishing and reinforcing your professional brand. MySpace, although less prominent today, historically provided a space for creative expression and connecting with like-minded individuals, particularly in music and arts, aiding in niche personal branding. Ning allows you to create your own social network or community, giving you control over the content and interactions, which can be tailored to reinforce your brand and engage directly with a dedicated audience.
Social ranking	Technorati Twitter search eBay feedback Amazon testimonials	Technorati increases the visibility of your blog content and positions you as an authority in your niche. Twitter search allows you to engage in real-time conversations about your brand and industry, showcasing your expertise and responsiveness. eBay feedback serves as a testament to your reliability as a seller, enhancing your credibility with potential buyers. Similarly, Amazon testimonials provide valuable customer reviews that reflect the quality and reliability of your products or services, boosting your reputation and trustworthiness.

Table 1.3: Online and offline presence of personal branding (designed by the author)

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Fostering Social-Emotional Learning (SEL) in ESL Classrooms: A Pathway to Sustainable Development

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Language education in the 21st century is a holistic endeavor that prepares individuals to flourish in complex and interconnected global community, in which language proficiency is just one facet of the set of competencies that is necessary to accomplish as successful global citizens. Therefore, in the process of acquiring linguistic proficiency, the learners inculcate excellent communication and interpersonal skills through exploring diverse cultural landscapes, fostering empathy and building bridges across linguistic and societal divides which is important in creating successful global citizens that ensure sustainable development.

Promoting Social and Emotional Learning (SEL) in English as a Second Language (ESL) classrooms plays a vital role in fostering sustainable development. By enhancing students' ability to communicate effectively, developing empathy and understanding to build better relationships, ESL learners can bridge cultural divides contributing to building up harmonious communities which is a key aspect of ensuring sustainable development.

Evolution of the Concept:

The concept of Social Emotional Learning first came into existence in the early 1990s when the Collaborative for Academic Social and Emotional Learning (CASEL) was founded to bring together educators, psychologists, child well-being advocates and researchers with the purpose of expanding the concept and developing school and community curricula. But the origin of the concept goes back to ancient Greece. "By maintaining a sound system of education and upbringing, you produce citizens of good character," Plato explained. In Plato's best known work "The Republic" he has proposed a holistic curriculum that gives equal importance to physical education, arts, mathematics, science, character and moral judgment. Throughout the past years CASEL and many organizations including universities continue to conduct researches to study the impact of SEL

on children's academic and personal success. Further, many other research studies have been continued to advance the concept and promote the concept in schools worldwide.

What is Social-Emotional Learning?

The concept of SEL has been defined by scholars in different perspectives.

According to the psychologist Jennifer B. Rhodes, "Social-emotional learning is a broad term referring to how students regulate their emotions, communicate with others, use compassion and empathy to understand the needs of other people, build relationships and make good decisions"

As CASEL says, "*Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.*"



Figure 1- CASEL's SEL framework

Source : <https://bcchp.org/the-importance-of-social-emotional-learning-in-children/>

SEL framework presented by CASEL consists of 5 core competence areas.

<p>Self-awareness means understanding one's own emotions and identifying personal goals, and values. This includes assessing one's strengths and limitations accurately, having positive mindsets, sense of self-efficacy and optimism.</p>
<p>Self-management includes the skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.</p>
<p>Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds, cultures and social norms and recognizing family, school, and community resources and supports.</p>
<p>Relationship skills establish and maintain healthy, rewarding relationships, and help to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.</p>
<p>Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, health and well-being of self and others, and to make realistic evaluation of consequences of various actions.</p>

Source: <https://mindup.org/why-social-and-emotional-learning-is-essential-for-students/>

Benefits of SEL

SEL is an effective approach to develop academic, social and emotional competence of the students which serves to bridge the gap between education and human development. This approach helps students to develop healthy identities, maintain better mental health and healthy relationships at home and work place, manage emotions and stress and to practice the ability to feel and show empathy for others. Ability to manage emotions and stress contributes to reduce problems creating, risk-taking and aggressive behaviors. Further, developing healthy identities help them achieve their personal goals successfully because, identifying who they are as individuals is important in achieving personal goals.

Importance of SEL for Sustainable Development

Integrating Social and Emotional Learning (SEL) into English as a Second Language (ESL) education plays an important role in ensuring sustainable development. Along with language skills, this approach equips learners with critical thinking, decision making, resilience, social and emotional skills, cultural awareness, collaboration which is necessary for global citizenship enabling learners to contribute to sustainable development goals both locally and globally. This holistic model empowers the learners to be interconnected with the rapidly changing world and overcome the challenges successfully.

How can we Integrate SEL into English as a Second Language (ESL) Curriculum?

Integrating SEL into ESL curriculum can enhance students' emotional well-being and social skills while they learn a new language. To achieve the above mentioned purpose, following strategies can be followed.

1. Aligning SEL Objectives with Language Goals

SEL competencies that can be aligned with language learning objectives/goals should be identified and mapped when aligning SEL objectives with the language goals. For example, improving communication skills in English can simultaneously develop SEL competencies such as empathy and active listening.

2. Incorporating SEL Themes into Lesson Plans

This can be done by designing thematic units that include SEL topics like self-awareness, empathy, and teamwork. As an example, vocabulary and grammar related to expressing emotions can be included in a unit on "Feelings and Emotions". Further, stories and reading materials that focus on SEL themes can be used by discussing on the characters' emotions, decisions, and social interactions to reinforce both language and SEL skills.

3. Including Interactive and Collaborative Activities

Including activities that help the students to engage in group work and projects that require collaboration, communication, and problem-solving helps to build up relationship skills and teamwork. Through activities like roleplays, they can give opportunities to practice language in social contexts. As an example, different scenarios can be included to enhance the skills like conflict resolution, expressing emotions which help them to improve SEL skills along with language skills. Here, language structures and vocabulary specifically related to SEL, such as expressing feelings, giving compliments, and offering support can be introduced. Facilitating class discussions on topics that require expressing opinions, listening to others, and reflecting on personal experiences promotes social awareness and communication skills.

4. Creating a Supportive Classroom Environment

Fostering a classroom culture of respect, kindness, and inclusivity and encouraging students to support one another and celebrate diversity, establishing classroom norms that promote positive social interactions, such as active listening, respectful communication, and cooperation will help to create a supportive classroom environment that automatically improve SEL skills along with language learning. Lessons can be started with emotional check-ins where students can express how they are feeling which is as an opportunity for them to practice relevant language skills.

5. Using Visual and Practical Tools

Visual aids like posters, charts, short videos can be used to reinforce SEL concepts and language. For example, emotion wheels or charts can help students identify and express their feelings. Further, real-life scenarios and problem-solving tasks that require students to apply both language and SEL skills can be included.

6. Assessment and Reflection

Students can be guided to maintain journals where they reflect on their emotions, social interactions which promotes self-awareness and language practice. Further, peer feedback can be encouraged during group activities to develop constructive communication and social skills. Assessments like self-assessments, observation and peer-assessments that evaluate both language proficiency and SEL development can be included.

By integrating SEL into the ESL curriculum, educators can create a more holistic learning experience that supports both language acquisition and the development of essential social and emotional skills supporting students not only to master English language proficiency but also to become active global citizens committed to creating a more equitable and sustainable future.

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Blackboard as an effective teaching Tool

RESC Anuradhapura



Ms. Shamila Dharmasena

Ms. Niluka Nawarathna

Include: Target group, Rationale, Benefits, Nature of implementation, and expected outcomes/reflection

A variety of tools can be used in the language classroom to support student learning, ranging from traditional blackboards to modern high-tech devices. Depending on the learning goals, teachers may use these tools to enhance teaching-learning in their classes. These teaching tools assist the teacher in teaching effectively.

According to the research studies designed to explore the effectiveness of classroom teaching tools, a resource that every teacher has is a blackboard (or whiteboard) irrespective of its size and made. According to research studies designed to explore the effectiveness of classroom teaching tools, a resource available to every teacher is a blackboard (or whiteboard), irrespective of its size or make. Research by Richard (2003) states that students learn better by having information presented through different tools, especially through visual means and boards are perhaps the simplest visual teaching tool. Richard's research in 2003 suggests that students learn better when information is presented through different tools, especially visual means, and boards are perhaps the simplest visual teaching tool. Boards can assist teaching with lesson flow, pace, feedback, sense of control, and student eagerness. The board has been valued by teachers for decades because of its availability, flexibility, and adaptability as a teaching tool. Therefore, it is recommended to train teachers to maximize board use in the classroom

In our frequent classroom observations in schools, it was brought to light that this resourceful teaching aid is scarcely used effectively to facilitate teaching-learning process. So this workshop aims at addressing this phenomenon to make the teachers well informed of the greater possibilities of using the board effectively in the language classroom.

During our frequent classroom observations in schools, it became evident that this resourceful teaching aid is scarcely used effectively to facilitate the teaching-learning process. Thus, this workshop aims to address this phenomenon to inform teachers about the greater possibilities of using the board effectively in the language classroom.

How long?

5 hours

Main Aim: (General aim of the whole workshop)

- The participants will be able to use the board effectively in the teaching-learning process.
- The participants will be able to exploit the board for different functions.

Task Introduction:

Task 1: Warmer

Task 2: Brainstorm

Task 3: Group Work

Task 4: Think – Pair- Share

Task 5: Group Presentation

Task 6: Bingo

Task 7: Practical session

Task 1: Warmer

Time: 15 mins

Goal: To create interest and to serve as a lead-in to the workshop.

Input: Trainer's instructions

Process: The participants play the game "Slap the Board"

Output: The participants will be familiarized with some of the keywords of the workshop.

Annexes: Suggestive words for the "Slap the Board" activity

- Tool
- Blackboard
- Resources
- Feedback
- Visuals

Task 2: Brainstorm

Time: 30 mins

Goal: The participants will be discussing the different teaching tools used in the classroom.

Input: questionnaire

Process: The Trainer leads a whole class discussion with the participants.

Output: The participants will be well informed of the importance of using the blackboard (whiteboard) as the most resourceful teaching tool.

Annexes: Questionnaire

1. What are the teaching tools used in the classroom?
2. What is the frequently used teaching tool?
3. How often do you use the board during the lesson?
4. When do you use the board during the lesson?

Task 3: Group work – Board Basics

Time: 45 mins

Goal: Participants will be able to learn the basic information to be considered in using a board

Input: Trainer's discussion questions

1. What are the basic facts to be considered in using a board?

Process:

- Trainer instructs the participants to share their experience on the board basics
- Feedback on the findings

Output: The participants will have learned the following points.

Board Basics

1. The blackboard should be kept clean so that writing on it could be easily read by the students from all parts of the room. Your students should have a clear, uninterrupted view of the board. Be careful that you don't block learners sitting at the sides of the room.
2. Especially with classes of Young Learners you need to develop the ability to write on the board with eyes in the back of your head
3. Writing on the board should be legible and make sure that you have written words/text big enough for everyone to see from the back of the class. Writing should be started from the top left corner. With a whiteboard make sure that the pen you are using is in a colour that everyone can read – black or blue are best.
4. Writing should be in straight lines across the board
5. Check what you write as you write. Many students have visual memories so we must be careful about the accuracy of spelling and grammar, especially if we intend students to copy it down in their notebooks to learn.
6. Check with your students that they are ready for you to clean the board.

Task 4: Think – Pair –Share (The role the of board as a classroom management tool)

Time: 45 mins

Goal: Participants will be able to learn how the board can be utilized to facilitate classroom teaching and learning.

Input: Trainer's discussion questions

1. List out the uses of the board in the teaching-learning process.

Process:

- Participants work in pairs
- Think-pair –share their ideas on the given situation
- Get the pairs to prepare a list to be shared with the other pairs

Output: The participants will have discussed the following facts.

How to effectively use classroom boards as a classroom management tool.

1. Use a clean board. Write clearly on the board and make sure that you have written words/text big enough for everyone to see from the last bench of the class. Also, be mindful of the color of the chalk/ink you are using.
2. Use the blackboard to acknowledge to students that their comments have been heard. Simply capturing what they say, and putting it up for all to see is one great way of celebrating student voices.
3. The board can be used to reinforce instructions and build a culture in the classroom. Remember: The board is your voice and you have to make the optimum use of it while giving instructions, feedback, and examples.
4. Use the board as an interactive space to display posters, flashcards, relevant teaching resources, and students' work. A board can be used in a fun way to play different games to summarize and synthesize concepts.
5. Using the board in different stages of a lesson Plan

Engage or Create Interest/Warm-Up Step

Brainstorm ideas related to the word or the topic of the lesson. It could also be a sentence or a problem for them to solve

Presentation of the Target Language

The presentation stage of a lesson is the stage where the board is used more often, especially, in the systematization of the new topic

Elicitation of the Target Language

After you have exposed the students to the target language in context, you will now want them to pay a closer look at the topic of the lesson.

Task 5: Group Presentation (Organizing your board)

Time: 60 mins

Goal: Participants will be able to learn how to organize their board during different stages of a lesson

Input: photos of organized/messy blackboards/whiteboards

Process:

- Trainer displays a photo of a messy board and asks the following questions to elicit information
 1. What are the new words introduced?
 2. What is the new language structure introduced by the teacher?
 3. What is written at each stage of the lesson?
 4. Can the lesson be followed by a latecomer?
 5. What is homework?
 - Next the participants look at the organized board and answer the same questions
 - The trainer assigns the following group work.
 - Participants work in groups.
 - Each group is assigned a lesson (ex. Reading/writing)
 - Ask the groups to plan how to organize their boards in the given lessons
 - Groups do their presentations
 - Feedback
 - After the presentations, the trainer shows videos on ideal board use

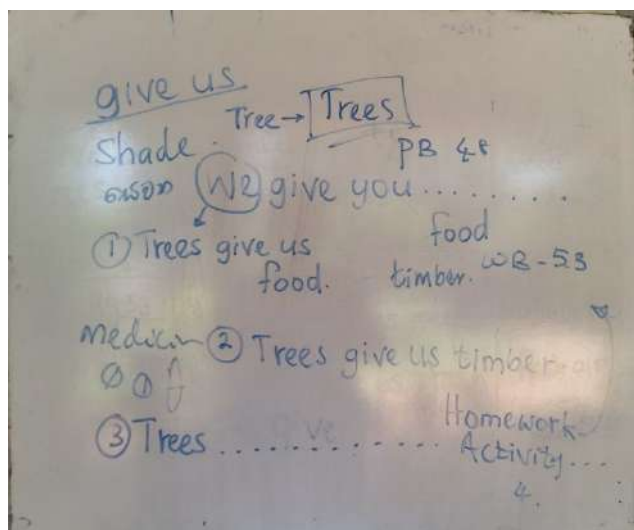
Output: The participants will have learned how to organize their board effectively during the lesson.

Organizing your board

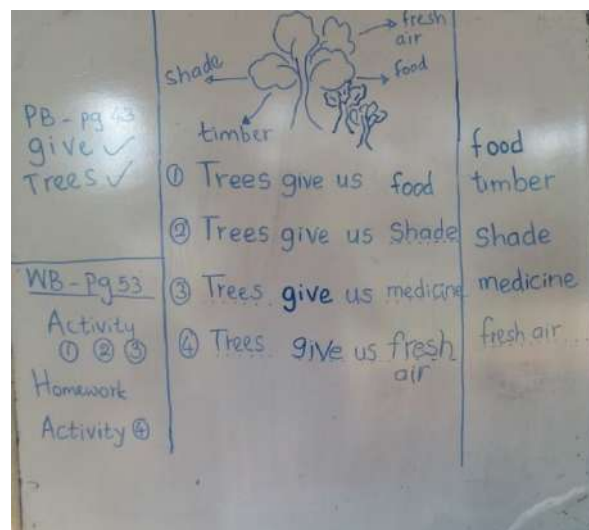
If your board is messy and untidy then what your students write in their notebooks will be messy too.

- It is a good idea to divide your board into sections. Have one part for use during the lesson which can be cleaned off and re-used. One section of the board can be used to write important information that can stay there for the whole lesson. In the end, you can review the lesson aims for students to evaluate what they have learned
- For older learners you could write up other important information – key grammar points or vocabulary needed for the lesson.
- With Very Young Learners it is better to write this kind of information at the top of the board.
- Remember the more organized you are on your board, the more organized your students are.

Annexes:



A messy board



An organized board

Task 6: Bingo (Exploiting the board)

Time: 45 mins

Goal: Participants will be able to learn how to exploit the board for different other functions.

Input:

Process:

- Participants work alone
- The trainer asks the participants to list out different ways of exploiting the classroom board.
- Play the Bingo game
- Feedback on the activity

Output: The participants will have learned how to exploit the board for other classroom-related activities.

Exploiting the board

Displaying

You can use the large surface of your board to display all sorts of items – posters, pictures, and flashcards

Playing games

We can play many different games using just the board. Teachers need a repertoire of board games such as warmers, fillers, or lesson-ending activities that require no preparation.

Using visuals

Drawing pictures is an essential skill for explaining texts and stories to our students. Remember you can ask your students out to the board to draw too

Final tips

- Ask students to come out to draw, write, present, or even work.
- Use your board as support for your voice – to give instructions, examples, and feedback.
- Your board is an organizational tool too. Use it as a memory store for things to do or keep you on track with a lesson.

Task 7: Practical Session

Time: 60 mins

Goal: Participants will get the opportunity to organize their boards effectively during a lesson

Input:

Process:

- Participants work in groups.
- Each group is assigned to select a lesson from a textbook.
- Get the participants to demonstrate the presentation stage of the lesson paying attention to organizing their board work
- Feedback

Output: The participants will have hands-on experience on using the board effectively in the language classroom.

Let's Embark on a Literary Adventure

RESC Badulla



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Introduction

In the realm of education, embracing change and innovation is the key to creating an inspirational next generation.

The introduction of the "Let's Embark on a Literary Adventure" is a workshop for educators entrusted with guiding students in grades 6, 7, and 8. As we navigate the ever-evolving landscape of education, it's essential to adapt and infuse creativity into our teaching methods. This workshop aimed to empower teachers with innovative approaches to establishing and running a Literary Association, challenging traditional methodologies and nurturing an environment of enthusiasm and curiosity for literature among students.

In an educational landscape where students face limited opportunities to practically apply the English language, the challenge of instilling a love for English literature becomes even more crucial. Hence, the workshop dealt with modern pedagogical strategies by incorporating technology and exploring interactive and engaging activities that will spark a genuine interest in literature among the students and explored approaches to implant critical thinking, power of performance and expression which will foster a lifelong love for English language and to cultivate an appreciation for English literature in students who may not have the privilege of using the language extensively in their daily lives.

Hence, the workshop "Let's Embark on a Literary Adventure" is designed to provide the knowledge and tools necessary to create not just one, but ten dynamic Literary Associations, spread across the three school terms with innovative strategies of interactive learning, creative expressions and peer enjoyment along with project-based learning.

By adopting these strategies and approaches, educators can transform the way English literature is perceived and experienced by students in English-poor environments. Together, we can nurture a generation of students who not only appreciate English literature but also recognize the practical value of the language in their lives, opening doors to a world of opportunities and self-expression.

How long?

It is a day's workshop for 60 teachers selected from schools in the Education Zone of Badulla.

They are trained to implement 10 associations within a single school, distributed across three school terms, in the respected schools.

By conducting these 10 associations in the chosen schools throughout the academic year, students will have a diverse and enriching literary experience, allowing them to explore more skills in English literature and language. This model can serve as inspiration for other selected schools seeking to enhance their literary programs.

Main Aim:

- To inspire students to develop a genuine love for English literature, despite their limited practical English language opportunities.

Objectives:

- By fostering creative and practical use of the English language, and bridging the gap between classroom learning and the real-world application of English, making it a more valuable and accessible skill for students.
- To develop sensitivity through the performance and appreciation of Literature and to encourage students to present their stories in English, promoting language fluency and expression.
- To provide the students with more exposure to English literary texts and the English language, despite their limited opportunities for practical use.
- To empower educators to facilitate this transformation through innovative teaching strategies and to enable them to engage students in making the study of English literature more captivating and relevant.

**Task Introduction:**

Warmer: "Literary Name Tag"

Task 1 : Introduction to English Literary Associations.

Task 2: Peer learning

Task 3: Demonstration – Trivia drop

Task 4: Action song (We are a family)

Task 5: Inaugural assembly of a micro English Literary Association.

❖ **Warmer: "Literary Name Tag"**

Time: 20 minutes

Goal: To invite teachers to facilitate an interactive session among the participants, aiming to encourage them to explore their literary preferences and connections in an engaging and fun manner as a way to kick off a workshop on literary associations.

Input:

- The participants and literary materials related to different themes needed to conduct the warmer of the workshop. This activity involves groups of participants who have an interest in the English language, English literature and active participation in English Literary Association.
- Selected themes for literary activity and name tags or labels, markers or utensils needed to decorate the name tags in personalizing them.

Process:

1. Prepare name tags for all participants. On each name tag, write the name of a famous author, poet, or literary character. Make sure each name is different. Color-Code or Number Name Tags, to make it easier for participants to find their literary groups, consider color-coding or numbering the name tags related to the same author or character. For example, all Jane Austen-related name tags could be one color, all Shakespeare-related name tags could be another color, and so on.
2. As participants arrive, give them a name tag without showing them the name. Instruct them not to look at the name until you signal them to start.

3. Once everyone has a name tag, explain that the goal of the warmer is for participants to find others with names related to the same group which is the name of their literary association.
4. Designate Meeting Spots to prevent overcrowding in one area within the room where participants can gather with their literary groups. This can help distribute the crowd and make it easier for everyone to find their group.
5. With the signaling of the instructor, participants should start mingling and trying to find their literary "group" based on their name tag.
6. Make sure participants are actively moving around the room to engage with others. Use music to signal when they should start and stop the activity.
7. After a set amount of time (e.g., 15–20 minutes), gather the participants and have them introduce themselves and their literary association.

Output:

- Personalized name tags were created by the participants.
- Interaction with a discussion among the participants on the literary elements displayed on their name tags will allow them to discuss the Literature and the activity in particular.
- Make an open arena for the participants to debate on the particular activity and the level of practicability of it with their students.

Annexes: The Name Tags

❖ Task 1: Introduction to English Literary Associations

Time: 30 minutes

Goal: To raise awareness among the participants about the "Let's Embark on a Literary Adventure" workshop and to outline the anticipated outcomes of the programme.

Input:

- Information about the workshop itself, including its purpose, objectives, duration, and specific topics.
- The workshop materials are digital resources (Lap top, Multimedia) and the materials like PowerPoint Presentations.
- The team of resource persons who are responsible for conducting the workshop and the participants share the strategy of innovative methodology in conducting the school English Literary Associations.

- Details about the workshop schedule including the dates, period and the goals and outcomes of the workshop.

Process:

1. Define an English Literary Association.
2. Lead a discussion about the importance of an English Literary Association.
3. Share the experiences of the teachers if they have conducted any such event.
4. Explain the main elements that should be included in a Literary Association.
5. They formed groups to prepare an agenda for the Inaugural Meeting of the English Literary Association for their schools.

Output:

- The output is to increase the awareness of the participants by creating their interest in the particular event and to motivate them to establish Literary Associations in the schools.
- The session involves knowledge sharing and instructions on action plans of Literary Associations.
- Provide a platform for questions and discussions on creative activities to be implemented and to develop the personal growth of the participants.

Annexes: Powerpoint presentation

❖ Task 2: Peer Learning

Time: 1 hour

Goal: The goal of teachers preparing the elements included in a Literary Association is to create a vibrant and enriching literary environment that benefits students, promotes a love for literature, and supports educational objectives mainly in acquiring the English language effortlessly.

Input:

- The resource team who are responsible for the organization of the workshop and the target audience of participants.
- Literary materials: books, and reference materials (online resources), which can support the exploration and learning.
- The technical asserts and the meeting space for the implementation of the workshop.
- The required financial resources or budget for organizing the event, preparing materials and managing logistics.

Process: Preparation of materials needed to conduct the meeting

1. Assign each group a task to write a sample document, Eg. For one particular group
 - To prepare an agenda for the Inaugural Meeting of the English Literary Association for their schools.
 - To prepare the minutes
 - To write the Welcome Speech
 - To write the Vote of Thanks
 - To write a sample announcing material
2. Get the participants to display their findings in a demy paper.
3. Display them on the wall.
4. Commence a gallery walk.
5. Instruct the participants to add extra remarks, suggestions and extra points to the materials.
6. Lead a discussion on the focal points.

Output:

- The participants can prepare materials required for an English Literary Association.
- Each group is assigned a specific task to be completed in a given time and display the material on the wall.
- The participants were allowed to conduct a gallery walk and give feedback, and comments by further adding their idealism.
- Finalized materials with collective decision-making where the participants will be able to use the materials when conducting their Literary Associations in their particular schools.
- The key output is the preparation and refinement of materials and plans for the inaugural meeting of the English Literary Association.

Annexes: Sample materials for each event.

- Agenda
- Welcome Speech
- Minutes
- Vote of thanks
- Announcing materials

❖ Task 3: Demonstration – Trivia drop

Time: 40 minutes

Goal: To provide the participants with a novel methodology for presenting a quiz programme in the English Literary Association in their particular schools.

Input:

- A set of prepared questions based on different themes.
- Desks / Tables should be set up in front of the classroom/lecture hall along with cards with marks written on them.
- Lots should be prepared to draw and get the random groups to determine the order of answering the questions.
- A quizmaster is required to facilitate the quiz, present questions and verify answers along with a timekeeper and a person to score the marks on the board.
- The group of participants needs to be divided into four groups.

Process:

- Prepare a set of questions based on themes. Eg. food, travel, music, technology, etc
- Place four desks/tables in front of the classroom/lecture hall.
- Place cards with marks written on the desks/tables.

Food 100	Travel 50	Music 150	Technology 200
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- The marks can be given according to the level of difficulty of the questions.
- Divide the group of participants to four groups.
- Draw lots to find the order to select the marks kept on the desks/tables.
- The first group to get the first chance can select any mark and select the theme and the instructor can give the relevant question assigned under the particular theme.
- If the group gives the correct answer they get the marks mentioned in the card.
- If they are unable to answer the chance will be given to the second group and so on.

Output:

- Each group selects questions according to a theme and the marks will be allocated according to the difficulty level of the questions.
- The quiz proceeds in rounds, with each group taking turns to answer questions. The order is determined by lots.

- Each correct answer will be given the marks mentioned in the card and the incorrect answer will provide an opportunity for the other groups to give the answer and score.
- Accumulated scores of each group are tracked and announced throughout the quiz indicating the performances of the groups.
- The quiz promotes active participation, engagement, collaborative efforts of the team and interactive fun learning along with worldly knowledge of different themes.

Annexes: Set of questions, cards with marks

❖ **Task 4: Action song (We are a family)**

Time: 30 minutes

Goal: The goal of an action song is to combine entertainment, education, and physical activity to create a positive and enriching experience for the participants in a collaborative manner.

Input:

- The chosen song is to be played to the participants and the audiovisual equipment.
- A group of volunteer participants for pre-preparation of the song and instructions for them to conduct the session effectively.

Process:

- Get a group of voluntary participants who have expressed an interest in singing before they leave the workshop for a tea break.
- Ask them to play the song on their cellular phones or any other device and practice the song with actions.
- Make them demonstrate the specific actions in the workshop for the other participants to follow.
- Encourage other participants to sing along with the demonstrators and mime any actions as they feel comfortable and repetition helps the participants feel more confident.
- After practicing and conducting the activity, facilitate a discussion and address any questions or concerns of the participants that they may encounter when implementing the activity in the schools.
- Use participants' feedback to improve the activity for future sessions, while adjusting the approaches based on their points.

Output:

- Active involvement of the participants in singing along and following actions of the volunteered group of participants.
- Increase familiarity with the song, its lyrics, melody and actions while bringing out the moral value expressed in the song.
- Participants' thoughts, feelings, and feedback on their experiences on the theme (an understating of the song's content) and their performances.

Annexes: The song "We are a Family"

<https://youtube.com/watch?v=foptl0BeXnY>

❖ **Task 5: Inaugural assembly of a micro English Literary Association.**

Time: 2 hours

Goal: To provide a hands-on experience for understanding of how to establish an English Literary Association with a constitution, rules, and organizational structure, including the roles and responsibilities of each office bearer.

Input:

- The participants who take part in the association contribute their time, skills, and interests.
- Elected officials who oversee the association's operations and activities and the constitution, rules and responsibilities.
- The meeting space, literary resources and communication tools, financial resources, reference facilities, etc.
- Feedback mechanisms and promotional materials such as posters, and digital content.
- The resource team for the effective functioning of an association to achieve the goals and objectives of the association.

Process:

- Instruct the participants to form and conduct a micro English Literary Association by including the elements discussed in the previous sessions in the workshop.

Eg. Developing a constitution

Electing office bearers

Forming a committee

Writing minutes

Conducting the items

Etc.

- Conduct the model English Literary Association to be implemented by the respected participants who are representing the particular 60 schools in the Badulla Zone.

Output:

- Active involvement of members in association activities, meetings and events which enhances knowledge of literary skills.
- Continuous improvement based on participants' feedback and assessments of the association's activities with personal growth in the English language of the teachers as well as the students.
- Ensure the association's continuity and sustainability with a lasting impact on the literary community.

Conclusion:

The requirements and activities of the Association can have a very significant impact on the specific target group and the objectives of the association. Flexibility and adaptability are keys to ensuring that and the association remains relevant and effective over time. By considering the unique characteristics and preferences of the target group, we can create more engaging and valuable experiences for its members. Additionally, the ability to adapt and evolve based on feedback and changing circumstances is crucial for the long-term success of the English Literary Associations to be implemented in the selected 60 schools in the Badulla zone.

Grade 1 Basic Reading & Writing

RESC Bandarawela



Ms. Sujatha Jayasinghe

Ms. Himali Wanigasekara

Mr. P.G. Amarasiri

Ms. Dilrukshi Lankatilleke

Introduction

Include: Target group, Rationale, Benefits, Nature of implementation, and expected outcomes/reflection

This workshop was planned to introduce a book written on “Basic Reading and Writing” for Grade 1 students

How long? It was a one-day workshop

Main Aim: (General aim of the whole workshop) To give teachers an overall idea about how to use the book with Grade 1 students.

Task Introduction:

Warmer: Getting to know each other

Task 1: Questions to familiarize the book

Task 2: Filling a grid on vocabulary

Task 3: How to handle the vocabulary activities

Task 4: Why is reading important?

Task 5: Filling a grid on reading

Task 6; A discussion on "How to handle reading in the book".

Task 7: Writing letters

Task 8: Why basic writing is important?

Task 9: Filling a grid on writing

Task 10: Handling Vocabulary Activities

Task 11: How to deal with homework activities in the book

Task 12: Feedback

Warmer: Getting to know each other**Time:** 15 minutes.**Goal:** Getting to know each other**Input:** A grid with Name Zone and School**Process:** The trainer displays the following grid on the board.

Name	Zone	School

Teachers should talk to as many teachers as possible and complete the grid within three minutes. The person who has the greatest number of correct details is the winner.

Output: Completed grid**Task 1: Questionnaire****Time:** 15 minutes**Goal:** To familiarize the TG and the book**Input:** A questionnaire**Process:** Group the participants into 5 groups

Ask the following questions one at a time.

The group that gives the correct answer first is the winner

Questionnaire:

1. The book is designed to
2. There are lessons.
3. Each lesson is for (time)
4. Name the things the teacher should have for each lesson.
5. Name the things the students should have for each lesson.
6. Each lesson has activities. They are
7. What is the first activity in each lesson?

Output: The teachers are familiar with the outline of the TG and the book.

Task 2: Filling a grid on vocabulary**Time:** 30 minutes**Goal:** To familiarize the vocabulary in the book**Input:** Task sheet with the following grid.

Lesson No.	Topic	Words Introduced
1		
20		

Process: Teachers go through the book and complete the grid.**Output:** Completed grid.**Task 3: How to handle the vocabulary activities****Time:** 15 minutes**Goal:** Raise awareness about how to handle vocabulary activities in the book**Input:** Teachers' Guide (General instructions to the teacher – Vocabulary)**Process:** Follow the steps given in the TG and ask for any queries.**Output:** Teachers get familiar with the steps to follow in vocabulary activities**Task 4: Why is Basic Reading Important?****Time:** 15 minutes**Goal:** To convince the teachers that Basic Reading should be taught separately.**Input:** Spider gram with the topic 'Why Basic Reading should be taught?'**Process:** Trainer draws a spider gram with the topic 'Why Basic Reading should be Taught?'

She asks the participants to brainstorm the answers and complete the spider gram.

Output: Completed Spider gram.

Task 5: Filling a grid on reading**Time:** 15 minutes**Goal:** Finding the sounds introduced in each lesson**Input:** A grid with two columns**Process:** The following grid is given to the teachers to complete.

Lesson	Sounds
1	a, c, p, t
2	

Output: Completed grid**Task 6: A discussion on “How to handle reading in the book”.****Time:** 30 minutes**Goal:** Introduce how to handle reading in the book**Input:** Notes given in the TG**Process:** Teachers go through the TG and find out how to handle the reading activities in the book**Output:** Awareness about how to handle reading in the book**Task 7: Writing letters****Time:** 15 minutes**Goal:** To check the handwriting of teachers**Input:** Blank fools cap papers**Process:** Teachers write the alphabet both in capital and simple letters.

The trainer checks and gives the necessary instructions

Output: Corrected sheets of handwriting

Task 8: Why is basic writing important?**Time:** 15 minutes**Goal:** To make the teachers aware that it is important to teach the correct letter formation at the inception.**Input:** A discussion on the above.**Process:** A trainer-led discussion.**Output:** Awareness about the importance of writing at the very beginning**Task 9: Filling a grid on writing****Time:** 15 minutes**Goal:** To introduce a simple order of the alphabet for writing**Input:** A grid to complete**Process:** The trainer gives the following grid to the teachers.

The teachers have to go through the book and write the letters, which are introduced in each lesson.

Lesson	Letter
1	L, T, I
2	L, F, E

Output: A completed grid with lessons and letters.**Task 10: Handling Vocabulary Activities****Time:** 120 minutes**Goal:** To get a thorough idea of how to handle the vocabulary activities in each lesson.**Input:** TG and Textbook**Process:** Trainer asks teachers to go through the general notes on handling activities.

The trainer discusses the general instructions given in the TG

The trainer divides the teachers into 20 groups and assigns each group a lesson.

The teachers have to go through their assigned lesson and prepare themselves to demonstrate the activity in that lesson.

Each group demonstrates how to handle their assigned activity to the whole group.

The others make notes or ask questions to clear their doubts.

Output: The whole group will get an awareness of how to handle the vocabulary activities in the book

Task 11: How to deal with homework activities

Time: 30 minutes

Goal: To make teachers aware as to how the Homework part should be handled.

Input: The TG and the Textbook

Process: The trainer asks teachers to go through the TG and the notes given on 'Homework'.

The teachers are asked to be in pairs and explain to each other how it is expected to be handled.

Output: Knowledge about the 'homework' part of the book and how to handle it.

Task 12: Feedback

Time: 15 minutes

Goal: To check whether the workshop should be revised

Input: Feedback form

Process: The teachers are given a form to write

three things they liked in the workshop

two things to improve

three things they learned

two things they would like to try in their next lesson

Output: Filled feedback form

With pictures or without pictures?

RESC Bolawalana



Ms. Priyanthi Sumanaweera

Ms. Sewwandhi Hettiarachchi

Ms. Hasanthi Gauthamadasa

Introduction

It is helpful to use visual clues to derive the meaning of a text (Competency Level 5.1). In order to make the students competent in using visual clues to derive the meaning of a text, they must be guided properly by the teachers in the teaching-learning process. Hence, it is felt that improving teachers' understanding of this competency level and making them aware of how to use visual clues appropriately, will help them in improving this particular competency level in students. Moreover, it will help the students to get a better understanding of what they read, with the help of pictures in their day-to-day life.

Who is it for?

For the teachers who teach in secondary grades

How long?

One hour

Main Aim:

To make the teachers aware of competency level 5.1; uses visual clues to derive the meaning of a text and how to improve this competency in the students.

Task Introduction:

Warmer: 1, 2, 3 – Giants, Elves, Wizards

Task 1: How do I feel without pictures and with pictures?

Task 2: What do I know about 5.1?

Task 3: How do I make my students study the pictures?

Task 4: What are the activities I can use with the students?

Warmer: 1, 2, 3 – Giants, Elves, Wizards

Time: 5 minutes

Goal: To make the teachers ready for the workshop.

Input: Mimes to show Giants, Elves and Wizards

Process:

- Participants scatter in the room with a partner facing each other.
- Trainers demonstrate by saying 1, 2, and 3, exchanging chances among the two.
- Participants continued it several times.
- Trainers introduce actions to show giants, elves and wizards respectively instead of 1, 2, and 3.
- Participants enjoy doing it and Trainers stop it after 2 – 3 minutes.

Output: All the participants are in the same mood to start the workshop.

Task 1: How do I feel without pictures and with pictures?

Time: 10 minutes

Goal: To make the participants feel about the reading texts without pictures and with pictures.

Input: PowerPoint slides with text and pictures

Process:

- Group the participants.
- Show the text in a PowerPoint slide without pictures (Annex: 1.1).
- Participants read the text and guess what it says, in groups.
- Show some pictures (Annex: 1.2) to check their assumptions.
- Show the text with pictures (annex 1.3).
- Participants, in groups, discuss answers to the question; 'How did you feel about reading the text without and with pictures?'

Output: Participants realize how helpful pictures are for understanding texts.

Annex: 1.1, 1.2, 1.3

Task 2: What do I know about CL 5.1?

Time: 10 minutes

Goal: To raise awareness of the Competency Level 5.1

Input: PowerPoint Slides with 7 questions.

Process:

- Participants in pairs.
- They answer the questions in the slide (Annex: 2).
- Participants discuss answers in a 'Ladder Chat'.
- Trainers give clarifications needed.

Output: Participants have a better understanding of CL 5.1.

Annex: 2

Task 3: How do I make my students study the pictures?

Time: 15 minutes

Goal: To raise awareness of how to make the students read/ study the pictures.

Input: 'How do I make the students read/ study the picture/ s in a text?', Activities, Pictures

Process:

- Give the questions to the participants.
- Complete the task in the 'Think-Pair-Share' activity.
- Give each group an activity (Annex: 3. 1) and a picture (Annex: 3.2).
- Participants design the activity according to the given picture.
- Participants present their activities to the class.

Output: Participants know different ways of making students read/ study pictures.

Annex: 3.1, 3.2

Task 4: What are the activities I can use with students?**Time:** 20 minutes**Goal:** To raise awareness on how to prepare activities to make the students competent in using visual clues to derive the meaning of a text.**Input:** Some activities, Marker pens, Demi sheets, textbooks**Process:**

- Participants in groups.
- Introduce some activities(Annex: 4).
- participants prepare some other activities using the pictures in the textbook (Pupils Book)
- Display the activities around the class and participants do a 'Gallery Walk'.

Output: Participants know how to prepare activities to make the students competent in using visual clues to derive the meaning of a text.**Annex: 4****Annexes**

Annex 1.1

The _____ is a hunter. It poisons its prey with a quick bite.
 It stalks its prey in dark places beneath stones, logs, and piles of leaves.
 It eats silverfish, cockroaches, worms, and slugs.

Annex: 1.2



The XXXXXX is a hunter.



It poisons its pray with a quick bite.

It stalks its pray in dark places beneath stones, logs and piles of leaves.



It eats silverfish, cockroaches, worms and slugs.



Annex: 1.3

The centipede is a hunter. It poisons its prey with a quick bite.
It stalks its prey in dark places beneath stones, logs, and piles of leaves.
It eats silverfish, cockroaches, worms, and slugs.



Annex: 2

Answer the following question.

1. What is the competency of 5.1?
2. What is competency level 5.1?
3. What is the skill based on competency 5.1?
4. What is/ are learning outcome/s?
5. What do you expect your students to do?
6. What are the prescribed text types in the syllabus for 5.1?
7. What are the activity types given in the syllabus for 5.1?

Annex: 3.1

How to make the students study the pictures ...

1. Ask questions about the pictures.
2. Students discuss the pictures in pairs or groups.
3. Match the pictures with the phrases, sentences, etc.
4. 'What's missing in my picture?'
5. One describes the picture the others draw it.
6. Introduce new words related to the picture.

Annex: 3.2

**A****B****C**

Annex: 4

1. Match the following descriptions about Mr. Perera and his family members with the pictures given. Write the letter of the most suitable picture in the space given against each description. *The first one is done for you.*

**A****B****C****D****E****F**

1. Mr. Perera is tired of working.

He is dreaming of a holiday. (.....)

2. Mrs. Perera is a secretary in an office.

She is always busy answering the phone. (.....)

3. Mrs. Perera was on leave yesterday.

But she worked till late at night. (.....)

4. Unfortunately, Mr. Perera missed his train today.

He got late for work. (.....)

5. Mr. Perera's daughter is Sachee.

She likes to read books. (.....)

6. Mr. Perera is a company director.

He has a lot of work in his office these days. (.....)

2. Study the picture. Read the following text. Mark the following statements are 'True' or 'False'.

The Camping Trip



Lily and her brother Rayan went camping with their mom and dad. Rayan and dad put up the tent while Lily and mom collected sticks to start a bonfire.

Once the tent was set up, they started a fire in the bonfire pit. Lily and Rayan looked for long pointy sticks to use for cooking sausages over the fire while the fire was heating up. They found four perfect sticks, one for each of them.

- Four people went on camping. (.....)
- Lily and Rayan collected sticks for the bonfire. (.....)
- They put up the tent near a forest. (.....)
- A bonfire is a gas cooker. (.....)
- They cooked sausages in the tent. (.....)
- They used long pointy sticks for the fire. (.....)
- They tucked sausages at one point of the sticks. (.....)
- Father has two sticks in his hand. (.....)
- They are in a happy mood (.....)
- They added only ketchup and mustered cream to the buns. (.....)

3. Match the pictures with the descriptions



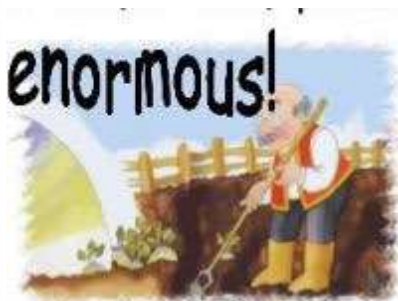
...all together, they
pulled, and pulled
and pulled and
pulled, but the
enormous turnip still
would not budge!

He weeded and
watered his turnip
patch every day until
his wife called him in
for his supper.

Out of the ground
came the enormous
turnip!

The old man was
very pleased. He
invited everyone in
for a delicious turnip
supper!

4. Match the pictures with the descriptions



The turnip was not
just a big turnip.
It wasn't even a very
big turnip.
It was, in fact, quite...

The old man woke up
one morning to find
that one of his
turnips had grown
much more than the
others

He watered them
and cared for them
and soon the seeds
began to grow.

As the seeds grew
into plants the old man
kept looking after
them.

Once upon a time
there was an old man
who planted some
turnip seeds.

CPD Workshop for Secondary Teachers on Methodology

RESC Chilaw



Ms. P. Rasika Damayanthi Fernando

Ms. R.P. Nisansala

Mr. Anwer Sadath

Ms. R.M. Maheshi Rathnayaka

Introduction

Teachers of English are the professionals who guide the students to improve the skills of English language learning. They teach students in Elementary, Middle or High levels in the school and plan and execute lessons according to a given curriculum.

To ensure success in their career the teachers must upgrade their knowledge and skills of the teaching-learning process.

Most of the teachers find it difficult to plan lessons hence they do not achieve their objectives at the end of the delivery of their lesson. As a result, the learner does not gather the expected knowledge to practice language and becomes less interested in language learning as well. Besides the teachers face challenges in controlling packed classrooms and TTT. Moreover, they find it difficult to adopt textbook activities to suit the learner's interests and needs.

RESC Chilaw intends to support the teachers of English in the Chilaw Zone to plan lessons with SMART objectives, to assist them to use digital tools and adapt textbook materials in order to do quality teaching to develop confident autonomous learners in language learning.

Who is it for?

The teachers of English of the Secondary classes.

The duration:

12 hours.

Main aim:

Provide opportunities for the teachers to upgrade their knowledge to develop their lessons using new methodologies and techniques.

Objectives:

At the end of the session, the teachers will be able to:

- Plan the lessons with SMART objectives including a variety of techniques.
- Practice using digital tools that can be used in their lessons.
- Identify different grouping techniques and practice activities to maximize the students' participation.
- Adapt the textbook activities according to the learner's interests and needs.

Task introduction

Warmer

Task 1 – Introducing sub-skills of listening and speaking

Task 2 – Classroom management/ Grouping techniques/ Energizers / Creative activities

Task 3 – Improving reading and writing skills

Task 4 – Digital education for teachers

Task 5 – Adapting textbook materials

Task 6 – Lesson planning & Micro teaching

Task 7 – Review & Feedback

Warmer: Do the opposite

Time: 05 minutes

Goal: Grab attention and develop concentration and a sense of cheerfulness.

Input: 4 words – walk, stop, name, clap

Process:

- Get the teachers to form two circles one circle in and one circle out. The trainer gives instructions to do the warmer.
- The trainer says “walk” and asks the teachers to do the action.
- The trainer says “stop” and asks them to do the actions.
- The trainer asks the teachers to do the opposite actions of these two words.
- The trainer says “name” and asks teachers to tell their names to the partners they meet.

- The trainer says “clap” and asks teachers to do the action.
- The trainer asks the teachers to do the opposite actions of these two words.
- Next time the trainer says all four words and asks the teachers to do the opposite actions.

Output: Reflection on the importance of listening and responding appropriately.

Task 1: Sub skills of listening and speaking

Time: 90 minutes

Goal: Engage in four different activities to identify the sub-skills in listening.

Input: enlarged copies of listening sub-skills, task sheets

Process:

- The trainer conducts four activities. (Running dictation / Buzz lecture / Jigsaw listening / Listen & tell)

Running Dictation

- The trainer puts the teachers into a group of five and asks them to appoint a writer.
- The trainer pastes the enlarged copies outside the classroom.
- The trainer instructs the teacher to do the running dictation.
- The trainer displays the enlarged copies on the board and asks the teachers to check their answers.
- After the activity, the trainer elicits the topic “ listening sub-skills”
- The trainer leads a discussion and gets the teachers to match the listening sub-skills with the text types and competency levels in the group.
- The trainer conducts the other three activities & gets the teachers to identify the related sub-skills & match competency levels.
- Teachers work in groups and plan five more activities focusing on sub-skills & share ideas in groups.

Output: Planning five different activities focusing on sub-skills of listening.

Presenting and exchanging ideas with peers.

Annexes: Annex 01

Task 2: Classroom management / Grouping techniques / Energizer

Time: 60 minutes

Goal: Practice the new techniques in classroom management

Input: Posters on techniques on classroom management

Process:

- The trainer gets the teachers outside the classroom and introduces the warmers, grouping techniques, energizers and icebreakers.
- The trainer gets them to the classroom back and forms groups.
- The trainer distributes the posters and elicits the techniques they practice.
- The participants select new warmers, grouping techniques, energizers and icebreakers and get the participants to do them. (Give instructions, Use ICQs)
- The trainer asks them to lead a discussion on the importance of these techniques when planning the lesson.

Output: Plan instructions for two different activities & instructions checking questions.

Reflection on using different classroom management techniques.

Task 3: Improving reading and writing skills

Time: 120 minutes

Goal: Preparing 10 practice activities for reading and writing

Input: Powerpoint presentation on reading and writing.

Process:

- The trainer leads the discussion by highlighting reading sub-skills, their importance and tips for improving reading in ELT.
- The trainer asks them to match the definition with the sub-skill in pairs.
- The trainer asks the teachers to be in groups and to find different text types found in a test paper.
- The trainer leads a discussion on writing sub-skills and tips for improving writing.
- The trainer instructs the participants to prepare two activities in groups
- Participants do the practice activities in groups & give peer feedback.

Annexes: Annex 02

Task 4: Digital education

Time: 150 minutes

Goal: Learn & practice different tools used in Digital Education in ELT.

Input: Powerpoint presentation with Ed puzzle, Jam board, Padlet & Google Classroom.

Process:

- The trainer leads a discussion highlighting digital tools that they have used in their classroom.
- The trainer introduces new tools: Edpuzzle, Jam board, and Padlet to be used in digital platforms.
- The trainer uploads tasks on Google Classroom & gets the participants to complete the tasks: telling a story, writing a story ending, uploading photos, create an Ed puzzle.
- The trainer gives comments.
- The trainer instructs the teachers to create a Google Classroom.

Output: Create a Google Classroom

Task 5: Adapting the textbook materials.

Time: 90 minutes

Goal: Preparing adapting activities for the textbook activities.

Input: textbooks

Process:

- The trainer puts the teachers into groups of five.
- The trainer asks them to discuss the difficulties they face when they refer to the textbook activities.
- The trainer gets their finding to the class and asks them to find the solutions for these difficulties.
- The trainer introduces the different textbook activities that can be used in simpler ways.
- The trainer further instructs them to prepare activities that can be adapted to suit their learners.
- The trainer gives the groups to present their activities to the class.

Output: Various textbook adapting activities.

Task 5: Lesson planning & Micro teaching

Time: 180 minutes

Goal: Planning a lesson integrating four skills / micro-teaching

Input: Powerpoint presentation/ sample lesson plans on reading and writing.

Process:

- The trainer leads a discussion on lesson planning according to the accepted format 3Ps.
- The trainer displays the sample lesson plan in reading and gets the teachers to identify the stages and the related activities.
- The trainer puts the teachers into groups and instructs them to plan a lesson and do micro-teaching.
- Participants do micro-teaching.
- Participants give feedback on Pre/While/Post tasks/grouping techniques/ICQs.

Output: Micro-teaching

Annexes: Annex 03

Task 6: Revive & Feedback

Time: 25 minutes

Goal: Develop critical thinking, analytical skills, & confidence.

Process:

- The trainer asks 'wh' questions to review the tasks done during the session.
- Teachers work in pairs & give oral answers.
- Teachers give oral feedback.
- Individually they speak about two good things they learned during the session and one thing they wish to practice in their classroom.

Nine Listening sub skills



Match Scanning	Reading for a specific piece of information.
Skimming	Reading for gist or main idea.
Intensive reading	Reading for the overall idea and pleasure.
Extensive reading	Reading for a detailed piece of information

Let's Chant: Importance of Chants in Second Language Teaching

RESC Galle

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Introduction

The target group of this workshop is teachers of English.

Pedagogical chants are powerful tools to teach vocabulary, grammar, and pronunciation, etc. The rhythmic structure helps memory retention and enhances cognitive functions making complex concepts more understandable. Chants cater to diverse learning styles and they create a positive and enjoyable environment. Implementing chants involves careful selection of relevant content. Chants can be tailored to different age levels and language needs. When chants are introduced to the learners, they demonstrate improved retention of information and increased enthusiasm for learning. The whole classroom becomes a vibrant center of interactive learning. And also, teaching chants go beyond textbooks enduring memories and a deep understanding of the English language

How long?

2 hrs

Main Aim: (General aim of the whole workshop)

Able to syllabicate words

Able to write simple pedagogical chants

Able to teach the formation of the simple present tense grammar

Task Introduction:

Task 1: Warmer (Syllable mates)

Task 2: What are chants and their characteristics

Task 3: Syllabification

Task 4: Let's write a vocabulary chant

Task 5: Let's write a grammar chant

Reference

Task 1 Warmer: (Syllable mates)**Time:** 5–6 minutes**Goal:** Able to divide a word, based on the number of syllables in that word**Input:** Trainer's instructions**Process:** Participants make a circle.

When the trainer says a word, then participants gather and form groups based on the number of the syllables in the word. e.g: If the word has 4 syllables, Four participants get together and form a group. The trainer can introduce some other words and get the participants to make groups to create some fun.

Output: Collaboratively creating a fun-filled atmosphere and making the participants ready for the session**Task 2: what are chants and their characteristics****Time:** 25 mins**Goal:** To explore what chants are and their characteristics**Input:** Trainer's discussion**Process:** The Trainer leads a discussion on what chants are, why people use them etc. and the trainer gets the participants to write a definition for chants and after that, the trainer discusses the characteristics of them.For the trainer

A chant is a word or group of words that is repeated over and over again in a rhythmic manner.

Characteristics: Chants use natural spoken English • Chants can be used in classes of any size • Chants don't require any special materials • Chants can be used with all age groups • Chants do not require musical ability.

Output: Providing an opportunity to explore what chants are and their characteristics.

Task 3: Syllabification**Time:** 30 mins**Goal:** To identify the types of syllables

To able to identify the number of syllables

Input: Trainer's PPT**Process:** Trainer explains the different types of syllabic words found in words and their names providing examples for each.

Monosyllabic	Cat	Key
Disyllabic	Fa/ther	Brother
Tetrasyllabic	Con/di/tion	Unfortunate
Pentasyllabic	U/ni/ver/si/ty	Individual
Polysyllabic	I/den/ti/fi/ca/tion	Capitalization

(If the participants need additional practice in syllable division, make sure to provide extra words for practising at this point, teaching syllable division rules is necessary if the participants are not aware of them)

Output: Providing necessary knowledge to identify the number of syllables in a word.**Task 4: Let's Write a Vocabulary Chant****Time:** 30 mins**Goal:** To be able to write chants**Input:** Trainer's PPT

Process: Trainer asks the participants to name some names of sports and write them down on the board. (eg: cricket, volleyball, golf, badminton, football, netball, tennis, basketball) With the help of the participants, the trainer syllabifies the given words.

Word	No: of syllables
Cricket	2
Volleyball	3
Basketball	3
Football	2
Hockey	2

Tennis	2
Netball	2
Golf	1
Baseball	2

The trainer introduces the magic formula of writing a simple vocabulary chant.

The formula is 2 3 1

The trainer instructs the participants to identify the two-three- one-syllable words i.e. baseball, basketball, golf. The trainer guides the participants with repetitive saying Baseball, Basketball and Golf until they feel the rhythmic harmony of the repetition.

After that trainer gets the participants to arrange the three words as follows

Baseball basketball golf

Baseball basketball golf

Baseball basketball //

Baseball basketball golf

The trainer leads the participants to recite the above chant several times with a single clap after each word

After that, participants present the chant in groups

Output: Providing knowledge on how to write a chant and recite it.

Task 5: Let's write grammar chants

Time: 30 mins

Goal: To explore writing grammar chants

Input: Trainer's discussion & PPT

Process: The trainer asks which verbs are commonly associated with the sports in the chant. (eg; run / throw/ play/ pass etc.)

The trainer selects the verb play

The trainer writes some pronouns He / She/ They

The trainer writes another chant incorporating the verb 'play' and pronouns mentioned earlier.

He plays baseball

She plays basketball

They play golf

They play golf

The trainer leads the participants to say the above chant several times with a single clap after each word in a rhythmic manner

After that, participants present the chant in groups

The trainer instructs the participants to write a vocabulary chant based on any topic they like. They can use vocabulary taken from the textbook as well. After that, they are asked to turn that into grammar chants as well.

Output: Providing an opportunity to create participants' grammar chants.

Reference:

1. D:\chants\chants 1\272_IJAR-27859.pdf chants.pdf
2. Chants in EFL Vocabulary Instruction with Young Learners: Potential, Composition and Application by Cindy Cedeño

ELT through Pictures

RESC Hanguranketha



Ms. TMRGD Ruwankumari

Ms. PMSC Perera

Ms. TAGC Thebuwana

Ms. IMPP Illanganthilake

Introduction

The workshop on ELT through pictures has targeted the teachers of English who seek new avenues in the ELT field.

Pictures make it possible to absorb large amounts of data quickly. Using pictures for explaining the concepts is one of the teaching aids in a language classroom. It acts as a rich base stimulus for this as people are visual. Pictures can be used for any age level from kindergarten to adults.

Pictures help teachers to draw the interest of students and arouse their motivation. An image helps ELLs to make abstract ideas as concrete as possible as it clarifies meaning and promotes understanding. Promoting the lack of competent students to reach the expected competency level is another benefit.

The implementation of this workshop is done onsite platform where the participants can engage in tasks physically.

Hence, the RESC HanguRanketha thought to extend a supporting hand with some useful strategies for using pictures in the ELT classroom.

Target Group?

Teachers of English who handle ELT classroom

How long?

One hour

Main Aim: (General aim of the whole workshop)

At the end of the workshop participants will be able to use the strategies which can be utilized in the pictures as an effective visual aid in the ELT classroom.

Task Introduction:

Warmer- "Unusual views"

Task 1: "Quiz time "

Task 2: "Sama wakes up"

Task 3: "Moreover"

Task 4: "Real Practice" – (Group demos)

Warmer: (Unusual views)

Time: 5 min.

Goal: Enable the participants to get an awareness of the rationale behind using the pictures in an ELT class

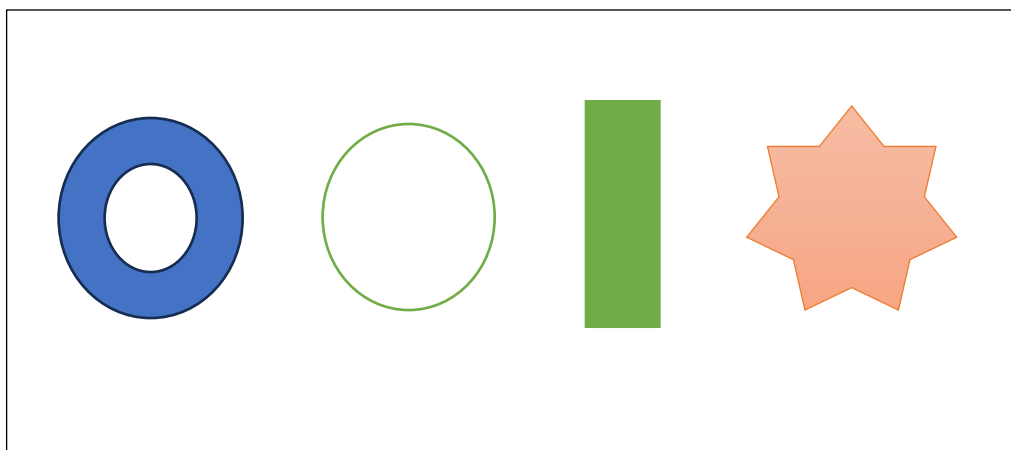
Input: Pictures (Annex 1)

Process:

- The teacher shows the pictures in their unusual views. (Annex 1)
- Participants are asked to guess each picture and name.
- Plenary discussion.

Output: Participants who are aware of the nature of the activities to be done.

Annex 1:

**Task 1: (Quiz time)**

Time: 15 min.

Goal: Make the participants aware of the focused context – ELT through pictures.

Input: Quiz board from 1 to 10 and the relevant questions (Annex 2)

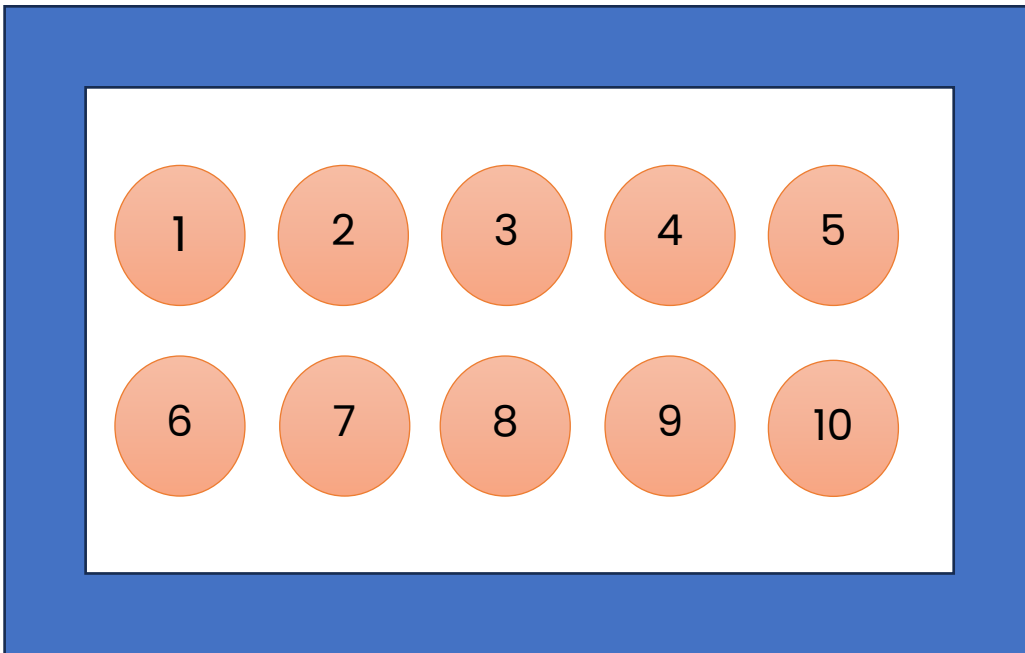
Process:

- Put participants into two groups.
- Informs that they are going to do a quiz competition.
- Displays the quiz board.
- Let the participants request a quiz by a number.
- The trainer reads the question assigned to that number. (There are two bonus numbers)
- Allocate one minute to present a collaborative answer.

- 10 marks will be awarded for each correct answer and provide feedback.

Output: Participants who are knowledgeable in the context of ELT through pictures.

Annex 2:



Questions for each number

1. Bonus
2. Mention the grades in which we can use pictures.
3. What materials can we use as pictures in lessons?
4. What are the sources that we can find materials?
5. Give five benefits of using pictures in a language class.
6. What are the low-cost materials that can be used as pictures?
7. What should be the characteristics of these pictures used as pictures?
8. What are the games that you can play with pictures in the classroom?
9. Bonus
10. What challenges would you face when you use pictures in the classroom?

Task 2: Sama wakes up

Time: 10 min.

Goal: Enable the participants to watch the demo and identify the techniques used.

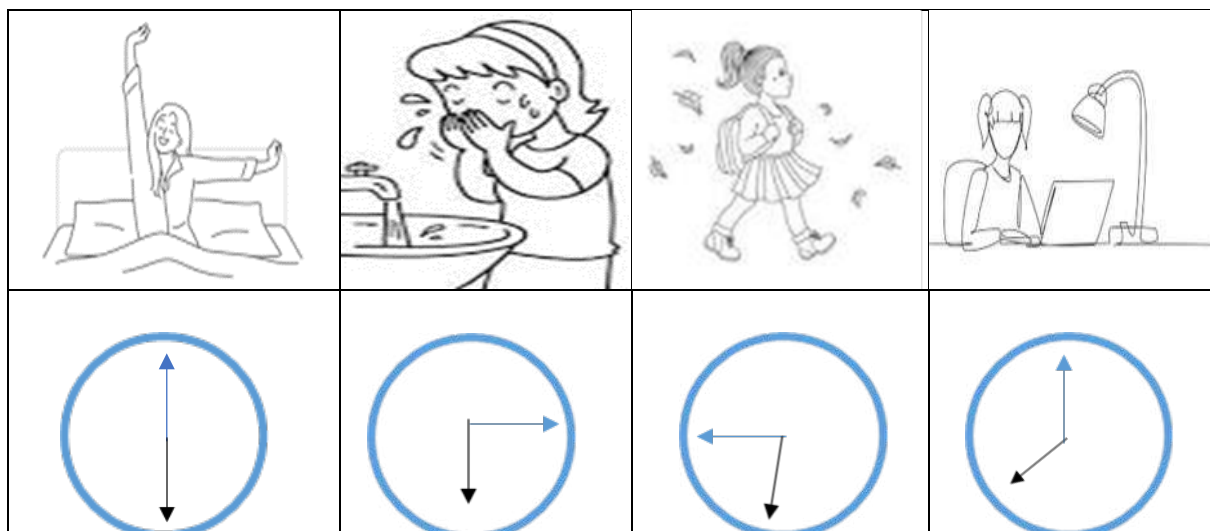
Input: Five picture cards with an action on one side and a clock on the other to illustrate the present tense.

Process:

- The trainer shows the pictures and elicits the time. Let participants guess an action which can take place at that time.
- Shows the other side of the picture and the correct guess is confirmed.
- Elicits or introduces the structure. eg: Sama wakes up at 6.00 o'clock.
- Repeat the same procedure with the other cards.
- Practices the structure with the picture clues.
- Plenary discussion.

Output: Participants who are aware of the techniques used in the demonstration lesson.

Annex 3:



Task 3: Moreover

Time: 10 min.

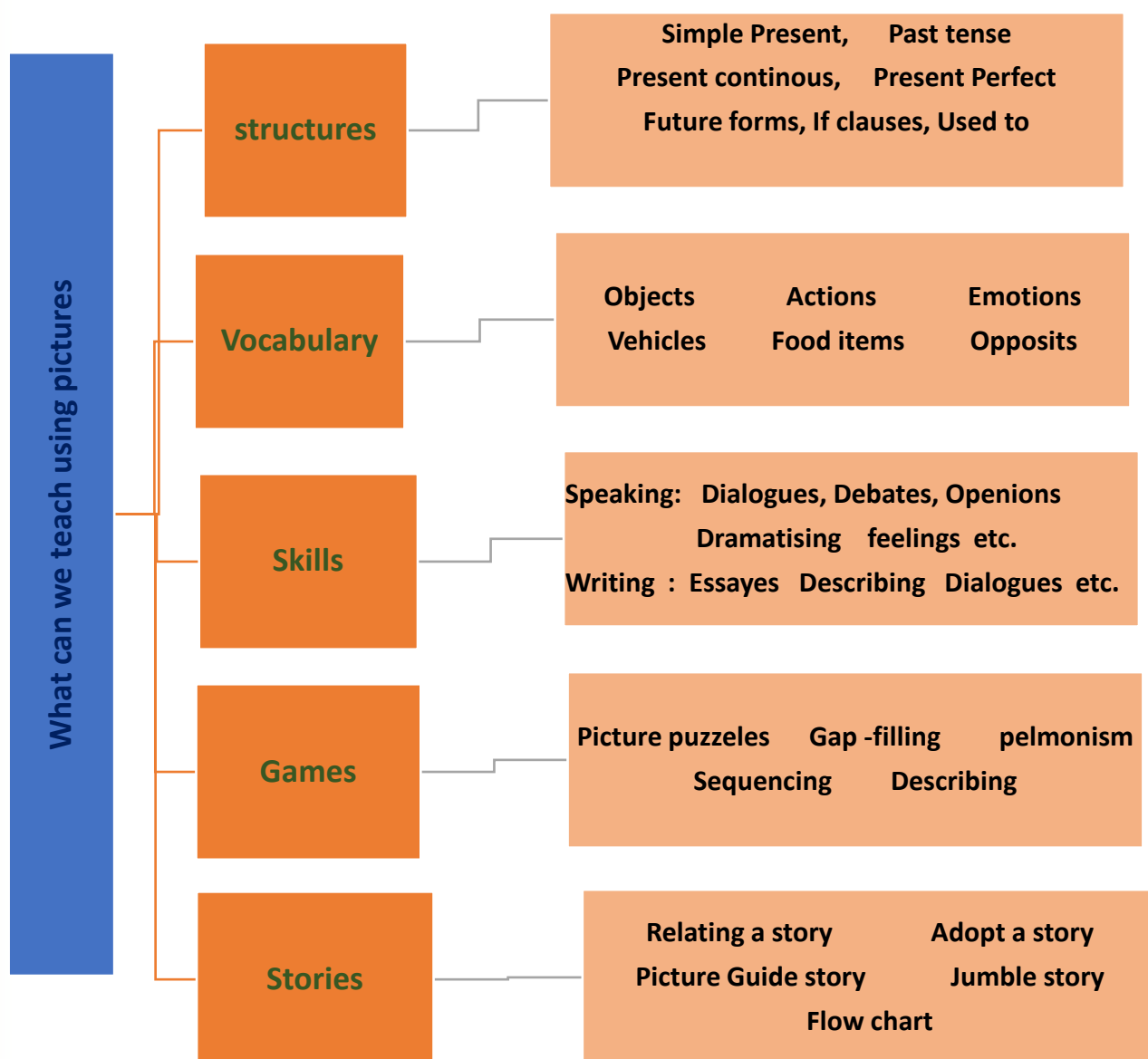
Goal: Enable the participants to familiarize themselves with the strategies of using pictures in different language areas.

Input: The language areas can be taught using pictures

Process:

- Group the participants.
- Guides them to have a group discussion on the given topic.
- The group presenter of the group 1 presents the whole list.
- The other presenters present only the new points which were not mentioned.
- Plenary discussion with the ideas in the annex 4.

Output: Participants who are knowledgeable about the techniques used in ELT through pictures.

Annex 4:

Task 04: Real Practice (Micro Teaching)

Time: 20 min.

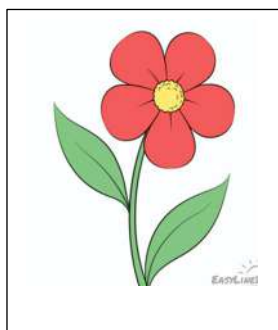
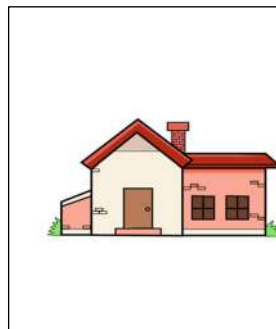
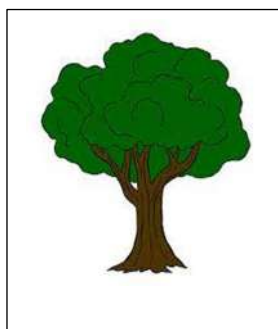
Goal: Enable participants to plan, practice and demonstrate a lesson on using pictures in the ELT classroom.

Input: Blank sheets, Crayons/colored pens, Picture cards Demy papers

Process:

- Re-group the participants by giving 4 cut-up pictures (Annex 5)
- Each group is assigned a language area for the demonstration through reassembling cut-up pictures.
- Participants are given 10 min of preparation and practice time.
- Get each group to demonstrate.
- Each demonstration is provided with constructive feedback.

Output: Teachers who are capable of using the strategies which can utilize the pictures as an effective visual aid in ELT classrooms.

Annex 5

Building Language with the Picture Word Inductive Model

RESC Hanwella



Ms. T.D Hapuarachchi

Ms. K.A.N. Rasanjalee

Ms. D.M.V. Pemawardana

Ms. P.G.L Chathurani

Introduction

Picture Word Inductive Model (PWIM) is based on strategies for language acquisition. It uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies (L1, L2).

Who is it for?

For the teachers of English in the Homagama zone

How long?

Five hours

Main aim:

To empower the teachers with the language teaching methods that helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words of the students.

Objectives:

1. To motivate the learners towards self-learning.
2. To promote PWIM-based activities in the classroom.
3. To facilitate vocabulary retention through a variety of pictures.
4. To recapitulate the content of the session.

Task Introduction:

Task 1: Warmer

Task 2: Introducing the PWIM

Task 3: Creating activities using PWIM

Task 4: Lesson planning using PWIM

Task 1:

Time: 15 minutes

Goal: To warm up the teachers.

Input: Trainer's instruction

Process: (Picture the thought)

- Show participants a picture of people like in Annex 1.
- Ask them what they are thinking.
- e.g. What is he/she thinking about?
- If needed, ask some follow-up questions like why do you think they are feeling this way?/ What made them feel this way?/ What are they going to do later?

Output: Participants will be involved in a picture-based activity actively.

Task 2:

Time: 01 hour

Goal: Introducing picture word inductive model.

Input: Trainer's instruction process and a video

- The trainer shows a video of a PWIM lesson from YouTube. <https://youtu.be/pqOo1EucAk?si=lrDBok7pqHpmfv2Y>
- Ask the teachers to find out the difference between the usual picture description activity and the PWIM lesson.
- Teachers present their findings in groups.
- The trainer explains the special features of the PWIM model.

Output: Teachers identify the characteristics of the PWIM model.

Task 3:

Time: 01 hour and 30 min.

Goal: To familiarize the PWIM to the participants

Input: Trainer's instruction Process:

- Trainer divides the class into two groups.
- Both groups will be given the same picture (Annex 2)
- Both groups will be given instructions separately.

- Instructions of the PWIM model lesson will be given to the first group while the second group will be instructed to develop a lesson on normal picture description.
- Both groups present their lessons to the class.
- Ask the teachers to give their feedback on both lessons.

Output: Teachers will be aware of the special characteristics that the PWIM contains compared to the day-to-day picture description.

Task 4:

Time: 01 hour and 30 min.

Goal: Strengthening the understanding of the concept, of PWIM

Input: Trainer's instruction

Process:

- The trainer groups the teachers into four groups.
- Distribute 4 picture cards among the groups.
- Assign four grades including both primary and secondary classes.
- Give instructions to prepare the lesson plans.
- Teachers prepare lessons using the PWIM guidelines.
- Get the teachers to micro-teach their lessons to the group.
- Get the group members to reflect on their lesson plans and micro-teaching sessions.
- Give time to further improve their lesson plans using reflection.

Output: Teachers will develop awareness of the method in practical use.

Task 4:

Time: 45 minutes

Goal: To share strengths of developing lesson plans using PWIM

Input: Trainer's instruction

Process: (Gallery walk)

- Get the groups to paste their edited lesson plans on the walls of the classroom.
- Get all the group members to do a gallery walk and draw a happy face at the most interesting/effective stage of the lesson plans.

Output: Teachers will get to know different ways of effectively developing PWIM based lessons.

Annexes

Annex 1 – Pictures for the warmer



Annex 2



Developing listening & speaking skills through exploiting the course book

RESC Hatton



Ms. S. Thenmoli

Ms. M.Y. Antony

Ms. M. Dhushyanthi

Introduction

Listening is used to receive and comprehend communications while speaking is used to communicate using spoken or oral language. These two skills are necessary for everyday conversation but are also important components of education. But in our course books, these two skills are limited and teachers should not pay more attention to handling them during their learning and teaching process. This workshop will enable the teachers to adapt and extend the course book activities effectively to develop listening and speaking skills.

Who is it for?

Teachers of English

How long?

05 hours

Main Aim:

To exploit the reading lessons to develop the listening and speaking skills in the secondary English course book.

Task Introduction:

Task 1: Warmer

Task 2: Identifying Listening & speaking subskills

Task 3: Analyzing the coursebook

Task 4: Model Lesson & Discussion

Task 5: Microteaching

Task 1: Warmer – ‘Buzz Talk’ followed by “Running Race”**Time:** 30 minutes**Goal:** To adapt the reading comprehension to make an active listening activity**Input:** A story in Annexe 1

A list of questions based on the story in Annexe 2

Process:

- The trainer reads aloud the story, stops after a few sentences and says "Buzz"
- Participants then talk in pairs and summarize what the trainer said.
- The questions are stuck on the wall
- Participants are grouped.
- One person runs to the wall, reads a question, and tells it to their group who then answer it.
- The winner is the first group to finish with the right answers.

Output: Readiness and motivation of the teachers to participate in the workshop.**Annexe: 1****The Queen’s Compassion**

A kind-hearted Queen was living in a large palace. She believed in empathy and justice. One day a beggar came to her palace and asked for help.

She gave him food and shelter without any hesitation. After some time, the beggar revealed himself as an old wise sage. He said, "Dear, you have a noble heart. By helping others, you have created a wave of kindness, which can bring change in the world."

The old sage gave his blessings to the Queen and she ruled her kingdom with love and fairness. She taught others the importance of compassion.

Annexe : 2

1. Who was kind-hearted?
2. Where was she living?
3. What did she believe?
4. Why did the beggar come to the palace?
5. Which can bring change in the world?

Task 2: Identifying listening and speaking sub-skills

Time: 20 minutes

Goal: To make the participants aware of the listening and speaking sub-skills

Input: Cut-ups of listening and speaking sub-skills in Annex 3

Process:

- Divide the participants into 5 groups.
- Distribute the cut-ups in a box to each group.
- Encourage the participants to sort the cut-ups under two categories, listening skills & speaking skills.
- Lead a discussion on sub-skills

Output: Participants become aware of the listening and speaking sub-skills.

Annexes: 3

Using correct grammar

Listening for specific information

Using relevant and appropriate vocabulary

Listening and note-taking

Listening to identify details

Listening for gist

Listening in order to respond in conversation

Using intelligible pronunciation

Identifying inferred meaning

Following signposts/referencing words

Using coherent and cohesive language

Listening to stress, rhythm and intonation

Using a range of functions effectively and appropriately

Using appropriate register

Speaking fluently, without noticeable pauses or repetition

Managing conversations and interactions effectively

Identifying and distinguishing individual sounds

Task 3: Analyzing the course book Grades 6 to 9

Time: 30 minutes

Goal: Identify the different tasks and categorize them according to the basic language skills.

Input: English Pupils book from Grades 6 to 9

Process:

- Divide the participants into four groups.
- Assign one grade for each group.
- Ask the participants to analyze the listening and speaking activities in the course book.
- Each group presents their findings.
- Lead a discussion.

Output: Analyze the number of listening and speaking activities in the course book.

Task 4: Model Lesson & Discussion

Time: 40 minutes (Model Lesson), 20 minutes (Discussion)

Goal:

- To identify the structure and stages of the lesson.
- To recognize different activities in those stages.
- To analyze why the trainer chose these stages and activities
- To reflect on how useful these choices were for students' learning.

Input:

- Grade 7 Pupil's Book (page no 73)
- The chart in Annex 4
- Gap sentences in Annex 5
- Check List in Annex 6

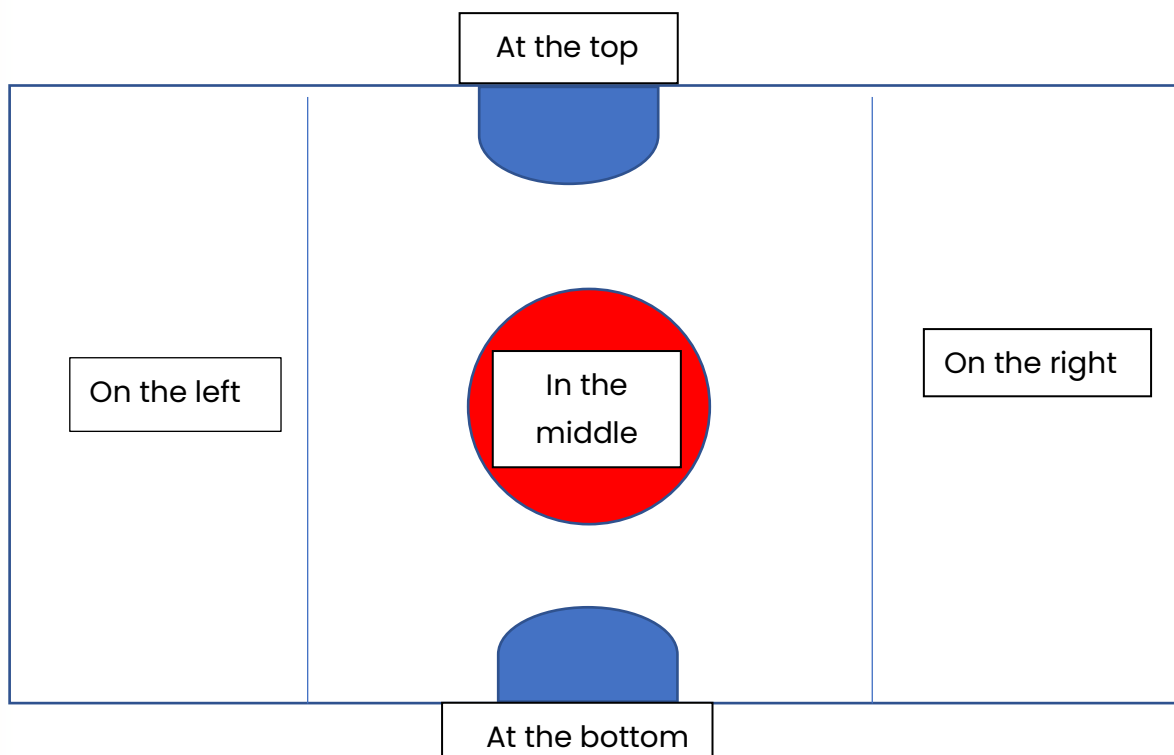
Process:

- Nominate 10 participants as students and others as observers.
- The trainer introduces the topic of "How to describe a picture" and checks that the students are familiar with phrases describing places in a picture using a chart in Annex 4. Ex: on the left, on the right, at the top, at the bottom and in the middle.
- Participants use a chart in Annex 4 to test each other on the phrases. Ex: on the left, on the right, at the top, at the bottom and in the middle.

- The trainer describes a secret picture from the textbook, and the participants listen and take notes.
- Trainer describes the picture a second time and the participants listen and add to their notes.
- Participants compare and check their notes with their partners.
- Participants use their notes to find the picture in the textbook that the trainer is describing.
- The trainer writes gap sentences from her picture description on the board in Annexe 5.
- Participants discuss the missing words with their partners and fill in their gaps.
- The trainer puts the participants in pairs and tells them to find a picture in their textbook.
- The trainer tells the participants to keep their pictures hidden from the other group and set 5 5-minute time limit to plan their descriptions.
- The trainer puts the pairs together to form new groups.
- In each group, the trainer asks one pair to be the speaker and the other pair to be the listeners.
- Listeners listen to the speaker and take notes, then try to find the picture in their textbooks.
- Participants change roles.
- Trainer asks the participants to pass a teddy bear around the class when she blows a whistle, the participant with the bear must give a sentence about the classroom, using the useful language from the lesson.
- Lead a discussion about the checklist given to the observers.

Output: Steps of the lessons of the integrated skills.

Annex :4



Annex : 5

1. ----- a picture of an assembly.
2. ----- a big tree on the right.
3. ----- a building on the left.
4. ----- a girl in the middle of the picture.
5. ----- a red tie.
6. ----- very tall.

Annex :6 Checklist

	Yes	No
The aims were clear.		
There was a logical progression to the lesson.		
Activities were planned for group and pair work.		
The teacher checked the understanding of the target language.		
Instructions were clear and checked.		
A variety of activities was used.		
The teacher encouraged student talk.		
The teacher encouraged students to help and teach each other.		

Task 5 : Microteaching.

Time: 1 hour 30 minutes

Goal: To give them hands-on experience of exploiting the reading lesson to teach the Listening and speaking lesson.

Inputs:

- Pupil's Book Grade 6 to 9
- Demy sheets
- Bristol Boards
- Coloured pens
- Scissors etc.
- Checklist in Annexe 6.

Process:

- Ask them to form groups of 5.
- Tell them that they are going to do micro-teaching.
- Instruct them to select a reading lesson and plan a listening and speaking lesson.
- Get them to be ready with the lesson plan and teaching aids.
- Ask them to appoint a teacher from each group to micro-teach.
- Instruct other groups to be the observers with the checklist.
- Then allows them to teach.
- After all the lessons lead a plenary discussion.

Output: Teachers gained experience in teaching a lesson on integrated skills.

Quick Starters

RESC Kalutara



Ms. K. M.T. Piyasena

Ms. S.M.D.S.P. Senaratne

Ms. A. Madanayake

Introduction

ELS pedagogy needs interesting input and feedback process for creating a healthy environment in the language classroom. Therefore, creating a positive healthy environment from the beginning of a lesson is a crucial factor, in maximizing student engagement fully, throughout the lesson. It establishes a good rapport with the class. This Workshop aims to introduce the varied techniques that could be adopted at setting the scene stage of the lesson in order to arouse the students' interest and curiosity towards the lesson and to facilitate learning.

As learner styles are varied, students are benefited from this kind of exposure in lessons. Both primary and secondary teachers would be benefited from developing their methodology and convincing that the students are much engaged in language learning when they are motivated and facilitated at the very beginning of the lesson.

How long?

3 hours

Main Aim: (General aim of the whole workshop)

Main aim: Make the teachers aware that language learning can be enjoyable and meaningful when you plan your settings of the lessons effectively.

Starting an ESL lesson in the right way can set the tone for the entire day. Abrupt beginning into an unfamiliar topic can keep learners feeling embarrassed and unengaged in their learning.

Task Introduction:

Task: Warmer (Dinner Party)

Task 1: Word class song

Task 2: Horoscope Reading

Task 3: Half a Story

Task 4: Family Cards

Task 5: Flashing Cards

Warmer: Warmer (Dinner Party)

Time: 5 minutes

Goal: To make the participants sensible about making the lesson more interesting with a smooth flow.

Input: Authentic situations

Process:

- Ask participants to think about who they would invite to their house for dinner if they could invite anyone in the world. Then each participant gets a few minutes to explain their choice.
- Next the rest of the class can ask questions (ex- what food you serve, what games they would play, the places they hope to take them, etc).

Output: Make self-aware of the impact of starting a lesson with a warmer

Task 1: (Word class song)

Time: (5 to 8 minutes)

Goal: Creating a smooth positive environment to begin grammar teaching.

Input: songs, action songs, rhymes.

Process:

- Trainer plays the song related to the lesson (ex: Brown Girl in the ring)
- Participants in groups fill up the task sheet while listening to the song. (word classes) (Annex I)
- Peer correction among groups

Output: Completed work sheet. Knowledge of word classes and creative ways of beginning a lesson. (Annexe - I)

nouns	verbs	adjectives

Task 2: (Horoscope Reading)**Time:** (5 to 8 minutes)**Goal:** To teach prefixes and suffixes**Input:** Some adjectives, a dialogue**Process:**

- The trainer makes the participants listen to a dialogue between a mother and a horoscope reader (Annex – II)
- Elicit and write down the adjectives on the whiteboard. (words with prefixes first ex.
- Then ask participants to write the opposites of the written words.
- The trainer leads the discussion and introduces suffixes and prefixes. (ex–kinder)

Output: Knowledge of adjectives, opposites of adjectives, prefixes and suffixes (usage of them in forming opposite adjectives). Making predictions using adjectives.**(Annexe II)**

Mother – Good Morning! I came here to get my son's horoscope read.

Horoscope Reader – Good Morning. Let me check.

Mother – Ok. Here it is.

Horoscope Reader – Your son will be dishonest. Your son will be unkind.

Mother – Oh no! This is unbelievable. How can I bear this up?

Horoscope Reader – Sorry! Sorry! The machine has an error. Take all opposite.

Mother – What? I am confused.

Horoscope Reader – Your son will be kinder, he will be educated, and he will be honest.

Mother – Oh! I am relieved. But one last question....

Horoscope Reader – This runs with data. Do not expect unlimited predictions from a limited package. Come again another time.

TASK 3: (Half a story)**Time:** (5- 8 minutes)**Goal:** To make the reading lesson effective.**Input:** Story (video) / half a Story page)**Process:**

- The trainer plays the video. (first half of the story)
- A worksheet is given to each group with some questions. (Annex- 3)
- The trainer distributes the other half of the story for the participants to read. (to answer some questions they have to read the story)
- Lead the plenary discussion

Output: participants are with good knowledge of the ways of doing reading lessons interestingly.**Annexe 3:** Answer the following questions ('wh" questions. Open-ended questions
Multiple types of questions, Binary type questions)

Questions	
1	
2	
3	
4	
5	
6	
7	

TASK 4: (Family Cards)**Time:** (5 – 8 minutes)**Goal:** Ready the students to speak on topics.**Input:** picture cards (of the professions./tools) (Annex 4)**Process:**

- Distribute the picture cards of the occupations to the groups. (grocer/farmer/doctor etc.)
- Ask each group to find the related things of cards and form one complete set.
- Ask to speak out one or two sentences on each card. (Ex. He is a doctor. /He uses a stethoscope /)
- Continue the lesson with other cards. participants extend the activity by adding more information on their own.
- Plenary discussion of professions /equipment/uses

Output: participants will have the knowledge of promoting initiative in speaking activities.

(Annexe- 4) Pictures related to professions. (people and Tools)

TASK 5: (Flash Cards)**Time:** (5 – 8 minutes)**Goal:** Make the students listen attentively.**Input:** Flash cards with a sentence or a word. (Annexe 5) (sentences / words / figures / numbers taken from a story) (any text)**Process:**

- Distribute the cards among participants.
- While the trainer is reading the text the participants who have the relevant information respond with the card. (showing/repeating/stand up etc.)
- Plenary discussion

Output: participants get to know how to get the whole class attention at once towards the listening lesson. (whole class participation)

(Annexe -5) flashcards related to the listening text, (sentences, phrases, words, phrase or pictures)

Mastering Vocabulary: A Teacher's Guide

RESC Kandy



Ms. M. Kannangara

Ms. K. Deegala

Ms. M. Jayasinghe

Ms. A. Weerasooriya

Introduction

A teacher training workshop on vocabulary development can be highly valuable. Here's an overview of its rationale, benefits, nature of implementation, and expected outcomes:

Rationale:

Improved Learning: A strong vocabulary is essential for academic success. Students with a rich vocabulary can comprehend texts better and express themselves more effectively.

Enhanced Communication: Effective vocabulary instruction equips students with the language skills needed for clear communication, both in writing and speaking.

Critical Thinking: A robust vocabulary fosters critical thinking and analysis, enabling students to understand complex concepts and solve problems.

Benefits:

Enhanced Teaching Skills: Teachers gain strategies to teach vocabulary effectively, such as word mapping, context clues, and word games.

Engaged Students: Students become more engaged as they discover the joy of learning new words and expressing themselves more eloquently.

Improved Reading and Writing: Vocabulary development positively impacts reading comprehension and writing quality.

Measurable Progress: Assessing vocabulary growth becomes easier with structured methods, enabling teachers to adapt instruction.

Nature of Implementation:

Conduct interactive workshops for teachers, focusing on best practices, research-based strategies, and materials.

Hands-on Activities: Encourage teachers to create vocabulary-rich environments, utilize word walls, and implement engaging vocabulary activities in their classrooms.

Collaboration: Promote collaboration among teachers to share successful vocabulary teaching strategies and resources.

Regular Assessments: Emphasize the importance of ongoing assessment to track student progress and adapt instruction accordingly.

Expected Outcomes:

Improved Student Vocabulary: Students will expand their vocabulary, leading to better reading comprehension, writing, and communication skills.

Increased Teacher Competence: Teachers will feel more confident in teaching vocabulary and will incorporate effective strategies in their lessons.

Enhanced Student Engagement: A broader vocabulary can make learning more interesting and interactive, keeping students motivated.

Higher Academic Achievement: Improved language skills can lead to better academic performance across subjects.

In conclusion, a teacher training workshop on vocabulary development is a valuable investment, as it improves both teachers' skills and students' language proficiency, ultimately leading to more successful and engaging learning environments.

How long?

06 hours

Main Aim: (General aim of the whole workshop)

- Enhance teachers' understanding of vocabulary acquisition theories and strategies
- Provide teachers with effective techniques for teaching and expanding students' vocabulary
- Explore the use of authentic materials and context in vocabulary instruction
- Foster awareness of common challenges in vocabulary learning for ESL students
- Encourage the integration of technology and multimedia resources

Task Introduction:

Warmer – Word Exploration Walk:

Task 1: Useful Techniques

Task 2: insights through demos

Task 3 : Using a new word

Task 3: Vocabulary expansion

Task 4: lesson preparation and Microteaching

Warmer: Word Exploration Walk

Time: 10 minutes

Goal: To make the participants aware of the usefulness of vocabulary in the context

Input: papers to write the vocabulary that the participants come across

Process:

Take participants on a "word exploration walk" in the workshop space. Have them find and note down interesting words they encounter. Ask them to share what they have found, make a senescence using one of the words and discuss how to incorporate this kind of experiential learning into their teaching

Task 1: Useful Techniques

Time: 20 minutes

Goal: to be able to value and experience different techniques of presenting new vocabulary

Input: Slides on the PowerPoint presentation given in Annex 1

Questions for participants;

Which are the most useful techniques?

Can you think of any other techniques you could use?

Process:

- Divide the participants into pairs / small groups and ask them to discuss the questions given.
- Record the answers
- Briefly discuss with the participants what answers they gave.

Annexe 1

- Say the word clearly and write it on the board
- Get the class to repeat the word in the chorus
- Translate the word into the students' own language
- Ask ss to translate the word
- Draw a picture to show what the word means
- Give an English example to show how the word is used

Task 2: insights through demos

Time: 60 minutes

Goal: to experience two different techniques used in the class and evaluate it.

Input: whiteboard/ PowerPoint presentation

Process:

Demonstration 1

- Present the word 'rumble'
- Write the word on the board and give the direct translation of the word.
- Get teachers to repeat the word a few times in the chorus

Demonstration 2

- Present the word 'grumble'
- Write the word on the board and give examples in English to what it means.
- Check the participants understand the word by asking them to say it in their own language

Output:

Discuss the two demonstrations. Establish that the 1st one is quicker and so much easier for teachers. The 2nd took a longer time but it achieved more and was more interactive and interesting.

Points to be brought out;

- If a direct translation is given, students cannot see how the word is used in an English sentence; to show this we need to give examples
- Instead of telling the ss what the word means, we can give examples and then ask them to give the translation. This checks that they have understood, and encourages them to listen to the word being used in English.
- Just getting ss to repeat words is of limited value. It focuses more on pronunciation (form). What is more important is meaning!

Describe other techniques;

Showing the meaning visually

- Simply pointing to the objects
- Draw a picture
- Show a picture already prepared

- Miming using actions and facial expressions
- Word games, role-play, and vocabulary journals.
- word walls, context clues, and word families

Make a general discussion on selecting different types of words to be taught using the above techniques (e.g. action verbs, adjectives, nouns...)

Discuss the use of multimedia resources in vocabulary teaching.

Task 3: Using a new word

Time: 60 minutes

Goal: to be able to use questioning to establish meaning

Input: whiteboard/ PowerPoint presentation

Process:

- ask the participants to look at the picture on the PowerPoint presentation which shows a teacher using a new word to ask a few questions (Annex 2)
 - The teacher has just presented the word 'market'. Now she's asking questions using the new word.
 - What is the purpose of this?
- Divide the participants into groups
- Ask them to look at the words on the screen (holiday, magazine, kind, log, sunny)
- Ask them to imagine that they have just been taught these words and think of a few questions to establish the meaning of those words

Output:

- Discuss the purpose of questions of this kind.
 - They help teachers to be sure that students have understood the word
 - They give ss more opportunity of how the word is used in a context
 - They give a chance to practice other language as well
- Point out that questions using a new word should be simple and require only short answers

Annex 2

- Does your mother go to the market
- When does she go there?
- What does she buy?
- What do they sell in the market?

Task 4: Lesson preparation and micro-teaching

Time: 45 minutes

Goal: to be able to select a lesson, prepare a lesson plan, and demonstrate

Process:

- Ask the participants to choose a lesson from any grade.
- Ask them to identify new vocabulary
- Ask them to choose the most important words that they would focus on as active vocabulary
- Ask to prepare a presentation of each word to show meaning
- A few questions to ask, using each word
- Guide participants in creating effective vocabulary lesson plans.
- Interactive Demonstrations
- Encourage peer participation and feedback.

This comprehensive workshop covers theory and practical strategies for ESL vocabulary development, allowing teachers to enhance their skills and ultimately benefit their students' language acquisition.

Teaching Vocabulary

RESC Kegalle



Ms. H.S.M. Ovitigama



Ms. N.G.N.K.T. Bandara

Introduction

Include:

Target group – ELT teachers from grade 6 to 11

Rationale: Many students in the Sri Lankan ELT classrooms have failed to produce accurate and fluent language in their examinations as well as English Language Day competitions.

It was found that one of the major reasons is the lack of receptive and productive vocabulary in their learning process. Therefore teachers need to know and learn how to teach vocabulary to the students effectively to enhance their language competencies. A good stock of words is crucial for understanding whatever one listens to or reads and for producing language that would facilitate communication. Teachers should help learners to gain a large vocabulary of useful words.

In many teaching contexts – vocabulary teaching is incidental and it should be taught systematically.

Benefits

“The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use structures and functions we may have learned for comprehensible communication”.

Rivers (1983)

“Our aims must be enable our students to function accurately, appropriately and fluently in situations they will find themselves in but one of the tools that enable them to do just this is the ability to recognize and produce a wide range of vocabulary items ”.

(Spratt 1985)

Nature of implementation

Introduce the topic through a game, The main theme is divided into sub topics, Each topic is discussed using group works, analysis, workshops, and discussions.

expected outcomes/reflection

At the end of the workshop the teachers will be able to plan and implement an effective lesson to enhance vocabulary in the ELT classrooms from grade 6 to 11.

How long? 6 hours

Main Aim: Teaching Vocabulary in an ELT Class Room

Task Introduction:

Task 1: Importance of listening and reading

Task 2: Knowing a word means

Task 3: Grouping of vocabulary items

Task 4: Criteria for selecting vocabulary

Task 5 : Vocabulary games and activities

Task 6 : Stages of teaching vocabulary

Warmer: Especially for you

Time: 15 minutes

Goal: Introduce the main aim and the title of the workshop.

Input: Get the list of the first names of the participants and be ready with words that match the initial letter of the first name. Put all words in a box.

Process: Each teacher gets a word whose initial letter is the same as the initial letter of the teacher's first name Eg: Leela gets liberal

Each teacher should find the meaning of the word and report it to the class.

Eg: My name is Leela and I am liberal that means

Output: Teachers learn a game as well as an activity related to vocabulary and the main topic of the workshop is elicited from the group.

Annexes

Kamal – kinesthetic	Gimhani – gravity	Chamini – cheque	Indika – impossible
Muditha – mischievous			

Task 1: Importance of listening and reading (Receptive and Productive Vocabulary)

Time: 15 minutes

Goal: Make the teachers understand the main sources of vocabulary

Input: parallel writing and information transfer

Process: The teachers are instructed to do the activities in the grade 6 textbook and grade 10 textbook. Once they completed the task let them prepare an analysis regarding how the receptive vocabulary enhances to complete the task effectively.

Output: Teachers discuss the effectiveness of receptive vocabulary to produce new vocabulary

Annexes

INTERNATIONAL STUDENTS' CONFERENCE MOSCOW

Vageesa and Yoga were selected to represent Sri Lanka at the International Students' Conference in Moscow. After the inauguration, each pair of representatives had to make a presentation about their country.

Activity 05

Read the following presentation made by the two representatives from China and complete the data sheet given at the end.

Ni Hao (nǐ hǎo)! Hello, friends. I'm Ming and this is my friend Yong. We are from the People's Republic of China, a country with an ancient civilization and a great history. Our traditional greeting is something like this: (cupped hands; left over right at chest height), but now we would mostly bow or shake hands.



The people of our country are called the Chinese and our inventions such as the compass, gunpowder, the art of paper-making and block printing have contributed immensely to the progress of mankind. China is the country with the largest population in the world. It is also the second largest country in the world with a land area of 9,706,961 square kilometres (km²). Beijing is the capital city of China. Now, my friend Yong will show you some pictures of our country. Over to you Yong.

Thank you Ming. This is the national flag of our country which has five stars in a red background. Mandarin Chinese is the official language of China and here are some Chinese characters. Renminbi is the currency of China. We have a fast growing economy as we export, import and manufacture many goods. Confucianism, Taoism and Buddhism are the major religions practised in our country. Over to you from here Ming.

Thank you Yong. If you come to China, there are many things for you to see, learn and enjoy. Look at these pictures. They are the main tourist attractions of our country. This is the Great Wall of China. This is the Forbidden City, a world heritage site that you can see in Beijing. You may have seen pictures of these

lovely animals. They are the giant Pandas, which are a threatened species. Our government along with its people are taking many steps to protect this endangered species. Yong, can you say something further about these tourist attractions?

Well, as Ming said, there are many tourist attractions in our country. Tourists can learn many different things here in China. We, the Chinese, are good at many things. One of them is the art of self-defence i.e., martial arts like Kung Fu and Wushu. Kung Fu originated in the Shaolin temples. Chinese circuses and chinaware are also famous all over the world.

If I told you that this is the end of our presentation, you might think that this is all we have to say about China. It is obvious that this single presentation done by the two of us will not cover everything about a great country like China. With that we conclude our presentation on China. Thank you! xiè xiè!*

* xiè xiè (syeh syeh) – the Chinese way of saying "Thank you".

My Favourite Animal



My favourite animal is the zebra. I like zebras the most because they are very innocent animals. They belong to the horse family and live in groups. They are mammals and are herbivorous. Every zebra has a special pattern of black and white stripes. A baby zebra is brown and white at birth and is called a foal.

Zebras walk and gallop like horses. They hear and see very well. Their eyes are on the sides of the head. It helps them to see what is happening all around them. They have large pointed ears and can turn their ears to any direction.

Zebras are fast runners. They can run about 35 miles per hour. They run from side to side to protect from animals who hunt them. They sleep while standing and bray when they are in danger to warn the other zebras. The leader of the herd of zebras stays at the back of group.

Today, the zebras have lost many of their land and are in danger because of humans. Humans have destroyed many of the land to build houses and to cultivate. The zebras are also killed for their skin. Their skin is used to make carpets, coats and hand bags. Many governments have built national parks to protect the zebras but we all have to stop doing things that harm animals like my favourite animal, the zebra.

Task for the students

From Grade 6 Textbook

Read the given description and write a paragraph about your favourite animal.

From Grade 10 Textbook



Speaking

Imagine that you are Vageesa and Yoga and make a similar presentation about Sri Lanka.

To complete the following task list out the vocabulary helpful for the learners from the given texts.

Analyze the effectiveness of receptive vocabulary

Task 2: (Knowing a word means)

Time: 15 minutes

Goal: Uses of teaching vocabulary

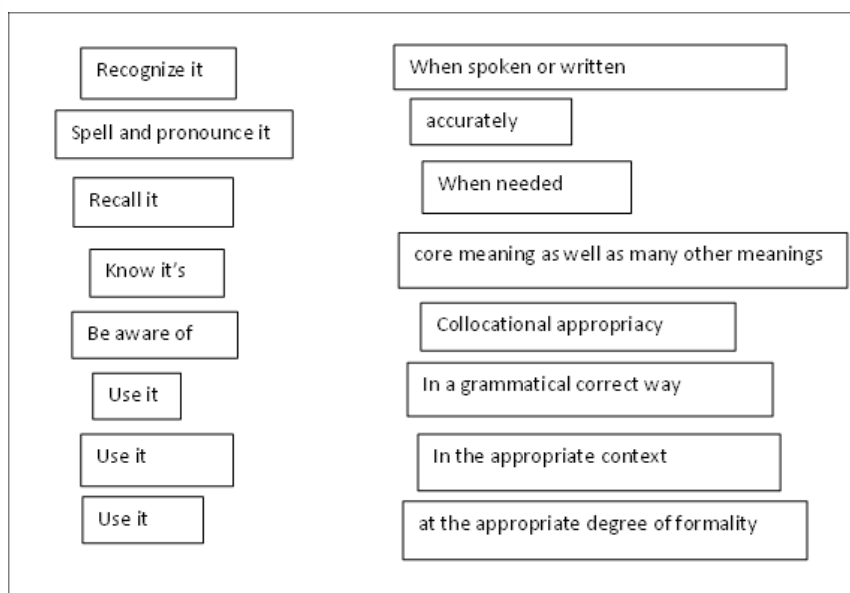
Input: Make the teachers aware the purposes and the consequences of teaching and learning vocabulary .

Process: Write few consequences in paper strips and cut each one in to two pieces .

Group the class and the set of strips are distributed to each group .

Output: Teachers make aware of significance in learning vocabulary

Annex:



Task 3 : Grouping of vocabulary items

Time : 15 minutes

Goal: Make the teachers aware of the effectiveness of grouping vocabulary

Input: Provide the samples of grouping vocabulary

Process: Group the participants into six groups. Five display sheets with the below-given topics are provided. Ask them to submit vocabulary related to the topic as much as they can

Output: Teachers get to know the methods of grouping vocabulary

Annexes

Sheet 01 – Items related by topic – Pollution, Tourism, Politics

Sheet 02 – Items grouped as an activity /process – making tea, starting a car

Sheet 03 – Items which are similar in meaning- synonyms

Sheet 04 – Items opposite in meaning – antonyms

Sheet 05 – Items grouped by grammatical similarity

Sheet 06 – Items which connect discourse – Discourse markers; however, on the contrary, furthermore

Task 4 – Criteria for Selecting Vocabulary

Time: 20 minutes

Goal: Make the teachers understand different criteria for selecting the specific vocabulary

Input: Samples of criteria are given for the teachers.

Process: The illustrations of the criteria are distributed to the groups and allow them to discuss and find one word for them. At the end of the task, the a general discussion is held regarding the topic

Output: Teachers get an idea on different criteria for selecting vocabulary

Annexes

1. Frequency – How frequently the word is used. Teach high-frequency words

The words validity and usefulness – How useful will the word be to the learner? Does it suit his mental level?

2. Words structural value words which are valuable in connecting the content words must be taught e.g prepositions.

3. Words universality – must be useful everywhere.

4. Word's range of applicability –in how many contexts can a word be used?

For example 'set ' can be used in 173 different situations.

5. Word's productivity – How many words can be produced by adding suffixes and prefixes to the word

Eg : Educate, educated, education, educational, educationally, uneducated .etc

6. Learnability: which words can be learned with ease? Some high-frequency abstract words are more difficult to learn than some low-frequency concrete words

Task 5 – Vocabulary games and activities

Time: 20 minutes

Goal: Teaching vocabulary effectively through games

Input: Introduction of a few vocabulary games

Process: Each group is named by one game. They are supposed to find out what the game is and do the game with the whole class. Finally, they have to describe the procedure of each game to the class

Output: A few vocabulary games are learnt by the teachers

Annexes

The introducing games

1. Categorizing
2. Hidden words
3. Monsters
4. The Rhinoceros game
5. Alphabet race

Task 6 – Stages of teaching vocabulary

Time: 2 hours

Goal: Preparation of a vocabulary teaching lesson

Input: Sample different stages of teaching vocabulary

Process: The members are divided into five groups.

Each group is provided with the sample stages of teaching the lesson.

The teachers are instructed to prepare a lesson accordingly and present it to the class

Output: Teachers will be able to prepare a lesson plan for teaching vocabulary at the end of the task.

Annexes

Guidelines

Step 01-Techniques of introducing vocabulary

1. Visual techniques; realia, pictures, pictograms
2. Demonstration techniques: actions, miming, gestures
3. verbal context a) definition
b) illustrative sentences
4. Association Techniques : a) word sets
b) synonyms and antonyms

c) synonyms and antonyms

5. Audio presentation

Step 02 – Sound and meaning

Teachers say the word two or three times pronouncing it clearly and indicating the meaning at the same time

Step 03 – Repetition

The teacher gets the class to repeat the new word several times and Checks pronunciation.

Step 04 – Written Form

New words are written on the board and the class is asked to read them aloud.

Step 05 – Illustrative sentences

A short illustrative sentence is written on the board with a clear meaning and the students are instructed to compose their own illustrative sentence.

Step 06 – Practice

Activities or exercises are done by the students based on the vocabulary taught. matching, unscrambling, MCQ, completion

Step 07 – Production.

Students are encouraged to construct sentences of their own with the words taught.

Enjoy with Phonics

RESC Matara



Mr. Shobhie Handunhewa

Ms. Eranga Yapa

Mr. Sumith Hettiarachchi

Ms. Gayathri Andrahennadi

Introduction

'Enjoy with Phonics' workshop was conducted for a newly appointed set of HNDE teachers in the Matara education zone. The workshop was organized at the request of those teachers as they needed to improve their skills in phonics.

During the workshop, the participants got the opportunity to recapitulate the sound system of the English language which will help them in their classroom teaching. It was the expected outcome of the workshop.

Phonics as a teaching method is a great way to learn to read as it simplifies the English language down into just 44 sounds. In addition, the participants were able to observe the alphabetic principle and the relationship between the written letters and the spoken sounds.

How long? one day workshop (7.30 am -1.30 pm)

Main Aim: (General aim of the whole workshop)

To familiarize the participants with the sound system of the English language

Task Introduction:

Warmer: Sound Gear

Time: 8 min

Goal: To warm up the body and the speech organs

Input: Trainer's instructions, demonstrating the steps of the warmer, slide 1 (ppt attached)

Process:

- Gives clear instructions to the participants
- Displays slide 1
- Demonstrates the first step of the warmer and asks them to follow
- Continues with the other steps and encourages them to participate
- Leads a discussion on the importance of having a warmer and how to adapt it.

Output: warmed up teachers to participate in the workshop enthusiastically.

Annexes: Slide 1

Task 1:

Time: 1.5 hours

Goal: To familiarize the participants with the IPA chart (International Phonetic Alphabet)

Input: Think-pair-share activity (Slide 2) IPA chart (Slide 3), Slides 4,5

Process:

- Gives instructions to get into 5 groups.
- Shows slide 2 and asks them to Think-pair-share
- Discusses the answers
- Displays the IPA chart (slide 3), recapitulates the phonemes
- Encourages them to write the phonetic symbol of each sound
- Shows slides 4,5
- Asks them to do the 2 activities in slide 6 & 7 in their groups
- Asks them to exchange their answer sheets with the other groups and mark the areas to be developed

Output: Familiarized participants on the IPA chart

Annexes: Slides 2 , 3 , 4 , 5, 6 ,7

Task 2

Time: 1 hour

Goal: To introduce classification of sounds

Input: Classification (slide 8), IPA chart (slide 3)

Process:

- Shows slide & leads a discussion on classification of sounds
- Asks them to give example words which include those sounds.
- Encourage participants to look at the IPA chart (slide 3) & classify the sections in it.
- Introduces short & long vowels
- Shows the chart on short vowels (slide 9) and asks them to write words against each sounds, in groups
- Similarly, shows the chart on long vowels (slide 10) and asks them to write words against each sounds, in groups
- Encourage each group to present their findings to the class

Output: Presented examples on classification of sounds

Annexes: Slides 3 ,10

Task 3**Time:** 1 hour**Goal:** To practise pronunciation with tongue twisters**Input:** A set of tongue twisters (slide 11)**Process:**

- Tells the participants that they are going to participate in a tongue twister competition
- Displays tongue twisters (slide 11)
- First, asks the whole class to say all the tongue twisters
- Then give a tongue twister to each group
- Allows 3 min to practise in their groups
- Then asks them to say it for three times with the group member.
- Selects the winner

Output: Presented tongue twisters with correct pronunciation**Annexes:** Slide 11**Task 4****Time:** 52 min**Goal:** To introduce consonant clusters, digraphs, trigraphs**Input:** Demai papers , Slides 12, 13, 14, 15**Process:**

- Shows slide 12 and introduce consonant clusters to the participants, have a discussion and get examples from them.
- Then shows slide 13 and introduces digraphs to the participants, have a discussion and get examples from them.
- Similarly, shows slide 14 and introduces trigraphs to the participants, have a discussion and get examples from them.
- Displays the task sheet in slide 15
- Distributes Demai papers to the groups
- Asks them to draw the chart in the demai paper and complete it in their groups.
- Then have a Gallery Walk

Output: Completed word chart with consonant clusters, digraphs, trigraphs**Annexes:** Slides 12, 13, 14, 15

Dyslexia (Language Processing Disorder)

RESC Monaragala



Ms. K.T.R Kulathunga

Mr. P.G.S.R Kumara

Ms. R.M.A.C Thilakarathne

Introduction

In Sri Lankan Education System, it is disheartening that the students with learning difficulties (Due to different illnesses) are branded as incapable in educational performances.

They are totally neglected in their classrooms assuming they are lazy, uninterested and unintelligent or else unfortunate.

The history evidences there are several outstanding personalities in the world, that had showed difficulties in learning in their childhood yet the developed educational concept pave their way to showcase their intellectual powers, marking them become outstanding figures. The greatest mathematician Isaac Newton, eminent scientist Thomas Alva Edison, leading politician Georg Washington are some such.

Through this session we discussed one such learning disorder “Dyslexia” – a language processing disorder, which is seen in 20 out of 100, but effective educational interventions can play an enormous role in succeeding their lives.

How long?

5 Hours

Main Aim: (General aim of the whole workshop)

Recognizing that Dyslexia has no bearing on a child's inherent intelligence or their capabilities and their intellectual powers are enhanced by unique methods of teaching.

Task Introduction:

Task 1: Warmer

Task 2: Introduction to Dyslexia

Task 3: Video Discussion

Task 4: Dyslexic Students

Task 5: Dyslexic performance

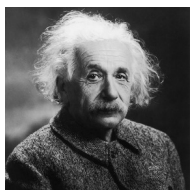
Task 6: Dyslexic Learning Vs Innovative teaching

Task 1: Warmer**Time:** 5 – 7 minutes**Goal:** Identifying outstanding Dyslexic personalities**Input:** A set of picture cards of great achievers

Albert Einstein, Thomas Alva Edison, Pablo Picasso, Walt Disney, Roald Dahl, Winston Churchill, George Washington, Steve Jobs, Mohammad Ali) (Annex 1.1)

Process:

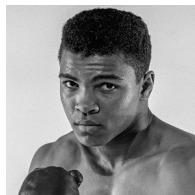
- Prepare, a task sheet (Annex 1.2)
- Print, copies of the task sheet in a few colours (according to the expected number of groups)
- Distribute task sheets among the groups.
- Display the picture cards around the room.
- Trs complete the task sheet and decide the specialized area of each popular character
- Trs form the groups according to the colour of the task sheets they received.
- Group discussion over their findings in the task sheet.
- Compare their findings with the completed task sheet over the smart board. (Annex 1.3)

Output: Knowledge of Dyslexic personalities.**Annex 1.1**

1. Albert Einstein



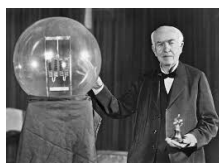
2. Roald Dahl



3. Mohammad Ali



4. George Washington



5. Thomas Alva Edison



6. Winston Churchill



7. Walt Disney



8. Steve Jobs



9. Pablo Picasso

Annex 1.2

◆ A great artist	
◆ A great story writer	
◆ The creator of Disney land	
◆ Prime minister of Britain	
◆ 1 st President of USA	
◆ The founder of iPhone/apple	
◆ Inventor of light bulb and TV	
◆ A great fighter	
◆ Founder of relativity	

Annex 1.3

◆ A great artist	09
◆ A great story writer	02
◆ The creator of Disney land	07
◆ Prime minister of Britain	06
◆ 1 st President of USA	04
◆ The founder of iPhone/apple	08
◆ Inventor of light bulb and TV	05
◆ A great fighter	03
◆ Founder of relativity	01

Task 2: (Introduction to Dyslexia)**Time:** 15 minutes**Goal:** Identifying special nature or behavior of Dyslexic child**Input:** Several slides covering the following points.**Slide 1:** What is Dyslexia

(Language processing disorder)

Genetic

Language-based

Neuro Biological

Common 20%

Not affect the intelligence or the capabilities

Discussion
points**Process:**

- Trainer leads a comprehensive discussion on Dyslexia through informative slides.
- Relate the identified popular figures with dyslexia. (Dyslexic personalities)
- Discuss the miracle, done due to evolving educational methods, displaying their intellectual power.

Output: Knowledge of the importance of employing effective techniques that address the unique needs of these children.**Task 3 : (Video Discussion)****Time:** 5 minutes**Goal:** Make the teachers aware the behavior of Dyslexic child.**Input:** (Selecting a short video clip related to the film (Taare Zameen par) which reflects the behavior of Dyslexic child**Process:**

- Show few clicks of the film that contrast the behavior of a dyslexic child to that of an ordinary child. (Annex 3.1)

- Trainer leads the discussion highlighting the nature of the dyslexic child that you observe through the video.
- Teachers share the real life experience related to language teaching in the context of these children.

Output: Understanding of Dyslexic students' behavior.

Annex : 3.1

<https://youtu.be/VofNlx93TG0?si=lyl05t7KivloRgPE>

Task 4 : Dyslexic Students

Time: 10 Minutes

Aim: Identifying difficulties of Dyslexic students in language learning.

Input: Annex 4.1

Process:

- Trainer leads a discussion while displaying the slides, related the learning differences of Dyslexic children.

Output: Trs identifying the difficulties of Dyslexic students in language acquisitions.

Annex 4.1

Dyslexic students

Primary
Students

- Identify sounds (Individual) in words
- Delayed speech
- Difficulty in remember the letter names
- Difficulty in pronouncing words
- Difficulty in reading simple words
- Blending letter sounds
- Sounds out unfamiliar words
- Recognizing rhyming words
- Skipping smaller words as of/by
- Spelling the same word consistently
- Remembering important details in reading text
- Difficulty in taking down notes (From the board) even dictate or normal speed and pace
- Following multi steps instructions.
- Summarizing a story (Ordering)
- Difficulty in sensing jokes and ideas

Task 5 : Dyslexic performances

Time: 10 Minutes

Aim: Identify the specific challenges that are faced by dyslexic students in learning a language and remedial measures.

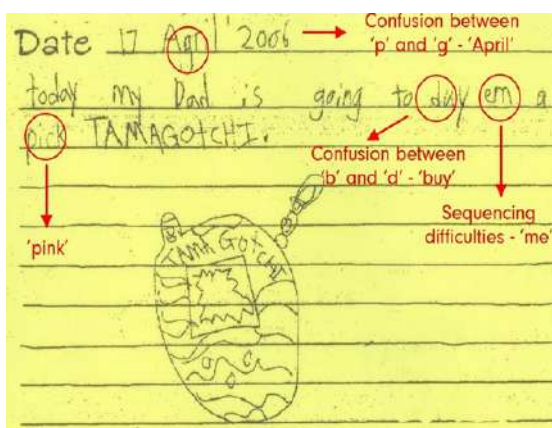
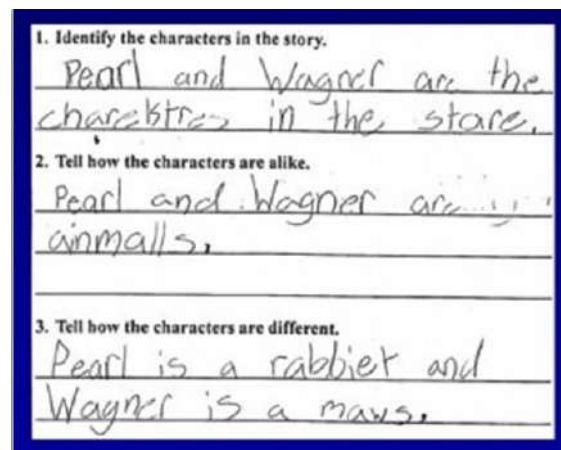
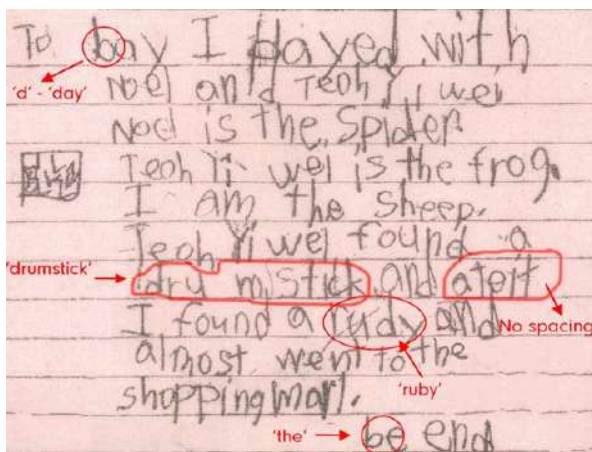
Input: Slides on the actual classroom performance data of Dyslexic students. (Annex 5.1)

Process:

- Display the real performances of Dyslexic students.
- Identity their difficulties in performing in a language class.
- Group discussion on their experiences with such students.
- Trs realize their difficulties in writing in spite of proper understanding the reading task. (Special nature of Dyslexia)

Output: Remedial measures for effectively supporting Dyslexic students.

Annex 5.1



Task 6 : Dyslexic Learning Vs Innovative teaching

Time: 10 Minutes

Aim: Emphasis the role of language teacher in dealing with Dyslexic mentality.

Input: Video clip (Shorts of the film Taare Zameen par) (Annex 6.1)

Process:

- Show a short video clip on the film.
- Discussion over the role of the teacher in dealing with such students as Dyslexia is a language processing disorder affecting 20% individuals, utilizing effective educational intervention taken for individuals with this condition can significantly enhance their chances of success in life.

Output: Realization of the role of the language teacher, that it is important to ensure these students are not overlooked or neglected during language learning.

Annex 6.1

https://youtu.be/kaMB6Rw8XzA?si=_QPTFc9gF66quiUe

Planning Integrated Skills Lessons: Grade 6–9

RESC Nuwaraeliya



Ms. G.P.D. Godha Pathirana

Ms. G.A.N.D. Senadheera

Ms. H.M.N.M.K. Hennayaka

Introduction

As skill integration focuses on improving all four language skills of the learners, it is an important aspect of the ESL classroom.

Due to several reasons such as exam-orientedness, lack of teaching skills, unsupportive Teacher's Guides and Textbooks, reluctance to change the conventional teacher-centered teaching approaches and lack of infrastructure facilities skill integration has partly or completely been neglected in the ESL classroom.

This workshop intends to motivate the Grade 6–9 ESL teachers and make them confident in planning and implementing integrated skills lessons.

It is expected that learners will benefit from this type of lessons increasing both their performance levels at national level examinations and their communicative competence.

Who is it for?

Teachers of English who handle Grade 6–9

How long? 6 hours

Main Aim: Making the teachers aware of how to plan and implement lessons with integrated skills for Grade 6–9.

Objectives:

- Teachers will be able to explain the value of skill integration in 6–9 grades.
- Teachers will be able to plan integrated skills lessons for Grade 6–9.

Task Introduction:

Task 1: Warmer- Three-part flowchart story

Task 2: Brainstorming –What is skill integration?

Task 3: Plenary discussion

Task 4: Group activity–making a mind map of activities

Task 5: Lesson demonstration

Task 6: Analysing the lesson and plenary discussion

Task 7: Whole class discussion–advantages and disadvantages of integrating skills

Task 8: Preparing integrated skills lesson plans and micro teaching

Task-1 Warmer- Three-part flowchart story

Time: 15 minutes

Goal: – Increase energy levels

– Involve the participants in an integrated skills activity.

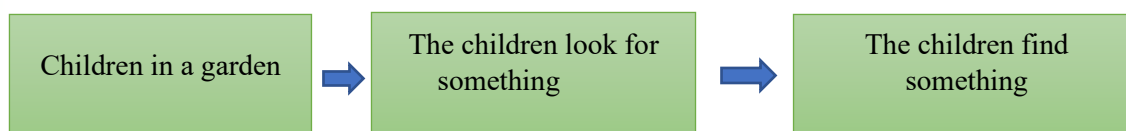
Input: Three story sequences in Annex-1

Process:

- Divide the teachers into 3 groups.
- Display the flowchart and give instructions.
- Divide the story sequences among the groups and ask them to elaborate the part they have got.
- Provide the groups stationary to make a display board for a gallery walk.
- Get the teachers to have a gallery walk and discuss the complete story in groups and enjoy the story.

Output: The completed story.

Annex- 1



Task 2: Brainstorming and discussion –What is skill integration?

Time: 15 minutes

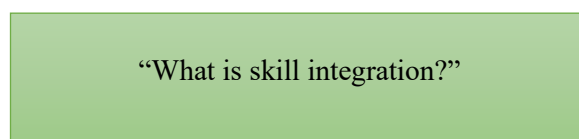
Goal: Get the teachers to recall their knowledge on the topic.

Process:

- Display the topic “What is skill integration?” on the whiteboard.
- Get the teachers to write down their own definitions.
- Discuss the different definitions and compare with the given definition

Output: Definitions of ‘skill integration’

Annex- 2



Annex-3

The integration of skills can be defined as the combination of all four language skills within a communicative task. As we know

these skills are:

- Listening,
- writing,
- speaking
- reading.

Task 4: Group activity–making a mind map of activities

Time: 45 minutes

Goal: Make the teachers aware of the skill integration activities.

Input: Structure of the mind map.

Process:

- Get the teachers into 4 groups.
- Get each group to prepare a mind map of Activities focusing on more than one skill.
- Groups present and share the lists with the class. Give clarifications if necessary. Conduct a discussion and comment.

Output: A list of activities involving more than one language skill

Annexes

Annex 4.1



Annex 4.2 (Sample)



Task 5: Lesson demonstration and analysing the model**Time:** 45 Minutes**Goal:** Observe an integrated skills lesson and analyze it.**Input:** Demonstration of an integrated skills lesson in Annex 5.3.

Table in Annex 5.2

Process:

- Display the slide in annex 5.1 and instruct the teachers on lesson observation.
- Get the teachers to copy down the table in annex 5.2 and ask them to complete it at the end of the demonstration lesson.
- Get the teachers to observe the demonstration lesson in annex 5.3.
- Ask them to complete the table and compare it in pairs.
- Discuss and give feedback.

Output: The completed table**Annexes 5.1****Observing and analyzing a good model**

You are going to observe a Grade 6 lesson. It will help you:

- identify the structure and stages of the lesson.
- Recognize different activities in those stages
- Recognize how skill integration is used to achieve the lesson objectives
- Analyze why the teacher chose these stages and activities
- Reflect on how useful these choices for student learning

Annex 5.2

Observe the Grade 6 Demonstration lesson. Complete the given table. In pairs, compare and discuss.

Steps	Skill/ Skills	Activity	Aim
1			
2			
3			
4			

Annex 5.3 – The lesson plan of the demonstration lesson.

Lesson Plan

Grade : 6

Time : 40 minutes

Unit : 5 – Aunt Minoli’s Kitchen

Activity: Passage; An apple a day keeps the doctor away!

Competency: 5 (3, 7, 8)

Competency Level : 5.2 (3.6, 7.1, 8.1, 8.4)

Specific learning objective: Students, in groups, prepare a poster showing the food items, and uses related to the assigned nutrient.

Process :

Step 1:

- Play a video of a song on “Healthy food” in Annex 5.3.1 and get students to listen and watch.
- Get them to sing the song.
- Lead a whole class discussion to elicit information.

- What are the food items?
- What are the healthy food items and junk food items?
- What are the uses of food ?

(7 minutes)

Step 2:

- Divide the class into 4 groups and name them as Carbohydrates, Proteins, Fat, Vitamins & Minerals.
- Distribute the word cards in annex 5.3.2 among the groups; 7 cards for each group.
- Get each group to play a set game.

‘SET’ Game:

- Groups select the RELEVANT word cards for their own group and keep the others aside.
- Listen to the clap of the teacher.
Pass one irrelevant card to the next group on the right side.
- The first group collects the 7 relevant food items and shouts out ‘set’.(winners)
- Other groups continue.

(15 minutes)

Step 3:

- Get the students to remain in the same group.
- Ask students to take-out their Pupil’s Books and turn to page 44.
- Ask each group to find the uses of the relevant nutrient.
- Ask each group to present the nutrient, the food items and uses orally.

- We are (Carbohydrates, proteins... etc.)
- We are in (rice, potatoes, milk... etc.
- We help you to (get energy, grow etc.)
- Other information...

(5 minutes)

Step 4:

- Get the students to remain in the same group.
- Distribute materials for each group.
- Ask each group to prepare a poster showing what they presented in step 3 using food items, nutrients, and uses of nutrients.
- Get each group to display their posters.
- Gallery walk and discuss in groups.
- Lead a discussion and get peer feedback.
- Give teacher feedback and summarize the lesson.

(13 minutes) Output: Annexes

Annex 5.3.1 (Step 1)

Video of a song on “Healthy food”.

Link: <https://www.youtube.com/watch?v=kTYd6htPpcw>



Annex 5.3.2 (Step 2)

Group	Group	Group	Group
Carbohydrates	Proteins	Fat	Vitamins & Minerals

Word cards

rice	dhal	cheese	Green leaves
bread	milk	ghee	banana
potatoes	egg	dodol	tomatoes
manioc	chicken	margarine	carrot
wheat	beans	yoghurt	orange
corn	gram	butter	mango
Sweet potatoes	fish	curd	sprat

Task 7: Advantages and disadvantages of integrating skills**Time:** 30 Minutes**Goal:** Teachers get an idea of the advantages and disadvantages of skill integration.**Input:** Slides on advantages and disadvantages of skill integration.**Process:**

- In groups ask the teachers to discuss the advantages and disadvantages of integrating skills.
- Get them to present their ideas
- Lead a plenary discussion and display the slides in annex 7.1 and 7.2

Annexes 7.1

Advantages of skill integration.

- Exposes English language learners to authentic language.
- Challenges them to interact naturally in the language.
- Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication.
- Stresses that English is not just an object of academic interest nor merely a key to passing an examination.
- English becomes a real means of interaction and sharing among people.
- Allows teachers to track students' progress in multiple skills at the same time.
- Integrating the language skills also promotes the learning of real content, not just the dissection of language forms.
- Finally, the integrated-skills lessons can be highly motivating to students of all ages and backgrounds.

Disadvantages of skill integration

- It can take more time and effort to plan an integrated skills lesson.
- Students might need extra support if they have not done integrated skills before.
- It can be difficult to fit all the activities into any lesson by using pair checking
- In the O/L exam skills are assessed separately.
- Textbooks are not always designed to integrate skills like this.

Task 8: Preparing integrated skills lesson plans and micro teaching

Time: 2 hours

Goal: Teachers plan integrated skills lessons, do microteaching and give feedback

Input: Instructions and materials needed

Process:

- Ask the teachers to be in the same group.
- Assign one grade from 6–9 for each group.
- Get them to select a lesson for the assigned grade and plan within 45 minutes.
- Each group does microteaching to the whole class and gets the other groups to comment on it.
- Give feedback and summarise

Output: Lesson plans and microteaching.

Artificial Intelligence to Promote Language Teaching

RESC Trincomalee



Ms. Grija Kanagaratnam



Ms. Komathy. V. Aravintharaj

Introduction

Target group: Secondary teachers.

Rationale: Making the participants aware of AI apps that can be used in language teaching.

Mastering a new language can be difficult even for a Teacher as we in Sri Lanka learn English only as a Second Language. The traditional methods of teaching may have limitations. Textbooks, videos and audio recordings are full of content but they are not personalized to cater to the needs of the different levels of the teacher.

Hence, teachers must be aware of the AI tools that could help them to enhance their teaching.

Benefits: AI technology can solve many issues and spark curiosity and provide individuals with the opportunity to actively engage in honing their teaching skills and create an environment where teachers can immerse themselves in the intricacies of a new language and progressively enhance their proficiency.

Nature of implementation: Through a 2-hour workshop. Giving activities and dividing them into groups and individual work.

Expected outcomes/reflection: At the end of the workshop teachers will become aware of the AI apps, especially Chat GPT and TTSMaker and are encouraged to use them to enhance their teaching.

How long? 2 Hours

Main Aim: (General aim of the whole workshop)

At the end of the workshop, Teachers will be aware of what AI is and how it helps Language Teachers to teach Language and to use AI to enhance their teaching.

Warmer: (Guess what and which)

Time: 07 minutes

Goal: Make the participants aware of AI apps which can be used by language learners. Also, use Digital Literacy to find the answers.

Input: These words are used by the AI users.

1. Duolingo
2. Chatbot

3. Babble
4. Ling
5. Memrise
6. Chat GPT

Process:

Try to match them with the definitions. Participants can use their smartphones.

- A. Language can be learnt through Gamifield.
- B. Language learning App and can learn 20 languages.
- C. Online language learning platforms and personalized approaches can do Adaptation.
- D. Can generate human like text based on context.
- E. Is to understand customer questions and automate responses to stimulate conversations.
- F. New way to learn foreign language.

Output:

The teachers match the words with the definitions.

Annex I

Duolingo – Playful gamified learning.

Babble – A new way to learn a foreign language.

Ling – Language can be learnt through amified language.

Memrise – Online learning languages or speaking a new language.

Chatbot – Is to understand customer questions and automate responses.

Chat GPT – Can generate human-like text based on context.

Task 1:

Time: 23 minutes

Goal: The teachers will write the assigned topics.

Input: Dimile sheets, Markers, Topics for 4 groups

- Group I– Write a small story of about 150 words.
- Group II – Write a lesson plan.
- Group III – Write an official letter of complaint.
- Group IV – Write a paragraph.

Process:

1. Divide the participants into 4 groups.
2. Each group is assigned a topic.
3. Each group writes the assigned task in the given time.

Output:

Each group will present their topics.

Annex I

Group I

“While I was going home from school yesterday

Group II

Lesson plan for Grade 11 on Prefixes and Suffixes.

Group III

An official letter complaining to the Water Board about the irregularity in the supply of water.

Group IV

Write a paragraph on global warming.

Task 2:

Time: 45 minutes

Goal:

At the end of the session, teachers will be made aware of how Chat GPT and TTSMaker can be used to enhance their teaching. They are also shown how to use AI language tools to enhance their tasks with clarity and needed vocabulary. The goal is to create a cohesive and a good writing through collective efforts and AI assistance.

Input:

Provide the groups the same 4 topics and show the teachers how Chat GPT and TTSMaker can be used in their teaching and give them a firsthand experience in using these apps.

Process:

- In groups the teachers are requested to do the same topics with the help of Chat GPT.
- Each group is shown how to use Chat GPT.
- The teachers are made aware of using the Chat GPT for the given topic.
- As each deals with different topics each topic is presented using the Chat GPT to everyone.
- Introduce TTSMaker and input a reading passage.
- The teachers are shown how a reading passage could be converted into a listening passage with blanks.
- Some questions are given for the listening passage.

Output:

The teachers use Chat GPT to enhance their teaching. The teachers are given firsthand experience with TTSMaker.

Annex 2

Reading passage that could be converted to Listening passage using TTSMaker – Grade 10 Textbook Page 11.

My Best Friend.

I have many friends but Vishmika is the one I like most. We have known each other since we were in grade six. He is a tall and fair boy with curly hair. He is known to be cheerful, friendly and hardworking.

Vishmika is kind-hearted and is always willing to help others. Most of the time he helps me with Mathematics and Science. Vishmika is an avid reader and an interesting storyteller and his ambition is to become a writer. As he is very creative, I think he can become a good writer one day. He is usually punctual, but sometimes he is a little absent-minded. As he is a good friend, I always enjoy his company. I wish him all the best.

After listening to the passage say whether the following are True(T) or False(F)

1. The writer has known Vishmika for 5 Years.
2. He is not very friendly.
3. Vishmika helps others.
4. He helps the writer with Mathematics and Science.
5. Vishmika is very creative.

Answer the following questions.

1. Describe Vishmika's appearance.
2. Describe Vishmika's qualities.
3. What is his ambition?
4. Why does the writer think that Vishmika will achieve his ambition?
5. Why does the writer enjoy his company?

Task 3:

Time: 45 minutes

Goal:

At the end of the session teachers will identify the advantages and pitfalls in using AI in Language teaching.

Conduct a debate on advantages and pitfalls in using AI in language teaching.

Input:

Demile sheets, markers.

Process:

Divide the teachers into two groups.

- One group focusing on The advantages of using AI in Language teaching.
- The other group focuses on The pitfalls of using AI in language teaching.

Each group brainstorms and lists the points related to their assigned topic.

A debate is conducted on the given topic.

Output:

The teachers identify the advantages and the pitfalls of using AI in Language teaching and have a debate. They would come to the conclusion that AI would help them to enhance their teaching but using only AI would not be successful in teaching English.

Communicative English for pre-school

RESC Tangalle



Ms. E. Wasana Nadeeshani

Ms. E.W.P.A. Dhanushika

Ms. M.P. Naduni Harsha

Introduction

Target Group: Pre-school teachers of Angunukolapelassa Division.

Rationale: Learning English is central to the learning and development of all young children. It helps create confident communicators, imaginative thinkers and informed citizens. It is through learning English that individuals learn to analyze, understand, communicate and build relationships with others and with the world around them. Learning English helps pre-school children develop the knowledge and skills needed for education in their future. It helps them become ethical, thoughtful, informed and active learners and plays an important part in developing the understanding, attitudes and capabilities.

Benefits: Benefits of the workshop.

- Build up confidence of pre-school teachers to use English as classroom language occasionally.
- Overcome their fear of using English.
- Improve their proficiency in English.
- Change the attitudes and beliefs of pre-school teachers positively.

Nature of Implementation One-day workshop.

Expected Outcomes: At the end of the workshop pre-school teachers will be able to

- Use English as classroom language apart from mother tongue.
- Expose pre-school children to English language related activities.

Communicative English for Pre-school.

How long? From 9.00 a.m. to 4.00 p.m.

Main Aim: (General aim of the whole workshop)

Raising the awareness of communicative English among the pre-school teachers.

Task Introduction:

Task 1: Warmer.

Task 2: Discussion.

Task 3: Songs for pre-school children.

Task 4: Language Games

Task 5: Classroom Language.

Task 6: Micro teaching session

Task 1: Warmer: Freeze Game & Getting to know each other

Time: 9.00 a.m. – 9.30 a.m.

Goal: To warm up the teachers and introduce themselves to each other.

Input: Song using the video, Short self-introduction.

Process: Played the song and got teachers to sing with actions according to it.

Got every teacher to give a brief self-introduction.

Output: Singing the action song and being familiar with each other.

Annexes (If there's any)

Task 2: Discussion

Time: 9.30 a.m. to 10.30 a.m.

Goal: To discuss the use of English in the pre-school context.

Input: Powerpoint presentation including the themes in the preschool syllabus.

Process: Got the teachers to talk about the themes in pre-school syllabus and introduced how to use English in them.

Output: Vocabulary related to the themes.

Annexes (If there's any)

Task 3: Songs for preschool children

Time: 10.45 a.m. to 11.45 a.m.

Goal: To introduce relevant songs and rhymes suitable for preschool children and get teachers to make necessary adaptations and editing.

Input: Video & Audio songs, Picture cards.

Process: Introduced 10 to 15 songs and got the teachers to sing with the recording.

Output: Acting out some songs.

Annexes (If there's any)

Task 4: Language Games

Time: 2.00 p.m. to 3.30 p.m.

Goal: To introduce language games to preschool teachers.

Input: Powerpoint presentation, Number cards, Picture cards, Colours.

Process: Introduced and practised 5 language activities with the active participation of the teachers.

Output: Ability to use language with fun for preschool children.

Annexes (If there's any)

Task 5: Classroom Language

Time: 12.45 p.m. to 1.30 p.m.

Goal: To introduce classroom language for preschool teachers.

Input: Language Structures using Powerpoint presentation.

Process: Introduced a list of language structures and got them to practise the language structures.

Output: Competence of using classroom language in preschool teaching.

Annexes (If there's any)

Task 6: Micro-teaching

Time: 11.45 a.m. to 12.45 a.m.

Goal: To give the opportunity to apply the learned language elements in pre-school teaching.

Input: Demy paper, Marker pens, Pastel.

Process: Formed 10 groups and each group was given 10 minutes to do the presentations. Each group was assigned a particular theme.

Output: Presentations.

Annexes (If there's any)

Handling English in the Primary Classroom

RESC Gampaha



Ms. Nilani D. Karunaarachchi

Introduction

Handling English in the Primary Classroom

Target Group: Teachers of English (Primary)

Nature of Implementation: Workshop

Teaching English to primary students is challenging and important.

According to Halliwell, S. (1992), young children do not come to the classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language.

Rationale:

The need to promote transformation and reconstruction of teacher capacity into a successful teaching learning process is high. In this workshop, we mainly focus on training or refreshing the teachers to work on the classroom practice, finding ways to challenge traditional teaching and how to find the coherence between the course book and practical experience.

The teachers of English will be able to ...

- understand the primary syllabus.
- understand the instincts and skills of students and how to apply them when planning lessons.
- understand the creative use of language.
- understand the capacity of students to learn a language.
- address the demands of primary students catering to practical implication.
- experience the techniques to use lessons creatively and innovatively in the textbooks.

are the benefits of this workshop.

Teachers of English experience how to create a meaningful learning environment, enable learning through positive engagement and develop critical thinking. The expected outcomes of this workshop are as follows.

The Teachers of English will be able to ...

- create play and fun in the classroom.
- learn the ways of working with the language for real.

- experience and analyze activities given in the textbooks and apply new techniques to restructure using pre, while and post activities for effective learning of the target language.
- understand how to work with a course book, what a course book does well, what a teacher can do better.
- increase the real interaction and communication using the course book.



Workshop Plan

Time	Task	Activity
8.00 a.m. – 8.15 a.m.		Introduction
8.15 a.m. – 8.30 a.m.	Task 1	Warmer
8.30 a.m. – 9.00 a.m.	Task 2	Introducing the Primary Syllabus
9.00 a.m. – 9.30 a.m.	Task 3	Analyzing textbook activities
9.30 a.m. – 10.00 a.m.	Task 4	Group Presentations
10.00 a.m. – 10.30 a.m.	Task 5	Identifying grouping activities
10.30 a.m. – 10.45 a.m.		Tea Break
10.45 a.m. – 11.30 a.m.	Task 6	Why use games and activities, songs, stories in the classroom
11.30 a.m. – noon.	Task 7	Using games and activities in the classroom
12.00 p.m. – 12.30 p.m.	Task 8	Using songs in the classroom
12.30 p.m. – 1.00 p.m.	Task 9	Using stories in the classroom
1.00 p.m. – 1.45 p.m.		Lunch Break
1.45 p.m. – 2.15 p.m.	Task 10	Preparation for demonstrations
2.15 p.m. – 3.15 p.m.	Task 11	Group demonstrations
3.15 p.m. – 3.30 p.m.		Tea Break
3.30 p.m. – 4.00 p.m.	Task 12	Identifying lesson plan components
4.00 p.m. – 4.15 p.m.		Summing up and Feedback

HANDLING ENGLISH IN THE PRIMARY CLASSROOM

Target Group:	Teachers of English (Primary)
Duration :	8 hours
Main Aim :	Participants will be able to handle English in primary classes effectively.
Objectives :	<ul style="list-style-type: none">- Participants will be able to ...- familiarize the primary syllabus.- analyze the text types given in grades 3, 4 and 5 text books.- list different stages of lessons.- select interesting activities relevant for different stages of a lesson.- identify grouping techniques.- list classroom language that can be used in the classroom.- write a lesson plan

Task 1: Warmer – “Words on my back”

Time: 15 minutes

Goal: To get the participants ready for the lesson.

To create a conducive environment.

Input: Greet the participants and get them ready for the warmer.

Process:

- Get the participants to be in pairs.
- Ask them to stand and write three words relevant to primary grades on the back of the pair partner using the finger.
- Get the partner to identify what the words are.
- Do vice versa.
- Write words on the black/whiteboard.
- Lead a discussion to point out the relevancy of the words for primary grades.

Output: Identify the words related to primary.

Task 2: Introducing the primary syllabus**Time:** 30 minutes**Goal:** To get the participants to familiarize the primary syllabus.**Input:** Get ready with the following.

- Power Point Presentation
- Enough copies of the syllabus outlines of grade 3, 4 and 5.

Process:

- Display the words in Annex 2.1.
- Get the participants to be in groups and guess the words.
- Elicit words from groups.
- Introduce what can do statements, performance standards in grade 3 and competencies and competency levels in grade 4 and 5 using the powerpoint. The slides are attached in Annex 2.2.
- Distribute copies of the syllabus outlines of grade 3, 4/5.
- Explain the following.

Grade 3

Can do statement	Performance standards	Content	Learning Outcomes
------------------	-----------------------	---------	-------------------

Grade 4 & 5

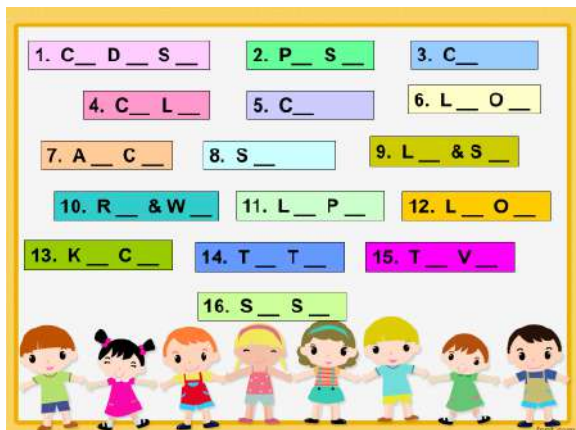
Competency	Competency Levels	Content	Learning Outcomes
------------	-------------------	---------	-------------------

Output:

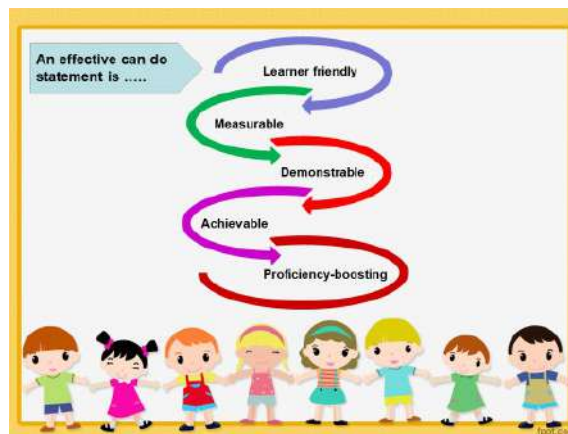
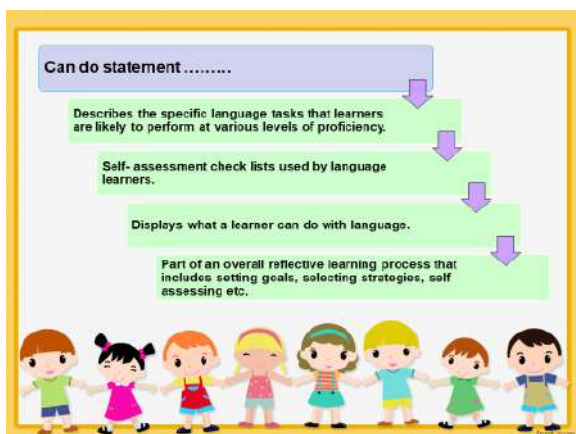
- Identify what can do statements, performance standards, competencies and competency levels are.
- Familiarize the syllabus outlines of grades 3, 4 and 5.

Annexes:

Annex 2.1



Annex 2.2

**Task 3:** Analyzing textbook activities**Time:** 30 minutes**Goal:** To get the participants to familiarize the text types and activities given in the textbooks.**Input:** Get ready with the following.

- Grade 3, 4 and 5 textbooks
- Task in Annex 3.1
- Poster papers and felt pens

Process:

- Get the participants to be in 6 groups.
- Distribute textbooks to groups. One grade to two groups.
- Display the task in Annex 3.1 in a PPP.
- Distribute poster papers and felt pens.
- Assign units to groups. (Eg: Grade 3 units 1-4 to one group and units 5-8 to the other group)

- Get the groups to go through the textbook and categorize the activities as given in the task.
- Ask them to make posters for the content in the task.
- Get the groups to present the posters to the whole class.
- Make the participants understand the text types and activities given in the textbooks.

Output: Identify the text types and the activities given in the textbooks.

Annexes:

Annex 3.1

Unit	Activity Name	Tick (✓)			
		Activity	Game	Song	Story

Task 4: Group Presentations

Time: 30 minutes

Goal: To get the participants to share the findings in task 3.

Input: Get ready with the following.

Posters prepared in groups

Process:

- Get the participants to be in the same groups.
- Ask them to get ready for the presentations.
- Get groups to display their posters and present findings.

Output: Identify the different text types given in primary textbooks.

Task 5: Identifying grouping activities

Time : 30 minutes

Goal : To make participants aware of different types of grouping activities.

Input : Get ready with the following.

- Activity cards with different grouping activities in Annex 5.1
- Ribbons
- Popsicle sticks
- Paper strips
- Cup to put popsicle sticks

Process:

- Get the participants to stand in a line ranked in the order of their birthdays.
- Put them into seven groups.
- Distribute each group an activity card in Annex 5.1.
- Ask the groups to read the card and get ready to do the grouping activity.
- Give them 5–10 minutes to get ready.
- Get the groups to group students according to the card given to them.

Output: Identify the different grouping activities.

Annexes:**Annex 5.1****Puzzle Pictures**

Take as many pictures as the total number of groups you want to have of anything your students might like. (Use pictures in Annex 5.2) Cut the picture into pieces according to the number you want to be in a group. Students will walk around to find the matching pieces to make the complete pictures and form their groups.

Popsicle Stick Groups

Gather enough popsicle sticks for all of your students and then divide them into the number of groups you want to make. Label the popsicle sticks in each group with the number 1, 2, 3, 4, 5, etc. Put the labelled popsicle sticks in a cup. Students will draw out a stick, and all of the students with same number on them will be in a group.

I am a clever student

Stand in a circle. Write “I am a clever student.” Each student will say one word of that sentence. Tell them to remember what word they said. After everyone in the circle has said a word, tell all of the “I”s to form a group, all the “am”s to form another, the “a”s in another group, the “clever”s in another group and the “students”s in the last group.

Draw a colour

Put five strips or squares of paper of five different colours in a bag. (According to the number of groups you want to make) Students will draw out a strip or square and find their group members with same colours.

Picture match

Put five copies of five (or the total number of groups you want to have) different pictures in a bag or hat (pictures could be of anything that will interest your students) Students will draw out a picture and find their group members with a matching picture.

Lengths of ribbon

Have some pieces of ribbon cut into lengths (string or strips of reused paper also work). For example, if there are 12 students in the class and the teacher wants to make three groups of 4 students, there will be 4 short ribbons, 4 medium-length ribbons and 4 longer ribbons. The teacher holds all the ribbons so that students cannot see how long each ribbon is and gets each students to select one. Students get into groups with students with the same length of ribbon.

Team captains

Select some students to come to the front and be team captains. The number of team captains will depend on the required number of groups/teams. Each team captain then takes it in turns to choose team members. This can be done by team captains selecting who they want to be in their team or by randomly taking lollipop sticks or name cards.

Task 6: Why do we use games, songs, activities in the classroom

Time: 45 minutes

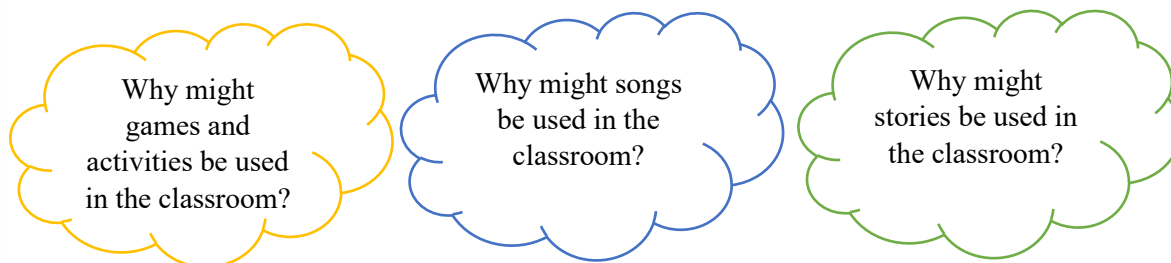
Goal: To make participants aware of the reasons for using games and activities, songs, and stories in the classroom.

Input: Get ready with the following.

- Powerpoint slides in Annex 6.1
- Poster papers
- Felt pens

Process:

- Get the participants to be in six groups.
- Distribute each group a poster paper and felt pens.
- Put the following questions on the board or display them in a powerpoint.



- Give one question for two groups.
- Ask them to prepare a poster including the reasons.
- Get the groups to present them to the whole class and display the poster on the classroom walls.
- Lead a plenary discussion using the powerpoint slides in Annex 6.1.

Output: Identify why it is important to use games and activities, songs and stories in the classroom.

Annexes:

Annex 6.1



Task 7: Using games and activities in the classroom

Time: 30 minutes

Goal: To consider the rationale behind using games and activities in the classroom.

To become familiar with some common games and activities from the textbook.

Input: Get ready with the following.

- Materials needed for the demonstration of the selected game from the textbook
- Task sheet in Annex 7.1

Process:

Step 1: Preparation

- Select a game from any primary grade textbook.
- Prepare pre, while, post activities for the selected game. 1–3 activities can be selected for each stage.

Step 2: Demonstration

- Demonstrate the lesson.
- Get the participants to analyze the lesson.
- Put the following question on the board or ask it orally.

What 3 clear stages did you see in the lessons?

1.
2.
3.

- Elicit the three stages used by the trainer in the demonstration.
- Elicit the activities used in the three stages.
- Lead a discussion to explain the importance of using pre, while and post activities when introducing games and activities.
- Put students into pairs.
- Distribute the task sheet in Annex 7.1 to each pair and get the pairs to complete it.

Output:

- Identify the rationale behind using games and activities in the classroom.
- Identify what the three stages are used when introducing games and activities in the classroom.
- Identify activities that can be used for pre, while and post stages.

Annexes:**Annex 7.1**

Demonstration of the Games and Activities / Songs / Stories					
Grade		Topic		Lesson	
Materials Needed					
.....					
.....					
.....					

Task 8: Using songs in the classroom**Time:** 30 minutes**Goal:** To consider the rationale behind using songs in the classroom.

To become familiar with some common songs from the textbook.

Input: Get ready with the following.

- Materials needed for the demonstration of the selected song from the textbook
- Task sheet in Annex 7.1

Process:

Step 1: Preparation

- Select a song from any primary grade textbook.
- Prepare pre, while, post activities for the selected song. 1-3 activities can be selected for each stage.

Step 2: Demonstration

- Demonstrate the lesson.
- Get the participants to analyze the lesson.
- Elicit the activities used in three stages by the trainer in the demonstration.
- Lead a discussion to explain the importance of using pre, while and post activities when introducing songs.
- Put students into new pairs.
- Distribute the task sheet in Annex 7.1 to each pair and get the pairs to complete it.

Output:

- Identify the rationale behind using songs in the classroom.
- Identify activities that can be used for pre, while and post stages.

Task 9: Using stories in the classroom**Time:** 30 minutes**Goal:** To consider the rationale behind using stories in the classroom.

To become familiar with some common stories from the textbook.

Input: Get ready with the following.

- Materials needed for the demonstration of the selected story from the textbook
- Task sheet in Annex 7.1

Process:

Step 1: Preparation

- Select a story from any primary grade textbook.
- Prepare pre, while, post activities for the selected song. 1-3 activities can be selected for each stage.

Step 2: Demonstration

- Demonstrate the lesson.
- Get the participants to analyze the lesson.
- Elicit the activities used in three stages by the trainer in the demonstration.
- Lead a discussion to explain the importance of using pre, while and post activities when introducing stories.
- Put students into new pairs.
- Distribute the task sheet in Annex 7.1 to each pair and get the pairs to complete it.

Output:

- Identify the rationale behind using stories in the classroom.
- Identify activities that can be used for pre, while and post stages.

Task 10: Preparation for demonstration**Time:** 30 minutes**Goal:** To use pre, while and post-activities in introducing games, activities, songs and stories.**Input:** Get ready with the following.

- Grade 3, 4 and 5 Textbooks
- Stationery needed for the lesson demonstration.

Process:

- Put students into six groups. Name the groups from 1 - 6.
- Distribute the following to each group.

Group 1 – A story from Grade 3

Group 2 – A song from Grade 4

Group 3 – A game from Grade 5

Group 4 – A story from Grade 5

Group 5 – A song from Grade 3

Group 6 – A game from Grade 4

- Get the groups to select a lesson from textbooks as given to them.
- Give them time to prepare the materials needed and be ready for the lesson demonstration.
- Support groups when necessary.

Output: Identify activities that can be used for pre, while and post stages.

Task 11: Group Demonstrations

Time: 1 hour

Goal: To use pre, while and post activities in introducing games and activities, songs and stories.

To become familiar with some activities that can be used in pre, while and post stages.

Input: Get ready with the following.

Task sheet in Annex 11.1

Process:

- Distribute the task sheet to each group.
- Get the groups to do demonstrations.
- Assign each group a demonstration to observe carefully and complete the task sheet.
- Get groups one by one to do demonstrations.
- Get the groups who observe the demonstrations to give feedback for each demonstration as assigned to them.
- Give feedback of the teacher too.

Output:

Use pre, while, post activities for games and activities, songs and stories.

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- Get groups one by one to do demonstrations.
- Get the groups who observe the demonstrations to give feedback for each demonstration as assigned to them.
- Give feedback of the teacher too.

Output:

Use pre, while, post activities for games and activities, songs and stories.

Annexes:

Annex 11.1

Demonstration of the Games and Activities / Songs / Stories					
Grade		Topic		Lesson	
Relevancy of the materials used					
Pre Activities used and relevancy					
While activities used and relevancy					
Post activities used and relevancy					

Task 12: Identifying lesson plan components**Time:** 30 minutes**Goal:** To familiarize lesson plan components.**Input:** Get ready with the following.

- Slides of PowerPoint in Annex 12.1
- Photocopies of sample lesson plan formats given in Primary Teachers' Guides

Process:

- Get the participants to be in groups of four.
- Distribute copies of lesson plan formats to each group.
- Get the groups to study the lesson plan formats
- Show the slides of lesson plan formats of Grade 3 and Grade 4 and 5 given in Annex 12.1.
- Elicit what the participants understood from the lesson plan formats.
- Explain the participants the components of the two lesson plans.
- Explain how to write a lesson plan and the importance of writing lesson plans.

Output:

- Make aware of what the lesson plan components are.
- Write lesson plans effectively.

Annexes:**Annex 12.1**

Lesson Plan Components

Grade 3

1. Grade:

2. Date:

3. Time:

4. Theme / Unit:

5. Lesson:

6. Competency:

7. Specific Learning Outcome:

8. Learning Teaching Aids:

Can Do Statement Involved	Performance Standard	Specific Objectives	Teaching Learning Activities	Time Duration	Reflection

Assessment Criteria:



Lesson Plan Components

Grade 4 & 5

Grade:

Date:

Time:

Theme / Unit:

Lesson:

Competency:

Competency Level:

Specific Objective/s:

Step / Time	Teaching / Learning Activities	Teaching Aids

Assessment:

Reflection:



Teaching Literature Through Camp Activities

RESC Kurunegala



Ms. Romila Kulathilake

Ms. Mithila Weerasinghe

Mr. Priyankara Nugaliyadda

Ms. Anuradha Pradhanage

Introduction

Literature is an important subject that helps students develop language skills, vocabulary, reading comprehension, communication skills, analytical skills, critical thinking, and understanding of different cultures. Camp activities are a great way to engage students in learning and provide them with a fun and interactive way to learn literature

Task-based activities designed for the Literature camps are an effective way to teach literature in a camp setting. These activities can include small engagements, steps toward analysis, creation, synthesis, and targeted practice . Learners participate in extension activities for literature lessons.

The designed programme focusses the students in grade 10 and it can be continued when they enter grade 11 as well.

The RESC Kurunegala conducted capacity building sessions for the teachers of Literature and provided a hands-on experience on conducting camp activities for the learners of Literature. These teachers were expected to conduct Literature camps in their relevant schools. They were closely observed and monitored by the subject directors of relevant zones with the RESC.

Target Group: The teachers of Appreciation of English Literary Skills- O/L

How long? It is a one-day workshop for the selected teachers of English Literature in the Education Zone of Kurunegala

Main Aim: Provide opportunities for the teachers of Literature to upgrade their knowledge to develop their literature lessons more engaged through camp activities.

Objectives:

At the end of the session, the teachers will be able to:

- Teach literature through activity-based teaching methods.
- Promote Learner-Based Teaching Literature.
- Provide the learners with more exposure to English literary texts beyond the traditional classroom teaching.
- Coach learners to face public examinations with confidence.

Task Introduction:

Task 1: Warmer

Task 2: Introduction to the Concept of Literature Camps

Task 3: Lit Quiz

Task 4: Character Posters

Task 5: Mind Maps

Task 6: Drama Time

Task 7: Feedback and designing tentative schedules for literature camps in schools

Warmer: i – Father Abraham

Time: 05 minutes

Goal:

- To create interest and develop concentration and a sense of cheerfulness.
- To commence a workshop with Total Physical Response (TPR) to create a positive and enriching experience for the participants in a collaborative manner.

Input: Song 'Father Abraham' (Annex 1)

Process:

- Get the teachers to stand in a circle.
- The trainer gives instructions to do the warmer.
- First, the trainer sings the song with actions and asks teachers to sing and follow the actions.
- The trainer asks them to sing the song by themselves with the actions.

Output: A fun and engaging way to start a session.

Annexes: the song, Father Abraham

Warmer: ii – Grouping**Time:** 05 minutes**Goal:** To facilitate interaction among the participants while revising their awareness of the O/L Literature syllabus.**Input:** Name tags for all the participants. They include the names of literary texts prescribed for the O/L syllabus. (This can be the names of the poems, prose, drama, and fiction and/or the names of the writers/ characters in these texts)**Process:**

- Distribute name tags among the participants. Make sure each one gets a different name tag.
- Once every participant gets a tag, instruct them to find other participants who belong to the same genre or category or theme and form groups.
- Provide them with examples that they may belong to the group of drama or poetic themes like nature/ Society/ Life etc.
- Signal participants to start mingling and trying to find their literary "group" based on their name tag.
- Ask them to sit in their groups and check whether they have found their right groups.

Output:

- Interaction of the participants over a quick revision on the contents of the O/L literature syllabus.
- An open discussion on the applicability of this activity with their learners.

Task 2: Introduction to the Concept of Literature Camps**Time:** 20 minutes**Goal:** To raise awareness among the participants about the purpose and process of "Literature Camps"**Input:**

- PowerPoint presentation including the purpose, objectives, and process of the expected project.
- Information about planning schedules and monitoring procedures.

Process:

- Discuss the meaning of camp activities, their purpose and how can these activities be incorporated into teaching literature.
- Explain the objectives of the camp.
- Make them aware that they are going to try out the camp activities first in the workshop and then they will train their colleagues at school to conduct these camps with their learners.

Output:

- Awareness of the participants about Literature Camps and their purpose.
- A forum for questions, discussions and knowledge sharing.

Introduction to Camp Activities

Task 3: Lit Quiz**Time:** 40 minutes**Goal:** Incorporate revision work through games.**Input:**

- 20/30 Contextual questions that appear in the Paper I of G.C.E. O/L – Appreciation of English Literary Texts.
- A display of question numbers from 1-20/30 on the whiteboard or PowerPoint slide.
- Make sure to keep some numbers without questions. They are 'Lucky Numbers'.

Process:

- Explain to the participants that they can participate in the game as groups.
- In groups they can ask for any question by their number. (If they ask for no.9, the instructor has to present the question related to no.9). If they provide the correct answer, 10 marks will be given. If not, the chance may go to any other group who knows the answer and they will be given 05 marks.
- Tell them that there can be lucky numbers among them and they do not have any questions. If the number they ask for is a lucky number, they are given 10 marks without asking a question. (bonus marks)
- Start playing the game. The instructor is the quizmaster to facilitate the quiz, present questions, verify answers, and offer marks.
- After the game, lead a discussion on the purpose of the game that revises the contextual questions that appear in Paper I through fun.

Output:

- The participants are able to design questions for the game targeting Paper I.
- The participants are aware of conducting the game; Lit Quiz.

Annexes: Set of questions

Task 4: Character Posters

Time: 01 hour

Goal: To explore more engaging methods to develop learners' ability to analyze character traits given in the prescribed texts argumentatively with the help of textual evidence.

Input:

- A set of significant characters that appear in the prescribed literary texts,
- (E.g., Nicholas, the aunt of Nicholas, The Nightingale, the clown, Richard Cory etc)
- A model of a character poster.
- Poster paper for each group and colour pens.
- Blu-tac/ cello tape

Process:

- Discuss the importance of character analysis in learning Literature and writing essay-type answers.
- Display the model character poster and discuss how to draw a poster with character traits.
- Discuss how to illustrate the textual evidence related to each character trait.
- Ask each group to select a character from the given list and design a character poster.
- After the completion of the work arrange a gallery walk for everyone to see the work of the other groups.
- Conduct a plenary on the applicability of the task, its adaptations, suggestions and proposals.

Output:

- The participants get an awareness about the activity, its purpose and how to conduct it for their learners.
- Character posters prepared by the participants.

Annexes: A model character poster

Task 5: Mind Maps

Time: 02 hours

Goal:

- To create an awareness of how to develop learners' ability to analyze and address essay-type questions.
- To demonstrate strategies on how to organize an answer relevant to the question and quote relevantly at the appropriate moment.

Input:

- A set of essay-type questions based on prescribed literary texts.
- A model of a mind map
- Poster papers and colour pens
- Blu-tac, cello tape

Process:

- Introduce the meaning and purpose of a mind map. Use the model drawn on a poster paper or a PowerPoint slide.
- Discuss the advantages of coaching learners to draw mind maps in the process of brainstorming facts, providing examples for each fact and then prioritizing them for a better organization of paragraphs.
- Demonstrate how to create a mind map taking one essay-type question from a past question paper. Ask participants to come out with facts, and examples and then prioritize the facts.
- Distribute one essay-type question to each group and ask the groups to create a mind map to organize their answer to the given question.
- Set a time for the completion of the work.
- After the completion of the activity, invite each group to present their mind map to the class.
- Conduct a plenary on the applicability and adaptations of the task.

Output:

- The participants get an awareness about the activity, its purpose and how to conduct it for their learners.
- Mind maps created for different essay-type questions.

Annexes: A model mind map

Task 6: Drama Time**Time:** 01 hour and 30 minutes**Goal:**

- To create an awareness of how to develop learners' creativity and free expression.
- To combine entertainment, education, and physical activity to create a positive and enriching experience for the participants in a collaborative manner.

Input: A set of situation cards based on the stories given in prescribed literary texts.**Process:**

- Discuss the importance of introducing drama activities based on the situations given in their prescribed texts.
- Ask each group leader to come and take a situation card.
- Set them a preparation time.
- Invite each group to act out the given situation.
- Conduct a plenary on the applicability and adaptations of the task.

Output:

- The participants get an awareness about the activity, its purpose and how to conduct it for their learners.
- A set of situations created for drama.

Annexes: Some examples of situations**Task 7:** Feedback and designing tentative schedules for literature camps in schools**Time:** 01 hour**Goal:**

- To explore strengths, weaknesses, opportunities and threats to conduct literature camps in the participants' schools.
- To create a uniform schedule in each school in the zone.
- To prepare a master timetable for the zone.

Input:

- Master timetable for the RESC
- A4 sheets

Process:

- Discuss the capacities and problems of the participants using the SWOT analysis.
- Ask them to list out quality input needed for their school camps. First, they can discuss in groups and then they can complete their needs and the number of necessary items individually.
- Help them to decide a tentative date and organize the agenda of the day.
- Display the RESC master timetable so that the participants may mark the dates of the Literature camp in each school on it.

Annexes**Annex I– Warmer –Father Abraham**

Father Abraham – Had seven sons
Seven sons had – Father Abraham
And they never cried
And they never fought
All they did was walk like this
1 right arm
2 left arm
3 right foot
4 left foot
5 turn around

Annex II – Lit Quiz

Q1

“He said, “I’d like a pair of socks
With clocks on them, and in a box.”

From which poem are these lines taken? Who has written them?

Q2

“besides, the Chamberlain’s nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.”

Comment on the speaker’s qualities as revealed in these lines

Annex III – Character Poster

Get to know your character!

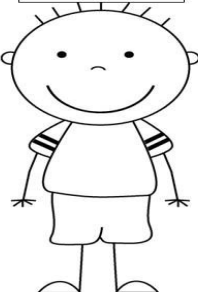
Appearance:
What does the character look like?

Who is the character?

Personality:
What are the character's thoughts and feelings at this point in the text?

Text Evidence:

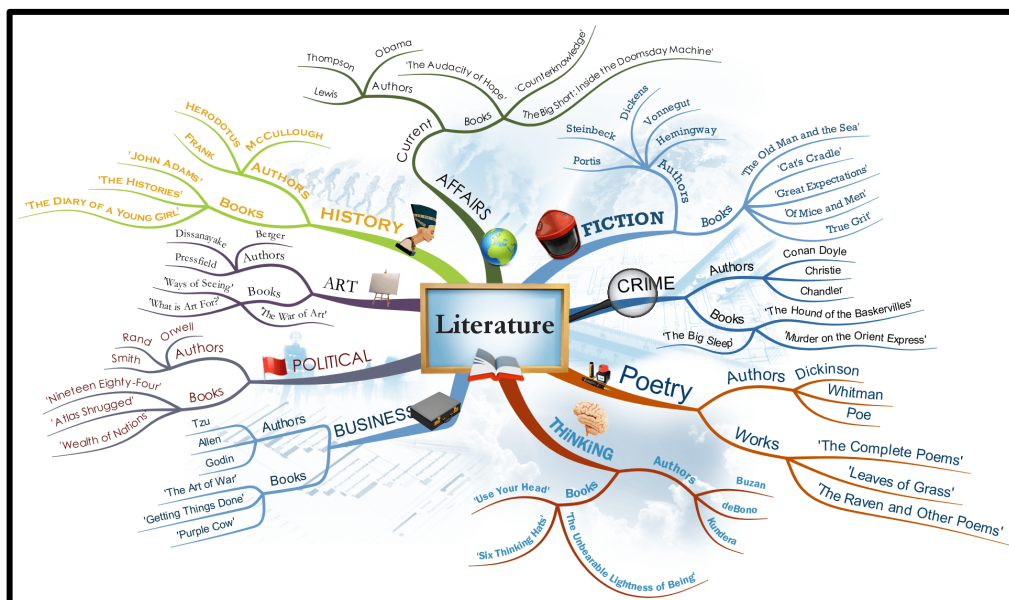
Text Evidence:



Actions:
What is the character doing?

Text Evidence:

Annex IV – A model mind map



Annex V – Situation Cards for Drama

Kagwa runs to the king and informs about the ‘talking skull’.

You can create many characters but every one should actively take part in the

The breakfast table becomes chaotic when Nicholas finds a frog in his bowl.

The Nightingale searches for a red rose in the garden

Adapting textbook material for Teaching Listening Skill

RESC Polonnaruwa



Mr. P. R. Sellaheewa



Ms. A. Menaka De Silva

Introduction

Learning a language includes four main skills ; listening, speaking, reading and writing. But in Sri Lankan schools the main focus is given to reading and writing skills. As a result, the students who go to higher education and the school leavers have to face a lot of difficulties in pursuing their higher education and specially in their carrier.

Majority of the students are not conversant in speaking English. Non- English family background, non- exposure to the language, insufficient focus on listening and speaking skills in the school are some of the main reasons for this. At schools textbook is the only resource available for the teacher to develop the skills. But, the textbooks provide very less opportunities to be used to teach listening.

Therefore, we decided to enable the teachers to use the textbook activities to teach listening by adapting them. We designed the following one day workshop to cater to this need.

Who is it for? For the teachers of English who want to use textbook material for developing listening skills.

How long? 6 hours 30 minutes

Main aim: To enable the participants to develop students' listening skills using the texts provided in the textbook by adapting various kinds of texts in them.

Task Introduction:

Task 1: warmer

Task 2: Checking previous knowledge

Task 3: Stages and Aims of a listening lesson

Task 4: Introducing Listening subskills

Task 5: Activities and subskills

Task 6: Observing a model lesson

Task 7: Revising stages of a lesson

Task 8: Designated activities

Task 9: Discussion – Adaptation materials

Task 10: Observing a trainer demo

Task 11: Teachers' presentations

Task 1: Warmer**Time:** 15 minutes**Goal:** To measure participants' knowledge of teaching listening.**Input:** Ten statements to check teachers' knowledge about teaching listening in the classroom.**Process:**

- The trainer has a set of statements.
- Ask the participants to stand in the middle of the classroom. Trainer points out three corners; I know, I don't know, no idea.
- Trainer says the sentences. Participants listen and go to the relevant corner.
- Have a discussion on the statements.

Output: Participants' knowledge of the topic is measured.**Task 1 – Annexe:** Warmer

Ten statements:

1. Which competency level does Listening belong to?
2. Which competency does speaking belong to?
3. How many listening subskills are there?
4. What does a subskill mean?
5. How many receptive skills are there in a language and what are they?
6. How many productive skills are there and what are they?
7. CCQs are used to check instructions! True or False?
8. There are four main skills in a lesson! True or False?
9. Only one skill should be focused in one lesson! True or False?
10. Is mind mapping a brainstorming activity?

Task 2: Checking previous knowledge**Time:** 10 minutes**Goal:** To check how listening lessons are done in the classroom.**Input:** Questions:

- Do you usually conduct listening and speaking lessons in your classroom?
- If yes, how do you find material?
- Do you mostly use outside material or textbook material?

- Is the number of materials given in textbooks sufficient?
- How do you handle a listening lesson in the classroom (stages)?

Process:

Think pair share:

- Trainer displays questions one by one.
- Participants read them and think pair share the answers.
- Participants present their friend's answer to the class.

Output: Trainers are able to know if / how the teachers conduct a listening lesson in the classroom.

Task 3: Stages and Aims of a listening lesson

Time: 30 minutes

Goal: To discuss the stages and aims of a lesson on developing listening skills. Input: Three stages and three sets of stage aims.

Process:

- Trainer puts the participants into groups.
- The trainer elicits from the participants the stages of a listening lesson. (pre – while – post)
- Discussion.
- Trainer asks groups to discuss and decide the aims relevant to each stage and present them.
- Participants are provided with a task sheet. (See the annex)
- Trainer displays a set of stage aims mixed up.
- Participants select and write the aims in the task sheet and display them on the wall.
- Gallery walk.

Output: Participants are aware of the logical staging and stage aims of a listening lesson.

Annexe :

Stage	Aims
Pre-listening	
While - Listening	
Post - Listening	

Aims: (To display)

- To promote listening as an active skill
- To personalize the topic
- To raise interest in the topic
- To give students a reason to listen, by providing a task
- To introduce key vocabulary
- To provide an opportunity to respond to the task
- To activate previous knowledge
- To integrate receptive and productive skills
- To practice specific listening subskills

Task 4: Introducing Listening subskills

Time: 20 minutes

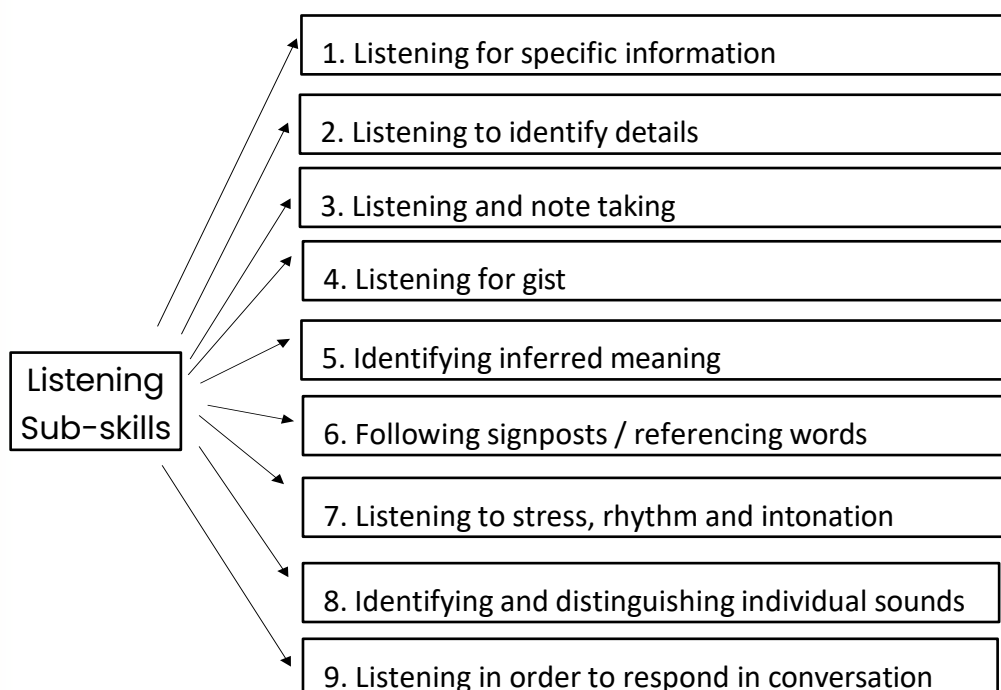
Goal: Introducing listening subskills and matching subskills with definitions. Input: Nine listening subskills and a set of definitions.

Process:

- Participants are put into groups
- Trainer displays a chart of listening subskills.
- Trainer provides a set of definitions on paper strips pasted on cardboard.
- Participants order the definitions by looking at the subskills.
- carousal. (Trainer introduces the word ' Carousal')

Output: Participants are aware of listening subskills and their meanings.

Annexe: (To display)



Definitions

Listening and selecting key information to take appropriate notes

Noticing and understanding the effect of pronunciation on meaning

Following what is said by one or more speakers in order to contribute meaningfully in a conversation or discussion

Listening for key words e. g. names, dates and numbers

Interpreting the meaning from the WAY something is said and not just the words literally spoken; i.e. understanding the additional meaning that lies underneath

Being able to comprehend the more detailed information in a text e.g. descriptions, reasons

Recognizing the difference between individual sounds in order to distinguish similar sounding words.

Identifying words which direct the listener and help them follow the text.

Listening for the general overall meaning, e.g. about who is speaking where

Task 5: Activities and subskills**Time:** 30 minutes.**Goal:** Matching activities with Listening subskills.**Input:** A list of listening activities**Process:**

- Participants are put into groups.
- Trainer elicits the possible listening activities.
- Trainer provides a task sheet with two columns; Listening activities / Listening subskills with two examples.
- Participants complete the two columns with more examples.
- Display
- Gallery walk; smileys
- Discussion

Output: Participants are able to select listening activities to develop listening skills.**Annexe**

Listening activity	Listening subskills
School announcements	Specific information/detail

Task 6: Observing a model lesson**Time:** 1 hour**Goal:** Observing a model lesson (Pencil)**Input:** A model video lesson on ' Pencil '**Process:**

- Participants are put into groups.
- A copy of the grid 1 is provided to each group.
- Play the video: Pencil, Part 1 0.00 to 4.54 minutes.
- Teachers watch and fill in the table.

- Discussion
- A copy of the grid 2 is provided to each group.
- Play the video; Part 2: 4.54 to 17 minutes.
- Teachers watch and fill in the activity column.
- Discussion to complete the rest.
- Teachers watch video part 3: 17.02 to 21.53 and do the grid 3.

Output: Participants are aware of stages, sub-skills, stage aims and activities of the lesson.

Points for discussion:

- Integrating
- Importance
- Applicability
- Do the Textbook activities have integration?

Annexe :

(i). Pre-teaching vocabulary (grid 1)

Vocabulary	Techniques	Examples/notes
Long / Pointed	Showed a pencil. Pointed to the sharp end and showed what pointed and long means	'Look at your pencil Look at your friend's pencil. See if your pencil is long. Is it pointed?' 'What are the words we taught?' Our pencil is.....'
Smooth		
Handsome		
Wood		

(ii). Lesson outline (grid 2)

Stage	Sub-skill	Stage Aims	Activity
Pre-Listening preparation	Listening for specific information	<ul style="list-style-type: none"> - To raise interest on topic of pencils and how they are treated by their owners. - to activate previous knowledge 	<ul style="list-style-type: none"> - T did lots of eliciting from the students. - T uses a real object (a pencil) to elicit key vocabulary items. - T uses a variety of techniques to check the meaning of key vocabulary and language items
While-Listening Listening task Task Feedback			
While reading Reading task 1 Task Feedback			
Reading task 2 Task feedback			

(iii). Productive task (Post listening) (grid 3)

Stage	Sub-skill	Stage Aims	Activity
Productive task			
Task feedback			

Task 7: Revising stages of a lesson**Time:** 10. Minutes**Goal:** Revising the three stages of a listening lesson.**Input:** Multimedia display of the three stages of listening.**Process:**

- Trainer displays the empty grid.
- Elicits the aims.

Output: Teachers foster what they learnt before.**Annexe :**

Lesson stage	Stage aims
Pre - Listening	To create interest in the listening To activate previous knowledge To teach key vocabulary
While - Listening	
Post - Listening	

Task 8: Designated activities**Time:** 30 minutes**Goal:** To make the participants aware that the designated listening activities are not complete lessons.**Input:** A set of questions: (See Annexe)**Process:**

- Participants are put into groups of four.
- Give each group a textbook.
- Ask participants to select two activities designated for listening.
- Trainer gives (displays) the 10 questions.
- Participants discuss and find answers.
- Lead a discussion.

Output: Participants learn that the designated listening activities are not complete lessons and they should be adapted into a complete lesson.

Annexe:

1. What skill is focused on?
2. Is it good for teaching listening testing?
3. Why do you say so?
4. Is it a complete listening lesson?
5. Do you think any stages are missing and what are they?
6. Is the new vocabulary introduced?
7. What is the outcome/production of this activity?
8. Which stage is this given activity good for?
9. How would you change this activity to teach listening?
10. What stages would you add this?

Task 9: Discussion – Adaptation materials

Time: 30 minutes

Goal: To make participants aware of how to adapt the textbook materials directly based on listening. (A discussion)

Input: Textbook ; grade 6; Activity 8.1 Process:

Pre-listening stage:

- Trainer asks participants to select grade 6: p.27 Activity 8.1
- Gives the ideas for pre-listening
 - Ask ss to tell a partner about different buildings where they live / in the city.
 - Check the meaning of the vocabulary. (place names/prepositions)

While-listening stage:

- Teacher asks students to listen to the description.
- Teacher asks; Is it a big place? Would they love to live there? (scaffolding)
- Teacher asks students to listen again and name the buildings.

Post listening:

- Tr. asks students to draw a town plan with 5 buildings.
- In pairs, ss describe the town and the listener has to draw the plan.
- (Ask for the teachers' options for the post activity.)

Output: Teachers are able to identify the missing stages of a lesson and add them with suitable activities.

Annexe :

Pre-Listening	
While-Listening Gist	
Specific	
Post-Listening	

Task 10: Observing a trainer demo**Time:** 1 hour**Goal:** Observing a listening speaking lesson demonstrated by the trainer.**Input:** An observation sheet**Process:**

- Participants are given an observation sheet.
- Trainer does the lesson in separate stages.
- At the end of each stage participants fill the observation form.
- Trainer leads a discussion after each stage.

Output: Participants are aware of adapting a given listening activity into a complete lesson.**Annexe :** (Observation sheet)

Stage	Sub-skill	Stage Aims	Activity
Pre-Listening			
While-Listening 1 Task 1			
While-Listening 2 Task 2			
Post - Listening			

Task 11: Teachers' presentations

Time: 1 hour and 30 minutes

Goal: Enabling teachers to adapt textbook material to develop listening skills among the students.

Input: textbooks, demi papers, pen pens, stick note papers

Process:

- Teachers are put into groups.
- Teachers are asked to select any lesson in the textbook that can be converted into a listening lesson.
- Teachers are asked to provide the missing parts of the lesson.
- Teachers write the lesson plan on the provided demi papers.
- Prepared lesson plans are put up on the wall.
- 'Gallery walk' and giving others feedback by sticking notes.

Output: Participants are able to build up a complete lesson for teaching listening by exploiting textbook material.

Effective Strategies to Handle Listening Lessons in an ELT Classroom

RESC Vavuniya



Ms. Jayanthini Pathmarajan

Introduction

In order to succeed in today's world of work, education and effective communication students need to be competent in listening and speaking skills. It is the duty of the teachers to provide enough opportunities to practice and develop their English language abilities.

Adapting the text books create opportunities to the students to practice their listening skills at maximum level. Teachers must know the strategies behind each listening activity in the text book and they must be aware of scaffolding the tasks considering the educational theories.

A teacher becomes successful in her lesson by integrating other skills with listening which maximize student participation. Thus, Listening skills take a vital role in English Language Teaching.

Target Group: Teachers teaching in secondary classes. (Gr.6 to 9)

Duration: 06 Hours.

Main Aim:

- To be familiarizing one of the Receptive skills – Listening.
- To analyze the rationale behind the Listening activities and adapt the course book meaningfully to the needs of the learners and to utilize them to cover the competencies.
- To make the teachers aware of listening activities in the text books, different text types and how they are integrated with other skills.

Task 1: Running Dictation.

Task 2: MINUS Condition on Listening activities.

Task 3: Word Tennis

Task 4: Analyzing the different styles of questions formed on Listening activities in the Pupil's books.

Task 5: Relationship between Listening Sub skills and Competency levels on Listening Task 6: Put it into Practice- A demonstration.

Task 7: Put it into Practice- Micro- Teaching.

Task 8: Reflection.

Warmer: 'The Captain speaking...'

Time: 10 minutes

Goal: To raise awareness towards the topic of the workshop, create interest and energize the participants.

Input: Transcript of the announcement, either recorded announcement (On phone or any other gadget) or teacher herself.

Process :

1. Trainer tells the participants to imagine that they are flying in an aero plane.
2. Plays the recording ('The captain speaking...' – Annex 1.1)
3. Participants follow the instructions given in the announcement.
4. Lead a discussion on the objectives of the above activity.

Output: Participants will be aware of the importance of listening skills in their daily life.

Annex: 1.1

Task 1: Running Dictation

Time: 20 minutes

Goal: To raise awareness on Listening for specific purpose. Input: 4 copies of the texts, double gum tape.

Process:

1. Display the copies of the text on 4 different places of the workshop room.
2. Divide the participants into 4 groups.
3. Appoint a secretary to each group to write down the text and others function as runners.
4. Instruct the runners to run to the text in turn, memorize as much as possible, come back to the group and dictate it to the secretary. Then the secretary will write them
5. Finally, exchange the scripts within the groups and correct.
6. The group which gets the maximum points will be the winner.
7. Lead a discussion based on the above text.

Output: Participants raise confidence on listening for a purpose.

Annex: 1.2

Task 2: MINUS Condition on Listening activities.

Time: 45 minutes.

Goal: To introduce what MINUS Condition is.

Input: Pupil's books from grade 6 to grade 9, poster papers, marker pens.

Process:

1. Ask the participants to think, pair and share their answers on the following probing questions.

1. Is listening a receptive skill or a productive skill? Say why.
2. Where do we listen in our daily life?
3. Name some authentic listening texts.
4. Name some challenges you face in handling listening texts in your classroom.
5. How do you overcome them?

2. Divide the participants into 4 groups.
3. Give away Gr.6, Gr.7, Gr.8 & Gr.9 Pupil's books to each group.
4. Let them select one class and complete the following table.

E.g.: Grade- 9

Unit	Page	Activity	What students are asked to do	Text type.
1. Everybody is good at some thing	8	1.9	Listen and underline	Announcement - Multiple choice questions.

5. Let them analyze the following.
 - Are these Listening activities meaningful? Show an example.
 - Are they interesting? How?
 - Do they provide any new items / new vocabulary? What are they?
 - Are they easy to understand?
 - Do they create stress free environment?
6. Now introduce the acronym 'MINUS.'

Output: Participants consider the rationale behind listening activities in Pupil's books.

Annex: 2

Task 3: Word Tennis

Time: 30 minutes.

Goal: To recapitulate the various listening text types.

Input: Score sheet, pens.

Process:

1. Divide the participants into three in one group.
2. They are named as A, B and C.
3. A and B are players. C is the scorer.
4. Let A tell a listening text; then B should quickly tell another listening text. Tell the scorer if any one delays or repeats the same respond, he or she will be out of the game. Then change roles. Continue the game till there are no more text types to be mentioned.
5. Elicit some of the listening text types at random. Lead a discussion. Output: Participants become familiar with various listening text types.

Annex: 3

Task 4: Analyzing the different styles of questions formed on Listening activities in the Pupil's books.

Time: 30 minutes.

Goal: To present awareness on the key- concepts of various question styles.

Input: Poster paper, Marker pens.

Process:

1. Divide the participants into 4 groups. Assign a particular Pupil's book from Gr.6 to Gr.9. to each group.
2. Brainstorm the different question styles found in Listening activities of each Pupil's book. Write them down with the following guide lines on the poster paper.
 - Grade:
 - Unit:
 - Page:
 - Activity:
 - Question style/s:
3. Have a Gallery walk. If others find something to be added, let them do.
4. Lead a discussion on their findings and show the importance of the key concepts followed in setting Listening activities for students.

Output: Participants will be equipped with different question styles when setting listening activities.

Task 5: Relationship between Listening Sub skills and Competency levels on Listening skill.

Time: 30 minutes.

Goal: To differentiate Listening Sub skills and Competency levels on Listening skill and provide a clear cut idea; Also show how each of them is connected to the other.

Input: Chalk to draw circles, Whistle.

Process:

1. Draw 2 big circles on the floor and name them as
 - a. Listening Sub skills (L)
 - b. Competency levels on Listening skill (C)
2. Call the participants to stand in the middle of the room.
3. Read the list of Listening Sub skills and Competency levels on listening skill One by one. Instruct the participants to listen carefully, decide quickly and jump into the correct circle.
4. Lead a discussion as a whole class.

- Responds to simple announcements
- Identifying and distinguishing individual sounds.
- Listens and follows instructions.
- Listens and responds to different types of simple texts.
- Listening and note taking
- Listens and transforms information to other forms.
- Listening for specific information
- Identifies different intonation patterns and uses of word stress.
- Listening in order to respond in conversation
- Following signposts / referring words.
- Listens and reports information.
- Recognizes discourse markers.
- Listening to identify detail
- Listening for gist
- Listening to stress rhythm and intonation

Output: Participants develop knowledge about the relationship between Listening subskills and Competency levels.

Annex: 5

Task 6: Put it into Practice- A demonstration

Time: 60 minutes [40 minutes lesson and 20 minutes feedback]

Goal: To demonstrate how all theories, strategies and key concepts are combined in a model Listening activity from a Pupil's book.

Input: Pupil's book – Grade –8, Teacher's Guide Grade-8, either voice recording of the Listening Text or Trainer herself and the task sheet.

Process:

1. Divide the participants into two groups.
2. Half of them are (A) students the other half contains (B) observers.
3. Again divide the observers into 4 small groups. (B1, B2, B3 and B4)
4. Tell B1 to observe and note down how the MINUS condition is reflected in the activity selected.
5. Tell B2 to observe and note down how the three stages of the Listening lesson are conducted.
6. Tell B3 to observe and note down how the lesson is connected with Listening Sub skills and Competency levels on Listening skill.

7. Tell B4 to observe and note down the types of questions formed throughout the lesson.
8. Demonstrate the 40 minutes lesson.

Class: Grade - 8

Unit: 4

Page: 46

Activity: 4.7

Competency: 3 (Engages in active listening and responds appropriately)

Competency level: 3.4 (Listens and transforms information to other forms)

9. Let them present their observation as a whole class.

Output: Participants get to know the procedures for handling a listening lesson.

Task 7: Put it into Practice- Micro- Teaching.

Time: 2 Hours

Goal: To prepare lessons related to Listening activities from Pupil's books, trial out and use it in the targeted context

Input: Pupil's books from Grade 6 to Grade 9, Mobile phones for voice recording, A 4 sheets, poster papers, marker pens.

Process:

1. Divide the participants into 4 groups. Encourage teachers to select suitable Lesson and get them do Micro teaching.
2. Allocate 15 minutes for preparation.
3. After each session have a discussion and give a constructive feedback of each Micro – Teaching session.

Output: Participants will come to know how to plan, practice and apply their knowledge in class room environment.

Task 8: Reflection.**Time:** 15 Minutes**Goal:** To recap the things learnt during the session. Input: A ball**Process:**

1. Ask the participants to be in a big circle.
2. Throw the ball to one of them; He or she should recall any word or term learnt during the session, from the memory.
3. Finish the first round throwing the ball to everyone,
4. For the second round, throw the ball and instruct them to make a meaningful sentence related to the Topic of the session, using any word or term they heard previously. (In the first round).

Output: Participants will reflect on the objectives of the session individually.**Annexes****Task 1: Annex: 1.1** – Warmer: ‘The Captain speaking...’

Your attention please! The captain of KLM OO948 speaking. Our flight is in danger. Don't be panic. Please follow the instructions in order to save all of our lives. All of you, please sit erect. Put on your seat belts. Close your eyes. Take a deep breath. Now count from 10 to 0 silently. Well, now open your eyes. Remove your seat belts. Sit relaxedly. Take a deep breath. Fortunately our flight has been come out of a great disaster. No more fear. Thank you for your cooperation.

Annex: 1.2- Running dictation

The teacher has a prominent role in testing listening. It is the teacher's duty to test the students' listening skills. Testing listening is a crucial task in language learning. If a

Listening lesson should become successful, always give students a reason to listen. Give them a task to do while listening. If you just say, "Listen to this

Task 2: Annex (Grade- 9 – Pupil's book)

Text book activities on Listening at a glance – Grade- 9

Unit	Page	Activity	What students have to do	Text type / Any detail.
1. Everybody is good at some thing	8	9	Listen and underline	Announcement- Multiple choice questions.
2. May I help you?	12	6	Listen and circle	A conversation
3.Meeting	22	4	Listen and underline	Dialogue- Multiple choice questions.
4. Extinct friends	.....	.....	.....	.....
5. A second chance called 'Tomorrow'	58	15	Listen and complete	A flowchart
6. Art	.....	.....	.....	.....
7. Where we are	.....	.....	.....	.....
8.Success through creativity	89	6	Listen and write	Announcement
9.Greatest wealth	105	13	Listen and underline	Dialogue- Multiple choice question.
10. Be happy. Be bright, be you!	111	4	Listen and label	Graph

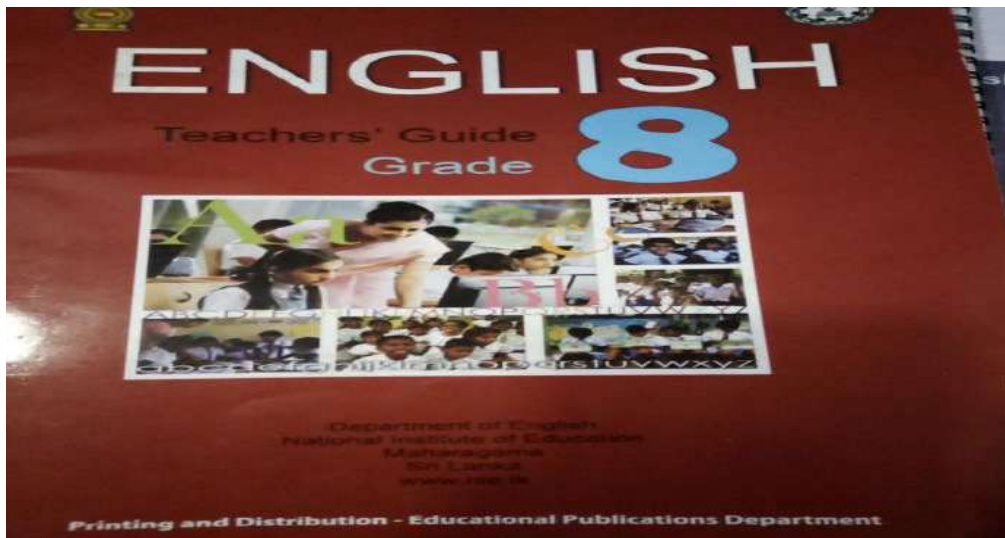
Task 3: Annex: 3

News	Poems	Role plays	Speeches
Notices	Notes	Letters	Messages
Stories	Dialogues,	Recipes	Songs
Mini drama		Advertisements	
Descriptions of people/ place/ things		Simple announcements	
Simple instructions		Telephone conversations	

Task 4: Annex: 4

	Listening Subskills	Competency levels on Listening skill.
01.	Identifying and distinguishing individual sounds	Responds to simple announcements
02.	Listening to identify detail	Listens and follows instructions.
03.	Listening for gist	Listens and responds to different types of simple texts.
04.	Listening to stress rhythm and intonation	Listens and transforms information to other forms.
05.	Identifying inferred meaning.	Identifies different intonation patterns and uses of word stress
06.	Listening for specific information	Listens and reports information
07.	Listening and note taking	Recognizes discourse markers.
08.	Following signposts / referring words.	Takes notes from oral presentations
09.	Listening in order to respond in conversation	.....

Task 5: Annex: 5



Activity 4.7

Listening

Draw the following picture in your book. Your teacher is going to describe it. Listen and label the building.

	Mr. Raj		

Share Thoughts

RESC Jaffna



Mr. E. J. Leslie

Ms. S. Sivakumaran

Mr. S. Sureshkumar

Workshop Done for Teachers

Date: 26.10.2023.

Venue: J/Manipay Memorial English School Number of Participants: 20

Topic: Error Correction

Objectives: Teachers will be able to

- to discuss their attitudes towards error correction
- to practise 7 techniques for spoken correction and a written correction code that are student friendly

Stage Aims	Procedure	Materials	Interaction	Timing
1. To introduce aims of workshop	Trainer goes through the aims	Aims on board	T-WC	5 mins
2. To discuss teachers' attitudes to error	<p>Read 5 statements one by one. T asks Ps run to corner which best defines their attitude. Corners are labelled: Agree/Disagree/Don't know</p> <p>1. I correct all mistakes a student makes-that's what a teacher is for 2. I rarely correct-I think students shouldn't be frightened of making mistakes 3. I treat errors as opportunities for learning something new 4. I think you should correct a fluency activity during the activity itself 5. I think you should correct students most often when they are doing an activity for accuracy (or controlled practice)</p> <p>Answers: 1. Disagree (too much ruins confidence, spoils fluency) 2. Disagree-Teacher shouldn't under correct</p>	<p>5 statements</p> <p>T's responses: (see procedure)</p>	T-WC	5 mins

Stage Aims	Procedure	Materials	Interaction	Timing
3. To discuss learner's reactions to correction and to introduce 3 types of spoken correction: e.g. Peer correction, Reformulation and Positive Reinforcement as ways of correcting	<p>Look at sentences produced by students and teacher's correction.</p> <p>T asks - 'What is the teacher doing in each case?' 'How does the student feel?'</p> <p>'Which are good ways to correct and which are likely to discouraging the student in future?'</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. T is not encouraging S to think about it. 2. T encourages S and asks another S to peer correct and practise (peer correction) 3. T encourages S to correct self and draws attention to area of difficulty by emphasising it, and praises (reformulation) 4. T gives positive reinforcement and asks SS to repeat. Praises. 	<p>Participant's Notes</p> <p>4 examples – (see Trainee's Handout) (on board/projector)</p>	T-WC	20 mins
4. To elicit and demonstrate ways of using fingers and hands- Ss to self correct-for focusing on accuracy	<ul style="list-style-type: none"> ○ Using fingers. Trainer explains that each finger represents a word. <p>T gives example sentence: I am going to home.</p> <ul style="list-style-type: none"> ○ T asks Ps, 'What is the problem?' ○ Elicits too many words. T shows five fingers and asks 'How can we show too many words?' Hold one finger down. ○ T asks, 'How can we 	Fingers, example sentences	T-WC	10 mins

	<p>show what is wrong with this sentence?' I went to cinema.</p> <ul style="list-style-type: none"> ○ Show five fingers and try to prompt teacher by holding the fourth one to indicate I went to the cinema. ○ Showing word order using hands Example sentence: What he did say? ○ T mimes picking up 'he' and 'did' and swapping the position. ○ To show contraction I am from Kilinochchi. (hold first two fingers together to show I'm) ○ To demonstrate tense: past, present or future e.g. I get up early this morning. (T points behind to show verb should be in past tense) 			
5. To give opportunity for Ps to practise	<ul style="list-style-type: none"> ○ T gives cards with example sentences to groups. One participant takes a card and 	Correction example cards	S-S	20 mins
these techniques on each other	<p>reads the incorrect sentence out loud.</p> <ul style="list-style-type: none"> ○ Other participants in the group correct using peer correction, reformulation or positive reinforcement, or hands or fingers. They can use whatever method is appropriate. ○ Trainer monitors and remembers groups that gave good examples. Give 	(Bristol board, markers)		

	feedback using participants from groups to demonstrate their answers.			
6. To raise awareness of learners' attitude to written correction	<ul style="list-style-type: none"> ○ Show trainers two different texts. One heavily corrected, one hardly corrected at all. ○ Ask trainers to imagine they are the learner-how would they feel on receiving this work. Discuss. ○ Barely corrected – the child may mistakenly feel that there was nothing wrong with it-therefore a missed opportunity to point out something to learn. ○ Heavily corrected-the teacher leaves no room for self-correction-also it is very discouraging for the child, if there is no praise. 		T-WC	10 mins
7.To introduce 'code' 8.for using with written work	<ul style="list-style-type: none"> ○ Trainer introduces idea of using code- and elicits why: Because it encourages Ss to think about the kind of mistake it is and corrects them themselves. ○ Trainer writes codes randomly on board and gets participants to guess what they could mean. ○ Show Participants Notes'. They have to match code from board to correct 	Participants' Notes	P-P	20 mins

	place			
	<p>then use code with examples.</p> <ul style="list-style-type: none"> ○ Feedback: Not all of the codes are suitable for every level. <p>Which ones would they use for Grade 6? Grade 11?</p>			
9. To give practice in using code	<ul style="list-style-type: none"> ○ Trainer gives participants a written task to correct ○ Task 8-10 years olds were given a descriptive writing activity <p>Discuss how they should be corrected. Which codes would you use?</p> <ul style="list-style-type: none"> ○ Trainer gives groups sample texts. Ask them to correct, keeping aim of task in mind (creative writing- fluency) ○ Feedback 	Participants' Notes	P-P	30 mins
10. Session wrap	Trainer closes session	Participants' Notes	T-WC	

Let's Be Smart Teachers

RESC Hambantota



Ms. Kumudumalee Wijesinghe

Mr. Gayan Wijesiri

Ms. Hansamali Sirimalwatta

Introduction

Target group: English teachers who teach for grade 08 students.

Rationale: Learning English has become easier because of the introduction of new learning apps. These apps help teachers to teach their students creatively. Learning English through learning apps may pave the students to become active learners as they learn through games, quizzes, songs, etc.

Benefits:

- Build up the confidence of teachers to use the language apps to teach English.
- Improve their proficiency in using language apps.
- Overcome their fear of using language apps for the teaching- learning process.

Nature of implementation: One-day workshop

Expected outcomes/reflection: At the end of the workshop the teachers will be able to

- Use language apps to learn the English language with fun.
- Expose the students to use language apps to do English- related activities easily.

How long? 9.00 am to 4.00 pm

Main Aim: (General aim of the whole workshop)

To familiarize the challenges of integrating digital literacy skills into ESL education and to consider the rationale behind using language apps in the ESL classroom.

Task Introduction:

Task 1: Warmer

Task 2: Understanding the Challenges

Task 3: why we use language apps in our classroom

Task 4: introducing Quizziz

Task 5: Using Quizziz

Task 6: Preparing a new activity in Quizziz

Warmer: Concentration**Time:** 30 min**Goal:** To warm up the teachers and introduce themselves to each other**Input:** Song, Slide with different pictures.**Process:** Play the song and get them to sing and act.

Display the slide for one minute and get workshop participants (WPs) to memorize them. Get them to write as much as they remember on a sheet of paper within one minute. Get them to be in pairs and discuss.

Output: Getting to know each other.**Annexes:** <https://youtu.be/dUXk8Nc5qQ8?si=6oe4sGSFly6-Wy9u>**Task 1:** Understanding the Challenges**Time:** (40 minutes)**Goal:** To familiarize with the challenges of integrating digital literacy skills into ESL education**Process:** Lead a discussion on the challenges, advantages, and disadvantages encouraging participants to share their experiences and concerns. Discuss the points given in annexes 2 if they do not come up**Output:** Understanding the challenges, they have to face**Annexes:** (Annex 2)**Task 2:** Why we use language apps in our classroom**Time:** 40 minutes**Goal:** To be familiar with the uses of language apps and to consider the rationale behind using language apps in the ESL classroom.**Process:** Put workshop participants into pairs or groups of three. Ask why language apps might be used in the classroom and get one or two ideas. Get them to write their ideas down. Get them to share their ideas with others. Discuss ideas in Annex 3**Output:** gets familiar with the uses of language apps**Annexes:** (Annex 3)

Task 3: Introducing Quizziz**Time:** 30 min**Goal:** make familiar with quizzes**Input:** <https://youtu.be/TmqRCMPpHbA?si=wbm1kHW3eJMgelZw>

Process: Get them to watch the video. Ask them to list out what they found in the video. Get them to work groups. Lead a discussion on the features of the app. Use the points in Annex 5

Output: Get familiar with the app**Annexes:** (Annexes 4, 5)**Task 4:** Using Quizziz**Time:** 90 min**Goal:** Make familiar with using quizzes

Input: Video https://youtu.be/52Y0FUNjNBs?si=l2fXpY8cSUnNd2_j Slide with the steps given in annex 4, mobile phones

Process: Get them to watch the video. Ask them to follow the instructions and use the app. Get them to practice the use of the app using the already available questions in the app.

Output: Get familiar with the installation of the app and use of the app**Annexes:** (Annexes 6, 7)**Task 5:** Preparing a new activity in Quizziz**Time:** 120 min**Goal:** preparing own questions.**Input:** Quizziz app, mobile phones

Process: Explain that now it is their chance to plan and prepare an activity in Quizzis. Mix them to have separate groups. Allocate a topic for each group.

Each group must plan an activity with 10 questions and get the whole class to practice it.

Output: using the app to create new activities.

Annexes

Annex-1 (<https://youtu.be/dUXk8Nc5qQ8?si=6oe4sGSFly6-Wy9u>)

Annex-2

Increased student engagement

Encouraging teamwork and collaboration

Preparing students for life after graduation

Connecting students and teachers

Improved teaching outcomes

Supporting differentiated instruction

Limited Access and Tools

Lack of Students' Digital Literacy

Lack of Teachers' Digital Literacy

Annex-3

Learn Anytime and Save Time

Learn at your comfort from anywhere

You can choose any Language and Course

Language Learning Apps are affordable

You can study at your own pace

You can enjoy the learning experience

Face-to-face classes through a teacher

You can start speaking from the beginning

Annex-4

<https://youtu.be/TmqRCMPpHbA?si=wbm1kHW3eJMgeIZw>

Annex-5

- Quizziz is an online tool
- allows teachers to conduct student-paced formative assessments in a fun and engaging way for students of all ages.
- Teachers incorporate Quizziz into instruction, review, and evaluation to support students.
- It's super simple to learn
- completely free to use!
- After providing students with a unique access code, a quiz can be recorded live as a timed competition or used as homework with a specific deadline.
- After the quizzes have been completed, students can review their answers.

Annex-6

https://youtu.be/52Y0FUNjNBs?si=l2fXpY8cSUnNd2_j

Annex-7

How to use Quizizz

- Go to www.quizizz.com and hit "GET STARTED."
- If you want to use an existing quiz, you can use the "Search for quizzes" box and browse. Once you have selected a quiz, skip to step 8. If you want to create your own quiz, select the "Create" panel, then the "Sign Up" panel and fill in the form.
- Enter a name for the quiz and an image if you like. You can also select its language and make it either public or private.
- Fill in a question, as well as answers, and be sure to click the "incorrect" icon next to the correct answer to change it to "correct." You can also add a corresponding image if you would like.
- Select "+ New Question" and repeat step 4. Do this until you have made all of your questions.
- Hit "Finish" in the top right corner.
- Select the appropriate grade range, subject(s), and topic(s). You can also add tags to make it easier to search for.
- You can either select "PLAY LIVE!" or "HOMEWORK" and choose the desired attributes.
- Students can go to www.quizizz.com/join and type in the 6-digit code to participate in the live quiz or complete the homework. They will be asked to enter a name to be identified by.
- Once the students are finished, refresh your page, and you will be able to view the results of the quiz.

Using Virtual Reality for Immersive Learning in Classrooms

RESC Matale



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Introduction**Target group**

Primary and Secondary teachers of English with smartboard facility

Rationale

Virtual Reality is a novel concept to the field of education. It is identified as an effective approach in the field of ELT that provides the students with an experiential and immersive learning experience.

Benefits

This workshop aims to provide teachers with a platform to improve their creativity and incorporate latest technology into teaching.

Nature of implementation

"It is a well-researched fact that using immersive learning can lead to positive emotions which may turn in to a greater academic interest and motivation in future career orientation"

Expected outcomes/reflection

At the end of the workshop, teachers will be able to

- Use 360° videos to deliver lessons
- Identify the importance of immersive learning in a classroom context

Who is it for? For the teachers of primary and secondary grades

How Long? 3.35 hours

Main Aim: To enhance the knowledge and understanding of using 360 degree videos to teach English language skills.

Objectives:

- Define the benefits of using virtual reality to create an immersive learning experience.
- Identify the role of the teacher in using 360° videos in the classroom.
- Create their own innovative videos to teach English language skills.

Task Introduction

Task 1 – Warmer

Task 2 – Introducing virtual reality and immersive learning

Task 3 – Demonstrating the lessons

Task 4 – Adapting the 360 degree videos to teach English language skills in their classrooms.

Task 1 – Warmer – Imaginary Party

Time: 10 minutes

Goals: To ensure the participants' involvement in the workshop

To emphasize the importance of using immersive learning

Input: Suitable vocabulary and objects to be used in a birthday party

Process:

- Ask the teachers to imagine that one of the teacher's birthday is on that day.
- Ask questions from the teachers about what they use and what they need to arrange birthday party before they act out.
- Get them to use the structures 'I need.....' 'Let's..... I want.....'
- The teachers have to make use of the few objects they have and imagine the rest and act out a setting of a birthday party.
- Each and every teacher should participate in the activity.
- Lead a discussion to emphasize the term 'immersive learning' Interaction pattern
 - Instructor-participants
 - Participants-participants

Output: All the participants got involved in the warmer and they got the opportunity to immerse themselves in a simulated context.

Task 2 – Introducing virtual reality and immersive learning**Time:** 45 minutes**Goals:** To introduce virtual reality and immersive learning through hands-on experience.

To give an opportunity for the participants to learn about incorporating technology into their lessons

Input: 360 degree videos, a short video about virtual reality and immersive learning**Process:**

- Get them into groups.
- Show them a paused picture of the video and provide a short questionnaire on the short video to be displayed. (Pre video questions- Annex 1)
- Display the video(Annex 2) and ask the teachers to fill in the questionnaire with the help of their peers.(While video questionnaire – Annex 3)
- Lead a discussion (Annex 4).
- Show a 360-degree video to the teachers.(Annex 5)
- Ask them to come up with two comments about 360 videos in general.(in groups)

Interaction pattern–

- Instructor– participants
- Pairs

Output: Introduced virtual reality and immersive learning through hands-on experience.

Participants got an opportunity to learn about incorporating technology into their lessons.

Annex 1

What would be the content of the video you are going to watch?

What kind of vocab items can be used in this video?

Do you think it is interesting? Why?

Annex 2

https://www.youtube.com/watch?v=GLAo_ali7uw – Introductory video

Annex 3

What makes virtual reality effective in teaching English language skills?

Which tests are they going to prepare for?

What are the benefits of using virtual reality?

Who are benefited by immersive learning according to the content of this video?

Annex 4

Is it possible in Sri Lankan context to use virtual reality for immersive learning?

How can we use it in our classrooms?

Annex 5

https://www.youtube.com/watch?v=bpU8Oczc_OA&t=37s

- Sample 360 video

Task 3 - Demonstrating the lessons

Time: 70 minutes

Goals: To engage in a lesson to understand the usage of virtual reality through immersive learning using a 360 degree video.

To give an opportunity for the participants to have an immersive learning experience

To give an understanding on the essential stages of a video lesson To give an understanding of how to teach grammar in context

Input: Check list

Clearly defined stages of a lesson based on a video

Process:

- Divide participants into groups.
- Checklist with observing criteria is provided. (Annex 1, Annex 2)
- Conduct the demonstration. (Annex 3)
- Lead a discussion analyzing the stages of the lesson and incorporating a 360 degree video to teach grammar lessons.

Interaction pattern-

- Instructor-participants
- Pairs
- groups

Output: Participants engaged in a lesson to understand the usage of virtual reality through immersive learning using 360 degree videos.

Participants discussed about their experience of immersive learning. Participants identified the essential stages of a video lesson.

Participants mentioned the defined stages of how to teach grammar in context using 360 videos.

Annex 1

You are going to observe a Demo Lesson now. Please mark the following checklist.

Checklist

The lesson arouses the curiosity of the students.

The students are engaged in the lesson actively through group activities.

There is a purpose to watch the video.

Learner autonomy is enhanced by the lesson.

Grammar structure is introduced to the students at the beginning of the lesson.

The content of the lesson is applied in real life communication within the lesson itself.

The grammar point is explained within context.

Students are asked to write complete sentences for the first activity onwards.

Instruction Checking Questions (ICQs) are used in the lesson.

Concept Checking Questions (CCQs) are used in the lesson.

Annex 2

Write down the stages of each lesson.

Pre video	While video	Post video

Annex 3

Lesson Plan

Pre video

Tr asks the question 'Where are we?' to get the answer 'in the classroom' Tr pauses the video and asks "Can you guess what this place is?"

'What are the things you can see in a classroom?

'What actions do you usually do in a classroom?

While Video (1st viewing)

Introduce grammar in context

Tr gets the students to watch the video and points out while asking the question

For eg: 'What is he doing? He is writing answers. What is she doing? She is talking." Repeat.

Tr asks the question and gets the students to repeat. Tr writes down the question on the board.

Underlines the verb.

When does this happen in the video? (right now). When we describe something that happens right now.

What am I doing?

(You are talking)

When do I talk? Now

Derive the structure

(When we describe things that happen now, we use am/ is/ are with -ing.)

During (2nd viewing)

Tr gives instructions to do the matching activity. Give enough time to read.

What are they doing? Choose the correct verb from the box given and complete the sentences. One has been done for you.

Eg:

The girl in the orange sweater is writing.

The boy at the front at the computer screen.

The boy with curly hair

The teacher.....

A girl..... a mask. She has a big water bottle in front of her desk.

Two girls wearing black dresses.....

Write, look, dance, show,

Students complete the answer sheet.

Teacher encourage peer correction before discussing the answers. Teacherr discusses the answers.

Post video

Tell your friend 3 things happening around the classroom. Lead a discussion.

Follow up

Show a picture of a classroom and get the students to write 3 sentences describing what's happening.

Task 4 – Adapting the 360 degree videos to teach English language skills in their classrooms

Time: 90 minutes

Goals: To adapt the learnt activities of immersive learning in Sri Lankan classrooms To give an opportunity for the participants to reflect on pros and cons of immersive learning and VR using 360 videos.

Input: Deciding on clear instructions and instruction checking questions.

Why should we use VR to teach English language skills?

What are the pros and cons of using VR to teach English?

Process:

- Participants are divided into groups to conduct lessons on given topics (prepositions, sequence markers, giving directions).
- In groups, they use 360 videos of their own choice or given, to plan a lesson.
- Ask the teachers to conduct their lessons using the videos.
- Lead a discussion after conducting the lessons to discuss about the relevance and adaptability of the videos.

: Interaction pattern-

- Instructor- participants
- Groups

Output: Teachers adapted the learnt activities of immersive learning in Sri Lankan classrooms.

Participants reflected on pros and cons of immersive learning and VR using 360 videos.

General English Grade 12–13

RESC Eheliyagoda



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Workshop for Advanced Level Students

Subject – General English

Objectives:

Make the participants aware of,

- the importance of General English as a subject in A/L
- the benefits that the students get in future after learning the General English syllabus.
- The importance of learning, to send emails, and face an interviews

Why English is so important?

- English is a global, link, business, and second language.
- Learning English can help you to meet people.
- English is the language of the media industry.
- Many scientific papers are written in English.
- English is the language of the internet.
- English gives you access to multiple cultures and study all over the world.

General English Grade 12/13

- General English is an important and compulsory subject in the Advanced Level.
- Aim of the subject is to encourage students to develop their English as much as possible before leave the school.
- Advanced level General English is the last opportunity for the majority of our children.

About the Text Book

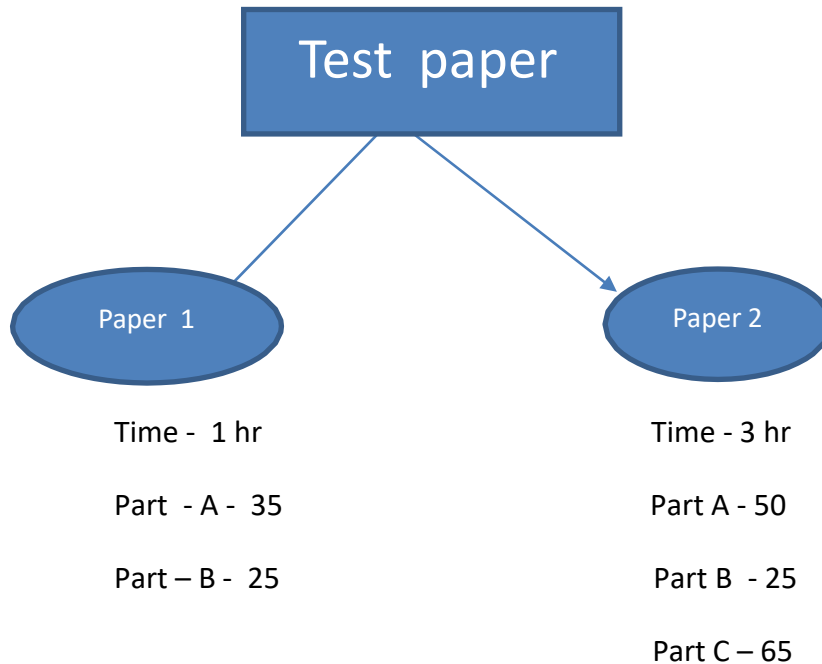
Number of Units –8

Contents

1. Sri Lankan Achievers.
2. Living in Harmony.
3. Relationships.
4. English as a local and global language.
5. Crime and social responsibility.
6. The cyber world.
7. Continuing Education.
8. Employment
9. Listening activities.

Language Input

- Integrate the skills of speaking, reading, writing and listening.
- The listening text can be downloaded at <http://www.edupub.gov.lk>



Task 1

How to face an interview

At the end of the lesson students will be able to :

At the end of lesson students will be able to...

- Understand the meaning of a job interview.
- Understand the objective of a job interview.
- Understand how to face an interview confidently.

What is an interview?

- An interview is a formal meeting at which someone is asked questions in order to find out if they are suitable for a job or a course to study.
- A meeting in which someone asks you questions to see if you are suitable for a job or course.

Types of Interview

- Telephone interview
- Video interview
- Panel interview
- Group interview
- Individual interview (face to face)

Word – Interview

- Interview - Noun
- Interview - Verb (infinitive)
- Interview - Simple present (3 rd person singular)
- Interviewing - Present simple
- Interviewed – Past tense
- Interviewee - “ A person who answer questions during an interview .”
- Interviewer - “ A person who asks the questions during the interview ”

The most powerful words and phrases to use during your interview.

Interested , energized, motivated, priority, detail, oriented, coordinate, effective, efficient, met the deadline, on time, practical, prepare, provide, recognize, results, oriented, team player, leadership, initiative, negotiated, plan, resolve....

Body Language

Do' s and Don'ts in the interview.

Do

- | | |
|------------------------|------------------------|
| • Sit up straight | • Maintain eye contact |
| • Be courteous | • Bring extra CV |
| • A firm handshake | • Pay attention |
| • Listen well | • Be polite |
| • Show your enthusiasm | • Smile |
| • Say “Thank you” | • Set up time |

Don't

- Rub or touch your nose .
- Sit with you armed folded across your chest.
- A loose handshake.
- Offer unnecessary details.
- Ask simple questions.
- Use negative language.

How should you answer?

- Listen carefully, seek clarification.
- Illustrate answer with real answer real example and evidence.
- Be positive.
- Take time to respond.
- Speak clearly, smile, and show enthusiasm.
- Use the STAR approach in the interview.
(Situation, Task, Action, Result)

Preparation for the Interview.

- Dressing appropriately is important because the first judgement an interview makes is going to be based on how look and what you are wearing.
- What to bring to a job interview.
- Bring extra copies of your resume along with list of reference to offer the interview.
- When you get to a job interview:
- It is important to arrive a few minutes early or on time at least to a job interview.
- How to greet the interview.
- When you arrive at a job interview greet your interviewer with a firm handshake and introduce yourself.
- The best way to respond to interview question.:
- When you respond to interview questions listen carefully to the question. Take time to phrase your responses.
- Follow up with a "Thank you" note
- Taking time to say "thank you" not only show that you appreciate the interview.

Qualities seek by Employers

- Good all-round intelligence.
- Enthusiasm commitment and motivation.
- Good communication skills.
- Team works ability.
- Ability to solve problems.
- Capacity to work hard.
- Balanced personality.

Competencies required by companies.

- Team work
- Reliability
- Adaptability
- Open exchange of information.
- Make difficult decisions

What creates a bad impression?

- Poor personal appearance.
- Negative attitudes.
- Lack of interest and enthusiasm.
- Lack of preparation
- Poor knowledge of role
- Failure to give concrete examples of skills.
- Over emphasis on money/ rewards.
- Lack of career plan.

Focus subject content : Writing emails

Make the participants aware of :

- The importance of sending emails.
- The difference between formal and informal emails.

What is an Email ?

- E mail is a short for electronic mail.
- Email is a way to send and receive messages across the internet.
- Email has replaced the letter that we write on paper with a pen.

Advantages of an email.

- Fast, simple and easy.
- Effective and cheap.
- Easy email management privacy.
- Communicate with multiple people.
- Accessible anywhere at any time.
- The sender and the receiver don't have to be working at the same time.
- Easy to keep records.
- Secure and reliable.

Types of email

- Formal
- Informal

Characteristics of formal and informal email

Formal	Informal
<ul style="list-style-type: none"> • Formal emails are written for business and professional purposes with a formal tone. 	<ul style="list-style-type: none"> • Informal emails are e mails used for personal communication.
<ul style="list-style-type: none"> • Have a specific and prescribed format. 	<ul style="list-style-type: none"> • Do not have prescribed format or structure.
<ul style="list-style-type: none"> • Start with formal salutation like "Dear sir /Madam. 	<ul style="list-style-type: none"> • Start with informal salutation like "Hi " or "Hey".
<ul style="list-style-type: none"> • Send to unknown people or people in higher ranks. 	<ul style="list-style-type: none"> • Send to friends or family members.
<ul style="list-style-type: none"> • Formal and polite language 	<ul style="list-style-type: none"> • Simple and casual language.
<ul style="list-style-type: none"> • Tend to have long and complex sentences. 	<ul style="list-style-type: none"> • Tend to have short and simple sentences.

Layout and Punctuation Formal

- Dear Mr.Peter
- I m writing to thank you for all your help.
- I look forward to seeing you next week.
- With best wishes.
- Yours truly
- With best regards
- Your sincerely
- Best wishes
- Yours faithfully

Informal

- Hi, Tailor.
- Many thanks for your help.
- See you next week.
- Cheer.
- Regards
- Rgds
- Hi, again
- Bye for now
- See you soon

Initialism

- We read each letter in initialism.
- USA/BBC/NIBM/USA.
- Acronyms on the other hand read as one word.
- Ex. UNICEF
- AIDS
- PIN

Informal languages in email

- ? - What
- 3 - Heart
- 2 - day Today
- 4 - U For you
- B/C - Because
- B 4 - Before
- BTW - By the way
- Sum 1 - Some one
- TYL - Talk to you later
- U - You
- XOXO – Hugs and kisses
- Y ? - Why?
- YOLO - You only live once.
- :- O - surprise
- B-) - Cool
- CU - See you
- Gr8 - Great
- LOL - Laughing out loud
- NP - No problem
- PLZ - Please
- RLY - Really
- THNX - Thanks you

- SRSLY – Seriously
- Sum1 - Someone
- THNX - Thanks you
- TTYL - Talk to you later CU - see you
- EZ - Easy
- Gr8 - Great
- ROFL - Rolling on the floor laughing.
- FTW- For the win
- H8 -Hate
- IMHO -In my humble opinion.
- JK –Just kidding.
- L8K - Later
- LOL - Laughing out loud
- NP - No Problem
- OMG - Oh my Gosh
- PLZ - Please
- RLY? - Really

Do „s and Don“ts

Email etiquette

Do

- Do include a heading in the subject line.
- Do make subject line meaningful.
- Do personalize the message to the recipient.
- Do look at your email address and determine how it represents you .
- Do include your name or a signature with additional details and contact information.

Don“ts

- Don“t forget to check for spelling and grammar.
- Don“t forward email without permission.
- Don“t reply to all

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