



Mentoring in Thought and Action

Tools for Improving English Language Learning
in Yemeni Secondary Schools

MASTER TRAINERS' MANUAL

Activities and Resources for
Participants



A Project of the Ministry of Education of
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Introduction

In its efforts to improve the overall quality of education in Yemen, the Ministry of Education has prioritized the need for a shift in classroom practices from outdated, teacher-centered pedagogies to more progressive, learning-centered methodologies. Through their professional guidance and advice to trainers, prospective mentors and teachers, the two manuals that comprise the *Mentoring in Thought and Action* training program are fundamental tools in service to this priority.

Mentoring Thought and Action consists of two sets of training activities intended to strengthen the capacity of secondary level English language teachers in Yemen to deliver high quality, relevant language lessons to their students. Ultimately, the goal is to build students' English language competencies in ways that prepare them for the economic, social and technological challenges of today's world.

The first set of activities contained in the *Master Trainer's Manual* is designed to orient a core group of trainers engaged by the Ministry of Education to provide effective and sustainable in-service professional development experiences to English language teachers and inspectors throughout Yemen. Following the cascade model, the Master Trainers use the second set of materials, the *English Language Inspector's and Teacher's Manual* as a script and guide for training workshops organized at governorate, district or school level.

Topics

The topics in both manuals were selected in response the training needs identified through a process involving interviews of educational leaders, English language teachers, and trainers, including through a two-day Training Needs Assessment Workshop held in Sana'a on 16-17 November 2013. The identified needs fall into three main categories, around which the modules in both manuals are organized:

1. Mentoring in theory and practice
2. Building teacher capacities in learner-centered EL methodologies
3. Developing media and other resources for enhancing language learning

The modules that make up the *Master Trainers' Manual* are designed to be used in sequence as a whole in support of a 50-hour continuous training event at a central location. Alternatively, one or more self-contained modules may be selected as a refresher course or in response to particular needs, to be implemented at agreed intervals. Each module is designed to take approximately three hours of training time.

The approach to training of trainers follows an interactive, experiential methodology that assigns the bulk of each session to 'trainee-centered' learning. Each unit begins with a brief introduction, a list of topics and key terms that appear throughout the readings and activities contained in the three modules. The opening page of each module lists the learning objectives and critical issues to be considered, together with a preview discussion to help focus trainees' attention and draw out the relevant background knowledge and experience they bring.

Internal structure of a module

1. Opening page and preview
2. Background reading
3. Activities
4. Application and assessment

Following the opening page, the 'heart' of each module is presented in the form of a background reading followed by a varied set of activities. Each activity models the type of interactive training that the master trainers are being prepared to deliver. Each module concludes with a formative assessment activity intended to allow participants a quiet moment to reflect on their learning in writing. The assessment questions offer practice in self-reflection on learning and develop metacognitive skills. Their responses also serve to inform the facilitator on points that may need further explanation or continued discussion.

Micro-training activities

The micro-training activities at the end of each unit provide additional opportunities for trainers to hone their training and facilitation skills.

It is our sincere hope that this manual will make a significant contribution toward raising the quality of English language learning in Yemeni secondary schools. By engaging trainers in a process that instills a 'mentoring frame of mind', we believe that the practice of mentoring can enhance learning at all levels of the system. In the area of English language teaching and learning, outcomes of mentoring can enrich the learning environment and more effectively engage students in ways that enable them to fulfill their dreams.

The Spectacle Learning Media Team



Unit 1: Mentoring as a Tool for Creating and Sustaining Learning Communities



“One hand does not clap.”

يد واحدة متصفقش

–Yemeni Proverb

The modules in this unit are intended to provide trainers with the background knowledge and skills necessary to facilitate their trainees’ understanding and practice of mentoring in Yemeni schools.

Module 1: Theory and practice of mentoring

Module 2: Mentoring roles and relationships

Module 3: Developing effective mentoring skills

Micro-Training: Observe and Give Constructive Feedback

1.1 Theory and Practice of Mentoring

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Define mentoring as a basic concept and name its benefits.
- ✓ Give examples of mentoring from Yemeni history and culture.
- ✓ Explain how the practice of mentoring is applied in different fields and contexts.

Critical Issues

- What kinds of resistance might you encounter in introducing the idea of mentoring to schools and communities in Yemen?
- What if your trainees do not have the necessary skills or personality to be a good mentor?

Preview

Discuss with a partner:  

- What do you already know about mentoring in general?
- What experience do you have as a mentor or mentee?
- What are some of the characteristics of a good mentor?

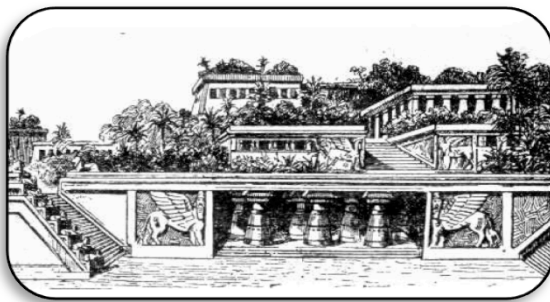
Complete this sentence:

A mentor is a person who _____

Background Reading

A Brief History of Mentoring

Mentoring is as old as human civilization. Thousands of years before the development of **formal education** systems, mentoring was practiced within families and communities to guide young people as they learned practical survival skills and social values as well as more complex arts and sciences. Mentoring can be broadly defined as the transfer of knowledge, skills and values from an older, more experienced person to a younger, less experienced one.



The earliest reference to mentoring in recorded history can be found in the legal code of Hammurabi of Babylon. This ancient set of laws was written around 3800 years ago. The code required artisans to teach their craft to younger students, or **apprentices**.

The origin of the term 'mentor' in English can be traced to a character in *The Odyssey*, an ancient Greek literary epic composed by the blind poet, Homer. In this famous story, the hero Odysseus is forced to go on a ten-year sea voyage, leaving his young son behind in the care of his trusted friend, Mentor. When Odysseus returns, he finds that his son has grown both intellectually and emotionally from youth to adulthood under the advice and wise counsel of Mentor.



Little is known about the variety of mentoring relationships and how they were carried out in ancient times, but we do know that the practice of mentoring has continued throughout the centuries up until the present day. Mentoring is commonly practiced in industry, business, medicine and law as well as in education. However, the general practice of mentoring is applied in different ways and called by different names. For example, a newly qualified medical doctor is required to serve an **internship** under a senior physician before receiving a license to practice unsupervised in most countries. A **coach** helps athletes reach their highest level of performance.

The idea of training educators to apply specific methods of mentoring designed to help create more **inclusive, learner-centered** classrooms is relatively new. In fact, the general concept of mentoring can have a positive effect on an education system by building trust, respect and the idea of using **constructive feedback** to improve the quality of teaching and learning.

In seeking a general definition, we can say that mentoring *in thought* means understanding what a mentor must know. Mentoring *in action* means having the skills to help other people grow intellectually, emotionally and spiritually. Mentoring relationships happen spontaneously when, for example, a new teacher or employee seeks advice from a more experienced colleague. In a more structured relationship, a mentor is assigned to a less experienced teacher to help them overcome problems and reach their full potential.

Activities

A. What's the difference?



Steps:

1. Based on what you now know, match the terms on the left to their definitions on the right.

- | | |
|---------------|---|
| A. mentor | _____ one who is appointed to evaluate something so it can be improved |
| B. employee | _____ a person who works for another person, business or organization. |
| C. intern | _____ a person who helps athletes achieve their top performance |
| D. coach | _____ a more experienced person who helps a younger person develop intellectually and emotionally |
| E. colleague | _____ a young person who is newly qualified in a profession such as law or medicine |
| F. inspector | _____ young person who is learning by gaining experience in a craft or trade |
| G. apprentice | _____ one who is employed to facilitate learning, usually in a school system |
| H. teacher | _____ another person who is working within the same establishment or system |



2. Most people play many different roles during their lifetimes. From the list above, choose at least three of the roles you have played or are now playing. Explain the differences in the roles as you perceive them.

B. Brainstorm

Materials: Flip charts

Steps:

1. Reflect on your own experience as a **mentor** or **mentee** within your family, community, or school.
2. Tell your story to the group.
3. As a group, brainstorm a list of the characteristics of a good mentor.
4. Make a separate list of the benefits mentoring offers to individuals, families and communities. Share your lists with the whole group.

CHARACTERISTICS	BENEFITS
-kindness	-provides a positive and caring role model

C. Scan for details

Steps:



1. Scan the reading passage on the next page for the following information:



Date of Ibn Sina's birth: _____

The present name of the place where he was born: _____

His mentor's occupation _____

Ibn Sina's most famous works: _____

and _____

The areas of the world where these works were used as standard medical texts: _____

and _____

Ibn Sina was born around 370 **AH** in an area of Persia which is now part of Uzbekistan. He was a brilliant student, having learned 'everything there was to learn' by the age of 14. However, a few years later, he was mentored by a wandering scholar who made his living by healing the sick. Inspired by this experience, he turned his talents to the study of medicine and wrote his most famous works, *The Book of Healing* and *The Canon of Medicine*. These writings were preserved and became standard medical texts at universities throughout the Islamic world and in Europe for the next 1000 years.

2. Discuss these questions with your partner:
 - *Why were the works of Ibn Sina so important to modern medicine?*
 - *What was the role of Ibn Sina's mentor in the writing of these influential works?*
 - *What does this example tell us about the practice of mentoring?*
 - *What other examples from history do you know? Identify some everyday examples of mentoring in Yemeni society.*
3. Share your examples with the whole group.
4. Discuss the scanning technique as a method for teaching students to pay attention to details. When should teachers use it?

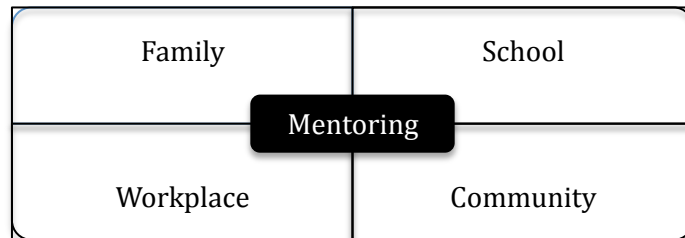
D. Who is a mentor?

Steps:

1. These sentences were composed by a famous person who has benefited from mentoring. Take a few moments to read these sentences aloud (each member of the group reads one sentence in turn).
 - *A mentor is someone who allows you to see the hope inside yourself.*
 - *A mentor is someone who allows you to see the higher part of yourself when sometimes it becomes hidden to your own view.*
 - *A mentor is someone who allows you to know that no matter how dark the night, in the morning joy will come.*
 - *I don't think anybody makes it in the world without some form of mentorship*
 - *And we are all mentors to people, even when we don't know it.*
—Oprah Winfrey, popular television producer and talk show host
2. As a group, make a list of examples that show how people in different roles may act as mentors at different times in a person's life.

Example: A mother acts as a mentor when her child is crying and needs help solving a problem.

3. Now organize your examples using the framework below.



4. Choose one of the four categories in which you have some experience as a mentor or mentee. Walk to a corner of the room where the name of your category is posted.
5. With your colleagues in the same corner, agree on what a good mentor must know (left side) and what a mentor must have the skills to do (right side) in your chosen context.

MENTORING IN THOUGHT	MENTORING IN ACTION

6. Choose someone in your corner to report your conclusions to the whole group.

Application and Assessment

1. In one sentence, explain what you understand to be the most important benefit of mentoring.
2. State what you still do not fully understand about mentoring or what more you would like to know.

1.2 Mentoring Roles and Relationships

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Explain how mentoring can benefit teachers, learners, schools and communities.
- ✓ Describe the main stages of a typical mentoring process.
- ✓ Distinguish between mentoring and evaluation of teachers.

Critical Issues

- How can the practice of mentoring be formalized in the Yemeni school system?
- How can the introduction of mentoring into schools help students become more engaged, active learners?

Preview

Discuss with a partner:



- What were some of the problems you faced as a learner and later as a beginning teacher?
- How did you cope with these problems? Did anyone help you? How?
- What do you consider to be the main problems facing English teachers in your school or district?

Do you agree or disagree with the following statement? Explain why or why not. If you disagree, change the sentence into one you can agree with.

"All new English teachers in Yemeni secondary schools should be assigned experienced, well-trained and experienced mentors."

Background Reading

Mona's Story



Mona is a young English teacher is at a secondary school in Hodeida. She received her Bachelor of Science degree in chemistry from Sana'a University and has a good command of the English language. She did not take any **pre-service** education courses at the University because she never really expected to become a teacher. But she needed a job and the school needed an English teacher. On the first day, the assistant principal handed her the *English Course for Yemen* and instructed her to 'teach the book.' The principal also told Mona that a central inspector from the district office would be coming in a few weeks to make sure she was keeping up with the teaching schedule.

Mona did her best to manage a very large class of unruly boys with mixed abilities in English. Most of them did not seem to have any interest in learning English or any respect for their teacher. Every day in the classroom seems to get worse. She tried to plan her lessons well, but most of the class time was spent trying to settle the boys down so they would listen to her explanation of the grammar rules. She dreaded the day of the inspector's visit.

One day, while talking about her problems with Bilqis, an older and more experienced colleague, Mona discovered something new. To Mona's surprise, Bilqis took a keen interest in her problems and listened patiently without interrupting for a long time.

Bilqis asked Mona in a friendly way what **methods** she was using to in the class to 'teach the book'. In fact, Mona did not think there was anything wrong with her way of teaching. After all, they were the same methods her own teachers had used when she was a student some 20 years before. Yes, she had excelled in English and had done well on the exams because she had been a motivated, self-disciplined student. However, when she got to the university she found that her English was not good

enough to understand the lectures and science books that relied on English. She had to take additional classes at a private institute to learn how to communicate well enough to **cope** at the university.

As Mona continued to reflect on her experience as a language learner and teacher, Bilqis continued to listen quietly.

"What's wrong with these students?" Mona complained. "Only a few of them are learning anything. I'm ready to give up."

"I felt that way in the beginning, too," replied Bilqis. "But then, one of the **supervisors** offered to help. In time, he became my mentor and gave me a lot of new ideas. If you like, why don't you come and sit in on one of my classes — maybe you can pick up some new ideas."

"That's a good idea," Mona acknowledged. "What about coming to observe one of my classes as well? Maybe you can tell me what I'm doing wrong."

"Maybe," smiled Bilqis, "but let's start with what you are doing right."

Activities

A. Spread the news



Steps:

1. One member of the group tells about a mentoring experience he or she has had as a learner, a teacher or an inspector in TWO MINUTES or less.
2. Participants listen carefully without interrupting. When the speaker has finished, other members of the group may ask for clarification.
3. Repeat Step 3 to allow each member the group to tell her story in turn.
4. Individual group members then respond to each other's stories (NOT ADDING THEIR OWN!). Use the following questions as a guide.
 - What significance did the teller's story have for you?
 - What connections can you make between two or more of the stories you have heard?
5. As a group, what has the experience of listening to each of the stories helped you understand about the role of a mentor?

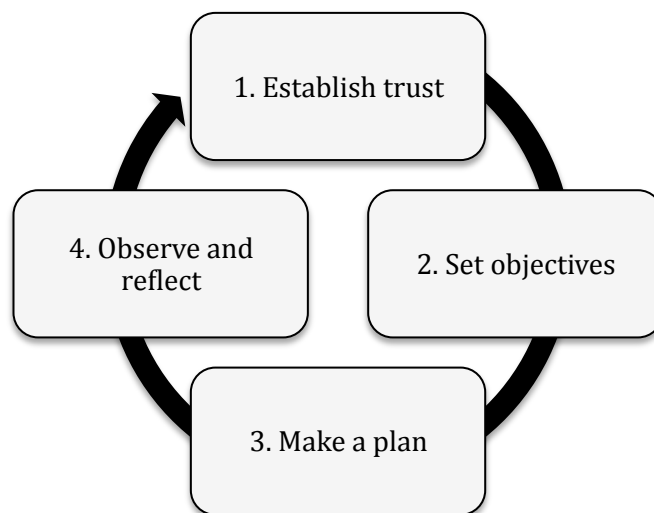
B. Introduce mentoring as a process 🌸 🌸

Think about how you would introduce the process of mentoring to your trainees. Use a cycle diagram such as the one below to help explain the main steps in a typical mentoring process.

Steps:

1. Why is each step important to the success of the mentoring process? With your partner, write a sentence that explains the purpose of each stage of the relationship.

It is important to establish trust because _____



2. Discuss with your partner the difference between **mentoring** and **evaluating** a teacher. Write a definition of both words as they apply to teaching and learning.

Mentoring is _____

Evaluating is _____

3. Present your definitions to the whole group and give an example of each term. Explain why you think both are important as ways of improving EL teaching and learning in Yemeni schools.

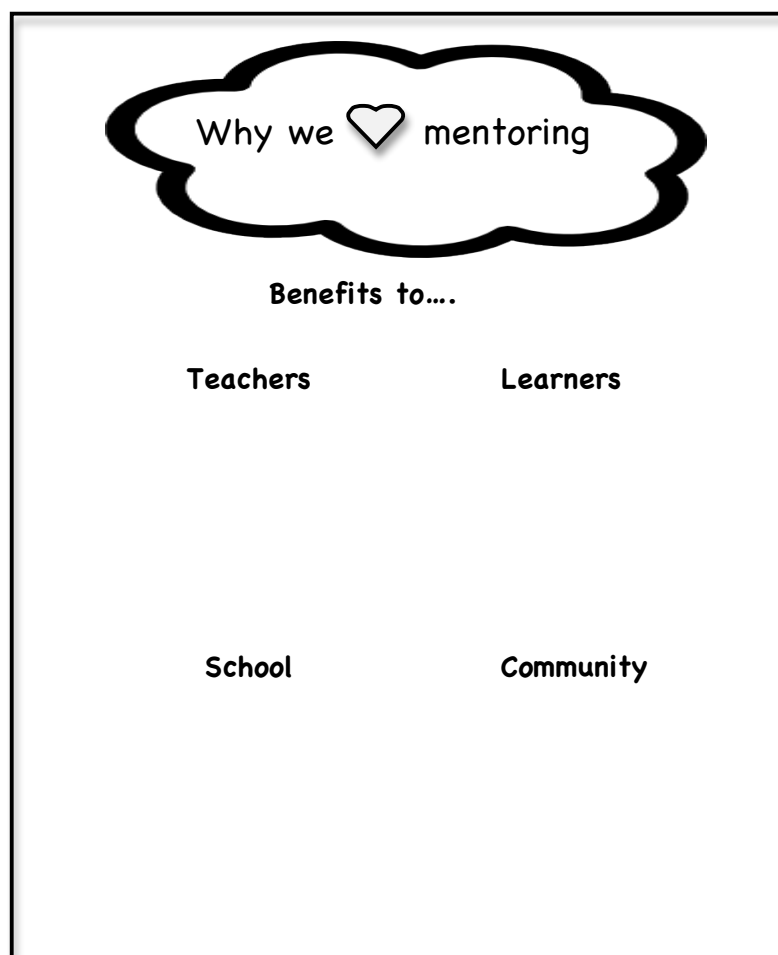


C. Design a poster

Materials: flip charts or poster board, markers

Steps:

1. Work with your group to design a poster that communicates the benefits of mentoring. For example, you can use an inspirational quotation, picture or famous saying that expresses a thought about mentoring. Then divide your poster into four sections. In each part, briefly state the benefits to (1) beginning teachers, (2) the school as a whole (3) learners and (4) parents and communities.



2. Discuss: In addition to experienced teachers and inspectors, what other members of a **learning community** can make use of mentoring in thought and action? Give examples of each of the following:

- Principal or head teacher mentors a junior teacher
- Teacher mentors a student
- Parent mentors a son or daughter
- Older brother or sister mentors a younger one

Application and Assessment

Work with a partner from your peer group (master trainer, inspector, teacher). Write at least two suggestions for incorporating mentoring into your current role.

1.3 Developing Effective Mentoring Skills

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Identify areas of knowledge and skills needed by mentors.
- ✓ Reflect on your own skills for developing mentoring relationships.
- ✓ Deliver a brief, engaging presentation that illustrates the phases that mentoring relationships pass through as they develop.

Critical Issues

- Given the wide diversity in human personalities and teaching styles, how can mentors help teachers reach their full potential?
- One of the goals of mentoring processes is to encourage independent teacher development. How can we be sure that these processes do not produce continued dependencies?

Preview

Discuss with a partner:



- What do you think the term, '**constructive feedback**' means? How is it different from other kinds of feedback?
- Why is it important for prospective mentors to have significant experience before engaging in mentor-mentee relationships?
- How would you describe the relationship between mentor and mentee in a long-term mentoring process?
- How does the role of the mentor change as the partners proceed through the process over time?

Background Reading

Phases of Mentoring Relationships

All relationships have different **phases**. The relationship between mentor and mentee is frequently described as one of growth of a partnership which develops over time. There is no set period for moving from one phase to the next, as each relationship is different. However, such growth generally progresses through four distinct phases:

1. The early phase: Mentors take primary responsibility for leadership, but the focus is on building trust. They provide mentees with information and skill building as needed. They may invite mentees to their own classes to model certain **methodologies** or classroom management techniques. It is important during this early phase to help mentees to set priorities for their own growth and establish their goals and objectives for the partnership.
2. The middle phase: With the help of the mentor, the mentee becomes more confident as the partnership grows. The mentor listens and observes, continuing to offer help but encourages the mentee to take more responsibility for his or her own development.
3. The later phase: The mentor-mentee relationship becomes even stronger, as the partners share ideas, reflect on improvements and make decisions together. The mentor supports and helps by prioritizing areas to focus on, but allows the mentee to take the lead whenever possible.
4. The final phase: During this phase, the mentor encourages the mentee to reflect, analyze and appraise progress against the goals set at the beginning of the relationship. At the same time, the mentor begins to withdraw, encouraging the mentee to become an independent, reflective learner ready to pursue longer term growth and meet new, unexpected challenges.

At various points in the relationship, the mentor will provide **constructive feedback** based on classroom observations. It is important to remember that the purpose of this type of feedback is to improve the mentee's teaching, and not to evaluate the teacher's performance. This is especially important to remember in the case of Yemeni secondary school teachers, many of whom have not received adequate pre-service training and have not had access to in-service **teacher professional development (TPD)**.

A good mentor helps a teacher improve by listening, observing, and offering advice in a friendly, **nonjudgmental** way. Inspectors and supervisors should also consider how to incorporate a mentoring role into their school visits, especially in schools where teachers have not had regular access to trained mentors.

Activities

A. Act it out



Steps:

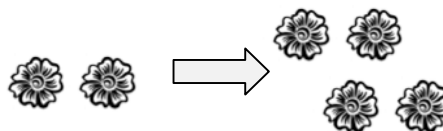
1. Decide on a group leader, who will direct the activity and report to the whole group.
2. Choose two group members to prepare and role-play the first meeting between mentor and mentee. Act out the roles described below.

Mentor: You are an experienced English teacher or supervisor who has been officially appointed to mentor less experienced English teachers at the school.

Mentee: You are a new, inexperienced English teacher. You are having a very difficult time with your class and with the principal. You are very nervous about meeting with the mentor and afraid of losing your job.

3. Remaining group members: carefully observe the interaction between the mentor and mentee.
4. As a group, reflect on the mentor's communication and trust-building skills. Did the mentor successfully begin a good mentoring relationship?
5. Another pair of group members act out a similar scenario and repeat the group reflection.
6. Group leaders: describe a scenario acted out in your group and summarize the main points of the reflection.

B. Assess training needs



Steps:

1. What do your trainees need to know and be able to do in order to become effective mentors for Yemeni teachers? With the mentoring in both thought and action in mind, review the lists in the chart (next page).
2. Check the three items on each list that you think are *most* important.
3. Discuss your choices with your partner. Then add at least two ideas of your own to each list.

KNOWLEDGE	SKILLS
<p>Understanding of...</p> <p>___ general concept of mentoring</p> <p>___ why and how mentoring is practiced in education</p> <p>___ how teacher mentoring is practiced in other countries</p> <p>___ the main stages in a typical teacher mentoring process</p> <p>___ how to monitor and evaluate teacher mentoring programs</p> <p>___ how to manage large and mixed ability classes.</p> <p>___ theory and practice of learner-centered education</p> <p>___ the communicative approach to language teaching</p> <p>___ current EL teaching and learning methods</p> <p>___ a variety of models for professional development</p> <p>___ different methods for assessing learning</p> <p>___ (your idea)</p> <p>___ (your idea)</p>	<p>Ability to...</p> <p>___ communicate in a friendly and supportive manner</p> <p>___ listen</p> <p>___ observe</p> <p>___ give constructive feedback</p> <p>___ build confidence</p> <p>___ manage personal stress</p> <p>___ identify realistic goals</p> <p>___ develop good lesson plans</p> <p>___ write clear performance objectives</p> <p>___ work collaboratively to develop an action plan</p> <p>___ create and use engaging media using local resources and materials.</p> <p>___ communicate in English fluently</p> <p>___ model effective EL teaching methods</p> <p>___ model effective strategies for classroom management</p> <p>___ (your idea)</p> <p>___ (your idea)</p>



4. Get together with another pair. In your group of four, decide what the top training **priorities** for mentors should be (the top five areas of knowledge and skills). Present your list to the whole group.



C. Diagram it

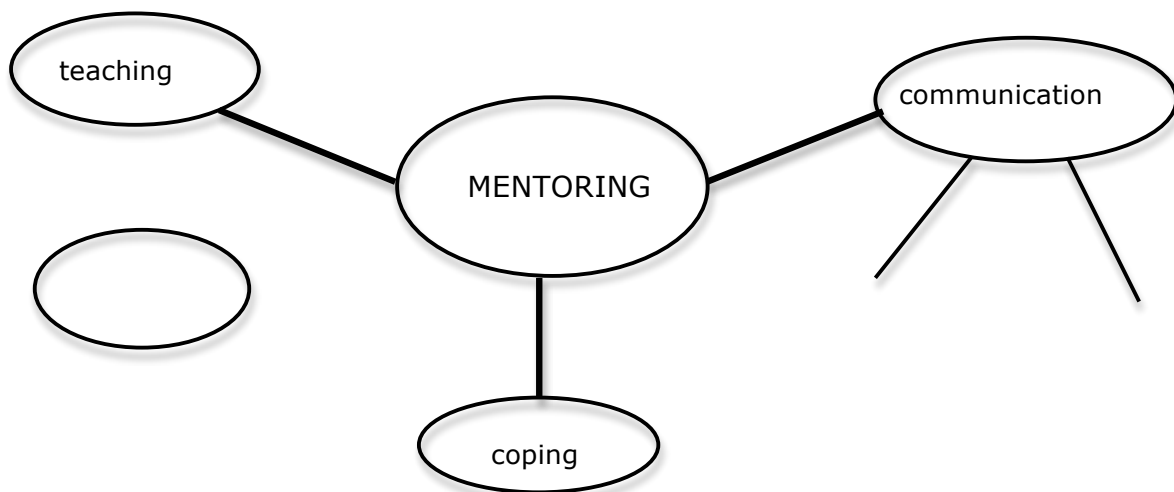
Materials: flip charts, markers

Mentoring skills can be classified in many ways. For example, they can be grouped as teaching (pedagogical) skills, communication skills and coping skills.

Steps:

1. Chose a group spokesperson.
2. From the list in Activity B (Assess training needs, above), complete the web diagram below. You will need to draw new circles and lines.

What skills does a mentor need?



3. Present your group's diagram. Try to give an interesting example of each type of skill.

Application and Assessment

1. Reflect on your own skills for mentoring less experienced teachers. What do you feel are your strengths? What are the areas in which you have room for improvement?
2. Identify the most important point you have learned in this module and explain how you will use this knowledge in your training sessions.



Unit 1 Micro-Training Activity

Observe and Give Constructive Feedback

Materials: flip charts, markers, cards (for name tags)

Equipment: video camera and tripod (if available), projector or playback monitor

Steps:

1. Break into three groups: A, B and C. Use name tags to identify your role throughout the whole activity.

Group A: FACILITATORS (six facilitators and one group leader)

*Your task is to **plan and facilitate an activity** that introduces the concept of mentoring to group of less experienced trainees.*

Group B: OBSERVERS (six observers and one group leader. Two facilitators will be assigned to each team of facilitators)

*Your task is to **observe the activity** as it is carried out and give the facilitators constructive feedback.*

Group C: TRAINEES (six or more trainees and one group leader)

*You are a group of **teacher trainers** who will be charged with the task of introducing the practice of mentoring into the Yemeni school system at district or local level.*

2. Prepare. Follow the instructions only for your group.
 - A. FACILITATORS: In teams of two, prepare to facilitate a training activity about mentoring. Each team should design its own, separate activity. LEADER: Your task is to make sure that the teams follow the instructions and give them support as needed.
 - 1st. Within the general theme of mentoring, decide on a topic that you would like to focus on.
 - 2nd. Write *one* objective (what you would like the trainees to know or be able to do at the end of the activity)
 - 3rd. Make a plan. Write clear, step-by-step instructions that describe how you will introduce the activity, how you will carry it out, and how you will conclude.
 - 4th. Prepare any materials you will need to facilitate the activity.
 - B. OBSERVERS: As a group, prepare to observe a training activity about mentoring. LEADER: Your task is to make sure that the observers follow instructions and give them support as needed.
 - 1st. What makes a good training activity? Make a list of the things you will be watching for.
 - 2nd. Design a simple **observation form** that will help you make notes on your observations. Remember that your purpose is to give constructive feedback, not to evaluate.

- C. TRAINEES: Think about the challenges that you will face in introducing and sustaining the theory and practice of mentoring among teachers, inspectors, communities, and administrators.
LEADER: Moderate the discussion and make a list of the challenges using a flip chart.

3. Follow these instructions for your group.

TRAINEES (T) form a circle or sit at a large table in the center of the room.

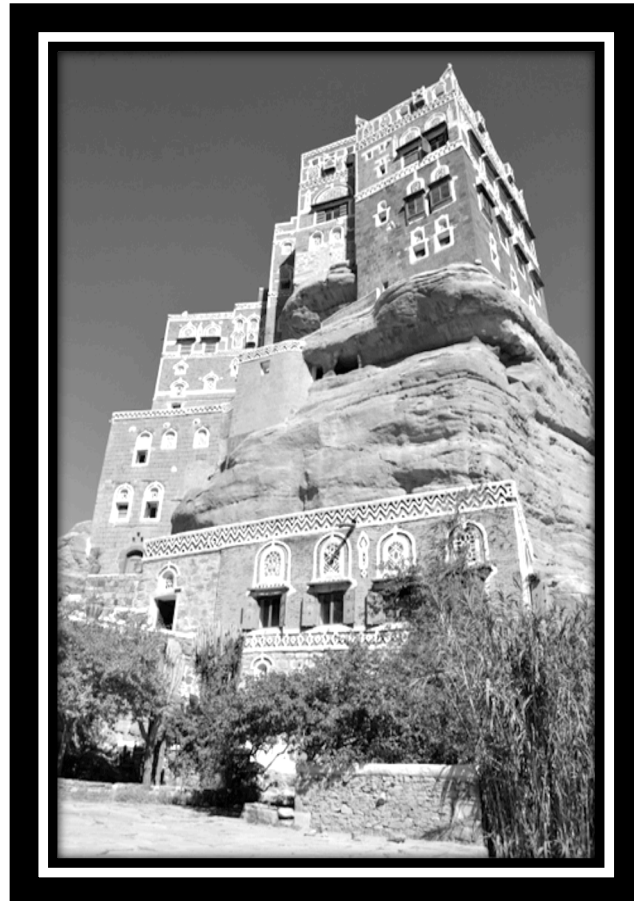
FACILITATORS (F): In teams of two, join the trainees at the table or circle. Other teams, await your turn in a corner of the room. Introduce yourselves and facilitate your activity (moving around or re-arranging the group as necessary). Each activity should be limited to a maximum of 10 minutes.

OBSERVERS (O): Decide in advance which team of facilitators you will observe. Sit or stand outside the circle or table at a short distance. Take notes on what you observe.

GROUP LEADERS: During the facilitation sessions, your role will change to MENTOR (M). Your task as mentors is to observe the whole process in detail and offer constructive feedback to both facilitators and observers. Try not to draw attention to yourself. Use a **camcorder** or **smartphone** (if available) to record the sessions from a distance.

4. Immediately following the end of the training sessions, invite each team of Facilitators to reflect on their session. Explain how you both felt about the activity. Did you reach your objective? What could have gone better? How?
5. Each team of FACILITATORS, read your self-reflection aloud to the whole group.
6. OBSERVERS comment on the self reflections of the facilitators. Using your notes, what can you add to what they have already said? What constructive feedback can you offer to each team that will help improve their next activity.
7. TRAINEES add any comments on the training sessions you may have from your perspective.
8. MENTORS show parts of the video or recall the training sessions in detail (one per team). What did you observe in each session? Comment on both the performance of each facilitation team *and* the advice given by the mentors. Did they follow the principles of good mentoring? Did they offer useful feedback in a friendly, nonthreatening way? Conclude the session by reflecting as a whole group on what you have learned about mentoring from this micro-training experience.

Unit 2: Planning Professional Development for Teachers and Inspectors in Yemen



“Satisfy your child and educate him well.”

اشبع ولدك وأحسن تربيته

—Yemeni proverb

The modules in this unit are intended to provide trainers with the background knowledge and skills necessary to plan professional development for teachers and inspectors in Yemen.

Module 1: Developing clear and actionable training objectives

Module 2: Adapting and customizing generic training models

Module 3: Strategies for monitoring, evaluating and sustaining impact

Micro-Training: *Organize a Focus Group*

2.1 Developing Clear and Actionable Training Objectives

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Explain the difference between an objective and a goal.
- ✓ Write clear, actionable training objectives.
- ✓ Describe how objectives, learning activities and assessment methods are related.

Critical Issues

- What should be the objectives of a training program for mentors in Yemen?
- How do we know if our professional development efforts have been successful?
- To what extent should trainees and students participate in developing training goals and objectives?

Preview

Discuss with a partner:



- Tell your partner about a long-term professional or personal goal that you have. Ask your partner for feedback on whether your goal is realistic and attainable.
- What are your objectives for participating in this Workshop? What will you do to make it a success?

Complete this sentence:

The purpose of a training objective is to _____

Background Reading

Why Do We Need Training Objectives?

Everyone benefits from having clearly defined **goals** and **objectives**. While goals are often vague and long term, objectives specify exactly what learners are expected to know and do at the end of a specific lesson or course. Professional trainers usually share statements of objectives or **outcomes** with their trainees so that they understand what they will know and be able to do at the end of a certain period of training. This may be a session, a module, or a whole workshop. Mentors work with their mentees during the early phases of their partnership to establish common objectives for duration of the mentoring relationship.

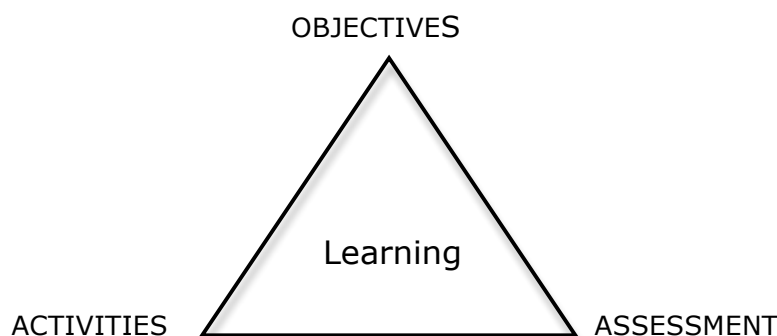
Training objectives are very useful because:

- They help both trainers and trainees, mentors and mentees, understand where they are going to end up;
- They guide the trainer or mentor in planning, facilitating and assessing the intended learning;
- They help the trainee or mentee focus and set priorities.

A clear and actionable learning or training objective is sometimes described as '**SMART**'. That is, an objective should be:

- S** = specific (says exactly what the trainee will be able to do)
- M** = measurable (the objective can be observed by the end of the training session, module or course)
- A** = attainable for the trainees under the existing conditions
- R** = relevant to the needs of the trainees and the goals of the organization or system
- T** = time-framed (achievable by the end of the session, module or course)

To help visualize the relationship between training objectives, activities and assessment, imagine a triangle. Sometimes this is called the 'magic triangle' because when its three corners are in agreement with each other, the magic of learning happens.



In other words, the training activities should lead to the objectives, and the assessment should measure how well these objectives have been achieved.

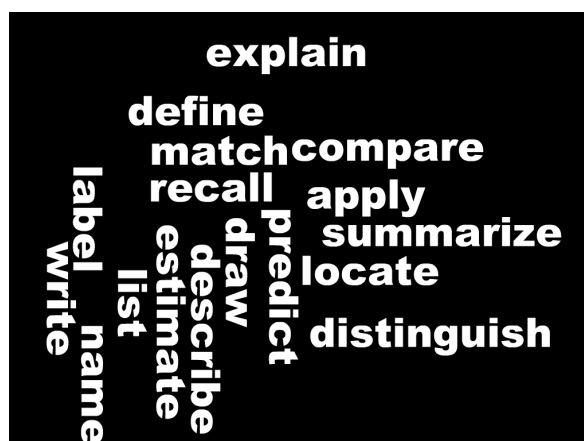
When you are writing learning objectives for a single training module or session, remember that each objective should support the overall goal of the course. Remember also that a learning objective should focus on a single skill or area of knowledge. A good learning objective begins with an **action verb** and states exactly what the trainees will be able to do or demonstrate what they know.

Activities

A. Action verb jumble



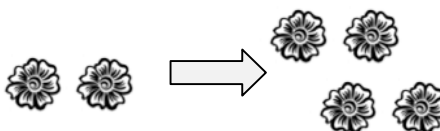
A good learning objective begins with an **action verb**. Imagine that you are planning a training workshop for teachers who want to become mentors. Choose three action verbs such as the ones in the 'word cloud' below. Write three learning objectives, each beginning with an action verb.



Explain the difference between mentoring and training.

B. Get 'SMART'

Materials: flip chart, markers
Steps:



1. Review your long term professional development goal with a partner.
2. With your partner, draft five training objectives that you both expect to achieve by the end of this Workshop. Begin your list like this:

By the end of the workshop, we will be able to.....

- Give and receive constructive feedback

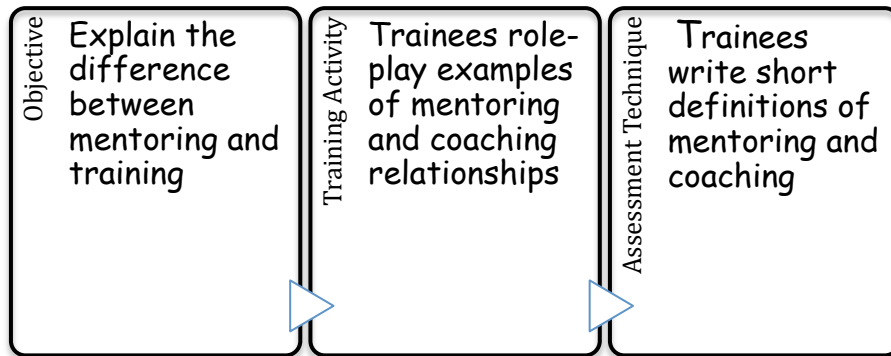
3. Share your list with another pair. Are all of the objectives on both lists 'SMART' (specific, measureable, attainable, relevant and time-framed)? Give constructive feedback to improve each objective. Use these questions as a guide:
 - Does the objective begin with an action verb?
 - Is the action specific and measurable?
 - Does it specify conditions under which the action can be demonstrated (NOTE: this is not always necessary)
 - Is the objective attainable within the time frame?
 - Is it relevant to the needs of the trainees and supportive of national, regional and local education goals?
4. As a group, summarize how you can apply the skill of writing 'SMART' objectives to your own training and mentoring activities.



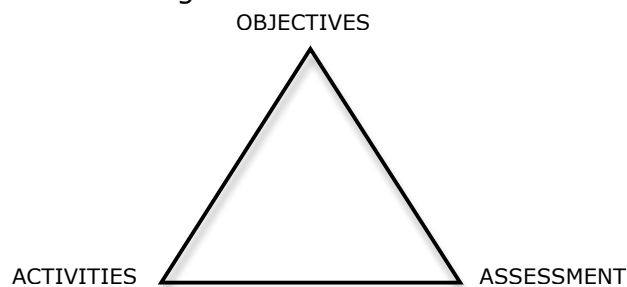
C. Mix and match

Materials: flip chart, markers, 24 blank cards per group, tape
Steps:

1. Choose a group Leader.
2. The leader draws a large triangle on the flip chart and writes the labels **objective**, **activity** and **assessment technique** on the three corners.
3. Members of the group take three blank cards.
4. Each participant writes an objective on one card, a training activity on another, and an assessment technique on the third card.



5. Members of the group take three additional cards and repeat Step #4.
6. Group leaders collect all of the cards, mix them up, and place the stack in the middle of the group.
7. Play the game.
 - In turn, each participant draws a card from the top of the stack and decides whether the statement on the card is an objective, a training activity or an assessment technique. LEADER: Tape the card at the correct corner of the triangle.



- This sequence continues around the group until all of the cards have been attached to the triangle.
 - As a group, discuss the placement of the cards and adjust as necessary until each set is in the correct position.
 - Individually, explain how the 'magic triangle' can help in planning professional development for Yemeni teachers and inspectors.
8. Present your group's 'magic triangle' to your colleagues and reflect on how the process can help you plan training programs and events.

Application and Assessment

1. In one sentence, summarize the most useful thing that you learned from this module and how you will use it in a professional development program.
2. Explain what you still do not fully understand about writing clear learning objectives, or what more you would like to know.

2.2 Adapting and Customizing Generic Training Models

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Explain various models of teacher professional development (TPD).
- ✓ Identify the characteristics of effective TPD models.
- ✓ Recommend model(s) to be used in the professional development of Yemeni English teachers and inspectors.

Critical Issues

- What are the main challenges to implementing effective teacher professional development (TPD) in Yemen?
- What can trainers, teachers and inspectors do to overcome these challenges?
- What kind of TPD should be implemented at school level for experienced teachers to become certified as mentors?

Preview

Find out about your partner's prior experience as a trainer or trainee. Take notes on the right side of the chart.



• number and type of training experiences: – as a trainee – as a trainer	
• most useful training experience	
• least useful training experience	
• recommendation for improving TPD in Yemen	

Background Reading

Models of Teacher Professional Development

Models of teacher professional development (TPD) can be grouped into three main categories:

Standardized	<ul style="list-style-type: none"> •Rapid dissemination of skills & content •intensive training workshops
School-Centered	<ul style="list-style-type: none"> •long-term change •processes for building communities of practice
Individualized	<ul style="list-style-type: none"> •self-guided and life-long •little formal structure or support

Examples of standardized TPD Models include:

1. The **direct training** model: This model is delivered by an external 'expert', usually at central or regional level. Direct training may be delivered at a distance via a web-based course or seminar. Such experiences provide teachers with opportunities to build and update their knowledge and skills, but are unlikely to lead to **systemic change** and reform.
2. The **cascade** model: In this model, individual teachers or trainers attend 'training events' such as training-of-trainers (TOT) workshops at a central location. They then 'cascade' the training by disseminating the information to others in their home districts or towns.
3. Award-bearing: This model emphasizes the completion of study programs validated by universities, school systems, **professional associations** or other accepted authorities. In-service teachers are often required to enroll in such programs in order to maintain their **certification**.



School-centered models include:

4. Mentoring/coaching: The mentoring/coaching model emphasizes the one-to-one relationship, generally between two teachers or between a supervisor and a teacher. In mentoring (see Unit 1), the mentor and mentee build a long-term relationship to support continuous professional development over a period of time. Peer coaching, on the other hand, is a less formal variation of mentoring, usually short term

and focused on solving a specific problem. In most cases, the mentoring relationship begins with a request from the mentee.

5. Community of practice (COP): This model is similar to mentoring but usually involves more than two teachers at the same school who are willing to freely share information and resources. Increasingly, COPs are formed at a distance through networking of teachers who are interested in a certain topic or skill area.

Individualized models may include:

6. Action research: This model is often undertaken by an individual who is completing a higher degree in education or who is conducting research on behalf of an organization. The action research model emphasizes the study of an educational context (classroom, school, or training environment) which involves the participants themselves as researchers with a view to improving the quality of teaching and learning within that situation.
7. Self-study: In this model, individual teachers pursue their own course of reading and self development, sometimes in preparation for a qualifying examination or promotion standard.
8. Transformative: This model combines all aspects drawn from the other models in order to promote transformative practice. As such, it utilizes training, coaching and cascading as needed while remaining focused on building communities of practice through coaching and action research.

In order to be effective, TPD should address student and teacher needs that are appropriate for actual conditions in schools. It should provide teachers with ongoing opportunities to gain new knowledge and skills. While effective TPD focuses on improving learning outcomes and is driven by **curricular objectives**, it also models learner-centered instruction and uses both **formative** and **summative** assessment for program improvement.

Activities

A. Poster presentation



Materials: flipcharts or poster board (one per group), markers

Steps:

1. Your group's task is to design and present a poster illustrating one of the TPD models described in the reading. Decide on one member of the group to lead the discussion and another group member to design the poster.
2. Within your group, discuss the model assigned to your group. Each group member should have the opportunity to relate his or her experience using the model as a teacher, trainee or trainer.
3. Discuss the advantages and disadvantages of the model as applied to the situation of secondary school English teachers in Yemen.

4. Design a poster that summarizes your group's discussion. Include your group's suggestions on how the model could be applied in Yemen.
5. GROUP LEADER: Present your poster to the whole group.



B. Think back

In practice, most TPD programs and courses combine the elements of two or models. For example, the cascade model may also be award-bearing and transformative.

Steps:

1. Stay in the same small group, but choose a new member to lead the discussion.
2. Identify a TPD program or course in which at least one member of the group has been a participant.
3. Reflect on the event, using the following questions as a guide:
 - *What model (or models) of TPD were used?*
 - *How relevant was the training to the needs of Yemeni teachers?*
 - *Was the training sequenced and cumulative?*
 - *Were both formative and summative assessment used?*
 - *What was the long-term impact?*
4. Group Leader: Report your discussion to the whole group.



C. Think ahead

Steps: construction paper (to be folded to make small signs) blank paper for designs, colored markers, flip charts

1. Form new small groups (3-5 members per group). Each table will role-play a different group of **stakeholders** in education, for example:

MINISTRY OF EDUCATION OFFICIALS

INTERNATIONAL ORGANIZATIONS AND DONORS

INSPECTORS AND SUPERVISORS

SCHOOL MANAGERS

TEACHERS

PARENTS

LEARNERS



2. Choose a leader and design a logo to identify your group.
3. Brainstorm a list of priorities for TPD from the perspective of your particular group. For example, teachers may have promotion or certification as their top priorities, while international organizations may be more focused on long-term change.

Our Priorities	
1.	Improving our classroom management skills.
2.	_____
3.	_____
4.	_____
5.	_____

4. Based on the models described in the background reading, construct a model of TPD that responds to your group's priorities. (Note: your model may combine elements of more than one).
5. Present your model to the whole group.

Application and Assessment

1. What piece of information in this module do you think you are most likely to use in your role as master trainer?
2. What obstacles do you foresee in implementing your suggested training model and how can they be overcome?

2.3 Strategies for Monitoring, Evaluating and Sustaining Impact

Training Objectives

By the time you reach the end of this module, you will be able to:

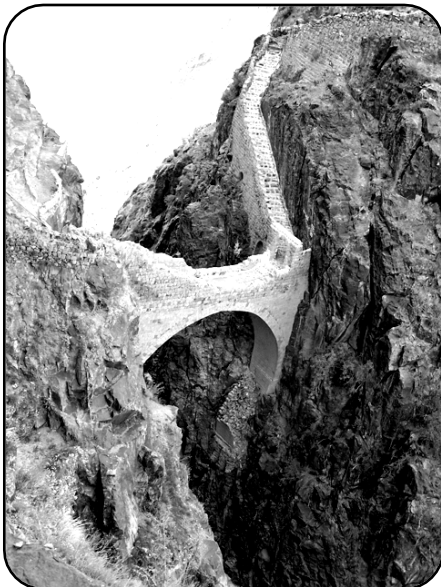
- ✓ Differentiate between the purposes of monitoring and evaluation.
- ✓ Describe the main components of a monitoring and evaluation cycle.
- ✓ Propose an effective and feasible process of M&E for TPD in Yemen.

Critical issues

- What further training and resources are needed to set up an effective monitoring and evaluation process?
- How can the impact of a professional development program be sustained long after the training component is over?

Preview

Discuss with a partner:



- Do you recognize this bridge? Why do you think it was built?
- How long do you think it took to build?
- How do you imagine the builders monitored the building process?
- Why was it important for the bridge to be strong?
- How was the strength and durability of the bridge evaluated?
- How is building a bridge similar to educating a generation of learners?

Background Reading

The Monitoring and Evaluation Story

M&E — What is it?



Monitoring and evaluation (M&E) is a process for measuring and improving a program or project's effectiveness. The terms, **monitoring** and **evaluation** are similar, but not the same. Monitoring refers to the systematic collection of information on how well a project is progressing for the purpose of determining whether or not it is 'on course'. Evaluation, on the other hand, compares the results of a project with its goals and objectives. Imagine, for example, how a monitor and an evaluator might have contributed to the construction of this center of learning. Why do you think the buildings are still standing today?

Why is it important?

M&E is an important component of any TPD program because it enables implementers to assess the quality and impact of the training in comparison with its goal and supporting objectives.

When should it happen in a TPD program?

Monitoring should begin during the planning stages and should continue periodically throughout the life of the program. Evaluation by internal **stakeholders** should also take place periodically so that the information collected can help improve the next stages of the program. Evaluation also takes place at the end of the program for the purpose of sustaining its impact and informing future activities.

Who is responsible?

In the past, M&E was carried out externally by representatives of implementing agencies, government officials or donors. However, more modern approaches call for participation by all stakeholders, including by trainers, inspectors, teachers, parents and learners. The process is usually coordinated by an experienced researcher, trainer or supervisor. In some processes, parents, community members and learners are also invited to participate.

How is M&E implemented?

Monitoring and evaluation may be thought of as a cycle. For example, in planning an M&E cycle for a training program, the planning team first defines the **scope** and purpose – what are they going to evaluate and how? They then develop a set of **indicators**, or signposts for measuring progress. Indicators may be **quantitative** or **qualitative**.

For example, a reduced number of teacher absences is a quantitative indicator; evidence of increased learner interest in English is a qualitative indicator.

What do monitors and evaluators do?

The role of a monitor is to use the indicators to observe and ask 'What is going on?' In doing so, the monitor collects important **data** in a systematic way on the progress of the project. The data collected through monitoring is used by the evaluators to answer the questions, 'How are we doing?' and 'How can we do it better?' They may make periodic recommendations on how to improve the project while it is still being implemented. Once the project has been completed, the evaluators also recommend ways to sustain the positive impact and improve the design of future trainings.

Activities

A. Arrange the steps

There are many models for M&E cycles developed by different organizations to suit their own goals and objectives. The model below is a seven-step model that begins with the planning of a training program and ends after it has been completed.

The list of steps below is out of order. Put them in order by giving each one a number (1-7) and placing it in proper sequence on the cycle.

_____Continuously feed monitoring data to evaluators.

_____Final evaluation and recommendations.

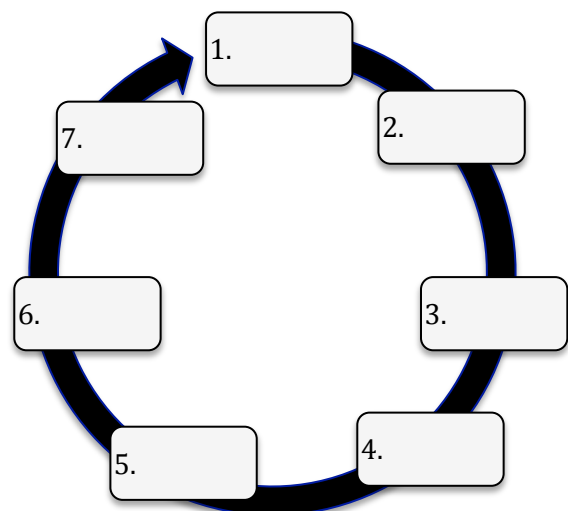
_____Collect and systematize data.

_____Define scope and purpose.

_____Recommend periodic improvements.

_____Develop indicators.

_____Periodically evaluate data.





B. Are we on track?

Materials: Flip charts, markers

Steps:

1. In small groups, read and discuss the short scenario on the next page.
Choose a leader to moderate the discussion.

A school district in Sayoun has decided to implement a year-long TPD program for English teachers. The main objective of the program is to introduce the theory and practice of mentoring into the secondary schools. The long-term goal is to improve the quality of teaching and learning throughout the district.

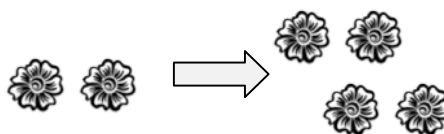
To measure progress toward the goal and objectives, the district office is making a plan for monitoring and evaluating the program. To begin with, they must agree on the scope and purpose of the M&E and on the indicators that will be used to measure progress.

- *What is the relationship between the program objective and the long term goal?*
 - *What is the purpose of the M&E plan?*
 - *What is the danger of not having an M&E plan in place?*
 - *What obstacles might arise to reaching agreement on the scope and purpose?*
 - *What obstacles might arise to reaching agreement on the indicators?*
 - *What steps would you advise the district office to take next?*
2. Imagine that your group is the planning team for M&E in or another school district in Yemen.
 - Draft a short statement of the scope and purpose of the M&E.
 - Decide who will coordinate the M&E cycle.
 - Appoint the monitors and evaluators.
 - Recommend a good communication system for collecting, reporting and evaluating data.
 3. Report your plan to the whole group.

C. Develop indicators

Materials: flip chart, markers

Steps:



1. With a partner, imagine you are a team of inspectors who have been appointed to monitor the progress of the TPD program described in Activity B.
2. Identify at least three indicators for measuring progress of the program.

3. Get together with another pair. Compare your lists of indicators. Design a poster that presents your group's indicators to a local group of teachers and the school manager. Explain the purpose of the purpose of the indicators and how they will be used to collect and evaluate data.
4. Work together as a group to revise the final list.
5. Present your group's indicators to the larger group (who will act as teachers and the school manager and may ask challenging questions).

Application and Assessment

1. Consider a teacher professional project that you know about. What was successful about it? How could have been improved?
2. In one sentence, summarize the most important thing you have learned about M&E in education. What more would you like to know?



Unit 2 Micro-Training Activity

Organize a Focus Group

Materials: cards, flip charts and markers

Steps:

1. Divide into groups of 5-7 participants: A, B, C, and D.

Groups A and B: *Your task is to simulate a **focus group** session that assesses the training needs of English language teachers at a secondary school in Yemen. The objective is to develop a list of training needs.*

Groups C and D: *Your task is to observe the focus groups and design a TPD program that addresses the identified needs.*

2. Prepare:

Groups A and B: Focus Groups.

- 1st. Choose one group member to be the **focus group facilitator**.
- 2nd. Agree on the general characteristics of the school and location (rural, urban, remote area). Give the school a name.
- 3rd. Choose one group member to be the reporter.
- 4th. The remaining group members will act as teachers, an inspector, and the school principal.
- 5th. As a group, make a list of 4-5 open-ended questions that guide the group in identifying their TPD needs.

Groups C and D: Planning Committees

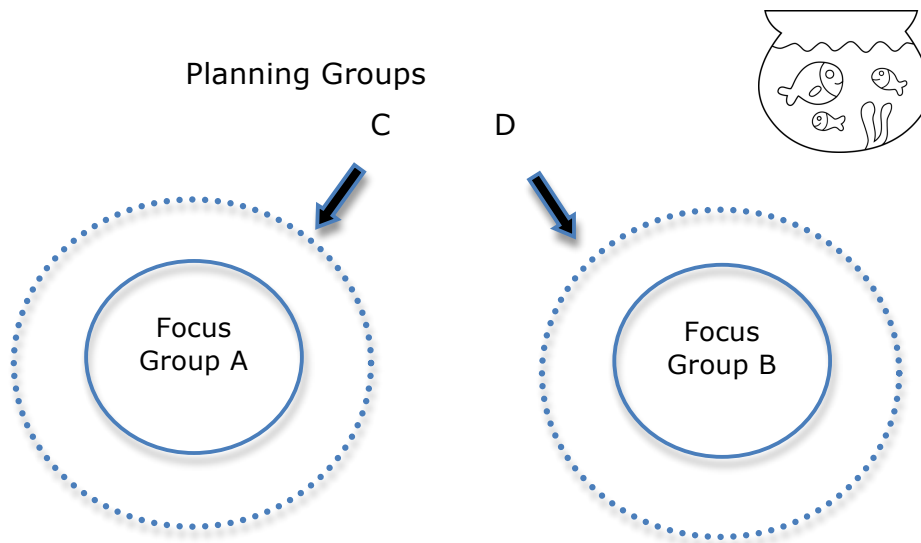
- 1st. Choose one group member to act as the **Ministry of Education official**.
- 2nd. Choose one group member to act as the representative of the **donor organization**.
- 3rd. Choose one group member to be the **planning coordinator**.
- 4th. Choose two group members to be the **monitoring and evaluation team**.
- 5th. The remaining group members will act as parents and other community members.
- 6th. Introduce yourselves to the group in your respective roles and discuss the situation of TPD for Yemeni English teachers in general.

All group members make a name tag to define your role in the activity.

3. Implement the focus groups:

Groups A and B: Sit in separate circles or tables and begin the discussion. The reporter in each group takes notes or records the session using a video or audio recorder.

Groups C and D: Using the 'fishbowl' technique, stand or sit in a circle surrounding the focus groups. Carefully observe the proceedings without interrupting.



4. Groups A and B combine to form a larger discussion group. Reporters from each group present their reports on the group's training needs. Participants in each group add their own reflections.
5. Groups C and D meet separately to begin their planning process.
 - *What type of training model should be used to meet the group's needs?*
 - *How should it be implemented?*
 - *Who are the main implementers?*
 - *What will be the time frame?*
 - *What will be the process for M&E?*
6. All groups convene into one large group. Groups C and D present their preliminary plans and receive constructive criticism from all participants.

Unit 3: Skills for Masterful Training



"The one who teaches, learns."

–Ethiopian proverb

The modules in this unit are intended to upgrade master trainers' background knowledge and skills for implementing introducing a 'mentoring frame of mind' into Yemeni schools.

Module 1: Developing engaging media

Module 2: Building superior presentational skills

Module 3: Facilitating group activities

Micro-Training Activity: *Skill Sharpeners for Working with Large and Small Groups*

3.1 Developing Engaging Media

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Identify ways to use media that engage trainees in communication.
- ✓ Choose resources as they contribute to supporting training objectives.
- ✓ Give examples of the advantages and limits different media carry.

Critical Issues

- How can we create and use training media in areas without access to electricity or the Internet?
- How can trainers, teachers and inspectors use different types of media to support an objective?
- How can we avoid misusing media?

Preview

Recall a learning experience where one or more forms of media were used:



- What kinds of media were being used?
- Was the media used effectively or was it misused? How do you know?
- What advantages and limits have you experienced in using media for training Yemeni teachers?
- What types of media are most effective for language teaching and learning?

Background Reading

Using Media to Communicate

Humans first communicated by listening and speaking to each other. People also use **body language** such as hand gestures and facial expressions to make their meaning clearer. Do you think of speaking and listening as media? What limits do you experience when speaking? How do people remember what they heard? What kinds of **media** help us remember things more accurately?

Sumerians invented writing around 5000 years ago. They needed to count crops and record things they traded with others across the sea. The tablet on the right below illustrates how the ancient Sumerians used writing to keep these records. The table on the left shows how their writing evolved from **pictographs**. Cover the words and try to guess what the pictographs mean. Use the pictographs to write, "He caught a bird today," or "She walked to the river today," in the box. Then look back at the pronunciation guide and reconstruct how they might have said it.

	3200 BCE	3000 BCE	2400 BCE	1000 BCE
sag 'head'				
gin 'to walk'				
šu 'hand'				
še 'barley'				
ninda 'bread'				
a 'water'				
ud 'day'				
mušen 'bird'				



Ancient Sumerian tablet



Ancient wall art from Yemen

Today, we use many forms of media to communicate, but the essential forms originated from objects and sounds. We remember them by using pictures and writing. Communication media often used in education and available to trainers and teachers are listed in the box below.

LIST OF COMMUNICATION MEDIA

Traditional Audio:

Listening and speaking with movements and gestures
Playing musical instruments or making sounds on materials

Traditional Visual:

Writing: on chalkboard, white board, flip charts, loose paper
Reading: books, newspapers and magazines
Graphics: diagrams, posters, charts, maps, drawings and photos

Objects: actual things like a cup, models, replicas, games, puzzles
construction activities

Electronic media:

Audio: radio, audio recordings, **CDs**, **DVDs**, **Internet** sources
such as websites and iTunes
Text: SMS messages and Internet sources as email, websites,
blogs and **social media** such as **Facebook** and **Twitter**
Images: slides (usually PowerPoint), video on DVD or and
YouTube

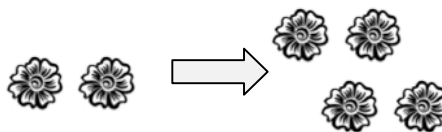
Why and how should teacher trainers use media? Generally, media of all kinds are essential to engaging participants in meaningful training events. They also provide teachers with various models of how to use media in their classrooms. However, media can also be overused and even misused in ways that confuse and discourage learners.

When used well, media help focus trainees' attention, clarify concepts and explain complicated processes. The use of media can also be highly motivational for learning. The most popular forms of media used in teacher training are: images, bulleted lists, drawings, objects, videos and diagrams (PowerPoint presentations or white board/flip chart). Many of these can be used without access to a reliable source of electrical power or electronic display equipment. Whatever types of media are used in training, they should be chosen on the basis of how well they support training goals and objectives. Above all, the most important principle to remember is:

"Choose a the medium that supports the learning objective."

Activities

A. Use media to tell a story



Materials: (any three objects, blank index cards)

Steps:

1. Almost all stories have three parts: a beginning, a middle and end. Try out your creative skills to imagine a story based on any three objects or use the three images below.



2. List three types of objects or pictures you would suggest that teachers keep available for their English language classes.
3. Get together with another pair. As a group, decide why and how you might use this technique in a training session.



B. Use media to explain a process

In teaching and training contexts, media often consist of various combinations of words and images.

Materials: flip chart, markers

Steps:

1. In the same small group, choose one of the following processes or introduce one of your own ideas.
 - How to introduce a pre-reading activity
 - How to facilitate a language learning game
 - How to give constructive feedback
 - How to teach a grammatical structure
 - How to join a web discussion forum
 - (your idea)
2. Identify a learning objective for the group's activity.

3. Use words and/or images to construct the steps of the process. NOTE: You can use sketches or simply describe the drawings or pictures you would use.

Example: a pre-reading activity with the objective of teaching vocabulary using the photograph of a living room might involve the following steps):

First, show the students a picture of a living room.

Second, ask the students to recollect the vocabulary they already know.



4. Draft the remaining steps.
5. Decide what format you would use to present the series of steps (flip chart, poster, series of photos, video, PowerPoint slides)
6. Decide on an appropriate type of training event (whole group presentation, small group activity, teams).
7. Present your media design to the whole group.
8. Invite the group to give you constructive feedback.

C. Think critically about media



*Any medium can bring both positive and negative effects. A **tetrad** provides a way of analyzing the effects of a medium from different perspectives. Here is an example criticizing television as a general medium of communicating news and as a form of entertainment.*

+ + = advantage	+ - = recovers something
- + = displaces something	- - = disadvantage

<p><i>++ brings advantages</i> Television can communicate news to wide audiences instantly. It also expands viewers' awareness by giving them a 'window on the world'.</p>	<p><i>+ - recovers something</i> Television recovers oral traditions to in ways that preserve local traditions and identities and make connections with news by word of mouth.</p>
<p><i>- + replaces something</i> Television replaces local entertainments such as poetry, music and storytelling with national and international information.</p>	<p><i>- - has disadvantages</i> Television can be used to spread misinformation and propaganda. It can also undermine moral values and create longing for unattainable goods and lifestyles.</p>

Steps:

1. Look at the list of communication media listed in the box on p. 41.
2. Use the tetrad to consider one of the media in terms of its ability to help train English language teachers and inspectors in Yemen.

Medium: _____

<p><i>++ brings advantages</i></p>	<p><i>+ - recovers something</i></p>
<p><i>- + replaces something</i></p>	<p><i>- - has disadvantages</i></p>

3. Get together with another pair and share your tetrad. Discuss how insights from this kind of analysis might effect your choice of training media.

Application and Assessment

1. Summarize what you have learned about using media for training teachers, inspectors and other colleagues.
2. What more would you like to know about using media for communication that would strengthen your capacities as a trainer?

3.2 Building Superior Presentational Skills

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Describe the features of a superior presentation in a training context.
- ✓ Design and deliver a short, engaging presentation suitable for TPD.
- ✓ Identify and use media to focus your audience's attention.

Critical issues

- What is the role of presentations in interactive training?
- How can we use media to focus the attention of our trainees?
- How can we prevent boredom, confusion and 'information overload'?

Preview

Discuss with a partner:



- Describe the best oral presentation you have ever seen.
 - Where did you see it?
 - What made it great?
 - What devices did the speaker use to hold your attention?
 - What did you learn from it?
- Do you ever feel like going to sleep while a presenter is talking? Many presentations are boring because they fail to engage the trainees (the audience). In other words, they are 'speaker' centered. Suggest some ways that you can effectively focus trainees' attention and involve them in reacting to the presentation.

Background Reading

Most experts on adult education and training advise strongly against relying heavily on lengthy presentations to communicate ideas and strategies. They point out that academic style lectures are unsuitable for a training workshop event because:

- lectures are often dull, boring and a waste of time;
- they make the trainees passive;
- they cause a loss of motivation, curiosity and creativity.



Does this mean that trainers should never talk? Of course not. Leading authorities agree that short, lively presentations are sometimes both welcome and appropriate, especially when they deliver useful information that is clearly linked to other training activities.

To be effective, trainer presentations should focus on a particular topic and directly support the training objectives. When considering a presentational format, we should always ask, "Is this the most effective way to communicate the information?" "How can I make it interesting?", and "How will I know if the trainees have understood?"

The best advice for presenters in workshop training events is to keep their talks brief and focused on the topic. To capture and hold trainees' attention, it is always a good idea to use a different form of media to illustrate the main points. For example, if you are speaking, try showing a picture rather than the text of your speech. On the other hand, using too many pictures, objects or recordings may well confuse listeners and distract them from the main points you want to make.

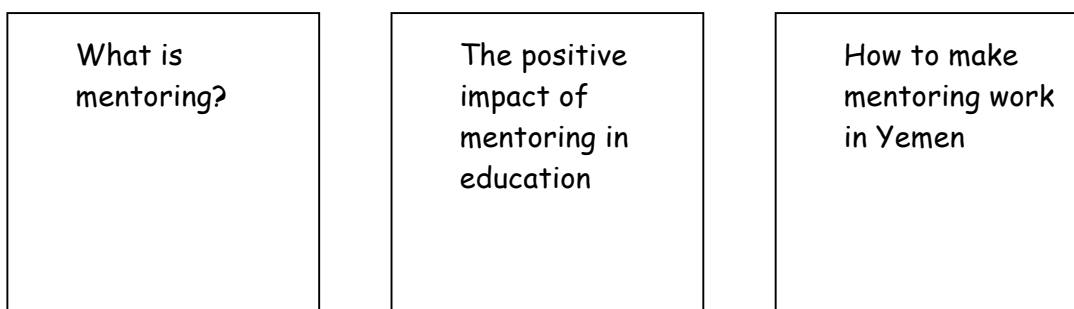
While presenters have different styles and personalities, here are some general tips that may help you develop your own unique style.

- Know your topic very well.
- Refer to your notes but do not read word-for-word from a script.
- State the objective of your presentation at the beginning.
- Maintain **eye contact** with your audience.
- Be aware of your listeners' reaction.
- Speak slowly and clearly.
- Use media to illustrate and clarify your points.
- Avoid using too many **acronyms** and technical language.
- Use **anecdotes** and personal stories to engage your listeners.
- Try to speak naturally – be yourself!
- Use gestures and body language as appropriate.

- Invite questions and feedback at the end.
- Smile.

When planning a training session that includes a presentation, think about ways to engage your trainees even before you begin. For example, you can give them a home reading assignment on the topic and ask them to come to the session with written questions. You can start the session with a 'warm-up' such as a fun exercise, puzzle or game related to the topic.

Preview the main points of your talk visually. For example, if your presentation is about mentoring, you can display a photograph or drawing of two teachers engaged in a mentoring relationship. Then tape three large sheets to the wall and label them with your main subtopics. Tell your listeners that they will be asked to go to the wall when you have completed your talk and list the main points under each subtopic. Once completed, the whole group can review and use the sheets for review.



In summary, the best advice is to use presentations when they are the most effective way to transmit information, but keep them short, interesting and straight to the point. Use different **strategies** to introduce them, speak clearly and naturally, and follow up your presentations with closely related review and group work.

Activities

A. Keep it simple



Steps:

1. Read this advice from a well-known expert on designing visual aids for public speaking.
2. Discuss the expert's advice with a partner. Use these questions as a guide.

Posters, flip charts and slides that try to communicate too many messages while the speaker is talking will quickly confuse the and distract the audience. Many presenters fall into the trap of using too many words and **images** on the screen. If you are using a flip chart or PowerPoint as an aid to your presentation, consider these guidelines to convey your message:

- When using text (such as **bullet points**), follow the **six-by-six rule**; use no more than six words in a line and six lines on one slide. Use the bullet points as a guide – do not simply read the words on the screen.
- Use a **font size** that is large enough for viewers in the back of the presentation space to see. As a general rule, use 36-point size for titles, 24-point for subtitles, and at least 18-point for text.
- Use verbs only in the **active voice**. Choose words that are simple and clear.
- Create concise titles that reinforce your message.
- Limit your use of graphics to one or two per slide. Not every slide needs to have a picture or a graphic organizer.
- Make sure that the photographs you show are directly connected to your topic.

- Do you agree with all of the guidelines? Why or why not?
- Reflect on a presentation you have given or seen. What visual aids did the presenter use? Were they effective? Why or why not?

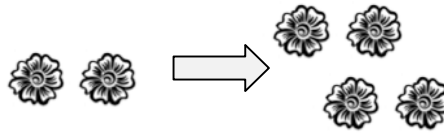
3. Imagine you are designing a poster or PowerPoint slide to use with a presentation about mentoring. Decide on the appropriate font point size for each of the main elements of the slide:

36	24	18
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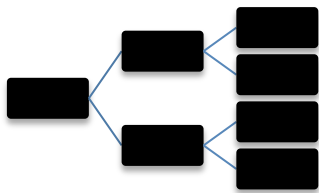
Recommended font point sizes for PowerPoint slides

- 36 mentoring in education (title)
- benefits of mentoring in education
- encourages innovative teaching practices
- offers a sustainable form of TPD
- promotes a culture of learning
- inspires self confidence

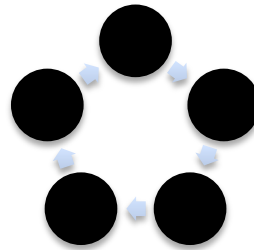
B. Use graphic organizers



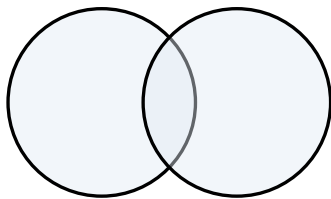
Graphic organizers are a type of diagram used to organize and connect ideas. Examples of graphic organizers include:



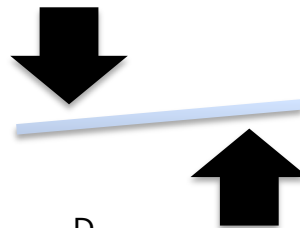
A



B



C



D

Steps:

1. With your partner, discuss the different types of relationships that can be shown using these graphic organizers.
2. Chose one sample graphic organizer (A, B, C or D above *or* one of your own) to show how two or more ideas or pieces of information are connected.
3. Draw your graphic organizer on a large sheet of paper.
4. Add the text (information or ideas) in the appropriate places on the diagram.
5. Get together with another pair and explain your diagram.
6. As a group, discuss when and how it is appropriate to use graphic organizers in training workshops or mentoring sessions.

C. Prepare a mini-presentation



Materials: flip chart, markers, blank index cards

Steps:

1. Individually, prepare to make a 5-minute oral presentation to a small group of your peers. Choose a topic that you know very well. The topic should be relevant to the interests of your colleagues in the training group.
 2. Write at least three **bullet points** that summarize your main ideas.
 - _____
 - _____
 - _____
- From your own experience, think of an **anecdote** that supports *one* of your points. Write notes for yourself to use during your presentation.
 - Identify at least one type of media you can use to illustrate one or more of your points.
 - Practice giving your presentation to the group. When you have finished, reflect aloud on your own performance. Then invite your colleagues to give you **constructive feedback**. (NOTE: Be sure to take notes on the feedback you receive. You will be revising your presentation to give to the whole group in the micro-training activity at the end of this unit).



Application and Assessment

1. What is the most helpful thing you have learned from this module. What more would you like to know?
2. What difficulties do you foresee in preparing your trainees to make effective presentations?

3.3 Facilitating Group Activities

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Apply the basic principles of small group learning in TPD contexts.
- ✓ Plan problem solving exercises that promote interaction in training groups.
- ✓ Adjust group activities to the size of the group: pairs, three, up to eight.

Critical issues

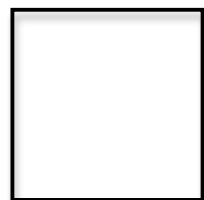
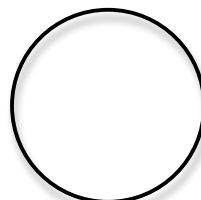
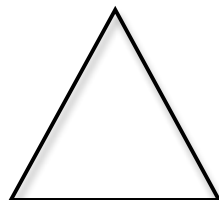
- How can solving problems in a group increase the effectiveness of training?
- What other benefits does group problem solving have for 21st century learners?

Preview

Discuss with a partner:



- What has been your experience as a trainer, trainee or teacher in working with small groups? What are the benefits and challenges?
- Look at the possible arrangements for group work. Which one is most familiar to you? What additional arrangements have you used?



Background Reading

Managing Small Groups Effectively

The small group is valued by progressive educators because it facilitates learning in ways that connect with life. They argue that this approach to learning can bring about the kind of deep and transformative learning that is needed to meet the demands of the 21st century. In the context of adult learning and professional training, small groups are highly preferred as a means of encouraging meaningful participation. Additionally, initiating language practice in small groups is at the core of the **communicative approach** to language learning.



Learning in small groups is sometimes called **cooperative, collaborative** or **problem-based** learning and can take many forms. However, all of these forms respond to the theory that learning is a natural **human imperative**. People will find ways to learn so long as they recognize the need and benefit of doing so. The facilitator's role is to guide that process as participants assume increasing levels of control. This enables them to contribute their understanding, knowledge and skills to designing and implementing their own training programs.

The following guidelines are intended to help both training facilitators and classroom teachers manage small groups.

1. Planning: Stating the objectives and giving clear instructions for each group activity is important to give order to the process.
2. Teamwork: The members of a group should help each other learn. The facilitator encourages the leader to ask open-ended questions that guide the participants' thinking.
3. Agree on **ground rules** and rotate tasks. Can participants remain silent? Is there a limit to how long each participant can talk? Who

mediates disagreements? Members should take turns leading the group and being the recorder to take official notes and report the outcomes.

4. Introduce the problem or task. Problems can come from the facilitator's awareness of particular difficulties the students are facing. But also listen to the participants' suggestions when they brainstorm about problems they would like to solve.
5. Encourage self-correction: The participants should be encouraged help each other instead of looking to the facilitator for all the answers. Accept that there are different ways to solve a problem. Let participants self-correct or ask others for help. Be patient, and let the learning happen.
6. Respond to the process: If the group moves away from the problem, first allow enough time to see if the direction is worthwhile. If the change is useful, be flexible. A strong participant will often bring the group back to the task.
7. Summarize: As a group process comes to a close, the **scribe** (or reporter) is very important in reflecting on what was discussed or done and in planning the next steps. Encourage the participants to become self-critical, but be available to them when they need your knowledge and experience.

Activities

A. Put the steps in order



1. Put the steps you would follow implement a group training activity in order. Give each one a number (1-7) and place it into proper sequence on the graphic organizer.

___ Convene the groups to prepare for reporting and feedback.

___ Observe and support interaction within the group.

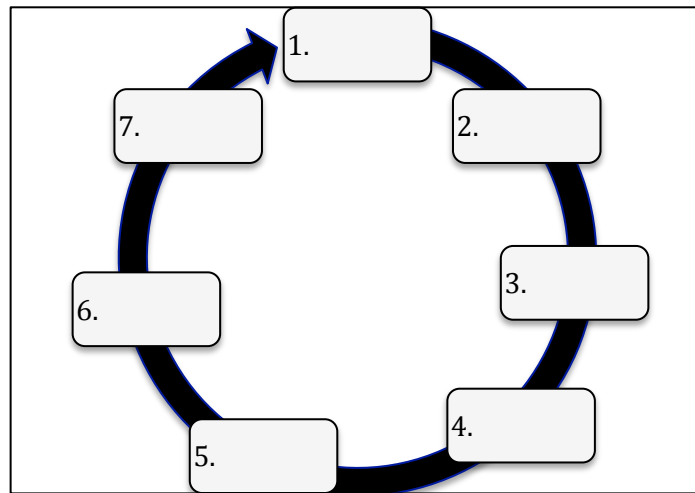
___ Agree on ground rules.

___ Compile, reflect and summarize.

___ Give the groups clear instructions.

___ Assess training outcomes.

___ State the objective of the activity.



2. Compare your sequence of steps with those of other groups. Discuss your own style of managing small groups. Describe any methods that have been particularly successful in training and teaching contexts.

B. Solve a problem

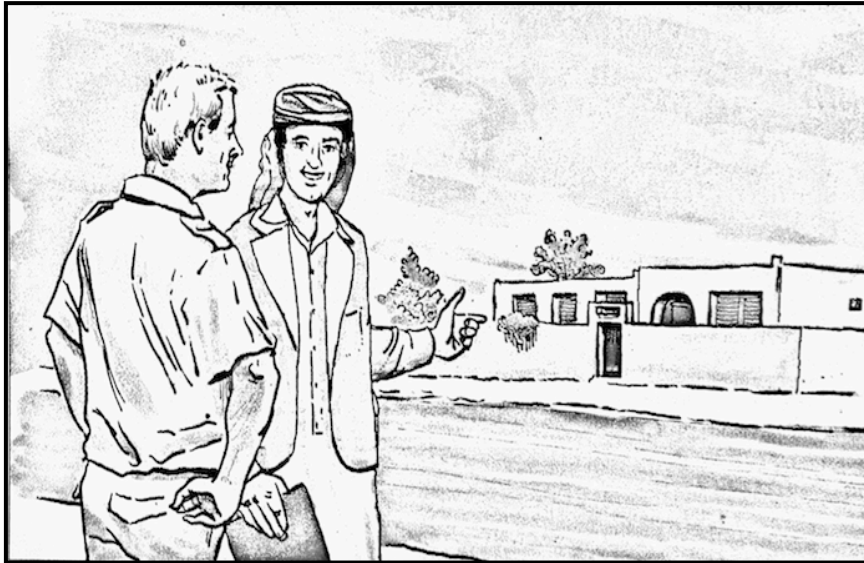


The objective of this activity is to make a plan for training teachers and other potential mentors to solve the problem of adapting a reading exercise in the existing curriculum to students' lives.

Steps:

1. Understand the problem. Read the descriptive paragraph from Book 4 of the *English Course for Yemen Pupil's Book* (p. 16) and look at the illustration.
 - *Why do students have difficulties understanding the text? Is the illustration helpful? Why or why not?*
 - *What additional media or activities could be used to help students interact with the text to make meaning?*

You come in through the front door into a long, narrow hall. Immediately on your right is the living room – a nice, big room. An arch connects the living room with the dining room. This is a little smaller than the living room. It has glass doors, which open onto a verandah at the back of the house.



2. Establish a **group process** for your trainees to solve the problem. Write the instructions you would ask them to follow. What media would be helpful and how would it be used?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

3. Share your list of instructions with the whole group and ask for constructive feedback.

Application and Assessment

1. Reflect on your own group management skills. What do you feel are your strengths? What could you do to improve them?
2. Summarize what you have learned in this module and explain how you will use this knowledge in your training sessions.



Unit 3 Micro-Training Activity

Skill Sharpeners for Large and Small Groups

Materials: flip charts, markers, cards (for name tags)

Equipment: camcorder and tripod (if available), projector or playback monitor for observing group process

Steps:

1. Divide into four groups: A, B, C and D

Group A: PRESENTERS (5-7 members)

Your task is to prepare and give a 10-15 minute presentation on a topic related to teacher professional development (TPD) in Yemen.

Group B: SMALL GROUP FACILITATORS (5-7 members)

Your task is to prepare and implement a 15-20 minute activity on a topic related to teacher professional development (TPD) in Yemen.

Group C: MEDIA CONSULTANTS (4-6 members)

Your task is to sit in (in teams of 2 or 3) on the preparation meetings of groups A or B. Your role is to offer helpful advice on using media for the presentation or group activity.

Group D: MENTORS (4-6 members)

Your task is to silently observe the preparation meetings and to meet with the groups following their activities for mentoring sessions with the presenters and facilitators. You are also responsible for video recording or taking excellent notes on the presentations and small group activities.

2. Prepare. Follow the instructions only for your group.

LEADERS: Make sure that group members follow the instructions for your group and give them support as needed.

- 1st.* Decide who in groups A and B will give the presentation or manage the small group activity. You may agree on an individual or small team of presenters. All other group members will be PARTICIPANT-OBSERVERS.
- 2nd.* All participants make a name tag that identifies your role.
- 3rd.* Groups A and B decide on a **title** and a **training objective** for the presentation or activity.
- 4th.* Plan the event and the media: PRESENTERS (Group A) should prepare presentation notes, a presentation outline (poster, flip chart or PowerPoint) and any other media you will use. FACILITATORS (Group B) should prepare clear, written instructions and media as needed.

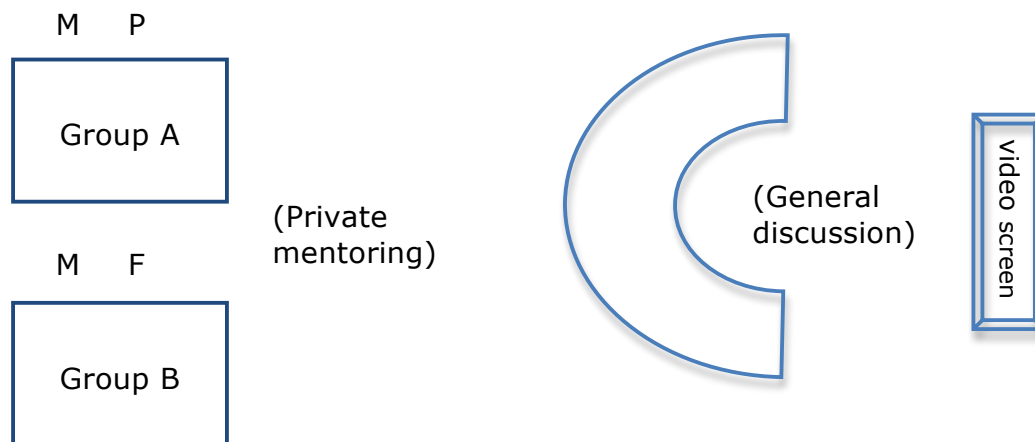
3. When Groups A and B have completed their preparations, all groups combine into one large group facing the front of the room.

MENTORS: observe and, if possible, make a video recording of both the presentation and the group activity.

- 1st. Group A presents to the whole group.
- 2nd. Group B divides participants into smaller groups according to their instructions and facilitates its planned activity.

4. Reflect, following these steps:

- 1st. Mentors meet privately with presenters (Ps) and facilitators (Fs) from Groups A and B to reflect and give them constructive feedback.
- 2nd. Participant-observers and media consultants watch the video and discuss their own reactions.



5. All participants meet together as a whole group. Reflect on the different roles you have played. If time allows, repeat the process so that different individuals have the opportunity to practice their skills.

Unit 4: Ongoing Support for Teachers and Learners



من طلب العلا سهر الليالي

“Whoever seeks heights should stay up countless nights.”

– Yemeni proverb

The modules in this unit are intended to provide Master Trainers with the background knowledge and training capacities necessary to facilitate their trainees’ development of English classroom language skills, implement student-centered instruction, and manage large and mixed ability classes

Module 1: Enhancing teachers’ language competencies

Module 2: Modeling learner-centered methods and strategies

Module 3: Managing large and mixed-ability classes

Micro-Training: *Explore Options for Change*

4.1 Enhancing Teachers' Competencies

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Define the term 'competency' in the context of education.
- ✓ Identify the basic competencies needed by secondary English teachers in Yemen.
- ✓ Recommend steps toward overcoming challenges to implementing the communicative approach to language learning in Yemen.

Critical issues

- What kinds of language-based challenges do Yemeni teachers of English face?
- How can the English language abilities of teachers in remote areas be improved?
- How can we help teachers improve their abilities to use the communicative approach to language learning?

Preview

Discuss with a partner:



- What is your understanding of the goal of English language teaching in Yemen?
- What are the main challenges faced by Yemeni English teachers in practicing learner-centered methods?
- What does it take to be a good English language teacher in a Yemeni secondary school?

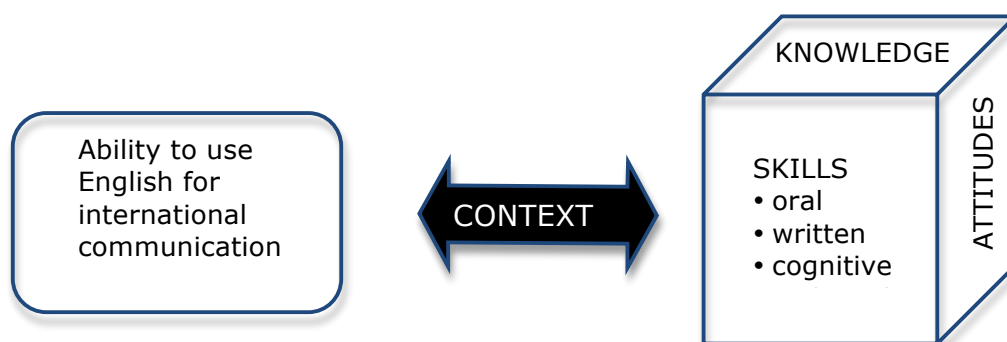
Background Reading

What are 'Competencies'?

Current international trends in education promote the idea of student-centered, competency-based learning. A **competency** has come to mean the combination of knowledge, skills, and attitudes a learner needs to achieve both long term **goals** and immediate **objectives**. Education systems throughout the world define different sets of competencies for both learners and teachers. For example, some countries have established comprehensive competences for learners intended to prepare them for life, work and living together in today's world. These competencies include communication, teamwork and computing skills as well as tolerance and respect for others.

In defining competencies for language learning, many countries identify the ability to communicate in at least one international language as essential to life and work in the 21st century. As English has become more prominent as a global language of trade, communication and transportation, more and more countries have placed the ability to speak, read and write English high on their lists of educational priorities.

In developing curricula, methods and materials, a competency can be broken down in terms of the knowledge, skills and attitudes needed for students to succeed.



In the development of a **competency-based curriculum** and adoption of teaching methods, the cultural and social context of the country or locality must also be respected. Education systems define competencies for teachers according to the competencies that have been established for learners. For example, English teachers should have high levels of oral and written skills. However, that is not all. They must also have the **pedagogical skills** and **personal characteristics** needed to deliver high quality learning and teaching interactions that enable learners to reach their goals. Objectives for ongoing teacher professional development (TPD) are decided on the basis of what is needed to help teachers build these competencies.

In Yemen, the current curriculum and textbooks for English language teaching are based on a **communicative approach** to language teaching and learning. The **theoretical principles** underlying this approach can be summarized as follows:

- Use of **authentic language** in instruction helps motivate students.
- Language is for communication, not just a subject of study.
- Group work maximizes opportunities for communication.
- Errors are natural and should be tolerated, especially when they do not obstruct meaning.
- Meaning is influenced by the social context and roles of the **interlocutors**.
- The teacher should act as a facilitator during communicative activities.

Activities

A. What does it take?

Materials: flip chart, markers

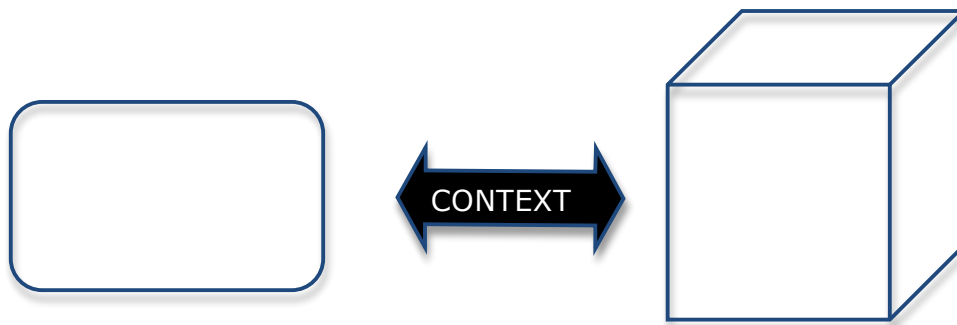
Steps:



1. Based on the breakdown of a learner competency in the background reading above, make a list of the specific knowledge, skills and attitudes that English teachers in Yemen should have.

KNOWLEDGE	SKILLS	ATTITUDES
-language teaching methodologies	-oral and written EL fluency	-openness to new ideas

2. From your lists in the table above, fill in the graphic organizer with a general definition of the competency (left) and examples of the knowledge, skills and personal characteristics (right) a teacher needs to facilitate student learning.



B. Assess yourself

Materials: index cards or blank slips of paper

Steps:

1. Give yourself a competency rating (1-5) in each of the following areas of knowledge, skills, attitudes, and personal characteristics. Consider adding other areas that are not on the list. Be generous but honest in rating yourself.

1 = very weak 2 = weak 3 = ok 4 = good 5 = excellent

a. Oral fluency in English	1	2	3	4	5
b. Written fluency in English	1	2	3	4	5
c. Knowledge of English grammatical structures	1	2	3	4	5
d. Commitment to teaching as a profession	1	2	3	4	5
e. Knowledge of EL teaching methodologies	1	2	3	4	5
f. Knowledge of learner-centered techniques	1	2	3	4	5
g. Love of students	1	2	3	4	5
h. Understanding of the communicative approach	1	2	3	4	5
i. Ability to plan and implement TPD	1	2	3	4	5
j. Understanding of mentoring theory and practice	1	2	3	4	5
k. Ability to engage and motivate teachers	1	2	3	4	5
l. Presentation skills	1	2	3	4	5
m. Ability to design and implement small group activities	1	2	3	4	5
n. Openness to new ideas	1	2	3	4	5
o. Ability to design and use engaging media	1	2	3	4	5
p. Motivation to learn new skills and approaches	1	2	3	4	5
q. Observation and listening skills	1	2	3	4	5
r. Ability to give constructive feedback	1	2	3	4	5

2. On one side of a note card or slip of paper, make a list of the areas where you rated yourself at 4 or above under the heading 'my strengths'. On the other side, make a list of the areas in which you rated yourself at 3 or below under 'my areas for improvement'. Do not put your name on the card or paper.
3. The group facilitator will collect the cards and compile a profile of 'group priorities for improving teacher and trainer competencies'.

C. Overcoming challenges



Materials: blank cards or slips of paper

Steps:

1. In small groups, silently write your own ideas on how to overcome the following challenges. Each group focuses on one problem only. Try to think of as many creative solutions as you can.



GROUP A: Parents do not want their children to learn English at all because it is a foreign language and may attract them to Western ideas and cultures.	GROUP B: Students are motivated but there are far too many of them in each class. Conditions are very crowded and the furniture cannot be moved. Teachers feel they are not able to implement the communicative approach.	GROUP C: There are not enough textbooks or other materials. Learners have to share in class and cannot take the books home. There are no teachers' guides, no visual aids and no audio cassette tapes available for students to hear authentic language.
Group D: The stories and conversations in the textbook are out of date and have very little to do with the reality of life in Yemen today. Students are not interested because they feel the books do not concern them.	Group E: The majority of students are promoted to the next grade without having achieved enough language skills to be able to cope at the next level. Even though some of them are in the 12 th grade, they can only speak a few words of English.	Group F: (your description of a problem)

2. After brainstorming solutions, each group member takes a card and writes a preferred solution on a card or slip of paper. Place your written ideas in the center of the group. GROUP LEADER: Read each solution aloud. Ask the group to decide whether the suggestion should be directed toward (1) teachers (2) communities (3) high level policy makers.
3. Once each group has organized its solutions, leaders present a summary of recommendations to the whole group to open a general discussion.

Application and Assessment

1. In your own words, what should be the goal of teaching and learning English in Yemen?
2. How can teacher competencies be enhanced so they can better prepare learners for life and work in the 21st century?

4.2 Modeling Learner-Centered Methods and Strategies

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Explain the rationale underlying the practice of learner-centered education.
- ✓ Give examples of methods and strategies associated with learner-centered education.
- ✓ Model one or more learner-centered methods for English teaching at secondary level in Yemen.

Critical issues

- To what extent, if at all, does student-centered learning clash with traditional cultural and social norms in Yemen?
- Is it necessary for parents, principals and communities to be convinced of the advantages of student-centered language learning?

Preview

Discuss with a partner:



Do you agree or disagree with the following statements?

✓ = agree

x = disagree

0 = not sure

Learner-centered methods are always better than teacher-centered ones.	
Learner-centered methods are a Western invention and not appropriate for Yemeni schools.	
If we are going to improve the quality of English teaching in Yemen, teachers and inspectors must be trained in how to use the communicative approach.	

Discuss your opinion on each statement with your partner.

Background Reading

Strategies for Active Learning

Learner-centered methods such as the **communicative approach** to language learning are grounded in **constructivist theories** of learning. According to these theories, we build knowledge, skills and values through guided interaction with others and with the world around us.

In general, learner-centered education shifts the focus of activity from the teacher to the learners. Such methods can be described as **active**, **cooperative** and **inductive**, rather than the **passive**, **competitive** and **deductive** methods typical of teacher-centered learning. In learner-centered classrooms, students are no longer passive listeners, as their parents and grandparents may have been, but active participants in their own learning. Advocates believe that learner-centered approaches do a better job of preparing students for the challenges they must face in today's world such as adapting to unforeseen conditions and emerging technologies. Opponents worry that it may undermine the authority of teachers, institutions, traditions and customs.

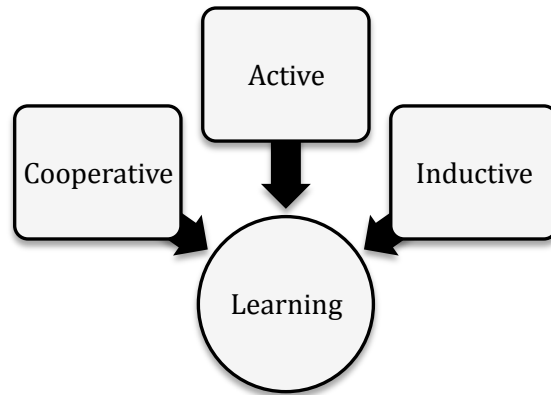


19th century classroom in Auckland, New Zealand

Strategies associated with constructivism and learner-centered education guide students as they actively participate in building competencies that will serve them throughout life. In a learner-centered classroom, we may observe students engaged in discussing, explaining and discovering rather than sitting silently in rows in front of the teacher.

Cooperative learning is a form of active learning in which students work together in teams to solve problems and manage projects under conditions that assure both **positive interdependence** and **individual accountability**. **Inductive** learning is another strategy used in learner-centered classrooms. Inductive reasoning, in contrast to **deductive**

thinking, focuses on the process of reaching conclusions based on one's actual experience of interacting with the world.



Numerous research studies have shown that when well implemented, learner-centered methods result in better outcomes than traditional teacher-centered approaches. These methods have also been found to foster acquisition of critical thinking and creative problem-solving skills that empower learners to excel in the workplace by becoming **confident**, **inquisitive** and **resourceful** learners throughout life.

Activities

A. Focus on learning



Steps:

1. Review the instructions from the *English Course for Yemen* (Bk. 4) Teacher's Guide that are reproduced on the next page.
2. With your partner, decide whether or not these instructions help teachers conduct a learner-centered lesson or support a teacher-centered approach.
3. Consider different ways the classroom activities they describe could be made more learner-centered.

- 1 **Work out meanings**
PB4
Ask the pupils to look at the three pictures. Elicit the captions under each one. Tell the pupils to use the pictures to work out the meanings of the new words.
- 2 **Read a description**
PB4
Tell the students to read the short description above the pictures silently and answer the question *Which man is this?* (The answer is number 2.)
- 3 **Describe people orally**
PB4
Elicit descriptions of the other two men, following the model on the page. Ask individual pupils for one sentence and ask the class if they agree with it.
- 4 **Language study**
PB4
WB1.2A/B

A Explain the noun *build*. Then elicit all the adjectives in the two boxes on PB4 orally.

B Go through the explanation of adjective order in the Workbook. As you go through each category, ask the pupils for more examples. They can write them at the end of this Stage.

C Introduce Exercise B and tell the pupils to do it. When you carry out a class check, write the answers on the board so that the pupils can correct their own work.

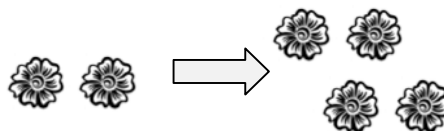
Answers:

- 1 lovely big brown eyes
- 2 a pair of beautiful new shoes
- 3 a small brown paper bag
- 4 a long black beard
- 5 a small blue Japanese car
- 6 famous Yemeni architecture

4. As a whole group, discuss:

- *What are the necessary conditions (classroom furniture, equipment, textbooks, other resources) for using learner-centered pedagogies?*
- *How should the Teacher's Guide be revised to make it more useful for Yemeni teachers?*

B. Mentoring for change



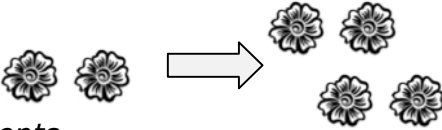
Steps:

1. With your partner, role-play the following scene between a teacher and inspector. Read the scene first, then act out the dialogue.

INSPECTOR: You have just observed a class and must make an evaluation. The class was completely teacher-centered – the teacher explained the vocabulary and grammatical structures well. But it was not clear how well students were learning. You noticed that the same students always had their hands up to answer the teacher's questions, while the majority sat silently staring at their notebooks. You conclude the teacher would benefit from practical advice on implementing a learner-centered class.

TEACHER: You agree with the theory of learner-centered education but do not know how to put it into practice. You are worried about losing your authority in the classroom. If you do not act in a way that is expected from a traditional teacher you could lose the respect of the community. Still, you realize that the class did not go well, so you welcome the inspector's constructive feedback.

2. Get together with another pair and act out your scenes for each other. As a group, compile a list of all the advice given to the teacher.
3. Present your list to the whole group.
4. Discuss how a mentoring frame of mind contributed to the quality of advice the inspector could offer.

C. What's the problem? 

In cooperative learning, students are challenged to learn by working together to find solutions to real-life problems. This think-pair-share activity should help you support teachers as they undertake a problem-based learning approach.

Steps:

1. With a partner, identify at least three real-life problems that face Yemeni young people today. (NOTE: Use your judgment to avoid overly controversial topics).

Problem A: _____

Problem B: _____

Problem C: _____

2. Visualize an English class in your town, village or city. Which of the three topics do you think would be most interesting to these particular students? Which one might they want to communicate about in English to a student living in another country?

3. Write a set of questions related to your chosen topic. Use the examples in the box for inspiration.

SAMPLE PROBLEM-BASED LEARNING QUESTIONS

Topic	Sample Questions
Environment	Who is responsible for protecting wildlife in Yemen?
Health	Why are fast foods considered dangerous to your health?
Economics	What is the major cause of rising food prices?
Language	Should English be a required subject in Yemeni schools?

Your questions: (Use the question words 'who' 'what' 'when' 'where' 'how' and 'why')

- _____
- _____
- _____
- _____
- _____
- _____

4. Share your topic and questions with another set of partners. Ask your colleagues to discuss each set of questions with the objective of exploring each other's views and deciding where to look for more information (library, Web, ask experts, etc.)
5. Present your group's conclusions to the whole group.

D. Connect the text



Materials: *English Course for Yemen*

Steps:

1. Choose a lesson from the *English Course for Yemen*, Books 4, 5, or 6.
2. Identify the main topic of the lesson, for example *living abroad, air travel, future developments*, etc.)
3. Design a training session for teachers and inspectors that gives them an example of how to use learner-centered strategies to connect the topic to learners' own lives and concerns.
 - Define the training objective. What will trainees be able to do?
 - Identify the components of the model lesson.
 - Outline the steps of the model lesson.
4. Describe your training session to the whole group and ask for constructive feedback.

Application and Assessment

1. What was the most useful concept or method you learned from this module?
2. How do you think you may be able to apply it to TPD in Yemen?

4.3 Managing Large and Mixed Ability Classes

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Name the benefits of large and mixed ability classes.
- ✓ Explain the challenges of coping with large and mixed ability classes.
- ✓ Identify a number of strategies for facing the challenges of mixed ability learners.

Critical issues

- How can the situation of teachers having to deal with very large and mixed ability classes be changed?
- How can we involve all learners enrolled in large and mixed ability classes in their learning?
- How can trainers promote an optimistic, problem-solving mindset to overcome obstacles?

Preview

Whole class discussion:

- What is your definition of 'mixed ability' students?
- What is the ideal number of learners in a secondary English language class?
- What are the problems of teaching and learning in large classes?
- What are the benefits?
- Brainstorm a list of the methods and strategies you recommend to cope with large and mixed ability classes.

Background Reading

Making the Best of Challenging Circumstances

No two students are exactly the same. Therefore, every class is a mixed ability group. Every class is made up of individuals with different **cognitive abilities, learning styles** and personalities. Finding ways to **differentiate** instruction in ways that can reach all of the individuals in a classroom is one the major challenges for all teachers. As language teachers, it is difficult for us to adjust our lesson plans to fit the learning needs of students who may have a wide range of proficiency levels. This problem is compounded when the teacher has to work with large numbers of learners in a single class.

International research on teaching and learning consistently shows a reverse **correlation** between class size and the quality of learning outcomes (the smaller, the better). Researchers have placed the ideal number of students in a language class at no more than 25, but the reality in Yemen is that 60 or more students are often crowded into the same classroom. This is also the case in schools in many developing countries; yet, some extraordinary English teachers have managed to overcome these challenges and produce some amazing results.

In fact, some teachers claim that there are certain benefits to working with large and mixed ability classes. For example:

- There are always enough students for interaction.
- There are a rich variety of backgrounds and experiences to draw upon.
- Learners can help each other under the guidance of the teacher.

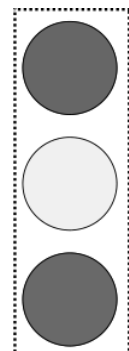
On the other hand, there are obvious challenges:

- Teachers often feel out of control.
- It is difficult to accommodate individual problems and learning styles.
- Quiet students too easily get lost in the crowd.

Possible strategies to cope with the problem

In order to handle large and mixed ability classes, teachers have to become experts at strategies which will be helpful for all types of learners in the classroom. They can only manage, however, if their schools and classrooms are positive, supportive **learning environments** with adequate space, light, equipment, materials and other resources.

One very useful way of knowing how well students in large and mixed ability classes are comprehending the lesson is to use a **formative assessment** technique known as the '**traffic light**.' To use this simple technique, every student has a set of three cards (red, yellow and green) as part of her standard classroom tools, along with notebook, pen and textbook. At points where teachers want to be sure that students understand a concept, they ask students to hold up a green,



yellow or red sign to indicate whether they understand (green), are not quite sure (yellow), or do not understand at all (red). Using this technique, teachers can allow those who show green to move on to a new activity while they spend more time with students showing yellow and red.

Teachers faced with the challenge of large classes must be very well organized and skilled in implementing group work and at ease using other learner-centered methods. One helpful tip is to engage students as assistants in clarifying instructions and monitoring group progress, a strategy which also builds leadership skills. As general advice, a UNESCO Booklet entitled *Practical Tips for Teaching Large Classes: A Teacher's Guide* offers the following tips:

- Plan ahead and prepare thoroughly.
- Maximize classroom space as much as possible.
- Do everything possible to get to know your students.
- Move around the class while talking.
- Keep track of frequently asked questions and common mistakes. Use these to develop lessons and help students avoid making them again.

Activities

A. Tell your story



Steps:

1. Think about an experience you have had managing a large and/or mixed ability class. Make notes to help you recall the details.
2. Time _____ Place _____
Name of the school _____
Number and level of students _____
Conditions of the classroom _____
Learning materials and other available resources _____

Other relevant or interesting details _____

3. Use your notes to present a personal narrative that describes:
 - the learners
 - the conditions of learning
 - how you managed to cope
 - what you learned
 - what you would do differently next time

4. Your colleagues in the group can use the rubric below to give you feedback on your story.

How was the story?	3	2	1
Description of class context	Compelling, thorough, rich and informative.	Clear, thorough, complete and informative	Unclear, not thorough, rich, or informative
Strategy	Highly relevant and well-structured	Relevant and suitably structured	Unclear and hard to follow
Interest	Fascinating	Interesting	Loses interest
Authenticity	Real and convincing	Believable and possible	Contrived and unlikely

B. Design a learning space

Materials: flip chart, markers

Steps:



Imagine that your community is planning to build a new secondary school. As teachers, you have been invited to form a committee that will recommend how the classrooms should be designed and equipped.

1. Fill in the 'floor plan' in the rectangle below. Show the placement of door, windows, chalkboard, teacher's desk, student furniture, and any other classroom equipment in a typical existing classroom.

REAR OF CLASSROOM



FRONT OF CLASSROOM

2. Assuming that the classrooms must continue to serve large and mixed ability classes in the foreseeable future, discuss with your committee members what the essential features of a classroom should be.
3. Draw a new plan that shows the shape of your ideal classroom, how the furniture should be arranged, and the essential resources it should have. Use your imagination freely.
4. Present your plan to the whole group. Discuss how your design will help teachers manage large and mixed ability classes.

C. Attention, please!



Most teachers have a 'bag of tricks' to help focus students' attention when it has drifted away. For example, 'a moment of silence', a quick game or a physical exercise may serve to bring students' energy back the task of learning. The purpose of this activity is to invite teachers to discover and apply each others' favorite techniques.

Steps:

1. What is in your bag of tricks? Tell your partner about your favorite strategies for focusing students attention.
2. Prepare a short demonstration of one strategy to share with the whole group.

Application and Assessment

1. How can sharing strategies for managing large and mixed ability classes with each other help teachers cope?
2. What is needed to solve the problem of overcrowded and under-resourced classes in Yemen in the long run?

Unit 4 Micro-Training Activity

Explore Options for Change

Materials: flip charts, markers, cards (for name tags)

Equipment: camcorder and tripod (if available) or smartphone, projector or playback monitor

Steps:

1. Divide into four groups: A, B, C and D
2. Each group decides on a problem to focus on. The problem should be one that presents a major challenge for secondary teachers in Yemen today. (NOTE: Groups may focus on the same problem and compare solutions, or they may choose different ones.)

Examples: (Also look back at Activity C in Module 4.1 for more ideas to broaden the discussion.)

The textbooks are out of date and irrelevant.

Classes are too large to manage.

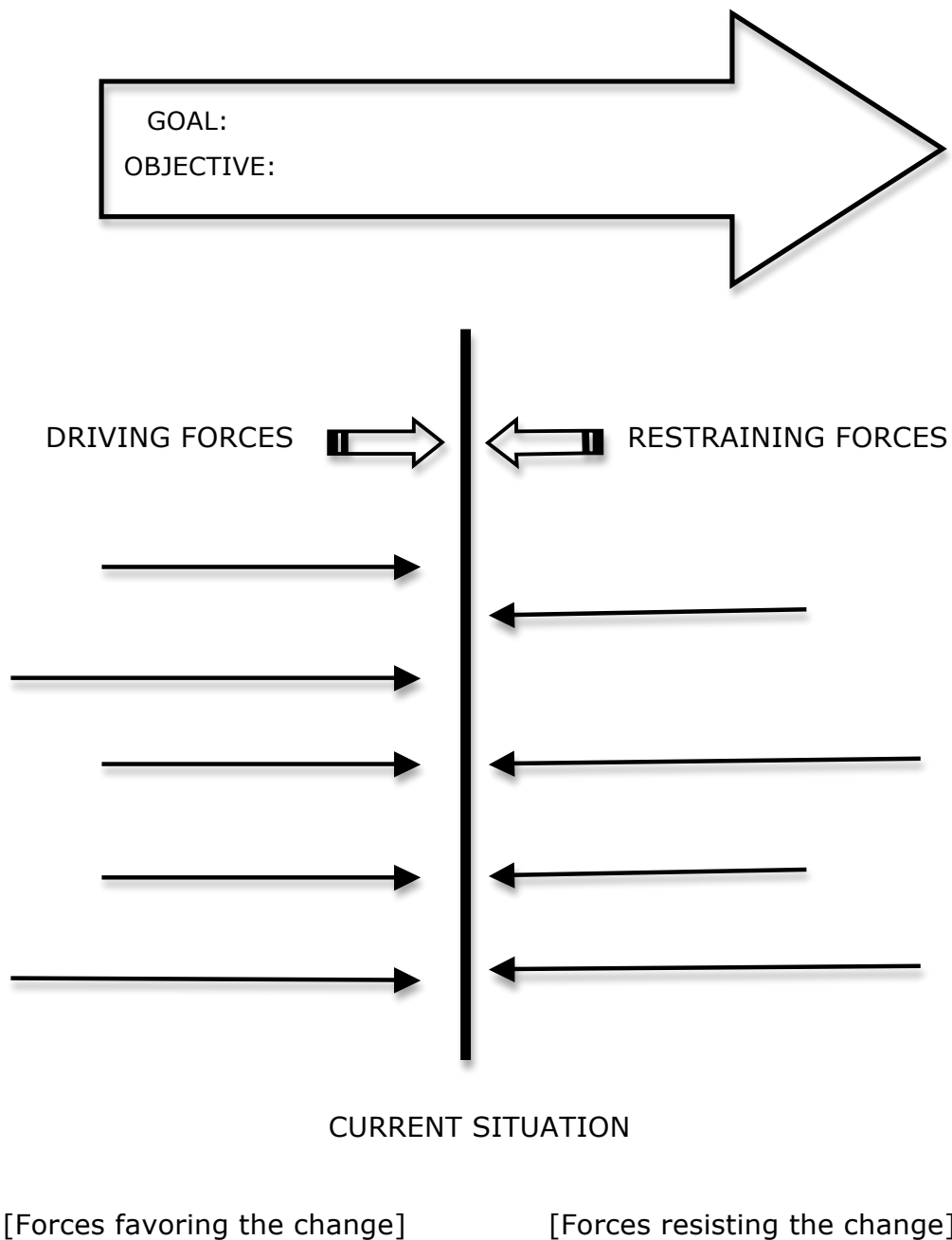
Teachers insist on using the lecture method.

Students are bored.

There are not enough resources to support the communicative approach.

3. The task for each group is to perform a '**force field analysis**' on the problem. This type of analysis is based on the idea that we can only bring about change if we understand the forces that underlie the problem.
 - 1st. Each group selects a facilitator, a monitor, and an evaluator.
 - 2nd. Write a statement that defines the problem you have chosen. Discuss the reasons why you believe it is important to solve the problem.
 - 3rd. Write a statement of your long term goal.
 - 4th. Write a statement of your immediate objective.
 - 5th. Brainstorm a list of the **driving forces** that motivate your group to reach its objective.
 - 6th. Brainstorm a list of the **restraining forces** that make it difficult to change the problematic situation
 - 7th. Draw a graphic organizer following the model on the next page.
 - 8th. Use your notes and lists to fill in the 'force field'.





With your group, complete the questions below:

- Our change strategy is to:
 - ☐ increase the driving forces
 - ☐ weaken the restraining forces
 - ☐ do both of the above
- Explain the rationale for your strategy
- Explain how you will implement your strategy.

4. All four groups present their models:

FACILITATORS from each group present your group's force field analysis to the whole group.

MONITORS from each group comment on the process each group used to complete the task.

EVALUATORS from each group comment on the quality of the outcomes.

5. All participants meet together as a whole group. Reflect on the different roles you have played. If time allows, repeat the process so that different individuals have the opportunity to practice their skills.

Unit 5: Developing and Sharing Resources



*"One generation plants the trees under whose shade
future generations rest."*

—Chinese proverb

The modules in this unit are intended to provide master trainers with the background knowledge and training capacities necessary to plan professional development activities for inspectors and trainers.

Module 1: Developing quick, simple and effective teaching aids

Module 2: Planning teacher resource centers

Module 3: Building networks for the exchange of knowledge and best practices

Micro-Training: *How to Make a Great Video.*

5.1 Developing Quick, Simple and Effective Teaching Aids

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Explain what makes teaching aids effective.
- ✓ Describe the use of storyboards in language learning.
- ✓ Apply the 'rule of thirds' to organize a display board, image and video screen.
- ✓ Plan a listening activity around a downloaded audio file.

Critical issues

- What makes an illustration, video or audio recording into a teaching aid that is useful in language learning?
- How can teaching aids be used most effectively for language practice?
- How can teachers find the time and resources to develop teaching aids?

Preview

Discuss with a partner:



- What types of teaching aids have you used in the past?
- Which audio and visual aids do you think are useful to enhance any English language environment?
- What skills do you think mentors need to help their mentees create more effective teaching aids?

Complete this sentence:

Audio-visual aids promote language learning if they _____

Background Reading

What Makes Teaching Aids Effective?

When learning our mother tongue, we use language to communicate our emotional state as well as our thoughts and ideas. As we learn to use a second language, we still want to express happiness, sadness, joy, uncertainty, feelings of comfort and even fear. That is why good teaching aids appeal to both the **affective** and the **cognitive domains** of learning.

According to some experts, a teaching aid is effective if it:

- touches the emotions as well as the intellect;
- serves as the starting point to interact with one another;
- connects with learners' lives and aspirations;
- invites making a commitment to choices;
- gives confidence that it is purposeful and will help in learning.

Language teachers around the world use different kinds of audio-visual (AV) aids to help learners engage with authentic language and to understand new terms, concepts, and relationships without resorting to translation. Effective use of AV aids and other forms of learning media helps to create a stimulating environment that enhances communicating in the new language.

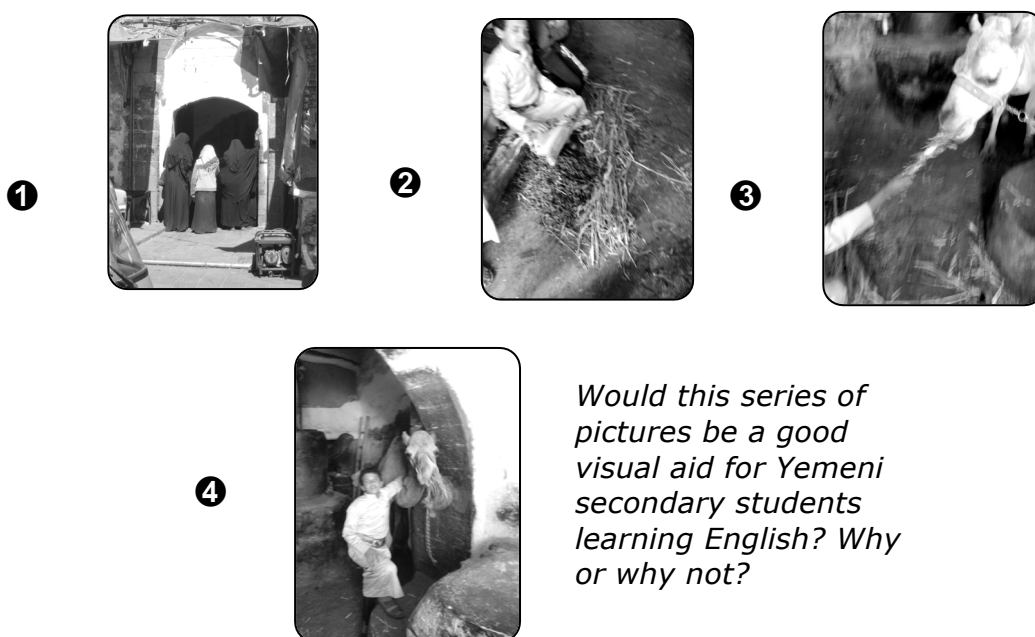


Audio-visual aids widely used by English language teachers include posters, drawings, bulletin board displays, models flash cards, puppets, masks and real objects (**realia**).

The use of photographs, video and computer imaging has also become popular as a tool for language learning. However, the simplest and most effective types of teaching aids are often those that are created by the teacher using materials that are inexpensive and locally accessible.

Storyboards are one kind of visual aid often used in language classrooms to elicit oral and written communication. A storyboard is a sequence of images that tells a story visually. The pictures that compose a storyboard may either be drawings or photographs. Storyboards are also used in filmmaking to plan movie scenes, and in computer software design to make video games. Each photograph or drawing in a storyboard is called a **frame**. A written description of a frame is workable as a storyboard.

Look at the images in the storyboard. Where do you think this story takes place? Who are the characters? What do you think they are they saying or thinking in each frame?



The most widely used audio aids for language teaching are pre-recorded listening practice professionally produced by a publisher to accompany a textbook, available on **cassette tapes** and/or audio **CDs**. Videos, which have the advantage of combining audio and visual communication in creative and extremely engaging ways for language learners. Teachers have become increasingly familiar with using **DVDs** or Internet sources, such as YouTube. To use these in a classroom, you must have access to playback equipment with good speakers so that students even in the back of the class can hear.

Activities

A. Make a scene

Materials: A4 blank paper



Steps:

1. Look back at the storyboard in the background reading. For each frame, write the actual words that the characters are saying or thinking.
2. Think of part of a story (a scene) with at least three frames: a beginning, a middle and an end. Sketch an image or write a description for each frame on separate pieces of paper. Write a dialogue at the bottom of each frame.
3. Share your original storyboard and dialogue with the whole group.



B. Organize a display board

Equipment and materials: blank A-4 paper or flip chart, white board

Steps:

1. Read the information about how to organize a rectangular space such as a whiteboard according to the '**rule of thirds**'.

Visually, the most active points of a **tableau** (any scene) are the four places where the lines cross each other. If you center something (text or image), you give it power but isolate it. Using the four points where the lines cross creates a dynamic interactivity between all the elements on the board.



2. Divide the white board or chalkboard into nine rectangles of equal size. If you do not have access, simply use a sheet of flipchart paper or a piece of A4. The objective is to create a model display for teachers to fill with information. Discuss with your group where the following items might well be placed.

- today's date
- a drawing illustrating a vocabulary item and the word itself

- a diagram connecting ideas or illustrating a grammar point
- the homework assignment
- sample sentences elicited from or written by students

3. Create a sample white board display and present it to the whole group.



If your trainees have access to the Internet, they can take advantage of a number of different sites that provide learners with opportunities to listen to authentic language. Some of these sites allow teachers and learners to download audio files without charge, and many provide transcripts. A list of links to these sites can be found at <http://iteslj.org/links/ESL/Listening/>

Steps:

1. With your partner, read the transcript below from the English Listening Library Online www.ello.org. In this activity, six young people from around the world talk about a topic of common interest:

a. **David / Kenya**

How often do I eat fast foods? I'm really not a fan of fast food, but when I get a craving, I just listen to it and go to either one of the fast food restaurants and shops and get myself a nice burger and fries.



b. **Aiste / Lithuania**

Not very often. I don't like going to fast food restaurants because I really don't have a very strong digestion system so therefore if I go to eat fast food, I don't feel very good, so I prefer the food that is better quality than fast food.

c. **George / United States**

Uh, fast food. Fast food. Since college probably only once a month or less. Again, back in high school it used to be maybe three times a week, but where I live now I can't find a lot of fast food restaurants, so I think that's the reason why I don't eat it so much now.

d. **Mike / Singapore**

Fast food. One too many, because the bus stop where I take the bus to school and in front of the bus stop there is a burger joint, so it's very convenient for me to just grab my lunch from there and sometimes when I'm on my way back home. I'll also get my dinner, but of course it's not healthy and, but then again because it's so convenient, so that's the hard thing. But I'm thinking of cutting down on fast food.

e. **Chrystal / United States**

Fast food? Every time I crave for it. There is this really great hamburger joint like right outside my house and I just can't stop eating it. I have to go there maybe at least once a week just to grab those burgers.

f. **Diego / Mexico**

I eat fast food, I think, only once a week, and it's usually when I don't have time to cook because I'm a very big fan of cooking, so if I eat fast food it'll be on the weekends when it's really late and I don't want to cook.

2. How would you advise teachers to use this listening script? What steps do you think they should they take?

- 1st. Tell the class they will hear six different people answer the same question.
- 2nd. Play the whole passage (all six responses).
- 3rd. Ask students to write down what they think the question is.
- 4th. _____
- 5th. _____
- 6th. _____
- 7th. _____

3. Get together with another pair and compare your steps for the listening activity. Discuss:
- Would this activity be interesting to Yemeni secondary students? If not, what topics might interest them?
 - If teachers have audio recording equipment (such as a digital recorder or smart phone), how could they design a similar activity using students' own voices?

Application and Assessment

1. In one sentence, summarize the most useful thing that you learned from this module.
2. Note what you still do not fully understand about making and using teaching aids for language practice?

5.2 Planning School Based Teacher Resource Centers

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Describe workable strategies to convince teachers to share their resources.
- ✓ Show how to bring classes closer to the students' lives using teaching aids and other media.
- ✓ Identify local resources that can be used to promote language learning.

Critical issues

- How can trainers encourage teachers to share their expertise, lesson plans and materials with each other?
- How can teachers and school staff meet the challenges of organizing and maintaining a teacher resource center?

Preview

Discuss with a partner:  

- How can teachers benefit from sharing media and other resources?
- What can trainers and inspectors do to promote the creation of teacher resource centers at school and district level?

Complete this sentence:

A TRC is a place for teachers to _____

Background Reading

Why and How to Organize a Teacher Resource Center

Teacher resource centers (TRCs) provide teachers with a structure to organize activities and strengthen their combined efforts to enrich their teaching practice. The materials shared in a TRC enable teachers to build upon their successes and develop their skills by trying out new methods and materials. At the same time, teachers are acknowledged for their contributions to the TRC, which in turn enhances their **professional standing**.

A teacher resource center can start as a box in a closet or a drawer in a file cabinet and grow into a library or a web site. TRCs can be organized in several ways. For example, English teachers may want to organize materials according to **skill areas** or points in the **curriculum**. Samples of the best student work are often kept in the TRC, as are lesson plans, activity guides and **study kits**. The inspector can review the materials teachers put in the TRC and make suggestions for new additions.



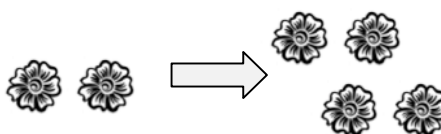
Resources in a typical TRC may be organized as follows:

- | |
|---|
| <ul style="list-style-type: none">• COLLECTIONS: sample textbooks, dictionaries, a thesaurus and reference books to browse for ideas; reading materials to suit interests; sample lesson plans from colleagues, samples of student work; class or school newsletters |
| <ul style="list-style-type: none">• CLASSROOM RESOURCES:<ul style="list-style-type: none">– traditional: photos, maps, and diagrams mounted on paper for display; models, games, puzzles for students to play and solve in groups, activity guides and study kits– electronic: laptop with projector, CDs with sound and slide presentations, photos, maps, games; DVDs with films. If the school has an Internet connection, the resources and access include web sites, blogs, social media such as Facebook and Twitter that can be researched in the TRC |
| <ul style="list-style-type: none">• PRODUCTION MATERIALS AND EQUIPMENT:<ul style="list-style-type: none">– traditional: drawing materials, heavy papers in different sizes and colors, scissors, tape, pins or magnets and display boards for posters and murals– electronic: computer and printer, digital photograph and video cameras, tripod audio recorders and microphones, cell phones, radio |

- **PROFESSIONAL DEVELOPMENT:** an **organizational structure** for sharing good practices in **curriculum development**; discussing teaching strategies; preparing **supplementary materials**, assessment instruments and professional development **portfolios**
- **NETWORKING:** computers with Internet access and traditional sharing with other schools and teachers via inspectors, newsletters and meetings

Activities

A. Share reading resources



Opportunities for Yemeni English teachers and learners to communicate with English speakers outside of class are rare. However, both teachers and learners can benefit from developing more access to extensive reading materials.

Materials: flip charts, markers

Steps:

1. Discuss the model plan below for collecting and sharing reading materials. Do you think it would work in your district or school? How would you change it?

Select: Find out what are teenage girls and boys in Yemen interested in reading. Student interest is more important than the level of difficulty.

Assemble: Encourage students to search for and share links to web sites with free reading materials, such as:

www.myenglishpages.com, which provides access to current news, interesting articles about famous people, and complete downloadable **ebooks**.

Clip articles from English language magazines and newspapers that related to their lives. Contact publishers, international and non-governmental organizations (NGOs) to find donors of reading materials.

Loan: Let the students take the materials home with a reading guide to make sure they are (1) interested and (2) do the reading.

2. Join another pair of partners to form a small group. Revise the model plan to fit a typical Yemeni school's circumstances or replace it with one of your own. Present your ideas to your colleagues.



B. Publish a magazine

An English language magazine produced by students with the help of a teacher can be a very powerful motivator. It start in a very simple way as a basic newsletter and become more sophisticated over time.

Materials: flip charts, markers

Steps:

1. Discuss this plan for starting an English language magazine. Do you think it would work in your district or school? Why or why not? How would you adapt the plan?

Establish a focus: Design a survey, questionnaire, or interview to find out the interests and themes of both the students and the teachers.

Gather and edit materials: Work with a group of interested students to prepare guidelines to collect articles, poems, and stories (length, theme).

Publish: Help students edit and lay out the articles and pictures. The first place to publish is on the walls of the school hallways with permission. If there is support, then duplicate and distribute, again with permission.

2. Revise your group's to fit actual circumstances or replace it with a plan of your own. Present the plan to the whole group.



C. Design a mural

A mural is valuable to a language class in all of its stages: planning, production and promotion. In small groups, decide how you would advise teachers to plan a mural project.

Steps:

1. As a group, read the description of steps and consider which parts are appropriate and possible in a typical Yemeni secondary school.

Focus on a suitable topic. You may discuss with students and other teachers to come up with 2 or 3 possibilities.


Assign roles (reporter, writer, editor, designer, artist) to the student team.

Request permissions, describing the work and its value, writing cues for the artists, ordering materials, all require written letters and instructions.

Have an opening ceremony to unveil the mural in the presence of school administration, parents and community.

Have students write about making the mural and publish the story in the student magazine.

Take photographs or make a video showing how the mural was made.



Did you know?

Sea turtles in Yemeni waters are an endangered species...but there is something we can do about it!

✓ We can protect their nesting areas.

✓

✓

2. Considering the three main stages of designing and producing a mural in English, what are the main communication skills students will have opportunities to develop?

Planning: _____

Production: _____

Promotion: _____

3. Adapt or rewrite your own plan for designing a mural and present it to the whole group. Once your project has been successfully completed, do you predict that the plan be used by other teachers in the same or other schools?

Application and Assessment

1. Many teacher resource centers start with small steps. However, the effort does need a commitment by colleagues and the school administration. In your view, what are the main obstacles to overcome in taking these first steps? How can these obstacles be overcome?
2. What more would you like to know about organizing teacher resource centers?

5.3 Building Networks for the Exchange of Best Practices

Training Objectives

By the time you reach the end of this module, you will be able to:

- ✓ Plan strategies for building a local network to share resources.
- ✓ Identify steps to link teacher resources centers as hubs in a wider network.
- ✓ Recognize the role of communities in creating and sharing media resources.

Critical issues

- What can teachers in Yemen do to strengthen their networks for sharing resources and good practices?
- Developing a convincing argument in support of collaboration is fundamental to the success of any network. What would convince the teachers you know to join in?

Preview

Discuss with a partner:



- Why is it important for teachers to establish connections with other teachers outside of their school and local area?
- Are you already a member of a professional association or informal teacher network? Which ones? How has it benefited your practice?
- What are some of the obstacles to building professional teacher networks in Yemen?
- If you know of instances where successful teacher networks have been established, describe the activities and the reasons why they were successful.
- Who should be involved in establishing pathways to networking in a school or district office? Is there a role for parents and community leaders?

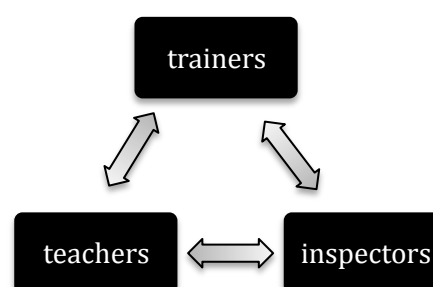
Background Reading

Breaking the Isolation

As any teacher will tell you, teaching is a difficult and exhausting job. Even the best teachers have bad days, and all teachers sometimes feel worried about their effectiveness. Those who are isolated from their colleagues by distance and lack of communication technology may be unaware of solutions that could benefit them. School administrators and can be helpful, but often understand professional development only as training workshops, which rarely have a lasting impact. Teachers need **in-service training**, but they also need ongoing encouragement and support that lasts far beyond the conclusion of the workshop or training course. Networking not only promotes new techniques that have proven to be effective, but are also concerned with promoting good teaching practices that bring joy and renewed energy to the classroom.

Where do we start?

The master trainer and inspector have positive roles in drawing teachers together working *with* them to promote reflective practice and share new ideas. Teachers can be invited, for example, to share model lessons or try out the use of media to colleagues in a safe, **non-threatening environment**. If a school has a TRC, it can provide the space and facilities for networking both within the school and externally, with other schools in the district, the governorate and throughout the country.



If a TRC has not yet been established, local **networking** can also take place in a section of a teachers' room, an office or any space where teachers can meet, talk and share materials.

What is the goal?

By sharing one's materials and lesson plans and being open to constructive feedback, meeting regularly creates a **culture of trust** and support. As a basis for supporting problem based learning activities, such meetings also facilitate mutual support and informal **peer mentoring**.

How can teacher networks be sustained?



Mentors and teachers must look to the long term and gain the support of their communities to effect real change. Community members can contribute to school media collections by volunteering their skills as **artisans** or **craftspeople** whose **local knowledge** is essential to maintaining cultural traditions. As teachers acquire new skills, a TRC or any collecting point can provide a means of gathering evidence of good practice through **systematic reflection**, so long as it is accessible and useful. In fact, many such efforts have begun with only a cardboard box, file folders and perhaps a table. Over the years, with the help of the Internet, these gatherings of educators have grown into stimulating, dynamic networks that reach across local and national boundaries.

Activities

A. Reach out



Steps:



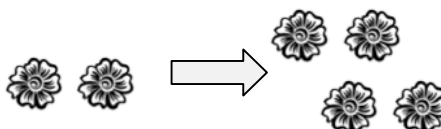
1. Choose one member of your group to sit alone in the center of a circle. Imagine that this person is the only English teacher in a school that is located at the end of a road like this.
2. The remaining group members are a delegation of Ministry officials, inspectors and trainers who are visiting the school.
3. The teacher make a list of reasons why he or she feels completely isolated.
4. Role-play the meeting between the visiting delegation and the teacher.
5. After listening to the teacher's problems, the group makes several suggestions on how to break the isolation.



"How can I join a network? I have to travel for three hours just to get access to the Internet"

6. TEACHER: Respond to the delegation's suggestions. Give your opinion on which suggestion will work best in your situation and add your own ideas on how it can be implemented.
7. Invite the person playing the teacher from each group to report your conclusion.

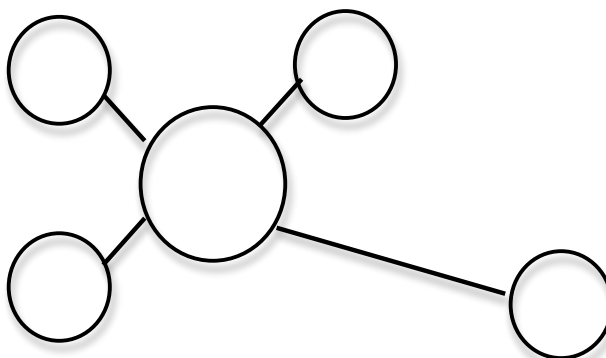
B. Create a local network



Materials: flip chart, markers, blank A-4 paper

Steps:

1. Discuss with a partner:
 - Describe how a local network or association of English language educators could operate within your local area, district or governorate.
 - What would be the objectives of your group?
 - What name do you propose?
 - What do you anticipate as the major challenges?
 - What strategies would you use to meet the challenges?
 - What resources would you need?
2. With your partner, brainstorm the people who should work together and would benefit from your network.
3. Try using a web diagram web diagram or another model to show the relationship of the participants in the network. The person or group at the center forms the hub of the diagram. What different media will be used to sustain the relationships? Draw as many more circles and lines as you need to complete the network.



4. Make a list of 'next steps'.
5. Meet with another pair and share your plans. Compare the similarities and differences in the two approaches.



C. Expand your horizons



<https://www.facebook.com/groups/TESOL.YEMEN/>

Materials: blank paper, colored pencils or pens, flip chart, markers

Steps:

1. As a group of educators interested in promoting the theory and practice of mentoring in Yemen, you want to start a new, national association in Yemen.
2. Divide into 'working groups', according to your talents and interest:
 - Group A: Design a logo for the new professional organization.
 - Group B: Decide on how the leadership of the organization will be structured.
 - Group C: Decide on who will be invited to become members and how much membership will cost.
 - Group D: Make plans for advertising and raising awareness about the new association, for example through a web site, a blog, a Facebook page, posters, or a newsletter.
 - Group E: Make plans for the association's first annual conference. Who will be invited to give the keynote speech? What will be the main theme of the conference? Who will be able to submit proposals?
3. Appoint a reporter for the whole group discussion to take notes. Each working group presents its component of the network plan in turn and welcomes questions and feedback.
4. The reporter summarizes the combined plan and main points of the discussion.

Application and Assessment

1. Why is it important for teachers and inspectors to work together to break the isolation, especially in remote areas?
2. Do you think it is realistic for Yemeni English teachers to visualize a professional association of their own? Why or why not?

Unit 5 Micro-Training Activity



How to Make a Great Video

Materials: art materials for designing a simple visual aid

Equipment: camcorder and tripod or smartphone with video recording capability, projector or playback monitor

Steps:

1. Divide into groups of equal size (maximum 7 members). All groups follow the same instructions.
2. Prepare.
 - 1st. You are going to plan to make a short video (5-7 minutes) demonstrating how to make or use one or more visual aids in a language learning lesson. Your video will be shared with teachers and inspectors throughout Yemen.
 - 2nd. Video production depends on teamwork. Each group member must play an active role. Decide who will be:
 - producer (overall manager)
 - writer (prepares the script, coaches presenters)
 - designer (prepares the visual aid).
 - director (tells presenters and crew what to do)
 - stage manager (gives signals to begin and end, monitors time)
 - presenters
 - camera person
 - audio person
 - lighting director
 - 3rd. As a video production team, discuss the language learning objective of your presentation and the type of visual media you are going to use (drawing, photographs, storyboard, graphic organizer, real objects, models).
 - 4th. Producer, writer and presenters work together to rehearse what they will say and do. Designer creates the visual aids to be shown. Technical crew (stage manager, director, camera, audio and lighting person) work together to plan the production.
 - 5th. Rehearse, rehearse, rehearse. Run through the production at least twice before actually recording the presentation. Make sure that the main source of light is *behind* the camera and that the microphone is as close as possible to the presenters. If you do not have a tripod, hold the camera or smartphone as steadily as possible.



3. Action!! Record your video. Prepare to show it using a projector or TV monitor. Discuss with your group what you have learned from the process and what you would do differently next time.
4. If playback equipment is available, combine with all of your colleagues to provide feedback on all of the videos. Make brief notes on each production in the form below.

GROUP #	TITLE	PRESENTATION	VISUAL AID DESIGN	TECHNICAL QUALITY	TIMING
1					
2					
3					
4					

5. Using your notes, give constructive feedback to the teams based on the following criteria:
 - How clearly does the video show the effectiveness of a visual aid in language learning?
 - How could the video be improved?
 - Should it be part of a media collection in a Teacher Resource Center in Yemen? Why or why not?

Resources

Publications

- Ascher, Stephen and Edward Pincus. 2012 *The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age*. 4th ed. New York: Plume (Penguin Group).
- Boreen, Jean, Johnson, Mary K., Niday, Donna and Joe Potts. 2009. *Mentoring Beginning Teachers: Guiding, Reflecting, Coaching*. 2nd ed. Portland, Maine, USA: Stenhouse Publishers.
- Bruner, Jerome. 1996. *The Culture of Education*. Cambridge, Massachusetts, USA: Harvard University Press.
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- Dewey, John. *Experience and Education*. 1938. New York: E.P. Dutton.
- Eitington, Julius E. 2001. *The Winning Trainer: Winning Ways to Involve People in Learning*. 4th ed. Houston, Texas, USA: Gulf Publishing Company.
- Freiberg, J. (Ed.). 1999. *School Climate: Measuring, Improving and Sustaining Healthy Learning Environments*. London and New York: Rutledge Falmer.
- Jonson, Kathleen Feeney. 2008. *Being an Effective Mentor: How to Help Beginning Teachers Succeed*. 2nd ed. Thousand Oaks, California, USA: Corwin Press.
- Larsen-Freeman, Diane and Marti Anderson. 2011. *Techniques and Principles in Language Teaching*. 3d ed. New York: Oxford University Press.
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- McKay, Sandra Lee. 2002. *Teaching English as an International Language*. Oxford, U.K.: Oxford University Press.
- O'Hair, Dan, Rubenstein, Hannah and Rob Stewart. 2013. *A Pocket Guide to Public Speaking*. Boston, Massachusetts, USA.
- Panther, Grant. 2009. *85 E.S.L. Grammar Lesson Plans*. AuthorHouse. Bloomington, Indiana, USA.
- Portner, Hal. *Mentoring New Teachers*. 2008. 3rd ed. Thousand Oaks, California, USA: Corwin Press.
- Rabiger, Michael. 2009. *Directing the Documentary*. 5th ed. Oxford, UK: Focal Press.
- Richards, Jack. *Communicative Language Teaching Today*. 2006. New York: Cambridge University Press.

- Rychen, Dominique and Alejandro Tiana. 2004. *Developing Key Competencies in Education: Some Lessons from International and National Experience*. Paris: UNESCO IBE.
- Slavin, Robert. 1990. *Cooperative Learning: Theory, Research and Practice*. Boston, Massachusetts: Allyn and Bacon.
- Stempleski, Susan. 1991. Video in Second Language Teaching: Using, Selecting and Producing Video for the Classroom. Arlington, Virginia, USA: TESOL.
- Ur, Penney. 1984. *Teaching Listening Comprehension*. New York: Cambridge University Press.
- Vygotsky, Lev. *Mind in Society: The Development of Higher Psychological Processes*. 1978. Cambridge, Massachusetts: Harvard University Press.
- Wright, Andrew, Betteridge, David and Michael Buckby. 2006. *Games for Language Learning* (Cambridge Handbooks for Teachers). 3d ed. Cambridge, UK: Cambridge University Press.

Web Resources

Documents

- Alberta Teachers Association: Mentoring Beginning Teachers: Program Handbook. Downloadable at:
<http://preview.tinyurl.com/mentoring-teachers-pdf>
- HM Inspectorate of Education. 2008. Mentoring in Teacher Education. Downloadable at:
http://www.educationscotland.gov.uk/Images/mite_tcm4-712851.pdf
- Kayi, Hayriye. Teaching Speaking: Activities to Promote Speaking in a Second Language.
<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Krashen, Stephen. Second Language Acquisition and Second Language Learning.
http://sdkrashen.com/content/books/sl_acquisition_and_learning.pdf
- Ministry of Education, New Zealand Te Kotahitanga professional development project.
<http://tekotahitanga.tki.org.nz/>
- UNESCO. 2006. Practical Tips for Teaching Large Classes: A Teacher's Guide. UNESCO Bangkok.
<http://unesdoc.unesco.org/images/0014/001488/148867e.pdf>
- The World Bank. What Matters Most for Teacher Policies: A Framework Paper. SABER Working Paper #4, April 2013.

<http://tinyurl.com/http-saber>

Web Links

Adult education and training:

www.stephenbrookfield.com

Audio-visual aids:

<http://www.youtube.com/watch?v=bUeqS8fj1vk>

<http://www.youtube.com/watch?v=KaLmdRBvGG4>

Mentoring:

<http://www.mentorset.org.uk/pag>

<http://www.grad.washington.edu/mentoring/es/mentoring.htm>

<http://www.mentoring.org/>

Media:

www.mediacollege.com/video

<https://sites.google.com/a/gradschool.marlboro.edu/technology-integration-lab/tutorials/photo-video-basic-skills>

ELT Resources for teachers, trainers and inspectors:

Assessment:

<http://iteslj.org/Articles/Tambini-Aligning.html>

<http://www.cmu.edu/teaching/assessment/basics/formative-summative>

Communicative approach:

[http://www.cambridge.org/other_files/downloads/esl/booklets/Richard s-Communicative-Language.pdf](http://www.cambridge.org/other_files/downloads/esl/booklets/Richard_s-Communicative-Language.pdf)

<http://www.youtube.com/watch?v=20zBOWrP2yc>

General:

www.myenglishpages.com

<http://www.teachingenglish.org.uk/knowledge-database/communicative-approach>

<http://www.cambridge.org.br/for-teachers>

www.manthings.org

<http://olc.spsd.sk.ca/De/PD/instr/index.html>

Lesson planning:

http://www.crlt.umich.edu/gsis/p2_5

Listening and speaking:

www.ello.org

<http://www.esl-lab.com/>

ITESTL Journal <http://iteslj.org>
<http://www.esolcourses.com/content/topicsmenu/listening.html>
[http://iteslj.org/links/ESL/Pronunciation/Tongue Twisters/](http://iteslj.org/links/ESL/Pronunciation/Tongue_Twisters/)
<http://www.onestopenglish.com/skills/listening/jazz-chants/mp3-files-and-recording-scripts/>

Learning environments:

<http://www.uis.unesco.org/Education/Documents/tp9-learning-environments-2012-en2.pdf>

Lesson planning:

http://www.crlt.umich.edu/gsis/p2_5

Performance objectives:

<http://depts.washington.edu/eproject/objectives.htm>

Problem based learning:

<http://discover.education.purdue.edu/challenge/pblforesl/mainhome.htm>

Reading:

<http://www.fortheloveofteaching.net/2011/01/metacognitive-strategies-for-reading.html>

Summary of ELT methods:

<http://www.youtube.com/watch?v=L2JaADcWegA>

Teacher resource centers:

http://oi.uchicago.edu/OI/MUS/ED/TRC/trc_home.htm

Word games and puzzles:

<http://puzzlemaker.discoveryeducation.com>

Writing:

http://www.cal.org/caela/esl_resources/digests/writing.html

<http://iteslj.org/Techniques/Jarvis-Writing.html>

Networks:

Yemen:

TEFL Yemen

<http://yementefl.webs.com/>

TESOL Yemen

<https://www.facebook.com/groups/TESOL.YEMEN/>

Mentoring in Thought and Action Facebook Group

<https://www.facebook.com/groups/587389358016627/>

Regional:

TESOL Arabia

<http://www.tesolarabia.org/membership/index.php>

International:

TESOL

www.tesol.org/

IATEFL

www.iatefl.org/

Glossary of Key Terms

ACTION PLAN

A detailed plan for implementing a project or intervention, usually including an overall goal, specific objectives, strategies for reaching the objectives, actors, time frame, and resources needed.

ACTION RESEARCH

A type of research often applied to education contexts in which researchers work with teachers to identify and solve problems.

ACTION VERB

A classification of verbs that express an action, such as go, sit, look, listen. Also known as dynamic verbs (compare with stative or linking verbs such as be, appear, seem, etc.).

ACTIVE LEARNING

Describes several modes of instruction in which students are actively engaged in their own learning process by both doing things and thinking about them.

AFFECTIVE DOMAIN

Area of learning that includes emotional growth, attitudes and values in contrast to purely cognitive abilities (see also COGNITIVE DOMAIN).

AH

Anno Hegirae (Latin), used in English to signify the year numbering system used in the Islamic calendar.

APPRENTICE

Traditionally, a person who is in the process of learning a craft trade from a master.

ASSESS

To measure the quality of something, such as a learning event or outcome. (NOUN: assessment).

BRAINSTORMING

A technique for generating ideas in which the facilitator or teacher invites members of a group to focus on a certain topic or theme. Participants state their ideas, which are then recorded in the form of a list or web diagram for the purpose of shaping a plan, presentation or piece of writing.

BEHAVIORAL OBJECTIVE

Type of learning objective that focuses on what learners are able to do or demonstrate what they know in measurable ways (see also PERFORMANCE OBJECTIVE).

BULLET POINT

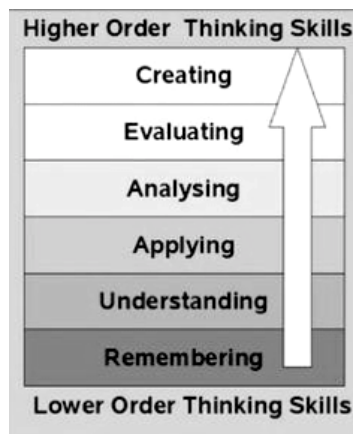
An item on a list of similar points, as a way of persuading or informing a reader or audience using as few words as possible.

BLOG

A personal website in which an individual blogger writes opinions, shares information, etc. on a regular basis.

BLOOM'S TAXONOMY

A theoretical framework developed in 1956 under the leadership of Benjamin Bloom which classifies learning in both the cognitive and affective domains into progressions, from simple to complex. The practical application of Bloom's Taxonomy has been to encourage higher forms of thinking and acting, such as analyzing, evaluating and reacting, rather than mere remembering of facts.

**CAMCORDER**

A portable camera and recorder designed mainly for capturing video. Today, most camcorders record moving images and sound digitally using internal flash memory and SD (secure digital) cards.

**CAPTION**

A title or brief explanation under or next to an illustration or photograph.

CASACADE MODEL

Teacher professional development (TPD) model in which a core of highly qualified and experienced professionals are trained in specific methods and techniques for delivering training to teachers, mentors, supervisors and others at all levels of the system.

CHANT

A type of repetitive poem that is recited out loud, usually in a group. Using chants with language learners helps them improve oral fluency by practicing the natural rhythm and intonation patterns of the language.

CLASSROOM BASED RESEARCH (CAR)

A type of action research conducted mainly by teachers reflecting systematically on the actual teaching and learning that takes place in their own classrooms.

CLASSROOM CLIMATE

The combination of physical, social and psychological features of a classroom that affect teaching and learning. Also **LEARNING ENVIRONMENT**.

CLOSE-UP

In photography or video making, an image captured very close to a person or object, often for the purpose of showing the details of a process (how to do something).



CLOZE TEST

A simple way for teachers to assess learners' reading comprehension by deleting words at regular intervals and asking learners to fill in the blanks with their best guesses. The score is the percentage of correctly guessed words—an average score of 60% or more generally indicates that readers are able to comprehend the text.

COACH

A professional who trains and encourages someone to do his or her best, usually in the field of athletics.

COLLEAGUE

Someone who works with you toward a common goal, usually in the same workplace or organization.

COMMUNICATIVE APPROACH

An approach to second language learning based on the idea that learners will acquire the new language more successfully through acts of meaningful communication rather than through structural drills and explanations (also COMMUNICATIVE LANGUAGE LEARNING – CLL)

COMMUNITY OF LEARNERS

Any group of people, including supervisors, teachers, mentors, learners, and parents, who share similar values and beliefs and are actively engaged in learning together to achieve shared objectives and goals. (also LEARNING COMMUNITY)

COMMUNITY OF PRACTICE (COP)

A group of professionals who share a common interest in a particular domain. In education, many online or 'virtual' communities of practice share knowledge and best practices in such areas as mentoring, working with students with special needs, assessment, classroom based research, media development, etc.

COMPACT DISC (CD)

Digital storage format capable of holding up to about 80 minutes of audio files or 700 megabytes (MB) of data.

COMPETENCY

The combination of knowledge, skills, attitudes and values that enable the learner to carry out a defined task in support of broadly defined outcomes such as communicating, working in teams, or engaging in economic and community development.

COMPREHENSIBLE INPUT

In second language learning, a term developed by Stephen Krashen to name the concept that students should be able to understand the main idea of what they hear or read even though they may not be able to process all of the words. The idea is that listening or reading passages should be at a level that is only slightly more difficult than learners can easily understand, but can make reasonable guesses based on context or visual cues.

CONDITIONS OF LEARNING

A theoretical framework that classifies learning into five categories: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. According to the theory, different sets of 'conditions' are needed to optimize each type of learning.

CONSTRUCTIVE FEEDBACK

In mentoring and classroom observation, reaction to a teacher's performance in a helpful way for the purpose of helping the teacher reflect and make decisions to improve her practice.

COPING SKILL

Ability to manage personal and interpersonal problems and minimize stress or conflict (also COPING STRATEGY).

CONSTRUCTIVISM

An educational philosophy which holds that we learn to understand ourselves and the world around us through real life experience. Constructivist teaching is based on the idea that learning occurs through active engagement in the process of constructing meaning from a variety of experiences, with the teacher as guide rather than dispenser of knowledge.

COOPERATIVE LEARNING

A teaching strategy in which small teams, each with different levels of ability, use a variety of activities to improve their understanding of a topic at the same time as their communication skills. Typical cooperative learning activities include project based learning, STAD (Student Teams Achievement Divisions) and jigsaw reporting.

COPING SKILLS

Skills such as stress management and problem solving that help teachers and learners deal with everyday problems in their lives and at school.

CREATIVE REPETITION

Planned opportunities for learners to recycle and practice their skills using a variety of contexts, approaches and techniques.

CRITICAL COMPREHENSION

A level of reading comprehension in which the reader critically evaluates author's writing, reasoning, and conclusions.

CRYPTOGRAM

A type of word puzzle consisting of a short piece of encrypted text that can be solved using a simple code.

CURRICULUM

In a school system, the official plan for achieving learning outcomes at each level and in every content area. A comprehensive curriculum includes the intended outcomes, objectives, strategies, resources and assessment procedures deemed necessary for teachers and learners to achieve their goals. (Plural form: CURRICULA).

CURRICULAR OBJECTIVE

An objective defined in the formal school curriculum.

DEDUCTIVE

A form of reasoning that starts with a general statement, then proceeds to validate the rule through observation and examples. Sometimes referred to as 'top-down' reasoning.

DEFICIT MODEL

Model for training or learning in general based on the presumed lack of knowledge and skills on the part of those receiving the training.

DIAGRAM

A drawing that shows how something looks or works. Some diagrams also show how the different parts of a concept or thing are related to one another.

DIFFERENTIATED INSTRUCTION

A framework for effective teaching that involves using a variety of different methods and processes to meet individual learning styles and needs.

DVD

Abbreviation for 'digital video disk', a high density, optical disc capable of storing large amounts (up to 4 gigabytes) of data. DVDs are typically used to record and play movies, images and music.

DISCIPLINE SPECIFIC VOCABULARY

A set of specialized words and phrases that have specific meanings within a particular field of study (such as biology, computer science, or psychology). Also **ACADEMIC** or **CONTENT-SPECIFIC VOCABULARY**.

DIFFERENTIATED INSTRUCTION

A set of strategies for helping students with mixed abilities and learning style learn using methods and materials matched to their levels and preferences.

DIRECT TRAINING MODEL

An approach to teacher professional development in which one or more external experts design and deliver a training program directly to teachers.

DISCOVERY LEARNING

An approach to teaching and learning in which learners discover facts and relationships for themselves by engaging with the world around them. Discovery learning is also known as **INQUIRY-BASED** learning and is based on **CONSTRUCTIVIST** educational philosophy.

DOCUMENTARY

A film or video that documents a real event or explores a topic using examples from the real world, often used for a specific teaching purpose.

DRAFT

A preliminary piece of writing, such as a story or essay, that you expect to improve in its final version.

ELECTRONIC RESOURCE

Any source of information such as newspapers, journals, or digital images that can be accessed using a computer or computer network. (Also **E-RESOURCE**)

EMPATHY

Ability to understand and share the feelings of another person. Considered an important skill in mentoring.

EVALUATE

To determine the value or effectiveness of a teaching process, context or performance using criteria based upon a set of standards.

EXPERIENTIAL LEARNING

Educational process grounded in the work of John Dewey, among others, through which learners develop knowledge, skills and values from reflection based on direct experience. (Also INQUIRY-BASED and DISCOVERY-BASED LEARNING)

FACEBOOK

A popular social networking website founded in 2004 at <https://www.facebook.com/> that connects friends and people who work together or have common interests.

FACILITATE

In teaching or training, to make a learning event happen. This usually involves setting up the event, giving instructions, managing the event, and assessing the results. (FACILITATOR – the person who facilitates).

FLUENCY

The ability to speak or write easily in a second or foreign language.

FOCUS GROUP

A small group of individuals with a common interest gathered together with a moderator to express their views and ideas about a particular subject.

FORMAL EDUCATION

School based education, provided by trained teachers to children and young adults within a national, state or local system.

FORMATIVE ASSESSMENT A set of informal, ongoing assessment techniques that focus on how well trainees or students are learning. Simple tools for formative assessment include brief written feedback, the 'traffic light' technique, journals and portfolios.

FRAME

In a storyboard or a video, a single picture in the series that makes up a moving sequence.

**FREEWRTING**

A pre-writing technique used to help learners focus on collecting and expressing their ideas without worrying about grammar or spelling. In a freewriting exercise, learners are given a topic and then asked to write whatever comes into their minds without stopping for a certain period of time. The freewriting is then used as the basis for organizing a more formal story or essay.

GENERIC LANGUAGE

Language that relates to a whole group or class of objects, e.g. 'Smartphones are a great way to share videos', 'Women are more creative than men'.

GESTURE

A movement of any part of the body, especially the head or hand, that communicates meaning.

GIST

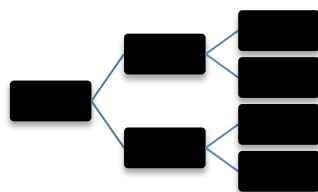
General meaning of a listening passage or written text.

GOAL

Broad statement of a person's or organization's intention to accomplish something.

GRAPHIC ORGANIZER

A visual display that shows relationships between facts, terms or ideas, such as a concept map, story map, cycle, web diagram, pyramid, or flow chart.



GROUND RULE

General rule governing the conduct of participants in a class or group of trainees, e.g. be on time, no use of cell phones, respect one another's opinions, etc. Ground rules are usually established and agreed to at the beginning of a course or training session.

HEAD AND SHOULDERS

In video and photography, a shot showing only the head and shoulders of the subject.

HIGHER ORDER SKILL

A complex thinking or acting ability, such as analyzing, evaluating reacting, synthesizing, prioritizing and internalizing values.

ILLUSTRATION

A photograph, drawing or diagram that helps make an idea clear or attractive. In language learning materials, illustrations are especially important as tools for enhancing comprehension.

INCLUSIVE EDUCATION

Educational policy and practice that responds to the educational needs of all learners , including those who have been socially or economically marginalized and those with special needs.

INDICATOR

A sign that shows how well a program, project or other process intended to improve something is progressing. For example, the number of students successfully completing secondary school annual is an indicator of the quality of education.

INDUCTIVE

A form of reasoning that begins with observations and concrete examples, then leads to generalizations based on real life experiences. Sometimes referred to as 'bottom-up' reasoning.

IN-SERVICE

Training, mentoring or other form of professional development for teachers who are already engaged in their profession as a means of updating and improving their practice.

INSPECTOR

A person whose job it is to evaluate performance or conditions against a certain set of predetermined standards.

INTERN

A young person who is newly qualified in a profession such as law or medicine and is gaining experience by working for an organization for little or no pay for a fixed period of time. (noun: INTERNSHIP)

INSPECTION

An official visit to a school or other institution to see if established standards are being met and procedures followed.

INTEGRATIVE TEST

A type of summative assessment that integrates several parts of language elements, such as listening, reading, and writing.

INTERNET

A global, electronic communications network that connects smaller computer networks and facilities around the world.

INTERPERSONAL SKILLS

Social skills such as listening, negotiating, problem solving, and collaborative decision making.

INTERPRETIVE COMPREHENSION

Understanding of a text that requires the reader to combine pieces of information in order to make inferences about the author's intent and message.

INTONATION

The rise and fall in the sound of a spoken communication that is used for a range of functions, for example to signal the difference between statements and questions, indicate attitudes and emotions of the speaker, or focusing attention on particular words.

L₁

A person's first language; mother tongue.

L₂

A person's second or additional language.

LEARNER-CENTERED

Term broadly descriptive of approaches and methodologies based on the assumption that learners should be actively engaged in their own learning processes, for example by active participation in learning activities and reflection and synthesizing their progress toward the desired outcomes.

LEARNING ENVIRONMENT

The combination of physical, social and psychological factors that shape the conditions in which teaching and learning takes place.

LEARNING OBJECTIVE

A specific statement of what is to be learned by the end of a lesson, module, unit or course. A good learning objective begins with an action verb and states exactly what a learners will be able to do or demonstrate what they know in a measurable way.

LEARNING OUTCOME

Statement of what learners will have achieved at the end of a lesson, module, course. Similar to LEARNING OBJECTIVE, but stated as a measurable action.

LEARNING STYLE

The way a person learns, affected by individual personality, culture and social norms. (Also COGNITIVE STYLE)

LITERAL COMPREHENSION

The first stage of reading comprehension in which the reader understands and can recall the ideas and information stated in a text.

LONG SHOT

In photography and video making, an image that 'sets the scene' by showing the environment in which something takes place.

MAIN IDEA

The central thought or message communicated in a reading or listening passage.

MATERIALS

Broad term covering all types of print and 'hands-on' tools used for learning, such as books, worksheets, games, puzzles, charts, etc.



MEDIA

In education, anything that translates direct experience and makes it more understandable. (Singular form: MEDIUM)

MENTEE

A person who is receiving support and advice through a process of mentoring. In education, a mentee is usually (but not always) a new, inexperienced teacher.

MENTOR

Someone who provides ongoing support and advice to a less experienced colleague. In education, a mentor is usually (but not always) an older, more experienced teacher, principal or supervisor who has been trained in a specific process of mentoring.

METACOGNITIVE

Describes the type of higher order learning strategies that help learners to reflect on their prior knowledge and become aware of their own progress toward an objective or goal.

METHOD

In education, a specific way of teaching something, e.g. the 'audio-lingual method' of language teaching.

METHODOLOGY

The rationale and basic principles that underlie how something is done, e.g. communicative classroom practices are grounded in learner-centered methodology.

MIXED ABILITY CLASS

A group of learners composed of people of widely differing abilities and skill levels. Most, if not all, language classes have learners of mixed abilities and different learning styles.

MODULE

Lesson or part of a unit focusing on a specific topic, usually consisting of a statement of learning objectives or outcomes, an introduction, a sequence of learning activities and an assessment of what has been learned.

MONITOR

[verb] To watch a process carefully and gather information about it for the purpose of keeping it 'on track'.

[noun] a person who monitors.

MONITORING AND EVALUATION (M&E)

A process planned and coordinated by the managers of a project to know how well it is being implemented and, after completion, to what extent its goals have been achieved.

MOTIVATE

To cause or inspire learners to want to gain new knowledge and skills of their own accord.

MULTIPLE CHOICE

The type of activity, test or examination in which the student is asked to choose the best option from three or more possibilities (missing word, answer to a question, or way to complete a sentence).

Sample Multiple Choice Question

Which of the following is *not* a learner-centered method?

- a. cooperative learning
- b. think-pair-share
- c. lecturing
- d. group problem solving

MURAL

A large and usually complex piece of art displayed on a wall or the side of a building.

NETWORK

[verb] To make connections with others having similar professional or personal interests.

[noun] A system for connecting people with similar professional or personal interests.

NEW TECHNOLOGIES

Increasingly fast and sophisticated computer-based technologies that are currently developing or will be developed over the next five to ten years. These include information technology, wireless data communication, and advanced robotics. (Also EMERGING TECHNOLOGIES).

NON-VERBAL COMMUNICATION

Communication between people without the use of words, for example through facial expressions, gestures, eye contact, posture and tone of voice.

NON-JUDGMENTAL

An approach to giving advice or feedback in a friendly and supportive way without focusing on what is 'good' and 'bad' about a teacher's performance or lesson materials.

ON TASK

In group or pair work, focusing on carrying out the activity; not drifting away from what is supposed to be accomplished.

ORAL COMMUNICATION

Listening and speaking

PART OF SPEECH

Category of words according to their function in a sentence; in English the parts of speech are: noun, adjective, adverb, pronoun, preposition, interjection, verb, conjunction and article.

PEDAGOGICAL SKILL

Ability or expertise used by teachers to facilitate students' progress toward learning objectives. Different types of pedagogical skills include classroom management, teaching methodologies, creating supportive learning environments, lesson planning, and assessment of students' learning.

PEDGAGOGY

The art and science of teaching.

PEER

A person who belongs to the same age, social or professional group as someone else.

PERFORMANCE OBJECTIVE

Type of learning objective that focuses on what learners are able to do or demonstrate what they know in measurable ways. (Also BEHAVIORAL OBJECTIVE)

PERSONAL CHARACTERISTIC

A trait that distinguishes an individual, such as one's intelligence, sense of humor, patience or honesty.

PHASE

Distinct period or stage in a process.

POETRY

(collective noun) Writing that expresses feelings, viewpoints or ideas through the use of special rhythm and style.

(singular noun POEM) A piece of writing in poetic style.

(singular noun POET) A person who writes poetry.



*I think that I shall never see
A poem as lovely as a tree*
-- Joyce Kilmer

POINT OF VIEW

A writer's perspective on a topic, including his or her opinions, beliefs and attitudes.

PORTFOLIO

A systematic collection of a student's work (writing, projects, recordings, etc.) for the purpose of showcasing and assessing the student's achievements over a period of time.

PRE-SERVICE

Teacher education or training, such as a university teacher preparation program of study, that takes place before a teacher officially begins practicing his or her profession.

PREDETERMINED

Decided before something happens, such as a predetermined set of learning outcomes.

PRESCRIBED CURRICULUM

A curriculum that has been written by education authorities to be implemented by teachers and schools without their participation in decisions regarding objectives, books, learning materials or methods.

PROBLEM BASED LEARNING

Describes learning activities, usually carried out in groups, that lead toward discussion and solution of a posed problem.

PROFESSIONAL ASSOCIATION

An international, regional, national or organization (usually non-profit) that seeks to promote the interests of people engaged in a certain profession, such as IATEFL, TESOL, and TESOL Yemen.

PROFICIENCY

A high degree of competence or skill.

PROJECT-BASED LEARNING

Type of group activity which, over time, the members of a group of learners collaborate to research a topic and produce visible result, such as a report, presentation, poster display.

PUPPET THEATRE

Drama performed by small figures representing the characters and given voices by real people (puppeteers). In education, students participate in puppet theatre by writing the script, making the puppets, designing the set, controlling the actions of the puppets, and reading or performing their lines.

PYSYCHO-SOCIAL

Combination of psychological and social factors that are part of the learning environment and learning processes.

QUALITATIVE

Refers to a subjective quality of a person or thing, such as appearance, taste, color, or personal characteristics. In educational research, qualitative data is the type of information gathered from observation, interviews, and general impressions about what is going on, for example, in a classroom regarding student motivation and engagement in learning.

QUANTITATIVE

Refers to quantity (how much or how many?). In educational research, quantitative data includes, for example, teacher-student ratio, test scores, and completion rates.

QUIZ A short test given periodically to find out what students have learned.

RECIPROCITY

Situation in which two people or groups agree to cooperate for each other's benefit.

REDUNDANCY

Repetition of all or part of a message to be sure it is understood. In language teaching, redundancy is an important tool for ensuring comprehension or an oral or written communication.

REFERENCE BOOK

Printed volume containing authoritative information, such as a dictionary, encyclopedia, or atlas. Reference works are usually located in a special section of the library. (Also REFERENCE WORK)

REFLECTIVE PRACTICE

Teacher or trainer's capacity to critically review a training session, lesson, or other teaching and learning event for the purpose of improving it.

REPLICA

An exact or very close copy of something, such as a famous building or a work of art.

RESOURCE

Anything or any person that can be used to help or assist. For example, in language teaching visual aids, videos, books and worksheets are all valuable resources.

REVISE

To review and change something, especially a piece of writing, in order to improve it.

RHYME

The occurrence of two or more words that sound alike, especially at the end of the verse of a song or poem. For example, 'tea' rhymes with 'me' and 'be' in the verse:

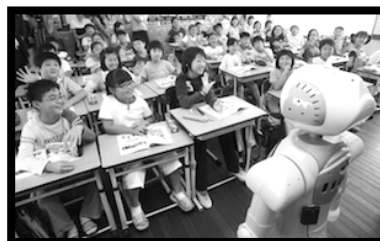
*Tea for two, and two for tea
Me for you, and you for me
Can't you see how happy we can be?*

RHYTHM

A regular, repeated pattern of sound such as the beat of a chant, song or poem.

ROBO- TEACHING

Teaching by or like a robot.

**ROLE MODEL**

A person whose behavior and accomplishments can be people.

ROLE-PLAY

(verb) To act out a situation by pretending to be someone else.

(noun) A learning activity in which students or trainees are asked to act out a situation for the purpose of becoming aware of a concept or learning a new skill.

RUBRIC

A title or heading of part of a lesson. Also, a set of rules or instructions addressed to a teacher or learner.

RULE OF THIRDS

Principle for organizing information on a rectangular space, such as a chalkboard or white board. According to this principle, the space is divided into nine equal rectangles by drawing three lines in each direction. For effective use of the space, teachers should put the most important information near the four points where the lines intersect.

SELF-DISCIPLINE

The characteristic of being able to control and regulate one's own time and behavior.

SCAFFOLDING

Instructional technique in which the teacher or mentor models the desired learning strategy, then gradually shifts the responsibility to the learners. Widely used in mentoring and cooperative learning classroom practice.

SCENE

In video making and drama, the place where something happens. Also, a shot or series of shots in a video that make up a unit of related action.

SCRIPT

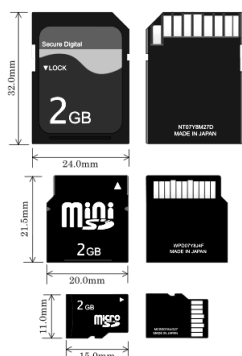
The written text of a drama, movie, video or television show.

SCOPE

The extent of a project or activity.

SD CARD

Secure Digital memory card for use in portable devices, such as camcorders, smart phones, and tablet computers.

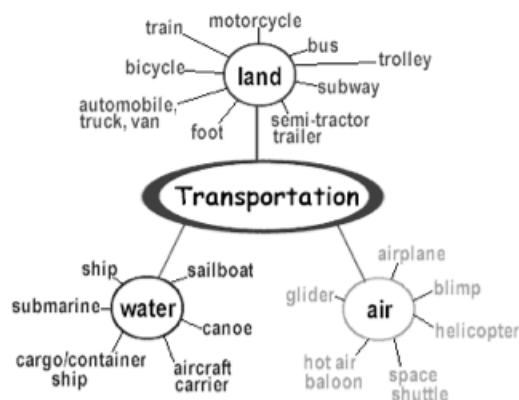


SEARCH ENGINE

A computer program that is used to look for information on the Internet (such as Google, Yahoo, and Bing).

SEMANTIC MAPPING

A visual strategy for expanding vocabulary by showing how words and categories of words are related to each other, usually in the form of web diagram.



SENTENCE COMPLETION

Type of exercise or test item in which the learner must fill in part of a missing sentence.

SMS

Abbreviation for 'short message service', a communication tool for sending a short text message from one cell phone to another, also referred to as 'text messaging' or 'texting'.

SIMULATE

To imitate or enact for the purpose of learning. (noun: SIMULATION)

SMART

Acronym often applied to learning objectives and outcomes. S=specific, M=measurable, A=achievable, R=realistic, T=time bound.

SMARTPHONE

A mobile phone with added computing capability and connectivity than a basic cell phone. Today, most smartphones have Internet access, built in as well as downloadable applications ('apps'), and high resolution still and video cameras. (Also SMART PHONE)

SOCIAL MEDIA

Internet-based software that enables individuals and groups to communicate with each other. Also SOCIAL NETWORKING.

SOFTWARE

A general term for programs or sets of instructions used to operate computers and related devices. Software is written in special programming languages, such as Java, C++, and Structured Query Language (SQL).

STAD

Acronym for "student teams achievement divisions), a strategy for facilitating group learning in different subjects developed by Robert Slavin using a combination of specific cooperative learning techniques.

STORYBOARD

A series of pictures (photos or drawings) that tell a story. Storyboards are used to plan and direct movies, videos and multimedia presentations. Some storyboards also contain the script, or words to be spoken by the characters or the narrator as well as directions to the camera operator.

STUDY KIT

Collection of different media, lesson plan and workshops that structure activities around a particular theme, such as 'places to live', 'transportation', 'food' or 'climate change'.

SUPPLEMENT

In education, to design and implement learning activities and materials to those already in the curriculum and textbook in order to meet learners' needs.

SUSTAIN

To provide the necessary support for a program or activity to continue to exist over time.

STAKEHOLDER

A person or organization who has a share in or will be affected by the outcomes of a project and are critical to its success.

STRATEGY

In general, a plan of action or approach developed to achieve a certain objective. For example, a reading strategy such as skimming a text is developed to help the reader comprehend the main idea.

SUMMATIVE ASSESSMENT

Type of formal assessment intended to measure in a cumulative way what students have learned over a defined period of time. Formal assessment tools include quizzes, tests and examinations.

SUPERVISOR

In an education system, a person who is responsible for assisting teachers in preparation of their lesson plans, assessment tools, and maintaining quality teaching and learning.

TABLEAU

Any graphic representation usually framed in the shape of a rectangle, such as writing and pictures on a chalkboard or a dramatic scene on a television screen.

TABLET

Historically, a slab of stone or clay for inscribing pictures and symbols. Also a pad of paper for writing notes or letters. Most recently, general purpose computer contained in a single panel and having a touch screen instead of a keyboard as the main input device.



TPD

Abbreviation for 'teacher professional development, a general term covering all types of activities, including workshops, courses, seminars, mentoring and observation visits intended to develop teachers' knowledge and skills.

TEACHER RESOURCE CENTER

Space within a school designated for teachers to store and share lesson plans, media and materials. A TRC may also be a virtual space hosted on a website for members of a group or community to exchange materials and ideas.

TEACHER-FRONTED INSTRUCTION

Approach to educational practice in which the teacher has an authoritative role at the head of the classroom. Lecturing, summative testing, and individual performance are typical features of this type of instruction. (Also TEACHER-CENTERED LEARNING)

TETRAD

A graphic organizer in the shape of a square or rectangle consisting of four sections. A tetrad can be used to analyze the advantages and disadvantages of different types of language teaching methodologies and media.

++ has advantages	+ - reinforces something
- + replaces something	- - has disadvantages

TIMELINE

A graphic organizer, usually a straight horizontal or vertical line for showing a chronological sequence of events.

TRADITIONAL MEDIA

In education, any type of learning aids such as charts, photographs, models, or drawings which are not dependent upon electronic or computer hardware to be used in the classroom.

TRANSFORMATIVE

Describes an experience that has the effect of making a profound change in the way a person thinks or acts.

TUTOR

A person who assists a learner informally, usually outside the classroom in a one-on-one or small group arrangement.

TWEET

(noun) A weak, chirping sound like that of a small bird. In reference to communication on the Internet, a message posted made on the Twitter messaging service.

(verb) To post a message on Twitter.

TWITTER

An online social networking application <https://twitter.com/> that enables users to send and read short message (tweets) consisting of up to 140 characters.

VERBAL

Related to words, either spoken or written.

VISUALIZE

To be able to see something in one's imagination.

VOICE-OVER

The narration of a documentary video or film which explains or comments on the images seen by the viewer.

WORD PROCESSING

A computer software application, such as Microsoft Word or Google Docs, which enables users to create, edit and print documents.

