



Federal Democratic Republic of Ethiopia
Ministry of Education
Special Capacity Building Training
Program for
Secondary School Teachers



English Language Trainees' Module

June, 2024
Ministry of Education
Addis Ababa

**Federal Democratic Republic of Ethiopia Ministry of Education
Special Capacity Building Training Program for
Secondary School Teachers**

*Teaching English Language in
Secondary Schools*

**June, 2024
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Part I – Teaching English Language in Secondary Schools

Module Introduction

This training module is developed based on a need assessment on secondary school English language teachers' present time challenges in implementing the new curriculum. The module is prepared, firstly, to update teachers' understandings of their specific subject matter content knowledge and pedagogical skills. Secondly, it is meant to sustain teacher learning continuum in order to improve their professional development.

The module emphasizes on subject specific pedagogy and classroom learning practices. It provides varied learning activities in which the teacher trainees directly engage in practicing the Basic English language skills and supportive language skills in a very simple, practical and productive ways. It principally capitalizes on how English language teacher trainees will effectively deliver English lessons, (listening, speaking, reading, writing, grammar, vocabulary), given in the new curriculum (or English for Ethiopia Students' Textbook Grades 9-12). This means, the training is about how to teach the given lessons, but not what to teach. The training, therefore, focuses on building the trainees' subject-oriented skills and pedagogical capacity.

Purpose of the training module

The training module is planned to update English language teachers' specific subject area content knowledge and pedagogical skills. It is designed to advance teachers' subject-oriented teaching methods, instructional strategies, lesson delivery and classroom learning practices. So, the core purpose of this training module is to prepare Ethiopian Secondary School English Language Teachers to deliver the English lessons of the new competency-based curriculum effectively and efficiently.

It is, thus, English language teachers' teaching profession capacity building training in which teacher trainees practice both enriching their own practical use of English language and exercising teaching the English language skills (listening, speaking, reading, writing) and the content knowledge (especially, grammar and vocabulary).

Accordingly, the general objectives of this training are to:

- ✓ *engage trainees in a wide range of appropriate, authentic and interactive situations that will improve their English language skills;*
- ✓ *connect the pedagogic activities to the new curriculum so that trainees could experience instructional strategies and classroom lesson delivery techniques;*
- ✓ *improve trainees classroom teaching and learning practices in order to empower trainees to easily facilitate their teaching profession more effectively.*

Pedagogical Approaches

The training mainly emphasizes using experiential and inquiry learning pedagogies in which the trainees try to explore new learning based on their own background experiences, and by asking different questions of their own. They practice brainstorming, experience sharing, reflecting, debating, challenging other's ideas/arguments, conducting interviews, micro-teaching, giving and taking feedback, corrections, etc.

Experiential and inquiry learning approaches are used in this training module in order to provide the trainees with language teaching and learning opportunities, exposures, and situations that enable them to experience the pedagogical skills and build up their English language understandings. Hence, the pedagogical approaches used in this training module is intended to, firstly, empower trainees present day teaching potentials, and secondly, to motivate the trainees to improve their confidence and mastery of their subject matter in order to delivery successful classroom teaching and learning practices.

Assessment Recommendations

Assessment is a continuous process of examining, analyzing and reflecting on indicators or evidences that show the changes trainees experience in their learning. It is a tool used to measure trainees' learning progress to make consistent judgments on the trainees' level of learning improvement. It is generally agreed that teaching and assessment are the two sides of a coin. So, whenever there is teaching and learning, there is assessment because we need to assess or measure the learning progress of trainees.

When trainees do certain learning activity, we need to assess their performances and learning experiences. So, the kind of assessment suggested in this training module is continuous classroom assessment. Its main purpose is to measure trainees' learning progress, inform trainees' pace of learning, encourage them to take the necessary action to improve their learning performances, provide immediate feedback and corrections to facilitate their learning, etc.

The main assessment techniques suggested to be used in implementing this training module are trainees' self-assessment, self-reflection, peer feedback and correction, trainer follow-up and immediate corrections, trainer overall feedback and correction, recording trainees' learning progress and giving feedback, on-going monitoring of trainees' classroom participation and checking whether the trainees' discussions are directly related to the given topic, etc.

Structure of the Training Module

Training Module consists of sections including introduction, purpose/ objectives, pedagogical approaches, assessment and language skills (listening, speaking, reading, and writing) and supportive language skills (vocabulary and grammar). The list of the six language skills are based on a gap analysis identified by Ministry of Education.

There are six units in this module which covers the four English language skills and the two language knowledge components (vocabulary and grammar). Each unit has four sessions. The sessions contain session introduction, objective, activities, key ideas, implications to teaching and takeaway resources.

UNIT ONE: THE TEACHING OF SPEAKING SKILLS

Session 1.1: Introducing oneself and others

Introduction

This session contains the practice of speaking skills. Trainees will practice different speaking activities which are designed to improve their speaking experiences. In addition, trainees will practice how to develop and deliver speaking skills lesson. There are model speaking skills lesson which are meant help trainees to analyze the different components of speaking lesson and practices to be done at each level. Trainees are also expected to conduct peer teaching practices. Thus, trainees are strongly advised to study, practice and actively participate in the training session discussions and classroom interactions.

Objectives:

In this session, trainees will be able to:

- ✓ introduce themselves and others effectively;
- ✓ share their thoughts and experiences;

Activities

Activity 1: Self-introduction (25 minutes)

Small group work:

A. *Work in threes and introduce yourself to one another. Follow the following procedure.*

- | | |
|--------------------------|---|
| 1. Name | 5. Your attitude to teaching profession |
| 2. Age | 6. Family |
| 3. Birth and work places | 7. Likings |
| 4. Interests (Hobbies) | |

Activity 2: Getting to know each other's name (20 minutes)

Do the following activities individually.

Step 1: Write your full name on a piece of paper.

Step 2: Put all the pieces of papers together and mix up. Collect the papers and give to the teacher.

Step 3: Teacher redistributes the papers to all so that everyone receives the name of a person he/ she does not know.

Step 4: Everyone walks around the room and tries to find the person whose name he/ she holds.

Simple questions can be asked: **Example:** 1. Is your name . . .? 2. Are you . . .?

3. Have you got more than one first name?

4. Does your surname end with an "e"?

5. Are your initials F. K.?

Step 5: When everyone has found his/ her partner, he/ she asks these questions:

1. Ask about his/ her family,
2. background,
3. hobbies, etc.

Step 6: (Extended): Now introduces your new partner to the class. You must include the above mentioned information.

Key Ideas

Self-introduction usually begins with greeting. It includes telling your name, birth or residence place, family, occupation/ job, interests, likings, current activities and finally, thanking.

Implications to teaching

Teaching students need to always begin with greeting or some other starter activities or warm-ups. A teacher needs to get students feel relaxed and comfortable before he/she begins a lesson. It is also very important to check students who are present and absent. Then, the teacher needs to get students ready for the day's lesson. He/she has to tell students to get their materials ready for learning. Finally, the teacher checks student readiness and asks them whether they are ready to start the lesson.

Takeaway resources

Useful Expressions for Introducing Oneself/Others Introductions

A: Hi, I'm Nice to meet you.

B: Hi, my name is It's a pleasure to meet you.

I don't think we've met. My name is..... Please to meet you.

Let me introduce myself.....

Responses

- Nice/Pleased to meet you, too. •
- It's a pleasure to meet you, too.

Session 1.2: Key Components of Speaking Lesson

Introduction

This session introduces the key components of a speaking lesson. Trainees share their challenges and teaching experiences related to speaking skills. It also includes model speaking lesson, its main contents and format. Trainees will study the key components of the speaking lesson as well as speaking lesson format. Trainees will also practise peer teaching and then reflect on what challenges and new things they face in their implementation of the speaking lesson.

Objectives

Trainees will be able to:

- ✓ *share their challenges and experiences related to teaching speaking skills*
- ✓ *identify the key components of speaking lesson*
- ✓ *conduct peer teaching*
- ✓ *self-assess their peer-teaching practice and reflect on it*

Activities

Activity 3: Brainstorming (30 minutes)

Work in pairs and discuss the following questions

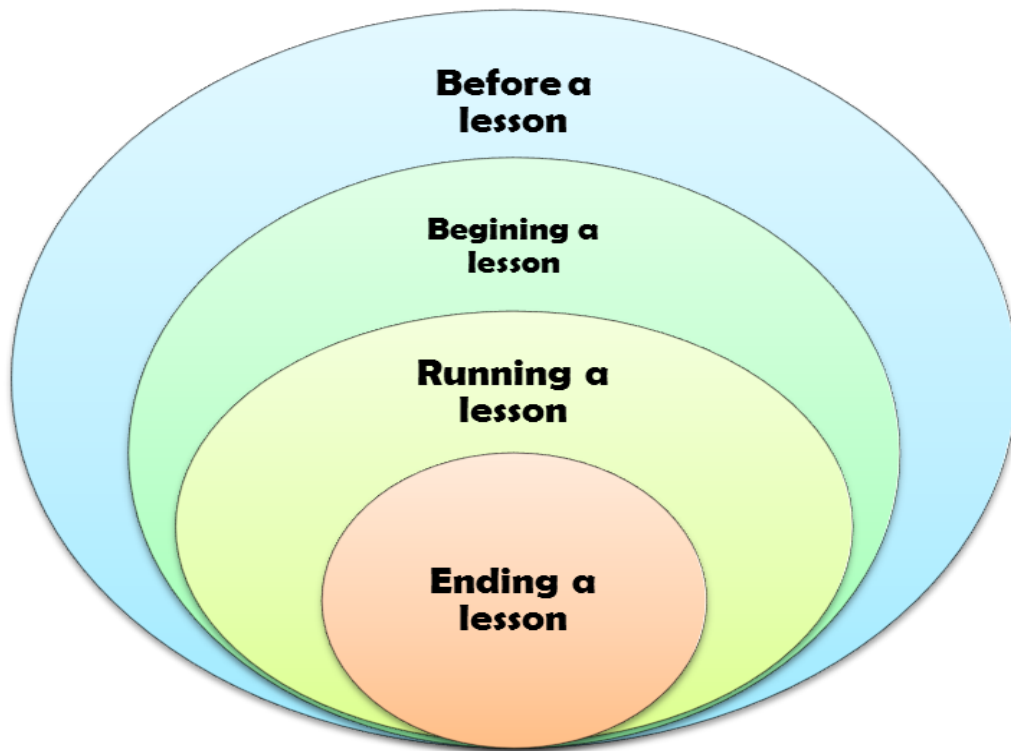
1. How do you teach speaking skills? Explain the procedures you follow in detail.
2. What are the key components of a speaking lesson plan?
3. What are the major challenges you face in teaching speaking skills?

Activity 4: Experience sharing (60 minutes)

Work in small group and share their experience of teaching speaking skills with their partner. Explain the major success and challenges in teaching speaking skills? Finally, present your report to the class.

Key Ideas

Speaking Lesson key components



Implications to teaching

Teaching Speaking skills involves four key stages: Before, beginning, running and ending the lesson. Each stage has its own nature and practices.

Activity 5: Brainstorming (20 minutes)

Work first, individually, and then in small group.

1. First, prepare your own speaking skills lesson plan.
2. Second, work in group and explain what you think a teacher should do at each stage of presenting a speaking lesson.

Activity 6: Reflection (50 minutes)

Work in pairs and reflect and comment on each part of the following speaking lesson

Stages	
I. Before a lesson:	1 st . greeting 2 nd . Taking registers (Presents and absentees) 3 rd . Checking students' readiness
II. beginning a lesson	1. Revision: step 1: give think -time and let student first remember the previous lesson content and main points.

	<p>Step 2: students work in group and exchange ideas</p> <p>Step 3: Students reflect on the previous lesson</p> <p>2. Introduction: Step1: Brainstorming: Write the topic on the board, and let students work in group and communicate anything they know about the topic</p> <p>Step 2: Predicting: let students guess what will be the content of the topic.</p> <p>Step 3: Anticipation: Let students write what they expect to learn in this lesson</p>
III. Running a lesson	<p>1. present the key topic of the speaking lesson</p> <p>2. Practice: Students do the speaking activities in a different group (e.g. dialogues, role-plays, conversations, etc. given in the textbook)</p> <p>2. Production: Students produce their own ideas using the newly learned topic/ expressions, etc.)</p>
IV. Ending a lesson	<p>1. Round up: Give think-time and then, let students work in small group step 1: They summarize the main point of the lesson.</p> <p>Step 2: Student reflection: Ask students to explain two things: What they already know and the new things they have learned in this lesson</p> <p>Step 3: Give home reading/task/ activity</p>

Takeaway resources

Expressions used before a lesson

A. Expressions that you can use to **get students into the classroom**

<p>A. Hurry up!</p> <p>Come on (now)!</p> <p>Let's go in.</p> <p>Get a move on!</p> <p>Step on it!</p> <p>Hurry up so that we can start class.</p>	<p>B. Come in, please.</p> <p>Come in and close the door</p> <p>Don't slam/bang the door like that.</p> <p>Close it like this instead.</p>
<p>C. Take off your things.</p>	<p>D. Hang up your things.</p>

<p>Take your raincoat off.</p> <p>Off with your raincoat/things now.</p> <p>Put your sports bag over there/ by the desk.</p> <p>Leave your sports bag in the corridor/ outside.</p> <p>Put your lunch box in your desk.</p>	<p>Hang up your rain coat on the peg.</p> <p>Hang your sports bag on the hook.</p>
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Activity 7: Speaking Lesson format (40 minutes)

Work in small group and comment on the speaking skills lesson.

Speaking Skills Lesson Plan Format

Name of the Teacher: -----

Name of School: -----

Subject: English

Grade and Section: -----

Date of the Lesson: -----

Unit: ----- **Lesson Topic:** -----

MLC:

At the end of the lesson, trainees will be able to:

Stages	Time	Learning Contents	Teacher's Activities	Students' Activities	Learning Assessment
I. Before a lesson					
II. beginning a lesson					
III. Running a lesson					
IV. Ending a lesson					
Teaching aids and Materials:					
Learner support: -					

Feedback and Correction:
Comments and signature of department head:
Lesson evaluation:

Session 1.3: Peer-teaching

Introduction

Trainees will practice peer teaching using the newly introduced speaking skills lesson plan. Each trainee will develop his/her own speaking skills lesson plan. Each trainee selects his/her own speaking topic from one of English for Ethiopia Student Textbook Grades 9-12. After peer teaching, the trainees give self-reflection on their own strong and weak sides. Then, the class gives comments and feedback on the presented lesson.

Objectives

Trainees will be able to:

- ✓ *apply the newly learned lesson plan in their peer teaching effectively*
- ✓ *self-reflect on the good and challenge side of peer teaching*
- ✓ *give comment and feedback on their partner's peer teaching practice*

Activities

Activity 8: Preparing for Presentation (10 minutes)

Trainees will develop and demonstrate a speaking lesson. Before beginning, you need to select one speaking topic from the student textbook of the grade you teach and prepare a lesson which contains the **before, beginning, running and ending of speaking skills lesson**. Remember to refer to the Teacher's Guide as well.

Note: You will prepare your lesson ahead of the class at dorm before the day of peer teaching.

Activity 9: Peer teaching (Total 6 hrs)

Select a speaking topic from the new English for Ethiopia Student Textbook of the grade you teach in your school (Grades 9-12). Prepare speaking lesson using the newly introduced speaking lesson format. Make sure that every part of the lesson is complete and prepared with

maximum care. You need to design appropriate activities for each necessary section and then present micro teaching according to your plan. You also need to refer to Teacher Guide.

Activity 10: Self-reflection (Strong & Weak sides) (30 minutes)

1. First, the presenter reflects on his/her strong and weak sides of the teaching practice. Explain what you think you have done as expected, and what you think the problems you have faced while teaching using this lesson format?
2. Then, the whole class gives comment on the teaching practice. The presenter must take a serious note of the feedback and comments given for future improvement.

Key Ideas

Principles of Teaching Speaking Skills

The teacher has an important role to promote communication in the classroom. So, the teacher should implement the teaching principles that lead to effective teaching. Brown (2007, p. 331) has written that there are seven principles for teaching speaking skills, namely:

1. focus on both **fluency and accuracy**;
2. provide intrinsically **motivating techniques**; Analysis of Lesson Plans for Teaching Speaking (I. Farida, U. Kasim & A. Manan)
3. encourage the **parroting of authentic language**;
4. provide appropriate **feedback and corrections**;
5. capitalize on the natural link between **speaking and listening**;
6. give students **opportunities to initiate oral communication**; and
7. encourage the development of **speaking strategies**.

Implications to teaching

Teaching speaking is very important to improve students' self-confidence in using the language. According to Brown (1994, p. 37), teaching-learning speaking should be given high priority for several reasons:

1. It **combines several language skills** that embrace all components of communicative competence.
2. Language learning is **highly dependent on speaking and listening**.

3. Learning speaking gives students a high degree of **self-confidence, motivation for learning and an appropriate training for real-life tasks**.
4. A lot of speaking tasks can be used in **real life**.
5. Teaching speaking provides learners with the opportunity to grow as effective language users.

Therefore, it is important for teachers to have a broad view of speaking competence for teaching students to speak EFL effectively. Accordingly, this will influence the way that teachers conceptualize their teaching objectives (Goh & Burns, 2012, p. 50).

Takeaway resources

- How to teach speaking skills

(Research article: a model of speaking lesson plan based contextual for primary school teacher education students)

Session 1.4: Self-study and home tasks

Introduction

This session contains self-study and home taken activities. The trainees will prepare their own vocabulary and classroom lecture note taking diary. He/she should record key expressions or words of the unit and study very carefully to improve own English vocabulary capacity. The session also includes home taken activity like conducting simple interview, collecting data, compiling and reporting results orally.

Objectives

Trainees will be able to:

- ✓ *improve their expression/ vocabulary capacity by taking daily recordings*
- ✓ *conduct simple interview and present speech to class*

Activities

Activity 11: Preparing vocabulary diary (20 minutes)

Select key words and expression from the unit and prepare your own everyday **vocabulary and expressions diary**. Every trainee should write at least 5 new words and expressions every day and practice them until he/she uses them in your speech.

Key Ideas

A. Teaching speaking to EFL learners has the following basic features.

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Implications to Teaching

Speaking skills play critical role in this modern era of technology and communication. In particular, verbal abilities are very important to self-express and convey one's message intelligibly. As the major goal of teaching speaking skill is communicative efficiency, the teaching of speaking skills need to provide ample opportunities to students to practice the language in a variety of ways. Besides, language learners should be able to make themselves understood by using their skilled experience. They should try to avoid confusion in the message because of the faulty pronunciation, grammar, or vocabulary.

Takeaway resources

0 Home Reading: Teaching *Speaking*

Research Article: Teaching Speaking: Simulating Real Life Situations Through Role-Play Activities

Unit Summary

This unit presents basic concepts and strategies in teaching speaking skills. It covers important topics related to self-introducing, getting to know others, basic components of speaking skills lesson, principles of teaching speaking, peer-teaching and conducting interview. Each part provides different activities to promote trainees' active engagement and interactions.

It is important to note that speaking skills is a process that involves practical communication. It requires every-day oral practices. Teaching speaking skills requires teachers to directly invite students to exercise speaking in English. As skills are developed through practice, there is no other way to improve students' speaking skills. So, students must speak and exchange

their thoughts and experiences during classroom learning. Teachers should give more speaking time to the students to help them test out the language and develop their speech.

Activity 12: Self-assessment

Work in small group and reflect on these questions

1. What important points have you learned in this unit?
2. Compare what you already know and what you have learned in this unit. What are the differences and what new things have you got from the lessons?
2. Which session (or sessions) is more challenging? Explain your responses with examples.
3. What are the successes of this unit?
4. What are the parts (sessions) which need improvement in this unit?
5. How are you going to improving teaching of speaking lessons in the future?

UNIT TWO: THE TEACHING OF LISTENING SKILLS

Session 2.1: The Nature of Listening Skills

Introduction

This unit deals with teaching listening skills. It presents the nature of listening skills. Listening is a more challenging activity particularly in a situation where English is not spoken outside schools. So, it needs more hard work and practices. As listening is a process which involves different stages of practices, trainees will practice the different stages of presenting a listening lesson and the activities given at each stage.

Objectives

Trainees will be able to:

- ✓ identify the distinctive features of listening skills;
- ✓ share and reflect on their listening skills experiences

Activities

Activity 1: Brainstorming (40 minutes)

Work in pairs and discuss the following ideas based on their own experiences.

1. What is the nature of listening skills?
2. What does make listening skills different from other skills?
3. How is listening skills important in everyday life?
4. Is listening the same as hearing? Explain your responses briefly.

Activity 2: Reflection (40 minutes)

Work in small group. First read the excerpt individually, and then discuss the nature of listening skills in small group.

As a person hears a message, it enters the sensory memory, where it is stored in its original form for about a second. In this time, the brain distinguishes it from other noises, recognizes words of the language, groups them together, and either forwards the input to the short-term memory or deletes it depending on the quality, urgency, and source of the sound. The short-term memory keeps the input for a brief period to analyze it against the listener's existing body of knowledge. After the message has been understood by

associating it with or differentiating it from the other information, it can be retained in the long-term memory forever. The brain, memory, and speech recognition processes are included in the cognitive dimension of listening (Nemtchinova, 2013, pp. 2-3).

Now,

1. Discuss what you understand about the nature of listening skills.
2. Identify and sequence the listening process as mentioned in the excerpt.
3. So, how do you think listening skills should be taught?

Key Ideas

Why has teaching listening been neglected so far?

The reasons for neglecting this vital skill are various.

- Teachers felt that it was more important to present new language items to the class. They used listening only to practice those items.
- They focused on emphasizing those skills that enabled more systematic instruction and evaluation like grammar, reading and writing.
- Listening has been viewed as a passive skill.
- It is a difficult skill to teach and not possible to assess listening comprehension which takes place in some hidden recesses of the listener's mind. The outcome of listening is not tangible like writing or speaking.
- Often after a lot of listening practice there is no perceptible improvement which is frustrating for the teacher.
- Teachers believe that listening activities take up a lot of teaching- learning time and may require technical equipment.
- Some believe that this skill will be automatically picked up through exposure to the target language. It can be acquired naturally in response to the spoken word as with L1. (Ignou, The People's University, p. 6)

Implications to teaching

Listening is the foundation of literacy. The first skills to be mastery in the process of language acquisition are listening. So, teaching listening should be prioritized and seen as most important lesson. In addition, listening vocabulary is the first vocabulary of any child. A child acquires the vocabulary s/he listens around her.

Exposure to new words through reading comes much later. It means the teaching of listening should be given more emphasis even compared to the teaching of reading skills. The most important implication of teaching listening as most crucial skill is that there would be no language without the **aural/oral** component. As a large part of natural communication is aural and oral, the teaching of speaking and listening are given the first rank in the order of teaching language skills.

Takeaway resources

Bottom-up and top-down processing of listening skills

Listening is an active process for constructing meaning in which two kinds of processes are involved simultaneously: bottom-up and top-down processing. Richards (1990) explains these two as follows:

A. Bottom-up processing

Bottom-up processing ... refers to the use of incoming data as a source of information about the meaning of a message. From this perspective, the process of **comprehension** begins with the message received, which is analyzed at successive levels of organization sounds, words, clauses, and sentences until the intended meaning is arrived at. Comprehension is, thus, viewed as a **process of decoding**. (p. 50)

B. Top-down processing

Top-down processing refers to the use of **background knowledge** in understanding the meaning of a message. Background knowledge may take several forms. It may be previous knowledge about the topic discourse, it may be situational or contextual knowledge, or it may be knowledge stored in long-term memory in the form of **schemata** and **script** plans about the overall structure of events and the relationships between them. (p. 51)

Session 2.2: Stages of Listening Skills Lesson

Introduction

This session contains the stages of presenting a listening lesson. Listening is a process and so it has three basic stages of listening comprehension skills. These are pre-listening, while-listening and post-listening. Each stage has its own clear purpose and listening strategies that trainees must practise phase-by-phase. In addition, trainees will practise sharing experience and self-reflection activities which are basically related to their own lived-in-it experience of teaching listening skills.

Objectives

Trainees will be able to:

- ✓ identify the three stages of presenting listening comprehension skills;
- ✓ share their own experiences of teaching listening skills;

Activities

Activity 3: Sharing own experiences (30 minutes)

Work in small group. Then, discuss the following questions based on your own teaching experiences.

1. What procedures do you usually use when teaching listening comprehension?
2. What are the stages or phases of teaching listening skills?
3. What do students do at each stage of the listening comprehension lesson?
4. What are the challenges in implementing listening lesson?

Activity 4: Reflection (40 minutes)

Work in small groups of three or five and reflect on these questions.

1. From your experience, what teaching methods or strategies do you use to teach listening lessons?
2. Do you use the same strategies to teach listening skills as you use in teaching grammar?
Explain your ideas with examples.

Activity 5: Identify stages of listening activities (20 minutes)

Work in groups of five and identify the stage of listening for each of the following activities:

Pre-listening, While-listening, Post-listening.

1. Predicting the content of a text based on the topic.
2. Rearranging a list of items according to the listening text.
3. Summarizing the main ideas of the text.
4. listening and drawing
5. Completing a table.
6. listening and retelling the story
7. listening and saying True/ False
8. Listening and matching

9. Guessing some words that might appear in the text.
10. Answering comprehension questions.
11. Listen and fill in the spaces
12. Inferring the writer's message and relating it to your own experience.

Activity 6: Listening Skills Lesson format (40 minutes)

Work in small group and comment on the listening lesson.

Listening Skills Lesson Plan Format

Name of the Teacher: -----

Name of School: -----

Subject: English

Grade and Section: -----

-

Date of the Lesson: -----

Unit:-----

Lesson Topic: -----

MLC:

At the end of the lesson, trainees will be able to:

Stages	Time	Learning Contents	Teacher's Activities	Students' Activities	Learning Assessment
Revision					
Pre-listening					
While – listening					
Post-listening					
Teaching aids and Materials:					
Feedback and Correction:					
Comments and signature of department head:					
Lesson evaluation:					

Key Ideas

Stages of Teaching Listening Comprehension

Underwood (1989, p. 31) mentions the three techniques while teaching listening:

1. The pre-listening stage

- Students brainstorm background information;
- Students predict content;
- Students preview by looking at pictures;
- Discussion of the topic/ situation;
- A question and answer session;
- Identify purpose for listening.

2. The while-listening stage

- create mind image of text message
- connect text message to previous experience;
- prove/ disprove predictions;
- Completing comprehension questions;
- True or false;
- Multiple choice question;
- Gap filling etc.

3. The post-listening stage

- Form/ chart completion;
- Sequencing/ grading;
- Matching with a reading text;
- compare and contrite text message with actual situations they know
- Summarizing;
- evaluate text content;
- agree/ disagree with the author stand or opinion
- Establishing the mood/ attitude/ behaviour of the speaker;
- Role play/ simulation;

Implications to teaching

Listening is one of the key foundational and most used skills in communication. It is a process which involves passing through different practice stages in order to develop the skills. The main goal of teaching listening is developing students' skills of listening acquisition and comprehension. Students acquire different words and expressions by listening to different

speech, audio recordings and classroom teacher talks. They also listen and comprehend text messages. So, good listening skills are very important to communicate with others.

Listening skills play critical role in determining language development, and so it should be given priority in the context of language pedagogy. Listening helps learners to get information from others and use that information as resource to think and respond. In other words, listening skills promotes the development of speaking skills. Listening also serves as the beginning of experiencing language features, input and manner of social interaction. Thus, acknowledging such facts about listening, the teaching of listening should be more strengthened and practiced with greater care.

Takeaway resources

Teacher's role during listening activities

Teachers play big role in the classroom teaching and learning practices. They can have either positive or negative impact on students' rate of learning and achievements. Hence, it is the teacher key responsibility to create a good rapport with his/ her students.

According to Harmer there are eight main roles:

- A teacher as an **organizer**- one of the most important roles of the teacher since the whole success depends on the teacher's organization skills. They have to explain what their students are going to do, give clear instructions and at the end of the lesson they must give a constructive feedback. Teachers as organizers prepare the listening lesson covering all three stages and give clear instructions.
- A teacher as a **controller**- a teacher is responsible to organize what students do, when they speak and what language they use. Teachers whose roles are to control the lessons specify what students should do throughout the listening stages.
- A teacher as an **assessor**- another important part of teacher's job is to assess their students, to give the students a feedback on their performance. They should evaluate how good students were.
- A teacher as a **resource**- a teacher can facilitate his/her students learning by giving advice and follow-up.
- A teacher as a **tutor**- a teacher acts as a coach and as a resource (Harmer 1991: 242) and is able to help his/ her students to develop ideas. Teachers as tutors can help their students

during each stage and their help is very valuable during the while-listening stage during which they should help their students with prediction of the missing information.

- A teacher as an **investigator**- a teacher, who observes the activities in his/her lessons and subsequently evaluate their efficiency, belongs into this group. They keep reflective journals and evaluate the benefits of each listening activity.
- A teacher as a **prompter**- a teacher who encourages his/ her students and offers suggestions about activities that are being done by the students. The teacher needs to support the students during each stage so that the students can be more successful.
- A teacher as a **participant**- a teacher can participate as an equal in the set activities but they must beware of leading in these activities. Their participation can also improve the classroom atmosphere. Teachers as participants can participate in pre and post-listening task such as discussions role-plays and so on.

Session 2.3: Modeling Listening Skills Lesson

Introduction

One of the most important parts in the teaching of listening skills is the pedagogy we use to deliver listening skills lesson. This session, thus, presents listening skills lesson format and key components. It also includes activities which help trainees to share their experiences and reflect on listening skills lesson components and format.

Objectives

Trainees will be able to:

- ✓ share experience and reflect on listening skills lesson format;
- ✓ identify the main components of listening skills lesson content, and
- ✓ conceptualize how listening skills lesson is presented.

Activities

Activity 7: Modeling Listening Lesson (*to the trainer*) (75 minutes)

Grade: **10**

Unit : **4**

Listening Topic: Travelling to Omo National Park

MLC:

At the end of this lesson, trainees will be able to:

- *listen attentively and identify specific information*
- *Listen and take notes of the main ideas of the listening text*

- share their experience with their partners about their own travel experiences,

I. Pre-listening (P. 38) grade and unit

Pre-listening Activity (20 minutes)

Work in small group and do the following questions.

- 1. Brainstorm what you already know about this topic.**
- 2. Make prediction about the content of the listening topic based on the title. Say, look at the title and predict the contents of the listening text.**
- 3. Form a pair and share your predictions.**
- 4. Work in a small group of four or five and discuss the pre-listening questions in the student book (Grade 10, Unit 2, p. 38).**

The questions are:

- 1. Have you ever traveled to a new place? (*Please, say describe what you have seen in the place where you travelled to*)**
- 2. Where is Omo National Park? (*Where is Omo National Park found?*)**
- 3. Can you predict what you will visit in case you go to this park?**

II. While-listening (P. 39) (5 minutes)

Trainees read the while-listening questions before they listen to the text. The text will be read by the trainer, and in the first reading trainees just listen to the text quietly. In the next listening time, you listen and take important notes of the main ideas. At last, you listen and revise the important notes the main ideas you are taking.

Now,

A. Copy the while-listening activity from the student book, (P. 39), into your exercise books.

While –listening activity

Instructions: *Now*, listen to the passage that your trainer will read twice to you carefully, take important notes and write one main idea from each paragraph.

***First Listening:* (10 minutes)**

When you finish copying the questions, listen to the text silently. Try to **create mind picture** of what the text represents.

***Second Listening:* (10 minutes)**

***Third Listening:* (10 minutes)**

Now, try to finish writing important notes of the main ideas. Try to **visualize** the text representations as well.

III. Post-listening

A. Making connection, analyzing and creating own ideas (25 minutes)

1. Now, work pairs and **share your notes**. Take correction from each other.
2. Talk with a partner about the **predictions** you made and whether your predictions were correct.
3. **Draw your mind pictures** of what the listening text portrays and then share with your partners. Share your notes of main ideas and your mental images to the class.
4. Connect the listening text message to your own life experiences, and **compare and contrast** what you already know and what new ideas or inputs you get from the listening text.
5. Work in small group of three or four and **retell** the text in your own words. Share their opinions with the class.

Key Ideas

It is better to prepare your own pre-listening and post listening activities that students need to do before and after they listen.

The pre-listening activities need to focus on brainstorming, predicting, anticipating and having purpose for listening, whereas the post-listening need to focus on proofing or disproving predictions, evaluating writer's opinions, making connections to students' own real life, analyzing content, creating new ideas and retelling the story.

It is also recommended to identify key vocabulary previews – a set of 5-10 words and phrases. Try to use some images or screen captures to encourage guesses about content before listening. Remember that while-listening and post-listening tasks should boost higher order thinking skills.

Implications to teaching

Pre-listening activities boost comprehension and retention. In other words, previewing concepts and key words, previewing images related to the input, pre-listening questions (prompts about what will be asked while you listen or after you listen), and advance predicting speeds up thinking skills. Research findings confirm that **cognitive expectations** (*schemata*) that are activated **prior to listening** significantly influence what is understood and how well it will be remembered.

Pre-listening activities influences comprehension and visualizing skills. Activities the listener undertakes *during and after listening* will significantly influence **retention**. Active listening tasks provide a more potent *encoding effect*. Additional positive effects, such as improved recall, are observed when while-listening tasks such as note-taking, are *paired with* post-listening tasks.

Post-listening activities promote higher order thinking skills such as evaluating text content; analyzing ideas and creating own new thoughts. It facilitates students' ability to make connection to what they already know and make decision about what is right and what is wrong.

Takeaway resources

Listening to Audio Clean Energy

Session 2.4: Peer-teaching (Total 5hrs)

Introduction

This session includes experiences sharing, self-reflection and peer teaching activities. Trainees develop their own listening skills lesson plan based on the newly learned format and practise micro teaching. Trainees first, select listening topic from the textbook of the grade they teach and then prepare a listening lesson which includes pre-listening, while-listening and post-listening activities. Each trainee presents the micro teaching and then makes self-assessment of how the listening lesson is implemented. The trainee reflects on what goes as expected and what was challenging, then the class gives comments and feedback for future improvement.

Objectives

Trainees will be able to:

- ✓ present peer teaching practice on listening topic of their choice effectively;
- ✓ give self-assessment on the strong and weak sides of the listening lesson;
- ✓ give comment and feedback on peer-teaching practices

Activities

Activity 8: Preparing for Presentation (10 minutes)

You will develop and demonstrate a listening lesson. Before beginning, you identify one listening lesson from the student textbook of the grade you teach and prepare a lesson which contains the three stages of the listening skills lesson. Refer to the Teacher's Guide.

Note: You will prepare your lesson ahead of the class at dorm before the day of peer teaching.

Activity 9: Peer-Teaching (Total 5 hrs)

You are going to demonstrate teaching listening. You have 15 minutes for a lesson presentation.

Activity 10: Reflection (40 minutes)

First, the presenter reflects on his or her lesson presentation. You explain the student activities, assessment and feedback & correction you used in the teaching of the lesson. Then, other trainees comment on the appropriateness of the presentation, teaching strategies, assessment, feedback and correction used in teaching the lesson. Finally, the trainer will conclude by giving own comments and feedback emphasizing on *the three stages of the listening skills lesson*.

Key Ideas

The peer teaching needs to focus on implementation of the newly learned lesson, teaching strategies, self-assessment, reflection, peer comments and feedback. Constructive comments and feedback enrich our understanding and experience of the teaching profession.

Implications to teaching

Peer-teaching is a teacher training method consisting of short sessions, usually 15-20 minutes long, followed by immediate feedback.

Peer teaching provides an opportunity for teachers to experiment with new teaching methods and strategies. Experimentation can help teachers or trainees find new teaching methods that are more effective than their usual methods. So, microteaching session can serve as a good benchmark for future teaching practices. Trainees do not only get important practical experiences from their own and partners' teaching practices, but also they receive comments, feedbacks and corrections that could be used as resources to improve their formal teaching practices.

Takeaway resources

Peer teaching and observation of teaching is an integral part of teachers' professional development. It helps to connect colleagues with one another and enhances the culture of teaching and learning.

Benefits of peer teaching and observations

Peer feedback is essential to the development of teaching practice. Positive feedback and constructive criticism obtained from peer teaching and observation raises teacher awareness of his/ her performance. It can improve teacher competencies and fill in the gaps or deficiencies they may have in teaching practices.

Peer teaching and observation supports the observed teacher to:

- enhance their students' learning through reflective practice
- engage in professional learning to improve teaching
- gain feedback on significant teaching or course changes
- gather evidence of teaching quality to support career progression
- help to create a community around teaching and learning.

Peer teaching and observation should not be thought of as just about improving the practice of the observed teacher, for those who engage with it as observers receive benefits from their own professional learning and development.

Unit Summary

This unit covers the nature of listening skills, stages of listening skills comprehension; modeling listening skills lesson and peer teaching. Trainees practice different activities which involve sharing experiences, self-reflection, self-assessment, giving and taking comments, feedbacks and corrections, etc. More importantly, trainees get opportunities to practice teaching in front of their colleagues and learn the value of self-assessment, reflection, and giving and taking positive and constructive professional comments and feedbacks from their colleagues.

Self-assessment

Work in small group and reflect on these questions

1. What important points have you learned in this unit?
2. Compare what you already know and what you have learned in this unit. What are the differences and what new things have you got from the lessons?
2. Which session (or sessions) is more challenging? Explain your responses with examples.
3. What are the successes of this unit?

4. What are the parts (sessions) which need improvement in this unit?
5. How are you going to improving teaching of listening lessons in the future?

UNIT THREE: THE TEACHING OF READING SKILLS

Session 3.1: Approaches to Teaching Reading Skills

Introduction

This section deals with the basic models of teaching reading skills. Trainees will share their ideas about reading and teaching reading skills. The section also includes the concepts that determine developing good reading skills.

Objectives

Trainees will be able to:

- ✓ identify the basic models of teaching reading skills;
- ✓ share and reflect on their reading skills experiences

Activities

Activity 1: Brainstorming (40 minutes)

Work in pairs and discuss the following ideas based on your prior experiences.

1. What are the approaches to teaching reading skills?
2. How do you think a person develop reading skills?
3. How is reading skills important in everyday life?

Activity 2: (20 minutes)

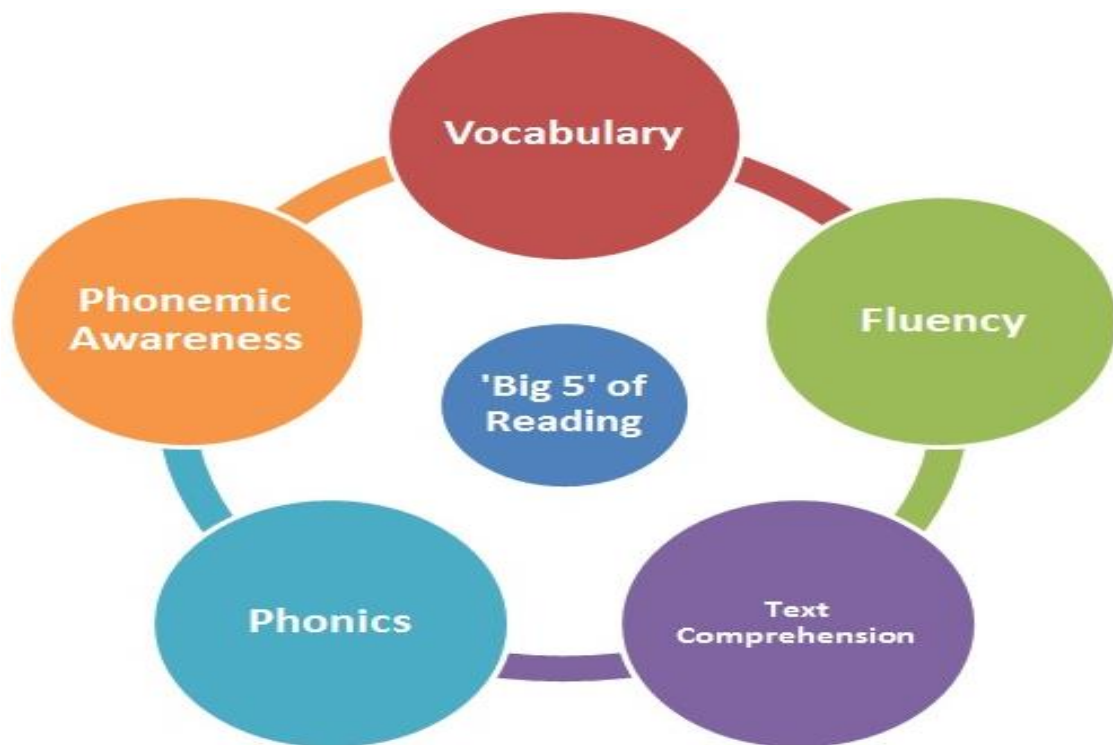
Work in pairs and ask one another these key questions about reading

1. Why do people read?
2. What do people read?
3. Why do we teach reading?
4. Why do students need to read?
5. How do we read?
6. What skills do students need in order to read effectively?
7. What difficulties do students face when reading?
8. How do we teach reading?

Activity 3: Analyzing critical reading skills (30 minutes)

Work in small group and discuss what you understand from the following diagram.

Critical skills of reading skills



Activity 4: Reflection (60 minutes)

Tell trainees to work in small group. They read the following text about models of teaching reading and discuss the strategies of developing reading skills.

Models of teaching reading

The common technique for teaching reading is based on a top-down processing model and Bottom-up processing: *(Also for Bottom-up processing refer to Unit Two, Session 2.1-Takeaway section)*

The top-down model



- Emphasizes what the reader brings to the text, such as prior knowledge and experiences
- Says comprehension begins in the mind of the reader, who already has some ideas about the meaning of the text
- Says meaning is brought to print, not derived from print
- **Proceeds from whole to part**

🗨️ *What do you think of this model?*

BOTTOM-UP READING MODEL

- ✦ Emphasizes a single direction
- ✦ Emphasizes the written or printed texts
- ✦ Reading is driven by a process that results in meaning
- ✦ PART TO WHOLE MODEL

Now, work in threes and discuss the following questions/ statements


1. Discuss what you understand about the models theories of teaching reading skills.
2. Which model of teaching reading is you favoure? Why?
3. What are the other models of teaching reading? Explain with examples.
4. How do you think you will teach reading in the future?


Key Ideas

READING MODELS

A reading model is a graphic attempt "to depict how individual perceives a word, processes a clause, and comprehend a text".

KIND OF READING MODELS:

 **TOP-DOWN.** It emphasizes what the reader brings to the text, such as prior knowledge and experiences. Comprehension begins in the mind of the reader, who already have some ideas about the meaning of the text; proceeds from whole to part.

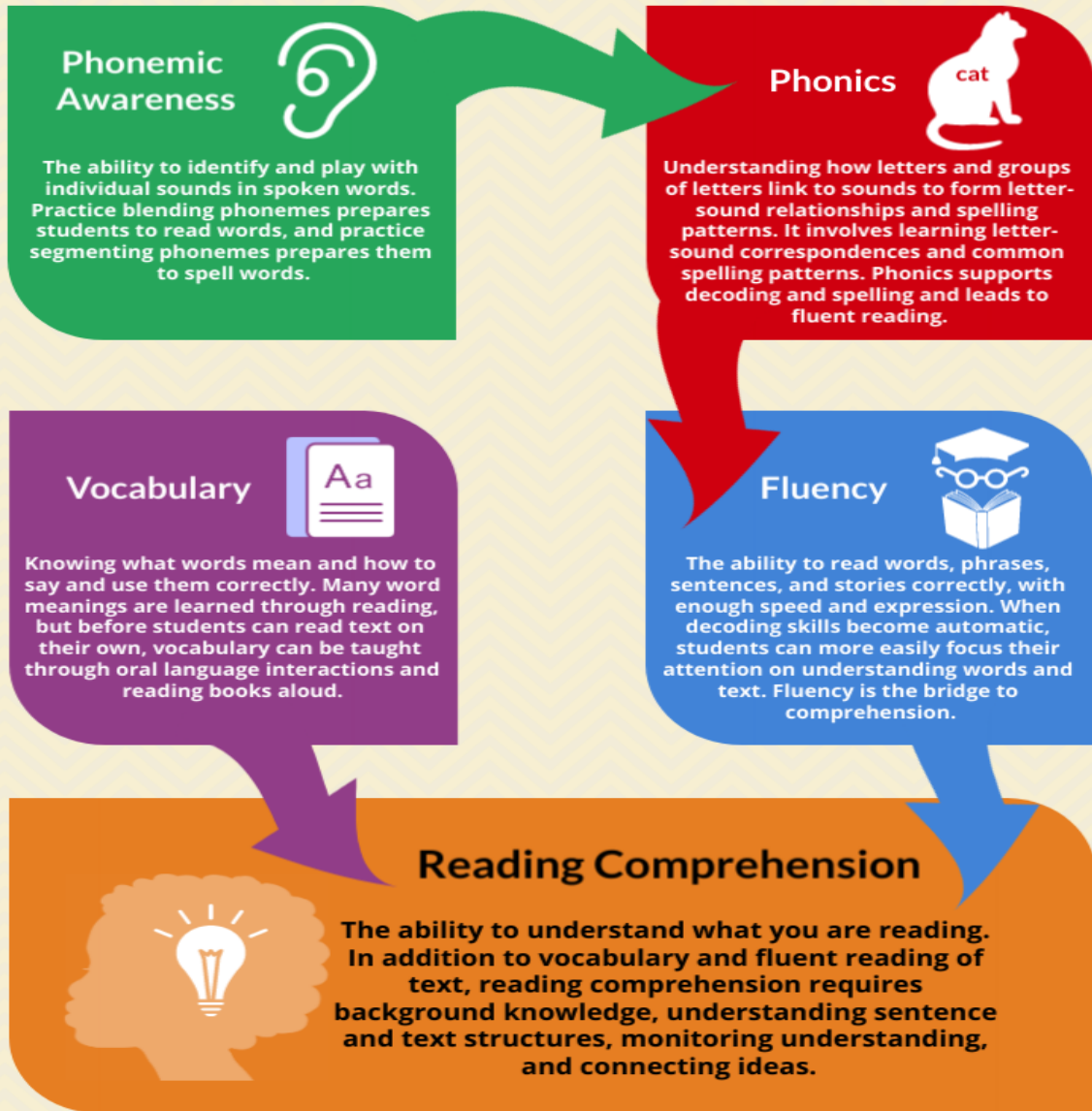
 **BOTTOM-UP.** Emphasizes the written or printed text. Comprehension begins by processing the smallest linguistic unit (phoneme), and working toward larger units (syllables, words, phrases, sentences.)

Implications to teaching

Models show that reading is not a passive process. It requires interaction between the reader and the text. The reader should bring his/her background knowledge and previous experiences to the text. He or she needs to process ideas by comparing what he or she already knows with the text information. Thus, teaching reading requires emphasize on both what students already know about the topic and comprehending text message. As reading is an active process, it requires students to relate information in the text to what they already know.

The 5 Big Ideas of Beginning Reading

Comprehension is the goal of reading. We use the other four big ideas to build up to reading comprehension. This can start with listening comprehension for pre-readers and readers who are still learning how to decode.



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2. Nature of Reading and Models (Research Article)

Session 3.2: Stages of Teaching Reading Skills

Introduction

In this unit, trainees will practise the stages of teaching reading skills. Reading as a process involves three main reading practices: Pre-reading, while-reading and post-reading activities. Each stage of the reading process has its own unique activities and thinking strategies. Trainees will practise and conceptualize the three stages. They will share their own previous experience of teaching reading and then reflect on new things they have got in their different discussion.

Objectives

Trainees will be able to:

- ✓ identify the three core stages of teaching reading skills
- ✓ distinguish the main strategies used in each three stages of teaching reading.
- ✓ share ideas and learn from their own differential experiences

Activities

Activity 5: Experience sharing (40 minutes)

Work in small group and discuss the following questions based on their own experience

1. What problems do you usually encounter when you teach reading?
2. What reading activities do you use to improve students' reading skills?
3. What are your favourite and most successful reading classes? Share your experiences with your partners.

Activity 6: Identifying strategies (20 minutes)

*Work in small groups and identify **effective** and **ineffective** reading strategies from the list given below.*

1. reading line-by-line with finger pointing
2. try to identify meaning rather than letters or words
3. use prior knowledge of the world
4. reading word-by-word
5. translating into first language while reading
6. paying attention to new words while reading
7. locate topic sentences

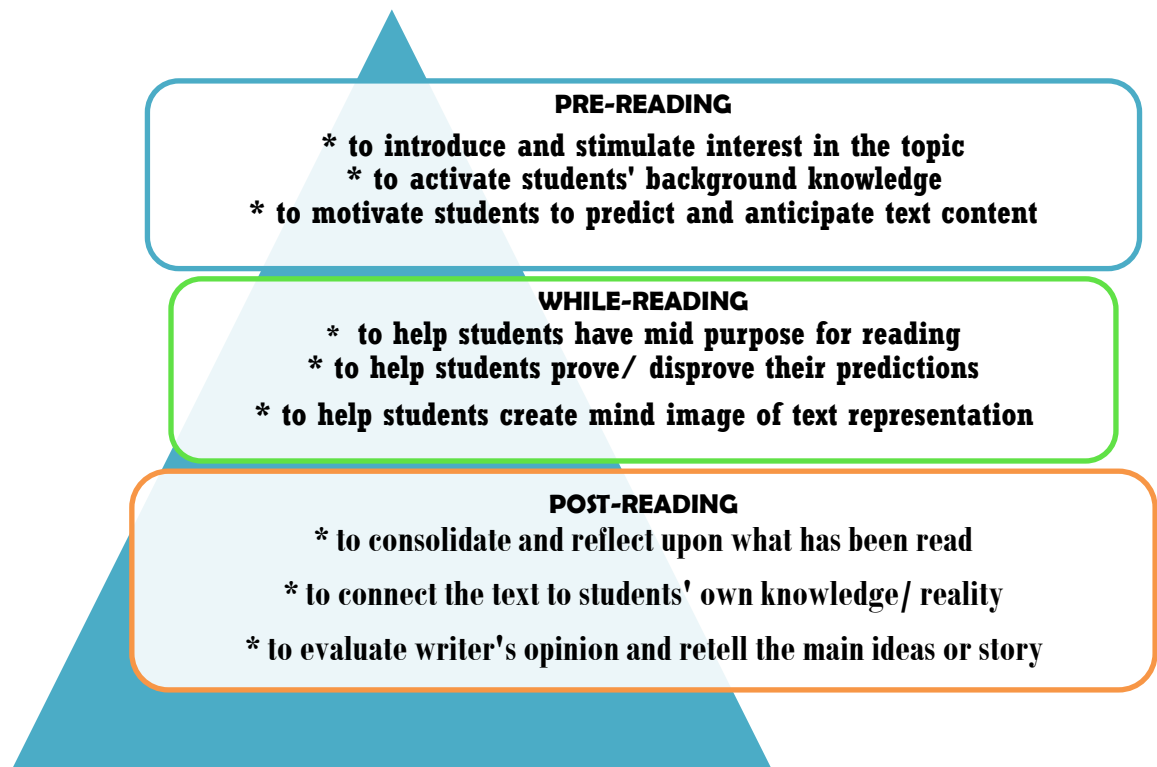
8. Mouthing or uttering while reading
9. be aware of cohesion and reference
10. be aware of explicit and implied relationships between paragraphs
10. be aware of the importance of argument, tone and function
11. be able to work out the meaning of unfamiliar vocabulary from context
12. have confidence in own ability and take chances
13. distinguish main points from subordinate ones, and fact from opinion
14. ignore unnecessary details
15. try to make linguistic and grammatical analysis.
17. have a clearly defined purpose

Activity 7: Experience sharing (30 minutes)

Work in pair and discuss the following questions

1. Which of the above reading strategies do your students do well?
2. What activities do you use to develop effective reading strategies?
3. Which of the listed reading strategies will you use in your future teaching? Explain your reasons.

Key Ideas



Implications for Teaching

Studies have shown that familiarity with effective and ineffective reading strategies can help the teachers look for effective reading behaviours in learners. While, identifying effective reading strategies helps teachers to encourage wider use of the strategies in teaching reading, understanding the ineffective reading strategies helps teachers to be on the lookout for learners using less effective strategies and taking immediate corrective actions.

Takeaway Resources



(Adapted from Trending Post)

Session 3.3: Modeling Reading Skills Lesson

Introduction

This unit presents model reading skills lesson. Trainees will be exposed to latest reading lesson plan and its basic components. They also practise sharing their experience of preparing reading lesson plan and activities.

Objectives

Trainees will be able to:

- ✓ identify the key components of a reading skills lesson plan
- ✓ share their teaching of reading lesson experiences with others

Activities

Activity 8: Modeling the reading skills lesson (75 minutes)

Grade: 12

Unit: 4

Reading title: **Integrated Natural Resource management**

MLC:

At the end of this lesson, trainees will be able to:

- *improve their skills of predicting and anticipating text contents;*
- *comprehend the main messages of the reading text;*
- *evaluate writer's ideas and make their own judgment;*
- *compare and contrast text message with their own actual realities*

I. Pre-reading (P. 85)

The title of today's reading text is "**Integrated natural Resource Management.**"

Now, work in small group and do the following questions.

1. use **think time** to **brainstorm what you already know about this topic.**
2. **Make prediction** about the content of the topic based on the title and the pictures. Say, look at the title and pictures and predict the contents of the reading text.
3. Discuss the pre-reading questions in the student book (**Unit 4, p. 84- 85**).



The questions are:

1. What is agroforestry? Have you heard about it?
2. Look at the pictures above carefully. What do you understand about integrating agriculture and forestry?
3. What do you expect to learn from the reading passage?

II. While-reading (P. 85)

Read the while-reading questions individually. Be aware that one of your main purposes to read the text is to answer the while-reading comprehension questions.

While-reading Questions

1. What do human beings get from agricultural and forestry landscapes?
2. What are the benefits of agroforestry?
3. Why is agroforestry especially important for hillside farming?
4. Why does agroforestry begin to attract the attention of the international development and scientific community?
5. What are the key areas where the impact of agroforestry could be noticeable in the immediate future?
6. What are the benefits of growing trees?

Reading Text (P. 86- 87)

Integrated Natural Resource Management

Agroforestry is the intentional integration of trees and shrubs into crop and animal farming systems to obtain environmental, economic, and social benefits. It has been practiced around the world for centuries. Agricultural and forest landscapes have been providing humans with food, fiber and energy as well as a range of other ecosystem services.

There are many benefits to practicing agroforestry, no matter its scale; **it** can have lasting impacts on local and national economies, environments, and worldwide food growth. Some of the benefits of agroforestry include: improving soil quality, reintroducing nutrients into the soil, increased yields from crops, and increase in local biodiversity.

Agroforestry is a system to manage the agricultural resource land for the benefits of the owner and the long-term **welfare** of society. While this is appropriate for all land, it is especially important in the case of hillside farming where agriculture may lead to rapid loss of soil. Normally land will be what the farmer owns (farmers that rent land may have little interest in the long-term benefits of agroforestry), and thus farmers must think conservatively about how to maintain the land over long periods of time.

Agroforestry began to attract the attention of the international development and scientific community in the 1980s as a means for increasing and sustaining agricultural production in **marginal** lands and remote areas of the tropics that were not benefited by the Green

Revolution. Due to the research and development efforts at various local, regional, and global levels, agroforestry is at present recognized as having the potential to offer much toward sustainable land management and environmental **integrity** in poor and rich nations alike. Discussing the role of agroforestry in land management in the twenty-first century, food security, climate change mitigation and adaptation, and other ecosystem services are identified as the key areas where the impact of agroforestry could be noticeable in the immediate future.

The practice of growing trees in crop farming provides sustainable farm inputs, improves soil **conservation**, sequesters carbon, and increases the biodiversity and soil health. The trees involved in agroforestry are multipurpose utility such as for shade, fodder, fuel wood, fruit, vegetables, and medicines. In agroforestry, particular attention is placed on multiple-purpose trees or perennial shrubs. The most important of **these** trees are the legumes because of their ability to fix nitrogen and thus make it available to other plants.

III. Post-reading activities

A. Comprehension questions (Moved from a while to post-reading activities (P. 85))

Answer the following questions based on the reading passage.

1. Agroforestry is _____.
 - a) Integration of trees into crop and animal farming
 - b) a unitary agricultural practice
 - c) substitution of agriculture with forestry
 - d) a system that intends to manage forestry.
2. Agroforestry has the following benefits except _____.
 - a) environmental benefit
 - b) social benefit
 - c) benefits of substituting forests for farm land
 - d) economic benefit
3. Which of the following sentences is wrong?
 - a) Agroforestry is important for all lands except hill side farming lands.
 - b) Agroforestry increases biodiversity.
 - c) Farmers that rent land should not practice agroforestry.
 - d) All are correct.
4. 'it' paragraph 2 line 1 refers to:
 - a) biodiversity
 - b) agroforestry
 - c) scale
 - d) benefit
5. 'these' paragraph 5 last line refers to:
 - a) agroforestry
 - b) nitrogen
 - c) perennial shrubs
 - d) trees

III. Find words or phrases in the reading text that are similar in meaning with each of the following words or phrases.

1. Incorporation (paragraph 1) _____
2. Prosperity (paragraph 3) _____
3. Wholeness (paragraph 4) _____
4. Peripheral (paragraph 4) _____
5. Preservation (paragraph 5) _____

A. Making connection, analyzing and creating new thoughts (20 minutes)

1. Talk with a partner about the **predictions** you made and whether your predictions were correct or not.

2. Then, **draw their mind pictures** of what the reading text portrays and then share with your partners. Share your hand drawn pictures of your mental images to the class.
3. Connect the reading messages of the reading text to your own life experiences, and let you **compare and contrast** what you already know and what new ideas or inputs you get from the reading text.
4. Work in small group of three or four and **retell** the main ideas of the reading text in your own words. Share their opinions with the class.

Key Ideas

Teaching reading involves three main reading activities: pre-reading, while-reading and post-reading).

1. **Pre-reading strategies** include brainstorming, predicting, previewing and anticipating.
2. **While-reading strategies** include having mind purpose, proofing/ disproving predictions and visualizing.
3. **Post-reading strategies** include making connection between text message and previous knowledge/ experience, evaluating text content and writer opinion and retelling main ideas or story

Implications for Teaching

Teaching reading involves three stages of reading practices. So, trainees should be able to identify the **differences in content and focus** of the three stages of teaching reading activities.

- **Pre-reading** focuses on developing **predicting and brainstorming strategies**.
- **While-reading** focuses on having a **purpose for reading and visualizing skills**.
- **Post-reading** focuses on **connecting and contrasting** text messages with what occurs in their actual lives. It also includes **analyzing, evaluating, summarizing, retelling, creating, etc.**

Be aware that you have understood the strategies for teaching reading, and you will apply and use the strategies and the procedures when giving training to school teachers.

Takeaway Resources

Basics of teaching reading

Research article: Teaching reading: goals and techniques

Session 3.4: Peer-teaching (Total 5 hrs)

Introduction

In this session, trainees will practise peer teaching. They prepare their own reading lesson plan based on the grade they teach. Trainees will also practise sharing their own previous experiences in preparing and teaching reading lessons. They will also give and take comments and feedbacks of the peer teaching practices.

Objectives

Trainees will be able to:

- ✓ prepare reading lesson based on the newly learned format;
- ✓ implement reading skills lesson effectively

Activities

Activity 9: Reading skills Lesson Plan Format (20 minutes)

Work in small group and comment on the reading skills lesson.

Reading Skills Lesson Plan Format

Name of the Teacher: -----

Name of School: -----

Subject: English

Grade and Section: -----

Date of the Lesson: -----

Unit: -----

Lesson Topic: -----

MLC:

At the end of the lesson, trainees will be able to:

Stages of reading activities	Time	Learning Contents	Teacher's Activities	Students' Activities	Learning Assessment
Revision					
Pre-reading					
While-reading					
Post-reading					

Teaching aids and Materials:
Feedback and Correction:
Comments and signature of department head:
Lesson evaluation:

Activity 10: Preparing for Presentation (20 minutes)

Now, you will develop and demonstrate a reading lesson. Before beginning, you will identify a topic for teaching reading skills from the student textbook of the grade you teach. They prepare a lesson which contains the three phases of the reading activities. While preparing reading lesson plan, you need to refer to the student textbook and the teacher's guide.

Stress on implementing each stage of the reading lesson.

Note: You will prepare your lesson ahead of the class at dorm before the day of peer teaching.

Activity 11: Peer Teaching (5 hrs)

Demonstrate teaching reading skills within 15 minutes for a lesson presentation. Note that you have to clearly write the assessment, feedback and correction techniques to be used in the lesson.

Activity 12: Reflection (30 minutes)

Be aware, first the presenter reflects on his/her lesson presentation (strong and weak sides). Explain the assessment and feedback and correction he/she used in the teaching of the lesson. Then, other trainees comment on the appropriateness of the reading lesson presentation, the stages used, the assessment, teaching aid and feedback and correction used in teaching the lesson. Finally, the trainer will conclude by giving own comments and feedback emphasizing on the three stages of presenting a reading lesson.

Key Ideas

A reading skill or ability is, in simple terms, the ability for someone to interact with a text and take in the words. If you have the ability to read, you can read a text and construct new knowledge or ideas.

Implications for Teaching

Peer teaching promotes **collaboration and social learning** by encouraging peer-to-peer interactions, fostering empathy and understanding, enhancing teamwork skills, improving communication skills, and promoting peer mentorship.

Peer teaching also helps trainees to enrich their knowledge, skills and pedagogy of their specific subject by teaching each other. In addition, peer comments and feedbacks can also strengthen trainees teaching profession and could result in better learning and retention.

Takeaway Resources

Reading instructions

Research Article: **Basic Concepts of Reading Instruction**

Summary

Self-assessment

Work in small group and reflect on these questions

1. What important points have you learned in this unit?
2. Compare what you already know and what you have learned in this unit. What are the differences and what new things have you got from the lessons?
2. Which session (or sessions) is more challenging? Explain your responses with examples.
3. What are the successes of this unit?
4. What are the parts (sessions) which need improvement in this unit?
5. How are you going to improving teaching of reading lessons in the future?

UNIT FOUR: THE TEACHING OF WRITING SKILLS

Session 4.1: The Nature of Writing Skills

Introduction

Writing is skill that requires direct practice. It involves generating ideas, compiling, organizing, drafting, revising and rewriting finalized version. As a result, it is a skill which requires step-by-step development. The session includes the nature of the writing practices, its development, trainees' experience sharing and reflection on the teaching of writings skills.

This session also includes approaches to teaching writings skills including process approach and product approach of teaching writing skills. Trainees will be exposed to the very nature of writing and approaches to teaching writing.

Objectives

Trainees will be able to:

- ✓ conceptualize the distinctive nature of writing skills;
- ✓ Identify the key concepts and approaches to teaching writing skills

Activities

Activity 1: (30 minutes)

In pairs, discuss the following questions based on your experience of teaching writing skills.

1. What is writing skills for you;
2. How is writing skills different from other language skills?
3. What are the different approaches in teaching writing skills?

Activity 2: (30 minutes)

Work in small group, and discuss the following questions:

1. Do you have experience of using the approaches (process and/ or product-oriented) to teach writing? Share your experience with your partner.
2. Which approach do you favour; the process or the product approach to teaching writing? Why?

Activity 3: Practice task (20 minutes)

Work in small group of threes and distinguish the following ideas as process or product approach. You have to explain your reasons with evidence.

1. Organization of ideas more important than ideas themselves
2. Text as a resource for comparison
3. Ideas as starting point
4. Individual focused activity
5. Include control practice of writing
6. Necessitating more than one draft
7. Imitate a model text
8. Focus on one draft
9. Focus on purpose, theme, text type ...;
10. The reader (audience) is emphasized;
11. Emphasis on end product
12. collaborative with other peers;
13. Emphasis on creativity.

Key Ideas

There are two most dominant approaches to teaching writing skills: the product approach and the process approach.

The process approach emphasizes the composing process rather than the form, whereas the product approach emphasizes the final product of the writing. It involves the presentation of a model text, which is discussed and analyzed. According to this model text learners need to construct a similar or a parallel text. This might seem a mechanical task; however, learners can discover the structure of the given discourse, its linguistic features and how its ideas are organized. The process approach, on the other hand, focuses on the development of language use such as brainstorming, group discussion, re-writing.

Implications to teaching

Writing skills is a process which needs step-by-step development. The product approach focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied

models. The primary goal of product-oriented writing is to produce an error-free coherent text. This approach is mainly recommended to be practiced more of at lower grade level because students need model. They need to imitate or model what is given.

The process approach focuses on the steps involved in creating a piece of work. The assumption behind process-oriented approach of writing is that writing is acquired through the process of practicing different writing activities. The primary goal of process-focused writing approach is to develop the skills to generate ideas, organize, and create coherent text. This type of writing approach is mainly recommended to be practiced more of at higher grade level. At this stage, students develop experience of the language and so they may have idea and experience resources to produce their own writing.

HOW TO TEACH WRITING

Writing lessons need not be isolated, dull experiences, and that when the time is used well, there is plenty of benefit to using class time for written work. Here are some ways to teach writing in a communicative way.



1 CONTEXT

Set the context of the lesson in the first stage of class to give students a task to discuss, predict, identify, consider and apply to their own experiences.

2 AUDIENCE

A key determiner of a successful piece of writing is the writer's ability to consider who they are writing to.



3 LIFT IT OFF THE PAGE

Give students opportunities to get up, move things, move themselves, interact and share ideas. This increases the range of information and language they have at their disposal.

4 LET THEM RESPOND

Give them the right of reply because it increases exposure to and processing of written conventions to the texts they use, and reflects the way written communication works most of the time.



HAPPY WRITING!

Session 4.2: Stages of Writing Skills Lesson

Introduction

This session includes stages of teaching writing such as pre-writing, while-writing and post-writing practices. It also contains trainees experience sharing and self-reflection activities related to teaching writing skills. Trainees will practise what they need to do at each stage of the writing process and discuss their understandings with their peers.

Objectives

Trainees will be able to:

- ✓ identify the main stages of teaching writing skills;
- ✓ share experience and reflect on their understanding of teaching writing skills;

Activities

Activity 4: Brainstorming (40 minutes)

Work in pairs and discuss the following questions

1. What procedures do you usually follow when teaching writing lessons?
2. What types of writing activities do students usually do in a writing class?
3. What are the challenges for teachers in teaching writing lessons?

Activity 5: Reflection (40 minutes)

Work in small groups of three or five and reflect on these questions.

1. From your experience, what teaching methods or strategies do you use to teaching writing lessons
2. Do you use the same strategies to teach listening skills as you use in teaching grammar?
Explain your ideas with examples.

6: Writing Skills Lesson Plan Format (40 minutes)

Work in small group and comment on the writing skills lesson.

Writing Skills Lesson Plan Format

Name of the Teacher: -----

Name of School: -----

Subject: English

Grade and Section: -----

Date of the Lesson: -----

Unit: -----

Lesson Topic: -----

MLC:

At the end of the lesson, trainees will be able to:

Stages	Time	Learning Contents	Teacher's Activities	Students' Activities	Learning Assessment
Revision					
Pre-writing					
While-writing					
Post-writing					
Teaching aids and Materials:					
Learner support:					
Feedback and Correction:					
Lesson evaluation:					

Key Ideas

- **Pre-writing** focuses on idea generation or **brainstorming and organizational strategies**.
- **While-writing** focuses on actual writing of the draft, reviewing and editing.
- **Post-writing** focuses on presentation, assessment and giving feedback and corrections of the text written.
- Make sure that you understand the three key strategies for teaching writing, and then you (the trainees) will apply and use the strategies and the procedures when implementing peer teaching practices.

Implications to teaching

Writing like other language skills involves process. Students need to develop writing skills follow certain clear procedures (pre-writing, while-writing and post-writing practices).

Writing is a complex process that involves self-directed cognitive and physical activity that is driven by the goal of the writer to communicate thoughts and ideas to a particular reader or an audience of readers who live within a culture, society and history (Department of Higher

Education and Training, South Africa, 2020, p. 5). So, in order to acquire good skills of writing, students need to pass through the different stages of practicing writing skills.

Takeaway resources

The main teacher's roles in developing students' writing skills are:

- Teach the writing strategies for the various components of the writing process.
- Guide learners to select and use appropriate writing strategies.
- Encourage students to be flexible in their use of the components of the writing process. [This is because writing is **not a linear process**, like following a recipe to bake a cake. Writers should learn to move easily back and forth between components of the writing process, often altering their plans and revising their text along the way.]
- Gradually move responsibility from you (the teacher) to the learners so that they can become independent writers. The learners need to be taught the full writing process and the use of the various strategies and techniques for the various components of the writing process.
- In teaching writing, the teacher must help the learners to understand how a person **thinks** when **planning**, **composing** and **revising** his/ her writing.

Session 4.3: Modeling Writing Skills Lesson

Introduction

This session presents modeling writing skills lesson. Trainees will attend how a writing skills lesson is implemented. The session also includes experience sharing and self-reflection activities related to trainees' practices of implementing writing skills lesson in their respective school teaching.

Objectives

Trainees will be able to:

- ✓ experience the practical implementation of teaching writing skills lesson;
- ✓ identify the different stages of teaching writing skills

Activities

Activity 7: Modeling writing Lesson (*to the trainer*) (75 minutes)

Grade: 9

Unit : 5

Writing lesson Topic: Writing a paragraph about the importance of horticulture development in Ethiopia (Grade 9, p. 121)

MLC:

At the end of this lesson, students will be able to:

- *organize ideas in a logical order.*
- *write first draft expository paragraph.*

A. Pre- Writing -----

Guided Writing

Be aware that the focus of this writing lesson is “**Expository Paragraph**”

The title is the importance of horticulture development in Ethiopia

Now,

Activities

I. Pre-writing (Conceptualizing the topic)

Work in pairs and discuss these questions.

1. What is the purpose of an expository writing?
2. What kind of sequence should an expository writing follow?
3. What does make expository writing different from other types of writing?

II. While-writing

A. Brainstorming

Work individually and jot down any ideas that come to your mind about the importance of horticulture in Ethiopia.

Examples:

- investment in growing flowers, vegetables
- gardening
- creating attractive and eye-catching environment
- growing flowers of different colours, scents and beauties
- refresh mind and inspires better life dreams
- creates cool and attractive surroundings
- sources of income and job creations
- generate foreign currency to the country
- it is a profitable area and so more people are willing to invest in horticulture.
- there has been more investment in horticulture in Ethiopia

B. Organizing and drafting

Work individually and write the first draft using the notes as a guide for writing.

Ethiopia is a country which is suitable to the growth of different plants and flowers. The weather condition and the rainfall amount are very convenient to grow different plants, flowers and vegetation. Some people are investing their money in growing flowers of different colours, scents and beauties because horticulture is becoming one of the key sectors to generate foreign currency to the country. It also creates more job opportunities for many young people. Nowadays, horticulture is taken as a more profitable area and so more people are willing to participate in the sector. As a result, horticulture development in Ethiopia is booming from time to time.

C. Peer review and proofreading

Work in pair and share their writing. Trainees need to take comment and feedback from their classmate and improve and finalize their paragraph writing.

C. Post-writing (30 minutes)

Presenting written work to the class

Present your written paragraph to the class. and take comments for improvement

1. Other trainees give comments on their colleagues' works based on the scoring scale set by your trainer.
2. Write the scoring scale you set on the board. Here is an example of a scoring scale to assess writing:
 1. Grammatical and lexically correctness-----2(marks)
 2. unity and coherence of idea development -----3(marks)
 3. Emphasize on the topic and linking words-----2(marks)
 4. Clarity of expressions of ideas-----3(marks)

Key Ideas

- **Pre-writing** focuses on conceptualizing the idea of the topic and the type of writing (e.g. is it expository, narrative, descriptive, argumentative). So, trainees need to, first, understand the basic features of the writing type.
- **While-writing** focuses on idea generation or **brainstorming and organization strategies**. It also includes actual writing of the draft and reviewing and editing .
- **Post-writing** focuses on presentation, assessment and giving feedback and corrections of the text written.

- Make sure that the trainees have learned the strategies for teaching writing, and they will apply and use the strategies and the procedures when giving training to school teachers.

Implications to teaching

Writing is a tough task which requires repetitive practices. It is a process in which students need to develop the experience of writing gradually and step-by-step. So, the first point is that as there are different types of writing, students need to understand the basic characteristics of the kind of writing they are going to practice. As a process, writing lessons need time and so teachers need to give think-time to their students. They have to help students to generate ideas, organize, draft, revise and share with their partners. Students need to share their work with others and take comments and feedback that could improve their final writing.

Takeaway resources

Teaching writing

Research Article: **Writing Skill in Teaching English: An Overview**

Session 4.4: Peer-teaching

Introduction

In this session, trainees will practise implementing the writing lesson plan. Trainees will prepare their own writing lesson plan based on a topic taken from the grade they teach and implement peer teaching practices. They will also practise self-reflection and experience sharing related to teaching writing and peer teaching.

Objectives

Trainees will be able to:

- ✓ prepare their own writing skills lesson plan;
- ✓ implement peer teaching practice ;

Activities

Activity 8: Preparing for Presentation (10 minutes)

You will develop and demonstrate a writing lesson. Before beginning, identify a topic for teaching writing skill from the student textbook of the grade each of you teaches. You will prepare a lesson which contains the three stages of the writing process. While preparing writing lesson plan, you need to refer to the student textbook and the teacher's guide.

Stress on implementing each stage of the writing lesson.

Note: You will prepare your lesson ahead of the class at dorm before the day of peer teaching.

Activity 9: Peer Teaching (Total 5 hrs.)

You will demonstrate teaching writing within 15 minutes for a lesson presentation. Note that you have to clearly write the assessment, feedback and correction techniques to be used in the lesson.

Activity 10: Reflection (50 minutes)

First, the presenter reflects on his/her lesson presentation (strong and weak sides). Explain the assessment and feedback and correction you used in the teaching of the lesson. Then, other trainees comment on the appropriateness of the reading lesson presentation, the stages used, the assessment, teaching aid and feedback and correction used in teaching the lesson. Finally, the trainer will conclude by giving own comments and feedback emphasizing on the three stages of presenting a reading lesson.

Key Ideas

Peer teaching involves a group of trainees working cooperatively to improve their teaching practices. Trainees set teaching goals for a topic, design learning activities, prepare individual lesson plan, teach their peers, and evaluate the results. The presenter makes self-assessment of what goes right and what was challenging during peer teaching. He/she reflects on the teaching practice and share insights, argue with one another, and perhaps even challenge his/ her peers to decide which approach of teaching is better.

Implications to teaching

Peer teaching helps teachers to look into their own teaching practices. The experience paves a better way to the teacher to learn from others' teaching practices and experiences. In addition, peer teaching promotes active learning as well as participation within themselves. It develops the culture of learning from each other and giving-and-taking comments and feedbacks.

Peer teaching also enhances the teacher's level of creativity in expressing ideas as well as in grasping new concepts. It helps the teacher develop positive perspectives to words working with others and taking and giving comments. This culture in turn will uplift teacher's knowledge limit and thus allow a greater level of understanding. Teachers also begin to develop a good feeling towards teach teaching.

Takeaway resources:

What is team teaching?

Team teaching is also known as collaborative teaching or co-teaching and is an instructional strategy where teachers work together regularly.

There are a number of different approaches to team teaching. Some of the most common are:

- two teachers delivering instruction together
- one teacher delivering instruction while the other teacher assists learners
- one teacher delivering instruction while the other teacher observes and collects data

Unit Summary

This unit deals with the teaching of writing skills. Writing is a process which involves at least three stages of practicing writing skills; pre-writing, while-writing and post-writing practices. It also includes writing skills lesson in which trainees share their own experiences of the teaching of writing skills. The unit also covers section which provides writing lesson plan content and format. In addition, trainees practise preparing their own writing lesson plan, and then implementing peer teaching.

Self-assessment

Work in small group and reflect on these questions

1. What important points have you learned in this unit?
2. Compare what you already know and what you have learned in this unit. What are the differences and what new things have you got from the lessons?
2. Which session (or sessions) is more challenging? Explain your responses with examples.
3. What are the successes of this unit?
4. What are the parts (sessions) which need improvement in this unit?
5. How are you going to improving teaching of writing lessons in the future?

UNIT FIVE: THE TEACHING OF GRAMMAR

Session 5.1: The Nature of Grammar

Introduction

Grammar is as important as language content because a complete mastery of a language cannot be achieved without the mastery of grammar. Grammar is the supportive the language skills and its system. It is the basic language resource which reinforces language learning. So, it is important to know how language functions without which one cannot develop the basic language know-how and skills. This session, thus, addresses the basic nature of grammar and its functioning. Trainees will also deal with the basic approach to teaching grammar.

Objectives

Trainees will be able to:

- ✓ conceptualize the distinctive nature of grammar lesson;
- ✓ Identify the key concepts and approaches to teaching grammar

Activities

Activity 1: Experience sharing (40 minutes)

Discuss the following questions based on your experience of teaching grammar in group of threes or fours.

1. What is grammar for you; how is it different from the language skills?
2. What are the different approaches in teaching grammar skills?

Activity 2: Text Analysis (40 minutes)

Work in small group and analyze the key concepts you understand from the following text. List the key ideas and report your final understanding to the class.

Grammar is rules of a language. —Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints| (Larsen-Freeman, 2001). In another definition —grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey| (Thornbury, 1999, p.13). In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction.

There has always been a debate about the most effective way of teaching grammar. Grammar instruction through context positively affects learner's competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language (Mart, C.T. 2013, P. 124).

Key Ideas

Presenting grammar item in a single and isolated sentence does not help students understand how grammar functions to convey real message. Context gives grammar item more conventional meaning and functional usage of rules. It clearly shows how to use a certain grammatical item in a specific context to communicate true message. So, students need to learn grammar either through using authentic text or in specific meaningful context.

Implications to teaching

Some argue that grammar should not be taught in class. They contend that students can learn grammatical rules unconsciously when they involve in communicative activities. However, grammar is the motor of a language system. It determines how a language components (e.g. verbs, adjectives, tenses, nouns, etc.) functions to convey meaningful message. Otherwise, it is difficult to know the specific standard of a language. So, grammar is a mediating means which helps students to express comprehensible or intelligible spoken and written language. Thus, teaching grammar, especially, in meaningful context or situation promotes students language mastery and competences.

Takeaway resources

Teaching grammar in context

Research article: **Teaching Grammar in Context: Why and How?**

Session 5.2: Stages of Grammar Lesson

Introduction

This session includes stages of teaching grammar such as presentation, practice and production (or **the 3 Ps**). It also involves trainees experience sharing and self-reflection activities related

to teaching grammar. Trainees will practise what they need to do at each stage of presenting a grammar lesson and discuss their understandings with their peers.

Objectives

Trainees will be able to:

- ✓ identify the main stages of teaching grammar;
- ✓ share experience and reflect on their understanding of teaching grammar;

Activities

Activity 3: Brainstorming (40 minutes)

Work in pairs and discuss the following questions

1. What procedures do you usually follow when teaching grammar lessons?
2. What types of grammar activities do students usually do in a grammar class?
3. What are the challenges for teachers in teaching grammar?

Activity 4: Reflection (30 minutes)

Work in small groups of three or five and reflect on these questions.

1. From your experience, what teaching methods or strategies do you use to when you teach grammar lessons?
2. Do you use the same strategies to teach grammar as you use in teaching reading? Explain your ideas with examples.

Activity 5: Reflection (60 minutes)

Work in pairs and reflect and comment on each part of the following grammar lesson

Stages	
I. Before a lesson:	1st. greeting 2nd. Taking registers (Presents and absentees) 3rd. Checking students' readiness

<p>II. beginning a lesson</p>	<p>1. Revision: step 1: give think -time and let student first remember the previous lesson content and main points.</p> <p style="padding-left: 40px;">Step 2: students work in group and exchange ideas</p> <p style="padding-left: 40px;">Step 3: Students reflect on the previous lesson</p> <p>2. Introduction: Step1: Brainstorming: Write the topic on the board, and let students share their previous knowledge of the grammar topic</p> <p style="padding-left: 40px;">Step 2: If they don't know, let them predict what will be the content of the topic.</p>
<p>III. Running a lesson</p>	<p>3. presentation</p> <p style="padding-left: 40px;">Step1: Present the form of the grammar item</p> <p style="padding-left: 40px;">Step 2: Present the meaning of the grammar item</p> <p style="padding-left: 40px;">Step 3: Give examples; invite students to try.</p> <p>4. Practice: Let students do the grammar activities given in their textbook groups.</p> <p>5. Production: Now, students produce their own ideas using the newly learned grammar topic/ item</p>
<p>IV. Ending a lesson</p>	<p>6. Round up: Give think-time and then, let students work in small group</p> <p style="padding-left: 40px;">Step 1: They summarize the main point of the lesson.</p> <p style="padding-left: 40px;">Step 2: Student reflection: Ask students to explain two things: What they already know and the new things they have learned in this lesson</p> <p style="padding-left: 40px;">Step 3: Give home reading/task/ activity</p>

Grammar Lesson Plan Format

Activity 6: *Work in small group and comment on the grammar lesson. (50mt minutes)*

Name of the Teacher: -----

Name of School: -----

Subject: English

Grade and Section: -----

Date of the Lesson: -----

Unit: -----

Lesson Topic: -----

MLC:

At the end of the lesson, trainees will be able to:

Stages	Time	Learning Contents	Teacher's Activities	Students' Activities	Learning Assessment
Revision					
Presentation					
Practice in Context					
Production					
Teaching aids and Materials:					
Feedback and Correction:					
Comments and signature of department head:					
Lesson evaluation:					

Key Ideas

Teaching grammar involves three key core parts: first, **presentation**, where the teacher (the trainer) presents form and meaning of the grammatical item. He/she presents by providing real examples and context. Second, **practice**, trainees deal with the introduced grammar item activities given in the textbook. Trainees work out the activities being in different group forms. Third, **production**: trainees use the newly learned grammar item and produce their own true ideas related to their realities in their contexts. So, teaching grammar should follow at least the **3ps approach**.

Implications to teaching

In an EFL context, teaching grammar is certainly important. It provides a foundation students' language acquisition. The absence of grammar instruction may let learners merely perform English skills with frequent grammatical mistakes and be a lack of awareness of how language is learned or sentences are constructed. In other words, grammar instruction contributes to

language teaching learning since it can build learners' understanding and awareness of how a set of sentences are formed. For this reason, language teachers need to create enjoyable and anxiety reduced grammar learning tasks in such a way that learners can learn and acquire grammatical rules and encourage them to actively engage in the entire teaching and learning process. Given this notion, grammar should be seen as a mediating tool for spoken and written communication (Refer to Novawan, A. 2021, p. 161)

Takeaway resources

Visually-based grammar teaching (Research Article)

Session 5.3: Modeling Grammar Lesson

Introduction

This session presents teaching grammar lesson. The trainer models teaching grammar lesson in which the trainees attend the lesson just like the real students. They participate in different grammar activities included in the grammar lesson and work out the given activities. Trainees will also share their experiences and challenges they face in teaching grammar.

Objectives

Trainees will be able to:

- ✓ experience how a grammar lesson is presented;
- ✓ conceptualize the practical presentation of grammar lesson

Activities

Activity 7: Experience sharing (30 minutes)

Work individually and discuss in groups of three or four. Take turns to report and comment on each other's ideas.

1. What do you think is the importance of grammar in English Language Teaching?
2. Which one is more important: teaching the skills or grammar? Why?
3. How do you think grammar should be taught?
4. What grammatical mistakes are common for English learners in Ethiopia?

Activity 8: Stages of presenting Grammar lesson (20 minutes)

Work in threes and classify the following activities under the three stages of grammar lesson:

Presentation, practice and production

1. Move around and observe their work.
2. Look at the sentences written on the board.
3. Encourage students to give examples of their own
4. Check whether students are familiar with the use of ever and never.
5. Check that every student is writing a sentence using ever and never.
6. Mark students' paper and keep a record of their scores.
7. Help the students to contextualize the new grammatical pattern for usage.
8. Introduce the use of ever and never.
9. Tell students to work in pairs.
10. Praise those students who attempt to answer question.
11. Talk about your experiences using ever and never.

Activity 9: Modeling grammar Lesson (*to the trainer*) (75 minutes)

Grade: 10

Unit : 1

Grammar lesson Topic: Degree of comparison (Grade 10, p. 18)

MLC:

At the end of this lesson, trainees will be able to:

- identify the three degree of comparison.
- use degree of comparison to express their ideas.

I. Revision (3 minute)

Work in groups of three or four: First, you take a one minute think time and think about the previous lesson and its main contents. Then, you talk about anything you remember and the main content of the lesson.

II. Introduction: (5 minutes)

The topic of the day is Degree of comparison; brainstorm your prior knowledge about degree of comparison. Provide true examples. Finally, report your common understandings to the class.

III. Presentation (15 minutes)

A. Meaning:

Degree of comparison is used to **describe, quantify, modify or identify** nouns/pronouns. Degrees of comparisons are made using adjectives, and adjectives have their own degrees of comparison that compare one **thing/person** to another.

Adjectives have three degrees of comparison:

- Positive degree
- Comparative degree
- Superlative degree

Examples:

Positive degree – The cat runs fast.

Comparative degree – The cat runs faster than dogs.

Superlative degree – The cheetah runs fastest of all animals.

B. Form

Rule 1: When two items/people are compared, a comparative degree is used by putting ‘-er’ to the **adjective word** in association with the word ‘**than**’. In some cases ‘**more**’ is used.

Example:

- She is **smarter than** her sister.
- She is **more cheerful than** her sister.

Similarly, when more than two things/people are compared, the superlative degree is used by putting ‘-est’ to the adjective word or in some cases ‘**most**’ is used.

Examples:

- He is the **strongest** boxer.
- He is the **most handsome** actor.

Rule 2: Do not use **double comparative** adjectives or **superlative** adjectives.

Examples:

Incorrect – These mangoes are **more tastier** than that ones.

Correct – These mangoes are tastier than that ones.

Rule 3: There are a few adjectives that are accompanied by ‘**to**’, like, senior, junior, superior, inferior, preferable, prefer, elder. Do not use ‘than’ with these adjectives.

Examples:

Incorrect: I am elder than her.

Correct: I am elder to her.

Incorrect – This car brand is superior than that one.

Correct – This card brand is superior to that one.

Rule 4. When comparing two things, **similarity** should be there, i.e. **similar things should be compared.**

Examples:

Incorrect – This **wall colour** is more beautiful than the old one. (*wall colour is compared with the wall*)

Correct – This wall colour is more beautiful than that of the old one. (compare wall colour with wall colour)

Rule 5. When the comparative degree is used in the **superlative degree** sense

1. Use ‘**any other**’ when thing/person of the same group is compared.

Example:

Incorrect: Anan is smarter than any student of her class.

Correct: Anan is smarter than **any other** student of her class.

1. Use ‘**any**’ if comparison of things/person is **outside** the group.

Incorrect: Addis Ababa is cleaner than any other city in Africa.

Correct: Addis Ababa is cleaner than **any** city in Ethiopia.

Rule 6. When two adjectives in different degrees of comparison are used in the same sentence, both should be complete.

Incorrect- She is as good if not worse than her sister.

Correct – She is **as good as** if not **better than** her sister.

Rule. 10. While changing the degree of comparison for the **irregular adjectives**, the word completely changes instead of adding ‘er’ or ‘est’.

Examples:

- She has **little** milk in the jar.
- She has **less** milk than he has.
- She has the **least** amount of milk.

IV. Practice (10 minutes) (Pp.18-21)

Work in pairs. You do the activities given in Grade 10 Student Textbook, p. 18, 19 and 20).

Activity 1.21 (P. 18)

Work in groups of three and discuss the type of degree used in the sentences given below and their meanings.

1. As the population in these areas increases more and more, land is deforested and over-farmed.
2. The fact is that the more a given area is populated, the more the resources in that area are degraded by both the rich and the poor though the frequency and magnitude differ.
3. Eighty-five percent of the population in Ethiopia lives in rural areas, mainly in the central and northeastern highlands, where population growth and poverty are much higher than in urban areas.

Activity 1.22 (P. 18)

Instructions: Work in pairs; you examine how a positive degree, comparative degree and superlative degree are used in the text below and finally write the rules that enable you to use three of the degrees correctly in the text.

Mr. Tanga lives in Arba Minch town. He has three children. They are Chubaro, Katinie and Gezmo. Academically, Chubaro is **as** intelligent **as** Katinie and Gezmo is the **least** intelligent student of the two. With regard to football, Katinie is **as** good **as** Gezmo but Chubaro is **the worst**. He does not like to watch any game on television let alone playing in the field. On weekends, three of them like to visit the Nech Sar park, which is located to the eastern direction of Arba Minch town. The park is one of the **most preferred** tourist attractions in Ethiopia. Of course, in size, it is not **bigger than** Omo National Park, which is located in South Omo Zone. The **more** you travel in this park, the **more** your appreciation and love about nature increases. Its evergreen sceneries, the endemic wild animals, the pure natural falls that come from different directions never allow you to leave it. When they walk in the park, Gezmo is **the slowest** of both as he has pain in his feet but Chubaro is **as** fast **as** Katinie. Because of their equal speed, they always talk to each other, make funs and finish their journey without any feeling of tiredness. In terms of their learning styles, Chubaro is the **most confident** student in his class; however, he is not **as** fast **as** Katinie in responding to his teachers' questions. Around their village, Chubaro is the **most cooperative** boy in working with other youths to solve the problems of the dwellers.

V. Production (10 minutes)

Production I

Work in pairs: compare any items, objects, persons, etc., they see in your surroundings or in the classroom using the positive degree of comparison.

Production II

Work in pairs and compare any items, objects, persons, etc., they see in their surroundings or in the classroom using the comparative degree.

Production III

Work in pairs and compare any items, objects, persons, etc., you see in your surroundings or in the classroom using the superlative degree.

Production IV

Work in small group: they create their own context or story or narration in which you use the three different types of comparison degrees.

VI. Round Up (5 minutes)

Activity: Summarizing the day's lesson

Work in small group: first, you take a one minute think-time and remember the main point of the lesson. Then, you reflect on what you already know about the new lesson and what new ideas or lessons you have learned in this lesson.

Key Ideas

Irregular Adjectives

There are only a few irregular adjectives making it easier for trainees to remember them.

Here is a list of the most common irregular adjectives:

Positive	Comparative	Superlative
Little	Less	least
bad / sick / evil	Worse	worst
good / well	Better	best
many/much	More	most
Far	farther (<i>physical distance</i>)	farthest (<i>physical distance</i>)
Far	further (<i>figurative distance</i>)	furthest (<i>figurative distance</i>)
In	Inner	innermost
Out	Outer	outermost

Implications to teaching

Grammar is a set of rules that indicates how words, phrases and sentences are used in a language to convey meaning in speaking, reading and writing. Grammar inputs help students

learn how a language is put together to form meaning. So, teaching grammar need to expose students to using grammar in meaningful contexts or situations. It should be clearly noted that without good mastery of grammar rules, there is no chance of solid acquisition of a language.

The best kind of grammar learning for this purpose is comprehensible input, in which students use language in meaning-focused tasks. This helps them to try out language and think through how it works.

Takeaway resources

Presentation – Practice – Production, or the **3Ps**, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, **PPP** is divided into three phases, moving from tight teacher control towards greater learner freedom. In the first stage, the teacher might use a text, an audio tape or visual aids to demonstrate a situation. During the (controlled) practice phase, learners practice saying or writing the language structure correctly.

Typical practice activities include **drills, multiple-choice exercises, gap-and-cue exercises**, etc. In this phase, the teacher's role is to direct the activities, to provide positive feedback to students, correct mistakes and model the correct forms. In the production phase, learners use the newly learnt language structure to produce oral or written texts.

Read more on grammar teaching approaches

Session 5.4: Peer-teaching

Introduction

In this session, trainees will practise implementing the grammar lesson plan. Trainees will prepare their own grammar lesson plan based on a topic taken from the grade they teach and implement peer teaching practices. They will also practise self-reflection and experience sharing related to their experience of teaching grammar and peer teaching.

Objectives

Trainees will be able to:

- ✓ prepare their own grammar lesson plan;
- ✓ implement peer teaching practice ;

Activities

Activity 11: Preparing for Presentation (10 minutes)

You will develop and demonstrate a grammar lesson. Before beginning, identify a topic for teaching grammar from the student textbook of the grade each of you teaches. You prepare a lesson which contains the three stages of presenting grammar lesson. While preparing grammar lesson plan, you refer to the student textbook and the teacher's guide.

Stress on implementing each stage of the grammar lesson.

Note: You will prepare your lesson ahead of the class at dorm before the day of peer teaching.

Activity 12: Peer Teaching (Total 5 hrs)

You will demonstrate teaching grammar within 15 minutes for a lesson presentation. Note that you have to clearly write the assessment, feedback and correction techniques to be used in the lesson.

Activity 13: Reflection (30 minutes)

First, the presenter reflects on your lesson presentation (strong and weak sides). Explain the assessment and feedback and correction you used in the teaching of the lesson. Then, other trainees comment on the appropriateness of grammar lesson presentation, the stages used, the assessment, teaching aid and feedback and correction used in teaching the lesson. Finally, the trainer will conclude by giving your own comments and feedback emphasizing on the three stages of presenting a grammar lesson.

Key Ideas

- Peer teaching helps trainees to improve their teaching practices, lesson planning, delivery and classroom management.
- Set a time to reflect on lessons after teaching. Consider what went well, and what can be improved for the next lesson. Discuss any key learning that may have arisen from your peer teaching experience.

Implications to teaching

Peer teaching allows trainees to share their teaching experiences and get immediate feedback on their strong and weak sides. The feedback and comments they receive from their peers could help them identify areas which they have to strengthen and areas which they have to improve

in their future career. Presenting a lesson in front of their peers also boosts up their motivation and confidence in themselves.

Takeaway resources

Grammar could be taught in two ways either **deductively** or **inductively**. A deductive approach involves the students being given a general rule, which is then applied to specific language examples and becomes effective through practice.

Deductive teaching of grammar focuses more on **form** than **meaning**. Deductive teaching approach for teaching grammar is **teacher driven** and is less **motivating** to the students as it is presented mechanically. Effectiveness of such an approach is very limited.

Whereas an **inductive** approach involves the students detecting, or noticing, patterns and working out a rule for themselves before they practice the language. Therefore, the inductive teaching of grammar focuses more on **meaning** than **form**; and inductive teaching of grammar is student driven and more motivating because it encourages students to discover or explore new ideas and thinking.

Unit Summary

In this unit trainees experience the major components of a grammar lesson and the activities to be dealt with at each stage. They practice how to implement grammar lesson especially using the PPP techniques. They deal with different activities that are hoped to build up their confidence and their skills in teaching grammar. Trainees also implement peer teaching in which they receive constructive comments and feedbacks on their strong and weak sides of teaching grammar lesson. It is believed that the comments and corrections during classroom learning could improve trainees' future teaching and learning practices.

Self-assessment

Work in small group and reflect on these questions

1. What important points have you learned in this unit?
2. Compare what you already know and what you have learned in this unit. What are the differences and what new things have you got from the lessons?
2. Which session (or sessions) is more challenging? Explain your responses with examples.
3. What are the successes of this unit?
4. What are the parts (sessions) which need improvement in this unit?
5. How are you going to improving teaching of grammar lessons in the future?

UNIT SIX: THE TEACHING OF VOCABULARY

Session 6.1: The Concept of Vocabulary

Introduction

This unit presents teaching vocabulary. Vocabulary knowledge is often seen as prior ability that enhances mastery of a language's competency. It determines a speaker's idea and self-expressions. So, vocabulary knowledge can be seen as precondition to master a language and communicate one's ideas. Accordingly, this unit deals with roles of vocabulary and its importance in language learning. Trainees will share their experiences about vocabulary learning and teaching processes.

Objectives

Trainees will be able to:

- ✓ conceptualize the roles of vocabulary in language learning;
- ✓ share their experiences about vocabulary learning and teaching processes

Activities

Activity 1: Experience sharing (40 minutes)

Work in small group: you discuss the following questions and report your final conclusions to the class.

1. What types of vocabulary or words do you want to learn? Why?
2. What are the different levels of knowing a word?

Example, consider the words **hand**, **teach**, **condensation**, **tensile**, **surfeit**, and **chauvinistic**.

For each word, think about the following questions:

- a. Do you know the word and feel confident about using it?
- b. Do you have knowledge of the word but lack sufficient familiarity to readily use it in appropriate situations?
- c. Do you have only a general sense of the words?
- d. Have you heard or seen the word but do not know what it means?
- e. Have you never heard nor seen the word before?

Explain your responses with evidences.

Activity2: Text Analysis (40 minutes)

Work in small group: Read the text below and analyze and interpret to what extent vocabulary knowledge determines language learning.

Nothing can be done without vocabulary. It is the basis for communication. Vocabulary is commonly recognized as the main communication tool.....What language users employ in expressing their feelings, ideas, and opinions, a manifestation of the human mind, is the vocabulary. Compared to another language aspect, more importantly, according to linguistic perspective, the vocabulary seems to be more useful and urgent than grammatical role. Sullivan and Alba (2010) argued, **“Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.”** (cited from Dakhi & Fitria, 2019, p.16)

Key Ideas

Vocabulary is at the heart of language learning. We can learn more words or vocabulary from conversations, reading, news/media, advertisement, and school subjects given in English. So, we must have vocabulary dairy in which we record everyday encountered important words. The more profitable strategies to learn vocabulary are: focusing on the contextual meaning of words instead of dictionary definition, understand the connection among words, emphasize functional form or word usages to convey message and actively use newly learned words in our communication.

Implications to teaching

Vocabulary is one of the building blocks of language development. It also determines our reading comprehension because a reader cannot understand text message without knowing the meaning of most of the words used in that text. Vocabulary is critical to teach listening, speaking, reading, writing and grammar. It should be noted that developing vocabulary is directly related to language learning and achievement. So, vocabulary is an integral part of language learning as it controls effective communication skills?

Takeaway resources

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers teach. Refer to the following materials:

1. Children who enter with limited vocabulary knowledge grow much more discrepant over time from their peers who have rich vocabulary knowledge (Baker, Simmons, & Kame'enuei, 1997; see [References](#)).
2. Massive vocabulary growth appears to occur without much help from teachers. So, teacher must aware their students that the students are more responsible to improve their vocabulary capacity.
3. Research has shown that children who read even **ten minutes a day** outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading. (Anderson & Nagy, 1992, see [References](#))

Session 6.2: Stages of Vocabulary Lesson

Introduction

This session includes stages of teaching vocabulary such as presentation, practice in context and production (or the **3 Ps**). It also involves trainees experience sharing and self-reflection activities related to teaching grammar. Trainees will practise what they need to do at each stage of presenting a grammar lesson and discuss their understandings with their peers.

Objectives

Trainees will be able to:

- ✓ identify the main stages of teaching vocabulary;
- ✓ share experience and reflect on their understanding of teaching vocabulary

Activities

Activity 3: Brainstorming (30 minutes)

Work in small groups and reflect on the questions given below.

1. What teaching methods/strategies do you employ in teaching vocabulary?
2. What are the main parts of a vocabulary lesson?
3. What challenges do you face in teaching vocabulary lessons?
4. In a vocabulary class, do you follow the same teaching procedures as you teach other language skills? Justify with examples.

Activity 4: Stages of vocabulary lesson (30 minutes)

*Work in small group and classify the following activities under the three stages of vocabulary lesson: **presentation, practice and production***

1. Move around and observe their work.

2. Check whether students are familiar with the words given in the table or not.
3. Check that every student is writing a sentence using the new words.
4. Present the new words in context.
5. Let students apply the new learned words to talk about people, objects, things...
6. Mark students' paper and keep a record of their scores.
7. Tell students to do the activities given in their textbook.
8. Help the trainees to contextualize the new words for usage.
9. Introduce trainees with selected new words.
10. Allow them to use these new words in speaking and writing.
11. Invite students to give their own ideas and examples
12. Tell students to construct their own sentence using the newly learned words

Vocabulary Lesson Plan Format

Activity 6: Vocabulary Lesson Plan Format (40 minutes)

Work in small group and comment on the vocabulary lesson.

Name of the Teacher: -----

Name of School: -----

Subject: English

Grade and Section: -----

Date of the Lesson: -----

Unit: -----

Lesson Topic: -----

MLC:

At the end of the lesson, students will be able to:

Stages	Time	Learning Contents	Teacher's Activities	Students' Activities	Learning Assessment
Revision					
Presentation					
Practice in Context					
Production					
Teaching aids and Materials:					
Feedback and Correction:					

Comments and signature of department head:
Lesson evaluation:

Takeaway resources

Features of vocabulary

The information you need about a word will depend on what you want to be able to do with it. For example, if you simply want to understand it in a reading text, then knowing the meaning is enough. If, on the other hand, you want to be able to use it in writing or speaking, then other information is important, such as spelling and pronunciation. This page considers all the important information you will need to know about English vocabulary in order to study it effectively, namely **meaning, spelling, pronunciation, part of speech, word family, frequency, register, usage and collocation.**

Meaning

Many words in English have several meanings. While some meanings of a given word might be similar, others could be very different. The word *head*, for example, has 32 meanings listed for the noun form and another nine for the verb form. The following are three of the meanings for the noun form.

- a. The **upper part** of the human body or the front part of the body in animals; contains the face and brains.
- b. A person who is **in charge**. E.g. The head of the whole operation (chief, top);
- c. A **toilet** on board of a boat or ship.

The first meaning is a very basic meaning that students would learn at the beginning level. The meaning 'a person who is in charge' is different from the first meaning, but still fairly close (this is an example of a metaphorical extension, as a person who is in charge is at the top, in the same way the head is at the top of the body). The meaning 'a toilet on board a boat or ship', however, is completely different from the other meanings of the word. It is also far less common, and not suitable for academic English use.

(Adapted: EAP Foundation.com /vocab/features/)

Session 6.3: Modeling Vocabulary Lesson

Introduction

This session presents teaching vocabulary lesson. Each trainer models teaching vocabulary lesson in which the other trainees attend the lesson just like the real students. They participate in different vocabulary activities included in the vocabulary lesson and work out the given activities. Trainees will also share their experiences and challenges they face in teaching vocabulary.

Objectives

Trainees will be able to:

- ✓ experience how a vocabulary lesson is presented;
- ✓ conceptualize the practical presentation of vocabulary lesson

Activities

Activity 7: Modeling vocabulary Lesson (*to the trainer*) (75 minutes)

Grade: 11

Unit: 5

Vocabulary lesson Topic: **Contextual Meaning of Words** (Grade 11, p. 126)

MLC:

At the end of this lesson, trainees will be able to:

- ✓ *identify contextual meaning of words effectively.*
- ✓ *construct their own sentences using newly learned words.*
- ✓ use new learned words in their conversation

I. Revision (2 minutes)

Work in groups of three or four: First, you take a one minute think time and think about the previous lesson and its main contents. Then, you talk about anything they remember and the main content of the lesson.

II. Introduction: (7 minutes)

A. Look at new words under discussion (Taken from Grade 10 Student Textbook, Unit. 5, P. 126).

eccentric	atrocities	excruciating	vulnerable
stricken	sustainable	diligence	

Be familiar with the words in the box in the text.

B. *Are you familiar with the phrasal verbs given below? (p. 127).*

- look up
- look up to
- look after
- look around
- make for
- make off
- make up
- mess up
- mix up
- move out
- move in

III. Presentation (9 minutes)

Work in pair and share your knowledge of the **dictionary meaning, pronunciation, and spelling** of the new words.

IV. Practice (10 minute)

Practice using the new words. It's the stage at which you set up a controlled practice.

1. *Work in small group and discuss the contextual meanings of the words (Grade 11, Unit 5, p. 126, Activity 5.6).*
2. *Now, use the words: vulnerable, stricken, sustainable, and diligence in a paragraph level of your own. Then work with your partner and let your partner guess the meaning of the words explain the contextual guessing strategies he/she used (P. 126).*

B. *Work individually and identify the contextual meanings of the phrasal verbs underlined in each sentences (P. 127).*

V. Production (15 minutes)

Now, it's time to apply your knowledge of aspect of words and use them in different contexts. It is a less controlled stage where you use the learned words by relating them to your knowledge and experiences.

Now, close your textbooks/ handouts. Then, do this activity:

1. In pairs, think of a **context** (people, objects, or things, illness, taste, etc.) that the new words describe/refer to. Then explain your ideas using the new words.
2. Construct your own sentences or story using the new words. Then, tell or read it for your partner

VI. Round up (7 minutes)

Think about the key points you have learned in this lesson. Try to memorize the new words. Then, sit in threes and exchange ideas about what important words you have learned in this lesson. You have to use the words in context and try to explain the meaning of the word in the context they used.

Key Ideas

Word aspects that need to be learned include:

- The dictionary meaning
- The contextual meaning
- The form (noun, pronoun, adjective, verb, adverb, etc.)
- Its pronunciation
- Its spelling
- Grammatical pattern (plural/singular, countable/uncountable, preposition it is used with, etc.).
- Collocation: other words used with it
- ✓ **Realia means real-life, authentic items.** For example, if you're teaching a lesson about booking a hotel room, students will become much more engaged if they have an actual hotel brochure to look at. You could use the brochure to introduce new language items, and even as the basis for a role play if you wish.

Implications to teaching

Vocabulary is knowledge of words and word meanings. They carry message and so they play a critical role in learning a language. So, vocabulary plays a special role in enhancing the capacity to express oneself intelligibly. They also improve our exposure to word meanings and information about things, objects, issues, etc. and so one who has good vocabulary capacity can convey his/her message even in a broken grammar and speech. Thus, vocabulary is considered essential for language learners as it helps them overcome obstacles and effectively communicate in a new language. Pertinently, good vocabulary capacity assists speaking and reading comprehension skills.

Takeaway resources

Teaching of vocabulary

Research article: **The Principles and the Teaching of English Vocabulary: A Review**

Session 6.4: Peer-teaching

Introduction

In this session, trainees will practise implementing the vocabulary lesson plan. Trainees will prepare their own vocabulary lesson plan based on a topic taken from the grade they teach and implement peer teaching practices. They will also practise self-reflection and experience sharing related to their experience of teaching vocabulary and peer teaching.

Objectives

Trainees will be able to:

- ✓ prepare their own vocabulary lesson plan;
- ✓ implement peer teaching practice ;

Activities

Activity 8: Preparing for Presentation (10 minutes)

You will develop and demonstrate a vocabulary lesson. Before beginning, each trainee identifies a topic for teaching vocabulary from the student textbook of the grade he/she teaches. Then, he/she prepares a lesson which contains the three stages of presenting vocabulary lesson (i.e. Presentation, practice and production). While preparing vocabulary lesson plan, trainees need to refer to the student textbook and the teacher's guide.

Stress on implementing each stage of the vocabulary lesson.

Note: You will prepare your lesson ahead of the class at dorm before the day of peer teaching.

Activity 9: Peer Teaching (Total 5 hrs)

You will demonstrate teaching vocabulary within 15 minutes for a lesson presentation. Note that the trainee has to clearly write the assessment, feedback and correction techniques to be used in the lesson.

Activity 10: Reflection (40 minutes)

First, the presenter reflects on his/ her lesson presentation (strong and weak sides). Explain the assessment and feedback and correction you used in the teaching of the lesson. Then, other trainees comment on the appropriateness of vocabulary lesson presentation, the stages used, the assessment, teaching aid and feedback and correction used in teaching the lesson. Finally, the trainer will conclude by giving your own comments and feedback emphasizing on the three stages of presenting a vocabulary lesson.

Key Ideas

Peer teaching is a very important experience because it allows personalized learning experiences tailored to individual trainee needs, preferences, and learning styles. The most important key point is that peer teaching promotes sharing personal understanding and experiences of a subject with peers. It helps to reinforce one's own understanding while attracting the comments and teaching practices of others. Besides, peer teaching emphasizes collaboration and teamwork.

Implications to teaching

Peer teaching helps the presenter to look into him/ herself and identify the strong and weak sides of his/her teaching practices. In particular, comments and feedbacks given by peer groups could help the presenter evaluate his/her teaching practices. Peer teaching also offers plenty of benefits and poses a handful of potential issues. A study conducted on the topic revealed that students who participated in a peer-teaching model experienced significant improvements in a number of academic and social skills areas including lesson delivery techniques, instructional strategies, student participation, classroom management and teaching practices.

Takeaway resources

What is peer teaching and why is it important?

Peer teaching is one of the best ways to master a particular subject. It is a method of teaching, where a student instructs another student, wherein the former will be an expert and the latter a novice. This paves the learner student to learn without depending upon the teacher, and the teacher-student to revise the topic again, on the belief that “To teach is to learn twice”(Collins).

Through the direct interaction between students, peer teaching promotes active learning as well as participation within themselves. Student teachers enhance their own depth of knowledge in the topic by instructing others.

Here are some of the Main Benefits of Peer Teaching:

- It enhances the student’s level of creativity in expressing ideas as well as in grabbing new concepts, as the student may not feel hesitant to clear his queries. This will also uplift his knowledge limit and thus allow a greater level of his understanding. Feeling at ease with a peer tutor, allows a student to concentrate better on the tasks of the lesson, which may transfer into higher achievements in the future. To an extent, the student will start questioning his own doubts, and will later find a way to resolve it himself, which will enable the student to improve his critical thinking.
- Peer teaching involves direct interaction between the learner student and the teacher-student, this will help them to promote the active learning along with interpersonal skills, with which they can actually bid adieu to the so-called boring lectures and classes.
- It will ease the teacher’s burden of responsibility because she is sharing her duties with her kids which are beneficial to them. But on the other side, it will increase the teacher’s role in monitoring and administering the students.

[\(https://www.edsys.in/what-is-peer-teaching/\)](https://www.edsys.in/what-is-peer-teaching/)

Unit Summary

Words are the building blocks of a language development. So, vocabulary plays key role in speeding up the acquisition of a language. Through building vocabulary, we can express our ideas and feelings more confidently. On the other hand, having a limited vocabulary can negatively affect how we are able to communicate.

Hence, teaching vocabulary should go beyond a focus on the direct teaching of vocabulary. We need to teach vocabulary in meaningful situations and context. It is also useful to focus on

practice that requires students to use target vocabulary through the productive skills of speaking and writing. This aids deeper and more permanent acquisition.

Self-assessment

Tell them to work in small group and reflect on these questions

1. What important points have you learned in this unit?
2. Compare what you already know and what you have learned in this unit. What are the differences and what new things have you got from the lessons?
2. Which session (or sessions) is more challenging? Explain your responses with examples.
3. What are the successes of this unit?
4. What are the parts (sessions) which need improvement in this unit?
5. How are you going to improving teaching of vocabulary lessons in the future?

Part II – Educational Technology

Part II – Educational Technology

Introduction

This Educational Technology training manual is developed by EdTech Hub ET in collaboration with the Ministry of Education (MOE) to empower general education teachers to leverage technology effectively in their teaching and learning practices. Built upon the UNESCO ICT Competency Framework for Teachers (2018), MoE Digital Competency Framework and the TPACK model of technology integration as its conceptual framework, the manual provides practical guide on how to integrate technology in secondary school teachings. Further contextual factors have been considered, and several consultative workshops were conducted to develop the material.

This professional development resource aims at entrenching digital literacy in teaching and learning, equipping teachers, and learners with ICT skills, and enhancing their capacity to use technology in their day-to-day activities. Above all, it helps teachers to consider and use any locally available technologies for teaching and learning purposes.

The manual helps teachers and practitioners in secondary schools to practice creative use of technology in their classrooms. However, the material is not a comprehensive how-to guide, rather it provides initial possible strategies and practical exercises for schools to consider integrating technology in their lessons. Teachers are encouraged to further explore on EdTech subjects to have a detailed knowledge and skills in their efforts to leverage technology in their lessons through participating in continuous professional development activities.

The first unit of the material details educational technology related concepts, locally available digital resources and their practical implication at the school level. The second unit looks at the basic digital skills needed in our daily life which encompasses through navigating computer and smartphones, connecting to the internet, using the worldwide and web and google educational apps. The subsequent units' contents (units three through five) are intended to help teachers explore various digital tools and resources that will assist them in incorporating technology into their lessons. The emphasis has been on how to help teachers improve both subject knowledge and digital literacy simultaneously. Each unit's sessions feature practical suggestions for the classroom and out-of-school practices, as well as explorations of free web-based resources and activities for preparing. The final unit focuses on the safety and security procedures that should be implemented when using digital resources and working online to preserve teacher data and safety.

The module is suitable for both new and experienced general education teachers, offering comprehensive coverage of essential topics such as an introduction to educational technology, digital technology tools, open educational resources, and digital citizenship. To fully grasp the material, participants can expect to invest approximately two full days in face-to-face setting or two weeks of online teaching in completing the course.

Pedagogical Approach

The pedagogical approach employed in developing this module aligns with the experiential learning model. Learners actively engage with new information through a variety of interactive methods, including discussions, demonstrations, question-and-answer sessions, and other activities. These experiences serve as the foundation for their learning journey, providing concrete encounters that facilitate understanding.

After these initial experiences, learners enter a reflective phase. During this stage, they contemplate their encounters, draw connections to existing knowledge, and conceptualize the newly acquired concepts. Often, this reflective process leads to the understanding of the educational implication and development of novel ideas based on their experiences. Finally, learners are encouraged to engage in a self-assessment to measure and test their understanding and skills within their own context, reinforcing the learning process.

The sessions within this module are thoughtfully organized. They include a brief introduction to the topic, expected learning outcomes, specific activities, key ideas, implications for learning, and takeaways. Teachers are prompted to respond to key questions and note down activity points for future reference.

Consider recording these insights in your portfolio using the provided handout. This structured approach serves as a quick reference for understanding digital literacy and its practical application in teaching and learning. The key ideas highlight essential information related to the topic, enabling educators to apply their learning

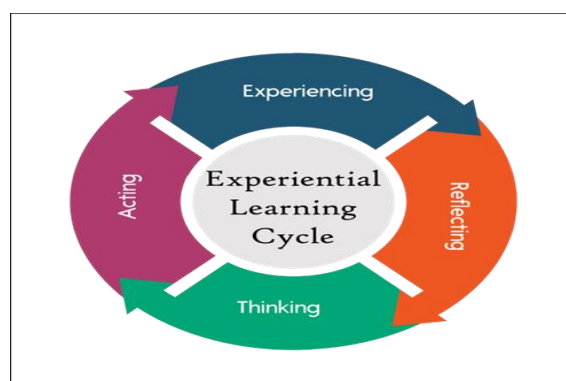


Figure 1: Experiential Learning Cycle; Source: Bing

effectively. Additionally, supplementary reading resources are provided for offline activities and further practice. Overall, this process reflects the experiential model of learning.

Training Delivery Methods

In this digital skills training, we leverage a variety of online platforms to facilitate our sessions. Engaging in numerous activities across these platforms offers dual advantages. Firstly, it enhances the interactivity and user-friendliness of our training sessions. Secondly, it grants participants hands-on experience with diverse educational tools, which they can then seamlessly integrate into their teaching practices upon returning to their respective schools. Facilitators are advised to familiarize themselves with these digital tools in advance, ensuring a smooth guidance process for the participants. Facilitators are also required to complete the online EdTech course in advance as it enables them practice with different online training tools and the content of the training. A link to the online training is provided in unit five of this material.

Materials needed to during the Training

As a trainee, you'll require a copy of the trainees' guide (this document), a general lesson plan for each day and an accompanying PowerPoint slideshow to deliver this course. During the training, refer to the relevant slides in the manual. Many of the notes from the manual are also included directly in the slides. Ensure that participants have access to an internet connection for optimal course delivery. Some parts of the course will require participants to use a computer (PC or laptop) with a slideshow program and internet access. Encourage participants to bring tablets or smartphones. Ideally, all participants should have smartphones, but if not, at least one internet-connected tablet or smartphone should be available in each group setting, as practical exercises are an integral part of the course.

Before starting the course, create a working Telegram Group among participants. The group page will serve as our online dashboard for sharing documents and information. We strongly recommend utilizing all available digital resources during course delivery and minimizing paper use.

Learning Outcomes

After completing this module, you will be able to:

- Explain importance of educational technology and its applications their subjects.
- Design technology enhanced lesson plans that can address specific learning objectives.
- Take advantage of locally available digital tools to increase student engagement and active participation.

- Engage in different online and offline educational tools to enhance students' learning outcomes and professional development.
- Use digital resources safely and securely to ensure operational efficiency and data security.

Total Allotted Time to Each Unit (Face-to-Face)

S/N	Unit	Content	Number of Sessions	of Allotted Time	Remark
1	One	Understanding Educational Technology	Two	1hr 5'	
2	Two	Basic Digital Skills	Two	1hr 10'	
3	Three	The use of social media for Education Purpose	One	1hr 25'	With practice
4	Four	Online Educational Tools	Three	3hr 20'	With practice
5	Five	Accessing and Creating Digital Content	Three	3hr 50'	With Practice
6	Six	Digital Citizenship	Two	1hr 10'	

UNIT ONE: UNDERSTANDING EDUCATIONAL TECHNOLOGY

Introduction

This unit provides you with a set of activities designed to explore the concept of educational technologies and digital literacy. It supports you to understand digital literacy in light of its implications for classroom teaching and learning. You will delve into the concept of educational technology and discuss its impact on how students learn and how you can teach. In addition, you will also explore any possible technologies available in their local areas. Further, it will enable you to explore the concept of Teaching and Learning Using Locally Available Resource (TALULAR) as a framework for identifying technology-based learning resources. This includes digital resources within your schools and towns, tech-savvy colleagues, and even relevant institutions. Think of this session as a springboard for seamlessly integrating technology into your learning environments.

Learning Objectives

At the end of this unit, you will be able to:

- Explore digital resources in your school and consider their use for teaching and learning activities.
- Explain the concept of educational technology and its application in teaching and learning practices.
- Identify key digital literacy skills and its implication for teaching and learning.

Key Topics

Session One: Locally available digital resources and their function

Session Two: The concept of educational technology and digital literacy

Session One: Locally available digital resources and their function.

Introduction

This session contains activities that are designed to provide you with an opportunity to explore any possible technologies available in your school and local areas. It will provide a useful starting point to think of using locally available digital resources in your classroom instruction and professional development. They will further explore the concept of TALULAR for technology-related learning resources. TALULAR is an acronym that stands for Teaching and

Learning Using Locally Available Resources. There are different technological resources available in your local context that can be used for teaching and learning. These resources might include any digital resource in your schools.

Activity 1.1. Individual Task (10 minutes)

Individually, list down all digital resources you might know and their possible uses in our daily lives. Consider how technologies are being used in your town, country, and the world at large.

NB: Use Slido/Menti.com to respond (your facilitator will give you a link to Slido.com or Menti.com). After all your peers share their answers on a link shared by your trainer a word cloud will be created as shown figure 1.

Facilitator Notes

Generate a link to <https://www.slido.com/> or <https://www.mentimeter.com/> and distribute it to participants. Then direct them to submit their responses via the chosen platform. They will also learn how to create word clouds and use the platforms by doing so. In the event of offline sessions or connectivity issues, provide participants with sticky notes to jot down their responses.

You can create a word cloud like the below one through different online tools like menti.com, kahoot.it, and other related apps. Step-by-step guidelines have been provided in the digital tools' session.



Figure 2: Word Cloud

Activity 1.2. Group Discussion on your digital experience (15 minutes)

In groups of four to six, share your experience of using digital content or resource in your classroom or elsewhere for teaching and learning purpose.

- What was the topic of your lesson?
- How you use digital content or digital resource?
- How do you prepare or from where did you get the content or the resource?

NB: Share your response to the wider team (whole class) through one of the interactive online tools or use a flipchart to share your group discussion.

Facilitator Notes

Provide participants with a link to an online collaboration dashboard, such as Padlet or Jamboard, and instruct them to post their group discussions on the platform. In cases of connectivity issues, participants may use a flipchart to present their discussions. However, they are encouraged to utilize digital platforms for their presentations to foster creativity. Emphasizing the educational benefits of technology, such as reducing paper usage, encourages participants to employ all available digital resources to disseminate their discussion outcomes. For instance, they could photograph their discussion and upload it to the Telegram group page. The facilitator can then display these images via a projector for the entire class to view.

Activity 1.3. Explore Digital Experience of a Teacher (15 minutes)

Case Story 1

At Sendafa Secondary School, Mr. Menberu, a dedicated physics teacher, sought to enhance student engagement through interactive learning. Despite resource constraints, his ambition to incorporate technology into his teaching led him to utilize locally available digital tools. Mr. Menberu identified several underused assets within the school, including desktop computers, plasma TVs, tablets, and his personal smartphone. Conversations with the school principal, Mr. Aman, and the ICT teacher, Mr. Naol, revealed that these tools could be effectively employed for educational purposes with minimal maintenance. Recognizing Mr. Menberu's enthusiasm, the school also provided him with complimentary Wi-Fi access to facilitate the use of online educational resources. To Mr. Menberu's surprise, he discovered that many students had access to smartphones and TVs at home. After assessing all available digital resources, he collaborated with Mr. Naol and his department colleagues to devise strategies for leveraging these technologies to make physics more engaging and understandable. Mr. Menberu's initiatives included:

- ✓ *Establishing a Telegram group for his class to distribute educational content and maintain communication with students and parents.*
- ✓ *Offering downloadable video lectures for students to view on any accessible device.*
- ✓ *Encouraging students to engage with educational TV programs, providing them with specific channel recommendations.*
- ✓ *Introducing students to physics simulations via the PhET app in the school's digital hub.*
- ✓ *Utilizing the classroom's plasma TVs to display images and videos that complemented his lessons.*
- ✓ *Creating PowerPoint presentations to further enrich his teaching materials.*

Mr. Menberu's Educational Technology use not only revitalized his physics lessons but also ignited a newfound appreciation for the subject among his students. The positive shift in student performance was evident, and his classroom soon became an exemplar for

fellow educators, inspiring them to harness the power of technology in their teaching practices.

Read case story 1 and reflect on the following questions based on Mr. Memberu's experiences:

- What did you learn from his approach to digital integration in his teaching?
- Identify the types of digital content/tools he discovered to aid his students' learning?
- What are the effects of Mr. Memberu's using of digital resources in his classroom?
- How can you apply his experience to your own teaching and learning context within your subject areas?

Session Two: The Concept of Educational Technology

Introduction

In this session, you will investigate various definitions of educational technology and interpret the concept through practices. You will also explore what does not constitute Educational Technology and address common misconceptions within the educational context. They will formulate their personalized definition of educational technology, having examined different concepts in the area. Finally, they will explore key concepts of digital literacy and their implication for teaching and learning.

Activity 2.1. Individual activity on myths about Educational Technology (10 minutes)

This activity helps trainees to identify and explore what is commonly referred to as digital literacy or educational technology but in actual teaching and learning, they are not. Post agree and disagree signs on the wall and read aloud the below sentences then ask participants whether they agree or not. Then, ask them why they agree or disagree.

Facilitator Notes

Read out the below statements one at a time and ask participants to agree or disagree giving reason for their choice. Alternatively, you can attach 'agree' and 'disagree' signs on the opposite walls and conduct the activity in groups. Participants need to have a clear understanding of the various concepts of educational technology particularly as they relate to teaching and learning practices.

Educational Technology

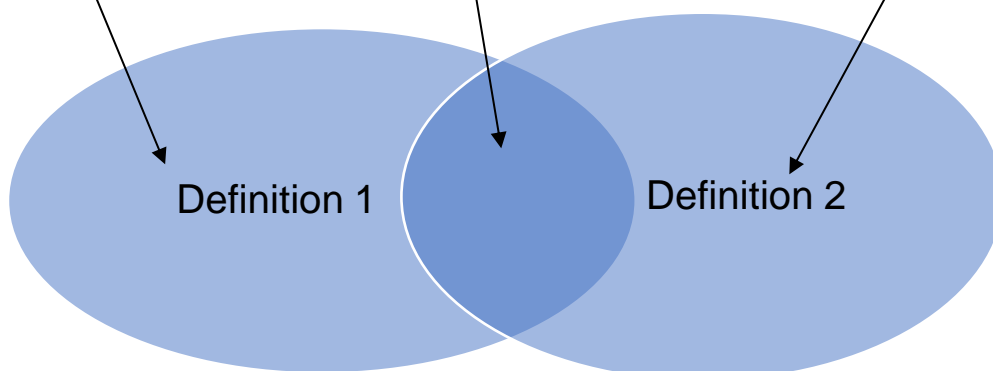
- Educational Technology is merely the ability to use digital technologies (disagree)

- Being able to understand how a tool works do not tell us how effect it is being used, or the value or purpose for which it is being used.
- Educational Technology is just a set of basic computer skills related to the use of hardware, software, and online resources (disagree). EdTech is the use of hardware, software, and online resources to improve students learning outcomes.
- Digital literacy includes the ability to use digital technology safely and securely (agree). But, while e-safety and security are essential aspects of digital literacy, this is far from the whole picture; it also encompasses the use of technology as methodology, assessment tools, classroom management and to access to digital contents.
- The ultimate purpose of Educational Technology practices is to use different online and offline educational resources (disagree). The ultimate purpose of EdTech is to improve students' learning outcomes through using any available technology. We use technology not for the sake of using it, but only to improve learning outcomes.

Activity 2.2. Define Educational Technology (Individual task 10 minutes)

Individually go to the list of definitions in the 'key ideas' below, then choose two of the definitions provided, the one you are most drawn to and the one which you think is more related to teaching and learning. Then, compare the two definitions. Take the parts of each definition that make the most sense to you and write your definition of educational technology. Share your definition on <https://jamboard.google.com/>. A specific link to Jamboard will be provided by the facilitator. You might also share your definitions on Telegram group page.

What is different about this? What is similar about them? What is different about this



Take the parts of each definition that make the most sense to you and write your own definition of educational technology.



Facilitator Notes

This activity provides practitioners with several definitions of educational technology and supports them to identify common futures among the definitions. They will review the definitions considering their usefulness in teaching and learning. Finally, they will develop their definition of digital literacy.

Key Ideas

In today's digital age, educators have access to a variety of resources, but it's essential to recognize that not all schools or educational settings have equal access to high-tech gadgets or sophisticated digital tools. In many cases, locally available resources play a crucial role in enhancing the teaching and learning experience. Traditional media such as television and radio remain relevant even in the digital era. For instance, Plasma TVs allow teachers to display visual content by project educational videos, animations, or slideshows to enhance explanations and engage students. Again, almost every teacher carries a smartphone these days, even including students. Teachers can use their phones to look up information on the spot, for capturing photos or videos during field trips or experiments and other activities as well. Besides, teachers might also consider using radios for audio-based learning and access to educational broadcast programmes. Similarly, teachers might consider using other digital resources to improve their teaching and learning practices. Let's not overlook the value of familiar tools like TVs, radios, and mobile devices. By thoughtfully harnessing these resources, teachers can create dynamic and engaging learning environments that benefit all students.

Definitions of Educational Technologies

- Educational Technology is the use of technology in the instructional processes to enhance both teaching and learning.
- Educational Technology is the use of multimedia to create engaging, effective learning experiences.

- Educational technology is the use of available technological tools for pedagogical purposes and motivation.
- Educational technology is the use of technology, such as computers, digital technology, and networked digital devices as well as theories for educational purpose in ethical way.
- Educational technology is the use of digital technology in teaching and learning as methodologies, classroom management, formative assessments, teachers' training, etc tools.

Implication to Teaching

Record your responses to the following questions as your key learning areas and future consideration on your handout.

- What did you learn about Educational Technology and how are you going to apply it in your practice?
- What digital resources are easily available in your school and how are you going to use them next year?
- What adjustment you would do to your practice to integrate technology into your lesson based on the above activities?

Self-Assessment (Unit One)

1. What is the acronym TALULAR and how does it relate to technology-based learning resources?
 - A. Teaching And Learning Using Locally Available Resources; it helps identify technology-based learning resources
 - B. Technology And Learning Using Local Applications; it focuses on digital literacy skills
 - C. Teaching And Learning Using Advanced Resources; it emphasizes online educational resources
 - D. Technology And Learning Using Global Tools; it highlights the use of international digital resources
2. What is the importance of digital literacy in navigating the digital landscape?
 - A. It equips individuals to evaluate information critically
 - B. It focuses on technical proficiency only
 - C. It enhances personal and professional development
 - D. It is a luxury rather than a necessity
3. How can teachers leverage digital literacy skills to enhance their teaching and learning activities?

- A. By accessing a vast library of online content
 - B. By collaborating with students on digital platforms
 - C. By sharing engaging resources
 - D. All of the above
4. What is the role of technology in our daily life?
- A. Technology is irrelevant in our daily routines
 - B. Technology enhances connectivity and productivity
 - C. We can live without technology
 - D. Technology benefits only specific group of people
5. One of the following is very important to integrate technology into lesson?
- A. Level of advance of technology
 - B. Availability of online resources
 - C. Learning outcomes
 - D. None of the above

Reference Materials

Type	Resources
Read	Making Teaching from Locally available resources
Read	We are Teachers online Resources
Read	Definition of Educational Technology
Watch	What is Digital Literacy?
Watch	Why Digital Literacy matters?

UNIT TWO: BASIC DIGITAL SKILLS

Introduction

This unit delves into basic digital skills such as basic organisation of computers, connecting to the internet, using search engines, and email account creation. The sessions in this unit provides you an overview of the fundamental components of a computer followed by bridging the gap between your computer and the vast world of information. Mastering internet connectivity helps you to access a universe of resources at your fingertips. No exploration of the digital world is complete without harnessing the power of search engines. Here, you'll gain the expertise to navigate these powerful tools effectively, allowing you to locate information with precision and efficiency.

Finally, you will build the skills to create and manage email accounts, transforming them into valuable tools for communication with students, colleagues, and anyone in your professional network. You will also explore the role of email as a tool for teaching and learning.

Learning Objectives

At the end of this chapter, you will be able to:

- Identify different parts of computers and their functions.
- Use the Internet, the World Wide Web, and search engines.
- Create your own personal email account and start using it to improve your teaching and learning practices.
- Exercise using Google Educational Apps for classroom instruction.

Key Topics

Session One: Computers and Smartphones

Session two: Using Web Browser and Email

Session Three: Google Educational Apps

Session One: Computers and Smartphones

Both computers and smartphones are powerful tools that have revolutionized the way we live, work, and communicate. However, they have distinct differences in terms of functionality, portability, and processing power. In this session, you will explore different parts of a computer and its function.

Computers, including desktops and laptops, offer greater processing power and storage capacity compared to smartphones. They are ideal for demanding tasks like video editing, gaming, and running complex software.

Smartphones on the other hand, are small, portable devices that offer a wide range of features, including communication, entertainment, and productivity tools. They are powered by mobile operating systems like Android and iOS, and their processing power has significantly increased in recent years.

Activity 1.1. Navigating Computer (Peer work – 15 minutes)

Take a moment to observe the computer or laptop you are currently using at school or plan to use in the future. Answer the following questions by discussing with your peer.

- What are the different parts of your computer/laptop/desktop? Categorize the hardware parts of the computer into input, process, and output devices.
- What do you do with your computer (Desktop or laptop) you bring with you or find at your schools?
- Are you using computers as teaching and learning tools in your teaching and learning? For what purpose did you use them in teaching and learning?

Activity 1.2. Navigating your phone (Think Pair Share – 10 minutes)

Mobile phones are emerging to be strong learning tools if used appropriately. Still, some educators believe that using cell phones might be a distraction in schools and classrooms as students might use them inappropriately. While still, this remains true, educators and teachers found that phones can be turned into learning tools by putting in place good school rules and policies. Phones have evolved over the years into powerful teaching aids that, when used appropriately, can improve learning outcomes.

Take a time to observe your phone's functions. Consider how you could use your cell phone to assist your students learn better in class. (Consider your local environment) What types of tasks can you complete with your phone as a teacher? Pair your answer with your peer sitting next to you, then share with the whole class what you both have discussed and matched.

Session Two: Using Web Browsers

In this session, you will explore the internet and its use to connect you with a global network which allows for communication and resource sharing across the world. World Wide Web, also known as the web, is a system which contains resources that are accessed through the internet. The World Wide Web uses website sites to create virtual spaces on the internet where videos,

files, images, and other digital resources are stored so that you can view, store and retrieve them.

Activity 2.1. Connecting to the Internet (Individual Practice – 5 minutes)

- How would you connect to the internet through your phone or computer?
- Using any digital device you have on your hand, please connect to the internet, and do something. And then show it to your friend or Facilitator?

Facilitator Note:

Conclude the discussion by mentioning that we can connect to the internet in different ways including through data on your phone, WIFI or cables. Wi-Fi is a wireless technology that enables electronic devices with wireless adapters such as laptops, mobile phones, TVs, and tablets to connect to the internet.

Activity 2.2. Using a Web Browser (Group discussion – 15 minutes)

In a group of four to six, engage in a discussion about the following questions:



Figure 3: Different Browsers

- What is a web browser?
- Which web browsers do you typically use?
- How have you utilized web browsers to enhance your teaching and learning processes?

NB: Share your response to the wider team (whole class) through one of the interactive online tools or use a flipchart to share your group discussion.

Activity 2.3. Use of Emails (Group Discussion – 10 minutes)

This activity introduces participants to email ultimately aiming at helping them use email as a communication tool.

Group Discussion (10 minutes)

In groups of four to six, discuss the following questions.

- What is email and how does it function?
- What are the benefits of using email in educational settings?
- What are your current email habits and challenges? How often do you check your emails?



Figure 4: Email; Source@pixabay

- With whom do you usually use emails and for what purposes?
- How can teachers use email for teaching and learning?

Activity 2.4. Create your email (Demonstration - 25 minutes)

Click on this ([How to create a gmail account](#)) and watch the video about email creation and then create your email. You can also follow the steps provided in the box below as you create your email. Once, you watch the demonstration, create at least two email accounts on Gmail and Outlook email platforms.



What to do:

To create gmail account follow the following steps.

- Go to the Google Account sign in page.
- Click Create account.
- Enter your name.
- In the "Username" field, enter a username.
- Enter a secured password and confirm your password.

What to do:

To create an Outlook email account, you need to follow these steps.

- Go to the Microsoft Outlook website and select Create free account.
- Click Get a new email address. You can choose between @outlook.com or @hotmail.com as your domain name.
- Choose a username that is unique and easy to remember. If your username is already taken, you will need to pick another one.
- Create a password that is strong and secure. You can use a combination of letters, numbers, and symbols.
- Enter your personal information, such as your name, birthdate, and country or region.
- Verify your account by entering the code that is sent to your phone number or alternate email address.

Activity 2.5. Send email messages (Individual Task - 15 minutes)

Now you have already created an email account, please send a message to at least five participants including your facilitator. Then in a group, reflect on the following questions:

- How do you find your experience? Was it difficult or easy?

- What are the common features you saw on the email page? List down all the features on the email page?

Facilitator Notes

Following participants reflection, please show them the main features on email page such as new email (compose new email), inbox, outbox, sent items, delete, etc.

Activity 2.6. Accessing and Navigating Google workspace

Google Workspace for Education provides free educational apps for students and educators. These tools cover various learning needs and include popular options like Google Docs, Sheets, and Slides for collaborative document creation; Google Classroom for managing online classes, Google Search for finding information, and Google Scholar for academic resources. In this activity, you'll learn how to access these tools easily. Later, we'll explore the use of some of these tools in more detail.



Figure 5: Google Apps

Open the Google Chrome website (Google website) and explore the page. Specifically, open the nine dots you see in the top right corner of the Google Chrome browser which represent the app launcher or app grid. When you click on these dots, it opens a menu that provides access to various Google apps. You can find shortcuts

to apps like Gmail, Google Drive, Google Form, and more. This is a convenient way to quickly access your favourite Google tools.

Demonstration- 20 Minutes

Use the following what to instruction and access different google apps using the app grid, Navigate the app, list different apps you accessed and state their function. Practice adding and removing different apps into the app launcher.

What to do:

Follow the below guide to access different Google apps either on your computer or phone.

- Make sure you have a Google account: If you use Gmail, YouTube, or other Google services, you already have one.
- Open Chrome browser and go to a Google website.
- Log in to your Google account (if not already signed in)
- Look for the App Launcher icon: It's a grid of nine small squares, usually located in the top right corner of the webpage.
- Click on the App Launcher icon. This will display a list of various Google Apps you can access.
- Choose the Google App you want to use: Click on the icon for the desired app (like Docs, Sheets, Slides, Classroom, etc.) to launch it within the Chrome browser window.

Facilitator Note (Optional): Show participants a five-minute video taken from the reference section. Then ask participants to access google apps through app launcher or app grid on chrome/google website either through their phone or laptop. Give them some time (10 minutes) to do this.

Key Ideas

Computers

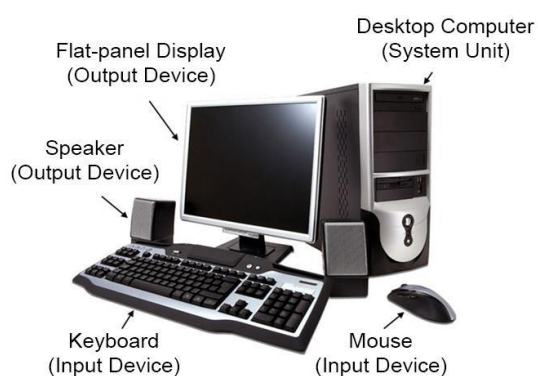


Figure 6; Source @Google Image

A computer, typically positioned on a desk, is specifically crafted for individual use. It comprises various interconnected components, functioning as a cohesive unit. Computer hardware parts are categorised into three parts:

- **Input Devices:** These are the tools that allow you to interact with your computer.

Think keyboards, mice, touchscreens, webcams, and microphones. How do you use

these to provide instructions and information to your computer?

- **Processing Unit:** Imagine this as the brain of your computer. It receives your instructions from the input devices, processes them, and generates the desired results.
- **Output Devices:** These are the components that display the results of your computer's work. Monitors, printers, and speakers fall into this category. How do they translate the computer's calculations into a form you can understand and interact with?

Computers can be powerful tools that can revolutionize teaching and learning, offering a range of benefits for both students and educators. From providing access to information to fostering

collaboration and developing digital skills, computers have become an integral part of the modern educational landscape.

Smartphones

Smartphones serve as powerful educational tools, providing a portable repository of information and interactive learning possibilities. Smartphones can be utilized both in the classroom and for personal learning for the following activities:

- **Access to Information:** Students and teachers can instantly tap into the vast internet resources for research, answering questions, and exploring new topics.
- **Educational Apps:** Numerous subject-specific apps cater to various age groups and learning styles. These apps offer interactive exercises, simulations, and engaging games.
- **Collaboration Tools:** Communication apps allow students to form study groups, collaborate on projects, and share ideas beyond the classroom.
- **Creative Learning:** Teachers can use smartphones to create educational videos, presentations, or podcasts, reinforcing their understanding and showcasing their learning.

World Wide Web and Browsers

The World Wide Web, commonly known as the web, is a vast system that houses resources accessible through the internet. Websites create virtual spaces on the web where videos, files, images, and other digital content are stored. As users, we can view, store, and retrieve these resources. Connecting to the internet via Wi-Fi, data, or cable allows our electronic devices such as laptops, mobile phones, TVs, and tablets to access this wealth of information.

As educators, the internet provides us access to information on nearly any subject matter. Whether you're researching, learning, or exploring, the web is a treasure trove of knowledge. Beyond information, the internet enhances our ability to communicate and collaborate with people worldwide.

Web Browsers

A web browser is application software that enables you to access resources and websites on the World Wide Web. Several popular browsers include Google Chrome, Mozilla Firefox, Apple Safari, and Microsoft Edge. These browsers operate similarly and share common controls. Once you master one browser, you'll find it easier to navigate others as well.

Email

Email (electronic mail) is the exchange of computer-stored messages from one user to one or more recipients via the internet. Emails are a fast, inexpensive and accessible way to communicate for business or personal use. Users can send emails from anywhere as long as they have an internet connection. Emails are a great way to communicate with colleagues, students, and parents, as well as to share information, resources, and feedback.

Besides communication, you need an email to access and use the majority of educational tools. Therefore, it is advisable for teachers to have two email accounts: one on Gmail and one on Microsoft. The Gmail account allows you to use Google's free products, while the Microsoft account enables you to access Microsoft's products.

Implication to Teaching

Please note down your reflections on the following prompts, which will serve as key takeaways and future action points:

- Reflect on the insights gained from the session, including any new abilities and knowledge acquired. How do you intend to integrate these into your teaching methods?
- Share your discoveries about the use of email. How do you foresee implementing email communication moving forward?
- List down at least five educational applications provided by Google.
- How would you intend to use different web browsers for educational purposes?

Self-Assessment

1. How does a monitor help you interact with your computer?
 - A. It translates calculations into a visual form.
 - B. It allows you to type instructions.
 - C. It processes information.
 - D. It stores data.
2. Smartphones can be used for educational purposes by:
 - A. Restricting access to certain websites.
 - B. Downloading social media apps.
 - C. Providing access to educational apps and the internet.
 - D. Making phone calls.
3. Web browsers allow you to access:
 - A. Your computer's files
 - B. Websites on the World Wide Web
 - C. Only educational resources
 - D. Video games

4. Which of the following is NOT a popular web browser in Ethiopia?
 - A. Google Chrome
 - B. Mozilla Firefox
 - C. Microsoft Edge
 - D. None of the above

5. Email is primarily used for:
 - A. Storing documents online
 - B. Sending messages electronically
 - C. Playing games
 - D. Watching videos

6. Why might a teacher need two email accounts (Gmail and Microsoft)?
 - A. To separate personal and professional emails.
 - B. To access specific educational tools.
 - C. Because Gmail is free and Microsoft is not.
 - D. There is no specific reason; one account is sufficient.

Reference Materials

Type	Resources
Watch	Components of Computer System
Watch	Usage of Smartphones
Read	Computer Organisation and Design Books
Read	Set up Google Workspace on an Android device - Google Workspace Learning Center
Read	Microsoft Support
Watch	What is Web Browser?
Watch	How to create email account on Outlook?
Watch	Google Workspace Beginner Guide

UNIT THREE: THE USE OF SOCIAL MEDIA FOR EDUCATIONAL PURPOSES

Introduction

In this unit, you will explore the possibility of leveraging social media platforms, specifically Telegram and Facebook, for educational purposes. These platforms offer a myriad of possibilities for enhancing teaching and learning experiences. By harnessing their features, educators can engage with students, foster collaborative learning environments, share resources, and facilitate discussions. Whether it's creating study groups, disseminating course materials, or encouraging peer interaction, these social media channels hold immense potential to enrich educational practices. Participants will explore strategies, best practices, and activities that demonstrate how these platforms can be effectively integrated into the teaching and learning process, ultimately contributing to improved learning outcomes.

Learning Objectives

At the end of this chapter, you will be able to:

- Explore the use of social media for educational purposes.
- Utilize social media platforms such as Telegram and Facebook to improve your teaching and learning practices.

Session One: Social Media for Educational Purpose

Introduction

In this session, we will explore the use of social media like Facebook and Telegram to facilitate communication between teachers, students, and parents. Using such platforms facilitate discussions, Q&A sessions, and announcements.

Social media can also liven up learning with interactive features like polls and quizzes, while sharing educational resources like videos and articles keeps students engaged. By integrating social media strategically in their teaching and learning, teachers can create a dynamic and engaging learning environment that fosters collaboration, critical thinking, and engagement

Activity 1.1. Using Telegram as Educational Tool (Group work – 10 minutes)



Figure 7;Source@Google Image

learning?

In group of four to six, discuss on the following questions.

- What are the benefits of using Telegram in educational settings?
- How can teachers use Telegram for teaching and learning?

Demonstration (20 minutes)

Use the following Instruction and create a Telegram group. Add your peers or contacts from you address book as a member. Please practice sharing questions, videos and create poll in your telegram group.

What to do:

Step 1: Create Telegram Account

- **Connect to the Internet/Turn on mobile phone data.**
- **Click on play store/App store.**
- **Download Telegram on your phone Step.**
- **Install Telegram application.**

Step 2: Form Telegram Group

- **Launch Telegram application.**
- **Select new group.**
- **Add your students by selecting from phone book.**
- **Name the group.**
- **Start posting learning materials in the form of images, documents or texts to the group.**

Facilitator Note

Create a group of four participants (group them by subject matter) and take them through the telegram app. Assist them to create group, post assignment, videos, create poll and complete other functionalities on the app.

Optional: Show them the five-minute video on the use of the Telegram app and then ask participants to create group, post assignment, videos, create poll and complete other functionalities on the app.

Activity 1.2. Using Facebook for educational purposes (Group Work - 10 minutes)

Facebook can be utilized for educational objectives in various ways, enhancing interaction, involvement, and a sense of community beyond the traditional classroom setting. By establishing private groups for your classes, you can encourage ongoing discussions, host question-and-answer sessions, and share educational materials outside of regular school hours.



Figure 8;Source Google Image

In groups of four to six discuss on the following questions:

- Do you have Facebook account? What is your experience of using Facebook?
- Have you used it for educational purposes? How Facebook will be used for educational purposes?

Demonstration (10 minutes)

Demonstrate how to create private groups on Facebook and then support your trainees to do the same in groups. Follow the below steps as you create closed group on Facebook.

Activity 1.3. Creating Group or Page on Facebook (Group Work - 30 minutes)

Use the following instruction and create a Facebook Group Page in your specific subject matter expertise and share relevant resources, initiate chat among your students, run live Facebook videos and complete other activities which you might think are relevant for your teaching and learning.

What to do:

- **Make sure you have a personal Facebook account.**
- **On your Facebook homepage, navigate to the "Groups" section if you want to open Facebook group or navigate to the "pages" section if you want to open Facebook page on the left-hand menu and click the 'create group' button on the page.**
- **Group Name: Choose a clear and appropriate name that reflects the class or subject.**
- **Privacy: Select "Closed" from the privacy options. This ensures only approved members can see the group's content.**
- **Description (Optional): Provide a brief description outlining the group's purpose and intended audience (e.g., students enrolled in Biology class).**
- **Start by inviting your students who have Facebook accounts (with parental permission if necessary). You can search for them by name or email address.**
- **As the group admin, you can approve membership requests, monitor discussions, pin important announcements, and manage content within the group.**

Key Ideas

Telegram

Telegram is a software used for communication and instant messaging and offers many possibilities such as sending various media files, in addition to making voice or video calls. The Telegram program can be used in education in many ways and means, some of which can be mentioned as follows:

- Send assignments, reading materials and tasks by students to the teacher.
- Create groups and channels for classroom.
- Create polls and quizzes
- Communicate with students from other school.
- Parents communicate with teachers to follow their children performance
- Provide e-content for the home side in the reverse learning strategy.
- Make video, audio and text announcement, lecture, and resources, etc.

Facebook

Teachers might also consider using Facebook for educational purposes in several ways, fostering communication, engagement, and community outside the classroom. You can create private groups for your students to facilitate discussions, Q&A sessions, and sharing of resources beyond classroom hours. Through private group on Facebook, we will encourage the following activities among students.

- Collaborative Projects: Encourage students to work together on projects by using Facebook groups for brainstorming, sharing research findings, and coordinating tasks.
- Sharing Learning Resources: Post links to educational websites, articles, videos, or even create online document folders within the group for students to access relevant materials.
- Polls and Quizzes (informal): Conduct quick polls or quizzes (using third-party apps within Facebook) to gauge student understanding or gather feedback on topics.
- Announcements and Reminders: Share important updates, homework reminders, or upcoming events with the entire group or specific students through private messages.

- Virtual Field Trips and Events: Utilize Facebook Live or pre-recorded videos to share virtual tours of museums, historical sites, or connect with guest speakers remotely.
- Digital Citizenship Lessons: Facebook provides real-world context for teaching online etiquette, responsible content sharing, and critical thinking about information found online.

Important Considerations:

- Privacy is Key: Ensure groups are private and only accessible to students and parents/guardians with permission.
- Set Clear Guidelines: Establish ground rules for respectful communication and appropriate content sharing within the group.
- Parental Involvement: Keep parents informed about the group's purpose and encourage their involvement if necessary.

Additional Tips to create a Closed Facebook Group for educational purposes.

- Consider creating a separate Facebook account specifically for educational purposes, keeping it separate from your personal profile.
- Encourage students to add their full names for easier identification.
- Regularly post relevant resources and discussions to keep the group active and engaging.

Implication to Teaching

Please note down your reflections on the following prompts, which will serve as key takeaways and future action points:

- Reflect on the insights gained from the session, including any new abilities and knowledge acquired. How do you intend to integrate these into your teaching methods?
- Identify the features of Telegram that could be beneficial for educational activities?
- Outline your strategy for utilizing social media platforms like Facebook and Telegram to enhance educational experiences in the forthcoming period?

Self-Assessment

1. Telegram Group Engagement Task: Post a welcoming message on your previously created Telegram group page or channel. Here's a suggested greeting: "Welcome, students! This is our dedicated space for learning and growth. Let's embark on this educational journey together with enthusiasm and curiosity." Share the Telegram link with your facilitator and peers.
2. Facebook Interaction Task: Initiate a discussion on your Facebook page by posting a topic related to your subject discipline.

Reference Materials

Read	Social Media in Education
Watch	The Use of Telegram for Educational Purposes
Watch	The Use of Facebook for instruction
Watch	Social Media in Education

UNIT FOUR: ONLINE EDUCATIONAL TOOLS

Introduction

This chapter will empower teachers to leverage technology in their classrooms. You will explore a variety of online educational tools that are suited for diverse subjects and learners. The session in this unit will help you to develop the ability to select the most appropriate platforms and resources for specific learning objectives. Teachers practice how the tools might be used appropriately and incorporated into teaching and learning in a way that supports students in developing both subject knowledge and digital literacy. You will need internet access to practice these tools. But you are encouraged to critically analyse the tools in terms of developing critical thinking, problem-solving, analytical skills, etc among students. As you review each tool, please think about how possibly you apply them in your classrooms or outside all aims at improving learning outcomes.

Learning Objectives

By the end of this chapter, you will be able to:

- Identify different types of online educational technology tools that suits for teaching and learning.
- Select appropriate online tools and platforms for different purposes and audiences.
- Utilize communication, assessment and creative tools in their teaching and learning.
- Participate in online learning communities that foster digital skills among teachers, and other stakeholders.
- Utilize artificial intelligence tools during the preparation of lesson plans, assessments, and instructional materials.

Key Topics

Session One: Communication and Collaboration Tools

Session Two: Assessment Tools

Session Three. Creative Tools

Session One: Virtual Communication and Collaboration Tools

In this session, you will explore different communication and collaboration tools that help you facilitate online discussion and collaboration among students. These tools provide you with various functionalities such as live meetings, document sharing, collaborative works and many more tasks. In addition, you will explore possibilities of creating and managing your groups, and channels, share files and documents, and communicating with students.

Activity 1.1. Using Google Meet

Google Meet allows educators to easily connect and collaborate with students through links or codes, making it perfect for both planned lessons and quick discussions. This fosters remote learning by enabling online classes and virtual tutoring, regardless of location. Engagement is boosted through features like screen sharing and presentations. Google meet is accessible from both web browsers and mobile apps.



Figure 9. Google Meet; Source @Google Image

Question and Answer (5 Minute)

Could you share your experience and familiarity with Google Meet? Have you used it before or observed others using it? Have you participated in online meetings organized through the Google Meet platform? What was your experience?

Facilitator Notes:

Encourage participants to discuss their experiences with Google Meet. While it's not essential to pose every question listed previously, consider using them to guide the conversation and extract detailed insights regarding the participants' usage of Google Meet.

Demonstration (25 minutes)

Use the following instruction and demonstrate how to organize and schedule online meetings using Google Meet. Once you completed the demonstration, create your own instant meeting using Google Meet. Then allow share the meeting link with others/your peers and allow them to join the meeting and practice how you would potentially run an online meeting.

What to do: Starting a Google Meet Meeting:

There are two ways to start a Google Meet meeting:

1. From the Google Meet website:

- Go to <https://meet.google.com/>.
- Click "New meeting."
- Choose an option:
 - Create a meeting for later: Get a meeting link to share and schedule the meeting for a specific time (optional).
 - Start an instant meeting: Join a meeting directly without needing a link beforehand.
 - You'll be the host of the meeting, and others can join using the meeting link or code.

2. From Google Calendar (if integrated):

- If Google Meet is integrated with your Google Calendar, you can schedule a meeting directly within Calendar.
- Create a new event or edit an existing one.
- Click "Add video conferencing" and choose "Google Meet."
- A meeting link will be automatically added to the event details.
- Invite participants to the event, and they can join the meeting using the link at the scheduled time.

3. Basic Controls During a Google Meet Meeting:

- **Microphone:** Mute or unmute your microphone by clicking the microphone icon.
- **Camera:** Turn your camera on or off by clicking the camera icon.
- **Chat:** Send text messages to other participants in the chat window.
- **Screen share:** Share your entire screen or a specific window with other participants.
- **Presentation:** Present content from your computer (slides, documents, etc.).
- **Leave meeting:** End the meeting for yourself (if you're the host) or leave the meeting as a participant.

Additional Tips:

- You can adjust your meeting settings (background blur, captions, etc.) by clicking on the three dots in the bottom right corner.
- Google Meet works on most web browsers and also has mobile apps for Android and iOS.

Please take few minutes to discuss about Google Meet and how to access the app with participants. While the trainees are trying to demonstrate and create an instance meeting or schedule using google meet please round about and assist them.

Activity 1.2. Group Discussion about your Google Meet Experiences (15 minutes)

Discuss the following questions with your group members.

- What are your thoughts on the app?
- In what ways do you intend to integrate Google Meet into your educational practices?
- Could you share your experiences with setting up and conducting an online session? Do you find Google Meet user-friendly?
- Would you be willing to take a lead in organizing concurrent online meetings via Google Meet within your department to facilitate the exchange of experiences and collaborative learning among your friends?

Activity 1.3. Exploring Padlet (Question and Answer - 10 minutes)



Padlet is a digital dashboard tool designed for online collaboration and information sharing. It works like a virtual wall where users can post various content, making it an asset in the educational landscape.

Figure 10; Padlet; Source @Google Image

- What is your experience of using Padlet as a teacher? Have you used the app before or seen others use the app for educational purposes?
- How can teachers use Padlet to foster collaborative and engaging learning experiences?
- What tasks are well-suited for an online tool like Padlet in educational settings or during instructional processes?

Facilitator Notes:

Encourage participants to discuss their experiences with Padlet. After the discussion, summarize the session with the below information about the use of Padlet for instructional purposes. Demonstrate how to set up a free padlet account and share the link with your trainees. Then ask each participant to write two personal goals on the link provided. Setting personal learning goals is an important way to guide your progress and set expectations for yourself throughout this course. write two personal goals you hope to achieve while taking this course. (Click on the + sign to write your personal goals)

Example of Personal Goals:

1. Learn about education technology and its use in classrooms

2. Practice different online educational tools

Activity 1.4. Practising using Padlet (Individual Task 15 minutes)

Using your mobile phone, create free Padlet account and use the Padlet as online presentation board to discuss a topic or assignment from your specific subject area (If your mobile phone is not functional; please work in pairs or groups).

What to do:

- Go to <https://padlet.com/> and create a free account with your email address or sign in if you already have one.
- Click on "Create a Padlet" button.
- Choose a layout for your Padlet (Wall, List, Stream, etc.) based on your content and purpose.
- Give your Padlet a title and description (optional).
- Click "Create Padlet."
- Click the "+" button on your Padlet to add content.
- Choose how you want to add content:
 - **Text:** Write directly on the Padlet.
 - **File:** Upload an image, document, or other file.
 - **Link:** Include a link to a website or resource.
 - **Video/Audio:** Embed a video or audio clip from YouTube, Vimeo, etc.
- Add a title and description to your content (optional).
- Click "Save" or press "Enter" to add the content to your Padlet board.
- Click the "Share" button in the top right corner.
- Choose a sharing method:
 - **Copy Link:** Share the link with anyone who has access.
 - **Embed Code:** Embed the Padlet on a website or learning management system.
 - **Social Media:** Share the Padlet on social media platforms.
 - **Set privacy options for your Padlet (public, private, password-protected).**

Session Two: Assessment Tools

Introduction

In this session, we delve into a variety of online assessment tools designed to support teachers in the development of both formative and summative assessment questions for your classroom. Specifically, you will gain an understanding of diverse assessment tools and articulate their

applications within an educational context. You'll also get hands-on practice with these tools, integrating them into your lesson planning. Additionally, you'll be guided through the process of creating accounts to access and utilize these various assessment tools effectively.

Activity 2.1. The use of Quizizz (Question and Answer - 5 minutes)



Figure 11;Source @Google Image

Quizizz is an online interactive tool to assign homework and provide feedback, present quizzes in the form of games and have a real-time understanding of students' academic progress.

- What is your experience of using QUIZIZZ as a teacher?
- Have you use the app before or seen others use the app for educational purpose or in a training setting?

Activity 2.2. Online live activity using QUIZIZZ (20 minutes)

How much do you know about Educational Technology? Run the below assessment using Quizizz platform

(https://quizizz.com/admin/quiz/6403b3ddfe08dd001db7681d?source=quiz_share)

Facilitator Notes

During the session, ensure to comprehensively demonstrate the app's functionalities, including its ability to generate complete graded reports for each student and how to access and edit premade questions from Quizizz library. Additionally, acquaint participants with the various modes of conducting the session, such as the 'assignment' feature and the paper mode, to provide a thorough understanding of the app's functionality in different contexts.

Activity 2.3. Create your personal free QUIZIZZ account (Individual task - 15 minutes)

Use your mobile phone to create a free quizizz account and explore resources in your subject area (If your mobile phone is not functional; please work in pairs or groups). You can also download the app from Play Store or App Store for optimal use of the app.

What to do:

- Go to <https://quizizz.com> and log in, or if you are a new user, click 'Get started' and create a new account by using your email address.
- To use an existing quiz, select the 'Search for quizzes' box and browse. If you want to create your own quiz, select 'Create a new quiz', enter a name for the quiz, and choose the relevant subjects. Choose a type of question and fill in the question, as well as answers.
- Add a title image if desired. Select the appropriate language and grade range and add tags to make it easier to search for.
- Either select 'Play live' or 'Assign HW' and choose the desired attributes. Then share the quiz with your students by sending them the link and 6-digit code.
- Students can go to <https://quizizz.com/join>, click 'Join a game', and type in the 6-digit code to participate in the live quiz or complete

it at homework. Once the students are finished, the teacher can refresh the page to view the results.

- You can also access to several quizzes and assignments in the library. You just need to review the questions and use for yourself.

Activity 2.4. Introducing Slido (Question and answer – 5 minutes)



Slido is the ultimate Q&A and polling platform for live and virtual meetings and events. It offers interactive Q&A, live polls and insights during your meetings/events. What is your experience in using slide for educational purpose or in any other setting?

Activity 2.5. Create free slido account (Demonstration - 15 minutes)

Using the following what to do instruction and create a free slido account and explore the different functionality of the app. Then, support trainees to create their accounts. After participants create their account ask them to design audience questions and provide answer links with their groups.

What to do:

- To create slido account follow the below easy steps:
- Go to <https://www.slido.com/Links to an external site.>
- Sign up for free
- Start using slido

Activity 2.6. Exploring Survey Collection Tools (Google Form)



Google Forms

From time to time, educators engage in research or action research to enhance their teaching methods and contribute to educational progress. Google Forms provides a convenient platform for creating online forms and surveys, complete with various question types. You can easily share these forms with your audience. Additionally, Google Forms facilitates result analysis, allowing you to gain insights from your audience's responses. Furthermore, it's a useful tool for preparing quizzes for your classroom.

Question and answer (5 minutes)

Have you used Google Form before? When did you use it and for what purpose? What was your experience in using Google Forms?

Create survey or quiz with Google Form (Demonstration - 20 minutes)

Follow what to do instruction given below and please demonstrate how to create a survey or quiz using Google Forms or you can show participants a demonstration video. Once you completed the demonstration, ask participants to do the following:

- work in pairs and prepare a quiz using Google Forms; share it with at least 10 participants and present the result of your survey with your group members.
- Prepare a short survey using Google Forms and share it with your facilitator and students, then present the result of the survey to whole class (As you prepare the survey refer your specific learning area or subject matter).

What to do:

- Go to <https://docs.google.com/forms> in your web browser. You'll need a Google account to access it (same as Gmail or YouTube).
- Click the "+" button or choose "Blank form" to start from scratch.
- You can also choose a template for specific purposes like event registration or contact forms.
- Click on the "Untitled Question" box and type your question.
- Select the question type from the dropdown menu (multiple choice, short answer, checkbox, etc.).
- Customize the question further by adding answer choices, making it mandatory, or shuffling options.
- Drag and drop questions to rearrange their order.
- Add sections with titles to categorize related questions.
- Use images, videos, or descriptions to provide additional context.
- Click on the "Settings" tab to configure options like:
 - **Who can access:** Choose whether anyone can submit the form or require a Google account.
 - **Collecting responses:** Decide how to collect responses (one response per person or allow multiple submissions).
 - **Quiz settings (if applicable):** Set grading options, time limits, and feedback for quizzes.
- Click on the "Send" button to share your form. You can:
 - Copy and paste the link to share anywhere.
 - Embed the form directly on a website.
 - Send the form via email with a personalized message.
- All responses to your form are automatically collected in a Google Sheet.

- Access the sheet by clicking the "Responses" tab.
- You can view individual responses, analyze data with charts and graphs, and even export the data to other formats.

Facilitator Notes

Support participants as they create their own survey/quiz. Encourage them also to share the form through various platforms like Facebook and Telegram pages.

Activity 2.7. Practicing Using EvalBee Application



EvalBee apk.

1. Assume a mathematics teacher who teaches three sections of grade ten and two sections of grade eleven, for a total of five sections with an average of 45 students in each class. How long will it take the teacher to check a student answer sheet in an examination that encompasses 40 objective-type questions out of 50?
2. Using your smart phone download the Eval Bee android app from the Play Store, create account and Sign in. Then using the Instruction below practice using EvalBee Optical mark readers App.

What to do:

- Go to google play or app store on your smartphone and download Evalbee apk or <https://evalbee.com> on web browser and create an account.

Steps to create optical mark reader or recognition (omr)

- Decide the roll number digits (Make it 2)
- Insert an exam set (exam codes).
- Decide Exam Sets (Codes) and
- The number of subjects Make it 1
- Write the subject name in the subject box
- Decide the number of types of items on the section box
- Insert type of the item in sections 1,2 and 3

Section 1 :- Replace it with I. True or False

- True or False items in section 1
 - ✓ Decide number of questions for True or False items
 - ✓ Decide possible options from question type box
- You can allow partial marks (if necessary)

Section 2 :- Replace it with II. Matching

- Decide number of matching items
- Decide possible options
- You can allow partial marks

Section 3:- Replace it as III. Multiple Choice

- **Decide number of matching items**
- **Decide possible options**
- **You can allow partial marks**
- **SAVE**
 - **Write class name e.g Grade 10**
 - **Exam Name:- Mathematics**
 - **Select Exam Date It is mandatory**
 - **Finally SAVE.**
 - **Once you set answer sheet click on exam**
 - **Go to Exam management**
 - **Click on Answer Key and set it**
 - **Finally Save it**
 - **Download and print the answer sheet**
 - **Administer the Exam**
 - **Scan each answer sheet**
 - **Go to report**
 - **Record the each student result**

Session Three: Creative Tools (Artificial Intelligence)

Introduction

Artificial Intelligence (AI) is a branch of computer science that deals with the creation of intelligent agents, which are systems that can reason, learn, and act autonomously. AI research has been highly successful in developing effective techniques for solving a wide range of problems, from game playing through enhancing services in various sectors such as education, agriculture and health.

Activity 3.1. Understanding AI (Question and Answer -10 minutes)

- What is Artificial intelligence?
- Have you used it so far or seen while others use it for different purpose including teaching and learning?

Facilitator Notes

Show them AI videos on power point slides and provide highlight of the current development of AI globally. AI is bringing exciting possibilities to classrooms around the world. There are various AI tools available to help teachers with their tasks. We will explore some of the commonly used AIs in the below activity. As conclusion show the AI video on the power point.

Activity 3.2. Stream your task through AI (Gemini and Bing) Lecture – 5 minutes

Copilot/Bing and Bard/Gemini are the two popular apps easily accessible in Ethiopia for various tasks. Copilot/Bing is developed by Microsoft and Bard is created by Google AI respectively. Both AIs focus on generating text, translating languages, and answering questions in an informative way.

These AI tools can be a game-changer for teachers by:

- Simplifying lesson planning: Generate ideas, find relevant resources, and outline learning objectives with AI assistance.
- Crafting engaging assignments: Design interactive exercises, propose different question types, and personalize learning pathways for each student.
- Exploring innovative teaching methods: Discover new approaches to explain concepts, spark creativity in activities, and create a dynamic learning environment.
- Provide Educational resources such as images and videos for your lesson and other activities.

By harnessing the power of AI tools like Copilot and Bard, teachers can free up valuable time and focus their expertise on what matters most: guiding their students and fostering a love of learning.

Activity 3.3. Demonstrate how AI works for schools/teachers - 10 minutes

Demonstrate the use of Bing and Bard through performing the following activities:

- Prepare lesson plans, assessment questions and instructional resources for one of the subject matters using Bard?

- Prepare instructional resources for the above topic using Bing AI – ask the AI to provide you with pictures or simulation activities for the above topic?

Facilitator Notes

As you showcase the capabilities of AI, emphasize that it's incredibly user-friendly. Teachers can conveniently access the service via a mobile app, making it even more accessible. Encourage them to download the Bing app on their phones for future use.

Activity 3.4. Practicing the use of AI (Individual Activity - 20 minutes)

Go to Edge or Chrome browsers and use either Bing or Bard as you prepare your next week plan, please generate the following and share it with your group members.

- Lesson Plan for your next week classes.
- Assessment Questions for your next week classes.
- Ask Advise for Methodologies and Teaching aids you might use in your class.

Key Ideas

Communication and Collaboration Tools

Virtual classrooms can be transformed by online communication and collaboration tools, fostering richer educational experiences for students. Platforms like Google Meet, Microsoft Teams, and Zoom create virtual meeting spaces for live video sessions, real-time interaction, screen sharing, and even breakout rooms for focused group discussions.

These tools empower educators to conduct engaging lectures and discussions, address student queries, and facilitate collaborative projects where students can work together on assignments, share ideas, and develop teamwork skills. Additionally, inviting guest speakers from various fields becomes a possibility, enriching students' learning with diverse perspectives. Virtual field trips further broaden horizons, allowing students to explore museums, historical sites, or natural wonders from anywhere in the world. Assessment is also streamlined, with online quizzes, tests, and even oral exams conducted effectively.

Beyond video conferencing platforms, online tools like Padlet offer a dynamic digital canvas. Imagine a virtual bulletin board where students can brainstorm ideas, organize thoughts, create mind maps, share research findings, project summaries, and creative works. It's a space for

collaboration, visual presentations, and receiving peer feedback or reflecting on learning experiences.

Similarly, Jamboard, Google's interactive whiteboard tool, fosters a collaborative environment for drawing, writing, and brainstorming. Students can use it to visualize complex concepts, problem-solve across various subjects, dissect scientific phenomena through visual aids, or even create engaging storyboards. From brainstorming sessions to collaborative problem-solving and visual storytelling, these online tools unlock new possibilities for enriching virtual classrooms. Below are easy guide on how to use some of these tools.

Assessment Tools

Interactive tools like Quizizz gamify quizzes, transforming them into game shows with competition and immediate feedback. Google Forms offer versatility, allowing the creation of quizzes, surveys, polls, and even short-answer assessments, with easy data analysis for personalized learning. Slido and Mentimeter prioritize real-time participation. Students can submit questions, participate in polls, and contribute to word clouds, keeping them engaged in lectures and presentations. Finally, Kahoot! takes gamification a step further, turning assessments into fast-paced game shows where students compete for the top spot. These are just a few options that can create a more engaging and data-rich learning environment, fostering interactive assessment platforms.

Artificial Intelligence

The ultimate purpose of using AI in education should be to improve student learning outcomes. AI can be a powerful tool in this journey, but it's crucial to use it wisely. Here are some key points for teachers:

- **Supportive Partner, not a Substitute:** AI can assist with various tasks, from crafting lesson plans and designing exams to assessing student work and managing records. However, it shouldn't replace teacher expertise. Review and adapt AI-generated materials to fit your specific classroom context.
- **Combating Plagiarism:** Simply submitting student work generated by AI can lead to plagiarism. If you suspect AI use, consider using AI plagiarism detection tools to verify the originality of student responses.

- **Empowerment, not Automation:** AI is here to enhance, not replace, teachers. Be creative! Explore AI-powered apps to streamline grading and free up valuable time. This allows you to focus on what matters most: guiding your students and fostering a love of learning.
- **Strategic use of AI:** By using AI strategically and maintaining a critical eye, educators can leverage its potential to personalize learning, streamline processes, and ultimately, improve student outcomes.
- The Eval Bee application is designed to help teachers create and scan Optical Mark Recognition (OMR) answer sheets for objective types of examinations such as True or False, Matching, and Multiple Choice and generate result reports in real time by scanning the OMR sheet using their phone's camera. It is an Efficient App for Teachers that makes assessment Easy & Effective in No time. Creating answer sheet design in a few clicks, Scan answer sheets in real-time. Using Eval Bee allows the error-free scan and evaluation of printed OMR answer sheets through pre-trained AI and machine learning-based algorithms in real-time. This saves a lot of time and energy for teachers and makes it easy for students and parents to get quick evaluation results.

Implication for Teaching

Record your responses to the following questions as your key learning and future considerations on your handouts.

- What did you learn about communication and collaboration tools?
- What is your plan to communication and collaboration tools in your teaching and learning or any other related task in your school?
- What did you learn about online assessment tools?
- What did you learn about Artificial Intelligence?
- What is your plan to use AI like Bard and Bing in your teaching and learning or any other related task in your school?
- What new skills, experience, knowledge have you got?
- How would you like to apply the new skills in your subject teaching learning activities (consider also exploring anything you took as a learning apart from the platform)?

Self-Assessment

1. Which of the following is NOT a benefit of using online communication and collaboration tools in virtual classrooms?
 - A. Streamlined assessment through online quizzes and tests
 - B. Increased difficulty for students to brainstorm ideas
 - C. Enhanced real-time interaction with teachers and classmates
 - D. Broader learning experiences with virtual field trips
2. Platforms like Google Meet and Zoom primarily enable:
 - A. Individual research and writing assignments
 - B. Collaborative brainstorming and project work
 - C. Accessing and reading online textbooks
 - D. Taking timed multiple-choice quizzes
3. Jamboard, an interactive whiteboard tool, is most useful for:
 - A. Conducting live video sessions with guest speakers
 - B. Administering online polls and surveys
 - C. Visualizing complex concepts and problem-solving collaboratively
 - D. Providing individual feedback on written assignments
4. Which of the following statements accurately describes Quizizz?
 - A. It's a tool for creating traditional written quizzes.
 - B. It offers a game-show style format for assessments with immediate feedback.
 - C. It's primarily used for conducting online surveys.
 - D. It requires students to write code to answer questions.
5. Google Forms allows teachers to create all of the following EXCEPT:
 - A. Multiple-choice quizzes
 - B. Open-ended essay questions
 - C. Live word cloud activities
 - D. Short answer response assessments
6. The primary benefit of using tools like Slido and Mentimeter in the classroom is:
 - A. To assign homework for students to complete independently.
 - B. To facilitate real-time interaction and participation during lectures.
 - C. To provide in-depth feedback on written assignments.
 - D. To create static presentations for students to view at their own pace.

7. Which one of the following is true about Artificial Intelligence (AI) in education?
- A. AI will replace teachers altogether in the future classroom.
 - B. AI tools like Gemini and Copilot will provide additional support to educators.
 - C. AI is not currently relevant to the field of education.
 - D. Students should be trained in AI development as the primary learning objective.
8. Which one the following is not true about Eval Bee?
- A. It generates error free or 100% accurate reports
 - B. Saves a lot of teachers time and Energy
 - C. It has room for various fractional markings
 - D. It has very limited contribution on avoid exam cheating

Reference Materials

Watch	Using Google Meet
Watch	Online Educational Communication Tools
Watch	The use of padlet for educational purposes
Watch	Online Assessment Tools for Teachers
Watch	The use of Quizziz for teaching and learning
Watch	AI for Educational Purposes
Watch	(690) HOW TO MAKE ANSWER SHEET IN EVALBEE - YouTube

UNIT FIVE: CREATE AND ACCESS TO DIGITAL CONTENTS

Introduction

In this chapter you will discuss on how to access, use, and create digital resources and contents for your teaching and learning. Digital contents can be accessed either online or through hard disks like CDs or flash cards. You will also cover different subject specific Open Educational Resources (OERs) and Ministry of Education digital library portals.

Learning Objectives

By the end of this chapter, you will be able to:

- Create engaging digital content using different platforms for your lesson.
- Explore basic Word and PowerPoint processors functions.
- Learn how to navigate the Ministry of Education's online library and find subject-specific digital resources that will enrich your teaching.
- Explore innovative ways to integrate digital content both for classroom and remote teaching.
- Access different subject specific Open Educational Resources (OERs) for their classes.

Key Topics

Session one: Create Digital Contents

Session Two: Access Digital Contents

Session Three: Ministry of Education Digital Libraries

Session Four: Open Educational Resources (OERs)

Session One: Digital Contents

In this session, you will comprehend about digital content and explore your digital content experience on how to access authenticated resources from online sources.

Activity 1.1. What is Digital Content? (Question and Answer - 10 minutes)

Discuss with the whole class on the following questions:

- What is digital content?
- Give examples of digital contents?

Facilitator Notes

Ask participants the above questions; the objective of this activity is to provide some general understanding of digital content among participants. Finally, conclude the session by mentioning that digital contents can be produced and accessed in various ways and it encompasses materials published, distributed, and stored in electronic formats, including text, voice recordings, video clips, photographs, and animations.

Activity 1.2. Exploring your digital content experience (Group discussion - 15 minutes)

In group of four to six, discuss the following questions:

- Share your experience of using digital content in your classroom?
- What was the topic of your lesson? How you used the digital content?
- Where did you get the content (source)?

Activity 1.3. A Teacher's Journey

Case Scenario 2: Enhancing Learning with Digital Content (20 minutes)

Scenario: Mrs. Almaz's Biology Class

Mrs. Almaz, an experienced biology teacher, is passionate about creating engaging and effective lessons for her students. She believes that integrating digital content can enhance learning experiences and foster student engagement. Here's how she approaches this:

Mrs. Almaz starts by identifying the learning objectives for her lesson. She considers why the topic is important for her students and how digital content can support those objectives. She selects digital materials that align with the curriculum and provide relevant information. For example, she might use interactive maps, videos, or online simulations to illustrate cell concepts from MoE digital Library or authenticated open educational resources such as Khan

Academy. Mrs. Almaz evaluates the quality and accuracy of the digital resources. She checks the credibility of the sources, ensuring that the information is up-to-date and reliable. Mrs. Almaz believes that active student participation is crucial. She chooses digital materials that encourage interaction, such as quizzes, polls, or virtual field trips.

She ensures that the chosen digital content is accessible to all students. She considers factors like internet connectivity, device compatibility, and any necessary accommodations. She provides alternative formats (e.g., transcripts for videos) to accommodate diverse learning needs. After the lesson, Mrs. Almaz seeks feedback from her students. Did the digital content enhance their understanding? Was it engaging?

In small group, discuss about the criteria Mrs. Almaz took into account when selecting digital contents for her lesson? List down all the consideration she has made.

Facilitator Notes:

During the discussion on factors to be considered during digital content selection, inform participants to refer to a similar exercise in Chapter one. As you conclude the discussion, emphasize that teachers need to assess digital content based on at least the following criteria:

- *Accessibility: Ensure that the content is accessible to all students.*
- *Relevance: Consider whether the content aligns with the learning objectives.*
- *Interactivity: Evaluate the level of engagement and interaction among students.*
- *Production Quality: Check for high-quality visuals, audio, and overall presentation.*
- *License Information: Be aware of the content's licensing terms.*

Session Two: Creating Digital Contents

Digital content can be considered as any type of media that exists in the form of digital data, including text, images, audio, video, and more. It can be accessed and distributed through electronic devices and online platforms. In this session you will learn different mechanism to create digital contents for your classroom instruction.

Activity 2.1. Preparing PowerPoint Slideshow



Slideshows are very good way to present information in a visually engaging way. They can be used for anything from showcasing visual display of teaching and learning materials to delivering a compelling presentation at work. In education, we don't use slideshow for only sake of presenting

information, rather the goal is to enhance the learning experience, not to overwhelm students with too much information or distract them with overly complex slides.

Questions and Answers (5 minutes)

What is your experience of using slides for teaching and learning? When did you use it? For what purpose? What was the challenge?

Lecture (10 minute)

Present the development of an educational slideshow (PPT). Creating a slideshow for teaching and learning purposes involves several key steps to ensure that the presentation is effective and engaging. Here's a guide to help you create an educational slideshow.

- Define the Objectives: Set clear learning goals for your presentation.
- Know the context: Understand the strengths, weaknesses, and needs of your students. Consider their age, language skills, accessibility and ability to interpret concepts.
- Plan Your Content: Think of what you want to put on your slide - tables, charts, diagrams, or timelines, etc.
- Design the Slides: Use a clean and simple design. Use your placeholder wisely.

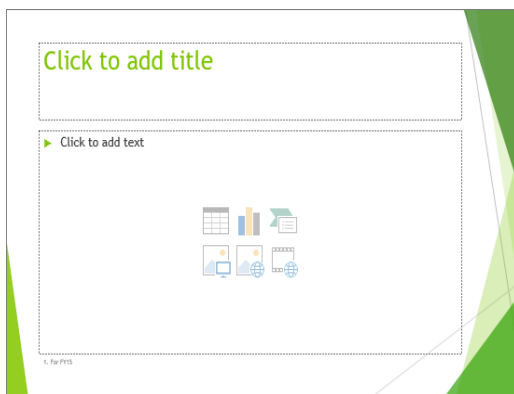


Figure 12. Placeholder

- Make It Interactive: Engage your students by incorporating questions, discussions, or problems to solve.
- Make it short: Don't overwhelm students with too much information or distract them with overly complex slides; use the general rule of 5/5/5. 5 words in each line, 5 lines in each slide, 5 text heavy slide on a subject.

- Practice and Delivery: Rehearse your presentation to ensure smooth delivery.

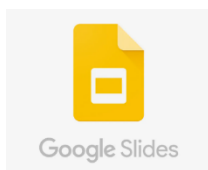
Demonstration (20 minute)

Demonstrate what you have explained. Open your slideshow, select a topic and create PowerPoint presentation; find an image and paste it as well. Add a caption to your image too. If you have time and think they are ready for it, you could show animation, design options and

other functionality for the power point at this point too. Design options on PowerPoint will suggest designs for your slide given what you have put on it already. Alternatively, you can also show participants a five-minute video.

Once you completed demonstration, ask participants to create their slideshow with text and images. They should make no more than 3-4 slides here. Give them some time (10 minutes) to do this. Additionally, please ask participants to **record** themselves while presenting the slideshow. After recording, they should share the recordings with their respective groups.

Activity 2.2. Using Google Slide to Create a Presentation (10 minutes)



If you don't have access to a laptop or desktop; you can create PowerPoint using Google Slides with your phone. Follow the following steps to download and create PowerPoint using Google slide.

Creating a PowerPoint presentation using Google Slides on your phone is a convenient option when you don't have access to a laptop or desktop. Here's a simple guide to get you started:

- Go to your phone's app store (Google Play Store for Android or App Store for iOS).
- Search for "Google Slides".
- Download and install the app.
- Open the Google Slides app.
- Sign in with your Google account. If you don't have one, you'll need to create it.
- Tap on the "+" icon, usually located at the bottom right of the screen.
- Select "New Presentation" to start creating your slides.
- Google Slides will offer you a variety of themes to choose from.
- Select one that suits the style and purpose of your presentation.
- Tap on the slide where you want to add content.
- Use the toolbar to insert text, images, shapes, and more.
- You can add new slides by tapping on the "+" icon near the slides preview.
- Your presentation will be automatically saved to your Google Drive.
- You can share it with others by tapping on the "Share" icon and entering their email addresses.

Activity 2.3: Using Word Processing (Question and Answer – 5 minutes)

Word processing software is a powerful tool used for creating, formatting, and editing various types of documents. Whether you're jotting down thoughts, taking meeting notes, drafting emails, or writing standard operating procedures word offer much more than the typewriters of old.

- How comfortable are you with word processing programs?
- How often do you use them?

Activity 2.4: Practice using Word (20 minutes)

Go to this link [Basic Function of Word](#) and explore how to create a text document. Then using a Microsoft word prepare a text document based on the guidance on the resource. Align your document with your subject discipline.

NB: As they create their worksheet, don't forget to practice using features like select, copy, paste, and other functions of the Word.

Activity 2.5: Using Google Docs to create a Word document (20 minutes)

Google Docs is an online word processor that lets you create and format documents and work with other people using Google Docs. On your computer or phone open Google Docs. You can access Google Docs through the nine dots on Chrome browser (Please refer accessing Google Apps in unit two).

Activity 2.3. Accessing Image for your instruction (Group Discussion - 10 minutes)

This activity focus on how to find and copy images from the internet to use in your teaching as a resource. This can be a valuable way to enhance your lessons and engage students. In group of four to six, discuss on the following questions:

- Where did we get images for our worksheets? Or when we need images for different instructional purpose?
- How do we copy images?
- Do we need to consider anything as we copied images?

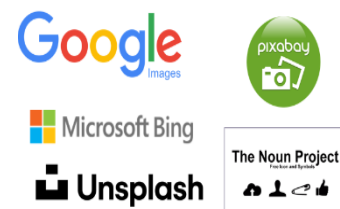


Figure 13; Free Source of Images; Source @Google Image

Facilitator Notes:

Ask if participants have ever downloaded an image from the internet and where they sourced it from, with Google Images likely being a common response. Educate them on various platforms where teachers can access free and legal images, emphasizing the importance of looking for images with a

Creative Commons (CC) license. Mention that search engines like Google Images and Bing Images allow users to filter for CC images.

Highlight that platforms such as Pixabay and Unsplash specialize in providing free images. Additionally, introduce the Noun Project as a valuable resource offering free icons for various purposes, particularly beneficial for educators creating worksheets or presentations.

Guide participants on how to search for legally usable images on search engines like Google by navigating to the Usage Rights menu and selecting Creative Commons Licenses. This filter ensures that only images with the CC license are displayed.

Demonstration (15 minutes)

Do an example with Google Images, Unsplash, Pixabay and Noun Project. Take participants through the steps of copying images and use on a working document.

Group Work (15 minutes)

In group of four to six, ask participants to access images from one of the above sources for a lesson in their specific subject area. Let groups work on different source of image such as Bing AI image, Google Images, Unsplash, Pixabay and Noun Project at a time. Finally, allow them to present their result to the whole class. Ask them also to reflect on their experience.

Session Three: Open Educational Resources

Open Educational Resources (OERs) are teaching, learning and research materials in any medium that can be found in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Below are some educational resources for your consideration:

Subject specific open educational resources (OER) are learning materials that are tailored to a particular subject or discipline, such as mathematics, history, or engineering. They can include full courses, course materials, modules, textbooks, videos, tests, softwares, etc. Subject specific OER can help teachers and learners to find relevant and quality resources for their teaching and learning needs.

Some examples of platforms that offer subject specific OER are:

- <https://oercommons.org/>: A public digital library of OER that allows users to search and browse OER from various sources and subjects. Users can also create and publish their own OER using the Open Author tool.
- <https://merlot.org/merlot/>: A curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community. Users can search for OER by discipline, material type, audience, language, and more.
- <https://phet.colorado.edu/>: Simulations and animations for STEM subjects.
- <https://literacy.concordia.ca/en/>: Resources for English Language.

Activity 3.1. How to Use OERs (Presentation/Lecture/ -10 minutes)

When we use resources from OERs, it is very important to ask ourselves the following questions:

- How does the content related to my learning outcomes?
- Who created the content? who is using the content?
- When was last updated?

It is also important to apply the 5R activities: retain, reuse, revise, remix, and redistribute as you plan to use contents from open educational resources.

- Retain a copy of an OER on your device or cloud storage for future use.
- Reuse an OER in its original form for your lesson, such as showing a video or assigning a reading.
- Revise an OER by modifying it to suit your needs, such as adding annotations, comments, questions, or feedback.
- Remix two or more OER by combining them to create a new resource, such as integrating a text with an image or a quiz.
- Redistribute an OER by sharing it with others, such as your students, colleagues, or online.

Group Discussion (20 minutes)

In small groups, review one of the examples of open educational resources provided in previous pages and explain on how to apply the 5R principles as you select content for your lesson.

Activity 3.1. Exploring Ministry of Education e-library Resources

Ministry of Education Ethiopia has established e-library for teachers and students to access relevant educational resources online through cloud technology. The e-library enable teaching and learning resources to be available online through computers and smart phones. Through this platform teachers and students will have access to approved resources for teaching and learning use.

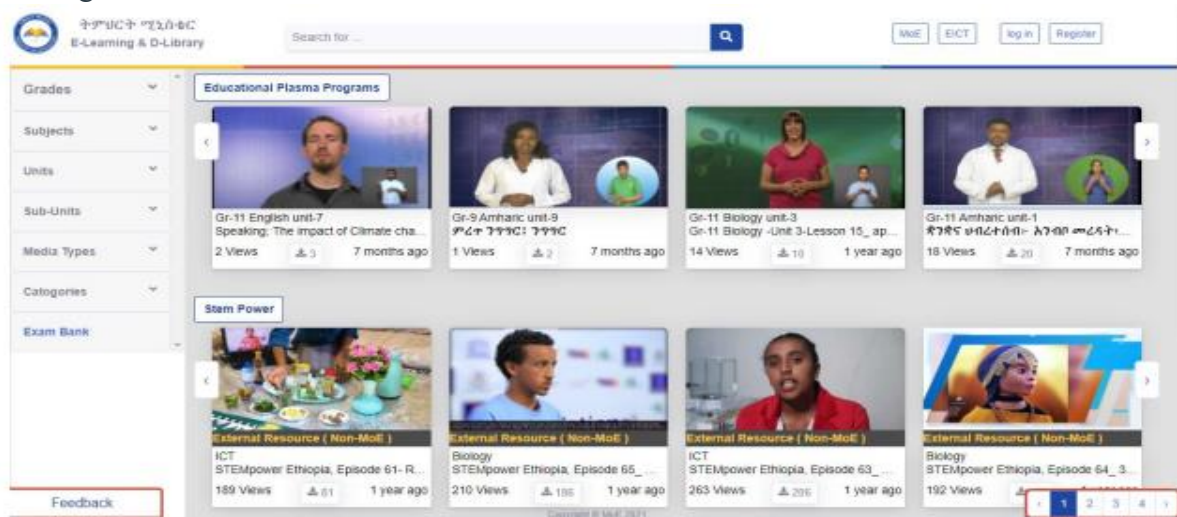


Figure 14. MoE Digital Library

Group Discussion (15 minutes)

In groups of four to six, discuss on the following questions:

- Have you ever utilized digital content from the MoE digital library portal?
- What specific topic or subject was covered in the lesson where you used digital content from the portal?
- Describe how you incorporated the digital content into your teaching.
- Was the content beneficial for enhancing your lesson?
- When selecting content from the portal, what criteria did you consider?

Demonstration (20 minutes)

Use the following what to do Instruction and Demonstrate how to access digital content from MoE Digital Library. Please select contents which are relevant to your subject matter area and describe to your colleagues on how you would use it in your lesson?

What to do:

Step 1: Go to: <http://elearn.moe.gov.et>.

Step 2: Select content of your choice based on grades, subjects, units, media types, and categories on the left side of the page.

Step 3: Use selected content for the work at hand.

Activity 3.3. MoE Learn English Platform (<https://learn-english.moe.gov.et/>)

MoE learn English platform is a free of charge or **zero rate** site for learning English language and skills. It offers various resources and activities for different levels of learners, from grade KG to grade 12. You can find videos, podcasts, and quizzes on topics such as grammar, vocabulary, pronunciation, listening, writing, and more. You can also create an account to access the site and track your progress. The site is developed by Ministry of Education Ethiopia in partnership with ethiotelecom. The site is updated regularly with new content and features.



Figure 15. MoE Learn English Website

Group Work – Review MoE Learn English Website (20 minutes)

In group of four to six, review MoE Learn English Website (<https://learn-english.moe.gov.et/>)

- What are your impressions of the site?
- Does it use zero rating or charge you for data usage?
- Are the contents useful and relevant for your teaching and learning?

Activity 3.4. Review Khan Academy Resources (<https://www.khanacademy.org/>)

Khan Academy is one of the examples of open educational resources that deliver high-quality educational content across multiple disciplines. This platform provides on its website, or on the Khan Academy's YouTube™ channel, an advanced learning analytics module with useful visualizations. The Khan Academy platform enables online courses in which lessons are produced in the form of videos, interactive activities, and challenges.

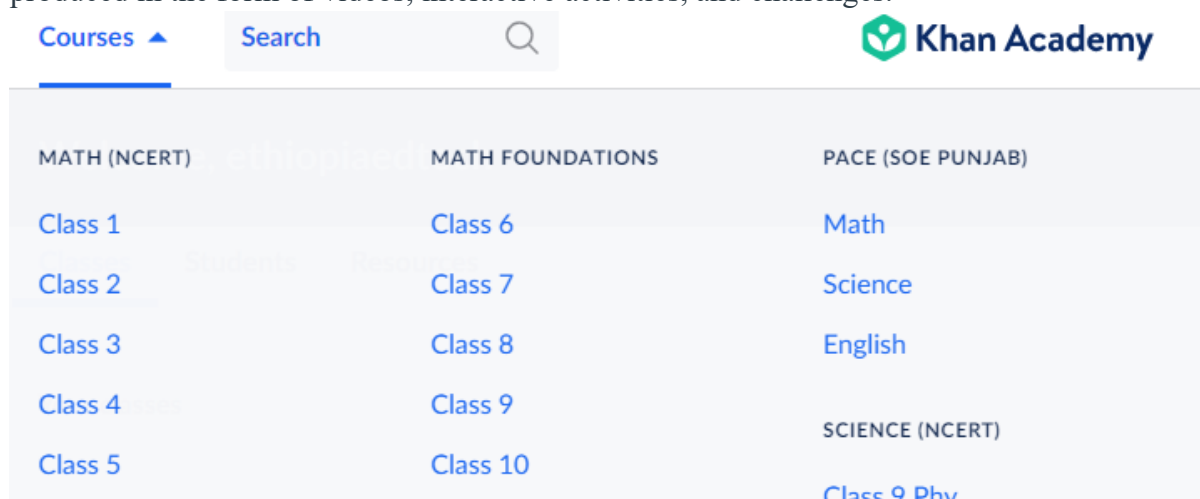


Figure 16. Khan Academy

Students can watch videos and solve supplementary practice exercises to understand various lessons and concepts more easily. Also, teachers can make use of Khan Academy to supplement the teaching process and provide extra content to learners to enhance learning.

Individual Task (15 minutes)

Go to <https://www.khanacademy.org/> and identify content related to your subject area. Which content do you identified? How are you going to use the content to enhance learning outcomes among students? How do you explain the whole experiences of accessing content from Khan Academy?

Activity 3.5. YouTube as Source of Educational Contents

YouTube is not open educational resources, but it can be a powerful tool for teachers to enhance their lessons and cater to different learning styles. Here are some ways teachers can leverage YouTube for educational purposes:

- Finding educational content: YouTube offers a vast library of educational videos on almost any subject imaginable. Teachers can find documentaries, lectures, experiments, simulations, and instructional videos created by educators or educational institutions.
- Visualizing complex concepts: Scientific phenomena, historical events, or abstract ideas can be brought to life through engaging and informative videos. This can be particularly helpful for students who learn better visually.
- Introducing new topics: A captivating and well-made video can spark students' curiosity and introduce a new topic in a stimulating way.
- Flipped classroom approach: Teachers can use YouTube videos for students to watch at home, freeing up classroom time for discussions, activities, and deeper exploration of concepts.

Additional tips for teachers using YouTube for Educational Purpose:

- Carefully curate content: Since not all YouTube content is created equal, teachers need to preview videos and choose those that are accurate, age-appropriate, and meet learning objectives.
- Consider copyright: Copyright laws apply to YouTube videos. Teachers should be familiar with fair use guidelines to ensure they are using content legally.
- Engage students with the video: Simply showing a video isn't enough. Teachers should prepare discussion questions or activities to help students process the information and connect it to the lesson.

Individual Task (15 minutes)

Go to YouTube and identify content in your subject matter for any topic you might think to explore further. Which content do you identified? How are you going to use the content to enhance learning outcomes among students? How do you explain the whole experience of accessing content from YouTube?

Activity 3.6. Exploring Digital Skills Training for Educators (EdTech 101 online course)

The EdTech 101 Course has been thoughtfully prepared as a complement to the face-to-face digital training. Its primary purpose is to allow educators (teachers, principals and supervisors) to continue practising the use of digital tools and platforms once they return to school. In addition to the content covered during in-person sessions, this online course provides additional

insights on how to seamlessly integrate digital technologies into teaching and learning practices.

The course is suitable for both new and experienced teachers, offering comprehensive coverage of essential topics. Participants will explore an introduction to educational technology, delve into various digital platforms, discover open educational resources (OER), and gain an understanding of digital citizenship. To fully grasp the material, participants can expect to invest approximately two weeks in completing the course. However, the flexibility of the course allows educators to take it at their own pace, anytime and anywhere that suits them. Based on their choice, teachers can also choose to focus on specific sections that interest them once they joined the course.

Join the training on Canvas with the following steps:

- **Open a Browser and Go to:** <https://canvas.instructure.com/enroll/CX4AC8>
- **Complete the Request Form:** Fill in the required information:
 - New user details (if applicable).
 - Full name.
 - Email address.
 - Agree to the terms of use.
 - If there's a Captcha form, complete it as well.
 - After submitting the form, you'll be directed to the course dashboard.
 - Here, you'll find information related to the training course.
- **Activate Your Account via Email:**
 - Check your email inbox for an activation email from Canvas.
 - Click the activation link provided in the email.
 - You'll be taken to a page where you can set your password.
- **Access the Course:**
 - Now that your account is activated, you can log in to Canvas using your email and the password you just set.
- **Mobile Access:**
 - For convenience, you can also download the Canvas Student App from the App Store or Google Play Store on your phone.
 - Use the app to attend the course on the go.

Individual task (45 minutes)

Get registered yourself on the course. Please follow the link provided to register for the course. Explore the course features, check your email, and activate your account using the activation email. Your facilitator will guide you through the registration process.

Key Ideas

Digital Content

Digital content can be a useful tool if teachers use it appropriately in improving learning outcomes among students. Digital tools might be employed in diverse ways to enhance learning experiences. One significant advantage of using digital content is its capacity to explain complex concepts in a more captivating manner. Teachers leverage interactive tools, simulations, and educational games to simplify the topic under discussion. Moreover, digital content facilitates differentiation, catering to students with varying learning styles and paces. Learners can revisit lessons and access supplementary resources online, fostering a self-directed learning environment. Additionally, digital content streamlines tasks for teachers—pre-made materials, online assessments, and grading software save valuable time, allowing personalized feedback to students.

Below are some of the factors we might consider as we select digital resources for our lesson.

- Learning outcomes: What knowledge, skills and attitudes do you want the learners to achieve? In fact, technology should not drive learning but rather the set learning outcomes.
- Age of learners: the technology tools to be used should consider learner development stage and their readiness to use it.
- Access to technology: What technology is available for use in the teaching and learning process.
- Learner centeredness: Does the technology chosen allow the learners to learn collaboratively on their own and can they be able to use it without depending on the teacher.
- Creativity and innovation: does the technology arouse creativity and innovation in the learners? Can the learners suggest other ways in which they can use the technology?
- Safety of learners: This should be a paramount importance especially when learners are expected to use online tools and resources.
- Teacher competence: How the teacher use the technology with confidence as he facilitates learning.
- Inclusiveness: technology instructional design should be accessible to all learners including those with special needs.

Images

Using visuals such as images play a crucial role in enhancing both teaching and learning. They capture students' attention, simplify complex ideas, and act as translators for abstract concepts. Thought-provoking images also stimulate discussions and critical thinking. For younger learners and those acquiring a new language, pictures bridge the gap between words and their meanings, reinforcing vocabulary acquisition. By incorporating a variety of visuals, teachers create an inclusive learning environment that fosters deeper understanding and a lifelong love of learning.

Power Points

Teachers and educators often utilize presentation tools like PowerPoint and Google Slides to create educational content for their students. These platforms allow them to save time and seamlessly incorporate various resources into their materials. Additionally, some educators choose to record their presentations using PowerPoint's recording feature, making it convenient to share with students for future reference.

Ministry of Education e-Library

Ministry of Education e-Library provides a wealth of educational content, most of them verified and approved. Access a variety of engaging formats to suit your learning style, including educational videos, audiobooks, and textbooks. Follow the below steps to access resources from MoE e-Library.

Open Educational Resources (OERs)

Open educational resources (OERs) are transforming classrooms by offering teachers a treasure of free and adaptable learning materials. These resources, which can include digital textbooks, interactive exercises, and multimedia content, empower teachers in several ways. Firstly, OERs tackle the issue of cost. By incorporating them, teachers can reduce the financial burden on students who might otherwise struggle to afford traditional textbooks. Secondly, OERs are incredibly flexible. Many come with open licenses, allowing teachers to modify and tailor them to their specific curriculum and student needs. This fosters a more personalized learning experience. Additionally, OERs can tap into the power of collaboration. Teachers can share and adapt resources developed by colleagues around the world, promoting innovation and the exchange of best practices. Ultimately, OERs empower teachers to create dynamic and

engaging lessons that cater to diverse learning styles, all while promoting a more equitable and accessible learning environment for all students.

Implication for teaching

Record your responses to the following questions as your key learning and future considerations on your handouts.

- What did you learn about digital content and how are you planning to use them in the future?
- What is your plan to use images from different sources for your teaching and learning or any other related task in your school?
- What is your plan to use slideshow presentations in your teaching and learning or any other related task in your school?
- What did you learn about MoE e-Libraries and Learn English platforms?
- What are Open Educational Resources and How are going to use them going forward?
- What is your plan to use MoE Digital Library and Learn English Platform for your teaching and learning or any other related task in your school?
- How are you going to encourage your students to access the MoE digital libraries and other OERs?
- What did you learn about Khan Academy and YouTube?
- How are you going to encourage your students to access digital content from YouTube and Khan Academy Sources?

Self-Assessment

1. What is one significant advantage of using digital content in education?

- A. It saves teachers time by automating grading.
- B. It fosters self-directed learning among students.
- C. It replaces traditional textbooks entirely.
- D. It simplifies complex ideas through interactive tools.

2. How do images enhance teaching and learning?

- A. By providing pre-made materials for teachers.
- B. By bridging the gap between words and meanings.
- C. By automating assessments.
- D. By replacing traditional textbooks.

3. Which presentation tools are commonly used by educators?

- A. Google Sheets and Excel
- B. PowerPoint and Google Slides

- C. Word and Notepad
 - D. Prezi and Keynote
4. How can teachers create a PowerPoint presentation using Google Slides on their phones?
- A. By downloading the Google Slides app and signing in with their Google account.
 - B. By using a laptop or desktop computer.
 - C. By searching for “Google Slides” in the app store.
 - D. By selecting a theme from a variety of options.
5. What does the Ministry of Education e-Library provide?
- A. Free laptops for students
 - B. Educational videos, audiobooks, and textbooks
 - C. Online assessments
 - D. Grading software

Reference Materials

Read	Importance of Using PowerPoints and Word as a Teacher
Read	The Basics of Word
Read	The Basics of PowerPoints
Watch	How to use Google Docs and Slides
Watch	Creating Quality Digital Contents
Read	Best Practice for Teaching with Digital Content
Read	How to use image effectively in your lesson
Read	Why Should I use OERs?
Watch	Impactful use of OER
Read/Watch	http://elearn.moe.gov.et
Watch	https://learn-english.moe.gov.et/
Read	How to join online course on Canvas

UNIT SIX: DIGITAL CITIZENSHIP

Introduction

In this chapter, you will discuss about safe use of technologies such as mobile phone, computers, tablet, and the internet. Specifically, you will discuss on risks in connection with internet use and safety measures.

Learning Objectives

By the end of this chapter, you will be able to:

- Explore safe and responsible behaviour in using internet and communication technologies.
- Explain the risks associated with using the internet and communication technologies.
- Contextualize e-safety rules and guidelines for their schools.

Key Topics

Session One: Internet Risks and e-Safety

Session Two: Computer and Smartphones Safety

Session One: Internet Risks and e-Safety

Activity 1.1: Exploring the concept of e-Safety. Think Pair Share (10 minutes)

What is e-Safety? With what concept or term does e-Safety connected?

e-Safety is often synonymous with online, or internet safety and it is concerned with being safe and appropriate use of technologies without compromising personal security and safety.

Activity 1.2: Unpacking Risks Associated with Internet

Group Discussion (15 minutes)

Students are often unaware of the potential danger in relation to internet and are susceptible to unsafe online behaviour. Now, in group of four to six, discuss on potential e-Safety risks. After you finish your discussion, share with your facilitator on any convenient platform for you.

Activity 1.3: Exploring e-safety risks.

Group Discussion (15 minutes)

In small groups, discuss on the following potential e-safety risks. (Each group might discuss at least on two of the risks mentioned below). Then, prepare online presentation using Google Slides or any convenient platform and present for the whole class.

1. Social Networking Risks
2. Age restrictions
3. Sharing Online profiles/Security risk
4. Publishing content
5. Uploading Photos and Videos
6. Cyberbullying
7. Copyright
8. Exposure to inappropriate online content
9. Excessive time online

Activity 1.4: Fake News

Being online exposes children to number of fake news and unverified information which put them and even others to risks of different kind.

Whole class discussion (5 minutes)

- What is fake news? what is news?
- Give examples of fake news on digital platforms?

Facilitator Notes

- *News is factual information about a recent event that is new to people and will be of interest to them.*
- *Fake news is lies and/or propaganda told for a political or commercial purpose and influence millions of people. It's often deploying through digital technology, social media, news networks to go viral and reach people very quickly.*

Activity 1.5: Fact, Opinion and Fake news

Whole class discussion (10 minutes)

- What is the difference between facts and opinion?
- Give some examples of facts, opinion and fake information on the similar topic?

- How can we help students to differentiate between facts, opinions, and fake information?

Example of Fact and Opinion

- **Fact:** Ethiopia is one of the Country in East Africa.
- **Opinion:** Ethiopia will soon become middle income Country.
- **Fact:** Abebech Gobena has provided education opportunity for many Ethiopians through her NGO.
- **Opinion:** Abebech Gobena is a well-remembered person in Ethiopian philanthropy work. **Fact:** Addis Ababa is the capital of Ethiopia.
- **Opinion:** Pollution is the main problem facing Addis Ababa.

Media Detection questions

Always encourage your students to ask themselves the following questions as they come across media contents.



Figure 17. Media detection questions

Activity 1.6: Adopting e-Safety rules for your school

Group Discussion (15 minutes)

Do you have e-safety rules at your school? In small group discuss on possible e-Safety rules for students and teachers in your school. Then, post your answers with your group name on top of it on one of interactive platforms.

Facilitator Notes: Basic e-safety rules

Social networking poses little risk if students follow basic e-safety 'rules' such as:

- keeping personal information private

- *respecting the rights and feelings of others*
- *Stick to the given assignment (importance of providing specific links)*
- *thinking about the long-term consequences of what you post online*
- *reading and adhering to the terms and conditions of use*

Session Two: Computer and Smartphone safety

Activity 2.1. Using Computer and smartphones safely (15 minutes)

Make a group of four to six members and discuss on the following issues.

1. How do you give care and protect your devices from malfunctioning and break?
2. What safety measures do you take to protect and secure your devices from an allowed users, virus and cyber-attacks?

Key Ideas

Internet Risks

The following are common internet risks that we should be aware of and also educate our students.

- | | |
|---|--|
| <ul style="list-style-type: none"> • <i>Social Networking Risks:</i> <ul style="list-style-type: none"> ▪ Social media platforms can expose users to cyberbullying, inappropriate content, and privacy breaches. ▪ Discuss how to manage privacy settings, avoid sharing personal information publicly, and recognize fake profiles. • <i>Age Restrictions:</i> <ul style="list-style-type: none"> ▪ Many online services have age restrictions to protect children from inappropriate content. ▪ Explore the importance of adhering to age limits and the risks associated with underage access. • <i>Sharing Online Profiles/Security Risk:</i> | <ul style="list-style-type: none"> ▪ Sharing personal information online can lead to identity theft, phishing attacks, and stalking. ▪ Highlight the need for cautious profile sharing and strong passwords. • <i>Publishing Content:</i> <ul style="list-style-type: none"> ▪ Posting content online (blogs, videos, etc.) can have unintended consequences. ▪ Discuss responsible content creation, copyright awareness, and avoiding harmful material. • <i>Uploading Photos and Videos:</i> <ul style="list-style-type: none"> ▪ Sharing images and videos can lead to privacy breaches or misuse. ▪ Talk about consent, geotagging, and the impact of sharing visual content. |
|---|--|

- ***Cyberbullying:***
 - Online harassment affects mental health and well-being.
 - Address strategies to prevent and respond to cyberbullying.
- ***Copyright:***
 - Using copyrighted material without permission can lead to legal issues.
 - Educate about fair use, Creative Commons licenses, and proper attribution.
- ***Exposure to Inappropriate Online Content:***
 - Children may accidentally encounter harmful or explicit material.
 - Discuss safe browsing habits and parental controls.
- ***Excessive Time Online***
 - Spending too much time online can impact physical health, sleep, and social interactions.
 - Explore healthy screen time practices and digital balance.

Safe Use of Computers and Smartphone

Maintaining clean digital devices is crucial for both the longevity of the devices and our own well-being. Let's explore some reasons why it's essential to keep your electronic equipment clean:

1. **Device Performance and Longevity:**

- Regular cleaning helps prevent dust buildup and clogged fans, which can lead to overheating and damage to internal components.
- Clean devices run more smoothly, ensuring optimal performance and extending their lifespan.

2. **Improved Appearance:**

- A clean device looks better and is more pleasant to use.
- Considering how much time we spend interacting with our devices, an improved appearance positively impacts our daily experience.

3. **Health Protection:**

- Think about all the surfaces you touch throughout the day. Now imagine transferring that to your devices—keyboards, screens, and touchpads.
- If you don't clean your devices, they can harbour bacteria and germs, posing health risks when you touch your face or hands.
- Safe use of devices helps your eye from being damage due to inappropriate use.

4. **Avoiding Constant Replacements:**

- Regular cleaning reduces wear and tear, preventing premature device failure.
- Frequent replacements are inconvenient and costly, so maintaining your devices can save you time and money.

Implication for Teaching

Record your responses to the following questions as your takeaway and future consideration on your handouts.

- What did you learn e-safety?
- What are the potential risks in using digital technologies (internet)?

- What new skills, experience, knowledge have you got?
- How would you like to apply the new skills in your subject teaching learning activities?

Self Assessment

1. What is the difference between facts and opinions?

- A. Facts are subjective statements, while opinions are objective.
- B. Facts are based on evidence and can be verified, while opinions are personal beliefs.
- C. Facts and opinions are interchangeable.
- D. Opinions are always accurate, while facts can be misleading.

2. Which of the following statements is an opinion?

- A. Ethiopia is one of the countries in East Africa.
- B. Addis Ababa is the capital of Ethiopia.”
- C. Abebech Gobena has provided education opportunities for many Ethiopians through her NGO.
- D. Ethiopia will soon become a middle-income country.

3. What risks are associated with social networking platforms?

- A. Exposure to cyberbullying and inappropriate content
- B. Increased privacy and security
- C. Enhanced communication skills
- D. Improved mental health

4. Why is it important to keep digital devices clean and in good working order?

- A. To prevent identity theft
- B. To avoid copyright infringement
- C. For the health of the device and the user
- D. To enhance internet speed

Reference Materials

Read	Smart Phone Use Safety Tips
Read	Parental Guide to Smartphone Safety
Read	How to secure your devices
Read	e-Safety Tips
Watch	Safe Online
Watch	Digital Footprint
Watch	Four Reasons to care about your digital footprint
Watch	How Fake News Spread
Watch	Fact vs Fake

Well done! You’ve made it to the end of the Module! We hope you’ve found it useful, and you’ll join us Canvas Online Digital Skills Training.

