TRAINING MANUAL

ENGLISH LANGUAGE TEACHING WORKSHOP

Presented By
Youth Exchange and Study Alumni and iEARN Pakistan

www.iearnpk.org
A RESOURCE FOR
PLANNING, ORGANIZING AND IMPLEMENTING
ENGLISH LANGUAGE TEACHING WORKSHOP

TRAINING MANUAL

YES ALUMNI PAKISTAN
YES Alumni Pakistan was conceived in the year 2004 after the first batch of YES students successfully completed their program. 27 of these young, active individuals had learnt a lot from their American experience and they were ready to make positive changes in their society by merging community services with service learning. YES Alumni Pakistan has come a long way since its inception. Today, YES - Pakistan stands as the largest YES Alumni network around the globe with more than 700 Alumni whereas the scope of the project varies from service learning, benefiting under-served communities and using technology to connect students and teachers.

English Language Teaching Workshop - Training Manual has been designed and produced with an attempt to benefit the like-minded individuals in planning, implementing and reporting this project successfully. The ideas, activity sheets and other teaching materials/work sheets/hand outs used during the workshops and enclosed in this manual were used by different volunteers who conducted multiple training sessions during the project period. Since the references are unknown to us and could not have been provided with each activity, we are using this platform to state that YES alumni Pakistan acknowledges their contribution, time and efforts.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>ONE-DAY TRAINING AGENDA</td>
<td>6</td>
</tr>
<tr>
<td>INTRODUCTION AND ICE-BREAKERS</td>
<td>7</td>
</tr>
<tr>
<td>Activity - Ice-breaker I</td>
<td>7</td>
</tr>
<tr>
<td>Activity - Ice-breaker II</td>
<td>7</td>
</tr>
<tr>
<td>Reviewing the Existing English language Teaching Practice in Schools:</td>
<td>7</td>
</tr>
<tr>
<td>… Major Teaching Methodologies:</td>
<td>8</td>
</tr>
<tr>
<td>… Group Discussions:</td>
<td>8</td>
</tr>
<tr>
<td>… The Role And Responsibilities Of Teacher:</td>
<td>9</td>
</tr>
<tr>
<td>… Polite Language for Participation in Group Discussions:</td>
<td>9</td>
</tr>
<tr>
<td>… Other Strategies:</td>
<td>10</td>
</tr>
<tr>
<td>VARIOUS TIPS FOR A SUCCESSFUL SESSION</td>
<td>11</td>
</tr>
<tr>
<td>SKILL-BASED TEACHING - AN INTRODUCTION</td>
<td>11</td>
</tr>
<tr>
<td>TEACHING LISTENING AND SPEAKING SKILLS</td>
<td>12</td>
</tr>
<tr>
<td>LEARNING THROUGH SONGS</td>
<td>14</td>
</tr>
<tr>
<td>TEACHING READING SKILLS</td>
<td>17</td>
</tr>
<tr>
<td>… Activity 1: Build Your Story:</td>
<td>17</td>
</tr>
<tr>
<td>… Activity 2: Video</td>
<td>18</td>
</tr>
<tr>
<td>… Closing the session</td>
<td>18</td>
</tr>
<tr>
<td>OPTIONAL SESSION HANDOUTS</td>
<td>19</td>
</tr>
<tr>
<td>INFORMATION ABOUT IRC RESOURCES FOR TEACHERS AND AMERICAN ENGLISH WEBSITE</td>
<td>20</td>
</tr>
<tr>
<td>TEACHING WRITING SKILLS</td>
<td>21</td>
</tr>
<tr>
<td>… Activity: Complete the story:</td>
<td>21</td>
</tr>
<tr>
<td>… Activity: Dumb Charades:</td>
<td>22</td>
</tr>
<tr>
<td>EXTENSION ACTIVITIES</td>
<td>23</td>
</tr>
<tr>
<td>LOW-COST AND NO-COST TEACHING AIDS</td>
<td>26</td>
</tr>
<tr>
<td>… Activity 1: Making use of everyday resources:</td>
<td>26</td>
</tr>
<tr>
<td>NOTES ON CLOSING DAY</td>
<td>28</td>
</tr>
<tr>
<td>PRE AND POST TRAINING DAY PROTOCOLS</td>
<td>29</td>
</tr>
<tr>
<td>RECOMMENDATIONS FOR TRAINING IMPROVISATION</td>
<td>30</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>31</td>
</tr>
<tr>
<td>ANNEXURES</td>
<td>32</td>
</tr>
<tr>
<td>ANNEX A - Reading Session Resources</td>
<td>33</td>
</tr>
<tr>
<td>… Story 1</td>
<td>33</td>
</tr>
<tr>
<td>… Story 2</td>
<td>34</td>
</tr>
<tr>
<td>ANNEX B - Low-Cost &amp; No-Cost Teaching Aids</td>
<td>35</td>
</tr>
<tr>
<td>… Low-cost Teaching Aids Illustrations</td>
<td>35</td>
</tr>
<tr>
<td>ANNEX C - Listening and Speaking Session Resources</td>
<td>36</td>
</tr>
<tr>
<td>… MASTER OF CEREMONY</td>
<td>36</td>
</tr>
<tr>
<td>… Farewell</td>
<td>36</td>
</tr>
<tr>
<td>… TIPS for Master of Ceremonies (MC)</td>
<td>37</td>
</tr>
<tr>
<td>DROP BOX LINK TO THE CONTENT AND RESOURCES:</td>
<td>42</td>
</tr>
</tbody>
</table>
English Language Teaching Workshop is an initiative from YES alumni Pakistan in order to address the needs of the modern day teachers in terms of English Language Teaching and benefit the students accordingly. This project is a one-day workshop focused to enhancing the teaching skills of the teachers with respect to teaching English language in their classrooms in various schools. The workshop focuses on topics which includes learning about different teaching methodologies in terms of teaching English in their classrooms, analyzing the challenges and opportunities faced by the teachers, and making low cost/no cost teaching aids, etc. This workshop content is delivered to them in a manner which is effective not just for the teachers in the long run but the students as well. The one-day workshop also brings together teachers from various schools under one forum and encourages them towards mutual collaboration and support.

This manual consists of various activities and exercises regarding the focused topics that can be carried out during the workshop in a logical sequence. As a result, all the like-minded individuals can follow the instructions and conduct an excellent workshop which will benefit the educators from all background including under-served areas which usually remain unfamiliar to such training programs. As a result, the teachers shall have a clear vision about their ability to improve their English language learning and teaching and use the online websites/handouts which can help them in dealing with various obstacles they usually face.

BEST OF LUCK!
## ONE-DAY TRAINING AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 – 09:30</td>
<td>Introduction and Ice breakers</td>
</tr>
<tr>
<td>09:30 - 10:00</td>
<td>Reviewing the Existing English language Teaching Practice in Schools: Challenges and Opportunities</td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>Skill Based Teaching: An Introduction</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 - 11:15</td>
<td>Teaching Listening and Speaking Skills</td>
</tr>
<tr>
<td>11:15 – 12:45</td>
<td>Teaching Reading Skills</td>
</tr>
<tr>
<td>12:45 - 13:00</td>
<td>Information about IRC Resources for Teachers and American English Website</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Lunch and Prayer Break</td>
</tr>
<tr>
<td>14:00 – 15:30</td>
<td>Teaching Writing Skills</td>
</tr>
<tr>
<td>15:30 – 16:00</td>
<td>Making Low Cost and No Cost Teaching Aids</td>
</tr>
</tbody>
</table>
This is perhaps the most important phase of the training. In order for the participants to feel comfortable and for facilitators to set the tone, it is important that introductions are made formally so everyone is aware of each other and their level of comprehension. After the introductions, proceed with a couple of ice-breaking activities. This can be done in multiple ways and the facilitators must not restrict themselves to few options only. Use the suggested ice-breakers below.

**Activity - Ice-breaker I**
Ask the participants to go around the room and introduce themselves to others by sharing the three most interesting facts about themselves which will be recorded by the other fellows and in return, record the same about your partner. Once completed, the participant will introduce their partner by sharing the interesting facts out-loud with the rest of the participants and inquire about them, if needed.

Debrief: Ask the participants how they are feeling in comparison to the moment they walked in. Remind them that this activity can be easily applicable in their classrooms with different questions which will highlight the nature of the students and enable the teachers to attend to them in a better manner.

**Activity - Ice-breaker II**
Ask the participants to make a circle. Each person will move one step ahead to say their name, city and what they like to do. While mentioning what they like to do, they must support it with the relevant action as well. For instance, "My name is John, I am from Kansas and I love to play soccer (while saying the latter part, John will support this sentence with a kick)". Once done, all the participants say "HI JOHN". Go on to the next person and continue.

Debrief: This is a great activity to remember names and identify likes/dislikes of the participants. As a facilitator, it is your job to address the participants with their names which goes the same for the teacher-student relation. This personalizes the relation among them and encourages excellent learning.
Challenges and Opportunities:
This session is aimed to identify the differences between old and new paradigm teaching practices. The nature of this session is purely a discussion among the participants. The facilitator plays a role to keep the discussion relevant to the topic and encourage all the participants to chip in with their views about what makes a teaching practice a 'good' or 'bad' one.

Identifying Stages of Various Learning settings:

1. High School
2. College

The focus of the discussion will be to acknowledge the different levels of students at each learning model and stage where their needs and comprehension is different. For instances, students sitting in a classroom at a school comes each day with a mindset that is different in comparison to a similar aged student in a non-formal setting (workshop, playground, club, etc). Hence, this may emerge as a challenge for some teachers but capitalizing upon this and converting it into an opportunity is an art.

Major Teaching Methodologies:
The major teaching methodologies are designed to benefit the participants and the students in a creative manner. In addition, the focus of the participants should be to educate the students in the best possible way using any of the following methods:

1. Lecture-Explaining
2. Group Discussion
3. Brainstorming and Buzz Groups
4. Resource Person
5. Case Study
6. Educational field trips

Group Discussions:
Group discussion is quite a common experience for all of us in our personal, social, academic and professional lives. They can range from to very informal (e.g. a light hearted discussion at a party) to very formal (e.g. a meeting of the board of directors). Increasingly in higher secondary school and University settings group
discussions often take place among students. In the context of work at an office or in a school we often have to participate in different kinds of meetings.

Regardless of the context, effective participation in group discussions requires a set of skills and attitudes – for example, proficiency in the language being used, confidence, body language especially facial expressions and eye contact, good listening skills, etc.

### The Role And Responsibilities Of Teacher:

- **Before the Activity:** Before introducing group discussion as an activity, spend some time discussing the tips and guidelines for effective participation in such meetings. The tips for the discussion leader will require a separate focus. Some general tips for other participants can be explained. A special focus at this stage should be the importance of using polite language and conduct. Some of the basic Dos and Don’ts of effective participation in meetings can be shared with students.

- **Create a list of topics and scenarios for the group discussion.** The scenario should be interesting and familiar for the students. Some examples might be: a staff meeting in a school; a student committee planning for farewell party, or a debate competition; a neighborhood committee discussing preventive measures for increasing incidents of robbery, a school management committee (the principal along with vice principal and some senior teachers) discussing the increasing vandalism and discipline problems in the school.

- **Group Formation:** In the classroom form a group of 5 to 6 students. Assign them their roles – e.g. the chairperson or discussion leader, the principal, etc. Give the time limit for the activity – 15 to 20 minutes would be adequate.

- **Role of Other Students:** Other students in the classroom can observe and follow the discussion attentively. At the end of the discussion, students can share their opinion on the effectiveness of the meeting as a whole, and the participation of different members specifically.

- **Conclusion and Feedback:** The teacher now sums up the meeting, offering some comments of the own. Here, the need for being positive and encouraging should be kept in mind. At the same time teacher’s comments should be specific, based on close observation and analysis of the proceedings of the meeting and the contribution of different participants.

### Polite Language for Participation in Group Discussions:

The facilitator is responsible for creating a comfortable environment for the participants. He/she should maintain a demeanor deemed approachable and friendly by the participants. In this regard, it is important to be cautious of language used by the facilitator.

For instance, when taking a response by the participants, the facilitator may use phrases like, “well said”, “good point”, or “that’s an excellent idea”. Make frequent use of “thank you” when participants are voicing their responses.

When conducting the training, it will be natural for varying, and often times, conflicting opinions to come about. For a facilitator, this is something to be welcomed rather than discouraged. A facilitator must avoid passing judgement on whether an opinion is correct or incorrect. If a discussion is moving towards aggression, the facilitator must intervene and bring the conversation back on track. In such cases, using phrases like “it’s beautiful that we all have different perspectives. Let’s come back to the topic..”.
In cases when the conversation is taking an opposite turn, the facilitator may begin to ask leading questions. This would enable the facilitator to make participants make the point that he/she is trying to make. Remember, a facilitator only “facilitates” the correct learnings to come about and never says them out explicitly.

**Other Strategies:**
Other strategies include supervised studies, role plays, jigsaws, debate and cooperative learning. Your task as a facilitator is to encourage the participant teachers to use multiple strategies in their teaching process. This will help them in deliverance of their knowledge in an effective manner which makes their job much easier.

Often times, the teachers are unsure about which teaching method to select and how will it impact the outcomes. This reluctance is natural as the teachers have responsibilities and duties from their respective institutions to fulfill and the margin for error is minimum. Hence, our YES alumni recommend the below factors which can be considered beforehand to avoid getting into unfavorable situations.

**A. The intended purpose:**
As a teacher, your purpose and objective of the class for the duration must be clear and attainable. It is encouraged to evaluate your struggle constantly by enlisting SMART goals. This will help the participants to stay on track for a longer period of time, relate their activities with the outcome and help their students in the learning process as well. To have a well-defined purpose and goal is the key towards success.

**B. Size of the group:**
The selection of the 'suitable' strategy also depends upon the number of students to be addressed. Small or larger groups have their own requirements and need to be considered as it deems fit. Please use the resources available in print and on the web accordingly.

**C. Learner’s preference for learning:**
In a traditional classroom setting, the teacher's behavior has primarily been dominant. This dominant personality has isolated the students and their ability to question the teacher, even when the teacher is wrong at times. The participants of the training are discouraged from this practice and remain open to the fact that the students may come up with an input that is not just helpful for the class, but the participating teacher in itself. The learning curve must remain alive.

**Assisting the teachers in the teaching process:**
Below are optional material which are helpful for a teacher in a classroom and would help the teacher to teach in a better manner considering the strategies and resources available:

1. Handouts
2. Props
3. Pictures/Videos
4. Audio
5. Computer based stimulation
6. Models
VARIOUS TIPS FOR A SUCCESSFUL SESSION

1. Focus on encouraging the students to use graphics in their classrooms. Pictures say a thousand rooms and it would be a good practice to highlight the learning through graphics which is usually the point of interest for students.

2. Try to use more hands-on learning and project based activities which will help in remaining relevant to the task.

3. Keep the learning as competitive as possible and encourage coordination among the students.

4. Include skills training in time, homework, and classroom management in your practices as a teacher.

5. In order to keep the attention span of the students intact, try moving around in the classroom as you teach. This is a helpful practice.

6. Allow the students to move around in the classroom if needed which will engage the students in a fun manner and remain interested.

SKILL-BASED TEACHING - AN INTRODUCTION

Before you get started, you must have an idea of what you want to teach: your teaching objectives, core content to cover, perhaps even the teaching strategy you want to use. The content of your teaching will need to fit within the process of a teaching session, regardless of the teaching strategy you decide to employ. This session will help the participants gain an overview of the process considerations you should make.

Skill-based teaching enables the teachers to highlight the most important methods to address the needs of their students in a systematic manner. While conducting this session to the participating teachers, please make sure that you encourage the teachers to engage in a meaningful discussion on the topic. This will highlight the key features and elements which are important to the teachers. Your role in this process must be as a facilitator. In other words, guide the discussion but not overpower it. Allow the teachers to use the opportunity to deliberate over this for nearly 30 minutes.
This session will engage in the participants in a series of activities to practice the Listening and Speaking abilities which can be implemented in their classrooms with the students as well. By the end of the session, the participants will be able to:

- Learn about various resources used to enhance the Listening and Speaking abilities of the students.
- Learn about the important tips and techniques while addressing the Listening and Speaking skills of the students.
- Emphasize the teachers' perspectives regarding this topic and enable them to engage the students consistently in this practice.
- Teachers will be able to share their experiences which will be a stepping stone for a meaningful discussion.

**Session Duration:** 1 hour

**Resources Required:** Multimedia (with audio output/speakers), Handouts, Pens, Stationery.

**Session Flow:**

Begin the session by introducing the teachers to this session and importance of addressing the Listening and Speaking skills of the students. This could be related to the students’ ability and inability to speak in various situations and how favorable outcomes can be achieved in those situations by being well-spoken. Remind the participants that Listening and Speaking is inter-connected and in order to be a good speaker, you must be a good listener. Show a video which relates to a classroom setting where the students are least interested because of inability to speak up whereas the teacher wears the 'speaking hat' for most of the class. This leads to a hindrance and gap between the students and teachers, not to mention the objectives of the class are not achieved as well.

Remind the teachers that they are role models for their students and they should be in-charge to engage the students in this practice. In addition, try to create a comfortable atmosphere and discourage the students from mocking or making fun of the students in case they make mistakes. Some of the activities which can be implemented in this session include:

1. Place Creative Writing stickers and printouts on the walls and have the students read them aloud one by one. This will increase their confidence and fear of inability to speak in English.

2. Reading Poetry or carrying out skits/role plays. Students love to implement real-life situations and relate to them. Provide them with an opportunity to design a role-play, assign characters and perform the skit in front of the classroom. You can also arrange a debate/poetry competition in the classroom which addresses their creative aspect as well.
3. Presentations on Class Topics are the best way to keep the students engaged and interested. This is possible by assigning each student a topic from the session plan. Your input will be towards the end of the presentation in order to summarize the presentation and correct mistakes. This is usually a great learning experience and students don't have to rely on cramming.

4. Show and Tell is another interesting activity which allows you to speak English sentences in the best possible manner and encourage the students to repeat after you. Sooner or later, your class will be able to speak great English just like you.

**Debrief:** Ask the participants how they feel and how their experiences have been in this practice. Remind them that this is the time to share their concerns, learn from other teachers and their practices, which can be easily replicated in the classrooms. Ask the participants what they think about the activities and if these can easily be replicated in the classrooms. You can also ask the teachers to share any activities or practices that have worked well for them in their experience. This could be a great addition to this session and can be shared during the next workshop.

**Closing the session:** Discuss with the participants regarding their take away from the session. This would be a great time to listen to their concerns and difficulties in the classroom with respect to teaching aids. Your task is to remind them that despite the difficulties and hurdles, there are always possibilities. And as a teacher, you should always look for ways and inputs which will determine the success and improvement of the students. Ask the teachers how they felt regarding the session, what they would improve and which activities did they like the best.

*Please Refer to Annex C for other exercises.*
On Top of Spaghetti
On top of spaghetti,
All covered with cheese,
I lost my poor meatball,
When somebody sneezed.
It rolled off the table,
And onto the floor,
And then my poor meatball,
Rolled out of the door.
It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush.
The mush was as tasty
As tasty could be,
And early next summer,
It grew into a tree.
The tree was all covered,
With beautiful moss,
It grew lovely meatballs,
And tomato sauce.
So if you eat spaghetti,
All covered with cheese,
Hold on to your meatballs,
And don’t ever sneeze.
Brown Girl in the Ring

Brown girl in the ring
Tra la la la la

There's a brown girl in the ring
Tra la la la la la la

Brown girl in the ring
Tra la la la la

She looks like a sugar in a plum
Plum plum

Show me your motion
Tra la la la la

Come on show me your motion
Tra la la la la la la

Show me your motion
Tra la la la la

She looks like a sugar in a plum
Plum plum

All had water run dry
Got no way to wash my cloths
(2 times)

I remember one Saturday night
we had fried fish and Johnny-cakes
(2 times)

Beng-a-deng Sokit! Beng-a-deng
Brown Girl
In The Ring

Brown girl in the ring  Tra la la la la

There’s a brown girl in the ring  Tra la la la la la la
Brown girl in the ring  Tra la la la la
She looks like a sugar in a plum  Plum plum
Show me your motion  Tra la la la la la la
Come on show me your motion  Tra la la la la la la la
Show me your motion  Tra la la la la la
She looks like a sugar in a plum  Plum plum
All had water run dry  Got no way to wash my cloths (2 times)
I remember one Saturday night  we had fried fish and Johnny-cakes (2 times)

Beng-a-deng Sokit! Beng-a-deng

Brown girl in the ring  Tra la la la la
There’s a brown girl in the ring  Tra la la la la la la
Brown girl in the ring  Tra la la la la la
She looks like a sugar in a plum  Plum plum

Let's develop a new song by only changing the lyrics of the song and keeping the same melody.
This activity will engage participants in collaborative learning while probing them to think out of the box. Towards the end of this session, participants will be able to:

- Realize the integration of reading in everyday lives
- Learn of creative methodologies to promote reading in the classroom environment
- Identify ways of promoting creative thinking in the classroom through a newer approach to reading.

**Session Duration:** 1.5 hours

**Resources Required:**
- Multimedia (with audio output)
- Handouts
- Pens

**Session Flow:**

Begin by showing pictures of famous children’s story books to the participants. Make sure that three to four different book covers are used for one story and the title is not written on the cover. Show participants the images, one-by-one and ask them what they think the story is about. Reveal the story title after the last image.

Debrief. Ask participants how they were able to come with the responses they provided. Inquire whether this was a good way to grab their attention. Highlight that instead of jumping right into the story, showing them the book covers stirred their imagination and got them excited way before starting to read. Probe whether the participants can apply this to their classrooms. Encourage them to do so. Spend about 10 minutes in doing this.

Once this quick exercise is done, the tone for what is to come next is set. Participants will be energized, alert and thinking by this time.

**Activity 1: Build Your Story:**

Taking forward the alert mindedness of participants, move towards the activity. Divide participants into group
of 4. Hand out two different story excerpts (refer to Annex A) to the groups. Ask them to fill in the blanks to develop an exciting story line.

Spend 5 minutes to explain the activity and provide instructions. Then allow 10-15 minutes for the group work to be done. Spend 15 minutes to have one representative from each group come to the front and read out the complete story.

Debrief. Identify and highlight that each story was different. Why? Because participants were compelled to use their imaginations. Creative outcomes come about when imagination is given freedom. Spend 5 minutes on this.

**Activity 2: Video**
Show a 10 minute video to participants that highlights different methodologies of promotion reading. Find the video titled “Powerful Method for Teaching Reading to Classroom of Students”.

After showing the video debrief. Ask participants which of the activities shown in the video are applicable in the classrooms. Allow 10 minutes to have this discussion. Invite a participant to role play one of these activities with the participants. Spend 10 minutes doing so.

**Closing the session**
In 5 minutes, recap what was done in the session. Reinforce by making the participants accept that the activities done can be applied to their classrooms. Thank the participants and close the session.
When conducting reading exercises with your students, make sure, you:

1. **Process and decode:**

   Pause and read. Stop after each small section of reading and have a little discussion with your students. Have an interactive thought processing exercise where both you and your students interpret what is going on in the story. Ask them questions like: “what do you think will happen next?” or “why do you think this happened?” Such exercise will help in better understanding of what is being read.

2. **Action:**

   While reading, keep doing something to aid understanding, locking information and ensuring long-term use of the new information. For example, along the way, make a vocabulary list by writing new/difficult words on the board. Or, have the students highlight and underline important text.

3. **Assessing reading skills**

   1. Assess different kinds of reading criteria:
      a. graded word lists for word recognition
      b. phonics: reading by sounds
      c. oral dictation of vocabulary list
      d. fluency and accuracy of oral and silent reading
      e. a structured writing sample
      f. looking at several graded comprehension exercises

   Interpret student responses in comparison to benchmarks of linguistic skills appropriate for age and grade. Use information for instructional planning and classroom grouping. Use several kinds of assessment to measure
Information Resource Center (IRC) for Teachers is a platform provided via elibrary USA which gives them access to thousands of resources relevant to English Language teaching. This privilege is provided to the teachers in Pakistan through U.S Consulate General Peshawar. The participants of the program will need to fill a Membership Form (refer to Annexes) and send it back on the given mailing address which will be processed. Once completed, the teachers will receive notifications with their username and password to login to the forums and access the resources free of cost.

Similar resources could also be found on www.americanenglish.state.gov which is a wonderful website for learners and teachers of English language of all ages and levels to access resources and content free of cost. This website provides a platform for teachers and students to connect and address their targeted skills through various kinds of content and resources. This website also offers an opportunity to learn about American culture, customs and traditions.

One of the objectives of this training program is to encourage independent learning and teaching capacity among the students and teachers. Hence, not relying upon conventional methods and course material, but improvise and produce resources that are helpful in the learning process. The teachers must feel free to use the resources from any web-based platform and improve their teaching abilities.
This session will engage the participants to identify ways and methods which are key to addressing the writing needs of the students. The teachers will be introduced to activities and material which has been designed carefully to encourage activity-based teaching in the classroom and improve the writing abilities of the participants. By the end of the session, the participants will be able to:

- Identify ways and methods incremental in the process of improving the writing abilities of the students.
- Encourage the participant teachers to think out of the box and introduce activities in the classrooms that are helpful in engaging the students.
- Remind the students about independent learning and use web-based resources and other low-cost, no cost material (to be addressed later in the manual) to improve the English writing abilities of the students.

**Session Duration:** 1.5 hours

**Resources Required:**

- Multimedia
- Handouts
- Pens

**Session Flow:**

Begin the session by giving the participants a noun, pronoun or adjective to think about and describe in 25 words or less to a person who has never heard of it before. The activity may or may not be timed, but either way, the participants will identify their creativity and try to introduce it the best way possible. This activity encourages the participants to identify creative ways to share their thoughts and practice writing.

Debrief: Ask participants how they were able to come up with the responses they provided. Inquire whether this was a good way to grab their attention. Highlight that sharing their writing pieces with fellow participants allowed them to use their imagination and learn more creative perspectives. Probe whether the participants can apply this to their classrooms. Encourage them to do so. Spend about 10 minutes in doing this.

**Activity - Complete the story:**

As the first activity sets the tone for writing, this activity allows the participants to complete a story. While this may be a simple sentence completion, different readers and writers have different understandings of the context provided in the passage.
Spend 5 minutes to explain the activity and provide instructions. Then allow 10-15 minutes for the group work to be done. Spend 15 minutes to have one representative from each group to come to the front and read out the complete story.

Once completed, ask participants to share their work with fellow participants in order to encourage exchange of ideas and produce excellent outcomes. This practice will help the participants gain a better understanding of the activity and, when implementing in their classrooms, can have a better command beforehand.

Debrief: Reflect upon the activity with the participants and seek their learning. What skills were addressed? What was the key moment? What was easy and difficult? How will the students respond to this activity? Please leave this section open to participants to share their thoughts as they interact directly with the students in the classrooms and could have better perspectives.

**Activity - Charades:**
This activity is a merge of addressing writing, reading and listening skills. Have the participants write verbs, nouns, pronouns, or adjectives (open to ideas) on a sticky note and hand over to the facilitator. Once done, the facilitator will hand-pick a slip and ask one of the participants to come in front of the class to communicate the word to them without speaking up. The presenter may use the white board to draw indirect hints, but never refer to it directly.

Spend 5 minutes to explain the activity and provide instructions. Then allow 15-20 minutes for the activity to be completed. Spend 10 minutes to have one representative from each group to come in front and read out the complete story.

**Debrief.** This activity allows the students and the facilitators to engage in a productive way to practice their writing skills initially as well as speak/discuss various actions and attributes that are relevant to the topic. The facilitators remain in an excellent position to evaluate the activity and must feel free to improvise accordingly when needed.
Extension Activity I - News casting:

**Skills:** listening, comprehension, speaking, writing, reading.

**Time:** 1 hr 30 minutes.

**Material required:**
- Audio/video of news.
- Transcript of the same news.

**Level:** lower intermediate (adaptable)

**Objectives:** By the end of the lesson, students will be able to:
- Listen to a news clip and read the news trying to imitate as closely as possible the delivery style of the news caster.
- Observe and pay attention to different stress and intonation patterns and effective use of body language.

**Procedure:**

**Warm up:**

The teacher will elicit students’ responses to questions like: (7/10 minutes)
- How many of you like to listen to news in English?
- How many of you want to be an English news caster?
- What are the important things that a news caster should take care of (bring the discussion to the importance of stress and intonation.)

**Activity:**

**Duration:** (35 minutes)
• Tell the students that they are going to cast the news like news casters.
• Distribute the handouts of the transcripts to the students.
• Play the audio/video clip and ask the students to listen and follow the stress and intonation patterns carefully.
• Play the audio/video clip once again and ask students to listen while reading the transcript.
• Ask the students to practice casting the news for 5-10 minutes in pairs/groups.
• Tell the students to cast the news one by one using the transcript in their respective pairs/groups. You can also make them cast, one by one, in front of the whole.
• Facilitate and monitor the whole activity by going to each group. Make sure that the students follow the stress and intonation patterns and also appropriate body language.

**Extension Activity II - Group Work:**

**Duration:** (40 minutes)

Ask students to prepare a news bulletin including news related to their surrounding like; school, Access program, neighborhood, vicinity etc. Other news about sports, politics and the society in general can be included too. Encourage them to make the news interesting. Remind them about the importance of the stress and intonation patterns.

**Ext. Activity 2:** (group work)

**Duration:** (30 minutes)

Show muted video clips of different news where some action is being performed for example video clip of flood, earthquake or an animal causing chaos in a market. Ask students to prepare news on the videos clips and read it to the whole class.
Hello, I am ________. We’ll look at the main stories. We’re following on ________ today. Egyptians are heading to the polls to choose a new president in the first democratic presidential elections in the country’s history. There are a total of 13 candidates standing. Security is tight and the army has been deployed in case of trouble.

In Argentina, police have discovered a bomb hidden in a theater where Columbia’s former president was due to speak. The officials say that the device was scheduled to go off as Álvaro Uribe attended reception in Buenos Aires on Wednesday. The bomb was discovered by an employee of the theatre.

The financial services group Morgan Stanley is being investigated over claims that it gave some negative information to some investors before the facebook IPL last week. The firm is accused of telling some of his clients that the revenue estimates for the so so network had been cut. Morgan Stanley has rejected the allegation saying it followed all the proper procedure. Facebook stock was down further on Tuesday 9% of $31.

High level talks on Iran’s nuclear program will begin in Baghdad within a few hours. Iran’s nuclear negotiator Saeed Jaleeli has already met with Iraq’s president ahead of that meeting. The talk will focus on trying to persuade Iraq to stop enriching uranium. Iran says its nuclear program is for peaceful purposes, other countries accuse it of trying to make nuclear weapons.

Well you can find the latest on all this and much more by visiting Aljazeera.com.
This session is aimed towards fostering creativity among participants. It is also enable them to make the best use of the resources at hand for creating low cost to no cost teaching aids. Towards the end of this session, participants will be able to:

- Appreciate the importance of using teaching aids in order to make learning more memorable and exciting
- Think how to creatively use limited resources to make engaging teaching aids
- Understand the importance of using teaching aids to make the classroom environment more memorable and productive

**Session Duration:** 1.5 hours

**Resources Required:**

- Multimedia
- Handouts
- Color chart papers
- Scissors
- Markers

**Session Flow:**

Begin your session by probing participants’ perspective on teaching aids. Ask questions like how many use teaching aids in their classrooms? What subjects, in their opinion, require the most use of teaching aids? How readily are teaching aids available in their schools? Be prepared to receive answers that highlight lack of resources, high costs associated with obtaining teaching aids, and that only limited subjects require aids to be used.

Once the tone has been set, provide a brief about teaching aids. Differentiate between audio and visual aids by involving participants to respond. After this, tell participants that they will now be engaged in an activity. The aim for participants will be to bring their own twist to a teaching aid by using every day available resources.

**Activity 1: Making use of everyday resources:**
Divide participants in groups of four. Show them pictures of the “Letter Fan” on the multimedia. At this time
the co-facilitator will distribute one chart paper, one scissor and two markers to each group.

Instruct the groups that they have to recreate the Letter Fan (Annex B). Bring in an element of competition and tell them that the group that is able to make the most words through the letters in their Letter Fan wins. The Letter Fan will have 9 wings, with each wing bearing a letter. Letters cannot be repeated.

A twist to this activity will be to ask participants to find a way to secure the wings in place as they will not be provided with an object to do that.

Spend 5 minutes to explain the activity and provide instructions. Then allow 20-25 minutes for the group work to be done. Spend 15 minutes to have one representative from each group to come in front and read the list of letters aloud.

**Debrief.** Ask participants how they went about the activity. How did they determine which letters to use? How difficult was it to identify what can be used to secure the wings in place? Finally, ask whether the Letter Fan can be used in classes other than an English Language class? During debrief, the facilitator will highlight how easy it is to create low cost teaching aids such as the Letter Fan. All that is required is a little out-of-the-box thinking and a willingness to create something out of limited resources.
Closing one-day training would entail spending adequate time on debriefing. A facilitator should dedicate 30 minutes to this exercise. The aim is for the participants to speak out as much as possible. The facilitator would encourage the participants to speak up on the following:

- What were the key learnings from the day?
- What did they enjoy the most?
- Do they think what they learnt is applicable in their school environments?
- How can they apply what they learnt today to their classrooms?
- Anything they felt was out of place?
- Any other thoughts they would like to share.

The facilitator must connect responses to the learning takeaways from the day. He/she should encourage participants to apply what they learnt in their schools. The facilitator may also provide participants with contact information in case need be.

Finally, close the session by thanking the participants for being a wonderful audience. Highlight positive aspects of the participants. Wish them all the best and close.
It is important to ensure that all required material is assembled well before the training day. One day before the training, make sure that material packs are made according to each session. All handouts, stationery items and PowerPoints are put in order. It is important to ensure that PowerPoint presentations are saved in more than one device. Handouts must always be printed extra.

The training venue may also be checked for seating arrangement, multimedia, sound and décor one day in advance.

Post training protocols require for at least one follow up with the participants (depending upon the nature of the training). In any case, ensure that participant information is entered into a database and shared with the relevant authority.
Every facilitator is different and brings a unique flavor to training delivery. It is, therefore, highly encouraged for a facilitator to be comfortable in his/her own skin. While this training manual outlines objectives of the sessions, along with suggested activities, facilitators may want to bring their own twist to them. The only aim is to ensure that objectives of the sessions are met fully.

Facilitators may want to improvise this training by:

- Increasing or decreasing activity time
- Tweaking activities according to the participants’ profile, training facility or other issues like unexpected power outage
- Use native language for explaining complex concepts, although English must be used extensively
- Using more or less ice-breakers or energizers
- Using less or no PowerPoint presentations
- Changing the seating arrangement as they see fit
CONCLUSION

English Language Teaching Workshop project was funded by the American Council for International Education, as a result of Youth Exchange and Study Alumni Grants Program. For more information, please visit http://www.americancouncils.org/programs/yes-program. The project was in collaboration with International Education and Resource Network Pakistan.

iEARN – International Education and Resource Network is a non-profit global community of over 35000 primary and secondary youth organizations in over 130 countries. The iEARN founded in 1988 enables young people to use the internet and other technologies to engage in collaborative projects. These projects both enhance in learning and addresses issues of global importance and have social impact. Youth Exchange and Study program, one of the largest youth exchange programs around the globe, is also administered by iEARN-Pakistan. For more information, please visit www.iearnpk.org.

YES Alumni Pakistan was conceived in the year 2004 after the first batch of YES students successfully completed their program. 27 of these young, active individuals learned a lot from their American experience and they are ready to make positive changes in their society by merging community services with service learning. With the support of Society for International Education and International Education and Resource Network (iEARN) Pakistan, YES Alumni Pakistan has come a long way since its inception. Today, YES - Pakistan stands as the largest YES Alumni network around the globe with more than 700 Alumni whereas the scope of the project varies from service learning, benefiting under-served communities and using technology to connect students and teachers.

The visionaries, trainers and contributors of this manual were all YES alumni Pakistan and the credit goes to them for their efforts. Please follow our projects and activities on Facebook (https://www.facebook.com/sie.iearn?fref=ts) and Twitter at @yespkalumni.
ANNEXURES
Story 1
Read this story. See if you can work out which words are the missing words.

There were two students who went to Mardan ____________. One student was _______ Rahima who was _______ Karachi in Pakistan. She came ______ live in Mardan ______ of the crime rate in Karachi. She has four _______ who are all _______ than her. Rahima enjoys _______ her lessons at school and is_________ good at running. Rahima is twelve _______ old and comes to school _______ bus.

The second student’s _______ is Taha who is _______ twelve years old. Taha is from _______, the capital city of Balochistan, and _______ to live in Mardan last year. _______ lives with his brothers, sister and mother, but _______ father lives in Islamabad. Next year Taha’s father is _______ to visit him and his family. He likes school very _______ but doesn’t _______ drawing very much because he finds it hard.

Both these students are in Year 8 and like ___________ computers. Both like talking very much and sometimes ___________ in class.
Today I got up at _______________ (number)o’ clock. I put on my favorite ____________ (colour) ________________ (an article of clothing). I ate __________________ (plural noun) and ______________ (plural noun) for breakfast. Before I left my house, I watched a little _________ (TV show) on TV. On my way to ______________ (place), I ran into ______________ (name of a person). We ____________ (-ed verb) for a while, and then we decided to go to ______________ (name of a restaurant). At the restaurant, I ordered ______________ (plural noun) and my companion ordered ____________ (noun). When we were finished, we decided to go to ______________ (name of a city) and ____________ (a fun pastime). When we were there, we saw ____________ (a famous landmark) and ______________ (another famous landmark). Then we decided it was time to go home. I couldn’t believe how much the train ticket cost. When we got back to the train station, I went home in my ______________ (type of car). I went to my ______________ (noun) and called my friend ______________ (noun) on the telephone. My friend was _______________ when I told him about my wonderful day.
ANNEX B - Low-Cost & No-Cost Teaching Aids

Low-cost Teaching Aids Illustrations

[Images of various low-cost teaching aids]
MASTER OF CEREMONY
Access Alumni formation is just round the corner and our main aim is to empower Access students so that they come forward and take the show. One such participation would be in the shape of MC (Master of ceremony) Since Module V is all about synthesis and consolidating, therefore focus will be on the activities which will help the students in real life.

You as Access teachers would encourage and polish students by giving them handy tips of how to be MC. As for topics, design an agenda for students so that they can practice it in class. Some of the topics are given below: (you can improvise and change the topic)

1. An inter school/center exhibition.
2. Farewell
3. Sports day
4. Annual Result
5. Eid Milad un Nabi

Farewell

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Activity</th>
<th>Presenter</th>
<th>Timings</th>
<th>Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recitation</td>
<td>M.Ayub</td>
<td>6:00 pm to 6:05 pm</td>
<td>Auditorium</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to the program</td>
<td>Ayesha Ali</td>
<td>6:05 pm to 6:10 pm</td>
<td>Auditorium</td>
</tr>
<tr>
<td>3</td>
<td>Welcome note</td>
<td>Principal</td>
<td>6:10 pm to 6:20 pm</td>
<td>Auditorium</td>
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TIPS for Master of Ceremonies (MC)

- The role of the MC is to facilitate the program. People in the end should say “What a great show it was” rather than, “What a great MC he/she was!”
- The MC should introduce him/herself briefly and precisely.
- Have a written script for facility but don’t follow it by heart.
- Be able to play with words and should be able to juggle when eleventh hour announcements are to be made.
- Making eye contact with the audience is highly essential.
- Use a clear, audible and lively voice.
- Have a positive body language and a smiling face.
- Adding humor and pun serves as an extra element on MC’s part.
- Keep your “talk” as short as possible.
- Say a few lines about just conducted session while announcing the next session.
- Keep a close watch on the timing.
- Even if you fumble a bit, don’t panic. Remain looking calm and confident.
- When you notice the audience is not too attentive, he/she should be able to energize the audience through an energizer.
1. Match the following words with the relevant pictures:

- Meat ball (a small ball of ground meat especially beef)

- Sneeze (to emit air or breath suddenly, forcibly and audibly through the nose and mouth)

- Bush (a low plant with many branches that arise from or near the ground)

- Mush (meal, especially corn meal, boiled in water or milk until it forms a stick, soft mass)

- Moss (any tiny, leafy-stemmed, flowerless plant, growing on moist ground, tree trunks, rocks)
2. Fill in the blanks with the relevant words as you listen the song:

Cheese, moss, meatball, sneeze, floor, meatball, garden, bush, meatball, mush, tasty, summer, tree, table, covered, meatballs, door, sauce, spaghetti, cheese, meatballs, sneeze, spaghetti.

1. On top of __________, all covered with ____________, I lost my poor __________, When somebody ____________.

2. It rolled off the __________, and onto the ____________, and then my poor ____________, rolled out of the ____________.

3. It rolled in the __________, and under a ____________, and then my poor ____________, was nothing but ____________.

4. The mush was as ____________ as tasty could be, and early next ____________, it grew into a ____________.

5. The tree was all ____________, with beautiful ____________, it grew lovely ____________, and tomato ____________.

6. So if you eat ____________, all covered with ____________.

7. Hold on to your ____________, and don’t ever ____________.

Retell the whole story of the song in your own words.

• Is there any message in the song?
1. What’s your favorite fruit?

2. What do you often take in breakfast?

3. Have you ever eaten or heard the following?

   a. **Johnny cakes (also pan cakes):** A thin flat cake fried on both sides, can be filled in with sweet mixture.

   b. **Plum:** A dark color fruit having round or oval shape consists an oblong shape seed.
4. Let’s try to come up with this song by completing all the blanks:

Saturday, fried, Johnny-cakes, brown, ring, Plum, brown, motion, brown, motion, dry, clothes, beng-a-deng.

_____ Girl in the _________

There’s a _______ girl in the _________

_________ girl in the _________

She looks like a sugar in a _______

Show me your ____________

Come on show me your _______

Show me your ______________

She looks like a sugar in a ___________

All had water run _______

I remember one ____________ night

Got no way to wash my _____________

we had _____ fish and _________

Beng-a-deng Sokit! ________________
5. Let’s develop a new song by only changing the lyrics of the song and keeping the same melody.

DROP BOX LINK TO THE CONTENT AND RESOURCES:

Link: https://www.dropbox.com/sh/ucschpeahn59eym/AADt9TVbFhDU-ArmeIz3Z-d0a?oref=e&n=192057394
TOGETHER WE CREATE, COLLABORATE & EMPOWER
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