

TOT: Week II - Room 2 - Group 1

Feedback from George Mason University Academic Team about Action Plan and Workshop Training Plan		
Praise	Question	Polish & Next Steps
<p>Really nice, comprehensive action plan. There are many great ways that you plan to present content and engage the participants in learning all the topics.</p> <p>The objectives are clearly stated in the action plan. They cover the module material well.</p> <p>It's great the way you have planned to incorporate reflection throughout.</p> <p>Great workshop plan! Your use of the nine steps of instruction is effective. Continue to use the same process for designing all other workshops.</p>	<p>It's wonderful to see some many TETE resources incorporated. Great work! Do you plan to ask teachers to read some of the articles before the session or during?</p> <p>Does this selected content and the accompanying modules address needs as you know them in your region?</p> <p>Will you engage in the Plan - Teach - Reflect - Adjust process yourself as a workshop facilitator?</p>	<p>While all your assessment ideas are great, it might be beneficial to align them with the activities and the learning objectives to make sure that the most appropriate assessment methods are used.</p> <p>Find a way to collect evidence from the teachers in your region so that you will be able to see their growth of understanding as you move through the workshops (e.g., Exit Tickets, reflections, notes from videos, group charts).</p> <p>It might also be good to plan to connect with your fellow CTs and RPMs across regions to</p>

		see what they are encountering.
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Action Plan Template

Program Title: Teaching English Through English (TETE)

Teaching English through English (TETE) is an exciting ten-module professional development (PD) course designed to enhance the English used by teachers in English language classrooms. This course will focus on interactive and communicative approaches and help you learn how to build a classroom environment that encourages real communication in English. You will explore effective approaches for teaching English while enhancing your ability to use English to manage language learning activities in the classroom. By participating in this course, you will have the opportunity to share ideas with peers in a community of practice (CoP), apply course content to your teaching context, and practice using English for a variety of instructional purposes.

Schedule of sessions: every Fridays (12 weeks)

Number of sessions: TETE 10 modules, 6 Principles for exemplary teaching of English learners

Hours per session: 4 hours per session

Location of sessions: Angren State Secondary Special Boarding School

Workshop Title (Topic)	Objectives	Learning/Training Activities	Assessment
Module 0 Orientation	By the end of the module, teachers will be able to: -explain the goals and outcomes for this course. -navigate through the Teaching English Through English Google site -get to know your colleagues in an	-Name Game -Name Race -Ice Breaker -Elbow partner fist -High Five fist -Fist Bump -Small Team Work -Beautiful Circle Reading https://drive.google.com/file/d/1-db814ozOrFVViXyCwp3pzk0SLoHsa1/view?usp=sharing	Exit ticket, Writing Reflection on the most clearest and confused tasks done by the trainees

	<p>online community of practice.</p> <p>-describe what it means to be a reflective English language educator</p>		
<p>Module 1 Building routines in English</p>	<p>By the end of the module, teachers will be able to:</p> <p>-describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment.</p> <p>-apply some of the new classroom routine expressions in the classroom</p> <p>-share some of the effective instructional routines you want to use in your current classroom to increase the use of English</p>	<ul style="list-style-type: none"> - Name Game -Name Race -Ice Breaker -Elbow partner fist -warm up -SnowBall Grouping -start up -wrap up -attention grabbers -grouping - 	<p>One Minutes checklist, PMA (Plus, Minus, Aha), PQP (Praise, Question, Polish), AQA (Apply, Question, Adapt)</p>

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Workshop Title (Topic)	Objectives	Learning/Training Activities	Assessment
<p>Module2 Giving clear instructions</p>	<p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> -describe the features of good teacher talk -use several modeling strategies -write and practice speaking effective teacher talk for your lessons -reflect on how to prepare a teacher talk and share a sample teacher talk using an activity 	<ul style="list-style-type: none"> -Giving clear instructions for forming groups; -teacher talk for managing activities; -the ways giving instructions in listening activities; <p>Article1 https://drive.google.com/file/d/1ajcf33ZPpD5IaOkPP1LIMKM0AIR5jSi/view?usp=sharing;</p> <p>Article2 https://drive.google.com/file/d/1Ms1ya-18ACM-kf_r0Ixp2SedD1vXGkAp/view?usp=sharing</p> <p>Mhfuzas example on giving clear instruction on 'Crumpled paper' https://drive.google.com/file/d/1LKmtuSgcRkk_6FaUma6RSScQaoCyH Upp/view?usp=sharing</p> <p><i>Dilnoza's giving clear instruction example on 'Find someone who' activity</i></p> <p>https://www.google.com/url?q=https%3A%2F</p>	<ul style="list-style-type: none"> -Instruction check question -ICQ; -Concept check questions-CCQ; -Fist to five; -Thumbs up/down; -True/false; -Yes/No techniques of checking comprehension;

		https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fseptember_teachers_corner_week_3_final_1.pdf&sa=D&sntz=1&usg=AFQjCNHxrN4QdsAqcakDeFOERmnlQ879Tg	
<p>Module 3 Effective question and answer</p>	<p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> -understand how different types of questions are used in teacher talk -form beginner friendly questions -scaffold students' response in more comfortable and effective ways -practice basic question forms and answers with students 	<ul style="list-style-type: none"> -Open ended questions; -Information gap activities; -Find someone who Bingo; -anchor chart; -Jig-saw reading; -display questions and referential questions; <p>Article1 https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fseptember_teachers_corner_week_3_final_1.pdf&sa=D&sntz=1&usg=AFQjCNHxrN4QdsAqcakDeFOERmnlQ879Tg </p>	<ul style="list-style-type: none"> -One minute checklist; -Exit ticket; -Anonymous feedback; -survey;
<p>Module 4 Checking comprehension and providing feedback</p>	<p>By the end of the module, you will be able to:</p> <ul style="list-style-type: none"> -understand what to do after tasks or lessons to check comprehension and 	<ul style="list-style-type: none"> -Formative feedback; -thumbs up and down, -scales 1-5 and placards; -4 corner discussion; -TPS-Think, Pair, Share -Infographics <p>Article1</p>	<ul style="list-style-type: none"> -Infographics; -Peer feedback; -Exit ticket; -reflection

	<p>increase students' learning</p> <p>-use appropriate teacher talk for feedback depending on different learning goals</p> <p>-correct students' errors with different feedback strategies.</p>	<p>https://www.google.com/url?q=https%3A%2F%2Fwww.teachingenglish.org.uk%2Fblogs%2Fsandymillin%2Fsandy-millin-importance-feedback&sa=D&sntz=1&usg=AFQjCNGEPANKNnkzayl9nHpWI8enwWuZYg</p>	
<p>Module 5 Increasing classroom interaction</p>	<p>-Introduce the role of learner centered lessons, focusing on student-to-student interaction in the classroom</p> <p>-apply and analyze various interactive activities</p> <p>-share different communicative activities</p>	<p>To promote active interaction</p> <p>“Find someone who ...” bingo, “Guiding the Artist”, Turn and talk, and Think-Pair-Share, round robin, concentric circles, 4 Corners, Tic tac toes, Jigsaw, Poster jobs activities, using infographics and applying HOT questions can help increasing students’ Interaction. Besides that here are some links to use:</p> <p>Article 1: https://www.teacherprintables.net/free-printable-organizers.html, http://www.englishdaily626.com Khurshida’s sample activity: https://docs.google.com/document/d/1g2lfa8</p>	<p>Exit tickets or checklists can be used to check learners understanding of covered module; True/False activities are effective for assessing reading comprehension or checking the whole module understanding; Guiding the artist, thumbs up/thumbs down are more individual check ups; giving individual, pair or group feedback is another way of assessing and motivating learners if it is done smartly.</p>

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Action Plan Template

Workshop Title (Topic)	Objectives	Learning/Training Activities	Assessment
<p>Module 6 PTRA - Plan, Teach, Reflect, Adjust</p>	<p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> -plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in the classroom -be familiar with writing good objectives -develop effective lesson planning focusing on the usage of communicative interaction in English language -practice effective lesson planning following the structure of: warm up, presentation, practice, application, and wrap up -activating reflective teaching 	<p>Find someone who, Snowballs, Broken telephone, Name race, Name story; Taggard's Modes of Reflection</p> <p>Here are some links for more information:</p> <p>Article 1: https://drive.google.com/file/d/1utrDM7Ma6FfVNzeC1qWynWDyToI4zmxm/view?usp=sharing PTRA: P0lan, Teach, Reflect, Adjust by Woomee Kim;</p> <p>Article 2: https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F07-45-2-b.pdf&sa=D&sntz=1&usq=AFQjCNFKI9Ogy_x6qgxl_nEn0iR2sfyMzkg Developing Dynamic Units for EFL by Joan Kang Shin</p> <p>Khurshida's sample lesson plan link:</p>	<p>Mini lesson plans, exit tickets, group demonstrations, foldables, Reflections. Discussions PQP</p>

		https://docs.google.com/document/d/1tcFv3VHvnQ8UNoXa4SVw6MDKXVhjV5j0/edit?usp=sharing&oid=116362884840101146519&rtpof=true&sd=true	
<p>Module 7 Extending textbook activities</p>	<p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> -identify textbook activities to the age gap and adapt given materials due to multi-level class by making them meaningful to use on searching the learner needs and boost classroom interactions -Variate textbook tasks, and connect to other relevant sources in order to develop useful communicative atmosphere during the lesson/activities appropriate for your learning environment, 	<ul style="list-style-type: none"> -Infographic charts; -Modeling the lesson with the accordance of matching graphic organizers; - Jigsaw activities, -Mingling activities; - Cooperative learning activities; <p>Links for reading and designing reading materials: www.rewordify.com http://www.kidswordsmyth.net</p> <p>Articles https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F06_june_teachers_corner_adapting_materials_week_1_final.pdf&sa=D&sntz=1&usg=AFQjCNGW4b bxDMytPZHeKK3zzwF3i dbTKQ</p>	<p>Remodeling the textbook activity, Feedback to the social support assessment, Exit ticket</p>

<p>Module 8</p> <p>Creating and facilitating visually stimulating tasks</p>	<p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> -understand the importance and positive effects of making learning visually stimulating for language learners -identify visual tools that work best for your instructional context -examine how visually stimulating tasks can lead learners through the critical thinking process -discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips) -create or reconstruct a language task to become a visually stimulating task 	<p>Picture Gallery, Think Pair Share - Small group - Whole group discussion; Project based workshops, Round Robin,</p>	<p>Project work Kahoot.com Feedback Q&A</p>
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<p>Module 9 Facilitating discussions and debates</p>	<p>By the end of the module, teachers will be able to:</p> <ul style="list-style-type: none"> -reproduce the essentials of communicative language teaching through discussions and debates and how to use them in the EFL classroom -explore various cooperative learning and interactive language tasks and strategies that build language proficiency and a classroom discourse community -develop higher order thinking questions that encourage critical thinking in the classroom -design ways you plan to integrate and manage learning activities that support a communicative approach for language learning in your classroom 	<p>HOT questions, Debate Corners Hot seat activity The Sun Shines on ... Concentric Circles What will we have to talk about now? Fish Ball Philosophical Chairs (TETE) PinWheel Discussion (TETE) Socratic Seminar (TETE) Affinity Mapping (TETE) Conver Stations (TETE)</p>	<p>1 minute checklist Exit ticket Feedback Survey questions PQP AQA</p>
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<p>Module 10. Managing cooperative activities</p>	<p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"> -describe the purpose and benefits of project work and cooperative activities in the language classroom -explore various ways to develop and present project work and cooperative activities to and for all students -exchange ideas for project work and cooperative activities that work well for all learners -develop project ideas and cooperative activities that can be modified for multiple units of study using checklists, rubrics, collaborative work guidelines/expectations -reflect on ways to adapt and differentiate project work and 	<p>Numbers, Days, Months, Years ... Small Talk</p> <p>Timelines Guest speakers</p> <p>Detective Story https://drive.google.com/file/d/1SHcB3xe7lLpfbU6KlEnomkTHou2Alg0G/view</p> <p>https://www.youtube.com/watch?v=tiy1MeXzhfA</p> <p>https://docs.google.com/document/d/1k6QvlaQBsOtD9vegNurCOV2ljC-9rD1O/edit?usp=sharing&oid=108196531042710790695&rtpof=true&sd=true</p>	<p>Group Feedback Exit ticket</p> <p>PQP AQA PBLF</p>
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	cooperative activities for all learners		
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Action Plan Template

Workshop Title (Topic)	Objectives	Learning/Training Activities	Assessment
Principle 1 Know Your Learner	Teachers will be able to: collect information about their learners; Practice how to explore to collect the informations about their	Ice Breaker Name race 3 weird things about me/us https://docs.google.com/presentation/d/1GE7G5kI6XVNHlUXVYPKgY2lo8n0IkbIG/edit?usp=sharing&oid=108196531042710790695&rtpof=true&sd=true https://docs.google.com/presentation/d/1GE7G5kI6XVNHlUXVYPKgY2lo8n0IkbIG/edit?usp=sharing&oid=108196531042710790695&rtpof=true&sd=true	Group assessment Pair feedback AQA PQP
Principle 2 Create conditions for language learners	At the end of the lesson Teachers will be able -to create a positive and organised classroom where students feel happy and comfortable; -to demonstrate they have high expectations of all students; -to plan lessons that motivate students	- Ice breaker -Snowball -Line up activity -Four corner discussions -Robin round -Gallery work	Feedback giving strategies: AQA-apply, question, adapt PQP- praise, question, polish

<p>Principle 3. <i>Design high-quality language lessons</i></p>	<p>By the end of the lesson teachers will be able to:</p> <ul style="list-style-type: none"> • Prepare lessons with clear language objectives • Use oral and written English that students can understand • Create interactive lessons where students can actively practice English with interesting topics 	<p>Mini-lecture and video presentation on benefits of designing high-quality lessons.</p> <ul style="list-style-type: none"> • Principle 3 Video UZ6PTOT_6PsVideo_00_Principle3_VID_MP4 • https://youtu.be/2-CWwdrtKd4 • Experimental activities demonstrating how to design high-quality language lessons, snowball activity, think-pair-share. 	<p>In groups of 4 teachers design a high-quality language lesson and make short presentations demonstrating the best part of their lesson.</p>
<p>Principle 4. <i>Adapt lesson delivery as needed</i></p>	<p>By the end of the lesson teachers will be able to:</p> <ul style="list-style-type: none"> • Extend or narrow textbook activities according to the needs of the students • Adopt and modify lessons to the interests, ages and levels of the learners 	<p>Mini-lecture and video presentation on benefits of adapting lesson delivery as needed.</p> <ul style="list-style-type: none"> • Principle 4 Video UZ6PTOT_6PsVideo_00_Principle4_VID_MP4 • Principle 4 video: https://youtu.be/CWR5MmJv-xw <p>Experimental activities demonstrating how to adapt lesson delivery as needed.</p>	<ul style="list-style-type: none"> • 3-2-1 for self-assessment, • Response boards, • Thumbs up/Thumbs down

<p>Principle 5. Monitor and assess language development</p>	<p>Teachers will be able to give constructive prompt and specific feedback. They will know how to take notes of errors for future feedback. Teachers will be aware of different assessment tools for development of learning.</p>	<ul style="list-style-type: none"> ● Mini lecture on monitoring and assessment of language development. ● Videos, https://youtu.be/fTokuUOeuZU Response cards ● True/false, white-board, 3-2-1, four corners 	<p>Rubrics, checklists, formative assessment during the process of the lesson, connection tickets</p>
<p>Principle 6. Engage and collaborate within a community of practice.</p>	<p>Teachers will constantly reflect on their own performance and participate in professional development training taking responsibility for self-development.</p>	<ul style="list-style-type: none"> ● Mini lecture on positive outcomes of creating collaborative and community based practice in the classroom. ● Videos, https://youtu.be/xm6EHPni5dE Response cards ● Snowball activities, pair/group discussions, jigsaw, think-pair-share, role-plays, conversation mingling activity 	<p>Teacher observations During group activities, Rubrics, checklists, Student portfolios</p>