**Action Plan Template of Andijan team.**

**Program Title: Six Key Principles and Teaching English Through English (TETE)**

*Six Key Principles and Teaching English through English (TETE)* is an exciting 12-module professional development (PD) course designed to enhance the English used by teachers in English language classrooms. This course will enable teachers getting informed with 6 Key Principles in exemplary English teaching and focus on interactive and communicative approaches and help with learning how to build a classroom environment that encourages real communication in English. They will explore effective approaches for teaching English while enhancing their ability to use English to manage language learning activities in the classroom. By participating in this course, teachers will have the opportunity to share ideas with peers in a community of practice (CoP), apply course content to their teaching context, and practice using English for a variety of instructional purposes.

Schedule of sessions: every Friday for 12 weeks

Number of sessions: 12 sessions

Hours per session: 2 sessions each 2 hours – total 4 hours a day

Location of sessions: in the training center

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| 1.Introduction/ ESN Program Orientation+  TESOL 6 Principles: Principle 1: Know your learners.  Principle 2: Create conditions for language learners.  Principle 3: Design high-quality language lessons | Participant will be able to:  explain the goals and outcomes for this course,  be informed about training schedule;  - understand the importance of the Key Principles 1-2-3, (knowing their learners, creating conditions and designing high-quality language lessons);  -create related activities to Key Principles 1-2-3 | Mini lecture about the course and reflective practice  ( Here teachers will take some notes, or then do some topic related activities)  Experiential activities  “Scavenger Hunt”  “Fluency Circles with “About me”  “Find someone who…”  “True or False”  “Personal Inventory”  “ 3,2,1” activity | - 3 - 2-1 EXIT TICKET to fill out and hand in. The EXIT TICKET asks them to write down ,, 3 things I learned’’ ,, 2 things I found interesting” and ,, 1 question I still have’’  -To reflect on their teaching and create their own activity on Key Principles 1-2-3 |
| 2. Principle 4 Adapt lesson delivery as needed  Principle 5:  Monitor and Assess Student Language Development  Principle 6: Engage and Collaborate within a Community of Practice  Reflective teaching | By the end of the session, participants will be able to:  - identify all Six Principles and follow them in their classes  - analyze their teaching practice. | - Make a prediction of Best Practices of Principle 4  - Watch the video of Principle 4  - Watch videos 6Ps Principle 5 and Principle 6 and make notes of best practices  - Group work. Make a list of types of assessment you use in your lessons  - Discussion about The best assessment.  -Watch the video about 6Ps and take notes.  about reflection and reflective teaching  - Practice writing reflections using Reflection templates | to make a foldable for all Six Principles.  Write a reflection on all 6Principles  Create Activity Tracker and  a Portfolio  Exit ticket |
| 3. Building Routines in English classroom | SWBAT  Describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment.  apply some of the new classroom routine expressions in the classroom  share some of the effective instructional routines you want to use in your current classroom to increase the use of English | * Watch the videos about Start up and Wrap up daily routines and complete the chart * Experiential activities demonstrating trainees daily routines they use in their own classes like using songs, etc. * Thumbs up and thumbs down the (trainer reads statements about types of activity, trainees agree or disagree with them) | Exit ticket 3-2-1 three routines they have learned today, two routines they have applied, one question they still have – add the routines they have learned to their Activity tracker |

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| 4. Giving clear instructions | 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 | Show the video with wrong instructions.  - Discuss and analyze the video in small groups  Present ways for giving instructions:  Introduce the extract from article “The Movable Class: How to Class-Manage for More Active and Healthful Lessons”  -PP are given article on **“Common mistakes in teacher talk”** cut into pieces. PP should match the paragraphs to the suitable examples.  PP read the article **“Giving effective instructions using think aloud”** and fill in the chart 3-2-1. 3-interesting ideas | 2-minute video (this is class work task) of them giving clear instruction for organizing groups and modeling and reflecting on this practice. (While watching the video teachers have to complete the graphic organizers in order to take some notes).  Exit ticket  Pp will write 1-2 ideas on a piece of paper to the following question: Which of the suggested instructions can be adaptable to your teaching context? Why? Why not? |
| 5. Effective questioning and answering | 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 | * Begin the session with the activity: “Guess the question” * Make an elicitation on types of questions they know. * Distribute Handout 1 with the article about “Display Questions vs Referential Questions” by Hyunsun Chung , GMU * Jig saw reading and put it in order the steps of teaching questions   Explanation of question types and their role in scaffolding learners and how to form beginner friendly questions.   * State the importance of ICQs * Give models of effective ways of forming ICQs * Work in groups of three. Give each group one theme from the Textbook Teens 8 and ask them to create a Question & Answer between a teacher and a student. | Students will create questionnaire with display and referential questions for different levels in their classrooms to support learners.  Group work. Role play as student and teacher. They will try out the questions they designed turn by turn  Exit ticket. |
| 6. Checking comprehension and providing feedback | understand what to do after tasks or lessons to check comprehension and increase students’ learning  use appropriate teacher talk for feedback depending on different learning goals  correct students' errors with different feedback strategies and use monitoring in teaching | Module will introduce several different ways to provide corrective feedback depending on the learning goals.  Participant would experience giving feedback strategies in mini groups to correct errors and the ways to check comprehension.( Here teachers reflect about their strategies of giving feedback) | Group work, Gallery Walk on the following question  1. Are there any feedback strategies presented in this module which you have learned for the first time? Create a poster and describe how you would use these strategies with your learners.   * Give some cases where trainees should provide a meaningful feedback |
| 7.Increasing classroom interaction | Describe the importance of student-to-student interaction in a language classroom. (Here teachers will be explained the importance of peer work, group work, physical activities. Because they help to engage Ss to the class)  examine and use a variety of effective activities that promote meaningful interaction in a classroom  share different communicative activities that are effective for English learners | Activity types to promote different types of interactions such as T-S, S-S, S-T to  Share one idea and receive many others that Teachers can use in the classroom.  Participants will experience different types of activities such as mingle, bingo, think pair share, find someone who, jigsaw and others. | .  Apply one of the activities they learned to one of their lessons  Group practice this activity in the class  Participants may use the following template  Activity Name:  Activity Description:  This activity is effective because…  Here are some steps to help you use this activity in your classroom:  Step 1:  Step 2:  Step 3: |
| 8.PTRA- Plan, Teach, Reflect and Adjust | plan, teach, reflect, and adjust lesson plans+ to promote effective communicative language practice in their classrooms  develop an effective objectives for a lesson plan that teaches language through meaningful context and promotes communicative interaction using engaging activities  design effective lesson plans for English learners using the following steps: warm up, presentation, practice, application, and wrap up | Video presentation and sample lesson plans promoting effective communicative language practice will be presented.( Here teachers will be shown topic related video of Andijan CTs,)  (While watching the video Teachers take some notes, or fill in the chart)  Analyses of a effective lesson plan for English learners that teaches language through meaningful context and promotes communicative interaction using engaging activities.  Teachers would develop their lesson plan. | Think of an adjustment activity you would like to teach.(Provide a template for lesson plan)  Use the Six-steps of lesson planning and design a communicative lesson in detail. Consider what activities you might want to use to teach the content and promote communication in your classroom. Then reflect your activity describing it step by step.  Template will be provided.  Teachers would demonstrate their lesson plans to the class.  Exit ticket. |
| 9. Extending Textbook activities | analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions  use textbook, ancillary materials, and other relevant sources to develop an effective communicative lesson/activities appropriate for your learning environment | Teachers will be introduced the ways to adapt, extend the textbook activities by using PPT slides (PPT covers some questions, on which teachers need to answer).  -In pairs, Turn and Talk  -Display the video about Adapting Textbook activities from TETE Course  -Then participants will choose one activity, that they currently use in their school and adapt it  Experiential activities on extending and modifying the existing textbook activities | Choose one activity, that you would like to adapt from your textbook. Describe your learner characteristics and teaching context.(This is a class task)  Participant reflect the activity they have created. ( This is a home task) In their reflection teachers answer the following questions:  Which activity did you adapt and why?  Describe your suggestions for activity adaptation.  Simplify the language  Replace with a jigsaw reading  Use an information gap activity,  Gallery walk, reflect, and comment  What else? What has worked for you in the past?  Are there any new activities you have learned in this module (or learned recently) that you would like to use in this textbook adaptation task? |
| 10.Creating and Facilitating visually stimulating tasks | 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., info graphics, images, movie/video clips)  create or reconstruct a language task to become a visually stimulating task | Discuss the quote: “It has been said that 80% of what people learn is visual” Allen Klein  -Present the PPPT about the types of visually stimulating tasks(Graphic organizer, See-Think-Wonder, Video and PPPT)  -create a visually stimulating task for a textbook activity  -participants will demonstrate their visuals  - organize a Gallery Walk  - group feedback | Ask three questions:   * What was the most interesting thing I learned? * What was the most important knowledge I gained? * What question do I still have? * create a Word Wall like a graphic organizer/ a picture/a poster |
| 11.Facilitating Discussions | describe the benefits of communicative language teaching through pair works, small group works, 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  design ways you plan to integrate and manage learning activities that support a communicative approach for language learning in your classroom | Teachers would be presented ideas to promote ways for integrating discussion activities and debates in their language classroom  Teacher would read article “Critiquing Questions”-jigsaw and watch sample discussion/debate sample videos and discuss in their groups.  Teachers would experience debate on some teaching topic.  Teachers would develop discussion/debate plan in groups. | Create a question bank with 3-5 question starters you can use in a discussion or debate activity.  Teachers would try to conduct discussion in their own classes and reflect how it went  To prepare for the Microteaching |
| 12. Final session  - Microteaching  -Checking portfolios | -To make summative revision on all sessions.  -To give participants opportunity to show what they have learned during the course and apply the activities | -Brainstorm the course materials  - check Activity Trackers and Portfolios  - Microteaching  - Giving feedback in groups using PQP | Apply at least one activity from the course every lesson and organize more student-centered lessons |

In order to develop Reflective Practice of the participants after each session we would ask them to apply one thing they learned during the session in their own classes and reflect on the practice by answering the following questions.

1. Describe what you have applied this week?
2. What went well?
3. What went wrong? Why do you think it went wrong?
4. How would you change it to make it better?

They should post their answers to the Telegram group.