THE 6 PRINCIPLES
FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

Introductions

Weekly Presentations: TESOL 6 Principles

Week 1- Week 4:
Principles 1
Overview of 6 Principles
Principle 1: Know your learners

Principles 2- 3
Principle 2: Create conditions for language learning
Principle 3: Design high-quality language lessons

Principles 5- 6
Principle 5: Monitor and Assess students language development
Principle 6: Engage and Collaborate within a community of practice

Reflection Week
Principles 1-6

Weekly Presentations: Teaching English through English

Week 5- Week 7

Module 0 & 1:
Building Routines in English

Module 2:
Giving Clear Instructions
Module 3:
Effective Question and Answer

Module 4:
Checking Comprehension
and Providing Feedback

Week 8- Week 12
Module 5:
Increasing Classroom Interaction
Module 6:
PTRA – Plan, Teach, Reflect, Adjust

Module 7:
Extending Textbook Activities

Module 8:
Creating and Facilitating Visually Stimulating Tasks

Module 9:
Facilitating Discussions and Debates

Module 10:
Managing Cooperative Activities

Reflection Week

Overview of The 6 Principles for Exemplary Teaching of English Learners

Objectives

I can…

-understand the general purpose of this workshop.

- say the general notion and the concept of the 6Ps.

- prepare and deliver lessons effectively concerning to the learners interest.

- learn how to use activities for creating friendly learning atmosphere

Welcome Message

Good morning dear Colleagues,

Our team is pleased to have you with us. On behalf of all the organizers, coordinators, coaches of this project let us say Congratulations and welcome to the team!

Today, together with you we are going to start the next stage of this project, which are created an opportunity to enrich and enlarge your knowledge and skills in teaching English effectively. Together with you we are great and strong team.We believe that what a strong group of people can accomplish together is much larger, far greater, and will exceed what an individual can achieve alone.

Daily Quote

"Education is the most powerful weapon which you can use to change the world"
– Nelson Mandela

Daily Agenda

Warm up 15 minutes	Snowball: Name+Adjective
Class Rules 7 minutes	Class Rules
Preview. 10 minutes	Introduction to the workshop
Pair work 15 minutes	Experience – Scavenger Hunt
Individual/pair work 20 minutes	Overview. Think-Pair-Share
Individual work 13 minutes	Reflection. Activity Tracker Scavenger Hunt

Activity. Snowball: Name+Adjective

Use these Adjectives

100 POSITIVE ADJECTIVES

- Accurate
- Agreeable
- Affectionate
- Ambitious
- Approachable
- Articulate
- Artistic
- Attractive
- Brave
- Calm
- Cautious
- Careful
- Charming
- Cheerful
- Clean
- Comfortable
- Confident
- Clever
- Cool
- Competent

- Considerate
- Contented
- Cultured
- Decisive
- Dependable
- Dynamic
- Direct
- Discreet
- Discontented
- Delightful
- Detailed
- Dedicated
- Determined
- Dazzling
- Easy-going
- Efficient
- Enthusiastic
- Excitable
- Faithful
- Fair

- Flexible
- Friendly
- Fun
- Funny
- Generous
- Gentle
- Great
- Generous
- Hard-working
- Happy
- Helpful
- Honest
- Humorous
- Imaginative
- Intelligent
- Interesting
- Kind
- Likable
- Logical
- Loveable

- Loving
- Loyal
- Mature
- Modest
- Obedient
- Open-minded
- Optimistic
- Organized
- Passionate
- Patient
- Pleasant
- Polite
- Positive
- Powerful
- Practical
- Quiet
- Romantic
- Relaxed
- Reserved
- Respectful

- Responsive
- Rational
- Realistic
- Reasonable
- Relaxed
- Reliable
- Resourceful
- Sane
- Sensible
- Sensitive
- Sincere
- Smart
- Sociable
- Strong
- Tactful
- Thoughtful
- Trustworthy
- Unique
- Willing
- Youthful

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Topic. Overview of the 6Ps

Activity Scavenger Hunt

EFL	TESOL	exemplary	principles
community of practice	resources	learners	conditions
lesson delivery	adapt	create	design
monitor	assess	engage	collaborate

Topic. Overview of the 6Ps

Activity Scavenger Hunt

EFL	TESOL	exemplary	principles
English as a Foreign Language	Teachers of English to Speakers of Other Languages	excellent, model, very good, perfect	truths, beliefs
community of practice a group of people who do the same thing and work together to do it better	**resources** tools, materials, supports	**learners** students	**conditions** situations, environment, circumstances
lesson delivery how teachers present a lesson	**adapt** change, adjust, modify	**create** make, develop, design	**design** plan, create, make
monitor observe, watch, check	**assess** evaluate, determine, judge	**engage** participate in, join in	**collaborate** work with, cooperate with

Topic. Overview of the 6Ps
Activity. Overview: Think-Pair-Share
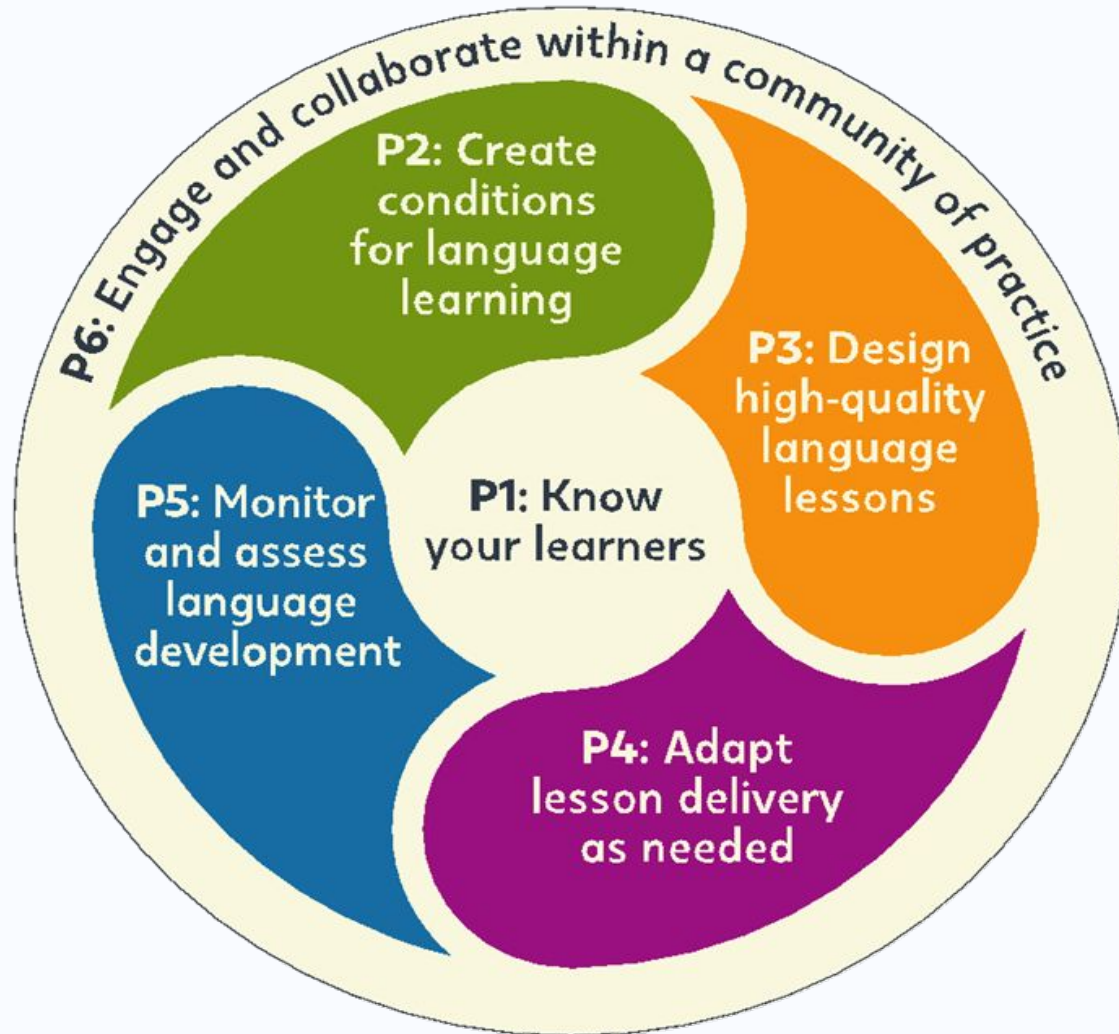
Communicative Teaching Techniques Log

Review where you can experiment with a new technique each week in your classes.

1. What worked well?
2. What can be improved?
3. How did the student's respond to the activity?

New Terms Log

Write new terms as we learn them throughout our course.

Wrap-up Reflection
Activity Tracker
Scavenger Hunt

For the wrap up at the end of the session, you can t reflect on the sample activity you have experienced by answering the questions written in the table chart

Activity Tracker:

1. *What did we do?*
2. *How did we do it?*
3. *Why did we do it?*
4. *How can I adapt this activity to use in my classroom?*

THE **6** PRINCIPLES
FOR **EXEMPLARY TEACHING**
OF **ENGLISH LEARNERS**™

Week 1
Principle 1

ACTIVITY
Stand Up / Sit Down

DIRECTIONS – Stand Up / Sit Down

1. Listen to and/or read each statement. If it is true for you, stand up. If it is not true for you, sit down.
2. Look around so you can learn new information about your colleagues.
3. EXTENSION: Ask follow-up questions to people near you.

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MODELING – Stand Up / Sit Down

1. I live in the United States.
2. I have taught English for more than 25 years.
3. I have a pet.

ACTIVITY – Stand Up / Sit Down

Stand up if you . . .

- like to visit new places.
- have a passport.
- have traveled by plane.
- have visited the United States.
- would like to travel to space.
- can stand on one foot for 10 seconds (show us!)

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ACTIVITY: MODELING
Turn and Talk / Activity Tracker

DIRECTIONS – Turn and Talk / Activity Tracker: Stand Up / Sit Down

After each activity, you will talk in your table-group about these four questions:

1. What did we do?
2. How did we do it?
3. Why did we do it?
4. How can I adapt this activity to use in my classroom?

As you discuss each activity, take notes on your **Activity Tracker**.

MODELING – Turn and Talk / Activity Tracker: Stand Up / Sit Down

The 6 Principles®
Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?
Stand Up / Sit Down				

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How We Learn English

ACTIVITY – Turn and Talk / Activity Tracker: Four Corners

The 6 Principles®
Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

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What Teachers Need to Make Effective English Lessons

What Teachers Need to Make Effective English Lessons

1. Teachers need to use many different resources.

pictures

interactions
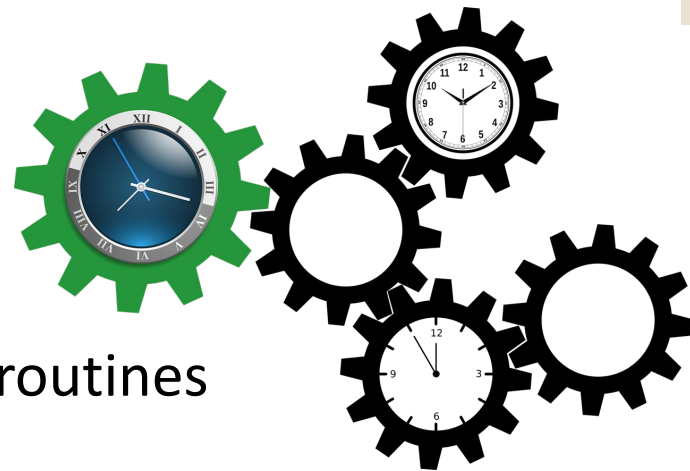
technology

routines
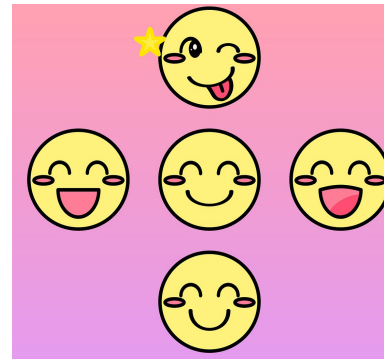
hand /face expressions

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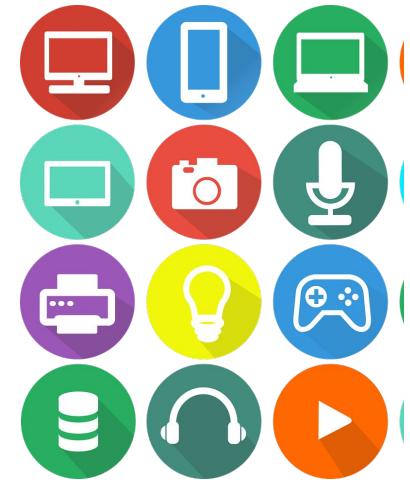
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2. Teachers need to help students use their own resources.

knowing another language

finishing a previous level

playing a musical instrument

having a friendly smile

using a bilingual dictionary

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What Teachers Need to Make Effective English Lessons

3. Teachers need to know a lot about English.
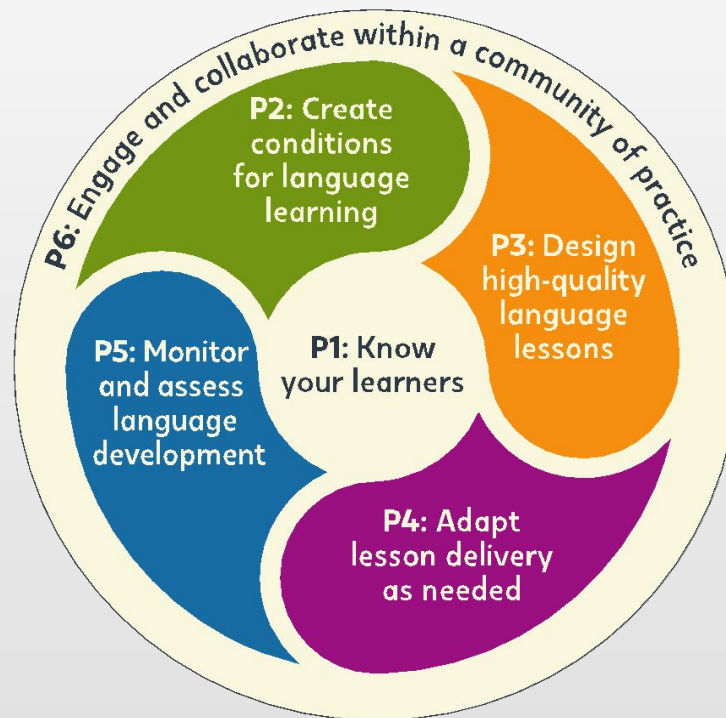
What are the most important words/phrases to learn?

What are the most useful sentence patterns to learn?

How can we combine phrases to make longer sentences?
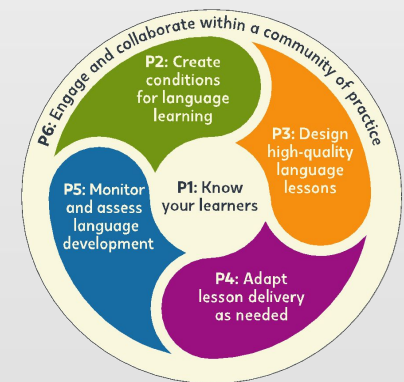
What are the formal rules of grammar?

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P6: Engage and collaborate within a community of practice

P2: Create conditions for language learning

P3: Design high-quality language lessons

P5: Monitor and assess language development

P1: Know your learners

P4: Adapt lesson delivery as needed

PRINCIPLE 1: Know Your Learners

BEST PRACTICE 1

Teachers collect information about their students.

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PRINCIPLE 1: Know Your Learners

Characteristics of Specific Age Groups

Pre-primary (Pre-K-K)
2–5 years old

Lower Primary Grades 1–3
6–8/9 years old

Upper Primary Grades 4–6
9–11 years old

Young Teenagers Grades 7–9
9–11 years old

Middle Teenagers Grades 10–11
14–17 years old

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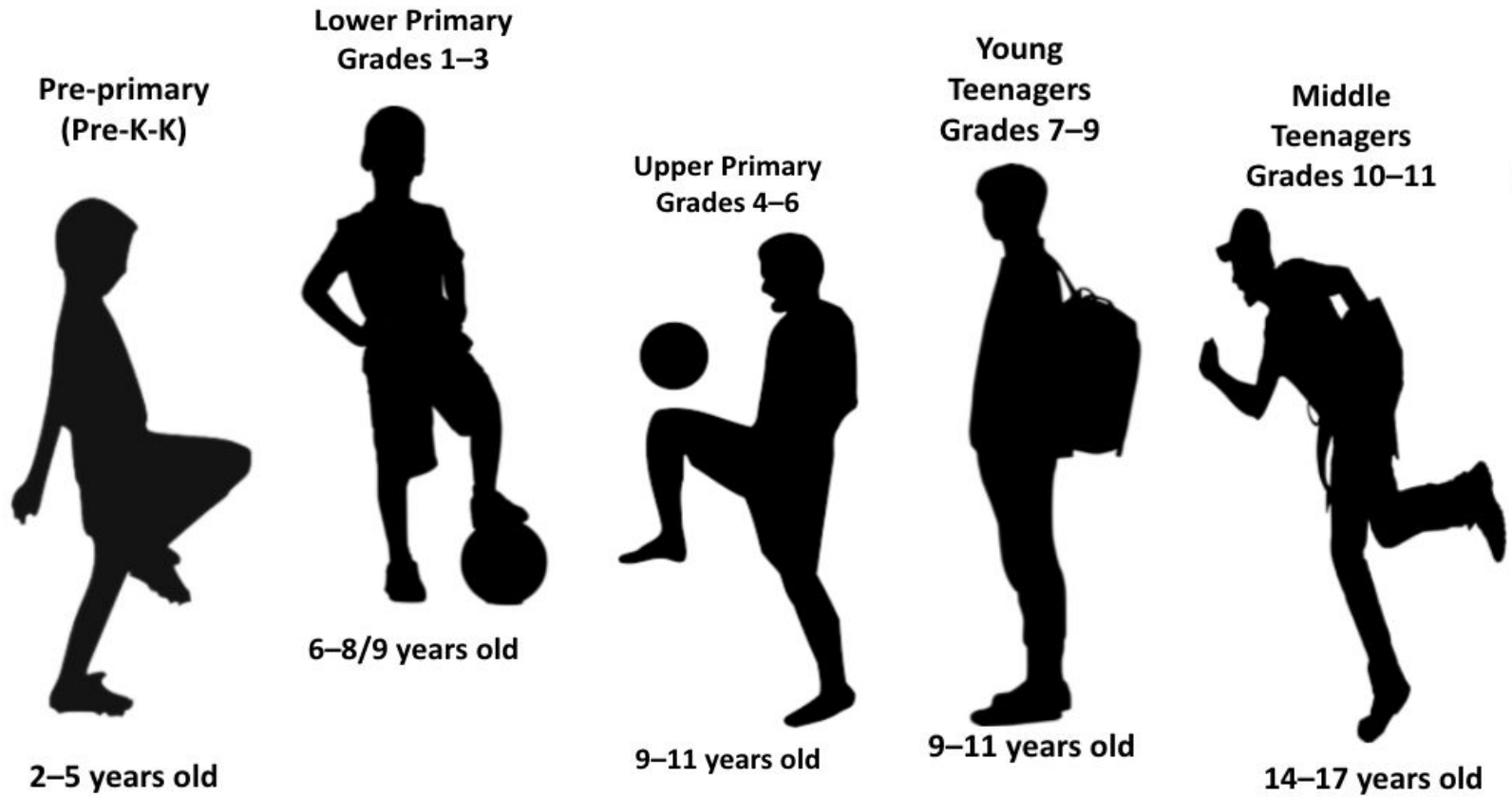
PRINCIPLE 1: Know Your Learners

What kinds of information can you collect?

- prior knowledge
- talents
- interests
- life experiences
- influences
- characteristics of specific age groups

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PRINCIPLE 1: Know Your Learners

Characteristics of Children in Different Age Groups
- Physical – body
- Cognitive – brain
- Social-emotional – experiences, expressions, and emotions

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ACTIVITY
Jigsaw Reading

DIRECTIONS – Jigsaw Reading
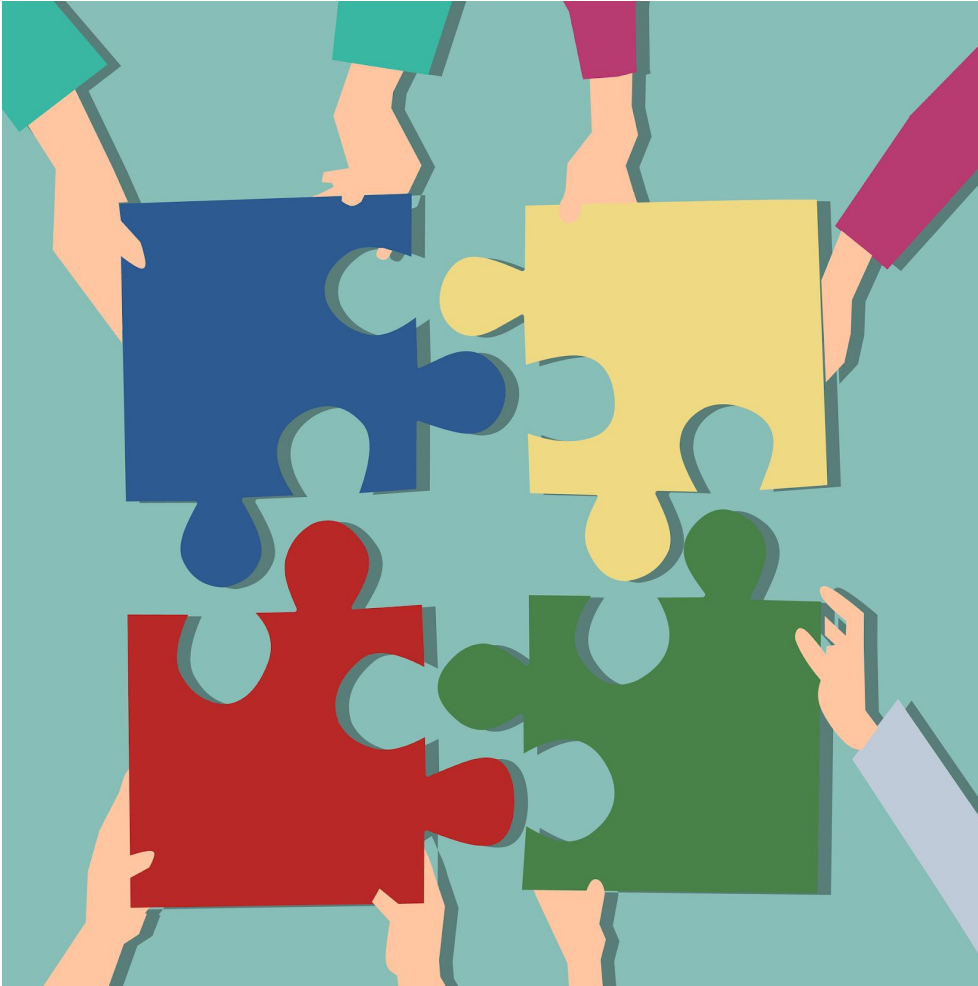
Jigsaw activities promote cooperative learning by giving students the opportunity to actively help each other understand information.

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DIRECTIONS – Jigsaw Reading

1. Count off 1, 2, 3, 4, 5 in your table groups. Remember your number for your **Numbered Heads Together** group.

2. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.

3. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.

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4. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

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MODELING – Jigsaw Reading

Model

The 6 Principles®
Jigsaw Reading

Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the "expert" of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Pre-primary (Pre-K–K)
2–5 years old

Physical
- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
- I am starting to draw, color, build with blocks, and cut with scissors.

Cognitive
- I see the world from my point of view.
- I am developing language and ideas.
- I show pre-logical or semi-logical thinking.
- I use my imagination. I don't always separate fantasy from real life.
- I do one task at a time. I cannot do two or more tasks at the same time.

Social-emotional
- I am very curious. I use my imagination a lot.
- I like to wear different clothes and pretend to be a different person.
- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.

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PRINCIPLE 1: Know Your Learners

**Pre-primary
(Pre-K-K)**

2–5 years old

Physical

- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
- I am starting to draw, color, build with blocks, and cut with scissors.

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PRINCIPLE 1: Know Your Learners

Pre-primary (Pre-K-K)

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- I am developing language and ideas.
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PRINCIPLE 1: Know Your Learners

Pre-primary (Pre-K-K)

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Social-emotional

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- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.

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PRINCIPLE 1: Know Your Learners

**Lower Primary
(Grades 1–3)**

6–8/9 years old

Physical

- I use one side of my body more than the other side.
- I prefer to use either my right hand or left hand most of the time.
- I am improving my ability to run, climb, jump, throw, and dance.
- I love to play physical games like "Tag" and "Catch."
- My handwriting is improving.
- I enjoy art and music activities.

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PRINCIPLE 1: Know Your Learners

**Lower Primary
(Grades 1–3)**

6–8/9 years old

Cognitive

- I can concentrate for a longer time, but I can still get restless and lose interest.
- I can solve specific problems, such as counting and sorting activities.
- I understand new concepts better through activities that let me touch and feel.
- I can recognize other people's views, but I can't always understand why they feel that way.
- I am starting to understand cause and effect and consequences.

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PRINCIPLE 1: Know Your Learners

**Lower Primary
(Grades 1–3)**

6–8/9 years old

Social-emotional

- I am developing a sense of identity. I am starting to understand who I am.
- I enjoy being with people, including people from different backgrounds.
- I identify more with children of the same gender.
- I need rules to control my behavior and to provide structure and a feeling of safety.
- I am starting to play more games and sports and less fantasy play.

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PRINCIPLE 1: Know Your Learners

**Upper Primary
(Grades 4–6)**

Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

9–11 years old

PRINCIPLE 1: Know Your Learners

Upper Primary (Grades 4–6)

9–11 years old

Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people's opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

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PRINCIPLE 1: Know Your Learners

**Upper Primary
(Grades 4–6)**

9–11 years old

Social-emotional

- I am beginning to understand my position in relation to the world.
- I like to be with people. I want to spend more time with my friends than my family.
- I am more independent and can make decisions by myself.
- My relationships with people are more confusing.

PRINCIPLE 1: Know Your Learners

Young Teenagers (Grades 7–9)

12–14 years old

Physical

- My body and skin are changing a lot (girls develop two years before boys).
- I worry about my appearance, and I think a lot about how other people look.

PRINCIPLE 1: Know Your Learners

Middle Teenagers (Grades 10–11)

14–17 years old

Cognitive

- I understand that questions have many answers.
- I can work independently.
- I make good plans and better decisions.
- I can manage group work without much help from teachers.
- I understand the results of my actions.

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PRINCIPLE 1: Know Your Learners

Young Teenagers (Grades 7–9)

12–14 years old

Cognitive

- I think I understand most things.
- I can solve problems better.
- I express myself better in speaking. I argue more and question what others tell me.
- I am excited for learning.
- I think about and test unproven and non-specific ideas.
- I take more risks and do things without thinking about the result.
- I have strong opinions.
- I see things as good or bad, right or wrong.

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PRINCIPLE 1: Know Your Learners

Young Teenagers (Grades 7–9)

12–14 years old

Social-emotional

- I think about myself the most.
- I am very emotional.
- I want to belong to the popular group of students.
- My classmates and popular trends influence me.
- I need my classmates to accept me. I am less affectionate to adults. I may seem rude.
- Part of me wants to be independent, and the other part still needs to be dependent.

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PRINCIPLE 1: Know Your Learners

**Middle
Teenagers
(Grades 10–11)**

Physical
- My body stops growing.

14–17 years old

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PRINCIPLE 1: Know Your Learners

**Middle
Teenagers
(Grades 10–11)**

14–17 years old

Social-emotional

- I focus more on individual friendships and less on groups.
- I like to spend time with mixed groups of girls and boys.
- I understand my role in society more.
- I am starting to think about my future (career, beliefs, philosophy, social causes). I think more about the world beyond myself.

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ACTIVITY
Turn and Talk / Activity Tracker: Jigsaw Reading

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ACTIVITY – Turn and Talk / Activity Tracker: Four Corners

The 6 Principles®
Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

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ACTIVITY
Thumbs Up / Thumbs Down

ACTIVITY – Thumbs Up / Thumbs Down

1. The 6 Principles come from three years of research.

2. We can learn about characteristics of children at different age groups by looking at their physical, cognitive, and social-emotional stages.

3. A jigsaw activity is a good way for students to help each other build comprehension in a small group.

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BEST PRACTICE 2
Teachers plan lessons to collect and use information about students.

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PRINCIPLE 1: Know Your Learners

What kinds of lessons can you plan to gather information about students?

- games and warm-up activities
- questionnaires
- needs assessments
- interest and background inventories
- observation checklists
- one-on-one discussions
- picture stories
- autobiography projects

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THE **6** PRINCIPLES FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

Week 2
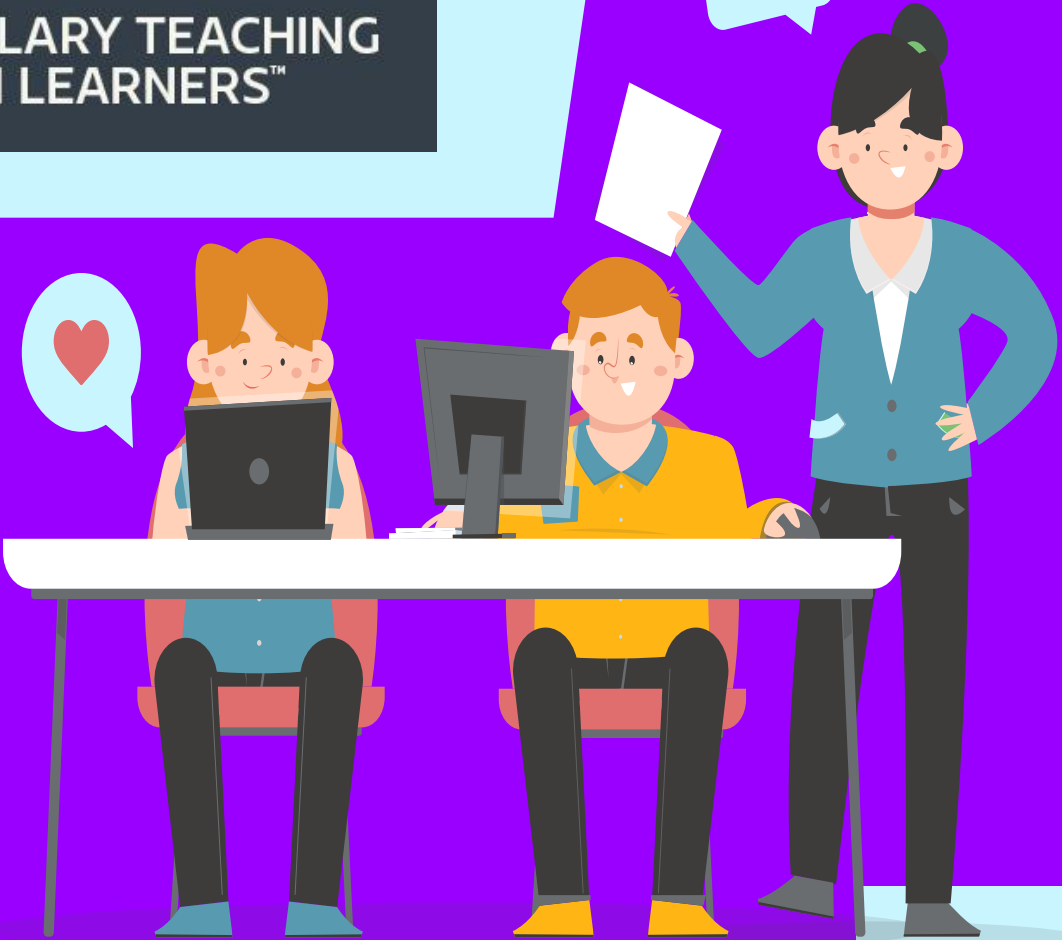
THE **6** PRINCIPLES
FOR **EXEMPLARY TEACHING**
OF **ENGLISH LEARNERS**™
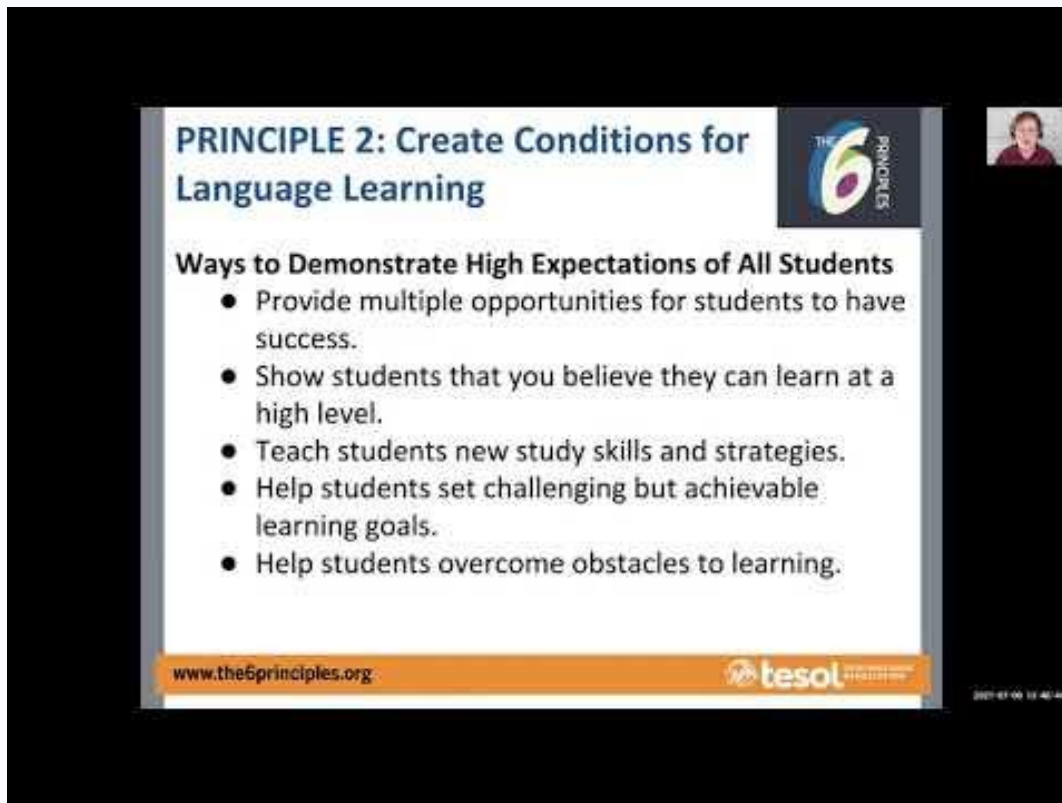
Principle 2

Topic

Video # 1:

In this video you will learn about…

PRINCIPLE 2
Create Conditions for Language Learning

DIRECTIONS – Personal Inventory

1. Read each statement.
2. Rate yourself with the following criteria:
   - A – always or almost always
   - S – sometimes
   - N – never or almost never
3. Put a star (★) next to the three statements you most want to improve on.

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MODELING – Personal Inventory

The 6 Principles®
Personal Inventory

Directions

1. Read each statement.
2. Rate yourself with the following criteria:
   ○ A – always or almost always
   ○ S – sometimes
   ○ N – never or almost never
3. Put a star (★) next to the three statements you most want to improve on.

1. _____ I greet students individually as they enter class.
2. _____ I use community-building tasks regularly.
3. _____ I have a class routine so students know what to expect.
4. _____ I create opportunities for students to learn each other's names.
5. _____ I have a plan for new students in my class.
6. _____ I find ways to communicate with my students individually.
7. _____ I know all my students' names.
8. _____ I provide multiple opportunities for my students to have success.
9. _____ I demonstrate respect and cooperation.
10. _____ I show students that I believe they can learn at a high level.
11. _____ I appear to be a motivated teacher.
12. _____ I praise students for effort and dedication.
13. _____ I use a variety of approaches to appeal to different students.
14. _____ I teach students new study skills and strategies.
15. _____ I show students how to practice English outside class.
16. _____ I help students set challenging but achievable learning goals.
17. _____ I help students make connections from their learning to their own lives.
18. _____ I help students overcome obstacles to learning.
19. _____ I make language learning enjoyable.
20. _____ I create ways for students to be active as soon as they walk in class.

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ACTIVITY
Think-Pair-Share

DIRECTIONS – Think-Pair-Share

1. **Think** about the question that you hear and/or read.
2. **Pair** with a partner, and discuss your answers.
3. **Share** in a larger group.

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Question: What are some activities that we have done today that could motivate students in my classroom?

BEST PRACTICE 1
Teachers create a positive and organized classroom where students feel happy and comfortable.

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PRINCIPLE 2: Create Conditions for Language Learning

Think-Pair-Share

What are some ways you can create a positive and organized classroom where students feel happy and comfortable?

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PRINCIPLE 2: Create Conditions for Language Learning

Personal Inventory 1–10

1. _____ I greet students individually as they enter class.
2. _____ I use community-building tasks regularly.
3. _____ I have a class routine so students know what to expect.
4. _____ I create opportunities for students to learn each other's names.
5. _____ I have a plan for new students in my class.
6. _____ I find ways to communicate with my students individually.
7. _____ I know all my students' names.
8. _____ I demonstrate respect and cooperation.
9. _____ I appear to be a motivated teacher.
10. _____ I praise students for effort and dedication.

PRINCIPLE 2: Create Conditions for Language Learning

BEST PRACTICE 2
Teachers demonstrate that they have high expectations of all students.

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PRINCIPLE 2: Create Conditions for Language Learning

Think-Pair-Share

How do you demonstrate that you have high expectations of all students?

PRINCIPLE 2: Create Conditions for Language Learning

Personal Inventory 11–15

11. _____ I provide multiple opportunities for my students to have success.

12. _____ I show students that I believe they can learn at a high level.

13. _____ I teach students new study skills and strategies.

14. _____ I help students set challenging but achievable learning goals.

15. _____ I help students overcome obstacles to learning.

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PRINCIPLE 2: Create Conditions for Language Learning

BEST PRACTICE 3
Teachers plan lessons that motivate students.

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PRINCIPLE 2: Create Conditions for Language Learning

Think-Pair-Share

How do you plan lessons to motivate students?

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PRINCIPLE 2: Create Conditions for Language Learning

Personal Inventory 16–20

16. _____ I show students how to practice English outside class.

17. _____ I help students make connections from their learning to their own lives.

18. _____ I make language learning enjoyable.

19. _____ I use a variety of approaches to appeal to different students.

20. _____ I create ways for students to be active as soon as they walk in class.

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ACTIVITY
Turn and Talk / Activity Tracker:
Think-Pair-Share

ACTIVITY: Turn and Talk / Activity Tracker: Think-Pair-Share

The 6 Principles®
Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

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Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout   )

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

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FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

Principle 3
Design High-Quality Lessons for Language Development

Principle 3

PRINCIPLE 3: Design High-Quality Lessons for Language Development

The answers to those questions help you decide what language **functions** your students need.

Language **functions** are what students **DO** with the language. For example, do they need to describe, compare, name, sequence, etc.?

Language **forms** are the structures (grammar) and vocabulary that students need to perform the **function**.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

BEST PRACTICE 1
Teachers prepare lessons with clear language objectives and share the objectives with their students.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

When creating objectives, teachers need to ask these questions:

- What do my students *specifically* need to <u>understand</u> when they <u>listen</u>?
- What do my students *specifically* need to <u>say</u> when they <u>speak</u>?
- What do my students *specifically* need to <u>understand</u> when they <u>read</u>?
- What do my students *specifically* need to <u>write</u> about?

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

The answers to those questions help you decide what language **functions** your students need.

Language **<u>functions</u>** are what students **<u>DO</u>** with the language.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

- Orally <u>name</u> five items you need to take on a vacation.
- Orally <u>compare</u> the weather in your city to the weather in Paris.
- <u>Describe</u> what is happening in a picture of a beach in five or more written sentences.
- <u>Sequence</u> the events of a story you read about Olga's trip to Samarkand.

PRINCIPLE 3: Design High-Quality Lessons for Language Development

After you know what the language **functions** are, you can decide what language **forms** students need.

Language **forms** are the structures (grammar) and vocabulary that students need to perform the **function**.

PRINCIPLE 3: Design High-Quality Lessons for Language Development

Orally <u>compare</u> the weather in your city to the weather in Paris.

- weather vocabulary
- comparatives
- present simple

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

<u>Describe</u> what is happening in a picture of a beach in five or more written sentences.

What language **forms** do the students need to master this objective?

- ● _____
- ● _____
- ● _____
- ● _____
- ● _____

PRINCIPLE 3: Design High-Quality Lessons for Language Development

After you create the objective, ask yourself these questions:

- What will I <u>observe</u> each student do?
- How can I <u>measure</u> each student's success?

Remember, the clearer the objective is, the easier it will be to observe and measure!

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

Next, think about the support you need to give students to help them master the objective.

- vocabulary practice
- grammar instruction
- multiple opportunities for practice
- focused feedback

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

Then, think about how you will communicate the objective to the students.

- writing on the board / showing on screen
- reading aloud
- demonstrating or modeling / showing examples

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

Think-Pair-Share

Finally, decide how you will encourage your students to participate.

Enthusiasm   **Games**   **Rewards**

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

BEST PRACTICE 2
Teachers use oral and written English that students can understand.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

Scaffolding

- hand and face expressions
- pictures
- simple English
- common vocabulary
- emphasizing important words

Tools for Explaining

- maps
- charts / graphs
- graphic organizers
- pictures
- real objects
- video/audio clips
- highlighted text
- bilingual glossaries
- picture dictionaries

Demonstrations

- modeling good English
- role playing an activity
- helping students do written exercises with think-aloud examples
- sharing good examples of essays, projects, etc.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

How can teachers adapt their language?
- Speak clearly.
- Speak at a slower speed for beginner students and a normal speed for advanced students.
- Repeat information in different ways.
- Use hand and face expressions.
- Stress important words.
- Write key words when speaking.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

How can teachers give clear directions?
- Use the same classroom management and routines every day.
- Give simple directions with patterned language.
  - hand clapping
  - rhymes
  - hand and face expressions
  - signals
- Divide tasks into smaller parts.
- Model every part of a task.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

BEST PRACTICE 3
Teachers have active classrooms where students can actively practice English with interesting topics.

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

How can you give students more opportunities to participate?

- Be sure that you do not just rely on "good speakers" (Numbered Heads Together, Think-Pair-Share).
- Ask follow-up questions:
  - "Say more on that."
  - "Do you agree or disagree with that?"
  - "Why do you think that?"
  - "Explain why you chose this answer."

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PRINCIPLE 3: Design High-Quality Lessons for Language Development

How can you use active language throughout a lesson?

Starting	**Building**	**Applying**	**Concluding**
● Roving Charts ● K–W–L ● Four Corners ● Anticipation Guides ● Language Experience Approach	● Sorting Tasks ● Sentence Frames ● Directed Reading-Thinking Activity ● Reciprocal Thinking ● Concept Mapping ● T-Charts	● Dialogue Journals ● Readers' Theater ● Text to Graphics and Back Again ● Report Frames	● Rubrics ● Collaborative Dialogues ● Comprehension Checks ● Numbered Heads Together ● Stir the Class

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ACTIVITY
3-2-1 Uzbekistan!

ACTIVITY: 3-2-1 Uzbekistan!

- Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.

- Best Practice 2: Teachers use oral and written English that students can understand.

- Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

ACTIVITY: 3-2-1 Uzbekistan!

1. Write the name of your assigned region of Uzbekistan.
2. Work with your table-group to add the 3-2-1 information in the boxes.
3. Transfer all of the information to poster paper.
4. Be ready to **answer** questions about your region and **ask** questions about other groups' regions. You can add drawings if you like.

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Why Do People Travel to Uzbekistan?

Region _____

What are **THREE** things a tourist can do?

3	
3	What are **TWO** traditions or local foods?

What is **ONE** famous landmark?

3	2	
3	2	1

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ACTIVITY: Turn and Talk / Activity Tracker: 3-2-1

The 6 Principles®
Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

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REVIEW and WRAP-UP

Review: Retell your partner what you learned about Principles 1-3. How did we facilitate your learning today?

Extend: 6Ps Resources Graphic Organizer, What other activities do you know that might support each principle? Add a few to the notes column.

Reflect: What questions do you have? What connections are you making between The 6Ps and your teaching?

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Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.
Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout   )

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

THE **6** PRINCIPLES
FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Week 3

THE 6 PRINCIPLES

FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

Principle 4

Objectives

- I can
- I can
- I can
- I can

Welcome Message

Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.

Daily Quote

Daily Agenda

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework

Topic

Video # 1:

In this video you will learn about…

Introductions

Today's Objectives

Participants will be able to

- identify The 6 Principles for Exemplary Teaching of English Learners;
- explore Principles 4, 5, and 6 in more detail;
- develop and present a micro-teaching lesson on travel; and
- plan a mini 6Ps training.

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ACTIVITY
Penny for Your Thoughts

DIRECTIONS – Penny for Your Thoughts

1. Pick up a penny on your table.
2. Look at the year it was made.
3. Think of an important event in your life from that year that you feel comfortable sharing with others (if it is a year before you were born, you can exchange your penny with another person).
4. Share the event with your table-group.

ACTIVITY
Turn and Talk / Activity Tracker:
Penny for Your Thoughts

ACTIVITY: Turn and Talk / Activity Tracker – Penny for Your Thoughts

The 6 Principles®
Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

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Review of Principles 1, 2, and 3 of The 6 Principles for Exemplary Teaching of English Learners (The 6 Ps)
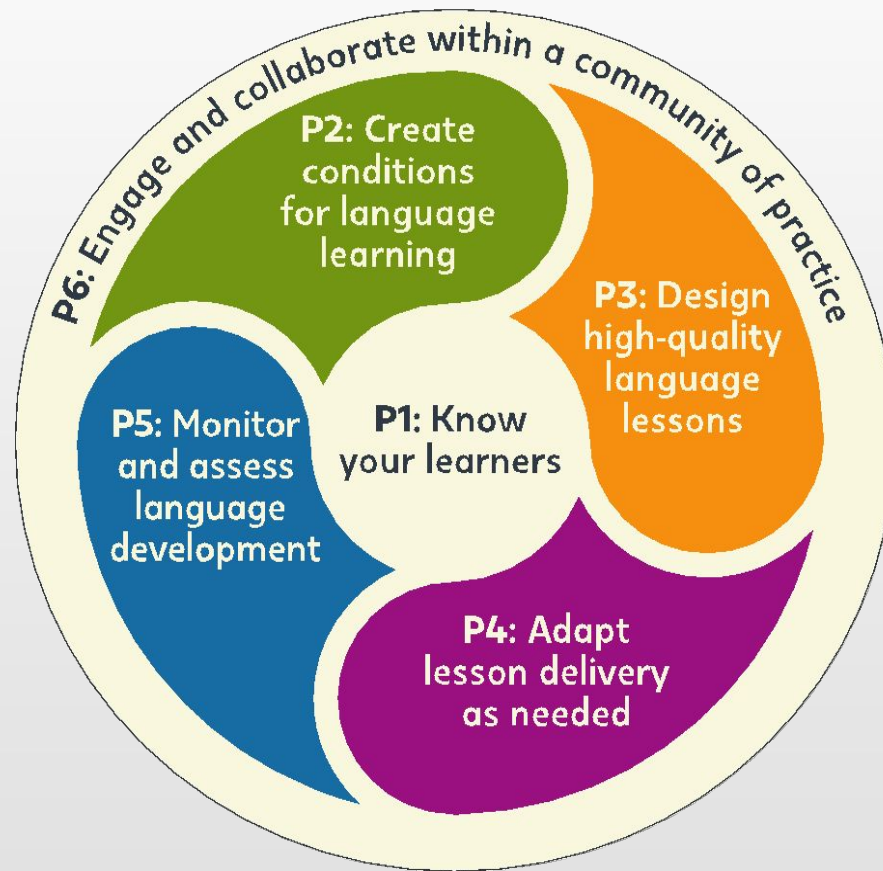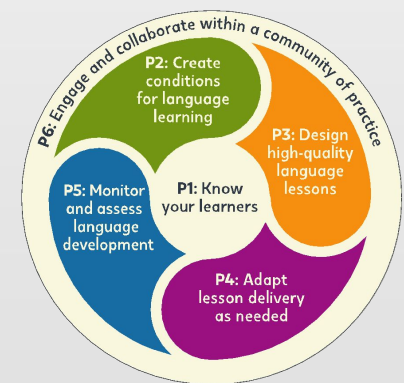
PRINCIPLE 4: Adapt Lesson Delivery as Needed

BEST PRACTICE 1
Teachers check student understanding often.

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PRINCIPLE 4: Adapt Lesson Delivery as Needed

What are some active ways to check student understanding?

- Turn and Talk
- Think-Pair-Share
- Response Cards
- Thumbs Up / Thumbs Down

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PRINCIPLE 4: Adapt Lesson Delivery as Needed

Teacher Supports

- simple oral and written English
- more wait time when asking questions
- adapted tasks
- more scaffolds

Material Supports

- graphic organizers
- pictures
- maps
- word walls
- props
- sentence frames
- picture dictionaries

Social Supports

- small groups
- structured conversations
- cooperative learning
- group work
- study groups

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ACTIVITY
Adapting 3-2-1 Uzbekistan!

DIRECTIONS: Adapting 3-2-1 Uzbekistan! for Your Classrooms

1. Look back at the notes from the **3-2-1 Uzbekistan!** handout from Day 1.
2. In today's table-group, choose a grade level/age of students to use this lesson with (e.g., 7th grade Beginners, 11th Grade Advanced). Refer to the **Textbook Pages** handout from Day 1 for inspiration.
3. Decide how you need to adapt the lesson for these students. Include a teacher support, a material support, and a social support.

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout   )

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Teaching English Through English

Principle 5

Objectives

- I can
- I can
- I can
- I can

Welcome Message

Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.

Daily Quote

Daily Agenda

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 5 Telegram Discussion and Writing Homework

Topic

Video # 1:

In this video you will learn about…

PRINCIPLE 5
Monitor and Assess Student Language Development

PRINCIPLE 5: Monitor and Assess Student Language Development

BEST PRACTICE 1
Teachers take notes of student errors.

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PRINCIPLE 5: Monitor and Assess Student Language Development

How can you monitor and give feedback on student errors?

- informal comments in class
- checklists
- student grouping patterns

PRINCIPLE 5: Monitor and Assess Student Language Development

Why are students making errors?
- Are they paying attention?
- Did they learn a concept completely in the previous level?
- Are they incorrectly transferring a first language concept to English?

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BEST PRACTICE 2
Teachers give prompt and specific feedback to students in a positive and effective way.

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PRINCIPLE 5: Monitor and Assess Student Language Development

What do you need to think about when you give feedback to students?

- How can I give students feedback quickly?
- What is the age of the student?
- What kind of tone should I use?
- How can I include positive feedback with corrective feedback at the same time?
- How can I communicate that my feedback is always about helping them improve?
- How can I make most feedback private?

PRINCIPLE 5: Monitor and Assess Student Language Development

What kinds of oral feedback can you give to the question "What did the boy do?"

Type of Correction	Feedback on a Student Saying "The boy *go* to school"
explicit	Do you mean the boy ***went***? We say the boy ***went*** to school.
recast	The boy ***went*** to school.
repetition	The boy ***go*** to school?
elicitation	How do you say ***go*** in the past?
clarification	Excuse me. I didn't understand. Can you tell me again?
clues	Did this happen in the past?
questions	Can you tell me something the boy did ***yesterday***?
non-verbal clues	

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PRINCIPLE 5: Monitor and Assess Student Language Development

Why do you need to use a variety of assessments?

- You can gather information over a period of time.
- You can check student abilities in more than one skill.
- The information you gather can inform your teaching.

PRINCIPLE 5: Monitor and Assess Student Language Development

What kinds of assessments can you use?

- teacher observations
- teacher-developed tests
- comprehension tests
- rubrics
  - presentations
  - multimedia projects
  - writing assignments

ACTIVITY
Assessing 3-2-1 Uzbekistan!

1. Look back at your adapted **3-2-1 Uzbekistan!** lesson plan from Principle 4.
2. Decide how you will assess your students' language skills for this lesson:
   - Will you assess their writing, their speaking, or both?
   - How will you take notes of student errors?
   - How will you give prompt and specific feedback to students in a positive and effective way?
3. Design an assessment tool.
4. Present your assessment tool.

Homework

(Handout   )

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

THE 6 PRINCIPLES

FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Week 4

The 6 Principles for Exemplary Teaching of English Learners™

Principle 6
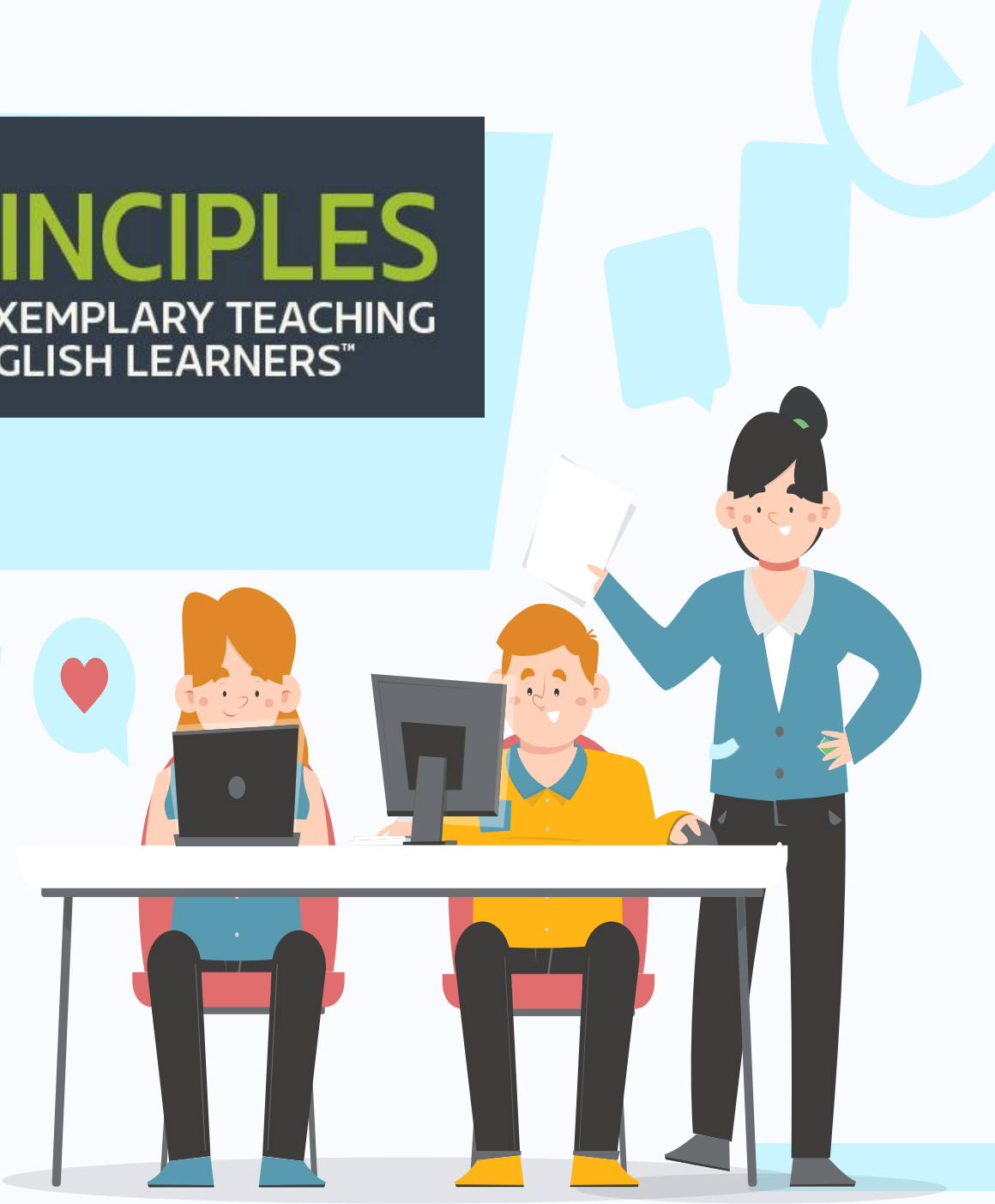
Objectives

- I can understand why it is significant to grow professionally
- I can share effective ways of professional development
- I can investigate new ways of professional development

Welcome Message

Good morning dear trainees,

We're happy you are participating in these Cascading sessions where we learn about 6 Principles for exemplary teaching of English learners, for short. Today, we will learn about Principle 6 and how it can be beneficial in teaching English. We will learn what Principle 6 is and go through effective ways for teachers' professional development. We will learn how to do a Round Robin and activity and use a graphic organizer.

We will create presentations about effective ways of professional development.

Finally, we will reflect with Personal Inventory and for homework to share our ideas about other ways of professional development in our Telegram groups.

"Life as a teacher begins the day you realize that you are a learner"

" Who dares to teach must never cease to learn"

Daily Agenda

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework

Importance of PD

Video # 1: In this video you will learn about…
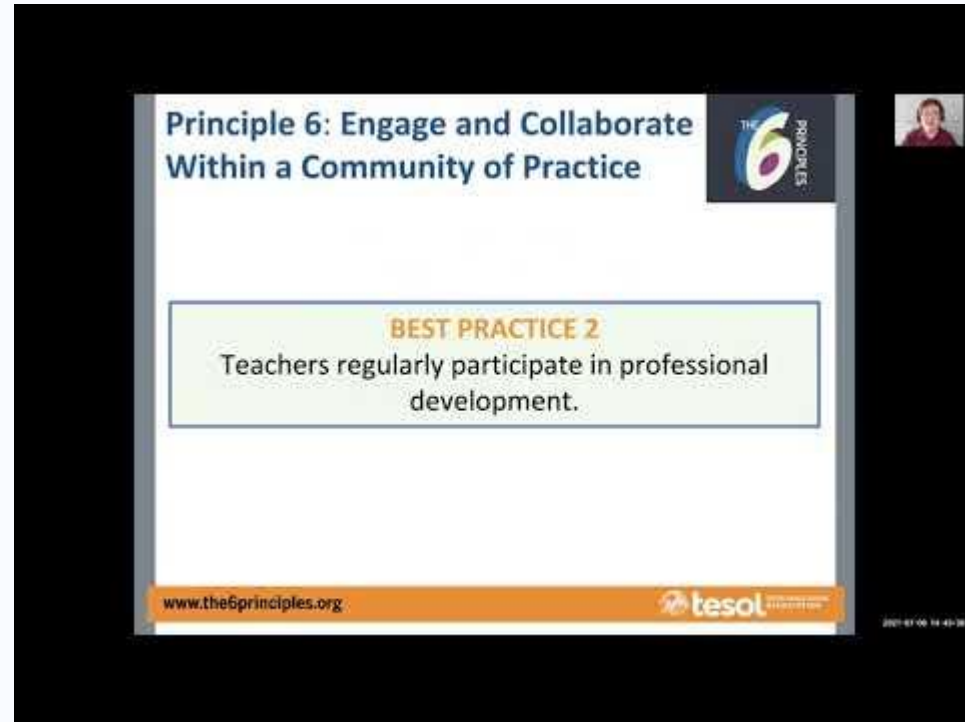
Then participants watch three videos from the website:

Principle 6 (tesol.org)
https://www.youtube.com/watch?v=xm6E
HPni5dE

And write 1-2 sentences about why they are taking part in this professional development and why it is beneficial for teachers to grow professionally.

Personal Experience

Participants share their experience about their professional development . Tell the participants to discuss the questions with their elbow partners:

Trainees work with their elbow partners discussing the following questions:

1. **Who do you talk to and share teaching ideas with frequently?**
2. **What types of ideas do you share?**
3. **Are there ways you think about oer reflect on your teaching?**
4. **Do you share your insights or questions wi9th anyone?**
5. **Do you engage with other teaching professionals in your school,your region,your country,or around the world? In what ways?**

Round Robin

Trainees work in groups or TEAMS and receive one paper

Assign each group one of these questions and a different colored marker

They must write it on their paper:

Possible questions:

1. **What do you think professional development is and why it is pivotal for teachers to have professional growth?**
2. **How often do you observe your colleagues' lessons and can you tell what new things you learn from them recently?**
3. **Do your colleagues observe your lesson and provide feedback on them? Did you learn anything new from those observations?**
4. **Do you think reflection on your own lesions is a way for professional development? Why?**
5. **Do you have your own portfolio of methods that are really effective in teaching? If yes,could you share one of them in brief? (You can use these questions or you can create your own ones)**

Wrap-up Reflection Questions

For the wrap up at the end of the session, tell all participants to close their eyes and imagine it's April 23rd. You just finished our training course, so what will you do next with your school community?

Model a simple example of an action plan, such as

***How to be more healthy*:**   **I need : 1.   2.   3.   4.   5.**

Number the steps 1-5. Steps should be simple, short, attainable, manageable.

Everyone has 5 minute to write the steps of their future action plan for their professional development course at their school for their professional development course.

They need to make a sheet of paper and divide it into 4 parts.

They need to walk around and talk to four peers from for different tables

They need to write down the plans of four peers.

Homework

Telegram Group Discussion

Post your ideas about other ways of professional development in our Telegram groups.

. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

THE **6** PRINCIPLES

FOR **EXEMPLARY TEACHING**
OF **ENGLISH LEARNERS**™

Week 5

THE **6** PRINCIPLES
FOR **EXEMPLARY TEACHING**
OF **ENGLISH LEARNERS**™

**Principle 1- 6
Review &
Microteaching**
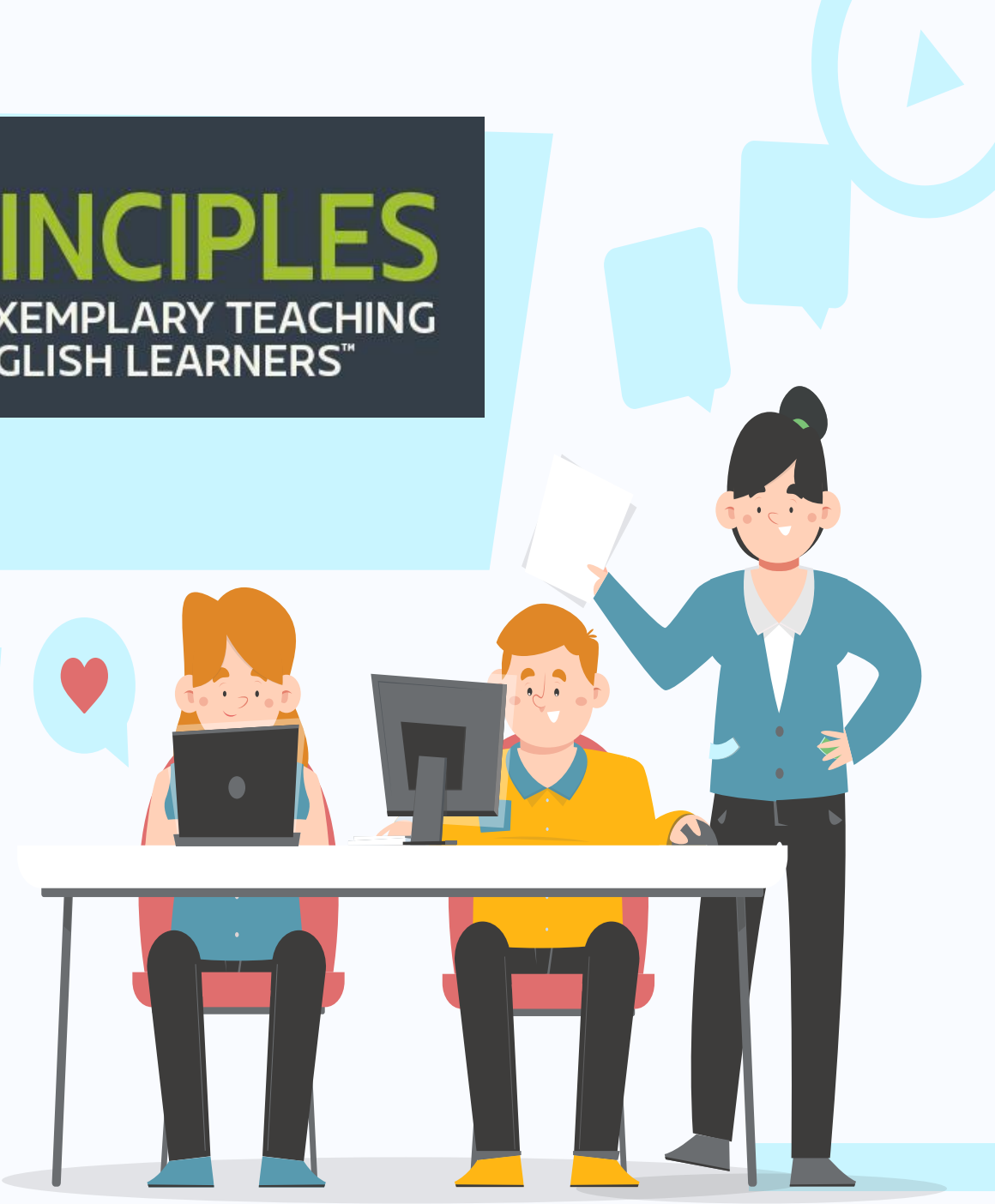
ACTIVITY
Microteaching – The 6 Ps

DIRECTIONS: Microteaching – The 6 Ps

1. Form groups of 6.
2. Assign one of The 6 Ps to each member of the group.
3. Review the materials from our 6 Ps Workshop and Facilitation Guides for your assigned principle.
4. Prepare a 3–5 minute lesson on your assigned principle.
5. Present to another group(s).
6. Give feedback to another group(s) using **PQP Feedback**.

MODELING – PQP Feedback

Praise	Question	Polish

www.the6principles.org
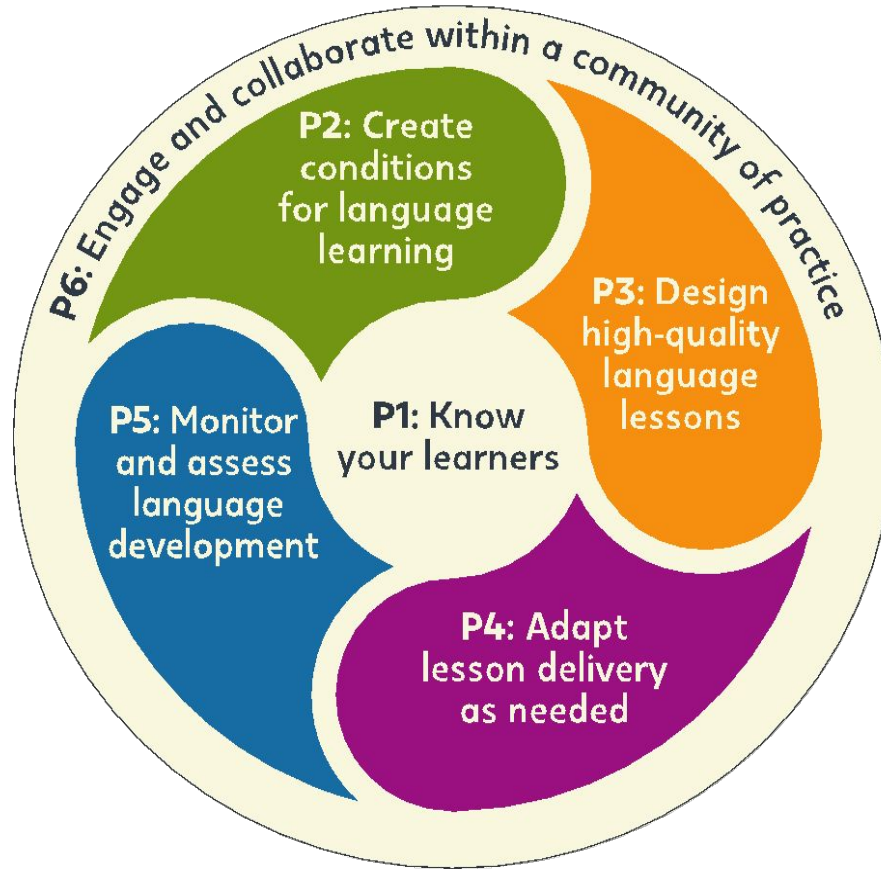
ACTIVITY
Around the Clock

DIRECTIONS – Around the Clock

1. Write your name and a short note about a favorite take-away next to 12:00.
2. Move around the room and ask your colleagues their name and a favorite take-away.
3. Write one colleague's name and take-away next to each hour on the clock. IMPORTANT: You cannot repeat a name or a take-away.
4. Move quickly! You only have five minutes to fill your clock.

MODELING – Around the Clock
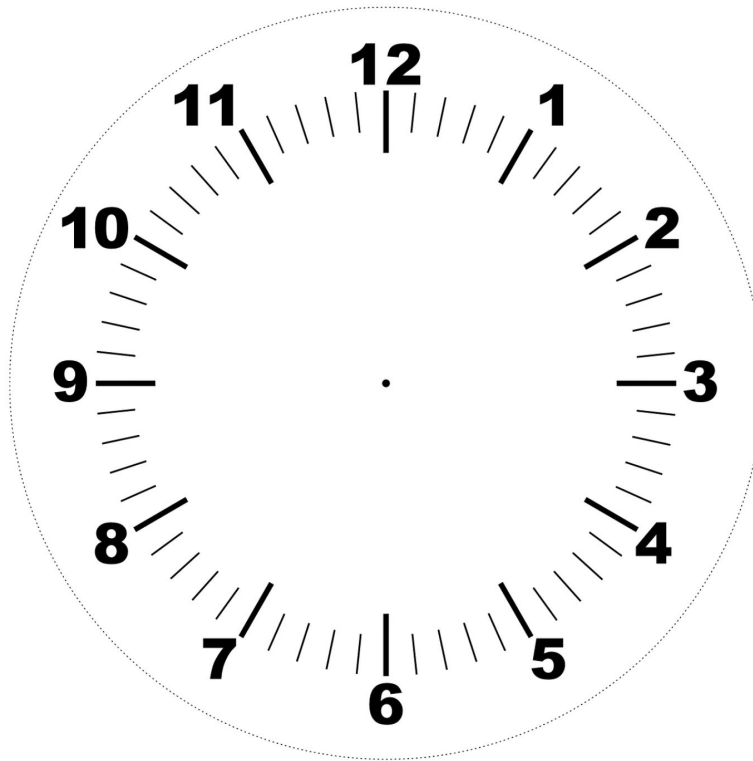
Teaching English through English Course

Week 6

Teaching English Through English

What is TETE?

Teaching English through English (TETE) is ten-module professional development (PD) course, that will help you:

Learn how to build a classroom environment that encourages real communication in English

Explore effective approaches for teaching English while enhancing your ability to use English to manage language learning activities in the classroom.

Share ideas with peers in a community of practice (CoP)

Apply course content to your teaching context

Practice using English for a variety of instructional purpose

Learning Objectives and Learner Outcomes

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

1. explain and use various **interactive and communicative approaches** for teaching English to secondary students.
2. identify the **language needed** to carry out various instructional tasks in the classroom.
3. **prepare classroom language** needed for various types of lessons and activities.
4. practice and improve ability to **manage your classroom and develop effective language tasks in English**.
5. **develop lesson plans and teaching materials** that reflect **accurate English**.
6. create a **reflective teaching portfolio** for continuous improvement in teaching English through English.
7. engage in deep, critical reflection within a CoP of English language teaching professionals in your country.

Purpose of Module 0: To prepare you for a successful start in this professional learning process

By the end of the module, you 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 online community of practice.
- describe what it means to be a reflective English language educator

Welcome Video:

https://www.youtube.com/watch?v=36DuNIwVZwI&t=292s

The Role of Reflection & Critical Reflection in our TETE Modules and in your teaching

What is the reflection?

- What does it mean to be a reflective English language educator?
- Write briefly in the chat box what the word "Reflection" means to you.

Let's look at the term, critical reflection

- We often have different understandings across languages and cultures
- What does this term mean to you?

Please refer to the video and the PPT that are part of Module 0 for more details

In each module, there will be specified times when you will be called to *Stop and Reflect* on aspects of your learning and to apply your thinking to your classroom.

TETE MODULE 0 - ORIENTATION

STOP & REFLECT

STOP

What does this mean...
...to teachers and other educators?
...to the students in our classrooms?

Is there a difference between reflection...
...and *deep or critical* reflection?

How do I reflect on my educational practice on a daily basis?

This Photo by Unknown Author is licensed under CC BY SA

In Module 0, we also lay the foundation for understanding that here are *levels of reflection* that can help you develop as *critically reflective English educators*.

You will also learn about the differences and benefits of *reflection-IN-action* that occurs while teaching, and *Reflection-ON-action*, reflection that occurs after teaching.

TAGGART'S
PYRAMID

AND
MODES OF
REFLECTION

Dialectical Level

Addresses moral, ethical, or sociopolitical issues; disciplined inquiry; individual autonomy; self-understanding

Contextual Level

Looks at alternative practices; choices based on knowledge and value commitments; content related to context/student needs; analysis, clarification; validation of principles

Technical Level

Reference past experiences; teacher competency towards meeting outcomes; focus on behavior/content/skill; simple, theoretical description

Taggart, G. (2005). *Promoting reflective thinking in teachers: 50 action strategies.* Thousand Oaks, CA: Corwin Press.

GEORGE MASON UNIVERSITY

Reflection is at the heart of our work in TETE. Within each module, reflection will help educators to:

Consider classroom practice through new eyes

See changes in our practice & the responses of our students to new learning approaches

Be engaged in the teaching-learning cycle ***WITH*** our students

Connect with new content in the modules in highly thoughtful ways

Take an inquiry stance toward our teaching - ask questions and investigate answers

See our own growth and change as educators over time

Connect more deeply with colleagues

Become reflective teacher leaders

Critical reflection serves to connect and engage educators with new content as you make sense of your new learning through TETE and activate new knowledge in your contexts

- Think of one impactful moment in your teaching that had a profound influence on you and your teaching.

Describe that moment and reflect on why it was significant.
Try to describe it and it's influence on them.
What questions did it raise for you?
What is or will be the significance for you and your students?
Were there any changes you made in your teaching as a result of this moment?
Remind participants to take notes while listening to their peers.

"I never stop learning, because life never stops teaching."

Teaching English through English

Module 1

Building Routines
in English

Objectives

- I can describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment.
- I can apply some of the new classroom routine expressions in the classroom
- I can share some of the effective instructional routines you want to use in your current classroom to increase the use of English

Welcome Message

Effective classroom routines have purpose and meaning far greater than simple management. As you strive to establish good routines toward a communicative language classroom environment, your students will increase in learning and use of the target language. This module will help you explore different classroom routines you can apply to your teaching context while using English. You will learn the purpose and examples of classroom routines to enhance the use of English in your communicative classroom.

1. What is your favorite classroom routine that you regularly use when teaching?
2. What part of the class do you use this routine - in the beginning, when transitioning, or at the end of a lesson? Why is it your favorite?
3. What do you do to involve your students in the daily routines in your classroom?

- *State that this is an example of daily routine activity.*
- *Say that effective classroom routines have purpose and meaning far greater than simple management. As you strive to establish good routines toward a communicative language classroom environment, your students will increase in learning and use of the target language. This module will help you explore different classroom routines you can apply to your teaching context while using English. You will learn the purpose and examples of classroom routines to enhance the use of English in your communicative classroom.*

Video 1. "Start Up" Language Routines

Tell the participants that this video will introduce some routines in English at the beginning of a lesson.

Link to YouTube: https://youtu.be/juq_lPcyFfM

Video 2. Do Now & Wrap-Up

Tell the participants that this video will help set up some language routines for daily or weekly lesson activities.
Link to YouTube: https://youtu.be/Ld0_3Ph8bRw

Divide the participants into smaller groups and ask them to evaluate the two routines using the provided criteria. *(Handout 2)*

Brain Breaks

- **Shake Shakes:** Shake one hand (or foot) for 3 seconds then the other. Repeat 5x.
- **Arm and Leg Stretch:** Stretch arms and legs standing up or sitting down.
- **Breathing Break:** Close your eyes and breathe in, breathe out (5x)
- **Nosey Ear:** Get your left hand to touch your right ear lobe and then get your right hand to touch the tip of your nose. Then swap positions. Repeat 5x.
- **One Minute Dance Party:** Play a song for one minute and let students dance (while seated if no space)
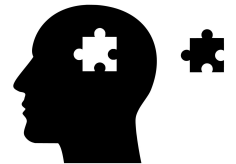
Pre-watching questions:

1. What is reflection?
2. Do you reflect on your teaching and on the decisions you make in your classroom?
3. How often do you reflect? And when?
4. What is the purpose of reflection?

Video (10 minutes)

- Participants watch the video "Improving Your Communicative Teaching Practice Through Reflection".

- Distribute handout 1 'Pyramid' graphic organizer. Ask participants to take notes for the *levels of reflection* that can help them develop as *critically reflective English educators*.
- Put the participants in small groups to share their notes.

  https://www.youtube.com/watch?v=UaM8SgjnUVc&t=286s

Turn and talk activity (10 minutes)

- Share one impactful moment in your teaching that had a profound influence on you and how teach?.

Describe that moment and reflect on why it was significant. Try to describe it and it's influence on them.
What questions did it raise for you? What is or will be the significance for you and your students? Were there any changes you made in your teaching as a result of this moment?
Remind participants to take notes while listening to their peers.

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

Share one description of one new routine that you learned during this week and applied in your classroom.

Share what your students did.

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Extra Application Activities
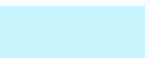
Do Now Routines

- Do this routine at the start of every class
- Write a "Do Now" on the board at the beginning of a lesson
- Have a student read it out loud
- Check for understanding

Plan your lessons with routines!

Routine Chart

by Joan Kang Shin

START UP ROUTINES	GREETING ROLL CALL DO NOW	
LESSON PLAN		ATTENTION GETTERS
		BRAIN BREAKS
WRAP UP ROUTINES	DAILY MINGLE EXIT TICKET FAREWELL	

Wrap-Up Routines

- Do this routine at the end of every class
- The purpose is to reflect on the class
- It can be done individually, in pairs, or in groups

Exit Ticket - Wrap Up Routine

- Easy assessment routine
- Teachers use it at the end of each class before students "exit" the class.
- Students can show what they learned before they leave class.

Wrap Up Daily Mingle

- A daily mingle is a short activity where learners walk around the classroom and talk to each other.
- It can be a good wrap-up routine.
- Students practice speaking with one another and share their reflections.

Wrap-Up Sample

DISCUSS WITH A PARTNER!

What is one thing that you learned today?

What is one question that you still wonder?

What is one way someone helped you to learn?

Daily Mingle Challenges:

- Not enough time
- Not enough space
- Students are too noisy

How can we overcome these challenges?

YOUR TURN!

Farewell Routine

Teaching English through English

Module 2

Objectives

- I can describe the features of good teacher talk
- I can use several modeling strategies
- I can write and practice speaking effective teacher talk for your lessons
- I can reflect on how to prepare a teacher talk and share a sample teacher talk using an activity

Welcome Message

Too often, students are unable to effectively participate in learning activities in the language classrooms, not because they do not understand the content but because teachers do not provide clear instructions. Through this module, you will explore the challenges, purposes, and ways of giving clear instruction in your English classrooms. You will learn how to give clear instructions using English and engage students to participate in communicative learning tasks.

Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.
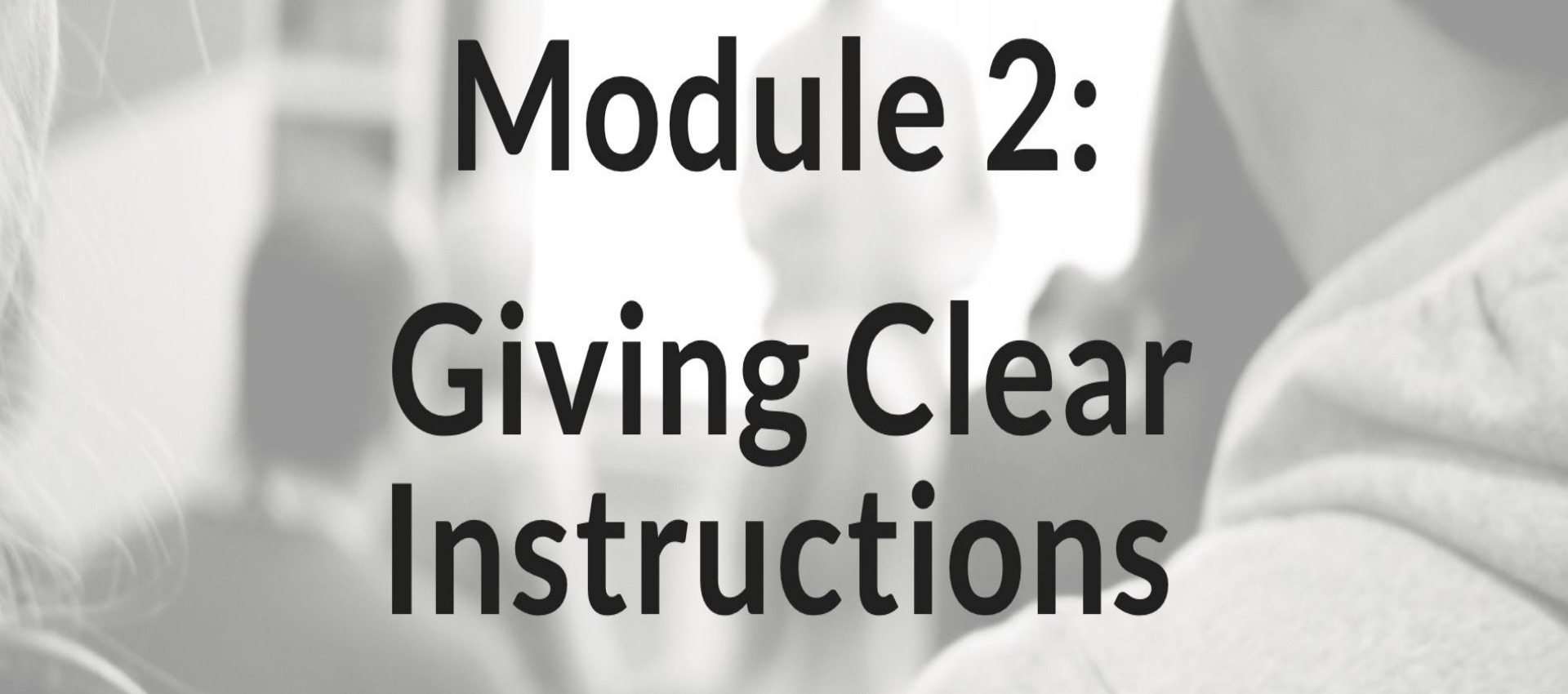
Daily Quote

"I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists.

Teaching might even be the greatest of the arts since the medium is the human mind and spirit." -

John Steinbeck

Module 2:

Giving Clear Instructions

**TEACHING ENGLISH
THROUGH ENGLISH**

**Purpose of Module 2:
Using "good" teacher talk in your classes;
Modeling strategies for giving clear instructions**

By the end of the module, you will be able to:
- describe the features of good teacher talk
- use several modeling strategies
- write about and practice effective teacher talk in your lessons
- reflect on how to prepare effective teacher talk and share a sample of effective teacher talk during an activity

Welcome, everyone!

Last week, our Module 1 content focused on using classroom routines.
Using your Handout 1 find someone who tried out any new practices this week.
How is the activity called?

"Find someone who..."

In each grid of your handout 1, please write the name of a teacher who has tried out any new practices since last week, or one that s/he plans to use soon.

What are some features of "good" teacher talk?

- Consider the level of your learners
- Show careful modeling for your learners
- Be specific in expectations (purpose, group, time, etc.)
- Scaffold what is expected (break it down step-by-step)
- Remind your students of expectations – seek student understanding
- Give more 'time' for using and learning and 'less side-comments' (less is more)

Consider the level of your learners

https://www.youtube.com/watch?v=1sNEHr5uc
zE

YOUR TURN!

How would you make this instruction clear and effective to your beginner or intermediate level learners?

Discuss with your elbow partners!

- Consider the level of your learners
- Show careful modeling for your learners
- Be specific in expectations (purpose, group, time, etc.)
- Scaffold (supports and resources that help students achieve a task that would otherwise be too difficult) what is expected (break it down step-by-step)
- Remind your students of expectations-seek student understanding
- Give more "time" for using and learning and "less side-comments" (less is more)

Modeling: Think Aloud – one modeling strategy

Think Aloud is the teacher talking aloud to model what students might be thinking about as they read a text.

These are focused ideas, modeled by the teacher.

Think aloud is a strategy with a plan to guide student thinking.

Predict	**What happens next?** *Think*: "In the next part, I think this woman will…."
Summarize	**Bring ideas together –** *Think:* " I think this story is mainly about…." "The most important idea in this passage is …."
Question	**Prompt thinking with questions –** *Think:* " What did the main character do ….?" " Why did Thomas……?

Students Reflect	**Look back on what you tried and consider results -**
	
	Think: "Maybe I need to…..next time.:"
	         "I realized that….."
	         "I wonder if……"

Teacher Talk for Managing Activities

Tell the participants that this video is about more examples for effective teacher talk for managing activities.
Link to YouTube: https://youtu.be/F4RfqykJ6r8

- After they watch the video ask them to analyze the jig-saw activity they had in the previous stage.

1. Was the instruction of the activity clear?
2. Do you think that interacting with your partner has helped you understand the concept better?

   Elicit random answers.

Which teacher talk do you think provides modeling of language for the activity?

Example A or B? Support your idea.

B

Figure 2. A sample activity handout.

How do you like to spend time on weekends?

From the list of activities below:
- Circle three things you like to do.
- Cross out three things that you never do.
- Write three other things you like to do in your free time.

Activities
watch movies
chat with friends
work out
read
listen to music
cook
garden
swim
go to the library
visit family
take care of younger sibling
ride a bike
go hiking
play basketball

Example A

Teacher distributes the handouts listing the hobbies and activity direction to class.

T: " Now you are going to talk about things you like to do when you have some free time during the weekend. I want you to circle three things you like to do, cross out three you don't like to do, and add three more things you like to do. After you finish, talk to people in class and find the person who has the most in common with you. Ask them the questions at the bottom of your handout."

Example B

T: Dildora, what do you like to do on the weekend?
D: I like to read.
T: So do I. (T places sample handout on overhead and circles 'read'.) Do you ever garden?
D: No.
T: Neither do I. (T crosses off 'garden'. T distributes handout to class.) Akbar, what do you do on the weekend?
A: Play football. (T uses a questioning look.) Do you see football on the list? (T points to overhead.)
Class: No. (T asks Akbar to write it on the blank. T and Class now read instructions together.)
T: What do you circle?
C: Things we do on the weekend.
T: What do you cross out?
C: Things we don't do on the weekend.
Class completes part 1 of the handout individually and then T gives instructions for part 2 through a similar demonstration.

Step-by-Step scaffolding in giving instruction in English

As you listen, write out each main point of each step

M A S O N   T E T E

TEACHER TALK FOR MANAGING ACTIVITIES

https://www.youtube.com/watch?v=F4RfqykJ6r8&list=PLSiU_EtuKTGE4IZ1tSFmGAhVywaIz06qm&index=7&t=2s

What are some challenges you face when giving instructions in English in your class?

YOUR TURN!

Please write your ideas in your notebook!

Think and Reflect:

How can I overcome these challenges?

Turning to our Pre-course assessment, let's anchor with our Module 2 content:

3. The characteristics of effective teacher talk can be explained in all the following ways EXCEPT:

    A. Teachers should use clear and grammatically correct English in their teacher talk.
    B. The need for teachers to modify language depends on the level of the learner.
    C. Activity instructions should be given step-by-step to promote students' understanding.
    D. Teachers should always introduce challenging new topics in the native language.

4. Teacher talk should be spontaneous and unrehearsed to promote more authentic conversations in the English language classroom.

    True or False?

3. The characteristics of effective teacher talk can be explained in all the following ways EXCEPT:

A. Teachers should use clear and grammatically correct English in their teacher talk.

B. The need for teachers to modify language depends on the level of the learner.

C. Activity instructions should be given step-by-step to promote students' understanding.

D. Teachers should always introduce challenging new topics in the native language.

4. Teacher talk should be spontaneous and unrehearsed to promote more authentic conversations in the English language classroom.

True or False?

D.E.A.R.

DROP EVERYTHING AND REFLECT!

Time for our Module 2 "3-2-1 reflection"!

(Handout 4)

Three words I've
learned that capture
effective teacher talk

REFLECTION.
Looking back so that the view looking forward is even clearer

- Unknown

Any questions or concerns?

Thanks for coming! See you next Friday!

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout 5)

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Teaching English through English Course

Week 7

Teaching English through English

Module 3

Objectives

MODULE 3: EFFECTIVE QUESTIONS AND ANSWER

- I can understand how different types of questions are used in teacher talk
- I can form beginner friendly questions
- I can scaffold students' response in more comfortable and effective ways
- I can practice basic question forms and answers with students

Welcome Message

Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.

Module 3

Module 3

Daily Quote

"*The teacher who asks questions about the topic is more helpful than the teacher who explains the topic*"

James Clear

Daily Agenda

Module 3

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	Sharing experience about how to engage and make students communicate by using English
Whole class 15 minutes	Pre listening activity
Whole class 10 minutes	Watching the video
Pair work 25 minutes	Reflection
Whole class 40 minutes	Watching videos
Group work 30 minutes	Jig Saw reading
Individual work 15 minutes	Reflection. Mingle Activity
Group work 35 minutes	Discussion
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework

Share your experience

- Why is asking questions in English important?
- What is the role of asking questions in the classroom?
- What part of the activity do you usually ask questions - in the beginning, when transitioning, or at the end of a lesson? Why is it your favorite?
- How helpful is asking questions in the class?

- "Before you watch, what do you think this dialogue will be about?"
- "Before you watch, brainstorm what you think about this video."
- "Look at this picture. What do you think about when you see this picture?"

Watch video

- [Small Talk - YouTube](#)

Module 3

While watching the video pause it and answer the following questions
- "Is the old man the young boy's grandad?"
- "Are they talking about the weather or love"?
- "Is the man single or married"? Why do you think so?

Module 3

1. Did you like this activity? Why?
2. How did you feel during the activity?
3. What have you learned from the activity?
4. What is the role of asking questions in this activity?

*R*eflections

Module 3

Topic

Video # 1:

In this video you will learn about some techniques of asking effective questions in English in pre-while-post activities

TETE - Asking Questions During Listening Tasks - YouTube

Video # 2:

In this video will show you an example of how to lead your students to form and use basic wh-questions in classroom activities

TETE - Practicing Wh Questions Using Information Gap Activities - YouTube

Module 3

Divide the participants into smaller groups and … *(Handout)*

Group Work

- read the passage
- make Wh -questions based on topic

Jigsaw Reading
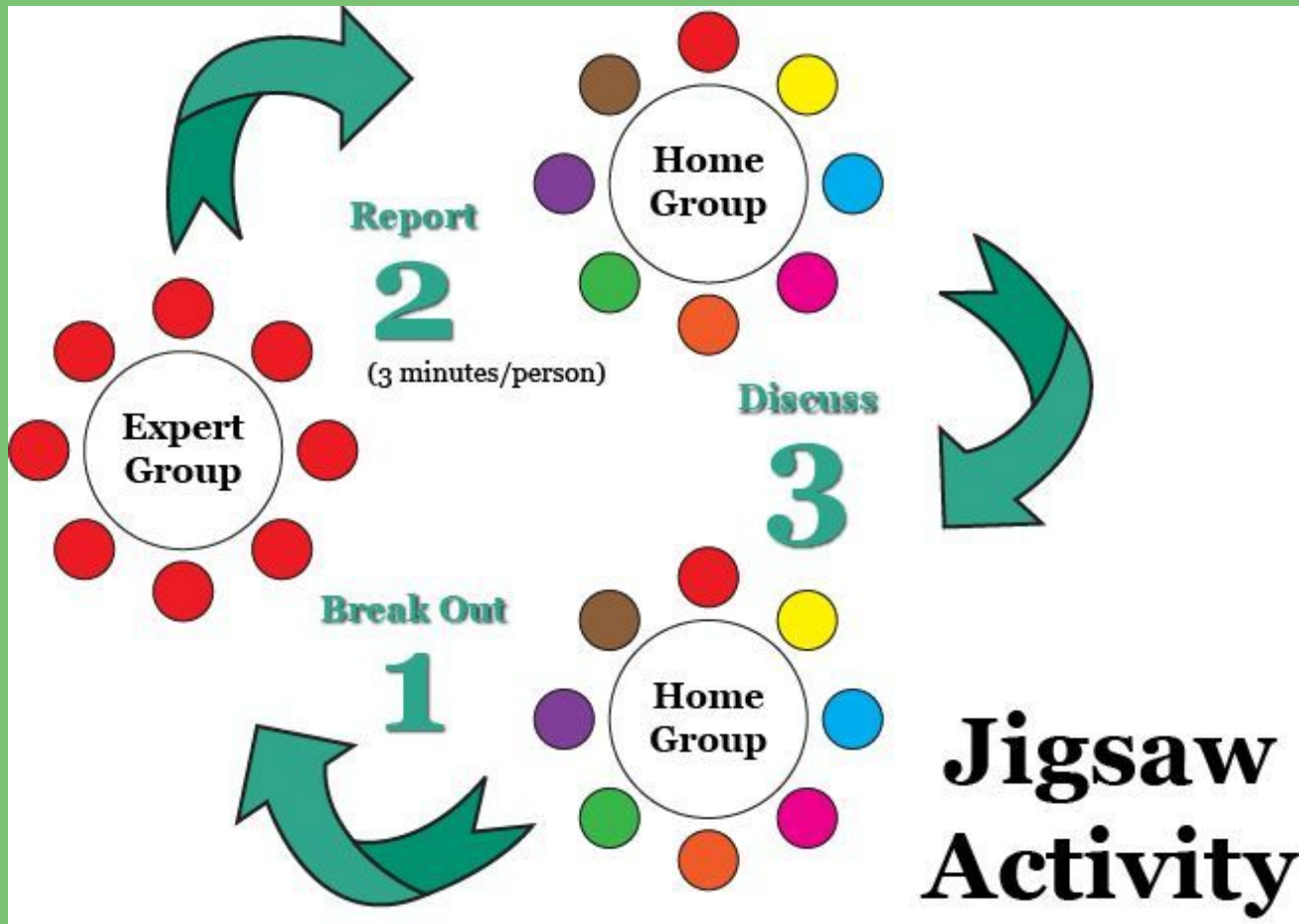
- [Questions and Responses](#)

Mingle around

- Which of the suggested effective questions and answers do you think can be adaptable to your teaching context? Why and why not?

- How do you plan to apply them into your classroom?

Discussion

"The teacher who asks questions about the topic is more helpful than the teacher who explains the topic"

James Clear

- How do you understand this quote?
- Do you agree? Why?

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout)

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Module 3

Teaching English through English

Module 4

Objectives

- I can describe the purpose and process of good instructional routines using English
- I can learn how to maintain a well-managed and communicative learning environment.
- I can apply some of the new classroom routine expressions in the classroom
- I can share some of the effective instructional routines you want to use in your current classroom to increase the use of English

Welcome Message

We're happy you are participating in this Teaching English Through English class, or TETE, for short. Today,we will learn about classroom routines and how they can be beneficial in teaching English. We will learn a reading technique called jigsaw reading. We will learn a how to do a Mingle and use a graphic organizer. We will create presentations about effective class routines. Finally, we will reflect in class and for homework to share our ideas about routines in our Telegram groups.

Daily Quote

YOU'LL NEVER CHANGE
YOUR LIFE UNTIL YOU
CHANGE SOMETHING
YOU DO DAILY.
THE SECRET OF YOUR
SUCCESS IS FOUND IN
YOUR DAILY ROUTINE.

John C. Maxwell

Daily Agenda

Welcome Routines 7 minutes	Movement, Quote and Breathing
Pair work 10 minutes	Preview Sharing experiences about Classroom Routines.
Pair work 15 minutes	Mingle Introductions
Individual work 10 minutes	Reflection after the Mingle Activity
Group work 25 minutes	Video Discussion
Group work 40 minutes	Jigsaw Reading
Pair work 15 minutes	Mingle with a Graphic Organizer
Individual work 15 minutes	Video Analysis
Group work 35 minutes	Effective Routines Presentation
Pair or group work 10 minutes	Reflection Question
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework

Module 4:
Checking Comprehension and Providing Feedback

TEACHING ENGLISH THROUGH

Module 4 - Checking Comprehension and Providing Feedback
Friday, July 30, 2021
Rebecca Fox, Ph.D.
Anya Evmenova, Ph.D.
Hyunsun Chung, M.A.

Fox, R., Chung, H. & Evmenova, A. (July, 2021). *Checking Comprehension and Providing Feedback*. Workshop

Polls to Recall Information

Run quizzes and competitions

Use as exit ticket

Receive feedback

Check for understanding:

- Question and answer choices on the board
- Paper-based surveys
- Free web-based tools: Kahoot, Poll Everywhere, Google Forms

CHECKING PORTFOLIO CREATION COMPREHENSION USING POLLING

Recalling our Module 3 content from last week on effective questioning and answering in class,
think about your most important new learning, (such as predicting, questioning for main ideas, making inference, etc.)

Module 4 Webinar Agenda

Address Module 4 content on **checking comprehension and providing feedback**

Share **examples and ideas**

Pushing toward **more reflective feedback practice**

Let's think about using [Comprehension Checks] during your *interactive* lessons

1.*When do you check your students' comprehension?*

    Any time, all the time!

2. *How do you check your students' comprehension* <u>*effectively*</u>*?*

    Simply and quickly/physically interactive ways

3. *Why is it so important to check students' comprehension during a   lesson?*

    To engage your students
    To see how they are progressing and feeling
    To offer extra support on the spot
    To help students "own" their learning!

How do you check?

Check students' comprehension with body lan

Make it simple, quick, and interactive

- **Hand Gestures**
  - **Thumbs up/down**
  - **Scale of 1-5 with fingers**
- **Signal (respond to a cue)**

  Touch your ear (whenever you hear words related to airport)

  Hand on your head (if you hear the days in a week,~)

- **Blind Comprehension Check**

  Close your eyes.

  Now, raise your hand if you think this statement is true…

  Keep your hands in your lap if the statement is false ..

Classroom Routines

Video # 1:

Tell the participants that this video will help set up some language routines for daily or weekly lesson activities.

https://www.youtube.com/watch?v=sfJmK2_tOEs

Video # 2:

Tell the participants that this video will help set up some language routines for daily or weekly lesson activities.

Divide the participants into smaller groups and evaluate the two routines using the provided criteria. *(Handout 1)*

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.
Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

Write 1-2 paragraphs to reflect on Module 1 (300-500 words).
You may use what you have created, shared, and applied in the previous tasks. You may also use the following as a template and fill in the blanks.
(Handout 3)

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Teaching English through English Course

Week 8

Teaching English through English

Module 5

Objectives

- I can explain the importance of learner interaction in acquiring a second language

- I can plan the interactional group task

- I can apply some of the new interactive activities in the classroom

- I can share some of the effective activities that increase student-to-student interaction in our classrooms

Welcome Message

Hello English teachers! Are you ready to power up your English class? We know that to learn the language, we need to *use* language. Our classrooms can become an important and safe space for our students to practice English through interactions.Today, we will explore some tips for increasing student-to student interaction in our classrooms. We will practice some activities that promote classroom interaction. We will read the article and share our experience.

Module 5

Daily Quote

"A mouse saved her young from a ferocious cat by barking 'bow-wow.' After the cat ran away, the mouse said to her offspring 'See, children, it pays to know a second language.'" - Efstathiadis

Daily Agenda

Welcome Routines 5 minutes	Warm up
Pair work 10 minutes	Preview
Individual work 30 minutes	Mingling Activity
Individual work 10 minutes	Reflection
Group work 30 minutes	Video Discussion
Group work 30 minutes	Conceptualize
Group work 25 minutes	Standing Triangles
Group work 40 minutes	Apply
Pair or group work 10 minutes	Reflection Questions Wrap up
Homework 5 minutes	Module 5 Telegram Discussion and Writing Homework

Warm-up: Sentence Scramble

human

while

intellectual

is

factor

The

an

designed

think

Movement

in

moving

essential

to

brain

growth

is

Unscramble the words and read the sentences

The human brain is designed to think while moving.

(Dr.James Levine, Why your chair is killing you and what to do about it, 2014)

Movement is an essential factor in intellectual growth.

(Maria Montessori, *The secret of Childhood,1996*)

Purpose of Module 5: To prepare you to increase classroom interactions in English

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

- describe the importance of student-to-student interaction in a language classroom
- 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

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Reflection on teaching

1. How much English do you use during your lesson?

2. What percent of time do you talk and use English?

3. How much English do your students use?

4. Do the activities and materials interest your students and keep them engaged?

5. Do you often provide opportunities for all students to participate and use English?

Why is classroom interaction important for language learning?

- To learn a language, we need to use it.
- Students have opportunities to use authentic, "real-life" language.
- Mistakes are fine. Students learn to recover from their mistakes in a natural and safe environment.
- Students exchange creative ideas and build collaborative relationships.

What are your biggest challenges
- increasing classroom interaction?
- getting your students to speak out?

YOUR TURN!

Today, we will:

- explore some tips and strategies for increasing student-to student interaction in our classrooms.
- practice some activities that promote classroom interaction.

Mingling Activity: Getting to Know You

Handout 1.

Questions:	Name of classmate	Name of classmate	Name of classmate
1.Where do you live?			
2.What are your hobbies?			
3.What is your favourite food?			
4. What is your favourite word in English?			
5.Write a question you want to write:_____ _____			

Reflection

1. Did you like this activity? Why?
2. Do you feel that there will be plenty of real-life communication going on in the classroom?
3. What kind of follow up communicative activity can be used to extend further?

Video Discussion

Video 1.
Find Someone Who
Bingo

Link to YouTube:
https://youtu.be/oHoVJhnRKCc

Video 2.

Guiding the Artist

Link to YouTube:
https://youtu.be/bdIK_k83QPg

Think, Pair, Share

1. What was the purpose of the activities?
2. Which of the suggested activities do you think can be adaptable to your teaching context? Why and why not?
3. How do you plan to apply them into your lessons?
4. Do you think your pupils will enjoy the activity?

Activities to Increase Classroom Interaction

1. Concentric Circles
2. Information Gap Activity
3. Line Up
4. Anchor Charts
5. Guessing Game
6. Jigsaw
7. Jazz Chants

Concentric Circles

Outer circle

Inner Circle

Instructions;

- Each student has a partner
- They ask and answer a question
- Then the Outer Circle moves to

  the next person

- Each student has a NEW partner
- They each ask and answer a question
- Then the Outer Circle moves to

  the next person

- And so on!
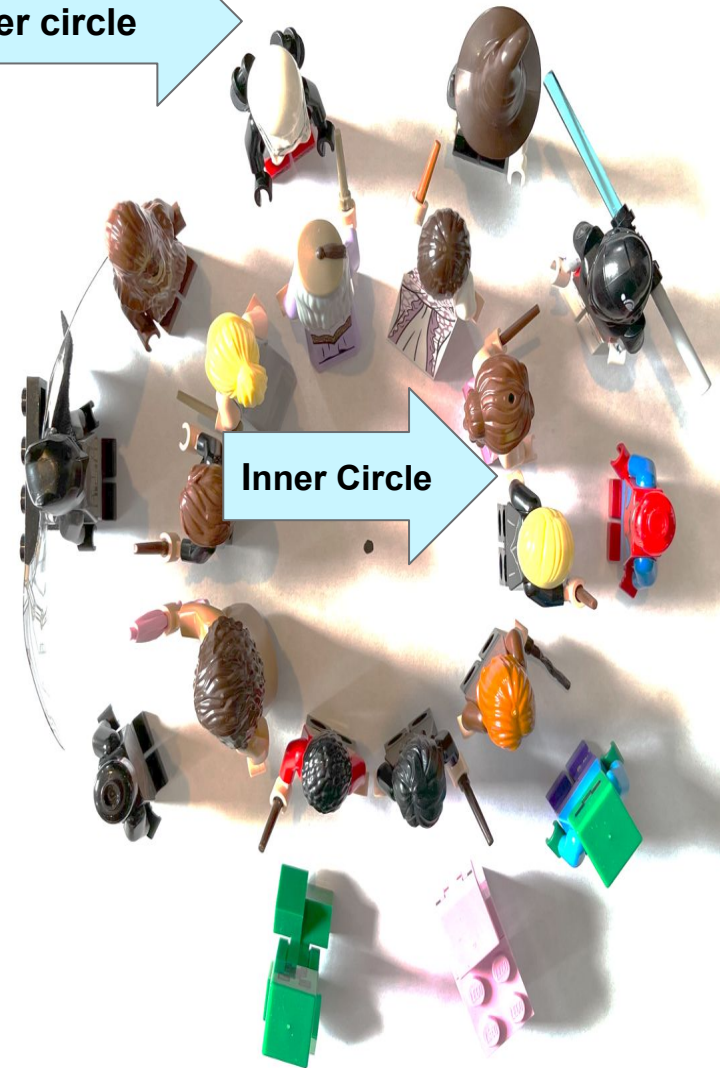
Information Gap Activities

- An information gap means that students don't have all the information they need to complete a task or activity.
- Information gap activities require students to speak and share information.
- This mirrors real-life communication.
- Students have to speak clearly and listen carefully.

Information Gap Activities

Example: Student A has some information. Student B has other information. They need to talk, so both have ALL the information.
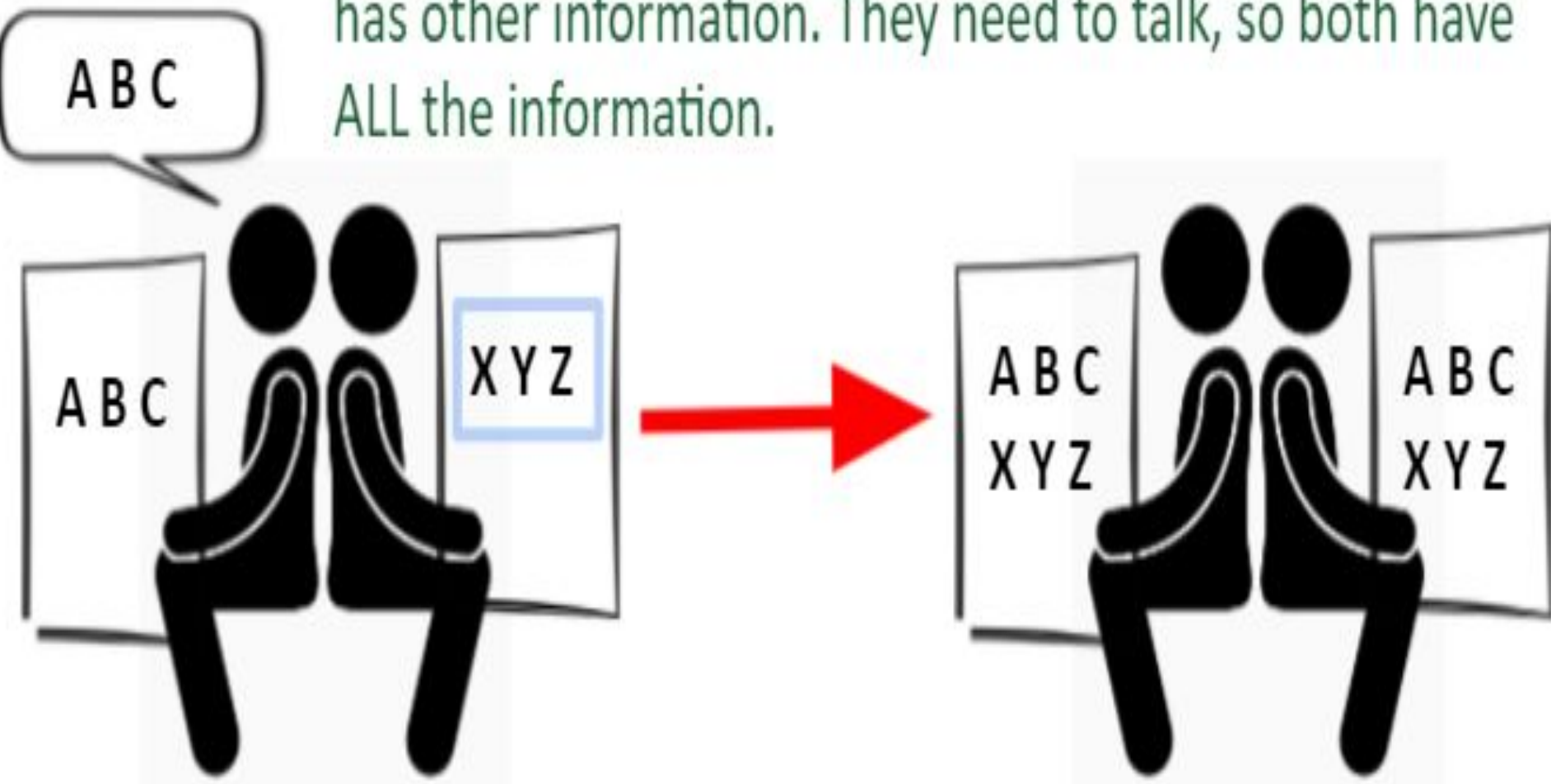
Line up

Instructions: Each student has a partner; they each ask and answer a question; They move to the next person; One person has to go to the end of the line; Everyone shifted over; Then each student has a NEW partner; And so on!

"My Identity" Activity

Who is your hero?	What is your dream job?
Your Name	
What makes you special?	Write your own question.

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Anchor Charts

- Anchor charts are a tool to support students' language use.
- Teachers can create anchor charts with students during a lesson or prepare them before class.
- Display them on the classroom walls or whiteboards.

HOW TO ASK FOR HELP

1. Raise your hand.
2. Wait for the teacher to call on you.
3. Say, "Excuse me" and...

I have a question.
I am confused.

I need help.
Can you help me?
Could you repeat that?

4. After you get help, say...

Thank you!
I understand now.

Activities to Increase Classroom Interaction
Guessing Game: What's in my Backpack?

Teacher:

Students:

Anchor Chart

Expressions for asking for information for this topic

Q: What do you use it for?

A: I use it to...

Q: Do you use it to…?

A: Yes, I use it to…

Q: Is it a…?

A: Yes, it is a...

JIGSAW activity

1. Home Groups

3. Home Groups

2. Expert Groups

Teaching pronunciation, vocabulary, and grammar more interactively…….

Jazz Chants are rhythmic chants and poems, first developed for English language teaching by Carolyn Graham. They can be used **to teach pronunciation**, **vocabulary**, and **grammar**. They require very minimal supplies, can be used in classes of any size, and are appropriate for learners of any age. Adults as well as children and teens enjoy using Jazz Chants.

Do you want to go to Paris?

- Do you **want** to go to **Par**is?

- **No,** I don't **want** to go to **Par**is.

- Do you **want** to go to **Rome?**

- **No,** I don't **want** to go to **Rome.**

- Do you **want** to go to **Lon**don?

- **No,** I don't **want** to go to **Lon**don.

- I **want** to stay at **home.**

- Do you **want** to go to **Par**is?

- **Yes,** I **want** to go to **Par**is.

- Do you **want** to go to **Rome?**

- **Yes,** I **want** to go to **Rome**.

- Do you **want** to go to **Lon**don?

- **Yes,** I **want** to go to **Lon**don

- Then I **want** to come back **home**

Classroom interaction: Teacher's role

❏ **A language instructor**

❏ **A facilitator of learning**

❏ **A classroom manager**

❏ **A general overseer of learning and encourage the learners (mentor)**

❏ **As an advisor or consultant in free communicative activities (monitor)**

Conceptualize

https://americanenglish.state.gov/files/ae/resource_files/sept_week_3_interaction_and_sharing_final.pdf

Group 1. Turn and Talk

Group 2. Think, Pair, Share

Group 3. Stand up/Sit down (or Thumbs up/Thumbs down)

Standing Triangles

- Divide the students into groups of three including one member from each home group.
- Ask participants to stand in a triangle and share the information that they have read with each other.

Apply

YOUR TURN!

1. Create a new or adapt an existing activity based on what you learned, you would like to use regularly in your current teaching context.
2. Practice your activity with others in 5-10 minutes.

-What stage of the lesson can you use this activity (or strategy)and why?

-How has this activity (or strategy) promoted meaningful communication?
-What visual aids can you use, if any, to make your activity (or strategy) more interesting and meaningful?

Digital Wrap-up

https://wordwall.net/resource/5056615

Homework

Create

1. Create an activity (or strategy) that will generate communicative interactions among students. Use the template below when creating your activity.

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:

Reflect

2. Write 1-2 paragraphs to reflect on Module 5 (300-500 words). You may use what you have created, shared, and applied in the previous tasks.

Teaching English through English Course

Week 9

PTRA - PLAN, TEACH, REFLECT, ADJUST

Module 6

Objectives

- I can plan, teach ,reflect, and adjust lesson plans to promote effective communicative language practice in my classroom

- I can can develop an effective lesson plan for English learners which promotes communicative interaction using engaging activities.

- I can Design effective lesson plans for English learners using following steps: warm up, presentation, practice, application, and wrap up.

Welcome Message

Effective design and delivery of lessons lead to successful learning in communicative language classrooms. Teachers need to not only to plan and teach lessons, but also to reflect on how the lessons were taught and how the students interacted during the lessons. Through this module, you will explore ways that will help you design and develop lesson plans for your communicative language classrooms. You will also have a chance to delve deeper into reflective teaching practices that will benefit both you and your learners.

A quote of the day
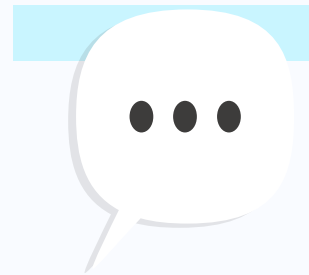
"There are three types of lessons: The one we plan to teach; the one we actually teach; and the one we wish we had taught." - Unknown

Daily Agenda

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	
Pair work 15 minutes	
Individual work 10 minutes	
Group work 25 minutes	
Group work 40 minutes	
Pair work 15 minutes	
Individual work 15 minutes	
Group work 35 minutes	
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework

Topic

Video # 1:

In this video you will learn about…

Video # 2:

In this video you will learn how to…

https://drive.google.com/file/d/1D3F
xKAdXlx1emiwcpQZIcO0SXGMo2g
Yb/view?usp=sharing

https://youtu.be/IHo7eqElKg0

Divide the participants into smaller groups and … *(Handout)*

Module 6:
PTRA - Plan, Teach, Reflect, Adjust

TEACHING ENGLISH THROUGH

Module 6 - PTRA - Plan, Teach, Reflect, Adjust
Friday, August 13, 2021
Rebecca Fox, Ph.D
Woomee Kim, M.A.

Recalling Our Learning in Modules 0-5

Module 0: Introduction to our journey into deep reflection

Module 1: Building routines in English

Module 2: Giving Clear Instructions

Module 3: Effective Question and Answer

Module 4: Checking Comprehension and Answer

Module 5: Increasing Classroom Interaction

The focus on the first 5 modules, plus Module 0, was to open the door to many new possibilities for interactive, engaged teaching and learning in our English classrooms.

NOW, we are going to incorporate these new strategies and approaches into reflective, interactive, goal-oriented lessons.
Let's Go!

Module 6 Webinar Agenda:

Module 6 content and strategies for effective lesson planning, teaching, reflecting, and adjusting

Q & A about aspects of Lesson Planning and Module 6 content

Continuing to deepen our understanding of Reflection as it relates to lesson planning

Purpose of Module 6: To prepare you to design & develop lesson plans, and delve deeper into reflective teaching practice

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

- plan, teach, reflect, and adjust lesson plans that promote effective communicative language practice in your classroom
- develop an effective lesson plan for English learners 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

Effective lessons . . . .
Start with your learners and classroom context in mind:
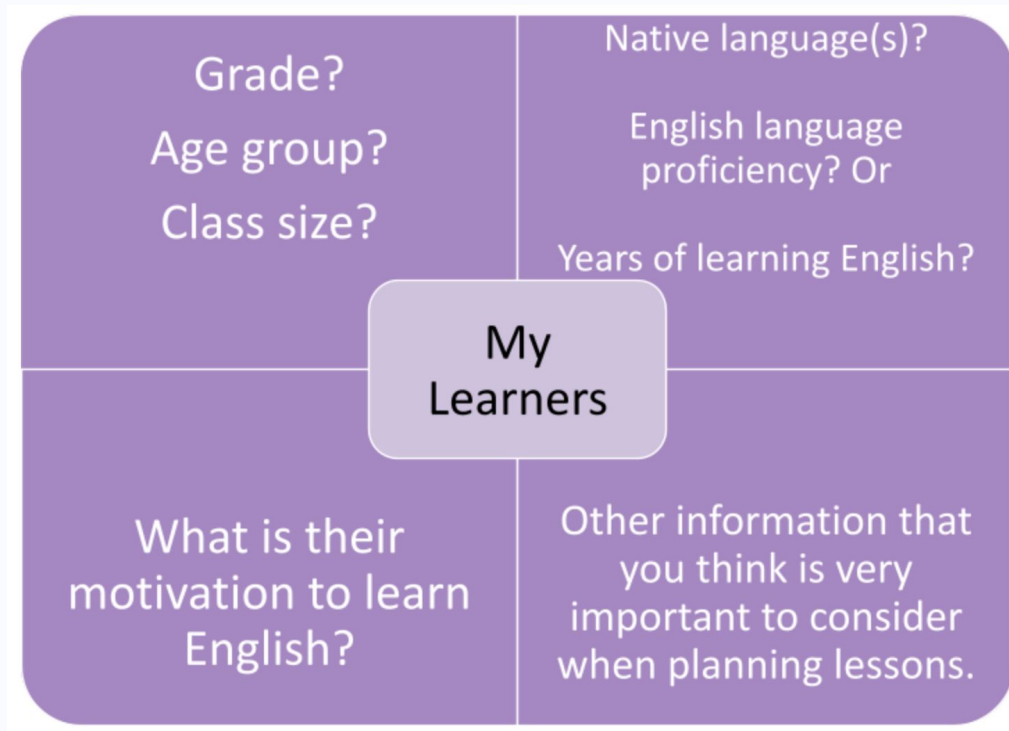
Approaches for Developing EFFECTIVE Lessons Using PTRA

What is PTRA? How do I plan *effectively*?

Consider the important process of *thinking* & *inquiry* that are involved here!

- Setting Objectives: SWBAT
- Engage in Steps to lesson planning: WPPAWF
  - Thematic Unit Planning
- Incorporate Reflective Teaching
  - Engage in Reflection to Adjust your teaching

Why is it important to PLAN for classroom interaction for language learning?

YOUR TURN!

Please type your answers into the chat box or raise your hand to say an answer!

Why is it so important to PLAN carefully and thoughtfully for interactive language learning?

- *Effective* lesson planning brings together the wonderful new strategies from Modules 0 - 5 and makes them come alive!
- To promote the use of English, we must *set the stage* in many ways
- Students need multiple opportunities to *use* authentic, "real-life" language and augment "every day" vocabulary in English
- Students exchange creative ideas and build collaborative relationships while supporting their language acquisition authentically
- Planning is important, but it isn't enough! We need to look at the *results* of our planning as we teach: Remember, **WHAT** students learn and **CAN DO** is a result of our careful and thoughtful lesson planning

Writing Objectives:

The teacher thinks: By the end of this lesson/unit,

SWBAT - "Students will be able to . . ."

- Keep the end point in mind
- Be concrete
- Use an observable action
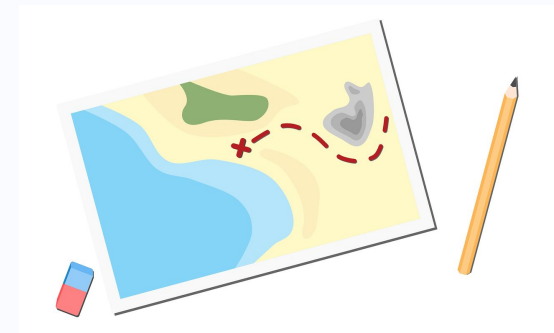
Example: **Let's take a look back at our Module 6 Objectives!**

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

- plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in their classrooms
- develop an effective lesson plan for English learners 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

Let's take a *deeper* look at the Module 6 Objectives By the end of the module, you will be able to:

- *plan, teach, reflect, and adjust* lesson plans to promote effective communicative language practice in their classrooms
- *develop* an effective lesson plan for English learners 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

(Note that all of the objectives begin with a verb, an action!)

What are some concrete and observable objectives you might write for a lesson covering "At the Restaurant"?

*Think***: As a result of this lesson At the Restaurant, students will be able to (SWBAT)…**

YOUR TURN!

Please type ONE concrete objective into the chat box
or raise your hand to say an answer!

6 Steps to Lesson Planning: WPPAWF

1. **W**arm-up
2. **P**resentation
3. **P**ractice
4. **A**pplication
5. **W**rap-up
6. **F**ollow-up

Activating WPPAWF:
Brainstorm ideas from Modules 1-5

1. **W**arm-up
2. **P**resentation
3. **P**ractice
4. **A**pplication
5. **W**rap-up
6. **F**ollow-up

6 Steps of a Lesson with Improvements from Lola Uzakova "Write a Postcard"

Wrap-up/ Assessment (10-15min):

Teacher asks some students to read a final version of their postcards to the whole class and invite students to give their feedback for the product. A teacher provides his/her assessment too.

Follow-up (10 min):

Teacher asks students to create postcards about world famous travel destinations.

Teacher instructions: Show students Top travel destinations in the world
https://youtu.be/3GXt4c0MK3I

Tell students to produce an authentic postcard with the description of one of the travel destinations they have watched and suggest to expose it to their pairs and provide peer feedback.

Think about some challenges you might face as you create communicative lesson plans.

Now, what do you think will be the most helpful to you to overcome these challenges?

YOUR TURN!

*Please type your answers into the chat box
or raise your hand to share an answer!*

"There are three types of lessons:

The one we plan to teach;

the one we actually teach;

and the one we wish we had taught."

- Unknown

PTRA: Incorporating Reflection & Adjustment into your teaching

*Hmm m, how am I teaching **during** my lesson (Reflection IN Action: what is going well, what isn't, and why?)*
*I want to think deeper about what happened in the lesson **after** finish teaching (Reflection ON Action).*
*What can I do to **improve** my **future** lesson?*

Reflect to

PTRA: Incorporating Reflection & Adjustment into ~~[obscured]~~ing

Hmm, I notice that two groups weren't as engaged as much as I'd hoped :-(. What can I do to bring ALL my students into the restaurant role play?
They had fun, but I want to look more at WHAT my students actually learned from this lesson - maybe tomorrow I'll create an *exit reflection* where they tell me what they **liked** **and** what they **learned.**
Let's see what the students tell me so I can make changes.

Reflect to

EXIT TICKET - TIME FOR D.E.A.R.
Drop **E**verything **A**nd **R**eflect

- What is one new thing from Module 6 that you will apply to your communicative lesson planning process?

Now we will do our Module 6 Exit Ticket! Click on the link in the chat box.

What is due on Sunday, August 15th?

Completion Checklist

During this module you should have finished the following tasks:

1. I watched three videos.

2. I read two articles.

3. I searched for a few new web resources to help my teaching.

4. I thought about communicative lesson plans and wrote down some reflections.

5. I created a new lesson plan or improved an existing lesson plan to promote meaningful communication in my classroom.

6. I shared my communicative lesson plan with my colleagues on Telegram.

7. I applied at least one new communicative lesson plan from my Telegram group in my teaching context.

8. I wrote 1-2 paragraphs to reflect on my learning in Module 6.

Remember to continue building your portfolios!

ANNOUNCEMENTS

**Module 7: Extending Textbook Activities
will be announced on Monday, August 16, 2021!**

NEXT WEBINAR

Friday, August 20th

7:00-8:00 PM, Uzbekistan Time

Goodbye Song

Goodbye! It's time to go.

Time to go.

Time to go.

Goodbye! It's time to go.

See you later!

From *Welcome to Our World* published by National Geographic Learning

Teaching English through English

Module 7

Objectives

- § 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

Welcome Message

There are many good teaching materials published, but even good materials are not perfect for every teaching context. With the advance of technology, especially the Internet, rich instructional resources can also be found online. However, in order to meet the diverse needs of your teaching situations, it becomes necessary to adapt the teaching resources to deliver effective communicative instruction in English. In this module, you will have a chance to reflect on your teaching contexts and materials available to you. You will also explore ways to effectively adapt your teaching materials to foster a communicative classroom in English.

Daily Agenda

Welcome Routines 8 minutes	Movement, Quote and Breathing
Pair work 10 minutes	Theme discussion
Pair work 15 minutes	Share with the group
Individual work 10 minutes	Watch 2 videos
Group work 25 minutes	Discuss the videos
Group work 40 minutes	Do communicative activities
Pair work 15 minutes	Do role play
Individual work 15 minutes	Read the article
Group work 35 minutes	Discuss the article with other groups
Pair or group work 10 minutes	Reflection Questions
Homework 5 minutes	Module 1 Telegram Discussion and Writing Homework

Topic

Video # 1:

This video explains the reasons behind the necessity of adapting textbook activities. Also, it suggest ideas on how to adapt an activity using a textbook activity sample. Click here for the PDF of the script for Video 1.

o Link to YouTube:
https://youtu.be/NWBGSjnKdpA

Video # 2:

In this video suggest tips on how to adapt your teaching resources to promote communication in your English classroom. Click here for the PDF of the script for Video 2.

o Link to YouTube:
https://youtu.be/mai-Gor0wMM

Divide the participants into smaller groups and … *(Handout)*

Topic

Examine the teaching resources you currently use in your school, including you
textbook.
Choose a picture, a reading passage, written assignments and/or practice
exercises from your
resource. How can these be adapted and used to give your students more
chances to use their
English communicatively?
OR
Consider the activities/classroom strategies presented in this module (and any
others you've
already completed). You can also find these in the Activity Bank, as well as from
the Activity
Shares. How can you incorporate one or more of these strategies into your
adapted
textbook/resource activities to enhance meaningful communication in your
classroom?

Topic

Create an adapted textbook lesson/activity. Choose a lesson (or a part of a lesson) that you
would like to adapt from your textbook. Describe your learner characteristics and teaching
context. Which lesson/activity would you adapt and why? Present your newly adapted
lesson/activity. Suggestions for activity adaptation:
§ Make it into a role play
§ Make it into a pair/group work
§ Make it into a team quiz
§ 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?

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.
Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Teaching English through English Course

Week 10

Teaching English through English

Module 8

Module 8:
Creating and Facilitating Visually Stimulating Tasks

TEACHING ENGLISH THROUGH

Module 8 - Creating and Facilitating Visually Stimulating Tasks
Friday, August 27, 2021
Kelley Webb, M.A.Ed.
Jered Borup, Ph.D.

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Dogs

Cats

Write in comple te senten ce.

THIS
OR
THAT

I like _ better than _.

Module 8 Webinar Agenda:

Discuss Module 8 content and share ways to integrate visually stimulating tasks in your English language classroom to *engage students, teach students, spark communication,* and *help students form connections*

Q & A about how you currently use / plan to use visually stimulating tasks in your English language classroom

Module 8 Completion Checklist and Exit Ticket

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Purpose of Module 8: To create and facilitate visually stimulating tasks

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

- 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

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Why are visually stimulating tasks important in the language classroom?

LET'S HEAR FROM YOU!

Please type your answers into the chat box or raise your hand to share your answer!

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Why are visually stimulating tasks important?

- visually stimulating tasks **support students** in their language learning and **development** of intercultural competence

- visual tasks can **illuminate language** so that students can make meaning of the content and through cultural connections

- visually stimulating tasks can ignite students' **creativity** and **critical thinking**

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Why are visually stimulating tasks important in the language classroom?

Mentimeter

extend thinking
elicit questions
focus attention
support language output
activate prior knowledge
integrate cultural realia
assess comprehension
make associations
gain interest
aid memory recall

connect content
support learning
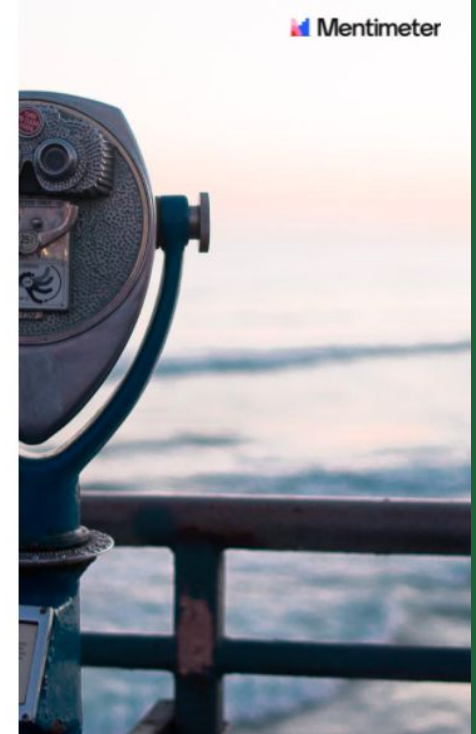
Examples of Word Cloud websites:
- **WordClouds - https://www.wordclouds.com/**
- **ABCya - https://www.abcya.com/games/word_clouds**
- **Mentimeter - https://www.mentimeter.com/features/word-cloud (live / interactive)**

Using Visuals to Engage Students

Classroom Visuals

- **Display student work** to show value and appreciation of their work. It is also can be used as a review activity!

- **Highlight role models** and motivational quotes. Keep your students inspired to learn!

- Use visuals that **boost student learning**. Take down ones that are not current or helpful any longer.

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Activity Name: Picture gallery

Activity Description:

· The purpose of this activity is to practice speaking and critical thinking skills

· This activity is effective for this lesson because different pictures are presented and students improve their critical thinking skills by asking and answering the questions about the pictures posted in the gallery.

· Here are some steps to help you use this activity in your classroom ...

Step 1: Post five pictures on the walls of the classroom. Ask students to walk around the room and write questions about the pictures. They write questions below each picture.

Step 2: Divide students into five groups and give one picture to one group. Groups should read the question and discuss the answers. They may write their answers or prepare orally.

Step 3: groups also discuss the following questions from Harvard Project Zero (2019).

See-Think-Wonder
1) What do you see?
2) What do you think about that?
3) What does it make you wonder?

Step 4: Ask groups to post the pictures with

Yayra Abduraimova, Group 12

Interactive Technology Resource -
www.padlet.com

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Activity/Lesson Name: Guess what.. / Integrated skills class
(by Ikromova Sevara, Group 7)

Grade level / Unit (if applicable): Intermediate

Activity Description: Students make up the stories from the funny pictures

§ The purpose of this activity is to involve students for the learning process, improve their confidence, critical thinking as well as speaking

§ This activity is effective for this lesson because most of the pictures are funny, my learners always love to see funny visuals in my class, easy to create story, there is always something to say.

§ Here are some steps to help you use this activity in your classroom…

Step 1: put some funny pictures face down on the table and ask students pick one

Step 2: they have to come to the board and tell funny short story about this picture

Step 3: other students may ask questions questions about the picture to get more information

VISUAL RESOURCES & STRATEGIES

Did you find any other visual resources or strategies that you think will be helpful to your students from this module or that you already use?
Let's continue to share ideas!

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Using Visuals to Teach

THE WORLD IS A CAT

PLAYING WITH AUSTRALIA
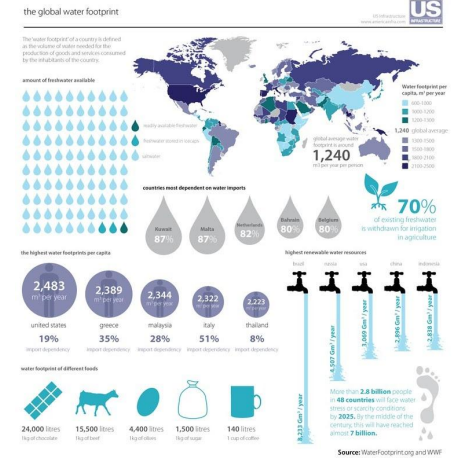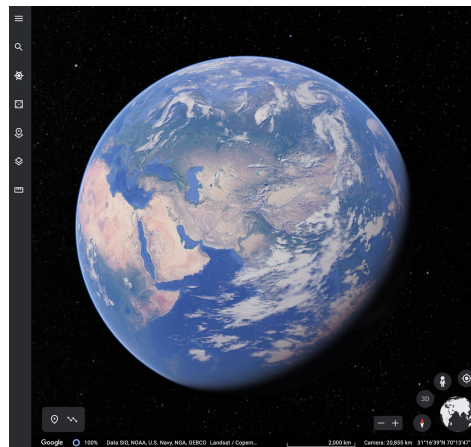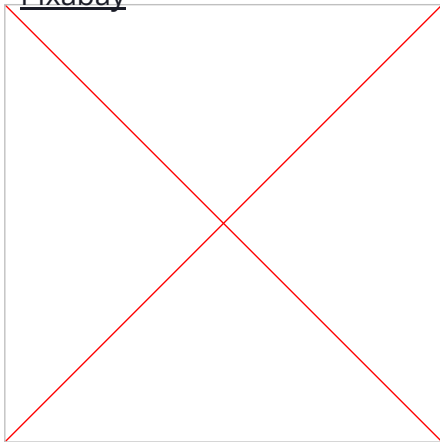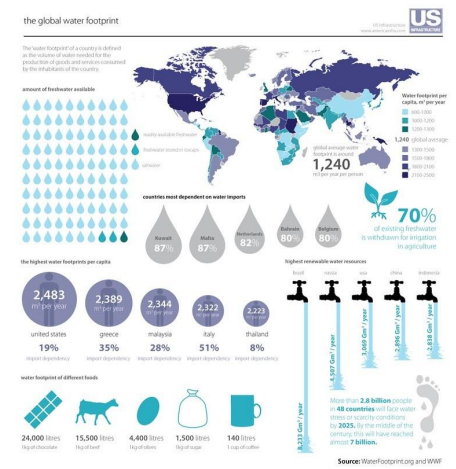
MontyBoy.net

"World Water Footprint" by GDS Infographics, CC BY 2.0.

Image by WikiImages from Pixabay

"Rotating Globe" by AzaToth, CC BY-SA 3.0.

THE WORLD IS A CAT

PLAYING WITH AUSTRALIA

MontyBoy.net

"World Water Footprint" by GDS Infographics, CC BY 2.0.

Image by WikiImages from Pixabay
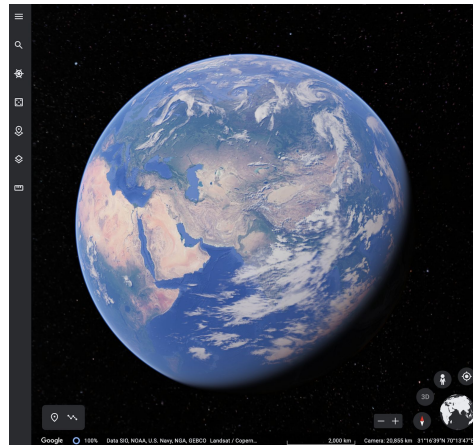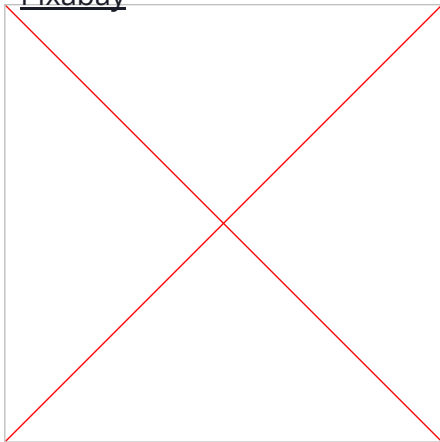
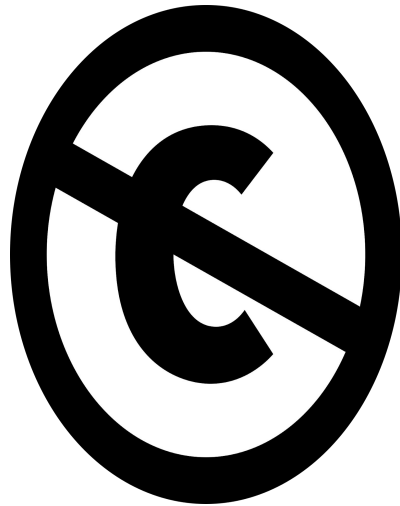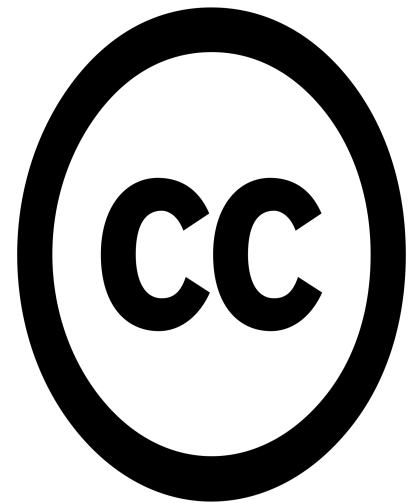"Rotating Globe" by AzaToth, CC BY-SA 3.0.

Curating vs. Creating

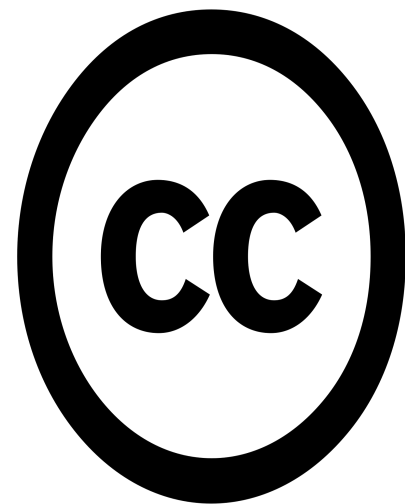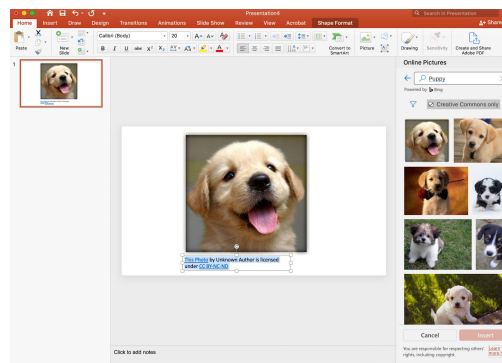# How do we use others' works ethically?
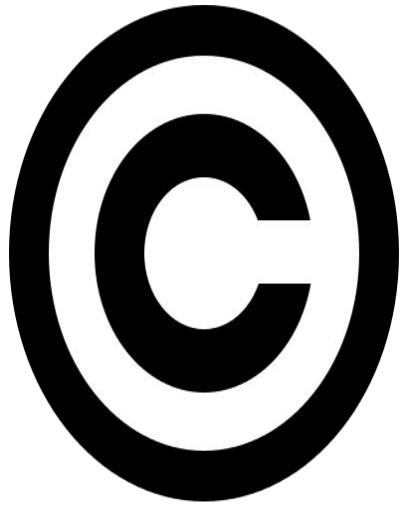
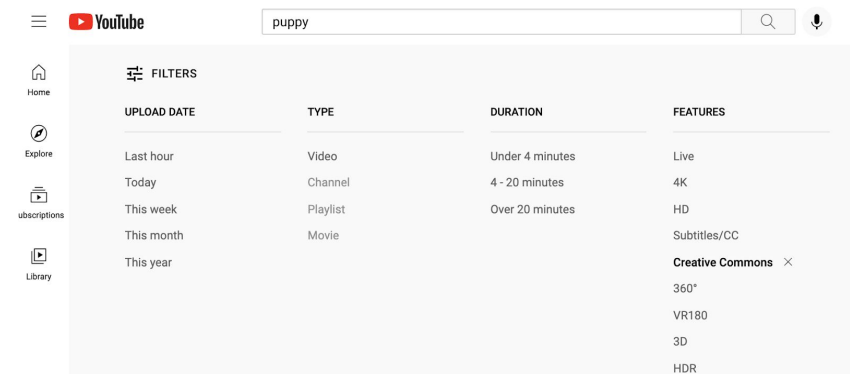**Copyright** **Public Domain** **Fair Use** **Creative Commons**

How do you find images that you can
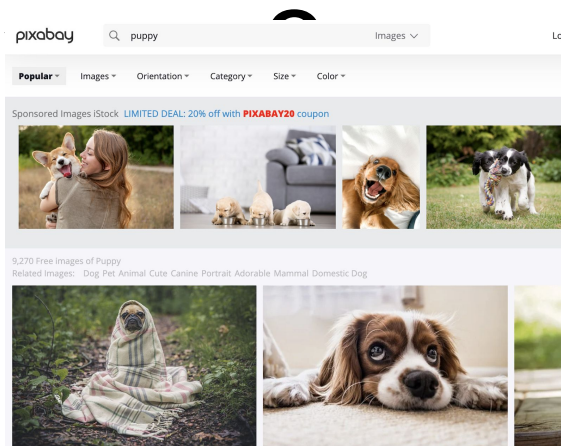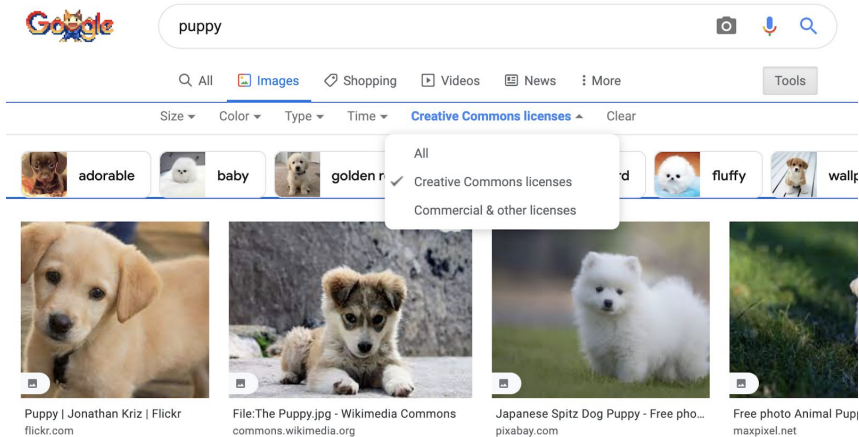
Creative Commons

CAMEOS!

Comprehensib
le

Age-appropria
te

Meaningful

Enjoyable

Objectives

Shin, J. K., & Borup, J. (in press). *Breaking through the screen: A dozen tips for engaging students in online and blended English language learning.* National Geographic Learning.

What visuals can you create?

The Story of Sherloc

Once upon a time, there was a puppy named Sherlock.

His mommy loved him very much.

They played together.

They worked together.

Then one day, his mommy got married. Now he was a part of a family.

The children loved him.
And he loved the children.

But one day, the family adopted another puppy. Her name was Penelope.
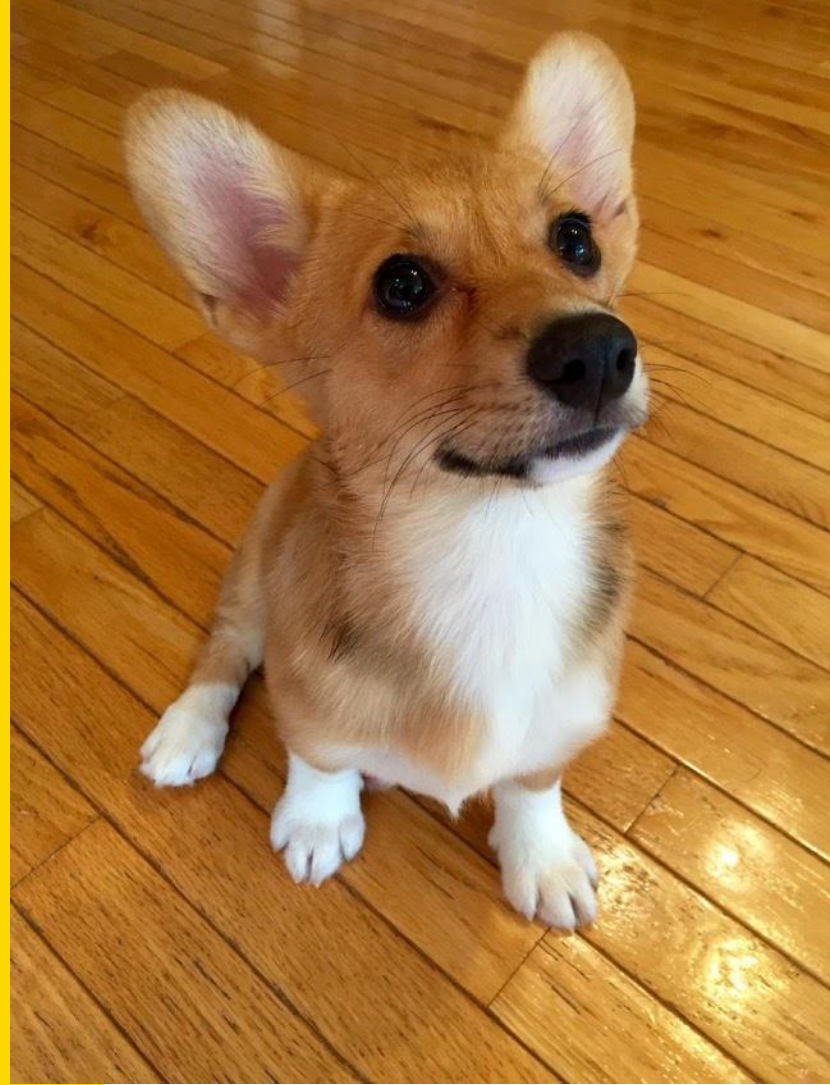
Sherlock was **not** very excited about this new puppy.

Penelope loved Sherlock.

But Sherlock did **not** like the new puppy.

She kept following him around.

She took up all his space.

Then one day, Penelope wanted to play.
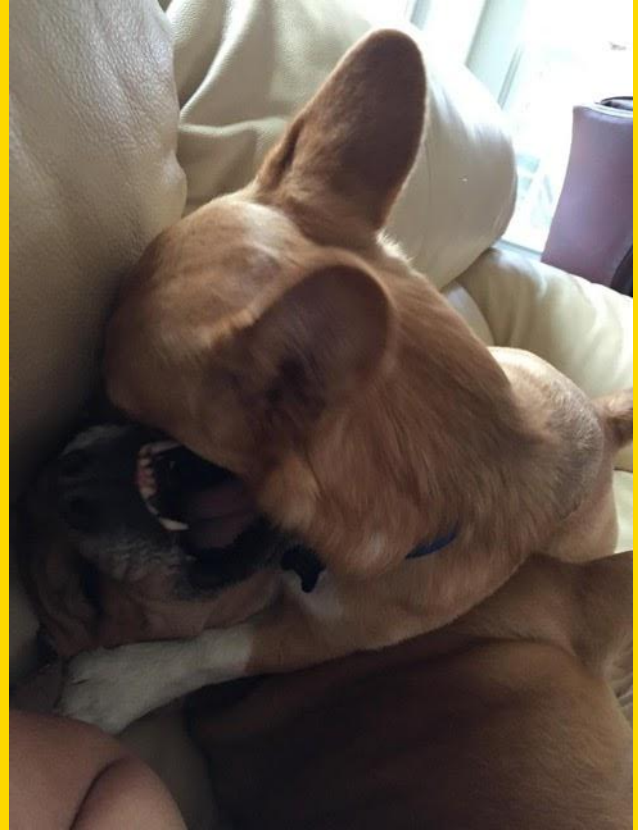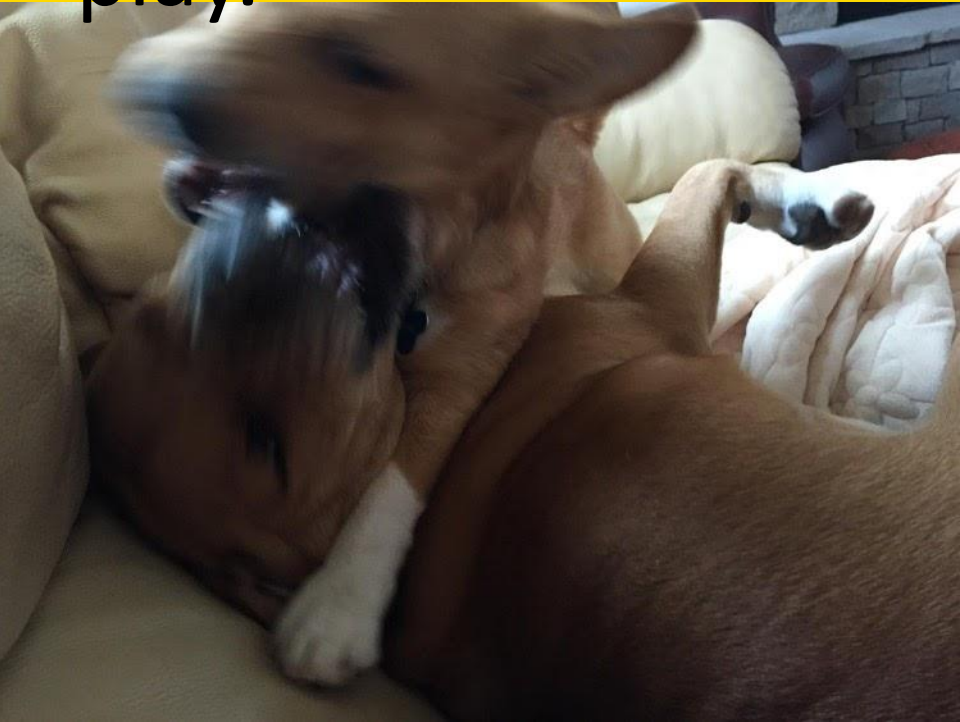
Sherlock got angry!

They fought and fought.

Until Sherlock realized...
this was fun!

And now they are best friends.

The Story of Sherlock and Penelope

Using Visuals to Spark Communication

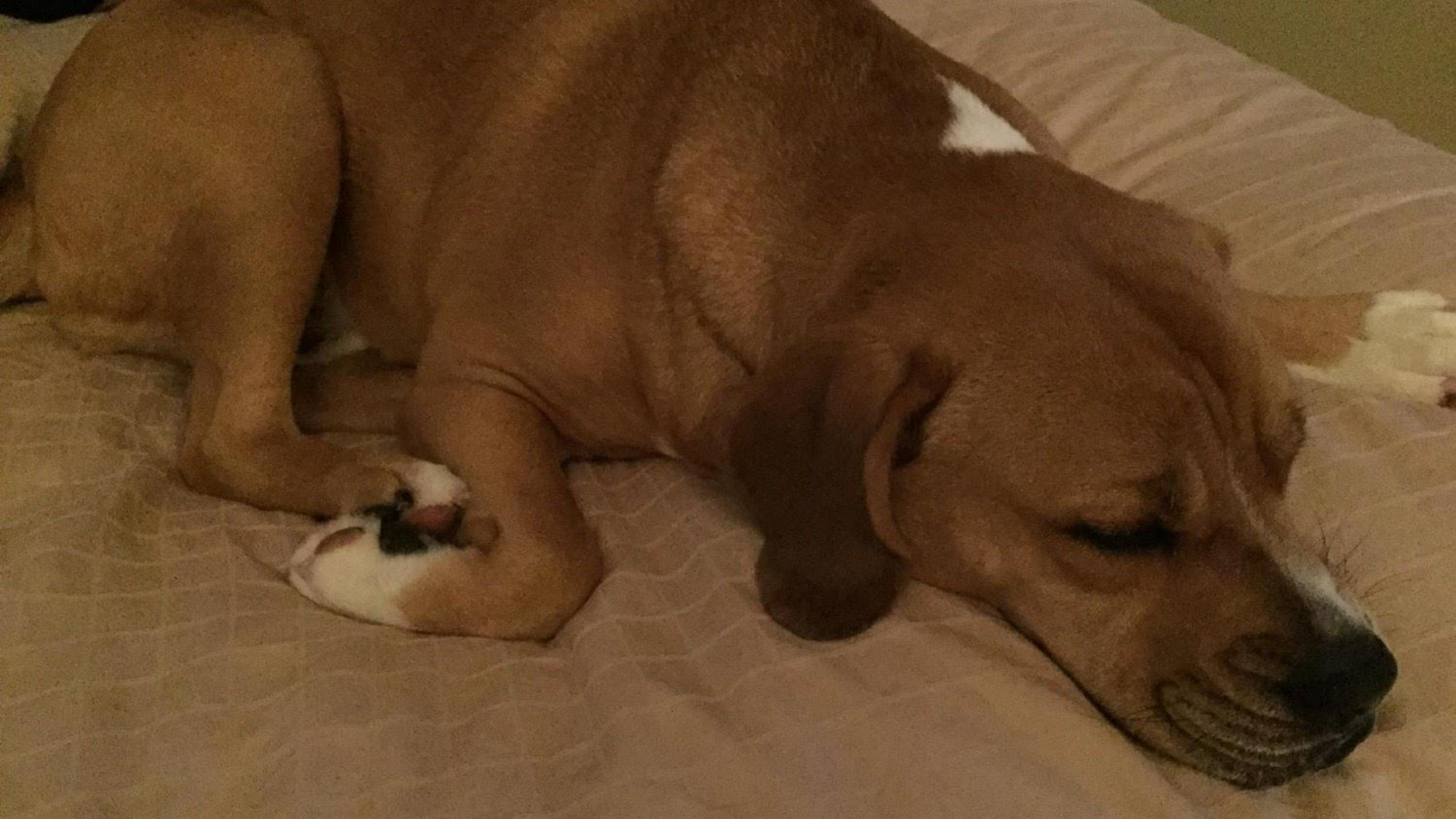**Using Visuals to Spark Communication**

SEE THINK WONDER		
Thinking Routine		
SEE What are the things you see, observe, or notice in this video/image?	**THINK** What do you think is happening/going on in the image? What does it make you think will happen next?	**WONDER** What does it make you wonder?
Write response here	*Write response here*	*Write response here*

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SEE THINK WONDER

SEE

What are the things you see, observe, or notice in this image?

THINK

What do you think is happening/going on in the image?

This Photo by Unknown Author is licensed under CC BY-SA

Gallery Walks

- **arrange images of artwork around your classroom for students to walk around and view for 1-3 minutes each**

- **have them complete the See Think Wonder graphic organizer during the activity individually or with a partner**

- **discuss in small groups what they See**

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Explore Local Resources

- **museums / libraries**
- **school displays of artwork**
- **magazines/newspapers/news reports**
- **student created work for your class or another content area class**

Free QR Code Generators:
- https://www.the-qrcode-generator.com/
- https://www.qrcode-monkey.com/

ANCHOR CHART

Critical Thinking Questions

How do I know this information?

Do I agree / disagree? Why?

Why does it matter?

Why is this a problem?

How would I solve this problem?

What's another way to look at this issue?

Who would be affected by this?

How would your perspective be different if you were on

Zoom Out Activity

What do you notice about the image?

Does it remind you of anything you've seen before?

What might it be?

"Is it a

_____?"

or

Zoom Out Activity

What do you notice about the image?

Does it remind you of anything you've seen before?

What might it be?

"Is it a

_____?"

or

Zoom Out Activity

What do you notice about the image?

Does it remind you of anything you've seen before?

What might it be?

"Is it a

_____?"

or

The Statue of Liberty

"Statue of Liberty" by Dominique James, CC BY 2.0,
https://www.flickr.com/photos/dominiquejam
es/4621961395/

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Zoom Out Activity

What do you notice about the image?

Does it remind you of anything you've seen before?

What might it be?

"Is it a

_____?"

or

Zoom Out Activity

What do you notice about the image?

Does it remind you of anything you've seen before?

What might it be?

"Is it a _____?"

or
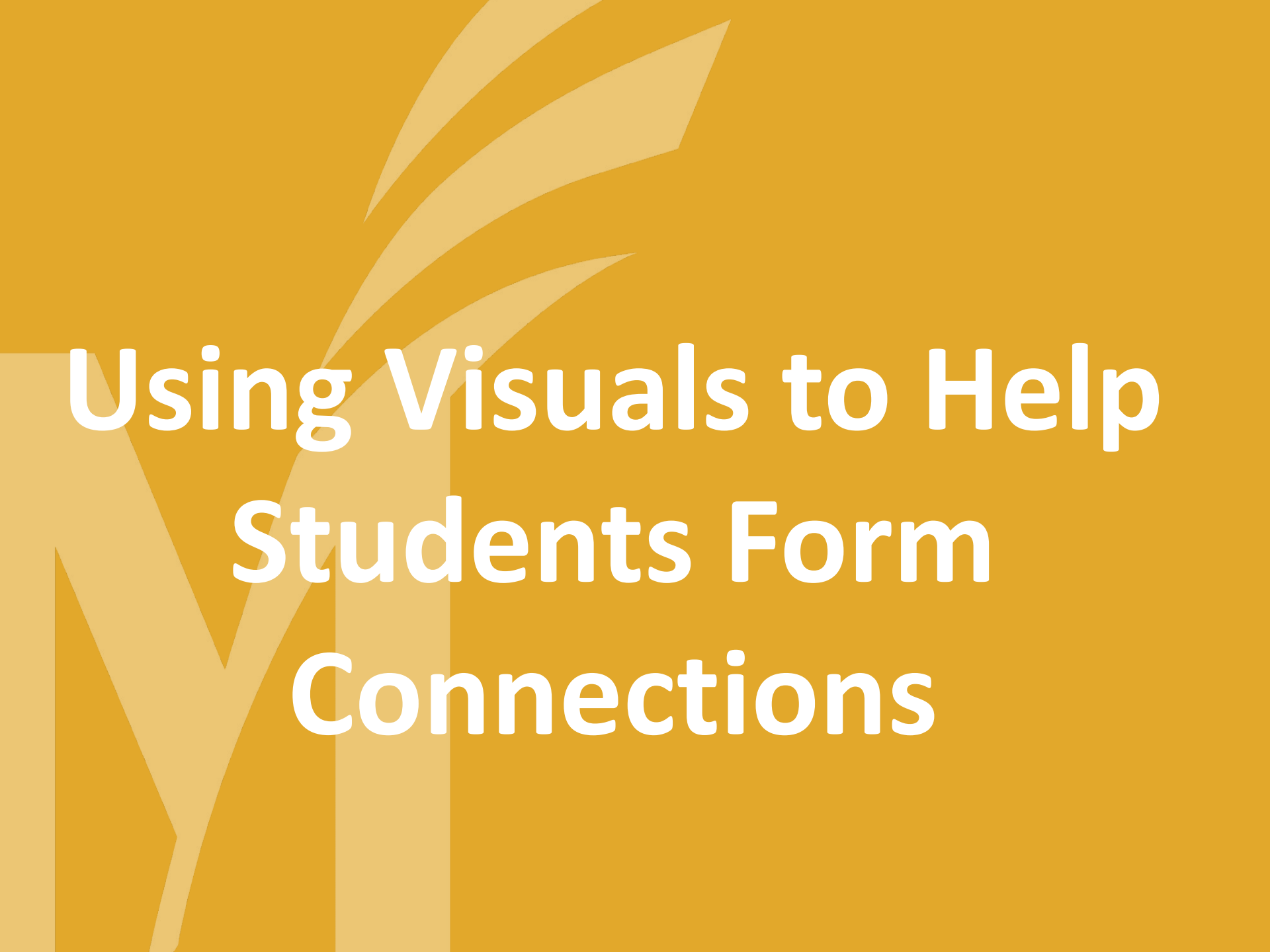
Image by Josch13 from Pixabay

Toad

Using Visuals to Help Students Form Connections

Visuals that Help Students Make Connections

Graphic Organizers

- **Concept Maps**

  used to show the connections, cross-connections, and relationships of a central idea to other main topics and examples (more complex)

- **Mind Maps**

  used to diagram ideas, brainstorm, and organize information (more simple)

Concept Map
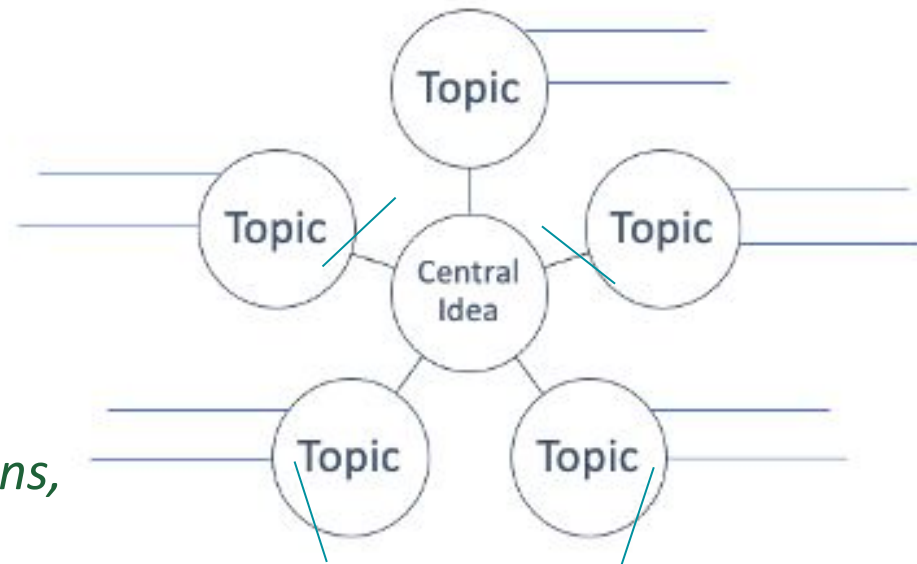
"Concept Map" by Kelley Webb is licensed under CC BY 4.0

WORD TRANSLATED

Type here

DEFINITION IN ENGLISH

Type here

WORD

FRAYER MODEL

DEFINITION TRANSLATED

OR

Word used in a sentence.

Type here

OR

Synonym

PICTURE FOR WORD

For search for free stock images use:

www.pixabay.com

www.shutterstock.com

WORD TRANSLATED

suv bosgan

DEFINITION IN ENGLISH

to flood
flood (present)
flooded (past)
will flood (future)

WORD

INUNDATE

DEFINITION TRANSLATED

Word used in a Sentence:

The house was inundated with water from the hurricane.

PICTURE FOR WORD

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Created by @MrsParkShine, https://www.mrspar
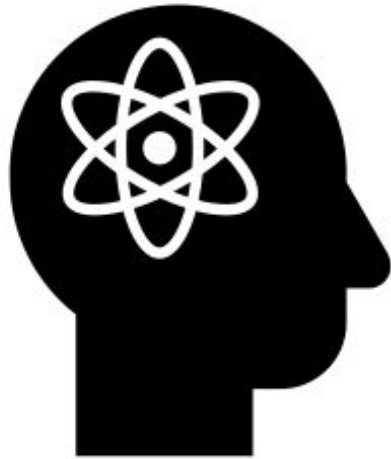
Engaging Critical Thinking Skills

- **skills of observation, explanation, analysis, interpretation, reflection, making inferences, problem-solving, decision making**

- **extend thinking beyond relaying facts and information**

- **use visuals to activate the mind**

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Visuals that Help Students to Make Connections

KWLQ Chart

K **What do I Know?**	W **What do I Want to Know?**	L **What did I Learn?**	Q **What Questions do I still have?**

Topic: Technology Innovations

Task: Complete the K and W columns about what you know and want to know about how technology is being innovatively used during the global pandemic.

KWLQ Chart

K What do I Know?	W What do I Want to Know?	L What did I Learn?	Q What Questions do I still have?

Task: Complete the L and Q columns of the chart after viewing the video. Encourage students to ask **critical thinking questions** that can be used in a discussion activity afterward with the class.

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Think about some challenges you might face as you create and facilitate visually stimulating tasks.

Now, what do you think will be the most helpful to you to overcome these challenges?

YOUR TURN!

Please type your answers into the chat box

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Module 8 Wrap-up & Review

- **Always consider how visuals can enhance your lessons for stimulating communication, critical thinking, and learning/review of language. Use them with purpose and intention.**

- **Be mindful of how visuals are displayed in your classroom and their usefulness to ALL learners.**

- **Remember "CAMEOS" when selecting your visual resources!**

- **Use Local, think Global! Use the resources you have available to you and that also encourage global mindedness.**

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Let's Review!

Visually stimulating learning can be used _____. *

○ A. at any level and with any age group

○ B. at high school level for older learners

○ C. at middle school level for teenagers (adolescents)

○ D. at elementary level for young learners

Type your answer in the Chat Box.

The answer is...

Visually stimulating learning can be used _____. *

🔘 A. at any level and with any age group

⚪ B. at high school level for older learners

⚪ C. at middle school level for teenagers (adolescents)

⚪ D. at elementary level for young learners

Let's Review!

Visual tools are: *

○ A. chalkboard and whiteboard

○ B. posters

○ C. graphic organizers

○ D. All of the above.

○ E. None of the above.

Type your answer in the Chat Box.

The answer is...

Visual tools are: *

○ A. chalkboard and whiteboard

○ B. posters

○ C. graphic organizers

○ D. All of the above.

○ E. None of the above.

QUESTIONS

Do you have any questions about creating and facilitating visually stimulating tasks in your English language classroom?

EXIT TICKET - TIME FOR D.E.A.R.

Drop **E**verything **A**nd **R**eflect

- What is one new thing from Module 8 that you will try out to enhance a lesson with a visually stimulating task?

Now we will do our Module 8 Exit Ticket!

What is due on Sunday, August 29th?

Completion Checklist

During this module you should have finished the following tasks:

1. I watched three videos.
2. I read two articles.
3. I searched for a few new web resources to help my teaching.
4. I thought about integrating visual tools in my instruction and wrote down some reflections.
5. I created a new activity or adapted an existing activity using visually stimulating resources to promote meaningful language learning in my classroom.
6. I shared my visually rich activity with my colleagues on Telegram.
7. I applied at least one new visually rich activity from my Telegram group in my teaching context.
8. I wrote 1-2 paragraphs to reflect on my learning in Module 8.

Remember to continue building your portfolios!

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ANNOUNCEMENTS

Module 9: Facilitating Discussions and Debates will be announced on Monday, August 30th!

NEXT WEBINAR

Friday, September 3rd

7:00-8:00 PM Uzbekistan Time

"To learn a language is to have one more window from which to look at the world." – Chinese Proverb

Farewell Routine

Topic

Activity

Topic

Activity

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout   )

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Teaching English through English Course

Week 11

Teaching English through English

Module 9

Module 9:
Facilitating Discussions and Debates

TEACHING ENGLISH THROUGH

Module 9 - Facilitating Discussions and Debates
Friday, September 3, 2021
Rebecca Fox, Ph.D.
Kelley Webb, M.A.Ed.

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Module 9 Webinar Agenda:

Discuss Module 9 content and share ways to incorporate cooperative learning and interactive language tasks, such as discussions and debates, for building language proficiency

Q & A about integrating and managing communicative activities in the language classroom

Module 9 Completion Checklist and Exit

Purpose of Module 9: To effectively facilitate discussions and debates

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

- describe the benefits 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

Benefits of Communicative Language Teaching

RECALL and APPLY

**Recalling our Module Content on interactive and communicative approaches for engaging students in the English language classroom,
<u>think about</u> your most important new learning.**

NOW, use the chat box to share one new interactive activity you would like to

Creating a Classroom Culture for Authentic Interactions and

Interactive Discussions in English

Setting the Stage for Authentic Discussion

- **Be sure vocabulary is in place**

- **Prepare students with Sentence Starters/Frames and Anchor Pages to guide and reference**

- **Model and role-play what you expect students to do in authentic discussion**

- **Consider ways to purposely**

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Sentence Starters

- **provide an introduction phrase for students to complete**

Sentence Frames

- **model how students should fill in specific vocabulary in context**

Begin with easier sentences and increase level of difficulty as they are ready - Think about your students' prior knowledge and proficiency level as you prepare.

Example Sentence Starters for Interacting in Class Discussions

One interesting example I heard from my partner was _____. I would like to add _____.

This example was interesting to me because _____.

I agree with my partner that _____ and also think _____..

Thank you for that idea, but I somewhat disagree with my partner because I think that _____.

My idea is similar to his/hers because we both said that …

My idea is a bit different than his/her idea because I think that …

Jobs and Professions (Grade 9)

Vocabulary Word Bank:

- journalist   -creative
- police officer   -organized
- teacher   -patient
- firefighter
  -empathetic
- social worker   -analytic
- accountant   -bank
- clerk   -museum
- mechanic   -station
- artist   -school

Sentence Frames:

A __(noun)_ is __(adjective)_ and ___.

The __(adjective) (noun) _works at the ___(place)__.

This interests me because I_(verb)__

Anchor Pages

- **designed for students to use individually during the activity**
- **no more than one page**
- **display key vocabulary to use during the activity**
- **include sentence frames to model types of responses expected to be used**
- **provide space for students to add their own ideas during the activity**

Supporting Productive Whole Classroom Discussions

Q1 - What do the students do at the start of the class and lesson? Why?
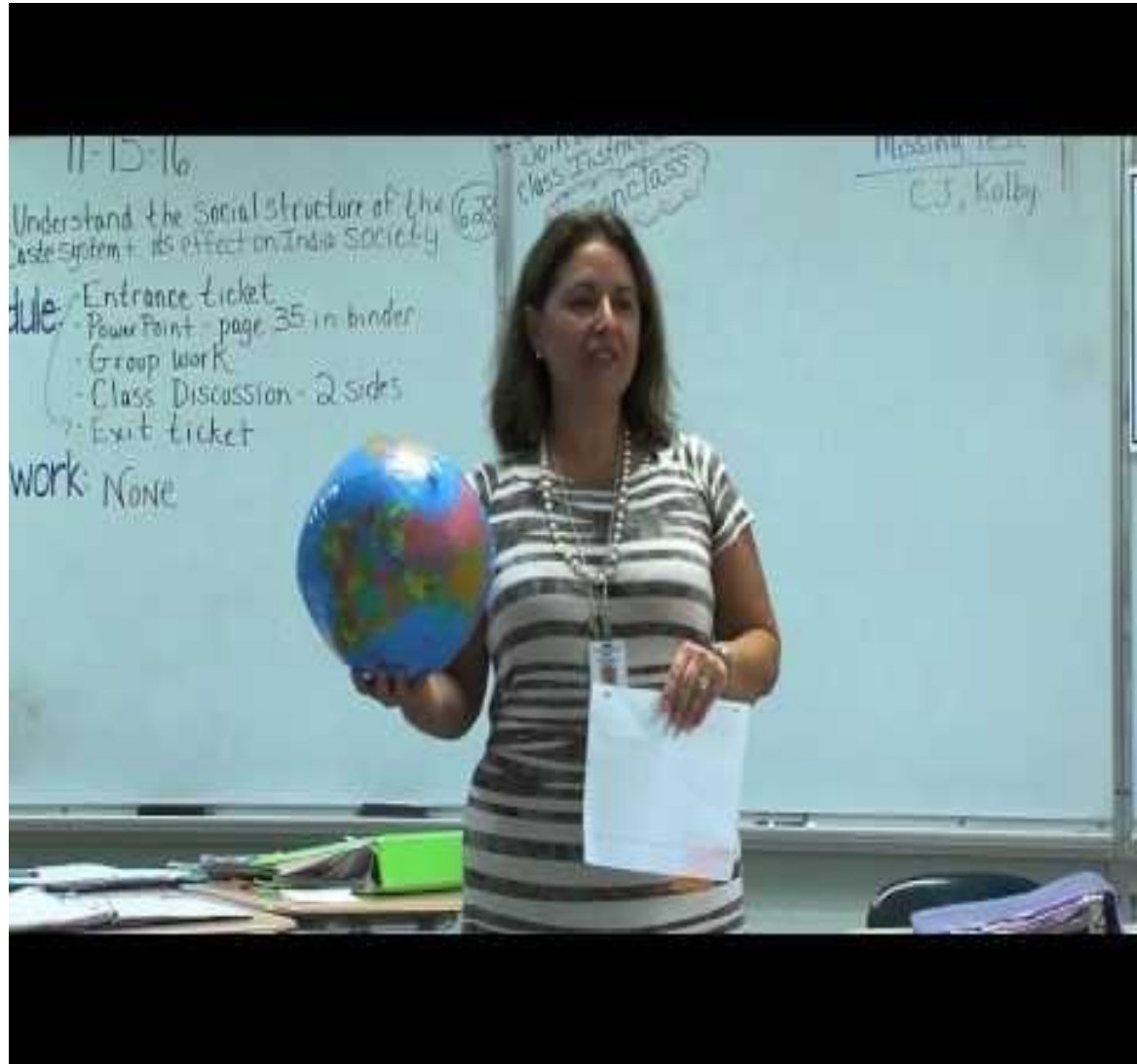
Cason, L. (2017). *Classroom Discussion (Secondary)*. AppalachiaRCC.
https://youtu.be/1vu_6KrUQLg

Supporting Productive Whole Classroom Discussions

Q2 - What strategies does this teacher use to engage students?

Cason, L. (2017). *Classroom Discussion (Secondary)*. AppalachiaRCC.
https://youtu.be/1vu_6KrUQLg

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Supporting Productive Whole Classroom Discussions

Q3 - What are some of the discussion norms/expectations in this classroom?

Cason, L. (2017). *Classroom Discussion (Secondary)*. AppalachiaRCC.
https://youtu.be/1vu_6KrUQLg

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What do Productive Partners do?
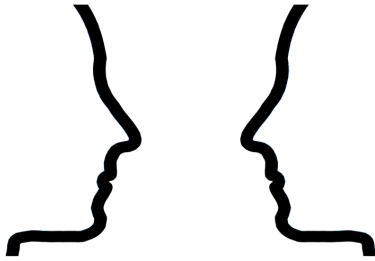
Asking for Clarification

Will you please repeat what you said?

Can you explain what you mean by…?

I don't quite understand. Do you mean…?

- **Make eye contact**
- **Listen attentively**
- **Consider voice level when speaking**

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What <u>factors</u> do you consider when partnering your students?

★ **One <u>factor</u> to consider is the student's _____.**

★ **An <u>important factor</u> to consider is _____.**

★ **A <u>essential factor</u> to consider is _____.**

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Checklist for Partner Activities

- **when possible, arrange seating for discussions or do elbow partners or a foursome with turn and talk (pairs squared)**
- **purposefully partner students (vary by ability, proficiency) and ask their preferences for partners too**
- **model expectations by role playing with a set of students**
- **establish roles (A/B), student selection or**

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What are some ways that you prepare or "set the stage" for your students to productively participate in discussions?

LET'S HEAR FROM YOU!

Please type your answers into the chat box or raise your hand to share your answer!

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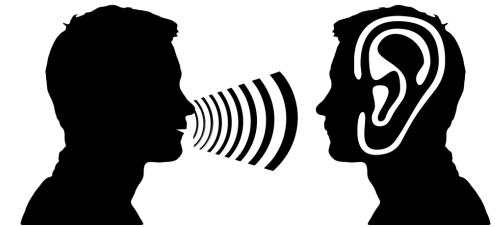# Creating Classroom Norms for Discussion Activities

Getting Started with Discussions and Debates

Use your public voice (slower and louder) when speaking in front of the whole class

Take turns speaking, being respectful of time allotted

Be active listeners Follow the model and guidelines for the discussion/deba te activity

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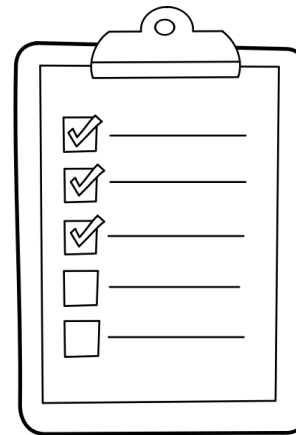
Academic Language for Discussions and Debates

Agreeing…………………………………….....*I agree with (name) that...*

Disagreeing…………………………….*I have a different point of view...*

Stating Opinions……………………....…….*In my opinion / I believe that...*

Clarifying………....*I have a question about...Will you please explain….?*

Encourage your students to add to this list as you continue in these interactive

Reporting Other's Ideas…..*S/he indicated that...We determined that...*

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Nosirjon Davlatov - Group 7

Debates are new type of activity for most language learners. Teachers cannot start debates in their classrooms right away. Students will need thorough instruction and preparation before trying debating as a language development tool.

I have designed an activity Warm-up for Debating for Grade 11 students where they try to identify appropriate language and phrases for different stages of a debate and develop further ideas/arguments.

Step 1.
Teacher sticks the following topics for debating phrases at different parts of the classroom:
Introducing a point
Enumeration of points
Expressing a personal opinion
Expressing pros and cons
Expressing doubt

Step 2
Students approach one by one to the desk of the teacher and choose one piece of paper which contains one of the debating phrases. They read their phrases and go and stand at the corresponding topic. According to the lesson plan there should be three students at each topic.
The following are sample debating phrases:

- **The question of…**
- **Another example of this is..**
- **The way I see it, …**
- **While admitting that…one should not forget that…**
- **I wonder if you realize that…**

Step 3.
Now teacher introduces the debate topic "Driving should be allowed from the age of five." Students work in groups of three and try to finish their phrases and develop them with more ideas so that they can make sense in a real debate.
For example, one of the groups may develop their arguments as follows: "I wonder if you realize that at this age children are in the crucial period of their school life and have numerous academic requirements to cope with. Therefore, they had better concentrate more on school subjects as they have important exams ahead which affect their final grades."

ERSITY

Managing Cooperative Learning Activities

Anchor Chart.

Discussion Expectations

- Be polite and courteous.
- Listen attentively.
- Be respectful.
- Maintain eye contact.
- Speak clearly, slowly, and loud enough to be heard.

- **Prepare materials in advance**
- **Set time limits - set your timer**
- **Assign students with roles**
- **Provide clear expectations for during discussions and transitions**

Also consider these questions:
- **How will you monitor student performance? Will you circulate and make notes?**
- **How will you check for student understanding?**

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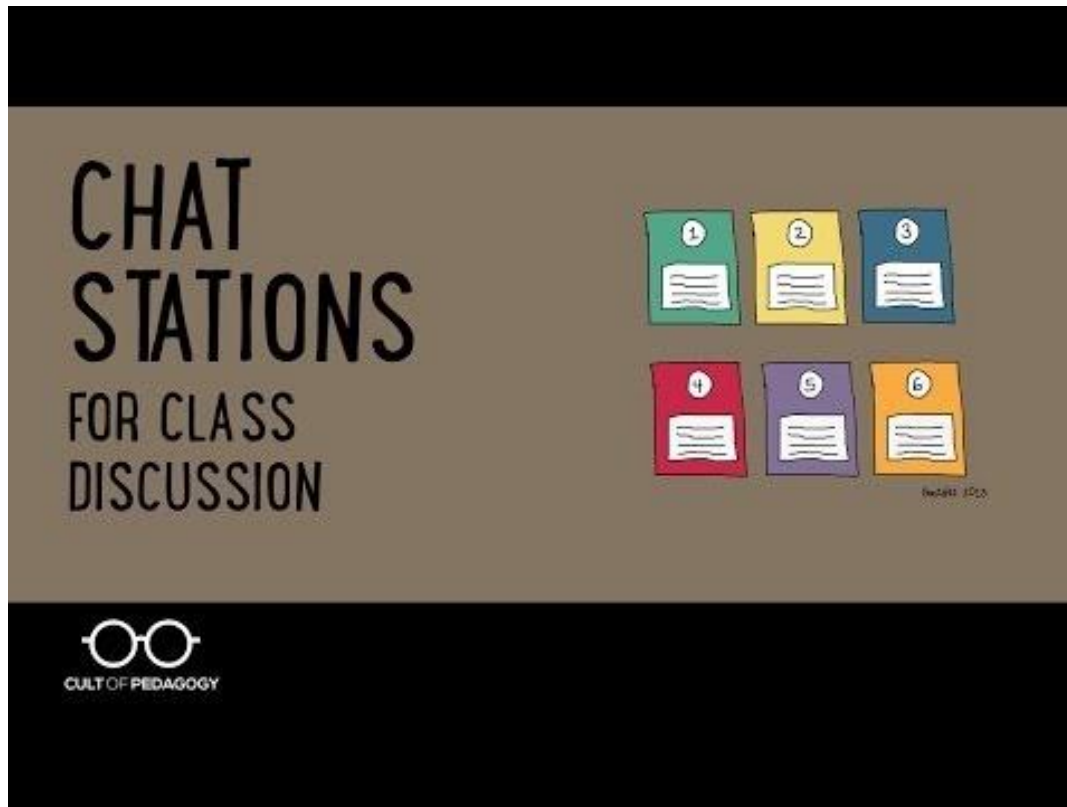
1. **Set time limits**
2. **Prepare extra stations**
3. **Model the process**
4. **Keep a checklist of**

Gonzalez, J. (2013). *Chat Stations for Class Discussion*. Cult of Pedagogy. https://youtu.be/eFUL4yP0vqo

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What classroom norms do you create in advance to promote positive interactions in your class?

LET'S HEAR FROM YOU!

Please type your answers into the chat box or raise your hand to share your answer!

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Considerations and Refinements

Working with your Classroom Space to Provide for Discussions and Debates

Engaging Students to Maximize Participation

PROMPTS THAT LACK ACCOUNTABILITY

1. Share your answer with your partner.
2. Are the directions clear?
3. Would anyone else like to share their answer?
4. Can anyone tell me some examples?
5. Who knows the answer to this question?
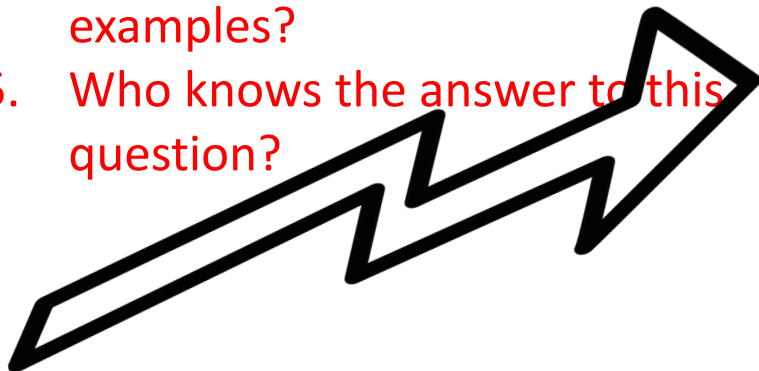
PROMPTS THAT ENGAGE STUDENTS

1. Turn to your elbow partner and state what foods are best to eat as a healthy snack and why you think this.
2. (Student), please tell us what you/we will do in this discussion activity.
3. (Student), please nominate the next person to share their response.
4. Students, in your groups, create a list of 3-5 examples together to share with the class.
5. With your partner, decide the answer that you will present to the class.

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Developing <u>H</u>igher <u>O</u>rder <u>T</u>hinking Questions

HOT Questions…

- extend responses beyond one/two words
- spark students' depth of knowledge
- prompt critical thinking through developing opinions and stating perspectives

They can also be modeled using…

- relevant grammatical concepts and vocabulary being studied
- current events or topics of

Questions

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Maxsitaliyeva Sayyora - Group 12

Hello dear colleagues. Module 9 is very beneficial in terms of how to organize discussion lessons and debates. Here I tried to create some HOT questions for discussion on topic environment Ideas for debate *and Ideas for debate.*

- Children should not have their own smartphone before 16.
- The government should control advertisements on TV.
- Subjects at school should not be compulsory.
- Parents should choose a career for their children.

HOT questions for discussion to the theme "Save the world" unit 2, 11th grade textbook.

1. You are passing a place where a lot of trees are being cut down. What is your attitude toward this situation?
2. Would you totally give up using your car to reduce air pollution and global warming? Why/why not?
3. What can we do about water pollution? What do you think is your duty on this issue?
4. What ecological problems do you have in your living area and what solutions do you suggest? Give some examples.
5. Imagine that you are assigned as a responsible person for the ecology

Is it **HOT** or *Not?*

What would happen if I only ate potato chips at every meal of the day?

What are some healthy food choices for snacks and why?

Do you like potato chips or pretzels?

Do you eat snacks during the day?

Students Leading the Discussion

- **What do you notice about the classroom arrangements for this class discussion?**

- **How do these students interact with each other?**

- **What does the**

EngageNY. (2016). *Teacher uses questioning techniques to engage students - Example 19.*
https://www.youtube.com/watch?v=1WQCW67E16 GEORGE MASON UNIVERSITY

Cooperative Learning & Interactive Language Tasks
Activities for Building Practice and Proficiency

- **Tower Build**
- **Information Gap Activities**
- **Jigsaw Activities - https://youtu.be/euhtXUgBEts**
- **Games - Bucket of Prompts /** *Would*

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Oleg Beliy - Group 10 - https://bit.ly/38CTWHo

The debate activity I want to share is called Mock Debate.

Topic "**Advertisers perform a useful service to the community**"

This activity is effective because it gives students an opportunity to share their thoughts on the topic and be engaged into the discussion and debate. You'll be surprised how many arguments and counter-arguments children offer!

Mock Debate – Graphic Organizer

Topic: Advertisers perform a useful service to the community

Team A	Team B
Argument (For)	Counter-Argument (Against)
Yes! advertising creates mass markets, therefore goods are cheap	No! goods can be of low quality
reasons/evidence	reasons/evidence
you can learn about sales and buy two things for price of one	good quality products don't need to be advertised

Step 1: Divide students into two groups.

Step 2: Ask one group to make up arguments 'for'

Step 3: Ask the other group to make up arguments 'against'

Step 4: Listen to each other arguments and try to comment on them

As you think about creating more interactive discussions and debates in <u>your</u> classroom, what challenges do your foresee? How might you think about overcoming these challenges?

YOUR TURN!

Please type your answers into the chat

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Module 9: Wrap-up & Reflect

Wrap-up: Think about ways that you might scaffold your students' learning to create a classroom culture where discussion and interactive idea-sharing become the norm.

Reflect Actively and Creatively:

In what ways might I *also* begin to prepare for and scaffold a culture of discussion and integrate new processes with my younger learners? This can set the stage for more involved interactive activities when they GEORGE MASON UNIVERSITY

Let's Review!

Discussions and debates in a classroom are important _____. *

○ A. for students to create authentic dialogue and to deepen their communication and conversations among each other

○ B. for teachers to assess students learning and understanding

○ C. for students to provide understanding of the classroom activity goals

○ D. for teachers to create Activity Bank to implement in language classroom with the students of different age

Type your answer in the Chat Box.

The answer is...

Discussions and debates in a classroom are important _____. *

◯ A. for students to create authentic dialogue and to deepen their communication and conversations among each other

◯ B. for teachers to assess students learning and understanding

◯ C. for students to provide understanding of the classroom activity goals

◯ D. for teachers to create Activity Bank to implement in language classroom with the students of different age

Let's Review!

What are Higher Order Thinking Questions? *

○ A. Questions that can be answered in one or two words

○ B. Questions that promote critical thinking

○ C. Questions that help teachers plan activities

○ D. Questions that help students collaborate more

Type your answer in the Chat Box.

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The answer is...

What are Higher Order Thinking Questions? *

○ A. Questions that can be answered in one or two words

○ B. Questions that promote critical thinking

● C. Questions that help teachers plan activities

○ D. Questions that help students collaborate more

EXIT TICKET - TIME FOR D.E.A.R.
Drop **E**verything **A**nd **R**eflect

- What is one new thing from Module 9 that you learned about facilitating interactive and communicative activities in your classroom that you would like to try out this academic year?

Now we will do our Module 9 Exit Ticket!

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What is due on Sunday, September 5th?

Completion Checklist

During this module you should have finished the following tasks:

1. I watched three videos.

2. I read three articles.

3. I searched for a few new web resources to help my teaching.

4. I thought about how I use discussions and debates and wrote down some reflections.

5. I created questions or topics for use in a debate or discussion.

6. I shared my questions for a discussion or debate activity with my colleagues on Telegram.

7. I applied at least one new discussion or debate activity from my Telegram group in my teaching context.

8. I wrote 1-2 paragraphs to reflect on my learning in Module 9.

Remember to continue building your portfolios!

ANNOUNCEMENTS

**Module 10: Managing Cooperative Activities
will be announced on Monday, September 6th!**

FINAL WEBINAR

Friday, September 10th

7:00-8:00 PM Uzbekistan Time

"If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his own language, that goes to his heart."

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Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.
Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout   )

Telegram Group Discussion

Post your reflection in the Telegram group. Read your peers' posts and comment at least to two posts by using 'reply' function in the Telegram chat.

Teaching English through English

Module 10

Teaching English through English Course

Week 12

Teaching English through English

Module 12

Objectives

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

- 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 cooperative activities for all learners

Topic

Video # 1:

In this video you will learn about…

Video # 2:

In this video you will learn how to…

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.
Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?