**WEEK 9**

**Workshop Training Plan**

**Part I**

**Workshop Title:  Module 8. Creating and facilitating visually stimulating tasks. Using visuals meaningfully and effectively.**

**Objectives: By the end of the workshop PWBAT**

* **understand the importance and positive effects of making learning visually stimulating for language learners**
* **identify visual tools that work best for your instructional context**
* **examine how visually stimulating tasks can lead learners through the critical thinking process**
* **discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips)**
* **create or reconstruct a language task to become a visually stimulating task**

**Workshop Description:** English language students need visual input and stimulation to make meaning of their learning. Visually stimulating tasks can include both instructional resources and learning resources. As an instructional resource, visual tools can illuminate language through content and cultural connections. Especially when real-life situations may not be possible to create in the classroom, visual tools are the “realia” that can make language visible to students. Engaging students with visually stimulating tasks for learning, such as examining images of a cultural practice, has the potential to elicit meaningful conversations and discussion. In this workshop, participants will explore how language learning can ignite creativity and critical thinking, while also supporting students in their language learning and development of intercultural competence.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention (3 min) | * Gain attention with the Chinese Proverb *"To learn a language is to have one more window from which to look at the world."* * Cut the proverb into 3 parts and ask the participants to put them in the correct order. * Ask each group to share their responses about what the proverb means. |
| 2. Inform learners of objectives (2 min) | Read through the objectives on the PPT slide.  *By the end of the workshop PWBAT*   * understand the importance and positive effects of making learning visually stimulating for language learners * identify visual tools that work best for your instructional context * examine how visually stimulating tasks can lead learners through the critical thinking process * discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips) * create or reconstruct a language task to become a visually stimulating task |
| 3. Stimulate recall of prior learning (4 min) | * Think-Pair-Share activity with asking what kinds of visual materials they use in the classroom |
| 4. Present the content (15 min) | * Participants explore ideas for creating and facilitating visually stimulating tasks by watching three videos.   1. <https://youtu.be/VFmJIBjzJ0A>  2. <https://youtu.be/rPmuWZ8QYtw>  3. <https://youtu.be/80fq5PweK2Y> |
| 5. Guide learning (20 min) | * Divide participants into 2 groups (Numbered Heads Together) * Jigsaw Reading: * Article 1 “Collaborative Mind Mapping”   https://americanenglish.state.gov/files/ae/resource\_files/etf\_54\_2\_pg44-48.pdf   * Article 2 “How Many Words Is a Picture Worth?”   https://americanenglish.state.gov/files/ae/resource\_files/etf\_53\_4\_pg02-13\_508\_0.pdf |
| 6. Elicit performance (practice) (20 min) | * Divide participants into 4 groups. * Distribute posters and markers to the groups * Each group should use “Collaborative Mind Mapping” graphic organizer and present one topic from textbook |
| 7. Provide feedback (8 min) | * After each group’s presentation with posters: * Other participants give feedback using Praise-Question-Polish. * Give each group feedback using P-Q-P |
| 8. Assess performance (5 min) | * Before they leave, give participants an Exit Ticket to fill out about:   - Today I learned;  - I may need more practice with;  - I have a question about.  https://www.liveworksheets.com/jk1594309gl |
| 9. Enhance retention and transfer (3 min) | * By the next week each participant should create a new or adapt an existing activity from school textbook to incorporate the use of a graphic organizer and share the activity in the Telegram group |

**Part II**

**Workshop Title:  Module 9. Facilitating discussions and debates.**

**Objectives: By the end of the workshop PWBAT**

* **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 that support a communicative approach for language learning in your classroom**

**Workshop Description:** Language is what unites people. Whether it is through brief interactions or deep conversations, communication comes in many forms. In this workshop, participants will explore how discussions and debates can strengthen students’ language proficiency and confidence. These are two forms of communication that also encourage critical thinking and build intercultural competence.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention (3 min) | * Gain attention with the quote "*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*." ‒ Nelson Mandela * Elicit participant responses about what the quote means. |
| 2. Inform learners of objectives (2 min) | Read through the objective on the PPT slide.  *By the end of the workshop PWBAT*   * 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 that support a communicative approach for language learning in your classroom |
| 3. Stimulate recall of prior learning (10 min) | * Stimulate participants' beliefs about using discussions and debates  in the classroom: *What are the benefits of using discussions and debates in the classroom? Can you have discussions and debates with low-level learners? How?* * Use “Turn and Talk”. Tell your partner about your opinion about the benefits of using discussions and debates in the classroom. * Elicit answers from participants. |
| 4. Present the content (15 min) | * Participants explore ideas for facilitating discussions and debates by watching three videos.   1. <https://youtu.be/Is2Occp53nk>  2. <https://youtu.be/NBf3pkHwY1Y>  3. <https://youtu.be/FE8wW9jLk3g> |
| 5. Guide learning (20 min) | * Divide participants into 3 groups * Practise “Tower Build” activity (After watching Video 1) * Practise “HOT questions” activity (After watching Video 3) |
| 6. Elicit performance (practice) (15 min) | * “Mock Debate” activity. (Instructions are in Video 2) * Topic: *Should schools allow students to use mobile phones?* * Divide participants into 2 groups - for and against * Distribute posters with “Mock Debate graphic organizer” and markers to the groups * Each group fill in their ideas in the graphic organizers * Groups do the debate activity |
| 7. Provide feedback (5 min) | * Give each group your own feedback using  Praise-Question-Polish. |
| 8. Assess performance (7 min) | * Before they leave, give each participant a piece of paper to make a KLWQ chart and ask them to complete it.   What did you know before the session ?  What have you learnt during the lesson?  What do you want to try out in your own classroom?  What question do you still have? |
| 9. Enhance retention and transfer (3 min) | By the next week each participant should:   * Read 2 articles and make up 10 comprehensive questions (5 for each article) to practice them at the beginning of the next workshop:   *1) Navigating Discussion and Debates in the EFL Classroom*  https://drive.google.com/file/d/1uEuXBHagpDB0pNxAtZtZspryKfELm7Gf/view?usp=sharing  *2) Critiquing Questions*  https://americanenglish.state.gov/files/ae/resource\_files/06\_etf\_53-3\_6\_tt\_zimmerman.pdf   * Create a list of debate topics that align with the school curricula and post a “Bucket of Prompts” in the Telegram group |