  Week 4

Workshop title: **Introduction to Teaching English Through English Course**

**Workshop Description:** **Workshop Description:** Participants will learn what it means to be a reflective English language educator by exploring the ways that purposeful reflection can be present in their practice. The goals of Module 0 are for participants to begin to engage with the content, which is designed to extend their learning and begin to engage in reflective practices.

 Action plan schedule

| **TIME** | **ACTIVITY** |
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| **9:00 -9: 20** | **Review 6 Principles on Kahoot**  [**https://create.kahoot.it/share/6-principles-t-f-activity/91fdc66f-6692-412a-978b-535341aee845**](https://create.kahoot.it/share/6-principles-t-f-activity/91fdc66f-6692-412a-978b-535341aee845) **(code: 4424166)** |
| **9:20-11:15** | **Reflective Practice** |
| **11:15-11:35** | **BREAK** |
| **11:35-13:00** | **TETE M1 MINI LECTURE WITH PPT,VIDEOS, REVIEW:  DISCUSSIONS,PRESENTATIONS AND PQP** |

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |

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| ***Module 0.Orientation.*** | Participants will be introduced to the Teaching English Through English online course that is designed to guide English language teachers to reflectively think about their instructional practices and consider various strategies to actively engage students in communicative language learning. | | Warm-up  PPT about M0  - Thumbs up/down   Think- Pair-Share activity  - Anchor charts as teacher support  -Mini-lecture about M0  Group precentations  T chart  Exit Ticket | To write a reflection about their own teaching and share in telegram. Others will give at least 3 comments. |
| **Gagné’s Nine Events of Instruction** | | | | |
| 1. Review | | ***Kahoot review of 6 Principles***  [**https://create.kahoot.it/share/6-principles-t-f-activity/91fdc66f-6692-412a-978b-535341aee845**](https://create.kahoot.it/share/6-principles-t-f-activity/91fdc66f-6692-412a-978b-535341aee845) **(code: 4424166)** | | |
| 1. Gain Attention | | ***"We do not learn from experience...we learn from reflecting on experience."*** - John Dewey  ***"The more reflective you are, the more effective you are."*** - Pete Hall and Alisa Simeral  Stick the quotes on the board/walls, Ask learners to read the quotes and stand by the one that the like most.  Whole class discussion: why have they chosen the quote. Why do they like it the most? How often do you reflect on your own teaching. | | |
| 2. Inform Learners with Objectives | | * Read through the objective on the PPT slide.   By the end of the module, participants will be able to:   * Review the 6 Principles * explain the goals and outcomes for this course. * describe what it means to be a reflective English language educator | | |
| 3. Stimulate recall of prior learning | | Work in small groups of 3/4. On the poster.  Concentric circle  Answer these questions for 30 sec. per question.  In what percent do you use English in your classes/why?  What tips do you use to encourage students to speak English?   * Why is it important to speak English during lessons? Why do you need to reflect on your own teaching? * How do your students accept your English performance during your classes? | | |
| 4. Present The Content | | Video 2. Improving Your Communicative  Teaching Practice Through Reflection   * <https://youtu.be/UaM8SgjnUVc>   Whole class discussion (10 min)  How often do you think good teachers reflect during or after their teaching? Why do you think they do it?  How do they do it? | | |
| 5. Guide learning | | Have the group line up by their work experience. Then divide them into groups of 3 to 4.  Distribute the groups the article by Rebecca Fox and Kelley Webb, poster and markers.  Article 1(for their own understanding)  <https://drive.google.com/file/d/175su5cfmE5VlZHvSNtUivHqxV9QorPkR/view?usp=sharing>  article 2:  <https://drive.google.com/file/d/1-db814ozOrfFVViXyCwp3pzk0SLoHsa1/view?usp=sharing>  Ask the groups to read the article 2 and take notes on ‘’What’s reflection?’’ and copy and fill in cluster web chart in groups and present to others about. Whole class presentation. 2/3.min for each group. | | |
| 6. Elicit Performance (practice) | | * Ask learners to write some adjectives that describe **best teachers.** * Participants vote for the best adjective and give reasons | | |
| 7. Provide Feedback | | * And then they will fill in T chart individually(gots/needs) | | |
| 8. Assess Performance | | * Before they leave, give participants an Exit Ticket to write 2 questions with answers then they should ask the questions by mingling. | | |
| 9. Enhance Retention And Transfer | | * Let teachers write a list of ideas for areas of reflection from their classroom context. They should share a list of ideas for areas of reflection in the Telegram group. * then others should give at least 3 comments/feedback about each other’s reflection. | | |

**WORKSHOP TITLE**: TETE ***MODULE 1. BUILDING ROUTINES IN ENGLISH.***

**Workshop Description**: Effective classroom routines have purpose and meaning far greater than simple management. After this workshop teachers will have a clear understanding about how good routines can create a communicative language classroom environment, students will increase in learning and use of the target language. This module will help them explore different classroom routines they can apply to their teaching context while using English. They will learn the purpose and examples of classroom routines to enhance the use of English in their communicative classroom.

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| **Module 1. Building Routines in English** | By the end of the module, they will be able to:   * describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment. * apply some of the new classroom routine expressions in the classroom * share some of the effective instructional routines they want to use in your current classroom to increase the use of English | **Warm-up with Letter Imitating Game**  **PPT about M1**  **-Mini-lecture about M1**  **Group presentations**  **Exit Ticket** | **To write their own successful routine and share in telegram. Others will use 1/2 of them and take a video.** |
| **Gagné’s Nine Events of Instruction** | | | |
| **1. Gain Attention** | ***"Tell me and I forget. Teach me and I remember. Involve me and I learn."*** - Benjamin Franklin  Stick the quotes on the board/walls, Ask learners to read the quotes and give reasons why it’s true.  Whole class discussion: why do you think the quote is effective? Why do you like it the most? How often do you use such quotes/poems/proverbs during your classes? | | |
| **2. Inform Learners with Objectives** | * Read through the objective on the PPT slide.   By the end of the module, they will be able to:   * describe the purpose and process of good instructional routines using English to maintain a well-managed and communicative learning environment. * apply some of the new classroom routine expressions in the classroom * share some of the effective instructional routines they want to use in your current classroom to increase the use of English | | |
| **3. Stimulate recall of prior learning** | Work in small groups of 3/4. On the poster.  Share your regular routine in small groups, vote for the best one, write it on a poster and stick it on the board/wall and do Gallery walk activity with sticky notes write comments/feedback on them and stick on the posters.   * Answer the questions:   What is your favorite classroom routine that you regularly use when teaching? 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?  How do you and your students feel after the routine? | | |
| **4. Present The Content** | Watch the following two videos to learn more about the course and how to make the most interesting routines in the classroom and take notes. Explore ideas for building routines in English by watching two videos.  <https://youtu.be/XauhiNLr6L0> (start-up language routine) after video 1 ask participants to share and discuss about their understandings/opinions of it (10 min)  Video 2. <https://youtu.be/fHhpdqLOedY> (do now, wrap up) This video will help them set up some language routines for their daily or weekly lesson activities  Whole class discussion (10 min)  Why do you think do now, wrap up activity is important for you and your learners?  What can you and your students take from it?  Why would(not)you like to implement the active during your classes?  Video 3. <https://youtu.be/Ld0_3Ph8bRw> (daily mingle)  Answer the questions:  What did you take from the video 3?  Why is it effective?  What problems/benefits can be seen during mingling activities? | | |
| **5. Guide learning** | Divide the class into small groups of 3/4 by their age  Distribute the groups the article by American English , poster and markers.  Article 1 <https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fseptember_teachers_corner_week_1_final.pdf&sa=D&sntz=1&usg=AFQjCNGoMsCxkr9e_ewBqkSWixCRRbxjcA> (routines for everyday language)  article 2: whole class discussion <https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Ftopic_1_-_students__class_routines_final.pdf&sa=D&sntz=1&usg=AFQjCNHiNKEsAEH1UJ4QIcG12QixXJiDKQ> (involving students in classroom routines) | | |
| **6. Elicit Performance (practice)** | Ask the groups to read the article 1/2 again and take notes. then let them list some of the best routines and involving students’ responsibilities. Stick their work on the wall/board and do Gallery Walk activity. Participants will write some comments/feedback on stick notes and stick them on the posters. | | |
| **7. Provide Feedback** | * PQP about the posters | | |
| **8. Assess Performance** | * Ask the whole class following questions: * Why Were(not) the materials effective/new for you? * What new techniques would you like to use in future? * What methods did you know, but haven’t used yet? | | |
| **9. Enhance Retention And Transfer** | Participants create and fill out 3-2-1 Exit Tickets  3 thing that you learned  2 thing that you try in your classes  1 thing that is not clear   * Share in the group chat the routine that you have created or you might create after watching the module videos and or reading the article. You can create a word document, PDF, a simple PPT slide or a short video.   you may use the following message as a template:  Example  Hello, Colleagues! The (activity/video/routine/ instructions) I want to share is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (activity title). This activity is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Be sure to attach your activity file.) | | |