Workshop training plan for TOT course

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Workshop title: TESOL Principles 1-2 Know your learners and create conditions for language learning

Workshop description : This workshop gives a clear picture on how to collect some information about your learners, their abilities, interests, needs and plan your lessons accordingly. There are several ways to know the students by giving them some activities which aimed to open them up. The second task of the workshop is to know how to create friendly English-speaking atmosphere in the classroom which helps student to interact and communicate in order to learn English.

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| 1.Gain attention | Make some warm up activities like ‘Scavenger Hunt’ in order to gain attention and have some practice of vocabularry. 20 minutes | Flash cards ‘Find someone who’ and its explanation. |
| 2. Inform learners of objectives | Give some objectives of the session by explaining how important to know learners and create conditions for learning.20 minutes | List of objectives on white board |
| 3. Simulate recall of previous lesson | Ask participants what methods do they use to know their learners and make working atmosphere in classroom20 minutes | All ideas are being written on white board and discussed within groups |
| 4. Present the context | Explanation importance to know learners and why it is important. Giving participants some questionnaires to fill in order to know people in their group. To create a positive atmosphere activities like ‘special greetings’ and ‘photo wall’ can be practiced. 50 minutes | Participants fill the giving questionnaires and add their own questions to know anything they want to discover about other teachersParticipants organize some biographical walls |
| 5. Guide learning | To lead participants to gain information about their students with an activity called ‘About my children’ helps them to know more about students.Today’s job wall can be used to give a picture on how to Involve students by giving them some jobs to perform. 40 minutes | It’s a simple questionnaire for parent but it gives an idea about interests of childrenDifferent kinds of photo wall, picture wall, posters wall help to make students actively involved |
| 6. Elicit performance | In order to elicit gained knowledge autobiographical activity can also be used and to make students actively involved we can use an activity ‘ How to ask for help’. 40 minutes | Such tasks easily give clear picture on how to know students and involve them in process of active learning |
| 7. Provide feedback | Each activity needs some feedback to know its positive and week sides before performed in classroom.20 minutes | Participants should give their feedback to the theme and its activities and even some effective sides of this method |
| 8. Assess performance | Each group is given assessment according their performance and opinion about activities and their usage on practice.20 minutes | All work and performance of activities should be relevant to students’ level and textbooks |
| 9. Enhance retention and transfer | Activities on knowing learners and involving students in active learning should be adapted to be useful in local school and similar activities can be created by local teachers 10 minute | The main ideas of knowing learner by different methods and creating a positive atmosphere should be understood by all participants. |

Workshop title: Principles 3-4 Design high-quality language lesson and adapt lesson delivery as needed

Workshop description : This workshop gives a clear picture on how to design a high-quality interactive lesson and adapt it to learners needs according to their interests, level and ability to use the given model of ‘ 3-2-1 smile like the Sun ‘ activity , perform it in groups interact to other groups to find information about their interests and favorite activities. Adapt the given topic to create similar activities to practice 3-2-1 informational boxes in order to understand this activity and create a new version to adapt to the needs of students.

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| 1.Gain attention | Warm up activities make students be ready for the lesson and connect it to the previous knowledge. They also used to gain attention and develop communicative interaction. Activity ‘Find someone who…’ is aimed to revise principles one knows their learners and principle 2 create conditions for language learning and create a foundation to learn principle 3, design high-quality lesson and 4, adapt lesson delivery as needed. 20 minutes | Flashcard and chart to fill information about other members of the group. |
| 2.Inform learners of objectives | Participants will be able to :* Design and construct 3-2-1 information boxes for any topic
* Adapt and modify 3-2-1 information boxes for needs of the students
* 20 minutes
 | Model 3-2-1 information boxes |
| 3. Stimulate recall of previous learning | Warm up activity to stimulate and recall participants prior knowledge about principles 1-2 and connect it with principles 3-4 design high quality language lessons and adapt lesson delivery as needed in order to have a whole picture of 6 principles of teaching English. 20 minutes | Emblem of 6 principles and idea of their relation |
| 4. Present the context | Giving clear instruction and demonstration on how to fill the information box ‘3-2-1 smile like the sun’ or ‘3-2-1 the weather is fine’ by working in groups and giving to other groups interactive questions about their information and answering theirs. Adapt or create ‘1-2-3 the best weather for me’ 50 minutes | Give each group empty information box to fill |
| 5. Guide learning | Give clear instruction and demonstration of a model on how to fill 3-2-1 information box about the weather by working in groups and giving questions to other groups after filling the box to find out their information.Explain to participants how to adapt 3-2-1 information box for any other topic and find out information of other groups . 40 minutes | Model of 3-2-1 boxes and demonstration how to fill it |
| 6. Elicit performance | Practicing the given model ‘3-2-1 smile like the sun’ the trainer elicits participants’ understanding of principles 3-4 and gives them opportunity to adapt 3-2-1 information box for any kind of topic to students’ needs. 50 minutes | Practice clear instruction performance and adaptation |
| 7. Provide feedback | Feedback is given in a friendly way to polish participants’ understanding of principles 3 and 4, it can be done with praise, question, polish form to analyze the technique of creating and designing high-quality activities like 3-2-1 information boxes and adapt them to students’ needs of language learning. 20 minutes | PQP boxes instruction how to adapt them for different activities. |
| 8. Assess performance | Assessment can be done by checking participants’ performance and the final product of their creativity and adaptation of information boxes to the demand of students. 10 minutes | New adapted version of 3-2-1 information boxes on the given topic |
| 9. Enhance retention and trnsfer | Participants should use principles 3-4 in their daily practice by creating high-quality activities like 3-2-1 information boxes to suit their students’ abilities and apply these kinds of activities to any topic they want to maximize students’ performance and transfer to regional teacher 10 minutes | Demonstration of ready-made templates |

Workshop title : Principles 5-6 Monitoring and assess language development. Engage and collaborate within a community of practice.

Workshop description: This workshop leads to understanding how to use some ways of monitoring students progress and assessment of the development of their language learning in order to make any correction or use other methods of teaching if any problems can arise while teaching a certain topic. It also includes to work together with other teachers, students, parents to make the process of language acquisition more effective and closer to real life communication. Collaboration in teaching English helps the whole community of educators communicate and exchange some information about teaching.

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| 1.Gain attention | In order to gain attention to participants and prepare the to learn principles 5-6 the best strategy for them is to give a good warm up activity ‘Round the clock’ in this activity participants move around the room asking about what they learned from principles 1-4 writing information in clock- like chart. 20 minutes | Such an activity helps facilitate previously learned material and good to develop speaking interaction |
| 2. Inform learners of objectives | Before giving the theory about monitoring and assessment it would be productive to elicit from participants their ideas. The information about monitoring, assessment and cooperation in teaching English gives some ideas of their effectiveness. 20 minutes | All ideas are analyzed and expectation of the session is stated clear |
| 3. Stimulate recall of previous learning | Participants should have a clear idea on how to monitor their students’ performance and progress in English learning in order to make some assessment. In this case different tools for monitoring and assessment are purposed. To make this strategy work better collaboration with other teachers required, like sharing method of teaching or what aspects to monitor for. 20 minutes | Useful tools for monitoring are: checklist to keep students progress, rubric for a task exit tickets, teacher observation forms |
| 4. Present the content | Give participants an idea of importance of monitoring and assessment of their progress. Presentation of monitoring tools like checklist to track students’ performance while they are doing an activity for example while one group make a presentation to how to preform jigsaw reading other groups can monitor its performance and give some assessment according to a rubric. 60 minutes | Rubric of an activity and checklist of students’ performance should be used to give a picture how to monitor and assess students. |
| 5. Guide learning | In this part participants should develop their strategies on monitoring and their own monitoring and assessment tools like checklist or a rubric. Each group should perform a monitoring and assessment of other one while the latter doing some activity and explain to other groups how to use tools of assessment and monitoring and share their practice with others. 40 minutes | Participants should develop their own tools ,use them and explain how to use them on practice and their effectiveness. |
| 6. Elicit performance | Participants use their assessment and monitoring tool in practice to check how their work. Then they must fill Needs and Gets forms where they can express all their ideas about their monitoring and assessment tool, analyze all of them giving positive and negative sides of each of them by learning from one another. 40 minutes | All monitoring and assessment tools are presented and their performance are given in Needs and Gets forms |
| 7. Provide feedback | Feedback is given by a trainer and participants in a friendly manner by stating positive sides of each tool but sometimes some recommendations can be given in order to improve a tool or technique in ‘Needs and Gets’ form. It also be shared with other teachers to use them in their classroom as a process of collaboration. 20 minutes | All comments during feedback are looked through and the best tool for monitoring and assessment are developed |
| 8. Assess performance | Assessment is done by other group on performance and developed tools for monitoring and assessment of students in order to develop even a better approach to monitoring and assessment 10 minutes | All participants should take part in the process of assessment and give their ideas on improvement |
| 9. Enhance retention and transfer | All successful ways of monitoring, assessment and sharing with other teachers will be used in daily school teaching of participants and sharing with other English teachers in regions. 10 minutes | All methods of monitoring, assessment and their tools are put into portfolios of participants. |

Workshop title: TESOL 6 principles. Micro-teaching and portfolio submission.

Workshop description : during this workshop all the participants should demonstrate their ability of teaching other teachers in their mini groups of 4-5 teachers in each. The task of a micro- teaching is to use one or more of the 6 principles to use them on practice by presenting one or several activities related to the principle of TESOL and giving some explanation to the principle and its theory of teaching them. Each group has 20 minutes to prepare, 20 minutes to perform and 10 minutes to fill PQP form. After the micro-teaching all participants present their portfolios in a form of a foldable or any other form where some activities, tasks, ideas, theories and other notices can be presented.

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| 1.Gain attention | Start the session with a mingl activity where participants form two line and talk about 2 minutes about one of the 6 principles and then change a partner and talk to him or her another 2 minute about the next principles and so on. 20 minutes | Do Warm up activity and analyze its importance and possible changes. |
| 2. Inform learners of objectives | Explain to participants how to organize the group- work and how to do a micro- teaching, all member of a group must take part in it and know his or her role. Each group should choose 1 or 2 principles of TESOL present several activities and their theories and usage, after that all participants present their portfolios 20 minutes | Group division, planning, performing filling PQP charts, presenting portfolios |
| 3. Stimulating recall of prior knowledge | During the micro-teaching groups present all learned methodology on 6 principles and connect them to form a whole picture of usage them on practice. 10 minutes | All necessary handouts, PQP chats, portfolio files |
| 4. Present the content | Each group prepare for 20 minutes for presentation their micro-teaching, 20 minutes to teach while other groups play part of learners and fill in PQP forms and give comments. All files in their portfolios presented by its owner to the whole class. 90 minutes | Handouts related to micro-teaching, file in portfolio  |
| 5. Guide learning | All groups give clear explanation to each activity and monitor its performance, give feedback and assessment to the activity and explain how this activity is related to one of the principles, how similar activities can be adapted to use on practice. 30 minutes | Clear presentation, monitoring and guidance. |
| 6. Elicit performance | Each participant should understand how the activity can be used on practice and how to make similar activities related to the principle and able to explain other teachers in regions. 20 minutes | Skills of participants to connect all theory and practice in order to cascade them further |
| 7. Provide feedback | Usage of PQP gives a productive feedback to all presented activities and portfolios , all comments and recommendations will be taken into consideration for improvement. 20 minutes | PQP forms and other oral recommendation, portfolio documents |
| 8. Assess performance | All group members are given an assessment to their performance in PQP form which they can look through in order to reflect their teaching and make some improvements for further cascading in regions. 20 minutes | Comments on micro-teaching and portfolios |
| 9. Enhance retention and transfer | All six principles should be related to each other in order to make a full picture and transfer it to other teachers in regions. 10 minutes | Whole understanding of 6 principles and their practical usage  |

Workshop title: TETE Modules 1-2 Building routine. Giving clear instructions

Workshop descriptions: during this workshop participants learn how to build classroom routine, use different forms of greetings, warm up activities and giving instruction to students how to make an activity clearer for students to understand and perform. It guides participant to understand how to develop classroom routine for students to know what to do and when to do any instruction. Clear instruction makes students understand how to do an activity avoiding any confusions and misunderstanding.

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| 1.Gain attention | To gain attention of participants, it would be better to start with warm up mingling activity where all participants ask each other some questions about what did they learn from the previous sessions and what activities did they adapt for their learners. 20 minutes | Such activities make participant ready for learning next session about routine and clear instructions |
| 2. Inform learners of objectives | By the end of this workshop participants will be able to know what kind of classroom routine work for particular situation better making students aware what to do and learn how to give clear instructions by explanation and demonstration. 10 minutes | Participant improve their abilities to use routines and instructions |
| 3. Stimulate recall of prior learning | During learning about 6 principles, participants develop an understanding about importance of clear instruction and know how to explain an activity or task for students to know what to do. In this workshop participants learn how to explain task of activity by using different teaching methods. 20 minutes | Participants understand the benefits of usage of daily routine and clear instructions |
| 4. Present the content | Present how to use different types of greetings in classroom, roll call of the students, warm up activities like ‘weather chart’ to talk about today’s weather, announce objectives of the lesson, do know routine, wrap up routines and ways of giving clear instruction by using visuals, body language, examples and demonstration. 50 minutes | Participant can try some of the techniques on practice in their mini groups to develop a daily routine and explanations of tasks |
| 5. Guide learning | Firstly participants learn to use greetings as part of routine, then use weather chart to talk about the weather, roll call to check students’ presents, several types of warm up activities to make students ready for the lesson, inform their students about learning objectives, do know routine used to inform students what to do, wrap up routine tells them to summarize learned material. All instruction should be explained step by step starting with group devision, explanation the purpose, the role of each member, state some examples how to do the task and live demonstration by asking some students in front of class, 60 minutes | Participants should develop their examples of daily routine and giving some clear instructions and demonstrate them in their groups. |
| 6. Elicit performance.Practice. | Participants are divided into some groups to develop some examples of classroom routine and demonstrate it on practice giving reasons behind its usage. Each group choose an activity from their school books and present it by using all techniques of giving clear instructions. Other groups give some comments and recommendation on the practical presentation. 60 minutes | Participants use all necessary equipment to demonstrate how to use daily routine and giving instructions. |
| 7. Provide feedback | For an effective feedback PQP charts can be used to analyze groups presentation of classroom routine and giving instructions. Some comments can help to develop daily phrases to use in different classroom situations and developing stages of giving clear instructions which are not to long but easy to understand. 20 minutes | All comments are taking into consideration for a batter development both classroom language and instructions |
| 8. Assess performance | To assess the performance of each participant Exit tickets can be given where each participants answers to the given statements for the trainer to check the level of their understanding and practical usage of classroom routine and how to give an instruction for different tasks 20 minutes | Assessment gives a clear picture of what has been learned during this workshop. |
| 9.Enhance retention and transfer | Ask participants what they learned during the workshop and what they find useful for them to use for both cascading and daily practice. What recommendations and adaptations they want to make to some activities and teaching methods.10 minutes | Give general summary to practical work of all participants and elicit their ideas. |

Workshop title: TETE Modules 3-4. Effective answers and questions. Checking comprehension and providing feedback.

Workshop description: This workshop gives some ideas on how to use good questions in order to generate communicative interaction between and among students to develop their communicative skills or find out about their knowledge or understanding the presenting information. Checking comprehension is necessary for teacher to plan his or her further strategy and giving feedback on learners’ performance in order to correct them or encourage students to work better.

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| 1.Gain attention | To warm up participants to be ready for the workshop some statements are given from learned modules on which participant should respond by holding True or False card and give some reasons behind the answers 20 minutes | Such warm up activity gives them an idea of upcoming session |
| 2. Inform learners of objectives | Use brainstorm on what types of questions can be used at lesson and for what purposes. And what kind of feedback and when can it be given to the students. Participants gave their own ideas. 20 minutes | This activity gives participants opportunity to express their methodological skills |
| 3. Stimulate recall of previous lesson | In previous sessions participants have some ideas on how to give feedback and assessment and how to use good questions which demands a respond. To develop and share their ideas participants work in pairs to share their knowledge by changing their partners every 2 minutes. 20 minutes | This activity can be done by forming two circles inner and outer one which moves in opposite direction |
| 4. Present the content | Firstly participants work with giving predicting questions before doing reading or listening tasks in small groups by choosing one activity. Than work and construct question to elicit the main ideas of reading or listening tasks. After that they construct some questions for extracting specific information. Finally work with inferential questions and questions for info-gap activities for developing speaking interaction. 60 minutes | Participants work in groups to develop different kinds of questions to extract information and communicate with other people |
| 5. Guide learning | During group presentation other groups provide some feedback on types of questions and their usage. After that participants present some situations for giving formative feedback, its importance and usage. The role of individual and whole class feedback on their differences and importance in learning English. Each group present some ideas on how students can give feedback to one another with the guidance of the teacher. What kind of feedback can encourage learning and ways of giving direct, indirect, recast and anxiety-free feedback. 60 minutes | Each group should be able to use different kinds of feedback in proper situations in order to improve learning process and work with errors and their eradication |
| 6. Elicit performance. Practice | In this part of the workshop all participants should demonstrate their ability to know and use different types of question for different purposes like assessment, prediction, extracting information and develop communicative skills to create a situation in order to exchange some information. As well as develop their ability to give productive feedback to understand students’ errors, find out errors of their partners or give positive comments 40 minutes | Each group presents one example how to use a good productive questions and state their purpose or how to give a productive feedback  |
| 7. Provide feedback | Each group gives some comments on performance of other group presentation in order to polish it and be ready to cascading to regional teachers 15 minutes | All comments are taking into consideration and develop further |
| 8. Assess performance | Each participant writes about all they learned in this workshop in their portfolio and read out some of their comments they like to share with others 20 minutes | All notes taken by participants help them remember all they learned |
| 9. Enhance retention and transfer | Participants think about how to adapt the strategy of creating good question to assess students’ knowledge or create communicative situation. Use types of feedback to give students ideas to work on their errors or learn their progress. 15 minutes | Participants will use their knowledge to conduct their sessions in regions and adapt them. |

Workshop title: TETE Modules 5-6 Increasing classroom interaction. Plan, teach, reflect, adjust

Workshop description: in this workshop participants learn several ways to increase classroom interaction among students to develop their communicative skills, exchange ideas related to the theme, build strong relationship and learn from their mistakes. Participants also have an idea how to state clear lesson objectives, 6 steps of lesson planning, and learn how to reflect their lessons.

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| 1.Gain attention | To warm up participants at the beginning of workshop it is a good idea to practice some mingling activity called ‘know each other better’ where participants move around the room giving questions and filling the form about different interests of several teachers to know better each other 20 minutes | Such an activity gives an idea how to use similar activities in the classroom for warming up students |
| 2. Inform learners of objectives | In groups participants discuss some issues about how to increase interaction and plan a good lesson as well as ways of self-reflection. It gives them an idea of main objectives of today’s workshop. 20 minutes. | Eliciting objectives from participants is better than giving them direct objectives |
| 3. Stimulate recall of prior learning | In previous workshops participants learned how to create a good atmosphere at the lesson and steps of the lesson. In this session they learn how to increase exchange of ideas among students, plan and connect stages of lesson and able to reflect their teaching. Participant express their ideas about these issues first in pairs than to the whole class 20 minutes | Participants should connect their previous knowledge to the objectives of this workshop |
| 4. Present the content | Firstly some example of creating communicative interaction among students given, then in groups participants develop some ideas on how to increase interaction, how to make student develop their ideas on one of the given topics and reducing a number of errors during an interactions. Each group presents their ideas. To make practical understanding of this issue an activity ‘Guide the artist’ performed in pairs and analyzed in groups and by the whole class. 60 minutes | Participant can learn the idea of classroom interaction theoretically by discussing it and develop ideas and practically by doing activity when they describe and draw a picture |
| 5. Guide learning | To make interaction more structural participants need to learn how to state clear objectives of the lesson. They practice to do SWBAT of any lesson they choose to work at in groups then sequencing all activities step by step starting with warm up, presentation, practice, application, wrap up and fallow up. The final stage is to put all together and create a good lesson plan and present it in form of project of a group work. 60 minutes | Creating a lesson plan according to 6 steps and objectives is the main task of the workshop in order to teach other teachers in regions. |
| 6. Elicit performance practice | After presentation a lesson plan it is important to reflect teaching of the lesson, each group should reflect on of their activity which they presented earlier. What was wrong, what was good about it and what they want to change to make it better and present their ideas. 30 minutes | Reflection is important part of teaching it helps to analyze our teaching and correct errors. |
| 7. Provide feedback | At this stage each group give some feedback about lesson plans of other groups by filling PQP forms and express their ideas on how to improve lesson plans or add some recommendations to steps of the lesson. 20 minutes | Feedback helps to receive some reflection from other group members |
| 8. Assess performance | To assess of way of reflecting interaction among students and conducting a good lesson plan and able to reflect their lesson a trainer gives some comments to each group and asks their ideas in order to have a clear picture of participants understanding, 20 minutes. | It is important to give some comments to all activities and ideas of participants |
| 9. Enhance relation and transfer | Participants should have a clear ideas on how to explain and transfer the knowledge of this workshop to regional teachers so their write in their portfolios some summary of the workshop, 20 minutes  | They main thing is to share knowledge with others and develop some other ways to adapt some activities. |

Workshop title: TETE Modules 7-8. Extending textbook activities. Create and facilitate visually stimulating tasks

Workshop description: here participants learn how to extend textbook activities and state some reason for doing it. What kind of activities they can add to make their teaching more fun. Types of visual stimulating materials and their effectiveness in learning. Usage of graphic organizers like Concept map, See-think-wander, Word wall, KWLQ chart to make teaching and learning more productive.

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| 1.Gain attention | To make some fun warm up activity organizing an interactive game like ‘Brain ring’ where all participants are divided into four groups answer to several logical question given by a trainer, each correct answer gives a group 1 point, it is a competition where group try to get higher score. 20 minutes | It is a kind of extended activity with has not included to TETE and TESOL courses |
| 2. Inform learners of objectives | Participants brainstorm the question, why do we need to adapt textbook activities and what visually stimulating tasks work the best for local schools and why. 20 minutes | Participants can express their ideas and be aware of the objectives |
| 3. Stimulating recall of prior learning | Participants share views on time when they change or add some activities in their class books stating their reasons and effect. What kind of visuals they use in their classrooms. In groups they discuss these issues. 20 minutes | Group work to reflect on their teaching methods of adapting materials and using visuals. |
| 4. Present the content | Participants are given some advice on how to adapt on of textbook activities and see how it works on practice. The task is adapting a text in a book in form of jigsaw reading where each group work only with a part of the text and exchange the rest of information with other groups to form the whole picture. 40 minutes. | An idea how to adapt a boring text to a funny way of communication. |
| 5. Guide learning | Participants in groups try to adapt other activities from a textbook by using role-plays, info gaps, filling tables, etc. Then demonstrate their results.Group also work on making a project work making a ‘Concept map’ where the main topic is written in the center and other ideas develop from the main topic, for example, environment protection. Other graphic organizers like ‘See- think-wander’ are presented to participants and they used on practice for better understanding of such visual activities. 60 minutes | Participant develop understanding about importance and practical usage of graphic organizers. |
| 6.Elicit performance | Each group is given a task to adapt one activity from their schoolbooks to make it more interesting for students to do and more productive to use. Then groups present their activities to the whole class. The second activity is to make a word wall for students to learn vocabulary. It can be done in groups and words can be arranged by alphabetical order or thematical aspects. 50 minutes  | Participants work in groups to design such activities to help them to use the on practice. |
| 7. Provide feedback | For the best feedback KWLQ chart is the better practice as the participants fill the chart they find out what they have learned during the workshop and can use it during their cascading to introduce such cart to regional teachers. 20 minutes | KWLQ chart analyze current knowledge and what is still needs to be learned |
| 8. Assess performance | To assess performance of the participants all visual organizers can be analyzed by members of other group by exchanging works. They can give their opinions related to the visual aid and some advice to make it even better. 20 minutes | The best assessment can be made when participants examine project works of other groups |
| 9. Enhance retention and transfer | Ask participants what kind of adaptation of activities in textbook and visual stimulation they are going to share with regional teachers and how they are going to do it in a friendly conversation in order to make participants to transfer the ideas of adaptation and usage of different visuals. 20 minutes | It is important to know how the idea will be used to cascade the methodology and encourage participants.  |

Workshop title: TETE Modules 9-10. Facilitating discussions and debates. Monitoring cooperative activities.

Workshop description: during this workshop participants learn how to organize discussions and debate and use them to develop communicative skills of students to construct sentences and using necessary vocabulary to continue discussion. They will learn the structure of a debate and how to use it at the lesson. They also learn HOT questions and Usage of Bloom’s taxonomy on practice. How to organize a group-work by giving roles to each member, scaffolding and usage of anchor charts.

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| 1.Gain attention | In order to involve participant in workshop it would be good idea to make some warm up activity related to the workshop. One of the warm up activities ‘The bucket of prompts’ will do the job each of participants take a prompt with a topic on it and should speak about it for 30 seconds without stopping and express some good ideas about an issue. 20 minutes  | Such an activity helps participant to be ready for training how to teach discussions and debates |
| 2. Inform learners of objectives | The best way to give an idea about the topic of workshop is to ask participate to present some ways to organize group-work. Than in their groups they should choose some interesting topics for debates and discussions explaining why they chose them 20 minutes | It is better to make participants to state objectives by guiding the by the main theme |
| 3. Stimulate recall of prior learning | At previous sessions participants know how to organize groups and give roles to their members. They should share their ideas. Classroom discussions are also not new to them, but organization of a debate needs some explanation. Participants in their groups should present how to organize a discussion 20 minutes | In order to facilitate previous knowledge participants should remind it to each other working in groups |
| 4. Present the content | The trainer should lead participants to have understanding about organization and practice some classroom discussion. Working in groups participants should choose a topic and develop it to organize a good activity. One of the can be trying out which is ‘Tower building’ based on Lego bricks, where participants should build a tower by adding bricks by developing a discussion on the giving topic. 40 minutes | Such activity gives some ideas how to organize discussion and adapt it in other ways to make it more interesting |
| 5. Guide learning | Before starting a debate, some types of debate will be explained like: Mock debate, for and against, open debate, statement and counterstatements. Structure of a debate : open statement, presenting claim, support with evidence, counter argument, closing statement. Then participants try to use these techniques on practice to use debating structure on a presenting statement.Two groups debate one issue for at least 10 minutes according to the rule, then other two groups. 60 minutes | It is important to organize s real debate where all participants have some practice for further use. |
| 6. Elicit performance, practice. | After learning how to organize some debate and discussion, participants practice some discussion which should be based on HOT questions and Bloom’s taxonomy. Going from simple to complex from theory to practice. Participants in their group develop a HTO questions for discussion and demonstrate some of them. 50 minutes | Performants develop practical skills of participants in combination with the theory |
| 7. Provide feedback | Each group gives formative feedback according to the performance of other groups filling to feedback form as well as to organization of debate in order to be ready for further workshops in regions, 20 minutes | All ideas during feedback are taking into consideration and put into portfolio |
| 8. Assess performance | Assessment gives conformation whether participants are ready to further transforming their knowledge by filling PQP forms and expression their ideas about organizing groups and their effective work, organizing discussions and debates 20 minutes | PQP forms and personal ideas and advices. |
| 9. Enhance retention and transfer | To provide all information about the workshop and able to share the knowledge with other regional teachers. Any misunderstandings should be worked out and adaptation technique be developed to use any topic for discussion and debates as well other forms of communication. 20 minutes | Plan to cascade the workshop and put it into portfolio.  |

Workshop title: TETE Modules 1-10 Micro-teaching and portfolio submission

Workshop description: During this workshop participants develop their practical skills of giving mini-lessons to other teachers which they will use in their regions teaching others. They can express their abilities to use all techniques, skills, activities and theory of modules 1-10. Micro-teaching can also be considering as a formative feedback to polish their teaching methods and learning of self- reflection. Portfolio collection helps them to collect all necessary material for their future sessions, to remember what activities and method of teaching they can use in future.

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| 1.Gain attention | To make participants be ready to start their micro- teaching it would be a good idea to warm them up and teach another fun activity like ‘ Three weird things in common” where participants have some fun and even stop to worry about micro- teaching20 minutes | Before preparation for micro-teaching and portfolio submission warm up activity is needed  |
| 2. Inform learners of objectives | All participants should be ready for micro-teaching in groups of 4 and know their roles as they will be assessed accordingly in groups and individually. They should present their plants for mini- lesson of 30 minutes and all handouts before starting which should include activities and theoretical part of 1 or more modules TETE. After that they should present their portfolios. 20 minutes | Participants demonstrate their workshops , handouts and other equipment and portfolios |
| 3. Stimulating recall of prior knowledge | Participants should use the theory and practical activities of modules 1-10 and have a clear idea to use them. They share their ideas with a trainer and have 10 minutes for preparation before starting teaching. 20 minutes | Little briefing with a trainer and preparation time.  |
| 4. Present the content | All groups be given 20 minutes to present their micro- teaching of 1 or more modules. Their theory and practical activities. Other groups act as learners to do all giving tasks and answering questions. All necessary equipment and handouts are used.90 minutes | All equipment, handouts, picture, whiteboard are used |
| 5. Guiding learning | Participants present their portfolios with all handouts, theories, pictures, posters, foldables, etc. All the files should be useful for their cascading in regions. Each participant has 1 minute to present his or her portfolio to whole class in order to share some ideas and learn from one another. 40 minutes | Portfolios which includes all necessary files for cascading  |
| 6. Elicit performance | Participant demonstrate their practical abilities to teach other regional teachers and show that they have collected all necessary handouts, theoretical knowledge and other equipment. 10 minutes | Plan of workshop and portfolios  |
| 7. Provide feedback | All participants fill PQP forms while watching micro- teaching then give all recommendations and advices to the group members who have done micro-teaching. 20 minutes | PQP forms and discussion of micro-teaching |
| 8. Assess performance | Participants and a trainer give a summative assessment to Module 1-10 by commenting all positive achievement during the whole period of time to each participants. 20 minutes | Giving recommendations and summative feedback |
| 9. Enhance retention and transfer | The action plan and workshop of cascading are developed by participants to work with teachers in regions to make them easier to know what to do when they face teachers in regions. 20 minutes. | Action plan of cascading. |