**TOT: Week I - Room 2 - Group 5- Module 5**

**“Foreign language is a powerful weapon in the life struggle” Fitrat**

**Workshop Title: Module 5 Increasing Classroom Interaction**

**Workshop Description: English teachers everywhere struggle to increase the quantity and the quality of English spoken by students in their classrooms. In global contexts where English is not commonly spoken in everyday life, students may only have your classroom to practice speaking. This module will help you explore different activities to promote meaningful interaction in a classroom. You will learn new strategies to create an interactive and communicative classroom that includes promoting more student-to-student interaction.**

| **Gagné’s Nine Events of Instruction** | |
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| 1. Gain attention | * Warm up teachers: Use a kind of energizer for getting to know each other. Teachers play “Introduction wheel” with music and dance. * Gain their attention with a quote: “Foreign language is a powerful weapon in the life struggle” Fitrat * Elicit participant responses about what the quote means. (Answers will vary) |
| 2. Inform learners of objectives | By the end of the module, teachers 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 |
| 3. Stimulate recall of prior learning | * Stimulate participants’ beliefs in about using interaction to talk each other asking some questions about personal information. * Teachers make inner and outer circles consisting of 6 people in each circle. Outer circle dance and rotate like clockwise and inner circle do it vice verse listening to music. When music stops, participants introduce and talk each other. * “Five fingers up” activity stimulates participants to ask unusual questions. * “Guiding the artist” activity involves drawing participants facial build. |
| 4. Present the content | * Present clear instructions and explain objectives of each activity. * For directing activities, we use modeling. |
| 5. Guide learning | After presenting, demonstrate the instructions of “Introduction wheel” step by step;  “Guiding the artist” activity is explained how to do by the trainer in the next stage.  “Five fingers up” activity is performed by the participants in flower circle. |
| 6. Elicit performance (practice) | Engage participants by involving them to join in all activities. Participants perform “Introduction wheel” in two groups. “Five fingers up” and “Guiding the artist” activities are done by the whole group. |
| 7. Provide feedback | Teachers assess each other using formative peer feedback |
| 8. Assess performance | Before they going out of classroom, have participants write summative reflection about less than 100 hundred words. |
| 9. Enhance retention and transfer | After writing reflection, participants think and share ideas about today’s workshop. They will be requested how to modify and apply these activities in their classes. |