**Workshops by Andijan Team**

**Program Title: Six Key Principles and Teaching English Through English (TETE)**

**Workshop 1**

Workshop Title: **Introduction and Overview of the 6 Principles for Exemplary Teaching of English Learners; Key Principles 1-2-3**

**Workshop Description:** This interactive workshop will present an introduction to the training and overview of the 6 Key Principles for Exemplary Teaching of English Learners. Participants will work on Key Principals 1-2-3 in details through Scavenger Hunt, Find Someone Who, True or False, Personal Inventory and 3,2,1 Activities.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | Gain attention with a schedule of a training and a picture of the 6 Principles for Exemplary Teaching of English Learners. |
| 2. Inform learners of objectives | PWBAT  -be informed about training schedule;  - understand the importance of the Key Principles 1-2-3, (knowing their learners, creating conditions and designing high-quality language lessons);  -create related activities to Key Principles 1-2-3 |
| 3. Stimulate recall of prior learning | Participants will be asked to share their answers on this question:  What is the most important thing for you in teaching English?  “Scavenger Hunt” activity on the Overview of the 6 Key Principles. |
| 4. Present the content | Introduction of the training program with the help of the Handout 1  Video presentation on “The importance of the Key Principles 1-2-3” |
| 5. Guide learning | Participants do Fluency circles with “About me”.  After demonstrating “Find someone who ”, the trainer shows sample handouts of this activity and models.  After presenting “1,2,3”, the trainer explains the steps of this activity. |
| 6. Elicit performance (practice) | Participants do “True or False”, “Personal Inventory” and “3,2,1”.  The trainer explains the steps of these activities. . |
| 7. Provide feedback | In groups participants present their applied activities and teacher monitors  and groups give their feedback to each other work by using PQP for the last “3,2,1” activity. |
| 8. Assess | Creating Portfolio on Google site will be explained and participants will be asked to share their activities on it.  Before they leave, a piece of paper will be given to them with the 3 - 2-1 EXIT TICKET to fill out and hand in. The EXIT TICKET asks them to write down ,, 3 things I learned’’ ,, 2 things I found interesting” and ,, 1 question I still have’’ |
| 9. Enhance retention and transfer | To reflect on their teaching and create their own activity on Key Principles 1-2-3.  Participants will be given Activity Tracker handout where they should put all their learning activity on it. |

**Workshop 2**

Workshop Title**: Principle 4 Adapt lesson delivery as needed**

**Principle 5: Monitor and Assess Student Language Development**

**Principle 6: Engage and Collaborate within a Community of Practice**

**Workshop Description:** In this session, participants will revise Principles 1,2,3 from the first session and acquire the other three principles and reflective teaching by watching videos about six principles, discussing with peers and doing experimental activities like 3-2-1.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | Show a boarding card with 3-2-1 graphic organizer.  Give each participant a copy of it and ask them to write:  3 important places in their life  2 important events in their life  1 important person in their life  When they have finished, ask them Turn and Talk to their peer . |
| 2. Inform learners of objectives | Read the objectives of the session:  By the end of the session, participants will be able to:  - identify all Six Principles and follow them in their classes  - analyze their teaching practice. |
| 3. Stimulate recall of prior learning | Ask participants make up quizzes in pairs based on Principles 1,2,3 Best practices or other information they have learned in the previous session  e.g.  1. Teachers have active classrooms where students can actively practice English with interesting topics. (Principle 3 Best Practice 3)  2. Teachers plan lessons to collect and use information about students. (Principle 1 Best Practice 2)  3. Teachers plan lessons that motivate students. (Principle 2 Best Practice 3) |
| Present the content 1(Principle 4) | Principle 4  Distribute Handout 2 where some words are omitted from the best practices and ask participants to predict the words with pairs.  Ask the participants to watch the video about Principle 4 and check their predictions. |
| 5. Guide learning 1(Principle 4) | Tell the participants to discuss following questions with their peers:  *How often do you check your students understanding?*  *When do you check your SS understanding?*  Ask them to share their answers.  Ask participants to work in pairs and write the techniques they use for checking SS understanding. |
| Present the content 2 (Principles 5/6) | Principle 5 and Principle 6  Ask the participants to watch the videos about Principle 5 and Principle 6 and make notes of best practices. |
| Guide learning 2  (Principles 5/6) | Elicit answers about types of assessment they use in their lessons. Write them on the board and ask them to vote for “The Best assessment.”  Distribute Handout 3 about reflective teacher and reflection form. Ask participants if they ever reflect their teaching and when they do it. Use Think Pair Share.  Mingling activity. Give participants 5 minutes to go around the class and ask the following question as many people as they can:  Question: Which educational websites do you use often and what kind of materials do you download from them?  When they have finished, make an inquiry about The best finding of this activity. |
| 6. Elicit performance (practice) | Group work. Work in groups of 2. Group A and Group B  Ask groups to create a poster on Six Principles. |
| 7. Provide feedback | When the participants have finished the poster , ask them to present it to their peers. Opposite group should give feedback using PQP for the performance. |
| 8. Assess performance | Use KWLQ chart to check participants takeaways about Six principles. |
| 9. Enhance retention and transfer | Show how to make a foldable and tell the participants to make a foldable for all Six Principles.  Add the activities they have learned to their Activity Tracker. |

**Workshop 3**

Workshop Title: **Building Routines in English classrooms**

**Workshop Description:** In this workshop participants will learn how to build routines by collaborating with colleagues, they will be able to share and apply essential elements of routine of the lesson.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | 1. Warm up students : Sing ‘Hello Song’ together as a greeting   Hello everybody how are you today  It is time to move your body and learn and play  Hello to my teachers how are you today  I am gonna listen to what you say  shake your head yes shake your head no  Let your arms up ,put your arms down  Let your arms up and shake it round again   1. Gain their attention with a quote ‘Tell me and I forget, Teach and I remember, Involve me and I learn’ 2. Elicit participants’ responses about what the quote means... |
| 2. Inform learners of objectives | 1. TWBAT to use effective activities to make routines of the lesson 2. They will differentiate types of lesson activities and use them in appropriate parts of the lesson. |
| 3. Stimulate recall of prior learning | 1. Mini-lecture on benefits of using routine activities on the quality of the lesson (learners feel less anxious as steps are predictable, they act more independently as they have already experienced the same activities before) |
| 4. Present the content | Watch the Videos from TETE Building Routines: “Start Up” Language Routines/ Do Now & Wrap-up routines.  Write them into Routine Chart:   |  |  |  | | --- | --- | --- | | Name of Routine | When to use | Purpose | | Warm up | At the beginning of the lesson | help students feel  confident and ready for the classroom activities | |
| 5. Guide learning | -Thumbs up and thumbs down (the trainer reads statements about types of aroutines, trainees agree or disagree with them)  - Experimental activity “Do Now” routines |
| 6. Elicit performance practice) | Use Clock Mingle.    Ask PP to share the Routines they use in their classroom. PP will share it first in plenary, then they will mingle around the classroom and fill the boxes provided by trainers. |
| 7. Provide feedback | Wrap up Routines  In groups, participants will present their boarding cards each other and evaluate the questions/ statements in 1-5 Scale. |
| 8. Assess performance | Exit ticket 3-2-1 three routines they have learned today, two routines they have applied, one question they still have |
| 9. Enhance retention and transfer | Before participants leave the workshop, ask them which routine activity they liked the best and write them into their Activity Tracker. |

**Workshop 4**

Workshop Title: **Giving clear instructions**

**Workshop Description: In** this workshop participants will learn to:

-describe the features of good teacher talk

-use several modeling strategies

-write and practice speaking effective teacher talk for their lessons

-reflect on how to prepare a teacher talk and share a sample teacher talk using an activity by modeling using JEOPARDY game.

Teachers will leave the room knowing how to give clear instructions step by step for activities in their class.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | Gain participants attention with the joke on the picture. Elicit participants’ responses about what they see in the picture. What`s happening in the picture? Have you ever experienced such a situation? |
| 2. Inform learners of objectives | Call the participants attention to the agenda .  By the end of the workshop, participants will be able to describe the features of good teacher talk  use several modeling strategies  write and practice speaking effective teacher talk for their lesson  reflect on how to prepare a teacher talk and share a sample teacher talk using an activity |
| 3. Stimulate recall of prior learning | -Show the video with wrong instructions.  - Discuss and analyze the video in small groups with the following questions:  What happened in the video?  What was good/wrong? Why do you think so?  Share your ideas with the whole class.    Mini lecture on importance of giving clear instructions. |
| 4. Present the content | Present ways for giving instructions:  1. Giving instructions for forming groups  2. Teacher talk for managing activities  3. Common mistakes in teacher talk  4. Giving effective instructions using think aloud  5. Extract from article “The Movable Class: How to Class-Manage for More Active and Healthful Lessons” |
| 5. Guide learning | Present the video from TETE course **:” Giving clear instructions for** **forming groups**”  Pp take notes on the ways how to make the instructions clear and effective for your students. Pp share ideas they got from the video within small groups. In small groups Pp write an instruction to form group and one member from each group practices their instructions to form the groups.    Present the video from TETE course**:”Teacher talk for managing activities”**  Pp take notes on the steps on teacher talk for managing activity. Whole class discussion to check video comprehension.    PP are given article on **“Common mistakes in teacher talk”** cut into pieces. PP should match the paragraphs to the suitable examples. Whole class discussion of the article for checking their task.  Write your own problem in giving instruction on a piece of paper . PP mingle and ask suggestion to solve the problem .    PP read the article **“Giving effective instructions using think aloud”** and fill in the chart 3-2-1. 3-interesting ideas I found from the article, 2-ideas I would like to try in my class, 1-question I still have. Discuss in your groups and choose the most important 3-2-1 ideas and questions to share in the class.    PP do the activity Agree/Disagree.  Movement is important for adolescents? Why/why not?  Teacher is responsible to organize movable activities.  Teacher should often organize movable classes.    In groups PP create a poster what movable and traditional classes look like. Gallery Walk PP will explain to each other their posters .Each PP will be given an activity from the article. On a piece of paper they write the name of the activity on the back side of the card they would write steps of the activity. In Fluency line they will exchange their activities. |
| 6. Elicit performance (practice) | Participants work in groups to add clear instruction to make their classes movable. |
| 7. Provide feedback | PP will give their instructions to the whole class. PQP slips to give each other feedback |
| 8. Assess performance | Exit Ticket  Write one clear instruction for your classroom which you are going to give while making your video |
| 9. Enhance retention and transfer | Pp will write 1-2 ideas on a piece of paper to the following question: Which of the suggested instructions can be adaptable to your teaching context? Why? Why not? |

**Workshop 5**

Workshop Title: **Effective Question and Answer**

**Workshop Description:** At the end of the session participants will be able to understand how different types of questions are used in teacher talk and practice basic question forms and answers with students

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | Begin the session with the activity: “Guess the question”  Trainer writes some answers on the board, participants should guess what the question is:  e.g.  -……?  - In Asaka  -……?  - Classic  -…..?  - Not, actually. He is a driver.  Possible questions:   1. Where do you live? 2. What kind of music do you like? 3. Is your husband also a teacher ? |
| 2. Inform learners of objectives | Tell the participants that they are going to learn about different types of questions including display and referential questions and and practice making a good question and answer talk. |
| 3. Stimulate recall of prior learning | Make an elicitation on types of questions they know. Use the following Graphic organizer. |
| 4. Present the content | - Tell participants about two more types of questions: display and referential.  Distribute Handout 1 with the article about “Display Questions vs Referential Questions” by Hyunsun Chung , GMU and ask them to read the article with peers turn by turn.  When they have finished reading, check their understanding by Response Cards. Give each pair a card with True /False. Read aloud some statements about Referential and Display questions.( Handout 2)  e.g.  1. Display questions are asked by the teacher in order to develop critical thinking. (False)  2. Referential questions have a real communicative purpose. (True) |
| 5. Guide learning | Ask the participants to read the following steps of teaching questions in groups as a Jig saw reading and put it in order. After that, answer the question: What kind of questions the teacher is going to teach?   |  | | --- | | Provide a context. Explain that they are going to use Wh-questions to ask and find out missing information about a girl who went on a trip.  *“You are going to create and use Wh-questions who, what, when, where, which, why, and how to*  *find out about Lena and her recent trip. Let’s think about what you want to ask Lena.*  **­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Prepare questions for the activity.  *“Class, Let’s brainstorm! Think about what kind of questions you can create to ask Lena about her trip and write them in your notebook.*  These are also useful types of questions that you and your students might use when  giving directions, having a conversation, and doing activities.  *Where did Lena go?*  *Who did she go with?*  *How did she go?*  *When did*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Give out a handout or note cards with information needed to answer the questions. After the participants write down some questions, they are given information on a notecard about Lena’s trip. Each note card has a few pieces of information that may provide answers to the questions. For example, each note card can have information like  this:  Notecard 1: Paris, warm, sunny  Notecard 2: train, coffee, paintings | |
| 6. Elicit performance (practice) | Work in groups of three. Give each group one theme from the Textbook Teens 8 and ask them to create a Question & Answer between a teacher and a student. Provide an example. |
| 7. Provide feedback | Groups will act out their Question & Answers as a role play A Teacher and A Student. Evaluate the teamwork by applauding for acting. |
| 8. Assess performance | Give each participant a case where a teacher should use a question. Ask them to provide appropriate type of question.  e.g.  Case 1:  While monitoring, the teacher notices that one of the students cannot join the teamwork. Write the question for the teacher to ask that student. |
| 9. Enhance retention and transfer | Tell participant   * to prepare a good teacher and student question and answer. * Create a set of ICQs for their lessons |

**Workshop 6**

Workshop Title: **Checking comprehension and providing feedback**

**Workshop Description:** Feedback is one of the most important teacher-student centered interaction in any learning environment. By the end of the module participants will be able to:

-understand what to do after tasks or lessons to check comprehension and increase SS`s learning.

-use appropriate teacher talk for feedback depending on different learning goals.

-correct SS`s errors with different feedback strategies.

| **Gagné’s Nine Events of Instruction** | |
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| 1. Gain attention | 1. Ask participants to discuss the following questions in pairs with the help of “Bicycle chain” activity : 2. –How do you give feedback to your SS? 3. –Do you use different feedback strategies for different needs? Why? Why not? |
| 2. Inform learners of objectives | * Read the objectives ( which is written on the boarding card)   By the end of the workshop, participants will be able to :  understand what to do after tasks or lessons to check comprehension and increase students’ learning  use appropriate teacher talk for feedback depending on different learning goals  correct students' errors with different feedback strategies and monitoring |
| 3. Stimulate recall of prior learning | * Stimulate participants ideas by asking question: * Have you ever given corrective feedback for your SS? * Why giving feedback is good for learning? |
| 4. Present the content | - Display the video about Whole class formative feedback from TETE Course  -Display the video about Feedback strategies beyond error correction and anxiety free corrective feedback from TETE course. |
| 5. Guide learning | Teachers will be introduced the ways of giving feedback and read articles about Progress check and importance of Feedback from TETE materials.  Work in small groups. Give each group different cases where a teacher is giving feedback to the students. Ask PP to read them and identify if this feedback is effective or not. They should suggest their solution if the feedback is not appropriate. |
| 6. Elicit performance (practice) | Then participants will choose one strategy of giving feedback for example Progress check, Thumps up /down, Scale 1-5 and they present with the help of one activity with their small group members. Then they will tell which strategy worked well and why. |
| 7. Provide feedback | * Groups will give P-Q-P feedback to each other. |
| 8. Assess performance | Before they leave, give participants a piece of paper they will write their reflection on these three questions:   * What was the most interesting thing I learned? * What was the most important knowledge I gained? * What question do I still have?   Collect the Exit Tickets to assess the participants understanding of workshop content. |
| 9. Enhance retention and transfer | Before participants leave the workshop, ask them to rate in Scale 1-5 the importance of giving feedback and checking comprehension . Then they have to choose one feedback strategy and say its advantages of using in the lessons. |

**Workshop 7**

Workshop Title: **Increasing classroom interaction**

**Workshop Description:** This interactive workshop will present how to organize student-to-student interaction in the classroom. This means conducting interactive lessons provide enhancing communicative skills and boosting students’ motivation. “Find someone who is bingo” and “Guiding the artist” activities will be stated as sample interactive activities.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | Gain attention with activity “Birthday Line up”. Ask PP to go around the classroom to ask each other’s birthdays and make a line according to chronological order. |
| 2. Inform learners of objectives | PWBAT use student-to-student interaction and interactive activities for English learners. |
| 3. Stimulate recall of prior learning | What is interactive activity for you?  What kind of interactive activity did you use in your lessons? |
| 4. Present the content | Video presentation on “Increasing student-to-student presentation”  Experiental activities:  “Find someone who is bingo”  Mingling for matching  Information gap activity |
| 5. Guide learning | After presenting PPT, participants understand Student- to - student interaction.  After demonstrating “Find someone who is bingo”, the trainer shows sample handouts of this activity and models.  Ask PP to create their own “Find someone who” |
| 6. Elicit performance (practice) | **Demo activities:**  For each activity, engage participants in demonstrating activities, experiencing as a teacher instructing the activity as if the others are learners.  Distribute a handout with lessons from textbooks.  Ask participants to create a mingling activity and work in groups to apply them to the existing lesson. |
| 7. Provide feedback | In groups participants present their applied activities and teacher monitors  and gives collective feedback. |
| 8. Assess | Before they leave, give participants a piece of paper with the 3 - 2-1 EXIT TICKET to fill out and hand in. The EXIT TICKET asks them to write down ,, 3 things I learned’’ ,, 2 things I found interesting” and ,, 1 question I still have’’ |
| 9. Enhance retention and transfer | To make a 1 minute video using an interactive activity in their own teaching experience . They should post this video on telegram group.  Requirements for video:   * No more than 1 minute * Activity should be with their actual students * Teacher should give the name and description of the activity on the comments below. |

**Workshop 8**

Workshop Title: **PTRA: Plan, Teach, Reflect, Adjust**

**Workshop Description: In** this workshop 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

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | Trainer says: We can say that "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. 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”. |
| 2. Inform learners of objectives | By the end the session you will be able to:   * plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in your 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 |
| 3. Stimulate recall of prior learning | Discussing classroom objectives in small groups answering the following questions:   * are classroom objectives important? * do you work out objectives for each class? * how do you work out your classroom objectives? |
| 4. Present the content | Playing the video “Writing Good Objectives”  Discussing some parts of the video and establishing that SWBAT is an important part of lesson planning |
| 5. Guide learning | Work in pairs. Ask PP to distinguish which verbs can be used in a good lesson objective.  Make a True/ False statements about a good lesson objective. PP should use response cards(True/False cards)  Small group activity. PPs work with handouts where there is a list of disordered activities of a lesson. They try to make a logical sequence of the activities.  Playing the video “Sequencing Activities”. Before playing it establishing “This video will demonstrate how to sequence activities in a lesson to promote a meaningful language learning environment throughout instruction.”  Jig saw activity: |
| 6. Elicit performance (practice) | Fluency line activity (inner, outer circle): PP speak about their lesson plan – theme, objective, activities taking into consideration Six-Step Lesson  1. Warm-up  2. Presentation  3. Practice  4. Application  5. Wrap-up/Assessment  6. Follow-up.  They also explain to each other how each activity is connected to the previous one to reach the objective. (each time 1.5 minute is provided)  PP have a jig saw activity using the adapted script of Video 3 **Activating Your Reflective Teaching** (reading a part in one group and explaining it to others in another group) |
| 7. Provide feedback | Asking the PP to recalling the objectives of the session:   * plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in your 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 |
| 8. Assess performance | Matching activity, pair work. PP match main terms from the session with their definitions |
| 9. Enhance retention and transfer | -Ask PP to design a six step lesson plan for a lesson from their textbook.  -Ask them to think of any ideas for English teachers in Uzbekistan to implement PTRA into their teaching. |

**Workshop 9**

Workshop Title: **Extending Textbook activities.**

**Workshop Description:** In this module, participants will have a chance to work on the Textbook activities, and learn how to extend the textbook activities. They will also explore ways to effectively adapt your teaching materials to foster a communicative classroom in English.

By the end of the workshop they will be able to:

~ analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions.

~use textbook materials, and other relevant sources to develop effective communicative lesson/activities appropriate for their learning environment.

| **Gagné’s Nine Events of Instruction** | |
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| 1. Gain attention | 1. Show participiants different textbook activities on projector, and then Show them the adaptation of those textbook activities. After that participants will be asked to discuss in pairs the difference between these activities, choose the one they liked. 2. In pairs, Turn and Talk, ask elbow partners why they like it. 3. Show and read the quote:   “The most dangerous phrase in the language is, “We’ve always done it this way !” Grace Murray Hopper.   1. Ask participants whether they agree or not. They show their choice with doing Thumbs Up/Down. Then give Follow up question to their pairs “Why?” |
| 2. Inform learners of objectives | * Read the objectives ( which is written on the boarding card)   By the end of the workshop, participants will be able to :  ~ analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions.  ~ use textbook materials, and other relevant sources to develop effective communicative lesson/activities appropriate for their learning environment. |
| 3. Stimulate recall of prior learning | * Stimulate participants ideas by asking question: * Have you ever need to do any changes with the textbook activities? * Why did you need to change the given textbook activities? |
| 4. Present the content | - Display the video about Adapting Textbook activities from TETE Course  -Display the video about Tips for Adapting Teaching materials from TETE course. |
| 5. Guide learning | Teachers will be introduced the ways to adapt, extend the textbook activities according to their students` needs using PPT slides  (Here the PPT covers some questions, on which teachers need to answer) .  The importance of adaptation will be discussed. Here participants will work in small groups, and give important reasons to adapt textbook activities. |
| 6. Elicit performance (practice) | Then participants will choose one activity, that they currently use in their school. Participants have to adapt the chosen activity answering the question, How can this be adapted and used to give your Ss more chances to use their English communicatively? Then they will describe their learner characteristics and teaching context, and explain to why they have adapted the activity.( This is an individual task)  In the next step participants will present their adapted lesson/activity. |
| 7. Provide feedback | * In groups, participants demonstrate their newly adapted activities. * Organize a Gallery Walk, in their groups participants will choose the best adapted activities, and demonstrate to another groups. * Give P-Q-P feedback to each group. * At the end participants will answer the question, Are there any new activities you have learned today? |
| 8. Assess performance | Before they leave, give participants a piece of paper will write their reflection on these three questions:   * What was the most interesting thing I learned? * What was the most important knowledge I gained? * What question do I still have?   Collect the Exit Tickets to assess the participants understanding of workshop content. |
| 9. Enhance retention and transfer | Ask PP to choose one activity from their textbook and they should adapt and extend it. |

**Workshop 10**

Workshop Title: **Creating and Facilitating Visually Stimulating Tasks**

**Workshop Description:** In this workshop, participants will do experiential activities like See-Think-Wonder and use graphic organizers Mind Map and KWL in order to learn the importance of visually stimulating tasks and at the end of the workshop they will be able to create one visually stimulating task themselves.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | 1. Put the pictures of classrooms one is simply designed, another is equipped with different visuals and take a poll which of them they like best. 2. In pairs, Turn and Talk, ask elbow partners why they like it. 3. Show and read the quote:   “It has been said that 80% of what people learn is visual” Allen Klein.   1. Ask participants whether they agree or not. If they agree they should Stand up, if they disagree, they should Sit down. Then give Follow up question to their pairs “Why?” |
| 2. Inform learners of objectives | * Read the objectives ( which is written on the boarding card)   By the end of the workshop, participants will be able to :   * Identify the importance of visually stimulating tasks   for language learners   * Create a visually stimulating task |
| 3. Stimulate recall of prior learning | * Stimulate participants ideas by asking question:   What kind of visuals do you use in your teaching? Why do they use visuals? |
| 4. Present the content | - Show PPT presentation about ways of creating visually stimulating tasks .  -Present each way which pointed with bullet points in turn. |
| 5. Guide learning | * After presenting First way (graphic organizers), show how to create Mind map graphic organizer on poster. * After presenting Second way ( pictures), use See-Think-Wonder activity. Show an unusual picture and ask:  1. What do you see in the picture? 2. What do you think about the picture? 3. What does it make you wonder?  * After presenting Third way (video/PPT) , show “My Day in ESN training” story PPT. |
| 6. Elicit performance (practice) | * Brainstorm all three ways. * Participants work in groups of 5-6 and create a visually stimulating task for a textbook activity (Ask the PP to bring their PCs beforehand) |
| 7. Provide feedback | * In groups, participants will demonstrate their visuals t other groups around the class. * Organize a Gallery Walk, participants will write their comments on sticky notes and put them on the posters. * Give P-Q-P feedback to each group. |
| 8. Assess performance | Before they leave, give participants a piece of paper with three questions:   * What was the most interesting thing I learned? * What was the most important knowledge I gained? * What question do I still have?   Collect the Exit Tickets to assess the participants understanding of workshop content. |
| 9. Enhance retention and transfer | Before participants leave the workshop, ask them to rate in Scale 1-5 the effectiveness of visuals. As a hometask, they can create their own Word Wall like a graphic organizer/ a picture/a poster |

**Workshop 11**

Workshop Title: **Facilitating discussions**

**Workshop Description:** In this workshop, participants will present ideas to promote ways for integrating discussions activities and debates in order to learn the importance of facilitating discussions and debates in the classroom and at the end of the workshop they will be able to develop discussion/debate plans by themselves.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention | 1. Write the prompt “Schools should require students to wear uniforms” on the board. 2. In pairs, Turn and Talk, ask elbow partners whether they agree with the statement or not. 3. Ask participants whether they agree or not. If they agree they should Stand up, if they disagree, they should Sit down. Then give follow up question to their pairs “Why?” |
| 2. Inform learners of objectives | Read the objectives (which is written on the boarding card)  By the end of the workshop, participants will be able to:   * describe the benefits of communicative language teaching through pair works, small group works, 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. * 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 | * Stimulate participants’ ideas by asking question:   Do you organize discussions in your classroom? |
| 4. Present the content | - Hand the article “Critiquing Questions” out and organize Jigsaw reading.  - Present sample discussion/debate videos and discuss in the group. |
| 5. Guide learning | * After reading the article by Jigsaw reading, organize sharing the data in expert groups and home groups. Based on gained data participants create a question bank with 3-5 question starters which can be used in discussions and debates. * After presenting the sample discussion/debate videos, assign to select an image that connects to one of lessons in the textbook and create Higher order thinking (HOT) questions to engage students in discussion on that image. |
| 6. Elicit performance (practice) | * Participants work in expert groups and home groups sharing the data first and creating question banks. * Participants work in groups of 3-4 and create Higher order thinking (HOT) questions to engage students in discussion. |
| 7. Provide feedback | * In groups, participants will create a question bank and HOT questions. demonstrate their questions to the class. * Organize peer-assessment, participants will sign out their marks (1-5) for the works of other groups secretly. * Add up the marks of participants and give P-Q-P feedback to each group. |
| 8. Assess performance | Before they leave, give participants a piece of paper with three questions:   * What was the most interesting thing I learned? * What was the most important knowledge I gained? * What question do I still have?   Collect the Exit Tickets to assess the participants understanding of workshop content. |
| 9. Enhance retention and transfer | Before participants leave the workshop, ask them to rate in Scale 1-5 the effectiveness of discussion and debates. Then they have to create a list of debate topics that align with their curricula and post a bucket of prompts. |

**Workshop 12 +**

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| **Notice: This session is optional or trainers can use it as additional to one of the previous sessions.** |

Workshop Title: **Managing Cooperative Activities**.

**Workshop Description:**

By the end of the workshop they 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

| **Gagné’s Nine Events of Instruction** | |
| --- | --- |
| 1. Gain attention | 1. At the beginning of the session participants will be grouped and given them a task for group work. ( Here participants will be given question “What are Collaborative task?” Participants will discuss the question in their groups. After that participants will be asked their ideas about this group work. 2. Then there will be displayed a video about group work. Here participants will watch the video and should find three important points of group work.( the activity 3-2-1) |
| 2. Inform learners of objectives | * Read the objectives ( which is written on the boarding card)   By the end of the workshop, participants 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 |
| 3. Stimulate recall of prior learning | * Stimulate participants ideas by asking question: * What pair work/group work activities do you use in your classroom most? * How do your Ss act during pair/group works? |
| 4. Present the content | - Display the video about Grouping Students for Activities and Establishing Guidelines for Participation from TETE Course  -Display the video about Strategies for Successfully Managing Projects and Activities from TETE course. |
| 5. Guide learning | After watching the video participants will be given another task. Here in groups they will explore ways to develop project work and the ways to check it.  Teachers will develop their activities to practice the ways to plan to develop project works and cooperative activities. |
| 6. Elicit performance (practice) | Tell PP to work in groups of five. Assign roles within the group: A timekeeper/ A leader/ A writer/ A designer/ A presenter. They should create a project lesson plan showing it in Steps. Use the following template  Activity/Lesson Name:  Grade level / Unit (if applicable):  Activity/Project Description:  The purpose of this activity/project is to...  This activity/project is effective for this lesson/unit because…  Here are some steps to help you use this activity/project in your classroom…  Step 1:    Step 2:    Step 3: |
| 7. Provide feedback | * In groups, participants will present their newly adapted project activities. * Organize a Gallery Walk, in their groups participants will choose the best adapted activities, and demonstrate to another groups. * Give P-Q-P feedback to each group. * At the end participants will answer the question, Are there any new ways of cooperatively completing project you have learned today? |
| 8. Assess performance | Before they leave, give participants a piece of paper will write their reflection on 3-2-1 reflection on the whole session  3 – most important things I learnt from the session . 2- most interesting things I found from the session. 1- most important material which I found from the session |
| 9. Enhance retention and transfer | Before participants leave the workshop, ask them to rate in Scale 1-5 the effectiveness of Collaborative activities. |

Final session 12

Microteaching

Checking portfolios

Plan:

-Brainstorm the course materials

- check Activity Trackers and Portfolios

- Microteaching

- Giving feedback in groups using PQP

- Presenting Certificates