Scripts of Workshops by Andijan CTs

Week 1 Date/ Time / Location

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, Jigsaw Reading, Personal Inventory activities.

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| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| **9:00-10:00 Lesson 1 Introduction to the Cascading Program and Overview of the 6 Principles** | | | | |
| Welcome and Introductions | 15”  15' | 1. Trainers do Introduction activity with “Important Numbers in our professional lives”. (Both trainers should prepare same three important numbers in their professional lives and ask participants to guess them)   Ex:   * Trainers write their names in the circle and around it put these numbers: 2021, 10+, 57 (2021 is the year they took TESOL courses, 10+ is their work experience as an English teacher…) * Participants will ask Yes/No questions in order to guess why these numbers are important in trainers’ lives.  1. Tell Ps that you will provide a brief overview to the Cascading Program and The 6Ps.  * Participants are given handout with the schedule, time, location and topics of the Cascading Program. * They will read it in groups and will be asked the following questions:   1.When and where is the training?  2.How long is each session?  3.What topics are discussed?  4.How are you going to be assessed? | * PPT 1-2 * Handout | These 6Ps materials were developed to be accessible to teachers with developing English levels. Many activities may be familiar to CTs and RPMs. This is for them to learn then cascade. They will not recreate the TOT, rather train on aspects of 6 Ps. |
| Introduction to the 6 Ps  Trainer(s): \_\_\_\_\_\_\_\_\_ | 15” | 1. Introduce The 6 Principles for Exemplary Teaching of English Learners. Tell participants that we will call The 6 Principles “The 6 Ps” during the workshops. 2. Read The 6 Ps while pointing to each one individually on the graphic. Remind participants that the **Scavenger Hunt** activity introduced the new vocabulary for The 6Ps. Refer them to the **Scavenger Hunt** handout for the words underlined below. \* Principle 1: Know your learners. \* Principle 2: Create conditions for language learning. \* Principle 3: Design high-quality language lessons. \* Principle 4: Adapt lesson delivery as needed. \* Principle 5: Monitor and assess language development. \* Principle 6: Engage and collaborate within a community of practice. 3. Explain that the center of The 6 Ps is “Know your learners” (Principle 1) and that “Engage and collaborate within a community of practice” (Principle 6) is what holds The 6 Ps together. 4. Explain why TESOL developed The 6 Ps.  \* The 6 Principles are TESOL’s ideas for excellent teaching of English learners.   \* The 6 Principles connect TESOL’s . . . values, standards, professional learning, and publications.  \* The 6 Ps are universal, come from many years of research, and help teachers and students be successful in any program. They are a framework that can be connected to other ELT professional development.   1. Have participants read the quote and then discuss how we make this possible when we use The 6 Ps together. | * PPT 11-13 * **Overview of the 6 Ps** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Scavenger Hunt**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 15” | 1. Introduce the **Turn and Talk / Activity Tracker** activity. Tell participants the purpose is to give them time to think about and take notes on each activity in the 12-day workshop. 2. Direct participants to the **Activity Tracker** handout. 3. Discuss the directions for the activity. PT 11): After each activity, you will talk in your table-group about these four questions:   1.What did we do?  2.How did we do it?  3.Why did we do it?  4.How can I adapt this activity to use in my classroom?  As you discuss each activity, take notes on your Activity Tracker.   1. Model the activity. Do a think-aloud as you answer each of the four questions: \* *What did we do?* *We defined vocabulary we knew. We asked our peers for help with words we didn’t know. \* How did we do it? We did this in a large group. We filled the answers in on our graphic organizer. \* Why did we do it? It was a good community building activity. We used the knowledge of the group to help us review and learn. \* How can I adapt this activity to use in my classroom? 1) I could use this with vocab from my lesson as a comprehension check activity after a reading or listening activity. 2) I could use it as a warm-up before reading 3) etc.* 2. Monitor and assist with the activity. Emphasize the importance of ongoing community building with activities such as these. | * PPT 7-8 * **Activity Tracker** handout |  |
| 10:00-11:00 Lesson 2 Portfolio | | | | |
| Objectives of the Lesson 2 Creating Portfolio  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Present the objectives for the lesson 2 2. Ps will learn how to create Portfolio using Google Site and upload their work on it. | [https://drive.google.com](https://drive.google.com/) |  |
| Introduction to Portfolio  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | * Go to [https://drive.google.com](https://drive.google.com/) and log in to "My Drive" page. * To start your Portfolio, click "New" in the top left corner. * In a drop-down menu click "more" and choose "Google Sites." * In the top left corner, change the name from "Untitled Site" to "**Your Name's (Group #) ESN Portfolio**." |  |  |
| Practicing on Google Site  Trainer(s): \_\_\_\_\_\_\_\_\_ | 40” | **Building the Portfolio**  As you work through each module, you will be adding pages to your ESN Portfolio. You can set up your portfolio following this template's structure. Create these 12 pages:   * Module 0: Key 6 Ps * Module 1: Building Routines page * Module 2: Clear Instructions page * Module 3: Effective Q & A page * Module 4: Comprehension & Feedback page * Module 5: Classroom Interaction page * Module 6: PTRA page * Module 7: Extending Textbook page * Module 8: Visually Stimulating Tasks page * Module 9: Discussions & Debates page * Module 10: Cooperative Activities page * Final Summative Reflection page   ***Directions***: To add a page, click the **Pages** tab in the right-side nativation menu. Click the **Plus Sign** at the bottom of the right-side navigation menu to add a page. You can move the pages around easily by using the up and down arrows next to the page names. You are now ready to complete each part of the assignment on each page you have created!  Video demonstration of posting the work.  Now that you have set up the pages for your portfolio, you are ready to post your work. Most of your assignments can be typed in onto the page or created in Microsoft Word and copied onto the page in the Google Site.   * Follow the directions in each module and create your activities and reflections. * On the appropriate page in your portfolio, double click on the white space, choose Text in the center of the circle with options * Type in or paste the text from a Microsoft Word document. * Double check the formatting after you paste the text. * If you want to upload an image (e.g., photo or screenshot of your activity), double click on the white space, choose Upload option on the right side of the circle with options.   Video demonstration of how to add text or upload an image will be shown.  **Posting Your Work: Video from YouTube**   * In a few cases, you are asked to upload a video. There are two ways to do that:   + First, you can post your video on YouTube channel (you get access to your own YouTube channel with your gmail account) and then embed it or insert a link to the video onto your portfolio pages.   Video demonstration of how to add a video using YouTube will be shown.  **Posting Your Work: Video or Document from Google Drive**   * + Alternatively, you could post your video on your Google Drive and then insert the link from the Drive. This is also how you can insert a file/document into your portfolio from your Google Drive. IMPORTANT: in order to make your files viewable, you will need to set up the sharing settings. Please watch the video demonstration to see how to do that!   Video demonstration of how to add a video or a file from Google Drive will be shown.  **Designing the Portfolio**  You can choose themes and layouts for your Portfolio in Google Sites.   * On the right-side navigation menu, review and choose a theme for your portfolio under **Themes** tab. * From the drop-down menu, feel free to choose **font styles**: simple, Aristotle, Diplomat, Change the color of the background or the background image. In order to do that, click the background of the existing title block. In the bottom left corder of the title block you will see **Change Image** option. Upload your own image or select one from the gallery.   **Sharing Your Portfolio with your Core Trainers.**  You will need to share your Portfolio with the Core trainers.   * On your portfolio page, click on the **Share** icon. * Under Invite People paste trainer's gmail address into the email field. * Click **Add a Message** and write a note (if needed). * Click **Send** button to send the message.   Video demonstration on  **Publishing Your Portfolio**  If you want to share your portfolio with anyone else, you will need to Publish it.   * On your portfolio Home page, click on the big purple **Publish** button. * In the pop-up window,   + Check the URL for your site and make changes (if needed).   + Under Who Can View choose **Manage** and change restrictions to have published site to be **Public**.   + Make sure to check the box next to: Request public search engines to **not** display my site. * Click **Publish** at the bottom of the pop-up window. * Remember to re-publish your portfolio every time you make a change or feel free to unpublish it (if needed).   Video demonstration   * Give participants 5-7 minutes to complete the activity as you monitor and assist. | Video Demonstration |  |
|  | 10:00-11:00 | Lesson 3 Principal 1 |  |  |
| Principle 1: Know Your Learners  Trainer(s): \_\_\_\_\_\_\_\_\_ | 4” | 1. Introduce Principle 1: Know your learners. 2. Discuss how teachers teach best when they know their students well. | * PPT 49 |  |
| Principle 1 – Best Practice 1: Teachers collect information about their students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 11” | 1. Introduce Best Practice 1: Teachers collect information about their students. 2. Discuss examples of the kinds of information teachers can collect about their students (prior knowledge, talents, interests, life experiences, influences, characteristics of specific age groups). 3. Finish with characteristics of specific age groups as you transition into the next activity. | * PPT 50–51 |  |
| Caracteristics of Specific Age Groups  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Briefly show the five age groups we will discuss. Explain that we can only teach children well if we have a deep understanding of their unique characteristics and stages of development: physical, cognitive, and social-emotional. 2. Emphasize that the more we know about students’ physical, cognitive, and social-emotional stages, the better we can choose appropriate activities and materials for the best learning experiences. 3. Remind participants that this is only a general guide. Many factors affect students’ physical, cognitive, and social-emotional growth. | * PPT 52–53 |  |
| Activity: **Jigsaw Reading**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Jigsaw Reading** activity. 2. Tell participants we will use this activity to help them learn about the characteristics of five specific age groups. 3. Demonstrate how a jigsaw puzzle works by showing the image of a four-piece puzzle being put together. 4. Explain that **Jigsaw Reading** activities promote cooperative learning by giving students the opportunity to actively help each other understand information. 5. Direct participants to the “Pre-primary” **Jigsaw Reading** handout. 6. Discuss the directions for the activity. (PPT 62–63) 1. Count off 1, 2, 3, 4 in your table groups. Remember your number for your **Numbered Heads Together** group. 2. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups. 3. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.   4. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.   1. Model a **Numbered Heads Together** group to read, discuss, and clarify meaning for the Pre-primary stage. | * PPT 54–58 * “Pre-primary” page of the **Jigsaw Reading** handout | Note: those who took TCCP did this jigsaw activity in the Adolescent Learners course. This version the language has been adapted to support colleagues with developing English proficiency to support PD in English. Also, this is a version they can distribute/share, as TCCP materials are not for distribution. Encourage Ps who say “we’ve done this” to consider how they will facilitate it as they participate. |
| Activity: Jigsaw Reading  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Direct participants to the **Jigsaw Reading** handout which corresponds with their **Numbered Heads Together** group (group number is in the top right corner of the handout). 2. Have participants divide into their **Numbered Heads Together** groups. Divide each group into subgroups as necessary to make groups of a manageable size. 3. Remind participants they will become the “experts” for their assigned age group. This will make each of them an important piece in the puzzle. In their groups, they will read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of their assigned group for 15 minutes. 4. Monitor and assist with the activity. 5. After 15 minutes, tell participants to return to their table groups. | * PPT 59–73 NOTE: PPT 58–72 are only for reference as/if needed * **Jigsaw Reading** handout |  |
| Principle 1 – Best Practice 2: Teachers plan lessons to collect and use information about students. | 5” | 1. Introduce Best Practice 2: Teachers plan lessons to collect and use information about students. 2. Discuss examples of the kinds of lessons teachers can plan to collect information about their students (games and warm-up activities, questionnaires, needs assessments, interest and background inventories, observation checklists, one-on-one discussion, picture stories, autobiography projects). | * PPT 81–82 |  |
|  | 11:00-11:40 | Lesson 3 Principle 2 |  |  |
| Principle 2: Create Conditions for Language Learning  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 2: Create conditions for language learning. 2. Discuss how teachers teach best when they create a classroom culture where students feel safe, challenged, and motivated. | * PPT 88 |  |
| Activity: **Personal Inventory**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Direct participants to the **Personal Inventory** handout. 2. Tell participants that the purpose of this activity is to give them some time for self-reflection before we move on with Principle 2. 3. Discuss the directions for the activity.  1. Read each statement. 2. Rate yourself with the following criteria:    * + - A – always or almost always        - S – sometimes        - N – never or almost never   3. Put a star (★) next to the three statements you most want to improve on.   1. Model the activity by doing a think-aloud. \* *I greet students as a group at the beginning of class, and I greet a few of them individually if they arrive early. I’ll write “S” for “sometimes.” \**  *I never use community-building tasks. Actually, this is a new idea for me. I’m interested in the idea, but right now, I have to write “N” for “never.” I’m going to put a star next to that one because I definitely want to improve on that.* 2. Tell participants they can work with their table group to clarify meaning, but it is not necessary to share their responses with one another. 3. Monitor and assist with the activity. 4. Ask participants to keep the **Personal Inventory** out and available for quick reference as we explore Principle 2. | * PPT 89–90 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 12” | 1. Introduce Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.  \* What are some ways you can create a positive and organized classroom where students feel happy and comfortable? 2. Have participants share out as time allows. 3. Have participants look back at Questions 1–10 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 1. | * PPT 94–96 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 2: Teachers demonstrate that they have high expectations of all students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 13” | 1. Introduce Best Practice 2: Teachers demonstrate that they have high expectations of all students. 2. Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes. 3. Have participants share out as time allows. 4. Have participants look back at Questions 11–15 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 2. | * PPT 97–99 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 3: Teachers plan lessons that motivate students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce Best Practice 3: Teachers plan lessons that motivate students. 2. Have participants share out as time allows. 3. Have participants look back at Questions 16–20 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 3. | * PPT 100–102 * **Personal Inventory** handout |  |
|  | 12:10-13:10 | Lesson 4 Principal 3 |  |  |
| Principle 3: Design High-Quality Language Lessons  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce Principle 3: Design high-quality lessons plans. 2. Discuss how teachers teach best when they design high-quality language lessons. | * PPT 105 |  |
| Principle 3 – Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Introduce Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students. 2. Discuss the four questions teachers need to ask when they are developing objectives.   ●What do my students *specifically* need to understand when they listen?  ●What do my students *specifically* need to say when they speak?  ●What do my students *specifically* need to understand when they read?  ●What do my students *specifically* need to write about?  Trainers hang these important Notes on the board and ask participants to discuss them.  Introduce and discuss language functions as what students DO with the language using these examples: \* Orally name five things you need to take on a vacation. \* Orally compare the weather in your city to the weather in Paris. \* Describe what is happening in a picture of a beach in five or more sentences. \* Sequence the events of a story you read about Olga’s trip to Samakand.  Participants will be asked to contrast language functions with forms by saying that language forms are the structures (grammar) and vocabulary that students need to perform the function.  Use the “Orally compare the weather in your city to the weather in Paris” example to discuss the language forms we need in order to DO the function (weather vocabulary, comparatives, present simple).   1. Discuss the importance of objectives being measurable and observable.  After you create the objective, ask yourself these questions:  * What will I observe each student do? * How can I measure each student’s success?   Remember, the clearer the objective is, the easier it will be to observe and measure!   1. Discuss the four kinds of support teachers need to give students to help them master an objective.  \* vocabulary practice \* grammar instruction \* multiple opportunities for practice \* focused feedback 2. Discuss the importance of and ways to share objectives with students.  \* writing on the board / showing on the screen \* reading aloud \*demonstrating or modeling / showing examples 3. Discuss the importance of finding ways to encourage students to participate. \* enthusiasm \* games \* rewards 4. Have participants **Think-Pair-Share** about more specific kinds of motivation they can give under the categories of enthusiasm, games, and rewards. | * PPT 106–116 |  |
| Principle 3 – Best Practice 2: Teachers use oral and written English that students can understand.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 25” | 1. Introduce Best Practice 2: Teachers use oral and written English that students can understand. 2. Discuss the kinds of tools teachers can use to help students understand. \* Scaffolding (hand and face expressions, pictures, simple English, common vocabulary, emphasizing important words) \* Tools for Explaining (maps, charts/graphs, graphic organizers, pictures, real objects, video/audio clips, highlighted text, bilingual glossaries, picture dictionaries) \* Demonstrations (modeling good English, role playing an activity, helping students do written exercises with think-aloud examples, sharing good examples of essays, projects, etc.) 3. Ask participants to share other ideas. 4. Discuss ways teachers can adapt their language.  \* Speak clearly. \* Speak at a slower speed for beginner students and a normal speed for advanced students. \* Repeat information in different ways. \* Use hand and face expressions. \* Stress important words \* Write key words when speaking. 5. Ask participants to share other ideas. 6. Discuss ways teachers can give clear directions.  \* Use the same classroom management and routines every day. \* Give simple directions with patterned language (hand clapping, rhymes, hand and face expressions, signals). \* Divide tasks into smaller parts. \* Model every part of a task. 7. Ask participants to share other ideas. | * PPT 117–120 |  |
| Principle 3 – Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.  Trainer(s): \_\_\_\_\_\_\_\_\_ | 15” | 1. Introduce Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics. 2. Discuss the different kinds of techniques that teachers can use to give students more opportunities to participate.  \* Be sure that you do not just rely on “good speakers” (**Numbered Heads Together**, **Think-Pair-Share**). \* Ask follow-up questions (Say more on that . . . Do you agree or disagree with that? . . . Why do you think that? . . . Explain why you chose this answer.). 3. Ask participants to share other ideas. 4. Discuss the different kinds of techniques that teachers can use to ensure active participation throughout all four parts of a lesson: Starting, Building, Applying, Concluding.  \* Starting (Roving Charts, K-W-L, Four Corners, Anticipation Guides, Language Experience Approach) \* Building (Sorting Tasks, Sentence Frames, Directed Reading-Thinking Activity, Reciprocal Thinking, Concept Mapping, T-Charts) \* Applying (Dialogue Journals, Readers’ Theater, Text to Graphics and Back Again, Report Frames) \* Concluding (Rubrics, Collaborative Dialogues, Comprehension Checks, Numbered Heads Together, Stir the Class). 5. Ask participants to share other ideas. | * PPT 121–123 |  |
| Wrap-up | 5” | 1. Review Ps 1-3: retell partner about Ps 1-3 Participants will use 3-2-1 technique:3-things they learnt;2 things they found interesting and 1 question they still have. | * PPT 129-130 * 6Ps Resource GO |  |

As an assessment participants will be asked to upload the activities which can be related to P1-2-3 on their portfolios:

* An activity they use in their classroom to know their learners,
* An activity they use in their classroom to create conditions for language learning,
* An activity they use in their classroom for designing high-quality language lessons.

Week 2 Date/ Time / Location

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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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Building Routines in English classrooms** | | | | |
| **Warm up**  Trainer 1: | 9:00-9:25 | 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 elbow partner. Explain and show different types of partners: elbow partner(a partner beside), hi five partner (a partner opposite).  Give modeling with Trainer 2. | Boarding Card |  |
| **Inform learners of objectives**  Trainer 2 | 9:25-9:30 | 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. | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:30-9: 50 | 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. Give each pair a sheet of paper. They should write the quiz on the paper with big letters and the answer on the back of the paper.  Show an example which is written by yourself beforehand.  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)  When Pairs finish their quizzes, they will have Question-Question Trade activity, that's pairs will go around the classroom to ask each other their questions , after asking they will exchange their papers and go to other pair to ask and exchange quizzes. | A white board |  |
| **Present the content**  Trainer 2 | 9:50- 10:15  Video lasts 7 minutes. | 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 with pairs.  Handout 2  Teachers \_\_\_\_\_\_\_\_\_\_\_\_\_ student understanding often.  Teachers adapt their \_\_\_\_\_\_\_\_\_ when it is necessary. | Video |  |
| **Guide learning(Principal 4)**  Trainer 1 | 10:15- 10:30 | 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 which they use for checking SS understanding. |  |  |
| Present the content 2 (Principles 5/6) | 10:25-10:45 | Principle 5 and Principle 6  Ask the participants to watch the videos about Principle 5 and Principle 6 from TOT and make notes of best practices. | TOT 6 principles Video 5 Principle 5 **Monitor and Assess Student Language Development**  TOT 6 principles Video 6 Principle 6  **Engage and Collaborate within a Community of Practice** |  |
| Guide learning 2  (Principles 5/6) | 10:45-11:20  10 min  10 min  10 min  5 min | - 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.” They will vote by raising their hands. Ask two or three participants "Why do you think it is 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. First PP think individually, then they will talk to their pairs next to them, after that they will share it in the group  - 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?  Participants will make notes to their copybooks while asking.  When they have finished, make an inquiry about the best finding of this activity. | Handout |  |
| **Elicit performance practice**  Trainer 2 | 11:20-  11: 50 | Group work. Work in 4 groups with 5/6 participants. Give each group a boarding card.  Ask groups to create a poster on Six Principles. | Posters |  |
|  | **11:50-12: 10** | **Lunch time:** |  |  |
| Provide feedback | 12:10-12: 40 | When the participants have finished the posters, tell them that they will have a gallery stroll.  All groups hang the posters. Half of the groups present them at the same time, while the other half listens, mingling from one to another. Then it is other group’s turns. |  |  |
| Assess performance | 12:40-13: 00 | Use KWLQ chart to check participants takeaways about Six principles. Give each participant a KWL chart. When they have finished, collect all papers. | KWL chart |  |
| Enhance retention and transfer | 13:00-13: 30 | 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.  Instruction to make a foldable:  1.Take six sheets of A4format paper.  2.First take one sheet of paper and fold it about 3cm upwards.  3.Then take another paper and fold it 5 cm upwards and put it on the first paper. Then take a third paper and fold it 7cm.  4.Continue until you have 6 papers folded and put together at the top and fasten with a stapler. |  |  |

Week 3 Date/ Time / Location

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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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Building Routines in English classrooms** | | | | |
| **Warm up**  Trainer 1: | 9:00-9:25 | **Entrance tickets:**  Each participant should write one of the six principles and explain the meaning briefly on a sticky note.  **Song**. Show or distribute text of the song. First sing it yourself, then involve all participants and sing together.  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  Ask PP if they liked the song.  Ask if they use songs in their lessons and when they use them: at the beginning, in the mid or at the end. Also ask them how often they use songs in their lessons. | PPPT with the text of the song or handouts. |  |
| **Inform learners of objectives**  Trainer 2 | 9:25-9:40 | **Turn and talk**. Tell PP to express their ideas on the quote: ‘Tell me and I forget, Teach and I remember, Involve me and I learn’  In pairs, PP will tell each other their ideas about this quote. Then they can share ideas to the whole class.  When they finish the discussions, introduce the objectives of the session:   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. | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:40-9: 50 | Ask the questions:  “What is routine?”  Ask PP to tell their answers to their peers.  **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)  Trainer: (mini-lecture)  Effective classroom routines have purpose and meaning far greater than simple management. As  you strive to establish good routines toward a communicative language classroom environment,  your students will increase in learning and use of the target language. This module will help you  explore different classroom routines you can apply to your teaching context while using English. Routines are important for promoting classroom management and establishing shared  expectations with your students. Students learn with less stress in environments with structure  and routines. Establishing routines can also develop students’ independent learning habits  because they know what to do with confidence. | A white board |  |
| **Present the content**  Trainer 2 | 9:50- 10:10  Video duration is also included here.  (7,15 minutes) | 1. Trainer distributes participants a Routine chart for each and they should fill it while watching the video.  **Routine Chart:**   |  |  |  | | --- | --- | --- | | **Name of Routine** | **When to use** | **Purpose** | |  |  |  | |  |  |  |   2.Tell the PP to watch the  **Video from TETE Building Routines: “Start Up”** Language Routines. (6 minutes) and complete the Routine Chart. | Routine charts |  |
| **Guide learning**  Trainer 1 | 10:10-10:20 | **Thumbs up and thumbs down**.  Trainer reads statements about using routines in English classrooms and the participants should make a sign Thumbs Up if they think it is true, and Thumbs Down if they think it is false.  e.g.  1.Routines help to promote classroom engagement (Thumbs up 👍)  2. Routines help only teachers to teach(Thumbs Down 👎) | Statements about routines. |  |
| Experimental activity  **“Do Now” routines**  Trainer 2 | 10:20-10: 50 | Trainer gives examples for **Do Now routines.**  1) Turn to page 15 in your book and begin reading the passage.  2) Take out your homework and begin checking answers with a classmate.  3) Open to page 30 and begin exercise A.  4) Take out a piece of paper and write 2-3 questions you have about today’s topic.  -Divide participants into 4 groups by colored papers(red, yellow, green, blue). Distribute colored papers, participants will find their groups according their cards.  - In groups, participants should create new Do Now routine statements.  -When they have finished, they will do the Mingling activity “Give one, get one”, that’s they will go around the classroom and share their Do Now statements, each will read one and write one that they hear from other participant. | Ice cream sticks |  |
| **Experimental activity**  **Clock up mingle**    Trainer 1 | 10:50-11:00 | Describe the clock up mingle:  **Clock Partners**: A Pairing Strategy  1.Distribute each participant a Clock graphic organizer.  2. Tell PP they will be practicing “Clock Partners” mingling.  Trainer: In this activity, you will go around the classroom to talk to different participants. First, put the name of your partner to the number of the clock, then write down the daily routine s/he shared .  - Based on the clock, each person will have twelve different partners to meet. Their names will be  on each hour of the clock. | Picture of clocks |  |
| **Elicit performance practice**  Trainer 2 | 11:00- 11: 30 | **Practice Clock Partners Mingle.**  Ask PP to share what unique Routines (not mentioned in the videos ) they use in their classroom. First give PP time to think and write a short description for their unique routine.  Ask one or two participants to share it in plenary.  Mingling: Ask PP to go around the classroom and ask about their unique routines. They will mingle around the classroom and fill the clocks with the names of participants and their daily routines |  |  |
| **Wrap up Routines /Exit ticket**  Trainer 1 | **Lunch time:**  **11:30-12: 00**  12:00-12: 30 | Ask PP the question:  “How do you end your lessons?”  They should share their experiences.  Present the Wrap Up routines and Exit tickets .  For the wrap up at the end of a lesson, you can set up instructional routines such as paired or  group reflection for sharing. Your reflective wrap-up questions can be:  • What is one thing that you learned today?  • What is one question that you still wonder?  • What is one way someone helped you to learn?  For example, you can write on the board, and say:  • “Class, let’s read the wrap up questions on the board.”  • “Class, let’s take a look at the wrap up questions on the board.”  • “Class, let’s think about these reflection questions as our wrap-up.”  • “Can I have someone volunteer to read the wrap up questions?”  Divide class into two groups: A and B.  Group A should create questions for Wrap Up routines.  Group B should create statements for Wrap Up routines.  They should write them into boarding cards. | Markers/ Boarding cards |  |
| **Provide feedback**  Both trainers facilitate. | 12:30-13:00 | In groups, participants will present their boarding cards each other and evaluate the questions/ statements in 1-5 Scale. | Sticky notes |  |
| **Assess performance** | 13:00-13: 15 | Exit ticket 3-2-1. PP will write three routines they have learned during the session, two routines they have applied, one question they have.  PP will write them on a sheet of paper and hand it to the trainer.  The trainer will collect all sheets of paper in order to reflect on whether the session outcomes are achieved. | Cards |  |
| **Assign task for further development** | 13:15-13:30 | Before participants leave the workshop, ask them which routine activity they liked the best and write them into their Activity Tracker.  Home assignment: Write reflection on the session into their portfolio. |  | Activity tracker is provided in previous session. |

Week 4 Date/ Time / Location

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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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Giving clear instructions** | | | | |
| **Warm up**  Trainer 1: | 9:00-9:20 | Gain participants attention with the joke on the picture  Рисунок 4  **Turn and talk.** Ask PP to discuss the joke and following questions with their elbow partners.  Questions:  What is the problem in this joke?  Why did the teacher and Fred have different ideas? | Whiteboard  A picture with a joke |  |
| **Inform learners of objectives**  Trainer 2 | 9:20-9:30 | 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 | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:30-  9: 50  Video will take  10 minutes | -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. | A white board |  |
| **Present the content**  Trainer 2 | 9:50- 10:10 | Trainer says that giving instructions can be different according to the purpose of the teacher. For example:  1. Giving instructions for forming groups  2. Giving instructions for an activity.  3. Giving instructions for arranging tasks.     * Trainer also states the role of Teacher Talk in giving instructions. * PP will work in groups of 4/6 and read the Extract from article “The Movable Class: How to Class-Manage for More Active and Healthful Lessons” * **Scan, Read and Share:**   First PP will be working in pairs. They are given a handout with the article and 2 or 3 names of activity from the article. For example, “Breaking the sitting circle”, “Math and number circles”, etc.  Then they should scan and find that activity from the text and read it carefully in order to fully understand.  After that, each pair should share the activities they learned from the article with other members of the group. | Handouts |  |
| **Guide learning**  Trainer 1 | 10:10-10:25  Does this time include videos? 15 minutes is probably not enough for both videos, discussion and practice. | 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. | Videos. |  |
| Experimental activity 1  Trainer 2 | 10:25-11:00 | 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 individually.  - Then 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. | Paper clips |  |
| **Experimental activity 2**  Trainer 1 | 11:00: 11:20 | **Four Corners**  PP do the activity Agree/ strongly Agree /Disagree.  -Trainer hangs sheets of paper with a word Agree/ Strongly Agree/ Disagree/Strongly Disagree to the four corners of the classroom ; one for each corner.  -Trainer shows some statements related to the topic of the session on the whiteboard by a projector/ or reads aloud them/or presents written on a paper.  e.g. 1.Movement is important for adolescents.  2. Teacher is responsible for organizing movable activities.  3. Teacher should often organize movable classes.  Participants will choose a corner. If s/he agrees, s/he goes to the corner with Agree. If s/he strongly agrees, s/he goes to the corner with Strongly Agree. If s/he disagrees, s/he goes to the corner with Disagree label. |  |  |
| **Elicit performance practice**  Trainer 2 | 11:20- 11:40  11:40-11: 55 | - Posters: In 4 groups PP will create a poster what movable and traditional classes look like.  - When they finish their posters, they will hang them on the walls around the classroom.  -Then they will have **Gallery Walk**, that’s they will walk around to watch the posters on the walls.  - PP will explain to each other their posters | Boarding cards |  |
| **Practice time**  Trainer 1 | **Lunch time:**  **11:55-12: 25**  12:25-12: 45 | Work in groups of 4/5.Ask groups to write instructions for 4/5 different activities.  e.g.  Group 1. Listen to the song and complete the gaps.  Group 2. Read the text and answer the questions  Group 3. Look at the picture and describe it.  Group 4: Read the story and write a summary  Group 5: Describe the most important person in your life.  The PP should write the script of the instructions. Provide a model. | Markers/ Boarding cards |  |
| **Provide feedback**  Both trainers facilitate. | 12:40-13:10 | When they have finished they should act it out as A Teacher and Students.  **Vote for the best**.  PP will vote for the best instructions | Sticky notes |  |
| **Assess performance** | 13:10-13: 25 | PQP slips to give each other feedback.  Distribute PQP charts for each group. They will fill it out for each act of giving instruction and hand it to that performing group. | PQP charts |  |
| **Assign task for further development** | 13:25-13:30 | PP will write 1-2 ideas to the following question: Which of the suggested instructions can be adaptable to your teaching context? Why? Why not?  and write them to their portfolio and complete their Activity Tracker. |  | Activity tracker is provided in previous sessions. |

Week 5 Date/ Time / Location

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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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Effective Question and Answer** | | | | |
| **Warm up**  Trainer 1: | 9:00-9:25 | 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 ? | White board |  |
| **Inform learners of objectives**  Trainer 2 | 9:25-9:30 | Tell the participants that they are going to learn about different types of questions including display and referential questions and practice making a good question and answer talk. | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:30- 9: 45 | Make an elicitation on types of questions they know. Use the following Graphic organizer. In plenary, Brainstorm on types of questions.    questions | A white board |  |
| **Present the content**  Trainer 2 | 9:45- 10:10 | - 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. (It is a two-page article, which took me 6 minutes to read it in detail. It may take PP about 12-15 minutes, when they read it in turns)  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) | Handouts |  |
| **Guide learning**  Trainer 1 | 10:10-10:30 | Group work. Put the passage in order.  -First create groups by using shapes: circles, squares, triangles,..  Give each group a passage (with steps of an activity which teaches questions) which is cut into three parts.  In groups PP will read the pieces of passage and put it in order.  After that, trainer asks following question:  *What kind of questions is the teacher going to teach?*   |  | | --- | | Text for cutting into pieces  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 | | Pieces of passage |  |
| Experimental activity 1  Trainer 2 | 10:30-11:00 | Work in groups of three. Ask PP to count to three. Ones- Group 1, twos- Group 2, threes- Group 3.  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.  PP can use samples which are given in the article by Hyunsun Chung. | Textbook pages |  |
| **Explanation ICQs**  Trainer 1 | 11:00: 11:20  **Lunch time:**  **11:20-11: 50** | Mini-lecture on the importance of ICQs.  Present some ICQs. Ask whether they are correct or not.  Provide examples for a good ICQ. Tell them to avoid the ICQs like: Do you understand? And Is it clear?  PP work in pairs to make up correct ICQs for their lessons. |  |  |
| **Elicit performance practice**  Trainer 2 | 11:50- 12: 20 | Work in groups which was created in the previous activities. PP will create an Anchor Chart with correct ICQs. When they finish they will display on the walls. | Boarding cards |  |
| **Provide feedback**  Both trainers facilitate. | 12:20-12:40 | Organize a Gallery Walk and they will give feedback on each other’s anchor charts. | Sticky notes |  |
| **Assess performance** | 12:40-13: 10 | Work in small groups. Give each small group 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.  Case 2;  The teacher notices that one of the students could not understand the instruction for an activity. Write a question for the teacher.  Case 3:  Teacher wants to check SS understanding of a text about Teenage jobs. What kind of questions will the teacher use? Give an example.  Case 4:  Teacher wants to create a questionnaire about the SS preferences about the types of music. What type of questions should the teacher use? Give an example.  Case 5:  The teacher gives an instruction about how to complete the table with 3 columns. Create a question to check whether SS understand what they will do. | Cards |  |
| **Assign task for further development** | 13:10-13:20 | Tell participant   * to prepare a good teacher and student question and answer. * Create a set of ICQs for their lessons in their portfolio * Complete their Activity Tracker. |  | Activity tracker is provided in previous sessions. |

Week 6 Date/ Time / Location

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.

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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Checking comprehension and providing feedback** | | | | |
| **Warm up**  Trainer 1: | 9:00-9:25 | Ask participants to discuss the following question in pairs with the help of “Bicycle chain” activity :  –How do you give feedback to your SS?  Divide class into A and B students. First As will come to the centre of the room and make a smaller circle, then Bs come and make up bigger outer circle for As. As and Bs stay face to face. Make sure that each participant have a partner.  First As start, they will speak how they give feedback to their SS. Then Bs will move one step in circle have a new partner. Now Bs will speak about their feedback style. | White board |  |
| **Inform learners of objectives**  Trainer 2 | 9:25-9:30 | * Ask one of the PP to 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 | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:30-9: 45 | * Stimulate participants ideas by asking question: * Have you ever given corrective feedback for your SS? * Why giving feedback is good for learning? | A white board |  |
| **Present the content**  Trainer 2 | 9:45- 10:10 | -Display the videos about Whole class formative feedback from TETE Course  -Display the video about Feedback strategies beyond error correction. (Video duration 15minutes)  While watching videos PP will take notes on the topics:   * Types of feedback mentioned in the videos * Types of correction * Types of Indirect feedback   . | Video projector |  |
| **Guide learning**  Trainer 1 | 10:10-10:45 | **Jig saw reading. Numbered heads.**  First create groups with three participants by using different colored sticky notes. Tell that this is their Home groups, then within the group, PP will count 1-2-3. And trainer asks them to remember their Home groups, but now they will create Expert groups. Ones- Group 1, twos- Group 2, threes- Group 3.  Then trainer gives one article from Module 4 TETE to each of these new Expert groups.  Group 1--- Article 1: Progress Check  Group 2 ----Article 2: The Importance of Feedback by Sandy Millin  Group 3. ---- Video 3 Script  Anxiety-Free Corrective Feedback  In Expert groups, PP will read the articles, make notes about the types of feedback in it, write a brief summary for it.  Then the trainer asks them to go back to their Home Groups and share their notes and summaries of the articles. | Handouts |  |
| Experimental activity 1  Trainer 2 | 10:40-10:50 | **Response cards.**  Trainer reads some statements about effective feedback PP should raise their True /False cards | True /False cards |  |
| **Elicit performance practice**  Trainer 1 | 10:50: 11:20  **Lunch time:**  **11:20-11: 50** | 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. |  |  |
| **Practice time**  Trainer 2 | 11:50- 12: 20 | Introduce P-Q-P feedback strategy.  Work in pairs. Give each pair some materials which were created by participants from the previous sessions, for example, posters, anchor charts, etc.  Ask them to write feedback on them using P-Q-P charts. | Boarding cards  P-Q-P charts |  |
| **Provide feedback**  Both trainers facilitate. | 12:20-12:40 | Ask pairs to exchange their feedbacks to each other and read. | Sticky notes |  |
| **Assess performance** | 12:40-13: 20 | Before they leave, give participants a piece of paper they will write their answers 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. | PQP charts |  |
| **Assign task for further development** | 13:25-13:30 | Assign hometasks :  1.Write reflection from the session to their portfolios.  2.Complete Activity Tracker |  | Activity tracker is provided in previous sessions. |

Week 7 Date/ Time / Location

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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| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| **Increasing classroom interaction** | | | | |
| 1. Gain attention    Trainer 1 | **9.00-9.15** | 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  Trainer 2 | **9.15-9.20** | Explaining that PWBAT use student-to-student interaction and interactive activities for English learners. | **Oral presentation** |  |
| 3.Stimulate recall of prior learning  Trainer 1 | **9.20-9.30** | Group discussion: What is interactive activity for you?  What kind of interactive activity did you use in your lessons? | **Questions** |  |
| 1. Present the content   Trainer 2 | **9.30-10.10** | Video presentation on “Increasing student-to-student presentation”, discussion the video presentation  Experiental activities:  “Find someone who is bingo”  Mingling for matching  Information gap activity. PPs mingle around with handouts where some **present perfect** and **have got** sentences | **Video presentation** |  |
| 1. Guide learning     Trainer 1 | **10.10-11.00** | 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” | **PPT**  **Handouts** |  |
| 6. Elicit performance (practice) | **11.00-11.55** | **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. | **Handouts** |  |
|  | **11.45-12.05** | Coffee break |  |  |
| 7. Provide feedback | **12.15-12.45** | In groups participants present their applied activities and the trainer monitors and gives collective feedback. |  |  |
| 8. Assess | **12.45-13.00** | 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’’ | **Handouts** |  |
| 9. Enhance retention and transfer | 13.00-13.05 | 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. |  |  |

Week 8 Date/ Time / Location

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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| **Section and Trainer(s)** | **Time** | **Instructions** | **Materials** | **Notes** |
| **PTRA: Plan, Teach, Reflect, Adjust** | | | | |

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| 1. Gain attention  Trainer 1 | **9.00-9.10** | 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”. | Discussion |  |
| 2.Inform learners of objectives  Trainer 2 | **9.10-9.20** | 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 | PPT 1 |  |
| 3.Stimulate recall of prior learning  Trainer 1 | **9.20-9.40** | 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? | PPT 2 |  |
| 4.Present the content  Trainer 2 | **9.40-10.10** | Playing the video “Writing Good Objectives”  Discussing some parts of the video and establishing that SWBAT is an important part of lesson planning  Questions for discussion: Why do you think objectives are important?  Is it ok to have activities out of classroom objectives during the lesson? | Video presentation |  |
| 5.Guide learning  Trainer 1 | **10.10-10.25**  **10.25-10.40**  **10.40-11.00** | 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.” | Cards, handouts  Video presentation |  |
| 6. Elicit performance (practice) | **11.00-11.25**  11.55 | 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) | Handouts |  |
| 7. Provide feedback | **11.55-12.15** | Asking the PP to recall 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 | PPT 3 |  |
| 8. Assess performance | **12.15-12.45** | Matching activity, pair work. PP match main terms from the session with their definitions | handouts |  |
| 9. Enhance retention and transfer | **12.45-13.00** | -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. |  |  |

Week 9 Date/ Time / Location

**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 | 9.00-10.10 | | 1. Show participants 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 | 10.10-10.20  Break 10 min | | * 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 | 10.20-10.30 | | * 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 | 10.30-11.00 | | - Display the video about Adapting Textbook activities from TETE Course  -Display the video about Tips for Adapting Teaching materials from TETE course.  (Here Ps will watch the displayed videos, and take some important notes, which are related to the topic) |
| 5. Guide learning | | 11.00-  11.20 | 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). After introducing with the PPT, the importance of adaptation will be discussed among Ps. Here participants at first will be grouped, and will work in small groups, and give important reasons to adapt textbook activities. Here Ps will discuss in groups the difficulties they faced in working with textbook activities with different learner levels. |
| 6. Elicit performance (practice) | | 11.20-11.40  Lunch time 11.40-12.10 | 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 be a task, to adapt one textbook activity. |
| 7. Provide feedback | | 12.10-13.00 | * 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 | | 13.00-13.20 | 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 | | 13.20-13.30. | Ask PP to choose one activity from their textbook and they should adapt and extend it. |

Week 10 Date/ Time / Location

**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 | | 9.00-10.20 | 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 | | 10.20-10.30  Break 10 min | * 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 | | 10.40-10.50 | * 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 | | 10.50-11.00 | - Show PPT presentation about ways of creating visually stimulating tasks .  -Present each way which pointed with bullet points in turn. |
| 5. Guide learning | | 11.00-  11.30 | * 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.( Here Ps will be grouped and work in small groups. They will make their group posters on the given topic, and demonstrate them) |
| 6. Elicit performance (practice) | 11.30-11.40  Lunch time 11.40-12.10 | | * Brainstorm all three ways. * Participants work in groups of 5-6 and create a visually stimulating task for a textbook activity (Ask the Ps to bring their PCs beforehand) At first Ps will discuss about visually stimulating task, their role in teaching. Then Ps will work in small groups, work with cards, posters, stickers, and create their own VST. |
| 7. Provide feedback | 12.10-13.00 | | * 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 | 13.00-13.20 | | 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 home task, they can create their own Word Wall like a graphic organizer/ a picture/a poster. Then Ps will share their graphic organizer/picture/poster in their telegram group. |

Week 11 Date/ Time / Location

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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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Facilitating discussions** | | | | |
| 1. Gain attention  Trainer 1: | 9:00-9:25 | 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?” | PPPT with the text of the song or handouts. |  |
| **Inform learners of objectives**  Trainer 2 | 9:25-9:40 | 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 | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:40-9: 50 | * Stimulate participants’ ideas by asking question:   Do you organize discussions in your classroom?  Why? Why not? Does it work? | A white board |  |
| **Presentthecontent**  Trainer 2 | 9:50- 10:30 | Hand the article “Critiquing Questions” out and organize Jigsaw reading.   * Present sample discussion/debate videos and discuss in the group. | Articles |  |
| **Guide learning**  Trainer 1 | 10:40-10:55 | * 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. | Question banks |  |
| 6. Elicit performance (practice)  Trainer 2 | 10:55-11:30 | * 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. sample questions will be given in the handout. | Handouts |  |
| 7. Provide feedback  Trainer 1 | 11:30: 11:40 | * 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. | PQP sheets |  |
| 8. Assess performance  Trainer 2 | 11:40- 11: 50 | Ask participants to choose one discussion activity which they used in their classes and practice with their small groups. |  |  |
| 9. Enhance retention and transfer  Trainer 1 | **Lunch time:**  **11:50-12: 10**  12:10-12: 40 | 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. PP work in groups and stick them on the wall | Markers/ Boarding cards |  |
| **Provide**  **feedback**  Both trainers facilitate. | 12:40-13:10 | In groups, participants will present their boarding cards each other and evaluate the questions/ statements in 1-5 Scale. | Sticky notes |  |
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Week 12 Date/ Time / Location

**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

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| **Sections /Trainer** | **Time** | **Instructions** | **Materials** | **Note** |
| **Managing Cooperative Activities**. | | | | |
| 1. Gain attention  Trainer 1: | 9:00-9:50 | 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.  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) | PPPT ––with the text of the song or handouts. |  |
| **Inform learners of objectives**  Trainer 2 | 9:25-9:35 | * 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 | PPPT or a boarding card with written objectives |  |
| **Stimulate recall of prior learning**  Trainer 1 | 9:40-9: 50 | * 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? | A white board |  |
| **Presentthecontent**  Trainer 2 | 9:50- 10:10 | 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 . Ask PP to take notes . | TETE video |  |
| **Guide learning**  Trainer 1 | 10:10-10:25 | After watching the video participants will be given another task. For example 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. | TETE video |  |
| 6. Elicit performance (practice)  Trainer 2 | 10:25-11:00 | 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: | Sheets paper |  |
| 7. Provide feedback  Trainer 1 | 11:00: 11:30 | * 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 projectyou have learned today? | Poster paper |  |
| 8. Assess performance  Trainer 2 | 11:10- 11: 40 | 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  Trainer 1 | **Lunch time:**  **11:40-12: 10**  12:10-12:30 | Before participants leave the workshop, ask them to rate in Scale 1-5 the effectiveness of Collaborative activities. | Markers/ Boarding cards |  |
| **Provide feedback**  Both trainers facilitate. | 12:30-13:30 | 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  In groups, participants will present their boarding cards each other and evaluate the questions/ statements in 1-5 Scale. | Sticky notes |  |