

N	Mashg'ulotlar Mavzulari	Nazariy	Amaliy	Mikrodars mavzulari
1	3.1. Xorijiy tillarni o'qitishning innovatsion texnologiyalari	2		1. Darsni rejalashtirish, maqsad va vazifalarni belgilashning usul va vositalari
2	(TBLL, PBLL, CLIL, CALL)		2	2. Dars maqsadlariga mos mashq va topshiriqlarni tanlash usullari
3	Xorijiy til darslarini taqdim etish modellari		2	3. Dars jarayonida (sinfda) o'zaro hamkorlikdagi faoliyatni mustahkamlash
4	(TTT, PPP, ESA)		2	4. Aniq ko'rsatma berishning samarali yo'llari
5	Kichik maktab yoshidagi til o'rganuvchilarga xorijiy tillarni o'qitishning innovatsion texnologiyalari		2	5. Tinglab tushunish ko'nikmalarini rivojlantirish texnologiyalari
6	3.2. Xorijiy tillarni o'qitishda ijobiy muhit yaratish uchun o'quvchilarning o'ziga xos xususiyatlarini bilish		2	6. O'qib tushunish ko'nikmalarini rivojlantirishga zamonaviy yondashuvlar
7	O'quvchilarning bilim darajalariga mos yuqori samaraga erishishga yo'naltirilgan dars ishlanmasini tayyorlash		2	7. Yozma nutqni rivojlantirishning samarali yo'llari
8	Dars ishlanmasini taqdim etishning samarali yo'llari		2	8. Gapirish ko'nikmalarini rivojlantirishga yo'naltirilgan mashq va topshiriqlar bilan ishlash
9	Jamoa bo'lib ishlashga yo'naltirilgan mashqlar orqali hamkorlikda til o'rganish ko'nikmalarini rivojlantirish		2	9. Xorijiy til grammatikasini kontekst asosida o'qitishning samarali yo'llari
10	3.3. Tinglab tushunish ko'nikmalarini rivojlantirish texnologiyalari		2	10. Lug'at boyligini oshirish uchun foydalaniladigan interfaol o'yinlar va mashqlar
11	O'qib tushunish ko'nikmalarini		2	11. XXI asr ko'nikmalari: 4K ko'nikmalarining domenlari

	rivojlantirishga zamonaviy yondashuvlar			va maqsadlari
12	Yozma nutqni rivojlantirishning samarali yoʻllari		2	12.Xorijiy tillarni integrallashgan holda oʻqitishning samarali yoʻllari.
13	Gapirish koʻnikmalarini rivojlantirishga yoʻnaltirilgan mashq va topshiriqlar bilan ishlash		2	13.Xorijiy tillarni oʻqitishda media savodxonlikni rivojlantirish
14	Xorijiy til grammatikasini kontekst asosida oʻqitishning samarali yoʻllari		2	14.Xorijiy til darslarida oʻquvchilarning bilim va koʻnikmalarini baholashning turli strategiyalari.
15	Lugʻat boyligini oshirish uchun foydalaniladigan interfaol oʻyinlar va mashqlar		2	15.Baholash vositasi turlari: Oʻz-oʻzini va tengdoshi faoliyatini baholash. (Assessment Tool Types: Self-Assessment and Peer-Assessment)
16	3.4. XXI asr koʻnikmalari: 4K koʻnikmalarining domenlari va maqsadlari		2	16.Xorijiy til fanini oʻqitishda xatolar ustida ishlash
17	Loyiha texnologiyasi asosida xorijiy tillarni integrallashgan holda oʻqitish		2	17.Mazmun va tilni integrallashgan holda oʻqitish (Content and language integrated learning) texnologiyasi
18	Loyiha texnologiyasi asosida xorijiy tillarni integrallashgan holda oʻqitishning samarali yoʻllari.		2	18.Mazmun va tilni integrallashgan holda oʻqitishning samarali yoʻllari
19	Xorijiy tillarni oʻqitishda media savodxonlikni rivojlantirish		2	19.Xorijiy tillar boʻyicha sinfdan tashqari ishlarni tashkil etishning innovatsion texnologiyalari
20	3.5. Xorijiy til darslarida oʻquvchilarning bilim va koʻnikmalarini baholashning turli strategiyalari.		2	20.Kichik yoshdagi tillarni oʻrganuvchilarga xorijiy tilni oʻrgatishning oʻziga xos xususiyatlari
21	Baholash vositasi turlari: Oʻz-oʻzini va tengdoshi faoliyatini baholash.		2	21.Kichik yoshdagi til oʻrganuvchilarning tinglab tushunish va gapirish

	(Assessment Tool Types: Self-Assessment and Peer-Assessment)			ko'nikmalarini shakllantirishning zamonaviy usul va vositalari
22	Xorijiy til fanini o'qitishda xatolar ustida ishlash		2	22.Darsning mavzusi va maqsadiga mos mashq va topshiriqlarni ishlab chiqishda interfaol metodlardan foydalanish
23	3.6. Xorijiy tilni intensiv o'qitish texnologiyalari asosida o'quvchilarning til ko'nikmalarini rivojlantirish		2	23.Ingliz tilida nutq faoliyati turlarini integrallashgan holda o'qitish
24	Real hayotiy topshiriqlar orqali o'quvchilarning kommunikativ kompetensiyasini takomillashtirish		2	24.O'quvchilarning sinfdagi faoliyatini qo'llab-quvvatlashning verbal va noverbal usullari
25	TED Talk, TEDx loyihalarini tashkil qilish va o'quvchilarning o'zaro hamkorligini rag'batlantirish		2	25.Dars jarayonida mashq va topshiriqlarni bajarish yuzasidan beriladigan ko'rsatma - dars samaradorligi va sifatini ta'minlash vositasi
26	Xorijiy tillar bo'yicha sinfdan tashqari ishlarni tashkil etishning innovatsion texnologiyalari -		2	26.O'qish texnikasini rivojlantirishning turli yo'llari.
27	Sinfdan va maktabdan tashqari tadbirlar - xorijiy tillarni o'rganish samaradorligini oshirish vositasi -		2	27.Umumta'lim maktabi yuqori sinf o'quvchilarida rasmiy va norasmiy xatlar, esselar yozish ko'nikmalarini oshirish yo'llari
28	Xorijiy tillardan respublika va xalqaro miqyosda o'tkaziladigan olimpiada, tanlov yoki viktorinalarga o'quvchilarni jalb qilish		2	28.Xorijiy til darslarida gapirish ko'nikmasini rivojlantirish uchun o'quv materialini tayyorlash
				29.Gapirish ko'nikmasini rivojlantirishda multimedia ilovalari va axborot resurslari bilan ishlsh

				30. Grammtikani taqdim etishning Deduktiv va Induktiv (qoidasiz grammatika) yo‘llari
				31. Grammatikani o‘qitishda zamonaviy yondashuvlar va metodlarni qo‘llash.
				32. Grammatik mashg‘ulotlarda real hayotga bog‘langan amaliy mashq va vazifalar, autentik matn turlaridan foydalanish
				33. Grammatikada “kontekst” atamasining mazmuni.
				34. Xorijiy tilni o‘rgatishda lug‘at boyligining ahamiyati.
				35. Leksikani boyitish uchun moljallangan interaktiv faoliyat turlari.
				36. Matnni o‘qish, tinglash va turli ta’limiy o‘yinlar yordamida so‘z boyligini oshirish texnikalari.
				37. Xorijiy til darslarida sinflar kesimida hamkorlikda ishlash va muloqot ko‘nikmalarini rivojlantirishning zamonaviy strategiyalari
				38. Xorijiy til darslarida sinflar kesimida kreativlikni rivojlantirishning zamonaviy strategiyalari
				39. Xorijiy til darslarida sinflar kesimida tanqidiy fikrlash ko‘nikmalarini rivojlantirishning zamonaviy strategiyalari va metodlari
				40. Xorijiy til darslarida sinflar kesimida muloqot ko‘nikmalarini rivojlantirishning zamonaviy strategiyalari
				41. Xorijiy tillarni o‘qitishda loyiha texnologiyasidan

				foydalanish
				42. O'quvchilarning o'quv faoliyatini, bilim va kompetensiyalarini baholashning turli usul va vositalari.
				43. 8-sinf darsligi bo'yicha muammoli vaziyat orqali til o'rganish metodini qo'llanishi
				44. 9-sinf darsligi bo'yicha "Mazmun va tilni integrallashgan holda o'rgatish" (Content and Language Integrated Learning-CLIL) yondashuvining qo'llanishi
				45. 5-sinf darsligi bo'yicha topshiriqlar (TBLL) asosida o'qitish texnologiyasi
				46. 7-sinf darsligi bo'yicha loyiha (PBLL) asosida o'qitish texnologiyasidan foydalanish

Session Title: Innovative Approaches in English Language Teaching: CLIL, TBLL, PBLL, and CALL

Session Objectives:

By the end of the session, participants will be able to:

1. Discuss the theoretical foundations of CLIL, TBLL, PBLL, and CALL.
 2. Explore practical strategies for integrating these methodologies into English language teaching.
 3. Design sample activities or lesson plans using these approaches.
 4. Evaluate the effectiveness of these approaches for their specific teaching contexts.
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Session Outline:

1. Introduction (5 minutes)

- Welcome and icebreaker activity (e.g., a short discussion: *What's your current teaching approach?*)
 - Overview of session objectives and agenda.
 - Brief introduction to CLIL, TBLL, PBL, and CALL. (What do they stand for?)
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2. Deep Dive into Theories (30 minutes)

Divide participants into 4 teams and ask them to watch 4 videos on different approaches in their teams and take notes. Ask them to present their findings from videos on their given approach to the whole class.

1. CLIL (Content and Language Integrated Learning):

<https://www.youtube.com/watch?v=XmJpFmMhUS4>

- Core principles: Dual-focused education, 4Cs (Content, Communication, Cognition, Culture).
- Benefits: Authentic context, improved language proficiency.
- Example: Teaching science topics in English.

2. TBLL (Task-Based Language Learning):

<https://www.youtube.com/watch?v=QrAA731QYUg>

- Focus: Using meaningful tasks as the centerpiece of learning.
- Theory: Emphasis on authentic communication and task completion.
- Example: Group tasks like planning a trip or creating a schedule.

3. PBL (Project-Based Language Learning):

<https://www.youtube.com/watch?v=EuzgJlqzjFw>

- Approach: Long-term, interdisciplinary projects to develop language skills.
- Importance of collaboration and real-world relevance.
- Example: Designing a class magazine or conducting a cultural research project.

4. CALL (Computer-Assisted Language Learning):

<https://www.youtube.com/watch?v=istSL3Wd91U>

<https://www.youtube.com/watch?v=R82zOtJDmxQ> (a video on creating Kahoot activities)

- Evolution: From drill-and-practice to modern multimedia tools.
 - Types of tools: Online platforms, mobile apps, interactive software.
 - Example: Gamified vocabulary learning with Quizlet or Duolingo.
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3. Group Activity: Comparing Approaches (15 minutes)

- Small groups create Venn diagrams comparing the four approaches.
 - Discussion: What are the unique strengths of each? Where do they overlap?
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4. Practical Applications (20 minutes)

- 1. Hands-on activity for each approach:**
 - CLIL: Plan a 10-minute science or history lesson in English.
 - TBLL: Design a task (e.g., organizing a class event).
 - PBL: Outline a project (e.g., creating a short film in English).
 - CALL: Explore and review an app or online tool for English teaching.
 - 2. Sharing session:** Participants present their ideas.
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5. Challenges and Solutions (5 minutes)

- Open discussion on potential challenges of using these methods in real classrooms.
 - Brainstorm strategies to overcome challenges.
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6. Reflection and Takeaways (5 minutes)

- Individual reflection: What approach will you implement first and why?
 - Participants write down one actionable step they'll take after the session.
 - Q&A and final comments.
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Materials Needed:

- PowerPoint slides or handouts summarizing key points.
- Examples of lesson plans and resources for each approach.
- Access to technology (computers/tablets) for CALL exploration.

Session: PTR: Plan, Teach, Reflect, Adjust lessons

Aim: PWABT

- plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice in 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

1. Gain attention	<p>Mini lecture: 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.</p>
2. Inform learners of objectives	<p>By the end the session participants will be able to:</p> <ul style="list-style-type: none"> - plan, teach, reflect, and adjust lesson plans to promote effective communicative language practice - 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	<p>Pair work. PP choose cards with questions and answers. There is a question or an answer on each card. They should be matched by PP in a mingling activity. They then make up pairs and work together. Handout 1</p> <p>Discussing “classroom objectives” in small groups answering the following questions:</p> <ul style="list-style-type: none"> - are classroom objectives important? - do you work out objectives for each class? - how do you work out your classroom objectives?

<p>4.Present the content</p>	<p>Playing the video “Writing Good Objectives”</p> <p>https://www.youtube.com/watch?time_continue=1&v=IH07eqElKg0&embeds_referring_euri=https%3A%2F%2Fsites.google.com%2F&source_ve_path=Mjg2NjY</p> <p>Discussing some parts of the video and establishing that SWBAT is an important part of lesson planning</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • Why do you think objectives are important? • Is it ok to have activities out of classroom objectives during the lesson?
<p>5.Guide learning</p>	<p>Work in pairs. Ask PP to distinguish which verbs can be used in a good lesson objective.</p> <p>(can be used) define, describe, list, name, list, name apply, assess, change, classify, use, say.</p> <p>(should not be used) understand, know (Handout 2)</p> <p>Make a True/ False statements about a good lesson objective. PP should use response cards (True/False cards) (handout 3)</p> <p><i>Teachers should use concrete, observable actions to write a good objective. (true)</i></p> <p><i>Teachers should use verbs like “understand” or “know” in classroom objectives. (false)</i></p> <p><i>Teachers should start with SWBAT and use concrete, observable actions to write a good objective. (True)</i></p> <p><i>Objectives can be presented at the beginning and at the end of the lesson. (false)</i></p> <p><i>Establishing objectives is important. (true)</i></p> <p><i>The objective represents what students are expected to learn from the lesson (true)</i></p>

	<p>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. (handout PDF to be cut)</p> <p>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.”</p> <p>https://www.youtube.com/watch?v=B7BXBQma8h8&embeds_referring_euri=https%3A%2F%2Fsites.google.com%2F&source_ve_path=OTY3MTQ</p>
6. Elicit performance (practice)	<p>Fluency circle activity (inner, outer circle): PP create their Six-Step Lesson plans (handouts 4-5) speak about their lesson plan – theme, objective, activities taking into consideration Six-Step Lesson</p> <ol style="list-style-type: none"> 1. Warm-up 2. Presentation 3. Practice 4. Application 5. Wrap-up/Assessment 6. Follow-up.
7. Provide feedback	<p>Video 3 Activating Your Reflective Teaching</p> <p>https://www.youtube.com/watch?v=n4lK_P79mVs&embeds_referring_euri=https%3A%2F%2Fsites.google.com%2F&source_ve_path=OTY3MTQ</p>
8. Assess performance	<p>Four corners: Trainer writes a word/phrase on the board, PP go to the corners 1 Prepare, 2 Teach, 3 Reflect, 4 Adjust where these words belong to</p> <p>Corner 1- Prepare – plan, objective, design, sequencing activities</p> <p>Corner 2- Teach – activity, student interaction, presenting new language, language practice, presentation, wrap up</p> <p>Corner 3- Reflect – teachers are lifelong learners, improving teaching, students’ respond to our teaching, asking questions</p>

	like who, when, why and what Corner 4- Adjusting – Making changes to lesson plans, additional material, shorter/longer time, different instructions, better performance.
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 PTRAs into their teaching.

Handout 1 (questions and answers are in separate cards. They are matched by PP and PP make up pair work. They may be handwritten on colored stickers)

- How many brothers and sisters have you got?
- Three, two brothers and a sister
- When are going to have your next English lesson?
- On Friday at 10.
- Would you like to go to Paris for your summer holidays with us?
- Unfortunately, I will have to get ready for my exams.
- Have you had your breakfast yet?
- Yes, I have.
- What is for dinner?
- Pizza!
- What is your new English teacher like?
- Oh she is amazing.
- What color is your bag?
- I don't know exactly. May be black or brown or blackish. May be brownish.
- May I come in?
- Don't be late next time!
- What is the matter?
- I think I have a flu.

HANDOUT 2

Which of the following verbs can be used in a good lesson objectives.

define, describe, list, know, name, list, name apply, assess, change, classify, use, say.

Understand.

Handout 3

TRUE

FALSE

Handout 4

Six-Step Lesson Plan Template

Lesson Title	
Student profile	Description of your students (e.g., age, grade, proficiency level)
Skills to be emphasized	Listening, speaking, reading or writing
Language focus	*Grammar: *New vocabulary:
Objectives	By the end of this lesson, SWBAT...
Materials	Materials needed for lesson activities
Lesson Plan	
1. Warm-up	The teacher starts the lesson with activities that create interest and excitement for the lesson, link the day's lesson with previous lessons, and activate background knowledge about the content and the new language.
2. Presentation	The teacher presents the relevant vocabulary and language structures in a meaningful context, like a story or a song, and checks comprehension. Usually this input is presented through listening or reading.
3. Practice	The teacher gives students the opportunity to practice new language through controlled activities. Students practice using new language in predictable ways through post-listening or post-reading activities that include speaking and writing.
4. Application (Production)	The teacher gives the students the opportunity to practice new language through free or independent activities. Students use the new language more independently to communicate something that is meaningful to them. Application activities almost always involve speaking or writing.
5. Wrap-up/Assessment	The teacher presents a final activity that reviews what was learned in class and assesses if learners have achieved the lesson objective.
6. Follow-up	The teacher may assign homework or connect today's lesson to the next lesson.

Handout 5

Lesson Title	
Student profile	
Skills to be emphasized	
Language focus	
Objectives	
Materials	
Lesson Plan	
1. Warm-up	
2. Presentation	
3. Practice	
4. Application (Production)	
5. Wrap-up/Assessment	
6. Follow-up	

- Whiteboard or flip charts for group activities.

Session :Using TTT in English language teaching

What is TTT?

Test-teach-test – ways of testing

Initial test:

This needs to test the areas of the language that you want to focus on i.e. the aspect of the language you think your students will have most difficulty with. The test could focus on:

- Meaning
- Pronunciation
- Form
- A combination of the above

It is important that the test stage tests all the students' knowledge, not just the good ones. Therefore, make your test stage student-centred and consider getting the students working on their own initially.

While the students are doing the test stage it's very important that you monitor closely in order to see how much the students know. The information you gain at this stage will help you at the teach stage.

Ways of testing

- Role-plays
- Putting verbs in the correct tense or form
- Grouping or categorising words
- Matching halves of sentences
- Choosing the correct definition
- Multiple choice questions
- Matching words with definitions or examples
- Putting words onto pictures or diagrams
- Filling in grids
- Gap-fills
- Grouping words in 'I know these/I don't know these/I think I know these'

Teach stage:

You must have already planned to convey meaning, pronunciation, form and appropriacy of the target language in case the students don't know it. Don't try to make it up on the spot!

Second test stage:

Try to make this a different type of activity from the initial test to maintain student interest. Here are some examples of ways of testing students' knowledge of language:

Role-plays

Student A	Student B
You want to borrow your friend's car for the weekend. Ask him/her to lend it to you.	You have a new car which was very expensive. You are planning to use it on Sunday but not Saturday.

Putting verbs in the correct tenses or form

Put the following verbs in the correct tense:

a) Yesterday I _____ (go) to the cinema.
b) I _____ (never go) to Italy in my life.
c) What _____ you _____ (do) last night?
d) I _____ (read) this book three times.
e) _____ you ever _____ (eat) Pad Thai?
f) I _____ (see) that film two years ago.

Grouping/categorising words

Put these words into the correct boxes below:

to stroll to peer to mutter to dash to sprint to wander
to stagger to stammer to glare to stare to stride to wade
to mumble to glance

Ways of walking	Ways of talking
Ways of looking	Ways of running

Test-Teach-Test: Things to Consider

Lead-in:

Sometimes it is difficult to have a good lead-in for test-teach-test if the controlled practices don't have a definite context. If this is the case you can do the following:

(1) Use the first example of the first test as the context.

(2) If the lesson is vocabulary, you can have students brainstorm as many X words (make + noun collocations, adjectives to describe character, extreme adjectives, phrasal verbs, for example) that they know.

(3) Reword first test to create a context.

Feedback to Test₁

Here, you should just give the answers to the first test, and then teach the examples from test one that students got incorrect.

You should not use different examples for the teach stage.

You should anticipate the questions from test₁ that will be most difficult and prepare to teach them in the teach stage.

Feedback to Test₂

You can do another teach stage after test₂ if students need further clarification of the target language. This is simply part of the feedback stage to test₂ – you don't need to put another teach stage in the lesson plan. Be sure to anticipate which examples will be most difficult for students in test₂ so you can prepare to teach them.

Rationale / 'Test'

Avoid using the word 'test' as this raises anxiety. Instead, you should try and reassure students by saying things like *don't worry if you don't know all the answers, this is just to see what you know.*

Ordering of Test₁ and Test₂

Typically, it's best to use different types of activities for test₁ and test₂. It's also best to use more difficult questions in test₂ after students have already had practice in test₁.

Timing

You should not rush to finish the second test and skip over clarifying difficult questions to get to the freer. It's more important that you

clarify test₂ than get to the freer. On the flip side, if students have an easy time with the target language, you can get to the freer practice more quickly. Be sure to monitor during the freer practice as students might not fully be able to use the target language correctly in freer speaking / writing. Collect errors, hopefully related to the target language, to include in a delayed error correction slot.

Modeling

You should model at least the 1st example of each test with the students. You can model more if you want, or if the tests/material is particularly difficult.

Teaching

Avoid teaching everything. If students already know some of the target language, you don't need to teach it. Just because you have a PowerPoint slide with part of the target language on it doesn't mean you have to use it. Save the slide for the next time you teach that lesson.

Grade 10, Unit 7. Getting on/ Relationship p 42

Time	Procedures
5 min. (Prepare)	<p>1. Lead-in. A teacher refers to the unit title and check understanding “Getting on” with the example: “I can get on well with best friend but I don’t get on well with my little sister.” (Checking the understanding of Relationships- the way two people or groups feel and behave towards each other, relationships can between family, friends and teachers and students)</p> <p>2. Questionfordiscussion:</p> <p>a) What type of everyday problems do you have with your friends?</p> <p>b) Do you prefer to talk with your friends or family members?</p> <p>Ss work with their elbow partner and discuss it.</p> <p>Answers: being untidy, coming home late, arguing with friends/family members, sharing some possessions</p>
15 min. (Present)	<p>1. Listen and say who has what problem.</p> <p>a) has a problem with family.</p> <p>b) has a problem with non-family members.</p> <p>Answer: a- Megan b-Thomas</p>

	<p>Vocabulary teaching: <i>be, do, have, make</i></p> <ol style="list-style-type: none"> 1. He does/makes me angry 2. You are always making/having problems with him. 3. We had/made an argument this morning. 4. I'm annoyed/I've annoyed with him. 								
20 (Practice)	<ol style="list-style-type: none"> 1. Complete the table with the phrases: anxious, sad, a bad day, washing, boxing, yoga, agreement, arguments <table border="1"> <tr> <td>Be</td><td>be annoyed, be anxious, be sad...</td></tr> <tr> <td>Do</td><td>do homework, do yoga..</td></tr> <tr> <td>Have</td><td>have a party, have arguments...</td></tr> <tr> <td>Make</td><td>make happy, make agreement..</td></tr> </table>	Be	be annoyed, be anxious, be sad...	Do	do homework, do yoga..	Have	have a party, have arguments...	Make	make happy, make agreement..
Be	be annoyed, be anxious, be sad...								
Do	do homework, do yoga..								
Have	have a party, have arguments...								
Make	make happy, make agreement..								
20min (Apply)	<ol style="list-style-type: none"> 1. Use the correct form of <i>be, do, make, have</i> <i>Can you me favor? (do)</i> <i>Some people find it easy to ...new friends. (make)</i> <i>I get on OK with Noel, but we ... much in common.</i> <i>(have)</i> 2. Students are asked to work in Groups to write a story 								

	<p><i>about a well known person's life using verb phrases.</i></p> <p>3. <i>Gallery work. When they finish they stick their stories on the wall. Students walk around and see other groups posters and the winner group is a group who wrote unusual</i></p>
<p>2. 10 min (Wrapup)</p>	<p>1. Discuss the questions</p> <p>Who or what makes you angry?</p> <p>When and why do you have arguments?</p> <p>When do you like being on your own?</p> <p>2. Ask learners to write their opinions in a paragraph on any of these questions.</p>

Test or Kahoot test on using: *have, make, be, do*

A. Make up a correct sentence.

- a. Why don't we make something later?
- b. We had on our own here.
- c. We had fun by walking on barefoot on the seashore there.
- d. We made arguments on several topics.

B. True/False.

Their coach has really annoyed with the referee at their last match.

C. Type the answer.

My friends and I ... playing football when Karim's mother called him to come to home.

D. True/False

What was wrong?

Session Title: **Giving clear instructions**

Session Description: In this lesson, 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.

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?

<p>2. Inform learners of objectives</p>	<p>Call the participants attention to the agenda.</p> <p>By the end of the workshop, participants will be able to --</p> <ul style="list-style-type: none"> -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
<p>3. Stimulate recall of prior learning</p>	<ul style="list-style-type: none"> -Show the video with wrong instructions. https://www.youtube.com/watch?v=pXw7LYWNI5E - Discuss and analyze the video in small groups with the following questions: <p>What happened in the video?</p> <p>What was good/wrong? Why do you think so?</p> <p>Share your ideas with the whole class.</p> <p>Mini lecture on importance of giving clear instructions.</p>
<p>4. Present the content</p>	<p>Present ways for giving instructions:</p> <ol style="list-style-type: none"> 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	<p>Present the video:” Giving clear instructions for forming groups” https://www.youtube.com/watch?v=1sNEHr5uczE</p> <p>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.</p> <p>Present the video from TETE course:” Teacher talk for managing activities” https://www.youtube.com/watch?v=F4RfqykJ6r8</p> <p>Pp take notes on the steps on teacher talk for managing activity. Whole class discussion to check video comprehension.</p> <p>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.</p> <p>Write your own problem in giving instruction on a piece of paper. PP mingle and ask suggestion to solve the problem.</p>

	<p>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.</p> <p>PP do the activity Agree/Disagree.</p> <p>Movement is important for adolescents. Why/why not?</p> <p>Teacher is responsible to organize movable activities.</p> <p>Teacher should often organize movable classes.</p> <p>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.</p>
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	<p>Exit Ticket</p> <p>Write one clear instruction for your classroom which you are going to give while making your video</p>
9. Enhance retention and transfer	<p>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?</p>

Session: Teaching Young learners

Aim: PWABT

-get informed with the characteristic features of YL

-organize creativity in the classroom for YL

-reflect on learning

1. Video on teaching YL

<https://www.youtube.com/watch?v=yM9R47Svcwk>

2. Discussion on characteristic features of YL. In teams, participants write their ideas of characteristic features of YL.

-Young children find security in rhythm, ritual, and repetition.

-Young children learn through play.

-Young children want to belong to a community that is safe, beautiful, and good.

-Young children explore the world with wonder.

- They have a short attention span
- They love imitating
- They need encouragement
- They are less shy than older people.
- They are very active.
- They are very imaginative.

3. Brainstorming why creativity is important in the YL classroom

Answers: identify creative abilities of the YL; develop creative ideas; explore learning, catch the interests of the learners, keep them motivated

4. Task. Read the paragraph and identify key words:

o Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time-tested method to identify young student's creative abilities and encourage creative contributions. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore.

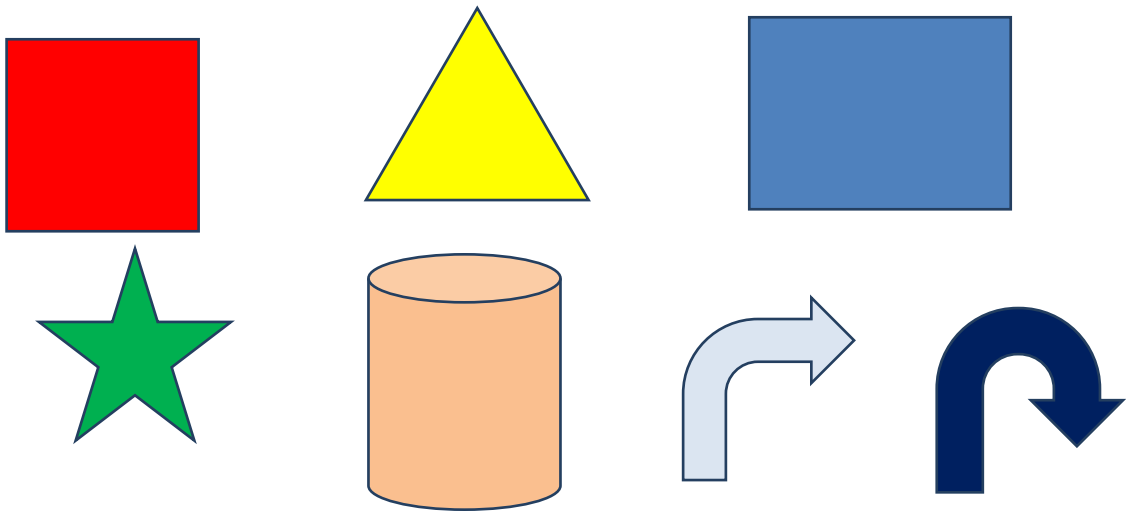
o (creative tools-playful games, visual exercises)

Playing with Shapes

-Dear learners, what do you see in the picture?

-Shapes

What is the red one? (green, next to star, between a rectangle and square)



Task A

Let's draw shapes on the air/Color shapes

Adaptation of the activity: Teacher draws shapes on the air, students will guess the shape and they say: Is it a triangle? Yes, it is.

Task B

Describe your shapes. Write as many sentences as possible. /Find mistakes

I have drawn 6 shapes. They are square, triangle, star, circle, turn left sign and U-turn sign.

Task C

Commands with different colors.

Make your triangle light green.

Make your U-turn blue

Task D

Group work. Make shapes

Let's make a circle.

Let's make a triangle.

Let's make a rectangle.

5. Analyzing all activities with shapes

Will learners like these activities? Why?-Yes, it's colorful.

Did you notice any visual exercise? Pictures.

Did you notice games? Miming, drawing and guessing, competition game

Analyze activities using 4 Cs

Creativity- drawing shapes

Collaboration- making shapes using their body parts as a team

Critical thinking- guessing activity

Communication- Finding shapes and confirming their answers.

Session: 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.

Section and Trainer(s)	Time	Instructions	Materials	Notes
Increasing classroom interaction				

1. Gain attention Trainer 1	10'	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. e.g. A:When is your birthday? B: It is on November 6. A: Oh, then you are after me. Mine is July 4.														
2.Inform learners of objectives Trainer 2	5'	Read the Objectives: PWBAT -to organize student-to-student interaction in the classroom. - to use student-to-student interaction and interactive activities for English learners.	Oral presentation													
3.Stimulate recall of prior learning Trainer 1	10'	Think Pair Share. <i>What is interactive activity for you?</i> <i>What kind of interactive activity did you use in your lessons?</i>	Questions													
4. Present the content Trainer 2	20'	Video. Ask PP to watch the video “Increasing student-to-student presentation” (TETE) and then they should complete the graphic organizer with their own questions. <table><tr><td>Question</td><td>Name</td><td>Name</td><td>Name</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr></table>	Question	Name	Name	Name	1				2				Video presentation	
Question	Name	Name	Name													
1																
2																

3			
4			

When the PP make up their questions, they should ask 3 coursemates and fill their graphic organizers.

-“Find someone who is bingo”

Distribute handouts with “Find someone who” chart. Give instructions. Tell PP they should go around the classroom and ask questions. Find the people who says “Yes” to the question and write his/her name into the chart. The participant who can complete one horizontal or vertical or diagonal row in the chart should call out “Bingo”

1. Loves basketball Do you...? Name:	2. Thinks computer games are a sport Do you...? Name:	3. Likes summer Do you...? Name:	4. Good at soccer Are you...? Name:	5. Thinks fishing is a sport Do you...? Name:
6. Hates to exercise Do you...? Name:	7. Likes to watch American football Do you...? Name:	8. Knows what sport Serena Williams plays Do you...? Name:	9. Write your own question Do you...? Name:	10. Has a pet Do you...? Name:
11. Speaks more than two languages Do you...? Name:	12. Visited another country Have you...? Name:	FIND SOMEONE WHO... BINGO!	13. Plays a musical instrument Do you...? Name:	14. Watches Hollywood movies Do you...? Name:
15. Is an only child Are you...? Name:	16. Rides a bike to school Do you...? Name:	17. Write your own question Have you...? Name:	18. Gets up before 6 am Do you...? Name:	19. Loves running Do you...? Name:
20. Drinks tea Do you...? Name:	21. Is left-handed Are you...? Name:	22. Loves to read books Do you...? Name:	23. Likes spicy food Do you...? Name:	24. Write your own question Are you...? Name:

<p>5. Guide learning</p> <p>Trainer 1</p>	<p>10'</p>	<p>Guiding the Artist.</p> <p>Make pairs using different coloured balloons.</p> <p>Put two chairs back to back for each pair.</p> <p>Ask participants to choose one picture and they shouldn't show it to each other.</p> <p>Turn by turn pairs will describe their picture to their pair, who will draw what he/she hears.</p> <div data-bbox="751 797 951 1126"></div> <p>Picture</p> <div data-bbox="751 1137 975 1393"></div> <p><u>Find the author.</u></p> <p>Distribute a sheet of white paper for each participant. Ask them to write answers to following questions into the paper:</p> <p>1. What is your favourite</p>	<p>Balloon.</p> <p>pictures</p>
---	------------	--	---

		<p>colour?</p> <p>2. What is your favourite food?</p> <p>3. Who is favourite actor/actress?</p> <p>4. Which city would you like to visit?</p> <p>When they have written this information, ask them to make a glider (paper plane) from their paper. When everybody's gliders are done, they should close their eyes and let it fly into different directions. Then ask PP to take any gliders from the floor and open it, read and find the author. They will mingle and ask each other the same questions.</p>		
6. Elicit performance (practice)	15'	<p>Work in groups of 3/4</p> <p>Create your own "Find someone who Bingo" for different grammar lessons.</p> <p>Group 1: Present Simple</p> <p>Group 2: Present Perfect</p> <p>Group 3: Past Simple</p> <p>Group 4: Present perfect continuous</p>	Hand outs	
7. Provide feedback	5'	<p>In groups participants present their applied activities and the trainer monitors and gives collective feedback.</p>		

8. Assess	3'	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”	Hand outs	
9. Enhance retention and transfer	7'	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: <ul style="list-style-type: none"> - 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. 		

Handout 1

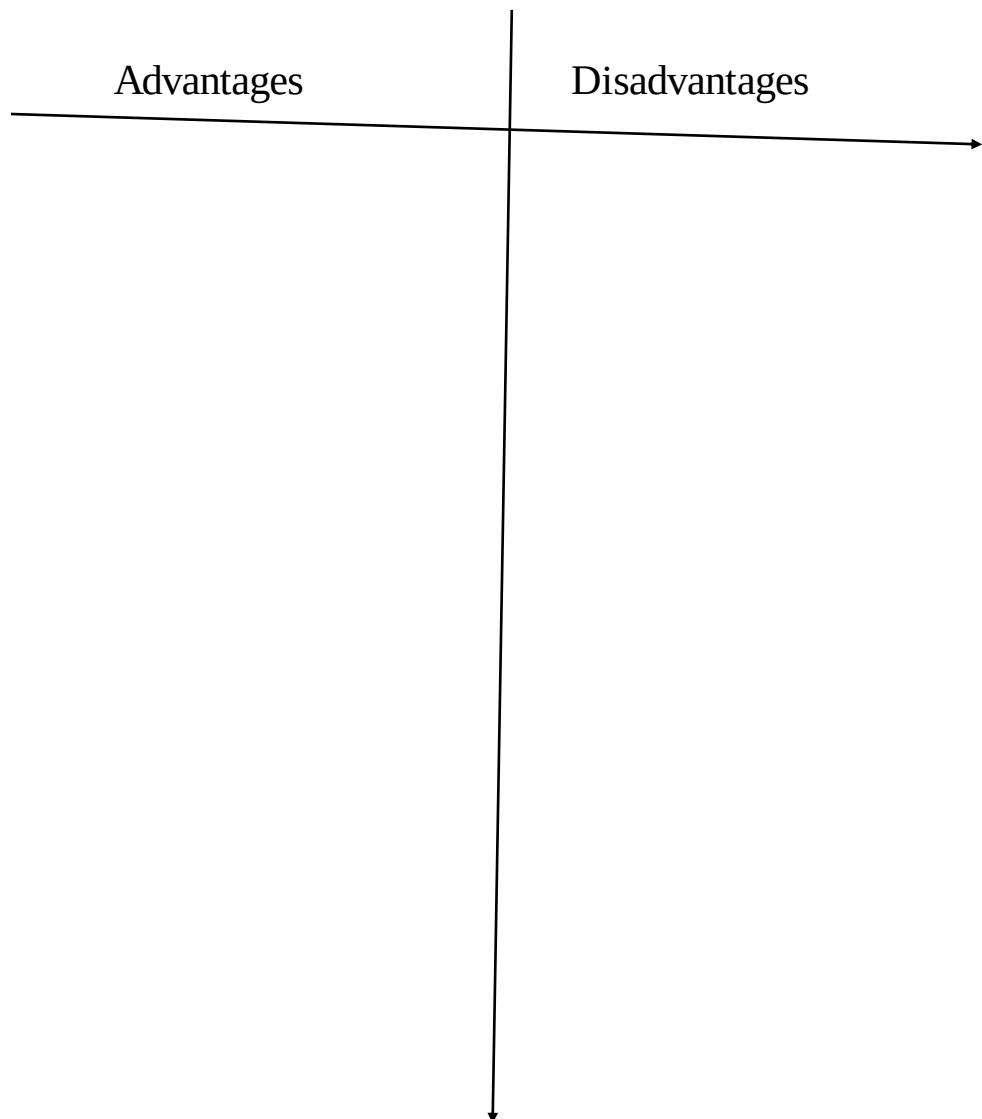
Find Someone Who...

,

1. Loves basketball Do you...? Name:	2. Thinks computer games are a sport Do you...? Name:	3. Likes summer Do you...? Name:	4. Good at soccer Are you...? Name:	5. Thinks fishing is a sport Do you...? Name:
6. Hates to exercise Do you...? Name:	7. Likes to watch American football Do you...? Name:	8. Knows what sport Serena Williams plays Do you...? Name:	9. Write your own question Do you...? Name:	10. Has a pet Do you...? Name:
11. Speaks more than two languages Do you...? Name:	12. Visited another country Have you...? Name:	FIND SOMEONE WHO... BINGO!	13. Plays a musical instrument Do you...? Name:	14. Watches Hollywood movies Do you...? Name:
15. Is an only child Are you...? Name:	16. Rides a bike to school Do you...? Name:	17. Write your own question Have you...? Name:	18. Gets up before 6 am Do you...? Name:	19. Loves running Do you...? Name:
20. Drinks tea Do you...? Name:	21. Is left-handed Are you...? Name:	22. Loves to read books Do you...? Name:	23. Likes spicy food Do you...? Name:	24. Write your own question Are you...? Name:



Using interaction in the classroom



Session: Reading techniques and activities to use in English Classroom.

As we know Reading is a key receptive skill while learning any language and that's why it's necessary for all teachers to know effectively organize their reading lessons to motivate and engage their learners to learning process. For some teachers it can be crucial as they are novice or don't have enough experience and knowledge how to organize

reading lessons. In this work we will explain step by step the importance of organizing Reading classes and enable our learners to be involved and take an engagement and fun from our reading input.

In the following work we are going to discuss Pre, While and Post-reading activities to use in the English classroom with interactive methods and techniques which can lead our learners to learner Autonomy and Independent Learning.

Session: Using TED Talks as Extracurricular Activities for English Language Learning

Objective: To equip teachers with strategies to effectively incorporate TED Talks into extracurricular activities for enhancing students' English language skills, including listening, speaking, vocabulary, and critical thinking.

1. Introduction (10 minutes)

- **Purpose:** Discuss the value of TED Talks in language learning.
 - **Activities:**
 - Briefly introduce TED Talks and their relevance to authentic language input.
 - Highlight skills that TED Talks can develop (e.g., listening, comprehension, note-taking, and public speaking).
-

2. Exploring TED Talks for Language Skills (30 minutes)

- **Purpose:** Familiarize teachers with TED Talks as a versatile tool for skill development.
 - **Activities:**
 1. **Listening Skills:**
 - Play a short TED Talk clip (e.g., 3-5 minutes).
 - Discuss listening techniques (e.g., predicting content, identifying key points, inferring meaning from context).
 2. **Vocabulary Expansion:**
 - Demonstrate how to use transcripts for vocabulary building.
 - Highlight tools like interactive subtitles or word-highlighting extensions.
 3. **Critical Thinking:**
 - Discuss how to engage students with questions about the speaker's perspective, evidence, and delivery style.
-

3. Activity Demonstration (30 minutes)

- **Purpose:** Model practical ways to use TED Talks in extracurricular settings.
 - **Activities:**
 1. **Discussion Circles:**
 - Watch a TED Talk and break into small groups for discussions on the topic.
 - Provide guiding questions (e.g., "What did you find inspiring? Do you agree with the speaker's ideas?").
 2. **Role-Play Presentations:**
 - Assign students the role of the TED speaker to summarize key points.
 3. **Creative Extensions:**
 - Have students rewrite parts of the talk or create alternative endings.
-

4. Hands-On Practice (30 minutes)

- **Purpose:** Allow teachers to design their own activities using TED Talks.
 - **Activities:**
 - Divide participants into small groups.
 - Each group selects a TED Talk and designs an extracurricular activity around it.
 - Groups present their ideas and receive peer feedback.
-

5. Resource Sharing and Q&A (20 minutes)

- **Purpose:** Provide tools and answer questions for implementation.
 - **Activities:**
 - Share curated lists of TED Talks suitable for language learning (categorized by topic and difficulty).
 - Demonstrate platforms and apps that support TED Talk integration (e.g., TED-Ed, YouTube playlists).
 - Open floor for questions and discussion.
-

Session Materials:

- Projector and speakers for video playback.
 - Printed worksheets (e.g., transcript excerpts, guiding questions, vocabulary exercises).
 - Digital tools and links to recommended TED Talks.
-

Expected Outcomes: By the end of the session, teachers will:

1. Understand the educational potential of TED Talks for English language learning.
2. Be able to design engaging extracurricular activities using TED Talks.
3. Gain confidence in facilitating discussions and interactive tasks around TED content.
4. Leave with a curated list of TED Talks and resources to implement in their teaching.

Session: Using the 4 Cs in English Teaching

Target Audience: Secondary School English Teachers

Duration: 90 minutes

Objective: Equip teachers with practical strategies to integrate the 4 Cs (Communication, Collaboration, Critical Thinking, Creativity) into their English lessons.

1. Introduction (10 minutes)

Activity: Icebreaker - Think-Pair-Share

1. Display the question: "*What skills do students need to succeed in the 21st century?*"
2. Participants think individually (2 minutes), pair with a neighbor to discuss (3 minutes), and share ideas in a whole-group discussion (5 minutes).
3. Introduce the 4 Cs framework and explain its relevance in English teaching using video.

<https://www.youtube.com/watch?v=QrEEVZa3f98>

<https://www.youtube.com/watch?v=UXkVUrIdMbM>

2. Deep Dive into the 4 Cs (40 minutes)

Activity: Exploring Each C

- **Communication (10 minutes):**
 - Discuss the importance of clear, purposeful communication in language learning.
 - Example Activity: Role-play scenarios such as ordering at a restaurant or participating in a job interview.
 - **Collaboration (10 minutes):**
 - Highlight how group tasks build teamwork and language skills.
 - Example Activity: Jigsaw reading—each group reads a different text segment, then collaborates to create a summary.
 - **Critical Thinking (10 minutes):**
 - Show how to foster analytical and evaluative skills in language lessons.
 - Example Activity: Debate on a controversial topic, such as "*Should exams be replaced with project-based assessments?*"
 - **Creativity (10 minutes):**
 - Emphasize the value of originality and self-expression in English learning.
 - Example Activity: Students write and perform a short skit based on a story prompt.
-

3. Practical Application Workshop (30 minutes)

Activity: Lesson Planning with the 4 Cs

1. Divide teachers into small groups.
2. Assign each group a common English teaching topic (e.g., storytelling, persuasive writing, grammar).
3. Task: Design a 20-minute lesson that incorporates all 4 Cs.

- Example: A storytelling lesson where students collaborate to create a narrative, use critical thinking to structure the story, communicate their ideas through presentation, and add creative elements like dialogue or illustrations.
4. Groups present their lesson plans, and peers provide constructive feedback.
-

4. Wrap-Up and Reflection (10 minutes)

Activity: Takeaways and Next Steps

1. Facilitate a group discussion:
 - What insights did you gain from this session?
 - How can the 4 Cs enhance your teaching practice?
 2. Provide a handout summarizing key strategies and example activities for the 4 Cs.
 3. Encourage teachers to implement one 4 Cs activity in their next lesson and share outcomes in a follow-up meeting.
-

Materials Needed

- PowerPoint presentation or whiteboard for visuals
 - Handouts summarizing the 4 Cs framework
 - Chart paper and markers for group work
 - Sample lesson plans or activities as references
-

Evaluation

- Collect feedback forms to assess the session's effectiveness and gather suggestions for improvement.
 - Follow up with participants to discuss their experiences applying the 4 Cs in their classrooms.
-

Note to Facilitator: Use real-life teaching examples to make the session relatable. Emphasize practical application and provide ample time for group discussions and activities.

Handout

Example of lessons: Integrated Grammar and Literature Lessons

Grammar Lesson: Incorporating Collaboration, Communication, and Creativity

Objective: Students will practice sentence-building skills and use grammar concepts to create a collaborative and creative dialogue.

Materials Needed:

- Sentence starter cards
- Grammar concept handouts (e.g., tenses, conjunctions, or adjectives)
- Writing paper or digital tools for dialogue creation

Lesson Plan:

- 1. Introduction (10 minutes):**
 - Review key grammar concepts (e.g., subject-verb agreement, tense consistency).
 - Provide examples of well-constructed sentences and discuss why clarity in grammar matters in communication.
 - 2. Pair Work Activity (15 minutes):**
 - Divide students into pairs and provide each pair with sentence starter cards (e.g., "If I were a..." or "The funniest thing I ever saw was...").
 - Pairs take turns building sentences using the starter cards, ensuring correct grammar usage. Encourage creativity in their sentence ideas.
 - 3. Dialogue Creation (20 minutes):**
 - Each pair creates a short dialogue (6-8 lines) based on a scenario of their choice (e.g., planning a trip, solving a mystery).
 - Encourage students to use varied sentence structures and incorporate the grammar concepts discussed.
 - 4. Presentation and Feedback (15 minutes):**
 - Pairs present their dialogues to the class.
 - Provide constructive feedback on grammar and creative expression.
 - 5. Wrap-Up (5 minutes):**
 - Reflect on the importance of collaboration, communication, and creativity in learning grammar.
 - Collect dialogues for assessment or display.
-

Literature Lesson: Using Critical Thinking, Creativity, and Communication

Objective: Students will analyze themes in a literary work, design a creative book cover, and present their interpretation to the class.

Materials Needed:

- Copies of the chosen text (or excerpts)
- Art supplies or digital tools for cover design
- Presentation materials (e.g., chart paper, markers)

Lesson Plan:

1. **Introduction (10 minutes):**
 - Discuss the concept of themes in literature. Provide examples from familiar texts.
 - Pose guiding questions: *What message is the author trying to convey? How do the characters, setting, and plot support this message?*
2. **Theme Analysis (15 minutes):**
 - Students work in small groups to identify and analyze key themes in the chosen text.
 - Groups use a graphic organizer to connect themes with specific examples from the text (e.g., quotes, events).
3. **Book Cover Design (20 minutes):**
 - Groups create a new book cover that reflects one or more themes they identified.
 - The cover should include:
 - A title and tagline
 - Imagery or symbols representing the themes
 - A short blurb summarizing the book's themes and significance
4. **Presentations (15 minutes):**
 - Each group presents their book cover and explains how it represents the themes.
 - Classmates provide positive feedback and ask questions.
5. **Wrap-Up (5 minutes):**
 - Reflect on how analyzing themes deepens understanding of a text.
 - Discuss the value of creativity and communication in interpreting literature.

Extension:

- Students can display their book covers in the classroom or create a digital gallery for a broader audience.

Session: Effective Strategies for Teaching Vocabulary

Session Goals:

1. Explore the importance of vocabulary in academic success and language acquisition.
2. Introduce effective strategies for teaching vocabulary.
3. Provide hands-on practice and resources to implement strategies in the classroom.

Session Agenda:

1. Welcome and Introduction (10 minutes)

- **Icebreaker Activity:** Teachers pair up to share their favorite strategy for teaching vocabulary.
- **Brief Presentation:** Highlight the role of vocabulary in reading comprehension, writing, and critical thinking.

2. Understanding Vocabulary Development (15 minutes)

- **Discussion Topics:**
 - Types of vocabulary: listening, speaking, reading, and writing.

- Active vs. passive vocabulary.
- **Reflection Question:** How do you currently support vocabulary growth in your classroom?

4. Strategies for Effective Vocabulary Instruction (30 minutes)

Show the videos (any of them and ask them to take notes on strategies for teaching Vocabulary)

<https://www.youtube.com/watch?v=lpZ4x93h7Hw>

<https://www.youtube.com/watch?v=v4OUdf9XArU>

Put the Strategy description on the wall and ask them which one they want to try and why.

- **Strategy 1: Contextual Learning**
 - Teach vocabulary in context through reading and authentic materials.
 - Example Activity: Use a short story or article and identify new vocabulary.
- **Strategy 2: Word Mapping**
 - Demonstrate creating word maps to explore meanings, synonyms, antonyms, and usage.
 - Hands-On Practice: Teachers create a word map for a commonly misunderstood word.
- **Strategy 3: Gamification**
 - Introduce fun vocabulary games like "Word Bingo," "Taboo," or "Quizlet Live."
 - Group Activity: Teachers brainstorm ways to adapt a game for their subject area.
- **Strategy 4: Incorporating Technology**
 - Explore tools like online flashcards, apps (e.g., Quizlet, Memrise), and collaborative platforms.
 - Demonstration: How to create a digital vocabulary set.

4. Planning and Implementation (20 minutes)

- **Collaborative Task:** Teachers work in small groups to design a vocabulary lesson using one or more strategies discussed.
 - Each group presents their lesson plan briefly.
- **Facilitator Input:** Provide feedback and additional ideas.

5. Wrap-Up and Q&A (15 minutes)

- **Reflection Activity:** Teachers write down one takeaway and one action step they will implement.
- **Q&A:** Address remaining questions and share additional resources.

Resources for Teachers:

- Handout: "10 Quick Tips for Teaching Vocabulary"
 - Links to online tools and apps (e.g., Quizlet, Vocabulary.com).
 - Sample lesson plans and word lists for various subjects.
 - Recommended reading: *"Bringing Words to Life"* by Beck, McKeown, & Kucan.
-

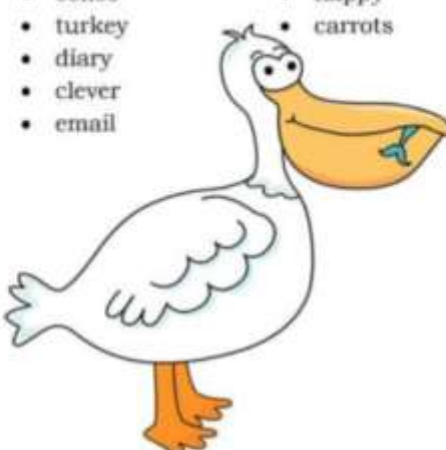
Facilitator Notes:

- Ensure active participation through discussions and group tasks.
- Use real-world examples and adapt strategies to various subjects.
- Provide follow-up support by creating a shared online folder for resources and lesson ideas.

Outcome: Teachers leave the session equipped with practical strategies and the confidence to enhance vocabulary teaching in their classrooms.

Handouts

<ul style="list-style-type: none">• wine• grapes• journal• fast• stupid	<ul style="list-style-type: none">• fairytale• coffee• turkey• diary• clever• email	<ul style="list-style-type: none">• whisky• happy• carrots	<ul style="list-style-type: none">• love letter• birthday card• advertisement• candy• peas• slow
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Thing you can read!	Thing you can eat!	Thing you can be!	Thing you can drink!

Reading activities play a crucial role in reading lessons because they:

- Help students use the newly learned words.
- Promotes the use of the language in creative ways.
- Freer activities to help developing Speaking and Writing

- Activate their background knowledge
- Enable learners to become independent learners
- Develop learners' critical thinking skills and use their imagination and find the solution to the obstacles and issues

Let us see here some examples for Pre-Reading activities that can lead to create student-centered classroom and leads to learner autonomy. Mostly we use Pre-Reading activities to boost prior knowledge of our learners, introduce a new vocabulary, and help learners develop their imaginations and critical thinking skills.

We can organize our Reading tasks in the following ways: Pre-Reading, While-Reading and Post-Reading activities. It's important for teachers that Pre-Reading activities can activate learners background knowledge and prepare them for reading tasks and While-Reading Activities can help practice learning materials and the last but not the least post-Reading activities are for creating and producing the learners own work or usage of the newly learned language pattern or structure in their own examples.

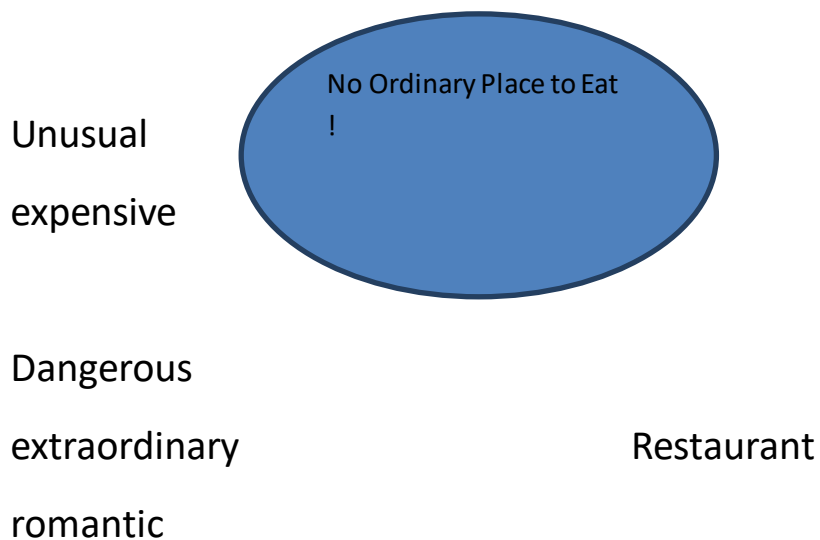
Pre- reading activities

- Guessing from the title, subtitles

- Pre-teaching the vocabulary by the help of picture cards
- Warm up questions
- Discuss the illustration and guess what the book is about
- Create a word wall
- Make KWL chart
- Word Wall

Example:

1. Brainstorming and Pre-teaching Vocabulary



2. Guess the topic from the picture



With the help of pictures, the learners can say their predictions and while reading can check their predictions. This activity can develop learners' critical thinking skills and it leads to learner autonomy. Learners understand their voice important in learning process.

3. Guess a reading material from the title.

Here's a topic for reading "No ordinary place to eat!". We can ask question from the learners: "What are we going to read about in this text?" Students' answers may vary: "About food, restaurant, extraordinary place where people go to eat and etc." "What kind of unusual places do you know where people can eat out? – People can eat out in the mountains or restaurants under the sea, I watched a film about it."

4. Word Wall activity where teachers prepare some unknown words from text to teach Vocabulary of the text. Learners can take a word to each and they can guess the meaning or they can find the meaning from the dictionary and turn by turn, they explain the meaning of their words to each other. This activity gives an opportunity for the learners to take a role of a teacher to present a new vocabulary and it leads learners to become independent learners. They learn to do a search and find different meaning of the given word. They can develop their transferrable skills.

5. KWL chart activity

We can use this activity as a pre-reading and a post –reading activity as well. Learners fill the first and second column before reading and they fill the last column after reading a text.

Know (Pre-Activity)	Want (Pre-Activity)	Learned (Post-Activity)
1. People can go to that place and eat some food	1.It's interesting for me to know about prices in that reataurant	1. I've learned that those restaurants are very expensive.

2. This place must not be ordinary. There we can see unusual things.	2. I want to know what else I can do there.	2. They are not ordinary restaurants and they are unique.

While reading activities

- Identify topic sentence
- General and specific ideas
- Confirm prediction
- Answer the questions
- True/False
- Scan a text for specific information

Examples: True /False

1. Did the author find a way to escape from the prison? Yes, he did. (F)
2. MrBrown was her dad. (T)
3. They cam from Italy. (F)

Post reading activities.

- Graphic organizer
- Summary writing
- Creative testing
- Making a booklet
- Create a poem
- Make powerpoint presentation
- Discuss
- Design a poster
- Digital story telling

Examples for post reading activity:

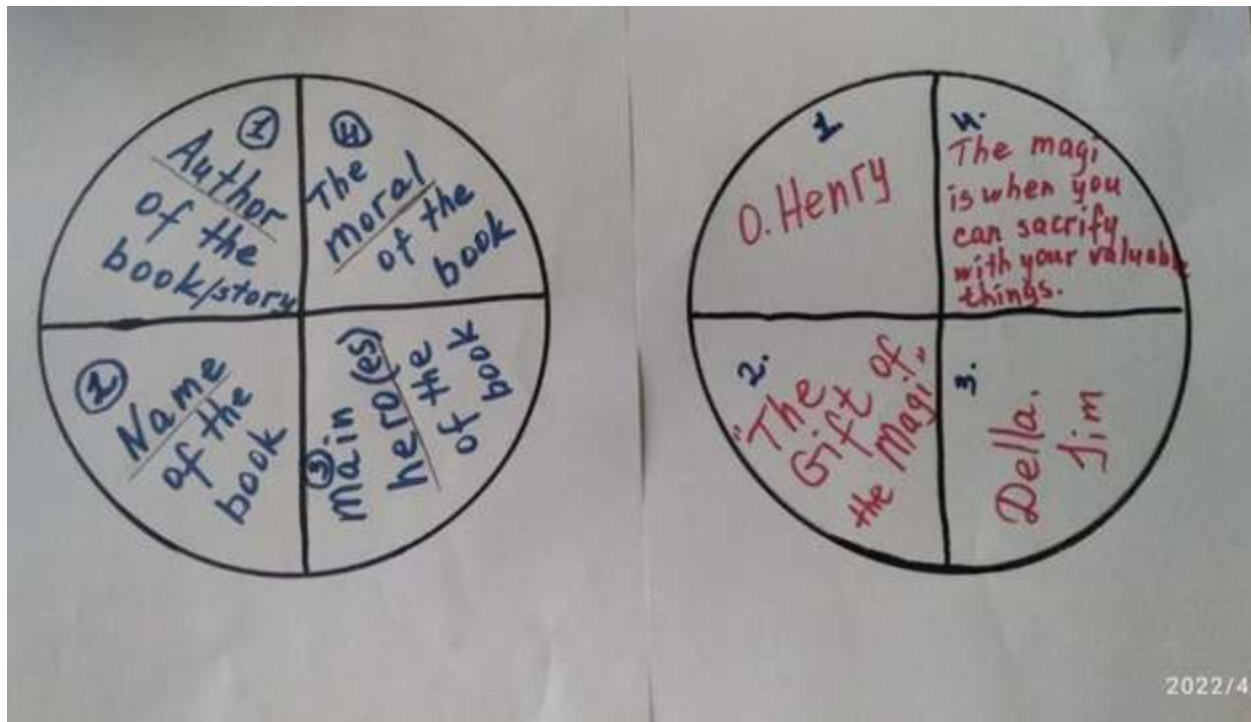
1. Singing a New Year carol after reading Marry Christmas short stories



In this activity learners can read a short story about New Year/ Christmas celebration. As an additional material carols and songs can be taught or dance can be taught to learners. These activities can be fun and engaging. Learners can remember the learning material for a long period.

2. "Storyteller Wheels" is a good activity for post reading. Teachers can use it for summarizing reading material. It can be good for writing and speaking, first of all teachers can ask learners to write their answers and practice their writing with their pairs. Then learners play it with the help of a ball. Learners throw a ball to each other. On the ball there are some stripes with Author Name, Heroes, Moral of the story, Name of the book. Learners give their responses to the questions: What's the name of the book? Who is the author of the book? and etc.

A story-retelling wheel is a circle divided into different parts with different images related to story and learners with the help of these images can represent an event in a story. (Lottie baker, English Teaching Forum, Volume 59,2021, “Using Story Retelling Wheels with Young Learners”)



Areas of Interest activity

Teacher can ask students to say what part of the text is the most important or interesting and which part is not interesting or important. This activity can develop learners' critical thinking skills, as they have to do comparison and give the reason for their choices. If you don't have enough time so that all students voice their opinions, you can ask them to share their views about the reading with two or three classmates.

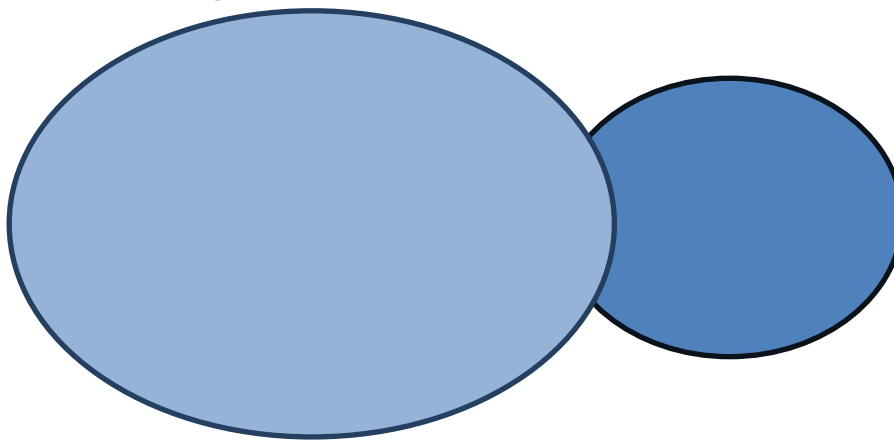
According to Wallace (1991,82) reflection is a key. When we use this activity, our learners can learn how to reflect on their learning. When the sharing time is over, you can ask two students to share the most interesting and uninteresting part from the reading. Here, teachers can work with Venn diagram to scaffold the learning material.

Venn Diagram

The learners can express their most interesting findings and the least interesting findings with the help of Venn Diagram. Venn Diagram is a Scaffolding activity for learners to say their ideas.

Most interesting

least interesting



3. Creative Discussions

Prepare four or five simple questions and ask students to talk about those questions for 3 minutes.

After that ask one member of each pair to go and talk to another person of the group about those four or five questions

Repeat the process three or four times and ask three or four students to share some answer that stood out.

4. Finding Related News

After students have finished reading, they can browse on the internet for a new related to something they found interesting from the reading.

For example: If they read something about moral and values, they can find examples of altruism on the web and they can share those stories with their classmates.

They can report the information they found orally or write some comments about it.

5. Jigsaw reading

This is an approach to reading that involves the students in speaking and summarising skills. It is very useful when working with short authentic texts such as newspaper articles.



Jigsaw reading can be done in two ways

- Two separate stories
 - If you have two news stories that share a theme - for example two separate stories on crime - prepare comprehension questions for each story. Give one half of the class (Group A) one story, and the other half (Group B) the other. The students read their article, answer the questions and check understanding. Students then pair up with someone from the other group and tell them about their story, and listen to the other one. To help students remember their story you may get them to take notes. Alternatively, the students can keep the article with them to refer to. Be careful though, as lazier (or ingenious) students will either read the article aloud, or simply give it to their partner to read!!

- One story split in two
 - Some stories can be clearly divided in two. Follow the same procedure as above, but giving each group only one half of the story. When the students are recounting their half of the article, make sure that the student with the opening half goes first.

Once the students have orally exchanged stories, they should then read the other person's article.

As a refinement, you can give student B questions to quiz student A about their article.

Jigsaw reading is a great way to introduce speaking into a reading lesson. It provides a real opportunity for genuine communication. In real life, we may tell people about a news article we have read, so this is a classroom activity that is fairly authentic.

Also, Jigsaw Reading is a group work and sharing together pairs work in groups. So, Group and pair work can increase students' talking time and leads to student-centered classroom. Byrne (1998, 31) highlights that if there is a big class, it will be crucial for teachers to give each student to express themselves orally. In that case he recommends us to divide a class into groups and let learners to express their thoughts in English to each other in Groups. In a small amount of time students can talk with each other, speak, listen and share their ideas. Group work is good for

shy students and they can learn from Each other. As Brown (1994) stated group work creates friendly atmosphere for learners and it can be good for our weak students.

Now we want to share our example how we did Jigsaw reading with No Ordinary Place to Eat! It was a reading material with 3 small texts about unusual and extraordinary restaurants in the world.

First of all, students will be divided into 3 groups as we have 3 reading passages to read and after reading their passages in their Home Groups will be sent to their New Groups. Here we can give numbers to learners Group 1, Group2 and Group3. In their new groups the leartners will have a chance to share each text with a member of other groups. So turn by turn students will tell and listen to each others texts and in this way they can have a chance to know all three texts. **An example for Jigsaw Reading.**

No ordinary place to eat!

For hundreds of years when tired travellers stopped on their journeys, there were only a few places to eat and drink. Nowadays, streets are lined with restaurants, cafes, and snack bars, but some people want something more unusual.

Dinner in the sky

Dinner in the sky is for people who want more than a little excitement when they go out to eat. They sit at a huge table which hangs from a crane fifty metres in the air. It's not a good idea for people who are afraid of heights or for those who don't have much money. It costs

£10,000. The twenty-two diners wear seat belts and relax and enjoy the views while chefs prepare the finest food in front of them. The restaurant opened in Belgium in 2006, but now has branches in Paris, Dubai, Florida, and Las Vegas.

David Ghyles, the Belgian organizer says, "We realized that people were bored with going to the same old restaurants. They wanted to try something different. The sky's the limit with us!"

The crane is checked carefully before every sitting. The table is 9 m*5 m and weighs six tonnes. In the centre there is a sunken platform for the chef and two waiters. The food is delicious, but most guests don't feel like eating until after a few drinks! Then they also get the courage to look down at the ground where tiny people are looking up in amazement and waving.

Dinner in the Sky is very exciting and the food is good, but there are problems. For example, even in quiet weather conversation is difficult because of the wind. Guests shout to each other across the table. Also, the loo. You can't go to the loo until the table descends again. Difficult for some! But later, back on earth, after a visit to the loo, the guests have a great experience to talk about.

Ithaa Undersea Restaurant

Welcome to the Maldives and the first underwater restaurant in the world. *The Ithaa Undersea Restaurant* on Rangali Island sits five meters below the Indian Ocean. Ithaa means "pearl" in the Maldivian language

and the guests are like pearls in a galls oyster.

It's not cheap-about £160 for dinner-and there aren't many seats, only a dozen, so it's not easy to get a reservation even if you've got enough money. However, it is easy to get to. You don't need to be a swimmer or scuba diver, but you do have to wear formal clothes. You simply descend to the restaurant downf some spiral stairs.

The manager, Carlton Schieck says, "We have used aquarium technology to put diners face-to-face with the fish. Our guests are speechless at the colour and beauty of the underwater world. They can enjoy the views and the fine food and not get their feet wet."

The views are spectacular. In the crystal-blue sea, a few metres from your head, there are sharks, sting rays, turtles, and thousands of tropical fish looking at you as you eat. There is also a fabulous coral garden to add to the colour. The experience is both romantic and magical- and you can guess what's on the menu!

The restaurant opened in 2004 and cost over £3 million to build. In April 2010 it also became a hotel. If you want more excitement and would like to sleep underwater with the fish, you can do this for just £7,500 a night! However, an underwater building can't last forever. It is thought that it will have a life of about twenty years.

's Baggers Restaurant

Germany likes to call itself The land of ideas and 's *Baggers* Restaurant in Nuremberg is certainly an amazing idea. It's a restaurant with no

waiters to serve you. You do everything for yourself with touch-screen TVs and computers. It opened in 2007 and is the first automated restaurant in the world.

When you arrive you pick up an '*s Baggers* credit card and go to sit at a big, round table with three or four computer screens. You put your card into the computer and order your meal by touching the pictures on the screen. You don't see the chefs. They are in the kitchen high above you. They're real men, not machines (at least not yet).

The food is all freshly cooked and when it is ready it is put in a pot and sent down a spiral tube where it lands on the table in front of you. This gives a new meaning to fast food! The TVs are connected to the Internet, so if you get bored while waiting, you can send and receive emails and text messages.

A businessman called Michael Mack had the idea for '*s Baggers*. He decided that waiters were unnecessary and too expensive. 'You don't need waiters to run to and from customers taking orders to the kitchen and back'. Mack is planning to open more restaurants and now has the patent for the idea.

The meals are not too expensive-about € 6 (€5) a portion. And if you want you can pay by direct debit at the end of the month. And something else that saves money-there is, of course, no need to leave a tip!

Ask participants to make groups of 3 people and we call it Home Group.

A teacher ask the learners count 1-2-3 in their groups, 1 can be Blacks, 2 can be Whites, 3 can be Greens and a teacher can give them a sticky

note with those colours. Then Blacks are asked to make their own group and Whites and Greens are asked to make their own groups. Teacher gives a text Dinner in the Sky to Blacks, a text Ithaa Undersea Restaurant to Whites, a text “s Baggers Restaurant to Greens. After that, a teacher tells them that they will read their text, answer the questions, and take notes and check their answers as Blacks, Whites and Greens groups. Then a teacher asks them to return to their Home groups. Now each group will have a black, a white and a green student in each Home Group. In their Home groups, learners will share their texts one by one using the questions below.

Ask and Answer questions

1. Where is the restaurant and why is it unusual?
2. What is the advantage and disadvantage of the restaurant?
3. How much should you pay for eating there?
4. Would you recommend it to your friends?

We hope these recommended activities for reading materials will be beneficial for all different level of the learners and teachers can adapt these activities according to the needs and levels of their learners and make it possible to use in their classroom and create learner-centered classroom in their teaching. All above mentioned reading activities can

be used with different level of learners and different texts. It's up to teachers to use what activity with what texts.

Here's an example for using the above-mentioned reading activities in different Grade textbook reading activities. Grade 6 Virtual Learning

17 **CDs** **29** **Read and listen.**



Virtual learning

Pilar is learning Chinese. But she isn't studying it at school. She has lessons with a virtual teacher at home. We asked her some questions.

Is your virtual teacher a real person?
Yes, of course. Her name is Kim, and she lives in China. She's called a virtual teacher because she teaches me online. I download activities from a website. Then I email my work to Kim, and she checks it.

Can you talk to each other?
Yes, we use a video chat tool. We have conversation classes, and I ask her questions.

Where does Kim work?
She works at home, in a café, and even on vacation! She just needs a computer and the Internet.

Do you like virtual learning?
Yes, it's fun. I live in Spain, but I have lessons in China!



With reading this material as Pre-Reading activity teachers can brainstorm what Virtual Learning is. They can ask additional questions like “How did you study during pandemic period in 2020?” This

question answer can lead the learners to online learning. Online learning is virtual learning. So, learners can guess new vocabulary of the lesson or activate the learners' background knowledge. The following vocabulary can be taken from the learners: online learning, offline learning, face to face learning, download, upload, save, send.

While-Reading activity for this reading text can be filling gaps, True/False, matching activities or answering to skimming or scanning questions.

As a post-Reading activity teachers can ask learners to prepare their posters with their responses for the following questions:

1. What gadget do you have?
2. What do you use it for?
3. Would you like to get a new device? Why

Then students stick their writing on the wall and they do Gallery walk and they mingle and read each other writing. The owner of the unusual answer will be a winner.

Now we want to underline the usage of Language Portfolios or Electronic-Portfolios in English language teaching.

What are Language Portfolios?

They are a collection of individual students' work put together in a file or ring binder. They belong to the student and can be updated as language learning continues by adding to and taking away pieces of work.

Language Portfolios are made up of three parts:

1. The Passport

This contains factual information about the language learner. It gives a history of the learners' language learning experiences which in this case refer to learning English.

It may also contain any certificates or qualifications which show the learners' level in an internationally transparent manner. For our young learners this may mean a certificate they received from a summer camp they attended or a qualification they got from taking an English exam at school or in any other English language centre. It may also include a ticket to a theatre production in English, a film they saw or a trip abroad to an English-speaking country. See Working with passports

2. The Language Biography

This is a personal history of the learners' language learning experience. For example it may include a short narrative about the summer camp which they went on and for which they have included the certificate in their passport section.

It also includes self-assessment materials, such as the learner checklists and any aims that learners have for the future. These aims might be passing a specific exam, attending a course and feeling well prepared

for it or being able to speak English to a visitor. See Working with biographies

3. The Dossier

This is a collection of course work which shows learners' level of English. It may include corrected class or homework, tests and exams or any other piece of work which illustrates where the learner is at. In this part of an LP, a learner may include voice or video recordings or any part of project work which they have done.

Advantages of using them

There are many advantages for teachers and learners.

- They enhance learners' motivation by providing something personal and tangible which they can build up and develop over the course.
- They help learners to reflect on their own learning and achievement by asking them to make choices, review, compare and organize their own work.
- They enable learners to look for new cultural experiences by opening their eyes to the possibilities available to them. Part of portfolio work involves 'show and tell' sessions where learners talk about their experiences and look at other portfolios.

- From a teacher's point of view, portfolios lead to greater learner autonomy since they involve self assessment, learner responsibility and parent involvement.
- Learners can work in their own time on different sections of the LP.

The problems with Language Portfolios

First of all with large groups the storage of portfolios can be problematic. Of course, learners can look after them themselves but this always means there are lots of students who forget or lose their portfolio. In order to overcome the disadvantages of LP it will be good to use e-portfolios as learners can save their work on clouds and they can not lose them.

- Secondly, as teacher portfolios involve the provision of the folder and the organisation of the contents, which can be quite time consuming. However, we can make templates for the three sections and learners can work at their own pace and the sessions run themselves.

READING

WE'RE OFF TO TOKYO

Posted 3.16 pm

I can't wait! We're leaving on Saturday – a taxi is picking us up at 8 am and we're going straight to the airport. We're going to have a great time! On the first day, we're going sightseeing in and around the Roppongi district. We're going to visit a cat café and have a go at gaming. Apart from that, I'm not sure. Mom says we're going to look around the shops but I'm not so sure about that. I've found this great guide to the city, but has anyone got other suggestions?

Olivia Burton

TOKYO

PLACES TO VISIT • THINGS TO DO • WHERE TO STAY

1 FAST FOOD HEAVEN > THE STREETS ARE FULL OF RESTAURANTS selling noodles and sushi. Noodles look like spaghetti and they're served with fried meat, seafood or vegetables. Sushi is rice served with uncooked fish or vegetables. The flavors are incredible. You can even take a class to learn how to prepare your own sushi.

3 FASHIONISTAS > BE SURE TO VISIT the Harajuku district. It's where all the trendy Japanese teens hang out, so be prepared! You're going to see a lot of people wearing 'cosplay' clothing. Cosplay is short for 'costume play' and it's a Japanese pop tradition. Girls and boys dress in incredible costumes inspired by their favorite anime (manga cartoon) or computer game character.

2 TECH CULTURE > IF YOU WANT TO DISCOVER the Japanese love of technology, spend some time in a gaming café. Try the internet Comic Café Manboo, where you can admire thousands of manga comics for sale as well as play all the latest computer games. They rent rooms with sofas where gamers can lie down after long sessions. They even have showers – you'd probably need one after an 8-hour overnight gaming session!

4 WEIRD AND WONDERFUL > TOKYO IS FULL OF UNUSUAL THINGS to see and do. It's hard to walk a block in Tokyo without seeing loads of vending machines! Most sell cold drinks but others sell things like pet food, umbrellas and hamburgers! How about going to one of the famous cat cafés, where you can play with a cat or a kitten while you drink your coffee? There are around 60 cat cafés in Tokyo! There's even a hedgehog café in Roppongi.

3 Read the online guide again and choose the correct answers.

1. What is sushi?

A a meat and rice dish
B fresh fish and vegetables
C rice with fish or vegetables
D a type of noodle

2. At Manboo, you can't

A buy modern sofas.
B play computer games all night.
C get manga comics.
D have a shower.

3. What happens in the Harajuku district?

A Teens play computer games.
B People go to cosplay cafés.
C Japanese pop stars hang out.
D People wear unusual clothes.

4. A vending machine is something that

A makes drinks.
B sells drinks.
C cooks food.
D sells sushi.

5. Tokyo's cat cafés

A serve Japanese tea.
B have hedgehogs as well.
C are well-known.
D are in the Roppongi district.

TALKING POINTS

Would you like to visit Tokyo? What would you like to see and do there? What sightseeing would you recommend to visitors to your town or country?

GOING AWAY 47

For the Grade 10 learners on the lesson “We’re off to Tokyo” some activities with creating blogs using padlet.com or blogger.com or any other tool they are familiar with on their trips to any places will be meaningful and interesting. If teachers ask their learners to create their blogs using some apps or programs and share them it can be meaningful and real life learning experience. After fulfilling the task learners can make some comments on their friends’ posts. This activity can develop integrated skills of the learners. Students can keep their work on their e-portfolios.

For the assessing the learners learning on reading texts teachers can use <http://rubistar.4teachers.org/> to create their rubrics for

Story review. This site enables teachers to create rubric's criteria for assessing their learners.

RubiStar Rubric Made Using
RubiStar (<http://rubistar.4teachers.org>)

>> To save this document onto your computer, please choose File -> Save As from your Browser Menu.

Reading - Analyzing Information : Story review

Teacher Name: **Mrs. Erkaboyeva**

Student Name: _____

CATEGORY	4	3	2	1
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.

Date Created: Jan 02, 2025 03:25 am (CST)

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