



English Teaching Assistants to Europe/Eurasia Workshop

Facilitators: Melissa Mendelson & Karen Marsh Schaeffer
melissaamendelson@gmail.com karen.marsh@utah.edu

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Day 1: Session 1

Icebreakers

Objectives

At the end of this session, you will be able to...

- Students will be able to state two different ice breakers that could be used in a language classroom.

Happy Hour

- Everyone will receive a piece of paper with a question.
- Read the question. Form an answer in your mind.
- Turn to a classmate. Read him/her the question. Listen to the answer. Compare your answer with his/her answer. Switch roles.
- Switch questions.
- Repeat with two other classmates
- Sit down when finished.

Icebreakers

- Why do we use ice breakers?
- What icebreakers have you used in teaching?
- What have teachers of yours done?
- Other ideas?
- For additional ideas see resources in your Teaching Toolkit

Objectives Met?

- Students will be able to state two different ice breakers that could be used in a language classroom.



Day 1: Session 2

Role of Interaction and Interactive Strategies

Objectives

At the end of this session, you will be able to...

- Reflect on multiple uses for interactive strategies in the language classroom;
- Explain steps to implement at least one of the interactive strategies modeled.

Benefits of Interaction

- Oral language development
- Reduced risk
- More processing time
- Increased attention
- Increased motivation
- Deeper understanding of content
- Brain stimulation

Why do we use interactive strategies?

- Students need both quantity and quality exposures to the target language (Wong-Fillmore & Valdez, 1986).
- Conversation plays a definitive role in general classroom interactions (Day, 1998); many of these are teacher dominated (Marshall, 2000).

Learner Centered vs. Teacher Centered

Learner-Centered Classroom	Teacher-Centered Classroom
Learners involved in creating learning goals	Teacher makes learning goals
Learners work in pairs and groups to gather information	Primary delivery of information via lecture
Learners are given choice and voice in classroom/course decisions	Teacher has the only voice and makes classroom/course decisions
Teacher acts as facilitator with learners occasionally teaching one another	Teacher acts authoritatively and sole dispenser of knowledge
Space is used to best fit the lesson and learning goals	Teacher stands at front and distances self from learners

Happy Hour (from ice breakers)

- What are the steps for this activity?
- This activity was used as an icebreaker today.
- How else might this activity be used in your classroom?

Instant Expert/Jigsaw

- You will receive a graphic organizer, and a playing card.
- Form groups based on the number on your card
- Use the reading assignment on the role of interaction assignment.
- Review the selection assigned to your number.
- Collaborate with your group to complete the corresponding row on your graphic organizer.

Jigsaw Group Assignments: part 1

- 1s (Aces) Zone of Proximal Development
- 2s i+ 1 part I (p. 56-58)
- 3s i+ 1 part II (p. 58-60)
- 4s Instructed Grammar
- 5s Role of Output
- 6s Learner Strategies

Instant Expert/ Jigsaw

- Now, form a new group based on the suit (symbol) and card picture on back your card.
- Take a turn sharing with your new group the information you have on your graphic organizer.
- Each person shares while the others take notes until the organizer is complete.
- When you are finished, return to your original seat.

Find Your Partner

- You will receive a slip of paper. Some of the papers have a question, and some have an answer.
- Talk with your classmates to find the question/answer that matches your paper.
- When you find your partner, sit next to them.
- Assess accuracy as a class.

Find Your Partner

- What are the steps for this interactive strategy?
- Why might we use this strategy instead of just assigning partners?
- How can this be applied in our language classrooms?

Think-Pair-Share

- Think - Take 3 minutes to think. Write down which interactive strategy or icebreaker you use will during the first week of class as a teacher.
- Pair - Tell your partner what you wrote. Record any additional thoughts after sharing with your partner.
- Share - Engage in a class discussion.

Think-Pair-Share

- What are the steps in this interactive strategy?
- How is this more beneficial than teacher-directed Q & A?
- How can we use this in our language classrooms?

Objectives Met?

At the end of this session, you will be able to...

- Reflect on multiple uses for interactive strategies in the language classroom;
- Explain steps to implement at least one of the interactive strategies modeled.



Day 1: Session 3

Writing Objectives

Objectives

At the end of this session, you will be able to...

- Use accurate and adequate language in writing objectives
- Use Students will be able to... (SWBAT) as a start to writing lesson/activity objectives
- Write MAC (measurable, achievable, clear) objectives for a particular activity/lesson

Writing Objectives

- Why do we write objectives?
 - To create a destination for learning
- Who do we write objectives for?
 - Ourselves as teachers
 - Our learners
- How do we evaluate objectives?
 - Are they measurable?
 - Are they achievable?
 - Are they clear?

Writing & Evaluating Objectives

- Look at verbs used for writing objectives
 - Organized according to Bloom's Taxonomy, which takes use through the learning process
 - Use verbs that can be measured with an assessment
 - Choose verbs that are clearly understood
 - Use verbs that give students a chance to achieve
- What is the difference between the following two verbs?
 - Understand vs. Identify
 - More measurable? More achievable? Clearer?

More thoughts on SWBAT

- Create objectives then develop action plan
- Be aware of ***time constraints*** as connected with your chosen objectives
- Take into account assumptions and expectations

Groups

Activity: Writing Objectives

- In groups of 3 at your table take one set of objectives from pile and evaluate as a group
- Then trade with another group
- Do this 3 times

Writing your own Objectives

- Choose a topic from below and write an objective that is MAC

Classroom Vocabulary

Cultural Celebrations

Grammar – Past Tense

Grammar - /BE/ verb

Writing an essay

Reading comprehension

Animals

Food

Holidays

Research skills

- Share and evaluate objectives as a group at your table
- How is each objective measurable? achievable? clear?



Day 1: Session 4

Lesson Planning & Feedback

Objectives

At the end of this session, you will be able to...

- Relate the objectives, skills, and assessment as part of whole lesson
- Recognize the order of a lesson that is rooted in guidance and practice
- Identify useful ways to give feedback

Reflecting on Lessons Past

- Complete learning reflection
- Discuss in groups
- How were lessons structured? What worked for you as a learner?

Considerations for Lessons

- What considerations and assumptions do we need to take into account when planning for a lesson?
- How do we plan for these?
- What happens when things don't go as planned?

Discussion of Video Lessons

- How does each teacher give feedback and correct errors during the lesson?
- Describe how the teachers interact with the students and how the teachers encourage interaction among the students. What are the results of these interactive strategies?
- In Bill's lesson, how does Bill advance the lesson by adding to and building on what is being taught? In teaching we call this scaffolding.
- In Laura's lesson, how does she use the space to create a comfortable, encouraging learning environment?

Lesson Plans

- Examine the lesson plan template
 - What is listed on the lesson plan?
 - Why are these particular aspects of the class and lesson listed?
 - How does such information help us as teachers?

Feedback & Assessment

- Critical aspects of teaching and language development
- Rooted in lesson's objectives
- Formative Assessment
 - Regular feedback and assessment throughout classes
 - Example: Ask learners to come up with example using vocabulary word just learned
- Summative Assessment
 - Testing at the end of unit, lesson, or class to determine overall progress
 - Example: Final exam

Tips for Providing Feedback

- Focus on the skill and objectives in the lesson
- Give correct feedback and have learner try the correction
- Do not make feedback too broad or too specific
- Be selective in what you correct
- Offer feedback that includes strategies for fixing the issue in the future
- Involve learners in the correction and feedback

Assessing our own Objectives

- Let's Assess!
 - Earlier today everyone wrote objectives for a topic of your choosing
 - Look at your objectives and develop a possible forms of feedback for the objective



Day 1: Session 5

Planning Activity Workshop

Objectives

At the end of this session, you will be able to...

- Create one 10 minute activity to teach to colleagues
- Incorporate elements and strategies presented throughout workshop
- Identify target group, topic and time involved in activity using provided template

Lesson Plan Template

Class Date:

Background Information:

Course Name/Description:

Institution:

Lesson Length:

45 min - 1 hr.

Description of Students:

Level:

Number of Students:

Lesson Information:

Lesson Objectives — Students will be able to:

- answer 1 question to check comprehension of listening/reading.
- make one goal for making their writing show what they want to project

Specific skills/content focus:

- evaluate letter for voice
 - evaluate previous writing, list 3 things you want to change.
- listening/reading,
discussion about what they heard/saw.

How does this lesson fit in with the previous and next lessons?

finding voice in writing / How one is perceived.

Lesson Plan:

Time	Procedure	Materials and Rationale
10 min	watch "Dramatic Reading of a Breakup letter" & respond w/ questions	Materials: Computer / Questionnaire
20 min	write letter to a friend describing your Hero.	Materials: paper / pen

Lesson Plan Template

15min	Share letter w/ 2 people. What does the letter you read show about the writer?	Materials:
	Home work: look at previous piece of writing. What does it say about you that you don't want / want to change.	Materials: previous essay / writing.

Assessment:

1. checking comprehension w/ questions in groups
2. goal
3. evaluation of others' writing - group share?
4. evaluate previous work - write 3 things.

Notes:

Pre-class preparation: prepare pieces of previous writing for students to evaluate for
Homework, prepare questions

Lesson Evaluation:

1. What do you think the students actually learned? How do you know?
2. What parts were most successful/least successful? Why?
3. Did you finish the lesson on time? If not, why?
4. What changes (if any) will you make in your teaching and why (or why not)?

Possible Topics

- Pronunciation for a difficult sound
- Intonation in questions
- Family Vocabulary
- Following a recipe
- Using a verb tense in writing
- Using a verb tense in speaking
- Prepositions to describe locations
- Time/Days of Week/Months
- Making small talk
- Giving/Asking for directions
- Writing email request to teacher
- Describe a picture (speaking)
- Describe a picture (writing)
- Timed Reading
- Writing a summary of listening text



Day 2: Session 1

Strategies for Teaching the Four Skills

Objectives

At the end of this session, you will be able to...

- Differentiate receptive skills from productive skills in language learning
- Identify “other” skills addressed in the language learning classroom

Language Skills



Reading

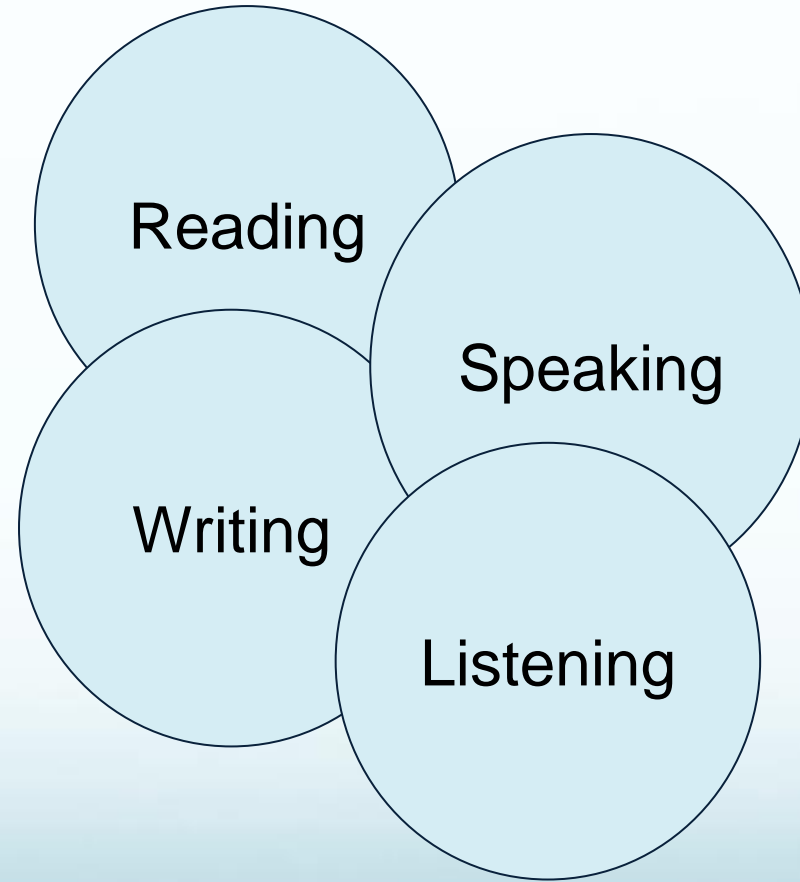
A diagram showing four light blue circles arranged in a diamond shape, each containing a language skill. The circles are labeled 'Reading' (top-left), 'Speaking' (top-right), 'Writing' (bottom-left), and 'Listening' (bottom-right). The background features a light blue gradient with wavy lines at the bottom.

Speaking

Writing

Listening

Receptive Language Skills



Listening

- Three primary subskills of listening:
Gist (listening for main ideas)
Selective (listening for specific information)
Intensive (listening for deeper, more detailed information)

Targeting Subskills

- Specific tasks are designed to target subskills
 - Ask a question about the gist
 - Have students fill in a chart that focuses on specific details
 - Learners sequence pictures to recreate a story they've heard
 - Note taking that answers detail-oriented or more comprehensive questions
- Clearly explain tasks before learners listen
 - Listening materials can be reused to address different subskills

Stages in a sample listening skills lesson

- 1) A lead-in to build context
- 2) Pre-teach vocabulary
- 3) Learners predict what is in the text or a gist task is given
- 4) Feedback stage
- 5) Selective/intensive task
- 6) Feedback (script may be distributed to learners)
- 7) Isolate language from the text for a language focus

Reading

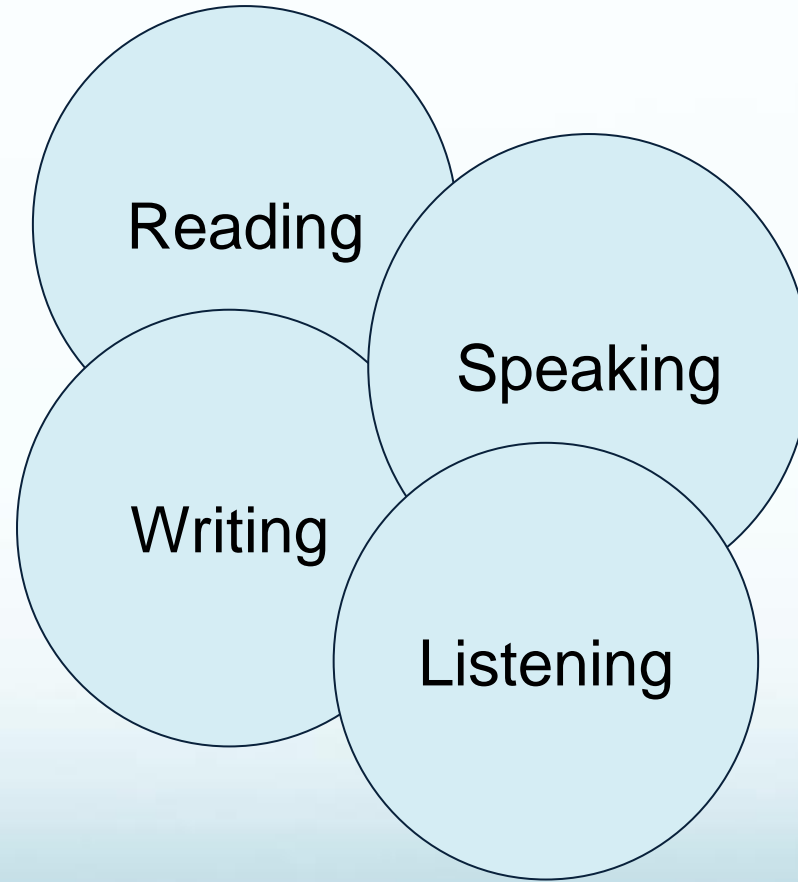
Subskills of Reading:

- **Skimming** for main ideas (lightly reading over a text)
- **Scanning** for specific information (reading quickly for a set purpose or piece of information)
- **Extensive reading** (reading longer texts for enjoyment)
- **Intensive reading** (reading shorter texts slowly to extract comprehension)
- **Fluency** (skills which help to increase learner's speed without interfering with comprehension)

Targeting Reading Subskills

- LEA: Language Experience Approach
 - Learners retell a story/text after listening or reading via pictures or words
 - Targets comprehension and recall
 - Gives learners a voice and active use of language (if teacher acts as scribe it is important to record what learners say without paraphrasing or correcting for grammar)
- Time Readings
 - Learners track reading speed by reading as much as they can in 1 minute and mark where they stop
 - Then count words and write down their words per minute (wpm)
 - Typically best if learner reads 2x every time activity is conducted
 - Learners can track wpm for reading aloud or silently
 - Targets fluency

Productive Language Skills



Writing

- Process
 - How the writer thinks, plans, organizes, edits,

VS.

- Product
 - What the writer produces that the audience/reader sees

The process is cannot be seen without looking at the product.
Thus we rely on the product to assess and teach the process.

Components of Writing

Literacy

Handwriting

Spelling

Layout &
Punctuation

Process

(Re) Planning

(Re) Drafting

(Re) Editing

(Re) Proofing

Product

Genre: Business,
Legal

Task: Email, Lab
Report

Freewriting/Journal

Things to Consider for Writing

- Many learners' language needs require some degree of competency (e.g. academic study, examination preparation, Business English)
- It involves a different kind of mental process, as there is more time to think, reflect, prepare, rehearse, make mistakes and find alternative and better solutions
- It can quiet down a noisy class, change the mood and pace of a lesson, provide variety in class, etc.

Speaking

- Transactional Functions
 - Speaking where the main purpose is to convey information or facilitate a transaction
 - Give a presentation or order a sandwich

VS.

- Interactional Functions
 - Speaking to maintain a conversation or a relationship
 - Make small talk at a bus stop

Components of Speaking

Pronunciation

Phonemes

Segmentals

Suprasegmentals

Accuracy

Pronunciation

Understandability

Grammaticality

Fluency

Confidence

Speed

Automaticity

Pragmatics/Functions

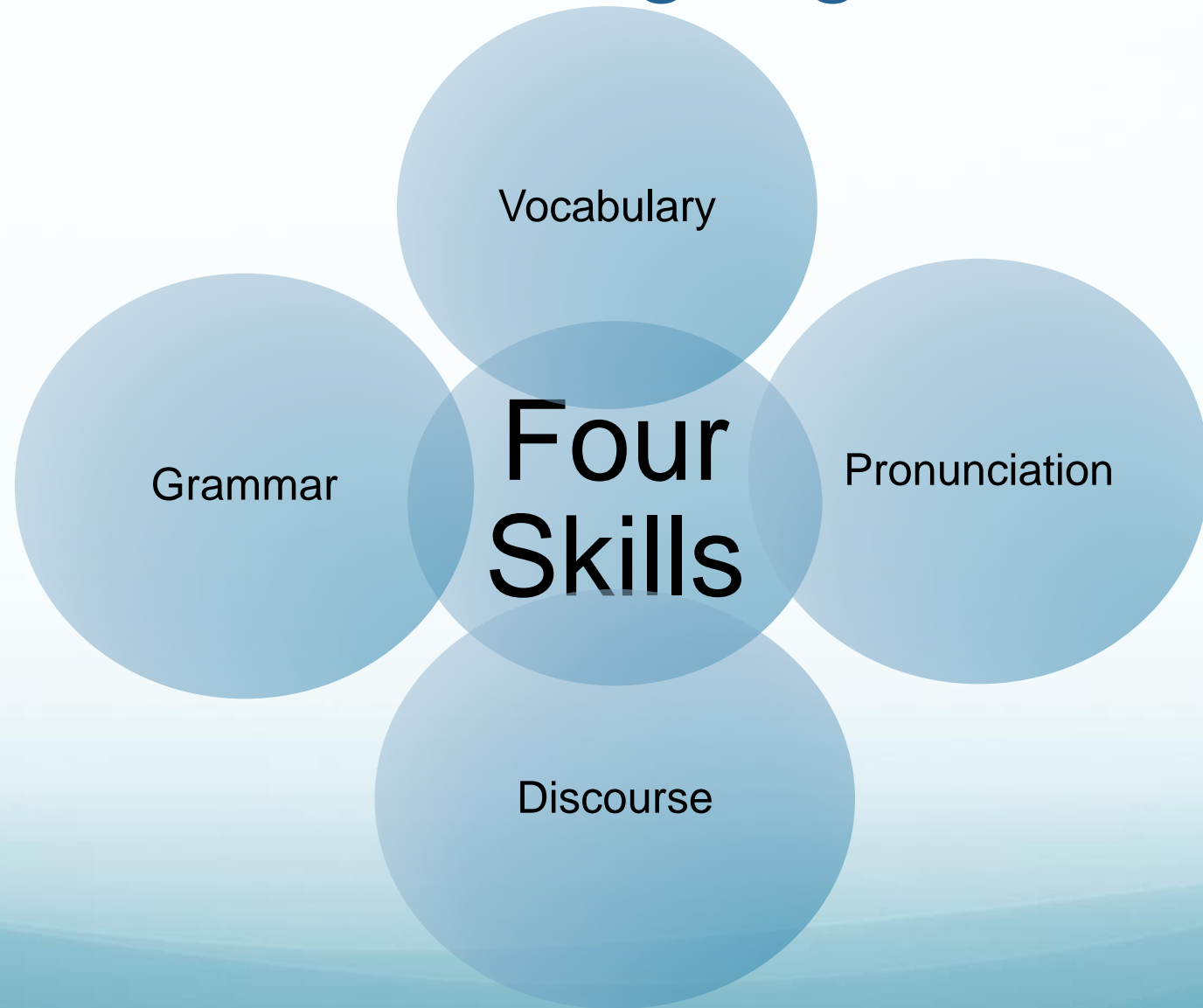
Transactional

Interactional

Things to Consider for Speaking

- Many EFL students may consider speaking to be the most important skill that they want to learn from you
- Creating an effective and meaningful speaking task/lesson involves more than simply talking
- Learners' needs, goals, and interests are essential considerations in designing speaking tasks
- As a teacher, teach your learners the skills and information necessary to complete the activity, model the effective use of these skills and provide a safe, equitable environment in which to practice these skills

Additional Language Skills



Vocabulary

- Build a strong foundation
 - Native Speaker: Average vocabulary range 50,000-150,000 words
 - NNS's at American University need around 6,000-8,000 words to be successful
 - In order read effectively, 98% of words in text should be known
 - Requires repeated exposure with emphasis on meaning, use, parts of speech, and collocations
 - Utilize corpora based materials and established wordlists, i.e. GSL, AWL

Grammar

- Grammar is not the only part of language learning; avoid always teaching it in a vacuum
 - Use Inductive & Deductive methods to teach grammar
 - Connect grammar to the communicative function in use, i.e. why/when would we use passive voice over active voice?
 - Remember that knowing the rules is not the same as successfully and consistently applying the rules

Pronunciation

- Place the focus on comprehensibility on the part of hearers rather than speakers
- Teacher sounds as part of the larger unit rather than in isolation
 - Whatever the unit can you find a common segmental/suprasegmental that can be introduced and emphasized throughout the unit, i.e. teaching questions teach intonation
- Give regular feedback on progress, but don't let it be the focus of feedback when working on other aspects of language

Discourse

- Teaching language in the context of how speakers use language rather than rooted in the rules of language
 - Identify the discourse of the classroom
 - When teaching speaking and dialogue give learners choice: rather than use scripts use dialogue chains where learners fill in the blanks
 - What kinds of real-world discourse can you bring to the EFL classroom?
 - Expose learners to real-life discourse through recordings

Teaching in Action

- Walkabout to see Sample lessons on Four Skills
- Grouping by Birthday

Group 1/Lesson 1

January & February

Group 2/Lesson 2

March & April

Group 3/Lesson 3

May & June

Group 4/Lesson 4

July & August

Group 5/Lesson 5

September & October

Group 6/Lesson 6

November & December



Day 2: Session 2

Learning Styles and Cognitive Load

Objectives

At the end of this session, you will be able to...

- Participants will create an activity from one level of Bloom's Taxonomy.
- Participants will identify Learning Styles in objectives for activities.

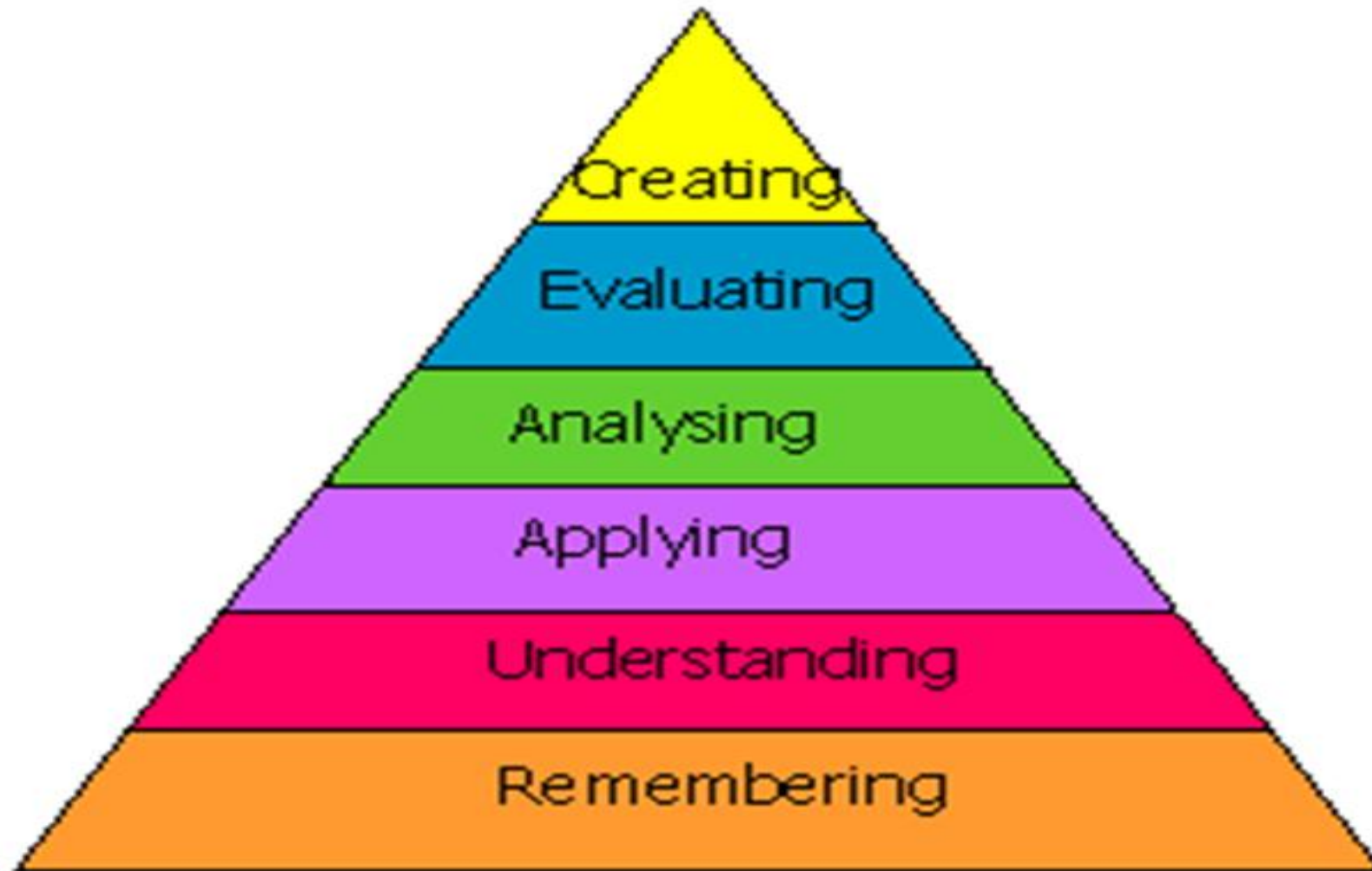
KWL chart

- Fold a blank paper so you have three sections
- Write 'what I know' at the top of the first column
- Write 'What I want to know' at the top of the second column

Cognition and Learning Styles

- In column 1, write down what you know about higher order thinking skills and learning styles. (try for 3 things, but it is okay if you do not know anything about these terms.)
- In column 2, write down three things you want to know about higher order thinking skills and learning styles.

Bloom's Taxonomy (revised)



Meet Your Group

- Find your group
- Introduce yourself to your group
- Why do we work in groups?

Bloom's Taxonomy (revised)

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Bloom's Taxonomy

- Use the levels of Bloom's Taxonomy to create your own visual representation of the taxonomy.
- Label each level with a number 1-6

Blooms Verbs

Argue the reasons for accepting refugees into your country.

Match the word and its definition.

- Decide as a group where each verb falls on the taxonomy.

Cognitive Load

- How difficult is the Activity I am asking the students to do?
- How much language do students need to complete the activity?

Create an Activity

- Each person rolls the die
- The number corresponds with a level in Bloom's Taxonomy.
- Create an activity to target that level in Bloom's Taxonomy
- Write the activity on your group paper (in the form of a measurable objective)

Learning Styles

What type of learner are you?

- Reflecting on the alumni activities,
 - Which activity was easiest for you?
 - Which was the most difficult?

Learning Styles

VAKT Learning Styles



Visual

This Learner prefers:

- reading
- visual materials—
pictures, symbols,
colours, shapes,
videos, etc.

Help this learner by:

- providing time for
writing down words
or sentences
- using pictures, maps,
charts, etc. when
appropriate



Auditory

This Learner prefers:

- listening
(This learner will be
able to perform a new
task after listening to
instructions.)

Help this learner by:

- having him or her
read aloud
- providing many
opportunities
for conversation



Kinaesthetic-Tactile

This Learner prefers:

- physical movement
and hands-on
activities

Help this learner by:

- providing tangible
objects to work with
such as flashcards

Evaluate Activities

- Which learning styles do your activities target?
- Create another activity together to target another learning style
- Add this to your Taxonomy.

KWL (revisited)

- Go to your KWL chart
 - Now fill in the third column with what you learned about Learning Styles and Cognition.

Objectives Met?

- Participants will create an activity from one level of Bloom's Taxonomy.
- Participants will identify Learning Styles in objectives for activities.

Lunch Groups

Table 1 (Danica)

Armenia (2)
Azerbaijan (2)
Georgia (3)

Table 2 (Steven)

Baltic (4)
Russia (3)

Table 3 (Brinna)

Belarus (2)
Russia (5)

Table 4 (Lindsey)

Croatia (1)
BiH (2)
Macedonia (2)
Montenegro (2)
Serbia (2)

Table 5 (Brian)

Ukraine (5)
Moldova (2)

Table 6 (Morgan)

Russia (7)

Table 7 (Karen)

Russia (7)

Table 8 (Melissa)

Russia (7)



Day 2: Session 3

Activity Presentation & Critique

Objectives

- Teach a lesson using strategies and information learned in workshop
- Evaluate other teachers' lessons using the rubric provided
- Discuss ways to adapt the lessons presented for different audiences

References

- Bain, K. *Lesson Planning 101: Mapping Activities for a Clear Path to Learning* [PowerPoint slides]. Retrieved from <http://americanenglish.state.gov/resources/shaping-way-we-teach-english-webinars#child-1916>
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