**Training Plan Day 6**

*To Trainers: Today’s focuses are on planning for and teaching vocabulary, and on technology in the classroom.*

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| **Teaching vocabulary** | |
| **Areas Addressed** | **Guiding Questions and Objectives** |
|  | Guiding Questions   * *What’s in a word? What do teachers need to know about vocabulary?* * *What does it mean to know a word? What do teachers need to know?* * *How can teachers activate and provide practice of vocabulary which support the development of communicative competence?* * *What technology do we use in the classroom? What are the ways we use it?*   **Objectives: By the end of the day’s session, faculty will**   * Be able to articulate what pre-service teachers need to know about vocabulary * Be able to articulate ways of clarifying form, meaning and use * Reinforce and increase their familiarity of language analysis framework by using it to analyze vocabulary * Be able to identify how certain types of practice activities can support the development of students’ communicative competence |
| **Materials** | Teaching Vocabulary handout with questions to highlight aspects of teaching vocabulary, Ways of Clarifying Meaning handout, Ways of Practicing New Lexis handout, Reading – How to Activate Vocabulary |

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| **Time** | **Suggested Activities** | |
| 15-20 mins  45 mins (60-65)  60 mins  (120-125)  (140ish)  90 mins  (230) | **Warmer:** As determined by trainers.  Option: What’s your favorite Arabic, French, Berber or English word and why? (If you don’t use this here, consider adding it to the Vocabulary lead in.)  **SAMPLE SESSIONS ON TEACHING VOCABULARY**  Remember to clarify the role that the faculty will be taking in the following sessions on teaching vocabulary: they will be pre-service teachers. Refer to the concentric circles graphic. Remind them that after the session they will look back at it and discuss the issue in their role of faculty.  **Lead-in to teaching vocabulary**   * Teaching Vocabulary handout: Faculty work through H/O in small groups, discussing the questions. * Identify whether each example is an issue of form, meaning or use. * Summarize: What do teachers need to know about vocabulary?   **What does it mean to know a word?**  Focus on ways of clarifying meaning:   * Faculty brainstorm different ways they know and/or teach to clarify meaning. Once they have a list, they identify the ones which are more teacher vs student-centered. * Work with H/O “Teaching Vocabulary”, matching activity plus why clarify meaning in ways chosen. Add others and faculty come up with examples (e.g., using a text – refer them back to Jabberwocky; using a cline or ranking; analyzing part of speech, affixes, other morphology).   Focus on form and use   * Faculty to discuss what else has to be clarified now that meaning has been addressed (form and use). * Refer faculty to Language Analysis grid. Provide words for them to analyze using the grid (e.g., *eggplant; criticize; downfall and undermine; lose vs miss plus weight, an opportunity, the train, a match; pass away; come; a grand; mute vs dumb; long-suffering; pawn; opponents were neutralized*). Whole class quick check.   Break  **Focus on Activating and Practicing Vocabulary**   * Discuss: What are the qualities/ characteristics of an effective lexis practice activity? Board answers. (Possible answers: Fun / engaging / motivating; Relevant; Provides maximum opportunity for all the students to use the new lexis; Provides a realistic context for the new language; Provides an opportunity for students to experiment with using the new language to express their own meanings; Allows students to use the new lexis in a realistic situation that they might meet in the outside world) * Looking at the qualities, what do you notice re effective practice? (necessity of *using* vocab) Think of at least three arguments in favor of *productive* practice of vocabulary. Small groups discuss. Whole class share. * What is the difference between an exercise and an activity? Thornbury H/O *How to Activate Vocabulary* tasks to clarify difference. Whole class discussion of role of both and link to learning frameworks (PPU or ECRIF/AAA) and communicative competence. * Thornbury H/O *How to activate Vocabulary*: Jigsaw activity types. Faculty summarize their sections and share with colleagues. * *Ways of practicing vocabulary* H/O to work with as trainer determines.   **Synthesis/Analysis of the vocabulary session**  Faculty process session to answer   * What do sts need to know about vocabulary? * What do teachers need to know and know how to do? * What do faculty need to know and do to support teachers and students? (Concepts to come out - supporting development of communicative competence through primacy of meaning focus and context, and use of activities; links to SLA) | |
| **Introduction to Using Technology** | | |
| **Areas Addressed** | | **Guiding Questions and Objectives** |
| * Using Technology in the Classroom | | Guiding Questions   * *What technology do teacher educators currently use with their students? How do they use it? Why?* * *What technology will graduating student teachers have access to? How will this change over the teacher’s professional lifetime?* * *How do teachers currently use technology? Why?* * *What do teachers need to know about using technology with English language learners? What do they need to be able to do? How can teacher educators help them?* * *What are the advantages and disadvantages of using technology in the teacher education and English classroom?*   **Objectives**  By the end of the workshop, teacher educators will   * List their current uses of technology and share strategies for its use with their peers * List technology the student teachers will have access to now and in the future, and what they need to be able to do with it. * List ways in which teacher educators can help student teachers to use technology effectively with English language learners. * List advantages and disadvantages of using technology in the teacher education and English classroom and suggest possible remediations |
| **Materials:** | | Poster paper and pens; strips of paper with questions |
| **Time** | | **Suggested Activities** |
|  | | Question for trainers to think about:  How can we model the use of technology in this and other sessions? |
| 20 mins | | * Start by asking faculty to react to statements using questions on strips of paper on the board on posters, on an OHP, etc. * (One possible modality: faculty each get one strip, mingle and talk with other faculty; ask faculty to swap strips), e.g., Do you like working with computers? Do you have and use an email account? Do you use video in the classroom? Why/why not? Do you have smart boards in your classroom? Are you interested in technology? Do you think technology has a place in the English language classroom? Do you sometimes use video in your classrooms? Etc. * Brief plenary discussion about the availability and use of technology in Algerian teacher education and English language classrooms. (This will be an important step for trainers to get a sense of how to pitch what follows) |
| 30 mins | | * Graphic organizer on poster(s) with common tech tools (and space for more) available to and used by them. * Fs will journal/jot down ideas briefly about the ways they currently use the tech tools * In groups of 3 share ideas and talk about innovative ways they have used it, seen it used, or can think about ways in which it might be used – be creative. For each, faculty adds to their graphic organizer. * Trainers should be ready to offer suggestions – can we list ways in advance that we could use these tools? * Poster walk so everyone gets to share thoughts * Give Fs time to jot down their favorite ideas to try? |
| 15 mins | | Break |
| 20 mins | | * What are the pros/cons of technology in the classroom? Half class in small group - pros – half cons * Pair up and summarize * Poster for later reference? * Brief Plenary discussion? |
| 20 mins | | * Future think – what kind of technology will students in the classroom of the future have? Draw picture? How can we use this in English language teaching? Trainers talk a little about some of the innovative uses they’ve seen? |
| 40 mins | | * What do student teachers need to know/know how to do with technology? Now? In the future? * How can faculty help them? This will probably primarily involve them thinking about modeling some of these uses in their teacher education classrooms. |