**Phase 1: Course Schedule**

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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| (**30)** **INTRODUCTIONS:** Getting to know each other  **(30) COURSE ORIENTATION**  **(20) EXPECTATIONS**  What are your expectations of this training? What are your goals or Q’s (Write/Plenary - poster)    **(10/90) DEFINING A GOOD TEACHER**  What does a good teacher know and know how to do: write & save or share  **(90/180) INSTRUCTION TO DEVELOP LANGUAGE COMPETENCE**   * Focus on the student * Focus on the teacher   **(30-90/270) INTRO TO SLA CONCEPTS**   * Statements for discussion * Pairs then plenary   **(30/300) ANALYZE THE DAY**  Look at objectives and steps for the day and identify our principles of adult learning: react to them.  **(10/330) HOMEWORK:** Readings with guiding questions (easy)   * Key learning from the day * Ellis Article jigsaw task * SLA section from SLT Education book (Ellis): optional? task for the chart | **(15) WARM UP** **(SLA homework)**  Fluency-lines review (2-2-1-1)  Analyze activity; how can they use it?  **(150/165) SLA IN PRACTICE**  (90) Ellis Reading jigsaw: pairs share their homework & agree on what is key information; split into jigsaw groups; plenary – add to the what aids SLA poster.  (60) Identify SLA concepts in the  Teacher Competencies  **(15/180)** Break  **(70/250) Sample Session: DEFINING ROLES AND PURPOSES IN THE CLASSROOM (Communicative Competence)**   * Awareness Activity (Thurber cartoon plus directions in Arabic) Communicative Competence * What do ELLs/Teachers need to know and be able to do? (Communicative Comp pie chart – matching)   **(60/310) ANALYZE SAMPLE SESSION AS TEACHER EDUCATORS**   * Apply Experiential Learning Cycle (ELC) framework to sample session * Optional: ELC the SLA in Practice Session.   **(15/325)** Break  **(15/340) DEFINING TEACHER EDUCATORS**  Teacher Educators need to know and know how to do? (communicative competence, SLA, Adult Learning Principles & Practice). Self-assess in relation to the theory and practice addressed thus far.  **REVIEW THE DAY**  **POINT OUT RELEVANT READING IN BINDER**  Ellis SLA reading. | **(20) WARM UP**  What are their beliefs about grammar in language learning?  **(20/40) Review of yesterday:** share ideas came up with in homework  and what want to work on  **(90/130) SAMPLE SESSION: Teaching Grammar Communicatively**   * Grammar Sample Lesson * Analyze in terms of Teacher Competencies: (including meaning focus, assessing learning, communicative objectives, etc.   (15/145) **BREAK**  **(45/200) ANALYZE SAMPLE SESSION AS TEACHER EDUCATORS**  Principles of Adult learning, using THE Experiential Learning Cycle (ELC)  **(110/310) SAMPLE SESSION: Language Analysis**   * Framework for Language Analysis (80 mins) * Application: Fs choose language point & analyze to present on Day 4   **(30) REVIEW THE DAY & FEEDBACK ON THE COURSE SO FAR**  **POINT OUT ANY RELEVANT READING IN BINDER** | **WARM UP**  What’s the role of linguistics in language teacher education?  **(30) Language Analysis:** Share LA in pairs/3s  (45) **Analyzing Sample Session**: **Language Analysis**  What do teachers need to know and know how to do re Language Analysis?  What do T Ed’s need to know and do?  **SAMPLE SESSION: Teaching Speaking (150 mins)**  Speaking Awareness (What is speaking and what does it involve?)  Speaking Sample Lesson  **Analyze lesson plan** for speaking lesson to highlight Communicative comp/ objectives/ staging, scaffolding, Link to SLA, guiding Qs , frameworks and link to Teacher Competencies using ELC  **End of Day Analysis and Feedback**  **POINT OUT ANY RELEVANT READING IN BINDER** | **WARM UP**  Revisit posters of Guiding Qs: what does a good T know and know how to do. Ps add to posters  **Analyze Sample Session: Speaking**  How can T Educators help student teachers learn to **plan** for teaching so they are meeting competencies?  (focus on SMART objectives, scaffolding, logical procedure, etc)  **What is a learning- centered classroom?**  **What are principles of adult learning?**  **Feedback on week**  What is course participants’ most significant learning?  **Identify concerns, issues, questions you have as you apply what you’re learning and apply it in your work in preparation for the session on Reflective Inquiry**  ***(Email these to Maggie)***  **POINT OUT ANY RELEVANT READING IN BINDER** |

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| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **WARM UP**  **Vocabulary Awareness**  What is vocabulary?  What does it mean to know it?    **Sample Classes**  Sample ELL Vocab Lesson  Analyze from the perspective of a student teacher  **Analyze the Sample Class as teacher educators**  **Technology in the classroom**  **Analyze day as Teacher Educators**  **Course Feedback** | **WARM UP**  **Planning a Teacher Education class**  **Task:** Faculty choose one session focus and use class time to plan their presentation  Teacher Education Session presentation areas   * Teaching speaking * Teaching grammar * Teaching vocabulary * Lesson planning * An aspect of SLA   **Guided Planning**  **Analysis of Guided Planning :**  Role of Faculty and student teachers in Guided Planning? Using Rubrics and competencies in observation  **Giving Peer Feedback** | **WARM UP**  **Teacher Education Session Presentations**  **Give & receive peer feedback**  **Analysis**  What can be learned from this experience? How does it apply to student teachers teaching ELLs? | **WARM UP**  **Synthesis**  Analysis of our syllabus in order to bring out our guiding principles (needs of Ps, assumed knowledge & experience, links and building, experiences , analysis, opportunities to practice, involvement); what does a good T know and know how to do (final additions to poster); What did you see modeled and action plans for selves  **ORIENTATION TO MOODLE AND THE VIRTUAL LEARNING ENVIRONMENT (**[**www.algeriatesol.org**](http://www.algeriatesol.org) **website)**  **Course Evaluation Form** | **REFLECTIVE INQUIRY**  Maggie Cassidy, Inquiry Specialist will visit each site and work with the faculty for one day.  Current plans are that Maggie will visit the sites as follows   * Constantine: Sunday Dec 13 (first day of Week 2) * Algiers: Monday Dec 14 (second day of Week 2) * Oran: Wed Dec 16 (penultimate day of course).   Please adjust your schedule accordingly.  On Dec 10 (Day 5) course participants will be given time to identify an issue or concern that they will work on with Maggie. |