**Training Plan Day 2**

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| **Guiding Questions and Objectives** |
| **Guiding Questions**  *What is significant about SLA theory and how does it look in the classroom?*  *What is communicative competence?*  *What do ELLs and teachers need to know about communicative competence?*  *What is the teacher educator’s role in preparing teachers to help learners develop communicative competence? What do I need to know and know how to do?*  **Objectives: By the end of the session, teacher educators**   * Will be able to state the purpose of warm-ups in their classes as well as in teachers’ classes * Will demonstrate understanding of current research in SLA and what English language classroom teachers need to know regarding SLA * Will demonstrate understanding of what communicative competence is (consists of 4 areas with subskills in each area) and what teachers and ELLs need to know about communicative competence * Will demonstrate awareness of their role in teacher education by articulating what students and teachers need to know/be able to do and their role in supporting teachers * Will demonstrate an ability to follow the Experiential Learning Cycle to structure reflection on experiences they have had * Will see the importance of teaching each of the aspects of communicative competence |

**Materials:** Thornbury H/O, Circles H/O, Jabberwock H/O, SLA Poser from Day 1, optional Ellis article in binder (SLA and Teacher Education)

**Types of Activities**

Fluency Lines

Jigsaw reading activity

Awareness/Activation Activity plus experience

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| **Time** | **Suggested Activities** |
| 15mins  90mins  15mins  70 mins  15 mins  15 mins  45 mins  15-30 mins | **Warm up (SLA homework)**   * Fluency-lines Review Faculty share key learning(s) from Day 1 SLA focus homework. F’s get in to lines facing each other. One of a pair speaks for 2 mins and other listens and shows interest, understanding, etc only without responding verbally. Repeat with other one speaking. Line moves one person and repeat but this time each person speaks for 1 minute. (This is the first step in developing attending skills used in collaborative development and inquiry.) * Analyze the purpose of warm-ups, suitability of this one for TEd, other ways to do this review   **SLA in Practice**: Ellis Reading   * Pairs share their homework (what they agree is key information) * Split into jigsaw groups * Plenary: Add to the ‘What aids SLA’ poster * Identify SLA concepts in Teacher Competencies   **Break**  **Sample Teacher Education Session: Defining Roles and Purposes in the Classroom (Communicative Competence)**   * What is purpose of language classroom? (Get to communicative competence or if they can’t get there, come back to Q later in the session.) Focus on what Ss need to know and know how to do: refer to the circles H/O * Use Thurber (Thornbury H/O) plus directions conversation in Arabic to establish focus and model (lack of) communicative competence in action. (Note to trainers: this session will be clarified at the orientation) “Process” (Describe what happened; Analyze why and what it means, make generalizations; Plan for action if appropriate) to elicit/raise-awareness of communicative competence in context of speaking (what did low level speaker know, know how to do, need to know and know how to do. Process in same way for high level speaker. Ask volunteers first and then observers. Elicit into untitled columns of communicative competence). Put Fs in 2 groups. Give one group Jabberwocky verse to read; give another group two writing tasks – a task using a language they know least/are less confident in and a task in the language they know well. Each group does tasks - brainstorms micro-skills that competent communicators use in each aspect of communicative competence. * Fs add their ideas to lists on board to fully flesh out cc and title if not already titled.   Return to the Circles H/O and summarize the session   1. What Ss need to know: Linguistic, Pragmatic, Strategic, Discourse competence. 2. What then do Ts need to know? Communicative competence and how to teach it 3. What then do Teacher Educators need to know? Communicative competence, how to teach it (e.g. the Teacher Competencies, communicatively, ?) and how to teach it using principles of adult learning.   Break  Process/Analyze as Teacher Educators   * Get Fs to use the Experiential Learning Cycle (ELC) to describe, analyze and plan intelligent actions based on the sample session above. Ask ‘How would this work with your student teachers?’ What areas did your English class focus on? What areas do you focus on with your student teachers? How? * Optional: ELC the ‘SLA in Practice’ session above as well * Add to poster ‘what a good teacher knows and knows how to do’?   Review the Day/Homework   * What was modeled today in terms of principles of adult learning * Homework or do now: Self-assess re linking theory covered so far and practice and goal set * Additional article in binder: SLA & Teacher Education – Ellis * Optional Feedback |