**Training Plan: Day 4**

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| **Guiding Questions and Objectives** |
| Guiding Questions   * *What is the place of linguistics in preparing teachers who will be able to develop ELL’s communicative competence?* * *What can teacher educators do to help teachers develop their skills of language analysis in preparation for teaching communicative competence?* * *What do pre-service teachers need to know about what the skill of speaking involves and how to teach speaking?* * *What are guidelines for pre-service teachers that would help them in lesson planning?*   **Objectives**   * Generate guidelines for what teacher educators can do to help pre-service teacher plan and teach linguistics in a way that develops communicative competence. * Articulate what pre-service teachers should know about what speaking is and what it involves: microskills and how they are related to communicative competence. |

Materials: speaking sample lesson plan and materials, microskills of oral communication

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| **Time**  **determined by trainers** | **Suggested Activities** |
| 20 | **ELL Warm up:** |
| 30 | **Language Analysis from Day 3: Peer Share in role of Pre-service Teachers**   * In pairs/3s to model that they could do this with Student teachers so that Student teachers share information with their peers. (NB It is important that Fs know they are role-playing student teachers in this activity). * Listeners fill out note-card with feedback for person given guidelines: *1 thing that was particularly clear or useful to hear; 1 brief suggestion for something that could be clearer or made more useful* |
| 20-30  (total 70-80) | **Role of Linguistics course in Teacher Preparation programs:** Guiding Q re role of linguistics course in teacher ed and the ELL classroom? Process for how to structure this discussion up to trainers.  ( Possible Answer: *Linguistics and the classroom: answer is that it’s important, it’s a support, necessitates essential focus on meaning, Ts have depth of knowledge, Ts should be able to make informed decisions about how much declarative knowledge Ss need and how much do they need to fully understand all aspects of FMU)* |
| 15 | **Break** |
| 45  (total 140) | **Process Sample Session from yesterday that introduced the Language Analysis Framework**   * Reconstruct or provide the steps of the session that include the presentation of the graphic organizer grid and analysis as a whole group then planning in small groups with trainer support followed today by peer sharing and discussion of the role of linguistics in teacher education. * Analyze the session to highlight use of Language Analysis framework (the grid graphic organizer) in T Ed, rationale for focus on language analysis rather than linguistic analysis (what do Ts need to know and know how to do), tasks and roles during sample Teacher Education session (not the grammar lesson), rationale for peer sharing of analysis. * Generate guidelines (idea that this is a first draft to be developed more fully in further phases of the MoHE course) for Teacher Educators regarding how to support pre-service teachers to plan and teach linguistics in a way that develops communicative competence |
| 30-40  (total 180) | **Sample Session: Teaching Speaking**   * Lead-in: What is speaking and what does speaking involve? (Options for doing this: 1) as a mindmap activity; 2) two groups work on different question and share points they come up with; 3) Think-pair-share); 4) Cut up strips of microskills and sort them into the aspects of communicative competence. 5) ask Ps to put the microskills in order in terms of the most important, 6) provide a speaking experience in a foreign language and deconstruct/analyze. * Brief feedback, group definition or “publishing” of definitions depending on process above. |
|  | **Lunch** |
| 70 | **Sample Session: Teaching Speaking**  Speaking Sample Lesson   * Options: whole group role play Ss or half do and others observe. * Use the plan and materials provided or use another that you have. |
| 50  (total 120) | **Process sample lesson:**   * DESCRIBE: Fs order strips of lesson steps and categorize into stages that make sense to them. They write objectives for each stage and for the lesson as a whole. Trainer may ask guiding questions to highlight significant features of the lesson that they feel should be described in addition. Identify the microskill(s) taught and the lesson’s communicative objectives. * Compare to the real lesson plan briefly to match steps. * ANALYZE: Option 1: look at underlying reasons for staging, name the stages and significant aspects of each – particularly as related to the development of communicative competence/relation to the objective, scaffolding - how they build on what came previously and prepare for what is next. Make links to what they know about SLA. Consider a discussion of assessment at this point (e.g. notice the end of each stage – what will learners do that tells the teacher they are ready to move on?) * ANALYZE Option 2: Consider giving F’s a few Teacher Competencies related to the points above and having them find places in the lesson that they are manifest as an option instead of or in addition to option 1. * PLAN FOR ACTION: As PST’s *What are guidelines you will use when planning and delivering Speaking focused lessons?* * Wording Objectives: Fs look carefully at objectives. What do they notice? Discuss wording. |
| 40  20  (total 180) | **Option: Show the** [**www.algeriatesol.org**](http://www.algeriatesol.org) **website**  **Review the day/optional feedback:** include focus on formative assessment  NB: Point out any appropriate readings in the binder or on the website. |