**Training Plan Day 3**

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| **Guiding Questions and Objectives** |
| Guiding Questions   * *What do we believe teachers need to know and need to know how to do with regard to teaching and analyzing grammar?* * *How can we support teachers in developing skills to analyze grammar and identify challenges their students might have?* * *What might it look like to teach grammar communicatively?*   **Objectives: By the end of the day, faculty will**   * Be able to analyze the form, meaning and use of language for classroom teaching and anticipate challenges ELLs may have with each * Be able to identify significant aspects of SLA theory and principles of adult learning in analyzing a sample communicative lesson * Identify significant aspects of principles of adult learning in a sample teacher ed session * Identify/clarify their underlying beliefs about the role of grammar in language learning * Appreciate the usefulness of self-assessment and goal-setting |

Materials: Lesson Plan Grammar Sample Lesson, Grammar Worksheet, Language Analysis Graphic Organizer, Circles H/O

Types of Activities

* Opinion Card “Game” (copies will be provided in Algiers)
* Pair-share
* Role play
* Mini presentation

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| **Time** | **Suggested Activities** |
| 20+ mins | **Warm up/Beliefs about language board game:**   * Opinion Board Game: the path is a closed circle of squares: squares say things like *argue against your true belief, talk for 1 min on the topic of your card, give 3 reasons for your opinion, ask each player a question related to your topic.*  Players flip a coin and move paper markers to different squares. When you land on a square you pick an opinion card. (opinions about role of linguistics adapted from About Language p. 3 provided) |
| 10 mins/30 | **Review of yesterday/homework**   * As determined by trainers. |
| 40-45 mins/75 | **Sample T Ed Session: Teaching Grammar Communicatively**   * Introduce idea of sample lesson and role-playing using Experiential Learning Cycle graphic (Concentric circles with Teacher Educators, Pre-service teachers and ELLs can be on the wall and you could put a magnet, arrow, push pin or something to indicate which role the faculty are taking in the sample lesson and subsequent steps of the sample session so they are always very clear). The ELC handout or OHT will help to clarify why they take this role. Share if you like that brain research is showing that the human brain path to learning follows the ELC – maps on directly.). * Explain that as ELLs in the sample lesson they are high beginner students in their English language class and this lesson is designed for the middle school year 4 textbook currently used in Algeria. Stress the importance of their staying in role; review what students at this level can do and mistakes they are likely to make. * Either organize Fs into two groups-one lesson participants the other observers OR all Fs are lesson participants. * Trainer “teaches” lesson/class (see plan) compressing activities as necessary |
| 15/90 | **Break** |
| 40-45/135 | **Sample T Ed Session: Teaching Grammar Communicatively (Continued)**   * Fs “process” the sample lesson experience as pre-service teachers (emphasize the importance of staying in role) using the ELC and for meaning focus, Form/Meaning/Use, communicative ELL-focused objectives (trainers provide student teachers with these), logical development, SLA features (motivation, risk-taking, input/output, interlanguage and error treatment) |
| 45 mins/  180 | **Process Sample Session as Teacher Educators**   * Process to get at following an experiential learning cycle in sessions with pre-service teachers(what done, why, conclusions re teacher ed); * If time, Fs identify principles of adult learning relevant to their experience |
|  | **Lunch** |
| 100 +mins/  total 320  includes a break | **Sample Session: Language Analysis**   * What do Ss in the above sample lesson need to know about the target language presented in order to succeed in the lesson tasks? * What do Ts teaching this lesson need to know about the target language in order to plan it/in order to teach it? * In role as student teachers, F’s analyze *‘used to’* using the Language Analysis framework (See handout (H/O) with Language Analysis Graphic Organizer – grid with Form, Meaning and Use on the right.) For each category ask what challenges Ss are likely to have re each category, which will be most pressing and how as teachers they might address those in their planning, lesson. * Optionally practice analyzing another piece of language (structure or sentence or structure within a sentence. * Provide Fs with examples of linguistic structures to analyze using the framework and reference book materials that have been photocopied (*present continuous vs. simple, talking about the future using going to vs. will, modals of (im)possibility and probability using must, can’t, might, could*). Fs use Language Analysis Grid * Fs choose language point and work in small groups to analyze language that they will present to peers tomorrow. They analyze it using Grid and photocopied reference materials provided by us. They take a 15-min break within 30 mins at time that suits them. |
| 20-40 | End of Day Review   * Fs work in pairs: 1 speaks about key learning and/or questions s/he might have and one listens and reformulates what s/he hears only. Pairs switch roles. * Process the experience in terms of using it with their pre-service teachers. Include a focus on formative assessment.   *Note to trainers: This activity is part of a process begun in the Fluency Lines warm up activity during which Fs took turns speaking and listening (only, without responding). See Julian Edge cooperative development for more information. We are preparing Fs incrementally for the Reflective Inquiry focus with Maggie.*  **NB: Point out related reading in the binder: *Ten questions about language awareness.*  NOT required. There are also several useful articles on line at http://sites.google.com/a/algeriatesol.org/algeriatesol/resources/resources-for-higher-education-faculty** |