

Teacher Training – Strategies

School/Institution: St. Andre’s

Grade/Level: Teacher Training

Language: English

Course: Teacher Training – Teaching Strategies – Part 2

Objectives

Content Objectives	Language Objectives
<ol style="list-style-type: none"> 1) HTWBAT identify key pedagogical strategies that will help them in specific classroom situations. 2) HTWBAT design activities that contextualize grammar. 3) HTWBAT create classroom tasks based on meaningful authentic input that maximize student output. 4) HTWBAT plan reading instruction for students that hinges on pre-, during, and post-reading activities. 5) HTWBAT design strategies that access the different levels of Bloom’s Taxonomy. 6) HTWBAT conceptualize students as knowledge-contributors in the classroom (critical pedagogy aspect) 	<ol style="list-style-type: none"> 1) HTWBAT identify new key vocabulary terms associated with pedagogical concepts in order to talk about them (EX: schema, scaffolding, graphic organizers). 2) HTWBAT use prepositions in a contextualized grammar activity using narrative (EX: The boy is on the bridge, the parents are in the room). 3) HTWBAT utilize the language of ideas and opinions to express what they think or do (EX: I think, I believe, It would seem that) 4) HTWBAT use discourse connectors to express their thoughts and brainstorm (EX: However, additionally, yet, finally) 5) HTWBAT employ the language of analysis to demonstrate critical thinking about pedagogical strategies, including wh-questions (EX: Why would this work?, What purpose does this activity serve? etc). 6) HTWBAT talk about what they learned in the past tense (EX: Yesterday, we talked about...) <p>**These language objectives are contingent upon how much English the teachers already know. It could be that the majority of this lesson would need to be taught in French, in which case these objectives would look much different (if</p>

	<p>exist at all).</p> <p>**Should teachers be unfamiliar with spoken English discourse features, a more scaffolded approach will be taken, i.e., more or less modeling of the task based on the determined/observed English proficiency of the teachers.</p> <p>**These language objectives are contingent upon how much English the teachers already know. It could be that the majority of this lesson would need to be taught in French, in which case these objectives would look much different (if exist at all).</p> <p>**Should teachers be unfamiliar with spoken English discourse features, a more scaffolded approach will be taken, i.e., more or less modeling of the task based on the determined/observed English</p>
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Materials

- XO Laptops (charged and access to electricity)
- Chalk and chalkboard
- Printout of activities to be covered
- Printout of a lesson plan template
- (While unlikely, a small projector may possibly become a reality)
- Feedback handout
http://www.carla.umn.edu/cobalitt/modules/strategies/c_feedback.pdf
- Reading strategies handouts
<http://www.learningplace.com.au/deliver/content.asp?pid=31486>
- Hansel & Gretel Short Story & pictures http://www.kids-pages.com/folders/stories/Hansel_and_Gretel/page1.htm
- Bloom’s Taxonomy handout <http://www.centergrove.k12.in.us/Page/7844>
- CAPRII doc
<http://www.carla.umn.edu/cobalitt/modules/strategies/CAPRII/CAPRII.PDF>

Procedures

Pre-Activities: Description	Time Frame	Objective(s) Targeted
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<ul style="list-style-type: none"> - Show the pictures again, in the same order. Have the HT's repeat the sentences after they are said. - Show the pictures again, in the same order. Ask for volunteers, or have them say the corresponding sentence in a Round-Robin fashion. - Make a list on the board of all of the prepositions that were used. - Ask HT's to think of words like this (meaning other prepositions). Have them create three original sentences. - DEBRIEF: Guiding questions, "What grammar point was being addressed?" "What other ways could we have addressed prepositions?" "What other grammar can be taught?" "Why is using a story important?" - Introduce CAPRII and the notion of a "real communicative task." Distribute handout. ▪ Input: Explain the following from Stoller (2002) <ul style="list-style-type: none"> - Report (e.g., in a jigsaw activity, in a written report) - Reexamine (e.g., by re-reading with a different goal in mind) - Repeat (e.g., in a dictation, dictocomp, role play) - Reformat (e.g., in a graphic organizer) - Review (e.g., for a quiz, an oral presentation, an interview) <p>BREAK!</p>		<p>LO 6</p> <p>CO 3</p>
<p>"Maximizing Output"</p> <ul style="list-style-type: none"> ▪ Bloom's Taxonomy handout → emphasize that student output is most effective when it requires students to use the last two tiers. ▪ Emphasize the output strategies presented by Stoller (2002) <ul style="list-style-type: none"> - ask critical questions, - find recurring patterns, - look for relationships, - make important connections, - draw conclusions, and then, - pull it all together in a brand new entity ▪ Apply these strategies to the Hansel and Gretel story. Have HT's form a Think-Pair-Share for these strategies (assign one strategy per group). Discuss 	<p>30 minutes</p>	<p>CO 3</p>

for several minutes. Field any questions.		
<p>“Providing Feedback”</p> <ul style="list-style-type: none"> ▪ Teachers will pair with each other and share the activities that they have prepared at home. They will discuss with each other and provide critical, meaningful feedback with one another. The TT will walk around and listen to each pair, and field any questions. ▪ TT will distribute the types of corrective oral feedback sheet to the HT’s. HT’s will form groups of 2, and each pair will perform a sketch of the type of corrective feedback (HT’s may need to write this down, and TT will need to model this idea). The class must guess what form of oral corrective feedback is being exemplified. <ul style="list-style-type: none"> - Class discussion: “What strategy do you use the most?” “What strategy do think you will not use? Why?” 	20 minutes	LO 1, 3, 4, 5
Post Activities: Description	Time Frame	Objective(s) Targeted
<p>Wrap-up</p> <ul style="list-style-type: none"> - Emphasize to HT’s that their main goal is to help students to become better citizens. How can they facilitate classroom activities to help this goal? What do students have to contribute to the classroom ecology? 	5 minutes	CO 7

Assessment

- Informal assessment: Students will design a lesson that draws upon the frameworks they learned in class and implements them in the classroom.
- Informal assessment: Trainer will observe Teachers teach lessons that implement the presented strategies.

**There are many assumptions about the HT’s that went into packaging this lesson. The disclaimer notes are alternative methods of delivery that will be determined when actually on the field.

**The concept of students as knowledge-contributors is more of a lens of delivery on the part of the TT, which may afford some opportunity for discussion based on what the HT’s believe. A cautious and sensitive approach will be taken when the TT arrives at the school.

Team EFL Haiti

References

Stoller, F. (2002, March). *Content-Based Instruction: A Shell for Language Teaching or a Framework for Strategic Language and Content Learning?* Keynote presented at the annual meeting of Teachers of English to Speakers of Other Languages, Salt Lake City.