Mane Mehrabyan

Lesson Plans

Mane Mehrabyan
March 12, 2022
Lesson Plan # 1
1. **Topic/Theme: Professional Skills and Abilities of Effective Teachers**

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	explain the importance of linking the lesson with what students already know
LO2	create hands-on activities to promote student learning and critical thinking
LO3	use technology to practice different games to engage students

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may have hard times when using technology. They may consider it time-consuming to link the content of a lesson with students' background knowledge.
Procedures:

1. Warm-up: Run-on story ☐LO 1
2. Presentation: Trainer presents the topic "Professional Skills and Abilities of Effective Teacher" using PPT and a video☐LO1, 2, 3
3. Practice: A problem-solving activity ☐ LO 1, 2, 3

4. Application □ Make a Game LO 2, 3
5. Wrap-up: Jeopardy-style game □LO 1, 2, 3, 4

Procedures:

1) **Warm-up**: **Run-on story** (20 minutes) □LO1
   Mode: Individual
   Steps:
   1. Greet participants and asks them how they are feeling
   2. Introduce the first topic of the training course "Professional Skills and Abilities of Effective Teachers"
   3. Explain the importance of linking the lesson to students' knowledge
   4. Ask the participant to come up with creative and linking ideas as they are going to play a Run-on story game
   5. Ask the participant teachers to continue her idea by using discourse markers and by connecting ideas
   6. Encourage everyone to link the previous idea with the new ones
   7. Model this example for the trainees

   > T: **To start with**, effective teachers create a safe environment for their students.
   > P1: **Secondly**, creating a safe environment helps effective teachers encourage their students to speak.
   > P2: **What is more**, the teacher's encouragement helps students understand that making mistakes is natural.
   > P3: **All this brings to the understanding** that teachers who sustain their students' interests are the greatest.

   Assessment techniques: Participants share responses (whole group)

2) **Presentation on the topic of Professional Skills and Abilities of Effective Teachers** □ LO 1, 2, 3 (25 minutes)

   Steps:
   1. Share the whiteboard and pose the question "What do effective teachers do to engage their students?"
   2. Elicit answers from the trainees by further questioning
   3. Below, is an example of the trainer eliciting answers from the trainees

> T: What do effective teachers do to engage their students?
>
> P1: Effective teachers use interactive games.
>
> P2: Effective teachers plan beforehand.
>
> P3: Monitor students' understanding.
>
> T: How do you monitor your students' understanding and how do you remediate when students fail to understand?
>
> P3: I try to use the right questions to check my students' comprehension. When they fail to understand I maximize whole-group interaction.
>
> P4: I walk around the classroom and help my students by either asking questions or giving them hints to further develop their ideas

4. Share the PowerPoint Presentation about the effective teachers' skills and abilities with the participants (Appendix 1)

5. Explain the importance of using instructional time effectively
6. Pinpoint the importance of linking the lesson with what students already know
7. Tell the participants that you will demonstrate a video about effective teachers
8. Share the screen and demonstrate the video "What Makes an Effective Teacher" https://www.youtube.com/watch?v=jXV1P9bBvV4
9. Participants watch the video and share their thoughts
10. Pose a question "What Makes a Good Teacher Great?"
11. Elicit answers from the participant teachers
12. Demonstrate a Ted talk video "What Makes a Good Teacher
13. Great?"
14. https://www.youtube.com/watch?v=vrU6YJle6Q4&t=872s
15. Discuss the professional skills and abilities of an effective teacher
16. Compare their ideas with the ideas presented in the video

Break: 10 minutes

3. **Practice**: **A Problem-Solving Activity** ☐ LO 1, 2, 3 (30 minutes)

Mode: Group work, pair work, individual

1. Explain to the participants that they are going to solve a problem with their partners
2. Tell them that effective teachers should use such kinds of activities to make their students think and enhance their imaginative skills
3. Tell the participants that they should come up with a solution a to the following problem
4. Ask them to imagine that they have a box of matches, thumbnail tacks, and, a candle
5. Tell them to find the solution to how one can light a candle, and fix it on the wall so that the candle wax will not drip on the desk
6. Share the screen and show the participants the pictures for them to be able to clearly imagine the process (Appendix 2)
7. Send the participants into the breakout rooms or if the sessions are face to face divide the group into pairs
8. Monitor them by observing the pairs or join the breakout rooms one by one
9. Bring the participants back
10. Ask everyone to share their solutions
11. Share a picture where the problem is solved (Appendix 3)
12. Make comments on each other's solutions
13. Monitor and give feedback to participants
14. Participants express their ideas about how it felt to solve a problem with a partner
15. Encourage the participant teachers to integrate such kinds of activities into their classrooms as effective teachers should sustain their students' interest and accordingly enhance their creative thinking
16. Explain to the participants that integrating technology into their classrooms is of great importance
17. Introduce Ted talks: TED: Ideas Worth Spreading
18. Explain to the participant teachers that watching a Ted talk can be a great addition to their classroom activities
19. Explain the importance of Ted talks and tell the participants that such kinds of videos inform and educate students about global issues
20. Elaborate on that effective teachers should educate global citizens with sophisticated mindsets and explain that modern education is becoming more dynamic and engaging
21. Tell them that technology can play a huge role in the classroom
22. Demonstrate a Ted talk about integrating technology in a classroom
23. https://www.youtube.com/watch?v=gya4V_grs_o
24. Ask the participants to share their thought about the Ted talk
25. Introduce another effective tool: Google Jam board https://jamboard.google.com to inform the participant teachers about this very useful tool
26. Explain the importance of the whiteboard while teaching online lessons
27. Tell them that it is a great tool to grab students' attention

28. Add the participant teachers' emails for them to be able t collaboratively get access to that digital whiteboard

4. Application ◻ Make a game LO 2, 3 (20 minutes)

1. Ask participants to join the link: https://www.playfactile.com/
2. Teachers join the link
3. Ask them to sign up for free
4. Explain to the participant teachers that they can create any questions based on their lesson's topic
5. Explain the importance of creating topic-relevant games to cater to their students' needs
6. Encourage each participant to create a game for high elementary level students
7. Bring an example that one topic can be about the degrees of adjectives
8. Encourage them to come up with questions for students to answer later
9. Enable the participants to share their screens
10. Participants demonstrate their own games

Assessment techniques: Participants share the game (whole group) T-P feedback

5. Wrap Up: What did we learn? ◻ LO 1, 3 (15 minutes)

Activity "What did we learn?"
Procedure:
1. Share the link to the Jeopardy review game
   https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=2778612#.YmQ_N9pBzIU
2. Split the whole group into two teams
3. Tell them that the game consists of two categories based on the presentation and the session's content (Appendix 4)
4. Encourage the participant teachers to demonstrate their newly gained knowledge
5. Introduce the rules of the game
6. Each person should open a window
7. A question that is specifically related to the session's topic "Professional skills and abilities of Effective teachers" will pop up (Appendix 5)
8. If participants answer correctly, they would get points
9. Scoring is built in for each team
10. Start processing the game

11. Ask the participants to open the windows and answer the questions
12. Participants get points accordingly
13. The group which has the highest points is the winner

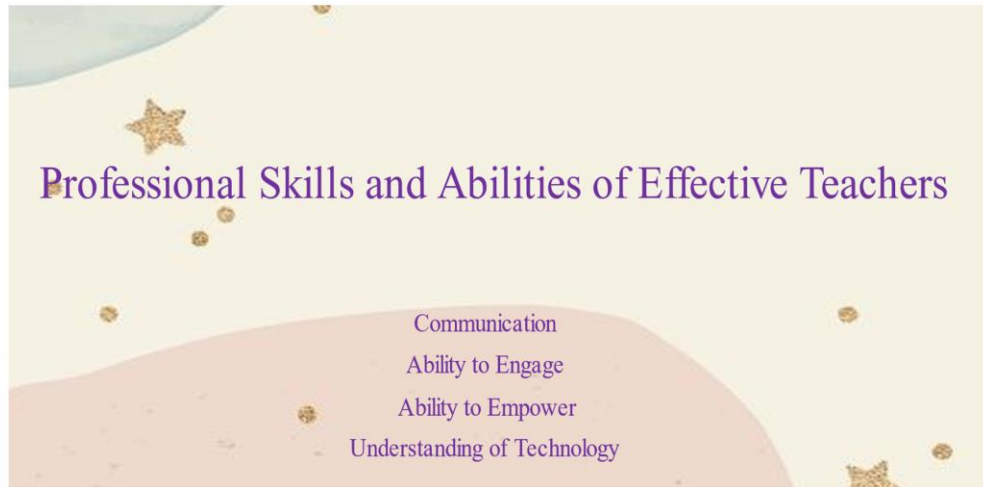**Appendix (Handouts, Materials, Pictures, etc.)**

Appendices

Appendix 1

Microsoft
PowerPoint Slide

https://docs.google.com/presentation/d/1V-BKaVxaS5dPmpgYHSFnRAW6Ihu7nMNDgkwevq9YakA/edit#slide=id.p

Professional Skills and Abilities of Effective Teachers

Communication
Ability to Engage
Ability to Empower
Understanding of Technology

Effective teachers

❖ Focus and Engage Students' Attention
❖ Use Instructional Time Efficiently
❖ Conduct Interactive Instruction

Four Goals

❖ Introduce the topic in a way that makes it novel, interesting or relevant

❖ Establish an interactive climate and tone

❖ Direct learners attention to important aspects of the content or communicate objectives

❖ Link lesson with what students already know

Providing Clear Instruction

Effective teachers emphasize important points by
- Repeating them
- Writing them on the board
- Pausing after stating them
- Reviewing them

Instructional Clarity

- Preparing and entering the lesson
- Introducing and emphasizing content
- Elaborating on important ideas or concepts
- Monitoring students understanding and remediating when students fail to understand

Improving Monitoring

- Moving around the room
- Maximizing interactive, whole-group interaction
- Using good questioning techniques
- Calling on all students
- Spending little time at your desk or with one student

The Use of Technology

The use of technology positively affects improving the quality of teaching and learning

The technology offers and provides more flexibility (both to students and teachers)

Benefits of teaching with technology

- Technology allows teachers to do things that were not possible in a traditional classroom setting
- By using technology the teacher can change course development and delivery methods
- The technology serves teachers for using teaching time more effectively and controlling their workload
- With the use of technologies, teachers can increase the number of resources

Reference

McBer, H. (2001). Research into teacher effectiveness. *Early Professional Development Of Teachers*, *68*(216), 1-69.

Stronge, J. H. (2018). *Qualities of effective teachers*. Ascd.
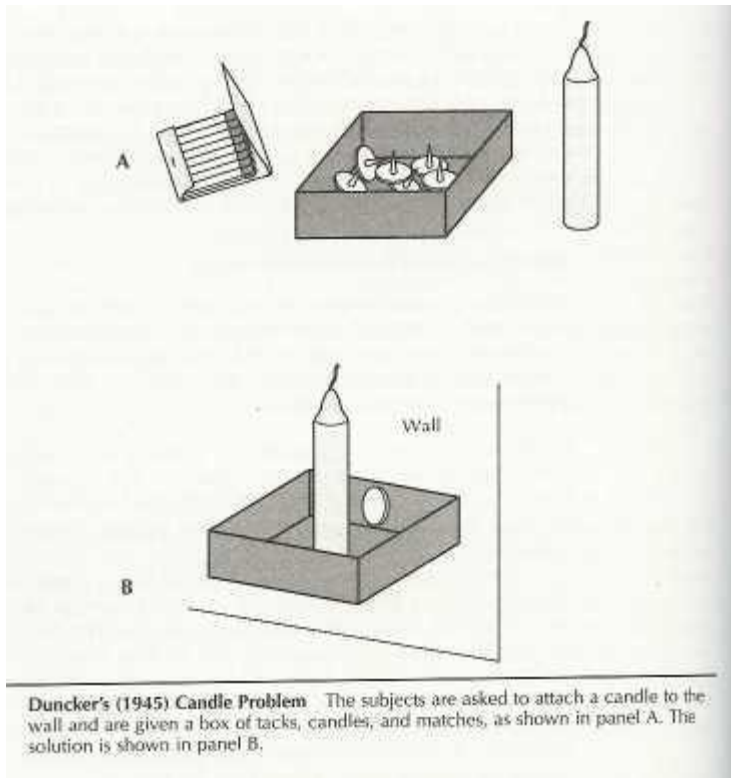
Appendix 2
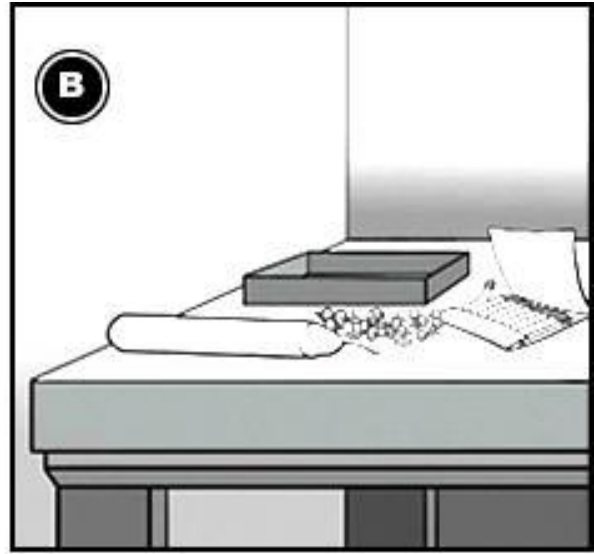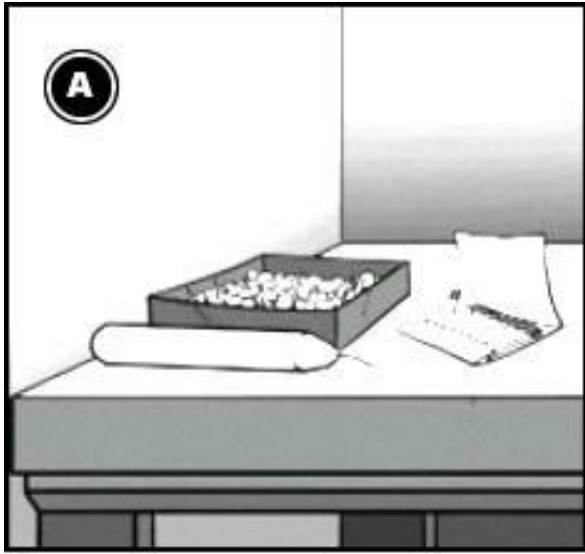
https://www.123rf.com/photo_61607517_box-of-matches-isolated-on-white-background.html

(123RF)

Appendix 3

Duncker's (1945) Candle Problem The subjects are asked to attach a candle to the wall and are given a box of tacks, candles, and matches, as shown in panel A. The solution is shown in panel B.

Appendix 4

Effective Teachers

Effective teachers	Monitoring			
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Appendix 5

The technology doesn't offer opportunities for student learning

⏳

6

seconds left

View Answer

40 POINTS

Mane Mehrabyan
March 13, 2022
Lesson Plan # 2
1. **Topic/Theme: Classroom Management**

Duration of Lesson	**120 minutes**
The First Part of the lesson	**50 minutes**
Break	**10 minutes**
The Second Part of the Lesson	**60 minutes**
Instructional Setting	**Online**
Learners' ages	**Adults**
# Of Participant Teachers	**15**
Target Language Proficiency level	**Advanced**
Native Language	**Armenian**
Prior learning related to this lesson	**Professional Skills and Abilities of an Effective Teacher**

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	identify and effectively use various strategies to prevent students' misbehavior for effective classroom management
LO2	distinguish between the advantages and disadvantages of using a reward system to motivate students
LO3	create appropriate, clear, and necessary rules for their classrooms

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may face difficulties to create imaginary rules for their classrooms as the anticipated problems may differ depending on classrooms and situations

Procedures:
1. Warm-up: Vocabulary Game□LO 1
2. Presentation: Trainer presents the topic of PPT "Classroom Management" and a video□LO1, 2, 3
3. Practice: Working on a handout to distinguish between positive and negative rules established in a classroom □ LO 1, 2, 3
4. Application: Classifying the Rules □LO 1, 3
5. Wrap-up: The participants create different rules for their classrooms □LO

Procedures:

1. **Warm-up**: **Vocabulary Game** (20 minutes)

   Mode: Pair work

   Steps:
   1. Greet participants and ask them how they are feeling.
   2. Introduce the topic "Classroom Rules"
   3. Share the screen and show them a handout (Appendix1)
   4. Tell them that the word is written vertically and the participants should write words related to classroom rules horizontally to include one of the letters provided
   5. Split the group into pairs and send them into break out rooms
   6. Monitor them closely by joining the breakout rooms and answering questions
   7. Bring the pairs back and ask them to share the words with everyone
   8. Discuss the words whether they are related to classroom rules or not

   Assessment techniques: Participants share responses (whole group)

2. Presentation ☐ LO 1, 2, 3 (30 minutes)

   Steps:
   1. Share the board and pose the question. "What rules have you ever established in your classroom?"
   2. Elicit answers from participant teachers
   3. Share the PowerPoint Presentation about Classroom Management with participants (Appendix 2)
   4. Demonstrate a video on research-backed strategies for better classroom management https://www.youtube.com/watch?v=y_v_G7ub-n0
   5. Play the video and have a discussion based on the video
   6. Ask them whether they agree or disagree with the six classroom management mistakes presented in the video

Break: 10 minutes

3. Practice: Completing a Handout on Classroom Rules ☐ LO 1, 2, 3 (30 minutes)
   Mode: Group work
   1. Share a handout (Appendix 3)
   2. Explain to the participants that they will be sent into break out rooms and work in a group to decide which rule refers to which grade
   3. Split them into groups of three

4. Monitor them by observing and answering questions
5. Recreate the groups and participants check their answers with each other
6. Bring everyone back to the main session
7. Check the answers
8. Ask participants to make comments
9. Monitor and ask the participants to justify their options by asking questions. "Is it easier to follow the positive rules or negative rules", "What would you do if your students didn't follow the rules? Can this rule: Be in your seats when the bell rings" be used in a high school?
10. Demonstrate a video about ineffective classroom management and ask trainees to take notes for further discussion
11. Play the watch the video
12. https://www.youtube.com/watch?v=XMhIUo2a1iEfferently
13. Ask the trainees to express their opinions on the techniques the teacher had used in the video
14. Listen to the trainees how they express their ideas about effective classroom management. They express their ideas on what they would do differently in their classrooms to avoid their students' misbehavior

Assessment techniques: questions to reveal the level of their understanding of the importance of each rule, questions to find out the relevance of each rule for a particular grade, observation or monitoring, participants sharing responses (whole group, in a group)

4. Application: Classifying the Rules ⬜ LO 1, 3 (20 minutes)
1. Share the poster about classroom rules (Appendix 4)
2. Ask the participant teachers to carefully read the rules
3. Tell them that they are going to work with their partners
4. Ask them to classify the rules in the order of their importance
5. Split them into pairs and send them into break-out rooms
6. Monitor each pair by answering their question
7. Ask them to share the rules in the order of their importance in the chat when they are back in the main room
8. Give feedback on their choices whether they are logically sequenced or not

Assessment techniques: Participants share responses (whole group) T-P feedback

5. **Wrap Up: A Quiz ⬜ LO 1, 2 (10 minutes)**

Activity: Quiz
Procedure:
1. Create a word document

2. Share the document through google forms with the participant teachers
3. Ask participants to take the quiz on the topic of classroom management
4. https://study.com/academy/practice/quiz-worksheet-classroom-management-techniques.html
5. Discuss the answers with everyone as you immediately can see the results

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

C

L

A

S

S

R

O

O

M

R

U

L

E

S

Appendix 2

Microsoft
PowerPoint Slide

https://docs.google.com/presentation/d/1OT6_DHZhVIhltrMi0kXXJHbNR74hKfsrr01VXx
p0FKQ/edit#slide=id.g12246080141_0_37

Rules in the Classroom

- All classrooms have some rules
- Make sure rules are clear, appropriate, and necessary for your classroom
- Create positive rules
- Ask students to provide feedback on the rules
- Allow students to add rules by themselves

Rules and Consequences

- Encourage good behaviors
- Help students to understand negative behaviors
- Teach students to care about their actions and the actions of others
- Make sure that consequences are consistent with rules

Let the Student Manage

- Promote student responsibility
- Identify the basic procedures of each classroom
- For each procedure determine possibilities for student managers or officers to mediate

Rewards

Questions for Discussions

- Do you use rewards?
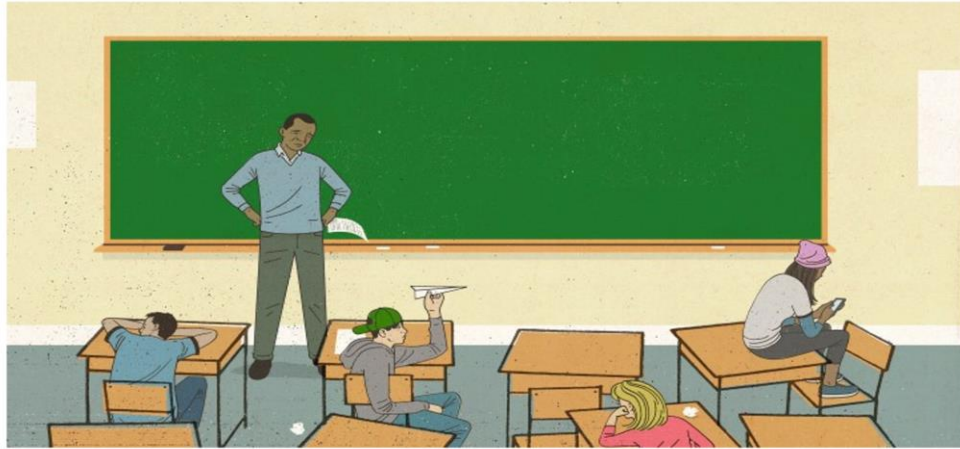- What problems may you face when using rewards?

Problems with Rewards

- Students demand rewards for certain performances
- Students only use positive behavior when being observed
- Students get used to compensation for performance

No Classroom Management No Learning

Reference

Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational leadership*, *61*(1), 6-13.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.

Read the classroom rules and decide what particular grade will mostly benefit from which one?

1) Respect others
2) Raise your hand when you want to talk
3) Don't look around the room
4) Keep your eyes on the teacher
5) Listen to the teacher
6) Before you leave make sure your desk is clean
7) Don't come to class without a pencil
8) Keep the classroom neat
9) Be in your seat when the bell rings
10) You won't leave until your desk is clean
11) Be on time

Appendix 4

CLASSROOM RULES

1 Everyone deserves respect, both students and teachers

2 When someone else is talking, listen

3 Raise your hands to talk

4 Make sure you have everything you need before starting

5 Show respect for school and personal property

6 Work and play in a safe manner

7 Participate in all activities

8 Work hard and do your best

(Edit.org)

Mane Mehrabyan
March 19, 2022
Lesson Plan #3
1. Topic/Theme: Using Effective Questioning Techniques

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian
Prior learning related to this lesson	Classroom Management

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	explain the importance of asking the right questions
LO2	identify the difference between divergent and convergent questions
LO3	apply probing questions as an effective teaching strategy
LO4	apply wait time as an efficient way to lengthen the students' responses
LO5	create different types of questions based on the content

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may face difficulties to differentiate between convergent and divergent questions, some of the participants may disagree with the importance of the usage of wait time.

Procedures:
1. **Warm-up**: Question Continuum ☐LO 1
2. **Presentation**: T presents the topic "Using Effective Questioning techniques" using PPT and a 2 videos ☐LO1, 2, 3, 4
3. **Practice**: Group Work on distinguishing higher-level thinking from lower level thinking questions ☐ LO 1, 2, 3
4. **Application**: **Creating questions based on the textbook materials taken from public school textbooks** ☐LO 5

5. **Wrap-up**: The participants create different questions taken from the public-school textbooks ☐LO 5

Procedures:

1. Warm-up: **Question Continuum** ☐LO 1 (10 minutes)
  Mode: Individual
  Steps:
1. Greet participants and ask them how they are feeling
2. Tell the participants a slightly deceptive story about your morning routine. Tell them that as usual you went on jogging that day and noticed that a mugger was chasing you. You started walking faster and faster. The mugger was shouting your name. When you turned your head, you noticed that …
3. Encourage the participant teachers to interrogate you and find out the truth behind the story
4. Create a question continuum to encourage the participants to formulate higher-level questions
5. Ask questions to find out what had happened to the trainer

  Assessment techniques: Participants ask questions, participants make guesses (whole group)

2. Presentation: Using Effective Questioning Techniques ☐ LO 1, 2, 3, 4 (30 minutes)

  Steps:
1. Share the board and pose 2 questions. "What is a question", and "What are the purposes to ask questions during the classes".
2. Elicit answers from participant teachers
3. Share the PowerPoint Presentation about the effective questioning techniques with participants (Appendix 1)
4. Explain the importance of wait time by sharing your own experience.
5. Tell them that increasing wait time after asking a question may lengthen students' responses and may enhance the quality of their response
6. Demonstrate an inspiring video about teacher questioning strategies (closed vs open questions) by Dylan William
   https://www.youtube.com/watch?v=y8bHMd3PosM&t=22s
6. Play the video and ask participants to share their thoughts
7. Demonstrate another video
8. Inform the participant teachers that the following video is taken from a 12th grade English lesson in America, focusing on the development of higher-level understanding through effective questioning. The students are 17 to 18 years old

but the trainer encourages the trainees to use the techniques with younger
learners, too
9. Empowers the trainees that they would see effective questioning in practice which
enhances students' higher-order thinking
10. Suggest to the trainees that they should take notes while watching the video
11. https://www.youtube.com/watch?v=IfEU5shbmbw
12. Share a handout and explain the difference between the higher-order thinking
questions and lower-order thinking questions. (Appendix 2)

Break: 10 minutes

3. Practice ☐Completing a task on lower and higher-level questions LO 1, 2, 3, 4 (30 minutes)
Mode: Group work
1. Share a handout with the examples of higher-level questions and lower-level
questions (Appendix 2)
2. Explain to the trainees that lower-order questions are those which require students
to remember and recall, understand and apply higher-order questions are intended
to stimulate thought and problem-solving
3. Share the screen again and show a handout about lower-order questions and higher-
order questions (Appendix 3)
4. Explain that there are written lower-order questions and higher-order questions in
the handout
5. Elaborate on that participant teachers will be sent into break out rooms and work in
a group to identify higher-order questions and lower-order questions based on
cognitive complexity
6. Ask them to write questions under the right columns
7. Split them into groups of three
8. Do close monitoring by joining a breakout room and answering participant
teachers' questions
9. Recreates the groups and ask participants to check their answers with each other
10. Bring everyone back to the main session and
11. Check the answers
12. Ask participants to make comments
13. Monitor and give feedback to participants
14. Demonstrate another video and ask trainees to take notes for further discussion
15. Play the video about teacher questioning examples when the teacher asks
questions to challenge all students to formulate questions and to demonstrate
reasoning
16. https://www.youtube.com/watch?v=1WQCWF7ENfI
17. Explain the importance of right questioning as they noticed in the video.

18. Encourage everyone to use the strategy mentioned in the video which is as follows
19. Asks a question. A student answers the question. Then the teacher encourages the student to challenge student B by asking another question related to the previous one
20. Recommend the trainees to use this technique in their classrooms and report back to the trainer whether the technique worked well or didn't
21. Ask trainees to express their opinions on the techniques the teacher had used in the video
22. Ask trainees to express their ideas about probing and wait time.
23. Ask them to express their ideas on what they would do differently in their classrooms

4. **Application**: **Creating questions based on the textbook materials taken from public school textbooks □ LO 5 (30 minutes)**
   1. Give different texts from public-school textbooks and ask the trainees to come up with inferential questions on the given materials (Appendix 4)
   2. Remind them that they may use different techniques they noticed in the video
   3. Split them into pairs and send them into break-out rooms
   4. Monitor each pair of work by observing them and answering their questions
   5. Ask them to share their questions when they are back in the main room
   6. Ask them to share their answers orally or write in the chat

   Assessment techniques: Participants share responses (whole group) T-P feedback

5. **Wrap-Up: Activity "What did we learn**?" □ LO 3, 4, 5 (10 minutes)**

   Procedure:
   1. Ask Each teacher to formulate a question based on the topic they have covered that particular day in their classes
   2. Explain to the participant teachers that they should concentrate on the content presented in the presentation
   3. Ask them to try to guess what type of question it is and how students may benefit from that particular question, how much wait time should be given to a student to process the response
      Below, are the examples of expected questions students ask

   ---

   P1: What predictions might you make about the future?
   P2: This is a divergent question and may enhance students' imaginative thinking.
   P3: What do astronauts wear on the moon?

P4: This is a convergent question. When students answer for example "spacesuits" they simply recall the fact from the covered material.

P5: What's the difference between these sentences? "I have eaten the apples on the plate" and "I have been eating the apples on the plate". If the student doesn't know the answer, how much wait time to provide?

P6: First, give him/her 3 to 5 seconds, if they don't come up with the right answer, give them a hint. "Has the action finished in the first sentence?" or "Do we know whether the action is completed in the second sentence?" Wait a few more seconds and ask their peers to help with the right answer

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

Microsoft
PowerPoint Slide

https://docs.google.com/presentation/d/18qwEug34kVxtZrkQ-
fUTyzEZ2U_2mQ89Ny9KkUQwssM/edit#slide=id.p

Effective Questions

❖Support student learning

❖Encourage student creativity

❖Stimulate critical thinking

❖Enhance student confidence

❖ Anticipate student response

Questions are …

❖ tools for bridging the gap between teachers' presentation of content and the students' understanding of it.

❖ tools to encourage students to think

❖ tools to stimulate the recall of prior knowledge

❖ tools to promote students' comprehension

Purposes of Questions

❖ form the basis of brainstorming a topic

❖ generate students' interest

❖ elicit students' prior knowledge

❖ check meaning and understanding of the subject

❖ focus on process rather than product

Types of Questions

❖ Convergent (direct or closed)

❖ Divergent (indirect or open)

Convergent Questions

❖ have more narrowly defined correct answers

❖ set up the learner to respond in a restrictive manner

❖ encourage limited response

❖ ask the learner to respond at the knowledge, comprehension, or application levels

Divergent Questions

❖ encourage an open response

❖ ask the learner to respond at the application, analysis, synthesis, and evaluation levels

❖ require higher-order thinking

❖ may have multiple answers

❖ develop skills such as inferring, predicting, verifying, and summarizing

Sequences of Questions

❖ Structuring

❖ Soliciting

❖ Reacting

What is a Probe?

A **probe** is a question that is asked for these purposes:

1. To elicit clarification to get students' response

2. To solicit new information

3. To redirect students' response to channel the flow of ideas

Wait Time

1. Three seconds
2. Fifteen seconds

Thank You

Reference

Borich, G. D. (2016). *Observation skills for effective teaching: research-based practice.* Routledge.

Owen Jr, W. E., & Milner, J. O. (1998, December). The effects of teacher questioning patterns on classroom discourse. In *Studies in Teaching. Research Digest. Research Projects presented at Annual Research Forum (Winston-Salem, NC) p* (pp. 95-99).

Yang, H. (2017). A research on the effective questioning strategies in class. *Science Journal of education, 5*(4), 158-163.

Appendix 2

Lower-Level Questions	Remembering	Why didn't Cinderella go to the ball?
	Understanding	How did Cinderella manage to get to the ball?
	Applying	Why did the prince fall in love with Cinderella?

Higher Level Questions	Analogy	How is Cinderella like a

		butterfly?
	Provocative question	What would happen if we had a fairy Godmother
	Attribute Listing	What are the important qualities of a fairy Godmother?

(ResearchGate)

Appendix 3

Read the questions and put them in their proper places based on the cognitive complexity:

1) Why didn't Cinderella go to the ball?
2) How might the story have been different if Cinderella hadn't lost her slipper?
3) How did Cinderella manage to get to the ball in the end?
4) What are the important qualities of a Fairy Godmother?
5) Why did the prince fall in love with Cinderella?
6) What would happen if you had a Fairy Godmother?
7) How does Cinderella look like a butterfly?
8) Can ugly people be beautiful? Why? Why not?

Lower-order thinking questions   Higher-order thinking questions

Appendix 4

UNIT 2 I REALLY LIKE ART AND MUSIC

READING SPOT

1. Art is something that stimulates an individual's thoughts, emotions, beliefs or ideas through the senses. It is also an expression of an idea and it can take many different forms and serve many different purposes. Artists used many styles in their paintings and drawings. Here are some of the more common styles of art. Learn about each style and how to identify it. Next time you look at a painting, try to figure out what style it is!

Fernando Botero
Cat

In abstract art, you do not see specific objects. It is not painted to look like something specific. Abstract artists felt that paintings did not have to show only things that were recognizable. In their paintings they did not try to show people, animals, or places exactly as they appeared in the real world. They mainly used colour and shape in their paintings to show emotions. Fernando Botero is an abstract artist in the most fundamental sense of the word.

Cubism is modern art made up mostly of paintings. The paintings are not supposed to look real. The artist uses geometric shapes to show what he is trying to paint. Early cubists used mainly grey, brown, green, and yellow. After 1914, cubists started to use brighter colors.

Cubism was the beginning of the abstract art styles. Pablo Picasso is best known for co-founding the Cubist movement.

33

(gradaran.mskh.am)

Pablo Picasso
Girl before a Mirror

Picasso painted in many styles, including Cubism and Expressionism. He also sculpted.

Impressionism was developed in France during the late 19th and early 20th centuries. These pieces of art were painted as if someone just took a quick look at the subject of the painting.

The paintings were usually in bold colors and did not have a lot of detail. The paintings in this style were usually outdoor scenes like landscapes. Claude Monet was a founder of French impressionist painting. The term Impressionism is derived from the title of his painting Impression, Sunrise.

Postimpressionism began in the 19th century. It was mainly still lives and landscapes. The postimpressionists liked to use lots of colours and shadows. Most of *Vincent van Gogh's* works were in the Postimpressionist style.

Vincent van Gogh
Starry Night

Pop art can be any everyday item that is drawn in a brash and colorful way. Pop art is short for popular art. It is based on comic strips, advertising, and popular entertainment. One of the leaders of the pop art movement is Andy Warhol. Warhol's works were often based on images of public personalities, often enormously enlarged.

The pop art piece shown is Marilyn Monroe, one of the most famous American movie stars in the late 1050s and early 1960s.

Andy Warhol
Marilyn Monroe

Leonardo da Vinci
Mona Lisa

Realism is a type of art that shows things exactly as they appear in life. It began in the 18th century, but the greatest realist era was in the mid-19th century. Most realists were from France, but there were some famous American painters who were realists also.

Leonardo Da Vinci was born in an Italian town called Vinci.

He lived in a time period called the Renaissance, when everyone was interested in art. Even though Da Vinci was a great artist, he became famous because of all the other things he could do. He was a sculptor, a scientist, an inventor, an architect, a musician, and a mathematician. DaVinci's paintings were done in the realist style.

(gradaran.mskh.am)

Surrealists paintings were generally based on dreams. Their paintings were filled with familiar objects which were painted to look strange or mysterious. They hoped their odd paintings would make people look at things in a different way and change the way they felt about things.

Salvador Dali was a best known for the striking and bizarre images in his surrealist work.

Salvador Dali
My Space
Graphics

Primitive art looks like art that is done by a child. Usually the picture is painted very simply. Fauvism was an art style that lasted only three years, beginning in 1905.

The leader of this movement was Henri Matisse. The word Fauvism is French for "wild beasts". It got this name because the paintings had bright and unusual colours. The subjects in the paintings were shown in a simple way, and the colours and patterns were bright and wild.

Henri Matisse
The Maid

Marc Chagall
Fiddler

Expressionism is exhibited in many art forms, including painting, literature, theatre, film, architecture and music. In expressionist art, the artist tries to express certain feelings about some thing. The artists that painted in this style were more concerned with having their paintings express a feeling than in making the painting look exactly like what they were painting.

Marc Chagall is the pioneer of modernism and one of the greatest artists of the twentieth century. His painting styles are Expressionism and Cubism. In his paintings, he often painted violinists because he played the violin. He was also famous for his paintings of Russian-Jewish villages.

(gradaran.mskh.am)

1. **Topic/Theme: Error Correction Types**

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# Of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian
Prior learning related to this lesson	Classroom Management
Prior learning related to this lesson	Using Effective Questioning Techniques

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	explain the importance of corrective feedback
LO2	differentiate between implicit error correction and explicit error correction
LO3	identify and explain an immediate correction in accuracy activities and delayed correction in fluency activities
LO4	apply different error correction types in a particular context

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may face difficulties to differentiate between implicit error correction type and explicit error correction type. Participants may experience anxiety to apply various error correction types in a given context.
Procedures: (for each, note which LO above is targeted; just write LO# next to the title of the task)

1. Warm-up: The guessing game-Trainer acts as if she is a student and makes grammatical and pronunciation mistakes. Participants should come up with different error correction solutions□LO 1
2. Presentation: Trainer presents the topic using PPT and a video□LO1, 2, 3

3. Practice ☐Know. Want-to-Know. Learned chart ☐LO 1, 2, 3, 4
4. Application ☐ A Role Play ☐ LO 4
5. Wrap-up: The participants complete the third column of the KWL chart ☐LO 1, 2, 3, 4

Procedures:

1. **Warm-up**: **Guessing game** (20 minutes) ☐LO1
   Mode: Individual
   Steps:
   1. Greet participants and asks them how they are feeling
   2. Tell the participants that they will watch a video
   3. Ask everyone to be attentive, as later she will be the student to make mistakes and they will collectively correct her mistakes based on the video content
   4. Demonstrate the video about error correction types
   5. https://www.youtube.com/watch?v=KvLTT3U2Rro
   6. Discuss the importance of delayed correction in the fluency as they noticed in the video
   7. Explain to the participants that you will be acting as a student and make different mistakes
   8. Advise the trainees not to overcorrect you, but praise, too
   9. Ask them to come up with an error correction type mentioned in the video and discussed previously
   10. Encourage everyone to speak and discuss every opinion and suggestion

   Assessment techniques: Participants share responses (whole group)

2. Presentation about error correction ☐ LO 1, 2, 3, 4 (30 minutes)

   Steps:
   1. Share the board and pose 2 questions. "What's the reason for the error", and "What type of error do students usually make during the classes? "
   2. Elicit answers from participant teachers
   3. Share the PowerPoint Presentation about error correction types with participants (Appendix 1)

Types of Error Correction

Implicit Error Correction

• Implicit error correction is implied by restating the mistake correctly

Explicit Error Correction

• **Explicit** error correction is clearly explained by using deliberate, corrective feedback

4. Demonstrate a video about the ways of correcting students' mistakes
5. https://www.youtube.com/watch?v=InewdPuB4CE
6. Play the video and share their thoughts

Break: 10 minutes

3. Practice Know. Want-to-Know. Learned chart (KWL) LO 1, 2, 3, 4 (30 minutes)
      Mode: Group work, pair work, individual

1 Share the screen and demonstrate the Know. Want-to-Know. Learned (KWL) chart
2 Ask the participants to work individually and to write in their notebooks what they know about error correction, and what they want to know, and ask them not to complete the third column which they will complete later (the third column in the chart for the things they learned)
3 Ask them to take notes in their notebooks and share their notes with the whole group
4 Closely monitor by answering their questions
5 Ask participants to comment on each other's notes
6 Share a handout (Appendix 2)
7 Explain to them that participants will be sent into break-out rooms and work in pairs.
8 Ask them to match the examples of errors with their correct definitions
9 Bring the pairs back and recreate the pairs in a way that participants will do the pair checking process with another partner.
10 Bring everyone back and discuss the answers

11 Demonstrate a video https://www.youtube.com/watch?v=qdlaj4xSPjo&t=63s
12 Split them into groups of three
13 Do a close monitoring
14 Recreate the groups
15 Ask participants to check their answers with each other
16 Bring everyone back to the main session
17 Ask participants to make comments
18 Monitor and give feedback to participants
19 Demonstrate the video and ask trainees to take notes for further discussion
20 Ask them to attentively watch the video
    https://www.youtube.com/watch?v=1WQCWF7ENfI
21 Ask them to express their opinions on the techniques the teacher had used in the video to correct her students' mistakes
22 Ask participants to express their ideas on what they would do differently in their classrooms

4. Application ⬜ A Role Play ⬜LO (20 minutes)

1. Tell them that they would do a role play with their partners
2. Give each pair a context
3. Group 1, 3 (one of them is the teacher, others are public school students, 6 graders)
4. Group 2, 4 (one of them is the teacher, others are public school students, 6 graders)
5. Assign group 1 to create situations where the teacher corrects students implicitly
6. Assign group 2 to create situations where the teacher corrects students explicitly
7. Send them into the break-out rooms
8. Monitor each group's work
9. Ask them to act out their roleplays when they are back in the main room

Assessment techniques: Participants share responses (whole group) T-P feedback

5. Wrap Up: Activity "What did we learn?" ⬜ LO 3, 4, 5 (10 minutes)

Activity "What did we learn?"
Procedure:
1. Ask participants to review the error correction types and strategies they have learned by answering the trainer's questions
2. Ask them to complete the KWL chart's third column by providing at least three things they have learned during the session. (Appendix3)
3. Ask participants to read about the three things they have learned
4. Discuss participants' opinions

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

Microsoft
PowerPoint Slide

Error Correction

What's the reason for the error?

- It is the result of a random guess (pre-systematic).
- It was produced while testing out hypotheses (systematic).
- It is a slip of the tongue, a lapse, a mistake (caused by carelessness, fatigue, etc.) (post-systematic).

Questions for Discussion

1. **Are students making new errors?**
2. **What type of error are the students making?(lexical, phonological, syntactic)**
3. **What measures are you taking to prevent old errors from happening again?**
4. **Are you promoting the critical thinking of your students?**
5. **Are errors caused by complex structures?**

Types of Error Correction

Implicit Error Correction

- Implicit error correction is implied by restating the mistake correctly
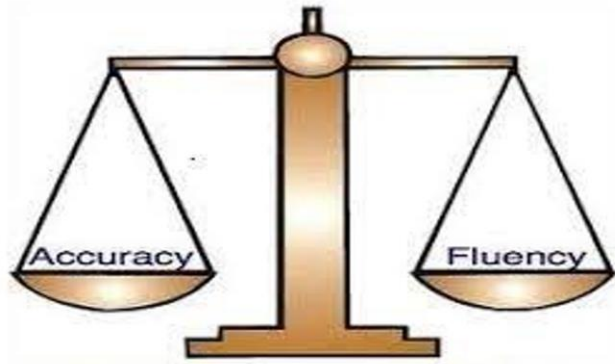
Explicit Error Correction

- **Explicit** error correction is clearly explained by using deliberate, corrective feedback
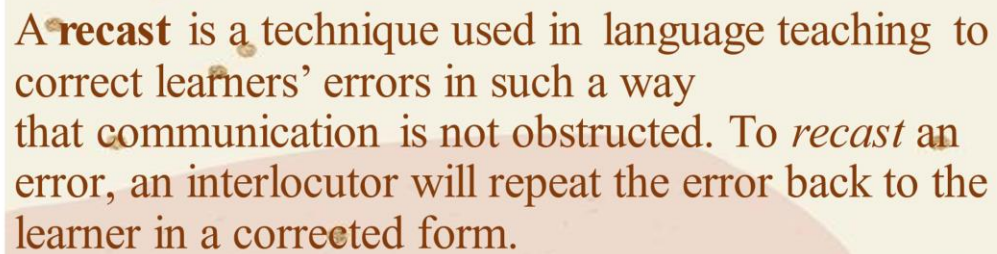
When to Correct

It depends on the kind of activity and its aim.

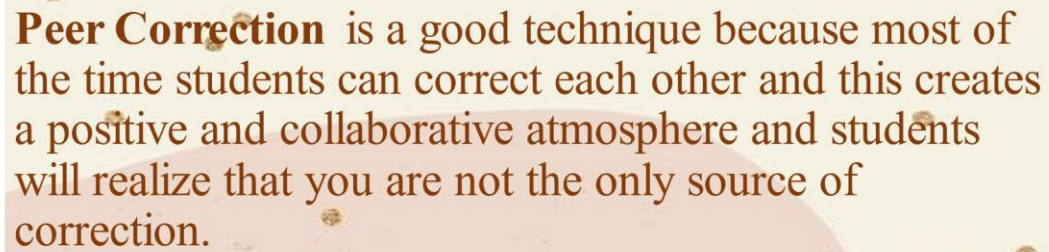**Immediately** in accuracy activities   **Delayed** in fluency activities

What is a Recast ?

A **recast** is a technique used in language teaching to correct learners' errors in such a way
that communication is not obstructed. To *recast* an error, an interlocutor will repeat the error back to the learner in a corrected form.
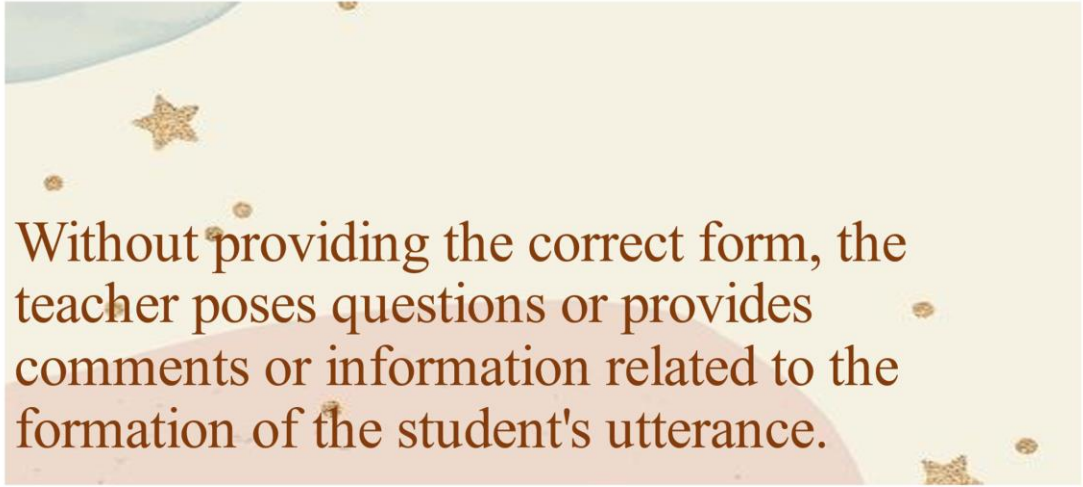
Peer Correction

Peer Correction is a good technique because most of the time students can correct each other and this creates a positive and collaborative atmosphere and students will realize that you are not the only source of correction.

Metalinguistic clues

Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance.

Clarification request

By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

Elicitation

Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

Correct to Build not to Destroy

Correct to Build not to Destroy

Reference

Roberts, M. (1995). Awareness and the efficacy of error correction. *Attention and awareness in foreign language learning*, 163-182.

Satake, Y. (2020). How error types affect the accuracy of L2 error correction with corpus use. *Journal of second language writing*, *50*, 100757.

Tedick, D. J., & de Gortari, B. (1998). Research on error correction and implications for classroom teaching. *ACIE Newsletter*, *1*(3), 1-6.

 http://site.iugaza.edu.ps/nmasri/files/2012/02/Trainer-Notes-Cascade-.pdf

Choose the correct term in the box below for the following descriptions.

1. When the learner's mother tongue affects their performance in the target language. A learner may make a mistake because they use the same grammatical pattern in the target language as they use in their mother tongue. The L1 grammatical pattern is not appropriate in L2.

2. The process in which incorrect language becomes a habit and cannot easily be corrected.

3. An error made by a second language learner is a natural part of the language learning process because they are unconsciously organizing and working out language. These types of errors are also made by children learning their first language and often disappear as their language ability improves.

4. When a student uses a grammatical rule, he/she has learned, but uses it in situations when it is not needed or appropriate, e.g., a student says There were three girls (the correct plural form used for most nouns) and two mans. (Incorrect plural form – not appropriate for man).

5. The learners' own version of the second language which they speak as they learn. They create their own grammatical system as they are learning, which is neither their first language nor the target language but something in between the two. This version of their language changes as they progress and learn more.

6. A word in the target language that looks or sounds as if it has the same meaning as a similar word in the learners' first language but does not, e.g. in French 'librairie' is a place where people can buy books. In a library in English, you do not buy books but borrow them instead.

A. false friend

B. interlanguage

C. L1 interference

D. overgeneralization

E. fossilization

F. developmental error

(Cambridgeenglish.org)

Appendix 3

Name _____   **KWL Chart   Date**_____

Topic_____

What I Know	What I Want to Know	What I Have Learned

Mane Mehrabyan
March 26, 2022
Lesson Plan # 5
1) **Topic/Theme: Providing Learners with Practice Activities**

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# Of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian
Prior learning related to this lesson	Error Correction

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	explain the difference between controlled practice, less controlled practice, and free practice activities and explain their usage in
LO2	identify and successfully use controlled practice activities
LO3	identify and successfully use free practice activities
LO4	create free practice activities

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may face difficulties to differentiate controlled practice activities and less controlled activities
Procedures: (for each, note which LO above is targeted; just write LO# next to the title of the task)

1. Warm-up: Brainstorm Race ▢LO1
2. Presentation: The trainer presents the topic "Providing Learners with Practice Activities" using PPT and a video▢LO1, 2, 3
3. Practice: ▢ LO 1, Complete the task by writing the correct features of each practice 2, 3, 4
4. Application: Debating▢ LO 2, 3, 4

5. Wrap-up: Creating free practice activities ▢LO 3, 4

Procedures:

1. **Warm-up: Brainstorm Race (10 minutes) ▢LO1**
   Mode: Individual
   Steps:
   1. Greet participants and asks them how they are feeling
   2. Introduce the new topic which is "Providing learners with practice activities"
   3. Ask them to brainstorm and list as many ideas or questions about practice activities as they can come up with within a given amount of time
   4. Ask them to write their ideas associated with the topic in the chat
   5. Ask them to come up with as many ideas as possible
   6. Encourage everyone to write and discuss every opinion and question

   Assessment techniques: Participants share responses (whole group)

2. **Presentation: Providing Learners with Practice Activities ▢ LO 1, 2, 3, 4 (40 minutes)**

   Steps:
   1. Share the board and pose 2 questions. "Do you use controlled practice when doing a gap-fill activity? Do they need to be focused on form?" and "Are multiple-choice activities free practice activities?"
   2. Elicit answers from participant teachers
   3. Share the PowerPoint Presentation about practice activities with participants (Appendix 1)

Examples of Free Practice
- Role play
- Group discussion
- Debate

   4. Demonstrate a video where two types of practices are implemented
      https://www.youtube.com/watch?v=w50iwAEV25A

5. Ask participants to attentively watch the video and share their thoughts

Break: 10 minutes

3. Practice: Complete the task by writing the correct features of each practice ☐ LO 1, 2, 3, 4 (30 minutes)

      Mode: Group work, pair work, individual

1. Share the screen and show a handout about controlled and free practice activities
2. Ask the participants to work with partners and to write the correct features of controlled or free practice activities (Appendix 2)
3. Split the group into pairs and send them into the breakout rooms
4. Monitor closely by answering the trainees' questions
5. Bring the pairs back and recreate the pairs in a way that participants will do the pair checking process with another partner.
6. Bring everyone back and discuss the answers
7. Demonstrate a video about controlled and free practice activities
8. Tell the trainees to attentively watch the video
9. Explain that the teacher implements controlled and free practice activities while doing the lesson on the second conditional
10. https://www.youtube.com/watch?v=w50iwAEV25A
11. Ask the participants to discuss whether they agree or disagree that free practice is a stage in a lesson where learners produce the target content freely and a controlled practice is a stage where learned work in a restricted context
12. Split them into groups of three to discuss the above-mentioned issues presented in the video
13. Do close monitoring by answering the trainees' questions and helping them to further develop their ideas
14. Bring everyone back
15. Ask them to express their opinions on the techniques the teacher had used in the video to correct her students' mistakes
16. Ask participants to express their opinions of what they would do differently in their classrooms while providing their students with controlled and free practice activities

4. Application: Debating ☐ LO 2, 3, 4 (15 minutes)

1. Divide them into two groups

2. Assign them with a debate topic "Controlled Practice Activities vs Free Practice Activities" to get students to use the target language
3. Send them into break-out rooms to collaborate with each other and to come up with strong arguments
4. Monitor each group's work by helping them to further develop their ideas and by answering their questions
5. Bring everyone back and ask them to debate
6. Ask everyone to raise their hands when they want to speak

Assessment techniques: Participants share responses (whole group) T-P feedback

5. Wrap Up: Building a Story Based on a Visual Image ☐ LO 3, 4 (15 minutes)

Activity: Building a story based on a visual image
Procedure:
1. Show participants a picture (Appendix 3)
2. Send them into break out rooms and asks them to create a short story they think may describe the visual
3. Give them 5-6 minutes to think
4. Bring them back
5. Monitor the groups by answering their questions and advising how to read a visual image
6. Bring the participants back
7. Ask participants to share their stories

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

Microsoft
PowerPoint Slide

**https://docs.google.com/presentation/d/1Z6zOnSL4R3wy14az39tWLWOcVHGol9_0AelBH
Ri7aO8/edit#slide=id.g11b4419e792_0_0**

Language Practice

Language practice is the practice of working with language

- Providing learners with practice activities is an important step to help them use the language confidently

- Practice activities provide learners with language learning skills

Controlled Practice

- These are activities in which students are asked to use the target language in a restricted or controlled way

- The main aim of the controlled practice is to help learners to automatize the form of the target language, either in oral or written form.

Discussion Questions

1. Do you use controlled practice when doing a gap -fill activity? Do they need to be focused on form?

2. Are multiple -choice activities controlled practice activities?

3. What about matching exercises?

Less Controlled Practice

- gives students more room to personalize the language they are using and communicate their own ideas

- activities are designed to allow students to use language with a certain degree of flexibility, but still require them to use the target language that has been presented

Free Practice

- Learners are given the chance to use the target language
- These activities contain an information gap, which requires students to exchange information in a meaningful way
- The main focus of free practice is fluency
- Error correction should be done sensibly
- Delayed feedback is favored

Examples of Free Practice

- Role play
- Group discussion
- Debate

Reference

Hughes, M. G., Day, E. A., Wang, X., Schuelke, M. J., Arsenault, M. L., Harkrider, L. N., & Cooper, O. D. (2013). Learner-controlled practice difficulty in the training of a complex task: Cognitive and motivational mechanisms. *Journal of Applied Psychology, 98*(1), 80.

Ryan, S. B. (2001). Overcoming common problems related to communicative methodology. *The Internet TESL Journal, 7*(11), 6-7.

Tanaka, T. (2001). Comprehension and Production Practice in Grammar Instruction: Does Their. *AUTHOR Fotos, Sandra, Ed.; Jungheim, Nicholas O., Ed. TITLE JALT Journal, 2001. INSTITUTION Japan Association for Language Teaching. ISSN ISSN-0287-2420 PUB DATE 2001-05-00, 23*, 6.

Appendix 2

What are the features of controlled practice activities and freer practice activities?

1) Higher teaching talk time

2) Increased student talk time

3) Scene, function, structure, and vocabulary is provided by the teacher

4) Single, not combined functions

5) Less chance of meaningful practice

6) There is more chance for the learner to personalize their own experience

7) Activities can use a combination of functions, bring elements together, and recycle

8) Drills (oral)

9) Gap-fills

10) Real-world activities

Controlled Practice Activities   Free Practice Activities

Appendix 3
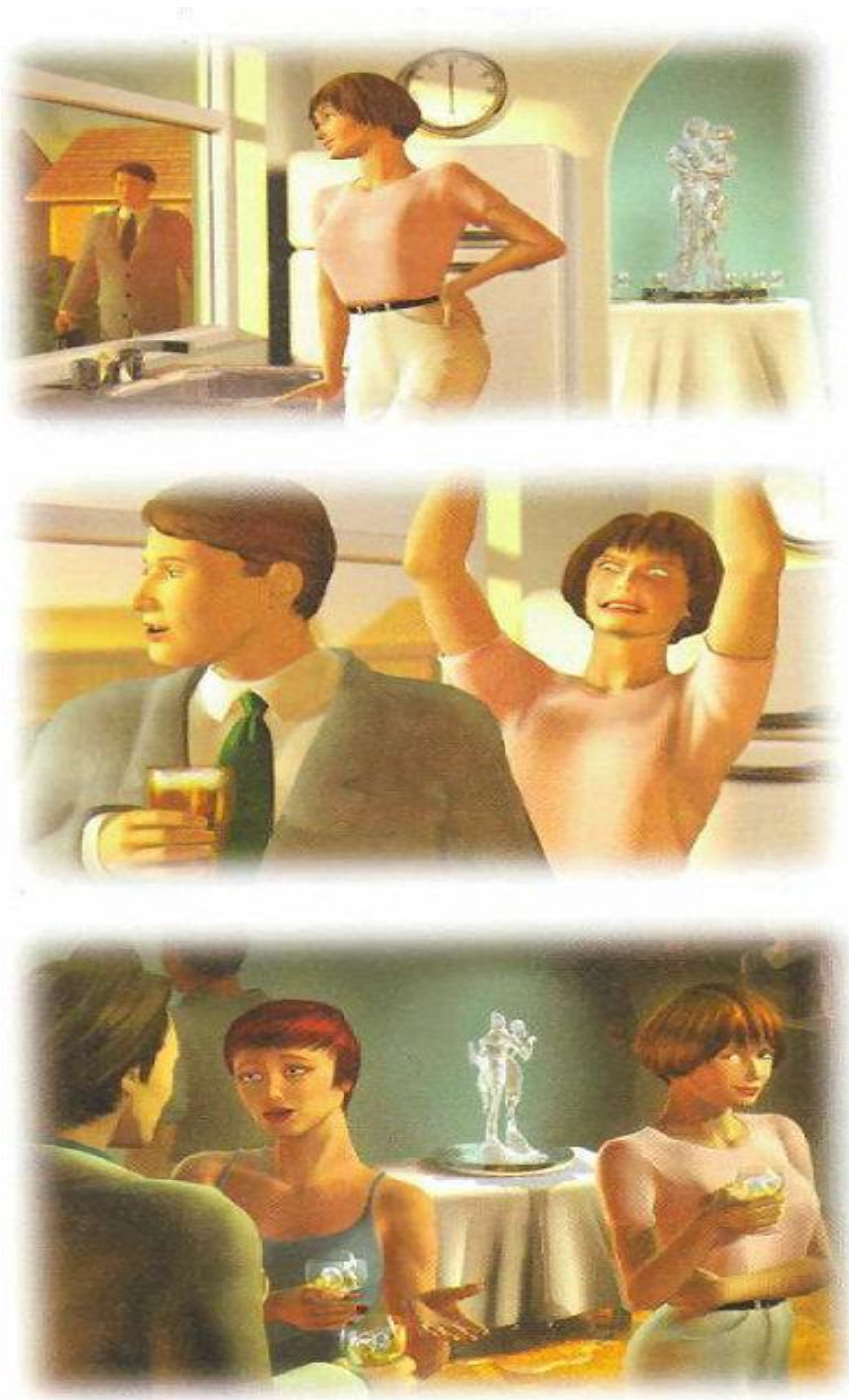
(Headway Pre-Intermediate 3.6)

Mane Mehrabyan
March 27, 2022
Lesson Plan #6

1) Topic/Theme: Meaningful learning: Form, function, meaning

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# Of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian
Prior learning related to this lesson	Providing Learners with Practice Activities

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	explain the difference between language form, function, and meaning when providing their classes with meaningful learning
LO2	identify and successfully use activities to provide meaningful learning in a classroom
LO3	create meaningful activities by using the PICRAT model

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may get confused to differentiate between language form and function. They may face difficulties in using the newly presented model to provide their classes with meaningful learning.
Procedures: (for each, note which LO above is targeted; just write LO# next to the title of the task)

1. Warm-up: Reading a Visual Image □LO1
2. Presentation: The trainer presents the topic "Meaningful Learning: Form, Function, meaning" by using a PPT and a video□LO1, 2

3. Practice: Creating Meaningful Activities ☐ LO 1, 2, 3
4. Application: Debating LO 3
5. Wrap-up: Creating meaningful activities based on PICRAT model☐LO 3, 4

Procedures:

1. **Warm-up: Reading a Visual Image (20 minutes) ☐LO1**
> **Mode:** Individual
> **Steps:**
1. Greet participants and ask them how they are feeling
2. Share the screen and shows a picture about a cell phone addiction (Appendix1)
3. Ask them to brainstorm and list as many ideas as they may have by looking at a visual image
4. Elaborate on that the participants should use different language forms
5. Ask them to use different language forms: comparative adjectives, declarative sentences
6. Explain to them that they should use language functions: define, explain, generalize and conclude
7. Divide the group into five teams and send them into break out rooms
8. Bring the groups back
9. Ask them to share their short stories by using different language forms and functions

> **Assessment techniques:** Participants share stories based on a visual image (whole group)

2. Presentation on Meaningful Learning: Form, Function, and Meaning ☐ LO 1, 2, 3 (30 minutes)

> **Steps:**
1. Share the board and pose the question "What does knowing a language mean?"
2. Elicit answers from participant teachers
3. Share the PowerPoint Presentation about the new topic: Meaningful learning with participants (Appendix 2)

4. Demonstrate a video where the difference between language form, meaning, and use is clearly defined
5. Ask the participant teachers to take notes for further discussion
6. https://www.youtube.com/watch?v=MlVBGQouvoA
7. Ask participants to attentively watch the video and share their thoughts

Break: 10 minutes

3. Practice: Creating an Activity Based on the Model □ LO 1, 2, 3 (30 minutes)

> **Mode:** Group work, pair work, individual

1. Share the screen
2. Explain the model PICRAT for creating meaningful activities (Appendix 3)
3. Ask them to come up with an idea that relates to one of the categories of the model
4. Split the group into pairs and send them into the breakout rooms
5. Monitor closely by answering their questions and explaining how to use the model
6. Bring the pairs back and recreate the pairs in a way that participants will do the pair checking process with another partner
7. Bring everyone back and discuss the answers
8. Tell the participants that they will watch a video and asks trainees to take notes for further discussion
9. Demonstrate a Ted talk video about the importance of meaningful learning
10. Split them into groups of three
11. https://www.youtube.com/watch?v=HY3NY4k-5GM

12. Do close monitoring by observing their collaboration
13. Bring everyone back
14. Answer all the questions participants ask

4. Application: Debating □ LO 2, 3 (15 minutes)

1. Divide them into two groups
2. Assign them with a debate topic "Does focusing on a language form tend to produce boring lessons or engaging lessons"
3. Send them into breakout rooms to collaborate with each other and to come up with strong arguments
4. Monitor each group's work by answering their questions
5. Bring everyone back and ask them to debate
6. Ask everyone to raise their hands when they want to speak

> **Assessment techniques:** Participants share responses (whole group) T-P feedback

5. Wrap Up: Creating an Activity Based on a Given Model □ LO 3 (15 minutes)

Activity:

Procedure:
1. Divide the group into three teams
2. Share the screen and show the model which is called Passive, Interactive, Creative, Replace, Amplify, Transform (PICRAT) (Appendix 3)
3. Assigns each group a particular task
4. Assign group 1 to create an activity by using the "Passive" category to watch a video or listen to a podcast
5. Assign group 2 to create an activity by using the "Interactive" category that is to play a game, use a simulation, communicate with others
6. Assign group 3 to create an activity by using the "Creative" category to create an original work, a video (they may even record themselves in Zoom), or a poster
7. Send them into break out rooms and asks them to create activities they think may describe the visual (Appendix 1)
8. Monitor them by answering the trainees' questions and by helping them to further develop their ideas
9. Bring the participants back
10. Ask them to share their activities

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

(123RF Partners Program)

Appendix 2

Microsoft
PowerPoint Slide

https://docs.google.com/presentation/d/1UMha9fyrZ4vipHOToNmcgNP8_g-bZbdTtS4_Ohuzv4M/edit#slide=id.g1226b143a48_0_60

Language: Form, Meaning and Function
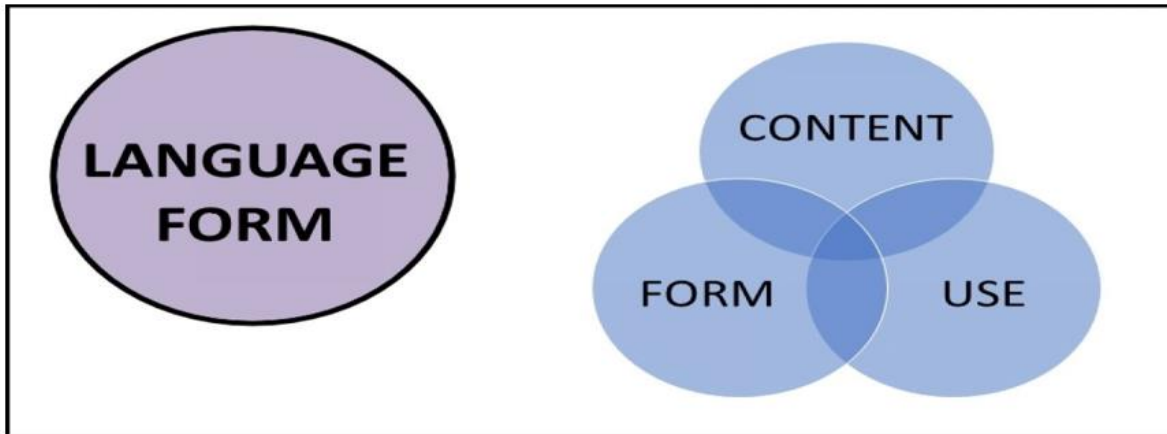
• What does knowing a language mean?

Different Aspects of Language

❖It has form/structure
❖It has meaning
❖It has functions

Levels of language

Phonetics, Phonology — all sounds, system sounds

Morphology — forms and words

Syntax — clauses and sentences

Semantics — meanings of various kinds

Pragmatics — language use

Raymond Hickey
December 2005
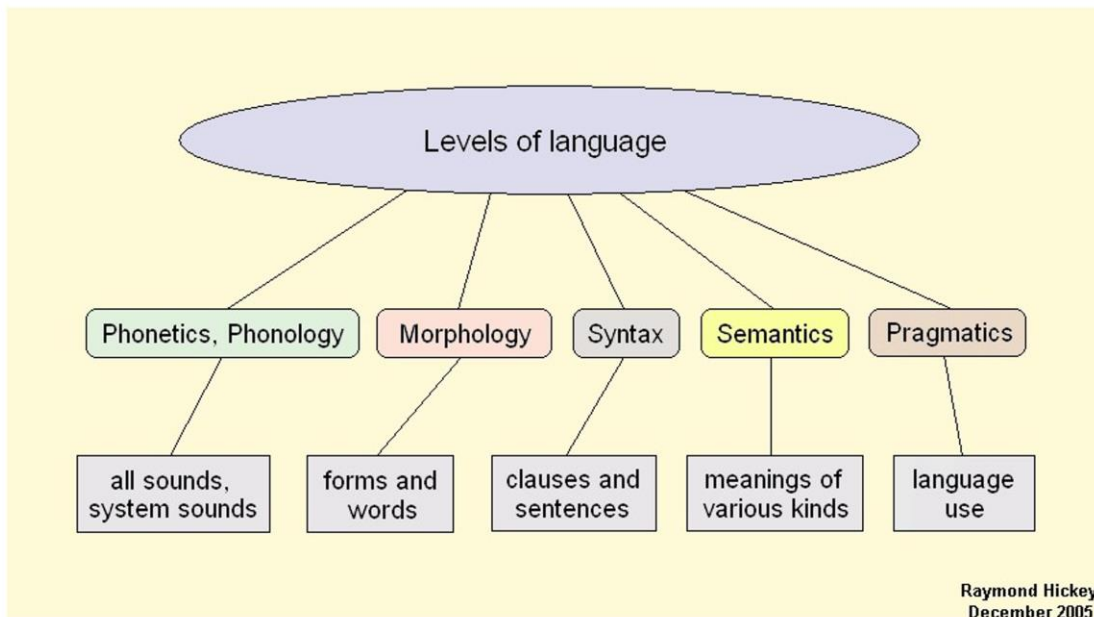
Phonetics

- Science of human speech sounds

It includes

- A study of vocal organs
- A study of sound waves
- A study of the ways sounds are transmitted
- A study of the ways sounds are perceived

Phonology

- A study of sound systems of a particular language

What is morphology?

The study of phorm :)

- A study of how sounds are combined to make words
- Language is made up of morphemes

Syntax

- A study of the formation of phrases and sentences
- Rules that enable us to combine morphemes into sentences

Syntax

Phonetic representation Sounds

Semantic representation meanings

Principles and parameters theory captures this bridge between sound and meaning through the phonetic form and logical form.
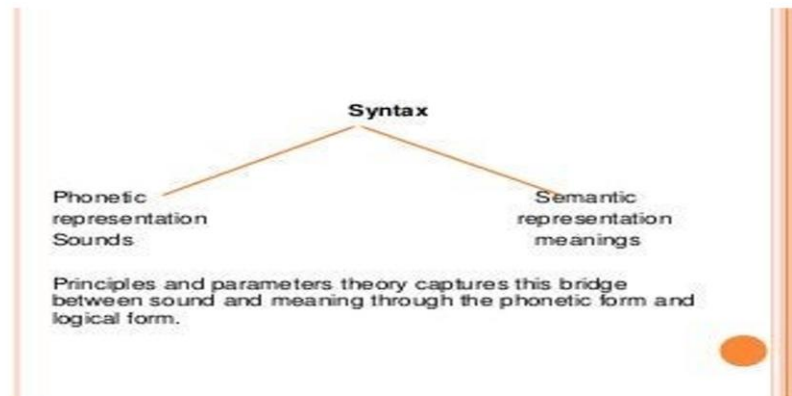
Semantics

Semantics is the study of how meaning is created by words

Semantic change is when a word changes meaning

Semantics

Introduction:

- Definitions:
  - Semantics: is the study of the meaning of words and word combinations
  - Lexeme is the minimal unit of vocabulary
  - Lexicon is the mental dictionary

Pragmatics

"Pragmatics is the study of the relationships between linguistic forms and the users of those forms."
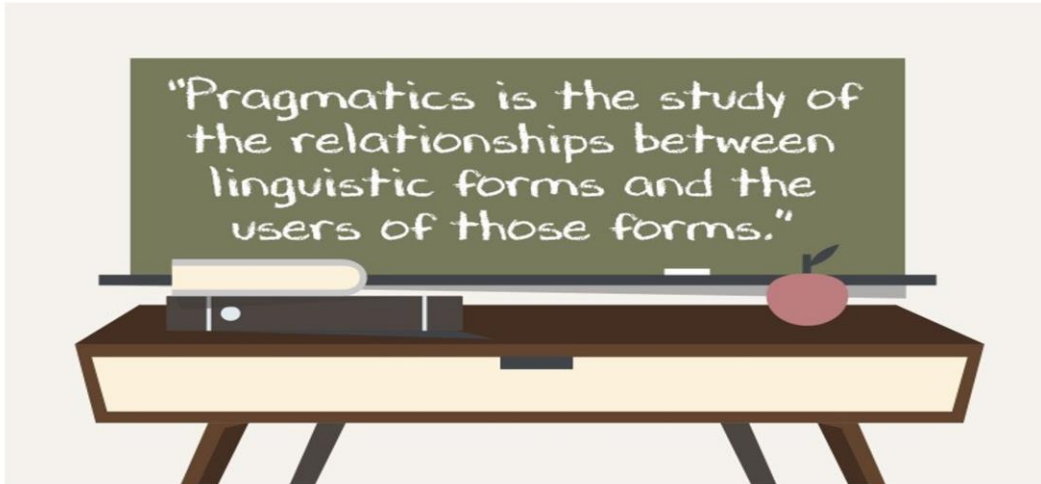
Reference

Ellis, N., & Collins, L. (2009). Input and second language acquisition: The roles of frequency, form, and function introduction to the special issue. *The Modern Language Journal*, *93*(3), 329–335.

Newmeyer, F. J. (2000). *Language form and language function.* MIT press.

	REPLACE	AMPLIFY	TRANSFORM
CREATIVE	**Creative Replacement:** Students create a video to share instead of life presentation.	**Creative Amplified:** Students create a ppt with links and videos. Students create a video of themselves with additional visual information.	**Creative Transform:** Students create a video documentary, Wikipedia contribution, online newspaper, a movie, etc.
INTERACTIVE	**Interactive Replacement:** Students interact with teacher in a video conference lesson. Students learn using digital flash cards. Google Doc collaboration.	**Interactive Amplified:** Students have quizzes with feedback, coding games, learning material with hyperlinks, canvas mastery paths for differentiated learning.	**Interactive Transform:** Students can interview a guest speaker / expert from another part of the world.
PASSIVE	**Passive Replacement:** Students listen to a lecture using ppt in-person, or zoom.	**Passive Amplified:** Students watch a pre-recorded video instead of listening to a lecture, they can replay it or watch it asynchronously.	**Passive Transform:** Students listen to a guest speaker expert presentation from another part of the world.
	REPLACE	AMPLIFY	TRANSFORM

(Digital Education leadership Posts)

Mane Mehrabyan
April 2, 2022
Lesson Plan #7
2) Topic/Theme: The Importance of Feedback

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# Of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian
Prior learning related to this lesson	Meaningful learning: Form, function, meaning

Learning Objectives:

By the end of the class, participants will be able to (SWBAT):

LO1	explain the importance of teacher feedback for student learning
LO2	explain the difference between a good amount of feedback and a bad amount of feedback
LO3	To identify and successfully use different types of feedback in a classroom

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may face difficulties to differentiate between different types of feedback
Procedures: (for each, note which LO above is targeted; just write LO# next to the title of the task)

1. Warm-up: One-word reply ☐LO1
2. Presentation: The trainer presents the topic "The Importance of Feedback" by using a PPT and a video☐LO1, 2
3. Practice: Completing a table ☐ LO 1, 2, 3
4. Application: Completing a true/false statement ☐ LO 1, 2, 3
5. Wrap-up: Complete the Chart ☐ LO 1, 2, 3

Procedures:

1. **Warm-up: One-word reply (10 minutes) ⬜LO1**
    Mode: Individual
    Steps:
    1. Greet participants and ask them how they are feeling
    2. Share the screen and write the topic of the session "Feedback"
    3. Ask them to brainstorm ideas related to the importance of feedback and to respond with one word only

Assessment techniques: Participants share their one-word responses (whole group)

2. Presentation about The Importance of Feedback ⬜ LO 1, 2 (35 minutes)

Steps:
1. Share the board and pose two questions: "What is feedback?" and "What are the primary purposes of feedback?"
2. Elicit answers from participant teachers
3. Share the PowerPoint Presentation with participants (Appendix 1)
4. Demonstrate a video where different types of feedback are used by a teacher https://www.youtube.com/watch?v=m-_ZyUSq3Lg
5. Ask participants to attentively watch the video and take notes
6. Ask participants to share their thoughts

Break: 10 minutes

3. Practice: Completing the Table ⬜ LO 1, 2, 3 (35 minutes)
    Mode: Group work, pair work, individual
    1. Share the screen and show a table related to feedback timing (Appendix 2)
    2. Assign the participants to write which statement refers to good timing and which statement refers to bad timing of feedback
    3. Split the group into pairs and send them into the breakout rooms
    4. Monitor by answering their questions
    5. Bring the pairs back and recreate the pairs in a way that participants will do the pair checking process with another partner
    6. Bring everyone back and discuss the answers
    7. Tell the participants that they will watch a video and asks trainees to take notes for further discussion

8. Demonstrate a Ted talk video about the importance of feedback
https://www.youtube.com/watch?v=jRnsF_L9atU
9. Split them into groups of three
10. Do monitoring by answering the trainees' questions
11. Bring everyone back
12. Discuss every single point with the trainees

4. Application: **Completing a true/false statement ☐ LO 2, 3 (15 minutes)**
1. Divide the participants into pairs
2. Assign them to complete the true/false statements (Appendix 3)
3. Recreate the pairs and ask them to give feedback to each other
4. Monitor each pair's work answering their questions
5. Discuss whether their pieces of feedback are relevant and appropriate

Assessment techniques: Participants share responses (whole group) T-P feedback

5. Wrap Up: Completing a Handout on Feedback ☐ LO 2, 3 (15 minutes)

Activity:
Procedure:
1 Divide the group into three teams
2 Share the screen and show a handout about the good or bad amount of feedback (Appendix 4)
3 Ask them to complete the table by correctly writing the sentences under the proper heading
4 Demonstrate a video about evaluative and descriptive types of feedback
2. https://www.youtube.com/watch?v=m-_ZyUSq3Lg
1 Ask the trainees to give their feedback on the video content
2 Encourage them to write their responses in the chat

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

Microsoft
PowerPoint Slide

https://docs.google.com/presentation/d/1mBl8mj290lt8e0W3SMJ0z32rUOhDcnVEe4qRDsFflk8/edit#slide=id.g12602eccc1d_0_39

The Importance of Feedback
for Student Learning

"Feedback is an objective description of a student's performance intended to guide future performance. Unlike evaluation, which judges performance, feedback is the process of helping our students assess their performance, identify areas where they are right on target and provide them tips on what they can do in the future to improve in areas that need correcting."

W. Fred Miser

What is Feedback?

Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning.

Feedback is a comment or reaction that can lead a student to improve

Primary Purpose of Feedback

❑to keep students on the course so they arrive successfully at their predetermined destination

❑to help learners adjust their thinking and behaviors

❑to improve student performance

The Power of Accurate Feedback

✓Immediate impact on results

✓Lower failures

✓Better attendance

✓Fewer suspensions

Characteristics of Feedback

❖**Timely**

"The more delay that occurs in giving feedback, the less improvement there is in achievement." (Marzano(1), p. 97

❖**Constructive**

Constructive feedback not only lets a student know what is right and what is wrong but provides suggestions on how a student can approach the various points raised

❖**Specific to a Criterion**

Based on personal observations

Strategies to Help Students Learn to Use Feedback

- **Teach students self and peer assessment skills to:**
  - Teach students where feedback comes from.
  - Increase students' interest in feedback because it's "theirs".
  - Answer students' own questions.
  - Develop self-regulation skills, necessary for using any feedback.
- **Be clear about the learning target and the criteria for good work.**
  - Use assignments with obvious value and interest.
  - Explain to the student why an assignment is given—what the work is for.
  - Make directions clear.
  - Use clear rubrics.
  - Have students develop their own rubrics or translate yours into "friendly" language.
  - Design lessons that incorporate using the rubrics as students work.
- **Design lessons in which students use feedback on previous work to produce better work.**
  - Provide opportunities to redo assignments. (Comparing a rough draft to the rubric/criteria/exemplar.)
  - Give new but similar assignments for the same learning targets.
  - Give opportunities for students to make the connection between the feedback they received and the improvement in their work.

Reference

Billingsley, J. (2015). *Making Words REAL: Proven Strategies for Building Academic Vocabulary Fast.* Routledge.

Brookhart, S. M. (2017). *How to give effective feedback to your students.* ASCD.

Wiggins, G. (2012). Seven keys to effective feedback. *Feedback, 70*(1), 10-16.

Appendix 2

Feedback Timing

Which one refers to good timing and which one refers to bad timing?

1. Going over a test or assignment when the unit is over and there is no opportunity to show improvement

2. Providing flashcards (which give immediate right/wrong feedback) for studying facts
3. Giving immediate oral responses to student misconceptions
4. Giving immediate oral responses to questions of fact
5. Returning a test or assignment two weeks after it is completed

6. Ignoring errors or misconceptions (thereby implying acceptance)

7. Returning a test or assignment the next day

Good Timing	Bad Timing

Appendix 3

True Statements	False Statements

1. Overusing the 'feedback sandwich can result in a mistrust of positive feedback.
2. We should not try to overuse positivity in our feedback or we may devalue it.
3. We should never give positive feedback and negative feedback at the same time.
4. We should give positive feedback when our students make an effort and try new things.
5. By offering positive feedback in a variety of situations, we can have our students get used to receiving positive feedback.
6. You can improve the performance of your students by embracing their mistrust of positive feedback.

Appendix 4

Amount of Feedback

Good Amount of Feedback	Bad Amount of Feedback

Which one is considered to be a good amount of feedback? Which one has a bad amount of feedback?

1. Writing comments on a paper that is more voluminous than the paper itself.
2. Commenting on at least as many strengths as weaknesses.
3. Returning a student's paper with every error in mechanics edited.
4. Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers.
5. Selecting 2-3 main points about a paper for comment.
6. Giving feedback on important learning targets.

Mane Mehrabyan
April 3, 2022
Lesson Plan # 8
3) Topic/Theme: Ways of Motivating EFL students in the classroom

Duration of Lesson	120 minutes
The First Part of the lesson	55 minutes
Break	10 minutes
The Second Part of the Lesson	55 minutes
Instructional Setting	Online
Learners' ages	Adults
# Of Participant Teachers	15
Target Language Proficiency level	Advanced
Native Language	Armenian
Prior learning related to this lesson	The Importance of Feedback for Student Learning

Learning Objectives:

By the end of the class, participants will be able (SWBAT):

LO1	explain the importance of the four key points of the ARCS model
LO2	identify and successfully use the ARCS model to motivate their students
LO3	use internet-based games to sustain their students' motivation

Materials: **handouts, a presentation, videos**

Anticipated Problems: Participants may face difficulties to differentiate between different types of feedback
Procedures: (for each, note which LO above is targeted; just write LO# next to the title of the task)

1. Warm-up: A Guessing Game □LO1, 2

2. Presentation: The trainer presents the topic "Ways of Motivating Student Learning" by using PPT and a video□LO1, 2
3. Practice: Completing a Table □ LO 1, 2, 3
4. Application: Playing Kahoot □ LO 1, 2, 3
5. Wrap-up: Complete the Chart □ LO 1, 2, 3

Procedures:

1. **A Guessing Game (10 minutes) □LO1, 2**
   Mode: Individual
   Steps:
   1. Greet participants and ask them how they are feeling
   2. Share the screen and write the abbreviation "ARCS"
   3. Explain that the abbreviation relates to students' motivation
   4. Ask the participants to come up with ideas about what the abbreviation stands for
   5. Ask the participants to share the model with the participants (Appendix 1)

Assessment techniques: Participants share their guesses (whole group)

2. Presentation: Ways of Motivating Student Learning □ LO 1, 2 (35 minutes)

   Steps:
   1. Share the screen
   2. Draw a circle on the board and write the word motivation inside the circle
   3. Draw straight lines coming out of the circle and asks the participants to say a word that comes to their minds when they think of motivation and writes those words on the boards in front of the lines
   4. Elicit answers from participant teachers
   5. Demonstrate a video about the Attention (A), Relevance (R), Confidence (C), and Satisfaction (S) (ARCS) model
      https://www.youtube.com/watch?v=tYu90ZK2WUA
   6. Ask participants to attentively watch the video about the ways of motivating students and take notes
   7. Ask participants to share their thoughts
   8. Share the board and write the discussion questions on it: "How do you motivate your students?" and "What are the best and easiest ways to use technology with students?"
   9. Elicit answers from the participants
   10. Familiarize the trainees with interesting games
   11. Explain to them how to utilize these games in a classroom
       https://www.baamboozle.com/classic/27029

       https://games.washingtonpost.com/games/word-scramble

https://learnenglishkids.britishcouncil.org/games/wordshake

https://create.kahoot.it/details/231c5cac-a774-4240-8e38-700ffbeff421

12. Trainer explains how using technology may sustain students' motivation

Break: 10 minutes

3**. Practice: Completing a Table ☐ LO 1, 2, 3 (35 minutes)**

      Mode: Group work, pair work, individual

1) Share the screen and demonstrate the ARCS model components table (Appendix 2)
2) Assign the participants to come up with ideas and fill in the table based on the component table (Appendix 3)
3) Split the group into pairs and send them into the breakout rooms
4) Monitor the groups by answering their questions
5) Bring the pairs back and recreate the pairs in a way that participants will do the pair checking process with another partner
6) Bring everyone back and discuss the answers
7) Ask the participants to bring extra gadgets
8) Explain to the participants how to use the links she has already shared with them
9) Encourage everyone to open the link and practice the games

4. Application: **Playing** the Kahoot Game ☐ **LO 2, 3 (15 minutes)**

1) Ask participants to bring an extra gadget
2) Ask them to type Kahoot.it in google
3) Ask them to join the link
4) Tell them to write the pin code
5) Start the game "Kahoot. it" which you have prepared before the session
6) https://create.kahoot.it/details/e252838b-3392-4aee-b050-cb3c9df338af

Assessment techniques: Participants play the game and answer the questions (individual) T-P feedback

5. Wrap Up: Writing what they have Learnt ☐ LO 2, 3 (15 minutes)

Activity:
Procedure:

1) Ask the participants to write five strategies they have learned during the session
2) Pose another challenging question to wrap up the session "What was the favorite activity you learned in class, and why?
3) Ask the trainees to actively share their opinions

Appendix (Handouts, Materials, Pictures, etc.)

Appendices

Appendix 1

(ResearchGate)

Appendix 2

Attention	Relevance	Confidence	Satisfaction
Perceptual Arousal Provide novelty and surprise	**Goal Orientation** Present objectives and useful purpose of instruction and specific methods for successful achievement	**Learning Requirements** Inform students about learning and performance requirements and assessment criteria	**Intrinsic Reinforcement** Encourage and support intrinsic enjoyment of the learning experience
Inquiry Arousal Stimulate curiosity by posing questions or problems to solve	**Motive Matching** Match objectives to student needs and motives	**Successful Opportunities** Provide challenging and meaningful opportunities for successful learning	**Extrinsic Rewards** Provide positive reinforcement and motivational feedback
Variability Incorporate a range of methods and media to meet students' varying needs	**Familiarity** Present content in ways that are understandable and that related to the learners' experiences and values	**Personal Responsibility** Link learning success to students' personal effort and ability	**Equity** Maintain consistent standards and consequences for success

(Wikipedia, the free encyclopedia)

Appendix 3

Attention	Relevance	Confidence	Satisfaction
Perceptual Arousal	**Goal Orientation**	**Learning Requirements**	**Intrinsic Reinforcement**
Inquiry Arousal	**Motive Matching**	**Successful Opportunities**	**Extrinsic Rewards**

Variability	Familiarity	Personal Responsibility	Equity

References

Bicard, D. F. (2000). Using classroom rules to construct behavior. *Middle School Journal*, *31*(5), 37-45.

Clement, M. C. (2013). Pop Quiz: Classroom Management Strategies. *Educational Horizons*, *92*(1), 24-25.

Duncker, K., & Lees, L. S. (1945). On problem-solving. *Psychological Monographs*, *58*(5), i.

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of instructional development*, *10*(3), 2-10.

Kimmons, R., Graham, C. R., & West, R. E. (2020). The PICRAT model for technology integration in teacher preparation. *Contemporary Issues in Technology and Teacher Education*, *20*(1), 176-198.

Kulik, J. A., & Kulik, C. L. C. (1988). Timing of feedback and verbal learning. *Review of educational research*, *58*(1), 79-97.

Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT journal*, *51*(2), 144-156.

Plump, C. M., & LaRosa, J. (2017). Using Kahoot! in the classroom to create engagement and active learning: A game-based technology solution for eLearning novices. *Management Teaching Review*, *2*(2), 151-158.

Soars, J. (2012). *New Headway pre-intermediate student's book*.

Smith, H., & Higgins, S. (2006). Opening classroom interaction: The importance of feedback. *Cambridge journal of education*, *36*(4), 485-502.

Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge University Press.

https://edit.org/blog/classroom-rules-poster-teemplates

https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=2778612#.YnbMsuhBzIV

https://study.com/academy/practice/quiz-worksheet-classroom-management-techniques.html

https://www.youtube.com/watch?v=w50iwAEV25A

https://www.123rf.com/clipart-vector/cell_phone_addiction.html?sti=ngdpfeit1djm6hvz3o|

https://www.baamboozle.com/classic/27029

https://games.washingtonpost.com/games/word-scramble

https://learnenglishkids.britishcouncil.org/games/wordshake

https://create.kahoot.it/details/231c5cac-a774-4240-8e38-700ffbeff421