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College of Humanities and Social Sciences

Teacher Training Course

A design project submitted in

partial fulfillment of the requirements for the

degree Master of Arts in Teaching English as a

Foreign Language

By

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We hereby approve that this capstone

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Entitled

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Be accepted in partial fulfillment of the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

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Abstract

      The purpose of this project is to provide teachers from Lori region with opportunities for developing their teaching skills. The project is a teacher training course that is designed for public school teachers. The course focuses on enhancing teachers' knowledge in different aspects of language teaching. It aims to broaden teachers' knowledge of error correction types, teacher questioning strategies, classroom management, and meaningful teaching. Hence, the course is designed to equip the participant teachers with pertinent tools aimed at applying different types of error correction in their teaching process, asking effective questions to boost conversation, and managing their classrooms efficiently. Also, it focuses on fostering teachers' understanding of meaningful teaching and deepens their understanding of the importance of feedback for student learning. Twenty-hour training sessions are chosen to be the principal method of implementing the project. Consequently, the sessions are organized into thematic outlines. Session outlines include different hands-on activities and group discussions. Each session envisions a group discussion to encourage the active contribution of all participants. The sessions also open opportunities for participant teachers to get constructive feedback for better educating their students. The end goal of the project is to empower teachers from Lori region to grow professionally, ask questions appropriately, take students' feedback into account, become more aware of error correction best practices, and be open to constructive feedback.

      Keywords: language teaching, error correction, questioning strategies, constructive feedback

1. Chapter One: Introduction

"A good teacher can inspire hope, ignite the imagination, and instill the love of learning."

– Brad Henry

1.1   Scope and Background: In-service English Language Teachers Professional

Development in Armenia

Many organizations implement teacher professional development training, including The Association of English Language Teachers in Armenia (AELTA). AELTA is a non-governmental organization that constantly provides different opportunities for English teachers to participate in training workshops, conferences, and sessions. Armenia also cooperates with international organizations and individual trainers, who are invited to Armenia to deliver lectures or organize workshops on specific up-to-date topics. IREX, the British Council, and American Councils constantly organize different training courses for English teachers in Armenia. The British Council organizes different teacher training workshops all over Armenia. Teachers from public schools have the unique opportunity to get training sessions on different topics. Teacher Activity Groups (TAGs) are continuing professional development sessions that meet regularly throughout the academic year. Teachers from the same community meet to practice their English to speak about classroom observation, 21-century skills, and vocabulary teaching, share and learn about different teaching ideas and techniques on a wide range of topics based on their interests, and then make action plans to try out the ideas from the TAGs in their teaching classrooms. They have recently switched to an online platform which is called the Online Teaching

Community (OTC). Teachers explore different modules such as classroom management, motivation, and classroom assessment.

The US Embassy in Armenian actively organizes learner-centered interactive teaching training for in-service language teachers with new teaching approaches. The Teaching Excellence and Achievement (TEA) Program provides school teachers with a unique opportunity to develop greater expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States. US Embassy also provides opportunities for teachers to take different Massive Online Open Courses (MOOC) on a variety of topics. The European Union also takes part in teacher training with the help of different funds. Erasmus implements different teacher exchange programs with teachers from various European countries sharing wide expertise among teachers all over the world.

Another international organization Peace Corps aims to train local teachers to meet the teachers' needs all over Armenia. Peace Corps volunteers are involved in teacher training activities in Armenia. Volunteers help in-service teachers as they are considered their counterparts. They organize contests for Armenian students. Spelling Bee, Write on and Recitation contests are of great popularity. Currently, no volunteers are working at public schools because of Covid 19.

1.2   The Statement of The Problem

Great teachers create great students. Research shows that an inspiring and imaginative teacher can play the most significant role in influencing student achievement. So, great attention should be paid to teacher training and their professional growth. Teachers play a significant role in the educational system. They are responsible for their

student's academic success and learning interests. Teaching does not stand apart from learning. They both embark on a journey through a mutual exchange. What refers to this specific training course, aims to equip the participant teachers with the right tools to bring out the best in every student. I have observed a myriad of lessons and have noticed that there are teachers who are not aware of their student's interests. They lack knowledge in how to teach and diagnose individual learning needs. Conversely, some teachers teach by using innovative and integrative methods but are not aware of the fact whether their students learn and acquire new skills or not. This teacher training project aims to prioritize not only the content but also how to apply the right strategies in specific teaching situations.

In this respect, various organizations, school administrations, and individuals design and implement teacher training workshops for enhancing the quality of teaching and increasing student learning outcomes. The phrase "teachers as learners" is the best slogan for school improvement and teachers' effectiveness. Also, professional development is one of the most important factors in securing school staff improvement. And, the opposing idea is that a lack of investment in staff development will sooner or later end in a worsened professional capacity and students' demotivation should keep every teacher alert for not letting this happen. For this reason, the training course should be designed appropriately to meet these teachers' interests and make even the reluctant participants interested in learning new things.

In this regard, I have designed this course for in-service teachers working at public schools. This design project is based on their needs and wants. Previously, I have had the opportunity to instruct teacher training courses in cooperation with the US

Embassy in Armenia. The courses were specifically tailored for teachers from Lori

Province. The teachers from Lori region have participated in a questionnaire. (See

Appendix1) The result has shown that those teachers want to broaden their knowledge in

producing a professional-looking resume, networking, and interview skills. All the

participant teachers were highly motivated to take the training course. The training

sessions were organized face to face and different interactive activities were

implemented. At the end of the course, everyone was given a certificate of successful

participation. The other course was designed for classroom teachers who suffered from

time-sensitive tasks and exhausting teaching schedules. My success in that course gave

me a broader understanding of the reality of the challenges of teaching. The participant

teachers were highly motivated to take the course. At the end of the course, their opinions

showed that they had cultivated their organizational system perfectly which helped them

to interact with their day-by-day teaching practices. Their feedback showed that the

course was very straightforward and they managed to get themselves organized within a

few weeks and apply the knowledge to their everyday lives. As a result, they learned how

to build weekly worksheets, comprehensive calendars, and upcoming to-do lists.

The courses "English for Career Development" and "How to Become a Together

Teacher" helped me to realize that one bright day I would initiate a teacher training

course and implement the course for the local teachers. The courses have had a beneficial

effect on these teachers' teaching skills and mastering novel knowledge. They expressed

their willingness to take similar courses regularly.

Also, when I was certified as a teacher trainer by the National Institute of

Armenia, I instructed two other online courses for teachers from different regions of

Armenia. In the scope of those programs, I was assigned to observe the lessons of the participant teachers at public schools. The participant teachers were implementing the newly learned methods in their classrooms. I noticed things that could have been done differently. For example, the teacher was asking a question and was answering the question herself without giving a wait time for the student to be able to respond. Another thing that caught my attention was that the teacher was working with those students who were excellent in their responses. She was not interacting with those who were passive or shy. The teacher was not encouraging or motivating her students. It was an enlightening experience for me. By observing my peers, I got familiar with different teaching styles and methods and observed teacher-student interactions. Those things helped me to realize the importance of teacher training and the specific areas in teaching that need to be improved. Most importantly, these teachers also realize that they need to take regular professional development courses to promote students' learning.

I have always perused the belief that participant teachers of a training course can learn from each other and make the training course more interactive. For this reason, I have included a group discussion in every session. Though the sessions are online, the fact of online interaction does not hinder the groups or pairs to have fruitful collaboration and discussions. Every group will have access to the Google document and will stay on track with each team's contribution as they have opportunities to take notes about every discussed point.

As a result, I have decided to design a project to cater to Lori's teachers' needs and meet their interests. The course lasts for 5 weeks, two days a week for 120-minute

training sessions. It is designed to enhance teachers' knowledge of different aspects of teaching.

I strongly believe that in this rapidly developing world teachers need to stay up-to-date with the latest development in teaching approaches and methods. As changemakers, teachers should realize that teacher training workshops should be an indispensable part of their teaching process throughout their career path. In-service teacher training sessions can be regarded as unique opportunities for them to refresh their knowledge and build new skills and capacities.

Above all my strong desire is to get certified to conduct teacher training courses all over Armenia. This will help me to learn more, build new skills, and to make a difference in teachers' and students' lives.

2. Chapter Two: Literature Review

Nowadays, teacher training and professional development are two big goals in the educational sphere. According to Richards and Farrell (2005), the term training relates to activities mainly focused on a teacher's current responsibilities and is specifically targeted at short-term and immediate goals. Training involves understanding the concepts and implementing the strategies and methods in the classroom. Usually, it is conducted with the trainer's supervision and regular monitoring. Professional development is needed for keeping teachers up-to-date in this changing world. Of course, change is inevitable in education due to advancements in technology, development in research, and constant improvements in teaching and learning approaches. Professional development is used to refer to processes, actions, and activities that are designed to enhance the teachers' professional knowledge, teaching skills, and attitudes in teaching to improve students' learning (Guskey, 2000). In this respect, another definition has been provided by Sowder (2007) who mentions that professional growth is characterized by a change in teachers' knowledge, beliefs, and instructional strategies. Also, Guskey (2000) believed that change in teachers' beliefs and attitudes occurred only when the teachers saw the changes in student learning outcomes and noted that "although the process of teacher change through professional development is complex, it is not haphazard" (p. 389). Moreover, Richards and Farrell (2005) mention that change should be managed and phased so as not to put impossible demands on a teacher. Teacher development needs to be planned over some time to keep its demands at a realistic level.

According to Richards and Farrell (2005), the field of language teaching is subject to rapid changes. Due to the following factors such as new educational paradigms and

trends, new challenges, and changes in curriculum, national tests, and student interest

teachers need regular opportunities to update their professional knowledge and skills.

Teachers need to be able to take part in activities such as developing specialized

knowledge and skills about many aspects of teaching.

Guskey (2000) provides further description of professional development by

stating that to be successful, professional development should focus on the content that

teachers teach and the teaching methods they use, which should be linked to daily

classroom practice.

This idea is further developed by Richards and Farrell (2005) who mention that

each professional development activity has to be resourced and supported at a level that

gives it a reasonable chance of achieving its purpose. In this respect, John Holloway

(2006) states that professional development centered on student achievement goals is

meaningful to teachers, enabling them to base their instructional decisions on strong

evidence of what students need. He also mentions that one of the most significant key

ingredients in professional development is considering student learning goals and the

training outcomes in an evidence-based way. Susan Mundry (2005) provides a further

description of the goals of students' achievement by stating that professional

development training should be implemented when the purpose is for the enhancement of

student learning. They think about what kind of professional development program they

need based on students' needs and interests. They dig into data to find out where their

students are not meeting proficiency goals and develop professional development plans

related to enhancing teaching and learning in those areas and building stronger school

communities to support that learning. By the same token, Linda Darling-Hammond

(2000) states that educators and researchers have debated which school variables influence student achievement. As policymakers become more involved in school reform, this question takes on new importance since their undertakings rely on presumed relationships between various education-related factors and learning outcomes. Some research has suggested that schools bring little influence to bear upon a child's achievement that is independent of his background and general social context. Other evidence suggests that factors like class size, teacher qualifications, and other school variables may play an important role in what students learn.

The American Commission on Teacher Education (1998) righteously observes that the quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in a critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher. If teachers are given opportunities to ensure their teaching quality every community can have a knowledgeable and proficient teacher.

The 21st-century teacher has different opportunities to become professional in their teaching process. If they are aware of their student's needs and interests, they should learn to deal with the problem of complexity that is made more intense by the changing nature of teaching and learning in the teaching-learning environment. In addition, the training programs should be designed in such a way for the participant teachers to be able to upgrade in their careers.

Studies (Oberg, 2001; Hebert, 2001; Glickman, 2001, Weiner, 2001; McCall, 2001) examining seven exemplary teacher education and training programs find that despite outward differences, the programs had seven things in common namely:

- A common clear vision of good teaching that permeates all course work and experiences, creating a coherent set of learning experiences.

- Well-defined standards of professional practice and performance that are used to guide and evaluate the course.

- A strong core curriculum taught in the context of practice and grounded in knowledge of the child and adolescent development and learning, an understanding of social and cultural contexts, curriculum design, reform, and innovation, evaluation and assessment, and subject matter content and pedagogy knowledge and skills.

- Extended experience, at least 24 to 36 weeks of supervised practicum, and student teaching opportunities in each program are carefully chosen to support the ideas presented in simultaneous, closely monitored, and interwoven course work.

- Extensive uses of a variety of case methods, teacher research, performance assessment, and portfolio evaluation that apply to learn to real problems of practice.

- Explicit strategies to help students to confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves.

- Strong relationship, common knowledge, and shared belief among school-based and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education and training.

Guskey (2000) maintains that professional development is an intentional process. It should be seen as a process that is intentional and purposeful; it consists of planned or outlined events that have a well-structured outline with clearly defined goals.

Teacher educators who contribute to the development of quality teachers now and into the future do not just talk about the alternative image of teaching (Bell and Robertson, 2017). They nurture the student teachers' development through a progression where effective pedagogy and reflective practice are modeled and then required. Theory, practice, inquiry and reflection work together in an ever-developing 'spiral of learning'. This approach helps student teachers know what they should know and how they should integrate skills and knowledge into practice, but it is also why each component is included (Biesta, 2009).

On the subject of teacher learning and professional growth, Yi-Mei Chen (2020) states that teacher learning involves complex processes and the implementation of communicative approaches may be problematic, it is necessary to set up a training program to assist teachers with developing and implementing a context-sensitive communicative approach. The programs should be designed to help teachers realign their beliefs in the practice of communicative approaches, develop their practitioner knowledge in the approaches, and finally achieve synergy between their beliefs and practice within their particular teaching contexts.

The James Report (1972) elaborates that teacher education should become part of higher education and entrance requirements should be the same as for universities. The general education of all teachers should be broadened and extended. Teachers' professional education should continue throughout their life.

This means that teachers should have long-term goals for their lifelong professional development.

In this regard, Richards and Farrell (2005) present the following goals: Training and Development. Correspondingly, training refers to shorter-term goals and development serves a longer-term goal. According to their training ideology, these statements refer to a training goal:

- Learning how to use effective strategies to open a lesson

- Adapting the textbook to match the class

- Learning how to use group activities in a lesson

- Using effective questioning techniques

- Using classroom aids and resources

- Techniques for giving feedback on performance

Developmental goals are as follows:

- Understanding how the process of second language development occurs

- Understanding how our roles change according to the kind of learners we are teaching

- Understanding the kinds of decision making that occur during lessons

- Reviewing our theories and principles of language teaching

- Developing an understanding of different styles of teaching

- Determining learners' perception of classroom activities

On the subject of teacher training goals, Borich (2008) states that what refers to good questions and the way that teachers may sustain their students' interest during the

lesson depends on their questioning strategies. Effective questions are those for which

students actively compose responses and thereby become engaged in the learning

process. Classroom researchers have studied the effects on student achievement of asking

convergent and divergent questions. Convergent questions are best suited for developing

classroom content at the knowledge, comprehension, and sometimes application levels;

while

divergent questions are most suited to promoting higher-order inquiry, concept, and

discovery

types of learning.

Training sessions are more effective when they include sessions about the impact of

students' feedback on teachers' better performance.

Furthermore, Seijts and Latham (1998) explain the usefulness of student feedback

in the development of one's teaching effectiveness, there has also been a discussion about

the optimal time to receive such information. When teachers receive feedback at the end

of term, that feedback is useful only for future courses. If student feedback is given

halfway through the term, it can facilitate student-teacher or teacher-consultant

discussion about things the instructor can change or reinforce in response to student

feedback or their self-assessments of teaching effectiveness.

Training sessions should concentrate on reflective teaching. The reflective journal

facilitates teachers to reflect on their teaching and then generate feedback for the

improvement of their classroom practices. For that reason, a study was carried out with in-

service English teachers in a MA Linguistics program at a US Mid-Western University

who perceived the influence of reflective journals on their teaching attitudes. At the time

of the research, participants were 25 years of age or older. The findings generated from interviews indicated that most participants were convinced that reflective journals help them become reflective teachers. It also showed that most in-service teachers regard reflective journals as an effective tool to increase teaching awareness, and accordingly, improve their performance during teaching.

Notably, Gabriel and Maggioli (2003) mention that dialogue journals are reflective tools that teachers use to write about their actions in the classroom and then exchange with a colleague. The colleague responds in writing to the concerns and questions raised by the teacher engaging in a pedagogical dialogue with the teacher. Journal entries usually cover specific classroom teaching topics and include analyses of experiences and reactions to classroom activities.

Additionally, Gabriel and Magioli (2003) state that if they define reflection as an active process of education that leads to action, then it goes without saying that it should be incorporated at every stage of the career cycle. To highlight the idea of reflective ways of professional development, we should take into account a description of various options for professional development as they are closely related to stages of teacher development

3. Chapter Three: Proposed Plan and Deliverables

1.1   Project Description

In-service teacher training workshops are great opportunities, especially for teachers who live in provinces. To keep up with the growing challenges in the teaching sphere teachers should constantly participate in professional development courses for sharpening their capabilities and meeting their students' needs and interests.

My target participants for this training course are in-service teachers from Lori province. The following thematic modules are involved in the teacher training course: Professional Skills and Abilities of Effective Teachers, Classroom Management, Teacher Questioning Strategies, Error Correction Types, Providing Learners with Practice Activities, Meaningful Learning: Form, Function, Meaning, Feedback, Ways of Motivating EFL students in the classroom. Two sessions will be devoted to reflections and participant teachers will give presentations on the newly learned content. Indubitably, every participant teacher will be given a piece of constructive feedback for later improvement.

1.2   Needs Analysis

The needs analysis was done to get a better understanding of Lori's teachers' interests and needs and to identify the aspects of teaching that need to be improved. Various constraints were taken into consideration for further development of the workshops. The data collection instrument was a questionnaire. So, in-service teachers completed a questionnaire which helped to get accurate and reasonable responses. The questions were designed to capture essential information about teachers, their teaching methods, and the lack of abilities that need to be professionally improved (See Appendix 1)).

Initially, the workshops were aimed to be piloted in Vanadzor. As the majority of the participant teachers are from Vanadzor, they all were willing to take the course in Vanadzor. Then, after talking to them and finding out that teachers from Spitak and Margahovit won't be able to participate in face-to-face sessions, I have decided to conduct the sessions online. Taking into account their hectic schedule the decision was made to meet at the weekends: On Saturday and Sunday. While designing the workshops teachers' learning styles and needs were also taken into account. The questionnaire consisted of eleven questions (7 multiple choice questions and 4 open-ended questions. Thirty-nine teachers from Lori province participated in the questionnaire. The key findings of the questionnaire are the following:

- The teachers are seeking ways of correcting their students' mistakes. To the question of how they correct their students' speaking mistakes, they have responded that they correct their students' speaking mistakes after they finish speaking. I infer that they need to be informed about different types of error correction and the pertinent implementation of those types.

- The teachers are interested in using effective questioning strategies in their classrooms. They want to know more about the ways of engaging their students by soliciting question-asking behavior and about the benefits of giving their students longer wait times between asking questions.

- Some teachers never take their students' feedback into account for the improvement and betterment of their performance.

- They want to broaden their knowledge on topics such as classroom management, and engaging students with proper activities.

- Increasing student motivation in the classroom

1.3   Project Goals and Objectives

As Noddings (2007) defines goals, and objectives can be thought of as hierarchically ordered educational purposes. In today's policy discussions, aims (the most generally stated purposes) are too often sacrificed for particular learning objectives. Though aims, unlike objectives, cannot be measured directly, their continued discussion is essential; mindful consideration of aims should guide our choices of curriculum and pedagogy and the selection and evaluation of goals and objectives.

Dubin (1986) gives a further explanation that based on the broader goals, there is a need to set up several intermediate objectives for trying to specify expected outcomes at each stage. Peter Filene mentions that goals and objectives represent "the two halves of the teaching/learning dialogue" (2005, p 23)

For this teacher training course, I have identified key takeaways the participant teachers should gain. Linda Nilson calls these "ultimate outcomes" (2010); others call them course-level learning objectives. I strongly believe that the best session is a well-planned session that has got clearly identified and precisely chosen goals and objectives. Furthermore, the activities also need to be appropriately selected and precisely adapted to each thematic topic.

Cristine Smith and Marilyn Gillespie (2007) list the goals of teacher training programs as an increase in teachers' knowledge, competencies, and various skills, and the introduction of new strategies and methodologies.

Below the goals and objectives of the teacher training course are presented.

Table 1 Project Goals and Objectives

Project Goals and Objectives

PROJECT GOALS	PROJECT OBJECTIVES By the end of this course teachers will be able to:

GOAL 1: Broaden teachers' knowledge of different teaching methods, techniques, and strategies	OBJECTIVES: 1.1. To identify and effectively use various teaching strategies and techniques in relevant situations (error correction types, divergent questioning strategy, convergent questioning strategy) 1.2. To apply relevant and developmentally appropriate methods in a teaching process to improve their teaching

GOAL 2:	OBJECTIVES:
Foster teachers' understanding of questioning strategies in a classroom	2.1. To apply longer wait times between asking questions to encourage independence from the teacher 2.2. To apply questioning strategies for boosting productive communication

GOAL 3:	OBJECTIVES:
Enhance teachers' knowledge of error correction types	3.1. To apply peer correction to encourage student-student interaction 3.3. To apply self-correction technique in the classroom 3.4. To use the most suitable error correction technique to meet the teaching objectives

1.4   Assessment Plan

For designing an assessment plan, I reviewed the goals and objectives of the

course. I have decided to concentrate on the process, not on the final result.

Accordingly, assessment results should lead to the improvement of the course. Hence, I

will assess the teachers formatively. It is obvious that when effectively used, formative

assessment practices such as classroom discussions, descriptive feedback, the

development of self and peer-assessment skills and journal writing can yield large and

consistent takeaways. And as the sessions are learner-centered, I will cultivate the right

strategies to provide the participant teachers with ongoing and constructive feedback.

Group discussions will also be an indispensable part of the sessions. Moreover, teachers

will receive timely feedback on their performance not only from me but also from their

peers.

The workshops have four types of assessment, which concentrate on various goals

and objectives to demonstrate the learning process.

The first thing to be assessed is participation. Participation plays a substantial role

in assessment as all the trainees need to be present to understand the content, debate,

express their thoughts and share their ideas during each session. (See Appendix2)

The second instrument to be utilized is group discussions. Group discussions are

very important as teachers will be engaged in sharing their ideas about every topic and

will be working in groups. Teachers will be divided into small groups and sent into

break-out rooms.

The discussions in the break-out rooms are synchronous and I will observe each group's

discussions by attending them. In particular, group discussions will encourage the

participant teacher to actively contribute to discussions with their ideas and arguments. Teachers will feel more in control of their learning process and it will sustain their motivation to discuss the newly presented topic with their peers. Some teachers feel shy to express their ideas because they think they may not be as fluent as their peers are. These teachers sometimes are less inclined to speak and share their thoughts. Hence if you provide them with an interesting and thought-provoking topic, they not only start thinking but also analyze their peers' ideas and discuss diverse perspectives of opposing views. So, by incorporating group discussions during the workshops I will assess their content knowledge, to what extent they are likely to implement the newly presented materials, and their reflective thinking. (See Appendix3)

The next form of assessment is journal writing. Teachers should keep journals and regularly write about each workshop by reflecting on the newly presented materials, discussions, and most importantly their takeaways. The criteria for assessing journal writing are as follows:

- Relevance of content

- Awareness of content

- Teachers' comments on their professional growth

- Cohesion of ideas

- Response to feedback

So, reflective journals will help me to understand to what extent the training is useful and to better envision the participants' takeaway from the training course.

The last instrument of assessment is teachers' presentations. Each teacher should give a presentation about a specific module. The criteria of assessment are based on two

aspects: the content and the oral support (verbal presentation). The assessment will be

followed by constructive feedback for them to be able to incorporate those skills in real

life more productively and effectively. So, this learning experience will lead to the

improvement of teachers' content knowledge and presentation skills. Also, some teachers

will benefit from facing a group of listeners and this will increase their confidence.

Moreover, when they see the content on the slides, they remember the content much

better and will be able to ask each other reasonable questions.

In general, the whole assessment plan is learner-centered. It aims to enhance

teachers' knowledge of different teaching aspects and equip them with up-to-date

teaching experiences. The table below deliberately illustrates the connection between the

course objectives and the assessment plan.

Table 2 Assessment Plan

Assessment Plan

ASSESSMENT	OBJECTIVES ADDRESSED

Participation	✓ Develops oral and written communication skills in a professional setting ✓ Develops a sense of confidence to clearly articulate their thoughts ✓ Develops analytical skills in a dynamic learning environment ✓ Develops teamwork skills ✓ Develops a sense of good preparedness for sessions
Group Discussions	✓ Use different strategies to ensure effective communication with their peers ✓ Develop the ability to ask relevant questions ✓ Share their takeaway from a particular session with their peers ✓ Create a sense of respectful community where every member feels confident to contribute to a group discussion

Reflective Journals	✓ Develop collaborative (not competitive) learning ✓ Develop reflective thinking skills to evaluate their teaching ✓ Develop a sense of self-awareness about their teaching beliefs and philosophy ✓ Develop the cohesion of ideas ✓ Develop a sense of awareness of the alignment between the topics presented in each session and their thoughts after utilizing this or that method in their classrooms

1.5   Learning Plan

The teacher training workshops are organized in these thematic modules:

1) Professional Skills and Abilities of Effective Teachers

2) Classroom Management

3) Using Effective Questioning Techniques

4) Error Correction Types

5) Providing Learners with Practice Activities

6) Meaningful learning: Form, Function, Meaning

7) Feedback

8) Ways of Motivating EFL Students in the Classroom

9) Reflections

10) Reflections

The agenda and strategies of the workshops are finalized. Below a 5-week learning

plan is presented, which is further developed by individual lesson plans. (See Table 3)

Table 3 Learning Plan

Learning Plan

Weeks	Module	Agenda
Week 1	1. Professional Skills and Abilities of Effective Teachers 2. Classroom Management	Professional Skills and Abilities of Effective Teachers • Trainer gives an overview of the importance of communication, engaging students, and understanding technology • Trainer brainstorms the idea related to the professional skills of a teacher • Trainer gives a presentation about the abilities of effective teachers and their professional skills. • Teachers are given handouts (see appendix4) with printed texts and they come up with ideas on how to engage their students and what activities to use to make their students think critically • Trainer demonstrates different web pages and explains how to use technology in teaching. For example, the trainer gives suggestions on how to use Ted talks in teaching a language. TED: Ideas Worth Spreading • Trainer introduces another very interesting tool Google Jamboard. It is a free, collaborative, digital whiteboard that lets teachers illustrate and show ideas or content easily. As an interactive tool, Jamboard can be shared with many

		other users by simply adding their email addresses or sending them the link. https://jamboard.google.com/ • Trainees open the links and practice them on their devices • They watch a video and discuss the main question "What makes a good teacher great" https://www.youtube.com/watch?v=vrU6YJle6Q4&t=872s Classroom Management • Trainer writes a question "What rules have you ever established in your classroom" on the board and elicits answers from the trainees • Trainer gives a presentation about classroom management • Trainees are given handouts (see Appendix 5) to participate in a break out room and decide whether the given rules are positive, negative, or vague • Trainer asks questions about using student rewards and problems related to rewarding. Teachers are encouraged to answer either orally or in writing in the chat • Trainees watch a video about ineffective classroom management and share their ideas on what could have been done differently https://www.youtube.com/watch?v=XMhIUo2a1iEfferently • Trainees take a quiz on classroom management https://study.com/academy/practice/quiz-worksheet-classroom-management-techniques.html

		• They are given handouts on classroom management (see Appendix 6)
Week 2	1. Using Effective Questioning Techniques 2. Error Correction Types	• Trainer gives an overview of the purposes of questions • Trainer gives a presentation on teacher questioning strategies. She explains the difference between convergent and divergent questions. Trainer explains how wait time should be used • Trainer posts an inspiring video by Dylan William on teacher questioning strategies https://www.youtube.com/watch?v=y8bHMd3PosM&t=22s • Trainer shares a sample where she explains the difference between lower-order thinking questions and higher-order thinking questions (See Appendix 7) • Group work: Identifying lower-order thinking questions and higher-order thinking questions (see Appendix 8) Then they match the questions with the right type of question • Trainees watch another video where a teacher uses different questioning strategies https://www.youtube.com/watch?v=1WQCWF7ENfI

		• Group discussion on the content of the video • Group work: Creating questions on the given materials (materials taken from public textbooks, different levels provided: Primary school, middle school, high school) Error Correction Types • Trainer speaks about the importance of corrective feedback • Trainer gives a presentation about error correction types • Trainer demonstrates a video https://www.youtube.com/watch?v=qdlaj4xSPjo&t=63s • Topic discussion • Pair work (role play) • Group work: Handouts are shared and trainees work in break-out rooms to match the correct terms with their corresponding descriptions

| Week 3 | 1) Providing learners with practice activities 2) Meaningful learning: Form, function, meaning | Providing learners with practice activities Trainer gives an overview of the importance of controlled practice, less controlled practice, and free practice Trainer gives a presentation about controlled practice, less controlled practice, and free practice Trainer demonstrates a video where two types of practices are implemented
https://www.youtube.com/watch?v=w50iwAEV25A
Group discussion on the content of the video
Pair work: trainees are given a handout to discuss and write the correct features of controlled or free practice activities   Meaningful learning: Form, function, meaning
Trainer gives an overview of meaningful learning: Form, function, meaning
Trainer gives a presentation on the topic
Trainer demonstrates a video and asks teachers to take notes while watching the video
https://www.youtube.com/watch?v=MlVBGQouvoA |

		• Discussion (oral, teachers are also encouraged to type their thoughts in the chat)
Week 4	11) Feedback 12) Ways of Motivating EFL students in the classroom	Feedback • Trainer gives an overview of the importance of feedback • Trainer demonstrates a video when a teacher provides his student with timely feedback, uses a common rubric, and connects to specific examples from the students' work. https://www.youtube.com/watch?v=fGeYPYEBXsg • Group discussion about the video material • Trainer gives a presentation about the importance of feedback for student learning • Pair work: Trainer shares a handout on her screen and trainees discuss and write which statement refers to

good timing and which statement refers to bad timing (see Appendix 11)

- Trainer demonstrates another video about types of feedback for students
  https://www.youtube.com/watch?v=m-_ZyUSq3Lg
- Group discussion: Trainer shares a handout for trainees to be able to work together and decide which one can be considered a good amount of feedback and which one can be considered a bad amount of feedback (see Appendix 12)

Ways of Motivating EFL students in the classroom

- Trainer brainstorms different ideas about student motivation and elicits the answers from the trainees. Trainer draws a circle on the board and writes motivation inside. Then writes every single answer trainee provided on how they keep motivating their students
- Trainer speaks about the ARCS model of motivating students
  https://www.youtube.com/watch?v=tYu90ZK2WUA
- Trainer shares the board and writes discussion questions on it:
1) How do you motivate your students?
2) What are the best and easiest ways to use technology with students?
3) What are some of the best ways to use learning games in the classroom?

		• Trainer familiarizes the trainees with very engaging and entertaining games and explains to them how to utilize the games during their teaching process https://www.baamboozle.com/classic/27029 https://games.washingtonpost.com/games/word-scramble https://learnenglishkids.britishcouncil.org/games/wordshake https://create.kahoot.it/?_ga=2.212071060.1851736531.1649710791-956927260.1608368569&deviceId=07bbf0e3-4fef-46d1-bfbe-d8e0c7c3e976R&sessionId=1649710795712 • Trainer explains how using technology may sustain students' motivation • Trainees experiment by opening the links of the newly presented games • Trainers are assigned to write five strategies they have learned during the session. They are encouraged to write in the chat. Trainer reads everyone's ideas out loud

Week 5	1) Reflection 2) Reflection	

1.6   Timeline of the Workshops

The timeline of workshops is presented below:

- ➢ Needs Analysis – December 2021

- ➢ Literature Review (Draft) – December 2021

- ➢ Literature Review – January 2022

- ➢ Piloting the Workshops – March 2022

- ➢ Timeline for the Workshops:

  - • March 12 (2 hours)

  - • March 13 (2 hours)

  - • March 19 (2 hours)

  - • March 20 (2 hours)

  - • March 26 (2 hours)

  - • March 27 (2 hours)

  - • April 2 (2 hours)

  - • April 3 (2 hours)

  - • April 9 (2 hours)

  - • April 10 (2 hours)

- ➢ Course Evaluation – April 2022

- ➢ Capstone Defense – May 2022

1.7   Deliverables

The following resources and materials are produced during the design of workshops:

- A questionnaire for needs analysis

- A well-planned agenda and various authentic materials for each session

- Topic-based presentations

- Handouts for various activities

- Video materials

- Rubrics for assessment

- Texts taken from public school textbooks

1.8   The Piloting Procedure

The workshops are piloted with teachers from Lori province. The workshops meet twice a week for two hours. The piloting is done remotely via Zoom. Although the number of participants was smaller than initially discussed, the piloting procedure worked smoothly and without any major disturbances. All the participants were comfortable while using the zoom platform

2   Chapter Four: Reflections and Recommendations

2.1   Reflection on the Project

My main goal to design this project was to equip teachers from Lori province with the necessary tools to conduct more efficient and meaningful lessons. My firsthand experience and my observations show that the workshops were successful enough. Knowing the needs of those teachers I really tried hard to meet their needs and wants and to make the sessions engaging, interactive and interesting. While they were giving their presentations, I clearly noticed that some learning had happened and I was so happy for that. They mentioned that there were techniques, tips and strategies which were quite new for them. Most importantly, they expressed their surprise and astonishment about the positive change in their classroom activities. For example, one of the teachers was amazed to observe that after my session she started to pay more attention to providing her students with wait time after asking a question. She was surprised to observe that her students started to give longer and logical responses. One of them was surprised to witness a positive change in her students' behavior by establishing some classroom rules. All the assignments were linked to the objectives. I tried to involve interactive tasks. The teachers were participating in group discussions actively. Whenever I shared a handout on my screen, they knew they would take a screenshot and work with their team members. After completing each task, I did a pair check and then we collectively checked the answers and discussed every issue thoroughly. One thing that kept me motivated was their voracious interest to know more and more. Another thing that fascinated me greatly was their active questioning. They kept asking me questions to clarify or to know more about the newly explained material.

2.2   Recommendations for Teacher Trainers

My recommendations for teacher trainers or for those who are interested in designing such projects are as follows:

- Create a positive and safe environment for everyone. No matter your trainings are face to face or online, you need to provide your participant teachers with a healthy and upbeat atmosphere where everyone is open and free to ask questions and contribute freely to discussions.

- Before implementing the project make sure to conduct a relevant and thorough needs analysis. When you clearly know your target groups' needs and interest it's easier to design activities which will sustain their interest during the training course.

- Design activities for engaging your participants. The workshops are conducted online and you need to be more cautious about grabbing their attention and meeting their interest.

- While giving your presentations pause a while and ask relevant questions to keep them on track.

- While demonstrating different videos pause the video and ask open ended questions. For example, "What would you do if you were the teacher. What would you do differently? How would you make your class behave differently"? These questions make them think and be alert during the workshops.

- Try to speak English during the workshops. There were cases when the participant teachers were shifting to L1, but I encouraged them to speak English and helped them to come up with the right word when it seemed to be on the tip of their tongues.

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Appendices

Appendix A Questionnaire

1) How long have you been working as a teacher? *
This is my first year
1-2 years

3-5 years

6-10 years

more than 10 years

Other:

[   ]

How do you sustain your students' motivation during the lesson? *
By using a role play
By doing a pair-work

By doing a group work

By using audiovisual materials

By implementing

Other:

[   ]

3) What do you enjoy as a teacher? Pick as many options as you think are relevant. *
Creating classroom rules with your students
Asking questions to boost conversations

Correcting your students' mistakes

Providing your classes with real life activities

Using pair work and group work

Using audio visual materials

4) Which professional development topics would be necessary for you? Tick as many options as you

find necessary. *
Error correction types
Classroom management

Teacher questioning strategies

The importance of feedback for student learning

The importance of feedback for teacher performance

Other:

[_____]

5) How often do you take students' feedback on your performance? *
During every lesson
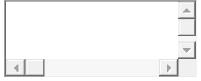At the end of each unit

Once a year

Never

Other:

[_____]

6) How often do you give your students enough time to respond? *
Always
Sometimes

Hardly ever

Never

Other:

[_____]

7) How do you correct your students' speaking mistakes? *

[text area with scrollbars]

8) How engaged are your students in their learning? *
All students are engaged all the time
Most students are engaged most of the time

Some students are engaged some of the time

Few students are engaged little of the time

Other:

9) Do you provide your students with peer learning opportunities? *
Yes
No

10) If your answer to the 9th question is yes, then what kind of opportunities do you provide? *

11) Is there a specific training topic that interests you? *

Send

Appendix B Participation Rubric

Very good (5 points):	Good (4 points):	Satisfactory (3 points):	
			Unsatisfactory (2points):
• Multiple valuable contributions in class • Genuine, active, and voluntary participation in group work • Positive team-building and	• One-time contribution that adds value but may not necessarily be connected to assigned material	• No contributions unless asked. When asked, responses are not convincing and/or not informed by the assigned readings.	• No contributions or participation in group or classwork • Practices and attitudes discouraging inclusion and

constructive practices and attitude	• Reasonable participation in group work	• Participation in group work and/or class discussions only with encouragement	productive work environment
• Evidence of preparation: completed projects/tasks, notes, and/or highlights from the presentation the trainer has given	• Positive team-building and constructive practices and attitude	• Practices and attitudes discouraging inclusion and productive work environment	• No evidence of preparation:
	• Lacking evidence of preparation: missing notes		

Appendix C Group Discussion Rubric

Skills	4 Advanced - Exceeds expectations	3 Competent - Meets expectations	2 Progressing - Does not fully meet expectations	1 Beginning - Does not meet expectations
Contributions	Routinely expresses useful ideas. Always displays positive attitude.	Usually offers useful ideas. Generally, displays positive attitude.	Sometimes offers useful ideas. Rarely displays positive attitude.	Rarely offers useful ideas. Is disruptive.
Cooperation	Works extremely well with others.	Works well with others.	Requires directions and leadership.	Does not work well with others.
Focus	Almost always focused on the task and what needs to be done. Is very self-directed.	Focuses on the task and what needs to be done most of the time. Can count on this person.	Sometimes focuses on the task and what needs to be done. Must be prodded and reminded to keep on task.	Does not focus on the task and what needs to be done. Waits till others do the work.

Skills	4 Advanced - Exceeds expectations	3 Competent - Meets expectations	2 Progressing - Does not fully meet expectations	1 Beginning - Does not meet expectations
Ability to Communicate	Provides effective feedback to other members. Always listens to others. Supports the efforts of others.	Provides some effective feedback to others. Usually listens to others. Sometimes talks.	Provides little feedback to others. Often listens to others. Relays very little information–some relates to the topic.	Provides no feedback to others. Rarely listens to others. Does not relay any information to teammates.

Appendix D Oral Presentation Rubric

Name _____

Category	Excellent	Great	Good	Satisfactory
Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a good understanding of the parts of the topic	Does not seem to understand the topic well
Preparedness	Teacher is completely prepared and has obviously rehearsed	Teacher comes pretty prepared but might have needed a couple more rehearsals	Teacher is somewhat prepared but it is clear rehearsal is lacking	Teacher does not seem to be prepared to present
Speech Clarity	Speaks clearly and distinctly and mispronounces no words	Speaks clearly and distinctly but mispronounces a few words	Speaks clearly but mispronounces lots of words	Often mumbles and cannot be understood

Appendix E Reflection Logs

Teacher Training Course

Activity Log and Regular Reflection

March 12, 2022

Week 1, Day 1 (120 minutes)

Topic/Theme: Professional Skills and Abilities of Effective Teachers

Session Objectives

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

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

I greeted the participants and asked them how they were feeling. Everyone seemed to be very excited. Though it was not the first time I was conducting a teacher training workshop, I was feeling a bit anxious. Then, after introducing the first topic of the session I could grab their attention. As a warm-up activity, I had prepared a run-on story which went quite well. They smoothly continued each other's ideas and, in the end, we came up with a great description of effective teachers' abilities and capabilities. I thought they were able to link ideas and that was one of my goals: To always link everything with what their students already know.

Then I gave the presentation. I had some worries that it would be trainer-centered, but fortunately, they were very interested and besides answering my questions, they started to interrogate me and clarify some things which was quite surprising for me.

The problem-solving activity went well. Only one pair found the solution. They were so happy and enthusiastic to share the solution with the pairs which were desperately trying to find the answer. One of my goals was to empower those teachers to do such kinds of activities with their students to enhance their critical thinking skills.

The most surprising thing was that they were really interested in playing a Jeopardy review game. They fervently played the game and I wrapped up the session on a very positive note.

Activity Log and Regular Reflection

March 13, 2022

Week 1, Day 2 (120 minutes)

Topic/Theme: Classroom Management

Session Objectives

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

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

I greeted the participants and asked them how they were feeling. Then I introduced the topic of the session and asked them to write the words related to classroom rules as the topic was "Classroom Management". The most surprising thing for me was that no one wrote a word related to classroom rules. They wrote words like instruction, and lesson. So, I was happy to find out that no one had ever created classroom rules in their teaching practices. By their meticulous notes I could infer that they were attentively watching the video. The discussions were really productive and thought-provoking. There were cases when I did not know who to ask to share their opinion. It was a bit chaotic, so I decided to ask them to raise their hands and listen to each other. When I shared the screen and showed them the classroom rules, they got a bit confused. Their confusion got much deeper when I asked them to write the rules in order of importance. When I joined one of the breakout rooms I noticed that the pairs were arguing and couldn't come

to a consensus. So, maybe I had picked the wrong kind of activity. It did not go as smoothly as I had anticipated.

Hopefully, the quiz was interesting enough to keep everyone on track and I wrapped up the session on a very positive note.

Activity Log and Regular Reflection

March 19, 2022

Week 2, Day 1 (120 minutes)

Topic/Theme: Topic/Theme: Using Effective Questioning Techniques

Session Objectives

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

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

I greeted everyone. I asked them to share their experience. They had a full week to practice the newly =gained knowledge and activities in their daily classrooms. One of them had implemented the problem-solving activity with her students. She was so thankful to observe her students to do group work and to be fully engaged in the thinking and guessing process. One of them toll us that she had created a rule for her classroom though it was not the start of an academic year, but they collectively had decided to choose the most active student and the most passive student after each class. I was happy to listen to their stories based on the two sessions we had had.

The warm up part immediately hooked the teachers. They attacked me with their questions to find out who the mugger was. The presentation part was quite engaging. The activity which was designed to empower them to distinguish between lower and higher-order thinking questions was a bit confusing for them. Next time, when I instruct this training course, I will do this activity in another way. Maybe will change the instructional part. Instead of asking them to differentiate between lower and higher-order thinking questions, I will ask them to find the questions which ask for recalling for factual information and find the questions which need imagination and good analytical skills to answer. All in all, everything went well.

Activity Log and Regular Reflection

March 20, 2022
<u>Week 2, Day 2 (120 minutes)</u>
Topic/Theme: Topic/Theme: Error Correction Types
Session Objectives
By the end of the class, participants will be able to (SWBAT)

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

I greeted the participants and asked them how they were feeling. Then I acted like a student and started to make different mistakes. I asked them to correct me in a way they think is the most relevant one. As far as I understood they loved the videos I had prepared for them. They were attentive to take notes and use the notes for a productive discussion.

The participating teachers were so enthusiastic to complete the KWL chart. They told me it was something new for them and they would use the chart in their classroom practices.

The activity to choose the correct term to describe the right error correction type went perfectly. The teachers expressed their sincere ideas about this particular session. They told me it's the most informative session so far. They promised to inform me about the results after they used the error correction types in their classrooms.

Activity Log and Regular Reflection

March 26, 2022

Week 3, Day 1 (120 minutes)

Topic/Theme: Topic/Theme: Topic/Theme: Providing Learners with Practice Activities
Session Objectives
By the end of the class, participants will be able to (SWBAT)

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

I greeted the participating teachers and asked them how they were feeling. As they had a week to implement the previously covered materials, I asked them to share their experience with us. One of the teachers told us that she has used the wait time to get a longer answer from her student but she witnessed no change in the student's answer. One of them opposed her opinion that she had implemented the technique and it had worked perfectly. I encouraged them to continue to use the technique and assured them that it could work when implemented appropriately and pertinently. One of them shared her experience with us about error correction. She told us that she witnessed a positive change in her students' speech after avoiding overcorrecting their oral mistakes. As usual, the presentation went well. The videos were of great help in fully comprehending the material. The teachers sincerely expressed their ideas that they did not know that role-plays, discussions, and debates are considered to be free practice activities.

Activity Log and Regular Reflection

March 27, 2022

<u>Week 3, Day 2 (120 minutes)</u>

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

Session Objectives

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

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

I greeted the participants and asked how they were feeling. Then I introduced the session's topic. When I shared the screen and showed the visual image, they were very interested to read the visual image that is describing the picture by using different language forms. The presentation went well as they were asking questions and answering my questions when I was pausing to ask them questions to keep their interest.

Most importantly they loved creating activities based on the model. Though there were teachers who needed assistance in shooting a short video or creating posters by using google docs, I tried to help them to complete the activities properly. I think if they had more time, they could have created lengthier and more meaningful activities. When they shared the activities there was an impression that they had not managed to complete them properly.

Activity Log and Regular Reflection

April 2, 2022

<u>Week 4, Day 1 (120 minutes)</u>

Topic/Theme: Topic/Theme: The Importance of Feedback

Session Objectives

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

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

I greeted the participants and asked how they were feeling. As they had a week to implement the newly learned activities, strategies and knowledge, I asked them to share the most interesting things they had in their memory. To my great surprise, almost everyone had used role-plays and group discussions in their teaching process. They all were enthusiastic to notice a positive change in their students' behavior. One of them had conducted a debate in her class and was very surprised to notice that even shy students were trying to speak and contribute in the discussion part and debate passionately.

I introduced the topic and then the warm-up activity grabbed everyone's attention. What was interesting was that they faced difficulties when I asked them to come up with a one-word reply to relate to the importance of feedback. Some of them were surprised after the presentation to realize the importance of feedback. They told me that they provided their students with no feedback at all. The fact that overusing positive feedback can sometimes have negative results was also flabbergasting for them. They were perplexed to find out that sometimes it's more effective to give your students delayed feedback instead of immediate feedback. All in all, the session seemed to be very informative for them.

Activity Log and Regular Reflection

April 3, 2022

<u>Week 4, Day 2 (120 minutes)</u>

Topic/Theme: Topic/Theme: Ways of Motivating EFL students in the classroom

Session Objectives

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

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

I greeted the participants and asked them how they were feeling. When they heard the topic of that day's workshop, they felt quite motivated. When I wrote the abbreviation on the board and asked them to guess what those letters might stand for, they got too enthusiastic to collaborate with each other and to discuss together. When I introduced different online games for motivating their students, they seemed to be utterly engaged in utilizing them as soon as possible. They unanimously agreed with me that using technology can sustain our students' interest till the end of a lesson. And, guess what? When they learned that they would be playing Kahoot their motivation increased to the fullest. I asked them to write five strategies they had learned during the workshop and wrapped up the session on a positive note.

Activity Log and Regular Reflection

April 9, 10, 2022

<u>Week 5, Day 1, 2 (120 minutes)</u>

I greeted the participants and asked how they were feeling. Everyone was excited as they had prepared presentations based on the sessions they had taken. It was the most interesting part for me to observe them presenting the key takeaways from the sessions. Most of them mentioned that the sessions were utterly informative for them. They pinpointed the key takeaways which are as follows:

- Effective teachers need to use different problem-solving activities to enhance their students' thinking skills
- Teachers should be equipped with the right questioning techniques to boost conversations, to empower their students to speak and discuss
- Error correction types are very important. We have learned to apply different error correction types appropriately
- We can use different online games to motivate our students
- We need to implement more free practice activities to encourage students' independent thinking
- Now we can provide our students with a longer wait time
- We will establish classroom rules at the very beginning of an academic year