AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Teaching Vocabulary through Social and Cognitive Games

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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ABSTRACT

The goal of this design project is to analyze and apply the most effective ways of supporting vocabulary learning through games. The project includes needs analysis, a description of aims and objectives, a learning and assessment plan and 10 lesson plans with accompanying resources, as well as piloting report. On the basis of the piloting experience, the project also offers suggestions. The course was piloted with teachers, ranging in age from 35 to 50 years old. This was a 5-week course.

Needs analysis and evaluation were carried out through a survey questionnaire for teachers, a focus group discussion and observation. The project was designed as a result of conducting the needs analysis. The objective was for the participants to comprehend the effects of using games on improving vocabulary learning in English as a foreign language and distinguish between social and cognitive games and their influence on teaching process, after taking part in the training course. In addition, it aimed at the application of the principles governing game based learning.  In this evidence-based course, participants also learned how to effectively apply both types of games in the English language classroom.

*Keywords:* vocabulary knowledge, vocabulary learning through games, vocabulary learning strategies, vocabulary acquisition, EFL learners

CHAPTER ONE: INTRODUCTION

**Introduction**

In this design project, the project designer presents a curriculum that is intended to serve as a supplemental training course for 10 rural Armenian English as a Foreign Language (EFL) teachers. A. Gasparyan is the author of the course. There are ten developed lesson plans and corresponding supplementary materials for teachers. During each session teachers are introduced to topics such as general and vocabulary learning strategies, social and cognitive games and strategies, how to use social and cognitive games and how to integrate games into language curriculum. Due to a lack of teacher training courses, innovative teaching strategies are not used in Armenian EFL classes. Therefore, this project is vital since it includes methodologically up-to-date approaches and ways of learning vocabulary through games. It is not only meant to benefit language teachers, but also provide Armenian EFL learners taught by teachers trained in this course with the opportunity to study English vocabulary through innovative approaches.

**1.1 Problem Statement**

According to my observation while working as an EFL teacher, Armenian students are not used to learning English through games. When it is time to learn vocabulary, they are just used to memorizing the words by heart without much understanding of their usage in a context. As a result of these observations, I decided to design a teacher training course, where the teachers would be equipped with the necessary tools and theoretical underpinnings of how to teach English vocabulary through games and for students how to learn English through games. What happens at schools is that our students do neither enjoy their learning process, nor do they benefit much from it. What we should bring to our schools are innovative ways of learning to keep the interest and the desire for learning.

In Armenia, teachers do not have many opportunities to be trained, professionally

developed or hone their teaching skills. Therefore, adding a new games-based teacher training course presents an important chance for some of them to take the ways of teaching vocabulary to the next level. Here, financial concerns of teachers and schools play a significant role in not offering such training. Our students, on the other hand, lack these opportunities, while those abroad are exposed to a number of pedagogical innovations. Therefore, this course is likely to be an important asset for EFL teachers who would like their students to learn English vocabulary through games.

**The Purpose of the Project**

The purpose of this work is to provide curriculum for Armenian EFL teachers regarding the use of social and cognitive games in vocabulary teaching. Cognitive learning theories focus on the internal mechanisms of the mind that permit learning, while social and sociocultural learning theories focus on students out of isolation and examine them in social context by developing the learners' knowledge through social interaction. Therefore, social-oriented games are more comfortable for extraverted or holistic learners, while cognitive-oriented games are more suitable for introverted, analytical learners. So, the project aims to develop the teachers' English vocabulary teaching skills to include teaching English vocabulary through social and cognitive games. Thus, these supplementary course materials developed for EFL teachers are based on teaching English vocabulary.

The next chapter, namely the Literature Review, discusses the theoretical underpinnings for the use of games in the English language classroom, which have been used in this project.

CHAPTER TWO: LITERATURE REVIEW

## 2.1 Vocabulary Learning

Vocabulary learning aids language acquisition, improves reading competence, and improves reading comprehension (Tozcu and Coady, 2004). Discrimination, comprehending meaning, memorizing, and consolidation and expansion of meanings are the four phases of learning vocabulary (Grauberg, 1997). Thus, vocabulary learning is an ongoing process that requires time and effort. When trying to acquire, recall, or retain a large amount of vocabulary, students may confront a variety of difficulties. The application of vocabulary learning strategies (VLS) can greatly assist learners in acquiring, remembering, or retaining vocabulary items. Learners should be familiar with various VLS in order to expand their vocabulary knowledge and handle challenges encountered during vocabulary acquisition (Hedge, 2001). According to Schmitt (2000), "vocabulary learning methods are one way to facilitating vocabulary learning" (p. 132). According to Oxford (1990), when learning vocabulary, no rules are followed. During their studies, students are likely to come across hundreds of words that they must memorize and practice.

Vocabulary can be learnt incidentally or deliberately. Incidental vocabulary acquisition happens when students are preoccupied with anything other than learning a word (Dodigovic, 2018). Deliberate learning is also known as decontextualized learning since it removes words from their context and submits them to the learner's conscious effort (Nation, 2006). The best time to learn vocabulary is when students are engaged in deep reading and when they ask for words during production activities: speaking and writing.

One of the primary tasks of the instructor should be to assist students in becoming autonomous vocabulary learners. To become autonomous vocabulary learners, they should decide which words are the most beneficial to learn, how to learn those words using word cards and other strategies, how to meet the words again through extensive reading and

listening, and how to find opportunities to produce the words they have learned through speaking and writing (Nation, 2013).

The key point is that students should concentrate on the appropriate level of vocabulary. Therefore, we can mention four levels of vocabulary: high-frequency words, if they wish to read newspapers and to do academic study in English, academic vocabulary, mid-frequency words, that is advanced level of English and low-frequency words, words, which are not used commonly. Academic words are mostly mid-frequency words (Nation, 2013). According to Schmitt (2000), high-frequency vocabulary has been defined as the first 2000 words in general vocabulary. Second, mid-frequency vocabulary includes words beyond 3000 up to 10000 and low-frequency range represents words up to 10000 and above.

We can also distinguish another level of vocabulary that spans all levels. This is known as technical vocabulary, and it consists of vocabulary that is closely related to a specific subject area. Hence there is a technical and sub-technical vocabulary for medicine, a technical vocabulary for sailing, a technical vocabulary for construction, and a technical vocabulary for flower arrangement. The size of technical vocabularies varies, but many are between 1,000 and 2,000 words. However, the technical vocabulary of fields such as medicine, botany, and zoology is extensive, containing tens of thousands of words. Learners must master the technical vocabulary of the subject area in which they are studying or are excited about, and this is best learned while studying that subject (Nation, 2013). Learners should have the opportunity to encounter this vocabulary through appropriate input level, output, intentional study, and through fluency-building activities. Learners should receive training as well in the application of the most important vocabulary-building techniques (Nation, 2013). Vocabulary-building techniques differ, including using context, word cards, word components, dictionaries and making educated guesses (Nation, 2013). The following section discusses those.

## 2.2 General Learning Strategies

Despite the fact that various language learning techniques have been established, the success of each learning approach is mostly determined by unique learning settings, learners, and learners' learning styles (Saville-Troike, 2012). Learning strategies are generally chosen consciously by learners, but they are highly impacted by the nature of their motivation, cognitive style, and personality, as well as unique settings of usage and possibilities for learning. Other factors influencing strategy selection include age, gender, and ability (Saville-Troike, 2012).

Many learning strategies are culturally based: people learn how to learn as part of their socialization experiences, and strategies learned in other domains are frequently transferred to language learning, which can occur under very different conditions, sometimes within a foreign educational system. Not all learning strategies are created equal: some are naturally more successful than others, and others are better suited in specific learning environments or for individuals with varying aptitudes and learning styles. One objective of SLA research has been to uncover the strategies that effective language learners utilize, with the expectation that such strategies might be taught or otherwise applied to improve learning (Saville-Troike, 2012).

O'Malley and Chamot (1996) developed a taxonomy of language-learning processes that is extensively utilized in SLA:

- ✓ Metacognitive: anticipating a learning activity by previewing a concept or principle; determining ahead of time to pay attention to certain areas of information; practicing linguistic components that will be necessary for an upcoming language assignment; self-monitoring of progress and knowledge states.

- ✓ Cognitive: for example, following a language model; translating from L1; memorizing a new term in L2 by linking it to one that sounds the same in L1 or by

conjuring up vivid imagery; inferring meanings of new material.

✓ Social/affective: for example, looking for opportunities to communicate with native speakers; cooperating with peers to receive feedback or pool information; asking clarifying questions; requesting repetition, explanation, or examples.

Oxford (1990) divides general language learning strategies into six sub-dimensions based on direct and indirect learning processes.

✓ Memory strategies (they are used to transfer knowledge into long-term memory and recall it for communicative purposes).

✓ Cognitive strategies (they are used to create mental models, revise, and receive and produce messages in the target language).

✓ Compensation strategies (they are used to compensate for any shortage of information in language use).

✓ Metacognitive strategies (they allow the student to plan, organize, and evaluate his/her own learning).

✓ Affective strategies (they are used to manage emotions, both negative and positive)

✓ Social strategies (they help establish interaction in verbal communication).

Therefore, metacognitive techniques aim to control language acquisition via planning and monitoring; cognitive strategies employ direct analysis or synthesis of linguistic content; and social/affective strategies use social engagement (Saville-Troike, 2012).

## 2.3 Vocabulary Learning Strategies

Learners should acquire vocabulary learning strategies that will increase the success of the vocabulary learning processes. When reviewing the research, it is clear that vocabulary acquisition procedures are discussed within the context of foreign language learning strategies (Oxford, 1990; Schmitt, 2000; Nation, 2001). VLS are sometimes seen as a spinoff from general language learning strategies (Oxford, 1990; Schmitt, 2000), and they can be

related with learning strategies in the broadest sense (Nation, 2001). VLS have long been of interest to language acquisition researchers since they are thought to aid in the learning process (Schmitt, 2000; Thornbury, 2002; Takač, 2008).

Learning strategies enable the learner to construct an individual learning process in which he or she assumes responsibility for his or her own acquisition process, which also applies to vocabulary learning strategies (Oxford, 1990). From this vantage point, vocabulary acquisition strategies may be defined as the learner taking charge of the vocabulary growth process and managing it. According to research, adopting vocabulary acquisition strategies helps the student enhance his or her vocabulary (Nation, 2001; Oxford, 1990). The desire to express themselves vocally and in writing in the target language pushes learners to adopt vocabulary acquisition strategies.

Gu and Johnson (1996) classify vocabulary acquisition processes into four categories: metacognitive, cognitive, memory, and activation.

✓ Metacognitive methods comprise the learner choosing the words that will help him or her understand in the target language and determining the right strategies, methods, and approaches for learning these words. Of course, the learner's capacity to understand all of these processes is inextricably linked to his or her knowledge of his or her own learning process.

✓ Guessing, utilizing a dictionary, and taking notes are all included as cognition strategies. When adopting the guessing technique, the learner is required to apply past information and to act on the basis of the target language's grammatical structures.

✓ Memory techniques try to transfer a learnt word from short term memory (the part of the memory that controls what is immediately and consciously processed) to long term memory (remembering things long ago) while taking pronunciation and meaning into account. This necessitates the creation of word lists, the attention to pronunciation, and the

use of coding tools. It is required to make word lists, pay attention to pronunciation, code using visual and aural clues, and rewrite in order to do this.

✓ The phrase "practice tactics" refers to a student's use of a newly learned word in a variety of situations and at the proper moment.

Schmitt (2000) categorizes vocabulary learning strategies into two types by combining the direct and indirect strategies found in Oxford: strategies for determining a word's meaning when it is first encountered and strategies for reinforcing the meaning when the word is encountered again. Determination strategies refer to how a student learns the meaning of a new word through a combination of guessing and asking for guidance. As Gu (1996) points out, consolidation mechanisms encompass cognitive, metacognitive, and memory procedures.

Schmitt (2000) believes that social strategies should be employed to aid in both determination and merging approaches. As a result, information linked to social strategies is included in both types of strategies.

Vocabulary acquisition techniques are classified as planning, source, and procedures by Nation (2001). Planning entails defining when, how, and how frequently vocabulary should be the center of attention: choosing words, identifying vocabulary dimensions and procedures, and revising. Obtaining knowledge of the term is part of the resource strategy. Process strategies, on the other hand, pertain to increasing learners' awareness of the vocabulary learning process and increasing vocabulary in the target language via the use of various vocabulary learning strategies. The success of teaching and employing vocabulary acquisition techniques is determined by factors such as competence level, task, language method, prior knowledge and preparation, learning context, target language, and learner characteristics (Chamot and Rubin, 1994).

Schmitt (2000) observes that most learners employ basic vocabulary acquisition

strategies. In vocabulary learning, the learner might employ more than one vocabulary strategy at the same time. While guessing the meaning of a word from context, the student can look it up in a dictionary, take notes, and apply cognitive and metacognitive learning processes. In the classroom setting, teachers can stimulate the use of strategies, for example by employing vocabulary games (Dodigovic, 2018).

**2.4 Vocabulary Games**

There are numerous advantages to adopting games and engaging activities to increase a learner's vocabulary. Games encourage student focus, provide opportunities for authentic conversation in a relevant setting, and are frequently team-oriented. They have been shown to boost motivation, reduce anxiety, and facilitate the integration of all language (Chen, 2005). According to Thornbury (2002) "children of many cultures tend to like games," as do many adults. The majority of first-language word games can also be used in second- or foreign-language classrooms (Thornbury, 2002). The best vocabulary games encourage vocabulary depth by challenging the learner to choose a large number of alternatives for each word (Thornbury, 2002).

According to Thornbury (2002), the greatest vocabulary games are those that follow specific criteria of vocabulary development. Repetition, retrieval from memory, spacing or increasing rehearsal over time, usage of words in language creation, visualizing, and personalizing the words at the learner's own pace are the most significant of these (Thornbury, 2002). All of the aforementioned factors are assumed to aid in the transfer of words from short-term to long-term memory, and hence are linked to Schmitt's (2000) memory consolidation procedures. According to Nation (2014), repetition increases retrieval, leading the relationship between a word's shapes and meaning to be preserved in the long-term memory. This is the key to acquiring vocabulary in general.

**2.5 Games in relation to strategies**

Games and fun activities can be classified according to the types of learning they encourage (deliberate or accidental, contextualized or decontextualized), the types of vocabulary knowledge they affect and the strategies they enable.

Cognitive constructivism, as well as sociocultural and social learning theories, are some of the most relevant theories for this aim. The internal mechanisms of the mind that permit learning are the focus of cognitivist ideas. Since the learner's mind is considered as an active constructor and hence the owner of information, problem-solving, typically independently, is one of the primary ways. As a result, simulation games, crossword puzzles, and any other independently played game fit under the cognitive approach's scope (Dodigovic, 2018).

Instead of focusing on learners in isolation, social and sociocultural learning theories examine their social context and the processes of knowledge co-construction through social interaction. Pictionary and numerous board games, such as Scrabble, Taboo are very good examples. Pictionary is a word-guessing game is played between two or more teams including at least two members. One of whom is given a word, unknown to the rest of the team, which he or she must draw in such a way that the other member(s) can recognize the concept and utter the given word. On the other hand, Pictionary Players have to make a creative use of the letter tiles they have been given to create existing words. Letters are arranged on the board which forms a grid similar to that found in a crossword puzzle. Another example is Taboo. It can be played with two teams. Each team is represented by a player seated in the "hot seat," facing the classroom. The teacher writes a word on the board. The other students are not allowed to see the board. After the signal, the teams have one minute, using only verbal clues, to get their seated teammate to guess and say aloud what is written on the board. The only rule (or taboo) is that the word on the board may under no

circumstances be used as a clue. The first student in the hot seat to say the word out loud brings victory to his or her team.

The above are examples of games and entertaining activities under the social and sociocultural approach area. Cognition-based games may be more appealing to introverted, analytical learners, whereas socially oriented games may be more appealing to extraverted, holistic learners. Understanding all of these variables can assist teachers in selecting the best game for their students (Dodigovic, 2018).

As a result, in light of the reviewed literature, this project attempts to provide a template for the use of vocabulary games in the English language classroom in Armenia.

# CHAPTER THREE: PLAN AND DELIVERABLES

## 3.1 Needs Analysis

During my experience as an EFL teacher I used to spend time explaining vocabulary to my students by using the new technologies and the innovative approaches. The reason I was conducting such lessons was the cooperation with Children of Armenia Fund. The organization provided me with all the skills and the new methods of conducting lessons. Unfortunately, not many teachers, especially at schools, had the chance to be trained and gain the skills. My perspective to teaching vocabulary and all in all teaching is so up-to-date, that I could not see how teachers have their students learn the new words by heart without understanding the real usage of the words. Game-based approach is much effective for me while teaching vocabulary. Students, learning through games, enjoy, have fun and understand how to use the new word in a sentence at least. Social and cognitive vocabulary games are the best options for learning and absorbing the new words. According to my results, students enjoy learning through games, communicating with each other and trying to be the one to win.

### 3.1.1 Instruments

The needs analysis of the course design was conducted with the public school EFL teachers online. The main instruments included:

- ✓ Questionnaires
- ✓ Focus group discussion
- ✓ Observation

**Observations**

According to my observations the teachers were conducting teacher-centered lessons. The learners did not have the chance to benefit from the activities they were doing. Teaching vocabulary was centered during the lessons, and the main way of learning vocabulary was to do translations and memorize the words by heart. The researcher also noticed that students

are not free during the lessons and they were supposed to know everything correctly.

**Focus group discussion**

The focus group discussion conducted with 10 EFL teachers targeted the needs for designing the projects and supplementary materials. There were nine questions to discuss during the focus group discussion.

During the focus group discussion, the teachers mentioned they would like to be provided with some supplemental material and up-to-date technologies to make the lessons more interesting and fun. They mentioned that teaching through games may raise students' motivation, but for that they should be trained in the new approaches of teaching English vocabulary. According to the discussion some of the teachers had used different games, but rarely considering the number of the students and the way the classrooms are equipped. They mentioned that they would like to have teacher training which would let them conduct the lessons with joy and fun by using the suggested tools: social and cognitive games while teaching English vocabulary.

**Questionnaires**

The questionnaire investigated the background experience of the teachers with games. The questionnaire for the teachers consisted of twelve questions. 10 teachers responded to the questionnaire. The questionnaires were made in the English language. The major finding of the survey was that the majority of the teachers had never had the experience to teach through vocabulary games and that they have used the traditional methods no matter they had 20 years teaching experience.  Almost all of them mentioned that they would like to see the games in the future in Armenia. According to the results for more than 50% of the participants, the games can be challenging, while others think students are just going to play and make much noise.

**3.2  Goals and Objectives**

This 20-hour course aims to develop teachers' vocabulary teaching skills by using cognitive and social games. It aims to empower the teachers with vocabulary games teaching using the above-mentioned learning strategies. It also seeks to assist with the lesson planning regarding teaching through games. The teachers' age ranges between 35-50 years. The course is designed to take place twice a week, per 120 minute.

Game-based learning plays a crucial role in students' lives, as it makes them communicate, collaborate, interact and work freely. The use of cognitive and social games is likely to improve the way students think. Games help students think out of box, preventing the overload which they face with all their textbooks suggested by public schools. Games create such an atmosphere as to develop and create emotional connection with the subject and desire to attend. So, while teachers are being equipped with new skills so that they in turn may conduct active, interesting lessons. Besides, students will learn English vocabulary, not by learning the words by heart, but through play and communication.

To present the goals and the objectives of this course I will use the grid:

Table 1

*Project Goals and Objectives*

| GOALS | OBJECTIVES<br><br>**Teachers will be able to:** |
|---|---|
| 1.    Raise teachers awareness of teaching vocabulary through games | 1.1    Comprehend the effects of using games on improving vocabulary learning in English as a foreign language<br><br>1.2    Distinguish the difference of social and cognitive games and their influence on teaching process |

| 2. Foster teachers use of learning strategies in vocabulary games | 2.1 Identify the types of learning strategies in vocabulary games |
|---|---|
| | 2.2 Use case studies for teachers to identify which games are appropriate to what vocabulary strategies |
| | 2.3 Teach by using social and cognitive games |
| 3. Develop teachers lesson planning skills with respect to vocabulary games | 3.1 Integrate games into the lesson planning by applying vocabulary learning strategies |
| | 3.2 Identify the key concepts and skills to design and structure engaging vocabulary games |
| | 1.3 Develop their own lesson plans with social and cognitive vocabulary games |

**3.3 Assessment Plan**

The researcher used various ways of assessment for assessing the participants who were teachers. They include the following:

- ✓ Attendance and Participation
- ✓ Lesson planning
- ✓ Case studies

Participation and Attendance are ways of monitoring the participants' overall progress during each session. As the topic is new for the participants, they should have consistent attendance and participation to succeed in the training course.

Another way of assessing the teachers' understanding of the sessions is the activity of Lesson planning (See appendix A). It is considered to be an appropriate means of assessment as it means for the participants to make vocabulary teaching lesson plans by applying social and cognitive games.

The next way of assessment are Case studies. They are fully effective in case of

teachers, as they discuss different cases by applying their knowledge taken during the

sessions.

Table 2

*Assessment Plan*

| ASSESSMENT | OBJECTIVES ADDRESSED |
|---|---|
| Attendance and Participation | Attend the sessions<br><br>Participate in the session, session discussions actively<br><br>Participate in group-works<br><br>Be an active listener |
| Lesson planning | Integrate games into the lesson planning by applying vocabulary learning strategies<br><br>Identify the key concepts and skills to design and structure engaging vocabulary games<br><br>Develop the lesson plans with social vocabulary games<br><br>Develop their own lesson plans with cognitive vocabulary games |
| Case studies | Distinguish the difference of social and cognitive games and their influence on teaching process<br><br>Identify the types of learning strategies in vocabulary games to get into the discussion<br><br>Use case studies to identify which games are appropriate to what vocabulary strategies<br><br>Discuss the changes which may occur in others lesson plans<br><br>Bring examples from the teaching experiences |

| | Discuss peer's cases and give feedback |
|---|---|
| | |

## 3.4 Learning Plan

The course is designed to teach English Vocabulary through social and cognitive games. To ensure successful vocabulary acquisition, social and cognitive learning strategies should be applied by students.

The designed course is organized according to the following thematic modules:

1.      General language learning strategies

2.      Vocabulary learning strategies

3.      Social games and strategies

4.      Cognitive games and strategies

5.      Applying social games

6.      Applying cognitive games

7.      Integrating games into the language curriculum

The agenda and the strategies of the course are finalized. Below a five week learning plan is presented:

Table 3

*Learning Plan*

| Weeks | Module | Agenda | Strategic Focus |
|---|---|---|---|
| Week 1 | General language learning strategies<br><br>Vocabulary learning strategies | Overview<br><br>Warm-up<br><br>Introduction<br><br>Discussion on the topic<br><br>Case studies<br><br>Feedback | Interpretation of prior knowledge and skills<br><br>Brainstorming<br><br>Expressions of ideas<br><br>Team-work, collaboration<br><br>Integrating technologies<br><br>Constructive teacher and peer feedback |
| Week 2 | Social games and strategies<br><br>Cognitive games and strategies | Overview<br><br>Warm-up<br><br>Introduction<br><br>Microteachings<br><br>Case studies<br><br>Feedback | Interpretation of prior knowledge and skills<br><br>Brainstorming, discussion<br><br>Expressions of ideas<br><br>Team-work, collaboration<br><br>Integrating technologies<br><br>Peer teaching<br><br>Constructive teacher and peer feedback |
| Week 3 | Applying social games<br><br>Applying social games | Overview<br><br>Warm-up | Interpretation of prior knowledge and skills<br><br>Brainstorming, discussion |

|  |  | Introduction | Expressions of ideas |
|  |  | Group presentation | Team-work, collaboration |
|  |  | Peer feedback | Integrating technologies |
|  |  | Microteachings | Peer teaching |
|  |  | Feedback | Constructive teacher and peer feedback |
| Week 4 | Applying cognitive games<br><br>Applying cognitive games | Overview | Interpretation of prior knowledge and skills |
|  |  | Warm-up | Brainstorming, discussion |
|  |  | Introduction | Expressions of ideas |
|  |  | Group presentation | Team-work, collaboration |
|  |  | Peer feedback | Integrating technologies |
|  |  | Microteachings | Peer teaching |
|  |  | Feedback | Constructive teacher and peer feedback |
| Week 5 | Integrating games into the language curriculum<br><br>Integrating games into the language curriculum | Overview | Interpretation of prior knowledge and skills |
|  |  | Warm-up | Brainstorming, discussion |
|  |  | Introduction | Expressions of ideas |
|  |  | Discussion on the topic | Team-work, collaboration |

| | | Lesson planning | Integrating technologies |
|---|---|---|---|
| | | Lesson plan presentation | Designing tasks, activities |
| | | Teacher and peer feedback | Using internet resources |
| | | Reflections | Constructive teacher and peer feedback |

**3.5 Deliverables**

The course designer produced the following resources during the project:

1.      A course description

2.      Course goals and objectives

3.      Assessment plan

4.      Learning plan

5.      Course book with 10 sessions and teaching materials (See Appendix B)

6.      Focus group questions with the teacher (See Appendix C)

7.      Questionnaire to the teachers (See Appendix D)

8.      Observation template (See Appendix E)

9.      Post-end evaluation questionnaire (See Appendix F)

**3.6 The Piloting Procedure**

The design project was piloted with ten in-service Armenian English language teachers from Armavir Marz. The piloting took place twice a week over two hours for five weeks.

Lesson plans designed by me served as a main resource for the design project sessions.

For the reflection and recommendation part I have assessed each session right after that and have taken into consideration the teachers' reflections during the wrap-up parts.

CHAPTER FOUR: REFLECTION AND RECOMMENDATIONS

**4.1 Reflection**

My main desire to design such a project was my great interest in constant professional development, which can be achieved only with the help of constant reflective teaching. Being an EFL teacher at Children of Armenia Fund (COAF) with four year experience, I decided to challenge myself and try to train my colleagues with the most updated methodologies. To conduct the sessions for Marz teachers was very important to me. Why? Because I know what it means to be from a region and lack the opportunities to be trained. To be honest, I was a bit afraid in the beginning to appear in front of my colleagues and be a teacher trainer, but no matter what, my impression for the piloting process is indescribable. During the five weeks I was conducting the sessions myself by trying to implement the skills I have acquired from my teaching experience at COAF and from what I have learnt at the American University of Armenia. The course was organized and a bit intensive, although I conducted it with the help of games and up-to-date methodology. I felt myself as a member of the team and a facilitator to help them in all cases.

The design project was based on the literature review and the needs analysis I had conducted to reveal the teachers' interests, skills and the topics. The development process of the design project became easier after the forum discussions I had with the teachers.

As a main start for the sessions I activated the teachers' background knowledge on the topic. Based on that, I presented the new material. The activities were designed to cover each session properly and to meet the needs of the teachers. All the assignments were connected to the objectives mentioned in the lesson plans. I encouraged free discussions, brainstorming, and conversations during the sessions. To express their thoughts freely and to come to full understanding were very important to me. For the end of the session we always had

reflections to see what the teachers learnt or developed.

I started the sessions with warm-ups. They were to motivate the teachers' and to give some understanding of what we should do. They enjoyed especially the games part, when they played, had fun and were ready to start the session. Teachers liked the activity called Know-Want to know-Learned chart (KWL). They showed willingness to use this chart during their classes as well.

The participants' attendance and participation showed that the project targeted their needs. The teachers contributed to the sessions at the level of their prior knowledge. During each task, I was doing tight monitoring to see if they were on the task and help if need be. I provided them with my own feedback after the tasks and encouraged to do the same with their peers. During the reflection part they mentioned that I was there as a facilitator and a trainer providing materials and giving correct directions.

One of the main challenges for me was the technical drawback. The sessions were online and the internet connection caused some difficulties. Anyway, we tried to solve all the issues and move on with the project.

Another big challenge for me was to assess the teachers, as they were adults, eager to learn. Assessing the lesson planning part was easier than following the cases studies. To assess lesson planning I was keeping to the main structure it should have, while assessing case studies there was no structure. I think I should have planned such structure in order not to mix all and have them on the same page. To conclude, we had small presentation parts when all the groups presented their final results.

Another challenge for me was to play the games with teachers online. Some of the games were easy to play online and explain online, but some no. For explanation parts, I decided to use the videos and show how students learn through that game. To play with the teachers I chose games adjusted to online format.

Overall, the sessions were quite meaningful and interesting. This was my first chance to be a teacher trainer, which I liked, and hope to continue in the future. Being a lifelong learner I hope to have the opportunity to design and implement such courses.

**4.2 Recommendations for Teacher Trainers**

Some recommendations for teacher trainers to implement projects are the following:

✓ Before the implementation of the project conduct thorough needs analysis to discover the in-service teachers' needs, desires and background knowledge.

✓ Get to know the participants' English language proficiency before the implementation to reduce the difficulties and the misunderstanding during the course.

✓ Create a warm and healthy atmosphere for the teachers to be free and have the feeling of being respected.

✓ Use microteachings during the projects, as participants practice their new knowledge, create tasks and achieve results.

✓ Use case studies and real life application discussions to bring the participants to real cases and to adjust those cases to their learning materials.

✓ Design interactive and fun activities to meet the needs of the participants, No matter they are adults, they also want to enjoy while learning and developing themselves.

✓ Having the sessions online, make sure to be able to share the online material with the trainees, as they may want to use it for later.

✓ In case of online sessions, make sure for all the participants to have the required technology for them to be engaged fully.

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Appendices

Appendix A

| Point Total /100 | Unacceptable (0-5 points) | Developing (6-7 points) | Proficient (8-9 points) | Exemplary (10 points) |
|---|---|---|---|---|
| **Objectives** points /10 | The objectives are unclear or inappropriate for the grade level, developmental level, or topic. | Objectives are adequately specified, however they may not be connected with national standards and may not be clear, observable, and/or measurable. | Objectives are adequately specified and associated with national standards; goals are explicit, observable, and measurable. | Objectives meet the criteria, are clearly expressed, and connect to important skills or concepts for student development. |
| **Assessment** points x2 /20 | Assessment is described, but the assessment and evaluation tools are missing. | There is at least one formal assessment technique, although the evaluation instrument may be lacking. The assessment may not accurately represent the objectives or be appropriate for the topic or grade level. | Formal assessment and evaluation tools are included. The assessment matches the goals and is topic and grade level appropriate. | Assessments fulfill the competent requirements and include a variety of assessment kinds and/or methodologies. |
| **Instructions** | The instructional plan is so | The instructional plan may be overly | The instructional plan is explicit | The instructional plan fits the |

| points x2 /20 | imprecise or generic that it is useless. | imprecise or missing in parts or specifics required for efficient information delivery; instructional tactics may focus too much on lecture or worksheets, or may not promote the learning goals and objectives. | and structured to foster critical thinking, inquiry, problem-solving methods, or creativity; instructional tactics support the learning goals and objectives. | competent requirements, employs several teaching styles, and contains leading questions that engage students in higher-level thinking. |
|---|---|---|---|---|
| **Structured Application** points x2 /20 | Learning activities that interest pupils are either absent or inappropriate for the grade level or topic. | Although learning activities to engage students are present, students may not have obvious chances for guided and autonomous practice or inquiry. | Learning activities engage and encourage students by providing chances for them to show skills or conceptual comprehension of the learning objectives via both guided and autonomous practice and inquiry. | Student learning activities meet all the criteria and provide enrichment opportunities. |
| **Materials** points /20 | Materials and resources are either not listed or are inapplicable. | Materials and resources are given, but exact titles and/or reference information may be missing; materials and resources | Materials and resources are given with particular reference information; a variety of | Materials and resources meet the criteria and are chosen and/or tailored to meet a |

| | | | |
|---|---|---|---|
| | may not be applied successfully. | resources and technology tools are used effectively by both teachers and students. | variety of learning needs. |
| **Writing Conventions** points /10 | The organization may lack distinct movement or purpose, making it difficult to follow the concepts. Numerous language, usage, spelling, and punctuation problems can seriously impair reading or the desired degree of professionalism. | The organization is typically straightforward, however it may be structured improperly. Formal language comprises faults in grammar, use, spelling, and punctuation that may impair reading or the desired degree of professionalism. | The organization is consistent and straightforward, and the formatting and graphic components aid in reading. Formal language has minimal grammatical, usage, spelling, or punctuation faults that do not impair reading. | The organization is consistent, straightforward, and logical, with formatting and graphic components that promote readability. The language is professional, succinct, and exact, with no obvious grammar, usage, spelling, or punctuation mistakes. |

Appendix B

Unit 1: General Learning Strategies

Duration of Lesson: 120 min

Instructional Setting: Online

Instructor: Anahit Gasparyan

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | differentiate between general language learning strategies  and vocabulary learning strategies |
|-----|------------------------------------------------------------------------------------------------|
| LO2 | understand the effectiveness of using general learning strategies that students may apply |
| LO3 | identify the ways of learning different words |

Materials: PPT, online resources

Warm-up

Time – 15 min.

Procedure:

- ✓ The presenter introduces the main items they have to cover during the day.

- ✓ Warm –up

- ✓ Presentation on General Learning strategies

- ✓ Video watching, small group discussion, whole group discussion

- ✓ Discussion on case studies on  General Learning strategies

- ✓ Wrap-up

- ✓ Then she moves on saying that the topic of the day is "General Learning

strategies".

✓ Afterwards, the presenter brings forward the KWL chart: "What do you think you know about General Learning strategies?", "What do you want to know about General Learning strategies", "What did you learn about General Learning strategies". The participants complete only the 2 columns of the task.

✓ The presenter discusses the 2 columns with the participants and then she puts the chart away for later use.

Topic Presentation

Time -15 min

Procedure:

✓ The presenter starts the presentation by sharing the screen.

✓ She talks and presents the material related to the types and the effectiveness of general learning strategies:

https://docs.google.com/presentation/d/1ICGNtTbZic87D6zlxiMpNzzx3fNBhv_v/edit?usp=sharing&ouid=104996014115588123068&rtpof=true&sd=true

Discussion- The effectiveness of general learning strategies

Time – 20 min

Procedure:

✓ The presenter presents very shortly a video about general learning strategies:

https://www.youtube.com/watch?v=aCxykTz2-ig

✓ The participants watch and choose the type which is more effective for them.

✓ Then they share their thoughts in small groups.

✓ They have a close discussion with the whole group by sharing their group's ideas.

✓ The presenter does a close monitoring

Break – 15 min

Case studies

Time - 35 min

Procedure:

✓     Then the participants are divided into groups randomly with the help of google meet tools.

✓     The presenter asks the participants to describe their classes to each other and then use this data to select some appropriate learning strategies.

✓     The pairs spend the first 25 min to discuss and answer the questions related to the cases.

✓     The next 10 min the groups are presenting their case studies.

✓     The participants make comments.

✓     The presenter monitors and gives feedback to the participants.

Wrap-up/review/connections

"Recap the lesson" - 10 minutes

Activity: What did we learn?

Procedure:

✓ The participants review the learning strategies and their importance of those strategies by completing the third column and mentioning 3 things they learned during the class

Unit 1: Vocabulary Learning Strategies

Duration of Lesson: 120 min

Instructional Setting: Online

Instructor: Anahit Gasparyan

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | differentiate between general language learning strategies and vocabulary learning strategies |
|-----|---------------------------------------------------------------------------------------------|
| LO2 | understand the effectiveness of using vocabulary learning strategies that students may apply |
| LO3 | identify the ways of learning different words by using vocabulary learning strategies |

Materials: Online tools

Warm-up

Time – 15 min.

Procedure:

The presenter introduces the main items they have to cover during the day.

    ✓     Warm –up

    ✓     Presentation on Vocabulary Learning strategies via using the following PDF:

https://core.ac.uk/download/pdf/82653331.pdf

    ✓     Video watching, small group discussion, whole group discussion

    ✓     Discussion on case studies on Vocabulary Learning strategies

    ✓     Wrap-up

✓ Then she moves on saying that the topic of the day is "Vocabulary Learning strategies".

✓ Afterwards, the presenter brings forward the KWL chart: "What do you think you know about Vocabulary Learning strategies?", "What do you want to know about Vocabulary Learning strategies", "What did you learn about Vocabulary Learning strategies". The participants complete only the 2 columns.

✓ The presenter discusses the 2 columns with the participants and then she puts the chart away for later use.

Topic Presentation

Time – 15 min

Procedure:

✓ The presenter starts the presentation by sharing the screen.

✓ She talks and presents the material related to the types and the effectiveness of general learning strategies.

Discussion- The effectiveness of Vocabulary learning strategies

Time – 15 min

Procedure:

✓ The presenter presents very shortly a video about vocabulary learning strategies and activities: https://www.youtube.com/watch?v=yGZ-pb21Rq0

✓ The participants watch and choose the type which is more effective for them.

✓ Then they share their thoughts in small groups (which ones they have used and which ones are effective).

✓ They have a close discussion with the whole group by sharing their group's ideas.

✓ The presenter does close monitoring.

Break – 15 min

Case studies

Time - 35 min

Procedure:

✓ Then the participants are divided into groups randomly with the help of google meet tools.

✓ The presenter asks the participants to describe their classes to each other and then use this data to select some appropriate learning strategies.

✓ The pairs spend the first 25 min to discuss and answer the questions related to the cases.

✓ The next 10 min the groups are presenting their case studies.

✓ The participants make comments.

✓ The presenter monitors and gives feedback to the participants.

Wrap-up/review/connections

"Recap the lesson" - 10 minutes

Procedure:

✓ What did we learn?

✓ The participants review the learning strategies and their importance of those strategies by completing the third column and mentioning 3 things they learned during the class

Unit 2: Social Games and Strategies

Duration of Lesson: 120 min

Instructional Setting: Online

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | differentiate between cognitive and social strategies |
| --- | --- |
| LO2 | differentiate social and cognitive games |
| LO3 | identify the types of games |

Materials: PPT, Online resources

Warm-up

Time – 10 min.

Procedure:

✓　　　Play a social vocabulary game with the group named "Hangman" to give them some ideas about social vocabulary games.  In this game one player thinks of a word and writes down dashes, one for each letter of the word. Consequently, the opponent only knows the number of letters in the word. This player has to guess the word, letter by letter, or the word itself.

✓　　　The presenter gives the participants the following question to discuss in pairs and sends them to the groups 5 min.

　　　1.　What do you think how social games affect learning process?

2. Do social games play a crucial role in the teaching process?

3. What are the benefits of social games?

✓ After pair discussion, the participants come to the main group and share their thoughts with the whole group.

Topic Presentation

Time – 25 min

Procedure:

✓ The presenter starts the presentation by sharing the screen.

✓ She talks and presents the material related to the types and the effective ways of Social learning strategy and games:

https://docs.google.com/presentation/d/1Q1AANUkdkTQjZwmQhVC8All9zICjH64A/edit?usp=sharing&ouid=104996014115588123068&rtpof=true&sd=true

✓ The participants participate actively in the presentation.

Break – 15 min

Group Activity- Social games

Time – 30 min

Procedure:

✓ The presenter shares a document and asks the participants what Social games they know. They brainstorm and she writes down all answers.

✓ Then the presenter sends the participants to the groups and gives them a group of vocabulary games. The participants take one of them from the list and decide how to mock it with the group within 10 min.

Hangman, Matching game, Scrabble, Pictionary, Simon says

✓ The groups practice the games they have chosen with other groups.

✓ Give questions and answers after each game.

Case studies

Time - 20 min

Procedure:

✓ Then the participants are divided into groups randomly with the help of google meet tools.

✓ The presenter asks the participants to describe their classes to each other and then use this data to select some appropriate games.

✓ The pairs spend the first 10 min to discuss and answer the questions related to the cases.

✓ The next 10 min the groups are presenting their case studies.

✓ The participants make comments.

✓ The presenter monitors and gives feedback to the participants.

Wrap-up/review/connections

"Recap the lesson" - 15 minutes

Procedure:

✓ What did we learn?

✓ The participants review the social strategy and mention the importance of using social games while learning vocabulary games. They mention 3 things they learned during the class.

Unit 2: Cognitive Games and Strategies

Duration of Lesson: 120 min

Instructional Setting:

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | differentiate between social and cognitive strategies |
|-----|-------------------------------------------------------|
| LO2 | differentiate social and cognitive games |
| LO3 | identify the types of games |

Materials: PPT, Online resources

Warm-up

Time – 10 min.

Procedure:

✓       Play a cognitive game with the group named "Text Reconstruction" to give them some ideas about cognitive vocabulary games. This activity can be found online (e.g., http://www.esl-lounge.com/student/storyboard.php).

✓       The presenter gives the participants the following questions to discuss in pairs and sends them to the groups 5 min after playing the game

1.  How does your comprehension of cognitive games affect your mental processing?

2.  Do brain games improve cognitive function?

3. What are the benefits of cognitive games?

After pair discussion, the participants come to the main group and share their thoughts with the whole group.

Topic Presentation

Time - 25 min

Procedure:

✓ The presenter starts the presentation by sharing the screen (See Appendix A).

✓ She talks and presents the material related to the types and the effectiveness of Cognitive learning strategy and games:

✓ The participants participate actively in the presentation.

Break – 15 min

Group Activity- Cognitive games

Time - 25 min

Procedure:

✓ The presenter shares a document and asks the participants what cognitive games they know. They brainstorm and she writes down all answers.

✓ Then the presenter sends the participants to the groups and tells them to take a cognitive game and mock it with the group within 10 min.

✓ The groups practice the games they have chosen with other groups.

✓ Give questions and answers after each game.

Case studies

Time - 20 min

Procedure:

✓ Then the participants are divided into groups randomly with the help of google meet tools.

✓      The presenter asks the participants to describe their classes to each other and then use this data to select some appropriate games.

✓      The pairs spend the first 10 min to discuss and answer the questions related to the cases.

✓      The next 10 min the groups are presenting their case studies.

✓      The participants make comments.

✓      The presenter monitors and gives feedback to the participants.

Wrap-up/review/connections

"Recap the lesson" - 15 minutes

Procedure:

✓      What did we learn?

✓      The participants review the cognitive strategy and mention the importance of using cognitive games while learning vocabulary games. They mention 3 things they learned during the class.

Appendix A

# Vocabulary
# Tools and Strategies

# **Why Teach Vocabulary**

- Vocabulary deficits are a major cause of problems with reading comprehension

- Students with low SES have a fraction of the vocabulary of those with higher SES
  - Entering kindergarten with half the vocabulary of a high SES student, and adding new words at a much slower rate.

- Context is not enough – explicit instruction of vocabulary is also needed

Gu and Johnson (1996) classify vocabulary

acquisition processes into four categories:

- ✓ Metacognitive

- ✓ Cognitive

- ✓ Memory

- ✓ Activation

Schmitt (2000) categorizes vocabulary learning strategies into two types by combining the direct and indirect strategies found in Oxford: strategies for determining a word's meaning when it is first encountered and strategies for reinforcing the meaning when the word is encountered again.

Vocabulary acquisition techniques are classified as planning, source, and procedures by Nation (2001).

# Social Strategy

A type of strategy which helps establish interaction in verbal communication



# Cognitive Strategy

A type of Strategy used to create mental models, revise, and receive and produce messages in the target language



"Thinking about Thinking"

# Vocabulary Acquisition through Social and

## Cognitive Games

✓ Hangman

✓ Matching game

✓ Scrabble

✓ Pictionary

✓ Simon says

✓ Face maker,

✓ Flashcards

✓ Crossword

✓ Puzzles,

✓ Text Reconstruction

✓ Scrambled words

Unit 3: Applying Cognitive Games

Duration of Lesson: 3 hours

Instructional Setting: Online

Instructor: Anahit Gasparyan

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | use cognitive games in discussing different scenarios |
|-----|-------------------------------------------------------|
| LO2 | understand and present their own scenarios |
| LO3 | apply cognitive games |

Materials: Online tools

Warm-up

Time - 15 min.

Procedure:

✓ The presenter starts the session by playing a cognitive game named "Face maker". The player drags and drops various facial features, adding them to a blank face in order to match a given description.

Group work

Time – 50 min

Procedure:

✓ The presenter divides the participants into groups with the help of breakout rooms.

✓ Give each group cognitive games.

1st group- Face maker, Flashcards

2nd group - Crossword puzzles, Text Reconstruction

3rd group - Scrambled words, Text Reconstruction

✓ The presenter shortly presents each game and plays one round with them

✓ Each group should decide the specifications of the groups they can play these cognitive vocabulary games with

✓ The groups have discussions together about the vocabulary games and the descriptions of the groups by bringing different reasons (age, group, type of school, etc.).

✓ After the discussion the groups present their activities and get feedback from the presenter and the co-workers.

✓ The whole process may take place online by opening a word document and sharing it with everybody.

✓ The presenter monitors and gives feedback

Break - 15 min

Group Activity- Applying Cognitive games

Time –90 min

Procedure:

✓ Group presents the scenarios then they think of their own classes - 10 min discussion

✓ Then participants in pairs choose 2 games to practice with the groups - 5 min

✓ Each pair has 15 min to practice the games with their team.

✓ The presenter monitors and gives feedback.

Wrap-up/review/connections

"Recap the lesson" - 10 minutes

Procedure:

    ✓     What did we learn? What did we do?

    ✓     The participants review the social strategy and mention the importance of using social games while learning vocabulary games. They mention 3 things they learned during the class.

Unit 4: Applying Social Games

Duration of Lesson: 3 hours

Instructional Setting: Online

Instructor: Anahit Gasparyan

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | use social games in discussing different scenarios |
|-----|------------------------------------------------------|
| LO2 | understand and present their own scenarios |
| LO3 | apply social games |

Materials: Online tools

Warm-up

Time – 15 min

Procedure:

✓ The presenter starts the session by playing a Social game named "Word Snap". Two word cards are drawn out of the pack. When a player's turn comes round, he or she has to draw on word association knowledge to build a sentence using both words.

✓ This game depends on depth of productive word knowledge and stimulates the uses of cognitive and metacognitive strategies in a social setting.

✓ The presenter plays the games online with the teachers.

Group work

Time – 50 min

Procedure:

✓ The presenter divides the participants into groups with the help of breakout rooms.

✓ Give each group social games.

1st group- Simon Says, Hangman,

2nd group - Scrabble, Pictionary

3rd group - Monologue activity, Hot Seat (Taboo), Word Snap

✓ The presenter shortly presents each game and plays one round with them

✓ Each group should decide the specifications of the groups they can play these social vocabulary games with

✓ The groups have discussions together about the vocabulary games and the descriptions of the groups by bringing different reasons.

✓ After the discussion the groups present their activities and get feedback from the presenter and the co-workers.

✓ The whole process may take place online by opening a word document and sharing it with everybody.

✓ The presenter monitors and gives feedback

Break - 15 min

Group Activity- Applying Social games

Time –90 min

Procedure:

✓ Group presents the scenarios then they think of their own classes - 10 min discussion

✓ Then participants in pairs choose 2 games to practice with the groups - 5 min

✓ Each pair has 15 min to practice the games with their team.

✓ The presenter monitors and gives feedback.

Wrap-up/review/connections

"Recap the lesson" - 10 minutes

Procedure:

✓ What did we learn? What did we do?

✓ The participants review the social strategy and mention the importance of using social games while learning vocabulary games. They mention 3 things they learned during the class.

Unit 5: Integrating games into the language curriculum

Duration of Lesson: 3 hours

Instructional Setting: Online

Instructor: Anahit Gasparyan

Participants age range: 35-50

Native language: Armenian

Learning Objectives:

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

| LO1 | -discuss case studies on lesson planning templates, |
|-----|------------------------------------------------------|
| LO2 | -identification of the types of games and how proper they are in the case studies |
| LO3 | -plan a lesson by integrating games |

Materials: Online tools

Warm-up

Time – 20 min.

Procedure:

&#10003;     Have a group of social and cognitive vocabulary games. Have the participants decide the type in groups and decide which is proper to what age and what vocabulary.

&#10003;     Simon Says, Text Reconstruction, Scrabble, Pictionary, Monologue activity, Hot Seat (Taboo), Word Snap, Face maker, Flashcards, Crossword puzzles, Text Reconstruction, Hangman, Scrambled words

Case studies: group work

Time – 50 min

Procedure:

&check;        The presenter divides the participants into groups with the help of breakout rooms.

&check;        Give each group a lesson plan to discuss the following questions.

1.      Lesson plan 1 (See appendix A):

&check;        Look at lesson plan 1 and discuss why flash cards were chosen

&check;        What other games could be played in addition to the flash cards

&check;        What other games could be played instead of using flash cards

&check;        Then ask the participants to look at the lesson plan 2:

2.      Lesson plan 2 (See Appendix B):

&check;        Look at the plan and discuss which vocabulary games can be played.

&check;        What is the point in that lesson plan?

&check;        After group discussions, have a whole group discussion.

&check;        The presenter monitors and gives feedback.

Break - 20 min

Group Activity- Lesson planning by integrating games

Time –90 min

Procedure:

&check;        The participants get divided into groups - 5 min

&check;        They create lesson plans by integrating games they had in the beginning, the learner age is between 13-16, intermediate level- 40 min

&check;        Lesson plan presentation - 25 min

&check;        The presenter monitors and gives feedback - 10min

Wrap-up/review/connections

"Recap the lesson" - 15 minutes

Procedure:

- ✓ What did we learn? What did we do?

- ✓ The participants review all sessions and tell what they learnt during the month.

- ✓ They mention 3 things they learned during the class.

Appendix A

# LESSON PLAN

Note:  By using the [Tab] key or the mouse, the cursor will automatically move to the next box.  On the procedure section, use one box for each phase (engage, study or activate) of your plan.

| Teacher: | Jacob | Room: | 15 |
|---|---|---|---|
| **Observer:** | n/a | **Expected numbers:** 10 | |
| **Date & Time:** 6/6/6 | | **Class level:** elementary | |
| **Context:** | basic food vocabulary | | |

| Teaching aids:  flash cards, crayons, coloring page handout | |
|---|---|
| **Learner objectives:** Students by the end of the lesson will know some basic food vocabulary and will know how to express likes and dislikes. | **Personal aims:** Be more active |
| **Anticipated problems for students:** Problems with understanding | **Solution:** Clear writing and explanations. |
| **Anticipated problems for teacher:** Lack of patience to kids | **Solution:** Take Prozac before the class :D |

| Procedure | Phase | Timing | Interaction |
|---|---|---|---|
| Teacher greets the students with some fixed phrases used every week as an opening warm up exercise for young learners or a song | Engage | 2min | T-S |
| Teacher shows to the student's flashcards and tries to elicit names of the food visible. Whole cycle is repeated few times making sure each student produced something at least 3 times. | Study | 5min | T-S |
| The teacher writes on the blackboard "I like…….." "I don't like…….." The teacher also using magnets hangs the flashcards with the food pictures on the blackboard | | 3min | T-S |

| | | | |
|---|---|---|---|
| In this case little help from students' L1 can be used by simply telling the meaning of these two phrases in L1<br><br>If students are bright enough simple gestures can do well. Pat your own belly making "yummy sound" next to "I like…" and disgusted face of sb about to puke next to "I don't like…" | | 61 | |
| The teacher using same flashcards together with the body gesture tells the students "I like pizza, and you?" Pointing out at some random student eliciting answer to "I like …." The same thing is repeated with "I don't like…." | Activate | 7min | T-S |
| The teacher plays the SONG to the students singing along with the students. (revision of colors as well) | | 5min | T-S |
| Teacher hands in COLOUR PAGE HANDOUT of an apple and lets the students color it letting them relax for a while | | 5min | S |
| The class is closed with the same theme song or bye bye phrase used every class as a routine. | | 2min | |
| | | | |
| | | | |

# LESSON PLAN

Note: By using the [Tab] key or the mouse, the cursor will automatically move to the next box. On the procedure section, use one box for each phase (engage, study or activate) of your plan.

| **Teacher:** Jacob | **Room:** 666 |
|---|---|
| **Observer:** n/a | **Expected numbers:** 20 |
| **Date & Time:** 6/6/6/ | **Class level:** intermediate |
| **Context:** Living on an uninhabited island. Simple Past. | |

| **Teaching aids:** Computer with video projector, handouts, chalk, blackboard, handouts | |
|---|---|
| **Learner objectives:** The students by the end of the lesson will be able to talk about life on an uninhabited island and get some vocabulary related to that. They will also be able to talk about past events using simple past | **Personal aims:** Learn how to use computer |
| **Anticipated problems for students:** Difficulties with understanding of some of the words | **Solution:** clear explanations |
| **Anticipated problems for teacher:** broken computer | **Solution:** back up laptop |

| Procedure | Phase | Timing | Interaction |
|---|---|---|---|
| Teacher writes "Robinson Crusoe" on the blackboard asking who was the above man and what was his story he tries to elicit<br>-who was Robinson Crusoe<br>-How did he end up on an uninhabited island<br>-Was he alone?<br>-Who was his friend?<br>-How did they meet?<br>-Was the ending happy? | Engage | 5min | T-S |
| The teacher asks the students in groups of 3-4 to write down on piece of paper 10 necessary items they would take to uninhabited island if they were to spend there 3 years.<br>ON BLACKBOARD<br>-absolutely necessary items<br>-limited space (2 big suitcases)<br>-survival | Study | 5min | S-S |

| | | | |
|---|---|---|---|
| Students are asked to discuss their choices with the neighboring group and pick up out of altogether 20 items 10 they think are most necessary for survival alone. | | 7min | S-S |
| Teacher hands in handout with the vocabulary and question to the movie explaining the difficult vocabulary and terms, students are asked to answer the questions during the process of watching the movie. | | 10min | T-S |
| Movie excerpt is played | Activate | 30min | S-S |
| Students in pairs answer the questions based on movie excerpt and compare the answers with their neighbors. | | 10min | S-S |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix C

Focus Group Questions

1.     Would you like to teach through social and cognitive games?

2.     What are specific issues, concerns, or problems you think you will face when using

games?

3.     What is the cause of this problem?

4.     What features do you think will be better when using games?

5.     What are the key strengths of using games for the teaching process?

6.     Have you ever had any positive experiences or outcomes in using games?

7.     What may influence and motivate you to choose this or that game over other games?

8.     How has your opinion about teaching through games changed over the past three

years?

9.     Do you feel that any topic or issue about using games as a supplementary resource has

been addressed by your heads?

Appendix D

Questionnaire

1.      What's your working experience as a teacher?

   a)      1-2 year

   b)      3-5 years

   c)      6-10 years

   d)      10 years +

2.      How important is the course for you?

   a)      Very Important

   b)      Important

   c)      Somewhat important

   d)      Not important

3.      Have you ever used games as a supplementary resource during classes?

   a)      Yes

   b)      No

   c)      Other

4.      If the answer to the first question is yes, then which games you have used during your

teaching experience?

_____

5.      If the answer to the first question is yes, what skills in students have you developed

through games?

a)      Listening and reading skills

b)      Vocabulary and pronunciation

c)      Writing and speaking

d)      All above mentioned

6.      To what extent do you find games challenging?

a)      Extremely challenging

b)      Very challenging

c)      Somewhat challenging

d)      Not challenging

7.      Do you think students enjoy playing games?

a)      Yes

b)      No

c)      Other

8.      What are you most excited about when it comes to the future of games?

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9.      The games the teachers choose should…

a)      Engage and motivate

b)      Increase students' skills

c)      Require the participation of every student

d)      Be inextricably threaded with content.

e)      All above mentioned

10. Do you think you will manage the teaching process through games?

a)      Yes

b)      No

c)      Other

11. Do you think students will memorize the words through games?

  d)    Yes

  e)    No

  f)    Other

12. Should more school teachers be finding ways to incorporate gaming into their curricula?

  g)    Yes

  h)    No

  i)    Other

Appendix E

In Class Observation Template

Observed by:

# of learners:

Age of learners:

Level of class:

| Category | Rating | C = Completely effective<br><br>M = Moderately effective<br><br>I = Ineffective |
|---|---|---|
| | | **Comments** |
| **SUMMARY**<br><br>*(completed at end of evaluation)* | | |
| Strengths of lesson overall, including: | | |
| Opportunities for growth, including: | | |
| **LEARNING OBJECTIVES**<br><br>*(provided in Lesson Plan & stated explicitly for learners)* | | |
| Appropriate number of **learning objectives** provided (2-5)<br><br>**Aligned** with overall lesson | | |

| | | |
|---|---|---|
| In-class activities explicitly **linked to lesson objectives** | | |
| **LESSON PLAN and IMPLEMENTATION** | | |
| **Warm-up/Review** | | |
| **Lesson outline** given at the beginning of class, verbally and visually<br><br>**Activates schemata** - Activity elaborates upon prior courses, lessons, assignments, and/or readings; activates background knowledge | | |
| **Presentation and Practice Phases of Lesson** | | |
| **Activity selection and variety -** authentic, meaningful, level-appropriate, engaging; draws on students' background and experience<br><br>**Communicative -** Promotes student-student and student-instructor interaction | | |
| **Assessment** | | |
| **Monitoring -** during activities, teacher monitors learning, addresses any questions | | |

| | | |
|---|---|---|
| **Feedback -** activities provide feedback about student learning to both the teacher and the students | | |
| **Wrap-up and Connections** | | |
| Provides opportunity to review main points or **summarize learning** <br><br> **Applies learning to real-life** situation (homework, out-of-class tasks) | | |
| **TEACHER-STUDENT AND STUDENT-STUDENT INTERACTION** | | |
| Instructor gives **clear instructions** <br><br> Instructor checks or is **aware when students are lost, hurried** | | |
| **STUDENT INTERPERSONAL SKILLS** | | |
| **Teacher presence -** professional, confident, supportive <br><br> **Teacher language -** good rate of speech, level-appropriate, good English <br><br> **Error correction -** balanced, effective | | |
| **OVERALL FLOW OF LESSON** | | |
| **Flow -** activities build on one another <br><br> **Progression -** moves from controlled to guide to communicative <br><br> **Pacing -** appropriate amount of time for successful completion of task | | |

| | | |
|---|---|---|
| **Classroom management -** creates successful learning environment; manages behavior effectively; keeps Ss on task; engages shy learners/manages dominant Ss | | |
| **PRESENTATION TOOLS** | | |
| **Audio-visuals and Technology** | | |

Appendix F

Post-end Questionnaire

1.      Did the training content meet your expectations? Why or why not?

_____

2.      How easy or practical was the course?

_____

3.      What are your takeaways from the training sessions?

_____

4.      What parts did you mostly like from the course?

_____

5.      Do you have any recommendations to make the course better?

_____