# **[6 Principles: TET](https://docs.google.com/file/d/1nqoOU-WxZVkik93IvluA2LmhTBMb2vyP/edit?usp=docslist_api&filetype=mspresentation)**

**Week 1**

1. Introduction to the 6 Principles

2. Principle 1: Know your learners

3. Principle 2: Create conditions for language learning

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| **Agenda** | |
| 9:00 - 9:10 |  |
| 9:10 - 9:40 |  |
| 10:00 - 10:30 |  |
| 11:00 - 12:00 |  |
| 12:00 - 12:40 |  |
| 12:40- 1:00 |  |

### **Welcome Message**

### Good morning dear Colleagues,

Our team is pleased to have you with us. On behalf of all the organizers, coordinators, coaches of this project let us say Congratulations and welcome to the team!

Today, together with you we are going to start the next stage of this project, which are created an opportunity to enrich and enlarge your knowledge and skills in teaching English effectively. Together with you we are great and strong team.

We believe that what a strong group of people can accomplish together is much larger, far greater, and will exceed what an individual can achieve alone.

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### **Workshop Objectives**

### **By the end of the workshop I can…**

### **- understand the general purpose of this workshop.**

- **say the general notion and the concept of the 6Ps.**

**- prepare and deliver lessons effectively concerning to the learners interest.**

**- learn how to use activities for creating friendly learning atmosphere**

### **Lesson Plan**

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| ​​**MODULE: The 6 Principles** | | | **Date:**  **Time : 3 hours (180 minutes)**  **3 sessions (60 minutes for each session)** |
| **By the end of the module, participants will be able to:**  - understand the general notion and concept of the 6 Principles for Exemplary Teaching of English Learners;  ~ practice and analyze activities addressing to collect information about their learners to engage them in class  - prepare and deliver lessons more effectively basing on the interests of their learners;  - identify what makes the learning atmosphere friendly and supportive;  - experience activities which make a good learning atmosphere; | | | |
| **Language Point:**  General Concept and terms of the 6 Principles: Principle 1 and 2 | | | |
| **Skills:** Speaking, Listening , Writing  **Material:** Videos, handouts, flipcharts | | | |
| **Session 1. Overview of The 6 Principles for Exemplary Teaching of English Learners.** | | | |
| **Stage/timing**  **Interaction** | **Activity type** | **Procedure** | |
| **15 min**  **Snowball: Name+Adjective** | **Warm-up** | * Ask participants to make a circle. * Ask them to find an adjective they think describes them best of all or just an adjective which starts with the same letter as their name. * Give your own example. eg. Makhprat – modest. Give them 1 minute to think. * Check they all found an adjective, then explain the next stage and start a game. * Show the image of adjectives on the ppt * Direction: * -Trainer asks all participants to stand up in a circle. * - Trainer says his/her name and adds an adjective. E.g. Makhprat – modest. Then turns to the next participant. * - The second participant should repeat the trainer’s name + adjective and add his/her own name + adjective. E.g. Makhprat – modest. Inomiddin – intelligent. * - The next participant should repeat the trainer’s name + adjective, the name of the previous participant + adjective and add their own name + adjective etc.   ***Note*** ***You can ask participants to repeat in chorus after each person. (e.g.  Makhprat – modest./Inomiddin – inteligent. Izzat – impatient. etc.)***         Ask participants to go back to their seats. Sum up the activity by writing these questions in the ppt and chorally reading one as a class and choose a few people to share. Next read the next question chorally together.  ***1. How did you feel during the activity?***  ***2. Did you have any difficulties? If so, why?***  ***3. Do you think your pupils will enjoy the activity?***  ***4. What were the objectives of the activity?***  Answers will be varying. Accept all the answers. | |
| **7 minutes** | **Class Rules** | **Class Rules**  How to establish ground rules for our class. What rules do you want to be part of this training ?  Such as masks on, speaking one at a time, coming on time, doing all H.W. you can have the class come up with it, but it would be nice to have to do this and all sign it or agree with it somehow. It’s a team building activity.  All can drawn an outline of their hand and write their name in the middle with a signature. | |
| **10 min**  **Introduction**  **to the workshop** | **Preview** | Introduction to the workshop:   * Trainer gives brief information about the workshop objectives. * Then distribute colored stickers and ask participants to write 1 thing they have known and 1 expectation from this workshop. * Ask them to stick their paper in the basket. (The basket drawn on a large poster and hang on the wall) | |
| ***15 min***  ***Pair work*** | **Experience –**  **Scavenger Hunt** | * Ask participants to find ***“Scavenger Hunt”***  **handout** **1** in their handbook. * Give directions;   **Directions:**  1. Look at the vocabulary word in each box.  2. Write a note about the meaning of each vocabulary word that you know.  3. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.  4. Sit down when you finish or when I give you a signal.   * Model the activity by doing a think-aloud as you fill in one box and ask someone about another box:   ***OK, I know what “EFL” is. It’s English as a foreign language (write definition in its box).***  ***Hmmm, I’m not sure what “community of practice” means. \_\_\_\_\_, what do you think “community of practice” means?***   * Monitor and assist with the activity.   For checking their answers, trainer can display them on a PPT slide, a board, a Word Wall, or other appropriate place. Answers do not need to be exact. | |
| ***20 min***  ***Individual/pair work*** | **Overview**  **Think-Pair-Share** | * Direct Ps to the Overview of the ***6 Ps handout # 2***. * Show participants The 6 Ps image. * Ask them, “Why do you think the 6 Ps is designed in a circle with 6 parts? * Give them time to read each Principle and highlight the words and given definitions based on the previous activity. * Introduce The 6 Principles for Exemplary Teaching of English Learners * Explain that the center of The 6 Ps is “Know your learners” (Principle 1) and that “Engage and collaborate within a community of practice” (Principle 6) is what holds The 6 Ps together. * Explain why TESOL International developed The 6 Ps concepts, but it’s possible that teachers may already be using some of these principles in how they teach. * Our goal in this course is to help teachers use them more intentionally and purposely. * Distribute ***Handout # 3 (one for each table)***. Ask participants to watch the video and take a note for answering the questions. Ask them to write their opinion basing on their own understanding, then share ideas with their group. * Invite one participant from each group to present their group answers for the question. * Elicit their answers. * Have participants read the quote and then discuss how we make this possible when we use The 6 Ps together. * Quote:“Knowledge of more than one language and culture is advantageous for all students.” * Use PPT: Overview of the 6 Ps slides : 9-10; 11-13.***handout (#2 and #3***) ***(We can use PPT slide and The 6 Ps Introductory Video )***   ***Link to the 6Ps Introductory video:*** https://youtu.be/Azt9iC6qYsA | |
| ***13 min***  ***Activity Tracker***  **Scavenger Hunt** | **Reflection** | * Ask the participants to reflect on the sample activity they have experienced by answering the questions written in the table chart ***Activity Tracker***: * Direct participants to the **Activity Tracker** handout. * State that this activity should be used a*fter each activity done in the process of the workshop, you will talk in your partner or group about these four questions:  1. What did we do?  2. How did we do it?  3. Why did we do it?  4. How can I adapt this activity to use in my classroom? As you discuss each activity, take notes on your Activity Tracker.*   **Model** the activity by doing a think-aloud as you fill in each of the four boxes. *What did we do?* (comment on the activity) / *How did we do it?* (comment on the activity) / *Why did we do it?* (comment on the activity) *How can I adapt this activity to use in my classroom?* (comment on the activity)  Monitor and assist with the activity.  ***(5-minutes break)*** | |