| **MODULE 2: Giving clear instructions** | **City/Region:** **Venue:**  | **Trainer:****Number of participants:**  | **Date:** **Time : 3 hours (180 minutes)** |
| --- | --- | --- | --- |
| **By the end of the module, participants will be able to:*** describe the features of good teacher talk
* use several modeling strategies
* write and practice speaking effective teacher talk for your lessons
* reflect on how to prepare a teacher talk and share a sample teacher talk using an activity
 |
| **Language Point:** Clear InstructionLanguage |
| **Skills:** Speaking, Listening, Reading, Writing**Material:** Videos, handouts, flipcharts, PPT of the module |
| **Stage/timing****Interaction** | **Activity type**  | **Procedure** |
| **10 min** | **Warm-up****“Find someone who…”** | * Tell the participants to use a “Find someone who …” table as they walk around the room trying to find a person who fits the question;
* Distribute the **Handout 1** to every learner;
* Model the activity by inviting 2 participants;

(***Slide 2***)It’s time to introduce the Module objectives to the class (***Slide 3***)Too often, students are unable to effectively participate in learning activities in the language classrooms, not because they do not understand the content but because teachers do not provide clear instructions. Through this module, you will explore the challenges, purposes, and ways of giving clear instruction in your English classrooms. You will learn how to give clear instructions using English and engage students to participate in communicative learning tasks. |
| **10 min** | **Preview****“Brainstorming”** | Participants share their experience about some features of “good” teacher talk they use in the classroom. Tell the participants to share their thoughts and write their versions on the board. After generating their answers show them the **4th slide**:* Consider the level of your learners
* Show careful modeling for your learners
* Be specific in expectations (purpose, group, time, etc.)
* Scaffold (supports and resources that help students achieve a task that would otherwise be too difficult) what is expected (break it down step-by-step)
* Remind your students of expectations-seek student understanding
* Give more “time” for using and learning and “less side-comments” (less is more)

Participants will compare their own versions with the given answers.Tell the participants that throughout the lesson they will have clear idea about those features. |
| ***20 min******Pair work*** | **Experience – Conceptualize****Think-Pair-Share** | * Ask the participants to show their elbow partners;
* Make them look at **slide 5** and read the long instruction;
* Ask the learners to break the instruction into several steps based on their own experience with their partners.

Elicit random answersThe participants will explore ideas for giving clear directions by watching this video. **Video 1. Giving Clear Instructions for Forming Groups**Tell the participants that this video will help them deliver their instructions in simpler and more comprehensible ways to their students. **Link to YouTube:** <https://www.youtube.com/watch?v=1sNEHr5uczE>Participants check their answers by watching the video |
| ***40 min******Group work*** | **Conceptualize****Jig-saw Reading**  | *Home group - Guest Group – Home group.* Group 1. Think Alouds can be used by EFL teachers to model classroom language and critical thinking skills.Group 2. Different Think Aloud strategies and expressions can promote higher order ofthinking and facilitate active target language use in EFL classrooms.Group 3. Best practices for using Think Aloud.Group 4. When giving classroom instructions, remember to “Just do it” and that “Less is more.”* Divide the participants into four groups. Tell them that this is their Home group. They will read the assigned article on [Giving Effective Instructions: Using Think Aloud](https://drive.google.com/file/d/1Ms1ya-18ACM-Kf_r0IxP2SedD1vXGkAp/view?usp=sharing) by Hyunsun Chung and Woomee Kim and discuss in their groups. They should take notes in the table. (15 minutes)
* Number the participants from 1 to … . tell them to show their number with fingers and keep their fingers up to find their group. All the participants who are number one will form one group, all the twos will form group two, so on.
* When group members meet in the guest group (new group) they share the information they discussed in their host groups. Tell the participants to take notes in the table. (10 minutes)
* Ask the participants to go back to their home groups with their notes and share their findings. (10 min)

Draw the participants’ attention to **slide 6**. Ask the groups to share what they have learned about routine activities. Elicit random responses. (5min)Discuss the question given on **slide 7** in a whole group. |
| ***15 min*** | **Break time** |  |

| ***35 minutes******Group work***  | **Conceptualize****Read Aloud strategy** | * Go to **slide 8** and show the **Video 2**. **Teacher Talk for Managing Activities**

Tell the participants that this video is about more examples for effective teacher talk for managing activities.Link to YouTube: <https://youtu.be/F4RfqykJ6r8> * After they watch the video ask them to analyze the jig-saw activity they had in the previous stage.
1. Was the instruction of the activity clear?
2. Do you think that interacting with your partner has helped you understand the concept better?

Elicit random answers. * Use the groups of four from previous activity
* Distribute the article on [Common Mistakes in Teacher Talk](https://drive.google.com/file/d/1ajcf33ZPplD5laOkPP1LIMKM0AIR5j5i/view?usp=sharing) by Hyunsun Chung and Woomee Kim to groups (don’t show the second page of the article where is given the answers)
* Before they start reading it address them with the following questions:

Trainer: What are some things that learners struggle in EFL classes?Learners’ answers…T: This article focuses on one of the challenges of learners: common mistakes in teacher talk. Before you dive into the article I want you to scan it. What is the title and subheadings of the article?* Randomly choose a member from each group (or you can number the seats in advance and use the numbers to call a participant) to read out the first paragraph.
* Again question: *-Why do you think that Communication in English is important in EFL class*? Let them share their ideas
* Choose another participant to read out the second paragraph.

-*What is meant by quality teacher talk?* *-How do you consider good teacher talk in language learning classroom*?* Have another participant read out the following part.
* Then distribute **Handout 2** to each group and have them discuss the examples in their groups and identify the teacher’s mistake in given Examples.
* Focus the learners’ attention on slides 9, 10 and 11 and let them share their answers.
* Ask other groups to give each other feedback.
 |
| --- | --- | --- |
| ***15 min*** ***Pair work***  | **Think****Inner-Outer circle** | Ask the participants to discuss the following questions by referring to the videos and articles they discussed. Read the questions and tell them to write the answer in their notebooks. (1 min) When you see the participants are ready, * Number participants from 1 to 2.
* Ask all ones to form inner circle and all twos to form outer circle where participants stand looking each other face to face.
* Ask the participants to discuss the following questions by referring to the videos and articles they discussed. (**Slide 12**)

-What are some challenges you face when giving instructions in English in your class? -How can you overcome these challenges?* Make the inner circle to rotate clockwise every 1 minute;
* As you mingle around the room and listen to their conversations, you can check for participants’ understanding of the session videos and articles.
 |
| ***35 min*** ***Group work***  | **Create and Apply****Role Play** | Put the participants in small groups of five. Tell them that this module introduced some features of giving clear instructions. Based on what you’ve learned, choose one activity and create an effective instruction in English to your students. Here you can use participants instead of your students. To design this role play, participants can consider the following:Groups will write a monologue of clear instructions that they say to their students.Groups will write a dialogue with a teacher and students, with the teacher giving clear instructions and students responding to the teacher.Participants may use expressions that are presented in this module and/or other expressions that they need to use in their teaching.Groups will create or adapt an existing activity with clear instruction they would like to use regularly in their current teaching context. They need to demonstrate the activity using clear instruction as a role play. (20 minutes)* Groups will demonstrate the activity with clear instruction that they have created. (3 minutes for each group)
 |
| ***10 min*** ***Individual work***  | **Wrap-up****3-2-1- Exit ticket** | * Use the **slides 13 and 14** to anchor with Module 2 content
* Distribute **Handout 4 (slide 15)** to every learner
* Tell them to fill in the ticket **(slide 16**)
* After finishing they should give their tickets back to you so that you can read their feedbacks
 |
| ***5 min*** | **Homework****Telegram group discussion** | Write 1-2 paragraphs to reflect on Module 2 (300-500 words). You may use what you have created, shared, and applied in the previous tasks. You may also use the following as a template and fill in the blanks. ***(Handout 3)***Post your reflection in the Telegram group. Read your peers’ posts and comment at least to two posts by using ‘reply’ function in the Telegram chat. To finish the lesson use the **Slides 17 and 18** |

**Handout 1**

| **Find Someone Who…….** | **Name** | **More information** |
| --- | --- | --- |
| • used attention getters during the lesson |  |  |
| • used brain breaks during the lesson |  |  |
| • experienced mingling activities during the lesson |  |  |
| • did mingling activities where students enjoyed very much |  |  |
| • came across with some challenges while conducting mingling activities(not enough time, not enough space, students are too noisy) |  |  |
| • reflected on his/her learning in Module 1 |  |  |
| • used exit ticket as assessment routine |  |  |
| • used praise and polish phrases during the lesson |  |  |
| • applied at least one new routine from the TETE course in his/her teaching context |  |  |

**Handout 2**

| **Example 1.**T: What did you do yesterday?S: It was a nice day, so, with my friends I went to...uh...T: To the park?S: Uh...yes. | **Example 2.**T: Carlos, please read sentence number one on the handout.S: “The young man goes to bed...”T: “...at midnight.” Monica, please read the next sentence. |
| --- | --- |
| **Example 3.**T1: It was the best of times, it was the worst of times.T2: It was the best of times, (1 second pause), it was the worst of times. | **Example 4.**T1: Now, I would like to write a question on the board, asking you what you did over the weekend. I am just going to grab the chalk, which is on my desk. There it is. I’ve got it. And...S: Teacher, Is that the present perfect tense in that sentence?T2: As a matter of fact, yes. Because my dog was sick yesterday and the day before, and he was still sick this morning. Remember, we use the present perfect, among other things, to show that an action started at some point in the pastand continues until now.... |

**Handout 3**

Write 1-2 paragraphs to reflect on Module 2 (300-500 words). You may use what you have created, shared, and applied in the previous tasks. You may also use the following as a template and fill in the blanks.

Before this module about giving clear instructions, I used to (think/believe/use) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Now I (think/believe/plan to use) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I (created/found) an example of effective instructions in Module 2 that I could use in my class to increase the use of English in the classroom. It is called (activity/routine title) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I could use this during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (when?/how?/why?).

 I like it because (apply Module 2 content) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 I might need to modify the (activity/routine) for my classroom because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Handout 4 3-2-1 Exit ticket**

| **Three words I’ve learned that capture effective teacher talk** |
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| **Two Questions I have from Module Two** |
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|  |  |

| **One new thing I will try out this week to give clear(er) instructions** |
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|  |