### **Module 5 Increasing classroom interaction**

| **Agenda** | |
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| 9:00 - 9:05 | Warm-up |
| 9:05 - 9:15 | Preview |
| 9:15 - 09:45 | Mingling Activity |
| 09:45 - 09:55 | Reflection |
| 09:55 - 10:25 | Conceptualizing/ Video discussion |
| 10:25- 10:40 | Break |
| 10:40- 11:10 | Conceptualizing/ Powerpoint |
| 11:10-11:35 | Reading/Standing Triangles |
| 11:35- 12:15 | Apply |
| 12:15- 12:25 | Wrap up quiz |
| 12:25- 12:30 | Homework |

### **Welcome Message**

"A mouse saved her young from a ferocious cat by barking 'bow-wow.'

After the cat ran away, the mouse said to her offspring 'See, children, it pays to know a second language.'" - Efstathiadis

Hello English teachers! Are you ready to power up your English class? We know that to learn the language, we need to *use* language. Our classrooms can become an important and safe space for our students to practice English through interactions.Today, we will explore some tips for increasing student-to student interaction in our classrooms. We will practice some activities that promote classroom interaction. We will read the article and share our experience.

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### **Workshop Objectives**

I can explain the importance of learner interaction in acquiring a second language

I can plan the interactional group task

I can apply some of the new interactive activities in the classroom

I can share some of the effective activities that increase student-to-student interaction in our classrooms

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### **Lesson Plan**

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| **MODULE 5: INCREASING CLASSROOM INTERACTION** | | | **Date:**  **Time : 3 hours 30 minutes (210 minutes)** |
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| **By the end of the module, participants will be able to:**   * describe the importance of student-to-student interaction in a language classroom * examine and use a variety of effective activities that promote meaningful interaction in a   classroom   * share different communicative activities that are effective for English learners | | | |
| **Language Point:**  Classroom language | | | |
| **Skills:** Speaking, Listening , Writing, Reading  **Material:** Videos, handouts, flipcharts, graphic organizers | | | |
| **Stage/timing**  **Interaction** | **Activity type** | **Procedure** | |
| **5 min**  **Welcome**  **Routines**  **9:00-9:05** | **Warm-up** | Welcome Message, Agenda, Quote, Pairs,  Groups and Elbow partners & wake up movement  **Sentence scramble**  * Divide the students into small groups or pairs * Come up with a few sentences before class, print them out and cut them into pieces OR write the sentence’s words on the whiteboard in a random order. * Give each group a different set of scrambled sentences. * Ask the groups/pairs to unscramble the words and read the sentences aloud correctly * You can use motivating mottos or the target language of the day.(Handout 1)   **e.g.** The human brain is designed to think while moving. (Dr.James Levine, *Why your chair is killing you and what to do about it*, 2014)  Movement is an essential factor in intellectual growth. (Maria Montessori, *The secret of Childhood,19*96)   * Discuss the mottos and benefits of moving in the classroom with the whole class.   Answers will be varying. Accept all the answers. | |
| **10 min**  **Pair work**  **9:05-9:15** | **Preview** | **Introduction to the workshop.**   * Give brief information about the workshop objectives. * Ask participants to answer the question “Why is classroom interaction important for language learning?’   Trainees individually write the reasons why classroom interaction is important for language learning . They write down as many ideas as they can on a piece of paper.  .   * Tell the participants to share their ideas with elbow partners. * Elicit random reasons and opinions.   Alternatively you can:   * Divide the class into two groups. * Choose a volunteer to come forward from each group. They are both given a total of 2 minutes to ask the teachers from their group as many answers to the question as possible. The team with the most answers wins. | |
| **30 min**  **Individual work**  **9:15-09:45** | **Experience –**  Mingling Activity | * Tell the participants to act the role of school students to practice one Mingle activity. * Begin by explaining to the participants that **Getting to Know You** activities are a great way to begin increasing classroom interaction. Students get to share information about themselves, as well as anything unique or special about them. * Have a set of questions ready for participants to ask each other. And the last one can be an open-ended, participant’s choice question. (Handout 1. Graphic organizer) * First, read through each question with the whole class. Then have your participants write their own question they want to ask their classmates. For example, “Who is your favorite music group and why?” * Explain the two most important rules, “ You must speak English and you must try to speak to as many different people as possible.” * When everyone is ready to mingle, it’s time to stand up   and go greet someone hello. Participants will introduce their names and then begin interacting. Have them mingle around the room, speaking to at least three people in the classroom in 5 minutes.   * Once they finish interviewing one person, they can say goodbye and move onto the next person. * Ask some ICQs to check their comprehension. * Provide guidance or corrections as needed.   Or   * You can have all the teachers' names on little sheets of paper. Call random people and ask them to share what they learned about a classmate. | |
| ***10 min***  ***Individual work***  **09:45-09:55** | **Reflection** | * Ask the participants to reflect on the sample activity they have experienced by answering the following questions:  1. ***Did you like this activity? Why?*** 2. ***Do you feel that there will be plenty of real-life communication going on in the classroom?*** 3. ***What kind of follow up communicative activity can be used to extend further?*** 4. ***What topics can you use a mingle for in your class?***  * *State that this is an example of activity that helps to increase student-to-student interaction in the classroom. Say that English language students need to speak out! English teachers everywhere struggle to increase the quantity and the quality of English spoken by students in their classrooms. In global contexts where English is not commonly spoken in everyday life, students may only have our classroom to practice speaking. Say that this module will help participants explore different activities to promote meaningful interaction in a classroom. They will learn new strategies to create an interactive and communicative classroom that includes promoting more student-to-student interaction.* | |
| ***30 minutes***  ***Group work***  **09:55-10:25** | **Conceptualize**  **Video Discussion** | * The participants will explore the ideas for increasing classroom interaction by watching two videos.   **Video 1. Find Someone Who Bingo**   * Tell the participants that this video will introduce Icebreaker activity that can be used in English language classes to get students in the mood to talk and interact more.   **Link to YouTube:** [**https://youtu.be/oHoVJhnRKCc**](https://youtu.be/oHoVJhnRKCc)  **Video 2. Guiding the Artist**   * Tell the participants that this video presents steps to promote students' communicative interaction in their classroom through Guiding the Artist activity.   Link to YouTube:<https://youtu.be/bdIK_k83QPg>   * After they watch the video, ask them to analyze the activities. * Ask the participants to think about the questions, exchange their opinions with their elbow partners and share with the whole class what they discussed.   **Think, Pair, Share.**   1. What was the purpose of the activities? 2. Which of the suggested activities do you think can be adaptable to your teaching context? Why and why not? 3. How do you plan to apply them into your lessons? 4. Do you think your pupils will enjoy the activity? | |
| ***15 min***  ***Break***  **10:25-10:40** |  |  | |
| ***30 min***  ***Group work***  **10:40-11:10** | **Conceptualize** | * Talk about the types of activities that get the students out of their desks and promote interaction in the classroom such as Line up, Concentric Circles, , Info-Gap, Anchor Charts, Guessing Game, Jigsaw, etc. (**Powerpoint presentation)** | |
| ***25 min***  **11:10-11:35** | **Experience**  **Standing Triangles** | Incorporating Opportunities for Interaction and Sharing  <https://americanenglish.state.gov/files/ae/resource_files/sept_week_3_interaction_and_sharing_final.pdf>   * Tell that this article introduces simple ways to incorporate interaction to their lessons. The strategies described can keep learners moving and talking. * Divide the participants into three home groups and ask them to read the assigned part of the article for two minutes:   Group 1. Turn and Talk  Group 2. Think, Pair, Share  Group 3. Stand up/Sit down (or Thumbs up/Thumbs down)   * Divide the students into groups of three including one member from each home group. They will read for 10 minutes and all must write down the same points. * Assign roles to teachers in their expert groups such as question asker, write checker (the person who checks that all team members wrote down their answers) and time keep. * Ask participants to stand in a triangle and share the information that they have read with each other. | |
| ***40 min***  ***Group work***  **11:35-12:15** | **Apply** | * Divide the participants into groups of four. * Tell them that this module introduced several different classroom activities that increase student-to-student interaction. * Ask them to create a new or adapt an existing activity based on what they learned, they would like to use regularly in their current teaching context. * Tell the participants to practice their activity with others in 5-10 minutes.   After practicing, ask participants to answer the following questions about their interaction activity (or strategy):  -What stage of the lesson can you use this activity (or strategy)and why?  -How has this activity (or strategy) promoted meaningful communication?  -What visual aids can you use, if any, to make your activity (or strategy) more interesting and meaningful? | |
| ***10 min***  ***Whole class***    **12:15-12:25** | **Wrap-up** | For the wrap up at the end of the session:  Digital Wrap-up: Participants will answer the Blizz Questions or Kahoot quiz  Link to the Quiz: <https://wordwall.net/resource/5056615> | |
| ***5 min***  **12:25-12:30**  **Homework** | **Telegram group discussion** | 1. Create an activity (or strategy) that will generate communicative interactions among students. Use the template below when creating your activity.   Activity Name:  Activity Description:   * This activity is effective because… * Here are some steps to help you use this activity in your classroom:   Step 1:  Step 2:  Step 3:  Share the activity (or strategy) you created in the group chat. Be sure you post an activity that you have not seen already in the group chat. Please post a brief message and attach a Word document, PDF, or PPT slides with your activity**.** You may use the following message as a template.  *Example*  *Hello, Colleagues! The activity I want to share to increase classroom interaction is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (activity title). This activity is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. See the three simple steps in the attached file for an example on how I use this activity in my classroom to increase interaction. (Be sure to attach your activity file.)*   1. Write 1-2 paragraphs to reflect on Module 5 (300-500 words). You may use what you have created, shared, and applied in the previous tasks. | |

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