

THE



PRINCIPLES

FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Introductions



Weekly Presentations: TESOL 6 Principles

Week 1- Week 4:

Principles 1

Overview of 6 Principles

Principle 1: Know your learners

Principles 2- 3

Principle 2: Create conditions for language learning

Principle 3: Design high-quality language lessons

Principles 5- 6

Principle 5: Monitor and Assess students language development

Principle 6: Engage and Collaborate within a community of practice

Reflection Week

Principles 1-6

Weekly Presentations: Teaching English through English

Week 5- Week 7

Module 0 & 1:

Building Routines in English

Module 2:

Giving Clear Instructions

Module 3:

Effective Question and Answer

Module 4:

Checking Comprehension
and Providing Feedback

Week 8- Week 12

Module 5:

Increasing Classroom Interaction

Module 6:

PTRA – Plan, Teach, Reflect, Adjust

Module 7:

Extending Textbook Activities

Module 8:

Creating and Facilitating Visually Stimulating Tasks

Module 9:

Facilitating Discussions and Debates

Module 10:

Managing Cooperative Activities

Reflection Week



Week 1
Introduction
& Principle





THE 6 PRINCIPLES

FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Overview of The 6 Principles for Exemplary Teaching of English Learners



Objectives

Title. Overview of The 6 Principles for Exemplary Teaching of English Learners

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

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.

Daily Quote



“Education is the most powerful weapon which you can use to change the world”
– Nelson Mandela

Daily Agenda

Warm up 15 minutes	Snowball: Name+Adjective
Class Rules 7 minutes	Class Rules
Preview. 10 minutes	Introduction to the workshop
Pair work 15 minutes	Experience – Scavenger Hunt
Individual/pair work 20 minutes	Overview. Think-Pair-Share
Individual work 13 minutes	Reflection. Activity Tracker Scavenger Hunt



Activity. Snowball: Name+Adjective

Use these Adjectives

100 POSITIVE ADJECTIVES

- Accurate
- Agreeable
- Affectionate
- Ambitious
- Approachable
- Articulate
- Artistic
- Attractive
- Brave
- Calm
- Cautious
- Careful
- Charming
- Cheerful
- Clean
- Comfortable
- Confident
- Clever
- Cool
- Competent
- Considerate
- Contented
- Cultured
- Decisive
- Dependable
- Dynamic
- Direct
- Discreet
- Discontented
- Delightful
- Detailed
- Dedicated
- Determined
- Dazzling
- Easy-going
- Efficient
- Enthusiastic
- Excitable
- Faithful
- Fair
- Flexible
- Friendly
- Fun
- Funny
- Generous
- Gentle
- Great
- Generous
- Hard-working
- Happy
- Helpful
- Honest
- Humorous
- Imaginative
- Intelligent
- Interesting
- Kind
- Likable
- Logical
- Loveable
- Loving
- Loyal
- Mature
- Modest
- Obedient
- Open-minded
- Optimistic
- Organized
- Passionate
- Patient
- Pleasant
- Polite
- Positive
- Powerful
- Practical
- Quiet
- Romantic
- Relaxed
- Reserved
- Respectful
- Responsive
- Rational
- Realistic
- Reasonable
- Relaxed
- Reliable
- Resourceful
- Sane
- Sensible
- Sensitive
- Sincere
- Smart
- Sociable
- Strong
- Tactful
- Thoughtful
- Trustworthy
- Unique
- Willing
- Youthful



Topic. Overview of the 6Ps

Activity Scavenger Hunt

EFL	TESOL	exemplary	principles
community of practice	resources	learners	conditions
lesson delivery	adapt	create	design
monitor	assess	engage	collaborate

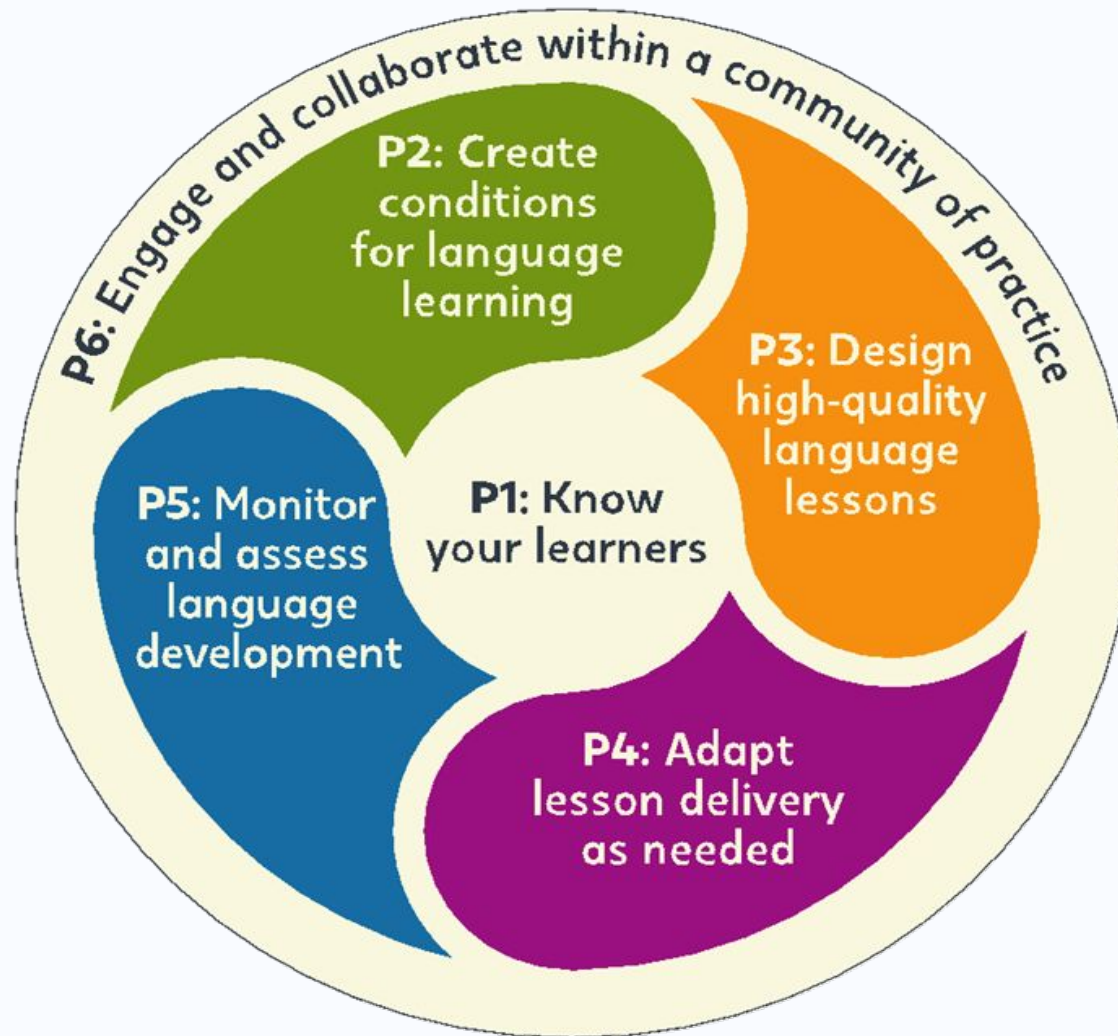
Topic. Overview of the 6Ps

Activity Scavenger Hunt

EFL English as a Foreign Language	TESOL Teachers of English to Speakers of Other Languages	exemplary excellent, model, very good, perfect	principles truths, beliefs
community of practice a group of people who do the same thing and work together to do it better	resources tools, materials, supports	learners students	conditions situations, environment, circumstances
lesson delivery how teachers present a lesson	adapt change, adjust, modify	create make, develop, design	design plan, create, make
monitor observe, watch, check	assess evaluate, determine, judge	engage participate in, join in	collaborate work with, cooperate with

Topic. Overview of the 6Ps

Activity. Overview: Think-Pair-Share



Communicative Teaching Techniques Log

Review where you can experiment with a new technique each week in your classes.

1. *What worked well?*
2. *What can be improved?*
3. *How did the student's respond to the activity?*

New Terms Log

**Write new terms
as we learn
them throughout
our course.**

Wrap-up Reflection

Activity Tracker

Scavenger Hunt

For the wrap up at the end of the session, you can reflect on the sample activity you have experienced by answering the questions written in the table chart

Activity Tracker:

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?*

THE **6** **PRINCIPLES**
FOR EXEMPLARY TEACHING
OF ENGLISH LEARNERS™

Week 1
Principle 1





ACTIVITY

Stand Up / Sit Down

DIRECTIONS – Stand Up / Sit Down



1. Listen to and/or read each statement. If it is true for you, stand up. If it is not true for you, sit down.
2. Look around so you can learn new information about your colleagues.
3. EXTENSION: Ask follow-up questions to people near you.

MODELING – Stand Up / Sit Down



1. I live in the United States.
2. I have taught English for more than 25 years.
3. I have a pet.

ACTIVITY – Stand Up / Sit Down



Stand up if you . . .

- like to visit new places.
- have a passport.
- have traveled by plane.
- have visited the United States.
- would like to travel to space.
- can stand on one foot for 10 seconds (show us!)



ACTIVITY: MODELING

Turn and Talk / Activity Tracker

DIRECTIONS – Turn and Talk / Activity Tracker: Stand Up / Sit Down



After each activity, you will talk in your table-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**.

MODELING – Turn and Talk / Activity Tracker: Stand Up / Sit Down



**The 6 Principles®
Activity Tracker**

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?
Stand Up / Sit Down				



How We Learn English

ACTIVITY – Turn and Talk / Activity Tracker: Four Corners



**The 6 Principles®
Activity Tracker**

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?



What Teachers Need to Make Effective English Lessons

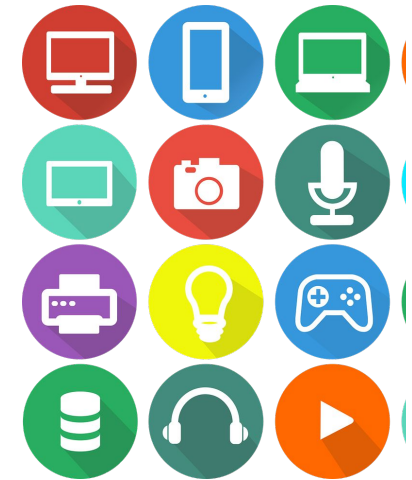
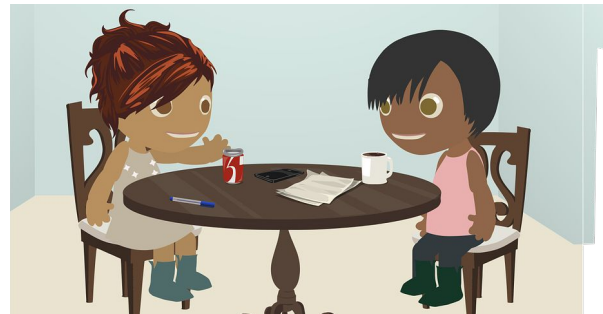
What Teachers Need to Make Effective English Lessons



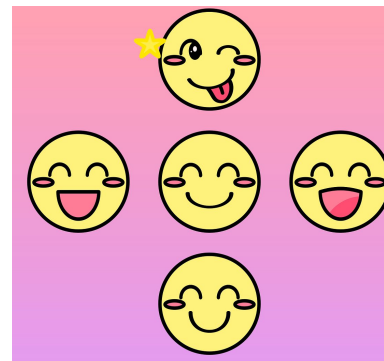
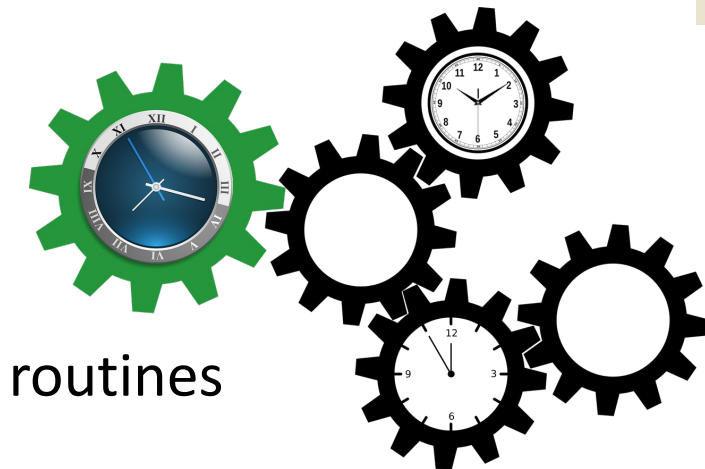
1. Teachers need to use many different resources.



interactions



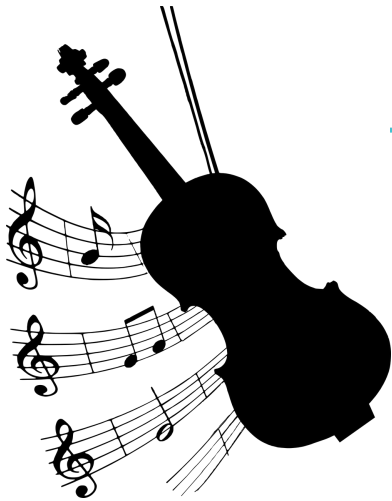
technology



hand /face expressions

What Teachers Need to Make Effective English Lessons?

2. Teachers need to help students use their own resources.



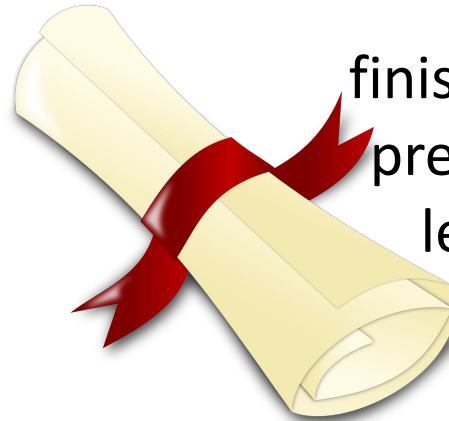
playing a musical instrument



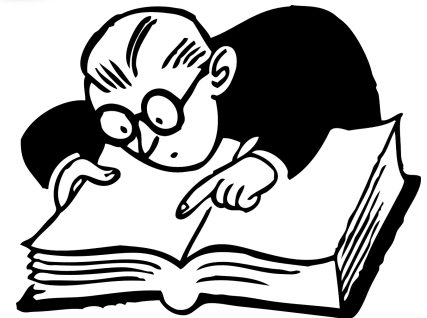
knowing another language



having a friendly smile



finishing a previous level



using a bilingual dictionary

What Teachers Need to Make Effective English Lessons



3. Teachers need to know a lot about English.

What are the most important words/phrases to learn?

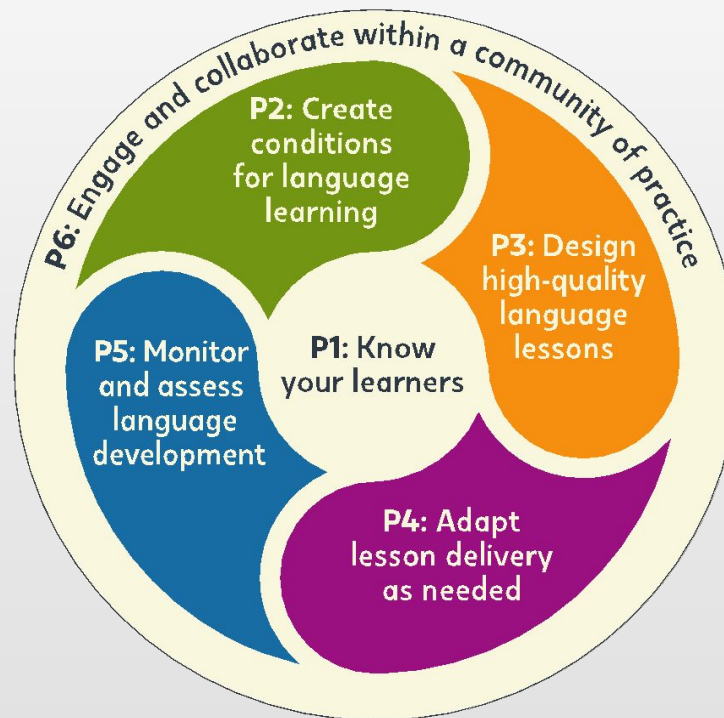
What are the most useful sentence patterns to learn?

How can we combine phrases to make longer sentences?

What are the formal rules of grammar?



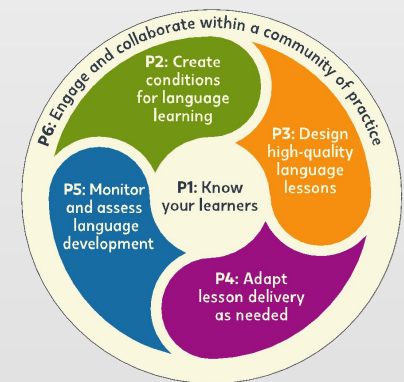
The 6 Principles





PRINCIPLE 1

Know Your Learners



PRINCIPLE 1: Know Your Learners



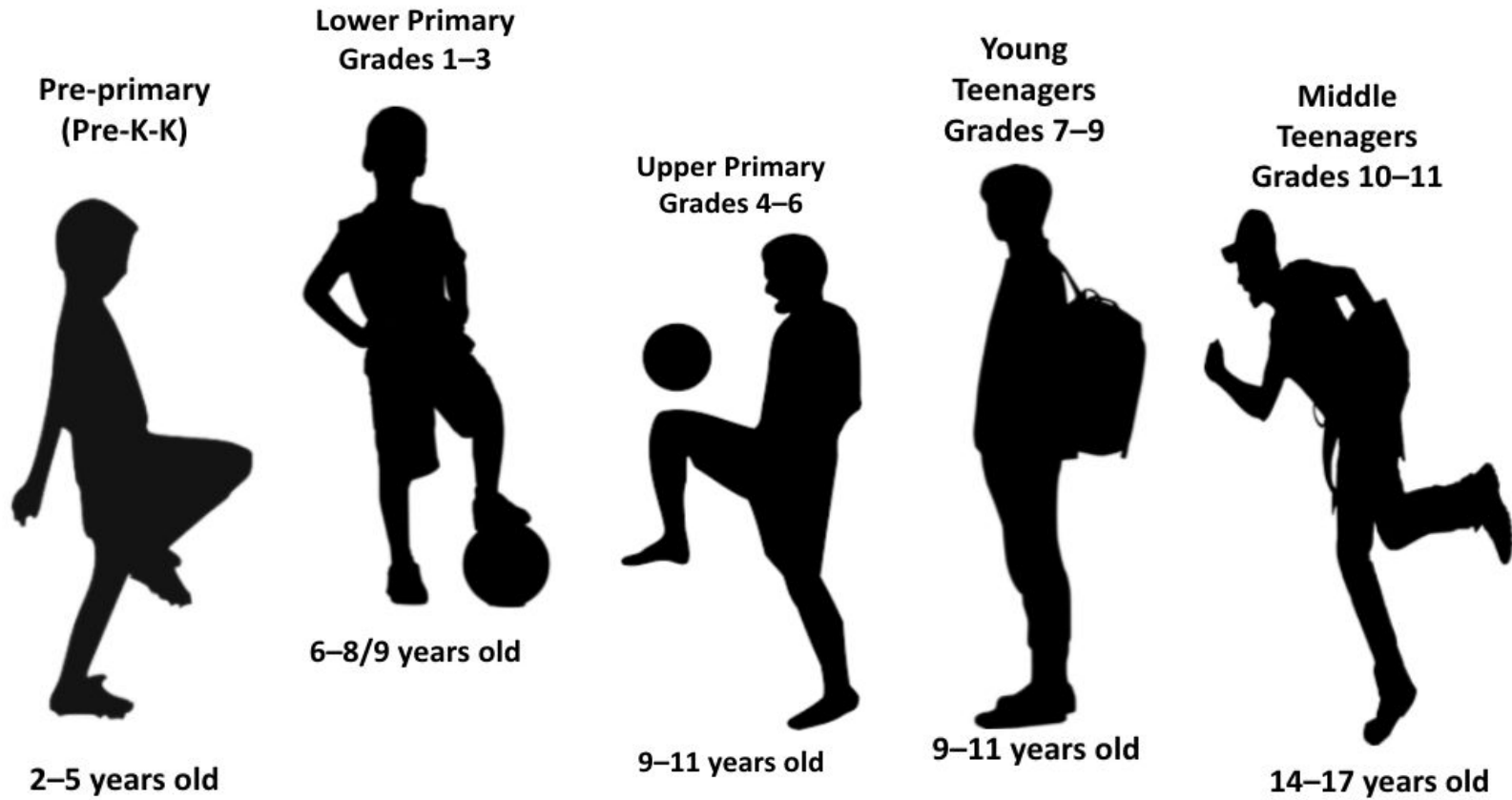
BEST PRACTICE 1

Teachers collect information about their students.

PRINCIPLE 1: Know Your Learners



Characteristics of Specific Age Groups



PRINCIPLE 1: Know Your Learners



What kinds of information can you collect?

- prior knowledge
- talents
- interests
- life experiences
- influences
- characteristics of specific age groups

PRINCIPLE 1: Know Your Learners



Characteristics of Children in Different Age Groups

- Physical – body
- Cognitive – brain
- Social-emotional – experiences, expressions, and emotions



ACTIVITY

Jigsaw Reading

DIRECTIONS – Jigsaw Reading



Jigsaw activities promote cooperative learning by giving students the opportunity to actively help each other understand information.

DIRECTIONS – Jigsaw Reading



1. Count off 1, 2, 3, 4, 5 in your table groups. Remember your number for your **Numbered Heads Together** group.
2. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
3. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15

DIRECTIONS – Jigsaw Reading



4. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

MODELING – Jigsaw Reading



Model

The 6 Principles® Jigsaw Reading

Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

Pre-primary (Pre-K–K) 2–5 years old

Physical

- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
- I am starting to draw, color, build with blocks, and cut with scissors.

Cognitive

- I see the world from my point of view.
- I am developing language and ideas.
- I show pre-logical or semi-logical thinking.
- I use my imagination. I don't always separate fantasy from real life.
- I do one task at a time. I cannot do two or more tasks at the same time.

Social-emotional

- I am very curious. I use my imagination a lot.
- I like to wear different clothes and pretend to be a different person.
- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.

PRINCIPLE 1: Know Your Learners



Pre-primary
(Pre-K-K)



2–5 years old

Physical

- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
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PRINCIPLE 1: Know Your Learners



Pre-primary
(Pre-K-K)



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PRINCIPLE 1: Know Your Learners



Pre-primary
(Pre-K-K)



2–5 years old

Social-emotional

- I am very curious. I use my imagination a lot.
- I like to wear different clothes and pretend to be a different person.
- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.

PRINCIPLE 1: Know Your Learners



Lower Primary
(Grades 1–3)



6–8/9 years old

Physical

- I use one side of my body more than the other side.
- I prefer to use either my right hand or left hand most of the time.
- I am improving my ability to run, climb, jump, throw, and dance.
- I love to play physical games like “Tag” and “Catch.”
- My handwriting is improving.
- I enjoy art and music activities.

PRINCIPLE 1: Know Your Learners



Lower Primary
(Grades 1–3)



6–8/9 years old

Cognitive

- I can concentrate for a longer time, but I can still get restless and lose interest.
- I can solve specific problems, such as counting and sorting activities.
- I understand new concepts better through activities that let me touch and feel.
- I can recognize other people's views, but I can't always understand why they feel that way.
- I am starting to understand cause and effect and consequences.

PRINCIPLE 1: Know Your Learners



Lower Primary
(Grades 1–3)



6–8/9 years old

Social-emotional

- I am developing a sense of identity. I am starting to understand who I am.
- I enjoy being with people, including people from different backgrounds.
- I identify more with children of the same gender.
- I need rules to control my behavior and to provide structure and a feeling of safety.
- I am starting to play more games and sports and less fantasy play.

PRINCIPLE 1: Know Your Learners



Upper Primary
(Grades 4–6)



9–11 years old

Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

PRINCIPLE 1: Know Your Learners



Upper Primary
(Grades 4–6)



9–11 years old

Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people's opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

PRINCIPLE 1: Know Your Learners



Upper Primary
(Grades 4–6)



9–11 years old

Social-emotional

- I am beginning to understand my position in relation to the world.
- I like to be with people. I want to spend more time with my friends than my family.
- I am more independent and can make decisions by myself.
- My relationships with people are more confusing.

PRINCIPLE 1: Know Your Learners



Young
Teenagers
(Grades 7–9)



12–14 years old

Physical

- My body and skin are changing a lot (girls develop two years before boys).
- I worry about my appearance, and I think a lot about how other people look.

PRINCIPLE 1: Know Your Learners



**Middle
Teenagers
(Grades 10–11)**



14–17 years old

Cognitive

- I understand that questions have many answers.
- I can work independently.
- I make good plans and better decisions.
- I can manage group work without much help from teachers.
- I understand the results of my actions.

PRINCIPLE 1: Know Your Learners



Young
Teenagers
(Grades 7–9)



12–14 years old

Cognitive

- I think I understand most things.
- I can solve problems better.
- I express myself better in speaking. I argue more and question what others tell me.
- I am excited for learning.
- I think about and test unproven and non-specific ideas.
- I take more risks and do things without thinking about the result.
- I have strong opinions.
- I see things as good or bad, right or wrong.

PRINCIPLE 1: Know Your Learners



Young
Teenagers
(Grades 7–9)



12–14 years old

Social-emotional

- I think about myself the most.
- I am very emotional.
- I want to belong to the popular group of students.
- My classmates and popular trends influence me.
- I need my classmates to accept me. I am less affectionate to adults. I may seem rude.
- Part of me wants to be independent, and the other part still needs to be dependent.

PRINCIPLE 1: Know Your Learners



**Middle
Teenagers
(Grades 10–11)**

Physical

- My body stops growing.



14–17 years old

PRINCIPLE 1: Know Your Learners



**Middle
Teenagers
(Grades 10–11)**



14–17 years old

Social-emotional

- I focus more on individual friendships and less on groups.
- I like to spend time with mixed groups of girls and boys.
- I understand my role in society more.
- I am starting to think about my future (career, beliefs, philosophy, social causes). I think more about the world beyond myself.



ACTIVITY

Turn and Talk / Activity Tracker: Jigsaw Reading

ACTIVITY – Turn and Talk / Activity Tracker: Four Corners



**The 6 Principles®
Activity Tracker**

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?



ACTIVITY

Thumbs Up / Thumbs Down

ACTIVITY – Thumbs Up / Thumbs Down



1. The 6 Principles come from three years of research.
2. We can learn about characteristics of children at different age groups by looking at their physical, cognitive, and social-emotional stages.
3. A jigsaw activity is a good way for students to help each other build comprehension in a small group.

Principle 1: Know Your Learners



BEST PRACTICE 2

Teachers plan lessons to collect and use information about students.

PRINCIPLE 1: Know Your Learners

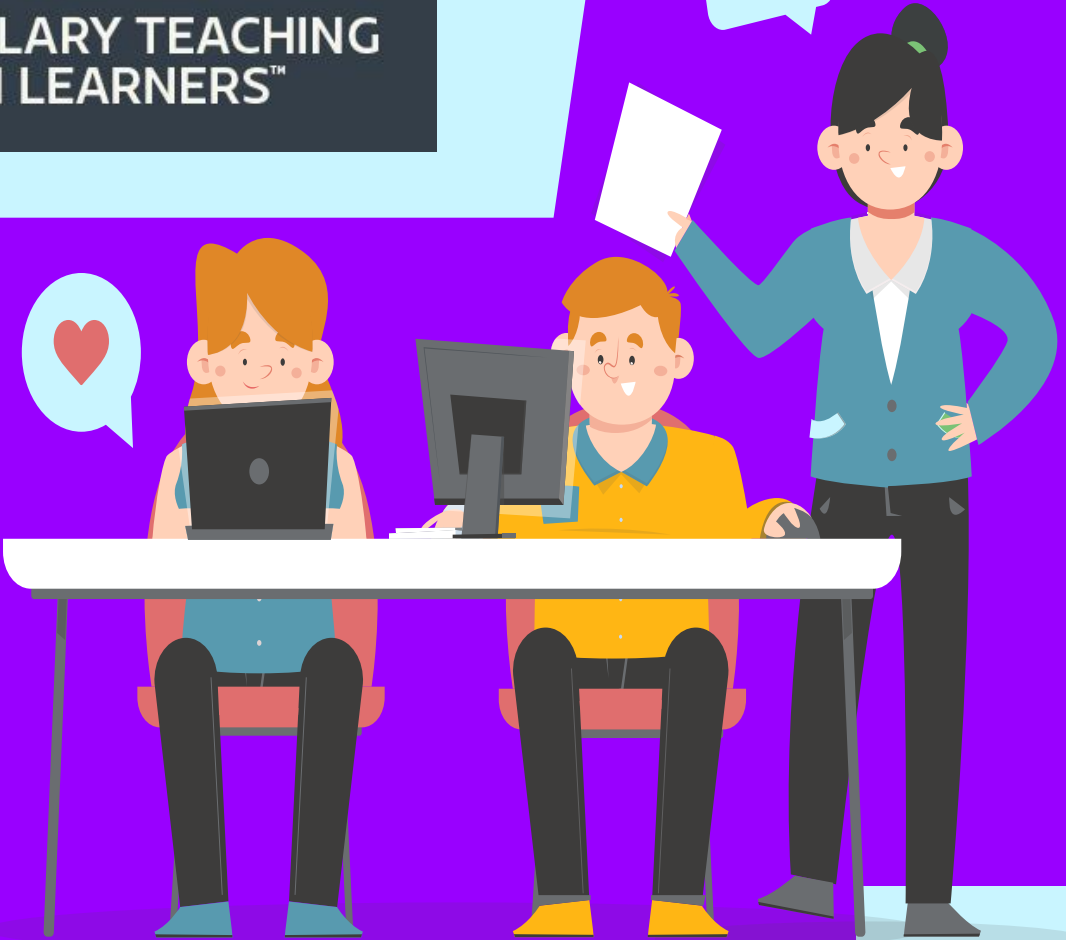


What kinds of lessons can you plan to gather information about students?

- games and warm-up activities
- questionnaires
- needs assessments
- interest and background inventories
- observation checklists
- one-on-one discussions
- picture stories
- autobiography projects

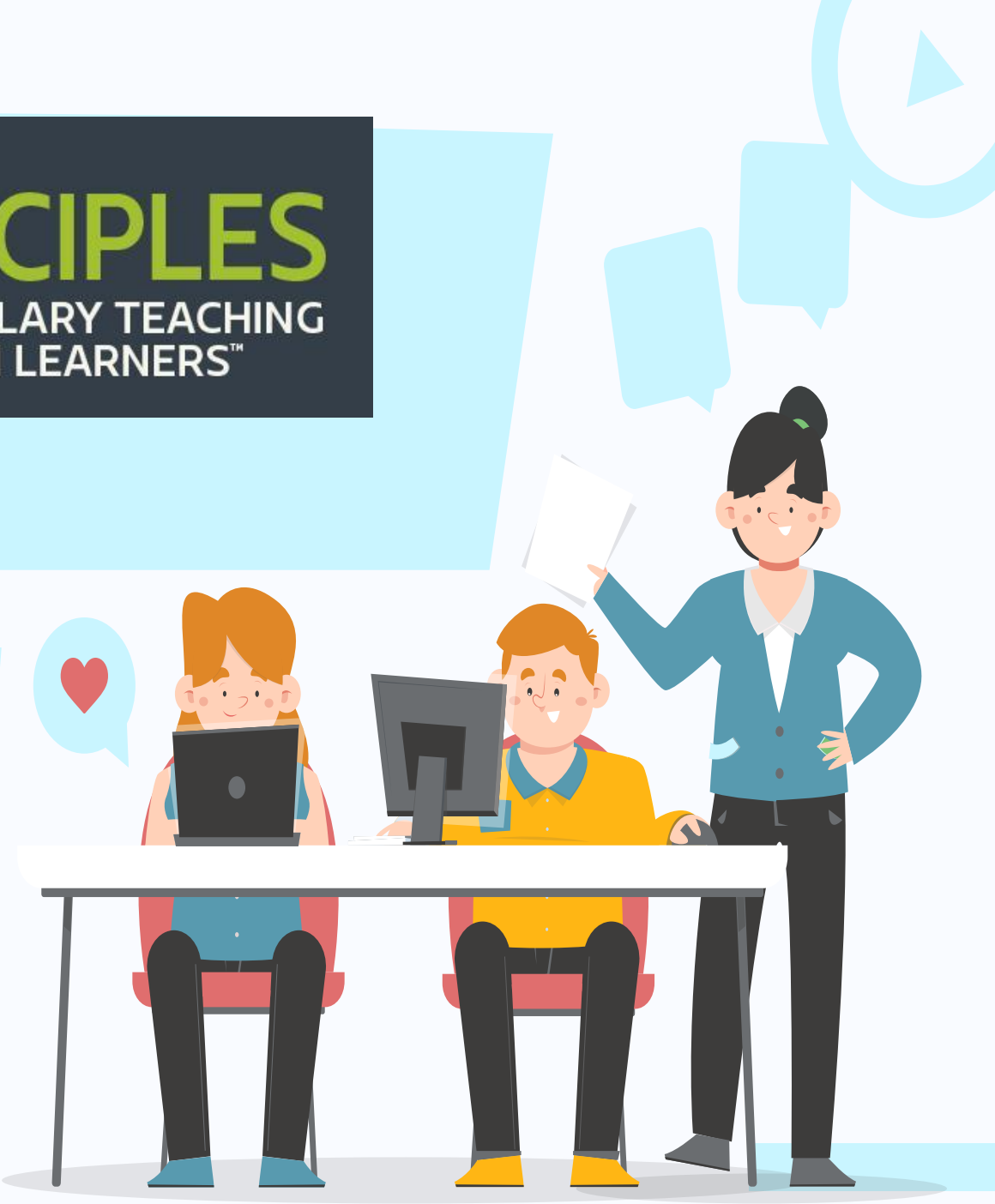
THE **6** PRINCIPLES
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Week 2



THE **6** PRINCIPLES
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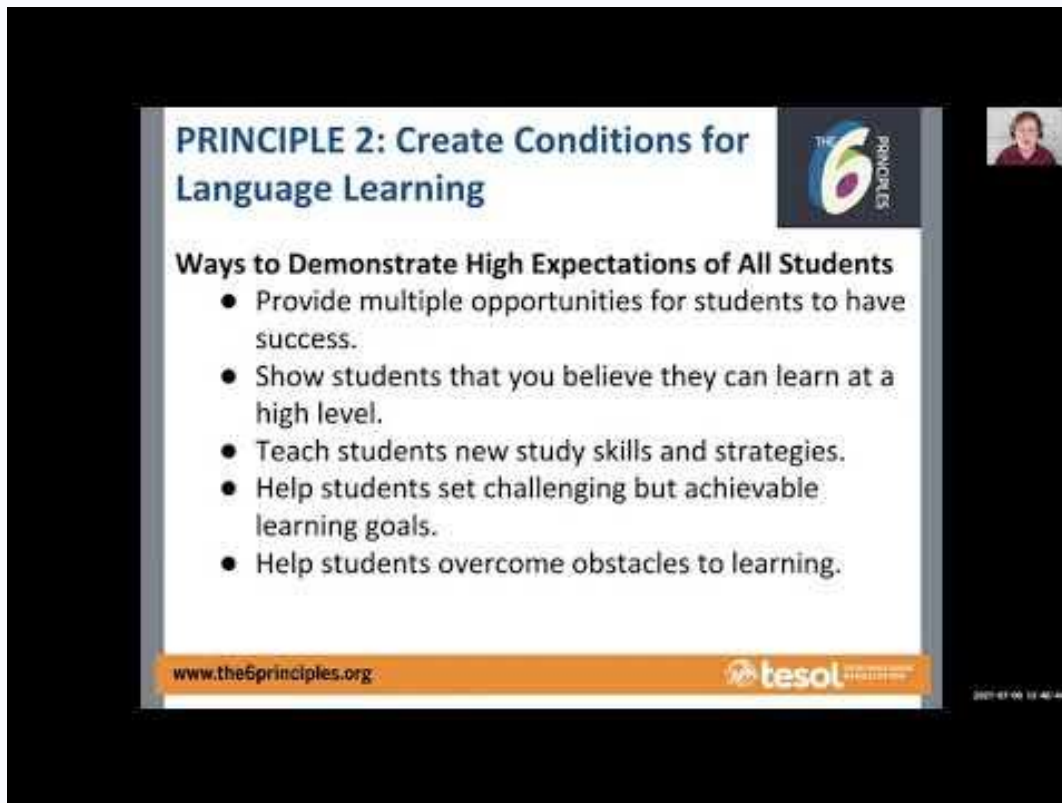
Principle 2



Topic

Video # 1:

In this video you will learn about...




The screenshot shows a video slide with a black background. On the left, a white box contains the text 'PRINCIPLE 2: Create Conditions for Language Learning' in blue. Below this, a section titled 'Ways to Demonstrate High Expectations of All Students' lists five bullet points. On the right, there is a small video thumbnail of a woman. At the bottom, there is an orange banner with the website 'www.the6principles.org', the 'tesol' logo, and a timestamp '2017-07-06 11:42:44'.

PRINCIPLE 2: Create Conditions for Language Learning

Ways to Demonstrate High Expectations of All Students

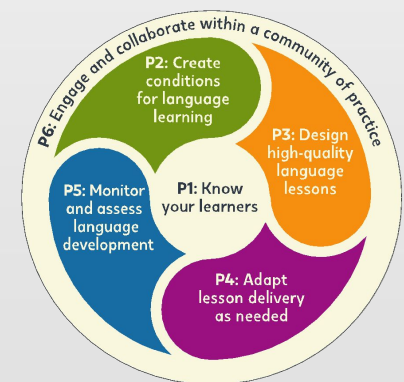
- Provide multiple opportunities for students to have success.
- Show students that you believe they can learn at a high level.
- Teach students new study skills and strategies.
- Help students set challenging but achievable learning goals.
- Help students overcome obstacles to learning.

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PRINCIPLE 2

Create Conditions for Language Learning



DIRECTIONS – Personal Inventory



1. Read each statement.
2. Rate yourself with the following criteria:
 - A – always or almost always
 - S – sometimes
 - N – never or almost never
3. Put a star (★) next to the three statements you most want to improve on.

MODELING – Personal Inventory



The 6 Principles® Personal Inventory

Directions

1. Read each statement.
 2. Rate yourself with the following criteria:
 - A – always or almost always
 - S – sometimes
 - N – never or almost never
 3. Put a star (★) next to the three statements you most want to improve on.
-
1. ____ I greet students individually as they enter class.
 2. ____ I use community-building tasks regularly.
 3. ____ I have a class routine so students know what to expect.
 4. ____ I create opportunities for students to learn each other's names.
 5. ____ I have a plan for new students in my class.
 6. ____ I find ways to communicate with my students individually.
 7. ____ I know all my students' names.
 8. ____ I provide multiple opportunities for my students to have success.
 9. ____ I demonstrate respect and cooperation.
 10. ____ I show students that I believe they can learn at a high level.
 11. ____ I appear to be a motivated teacher.
 12. ____ I praise students for effort and dedication.
 13. ____ I use a variety of approaches to appeal to different students.
 14. ____ I teach students new study skills and strategies.
 15. ____ I show students how to practice English outside class.
 16. ____ I help students set challenging but achievable learning goals.
 17. ____ I help students make connections from their learning to their own lives.
 18. ____ I help students overcome obstacles to learning.
 19. ____ I make language learning enjoyable.
 20. ____ I create ways for students to be active as soon as they walk in class.



ACTIVITY

Think-Pair-Share

DIRECTIONS – Think-Pair-Share



1. **Think** about the question that you hear and/or read.
2. **Pair** with a partner, and discuss your answers.
3. **Share** in a larger group.

MODELING – Think-Pair-Share



Question: What are some activities that we have done today that could motivate students in my classroom?

Principle 2: Create Conditions for Language Learning



BEST PRACTICE 1

Teachers create a positive and organized classroom where students feel happy and comfortable.

PRINCIPLE 2: Create Conditions for Language Learning



Think-Pair-Share

What are some ways you can create a positive and organized classroom where students feel happy and comfortable?

PRINCIPLE 2: Create Conditions for Language Learning



Personal Inventory 1–10

1. _____ I greet students individually as they enter class.
2. _____ I use community-building tasks regularly.
3. _____ I have a class routine so students know what to expect.
4. _____ I create opportunities for students to learn each other's names.
5. _____ I have a plan for new students in my class.
6. _____ I find ways to communicate with my students individually.
7. _____ I know all my students' names.
8. _____ I demonstrate respect and cooperation.
9. _____ I appear to be a motivated teacher.
10. _____ I praise students for effort and dedication.

PRINCIPLE 2: Create Conditions for Language Learning



BEST PRACTICE 2

Teachers demonstrate that they have high expectations of all students.

PRINCIPLE 2: Create Conditions for Language Learning



Think-Pair-Share

How do you demonstrate that you have high expectations of all students?

PRINCIPLE 2: Create Conditions for Language Learning



Personal Inventory 11–15

11. _____ I provide multiple opportunities for my students to have success.
12. _____ I show students that I believe they can learn at a high level.
13. _____ I teach students new study skills and strategies.
14. _____ I help students set challenging but achievable learning goals.
15. _____ I help students overcome obstacles to learning.

PRINCIPLE 2: Create Conditions for Language Learning



BEST PRACTICE 3

Teachers plan lessons that motivate students.

PRINCIPLE 2: Create Conditions for Language Learning



Think-Pair-Share

How do you plan lessons to motivate students?

PRINCIPLE 2: Create Conditions for Language Learning



Personal Inventory 16–20

16. _____ I show students how to practice English outside class.
17. _____ I help students make connections from their learning to their own lives.
18. _____ I make language learning enjoyable.
19. _____ I use a variety of approaches to appeal to different students.
20. _____ I create ways for students to be active as soon as they walk in class.



ACTIVITY

Turn and Talk / Activity Tracker: Think-Pair-Share

ACTIVITY: Turn and Talk / Activity Tracker: Think-Pair-Share



**The 6 Principles®
Activity Tracker**

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

Wrap-up Reflection Questions

For the wrap up at the end of the session, you can set up instructional routines such as paired or group reflection for sharing.

Your reflective wrap-up questions can be:

- What is one thing that you learned today?
- What is one question that you still wonder?
- What is one way someone helped you to learn?

Homework

(Handout)

Telegram Group Discussion

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.

