

TEACHING - LEARNING MODULE
PEDAGOGICAL AND DIDACTIC STRATEGIES
FOR ENGLISH TEACHING



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Workshop's Aim

Session 1

Classroom management



Aim

The objective of this workshop was to guide the teachers to the three main points of classroom management in order to get control of English class and show students different ways of living the class. The three main points of classroom management are “Pedagogical Planning”, where the teachers were introduced a set of steps that allow them to identify the students’ strengths and weaknesses throughout the discovery of their interests. So the teachers i sable to apply diagnostic test to the students to determine how the development of the class could be set.

On the other hand, the teachers had the possibility of reflecting on the setting of students learning goals that helped the teachers to establish learning strategies for their students, students have range of abilities and individualize interactions with the participants of the class.

Warm up

The teachers were asked to describe how their classes are in their real contexts by looking a set of different pictures, and then, reflect through a questionnaire about what happens in the class and with the students in those different situations.

Activity

After that, the teachers received information about the first main point of classroom management “Pedagogical Planning” and then, reflected on the topic by watching a video “New Boy”, about the information previously discussed. The teachers had to answered the questions below:



Source: New Boy (2019)

- ✓ Who is Joseph and where is he from?
- ✓ What is the teacher like?
- ✓ How does the teacher discipline the children?



Source: New Boy (2019)

- ✓ What do the math exercises remind Joseph of?
- ✓ What happens to Joseph in the playground?
- ✓ Does the film have a message? What is it?

Finally, the teachers worked on some different activities that guided them into the development of a good classroom managing. The teachers worked on vocabulary activities and group work workshops where they understood the importance of establishing a good planning and selection of activities for the students.



New Boy activity retrieved from: www.film-english.com

- The second main point of classroom management is “**CLASSROOM LEARNING SYSTEMS**” where the teachers understood the importance of creating a good classroom setting, giving clear explanations, establishing a collaborative environment with the class in order to let students understand that they are part of the class and can make decisions and give opinions about what they are interested in learning:

CLASSROOMS allow students
movement

CLEAR expectations
and routines

MOVE smoothly between
activities

SHIFT in and out of
group work

SELF check and peercheck
work

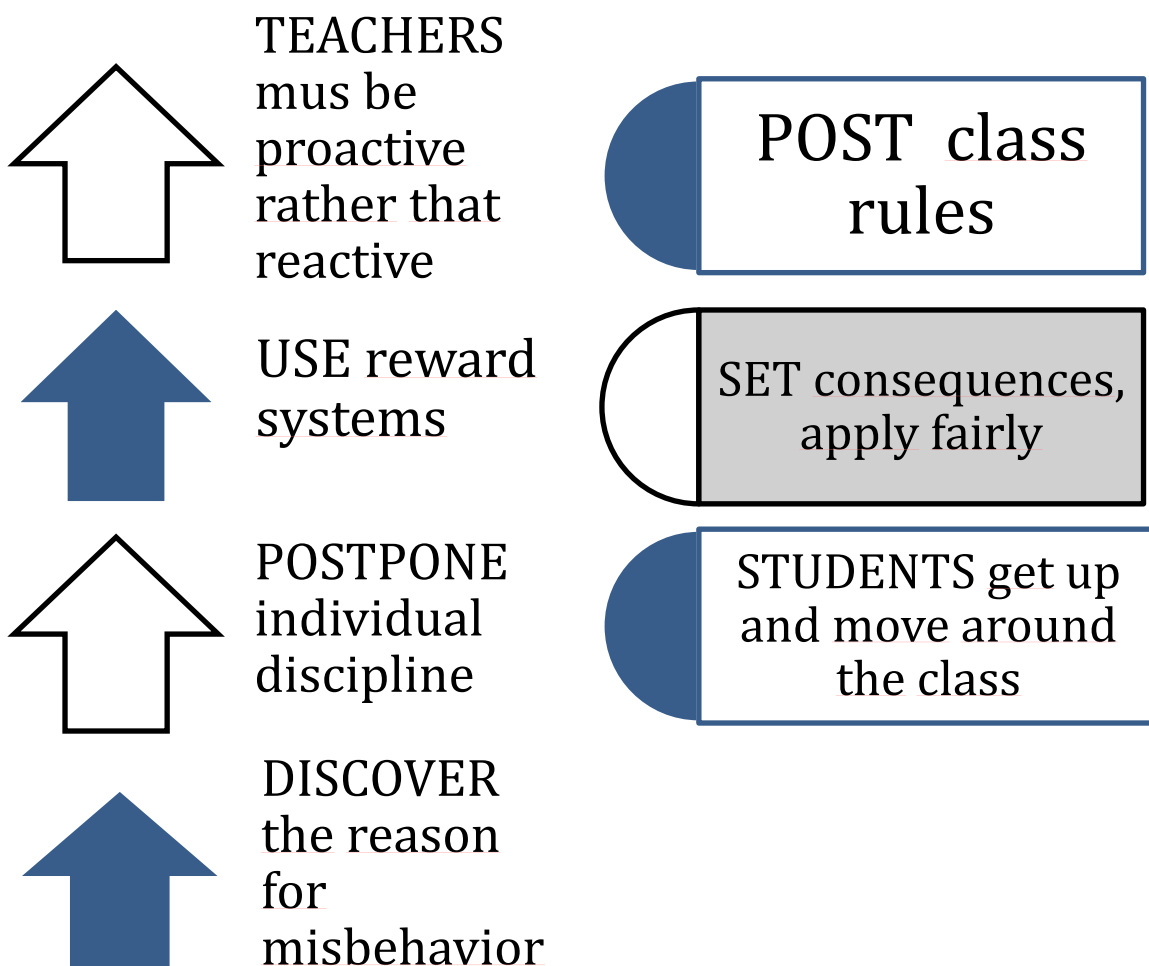
SET up classroom
logistics routines

KEEP explanations clear and
brief

POST daily agenda for
class

Source: Authors

The third and last point of classroom management is “**STUDENT BEHAVIOR (DISCIPLINE)**”. In this workshop teachers understand and debate about students’ behavior in class and the importance of showing students that teachers control it throughout a series of rules, rewards and analysis of systems that make the students feel comfortable and enjoy their English classes and practical of the language.



Source: Authors

Second workshop

Session 3

Students' motivation through games

Workshop's Aim

To make the teachers reflect on students' motivation and engagement in the English class

The teachers were asked to talk about the different methods they use to motivate their students in the classroom, the aim was to show the professors a series of games and motivational activities they can use in order to get the students involved in English classes and learning process.

1. What fun activities do you do in the classroom to help your students develop their vocabulary skills?
2. How do you use games in your English language classroom?
3. What are the advantages of using games in the classroom? The disadvantages?



MOTIVATION

PARTICIPATION

PRACTICE

Source: Authors

During this workshop the teachers had to reflect about the importance of motivating students in learning and practicing the English with very simple games and activities that enhance student's participation in class.

Cat and dog
race

mingle

Directions

Source: Authors

Gamification vs Game Based Learning, is an approach that provides the teachers the opportunity to choose a series of materials that can be used in the classroom even if there are no many facilities like internet connection or electronic devices to work with our students, so, teachers can adapt different activities in their classrooms depending on the students' necessities and interests integrating the topics of the syllabus.

Teachers interacted in the workshop learning about different activities that could be useful as warming up activities or middle class activities that catch students' attention in order to practice the language or the related topic of the course.

Word
race

Paper
planes

The teachers practiced of the games and activities highlighted on this page, such as paper planes, true or false game, the cat and dog race, riddle schmooze, mingle, the London bridge and so on.

True or
false

Rock, paper,
scissors drill

Hangman

Course conclusion

Teachers expressed happiness reflecting about their practical as teachers and the importance of having a good classroom management understanding why it is necessary to know our class and our students, in order to create the best environment for them and let them have an active participation in their English learning process. After that, teachers felt interested and motivated to take some of the strategies and methodologies to their own contexts, so they could engage students more actively in learning English as a foreign language.

By Patrick Allan Bates

English Teacher



Source: Authors

Workshop's Aim

One of the biggest problems in ELT, especially to young students in high schools, is the connection that can be built between the teacher and the student in the learning process in order to achieve the academic goals that are planned. English, for many students, is seen as a subject that is boring and not useful for their future since many of the students in the department of Boyacá think they will lead their lives in the countryside without the use of English.

The aim of this Two-Part workshop is to change the paradigms on one of the most boring issues for students, *Structures*. This part of language usually creates the barrier that students use in order to say *No* to English. This happens, in many cases, because we as teachers don't know how to use a language that the students will understand in order for them to receive the information we are expecting them to understand.

This workshop has as an aim to introduce Students in the immersion to a review of structures by giving them a new perspective on the use of structures and the concept of the importance of multiple complementation under a single verb.

By understanding multiple complementation under a single verb is a concept that is not widely seen since we as teachers, in many cases, we usually think that structures are just an array of tenses that will be accumulated throughout the learning process of a student. We forget to use the concept of complementation of a verb, up to a certain point, we just think of the complement just as a *Direct object of a Verb*. As it was herby mentioned, the students will not understand or like this phraseology.

Session 1

Warmup

Ice Breaking Activity. Getting to know each other and activity where the students share their ideas about their difficulties teaching at their schools.

Presentation

The students are shown a text that seems "heavy" to read due to the amount of words contained in the paragraph. Students are asked about the number of words they see and then asked about the number of verbs they see. They conclude the verbs are a minimum part of the sentence. This way the students start seeing the amount of "other" words in the paragraph and they conclude they are all complements.

Class Activity

Students get in groups and build an idea over a given question that was given to them. In groups they organize their ideas and make an outline of their sentences making sure they use multiple complements. Afterwards, the groups share their ideas by also exchanging members from one group to the other.

Real Life Practice

Students are given blank cards and they are instructed to make a Time-Based question. Student ask each other the recently made questions and therefore practicing the concept of multiple structures that was seen in the presentation.

Session 2

Warmup

The students are split up into groups. In each group they will talk about their hometowns in order to acquire vocabulary about their towns for the next activity.

Presentation

The students are shown a slide about the city of Detroit and they receive an explanation about the ideas included in the presentation. They are shown that the presentation of the city of Detroit is divided into location, foundation and industry.

Class Activity

The students are split into groups and their aim is to create a complete article about Boyacá. Group number 1 talks about the location of Boyacá, the second group talks about the tourism in Boyacá and the third group talks about the industry of Boyacá.

Real Life Practice

Students write their paragraph for each assignment. The paragraphs are typed in the computer and displayed in the projection on the wall. At the end, then the three paragraphs are displayed, the students are asked if they feel any difference with the paragraph seen in the first session.

Course Conclusion

Students understand the importance of complementing sentences regardless of the complexity of the structure or tense used in the text. They understand that a student will give a better use of language if he/she learns how to complement properly by thinking on the answer of –wh questions as a complement of a verb rather than the direct object of a verb.

Profesor Duncan Higgons

Workshop 1: Formative



Source: Authors

Assessment

The workshop began with a warmup activity that focused on demonstrating the concepts of diagnostic, formative and summative assessments and continued with a discussion about current practice and students' current understanding and use of assessment in the classroom. The topics of diagnostic, formative and summative assessment were then explored in a small exploratory session. After this, an in-class flip lesson format was utilized to explore the topics of: the characteristics of formative and summative assessment, personal reflection on current practice, the keys to comprehensive assessment, how to make formative use of summative assessment, and self-assessment. Students then participated in a final discussion and reflection on what they'd learned by using the K-W-L format they started at the beginning of the session.

Workshop 2: Flipped Learning

The students began the session with a running dictation of a text about what flipped learning is before building a group understanding of flipped learning. After this a relation between formative assessment, flipped learning and a change in the purpose of class time was discussed. The topics of traditional homework, flipped homework and the pillars of flipped learning were then introduced before the students were split into groups in order to develop the workshop in an ‘in-class flip’ format. Within the in-class flip students explored the topics of flipped learning and how to apply it in the classroom, the pillars of flipped learning, the in-class flip, and the lesson planning of an ‘in-class flip’ class.

Ivoha Flor Anayma Perdomo Vincent

1st Workshop

Session 1

SABER 11



Source: Authors

Aim

The objective of this workshop was to guide the teachers to the seven parts of the exam SABER 11. This exam is one of the most important for teachers and students of secondary school, that's why in this immersion we worked on that topic. The main objective was to re-discover the exam, analyze it and re-create each part of the test.

On the other hand, the teachers had the possibility of reflecting about strategies and specific ideas to develop their SABER 11 sessions at school. They shared their personal experiences regarding the topic and they could analyze other's performances and knowledge about students' weaknesses and strengths in the SABER 11 exam.



Source: Authors



Source: Authors

Warm up

The teachers were asked to write on small sheet of papers three different teaching strategies that work well in their English classes. After that, they had to choose randomly other's card and then, in an open class discussion they had to find the person who wrote those strategies. Finally, we shared the activities we had on the cards to start thinking about materials design.

Activity



Source: Authors

After that, the whole group was divided in small groups.

Then, the teachers received information about each section of the SABER 11. In a small sheet of paper, they had the institutional explanation of each section.

They had a specific amount of time to create the exercises depending on the section they were responsible of and after the practical work, each small group had to present it to the others.

The sections of the exam are:

- Pragmatic knowledge 11 %
- Lexical Knowledge 11%
- Communicative Knowledge 11%
- Grammar knowledge 18%
- Literal Reading 16 %
- Inferential Reading 11%
- Grammar and Lexical Knowledge 22%

In an open class format, each group presented its activities and their colleagues had to guess the section of the exam that was developed and the competency that was evaluated through these specific exercises. After the completion of this task, we had all of the SABER 11 exam created by teachers and analyzed by themselves.

The last part of the workshop was a debate about strategies to put in action regarding the exam, action points as teachers of secondary education in Colombia, we shared specific classroom strategies, we talked about materials design specifically for working with SABER 11 and we discussed about weaknesses and strengths in SABER 11 results, performance and work in English sessions in their schools.



Source: Authors



Source: Authors

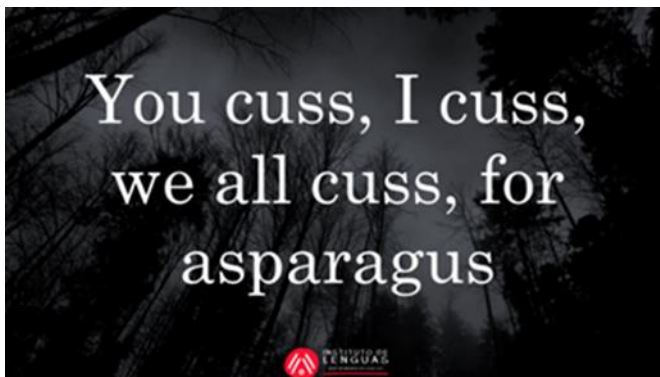


Language Twisters Night practice (pronunciation and practical fluency)

In the evening, there was a space for feedback and a first moment of fun outside of the training spaces provided at the hotel. We are in a different place, where the teachers had a first moment in the night of the interaction



between them and then enter the subject. The night opened. At first, they showed a few tongue twisters, so that then one another would challenge themselves. The tongue twisters were changing for the challenge to increase.



Then, there was an opportunity to tell stories. Each member of that circle must have a terrifying or funny story about their life or about others, but it must be real. They also answered the question

about what expectations you have about the remaining days?

The stories were varied. Many of them had to do with the things that happened in the childhood of the assistants. Other things I had heard happened in the regions where they were. Here are some examples of the pronunciation practice the teachers did at the immersion.



Source: Authors



Source: Authors

Peter piper picked
a pick of pickled
pipers



I saw Susie sitting
in a shoe shine
shop



Send toast to ten
tense stout saints,
ten tall tents



How can a clam
cram in a clean
cream can



Sheena leads,
Sheila needs



Second workshop

Lesson Shapes

Aim

The objective of this workshop was to present different Lesson Shapes teachers can use in their current English classes. It exists a lot of different methodologies, approaches and didactic strategies to put in action in English sessions. However, institutions and teachers tend to implement standard lesson shapes to organize their daily work. This may cause, in some cases, monotonous teaching and learning processes because, teachers follow the same organization when they plan their classes.

The objective of this workshop was to reflect on particular and innovative lesson shapes to work with in English sessions.



Source: Authors



Source: Authors

Warmup

Effective communication game.

In pairs teachers seated backwards, had to communicate effectively to accomplish the activity-game. One of them had an image, and the other a white sheet of paper. The one with the image had to describe precisely what he/she had in front of his/her eyes and the other had to draw exactly what he /she was said. At the end, everybody shared their work and laughed because of their drawings, explanations, misunderstanding or strange caricatures.

That warmup in order to think about how the communication is a challenge in their English sessions.

Activity

The whole group was divided into five small groups. Each group chose randomly a card. In that card, there was the explanation of a specific Lesson Shape, its organization, main objective and procedure. Besides, they had three different formats: a lesson plan, a lesson procedure and an analysis of meaning, form and pronunciation sheet.

After analyzing the information and the formats, they had the time to create a micro-English session. They had to decide about a language and communicative

aim and a topic to work with during the session and they were asked to complete the formats.

As an open class debate, each group had to present its own micro-class, the others had to guess the main goal of the lesson, the communicative and the language aim and finally the lesson shape.

This was a challenge, because they had no idea about colleagues' information. We discussed a lot and just at the end the group could explain their lesson shape and their work.

The final debate was how to present new topics through innovative ways, activities, lesson shapes and materials. Another key point was the discussion about how to develop competencies in English as a Foreign Language in secondary school in Colombia.

It was a successful way to re-discover and remember strategies to put in practice in their English classes.

Professor Breyner Daniel Cruz

Workshop 1: Motivation in EFL environments using ICT resources



Source: Authors

Aim

To reinforce motivation for teachers by using ICT resources essentially PPT.

Warm up

Participants had to mention as much elements possible according to a specific category. Those mentions were to be while a match was fired up.

Activity

Teachers reflected over the activity and the characteristics it brought to the classroom, and how this differential experience can motivate students to participate in class. From that point forward, we went over several questions. First, *how can I enhance my students' motivation to help them learn English more*

effectively? And How can I as a teacher tackle different learning styles? As a result, teachers exposed their beliefs on motivation just to take into account a reminder of motivation said by Aristotle “Eduacting the mind without educating the heart, is not education at all” which made teachers to reflect on kinds of motivation that are presented in the classroom, such as intrinsic and extrinsic motivation. After that, a different moment of reflection was there to be showed by the teachers when made statements about kinds of students they find in their classroom. According to this, teachers found about 4 types of students according to the Maslow’s theory. Due to these new findings and the agreement shown by the teachers, the new tools PPT ones specifically, were shown to the teacher. Most of the activities shown were commented and explained. Also it was mentioned several webpages and different ICT techniques to assess and present classes. At the end of the workshops, teachers showed the techniques and their final thoughts on using a very usual tool but shaped for a different purpose.

Teachers-Students language

Aim

To discover and reconfigure classes design and objectives in classes in order to foster communication on students.

Activity

Teacher were asked to play and specific game of spelling. They game was proposed in groups and one piece of paper. The Moderator spelled the word and each person

of the group writes one letter each until the word is fully written. After the activity teachers reflected on the aspects of the activity and they were asked if the activity had succeeded or not. Teachers highlighted patterns, commands having in mind always fostering interaction. Next activity, was about a “Chinese whisper” in which one member of the group read a message in a chart, tells the message to the group and in the other end of the line a person wrote the message in a big piece of paper. At the end of the activity we reflected on the importance of this kind of activity due to the different kind of commands students would receive so they perform the activity properly. A new kind of interaction which was s-s interaction agreed to be very important and foundation of group work was held. This activity was about questions and answers over 3 different aspects, all related to foster communication on students. This time the teachers mentioned what they considered important to have present before performing the activity. At the end of the workshop, teachers shared more activities in which these principles of patterns, commands and foster communication were possible to perform.

Fun activities

Thursday - Activity 1(Parking Lot Activity)



Source: Authors

The students belonging to all the groups were gathered at the parking lot of Hotel Casa Blanca under the control of Patrick Bates where they were introduced to Caroline Peters, Libby Garno, Kara Newman, and Evan Oravec, who were the guest collaborators from the USA assigned by the fullbright ETAs program working at the Santo Tomas University as English teaching assistants.

At that moment Patrick Bates gave the students a briefing about the Lake Activity that was being set up at that moment by the rest of the team.



Source: Authors

Once the briefing of the activity was completed, Patrick Bates gave the control of the activity to Caroline Peters, Libby Garno, Kara Newman, and Evan Oravec. The activity given by the guests was an ice-breaking activity where the guests did a series of prepared questions that then included mini-conversational activities that were done in groups of 2 or maximum 3 people.

The activity included questions such as:

- Where would you go if you could pick a place to travel in this moment?
- What animal would you choose to pick and why?

After the question activity finished, the whole group was split up into 5 groups.

Each group was assigned to each of the guests and Patrick in order to walk along to the lake where they all met Victor, Daniel, Duncan and Ivoha at the lake activity.



Source: Authors

Post Lake Activity

After the lake activity that was done, the students received their snacks that were taken to the location by Hotel Casa Blanca. The students had about 20 minutes of break time.

After the break finished, the students were divided into 4 groups and each of the guests stayed with each group.



Source: Authors

Conversation Clubs with Natives

The first group talked about food with Caroline Peters. There were ideas that were shared amongst the participants about the differences between the food of Colombia and the USA.



Source: Authors

The second group talked about life experiences with Libby Garno. Kara Newman is a person who had traveled a lot since his mother was a flight attendant and the Evan Oravec shared with the students some of his life experiences.

The third group talked about teaching experiences in their towns. They shared their thoughts about the pros and cons about teaching at their schools.

The fourth group made a mystery-solving activity where Caroline set a scenario and the students solved the case through a series of questions and clues that lead to the cause of the mystery.

After 40 minutes, the activity finished and the group returned to the hotel in order to have lunch and start their afternoon classes.

Findings

Going through different processes on reflecting own teaching techniques which have been refined over the time by experience and research brought us a space to conclude and define what makes our teaching better. Such space was this encounter with coworkers of varied backgrounds and institutions. One important finding was the certainty that sharing experiences and building a network of teaching skill and support can maintain teachers encouraged on making a change on their daily experience. Another finding led us believe teachers have the opportunity of making changes progressively in classrooms, and their fears and

outcomes are not likely to change unless the continuous effort on making an attempt of improving our professional development is a priority.

Moreover, the immersion brought an important piece of reminders; the reminder of motivation as fuel when creating learning experiences in the classroom, that enhancing the importance of a second language in the classroom is also giving importance to the mother tongue, because both are channels of reality expression. Also, the reminder that students are also protagonists of their own learning process. Therefore, it is suitable to give them roles and tasks that also shape them in the way of they perceive their life experience.

Finally, being part of something like an immersion brings out all the solidarity, sense of belonging, and commitment to what we want of society, bringing back to the tip of our tongues the reason we decided to dedicate our lives to teach people.