

Workshops - November 2023

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OVERVIEW

- ▶ Getting to know each other
- ▶ Setting our Common Vision as Teachers of English
- ▶ Workshop entitled: 'Keeping our students motivated throughout the teaching-learning process'
- ▶ Other issues concerning us as professional teachers

Getting to know each other

- ▶ Introducing myself/Elena Paraskeva- New Inspector of English- have been working at the private and public sector for 35 years/ Served as Chair of the Pancyprian Association of English Teachers/3 years as Head teacher in 2 High Schools
- ▶ My prime objective: Promote and enhance Teachers' professional development/students' achievement of learning outcomes
- ▶ Firmly believe that these can be achieved through a shared vision, collaboration, focused teacher-training workshops/ constructive feedback/ sharing of best practices among colleagues- Teachers can also contribute by sharing their good practices/ First workshops start in December 2023

Getting to know each other

- ▶ Teachers introduce themselves
- ▶ Prime objective as Teachers of English
- ▶ Thoughts and feelings about teaching

Sharing a common vision

- ▶ Why is it important to create and share a common focus in our profession? Discuss the question with your colleagues/2 minutes

The importance of a shared vision

- ▶ A shared vision can create a united team of professional teachers working together towards common goals. It supports teachers who value their work, who feel a sense of purpose, and who are proud to be a part of their team
- ▶ It can increase teachers' motivation, commitment and performance/ It can enhance our self-confidence/self-efficacy/collaboration with our colleagues

Two Prime Objectives of our shared vision

- ▶ Set 2 objectives with your colleagues/2 minutes

Our Common Vision

Working towards two common objectives

- ▶ To be professional in our job/ Develop ourselves as professional teachers
- ▶ Our students to learn/ achieve key competences for lifelong learning such as skills/attitudes/values/ social inclusion/active citizenship/cultural awareness/creativity/autonomy/collaboration/critical thinking



What do we need to do to achieve these objectives?

- ▶ Discuss the question with the colleague next to you

What do we need to do?

- ▶ **Primarily we need to believe in our common vision/Prime objectives**
- ▶ Be professional- Be well-prepared- Design structured and goal-oriented lesson plans based on the common European Framework of Reference for languages- CEFR
- ▶ Be innovative/ show commitment/ Maintain an environment conducive to learning/cater to the unique needs of each student
- ▶ Our students to learn
- ▶ Reconsider our teaching practices

How can we put into practice our shared vision?

- ▶ Creating learning communities in our schools
- ▶ Working collaboratively with colleagues of the same school or neighbouring schools to empower our teaching practices and our students' learning outcomes
- ▶ Achieving common goals (working in Language Rooms aiming at student autonomy)
- ▶ Sharing good practices- Co-teaching –Observing other colleagues/ Enhancing professional development
- ▶ Sharing material/ideas/feelings/worries - Coordination with the supervision of Assistant Principals
- ▶ Developing our professional development- Attending online webinars/participating in conferences/ conducting action research in our school
- ▶ Revisiting the teaching-learning process-(Re)gaining our students' interest and motivation

Our prime concern

Our professional Development

Our Ss to learn

- ▶ We need to be aware of information/ supplementary teaching material on our website
- ▶ Visiting our website – Πλαίσια μάθησης-learning frameworks
https://archeia.moec.gov.cy/sm/848/plaisio_mathisis_alyk_anglika_a_ex.pdf
- ▶ Lesson Planning- Template/Sample lesson plans for all classes
<https://anglm.schools.ac.cy/index.php/el/material/supporting-material-all-levels/>
Create an Inclusive environment(Language Rooms-All students participate/ Cater for all students' needs- Implementation of all skills/ Differentiation
- ▶ Use of proper summative assessment(Tests-Short Quizzes-Projects)
- ▶ Formative Assessment (Oral participation, homework, debates, round table discussions, projects, self-assessment/peer assessment, participation in Erasmus+ projects, e-twinning, European day of languages 26th September, Europe Day-9th May, Literature Day-Shakespeare Day- 23rd April)

Revisiting our teaching-learning process

- ▶ Do you think we need to reconsider our teaching practices?
- ▶ (Re) gaining our Ss' interest/motivation throughout the teaching-learning process

MOTIVATION

- ▶ What is the key to high motivation and learning?
- ▶ Discuss the question with the colleague next/behind you/3 minutes

Make learning inclusive and transformative for everyone - The key to high motivation and learning

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

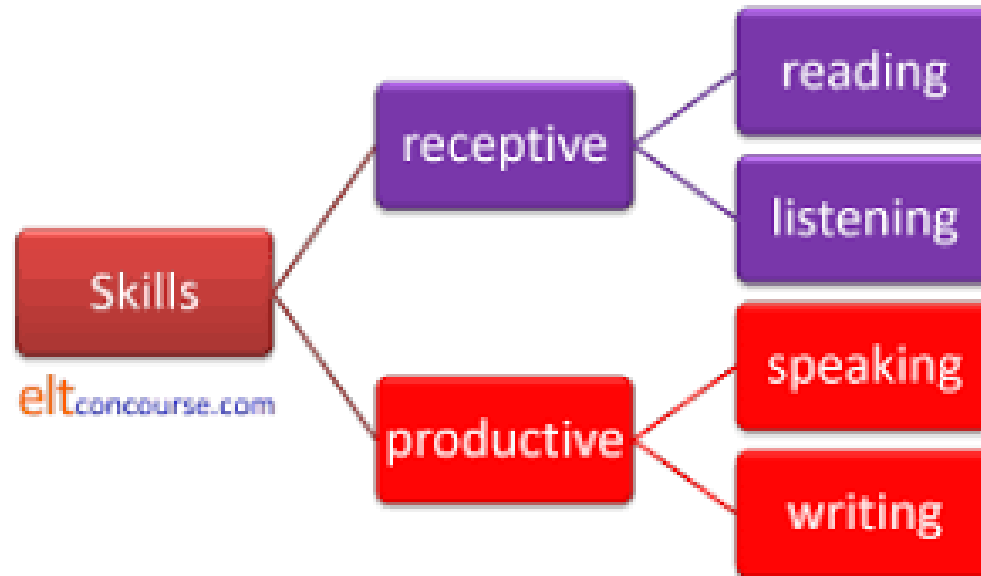
These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Learn more about the Universal Design for Learning framework](#)

The UDL (Universal Design for Learning) PRINCIPLES

- ▶ Multiple means of engagement. For purposeful, motivated learners the teacher should stimulate interest and motivation for learning
- ▶ Multiple means of representation. For resourceful, knowledgeable learners the teacher presents information and content in different ways
- ▶ Multiple means of action and expression. For strategic, goal-directed learners, the teacher differentiates the ways that students can express what they know
- ▶ UDL guidelines under this principle promote the development of curriculum and instruction that includes options for recruiting interest, sustaining effort and persistence, and self-regulation.

Motivating our Ss to learn Important skills to enhance in class



Keeping our Students motivated

Theoretical background

- ▶ In the process of learning a new language, learners begin with the **receptive** understanding of the new items, then later move on to the **productive** use
- ▶ It is of the utmost concern to enhance listening skills so that Ss will receive, comprehend and produce more easily the new Language.
- ▶ Building and enhancing listening/reading skills can contribute to the better development of speaking and writing.
- ▶ Receptive/productive/critical thinking skills are crucial to the learning-teaching process and must not be underestimated

Listening and Reading Sub skills

- ▶ **Listening for gist-** Ss listen to the text once- One/two focus questions
- ▶ **Listening for specific information-** Ss listen to the text twice(The script should be projected on the board for Ss, either to identify new vocabulary/ find answers to specific questions/ self-assessment(For many learners merely recognizing that they are making progress is highly motivating/peer assessment (Ss get to learn invaluable critical thinking skills by assessing others)
- ▶ **Reading for gist/ Skimming-** Ss read silently- Time limit should be given
- ▶ **Reading for specific information** – Ss read silently- Time limit- Teachers do not intervene while Ss work-Students' independent work time is precious/ T needs to respect
- ▶ Teacher poses critical thinking questions which make the Ss recall prior knowledge/information/Avoid Yes-No questions/ Give Ss appropriate time to answer/ Do not prompt to answer them/ Be Patient- Ss CAN GET DEMOTIVATED!

Allocation of time is necessary

THINK-PAIR-SHARE (Frank Lyman, et al, 1981)

LIFE-LONG LEARNING SKILLS

Productive skills

Speaking-writing

- ▶ They give Ss the opportunity to practice real-life activities in the classroom
- ▶ They can be used as a tool to check/assess how much Ss have learnt

THINK

PAIR

SHARE



THINK
(Yourself)



PAIR
(With a partner)



SHARE
(Whole class)

Think-Pair-Share

- ▶ Think-Pair-Share (Frank Lyman, et al, 1981) is a collaborative discussion strategy designed to provide students with time to think and formulate their individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share their thinking.

Think- Pair-Share-

A collaborative learning Strategy

- ▶ Students work together to solve a problem or answer a question about an assigned task

This strategy requires students to:

- ▶ think individually about a topic or answer to a question
- ▶ share ideas with classmates
- ▶ present their own work

It maximizes motivation, participation, focuses attention, and engages students in comprehending the teaching material

THINK

PAIR

SHARE

for 30 seconds

for 1 minute

during class

before class

THINK

Ask students to respond to a question independently.

with pen and paper

or a laptop

in writing

as you doodle

turn to your neighbor

walk across the room

group size = 2

group size = 3 or 4

- PAIR -

Have students compare answers in small groups.

come to consensus

agree to disagree

explain your reasoning

share your opinion

with the whole class

with another group

verbally

in writing

SHARE

Ask students to share their work with the class.

via polling software

via whiteboard

class discussion

time for telling

Motivational Strategies

- ▶ Which motivational strategies do you use in your class?
- ▶ Discuss the question with your colleagues/2 minutes

Motivational strategies to keep Ss motivated

GET TO KNOW YOUR STUDENTS

- Ask them to write a paragraph about themselves. Very valuable when needed to address issues one-on-one, as well as for motivation
- Speak with as many students as possible the first week of class
- Ask the school counselor to give you extra information
- Learn students' names and use them frequently! Shows your concern for them as a person, providing a much needed boost in motivation and self-esteem.

Involve your Students

- ▶ Let your students take an active role in your classes
- ▶ Student-centered classes- Give Ss initiatives- Let them work autonomously
- ▶ Language Rooms- Use of laptops/tablets/mobile phones-Use of educational websites for autonomous learning
- ▶ The teacher acts as a facilitator to help, guide, and direct the learning process
- ▶ Do not lecture/Give them time to process information (via discussions, problem solving, role-playing, pair/group work, writing) Key is maximum student engagement!
- ▶ Make meaningful lessons. Always be prepared to tell the student **WHY** they are performing a certain task or topic. Ss must view assignments as a learning opportunity, not just a 'task to complete'.



A SMART LANGUAGE ROOM



A Language Room- Anthoupolis High School



Working in the language room is fun!!!

Make learning interactive and fun

- ▶ Implement differentiated instruction-Make your classes memorable
- ▶ Give Ss the opportunity to interact with each other, have fun and learn more easily at the same time
- ▶ Use games/ Songs/Storytelling/competitions/Roleplaying/online quizzes/Kahoot/Padlet/ChatGPT- conversational AI to generate targeted and meaningful content

Give students the chance to shine/develop the best of themselves

- ▶ Participation in Erasmus+Programmes/ e-twinning /European Day of Languages/MEP(Member of the European Parliament) EYP(European Youth Parliament)
- ▶ Debates/Round table discussions/ Group projects/Presentations in front of their classmates/Theatre performances/competitions)

Step away from the texts

- ▶ Bring in authentic material/realia that your Ss can connect with and that matches their(special) educational needs and interests
- ▶ Create your own activities and show them that you are also prepared to put in a lot of effort and time to help them succeed
- ▶ Use Language Rooms for autonomous learning- Ask your Ss to work on their own using www.learnenglishteens.britishcouncil.org to choose their level and work independently
- ▶ Text to speech (TTS) is a technology that converts text into spoken audio. It can read aloud PDFs, websites, and books using natural AI voices. It can be helpful for anyone who needs to access written content in an auditory format, and it can provide a more inclusive and accessible way of communication. TTS systems play a vital role in improving accessibility to Ss with learning disabilities
- ▶ Speech to text- It accurately converts speech into text with an API technology.
- ▶ Contemporary fiction Audio books- Get your Ss informed

Explain why you are doing things a certain way

- ▶ Make your lessons meaningful. Always be prepared to tell the student **WHY** they are performing a certain task or topic. Ss must view assignments as a learning opportunity, not just a 'task to complete'.
- ▶ There is nothing more boring than a teacher telling Ss to open their books on page 22, and asking them to do exercise five.
- ▶ **You need to explain why it is important for them to do this exercise and what they are going to accomplish by doing it.**

Set clear, attainable goals for every lesson

- ▶ You want your Ss to leave your class thinking it was worth their while
- ▶ Start your lessons by writing down an overview of your lesson on the board, so that Ss know what they are going to learn
- ▶ At the end of the lesson, point to the overview and ask Ss what they have learnt
- ▶ It's important for them to see where they are now, and where you are going to take them next

Give very clear instructions

- ▶ When setting a task, be clear and allow Ss time to prepare first and ask you any questions
- ▶ There is nothing more frustrating for them than not being able to perform well, because they didn't understand the task
- ▶ They need to have a clear idea of what they are supposed to do

Vary the social dynamics and include movement

- ▶ Ask Ss to work in pairs or groups
- ▶ Set a variety of engaging, meaningful activities and create a friendly atmosphere where they feel they can talk freely and ask questions

Use different materials

- ▶ Our Ss prefer looking at a screen than a book so use realia, visuals, flashcards, mini white boards/make use of technology-you tube videos/ Songs/Ted talks
- ▶ You cannot expect your Ss to be motivated if you spend half the class doing endless grammar and vocabulary exercises
- ▶ Grammar/vocabulary in context- Use infographics- word maps/mind maps
TO CATER FOR ALL SS' NEEDS

Don't overcorrect

- ▶ Avoid over-correction especially when Ss are speaking in front of the class
- ▶ Don't undermine their confidence by interrupting every single time they make a mistake
- ▶ Listen to them/ Thank them for their contribution and point out one or two important mistakes they have made
- ▶ Remind them that making mistakes is a natural part of learning/ everybody makes mistakes, even the teacher

PROVIDE CONSTRUCTIVE FEEDBACK PRAISE

- ▶ Feedback should always be delivered in a **nonjudgmental** and **positive** way. T should choose words that convey support and respect.
- ▶ Prompt/timely feedback, including discussion about mistakes, has positive effects on learners.
- ▶ Select two or three points in a paper to comment on.
- ▶ Communicate clearly by specifying, for example, **areas that need improvement**/Self-reflection
- ▶ Make sure you comment on strengths as well as weaknesses.
- ▶ **Does the feedback you give your learners help them improve their learning?**
- ▶ A WELL DONE/THANK YOU at the end of their contribution will boost their confidence a lot especially for weaker students
- ▶ Start with the positive thing and then tactfully move on to what needs to be improved
- ▶ Use Rubrics/Checklists/ self-peer assessment/Entry/exit cards/ formative assessment
- ▶ Show them that you love and respect them

Teacher motivation

- ▶ What keeps students motivated is a motivated teacher
- ▶ If we as teachers have a passion for teaching our students are more likely to show a passion for learning
- ▶ Set yourself as a model-teacher/ Decent- professional appearance and behaviour/Use proper language/Avoid slang words
- ▶ Provide a disciplined classroom environment where everyone feels secure
- ▶ Teachers who are motivated are less likely to consider their job a burden and are willing to put forth extra effort to help students achieve success.
- ▶ Working in the school community-Taking part in school programmes/committees
- ▶ Effective teachers can light the way/ can inspire Ss to shine for the rest of their lives

Teacher Motivation

Teacher with High Motivation	Teacher with Low Motivation
<ul style="list-style-type: none">• Shows interest• Always striving to do more• Engaged• Focused• Connected to leaders and other teachers • Makes connections between professional development and his/her classroom • Secure and confident in own abilities• Puts forth effort	<ul style="list-style-type: none">• Lack of interest• Does the minimum• Disengaged• Distracted• Disconnected from leaders and other teachers • Doesn't see relationships among aspects of professional development and his/her classroom • Concerned about self-needs• Drifting

Why Team Teaching?

- ▶ Pairing teachers for the purpose of staff
- ▶ Professional development/Newly-appointed teachers work together with more experienced teachers
- ▶ Provides for more flexibility and innovation in the EFL classroom.
- ▶ Improves learning opportunities for students, including students with disabilities or special educational needs.

Team Teaching

- ▶ Both teachers deliver the same instruction at the same time
- ▶ It requires both teachers to have compatible personality and teaching styles- Is should click
- ▶ When two teachers really jell and they both know the subject well, team teaching is something to behold



One Teach- One Assist

- ▶ One Teacher keeps primary responsibility for teaching
- ▶ The other professional circulates through the classroom providing assistance to all Ss



Co-teaching-Students' perspectives

- ▶ Improves students' understanding of their lessons
- ▶ Co-teachers become better caretakers of students' needs than single teachers
- ▶ Lessons become more motivating as there is more interaction in class
- ▶ Co-collaborators with their teachers- Mutual benefits

Exit card

- ▶ What do you keep from today's workshop?
- ▶ Other issues concerning us as professional teachers
- ▶ Suggestions for future workshops

Things to remember before leaving this room!

- ▶ Common vision/Our Ss to learn-Professional development-Creating Learning communities in schools Collaboration-Sharing material-best practices- Co-teaching
- ▶ Keeping our Ss motivated- Revisiting Motivational strategies
- ▶ Enhance autonomous learning in Language rooms/Use of mobile phones/tablets/laptops
- ▶ Let your Ss flourish/Let them work using technology/Create student-centered/friendly environments
- ▶ MOST IMPORTANTLY SHOW LOVE/SUPPORT/RESPECT TO YOUR STUDENTS!!!

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Thank you very much for your
attention

