



Everyone Makes Progress Here!

February 28th 2024



Usoa Sol



Contents of today's session

- A bit about me
- 5 top tips
- Wrap-up



A bit about me



- Secondary English teacher
- Teacher trainer
- APAC president



English Teachers' Association in Catalonia
www.apac365.org



5 top tips to get all the students engaged





TIP #1: PROVIDE STEP-BY-STEP INSTRUCTIONS

Can you relate?



Teachers giving instructions to their class.



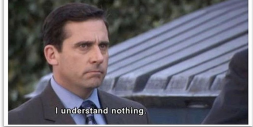
Source: <https://www.buzzfeed.com/mikespohr/teacher-memes>

*Thoroughly explains everything, also has directions online and on the board.

Me: Any questions?

*No one raises hand.

*Student 2 minutes later:



Source: <https://www.instagram.com/p/BhWGa0HrFS7u>
tm_source=ig_web_copy_link

- With your **group**, complete the **glossary** with the words in English that you have matched on **cards**.
- Talk to your **new group**. **Share** the words you had and **write** the words they had.

Icons

You're going to **record** a **short text** on **Flipgrid** to answer some questions.
 Before recording your video, **plan** it here. **Read** the questions.
Answer them by making **notes**. You can use these notes in your recording.

Think about the **ideas** you would like to **include** in your text and **make notes** for each question.

Useful icons

www.thenounproject.com

- individual
- in pairs
- in groups
- optional, extension
- look
- write
- colour
- read
- talk to your partner
- discuss with your team/group
- discuss in open class
- think
- mind map

- design a presentation
- look for information
- research
- film
- help
- photo
- portfolio
- swap
- Think-Pair-Share
- Expert Groups

- Now read the following **checklist** to prepare your video:
- You speak only in English for at least **1 minute**.
 - You speak fluently and without interruptions.
 - Your pronunciation is comprehensible.
 - You speak clearly, vocalise all the time and pause regularly.
 - In the video, your English is correct, without basic mistakes.
 - The sound and the images in your video are good quality.
 - You answer the questions, giving details about the connections between Catalan, German, and English.
 - You say if you think German is more similar to English or to Catalan.
 - You give at least two examples to justify your opinion.
 - You mention grammatical gender as one of the examples.
 - You answer the questions, giving details about the similarities/differences between Catalan, German, and English that have surprised you the most.
 - You give at least one example to justify your opinion.

Checklists

Detailed instructions

Sts can self-assess their work

- Underline the most **important** words from each item on the checklist (the first item is done as an example).
- Before you record your text, **revise** your **notes** from the previous questions to know what you're going to say.
- Before you submit your **video** on **Flipgrid**, read the **checklist** again and **tick** the **boxes** that are **true** for you to make sure that you have **followed** all the **instructions**.

Infographics

Students can refer back to it during the project



Simple & visual



TIP #2: SHOW FINAL SAMPLE PROJECTS / MODEL TEXTS

8 Project

WDYT?
(What do you think?)

What's your idea of a good holiday?

TASK: Create a three-day holiday plan for you and your friends.

Learning outcomes

- 1 I can plan a trip and present ideas clearly.
- 2 I can communicate my opinions in a group discussion.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p121

Get Involved! A2, Student's Book

Model project

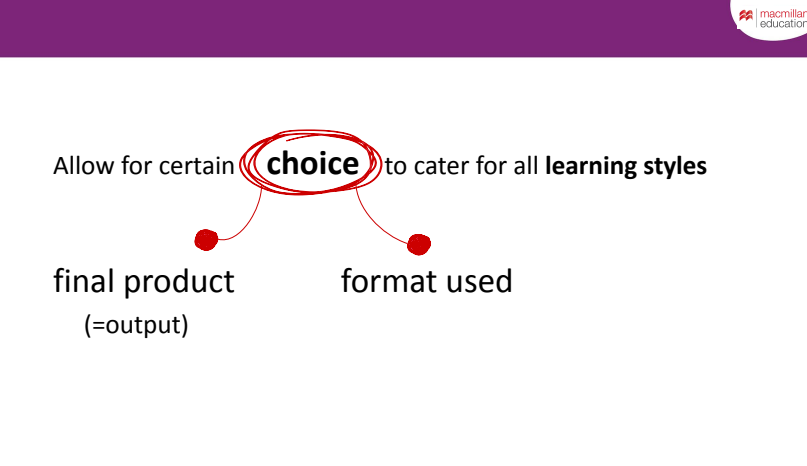
TASK: Create a three-day holiday plan for you and your friends.

1 Watch a video of students practising their holiday plan presentation. Where do they want to go?

Get Involved! A2, Student's Book



TIP #3: BE FLEXIBLE



What final product could students create for this project?
 What format could they deliver their products in?



4 Project

WDYT?
(What do you think?)

How can teenagers learn about money?

TASK: Make a proposal to get money for a business idea.

Learning outcomes

- 1 I can create and present an idea for a new business.
- 2 I can communicate effectively in a presentation.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p119

Get Involved! A2+, Student's Book

4 Project

WDYT? (What do you think?)

How can teenagers learn about money?

TASK: Make a proposal to get money for a business idea.

Learning outcomes

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- 2 I can communicate effectively in a presentation.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p119

Get Involved! A2+, Student's Book

- slides presentation
- video
- poster
- leaflet

different levels of complexity

loom Flip Screencastify

Canva Google Slides

genially Digital literacy

Which of these tools do you use the most often with your students? How often do you use them?

Type your answers!

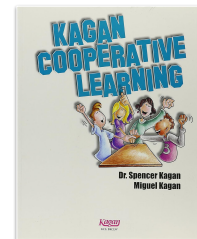


TIP #4: ASSIGN ROLES

How familiar are you with Kagan roles? Do you assign roles in your classrooms?

Type your answers!

The Dozen Cooperative Learning Roles		
Encourager Encourage teammates to participate and do well.	Prisier Share opportunities for comments and contributions.	Chairman/er Lead the task in a rotating, scheduled or team-assigned/alternating.
Gatekeeper Make sure everyone is participating their equally.	Coach Check resources on-subject or discipline.	Question Commander Check if any teammates have questions.
Checker Check to make sure everyone has learned the material.	Focus Keeper Keep the team focused on the task.	Recorder Record the team's answers or ideas, or make sure they get recorded.
Reflector Read the record to hearing back to see how well the team worked together.	Quiet Captain Keep the activity volume level down.	Materials Monitor Get all materials from supplies. Lead the team clean-up.



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Specific tasks = more efficient students

Kagan, S. (2017): *Kagan Cooperative Learning*, chapter 11, Kagan Publishing.

TIP #5: TAP INTO YOUR STUDENTS' INTERESTS



Sts find something interesting = higher engagement

Find out about your students' hobbies, preferences

use the information to select projects

get to know your students better

2 Project

WDYT? (What do you think?)

What's the best new skill you've ever learnt, and how can you teach it to others?

TASK: Create a tutorial to teach your classmates a new skill.

Learning outcomes

- 1 I can prepare and teach a tutorial about a new skill.
- 2 I can think critically to find the best solution for a problem.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

Get Involved! B1, Student's Book

Model project

What is all this about? English for years. But it can be used to learn a new language. How do you want to look for people in other languages?

1. The video shows, we're going to learn you how to say hello in five other languages.

2. Do you think? Where going to take you through the steps.

3. You know the word and how to say it. And then you repeat the word in French.

How to teach anyone anything!

1. **Tell** How you demonstrated the new skill?

2. **Show** How your classmates had the chance to practice the skill?

3. **Practise** How your classmates had the chance to practice the skill?

4. **Review** How you received their progress?

FINAL REFLECTION

1. **The task** How successfully did other students learn from you today?

2. **Peer skills** How did you find the best solution to a problem? How did you solve the problem with you comparing your ideas?

3. **Language** Do you see any language from this unit? Can you repeat it?

STEP 4: PRESENT

8. **With your partners, give your tutorial to another pair or show them your tutorial video.**

9. **STEP 5: REFLECT** Take turns. Follow the other pair's tutorial. What new skill did you learn?

Beyond the task Do you think all skills can be learnt? Why/Why not?

GLOBAL TEACHERS' FESTIVAL 2024
19th February - 1st March

Wrap-up

macmillan education



Takeaway ideas from today's session

- clear, visual, detailed instructions: checklists, infographics, icons
- model texts / sample final products
- choice in the final product and in the format
- roles for students to have specific tasks to do
- students' interests to help select projects
- projects as ways to get to know students better

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thank you

The icons in this presentation are from The Noun Project, Bitmoji and Slidesgo.

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