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MAKTABGACHA VA MAKTAB TA‘LIMI VAZIRLIGI
HUZURIDAGI IXTISOSLASHTIRILGAN TA‘LIM
MUASSASALARI AGENTLIGI**

**NAMANGAN DAVLAT CHET TILLARI INSTITUTI
TURIZM VA TARJIMA KAFEDRASI**

**CHET TILLARNI O‘QITISHNING
INTEGRALLASHGAN KURSI**
fanidan

**O‘QUV – USLUBIY
MAJMU‘A**




2025/2026-o‘quv yili kunduzgi ta‘lim shakli, 3-kurslari uchun

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Namangan-2025/2026

Ushbu o'quv uslubiy majmua O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi huzuridagi ixtisoslashtirilgan ta'lim muassalari agentligi 2025 yil "___" _____dagi "1"-sonli buyrug'i bilan tasdiqlangan fan dasturi asosida ishlab chiqilgan.

Tuzuvchilar: Ermirzayev Abbas Vahobjonovich 

Fanning o'quv uslubiy majmuasi kafedraning 2025 yil "27" "08" _____dagi "1"-sonli yig'ilish muxokamasidan o'tkazilgan va fakultet kengashida ko'rib chiqish uchun tavsiya etildi.

Kafedra mudiri:



A.Ermirzayev

Fanning o'quv uslubiy majmuasi "Til va tarjima" fakultetining kengashi 28.08.2025 muhokamasidan o'tkazilgan va Institut kengashida ko'rib chiqish uchun tavsiya etilgan.

Fakultet dekani:



S.Misirov

Fanning o'quv uslubiy majmuasi institut o'quv-uslubiy Kengashining 2025-yil "29" "08" _____dagi "1"-sonli yig'ilishida ko'rib chiqilgan va tasdiqlash uchun tavsiya etilgan.

Fanning o'quv uslubiy majmuasi institut kengashining 2025__yil "29" _____dagi "1"-sonli majlis bayoni bilan ma'qullangan

MUNDARIJA

№	MAVZULAR NOMI
1	O‘QUV MATERIALLAR asosiy matn; topshiriqlar variantlari; masala va misollar; keyslar to‘plami;
2	FAN O‘QUV DASTURI
3	GLOSSARIY
4	ILOVALAR
	testlar;
	tarqatma materiallar;

1. O'QUV MATERIALLAR

LESSON 1. What is successful teaching? What is research? What is teacher-research?

Duration: 80 minutes

Target Audience: Pre-service Language Teachers

Lesson Objectives

By the end of the lesson, students will be able to:

1. Define *successful teaching* in their own words and identify key components.
2. Distinguish between *research* and *teacher-research*.
3. Explain why research is important for teachers' professional growth.
4. Analyze real examples of teacher-research projects.
5. Reflect on how they could apply research in their future classrooms.

Lesson Stages and Timing

1. Warm-up & Activation (10 minutes)

Activity: "Picture a Successful Teacher"

- Students work in pairs.
- Prompt: "*Describe the most successful teacher you have ever had. What made them successful?*"
- Each pair shares one idea.
Teacher's Role: Write key qualities on the board (e.g., caring, prepared, flexible, reflective).
Transition: "Now, let's see what research says about successful teaching."

2. Input Stage 1: What is Successful Teaching? (15 minutes)

Mini-Lecture (with visuals or short video):

- Definition of successful teaching (Richards, 2006; Stronge, 2018).
- Key dimensions: content knowledge, pedagogy, student engagement, reflective practice.
Activity: Students match *teacher actions* with *qualities of successful teaching*.
Examples:
 - "Uses students' names and builds rapport" → *Affective support*
 - "Adapts tasks based on student needs" → *Flexibility / differentiation*

3. Input Stage 2: What is Research? (15 minutes)

Activity: Brainstorming and clarification.

- Ask: "What comes to your mind when you hear the word 'research'?"
- Show a short slide contrasting *academic research* and *classroom-based research*.
Mini-Lecture:
Explain:

- Research = systematic inquiry to find answers.
- Types: qualitative, quantitative, mixed methods.
- In education: observation, interviews, action research.

Short Task:

Students read short definitions and decide which ones apply to education.

4. Input Stage 3: What is Teacher-Research? (15 minutes)

Mini-Lecture + Discussion:

Explain teacher-research (Wallace, 1998; Burns, 2010):

- Teachers investigating their own classrooms.
- Steps: Identify a problem → Plan → Act → Observe → Reflect.

Example:

“A teacher notices students struggle with speaking fluency → implements weekly mini-debates → observes progress → collects feedback → adjusts lessons.”

Pair Task: Students think of one classroom issue they could research.

Share a few examples aloud.

5. Application: Small Group Reflection (15 minutes)

Group Work:

Students form groups of 3–4 and discuss:

- What does successful teaching look like in your subject?
- How can research help teachers improve their practice?
- What small research project could you do as a teacher?

Output: Each group writes 3 key insights on sticky notes or in Padlet.

6. Wrap-Up & Reflection (10 minutes)

Whole-Class Reflection:

Students write a short reflective paragraph:

“In my future teaching, I will be successful when... I will use research to...”

LESSON 2. What is to reflect? Importance of reflection for a teacher. Reflective practices in good teaching

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, trainees will be able to:

1. Define the term *reflection* in the context of teaching.
2. Explain why reflection is essential for teacher growth and professional development.
3. Identify different types of reflection (in-action, on-action, for-action).
4. Explore tools and strategies for reflective teaching (journals, peer observation, self-evaluation).
5. Apply reflection to analyze a classroom situation.

🕒 LESSON STAGES & PROCEDURE

1. Warm-up (10 minutes) – “*Mirror Moment*”

Activity:

Show an image of a teacher looking in a mirror with the question: “*What does it mean for a teacher to look in the mirror?*”

- Students discuss in pairs: “How can teachers reflect on their own teaching?”
- Collect a few responses and write keywords (e.g., think, evaluate, improve, learn).

Transition: “Today, we’ll explore what reflection means and how it shapes good teaching.”

2. Input Stage 1: What Is Reflection? (15 minutes)

Mini Lecture + Discussion:

Explain that *reflection* means “thinking deeply and critically about one’s actions, experiences, and decisions.”

- Introduce **Schön’s (1983)** three types:
 1. **Reflection-in-action** – thinking while teaching.
 2. **Reflection-on-action** – thinking after teaching.
 3. **Reflection-for-action** – planning based on past experiences.

Short Task:

Give 3 short scenarios and ask students to identify which type of reflection each represents.

3. Input Stage 2: Why Is Reflection Important for Teachers? (15 minutes)

Mini Lecture:

- Encourages lifelong learning.
- Helps teachers identify strengths and weaknesses.
- Improves decision-making and responsiveness.
- Builds professional identity.

Video Clip (optional): “*How Great Teachers Reflect*” (2–3 min Edutopia video).

Follow-up Discussion:

“What did you notice about how teachers in the video improved through reflection?”

4. Practice Stage: Reflective Scenarios (20 minutes)

Activity: “If You Were the Teacher...”

- Provide 3 short classroom problems (e.g., students are not engaged, low participation, tech problems).
- In small groups, trainees discuss:
 - What would you do in this situation?
 - How could reflection help you handle or improve it?
- Each group presents one example of how reflection changed their thinking.

Teacher’s Role: Facilitate, guide reflection to deeper insights (“Why do you think that worked?”, “What did you learn from this?”).

5. Reflective Tools and Strategies (10 minutes)

Input + Mini Demo:

Introduce 4 common reflective tools:

1. **Teaching journal / diary** – record experiences and thoughts.
2. **Peer observation** – observe a colleague’s lesson and discuss.
3. **Self-recording** – video/audio your lesson and analyze.
4. **Student feedback** – use questionnaires or quick reflections.

Short Pair Task: Each pair chooses one tool and brainstorms how they could use it in their future classrooms.

6. Wrap-Up & Reflection (10 minutes)

Individual Task:

Students write a short reflection paragraph:

“One thing I learned about reflection today is...”

In my future teaching, I will reflect by...”

Group Reflection Circle:

Each student shares one key insight in one sentence.

Homework:

Write a 200-word reflective journal entry on:

“How can reflective practice make me a better teacher?”

LESSON 3. What is exploratory action research? Why is exploratory action research?

Duration: 80 minutes

Target Audience: Pre-service Language Teachers

Lesson Objectives

By the end of the lesson, students will be able to:

1. Define *exploratory action research (EAR)* in their own words.
2. Understand the **difference** between exploration, action research, and EAR.
3. Explain **why EAR** is useful for language teachers.
4. Identify **steps** in conducting an EAR project.
5. Analyze a sample teacher case study of EAR.

🕒 LESSON STAGES AND PROCEDURE

1. Warm-up (10 minutes) – “Curious Teachers”

Task:

Write on the board:

“Why do teachers need to ask questions about their own teaching?”

Students discuss in pairs and share short answers like:

- “To understand students better.”
- “To find out why something isn’t working.”
- “To improve methods.”

Transition:

“Yes, and that spirit of curiosity is what we call *exploration*. Today we’ll connect that curiosity with *research in action*.”

2. Input 1: What Is Exploratory Action Research? (15 minutes)

Mini-Lecture with visuals:

Explain the concept step by step:

- **Exploration** = understanding before changing.
- **Action Research** = changing based on understanding.
- **Exploratory Action Research** = combines both:

Teachers first explore their classroom realities, identify problems, then take action to improve them.

Show the model (Smith & Rebolledo, 2018):

1. *Exploration* → 2. *Action* → 3. *Reflection* → 4. *Sharing*

Quick task:

Ask: “*Why do you think exploration should come before action?*”

Students discuss and answer (to avoid quick assumptions, to base action on evidence, etc.).

3. Input 2: Why EAR Is Important (15 minutes)

Interactive lecture:

Discuss the **value of EAR** for teachers:

- Encourages critical thinking and autonomy.
- Helps teachers make sense of classroom realities.
- Builds confidence and professionalism.
- Promotes collaboration and teacher learning communities.

Mini-quote slide:

“EAR is not about fixing something quickly; it’s about understanding deeply before acting.” – Richard Smith

Task:

Ask students to write one reason *why EAR can make teachers more effective*.

4. Practice: Case Study Analysis (20 minutes)

Provide a short case:

Example (adapted from British Council EAR projects):

A teacher in Colombia noticed that students rarely spoke in class. Instead of immediately adding more speaking tasks, she first explored *why*. Through interviews and observations, she discovered students were afraid of making mistakes in English. Then she acted: she created small-group “safe speaking circles.”

Group Work:

Each group analyzes the case and answers:

1. What did the teacher explore?
2. What action did she take?
3. What changed after the action?
4. How does this show exploratory action research?

Sharing:

Groups present briefly. Teacher summarizes main points.

5. Input 3: Steps in Doing EAR (10 minutes)

Mini Lecture or Slide Summary:

Typical EAR cycle:

1. **Explore** – Identify a classroom issue (observe, collect data, talk to students).
2. **Plan** – Choose a small change to test.
3. **Act** – Implement your change in class.

4. **Observe** – Record what happens (notes, student feedback, recordings).
5. **Reflect & Share** – Analyze results, share with peers.

Handout: EAR process diagram.

6. Application: My Own Exploration Idea (5 minutes)

Individual Task:

Students write down one classroom issue they might like to explore in their future teaching (e.g., motivation, pronunciation, participation).

Prompt:

“In my future classroom, I would like to explore why students...”

Pair sharing – compare ideas.

7. Wrap-Up & Reflection (5 minutes)

Whole Class Reflection:

Teacher asks:

- What’s the difference between *action research* and *exploratory action research*?
- How does EAR make teaching more meaningful?

Exit Ticket:

Students write one sentence:

“The most important thing I learned about EAR today is...”

Homework:

Write a 250-word reflection: “*How can exploratory action research help me become a reflective teacher?*”

LESSON 4. Identifying research focus

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, students will be able to:

1. Explain what a **research focus** is and why it is important.
2. Distinguish between **broad topics** and **focused researchable questions**.
3. Generate possible research focus areas from their teaching experiences or observations.
4. Formulate clear and feasible **research questions** related to language teaching.
5. Give and receive peer feedback on focus clarity and relevance.

🕒 LESSON STAGES AND PROCEDURE

1. Warm-up (10 minutes) – “What Bothers You?”

Activity:

Teacher asks:

“Think of one challenge or curiosity you have seen or might face as a teacher.”

Examples:

- Students don’t speak much in class.
- Students forget vocabulary quickly.
- Group work doesn’t go well.

Students write one idea on a sticky note or in Padlet.

Follow-up: Collect 4–5 examples and briefly discuss how such classroom issues can become starting points for research.

2. Input 1: What Is a Research Focus? (10 minutes)

Mini Lecture with Examples:

- A **research focus** is the *central issue, theme, or question* that a teacher wants to understand or improve.
- It narrows a general interest (e.g., “motivation”) into a *specific focus* (e.g., “how using project-based learning affects students’ motivation in speaking lessons”).

Examples of focus statements:

Broad Area	Research Focus Example
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Motivation	How praise affects student participation
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Vocabulary	Techniques that help long-term retention
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Feedback	Students’ reactions to peer feedback
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Technology	Using Nearpod to engage low-level learners
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Mini-task: Students rewrite one broad topic into a more specific research focus.

3. Input 2: From Topic to Question (15 minutes)

Teacher explains:

A good research question should be:

- **Focused** (specific, not too general)
- **Feasible** (you can study it in your context)
- **Clear** (easy to understand)
- **Relevant** (helps improve teaching or learning)

Examples:

✗ Too broad: *How to teach speaking?*

Focused: *How can short role-plays improve speaking fluency among Grade 7 learners?*

Activity:

Give 4–5 examples of broad questions. Students work in pairs to refine each into focused, researchable questions.

4. Practice Stage: Brainstorming Own Focus (20 minutes)

Task: “From Curiosity to Research Question”

Steps:

1. Students choose one classroom issue they wrote during the warm-up.
2. Use a **guiding worksheet**:
 - What is the issue?
 - Why is it important?
 - What might be the cause?
 - What do I want to explore or change?
 - Draft one research question.
3. Teacher moves around, helping to narrow questions.

Examples developed in class:

- *Why do students avoid using English during group work?*
- *How does using visuals affect vocabulary recall?*
- *What happens when I give students more time for reflection after writing tasks?*

5. Peer Feedback (15 minutes)

Activity: “Critical Friends”

- Students exchange their research focus worksheets with a partner.
- Peer gives constructive feedback using criteria:
 1. Is it clear?
 2. Is it researchable?
 3. Is it too broad/narrow?
 4. Is it relevant to teaching?
- Partners make small notes or verbal comments.

Optional: Create a “*Focus Wall*” on Padlet where students post their final version anonymously for group inspiration.

6. Wrap-Up & Reflection (10 minutes)

Whole-class reflection:

Discuss:

- What makes a good research focus?
- Why should teachers start from *problems or curiosities* rather than ready-made answers?

Individual Task:

Students complete one sentence in their notebook:

“The research focus I am most interested in exploring is...”

Homework:

Write a 200–250-word reflective paragraph:

“How did I identify my research focus, and why is it important to me as a future teacher?”

LESSON 5. Formulating research questions**Duration:** 80 minutes**Target Audience:** Pre-service language teachers**Lesson Objectives**

By the end of the lesson, students will be able to:

1. Understand the purpose of research questions in teacher research.
2. Identify characteristics of *good* research questions.
3. Differentiate between *descriptive*, *exploratory*, and *action-oriented* questions.
4. Formulate clear, focused, and researchable questions for classroom-based research.
5. Revise and refine research questions through peer feedback.

🕒 LESSON STAGES AND PROCEDURE

1. Warm-up (10 minutes) – “From Curiosity to Question”

Activity:

Teacher displays examples of teachers’ real classroom curiosities:

- “My students never participate in group work.”
- “I wonder why students forget vocabulary so fast.”
- “I want to know if online tools improve motivation.”

Ask students:

“How could we turn these curiosities into research questions?”

Write 2–3 ideas on the board.

Transition: “*Today, we’ll learn how to transform teaching curiosities into clear research questions.*”

2. Input 1: What Are Research Questions? (10 minutes)

Mini Lecture + Slide Examples:

- Research questions guide and focus your investigation.
- They should connect your **classroom issue** with your **research purpose**.
- In teacher-research, questions often begin with:
 - *How...?*
 - *Why...?*
 - *What happens when...?*

Example transformation:

- Curiosity: *Students don't speak English in class.*
- Question: *What factors affect students' willingness to speak English during pair work?*

3. Input 2: Characteristics of a Good Research Question (10 minutes)

Discussion + Visual Table:

Feature	Description	Example
Clear	Understandable and specific	How does peer feedback influence writing improvement?
Feasible	Possible to study within your context	What happens when I use Kahoot for vocabulary review?
Relevant	Linked to teaching and learning	How does task-based learning affect engagement?
Researchable	Can be explored through observation, data, reflection	Why do students prefer teacher correction over peer correction?

Activity:

Students examine 3 sample questions and decide whether they are *clear*, *too broad*, or *too narrow*.

4. Input 3: Types of Research Questions (10 minutes)

Teacher explains three main types:

1. **Descriptive** – describe what is happening.
e.g., *What kinds of errors do students make in speaking tasks?*
2. **Exploratory** – understand causes or relationships.
e.g., *Why do students hesitate to speak in English?*
3. **Action-oriented** – test an intervention.
e.g., *What happens when I introduce weekly debate sessions?*

Mini-Quiz: Students match question types to examples.

5. Practice Stage: Drafting Questions (20 minutes)

Task: “Refine Your Focus into Questions”

Steps:

1. Students return to their research focus from Lesson 4.
2. Use a worksheet with guiding prompts:
 - What do you want to understand or change?
 - What is your teaching context (class, skill, level)?
 - What kind of data could answer this question?
3. Draft **1–2 possible research questions**.

Example:

- Focus: Improving student motivation
- Possible questions:
 - *How does using songs influence student motivation in English lessons?*
 - *What happens when I let students choose topics for speaking activities?*

Teacher walks around and supports phrasing.

6. Peer Feedback (15 minutes)

Activity: “Critical Friend Review”

- Pair up students.
- Exchange questions and evaluate using checklist:
 1. Is it clear and specific?
 2. Is it answerable with classroom data?
 3. Does it connect to teaching/learning?
 4. Is it too broad or too narrow?
- Partners offer suggestions to improve wording.

Optional: Collect a few examples to display on Padlet or whiteboard for group review.

7. Wrap-Up & Reflection (5 minutes)

Whole-Class Discussion:

- What did you learn about making research questions?
- Why is wording important in research?

Exit Ticket:

Students complete the sentence:

“My final research question for now is...”

Homework:

Write a short (200–250 word) justification for your research question:

“Why did I choose this question, and how can it improve my teaching practice?”

LESSON 6. Planning to explore: Setting up research questions

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Explain how a **research question shapes exploration** in teacher-research.

2. Identify variables (who, what, where, when) that clarify a question.
3. Formulate **one strong exploratory research question** for their mini-project.
4. Outline a **simple research plan** (context, participants, tools, and timeline).
5. Reflect on the feasibility and ethics of their exploration.

🕒 LESSON STAGES AND PROCEDURE

1. Warm-Up (10 min) – “Before You Ask”

Task:

Display three teacher statements:

- “My students are shy during pair work.”
- “I’m not sure if my instructions are clear.”
- “Some students rely on translation too much.”

Ask:

“If you wanted to *understand* this situation better, what would you ask?”

Elicit a few exploratory questions (e.g., *Why are students shy? What makes instructions unclear?*).

Transition: “Now, we’ll learn how to *set up* our own exploratory questions.”

2. Input 1 (15 min) – Purpose of Exploratory Research Questions

Mini-lecture with visual diagram:

- In Exploratory Action Research (EAR), the question defines the **focus of exploration** before acting.
- A good question identifies:
 1. **The issue** (what you want to understand)
 2. **The participants** (who)
 3. **The context** (where/when)
 4. **The direction** (how or why)

Example comparison:

Weak	Improved
Why is group work bad?	What factors affect students’ participation during group-work activities in my Grade 7 class?

Mini-task: Students improve 2–3 weak examples from a handout.

3. Input 2 (10 min) – From Focus to Research Design

Show the simple EAR cycle:

Explore → Plan → Act → Observe → Reflect → Share

Explain that setting up questions prepares for the *Explore* stage.

Students answer in pairs:

- What do I already know about my focus?
- What do I need to find out?
- What kind of information (data) could help me answer it?

Teacher links these ideas to forming *specific, answerable* questions.

4. Workshop (25 min) – Building Your Exploratory Question

Steps:

1. Distribute “**Research Question Planner**” worksheet with prompts:
 - My classroom issue or curiosity is...
 - Why it matters...
 - Who will be involved...
 - What I want to understand or find out...
 - Draft Question 1: _____
 - Draft Question 2: _____
2. Students complete individually (10 min).
3. In pairs, they read each other’s questions and offer feedback:
 - Is it clear?
 - Is it realistic in a real classroom?
 - Does it show exploration (not testing yet)?

Teacher Support: Circulate, guide wording, encourage specificity.

5. 🔍 Mini-Presentation (10 min) – “Pitch Your Question”

Each student states their final exploratory question in 1–2 sentences. Peers give short feedback using “Glow + Grow” cards:

- ✨ *Glow*: what is strong
- 🌱 *Grow*: what can be improved

Teacher writes 2–3 strong examples on the board as models.

6. Reflection & Ethics (5 min)

Class discussion:

- How will you collect information to explore this question ethically?
- Do you need to inform or protect participants (e.g., anonymity)?

Link to next lesson: *Data collection in teacher research.*

7. 🏁 Wrap-Up (5 min)

Exit Ticket:

“My exploratory question is... and I will explore it by...”

Homework:

Complete a short paragraph (200–250 words):

“Explain how your exploratory question emerged and how you plan to investigate it in your teaching context.”

LESSON 7. Reviewing research questions and research focus

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the session, students will be able to:

1. Re-state their **research focus** clearly and concisely.
2. Evaluate the **alignment** between focus and research questions.
3. Identify whether their question is **exploratory, descriptive, or action-oriented**.
4. Refine research questions for clarity, feasibility, and relevance.
5. Provide and receive constructive **peer feedback**.

🕒 **LESSON STAGES AND PROCEDURE**

1. 🕒 Warm-Up (10 minutes) – “Focus or Question?”

Activity:

Display five sample statements and ask: *Is it a research focus or a research question?*

Examples:

- “Students’ participation in pair work.” → *Focus*
 - “Why do students speak L1 during pair work?” → *Question*
 - “Improving learners’ pronunciation accuracy through songs.” → *Focus*
 - “What happens when songs are used to improve pronunciation accuracy?” → *Question*
- Debrief:** Discuss how *a focus becomes a question when it seeks an answer or exploration*.

2. Input 1 (10 minutes) – Linking Focus and Question

Mini-lecture / diagram:

Explain that:

- A **research focus** is the *area or issue* of interest.
- A **research question** specifies *what you will explore about that issue*.

Formula:

Focus → narrowed by context → turned into a question → guides exploration.

Example Chain:

- Focus: *Student motivation in speaking lessons.*
- Question 1: *What factors affect students’ motivation to speak in English?*

- Question 2: *How does using real-life topics influence students' motivation to speak?*

3. Input 2 (10 minutes) – Evaluating Quality

Display the “**CLEAR**” criteria checklist:

Criterion	Explanation	Example
C – Clear	Understandable, concise	How do visuals support vocabulary retention?
L – Linked	Directly connected to focus	Aligned with “visual learning” focus
E – Exploratory	Aims to understand, not prove	“Why” or “how” questions
A – Applicable	Feasible in your context	Limited class, short period
R – Relevant	Benefits teaching/learning	Relates to classroom improvement

Students will use this later for self-assessment.

4. Workshop (25 minutes) – Refining Research Focus & Questions

Materials: “Focus–Question Review Sheet”

Steps:

1. Students rewrite their **current research focus** in one clear sentence.
2. Write down **one or two related research questions**.
3. Use the **CLEAR checklist** to self-evaluate (5 min).
4. Exchange with a partner → peer feedback:
 - Is the question aligned with the focus?
 - Is it too broad/narrow?
 - Is it practical for classroom exploration?
 - Is it clearly written?
5. Revise their focus/question pair based on feedback.

Teacher role: circulate, support rewording, model strong examples on the board.

5. Group Reflection (15 minutes) – Gallery Walk

Students display their refined focus and questions on the wall or Padlet.

Peers walk around and leave quick “sticky comments”:

- 👉 “This is clear and focused.”
- 💡 “Try narrowing the context.”
- ? “What data could answer this question?”

Class discussion follows:

“What patterns did you notice? What makes some questions stronger than others?”

6. Wrap-Up & Reflection (10 minutes)

Whole-class reflection:

Discuss:

- How did reviewing help you improve your research idea?
- What will be your next step before collecting data?

Individual writing (Exit Ticket):

“My research focus is...

My final research question(s) is/are...

I improved my question today by...”

Homework:

Write a short (200–250-word) reflection:

“How my research question aligns with my focus and why this alignment is important for good teacher-research.”

LESSON 8. How to investigate with the help of data collection tools

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the session, trainees will be able to:

1. Identify **different data collection tools** used in classroom-based research.
2. Match **research questions** with appropriate tools.
3. Recognize the value of **self-evaluation and reflection** as data.
4. Use **reflective journals** and **video reflections** as practical teacher-research instruments.
5. Plan a basic **data collection strategy** for their own exploratory question.

🕒 LESSON STAGES AND PROCEDURE

1. 🦋 Warm-Up (10 minutes) – “Where Do Answers Come From?”

Task:

Write a question on the board:

“If your research question is *How do students respond to group work?*, how could you find the answer?”

Students brainstorm *possible sources of data* — e.g., observing lessons, student feedback, personal notes, video recording, etc.

Transition:

“Today, we’ll explore how to collect data systematically and reflectively — not just by guessing, but by observing, recording, and analyzing.”

2. Input 1 (15 minutes) – Overview of Data Collection Tools

Mini-lecture with visuals:

Introduce and briefly define 6 common tools in teacher-research:

Tool	Description	Example Use
Classroom Observation	Watching classroom interactions (your own or peers’)	To record student participation or teacher talk
Questionnaires/Surveys	Collecting perceptions or attitudes	To learn how students feel about group work
Interviews	Open-ended discussion to get deeper insights	To explore students’ difficulties in writing
Reflective Journal	Teacher’s own notes after lessons	To reflect on what worked and why
Video/Audio Recording	Capturing classroom moments for later analysis	To analyze your own instruction clarity
Student Work Samples	Collecting tasks or written work as evidence	To observe progress or errors

Emphasize: Reflection-based tools (journals, video reflections) help teachers **investigate themselves** — not only students.

3. Input 2 (15 minutes) – Matching Questions to Tools

Interactive matching task:

Provide 5 research questions and ask students in pairs to choose the most suitable data tools.

Research Question	Best Tool(s)
How do students respond to peer correction?	Observation + Student questionnaire
What happens when I use songs to teach vocabulary?	Journal + Student work samples
How can I improve my instructions?	Video reflection + Peer feedback
Why do students hesitate to speak English?	Interviews + Reflective journal
How does project-based learning affect motivation?	Observation + Questionnaire + Journal

Debrief:

Discuss how different tools give different perspectives (teacher, student, classroom).

4. Practice (20 minutes) – Designing Own Data Collection Plan

Steps:

1. Students return to their *own research question* from previous lessons.
2. Complete the “**Data Collection Planner**” worksheet:
 - My research question: _____
 - What do I want to understand?
 - What data could show this?
 - Which tools can I realistically use?

- How often will I collect data?
 - What will I do with it later?
3. Emphasize the use of **self-reflective tools** (journal entries after lessons, short video reflections).

Example:

Research Question: How clear are my instructions to students?

Data tools: Video record one lesson → Reflective journal after each class → Ask 5 students for feedback.

Teacher circulates, helping to check feasibility.

5. 🎥 Mini-Workshop (10 minutes) – Reflective Journals & Video Reflections

Demonstration:

- Show a short sample of a teacher talking for 1 minute after a lesson (video reflection).
- Discuss: *What insights could this provide? How does this differ from written reflection?*
- Provide sample journal prompts:
 - “What went well today and why?”
 - “What challenges did I face?”
 - “What will I change next time?”

Mini-Task:

Each student writes one reflective journal entry based on a past micro-teaching or class observation experience.

6. 💬 Peer Feedback & Sharing (5 minutes)

Pairs share their **data collection plans**, focusing on:

- Which tools did they choose?
- How will reflection help them collect meaningful data?

Teacher summarizes good examples.

7. Wrap-Up & Reflection (5 minutes)

Whole-class discussion:

“What makes data collection in teacher research different from data collection in traditional academic research?”

Homework:

Write a 250-word reflection:

“How will reflective journals and video reflections help me explore my teaching question?”

LESSON 9. How to investigate with the help of data collection tools

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, pre-service teachers will be able to:

1. Identify **data collection tools** for investigating *others' perceptions and behaviour*.
2. Match their **research questions** with suitable tools (surveys, interviews, observation notes, blogs, assignments).
3. Design short, effective survey or interview questions.
4. Collect and interpret *student/peer feedback* ethically and meaningfully.
5. Combine multiple tools to strengthen research validity.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-up (10 minutes) – “Seeing Through Others’ Eyes”

Activity:

Display two contrasting statements:

- “I think my lessons are engaging.”
- “My students think my lessons are too fast.”

Ask:

“Whose perception gives more insight? Why are both important in teacher research?”

Students discuss in pairs.

Transition:

“To investigate teaching deeply, we need both **our own reflections** and **others’ voices and actions**. Today, we’ll explore how to capture others’ perceptions and performance.”

2. Input 1 (15 minutes) – Investigating Others’ Perceptions

Mini-Lecture with visual slide/table:

Introduce tools that help teachers understand what *others think or feel*:

Tool	Purpose	Example Use
Surveys/Questionnaires	Gather opinions or attitudes from many people	Ask students how confident they feel speaking English
Interviews	Get detailed, personal insights	Ask a student why they avoid group discussions
Blogs or Online Reflections	Encourage open sharing in writing	Students post reflections after a project
Peer or Mentor Notes	Get feedback from another teacher observing your class	Mentor records engagement levels during your lesson

Emphasize:

→ These tools give **qualitative insight** into others’ experiences and beliefs.

Mini-Task:

Students match 4 sample research questions to appropriate tools.

Example:

- “Why do students hesitate to speak English?” → Interview
- “How do students feel about homework load?” → Survey
- “What do mentors notice about my questioning techniques?” → Observation notes

3. Input 2 (15 minutes) – Investigating Others’ Behaviour or Performance

Mini-Lecture + Discussion:

Explain that behaviour or performance data shows *what people do*, not just what they say.

Introduce common tools:

Tool	Description	Example
Assignments / Student Work Samples	Analyze what learners produce	Check improvement in writing or grammar accuracy
Observation Notes	Record real behaviour during lessons	Note who speaks, how often, and how they respond
Checklists / Rubrics	Evaluate student performance consistently	Track progress in presentation skills

Pair Discussion:

Which is more reliable — what students *say* or what they *do*? Why?

Conclusion: Both perceptions and behaviour data should be collected for a balanced view.

4. Practice Stage 1 (20 minutes) – Designing Your Data Tools

Task:

Students return to their **own research question** and complete a “Data from Others Planner” worksheet:

1. My research question: _____
2. Whose perceptions do I need (students, peers, mentors)?
3. Whose behaviour/performance could provide evidence?
4. Which tools could I use? (survey, interview, notes, assignments, blog)
5. Draft 3–4 sample survey or interview questions.
6. Plan how to collect or analyze student work (e.g., pre/post tasks, rubrics).

Example:

RQ: What factors influence students’ willingness to participate in pair work?

Tools:

- Short student survey (“How confident do you feel working with a partner?”)
- Teacher observation notes (frequency of participation)
- Reflective blog post (students describe what helps them speak more freely)

Teacher circulates, giving examples and helping refine questions.

5. Practice Stage 2 (10 minutes) – Peer Review

Pairs exchange their drafted tools and give feedback using a checklist:

- Are the questions clear and neutral?
- Are they linked to the research focus?
- Are they realistic for a classroom?
- Are there both **perception** and **performance** tools?

Optional: Collect a few strong examples to share with the whole group.

6. Ethical Reflection & Wrap-Up (10 minutes)

Class Discussion:

- How do we ensure students' responses are honest and confidential?
- How can we avoid bias when interpreting others' data?

Key message:

Teacher-researchers must treat data ethically — respect privacy, seek permission, and analyze fairly.

Exit Ticket:

“The tool I’ll use to understand others’ perceptions is...
The tool I’ll use to explore others’ behaviour is...”

Homework:

Write a 200–250-word *Data Plan Reflection*:

“Which tools will I use to collect data from others, and how will they help me answer my research question?”

LESSON 10. How to analyse collected quantitative data

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Explain what **quantitative data** is and why it is important in classroom research.
2. Identify **different types of quantitative data** (frequency, percentage, averages).
3. Organize collected data into clear **tables or charts**.
4. Perform **basic data analysis** (counting, comparing, summarizing).
5. Interpret numerical results to draw meaningful teaching insights.

LESSON STAGES AND PROCEDURE

1. 🦋 Warm-up (10 minutes) – “Numbers Tell a Story”

Task:

Display two examples on the board:

1. “Five students said they enjoy reading tasks.”
2. “83% of students reported that reading activities are enjoyable.”

Ask:

“Which one sounds clearer and more convincing? Why?”

Elicit that **numbers help visualize trends**, making research findings objective and credible.

Transition: “Today we’ll learn how to turn our classroom numbers into meaningful insights.”

2. 📊 Input 1 (15 minutes) – Understanding Quantitative Data

Mini-lecture with visual examples:

Explain that **quantitative data** involves numbers or counts that show *how often*, *how many*, or *to what extent* something occurs.

Common quantitative tools in teacher research:

- **Questionnaires** with closed questions (e.g., Likert scales)
- **Observation checklists** (e.g., number of students participating)
- **Tests or assignments** (scores, progress data)

Types of quantitative data:

Type	Description	Example
Frequency	How many times something occurs	12 students used English in pair work
Percentage	Portion of total group	60% of students prefer group activities
Average (Mean)	Typical score or value	Mean test score = 78/100

3. 📄 Input 2 (15 minutes) – Organizing Data

Teacher demonstration:

Show how to convert raw data into a simple table.

Follow-up:

Show how to visualize data with **bar charts or pie charts** (using Excel or Google Sheets).

4. 💡 Practice Stage 1 (20 minutes) – Mini Data Exercise

Task:

Distribute a **sample classroom survey dataset** (e.g., responses from 10–15 “students”).

Students work in pairs to:

1. Count responses (frequency).

2. Calculate percentages.
3. Create a quick bar chart (on paper or digitally).
4. Answer:
 - Which response is most common?
 - What pattern can you see?
 - What might this mean for the teacher?

Example dataset:

Q: “I feel confident speaking English in class.”

Strongly Agree – 4, Agree – 6, Neutral – 3, Disagree – 2, Strongly Disagree – 0.

Pairs calculate and interpret together.

Teacher circulates and supports groups with basic calculation steps.

5. 🔍 Input 3 (10 minutes) – Interpreting Results

Mini-discussion:

Show how to move from *numbers* → *meaning*.

Example:

“70% of students feel confident in speaking” → Most students are positive.

“But 30% are not” → Teacher could provide more confidence-building activities.

Key tip: Don’t just describe the numbers — **explain what they suggest** about learning or teaching.

6. 💬 Practice Stage 2 (5 minutes) – Apply to Own Project

Students look at their **own planned research questions** and decide:

- What kind of quantitative data might they collect?
- How could they summarize it (frequency, percentage, average)?
They write a short note for their research portfolio.

7. Wrap-Up & Reflection (5 minutes)

Whole-class reflection:

“Why is it important for teacher-researchers to analyze data, not just collect it?”

Summarize:

- Data becomes evidence only when analyzed.

Homework:

Analyze a short dataset (provided by teacher) and submit a 200-word reflection:

“What patterns did I find, and what might they mean for the teacher?”

LESSON 11. How to interpret collected quantitative data. What next?

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, students will be able to:

1. Move from *description* (“what the numbers show”) to *interpretation* (“why it matters”).
2. Identify **patterns, trends, and anomalies** in quantitative results.
3. Link findings to **research questions** and **classroom implications**.
4. Recognize the importance of **triangulating** with qualitative data.
5. Plan **next steps** in the teacher-research cycle (reflection → action).

🕒 LESSON STAGES AND PROCEDURE

1. 🦋 Warm-Up (10 min) – “Numbers Need Voices”

Show two short statements on a slide:

1 “70 % of students said they enjoy pair work.”

2 “So, pair work is motivating, but 30 % still feel shy — I’ll include more structured speaking tasks.”

Ask:

“Which statement shows interpretation, not just description?”

Highlight: **Interpretation = explaining the meaning and implications of data.**

2. Input 1 (15 min) – From Numbers → Meaning

Mini-lecture with examples:

Level	Description	Example
Step 1 – Describe	What the data show	“12 of 20 students agree that feedback helps.”
Step 2 – Compare	Look for differences/trends	“Younger learners agreed more strongly than older ones.”
Step 3 – Explain	Give reasons / link to teaching	“Because feedback was immediate, it felt more useful.”
Step 4 – Apply	Decide what to change or continue	“I will keep short oral feedback after each task.”

Stress that *interpretation connects data back to the research question*.

3. 📊 Practice 1 (20 min) – Interpreting Sample Data

Distribute a **sample dataset** (e.g., student questionnaire on motivation).

Statement	Agree	Neutral	Disagree
“I like using English in pair work.”	12	5	3
“I feel confident speaking English.”	8	6	6

“I prefer teacher correction.”	15	4	1
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Group task:

1. Calculate percentages (quickly review from last lesson).
2. Discuss:
 - What patterns do you notice?
 - What surprised you?
 - What might this mean for teaching?
3. Write 2–3 interpretation sentences per item.

Example:

“Only 40 % feel confident speaking English → students need more low-stress speaking activities.”

Groups present one finding each; teacher models clear interpretation wording.

4. 🗨️ Input 2 (15 min) – What Next? Turning Results into Action

Show the **Action Research Loop**:

Plan → Act → Observe → Reflect → (Next Cycle Plan)

Explain how **interpreting quantitative data** leads to:

- Adjusting lesson strategies.
- Creating a small intervention (“next step”).
- Framing new questions for the next cycle.

Examples:

- *Finding*: 25 % of students still dislike group work.
Next step: Observe those students during tasks → plan supportive grouping.
- *Finding*: 80 % found visual aids helpful.
Next step: Integrate visuals systematically and test effectiveness.

5. 📄 Practice 2 (15 min) – Applying to Own Research

Students work individually on their own (or mock) dataset or imagined results. They complete a “**Data Interpretation Worksheet**”:

My Research Question Key Numerical Results What They Suggest Possible Next Step

Teacher circulates, helping students connect numbers to meaning and decisions.

6. 🔄 Wrap-Up & Reflection (5 min)

Whole-class discussion:

“Why is interpreting data more important than calculating it?”

Summarize:

- Data without interpretation = just numbers.
- Teacher-research aims to **improve teaching**, not to publish statistics.
- Interpretation → Action → Better Learning.

Exit Ticket:

“One insight I can draw from my data and one action I’ll take next time are…”

Homework:

Write a short (200–250 word) reflection titled:

“What I learned from interpreting my data and what I will do next in my classroom.”

LESSON 12. How to analyse collected qualitative data

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, students will be able to:

1. Understand what **qualitative data** is and how it differs from quantitative data.
2. Identify common **sources** of qualitative data (interviews, journals, open responses, classroom notes).
3. Apply **basic coding and categorizing** techniques.
4. Identify **themes or patterns** in data.
5. Interpret findings to connect back to **research questions** and classroom implication

🕒 **LESSON STAGES AND PROCEDURE**

1. 🕒 Warm-Up (10 minutes) – “From Words to Insights”

Task:

Show a short quote from a teacher interview or student reflection:

“I like working in pairs because I feel less afraid of making mistakes.”

Ask:

“What can this tell us about the student’s learning experience?”

“How is this different from a number or a percentage?”

Elicit: **Qualitative data gives depth and explanation — it tells the *why* behind the numbers.**

2. Input 1 (15 minutes) – What Is Qualitative Data?

Mini-Lecture with Visual Examples:

Data Type	Source	Example
Interview transcripts	Student or teacher talk	“Sometimes I don’t understand the instructions.”
Reflective journals	Teacher’s own notes	“Today’s group task went better after clearer instructions.”
Open-ended survey answers	Student comments	“I like the songs because they help me remember words.”
Observation notes	Field notes / lesson records	“Students laughed and helped each other during the game.”

Characteristics:

- Focus on *words, feelings, and experiences*.
- Rich, detailed, and context-dependent.
- Analysis means **finding patterns and meaning**, not counting responses.

3. Input 2 (15 minutes) – Steps in Qualitative Data Analysis

Teacher explanation (with example text):

⚡ Step 1: Familiarization

→ Read through your data several times.

e.g., “Students enjoy group tasks but mention fear of mistakes.”

⚡ Step 2: Coding

→ Highlight key words/phrases that show meaning.

e.g., “*feel less afraid,*” “*help each other,*” “*don’t understand instructions*”

⚡ Step 3: Grouping / Categorizing

→ Combine similar ideas into categories.

e.g., **Confidence, Collaboration, Clarity of Instructions**

⚡ Step 4: Identifying Themes

→ Look for major recurring ideas that answer your research question.

e.g., **Theme:** “Pair work reduces anxiety and builds participation.”

🔗 Step 5: Interpreting

→ Explain what the theme means for your teaching.

e.g., “Pair work should be part of speaking lessons to build confidence.”

4. 📄 Practice Stage 1 (20 minutes) – Coding Exercise

Task:

Provide each group with a **short transcript or reflection excerpt** (6–8 lines).

Example:

Student 1: “When we do group work, I speak more English.”

Student 2: “I’m nervous when the teacher asks me directly.”

Student 3: “Working in pairs helps me understand tasks better.”

Student 4: “Sometimes my partner just translates everything.”

Group Instructions:

1. Underline or highlight key words (codes).
2. Group similar ideas together.
3. Create **2–3 themes**.
4. Write one interpretation sentence per theme.

Sample Outcome:

Codes	Theme	Interpretation
“speak more English,” “helps me understand”	Peer support	Pair work encourages language use and comprehension.
“nervous,” “teacher asks me directly”	Anxiety in teacher-centered activities	Students feel pressure in teacher-led moments.

Groups present briefly; teacher provides feedback.

5. 🗨️ Input 3 (10 minutes) – Making Sense of Themes

Mini-discussion:

How do we *connect themes to research questions*?

Example:

Research question: “How does pair work influence students’ participation?”

Themes found: *Confidence, Peer support, Language use.*

Interpretation: “Pair work increases participation by reducing anxiety and providing mutual help.”

Introduce concept of triangulation:

Use qualitative results to **support or explain** quantitative findings.

6. Wrap-Up & Reflection (10 minutes)

Whole-Class Discussion:

- What was challenging about coding and finding themes?
- How does qualitative data complement quantitative data?

Exit Ticket:

“One theme I found in my data and what it means for my teaching is...”

Homework:

Write a short (200–250 word) reflection:

“How will qualitative analysis help me understand my classroom and improve my teaching?”

LESSON 13. How to interpret collected qualitative data. What next?

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Move from *themes and codes* to *interpretation and implications*.
2. Identify **patterns, relationships, and insights** across themes.
3. Relate findings back to **research questions and classroom realities**.
4. Write clear **interpretive statements and conclusions**.
5. Decide on “**what next**” — the next action or teaching improvement step.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “From Observation to Meaning”

Show the following example (from student reflections):

“I feel nervous when the teacher calls on me suddenly.”

“I like when I can discuss ideas in small groups.”

Ask:

“What might these comments mean for the teacher?”

Elicit:

- Students prefer a low-anxiety environment.
- Group discussion builds confidence.
- Teacher should plan more structured group talk.

Transition: “This is interpretation — turning what people said into understanding and action.”

2. Input 1 (15 minutes) – From Themes to Interpretation

Mini-lecture with visual chart:

Step	What You Do	Example
1. Identify Themes	Group ideas from data	“Confidence,” “Peer Support,” “Anxiety”
2. Look for Patterns	How themes connect	“Confidence grows when peer support is high”
3. Explain Meaning	Why this matters	“Students feel safer in peer discussions”
4. Relate to Research Question	Link to your aim	RQ: <i>How does pair work affect participation?</i> → It increases participation via emotional support
5. Draw Implications	What to do next	Use structured peer speaking tasks regularly

Key message:

→ *Interpretation = explaining what the themes mean and what should change as a result.*

3. Practice Stage 1 (20 minutes) – Interpreting Sample Themes

Task:

Provide a short list of 3–4 pre-prepared themes from sample data.

Example:

Themes from interviews:

1. Students enjoy visual materials.
2. Many struggle with vocabulary retention.
3. Group work improves motivation.
4. Some students rely on translation.

Group Work:

For each theme, students discuss and write:

- What does this theme mean?
- What might it suggest for teaching?
- How are the themes connected?

Sample interpretations:

- “Visuals help make new vocabulary memorable.”
- “Motivation increases when students collaborate.”
- “Overreliance on translation shows need for visual + communicative strategies.”

Groups share and teacher models how to write interpretive sentences using verbs like:

→ *suggests, indicates, reveals, highlights, implies.*

4. Input 2 (15 minutes) – Turning Interpretation into Action

Mini-lecture/discussion:

Once data is interpreted, teacher-researchers ask:

“So what?” and “What next?”

The Action-Reflection Loop:

1. **Interpret** → What does it mean?
2. **Reflect** → Why did it happen?
3. **Act** → What will I change next time?
4. **Observe again** → Did the change work?

Examples:

- *Finding:* Students prefer visuals for new words.
Next step: Include picture-based word maps.
- *Finding:* Group work raises motivation but causes L1 use.
Next step: Add English-only peer role cards.

5. Practice Stage 2 (15 minutes) – Applying to Own Research

Task:

Students take their **own research themes or mock dataset** (from previous lessons).

They fill in a “**Qualitative Interpretation & Action Planner**” table:

My Theme	What It Means	Evidence (Quotes/Notes)	What I’ll Do Next
“Fear of mistakes”	Students feel anxious about accuracy.	“I’m afraid to speak in front of class.”	Introduce confidence-building warm-ups.
“Peer encouragement”	Students learn better in groups.	“My friend helps me find words.”	Increase peer-support tasks.

Teacher circulates, giving linguistic and analytical feedback.

6. Wrap-Up & Reflection (5 minutes)

Whole-class reflection:

“Why is interpretation the most important step in teacher-research?”

Key points to elicit:

- It helps teachers *understand* rather than just *describe*.
- It turns insights into *classroom change*.
- It links data → meaning → improvement.

Exit Ticket:

“One theme I found in my data and one action I plan to take because of it...”

Homework:

Write a 250-word reflection titled:

“What my qualitative findings mean for my teaching and what I plan to do next.”

LESSON 14. How to summarize collected data for the poster presentation. Are new actions needed?

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, students will be able to:

1. Select the most relevant **findings** from their data analysis.
2. Summarize results using clear, visual, and concise language.
3. Design an outline for a **research poster presentation**.
4. Explain whether their findings require **new actions or another research cycle**.
5. Reflect on their overall learning as a developing teacher-researcher.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 min) – “Telling the Story of Your Data”

Prompt:

“If someone asks you: *So what did you find in your research?*, how would you answer in one sentence?”

Students share short answers with a partner.

Teacher highlights:

- A good summary tells a *story*: Problem → Investigation → Key Findings → So What?

Transition: “Now let’s learn how to turn that story into a clear, visual poster presentation.”

2. Input 1 (15 min) – What Goes into a Research Poster?

Mini-lecture with slide showing model poster layout:**Typical Poster Structure:**

1. **Title** – short, descriptive of your research focus
2. **Context & Research Question** – what and why you explored
3. **Data Collection Tools** – how you investigated
4. **Key Findings (Tables / Quotes / Charts)** – what you found
5. **Interpretation** – what it means
6. **Action / Reflection** – what you changed or plan to change
7. **References & Acknowledgments**

Tips:

- Use *bullet points, simple visuals, and minimal text*.
- Highlight *3–4 key findings* only.
- Include *1–2 visuals* (chart, quote box, or photo).

Mini-Task: Students identify what sections of their research could fit into each part.

3. 📄 Practice Stage 1 (20 min) – Summarizing Your Data

Task: “From Analysis to Summary” worksheet

Students review their findings (quantitative + qualitative) and fill in:

Section	Example Guideline	My Notes
Main Focus	What was your research question?	
Key Quantitative Result	Percentages or trends	
Key Qualitative Theme	Strong quote or insight	
Interpretation	What does it mean?	
Next Step / Action	What will you do next?	

Teacher circulates helping students select data that clearly answer the research question.

Example Summary:

*70% of students reported more confidence after pair work; journals showed reduced anxiety. →
Next action: design weekly peer-speaking sessions.*

4. 💡 Input 2 (10 min) – Visualizing Data on a Poster

Show examples of effective visual representation:

- **Bar / Pie charts** for quantitative data
- **Quote boxes** for qualitative evidence
- **Flow diagram** showing research cycle
- **Before–After** comparison of classroom practice

Mini-task: Students sketch one chart or quote box they could use on their poster.

5. Input 3 (10 min) – Are New Actions Needed?

Teacher explanation + discussion:

After interpreting data, teachers ask:

“Do my findings suggest that I should continue, modify, or try something new?”

Examples:

Findings	Reflection	Next Action
Students more confident but still make errors	Focus on fluency next	Plan pronunciation practice
Motivation improved slightly	Need deeper	Add project-based tasks

	engagement	
No big change observed	Re-design intervention	Second action-research cycle

Group discussion:

Each group identifies whether their findings call for:

- *Sustaining success*
- *Further improvement*
- *New research cycle*

6. Practice Stage 2 (10 min) – Poster Planning & Peer Feedback

Pairs exchange their draft poster outlines and answer:

- Does the summary clearly answer the research question?
- Are visuals suitable and readable?
- Are next steps realistic and relevant?

They give quick oral feedback.

7. Wrap-Up & Reflection (5 min)

Whole-class reflection:

“What did summarizing your data teach you about being a reflective teacher?”

Summarize:

- Poster = clear visual story of your research.
- Summarizing helps identify *what you learned* and *what comes next*.
- Every research cycle can lead to another question — *teacher-research never really ends*.

Exit Ticket:

“One finding I’ll highlight in my poster and one new action I might take next...”

Homework:

Prepare a **1-page poster draft** summarizing:

- Research focus
- Tools
- Key findings (1 chart + 1 quote)
- Interpretation
- Next action

LESSON 15. Creating an exploratory action research poster report (exploratory phase about being a teacher in various contexts)

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Structure and design an **Exploratory Action Research Poster Report**.
2. Summarize the **exploratory phase** of their research (understanding teaching in context).
3. Highlight how contextual realities influence teaching and reflection.
4. Integrate both **visual and written elements** to communicate findings effectively.
5. Reflect on their professional growth as emerging teacher-researchers.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “Teachers in Contexts”

Prompt (slide or board):

“Teaching is not only about methods — it’s also about *contexts*.”

Students brainstorm in pairs:

- What contexts affect teaching? (school type, student level, culture, resources, beliefs, time, etc.)
- How might research findings differ in different contexts?

Teacher summarizes:

“Your poster should tell not only *what you found*, but also *where, how, and why* those findings matter in your context.”

2. Input 1 (15 minutes) – Elements of an EAR Poster Report

Mini-lecture with sample poster slide:

An *Exploratory Action Research Poster* tells a reflective story:

Section	Content	Example
1. Title	Concise and descriptive	“Exploring Student Participation in Low-Resource Classrooms”
2. Context	Brief description of where you teach / observe	“Grade 8 students, rural secondary school, 25 learners”
3. Research Focus / Question	What you explored	“How do students respond to group work in English lessons?”
4. Exploratory Phase Findings	What you learned about the situation	“Students enjoy group work but fear making mistakes”
5. Evidence (Data)	Selected quotes, charts, notes	One student quote + simple graph
6. Interpretation	What this means for you as a teacher	“I learned that emotional safety affects participation.”
7. Reflection: Being a Teacher in Context	How the context shaped your understanding	“In this school, students value peer support more than competition.”
8. What Next?	New questions, next steps,	“I plan to introduce reflection cards

	or actions	for speaking tasks.”
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Key Principle:

→ The *Exploratory phase* is about **understanding your classroom reality before changing it.**

3. 📄 Practice Stage 1 (25 minutes) – Building the Poster Report

Task: Students begin designing their own **EAR Poster** (digital or paper). Provide a **Poster Template Guide** or allow free creative layout.

Instructions:

1. Choose your title and summarize your **context** (3–4 lines).
2. Add your **research focus/question**.
3. Summarize your **exploratory findings** (1 quantitative + 1 qualitative insight).
4. Insert 1 **chart, quote, or classroom image** (if available).
5. Write 2–3 **interpretive sentences** (“This suggests that...” “I realized that...”).
6. Write a short **reflection box:**

“Being a teacher in this context means...”

“One thing I’ve learned about my learners is...”

7. Add your **next possible actions or research ideas**.

Teacher circulates: guiding, checking that posters are:

- Focused on *exploration* (not only results)
- Contextually grounded
- Reflective, not purely descriptive

4. 💬 Peer Review & Collaboration (15 minutes)

Activity: Gallery Walk or Peer Exchange

- Students display their poster drafts (on walls or digitally in Padlet/Canva).
- Peers leave comments or feedback using prompts:
 - What is clear and engaging?
 - What does this tell you about the teacher’s context?
 - What question or curiosity remains?

Optional: Each student gives a 1-minute oral summary:

“My context is..., I explored..., I learned..., and my next step is...”

5. Input 2 (10 minutes) – Are New Actions Needed?

Mini discussion:

Once teachers have explored and understood their reality, they can decide:

- Continue current practices (if working well)
- ☐ Try new actions (if data shows a gap or challenge)

- □ Begin a new cycle of research

Examples:

Findings	Reflection	Next Step
Students need more confidence	Pair work helpful	Add peer feedback routines
Learners distracted by long instructions	Time management issue	Use visual task steps
High engagement in games	Explore gamified tasks	Plan “Game & Grammar” next cycle

6. 🕒 Wrap-Up & Reflection (5 minutes)

Whole-class reflection:

“What did you discover about being a teacher in your specific context?”

“How did the exploratory phase change your view of teaching?”

Exit Ticket:

“One key insight about my context and one action I’d consider next...”

Homework / Ongoing Task:

Finalize your **EAR Poster Report** for next week’s *Poster Presentation Day*.

Include:

- One image or visual
- 3–4 short sections
- A clear link between *exploration* and *teacher growth*

LESSON 16. Principles and Stages of Second Language Acquisition (SLA)

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Identify the **developmental characteristics** of young language learners.
2. Explain the **main principles of second language acquisition (SLA)** relevant to children.
3. Describe the **five stages of SLA** and typical learner behaviors in each stage.
4. Apply age-appropriate teaching strategies that support SLA in young learners.
5. Reflect on how understanding SLA shapes classroom practice.

🕒 **LESSON STAGES AND PROCEDURE**

1. 🎧 Warm-Up (10 minutes) – “Learning a New Language Like a Child”

Activity:

Play a 30-second audio in an unfamiliar language (e.g., Japanese or Arabic).

Ask:

- “What did you feel while listening?”
- “How do children feel when they first encounter a new language?”

Elicit answers: curiosity, confusion, playfulness, fear, etc.

Transition:

“Children go through natural *stages* when acquiring a new language — let’s see what those are.”

2. Input 1 (15 minutes) – Who Are Young Learners?

Mini-lecture + Discussion:

Characteristics of young learners (ages 5–12):

- Learn through **doing, playing, and experiencing**.
- Have **short attention spans** (activities 5–10 min).
- Respond better to **visuals, songs, movement, and games**.
- Rely heavily on **context and routines** to understand meaning.
- Need **emotional security** and a positive classroom atmosphere.

Group task:

List 3 *teaching strategies* that work well with young learners (e.g., TPR, storytelling, songs, picture cards).

Teacher adds to list: repetition, multisensory activities, peer interaction.

3. 📖 Input 2 (20 minutes) – Principles of Second Language Acquisition (SLA)

Mini-lecture with visuals:

Introduce five foundational principles adapted from Krashen and modern SLA theory:

Principle	Description	Classroom Implication
1. Comprehensible Input (i+1)	Learners acquire language when they understand messages slightly above their current level.	Use visuals, gestures, and simplified speech.
2. Low Affective Filter	Motivation and confidence promote learning; anxiety blocks it.	Encourage, don’t over-correct.
3. Natural Order	Grammar is acquired in a predictable order, not by direct instruction.	Don’t rush grammar explanations.
4. Interaction Hypothesis	Communication and negotiation of meaning support learning.	Include pair and group talk.
5. Output and Feedback	Speaking/writing helps internalize language and test hypotheses.	Create safe speaking opportunities.

Mini-Task:

Students match each principle with a teaching idea (e.g., “Comprehensible input → story with pictures”).

4. Input 3 (15 minutes) – Stages of Second Language Acquisition

Teacher explains the 5 stages (adapted from Krashen & Haynes):

Stage	Duration (approx.)	Characteristics	Teacher Strategies
1. Pre-Production (Silent Period)	0–6 months	Listening, little speech, uses gestures	Use visuals, TPR, songs, allow silence
2. Early Production	6 months–1 year	One- or two-word responses	Ask yes/no or choice questions
3. Speech Emergence	1–2 years	Simple sentences, basic communication	Use games, dialogues, pair talk
4. Intermediate Fluency	2–3 years	Complex sentences, errors persist	Encourage storytelling, projects
5. Advanced Fluency	3–5 years	Near-native fluency, academic language grows	Focus on content-based learning, debates

Discussion Prompt:

“What kind of classroom activities would support learners in each stage?”

5. Practice Stage (15 minutes) – Designing Age-Appropriate Tasks

Group Task:

Assign each group one SLA stage.

They must design one short classroom activity suitable for young learners in that stage.

Examples:

- *Silent Period* → TPR (stand up, sit down)
- *Speech Emergence* → “What’s this?” picture guessing
- *Intermediate Fluency* → short story completion game

Each group presents briefly.

Teacher highlights how activities should support *both emotional comfort and language growth*.

6. Reflection & Application (5 minutes)

Discussion:

“Why should teachers understand SLA stages when teaching children?”

Elicit:

- To set realistic expectations.
- To avoid over-correction.
- To match teaching style with developmental readiness.
- To create engaging, safe, communicative classrooms.

Exit Ticket:

“One SLA principle I will apply in my young learner class is... because...”

Homework:

Write a 250-word reflective paragraph:

“Which SLA principle do I find most useful for teaching children and why?”

LESSON 17. Psychological characteristics and language development in learners of different ages (schools of thought)

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, students will be able to:

1. Describe the main **psychological characteristics** of language learners at different ages (children, adolescents, adults).
2. Identify how **cognitive, affective, and social factors** influence language learning.
3. Explain and compare major **schools of thought** in language development: Behaviorism, Cognitivism, Constructivism, and Sociocultural Theory.
4. Analyze how each theory informs classroom practice at various age levels.
5. Reflect on how understanding learner psychology shapes effective teaching.

🕒 **LESSON STAGES AND PROCEDURE**

1. 🕒 Warm-Up (10 minutes) – “Different Ages, Different Minds”

Activity:

Show three short classroom images or descriptions:

1. A group of 7-year-olds singing an English song.
2. Teenagers debating a topic.
3. Adults discussing job interview questions.

Ask:

“What differences do you notice in how these learners think, feel, and behave?”

Write answers under three headings on the board:

Children | 👤 Teenagers | Adults

Expected responses: curiosity, play, peer pressure, self-consciousness, logical reasoning, goal orientation.

Transition: “Now let’s explore the psychology and learning theories behind these differences.”

2. Input 1 (15 minutes) – Psychological Characteristics by Age

Mini-lecture with chart and examples:

Age Group	Cognitive Characteristics	Affective/Social Characteristics	Language Learning Implications
Children (5–12)	Concrete thinking, curiosity, memory through play	Need approval, short attention span, enjoy stories	Use visuals, songs, routines, TPR, stories
Teenagers (13–18)	Abstract thinking begins, developing identity	Peer influence, self-consciousness, emotional highs/lows	Use collaboration, relevance, problem-solving tasks
Adults (18+)	Logical, reflective, self-directed	Motivated by goals, fear of failure possible	Encourage autonomy, respect experience, use authentic materials

Discussion Prompt:

“Which of these factors should teachers be most aware of in their own teaching context?”

3. 📖 Input 2 (20 minutes) – Schools of Thought in Language Development

Teacher presentation with timeline and examples:

School of Thought	Key Theorist(s)	Core Idea	Language Learning View	Classroom Example
Behaviorism (1950s–60s)	B. F. Skinner	Learning through imitation, repetition, reinforcement	Language = habit formation	Drills, pattern practice, repetition
Cognitivism (1960s–70s)	Jean Piaget	Learning through mental processes and stages	Language = rule discovery, active processing	Problem-solving, inductive grammar
Constructivism (1970s–80s)	Bruner, Dewey	Learners build knowledge through experience	Learning = discovery and reflection	Projects, hands-on tasks, reflection
Sociocultural Theory (1980s–90s)	Lev Vygotsky	Learning occurs through interaction & mediation	Language = social communication	Pair work, scaffolding, ZPD activities
Interactionist/Communicative View (1980s–today)	Krashen, Long, Swain	Language develops through meaningful input and output	Communication = key to acquisition	CLT, task-based learning, feedback loops

Mini-discussion:

“Which theory do you think best fits young learners? Teenagers? Adults?”

4. 📄 Practice Stage 1 (20 minutes) – Matching Theories to Ages

Task: Group activity – “*Theory in Action*”

Each group receives 3 learner profiles and 4 theory cards.

They must match the most suitable *school of thought* to each learner and justify why.

Example Profiles:

1. **Ali, age 8:** loves songs, repeats phrases, imitates teacher → *Behaviorism / Constructivism*
2. **Nargiza, age 15:** likes discussing social issues, questions rules → *Cognitivism / Sociocultural*
3. **Mr. Kamol, age 30:** studies English for business and asks about grammar rules → *Cognitivism / Communicative*

Groups discuss and present 1-minute explanations:

“We chose Sociocultural theory for teenagers because they learn best through social interaction and peer collaboration.”

5. 💡 Input 3 (10 minutes) – Integrating Theories into Teaching

Mini-summary:

- *Behaviorism* → repetition & reinforcement (good for early learners).
- *Cognitivism* → mental processing and pattern recognition.
- *Constructivism* → hands-on, discovery, learner autonomy.
- *Sociocultural Theory* → scaffolding, peer learning, ZPD (great for communicative classrooms).

Teacher prompt:

“Good teachers don’t choose one theory — they blend ideas based on age, context, and goals.”

6. Reflection (5 minutes) – “My Teaching Philosophy in One Sentence”

Students write one short statement:

“I believe language learners learn best when...”

Then share with a partner.

Example:

“I believe children learn best when they feel safe and can move, sing, and play.”

“Teenagers learn best when tasks connect to their real lives.”

7. 🏠 Homework / Portfolio Task

Write a 250-word reflection:

“Which school of thought most influences my teaching beliefs and why?
How does learner age affect my teaching approach?”

LESSON 18. Age in second language acquisition

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Explain how **age influences second language acquisition** biologically, cognitively, and socially.
2. Describe the **Critical Period Hypothesis (CPH)** and evaluate its implications.
3. Compare **child, adolescent, and adult** second language learning characteristics.
4. Reflect on **teaching strategies** appropriate for different age groups.
5. Develop a balanced, research-informed view of age effects in SLA.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “Who Learns Better?”

Activity:

Write on the board:

“Children are better language learners than adults.”

Ask students to vote: 👍 Agree / 👎 Disagree / ☐ Not Sure

Discuss briefly:

- Why do you think so?
- What experiences or evidence support your opinion?

Transition:

“Let’s see what the research actually says about age in language acquisition.”

2. 📖 Input 1 (15 minutes) – Understanding Age in SLA

Mini-lecture with visuals:

Age Factor	Explanation	Example / Implication
Biological (Neurological)	Brain plasticity decreases with age; younger learners acquire pronunciation more easily	Critical Period Hypothesis
Cognitive	Older learners have better analytical skills and explicit learning strategies	Adults learn grammar rules faster
Affective	Anxiety, motivation, and identity affect performance	Teenagers may be self-conscious
Social /	Exposure and interaction opportunities	Children immersed in L2

Environmental	differ	environment progress faster
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Summary Message:

→ Each age group has *strengths and limitations* — success depends more on *context and teaching quality* than on age alone.

3. Input 2 (15 minutes) – The Critical Period Hypothesis (CPH)

Teacher presentation + discussion:

- Proposed by **Eric Lenneberg (1967)** — argues there is a biological window (approx. until puberty) when language is acquired most easily.
- After this period, native-like mastery (especially pronunciation) becomes rare.
- Later studies (e.g., Krashen, Singleton) found:
 - Adults can learn successfully, but use different strategies.
 - Motivation, time, and input quality matter more than age alone.

Example Discussion:

Show two short audio clips:

1. Native-like L2 speaker who started at 6.
2. Fluent adult learner who started at 25.

Ask:

“Can both be successful? What’s the difference?”

Conclusion:

CPH may affect **pronunciation**, but *grammar, vocabulary, and communication* can develop well at any age.

4. Input 3 (15 minutes) – Comparing Learners by Age

Display chart and discuss:

Aspect	Children	Teenagers	Adults
Motivation	Intrinsic, play-based	Social identity, peer approval	Goal-oriented, career-focused
Memory	Implicit, intuitive	Transition from implicit to explicit	Analytical, rule-based
Pronunciation	High accuracy potential	Good, but self-conscious	Accent may persist
Grammar learning	Slow, natural acquisition	Faster explicit learning	High metalinguistic awareness
Learning Environment Needs	Play, context, stories	Collaboration, real-life topics	Respect, relevance, autonomy

Key takeaway:

Each age group requires **different teaching approaches** but all can achieve communicative competence.

5. 📌 Practice Stage (15 minutes) – Applying Theory to Teaching

Group Task:

Each group selects one age group (children / teenagers / adults) and answers:

1. What are the strengths of this group in SLA?
2. What challenges do they face?
3. What teaching strategies best support them?

Examples:

- *Children:* songs, visuals, routines → motivation and exposure
- *Teenagers:* group projects, debates → peer relevance
- *Adults:* goal-based tasks, autonomy, feedback → efficiency

Groups present briefly (2 minutes each).

Teacher writes shared strategies on the board, emphasizing age-appropriate pedagogy.

6. 💬 Reflection (8 minutes) – “My Beliefs about Age and Learning”

Individual writing task:

“Do you believe younger learners have an advantage in learning English?
What does this mean for your future teaching?”

Volunteers share short insights.

7. Wrap-Up (2 minutes)

Summarize:

- Age affects **how** we learn, not **whether** we can learn.
- Teaching should build on learners’ *psychological readiness and motivation*.
- Effective teachers adapt methods, not expectations, to learner age.

Homework:

Write a short reflection (200–250 words):

“How does age influence second language learning, and how can teachers respond to these differences in practice?”

LESSON 19. Types of learning strategies

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, students will be able to:

1. Define what **language learning strategies (LLS)** are and explain why they matter.
2. Identify **different types of learning strategies** (cognitive, metacognitive, affective, social, etc.).
3. Recognize how learners of different ages or proficiency levels use strategies differently.
4. Evaluate strategy use through examples or tasks.
5. Reflect on how teachers can foster **strategic and autonomous learning** in their classrooms.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “How Do You Learn?”

Activity:

Ask students to write down how they typically learn new vocabulary.

Example answers:

- “I make flashcards.”
- “I repeat words out loud.”
- “I use them in a sentence.”
- “I draw pictures.”

Pair discussion:

“Which of these methods work best for you and why?”

Transition:

“These are *learning strategies* — conscious actions we use to make learning easier and more effective.”

2. 📖 Input 1 (15 minutes) – What Are Learning Strategies?

Mini-lecture:

- **Definition (Oxford, 1990):**

“Language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situations.”

Key features:

- **Intentional** (used consciously)
- **Goal-oriented** (aimed at learning improvement)
- **Trainable** (students can learn to use them effectively)

Teacher note:

Strategies bridge the gap between **teaching** and **learning** — they show how learners *actively process input and control their learning*.

3. Input 2 (20 minutes) – Types of Learning Strategies (Oxford’s Classification)

Display chart on the board or handout:

Category	Subtypes	Examples
1. Cognitive Strategies	Mental manipulation of language	Repetition, summarizing, translating, taking notes
2. Metacognitive Strategies	Planning, monitoring, evaluating learning	Setting goals, self-checking, time management
3. Memory Strategies	Linking new info with existing knowledge	Using imagery, grouping, association, rhymes
4. Affective Strategies	Managing emotions and motivation	Reducing anxiety, self-encouragement, relaxation
5. Social Strategies	Learning with others	Asking questions, cooperating with peers, seeking correction
6. Compensation Strategies	Overcoming knowledge gaps	Guessing meaning, using gestures, paraphrasing

Teacher explains:

→ “Successful learners often combine several types of strategies — for example, *planning* (metacognitive) + *guessing* (compensation) + *asking peers* (social).”

4. 🗨️ Practice Stage 1 (15 minutes) – Strategy Identification Game

Task:

Read aloud several classroom scenarios and ask:

“Which strategy type is this?”

Examples:

1. “The student reviews her notes every Friday.” → *Metacognitive*
2. “He guesses the meaning of a word from context.” → *Compensation*
3. “She listens to English songs to relax before a test.” → *Affective*
4. “They create a mind map of topic vocabulary.” → *Memory*
5. “He asks his friend to explain grammar rules.” → *Social*
6. “She summarizes a text in her own words.” → *Cognitive*

Variation:

Groups compete to label the strategy types first.

Debrief:

Highlight how each strategy supports a different skill or psychological process.

5. 💡 Input 3 (10 minutes) – Good Language Learners

Teacher presentation:

Research by Naiman et al. (1978) found that “good language learners”:

- Take an **active role** in learning.
- Use **metacognitive strategies** (plan, monitor, evaluate).
- Employ **social strategies** (interaction, seeking feedback).
- Manage **motivation and emotions**.

Discussion:

“Which of these do you already do? Which do you think your future students need most?”

6. Practice Stage 2 (5 minutes) – Mini Self-Assessment

Distribute or project short checklist (Oxford Strategy Inventory – simplified):

- ✓ I plan my study time.
- ✓ I use songs or movies to learn.
- ✓ I ask others to correct me.
- ✓ I keep a record of new words.
- ✓ I encourage myself when I fail.

Students tick what they use → discuss which areas they could improve.

7. Wrap-Up & Reflection (5 minutes)

Whole-class reflection:

“Why should teachers help students become aware of learning strategies?”

Elicit:

- To make learning **more independent and efficient**.
- To support **different learner types**.
- To improve **metacognitive control**.

Exit Ticket:

“One new strategy I learned today and how I’ll use it in my learning or teaching.”

Homework:

Write a 250-word reflection:

“Which types of learning strategies are most useful for language learners and how can teachers promote them in class?”

LESSON 20. Learner beliefs

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Define what **learner beliefs** are and why they matter in language education.
2. Identify **common types of learner beliefs** (about aptitude, grammar, correction, culture, etc.).
3. Recognize how beliefs influence **motivation, anxiety, and learning strategies**.

4. Reflect on their **own beliefs** as language learners and future teachers.
5. Suggest ways teachers can **identify and reshape unhelpful beliefs** in the classroom.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “True or False?”

Display statements on the board:

1. “Children learn languages faster than adults.”
2. “You can’t learn English well unless you live abroad.”
3. “Grammar must be learned before speaking.”
4. “Some people just don’t have a language-learning talent.”
5. “Mistakes should always be corrected.”

Students stand up if they *agree*, sit if they *disagree*.

Discuss quickly:

“Why do you think that?” “Where did that idea come from?”

Transition:

“These are examples of *learner beliefs* — powerful ideas that shape how people learn languages.”

2. 📖 Input 1 (15 minutes) – What Are Learner Beliefs?

Mini-lecture with visuals:

- **Definition (Horwitz, 1988):**

“Learner beliefs are preconceived notions, opinions, and attitudes about language learning, learners themselves, and the learning process.”

- Beliefs can come from:
 - Past experiences (e.g., school teaching style)
 - Cultural influences
 - Peer or family expectations
 - Successes or failures

Key idea:

Beliefs act like **filters** — they guide motivation, influence strategy choice, and shape classroom behavior.

Example:

If a learner believes “I’m bad at languages,” they might avoid speaking or give up quickly.

3. Input 2 (15 minutes) – Common Learner Beliefs (Horwitz’s BALLI categories)

Category	Example Beliefs	Possible Impact
1. Foreign Language Aptitude	“Some people are born good at languages.”	Can limit effort or confidence
2. Difficulty of Language Learning	“English grammar is too hard.”	Creates anxiety, avoidance

3. Nature of Language Learning	“Learning means memorizing words.”	Leads to rote learning, low communication
4. Learning & Communication Strategies	“You should not speak until you’re fluent.”	Reduces practice, lowers fluency
5. Motivation and Expectations	“I need English only for exams.”	Low long-term engagement

Teacher prompts:

“Have you ever met students with these beliefs?”

“How might these beliefs influence what happens in class?”

4. Practice Stage 1 (20 minutes) – “My Belief Map”

Task:

Students work individually to reflect on their own learning beliefs using this guide:

Question	My Answer
Do I think I have a talent for languages? Why/why not?	...
What’s more important: grammar or communication?	...
Should mistakes be corrected always, sometimes, or never?	...
Can anyone become fluent if they work hard?	...
What do I expect from a teacher?	...

Then, in pairs, they compare and discuss differences.

Debrief:

Highlight that even teachers carry beliefs that affect how they teach — awareness is the first step toward balance.

5. Input 3 (10 minutes) – How Beliefs Affect Teaching and Learning

Mini-discussion:

Show examples of how beliefs influence classroom behavior:

Learner Belief	Classroom Behavior	Teacher Response
“Mistakes are bad.”	Avoids speaking	Encourage risk-taking, praise effort
“Teacher knows everything.”	Passive learning	Promote autonomy, peer teaching
“Only grammar matters.”	Ignores communicative tasks	Explain skill integration
“Speaking is embarrassing.”	Silent in oral tasks	Create safe, low-stress atmosphere

Teacher conclusion:

→ Teachers should help students *re-examine* unhelpful beliefs and *develop realistic, empowering ones*.

6. Practice Stage 2 (5 minutes) – Mini Case Reflection

Show a short case study:

“A group of students refuses to speak English in class. They say: ‘We can’t speak until we know grammar perfectly.’”

Ask groups:

- What beliefs are behind this behavior?
- How could you as a teacher respond?

Sample answers:

- Belief: Grammar = prerequisite to communication.
- Response: Integrate controlled speaking + feedback; show that making mistakes is part of learning.

7. Wrap-Up & Reflection (5 minutes)

Discussion Prompt:

“How can we as teachers identify and change unhelpful learner beliefs?”

Elicit:

- Use reflection questionnaires.
- Discuss learning myths openly.
- Model positive learning attitudes.
- Praise curiosity and effort, not perfection.

Exit Ticket:

“One belief I used to have that I now see differently is...”

Homework:

Write a 250-word reflection:

“What are three common learner beliefs in your context, and how would you address them as a teacher?”

LESSON 21. Aptitude for language learning

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Define **language learning aptitude (LLA)** and explain how it differs from general intelligence or motivation.
2. Describe the **main components of aptitude** based on major models (Carroll, Skehan, etc.).
3. Identify **tools used to measure aptitude** (e.g., MLAT, PLAB).
4. Discuss how **aptitude interacts with age, motivation, and teaching methods.**

5. Suggest ways to support learners with different aptitude profiles in the classroom.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “Talent or Effort?”

Activity:

Write on the board:

“Some people are born with a special talent for learning languages.”

Students vote: 👍 Agree / 👎 Disagree / ☐ Not sure

Ask:

- Why do you think so?
- What examples or personal experiences support your view?

Transition:

“Let’s look at what research says about language learning aptitude — what it is, how it works, and what teachers can do about it.”

2. 📖 Input 1 (15 minutes) – What Is Language Learning Aptitude?

Mini-lecture with examples:

- **Definition (Carroll, 1981):**

“Aptitude is the specific ability to learn a foreign language efficiently, given appropriate instruction.”

- It’s a set of *cognitive abilities*, not general intelligence.
- It predicts *how quickly* someone can learn, but not *whether* they can learn.
- It can interact with *motivation, learning style, and teaching method*.

Clarify Difference:

Concept	Description	Example
Intelligence (IQ)	General reasoning ability	Solving logic puzzles
Aptitude	Specific language-learning ability	Remembering sounds or word order
Motivation	Desire and effort to learn	Studying every day, setting goals

Key Message:

→ Aptitude may influence *rate* of learning, but *effort and environment* influence *success*.

3. Input 2 (15 minutes) – Major Models and Components

Teacher explains two influential frameworks:

☞ *Carroll's Model (1958–1981)*

Four major components of aptitude:

1. **Phonetic Coding Ability** – ability to recognize and memorize sounds.
2. **Grammatical Sensitivity** – recognizing grammar roles in sentences.
3. **Rote Memory** – remembering words or phrases.
4. **Inductive Language Learning Ability** – discovering rules from examples.

☞ *Skehan's Model (1998)*

- Adds **Working Memory** and **Attention Control** as key elements.
- Links aptitude to different **learning conditions** (explicit vs. implicit learning).

Mini-task:

Ask: “Which component do *you* think you are strongest in? Weakest in?”

4. Input 3 (10 minutes) – How Is Aptitude Measured?

Brief overview of aptitude tests:

Test	Developed by	Focus
MLAT (Modern Language Aptitude Test)	Carroll & Sapon (1959)	Sound recognition, pattern learning, memory
PLAB (Pimsleur Language Aptitude Battery)	Pimsleur (1966)	Auditory memory, language analysis
LLAMA Tests (modern, computer-based)	Meara (2005)	Sound-symbol association, vocabulary learning

Important note:

These tests show *potential learning rate*, not *teaching worthiness*.

Modern teaching emphasizes **inclusive classrooms** — all learners can succeed with appropriate methods.

5. Practice Stage (20 minutes) – Identifying and Supporting Learner Profiles

Group Task:

Distribute 3 learner profiles (based on aptitude differences):

Learner	Strengths	Weaknesses
Aliya	Excellent pronunciation memory	Struggles to notice grammar patterns
Bekzod	Strong analytical mind	Poor listening discrimination
Nodira	Good social and verbal skills	Weak short-term memory

Each group discusses:

1. Which aptitude components are strong/weak?
2. What teaching methods or activities would help?

Example answers:

- *Aliya*: use explicit grammar tasks, discovery activities.
- *Bekzod*: include phonetic drills, listening discrimination games.
- *Nodira*: use visuals, repetition, and group activities for memory support.

Groups present solutions briefly; teacher highlights how awareness of aptitude aids **differentiated instruction**.

6. 🗣️ Input 4 (5 minutes) – The Teacher’s Role

Discussion points:

Teachers cannot change aptitude, but they can:

- Vary tasks (listening, grammar, creative).
- Support weaker areas through scaffolding.
- Avoid labeling students as “not talented.”
- Focus on progress, not comparison.

Quote (Skehan, 1998):

“Aptitude sets the pace, but instruction determines the direction.”

7. Wrap-Up & Reflection (5 minutes)

Whole-class reflection:

“What does understanding aptitude help you do as a teacher?”

Elicit:

- Recognize learner diversity.
- Design flexible tasks.
- Maintain motivation and fairness.

Exit Ticket:

“One thing I learned about language aptitude that surprised me is...”

Homework:

Write a 200–250 word reflection:

“How can teachers support learners with different language learning aptitudes in their classrooms?”

LESSON 22. Extrinsic motivation

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, students will be able to:

1. Define **extrinsic motivation** and distinguish it from **intrinsic motivation**.
2. Identify **sources and types** of extrinsic motivation in language learning.
3. Analyze **how extrinsic rewards and pressures** affect learner behavior.
4. Reflect on **effective ways to use extrinsic motivators** without reducing genuine interest.
5. Design classroom strategies to **balance extrinsic and intrinsic motivation**.

🕒 LESSON STAGES AND PROCEDURE

1. 🗣️ Warm-Up (10 minutes) – “Why Do Students Learn English?”

Activity:

Ask students to write 3 reasons why people study English.

Collect responses on the board (examples below):

- To get a better job 📄
- To pass IELTS or exams 📖
- To travel abroad ✈️
- Because they enjoy learning languages ❤️

Circle the first three → label *Extrinsic*; the last one → label *Intrinsic*.

Transition:

“Today we’ll explore *extrinsic motivation* — the kind that comes from *outside* the learner but can still drive powerful learning.”

2. 📖 Input 1 (15 minutes) – What Is Extrinsic Motivation?

Mini-lecture:

- **Definition (Deci & Ryan, 1985):**

“Extrinsic motivation refers to doing an activity to obtain a separable outcome — a reward or avoidance of punishment.”

Key contrast:

Type	Source	Example
Intrinsic Motivation	Internal interest or enjoyment	“I like learning new words.”
Extrinsic Motivation	External reward or requirement	“I need English for my job.”

Note: Extrinsic motivators are not “bad.” They often *start* the learning process and can later evolve into *intrinsic motivation* when learners see personal value.

3. 🗣️ Input 2 (15 minutes) – Types of Extrinsic Motivation (Self-Determination Theory)

Introduce **Deci & Ryan’s Self-Determination Continuum:**

Type	Description	Example
------	-------------	---------

External Regulation	Doing something for reward/punishment	“I study English to pass an exam.”
Introjected Regulation	Internal pressure (guilt, pride)	“I’ll feel bad if I fail.”
Identified Regulation	Recognizing personal importance	“English will help me in my career.”
Integrated Regulation	Fully accepted as part of identity	“Being fluent is part of who I want to be.”

Visual tip: Draw continuum arrow showing progression from *external* → *internalized motivation*.

Key insight:

Teachers can help learners move **from external to more self-determined forms** of motivation.

4. Practice Stage 1 (20 minutes) – “Motivation Detective”

Group Task:

Distribute 6 short learner quotes.

Example:

1. “I learn English because my parents expect me to.”
2. “I want to travel the world using English.”
3. “My teacher gives stickers when I get high scores.”
4. “I’m afraid to look stupid if I don’t study.”
5. “English will help me study abroad.”
6. “Speaking English feels part of who I am.”

Groups decide:

- Which are **extrinsic** and which show **intrinsic** tendencies.
- For extrinsic examples, which **type** (external / introjected / identified / integrated).

Then discuss:

“How can we help each learner become more self-motivated?”

Example responses:

- #1 → External → Give choice and autonomy.
- #3 → External → Add meaningful feedback.
- #5 → Identified → Connect goals to classroom success.

5. Input 3 (10 minutes) – How Teachers Use Extrinsic Motivation

Teacher presentation:

Positive uses:

Certificates, praise, badges, competitions, progress charts, public recognition
 Can trigger effort and persistence, especially for younger learners

Risks:

- ⚠ Overuse may reduce intrinsic interest.
- ⚠ Learners may focus on grades, not growth.
- ⚠ Rewards can lose power if not linked to genuine achievement.

Principle:

“Use extrinsic motivators to *spark engagement*, but help learners *see value* beyond rewards.”

6. 💡 Practice Stage 2 (10 minutes) – Classroom Design Task**Pairs or small groups:**

Design one **classroom activity or reward system** that uses *extrinsic motivation positively*.

Example ideas:

- “Language Coins” for participation that can be exchanged for privileges.
- “Progress Wall” tracking class milestones.
- “Project Certificates” celebrating collaboration, not only grades.

Groups share their ideas briefly; class discusses ethical balance.

7. Wrap-Up & Reflection (5 minutes)**Whole-class discussion:**

“When is extrinsic motivation helpful — and when is it harmful?”

Summarize:

- Extrinsic motivation = *external reasons to learn*.
- Can be effective when used to *build habits* and *connect learning to real-life goals*.
- Best teaching goal: help learners move from *external rewards* to *internal satisfaction*.

Exit Ticket:

“One example of extrinsic motivation I’ll use carefully in my future teaching is...”

Homework:

Write a 200–250 word reflection:

“How can teachers use extrinsic motivation effectively without damaging learners’ intrinsic interest?”

LESSON 23. Intrinsic motivation

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, students will be able to:

1. Define **intrinsic motivation** and differentiate it from extrinsic motivation.
2. Identify the **core psychological needs** behind intrinsic motivation (autonomy, competence, relatedness).
3. Recognize how intrinsic motivation enhances **long-term learning and engagement**.
4. Reflect on their **own intrinsic motives** for learning or teaching.
5. Suggest **classroom practices** that nurture intrinsic motivation in language learners.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “What Keeps You Learning?”

Activity:

Ask:

“Think about something you learned well in your life — not because you had to, but because you wanted to. What made you keep going?”

Students share examples (music, drawing, English, sports).

Teacher writes key words on the board: *interest, fun, curiosity, satisfaction, challenge*.

Transition:

“These are signs of **intrinsic motivation** — learning for the joy and meaning it brings.”

2. 📖 Input 1 (15 minutes) – What Is Intrinsic Motivation?

Mini-lecture with examples:

- **Definition (Deci & Ryan, 1985):**

“Intrinsic motivation refers to doing an activity for its own sake, for the inherent satisfaction and enjoyment it provides.”

Comparison Table:

Type	Description	Example
Intrinsic Motivation	Driven by curiosity, enjoyment, or challenge	“I love learning new expressions.”
Extrinsic Motivation	Driven by external goals (grades, money, approval)	“I study to pass IELTS.”

Key message:

Intrinsic motivation is **self-sustaining** — learners continue even without external rewards.

3. 💡 Input 2 (15 minutes) – Self-Determination Theory (Deci & Ryan, 2000)

Explain that intrinsic motivation grows when three **basic psychological needs** are met:

Need	Description	Classroom Example
Autonomy	Learners feel they have choice and control	Let students choose topics or partners
Competence	Learners feel capable and successful	Give achievable challenges, feedback
Relatedness	Learners feel connected and valued	Create supportive group dynamics

Visual: Show triangle diagram with these three needs at each corner.

Mini discussion:

“Which of these do you think is hardest to satisfy in a language classroom? Why?”

4. Practice Stage 1 (20 minutes) – “Motivation in Action”

Group Task:

Give groups short classroom scenarios and ask:

1. Is this situation likely to build intrinsic motivation? Why or why not?
2. How could the teacher modify it to make it more intrinsically motivating?

Examples:

1. The teacher gives points for every correct answer.
→ Mostly extrinsic. Could add student choice or discussion.
2. Students write a story based on their own experiences.
→ High intrinsic motivation (autonomy + relevance).
3. The teacher assigns a project about a topic students voted on.
→ Intrinsic: promotes ownership and enjoyment.
4. The teacher constantly corrects every mistake.
→ Reduces autonomy and confidence.

Groups share their answers; teacher highlights connections to autonomy, competence, and relatedness.

5. Input 3 (10 minutes) – The Teacher’s Role in Fostering Intrinsic Motivation

Teacher presentation:

Effective teachers can:

Provide **choice and voice** (autonomy)

Build **mastery-oriented feedback** (“You improved in fluency!”)

Create **safe, cooperative environments** (relatedness)

Connect tasks to **real-world meaning** (purpose)

Encourage **reflection and progress tracking**

Avoid:

- ✗ Excessive control or pressure
- ✗ Overemphasis on grades
- ✗ Public comparison or competition

Quote (Ushioda, 2011):

“Motivation is not something we do *to* learners but something we help them build *within* themselves.”

6. 🗨 Practice Stage 2 (10 minutes) – “My Intrinsic Drive”

Individual reflection worksheet:

Question	My Answer
What do I most enjoy about learning or teaching English? ...	
What kind of classroom makes me feel motivated? ...	
How can I create that feeling for my future students? ...	

Students discuss their reflections with a partner.

Teacher emphasizes the importance of *teacher motivation* as a model for students.

7. Wrap-Up & Reflection (5 minutes)

Whole-class reflection:

“How can teachers balance extrinsic and intrinsic motivation in language learning?”

Elicit:

- Start with extrinsic incentives → move toward intrinsic meaning.
- Help learners feel ownership of learning.
- Celebrate improvement, not just achievement.

Exit Ticket:

“One classroom idea I’ll use to increase intrinsic motivation is...”

Homework:

Write a 200–250-word reflection:

“Describe a classroom environment that fosters intrinsic motivation and explain how you would build it as a teacher.”

LESSON 24. Planning for teaching young learners

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, students will be able to:

1. Identify the **main characteristics** of young language learners.
2. Explain how these characteristics affect **lesson planning**.
3. Plan a **short, age-appropriate lesson** that integrates language and skills.
4. Apply principles of **engagement, movement, repetition, and meaning** in planning.
5. Reflect on the **balance between fun and learning** in YL classrooms.

🕒 LESSON STAGES AND PROCEDURE

1. 🧘 Warm-Up (10 minutes) – “Think Like a Child!”

Activity:

Show three pictures:

- 👧 6-year-old child drawing
- 👦 10-year-old playing word game
- 👦 12-year-old reading aloud

Ask:

“If you were teaching each child English, what activity would you use?”

Students brainstorm ideas — teacher elicits differences in attention span, interest, and ability.

Transition:

“To plan well for young learners, we must first understand *who* they are and *how* they learn.”

2. Input 1 (15 minutes) – Characteristics of Young Learners

Mini-lecture with visuals:

Characteristic	Description	Implication for Teaching
Short attention span	Easily distracted	Use short varied activities (5–10 min)
Learn through doing	Physical, sensory learners	Use TPR, songs, crafts
Love repetition	Need for routine	Recycle language regularly
Imaginative & curious	Enjoy fantasy, play	Include stories, drama
Sensitive to praise	Strong emotional needs	Encourage, never criticize harshly
Learn indirectly	Acquire language subconsciously	Focus on meaning, not grammar explanation

Quote (Cameron, 2001):

“Children do not learn a language by studying it; they learn it by using it in meaningful contexts.”

3. 📖 Input 2 (10 minutes) – Principles for Planning Lessons for YLs

Introduce the **5 “E” Principles** for YL lesson design:

Principle	Explanation	Example
Engage	Capture curiosity and motivation	Songs, visuals, stories
Explore	Provide hands-on discovery	Sorting colors, role play
Explain	Help understand meaning	Gestures, modeling, visuals
Elaborate	Reinforce through practice	Pair games, chants
Evaluate	Check understanding playfully	Flashcard quiz, drawing task

4. 📌 Practice Stage 1 (20 minutes) – Planning a Mini Lesson

Group Task (3–4 students):

Each group receives an age + topic card:

Age Group	Topic Example
6–7 years	Colours and Toys
8–9 years	Animals and Actions
10–11 years	My Family
11–12 years	At the Zoo / School Life

Instructions:

Plan a **20-minute lesson** that includes:

- Clear **learning objective**
- 3 lesson stages (Warm-up, Main activity, Wrap-up)
- One **interactive task** (song, craft, TPR, story, or role-play)
- Brief **teacher instructions**

Support: Provide a simple **Lesson Plan Template**

Stage Aim Activity Time Materials

Teacher circulates and provides guidance.

5. 🗣️ Sharing & Micro-Reflection (15 minutes)

Each group presents their mini lesson plan (2–3 min).

Peers give quick feedback based on 3 guiding questions:

1. Was the plan age-appropriate?
2. Were activities engaging and meaningful?
3. Was language goal clear?

Teacher summarizes strengths and common challenges (e.g., too much talking, too little variety).

6. Input 3 (5 minutes) – Balancing Fun and Learning

Short discussion led by teacher:

“Fun is important — but what if it becomes *only* fun?”

Emphasize:

- Every activity must have a **language goal** (vocabulary, function, pronunciation).
- Fun ≠ aimless. It's a **vehicle for meaningful practice**.
- Blend *play* + *purpose*.

7. Wrap-Up & Reflection (5 minutes)

Ask:

“What’s one thing you’ll remember when planning for young learners?”

Elicit key takeaways:

- Children learn best through **doing and enjoying**.
- Plan **short, active, and meaningful** tasks.
- Maintain **variety and clear routines**.

Exit Ticket:

“One principle I’ll always apply when teaching children is...”

Homework:

Create a full **30-minute YL lesson plan** for a specific age group and topic using the given template.

LESSON 25. Classroom management for teaching English to young learners

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, trainees will be able to:

1. Define **classroom management** and explain its importance in teaching YLs.
2. Identify common **behavioral and organizational challenges** in YL classrooms.
3. Apply **positive management strategies** (routines, signals, grouping, transitions).
4. Design classroom management plans that promote **safety, engagement, and respect**.
5. Reflect on their **teacher personality, voice, and authority** as classroom leaders.

🕒 LESSON STAGES AND PROCEDURE

1. 🧘 Warm-Up (10 minutes) – “Imagine the Chaos!”

Activity:

Show a short, funny 30-second clip (or describe) of a noisy classroom — children running, shouting, fighting over pencils.

Ask:

“What went wrong? How could the teacher prevent this?”

List answers on the board under two columns:

Prevention vs Δ Reaction.

Transition:

“Good classroom management is not about shouting; it’s about *preventing chaos before it starts.*”

2.  Input 1 (15 minutes) – What Is Classroom Management?

Mini-lecture with visuals:

- **Definition:**

Classroom management is the set of techniques teachers use to organize and guide classroom activities to create a positive learning environment.

Four pillars of effective management:

Element	Focus	Example
Organization	Seating, grouping, materials	Circle for songs, pairs for games
Routines	Predictable patterns	“Line up!” “Clean up!”
Discipline	Setting limits kindly	“Use your English voice, please.”
Motivation	Keeping attention	Praise, competition, variety

Key message:

“Good management is invisible — learners feel safe, happy, and focused.”

3. Input 2 (10 minutes) – Understanding Young Learners’ Needs

Brief discussion:

- Children crave *structure* and *praise*.
- They often test limits — not to be bad, but to understand rules.
- They respond better to *positive direction* than punishment.

Example:

Instead of “Don’t shout!”, say “Let’s use quiet voices.”

Principles for YL management:

1. Be **consistent**.
2. Use **clear, simple language** and gestures.
3. Reward **good behavior immediately**.
4. Keep lessons **active, short, and varied**.

4.  Practice Stage 1 (20 minutes) – “Problem Solver”

Group Task:

Distribute 4 short *classroom problem scenarios*.

Scenario	Example Situation
1	Two students keep shouting out answers.
2	One child refuses to participate.
3	The class becomes noisy after an activity.
4	Students speak in L1 all the time.

Instructions:

- Identify what the teacher could *do before, during, and after* the situation.
- Suggest **preventive strategies** and **positive interventions**.

Groups present 1-minute solutions each.

Teacher highlights keywords: *routine, praise, grouping, task clarity*.

5. 💡 Input 3 (10 minutes) – Tools of Management

Teacher presentation (with examples and gestures):

Tool	Purpose	Example
Voice	Set tone and control energy	Soft tone = calm, loud = focus
Gestures & Signals	Replace shouting	“Stop” sign, “Time’s up” clap
Visuals	Aid understanding	Flashcards, picture rules
Movement	Maintain attention	Move around, change seating
Rewards System	Reinforce effort	Stars, stickers, group points

Mini demonstration:

Use a “Classroom Signal”:

👋👋👋 = stop and look

Students try it — creates energy and realism.

6. Practice Stage 2 (10 minutes) – Designing Rules and Routines

Pair work:

Design 5 classroom rules for a group of 8-year-olds.

Use simple English and visuals (e.g., “Raise your hand 🖐”, “Listen 🗣”).

Then add 3 routines:

- Start of lesson
- Transition between activities
- End of class

Example:

“Song → Game → Drawing → Goodbye song.”

Pairs share; teacher comments on clarity and realism.

7. Wrap-Up & Reflection (5 minutes)

Ask:

“What kind of teacher personality helps manage children best — strict or kind?”

Conclude:

- Balance **firmness with friendliness**.
- Children respect teachers who are **fair, consistent, and fun**.
- Preparation = prevention; routine = calm; praise = power.

Exit Ticket:

“One classroom management strategy I’ll definitely use is...”

Homework:

Write a 250-word reflection:

“Describe how you would organize, motivate, and manage a class of 8–10-year-old English learners.”

LESSON 26. Teaching grammar to young learners

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, student teachers will be able to:

1. Explain what grammar means for young learners and why it matters.
2. Differentiate between **explicit** and **implicit** grammar learning.
3. Identify principles for **teaching grammar through context and play**.
4. Design short **grammar-focused tasks** that are age-appropriate and communicative.
5. Reflect on how to keep grammar learning **fun, meaningful, and child-friendly**.

🕒 LESSON STAGES AND PROCEDURE

1. 🕒 Warm-Up (10 minutes) – “Can Kids Learn Grammar?”

Activity:

Write on the board:

“Grammar is too hard for children.”

Ask:

- Do you agree or disagree?
- Why?

Have students discuss briefly in pairs.

Collect answers:

Some may say children “just memorize chunks,” others say they “learn patterns naturally.”

Transition:

“Let’s explore how children actually *absorb* grammar — and how teachers can support it naturally.”

2. 📖 Input 1 (15 minutes) – How Young Learners Learn Grammar

Mini-lecture with visuals:

Concept	Description	Implications
Implicit Learning	Children acquire grammar subconsciously through repetition and exposure.	Use stories, songs, routines.
Explicit Learning	Older children can understand simple rules consciously.	Use simple charts or guided discovery.
Chunks & Patterns	Children notice repeated phrases (“I’ve got a cat”, “I like apples”).	Teach through meaningful patterns.
Context Before Rule	Grammar emerges from use, not explanation.	Create need-to-use situations first.

Quote (Cameron, 2001):

“Children learn grammar not by hearing about it, but by hearing it in use.”

3. Input 2 (10 minutes) – Principles for Teaching Grammar to YLs

Teacher Presentation:

- ◆ **1. Meaning first:** Start with stories, games, or tasks — not rules.
- ◆ **2. Contextualized:** Present grammar inside familiar contexts (“My Family,” “Animals,” etc.).
- ◆ **3. Multi-sensory:** Use pictures, gestures, realia.
- ◆ **4. Repetition with variety:** Same structure, different games or songs.
- ◆ **5. Short focus:** 5–10 minutes is enough for noticing.
- ◆ **6. Encourage use, not explanation.**

Example:

Instead of “Today we’ll learn present continuous,” say:

“Look! What’s the monkey doing? He’s jumping! She’s eating!” (mime, visuals).

4. 🔄 Practice Stage 1 (20 minutes) – “Grammar in Action”

Group Task:

Each group receives a grammar structure and an age group:

Age	Target Grammar	Example Context
6–7	“I’ve got / I haven’t got”	My toys
8–9	Present Continuous	Animals at the zoo
9–10	Prepositions of place	In my classroom
10–11	Past Simple (regular verbs)	Yesterday’s story

Instructions:

Plan a **10-minute grammar activity** that introduces and practices the structure:

- Step 1: *Context / input* (story, song, game)
- Step 2: *Practice* (pair or group)
- Step 3: *Production / personalization*

Use a **mini-lesson plan template**:

Stage Aim Activity Materials Time

Teacher monitors, offering ideas for scaffolding (songs, puppets, flashcards, etc.).

5. 🗨️ Micro-Teaching & Peer Feedback (15 minutes)

Each group **demonstrates** a short 2-minute version of their activity.

Peers give feedback on:

Engagement

Clarity

Use of context

Appropriateness for age

Teacher adds comments on how the activity balances *fun* and *grammar focus*.

6. 💡 Input 3 (5 minutes) – Techniques for Grammar Practice

Teacher summarises practical classroom techniques:

- **Story-based grammar:** “Goldilocks is eating / sleeping / running.”
- **TPR grammar:** “Stand up if you’re wearing blue.”
- **Game-based:** Bingo, Simon Says, Memory Match, “Find someone who...”
- **Song/chant-based:** “He’s jumping! She’s jumping!”
- **Mini-dialogues:** Pair work with sentence frames.

7. Wrap-Up & Reflection (5 minutes)

Ask:

“What’s one thing you’ll remember about teaching grammar to children?”

Elicit:

- Keep it natural.
- Context before rule.
- Show, don’t tell.
- Practice through play.

Exit Ticket:

“One child-friendly grammar activity I’ll definitely try is...”

Homework:

Write a 250-word micro-lesson plan for teaching one grammar point (e.g., “can/can’t” or “there is/are”) to 8–10-year-olds. Include context, materials, and short explanation.

LESSON 27. Teaching vocabulary to young learners

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, student teachers will be able to:

1. Explain how young learners acquire and remember new vocabulary.
2. Identify **principles** of vocabulary teaching for children (meaning, context, recycling).
3. Select and design **fun, meaningful vocabulary activities**.
4. Use **visuals, games, and stories** to teach and reinforce vocabulary.
5. Reflect on how to build long-term retention through review and integration.

🕒 LESSON STAGES AND PROCEDURE

1. 🧡 Warm-Up (10 minutes) – “What’s in the Bag?”

Activity:

Prepare a mystery bag with small classroom objects (toy, pencil, apple, etc.).

Pull out one and ask:

“What’s this? Do you like it? What color is it?”

Then hide the objects and ask students to recall them all.

Discuss:

“How did you remember the words? What helped you?”

Transition:

“Children learn words best when they can *see, touch, hear, and use* them meaningfully.”

2. 📖 Input 1 (15 minutes) – How Young Learners Learn Vocabulary

Mini-lecture with visuals:

Feature	Explanation	Teaching Implication
Concrete thinkers	Understand through objects & pictures	Use realia, visuals
Strong memory for sound	Love rhythm & rhyme	Use songs, chants
Like repetition	Need recycling	Review words in games & stories
Learn chunks, not lists	Remember phrases	Teach lexical phrases (“a red apple”)
Affective learners	Feelings aid memory	Use emotion, stories, imagination

Quote (Cameron, 2001):

“Children remember words best when they have met them in meaningful contexts and used them in enjoyable ways.”

3. 💡 Input 2 (10 minutes) – Principles of Teaching Vocabulary to YLs

Teacher explains 5 core principles:

1. **Contextualization:** Teach words in sentences or stories, not isolation.
2. **Repetition + Variety:** Recycle words in different ways (song, game, drawing).
3. **Multi-sensory Learning:** Engage sight, sound, movement, emotion.
4. **Active Use:** Let children *say, do, act,* or *draw* words.
5. **Personalization:** Connect new words to children’s real lives.

Example:

Instead of just showing “cat,” say:

“This is a cat. The cat is sleeping. Do you have a cat? What’s your cat’s name?”

4. 🛠 Practice Stage 1 (20 minutes) – “Design a Vocabulary Activity”

Group Task (3–4 students):

Each group receives a topic and target words:

Topic	Sample Words
Colours	red, blue, green, yellow
Animals	dog, elephant, lion, monkey
Food	apple, banana, cake, milk
Clothes	shirt, hat, dress, shoes
Classroom objects	pencil, book, bag, ruler

Instructions:

Design one **10-minute YL vocabulary activity** that:

- Introduces the words meaningfully
- Includes practice (TPR, game, chant, story)
- Ends with short review

Groups fill in a **mini lesson plan**:

Stage Aim Activity Materials Time

Examples:

- *TPR game:* “Touch something red!”
- *Story:* “The Hungry Monkey” (introduces food words)
- *Chant:* “Put on your hat, put on your shoes!”

Teacher circulates to guide.

5. 🎧 Micro-Teaching & Peer Feedback (15 minutes)

Each group **demonstrates** a 2-minute version of their activity.

Peers give brief feedback using 3 criteria:

Clarity and age-appropriateness

Student involvement

Vocabulary focus through context and repetition

Teacher highlights good techniques: visuals, gestures, rhythm, limited number of words (5–8 per lesson).

6. 📄 Input 3 (5 minutes) – Vocabulary Recycling Techniques

Teacher presentation:

Technique	Example
Games	“Bingo,” “Memory,” “What’s missing?”
Songs/Chants	“Head, Shoulders, Knees and Toes”
Stories	Reuse target words in new contexts
Worksheets/Art	“Draw and label your favorite animal”
Projects	“My Food Book,” “My Room Poster”

Stress that *review* must be built into every lesson — children forget quickly without repetition.

7. Wrap-Up & Reflection (5 minutes)

Ask:

“What makes vocabulary learning fun and memorable for children?”

Elicit answers: games, visuals, repetition, feelings, movement.

Summarize:

“Words are the building blocks of language — teach them through joy, not drills.”

Exit Ticket:

“One activity I’ll use to teach vocabulary to children is...”

Homework:

Prepare a full **30-minute YL vocabulary lesson plan**.

LESSON 28. Fostering young learners’ listening and speaking skills

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this session, pre-service teachers will be able to:

1. Explain the **importance of listening and speaking** in young learner development.
2. Identify key **principles for teaching oral skills** to children.
3. Select and design **age-appropriate listening and speaking tasks**.
4. Apply techniques that integrate **fun, movement, and meaning**.
5. Reflect on how to build children’s **confidence and participation** in oral communication.

🕒 LESSON STAGES AND PROCEDURE

1. 🧘 Warm-Up (10 minutes) – “Silent Teacher!”

Activity:

The trainer gives 3 short instructions without speaking — only gestures:

- 👏 “Stand up,”
- 🔄 “Turn around,”
- 👏 “Clap twice.”

Ask:

“Did you understand me without words? Why?”

Then repeat using English instructions:

“Jump,” “Touch your head,” “Open the door.”

Discussion:

“How can we make listening meaningful and fun for children?”

Transition:

“Listening and speaking are how children *enter* a language — they come before reading and writing.”

2. 📖 Input 1 (15 minutes) – Listening and Speaking in Young Learner Classrooms

Mini-lecture with visuals:

Skill	What It Involves	Teaching Implication
Listening	Understanding meaning from sounds	Use songs, stories, real situations
Speaking	Producing language for communication	Use games, pair work, role play

Why these skills matter:

- Children **learn language through hearing it repeatedly**.
- Speaking helps them **internalize patterns**.
- Listening and speaking together build **confidence and interaction**.

Quote (Cameron, 2001):

“Young learners are active listeners and talkers long before they can read or write — the classroom must reflect this.”

3. 💡 Input 2 (10 minutes) – Principles for Developing Oral Skills

Teacher presentation:

1. **Comprehensible input first** (use gestures, visuals, slow pace).
2. **Meaning before accuracy.**
3. **Plenty of repetition and recycling.**
4. **Short, engaging tasks (5–10 minutes).**
5. **Use songs, stories, and games to create real communication.**
6. **Encourage speaking through safety and praise.**

Example:

Instead of “Say the sentence correctly,” say:

“Can you tell me what the lion is doing?” (fun, meaningful task).

4. 📌 Practice Stage 1 (20 minutes) – Designing Listening Activities

Group Task:

Each group receives one topic and age group:

Topic	Age	Example Task
Animals	6–7	Listen & point / TPR (“Touch the elephant!”)
Food	8–9	Listen & match (“Put the pizza under the table.”)
School	9–10	Listening for details (“Who has the red bag?”)
Daily Routines	10–11	Listen & order (“First I brush my teeth...”)

Instructions:

Design a 10-minute listening activity that includes:

- Pre-listening (engage interest)
- While-listening (task focus)
- Post-listening (follow-up speaking or drawing)

Groups outline on mini-planning sheet:

| Stage | Aim | Activity | Materials | Time |

Teacher supports with modeling (“Listen and color,” “Guess the sound,” etc.).

5. 🗨️ Input 3 (10 minutes) – Developing Speaking Skills

Mini-lecture and demonstration:

Type	Example Activity	Focus
Repetition & chants	“Hello, hello! How are you?”	Pronunciation & rhythm
Substitution drills	“I like apples / I like bananas”	Patterns & fluency
Guided dialogues	“What’s your name?” – “I’m Ali.”	Formulaic speaking
Creative tasks	Role-plays, “Show & Tell”	Personalization
Games	“Find someone who...,” “Guess who?”	Fun communication

Emphasize:

- Use **scaffolding**: start with chorus, then pairs, then individuals.
- Always create a **safe atmosphere** — no pressure, no correction during fluency tasks.

6. Practice Stage 2 (10 minutes) – “Mini Speaking Task Design”

Each group designs one 5-minute speaking task for the same age group/topic as before. It should include:

- Purposeful communication (ask, describe, act).
- Age-appropriate language and visuals.
- Interaction (pair, group, or class).

Examples:

- *Animals*: “Guess the animal” (students ask Yes/No questions).
- *Food*: “What do you like?” survey.
- *School*: “Find someone who has a red pencil.”
- *Daily routines*: “Miming game – What am I doing?”

Groups present briefly to class.

7. Wrap-Up & Reflection (5 minutes)

Ask:

“How are listening and speaking connected in young learner classrooms?”

Elicit:

- Listening always comes first.
- Speaking grows from imitation and confidence.
- Games, songs, and stories integrate both.

Exit Ticket:

“One activity I’ll use to develop children’s listening and speaking skills is...”

Homework:

Prepare a 30-minute lesson plan combining listening and speaking for one topic (e.g., Animals, Food, or My Family). Include:

- Learning objectives
- Materials
- 3 lesson stages
- One creative communicative task

LESSON 29. Teaching reading and writing to young learners

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of the lesson, pre-service teachers will be able to:

1. Explain **how reading and writing develop** in young learners.
2. Identify key **principles of teaching literacy** in English as a foreign language.
3. Design **interactive reading and writing activities** appropriate for different ages.
4. Integrate reading and writing with other skills (listening, speaking, vocabulary).
5. Reflect on how to make literacy activities **fun, meaningful, and achievable**.

🕒 LESSON STAGES AND PROCEDURE

1. 🎧 Warm-Up (10 minutes) – “Read It, Show It!”

Activity:

Display simple flashcards with short words or sentences:

- “Stand up!”
- “Touch your head.”
- “Smile!”

Students read and act them out.

Ask:

“Did we read silently or with movement? How did it help understanding?”

Transition:

“Young learners need reading and writing to be *active, meaningful, and connected to life*, not just paper-based.”

2. 📖 Input 1 (15 minutes) – How Young Learners Develop Literacy

Mini-lecture with visuals:

Skill	Early Stage (Ages 5–7)	Middle Stage (Ages 8–10)	Later Stage (Ages 10–12)
Reading	Recognizing letters & sounds	Understanding short texts	Reading for pleasure & information
Writing	Copying & tracing	Writing simple sentences	Writing short texts creatively

Principles:

- Literacy grows **gradually and naturally**.
- Reading comes **before** writing.
- Children learn best when both are connected to **oral language**.

Quote (Cameron, 2001):

“Children build literacy best when it grows out of what they can already say and understand.”

3. 💡 Input 2 (10 minutes) – Principles for Teaching Reading and Writing

Teacher presentation:

1. **From listening & speaking to reading & writing.**
2. **Meaning first, form later.**
3. **Use visuals and stories** for reading.
4. **Use models and scaffolds** for writing.
5. **Keep tasks short and motivating.**
6. **Recycle language** across the four skills.

Example:

- Start with a story (listening) → read the text (reading) → act it out (speaking) → write about it (writing).

4. 📌 Practice Stage 1 (20 minutes) – Teaching Reading

Group Task:

Each group designs a **10-minute reading activity** for one age group and text type:

Age	Text Type	Example Task
6–7	Flashcards or short story	“Listen and point / match pictures to words.”
8–9	Short story or rhyme	“Order the story pictures.”
9–10	Story paragraph	“Find and circle color words.”
10–11	Short factual text	“True/False quiz or missing words.”

Guidelines:

Include three stages:

- *Pre-reading*: predict from pictures, activate knowledge
- *While-reading*: do a simple task (match, order, find)
- *Post-reading*: share ideas or draw the story

Teacher provides sample materials: flashcards, picture story, short paragraph.

5. Input 3 (10 minutes) – Teaching Writing

Mini-lecture:

Children move from **copying** → **guided writing** → **free writing**.

Stage	Example Activity	Support
Copying & tracing	“Write the words from flashcards.”	Teacher model
Controlled writing	“Fill in the missing words.”	Word bank
Guided writing	“Write 3 sentences about your pet.”	Prompts, visuals
Creative writing	“Write your own short story.”	Freedom + praise

Teacher tips:

Use *shared writing* (teacher + class).

Focus on *content* before correcting grammar.

Use *personalization* (“My favorite food is...”) to increase engagement.

6. Practice Stage 2 (10 minutes) – Integrating Reading and Writing

Each group extends their reading activity to include a **connected writing task**.

Example progressions:

- Read a story → write “My favorite part.”
- Read a poem → write a new line.
- Read about animals → write 3 sentences about your favorite one.

Groups present short overviews to the class.

7. Wrap-Up & Reflection (5 minutes)

Ask:

“What’s the best way to make reading and writing meaningful for children?”

Elicit:

- Connect to topics they know.
- Use visuals, movement, and storytelling.
- Focus on enjoyment, not error.

Exit Ticket:

“One reading or writing idea I’ll definitely use is...”

Homework:

Prepare a **30-minute integrated reading and writing lesson plan** for one age group and topic (e.g., “My Family,” “At the Zoo,” or “Seasons”).

LESSON 30. Assessment of young English language learners

Duration: 80 minutes

Target Audience: Pre-service language teachers

Lesson Objectives

By the end of this lesson, pre-service teachers will be able to:

1. Explain what **assessment** means in the context of young learners.
2. Distinguish between **formative and summative assessment**.
3. Identify **appropriate tools and techniques** for assessing children’s language skills.
4. Recognize the importance of **positive feedback and observation**.
5. Design simple, **age-appropriate assessment tasks** aligned with learning goals.

🕒 LESSON STAGES AND PROCEDURE

1. 🎧 Warm-Up (10 minutes) – “How Do You Know They’ve Learned?”

Activity:

Show a short picture or tell a quick story used in a YL lesson. Ask:

“How would you know if your students understood it?”

Students brainstorm answers (e.g., they point, act, answer, draw).

Transition:

“You just described *assessment* — it’s not always a test, it’s about *seeing learning happen*.”

2. 📖 Input 1 (15 minutes) – What Is Assessment for Young Learners?

Mini-lecture with visuals:

Type	Purpose	Example
Assessment for Learning (Formative)	To improve teaching and learning	Observation, feedback, self-assessment
Assessment of Learning (Summative)	To measure achievement	End-of-unit test, project grading
Assessment as Learning	To develop learner autonomy	Reflection journals, smiley scales

Key characteristics of YL assessment:

- Continuous and informal
- Based on *what children can do*, not what they can’t
- Focused on progress, not perfection
- Positive, motivating, and integrated into classroom activities

Quote (McKay, 2006):

“Assessment of young learners should be part of teaching, not apart from it.”

3. 💡 Input 2 (10 minutes) – Principles of Assessing Young Learners

Teacher presentation:

1. **Child-friendly:** Simple, visual, low-stress tasks.
2. **Integrated:** Assessment through regular classroom activities.
3. **Holistic:** Evaluate language, participation, and effort.
4. **Positive feedback:** Encourage rather than criticize.
5. **Multiple modes:** Observation, portfolios, performance.

Example:

Instead of “Write a paragraph test,” try “Draw your favorite animal and describe it in 3 sentences.”

4. 📌 Practice Stage 1 (20 minutes) – Designing Assessment Tasks

Group Task:

Each group receives a skill area and age group:

Group	Skill	Age	Example Task
1	Listening	6–7	Listen and point to the right picture.
2	Speaking	8–9	“Show and Tell” about a toy.
3	Reading	9–10	Match words to pictures or short sentences.
4	Writing	10–11	Write 3 sentences about “My Family.”

Instructions:

Design one short **assessment activity** that fits these criteria:

- Age-appropriate
- Communicative
- Non-threatening
- Linked to learning objectives

Groups complete a simple table:

Skill Task Description Tools / Materials Assessment Focus Feedback Type

Then briefly share their task idea.

5. 🗣️ Practice Stage 2 (10 minutes) – Tools for Assessing YLs

Teacher explains different assessment tools with examples:

Tool	Description	Example
Observation checklist	Teacher records student behavior or progress	“Uses English to greet peers.”
Portfolio	Collection of learners’ work	Drawings, writings, audio recordings
Rubrics / Scales	Simple performance criteria	Smiley faces 😊 😐 😞 for effort or fluency
Performance tasks	Authentic activities	Role play, song, or mini-project
Peer/Self-assessment	Reflection on learning	“What did I learn today?” chart

Mini Demonstration:

Show a sample smiley chart or “Star Card” (e.g., ★ I spoke English, ★ I listened carefully).

6. 💬 Practice Stage 2 (10 minutes) – Giving Feedback

Pair Activity:

Teacher shows examples of teacher feedback.

Students decide which are *effective* and which could be *improved*.

Examples:

1. ✗ “Wrong answer.”
2. “Good try! Let’s check it together.”
3. “You used great pronunciation today.”
4. ✗ “You need to be better next time.”

Reflection:

“How does positive feedback affect motivation?”

7. Wrap-Up & Reflection (5 minutes)

Ask:

“What makes assessment different for children than for adults?”

Elicit answers:

- Children need encouragement and visible progress.
- Assessment must be fun, fair, and focused on growth.
- Observation and play can be valid assessment.

Exit Ticket:

“One assessment tool I’ll use in my future classroom is…”

Homework:

Design a **short formative assessment plan** for one topic (e.g., “Animals,” “My Family,” or “Seasons”) including:

- Goal
- Task
- Tools
- Feedback approach

3. GLOSSARY

1. Successful Teaching

Creating meaningful, engaging, and effective learning experiences that lead to measurable progress in learners’ knowledge, skills, and motivation.

2. Research

A systematic process of collecting, analyzing, and interpreting data to answer a question or solve a problem related to teaching and learning.

3. Teacher-Research

A reflective and investigative process carried out by teachers in their own classrooms to improve practice and understanding of learning.

4. Reflection

The process of thinking critically about one's own teaching experiences to identify strengths, challenges, and areas for improvement.

5. Exploratory Action Research (EAR)

A classroom-based inquiry where teachers explore a problem, gather data, interpret results, and plan actions to enhance teaching and learning.

6. Research Focus

A clear area or aspect of teaching that a teacher-researcher chooses to investigate (e.g., motivation, error correction, group work).

7. Research Question

A specific, answerable question that guides a research study (e.g., *How do visuals affect students' vocabulary retention?*).

8. Data Collection Tools

Instruments used to gather information for research, such as surveys, journals, interviews, or classroom observations.

9. Quantitative Data

Information expressed in numbers or measurable quantities (e.g., test scores, frequencies, percentages).

10. Qualitative Data

Descriptive information based on opinions, observations, or experiences (e.g., interview comments, journals, student drawings).

11. Data Interpretation

The process of analyzing and making sense of collected data to find patterns, meaning, and implications for teaching.

12. Poster Presentation

A visual and concise way of summarizing and sharing research findings or classroom projects through charts, text, and images.

13. Exploratory Phase

The first stage in teacher research when teachers identify a problem, collect preliminary information, and reflect before taking action.

14. Reflection Journal

A teacher's written record of thoughts, experiences, and insights about classroom practices and learning outcomes.

15. Second Language Acquisition (SLA)

The process by which learners acquire a language other than their mother tongue, both consciously and subconsciously.

16. Age Factor

The influence of a learner's age on language learning processes, strategies, and outcomes (e.g., differences between children and adults).

17. Learning Strategies

Techniques or actions learners use to help themselves learn more effectively (e.g., repetition, note-taking, self-testing).

18. Learner Beliefs

Students' personal ideas about language learning — what helps, what doesn't, and what learning should look like.

19. Language Aptitude

An individual's natural ability to learn a foreign language, including memory, analytical, and sound-discrimination skills.

20. Motivation

The internal or external drive that influences how much effort learners put into learning a language.

21. Extrinsic Motivation

Learning driven by external rewards or pressures (grades, praise, job requirements).

22. Intrinsic Motivation

Learning driven by internal interest, curiosity, or enjoyment of the activity itself.

23. Lesson Planning

The process of designing structured, purposeful, and engaging activities to achieve learning objectives.

24. Classroom Management

The organization of the classroom environment and student behavior to maintain an effective and positive learning atmosphere.

25. Contextualized Grammar Teaching

Introducing grammar through meaningful contexts, stories, or communication rather than isolated rule explanation.

26. Vocabulary Development

The process of learning, remembering, and using new words through exposure, practice, and meaningful use.

27. Listening and Speaking Skills

The foundation of oral communication that involves understanding spoken language and expressing oneself fluently and confidently.

28. Reading and Writing Skills

The receptive and productive literacy abilities that develop comprehension, expression, and academic competence in a second language.

29. Formative Assessment

Ongoing assessment used during instruction to monitor progress and inform teaching, often through observation, checklists, or feedback.

30. Child-Friendly Assessment

Evaluation methods designed for young learners that are playful, visual, low-stress, and focused on effort and improvement rather than failure.

4. ILOVALAR TESTLAR

1. What is the main goal of *successful teaching*?

- A) Completing the textbook
- B) Creating enjoyable lessons
- C) Promoting meaningful learning and student progress
- D) Giving many tests

2. What is *educational research* primarily used for?

- A) Copying previous studies
- B) Understanding and improving teaching and learning
- C) Comparing teachers
- D) Writing long reports

3. Which of the following best defines *teacher-research*?

- A) Research conducted by experts in universities
- B) Research done by teachers in their own classrooms
- C) Experiments on students' memory
- D) Research only about textbooks

4. What does *reflection* mean in teacher education?

- A) Looking at oneself in a mirror
- B) Thinking critically about one's teaching experiences
- C) Asking students for marks
- D) Recording videos of lessons only

5. Why is *reflection* important for teachers?

- A) It replaces lesson planning
- B) It helps improve teaching practice and decision-making
- C) It is part of exam assessment
- D) It is only used at the end of the year

6. What is *exploratory action research (EAR)*?

- A) Collecting data only from other teachers
- B) A teacher's investigation into classroom issues to improve learning

- C) Testing new textbooks
- D) Writing a long theoretical paper

7. The *research focus* is:

- A) The grammar topic of the lesson
- B) The main question or issue being explored
- C) The method of data collection
- D) A group of participants

8. Which is a good example of a *research question*?

- A) "Students should study more."
- B) "Why do my learners enjoy group work more than pair work?"
- C) "My students don't like grammar."
- D) "English is difficult."

9. Which of the following is a *data collection tool*?

- A) Textbook
- B) Lesson plan
- C) Interview
- D) Black/white board

10. Quantitative data focuses on:

- A) Descriptions and opinions
- B) Feelings and emotions
- C) Numbers and measurable results
- D) Drawings and stories

11. Qualitative data focuses on:

- A) Numbers
- B) Tables
- C) Words, experiences, and observations
- D) Calculations

12. Interpreting data means:

- A) Collecting more surveys
- B) Explaining what results mean and why
- C) Copying others' findings
- D) Adding numbers randomly

13. What is the final stage of an exploratory action research cycle?

- A) Planning
- B) Acting
- C) Reflecting and planning new actions
- D) Data entry

14. Which skill helps teachers *understand their own teaching* better?

- A) Memorization
- B) Reflection
- C) Translation
- D) Testing

15. What is the main purpose of a *poster presentation*?

- A) To decorate the classroom
- B) To visually summarize and share research findings
- C) To assess handwriting
- D) To test drawing skills

16. In exploratory research, the *exploratory phase* involves:

- A) Designing solutions first
- B) Observing and collecting initial information
- C) Giving final tests
- D) Writing conclusions

17. Which of the following is *not* a data collection tool?

- A) Journal
- B) Questionnaire
- C) Experiment
- D) Video reflection

18. What is the first step before collecting data?

- A) Choosing analysis software
- B) Defining the research question
- C) Submitting to a journal
- D) Asking permission from students

19. What is the purpose of *triangulation* in research?

- A) To decorate charts
- B) To use different tools to confirm findings
- C) To confuse participants
- D) To increase sample size

20. What is an *age factor* in language learning?

- A) A rule for teachers
- B) How a learner's age affects language acquisition
- C) The total number of years in school
- D) The test duration

21. What are *learning strategies*?

- A) Games teachers play
- B) Specific actions learners take to make learning easier
- C) School rules
- D) Grammar exercises

22. What are *learner beliefs*?

- A) Cultural traditions
- B) Learners' opinions about how languages should be learned
- C) Religious ideas
- D) Teachers' methods

23. Language aptitude refers to:

- A) Natural ability to learn a language
- B) Hard work
- C) Motivation only
- D) Reading speed

24. Which of the following describes *extrinsic motivation*?

- A) Studying English for enjoyment
- B) Studying to get a certificate
- C) Learning because it's interesting
- D) Reading for pleasure

25. *Intrinsic motivation* refers to:

- A) Learning because of money
- B) Learning for personal satisfaction or curiosity
- C) Learning to please parents
- D) Learning under pressure

26. According to Self-Determination Theory, intrinsic motivation grows with:

- A) Competition
- B) Fear of punishment
- C) Autonomy, competence, and relatedness
- D) Memorization

27. Classroom management means:

- A) Controlling students by punishment
- B) Organizing the classroom environment and behavior for learning
- C) Writing rules only
- D) Teaching grammar rules

28. Which of the following is *not* a key feature of managing young learners?

- A) Variety of short tasks
- B) Positive reinforcement
- C) Long grammar lectures
- D) Clear routines

29. Effective teaching for young learners should be:

- A) Textbook-centered
- B) Playful and meaningful
- C) Focused only on tests
- D) Quiet and passive

30. Contextualized grammar teaching means:

- A) Teaching grammar through real-life situations or stories
- B) Memorizing rules from the book
- C) Explaining tenses for 30 minutes
- D) Giving translation exercises

31. The best way to teach *vocabulary* to children is to:

- A) Give long word lists
- B) Use games, visuals, and repetition
- C) Focus on definitions
- D) Test every day

32. In teaching listening to children, teachers should:

- A) Play audio once and test comprehension
- B) Use songs, gestures, and pictures
- C) Explain every word
- D) Ask students to translate

33. In developing speaking skills, teachers should focus on:

- A) Grammar accuracy only
- B) Building confidence and communication
- C) Writing practice
- D) Memorization

34. Reading activities for children should:

- A) Include prediction, matching, and drawing
- B) Focus only on translation
- C) Require long texts
- D) Ignore visuals

35. Writing for young learners begins with:

- A) Essays
- B) Copying and tracing words and sentences
- C) Grammar analysis
- D) Dictation

36. The purpose of integrating the four skills is to:

- A) Teach faster
- B) Help learners use language in meaningful contexts
- C) Test each skill separately
- D) Avoid grammar lessons

37. The first step in teaching reading is:

- A) Reading aloud long texts
- B) Letter and sound recognition
- C) Writing paragraphs
- D) Vocabulary tests

38. Assessment is:

- A) Only final exams
- B) The process of collecting evidence about learning
- C) Giving marks for attendance
- D) Repeating lessons

39. Formative assessment is used to:

- A) Rank students
- B) Support ongoing learning and teaching decisions
- C) Punish low achievers
- D) Prepare for external exams

40. Summative assessment is typically used:

- A) During daily lessons
- B) At the end of a course or term
- C) During warm-up activities
- D) For observation only

41. Which tool is suitable for assessing children's oral skills?

- A) Silent reading test
- B) Show and tell presentation
- C) Grammar worksheet
- D) Translation exam

42. Which assessment method best supports *young learners*?

- A) Traditional written tests
- B) Observation, portfolios, and performance tasks

TARQATMA MATERIALLAR:

Handout 1.

Task 1. Paula's successful teaching

Paula will share with you a successful experience from her own classroom teaching as an example for the first task.

- C) Memorization quizzes
- D) Peer grading

43. What kind of feedback motivates young learners most?

- A) Negative correction
- B) Ignoring mistakes
- C) Specific, positive comments
- D) Public criticism

44. A child-friendly classroom is one that:

- A) Focuses on grammar tests
- B) Encourages active, safe, and joyful learning
- C) Keeps children silent
- D) Is teacher-centered

45. Teaching children through play means:

- A) Wasting time
- B) Learning language through meaningful fun activities
- C) Ignoring the syllabus
- D) Replacing lessons with games

46. Reflective journals help teachers to:

- A) Record and analyze their teaching experiences
- B) Track students' attendance
- C) Summarize grammar points
- D) Write official reports

47. Which of the following is *not* a principle of good research?

- A) Ethical data collection
- B) Subjectivity and bias
- C) Systematic observation
- D) Clear purpose

“Some years ago I was teaching a large group of teenagers in a secondary school. I had to teach them countries and nationalities, which seemed a rather simple task, but it proved to be challenging for them. They not only struggled to remember the words for different countries and nationalities but also had problems remembering their pronunciation. I also had the difficulty of having only a few hours left before the end of the semester with one particular group, so I had to come up with a solution fast. Then, I thought of creating a domino game consisting of countries on one side and nationalities on the other. Every time learners wanted to match a flag to a nationality, they had to say something like ‘She is from Spain. She is Spanish’, therefore it required a lot of repetition. After doing this game, I moved to a more communicative task, which they could perform more effectively. I was very pleased with the result. Not only did the students remember the vocabulary of the lesson and were able to move from a controlled practice type of task to a freer communicative task, but they were also engaged. I saw them taking notes and this showed me they were working hard; I heard them encouraging each other to pronounce the words correctly. I felt the activity really suited its purpose. I think that, for me, successful teaching is when students are engaged, participating actively, and when they make progress in their learning.”

Box A. Signs

1. Students are very involved in what is going on.
2. Students are very active.
3. Students are using the vocabulary words of the lesson.
4. Students and teacher enjoy the class.
5. Students were pronouncing words correctly.
6. Students enjoy classes based on games.

Box B. Ways to collect information

- A. Take notes about what students do and say.
- B. Assess how students’ vocabulary learning has improved with a vocabulary test.
- C. Ask students to write their opinions about the lesson.
- D. Ask a colleague to come in and takes notes on what he/she has seen.
- E. Make a video-recording of students in class to look at their behaviour, attitudes and language use.

Handout 2.

Task 2: Camila's challenging teaching situation

We will share with you a challenging teaching and learning situation from Camila Villalobos, a Chilean teacher, as an example for the second task. Camila teaches at a school in Chiloé Island in the south of Chile and she teaches pupils aged 10 to 13.

“There are 28 students in each level approximately and in each grade I have a group of five or six students that come from P.I.E. (Programme for Inclusion in Education) and in each of my lessons these students did not participate and they were not motivated in comparison with the rest of the class. For me as a teacher, all my students are important, and I needed to help them all to develop the same competences in English. The majority of P.I.E. students come from the countryside and other islands near to Chiloe Island; many of them never had English as a subject and those who had English did not achieve the competences of their corresponding grade. Most of these students live with foster families as well as in the town boarding school during the week and travel to their houses on the weekends to see their families. I had tried different strategies such as to let them sit with their friends to feel more comfortable, I changed my tone of voice and my body language with them and even encouraged them to ask questions in class by personalising the lessons more, but nothing seemed to work.”

Why don't we try to help Camila understand her challenging situation better? There is a lot that she doesn't know for sure. Read the statements below and write 'know' if we are certain, and 'don't know' for the areas we don't yet have enough information about. You can check your answers in the answer key.

1. We..... the different strategies she used to motivate her students.
2. We.....the background of the students Camila is concerned about.
3. We..... what all of her students think about the strategies she used.
4. We..... what makes Camila conclude students are not motivated.
5. We..... how students actually react in class to certain activities.

Handout 3

Task 3: What does teacher-research look like? Lorena's story?

2. Read the story of research by Lorena Muñoz, told in her own words, and complete the table which follows it with notes.

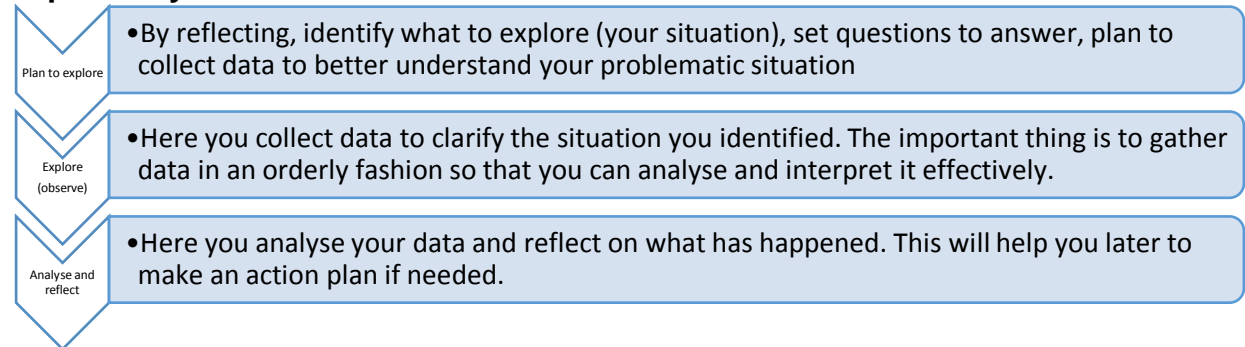
"I am a teacher at a High School in Osorno working with students who have a high level of vulnerability. I teach from 9th to 11th grades and I have more or less 38 to 40 students per group. The 9th grade students are between 14 and 15 years old. In this context I noticed they were not working properly in listening activities. In lessons I observed that they didn't do the activities and I wanted to know the reason why. I chose four questions to work with during the exploratory research process: 1. *In which listening activities do my students listen better?* 2. *How is listening presented during the lesson?* 3. *What kind of information are my students able to identify from the listening material?* 4. *How does the length of the listening material affect students' performance?* In order to collect information, I conducted a survey and discovered that they found the topics interesting, which was surprising for me; songs were the activities they liked the most. They were able to listen and understand the teacher's instructions. Then I carried out a focus group discussion to find out what they found difficult or easy when listening. They told me that they found the recordings too long and could not complete the activity. That is why they got frustrated and became distracted. They also said songs were easier because they were shorter and they could complete the tasks. I also organised a session of formal peer observation where a student-teacher observed pupils' behavior during listening and the instructions given by the teacher. He confirmed the findings and also noted that students listened to the instructions and demonstrated that they knew what to do. I decided to start working with the audios as if they were songs. I divided them into sections and created activities such as order the information, filling in the gaps, etc. By the end of two weeks I observed several changes. The first one was that they actually did the activities, handouts were completed with the correct answers and I could observe many hands up to participate in the lesson. I conducted another survey in which students answered that working with the listening materials as if they were songs allowed them to work better. They also said that they were able to identify information from the text and that the activities they liked the most were underlining the correct word, filling in the gaps and crossing out the odd one out. They still found it difficult to order the information because sometimes the material was too fast. The focus group participants mentioned that they now felt motivated and more successful because they were able to do the tasks, and do them well. This was confirmed by another peer observation, where the student-teacher told me that students were able to focus on the activities and they did not get distracted by anything else. As a reflection I learned that conducting action research can be helpful to improve my teaching practice and my students' listening skills. Students are able to improve listening skills if we, as teachers, implement strategies according to their needs. I was able to see a change which motivates me to continue working like this. From now on, the way I teach listening will be different according to what the group requires. Finally, I realised that with a simple action I can change and improve what I am doing in the classroom."

Answer these questions according to Lorena's story:

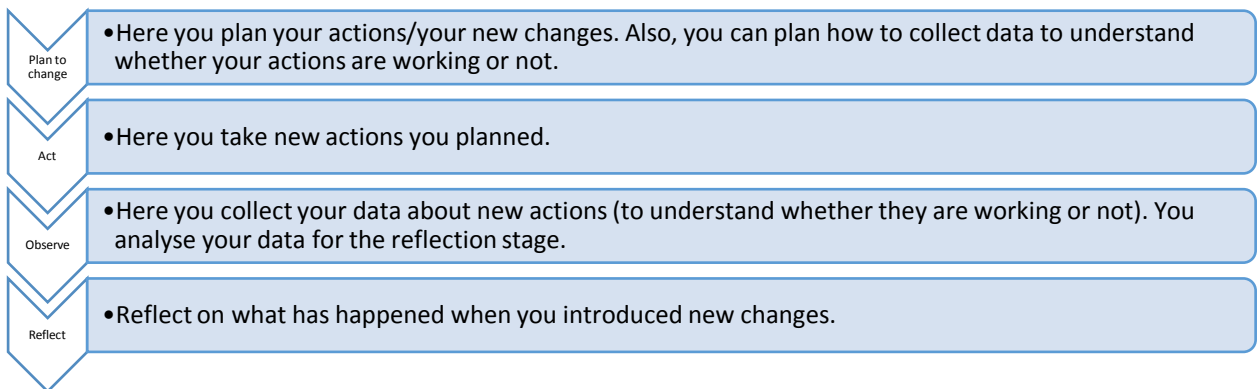
1. What were Lorena's initial concerns?	
2. What did she do to solve her concerns?	

Stages of exploratory action research

Exploratory level



Action level



Task 4. Read the actions a teacher took and label the following diagram.

I plan and design an action plan.	
I analyse the results and make conclusions: my students want more speaking activities in class.	
I analyse the results and make conclusions: my students are more engaged but in some groups more than others.	
My students seem to be not motivated.	
I ask my students their perceptions. I ask a colleague to observe my class.	
I introduce some games which involve students in speaking English.	
I ask my students their perceptions. I ask a colleague to observe my class.	
I plan ways to collect data about the issue.	

Handout 3

Three types of exploratory questions

Your own perceptions	Others' perceptions (students or colleagues)	Others' behaviour or performance (students or teacher's)
<i>What do I mean by? What do I think / feel about ...? Why do I think happens?</i>	<i>What do my students think / feel about ... ? What do my colleagues think of?</i>	<i>When/How often does ... happen? What do I do / say when ... happens? What do my students do / say when ... occurs?</i>

Task 2. Look at the following questions and decide whether they are 'SMART' or not. If not, which of the SMART criteria do they fail to meet?

Exploratory question	SMART?	Criterion
1. What affects my students' learning English?	No	Not realistic or measurable
2. When do my students use English to communicate with each other?		
3. Why don't my students learn?		
4. How many times do my students use their dictionaries when doing their homework?		
5. How can films promote my students' motivation?		
6. How often in my lesson do my students work in pairs?		

Edit bad (not SMART ones) research questions.

Task 3: Write and evaluate your own research questions

Exploratory question	SMART?

