



Training Handbook

Dear Harmon Hall Teachers:

The present Handbook was specially developed for Harmon Hall and Talisis as an action to cover this necessity to improve strategies and techniques for teachers on these particular times that all of you at Harmon Hall are experiencing.

Use this handbook as a helper to improve as well as transmit the way to make things easier and less complicated for teachers and students who are the spirit of the institution and who are making a great effort adapting to this new and unknown way to work in an online environment.


The present handbook includes step by step explanations of 'Dynamizing synchronous classes following the Harmon Hall Model'; a theoretical-based training session and its delivery, presented in a PowerPoint presentation (PPP).

It also includes the Training Guidelines to manage explanations and time, check them below.

The authors of this material wish that you find virtual teaching as an opportunity to develop new skills to improve your practice so you can continue your important work.

Sincerely,

Teresa Muñoz
Mónica Zamora

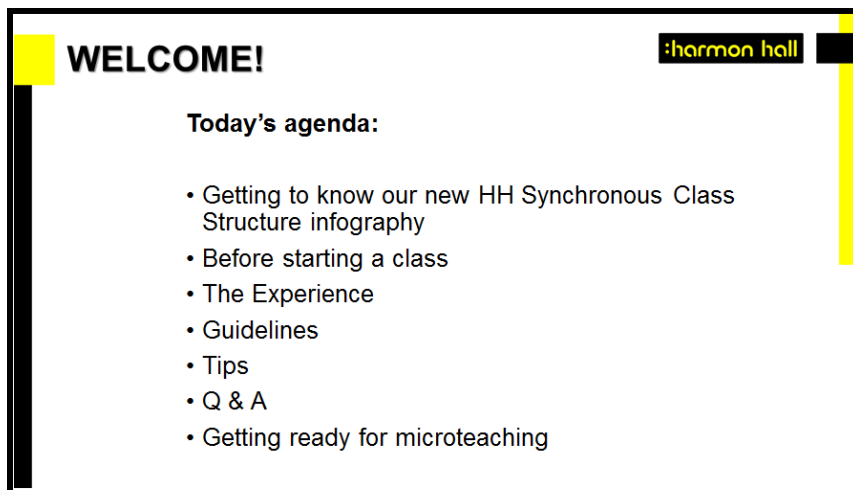
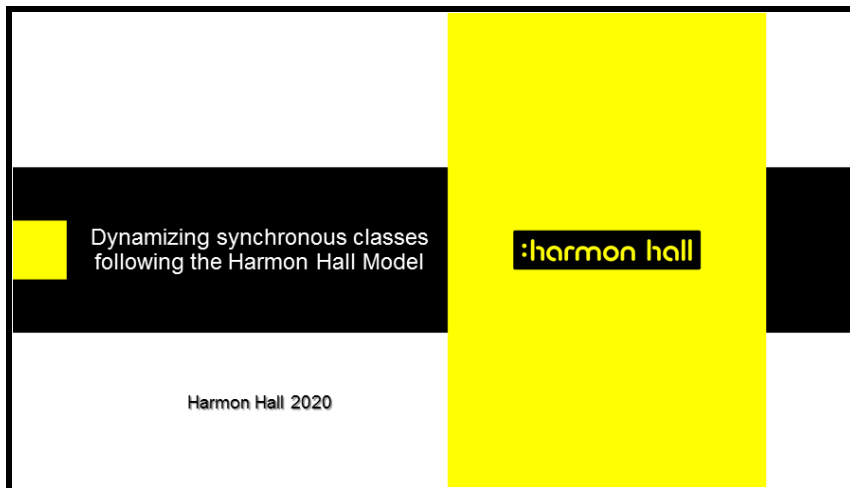


Dynamizing synchronous classes following the Harmon Hall Model

Training Guidelines

Stage	Activity	Time
Welcome / Agenda	<ul style="list-style-type: none"> • Welcome attendees to the training session • Explain in detail what topics will be discussed during the session 	5 minutes
Dynamizing synchronous classes following the Harmon Hall Model		
Before	<ul style="list-style-type: none"> • Explain participants the rationale behind the 'HH SYNCHRONOUS CLASS STRUCTURE' infographic. • Present it and go over the different aspects/moments in it • Be sure to ask trigger questions that will help with the development of this section and make it more meaningful for attendees 	10 minutes
The Experience	<p>1. Warm-up, Lead-in</p> <ul style="list-style-type: none"> • Make a couple of question that will help attendees to understand what the first part of the session will be about • Give a brief description of the topic • Provide specific examples and suggestions 	20 minutes
	<p>2. Vocabulary introduction – Vocabulary Activity</p> <ul style="list-style-type: none"> • Make a couple of question that will help attendees to understand what the second part of the session will be about • Give a brief description of the topic • Provide specific examples and suggestions 	20 minutes
	<p>3. Set the scene, first eliciting, anticipating</p> <ul style="list-style-type: none"> • Make a couple of question that will help attendees to understand what the third part of the session will be about • Give a brief description of the topic 	20 minutes

	<ul style="list-style-type: none"> Provide specific examples and suggestions 	
	<p>4. Drills 1 & 2 Consolidation (RECYCLING)</p> <ul style="list-style-type: none"> Make a couple of question that will help attendees to understand what the fourth part of the session will be about Give a brief description of the topic Provide specific examples and suggestions 	15 minutes
	<p>5. Application</p> <ul style="list-style-type: none"> Make a couple of question that will help attendees to understand what the fifth part of the session will be about Give a brief description of the topic Provide specific examples and suggestions 	10 minutes
Guidelines	<ul style="list-style-type: none"> Explain the general considerations of the Guidelines in the infographic Give a brief description of the 12 points Provide examples and suggestions 	20 minutes
Tips	<ul style="list-style-type: none"> Explain the Tips in the infographic Give a brief description of the 12 points Provide examples and suggestions 	10 minutes
Handbook & PP Presentation	<ul style="list-style-type: none"> How to use both handbook and PP Presentation 	5 minutes
Q&A	<ul style="list-style-type: none"> Allow suitable questions from attendees 	5 minutes
Getting ready for microteaching	<ul style="list-style-type: none"> Provide clear and straightforward instruction for the development of the following micro-teaching sessions 	10 minutes



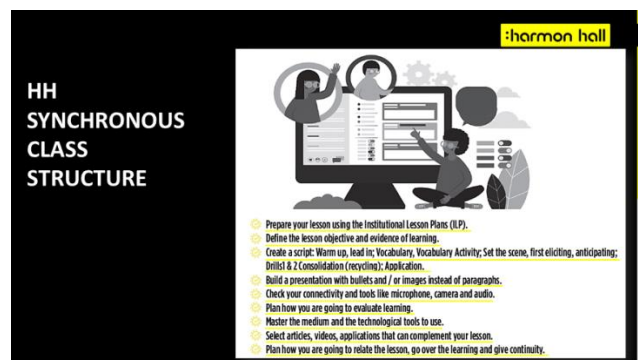
5:00 MINUTES

Good day everybody, welcome to 'Dynamizing synchronous classes following the Harmon Hall Model'. My name is [INSERT YOUR NAME HERE] and I am very happy to have the opportunity to be today with you. Before we start, please help us to have a better experience by shutting down your microphones as well as your video cameras, thank you! Also, identify where the chat is since it will be helpful during this session. This training will be divided into 7 moments. So, let's review today's agenda, shall we? **(CLICK)**

- *Getting to know our new HH Synchronous Class Structure infographic:* We'll go over a new tool that the Harmon Hall's 'Academic Quality Department' has developed for you to help you ease the lesson planning process as well to provide you with tips and recommendations. We developed each aspect of it as the backbone of this training session **(CLICK)**

- *Before starting a class:* This is the first section of this new tool that covers in a detailed way all those aspects to be considered when preparing an online class. **(CLICK)**
- *The Experience:* We'll review the five moments to be covered in every class. We'll provide specific examples and suggestions to improve classes in an online environment. **(CLICK)**
- *Guidelines:* During this part of this session, we'll discuss different aspects that must be considered in each class. **(CLICK)**
- *Tips:* We'll provide useful and practical guidance for you to improve your online sessions. **(CLICK)**
- *Q & A:* At this moment, we'll have a moment for you to ask some questions. Because of time restraints, we might not be able to answer as many questions as we would like to. However, we'll try to cover up most of them. Please, "raise our hand" and type your questions through the chat. Let's try to do this in an orderly way. **(CLICK)**
- *Getting ready for microteaching:* Finally, we'll let you know the instructions and guidelines for you to present [INSERT MICRO TEACHING DATES] when we'll have our microteaching sessions. Let's begin! **(CLICK)**

HH Synchronous Class Structure 10:00 minutes



(CLICK) Harmon Hall's synchronous class structure is an infographic that the 'Academic Quality Department' has developed for supervisors and teachers that has to be considered as a checklist. It provides you a descriptive overview of the different moments and aspects to be considered when planning and presenting a class. It is divided into 4 moments: Before, the Experience, Guidelines, and Tips. Let's review each of them: **(CLICK)**

The first moment of the infographic establishes the BEFORE, that is, a list of items that must be considered when planning a class. These are:

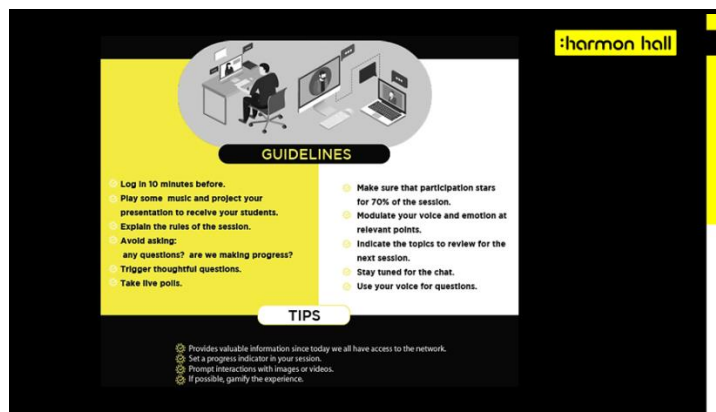
- **(CLICK)** *Prepare your lesson using the Institutional Lesson Plans.* It is imperative that every teacher at Harmon Hall have access to institutional lesson plans and get familiar with the structure so they can explore, exploit and develop resources that improve not only a face-to-face setting but also an online environment.
- **(CLICK)** *Define the lesson objective and evidence of learning.* Though it may seem obvious, the objective of a class must be clear for the teacher since it will define the purpose of it.
- **(CLICK) (CLICK)** *Create a script: Warm-up, lead-in; Vocabulary, Vocabulary Activity; Set the scene, first eliciting, anticipating; Drills 1 & 2 Consolidation (recycling); Application.* Keeping your students interested is not always an easy task. In an online setting, it is highly suggested to have a script that helps you to develop the course of your class. It will surely help in the flow of the session. Just like in a face-to-face class, teachers are required to create a sense of need for the upcoming topic to be developed. We suggest you become familiar with the creation of scripts for an online session. Please check the link I'm sending through the chat box [send this link: <https://blog.hotmart.com/en/how-to-write-a-video-lesson-script/>]. This is one of the many resources we can find online.
- **(CLICK)** *Build a presentation with bullets and / or images instead of paragraphs.* Teachers must be aware of two very important things while teaching online: 1: Avoid TTT, Teacher talking time, or what I call it: Teacher talking too much! And 2: create presentations that aren't full of images or information. No matter what presentation tool is used, it should only include essential information that will be developed by the teacher. Please check the links I'm sending through the chat box [send these links: <https://www.schoology.com/blog/7-best-presentation-tools-students> & <https://slidesgo.com/slidesgo-school/presentation-tips/create-engaging-presentations-for-your-online-classroom>] though some of this suggestions may be familiar for some of you, it is suggestable to explore more possibilities.
- **(CLICK) (CLICK)** *Master the medium and the technological tools to use and Select articles, videos, applications that can complement your lesson.* Getting familiar with the resources we have at our disposal, plus the ones we have chosen to use in order to enhance our class will result in a well-planned and well-implemented class, and your students will definitely notice it.
- **(CLICK)** *Plan how you are going to relate the lesson, go over the learning, and give continuity.* When finishing your class it is important to reflect upon what happened during it: Did we accomplish the objective? What did it go right? What did it go wrong? How can we improve both situations? This will help us to go over the next class linking ideas and giving continuity. **(CLICK)**



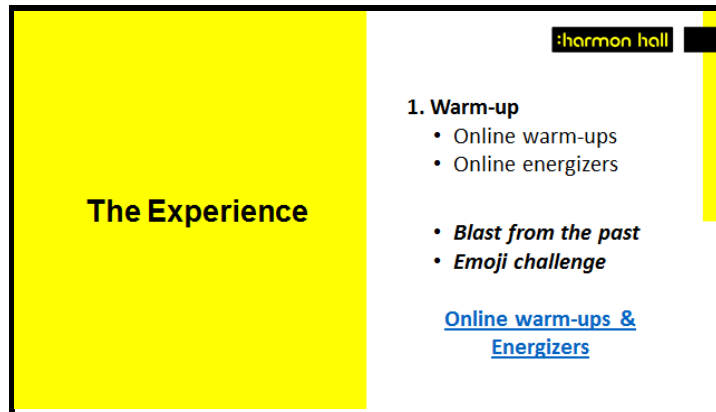
(CLICK) The second part of this infographic it is focused on the 5 moments that every class must include:

(CLICK) A warm-up, **(CLICK)** vocabulary introduction, **(CLICK)** set the scene, that will vary depending on the activity to be developed, that is if it's a listening, a reading, a writing or a structure presentation, **(CLICK)** consolidation, **(CLICK)** and application.

We'll go over in-depth on each one of these points during the session. **(CLICK)**



(CLICK) Finally, the last part of this infographic will provide specific guidelines and tips that were developed to improve and enhance your online class. These will be developed in-depth later during this session. **(CLICK)**



20:00 minutes

I would like to start this section by asking you two questions:

1. How have you felt with the transition from face-to-face classes to an online environment?
2. What have been the biggest challenges, both personal and professional; you have faced throughout this time?

Please type your answers in the chat. *[Read at least 6 answers, 3 of each question]*

As we know, live online lessons have been growing in popularity in the ELT industry in recent years. However, with schools closing due to the spread of Coronavirus, millions of teachers and students around the world have suddenly had to move their teaching and learning online over the last few months.

It may well seem daunting, especially if you're not a fan of technology. The good news is that we definitely can apply the Harmon Hall Model in a virtual environment. We just need to adapt our lessons to take into account and take advantage of the different tools and resources we have available. Again: the keyword is ADAPTING. We probably are used to asking students a couple of questions related to the last class, or in a more elaborated strategy, prepare a boosting activity that makes them energize themselves before to start the class.

Now that we have taken care of the different aspects to be considered and covered before starting a class, it is time to develop the five different steps that must be covered in each class. **(CLICK)**

1. WARM-UP, LEAD IN

Can you please tell me the purpose as well as examples of a warm-up that you use? Please type your answers in the chat. *[Read at least 5 answers]*
We all then agree that a warm-up activity is used to start a class with an interesting task to help the students be comfortable and to help them start thinking in English. However, engaging participants in an online class can be a challenge for all teachers. Meeting in an online environment and working at a screen all day can be draining and affect the energy level of your students. So, what should we do to boost our class from the very beginning? **(CLICK)**

Consider using both online warm-ups and online energizers at the time of starting your class. Online warm-ups help us to introduce new team members and get participants to learn more about each other, introduce new topics, or retake a previous one. Online energizers are great for reloading energy, having fun, and can involve some form of physical activity.

I'll give you an example of an online warm-up: **(CLICK)** Blast from the past

Before you start, ask all the participants to send you a photo of when they were younger in a private message. Upload them in a slide before the warm-up. Give everyone 1-2 minutes to add sticky notes or through the chat to guess who is who in the presentation. Go from photo to photo and ask each person to reveal themselves and share one good memory they have from that time of their lives. This is a great activity for you to develop when teaching the past tense.

Now, an online energizer example: **(CLICK)** *Emoji Challenge*

Ask everyone to think of a title of a film, book, or song. Once they're ready, tell everyone to describe the title in their chat tool using emojis only. Take turns guessing each title during a video call.

You can find more ideas here: **(CLICK)** [Online warm-ups & Energizers](#)

Can someone share some ideas that have already developed and applied in your classes? Tell us about your experience. *[Allow no more than 2 participants to share their experience using the microphone].*

Remember, the rules of the game have changed and in an online environment, students are expecting us to be more creative. Warm-ups and energizers are a simple and effective way to improve online collaboration. It gives you and your students the confidence to use different tools and get to know each other in a new way, as well as learn and develop linguistic skills in this virtual environment. The more activities you try out, the more you'll be able to experiment and come up with your own exercises.

The Experience

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2. Vocabulary introduction – Vocabulary Activity

- Present words with visual stimuli
- Attach context to vocabulary
- Build confidence with word clusters
- Building vocabulary according to S's needs

20:00 minutes

As we know, vocabulary knowledge is an important element in second language acquisition. By learning new words, students can increase their listening, speaking, reading and writing vocabularies and can improve comprehension and production in L2. When presenting vocabulary we can **(CLICK)** present words with visual stimuli, **(CLICK)** attach context to vocabulary, **(CLICK)** keep new words practical, **(CLICK)** building vocabulary according to our students' needs. Can you think of another strategy to present vocabulary? Please type your answers in the chat. *[Read at least 5 answers]*

The Experience

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eVoc Strategy

1. Learn from visual displays of word relationships within text
 - [Wordle & Wordsift](#)
2. Take a digital vocabulary field trip
 - [TrackStar](#)
3. Connect fun and learning with online vocabulary games
 - [Vocabulary Games](#) & [Vocabulary](#)
4. Have students use media to express vocabulary knowledge
5. Take advantage of online word reference tools that are also teaching tools
 - [Visual Thesaurus website](#) & [Dictionary.com](#)

[21 Digital Tools To Build Vocabulary](#)

In an online environment, presenting vocabulary in an English class will rely on **(CLICK)** an eVoc strategy is an electronic or technology-based strategy that teachers can use to develop students' vocabulary learning and interest in words using digital tools and resources that technology and media provide. eVoc strategies focus on explicit teaching of vocabulary and helping students become independent word learners. It includes 5 specific strategies: **(CLICK)**

1. Learn from visual displays of word relationships within a text. Developing breadth and depth of vocabulary depends on building connections between words and developing elaborate webs of meaning. Graphic organizers and visual displays highlight the relationships between words.

We suggest you explore **(CLICK)** Wordle and Wordsift which are two of our favorite word mapping tools that support visual representation. [Wordle](#) is a free Web application that allows you to create a word cloud based on the frequency of words in a particular text. It can be used to stimulate students' thinking about the meaning, importance, and relationship of words as they analyze, create, and publish Wordles. To create a word cloud, you paste the text into the applet and then manipulate the visual display by selecting the color scheme, layout, and font. Word clouds can be used to highlight keywords and themes to prepare students for reading, as well as a prompt discussion after reading. [WordSift](#) is another free word cloud tool available on the Internet. Like Wordle, a word cloud is created based on a text that is cut and pasted into the application. Although WordSift does not support the artistic design of the display, it offers important learning support. Each word can be clicked on to show a collection of related images, a word map, and a listing of sentences from the text that present the word in different contexts. **(CLICK)**

2. Take a digital vocabulary field trip. The original idea of a vocabulary field trip begins with a large poster of a topic, the weather for example. The teacher leads an imaginary field trip that includes having students observe and record what they saw as they read books and other materials. As students volunteer weather words, the teacher records them on sticky notes or tag boards and puts them up beside the poster. After the observations are concluded, the teacher returns the students' attention to the words, repeating them and linking them to the poster. Next, students sort the weather words into conceptually related groups and engage in other semantic activities. Teachers can create a digital version of a vocabulary field trip using a free online program called [TrackStar](#) which allows you to collect a series of websites and annotate them so that students follow the online journey. Throughout this process, they visit several teacher-selected websites and gain knowledge about words through multiple exposures in different contexts and through different media, including reading, viewing, writing, and conversation. **(CLICK)**
3. No list of technology applications for vocabulary would be complete without mention of the vocabulary games that are available for free on the Internet. We recommend two sites that offer a variety of activities to engage students in playing with words and word meanings: **(CLICK)** [Vocabulary Games](#) and [Vocabulary](#). Games include crossword puzzles, picture-word matches, word scrambles, and 8 Letters in Search of a Word, a game that can draw you in unexpectedly as you race to create as many words as possible from eight letters within the time limit. The games are supplemented with themed word lists, test preparation items, and activities on prefixes and suffixes.

These sites can be bookmarked for students' independent practice and can provide a basis for whole-group instruction. **(CLICK)**

4. Have students use media to express vocabulary knowledge. The previous eVoc strategies all require student interaction, from manipulating a visual word map to taking an online vocabulary field trip. This strategy focuses on students' vocabulary representations in multiple modes—writing, audio, graphic, video, and animation. Students can develop word meaning as they read a definition, view graphics, listen to the word, write or audiotape a personal connection to the word, create a caption for a graphic, and complete an interactive word map. Students communicate word knowledge as they create a caption for an image. These types of activities offer students different modes of representation and expression and can be created with a variety of composing tools and formats, such as digital stories, photo essays, podcasts, and so on using, for example, PowerPoint.
5. Take advantage of online word reference tools that are also teaching tools. Many online word reference tools are also excellent teaching resources. For example, the [Visual Thesaurus website](#) complements its fee-based content with free information such as the *Behind the Dictionary* and *Teachers at Work* columns and teacher-created themed word lists. For example, the *Back in School* webpage of Dictionary.com links to Facebook has an iPhone application, a free toolbar application, a word of the day that is communicated on Twitter or as a text message on your mobile phone, and a free weekly word explorer audio podcast on iTunes.

Can someone share some ideas that have already developed and applied in your classes? Tell us about your experience. *[Allow no more than 2 participants to share their experience using the microphone].*

We encourage you to select one or more of these eVoc strategies to try out and adapt to your classes, curricula, and teaching context. In a digital world, knowing how to use the tools and resources available online is part of becoming a better teacher. We hope that this information provides a useful and evocative jumping-off point for integrating technology and media into your students' vocabulary learning experience.

You can also find more ideas here: **(CLICK)** [21 Digital Tools To Build Vocabulary](#)

The Experience

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3. Set the scene, first eliciting, anticipating

1. Listening

- *Listening for gist*
- *Listening for specific information*
- *Listening for detailed understanding*

ICT: Information Communication Technology

- High expectations
- Freedom
- Options

[10 Tools for Developing Students' Listening Skills](#)

20:00 minutes

We have now reached the core part of our class, which is when we finally present the main topic of the day. This can be through a listening, reading, or writing activity always including a specific structure to be developed in a meaningful and communicative way. **(CLICK)**

1. Teaching listening is not an easy task because listening involves going through a lot of mental processes, from distinguishing sounds to knowing a grammatical rule. In addition, we as teachers fall into the habit of having our students practice listening, but we do not tend to teach them *how* to listen. Obviously, practice plays an essential role in developing the listening skill; however, the way such practice is done is a key factor in developing the skill more effectively. Not only is it necessary to include conscientious listening strategies in our classes to improve our students' listening comprehension. We already know that there are different types of listening: **(CLICK) Listening for gist**: when you listen in order to understand the main idea of the text. **(CLICK) Listening for specific information**: when you want to find out specific details, for example, keywords. And **(CLICK) Listening for detailed understanding**: when you want to understand all the information that a text provides.

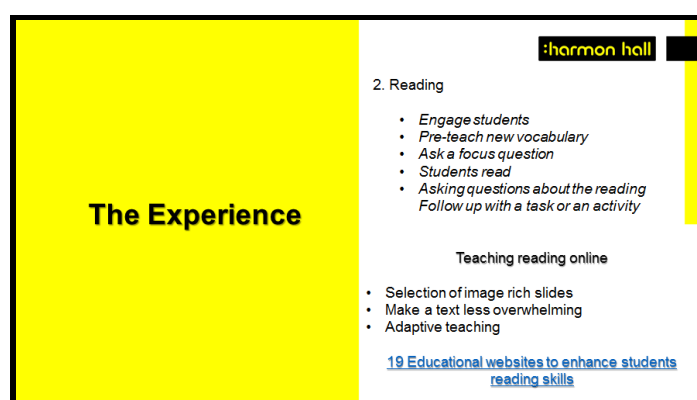
Let's now think about teaching listening skills in an online lesson. When you teach a listening lesson online, the structure of the lesson is likely to be the same as a face-to-face lesson: you'll establish a context and engage the students, set a task or tasks while learners listen and then follow up with some kind of speaking task or analysis of language. However, there are some different approaches when teaching listening online. Learners can use **(CLICK) ICT** (Information Communication Technology) in developing and improving their language skills, in particular, listening comprehension for the following good reasons:

- **(CLICK)** Students have high expectations when it comes to technology and they expect a language class that offers opportunities to use and exploit technology in a course.

- **(CLICK)** One key feature of using technology in learning is that it allows language practice and study away from the confines of the class.
- **(CLICK)** While listening to digital audio or watching a video clip, students have the opportunity to pause at will and listen and read a transcript. Moreover, students can get instant feedback on what they have done.

We can conclude that while we already have resources that are included in our official lesson plans, we can always support and improve the topic we are developing by including extra resources that will fulfill our students' learning needs. Can someone share some ideas that have already developed and applied in your classes? Tell us about your experience. *[Allow no more than 2 participants to share their experience using the microphone].*

You can find more ideas here: **(CLICK)** [10 Tools for Developing Students' Listening Skills](#)



2. **(CLICK)** When teaching ESL reading skills to second language learners, the most important concept to convey is that reading, like writing, is a process. Strong readers don't just sit down with a text, read it once, and completely understand it. Whether readers are aware of it or not, they employ techniques like pre-reading and making predictions to connect the particular text they are presently reading with texts they have read before. For ESL students, breaking this process down into distinct steps is an effective way to build reading comprehension. When doing a reading activity, we develop it as follows: **(CLICK)**

- Engage students
- Pre-teach new vocabulary
- Ask a focus question
- Students read
- Asking questions about the reading
- Follow up with a task or an activity

- **(CLICK)** To teach ESL reading online, you need to remember that the online classroom presents some unique differences to an in-person environment as repeatedly seen.
- **(CLICK)** Firstly, your student will be focusing on a screen and you need to fill it with stimulating pictures and text. But how does this lend itself to reading? Won't the screen just be filled up with the reading text you are reviewing with your students? We suggest starting a reading lesson with a series of image-rich slides that are designed to warm your students up for the theme and vocabulary being tackled in the reading text. This approach is much more stimulating for students, rather than opening up with a screen full of text.
- **(CLICK)** Secondly, remember that in the online classroom it's not always easy to switch pages. This is especially important if you want to tackle comprehension questions with your students after covering a reading text. We suggest you split the reading text into 3-5 slides to make the text less overwhelming to the student. For the comprehension questions, provide students with the slide and line number of where you can find the answers, so you can guide your student on where to find the answers they are looking for in the text.
- **(CLICK)** Finally, remember that the online classroom requires *adaptive* teaching. If your student is reacting well to the theme of the reading text that you've selected, feel free to bring in other content such as YouTube videos or images to stimulate conversation.

Can someone share some ideas that have already developed and applied in your classes? Tell us about your experience. *[Allow no more than 2 participants to share their experience using the microphone].*

You can find more ideas here: **(CLICK)** [19 Educational websites to enhance students reading skills](#)

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3. Writing

- Reinforces understanding English
- Mental activity
- Writing as an appealing process
- Students read
- An important linguistic skill

Teaching writing online

- What are the things you would like to do in class?
- What are the things you have to do in class and how can be presented online?
- What are the things you have to do in class and that you feel comfortable doing based on your technology knowledge and that your students can do without problems?

[22 Online Tools That Will Help Learners With Improving Writing Skills](#)

(CLICK) When I talk about writing to students, I like to compare it to swimming. What does swimming have to do with writing? I am a swimmer, so I know how hard it is to swim well. According to psychologists, human beings easily learn how to walk and talk; learning to swim and write well is another matter.

It's being said that swimming and writing are culturally specific, learned behaviors. We need to be taught how to swim and write. Some important reasons to teach writing to our students include:

- Writing reinforces understanding English and keeping language in memory.
- The actual writing process is a mental activity that helps learners learn better.
- The task of writing appeals to some students who need to see the written language and reflect on it.
- Writing is a linguistic skill just as important as reading, listening, and speaking. In both language and content classrooms, English language learners must be able to communicate effectively. Learners need to think critically, analyze information, and express their opinions and thoughts if they are to succeed.

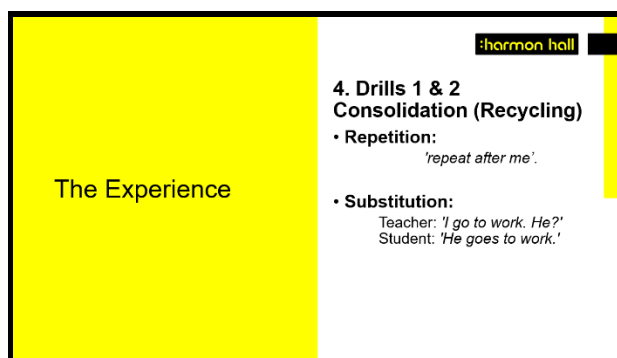
(CLICK) Teaching writing online integrates a variety of technologies such as word-processing, e-mail, online course management systems, online discussion forums, blogs, wikis, Internet websites, social networks, cellphones, and others in the teaching of writing. Web-based social media platforms were used by some teachers as well. Web-based social networking tools offered excellent opportunities to conduct the pre-writing, drafting, peer review, and revising steps of the writing process, in addition to developing important writing skills in English, and learning to work collaboratively on projects. Unlike reading and speaking, writing can be a little less difficult to teach in an online environment. While the tasks set on the lesson plan can be replicated online. You must ask yourself:

- **(CLICK)** What are the things you would like to do in class?
- **(CLICK)** What are the things you have to do in class and how can they be presented online?
- **(CLICK)** What are the things you have to do in class and that you feel comfortable doing based on your technology knowledge and that your students can do without problems?

Therefore, plan activities CAREFULLY to minimize grading. Remember: LESS is ok FOR NOW.

Can someone share some ideas that have already developed and applied in your classes? Tell us about your experience. *[Allow no more than 2 participants to share their experience using the microphone].*

You can find more ideas here: **(CLICK)** [22 Online Tools That Will Help Learners With Improving Writing Skills](#)



20 minutes

In all drills learners have no or very little choice over what is said so drills are a form of very controlled practice. There is one correct answer and the main focus is on 'getting it right'. That is why it is a great tool for consolidation, since Ss will prove that what they learned during the class or course is really clear for them.

There are several kinds of drills that can be applied in your classes. Let's see the most common ones:

- Repetition drills. It is a technique that is used when introducing new vocabulary or checking pronunciation. Ts models the word or phrase and Ss repeat it.

When learners are getting used to the sounds of English it may be easier for them not to see the language written down before they practice saying it, so get them to listen to your model and then repeat.

You can vary the drill in terms of who repeats - whole class, half the class, boys only, girls only, individuals. Make sure drilling is done at a snappy pace.

You can make drills more lively by saying things in different ways. For example, sound very happy, very sad, very bored, very excited with a facial expression to match as you model the language and get the learners to do the same. Putting expression into it and exaggerating the intonation helps make the language more memorable.

- Substitution drills, or question and answer drills can be used to practice different structures or vocabulary items (i.e. one or more words change during the drill)

Example:

Teacher: 'I go to work. He?'

Student: 'He goes to work.'

(CLICK)

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**4. DRILLS1 & 2
CONSOLIDATION (RECYCLING)**

- **Guessing games:**
 - 'Is it under the teacher's desk?'
 - 'Is it behind Jose's chair?'
- **Disappearing text**

- Guessing games. Simple guessing games are the ones that require lots of repetition of the target language. They are ideal for practicing and consolidation of language items at low levels. For practicing 'Is it...?' questions for objects in the classroom and describing location, you can try by showing some photos with and without things and have Ss guess where each thing is. 'Is it under the teacher's desk?', 'Is it behind Jose's chair?'
- Disappearing text. This can be done with a list of vocabulary items or phrases, a short text or a dialogue at any level.
 - Show a written text. Read out the text and drill.
 - Disappear a small part of it. Ss have to say the whole text again.
 - Gradually rub off more and more in bits and each time get Ss to say the whole text.

This provides intensive drilling practice as the students have to repeat it so many times. However, the game factor also increases motivation to get it right and that gets more challenging as the activity continues.

(CLICK)

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**4. DRILLS1 & 2
CONSOLIDATION (RECYCLING)**

- **Dialogue building:**
 - Have/pet?
 - Yes/
 - /name?
 - /Fred.
- **Information gaps**

Student A	Student B

- Dialogue building. This is useful particularly for low level Ss to build confidence in speaking and to learn useful chunks of language. Use pictures to set a scene and elicit a dialogue.

Example:

- Have you got a pet?
- Yes, I've got a cat.

- Oh, what's its name?
- It's called Fred.

Drill each line as you elicit the dialogue. Rather than writing the whole dialogue on the board as you go, you can just write one or two words to help them remember each line.

Example:

- Have/pet?
- Yes/
- /name?
- /Fred.

Then let Ss choose different pets and make up similar dialogues in pairs. Aim for not more than eight lines in the dialogue or it may become difficult to memorize.

- Information gaps. Information gap activities are often designed to provide highly controlled practice of particular structures. By swapping information which requires use of a particular language pattern, Ss have to solve a problem. This problem solving provides a communicative purpose to what is essentially a drill.

Example:

- The students have a shopping list of fruit that they need to buy (six oranges, 1 kilo of apples, etc.)
- Student A has the prices of various fruits in one shop, student B has the prices in another shop.
- They have to ask each other and answer about the prices and complete a grid with the information.
- The task is to decide which shop will be the cheaper one for them to buy their fruit in. **(CLICK)**

The Experience

harmon hall

4. Drills 1 & 2 Consolidation (Recycling)

- Don't drill too much and keep drilling stages lively.
- Respond to your learners' needs - drill if you, or they, think it will help them pronounce or memorise words or language chunks.
- Vary the way in which you do drills to help make the language more memorable.

As you can see, drilling is not a new or a fashionable technique, but, used appropriately, it can be of great value to our learners.

- Don't drill too much and keep drilling stages lively.
- Respond to your learners' needs - drill if you, or they, think it will help them pronounce or memorize words or language chunks.

- Vary the way in which you do drills to help make the language more memorable. **(CLICK)**

5. Application :harmon hall

- Go over the learning objective and request evidence of application from the students.

Foundation 2	Course: 6	Unit: 4	Day: 1	Lesson: A	FFI
Birthdays					
Lesson Learning Objectives:					
By the end of the class, students will be able to:					
<ul style="list-style-type: none"> • Talk about gift giving and birthdays using <i>be going to</i> and indirect objects • Use ordinal numbers to talk about birthdays • Use indirect object pronouns 					
Context:					
Talking about the future using <i>be going to</i> + verb. Talking about personal plans and intentions, especially when a person has already made a decision to do something (e.g., <i>I'm going to buy Mom something special</i>). Making predictions about future actions or events, especially when the person has reasons or evidence to predict them (e.g., <i>She's going to be a great lawyer</i>). Using the word order for sentences with two objects: a direct object and an indirect object (<i>I'm going to buy my mother a necklace</i>). Using object pronouns for indirect objects (e.g., <i>I'm going to send him a card</i>). In conversation, using the reduction of <i>going to</i> .					

10 minutes

- Go over the learning objective and request evidence of application from Ss.

Once the class is almost over give yourselves time to use some of the alternative activities that we have been reviewing in this session in order to return to the Lesson Objectives and encourage your Ss to apply the new acquired knowledge.

For example, in the slide you will have the top part of an ILP. I must ask you to read both the Lesson Objectives and the Context. Ask Ts: "What activities would you suggest to help Ss to apply what they learned?" Elicit answers on the chat and choose 4 to read. Check if they are really helpful. **(CLICK)**

5. Application :harmon hall

The Experience

- Solve specific doubts
- Close the topic and link to the topic for the next session

- Solve specific doubts

Encourage Ss to inquire about details in the lesson. Model the way they can ask about specific things, like the ones we already analyzed in the Drill section and other ones we will check for the Guidelines section.

- Close the topic and link to the topic for the next session

Ask Ts: "What are the different ways that the ILPs close the session?". Elicit some answers on the chat and choose 4 to read. Check if they are really helpful.

Have Ts realize if they are really aware of all the different moments that they have through each session and how they change according to the day or course they are having.

Also, ask if linking topics from one session to another must be:

- Option 1: In the previous session
- Option 2: In the next session
- Option 3: In both sessions

Have Ts write the number of the option in the chat and ask the ones who answered 1 or 2 why they consider that they must be in that exclusive moment.

For the ones who answer 3, pick one or two names and ask for ideas to link both sessions.

Remember that we can link sessions by:

- Using grammar models.
- Checking contexts
- Linking activities like: *last /next class we read /we will read something about ... now we are going to listen to a conversation about ...*
- Using vocabulary from *HAPPY* and elicit definitions, examples, use, etc.

Guidelines

20 minutes



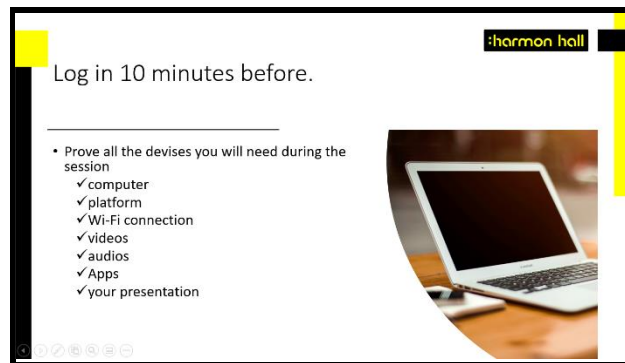
Now the next two points in our new *HH Synchronous Class Structure infographic* are about *Guidelines* and *Tips*.

First, we will start checking the point about *Guidelines*.

We must understand that these guidelines are the intended information to advise Ts on how classes must be in a general way.

That is why we must consider this information as a checklist or the moments that must be covered every session.

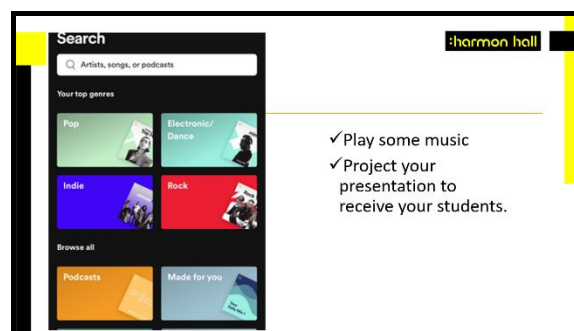
We are not going to read them all right now since we will analyze them one by one to let you know what they are about and provide some helpful examples. **(CLICK)**



- *Log in 10 minutes before.*

The first point on these guidelines is about the preparation that is why it is advisable to be connected 10 minutes before. This can give you the chance to prove all the devices you will need during the session, since the very basic and obvious as the computer, platform, or Wi-Fi connection to those specific ones as the videos, audios, or apps, and do not forget about your presentation.

The intention is to foresee any kind of trouble that we could experience and get an alternative and solution. Problems are not going to be every single class, but we cannot assume that they will not exist or that we will solve them when we get them. **(CLICK)**



- Play some music and project your presentation to receive your Ss.

This is the conclusion of the previous preparation.

Background music is suggested to create a good welcome environment. That is why our advice is to use waiting music or the one that Ss can identify with the context of the lesson.

For example, on *Foundation 1 Course: 3 Unit: 8 Day: 9 Lesson: D FFI Shop till you drop!* The shopping context will help us to go to our favorite music platform and search for “shopping music” and you will find several familiar alternatives that even can help with your presentation. **(CLICK)**

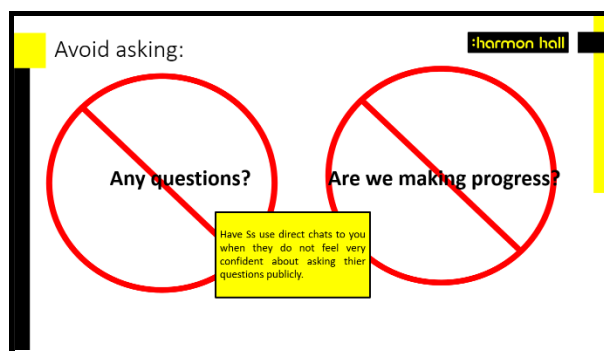


- Explain the rules of the session.

As a brainstorm, ask Ts to write on the chat some rules for the online classes. Read and check them while Ts are writing them. Some of them can be grouped or paraphrased, so try to get the general ones.

Here, you will find some other basic rules or what is called *Netiquette*. These will be helpful of avoiding interruptions in out-of-class matters: **(CLICK TO SHOW EACH BULLET)**

1. Be respectful. *If you wouldn't say it to someone's face, don't say it online either.*
2. Be aware of strong language, all caps, and exclamation points. It is easy for written text to be misread and misunderstood. *Tip: Read everything out loud before you send it.*
3. Be careful with humor and sarcasm.
4. Yes, grammar and spelling matter. While texting, text speak can be great for friends. In an educational setting (even online) however, keep it formal.
5. Don't post or share (even privately) inappropriate material. Nothing is truly private online. **(CLICK)**



- Avoid asking: *any questions? are we making progress?*

In the same way that we ask: “How are you?” and we always get a “fine” as an answer, if you ask: “any questions?” you will get silence or a “no”. The same will be for “are we making progress?” you will have a comfortable “yes” as an answer.

Encourage Ss to always express their doubts. Even if they think their questions are silly and they do not want to be under the spotlight, they have a supportive tool on the chat and that is by writing direct messages to you. Obviously, do not answer publicly if you consider this could embarrass Ss.

Ss' questions are also great feedback to let you know if they are really understanding and that is going to answer to you the question “are we making progress?”. **(CLICK)**

The image shows a slide from a lesson plan. On the left, there is a table with four columns: '12 Vocabulary review', '1. Divide the class in 4 groups. Make one student in each group take a marker. Each marker corresponds to a category. For example: Red - Weekend activities, Blue - TV Shows, Green - Food, Black - Clothes', 'Small groups', and '2. Have Ss in each group brainstorm and make a list in their notebooks. Give them 30 seconds per category.' Below this, it says '3. Call on groups to report their lists and count the number of words. The group with most correct words wins the game.' and '4. Have Ss mingle around the class and tell the information to a different partner; Ss take notes in their notebooks to have the words of all the categories.' The right side of the slide has a header ':harmon hall' and the text 'Trigger thoughtful questions.' followed by a list of comprehension questions: '• Comprehension - How would you put _____ into your own words? (Paraphrasing) - What would be an example of _____? (Illustrating) - How would you translate _____ into visual form? (Concept-Mapping)'. At the bottom, it says 'Foundation 2 Course 2 Unit: 1 Dep: 2 Lesson: 8 FT1'.

- Trigger thoughtful questions.

There are several kinds of questions that can be used to promote deeper thinking. Here the most important point as Ts is to pay attention and listen to the main meaning of your Ss' answers since there may be great answers but poor listeners which could be discouraging for Ss and Ts could be wasting a great opportunity to make Ss participate.

So here, we present some kinds of questions that can be applied in any context as the ones presented on the ILPs.

1. Comprehension: to convert information into a form that is personally meaningful, i.e., that makes sense to the individual who is learning it.
 - How would you put _____ into your own words? (Paraphrasing)
 - What would be an example of _____? (Illustrating)
 - How would you translate _____ into visual form? (Concept-Mapping)**(CLICK)**

Trigger thoughtful questions. -harmon hall

2. Application

- How can you make use of _____?

- How could _____ be put into practice?

- How would _____ be converted into an action plan?

5	Conversation Strategy Presentation	<p>1. Write on the board: Either one (is fine). Either way (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.</p> <p>2. Have to notice how Kayla uses expressions like these because she wants Laine to decide.</p> <p>3. Explain that people often let someone else make decisions because they do not want to appear to be "too much trouble".</p> <p>4. Tell to that they can use any of these expressions to let another person decide.</p> <p>5. Introduce to to the expressions they can use to respond to a question with what and to questions with how. Write the following chart on the board:</p> <table border="1"> <tr> <td>What: coffee or tea?</td> <td>How: milk or lemon?</td> </tr> <tr> <td>Either one (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.</td> <td>Either one (is fine). Either way (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.</td> </tr> </table>	What: coffee or tea?	How: milk or lemon?	Either one (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.	Either one (is fine). Either way (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.
What: coffee or tea?	How: milk or lemon?					
Either one (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.	Either one (is fine). Either way (is fine). Whatever you're having. Whatever is easier (for you). Whatever you prefer.					

Progressive Course: 10 Unit: 5 Day: 8 Lesson: C FFI

2. Application: to apply abstract or theoretical principles to concrete, practical situations. The easiest example could be when presenting Grammar but let's check this case:

- How can you make use of _____?
 - How could _____ be put into practice?
 - How would _____ be converted into an action plan?
- (CLICK)**

Trigger thoughtful questions. -harmon hall

4	Group Discussion	<p>1. Have to get together in small groups.</p> <p>2. Student's Book p.6, Ex. 1A. Ask to look at the families in the pictures. Ask, "What's different about each type of family?" Have them read the descriptions. So work in small groups to discuss the differences among the three types of families in the pictures.</p> <p>3. Elicit the types of families in the reading, and write them on the board. Have groups share their answers with the class. Two-income family, extended family, nuclear family</p> <p>4. Elicit from to which kind of family is the most common in Mexico.</p>	Small groups	SB p.6	8/28
5	Brainstorming	<p>1. Write on the board: Advantages, Disadvantages</p> <p>2. Ask, "What are some advantages and disadvantages of each type of family written on the board?"</p> <p>3. So work in pairs to discuss the questions. Have them make a list.</p> <p>4. Check answers with the class. For example, in a nuclear family, you might not see your grandparents every day. That's a disadvantage.</p>	Pair work	Board	8/30

3. Analysis

- What are the most important/significant ideas or elements of _____? (Prioritization)
- What assumptions/biases underlie or are hidden within _____? (Deconstruction)
- What parts of _____ would be similar to/different than _____? (Comparison-and Contrast)

Vantage Course: 17 Unit: 1 Day: 3 Lesson: B Session: 1 FFI

3. Analysis: to break down or dissect information into its component parts to detect the relationship among the parts or the relationship between the parts and the whole. (For example, identify the underlying causes or sources of disagreement during a class discussion.)

- What are the most important/significant ideas or elements of _____? (Prioritization)
 - What assumptions/biases underlie or are hidden within _____? (Deconstruction)
 - What parts of _____ would be similar to/different than _____? (Comparison-and Contrast)
- (CLICK)**

Trigger thoughtful questions.

4. Synthesis

- How can this idea be combined with _____ to create a more complete or comprehensive understanding of _____? (Integration)
- How can these different ideas be grouped together into a more general category? (Classification)
- How can these separate _____ be reorganized or rearranged to produce a more comprehensive understanding of the "big picture?"

7	Understanding Grammar	<ol style="list-style-type: none"> 1. Direct Ss' attention to the sample sentences on the board. Ask, "Are the <i>if</i> clauses past, present, or future?" (Past) "Are the result clauses past, present, or future?" (Present) 2. Explain that in a mixed conditional sentence, the time of the event or situation in the <i>if</i> clause can be different from the time of the result of the event or situation. 3. Have Ss look at the sentences on the board. Have them identify the form of each verb. 4. Write on the board: <i>had/hadn't + past participle, would/wouldn't</i> 5. Make sure Ss understand that we use <i>had/hadn't + past participle and would/wouldn't</i> to talk about hypothetical events in the past that have effects on the present. 6. Model the language and have Ss repeat.
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Vantage Course: 20 Unit: 12 Day: 13 Lesson: 8 Session: 1 FF

4. **Synthesis:** to build up or connect separate pieces of information to form a larger, more coherent pattern. (For example, connect related ideas discussed in separate sections or units of a course into a single.)
- How can this idea be combined with _____ to create a more complete or comprehensive understanding of _____? (Integration)
 - How can these different ideas be grouped together into a more general category? (Classification)
 - How can these separate _____ be reorganized or rearranged to produce a more comprehensive understanding of the "big picture?"
- (CLICK)**

Trigger thoughtful questions.

3	Language activation	<p>Picture Description</p> <ol style="list-style-type: none"> 1. Show Ss a visual of two students at a school (See example in Appendix). Ask, "Where are these people?" (At a university). 2. Go over the meaning of the word <i>stranger</i>. Explain that the people in the picture are strangers. Have Ss tell you three things people say when they meet a stranger, for example: Hello, nice to meet you. 	Total class	Visual	3/13	<p>5. Deduction</p> <ul style="list-style-type: none"> - What specific conclusions can be drawn from this general _____? - If this general _____ were true, then it would logically follow that _____. - What particular actions or practices would be consistent with this general _____?
4	Listening	<ol style="list-style-type: none"> 1. Explain that they will listen to a conversation between Adam and Alicia, tell them they are strangers. Write on the board: Who's on vacation? Who's a student? Who's here for the concert? 2. Play CD 1 Track 15. Have Ss listen and write the answers in their notebooks. 3. Ss compare their answers in pairs. <p>Support: If you notice Ss are having too much trouble understanding the listening, ask them to open their</p>	Total class	Board	7/20	
			Individual work	Track 1.15		

Foundation 1 Course: 1 Unit: 1 Day: 4 Lesson: D FF

5. **Deduction:** to draw conclusions about particular instances that are logically consistent with or derive from general principles and premises. We could think that this point could only be applied to more advanced Ss but here we have an example of a basic course to use the questions with the adequate English level:
- What specific conclusions can be drawn from this general _____?
 - If this general _____ were true, then it would logically follow that _____.
 - What particular actions or practices would be consistent with this general _____?
- (CLICK)**

Trigger thoughtful questions. :harmon hall

6	<p>Grammar Presentation (Comparative Adjectives)</p> <p>1. Use S' ideas in the chart and ask more questions to S to write some sample sentences on the board, such as:</p> <p>Sergio thinks texting is easier than calling. It's nicer to get a real card than an e-card.</p> <p>Real cards are more expensive than e-cards. Ingrid says it's less personal to get an e-card than a real card.</p>	<p>6. Induction</p> <ul style="list-style-type: none"> - What are the broader implications of _____? - What patterns or themes emerge from _____? - What can be extrapolated or extended from this particular _____ that may have more general or universal value? 																
7	<p>Understanding Grammar (Comparative Adjectives)</p> <p>1. Draw the following chart on the board.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Short adjectives</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 2px;">Long adjectives</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Irregular adjectives</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Exceptions</td> <td></td> <td></td> <td></td> </tr> </table>	Short adjectives				Long adjectives				Irregular adjectives				Exceptions				<p>Email is better than regular mail. Nothing is worse than spam in your inbox. Paco thinks texting is more fun than calling.</p>
Short adjectives																		
Long adjectives																		
Irregular adjectives																		
Exceptions																		

Foundation 2 Course: 8 Unit: 10 Day: 1 Lesson: A FFI

6. **Induction:** to infer (derive or draw out) well-reasoned generalizations or principles from individual instances or specific examples. One form is the ability to abstract and extrapolate a concept learned in one context and transfer that learning to another context, a cognitive process often referred to as “decontextualization.” This capacity to transfer knowledge, i.e., to apply a concept learned in one context to different contexts than the one in which the concept was originally learned, is often presumed to be the test of whether a student has really (deeply) learned the concept or has simply memorized it in its original form.

- What are the broader implications of _____?
- What patterns or themes emerge from _____?
- What can be extrapolated or extended from this particular _____ that may have more general or universal value?

(CLICK)

Trigger thoughtful questions. :harmon hall

Balanced Thinking	Causal Reasoning	Creative thinking
<ul style="list-style-type: none"> - What are the strengths/advantages and weaknesses/disadvantages of _____? - What evidence supports and contradicts _____? - What are arguments for and counterarguments against _____? 	<ul style="list-style-type: none"> - How would you explain why _____ occurred? - What is responsible for _____? - How would _____ affect or influence _____? 	<ul style="list-style-type: none"> - What might be a metaphor or analogy for _____? - What could be invented to _____? - What might happen if _____? (hypothetical reasoning)

For the next points, elicit concrete examples from Ts, this means that Ts must provide some topics where they think these kinds of questions could be asked:

- **Balanced Thinking:** to carefully consider arguments/evidence for and against a particular position or viewpoint.
 - What are the strengths/advantages and weaknesses/disadvantages of _____?
 - What evidence supports and contradicts _____?

- What are arguments for and counterarguments against _____?
- Causal Reasoning: to identify cause-effect relationships between different ideas or actions.
 - How would you explain why _____ occurred?
 - What is responsible for _____?
 - How would _____ affect or influence _____?
- Creative Thinking: to generate imaginative ideas, unique perspectives, innovative strategies, or novel (alternative) approaches to traditional practices. (Note: Although critical and creative thinking are often seen as separate cognitive skills, the latter is included because it does involve thought processes that are deeper or higher than memorization.)
 - What might be a metaphor or analogy for _____?
 - What could be invented to _____?
 - What might happen if _____? (hypothetical reasoning)

(CLICK)

- Take live polls.

Polls are not only for democratic processes, they can be great tools to create teams, and create good rapport among Ss and with you.

Add multiple-choice questions on Google Classroom or try some variation of this on Google forms as you can see on the slides. **(CLICK TO SEE THE NEXT 2 SLIDES)**

(CLICK)

- Make sure that participation starts for 70% of the session.

Do not forget that the actual ILPs were designed to help Ss be participating most of the time. Do not change or adapt them to avoid Ss' practice and production.

The main objective of our Ss is to communicate their ideas in a new language, it means that they want to be (and they have to be) the speakers more than the listeners that is why Ts are the providers of tools to help them overpass their language barriers and not being the providers of more obstacles. Show Ss the value of participation.

The first point to get Ss' active participation in class is to set the habit to participate. This may sound very obvious but not so easy to perform, moreover if Ts have difficulties to set those habits.

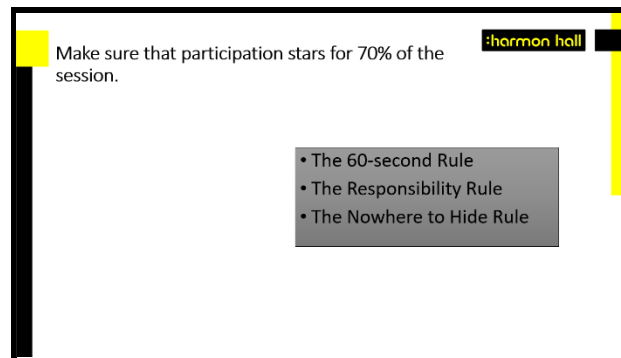
A recommendation is to choose your favorite online activity, the one that you have gotten good participation results with. Try to set it (with some variations) as part of your first 4 classes. (CLICK)

5	Vocabulary Notebook	1. Present the following vocabulary. Prepare two sets of index cards. Write the words and the definitions in separate index cards (one per card).	Teams	Index cards	8/26
		2. Divide the class into two teams. Give each team a set of index cards. Tell them to try and match each word with its definition. index cards: delay /dɪˈleɪ/ postpone reckless /ˈrɛkələs/ without caution; careless blatant			
		horn /hɔːn/ to cause (an automobile horn) to sound horn /hɔːn/ any wind instrument mad /mæd/ irritated, angry			
		3. When Ss finish, check answers with the class.	Total class		

Progressive Course: 9 Unit: 1 Day: 1 Lesson: A FR

For example, if you have new vocabulary on Day 1, present it and after that elicit definitions from Ss and examples. The next days you can do something similar with this vocabulary and words that Ss have been learning or other ones that they must know at this point. This will help them be prepared to be asked and they will constantly be reviewing the new and old vocabulary.

Also, randomly use the kinds of questions that we already checked in order to keep your Ss participating in different moments of the class. **(CLICK)**



Here we will have some other alternatives or “rules” to get Ss to participate more in virtual classes.

- The 60-second Rule.

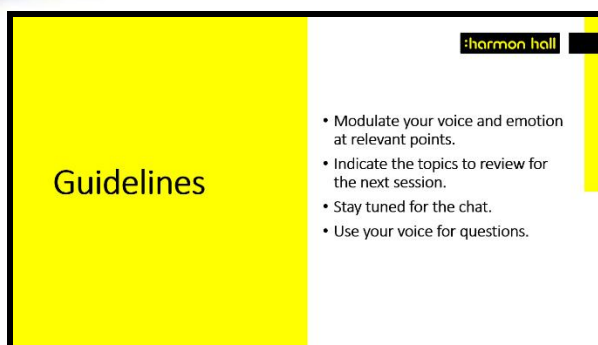
Check the context in your ILP. Help your Ss be part of and *feel* the context. This will create engagement and Ss will feel as if the material is affecting them directly. You could share an anecdote from your own experience that exemplifies the real-world importance of the day's lecture or discussion, while also bringing a sense of personal connection to your class but do not forget to elicit some story from Ss.

- The Responsibility Rule.

Many Ss, especially in a virtual classroom, might default to think that they are taking the observer role—they are there to listen. Engage your students as active learners from the beginning. Rather than simply asking students to participate or requiring poll responses, give them specific reasons to engage beyond obligation. Send them the videos that you will need for the class and have Ss project them, have them create an online board to have their classmates collaborate, etc.

- The Nowhere to Hide Rule

Insert two-minute exercises or real-time problems into your class and make use of your platform's breakout feature to get Ss working together. When Ss are on a defined team with a defined objective, they are more engaged in finding a solution—and are then more motivated to understand how that solution fits in with the class material, as well as with the ideas from other groups. **(CLICK)**



- Modulate your voice and emotion at relevant points.

Vary your voice to keep the teacher talking engaging. Go soft, go loud with some good loud moments that can help morning Ss to get up and use intonation. This will help you sound more interesting when you speak and sound more interested in what Ss say.

Because of the video element, you may need to exaggerate this a little more than in normal classroom classes, but not too much. You do not want to come across as patronizing.

The use of exaggerated facial expressions also can work to keep Ss watching you on screen during teacher talk stages. You do not have to be Jim Carrey, but this exercise will help you a lot.

- Indicate the topics to review for the next session.

It is very important that you foresee in your presentation one or more slides for the last (but not least) activities in your ILPs. This must include the things you will need and the topics you will see for the next class. Evidently, this includes the mentioned homework.

- Stay tuned for the chat.

Remember to give yourself the time to read all the messages on the chat. This could be impossible if you are talking all the time but if Ss are thinking or solving exercises you can get the chance to read it.

Also, as we say previously, assign the responsibility to one of your Ss. They can help you catch questions or comments that you can miss. That way you can be more pending on the direct chat which may have more important questions or comments.

- Use your voice for questions.

We already mentioned how important the fact to modulate your voice is but emphasizing questions is more important since they will set a model to Ss on how to give the pitch and tone to ask their own questions. Besides, they will

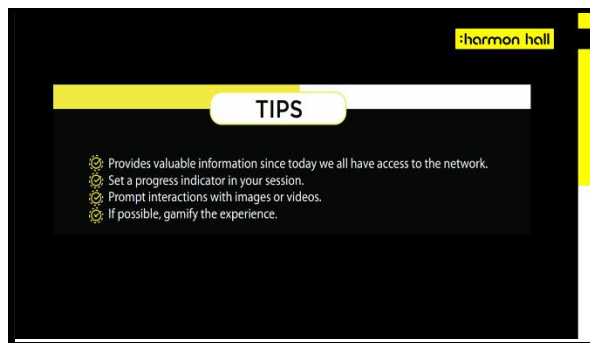
recognize when you are addressing questions on different moments of the class. **(CLICK)**



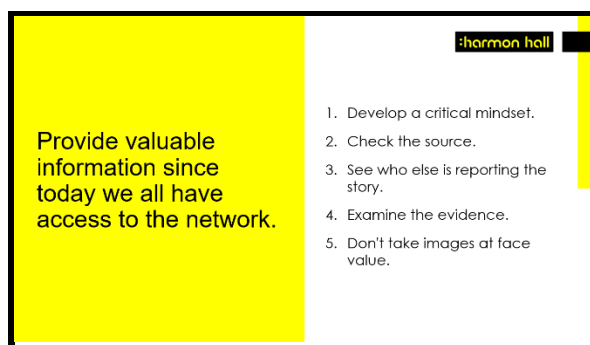
TIPS

10 minutes

(CLICK)



These tips were thought by Talisis' Academic Quality Department to help Ts to get better and more dynamic classes using tools that they can find in the same online environment. **(CLICK)**



These tips are:

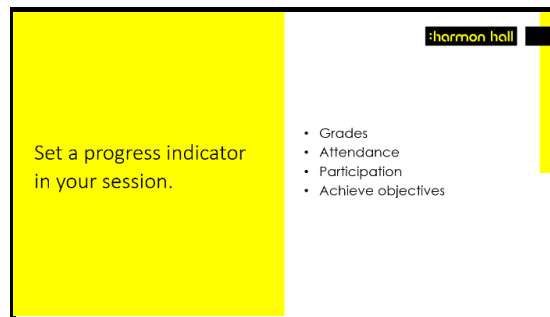
- Provide valuable information since today we all have access to the network.

The Internet is endless and so is the information. The biggest problem to get information online is that at first sight, it may seem important but sometimes it is not 100% reliable.

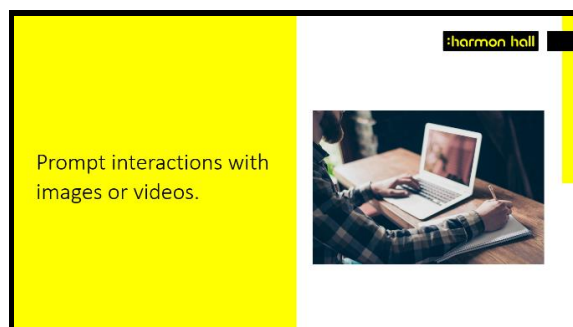
Fake information can have a negative impact on your class. For example, by damaging learning culture, and causing rumor and mistrust to spread besides misconceptions. So, it is vital to know how to separate the real from the fake. You can do this by following these steps:

1. Develop a critical mindset.
2. Check the source.
3. See who else is reporting the story.
4. Examine the evidence.
5. Don't take images at face value.

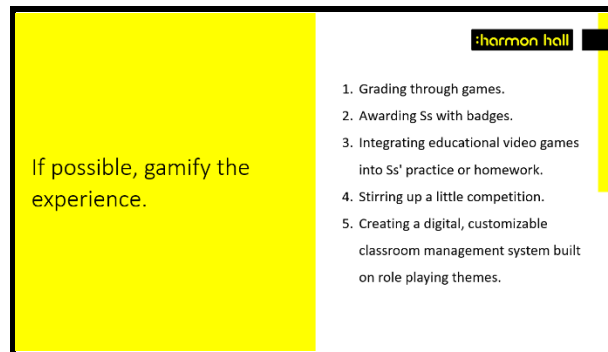
(CLICK)



- Set a progress indicator in your session.
Grades remain an important indicator of how well your students are understanding the coursework.
Tracking student progress operates across several vectors: their grades, their attendance, and participation.
For a session, it is important to set objectives and scaffold steps to achieve them.
Fortunately, your ILPs were designed in this way, so if you stay close to them, you will be able to see your Ss' progress and assess their progress by proving the achievement of the objectives set at the beginning of the class. **(CLICK)**



- Prompt interactions with images or videos.
Images and videos can not only be helpful to present the class content and not only you as the teacher must present it.
These resources must be considered to accompany other steps inside your class, like in the practice but moreover in the Ss' production.
That is why it is important to set a good example on how to use images and video since Ss can get these tools extremely meaningful for the recent knowledge acquired. **(CLICK)**



- If possible, gamify the experience.

There are a variety of ways to introduce your classroom to the gamification of education and we are providing you with just a few ideas:

1. Grading through games.
2. Awarding Ss with badges.
3. Integrating educational video games into Ss' practice or homework.
4. Stirring up a little competition.
5. Creating a digital, customizable classroom management system built on role-playing themes.

(CLICK)



Questions & Answers Section

Elicit questions and doubts from Ts and pay attention to read the chat, just in case you have skipped reading a question or comment. **(CLICK)**



Microteaching

Explain that this section is to help Ts to know if they understood the right way the different topics presented and how to apply them correctly in some examples.

Select some ILPs and hand them out to Ts in order to give them the chance to prepare their online classes using what they learned in this session.

Schedule a second session for Microteaching performances. Elicit a 10-minute sample class from each teacher and provide objective feedback to them, have listening teachers help with participation and feedback.

(CLICK)

