

Cascading at the University of Physical Education and Sports Sciences

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Title of the course of reference: “Train the trainers” workshop by Anthea Edgar at the University of Villa Clara

Training Institution: University of Physical Education and Sports Sciences

Trainer: Guadalupe de las Mercedes Ramírez Ramos (B.A.)

Beneficiaries: Teachers of the afore mentioned university and professors from Salvador Allende Faculty of Medical School, located in Cerro municipality

Type of Cascading Activity: Workshop

February,2022

Main concepts or ideas

- Onion Ring Activity
- ICQ: Instruction Checking Question
- Lead-in
- Concept checking questions (CCQs)
- Making writing tasks “authentic”
- Ways to convey meaning
- Instructions
- Stages in a language focus lesson
- CEFR

The most debatable concepts or ideas:

- ICQ: Instruction Checking Question
- Concept checking questions (CCQs) There is an example in the last slide.
- Instructions
- CEFR

The most highly accepted concepts or ideas:

- Onion Ring Activity: It was also very useful for drilling structures, vocab and grammar. It is a very good way for moving the class.
- Making writing tasks “authentic”
- Ways to convey meaning: opposite, synonym, mime (gesture), magazine, acting out

• Changes I have perceived in teachers' practice

- ✓ Teachers are getting used to follow the stages when planning classes.
- ✓ Students were asked to describe their university, town, city and their house following the models and the corresponding grammar introduced for describing existence. They were also asked to express their preferences, past experiences and future plans. These are more “authentic” tasks.
- ✓ Lead-in: Although there has been a significant change of approaching the lead-in on the part of the teachers, there are still some difficulties to cope with
- ✓ Concept checking questions (CCQs) have been practiced not as much as they should be done but teachers are getting used to do them little by little.
- ✓ Instructions at all levels must be clear and simple as possible. They must be present in all activities. Teachers have been reducing TTT.

• Changes I have perceived in students' learning

- ✓ Students have become more motivated as teachers are using more attractive ways to convey meaning such as colorful pictures, personal photos.
- ✓ Students are more focused on conveying meaning than on making mistakes.

- New ideas inspired by the study of the documents and group discussions
- The introduction of a new correction code using numbers and avoiding the use of red pen.
- Changes IKey have perceived in teachers' thinking
When checking writing, teachers have been using the CEFR
- Some opinions from local participants
Mariblanca Rodríguez: "I'm very pleased with the workshop, as it helped me to improve and develop my teaching skills and knowledge. My expectations were met, although I think that a two-day workshop was rather short. I recommend to have a second workshop. I also considered it a high quality workshop as it was well-organized, well-delivered, well-supported and updated.
- What is coming next?
The "Developing Key Competencies of the CEFR at A2 level" workshop next March.

An example of Concept checking questions (CCQs)

Testing the corresponding grammar for expressing existence: there+be

You are describing your hometown.

Complete the following sentences using the words/phrases A,B or C.

A: there is

B: there are

C: there isn't

1. _____ any university in my hometown.
2. _____ some elementary schools.
3. _____ a very big sports centre.

Teaching the corresponding grammar for expressing existence: there+be

Which of the above sentences expresses:

- a) only one landmark
- b) no landmark
- c) more than one