Workshop Planning

Oxlajuj Aj/Tunica Camp:

This method involves 5 stages *modeling*, *physical response*, *yes/no*, *utilizing previous vocabulary,* and *new vocabulary*. Each stage is designed to require only the target language; theoretically no translation is needed at any point. The aim of this structure is to ease the students in to using the new vocabulary. An advantage of this system is its easy to adjust up and down. If you are on stage 6 (using new vocabulary) and the student is struggling, you can return to an earlier stage such as yes/no to give the student an opportunity to still respond to the question and practice, without leaving them to flounder or directly telling them the answer. The stages are laid out in-depth below, and a table with a short description of each step is included after.

Planning

When selecting the vocabulary for this section, its often good to have different classes of words united by a single theme. The goal is to get students to be able not just to recite vocabulary, but form sentences and eventually have conversations. However, you don’t want to overwhelm the students. Often 7-10 new vocabulary items is a good range, though of course you can (and should!) adjust if you know this is too few or too many for your students.

**Example:** Ixkan and Ixq’anil want to do a Kaqchikel lesson on buying food at the market. They want students to leave being able to name food and drink items, buy them, and ask the price of items. They select 7 words. 2 actions: to want (*-ajo*) and to buy (-*löq*), 5 items: beans (*kinäq*), corn (*äj*), chili (*ik*), quetzales (*sadasd*), and avocado (*öj).* They also include one phrase: ‘How much is it/ What is its price?’ (*¿Janpe rajïl?*).

Modeling

The teacher (and preferably another experienced speaker) model the new vocabulary with a skit or dialogue. This stage should be entirely in the target language with no translation, but the teachers should be sure that the meaning of the words can be deduced from the context. It is best to include props or pictures in this section. Its ok if the model uses some words or phrases the learners may not be familiar with, but the target items should be the focus of the skit. When the dialogue is done, you may find it useful to go through each word specifically and essentially act out step 6 (‘new vocabulary’) with your teaching partner. You can do so by holding up items and asking your partner to name the item or by acting out the actions and asking your partner to describe what you’re doing.

**Example:** Now that Ixkan and Ixq’anil have decided on the words they’re using, they now need to model them to the class. They decide to do a dialogue in which Ixkan is the customer and Ixq’anil is the vendor. Ixkan and Ixq’anil remember that the students have already learned how to count, so they decide to include numbers in their skit. Ixkan and Ixq’anil want it to be clear what word corresponds to what object, so they have brought in an avocado, a bag of beans, and ear of corn, and a chili pepper.

*Ixkan:* Xseqer k’a!

*Ixq’anil:* Xseqer, matyox

Physical Response

In this step, the teachers ask students (in the target language) to----. This can take different forms. For the actions, the teacher can ask the students to act out the target word (Ex: *Miguel, rere ik ni).* For nouns, the teacher may ask students to point at or touch the object. Teachers can get creative, for example asking the students to draw the word. What’s important is that the students get a chance to get used to the target vocabulary (and even command forms) without having to produce it yet themselves, which can be nerve-wracking for some learners.

**Example:** After modeling the vocabulary, Ixkan and Ixq’anil.

Yes/No (Ja’/Menäq)

In this step, the teachers ask the students simple questions about the items that can be answered with yes or no.

**Example:**

Known Vocabulary

In this step, teachers ask students to engage with the new words by using words they’ve already learned. They still do not have to produce the new vocabulary. If this is the first lesson, skip this step.

**Example:**

New Vocabulary

In this section, students produce the new vocabulary. This can take various forms, the most basic of which is simply asking the students what the names of ----sdfksahfkh

**Example:**

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| --- | --- | --- |
| Stage | Description | Example |
| Planning | Teacher(s) pick a topic and select 7-10 words to focus on | Teachers want to teach the names of different food items. They select 5 food item names they want the students to learn, and two verbs students might use to talk about food (to have and to eat) |
| Modeling | Teacher(s) do a skit or dialogue to illustrate the new vocabulary | Teachers do a short dialogue where they talk about what they had for breakfast and what they have with them for lunch, incorporating each of the new vocab items clearly. |
| Physical response | Students are asked to physically respond to the new words by acting out actions, pointing to and touching the correct words, or drawing one of the new words. | Teachers have brought in examples of each of the foods. First, they ask different students to point at foods (‘Santos, please point at the corn’) and then, when students are comfortable with that, they decide to ask students to pretend to eat the different food items. |
| Yes/No | Students are asked simple yes/no questions. They are not expected to produce the new words at this stage | Teachers hold up different items and offer a name for them, asking if its correct. For example, a teacher may hold up corn and ask “*¿La ik rub’i?”* (“Is this called chili?”) Because it is not called *ik*, the correct response would be either “*Menäq, man ik ta rub’i”* (“No, this is not called chili”)or simply “*Menäq”*. |
| Known Vocabulary | Students are asked to answer questions about the new words using terms they’ve already learned | Students are learning names of different food items. They had previously learned the colors, so the teachers ask them what color each food is. |
| New Vocabulary | Students are asked to produce the new vocabulary | Teachers ask students to name all the green foods. After that, they give each student different items and ask them to say which items they have. |