Scenario using the "What? How? Why? Now what?" conversation tool

Mentee: My students did so well yesterday!

Mentor: Ooh, tell me what happened! **(WHAT)**

Mentee: Well, they were creating personal websites in English and Arabic. Everyone participated!

Mentor: That's great. Even your students who are just learning English? **(WHAT)**

Mentee: Yes. Everyone.

Mentor: What parts of your lesson supported those beginner students? **(HOW/WHY?)**

Mentee: Well, everyone could start in their preferred language. They were working on the computer so then they could look up translations if they didn't know what to write in English.

Mentor: Smart move to let them use their preferred language first. I definitely need to let my students do that more often. Thanks for reminding me. So, how did you keep students from translating everything? I mean, how did you support them in doing some of the work in English on their own? **(HOW/WHY?)**

Mentee: Hm…I guess some students might have translated everything with the online tool. That's okay for my true beginners, but I wonder if even my intermediates did this. I definitely want them to do some of the English work on their own.

Mentor: You're talking about differentiation, something that is tough for all of us with so many levels in the classroom. It's definitely something to think about for next time. So what else? Why do you think all of your students participated? **(HOW/WHY?)**

Mentee: Well I encouraged them to use lots of images and even videos. They were laughing a lot and showing each other what they found for their websites. They could even create a short video if they wanted so some students were helping each other with that. Oh, and they could use music. Students were dancing and singing while they made their websites.

Mentor: It sounds like you gave your students a lot of choice and let them have fun with this project. So when is the next time they have a project? **(NOW WHAT?)**

Mentee: They are going to do another website, but in groups this time. And this website can't just be about them, it has to be about something going on in the world that other students might want to learn more about.

Mentor: What do you think you will do again to help them engage and be successful with the project? **(NOW WHAT?)**

Mentee: I will definitely let them work in their preferred language to start building the website. But this one has to be in English only, so they will have to do a lot more translating this time.

Mentor: How do you think you can support the beginners to do some translating without an online tool or dictionary? **(NOW WHAT?)**

Mentee: I think maybe this time they will translate as much as they can on paper before they start building the website. And maybe the groups will have different English proficiency levels so that classmates can help each other.

Mentor: That sounds like two strategies that will support their English learning. What else will you do again? **(NOW WHAT?)**

Mentee: I will encourage the students to use images and videos again. I don't know about the music. I will have to think about it; maybe only if it connects to the topic of the website this time.

Mentor: Good plan. It will probably be a little bit quieter then, don't you think? Anything else you might change or keep the same? **(NOW WHAT?)**

Mentee: I think the students should be able to choose the topics of their websites.

Mentor: Choice really helps. And maybe for students who are having trouble deciding on a topic, you can have a list of topics that they can choose from.

Mentee: That's a great idea. Thank you.