**Workshop Training Plan Template**

**Workshop Title: Module 4: Checking Comprehension and providing feedback**

**Workshop Description:** Feedback is one of the most important teacher-student interaction in any learning environment. This is especially true in effective language classrooms. By using appropriate language and feedback approaches, you will be able to create safer and more productive English learning environment for your learners. This module will help you explore goals and different feedback strategies in English to foster communicative language development in your learners.

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| **Nine Events** | Description of Instructional Event | **PowerPoint Slides or Handouts** |
| 1. Gain attention10 minutes |  Gain their attention with a quote: ***"We expert teachers know that motivation and emotional impact are what matter."*** - Donald NormanElicit participant responses about what the quote means. (to ensure that they fully comprehend what they need to do to achieve in their classrooms)Divide participants into 4 groups and present a challenge(Imagine you have a situation that you feel everyone in a group has a difficulty to understand the new theme what will you do? ) |  |
| 2. Inform learners of objectives5 minutes |  By the end of the workshop, teachers will be able to:* understand what to do after tasks or lessons to check comprehension and increase students’ learning
* use appropriate teacher talk for feedback depending on different learning goals
* correct students' errors with different feedback strategies.
 | PPT slide  |
| 3. Stimulate recall of prior learning20-25 minutes |  * Stimulate participants beliefs in about using corrective feedback to improve students` confidence to interact and speak in English.

Ask “How do you give feedback to your students? Do you use different feedback strategies for different needs? What are some of the goals that you have when you give feedback or correct the students’ language errors?” Elicit answers from participants. * Mini-lecture on benefits of whole class formative feedback
* Feedback strategies beyond error correction.
* Anxiety free corrective-feedback.

Three weird things in common ActivityParticipants have a conversation and identify three things that they all have in common with each other. The weirder the better. Ask participants to* work in groups of 4
* identify three weird things they have
* write them down on a piece of paper
* share what they have in common in their groups
* ask each other questions and find out three weird things in common in their group

After that they will vote on which group has the weirdest three things in common  | Question:  How do you give feedback to your students? Do you use different feedback strategies for different needs? What are some of the goals that you have when you give feedback or correct the students’ language errors? https://lh6.googleusercontent.com/Rz9IuMsr1N5IVnScSvcuCp6s3m1cgVRAfqydaijcdWbCx5N6hpXb-xzzWlh_YjtNvZE3dVAS_wcLsGSExH_SL_IbEL19BgELAEzTJClNRNEjqQp-7Pf6lPkYAWtQ9Qu8ZPgIBi8j Anchor Chart |
| 4. Present the content40 minutes minutes |  Demonstrate the videos from TETE:Video 1. Whole class formative feedback. Video 2. Feedback strategies beyond error correction Video 3. Anxiety free corrective-feedback Timed JournalAfter watching Video 1 set a timer for a short period (2-4 minutes, max) and have trainers write down any thoughts that come to mind about what they’ve seen.RoundtableAfter watching Video 2 Pose a question to the group pertaining to the video that could have several possible responses. Separate trainers into small groups (4-6 participants). Within each group, have the trainers make a list of possible responses on the paper – at first without discussion. Each participant folds over the paper when they’ve finished writing on it and passes it to the next person in their group. When all participants in the group have written a response, unfold the paper and the smaller groups can discuss the responses. If there is time, each group can share their best response along with some thoughts to the whole class.Pair-SharePose a question regarding the film to the whole class. Each participant has 5 minutes to write their response on a sheet of paper. At the end of the 5 minutes, participant pair off to discuss their response with one partner. As an option, each pair can present their response(s) to the entire class. | <https://sites.google.com/view/mason-tete/module-4-checking-comprehension-and-providing-feedback?authuser=0#h.vr71igbf5es7><https://sites.google.com/view/mason-tete/module-4-checking-comprehension-and-providing->feedback?authuser=0#h.vr71igbf5es7<https://sites.google.com/view/mason-tete/module-4-checking-comprehension-and-providing-feedback?authuser=0#h.vgqaj0amj4px> |
| 5. Guide learning 20-30 minutes | **Reading the Article Article 1:** [Progress Check](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fpromoting_learner_engagement_week_3.pdf&sa=D&sntz=1&usg=AFQjCNF3DixkkHRcvVPQZiMhzbGNq4GMbA) Activity 3-2-1**Have participants write three facts they learned from the article they read. Next, have them write two questions about the article or topic that wasn't covered or discussed in class. Finally, have participants write one opinion they have about the reading material.** **Article 2:** [The Importance of Feedback](https://www.google.com/url?q=https%3A%2F%2Fwww.teachingenglish.org.uk%2Fblogs%2Fsandymillin%2Fsandy-millin-importance-feedback&sa=D&sntz=1&usg=AFQjCNGEPANKNnkzayI9nHpWI8enwWuZYg) by Sandy MillinDo True/False activity | <https://www.readingrockets.org/article/using-think-alouds-improve-Reading-comprehension>  |
| 6. Elicit performance (practice)15-20 minutes |  Based on your preference, choose one of the following tasks:1. Are there any feedback strategies presented in this module which you have learned for the first time? If so, which ones? Create a list and describe how you would use these strategies with your learners.**OR**2. Are there any feedback strategies that you currently use, but are not presented in this module? What are they? Create a list and describe how you would use these strategies with your learners? Do these feedback strategies focus on correcting form or improving communicative skills?Consider your teaching context and learner characteristics when thinking about this topic. Also think about if these feedback strategies focus on correcting form or improving communicative skills. |   |
| 7. Provide feedback15 minutes |  Participants work in small groups to demonstrate a role play of teacher and students and they show how to apply new strategies for giving feedback.  | P-PraiseQ-QuestionP-Polish |
| 8. Assess performance20-25 minutes | * Participants write 1-2 paragraphs to reflect on Module 4.
* Collect the Exit Tickets to assess participants’ understanding of workshop content.
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| 9. Enhance retention and transfer15 minutes |  Before leaving the workshop ask participants which part of the workshop they liked and how they will change it or implement without change in their training sessions with mentees.  |  |