**Workshop Training Plan Template**

**Workshop Title:** Module 3. Effective Question and answer.

**Workshop Description:** In this workshop teachers will explore how different types of questions are used in teaching, how to form friendly questioning by scaffolding responses in an effective way.

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| **Gagné’s Nine Events of Instruction** | |  |
| **1. Gain attention** | 1. Mingling activity.  RPMs are shown words on the board “1. types of questions, 2, scaffold students’, 3. basic question” and should give answers to the given words. At least Ts should make up 4 questions to the given words. Then CT asks to share some interesting questions.  2. CT receives answers. At this point, teachers are not provided any comment on their choices and they look back at the statements again later. | 15 min |
| **2. Inform learners of objectives** | CT introduces the aims of the module and displays with bullet points on the board  1. understand how different types of questions are used in teacher talk  2. form beginner-friendly questions  3. scaffold students’ responses in more comfortable and effective ways  4. practice basic question forms and answers with students | 5 min |
| **3. Stimulate recall of prior learning** | CT distributes cards with questions. RPMs work in groups of 5 and discuss the answers.1. Question and Answer session.  Card 1  What kind of questions do you use in your practices? Why?  Card 2  -How do you scaffold your Ss by asking various questions?  Extra Card  Do you use different types of questions for different tasks?  Why? | 15 min |
| **4. Present the content** | Teachers watch two videos  Video 1: This video will introduce RPMs to different types of questions for different learning  goals in listening activities.  https://youtu.be/\_PzGsel0hQc  Video 2: Practicing Wh-Questions Using Information Gap Activities  https://youtu.be/Dfl7Ao7Xn-c  Trainer pauses the video several times to give a fuller insight into the content materials. The trainer may ask questions if trainees understand or not. The CT adds an explanation if needed. | 30min |
| **5. Guide learning** | CT conducts Jigsaw reading activities in groups.  RPMs explore ideas for effective question and answer by reading one article.  ▪ Article 1: Questions and Responses  o This article presents various ways that teachers can scaffold questions and  responses for their beginner learners. Simple response strategies are also offered  [september\_teachers\_corner\_week\_3\_final\_1.pdf (state.gov)](https://americanenglish.state.gov/files/ae/resource_files/september_teachers_corner_week_3_final_1.pdf)  ▪ (Optional) Article 2: Display Questions vs. Referential Questions by Hyunsun Chung  [Module 3 - Article 1.pdf - Google Drive](https://drive.google.com/file/d/1IcSV8IKDNQLLMQCLQDcoWd4FXLF96z4f/view) | 40min |
| **6. Elicit performance (practice)** | RPMs will create a video by using one of the TEENS ENGLISH books in this step.   1. Choose a part (reading or listening) in your textbook and create a set of questions that fits for   the learning goal of the part you’ve selected.   1. Think about a possible question and answer   situation that might happen in that learning sequence.  3. Use the tasks and languages for different  goals you have watched and read in the module such as an information gap activity.  Practice saying your script as needed, before recording your video. | 40 min |
| **7. Provide feedback** | During the session, CT takes notes and gives general feedback. If s/he notices any trainers who are passive she gives individual feedback. | 10 |
| **8. Assess performance** | On the wall there are will be 3 posters.  One is for Thing learned today  The second is for the most Interesting info of the lesson  The third is for the point which was not clear.  RPMs writes in different stick notes their answers and put them accordingly | 15min |
| **9. Enhance retention and transfer** | Teachers shares their created videos in a telegram group. | 10min |