Action Plan Template

**Program Title: Teaching English Through English (TETE)**

*Teaching English through English (TETE)* is an exciting ten-module professional development (PD) course designed to enhance the English used by teachers in English language classrooms. This course will focus on interactive and communicative approaches and help you learn how to build a classroom environment that encourages real communication in English. You will explore effective approaches for teaching English while enhancing your ability to use English to manage language learning activities in the classroom. By participating in this course, you will have the opportunity to share ideas with peers in a community of practice (CoP), apply course content to your teaching context, and practice using English for a variety of instructional purposes.

Schedule of sessions: Every Friday for 8 weeks Number of sessions: 2 sessions, 1 per module Hours per session: 2 hours per session Location of sessions: school 42, Fergana city

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Train ing Activities** | **Assessment** | **Time** |
| Module 4 Checking Comprehension and Providing Feedback | By the end of the module, participants will be able to: | Put on the board the following saying:  ***"We expert teachers know that motivation and emotional impact are what matter."***  - Donald Norman Ask participants to discuss it  with their group mates and then | Exit ticket with samples to distinguish the types of feedback. | 10 min |
|  | -understand what to do after tasks or lessons to check comprehension and increase students’ learning | Get feedback from participation. |  |
|  | -acknowledge how to give clear feedback depending on different learning goals |  | 15 min |

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|  | -correct students' errors with different feedback strategies. | share with the whole class.  -Lecture on the significance of checking for comprehension and providing formal and constructive feedback. |  | 10 min |
|  | -Discuss ideas on how to use appropriate teacher talk for giving feedback. | 5 min |
|  | -Explore various feedback strategies for students' errors. “ Find someone who” activity related to feedback strategies and comprehension check activities. Suggest participants to watch videos for checking comprehension and providing feedback: | 5 min  15 min |
|  | Video 1 [https://youtu.be/](https://youtu.be/MDfTefGYIw0) [MDfTefGYIw0](https://youtu.be/MDfTefGYIw0) The video will introduce the process of |  |

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|  |  | whole class formative feedback and error correction. Video 2 [https://youtu.be/](https://youtu.be/MDfTefGYIw0) [MDfTefGYIw0](https://youtu.be/MDfTefGYIw0) The video will help to use different types of feedback strategies and languages that can be used for different learning goals Video 3 [https://youtu.be/](https://youtu.be/YoK6lIKnE4Y) [YoK6lIKnE4Y](https://youtu.be/YoK6lIKnE4Y)  The video will help to give corrective feedback to students' errors with positive and clear teacher talks After watching 3 videos organise an activity Thumbs up/down or Scale of 1-5 with fingers to check up the comprehension of the material.  -Read 2 articles Suggest participants to explore ideas for checking |  | 3 min  10 min |

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|  |  | comprehension and providing feedback by reading at least two articles.  Article 1: Progress check Source: American English resources. (n.d.). *Strategy three: Progress checks* Distribute an article or suggest to read it online:  [https://www.goo](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [gle.com/url?q=h](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [ttps%3A%2F%](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [2Famericanengl](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [ish.state.gov%2](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [Ffiles%2Fae%2](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [Fresource\_files](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf)  [%2Fpromoting\_](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [learner\_engage](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [ment\_week\_3.p](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [df&sa=D&sntz=](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [1&usg=AFQjC](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [NF3DixkkHRcv](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [VPQZiMhzbGN](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) [q4GMbA](https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf) Explain to participants that this article offers simple strategies for teachers to regularly use progress checks during instruction to evaluate students' |  | 10 min  2 min |

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|  |  | understanding. Point out that article 2 The importance of feedback by Sandy Millin highlights the need for providing appropriate feedback to students when engaged in different types of tasks.  urce: Millin, S. (2015, March). *Sandy Millin: The importance of feedback.* British Council [https://www.google](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback)  [.com/url?q=https%](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [3A%2F%2Fwww.t](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [eachingenglish.org.](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [uk%2Fblogs%2Fsa](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [ndymillin%2Fsand](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [y-millin-importanc](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [e-feedback&sa=D](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [&sntz=1&usg=AF](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [QjCNGEPANKNn](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback)  [kzayI9nHpWI8enw](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) [WuZYg](https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback) Recommend the participants to search the following teaching resources  about checking comprehension and providing feedback [https://www.goo](https://www.teachingenglish.org.uk/resources/secondary) [gle.com/url?q=h](https://www.teachingenglish.org.uk/resources/secondary) [ttps%3A%2F%](https://www.teachingenglish.org.uk/resources/secondary) [2Fwww.teachin](https://www.teachingenglish.org.uk/resources/secondary) [genglish.org.uk](https://www.teachingenglish.org.uk/resources/secondary) |  | 1 min |

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|  |  | [%2Fresources%](https://www.teachingenglish.org.uk/resources/secondary) [2Fsecondary&s](https://www.teachingenglish.org.uk/resources/secondary) [a=D&sntz=1&u](https://www.teachingenglish.org.uk/resources/secondary) [sg=AFQjCNFzP](https://www.teachingenglish.org.uk/resources/secondary) [8RXnKI2BuUr](https://www.teachingenglish.org.uk/resources/secondary)  [ZMogiCpyj6R2](https://www.teachingenglish.org.uk/resources/secondary) [sg](https://www.teachingenglish.org.uk/resources/secondary)  [https://www.goo](https://www.edutopia.org/teacher-development) [gle.com/url?q=h](https://www.edutopia.org/teacher-development) [ttps%3A%2F%](https://www.edutopia.org/teacher-development) [2Fwww.edutopi](https://www.edutopia.org/teacher-development) [a.org%2Fteache](https://www.edutopia.org/teacher-development) [r-development&](https://www.edutopia.org/teacher-development) [sa=D&sntz=1&](https://www.edutopia.org/teacher-development) [usg=AFQjCNFJ](https://www.edutopia.org/teacher-development) [enfOTMXWDN](https://www.edutopia.org/teacher-development) [56chdz7OlZGp](https://www.edutopia.org/teacher-development) [nMsw](https://www.edutopia.org/teacher-development)  Discuss the following question with the whole class:  -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? Hold a plenary. Tell participants that this |  | 7 min  2 min |

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|  |  | module introduced several different ways to provide corrective feedback. Based on their 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**   1. Are there any feedback strategies that you currently use, but are not presented in this |  | 5 min |

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|  |  | 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? Ask participants to consider their teaching context and learner characteristics when thinking about this topic. Imply that they should also think about if these feedback strategies focus on correcting form or improving communicative skills.  Propose participants |  | 5 min |

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|  |  | share in the group chat one of two feedback strategies that are currently used but not presented in the module, or a strategy that you might try after watching the module videos and or reading the article. You can create a word document, PDF, or a simple PPT slide.  You may use the following message as a template:  *Example Hello,*  *Colleagues! The feedback*  *strategy I want to share is*  *called* |  |  |

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|  |  | *. This activity is effective because*  *. (Be sure to attach your activity file.)*  *Ask participants to apply the gained*  *knowledge. Tell participants to create their own posters in groups.*  *After they share their feedback examples, read through their*  *colleagues' posts in the group chat.* |  | 10 min |

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|  |  | *Find at least one or two that they can use in the next class. Consider these questions when selecting their colleagues*  *examples to apply in their classroom instruction:*  *-Which of the suggested*  *strategies are adaptable to your teaching*  *context? Why or why not?*  *-How did the other teacher use it and what made these*  *strategies effective?*  *Organise*  *“*Gallery Walk”  Presentation of the posters.  Write 1-2 paragraphs to reflect on Module 4  (300-500  words). Participants |  | 5 min  5 min |

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|  |  | may use what they have created, shared, and applied in the previous tasks. |  |  |