**Workshop Training Plan Template**

**Workshop Title:** Module 9 Facilitating Discussions and Debates.

**Workshop Description:** In this workshop teachers will explore how discussions and

debates can strengthen students’ language proficiency and confidence. These are two forms of

communication that also encourages critical thinking and builds intercultural competence.

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| **Gagné’s Nine Events of Instruction** | |  |
| **1. Gain attention** | 1 Personal Inventory. Teachers look at the statements in the Personal Inventory and decide whether they agree or disagree with the statements.  2 Participants discusses their answers. | 15 |
| **2. Inform learners of objectives** | 1 describe the benefits of communicative language teaching through discussions and debates and how to use them in the EFL classroom  2 explore various cooperative learning and interactive language tasks and strategies that build language proficiency and a classroom discourse community  3 develop higher order thinking questions that encourage critical thinking in the classroom  4 design ways you plan to integrate and manage learning activities that support a communicative approach for language learning in your classroom |  |
| **3. Stimulate recall of prior learning** | 1. Question and Answer session.  Teachers answer the following questions. -Do you organize debate and discussion in your lessons?  -How do you conduct them?  -What are the advantages of Debates and Discussions in language learning?  -What are the challenges of organizing Debates and -Discussions in the classroom? | 15 |
| **4. Present the content** | Teachers watch two videos  Video 1: Discussion Activities (<https://youtu.be/Is2Occp53nk> )  Video 2: Debates in the Language Classroom (<https://youtu.be/NBf3pkHwY1Y> )  Video 3: <https://www.youtube.com/watch?v=FE8wW9jLk3g>  Trainer pauses the video several times to give a fuller insight into the content materials. Trainer may ask questions if trainees understand or not Teacher adds extra information if it needs.   1. What is discussion ? 2. What is the debate 3. What is HOT questions. | 30 |
| **5. Guide learning** | I. Four corners.  A. Four cards are put on four different parts of the classroom. (1. Strongly agree. 2. Agree. 3. Strongly disagree. 4. Disagree.)  B. Trainer reads statements about debates and discussions and the teachers go to the parts of the classroom of their preference. Peers discuss their opinions.   1. Students do not learn grammar rules in debates and discussions. 2. Debates are difficult for school children. 3. It is difficult to assess students and give feedback. 4. Classroom management can be challenging. | 40 |
| **6. Elicit performance (practice)** | 1.A Small Debate using Tower Building Activity.  Teachers are divided into two groups according to cards (for and against)  Trainer models Tower Build Activity. Tower Build Activity is an activity that participants write their opinions as a brick of tower and build tower with them. The group with bigger tower considered as a winner.   1. Trainer provides a topic for a debate. *Face to face lessons are better than online lessons.* 2. Trainer also provides useful debating phrases through Anchor Chart. | 40 |
| **7. Provide feedback** | Indirect collective feedback by the trainer. | 10 |
| **8. Assess performance** | Observation, Note taking  3-2-1 Exit ticket to fill out and hand in.  3 things I learned; 2 things I found interesting and 1 question I still have. | 15 |
| **9. Enhance retention and transfer** | Teachers write reflections on the topic of debates and discussions and post it in a telegram group. | 15 |

**Personal Inventory**

*Read each statement.*

*Rate yourself with the following criteria:*

* *A – always or almost always*
* *S- sometimes*
* *N – never, almost never*

1. \_\_\_\_I organize debate and discussion in my lessons.
2. \_\_\_\_I correct my student’s mistakes in speaking during debates and discussions.
3. \_\_\_\_Noise is always prior problem in discussions and debates.
4. \_\_\_\_I give opportunity to every student to tell their opinions during D&D
5. \_\_\_\_I demonstrate respect if my student has very different opinion from other students.
6. \_\_\_\_I use opening and closing statements in my debates.
7. \_\_\_\_My students support their ideas with reasons and evidence.
8. \_\_\_\_I have Bucket of Prompts to organize discussions and debates in my lessons.