**Week 6**

**Workshop Title 6/1:** *Effective teacher talk in ESL classes*

**Workshop Description:**

By the end of this workshop, participants will be able to:

* understand how different types of questions are used in teacher talk
* form beginner-friendly questions
* scaffold students’ response in more comfortable and effective ways
* practice basic question forms and answers with students

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention   5 min | * Warm up activity: Gain participants’ attention with a quote to encourage them to predict the objectives of the session: ***"The wise man doesn't give the right answers, he poses the right questions."*** - Claude Levi-Strauss (*Display the quote either on the board or IWB if available)* * Participants **Turn-and-Talk** to their partners to discuss what the quote means to them and share ideas of how it could relate to the day’s objectives. * Elicit a few responses to smoothly lead into the introduction of objectives |
| 1. Inform learners of objectives   5 min | Participants will be introduced to the workshop objectives (on whiteboard or poster) (*read them out or ask individual participants to read them out)*:   * understand how different types of questions are used in teacher talk and learn to form beginner-friendly questions * scaffold students’ responses in more comfortable and effective ways * practice basic question forms and answers with students   *Share the link to Individual Reflection Tool to let participants self-assess their learning progress before, during, and after the workshop.*  [*https://docs.google.com/document/d/1s9k168Oa5bWlVn6s0F0rEU8ltufb\_KjScjo8t3xkh-Y/edit?usp=sharing*](https://docs.google.com/document/d/1s9k168Oa5bWlVn6s0F0rEU8ltufb_KjScjo8t3xkh-Y/edit?usp=sharing) |
| 3. Stimulate recall of prior learning  10 min | Small group. On the poster.  Whole class discussion.  Answer these questions   * Do you use questions and responses daily in the classroom? * How do you model questioning and responding using English to encourage your students to be active? * Give one way of asking questions and getting students responses using English in your classroom. |
| 4. Present the content  30 min | Explore ideas for effective questions and answer by watching two videos. *(Participants will be encouraged to take notes during the videos. By that time, the facilitators will have already learned about the participants’ listening skills, and will adjust the pace of the video accordingly.)*  Watch [Video 1. Asking Questions during Listening Tasks](https://sites.google.com/view/mason-tete/module-3-effective-question-and-answer?authuser=0#h.xhsko7oae1ve) video to introduce different types of questions for different learning goals in listening activities. Participants will take notes of four teacher talk examples to promote meaningful and effective engagement during listening activities.  <https://sites.google.com/view/mason-tete/module-3-effective-question-and-answer?authuser=0#h.xhsko7oae1ve>  **Think-Pair-Share** to discuss the video - 15 min (*video 8 min, TPSh 5-7 min) – What are the four teacher talk* discussed in the video? How can you apply them in your own teaching?  Watch [Video 2. Practicing Wh-Questions Using Information Gap Activities](https://sites.google.com/view/mason-tete/module-3-effective-question-and-answer?authuser=0#h.s6ayk2r86493) to show an example of how to lead students to form and use basic wh-questions in classroom activities. <https://sites.google.com/view/mason-tete/module-3-effective-question-and-answer?authuser=0#h.s6ayk2r86493>  **Think-Pair-Share** to discuss the video - 15 min (*video 8 min, TPSh 5-7 min) - How to use information gap activities to encourage students to make questions and answers in English?* |
| 5. Guide learning  30 min | Explore ideas for effective question and answer by reading two articles.  Article 1. *Jigsaw reading:*   * Participants will be divided into small groups (*Expert Groups*) and each group will be assigned to read only one part of the article ([Questions and Responses](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fseptember_teachers_corner_week_3_final_1.pdf&sa=D&sntz=1&usg=AFQjCNHxrN4QdsAqcakDeF0ERmnIQ879Tg) by Hyunsun Chung) This article presents various ways that teachers can scaffold questions and responses for their beginner learners.   <https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fseptember_teachers_corner_week_3_final_1.pdf&sa=D&sntz=1&usg=AFQjCNHxrN4QdsAqcakDeF0ERmnIQ879Tg> )   * They will then form new *Expert Groups* to share their findings. Each group should have one member who is an ‘expert’ in a specific part of the article. The groups will present to the whole class in no more than 2 min. (*Can be poster presentation with some graphic information such as chart/diagram/spider web/…)*   Article 2.  Lead into the next activity by asking participants which of the following questions might be effective to check comprehension with ESL students:   * Do you understand? * Does that make sense? * Do you have it?   ***Answer****: None. Students might just say ‘yes’ whether they understand or not.*   * Read the article [Do You CCQ? Using Concept Checking Questions in the ESL Classroom](https://www.google.com/url?q=https%3A%2F%2Fbridge.edu%2Ftefl%2Fblog%2Fccq-using-concept-checking-questions-esl-classroom%2F&sa=D&sntz=1&usg=AFQjCNHWwqV0dG5y2GjCT35sHNs340liHA) by Jalena Johnson.   <https://www.google.com/url?q=https%3A%2F%2Fbridge.edu%2Ftefl%2Fblog%2Fccq-using-concept-checking-questions-esl-classroom%2F&sa=D&sntz=1&usg=AFQjCNHWwqV0dG5y2GjCT35sHNs340liHA> |
| 6. Elicit performance (practice)  30 min | Divide the class into small groups according to the grades they teach: Primary (1-4), Secondary (5-8), High (9-11/12).  Participants to go to the link <https://drive.google.com/drive/u/0/mobile/folders/1i_tU17J0s2y98s-02ejd-7u8kkqChTvC?usp=sharing> and choose one grade book they would like to work on.  They:   * select a lesson or activity for any topic they would like considering the knowledge they got from the video and reading; * they will write directions for the activity; * they will write questions to check students’ comprehension before, during, and after the activity; * they will role play asking questions to check comprehension to the whole class in no more than 5 min. Note that participants can choose any part of the activity (pre-/while-/post-) to present their CCQs to the class. |
| 7. Provide feedback  5 min | Use *PQP* feedback charts for peer and teacher assessment of the groups’ performances on role-plays.  *(Participants will write their feedback on a separate form for later sharing it with the groups.)* |
| 8. Assess performance | 3-2-1 Exit Ticket:   * 3 things I learned today * 2 things I want to try in my own class * 1 question I still have   If time allows, read through some exit tickets to highlight what has been learned/interesting and what questions participants still have. |
| 9. Enhance retention and transfer | They will prepare their reflection on how they have applied workshop materials in their own classes.  They will be asked to write a reflection (*What went well? What went not so well? What would I like to change the lesson plan? Why?*) and post it in Telegram chat group with some photos. Remind that each participant should respond with feedback to at least two others’ posts. |

**Workshop Title 6/2:** *Checking comprehension and providing feedback.*

**Workshop Description:**

By the end of this workshop, participants 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.

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention   1. min | * Warm-up activity: Gain participants’ attention by getting them to **Think-Pair-Share** following quote: ‘Learners need endless feedback more than they need endless teaching.’ * Elicit a few responses to smoothly lead into the introduction of objectives |
| 2. Inform learners of objectives  5 min | Participants will be introduced with the workshop’s objectives (on whiteboard or poster) (*read them out or ask individual participants to read them out)*:   * 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.   *Share the link to Individual Reflection Tool to let participants self-assess their learning progress before, during, and after the workshop.* |
| 1. Stimulate recall of prior learning   10 min | Mingling activity. Participants will go round the class to ask and answer following questions:   * 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? |
| 4. Present the content  30 min | Watch [Video 1. Whole Class Formative Feedback](https://sites.google.com/view/mason-tete/module-4-checking-comprehension-and-providing-feedback?authuser=0#h.vr71igbf5es7) that will introduce the process of whole class formative feedback and error correction. While watching the video, participants will be asked to write four steps in which formative feedback can be given.  <https://sites.google.com/view/mason-tete/module-4-checking-comprehension-and-providing-feedback?authuser=0#h.vr71igbf5es7>  Watch [Video 2. Feedback Strategies Beyond Error Correction](https://sites.google.com/view/mason-tete/module-4-checking-comprehension-and-providing-feedback?authuser=0#h.4beu3y4uibhw) and take notes of feedback strategies you see in the video.  Role-play: Participants will role-play teacher-student interaction to use different feedback strategies. No more than 2 min. |
| 5. Guide learning  30 min | Read article [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) that offers simple strategies for teachers to regularly use progress checks during instruction to evaluate students' understanding. While reading, take notes of any new feedback strategies mentioned in the text.  <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> |
| 6. Elicit performance (practice)  30 min | Participants will work is small groups to create a list of any feedback strategies they have learned in this module. They will describe how they would use these strategies with their learners.  Do these feedback strategies focus on correcting form or improving communicative skills? They can create a word document, PDF, or a simple PPT slide.  *Participants will be encouraged to consider their teaching context and learner characteristics when thinking about this topic.* |
| 7. Provide feedback  5 min | Use *PQP* feedback charts for peer and teacher assessment of the groups’ performances on role-plays.  *(Participants will write their feedback on a separate form for later sharing it with the groups.)* |
| 8. Assess performance | 3-2-1 Exit Ticket:   * 3 things I learned today * 2 things I want to try in my own class * 1 question I still have   If time allows, read through some exit tickets to highlight what has been learned/interesting and what questions participants still have. |
| 9. Enhance retention and transfer | Participants will record one of the lesson parts that they will teach the following week using their camera or cell phone. They will write which feedback strategies they have used, and how the students’ responses were, and how to improve their feedback in the future. They will post their reflection on Telegram for others to read and respond.  Each participant should read through their colleagues' posts in the group chat and find at least one or two that they can use in the next class.  They will be encouraged to consider these questions when selecting examples to apply in their classroom instruction:   * Which of the suggested ways of giving feedback do you think can be adaptable to your teaching context? Why and why not? * How did the other teacher use it and what made these strategies effective? |