**TOT: Week I - Room 2 - Group 4- Module 4**

**Workshop Training Plan Template**

**Workshop Title:** Checking Comprehension and Providing feedback\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Workshop Description:** Making sure that students understand what is happening in the lesson and that they have understood the language you have taught them can at times be very difficult.

It's no secret that feedback is an important component of effective learning. Feedback improves learner confidence, motivation to learn and ultimately, a learner's attainment. The whole purpose of feedback is to improve performance. You need to measure whether or not that is happening and then make adjustments as you go. Be sure to document your conversations and discuss what is working and what needs to be modified\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Gagné’s Nine Events of Instruction** |
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| 1. Gain attention |  \*Warm-up: “Thumbs up/Thumbs down/Thumbs sideways” participants will react to the statements given by Trainer whether they are T/F/NI.\*Feedback quote “Feedback is the breakfast of champions”. Ken BlanchardAccording to Blanchard: “He explained it in sports terms. Can you imagine training for the Olympics with no one telling you how fast you ran or how high you jumped?” Ultimately, just like we need breakfast to fuel us through the day, we need feedback to help us to perform at our best |
| 2. Inform learners of objectives |  Teachers will be able to: check their students’ effectively comprehension and increase students’ learning use appropriate teacher talk for feedback depending on different learning goals correct students' errors with different feedback strategies. |
| 3. Stimulate recall of prior learning |  Brainstorming about teachers’ experience on checking comprehension and providing feedback. We’ll give them some questions and discuss them. For example:How often do you check your students’ comprehension?What strategies do you use to check comprehension?What kind of feedback do you give to your students: positive or negative? Teachers will be asked to do the activity “Two corners “. There are two corners with the words “Agree” and “Disagree”. Trainer will read the statements about comprehension checking and providing feedback. Teachers will listen to these statements and if they agree they will go to the “Agree” and if they disagree they will go to the “Disagree” corner. |
| 4. Present the content |  \* Present different types of “Comprehension check and Feedback provision” to introduce the participants\* Each type given by participants will be written on whiteboard |
| 5. Guide learning  |  After presenting each Feedback type, demonstrate them by acting out |
| 6. Elicit performance (practice) |  \*By Gallery walk participants will experience the types of “Anxiety-Free Corrective Feedback”.\*Participants will work in small groups to collect feedback expressions and classify them\*Participants will be asked to write on a piece of paper any type of Feedback expressions of their own and by mingling they ask each other to identify the type. Then they exchange the papers |
| 7. Provide feedback |  \* Participants will speak about the feedback expressions they will use in their classes\*Pass out slips of paper for participants to write down feedback using Praise-Question-Polish (P-Q-P). Collect the slips of paper and give them to the group.\*Give each group feedback using P-Q-P. |
| 8. Assess performance |  \* Before the participants leave, they will be given checklist to tick\* Collect the Checklist to assess the participants’ comprehension of workshop content |
| 9. Enhance retention and transfer |  Before participants leave the workshop, ask them which type of feedback they like more and apply in their classroom |

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