**TOT: Week III - Room 1 - Group 1**

**See the Action Plan document for feedback about this workshop plan as well as your action plan.**

**~ From the George Mason University Academic Team**

**Workshop Training Plan Template**

**Workshop Title:** Module3 - Effective Question and Answer

**Workshop Description:** In this module, you will explore the different ways of asking questions and getting students responses using English in your communicative language classroom.

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| **Gagné’s Nine Events of Instruction** | | | | **Time** |
| 1. Gain attention | Find someone who Bingo.  The goal of this game is to find classmates who fit the description in each box. The person who has names written in five boxes in a row vertically, horizontally, or diagonally can shout out, “Bingo!”. [add graphics to slides] The person who shouts out Bingo must say which classmates like or do each of the 5 activities. Then she or he will be the winner! Let’s look at this activity step by step.  Step 1: Introduce students to the Bingo Board  Before you begin this activity, you will need to hand out the bingo board and introduce the activity.  *“Class, we are going to do an Icebreaker Activity. It’s called ‘Find Someone Who Bingo.’ Here is*  *the bingo board.“*  Step 2: Students prepare their Bingo Board.  Next, give your students some time to read the information they need to find in each box.  Notice in this activity, students have to create their questions with the cues. In this example bingo board, there are three boxes where students can have a chance to ask their own questions. There is also one free box in the middle. Be sure to give them a model before they begin.  *“Class, read each box and write down the questions you will ask. For example, in the first box, number one says, Loves basketball. Do you…? What is the correct question? Right! Do you love*  *basketball? Write that down in the box. Now, write down one question per box, except the middle box is free. See the gray boxes? For numbers 9, 17, and 24, you can write your own questions. I will give you five minutes to write questions in each box. Ready? Go!”*  Then, go over the questions with them, by having different students volunteer to read their questions out loud.  *“Class, let’s go over your questions. Jina, what did you write for question number two? Correct!*  *Do you like to watch American football? John, what did you write for question number three?”* | | | 20 minutes |
| 2. Inform learners of objectives | Read through the objectives on PPT slide:  By the end of the module, you will be able to:  -Comprehend different types of questions used in TTs  - form beginner friendly questions  - practice basic question forms and answers with students in more comfortable and effective ways | | | 10 minutes |
| 3. Stimulate recall of prior learning | Do you use English when you ask questions in your classroom? If yes, what are some examples of the questions that you ask? If not, what are some challenges that prevent you from asking questions in English?  When you ask them questions, do your students try to answer in English? What might help them to answer in English during the lesson?  Activity: Think, Pair, Share | | 25 minutes | |
| 4. Present the content | - watch videos “Asking questions during listening tasks” , “Practicing WH-questions using information gap activities” **Articles** Article 1: [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)  This article presents various ways that teachers can scaffold questions and responses for their beginner learners. Simple response strategies are also offered to engage students and check their understanding.  Source: U.S. Department of State, American English. (n.d.). Scaffolding part one: Questions and responses. [https://americanenglish.state.gov/files/ae/resource\_files/september\_teachers\_corner\_week\_3\_final\_1.pdf](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) | | 50 minutes | |
| 5. Guide learning | Practice **Referential questions (RQs)**  Referential questions (RQs) are asked in order to find out the students’ responses to questions that teachers do not already know the answers to. Contrast to display questions, RQs have a real communicative purpose. RQs encourage students’ high-order thinking skills and authentic use of second language because students must develop their responses based on their own opinion and with a level of critical thinking.  2 Many teachers agree that teachers’ use of RQs could prompt students to provide significantly longer and syntactically more complex responses than the use of display questions. Here is an example of how RQs can be used in a dialogue between the teacher and student:  Unit 1 My Country, My Pride in Tenth  Grade textbook  T: Last week, we read about three cities in Europe. Did you like reading about  those cities, Mickela?  S: Yes, of course, I liked them.  T: Good, I liked reading them too. Which city did you like most?  S: I think I liked Venice the most.  T: Oh, can you tell us why?  S: It says the city is magical and my aunt said she went there before.  T: Really? I also went to Venice before.  And I agree that the city is magical and very unique. What did your aunt say  about the city?  S: She said the city is so beautiful with buildings and water. I want to visit there  too. Oh, I have a question, what does ‘spire’ mean in the text?  T: Good question. Is there anybody who knows what spire means?  S: The tops of the buildings?  T: Yes, I think you are right. Do we have ‘spires’ in our city? ...  S: Yes. \_\_\_\_\_ has spires.  T: OK, that is a nice example. Who else can tell me about the city you picked, and  why?  This example is a mix of display questions, interaction and follow-ups, and referential questions. In the process, the student interrupts the teacher once and asks her own question. It has the moments of real conversation in the IRF process. If the student and teacher have differences of opinion, more authentic conversations can be elicited. Teachers need to make sure to capture the moments when the true conversation occurs with students’ contribution. Proper teacher talk and teacher reaction to students’ responses are keys to creating space for a communicative  language classroom. | | 40  minutes | |
| 6. Elicit performance (practice) | Work in small groups, 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. Think about a possible question and answer situation that might happen in that learning sequence. Use the tasks and languages for different goals you have watched and read in the module such as an information gap activity. | 45 minutes | | |
| 7. Provide feedback | PQP. After presenting their activity each group writes PQP feedback for each group. | 15 minutes | | |
| 8. Assess performance | - using graphic organizer to check comprehension of applying effective questions | 20 minutes | | |
| 9. Enhance retention and transfer | Exit Ticket  3 things I learned today  2 things I found interesting  1 question I still have | 15 minutes | | |