**Final Workshop Plan**

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| **WorkshopTitle (Topic)** | **Objectives** | **Learning/TrainingActivities** | **Assessment** |
| **Week 1**Introduction/ESN Program Orientation & TESOL 6 Principles: Principles 1-2 | By the end of the workshop participants will be able to - get introduced with ESN program- learn about different learning styles/multiple intelligences- create conditions for language learning | Warm-up activity - **Presentation + Discussion** with PPT**Experiential activities** to practice building routines in English: Find Someone Who, Jig-saw reading, “Know your intelligence type” (Multiple intelligences game)Personal inventory | Activity trackerExit ticket |
| **Weeks 2 & 3**TESOL 6 Principles: **Principles 3-6** | By the end of the workshop participants will be able to - Learn how to prepare lessons with clear language objectives and share them with their students- Learn how it is important to adapt their teaching when it is necessary- Learn how to provide specific feedback to students in a positive and effective way- Learn to use a variety of assessments to inform teaching and improve learning | Warm-up**Presentation + Discussion +****Video presentation****Experiential activities** such as: - 3-2-1 Uzbekistan- Response Cards- Think-Pair-Share/ Turn and Talk- Three Finger Scale - Numbered heads- Around the Clock | Activity tracker Assessment Tools ChartExit tickets |
| **Week 4****Module 1**Building routines in English | By the end of the module, trainees will be able to:- describe the importance of building routines in English;- practice using different routines in daily classes;- demonstrate using anxiety-free routines in English classes. | -**Entrance** **tickets**-Warm-up: Greeting poem-Video Presentation + mini lecture**Experiential activities** such as - Greeting poem - Funny labyrinth- Give one – Get one- Daily mingling | Anchor chart completionActivity tracker |
| **Week 5****Module 2****Giving Clear Instructions** | By the end of the workshop participants will be able to - describe the features of good teacher talk, use several modeling strategies, - write and practice speaking effective teacher talk for your lessons, - reflect on how to prepare a teacher talk- share a sample teacher talk using an activity. | Demonstration through videos + discussionInstruction + modelling**Experiential activities** such as -Wall reading-Energizer “1, 2, 3 Reorganize”, -Fluency Line | -Instruction giving presentation + peer assessment-Activity tracker completion |
| **Week 6****Module 3** Effective Questioning and Answering | By the end of this module, trainees will be able to:-understand how to form and give effective questions to check comprehension and increase students’ learning-use appropriate teacher talk for choosing and using effective questions depending on different learning goals-elicit students’ answers by giving effective questions | **Warm-up:** Great wind blows activity5Ws**Video Presentation****Experiential activities** such as: info gap activitiesSilent video Creating questions for textbook activitiesPQP | Graphic organizer(5Ws)Activity trackerExit ticket |
| **Week 7****Module 4 Checking Comprehension and Providing Feedback** | By the end of this module, trainees will be able to:- describe the importance of checking comprehension in a language classroom- practice using a variety of techniques for checking comprehension.- demonstrate using different CCQs techniques in groups. | Video presentation**Experiential activities** such as: Summary of summariesMini-whiteboards(T/F)True/FalseAct out Situation | Foldable‘Gots/Needs” completionActivity tracker  |
| **Week 8****Modules 5, 6****Increasing Classroom Interaction & PTRA: Plan, Teach, Reflect, Adjust** | By the end of this module, trainees will be able to:- describe the importance of student-to-student interaction in a language classroom- examine and use a variety of effective activities that promote meaningful interaction in a classroom- share different communicative activities that are effective for English learners- plan, teach, reflect, and adjust lesson plans to promote effective communicativelanguage practice in their classrooms- design effective lesson plans for English learners using the following steps: warm up,presentation, practice, application, and wrap up | Mini lecture on **Plan, teach, reflect, adjust****Experiential activities:**Scavenger huntConcentric circleFind someone who + BingoGuiding ArtistCreation and presentation of lesson plans | Micro teachingExit ticket:-3 things you learned today-2 things you will apply in your classroom-1 question you still haveActivity tracker completion |
| **Week 9****Modules 7, 8****Extending textbook activities and creating and facilitating visually stimulating tasks** | By the end of this module, trainees will be able to:- describe the importance of extending textbook activities- practice creating visually stimulating tasks- demonstrate how to use visually stimulating tasks in groups | Video + mini lecture + presentationCAMEOS**Experiential activities:**Turn and talkGive one/get oneGallery walk | Foldable completion |
| **Week 10****Modules 9, 10****Facilitating Discussions and Debates & Managing Cooperative activities** | By the end of this module, trainees will be able to:- develop HOT questions- design how to integrate and manage learning activities- describe the purpose and benefits of project work- describe the benefits of communicative language teaching through discussions and debates and how to use them in the EFL classroom- explore various cooperative learning and interactive language tasks and strategies that build language proficiency and a classroom discourse community- develop higher order thinking questions that encourage critical thinking in the classroom- design ways you plan to integrate and manage learning activities that support a communicative approach for language learning in your classroom (micro teaching) | Mock debates (graphic organizers)Video presentation Video Higher order thinking questionsBloom’s Taxonomy**Experiential activities:**4 cornersAgree/ Disagree (Partly/ totally)Discussion and debates | Creating open-ended questionsMicro teachingGraphic Organizer |
| **Week 11****Portfolio Share, Review, Reflection** | By the end of this module, trainees will be able to:- do self-reflection on their teaching regularly- engage and collaborate with colleagues in different COPs to boost their professional-development | Introducing online teaching toolsActivity auctionMicroteachingPost-survey | PQP feedbackActivity tracker submissionFinal Reflection |