**Final Workshop Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 tracker  Exit 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 Chart  Exit 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 completion  Activity 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 + discussion  Instruction + 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 activity  5Ws  **Video Presentation**  **Experiential activities** such as:  info gap activities  Silent video  Creating questions for textbook activities  PQP | Graphic organizer  (5Ws)  Activity tracker  Exit 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 summaries  Mini-whiteboards(T/F)  True/False  Act out Situation | Foldable  ‘Gots/Needs” completion  Activity 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 communicative  language 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 hunt  Concentric circle  Find someone who + Bingo  Guiding Artist  Creation and presentation of lesson plans | Micro teaching  Exit ticket:  -3 things you learned today  -2 things you will apply in your classroom  -1 question you still have  Activity 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 + presentation  CAMEOS  **Experiential activities:**  Turn and talk  Give one/get one  Gallery 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 questions  Bloom’s Taxonomy  **Experiential activities:**  4 corners  Agree/ Disagree (Partly/ totally)  Discussion and debates | Creating open-ended questions  Micro teaching  Graphic 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 tools  Activity auction  Microteaching  Post-survey | PQP feedback  Activity tracker submission  Final Reflection |