**WEEK 5**

**Workshop Training Plan**

**Workshop Title:** Module 2. Giving Clear Instructions

**Workshop Description:** The interactive workshop will present tips for giving clear instructions using English. This means giving instructions using simple and comprehensible language, asking questions to check how students have understood the instructions and content, and creating conditions for students to effectively participate in learning activities. Teachers will use several modeling strategies, write and practice speaking effective teacher talk for their lessons, and reflect on how to prepare a teacher talk and share a sample teacher talk using an activity.

**Objectives: By the end of the workshop PWBAT**

- 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 and share a sample teacher talk using an activity

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| **Gagné’s Nine Events of Instruction** |
| 1. Gain attention

(10 min) | * Warm up participants: do “*Running Dictation*” activity as an introduction to the workshop

https://eslspeaking.org/esl-game-running-dictation/#:~:text=Procedure%20for%20Running%20Dictation%3A&text=Have%20one%20student%20from%20each,but%20not%20talk%20or%20yell.* Gain their attention by asking questions they don’t expect. Ask CCQs to check their understanding of the content in the *Running Dictation* worksheet.
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| 1. Inform learners of objectives

(5 min) | Read through the objective*By the end of the workshop, participants will be able to:** *describe the features of good teacher talk*
* *apply several modeling strategies with making a mini lesson*
* *write and practise speaking effective teacher talk for their lessons*
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| 1. Stimulate recall of prior learning

(10 min) | * Connect participants’ background knowledge to the topic of the workshop by asking these questions: *“Ok, what I want you to do is just to get into groups and talk together about what classroom routines you use in your lessons.”*
* Stimulate participants’ beliefs about the benefits of giving clear instructions by asking: “*What is the purpose of these instructions?”* (Answer: Yes, the teacher wants the students to have a group discussion.) *“Do you think this teacher talk is effective?”* (Answer: No, because the instructions are lumped together in one long sentence. They are not clear and simple; therefore, participants cannot get right to the task.)

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| 1. Present the content

(25 min) | * Mini-lecture on benefits of giving clear and supportive instructions for this task. *How would you make the instructions clear and effective for your students? I will give you 15 seconds to think about it.* Elicit answers from participants.
* Present Video 1

https://youtu.be/t8HvGLe68Sk* Present the instruction step by step and check participants' understanding of each step.
* For each step, present an example of clear and simple use of English for giving instructions.
* Present Video 2 introducing more examples for effective teacher talk for managing activities in language classrooms.

https://youtu.be/HI8yVzyVBYM |
| 1. Guide learning

(25 min) | * Divide participants into small groups. Model managing group activities by dividing participants into Expert Groups and Home groups for Jigsaw activity.
* Give participants 2 minutes to line up according to the two final digits of their phone numbers. Get them to count 1, 2, 3,and 4.
* Get all 1s, 2s, 3s, and 4s to sit in four different parts of the room.
* Tell Group 1 participants to read Section 1, Group 2 participants to read Section 2, Group 3 participants to read Section 3, and Group 4 participants to read Section 4 in the given reading passage

[10 Tips for Giving and Checking Instructions in an ESL Classroom](https://www.eslbase.com/teaching/giving-checking-instructions#:~:text=an%20ESL%20Classroom-,10%20Tips%20for%20Giving%20and%20Checking%20Instructions%20in%20an%20ESL%20Classroom,-by%20Sue%20Swift)https://www.eslbase.com/teaching/giving-checking-instructions.* Each group discusses their sections in their expert groups. Give 5 min.
* Participants return to their Home groups and share what they have learned from their passage. Each Home group should have one participant who is an expert in one section of the passage.
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| 1. Elicit performance (practice)

(40 min) | * Divide participants into small groups. Participants pick up colored paper strips from the box without seeing which paper strip they are choosing.
* Divide participants into four small groups by the color of the paper strips they have picked.
* Participants are given a unit from a textbook. They select an activity from the unit and write clear instructions that they say to their students.
* They can do it as a monologue or dialogue with a teacher and students, with the teacher giving clear instructions and students responding to the teacher.
* In their presentation, they can role play on their own or ask another person to role play with them.
* They may use expressions that are presented in this workshop and/or other expressions that they need to use in their teaching.

In groups, participants demonstrate their plan to give clear instructions by applying all tips they learn in the workshop. |
| 1. Provide feedback

(15 min) | * 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.
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| 1. Assess performance

(15 min) | * Before they leave, give participants a piece of paper with the 3-2-1 Exit Ticket to fill out and hand in. The ticket asks them to write down: “3 things I learned; 2 things I found interesting; 1 question I still have.”
* Collect the Exit Tickets to assess participants’ understanding of workshop content.
* If there is time, read through some exit tickets and highlight what participants learned and found interesting and answer any questions they still have.
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| 1. Enhance retention and transfer

(5 min) | * By the next week each participant should: 1) create a set of instructions to any existing activity from school textbook; 2) make a video/audio of the activity and 3) share the video/audio in the Telegram group.
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