**TOT: Week 4 - 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: Module 4- Checking comprehension and providing feedback**

**Workshop Description:** This module will help you explore goals and different feedback strategies in English to foster communicative language development in your learners.

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| **Gagné’s Nine Events of Instruction** | **Time**  |
| 1. Gain attention | Sing a song “How are you” to introduce classroom routines in practice and get teachers’ attention. | 20 minutes  |
| 2. Inform learners of objectives | -Understand how to check students’ comprehension and increase students’ learning-learn how to correct students’ errors using different feedback strategies-understand how to give appropriate feedback depending on learning goals  | 10 minutes  |
| 3. Stimulate recall of prior learning | **Small group discussion:**How do you give feedback to your students? Do you use different feedback strategies for different needs? What are some of the goals that you have when you give feedback or correct the students’ language errors? | 20 minutes  |
| 4. Present the content | - watch videos “ Whole class formative feedback”- watch video “ Feedback strategies beyond error correction. After each video teachers may have a small group discussion. **Read the Article 1:** [Progress Check](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fpromoting_learner_engagement_week_3.pdf&sa=D&sntz=1&usg=AFQjCNF3DixkkHRcvVPQZiMhzbGNq4GMbA) This article offers simple strategies for teachers to regularly use progress checks during instruction to evaluate students' understanding.Source: American English resources. (n.d.). Strategy three: Progress checks. [https://americanenglish.state.gov/files/ae/resource\_files/promoting\_learner\_engagement\_week\_3.pdf](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2Fpromoting_learner_engagement_week_3.pdf&sa=D&sntz=1&usg=AFQjCNF3DixkkHRcvVPQZiMhzbGNq4GMbA)  | 50 minutes  |
| 5. Guide learning  | Having watched the first video, participants write four steps of giving formative feedback, after the second video they write about Teacher correction vs. Peer correction vs. Self-correction and Types of Indirect Feedback: Giving a Pause, Recast, and Requesting Clarification, after the third one they write about self-correction and positive feedback in their foldables.  | 40 minutes  |
| 6. Elicit performance (practice) |  Are there any feedback strategies presented in this module which you have learned for the first time? If so, which ones? Create a list and describe how you would use these strategies with your learners. | 35 minutes  |
| 7. Provide feedback |  Participants work in groups, share their created list of feedback strategies and give feedback to each other. | 20 minutes  |
| 8. Assess performance |  Microteaching.Participants work in groups and demonstrate a situation about checking comprehension and giving feedback.  | 30 minutes  |
| 9. Enhance retention and transfer | Mingling ActivityBefore participants leave the workshops, ask them to write three questions based on the topic, stand up, walk around the classroom and ask questions to each other.  e.g. Are there any feedback strategies presented in this module which you have learned for the first time? If so, which ones?What are the types of feedback have you heard in the videos?How do they help students and the teacher? | 15 minutes  |