

*Approved by the Academic council of  
the Education programme*

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## Syllabus

### ***Teaching English as a foreign language: from theory to practice***

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Higher School of Economics: Institute of Open Education

Meeting Minute # \_\_\_ dated \_\_\_\_\_ 20\_

## 1. Course Description

### a) **Pre-requisites**

To study this programme students should be C1-C2 level of English competence. Some little previous background in teaching EFL is preferable (i.e. certificates in TKT course/some teaching experience).

### b) **Abstract**

The programme of the course is focused on the theoretical upgrade and practical implementation of the main aspects of teaching EFL to adult as well as young learners of English. It represents the format of learning sessions given at Celta, IHCYLT and Delta courses being a combination of these three. The sessions are given each week each dedicated to a certain aspect. The course also implies teaching practice that consists in lesson plan design according to a certain format (see Appendices) and immediate feedback after the class. This way students will see directly how to implement theory into practice which amplifies the development of their teaching skills.

## 2. Learning Objectives

The course aims at developing students' overall teaching competence in combination of its main components:

**Gnostic competence** (*I reflect*) – the ability and readiness to analyse the details of each particular teaching practice, students' activity and motivation, teaching tools, language items necessary for the session while preparing and conduction a lesson.

**Project competence** (*I plan*) - the ability and readiness to set and clarify lesson aims for one single lesson and for a number of consequent lessons, make informed decisions on the spot during the lesson.

**Construction competence** (*I design*) - the ability and readiness to design and adapt different teaching materials for them to direct and scaffold students

**Communicative-organisational competence** (*I manage*)- the ability and readiness to manage students' activity during the lesson

**Communicative-teaching competence** (*I communicate and teach*)- the ability and readiness to develop students' communicative competence by means of solving teaching tasks in the form of a discussion or a debate

During the course students will *familiarize themselves* with:

- theoretical perspectives on language acquisition and language teaching
- different approaches and methodologies, including current developments
- language systems and learners' linguistic problems
- language skills and learners' problems
- knowledge of resources, materials and reference sources for language learning
- key concepts and terminology related to assessment.
- basic principles of curriculum design

During the course the students will *review* the principles of teaching and planning:

- the language learner and the language learning context
- preparation for teaching English language learners
- evaluating, selecting and using resources and materials
- managing and supporting learning
- evaluation of lesson preparation and teaching
- observation/evaluation of other teachers' lessons
- professionalism and opportunities for professional development.

During the course students will *develop the skills* of:

- implementing all kinds of teaching materials to enhance students' motivation and autonomy
- using technology during classes and while preparing for lessons
- using commercials and gamification techniques as a way to boost students' confidence (with different games for adult and young learner students)
- implementing basic principles of curriculum design including the specifics of one-to-one teaching

### **Learning Outcomes**

By the end of the course students *will have known*:

1. general issues regarding the process of teaching EFL (student characteristics and needs/teacher roles and how to combine them in the course of the lesson/classroom management techniques/error correction techniques/aspects of continuous professional development);
2. the difference between approach/method/technique
3. the specifics of communicative approach to teaching EFL including different methods of presenting language and developing skills functioning under the umbrella of communicative teaching (PPP, Teach-Test-Teach, Guided Discovery, TBL (Task-Based Learning/Task-Teach-Task (weak and strong end)
4. the specifics of alternative approaches to teaching (Cullen Method/Community-based teaching/Suggestopedia/Experiential Reading (text-driven approach), CLIL (content and language integrated learning) method)
5. the key principles of teaching systems (lexis, grammar, pronunciation, functional language) and teaching skills both productive and receptive (reading, listening, writing, speaking)
6. the principles of student assessment and evaluation

By the end of the course the students *will have been able to do* the following:

1. design lesson plans according to the criteria (see Appendices)
2. evaluate student books for their use in the classroom according to the criteria (see Appendices), their possible adaptation and supplement
3. produce self-designed materials for any level
4. teach mixed level classes

## Course Plan

Topic		Interactive Sessions
	<b><i>Section 1: The Basics of Teaching EFL</i></b>	
MATERIAL DESIGN LESSON PLANNING	Teaching EFL (general issues): language learner and teacher roles	2
	Classroom management	2
	Error Correction	2
	<b><i>Section 2: The essence of communicative approach</i></b>	
	The emergence of communicative approach to teaching EFL (retrospective overview)	4
	The basics of communicative teaching	2
	Alternative approaches to teaching EFL	2
	<b><i>Section 3: Teaching systems and skills</i></b>	
	Teaching phonetics	2
	Teaching lexis	4
	Teaching grammar	4
	Teaching reading	4
	Teaching listening	4
	Teaching speaking	4
	<b><i>Section 4: Teaching Intricacies</i></b>	
	Teaching adults vs teaching children	2
	Teaching Exam Classes (+IELTs secrets)	4
	Gamification as a teaching technique	
	Using Commercials as a teaching material	2
	Teaching mixed-ability groups	2
<b>Total:</b>	<b>52</b>	

### ***Reading List***

#### ***1. Section 1: The Basics of Teaching EFL***

Questions for discussion:

1. What characteristics does a language learner have? What are their needs? What different levels of motivation are there?
2. What are main teacher roles? How different are they? What is required of a teacher in a separate role?
3. What are the main problems associated with classroom management? What can be the possible solutions to these problems?
4. What ways of error correction are there? What are the most effective at each stage of a systems or skills lesson?

#### ***Section 2: The essence of communicative approach***

Questions for discussion:

1. What is the difference between the notions of approach/method/technique?
2. What approaches came prior to the communicative approach? What are the reasons for this particular order?
3. How were previous approaches different from the communicative approach?
4. What other (alternative) approaches are there to communicative teaching? What are their main specifics?

#### ***Section 3: Teaching systems and skills***

1. What is the phonemic chart and how can it help with teaching phonetics?
2. What are the features of connected speech? What are the key features to focus on?
3. What are collocations and how to teach them? What is Lexical approach to teaching EFL?
4. What are the specifics of guided discovery and how to use it when teaching grammar?
5. How important is it to teach reading and listening strategies?
6. How to teach speaking correctly?

#### ***Section 4: Teaching Intricacies***

1. What are the main differences between teaching adults and children? Which techniques work better with adults and which of them with children?
2. How can you characterize teaching exam classes? How important is it to balance between teaching language and training the format?
3. How can you classify IELTS exam? How different is it from Cambridge exams?
4. Why is it vital to use games at the classes, including adult classes?
5. What is challenging about teaching homogeneous classes? What strategies can you use to teach such classes?

#### ***Ongoing Issues: Material Development and Lesson Planning***

##### ***Required:***

1. D. Nunan What is this thing called language? – 2nd ed. – New York: Palgrave Macmillan, 2013.
2. S. Thornbury Natural grammar: [the keywords of English and how they work] – Oxford University Press, 2004. — 226 p.
3. Tomlinson. Brian (Ed.). Applied Linguistics and Materials Development. London, UK and New York, NY: Bloomsbury Publishing, 2013. Pp. 272

### **Grading System**

All grades *apart from attendance* are given according to 10-grade scale. *Attendance* is assessed according to a 3-grade scale which is then transferred into a 10-grade scale right before the final assessment.

**Overall cumulative mark:** Final Assignment \*0,3 + Written works (1,2+presentation) \*0,3 + lesson planning (teaching practice) \*0,2 + experimental practice \*0,2

**Cumulative Mark for the course:** 0.6\* overall cumulative mark + 0.4\*exam mark

Grades for attendance and participation are given as +/- . As a result for the session you can get from 0-3 grades. All the grades are summed up and divided by the maximum possible amount of grades. 3\*amount of seminars. The cumulative amount is multiplied by 10 and rounded-up arithmetically.

Example: A student received the following grades for the seminar on a 3-grade scale: 3, 3, 0, 1, 2. There were 5 seminars.

*The sum equals 9*

*The possible amount of grades equals  $3*5 = 15$*

*Fractional number equals  $9/15=0,6$ . Multiplied by 10 gives  $0,6*10 = 6$ .*

*The grade for attendance and participation is 6.*

If the session is missed without a serious reason a student gets a 0 for the session.

If the session is missed but a student has a serious reason for this (medical note) the missed seminar is not counted. It means that a student has 4 session instead of 5.

*The possible amount of grades equals  $3*4 = 12$*

*Fractional number equals  $9/12=0,75$ . Multiplied by 10 gives  $0,75*10 = 7,5$ .*

*The grade for attendance and participation is 8.*

### **Missing the deadline**

If a student gives in homework with 1 day delay the maximum grade is 8 grades

If a student gives in homework with 2-4 days delay the maximum grade is 6 grades

If a student gives in homework with 5 days delay the maximum grade is 0 grades irrespective of the quality of the work done.

If the work isn't submitted a student get 0.

## Students' knowledge assessment

The assessment is mostly continuous with the final test at the end of the course and intermediary knowledge test after each topic. The continuous assessment is carried out through collecting a portfolio. The whole portfolio with the final task is assessed as Pass (the portfolio is full, it has all the necessary assignments (2 *written works*) and lesson plans (7/8), 3 observation tasks, the final assignment) or Fail (something is missing) as admission to the exam.

Assessment Type	Assessment Task	Module	Description
Continuous	<p>Students choose one task from the three and complete it:</p> <ol style="list-style-type: none"> <li>1. write a brief review of the experiment with a correction technique including what happened in class, the student's/students' reaction and the overall effect of the technique (wc: 500 words)</li> <li>2. draw up a profile of a chosen group of students (age, learning style, motivation) and answer the given questions as reflection (wc: 300 -750 words)</li> <li>3. describe one/two real management problem(s) (a difficult student, classroom dynamics issues, etc.) that might be typical in your classroom and provide a solution based on the theoretical material (wc: 250-400 words) (see the question in the appendices)</li> </ol>	1	<p><b>Written Work 1</b> The tasks are carried out in a written format. <b><u>Deadline: 24.10.2019</u></b></p>
Continuous	<p>Presentation on one of the <u>alternative</u> approaches (interesting facts and details) Experimental Practice of one of the approaches.</p>	2	<p>Students prepare an <u>individual/group</u> presentation on one alternative approach <b><i>that they will experiment with in the classroom.</i></b> Students draw up a lesson plan for this approach (see the model in the appendices). Students videotape their lessons and send them for the feedback. The lesson plan and practice are evaluated separately (see the criteria in the Appendices)</p>
Continuous	<p>Lesson planning + Teaching Practice 10 Teacher Observation 10 Students should provide the evidence of</p>	2	<p>Students prepare a lesson plan on each aspect of systems and each skill (see the Appendices for the lesson plan model). Student conducts a lesson and</p>

	<p><u>THREE</u> observed lessons either real or DVD</p>		<p>videotapes it. Students send the lesson for the feedback. Lesson Planning and Teaching Practice are assessed together (see the appendices for the criteria). Students should be able to design their own materials to supplement the student book. Materials are assessed separately (see the Appendices for criteria)</p> <p><b><u>Lesson observation sheets are provided in the Appendices.</u></b></p> <p><i>Deadlines for each lesson plan are flexible and set depending on the date of the lesson.</i></p>
Continuous	<p>Students choose <u>one</u> of the tasks to complete:</p> <ol style="list-style-type: none"> <li>1. Choose a group of adult or young learners. Complete the chart given in the appendices. Use the theory found during the research and discussed during sessions.</li> <li>2. Choose a group you are currently teaching. Choose two activities you are planning to do in your next lesson. Describe how you can tailor these activities to your students' needs (different levels, different interests, different learning styles). Write a reflection whether it worked and what <i>is your action plan</i> to improve the use of activities in the next lessons.</li> <li>3. Choose a commercial. Plan a lesson (systems, skills) based on the commercial. Show the evidence of having given this lesson. Write a brief post-lesson summary pointing out why a commercial is good for classroom use and why (exemplify why on the basis of your lesson).</li> <li>4. Choose a game activity. Break the activity in pieces. Give a detailed description of how you will set the activity with stages, aims at each stage, what the teacher will be saying, what the procedure is, what can go wrong, how you will respond (see Appendices for the table).</li> </ol>	4	<p><b>Written Work 2</b></p> <p>Task 1: Students complete the chart (see the Appendices) in writing.</p> <p>Task 2: Students complete the task in writing. Students implement the activities in the lesson. Students write a reflection of what worked and what didn't work and how to improve the activities.</p> <p>Task 3: Students complete the task in writing. Students should break the task in small pieces to make it more comprehensible for the students.</p> <p><b>Deadline: 07.03.2020 (20.00)</b></p>

Final	Final Assignment	3	<p>Students write an essay (approx 1500-2000 words) reflecting on the course and their professional development (see the questions in the Appendices)</p> <p><b><u>Deadline: 13.03.20 (21.00)</u></b></p> <p>The task is assessed according to the criteria (see the Appendices)</p>
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### ***Examination Type***

The final exam is carried out in an oral form. Students answer 3 questions given to them on an examination card. The list with all questions is given to the students beforehand (two weeks in advance). The questions cover the topics studied in the course.

### ***Examples of questions:***

1. Name key factors that are important to consider to tailor the lesson to the students' needs.
2. What features of connected speech do you know? Give examples.
3. Why is Guided Discovery so widely used in teaching EFL?
4. What is TBL? What is so special about TBL?

### ***Methods of Instruction***

The course is carried out as *interactive sessions* to create the environment where students are actively involved in the process of studying. To enhance students' activity such techniques are used as *consciousness-raising activities*, *flipped classroom*, *jigsaw activities to develop interaction*.

### ***Special Equipment and Software Support***

The course requires the use of an overhead projector, a computer, a smart board if possible.

***Written Work 1***

**Task 1**

1. What type of correction technique was used? If several types were used, name all of them.
  
2. Why did this/these correction technique(s) was/were used? Provide the rationale.
  
3. At what of the lesson this/these correction technique(s) was/were used?
  
4. Were/was this/these correction technique(s) effective? Why/Why not?
  
5. What would you do differently in the next lesson?

## *Task 2: Student Profile*

Students should:	
choose a group of learners	
draw up a profile of the group based on info from the module	
Reflecton the findings of the profile	
<b><i>Grades for the task</i></b>	

Student	Age	Personality	Learning Style	Motivation
Sasha	21			
Ruslan	45			
Ivan	20			
Kristina	20			

1. Why is it important to consider the mentioned aspects to complete the profile?
2. How has your understanding of the group improved or changed?
3. How will your findings impact on your future teaching?

***Task 3: Classroom Management Problems***

<b><i>Type of the management problem</i></b>	<b><i>Solution to the problem</i></b>	<b><i>Response of the students</i></b>
1.		
2.		
3.		

*Criteria for assessing written works*

<b>Gra de</b>	<b>Content</b>	<b>Language</b>	<b>Evidence of Preparation</b>
10	Full and detailed answers <u>with examples and reference to the theory</u> are provided.	Ability to express complex ideas using a wide range of appropriate vocabulary (terminology) and grammar accurately and consistently. Cohesive devices are appropriately used. Fully aware of the formality.	Evidence of thorough familiarity with the topic. Skillful use of theory. Deals well with extra questions extending the topic.
9	Issue is explored in sufficient depth with reference to theory.	Ability to express complex ideas using a wide range of appropriate vocabulary (terminology) and grammar almost accurately. There are some minor mistakes in vocabulary and grammar that don't impede comprehension. Cohesive devices are appropriately used and contribute to fluency. Fully aware of the formality.	Evidence of thorough familiarity with topic. Skillful use of observation notes/theory. Deals well with extra questions.
8	Content is mostly appropriate and relevant.	Some ability to express complex ideas using a range of vocabulary (terminology) and grammar with some minor mistakes that don't impede comprehension. Cohesive devices are appropriately used and contribute to fluency. Not always aware of the register.	Familiar with the topic. Occasional use of observation notes/theory. Not always ready to answer extra questions on the topic.
7	Content is mostly appropriate and relevant.	Some ability to express complex ideas using a range of vocabulary (terminology) and grammar with some minor mistakes that don't impede comprehension. Cohesive devices are appropriately used and contribute to fluency. Not always aware of the register.	Familiar with the topic. Occasional use of observation notes/theory because the content is unclear inappropriate. Hesitation when answering extra questions.
6	Content is at times irrelevant.	Use of vocabulary (terminology) and structures is adequate to express simple ideas. Errors impede comprehension. Occasional use of informal	Familiar with the topic. Occasional use of observation notes/theory because the content is unclear inappropriate. Hesitation when answering extra questions.

		register.	
5	Content is at times irrelevant.	Limited range of vocabulary (terminology) and grammar means ideas are expressed with difficulty.	Reasonable preparation. Answers mostly clear and logical. Some difficulty in dealing with extra questions.
4	Content is occasionally irrelevant, and the development of ideas is superficial.	Very limited range of vocabulary (terminology) and grammar means that ideas are expressed with great difficulty. Almost no/faulty use of cohesive devices. Errors impede communication	Preparation isn't very sufficient. Answers lack clarity and logic. Some difficulty in dealing with extra questions.
3	Content is occasionally irrelevant. There is little development of ideas.	Very limited range of vocabulary (terminology) and grammar. Almost no/faulty use of cohesive devices. Errors impede communication Insufficient control of language control makes the presentation repetitive.	Preparation isn't sufficient. Answers lack clarity and logic. Considerable difficulty in dealing with extra questions.
2	Content isn't always related to the main idea and there is little development of ideas.	Very limited range of vocabulary (terminology) and grammar. Almost no/faulty use of cohesive devices. Errors impede communication. Insufficient control of language control makes the presentation repetitive. Faulty use of register.	Inadequate preparation with little evidence of familiarity. Answers are quite unclear or ineffective. Inability to deal with extra questions.
1	Content isn't related to the main idea and there is no development of ideas.	Poor language resource. No cohesive devices used. No idea of the register.	Inadequate preparation with little evidence of familiarity. Answers are quite unclear or ineffective. Inability to deal with extra questions.
0	no attempt to answer the questions and present the ideas		

**Written Work 2**

**Task 1: Chart Completion**

**Task:** Reflect back on ideas discussed during the session, and your own experience. Create a chart of the characteristics and factors effecting language acquisition of two age groups (adults and young learners (6-14 years old)) that you are teaching (VYL, YLs or Teens). If you don't teach adults, choose two age groups of young learners (6-11 years old and 12-16 years old).

For example, adults **are** conscious learners

<b>Age Group</b>	<b><i>are</i></b>	<b><i>have</i></b>	<b><i>need</i></b>	<b><i>like</i></b>	<b><i>can/can't</i></b>

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**Task 4:**

**Setting a game activity**

Using a lesson plan and write a detailed and clear procedure for demonstrating and setting up a group work activity. You can choose an activity such as pelmanism (pairs or memory game), or another activity that you have either done recently or are planning to do with one of your groups.

**As you plan and write the procedure, consider the following:**

- How will you divide the activity and set up into achievable steps for the learners?
- What language will you use to set up the activity?
- How will you ensure that you have all the learners' attention when you set up the activity?
- When and how will you demonstrate / provide examples?
- How can you incorporate and encourage the learners to produce as much classroom language as possible?

**Lesson Plan Procedure**

<b>Aims</b>	<b>Interaction Materials &amp; Time</b>	<b>Procedure – what will the teacher be doing / saying?</b>	<b>Procedure – what will the learners be doing / saying?</b>	<b>What could go wrong? How will I respond?</b>

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### *Final Assessment*

Students should:	
<p>Write an essay (approx.. 1000-1500 words) reflecting on the course and their professional development referencing:</p> <ul style="list-style-type: none"> <li>• their teaching and how it has changed over the duration of the course,             <ul style="list-style-type: none"> <li>• what they feel has worked and not worked for them in terms of methods, approaches and tasks covered in the course. This should make <u>reference to specific theories</u> and <u>principles</u> but note that the overall reflection should be based on the practical rather than the theoretical</li> <li>• both skills and systems lessons</li> <li>• specific topics of the course that have had a bearing on their teaching</li> <li>• things that have influenced them from observations of teachers (both from live observations and those on dvd)</li> <li>• Indicate student reactions to tasks and approaches tried in lessons</li> </ul> </li> </ul>	

### *Final Task Criteria Assessment*

Grade	Content	Language	Awareness
30	The ideas are <i>sufficiently</i> expressed. All the points are <i>thoroughly</i> covered. The word count is met.	There are no language or spelling mistakes. The text is cohesive and coherent. The text is <i>logically</i> organized. There is <i>rigid consistency</i> in style and organization.	Students show <i>very good</i> awareness of the subject matter. They <i>clearly</i> understand how the course affects their professional development. They are <i>clear</i> about what they have learnt in the course.
20	The ideas are <i>quite sufficiently</i> expressed. All the points are <i>adequately</i> covered. The word count is met.	There are <i>minor</i> language and spelling mistakes that <i>do not impede</i> comprehension. The text is generally cohesive and coherent. The text is <i>logically</i> organized. There is <i>general consistency</i> in style and organization.	Students show <i>some</i> awareness of the subject matter. They show some understanding of how the course affects their professional development. They are <i>adequate</i> about what they have learnt in the course.
10	The ideas are <i>adequately expressed</i> . Some points are covered. The word	There are language and spelling mistakes that <i>impede</i> comprehension. The text is not quite	Students show <i>some good</i> awareness of the subject matter. They show some understanding of how

	count is met.	cohesive and coherent. The text has some <i>logical</i> organization. There is <i>little consistency</i> in style and organization. Students might use informal style.	the course affects their professional development. They are <i>adequate</i> about what they have learnt in the course.
5	The ideas are generally <i>inadequately</i> expressed with <i>some</i> points of clarity. <i>Few</i> points are covered. The word count is not covered.	There are language and spelling mistakes that <i>impede</i> comprehension. The text is generally <i>not</i> cohesive and coherent enough. The text has minimal <i>logical</i> organization. There is <i>little consistency</i> in style and organization. Students generally use informal style.	Students show <i>minimal or no</i> awareness of the subject matter. They <i>fail to</i> show understanding of how the course affects their professional development. They are show minimal clarity about what they have learnt in the course.
0	No attempt at writing the assignment.		

### *Lesson Observation Sheet*

**Task:** Students observe an experienced teacher's/peer lesson real or video. They should take notes and then reflect on the lesson by answering questions.

Teacher observed:		Level / Age:	
Length of lesson:		Peer or Experienced:	Date:

<i>Questions</i>	<i>Notes</i>
1. What are the aims? How are they realized?	
2. What teacher roles does the teacher take?	
3. How does the teacher correct mistakes?	
4. Is it a teacher-centered or student-centered class?	
5. What method/methods is/are used during the lesson?	

**Reflect on the lesson:**

1. Were the aims realized? What were the outcomes of the lesson?

2. What could you improve in the lesson? How would you do it?

***Criteria for assessing teaching practice***

	Planning	Teaching	Awareness of Learners	Reflection
10	Students can plan effectively without guidance. They can analyze target language	Students can <i>always</i> deliver effective language and	Students show very good awareness of learners' needs,	Students are <i>very good</i> at reflection on their key

	<p>thoroughly and <i>always</i> select appropriate resources for successful language and skills development. They can understand whenever the material doesn't fit and can adapt it to tailor students needs without tutor's guidance. They are successful at designing their own materials without tutor's guidance.</p>	<p>skills lessons, using a variety of classroom teaching techniques successfully. They <i>always</i> set effective aims and realize them. They <i>always</i> include interaction patterns appropriate for the lesson. They <i>always</i> allocate appropriate timing to a particular stage of the lesson and stick to it. They <i>always</i> establish good rapport with students.</p>	<p>interests and preferences can respond so that learners benefit from the lessons. Students can <i>always</i> ensure all students are involved in the lesson. Students are very good at providing content and language feedback either immediate or delayed.</p>	<p>strengths and weaknesses and <i>consistently</i> use these reflections to develop their teaching skills.</p>
9	<p>Students can plan effectively with minimal guidance. They can analyze target language thoroughly and <i>always</i> select appropriate resources for successful language and skills development. They can understand whenever the material doesn't fit and can adapt it to tailor students' needs with minimal tutor's guidance. They are successful at designing their own materials without tutor's guidance.</p>	<p>Students can <i>usually</i> deliver effective language and skills lessons, using a variety of classroom teaching techniques successfully. They <i>always</i> set <i>good</i> aims and realize them. They <i>often</i> include interaction patterns appropriate for the lesson. They <i>always</i> allocate appropriate timing to a particular stage of the lesson. They <i>usually</i> establish</p>	<p>Students <i>usually</i> show very good awareness of learners' needs, interests and preferences and can respond so that learners benefit from the lessons. Students can <i>usually</i> ensure all students are involved in the lesson. Students are <i>usually</i> very good at providing content and language feedback either immediate or delayed.</p>	<p>Students are <i>often</i> very <i>good</i> at reflection on their key strengths and weaknesses and <i>consistently</i> use these reflections to develop their teaching skills.</p>

		good rapport with students.		
8	Students can plan effectively with minimal guidance. They can analyze target language thoroughly and <i>often</i> select appropriate resources for successful language and skills development. They can understand whenever the material doesn't fit and can adapt it to tailor students' needs with minimal tutor's guidance. They are successful at designing their own materials without tutor's guidance.	Students can <i>usually</i> deliver effective language and skills lessons, using <i>good</i> classroom teaching techniques successfully. They <i>usually</i> set <i>good</i> aims and realize them. They <i>often</i> include interaction patterns appropriate for the lesson. They <i>always</i> allocate appropriate timing to a particular stage of the lesson and usually stick to it. They <i>usually</i> establish good rapport with students.	Students <i>usually</i> show quite good awareness of learners' needs, interests and preferences and can respond so that learners benefit from the lessons. Students can <i>usually</i> ensure all students are involved in the lesson. Students are <i>usually</i> very good at providing content and language feedback either immediate or delayed.	Students are <i>often</i> very <i>good</i> at reflection on their key strengths and weaknesses and <i>consistently</i> use these reflections to develop their teaching skills.
7	Students can plan effectively with <i>some</i> guidance. They can analyze target language <i>well</i> and <i>often</i> select appropriate resources for successful language and skills development. They can understand whenever the material doesn't fit and can adapt it to tailor students' needs with <i>some</i> tutor's guidance. They are <i>quite</i> successful at designing their own	Students can <i>often</i> deliver effective language and skills lessons, using <i>good</i> classroom teaching techniques successfully. They <i>often</i> set <i>quite good</i> aims and <i>often</i> realize them. They <i>often</i> include interaction	Students <i>usually</i> show good awareness of learners' needs, interests and preferences and can respond so that learners benefit from the lessons. Students can <i>often</i> ensure all students are involved in the lesson. Students are <i>usually</i> good at providing content and language	Students <i>tend to</i> be very <i>good</i> at reflection on their key strengths and weaknesses and <i>try to consistently</i> use these reflections to develop their teaching skills.

	materials with minimal guidance.	patterns appropriate for <i>some parts</i> lesson. They <i>always</i> allocate appropriate timing to a particular stage of the lesson and usually stick to it. They <i>are generally good at</i> establishing rapport with students.	feedback either immediate or delayed.	
6	Students can plan effectively with <i>some</i> guidance. They can analyze target language <i>well</i> and select <i>some</i> appropriate resources for successful language and skills development. They can at times understand whenever the material doesn't fit and can adapt it to tailor students' needs with <i>some</i> tutor's guidance. They are <i>quite</i> successful at designing <i>some</i> their own materials with <i>some</i> guidance.	Students can deliver <i>some</i> effective language and skills lessons, <i>sometimes</i> using <i>good</i> classroom teaching techniques successfully. They set <i>some quite good</i> aims and realize <i>some</i> of them. They <i>sometimes</i> include interaction patterns appropriate for <i>some parts</i> lesson. They can allocate <i>some</i> appropriate timing to a particular stage of the lesson and <i>generally</i> stick to it. They <i>are generally good at</i> establishing rapport with	Students <i>usually</i> show <i>some</i> good awareness of learners' needs, interests and preferences and can respond so that learners benefit from the lessons. Students can <i>often</i> ensure all students are involved at <i>some</i> parts of the lesson. Students <i>usually tend to be</i> good at providing content and language feedback either immediate or delayed.	Students <i>tend to generally be</i> <i>be</i> <i>very good</i> at reflection on their key strengths and weaknesses and <i>try to consistently</i> use these reflections to develop their teaching skills

		students.		
5	Students can plan effectively <i>only</i> with guidance. They can analyze target language <i>adequately</i> and <i>generally</i> select <i>some</i> appropriate resources for successful language and skills development. They can <i>generally</i> understand whenever the material doesn't fit and can adapt it to tailor students' needs <i>only</i> with tutor's guidance. They are <i>generally</i> successful at designing <i>some</i> their own materials <i>only</i> with guidance	Students can deliver <i>some</i> effective language and skills lessons, <i>sometimes</i> using <i>good</i> classroom teaching techniques. They set <i>some good</i> aims and realize <i>some</i> of them. They <i>sometimes</i> include interaction patterns appropriate for <i>some parts</i> lesson. They can allocate <i>some</i> appropriate timing to a particular stage of the lesson and <i>generally</i> stick to it. They <i>are generally good at</i> establishing rapport with students at <i>some</i> stages of the lesson.	Students <i>can</i> show <i>some</i> good awareness of learners' needs, interests and preferences and <i>tend to</i> respond so that learners benefit from the lessons. Students can ensure <i>some</i> students are involved at the lesson. Students <i>often tend to be</i> good at providing content and language feedback either immediate or delayed.	Students <i>tend to generally good</i> at reflection on their key strengths and weaknesses and <i>try to consistently</i> use these reflections to develop their teaching skills
4	Students can <i>sometimes</i> plan effectively <i>only</i> with guidance. They can <i>sometimes</i> analyze target language <i>adequately</i> and <i>generally</i> select <i>some</i> appropriate resources for successful language and skills development. They can <i>generally</i> understand whenever the material doesn't fit and can adapt it to tailor students'	Students can <i>seldom</i> deliver effective language and skills lessons, <i>sometimes</i> using <i>adequate</i> classroom teaching techniques. They <i>seldom</i> set <i>some good</i> aims and <i>sometimes</i> realize	Students <i>can</i> show <i>some</i> awareness of learners' needs, interests and preferences and <i>sometimes</i> respond so that learners benefit from the lessons. Students <i>sometimes</i> ensure that students are involved at the lesson. Students	Students <i>tend to be generally good</i> at reflection on their key strengths and weaknesses and <i>they are generally consistent to</i> use these reflections to

	needs <i>only</i> with tutor's guidance. They are <i>generally</i> successful at designing <i>some</i> their own materials <i>only</i> with guidance	<i>some</i> of them. They <i>try to</i> include interaction patterns appropriate for <i>some parts</i> lesson. They can allocate <i>some</i> appropriate timing to a particular stage of the lesson and <i>generally</i> stick to it. They <i>can have problems</i> establishing good rapport with students at <i>some</i> stages of the lesson.	<i>sometimes tend to</i> be good at providing content and language feedback either immediate or delayed.	develop their teaching skills
3	Students can <i>sometimes</i> plan <i>ineffectively even</i> with guidance. They can <i>sometimes</i> analyze target language <i>inadequately</i> and <i>generally</i> select <i>some</i> <i>inappropriate</i> resources for successful language and skills development. They can <i>generally</i> understand whenever the material doesn't fit and can adapt it to tailor students' needs <i>only</i> with tutor's guidance. They are sometimes not successful at designing <i>some</i> their own materials <i>even</i> with guidance	Students can <i>struggle to</i> deliver <i>some</i> effective language and skills lessons, <i>sometimes</i> using <i>generally</i> <i>adequate</i> classroom teaching techniques. They seldom set <i>adequate</i> aims and often <i>fail to</i> realize them. They <i>try to</i> include interaction patterns appropriate for <i>some parts</i> lesson. They can allocate <i>some</i> appropriate timing to a	Students <i>struggle to</i> show awareness of learners' needs, interests and preferences and <i>seldom</i> respond so that learners benefit from the lessons. Students <i>struggle to</i> ensure that students are involved at the lesson. Students are <i>generally</i> <i>adequate</i> at providing good at providing content and language feedback either immediate or delayed.	Students <i>tend to</i> be <i>generally</i> <i>adequate</i> at reflection on their key strengths and weaknesses and <i>they</i> <i>sometimes</i> use these reflections to develop their teaching skills

		particular stage of the lesson and <i>generally</i> stick to it. They <i>can have problems</i> establishing good rapport with students at <i>some</i> stages of the lesson.		
2	Students can <i>often</i> plan <i>ineffectively even</i> with guidance. They can <i>often</i> analyze target language <i>inadequately</i> and <i>generally</i> select <i>inappropriate</i> resources for successful language and skills development. Sometimes they can't understand whenever the material doesn't fit and can't adapt it to tailor students' needs <i>even</i> with tutor's guidance. They are sometimes not successful at designing <i>some</i> of their own materials <i>even</i> with guidance	Students <i>often</i> <i>struggle to</i> deliver effective language and skills lessons, <i>sometimes</i> using <i>generally</i> <i>inadequate</i> classroom teaching techniques. They <i>often fail</i> to set <i>adequate</i> aims and often <i>fail to</i> realize them. They <i>struggle to</i> include adequate interaction patterns appropriate for <i>the lesson</i> . They can <i>often fail to</i> allocate <i>some</i> appropriate timing to a particular stage of the lesson and <i>fail to</i> stick to it. They <i>can have problems</i> establishing good rapport with students at <i>some</i> stages of the lesson.	Students <i>often</i> <i>struggle to</i> show awareness of learners' needs, interests and preferences and <i>sometimes fail to</i> respond so that learners benefit from the lessons. Students <i>always</i> <i>struggle to</i> ensure that learners are involved at the lesson. Students are <i>sometimes</i> <i>inadequate</i> at providing good at providing content and language feedback either immediate or delayed.	Students <i>struggle to be</i> <i>reflect</i> reflection on their key strengths and weaknesses and <i>they often</i> <i>fail to</i> use these reflections to develop their teaching skills
1	Students <i>often fail to</i>	Students deliver	Students <i>fail to</i>	Students <i>are</i>

	<p>plan effectively <i>even</i> with guidance. They <i>are not able</i> to analyze target language adequately and <i>usually</i> select <i>inappropriate</i> resources for successful language and skills development. Often they can't understand whenever the material fits and can't adapt it to tailor students' needs <i>even</i> with tutor's guidance. They are often not successful at designing <i>some</i> of their own materials <i>even</i> with guidance</p>	<p>ineffective language and skills lessons, <i>often</i> using <i>generally</i> <i>inadequate</i> classroom teaching techniques. They fail to set <i>adequate</i> aims. They <i>fail to</i> include interaction patterns appropriate for the lesson. They can allocate appropriate timing to a particular stage of the lesson but they fail to stick to it. They <i>have problems</i> establishing good rapport with students at <i>some</i> stages of the lesson.</p>	<p>show awareness of learners' needs, interests and preferences and <i>can't</i> respond so that learners benefit from the lessons. Students <i>can't</i> ensure that <i>all</i> learners are involved at the lesson. Students are <i>often</i> <i>inadequate</i> at providing good at providing content and language feedback either immediate or delayed.</p>	<p><i>inadequate</i> at reflection on their key strengths and weaknesses and <i>they</i> <i>seldom</i> use these reflections to develop their teaching skills</p>
0	No attempt at designing a lesson plan	No attempt at giving a lesson		

***Group/Individual Presentation on Alternative Methods Structure***

**List of Approaches/Methods:**

1. Lexical Method
2. Suggestopedia
3. Dogme
4. Text-driven Approach/Experiential Reading/Listening
5. Computer-Based Approach
6. Cullen Method

1. What are the specifics of the alternative method?
2. When and why was it first used? Is it still used?
3. Who are the founding fathers of the method?
4. What are its main principles?

5. How can its elements be integrated into communicative approach?

**Criteria of assessing of group/individual presentation**

<b>Grade</b>	<b>Content</b>	<b>Delivery</b>	<b>Language</b>	<b>Organisation</b>	<b>Evidence of Preparation</b>
10	Content is sufficient and relevant. The topic is explored in sufficient depth.	Pronunciation is almost native-like. Volume and speed are appropriate. Rhythm and intonation are varied and appropriate. There is good rapport and eye contact.	Ability to express complex ideas using a wide range of appropriate vocabulary and grammar accurately and consistently. Cohesive devices are appropriately used and contribute to fluency. Fully aware of the formality.	Strong introduction with clear outline. Logical ordering of main points. Effective conclusion.	Evidence of thorough familiarity with topic. Fluent delivery, with skillful use of notes. Deals well with questions. Use of quality Power Point enhances the presentation.
9	Content is sufficient and relevant. The topic is explored in sufficient depth.	There are some occasional errors in pronunciation that don't impede comprehension. Volume and speed are appropriate. Rhythm and intonation are varied and appropriate. There is good rapport and eye contact.	Ability to express complex ideas using a wide range of appropriate vocabulary and grammar almost accurately. There are some minor mistakes in vocabulary and grammar that don't impede comprehension. Cohesive devices are appropriately used and contribute to fluency. Fully aware of the formality.	Strong introduction with clear outline. Logical ordering of main points. Effective conclusion	Evidence of thorough familiarity with topic. Fluent delivery, with skillful use of notes. Deals well with questions. Use of quality Power Point enhances the presentation.
8	Content is mostly appropriate and relevant.	Pronunciation of occasional words sometimes impedes comprehension. Volume and speed are adequate. Rhythm and intonation are generally appropriate. Good rapport	Some ability to express complex ideas using a range of vocabulary and grammar with some minor that don't impede comprehension. Cohesive devices are appropriately used and contribute to	Generally, there is logical ordering of main ideas. The topic is quite clearly identified at the beginning. The main points of the presentation are explained. Introduction/conclusion are linked with the main points.	Familiar with the topic. Occasional use of notes sometimes interferes with delivery of presentation. Use of Power Point sometimes distracts from presentation content.

		and eye contact.	fluency. Not always aware of the register.		
7	Content is mostly appropriate and relevant.	Pronunciation is generally appropriate. Volume and speed are occasionally inadequate. Rhythm and intonation are occasionally inappropriate. Good rapport and eye contact.		Generally, there is logical ordering of main ideas. Introduction/conclusion are linked with the main points. Practically no faults in text structure.	Familiar with the topic. Occasional use of notes sometimes interferes with delivery of presentation. The use of Power Point distracts from the presentation content due to unclear script/inappropriate pictures /poor timing
6	Content is at times irrelevant.	Pronunciation is generally appropriate. Volume and speed are occasionally inadequate. Rhythm and intonation are occasionally inappropriate. Good rapport and eye contact.	Use of vocabulary and structures is adequate to express simple ideas. Errors impede comprehension. Occasional use of informal register.	The topic is not clearly identified at the beginning. The main points of the presentation are briefly outlined. Generally, there is logical ordering of main ideas. Introduction/conclusion are linked with the main points	Familiar with the topic. Occasional use of notes sometimes interferes with delivery of presentation. The use of Power Point distracts from the presentation content due to unclear script/inappropriate pictures /poor timing
5	Content is at times irrelevant.	Pronunciation of chunks of language at times makes comprehension impossible.	Limited range of vocabulary and grammar means ideas are expressed with difficulty.	Generally, there is logical ordering of main ideas. The topic isn't identified at the beginning. Introduction or conclusion isn't linked to the main points	Reasonable preparation. Organization mostly clear and logical. Acceptable use of visual aids. Some difficulty in dealing with questions.
4	Content is occasionally irrelevant, and the development of ideas is superficial	Volume and speed may be at times inadequate. Occasionally there may be inappropriate use of gestures.	Very limited range of vocabulary and grammar means that ideas are expressed with great difficulty. Almost no/faulty use of cohesive devices. Errors	Generally, there is logical ordering of main ideas. The topic isn't identified at the beginning. Introduction and conclusion aren't linked to the main points.	Preparation isn't very sufficient. Organization frequently lacks clarity and logic. Acceptable use of visual aids. Some difficulty in dealing with questions.

	al.		impede communication		
3	Content is occasionally irrelevant. There is little development of ideas.	Pronunciation often impedes comprehension. Volume is inappropriate.	Very limited range of vocabulary and grammar. Almost no/faulty use of cohesive devices. Errors impede communication. Insufficient control of language control makes the presentation repetitive.	Generally, there is logical ordering of main ideas. The topic isn't identified at the beginning. The main points are outlined. Introduction or conclusion aren't linked to the main points.	Preparation isn't sufficient. Organization frequently lacks clarity and logic. Acceptable use of visual aids. Considerable difficulty in dealing with questions.
2	Content isn't always related to the main idea and there is little development of ideas.	Pronunciation and intonation frequently impede comprehension. The use of gestures is inadequate.	Very limited range of vocabulary and grammar. Almost no/faulty use of cohesive devices. Errors impede communication. Insufficient control of language control makes the presentation repetitive. Faulty use of register.	The topic isn't identified at the beginning. Main ideas aren't quite logically ordered. Introduction and conclusion aren't linked to the main points.	Inadequate preparation with little with little evidence of familiarity. Visual aids unhelpful, unclear or ineffective. Too much focus on Power Point rather than basic content. Inability to deal with questions.
1	Content isn't related to the main idea and there is no development of ideas.	Pronunciation and intonation impede comprehension making it difficult to evaluate the presentation. May be inaudible. Poor rapport and eye contact.	Poor language resource. No cohesive devices used. No idea of the register.	Lack of any apparent organization makes it difficult to follow the presentation.	Inadequate preparation with little with little evidence of familiarity. Visual aids unhelpful, unclear or ineffective. Too much focus on Power Point rather than basic content. Inability to deal with questions.
0	no attempt to present the work				

**Lesson Plan Worksheet**  
*(with model answers)*

LESSON PLAN (TP-Teaching Practice)

Cover Sheet

<b>Name:</b>	<b>Date:</b>	<b>Week of the course:</b>
<b>Level:</b>	<b>Lesson length:</b>	<b>Number of learners:</b> <b>12-13</b>
<b>Lesson type:</b>		
<b>Target Language:</b>		

LEARNING OUTCOMES (FOR STUDENTS) *examples are given*

*MAIN AIMS*

- For students to practice the TL for both accuracy and fluency

*SUB-AIMS*

- For students to learn vocabulary associated with the tasks.
- For students to practice writing and speaking for fluency via personalisation activities.

PERSONAL OBJECTIVES (LANGUAGE, PROCEDURE)

- To use simple, straightforward instructions.
- To adopt simple, straightforward concept checking questions, and avoid conditional questions.
- To address learners using their names during the lesson.

ASSUMPTIONS (STUDENT LANGUAGE **READINESS** FOR LESSON)

Students will probably be familiar with future plans and arrangements.  
Students will have already used and attempted to use 'be going to' and the present continuous.  
Students will probably have been exposed to the concept of the present continuous tense.

ANTICIPATED PROBLEMS AND SOLUTIONS

Anticipated problems with Language: Meaning/Form/Function/Pronunciation

**Problem:** There will be a fair amount of vocabulary that needs to be pre-taught to give learners the opportunity to successfully complete some tasks.

**Solution:** Use pictures and phonemics to try to convey meaning and assist with pronunciation.

**Problem:** Given the varying and sometimes limited English skills of some learners, more time and assistance may be required to complete the activities planned for this lesson.

**Solution:** Attempt to pair learners that may have limited English reading skills with more confident learners. Additionally, adopt a flexible approach and cut activities short if required.

Problem: Since some of the learners' English skills can be considered quite limited, and they will be involved in a receptive/reading lesson and a structured analysis of marker sentences for 'be going to' and the present continuous, not all learners may be confident identifying and applying the TL throughout all activities.

Solution: As well as adopting a flexible approach to activities, consider alternative options for Learners who may be struggling.

### **Anticipated problems with Procedures and Classroom Management**

Problem: It is difficult to predict whether all learners will attend the class and this may affect planned groupings.

Solution: Adopt flexible groupings as appropriate. For example, during pair or group activities and feedback, learners could work on and provide their responses individually or in groups of three, instead of pairs.

Problem: Since I will be using the projector for parts of the lesson, learners may encounter difficulties seeing pictures and reading the text.

Solution: Be careful to not obstruct learners' views of the whiteboard, and ensure text is enlarged and in focus.

Problem: A learner may become disruptive during the lesson.

Solution: Ask learners to turn mobiles off and excuse themselves before leaving the classroom. Use learners' first names to address individuals directly, and maintain a firm approach with potentially disruptive learner/s to minimise any disruption to the lesson.

***Lesson Procedure***

Stage Aims	Timing	Interaction Pattern	Lesson Procedure	Materials used	Tutor's Comments

***Self-Reflection Worksheet***

What aims did you set?

Were your aims realized?

Did you use a range of interaction patterns?

***Identify your strengths***

***Identify your weaknesses***

***How can you improve on your weaknesses?***