

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

A Professional Development Course for In-Service English Instructors at a Language Center in  
Yerevan

A design project submitted in  
partial fulfillment of the requirements for the degree  
Master of Arts in Teaching English as a Foreign Language

By

Irina Karapetyan

Irshat Madyarov, Adviser

Liliana Edilyan, Reader

Yerevan, Armenia

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We hereby approve that this capstone

By

Irina Karapetyan

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Master of Arts in Teaching English as a Foreign Language

Irshat Madyarov, Adviser

Liliana Edilyan, Reader

Irshat Madyarov, Ph.D.

MA TEFL Program Chair

Yerevan, Armenia

8 May, 2022

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## TABLE OF CONTENTS

List of Tables .....	vi
List of figures .....	vii
Abstract.....	viii
Chapter One: Introduction .....	1
Chapter Two: Literature Review .....	3
2.1. The role of Professional Development for In-Service Teachers in Education.....	3
2.2 The role of Professional Development for the Success of Educational Institutions.....	4
2.3. Factors of Successful Professional Development Programs.....	5
2.3.1. <i>Teachers' Needs, Environment and Context</i> .....	6
2.3.2 <i>Clear Orientation, Focus and Goals</i> .....	7
2.3.3. <i>Constant Feedback and Support</i> .....	8
Chapter Three: Proposed Plan and Deliverables.....	10
3.1. Course Description.....	10
3.2. Need and Environment Analysis.....	10
3.3. Project Goals and Objectives .....	14
3.4. Assessment Plan .....	19
3.5. Learning Plan.....	21
3.6. Timeline and Workshops .....	28
3.7. Deliverables .....	28
3.8. The Piloting Procedure .....	28
Chapter 4: Reflections and Recommendations.....	30
4.1. Reflections on the Project .....	30

4.2. Recommendations .....	37
References .....	39
Appendices .....	41
Appendix A.....	41
Appendix B .....	44
Appendix C .....	45
Appendix D .....	46
Appendix E.....	47
Appendix F.....	48

## LIST OF TABLES

Table 1. Project Goals and Objectives from Chapter Three.....	16
Table 2. Assessment Plan from Chapter Three .....	19
Table 3. Learning Plan from Chapter Three.....	21

## LIST OF FIGURES

Figure 1. The Participants' Self-Indicated Strengths as English Instructors.....	11
Figure 2. The Participants' Self-Indicated Weaknesses as English Instructors.....	12
Figure 3. The Participants Self-Indicated Level of Knowledge of Lesson Planning.....	33
Figure 4. The Participants' Self-Indicated Knowledge of Classroom Management.....	34
Figure 5. The Participants' <i>Self-Indicated Knowledge of Material Adaptation and Design</i> .....	35
Figure 6. The Participants' Self-Indicated Knowledge of Error Correction Techniques.....	36

## Abstract

This course has been designed for a language center in Yerevan, Armenia. The goal of the project was to foster the in-service English instructors' professional knowledge through on going professional development trainings. The participant instructors and the language center's founder were interviewed in order to understand the needs of the instructors and the language center, prior to developing the course. In addition, the participant instructors' lessons were also observed by the course developer. Based on the needs analysis, the course is developed around the following topics: lesson planning, classroom management, oral error correction, assessment and material development. The course consisted of nine units and lasted for 26 hours including practical sessions and in class observations. As a result of the course the participants' teaching practices with regard to the covered topics improved, which was observed through classroom observations and the participants' reflective feedback.

*Keywords:* Teacher professional development, teacher training, novice teachers



## CHAPTER ONE: INTRODUCTION

High quality education is a key component to success and prosperity of any community. Educators should be life-long learners as they are the ones who have an immediate impact on students' learning achievement and therefore on the development of their communities. In order to provide the students with valuable education in the constantly progressing and changing world, first and foremost we need to provide the teachers with continuous professional development opportunities.

My primary motivation to design this project was driven by my great interest in teacher education and belief that professional development (PD) of teachers has a great impact on overall education level in the community. Throughout my work experience I have noticed that language schools and private educational centers in Armenia tend to hire English instructors who do not have formal education in teaching English. This practice creates a high demand for these schools to provide their teachers with in-service PD opportunities. Such opportunities are “crucial to the long-term development of teachers as well as for the long-term success of the institutions in which they work (Richards & Farrell, 2005, p. 1).”

My project is set in the school where I have worked for over three years as an English instructor and had the role of a lead teacher in the past year. During my work experience as a lead teacher in this school, I observed the need for a teacher training course; the majority of English instructors working in the center were novice instructors and had no formal background in either teaching or the English language. I was genuinely interested in contributing to the growth and development of the instructors working in this particular language center as I believed that given my relevant education in the field and position in this school, it was my right, obligation and responsibility to provide the novice instructors with a PD opportunity and by doing so provide the students with higher quality education.

This teacher PD course was designed based on the needs analysis conducted with the participant instructors and the school manager through interviews and lesson observations. The course entailed a five-week program and the sessions took place twice a week. The duration of the sessions varied from one to three hours depending on the material that had to be covered and participants' availability. There were practical sessions in the form of teaching mock or real lessons after covering one or two major theoretical units in the course. The main topics covered in this course were decided based on the needs assessment and they were lesson planning, classroom management, oral error correction, assessment and material development.

The second chapter of the paper reviews the most recent and/or relevant literature on professional development of teachers. It discusses the role of PD programs for in-service teachers, the importance of PD programs for the schools they work for and factors that make PD programs effective. The third chapter overviews how the needs assessment was conducted and how the course was designed. The fourth chapter includes the course designer's and the participants' reflections on the course and gives recommendations for future implementations of the course. Finally, all details on the course lesson plans and used materials can be found in the appendices.

## CHAPTER TWO: LITERATURE REVIEW

The following literature review discusses PD programs for in-service teachers of English as a second/foreign language in order to establish a theoretical and methodological foundation for this design project. The current course has been developed for a group of instructors of English among whom the majority do not have formal education in teaching. However, the following literature review discusses studies conducted with professional teachers because few studies have been done on the PD of instructors without any formal education in teaching. This gap has been attempted to fill in by reviewing studies conducted with novice teachers and addressing the issue related to teachers entering their careers without sufficient preparation for their teaching roles. This literature review highlights the importance of PD for teachers with regard to the improvement of education level for students and the educational institution where PD programs are being practiced and specific factors that make a particular PD program successful.

### **2.1. The role of Professional Development for In-Service Teachers in Education**

The need for on-going PD of in-service teachers has been a significant topic of discussion within the field of teacher education due to the belief that teaching quality has a direct impact on the quality of learning. The argument is that education students receive should constantly improve, and one way to do it is to foster professional development of teachers. A number of studies (Opfer & Pedder, 2011; Driel & Berry, 2012; Desimone et al., 2002; Bayar, 2014; Hirsh, 2001, Richards & Farrell, 2005) suggest that there is a link between student achievement and teachers' PD.

According to Bayar (2014), teachers' preparedness has a great impact on students' achievement. Yet a lot of teachers enter the profession without enough pre-service qualifications and training. According to Tennant (2014), nearly 80 percent of the EFL/ESL teachers in Central and West Africa start their careers with little to no formal training.

According to National Commission on Teaching and America's Future (1996) report, nearly a quarter of teachers enter the profession without sufficient knowledge and skills required for their teaching position. Similar issue can be observed in Armenian education system as well. Armenian companies face problems related to hiring and retaining employees because of inadequate quality of education especially related to updated knowledge and practical skills of potential applicants (Development/World Bank, 2021). "Teaching practices, instructional materials, and textbooks are outdated, and curricular goals are not closely aligned to modern labor market needs" (Development/World Bank, 2021, p. 17). Bayar (2014) argues that the situation regarding insufficient preparedness of teachers can be improved by providing them with in-service professional development opportunities.

Driel and Berry (2012) highlight that students' learning can be positively affected by implementation of PD programs for teachers. They argue that teachers should be focused on improving students' achievement and suggests that PD programs for teachers can help teachers orient their teaching towards achieving student learning goals and outcomes. They suggest that PD programs provide teachers with opportunities and space to discuss and clarify teaching notions that they do not fully understand, which, in turn, contributes to teaching quality improvement.

## **2.2 The role of Professional Development for the Success of Educational Institutions**

Another reason why on-going PD for teachers is considered to be important is the impact it can have on the general success of schools (Chostelidou & Griva, 2013). The researchers emphasize that PD programs help teachers improve their knowledge, maintain and increase their competence as teachers and develop a positive attitude towards teaching. According to them, it is essential for continuous PD among teachers to be sustained as there is a greater emphasis put on effective education than ever before. Richards and Farrell (2005) also state that PD opportunities are crucial for long term success of teachers and institutions

where they work. They suggest that teachers do not have to know everything at pre-service level. Methodologies and practices in teaching constantly change, and therefore teachers should have opportunities to renew their knowledge at in-service level.

Opfer and Pedder (2011) studied the influences of teacher and school perceptions and attitudes towards PD programs on teachers' achievement in PD programs and revealed that, the teachers find schools' engagement into and support of PD programs important for promoting teachers' growth. In the study they had their participants reflect on their own teaching practice and perception of PD programs. As a result of teachers' self-reporting, it was found that commitment of the whole school to providing formal systems of professional support "demonstrates the role of school leaders and the school as an organization in developing a shared sense of commitment to learning and improvement" (Opfer & Pedder, 2011, p. 11). Therefore, it can be suggested that schools are responsible to show evidence of effective teaching and learning and providing PD opportunities for teachers is one way to achieve this. Meanwhile, schools' commitment to professional development programs positively affects teachers' perceptions of PD.

### **2.3. Factors of Successful Professional Development Programs**

As discussed in the previous section, PD programs are an important component of high-quality education; however, as stated by Chostelidou and Griva (2013) not all professional development programs are effective. According to research, in order for a PD program to add substantial value to the teachers' practices it should consider teachers' needs, the environment and context, should have a clear orientation and goals and should give the teachers constant feedback and support (Driel & Berry, 2012; Opfer & Pedder, 2011; Bayar, 2014; Driel & Berry 2012; Desimone et al., 2002; Al-Segayer, 2017; Guskey (2010).

### *2.3.1. Teachers' Needs, Environment and Context*

According to Driel and Berry (2012), in order for a PD program to be successful it should first and foremost be suited to the context where it is being practiced considering school culture, teachers' needs and available time. They argue that PD programs that aim to improve teachers' content knowledge should be designed in a way that considers the teachers' professional practice and experiences.

Opfer and Pedder (2011) argue that the effectiveness of PD with regard to improving learners' achievement is connected to the teachers' beliefs, perceptions and attitudes to certain components included in the PD program that they participate in. They also suggest that, if PD programs consider the teachers' needs, they are more likely to be successful because they will give the teachers practical skills that can be integrated into schools' daily life and immediately improve their teaching practice. Therefore, it can be suggested that prior to developing PD programs for a specific group of teachers' a needs assessment should be conducted with them in order to learn about their beliefs and attitudes and consider them while organizing a PD program.

Bayar (2014) states that teachers define a PD program as successful when the practices and activities included there closely align with their needs. His study was conducted in Turkey; eight male and eight female teachers were interviewed in order for the researchers to find out the factors that define a successful PD program according to the teachers. One of the main findings was that teachers regard PD programs as successful when they address their needs. One of the participants in this study stated that unless the PD program activities are designed based on the teacher's needs, they cannot be effective. Another participant also emphasized the importance of considering teachers' needs by saying that their needs are related to real classroom situations and their practice can be improved if the PD program addresses that. According to Driel and Berry (2012), PD programs should consider individual

teachers' opportunities to immediately apply skills and knowledge acquired from the program. Hence, it can be seen that professional development programs are more likely to succeed when they address the needs of the context in which they are being practiced and when the skills and knowledge that they give can be taken, adapted and applied by the teachers in specific situations.

### *2.3.2 Clear Orientation, Focus and Goals*

Desimone et al., 2002, state that PD programs that have shown to have a positive influence on students' achievement are focused on specific aspects of teaching rather than general pedagogy. Their study with 207 teachers from 30 schools in five states in the US revealed that when a PD program has a clear focus on specific aspects of teaching, it directly influences teachers' performance with regard to those particular aspects. In their research they examined several specific aspects that were the focus of a PD programs that the teachers participated in and asked the teachers to report through a survey on the changes they experienced in their teaching with regard to those aspects. The results revealed that the teachers experienced improvements in their teaching related to those specific pedagogical aspects covered in the PD programs. The researchers concluded that PD programs that has a specific goal and focus on specific aspects of pedagogy increases teachers' use of activities in the classroom related to those aspects.

Chostelidou and Griva (2013) suggest that for a teacher PD program to be successful it has to have clear orientation and focus. Their study was conducted in Greece and was focus on identifying the main concerns of teachers when it comes to teacher trainings. The participants of the study were 76 teachers teaching in Greece. For data collection purposes the researchers used questionnaires with the participant teachers. One of the main findings revealed from the teachers' responses was that the PD programs with a lack of specific focus

and goals are regarded by teachers as ineffective. The participants highlighted a need for teacher training programs with specific goals and orientation.

Al-Segayer (2017) distinguishes several specific pedagogical aspects that should be present in a successful ESL/EFL teacher's teaching practice. According to him such pedagogical knowledge includes skills in lesson planning, classroom management, material design, adaptation and implementation. It can be suggested that a successful PD program is likely to succeed if it is focused on specific pedagogical skills and practices such as the ones described above. This particular course includes all the topics suggested by Al-Segayer (2017) as separate sessions in the training.

### *2.3.3. Constant Feedback and Support*

Guskey (2010) suggests several principles to consider for planning and implementing a PD program for teachers. First, he emphasizes that those who conduct a PD program with teachers should take into account that change is a gradual and difficult process for teachers. It requires a lot of effort to learn and accept a new way of doing things. In addition, he argues that no program will be taken by all teachers and applied uniformly. Teaching is heavily influenced by certain contexts and situations which a lot of times dictate the way it will happen. Therefore, it is important for researchers/ program developers to be flexible and collaborative while conducting a PD program with teachers. Guskey mentions that constant feedback and support should be given to the teachers who participate in professional development programs to reinforce better outcomes.

Therefore, it can be concluded based on the review of literature that there is a clear connection between teacher PD and students' learning. Implementing PD programs for teachers has great chances to result in improved quality of learning and long-term success of the educational institutions that the teachers engaged in the PD programs work for. There are, however, several particular factors that define successful PD for teachers. Based on the



findings mentioned above, it could be concluded that PD programs should be tailored to specific schools' and teachers' needs, should have a clear focus and should give the teachers constant feedback and support

## CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

### **3.1. Project Description**

This teacher training course is designed for novice in-service English instructors working at a small language center in Yerevan, Armenia. The language center provides both group and individual classes of English to people of all ages and proficiency levels. There are eight English instructors working in this center including the founder of the center and this course's developer and approximately 100 students. The majority of the participants of this teacher training course do not have any formal education neither in teaching nor in linguistics however had undergone some training offered by the language center before starting to teach and have an advanced level of English proficiency. This course appreciates the need and importance of teachers' education and is devoted to improving the quality of education in the language center through fostering teachers' professional development.

### **3.2 Needs and Environment Analysis**

In order to better understand how the following project had to be developed, needs and environment analysis had been conducted prior to designing the course. Originally, there were eight English instructors at the language center and needs analysis had been conducted with them. However, before piloting the course three out of eight participants left the company and one new instructor joined. The following needs analysis section discusses data with necessary changes applied to depict the current situation.

There were two main instruments used to collect data for needs analysis which were interviews with the language center founder and the participants and lesson observations with the participants. The interviews with the participants were focused on identifying the needs, lacks and wants of the participants with regard to their teaching practice. The interviews were semi-structured and contained both multiple choice and open-ended questions. For the multiple choice questions the participants could ask for clarification if needed or offer a

different response not included in the given options. For the open-ended questions, the participants could also ask for clarification or an example of a response.

As a result of interviews, it was identified that all the participants were aged nineteen to twenty-three. Half of the participants had under one year of teaching experience and the other half had from one to two years of teaching experience. All the participants mostly worked with different groups of students aged six to sixteen. The number of students in one group that the participants taught varied usually from six to eight.

During the interview, the participants were asked to identify their strengths and weaknesses by choosing as many of the given options as applicable. The results can be seen below.

Figure 1

*The Participants' Self-Indicated Strengths as English Instructors*

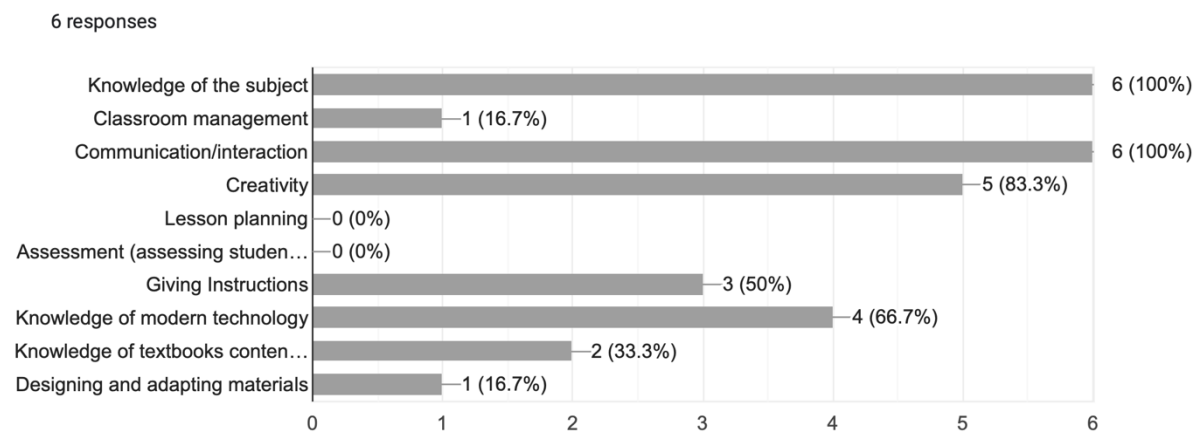
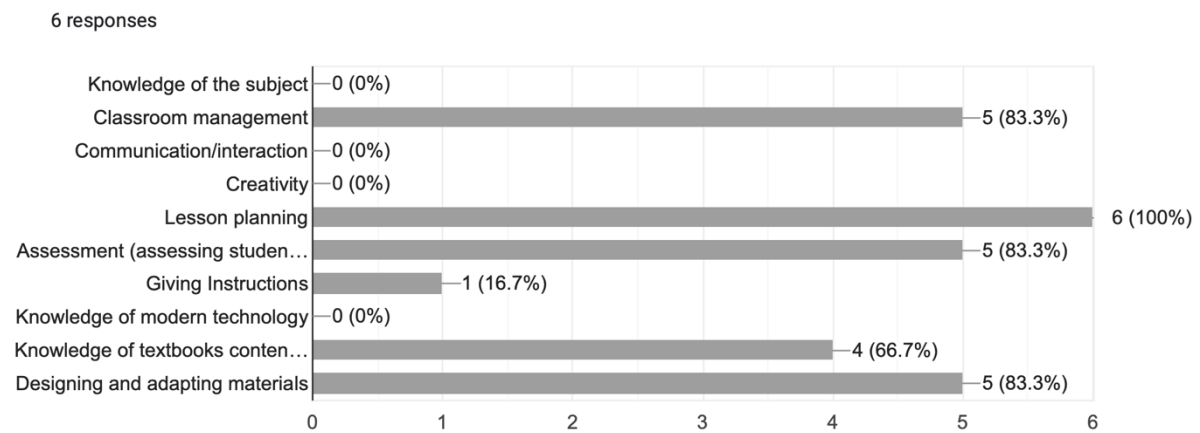


Figure 2

*The Participants' Self-Indicated Weaknesses as English Instructors*



As shown in the charts above, most of the participants identified as their strengths qualities such as the knowledge of the subject (English), communication, creativity and knowledge of modern technology which are not directly related to teaching. In contrast, most of the participants identified as their weaknesses skills such as lesson planning, classroom management, material development and assessment which are some of the key skills in teaching. Through some of the open-ended questions most of the participants supported the assumption made by the course developer based on their self-reported weaknesses, that teacher training with a focus on classroom management, lesson planning, assessment and material development would help them most in their teaching.

One of the main findings from the interviews was related to the participants' lesson planning skills. The participants were asked to describe the way they plan their lessons and, in the result, it was found that most of them use the teachers' book, look at the material they are going to cover prior to the lesson and prepare games and activities beforehand. However, it could be suggested that their teaching quality would benefit if they identified student learning outcomes prior to teaching the lesson, thought thoroughly about the procedure of

each activity, came up with assessment techniques for each activity and adapted the textbook to match the need of specific groups of students.

Another finding that is worth discussing was related to the participants skills in oral error correction. When asked about the way they correct their students' mistakes in oral language production, most participants mentioned elicitation and metalinguistic explanation as most frequently used techniques. Some of them also stated that they correct the students immediately after each mistake is made and others mentioned delayed feedback as one of the strategies they use. For complete list of interview questions see Appendix A.

In addition to the interviews, all the participant instructors were observed by the course developer twice within one-month period. The focus of the observations was the following:

- Classroom management
- Lesson structure and SLOs
- Error correction
- Assessment techniques
- Usage of textbooks and other teaching materials
- Strengths of the lesson
- Opportunities for growth

The main findings from the observations are described below:

- With regard to classroom management, some classes could benefit from better discipline, lesson structure and time management.
- The teachers' lesson planning strategies were not sufficient to hold an effective lesson which was seen in the poor structure of their lessons, not logically sequences and connected activities and absence of SLOs.

- Regarding error correction, the teachers predominantly use recast as an error correction technique, correct their students' mistakes too often or do not pay attention to mistakes at all.
- Not enough techniques of formative assessment were noticed during the observed lessons.
- The teachers did not use the textbooks in an interesting/effective way, did not adapt the textbooks to match the context or the needs of the specific groups of students and used very little or no additional materials.

The language center's founder, who is a professional teacher with a master's degree in teaching and 16 years of teaching experience, was also interviewed as one of the key stakeholders, to give additional insights about the needs of the school. She emphasized that it was of a high priority for her that all the teachers learn how to work with the textbooks used in the language center effectively. She also highlighted that she gave great importance to teaching the course participants how to manage their classes in terms of time, efficiency and students' discipline. She specified the need for the teachers to find a balance between having fun and interactive lessons with young learners and establishing an atmosphere where learning takes place. In addition, she supported the assumption of a need to include lesson planning and material adaptation and development into the course based on the class observations and interviews with the participants.

### **3.3 Project Goals and Objectives**

No single teacher training course can address all aspects of teaching and based on the literature review it reasonable to concentrate on specific aspects of teaching rather than general pedagogy during a short professional development program. Therefore, the following goals and outcomes of this course have been designed by synthesizing the data collected from the interviews and observations and by concentrating on the most relevant and appropriate

aspects. These goals and objectives cover the major themes identified in the lacks and needs of the participant instructors' teaching practice and addresses their wants to some extent.

Table 1

*Project Goals and Objectives*

Goals	Outcomes	Assessment					
		Lesson Plans	Mock lessons	In class Activities	Designing materials	Dialogue journals	Self-assessment checklists
1. Improve teachers' skills in lesson planning.	1.1 Create lesson plans with clearly stated lesson objectives, procedure and classroom assessment techniques.	x	x	x	x	x	x
	1.2. Structure the lessons in meaningful, logically progressive way by incorporating a variety of activities with relevant and appropriate sequencing.	x	x		x	x	x



	1.3. Select and include communicative and interactive activities, appropriate for the age and proficiency level of the students and providing sufficient practice opportunity.	x	x	x	x		x
2. Improve teachers' classroom management and instructional skills.	2.1. Establish discipline by applying effective classroom management tools and strategies.		x			x	x
	2.2. Manage the lesson time efficiently by allocating appropriate amount of time for each activity.					x	x
	2.3 Make classes interactive and dynamic by providing students with lots of T-S and S-S interaction opportunities, group work and pair work.	x	x			x	x
3. Develop teachers'	3.1 Adapt textbooks and other teaching materials to suit needs of different groups of students and	x	x		x		x

material adaptation and designing skills.	reinforce authentic communication and interaction.						
	3.2 Adopt and design teaching materials by putting emphasis on authentic communication and interaction, to suit specific lesson objectives.	x	x	x	x		x
	3.3 Identify, select and design materials to reinforce communication and S-S interaction in the classroom.	x	x	x	x		x
4. Foster teachers' skills in classroom assessment and giving feedback.	4.1 Identify and successfully use various oral error correction strategies in relevant situations.		x	x		x	x
	4.2 Identify and successfully apply various formative assessment strategies to meet specific lesson objectives.		x	x		x	x

### 3.4 Assessment Plan

The goals and objectives of the course helped to identify the most suitable format for the assessment plan. The main purpose of the course was to improve the participants' teaching practice in real life contexts that they work. While deciding on the assessment techniques for this course I choose tools and sources of evidence that would help me reflect and make conclusions based on their improvement rather than performance. It was important for me that the participants themselves engaged into active learning and took responsibility for their progress by reflecting on their learning critically and constructively.

Table 2

#### *Assessment Plan*

Assessment type	Description
Lesson Plans	One of the biggest goals of the course is to develop the participants' skills of lesson planning. This assessment technique is designed to ensure that the participants are able to create lesson plans based on the course's requirements.
Mock Lessons	This assessment technique is designed to evaluate the participants ability to apply the skills and knowledge acquired throughout the course into practice.

Designing Materials	One of the biggest goals of the course is to develop the participants' skills of material development. By the end of the course the participants should be able to develop teaching materials on their own based on certain criteria.
In Class Activities	This assessment technique is designed to assess smaller steps that the participants take throughout the course and to ensure that learning takes place.
Self-assessment Checklists	This assessment technique is designed to give the participants a chance to reflect on their learning process and helps the teacher to keep record of the participants achievement.
Dialogue Journals	This assessment technique is designed to keep the participants and the teacher in contact throughout the course, provide the participants with an opportunity to ask questions and request clarifications and also for the teacher to make certain changes and adjustments throughout the course in case of a need.

### 3.5 Learning Plan

This ongoing in-service professional development course is organized according to the following thematic units:

1. Introduction: Teaching principles
2. Lesson planning
3. Classroom management

4. Classroom assessment and corrective feedback

5. Material development

Table 3

*Learning Plan*

Unit	Topics	Knowledge/skills	Projects/tasks
Unit 1: Introduction	1.1 Teaching principles beliefs and values  1.2 Course syllabus	*Name a list of teaching principles based on given material.  *Identify, prioritize principles in their own teaching practice and reflect on them.  *Distinguish between different teaching beliefs and values and identify their own.	*Overview discussion on teaching principles, beliefs and values.  *Group Work on comparing and ranking teaching principles.  *Watching and discussing a video on teaching beliefs and values.  *Establishing course expectations.
2: Lesson Planning	2.1 Lesson objectives,	*Clearly identify effective and appropriate lesson objectives for various groups of students according to the existing syllabus.	*In class discussions on lesson planning experience and strategies.  *Pair work on analyzing lesson plans,

	<p>procedure and assessment</p>	<p>*Clearly state lesson procedure steps that will accurately describe how lesson objectives are going to be achieved.</p> <p>*Develop assessment tools for each activity in the lesson plan to assure that lesson objectives were achieved.</p>	<p>identify lesson objectives, procedure and assessment tools (used there but not explicitly mentioned)</p> <p>*Group/pair work on developing lesson objectives, procedure steps and assessment tools for randomly assigned groups/scenarios based on given materials and syllabus.</p>
	<p>2.2 Lesson structure and sequence</p>	<p>*Identify lesson planning strategies and skills.</p> <p>*Identify main principles of logically sequenced and structured lesson plans.</p>	<p>*In class discussion on how a lesson should be structured and sequenced.</p> <p>*In class group or pair activities when students get separate parts of lesson plans, try to put them in order and then discuss and explain their choices.</p>

3: Practical session: Lesson planning and mock lesson.	3.1 Lesson Planning	*Develop lesson plans with logically progressive, interrelated activities, procedure and sequence.  *Hold lesson with clear structure, logically progressive, interrelated activities, procedure and sequence.	*Pair work on developing a lesson plan.
	3.2 Teaching a mock lesson according to the lesson plan	*Teach according to a lesson plan.	*Mock lesson  *Dialogue journal log
4: Classroom management	4.1 Classroom management: tools and strategies for classroom discipline	*Identify problems underlying their classroom management issues.  * Appropriately apply different classroom management tools and strategies with different groups of students.	*Discussions on classroom management.  *In class activities on identifying and solving classroom management issues based on scenarios made up by the teacher or suggested by the participants.

	4.2 Interactive classes: effectiveness of group and pair work for classroom management	<p>*Incorporate group and pair work to make their classes more fun and interactive.</p> <p>*Incorporate group and pair work as a classroom and time management technique.</p> <p>*Incorporate group and pair work to bring more student-student interaction and real-life communication into their classroom.</p>	<p>*In class discussions on contextualized teaching, student-student interaction and authentic communication.</p> <p>*In class practical group and pair work that the participants can later apply with their students.</p>
5. Classroom assessment and corrective feedback	5.1 Error correction strategies and giving feedback	<p>*Name and describe different error correction techniques.</p> <p>*Use different error correction techniques with relevance to a particular situation.</p> <p>*Identify different error types in oral speech.</p>	<p>*Group/pair discussions on error correction strategies.</p> <p>*Watching a video.</p> <p>*In class activities on identifying error types.</p> <p>*Role play on error correction.</p>
	5.2 Formative assessment	<p>*Identify the concept of formative assessment.</p> <p>*Identify different techniques of formative assessment.</p>	<p>*In class discussions</p> <p>*Watching a video on formative assessment</p>



		*Successfully apply formative assessment techniques in their teaching practice.	*In class activities on formative assessment *Dialogue journal log
6. Practical session: Classroom management and error correction.	6. Mock lesson: classroom management and error correction	*Apply their knowledge and skills regarding classroom management in their own practice *Hold a lesson with no or minimal classroom management issues *Identify the difference between different error correction techniques and appreciate the importance of using them relevantly. *Apply different error correction techniques adequate to a particular situation.	*Teaching a lesson *Dialogue journal log
7: Material development	7.1 Adapting teaching materials with relevance to specific groups	*Adapt existing teaching materials and/or textbooks to match specific needs and goals of specific groups of students. *Adjust the level of existing materials to make them relevant for specific groups of students. *Adapt teaching materials and/or textbooks to make them more suitable for specific lesson objectives and context.	*Discuss, have a look at and work with different teaching materials and textbooks. *Identify the level of teaching materials and adjust them for lower or higher levels. * Identify the objectives of teaching materials and develop parallel materials for different

	of students and lesson objectives		objectives.
	7.2 Designing teaching materials	*Design complementary or supplementary teaching materials with relevance to a specific lesson plan.	*Develop complementary materials based on given textbook pages. *Develop primary or supplementary materials based on given lesson objectives. *Develop an outline of a lesson plan based on a topic or a piece of material.
8. Practical session: Teaching a real class	Teaching a lesson by applying skills and knowledge learned throughout the course.	*Develop a lesson plan and teach a real lesson according to it. *Apply different classroom management techniques in their own teaching practice. *Apply different error correction techniques with relevance to a specific situation. *Conduct formative assessment. *Adapt and develop teaching materials	*Develop a lesson plan *Teach a lesson *Dialogue journal log

9: Wrap up session	Summary of the course	<ul style="list-style-type: none"> <li>*Identify main takeaways of the course.</li> <li>*Summarize and synthesize learned information and knowledge into tangible and measurable points.</li> </ul>	<ul style="list-style-type: none"> <li>*In class task: Discussion on the course's main takeaways.</li> <li>*Drawing a concept map.</li> <li>*Home task: Reflection paper based on a given prompt.</li> </ul>
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### **3.6 Timeline and Workshops**

The timeline for the major steps in this project is the following

- Needs assessment – October 2021
- Proposal Presentation – October 2021
- Goals and Objectives – November 2021
- Scope and Sequence – November-December 2021
- Assessment Plan – December 2021
- Literature review – February 2022
- Piloting the course – March 2022 – April 2022
- Capstone defense – May 2022

### **3.7 Deliverables**

The following materials and resources have been developed, adopted and adapted during the design of the course:

- Precise agenda and lesson plans for all sessions of the course
- Materials and resources for all sessions of the course
- Course evaluation questionnaires
- Self-evaluation checklists

### **3.8 The Piloting Procedure**

The piloting of this course was done with six in-service instructors working in a language center in Yerevan, Armenia. It was a relatively small language center with eight English teachers including the developer of this teacher training course and the founder of the company. There are around one hundred students attending the center of all ages and English proficiency levels but the majority of students are aged between six to sixteen. During piloting the participants met twice a week for five weeks. The duration of the sessions varied between one to three-hours

depending on the materials that had to be covered and the participants' availability. Every one or two sessions were followed by one practical session during which the participants had to teach a mock or a real lesson which were observed by the course teacher. For evaluation purposes the participants were engaged into dialogue journals with the teacher and also submitted self-assessment checklist once in the middle of the course and once at the end of the course. In addition, starting the second session all the participants were given short evaluation questionnaires to complete right at the end of the sessions in order for the course teacher to gain insights about how the piloting process was going and whether certain changes needed to be implemented. The course teacher also wrote her own reflections after each session. Post evaluation was done at the end of the course in order to assess the overall effectiveness of the course.

## CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS

### 4.1 Reflection on the Project

The development of this project was driven by my personal interest in teacher education and motivation to have my contribution in the growth and improvement of the language center that the project was designed for. At the time of piloting the course I worked in that language center as the lead teacher and an English instructor and was responsible for helping other instructors to improve their teaching practice by giving them feedback on their teaching and providing them with support and assistance whenever needed. My overall impression of the piloting of the course was positive as it went smoothly and effectively; however, certain issues were encountered, such as changes in staff members and limited time.

Initially, the needs assessment was conducted with eight participants out of which the course sessions attended five participants. Also, after the needs assessment had been conducted another member joined the school's team and attended the sessions regularly. I addressed the issue related to the changes in the staff members by removing the data from needs analysis collected from the instructors who were no longer the members of this company and by conducting additional needs assessment with the one newly-joined instructor. Afterwards, I applied some changes and adapted the course accordingly. The attendance of all the participants was regular. The content of the course was designed based on the needs analysis conducted earlier with the participants and the language center's founder. Decisions and choices with regard to how the sessions had to be designed and held were shaped by the literature review in addition to needs analysis.

The course in total lasted for 26 hours included in-class observations separately with each participant. Due to time constraints the course met twice a week for one-to-three-hour sessions

which was quite intensive and did not give the participants enough time between the sessions to digest the material and apply what they had learned in practice. Therefore, all homework assignments that were initially included in the course were removed. Instead, the focus was placed on in-class activities and practical sessions. Additional time was provided during the sessions for all course evaluation and feedback related activities such as self-assessment checklists and course evaluation questionnaires. The participants were asked to engage in dialogue journal writing outside of the sessions which was not an issue.

All sessions started with a discussion where I encouraged the participants to reflect on their teaching experience and share their insights with their peers. This practice helped to engage the participants and make learning more personalized. Although most of the participants were novice instructors and had very little pre-service training, the discussions related to their teaching experience were purposeful and led to meaningful continuation of the lesson. I gave importance to creating a safe environment where the participants could freely express their thoughts and ideas as well as challenges, they face in their own teaching practice. The participants were eager to engage into conversations with each other and provide feedback to one another. This free and encouraging atmosphere resulted in efficient learning.

Further in this chapter I am going to discuss my reflections and assessment on the course based on several sources of evidence, which were dialogue journals, self-assessment checklists, short evaluation questionnaires, practical sessions in the form of mock lessons and my own reflections and observations. I will organize the discussion according to the four goals of the course: improve the instructors' lesson planning skills; improve the instructors' classroom management and instructional skills; develop the instructors' material adaptation and designing

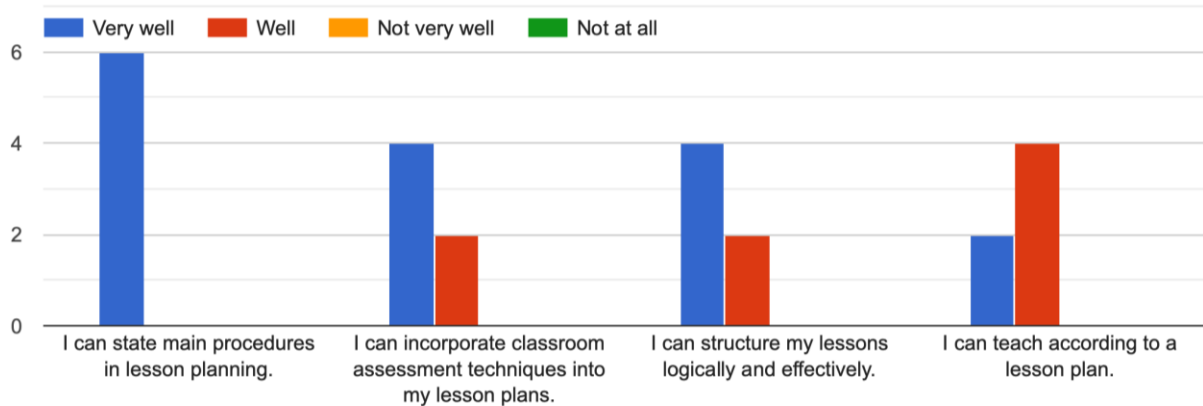
skills and foster the instructors' skills in classroom assessment and giving feedback. (See Table 1 on page 16 for more detail).

In the beginning I found it challenging to teach the instructors lesson planning skills as most of them did not fully appreciate the importance of lesson planning despite the fact that all of them identified it as a weakness during needs assessment procedure. Some of the instructors claimed that lesson planning is too time consuming and they could use the ready-made lesson plans from the teachers' books. The main challenge for me was to change their beliefs and perception regarding lesson planning and I achieved that through different in class activities, assignments and also by sharing my personal experience. Later in their dialogue journals one of the participants stated the following: "Even though I don't think I will manage to design such detailed lesson plans for each class I teach, knowing how to do it correctly helps me better structure my lessons and establish certain expectations for the lessons." During the mock lessons and class observations I could see that most of the participants improved their lessons in terms of structure and choice of activities, which were some of the outcomes for this goal, however, some of them still found establishing observable or measurable student learning outcomes (SLOs) and applying assessment techniques for separate activities challenging. In the self-assessment checklists, all the participants were asked to indicate the extent to which they can apply different skills covered during the course. With regard to lesson planning, all participants indicated high or at least moderate level of knowledge.



Figure 3

*The Participants Self-Indicated Level of Knowledge of Lesson Planning*

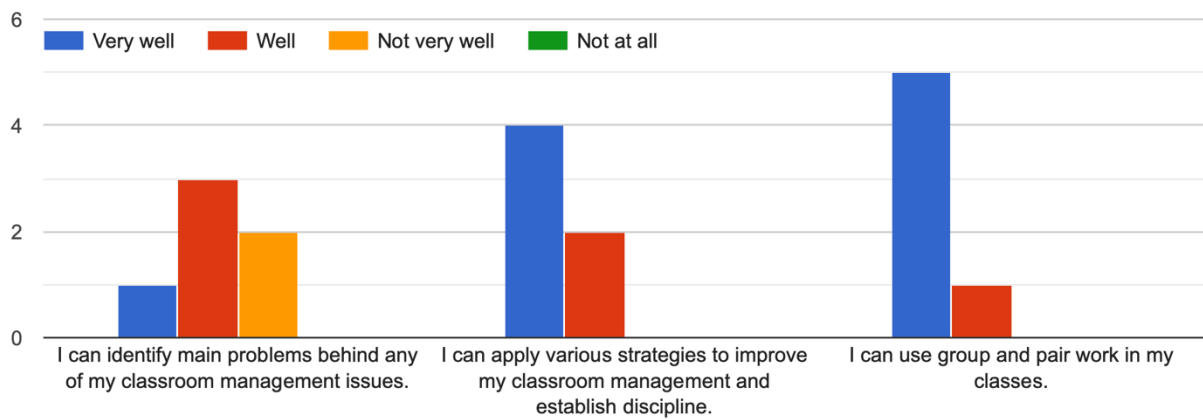


Classroom management related activities and discussions turned out to be the participants' most favorite because as indicated by some of the participants in their dialogue journals, they gave real solutions to their biggest problems in teaching and made their teaching practice a lot easier. As a strength of the course, they highlighted that most of the activities and materials we discussed during the sessions were easily applicable in their daily teaching practice and therefore they could see results immediately. They also mentioned that it was helpful to have the chance to do their practical sessions with their own classes, because they could later take and easily implement the feedback and comments received for their teaching to improve their teaching in a particular group. One of the participants who worked with a particularly challenging group of six/seven-year-old students stated in her reflections that practical tools and strategies discussed during our sessions helped her to significantly improve her classroom management with regard to establishing discipline. For me one of the challenges in this respect was to assess the participants progress with regard to classroom management, because the classes they taught were initially different in size and age of the students, and therefore had more or fewer classroom management issues. According to the participants' responses in their self-

assessment checklists, they found it relatively more difficult to identify the reasons behind their classroom management issues. However, they still indicated that they are well familiar with different classroom management techniques and can use them in their teaching practice. Also, the participants' reported that they were getting better at incorporating group/pair work into their classes.

Figure 4

*The Participants' Self-Indicated Knowledge of classroom management*

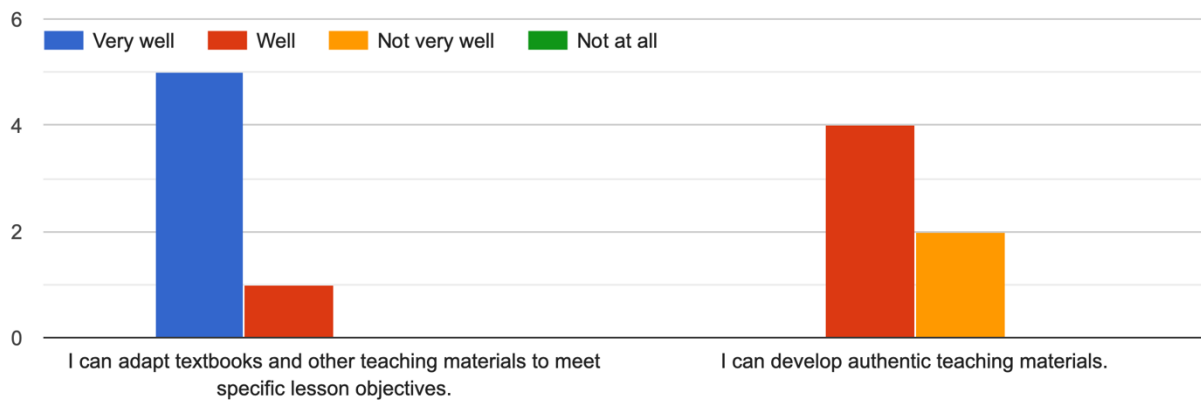


Given that most of the instructors were novice and inexperienced, the idea of adapting the textbooks was new and unusual to them. Just like in case of lesson planning, some of them were not sure why they need to put additional time and effort into adapting textbooks instead of just doing the activities one after another. I used their confusion as an opportunity to review the concept of SLOs and with the help of several activities and discussions they realized how adapting materials can actually improve their teaching. In their dialogue journals they later reported that adding extra materials to their lessons increased their students' motivation and engagement which resulted in higher participation level among their students. While observing their lessons I noticed that most teachers were actually getting better at adapting teaching materials and using extra materials and activities. However, there was room for improvement

with regard to developing authentic materials and connecting those to their SLOs. Based on the data collected from their self-assessment checklists, it could be seen that the participants were more confident about their abilities to adapt teaching materials rather than develop their own.

Figure 5

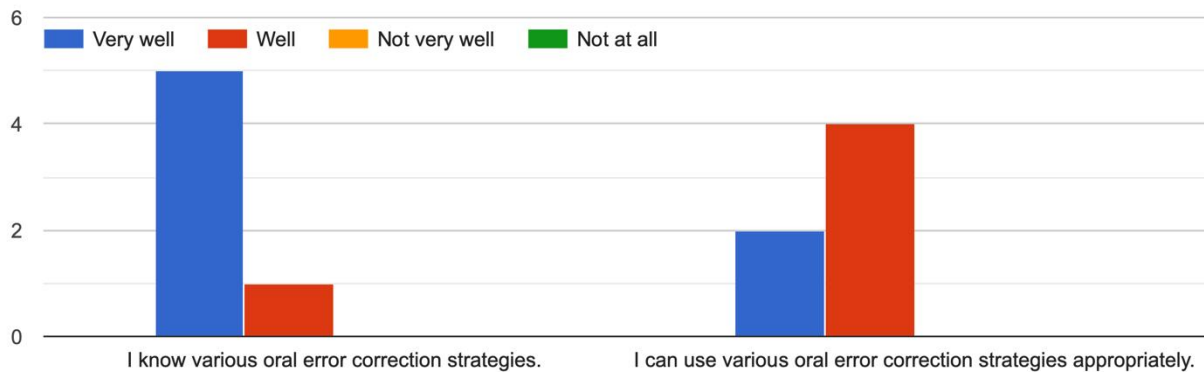
*The Participants' Self-Indicated Knowledge of Material Adaptation and Design*



Through our practical sessions I could vividly observe that the participants were taking and applying different error correction strategies learned during our sessions. In terms of practicality and applicability this was probably the easiest for the participants to learn and use. The challenge here, however, was the difficulty for the participants to see how using different error correction strategies affected their teaching practice. A five-week course was not enough to observe how the students' speech accuracy and fluency improves as a result of using different error correction strategies. Therefore, the participants were not able to reflect much on how their teaching practice changed in their opinion as a result of the knowledge and skills gain in this particular aspect. However, in their self-assessment checklist they did indicate high level of knowledge of different error correction strategies and reasons behind using each.

Figure 6

*The Participants' Self-Indicated Knowledge of Error Correction Techniques*



Overall, the course was interesting and engaging for the participants and resulted in substantial learning. Most of the course objectives were successfully met; however, there were also opportunities for growth. For further development of the course, it would be beneficial to add units to the course on teaching four language skills (reading, listening, speaking and writing). The need for this specific implementation was revealed while covering the sessions on textbook usage, material development and adaptation. It could be seen that in addition to learning how to adapt and use textbooks, the instructors would benefit from learning how to teach each language skill effectively. The piloting of the course was a challenging yet valuable experience for me, as it served as a motivation to reflect on my own teaching practice and strive for growth. In addition, it was an opportunity for me to apply the skills and knowledge I gained from my M.A. TEFL experience in a meaningful context.

## 4.2 Recommendations

Based on the piloting experience, my recommendations for anyone who would like to adapt and implement this course in similar contexts would be the following:

- Establish an atmosphere where the participants can freely express their thought and ideas and engage into meaningful discussions with one another. It can be done by starting every lesson with a warm up and generating discussions related to the topics of the sessions. The course teacher could also share personal teaching experiences whenever applicable.
- Explain the participants the need and purpose behind every activity as it helps them gain ownership over their learning and results in better commitment when they know what they are doing and why.
- Know your audience. Conduct a thorough needs analysis prior to starting the course. It is easier to adapt and adjust the course to the needs of particular group of learners when you know what to expect from them as learners.
- Whenever possible hold the classes in the environment where they work to make the context as relevant as possible (consider the textbooks they use, classroom equipment they have, etc.).
- In case of holding practical sessions/in-class observations, consider giving them an opportunity to choose their own class to work with. In that case they have a chance to address a real issue and get solutions.
- It could be beneficial for the participants to have a chance to observe each other while teaching real lessons in order to see how their peers apply different strategies and practices and gain an understanding of how to implement them into their own teaching.

- Give the participants a lot of various opportunities to reflect on their own learning and encourage them to share their reflections with the course teacher. It is useful to have both structured self-evaluation instruments such as checklists and more open-ended ones like dialogue journals. Self-assessment checklists depict a general picture of all the participants' progress, are easy to implement and can be used during the sessions. In case of dialogue journals, it is more reasonable to give them as homework so that the participants can take their time to reflect and have deeper insights.
- This course would benefit if it lasted for longer period of time with lighter intensity. Instead of five weeks it could be stretched to ten weeks which would allow to cover one unit each week and then have an extra week for observations.

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## Appendices

### Appendix A

#### Interview questions

1. Please write your name

.....

2. How many years have you been teaching?

a) Less than one year

b) 1-2 years

c) 3-5 years

d) more than 5 years

3. Please select the option which describes the group of people you work with best (you can choose more than one).

a) Children below 5 years old

b) Children from 6 to 12 years old

c) Teenagers from 13 to 18 years old

d) Adults 18 and above

4. Please indicate your strengths as an English teacher (in your opinion).

a) content of the knowledge

b) classroom management

c) communication and interaction

d) creativity

e) lesson planning

f) assessment

- g) giving instructions
- h) knowledge of modern technology
- i) knowledge of textbooks content and skills to use those effectively
- j) designing and adapting materials

5. Please indicate your weaknesses as an English teacher (in your opinion).

- a) content of the knowledge
- b) classroom management
- c) communication and interaction
- d) creativity
- e) lesson planning
- f) assessment
- g) giving instructions

- h) knowledge of modern technology
- i) knowledge of textbooks content and skills to use those effectively
- j) designing and adapting materials

6. What are some of the areas in teaching you find most difficult?

.....

7. What do you think your students find most difficult to learn?

.....

8. How do you plan your lessons?

.....

9. How do you correct your students' mistakes?

.....

10. Please describe how you give instructions?

.....

11. Please mention three soft skills you think are important for a teacher to have.

.....

12. What are some of the things you would like to learn?

.....

13. What are some of the things you would like to be able to do?

.....

14. What kind of training would improve your teaching practice?

.....

## Appendix B

### Observation form

Lesson focus	Comments
Lesson structure and SLOs	
Classroom management	
Error correction	
Assessment techniques	
Usage of textbooks and other teaching materials	
Strengths of the lesson	
Opportunities for growth	

## Appendix C

### Evaluation Questionnaires

1. What did you like during this session?

.....

2. What didn't you like during this session?

.....

3. What would you like to keep doing in this course?

.....

4. What would you like to stop doing in this course?

.....

5. Please mention three things you learned during this session?

.....

6. Please mention one thing that was challenging during this session?

.....

## Appendix D

### Mid-course self-assessment checklist

Please rate your level of understanding of the following concepts/practices based on your judgment.

<b>Level of understanding</b>	very well	well	not well	not at all
<b>Concepts/Practices</b>				
I can state main procedures in lesson planning.				
I can incorporate classroom assessment techniques into my lesson plans.				
I can structure my lessons logically and effectively.				
I can teach according to a lesson plan.				
I can identify main problems behind any of my classroom management issues.				
I can apply various strategies to improve my classroom management and establish discipline.				
I can use group and pair work in my classes.				

## Appendix E

End of the course self-assessment checklist

Please rate your level of understanding of the following concepts/practices based on your judgment.

<b>Level of understanding</b>	very well	well	not well	not at all
<b>Concepts/Practices</b>				
I can state main procedures in lesson planning.				
I can incorporate classroom assessment techniques into my lesson plans.				
I can structure my lessons logically and effectively.				
I can teach according to a lesson plan.				
I can identify main problems behind any of my classroom management issues.				
I can apply various strategies to improve my classroom management and establish discipline.				
I can use group and pair work in my classes.				
I know various oral error correction strategies.				
I can use various oral error correction strategies appropriately.				
I can adapt textbooks and other teaching materials to meet specific lesson objectives.				
I can develop authentic teaching materials.				

## Appendix F

Lesson plans

### **Unit 1: Introduction: Teaching Principles**

**Duration of the Session: 1 hour**

**Learners' ages: Adults**

**# of participants: 6**

**Learning Objectives:**

LO1	<ul style="list-style-type: none"><li>● Name a list of teaching principles based on given materials.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Identify and prioritize principles in their own teaching practice and reflect on them.</li></ul>

**Materials:** Handouts

**References:**

Nation, I. S.P. & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.

American Psychological Association. (2019, May 31). *A speed tour of the top 20 principles on pre-K-12 teaching and learning* [Video] YouTube.

<https://www.youtube.com/watch?v=I0XXKOYhZEM>

**Procedures:**

1. **“Warm up: Discussion” (15 minutes)**
  - i Greet the participants and introduce the course.
  - ii Generate a discussion on teaching principles.
  - iii Divide the participants into pairs and ask to discuss the following questions:



- What makes a good teacher in your understanding?
- What are your key principles in teaching?
- What is a successful lesson for you?

**Debrief:** Ask the participants to share with the rest of the class something that they found out from their partner that was new/interesting/surprising, etc.

**2. “Presentation and practice: Studying the material and reflective discussion based on the material” (20 minutes)**

- i Tell the participants they are going to have a look at teaching principles identified by Nation and Macalister (2010).
- ii Distribute the worksheets (see Resource 1.1.1).
- iii Ask the participants to rank all the principles from the material according to the importance for them from one to five the importance (5 being being very important and 1 being not that important).
- iv When the participants are done, ask them to share and discuss their results in pairs or small groups.

**Debrief:** Ask the participants to share with the rest of the class how they ranked the principles and discuss the most important ones with each other.

**3. “Presentation: Watching a video” (15 minutes)**

- i Tell the participants you are going to watch a [video](#) on another set of teaching principles by APA. It discusses how educators can use psychological science to help students learn more effectively.
- ii Play the video on a computer and ask them to take notes. Tell them they are going to discuss it later.

**Debrief:** After watching the video, ask volunteers to reflect by mentioning the things described in the video that they already do and things that they would like to try in their practice.

**4. Wrap-up: “Q&A about the course learning plan and further sessions” (10 minutes)**

- i Share the course learning plan (see Resource 1.1.2)
- ii Go over all units and explain what is going to come
- iii Encourage the participants to ask questions

## Resources

Resource 1.1: Twenty principles (Nation & Macalister, 2010)

### Format and Presentation

- 1 **Motivation:** As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning.
- 2 **Four strands:** A course should include a roughly even balance of meaning-focused input, language-focused learning, meaning-focused output and fluency activities.
- 3 **Comprehensible input:** There should be substantial quantities of interesting comprehensible receptive activity in both listening and reading.
- 4 **Fluency:** A language course should provide activities aimed at increasing the fluency with which learners can use the language they already know, both receptively and productively.
- 5 **Output:** The learners should be pushed to produce the language in both speaking and writing over a range of discourse types.
- 6 **Deliberate learning:** The course should include language-focused learning on the sound system, spelling, vocabulary, grammar and discourse areas.
- 7 **Time on task:** As much time as possible should be spent using and focusing on the second language.
- 8 **Depth of processing:** Learners should process the items to be learned as deeply and as thoughtfully as possible.
- 9 **Integrative motivation:** A course should be presented so that the learners have the most favourable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language.
- 10 **Learning style:** There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style.

### Monitoring and Assessment

- 1 **Ongoing needs and environment analysis:** The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available.
  - 2 **Feedback:** Learners should receive helpful feedback which will allow them to improve the quality of their language use.
-

Table 4.1 Twenty principles of language teaching

---

### **Content and Sequencing**

- 1 **Frequency:** A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort.
- 2 **Strategies and autonomy:** A language course should train learners in how to learn a language and how to monitor and be aware of their learning, so that they can become effective and independent language learners.
- 3 **Spaced retrieval:** Learners should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts.
- 4 **Language system:** The language focus of a course needs to be on the generalisable features of the language.
- 5 **Keep moving forward:** A language course should progressively cover useful language items, skills and strategies.
- 6 **Teachability:** The teaching of language items should take account of the most favourable sequencing of these items and should take account of when the learners are most ready to learn them.
- 7 **Learning burden:** The course should help learners make the most effective use of previous knowledge.
- 8 **Interference:** The items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning and so that interference effects are avoided.

## Resource 1.2: The Course Learning Plan

1. Unit 1: Introduction, teaching principles
2. Unit 2: Lesson planning
3. Unit 3: Practical session with a focus on lesson planning
4. Unit 4: Classroom management
5. Unit 5: Classroom assessment and corrective feedback
6. Unit 6: Practical session with a focus on classroom management and error correction
7. Unit 7: Material adaptation and development
8. Unit 8: Practical session, teaching a real class
9. Unit 9: Wrap up session

(Please refer to pages 21-27 for more details.)

## Unit 2: Lesson Planning

### Unit 2.1 Lesson Objectives, Procedure and Assessment

**Duration of the Session: 2 hours**

#### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>Clearly identify effective and appropriate lesson objectives for various groups of students according to the existing syllabus.</li></ul>
LO2	<ul style="list-style-type: none"><li>Clearly state lesson procedure steps that will accurately describe how lesson objectives are going to be achieved.</li></ul>
LO3	<ul style="list-style-type: none"><li>Develop assessment tools for each activity in the lesson plan to assure that lesson objectives were achieved.</li></ul>

**Materials:** A whiteboard, markers, computer, paper, handouts, textbooks and pens

#### References:

*15 reasons why having a lesson plan is important.* Edsys. (2020, April 3). Retrieved April 18,

2022, from <https://www.edsys.in/10-reasons-lesson-plan-important/>

*ESL lesson planning.* Teach This (n.d.). Retrieved April 18, 2022, from [https://www.teach-](https://www.teach-this.com/ideas/lesson-planning)

[this.com/ideas/lesson-planning](https://www.teach-this.com/ideas/lesson-planning)

Lesson plan templates are taken and adapted from AUA's MA TEFL "Internship" course.

#### Procedures:

##### 1. "Warm up: Discussion" (10 minutes)

- i Greet the participants and introduce the topic.
- ii Divide the participants into pairs and ask to discuss the following questions:

- How important is lesson planning for you?
- What do you consider while lesson planning?
- How do you feel when you have vs have not planned your lesson?

**Debrief:** Ask the participants to share with the rest of the class something that they found out from their partner that was new/interesting/surprising, etc.

**2. “Presentation and practice: “Studying the material and reflective discussion based on the material” (15 minutes)**

- i Share the [article](#) through a shared media platform and ask them to access it with their devices.
- ii Ask the participants to skim through the article and take notes of the points that they like/ find insightful/agree with most.
- iii Ask the participants to share with a person next to them their notes and thoughts.

**Debrief:** Ask the participants to share a few highlights from the discussion with their partners with the rest of the class.

**3. “Presentation:” Main stages of lesson planning (15 minutes)**

- i Explain the main stages of lesson planning (identifying lesson objectives, deciding and describing the procedure/activities, coming up with and including assessment tools for each activity).
- ii Encourage the participants to suggest example options for each stage of lesson planning (lesson objectives, procedure/activities, assessment techniques) before bringing your own examples.

- iii Emphasize the importance of writing SLOs with measurable or observable verbs (e.g., name, identify, use, describe etc.).
- iv Share a sample of a lesson plan (see Resource 2.1.1), ask the participants to have a look and ask questions if any.

#### **4. “Practice:” Identifying lesson objectives based on an existing lesson plan (15 minutes)**

- i Distribute a lesson plan without lesson objectives mentioned (see Resource 2.1.2).  
*(remove the assessment techniques beforehand, too, for the next activity).*
- ii Ask the participants to work in groups of three and figure out what the objectives of the lesson could be.
- iii Let them share and discuss as a whole class.
- iv Then distribute the initial objectives (see Resource 2.1.3) of the lesson plan and ask the participants to compare and discuss with the whole class.
- v Encourage the participants to reflect on the lesson objectives and discuss how those were addressed in the lesson plan.
- vi let the participants share what they would have done differently.

#### **5. “Presentation” (15 minutes)**

- i Explain to the participants the concept of classroom assessment and how to use it for each activity in the lesson plan.
- ii Ask the participants to brainstorm and offer classroom assessment techniques.
- iii Share [this resource](#) with the participants through a shared platform and ask them to go over it and find all the tools they have already been using in their classrooms and at least 5 familiar tools that they would like to try during their lessons.



- iv Put the participants into pairs and tell them they are going to have a discussion based on the material.
- v Then ask the participants to share with each other the tools they identified as familiar and tell their partner how they use it and also share the ones they would like to use and explain how they would use them.

**6. “Practice:” Coming up with classroom assessment techniques (15 minutes)**

- i Divide the participants into pairs and tell them that they are going to work on assessment techniques by using the information learned from the source shared earlier.
- ii Ask the participants to work on the lesson plan that they worked earlier (see Resource 2.1.2) and come up with assessment tools for all activities in the lesson plan.
- iii When everyone is done, ask them to share and discuss as a whole class.

## Resources

Resource 2.1.1: Lesson Plan Sample (This lesson plan has been created by me for MA TEFL Internship course in 2021, by using AUA's template).

**Topic/Theme:** Doing What You Can/ Helping Your Community

**Duration of Lesson:** 1.5 hours

**Learners' ages:** 10-12

**# of students:** 6

**Target language proficiency level:** High Elementary

**Native language:** Armenian

**Prior learning related to this lesson:** Present perfect (shallow introduction), using “could” to make offers and suggestions, words and phrases related to activities people can do/are good at

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	<ul style="list-style-type: none"><li>• Distinguish between present perfect and past simple</li></ul>
LO2	<ul style="list-style-type: none"><li>• Accurately use present perfect to talk about themselves and others in relevant contexts</li></ul>
LO3	<ul style="list-style-type: none"><li>• Recognize target vocabulary in the context and use (some of it) in speech and writing</li></ul>
LO4	<ul style="list-style-type: none"><li>• Identify the main idea of the text/paragraph</li></ul>
LO5	<ul style="list-style-type: none"><li>• Identify for specific information</li></ul>
LO6	<ul style="list-style-type: none"><li>• Recognize a few local and international charity organizations</li></ul>

**Materials:** Big English Plus 5 Students book, Quizlet.com website, printdiscuss.com website, paper, and internet/google

**References:**

Mario Herrera, Christopher Sol Cruz. (2015). *Big English Plus 5 Pupils' Book*. Harlow, United Kingdom: Pearson Education Limited.

**Anticipated Problems:** Time management

**Procedures:**

1. Warm-up: “Orally practicing past simple and present perfect” → LO1, LO2
2. Presentation: Grammar: “Past simple vs present perfect” → LO1, LO2
3. Practice: “Discussion in pairs” → LO2
4. Practice 2: “Past simple and Present perfect game” → LO1, LO2
5. Assessment: “Debrief, asking CCQs” → LO1, LO2
6. Warm up 2: “Lead in group discussion regarding the target topic” → LO6
7. Presentation 2: “Introducing target vocabulary” → LO3
8. Practice 2: “Students write 5 sentences with the target words of their choice” → LO3
9. Practice 3: “Students skim the text and choose appropriate titles for each paragraph in the text” → LO4
10. Practice 4: “Students scan the text and find sentences with present perfect” → LO1, LO5
11. Wrap-up: “Students discuss their own volunteering experience (if applicable) and/or what they would like to do to help their community” → LO6, LO2, LO1

**Procedures:**

1. **“Warm up: Orally practicing past simple and present perfect” → LO1, LO2 (7-10 minutes)**

**Mode:** In pairs and then as a whole group

**Steps:**

- i. Greet the students ask them how they are
- ii. Divide them into pairs and ask the Ss to tell their partner three things they did before the class and one thing they have done since their last lesson. (Model the answers first). Let them know they are going to talk about their partner.
- iii. When they are done, as a whole class ask each student to talk about their partner

**Assessment techniques:** Observation, monitoring and taking notes

2. **“Presentation: “Past simple vs present perfect” → LO1, LO2 (10 minutes)**

**Mode:** Whole class

**Steps:**

- i. Divide the board into two parts and write present simple and past perfect
- ii. Ask the students what each tense means and the differences and let the volunteers share their answers, help them with yes or no questions and write the key points under the appropriate title on the board.

iii. Elicit an example for each tense for students, put the marker sentence on the board and highlight the structure.

iv. Ask CCQ

**Assessment techniques:** Comprehension check questions, observation or monitoring, Ss sharing response

3. **“Practice: discussion in pairs”** → LO1, LO2 (10 minutes)

**Mode:** In pairs then as a whole class

- i. Tell the students they are going to ask and answer some questions in pairs
- ii. Divide them into pairs and distribute the worksheet printed from [printdiscuss.com](http://printdiscuss.com)
- iii. Tell them they need to answer the highlighted questions (1, 5, 12, 16, 19 and 30) with “Yes, I have” or “No, I haven’t” however afterwards they are going to talk about their partner using full sentences (e.g., She has been to...).
- iv. Encourage them to write their partner’s answers not to forget.
- v. After they are done ask each S to share the answers of their partner.

**Assessment techniques:** Observation, monitoring and Ss sharing response

4. **“Practice: Past simple present perfect game”** → LO1, LO2 (10 minutes)

**Mode:** Whole class

- i. Tell the students they are going to play a game
- ii. Tell them they need to tell a short story about themselves (about something they have done in their life) which should be either true or false

and their groupmates need to ask questions with past simple to understand whether the story was true or false.

- iii. Do it one by one until all the Ss share
- iv. At the end go over mistakes (if any) and discuss as a whole class.

**Assessment techniques:** Observation, monitoring, and Ss sharing response

5. **“Assessment: Online quiz”** → LO1, LO2 (5 minutes)

**Mode:** Individually

- i. Tell the students they are going to complete a quick quiz
- ii. Open [the quiz](#) on the screen turn the computer around so that they see the screen and one by one ask them to complete the sentences. Ask CCQs.
- iii. Continue until all the questions are answered
- iv. At the end go over mistakes (if any) and discuss as a whole class.

**Assessment techniques:** Quiz: Ss sharing response

6. **“Warm up: Lead in group discussion regarding the target topic.”** → LO6 (5 minutes)

**Mode:** Whole group

- i. Make sure the whole class understands the words “*charity, organization* and *need*”
- ii. Ask the students about how our community deals with animals and people in need. Let the volunteers share.
- iii. Probably they won’t know much so don’t torture them for too long and mention a few charity organizations and explain what they do. Open the

organization pages on Facebook or Google and show them. (DINGO, City of Smile, Zinvori Tun, Karmir Khach/ Red Cross, AGBU).

- iv. After explaining ask one more time what those organizations do and ask them to answer.
- v. Then write the names of organization on the board and have the Ss go to the board and write what each organization does (just write helps children/helps animals and so on).
- vi. When they are done ask them to go back to their seats.

**Assessment techniques:** Quiz: Ss sharing response

7. **“Presentation: Target vocabulary.”** → LO3 (10 minutes)

**Mode:** Whole group

- i. Ask the Ss to open their Pupils’ books pages 46 and 47 (see appendix 1).
- ii. Point to the pictures and ask the Ss to tell how they think these children help their community. Let the volunteers share.
- iii. Open the [Quizlet set](#) on the screen, turn the computer around and start going over the words with the whole class and discussing.
- iv. Go over the words once again one by one

**Assessment techniques:** Ss sharing response

8. **“Practice 2: Ss write five sentences with any of the target words of their choice.”** →

LO3 (7 minutes)

**Mode:** Individually

- i. Ask the Ss to open their copybooks and make sentences with the words on page 46 (in that green box). (See appendix 1).
- ii. Give them 5 minutes to write and when time is up, ask the Ss to share their sentences (even in case they haven't managed to write all 5)

**Assessment techniques:** Ss sharing response

9. **“Practice 3: Ss skim the text and chose an appropriate title for each paragraph.”** →

LO4 (5 minutes)

**Mode:** Individually then whole group

- i. Ask the Ss to quickly read the text on pages 46 and 47 and choose titles for each paragraph (activity 23) (see appendix 1).
- ii. Ask the Ss to share their answers

**Assessment techniques:** Ss sharing response

10. **“Practice 4: Ss scan the text and find sentences with present perfect.”** → LO5 (5 minutes)

**Mode:** Individually and in pairs

- i. Ask the Ss to read the same text and find sentences with present perfect (just in case remind them what those should be like).
- ii. When they are done ask them to compare with a person sitting next to them.
- iii. As a whole class ask them to mention a few sentences from the text.

**Assessment techniques:** Observation, monitoring and Ss sharing response



11. **“Wrap up: Discussion and a vocabulary game. (5-10 minutes)”**

**Mode:** Whole group

- i. Tell the students about your own volunteering/fundraising experience and ask them to share their own
- ii. It is very likely that they won't have any experience of that kind so give them other options to engage in that discussion. For example, students could also share how they have helped anyone or an animal and so on.
- iii. Another alternative, remind them the organizations discussed in the beginning and ask them to tell where they would like to volunteer and why.
- iv. If there is enough time play Quizlet.live with the target [vocabulary set](#).
- v. If there is enough time do all of the above.

**Assessment techniques:** Observation, monitoring and Ss sharing response

**Culture Connection** | **Around the World**

→ **Doing What You Can**



Not all the people in the world have the good fortune to have good health, a roof over their head or enough food to eat. Also, many animals are left in the streets hungry, cold and helpless because their owners don't want to look after them anymore. Both people and animals need a helping hand and charity groups are there to offer it. There are many different charity organisations all over the world that help people and animals in need – and they rely on the work of volunteers to raise money for their cause. Many young people raise money for charity. Read about what these young people from around the world are doing.

**1 ?**

**Dublin, Ireland**

Libby Mulligan loves to play the guitar and sing – and people love to listen to her. When she was 12 years old, she decided that she could play her guitar and sing at parties and weddings for money. Libby may not be a professional musician but she earns enough money to donate to a children's cancer charity in her community.



**22**

How does your community deal with people and animals in need? Which groups and organisations help them? How? Discuss with a partner.

**23**

Listen and read. Match the titles **A-C** to the paragraphs **1-3**.

- A** Art for animals
- B** A lesson to learn
- C** A song from the heart

**CONTENT WORDS**

animal shelter benefit cancer cause  
 donate fortune proof raise rescue  
 supplies tutoring volunteer

**24**

Correct the mistakes. Write new sentences.

- 1 Charity organisations pay people to raise money for their cause.
- 2 Playing the guitar and singing at weddings and parties is Libby's job.
- 3 Charles wrote a letter to the animal shelter to ask why they weren't doing anything about stray animals.
- 4 Charles sells his illustrations at charity events.
- 5 Tandi and Stefan offer their tutoring services to homeless children.



2 ?  
Paris, France

Charles Lyon is a young artist who sells his art online to raise money for animal rescue. It all started when Charles wrote a letter to a local animal shelter asking what he could do to help stray cats and dogs in his neighbourhood. Then he came up with his website idea. Charles draws and sells pictures of animals on it. So far, he has sold more than 200 illustrations. He donates the money to local animal shelters and organisations that help find stray animals a new home.

3 ?  
Cape Town, South Africa

Tandi Jacobs and Stefan Burg wanted to help homeless children in their city. They decided to raise money by offering tutoring services. They used the money they earned to buy blankets, food and other supplies. More than 1,000 others have joined them, benefitting homeless children in other places around the country.



The work these young people do has made a difference to the lives of people around them. They're the proof that if we all do a little, we can achieve great things.

25 Discuss with a partner. Read the information about these International Charity Organisations. Which one would you like to volunteer for? Why? Then write in your notebook.

Best Friends Shelter	
What	Help care for rescue animals, i.e. clean their living space, feed and walk them
Where	Europe (10 countries, including France, the U.K., Italy and Spain)
Skills needed	English, experience with pets

Make a gift Organisation	
What	Collect money and supplies for families in need
Where	Anywhere in the world, including your country
Skills needed	No specific skills but volunteers need to be enthusiastic and invest a lot of their time



I would like to volunteer for *Best Friends Shelter* because I speak English and I've got experience with pets.



I'd like to volunteer for *Make a Gift Organisation*. I'm enthusiastic and I've got a lot of spare time!

**THINK BIG**

What international charity groups and organisations do you know? What kind of problem do you think you could help with? How?

Resource 2.1.2: Lesson plan without lesson objectives and assessment techniques. (This lesson plan has been created by me for MA TEFL Internship course in 2021, by using AUA's template).

**Topic/Theme:** Fundraising and advertisement

**Duration of Lesson:** 1.5 hours

**Learners' ages:** 10-12

**# of students:** 6

**Target language proficiency level:** high elementary

**Native language:** Armenian

**Prior learning related to this lesson:** Fundraising and advertisement related vocabulary, *going to* structure, *can/could* and other expressions to make suggestions

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

XXXX

**Materials:** Big English Plus Pupils' book and Activity book, laptop, "Quizlet" website, Microsoft word, paper

**References:**

**Anticipated Problems:** time management

**Procedures:**

1. Warm-up 1: "revising 'going to' structure and expressions used to make offers and suggestions (like "how about/let's") discussion and an exercise → LO1, LO2



- 2.Presentation 1: “WH questions with *could*” → LO3
- 3.Practice: “Ss make WH questions with *could* in a particular context → LO3, LO5
- 4.Warm up 2: Lead in to advertisement topic with a discussion and pictures → LO1, LO6, LO4
- 5.Presentation 2: New vocabulary LO4
- 6.Practice 2: Listening to a podcast and mentioning key points, completing activities → LO5, LO4
- 7.Wrap-up: “Looking at adverts examples and discussing why are they effective or ineffective,” “vocabulary game” → LO6, LO4

**Procedures:**

1. “**Warm up and revision**” → LO1, LO2 ( 25 minutes)

**Mode:** Pair Activity, whole class and individual

**Steps:**

- i. Greet the Ss ask them how they are, then give each of them a minute to share about they’re day and/or anything they want to share
- ii. Then tell the students what you’re going to do next weekend
- iii. Divide them into pairs and ask each pair to tell their partner what he/she is going to do next weekend/any other day. Tell them they’re going to tell the class about their partner.
- iv. Ask the Ss to open their Pupils’ book page 40 (see appendix 1)
- v. Tell the Ss they are going to [listen to](#) (0:00min) (and read) a conversation between three school friends discussing their ideas regarding fundraising (define the word *raffle*).

- vi. Ask the whole class about what are the friends from the previous conversation *going to* do. Let volunteers share.
- vii. Ask the Ss individually to look at the conversation and circle the expressions which are used to make offers and suggestions. Then let volunteers share with the whole class.
- viii. Tell the Ss they are going to do another activity from the Pupils' book (activity 9, page 40)
- ix. Ask them to prepare a pen/pencil and paper to take notes
- x. Then tell them to answer the questions with a partner

**Assessment techniques:**

2. **“Presentation 1: “WH questions with *could*” → LO3 (10 minutes)**

**Mode:** Whole class

**Steps:**

- i Refresh their memory, make sure they know what “could” means in the target context
- ii Ask CCQs, make sure they understand that could here is not about past
- iii Draw their attention to the fact that they can make different questions with could, make examples (WH questions).
- iv Give them a context and then ask them WH questions with could and have them answer individually with a ball game

**Assessment techniques:**

3. **Practice: “Ss make WH questions with *could* in a particular context → LO3, LO5 (10 minutes)**

**Mode:** Individually, then in pairs

- i Give the Ss another context with a relevant topic
- ii Write on the board beginning of WH questions with could and ask them to continue the questions in their copybooks.
- iii Then ask the Ss to ask and answer their questions with their partners.

**Assessment techniques:**

**4. Warm up 2: Lead in to advertisement topic with a discussion and pictures→LO1, LO6, LO4 (5 minutes)**

Mode: whole class

- i Ask the Ss what they know about advertisement and what in their opinion makes a good ad.
- ii Draw their attention to the pictures in the Pupils' book page 42 (see appendix 2) and ask them to say which one is better and why.

**Assessment techniques:**

**Presentation 2: New vocabulary LO4 (10 minutes)**

- iii Tell the Ss they are going to learn new words
- iv Open the [Quizlet set](#) on the computer screen, turn it around so that everyone sees and start learning words
- v Show the Armenian flashcard, wait for a few seconds and then if no one tells the right words flip the card. Do the same for all items in the set.
- vi Discuss the meaning of the word if necessary

**Assessment techniques:**

**5. Practice 2: Listening to a podcast (and reading) and mentioning key points, completing activities → LO5, LO4 (15 minutes)**

Mode: whole class

- i. Tell the Ss they are going to learn about advertising
- ii. Play the listening on the computer and at the same time have them read the text in front of them p. 42 activity 13 (see appendix 2).
- iii. Ask the whole class to tell what makes a good ad.
- iv. Tell the students to complete activity 15 on page 43 (see appendix 3)
- v. Ask them to share their responses one by one

**Assessment techniques:**

**6. Wrap-up: “Looking at adverts examples and discussing why are they effective or ineffective,” “vocabulary game” → LO6, LO4 (5 minutes)**

Mode: whole class

- i. Show the students two pairs of advertisement of the same product (one pair one product the other pair another product) and ask them to say which one is more effective and why. Encourage using target vocabulary (see appendix 4).
- ii. Finish the class by briefly explaining them what their homework will be and mentioning that you will post it in the chat.

**Assessment techniques:**



## Language in Action

45  
7

Listen and read. What are the raffle winners going to get?

**Vicky:** Let's talk about how we're going to raise money for our class trip. Any ideas?

**Tanya:** I've got an idea. We could all make something to sell.

**Vicky:** Like what?

**Tanya:** Well, we all like art. I like painting, you're good at sculpture and Susie likes taking photos...

**Caroline:** So we could have an art exhibition here at the school.

**Tanya:** Yes!

**Vicky:** Wait a minute. Are people really going to buy our things? I'm not so sure.

**Caroline:** Well, we could sell tickets to the exhibition. You know, raffle tickets.

**Vicky:** Oh, I see. We sell raffle tickets and we pick the winners at the exhibition. The winners take home the art!

**Tanya:** That sounds like a good idea! Let's tell the class.



8

Practise the dialogue in 7 with a partner.

46  
9

Listen and answer the questions.



1 What could she do?



2 What are they going to do?



3 What's he going to do?



4 What could she do?

How <b>could</b> we raise money for our club?	We <b>could</b> have a car wash.
How much <b>could</b> they charge to wash one car?	They <b>could</b> charge €10 for a small car. For a bigger car, they <b>could</b> charge €15.

**Tip:** Use *could* to express possibility or make suggestions.



**10** Complete the questions. Use **how could** or **what could** plus one of the words or phrases from the box.

do to help    help people    make    raise money    tell people

- A:** ? we ? about the drama club?  
**B:** We could make posters.
- A:** ? they ? in their community?  
**B:** They could clean up the town park.
- A:** ? she ? us at the cake sale?  
**B:** She could put the icing on the cupcakes.
- A:** ? they ? for new equipment?  
**B:** They could have an art fair and sell their art work.
- A:** ? I ? for the art fair?  
**B:** You could make a collage.

Are you <b>going to have</b> a concert?	Yes, we <b>are</b> .
How <b>are you going to tell</b> people about it?	We're <b>going to make</b> posters.

**Tip:** Use *is/am/are going to* to talk about events in the future.

**11** Complete the sentences with the correct form of **be + going to**.

- Lisa:** Our football team <sup>1</sup>? have a cake sale next week.  
**Paul:** Really? <sup>2</sup>? you ? bake something?  
**Lisa:** Uh... no. I'm not into baking.  
**Paul:** So what <sup>3</sup>? you ? do to help?  
**Lisa:** I <sup>4</sup>? write an article for the school website.

## Content Connection | Art

**12** Can you remember any advertisements you saw lately? What do you think makes these particular advertisements easier to remember than others? Discuss in groups.

**48**  
**13** Listen and read. What makes a brilliant ad?

### CONTENT WORDS

bold effective focus get across image impatient invisible layout

# Creating an Effective Advertisement

- 1 What makes an advertisement effective? You can easily answer this question if you walk around a city. There are thousands of advertisements but which ones catch your eye? A good ad (short for advertisement) is one that gets your attention. If it makes you focus on the important information, too, it does its job very well. Lastly, if you still remember the message after you move on, then it's a brilliant ad!
- 2 To learn how to create an effective ad, like a poster for example, start by comparing the two posters on the right. Answer this without stopping to think: Which one is more effective? Yes, it's the one at the bottom. Let's examine why.
- 3 First of all, it's more colourful and it's got attractive pictures. The white and black poster almost becomes invisible next to it. Colour draws attention. Moreover, it can affect your mood and make you react in a certain way. The colour red excites you and makes you feel bold and adventurous. The colour blue makes you believe that what you're reading is true. Images do the same. Do the cupcakes on the poster at the bottom of the page make your mouth water? Do they make you scan the text to find out where you can get them? That's what they're there for!
- 4 An ad isn't just colour and pictures. You've got something to say, so the next thing you should do is decide how much text you should write. Remember that people are impatient and will rarely read a long text to see what it's about. The amount of text should be just right to get your message across, so focus on your message and say it with as few words as possible. Your choice of font (the style of letters), font size (how big or small the letters are) and font colour also play an important role. You want the text to be easy to read, especially from a distance.
- 5 Finally, you have to decide how you're going to organise both the pictures and the text in the space you've got. A good layout helps people 'read' the ad quickly and communicates your message more effectively. If your poster is too busy, your message will simply get lost!

### CAKE SALE

Come to the gym today between 12–2 p.m. The school karate club is selling cupcakes to raise money for a field trip.

Enjoy a delicious cupcake for only 50p and support your school karate club!

## CAKE SALE

Help the karate club raise money for a field trip. Enjoy a delicious cupcake today for only 50p!

**Time:**  
12:00–2:00 p.m.

**Place:**  
School gym





**14** Look at 13. Choose the correct words.

- 1 We know that an ad is effective when it makes us **notice it/compare it with others**.
- 2 The black and white poster doesn't work because **we can't see it/it doesn't draw our attention**.
- 3 Different colours make us **feel more adventurous/think differently**.
- 4 Images make us **notice the advertisement more/feel hungry**.
- 5 Most people **haven't got the time to read/don't want to read** long texts in an ad.
- 6 People should be able to see what's in a poster even when **they're far away/the message is lost**.

**15** Complete the checklist.

### How to create an effective poster

- 1 Choose bright ? to draw attention to the poster.
- 2 Use colourful and attractive ? to illustrate it.
- 3 Focus on your ?. Make sure what you're saying is clear.
- 4 Write the right amount of ? - not too long, not too short.
- 5 Choose the right ? style, size and colour.
- 6 Make sure the ? is good. Don't make the poster too busy.

**16** Work with a partner. Make a poster for a fundraising event at your school.

Begin by deciding the details of the event. You can get ideas from page 39 or use your own. Discuss all the steps in the checklist in 15 and make decisions. Take notes.

Background:

Text: Font:            size            colour

Text content:

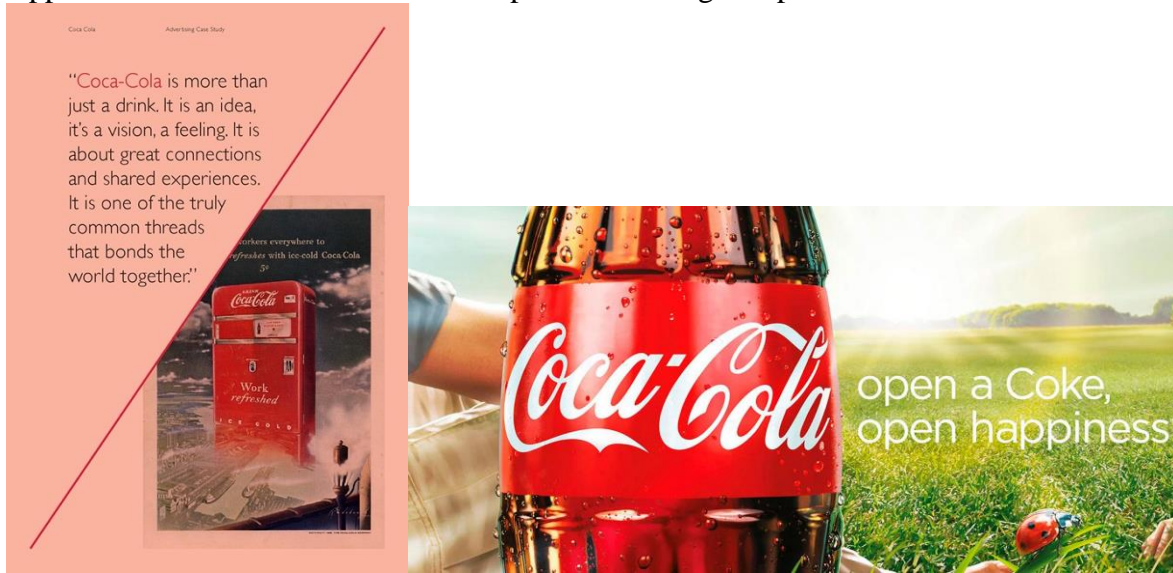
Pictures:

Layout:

I think we should use blue text on a yellow background.

I like blue for the text but I'm not sure about yellow. How about orange?

Appendix 4. Coca Cola Advertisement posters: making comparisons.



Toothpaste advertisement posters: making comparisons



Resource 2.1.3: Lesson objectives for the lesson plan in resource 2.2.2

**Learning Objectives:**

***By the end of the class, students will be able to (SWBAT):***

LO1	<ul style="list-style-type: none"><li>• Talk about future plans by accurately using “going to’ structure</li></ul>
LO2	<ul style="list-style-type: none"><li>• Make offers and suggestions using expressions like: “how about...?” “let’s...”</li></ul>
LO3	<ul style="list-style-type: none"><li>• Ask for advice/suggestions using WH questions with <i>could</i></li></ul>
LO4	<ul style="list-style-type: none"><li>• Recognize vocabulary related to fundraising, advertisement, raising money, and spreading awareness in texts and speech</li></ul>
LO5	<ul style="list-style-type: none"><li>• Accurately use target expressions and vocabulary</li></ul>
LO6	<ul style="list-style-type: none"><li>• Distinguish between effective and ineffective posters and advertisements</li></ul>

## Unit 2.2 Lesson Structure and Sequence

### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>• Logically structure and sequence their lessons.</li></ul>
LO2	<ul style="list-style-type: none"><li>• Appropriately use and sequence activities of various levels of complexity to scaffold learning.</li></ul>

### 7. “Presentation and practice” (30 minutes)

- i Ask the participants to share how they sequence and structure their lessons.
- ii Share [this resource](#) through a shared media platform, ask the participants to scroll to “sequencing” part and read it.
- iii When the participants are done reading elicit the main points mentioned in the resource from them. Let volunteers share.
- iv Ask the participants to share a few possible examples of activities for each stage mentioned in the source (input, learning and use). Give hints, offer some examples if needed.
- v Give the participants random topics/themes (e.g., classroom objects, family, toys, food, animals, etc.) and ask them to work individually and develop a brief skeleton of a lesson plan for that topic by relying on the sequencing principles that they learned from the source. (Ask them to keep in mind everything learned from Unit 2.1).
- vi When everyone is done, ask them to share with the class.

**7. Wrap up: (5 minutes)**

- ii Ask the participants whether they have any questions
- iii Give them information about the next session



### Unit 3. Practical Session

**Duration: 2 hours**

Unit 3.1 Lesson Planning

#### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>• Develop lesson plans with logically progressive, interrelated activities, procedure and sequence.</li></ul>
LO2	<ul style="list-style-type: none"><li>• Teach a lesson with clear structure, logically progressive, interrelated activities, procedure and sequence.</li></ul>

**Materials:** Lesson plan templates, computer, internet, printer and textbooks

#### Procedure:

##### 1. Warm up: Giving instructions (10 minutes)

- i Recall the participants' memory on what was covered during the previous session by asking questions and letting volunteers share.
- ii Tell the participants that they are going to develop lesson plans in pairs for twenty-minute mock lessons.
- iii Deliver lesson plan templates (see Resource 3.1.1).
- iv Randomly distribute textbooks that the teachers use for their own lessons (English in Mind-s, Big English Plus-es).
- v Ask them to choose any lesson from the book and develop a twenty-minute lesson plan based on it. Encourage them to use additional resources (e.g., printouts from the internet, videos, etc.).

##### 2. Practice (40 minutes): The participants work on their lesson plans.

## Unit 3.2 Mock Lessons

LO1	<ul style="list-style-type: none"><li>• Teach according to a lesson plan.</li></ul>
LO2	<ul style="list-style-type: none"><li>• Give constructive feedback to their peers.</li></ul>

### 3.Practice (60 minutes)

- i. Ask the pairs to get ready for their mock lessons and tell the rest of the class the information about the age and proficiency level of the students they are going to act like.
- ii. Ask a volunteer pair to go first and teach their lesson.
- iii. After each pair teaches, ask the rest of the participants to share their comments and feedback. Share yours too.

### 4.Wrap up (5 minutes)

- i. Thank the participants, answer their questions if any and tell them what to expect for the next session.
- ii. Encourage the participants to reflect on their experience of the mock lesson in their dialogue journals.

## Resources

Resource 3.1.1: Lesson Plan Template (taken and adapted from AUA’s MA TEFL Internship course, 2021)

**Topic/Theme:**

**Duration of Lesson:**

**Learners’ ages:**

**# of students:**

**Target language proficiency level:**

**Native language:**

**Prior learning related to this lesson:**

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	● xxx
LO2	● xxx
LO3	● xxx
LO4	● xxx
LO5	● xxx
LO6	● xxx

**Materials:**

**References:**

**Anticipated Problems:**

**Procedures:** (for each stage, note which LO above is targeted; just write LO# next to the title of the task. Include assessment techniques for each task/activity)

- 11.Warm-up: “Title of task/activity”-> LO#
- 2.Presentation: “Title of task/activity”->LO#
- 3.Practice: “Title of task/activity”->LO#
- 4.Assessment: “Title of task/activity”->LO#
- 5.Wrap-up: “Title of task/activity”-> LO#

## Unit 4. Classroom Management

### Unit 4.1 Tools and Strategies for Classroom Management

**Duration of the Session: 1.5 hours**

#### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>Identify problems underlying their classroom management issues and come up with appropriate solutions.</li></ul>
LO2	<ul style="list-style-type: none"><li>Appropriately apply different classroom management tools and strategies with different groups of students.</li></ul>

**Materials:** Computer, google slides, paper and handouts

#### References:

Scrivener, J. (2012). *Classroom management techniques*. New York: Cambridge.

Barile, N., (n.d.) *8 classroom management mistakes teachers make at the beginning of the year*.

WGU. <https://www.wgu.edu/heyteach/article/8-classroom-management-mistakes-teachers-make-beginning-year1808.html>

#### Procedures:

##### 1. “Warm up: Discussion” (20 minutes)

- i Greet the participants and introduce the topic of the session.
- ii Generate a discussion on classroom management issues.
- iii Distribute the worksheets (see Resource 4.1.1) and ask the participants to work individually and make a list of specific examples of classroom

management issues that they have encountered. Ask them to include as many as they can remember.

- iv Then ask the participants to work in pairs and think of solutions for the issues that they identified earlier.
- v Share the [article](#) with the participants and ask them to go over the points discussed in the article associated with classroom management mistakes.
- vi Divide the participants into pairs and ask them to go back to their worksheets (see Resource 4.1.1) and ask them to review the columns filled in with classroom management issues' reasons and solutions. Encourage them to categorize the mistakes based on the main points in the article and come up with additional solutions for the problems according to the article.

**Debrief:** Ask the participants to share some highlights from their discussion with their partners with the rest of the class.

## **2. "Presentation:" Learning classroom management techniques (20 minutes)**

- i Tell the participants that they are going to learn classroom management techniques suggested by Scrivener (Scrivener, 2012).
- ii Share the handouts (see resource 4.1.2) with the participants and ask them to read and reflect on their own.
- iii When they are done, ask them to discuss the techniques with a person sitting next to them, say what they already use and what they would like to try.

**Debrief:** Ask the participants to share some highlights from their discussion with the rest of the class and ask questions if any.

**3. “Practice:” Discussion (15 minutes)**

- i Ask the participants to reflect on the following questions in pairs:  
“How would you characterize the quality of rapport in your own lessons? What factors seem to improve or worsen it?  
How do you feel about those colleagues who deride teachers that have a good relationship with students? Are they right about inherent dangers such as loss of discipline or blurring of hierarchical roles? (Scrivener, 2012, p 43).”

**4. “Presentation:” Key teacher interventions (25 minutes)**

- i Tell the participants they are going to learn some key interventions a teacher can implement for better classroom management (Scrivener, 2012).
- ii Explain the topic with the help of the [slides](#) and ask the participants to take some notes.
- iii Foster the participant’s active learning by encouraging them to ask questions, share thoughts and experiences.

**5. “Practice:” Filling in the worksheets (10 minutes)**

- i Tell the participants they are going to fill in worksheets (see Resource 4.1.3) with the main takeaways from the information they learned about key teacher interventions.
- ii Distribute the worksheets and ask the participants to work in pairs and

fill in the blanks.

**Debrief and wrap up:** Ask the participants to share some highlights from their discussions with their partners with the rest of the class.

**6. “Wrap up:” (5 minutes)**

i Ask the participants to apply the strategies learned during the session with the groups of students that they teach and then reflect in their dialogue journals on how it worked by referring to specific strategies they used and by providing examples.

## Resources

Resource 4.1.1: Fill in the columns with necessary information.

Age of the Ss	Number of the Ss in that class	The issue (what happened)	The reason (why do you think it may have happened)	Possible solutions



Resource 4.1.2: Scrivener's classroom management techniques (Scrivener, 2012, pp 37-39, 40-42)

### Techniques: Five steps to authenticity

Here are some small, but important ways that a teacher could work on becoming more authentic:

#### 1 Don't try to be a 'teacher'

Stop yourself whenever you find yourself behaving more as a job title rather than as yourself. Don't speak as if you are some sort of official mouthpiece for the teaching profession or your school. Don't seek out additional ways of differentiating yourself as a teacher. Sit *with* rather than *in front of*. Talk *with* rather than *at*.

#### 2 Have real conversations

When you chat informally with a student, make it a real conversation, where you really listen to what they have to say and respond appropriately. Give your own genuine personal reactions to student comments. If something a student says makes you disagree, say so, instead of 'Hmmm, interesting'.

#### 3 Don't pretend omniscience

If you don't know an answer to a question, say that, rather than pretending that you do know or confusing students with roundabout explanations and avoidances.

#### 4 Be wary of staffroom advice

Colleagues may tell you that being genuinely warm and friendly with students is dangerous, or that it is essential for a teacher to keep up a front – as someone reserved, formal and a little distant. Their comments are probably well-intentioned, but treat such advice cautiously, and make sure you think it through for yourself before you decide to follow it.

#### 5 Be appropriately authoritative

Being authentic doesn't mean abdicating the responsibilities and duties of a teacher. You can still give all the instructions, set all the homework and do all the things that you need to do. You can be appropriately authoritative. The difference is that it is *you* being authoritative, not you using the cloak of teacher superiority and hierarchical authority to do it.

### Technique: Dealing with personal doubts

Dörnyei and Murphey suggest two common doubts about being authentic in class:

- 1 A worry about revealing our own limitations, e.g. a non-native speaker's concern about her own language knowledge, especially within a culture that does not easily accept teachers' admissions of gaps in their knowledge.
- 2 Questions as to whether we should be completely sincere in situations when we are, for example, mad or very disappointed with certain students. Can we really show that we are tired or depressed or have a hangover?

The authors suggest that although 'these are all valid concerns', the fact that students will be able to see through any pretence means that even though both issues are worrying, it seems likely that more tension and problems will be created by hiding the truth, potentially 'undermining student trust'. On the second point, they also suggest that while self-control is important, 'A teacher's open expression of anger or disappointment with some piece of student behaviour may prove to be more effective in getting through to the student than applying some correct disciplinary procedure and thereby reverting to authoritarian distance'.

## Techniques: Building rapport

### 1 Be welcoming, be encouraging, be approachable

As far as reasonably possible, build in time and space for learners to talk to you as people. Don't cram lessons full from minute one to the end. Space for unstructured talk is good. Listen carefully when learners tell you things. Respond as a human.

### 2 Treat each learner as an individual

Don't view the class only as a *class*. As quickly as you can, learn names and start to see and believe in each person as an individual with potential. Let them see that this is how you view them.

### 3 Remember positive things about your students

Keep a notebook in which you record and remind yourself of positive things individual students do, personal notes about them (hobbies, family, stories they tell, etc.). Let students know that you are interested in their lives beyond the classroom by asking about people or events they have mentioned previously. When a student is feeling down, remind them of their positive achievements.

### 4 Empathise

Try to see what things look like from the learners' point of view.

### 5 Be *you* rather than 'the teacher'

Don't feel obliged to be a teacher all the time, jumping in to save or solve. Don't talk from your hierarchical role. Ask genuine personal questions, and listen to the answers (not only the errors).

### 6 Don't fake happiness or pleasure

This can often come across as 'false'.

### 7 Be culturally sensitive

Make sure that what you say and what you ask learners to do are not inappropriate for the local context.

### 8 Avoid sarcasm

It's almost impossible to pitch correctly and upsets people in ways that you cannot always see.

## Techniques: Mirroring, leading, pacing

The field of Neuro-Linguistic Programming (NLP) suggests some specific techniques to assist rapport: *mirroring*, *pacing* and *leading*. I include them here as many teachers have found them helpful, although I retain a nervousness about techniques that may project a surface impression that doesn't necessarily reflect genuine inner feelings and intentions and which, to some extent, seem designed to deliberately manipulate the other person.

- 1 **Mirroring** means reflecting aspects of the other person, such as their physical position and movements. Thus if I want to establish rapport with you, I note how you are sitting or standing and *discreetly* copy the position myself (posture, arm position, head position, leg position, gaze, etc.). So, if you have your right hand resting on your left arm, I put my own hand on my arm. This mirroring needs to be done in an unobtrusive way that the other person does not notice.
- 2 **Pacing** means keeping up with the other person's movements as they change – a sort of synchronisation of one person with the other.

Resource 4.1.3: Fill in the blanks with your main takeaways from the “Key Teachers Interventions. (Scrivener, 2012)”

<b>Key Teacher Interventions</b>	<b>Your main takeaways related to them</b>
1. Being supportive	
1. Asserting authority	
2. Giving instructions	
3. Giving instructions	
4. Telling	
5. Eliciting	
6. Questioning	
7. Checking learning and understanding	
8. Being catalytic	
9. Structuring and signposting	
10. Giving encouragement, feedback and praise	

## Unit 4. Classroom Management

Unit 4.2 Interactive classes: effectiveness of group and pair work for classroom management

**Duration of the Session: 1 hours**

### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>● Incorporate group/pair work to make their classes more fun and interactive.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Incorporate group and pair work as a classroom and time management technique.</li></ul>
LO3	<ul style="list-style-type: none"><li>● Incorporate group and pair work to bring more student-student interaction and real-life communication into their classroom.</li></ul>

**Materials:** Computer, paper and handouts

### References:

Scrivener, J. (2012). *Classroom management techniques*. New York: Cambridge.

University of Oregon. (2009, Jan 15). *Shaping the way we teach english: module 04, pair and group work* [Video] YouTube.

<https://www.youtube.com/watch?v=woNZzjJL9bQ&t=312s>

### Procedures:

#### 1. “Warm up: Discussion” (10 minutes)

- i Generate a discussion on using a group and pair work in a classroom
- ii Ask the participants to share whether they use group and pair work, their thoughts, opinions and experiences.
- iii Ask the participants to discuss the following questions in pairs:

- What are the benefits of group and pair work in a classroom?
- When to use group and pair work?
- How can group and pair work serve as classroom management strategy?
- What are some examples of group or pair work that you recently used and was successful?

**Debrief:** Ask the participants to share some highlights from their discussions with pairs with the rest of the class.

**2. “Presentation and practice: Watching a video and discussing” (25 minutes)**

- i Tell the participants that they are going to watch a [video](#) on pair and group work.
- ii Ask them to take notes of the reasons the speaker mentions for using group and pair work and also the strategies the speaker suggests to ensure successful practice.
- iii Pause the video after each section to take notes of questions posed by the speaker and/or ask to clarify the questions if needed.
- iv When the participants are done watching the video ask them to reflect and discuss.

**3. “Presentation” (15 minutes)**

- i Tell the participants they are going to learn some techniques to incorporate group and pair work into a lesson suggested by Scrivener (2012).

- ii Distribute the worksheets (see Resource 4.2.1) and ask the participants to work individually and read.
- iii Encourage the participants to ask questions if needed.

**4. “Practice:” Reflecting on the techniques and categorizing them (15 minutes)**

- i Tell the participants to work in pairs and reflect on the techniques suggested by Scrivener by categorizing them into
  - a) I have used this.
  - b) I will use this.
  - c) I will not use this

**Debrief:** Ask the participants to share what they have in categories “b” and “c” and share the reasons why they think they will not use the techniques in “c.” Challenge them to choose a few techniques from categories b or c and try out later during their classes.

**5. “Wrap up:” Course evaluation**

- i Distribute the course evaluation questionnaire and ask the participants to answer the questions. Tell them the responses are going to be anonymous and they don’t need to write names.

## Resources

Resource 4.2.1: Strategies on how to incorporate group and pair work into lessons (Scrivener, 2012, pp. 199; 201; 204; and 206)

### Techniques: Basic options

- 1 Say the instruction, 'Get into pairs' or 'Make groups of three/four/five'. You could let students choose who to work with, or indicate with gestures or further instructions who could be in which groups and where the groups should form.
- 2 Alternatively, go round the class, allocating a letter to each student (e.g. the first student gets 'A', the second 'B' and so on, etc.). When all students have a letter, give an instruction such as, 'Make a pair with an A and B' or 'All A's work together. All B's work together' Or 'A's come over here. B's make a group by the window', etc. You can allocate letters in order round the class, or you could pre-plan groupings by deciding beforehand who will get which letter.

### Techniques: Making non-random groups

- 1 Ask learners to choose who they would like to work with.
- 2 Make groups based on results of a preceding activity, exercise or test (e.g. 'All students who got seven or more answers correct, work in a group over here').
- 3 Use a matching task, but don't distribute pieces randomly. Give out sets to people that you want to work together.

### Techniques: Pairs

- 1 Tell students, 'Work with someone who ... is not sitting in a seat near you / you think will have a totally different view to your own / you have never worked with before / lives far away from you / is waving to you across the room now.'
- 2 Ask learners to write an anagram of their first names on a slip of paper. Collect the slips and redistribute randomly. Students have to try to unravel the anagram to find their new partner's name.

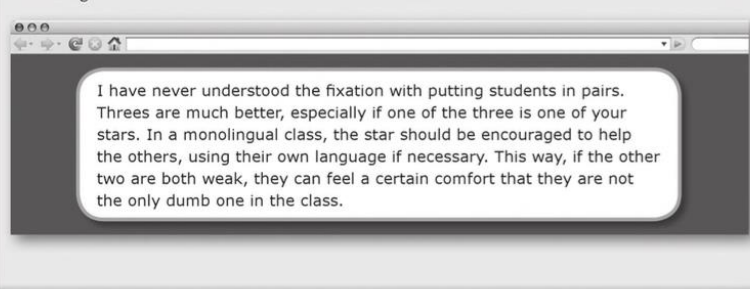
### Techniques: Making pairs with no big moves

If you decide not to ask students to move at all, you still have a number of ways of making varied pairs:

- 1 Sideways: work with a student on your left for one task, and then the next task with the student on the *other* side.
- 2 Front/back: work with a student in the seat in front of you for one task, and then behind you for the next one.
- 3 Diagonally: well ... you get the idea!

### Technique: Pairs or threesomes?

Consider the regular use of threesomes rather than pairs. Ken Wilson argues forcefully for this in his blog:





### **Technique: Altering one variable**

Sometimes altering just one variable (such as task timing or work position) can make a group-work activity different, for example:

- 1 Do an activity with a very tight, almost impossible, time limit. Ask students to do the task at speed, guessing answers or choosing the first answers they think of, not going back to check. Stick to the time limit (otherwise students won't take it seriously in future if you set a time limit for a task like this).
- 2 Do the activity standing up rather than seated. Or do it walking: keep moving around the room as you talk.
- 3 Do the activity, but only one person in the group can look at / read the task or text. This person has to read aloud or report to the others.
- 4 Do the activity, but only one person can write answers, make notes, etc.

### **Technique: Adding or changing ground rules**

Adding or changing the ground rules for interaction, or adding restrictions, can be useful:

- 1 Set a new rule, e.g. after someone has spoken, the person on their right round the circle must speak next.
- 2 Give each group two balls made of material or some soft substance. Only students holding a ball may speak. They can throw it to another person at any time, but only after making at least some contribution to the activity.
- 3 Do the activity without speaking. Communicate with each other entirely using writing (e.g. using a shared large sheet of paper, notes on small slips of paper, via the whiteboard, or using technology such as emails, phone text messages, twitter, etc.).

### **Technique: Spies**

This technique is particularly good for idea generation and creative problem-solving tasks.

After students have been working long enough in their groups to have come up with some ideas or solutions, go round the groups and theatrically whisper to one student of your choice in each group that their job is to be a spy – to go and sit with the adjacent group (pointed out by you) and find out what they have said, thought, achieved (but without joining in themselves). After a few minutes, the spies should report back to their original group with as much as they have learnt from their observations of the other group.

### **Technique: Pirates**

This is similar to Spies (above), but the student from each group can browse around the other groups at will and steal anything he/she feels is useful or interesting.



### Technique: Art gallery

This idea is good for activities that end with a creative, tangible product such as a poster, a piece of imaginative writing or a picture.

At the end of a group activity, invite each group to pin or stick their work on the wall or a noticeboard (or put it on a table) in different locations all around the room.

When the displays are ready, invite students to browse around the different exhibitions. You can also browse and chat with the visitors. At the end, you could lead a discussion standing by one or more of the exhibits (e.g. agreeing with students which was the most imaginative or most unusual item).

### Technique: Carousel

An alternative to the Art Gallery (above) is a carousel.

This is a complex procedure to describe, but it's a great one to use in class as it really stirs things up and changes the challenge level in interesting ways.



- 1 At the end of an activity, ask students to lay out their completed work on their table or the wall. Ask one or two members of the group to remain behind at their table. The others move on to visit another group. The *old* group members welcome the newcomers and show off their work, explaining it and the thinking behind it.



So, for example, two people in Group A remain behind while the three other Group A members move on to visit Group B, where they meet the two members of Group B who remained behind when their colleagues moved on to Group C!

- 2 After a suitable amount of time, organise another move (and this one will surprise them!). Ask the people who have recently joined a group to stay there, but the original group members now move on to rejoin their original group at their new table.



For example, the three members of Group A who visited Group B now stay at Group B's table. The original two remaining Group B members move on to rejoin the other Group B students at C's table.

Now that everyone has shifted round one table, the explaining task becomes more challenging as the people doing the talking are not those who designed the poster or made the answers, or whatever, but are those who have just heard about it from the previous group.

### Technique: Don't give up on pair and group work!

Sometimes, when teachers first try pair or group work, they may monitor and find many students doing the task poorly or incorrectly or in their own language or not doing the task at all. Teachers may sometimes use this as an excuse to dismiss such work as useless and a waste of classroom time. But as Michael Lewis and Jimmie Hill point out, even if half the students are not working as directed, that still leaves many who are: 'As a result, instead of one or two students doing something useful while the others sit back, 10 or 20 students are working constructively. Teachers must not drop pair work just because it is not successful for all students all the time.'

So, don't give up on pair and group work. Seek ways to make it more interesting, engaging and accessible for more students. Monitor to help the confused make more sense of the tasks and to help bring the non-participants in.

## Unit 5. Error Correction, Feedback and Assessment

### Unit 5.1 Oral Error Correction Strategies and Techniques

**Duration of the Session: 2 hours**

#### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>● Identify different error types in oral speech.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Differentiate between various oral error correction strategies and relevantly apply them in appropriate situations.</li></ul>
LO3	<ul style="list-style-type: none"><li>● Strategize decisions regarding when and how to correct students' errors.</li></ul>

**Materials:** A whiteboard, markers, computer, paper and pens

#### References:

Azra Bakovic Cote. (2020, Mar 25). *Error correction for ESL classes* [Video] YouTube.

<https://www.youtube.com/watch?v=F1bcXyTtomI>

Tedick, D. J., & de Gortari, B. (1998). Research on error correction and implications for classroom teaching. *ACIE Newsletter*, 1(3), 1-6.

Richards J. C., (n.d.) *Error analysis*. Professor Jack C. Richards.

<https://www.professorjackrichards.com/error-analysis/>

#### Procedures:

##### 1. "Warm up:" Discussion on oral correction (30 minutes)

- i. Introduce the topic of the session "Oral Error Correction"
- ii. Ask the participants to reflect on their experience of receiving corrective feedback as learners through their English learning experience (at school, language center etc.)

iii. Divide the participants into pairs and ask them to discuss how they correct their students' mistakes by answering the following questions:

- How often do you correct your Ss mistakes?
- What are some of the reasons we should correct the Ss mistakes?
- What are some of the reasons we shouldn't correct the Ss mistakes?
- How do you select which mistakes to correct?
- How do you correct the mistakes? Describe.

**Debrief:** Ask the participants to share with the rest of the class something that they found out from their partner that was new/interesting/surprising, etc.

## 2. "Presentation:" A video (25 minutes)

- i. Tell the participants that they are going to watch a [video](#) on oral error correction.
- ii. When the participants are done watching the video ask them to recall and restate the main points discussed in the video.
- iii. Check the participants' understanding of the main professional terms used in the video (e.g., performance vs competence error, target language etc.) by asking follow up questions.
- iv. Then introduce different error correction techniques (see Resource 5.1.1).
- v. Divide the participants into pairs and ask them to discuss in pairs their own experiences (if applicable) with above mentioned error correction techniques or potential situations where one or the other technique would be applicable.

**Debrief:** Ask the participants to recall the error correction techniques that had been covered, define in a few words or bring an example of each type. Write the participants' responses on the board.

### 3. "Practice:" Discussion and an activity (20 minutes)

- i. Introduce the [oral error types](#) (language transfer, overgeneralization and simplification).
- ii. Distribute worksheets (see Resource 5.1.2) and ask the participants to match the error with the type description/name and suggest error correction technique.

**Debrief:** Ask the participants to compare responses and discuss as a whole group.

### 4.Practice (20 minutes)

- i. Divide the participants into pairs or small groups.
- ii. Tell them that they are going to make a dialogue or a short conversation when one of the participants will act as a teacher and the other one or two as students.
- iii. Tell them that they will need to act out a scenario when the "students" are practicing something and making mistakes and the "teacher" needs to make decisions regarding error correction (when, how, what type etc.).
- iv. The rest of the participants need to guess which error correction type was used and also other decisions made by the "teacher."

**Debrief:** As a whole group the participants with the teacher discuss which pair/group performed best and why.

### **5.Practice (15 minutes)**

- i. Divide the participants into pairs.
- ii. Place short scenarios (see Resource 5.1.3) on pieces of paper in the middle of the table and ask the participants to take a piece, one piece per pair, read the scenario and identify.
  - a) whether the mistake made by student is a performance or competence mistake,
  - b) purpose of the activity described in the scenario,
  - c) relevance of the error to the activity practiced in the scenario and suggest error correction technique.

### **6. “Wrap up:” Course evaluation**

- i Thank the participants for the session
- ii Distribute the course evaluation questionnaire and ask the participants to answer the questions. Tell them the responses are going to be anonymous and they don't need to write names.

## Resource

### Resource 5.1.1: Error correction techniques (Tedick & Gortari, 1998).

1. **Explicit correction.** Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

S: [...] *le coyote, le bison et la gr...groue.* (phonological error) [...] the coyote, the bison and the cr...crane."  
T: *Et la grue. On dit grue.* " And the crane. We say crane."

2. **Recast.** *Without* directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

S: *L'eau érable?* (grammatical error) "Maple sap?"  
T: *L'eau d'érable. C'est bien.* "Maple sap. Good."

3. **Clarification request.** By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

S: *Est-ce que, est-ce que je peux fait une carte sur le ...pour mon petit frère sur le computer?* (multiple errors) "Can, can I made a card on the ...for my little brother on the computer?"  
T: Pardon? "Pardon?"

4. **Metalinguistic clues.** *Without* providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?" "That's not how you say it in French," and "Is it feminine?").

S: *Euhm, le, le éléphant. Le éléphant gronde.* (multiple errors) "Uhm, the, the elephant. The elephant growls."  
T: *Est-ce qu'on dit le éléphant?* "Do we say *the* elephant?"

5. **Elicitation.** The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in French?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a...") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

S: *...Ben y a un jet de parfum qui sent pas très bon...* (lexical error) "...Well, there's a stream of perfume that doesn't smell very nice..."  
T: *Alors un jet de parfum on va appeler □a un...?* "So a stream of perfume, we'll call that a...?"

6. **Repetition.** The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: *Le...le girafe?* (gender error) "The...the giraffe?"  
T: *Le girafe?* "*The* giraffe?"

Resource 5.1.2: Please match the error type with the examples on the right side (there are two examples for each error type).

1. language transfer

2. overgeneralization

3. simplification

a. I feel myself bad.

b. She holded the puppy.

c. I go to my grandparents' house yesterday.

d. I don't went to school yesterday.

e. I know my best friend for five years.

f. Today the weather is gooder than it was yesterday.

*Answer key: 1 (a, f), 2 (b, g), 3 (c, e)*

Resource 5.1.3:

*(Instructions for the teacher)* Print the paper, cut the scenarios into separate pieces, put them upside down in the middle of the table and have the participants take one piece per pair.

*(Instructions for the participants)* Please read the scenario and discuss with your partner

- a) whether the mistake made by student is a performance or competence mistake
- b) purpose of the activity described in the scenario
- c) relevance of the error to the activity practiced in the scenario and suggest error correction technique

You have just explained comparatives and superlatives (er/the adj+est, more/the most) to elementary level students. The students are practicing a speaking activity and one of them says the following. "Harry Potter movies are gooder than books."

You have just started the class with a beginner level group. During the warm up all the students are telling stories about past using present simple or present continuous. All of them use common verbs such as go, come, get, have with present simple repeatedly in their stories.

You are teaching conditionals to a group of upper intermediate level students. One of the students asks a question with present simple (for example, "what means this?") and doesn't formulate the question correctly.

You have just covered most of the phonemes with a group of true beginner students. One of the students reads door as /dur/.



## Units 5.2 Formative and Alternative Assessment

**Duration of the Session: 1 hours**

### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>● Identify the concept of formative and alternative assessment.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Identify different techniques of formative assessment.</li></ul>
LO3	<ul style="list-style-type: none"><li>● Successfully apply formative and alternative assessment techniques in their teaching practice.</li></ul>

**Materials:** A whiteboard, markers, computer, paper and pens

### References:

Ashim N., (2012) *Tools for formative assessment techniques to check for understanding processing activities*. Academia.

[https://www.academia.edu/32617382/Compiled\\_by\\_K\\_Lambert\\_OCPS\\_Curriculum\\_Services\\_4\\_2012\\_-\\_Tools\\_for\\_Formative\\_Assessment\\_-\\_Techniques\\_to\\_Check\\_for\\_Understanding\\_-\\_Processing\\_Activities](https://www.academia.edu/32617382/Compiled_by_K_Lambert_OCPS_Curriculum_Services_4_2012_-_Tools_for_Formative_Assessment_-_Techniques_to_Check_for_Understanding_-_Processing_Activities)

[Techniques to Check for Understanding - -Processing Activities](https://www.academia.edu/32617382/Compiled_by_K_Lambert_OCPS_Curriculum_Services_4_2012_-_Tools_for_Formative_Assessment_-_Techniques_to_Check_for_Understanding_-_Processing_Activities)

William D., (2020, Apr 29). *An introduction to formative assessment* [Video] YouTube.

<https://www.youtube.com/watch?v=zZL6Zf51MVw>

### Procedures:

#### 1. Warm up:” and discussion (20 minutes)

- i. Recall the participants’ memory of assessment learned earlier in Unit 2 (lesson planning).
- ii. Ask them to share their experiences, improvements/challenges with classroom assessment since covering Unit 2.

- iii. Ask the participants to identify tools of formative assessment used in this course (self-assessment checklists, dialogue journals, observation, in-class activities etc.).
- iv. Put their answers on the board and then with the whole class reflect on them (discuss how they are used and the purpose).

## **2. “Presentation” (15 minutes)**

- i Tell the participants that they are going to watch a [video](#) of Dylan Wiliam on formative assessment.
- ii Ask them to take notes.
- iii When the participants are done watching the video ask them to share the main points discussed in the video and their insights in groups of three.

**Debrief:** Ask the participants to share the main highlights of their discussions with the whole group.

## **3. “Presentation and discussion” (15 minutes)**

- i Tell the participants that they are going to have a look at sixty formative assessment techniques and share [this resource](#) with them through a shared media platform.
- ii Ask them to go over the techniques described in the source and identify the ones they have already done and the ones they would like to try and why.
- iii Ask them to discuss in pairs.

## **3. “Practice:” (10 minutes)**

- i Tell the participants that they are going to come up with appropriate formative assessment techniques for different made-up scenarios.
- ii Cut out scenarios from the cards (see Resource 5.2.1) place them face down on the table and ask them to pick one piece, read the scenario, identify a best assessment technique for it and explain their choices. Tell them there can be more than one correct answer.
- iii Continue until all scenarios are covered.

#### **4. “Wrap up:” (10 minutes)**

- i Give the participants the self-assessment checklists (see Resource 5.2.2) and ask them to complete by reflecting on their learning as honestly as possible.
- ii Tell them that they are going to hand them in however they don’t need to write their names.
- iii Ask the participants to apply formative and alternative assessment techniques learned during the session with the groups of students that they teach and then reflect in their dialogue journals on how it worked by referring to specific strategies they used and by providing examples.

## Resources

### Resource 5.2.1: Scenarios for formative assessment

You have read a text and you want to check the students' understanding of the text.
You have taught a grammar point and you want to check the students' understanding of it.
You have taught the students email writing and you want to check how well they understood the stages and main principles of it.
You have done a listening task and you want to check if they understood the gist.
You have taught a lesson covering environmental issues and you want to check the students' understanding of the main points and concepts (not just language) discussed during the lesson.
You have taught the difference between two grammar tenses (Past Simple vs Present Perfect) and you want to assess how well they understood the differences.

Resource 5.2.2: Self-assessment checklist mid-course

Please rate your level of understanding of the following concepts/practices based on your judgment.

<b>Level of understanding</b>	very well	well	not well	not at all
<b>Concepts/Practices</b>				
I can state main procedures in lesson planning				
I can incorporate classroom assessment techniques into my lesson plans				
I can structure my lessons logically and effectively				
I can teach according to a lesson plan				
I can identify main problems behind any of my classroom management issues				
I can apply various strategies to improve my classroom management and establish discipline				
I can use group and pair work in my classes				

## Unit 6. Practical Session: Classroom Management and Oral Error Correction

**Duration of the Session: 3 hours**

LO1	<ul style="list-style-type: none"><li>● Apply their knowledge and skills regarding classroom management in their own teaching practice.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Hold a lesson with no or minimal classroom management issues.</li></ul>
LO3	<ul style="list-style-type: none"><li>● Identify the difference between different error correction techniques and appreciate the importance of using them relevantly.</li></ul>
LO4	<ul style="list-style-type: none"><li>● Apply different error correction techniques adequate to a particular situation.</li></ul>

**Materials:** Lesson plan templates, computer, internet, printer and textbooks

**Procedure:**

### 1. Warm up and giving instructions (5 minutes)

- i Recall the participants' memory on what was covered during the previous sessions (Classroom Management, Error Correction and Assessment) by asking questions and letting volunteers share.
- ii Tell the participants that they are going to develop a twenty-minute lesson plan individually based on any textbooks available and then teach a mock lesson according to their lesson plans to their peers.
- iii Tell them to keep the principles and strategies of classroom management, error correction and assessment in mind while developing the lesson plans.
- iv Answer any questions they might have.

## **2.Practice: (30 minutes)**

- i Give the participants the template for the lesson plans (see Resource 6.1).
- ii Ask the participants to develop their lesson plans individually.

## **3.Practice: Mock lessons (2 hours)**

- i. Tell the participants to take turns to teach their twenty-minute mock lessons.
- ii. Encourage the participants to create classroom management scenarios for their peers.
- iii. After each mock lesson, give some feedback on the lesson and encourage the rest of the participants to engage into the discussion and express their impressions of the mock lesson.

## **6. “Wrap up:” Course evaluation and dialogue journal log**

- i Distribute the course evaluation questionnaire and ask the participants to answer the questions. Tell them the responses are going to be anonymous and they don't need to write names.
- ii Also encourage the participants to reflect on their experience with the mock lesson.

## Resources

Resource 6.1: Lesson Plan Template (taken and adapted from AUA’s MA TEFL Internship course, 2021)

**Topic/Theme:**

**Duration of Lesson:**

**Learners’ ages:**

**# of students:**

**Target language proficiency level:**

**Native language:**

**Prior learning related to this lesson:**

**Learning Objectives:**

*By the end of the class, students will be able to (SWBAT):*

LO1	● xxx
LO2	● xxx
LO3	● xxx
LO4	● xxx
LO5	● xxx
LO6	● xxx

**Materials:**

**References:**

**Anticipated Problems:**

**Procedures:** (for each stage, note which LO above is targeted; just write LO# next to the title of the task. Include assessment techniques for each task/activity)

- 1.Warm-up: “Title of task/activity”-> LO#
- 2.Presentation: “Title of task/activity”->LO#
- 3.Practice: “Title of task/activity”->LO#
- 4.Assessment: “Title of task/activity”->LO#
- 5.Wrap-up: “Title of task/activity”-> LO#



## Unit 7. Material Development

Unit 7.1 Adapting teaching materials with relevance to specific groups of students and lesson objectives

### Duration of the Session: 2 hours

LO1	<ul style="list-style-type: none"><li>● Adapt existing teaching materials and/or textbooks to match specific needs and goals of specific groups of students.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Adjust the level of existing materials to make them relevant for specific groups of students.</li></ul>
LO3	<ul style="list-style-type: none"><li>● Adapt teaching materials and/or textbooks to make them more suitable for specific lesson objectives and context.</li></ul>

**Materials:** Computer, internet, print outs and textbooks

### References:

Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge, UK:

Cambridge University Press

Case A. (2008) *15 ways to adapt a textbook with too much stuff in it*. TEFL.NET.

### Procedure:

#### 1. Warm up and discussion (15 minutes)

- i Great the participants and introduce the topic of the session.
- ii Generate a discussion on teaching materials.
- iii Ask the participants to share their attitudes towards using/not using textbooks etc.
- iv Divide the participants into pairs.

- v Ask them to discuss in pairs the advantages and challenges of the textbook they use with any of their groups at the given moment.

**Debrief:** Ask the participants to share some of the advantages and challenges of the textbooks they use and suggest possible solutions for the challenges.

## **2.Presentation (15 minutes)**

- i Ask the participants to work in pairs and think of reasons why textbooks or other ready-made teaching material might need to be adapted by the teacher before using them.
- ii When the participants are done ask them to share some of their key points and write them on the board.
- iii Distribute the resource on adapting teaching materials (see Resource 7.1.1).
- iv Give participants a few minutes to have a look and take notes.
- v Ask the participants to reflect on the resource in groups of three.

**Debrief:** Ask the participants to share with the class their thoughts on the resource they read by discussing the things they do and things they would like to learn how to do and why.

## **3.Presentation and practice (30 minutes)**

- i Share this [resource](#) with the participants through a shared media platform.
- ii Ask the participants to go over the suggested strategies to adapt textbooks and take notes of the ones they would like to try.
- iii Put the participants into groups of three and tell them that they are going to develop a short lesson plan for a group of students they teach (one of

them in the group) or an imaginary one by stating their age, level, prior relevant knowledge and lesson objectives.

- iv Ask the participants to use specific pages of any textbooks (English in Mind-s, Big English Plus-es) and make a list of changes they would apply to adapt the textbooks pages to the needs of a class they chose and lesson objectives.

**Debrief:** Ask the participants to share with the class what they did and encourage the others to discuss, comment and give feedback.

### 10.5 Adapting materials

Most teachers are not creators of teaching materials but rather providers of good materials. Dudley-Evans and St. John (1998, 173) suggest that a good provider of materials will be able to select appropriately from what is available and be creative with it, modify activities to suit learners' needs, and supplement what is available by providing extra activities (and extra input). In fact, commercial textbooks can seldom be used without some form of adaptation to make them more suitable for the particular context in which they will be used. This adaptation may take a variety of forms, as detailed below.

*Modifying content.* Content may need to be changed because it does not suit the target learners, perhaps because of factors related to the learners' age, gender, social class, occupation, religion, or cultural background.

*Adding or deleting content.* The book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps sections of units throughout the book omitted. For example, a course may focus primarily on listening and speaking skills, and hence writing activities in the book will be omitted.

*Reorganizing content.* A teacher may decide to reorganize the syllabus of the book, arranging the units in what he or she considers to be a more suitable order. Or within a unit the teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason.

*Addressing omissions.* The text may omit items that the teacher feels are important. For example, a teacher may add vocabulary activities or grammar activities to an existing unit.

*Modifying tasks.* Exercises and activities may need to be changed to give them an additional focus. For example, a listening activity may focus only on listening for information, so it is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to provide opportunities for more personalized practice.

*Extending tasks.* Exercises may contain insufficient practice, and additional practice tasks may need to be added.

The ability to adapt commercial textbooks in these ways is an essential skill for teachers to develop. Through the process of adaptation, the teacher personalizes the text, making it a better teaching resource, and individualizes it for a particular group of learners. Normally this process takes place gradually as the teacher becomes more familiar with the book, because the dimensions of the text that need adaptation may not be apparent until the book is tried out in the classroom. When a number of teachers in a program are teaching from the same textbook, it is useful to build in opportunities for teachers to share information about the forms of adaptation they are making.

 If textbooks are used in your institution, how are they chosen?

## Unit 7. Material Development

### Unit 7.2 Developing Teaching Materials

LO1	<ul style="list-style-type: none"><li>● Design complementary or supplementary teaching materials with relevance to specific lesson plans.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Incorporate complementary or supplementary teaching materials into a specific lesson plan.</li></ul>

**Materials:** Computer(s), board, markers, lesson plans from sessions two, three and six, Internet and a printer

**References:**

Howard, Jocelyn & Major, Jae. (2004). Guidelines for Designing Effective English Language Teaching Materials.

**Procedure:**

**1. Warm up and a discussion (15 minutes)**

- i. Ask the participants about their attitude towards using supplementary materials for teaching.
- ii. Generate a discussion on the benefits of using authentic materials and communicative activities.
- iii. Ask the participants to discuss the following questions in pairs:
  - What might be the reasons to incorporate additional materials into a lesson?
  - What could be some examples of additional materials?
  - How to choose what additional materials to incorporate?

- How can we make lessons more communicative and interactive with the help of teaching materials?
- What are some of the examples of authentic materials?

**Debrief:** Ask the participants to share a few highlights from their discussions with the rest of the class. Write some on the board.

### **2.Presentation (15 minutes)**

- i. Ask the participants what they think should be considered while designing English teaching materials and let volunteers share. Write their responses on the board.
- ii. Share guidelines for designing effective English teaching material (see Resource 7.2.1) with the participants (Howard & Major, 2004, pp. 104-107).
- iii. Ask the participants to skim through the source and read the ten guidelines mentioned in the resource.
- iv. Ask the participants to discuss in pairs and reflect.

### **3.Practice (30 minutes)**

- i. Tell the participants they are going to work in pairs and design complementary/supplementary materials to suit the lesson objectives of any of their earlier developed lesson plans. Tell them they can use the Internet if needed.
- ii. When all the pairs are done ask them to try out their materials with their peers. When one pair tries out the material they developed, ask the rest of the class to act as students. (Tell all participants to tell the

rest of the class the age, proficiency level and background knowledge of the hypothetical class that they developed their materials for).

#### **4. “Wrap up:” Course evaluation**

- i Distribute the course evaluation questionnaire and ask the participants to answer the questions. Tell them the responses are going to be anonymous and they don't need to write names.

## Resources

Resource 7.2.1: Guidelines for designing English teaching materials (Howard & Major, 2004, pp. 104-107).

### **Guidelines for Designing Effective English Teaching Materials**

Teacher designed materials may range from one-off, single use items to extensive programmes of work where the tasks and activities build on each other to create a coherent progression of skills, concepts and language items. The guidelines that follow may act as a useful framework for teachers as they navigate the range of factors and variables to develop materials for their own teaching situations. The guidelines are offered as just that – guidelines – not rules to be rigidly applied or adhered to. While not all the guidelines will be relevant or applicable in all materials design scenarios, overall they provide for coherent design and materials which enhance the learning experience.

#### **Guideline 1: English language teaching materials should be contextualised**

Firstly, the materials should be contextualised **to the curriculum they are intended to address** (Nunan, 1988, pp. 1–2). It is essential during the design stages that the objectives of the curriculum, syllabus or scheme within the designer’s institution are kept to the fore. This is not to suggest that materials design should be solely determined by a list of course specifications or by large inventories of vocabulary that need to be imparted, but these are certainly among the initial considerations.

Materials should also be contextualised **to the experiences, realities and first languages of the learners**. An important part of this involves an awareness on the part of the teacher-designer of the “socio-cultural appropriacy” (Jolly & Bolitho, 1998, p. 111) of things such as the designer’s own style of presenting material, of arranging groups, and so on. It is essential the materials designer is informed about the culture-specific learning processes of the intended learners, and for many groups this may mean adjusting the intended balance of what teachers may regard as more enjoyable activities and those of a more serious nature. Materials should link explicitly to what the learners already know, to their first languages and cultures, and very importantly, should alert learners to any areas of significant cultural difference.



In addition, materials should be contextualised to **topics and themes that provide meaningful, purposeful uses for the target language**. Wherever possible, these should be chosen on the basis of their relevance and appropriateness for the intended learners, to ensure personal engagement and to provide motivation for dipping further into the materials. For some ages and stages the topics may well be ‘old faithfuls’, such as money, family and holidays. Part of the mission for the materials designer is “to find new angles on those topics” (Bell & Gower, 1998, p. 123) and having done that, to develop activities which will ensure purposeful production of the target language or skills. When producing materials for one-off use with smaller groups, additional student engagement can be achieved by allowing students to ‘star’ in the passages and texts that have been designed specifically for them.

**Guideline 2: Materials should stimulate interaction and be generative in terms of language**

Hall (1995) states that “most people who learn to communicate fluently in a language which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose” (p. 9). Ideally, language-teaching materials should provide situations that demand the same; situations where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside of the classroom. Hall outlines three conditions he believes are necessary to stimulate real communication: these are the need to “have something we want to communicate”, “someone to communicate with”, and, perhaps most importantly, “some interest in the outcome of the communication” (p. 9). Nunan (1988) refers to this as the “learning by doing philosophy” (p. 8), and suggests procedures such as information gap and information transfer activities, which can be used to ensure that interaction is necessary.

Language learning will be maximally enhanced if materials designers are able to acknowledge the communication challenges inherent in an interactive teaching approach and address the different norms of interaction, such as preferred personal space, for example, directly within their teaching materials.

Effective learning frequently involves learners in explorations of new linguistic terrain, and interaction can often be the medium for providing the ‘stretch’ that is necessary for ongoing language development. Materials designers should ensure their materials allow sufficient scope for their learners to be ‘stretched’ at least some of the time, to build on from what is provided to generate new language, and to progress beyond surface fluency to proficiency and confidence.

**Guideline 3: English language teaching materials should encourage learners to develop learning skills and strategies**

It is impossible for teachers to teach their learners all the language they need to know in the short time that they are in the classroom. In addition to teaching valuable new language skills, it is essential that language teaching materials also teach their target learners how to learn, and that they help them to take advantage of language learning opportunities outside the classroom. Hall (1995) stresses the importance of providing learners with the confidence to persist in their attempts to find solutions when they have initial difficulties in communicating. To this end, strategies such as rewording and using facial expressions and body language effectively can be fine-tuned with well designed materials.

In addition, materials can provide valuable opportunities for self-evaluation by providing the necessary metalanguage and incorporating activities which encourage learners to assess their own learning and language development. This can utilise the learners’ first language as well as English. Some EFL course books, such as Ellis & Sinclair (1989), also build in exercises for students to explore their own learning styles and strategies.

**Guideline 4: English language teaching materials should allow for a focus on form as well as function**

Frequently, the initial motivation for designing materials stems from practitioners’ desires to make activities more communicative—often as “an antidote to the profusion of skills-based activities and artificial language use pervasive in the field of ESL instruction” (Demetron, 1997, p. 5). Sometimes, though, in the desire to steer a wide berth around this more traditional approach, materials are developed which allow absolutely no scope for a focus on language form.

The aim of Guideline 3 is to develop active, independent language learners. To help meet this goal, materials also need to encourage learners to take an analytical approach to the language in front of and around them, and to form and test their own hypotheses about how language works (Nunan, 1988). Well-designed materials can help considerably with this by alerting learners to underlying forms and by providing opportunities for regulated practice in addition to independent and creative expression.

**Guideline 5: English language teaching materials should offer opportunities for integrated language use**

Language teaching materials can tend to focus on one particular skill in a somewhat unnatural manner. Some courses have a major focus on productive skills, and in these reading and listening become second-rate skills. With other materials, reading or writing may dominate. Bell & Gower (1998) point out that, “at the very least we listen and speak together, and read and write together” (p. 125). Ideally, materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factors also.

**Guideline 6: English language teaching materials should be authentic**

Much space has been devoted in language teaching literature to debating the desirability (and otherwise) of using authentic materials in language teaching classrooms and, indeed, to defining exactly what constitutes genuine versus simulated texts (e.g., Harmer, 1998; Hedge, 2000; Nunan, 1988, 1991). It is the authors’ view that it is imperative for second language learners to be regularly exposed in the classroom to real, unscripted language—to passages that have not been produced specifically for language learning purposes. As Nunan points out, “texts written specifically for the classroom generally distort the language in some way” (1988, p. 6).

When the aim for authenticity **in terms of the texts** presented to learners is discussed, a common tendency is to immediately think of written material such as newspapers and magazines. Materials designers should also aim for authentic spoken and visual texts. Learners need to hear, see and read the way native speakers communicate with each other naturally.

Arguably more important than the provision of authentic texts, is authenticity **in terms of the tasks** which students are required to perform with them. Consideration of the types of real-world tasks specific groups of learners commonly need to perform will allow designers to generate materials where both the texts and the things learners are required to do with them reflect the language and behaviours required of them in the world outside the classroom.

**Guideline 7: English language teaching materials should link to each other to develop a progression of skills, understandings and language items**

One potential pitfall for teacher-designed materials mentioned in the first part of this article relates to the organisation within and between individual tasks. There is a very real danger with self-designed and adapted materials that the result can be a hotchpotch of unconnected activities. Clearly stated objectives at the outset of the design process will help ensure that the resultant materials have coherence, and that they clearly progress specific learning goals while also giving opportunities for repetition and reinforcement of earlier learning.

**Guideline 8: English language teaching materials should be attractive**

Criteria for evaluating English language teaching materials and course books frequently include reference to the ‘look’ and the ‘feel’ of the product (see, for example, Harmer, 1998; Nunan, 1991). Some aspects of these criteria that are particularly pertinent to materials designers are discussed below.

*Physical appearance:* Initial impressions can be as important in the language classroom as they are in many other aspects of life. Put simply, language-teaching materials should be good to look at! Factors to consider include the density of the text on the page, the type size, and the cohesiveness and consistency of the layout.

*User-friendliness:* Materials should also be attractive in terms of their ‘usability’. Some simple examples: if the activity is a gap-fill exercise, is there enough space for learners to handwrite

their responses? If an oral response is required during a tape or video exercise, is the silence long enough to allow for both thinking and responding?

*Durability:* If materials need to be used more than once, or if they are to be used by many different students, consideration needs to be given to how they can be made robust enough to last the required distance.

*Ability to be reproduced:* Language teaching institutions are not renowned for giving their staff unlimited access to colour copying facilities, yet many do-it-yourself materials designers continue to produce eye-catching multi-coloured originals, and suffer frustration and disappointment when what emerges from the photocopier is a class-set of grey blurs.

**Guideline 9: English language teaching materials should have appropriate instructions**

This guideline applies as much to the instructions that are provided for other teachers who may use the materials, as it does for the intended learners. It seems to be stating the obvious to say that instructions should be clear, but, often, excellent materials fail in their “pedagogical realisation” (Jolly & Bolitho, 1998, p. 93) because of a lack of clarity in their instructions. For instructions to be effective, they should be written in language that is appropriate for the target learners, and the use of the correct metalanguage can assist with making instructions more concise and efficient.

**Guideline 10: English language teaching materials should be flexible**

This final guideline is directed primarily at longer series of materials rather than at one-off tasks, but has pertinence to both. Prabhu (cited in Cook, *c.* 1998) maintains that much of a student’s language learning is “mediated by the materials and course books the teacher uses in terms of both language content and teaching technique” (p. 3). He proposes constructing materials that allow teachers and students to make choices—at least some of the time. He suggests the materials designer may offer flexibility in terms of content by providing “a range of possible inputs . . . [that] are not themselves organised into lesson units” (cited in Maley, 1998, p. 284), and that teachers or, indeed, students, could then choose which of these to use and which “procedure” (e.g. comprehension exercise, grammar awareness exercise, role play, etc) to apply to them.

Maley (2003) takes this idea a stage further, acknowledging the benefits of diversity in the areas of content, roles and procedures for both teachers and students, and proposing that flexibility is also possible in approach, level, methodology, logistics, technology, teaching style, evaluation procedures and expected outcomes. He concludes with this challenge for materials designers: “Those involved . . . could greatly extend and diversify the range of what is offered to students with relatively little effort. Will they make that effort?” (p. 7).

## **Unit 8. Practical Session: Teaching a real lesson**

**Duration 1.5 hours (all participants separately, at different times)**

LO1	<ul style="list-style-type: none"><li>● Develop a lesson plan and teach a real lesson according to it.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Apply different classroom management techniques in their own teaching practice.</li></ul>
LO3	<ul style="list-style-type: none"><li>● Apply different error correction techniques with relevance to a specific situation.</li></ul>
LO4	<ul style="list-style-type: none"><li>● Conduct formative assessment</li></ul>
LO5	<ul style="list-style-type: none"><li>● Adapt and develop teaching materials and use them in a real lesson.</li></ul>

### **Procedure:**

- 1. The participants develop a lesson plan by incorporating adapted/developed materials and submit to the course teacher prior to the practical session.**
- 2. The participants teach a real one-and-a-half-hour-long lesson to any class of their choice that they work with.**
- 3. The course teacher observes each participant separately for the whole one-and-a-half-hour class and takes notes to give feedback afterwards.**
- 4. The course teacher discusses the lesson with the participants one by one and gives feedback for further improvement.**

## Unit 9. Wrap Up Session: Summary of the Course

**Duration of the session: 1 hour**

### Learning Objectives:

LO1	<ul style="list-style-type: none"><li>● Identify main takeaways of the course.</li></ul>
LO2	<ul style="list-style-type: none"><li>● Summarize and synthesize learned information and knowledge into tangible and measurable points.</li></ul>

**Materials:** A whiteboard, markers, handouts, paper and pens

### References:

Teo, A., Shaw, Y. F., Chen, J., & Wang, D. (2016). Using concept mapping to teach young EFL learners reading skills. *English Teaching Forum* 54(2) 2, 20-26.

### Procedures:

#### 1. “Warm up: Discussion” (20 minutes)

- i. Greet the participants and tell them it is the last session of the course.
- ii. Distribute the self-assessment checklists (see Resource 9.1) to refresh their memory on the concepts covered during the course and ask them to complete by reflecting on their learning as honestly as possible.
- iii. Tell them that they are going to hand them in but they don’t need to write their names.
- iv. When they are done, engage them into a discussion on the course’s main takeaways by asking them to share what from the course they found most interesting, surprising, helpful, insightful, etc.

#### 2. Practice (20 minutes)

- i. Introduce the idea of “concept maps” and share an example (see Resource 9.2).
- ii. Ask them to draw their own concept maps by summarizing and synthesizing main points covered during the course.
- iii. Ask volunteers to share.
- iv. Encourage the rest of the participants to discuss, make comments and ask questions.

### **3.Wrap up (10 minutes)**

- i. Thank the participants for their active participation.
- ii. Answer any questions they might have.

## Resources

### Resource 9.1: Self-assessment checklist end of the course

Please rate your level of understanding of the following concepts/practices based on your judgment.

<b>Level of understanding</b>	very well	well	not well	not at all
<b>Concepts/Practices</b>				
I can state main procedures in lesson planning.				
I can incorporate classroom assessment techniques into my lesson plans.				
I can structure my lessons logically and effectively.				
I can teach according to a lesson plan.				
I can identify main problems behind any of my classroom management issues.				
I can apply various strategies to improve my classroom management and establish discipline.				
I can use group and pair work in my classes.				
I know various oral error correction strategies.				
I can use various oral error correction strategies appropriately.				
I can adapt textbooks and other teaching materials to meet specific lesson objectives.				
I can develop authentic teaching materials.				

Resource 9.2: An example of a concept map (Teo et al., 2016, p. 26)

**Pre-Made Chart for *Frozen***

