

Ministry of Higher Education and Scientific research



Department of English
College of Basic Education
University of Salahaddin

Subject: Microteaching

Class hours: 3 hrs/ week

Lecturers' names: Ala Abdulqahar Ahmed

Academic Year: 2022-2023

Course Book

1. Course name	Applied Linguistics
2. Lecturer in charge	- Ala Abdulqahar Ahmed
3. Department/ College	English/ College of Basic Education
4. Contact	e-mail: ala.ahmed.shu.edu.krd
5. Time (in hours) per week	Theory: 1 Practical: 2
6. Office hours	
7. Course code	
8. Teacher's academic profile	I have been teaching for about three years. My specialisation is TESOL. My first degree is in English department, and my Master's degree is in TESOL.
9. Keywords	micro-teaching, micro-lesson, classroom techniques, error correction, STT, TTT, eliciting, student participation, gesture, first language, second language
10. Course overview:	
<p>The aim of this module is to provide opportunities for fourth-year students to demonstrate their abilities in the field of teaching, as well as give feedback to their performance to overcome their weaknesses. This might help the students in all stages of their future teaching practice as a practitioner and also their long-term teaching career. It also helps them to practice what they have learnt from the junior class subjects. In addition, this subject will help the students to build confidence in teaching.</p>	
11. Course objectives:	
<p>By the end of the year, students will be able to:</p> <ol style="list-style-type: none"> 1. Start lessons effectively at different lesson times, 	

2. Simplify his/her language according to the level of the students,
3. Giving instruction
4. Forming Questions
5. Error Corrections (Self, Peer, teacher)
6. Learning Activities
7. Explanation skills
8. Elicitation
9. Communicative teaching method
10. Using L1&L2

12. Student's obligation

- Each student should present a lesson about a certain topic for about 10-12 minutes.
- Student-teacher (teacher-trainee) has to take the lesson seriously otherwise he/she will lose grades. In other words, students have to feel and teach the lesson as they are in a real class.

- While teaching, the student-teacher has to control the class. S/he is the one who takes control and has authority in class.
- Students' participations are earnestly considered.
- Students have to comment on their friends' teaching styles or lesson plans.
- Students have to prepare a lesson plan for 40 minutes and teach JUST 10-12 minutes.
- The students have to attend the lectures three hours a week.
- Students must respect the class situation during the time that their friends teach the class. Also mocking or laughing at their colleagues aren't allowed at all.
- The troublemakers lose grades.
- When the dates are set for each student, no excuses are accepted. If a student wants to change the class time, he/she has to a substitute to teach in his class time and date.

- The student-teacher has to wear formal clothes and look good.

13. Forms of teaching

Some teaching basics are taught in the first 3-4 weeks via a question-answer based form.

Demonstration and activities will be done whenever necessary. In the weeks after, the role of the teacher will be an observer, assessor and feedback giver after each/a few micro-lesson(s).

14. Assessment scheme

- Written Exam: 10 marks
- Micro-lesson (teaching practice): Individual performance 15+ Lesson plan 3+ Group Performance 2 Marks
- Writing Journal 10 Marks
- Daily participation 10 Marks
- Tasks 10 Marks
- Final Written Exam: 40

Assessment Rubric

Student teacher name:

Group:

Level:

Topic:

Date:

No.	Teaching Points	Strengthens	Notes
1.	Lesson Plan sequencing		

2.	Warmer or lead-in		
3.	Elicitation		
4.	Questioning		
5.	Effective use of non-verbal communication (gesture)		
6.	Activities		
7.	Clearness of instructions		
8.	Monitoring		
9.	Subject knowledge		
10.	ST participation		
11.	Explanation skills		
12.	Help & support		
13.	Learning/teaching tools		
14.	Use of L2		
15.	Confidence & control		
16.	Grading his/her language		
17.	Voice tone		
18.	Check learning		
19.	Motivation and praise		

20.	Bboard using		
21.	outfit/ movement		
22.	Teaching methodology (STT, TTT)		
23.	Time Management		
24.	Achievements of aims		

15. Reading list:

Scrivener, J. (2011) Classroom Management Techniques. Cambridge, Cambridge University

Harmer, J. (2007) The Practice of English Language Teaching. Harlow, England.

Harmer, J. (2007) How to teach English. Harlow: Pearson Longman, 2nd edition.

16. Syllabus

Topics	Notes
Week 1 Introduction to the module Introducing the coursebook Lesson plan	

Week 2 Effective teaching approaches	
Week 3 Teacher's voice tone Gesture and body language Using L1 & L2 Questioning	
Week 4 Teacher's graded language CLT Giving instruction	
Week 5 to 11 Micro-lessons by students-teachers & Giving Feedback	
Examinations: 1. What are the different ways teachers can start their lessons based on the class time? 2. What are the main components of a lesson plan? 3. What are the tools teachers can use to elicit language from students?	

4. What are the advices for teachers when they eliciting?
5. What can be graded in language? Why?