

Ministry of Higher Education and Scientific research



Department of English
College of Basic Education
Salahaddin University-Erbil

Subject: Micro-teaching

Class hours: 3 hrs/ week

Tutors' names: Ihsan Saber

Academic Year: 2023-2024

Course Guide

1. Course name	Micro-teaching
2. Lecturer in charge	Hawran A. Saeed
3. Department/ College	English/ College of Basic Education
4. Contact	e-mail: ihsan.shafiq@su.edu.krd
5. Time (in hours) per week	Theory: 1 Practical: 2
6. Office hours	
7. Course code	
8. Teacher's academic profile	<p>Hawran has been teaching for six years. His specialisation is ELT & translation. His first degree is in English Translation, and He has Master's in TESOL & Translation Studies. In 2014, he published a book entitled "Teaching Translation" at Lambert Academic Publishing.</p> <p>Furthermore, he worked for Birmingham College-UK as manager of Master Trainer Training Programme for Ministry of Education Teachers. In addition to that, he was an IELTS exam staff member at British Council-Erbil between 2013-2016.</p> <p>In addition, he is the Head of English Department now, and the Director of Salahaddin Entrepreneurship Education Centre.</p> <p>Moreover, he has participated in many conferences, workshops and seminars inside and outside of the Region.</p> <p>Last but not least, he is conducting three research papers in the field of ELT right now.</p>
9. Keywords	micro-teaching, micro-lesson, classroom techniques, error correction, STT, TTT, eliciting, student participation, gesture, first language, second language
10. Course overview:	

This module provides opportunities for fourth-year students to demonstrate their teaching skills and abilities, and give feedback to their performance to overcome their weaknesses. This module might help students in all stages of their future teaching. It also paves the ways to practice what they have learnt from the junior class subjects, this is where theory put into practice. In addition, this module will help students to build confidence in teaching.

11. Course objectives:

This course aims at preparing students on:

- how to plan lessons efficiently and accurately,
- ways to start lessons effectively at different lesson times,
- how teachers should physically present in the classroom,
- to what degree teachers' language matter and how,
- how to involve and engage students in the class,
- acquiring and integrating new teaching skills under controlled conditions,
- Different ways of increasing STT,
- and last but not least, practicing the best teaching approaches in class.

12. Student's obligation

Attendance is obligatory. If a student gets late in a class, they have to inform the instructor in advance. Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.40 or else they will be deprived from the lecture. The classes last for 50 minutes. Students should avoid hammering on the instructor to leave unless he chooses to dismiss the class earlier than the scheduled time.

Preparation for class: Students should prepare themselves for each class beforehand according to the schedule that comes with this guide. They are expected to do enough reading and collect

information needed to launch a hot debate and discussion in the class. The students are required to bring with themselves writing tools to note down the new information.

Guidelines for the micro-teaching:

- Students in "groups of 3" have to deliver a topic from the announced list of topics.
- The 3 students have to write a lesson plan for 40 minutes and EACH teaches JUST 12 minutes of the time.
- Each student writes his/her part of the lesson plan.
- Members of the group (the 3 members) should work so cooperatively and know how to link their parts quickly and strongly together.
- Student-teachers have to take the lesson seriously otherwise s/he 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 must respect the class situation during the time that their friends teach the class. 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.
- There will be 10 minutes time to give feedback to the student teachers after they finish, and the attendees' views about the micro-teachings are listened to.
- Each student has to write a reflective report about his/her own micro-lesson.
- The report should be between 150-200 words.
- There are some guided questions for the students to be able to fully and critically write the report.

13. Forms of teaching

Some teaching basics are taught in the first 5-6 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).

A student-centered environment and a workshop style class will be created where the students are responsible for learning. The role of the teacher is mainly that of a facilitator, communicator, moderator, prompter and an assessor.

Spoon feeding is in principle rejected. Everything in the classroom will be taught through brainstorming, critical thinking, discussion, and relating to the environment and background of the learners.

A student-centred environment will be created where the students are responsible for their own learning.

14. Assessment scheme

- Midterm Exam: 10 Marks
- Warmer/lead-in: 5 Marks
- Giving instruction: 5 Marks
- Elicitation Written: 5 Marks
- Elicitation Performance: 5 Marks
- Concept Checking Questions: 5 Marks

- Error Correction & intonation: 5 Marks
- Micro-teaching class: 17 Marks
- Lesson Plan: 3 Marks
- Final exam: 40 Marks

Assessment Rubric

Student teacher name:

Group:

Level:

Topic:

Date:

No.	Teaching Points	Strengths	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:

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

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

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

Sunrise Methodology Handbook for Primary Level

Sunrise Methodology Handbook for Secondary Level

16. Syllabus

Topics	Notes
Week 1 Introduction to the module Introducing the coursebook Lesson planning	
Week 2 Importance of Lesson Plan Why Having a Written Lesson Plan? Effective teaching Components of Lesson Plan: CLT	
Week 3 Characteristics of Good Teachers Energetic Self-confident	

<p>Friendly</p> <p>Approachable</p>	
<p>Week 4</p> <p>Giving Instructions</p> <p>Examples of Giving Instructions</p> <p>Guidelines for Instructions</p>	
<p>Week 5</p> <p>Show Enthusiasm</p> <p>Effectively Explain Intended Learning Objectives</p>	
<p>Week 6</p> <p>Starting the Lesson</p> <p>Ice Breaker</p> <p>Lead-In</p> <p>Warmer</p> <p>Pronunciation, Grammar, Content (Free from Mistakes)</p>	
<p>Week 7</p> <p>Elicitation</p> <p>Some key aspects of the elicitation technique include</p> <p>Advice When Eliciting</p>	
<p>Week 8</p> <p>What To Avoid When Correcting Errors?</p> <p>Types of Error Correction</p> <p>Ways of Self Correction</p>	
<p>Week 9</p>	

Voice Tone Teacher's Voice Tone Experimenting Various Voice Tones Why Students Use L1? What If The Students Keep Using L1?	
Week 10 Questioning Reasons for Questioning Problems With Questioning	
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?	
21. Peer review	پیداچوونہوہی ہاوہل