



**Department of English**  
**College of Basic Education**  
**Salahaddin University-Erbil**

**Subject: Micro-teaching**

**Class hours: 3 hrs/ week**

**Tutors' names: Tahsin Hussein**

**Academic Year: 2022-2023 (Evening study)**

## Course Guide

1. Course name	Micro-teaching
2. Lecturer in charge	Dr. Tahsin Hussein Rassul
3. Department/ College	English/ College of Basic Education
4. Contact	e-mail: <a href="mailto:tahsin.rassul@su.edu.krd">tahsin.rassul@su.edu.krd</a>
5. Time (in hours) per week	Theory: 1 Practical: 2
6. Office hours	
7. Course code	
8. Teacher's academic profile	<p><b>Degrees:</b> Bachelor Degree in English Language and Literature 2005 at Salahaddin University-Hawler</p> <p>MA in English Language and Applied Linguistics- 2011, College of Basic Education/ University of Sulaimani.</p> <p>PhD in English Language and Applied Linguistics- 2021, College of Languages/ University of Salahadin-Erbil.</p> <p><b>Teaching:</b> Modules I have taught:</p> <ol style="list-style-type: none"> <li>1. Psycholinguistics</li> <li>2. Grammar in Context</li> <li>3. Pronunciation</li> <li>4. Textbook Analysis</li> <li>5. Communication</li> <li>6. English Grammar</li> <li>7. Applied Linguistics</li> <li>8. Translation</li> <li>9. Academic Debate</li> <li>10. Syntax</li> <li>11. Reading &amp; Writing Skills (Communication)</li> <li>12. Speaking and Listening Skills (Communication)</li> <li>13. General English for Non-English Departments.</li> </ol> <p>Introduction to Literature</p>
9. Keywords	

## 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**

#### **During-course assessment:**

- Active participation: 5 Ms
- Individual Assignments/Tasks: (5 Ms)
- Micro-teaching: Individual Presentation (12 Ms) +lesson plan (3 Ms)
- Reflective report: 5 Ms
- Written Exam: 10 marks

#### **Final assessment:**

- Problem-based tasks in groups: 20 marks
- Final Written Exam: 40

## **Assessment Rubric**

<b>Student teacher name:</b>		<b>Group:</b>	
<b>Level:</b>		<b>Topic:</b>	<b>Date:</b>
<b>No.</b>	<b>Teaching Points</b>	<b>Strengthens</b>	<b>Notes</b>
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, 2<sup>nd</sup> 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
<p><b>Week 1</b></p> <p>Introduction to the module</p> <p>Introducing the coursebook</p> <p>Lesson planning</p>	
<p><b>Week 2</b></p> <p>How children learn L1</p> <p>How children learn L2 in primary &amp; secondary levels</p> <p>Effective teaching approaches: CLT</p>	
<p><b>Week 3</b></p> <p>Starting lessons or courses</p> <p>Teacher's movement and various class positions</p> <p>Elicitation</p>	
<p><b>Week 4</b></p> <p>Teacher's voice tone</p> <p>Gesture and body language</p> <p>Using L1 &amp; L2</p>	
<p><b>Week 5</b></p> <p>Questioning</p> <p>Teacher's graded language</p> <p>Board using skills</p> <p>The do's and don'ts of effective teaching</p>	
<p><b>Week 6</b></p>	



Key techniques in Sunrise: the PPP technique, techniques for teaching the skills	
<b>Week 7 to end</b> Micro-lessons by student teachers	
<b>Examinations:</b>  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?	
<b>21. Peer review</b>	پیداچونہوہی ھاوہل