

CRITERIA FOR ASSIGNMENT 3

Meets
criteria?

Specification:

Write clear aims and outcomes for the lesson, which include a focus on the receptive skills students will practise.

Remember that the aim is what you want your students to learn and the outcome is how they will go about doing that. The clearer you are on your aims/outcomes, the easier it will be to show how you will meet them successfully.

Anticipate difficulties both in relation to the learners and their L1/age/level and to the target language.

What will be problematic, do you think, in terms of the skill or context you have chosen? And what challenges will arise relevant to the age group and level? Be sure to explain some of these issues in a thorough way in your plan.

Provide relevant solutions to the anticipated difficulties.

How will you deal with the challenges that may arise? What will you do in your lesson that will help your students to overcome these difficulties? Explain that clearly.

Choose an authentic text (reading or listening) which is appropriate for the level and assumed needs of your learners.

Be sure that this is a “real life” text or listening and not one made for EFL learners.

Give ample justification of your choice of text based on the assumed needs of your learners.

How will your choice of text meet your learners' needs? Why specifically that text/listening?

Stage a lesson which will achieve the lesson aims.

How will the activities and tasks of your lesson achieve the aims? How will you get your students to practise the skill you want them to practise?

Create, adapt or source activities which will help achieve the lesson aims.

Don't forget to include ALL the resources you mention in your lesson! Be clear where you found them – even the images (eg. Google images) – in your bibliography.

Write a clear procedure such that a colleague could pick up the lesson plan and teach a very good lesson from it.

What would you need to know if you were in the position of having to teach a colleague's class? How detailed would it need to be for you to feel comfortable? Include that.

Give appropriate timings for the stages.

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Specification:

How long will each activity take?
Does it all add up to 1 hour?

Include interaction patterns which are suitable for the tasks and varied throughout the lesson.

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

Provide relevant justification for the inclusion of each stage.

Why have you included every step? How does it add to the overall aims and outcomes of the lesson?

Give appropriate timings for the stages.

How long will each activity take? Does it all add up to 1 hour?

Include interaction patterns which are suitable for the tasks and varied throughout the lesson.

Try to keep it diverse: so teacher to student/pair work/group work etc. It helps to keep the learning fluid and interesting.

Provide a rationale for the structure of the lesson and how the activities will help to achieve the lesson aims.

This is where you need to explain your thinking around each choice. The more specific and thorough you can be here, the better.

Explain what you would do if activities did not work as planned as well as explain which other activities you considered including but didn't choose to use.

This is the space for your Plan B, which is very important to have at hand, as well as some of those ideas that you considered, but decided not to include – and your reasons why.

Include professionally-presented materials with references, if taken from outside sources.

Also be sure to include any that you have made!

Provide a bibliography where possible.