

Microteaching

Microteaching is intended to provide a link between the academic courses you have studied here in the TESOL program and the real world of teachers and students in a language-learning classroom, which will give you an opportunity to practically apply many of the things you learned over the past few months (i.e. to develop and practice basic teaching skills). It involves a briefing by your teacher on how and what to do (to include checklists, video demonstrations, and/or a discussion), planning and teaching a short fifteen to twenty-minute lesson to your classmates (lead-in > set up and run > close), and is followed by feedback in the form of a critique from both your teacher and (possibly) student observers. This sequence of brief, plan, teach, and critique requires self-reflection via video, which involves examining what you did well (most successful aspects; teach the same way again) and what you need to work on or improve (least successful aspects and challenges; teach differently next time).

It is important to note that planning a lesson and teaching it are two very different things. In fact, teaching is much more than enacting a lesson plan as during the process of teaching many individual (interactive) decisions have to be made that shape the nature and progress of the lesson – and not all of these can be planned for in advance. Along with key planning elements, these are listed below – which together form the criteria that will be used to evaluate your teaching demonstration:

- Preparation: Thoroughly prepared, planned, and practiced the lesson
- Context: Stayed true to the context (appropriate level of difficulty)
- Aim: Realized the observable lesson aim (meaningful learning outcomes)
- Rapport: Established rapport with the students (positive environment for learning)
- Lesson structure: Properly opened (lead-in), developed (main skill tasks – receptive or productive), and closed the lesson
- Sequence and transitions: Had a proper sequence with smooth transitions between them
- Pacing: Used time well throughout the lesson
- Language focus: Had a variety of tasks and activities (meaningful practice)
- Learning styles: Appealed to different learning styles (visual, auditory, kinesthetic, tactile)
- Materials: Had good materials and used them effectively
- Assessment: Assessed learning at different points in the lesson
- Student errors: Appropriately corrected any errors students made
- Problems: Dealt with any problems quickly and effectively
- Poise: Displayed confidence and control
- Voice: Had a loud and clear voice and projected it well
- Gestures: Used body language and eye contact effectively
- Classroom management: Effectively guided, facilitated, and managed class (interacted with students)
- Language use: Used easy to understand language throughout the lesson (explanations and feedback)
- Instructions: Gave simple and explicit instructions and checked student understanding (model > CCQs > materials > task)
- Language support: Provided any necessary scaffolding (support) throughout the lesson
- Attention: Got students involved and kept them focused and attentive
- Participation: Had students participate actively (maximizing STT and minimizing TTT)
- Interest: Sustained students' interest and motivation
- Personality: Had a pleasant personality and attitude (enthusiastic and joyful)
- Accuracy: Had a good command of English (grammar, vocabulary, pronunciation)