

Microteaching Guidelines

Purpose of Microteaching

Microteaching is designed to bridge theory and practice in the TESOL program by giving you an opportunity to apply teaching skills in a realistic, supportive classroom environment. It involves planning and teaching part of a lesson, followed by feedback and self-reflection.

General Requirements

- **Lesson length:** 10–20 minutes (aim for **~15 minutes**)
- **Teach normally**—at regular speed; **don't skip steps**
- **Let students complete tasks**, activities, and discussion questions
- **You do not have to finish the whole lesson**
- Include **checking questions (CCQs)**, examples, pair/group interaction, checking answers, etc.
- At the end of your time, **briefly summarize** the steps you didn't finish
- Feedback will be provided **verbally and by email**

Evaluation Criteria

Your microteaching demonstration will be evaluated according to the following areas:

1. Planning & Lesson Design

- Thorough preparation and rehearsal
- Clear lesson aim and level-appropriate context
- Logical lesson structure with smooth transitions
- Good timing and pacing
- Appropriate sequence of stages (lead-in → main task → close)
- Varied and meaningful activities
- Appeal to different learning styles (visual, auditory, kinesthetic, tactile)
- Effective and purposeful use of materials and resources

2. Instruction & Classroom Interaction

- Clear, simple, and explicit instructions
- Use of **CCQs**, modeling, and demonstrations
- Encouraged student participation (maximize STT / minimize TTT)
- Checked understanding and progress throughout lesson
- Managed interaction effectively (pairwork/groupwork/feedback stages)
- Supported students with scaffolding when needed

3. Communication & Presentation

- Rapport and positive classroom atmosphere
- Confident presence and professional behavior
- Clear voice, projection, pacing, gestures, and eye contact
- Engaging and motivating delivery style
- Accurate use of English (grammar, vocabulary, pronunciation)

4. Content & Language Focus

- Target language/skill was clearly taught and practiced
- Language presented in context and meaning was clear
- Examples and models were accurate and helpful

- Balanced focus on meaning, form, and language skills
- Highlighted useful vocabulary or expressions

5. Assessment & Feedback

- Checked learning at different stages (ICQs, CCQs, concept checks, monitoring)
- Observed students during tasks to observe progress
- Provided appropriate and supportive feedback
- Corrected errors sensitively and purposefully

6. Classroom Management

- Maintained attention and student focus
- Managed time, grouping, and movement effectively
- Handled unexpected problems smoothly
- Encouraged active, respectful participation and teamwork

7. Engagement & Motivation

- Activities were interesting and relevant to students
- Students were involved and actively participating
- Provided positive encouragement and recognition
- Sustained learner motivation throughout the session

8. Professionalism

- Demonstrated preparedness, reliability, and responsibility
- Adapted to real classroom conditions as needed
- Responded to challenges with flexibility