

Name	Level	Lesson focus	Date
Claudia Spencely	Intermediate	Reading: Receptive skills	01/10/2019
Aims: Main aim: To develop students' skills of reading for gist and specific information in the context of interview experiences. Subsidiary aim: To enable learners to speak about their experiences related to interviews. Personal aims: To maintain a good pace of the lesson and provide clear instructions. Target group: 12 adult learners who have intermediate level of English. They have a variety of professional experiences, therefore, they may bring various points of view in the class. They also come from different countries and cultural backgrounds. This may have an impact on the way they communicate with others. This is their second evening session and they do not yet know each other very well. Thus, some may feel nervous when speaking in front of their peers. Aids/ Materials: handout adapted from New Cutting Edge Intermediate, Longman 2006, Cunningham & Moor PPT, laptop, board, pens, paper, cards			

Time	Stage aim	Procedure (describe how you will manage each step)	Interaction (Pairs/groups/Individuals/O pen class)	Anticipated Problems and Solutions with learners, management and tasks	
3 min	Warm-Up: To enable students to get to know the teacher and to create a relaxing atmosphere.	The teacher provides learners with cards containing different words. She instructs learners to ask her 'yes/ no' questions using these words, which are all related to her career. How to give instructions: I want you to ask me 'Yes/ No' questions to find out about my career. Refer to these words to find out what they mean. You have 2 minutes for this. Words are: Spanish, English Literature, Translation, Romania, Teacher, 3 years, Qualified Teacher Status, 10 years. For example, Teacher: Are you a teacher? ICQs: Are you going to ask me questions with 'why/when/ how'? (NO); Are you going to ask me 'yes/no' questions? (YES)	TTT STT	Problem Although they have done something similar with the tutor in the previous lesson, the use of key words may appear confusing. Learners might not be able to identify some of the information. Learners may struggle with the interrogative form specific to yes/ no questions: e.g. Learners may struggle with the use of past or present interrogative, use of	Solution The teacher will try to provide clear instructions. The teacher will give out the answer. Modeling a question before may help. Correcting when necessary, but without interrupting the flow of

Time	Stage aim	Procedure (describe how you will manage each step)	Interaction (Pairs/groups/Individuals/O pen class)	Anticipated Problems and Solutions with learners, management and tasks	
3 min	Lead-in: To activate learners' schemata related to the world of work.	The students listen to the instructions and have two minutes at their disposal to ask her questions. RESOURCES: Post-it notes. Instruct learners to turn to their peers and discuss aspects related to the following questions: - What is your job? - What are you good at? - What have you studied? (Slide 2) Instructions must be checked: When I throw the ball, I want you to say your name and answer one of these questions. For example, I am Claudia and I studied Spanish and English. ICQ: do you answer all the questions? No. How many questions will you answer? 1. Learners do the activity for two to three minutes, until everyone has had a go.	T STT	Problem Learners may not understand what they have to do. Learners may not stay on topic. Learners may not have vast vocabulary related to education: e.g. Bachelor's degree, secondary school etc.	Solution Examples may be given by the teacher. Careful monitoring and timing are required. Some help may be provided by the teacher with pronunciation. However, this vocabulary will not be taught extensively, as they might discuss it with the next tutor in the vocabulary lesson.
5 min	Pre-teach vocabulary To unblock key texts needed to help students understand the text.	RESOURCES: PPT Slide 2 and computer, ball The teacher tells students that they will soon read a text. The teacher draws students' attention to the fact that they discussed work. We are going to read a text soon, but first we are going to look at some vocabulary. She asks learners various questions to activate vocabulary: I: What do we need to do to get a job? Expected answers: apply, interview Contextualised: If I get selected for a job, I need to go for an...	TTT	Problem Learners may not give out the elicited vocabulary at first.	Solution More prompts may be given.

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CELTA Course Student Notebook and Diary Celta Helper,2019-02-25 This notebook provides templates note taking pages for your notes from any background reading on English language teaching methodology and practice CELTA input sessions CELTA lesson plan notes CELTA course assignments your reflections on teaching practice and space for CELTA course diary entries as you go

TEFL Lesson Plans For Dummies Michelle M. Maxom,2014-10-06 Instant English lessons learn in a flash TEFL Lesson Plans For Dummies is a ready made course manual for TEFL teachers With fully fleshed out lessons activities tools games and resources this book contains what is essentially an instant TEFL course Use the ready made materials directly in the classroom or follow along with the detailed planning models and frameworks to grow your skills while designing your own lesson plans more effectively The book includes access to online materials you can print for use in class and the lessons can be used with or without the aid of technology in the classroom You ll find expert advice on teaching all age levels and class sizes including ideas for taking the lessons out into the world Many EFL ESL teachers have little or no experience and may have only been in the profession for a limited time TEFL Lesson Plans For Dummies saves the day with materials ideas and activities that can be implemented quickly and easily making lessons more productive and fun From quick exercises to larger scale plans this book contains hundreds of ways to help your students become more proficient English speakers Implement expertly designed planning models with step by step advice Teach lessons designed for students of all ages and classes of all sizes Integrate technology when it s available or do without it when it s not Move your lessons outside of the classroom for deeper immersion Whether you re taking a TEFL training course about to head out on your first job or a veteran of the field this book provides you with the tools you will need to get things moving in class If you re looking to cut down on planning time without sacrificing student engagement TEFL Lesson Plans For Dummies is the classroom ready resource you need

The Routledge Handbook of English Language Teacher Education Steve Walsh,Steve Mann,2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students

researchers and educators in applied linguistics TESOL and language education The English Teachers RF Duncan-Goodwillie,2020-07-08 English teaching encompasses a variety individuals and contexts Much has been written about their jobs how to teach what to teach etc but very little about the people themselves until now In a series of interviews with current and former English teachers conducted in locations ranging from Rhode Island to Northern Iraq Rory Fergus Duncan Goodwillie provides an insight into the lives of the English teachers **The Indigo Memoirs** Dexter Blithe,2016-01-14 This novel titled The Indigo Memoirs details anecdotes events thoughts opinions experiences and memories that have occurred during my life The book retells my travels over Australia and other parts of the world including Greece and Japan It includes my struggles at school as well as my personal and intimate experiences There is something for everyone in this book There elements of comedy suspense lust and action There are elements of spirituality and theology and the material is graphic and heavy at times The Indigo Memoirs tells the story of who I am and how I became who I am

Reflective Practice in English Language Teaching Steve Mann,Steve Walsh,2017-06-27 Offering a unique data led evidence based approach to reflective practice in English language teaching this book brings together theory research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts Readers learn how to do and to research reflective practice in their own settings Through the use of data dialogue and appropriate tools the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self development **Success on your Certificate Course in English Language Teaching** Caroline Brandt,2006-07-04 Extremely comprehensive and well written in terms of style accessible to the reader but intelligent and expressing some fairly subtle concepts Would that more ELT practitioners could do the same Certainly a good read for those thinking about and also those engaged in initial training or even post initial training stage Jenny Pugsley Head of TESOL Trinity College London It s essential reading whether you are simply curious about what is involved in training in ELT need advice on choosing the right course have already enrolled and want to make the most of your course or are a new teacher just starting out It s a book I wish I d had when I was starting out in my ELT career and that I wish had been available to many of the course participants I have tutored Lyn Strutt ELT author and Chair of the British Council Families Association Each year thousands of people all over the world take one of the hundreds of available short pre service courses that lead to the award of a certificate in English Language Teaching ELT or Teaching English to Speakers of Other Languages TESOL Caroline Brandt s book is an invaluable guide to anyone thinking of enrolling on one of these courses With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself it can be used from initial research stages to final qualifications and beyond Brandt s decades of experience in this field across the globe shine through Chapters include introducing English Language Teaching becoming qualified knowing your certificate course getting started learning working together being qualified Throughout the book there are snapshots of students

experiences in their own words and summaries of key points for you to take with you whether into the next stage of learning or the next day's teaching. The chapters are stand-alone resources as well as the building blocks to becoming a fully qualified English Language teacher. The book is supported by a companion website which provides quizzes to test understanding of each chapter, lesson plan proformas, a full glossary and annotated website links. Key Issues in Language Teaching Jack C. Richards, 2015-09-17 TESOL ESL Teaching. *English for Occupational Purposes* Dan Kim, 2008-08-29 The first book to unite scholarship on workplace English with general training. **ELT: The Basics** Michael McCarthy, Steve Walsh, 2023-10-20 ELT The Basics offers a clear non-jargonistic introduction to English language teaching for EFL/ESL teachers in training, early career teachers, those considering taking up ELT, and experienced teachers who may want to read about the way the profession has developed and continues to evolve. Key features of this book include Real classroom data and data from ELT training programmes, Discussion of a wide range of learning contexts and different types of learners (young learners, adults, third age, academic refugees and immigrants etc), Comparisons of different types of syllabuses and methods and discussion of current technologies, An emphasis on classroom interaction as the key to maximising learning, Featuring a glossary of key terms, cartoons and illustrations, further reading, personal reflection points and discussion of the most important and relevant research, this book is a clear and accessible introduction to the complex field of ELT. Teaching English Abroad Susan Griffith, 2017-03-21 Are you looking for an exciting opportunity to travel and work abroad? Teaching English as a foreign language is a fun and rewarding career choice if you want to see the world. Whether you're a trained teacher, newly qualified, or want to travel the globe, *Teaching English Abroad* is the most comprehensive guide to finding and securing a teaching job abroad. Packed with hundreds of different schools and placements across 90 countries from South Korea to Australia, there are a huge range of opportunities to choose from, including both long and short-term placements. *Teaching English Abroad* provides all the essential information you need, region by region, so you have a safe and successful trip. Inside, find out: How valuable qualifications are to teaching abroad, Which ELT courses are available, lasting from a weekend to 3 years, Where to search for jobs, from recruitment organisations to websites, How to prepare for your trip abroad and overcome any issues, How other teachers found their work, from personal accounts. Now in its 16th edition, this new edition includes more than 50 new employer listings from Switzerland to Taiwan, Georgia to Kenya and Hungary to Bolivia. *Neoliberalism and Applied Linguistics* David Block, John Gray, Marnie Holborow, 2013-03-01 This book explores neoliberalism, a view of the world that puts the market at its centre, from the perspective of applied linguistics. *Neoliberalism and Applied Linguistics* argues that while applied linguistics has become more interdisciplinary in orientation, it has ignored or downplayed the role of political economy, namely the way in which social, political and economic factors relate to one another within the context of a capitalist economy. The authors take the view that engagement with political economy is central to any fully rounded analysis of language and language-related issues in the world today, and their collaboration in this volume represents an initial attempt

to redress what they perceive to be an imbalance in the field The book begins with a discussion of neoliberalism and an analysis of the ways in which neoliberal ideology impacts on language This is followed by a discussion of how globalization and identity have been conceptualised in applied linguistics in ways which have ignored the political centrality of class a concept which the authors see as integral to their perspective The book concludes with an analysis of the ways in which neoliberal ideology plays out in two key areas of applied linguistics language teaching and language teacher education Neoliberalism and Applied Linguistics is essential reading for advanced undergraduates postgraduates and researchers in applied linguistics

Building the Self-Efficacy Beliefs of English Language Learners and Teachers Mark Wyatt, Farahnaz Faez, 2024-02-20 Building the Self Efficacy Beliefs of English Language Learners and Teachers explores juxtaposes and bridges two fields of research that have developed separately the self efficacy beliefs of English language learners and the self efficacy beliefs of English language teachers The aim is to expand understanding in each field and highlight how the two areas can mutually inform each other This should encourage fresh perspectives providing direction for researchers and improving learning teaching and teacher education Empirical research suggests that English language learners and teachers who believe they can fulfil a task are more likely to succeed than those who believe they cannot Based on a deep understanding of how self efficacy beliefs are formed and developed this book illustrates how such beliefs can be supported and researched amongst English language learners and teachers Bringing together the work of educators and researchers working in contexts including Algeria Bulgaria Canada China Iran Israel Japan T rkiye the UK the USA and Vietnam this volume includes meta analyses largely focusing on quantitative data and empirical studies employing qualitative approaches and mixed methods Studies included examine factors impacting the development of language teachers self efficacy beliefs and investigate domain specific dimensions of the self efficacy beliefs of English language learners and teachers This rigorous and original volume will appeal to an international readership of scholars teachers teacher educators and researchers with interests in language education teacher education TESOL linguistics and educational psychology

Empowering the English Language Teacher in a Multipolar Environment Nima A. Nazari, 2025-07-01 This edited volume focuses on the changing landscape of English language learning and teaching It equips English language teachers with cutting edge knowledge and developments in English language learning and teaching which they need to teach a diverse body of learners and instruct in a multipolar environment The chapter contributors are among the high standing and most knowledgeable scholars in the subject area who in the four sections of the book provide the reader with the recent developments changes and research in the sociocultural and socio educational aspects of ELT ELT teacher education and teacher identity ELT paradigm shifts and diversity in ELT The book empowers English language teachers to teach in educational contexts where diversity variety complexity and fluidity are paramount The book is a must read for English language teachers professionals practitioners researchers and ELT teacher trainees and trainers It can also be used by

TESOL TESL TEFL and Applied Linguistics students researchers and lecturers at BA MA and PhD levels **Social**

Interaction and English Language Teacher Identity Tom Morton, 2018-05-15 Analyses how different English language teacher identities and power relationships are oriented to and made relevant in social interaction This textbook uses analysis of interaction in a range of teacher education and professional practice settings in ELT to explore the different identities and power relationships which teachers orient to It traces the role of identity and interaction in the processes of acquiring new teaching skills and knowledge reflecting on professional practice and constructing teaching selves and explores the limits and constraints on these processes imposed by global forces such as the marketization of education The book is written for teachers teacher educators postgraduate students and researchers interested in the relationships between social interaction identity and professional practice in ELT It is suitable for use in conjunction with any postgraduate level course on language in interaction as it surveys and critically discusses various approaches and includes many practical examples Key features Includes a full survey of different approaches to the study of language teacher learning and identity Provides an introduction to a range of frameworks for analyzing talk and identity in teacher education and professional practice contexts Analyses spoken data from activities such as guided lesson planning post teaching reflection discussions of teaching materials Each chapter ends with practice tasks discussion points and references for further reading Suitable for use in conjunction with any postgraduate level course on language in interaction as it surveys and critically discusses various approaches and includes many practical examples

Practice Teaching Jack C. Richards, Thomas S. C. Farrell, 2011-03-14 Written for language teachers in training this book surveys issues and procedures in conducting practice teaching Written for language teachers in training at the diploma undergraduate or graduate level Practice Teaching A Reflective Approach surveys issues and procedures in conducting practice teaching The book adopts a reflective approach to practice teaching and shows student teachers how to explore and reflect on the nature of language teaching and their own approaches to teaching through their experience of practice teaching

Life Beyond Borders Melissa Mitchell, 2025-08-19 Melissa Mitchell never thought a civil war in Syria would reroute the life of a girl from Oregon Then again she didn't expect the Middle East to feel like home or to spend decades with her husband living and working in places most people couldn't even point to on a map Life Beyond Borders is a brutally honest laugh out loud cry when you least expect it memoir of what happens when one unlikely yes leads to three decades of chaos compassion and calling Melissa's journey is all grit heart and survival held together by the kind of sarcasm that costs less than therapy and works twice as fast This isn't a story about saving the world it's about being reshaped by it Through missteps miracles and the kind of stubborn hope that refuses to quit her story unfolds not with grand solutions but with the quiet power of presence listening staying and standing in the gap Told with honesty humility and hard won perspective Life Beyond Borders reveals that the most meaningful journeys don't begin when we're ready they begin the moment we show up

Assessing Language Teachers' Professional Skills and Knowledge Rosemary Wilson, Monica

Poulter,2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students Duoethnography in English Language Teaching

Robert J. Lowe,Luke Lawrence,2020-02-05 This book sets out duoethnography as a method of research reflective practice and as a pedagogical approach in English Language Teaching ELT The book provides an introduction to the history of duoethnography and lays out its theoretical foundations The chapters then address duoethnography as a research method which can be used to explore critical and personal issues among ELT teachers discuss how duoethnography as a reflective practice can aid teachers in understanding themselves their colleagues or their context and demonstrate how duoethnography can be used as a pedagogical tool in ELT classrooms The chapters are a range of duoethnographies from established and emerging researchers and teachers which explore the interplay between cultural discourses and life histories with a focus on ELT in Japan

Passport to Life Dennis Coughlin,2012-12-06 When I split with my wife ten years ago my antidote for the resulting feeling of loss and the negative emotions that a marriage breakup engenders was to be dramatically life altering At the age of fifty five I planned to teach English in Asia and South America However the road from plan to realization was littered with mental and physical obstacles some of which almost proved fatal Somehow surviving these setbacks I completed my quest by backpacking through Laos Thailand Cambodia South America Central America and Burma This is a tale about my physical emotional and psychological journey

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