

PG Cert Module 2 Portfolio

1. One teaching intervention cycle in the form of a reflective report (4,000 words) - aligned to the UKPSF throughout
2. One teaching intervention cycle in the form of a poster (approx 500 words) - aligned to the UKPSF throughout
3. Reports of three teaching observations (500 words x 3) - aligned to the UKPSF throughout
4. Reflective evaluations of three CPD events (500 words x 3) — showing how they have contributed to your development relevant to the UKPSF
5. A brief assessment of your professional development throughout the programme together with an analysis of future developmental needs (500 words in total) — mapped against the UKPSF

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A Reflective Report of One Teaching Intervention Cycle

10/6/2021

This report is going to talk about a teaching intervention concerning students' learning environment and situation during the world pandemic of Covid 19, especially the impact to the international students.

Description

This situation happened in the summer 2020, when the covid 19 was out of control and highly spreading around the world. However, the border was not closed. International students were able to return to school with valid test certificate. By that summer, most of the education has been shifted and moved online. Online lesson was not a new thing anymore. On the other hand, the learning environment has changed. It is the same for the local students if they returned to their accommodation away from home. It has a much higher impact for the international students because they were away from their home country and their family. To make it worse, the whole country entered a tiered lockdown. They were not able to hang out with friends as they like. Apart from the going for essential shopping, they were restricted in their own flat room. Not to mention that returning school did not mean they could go to the campus and attend physical class lectures. Most of the lessons were lectures on video or autonomous learning from documents provided by the lecturers. Even if they were real time webcam online lessons, the learners were not able to initiate with other fellow learners vocally but through chat box.

As my lessons are extra curriculum to the university or adult learners that they take it on to increase their skills or for their personal interests, my lessons tend to be one and one sessions. The lesson is as being in the physical classroom with loads of interaction. However, the environment of the learners made them less enthusiastic in doing anything. The life has been much less interesting and meaningful as they used to feel. One of my learners had increasing mental health issues and had to stop the session and focus on his mental health with professional helps. Other students were feeling lack of motivation and not keep up with their learning. That led to repetition of previous lesson and constant revision of what we learned in the past.

Feelings

I was proud of my learners that they all were enthusiastic in learning online with me and were in a good progress before the environment change and the mental health issues happened. I wish I could have done something to help, could have talked to them, listened to their problem, and perhaps could have given them some guidance. Although, with the mental health policy in place with the school or in general, I was not in the position to give any advice. All I could do was to let them come to me when they feel like talking to me about their problems. Because it is not an issue concerning my teaching that I could fix on my own, I felt helpless. Also, I could not enquire any mental health help on behalf of my learners because the learners are from different universities. It has been reported that many colleges and university students' mental health problems are increasing in severity

and quantity (Haas, Hendin, & Mann, 2003; Osberg, 2004). However, the number of students that most university counselling services can treat or provide aid is limited. The frustration that the students are having with education during this pandemic is a global issue.

Evaluation

Universities have long experimented with various learning environments, such as correspondence courses, courses on tape, televised courses, and the most recent internet-based distance education, to accommodate students' needs (Hannay, M. and Newvine, T., 2006) (Southworth, Flanigan, Knezek, 1981). The transformation of pedagogical did not just start last year, it was already recorded in mid 1990s. The students were paired up and with a computer, which is used to teach them physics (Valenti, M., 2015). Technology has been helping us achieve higher quality of life and making things easier to access or process at a certain degree. As Mark suggests in the article that "The next generation of learning spaces will take all the characteristics of an active learning environment-flexibility, collaboration, team-based, project-based- and add the capability of creating and making." (Valenti, M., 2015). Distance learning does not have to be boring plan video watching and text reading. All the activities are possible to be done both online and offline these days. The group discussion can be easily conducted via an online meeting, or a breakout room discussion during the same online lecture. The breakout room function gives the participates opportunities to discuss an issue with multiple people and feedback to the whole class and the lecturer. It also gives the lecturer chances to answer questions simultaneously without any delay. The participants and the lecturer can know each other in a more personal way through a virtual face to face webcam discussion than an email or a chat response. If not, there is forums or group chat which can easily be set up for both the lecturer and the learners to follow and post comments anytime of the day.

Some may argue distance learning or online lessons are meant to free the learners from restricted school schedules and it allows the learners to balance their other commitments with ease, which is why students strongly prefer distance education according to the data. They also insist that distance learning attribute to achieving higher quality educational result. Though it could be because of the telecourses which they could still see and hear the lecturer and interact between the lecturer and the students based on Sounder (1993) and Wong (1990). It was like being in a traditional classroom without having the lecturer in the same room. On the contrary, the data also shows the reason that the students who disliked distance learning was because they were not getting the connection and interaction with the instructor. The third generation of distance learning delivery methods today can minimise the disconnection problem between the lecturer and the students and include teacher-student interaction (Katz, 1998, 2000; Trentin, 1997).

According to Aoki (2012), the history of distance education shows us the growing use of technologies. The first generation of distance learning is in the form of written and printed texts such as books, newspapers and manuals delivered by the post. The interaction between the teachers and students was also limited to correspondence in hand writing sent out by postal mail. The second generation is to use radio and television as instructional

media besides the print materials. This generation is considered as the industrial mode of distance learning with highly specialized division of labour in creating and delivering instructional materials which is aiming to educate thousands of students at once. As it is mentioned above that students are able to have some interaction with the teacher through televised programs, but not limited to it. They can also communicate through postal mail, telephone, fax, email, face to face contact from time to time, telephone conference and video conference which we have gotten very familiar with in the last year. However, due to the design of the system and the cost for the institution or the trouble for the teachers, the interaction between teachers and students is not encouraged.

The third generation is the modern pedagogy of distance learning which is built around network connections and utilise information and communication technologies (ICT). Based on the learners' ability and will, they can actively participate in networked communities of their choice. The interactivity among students is however considered as the fourth generation of distance learning, and the interactivity or two way communication between teachers and students and among students is said to be the emerging fifth generation of distance learning which is the utmost important.

Description

However, why are most of the students unhappy with the education during the lockdown? The answer is quite simple. Apart from students were not able to go anywhere as freely as it was used to be, the education that they were supposed to receive became mostly self-learning through self-learning materials. Also, not all the lecturers are familiar with distance learning delivery or how to conduct online lessons. A survey conducted in the Philippines showed that most of the school administrations and the teachers were not ready for delivering distance learning (Asio, J.M.R. and Bayucca, S., 2021). The same result would be found in most countries, especially in the more deprived countries and areas. It all happened so fast, and no one expected this virus would be an unprecedented crisis which continues to be the daily headline news causing world panics after a year and half. Since the educators were shifting lessons online, the lecturers have been trying to learn so many new skills at once such as using online platform like zoom, team, google classroom to conduct lessons if they absolutely have to. Some subjects would not work so well online if there is no interaction between the lecturer and the participants. Hence the lecturers have to learn to conduct collaborated activities online such as sharing collaborated whiteboard for brainstorming or using available online apps to conduct questionnaires or assessments. Even though it was a lot of pressure for every lecturer to find a way and learn new apps to continue their lectures online, through live sessions, recorded video or correspondence, it could also be seen as an opportunity for all educators to develop their teaching skills outside the classroom.

People might think that other than the subjects which require lab experiment or physical practice, most of the lessons could be done online with support of other forms of learning. Based on Makransky, G. et al (2019), the use of simulated labs is growing as companies and educational institutions try to expand their reach, cut costs, increase student understanding, and provide more accessible hands on training for future scientists. Furthermore, it has

been a strong trend to move educational activity online with emergence of education formats such as Massive Open Online Courses, offering a number of advantages such as flexibility and the ability to access a large number of students before the covid pandemic even happened.

As a matter of fact, there are science lab apps for students, such as Lab4physics, Experience Biology, 3D Molecules Edit & Test, Toca Lab. There is also Labster as a virtual science Lab designed for higher education, claimed to be used by over 2000 institutions and over 3 million students around the world. In addition, it insists that the virtual science lab has helped students learn more than some face to face lectures. Students are able to learn from their mistakes in a safe environment.

Conclusion

It is said that 'learning to learn' is the most important learning and 'self-knowledge' is the most important knowledge (Nisbet, J. and Shuscksmith, J., 2017). As the traditional education focuses on 'useful knowledge' and 'basic skills' on reading, writing, maths, practical subjects, science, environmental studies, creative arts and specialist studies, the more general approaches of learning such as problem solving, effective memory practice and suitable working method selection are often unnoticed. Duffy (1982) advocates that strategies are the secret algorithms of learning. To elevate learners' interests in learning, the lecturers must set up a step by step strategy. Just like a lesson plan, the strategy must first attract learners' attention and interest with a lead in activity; second, set up stage tasks and challenges for the learners to tackle; third, there should be discussion forums for all participants to ask questions and discuss or contribute their findings, and also for the lecturers to join the discussion and provide their support to the learners; and last, set up assessments to evaluate the learners' learning progress in stages. Based on A.L. Brown (1977), 'young children can do much more than they will do'. As a matter of fact, it is not limited to the young children. We all need a task, a challenge from time to time to keep us motivated. For any learners no matter what age they are, they ought to be pushed, they need to know that there is a goal which is not just a piece of paper at the end of the course showing that they finished the course but there are knowledge or information, that they are so interested in, waiting for them to absorb and skills to possess. Not to mention, the fun that they have in the process of tackling all the tasks.

The strategy learning is not to replace the traditional approach to curriculum, it is to be combined and made use of, so the learners get the most out of the practice in the process and not to lose their interests in learning. It is also to promote autonomous learning. As the great Chinese Scholar Lao-Tzu once said: 'Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.'

As for the language learning, individual differences which play a major role in their learning achievement are the currently pedagogical concerns (Fahim & Zaker, 2014; Nosratinia & Zaker, 2015). On the other hand, La Ganza (2001) and Nosratinia, Shakoory, & Zaker (2013) suggest it is both a social and an individual construct, which entails the personal development of each individual student and, at the same time, interaction with others.

Dansereau (1985) believed what influences the quality and quantity of learning depends on how the learners think and engage in the process of learning, i.e. the cognitive process. Language learning strategies are considered to affect the quality of cognitive process and second language learning (Oxford, 1990). Thus, the strategies are believed to impact how the learners would process the new information and how they comprehend or remember. However different learners take on different learning strategies with different frequencies (Chamot and Kupper, 1989). Hence the educator should be able to provide various strategies for students to employ.

I have always tried to incorporate different kinds of learning strategies in my lessons, such as learning from videos, songs, board games, quiz, memory games, physical games and the usual reading, listening and writing activities. Over the period of lockdown, I discovered more language learning activity apps and software to support the learning needs of my students. They were able to practice creating their own stories and perform a voice over on a video clip, prepare for their listening exam with extra listening exercises for them to do at home, learn fun songs related to each topic we learn and etc. Apart from the students who have attention deficiency, other students were able to learn properly as in a normal classroom. In a way, I have been able to delivery differentiation incorporated lesson online. It all thanks to the app such as Smart technology which enable students to progress in their own pace when I have them do the learning exercises, I am able to monitor their progress every step away, help with each person when they need help, and also conduct group or pair activity. Furthermore, I was able to conduct usual tests and exams simultaneously. Mouza, C. and Barrett-Greenly, T (2015) also have a positive conclusion about a professional development using mobile learning in urban schools in the United States. Teacher utilises technologies to deliver the lesson and use of iPads and educational apps supported student academic growth and empowerment.

All the educational apps help a lot through this horrific period of educational history. The students lost the confidence of the school when the schools closed and provided students with limited learning help. They lost the interests in learning because a lot of exams were forced to be cancelled and they lost their purpose of learning. Without the apps, teachers would have to be creative with their lesson materials. However, it is a huge task which requires not only the ideas but the skills to make the materials which could be presented online and the exercises could be done by the students online or offline, and the time more than ever to create and prepare all the materials.

Unfortunately, not every school is equipped with the software or apps to support the teachers. The fact that most of the schools did not foresee the disaster in future would hinder the educational system and invest in the software or apps was understandable. However, the truth is that the software and apps have been out there aiming to support students' learning and increasing their learning result were not discovered or implemented could be the biggest mistake the institution could make.

Why did the institutions not implement the systems? Is it the money issue? Take an example of the virtual laboratory of digital electronics which is using mobile virtual reality technology and save the cost of making a real laboratory (Triatmaja, A.K. and Khariudin, M.,

2018). No doubt that the online simulation system is cheaper than having a physical lab and it does not require any supervision. It helps students learn wherever they are and whenever they want. Moreover, students have the freedom to make mistakes and learn how different the result could be with a different approach. It enhances the learning outcome which not all physical lab can. At the same time, it is outside the box learning which is more fun. As a result, it elevates students' interests in learning and increase their autonomous learning spirits. It is a student oriented learning rather than the traditional teacher centred lecturing. It is a win win for both parties.

After all, the teachers are there to support student's learning but not doing the learning for them. One day they ought to face the real world. According to Laur, D. (2013), it is imperative that as educators, we prepare our students and allow them to hone their inquiry skills while they are still in our classrooms. Therefore, students need to prepare themselves whatever the real world could happen and learn how to deal with different situations. Authentic learning experiences are essential in learning. Although Laur (2013) suggests that technology is not a requirement for an Authentic Learning Experiences. Although we have growing capabilities of technology, we must incorporate technology properly into the design of our Authentic Learning Experiences.

Action Plan

We are still not out of the woods yet. Even though lower level education has already gone back learning at the schools, it is not the case for all the higher education institutions yet. As for me, I am still required to deliver lessons online. On the other hand, the students regained their freedom to go out with friends and reconnect with the society gradually, the changes of students' learning attitude can be observed. In my own online teaching experience, providing a safe, comfortable, fun but also challenging learning environment has not always been easy. There is no physical contact, but there is always eye contact. Understanding what the students are going through is as important as learning a subject. Sharing personal thoughts and showing interests in the life of the students are the way to build the trust and rapport with students online. I have always been able to have reasonably good rapport with my students. However, teachers are not supposed to handle any of students' personal issues without consulting with SEN department. Therefore, it would be in my interest to participate in CPD regarding students' mental health and wellbeing when there is a chance. With acquired knowledge, I hope I would be able to provide students with some guidance through tough time like this.

As online lessons will remain as a one of educational approaches, I will continue to explore online teaching techniques, apps and software to broaden my creativity in teaching and also to provide students with authentic learning experiences. I have been trying a software for creating story games. Like all the story games, the players get to decide what to do next and how the stories goes. It is something that can help my students put the language that they learn in use in scenarios that I create. That is the authentic learning experience that I am hoping to provide my students.

However, I felt discouraged with the institute that I work with. I was advised that using the apps or play games are not required because there are textbooks. I am hoping that education providers will come to an understanding to support their teachers in being creative and implement the useful software or apps. With the help of those apps, they do not only ease teacher with lesson material preparation but also increase the learning outcome of students. Moreover, the distance learning can finally be more interesting than just watching recorded videos and reading literatures.

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Teaching intervention cycle poster



Lesson observation

This is an online Chinese teaching competition observation over 16 teaching contestants.

Each contestant has 15 minutes to demonstrate their teaching skills. One of the Panel Judge suggested teachers ought to mention the lesson objectives to the students before the lesson begins. During my CELTA training, the tutors never once insist on doing so. Though because we always started with a warm up activity which gave away the theme of the topic but not necessarily the learning objectives. Looking back at my own lessons, I often mentioned the topics that we were going to learn and how to use them in dialogues, but not detail learning objectives such as a certain grammar structure. Though I often conclude with what we learned with more details.

All the contestants had well made ppt as visual aid, most of them went through what is on their ppt, some of them use the mouse pointer to indicate what they were talking about, but none of them annotated anything on the screen as they proceed the lesson. After all it was not a real lesson, only a few of the contestants assumed some possible errors made by the students and vocally corrected them. I often annotate on my shared lesson materials as I teach so students know where on the screen to focus and also I believe it helps to convey what I want to say as well.

Most of the contestants call out students to drill and engage students with activities. One of the contestants used the entire 15 minutes giving the background about an author which was the title of the lesson. It was all highly interesting and colourful. However, it reminded me of the traditional teaching style. I can imagine the teacher talking time takes over the most of the lesson time for this teacher, or at least this particular lesson topic. I thought if I were teaching this lesson, I would have the students read about this author and present their findings in class. I believe independent learning sometimes brings out the best result in learning. The supplement input from the teacher is necessary if some key points are missing from students' findings.

The teacher who came first in the competition engaged students in learning by drill, Q&A and repetition. She had students repeat what she said, and reveal the new words and the sentence structures after a few drills. She did not spend much time on introducing the vocabulary. She simply had students learn it by drilling several sentences. For speaking, it was a great exercise. Although Chinese words are very different from English, they are harder to remember. I wonder if they have any tricks helping students memorising the words. I often have students analyse the components of the words, guess the pronunciation and the meanings first before I lead them to drill the words.

Most of the contestants created their own PPT games without using much of online game apps. I thought they were all clever games which would definitely engage students in learning. However, some of the games I had no idea how they created. It is a shame that not everyone is that skilful in that area.

Name: Nonie Bowen

Observer: Neal

Date: 21/11/18

Duration: 60 mins

Level: Pre-Int

Number of learners: 7

Start Time: 1.00-3.00 pm (1/2)

Language and skills

Lesson Plan

Email support (A record of)	Hi Nonie, Monday 10.00 pm Briefly this is workable and we can deal with issues post-lesson feedback. However you need to cut time at the start. You need to start the gist task as close to 10 mins in as possible. Minimise the lead in / warmer as they are the same and the vocal exercise. TL is target language and you don't analyse any of the actual example sentences in the language analysis. You just talk abstractly about first conditional. Nor do you write out CCQs. Think of this as another grammar assignment. Glad to see you will elicit from the students all the different aspects. Best Neal Hi Nonie, Monday 2 pm You have a 60 min slot not 40 mins? All ok except the first part doesn't follow the template that I want to see you overlay over the coursebook, You must do a receptive skills section. This is the listening 3 conversations. You have replaced this with a vocabulary activity stages of education....
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You need

1. Lead in
2. Pre-teach 2/3/4 vocabulary items (or a vocab exercise doing the same function)
3. Set gist task
4. Listen x 1
5. Set detail task
6. Listen x 2
7. 2 minutes production / speaking about what the sts think about the content as closure.

All this to finish after 20 or 25 minutes

Then you link this to the first conditional...this language is in the listening

Then practice the grammar as you have (focus on accuracy ...meaning, form and pron)

Another 20 minutes

Then a final speaking practice (free practice ./ focus on fluency)

20 or 15 minutes

Best

Neal

Main & Subsidiary Aims	Your aims are good although I would have expressed them as.... Main Aim: Sts will practise using the first conditional form in the context of stages of education. Subsidiary Aims: Sts will be exposed to first conditional forms in text and be given opportunities to replicate this use with a focus on accuracy and fluency. You are NOT teaching the stages of education but using this as a vehicle for language teaching. I think your assumptions are flawed as some students will know some of the vocabulary so as a teacher you need to identify and plan for teaching specific blocking vocabulary which in your judgment won't be known by most of the students. This vocabulary could be from the text or the questions / input of any vocabulary exercises you plan. Your solution to the problem of early arriving students is a bit superficial. Why not plan an activity for them to do before you start teaching? Your personal aims need to have a focus? How exactly are you hoping to achieve this?
Stage Aims (ie Rationale for each stage)	Your lesson stages are logical although the timings are ambitious. However you have not identified the underlying rationale behind these stages. Understanding why the activity is worthwhile for the students is essential to understand the teaching process. What benefit do they get from completing the activity? What do they learn? How does the language and theme build from the first stage to the last?

Skills Analysis	I think this is a problem. You have not identified any blocking vocabulary yet are conducting a vocabulary exercise. Have you analysed this vocabulary? What is your rationale for doing this activity? You do have a gist and a detail task but not enough detail to the productive task. What support will you give (written or oral) to allow students to produce the TL? Will you give an example? Will you prompt ideas? Will you add layers of prompts to extend production? Will you create opportunities to extend production by changing partners and so encourage repetition and fluency? This collectively is known as scaffolding. What scaffolding will you devise to ensure a successful productive stage for students?
Language Analysis (M/F/P)	You say that you will clarify meaning and form but you do not say how? You need to include the examples of TL you will use in class and analyse this and devise CCQs that 'clarify meaning' as you say. Not just say you are going to do something but produce something in your plan that will help you in lessons. You should have at least analysed the TL in slides 10 & 11 of your PPT as this is the focus of your presentation. You haven't thought through pronunciation issues at all. The main issue will be contracted forms For example, I'll as short for I will and I won't as short for I will not
Staging (ie Logical progression of lesson stages)	You have logical stages throughout your lesson but need to describe the lesson activities in more detail.

Other	You have too many examples with the match activity and this will take much longer to complete than 4 mins that you have allocated. Issues with this plan are timing and from my reading of it I suspect you will run over and not have enough time to practice the TL (CP and FP). I am concerned that you are overly reliant on PPT. This can be effective but not at the expense of other techniques. Much of what you have planned can be instructed and feedback using the visualiser or using other techniques. This over-reliance limits your appreciation of different techniques which in turn limits the variety in the options you have in planning activities. You haven't really absorbed the advice from the emails sent and used this to affect the necessary changes to your plan..
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Lesson Plan: To standard

Running Commentary

Stages/Activities	Positives	Suggestions / Points to Remember
Well done starting bang on time.	Prompt on PPT Sts engaged in warmer as a group of 3	No example as an instruction. Would it have been easier and quicker to do an example? Would it have modelled the required language (past simple)?

Vocabulary exercise	Sts on task at 13.02 You set up the feedback on PPT Added Elisa to table group. 13.08 Zaga arrives and you welcome him. Feedback through you. Handled the lack of understanding with 'nursery'. Could you have predicted this vocabulary item was an issue so instead of explaining you could have had a series of CCQs prepared to draw out the learning from the students.	No example but you chested the worksheet
Set up and gist	Explaining listening: 3 conversations about what they feel....Nice touch here. Chested the gist task Gave out materials ...instructed to read the question CCQI Play first time 13.14 Stopped to reinstruct. Almost exactly on the times you had in your plan. Peer check Feedback through you. Not easy feedback but you did well	They didn't write down because you didn't model that this is what you expected during instructions at the start.
Detail	CCQI but the same as previous so redundant? Second listening at 13.21 Don't pause the listening.... Peer check Feedback through you.....here it could have been an answer key to speed things up?	No example instruction. You are assuming too much of them and need to develop this technique.

Focus on form and meaning	Is this clear? Why is there a,b,c and 1,2,3? The boys group just had a bit of a discussion. San is starting one with the first group. Feedback through you. Could use a timeline to explain all goes well in the future.....have two more years. Question 2 is about the present form being used to explain a future event. Well explained two clauses.....and clarified for San. Not would but might / may / could is the answer to San's question. Well answered....the unless question from San. Zaga answered the not starting with if.....you confirmed this. Got the when to use the comma in here. Good	No example. I'm not sure they understand what the task is. They are confused although you are monitoring well. You are now reinstructing with both groups.
CP 1 at 13.39	Cut out match up Encouraging peer correction between groups.	No example done

CP 2 at 13.43	CCQI Changed groups around Feedback through you at 13.47 Elisa and Virginia needed more feedback here. San also is teaching in her groups. They are carrying out their own feedback while you want to move on.	
CP 3	Sts working well in groups and loving the CP Feedback through you. Lovely recycling of form here 13.55. Using whiteboard very well.	Did you think to miss this out and go to FP? Missing the opportunity to affect pron with contracted forms
FP	Another cut out 13.56 Lovely feedback and closure	No example again.

Overall comment

Strengths:

- Lovely rapport engendered right from the start. Genuinely interested in their comments and calmly authoritative in manner. Quietly in control and they like that. Gentle, witty, humour injected as often as possible which is to be encouraged.
- You have a strong classroom presence.
- Aware of time and looking at your watch, encouraging participation and communication. You did get through the majority of your plan so that is pleasing and a testimony to your skills.
- Good monitoring and excellent classroom management to create two table groups as soon as. Well done.
- Peer check instructed.
- Good error correction to the vocabulary. Nursery was always going to be an issue. Did you predict that? I might have had this one as question 8. You handled 3 year old as a noun very well. Could have as the difference between three years old ...adj phrase...and three year old...noun phrase.
- Handling the TL pretty well. Answering questions with conviction and accuracy. A bit more to go but pleased with this level of accuracy and clarification.

Consider:

- Always do an example as an instruction. Added benefit is it is quicker and models language than needs to be used (more complete scaffolding).
- Use of answer keys as a variation especially where you are not expecting any particular issue. Focus only on number 5 for example if you think that is a problem. You don't have to go through answers if there is no learning in doing so. Conversely you needed to pounce on opportunities to focus selectively on particular points that arise as gaps between what they know and what they need to know.
- A productive stage after the receptive to allow them an opportunity to comment on the ideas in the text. Extending the final productive stage and giving them opportunity to voice their opinions and use TL.
- You are starting to override the activities in the book (You changed several tasks) and this is encouraging. Attending to the rationale for each stage will arm you with more confidence to do this even more. I did suggest that to get the number of CP / FP into the lesson you'd need to reduce the number of questions. You did achieve this, and that was impressive, but if you had cut down the number of questions you could have focused more time on addressing the difficulties that the students had.
- Arm yourself by fully analyzing the TL...the actual examples of language the sts encounter and have issues with.
- Opportunity to affect pronunciation by insisting on contracted forms here. Rarely use will although won't is well contracted by the learners.

As discussed at feedback this was a very strong 'to standard' with elements of above standard. If you address the point above in planning you will make progress for your final lesson delivery

Performance descriptors for this stage of the course:

- **Planning:** You are starting to plan effectively with some guidance – your plans can be more detailed and this would help delivery.
- **Language and skills:** You delivered a good language and skills lesson and used different classroom techniques with a degree of success.
- **Awareness of learners:** You showed some awareness of learners and an ability to respond to their needs.
- **Reflection:** You are able to reflect on some key strengths and weaknesses and this is starting to develop and inform your teaching skills.

Grading: To standard – you are verging on Standard + with your teaching skills. Try to ensure your lesson plans are fully completed to improve.

Name: Nonie Bowen

Observer: Neal

Date: 28/11/18

Duration: 60 mins

Level: Pre-Int

Number of learners: 10

Start Time: 1.00-3.00 pm (2/ 2)

Language and skills

Lesson Plan

Email support (A record of)	Yes CP first Ask the rules after feedback. If you do this after one CP but before another...this would classify as semi-inductive
	No worries and yes send me your worksheets. Inductive...yes do an example but don't explain why??? After they have practised see if they can work rules out.... But again ..your choice

Hi Nonie..

On the cover sheet you sent me you had page 69-71 and TP8...from last week.

Yes a jigsaw reading is a different technique...equally valid....and works in a different way so generally there is no gist task for a jigsaw reading....as they are not reading the whole. You are a bit in between two methods.

Yes..what you describe grammar wise is a extracting TL and then focusing on meaning, form and pron. Then then practise. This is rules broken down especially the meaning which is better expressed as use of grammar, ie when you use this form. So this is deductive grammar teacher as opposed to inductive which is practice first then clarification and students constructing the rules after the practice from what they have learnt.

Again I don't mind which you do...

As I say mark CP3 as optional and make a decision on the day.

Best

Neal

	Hi Nonie, Two things immediately...you have the wrong page number and TP number and you have no rationale / aim for the stages. You also have no CCQs related to the specific example sentences (TL) you are using to explain this language????? Each of the sentences should have corresponding context / CCQs / possible timelines, just as in your grammar assignment. They are however correctly labelled and show a logical progression. You are doing a jigsaw reading so classroom management will be important. This text is a series of posts common on blogs, a thread where there is cohesion brought about by people commenting on previous posts. You are going to need to explain this and I am not sure breaking up the text into each person's individual messages will work as they have to read the entire thread to follow it??? Mark Reed / Zinaida / Biggi / Julia/ Christina /Sandy.....6 people???? Maybe it will work as a 'role play' The detail task requires them to scan all the texts too. I would include a min-production task after the detail. They need to have an opportunity to say something about the content / theme / genre of this text before going on to the grammar.....Just 3 / 4 minutes to voice opinion. You are insisting on deductive grammar rather than inductive? Could you do CP before focus on form and pron? Then link back to the examples in the text? Not saying you must but saying could you? Whether you Do 2 X CP or 3 is up to you? Which one would you drop if you had to? If you have one in mind...identify it as OPTIONAL...You can make the decision in the Best Neal
Main & Subsidiary Aims	learn to use.....X practise using....✓ Subsidiary Aims Practise reading skills and using an associated set of vocabulary

Stage Aims (ie Rationale for each stage)	What is noticeable is that despite feedback you do not attend to the aims / rationale for each stage. This reveals an underlying understanding (or lack) as to the purpose behind each task and how they connect. This suggests that the students are expected to do a series of interconnected tasks for the sake of it as opposed to build and recycling language and idea. Ultimately why they should carry out a task, what they will learn by doing so is much more important than what they do. I'd like to see a shift from what to why in your planning so as to avoid a series of discrete tasks and move to an lesson where language and theme are embedded throughout in a cohesive, integrated and progressive lesson.
Skills Analysis	This will depend on whether you facilitate a jigsaw reading or a more traditional approach. In exchanges it remains undecided. A productive task was suggested after the reading to allow students to express opinion and there are examples for the production at the end although ideas and language prompts could have been considered.
Language Analysis (M/F/P)	Well done for including actual TL and scribing CCQs. No vocabulary TL considered.
Staging (ie Logical progression of lesson stages)	I do like how you are trying to sequence this lesson and give enormous credit to attempting to teach inductively.
Other	You are open to new ideas and happy to try them out in class

Lesson Plan: To standard

Running Commentary

Stages/Activities	Positives	Suggestions / Points to Remember
PPT image	Best Holiday Prompts on PPT Changed dynamic or tried to with focus on pairs. Sts on task at 14.04 and you are writing on whiteboard. Feedback through you nominating different students by name. Lovely affirmation of their ideas	Example given
Article	Questioning what type of article is? Blog article where people have a conversation via posts or messages. Gave out materials Sts on task at 14.08 Now doing vocabulary ... Back to task Now feedback at 14.14 Through you and handling well.	Verbal instruction Didn't understand why they had a list of questions but only answer the first 4 Out of sequence?? No answer key. Would it have helped?

Detail	Good use of PPT but they have already started. Set 6 mins as time limit 14.20 Feedback through you using PPT at 14.21 Went through a few then affirmed and moved on.	Confused instruction again due to task design
	What is this text talking about? Good link to the past	
CP 1	Error correction Rationale for this CP is different to using the TL. It is to contrast the TL with an activity that has finished. This will need clarifying through feedback 14.27 Feedback Had to is correct. Well done. This needed to be gone through. Number 4 was well answered plus Eshag plus San's question.	Could have mentioned the theme was the same as that discussed in the blog
CP 2	Materials given out Feedback	Example done

CP 3. 14.35	Focus on basic rules Feedback which is clarifying We went swimming all the time We used to go swimming all the time Same or different?	This should have been done as CP1? Maybe we'll discuss this in feedback.
14.41	Really drawing out the reason for its use plus the form. Using CCQ Using Timelines Focusing on different TL Going back to the webpage and they did volunteer that these events were past habits. But you led them to this and this was very helpful to them. You revisited the elected language at the start and asked them to now use the TL. This is brilliant and questioned / probed especially with Lorenzo Focus on pron 14.49	Don't drill 'used to' unless you have the second verb Used to take Stress is on take..used to is assimilated and weak

FP	Two line Yes they are producing TL You are ready to layer this with different prompts. This could run and run for as long as you have prompts. Nice closure	Did an example Not a brilliant one but it worked
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Overall comment

Strengths:

- Classroom management is very strong.
- Encouraging students to peer check.
- Excellent monitoring, you are very aware of what is actually going on in the classroom. Very attentive and gathering real information. And using this to inform teaching.
- Brave decision and good to see an inductive approach to teaching grammar. You will have learnt a lot by doing this.
- Nominating by name and especially encouraging cooperative learning.
- You handled the drawing out of the rules of use and form after CP3 very well.
- I suggested you taught inductively, you did. I asked for you to deal with pronunciation and you did. I asked you to get through a balanced lesson (input / output) and you did. I asked you to clarify the language for the students and you did. I asked you to bring the receptive text to life and you did.

Consider:

- Vocabulary was taught as an afterthought and not elicited but the word was shown and the students were asked what it meant.
- The gist task was confusing with so many questions. Review design and rationale to this activity.
- While you introduced the Web 2.0 aspect you didn't focus on the characters in this communicative act. Their names would have helped and why they are communicating like this. Do they know each other? What brings them together?
- Rushed and rather confused set up of tasks for the receptive skills. Sometimes interrupted by something else for example pre teaching vocabulary after the students had started.
- The sequence of the CP from a student perspective. I would have done CP 3 first. TL has different aspects. Used to / didn't use to then add the next aspect of never used to as an emphatic structure.
- Well done for an inductive approach. The emphasis in inductive approach makes the sequencing of CP more important and raises the importance of the feedback making it more likely that you will need to go through each one.

Performance descriptors for this stage of the course:

- **Planning:** You are plan effectively with some guidance – you can analyse TL well and select appropriate resources and tasks for successful language and language skills development.
- **Language and skills:** You delivered an effective language and skills lesson and using variety of classroom techniques successfully.
- **Awareness of learners:** You showed good awareness of learners and an ability to respond to their needs.
- **Reflection:** You are reflecting on key strengths and weaknesses and this is developing and informing your teaching skills.

Grading: Above standard

CPD Reflection – Smart board and Apps Training

Technology is the one thing that the educators love and hate. The lesson could be a disaster from the start if the computer does not switch on, the materials cannot be projected onto the screen or the audio does not work. However, those are not the only technical problems that we need to learn. Smart board is getting popular and widely used in the schools, especially in the primary and secondary schools. Higher education lecturers tend to be giving lectures than have interactive activities with the learners so the smartboard and apps might not be useful for some lecturers. Although from my point of view, smartboard and apps can be used to engage students in learning because it is more fun and creative than traditional lectures.

As I am a modern language teacher, apart from pair and group role play, discussion and solving problems on the paper, it is supposed to be more interesting moving objects around on the screen with animated background, playing a matching game with different speed and levels to tackle or group quiz competition. Because it is all digitalised, the answer can be given automatically with every completion of activities. Instead of spending time giving the answers, teachers can focus on the collective errors and discuss them. In addition, it also works as a learning progress assessment at each stage without putting too much pressure on the learners. The smartboard and the apps provide teachers in all subjects with alternative teaching activities and assessment approaches. Moreover, they provide a platform for teachers to share their lesson materials and sources. That evidently help teachers decrease their lesson planning time as well.

There are many apps online, some are free to subscribe some require fees. Some of them the teachers can design their own teaching or learning sets, some of them are ready designed for students to practise. I feel fortunate that there are many languages apps that teachers can make use of. The app like Quizlet is useful for both teachers and students. Teachers can create sets for different topics for teaching and students can use it for revision and practice. It can also be used as an assessment tool like Kahoot. Teachers can create live quiz for students to give answers with their own device. Again, because it's not a paper test, students are more keen to participate. In time, my students do show improvement in their learning result with practice on apps.

On the contrary, the lessons designed with apps can help students learning, there would be time that the technology is not applicable. Teachers should learn to create physical activities adopting the ideas from the apps. It can take time to prepare all the activity materials, but it should have the same result and could physically get learners moving around instead of sitting down for the entire lesson. To sum up, there are apps and tools out there to help educators create and teach lessons that we should try to take advantage of them.

A Scenario Based Learning

The current face to face or online learning activities examples are Lectures, Role play, Flipped classroom, Independent learning. A Scenario-based Learning (SBL) can be used as an approach for learners to obtain knowledge and practise a task or skillset. It is suggested to be an ideal learning activity for Competency-based education, which is integration of knowledge, skills and attitudes to successfully engage with a professional task, focusing on the ultimate objective, e.g. what learners should be able to do in the workplace. Jobs like pilots they are trained using SBL with high fidelity simulations. A SBL prepared the learners not to make a quick decision on when face a problem but be able to make a decision based on their practice and experience.

Compared with lectures, in spite there are good lecturers who give effective lectures, which are in theory face to face activities, the learners receive information passively. The rest of activities are more autonomous learning which motivate the learners to find out the information or learn from their mistakes on their own. Learners tend to remember more with the activities that they have to figure out the answers themselves.

Like a Role play, a SBL provides an authentic situation that the learners can either work alone or in groups to understand all the information given, gather more information and make decision to solve the problem. Before setting a scenario, the learning objectives must be decided. It can have more than one objective. However if it is an independent learning, the learner might lose interest if the task takes too long and they have no one to discuss the scenario with. There are also Team-based learning (TBL) and Problem-based learning (PBL). In TBL there is not a facilitator, team members are required to be more focused and mutually committed to the goals and each other. As in PBL, a group of individuals share their learning needs and experience a problem under the guidance of a facilitator. They are more focused on answering a single task which is usually a question or questions.

In the course, it also mentioned story telling activities. A story with different stages which can also engage the learners and keep their attention. I have rewritten stories but I have not created one story from scratch. However, I have the learners created stories from pictures. The activities often went well because the new words were provided, and we had practised dialogues with similar scenarios. A media incorporated Virtual Scenario, such as videos, images, or other online resources, can support the learner to be immersed or engaged with the scenario.

I support the idea of a SBL. Even though it might not work with all learners depends on their ages and backgrounds, it makes sense for learners in the higher education to apply what they learn in authentic scenarios. The practice certainly should help them in dealing the similar situations better.

Language Lab

When I was learning English in Canada, I often had a lab class a couple times a week. Where we would listen to songs or a dialogue and try to fill in the missing words. We also practised drills individually in the lab as well. I had the same experience learning German in Japan, we would spend time in the lab improving our listening and pronunciation.

However, I have not seen a language lab in the schools these days. I believe they were replaced by the IT rooms, where students use the computer doing exercises of all language aspects. However, when the students practising their speaking on the computer, the teachers do not necessarily hear them unless they stand right next to the students. As for the language lab, teachers can press a button and hear any students speaking and give them feedback simultaneously.

Language labs may be old fashion systems for supporting student's speaking and listening learning. Some technology software companies have been developing systems that can help with those aspects of both offline and simultaneous practice. The unprecedented Covid influence also stimulate online tools creations. With the breakout room function, we can pair or group students and they can practise speaking much more than teacher lecture style of class. On the other hand, if there is only one teacher vs 10 students or more, the teacher still can not monitor students well enough, especially when one group needs more help no matter it is a language issue or an IT issue.

As it is vital for teachers to hear students speaking, giving students speaking assignments is also necessary. The assignment could be a song recording, a presentation of a topic or a simple recital of a story or a poem. The point is to help students improve their speaking ability, the fluency and the pronunciation. On the contrary to the speaking practice, listening practice is more efficient when students can do it in their own pace. Listening is in general considered a skill hard to master, especially for the beginners. The speed of the speakers varies, and the accent and dialect can be very confusing. Not all the students can catch and understand the same conversation at the same time. For the beginners, they require them to comprehend after they catch the words. The more they practise the better they get. However, if they all are allowed to listen to the tape twice, some students might never get the entire conversation. Some may say, the most important thing for the listening practice is to understand the gist. I would say in the beginning, it is quite alright to just understand the gist and not get frustrated with not catching the details. As the time goes by and knowing more words, the more you can catch the higher level that represents. Practice makes perfection as it says. The language lab style of practice system is encouraged in the physical classroom, online and offline classroom as well.

A brief Assessment of My Professional Development throughout the Programme together with an Analysis of Future Developmental Needs

Throughout the programme I have analysed the educational environment, the teaching strategies and approaches, and the learning impact to the learners before the covid pandemic and after it happened.

Before the pandemic happened, the education was commonly conducted face to face. Even though the distance learning has increasing popularity over the time, the majority of the population are used to the traditional classroom learning. Most of the teachers and lecturers are experienced with delivering lessons online. It has been a struggle and also an adventure for both parties of teaching and learning. Both parties have to learn several apps to host or join online lessons, and also to deliver or submit assignments. Even though the change has helped develop teacher and students' distance learning skills, it has also resulted in some students having mental health issues and distress among the teachers.

The process has helped me to gain awareness of problems the learners may have apart from general learning issues. It also encouraged me to constantly explore different teaching approaches, creative ideas and apps through educational Webinars and other available CPD events so I can engage my students and keep them interested learning online or face to face. I have also learned to pay attention to any changes to students' learning environment and condition and try to communicate with them and help them. On the other hand, I have learned that not every educational provider has been providing as much support as they should and appreciating how challenging it has been for the teachers.

As for my future developmental needs, keep my teaching approaches creative and interesting to the learners is one of constant ongoing developmental needs. For the interest of my learners, I also need to develop my knowledge involving mental health issues so I can provide them with some guidance through their difficult time while continuing their education. Another developmental need is to promote the awareness of creative and practical teaching methods through use of technologies. Teachers need the support of the educational providers to develop their teaching skills and also to be able to utilise effective teaching and learning apps to boost the learning efficiency and outcome. The educator provider should understand how challenge it can be for the teachers to try to keep their teaching skills up to date and also wanting to have students use the available apps to keep up their learning whenever they can and efficiently.