

# Reflection Tasks for Pre-Service Teacher Education



## Accelerating English Language Learning in Central Asia

## **Acknowledgements**

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### **Task writing and revision team**

Nodira Isamukhamedova, Westminster University in Tashkent

Durdona Saydazimova, Tashkent State Pedagogical University named after Nizami

Zamira Abdujabborova, Tashkent State Pedagogical University named after Nizami

Dina Mamirbaeva, Nukus State Pedagogical Institute

Rozaliya Ziryanova, Westminster University in Tashkent

Nilufar Mukhammedova, Uzbekistan State World Languages University

Yayra Abduraimova, Uzbekistan State World Languages University

Kamola Alimova, Uzbekistan State World Languages University

Saida Irgasheva, Millat Umidi University

Gulnora Nosirova, Uzbekistan State World Languages University

Rod Bolitho, Norwich Institute for Language Education (NILE), UK

Lisa Mann, Norwich Institute for Language Education (NILE), UK

Kateryna Protsenko, Norwich Institute for Language Education (NILE), UK

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**Note:**

The years of study and modules suggested for these tasks are orientational only. Many tasks are suitable for multiple years and can be used in modules beyond those indicated here.

## **Introduction**

Encouraging teachers to reflect on their practice is widely recognised as key to career-long professional development. The AELLCA project embraces Continuing Professional Development for serving teachers of English but also focusses on Pre-Service Training (PRESETT) programmes in Higher Education Institutions in Uzbekistan and across Central Asia, with the shared objective of getting students to develop the habit of reflecting on their learning and, later in the programme, on their teaching as they go through the practicum.

While some people, whether teachers or students, are naturally given to reflection, others are not, and they will need encouragement to understand its importance and to get started. That is the purpose of this short publication. It contains 29 ready-made activities to promote reflection on what teacher education students experience in all four years of their PRESETT course.

The activities were originally conceived by experienced university teachers from different institutions in Uzbekistan and edited by NILE consultants. Most of them have been tried out in PRESETT institutions. While some of them can be taken and used in their original form, most of them should be regarded as prototypes which offer a structure and methodology for PRESETT tutors to follow in order to design their own reflection tasks to complement the wide range of sessions taught in language and methodology courses during the programme. Some of the activities lend themselves to quick use in ten minutes at the end of a taught session, whereas others may be used over a whole session as part of a review of a series of lessons or a period of school practice. Seen this way, they become a complement to widely used reflective tools such as learning journals or teaching diaries.

The activities are also different in terms of interaction and of the language skills they draw on. Some lend themselves to individual reflection while others are best carried out in pairs, groups, or even whole class. That there can be a social dimension to reflection may be new to some teachers, but the opportunity to exchange views and to learn from each other is invaluable as students slowly find their way forward during their transition from thinking as learners to making decisions as teachers. In the most commonly used version of the PRESETT curriculum, there are examples of reflection tasks which are assessed. This collection includes examples of such tasks with suggested criteria for assessment. This type of assessment is developmental in nature and is about quality of thinking rather than checking on knowledge for its own sake.

The overarching objective of any pre-service programme is to prepare students for a teaching career. The reflection dimension which these activities are designed to support is a way of ensuring that novice teachers in their first teaching post are ready to reflect critically on their day-to-day practice and to continue to develop professionally throughout their careers. The intention is that this process will be underpinned by the school level CPD initiative, which was launched in Uzbekistan in 2022, with the objective of establishing schools as hubs of good practice in professional development. If a novice teacher's first job is in a school with a commitment to CPD, the hope is that their development will simply continue seamlessly through their early teaching career.

All of us who were involved in the production of these tasks wish you all the best as you try them out and learn from them in your own PRESETT classes. Your comments and feedback will be very welcome.

Rod Bolitho  
February 2025

## YEAR 1

**Task 1:** General reflection questions

**Aim:** To enable students to reflect on any classroom activity

**Possible modules:** Any Year 1 module

**Timing:** 10-15 minutes

### **Instructions to tutors:**

- This type of task can be used regularly in different lessons in Year 1 so that students get into the habit of reflection.
- After the main classroom activity/task, ask the questions below (you may select the ones which are applicable in your situation or add further questions) to encourage your students to reflect on their experience. Probably best to limit the number of questions so as not to overstretch students at this early stage in their course. The grouping of questions below will allow you to switch the focus of reflection from lesson to lesson.
- This activity can be done in the form of a whole class or small group discussion, a reflective log, a portfolio entry, an interactive activity (e.g., a mingling activity like “Find someone who...”, a board game, interview, etc.), a web-based reflection (Padlet, Jamboard, Canva, Google doc, etc.) or a group poster.

### **Engagement:**

- Did you enjoy this activity? Why?
- Did you feel engaged and motivated during the task? Why or why not?
- Did you stay focused during all stages of the activity? Which part of the activity kept you engaged and why?
- Did you enjoy working in a group? Why/Why not?

### **Challenges:**

- Was the activity manageable/difficult/easy? Explain your answer.
- What challenges did you face during the task?
- How did you overcome the challenges? What strategies did you use?

### **Learning outcomes/skills and understanding:**

- How well do you think you understood the material or concepts covered? Explain your answer.
- What skills or knowledge did you gain from this activity?
- What strategies did you use to complete the task? Were they effective?

- How did the activity help you connect the material to real-world situations?
- How can you apply what you learned in real-life situations?
- How can you learn more about this outside of class?

**Feelings and feedback:**

- How did you feel about your participation in the group or activity?
- Are you more confident in...? (e.g., writing letters, delivering presentations, making posters, guessing the meaning of unknown words)? Why do you think that is so?
- What feedback do you have for me about the task or activity?

**Collaboration:**

- How did you collaborate with your peers? Give an example of a contribution you made.
- What did you learn from them? What did they learn from you?
- What did you learn about your peers? What did they learn about you?

**Future applications:**

- If you could change one thing about this activity, what would it be?
- How do you plan to apply what you learned today in the future?
- What questions do you still have about the lesson itself?
- How can you improve your approach to similar tasks in the future?

## YEAR 1

**Task 2:** Error analysis bingo

**Aim:** To make error analysis interactive and reflective

**Possible modules:** Reading, writing

**Timing:** Integrated into one whole session at any point

### **Instructions to tutors:**

- Create bingo cards with common student errors (e.g., subject-verb agreement, incorrect use of prepositions) – you can also use the cards provided below or adapt them as necessary. Print out enough copies and hand them out at the beginning of the class along with instructions.
- During review sessions, ask students to identify these errors in their own or peers' work.
- When a student finds an error that matches one on their bingo card, they must write the answers to the following prompts on the card:
  1. What the correct sentence / word / pronunciation would be
  2. Why it occurred
  3. How I can avoid this mistake in the future



## Master copy for bingo cards

This card contains examples of errors common in speakers of Uzbek language. Use this card to generate more bingo cards if necessary.

<p><b>Misuse of articles</b> (e.g., 'I went to the school yesterday' instead of 'I went to school yesterday')</p>	<p><b>Incorrect prepositions</b> (e.g., 'I am good in English' instead of 'I am good at English')</p>	<p><b>Lack of subject-verb agreement</b> (e.g., 'He go to school' instead of 'He goes to school')</p>	<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision')</p>
<p><b>Word order issues</b> (e.g., 'She to me showed her book').</p>	<p><b>Missing auxiliary verbs</b> (e.g., 'You know where is he?' instead of 'Do you know where he is?')</p>	<p><b>Errors with countable vs. uncountable nouns</b> (e.g., 'Many advices' instead of 'Much advice')</p>	<p><b>Incorrect tense usage</b> (e.g., 'I see her yesterday')</p>
<p><b>Incorrect form of modal verbs</b> (e.g., 'He can to go' instead of 'He can go')</p>	<p><b>Incorrect pluralization</b> (e.g., 'peoples' or 'childs')</p>	<p><b>Wrong forms of comparative adjectives</b> (e.g., 'more better')</p>	<p><b>Misuse of infinitives and gerunds</b> (e.g., 'I enjoy to read' instead of 'I enjoy reading')</p>
<p><b>Incorrect word stress</b> (e.g., /kən'fərəns/ instead of /'kɒnfərəns/ ('conference'))</p>	<p><b>Mispronouncing 'th' as 's' or 'z'</b> (e.g., /sɪŋk/ instead of /θɪŋk/ ('think'))</p>	<p><b>Confusing 'v' and 'w' sounds</b> (e.g., /vɪlɪdʒ/ instead of /wɪlɪdʒ/ ('village'))</p>	<p><b>Adding extra vowels to consonant clusters</b> (e.g., /pɪlem/ instead of /plem/ ('plane'))</p>

## Bingo card 1

Listen to your peers and monitor your own English. Whenever you hear one of the mistakes on this card, tick the card and write answers to the following prompts:

1. What the mistake is
2. What the correct sentence / word / pronunciation would be
3. Why it occurred

Also, think and make notes about how this mistake can be avoided as you will have to share this information with the whole group later.

When you have ticked three boxes in a line (horizontal, vertical or diagonal), shout 'bingo!' and share the mistakes you have identified.

<p><b>Adding extra vowels to consonant clusters</b> (e.g., /pilem/ instead of /plem/ ('plane'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Wrong forms of comparative adjectives</b> (e.g., 'more better')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Errors with countable vs. uncountable nouns</b> (e.g., 'Many advices' instead of 'Much advice')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Word order issues</b> (e.g., 'She to me showed her book')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of infinitives and gerunds</b> (e.g., 'I enjoy to read' instead of 'I enjoy reading')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Incorrect prepositions</b> (e.g., "I am good in English" instead of "I am good at English")</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of articles</b> (e.g., "I went to the school yesterday" instead of "I went to school yesterday")</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect form of modal verbs</b> (e.g., "He can to go" instead of "He can go")</p> <p>1.</p> <p>2.</p> <p>3.</p>

## Bingo card 2

Listen to your peers and monitor your own English. Whenever you hear one of the mistakes on this card, tick the card and write answers to the following prompts:

1. What the mistake is
2. What the correct sentence / word / pronunciation would be
3. Why it occurred

Also, think and make notes about how this mistake can be avoided as you will have to share this information with the whole group later.

When you have ticked three boxes in a line (horizontal, vertical or diagonal), shout 'bingo!' and share the mistakes you have identified.

<p><b>Adding extra vowels to consonant clusters</b> (e.g., /pilem/ instead of /plem/ ('plane'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision').</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Errors with countable vs. uncountable nouns</b> (e.g., 'Many advices' instead of 'Much advice')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Incorrect tense usage</b> (e.g., 'I see her yesterday')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of infinitives and gerunds</b> (e.g., 'I enjoy to read' instead of 'I enjoy reading')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Word order issues</b> (e.g., 'She to me showed her book')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Mispronouncing 'th' as 's' or 'z'</b> (e.g., /sɪŋk/ instead of /θɪŋk/ ('think'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect tense usage</b> (e.g., 'I see her yesterday')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Wrong forms of comparative adjectives</b> (e.g., 'more better')</p> <p>1.</p> <p>2.</p> <p>3.</p>

### Bingo card 3

Listen to your peers and monitor your own English. Whenever you hear one of the mistakes on this card, tick the card and write answers to the following prompts:

1. What the mistake is
2. What the correct sentence / word / pronunciation would be
3. Why it occurred

Also, think and make notes about how this mistake can be avoided as you will have to share this information with the whole group later.

When you have ticked three boxes in a line (horizontal, vertical or diagonal), shout 'bingo!' and share the mistakes you have identified.

<p style="text-align: center;"><b>Incorrect form of modal verbs</b></p> <p style="text-align: center;">(e.g., 'He can to go' instead of 'He can go')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Wrong forms of comparative adjectives</b></p> <p style="text-align: center;">(e.g., 'more better')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Adding extra vowels to consonant clusters</b> (e.g., /pleɪn/ instead of /plem/ ('plane'))</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p style="text-align: center;"><b>Mispronouncing 'th' as 's' or 'z'</b> (e.g., /sɪŋk/ instead of /θɪŋk/ ('think'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Incorrect tense usage</b></p> <p style="text-align: center;">(e.g., 'I see her yesterday')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Errors with countable vs. uncountable nouns</b> (e.g., 'Many advices' instead of 'Much advice')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p style="text-align: center;"><b>Missing auxiliary verbs</b></p> <p style="text-align: center;">(e.g., 'You know where is he?' instead of 'Do you know where he is?')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Lack of subject-verb agreement</b></p> <p style="text-align: center;">(e.g., 'He go to school' instead of 'He goes to school')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p style="text-align: center;"><b>Misuse of collocations</b></p> <p style="text-align: center;">(e.g., 'do a decision' instead of 'make a decision')</p> <p>1.</p> <p>2.</p> <p>3.</p>

## Bingo card 4

Listen to your peers and monitor your own English. Whenever you hear one of the mistakes on this card, tick the card and write answers to the following prompts:

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2. What the correct sentence / word / pronunciation would be
3. Why it occurred

Also, think and make notes about how this mistake can be avoided as you will have to share this information with the whole group later.

When you have ticked three boxes in a line (horizontal, vertical or diagonal), shout 'bingo!' and share the mistakes you have identified.

<p><b>Missing auxiliary verbs</b> (e.g., 'You know where is he?' instead of 'Do you know where he is?')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect prepositions</b> (e.g., 'I am good in English' instead of 'I am good at English')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Mispronouncing 'th' as 's' or 'z'</b> (e.g., /sɪŋk/ instead of /θɪŋk/ ('think'))</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Errors with countable vs. uncountable nouns</b> (e.g., 'Many advices' instead of 'Much advice')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Lack of subject-verb agreement</b> (e.g., 'He go to school' instead of 'He goes to school')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Incorrect word stress</b> (e.g., /kən'fərəns/ instead of /'kɒnfərəns/ ('conference'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Word order issues</b> (e.g., 'She to me showed her book')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect form of modal verbs</b> (e.g., 'He can to go' instead of 'He can go')</p> <p>1.</p> <p>2.</p> <p>3.</p>

## Bingo card 5

Listen to your peers and monitor your own English. Whenever you hear one of the mistakes on this card, tick the card and write answers to the following prompts:

1. What the mistake is
2. What the correct sentence / word / pronunciation would be
3. Why it occurred

Also, think and make notes about how this mistake can be avoided as you will have to share this information with the whole group later.

When you have ticked three boxes in a line (horizontal, vertical or diagonal), shout 'bingo!' and share the mistakes you have identified.

<p><b>Incorrect pluralization</b> (e.g., 'peoples' or 'childs')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Wrong forms of comparative adjectives</b> (e.g., 'more better')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect word stress</b> (e.g., /kən'fərəns/ instead of /'kɒnfərəns/ ('conference'))</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Misuse of infinitives and gerunds</b> (e.g., 'I enjoy to read' instead of 'I enjoy reading')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect tense usage</b> (e.g., 'I see her yesterday')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Lack of subject-verb agreement</b> (e.g., 'He go to school' instead of 'He goes to school')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Adding extra vowels to consonant clusters</b> (e.g., /pilein/ instead of /plein/ ('plane'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect form of modal verbs</b> (e.g., 'He can to go' instead of 'He can go')</p> <p>1.</p> <p>2.</p> <p>3.</p>

## Bingo card 6

Listen to your peers and monitor your own English. Whenever you hear one of the mistakes on this card, tick the card and write answers to the following prompts:

1. What the mistake is
2. What the correct sentence / word / pronunciation would be
3. Why it occurred

Also, think and make notes about how this mistake can be avoided as you will have to share this information with the whole group later.

When you have ticked three boxes in a line (horizontal, vertical or diagonal), shout 'bingo!' and share the mistakes you have identified.

<p><b>Confusing 'v' and 'w' sounds</b> (e.g., /vɪlɪdʒ/ instead of /wɪlɪdʒ/ ('village'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect prepositions</b> (e.g., 'I am good in English' instead of 'I am good at English')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of articles</b> (e.g., 'I went to the school yesterday' instead of 'I went to school yesterday')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Wrong forms of comparative adjectives</b> (e.g., 'more better')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Misuse of collocations</b> (e.g., 'do a decision' instead of 'make a decision')</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Incorrect pluralization</b> (e.g., 'peoples' or 'childs')</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Incorrect word stress</b> (e.g., /kən'fɒrəns/ instead of /'kɒnfərəns/ ('conference'))</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p><b>Errors with countable vs. uncountable nouns</b> (e.g., 'Many advices' instead of 'Much advice')</p> <p>1.</p> <p>2.</p> <p>3.</p>

## YEAR 1

### Task 3: Exit tickets

**Aim:** To encourage participants to process what they've learned during the session, help them identify key takeaways, challenges, and insights

**Possible modules:** All modules

**Timing:** Any year, at any point in the course

#### Instructions to tutors:

##### Step 1: Choose Your Goal

- Before the session, design exit tickets or use the tickets provided (there are four options). Make enough copies for everyone.

##### Step 2: The activity

- At the end of your session, briefly explain the purpose of the exit ticket, e.g.:
  - Before we finish, I'd like you to take a minute to reflect on today's session. This will help you process your learning and also guide me in making future sessions more useful.
- Provide clear instructions:
  - Please respond to the questions on your card in writing. Be as honest and specific as you can.
- Share the questions.
- Give participants 2–5 minutes at the end of the session to complete their exit tickets. Ensure there's enough time for everyone to think and respond.
- As students leave, stand by the door and gather the completed tickets.

##### Step 3: Follow Up

- Take time to review them soon after the session. Look for:
  - Patterns or themes in their reflections.
  - Areas where teachers may need more support or clarification.
- Use the responses to:
  - Adjust future sessions based on feedback.
  - Address unanswered questions or recurring challenges in the next session.
  - Highlight insightful reflections anonymously to inspire group discussions.
- In the next session, share your findings with the group (ideally on a slide) and get participants to discuss how those findings can be incorporated in future teaching.



**Exit ticket options**

<p><b>Name:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Session:</b> _____</p> <p><b><u>Questions:</u></b></p> <p>What have you learned?</p> <p>What did you find challenging?</p> <p>Questions you still have</p> <p>How you'll apply what you've learned</p>	<p><b>Name:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Session:</b> _____</p> <p><b><u>Questions:</u></b></p> <p>What is one key takeaway from today's session, and how might you use it in your teaching?</p> <p>What challenged your thinking today?</p>
<p><b>Name:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Session:</b> _____</p> <p><b><u>Questions:</u></b></p> <p>What part of the session was most useful for you?</p> <p>What's one thing you'd like more clarification on?</p>	<p><b>Name:</b> _____</p> <p><b>Date:</b> _____</p> <p><b>Session:</b> _____</p> <p><b><u>Questions:</u></b></p> <p>What's one action you'll take before the next session?</p> <p>What question or idea are you leaving with?</p>

## YEAR 1

**Task 4:** Peer feedback on speaking activities

**Aim:** To develop students' ability to give and receive constructive feedback

**Possible modules:** Speaking

**Timing:** Variable according to the demands of the speaking task

### **Instructions to tutors:**

- Let students know that they will be doing a reflection task after the speaking activity
- Pair up students of similar speaking ability to carry out the task
- After the task, ask them to reflect on each other's performance using these prompts to make notes:
  1. What did my partner do well?
  2. What could they improve?
  3. What strategies could help them next time? (*e.g., concentrating on word stress; working on weak forms in connected speech, etc.*)
- Give each pair 6 minutes (2 x 3 minutes) for the feedback.
- Model how to give constructive feedback using sentence starters like: 'I liked how you...', 'Next time, you could try...', etc.
- Move from pair to pair and make notes on the way they deal with the reflection task.

## YEAR 1

### **Task 5:** Developing a video reflection

**Aim:** To reflect on the process of becoming an autonomous learner in a video focusing on oral skills

**Possible modules:** ISS, Listening and Speaking, IS

**Timing:** End of semester/end of year

#### **Instructions to tutors:**

- At the beginning of the module, address the concept of learner autonomy and its importance in learning and learner development. Return to the concept periodically throughout the module by, for example, eliciting the rationale for your own teaching decisions (e.g., ‘Why did I give you a choice of writing it or speaking it?’ or ‘Why did I instruct you to research the topic at home for discussion in class?’)
- Also at the beginning of the module or at least one month before the deadline introduce the task specifications and prepare students for the task, discussing what a video reflection is and providing examples.
- Explain that students are expected to create a video reflection of 5 to 7 minutes. They should:
  - Introduce themselves.
  - Briefly describe what they learned in this module.
  - Briefly describe how they feel they changed as a learner over this period of time.
  - Specify the strategies that helped them to become more autonomous learner with specific examples of when they demonstrated autonomous learning skills.
  - State the autonomous learning strategies that they will they use in the future.
- Students should upload their video reflections to the learning management platform used in the module (HEMIS, Padlet, YouTube Channel, Telegram, LMS).
- Ask students to submit their drafts two weeks before deadline for peer and teacher feedback.

#### **Assessment criteria:**

- Evidence of productive reflection (beyond the ‘what?’ stage with demonstrated depth of thought in the ‘so what?’ and ‘now what?’ stages);
- Awareness of the concept of learner autonomy;
- Ability to use autonomous learning strategies;
- Ability to plan;
- Speaking competence (fluency and accuracy);
- Design (length, quality of sound and image)

## **Student assignment**

### **Video Reflection**

You are expected to create a 5-to-7-minute video reflection. You should:

- Introduce yourself.
- Describe what you learned in this module.
- Describe how you feel you changed as a learner over this period of time.
- Describe the strategies that helped you to become a more autonomous learner. Provide specific examples when you demonstrated autonomous learning skills.
- Mention the autonomous learning strategies you plan to use in the future.

You should upload your video reflection to the platform (HEMIS, Padlet, YouTube Channel, Telegram, LMS)

### **Assessment criteria:**

- Evidence of productive reflection (beyond the what? stage with demonstrated depth of thought in the so what? and now what? stages);
- Awareness of the concept of learner autonomy;
- Ability to use Autonomous learning strategies;
- Ability to plan;
- Speaking competence (fluency and accuracy);
- Design (length, quality of sound and image)

## YEAR 1

**Task 6:** What kind of listener am I?

**Aim:** To get students to reflect on the development of their listening skills

**Possible modules:** Listening

**Timing:** 30-40 minutes to write the paragraph

### **Instructions to tutors:**

- Tell students to focus particularly on something they listen to often in English (e.g., stories, the news or songs) in order to write a reflective paragraph (no less than 150 words) addressing the following issues:
  - What do you usually listen to in English?
  - How often do you listen to spoken English?
  - What difficulties do you have with listening?
  - What helps you understand while listening? Think about the listening skills you have developed, e.g., listening for main points, listening for detail etc.
  - What can you do to improve your listening in future?
- Make sure that students understand the criteria to be used to assess their paragraph:
  - Completeness
  - Ability to self-evaluate their listening skills
  - Ability to reflect on their listening strategies
  - Ability to plan further development of their listening skills

## YEAR 1

### **Task 7:** A letter to myself

**Aim:** To encourage students to think about their development as language learners

**Possible modules:** Writing 1, Integrated Skills

**Timing:** Beginning of the academic year one (30 minutes)

#### **Instructions to tutors:**

- Before the activity, prepare envelopes for each student in the group.
- Give out the handouts with the prompt for the writing task (see below).
- Ask students to read the task carefully. Deal with questions, if any and notice the time when students start writing.
- Walk around giving help with the language when/if necessary.
- Closer to the end of the writing process, announce that there are ... minutes left.
- Distribute the envelopes and ask students to put their letters in and write their names on the envelopes.
- Collect the envelopes and tell students that they will receive their own letters at the end of the academic year.

#### **Student handout**

Write a letter to yourself, which you will read at the end of the academic year. This is only for the purpose of reflection. It will not be assessed. In your letter, cover the following points:

- How are you feeling now that you have entered university? What are you excited about? What are you worried about?
- How would you evaluate yourself as a language learner? What are your strengths and weaknesses?
- What motivates you most of all in your learning?
- What would you like to achieve by the end of the first semester?
- What would you like to achieve by the end of the second semester?

Write about 200 words. You have 30 minutes to complete the task.

## YEAR 1

**Task 7 (part II):** Reflection on the letter to myself

**Aim:** To encourage students to reflect on their journey as language learner in Year 1

**Possible modules:** Writing 1 / Speaking 1

**Timing:** End of academic year one (20 minutes per pair)

**Instructions to tutors:**

- Distribute the envelopes containing the letters to their authors.
- Have students read their own letters to refresh their thoughts.
- Once they feel ready, ask them to form self-pairs.
- In pairs, students should reflect on how much they have changed over the academic year and identify their biggest change, or note if their preferences have remained the same.
- Walk around, listen in and offer help if necessary.
- After pairs have finished their discussions, invite volunteers to share their insights with the whole class.

## YEAR 1

### Task 8: Grammar journal with error analysis

**Aim:** To encourage learners to reflect on their grammatical mistakes and improve accuracy

**Possible modules:** Grammar and Writing

**Timing:** Flexible

#### Instructions to tutors:

##### Introduction to the Grammar Journal

Introduce students to the concept of a grammar journal. Explain that it is a dedicated space where they will document and analyse their grammatical errors. Ask students to set aside a specific section in their existing notebooks or create a new notebook exclusively for this purpose. Emphasise that the journal will be used regularly to track progress and reflect on their learning.

##### Documenting Errors

After grammar exercises or written tasks, instruct students to identify errors in their work. These exercises can be corrected by the teacher, as a whole class, or with a partner. Once corrected, students should transfer the key errors to their grammar journal.

##### Journal Structure

Students should organise their journal entries using the following format for each error:

1. **Error:** Write the incorrect sentence.
2. **Correction:** Rewrite the sentence correctly.
3. **Rule/Explanation:** Explain the grammar rule that applies.
4. **Reflection:** Reflect on why the mistake was made and how to avoid it in the future.

##### Periodic Review

Encourage students to review their grammar journals periodically. During these reviews, students should summarise the most common types of errors they make and identify patterns. This review process allows students to become more aware of their weaknesses and track their progress over time.

##### Example Entry

**Error:** *If I would have known about the meeting, I would have attended it.*

**Correction:** *If I had known about the meeting, I would have attended it.*

**Rule/Explanation:** In third conditional sentences, use the past perfect (*had known*) in the if clause, not *would have*. The structure is: If + past perfect, would have + past participle.

**Reflection:** I confused the use of the third conditional form. Next time, I will remember to use *had* + past participle in the if clause when talking about unreal past situations.



## YEAR 1

### Task 9: Vocabulary mingle

**Aim:** To share new vocabulary and reflect on vocabulary learning strategies

**Possible modules:** All

**Timing:** 10-15 minutes

#### Instructions to tutors:

- Before implementing this activity for the first time, discuss these questions with the students:
  - How do you usually remember new vocabulary?
  - What challenges do you face when learning new words (memory/retention, not enough practice, not understanding its use in different contexts, a lot of new vocabulary makes it difficult to prioritise which words to focus on)?
  - How can you overcome these challenges?
- Distribute post-it-notes.
- Instruct students to think of a vocabulary item (a word, phrase, or idiom, etc.) they learnt recently and to write it on the post-it note.
- Once everyone has written their vocabulary item on their sticky note, ask them to stick it on their chest.
- Encourage students to interact with at least three different people and ask the following questions:
  - What does it mean?
  - How did you learn it?
  - How can you use it in a sentence?
- Allow 10-15 minutes for mingling. Once students return to their seats, ask students to think of these questions and take notes:
  - What are some interesting vocabulary words or expressions that your peers have learnt?
  - Which 3 words you learnt from your classmates you will try to incorporate into your English speaking or writing this week?
  - What have you learnt from this activity?
  - Which one strategy shared by a classmate will you try to use to learn new vocabulary this or next week?
- Ask volunteers to share their answers.

## YEAR 2

**Task 10:** Reflection on vocabulary teaching

**Aim:** To enable students to reflect on observed lesson: focus on vocabulary

**Possible modules:** Teaching practicum, Teaching language systems for communication

**Timing:** Any time in Year 2 or Year 3

**Instructions to tutors (you can use these instructions to prepare a handout for students):**

- Ask students to spend a day observing a classroom (either in person or a video recording). They should focus specifically on how vocabulary is being taught and take notes on the following:
  - Methods used for introducing new vocabulary (e.g., using pictures, translation, context, word maps).
  - Student engagement during vocabulary activities.
  - Assessment of vocabulary knowledge (e.g., quizzes, active use of vocabulary in class activities).
- Ask students to work individually to make notes on the questions in the handout (10-15 minutes).
- Get them into groups of four to compare their notes (10-15 minutes) then take feedback selectively from the groups.

## Handout

List the vocabulary items taught in the lesson	
What vocabulary teaching strategies did you observe? Was there enough / too little / too much clarification of some of the items? Which clarification strategies seemed most effective, and why?	
How were students encouraged to practise new vocabulary? Did they have opportunities to use words in context?	
What challenges did you notice students had at various stages? How could these be addressed?	
How does the way the teacher taught vocabulary align with theories and principles of teaching vocabulary that we discussed in the methodology class?	
Would you teach the same vocabulary differently in this class? Why/why not? What would you change?	

## YEAR 2

### **Task 11:** Observing a class

**Aim:** To encourage students to observe a class or video-recorded lesson and reflect on it in writing

**Possible modules:** Methodology

**Timing:** Semester 4

#### **Instructions to tutors:**

- Announce that two students will observe your next lesson or a video-recording of one of your lessons. Ask for volunteers or choose two students.
- Show the two students the observation tool examples (see below) and make sure they understand what they need to do.
- In the next lesson, ask the two students to sit at the back of the classroom, observe the lesson, and fill in their observation tools.
- Set a homework task to write a one-page reflective piece based on their observation, which they will submit to you by the deadline you establish.
- Read their reflection and accept it as helpful feedback on your teaching and provide feedback to your observers on the depth of their reflections and the insights it contains.
- Use the same procedure for other pairs of students.

Tool one example (teacher talking time and student talking time; each line represents one minute; students can draw this table in a notebook for the observation)

#	Stages of the lesson	TTT	STT
1	Beginning of the lesson 1-3 minutes	///	
2	Checking the homework task 4-14 minutes	////	//////////
3	and so on		

Tool two example (interaction patterns; students can draw this table in a notebook for the observation)

#	Stages of the lesson	Individual work	Pair work	Group work
1	Beginning of the lesson	The teacher introduces the topic of the lesson		
2	Activity one (think-pair-share)	Students think	Two pairs share their ideas; others still do not begin.	Teacher makes groups of four to share their ideas.
3	and so on			

### Questions for reflection

1. What is your reaction to the lesson you observed? What were some of its strengths?
2. What specific observations did you make with the help of your observation tool?
3. What have you learned as an observer?
4. Is there anything you noticed that the teacher probably did not?
5. How can you use what you've learned to improve your own teaching?

## YEAR 2

### Task 12: Article response

**Aim:** To give students practice in reading and responding to an article on a professional topic

**Possible modules:** Methodology

**Timing:** Minimum one class session

#### Instructions to tutors:

- Before the lesson, make copies of the article by Scott Thornbury from [www.onestopenglish.com](http://www.onestopenglish.com) *Methodology: fossilised errors* (handout 1)
- At the beginning of the lesson, ask student teachers the following question:
  - How do you understand the phrase 'fossilised errors'?
  - Do you or anyone you know have fossilised errors? Give examples.
- Tell student teachers they are going to read an article about fossilized errors and answer a number of questions. First, give out the questions (handout 2)
- Ask student teachers to read the article in class and make notes of the answers.
- Pair up the participants and ask them to compare their answers.
- Do open class feedback – elicit answers, ask participants to explain or prove the answers with the citations from the text if there's anything they're not sure of.
- As a follow-up task, put student teachers into pairs or small group and ask them to discuss the following questions:

#### Reflection questions

1. Do you think fossilization is inevitable for all language learners? Why or why not?
  2. What strategies from the article might you use with your own students, and why?
  3. Do you find the article useful? Why/why not?
  4. Would you recommend this article to other learners of English? Why/Why not?
- To finish this sequence, ask participants to share their ideas with the whole group.

## Handout 1: Article

### Methodology: fossilized errors

By Scott Thornbury

Retrieved from <https://www.onestopenglish.com/ask-the-experts/methodology-fossilized-errors/146396.article>

Suggestions to help students overcome fossilized errors.

How can students overcome fossilized errors? By the time they get to upper-intermediate/advanced level, their functionality is adequate for their purposes specially when dealing with other non-native English language speakers so they are reluctant to sacrifice fluency at the expense of accuracy. I guess this latter is an attitude problem so how can I as a teacher convince them to value accuracy?

Liz Denham

If there were a simple answer to this question, we'd probably all be out of a job! For a start, fossilization – almost by definition – implies the end of the road. If a tree is fossilized there is no bringing it back to life. Likewise, if a non-standard language form becomes fixed, it is fossilized, and there is no way of rescuing it. In a study done in 1986 on 80 students at a Jordanian University with an average of 11 years' instruction behind them, the researcher identified a number of persistent errors such as deletion of the verb to be, use of past simple instead of present simple, etc. He found that neither error correction nor explicit grammatical explanation had any effect on these errors “thus reinforcing the view that certain error types are not susceptible to de-fossilization”.

That's the bad news. Now for the good news. All language learners fossilize at some point – that is to say their 'interlanguage' stabilizes at a point short of native-speaker proficiency. Some fossilize around about beginner level; others make it to advanced – but eventually there is a trade-off between the effort that would be required to top up the system, and their current degree of satisfaction at their communicative effectiveness. Unlike mountaineers, most language learners settle for the view from Base Camp 1.

So, your learners are not behaving atypically, or perversely, or bloody-mindedly. Especially since, as you say, they can achieve their communicative purposes to the satisfaction of themselves and their interlocutors. If, however, you feel they could or should “value accuracy” more – perhaps because they may want to sit an external exam – they will only do this if the motivation comes from within. That is, they have to want to de-fossilize. Or, rather, to “restructure their internal grammar”. And there seem to be at least two reasons why anyone should want to make the effort to do this kind of mental spring-cleaning.

One is social: a learner living in an English-speaking culture, for example, might want to stop sounding like a foreigner and be motivated, therefore, to push their interlanguage as far as possible up the native-like beach. But, as you imply, your learners are probably not going to use

their English with many native-speakers, and very few will be planning to integrate into an English-speaking culture. So much for socialization as a de-fossilizer.

The other motivation is simply intelligibility. If the learner gets consistent messages that they are unintelligible, they may take steps (consciously or unconsciously) to move their interlanguage along a step or two. This is where the teacher can be useful. The teacher can demonstrate that the differences between, say, the past simple and the present simple – which the learner may be consistently ignoring because the context makes it clear what the time reference is – really matter. One way of doing this is acting dumb: Teacher: What do you do every day? Student: I went to work. Teacher: You went to work every day? You mean you stopped? You got the sack? You’ve retired already! Wow, lucky you! etc. The learner will soon get sick of this kind of response. They will either leave the class or do something about their verb tenses. Giving learners clear messages about their intelligibility – even if it means pretending you don’t understand – may act as way of tripping the fossilization switch.

Other ways of doing this involve exercises which have been called grammar interpretation exercises, and which draw attention to otherwise unnoticed, and often unnoticeable, distinctions in the grammar. I describe these at some length in my book [Uncovering Grammar](#).

Of course, the best way of treating fossilization is to pre-empt it, or nip it in the bud. Showing that you value accuracy, right from day one, but not to the point that you inhibit their communicativeness, may help. Little nudges and corrections while they’re in full flow; taking notes on errors for later feedback, are all ways of what Peter Skehan has called “keeping the learner in the right state of anxiety”.

But in the end you have to ask yourself – and they have to ask themselves – is it worth it? Life is too short to aim for perfection. The view from half-way up may be just fine.



## **Handout 2 - Questions**

**Read the article and answer the questions.**

1. What is fossilization in language learning, and why is it considered challenging to overcome?
2. According to the text, what are the two main motivations that might encourage learners to work on improving fossilized language errors?
3. What strategies can teachers use to address fossilization in their students, and why might some learners choose not to pursue complete accuracy?

### **Reflection questions**

4. Do you think fossilization is inevitable for all language learners? Why or why not?
5. What strategies from the article might you use with your own students, and why?
6. Do you find the article useful? Why/why not?
7. Would you recommend this article to other learners of English? Why/Why not?

## YEAR 2

### Task 13: My language learning journey

**Aim:** To enable students to reflect on their experience of learning L2

**Possible modules:** Language Learning, IS

**Timing:** At the beginning of the module

#### Instructions to tutors:

- At the beginning of the session, ask students what foreign languages they can speak. Elicit ideas from the group.
- Revise the concepts of learning vs. 'picking up' a language or language items.

#### Learning a language

The deliberate process of acquiring knowledge and skills in a language through structured study and practice. This often involves formal instruction, the use of learning materials, and systematic practice of speaking, listening, reading, and writing. Learning a language is typically conscious and goal-oriented, requiring effort and sustained focus.

#### Picking up a language or language items

The unconscious or informal process of acquiring a language or specific aspects of it (such as vocabulary, grammar structures, or pronunciation) through exposure and immersion in authentic contexts. This happens naturally, often without explicit teaching, as a result of interacting with speakers of the language, watching media, or engaging with the language environment.

- Ask students to write a 250-word journal entry describing their own experience of learning an additional language or languages.
- Tell them to cover the following points:
  - Which languages do you speak? How well do you manage the different skills (reading, writing, speaking and listening) in each one?
  - What motivated you to learn an additional language?
  - What did you learn through direct instruction? How did you learn it?
  - What did you 'pick up'? How did you pick it up?
  - When did the learning start, how long was it for and how frequent was your exposure to the language?
  - What kinds of texts and other materials or teaching aids were used? How efficient was your learning?
  - What have you done on your own (without a teacher) to improve your learning?
- When they finish, ask students to exchange their pieces of writing with their peers

and read each other's work. Ask them to compare their experience with their partner's experience and focus on the following:

- In what ways are the experiences similar?
- In what ways are the experiences different?
- Are there any ideas in your partner's experience (e.g., materials they used, how they picked up some items) you would like to try?
- Ask students to share their thoughts with the whole group.

### **Student Handout**

Write a 250-word journal entry (around 250 words) describing your experience of learning a foreign language.

Cover the following points (in any order)

- Which languages do you speak? How well do you manage the different skills (reading, writing, speaking and listening) in each one?
- What motivated you to learn an additional language?
- What did you learn through direct instruction? How did you learn it?
- What did you 'pick up'? How did you pick it up?
- When did the learning start, how long was it for and how frequent was your exposure to the language?
- What kinds of texts and other materials or teaching aids were used? How efficient was your learning?
- What have you done on your own (without a teacher) to improve your learning?

## YEAR 2

**Task 14:** What would they say?

**Aim:** To encourage students to view situations from different perspectives

**Possible modules:** Listening and speaking, Discourse analysis

**Timing:** Any time during year 2, about 40 minutes

### **Instructions to tutors:**

- Introduce the topic of multiperspectivity. You can give examples of how people who have experienced the same situation sometimes remember it differently or how something that might be good news to one person could be bad news to another (e.g., the four-day school week, which is being implemented in many school districts in the USA, has been celebrated by students but has given rise to criticism from teachers, who claim it adds more work to their already busy jobs, and from parents, who work five days a week and are now forced to find day care on one of those days).
- Divide students into groups of three.
- Tell them to each take a role: teacher, student (in grade 9, 10 or 11) or parent.
- Tell the class that you are going to show a situation on the screen and that they should react to it from the perspective of the role they've chosen. They'll have a moment to think and then they should discuss the situation in their respective roles. They should be thinking 'What would they say?' during the conversation and stay in their role until the time is up.
- Show the situation (given below) and give groups about 10 minutes to think and discuss.
- When time is up, they should write down three sentences: The student thinks... The teacher thinks... The parent thinks...
- Groups join other groups and share their sentences and their rationale for thinking these are the ways these people would think in the situation.
- As a whole group discuss the advantages of trying to see situations from various perspectives. How can it help one to grow as a professional? How can it help with interpersonal communication?

Situation (show on a projected slide or print out):

**The school administration has decided to implement a new policy requiring all students in grades 9, 10 and 11 to speak only English on school premises, including during breaks and lunch time. This policy aims to improve students' English language skills through increased exposure and practice.**

*Possible perspectives:*

**Students** might think this is an exciting opportunity for practice or, conversely, they might feel anxious or even angry about being forced to speak another language in their free time.

**Teachers** might think that this is a great initiative as it will give students more practice speaking and listening. However, they might worry that the policy will create more work for them if they are expected to enforce it.

**Parents** might appreciate the push for accelerated language learning, but they might have concerns about the possible effect on their linguistic and cultural identity.

## YEAR 2

**Task 15:** 3-2-1 and reflection on feedback

**Aim:** To enable students to reflect on their lessons

**Possible modules:** Any methodology module

**Timing:** 10 minutes, can be conducted several times per year, especially after lessons containing key content

### **Instructions to tutors:**

- Ten minutes before the class ends, distribute Handout 1 and ask students to reflect on the lesson and complete the form.
- Collect the feedback forms.
- In the next step, you might choose one of the following options:

### **Facilitate a Group Discussion:**

- After collecting the feedback forms, spend a few minutes discussing the students' reflections. Encourage them to share insights, challenges, and suggestions related to the lesson.

### **Summarise Key Takeaways:**

- Highlight common themes from the feedback and address any questions or concerns raised by the students.

### **Assign a Follow-Up Task:**

- Consider assigning a brief reading or preparation task for the next class that relates to their reflections, promoting further engagement with the material.

## **Student handout 1**

Reflect on the lesson and write:

<b>3</b>	Things you will remember	
<b>2</b>	Questions you still have	
<b>1</b>	Wow! Thing you really liked	

## YEAR 2

**Task 15 (part 2):** 3-2-1 and reflection on feedback

**Aim:** To enable students to reflect on their lessons

**Possible modules:** Any methodology module

**Timing:** 60 minutes

### **Instructions to tutors:**

- Ask students to teach a lesson during their teaching practicum and collect feedback from students using the 3-2-1 strategy.
- Ask students to reflect on the feedback they received and be ready to report on their findings in class. Ask students to consider the following questions while reflecting on the feedback forms:
  - **What?** What are the three main ideas that students wrote? What 3 questions do they still have?
  - **So what?** Do you think the feedback you received is in line with your lesson aim? Do you think you achieved your lesson aim? Do the questions they still have reflect “holes” in your plan? Why / why not?
  - **Now what?** What will you do in response to their questions?
- In one of the methodology classes, put students in small groups and ask them to share their reflections on students’ feedback. Elicit random answers.
- Summarise the activity by highlighting the importance of collecting feedback from students, reflecting on students’ feedback and planning further actions.

### **Student handout**

After teaching a lesson during your teaching practicum, 10 minutes before the end of the lesson, ask your students to reflect on the lesson and complete the 3-2-1 form. Collect the forms from your students.

Reflect on the feedback you received using the following questions:

1. **What?** What are the three main ideas that students wrote? What 3 questions do they still have?
2. **So what?** Do you think the feedback you received is in line with your lesson aim? Do you think you achieved your lesson aim? Do the questions they still have reflect “holes” in your plan? Why or why not?
3. **Now what?** What will you do in response to their questions?

Make notes and be ready to report on your findings in class.

## YEAR 2

### **Task 16:** School visit: Expectations and first impressions

**Aims:** To help student-teachers articulate their expectations for their first school visit and share their initial impressions; to raise students' awareness of the importance of classroom arrangement

**Possible modules:** School Practicum

**Timing:** First week of School Practicum

#### **Instructions to tutors:**

##### **Stage 1 (before the first visit)**

- Invite students to discuss what they expect to see at school.
- Ask them to present their expectations in the form of a picture depicting a classroom.
- Invite students to post their pictures on the walls.
- Tell students to walk around the classroom and discuss their pictures.
- Remind students to keep their pictures in their portfolios.
- Ask students to take a photograph of a classroom **during** their first visit to school.

##### **Stage 2 (after the first visit)**

- Create a photo album (e.g., on *Google Photo*) and share the link with students.
- In the classroom, have students share their impressions in small groups and compare photos with one another.
- Tell them to write a 150-word description addressing the following questions:
  1. What was your first impression? How did the classroom environment make you feel?
  2. Were your expectations met? Support your answer with examples.
  3. How is the space utilised for different activities (e.g., group work, independent study)?
  4. How does the seating arrangement impact student engagement and participation?
  5. Were there any elements in the classroom that you found distracting or unhelpful?
  6. How do you plan to arrange your own classroom in the future based on this visit?



## YEAR 2

**Task 17:** Observing an individual student

**Aim:** To enable students to conduct a focused observation during the teaching practicum and reflect on this experience

**Possible modules:** Teaching practicum, Language learning

**Timing:** Any time in Year 2

**Instructions to tutors:**

- Start the session by revising key points related to the observation (use the following questions if necessary):
  - What is observation?
  - What purposes can observation serve? (make sure to focus on observation for developmental purposes here)
  - What types of tasks are normally used in observation?
- Distribute the handout and explain that students should choose one student to observe over at least 2 lessons and take notes using the given observation tool.
- Then, students should reflect on their observations using the questions given in the handout and be ready to discuss in class or discuss with their teaching practicum supervisor.

## Student handout

### Preparation

1. **Select a student:** Choose one student to observe over a defined period (e.g., at least 2 lessons).
2. **Take notes:** As you observe, take notes using the following grid (use the same grid in both / all lessons).

### OBSERVING AN INDIVIDUAL STUDENT (NAME)

Stage of lesson	What the student is doing	What this means to me as a teacher
<i>e.g., Free practice stage</i>	<i>S worked with a girl sitting next to him</i>	<i>Seemed to be unwilling to make up a dialogue with his partner and even made a comment in L1 about how slow she is.</i>

3. **Reflect:** Read over your notes, think about your observations and take notes of the following questions:
  - What did you learn about the student's learning preferences and styles?
  - How motivated did the student seem? What behaviours did you observe that indicated his or her level of interest?
  - Did any patterns emerge in their behaviour that surprised you?
4. **Discuss:** In class, work in pairs, compare your findings and what you learnt from this observation experience.

## YEAR 2

### Task 18: Speaking reflection with transcripts

**Aim:** To develop awareness of fluency and accuracy in speaking

**Possible modules:** Listening and Speaking, Integrated Skills

**Timing:** Flexible

#### Instructions to tutors:

##### Recording Speech

- Tell students to select a speaking task which involves planned speech (rather than spontaneous speaking), such as a presentation or a monologue on a specific topic, and ask students to record themselves during this speaking task.
- Ensure students understand the importance of selecting a task where they can demonstrate their speaking abilities.

##### Transcribing a Section

- Instruct students to transcribe a short section of their recorded speech. Recommend using online tools like Notta Audio-to-Text Converter (<https://www.notta.ai/>) to support this process.
- Encourage students to select a section that includes a mix of vocabulary items and grammar structures.

##### Reflection Questions

- Guide students to reflect on the following key questions:
  - **Did I use the appropriate vocabulary and grammar?** Identify any errors and think of corrections.
  - **Where did I hesitate or struggle? Why?** Reflect on specific moments of hesitation and possible reasons (e.g., unfamiliar vocabulary, grammar uncertainty, or nervousness).

##### Goal Setting

- Ask students to set a clear, achievable goal for their next speaking task.
- This goal should focus on a specific area for improvement, such as using more complex sentence structures, using more idiomatic and colloquial language, etc.
- Encourage students to be as specific as possible with their goals.

## Example for Students

**Task:** Record a 2-minute monologue on the topic 'My Favourite Sport'.

**Step 1:** Record yourself speaking for 2 minutes about your favourite sport. Try to use a variety of vocabulary and grammar structures.

**Step 2:** Select a 30-second portion of your recording to transcribe. Use the Notta tool (<https://www.notta.ai/>) or a similar transcription tool if needed.

**Step 3:** Reflect on your speech using these questions:

- Did I use appropriate vocabulary and grammar? Example: 'I said "I play football in the weekends" but I should have said "on the weekends."'
- Where did I hesitate or struggle? Example: 'I struggled to find the word "equipment" and paused for 3 seconds before continuing.'

**Step 4:** Set a goal for your next speaking task. Example: 'Next time, I will practise using prepositions of time (on, in, at) correctly in my speech.'

## YEAR 3

### Task 19: My experience using AI

**Aim:** To help students critically examine and articulate their experience with AI tools in academic writing

**Possible modules:** Writing

**Timing:** Flexible

#### Instructions to tutors:

##### Stage 1:

- Invite students to discuss how they use AI tools in their academic writing process. Choose from the following questions to guide the discussion (see Handout 1, delete questions as appropriate):
  - Have you ever used AI to brainstorm ideas, structure your work, generate content, or proofread? What else have you used AI for in the context of academic writing?
  - What benefits did you experience from using AI in your writing? Does it save time, help generate new ideas, or clarify complex concepts?
  - Have you encountered any challenges or limitations? Have there been moments when AI suggestions didn't meet your needs, or have you ever experienced issues with accuracy or relevance?
  - Do you feel that AI-enhanced your understanding of the subject or improved your writing ability, or do you think it might have limited your engagement with the content?
  - What ethical questions have arisen from using AI in your work? What responsibilities do you have when using AI tools for academic work?
  - How would you feel if your students completed their assignments using AI? What would your own AI policy be?
  - Do you think you will continue to use AI tools in your academic writing? Why or why not? What advice would you give to other students who are new to using AI for academic writing?

##### Stage 2:

- Using their responses to the questions above, ask students to write a 350-word reflective essay on the following topic:

*Some people think that using AI tools for academic writing helps students learn and improve their skills. Others, however, believe that relying on AI for academic writing reduces creativity and critical thinking.*

- Ask students to make sure they:
  - discuss both views and give their own opinion.
  - structure the essay with an introduction, body, and conclusion, aiming for a balanced reflection that includes specific examples from their experience and addresses both the benefits and challenges of using AI.
  - submit their essay and be prepared to discuss their reflections in a small group or class discussion.
- Give out evaluation criteria (Handout 3) along with the task, ask students to familiarise themselves with the criteria and aim to write an essay which would get the highest marks.
- When they finish writing, ask them to look at the evaluation criteria (handout 3) and try to predict the marks they would get.

**Possible evaluation criteria for reflective essay:**

**1. Depth of Reflection**

- Excellent (10-9): Demonstrates deep, critical thinking and thoughtful reflection on personal experience with AI tools. Provides specific examples, insights, and clear analysis of both the benefits and challenges of AI.
- Good (8-7): Shows solid understanding with specific examples and analysis. Includes good reflection on both benefits and challenges, though some points could be more fully developed.
- Satisfactory (6-5): Shows basic reflection with minimal examples or generalized observations. Touches on both benefits and challenges but lacks depth or critical analysis.
- Needs Improvement (4 or below): Lacks critical thinking, examples, or in-depth reflection. Response is superficial, with limited analysis or engagement with the topic.

**2. Organization and Structure**

- Excellent (10-9): Well-organized with a clear introduction, logical progression of ideas, and strong conclusion. Smooth paragraph flow; structure effectively supports the reflection.
- Good (8-7): Generally well-organized with a clear introduction and conclusion. Mostly well-sequenced ideas, with minor issues in transitions or paragraph structure.
- Satisfactory (6-5): Basic structure, though coherence may be lacking in some

sections. Flow of ideas could be clearer.

- Needs Improvement (4 or below): Lacks clear structure. Ideas may be presented in a disorganized or confusing way, with little evidence of a coherent introduction or conclusion.

### **3. Quality of Examples and Analysis**

- Excellent (10-9): Includes specific, relevant examples that support reflection and analysis. Shows clear, critical engagement with the AI experience.
- Good (8-7): Provides relevant examples and analysis, though these could be expanded or more directly connected to reflection questions. Generally thoughtful engagement.
- Satisfactory (6-5): Few specific examples; examples may be vague. Basic analysis with limited depth.
- Needs Improvement (4 or below): Lacks relevant examples or fails to analyse the AI experience. Overly general or vague response.

### **4. Insight into Ethical Considerations**

- Excellent (10-9): Shows clear understanding of the ethical implications of using AI, with thoughtful discussion on originality, authorship, and academic integrity.
- Good (8-7): Demonstrates awareness of ethical considerations, though analysis may be less developed.
- Satisfactory (6-5): Basic understanding of ethical considerations with limited engagement.
- Needs Improvement (4 or below): Lacks awareness or discussion of ethical considerations; issues are not addressed or are presented superficially.

### **5. Writing Quality and Clarity**

- Excellent (10-9): Clearly written with strong grammar, sentence structure, and vocabulary. Ideas are concise and effective, with minimal grammatical errors.
- Good (8-7): Generally well-written with clear ideas and mostly correct grammar. Minor errors do not impede understanding.
- Satisfactory (6-5): Contains grammatical or structural errors that may impact clarity, though overall meaning is understandable.
- Needs Improvement (4 or below): Frequent grammatical or structural errors make the essay difficult to follow. Writing lacks clarity and needs significant improvement.

- Each criterion is scored out of 10, with a maximum total score of 50 points.

## Student handout 1

Think about your experience of using AI for academic writing. Discuss the following questions with your partner. Make sure to address both benefits and challenges of using AI, and give examples from your experience.

1. Have you ever used AI to brainstorm ideas, structure your work, generate content, or proofread? What else have you used AI for in the context of academic writing?
2. What benefits did you experience from using AI in your writing? Does it save time, help generate new ideas, or clarify complex concepts?
3. Have you encountered any challenges or limitations? Have there been moments when AI suggestions didn't meet your needs, or have you ever experienced issues with accuracy or relevance?
4. Do you feel that AI enhanced your understanding of the subject or improved your writing ability, or do you think it might have limited your engagement with the content?
5. What ethical questions have arisen from using AI in your work? What responsibilities do you have when using AI tools for academic work?
6. How would you feel if your students completed their assignments using AI? What would your own AI policy be?
7. Do you think you will continue to use AI tools in your academic writing? Why or why not? What advice would you give to other students who are new to using AI for academic writing?

## Student handout 2

Write a 350-word reflective essay on the following topic:

*Some people think that using AI tools for academic writing helps students learn and improve their skills. Others, however, believe that relying on AI for academic writing reduces creativity and critical thinking.*

Make sure you:

- discuss both views and give your own opinion.
- structure the essay with an introduction, body, and conclusion, aiming for a balanced reflection that includes specific examples from your experience and addresses both the benefits and challenges of using AI.
- submit your essay and be prepared to discuss your reflections in a small group or whole class discussion.

When you finish writing, look at the evaluation criteria (Handout 3) and try to predict the marks you would get.



## **Student handout 3: Evaluation criteria**

### **1. Depth of Reflection**

Excellent (10-9): Demonstrates deep, critical thinking and thoughtful reflection on personal experience with AI tools. Provides specific examples, insights, and clear analysis of both the benefits and challenges of AI.

Good (8-7): Shows solid understanding with specific examples and analysis. Includes good reflection on both benefits and challenges, though some points could be more fully developed.

Satisfactory (6-5): Shows basic reflection with minimal examples or generalized observations. Touches on both benefits and challenges but lacks depth or critical analysis.

Needs Improvement (4 or below): Lacks critical thinking, examples, or in-depth reflection. Response is superficial, with limited analysis or engagement with the topic.

### **2. Organization and Structure**

Excellent (10-9): Well-organized with a clear introduction, logical progression of ideas, and strong conclusion. Smooth paragraph flow; structure effectively supports the reflection.

Good (8-7): Generally well-organized with a clear introduction and conclusion. Mostly well-sequenced ideas, with minor issues in transitions or paragraph structure.

Satisfactory (6-5): Basic structure, though coherence may be lacking in some sections. Flow of ideas could be clearer.

Needs Improvement (4 or below): Lacks clear structure. Ideas may be presented in a disorganized or confusing way, with little evidence of a coherent introduction or conclusion.

### **3. Quality of Examples and Analysis**

Excellent (10-9): Includes specific, relevant examples that support reflection and analysis. Shows clear, critical engagement with the AI experience.

Good (8-7): Provides relevant examples and analysis, though these could be expanded or more directly connected to reflection questions. Generally thoughtful engagement.

Satisfactory (6-5): Few specific examples; examples may be vague. Basic analysis with limited depth.

Needs Improvement (4 or below): Lacks relevant examples or fails to analyse the AI experience. Overly general or vague response.

### **4. Insight into Ethical Considerations**

Excellent (10-9): Shows clear understanding of the ethical implications of using AI, with thoughtful discussion on originality, authorship, and academic integrity.

Good (8-7): Demonstrates awareness of ethical considerations, though analysis may be less developed.

Satisfactory (6-5): Basic understanding of ethical considerations with limited engagement.

Needs Improvement (4 or below): Lacks awareness or discussion of ethical considerations; issues are not addressed or are presented superficially.

### **5. Writing Quality and Clarity**

Excellent (10-9): Clearly written with strong grammar, sentence structure, and vocabulary. Ideas are concise and effective, with minimal grammatical errors.

Good (8-7): Generally well-written with clear ideas and mostly correct grammar. Minor errors do not impede understanding.

Satisfactory (6-5): Contains grammatical or structural errors that may impact clarity, though overall meaning is understandable.

Needs Improvement (4 or below): Frequent grammatical or structural errors make the essay difficult to follow. Writing lacks clarity and needs significant improvement.

Each criterion is scored out of 10, with a maximum total score of 50 points.

## YEAR 3

### Task 20: Reflection on classroom language

**Aim:** To enable students to critically evaluate and reflect on their use of classroom language

**Possible modules:** Classroom language, Teaching integrated skills, microteaching

**Timing:** Instructions at the beginning of the module, data collection throughout, reflection at the end of the module

#### Instructions to tutors:

- Ask students to observe at least 3 lessons to collect examples of classroom language including teacher talk, student responses and instructional language.
- Tell them to collect examples of how language is used by the teacher and students. In the observed classroom, ask them to pay attention to the following (also included in the table in handout 1):
  - **Teacher language:** Does the teacher use clear, concise and accessible language?
  - **Student language:** How do the students respond to the teacher? What language do they use to ask questions, make requests, or share ideas? Are there any noticeable patterns in how students interact with the teacher or each other?
  - **Classroom instructions:** How does the teacher give instructions? Are they direct or do they require students to interpret meaning? Are instructions repeated or clarified, if needed?
- After observations, have students work in small groups to share and discuss their findings. Encourage them to compare patterns, highlight interesting observations, and reflect on similarities or differences before moving on to the writing stage.
- When they have collected the language, ask students to write a reflective journal entry of around 200 words addressing the following areas:
  1. **Language Clarity:** How clear was the language used by the teacher? Were instructions and explanations easily understood by the students? If not, what could have been done differently?
  2. **Student Engagement:** How do you think the teacher's language affected student engagement? Were students encouraged to participate and interact or did the language seem to limit their involvement?
  3. **Non-verbal language:** In your opinion, did the non-verbal aspect of language (use of gestures, tone, body language and facial expressions) complement the verbal communication? Have you ever paid attention to your own non-verbal language? How does it help (or not) to make your teaching more effective?
  4. If you are the teacher, how does your own use of language in the classroom impact your teaching effectiveness? If you are a student, how does the teacher's language influence your learning experience?
- Ask students to exchange their pieces of writing. They read each other's writing and identify anything which catches their attention (e.g., any patterns, any unusual instructions or gestures, any useful reflection). Do open class feedback and ask students to share what they paid attention to.

## Student handout 1

Observe at least 3 lessons and note down examples of classroom language including classroom instructions given by the teacher, teacher talk, and student responses.

<b>Classroom instructions</b> How does the teacher give instructions? Are they direct or do they require students to interpret meaning? Are instructions repeated or clarified, if needed? Are instructions supported by non-verbal cues (e.g., gestures, miming)?	<b>Teacher language (other than instructions)</b> Does the teacher use clear, concise and accessible language? Did the teacher use any non-verbal cues?	<b>Student language</b> How do the students respond to the teacher? What language do they use to ask questions, make requests, or share ideas? Are there any noticeable patterns in how students interact with the teacher or each other?

## Student handout 2

Write a 200-word reflective journal entry. Address the following areas.

Be prepared to share your entry with your groupmates.

1. **Language Clarity:** How clear was the language used by the teacher? Were instructions and explanations easily understood by the students? If not, what could have been done differently?
2. **Student Engagement:** How do you think the teacher's language affected student engagement? Were students encouraged to participate and interact or did the language seem to limit their involvement?
3. **Non-verbal language:** In your opinion, did the non-verbal aspect of language (use of gestures, tone, body language and facial expressions) complement the verbal communication? Have you ever paid attention to your own non-verbal language? How does it help (or not) to make your teaching more effective?
4. If you are the teacher, how does your own use of language in the classroom impact your teaching effectiveness? If you are a student, how does the teacher's language influence your learning experience?

## YEAR 3

**Task 21:** Mock interview

**Aim:** To help students reflect on their first lessons of teaching practicum

**Possible modules:** All methodology modules

**Timing:** 5th or 6th semester

### **Instructions to tutors:**

- Tell students they are going to take part in a reflective interview that will help them to reflect on their first teaching practice lessons and gain insights into their strengths and areas for improvement.
- Before the interview, prepare a list of questions that can be used in an interview. Give out this list to students for them to be acquainted with possible questions. (See possible questions below.)
- On the day of the interview, place the strips with individual questions on the desks face down.
- Pair students or let them choose their partners. Say that they will have to interview each other, and this should last a total of 15 to 20 minutes.
- Tell students that they need to take turns to pick up one slip and ask the partner the question on the slip. The partner answers it.
- After they have finished, give students a short task that they will have to complete by the next lesson. (See the prompts below.)

## Interview Questions for Future Teachers

What do you consider to be your greatest strengths as a future teacher? How do you believe your strengths can benefit your students?
Can you share an example of your weakness (if any) you have noticed while giving lessons? If yes, how are you working to address or improve upon that weakness?
How can feedback from peers or mentors regarding your teaching strengths and weaknesses help you to improve further as a teacher? Can you share a specific instance where feedback contributed to your growth?
Can you describe a time when you had to modify your lesson plan on the spot? What made that change necessary?
In what ways can collaboration with your peers and mentor help you improve?
How do you determine the learning outcomes/objectives for your lessons? How do you ensure that the learning outcomes are met?
What steps are you taking or planning to take to develop your teaching skills further?

### Prompt

Complete the following:

After the interview I realise that

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---

In the future, I need

---

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## YEARS 3 and 4

### Task 22: Reflecting on teaching using Gibbs' Reflective Cycle

**Aim:** To encourage student-teachers to reflect critically on their micro/school teaching experience, enhancing their teaching skills and personal growth

**Possible modules:** Micro teaching, Lesson Planning Module, Teaching Practice

**Timing:** After any teaching experience that student-teachers undertake whether during the modules such as microteaching or during the teaching practice

#### Reference to Gibbs for Tutors:

<https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

#### Instructions to tutors:

- Tell the students that in this lesson they will reflect on their microteaching or school teaching experience. Do the following tasks step by step:

#### Step 1. Description (10 minutes)

- Ask student-teachers to work individually and write down at least 5 teaching actions they took during the microteaching/school lesson. Encourage them to recall details of their teaching such as stating the objective, the teaching methods and activity (ies) they used, how they gave instructions, etc. Remind them to describe the classroom environment and any materials they utilized.

#### Step 2. Feelings and Thoughts (10 minutes)

- Put student-teachers in pairs or in groups of three. Encourage them to reflect on their emotions before, during, and after the microteaching session. Ask them to share their initial thoughts and feelings, how they felt while teaching, and whether their feelings changed throughout the experience. They should make reference to the actions they described in Step 1, but they can talk about any aspect of the lesson.

#### Stage 3. Evaluation of the Experience (20 minutes)

- First, distribute the handout (see below) and ask student-teachers individually to self-evaluate their performance in their teaching using the questions from the handout.
- Then invite students to come to the middle of the room to better investigate the different categories from the questionnaire more deeply. Say that they should move from partner to partner and ask/answer the questions about their own and peers' strengths and weaknesses (e.g., the way I listen to learners, my attention to the process in the group, etc.).

#### Stage 4. Analysis (20 minutes)

- Invite the whole group to sit in a circle. Tell them that now they will analyse their

experience to understand why certain things went well or poorly. Encourage them to speak about what factors influenced the success or challenges of their teaching, considering aspects such as preparation before the micro/school teaching, the engagement of the students, and the teaching strategies they used.

**Stage 5. Conclusion (7–10 minutes)**

- Pass out one sticky note to each student and ask them to come up with one sentence that summarises what they learned from the initial teaching experience. Invite all students to stick their notes on the board. Allow all students to read these and comment on them.

**Stage 6. Action Plan (10–12 minutes)**

- Post three flipcharts (prepare beforehand) on the different sides of the classroom with three headings: 1) *The main challenge they faced (before, while, or after) microteaching;* 2) *One thing they will do differently next time;* 3) *One thing they learned from their peers today (e.g., how to engage learners or assess learning etc.).*
- Keep these flipcharts and revisit them in later classes whenever necessary.



## Handout: Self-Evaluation Form

**Task 1.** Reflect on your Microteaching or Class teaching experience and fill in the following form. The rating scale is from 1 (lowest) to 5 (highest)

Name: \_\_\_\_\_

Topic of Lesson: \_\_\_\_\_

<p><b>1. Preparation</b></p> <ul style="list-style-type: none"> <li>- I was well-prepared for the lesson.</li> <li>- The materials I used were relevant and effective.</li> </ul>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p>
<p><b>2. Delivery</b></p> <ul style="list-style-type: none"> <li>- I communicated my ideas clearly.</li> <li>- I engaged my learners throughout the lesson.</li> <li>- I used appropriate language and tone for my audience.</li> </ul>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p> <p>1    2    3    4    5</p>
<p><b>3. Interaction</b></p> <ul style="list-style-type: none"> <li>- I encouraged student participation and questions.</li> <li>- I listened to my “learners” and responded appropriately.</li> </ul>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p>
<p><b>4. My classroom language</b></p> <ul style="list-style-type: none"> <li>- I could effectively simplify complex ideas without losing meaning.</li> <li>- My instructions for tasks and activities were clear?</li> </ul>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p>
<p><b>5. Post Microteaching Reflection</b></p> <ul style="list-style-type: none"> <li>- I reflected on what worked well in my lesson.</li> <li>- I identified areas for improvement.</li> </ul>	<p>1    2    3    4    5</p> <p>1    2    3    4    5</p>
<p><b>6. Overall assessment</b></p> <ul style="list-style-type: none"> <li>- Overall, I am satisfied with my microteaching performance.</li> </ul>	<p>1    2    3    4    5</p>

**Task 2.** Based on the self-assessment form you completed above and the insights you gathered while mingling with other peers, make notes in the following table.

<b>Areas in which I am strong</b>	<b>Some techniques/strategies that I can share with others</b>
<b>The thing(s) I need to improve</b>	<b>Some techniques/strategies that I need to learn from others</b>

## YEAR 4

**Task 23:** Article discussion using the 5 Rs framework

**Aim:** To enable students to read and reflect on a professional article using the 5Rs framework

**Possible modules:** Any methodology modules

**Timing:** 60 min

**Instructions to tutors:**

- Choose an article depending on your module. You can choose articles from [teachingenglish.co.uk](http://teachingenglish.co.uk), English Teaching Professional magazine, Humanising Language Teaching, Forum, ALT of FL. Give the link or distribute the hard copies.
- Distribute the Handout 1 and ask students to read the article and reflect on it using the 5Rs framework.
- In one of the Methodology classes, put students in small groups and ask them to share their reflections.
- Give each group a chance to report on their findings.
- Ask students to say how helpful they found the framework as a tool for thinking about the article.

## Handout 1 Reflection on an article using the 5Rs framework

Read the given article and reflect on it using the 5Rs framework. Make notes and be ready to report in class.

<b>Reporting:</b>	What is the context of the article? What are its key ideas?	
<b>Responding:</b>	Did you like the article? Why/Why not?	
<b>Relating:</b>	How does this article relate to your previous experience (in school or University, as a learner or as a teacher)?	
<b>Reasoning:</b>	Are there any theoretical concepts that help you make sense of the article?	
<b>Reconstructing:</b>	How can you apply some insights from the article in your teaching practice?	

## YEAR 4

### Task 24: Positive teaching moments

**Aim:** To encourage students to explore their strengths as teachers and to think about ways to apply those strengths to other aspects of their professional practice

**Possible modules:** Practicum

**Timing:** Semester 8, 80 minutes

#### Instructions to tutors:

##### *Introduction to appreciative inquiry (10 minutes)*

- Share something you think you do well. Elicit volunteers to share something they think they do very well. It doesn't necessarily have to be related to teaching.
- Ask students to think about why they do that thing well and write down a brief list of reasons. For example, if you think you cook very well, why does your food come out better than most people's? Maybe you buy high-quality ingredients, take your time with the preparation, continually taste and adjust seasoning levels, etc.
- Now ask them to think about which of those things that make them successful at whatever it is they do well can be applied in other contexts. For example, if one of the reasons you cook well is that you take your time with the preparation, how could taking your time during the preparation stage of another activity make the outcome of that activity more successful? If you take your time when preparing to paint a wall, for instance, the final result of your painting job will probably be better than if you rushed through that stage.
- Tell students that this process of identifying strengths and successes, listing the actions that contribute to making them strengths and successes, and then applying those actions to other contexts is called *appreciative inquiry*. (See optional slide content below.)

##### *Individual Reflection (15 minutes)*

- Ask participants to think about their practice teaching recently and to write a brief description of a successful teaching moment.
- Instruct students to write a list of actions that contributed to the success of the successful teaching moment on the same sheet of paper. (See optional slide content below.)

##### *Pair Sharing (10 minutes)*

- Instruct students to take turns sharing experiences with a partner.
- The listening partner should ask the following appreciative questions and take brief notes on partner's experience:
  - 'What skills or qualities did you demonstrate in that moment?'

- 'How did the students respond to your approach?'
- 'What aspects of this experience can you apply in future lessons?'

*Group Discussion and Word Cloud (20 minutes)*

- Put students into small groups of four to six.
- Each person should share key insights from partner discussion. These might be aspects that contributed to their success, an interesting approach or even the success story itself.
- As a group, students identify common successful teaching strategies and, more importantly, some of the common contributing factors to successful teaching, and write those factors on the board in a word cloud, in which the most important contributing factors are written larger than those that were only mentioned once (you can do this using an app like [Mentimeter](#) if you want).

*Action Planning (10 minutes)*

- Instruct students to think about what they've learned about their own successful practices and write specific actions to implement in upcoming lessons.
- Ask for volunteers to share one action with group.

*Ask and Switch (10 minutes)*

- Pass out a small slip of paper to each student and instruct them to write one of the questions on the slide (provided below) on it.
- Instruct students to stand up, mingle, find a partner, ask their question, *listen to the answer*, and then exchange cards and find new partners. Every time a pair answers their questions, they switch cards and find someone else to ask their new question.
- After a few minutes, elicit some of the responses to the questions. Emphasise the value of positive reflection and appreciative inquiry.

## Slide Content

### **Slide 1: Introduction**

Appreciative inquiry is a positive approach to change that focuses on discovering and building upon what already works well, instead of fixing problems.

*Key characteristics include:*

- Exploring strengths and successes
- Asking oneself questions to find contributing factors to success
- Imagining future successes
- Creating change by building on existing positive behaviours

### **Slide 2: Example Teaching Success and Contributing Factors**

*Last week I was working with a group of 5<sup>th</sup> graders and the objective was to be able to use 6 new verbs to describe daily routines. After I taught the new verbs, I divided them into small groups and gave each of them a card with a role like 'farmers', 'business people', 'football players', etc. The groups had to make a short video (I recorded it) showing the daily routine of the people on their card. The lesson went really well, the pupils worked really hard and had a great time and clearly met the lesson objective.*

Factors that contributed to my success

- I deviated from the textbook to practise new vocabulary in a new way.
- I allowed pupils to use their imaginations.
- I incorporated video, so it felt like we were making a TicToc video or a reel, which appealed to the pupils.
- I gave funny role cards so the groups paid attention to the other groups when they were 'acting' to see what they would do and enjoy the performances.
- The students used the vocabulary in their own videos, but were also exposed to the vocabulary several times as they watched the videos of their classmates.

### **Slide 3: Ask and Switch**

Copy one of these questions onto your paper.

- What did you learn about teaching today?
- Tell me about a time when you felt good about being an English teacher.
- How can looking at the positive side help you solve problems in the classroom?
- What was the most interesting thing you heard about appreciative inquiry?
- What new teaching idea are you excited to try?
- How can focusing on good things help you work better with students?
- What interesting thing did you learn from another student today?
- Based on our Word Cloud, what are some of the key aspects of successful teaching you think you'd like to incorporate into your own teaching?

## YEAR 4

**Task 25:** Integrated reflective cycle based on a taught lesson

**Aim:** To enable students to reflect on a lesson they taught during the teaching practicum

**Possible modules:** Any methodology module, Teaching practicum

**Timing:** any time of Year 4, give at least 2-4 weeks for students to complete the task

**Instructions to tutors:**

- Explain the Integrated Reflective Cycle in class or assign students the task of exploring the cycle at home and reporting back (see information and link below).
- Distribute Handout 1 and explain to students that they should reflect on one of the lessons they taught during the teaching practicum using the Integrated Reflective cycle form. Their writing should be about 800 words.
- Announce the deadline and format for submission.



## **Student handout 1**

Using the Integrated Reflective cycle form below, reflect on one of the lessons you taught during your teaching practicum. Write about 800 words.

Your work will be assessed based on these criteria:

### **GENERAL**

- Meets the overall word count of about 800 words and completes all sections of the model.
- Demonstrates critical thinking and self-awareness and provides insightful analysis rather than mere description.
- Draws clear connections between all four sections of the cycle.

### **EXPERIENCE**

- Clearly and objectively describes the lesson taught with sufficient context and details about the teaching experience.

### **REFLECTION**

- Expresses personal feelings about the teaching experience.
- Identifies and analyses aspects that went well, with explanations, and discusses challenges encountered during the lesson.

### **THEORY**

- Identifies relevant learning and teaching theories and explains how these theories were reflected in the lesson design and/or delivery.
- Demonstrates understanding of the connection between theory and practice.

### **PREPARATION**

- Proposes specific, actionable improvements for future lessons which demonstrate learning from the reflection process.

You can learn more about Integrated Reflective Cycle here:

<https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/the-integrated-reflective-cycle>

<p><b>The experience</b> (150 words)</p> <p>Describe the lesson you taught</p>	
<p><b>Reflection on action</b> (250 words)</p> <p>How did you feel?</p> <p>What went well? Why you think it went well? What challenges did you encounter?</p>	
<p><b>Theory</b> (250 words)</p> <p>Which theories or learning and teaching strategies were reflected in your lesson design?</p>	
<p><b>Preparation</b> (150 words)</p> <p>What can you do better next time?</p>	

## YEAR 4

**Task 26:** The CARL framework: Reflection on assessment

**Aim:** To enable students to reflect on their language assessment practices

**Possible modules:** Teaching practicum, Testing and Evaluation

**Timing:** Any time in Year 4

### **Instructions to tutors:**

- Ask students to choose a recent language assessment experience in their teaching practice. This could be any form of formative or summative assessment tasks, e.g., quizzes, assignment descriptions with rubrics, final exam tasks, etc.
- Ask students to reflect on their language assessment practice following the steps below.

### **Step 1: Identify the context**

- Reflect on the context in which the language assessment took place.
- Consider the following aspects:
  - **Learners:** Who are the learners? What is their level? Are there any specific needs in their language development? (grammar, vocabulary, speaking)
  - **Timing:** When are you assessing (after an activity, at the end of a lesson, at the end of a unit, etc.)? How does the timing influence the assessment design and choice of assessment methods?
  - **Purpose of the assessment:** What was the goal of the assessment? Was it formative or summative? Diagnostic or evaluative?

### **Step 2: Analyse the action**

- Reflect on the specific actions you took in designing and implementing the language assessment. Consider the following:
  - **Assessment design:** What type of assessment did you use (written test, oral presentation, peer assessment)?
  - **Assessment tools:** Did you use rubrics, checklists, or other tools to guide the assessment? How did you ensure the fairness in the process?
  - **Alignment with learning objectives:** How well did your assessment align with your learning objectives and the skills you wanted to assess?

### **Step 3: Evaluate the result**

- Evaluate the outcomes of the assessment. Reflect on the following:
  - **Learner performance:** How did your learners perform on the assessment?
  - **Effectiveness of the assessment:** Did the assessment provide useful data about the learners' language abilities? What did you find out? Were there any surprises

in the results?

- **Feedback:** How did you provide feedback to your learners? How did the assessment results inform your future teaching?

#### **Step 4: Reflect on your learning**

- Consider the insights gained through the assessment process and what you have learned about both your learners and your teaching practice.
- Consider the following:
  - **Reflect on your teaching practice:** What did you learn about your own assessment strategies and how they supported student learning?
  - **Implications for future assessment:** How can you adapt your assessment practices based on the results and the feedback received?
  - **Changes for future practice:** What would you do differently next time? Will you adjust the assessment tasks, provide different types of feedback, or modify the learning objectives?

## Step 1: Identify the context

Make notes on the context in which the language assessment took place using the table below.

<p><b>Learners:</b> Who are the learners? What is their level? Are there any specific needs in their language development? (grammar, vocabulary, speaking)</p>	
<p><b>Timing:</b> When are you assessing (after an activity, at the end of a lesson, at the end of a unit, etc.)? How does the timing influence the assessment design and choice of assessment methods?</p>	
<p><b>Purpose of the assessment:</b> What was the goal of the assessment? Was it formative or summative? Diagnostic or evaluative?</p>	

## Step 2: Analyse the action

Reflect on the specific actions you took in designing and implementing the language assessment and make notes in the table below.

<p><b>Assessment design:</b> What type of assessment did you use (written test, oral presentation, peer assessment)?</p>	
<p><b>Assessment tools:</b> Did you use rubrics, checklists, or other tools to guide the assessment? Why? How did you ensure fairness in the process?</p>	
<p><b>Alignment with learning objectives:</b> How well did your assessment align with your learning objectives and the skills you wanted to assess? Why do you think so?</p>	

### Step 3: Evaluate the result

Evaluate the outcomes of the assessment. Reflect on the following:

<p><b>Learner performance:</b> How did your learners perform in the assessment?</p>	
<p><b>Effectiveness of the assessment:</b> Did the assessment provide useful data about the learners' language abilities? What was it? What did you find out? Were there any surprises in the results?</p>	
<p><b>Feedback:</b> How did you provide feedback to your learners? How did the assessment results inform your future teaching?</p>	

#### Step 4: Reflect on your learning

Consider the insights gained through the assessment process and what you have learned about both your learners and your teaching practice and make notes in the following table.

<p><b>Reflect on your teaching practice:</b> What did you learn about your own assessment strategies and how they supported student learning?</p>	
<p><b>Implications for future assessment:</b> How can you adapt your assessment practices based on the results and the feedback received?</p>	
<p><b>Changes for future practice:</b> What would you do differently next time? Will you adjust the assessment tasks, provide different types of feedback, or modify the learning objectives?</p>	



## YEAR 4

**Task 27:** A Letter from a Graduating Student to First-Year Students

**Aim:** To help Year 4 students review their university experience as a whole

**Possible modules:** Any

**Timing:** Semester 8, 80 minutes

### **Instructions to tutors:**

- Ask students as a whole class to brainstorm things that they wish they'd known when they started their university studies.
- Put some of their ideas on the board. (5–7 min)
- After the brainstorming activity, announce that students will write a letter to first-year students.
- In their letter, they will have to consider the ideas brainstormed with the whole class.
- Say that they have 30 minutes to write the letter.
- After they have finished, ask them to exchange letters with each other and comment on differences. (10 min)
- Tell them that they are allowed to review their own letters and make additions based on some of their classmates' ideas. (10 min)
- In groups of three, ask students to share and explain the points from their letters that they consider to be the most important and together decide on the top three ideas from all of the letters. This may last for the remaining 20 minutes.
- Walk around, listen in, ask additional questions if necessary.
- Collect all the letters, read them and choose the best ones to share with first-year students at the beginning of the next academic year.

## Student handout

***Write a letter to first-year students. It should be between 300 and 350 words.***

Begin with a warm welcome to the university community and the importance of reflecting on the experience of learning and teaching.

Share personal experiences of successes and challenges in learning and teaching.

Express your readiness to offer your advice on matters which might help them to succeed in their university journey and leave your contact details: e-mail address/telegram number/nickname.

## YEAR 4

**Task 28:** Reflecting on teaching

**Aim:** To encourage Year 4 students to identify and reflect on their strengths and weaknesses as teachers

**Possible modules:** Practicum

**Timing:** To be completed during the practicum

### **Instructions to tutors:**

- Distribute the handout to students. You may wish to change or add to the key features of teaching that are listed in the handout.
- Ask them to complete it by an agreed deadline and to bring it to the next scheduled class
- In the class, make groups of four and ask students to share their strengths and weaknesses
- Encourage students to support each other and to decide on steps they can take to consolidate their strengths and remedy their weaknesses.
- *Possible follow-up:* Ask students to make an entry in their teaching log as a basis for reviewing their progress and demonstrating improvements in their teaching

## Handout

<b>Reflecting on Your Teaching</b>		
<i>Please complete this handout immediately after your next teaching practice session. You may discuss it with your supervisor if you wish before completing it.</i>		
Things I need to improve in my teaching	Actions I could take to consolidate my strengths or remedy my weaknesses	My strengths as a teacher
Classroom Language:		Classroom Language:
Managing the class:		Managing the class:
Use of resources:		Use of resources:
Planning my lessons:		Planning my lessons:
Assessment of learning:		Assessment of learning:

## YEAR 4

### Task 29: Reflection in action vs reflection on action

**Aim:** To develop student teachers' reflective practice by engaging them in both reflection in action and reflection on action

**Possible modules:** Practicum

**Timing:** Flexible, two 80-minute sessions or as a home task

- This activity aims to help student teachers analyse their teaching practices, identify successful strategies, and recognise areas for improvement through 2 key types of reflection:

**1. Reflection-in-Action:** Reflecting on decisions made during the lesson.

**2. Reflection-on-Action:** Reflecting on the lesson afterwards to evaluate what went well and what could be improved.

- Use the instructions below to guide student teachers in observing key moments in their lesson video.

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### Instructions for students

#### Step 1: Record Your Lesson

- Video-record your own lesson. This can be done by asking a groupmate, a student, or by setting it up yourself.
- Ensure the recording is of good quality to capture key moments clearly.

#### Step 2: Apply Two Types of Reflection

- Use your recorded lesson to conduct both reflection in action and reflection on action.

#### Step 3: Write and Submit a Reflection Report

- Write a 500-word report covering both reflection in action and reflection on action.
- Be specific and honest about your observations and learning.
- Submit your report by **[due date]**.

**Tip:** Watching your lesson video multiple times can help you identify new insights with each review.

## Reflection in action

Reflection in action involves analysing the adjustments made during the lesson. While watching your video, identify moments when you adapted your approach. In your report, address the following points:

### 1. A moment when you made an adjustment

- Identify a specific point in the lesson where you changed your teaching approach or deviated from your lesson plan. Describe the context without adding any judgements or explanations. **Example:** 'I was giving instructions for the group activity.'

### 2. Reason for the change

- Reflect on what prompted this change. Consider any cues from students, such as body language, questions, or signs of confusion. **Example:** 'I noticed that students appeared confused, as some were looking at each other for clarification.'

### 3. What you did

- Explain the specific actions you took to address the situation. This might include rephrasing instructions, demonstrating a task, or asking for student feedback. **Example:** 'To address this, I rephrased my instructions, modelled the activity, and asked students to repeat the instructions in their own words to confirm understanding.'

### 4. The effectiveness of your response

- Evaluate whether the change had a positive effect on student engagement and understanding. **Example:** 'This adjustment was effective, as students seemed more confident and quickly began the activity with greater focus.'

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## Reflection on action

Reflection on action happens after the lesson. It is when you think critically about the overall lesson and pinpoint areas for future growth. In your report, consider the following aspects:

### 1. Important moments

- Identify key parts of the lesson that were particularly effective or challenging. Summarise what happened and why you believe these moments were significant. **Example:** 'When I gave instructions, some students were distracted. This suggests my directions could have been clearer, explaining why some students were off-task.'

### 2. What went well, and what could change?

- Reflect on teaching strategies that worked well and analyse why they were effective. Identify areas for improvement and suggest potential changes to your approach.

### 3. Main takeaways and next steps

- Summarise key insights from the lesson, highlighting how reflection can support your growth and effectiveness as a teacher.
- Outline clear, specific goals for your next lesson. **Example:** 'Next time, I'll keep instructions shorter and check for understanding more frequently.'