

Module 1: Course Introduction and Overview

Overall mark (delete the inapplicable)	Met
<i>CPs should:</i>	
Identify a minimum of three areas for development during the course	Met
Say why they have chosen each of these areas as a goal	Met
Say how they will work towards their goals (three ideas per goal minimum)	Met
Use written language that is clear, accurate and appropriate to the task	Met
Tutor comments: You have done a good job, Joel Your aims are quite specific, and I was really impressed by how specific the action plans that you created are. These plans can change during the course, but at the moment, you seem to have a very clear and detailed vision of your aims and how you will work on them. You did not mention the specific modules of our course, but I hope it is clear that doing the tasks and readings for the corresponding modules will help you as well. I also like that you keep looking for the ways to put the new ideas into practice. This assignment meets the assessment criteria. This is a Pass. Thank you! Andy 03 Nov 2021 Word count - 469	

I have three main goals which I would like to work towards on this Advanced Methodology course.

My first goal is to make my lessons for receptive skills more engaging for the students. The reason is because I have identified this as a weak point in my teaching. Students often feel bored in my lessons, and do not engage with the material. I plan to try to achieve this goal by trying out new receptive skill activities in the classroom, and reflecting on how they engaged students. In my current practice, my receptive skill lessons usually just consist of comprehension questions and feedback, but I would like to explore other approaches. I will also try to observe a receptive skills lesson of a colleague, in order to see how they create engagement. I would also like to increase my theoretical knowledge of receptive skills lessons by reading material about receptive skills lessons. For example, *Teaching Listening Comprehension* by Penny Ur is in my school library.

A second goal I have is to increase the amount of speaking in my classroom. This is because the students I teach are often reluctant to speak, and I have not yet

found any good strategies for increasing their speaking confidence. I would like to do this by experimenting with different kinds of speaking tasks. In my usual lessons, I usually give students questions to discuss, but I am aware that discussion questions are only one type of speaking activity, and I would like to become more familiar with other activities. This is also another goal where I think that I would greatly benefit from observing a speaking lesson by a colleague. I would like to increase my theoretical knowledge of how to teach speaking by reading *Teaching Speaking* by Christine Goh and Anne Burns, which has been recommended to me by my manager, and which I have in my apartment now.

Finally, I would like to try to improve my ability to create clear lesson aims. This is because I am aware that my lessons are often a series of activities or controlled practices without any clear aim to connect them. Other times, I just try to work through the textbook pages without thinking about what the lesson objective is. To do this, I would first of all like to revise my theoretical knowledge on planning lessons by re-reading parts of *Learning Teaching* by Jim Scrivener, which is in my apartment. I would also like to practice constructing clear lesson aims by making an effort to plan my lessons in the future around one clear aim, and then reflecting on how well that aim worked. Finally, I would like to ask some colleagues if they would let me look at some of their recent lesson plans, and discuss their lesson aims with them.