

COURSE NAME:	Interactive English Teaching Techniques
TOTAL DURATION:	45 Hrs
MODE OF DELIVERY	PHYSICAL CLASSROOM TRAINING AT RESPECTIVE COLLEGES
TRAINER TO STUDENT RATIO:	1:50
TOTAL MARKS:	75

TABLE 1	
OVERALL COURSE OBJECTIVE	<ol style="list-style-type: none"> 1. Analyze and Synthesize Core ELT Principles: Participants will critically evaluate and synthesize essential ELT concepts, encompassing advanced language acquisition theories, CEFR proficiency frameworks, strategic lesson planning methodologies for the four macro skills (reading, writing, listening, and speaking), multifaceted assessment models, and sophisticated classroom management strategies. 2. Apply and Innovate Practical Pedagogical Techniques: Participants will conceptualize and implement advanced teaching methodologies through hands-on practice, constructing and delivering differentiated lessons using various instructional approaches (controlled/free practice, elicitation techniques, feedback systems) and integrating cutting-edge educational technologies to enhance learner engagement. 3. Critically Reflect and Adapt Teaching Practices: Participants will engage in systematic critical reflection on their instructional effectiveness, deconstruct and analyse feedback from peers and learners, and strategically adapt their teaching methodologies to align with learner profiles and data-driven assessment outcomes.
LEARNING OUTCOME:	<ol style="list-style-type: none"> 1. Construct and Deliver Comprehensive Lessons: Participants will architect and execute innovative, learner-cantered lessons employing diverse pedagogical methodologies aligned with CEFR benchmarks, tailored to address varying language competencies (reading, writing, listening, and speaking), and designed to meet specific, measurable learning objectives. 2. Design and Implement Rigorous Assessment Frameworks: Participants will develop and operationalize robust assessment frameworks targeting distinct language competencies, generate precise and constructive feedback, and recalibrate instructional

	<p>strategies to optimize learner outcomes based on assessment analytics.</p> <p>3. Strategize and Execute Advanced Classroom Management: Participants will design and implement dynamic classroom management strategies, employing adaptive teaching aids, leveraging technological innovations, fostering inclusive learning environments, and resolving complex classroom challenges arising from diverse learner needs and behaviours.</p>
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TABLE 2: MODULE-WISE COURSE CONTENT AND OUTCOME				
SL.NO	MODULE NAME	MODULE CONTENT	MODULE LEARNING OUTCOME	DURATION (HRS)
1.	Foundations of ELT	<ul style="list-style-type: none"> ● Introduction to English Language Teaching ● Analysing CEFR: Language levels and can-do statements ● Accuracy vs. Fluency (Controlled vs. Freer Practice) ● Eliciting ● Common controlled and freer practice task types 	<ul style="list-style-type: none"> ● Outcome 1: Explain key concepts in English language teaching, including language acquisition principles, the CEFR framework, and the distinction between accuracy and fluency. ● Outcome 2: Demonstrate Mastery of Different 	9

			Elicitation Techniques and Controlled/Free Practice Activities and Their Application in the Classroom	
2.	Teaching Receptive Skills	<ul style="list-style-type: none"> ● Subskills of Reading & Listening ● Training and testing Reading & Listening subskills ● Structure of a Reading lesson & a Listening lesson ● Practice creating a Reading lesson plan ● Feedback on reading lesson ● Practice creating a Listening lesson plan ● Feedback on listening lesson ● Creating reading/listening assessments 	<ul style="list-style-type: none"> ● Outcome 1: Analyze the subskills involved in reading and listening comprehension and design activities to develop these subskills. ● Outcome 2: Plan and deliver effective reading and listening lessons, incorporating appropriate assessment techniques and providing constructive feedback. 	9
3.	Teaching Productive Skills	<ul style="list-style-type: none"> ● Subskills of Speaking & Writing ● Training and testing Speaking & Writing subskills ● Structure of a Speaking lesson & a Writing Lesson 	<ul style="list-style-type: none"> ● Outcome 1: Analyze the subskills involved in speaking and writing and design activities to develop these 	9

		<ul style="list-style-type: none"> ● Practice creating a Speaking lesson plan ● Feedback on Speaking lesson ● Practice creating a Writing lesson plan ● Feedback on Writing lesson ● Creating speaking/writing assessments 	<ul style="list-style-type: none"> ● Outcome 2: Plan and deliver effective speaking and writing lessons, incorporating appropriate assessment techniques and providing constructive feedback. 	
4.	Grammar, Vocabulary, and Classroom Management	<ul style="list-style-type: none"> ● Structure of a Grammar lesson ● Practice creating a Grammar lesson plan ● Feedback on Grammar lesson ● Using AI for content creation ● Vocabulary/ Vocabulary games ● Teaching Pronunciation ● Feedback mechanisms (self-correction, peer correction, delayed correction) ● Instructions (Part 1 & 2) ● Group work vs. Pair work ● Managing learners of varying abilities ● Using technology for teaching ● Managing large classrooms 	<ul style="list-style-type: none"> ● Outcome 1: Design and deliver engaging grammar and vocabulary lessons utilizing various teaching methodologies and incorporating technology effectively. ● Outcome 2: Implement effective classroom management strategies, including giving clear instructions, managing learner diversity, and fostering a positive learning 	9

			environment.	
5.	Practical Application and Evaluation	<ul style="list-style-type: none"> ● Introduction to Teaching in Practice ● Teach-back session 1 + feedback ● Teach-back session 2 + feedback ● Teach-back session 3 + feedback ● Teach-back session 4 + feedback ● Teach-back session 5 + feedback ● Practice Evaluation ● Conclusion 	<ul style="list-style-type: none"> ● Outcome 1: Demonstrate effective teaching skills in a practical classroom setting, incorporating previously learned concepts and receiving constructive feedback. ● Outcome 2: Critically reflect on teaching practices and identify areas for improvement, demonstrating a commitment to ongoing professional development. 	9

TABLE 3: OVERALL COURSE LEARNING OUTCOME ASSESSMENT CRITERIA AND USECASES			
LEARNING OUTCOME	ASSESSMENT CRITERIA	PERFORMANCE CRITERIA	USECASES
1. Design and Deliver Effective Lessons: Participants will be able to design and deliver engaging and effective lessons	<ul style="list-style-type: none"> ● Classroom activities ● Form and usage will be tested through: <ol style="list-style-type: none"> 1. Controlled practice through worksheets 2. Freer 	<ul style="list-style-type: none"> ● Can accurately describe key language acquisition theories and their implications for teaching practice. ● Can articulate how these 	Use Case 1: Post-Lesson Debriefing and Action Planning <ul style="list-style-type: none"> ● Scenario: After teaching a practice lesson, the participant engages in a debriefing session with a trainer or peer observer. They

<p>incorporating various teaching methodologies, catering to different language skills (reading, writing, listening, and speaking), and aligning with specific learning objectives based on CEFR levels.</p>	<p>practice through creation and production of target language</p>	<p>theories inform different teaching approaches.</p> <ul style="list-style-type: none"> • Can Demonstrate Mastery of Different Lesson Planning Stages. • Can explain the CEFR framework and its use in defining language proficiency levels. • Can apply the CEFR to describe learners' abilities and set appropriate learning objectives. • Can provide constructive and effective feedback to learners on their language performance, focusing on both strengths and areas for improvement. 	<p>discuss the lesson's strengths and weaknesses, focusing on specific aspects like clarity of instructions, student engagement, and effectiveness of activities. The participant also receives constructive feedback on their teaching performance.</p> <ul style="list-style-type: none"> ● Task: Based on the debriefing and feedback, the participant writes a reflective journal entry analyzing their lesson and identifying specific areas for improvement. They then develop a concrete action plan outlining steps they will take to address these areas in their future teaching. This action plan should be specific, measurable, achievable, relevant, and time-bound (SMART). <p>Use Case 2: Peer Observation and Reciprocal Feedback</p> <ul style="list-style-type: none"> ● Scenario: Participants work in pairs to observe each other's teaching.
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			<p>Using a structured observation form or checklist, they gather data on specific aspects of their peer's teaching, such as classroom management, use of elicitation techniques, and provision of feedback to students.</p> <ul style="list-style-type: none"> ● Task: After the observation, the pairs engage in a reciprocal feedback session, sharing their observations and providing constructive feedback to each other. The feedback should be specific, actionable, and focused on both strengths and areas for improvement. Following the feedback session, each participant writes a reflective journal entry analyzing their own teaching and their peer's teaching, considering how they can incorporate new ideas and strategies into their own practice.
2. Assess and Provide	● Classroom activities	- Selects and Utilizes	Use Case 1: Designing and Implementing a

<p>Feedback on Language Skills: Participants will be able to develop and utilize appropriate assessment techniques for different language skills, provide constructive feedback to learners, and adapt their teaching approaches based on assessment results.</p>	<ul style="list-style-type: none"> ● Form and usage will be tested through: <ol style="list-style-type: none"> 1. Controlled practice through worksheets 2. Freer practice through creation and production of target language 	<p>Assessment Methods Appropriate for the Target Language Skill (Reading, Writing, Listening, Speaking), Learner Level, and Learning Objectives. Demonstrates Proficiency in Different Assessment Types (Formative, Summative, Diagnostic, etc.) and Their Purposes.</p> <p>-Chooses assessment methods that are practical and feasible to administer given the available time, resources, and context. Considers factors such as class size, learner access to technology, and time constraints.</p> <p>- Provides feedback that is specific, actionable, and focused on both</p>	<p>Formative Assessment Cycle</p> <ul style="list-style-type: none"> ● Scenario: A participant is teaching a unit on the present perfect tense. They need to assess their students' grasp and application of the tense. ● Task: The participant designs a formative assessment, such as a short writing task or a role-play activity, specifically targeting the present perfect tense. They administer the assessment, provide individualized written and/or oral feedback to each student highlighting both strengths and areas for improvement (e.g., accurate tense formation, appropriate use in context), and then adjust their subsequent lessons based on the assessment results. For instance, if many students struggle with using "for" and "since," the participant might dedicate extra practice to
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		<p>strengths and areas for improvement. Avoids overly critical or general comments.</p>	<p>this area</p> <p>Use Case 2: Using Peer Assessment for Speaking Practice</p> <ul style="list-style-type: none"> ● Scenario: The participant wants to encourage peer learning and provide more opportunities for speaking practice in a large class. The focus is on fluency rather than grammatical accuracy in this specific speaking activity. ● Task: The participant designs a speaking activity (e.g., pair discussions, presentations) and creates a peer assessment rubric focusing on aspects like clarity, fluency, and engagement. Students work in pairs or small groups, performing the speaking task and providing feedback to each other using the rubric. The participant then collects the peer assessments, reviews them for consistency and fairness, and provides their own
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			<p>feedback and guidance. They use the combined feedback to inform future speaking activities and tailor instruction to address common challenges.</p>
<p>3. Implement Effective Classroom Management Strategies: Participants will be able to manage diverse learners, utilize various teaching aids and technologies, create a positive learning environment, and address challenges related to classroom dynamics and learner differences.</p>	<ul style="list-style-type: none"> ● Classroom activities ● Form and usage will be tested through: <ol style="list-style-type: none"> 1. Controlled practice through worksheets 2. Freer practice through creation and production of target language 	<ul style="list-style-type: none"> - Creates an inclusive classroom environment where all learners feel valued, respected, and supported. Actively addresses potential barriers to learning based on cultural background, language proficiency, or learning differences. - Integrates technology meaningfully into lessons to support learning, communication, and collaboration. Demonstrates proficiency in using the chosen technology and troubleshoots basic technical 	<p>Use Case 1: Adapting to Different Learning Styles and Needs</p> <ul style="list-style-type: none"> ● Scenario: A participant is teaching a mixed-level class with students who have diverse learning styles and needs. Some students are visual learners, while others are kinesthetic. Some students are shy and hesitant to participate, while others are more outgoing. One student has dyslexia. ● Task: The participant plans a lesson on vocabulary related to travel. They prepare a variety of activities catering to different learning styles, including flashcards with pictures for visual learners, a role-playing activity for kinesthetic

		<p>issues effectively.</p> <ul style="list-style-type: none"> - Builds Positive Rapport with Learners, Creating a Supportive and Encouraging Atmosphere. Demonstrates Empathy, Respect, and Sensitivity Towards Learners. 	<p>learners, and small group discussions for the quieter students. They provide the student with dyslexia with a modified worksheet with larger font and clearer formatting. During the lesson, they carefully monitor student engagement and adjust the pace and activities as needed. They also provide differentiated support to individual students, offering extra help to those who are struggling and extending the activities for those who are more advanced.</p> <p>Use Case 2: Managing Disruptive Behavior and Conflict</p> <ul style="list-style-type: none"> ● Scenario: During a group work activity, two students start arguing and disrupting the other groups. One student feels that the other is not contributing equally to the task. ● Task: The
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			<p>participant calmly intervenes, separating the two students and speaking to them individually to assess the issue. They acknowledge both students' perspectives and help them to find a solution together, such as redistributing tasks or setting clear expectations for collaboration. The participant then reiterates the classroom rules and expectations for respectful communication and group work to the whole class. They follow up with the students later to ensure the conflict has been resolved and provide further support if needed.</p>
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TABLE 4: LIST OF FINAL PROJECTS (PROJECTS THAT COMPREHENSIVELY COVER ALL THE LEARNING OUTCOME)	
SL.NO	FINAL PROJECT
1.	CEFR Level Analysis: Analyze real-world materials and assign appropriate CEFR levels, justifying choices.
2.	Eliciting Techniques Demonstration: Showcase various eliciting techniques through practical demonstrations.
3.	Controlled vs. Free Practice Activity Design: Develop a set of activities

	showcasing both controlled and free practice for a chosen grammar point.
4.	Reading Subskills Lesson Plan: Design a lesson focusing on a specific reading subskill (e.g., skimming, scanning).
5.	Critical Analysis of Listening Materials: Evaluate existing listening materials for strengths, weaknesses, and suitability for a target audience.
6.	Genre-Based Writing Task Design: Create a writing assignment for a specific genre (e.g., persuasive essay, short story).
7.	Error Correction Strategies Analysis & Application: Research and practice different error correction techniques in a simulated classroom.
8.	Grammar Lesson using Inductive Approach: Design a lesson where students discover grammatical rules through examples.
9.	Classroom Management Scenario Analysis: Analyze challenging classroom scenarios and propose effective management strategies.
10.	Creating a Gamified Grammar Activity: Use game mechanics to make grammar practice engaging.
11.	Observed Teaching Practice with Post-Lesson Reflection: Teach a full lesson and write a reflective analysis.
12.	Peer Observation and Feedback Exchange: Observe a peer's teaching and provide constructive feedback.
13.	Managing Disruptive Behavior and Conflict in a Role-Play: Practice strategies for addressing classroom challenges in a simulated environment.
14.	Using Technology to Enhance Feedback and Assessment: Explore and apply technological tools for providing feedback and assessing student learning.
15.	Developing a Vocabulary Learning Resource Using Authentic Materials: Create a resource using real-world texts or audio.
16.	Microteaching a Lesson Segment: Teach a short lesson segment to peers and receive feedback.
17.	Designing and Implementing a Formative Assessment Cycle: Develop, administer, and analyze a formative assessment, then adapt instruction based on the results.
18.	Using Peer Assessment for Speaking Practice: Create a peer assessment activity for a speaking task and analyze the results.
19.	Developing a Themed Unit of Instruction: Create a complete unit covering all four skills, grammar, vocabulary, and assessment.
20.	Developing a Task-Based Learning Sequence: Create a series of tasks that lead to a final communicative outcome.

TABLE 5: COURSE ASSESSMENT RUBRICS (TOTAL MARKS: 75)

ASSESSMENT CRITERIA	DESCRIBE THE CRITERIA OF THE BELOW CATEGORY PERFORMANCE	TOTAL
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				MARKS
	FAIR (30%)	GOOD (45%)	EXCELLENT (75%)	
1. Speaking Skills (Fluency & Clarity)	Speaks with frequent pauses, unclear pronunciation, and limited vocabulary. (0 – 4)	Speaks with some fluency and clarity; occasional mispronunciations but comprehensible overall. (5 – 6)	Speaks fluently with clear pronunciation, a wide vocabulary, and confidence, effectively communicating ideas. (7 – 10)	15 Marks
2. Listening & Comprehension	Struggles to comprehend spoken English; requires frequent repetition or simplification. (0 – 3)	Comprehends most spoken English; requires occasional clarification. (4 – 5)	Demonstrates excellent listening skills, comprehending and responding accurately to spoken English, even in complex situations. (6 – 7)	10 Marks
3. Group Collaboration & Interaction	Participates minimally in group activities, showing little engagement or cooperation. (0 – 4)	Engages moderately in group tasks, contributing ideas and cooperating with others. (5 – 6)	Actively participates in group tasks, fostering teamwork through meaningful contributions, respectful communication, and problem-solving. (7 – 10)	15 Marks
Creativity & Critical Thinking	Struggles to generate original ideas or solutions; relies heavily on basic examples. (0 – 3)	Generates some original ideas with moderate critical thinking, applying basic concepts effectively. (4 – 5)	Consistently demonstrates creativity and critical thinking, offering innovative ideas, well-supported arguments, and solutions to problems. (6 – 7)	10 Marks

Vocabulary & Grammar Usage	Uses limited vocabulary with frequent grammatical errors, hindering comprehension. (0 – 3)	Applies appropriate vocabulary and grammar with occasional errors that do not impede comprehension. (4 – 5)	Uses a wide range of vocabulary and complex grammatical structures with minimal errors, enhancing clarity and depth of communication. (6 – 7)	10 Marks
Presentation & Delivery	Lacks confidence and eye contact; minimal use of gestures; presentation is unclear or disorganized. (0 – 3)	Delivers presentations with some confidence, basic organization, and occasional eye contact. (4 – 5)	Delivers well-organized presentations with confidence, effective body language, consistent eye contact, and clear, engaging delivery. (6 – 7)	10 Marks
Reflective Practice & Self-Assessment	Limited reflection on performance; struggles to identify strengths or areas for improvement. (0 – 1)	Reflects on performance, identifying basic strengths and areas for improvement. (2 – 3)	Engages in thoughtful reflection, identifying clear strengths and specific improvement areas, and outlining actionable steps for self-improvement. (4 – 5)	5 Marks