

Skills	Weakness	Examples
<u>Speaking</u> (consider: Fluency, accuracy, turn-taking, etc)	Accuracy issues resulting in grammar mistakes during the speech	“ I don’t know if it answered <u>to</u> your question” “As I said <u>to</u> you [...]” “ I am not afraid <u>about</u> making mistakes”
<u>Writing</u> (consider: punctuation, spelling, paragraphing, coherence (logical flow of ideas) and cohesion (appropriate linking of ideas))	He tends to forget capitalisation when it comes to the personal pronoun “I” or places (Punctuation) because of 1 st language interference (No upper and lower case distinction in Arabic ¹⁰)	“<u>i</u> met a lot of new people” “ One of the best experiences that I had in the <u>british</u> institute”
<u>Reading</u> (consider: reading for gist (skimming), reading for specific information (scanning) and reading for detail)		
<u>Listening</u> (consider: Listening for gist (overall meaning), specific information and detail)	Listening for specific information	The learner had difficulties identifying key pieces of information at word level during my TP2: e.g. particular places (train stations) and numbers (time)
System	Weakness	Examples
<u>Grammar</u> (consider: tenses, word order, articles, prepositions, subject/verb agreement, etc)	The learner tends to forget the subject/verb agreement	“ It <u>make</u> me really sad” “ It <u>make</u> me feel more alive” “people <u>was</u> warm”
<u>Vocabulary</u> (consider: general/specific lack of vocabulary, word choice, word formation, false friends, etc)	Word choice and specific lack of vocabulary resulting in a word-for-word translation because of 1 st language interference ¹¹	“I don’t feel a <u>fence</u> between teachers and students.” “ it was a great idea <u>to make students near to each other’s</u>”
<u>Pronunciation</u>		(use phonemics to show wrong and

¹⁰ Learner English, 2nd Edition, Michael Swan and Bernard Smith, p199

¹¹ Learner English, 2nd Edition, Michael Swan and Bernard Smith, p211,212

to end up: I will explore the context, personalising it for the students, e.g. Did you find a job when you finished your studies? Or you ended up doing something different?

to figure out: Definition, see above.

from scratch: Definition, see above, or act out starting something from the very beginning (a letter, a cake...) + eliciting other things you typically do from scratch.

to stick: Definition, see above.

give it a shot: Definition, see above.

Checking understanding

stuck in a rut : Do I feel happy in my situation? (No) Am I bored with my situation? (Yes) Do I want to change my situation? (Yes)

to follow in the footsteps of: Has someone done this thing before me? (Yes) Do I want to do the same? (Yes)

flying by : Is it a slow or fast action? (Fast)

desk-dwelling: Do I spend a lot of time at the office? (Yes)

a computer nerd: Do I love computers? (Yes) Am I always working on my computer? (Yes) Am I a social person? (No) Do I have great computer skills? (Yes)

to end up: Am I finally in my place or my situation? (Yes)

to figure out: Can I find the solution of a problem after thinking a lot about it? (Yes)

from scratch: Do I start right from the beginning or from the end? (From the beginning) Am I using things that already exist? (No)

to stick: Does it remain or cease? (Remain) (hand gestures for cease)

give it a shot: Am I trying to do something? (Yes)

Form

stuck in a rut : fixed expression

to follow in the footsteps of +something/someone: fixed expression

flying by: phrasal verb

desk-dwelling: compound noun

a computer nerd: compound noun (adj + noun)

to end up: phrasal verb

to figure out + sth : phrasal verb

from scratch: fixed expression

to stick: verb, regular

give (it) a shot: semi-fixed expression. Can be followed by a verb in the infinitive "Give me a shot to remember"

eager to go overseas. This reading resource will certainly embrace their aspirations and give them new and positive outlooks on life and time management.

Hedge describes this manoeuvre as ‘making sense of a text’ so that students can either construct ‘a personal interpretation of [the] text’ or getting ‘the author’s original intentions’(2000:189). Most students I have encountered in Algeria, be they male or female, complain about their long-suffering routines. I then realised that the majority of them may not do everything they can to break it or do not find encouragement to do so. This text will then be the perfect inspiration to illustrate this issue along with providing its quick fix.

Students will certainly develop their language and their lexis with this document because it provides them with a sizeable amount of new words and/or set expressions. Also, they will find several phrasal verbs and idiomatic language which is quite useful for an intermediate group. Therefore, this text will allow us to involve students in a bottom-up processing that Hämmer defines as being the stage ‘where the main aim is to understand the meaning of words’ (2015:314) and also a top-down processing ‘such as reading for inference or gist’ (2015:314).

In order to make the most of this document, we would also like to encourage and develop skills for fluency. The theme of the document is ideal for a follow-up activity involving speaking. Students will have to use the text as an example to imagine their own 30-day challenges and eventually share their ideas with their partners. It would be even more relevant, exciting and intriguing if students concretely try their challenges and give us a written and/or spoken feedback a month later as part of a classroom presentation. This final and delayed communication task will help them with the building up of their confidence because they had already dealt with this topic beforehand.

showed me the significance of a well-organised lesson plan. It is the beating heart of a successful lesson.

The fact that I am truly passionate about teaching has a tremendous effect on the rapport I have with students, in and out of the classroom. My enthusiasm and my sense of humour intensely engage my students. My personality traits therefore enables me to try new things with students ('I like chicken' chant was a success!) and see teaching as a highly creative endeavour.

During this intensive course, I have progressed in different areas. I massively reduced my T.T.T. during my teaching practices. I can feel that I do not need to talk a lot to keep a lesson lively or interesting. Why use three words when two will do? It helped me improve on a different aspect of teaching: my lessons have become within a month much more student-centred and this could be seen through my numerous pair and groups works. The third thing I have progressed in is my use of CCQs in the classroom. This is something I was not used to do when teaching grammar (or else) and I became really aware of its significance during the input sessions. When I put it into practice during my teaching practice I immediately saw the effect it had on my students' understanding so I kept using CCQs with my students to ensure their comprehension.

Nonetheless, there are still areas I need to develop. I need to work on my use of the board when it comes to teaching lexis. I am convinced that I can make a better use of it if I remind myself to show stress and parts of speech. I need to mention this in my white board plan with different colours and I am convinced that I will be able to do it effectively after some more practice.

Also, I could be a bit more careful with my own English. I tend to speak fast and make a few errors in pronunciation or in grammar. The best way for me to work on these areas is to articulate and speak slower. Also, what I find very useful is to speak with native English speakers and ask them to correct me whenever they