

SL CRITERIA FOR EFFECTIVE TEACHING

The Criteria for Effective Teaching (2000) is based on a large-scale research study carried out by Deniz Kurtoğlu Eken with students, instructors and teacher trainers at Bilkent University School of English Language (BUSEL) through the use of individual and group interviews, classroom observations, analysis of feedback documents on observed lessons, questionnaires, video-based observations and video-based group discussions. *The Criteria for Effective Teaching* has also been used on the Bilgi University, English Language Programs Trainer Training Certificate Program; on the Sabancı University, School of Languages (SL) Trainer Training Program; and as a reference and guide for developmental lesson observations in the SL since 2004.

The Criteria for Effective Teaching is **NOT** a checklist. It is aimed to act as a **guide** and a **reference document** for both analytical and all-encompassing reflection, discussion and feedback on teaching both at an individual level (*i.e. through self-observation and reflection*) and at a shared level (*i.e. peer observation, formal observation, three-way observation, team teaching, learner observation*).

Although there is a certain amount of overlap among the five areas presented, considering the complex nature of teaching and learning, this is both natural and desirable. It is also important to note that an affective thread runs through *the Criteria for Effective Teaching* with affective-level qualities and skills embedded in all five areas. The qualities and skills in *The Criteria for Effective Teaching* are **NOT** presented in any order of priority. They have, however, been bulleted with the use of letters for ease of reference and practicality.

The Criteria for Effective Teaching was revised several times with small updates between the years 2001 and 2005. This version has been created following a detailed analysis of data from SL developmental lesson observations over the last three academic years *i.e.* 2014 to 2017 inclusive. The latest revisions involve additions of sub-descriptors (e.g. ‘opportunistic teaching’, ‘variety of work modes’, ‘exploiting content/developing content knowledge’); combined and/or regrouped aspects; rewording for consistency in language use (e.g. with the use of gerunds, freeing of the few adjectives of ‘good’ and ‘effective’).

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Also in:

Kurtoglu Eken, D. (2007) An Exploration of Teaching Effectiveness: An Attempt to Define the Less Easily Definable. In C. Coombe, M. Al-Hamly, P. Davidson and S. Troudi (eds.) *Evaluating Teacher Effectiveness in ESL/EFL Contexts* Ann Arbor. The University of Michigan Press pp.167-182

Kurtoglu Eken, D. (2009) The Less Easily Definable in Effective Teaching: Giss and its Implications for Language Teacher Training and Development. VDM Verlag Dr. Müller AG & Co. KG

Arslan, B.A., Bosson, M. & Demirdirek, S. (2017) *Developing through Classroom Teaching* In Bosson & Kurtoğlu Eken (Eds.) *A Practical Guide to English Language Teacher Development in an Academic Context: Approaches, Explorations and Practices*

Area	Qualities and Skills
Knowledge and awareness	<ul style="list-style-type: none"> a) understanding and knowledge of and about the language/content/skill/ concept knowledge of relevant teaching methods/strategies b) knowledge about the class (e.g. level, abilities, interests, needs, class dynamics) c) knowledge about individual learners (e.g. names, interests, affective needs, cognitive needs, learning styles, study habits) d) awareness of learners' progress and potential difficulties
Planning and preparation	<ul style="list-style-type: none"> a) general preparation for and planning of the lesson b) lesson aims and objectives (e.g. relevant to course aims, appropriate to learners' needs, clear, realistic) c) how the lesson fits in the whole picture with respect to course aims and previous and future lessons/how it relates to previous and future learning re. language/skill/concept/content d) materials and resources (e.g. well-chosen/well-prepared, relevant to lesson/aims, appropriate to the level and Ss.) e) choice of techniques/teaching strategies (e.g. appropriate to learners' needs and interests, motivating, varied, balanced, principled) f) choice of activities/tasks (e.g. appropriate to learners' level, motivating, varied, balanced, principled) g) choice of technological tools and resources h) incorporation of knowledge about learners and class and sensitivity to learners' needs/level of language i) lesson plan (e.g. clear, organized, consideration of aims, class profile, potential challenges and strategies, staging, timing, interaction patterns)
Rapport and communication with learners (attitude/manner and interpersonal skills)	<ul style="list-style-type: none"> a) general attitude/manner/presence (e.g. confident, pleasant, enthusiastic, energetic/lively, positive, encouraging, fair, smiling, calm) b) attitude towards learners (e.g. understanding, positive, caring, patient, approachable, supportive, interested) c) building a relationship with learners (e.g. using learners' names, knowledge about learners, awareness of how learners feel, empathetic) d) motivating learners to learn (e.g. expressing genuine interest in learners, listening actively to learners, reacting and responding to learners, involving different learners in the lesson, valuing learners' contributions, using humour) e) building trust (e.g. genuine interest in learners, sound knowledge of the language, helping learners to see the value of learning, being open and receptive) f) building individual communication with learners (e.g. awareness of learners' strengths, needs, interests) g) giving praise and encouragement when appropriate, providing positive reinforcement h) expressing confidence in learners' knowledge and abilities
Lesson presentation	<ul style="list-style-type: none"> a) encouraging participation and involving learners (e.g. nominating learners, using humour, expressing confidence in learners, giving learners equal opportunities to participate, on task time) b) making use of learners' existing knowledge, previous learning (e.g. elicitation, prediction work, recycling of learning, making use of learners' ideas) c) giving learners time to think/plan/respond and opportunities to also work on their own d) encouraging skills development and independent learning (e.g. raising learners' awareness of and promoting the use of different learning strategies, study skills, encouraging learners to use dictionaries, encouraging learners to make use of academic support facilities) e) providing challenge for learners (e.g. encouraging learners to think critically, asking learners to justify answers, considering tasks for early finishers) f) elicitation/questioning techniques (e.g. varied, challenging, motivating, with patience, minimal TTT/input from the teacher) g) accuracy in presentation (e.g. expression, language, concept presented, explanation)

	<p>provided)</p> <ul style="list-style-type: none"> h) use of personalization (e.g. language, topic using anecdotes, stories, experiences) i) encouraging learners to use the target language as much as possible, appropriate use of L1 j) encouraging learners to interact with and learn from each other (e.g. collaborative learning) k) use of voice (e.g. ability to project, clarity, audibility, enthusiasm, speed of delivery) l) body language (e.g. reflects interest, confidence, eye contact with whole class, facial expressions) m) catering for a variety of learning styles and abilities n) use of teaching aids and materials (e.g. whiteboard, ppt, pictures, other visuals, realia, task sheets) o) using a variety of techniques and strategies to involve learners in the lesson p) exploitation of materials and tasks (e.g. observing the principle of quality rather than quantity, focusing on meaning, opportunistic teaching i.e. exploiting unexpected learning opportunities) q) scaffolding of learning (e.g. making the topic and text more accessible to learners, exploiting top-down strategies to raise interest and activate background knowledge, achievable tasks) r) use of technology to support learning processes (e.g. principled, varied, engaging, educational) s) giving learners choice in learning (e.g. tasks, materials, work peers, homework)
<p>Lesson management</p>	<ul style="list-style-type: none"> a) flexibility (e.g. adapting the lesson to learners' needs and interests) b) class atmosphere (e.g. positive, lively, relaxed, element of surprise) c) lesson development and flow (e.g. clear aims, purpose for learning, smooth transitions, coherence between stages, different work modes) d) giving instructions/setting up tasks (e.g. clear, staged, checked if necessary, grouping learners) e) monitoring of learners' work and providing support where necessary (e.g. encouraging learners to think, challenging learners, probing for right answers, guiding but not doing the work for the learners, unobtrusive manner, even spread of attention) f) involving different learners in the activities g) error correction techniques (e.g. supportive, encouraging, constructive, unobtrusive, appropriate, principled) h) checking of understanding/concept and learning (e.g. systematic, focused, involving different learners, varied, giving learners time and space to think/plan/respond, showing patience) i) providing feedback on learning (e.g. systematic, varied, involving learners, giving praise and encouragement when appropriate, avoiding teacher echo) j) staging of activities/tasks e.g. logical procedure/sequence k) pace (e.g. varied, engaging, snappy) l) use of time and timing of the activities and the lesson (e.g. setting a time limit for tasks, time allocated to tasks) m) providing opportunities for learners to record/reflect on their learning n) physical organization of the room and use of space (e.g. seating arrangements, use of lights, central spot during whole class elicitation) o) addressing/handling of challenging/undesirable learner behaviour (e.g. constructive manner)