

## POSSIBLE EXAMINING BOARD'S CHECKLIST FOR ORAL DISCUSSION: TEACHING UNIT (35 items)

The introduction of the theoretical framework does not take longer than 8 minutes (introduction, justification, competences&contents, objectives, etc. <input type="checkbox"/>	Objectives are formulated communicatively (" <del>to use the present perfect</del> ", but rather "to talk about actions that started in the past and still continue") <input type="checkbox"/>	All blocks of competences & contents of the unit are mentioned and <u>explained</u> . <input type="checkbox"/>	The candidate carefully explains what will be done on each session, and the panel understands without effort. <input type="checkbox"/>
Different methodological approaches are explained and are clearly visible in the activities <input type="checkbox"/>	There is a clear and adequate pacing between one activity and the next <input type="checkbox"/>	There is a relevant final task at the end of the unit. It is explained at the beginning of the sessions (normally session 1), and is the guiding thread for what is done in the unit. <input type="checkbox"/>	The activities and tasks to be done are in accordance with the level and age of the students <input type="checkbox"/>
Clear management and distribution of students for different activities <input type="checkbox"/>	Active methodologies are present (e.g. cooperative structures, thinking routines, flipped classroom techniques; project-based learning, experiential learning, gamification) <input type="checkbox"/>	Classroom time is devoted to HOTs, whereas time at home is reserved for LOTs <input type="checkbox"/>	The homework assigned is relevant and meaningful for the student, and consists of more than mere handouts <input type="checkbox"/>
The materials and resources employed are varied, innovative and original <input type="checkbox"/>	ICTs are included (web apps, websites), always with a justified purpose and <u>without</u> abusing them <input type="checkbox"/>	Grammar is presented in a communicative, original and innovative way ( <u>no</u> drilling) <input type="checkbox"/>	Reference to Portfolios is made <input type="checkbox"/>
There is reference to strategic, autonomous and life-long learning <input type="checkbox"/>	The candidate talks about classroom dynamics, interactive decisions, difficulties that may arise (the intricacies of the classroom) <input type="checkbox"/>	The candidate clearly looks like a teacher <input type="checkbox"/>	There are specific attention to diversity measures, valid for adult learners. Reference to UDL is made. <input type="checkbox"/>
Different learning styles are catered for <u>explicitly</u> . <input type="checkbox"/>	The candidate is not nervous and looks in control of the situation and the contents s/he is covering <input type="checkbox"/>	The assessment criteria are explained in detail and are relevant for this unit <input type="checkbox"/>	The assessment tools go far beyond tests <input type="checkbox"/>
The candidate shows self-confidence in what s/he says. S/he is convincing and convinced of what s/he is saying. <input type="checkbox"/>	The candidate manages to highlight and draw attention to the main assets of his/her unit. <input type="checkbox"/>	The candidate uses colour chalk and uses it strategically to make ideas on the board more appealing. <input type="checkbox"/>	Good rapport with the examining board, s/he smiles and makes the examiners enjoy the presentation. <input type="checkbox"/>
The explanations include cross-references. <input type="checkbox"/>	The candidate has a clear idea of how EOIs work and is ready to work there. <input type="checkbox"/>	Advanced level of English; no or few grammar mistakes are made. <input type="checkbox"/>	The candidate is fluent and sounds natural and spontaneous in English. <input type="checkbox"/>
Handwriting quality + no spelling mistakes on board. <input type="checkbox"/>	Bibliographical references are included at the end of the defence. <input type="checkbox"/>	Good timing, never more than 30 minutes. <input type="checkbox"/>	

