

## ANNEX 5.3

| CRITERIA  | accomplish ed | accomplish ed PARTIALLY | DOES NOT accomplish ed | ARGUMENTS  |
|---|---------------|-------------------------|------------------------|--|
| <b>COURSE PLAN</b>  |               |                         |                        |  |
| The course will be planned together with participants                             | X             |                         |                        | The course was planned by the project facilitator along with course teachers, taking into account students' feedback as well as the project coordinator's opinions. The students' survey was done in advance as well.  |
| Previous knowledge of participants will be taken account when planning the course | X             |                         |                        | The teachers have had a series of meetings , where the results of the students' surveys were taken into account. The survey also helped to determine the student's level, which was fundamental in planning the course.  |
| The course will be planned together with teachers and students                    | X             |                         |                        | The course was designed after doing the student survey to find out about their needs as users of the English language. They were asked in what situations they want to use the language and for what purposes, and the teachers had a series of meetings to plan the course. |
| Course plan has been done in advance  | X             |                         |                        | The course plan has been done in advance. The teachers had a series of meetings which started on January 8 <sup>th</sup> and have also worked individually to plan their classes. The teachers were able to do the lesson plan too, but it was not requested beforehand.     |
| The course plan contains goals and results  | X             |                         |                        | The plan for each session is presented on a table which includes aims, and results.  |
| The course plan contains actions and timetable                                    | X             |                         |                        | The plan for each session is presented on a table which includes contents, activities, and timing.   |

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| There have been enough resources to do course planning                              |   | X |  | There have been enough human and technical resources to do the course planning. The planning has been done in teachers' own time.   |
| <b>COURSE IMPLEMENTATION</b>  |   |   |  |   |
| Teaching is flexible in the point of view of participants                           | X |   |  | The teaching was flexible, so if there were any changes to the course plan, the teachers were able to change and adapt it.  |
| The course program is ready one month before course                                 | X |   |  | The teachers had a series of meetings which started on January 8 <sup>th</sup> , and the peers got the program in good time.  |
| Changes within the course will be negotiated with coordinator and other partners    | X |   |  | The course followed the programme, and the students got more time to finish their group work if needed.   |
| The participants are able to take part in the planning and evaluation of the course | X |   |  | Students are not usually involved in planning the courses in EOI, but in this particular course, the students were able to give their opinion on the content of the course.   |
| There have been enough resources for course implementation                          |   | X |  | The teachers were able to use all the human and technical resources that the EOI offers. The preparation has been done in teachers' own time, and there were no extra financial resources appointed.  |
| The course content is suitable for participants                                     | X |   |  | The methodology that the school followed, and that was also implemented when teaching this course, was based on student participation and interaction. The different class sessions had been planned taking into account a variety of language functions and learning strategies that were appropriate at an intermediate level, but still the beginners were able to participate the course. |
| The training material is suitable for the content of instruction                    | X |   |  | The students were doing controlled practice of certain expressions and structures, role plays, group works, discussions, and were also giving   |

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|   |   |  |  | presentations. That is why the intermediate and beginner levels of students were able to participate together in this course.   |
| The target group will be taken account when choosing the teaching methods | X |  |  | The different class sessions had been planned taking into account a variety of language functions and learning strategies that were appropriate at an intermediate and beginner level.  |
| The course methods are participatory                                      | X |  |  | The methodology that the school follows, and that was also implemented when teaching this course, was based on student participation and interaction. The four teachers that were giving the lessons in this course used different kinds of teaching methods. |
| <b>COURSE EVALUATION</b>  |   |  |  |   |
| The course evaluation has been thought in advance                         | X |  |  | The course evaluation had been thought in advance. The surveys were prepared in advance by the facilitator and the teaching team.   |
| The course will be evaluated as planned                                   | X |  |  | The teachers did assess the course through two surveys one for students and another one for teachers  |
| The course will foster the development of participants knowledge          | X |  |  | All participants thought that they had learned a lot of English in this very short course. The course has encouraged the students to speak and communicate better in English.   |
| Feedback will be collected from the course                                | X |  |  | Feedback was collected as planned.  |
| The feedback information will be taken and distributed to other partners  | X |  |  | The feedback gathered from two questionnaires was made available to all the partners so that they can use them for peer review purposes.  |
| The course is appropriate for organization of other activities            | X |  |  | EOI is a language school and therefore this English course was appropriate for them, and among that the school has professional and motivated teachers.   |