

Teaching English at FELS, Sofia

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First English Language School, Sofia

The First English Language School (FELS, 114th High School "Liliana Dimitrova") was founded in 1958 in Sofia, Bulgaria as a high school for education in English to Bulgarian students. FELS aims to cultivate fluency in English and inspire students to pursue higher education.



My responsibilities

1. Observe lessons on Basic English in grade 10 (Pearson, Focus for Bulgaria, Students' Book, B1 Part 2) and Business English in grade 12 (Pearson, Advanced Market Leader, 3rd Edition)
2. Guide and instruct students
3. Grade students' assignments and exams
4. Lead lessons of tenth and twelfth grade students both as an individual teacher and together with my supervisor
5. Substitute for teachers in classes of grade ten and grade twelve students

Approaching the assignment

Each lesson is different so it is best to create lesson plans to

consult as foundations from which to build up on.

Selecting Exercises

There are factors that must be considered in every lesson plan:

1. What the students are required to know at that point
2. The time management of each part of the lesson
3. The possibility that the lesson could go in different ways depending on the specific circumstances of each class
4. Flexibility of the teaching method to include variable reactions to the curriculum

The Lesson Plan – Dragons & Angels (Business Angels)

Return tests from the previous week. Discuss mistakes and general performance impressions – **20 minutes**

Introduce the topic and have students read the “Background” out loud – **5 minutes**

Task 1 – students answer questions one to five (Evaluating business ventures) – **10 minutes**

Task 2 – students answer questions one to four – **40 minutes**

Students are divided into groups of four. They are given ten to fifteen minutes to discuss. Each group will have to elect a speaker and there will be an average of four minutes per group. The other three students will have to contribute and will be

challenged on their opinions along with the speaker. Team work will be crucial with this task as students will be able to demonstrate their potential as a group.

Students compare notes within their group and collectively answer questions one to four as investors; each student makes contributions to their group's pitch. The answers from task one can be used as arguments in task two.

After discussing among themselves, each group will share their general impression of the different business ventures.

Collective decision-making will be showcased with this task. Students' ideas will be cross-examined and they will have to make thorough argumentation for their decisions. Additionally, students will have the opportunity to make a decision separate from their group, but they will have to explain themselves and argue their points.

Students will be asked of ways they think each entrepreneur's business venture can be improved. This part of the task will be crucial for showcasing the importance of collective brainstorming after the discussion. Students will have the opportunity to share creative solutions they would come up with.

Closing remarks (if there is any time left) – discuss students' impressions of the task – **5 minutes**

Reflection

I chose to showcase this particular lesson because it covered abstract material to foster creativity. It perfectly demonstrates that unconventional lesson methods, like allowing students to make their own conclusions regardless of specific reference to the textbook opinions, are crucial to encouraging students' creativity and ambitions.

The vast majority of students had an outstandingly positive reception of the task and the lesson method. Most groups demonstrated remarkably constructive solutions and persuasive arguments based on factual reasoning.

Unfortunately, a small number of students in two of the six classes were not able to contribute due to a lack of effort and enthusiasm.

Conclusion

The position of teacher is one that requires constant flexibility and learning. Throughout the lessons I have taught I have learned that adaptability is the key to successful teaching. Furthermore, innovation in learning activities and contingencies for possible variables make the education process fully and equally effective for all students.