Teaching Practice Handbook for Pre-Service English Teacher Education

Priročnik za izvedbo pedagoške prakse v programu začetnega izobraževanja učiteljev angleščine

Lara Burazer & Janez Skela

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for Pre-Service English Teacher Education**

Contents

> "If you want to go fast, go alone.
> If you want to go far, go together."
> (African proverb)

Introduction

Before you is the *Teaching Practice Handbook*, an essential training guide for use during your teaching practice placement, one of the requirements for students enrolled in the pedagogical track at the English Department, Faculty of Arts, University of Ljubljana.

The main purpose of a teaching practicum is to give students experience in teaching. As student-teachers, you will practise planning and delivering content, engaging students in the learning process, and reflecting on your teaching experience. Accordingly, the teaching practicum design is largely set in the principles of the teacher as a 'reflective practitioner' – someone who reflects on the practice of their profession as a way of developing their expertise in it. As such, this approach can provide a coherent framework that links theory and practice. It is hoped it will help our teacher trainees gain confidence in establishing sound working practices and help them develop and fine-tune what they do in the classroom.

The *Teaching Practice Handbook* aims to be a comprehensive, readable and practical 'how to teach' guide, explaining everything student-teachers need to know to carry out their teaching practicum well and to benefit from it as much as possible. For ease of use, it is divided into the stages of the teaching practicum in chronological order, covering planning TP, lesson observations, lesson planning, giving feedback on teaching, etc. It is comprised of the documents and forms that help student-teachers and their mentors organise and navigate the process of teaching practice. With the additional information and suggestions for completion of the documents provided in each section of the portfolio documents, it provides guidance for student-teachers, setting out details of the roles and responsibilities they will assume and procedures they will encounter, so as to ensure that all trainees undergo a relatively similar experience. Its application will mark the beginning of the long process of becoming an effective and successful teacher and offer assistance and support to those surging along the path towards professional excellence. Outstanding teachers are not born; they have simply learned how to use outstanding teaching methods well. These methods will reduce stress , and ensure you enjoy your teaching and your students more.

A handbook of this size can't cover all the different ways in which lessons can be planned and delivered. As we know, there are no right answers in pedagogy, and questions arise even with the most basic issues of teaching. Consequently, there are probably as many teaching techniques as there are EFL teachers, so we have chosen to present the tried and tested path to solid courses. If you do come across other effective ways to help students, don't discard them because they are not included here. This handbook is not strictly applicable to teaching in language schools which may have their own trademark methodology and materials. In such cases, the schools will expect you to teach in very defined ways with little room for other techniques.

Lara Burazer and Janez Skela

Initial English Teacher Preparation Program Design and Methodology

The Faculty of Arts, University of Ljubljana, provides initial teacher training within its various foreign language departments: English, German, Italian, French, Spanish, Russian, Croatian, and Slovenian (both as a first and a second/foreign language). The context framing this *Teaching Practice Handbook* is therefore the official route into teaching established by the Bologna Reform in Higher Education in Slovenia.

The Faculty of Arts adopted the so-called two-cycle degree structure, i.e. a 3-year Bachelor/Undergraduate Level, plus a 2-year Master/Graduate Level. In this two-cycle degree structure, the first three years of undergraduate studies are, in the case of future teachers of English, devoted entirely to subject-specific courses relating to linguistics and literature. The whole teacher preparation program is placed within the second cycle, i.e. at Master Level, and within what we refer to as the Pedagogical Module. Students at MA level can opt to follow either the non-pedagogical (i.e. omitting all teacher-training courses) or pedagogical route, the latter being the only route into teaching.

There are, generally speaking, two main types of initial teacher training programs – a consecutive model and a concurrent or simultaneous model. In the consecutive model, the professional training in pedagogy and teaching is undertaken after students have completed a first degree in a discipline related to subjects taught in schools. In the concurrent model, the academic subjects are taught alongside the educational and pedagogical studies throughout the preparation period.

The current teacher preparation program at the Faculty of Arts is a mixture of consecutive and concurrent models. Trainees enrol into the MA program with a BA (i.e. subject-specialist) degree, but continue to study, during the two MA Level years, both the academic subjects and the educational and pedagogical studies in a 1:1 ratio. The scope of the Master's degree curriculum is 120 ECTS credits – 60 credit points of academic subjects, and 60 credit points of the educational and pedagogical studies. Quantitatively, the pre-service teacher training program is in fact a one-year postgraduate program spread over two years of MA Level.

The pedagogical module consists of two parts: (a) general educational and pedagogical studies and (b) subject-specific teacher training courses. The scope of general educational and pedagogical studies is the same for all departments at the Faculty of Arts that provide a pedagogical study program.

Among the subject-specific teacher training courses being offered within the current teacher preparation program at the Department of English is, of course, a teaching practicum as well. A teaching practicum is a pivotal phase for pre-service teachers where they acquire instructional skills and develop professionally through practical teaching experiences in schools, supported by cooperating teachers and university supervisors.

According to the program requirements, single-subject students are required to do a 1-week teaching practice at a primary or a secondary school and a 2-week teaching practice at a primary or a secondary school. If the Year 1 practicum was done in a primary school, then the Year 2 practicum has to be done in a secondary school, and vice versa. Double-subject students have to do a 2-week school placement in Year 2, and they can choose freely between a primary or a secondary school.

The question all teacher educators have to address is how teachers learn most effectively and how this learning can be integrated into a formal course of study. Various models of teacher learning have been suggested so far. The three main ones, as described in Wallace (1991), are as follows: (1) the craft model, (2) the applied science model, and (3) the reflective model.

In the case of the current teacher preparation program provided by the Department of English, the designers of the program, both being pre-service teacher educators, have chosen to base the initial teacher education program, including the teaching practicum, to a large extent on the 'reflective model'. We believe that recognizing the legitimacy of teacher-learners' implicit personal theories and the role of prior (experiential) knowledge calls for the kind of teacher education pedagogy/methodology that emphasizes exploration and experimentation, risk taking and cooperation, balancing input and reflection, using what trainees bring and know, and increasing their autonomy (Freeman and Cornwell 1993: xiii–xiv). This reflective teaching methodology resists the assumption that people will learn to teach just by being told what to do or how to do it. Instead, it is based on the educational philosophy of constructivism which claims that knowledge is actively constructed and not passively received.

Being trainee-centred, the reflective model, assigns great importance to teacher cognition (i. e., what teachers think, know, and believe; Borg 2006, 2009) and seeks to establish solid connections between theory and classroom practices. It includes two kinds of knowledge development: (a) received knowledge (i.e. external input coming from scholarly sources, the collective theoretical knowledge of the profession or the capital *T* Theory), and (b) experiential knowledge. The trainee develops experiential knowledge by teaching or observing lessons, or recalling past experience; they then reflect, alone or in discussion with others, in order to work out theories about teaching; they then try these out again in practice. Such a 'reflective cycle' aims for continuous improvement and development of personal theories in action (Ur 1996: 5).

No pre-service model, however good, can produce fully competent teachers. But what it can, and probably should do is "to lay the seeds of further development" (Ur 1996: 8) by providing trainees with opportunities to develop reasoning and reflective skills, tools and processes for continuing their own learning of teaching. As such, a pre-service course should be seen "as the beginning of a process, not a complete process in itself: participants should be encouraged to develop habits of learning that will carry through into later practice and continue for their entire professional lives" (Ur 1996: 8).

Teaching Practice Requirements

Teaching practice is organised and executed on the principle of reflective practice and the step-by-step introduction of student-teachers to teaching and pedagogical work. During your TP you will develop basic knowledge and skills related to teaching, classroom communication and management. You will practise different teaching methods and techniques and develop an awareness of factors which influence teaching and learning, as well as an awareness of the principles of reflective teaching, and of the need to cooperate with others in pedagogical work.

Teaching practice comprises the following requirements:

Requirements of Year 1 practicum (a 1-week TP)	Amount
specific lesson observations	4
microteaching / team-teaching	Negotiable
individual & independent teaching (i.e. entire lessons taught by the trainee)	4
self-evaluation	2
holistic observation of lessons (i.e. prior to the formally assessed lesson)	2
formally assessed lesson	1

Requirements of Year 2 practicum (a 2-week TP)	Amount
specific lesson observations	8
microteaching / team-teaching	Negotiable
individual & independent teaching (i.e. entire lessons taught by the trainee)	8
self-evaluation	3
holistic lesson observations (i.e. prior to the formally assessed lesson)	2
formally assessed lesson	1

Please note that the terms *one-week* TP and *two-week* TP are used somewhat casually/informally and do not necessarily refer to the actual length of TP, but to the number of requirements to be met within each school placement (i.e. school placement in Year 1 and school placement in Year 2, respectively). TP can start on any weekday (i.e. it need not start on a Monday). If for any reason (e.g. mentor's lower teaching load, tests, sports days, school festivals, etc.) TP cannot be accomplished within a one-week period, it can stretch out to two weeks or more, but not more than a month. Please note, too, that not all but only some requirements are doubled in Year 2 practicum (a 2-week TP).

The trainee's role is that of an 'apprentice' attached to an experienced teacher (i.e. mentor). It is clear from the TP activities that TP is organised progressively. By *progressively* we mean that trainees are led in a step-by-step fashion from observing lessons to teaching entire lessons, and finally to a formally assessed lesson. Shared teaching, i.e. micro-teaching and team-teaching, requires close co-operation and precise preparation of the lesson by both the mentor and the trainee. Both micro-teaching and team-teaching help trainees psychologically in their transition from the social role of a student to the role of a teacher. The number of lessons taught as micro-teaching or team-teaching should be mutually negotiated with mentors and trainees, allowing trainees to start individual teaching when they feel confident enough to teach an entire lesson. In this way we try to present some kind of progression to trainees who would otherwise feel they have been thrown in at the deep end.

All in all, TP comprises the following fundamental activities:

- **Observation of teaching** (either *specific* or *holistic* lesson observations).
- **Classroom teaching** can consist of microteaching (i.e. teaching first only short segments of the lesson or individual activities), which can progressively turn into team-teaching (i. e a lesson team-taught with your mentor), and finally individual teaching of the whole lesson independently in the total amount of 5 independently taught lessons in Year 1 practicum, and 9 independently taught lessons in Year 2 practicum.
- **Monitoring and (self)evaluating your teaching practice**, which includes carrying out various practice-related tasks, analyzing teaching/learning activities, and keeping a reflective journal. After some of the lessons that you taught, or during which you were doing some teaching-related work, you will be required to reflect on and self-evaluate your activity. At the end of the TP period, you will try to critically evaluate your progress in your TP report.

In the following pages, there is a chronologically arranged collection of all the documents and forms that you will be required to fill in and submit as part of your TP portfolio, neatly organized and arranged in order. To provide you with a feel for the required documents for your TP portfolio, there are two checklists below, one from the one-week and one from the two-week *Teaching Practice Portfolio Assessment Sheet* used by faculty teacher educators to assess your TP portfolio (for a more detailed list of what should be included in the TP portfolio, and in what order, see section *The Portfolio Contents* on p 103).

CHECKLIST OF REQUIREMENTS (one-week TP)

1	Teaching practice timetable	8	Formally assessed lesson (1x)
2	Specific task observations (4x)	9	Mentor's written feedback to FAL (1x)
3	Individual teaching (4x)	10	Self-evaluation for FAL (1x)
4	Lesson plans for individual teaching (4x)	11	Documented school life (min. 3)
5	Self-evaluation for individual/micro teaching (1-2x)	12	Summative reflection essay
6	Mentor's written feedback (4x)	13	Questionnaire
7	General observations prior to FAL (2x)		

CHECKLIST OF REQUIREMENTS (two-week TP)

1	Teaching practice timetable	8	Formally assessed lesson (1x)
2	Specific task observations (8x)	9	Mentor's written feedback to FAL (1x)
3	Individual teaching (8x)	10	Self-evaluation for FAL (1x)
4	Lesson plans for individual teaching (8x)	11	Documented school life (min. 3)
5	Self-evaluation for individual/micro teaching (2-4x)	12	Summative reflection essay
6	Mentor's written feedback (8x)	13	Questionnaire
7	General observations prior to FAL (2x)		

In continuation of the handbook, each document or form is preceded by a short introductory text on the task requirements, including practical suggestions on how to best complete the task. In most cases, additional theoretical background is provided for easier preparation, processing and reflective testimony of the task. Some tasks require extensive preparation, such as lesson planning, for instance, or holistic observation. Others are mere records of the tasks, where the mentors are expected to validate your attendance, participation in or execution of the tasks. All of the documents are indispensable components of your portfolio and are subject to assessment.

Mentor's sign-up form

The first step in your Teaching Practice is finding a mentor. In most cases, students find a mentor on their own, often at a school that they themselves attended. Sometimes they end up doing their teaching practice with the teacher that taught them in elementary or high school, which might add another dimension to the whole experience.

Once you find a mentor, usually through correspondence with them and the school principal (samples of both letters are available in the Teaching Practice e-classroom), you fill in the mentor's sign-up form (PRISTOPNA IZJAVA MENTORJA) which is then delivered to the faculty teacher educators or inserted in your TP portfolio.

NB: Please fill in the form legibly and with care, especially the name and address of the school, including the postal code. The latter is important in the case of schools that have multiple locations (i.e. schools that also have satellite or branch schools – *podružnične šole*).

MENTOR'S SIGN-UP FORM

Pristopna izjava mentorja/-ice

I, the undersigned, hereby declare that I am willing to participate in mentoring pre-service English language teachers.

Spodaj podpisani/-a izjavljam, da sem pripravljen/-a sodelovati pri usposabljanju bodočih učiteljev/-ic angleščine kot mentor/-ica.

Please use capital letters to fill in this form.

Prosimo, da izpolnite s tiskanimi črkami.

Mentor's name & surname Ime in priimek mentorja/-ice	
Name and Address of School Ime in naslov šole	
School Phone Number Službena tel. št.	
Principal's name & surname Ime in priimek ravnatelja/-ice	
Your email address Vaš e-naslov	
Trainee's name & surname Ime in priimek študenta/-ke	
Duration of Teaching Practice Placement Dolžina pedagoške prakse	☐ 1 week ☐ 2 weeks

Thank you! / Hvala!

Date / Datum:

Signature / Podpis:

TP timetable

Prior to observations, it is important to familiarize yourself with your mentor's timetable, the school atmosphere, your obligations and any additionally scheduled activities. Below is a sample of a timetable which is one of the requirements for the Teaching Practice Portfolio.

TEACHING PRACTICE TIMETABLE

Lesson		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0	Class					
	Activity					
1	Class					
	Activity					
2	Class					
	Activity					
3	Class					
	Activity					
4	Class					
	Activity					
5	Class					
	Activity					
6	Class					
	Activity					
7	Class					
	Activity					

KEY TO ACTIVITIES:

STO – observation (based on a specific task)
HO – holistic observation (prior to formally assessed lesson)
FS – feedback session on observation
MT – microteaching
PT/TT (pair-teaching, team-teaching)
IT – individual teaching (teaching an entire lesson)
PA – participating activity (specify)
FAL – formally assessed lesson
CH – correcting HW

Feel free to add anything not specified.

Lesson observation

Classroom observation is an omnipresent learning tool that permeates the working lives of educators throughout their careers. For many, their first experience often comes as student teachers undertaking teaching practice during an initial teacher education program. Upon qualification and entry to the profession, their future involvement with observation typically occurs in the contexts of performance management/appraisal, external inspections and pedagogic/curriculum development.

Purpose and types of lesson observation

In teacher training, the purpose of observation is similar to the 'silent phase' of a beginning language learner who listens, observes, considers, analyses, reflects, but is not required to produce (Kukovec 2012: 18). During a pre-service teacher training course, student teachers observe, absorb and reflect and thus become familiar with the culture and customs of the classroom before they take on the active role of teacher. During your TP you will have the opportunity to observe your mentor or possibly other teachers at your school. Observing other teachers can provide you with a gentle introduction to teaching.

The main purposes of classroom observation are:

1. **To learn to teach** (i.e. observation for learning). Here, the trainee is the one doing the observing in order to learn from the observation of classroom processes. This gives you the opportunity to visit experienced teachers' classrooms to 'pick up the tricks of the trade'.
2. **To learn to observe**. This means visiting classrooms to learn to collect, analyse, and interpret descriptions of teaching in unobtrusive and non-judgmental ways. It takes a skilled and trained eye to perceive, understand and benefit from observing the proceedings of learning/teaching. Learning to observe well takes time, effort, and practice.
3. **To collect data for research purposes** (e.g. studying students and tracking their behaviour, ability to work in pairs/groups, etc.).
4. **To observe to become more self-aware** (i.e. teachers' professional growth and development). For example, two teachers observe each other (known as *peer observation*) as a part of a mutual self-development venture or project. The goal of observation is for teachers to see teaching differently. The more we observe and develop our teaching, the freer we become to make our own informed teaching decisions.
5. **To develop self-evaluation skills**. If you develop the habit and techniques of observing others' lessons, it is more likely that you will evaluate your own teaching more carefully and as a result improve your teaching. Taking responsibility for your own professional development is an essential feature of the philosophy of teaching practice.
6. **To evaluate teaching.** A mentor, for example, observes the trainee to identify strengths and weaknesses in teaching behaviour. The goal is to help the trainee to improve and to become a more effective teacher.
7. **To judge/evaluate a teacher's professional competence** (i.e. observation for assessment). Known as *supervisory* or *formal* observation, this is the 'classic' type of observation. The observer, usually a person who is in a position of authority (often a principal) goes into the class to assess the standard of teaching. In spite of its usefulness (regarding standards), this type of observation is known to be the most threatening for teachers, particularly if they have little other contact with the observer otherwise.

Observation for assessment also takes place in pre-service teacher training courses, where mentors or teacher trainers assesses trainees' teaching, or during probation periods, when principals assess probationary teachers.

During your TP period, two main goals (i.e. learning to teach and evaluating teaching) will be pursued. By observing trained teachers, you can become (more) aware of certain aspects of the teaching/learning process; you begin to understand foreign language teaching and learning better; you see some techniques and approaches 'in action' that you can later use yourself; it helps you to connect theory and practice; you can imagine that you are in the teacher's shoes and begin to develop your professional identity; you begin learning to 'read' a class (a crucial skill for teachers; identify the learners' reactions, needs, etc.).

Lesson observation is a compulsory part of TP. During your TP, you will be performing two types of observation:

- **specific lesson observation**, i.e. observing lessons on the basis of specific lesson observation tasks which you will be choosing from among 30 tasks in the *Observation Tasks Bank* (see below), using the *Specific Observation of the Lesson* sheet

- **general/holistic lesson observation**, using the *General Observation of the Lesson* sheet

Specific lesson observation is actually some sort of 'microscopic' observation. *Microscopic observation* means observing one single element of a lesson, for example, elicitation techniques used by a particular teacher. General/holistic lesson observation, which you will perform in the class in which your formally assessed lesson will take place, can be termed as 'telescopic' observation. *Telescopic observation* means observing more elements of a lesson in a more holistic way.

In a language lesson, many things happen simultaneously and there is a lot to observe, for example: seating arrangement, patterns of interaction, the teacher's use of various teaching skills and techniques (e.g. warming up the class, presenting/practising new language, eliciting, giving instructions, using gestures and body language, etc.); in what way the work is appropriate to the age, ability and level of the class; how the lesson is arranged around the main objective; how much time is devoted to different skills or activities; how vocabulary or grammar are taught; how errors are corrected, etc.

It is impossible for the observer to focus attention on the many different things that happen during a single lesson. If observation is to be effective, it needs to limit its focus to one or two observation activities or tasks. Therefore, rather than trying to observe everything, it is better to select one aspect of teaching and learning and focus on it. And this is exactly where specific observations tasks will be very helpful.

A specific observation task helps the observer in two important ways: it limits the scope of what you are observing and allows you to focus on one or two particular aspects, and secondly, it provides a convenient means of collecting data that frees you as the observer from forming an opinion or making an on-the-spot evaluation during the lesson. If you have no guidance in observation, you tend to only see the things that you have already thought about. However, there could be other aspects of teaching and learning that you are not familiar with, and you need your attention to be drawn or directed to them.

Lesson Observation Sheet

(based on a specific observation task or tasks)

Date of observation: _____   Class: _____   Observation Task(s) №: _____

Classroom layout: _____   Coursebook / Unit: _____

Teaching aim(s): _____

Comments on the observation

Try to be descriptive, not evaluative!

What made you decide on this/these observation task(s)?

The observation tasks bank

The tasks in the *Observation Tasks Bank* have been grouped into four areas of focus:

AREA OF FOCUS	Tasks №
1 **Lesson content**	**8** (Lexis and Learning); **14** (Handling a listening and/or reading text); **22** (Skills required or practised: integrating the skills); **23** (Grammar as lesson content); **25** (Different kinds of content); **28** (The Literature Lesson); **29** (Teaching Literature: the interpretation of the text); **30** (The Literature Lesson)
2 **Methodology of the lesson procedure** (i.e. execution of the lesson)	**9** (Execution of the lesson); **10** (I. Openings and closures; II. Execution of didactic principles); **13** (The use of teaching aids); **16** (I. Teaching aim(s)/objective(s); II. Teaching and learning); **20** (Introducing/presenting new language); **24** (The structure of a language lesson: basic lesson types); **26** (Deducing the lesson plan)
3 **The Learner and the Learning Environment**	**6** (I. Learner level; II. Checking learning); **11** (Managing interactive patterns); **12** (The teacher's rapport with the students); **17** (The Learner as Doer); **18** (I. The learning environment: external factors; II. The learning environment: internal factors); **19** (Types of activities; Teaching and learning roles); **21** (Classroom discipline); **27** (Teaching as promotion of positive human values)
4 **Performance**	**1** (I. Student talking time vs. teacher talking time; II. Classroom language); **2** (Asking questions: I. Purpose of questions; II. The nature and effect of questioning); **3** (Asking questions: I. The skill of eliciting; II. Questioning strategies); **4** (Question types); **5** (Dealing with errors: correction and encouragement); **7** (Dealing with errors); **15** (I. Use of mother tongue; II. Stolen goods)

From the sets/clusters of observation tasks provided, make sure you select a different set each time you observe. From each set choose as many observation tasks as you think you can handle at a time (of course, it is also possible to choose only one). While observing, you will record your observation on one of the observation sheets included (see below). So, when the lesson has finished, the observation has not: it continues with your collecting evidence from your observation sheet and your reflection based on an analysis of the lesson. It is, however, wise to include any feedback that you get from the observed teacher in a post-lesson discussion. Therefore, do not hesitate to ask questions or make comments on relevant issues.

The following pages contain 30 Observation Task Sheets to choose from.

Observation Task(s) № 1

I. STUDENT TALKING TIME (STT) vs. TEACHER TALKING TIME (TTT)

- Was it high/low?
- What was the proportion of each?
- Did STT depend on the proficiency level of the students?
- Did STT depend on the type or part of the lesson?
- Were all types of TTT the same and equally (un)desirable (*giving instructions, telling a story, etc.*)?
- What did the teacher do while the students talked?

II. CLASSROOM LANGUAGE

Teacher talk in the EFL classroom has **two** main functions:
1. it provides language input and models speech for the students
2. it is a tool for executing a lesson and managing classroom dynamics

Observe the **second** function of teacher talk. Try to jot down what the teacher said to do the following:

establish rapport / create a pleasant atmosphere:	
announce lesson aim / content/ activity:	
request a homework check:	
give instructions on how to carry out an activity:	
give feedback to students on how they performed a task:	
call on students:	
set homework:	
elicit / encourage students to contribute to class discussion:	
finish the lesson:	

- Did the teacher use the phrases: *'Please.', 'Thank you.'* or *'I'm sorry.'*? If so, when and why?
- Did any of the phrases you noted above seem to be common stock with this teacher and to function as very clear signals for the students?
- Think of at least two adjectives to describe this teacher's classroom language on the whole (e.g. *polite, sparse, inefficient, choppy, friendly, respectful*).

Observation Task(s) № 2

ASKING QUESTIONS

I. Purpose of questions

Why did the teacher ask questions in class?

- **Language questions**
  (e.g. What's the Past Tense of 'to sing'?)

- **Comprehension questions**   → *to check that students understand (checking vocabulary*
  (e.g. What is Mrs Lane doing in picture 1?)   */ learning; post-listening or reading)*

- **Lesson progress questions**
  (e.g. Has everybody got a book?)

- **Opinion / preference questions**   → *to find out what students really think or know (seeking*
  (e.g. What did you think of the song?)   *opinion)*

- **Factual / personal questions**   → *socialising*
  (e.g. How are you today, Mark?, What is the   → *scene setting*
  date today?)   → *to give students practice*

II. The nature and effect of questioning

- Was the teacher's questioning appropriate, clear, unclear, keeping the lesson moving forward, random, natural, irrelevant, monotonous?

- Was there sufficient variation in questioning?
  – grading questions (*from easy to difficult; global/specific questions*)
  – question types (e.g. *Yes/No questions; Wh-questions*)

- Was the distribution of questions equal for each student?

- Was there a category of students that was attended to more or less than the others?

- Did weaker or stronger students tend to 'disappear'?

Observation Task(s) № 3

ASKING QUESTIONS

I. The skill of eliciting

- Why did the teacher elicit?

– to set students thinking in a certain direction
– to steer them towards a certain pre-planned topic
– to create a context
– to warm the class up
– to generate peer interaction/correction
– to lead into an activity

– to attract and focus attention
– to increase student talking time
– to allow the teacher to assess what is already known about a particular topic / structure / area of vocabulary
– to draw out passive knowledge

- What did the teacher say in order to elicit a response?
  Was there any pattern in the language the teacher used? (e.g. open questions: *What do you think of …?;* closed questions: *What's the word for …?;* imperative prompts: *Tell me what you know about …;* directed questions: *Peggy, what can you tell me about …?*)
- What did you notice about wait time?

II. Questioning strategies

- asking each student in turn round the class
- letting any student call out the answer
- the teacher asks a question, then pauses and then chooses a student to answer (dotting about)
- the teacher first chooses a student, and then asks the student a question
- the teacher asks a question and lets students raise their hands if they think they know the answer; the teacher chooses one of the students
- getting the class to answer in chorus
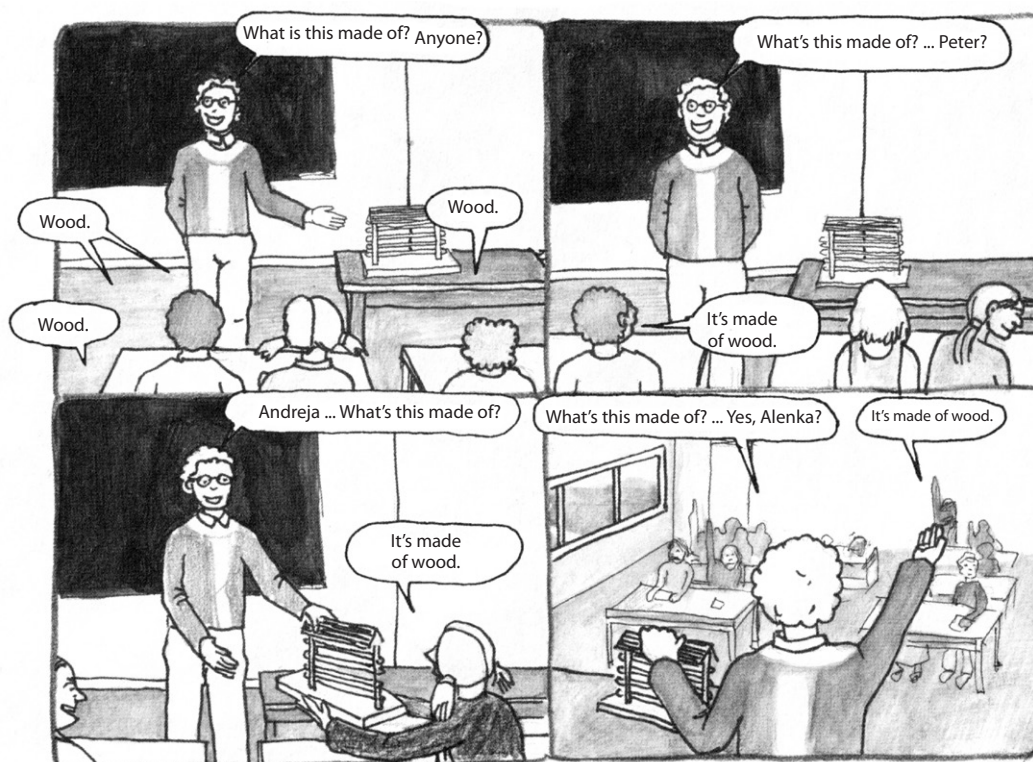
Observation Task(s) Nº 4

QUESTION TYPES

What types of questions did the teacher ask? Was there sufficient variation?

- *Yes/No* or *Polar/closed* questions
- *'Or'* questions (i.e. alternative questions; e.g. *Are you hungry or thirsty?*)
- *Wh*-questions / Open-ended questions (i.e. information questions)
- Display questions (e.g. *What colour is this pen?*)
- Multiple-choice questions
- Right or wrong? (True or false?)
- Real classroom questions
- Eliciting long answers

- Guiding questions (for students to think about as they read or listen to)
- Global questions ('gist' questions)
- Anticipation questions (e.g. *What do you think the story is about?*)
- Specific questions ('detail' questions)
- Reference questions (questions of literal comprehension)
- Inference questions (interpretative questions)
- Questions of evaluation
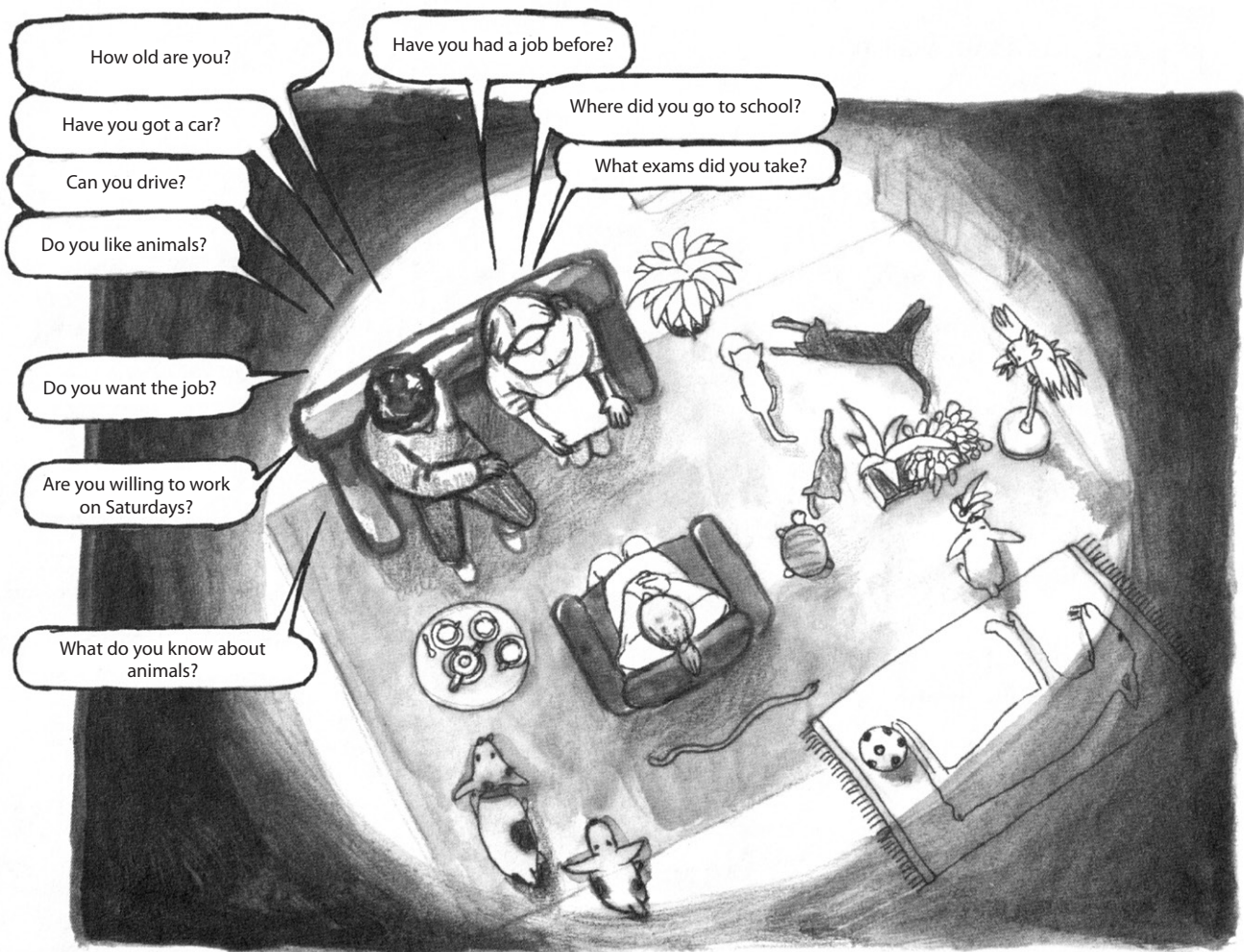
Observation Task(s) Nº 5

DEALING WITH ERRORS: CORRECTION AND ENCOURAGEMENT

- Did the teacher have a positive/negative attitude towards their students' errors (motivational aspects)?
- Was the feedback generally positive and encouraging or negative and discouraging?
- What kinds of errors did the students make (*lexical, grammatical, etc.*)? How did the teacher deal with these errors?
- When did the teacher correct errors? Note whether there was a particular focus at that point of the lesson, for example, on accuracy or fluency.
- What was the amount of error correction?
- Did the teacher's correction of errors hinder or help the learning process?
- Did the teacher differentiate between errors that require immediate attention and errors that are better ignored or treated in another way or at another time?
- How were errors corrected? Did the teacher correct in a non-obtrusive way?
- Consider the four-utterance paradigm:

teacher question + student response + teacher feedback + student response to feedback.
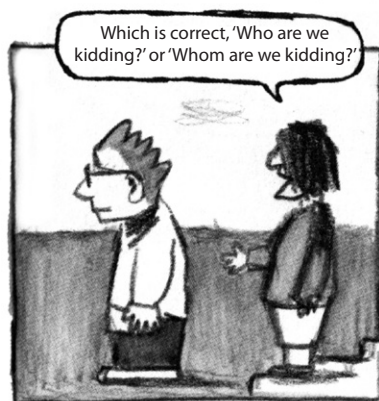
Observation Task(s) № 6

I. LEARNER LEVEL

- Did the students expose different learning strategies? (*accuracy-oriented students, risk-taking fluency or communication-oriented students who are less perturbed by a display of error*)

- Did the teacher accommodate learner level? How? (*varying speed of language; varying length of wait time; calling on stronger students for 'model' answers; pairing and grouping arrangements*)

- Did you notice any indicators of challenge and/or ease?

Indicators of challenge:
– non-comprehension in facial expression
– student wait time (= silence)
  before response
– first respondent does not offer
  the correct answer
– a learner looks sideways at a neighbour
  before starting writing

Indicators of ease:
– student gets started quickly
– plethora of responses to teacher's questions
– expected time needed for tasks
  over-calculated

II. CHECKING LEARNING

- What techniques (written and oral) did the teacher use to check the students' comprehension (e.g. concept questions or concept checking)?
- Can you identify the trigger that prompted the teacher to check (e.g. *a student appearing confused; a necessary logical step in the lesson; repeated and similar errors by a number of students*)?
- How did the student(s) respond to the check?
- Try also to be aware of times in the lesson when the teacher did not check for learning, but you would have; or where the teacher did, but you would not have.
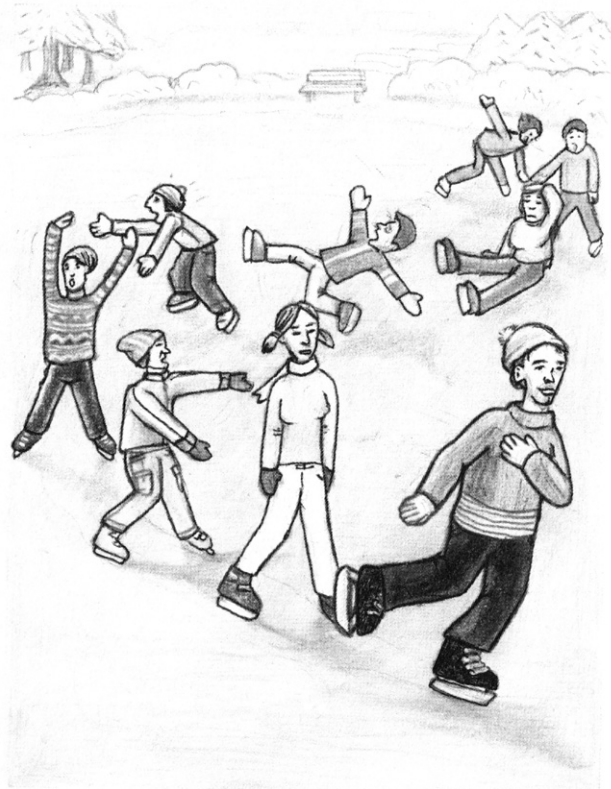
Observation Task(s) № 7

DEALING WITH ERRORS

- **How did the teacher show incorrectness?**

– repeating
– echoing
– denial
– questioning
– reformulation
– expression or gesture
– feigning incomprehension until the error is auto-corrected
– using tact & humour

- **What correction techniques did the teacher use?**

– student corrects himself/herself (*self-correction*)
– student corrects student (*peer correction*)
– teacher corrects student(s) (*teacher correction*) – lets the student repeat it
– the teacher accepts the answer – it is nearly correct
– the teacher asks another student if necessary

- **Strategies for correcting errors:** later (delayed) vs immediate (instant) correction, and public vs. private correction.

Types of correction can be plotted on to axes. Provide one example for each space between the intersecting clines, i.e. x-A, x-B, x-C, x-D.

'Hot'
or instant correction

x-A

Public
correction ←→ Private
correction

x-B

'Cold'
or delayed correction
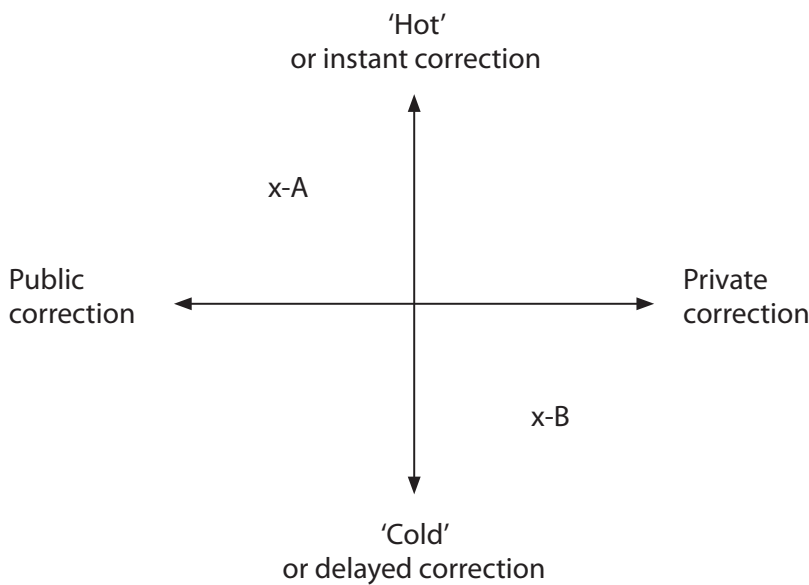
self-correction

small group

student-student

all class

teacher-student

coursebook / reference book

Observation Task(s) № 8

LEXIS AND LEARNING

How were new vocabulary items presented?

A) Ostensive means
(i.e. by showing)

– realia (real objects)
– pictures
– mime, action and gesture

real objects
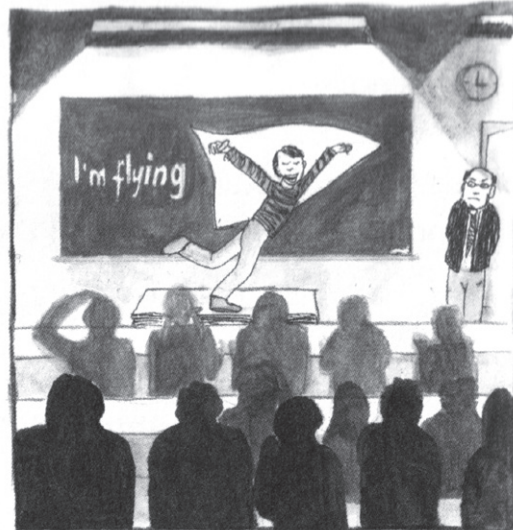
mime, action and gesture

B) Verbal definition

– antonyms (e.g. full/empty)
– enumeration/word sets (e.g. clothes: pullover, shirt ...)
– (dictionary) definition / explanation
– translation
– asking questions using the new word
– illustrative sentences (i.e. giving an English example to show how the word is used)
– scales (e.g. never-sometimes-often-always)

Were the students using dictionaries?

C) Audio presentation

audio presentation

- Was the presentation meaningful/motivational/contextualised?
- Were the new words grouped together in a memorable way?
- Was all new vocabulary pre-taught?
- Using discovery techniques (i.e. word-attack skills). Using context (e.g. structural clues, morphological information, inference from context). How useful are they at beginner level?
- Did the teacher try to elicit the meaning of new words?
- Active, passive & throw-away vocabulary.
- Were the students using dictionaries?
- How did the teacher check that students had understood the words?

Observation Task(s) № 9

EXECUTION OF THE LESSON

Progress through the stages of the lesson:

- Starting the lesson (*checking attendance – calling roll; homework correction, ice-breakers, a topical issue, etc.*)
- Can you group the lesson into broad lesson stages? Which teaching steps (presentation-practice-production-(use)) were used in the lesson?
- Was the presentation meaningful/motivational/contextualised/appropriately staged?
- Were the stages well linked? (smoothness of flow & sequencing)
- Were the transitional periods between one activity and another smooth/clear? Were the instructions clear?
- What was the point of each stage?
- Timing & pacing (*too fast; about right; too slow*)
- Ending the lesson (*e.g. finishing 'clearly'; observing the bell, cleaning the blackboard, summarising and evaluating, setting homework, etc.*)

A "three Ps" triangle

The deep-end approach

Variations on teaching steps
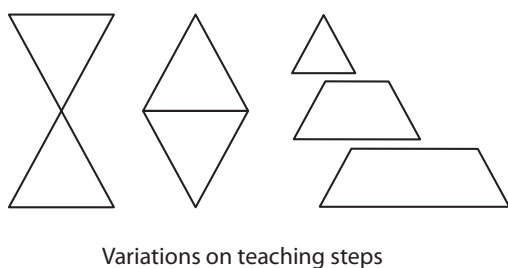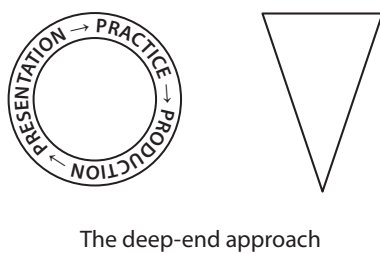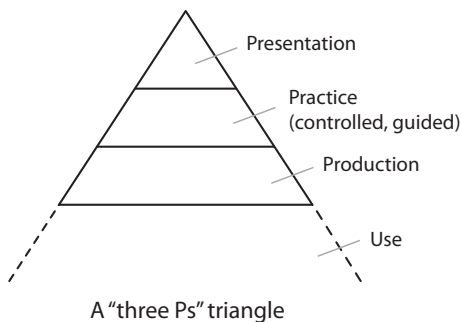
1. ESA Straight Arrows sequence

ESA → Engage → Study → Activate

2. EAS(A) Boomerang sequence

EAS(A) → Engage → Study → Activate
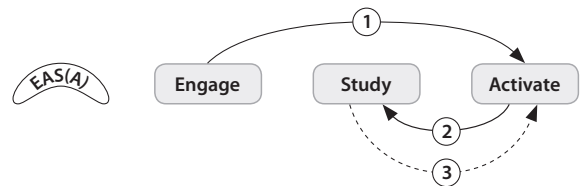
3. EAASASEA (etc.) Patchwork sequence

EAASASEA (etc.) → Engage → Study → Activate

	Presentation	Practice	Production
teaching …			
learning …			
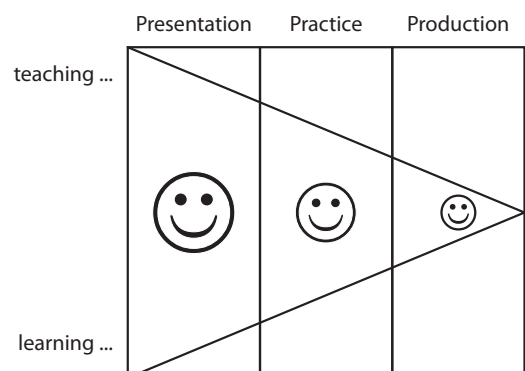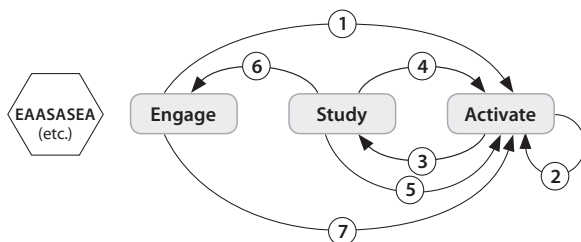
Observation Task(s) Nº 10

I. OPENINGS AND CLOSURES

- Were there certain predictable conventions or routines that accompanied the entrance and exit stages of the lesson? (*punctuality; dealing with late arrivals; socializing; giving back homework, tests; announcing what the lesson was going to be about*)
- Was the starting point of the lesson made clear? How? (e.g. tapping chalk or a pen on the desk audibly; clapping your hands loud and clear; closing the door; saying *Right, OK* or something similar; etc.)
- Were the students told what the coming lesson was going to be about or were they supposed to induce that through discovery? What advantages/drawbacks accompany each strategy?
- Is it important to link the coming lesson to other lessons, previous or forthcoming?
- Were the lesson's aims and content reviewed at the end of the lesson?
- Did the last activity suffer as to the timing?
- How did the lesson finish? (*summarising and evaluating the lesson; setting homework; making announcements; farewells and socialising*)
- How did the students feel as they were leaving the classroom?

II. EXECUTION OF DIDACTIC PRINCIPLES

- Gradation:
  – from the simple to the difficult
  – from the familiar/known to the new/unknown
- Clear and systematic presentation
- Suitability of materials and methods for level and type of class

The jug and mug model.
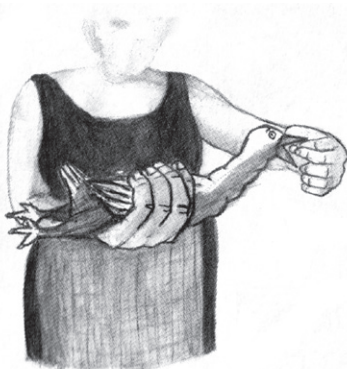
The stuffed goose model.

We're getting ahead of ourselves.

The deep-end model.

Observation Task(s) № 11

MANAGING INTERACTIVE PATTERNS

- lockstep (*a teacher-controlled session; teacher-fronted tasks*)
- group work (teams)
- cross-grouping (i.e. after an initial small group work activity, the participants are re-grouped, forming new small groups)
- melee (i.e. 'market place', 'mingle', 'moving pairs'; participants move at will around the room forming and re-forming pairs or groups)
- pair work (e.g. 'open' or 'public' pairwork vs. 'closed' pairs; flexible pairs)
- individual work
- choral/individual

- How and when did the teacher form various student groupings?
- How did the teacher get the students in, through and out of activities?
- How did the teacher organise the groups and seating?
- How did the teacher monitor the students' work?
- How did the teacher wind pairs/groups down?
- How did the teacher organise and monitor the report-back phase?
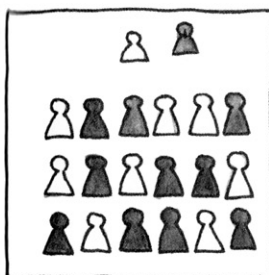
public meeting
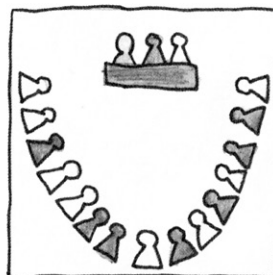
panel
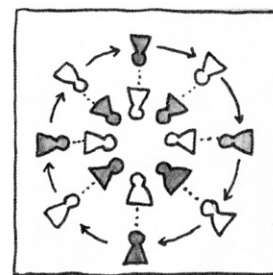
'wheels'
(the outer wheel can move
around, changing pairings)
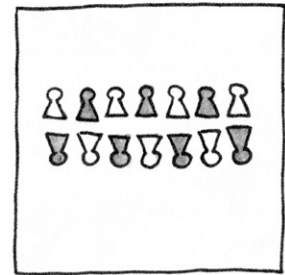
face to face
(or back to back)
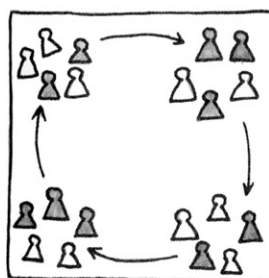
'buzz groups'
(people change groups
occasionally)
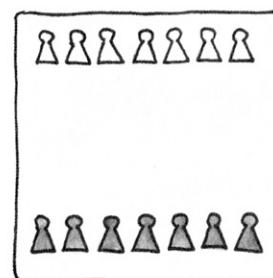
opposing teams
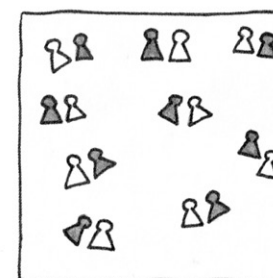
pairs
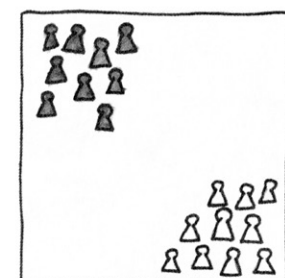
'enemy corners'

Observation Task(s) № 12

THE TEACHER'S RAPPORT WITH THE STUDENTS

- Comment on the teacher's ability to establish rapport (*using students' names; eye contact; touch; facial expression, etc.*).
- How did the teacher attend to individuals (*by names, gesture, stance, facing them or not, eye contact, verbal prompts, smile, nod, reprimanding look, etc.*)?
- How would you describe the learning environment/atmosphere (*supportive; cosy; challenging; frightening, relaxed*)?
- Teacher's personal qualities (*they were (in)audible; lively; boring; (dis)organised; (un)friendly; (un)demanding*)
- How would you describe the teacher's teaching style (*positive; irritating; boring*)?
- Was the teacher successful in promoting and maintaining learner interest (motivation, participation)?
- Did the teacher equally involve all the students? Did weaker or stronger students tend to 'disappear'? Was the sex of the student(s) relevant to the distribution of teacher attention?
- Were there any 'affective' activities involved in the lesson?
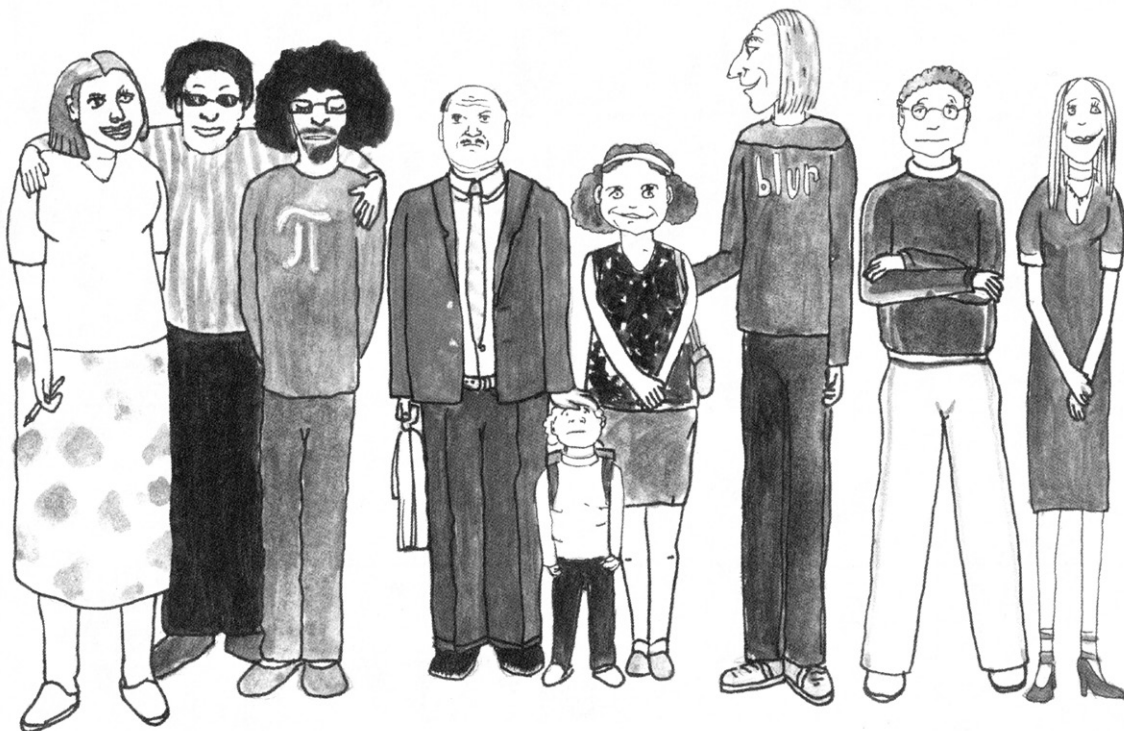
Teachers come in all shapes and sizes.

Observation Task(s) Nº 13

THE USE OF TEACHING AIDS

- the teacher himself/herself
- the (black)board
- real objects (i.e. realia)
- puppets
- textbook
- handouts/worksheets

- flashcards/cue cards
- wall charts/pictures
- posters
- maps
- pictures
- projector

- slides
- tape recorder (audio recordings)
- video
- television
- radio
- computer
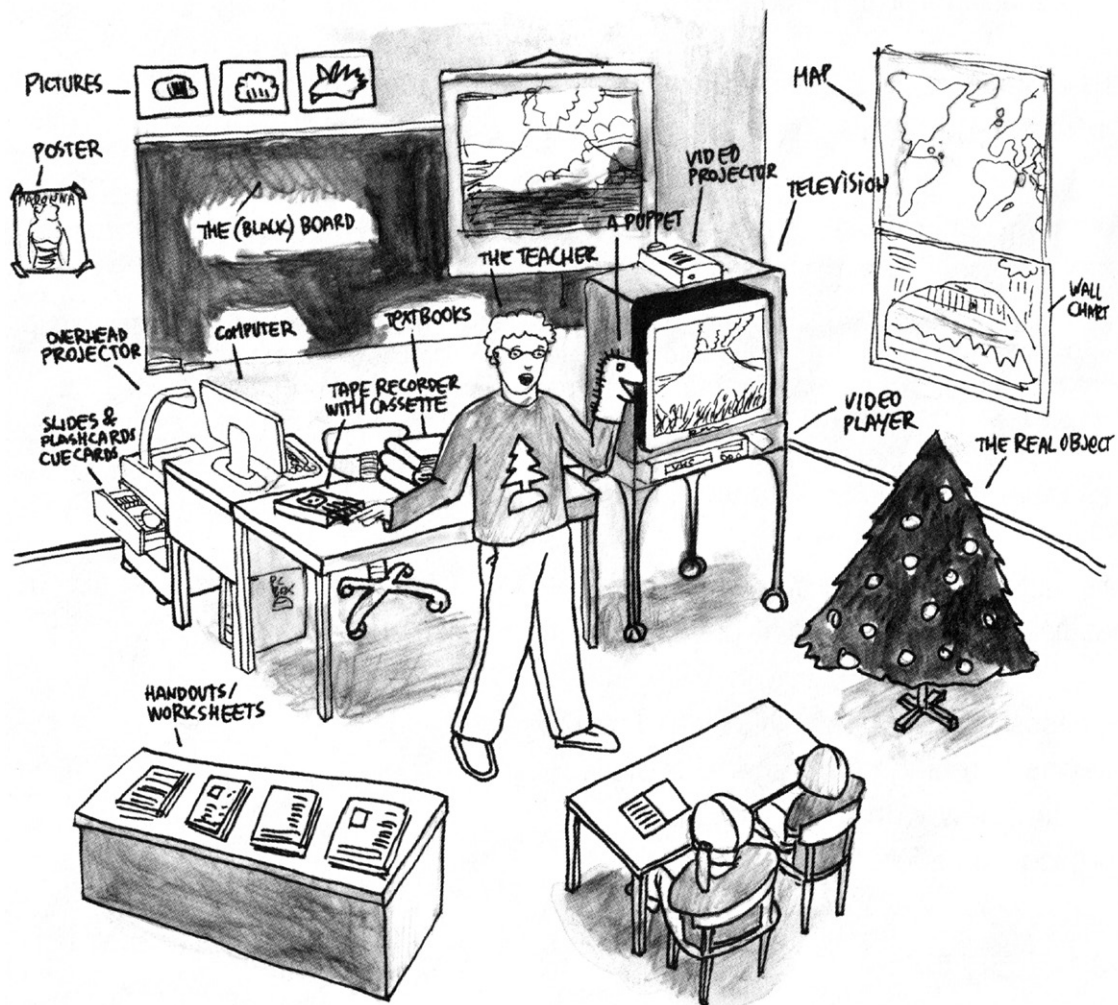
Comment on the amount and appropriateness of their application:

- Were any of the teaching aids under-exploited or over-exploited?
- Would you have used any of them differently?
- What comment can you make on the board's contents and layout? Would you have used the board differently? Who wrote on the board? What happened in the lesson while the teacher (or someone else) was using the board? Were the items on the board legible and comprehensible?
- How were pictures used (e.g. to elicit conversation on a topic)? Were they culture-bound?

  etc.

Observation Task(s) № 14

HANDLING A LISTENING AND/OR READING TEXT

- What ways did the teacher use to introduce a text? What preparation (i.e. pre-listening / pre-reading activity) were the students given before they listened to /read the passage?
  - using a motivating introduction
  - asking the students to make guesses about the text (e.g. predicting vocabulary; predicting facts, etc.)
  - presenting new vocabulary
  - summarising the text
  - drawing a mind map
  - using picture or word cues
  - asking pre-questions (guiding questions)
  - using a topic sentence
  - leading a class discussion of a general topic

PRE-READING

| WAKE UP |

IN-READING

| THINK & DO |

POST-READING

| CONSOLIDATE COMPENSATE |
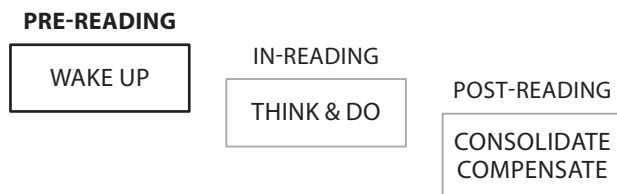
- Did the learners experience a while-listening / while-reading activity?
- What were the aims of the while-listening / while-reading activity?

| PRE | → | **IN** | → | POST |

listening techniques / aims	reading techniques / aims
listening for the main ideas / gist; listening for specific information; listening to check if your answers are right or not; listening to check for mistakes; listening to reorder a jumbled dialogue; listening to take notes; listening to complete a picture; listening to match pictures with descriptions, etc.	skimming; scanning; contextual guessing; cloze exercise; outlining; paraphrasing; scrambled stories; information transfer; making inferences (i.e. 'reading between the lines'); intensive reading; passage completion, etc.

- Did the learners experience a post-listening / post-reading activity?
- How many times did the learners listen?
- Did the learners hear the whole text at once? If so, was that helpful?
- What was the purpose for which the text was used?
  - developing reading/listening comprehension skills
  - a way of presenting new words & structures
  - a basis for language practice

Getting people interested   Doing the actual reading/ listening   Checking comprehension in different ways

Observation Task(s) Nº 15

I. USE OF MOTHER TONGUE

Try to estimate the ratio (approximate time) of the use (in speaking) of English vs. the use of Slovenian for both teacher and students, and mark it in the table:

	ENGLISH	SLOVENIAN
teacher		
students		

- How is the amount of using Slovenian related to the age and level of the students you observed?
- When / why did the teacher revert to Slovenian?
- When / why did the students revert to Slovenian?
- How did the teacher react to students speaking Slovenian?

II. STOLEN GOODS

As you observe the lesson, note down several things that you would like to 'steal' from this teacher and the lesson in order to make them part of your own teaching. This may include personal qualities, teaching skills and techniques, activities, classroom atmosphere, etc. Include notes to help you remember any important details. You may also want to record why you felt good about the stolen goods. Finally, choose something you feel you would like to give this teacher in return for your many thefts.

Stolen items:	I'd like to give this teacher:

Observation Task(s) № 16

I. TEACHING AIM(S) / OBJECTIVE(S)

- What was/were the overall aim(s) of the lesson?
- Can you rank them on a scale of importance?
- Were they achieved? How do you know?
- Were the teacher's aims made explicit to the learners? If not, do you think learners became aware of the aims of the lesson?
- Did the learning checks in any way seem to propel the lesson onwards towards its objective(s)?
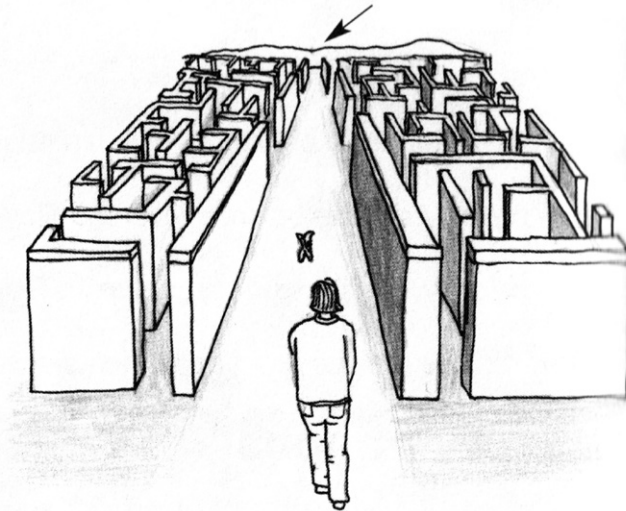
getting to the objective

II. TEACHING AND LEARNING

It has long been known that teaching does not equal learning. We have to bear in mind that a large part of what is cogent to our understanding happens invisibly, that is, is internal to the learner (i.e. learning itself is not directly visible). Another related danger is that of setting up a one-to-one correspondence between teaching aims and learning outcomes. With these reservations in mind, try to comment on the following:

- If you were able to ask the students at the end of the lesson what they thought they had learned, what do you think some of the responses might be?
- Can the learners benefit from being aware of the lesson's aims? Is this level-dependent?
- If each lesson is a different lesson for every student, how can a teacher plan to accommodate and cater for a class of students?
- What are the implications for the mismatch between teaching/learning for:
  – teacher preparation of lessons?
  – teacher decision-making in the classroom?
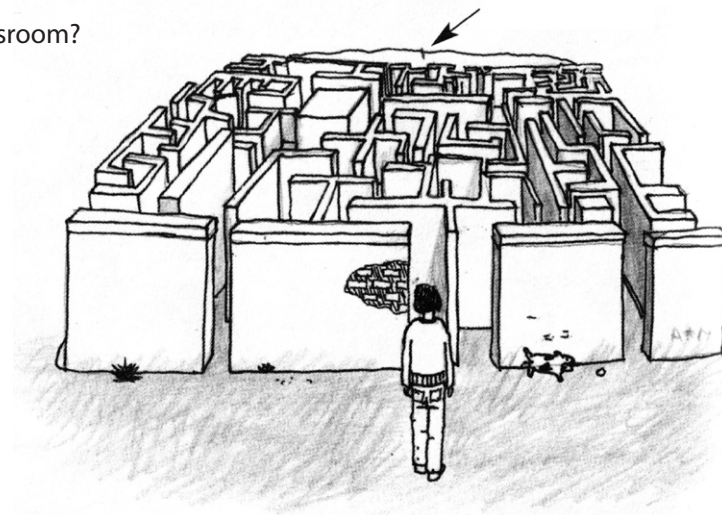
Observation Task(s) № 17

THE LEARNER AS DOER

'Learning by doing' embraces a large range of activities that can be analyzed as being **cognitive** (thinking), **affective** (feeling) and **physical**.

For example, tasks may involve:
– thinking
– feeling
– acting
– moving about
– prioritising, ranking, making judgements
– negotiating, interacting with others
– consulting other sources of information

- Consider the balance of cognitive, affective and physical activities involved in the lesson.
- Which activities in the lesson do you consider were the most valuable for the learners? Why were they valuable?
- To what degree should a teacher compromise their preferred teaching methodology so as to cater for a learner's own preferred learning methodology?

1

2

3

4

5
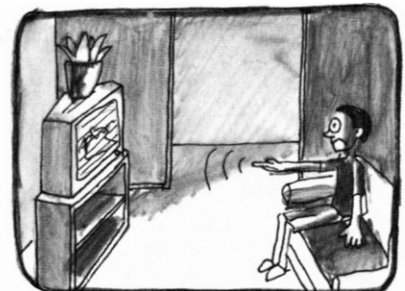
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Observation Task(s) № 18

I. THE LEARNING ENVIRONMENT: external factors

During the lesson watch and listen for anything that you think contributed to making the learning environment one in which students learned well. First consider factors that are external to the student (e.g. temperature of the room, the comfort of the seating, etc.).

- How was the class physically organised (furniture arrangements)?
- Seating arrangement:
    – Did the seating arrangement lend itself to a particular spread of teacher attention?
    – Was there a category of students that was attended to more or less than the others?
    – Did weaker or stronger students tend to 'disappear'?
- Was the room (un)pleasant, well/badly lit, visually attractive, etc.?
- the size of the classroom
- aids and materials available
- number of students
- level of class; number of years of study of English (students' language proficiency)
- (average) age

II. THE LEARNING ENVIRONMENT: internal factors

Enthusiasm / motivation

Internal and external factors are relevant here, but because internal factors are unobservable, you will be gauging concentration through external evidence alone (e.g. doodling on paper; gazing around room, copying notes from board, etc.).

- Mark in on the graph below how involved or enthusiastic or interested the students felt about the lesson at ten-minute intervals.
- Above your rating make a note of any factors (e.g. temperature; hunger; fatigue; type of exercise; mode of working – groups, pairs, whole class; topic under discussion, etc.) that you feel may be responsible for the students' degree of enthusiasm.
- Comment on anything you observed that:
    – surprised you
    – puzzled you
    – concerned you
    – inspired you
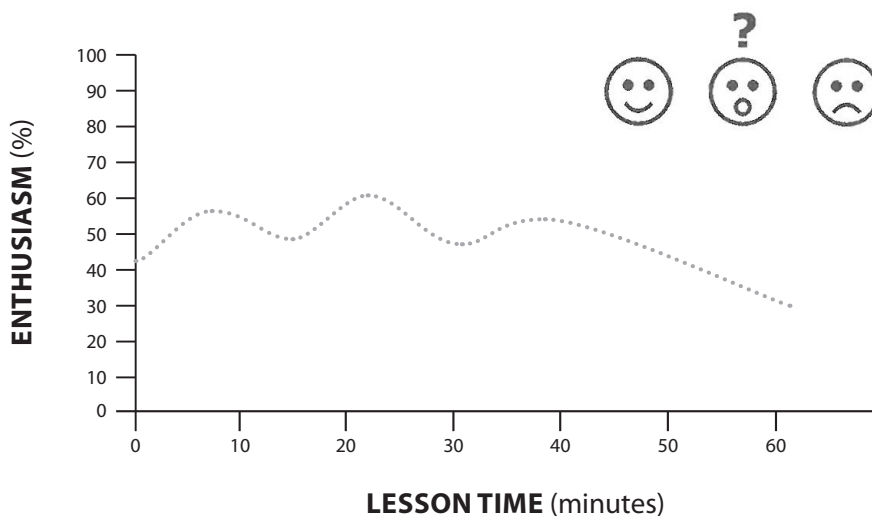
Observation Task(s) № 19

TYPES OF ACTIVITIES
TEACHING AND LEARNING ROLES

- Observe classroom activities on a continuum measuring **accuracy-fluency**, and on a continuum measuring the degree of **teacher control** or **learner self-direction**.
- What was the amount of teacher-controlled activities (areas A and C) and learner-directed activities (areas B and D)?
- What was the amount of fluency vs. accuracy activities?
- What was the proportion of 'communicative' and 'non-communicative' activities?
- Did the students get a balanced 'diet'?
- What were the major roles of the teacher and learners in this lesson?

	TEACHER CONTROLLED	
	WHOLE CLASS ACTIVITIES	
ACCURACY	**A** Drills Games Controlled conversation Listening Writing	**C** Conversation Discussion Simulation Games Story-telling Listening Writing	FLUENCY
	B Exercises Controlled conversation Role play Games Questionnaries Listening Writing	**D** Discussion Games Role-play Project work Listening Reading Writing	
	PAIR WORK ⟷ **GROUP WORK**	
	LEARNER DIRECTED	

Input ⟷ Output

Communication

The communication continuum

Observation Task(s) № 20

INTRODUCING/PRESENTING NEW LANGUAGE

- Did the teacher follow the five-component model:

  1. lead-in
  2. elicitation   →   **1. PRESENTATION**
  3. explanation

  4. accurate reproduction   →   **2. PRACTICE**

  5. immediate creativity   →   **3. PRODUCTION**

- **The skill of presenting:** observe the presentation phase of the lesson. What were the key components of the presentation?
- Did the teacher use eliciting techniques? If yes, which? [face (i.e. a questioning look); words (e.g. question words); body language; intonation; questions; other]
- Was the language presented aurally (via an audio recording) or visually (in written form)?
- Application of discovery techniques.
- Which techniques for presenting new vocabulary were used? [realia and visuals; word-building; matching; guessing from context; demonstrating; synonyms; examples; pictograms; translating; dictionaries).
- Was the presentation clear/slow/too quick /(too) long or short?
- Explanations (*un/clear? meaningful? contextualised?*)
- Using the students' mother tongue (*How much? When? Why?*). Should or could it have been used or not?
- What was the physical position of the teacher during the presentation?
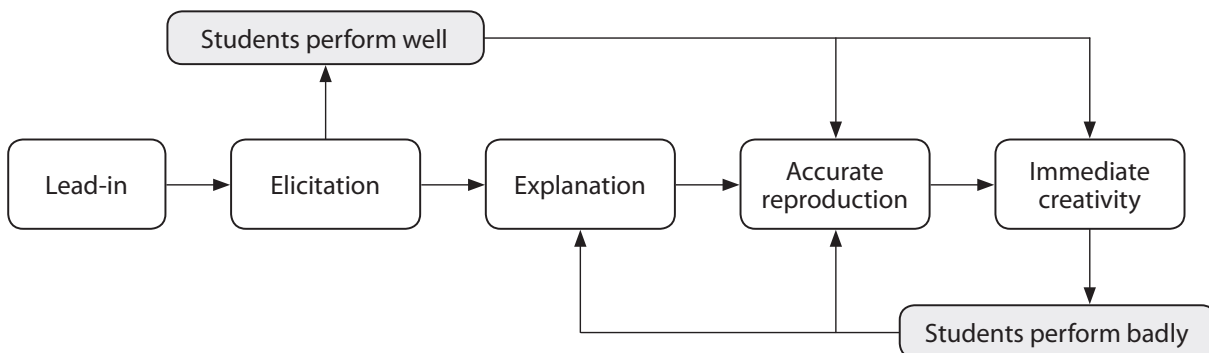
Observation Task(s) № 21

CLASSROOM DISCIPLINE

- How disciplined was the class in your opinion on a scale from 1 (no discipline at all) to 10 (perfectly disciplined)?

- Which student behaviours that you saw would you describe as lack of discipline or even discipline problems? (Note that a high noise level does not necessarily mean indiscipline.)

- Why do you think the discipline problems occurred?
  – Why were particular student(s) involved and not others?
  – Why did the problem occur at a specific stage of the lesson and not at some other moment?

- How did the teacher respond to these behaviours? (Note that ignoring is also a way of reacting.)
  [e.g. restraining touch, pausing, quiet private word, pointing, sarcasm, smile, hostility or glee, looking, class punishment, removal from room, detention, extra work, letter home, sent to headmaster, specific prohibition with unnamed sanction, naming, public telling off/putting down, shouting]

- What alternative ways of reacting to the situations you saw can you think of?

- Why do you think the teacher reacted the way they did?

- Was the response effective in re-establishing discipline?

- Think about how undisciplined behaviour can be prevented (rather than 'cured'). Did the teacher in your opinion use any such preventative approaches?

- To what an extent, if at all, do you think discipline problems affected the achievement of lesson aims?

Observation Task(s) № 22

SKILLS REQUIRED OR PRACTISED: INTEGRATING THE SKILLS

- **reading** (skimming, scanning, for detailed understanding, for gist, jigsaw reading, for general understanding, etc.)
- **listening** (listening for perception; listening for comprehension: listening and making no response; listening and making short/longer responses; listening as a basis for study and discussion)
- **speaking** (controlled activities; accuracy activities, fluency activities)
- **writing** (making mind maps, brainstorming, free writing, making a class magazine, writing letters, reformulating a paragraph, correcting your own work, etc.)
- **grammar**
- **vocabulary**

- If not all language areas – the four skills, grammar and vocabulary – were practised in this lesson, which area was not taught? What was the effect of omitting it?
- What do you think of the balance of the skills in this lesson?
- What might be a logical follow-on to this lesson?
- Which of the language areas do you most like practising in a foreign language and why?
- Which of the language areas do you think you will most enjoy teaching? Why?

| listening | speaking | writing | reading |

Observation Task(s) № 23

GRAMMAR AS LESSON CONTENT

- Did the teacher follow the five-component model:

  1. lead-in
  2. elicitation   →   **1. PRESENTATION**
  3. explanation

  4. accurate reproduction   →   **2. PRACTICE**

  5. immediate creativity   →   **3. PRODUCTION**

- What were the lesson's aims in terms of its grammatical focus?
- Which eliciting techniques did the teacher use?
- How were language structures presented to students?
- Think of *one* other presentation technique which could have been used in this presentation.
- Deductive approach (grammatical rules are taught explicitly) vs. inductive approach (grammatical rules are not taught explicitly)
- Were the students consciously involved in thinking about grammar?
- What was said about grammar?
- Have you any comments on the language used by the teacher to talk about language (their metalanguage)?
- What was the place of grammar in the lesson?

[face (i.e. a questioning look); words (e.g. question words); body language; intonation; questions; other]
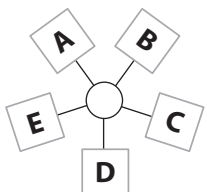
Presentation techniques: using a song text; using a time line; reading; using a picture; using realia; personalising; explaining directly; practising and presenting; discovering; using a chart; eliciting; comparing L1 and L2; in context; through a situation; model sentences; a short text.
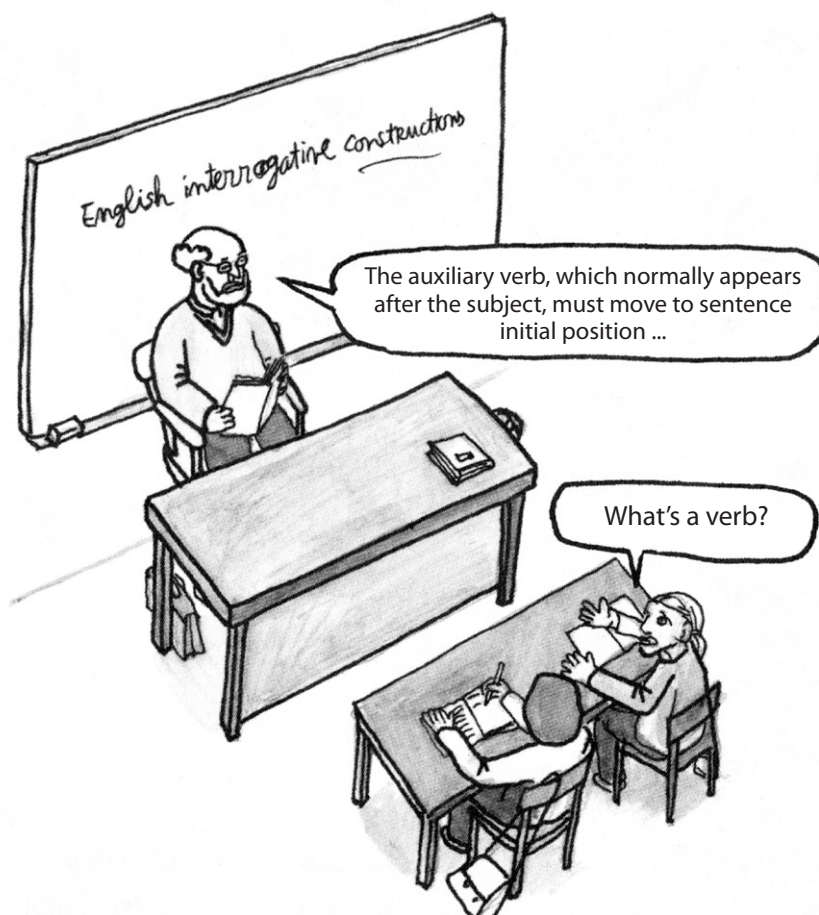
Observation Task(s) № 24

THE STRUCTURE OF A LANGUAGE LESSON: BASIC LESSON TYPES

Here is a description of four basic lesson types:

1. LOGICAL LINE	In this lesson there is a clear attempt to follow a 'logical' path from one activity to the next. Activity A leads to activity B, activity B leads to activity C. Activity C builds on what has been done in activity B, which itself builds on what has been done in activity A.
A → B → C →	Used in work on grammar or language skills (e.g. *from a general understanding of a reading text to detailed comprehension*).
	There is probably one clear overall objective to the whole lesson. The teacher is hoping to lead the learners step by step through a clearly programmed sequence of activities in the hope of them all reaching a specific, pre-determined end point.
2. TOPIC UMBRELLA	In this kind of lesson, a topic (e.g. *rain forest*) provides the main focal point for student work. The teacher might include a variety of separate activities (e.g. *on vocabulary, speaking, listening, grammar,* etc.) linked only by the fact that the umbrella topic remains the same.
	The activities can often be done in a variety of orders without changing the overall success of the lesson. There may be a number of related or disparate aims in this lesson, rather than a single main objective.
3. JUNGLE PATH	An alternative approach would be *not* to predict and prepare so much but to create the lesson moment by moment in class, the teacher and learners working with whatever is happening in the room, responding to questions, problems and options as they come up and finding new activities, materials and tasks in response to particular situations. The starting point might be an activity or a piece of material, but what comes out of it will remain unknown until it happens.
	The teacher is working more with the people in the room than with her material or her plan. The main pre-planning for a lesson of this kind would involve the teacher using her knowledge of the learners and of the available resources to choose some activities and materials that are likely to prove challenging. She would have an intuitive sense of various potential links between activities based on experience. The 'jungle path' lesson can look artless to an observer, yet to do it successfully requires experience.
4. RAG-BAG	This lesson is made up of a number of unconnected activities. For example: a chat at the start of the lesson, followed by a vocabulary game, a pairwork speaking activity and a song. The variety in the lesson of this kind may often be appealing to students and teacher. There can, however, be a 'bittiness' about this approach that makes it unsatisfactory for long-term usage.
	There will be no overall language objective for the lesson. Each separate activity might have its own aim(s).

(Adapted from: Scrivener 1994: 32–37)

- Of the four lesson types, which one comes closest to the one you have just observed?
- What format did the lesson follow?
  – What does the format consist of?
  – Why does it have the format it does?
  – What principles or beliefs account for this format?
- Is there a fifth lesson type that you are aware of?
- Do you think that the teacher has developed a personalized format for lessons they teach?
- What are the dis/advantages for learners/teachers of using established lesson formats?

Observation Task(s) № 25

DIFFERENT KINDS OF CONTENT

In ELT lessons, we usually differentiate between the *linguistic* content (e.g. grammar, functions, skills, lexis, phonology, etc.), and the *topic* content (i.e. topics that texts are about, or that tasks relate to).
- In your observation, pay attention to the kinds of content the lesson included.
- Did it include the kinds of content you think it should?
- Did it have too much of some other kinds which you consider inappropriate?

TYPES OF NON-LINGUISTIC CONTENT

1. Zero or trivial content
Bland, fairly neutral characters and events, or superficially interesting topics with no cultural or other information or engagement with real-world issues. For example: sentences about fictional 'John and Mary' doing everyday activities; stereotype family stories; many pop songs, trivial anecdotes, 'soap-opera' style narrative or video.

2. The language
Aspects of the target language treated as topics of study in themselves: its history, for example, etymology or morphology.

3. Another subject of study
Other subjects on the school or university curriculum, such as science or history, taught through the medium of the foreign language.

4. Home culture
Discussion of institutions, people, places, events, writing, etc. pertaining to the learners' own culture. For example, Greek learners might discuss places they would recommend that tourists should visit in Greece.

5. Culture associated with the target language
Discussion of institutions, etc. pertaining to the culture of the target language. Materials for learners of English might take as topics the American Civil War, or British social customs.

6. Literature of the target language
In a sense a part of (5) above, but important enough to warrant a separate heading: stories, novels, plays, poetry written in the target language.

7. World of general knowledge
Culture or literature that is known in many countries, such as some folk tales, the Bible; geographical, historical or political information about any part of the world; general scientific or philosophical topics.

8. Moral, educational, political or social problems
Content that presents, or requires participants to take, a stance on some issue: for example, a dilemma to which learners suggest a solution.

9. The learners themselves
Exploration of learners' own experiences, knowledge, opinions and feelings: for example, activities that ask learners to write about someone they know, or compare tastes in food and drink.

(Adapted from: Ur 1996: 197–198)
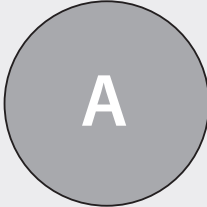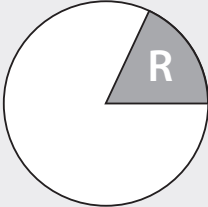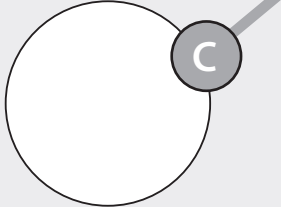
Observation Task(s) № 26

DEDUCING THE LESSON PLAN

As you observe, try to deduce the lesson plan by listing all the activities that appeared in the lesson. Use the three ARC components to describe and categorize each activity, i.e. make a decision about which box it best fits. (The decision as to how to categorize an activity may not be clear cut; there is a certain degree of overlap and integration in every activity, and different people will interpret the relative importance of features in different ways. So don't worry too much if you can't definitely decide on an ARC component; choose the one that seems to you to fit best.)

In your observation, pay attention to how the teacher made transitions between one point in the lesson and the next task or activity which was different (e.g. with a word, such as *OK*, *Now*, or a phrase or sentence, as in *I'm going to ask you some questions*, or *And for my next point, Now let's do some reading,* etc.).

ARC descriptive model seen from the learner's perspective

A – Authentic (PRODUCTION)	**R – Restricted** (PRACTICE)	**C – Clarification** (PRESENTATION)
I can use all the language I have at my disposal. For: **meaning, communication, fluency**	There is a deliberate limitation on the language that I use. I'm using only a part of what I know. For: **form, practice, accuracy**	As if using a magnifying glass, I zoom in and look closely at some specific pieces of language. These pieces may be 'new' to me or they may be language that I already use.

Overall aims of the lesson:

Activity	A-R-C	Transitions (markers) (how the teacher linked different stages together)
1		
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Observation Task(s) № 27

TEACHING AS PROMOTION OF POSITIVE HUMAN VALUES
'formative' or 'personal-growth' aspects of teaching (VZGOJNI VIDIKI POUKA)

Explicitly or implicitly, every instruction promotes certain values. The values in focus can be very different: individuality or cooperation, respect and tolerance or aggressive self-assertiveness, integrity or cleverness, intellectual knowledge or personal qualities, creating a sense of security, encouraging students' self-esteem, etc.

- Which values would you say were promoted in the lesson observed?

- Were they present

implicitly?
(e.g. in the text the class worked with that was primarily meant to illustrate the use of a grammatical structure, in the way the teacher set up pairwork, in the type of activity used, in the lesson aims, in the type of language the teacher used, etc.)

or **explicitly?**
(e.g. the teacher discussed some values with the students)

- Can you think of any ways in which this same lesson could provide more opportunity and encouragement for students to develop positive values and positive personal qualities?

Observation Task(s) № 28

THE LITERATURE LESSON

- What text was chosen to use with students? Do you know the reason?

- What approach was chosen to exploit the text?
  Did the teacher go through a process containing any of the following stages:

  1. encounter and impact
     to get learners to perceive the basic form and meaning of the text, and for it to make some kind of real impact on them, both intellectually and emotionally

  2. understanding and familiarization
     to get learners to interact with the text thoroughly so that they become familiar with the words and ideas, are confident they know the sequence of events and characters; and to help them to understand and appreciate the text in more depth and detail

  3. analysis and interpretation
     to go more deeply into the interpretation of a text; a deeper probing into the meanings and implications of a text; an attempt to discover new levels of meaning or perspectives, or to deepen appreciation of style or structure. The main tool for such probing is the class discussion (i.e. teacher leading interpretative discussion).

- Note down any evidence that the tasks and activities for exploiting the text seemed relevant and challenging to the student.

- Was the chosen text suitable/unsuitable for the students?

- Did the students have any linguistic problems with the chosen text? If yes, what type of linguistic problems were that (meaning of a word or phrase, textual ambiguities, figurative meanings, rhetorical devices, unusual language use, etc.)?

- How did the teacher help to overcome those linguistic problems?
  – by encouraging students to use dictionaries and glossaries
  – by encouraging students to infer the meaning from the context
  – by explanation
  – by translation
  – by providing exercises and activities which explore the language
  – other (specify)

- What background information, if any, did the teacher present and how did they present it?

- Was there any evidence that the background information presented was relevant/irrelevant to students and helped them in their own interpretation?

- What do you think the students learned in this lesson? How useful do you think this would be for them?

Observation Task(s) № 29

TEACHING LITERATURE: THE INTERPRETATION OF THE TEXT

»The meaning of a literary text can never be fixed, but is manufactured by the reader. Individual readers make sense of the texts in very different ways, depending on the society they live in and their personal psychology.«

- Did the teacher give way to the students' own interpretations of the text?

- What evidence was there in the lesson that students were helped and encouraged to reach their own interpretation of the text?

- What techniques or activities seemed helpful for encouraging student participation and involvement into the interpretation of the text:

  - the teacher guided the students towards a basic comprehension of the text
  - the teacher encouraged the students to draw on their own knowledge and experiences when making sense of the text
  - the teacher encouraged the students to infer unstated meanings and »read between the lines« where necessary
  - the teacher encouraged the students to reach their own interpretation of the text rather than relying on a »correct« or standard one
  - the teacher encouraged the students to provide reasoned arguments for their interpretation
  - other (specify)

- What were the students' responses to the teacher's interpretation of the text?

- Did the teacher accept students' interpretations or trying to impose the »standard« one?

- Were there any students unwilling to respond or being involved into the interpretation? Why?

- Did any of the interpretations encourage students to deepen the thoughts and become a major topic of discussion? If yes, was that the »standard« interpretation or one of the students'?
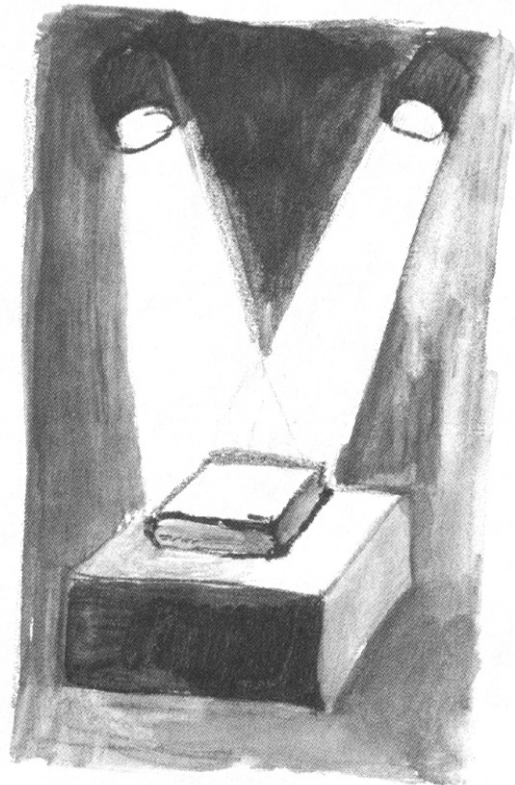
Observation Task(s) № 30

THE LITERATURE LESSON

Literature is the Mount Everest of every language, and one should not try to scale Mount Everest before having accumulated extensive experience climbing lesser mountains. [Carl Dodson 1967]

- Did the teacher do any 'warm-up' activities? If so, what?
- Did the teacher do any pre-text teaching of language or content? If so, what?
  [e.g. pre-teaching new words; doing some preparatory work on content or atmosphere; providing some information about the author or the cultural or historic background; etc.]
- Were glosses provided (on the margin; at the bottom of the page)?
- Did the teacher provide a bilingual text in two columns?
- Was a simplified (abbreviated, shortened; abridged; adapted) version of the text used?
- Did the students read the text silently on their own? Did they read it aloud round the class? Did the teacher himself/herself read it aloud? Did the teacher play a recording?
- How did the teacher check initial understanding?
- Was the text used as a basis for vocabulary expansion?
- Did the text supply a jump-off point for discussion or writing?
- Was the text used as a basis for language teaching? Was the language teaching aspect over-emphasized?
- What activities or tasks did the teacher use to encourage interaction and engagement with the text?
- How was the text personalized?
- What sorts of questions or tasks did the teacher use to get the students to probe and explore more subtle meanings, aspects of style or structure?
- Literature usually involves emotions as well intellect. Did the text add to motivation and contribute to personal development and the learners' general education?
- How did the teacher 'round off' the study of the text?

- standard interpretation
- students' interpretation
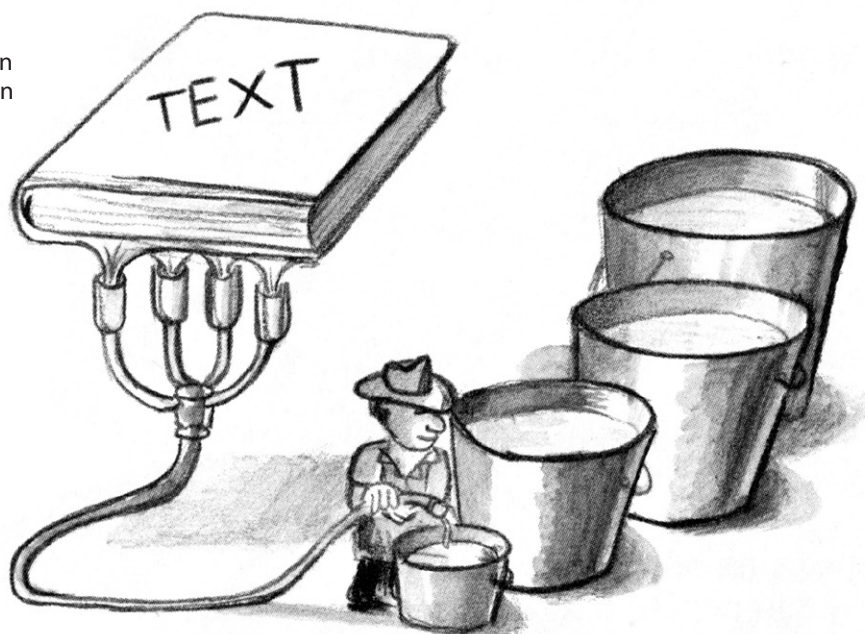
- personal growth
- style / structure
- deeper meaning
- education
- language teaching
- vocabulary
- discussion
- writing

General or holistic lesson observations

Before your formally assessed lesson (FAL), you need to carry out two general observations of the class in which this lesson will be conducted. General observation means observing more elements of a lesson in a more holistic way.

LESSON OBSERVATION SHEET:
General observation of the lesson

Observer: _____   Date of observation: _____

School: _____   Class (or level): _____

Teacher observed: _____   Classroom layout: _____

The aim of this observation task is to provide you with some general information and data about the lesson, especially how successful the teacher was in achieving the lesson aims and in creating an environment that contributes to learning.

INSTRUCTIONS: Answer the questions below. Try to be descriptive, not evaluative. Your answers should be brief and to the point.

1. What were, in your opinion, the main/overall aims of the lesson? Were they achieved?
How do you know?

2. Briefly describe the general atmosphere of the class. In what ways did the teacher's personal qualities and behaviour contribute to that atmosphere?

3. Briefly describe the learners' general behaviour/attitude and their involvement in activities and tasks. What, in your opinion, contributed most to their behaviour/attitude and their involvement?

4. List all materials and teaching aids used in this lesson (e.g. coursebook, board, audio-visual aids, handouts, etc.).

5. Estimate, in percentage, the amount of teacher talking time (TTT) compared to student talking time (STT).

TTT: _____   STT: _____

6. Deduce the lesson plan. As you observe, try to deduce the lesson plan by listing all the activities that appeared in the lesson. Pay attention to how the teacher made transitions between one point in the lesson and the next task or activity which was different. From the obtained skeleton lesson outline (i.e. chronological list of activities that appeared in the lesson), try to deduce the teaching model(s) used.

Activity	Teaching model(s) used
1	
2	
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15	

7. General impressions. Add comments about anything else you think was worth noticing about the lesson.

One thing I really enjoyed was _____

There was a lot of _____

There wasn't much _____

If I taught this lesson, I might _____

As a result of this lesson I now realise _____

Mentor's signature: _____

Independent and individual teaching

Independent and individual teaching refers to a time when the trainee teaches a whole lesson. According to the TP requirements, you will have to teach 5 entire lessons in Year 1 practicum (4 individually taught lessons plus 1 formally assessed lesson) or 9 entire lessons in Year 2 practicum (8 individually taught lessons plus 1 formally assessed lesson). The number of lessons taught individually can be negotiated between mentors and trainees, allowing trainees to start individual teaching when they feel ready to do so. The required number of individually/independently taught lessons (i.e. 5 or 9) suffices, but you can teach more if you choose to.

All individually/independently taught lessons (i.e. 5 or 9), including the formally assessed lesson, have to be documented in two ways:

a. The trainee has to produce lesson plans for all individually/independently taught lessons. The trainee should hand the plan to the mentor, so that s/he is able to better follow, observe and/or assess the trainee's teaching. All lesson plans need to be included in the TP portfolio.
b. Mentor's written feedback on all individually/independently taught lessons, including the formally assessed lesson.

The shape of a formal lesson plan

On your teacher training course, you will be required to produce a written lesson plan for each lesson taught. The formal lesson plan should contain two distinct sections:

1. a background information page (DNEVNA PRIPRAVA – Lesson Planning Background Information Sheet), which provides background information about the class, the teacher, the materials and the overall aims of the lesson;
2. a detailed lesson plan in the form of a chronological list of stages in the lesson, with a description of activities, their aims and estimated timing.

Lesson Planning Background Information Sheet
DNEVNA PRIPRAVA

This is an 'introduction' page with facts about the class and the aims of the lesson before going into more detailed planning. The following information is required: Date, Trainee's name, Teacher's/Mentor's name, School name, Class name, Materials and resources to be used (coursebook or self-produced materials), Student groupings (e.g. pair work, group work), Teaching aids needed, and Overall lesson aim(s).

Both – the background information page form (Lesson Planning Background Information Sheet – DNEVNA PRIPRAVA) and the detailed lesson plan – can be written either in English or in Slovenian.

Officially, lesson plans in our schools must be in Slovenian, and that is what will be required for your teacher licensing/certification examination (i.e. *strokovni izpit*), but feel free to use English. Make sure you don't mix the languages. Please remember that you plan the lesson for your students and yourself, but the lesson plan you hand in is for the assessor, so that they will be able to better follow, observe and assess your teaching (the quality of the lesson plan is part of your grade). Make sure the plan is neat, clear, organized and easy to follow.

Overall lesson aim(s)

A lesson should have a *main*, *primary*, *overall*, *broad* or *global aim* (usually one, up to three is realistic). Look at the range of possibilities (Tanner and Green 1998a:102):

type of global aim	example
topic aims	learners learn some facts about dinosaurs
grammar aims	learners understand the difference between direct and indirect speech
communication aims	learners learn to reply to a personal letter
vocabulary aims	learners recognise words denoting types of fruit
function aims	learners learn how to complain in a shop
skills aims	learners listen for specific information
pronunciation aims	learners can hear the difference between the long and short /i/ sound
group dynamics aims	learners solve a problem in groups
reviewing aims	learners revise the vocabulary from the previous unit
cultural aims	learners find out how the British celebrate Christmas
organisational aims	learners are given their end of year reports

We can phrase the aims from the *teacher's perspective* (e.g. 'to provide practice in scan reading skills'), others from the *students' perspective* (e.g. 'for students to have practice in scan reading skills'). As teachers it is more beneficial if we think of what we are doing from the learners' perspective whenever possible. That's why we should bear in mind that lesson aims have to be *student-oriented*. What will they know/understand/be able to do after the activity or lesson? Therefore, if you express your lesson aim as, for example, 'to practise reading' or 'to present and practise the present continuous for future arrangements', such aims give no indication of *learning* objectives and of the role of the learners. These statements are more like summaries of the content of the lessons than statements of aims. Wording your aim as, for example, 'to help students to refuse invitations by referring to their arrangements using the present continuous', or 'for students to have practice in listening for gist', looks more at what the students are going to achieve through the lesson.

Aims are the 'Why?', stages are the 'What?'.

Lesson Planning Background Information Sheet

Dnevna priprava

Date: Datum:	
Trainee's name & surname: Ime in priimek študenta/-ke:	
Mentor's name & surname: Ime in priimek mentorja/-ice:	
Name of School: Šola:	
Class: Razred:	
Teaching materials (course book) and unit number: Učna gradiva (učbenik) in št. učne enote:	
Interaction pattern(s): Učna oblika/Učne oblike:	
Teaching aids: Učni pripomočki:	

OVERALL LESSON AIM(S):
SPLOŠNI UČNI CILJ(I):

The shape of a detailed formal lesson plan

If planning is "a thinking skill and imagining the lesson before it happens" (Scrivener 2005: 109), then a written lesson plan is evidence that you have done that thinking. A carefully worked-out plan is the end result of thinking logically through the content of the lesson before the lesson. It can also serve as a useful in-lesson reminder to you of your pre-lesson thoughts. Beyond that, however, it is not set in stone. Prepare thoroughly, but in class, teach the learners, not the plan.

There is no 'correct' format for a lesson plan. Practising teachers should experiment with plan formats until they find one that is most useful for them. However, as student-teachers in training, you will be required to use a 'prescribed' and 'traditional' lesson plan format as described below.

You lesson plan is a statement of the intended procedure of the lesson. This is done as a list of separate stages, with indications of what you will do, what the students will do, how long you expect it to last, what kind of interaction there will be, and what the aims of the stage are. Thus, a skeleton six-column outline plan might look like this:

STAGE	ESTIMATED TIME (ET)	INTERACTION PATTERN (IP)	TEACHER ACTIVITY	STUDENT ACTIVITY	STAGE AIM

As a reminder, stages are the 'What?' (i.e. the teaching point) while the aims are the 'Why?' Make sure that you give a name to each stage. The word 'stage' refers to the procedure, i.e. what you will do and what the students will do – it's a kind of 'title' for the part of the lesson. Lesson stages are, therefore, major lesson 'chunks' or phases.

Breaking down a lesson into stages gets you thinking about sequences of activities rather than about individual activities. Some examples of lesson stage names would be 'reading', 'practice', 'board work', etc. The aim will then clarify the reason for this. Each lesson stage can, of course, have separate sub-stages (and sub-aims), but these will be documented in the lesson plan under the headings of 'teacher activity' and 'student activity'.

Examples of lesson stage names:

Board work	Oral practice
Checking answers	Performance
Comprehension check	Practice
Controlled grammar practice	Presentation practice
Exploitation of text	Production
Feedback	Reading (pre-, while-, post-reading)
Fluency practice	Reserve activity
Focus on form	Review
Focus on language	Vocabulary practice
Freer oral practice	Warmer / Lead-in
Gist and close reading practice	Written practice
Introduction	Written production
Listening (pre-, while-, post-listening)	

Guidelines for lesson planning

AIM: What is to be taught?

1. Decide on the main teaching point. This may be a new grammatical structure. If so, isolate the *use* (or uses) to be focused on. Or it may be a particular function expressed by more than one form. In either case, list the forms that are to be included. Alternatively, you might decide to make your main teaching point the teaching of a particular skill (reading, writing, listening, or some other activity). In this case, there may not be any major new language items to be included but remember that the lesson should still have some focal points or main aim, and that there should be an attempt to balance the different types of activity included in the lesson.
2. Which stage of practice is to be attempted (controlled, freer, completely free)? This will determine the types of activity to be included.
3. Choose a suitable situation or situations for the activities you have in mind. If the situation is already determined by your textbook, think of ways of setting or introducing this situation.
4. What new *lexical* items (or lexical sets) fit in with this (these) situation(s)?
5. What *phonological* problems or teaching points should be included?

ACTIVITIES: What are you going to do in the lesson?

1. Plan the stages to be followed in introducing and practising your main teaching point(s), bearing in mind what you have decided in 'Aims'.
2. Calculate the timing of these stages. Is there too much for your lesson? Is there time left over?
3. If the former, simplify your aims – make them less ambitious. If the latter, what extra activity could be fitted in? Do you need a warm-up activity at the beginning? Could you add a brief activity at the end – a song or a game, for example?
4. At this stage consider: Has your rough plan got a reasonable balance of activities? Different skills (reading, writing, speaking, etc. in the right proportion)? Variations of pace to suit the students' levels of concentration or tiredness at each stage of the lesson? If not, make suitable changes.
5. Finalize your rough plan and the timing of each stage. Write this out.

AIDS: What aids are you going to use?

1. Which are likely to be most effective?
2. Are they varied or attractive enough?
3. Are you making full use of them?
4. Do not forget that the blackboard is an aid. Plan your blackboard work in detail.
5. List the aids beside each stage planned so far.

ANTICIPATED DIFFICULTIES: What could go wrong?

1. Try to guess which errors are most likely to occur. Why will these occur? Work out alternative strategies to sort these out.
2. If you have a 'difficult' class, you should plan a special lesson for your group.
3. If there are likely to be serious phonological difficulties, work out some strategies for dealing with these briefly or include a suitable phonological practice activity.
4. Bear in mind that no lesson, however carefully prepared, works out exactly as planned. Flexibility in carrying out a plan is one of the signs of a good teacher. There is a danger in *overplanning* your lesson. To some extent you must rely on your experience and instincts to do the right thing when the unexpected occurs.

GENERAL VIEW: Is the lesson going to be a success?
Finally, consider these general questions before committing yourself to teaching the lesson:

1. Are the students going to learn something in this lesson? (One hopes that this coincides with the stated aims above!)
2. Are they going to enjoy the lesson? Is it likely to be fun, varied and satisfying?
3. Does the lesson as a whole have a sense of coherence and purpose?
4. Does the lesson connect up with what went before? Is it building on previous learning?
5. Does the lesson lead the way to useful activities in later lessons? Is it opening up new areas of knowledge and practice?

Ways of varying lesson components

1. **Tempo.** Activities may be brisk and fast-moving (such as guessing games) or slow and reflective (such as reading literature and responding in writing).
2. **Organization.** The learners may work on their own at individualized tasks; or in pairs or groups; or as a full class in interaction with the teacher.
3. **Mode and skill.** Activities may be based on the written or the spoken language; and within these, they may vary as to whether the learners are asked to produce (speak, write) or receive (listen, read).
4. **Difficulty.** Activities may be seen as easy and non-demanding; or difficult, requiring concentration and effort.
5. **Topic.** Both the language teaching point and the (non-linguistic) topic may change from one activity to another.
6. **Mood.** Activities vary also in mood: light and fun-based versus serious and profound; happy versus sad; tense versus relaxed.
7. **Stir – settle**. Some activities enliven and excite learners (such as controversial discussions, or activities that involve physical movement); others, like dictations, have the effect of calming them down.
8. **Active – passive.** Learners may be activated in a way that encourages their own initiative; or they may only be required to do as they are told.

(Adapted from: Ur 1996: 217)

Guidelines for ordering components of a lesson

- **Put the harder tasks earlier**. On the whole, students are fresher and more energetic earlier in the lesson, getting progressively less so as it goes on, particularly if the lesson is a long one. So, it makes sense to put the tasks that demand more effort and concentration earlier on (learning new material, or tackling a difficult text, for example) and the lighter ones later. Similarly, tasks that need a lot of student initiative work better earlier in the lesson, with the more structured and controlled ones later.

- **Have quieter activities before lively ones**. It can be quite difficult to calm down a class – particularly of children or adolescents – who have been participating in a lively, exciting activity. So, if one of your central lesson components is quiet and reflective, it is better on the whole to put it before a lively one, not after. The exception to this is when you have a rather lethargic or tired class of adults; here 'stirring' activities early on can actually refresh and help students get into the right frame of mind for learning.

- **Think about transitions**. If you have a sharp transition from, say, a reading-writing activity to an oral one, or from a fast- moving one to a slow one, devote some

thought to the transition stage. It may be enough to 'frame' by summing up one component in a few words and introducing the next; or it may help to have a very brief transition activity which makes the move smoother.

- **Pull the class together at the beginning and the end**. If you bring the class together at the beginning for general greetings, organization and introduction of the day's programme, and then do a similar full- class 'rounding-off' at the end, this contributes to a sense of structure. On the whole, group or individual work is more smoothly organized if it takes place in the middle of the lesson, with clear beginning and ending points.

- **End on a positive note.** This does not necessarily mean ending with a joke or a fun activity – though of course it may. For some classes it may mean something quite serious, like a summary of what we have achieved today, or a positive evaluation of something the class has done. Another possibility is to give a task which the class is very likely to succeed in and which will generate feelings of satisfaction. The point is to have students leave the classroom feeling good.

(Adapted from: Ur 1996: 217–18)

Hints for lesson management

1. Prepare more than you need: it is advisable to have an easily presented, light 're-serve' activity ready in case of extra time.
2. Similarly, note in advance which component(s) of the lesson you will sacrifice if you find yourself with too little time for everything!
3. Keep a watch or clock easily visible. Make sure you are aware throughout how time is going relative to your programme. It is difficult to judge intuitively how time is going when you are busy, and the smooth running of your lesson depends to some extent on proper timing.
4. Do not leave the giving of homework to the last minute! At the end of the lesson, learners' attention is at a low ebb, and you may run out of time before you finish explaining. Explain it earlier on and then give a quick reminder at the end.
5. If you have papers to distribute and a large class, do not try to give every paper yourself to every student! Give a number of papers to people at different points in the class. Ask them to take one and pass the rest on.
6. If you are doing group work, give instructions and make sure these are understood *before* dividing into groups or even, if practicable, handing out materials; if you do it the other way round, students will be looking at each other and at the materials, and they are less likely to attend to what you have to say.

(Adapted from: Ur 1996: 223)

On the following pages, there are five completed sample lesson plans – for a listening lesson, for a reading & writing lesson, for a reading & grammar lesson, for a speaking & grammar lesson, and for a grammar lesson. These examples are not presented as perfect models but as typical plans produced by a successful candidate on a course.

Sample Lesson Plan 1: listening

STAGE	ET	IP	TEACHER ACTIVITY	STUDENT ACTIVITY	STAGE AIM
1. Introduction	5'	T-SS	I tell Ss story of my mother seeing ghost (Voc.: *ghost, die, dead, blood, chain, screen,* etc.).	listening (gist) expl. Why think see ghost	1. Introduce subject to Ss 2. Revise vocab. area (passive)
2. Warmer	5'+	T-SS S-S pairs/3 Ss	Introd. Discussion: *Do you believe in ghosts? Why not? Have you/has anyone you know ever seen one? Tell others about it if so.* Monitor S-S disc. & help if necessary.	Listen to instructions discuss/narrate & listen to each other	1. Personalize topic 2. Ss revise (actively) known vocab. related to topic
3. Pre-listening activity	5'+	T-SS S-S	Introd. Prediction activity.: Look at p.33 (pic. + headings). *What do you think you might hear on the tape about these things?* Monitor Ss.	Speaking: expressing predictions	1. Provoke curiosity about listening text. 2. Ss recall language of topic area.
4. Listening activity (A)	7'	T-SS	Mention 'notes'. Elicit meaning & purpose.	Consider/express what notes are	1. Ensure form & purpose of 'notes' clear.
		Ind.	Play section 1 (twice if necessary).	Listen & take notes	2. Check comprehension of 1st section
		S-T	Elicit – board notes for 1st heading. Focus on style of notes.	Suggest answer, note form improvements, etc.	3. Break up long listening text
(B)	10'	Ind.	Suggest Ss stop me (tape) if need more writing time or want ask Q. (Second time, if time to play twice).	Listen & take notes. Take responsibility for own comprehension & pace of activity	1. Listening for key points & thread (gist) 2. Note taking 3. Boast confidence in listening ability
5. Comprehension check (A)	3'	S-S	Tell Ss to compare (a) content & (b) form. Monitor.	Ss compare & discuss	Promote S-S help & develop independence from T.
(B)	5'	Ind. Ss-T	Invite 3 Ss to put notes on board. Discuss. Elicit improvements.	Ss write on board. Consider/improve notes.	Enable Ss check answers / comprehension
6. Give homework	2'	T-Ss	Explain task.	Listen (detail) – vocab. practice	Consider / practise vocabulary
7. 'Reserve'/ additional activity					

(written by Sue Heeley)

ET = estimated time; **IP** = interaction pattern (i.e. *pair work, group work, lockstep, individual work*)

Sample Lesson Plan 2: reading & writing

UČNI KORAK	ČAS	UČNA OBLIKA	DEJAVNOST UČITELJA	DEJAVNOST UČENCA	ETAPNI CILJI
1. uvod v temo	2'	frontalna	Dijake vprašam, če radi potujejo. Vprašam jih, če so že bili na letalu ter kaj so počeli med letom. Vprašam jih, če so kdaj brali revijo, ki jo dobijo med letom (in-flight magazine).	Dijaki odgovarjajo na moja vprašanja.	personalizacija teme
2. bralna dejavnost	10'	frontalna, individualno delo	Dijakom povem, da bodo prebrali članek, ki je bil objavljen v taki reviji. Povem jim nekaj o avtorju, nato dam dijakom navodila, da preberejo članek in razmislijo, ali se strinjajo z napisanim ter ali se lahko spomnijo še kakšnega primera, kjer Slovenci rečemo eno in mislimo drugo. (Če ima kdo drugačno kulturno ozadje, naj razmisli, ali stvari iz članka veljajo tudi za njegovo kulturo.)	Dijaki poslušajo navodila.	urjenje spretnosti branja, urjenje govorne spretnosti
			Dijakom razdelim izročke s člankom.	Dijaki preberejo članek in razmislijo o njegovi vsebini.	
			Dijake vprašam, če so razumeli prebrano. Če je treba, pojasnim besede.	Dijaki odgovorijo. Če česa v članku niso razumeli, vprašajo za pojasnilo.	
			Dijake vprašam, kaj si mislijo o članku.	Dijaki povedo, kaj si mislijo o prebranem.	
3. razširitev teme	2'	frontalna	Dijakom povem, da so bili v članku omenjeni elementi kulture, ki niso vidni na prvi pogled. Pokažem jim bolj vidne elemente slovenske kulture (e.g. lipov list, potica, France Prešeren). Vprašam jih, kaj je na sliki ter kako se tem stvarem reče v angleščini.	Dijaki poimenujejo slovenske kulturne simbole.	širjenje besedišča o slovenski kulturi
4. izdelava kulturne abecede	25'	frontalna, delo skupinah	Dijakom rečem, da naj v skupinah razmislijo še o drugih vidnih elementih slovenske kulture in sestavijo kulturno abecedo za Slovenijo. Abecedo naj sestavijo v slovenščini, nato pa izbrane kulturne elemente poskusijo prevesti v angleščino. Povem jim, da bomo potem preverili, kaj so zapisali, ter da bodo morali na kratko povedati stavek ali dva o izbranem simbolu.	Dijaki v skupinah naredijo kulturno abecedo.	širjenje besedišča o slovenski kulturi, urjenje govorne spretnosti
			Kličem dijake, da povedo, kaj so zapisali za posamezno črko. Odgovore pišem na tablo.	Dijaki odgovorijo.	
5. pisanje članka	6'	individualno delo	Dijakom naročim, da si zamislijo, da pišejo za *in-flight magazine*. Izberejo naj si enega od prej omenjenih simbolov in ga na kratko predstavijo. Lahko napišejo tudi seznam najljubših krajev/lokalov/ dogodkov v Sloveniji in jih predstavijo.	Dijaki napišejo kratek članek za revijo.	urjenje spretnosti pisanja

Sample Lesson Plan 3: reading & grammar

STAGE	ET	TEACHER ACTIVITY	STUDENT ACTIVITY	STAGE AIMS	TEACHING AIDS
1. Introduction	2'	greeting Ss introduce and ask Ss to make name tags	Ss respond to the greeting Ss make name tags	introduction create positive atmosphere (lockstep)	piece of paper
2. Warm-up	3'	present the topic ask Ss to come up with three/four words they associate with the topic	Ss provide answers	make Ss familiar with the topic encourage Ss & wake them up	
3. Vocabulary	5'	introduce new vocabulary (time expressions) explain the timeline in the book ask Ss to look through the list and write the other expressions on the line in chronological order	Ss listen carefully write down the new vocabulary Ss fill in the time line	learning new vocabulary (time expressions)	coursebook blackboard
4. Pre-reading activity	4'	tell Ss individually to read the messages and match the invitations/suggestions with the replies	read the messages match the replies making arrangements	achieve interest in the topic prepare them for the reading part (lockstep)	coursebook
5. Reading activity	4'	in pairs, ask Ss to read the messages check the answers	read the messages check the answers	to focus and understand the messages (pair work)	coursebook
6. Post-reading activity	3'	ask Ss questions with time expressions in pairs, ask Ss to practise reading the messages and replies	answer the questions read in pairs	practise time expressions, referring to the future (pair work) focus on accuracy	coursebook
7. Grammar presentation	5'	explain the use of present continuous for the future write notes on the blackboard ask Ss to follow the explanation in the book	listen carefully write down in the notebook discuss the examples in the book	focus and understand the use of present continuous for the future	coursebook notebook blackboard
8. Grammar practice	5'	ask Ss to do ex.1 in the book (write each sentence with the correct verb) - (gap-filling) ask Ss to read the sentences	Ss write the sentences Ss read the sentences	comprehension of the usage	coursebook notebook
9. Practice writing	6'	ask Ss in pairs to write a short dialogue for their plans for tomorrow, and then read it	come up with a dialogue and then read it	practice the use of present continuous for the future	notebook
10. Homework & wrap-up	2'	assign HW: p.103: ex. 5 and 6 wrap-up the lesson	Ss note the HW listen and ask questions if they have any	conclusion	coursebook

Sample Lesson Plan 4: speaking & grammar

STAGE	ET	TEACHER ACTIVITY	STUDENT ACTIVITY	IP	AIMS	AIDS
1. Introduction	3'	– Introduce myself – Ask students to make name tags	Make name tags	lockstep	introduction	Pieces of paper for name tags
2. Warm-up (discussion)	5'	– Ask them what they did during summer holidays – Write some answers on the blackboard in the form of a mind map – Check what tense they used to describe past events	– List a few activities they did during summer holidays using Past Simple – Observe that the tense used is in the past (P.S.)	Ss-T	Introducing the topic/ revision of past events	Blackboard
3. Creative drawing and speaking	25'	– Ask Ss to draw a fun scene from their last summer holidays but to include some bizarre/funny elements for example UFOs, supernatural powers, wild animals, etc. (5') – Collect the anonymous drawings and mix them up – Each S gets 1 drawing and presents it to the class, explaining what they did (based on the drawing), using the Past Simple. They can also include their interpretation and imagination.	– Ss think about their summer holidays and choose one of their favourite or funniest moment and draw it – They include a few bizarre/ funny elements in the drawing – They receive a random drawing – One by one they report what they did based on the drawing they got (1st person, Past Simple).	Individual work lockstep	– Creative speaking – Speaking: expressing past events	Pieces of paper for the drawings
4. Practicing grammar	7'+5'	– Hand out a text about Martians – Ask them to read the story (individually), then form pairs and look at the underlined verbs ("Which tense is used?" Answer: Present Simple and one example of Present Continuous) – Ask them to rewrite the story and put it in the Past Simple – Walk around the classroom, check what they've written, help if needed –Then ask Ss to read the transformed story, while I write the verbs in the past on the blackboard (5')	– Receive a text titled "Martians" – Read the short text individually – Form pairs – In pairs, observe the verbs and the tense that is used in the story – In pairs, rewrite the text from Present Simple to Past Simple – Each pair reads an example of the changed text – Ss look at the board and check if they've transformed the verbs to the past correctly	Individual work pair work lockstep	Practising past simple forms (regular and irregular verbs)	– Handout – Blackboard – Students' notebooks
(5. speaking: discussion)	bonus	– Ask them if they believe in aliens and why (not)	– Give their opinion on the topic and their reasons for believing or not believing in aliens	lockstep	Speaking about aliens and giving reasons for their opinions	/

Sample Lesson Plan 5: grammar

STAGE	ET	TEACHER ACTIVITY	STUDENT ACTIVITY	IP	AIMS	AIDS
1. Introduction	3'	– Introduce myself. – Ask students to make name tags.	Make name tags.	lockstep	Introduction	pieces of paper for name tags
2. Warm-up ('What have I got in my bag?')	5'	– Bring a bag of some everyday objects (keys, a wallet, a pencil case, a pen, tissues, etc.) and some random objects (fruit, magnets, markers, a brush, etc.) and make statements about what I have got in my bag. Ss guess if I'm telling the truth or if I'm lying. – After discovering some objects, I ask Ss to guess what else I have got in my bag. – Write unknown words on the blackboard with Slovene translation.	– Guess what's in the bag and try to determine if T is lying or not. – Try to guess some other objects that are in the bag. – Copy the unknown words in their notebooks.	Ss-T	– Getting to know the structure 'have got' – Icebreaker	– blackboard – students' notebooks – bag of objects
3. Presentation ('to have got')	10'	– Write some examples from the warm-up on the board. – Ask if they know what 'have got' means. Write the title *'To have got – imeti'* on the board. – Conjugate the verb (only the positive form), stress the difference (he/she/it) and explain the usage/rules.	– Copy the examples, the title and the conjugation of the verb into their notebooks. – Observe what changes with the subjects he/she/it.	lockstep	– Getting to know the verb 'have got' and its conjugation	– students' notebooks – blackboard
4. Practice	12'	– Show pictures of people. Encourage Ss to describe the people in the pictures using the structure 'have got'. Help with the first two examples. – Ask students to finish the other 2 examples in pairs. – Write the descriptions on the board. – Look at the same pictures again. Show them 4 sentences describing the people in the pictures. Ss try to decipher which person is being described.	– Describe the people. – Write the sentences in their notebooks. – Work in pairs. Read their descriptions of people. – Say who the sentences on the board are describing.	Ss-T pair work	– Practising description of people and the verb 'have got'	– projector – blackboard – students' notebooks
5. Production (Guess Who game)	15'	– Give handouts of Guess Who game. – Ask Ss to form pairs. – One student describes a person on the handout (using the verb 'have got'; the other student guesses who it's about. Then Ss switch roles. – Ask Ss to choose a person in class and write their description in their notebooks.* – Call on Ss to read their sentences out loud and the other Ss guess who it is about.	– Ss form pairs. – Ss describe the people on the handout using the verb 'have got'; body parts and colours. – Ss guess who their partner is describing then they switch places. – Ss look around the class and describe someone, writing the sentence in their notebook. – Ss read it and guess who the sentences are describing.	pair work	– Checking the comprehension of a description through a game – Using 'have got' in describing people	– students' notebooks – handout

* There was some time left so I decided to add an activity the Ss liked a lot on the spot.

Teaching assessment & feedback

Mentors can have their own way of giving written feedback on the lessons taught by the trainee. Below are some suggestions. They should not be viewed as totally different approaches: different methods may be best suited to certain situations or stages of TP.

1. Select any of the *Teaching Assessment Sheets* 1–4, which are used for formally assessed lessons.
2. Use the *General Observation of the Lesson* Sheet, which trainees use for their holistic observations of the class in which they will conduct their formally assessed lesson.
3. *Running commentary.* Mentors typically start taking notes as soon as the trainee begins teaching, writing down a running commentary as the lesson goes on. They can also stage the comments according to the stages of the lesson, perhaps with the help of a copy of the trainee's lesson plan.
4. *Focus on certain areas.* Mentors can tell the trainee that the session is only going to concentrate on certain areas. This helps to focus attention, to remedy problems, and saves trainees from seeing reams of comments on every aspect of their lesson.
5. *Two columns.* The page can be divided into two columns: one stating what was good, the other making suggestions for improvement, and at the bottom an overall comment. It is better to wait a few minutes for a few examples of a problem to occur before committing it to writing. Additional comments in the form of rough notes may, of course, be kept on a separate sheet.
6. *Questions.* Instead (or in addition to) writing comments, mentors can write a number of questions for the trainee. These questions form the basis for the oral feedback session and replies are added at this time. These questions may be given to the trainee for consideration before the oral feedback session.
7. *Alternatives.* For each activity, lists of a number of alternative activities to accomplish the same aims may be provided, rather than comments, followed by giving an overall comment. This helps the trainees to be more flexible and creative in their approach but can be rather discouraging if the trainees feel that their choice of activity was inferior.
8. *A mind map/A web.* A web may be created, using *Lesson* (or a certain area of teaching) as its node. During observation, the branches of the web can be created. Gradually, a web begins to emerge, using some of the observations/ideas. In the process of trying to make connections, new branches continue to sprout.

Giving oral feedback on lessons taught by trainees: some suggestions

Every mentor develops their own style of giving feedback. Mentors may like to consider the following suggestions and think about how they fit in with their approach (Gower *et al*. 1995: 198–205).

As a mentor,
- regard yourself as a developer of the trainee's teaching skills rather than just a critic and evaluator of lessons.
- don't show off your knowledge. Simplify what you have to say in direct relation to how experienced the trainees are.
- give advice and ideas but be careful not to overload trainees with more than they can handle.

- try to see things from their point of view. They lack the knowledge and experience you have.
- blame yourself first if things go wrong – not the trainee.
- try to avoid doing or saying anything which undermines the trainee's confidence.
- be aware of the damaging effect of negative criticism. Most adults are not accustomed to being criticised. On the other hand, be honest – even if it is sometimes necessary to say difficult things.
- conduct feedback in privacy and comfort. The trainees can't listen happily about their own lessons in a public place.
- leave yourself enough time. A rushed feedback session can be a waste of time.
- consider the best time to give feedback. Feedback usually takes place immediately after teaching, before anything is forgotten. However, there are disadvantages in launching straight in: often the trainees are tired and tense; they can feel very raw and vulnerable. Often, TP feedback conducted after a time interval can be much more productive and efficient when tackled with fresh minds.
- focus on the aims of the lesson and whether they were achieved or not before looking at individual techniques and how well they were done.
- consider the planning of the lesson separately from the execution.
- be constructive and encouraging, concentrating on good things first. Also remember to include them in any final summary.
- focus on a few things rather than try and cover everything.
- ask the trainees why they chose to do particular things and look at why things have succeeded or failed.
- describe rather than criticise.
- elicit rather than tell. By asking real (not just rhetorical) questions you can usually get the trainees to reach a realistic assessment of the lesson by themselves.
- give the trainees time to contribute to the discussion and be prepared to listen.
- don't write your overall comments until you have discussed the lesson with the trainee as points may seem to be more or less important as a result of the discussion.
- give the trainees a clear and honest idea as to their overall development after each observation.

TEACHING ASSESSMENT SHEET (1)

Student-teacher: _____ Class: _____ Date: _____

General Competence	-2	-1	0	+1	+2
Personality/Style (e.g. dynamic, enthusiastic about teaching, students, subject matter)					
Level of Confidence					
Control of Class					
Management Skills					
Ability to Deal with Discipline					
Ability to Involve All					
Use of Blackboard					
Use of Audiovisual Aids					
Interpersonal Relations (e.g. creates a positive/secure atmosphere; courtesy to learners; attentive to all students)					
Cultural/Intercultural Knowledge					

Language and Linguistic Knowledge	-2	-1	0	+1	+2
Clarity					
Accuracy					
Fluency					
Pronunciation/Stress					
Use of the Mother Tongue					

Lesson Structure	-2	-1	0	+1	+2
Plans/Notes					
Warm-up Activity					
Presentation Stage					
Practice					
Exploitation of Text					
Review Stage					
Other (song, game, homework)					
Performance/Creativity					
Timing/Pacing/Flow/Transitions/Progression					
Question Strategies					
Treatment of Errors					
Flexibility (i.e. adjusting plan appropriately based on how things are going)					
Moving Around Room/Using Gestures, as appropriate					
Student Involvement/Participation/Motivation					
Proper Balance between Accuracy and Fluency Activities					
Use/Adaptation of Textbook Material					
Achievement of Aims/Objectives					

Code: the centre slot (i.e. 0) represents an 'average' performance; a tick to the left shows dull/poor performance, while one to the right indicates skilled/excellent performance.

Use reverse for notes, remarks, and other observations.

Further comments, notes, remarks and observations:

Strong points:	**Areas for further exploration/development:**

Observer's name: _____

Observer's signature: _____

Final assessment:

TEACHING ASSESSMENT SHEET (2)

Student teacher: _____   School & class: _____

Teacher-mentor: _____   Date: _____

Other relevant information: _____

CATEGORIES	TEACHER'S COMMENTS
1. RELATIONSHIP WITH STUDENTS	
2. SUBJECT KNOWLEDGE	
3. PLANNING	
4. CLASS MANAGEMENT	
5. COMMUNICATION	

6. ASSESSMENT	
7. REFLECTING ON PRACTICE	
8. PROFESSIONALISM	
9. PERSONAL QUALITIES	

Synthesis & recommendations / Further comments from the mentor:

Observer's name: _____

Observer's signature: _____

Final assessment:

TEACHING ASSESSMENT SHEET (2) *– an amplified sample*

Student teacher: _____   School & class: _____

Teacher-mentor: _____   Date: _____

Other relevant information: _____

CATEGORIES	TEACHER'S COMMENTS
1. RELATIONSHIP WITH STUDENTS	**Good.** Has established good discipline and a strong but relaxed presence in the classroom. She is calm and comfortable. She is positive and gives praise. Pupils respond well to her.
2. SUBJECT KNOWLEDGE	**Good.** Makes a few errors in accuracy, but her overall subject knowledge and its application is good. She conveys a sense of enthusiasm for the language. She always familiarises herself with materials and procedures.
3. PLANNING	**Good.** Her planning is thorough, careful and effective. Timing is good. Now that she is well established, she could show a little more adventure and imagination in her planning. She is becoming more aware of the appropriateness of tasks and materials to different ability levels.
4. CLASS MANAGEMENT	**Good.** She has good, effective control, and a good pace to lessons. Materials and activities are used appropriately. She is learning the routine of being a group tutor and managing the group well. She deals well with problems when they arise.
5. COMMUNICATION	**Good.** Communicates well. She has a strong clear voice, and she generally maintains attention. She tends to be rather static where non-verbal communication is needed.

6. ASSESSMENT	**Good.** She is conscientious with marking, record keeping and assessing according to school policy. She could use pair work for listening comprehension assessment.
7. REFLECTING ON PRACTICE	**Good.** She is realistic and critical in evaluating her teaching. She is developing in her planning and she has begun to show the ability to think on her feet. She is willing to try to put into practice ideas and suggestions offered to her.
8. PROFESSIONALISM	**Good.** She behaves in a highly professional manner towards pupils and colleagues alike. Attendance, dress and punctuality are excellent. She has taken additional voluntary activities, to assist members of staff. She is willing to become involved in all aspects of school life.
9. PERSONAL QUALITIES	**Good.** She has the qualities necessary to become a competent teacher. She is becoming less reserved. She is very aware of the needs of individuals, and interested in the pupils and their progress.

Synthesis & recommendations / Further comments from the mentor:

Has worked hard during her TP and made good progress. She has made effective use of the support and advice offered to her by her mentor. I feel that she will become a valued member of the profession. Shows every sign of becoming a teacher we would be pleased to have on our staff.
She would benefit from teaching some more classes to increase her confidence and further develop her range of classroom approaches, before beginning her career as a newly qualified teacher.

Observer's name: _____

Observer's signature: _____

Final assessment:

(Notes for the Evaluation of Teaching with the help of *Teaching Assessment Sheet 2*)

Note: These comments are quite general and do not (necessarily) refer to one lesson only but rather to the whole week's practice

CATEGORIES	GOOD	SATISFACTORY	POOR
1. RELATIONSHIP WITH STUDENTS	Shows good ability to secure attention from the class. Is responsive to individuals as well as to the class as a whole. Seeks to exercise control by encouragement and reception of ideas rather than by criticism and coercion.	Shows reasonable ability to secure attention from the class as a whole and works satisfactorily with groups and individuals.	Lacks ability to secure attention from the class as a whole and withdraws from informal contact with the children. Considerable difficulties in class control. Ignores children's progress.
2. SUBJECT KNOWLEDGE	Outstanding competence in subject contributing to highly effective teaching.	Adequate competence in subject for effective teaching.	Inadequate competence in subject for effective teaching.
3. PLANNING	Schemes and lessons carefully matched to children's abilities and interests. Flexible in approach and adapts plans to meet changing needs. Having a clear aim with respect to skills and concepts being developed and how these fit into the logical structure of the subject. Shows initiative, inventiveness and skill in employing a variety of methods, including the use of teaching aids.	Schemes and lessons generally well-planned with attention given to objectives, content, method and materials required. Does not always foresee differing possibilities and set suitable tasks and has occasional difficulty in modifying preparation to meet changing circumstances. Materials selected are clear and appropriate but safe rather than imaginative.	Inadequate. Plans set-piece schemes unrelated to the children's own experiences and capabilities. Lack of clarity, coherence and progression in schemes and lessons. Material selected is usually unsuitable. Work set is usually too easy or too difficult or inappropriate. Aids seldom used, or not used effectively.
4. CLASS MANAGEMENT	Changes class organisation smoothly to suit new activities. Employs varying teaching styles and strategies, and is willing to experiment. Paces activities effectively.	Lessons for the most part satisfactorily organised from the beginning to end. Effective management of individuals, small groups and class.	Lessons poorly organised with insufficient attention paid to beginning and ends of lessons, organisations of groups, transitions from one activity to another and the availability and appropriateness of materials and equipment.

CATEGORIES	GOOD	SATISFACTORY	POOR
5. COMMUNICATION	Employs a variety of verbal and non-verbal techniques which provoke enthusiastic and fruitful responses from the children. Discussion of work often initiated by children's questions.	Speech firm and clear. Vocabulary appropriate for children. Little variation in tone or voice or in the use of gestures. Questioning technique clear but often unimaginative. Tends to give away information rather than leading children to it with appropriate questions and suggestions.	Poor speech articulation, inappropriate vocabulary. Absence of modulation. Communication lacks expression. Children inattentive and lacking interest, generally apathetic.
6. ASSESSMENT	Gives much thought to children's behaviour and responses and carefully monitors their progress. Conscientious over marking and record keeping. Children take a pride in their work realising much of their potential with a consistently high quality of performance.	Tries to keep abreast of marking and to keep appropriate records. Student's assessment of children's progress is sporadic and short term rather than with an extended perception.	Poor and irrelevant observation of children's behaviour. Work frequently carelessly marked or nor marked. Student seems unaware of children's lack of involvement or progress.
7. REFLECTING ON PRACTICE	Through preparation reflected in a well-presented and carefully arranged records. Schemes adapted to meet children's reposes and needs. Lesson appraisals show considerable awareness and insight. Clear evidence of willingness and ability to respond to advice. Very perceptive in evaluating own teaching.	Acceptably presented records providing a documented record of work done. Some though given to method as well as content and additional material added where appropriate. Lesson appraisals restricted in their perception but conscientious. Some evidence of response to advice. Reflects on own teaching and makes adjustments.	Poorly presented with inadequate thought given to content, method, or material. Few or superficial lesson appraisal. Evidence of failure to act on advice. Little self-evaluation.
8. PROFESSIONALISM	Good working relationships with staff; volunteers to contribute outside the classroom (meetings, etc.). Contributes well to pastoral and extra-curricular activities.	Adequate working relationships and extra-curricular involvement. Contributes when asked – less willing to take the initiative.	Poor working relationships. Reluctance to take up opportunities for extra-curricular activities.
9. PERSONAL QUALITIES	This category covers all those personal characteristics which influence the quality of relationships in the classroom and staffroom, and include: Social rapport, Courtesy, Sensitivity, Reliability, Enthusiasm, Confidence, Open-mindedness, Sense of humour, and Appearance.		

Source: University of Cambridge PGCE (i.e. *Postgraduate Certificate in Education*)

TEACHING ASSESSMENT SHEET (3)

Student teacher: _____   School & class: _____

Teacher-mentor: _____   Date: _____

Other relevant information: _____

ASSESSMENT CHECK LIST & GRADES
(Tick as appropriate. If not applicable, leave blank.)

Code: outstanding (10); very good (9); good (8); satisfactory (7); weak (6); inadequate (5)

COMMENTS

LESSON PLANNING AND PREPARATION

EXECUTION OF THE LESSON

PROFESSIONAL AWARENESS

PERSONAL QUALITIES

TRAINEE'S USE OF ENGLISH

SUMMARISING COMMENTS

Observer's name: _____

Observer's signature: _____

Final assessment:

Sample comments for individual headings of Assessment Sheet 3
(*can be used in other versions of the Assessment Sheet as well*).

Lesson planning and preparation
- Clarity of aims and staging
- Ability to analyse language to be introduced or practised
- Relevance of learning activities
- Suitability of materials and aids
- Layout and style
- Effectiveness and correctness of language use
- Effectiveness and usefulness of supplementary pages

Execution of the lesson
- Ability to introduce the lesson (warm-up, revision of language previously learnt)
- Ability to present new language or teaching point
- Variety and use of procedures/techniques for practising new language (controlled and freer practice)
- Providing opportunities for productive use of language (free practice or use)
- Ability to provide appropriate round-off of the lesson
- Motivating learners and adopting appropriate teacher roles within lesson
- Achieving appropriate balance between accuracy and fluency aimed activities
- Managing classroom interaction (lockstep, pairwork, groupwork)
- Use of teaching aids and equipment
- Timing of the lesson
- Pace of the lesson
- Teacher's personality (use of eye-contact, gesture and facial expressions, voice, position and movement)
- Teacher's rapport with students
- Teacher's use of English (the amount of teacher talk)
- Awareness & treatment of error

Professional awareness
- A professional approach to planning and teaching
- Self-evaluation of teaching, identifying strengths & weaknesses and developing
- Willingness to respond constructively to evaluation from others

Personal qualities
- Personality; presence; general style
- Ability to establish rapport (relationship)
- Voice: audibility, appropriacy to purpose
- Body language: gestures, movement, eye contact

Trainee's use of English
- Correctness of language use;
- register and fluency;
- appropriacy to teaching purpose;
- sensitivity to the level of students;
- metalanguage

TEACHING ASSESSMENT SHEET (4)

Student teacher: _____   School & class: _____

Teacher-mentor: _____   Date: _____

Other relevant information: _____

Code: A – outstanding (10); B – very good (9); C – good (8); D – satisfactory (7); E – weak (6); F – unsatisfactory (5) *(Use codes as appropriate. If not applicable, leave blank.)*	**CODE**	**COMMENTS**

LESSON PLANNING AND PREPARATION

A professional approach to planning		
Clarity of aims and staging		
Relevance and variety of learning activities		
Suitability of materials and aids		
Lesson plan – layout, style, language used		

PERSONAL QUALITIES

Personality; presence; general style		
Ability to establish rapport (relationship)		
Voice: audibility, appropriacy to purpose		
Body language: gestures, movement, eye contact		

CLASS MANAGEMENT

Inducting climate that stimulates learning		
Managing classroom interaction (lockstep, pairwork, groupwork)		
Organisation and execution of activities		
Dealing with problems and difficulties		
Giving of instruction		
Questioning techniques		

EXECUTION OF THE LESSON

Starting the lesson: introduction and warm-up.		
Presentation of new language or teaching point (giving of explanation & clarification)		
Sufficient variety of activities (e.g. achieving appropriate balance between accuracy and fluency activities)		
Checking of learning		
Treatment of errors and encouragement		
Motivating learners and maintaining interest		
Use of teaching aids (suitability)		
Lesson staging / sequencing: smoothness of flow; progress through the stages and linkage / transition		
Timing and pace of the lesson		
Ending the lesson		
Achievement of aims		
Differences between the lesson and the plan		

TRAINEE'S USE OF ENGLISH

Correctness of language use; register and fluency; appropriacy to teaching purpose; sensitivity to the level of students; metalanguage		

SUMMARISING COMMENTS

Observer's name: _____

Observer's signature: _____

Final assessment:

Sample comments for individual headings of Assessment Sheet 4

(*can be used in other versions of the Assessment Sheet as well*).

LESSON PLANNING AND PREPARATION

A professional approach to planning	a meticulous lesson plan / trainee's plan shows awareness of student level and follows a clear methodological principle / not enough effort was put into planning
Clarity of aims and staging	stages of the lesson meaningfully sequenced but lacking articulation of aims/ clear stage aims coherent with a clear overall aim / weak staging and weak awareness of aims / too many main aims
Relevance and variety of learning activities	the reading activity not relevant to stage aim / all activities relevant to aims but insufficient variety (3 activities involving pairwork)
Suitability of materials and aids	appropriate to aims / too much visual material / use of blackboard doesn't need to be planned?
Lesson plan – layout, style, language used	very neat, excellent language / unnecessarily detailed / neat and user-friendly but several minor language mistakes

PERSONAL QUALITIES

Personality; presence; general style	confident, relaxed, lively, energetic / low-key but calm and determined / a bit nervous and overbearing
Ability to establish rapport (relationship)	had excellent rapport with students from the first minute/ rapport improved visibly as the lesson progressed / the trainee kept the students 'at arms' length'
Voice: audibility, appropriacy to purpose	on the quiet side / good / too loud in places
Body language: gestures, movement, eye contact	Relaxed and lively / not enough all-around eye contact / choppy gestures / very friendly and encouraging, smiles a lot

CLASS MANAGEMENT

Inducting climate that stimulates learning	Very good / motivates all the students / doesn't allow students enough time for 'processing'
Managing classroom interaction (lockstep, pairwork, groupwork)	Organizes groupwork efficiently / in lockstep talks to left-hand side of the classroom instead of to all / was at a loss when had to call students back from pairwork
Organisation and execution of activities	Smooth, no problems / used up too much time
Dealing with problems and difficulties	Timing problem; handled very well / didn't let the tardies throw her off track / accepted a joke students made very well / OHP didn't work; trainee had to put examples on board instead – seemed stressed because of that
Giving of instruction	Clear, effective / unnecessarily repeated instructions up to three times / effective but too wordy / didn't know how to check if students knew what to do
Questioning techniques	trainee used various questioning strategies (e.g. asking each student in turn round the class, let any student call out the answer, dotting about, etc.); questions were of different types (*Yes/No* or *Polar/closed* question; *Wh-*questions / open-ended questions; real classroom questions; eliciting long answers; guiding questions; global questions ('gist' questions); anticipation questions; inference questions; questions of evaluation)

EXECUTION OF THE LESSON

Starting the lesson: introduction and warm-up.	Very effective / went on for too long, students almost lost interest in the topic / is checking homework a warm-up?
Presentation of new language or teaching point (giving of explanation & clarification)	clear and effective / used imaginative ways of illustrating lexical meanings/ inductive – very good / not very effective; not enough examples for students to see the differences between the two tenses
Sufficient variety of activities (e.g. achieving appropriate balance between accuracy and fluency activities). Variety and use of techniques for practising new language (controlled and freer practice)	several interesting practice activities / very teacher-controlled throughout/ not enough variety (all matching activities); insufficient fluency activities / there were opportunities for students to express their opinions freely throughout the lesson / the main activity of the lesson was a fairly free writing activity; too much stress on accuracy / good; there were some activities to foster both accuracy & fluency
Checking of learning	effective; trainee asked the right questions to see if the students are following / insufficient
Treatment of errors and encouragement	trainee didn't seem to notice several of the students' errors / good correction; immediate and public but very kind and unobtrusive / too much correction during fluency activity
Motivating learners and maintaining interest	the learners' motivation was fairly high through the whole lesson / learners lost interest because the listening activity went on for too long
Use of teaching aids (suitability)	use of blackboard random (messy) / very clear blackboard layout / trouble using the CD player / print on slides too small / excellent use of pictures
Lesson staging / sequencing: smoothness of flow; progress through the stages and linkage / transition	smooth transitions between phases of the lesson / it wasn't clear what the first part of the lesson had to do with the second
Timing and pace of the lesson	the pace was a bit too fast, weak students did not follow at all / pace too slow, students were underchallenged / good pace and timing / a major timing problem (ran out of prepared material 15 minutes early)
Ending the lesson	'Saved by the bell.' / trainee rounded off the lesson effectively / ran out of time to summarize points, rushed the feedback activity
Achievement of aims	good – all activities were successful / questionable / aims unclear
Differences between the lesson and the plan	trainee followed their plan too tightly; trainee very successfully adjusted to unexpected lesson plan deviations; trainee was flexible and responsive to the classroom atmosphere, and took advantage of teachable moments

TRAINEE'S USE OF ENGLISH

Correctness of language use; register and fluency; appropriacy to teaching purpose; sensitivity to the level of students; metalanguage	Excellent correctness, register and fluency, intonation tends to be flat, / not adapted to learner level (too sophisticated for 6th grade, too much metalanguage) / misuses reported questions/ repeatedly omits articles before countable nouns / occasionally lacking fluency! / should not use slang words/ very good intonation patterns but overuses 'OK' as a filler / good fluency and sensitivity to learner level but pronunciation difficulties (confusing vowels) and failure to stress keywords

SUMMARISING COMMENTS

Sample overall comments for Assessment Sheets (any type)

- A dynamic lesson plan but a rather ineffective lesson because the trainee wasn't able to adapt well to the level of the students.

- This was Saša's very first lesson, but she gives the impression of a trained teacher. Some weakness in how the phrasal verbs were explained.

- The trainee has a very nice approach to students – lively and self-confident. Lesson preparation shows a very high degree of professional awareness and independence. The trainee managed to catch the attention of the class despite the fact that this was their last lesson of the day when they tend to be absent-minded, thus carrying out the lesson as planned and fully achieving her aims.

- Adept classroom management, good rapport. Apart from a few minor snags, the only fault of the lesson was that it was a bit rushed because the lesson plan was too packed.

- Kandidatka je izbrala temo, zanimivo za učence, in jih je znala primerno motivirati. Vzdušje je bilo delovno in učenci so lepo sodelovali v vrsti zanimivih aktivnosti za razvijanje bralnih spretnosti/ zmožnosti. (*The trainee selected a topic of high interest to the students, and she knew how to suitably engage them. The atmosphere was lively and the students participated in a series of activities aimed at developing their reading skills/competences.*)

- Conceptually a well thought-out plan, but weak and underchallenging classroom atmosphere because of low fluency level and consequently weak classroom management.

And here are some useful adjectives to describe the trainee's classroom presence and performance (to be used either under some of the specific headings or in the final summarizing assessment):

> authoritative, patient, systematic, cooperative, serious, sensitive, flexible, creative, intuitive, relaxed, resourceful, innovative, space-giving, well-informed, attentive, caring, hard-working, well-prepared, clear, dynamic, enthusiastic, accurate, effective, reflective, analytic, (dis)organised, (un)friendly, (in)audible, lively, boring, demanding, supportive, relaxed, optimistic, pessimistic

Self-evaluation

Reflective practice leads to effective teaching. In order to become a 'better' teacher, you need to constantly demonstrate the willingness to assess and question your skills. If you are willing to reflect upon your teaching, you are motivated to experiment and more prepared to change.

During your TP, you are to evaluate yourself by means of the *Self-evaluation sheets* provided (*Self-Evaluation Sheet – Option 1 & Option 2*). You are required to evaluate yourself at least 2–3 times during your TP (after microteaching, after an individually taught lesson and after the formally assessed lesson). If you haven't carried out any microteaching, you will evaluate yourself only after one of the individually taught lessons and after the formally assessed lesson.

SELF-EVALUATION SHEET – Option 1

Date of teaching: _____   Class: _____

Aim of teaching: _____

Material used: _____

Spend some time reflecting on each lesson or part of the lesson that you taught, and evaluate it with regard to your teaching aims. Then answer the questions below. You should be brief, illustrative, and to the point. Be critical towards yourself, but give credit where due.

1. To what extent did you achieve your teaching aims? How do you know you have/haven't been successful?

2. How satisfied are you with the atmosphere in the class and rapport you established with the students? If satisfied, explain what, in your opinion, contributed to it. If unsatisfied, suggest actions you would need to adopt if you taught the same class again.

3. Which language points or skills do you feel the students had at the end of your teaching that they did not have before (structures, functions, vocabulary, phonology, any improvements in any of the four skills, awareness of communicative appropriacy, etc.)?

- _____

- _____

- _____

- _____

- _____

4. What aspects of lesson are you especially happy or unhappy with and why?

5. What things have become clearer to you during and after the lesson? What have you learnt?

6. What things are you still unclear about? What would you like to discuss?

IF YOU TAUGHT ONLY A PART OF A LESSON, NOT THE WHOLE LESSON, THINK ABOUT THE FOLLOWING AS WELL.

1. Identify the transitions between the mentor's part of the lesson and yours. How were they linked together? What were the transitional markers (e.g. sentence, a gesture, a silence…)?
How disciplined was the class in your opinion when you/the mentor took over?

2. What were, in your opinion, the (dis)advantages of your teaching a part of the lesson?

3. To what extent, if at all, do you think your microteaching affected the overall achievement of the lesson aim(s)?

SELF-EVALUATION SHEET – Option 2

Date of teaching: _____   Class: _____

Aim of teaching: _____

Material used: _____

Take some time to recall what actually happened during the lesson. How do you feel?

- What did you dis/like about this lesson or part of the lesson?
- Did you do what was in your plan?
  – In what ways was your lesson different from the plan? Why?
  – Did the students respond in (un)expected ways?
  – Did you experience any difficulties or problems? How did you deal with them?
  – Do you think you achieved the aim(s) outlined in your lesson plan?
- If you were to have the opportunity to teach this lesson or part of lesson again, what would you do the same? What would you do differently?
- What will the students take away from today's lesson?
- What about today's lesson will be most difficult for the students?
- Which activities did the students enjoy most? Why?
- What did you learn from the experience of teaching this lesson or part of lesson?

IF YOU TAUGHT ONLY A PART OF A LESSON, NOT THE WHOLE LESSON, THINK ABOUT THE FOLLOWING AS WELL.

1. How did the part that you taught fit into the whole lesson? Were your part and the mentor's part smoothly connected?

2. How, in your opinion, was this lesson different than it would have been if the mentor had taught the whole of it?

Use reverse for comments or use a separate sheet.

School environment and documented samples of school-life material

During TP, the trainee for the first time becomes a member of the school teaching staff and part of the school community for some period of time. The objective of TP is not only to improve trainees' teaching methods and techniques, but also to get them acquainted with the work of the whole school, with the syllabuses, with the system of student evaluation and assessment, with various after-school activities in English, etc., that is, the work of a teacher in its complexity. The mentor has to make the trainee aware of the pedagogic administration, of the whole system of school life and work. This means that the mentor can put the trainee to 'maximum use', i.e. engaging him/her in all sorts of activities: invigilating a test, photocopying, attending conferences and parent-teacher meetings, excursions, projects, celebrations, competitions, sports days, remedial classes, prep-courses for Matura, etc.

As one of the course requirements, the trainee is also to enclose in his/her Teaching Practice Portfolio a minimum of 3 items which document school life (e.g. an absence note, a page from the teacher's register, a letter of reprimand, a pupil's composition, etc.).

Each sample of school-life material should come with a short comment in which you explain your choice (why you selected that document, which experience or insight from your TP it illustrates, etc.).

A reflection task: summative TP essay

Once the teaching practice is over, you will want to go back over the evidence collected in your portfolio, reflect on it and write an essay or an evaluation of how you think you have grown and developed as a student and as a teacher. In this section of your portfolio, include an essay which will show us that you reflected on your experiences and learned from them.

Note that it will be much easier for you to write this essay if you start thinking about it before you even start your practice week.

- Start making notes a few days prior to your first day at the school. Jot down how you feel about the teaching practice that you are about to start, your expectations, questions, predictions, insecurities, and similar.

- During the practice week, you will be required to document your guided observations and teaching separately but try to make some extra notes each day. That way you will have the raw material for your essay ready by Friday evening.

- Over the weekend, process the notes you have generated and write out the essay.

Guidelines for content, structure and layout of your essay:

- Do not attempt to just list all your activities or impressions. Select those that you found the most interesting or meaningful.

- You can use chronological order, order of importance or some other organizing principle to structure your essay.

- Your essay has to be clearly paragraphed (each paragraph discusses one aspect of your experience), and it has to have a clear message or main point.

- Think of a title for your essay that expresses its content in a nutshell (e.g. 'A valuable learning experience', 'Overwhelmed', etc.)

- The length of the essay should be min. 500 and max. 1000 words (appr. 2 pages). It should be typed with single spacing between lines and wide margins.

Topics you can write about in your essay (Richards 1998: 159):

Theories of teaching (theories and beliefs about teaching and learning)	• a belief or conviction (e.g. what constitutes good language teaching) • an expert's view (e.g. referring to Krashen's views about language) • a justification for something (e.g. describing a theory to justify something the teacher did) • a personal opinion (e.g. expressing an opinion about the value of classroom observation) • how a theory was applied • contradictions between theory and practice (e.g. describing why a classroom incident does not support a theory) • how theories changed (e.g. how classroom experience changes the teacher's theories)
Approaches and methods	• an approach or a procedure (e.g. the teacher's approach to the teaching of reading skills) • the content of a lesson • the teacher's knowledge (e.g. pedagogical knowledge) • the learner's background information • the school context (e.g. how administrative constraints or school policies affect teaching)
Evaluating teaching	• evaluating lessons (i.e. positive and negative evaluations) • diagnosing problems (e.g. students' problems, classroom interaction, discipline, teacher's problems, marking the students' homework) • solutions to problems (e.g. alternative ways of presenting a lesson, deciding on a plan of action, seeking solutions from the tutor)
Self-awareness	• perceptions of yourself as a teacher (your teaching style, comments on your language proficiency) • recognition of personal growth (e.g. how your confidence has developed) • setting personal goals (e.g. self-development, identifying aspects of your teaching to work on in the future)

Below is a sample reflection essay by one of our former students.

REFLECTION ESSAY *– a sample*

My Teaching Practice Experience Essay
Blood, Sweat, and Tears

If anybody approached my teenage self and asked me what I wanted to become when I grow up, I would always reply with no hesitation: "The president of Slovenia!" Years passed and soon I realized that doing nothing of particular importance to society was certainly not a way to go for a boy of revolutionary ambition such as myself. I wanted to make a difference and being the diligent learner that I was at least in my early scholastic journey, I deduced early on that one needs to pluck the weeds at their source – the way to change is in education. Becoming a teacher has turned out to be no ordinary undertaking. In my long and laborious journey, I have so far managed to pinpoint three basic components of what a truly good educator should be.

It all starts with blood. I do not mean this in the bygone dynastic ways of the past, but rather that the incentive for becoming a civil servant of the educative kind must always come from within. During my time as a student and now a trainee in the field of education, I have too often had the impression that some of the people behind the lecterns do not want to be there. Some are tired, some unhappy, and others completely indifferent to the gravity of their position in time and space. The fact that many individuals become teachers only to make above-average ends meet, shakes me to the bones. To me, the only true relationship between a teacher and their students is the one I once again experienced in the security of my mentor, that of sincere pedagogical eros. She and many other educators at my old primary school were visibly in love with their profession and returned to their classes every morning with smiles on their faces; and I must admit I, too, have developed a similar crush on the business we call teaching during my stay there. If the university student's nightmare of waking up at 6 AM haunted me on the first day of my practice, the next morning, the dread quickly dissipated into a minutest of morning nuisances. Each crossing of the school's doorstep seemed to replenish my will and energy as if a magical spell had been administered upon me. I discussed this with the staff and the conclusion predictably zeroed in on the primordial nature vs. nurture debate. Most are educated into becoming educationists, whilst others have education seemingly running in their very veins. "It's not a proper exercise if you don't break a swea" my P. E. teacher kept telling me during our classes at the school gymnasium. Little did I know at the time that this goes for the teachers and students alike. Not that anybody has ever told us that becoming a teacher will be easy, I do think it is imperative that the process be deliberately convoluted. If the notoriously lengthy daily teaching plans and educative proceedings made little sense to me and even enraged me during my pedagogical studies, I have now become somewhat of a red tape idealist. One can go about teaching their students quite successfully without following the prescribed order of instruction, but this usually leads to students receiving different treatment in different settings. Because of an ill-rehearsed instructor, whole generations of young learners may be served a dish resembling the one from the picture on the menu, but lacking the enticing aroma one develops from a detailed recipe. Some poor students in a different class or school may be left with an underdeveloped taste palette for the rest of their lives. To avoid missing a key ingredient, a lesson plan must be kept handy at all times and photocopied (for educational purposes only) to all teachers of the same field. If it were up to me, I would make sure every English teacher in the nation is given the same copy of this diligently peer-reviewed cookery book. It is easier to sweat together. To continue with the gourmet metaphor, the same goes for the students. The kitchen scales of input effort must always be kept evened out close to zero.

What I have noticed during my practice is that the students tend to think that they are the only ones doing the work in the class, when this could not be further from the truth. It does not hurt explaining how a teacher prepares themselves for the benefit of the student on a daily basis. Children do listen and are more than willing to give the attention back. While some of the teacher co-workers I had the chance to meet during my stay at the primary school opted for a more lenient approach of not giving any homework at all, my mentor and I maintained that a healthy diet of in-class and after-school activity is the key to success. My logic dictates that the better grades our classes received in the end, even when peer reviewed for accuracy, must be at least partially attributed to the sweatiness of our regime.

It was during a test revision session that I debunked one of the last stereotypes of the olden days I once held so dear–- boys don't cry. A large quantity of tears was produced on every such occasion and their rightful owners have somehow always turned out to be boys. It did not matter if the grade was a complete and utter failure or simply below one's expectations, rivers if not paring oceans of disappointment have broken on many of the boys' cheeks. I was reminded at that point that the salty droplets of unruly emotions are often present with the young disciples and it is the teacher's duty as an educator to offer a metaphorical tissue in such an hour of need. Besides transmitting knowledge as a sort of an underpaid thespian for the young, it became very clear that the teacher is also the source of supreme moral and emotional authority in the classroom. Of course, this seldom manifests itself in the biblical extent I have just put in words, but I believe it to be the truth. The easiest way to mitigate such nuisances is to show the students how far their path has already taken them and that a minor inconvenience such as a bad grade is only the proverbial drop in the ocean. The quest for true greatness is therefore complete only when the teacher learns to turn tears of despair into tears of joy, a lesson learned that has just caused another boy's eyes to water ever so slightly.

I said it once and I'll say it again – I want to become a full-time teacher. Without trying to portray myself as overly optimistic of my position in the cosmos, I sense that the decisions I had so far opted for were the right ones. A mere two-week visit to my old primary school has extinguished my old angst of teaching the youngest of students and finally given me a real-life goal I have always yearned for – I might as well apply for a primary school position in the near future. The road ahead of me will be riddled with obstacles, of that I'm sure, but I hope that a man who is willing to offer all of his 'blood, toil, tears and sweat' might just make it in the end.

by Lev Pavlovski

Certificate of completion

The original of the *Certificate of Completion of teaching practice and performance assessment (Potrdilo mentorja/-ice in ocena uspešnosti študenta/-ke na pedagoški praksi)* document (signed and stamped) should be obtained at the end of you Teaching Practice. It doesn't have to be sent by post. It can be included in the portfolio or sent in an email separately, as an attachment.

Questionnaire for mentors and for trainees
VPRAŠALNIK ZA UČITELJE MENTORJE/-ICE in za ŠTUDENTE/-KE

In the final stages of your teaching practice, you are required to collect some additional information on the organization and implementation of your TP, including identification of strong areas and suggestions for improvement.

Please, politely ask your mentor for participation in this closing section of the portfolio project and administer the questionnaire for the mentors. Your experience and feedback on your Teaching Practice experience is also valuable and it constitutes an indispensable component of your portfolio; therefore, please, fill in the questionnaire for students.

Both questionnaires, for mentors and for students, in both English and Slovenian, can be found on pages 90–101.

Certificate of completion
of teaching practice and performance assessment
Potrdilo mentorja/-ice in ocena uspešnosti študenta/-ke na pedagoški praksi

I, the undersigned, _____
Podpisani/-a

hereby declare that, during the period between _____ and _____ ,
izjavljam, da je v času od   do

the trainee, _____
študent/-tka

a student at the Department of English, Faculty of Arts, Univeristy of Ljubljana, completed their teaching placement under my supervision. / z *Oddelka za anglistiko in amerikanistiko* Filozofske fakultete
v Ljubljani pri meni opravljal/-a pedagoško prakso.

Please provide a brief performance assessment of the trainee's teaching practice, and their overall commitment: / Prosimo za kratko opisno oceno študentove/-kine uspešnosti in prizadevnosti v času PP:

In / V/Na: Signature / Podpis:

_____   _____

official school stamp /
žig šole

NB Please, hand the original certification to the trainee, who will hand it over to their mentor at the Faculty. There is also the option of inserting a scanned document into the portfolio.

Opomba: Prosimo, da izvirnik tega potrdila izročite študentu/-ki, ki ga naj preda mentorju/-ici na Filozofski fakulteti, ali pa skenirano obliko tega potrdila vstavi v svoj *Teaching Practice Portfolio*.

TEACHING PRACTICE
Questionnaire for mentors

Mentor's name & surname: _____

Name of school: _____

Trainee's name & surname: _____

TP Time period: _____

The teaching practice (TP) mentorship is behind you now. Your impressions, insights and opinions would serve as an incentive for improving the content and organization of TP in the future. We therefore kindly invite you to fill in the questionnaire.

1. Do you think there should be an introductory training course for mentors to trainees on their TP?
   a. YES
   b. NO
   c. YES, but only for 'novice mentors'

2. If you attended an introductory course for mentors to trainees, which aspects of TP would you want to discuss? (list/name a few topics)

   _____

3. Did you find the TP instructions in the Teaching Practice Resource Book clear and detailed enough?
   a. YES
   b. NO (please, provide clarification)

   _____

4. What is your opinion on the duration of TP?
   a. much too short
   b. too short
   c. suitable length
   d. a bit too long
   e. much too long

5. How effective do you find TP as a form of pre-service teacher training?
   a. very effective and indispensable
   b. necessary and useful
   c. useful but not necessary
   d. ineffective and unnecessary

6. How did you fit mentoring activities into your regular schoolwork schedule?
   a. It didn't create any issues for me.
   b. It created some issues, but nothing major.
   c. I only managed the additional workload in my free time.

7. Which extra-curricular activities did you include in your mentorship?
   a. remedial classes
   b. additional/high achievers classes
   c. PTA meetings
   d. office hours

   e. _____

   f. _____

   g. _____

8. How did you help/advise the trainee in preparation for independent teaching?
   a. I assigned a topic.
   b. I assigned a topic and provided course materials.
   c. I allowed the trainee to choose the topic freely.
   d. I provided incentives for lesson planning.
   e. I helped compose the lesson plans for independent teaching.
   f. I helped compose the lesson plan for the finally assessed lesson.

9. On average, how much time was dedicated to consultations?

   a. before the trainee's independent teaching: _____

   b. after the trainee's independent teaching: _____

10. How would you assess the trainee's level of interest or engagement?
    a. highly interested and engaged in school activities
    b. only interested and engaged in their own obligations/duties
    c. showed insufficient level of interest or engagement

    d. other: _____

11. How would you assess your rapport with the trainee?
    a. very good
    b. good
    c. poor

12. How would you assess the trainee's teaching/pedagogical competence?
    a. has the necessary knowledge, competence and practices
    b. has the necessary knowledge but the practical aspects are deficient and inept
    c. lacks knowledge and teaching skills

    d. other: _____

13. In your opinion, which aspect of teaching is the trainee's weakest spot?
    a. content
    b. lesson planning
    c. pedagogical / psychological aspects
    d. classroom communication and interaction

    e. other: _____

14. How successful do you think the trainee's TP was?
    a. very successful
    b. successful
    c. somewhat/partly successful

15. How well was TP organized?
    a. very well
    b. well enough
    c. needs improvement

    d. other: _____

16. Would you be willing to take on another trainee for TP next year?
    a. YES
    b. NO

17. Did the TP mentoring experience impact you in any way?
    a. YES (How?)

    _____

    b. NO

18. What do you see as the biggest impediment in carrying out mentoring activities?

    _____

19. Please, share your comments and suggestions for improving the TP.

    _____

                              Thank you for your investment and invaluable support!

Slovene version of the questionnaire for mentors

PEDAGOŠKA PRAKSA
Vprašalnik za učitelje mentorje/-ice

Ime in priimek učitelja mentorja/-ice: _____

Šola: _____

Ime in priimek študenta/-ke na praksi: _____

Čas opravljanja prakse (*od-do*): _____

  Pedagoška praksa (PP) je za vami. Vaša mnenja in vtisi nam bodo spodbuda za vsebinsko in organizacijsko izboljšanje PP v prihodnosti, zato prosimo, če lahko odgovorite na naslednja vprašanja.

1. Menite, da bi bil potreben pripravljalni/uvajalni seminar za mentorje/-ice študentom/-kam na PP?
   a. DA
   b. NE
   c. DA, vendar samo za 'novince'

2. Če bi se udeležili pripravljalnega/uvajalnega seminarja za mentorje/-ice, o katerih vidikih PP bi želeli na takšnem seminarju razpravljati? (navedite vsebine)

_____

3. Ali so bila navodila za izvajanje PP, ki ste jih dobili v priročniku *Teaching Practice Resource Book*, jasna in dovolj natančna?
   a. DA
   b. NE (prosimo, da pojasnite, kaj je bilo nejasno)

_____

4. Kaj menite o trajanju PP?
   a. veliko prekratka
   b. prekratka
   c. primerna
   d. nekoliko predolga
   e. veliko predolga

5. Kaj menite o PP kot obliki usposabljanja za bodoče učitelje/-ice?
   a. zelo koristna in nenadomestljiva
   b. potrebna in koristna
   c. koristna, a ne nujna
   d. neučinkovita in nepotrebna

6. Kako ste uskladili vsakodnevne obveznosti na šoli z delom s študentom/-ko?
   a. brez težav
   b. z nekaj težavami, vendar ne velikimi
   c. z veliko dodatnega dela v prostem času

7. Katere dejavnosti izven pouka je vključevalo vaše mentorstvo?
   a. dopolnilni pouk
   b. dodatni pouk
   c. roditeljski sestanek
   d. govorilne ure

   e. _____

   f. _____

   g. _____

8. Kako ste študentu/-ki svetovali pri pripravi na samostojno/individualno poučevanje?
   a. določil/-a sem temo
   b. določil/-a sem temo in mu/ji dal/-a gradivo
   c. omogočil/-a sem mu/ji prosto izbiro teme
   d. dal/-a sem vzpodbude za pripravo
   e. pomagal/-a sem mu/ji pri načrtovanju priprav na ure, ki jih je samostojno poučeval/-a
   f. pomagal/-a sem mu/ji pri načrtovanju priprave na končni ocenjen nastop

9. Koliko časa ste povprečno namenili svetovalnemu pogovoru?

   a. pred nastopom: _____

   b. po nastopu: _____

10. Kako ocenjujete zanimanje oz. zavzetost študenta/-ke?
    a. zelo se je zanimal/-a za vse dejavnosti na šoli
    b. zanimal/-a se je samo za svoje neposredne obveznosti
    c. ni pokazal/-a dovolj zanimanja

    d. drugo: _____

11. Kako bi ocenili svoj odnos s študentom/-ko na praksi?
    a. zelo dober
    b. dober
    c. slab

12. Kako ocenjujete usposobljenost študenta/-ke za pedagoško delo?
    a. ima potrebno znanje, sposobnosti in navade
    b. ima potrebno znanje, a praktično delo je pomanjkljivo in nevešče/nerodno
    c. ima pomanjkljivo znanje in slabo razvite spretnosti poučevanja

    d. drugo: _____

13. Za katere sestavine pouka je študent/-ka najmanj usposobljen/-a?
    a. za vsebino
    b. za didaktično zasnovo učne ure (učna priprava)
    c. za pedagoško-psihološko področje
    d. za razredno komunikacijo in interakcijo

    e. drugo: _____

14. Kako ocenjujete napredovanje študenta/-ke na praksi?
    a. zelo uspešno
    b. uspešno
    c. manj uspešno

15. Kako ocenjujete organizacijo PP?
    a. dobra
    b. zadovoljiva
    c. pomanjkljiva

    d. drugo: _____

16. Ste prihodnje leto pripravljeni ponovno sprejeti študenta/-ko na PP?
    a. DA
    b. NE

17. Ali je mentorstvo študentu/-ki na PP vplivalo tudi na vas?
    a. DA (Kako?)

    _____

    b. NE

18. Kaj vas najbolj ovira pri mentorskem delu?

    _____

19. Napišite, prosim, še svoje pripombe in predloge za izboljšanje PP.

    _____

Hvala za vaš trud in sodelovanje!

TEACHING PRACTICE
Questionnaire for trainees

Trainee's name & surname: _____

Mentor's name & surname: _____

Name of School: _____

TP Time period: _____

     The teaching practice (TP) is behind you now. We would appreciate it if you shared your impressions, opinions and insights, which would serve as an incentive for improving the content, overall structure and organization of TP in the future. We therefore kindly invite you to fill in the questionnaire.

1. In your opinion, the duration of TP is:
   a. too short
   b. too long
   c. of appropriate length

2. To what extent were you able to gain insight into schoolwork during TP?
   a. completely
   b. partly
   c. insufficiently

3. How well did you fit the TP activities into your regular academic schedule?
   a. It didn't create any issues for me.
   b. It created some issues.
   c. It created major issues.

4. How did the TP impact your choice of profession?
   a. It inspired me.
   b. I am experiencing dilemmas/reconsidering my decision.
   c. I am disappointed.

5. How content were you with your mentor?
   a. very
   b. partially
   c. not at all

6. How would you assess your rapport with your mentor?
   a. My mentor provided encouragement and guidance.
   b. My mentor helped me when necessary, but did not impede my independence.
   c. I was left to my own devices, I expected more help and advice.

   d. other: _____

7. Did the TP meet your expectations?
   a. completely
   b. partially
   c. not at all

8. Did you experience any issues during your TP?
   a. none
   b. minor (elaborate / explain)

   _____

   c. major (elaborate / explain)

   _____

9. If this wasn't your first TP, would you say it was impacted by the previous TP at elementary or high school level??
   a. YES, very much (how?):

   _____

   b. YES, partially.
   c. NO.

10. How challenging was the workload for you?
    a. It was extremely challenging.
    b. It was hard, but within reasonable boundaries.
    c. It was suitably challenging.
    d. It was not challenging enough.

11. Which tasks presented the biggest difficulty for you? Rank them according to the level of difficulty. Number 1 marks the area with most difficulties.

    _____ a. class observations

    _____ b. writing reports on class observations (based on observation tasks)

    _____ c. preparing lesson plans

    _____ d. (independent) teaching

    _____ e. classroom management and implementing disciplinary measures

    _____ f. composing the TP portfolio

    g. other: _____

12. Which course books and other course materials did you use?

_____

13. Which aspects of school life did you get acquainted with?

a. planning/organizing classes
   (timetable, syllabus, school rules)
b. library work
c. extended/supervised school day
d. counseling
e. handling pedagogical paperwork
f. managing duties and responsibilities of
   being a class teacher

g. streamed/differentiated classes
h. subject teacher expert groups
i. special days (sports, science, open days,
   field trips and similar)
j. PTA meetings
k. school staff meetings

l. other _____

14. What kind of improvements would you suggest for TP:

a. There should be more _____

b. There should be less/fewer _____

15. Did you find the TP instructions in the Teaching Practice Resource Book clear and detailed enough?
a. YES
b. NO

16. Which instruction did you miss the most during TP?

_____

17. Which aspects of TP were you not prepared for at all?

_____

18. Please, share your comments and suggestions for improving the TP.

_____

Thank you for your time and effort.
Best wishes for successful completion of your studies!

PEDAGOŠKA PRAKSA
Vprašalnik za študente/-ke

Ime in priimek študenta/-ke: _____

Ime in priimek učitelja mentorja: _____

Šola: _____

Čas opravljanja prakse (*od-do*): _____

    Pedagoška praksa (PP) je za vami. Vaša mnenja in vtisi nam bodo spodbuda za vsebinsko in organizacijsko izboljšanje PP v prihodnosti, zato prosimo, če lahko odgovorite na naslednja vprašanja.

1. Kaj menite o trajanju PP?
   a. premalo
   b. preveč
   c. dovolj

2. Ali ste med PP dobili vpogled v šolsko delo?
   a. v celoti
   b. deloma
   c. pomanjkljivo

3. Ali ste PP lahko uskladili z ostalimi študijskimi obveznostmi?
   a. DA
   b. NE

4. Kako je PP vplivala na vašo poklicno odločitev?
   a. navdušila me je za poklic
   b. v sebi doživljam dileme
   c. razočaran/-a sem

5. Kako ste bili zadovoljni z učiteljem/-ico mentorjem/-ico?
   a. zelo sem bil/-a zadovoljen/zadovoljna
   b. deloma sem bil/-a zadovoljen/zadovoljna
   c. nisem bil/-a zadovoljen/zadovoljna

6. Kako ocenjujete pomoč in sodelovanje z mentorjem/-ico?
   a. Mentor/-ica me je spodbujal/-a in usmerjal/-a
   b. Mentor/-ica mi je pomagal/-a, kolikor je bilo potrebno, vendar me ni omejeval/-a v samostojnosti
   c. bil/-a sem prepuščen/-a sam/-a sebi, pogrešal/-a sem pomoč in nasvete

   d. drugo: _____

7. Ali je PP zadovoljila vaša pričakovanja?
   a. popolnoma
   b. deloma
   c. NE

8. Ali ste na praksi imeli težave?
   a. nobenih
   b. manjše (pojasnite)

   _____

   c. večje (pojasnite)

   _____

9. Če to ni bila vaša prva PP, ali je predhodna praksa na OŠ ali SŠ vplivala na opravljanje sedanje PP?

   a. DA, zelo (kako?): _____
   b. DA, deloma
   c. NE

10. Kako ste bili obremenjeni z delom?
    a. preveč obremenjen/-a; bilo je zelo naporno
    b. bilo je naporno, a v mejah zmogljivosti
    c. primerno obremenjen/-a
    d. premalo obremenjen/-a

11. Pri katerih nalogah ste imeli največ težav? Razvrstite jih po težavnosti. S številko 1 označite tisto področje, kjer ste imeli največ težav.

    _____ a. opazovanje pouka

    _____ b. pisanje poročil z opazovanj (na podlagi opazovalnih nalog)

    _____ c. pisanje priprav na pouk

    _____ d. (samostojno) poučevanje

    _____ e. vzdrževanje discipline in vzgojno ukrepanje

    _____ f. izdelava Portfolija s PP

    g. drugo: _____

12. Katere učbenike in učna gradiva ste uporabljali pri pouku?

_____

13. Katere značilnosti na šoli ste spoznali?

a. organizacija pouka (urnik, učni načrt, šolski režim)
b. delo knjižnice
c. podaljšano bivanje
d. svetovalno delo
e. vodenje pedagoške administracije
f. razredništvo

g. nivojski pouk
h. aktivi
i. posebni dnevi (športni, naravoslovni, informativni, …)
j. roditeljski sestanki
k. konference

l. drugo: _____

14. Česa je bilo po vašem mnenju na praksi preveč oz. premalo?

a. Preveč je bilo: _____

b. Premalo je bilo: _____

15. So bila navodila za opravljanje PP jasna in natančna?
a. DA
b. NE

16. Katera navodila ste na PP najbolj pogrešali?

_____

17. Na katere stvari, ki ste jih srečali na PP, sploh niste bili pripravljeni?

_____

18. Napišite, prosim, še svoje pripombe in predloge za izboljšanje PP.

_____

Hvala za vaš trud in veliko uspeha pri nadaljnjem študiju.

The Teaching Practice Portfolio

Your experience during the teaching practice will surely have some impact on your attitudes and beliefs about being/becoming a teacher. The experience may confirm, but also challenge, the ideas you have about teaching. To document your school experience, you will be asked to develop a *Teaching Practice Portfolio*. It will be a collection of your work on placement and will highlight and demonstrate your developing competence in teaching and charting progress. A portfolio also provides a means for reflection; it offers the opportunity for critiquing one's work and evaluating the effectiveness of lessons or interpersonal interactions with students or peers. The aims of your portfolio will be:

- to provide an authentic collection of evidence to illustrate your performance throughout your TP;
- to enable you to self-assess and reflect on your performance and improve your learning;
- to evaluate your growth and professional development;
- to create a link between theory and practice and between the university and schools.

General guidelines for developing your TP portfolio

Composing the TP portfolio

- **All documentation belonging to each individually taught lesson** (including the formally assessed lesson) **should be clearly organised in separate sub-chapters** (i.e. lesson plan, mentor's written feedback, self-evaluation sheet, record of prior holistic observations, etc.).
- **You should use English throughout the portfolio,** the only exception being the lesson plans that can be either in English or Slovenian.
- While the sole ownership belongs to the student and items within the portfolio are confidential, trainees can be asked to present their portfolios by mentors or by school heads during teaching practice. **No items within the portfolio can be used by anyone without the permission of the trainee.**

Submitting the TP portfolio

- **Submission guidelines:** The portfolio should be submitted in **digital form (Word or Pdf)** (an **A4 ring folder is only used as a last resort in case all digital resources fail)**. **NB:** You should make sure the quality of scanned or otherwise digitalised documents is appropriate (clarity of pictures and scans, visibility of written content) and easy to process by the assessor. The file and the selected digital form should allow changes such as comments and corrections.
- **Submission deadlines:** The portfolio must be submitted **no later than a month after your last day of teaching practice**. Portfolios may, of course, be submitted earlier and are welcome. When the portfolio has been assessed, you will receive the revised copy and the assessment sheet via email.
- **Penalties for late submission:** Late submissions (i.e. later than a month) will, unfortunately, have to be penalized, depending on the length of delay. Your grade will be reduced by one grade point for each week the submission is late. *A four-week delay means a negative grade, and you will have to do your teaching practice again*.
- **Deadline extension:** If you cannot submit the portfolio in the allotted time, you can **ask for an extension** *provided you have good reasons* for not meeting the deadline.

The portfolio contents: what should be included in the portfolio and in what order?

- **Cover page of the portfolio** should include the following elements (see the TP Portfolio Cover Page Template on p 104): institutional affiliation (University/Faculty/Department Name), Trainee's Name, Course Title, Course Year, Trainee's study track and year of school placement, Name of the School, Mentor's Name (i.e. your mentor at school), Date/Time of TP, and Duration of TP (i.e. one-week or two-week TP).
- Teaching Practice **Timetable**.
- Records of performed **specific observation tasks** (*optional*: you can add scans of the observation tasks used). **NB:** You should select a task from a different set/cluster each time you observe. A minimum of 4 specific observation tasks for one-week TP; a minimum of 8 specific tasks for two-week TP.
- **Lesson plans** for all lessons taught individually (include materials or reference to the materials used). Please note that all documentation belonging to each individually taught lesson should be clearly organised in separate sub-chapters (i.e. lesson plan, mentor's written feedback on these lessons). If you happen to teach the same lesson to two different classes (within the same grade, of course), you can use the same lesson plan for both lessons. You only need to change the *Lesson Planning Background Information Sheet* (i.e. the front page of the lesson plan). **NB:** A minimum of 4 lesson plans – one-week TP, a minimum of 8 lesson plans – two-week TP.
- **Two holistic observations** prior to the formally assessed lesson (documented by means of *Lesson observation sheet: General observation of the lesson*). **NB:** The trainee should, if possible, perform these two general/holistic observations in the class in which his/her formally assessed lesson will take place.
- **Records of the formally assessed lesson**. Again, organise them into separate (sub-)chapters (i.e. lesson plan, record of achievement, mentor's written feedback and grade documented by means of a *Teaching Assessment Sheet*, your self-evaluation of the formally assessed lesson).
- A minimum of **3 records of the collected school-life material.** Your choice of documented school life should be **justified.**
- **A reflection task: summative TP essay** (i.e. an evaluation for the whole TP period).
- The original of the *Potrdilo mentorja in ocena uspešnosti študenta na pedagoški praksi* document (signed and stamped). **It doesn't have to be sent by post. It can be included in the portfolio or sent in an email separately, as an attachment.**
- The original of the mentor's sign-up form (*Pristopna izjava mentorja*). **NB:** Please fill out the form completely, especially the name and address of the school, including the postcode.
- **Mentor's questionnaire** scan (unless conducted online).
- **Trainee's questionnaire** scan (unless conducted online).

You can also include (optional):

- **Evidence of extra-curricular activities.** Evidence that you have participated in school extra-curricular activities and educational activities within the community can be presented if authenticated by the persons in charge of the activities. This will help to build your profile as a dedicated and committed teacher.
- **Feedback from students.** Feedback given by students is often a good reflection of how well you perform as a teacher. Samples of feedback obtained by students can be used for your own self-evaluation.

TP Portfolio Cover Page Template

You can make and customize your own TP portfolio cover page, but make sure you include the following elements:

institutional affiliation (University/Faculty/Department Name), Trainee's Name, Course Title, Course Year, Name of the School, Mentor's Name (i.e. your mentor at school), Date/Time of TP, and Duration of TP (i.e. one-week or two-week TP).

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TEACHING PRACTICE PORTFOLIO

Trainee's name:

Course title: Pedagoška praksa za učitelje angleščine

Course year:

Trainee's study track and year of school placement (i.e. single-subject study track – Year 1 TP or double-subject study track – Year 2 TP):

Name of the School:

Mentor's Name (i.e. your mentor at school):

Time of TP (from … to):

Duration of TP (i.e. one-week or two-week TP):

TP assessment

Your Teaching Practice will be assessed (evaluated) on **three different levels**:

1. By the **mentor**, as an overall assessment of the one-week or two-week TP made on the basis of the mentor's assessment of each of the lessons taught by the trainee, including the final assessed lesson, and the trainee's self-evaluation of their teaching.
2. By the **trainee**, as a self-evaluation of their teaching performance, based on their self-evaluation of each lesson taught. Reflections on professional development are made by trainees in two ways: (1) self-evaluation sheets after every lesson and delivered in the *Teaching Practice Portfolio* to the university supervisor after TP is over; and (2) an essay on the values of TP and its impact on their professional development.
3. By the **teacher trainer/educator** at the university, as an overall assessment of TP, based on the lesson assessments done by the mentor, the trainee's self-evaluation, and the overall quality of the Teaching Practice Portfolio.

The final grading of teaching practice will be made up of the following grades:

		weighting
1.	**one formally assessed lesson** by the teacher-mentor	**25%**
2.	**an overall assessment of the TP portfolio** by the university supervisor	**75%**

Below you will find assessment forms for both one- and two-week TP.

TP PORTFOLIO ASSESSMENT SHEET (one-week TP) – *a sample*

Trainee: _____

School (primary, secondary): _____

CHECKLIST OF REQUIREMENTS

1	☐	Teaching practice timetable
2	☐	Specific task observations (min. 4x)
3	☐	Individual teaching (4x)
4	☐	Lesson plans for individual teaching (4x)
5	☐	Self-evaluation for individual/micro teaching (1–2x)
6	☐	Mentor's written feedback (4x)
7	☐	General observations prior to FAL (2x)

8	☐	Formally assessed lesson (1x)
9	☐	Mentor's written feedback to FAL (1x)
10	☐	Self-evaluation for FAL (1x)
11	☐	Documented school life (min. 3x)
12	☐	Summative reflection essay
13	☐	Questionnaire

Extra credits:

(Lack of record of achieving minimal TP requirements may lower the overall grade, while presence of material documenting meaningful extra work may bring it up.)

PRESENTABILITY OF PORTFOLIO – 15%	5	6	7	8	9	10
Are all the components of the portfolio included in the required order?						
How 'reader-friendly' is the portfolio (e.g. Is the timetable filled in with care)?						
COMMENTS _____ /10						

LESSON OBSERVATION – 20%	5	6	7	8	9	10
Were observation tasks chosen according to instructions (e.g. choosing a different set each time)?						
How is the choice of observation tasks justified?						
How did the trainee describe classroom situations (was appropriate terminology employed)?						
Are the observations reflected on or do they remain on the level of 'the eye of a camera'?						
COMMENTS _____ /10						

TEACHING – 30%	5	6	7	8	9	10
What is the quality of documenting individual lessons (e.g. including materials used, layout, terminology)?						
What is the quality of the lesson planning (e.g. clarity of overall and stage aims)?						
What is the quality of the trainee's self-reflection after the teaching?						
COMMENTS						
_____ /10						

OVERALL REFLECTION – 20%	5	6	7	8	9	10
How is the choice of documents explained/justified?						
Is the essay clearly structured and coherent?						
Is the content of the essay well-reflected and developed, balanced, objective?						
COMMENTS						
_____ /10						

LEVEL OF TRAINEE'S LANGUAGE – 15%	5	6	7	8	9	10
What is the level of the trainee's English throughout the portfolio?						
COMMENTS						
_____ /10						

OVERALL COMMENTS

Mentor's FAL grade: _____   Assessor's name: _____

Overall grade of portfolio: _____   Assessor's signature: _____

Overall grade of TP: _____

TP PORTFOLIO ASSESSMENT SHEET (two-week TP) – *a sample*

Trainee: _____

School (primary, secondary): _____

CHECKLIST OF REQUIREMENTS

1	☐ Teaching practice timetable	**8**	☐ Formally assessed lesson (1x)
2	☐ Specific task observations (min. 8x)	**9**	☐ Mentor's written feedback to FAL (1x)
3	☐ Individual teaching (8x)	**10**	☐ Self-evaluation for FAL (1x)
4	☐ Lesson plans for individual teaching (8x)	**11**	☐ Documented school life (min. 3x)
5	☐ Self-evaluation for individual/micro teaching (2–4x)	**12**	☐ Summative reflection essay
6	☐ Mentor's written feedback (8x)	**13**	☐ Questionnaire
7	☐ General observations prior to FAL (2x)		

Extra credits:

(Lack of record of achieving minimal TP requirements may lower the overall grade, while presence of material documenting meaningful extra work may bring it up.)

PRESENTABILITY OF PORTFOLIO – 15%	5	6	7	8	9	10
Are all the components of the portfolio included in the required order?						
How 'reader-friendly' is the portfolio (e.g. Is the timetable filled in with care)?						
COMMENTS						
_____ /10						

LESSON OBSERVATION – 20%	5	6	7	8	9	10
Were observation tasks chosen according to instructions (e.g. choosing a different set each time)?						
How is the choice of observation tasks justified?						
How did the trainee describe classroom situations (was appropriate terminology employed)?						
Are the observations reflected on or do they remain on the level of 'the eye of a camera'?						
COMMENTS						
_____ /10						

TEACHING – 30%	5	6	7	8	9	10
What is the quality of documenting individual lessons (e.g. including materials used, layout, terminology)?						
What is the quality of the lesson planning (e.g. clarity of overall and stage aims)?						
What is the quality of the trainee's self-reflection after the teaching?						
COMMENTS _____ /10						

OVERALL REFLECTION – 20%	5	6	7	8	9	10
How is the choice of documents explained/justified?						
Is the essay clearly structured and coherent?						
Is the content of the essay well-reflected and developed, balanced, objective?						
COMMENTS _____ /10						

LEVEL OF TRAINEE'S LANGUAGE – 15%	5	6	7	8	9	10
What is the level of the trainee's English throughout the portfolio?						
COMMENTS _____ /10						

OVERALL COMMENTS

Mentor's FAL grade: _____   Assessor's name: _____

Overall grade of portfolio: _____   Assessor's signature: _____

Overall grade of TP: _____

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