

Name	Length	Level	Date	Number of Ss	TP
Heba	45 mins	Upper-intermediate	23.01.2019	5	4





Lesson Focus: Speaking	Lesson Framework: Speaking
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<p>Planning Strengths</p> <p>ordering activities so that they achieve lesson aims/outcomes</p> <p>describing the procedure of the lesson in sufficient detail</p> <p>including interaction patterns appropriate for the materials and activities used in the lesson</p>	<p>Planning Issues to work on</p> <p>identifying and stating appropriate aims/outcomes for individual lessons</p> <p>selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson</p>
<p>Awareness Strengths</p> <p>acknowledging, when necessary, learners' backgrounds and previous learning experiences</p>	<p>Areas to work on</p> <p>teaching a class with an awareness of the needs and interests of the learner group</p> <p>establishing good rapport with learners and ensuring they are fully involved in learning activities</p> <p>teaching a class with an awareness of learning styles and cultural factors that may affect learning</p>
<p>Teaching Strengths</p> <p>adjusting their own use of language in the classroom according to the learner group and the context</p> <p>providing clear contexts and a communicative focus for language</p> <p>arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution</p>	<p>Areas to work on</p> <p>using appropriate means to make instructions for tasks and activities clear to learners</p> <p>providing learners with appropriate feedback on tasks and activities</p> <p>helping learners to develop oral fluency</p> <p>identifying errors and sensitively correcting learners' oral and written language</p>
<p>Reflecting on Planning & Teaching</p> <p>reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.</p> <p>noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators</p>	<p>Areas to work on</p>

Professional Strengths	Professional issues to Work on
beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners maintaining accurate and up-to-date records in their portfolio participating in and responding to feedback.	

Overall Comment:
Thanks for delivering this lesson, Heba. You prepared very nice material. However, part of your speaking activity was inappropriate.

Not to Standard		To Standard	Yes	Above Standard	
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Stage	Comments
Lead-in	18:32 PM: Using pictures to generate students' interest in the topic. 
Preparation	18:36 PM: You asked students to read some flash cards on the walls without giving them any purpose. 18:37 PM: now you are asking your students to match the flash cards to the adjectives.  18:39 PM: Open class feedback

Useful language	<p>18:44 PM: You needed to demonstrate with students here. Pair check</p> <p>18:50 PM: Your content feedback here was inappropriate. You should have asked your students about what surprising information they heard from their friends. It was a very mechanical feedback here.</p> <p>Is it 'closer or clozer'?</p>
Speaking task	<p>18:52 PM: Clear instructions</p> <p>Please do not correct students' language on the spot while they are speaking.</p> <p>18:58 PM: you stopped the speaking activity because you wanted students to use the emotional adjectives. You need to avoid doing this in the future. It is impossible to control an activity that is meant to be free.</p> <p>19:00 PM: Please do not get students to stand up and speak about their feelings in front of the whole class. It is embarrassing.</p>  <p>15:30 PM: Now the student stopped and said he was unable to continue but you forced him to keep talking. This is more embarrassing now.</p> <p>Now you are bringing out another student. This is boring Heba. It is not a presentation class, it is a speaking lesson.</p>  <p>Now one student tried to ask his friend a question and you said do not interrupt him while he is speaking but how can this be a speaking class? If no one is allowed to ask questions.</p>

You kept shutting this student asking him not to interrupt and ask his friends and now he is on his mobile phone:



Open class feedback:

Is it accurate to say: 'Most of the time it ends up doing a lot of work.'?

Tutor Signature:

Candidate Signature
