



Name	Length	Level	Date	Number of Ss	TP
Maryam Shoosha	45 mins	Upper-intermediate	17.02.2019	9	2

Lesson Focus: Listening	Lesson Framework: Receptive Skills
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<p>Planning Strengths</p> <p>ordering activities so that they achieve lesson aims/outcomes</p> <p>selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson</p> <p>presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements</p> <p>describing the procedure of the lesson in sufficient detail</p>	<p>Planning Issues to work on</p> <p>identifying and stating appropriate aims/outcomes for individual lessons</p> <p>proofreading your lesson plan for inaccuracies</p>
<p>Awareness Strengths</p> <p>teaching a class with an awareness of the needs and interests of the learner group</p> <p>teaching a class with an awareness of learning styles and cultural factors that may affect learning</p> <p>acknowledging, when necessary, learners' backgrounds and previous learning experiences</p> <p>establishing good rapport with learners and ensuring they are fully involved in learning activities</p>	<p>Areas to work on</p>
<p>Teaching Strengths</p> <p>helping learners to understand listening texts</p> <p>managing the learning process in such a way that lesson aims are achieved</p> <p>making use of materials, resources and technical aids in such a way that they enhance learning</p> <p>maintaining an appropriate learning pace in relation to materials, tasks and activities</p>	<p>Areas to work on</p> <p>using appropriate means to make instructions for tasks and activities clear to learners</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>
<p>Professional Strengths</p> <p>beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners</p> <p>participating in and responding to feedback.</p>	<p>Professional issues to Work on</p>

Not to Standard		To Standard		Above Standard	Yes
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Stage	Comments
Warm-up & Lead-in	11:38 AM: Using a picture from a workshop for lead-in. Using cultural factors to generate students' interest. Very personalised lead-in. Excellent job here, Mariam.
Context-setting	Effective and personalized as well.
Prediction	11:42 AM: Clear instructions but please avoid using 'what are we going to do?' as an ICQ. Nice pair checking. Nice open-class feedback.
Scaffolding	11:48 AM: Clear instructions. Systematic teaching, nice. Pair checking. 11:54 AM: Open-class feedback. 11:55 AM: Guessing synonyms and paraphrases. Clear instructions but ineffective ICQs: 'What are we going to do?' again. 11:58 AM: Effective open-class feedback. 11:59 AM: Guessing word categories. Good demonstration with students here. 12:01 PM: Open class feedback.
Listening for Specific Information	12:02 PM: Clear instructions. Good use of technology. Sound is clear and you seem organized. Please monitor more effectively here to see how many points students were able to answer. 12:09 PM: Pair check 12:11 PM: Now you are replaying the track again as a response to students' needs. Good job, Maryam. 12:13 PM: Handing answer sheets but ineffective ICQs again.
Follow-up: Text-analysis	12:17 PM: Students are trying to locate distractors and decide which one was the most difficult. Ineffective ICQs.
Flexi-stage: Speaking & Writing	12:22 PM: This is a good flexi-stage. However, it is not helpful for IELTS candidates exam-wise. Time is over. Ss did not have time to finish the flexi stage.

Tutor Signature:

Candidate Signature
