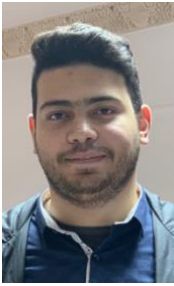


Name	Length	Level	Date	Number of Ss	TP
Mustafa	45 mins	Upper-intermediate	30.01.2019	4	4




Lesson Focus: Writing	Lesson Framework: Process Approach
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<p>Planning Strengths</p> <p>including interaction patterns appropriate for the materials and activities used in the lesson</p> <p>allocating appropriate timing for different stages in the lessons</p> <p>analysing language with attention to form, meaning and phonology and using correct terminology</p>	<p>Planning Issues to work on</p> <p>anticipating potential difficulties with language, materials and learners</p> <p>writing accurate stage names</p>
<p>Awareness Strengths</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>Areas to work on</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 the needs and interests of the learner group</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>arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution</p> <p>setting up whole class and/or group or individual activities appropriate to the lesson type</p>	<p>Areas to work on</p> <p>selecting appropriate teaching techniques in relation to the content of the lesson</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 writing skills</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>Professional issues to Work on</p>

maintaining accurate and up-to-date records in their portfolio	
participating in and responding to feedback.	

Not to Standard		To Standard	Yes	Above Standard	
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Stage	Comments										
Lead-in	8:57 PM: using pictures This stage was not effective.										
Reading for gist	Very long instructions; you should have divided them, Mustafa. No pair check, why? 1 Look at the photo and read the story of what happened when the Brown family visited the Grand Canyon. Which way of seeing the Grand Canyon does Mrs Brown think is best?										
Genre analysis	9:03 PM: very unclear instructions Mustafa; you told students that this activity is about difficult words; actually it is not. 2 Read the description of how the narrative is structured, and complete the gaps with the words and phrases from the box. <table border="1" data-bbox="405 1305 1007 1507"> <tr> <td>the setting</td> <td>the narrator</td> </tr> <tr> <td>the climax</td> <td>dialogue</td> </tr> <tr> <td>an unexpected problem</td> <td>an amusing conclusion</td> </tr> <tr> <td>the main characters</td> <td>the beginning</td> </tr> <tr> <td>an interesting new character</td> <td></td> </tr> </table> <ul style="list-style-type: none"> Paragraph A introduces <u>the main characters</u> and provides _____ for the story. Paragraph B describes the first part of the _____ 9:08 PM: No pair check, why?	the setting	the narrator	the climax	dialogue	an unexpected problem	an amusing conclusion	the main characters	the beginning	an interesting new character	
the setting	the narrator										
the climax	dialogue										
an unexpected problem	an amusing conclusion										
the main characters	the beginning										
an interesting new character											
Planning	9:09 PM: confusing and long instructions: b Spend about ten minutes planning how to tell the story. Use the ideas in exercise 2 to help you.										

	No pair check at all
Writing	<p>9:18 PM:</p> <p>4 Write a first draft of your story. Read it through to check that you have used the correct narrative tenses. Show your first draft to your teacher or another student. Does he/she have any suggestions?</p> <p>You need to monitor; one student was not writing and was busy with his phone.</p>  <p>9:27 PM: Why have you asked Ss to read their stories aloud to their friends. You could have asked them to exchange their stories.</p> <p>9:32 PM: Now you asked your students to switch their stories and re-read again, why? They have just listened to the stories.</p> <p>9:35 PM: You gave students a feedback sheet to help them correct their peer's writing. This is a very good idea. However, it could have been more effective if you edited it to suit the genre you are dealing with.</p> <p>You skipped the second drafting stage.</p>

Tutor Signature:

Candidate Signature
