



Name	Length	level	Date	Number of Ss	TP
Rahma	45 mins	Upper-intermediate	16.02.2019	9	2

<b>Lesson Focus: Speaking</b>	<b>Lesson Framework: Speaking</b>
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<p><b>Planning Strengths</b></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><b>Planning Issues to work on</b></p> <p>identifying and stating appropriate aims/outcomes for individual lessons and using terminology that relates to language skills and sub-skills correctly</p> <p>presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements</p> <p>analysing language with attention to form, meaning and phonology and using correct terminology</p> <p>anticipating potential difficulties with language, materials and learners and suggesting solutions to anticipated problems</p> <p>Proofreading your lesson plan for inaccuracies</p>
<p><b>Awareness Strengths</b></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><b>Areas to work on</b></p> <p>delivering an effective lead-in stage that would involve learners</p> <p>teaching a class with an awareness of the needs and interests of the learner group</p>
<p><b>Teaching Strengths</b></p> <p>adjusting their own use of language in the classroom according to the learner group and the context</p> <p>providing accurate and appropriate models of oral and written language in the classroom</p> <p>arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution</p>	<p><b>Areas to work on</b></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, identifying errors and sensitively correcting learners' oral and written language</p> <p>selecting appropriate teaching techniques in relation to the content of the lesson</p> <p>managing the learning process in such a way that lesson aims are achieved and 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><b>Reflecting on Planning &amp; Teaching</b></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><b>Areas to work on</b></p> <p>reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.</p>
<p><b>Professional Strengths</b></p> <p>participating in and responding to feedback.</p>	<p><b>Professional issues to Work on</b></p> <p>beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners</p>

<b>Not to Standard</b>		<b>To Standard</b>	<b>Yes</b>	<b>Above Standard</b>	
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<b>Stage</b>	<b>Comments</b>
Lead-in	<p>13:42 PM: starting with a video but you are facing a technical problem and one of your friends is supporting you. You should have checked everything before the lesson.</p> <p>Your video did not work but you should have come up with another way of generating interest regarding the topic of neighbours.</p>
Preparation	<p>13:45 PM: Unclear instructions here, Rahma. No ICQs and no demonstrations.</p> <p>13:50 PM: No time was given for pair checking. You moved directly to open-class feedback.</p> <p>This is an early focus on assessment criteria. I wanted to see more focus on ideas first, Rahma. This stage would have been more effective just before the speaking task.</p> <p>13:56 PM: You are looking at your mobile while a student is talking to you during the open-class feedback. If your taking notes on students' accuracy so this is not the time for it. You can correct during the open class feedback. It does not have to be delayed feedback.</p> <p>Now the font is too small on the screen. Please bear in mind your students' needs.</p>
Useful language	<p>13:59 PM: Very weak stage. Students were not supported with enough language before the speaking activity.</p> <p>You should have provided students with phrases for expressing annoyance, opinions and ideas. You should have provided them with vocabulary related the different kinds of problems people may face with their neighbours.</p> <p>This stage could have been achieved via three or two controlled practices.</p>
Speaking	<p>14:01 PM: Students are speaking. However, has their level of speaking improved because of what the teacher has done in the lesson? I don't think so.</p>
Feedback	<p>14:08 PM: You are moving directly to language feedback! Where is content feedback? Why aren't you using the board for language feedback, Rahma? Now you are too dependent on technology and that is a danger. Just use technology not for the sake of using it but only when you feel it will make your teaching more effective.</p> <p>Now you are left with a lot of time here because of the absence of the useful language stage. Pace here is too slow.</p> <p>You finished seven minutes earlier.</p>

**Tutor Signature:**

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**Candidate Signature**

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