

Name	Length	Level	Date	Number of Ss	TP
Somaya	45 mins	Upper-intermediate	30.01.2019	5	4



Lesson Focus: Speaking	Lesson Framework: Speaking
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Planning Strengths	Planning Issues to work on
<p>identifying and stating appropriate aims/outcomes for individual lessons</p> <p>ordering activities so that they achieve lesson aims/outcomes</p>	<p>including interaction patterns appropriate for the materials and activities used in the lesson</p> <p>selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson</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</p> <p>suggesting solutions to anticipated problems</p>
Awareness Strengths	Areas to work on
<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>teaching a class with an awareness of the needs and interests of the learner group</p>
Teaching Strengths	Areas to work on
<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>using appropriate means to make instructions for tasks and activities clear to learners</p> <p>providing accurate and appropriate models of oral and written language in the classroom</p> <p>providing learners with appropriate feedback on tasks and activities</p> <p>helping learners develop their oral fluency</p> <p>managing the learning process in such a way that lesson aims are achieved</p>
Reflecting on Planning & Teaching	Areas to work on
<p>reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.</p>	

noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators	
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:

Not to Standard		To Standard		Above Standard	
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Stage	Comments										
Lead-in	6:52 PM: a discussion with students after telling them an anecdote Please pay attention to language models: 'and the police comes' 'How can they talk him'										
Preparation	6:57 PM: You got students to match some words to their definitions. a Check the meaning of the words in your mini-dictionary, if necessary. <table border="1" data-bbox="384 1451 1115 1668"> <tr> <td>laughing your head off</td> <td>thick ice</td> </tr> <tr> <td>a police car drawing up</td> <td>a police cell</td> </tr> <tr> <td>breaking into a car</td> <td>shouting</td> </tr> <tr> <td>a slippery road</td> <td>swaying all over the place</td> </tr> <tr> <td>a steep hill</td> <td>swearing</td> </tr> </table> 7:03 PM Instructions are confusing: b Which words are illustrated in the pictures? Now how do you pronounce 'pictures'? Please check your language models. Pair check	laughing your head off	thick ice	a police car drawing up	a police cell	breaking into a car	shouting	a slippery road	swaying all over the place	a steep hill	swearing
laughing your head off	thick ice										
a police car drawing up	a police cell										
breaking into a car	shouting										
a slippery road	swaying all over the place										
a steep hill	swearing										

7:11 PM: instructions are not clear for the following activity as well:

3 You are going to listen to two different accounts of what happened. Work in two groups.

T3.2 Group A: Listen to Bill's version of what happened.

T3.3 Group B: Listen to the old lady's side of the story.

Listen as many times as necessary in order to be sure of the details.

7:12 PM: The volume of your tracks is very low. Ss had to hold the laptop very close to them and was still difficult.



Students said they could not hear anything.

You spoiled this information gap activity by asking all students to focus on Bill's version of the story.

7:17 PM: feedback

Useful language

Now you started a running dictation activity. However, not all students saw both groups of useful language.

Now effective at all.

Speaking

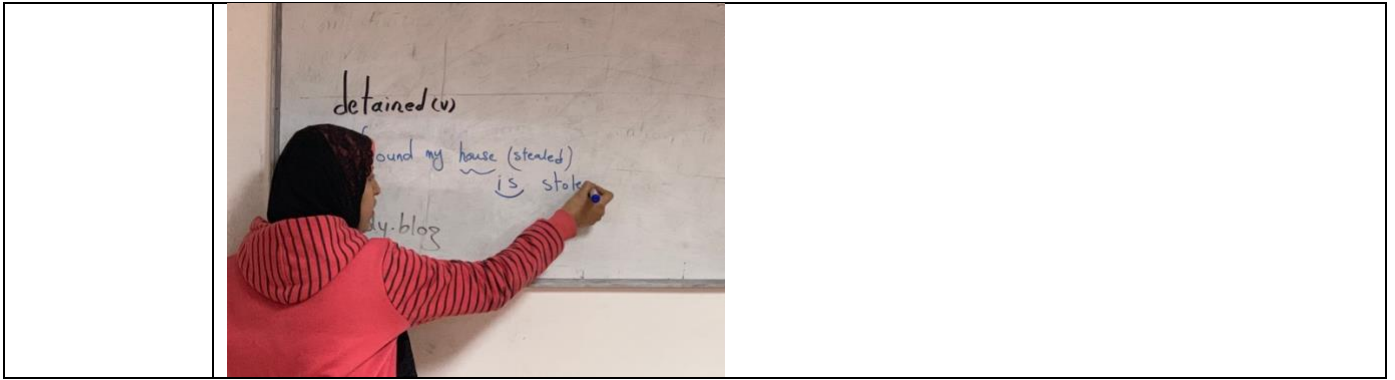
7:22 PM: You asked students to speak telling each other the story they heard. Ss said they were unable to hear the story. Another problem here is the strange nature of this activity; people tend to ask about what they don't know and in this scenario you made all of them listen to the same story so there is no real need for speaking.

Not effective

7:25 PM: You got students to sit in a group and asked them to tell a story and each one took turn completing the story.

Feedback

Please pay attention to your feedback; you were analyzing language wrongly on the board.



Tutor Signature:

Candidate Signature
