



<ul style="list-style-type: none"> • Candidate's Name: Bothayna
<ul style="list-style-type: none"> • Tutor's Name Shady
<ul style="list-style-type: none"> • Level Intermediate
<ul style="list-style-type: none"> • TP 4
<ul style="list-style-type: none"> • Main Aim & Sub-aim Reading & Vocabulary
<ul style="list-style-type: none"> • Number of Ss 6
<ul style="list-style-type: none"> • Date 03/10/2019
<ul style="list-style-type: none"> • Started at: 18:42 PM
<ul style="list-style-type: none"> • length: 45 minutes
<ul style="list-style-type: none"> • Overall Comment <ul style="list-style-type: none"> - Lead-in 18:42 PM: Nice discussion with students about how they spent their weeks. Now how do you say: 'series'? 18:46 PM: You have been running your lead-in for six minutes. Now is it 'better or bitter'? - Context-setting 18:47 PM: Students are discussing in pairs what makes them feel better and what makes them feel bad. 18:49 PM: Open-class feedback: do we say 'couple' or 'pair'? - Prediction (activity 1b) 18:53 PM: Confusing and too long instructions here. Too many ICQs. Students are involved and discussing everything. 18:57 PM: Open-class feedback. You are showing great interest in your students' answers. 19:01 PM: Pace is too slow during feedback because you insist on asking each and every student. Please just choose three students or something. 19:03 PM: Another prediction task but too many ICQs again. 19:04 PM: Open class feedback. -Pre-teaching vocabulary 19:05 PM: Unclear instructions again for the vocabulary pre-teaching stage. Please you are advised to write your instructions in your plans. Students are completely confused here. Unnatural drilling of 'strenuous', you dropped the vowel /u/ from / 'stren.ju.əs/. You also misspelt the word on the board: it is 'strenuous' not 'strenous'. Is it accurate



to say: 'what kind of this word?' Now you are drilling some easy words for upper-intermediate students e.g. 'behaviour, reduce, etc'. Now students are correcting your spelling of the word 'depression'. Now your mobile is ringing; please make sure your mobile is silent when you are teaching. You skipped your gist reading.

- First reading: 19:17 PM: too many ICQs again. 19:22 PM: Group work: ss are checking their answers together. 19:24 PM: Now you are giving open-class feedback while some students are still speaking, Bothayna.

- **Planning Strength**

1.2 stages, 1.5 interaction patterns

- **Areas to work on**

1.1 aims, 1.4 procedures

- **Teaching Strengths**

2.4 rapport, 2.5 students' involvement, 3.1 TTT

- **Areas to Work on**

3.5 language models, 5.7 instructions, 5.10 pace

- **Grade**

To Standard

- **Tutor's Signature**

Shady Abuyusuf

- **Candidate's signature**

Bothayna



<ul style="list-style-type: none">• Self-reflection on: TP4
<ul style="list-style-type: none">• Course TEFL
<ul style="list-style-type: none">• Candidate's Name: Bothayna Mahmoud
<ul style="list-style-type: none">• Tutor's Name D.Shady.
<ul style="list-style-type: none">• I think I was strong at the following areas in today's lesson: 2.2 awareness of culture,2.4 rapport,3.1 TTT
<ul style="list-style-type: none">• I think I need to work on the following areas: 3.5 language models,5.10 pace,6.1 punctuality
<ul style="list-style-type: none">• Tutor's Signature Shady
<ul style="list-style-type: none">• Candidate's signature Bothayna Mahmoud