



Candidate's Name:	Sarah
Tutor's Name	Shady
Level	Upper-intermediate
Number of Ss	4
Framework:	Process Approach
Main Aim & Sub-aim	Writing
TP	4
Date	04/13/2019
Started at:	3:34 PM
length:	45 minutes
Overall Comment on planning	- Your lead-in has no interaction patterns on your plan. - Your procedures are detailed. - Please make sure you use the accurate stage names for the procedures you write. - The stage named 'first draft' is mainly about generating ideas with no real writing. This makes it a genre analysis stage, Sarah.
Planning Strength	1.4 procedures
Areas to work on	1.2 stages, 1.5 interaction patterns, 1.11 terminology
Overall Comment on teaching	- Lead-in 3:34 PM: You started with a health questionnaire. 3:38 PM: open class feedback - Genre Analysis You generated good ideas from your students, Sarah. 3:49 PM: checking students information about the IELTS writing task - Draft 3:51 PM: Now you asked students to write a draft. Please remember Sarah that drafting happens before the genre analysis stage not



after. You should have given students the IELTS task to read before they started writing. - Genre Analysis 3:57 PM: Now you asked ss to check the key words in the IELTS task. 3:59 PM: open feedback 4:01 PM: Now you are supporting students with functional language related to expressing opinions. 4:01 PM: You gave students an activity to enhance their understanding of what coherence is. 4:04 PM: answer key given 4:05 PM: How do you say 'essay'? Good activity here for cohesive devices. 4:09 PM: feedback - Editing 4:13 PM: You asked students to edit their writing in the light of what you have taught them. - Feedback 4:20 PM: You asked students to read and correct their friends' writing but you left them only one minute, which is not enough at all.

Teaching Strengths

2.4 rapport,3.1 TTT,5.7 instructions

Areas to Work on

2.1 awareness of needs,5.3 teaching techniques,5.10 pace

Grade:

to standard

Tutor's Signature

Shady Abuyusuf

Candidate's signature

Sarah