

**Name:**

**Study combination:**

# **BECOMING a TEACHER**

**Teaching practice for 1<sup>st</sup>-2<sup>nd</sup> MA Study  
programme**

**Vydala**

Univerzita Mateja Bela v Banskej Bystrici  
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**ISBN**

# Introduction

Teaching practice is an inseparable part of your teacher training program. Being in the classroom as an observer and later teach your first lessons, enables a range of experiences which can become a vital dimension in the process of your future profession.

By observing experienced teachers you can learn how and what to teach or how and what not to teach. In fact, even negative feelings about somebody else's teaching can have a positive impact on becoming the best English teacher you can be.

This book is a handbook for teaching practice in 1st and 2nd year of MA pre-service teacher training program:

It consists of:

- ❖ Preparation for observing and teaching.
- ❖ Guided observation.
- ❖ Discussion and reflection with peers, teacher, or tutor.
- ❖ A short written reflection on the experience in the classrooms.
- ❖ Self-evaluation
- ❖ Mentor teacher evaluation

It should provide you with guidance during your teaching practice and contribute towards your professional growth. It will also serve as a part of your assessment.

## **1 st year trainees winter term**

Good teaching is easy to recognize but difficult to define. Different people make good teachers for different reasons. On the one hand while in the classroom there are aspects of teaching which cannot be measured. On the other hand there are many skills which can be observed. The observation tasks are intended to focus your attention particularly on aspects of classroom management as it is the focus of our lectures and seminars in courses Didaktika 1 and Didaktika 2. Don't forget that after the lesson you are expected to react to the classroom experience you observed.

## **1 st year trainees summer term**

In this term you will observe your mentor teacher teaching 1-2 lessons. After getting to know "your learners", you yourself will teach 2 lessons. You should discuss your lesson plans with the teacher before the lesson and have them approved. Your peers will observe your teaching and work on observation tasks. Some lessons can be shared – 2 trainees teaching the same lesson. The guided evaluation form will enable you to reflect on your lesson and critically assess your performance

## **2<sup>nd</sup> year trainees – winter term**

You will observe 2 lessons of a mentor teacher before you and your peers start teaching. Examples of lesson plans will help you choose the most suitable model for your own teaching. Other observation tasks will focus your attention on a specific aspect of the lesson, observe the learners you will teach yourself and provide your peers with useful feedback in the discussion after the lesson.

The guided evaluation form will enable you to reflect on your lesson and critically assess your performance.

## **2<sup>nd</sup> year trainees – summer term**

In this term you will teach 12 lessons in basic or/and secondary school. Looking back at the tasks, reflections and notes in the handbook can help you organize and prepare your lesson plans. You may also find it useful later after you start your professional carrier.

## About teachers and teaching ...

Read and tick the quotation you like best. Write a short reflection on it.

*Being a teacher is being present at the creation, when the clay begins to breathe. Nothing is more exciting than being nearby when the breathing start. (P.G. Beidler)*

*Teaching gives me pace, variety, challenge and the opportunity to keep on learning. (P.G. Beidler)*

*I stay alive as a teacher only as long as I am learning. (P.G. Beidler)*

*I teach because I like the freedom to make my own mistakes, to learn my own lessons, to motivate myself and my students.  
We are all pupils and we are all learners. (P.G. Beidler)*

*Much can be learned in play that will afterwards be of use when the circumstances demand it. (J.A.Comenius)*

*The proper education of the young does not consist in stuffing their heads with a mass of words, sentences, and ideas dragged together out of various authors, but in opening up their understanding to the outer world, so that a living stream may flow from their own minds, just as leaves, flowers, and fruit spring from the bud on a tree. (J.A.Comenius)*

***Why do you want to teach?***

**Simple enough question, but an incredibly challenging one to answer.**

Try to write a short paragraph (max. 200 words) explaining your reasons why you want to become a teacher.

Would you prefer to teach English or your other subject?



## Before you enter the classroom...

Try to give characteristic of the **perfect observer** – somebody you would like to have in your class, observe your teaching and give you a feedback.



Give characteristic of the observer you would not like to have in your class. Explain why.



### **List of Observation Tasks for 1st Year- Winter Term**

Task 1	Class Profile – Basic School	9
Task 2	Class Profile – Secondary School	10
Task 3	Learning Environment and Use of Board	11
Task 4	Gestures and Facial Expressions	13
Task 5	Pair Work and Group Work	14
Task 6	Teacher Talk	15
Task 7	Learner Talk	16
Task 8	Class Management	17
Task 9	Error Correction	18
Task 10	Questions	19
Task 11	Free Observation	20
Task 12	Free Observation	21

# 1<sup>st</sup> year winter term

## Attendance Record

Your name:

Study combination:

School attended \_\_\_\_\_

**Don't forget to have your attendance signed after each observation.**

Fill in the date and teacher's name.

	Date	Teacher's name	Signature of Teacher
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

### ASSESSMENT CRITERIA

Your overall assessment will consist of

• your attendance	A	B	C			
• observation sheets	A	B	C	D	E	F
• essay	A	B	C	D	E	F
Final assessment	A	B	C	D	E	F

Date

Signature



**TASK 1****CLASS PROFILE BASIC SCHOOL**

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Course book used:****Instructions:**

As you observe the learners during this lesson, make notes under the following headings:



What did the learners seem to find most interesting / what generated the most enthusiasm?



What did they seem to find least interesting / boring?



What activities did the learners seem to find easiest? (Why?)



What did they find difficult / have problems with? (Why?)



DID ANY OF THE FOLLOWING OCCUR?	NO	YES	GIVE DETAILS
Did the learners work co-operatively? (helping each other, groupwork, etc.)			
Did the learners ever take initiative in class? (Making suggestions, acting unprompted, adapting T's ideas, etc.)			
Did any learner appear to be distressed at any time? (Why? What happened?)			
Did the teacher treat girls and boys differently in any way? Describe.			
Did girls and boys behave differently in any way? Describe.			
Did the teacher cater for different learning styles?			

**TASK 2****CLASS PROFILE SECONDARY SCHOOL**

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Course book used:****Instructions:**

Classify the general character of the class according to the following criteria:

Quiet	1	2	3	4	5	Talkative
Inattentive	1	2	3	4	5	Attentive
Lazy	1	2	3	4	5	Hard-working
Weak	1	2	3	4	5	Bright
Unimaginative	1	2	3	4	5	Imaginative
Undisciplined	1	2	3	4	5	Disciplined
Unchallenging	1	2	3	4	5	Challenging

Now answer the following questions about the class:

1. What range of ability does there seem to be in this class? Is there a wide range? Are there a majority of strong, average or weak learners?



2. Describe one of the dominant learners in the class. Why is he/she more dominant than others?



3. Are there any learners who seem to present problems? Describe their behavior. How does the teacher deal with them?



4. Write three kinds of activities you think would be useful with this class:



**TASK 3****THE ENVIRONMENT**

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Instructions:**

During the lesson watch and listen for anything that you think contributes to making the learning environment stimulating or anything which hinders it. Focus on factors such as the size of the room, seating arrangements, lighting, acoustics, warmth, equipment, and position / movement of the teacher in the room.

**Draw the seating arrangement:**

FACTOR	STIMULATING	HINDERING



1. Look at the factors which hindered learning. For each one state whether anything can be done to improve the situation.



2. What have you learnt from this observation?



3. Would you like to teach in such a room? Why/why not?



**TASK 4****CLASS MANAGEMENT – GESTURE/FACIAL EXPRESSION****Instructions:**

Consider different roles the teacher adopts in the lesson.

**Help box: Teacher's roles**

Facilitator, controller, model, manager/organizer, prompter, monitor, evaluator

ROLE OF TEACHER	PURPOSE OF GESTURE/FACIAL EXPRESSION

1. List three ways in which positive atmosphere was created:



2. Which parts of the lesson did the learners enjoy most? Why?



3. Which parts of the lesson did you like most? Why?



## MANAGING PAIR/GROUP WORK

**Instructions:**

Focus on examples of pair/group work activities and language used (English or Slovak).

	STAGE	LANGUAGE	OBSERVATION/COMMENT
SETTING UP THE ACTIVITY	Organizing Group/Pairs		
	Giving Instructions <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Checking</li> </ul>		
	Other		
MONITORING THE ACTIVITY	How		
	Voice, position, proxemics		
MOVING OUT OF THE ACTIVITY	Winding down		
	Signaling attention		
	Re-orienting		
	Feedback		

## TASK 6

### TEACHER TALK

#### Instructions:

Focus on the teacher. Tick (✓) against the following events each time they occur.

TEACHER	IN ENGLISH	IN SLOVAK
Asks a closed question		
Asks an open question		
Explains a language point		
Explains an activity		
Explains a vocabulary item		
Talks to learner(s) individually		
Lectures to learners		
Praises learners		
Corrects errors		
Answers a student's question		
Maintains order		
Other		

1. Did the teacher use any supplementary materials?



2. What did s/he use it for?



**TASK 7****LEARNER TALK****Instructions:**

Focus on one learner. Tick (✓) against the following actions each time they occur.

LEARNER	IN ENGLISH	IN SLOVAK
Answers a closed question with a short answer		
Answers a closed question with a long answer		
Answers an open question		
Asks the teacher a question		
Reads aloud		
Improvises a dialogue or situation		
Expresses an opinion		
Works in a pair or a group		
Works in a pair or a group		
Lectures to the class		
Corrects an error		
Chats		
Other		



# CLASS MANAGEMENT

## Instructions:

Consider the following aspects of class management. Write in the space the appropriate letter corresponding to your evaluation. Add a comment.

**Key:** A = Always; S = Sometimes; NE = Not Enough; N = Never.

ASPECT	A / S / NE / N	COMMENTS
The teacher stood or sat where all the learners could see his/her eyes.		
The teacher did not distract the learners by moving too much.		
The learners were able to see each other and formed a homogenous group .		
The teacher rearranged the seating when necessary.		
The instructions were clear.		
The teacher checked that the learners had understood the instructions.		
The teacher did not obscure the board. Aids were clearly visible to all learners.		
The teacher's voice was clearly audible at all times.		
The learners were clearly audible to each other.		

**TASK 9****ERROR CORRECTION****Instructions:**

Focus on the teacher. Tick (✓) against the following events each time they occur.

TEACHER	TALLIES	TOTAL
Corrects a learner error		
Ignores a learner error		
Indicates an error but does not correct it		
Elicits self-correction		
Elicits peer correction		
Gives feedback on an error to the whole class		
Reformulates the wrong sentence		
Pretends misunderstanding		

Comment on the type and range of techniques used:



## QUESTIONS

### Instructions:

Focus on questions asked by the teacher. Tick (✓) against the category each time you hear a question.

1.	Yes/No questions	
2.	Alternative questions	
3.	Wh-questions – requiring a short answer.	
4.	Wh-questions – requiring a long answer.	
5.	Prompts (Tell me...; Describe... etc.)	
6.	Display questions of any category	

Write one example for each category (Q + A) from the lesson observed.

	TEACHER'S QUESTION	LEARNER'S ANSWER
1.		
2.		
3.		
4.		
5.		
6.		

## FREE OBSERVATION

**Instructions:**

You can choose any aspect of the lesson you are interested in. Using your notes try to answer the following questions.

1. What were the aims of the lesson?



2. Were the aims achieved?



3. What were the strong points of the lesson?



4. What would you have done differently? Why?



## FREE OBSERVATION

**Instructions:**

You can choose any aspect of the lesson you are interested in. Using your notes try to answer the following questions.

1. What were the aims of the lesson?



2. Were the aims achieved?



3. What were the strong points of the lesson?



4. What would you have done differently? Why?



## GUIDELINES FOR ESSAY

The essay is a part of your final assessment. Try to reflect on all aspects of teaching and learning process you observed in basic and secondary school separately. Write legibly in English or Slovak.

Basic school:



Secondary school:



## 1<sup>st</sup> year summer term

### Attendance Record

Your name:

Study combination:

School (s) attended \_\_\_\_\_

**Don't forget to have your attendance signed after each lesson.**

Fill in the date and teacher's name.

	Date	Teacher's name (who taught the lesson)	Signature of teacher (mentor, supervisor)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

### ASSESSMENT CRITERIA

Your overall assessment will consist of

• your attendance	A	B	C			
• mentor teacher assessment	A	B	C	D	E	F
• plans + tasks	A	B	C	D	E	F
Final assessment	A	B	C	D	E	F

Date

Signature

## List of Observation Tasks for 1st Year- Summer Term

### Note:

**Before the lesson ask the teacher / your colleague about the aim and activities of the lesson. If it does not correspond to the observation task given, use more appropriate one from the list below.**

Task 13	Class Profile – Basic School	25
Task 14	Class Profile – Secondary School	26
Task 15	Developing receptive skills	27
Task 16	Learner's speaking	28
Task 17	Speaking practice of individual learners	29
Task 18	Learning environment	30
Task 19	Lesson plan reconstruction	31
Task 20	Stages, activities, aims	32
Task 21	Communicative speaking	33
Task 22	Pronunciation, intonation, stress	34
Task 23	Free observation	35
Task 24	Free observation	36



## CLASS PROFILE BASIC SCHOOL

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Course book used:****Instructions:**

As you observe the learners during this lesson, make notes under the following headings:



What did the learners seem to find most interesting / what generated the most enthusiasm?



What did they seem to find least interesting / boring?



What activities did the learners seem to find easiest? (Why?)



What did they find difficult / have problems with? (Why?)



DID ANY OF THE FOLLOWING OCCUR?	NO	YES	GIVE DETAILS
Did the learners work co-operatively? (helping each other, groupwork, etc.)			
Did the learners ever take initiative in class? (Making suggestions, acting unprompted, adapting T's ideas, etc.)			
Did any learner to be appear to be distressed at any time? (Why? What happened?)			
Did the teacher treat girls and boys differently in any way? Describe.			
Did girls and boys behave differently in any way? Describe.			
Did the teacher cater for different learning styles?			

## CLASS PROFILE SECONDARY SCHOOL

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Course book used:**

**Instructions:**

Classify the general character of the class according to the following criteria:

Quiet	1	2	3	4	5	Talkative
Inattentive	1	2	3	4	5	Attentive
Lazy	1	2	3	4	5	Hard-working
Weak	1	2	3	4	5	Bright
Unimaginative	1	2	3	4	5	Imaginative
Undisciplined	1	2	3	4	5	Disciplined
Unchallenging	1	2	3	4	5	Challenging

Now answer the following questions about the class:

1. What range of ability does there seem to be in this class? Is there a wide range? Are there a majority of strong, average or weak learners?



2. Describe one of the dominant learners in the class. Why is he/she more dominant than others?



4. Are there any learners who seem to present problems? Describe their behavior. How does the teacher deal with them?



5. Write three kinds of activities you think would be useful with this class:



## DEVELOPING RECEPTIVE SKILLS

**During the class:**

Try to identify steps in developing receptive skills.  
Make a tick to the corresponding stage.

Lead in, motivation	
Pre text tasks	
Reasons for listening/reading e.g. guiding questions	
Feedback	
Reasons for second listening/reading	
Feedback	
Checking comprehension	
Post-text activities	

**After the class:**

Answer the following questions:

- Did the teacher pre-taught unknown vocabulary? How?
- Did learners get a chance to express own opinion, idea?
- How was personalization accomplished?
- Did the teacher use any visuals?

## LEARNERS' SPEAKING

**During the class:** Try to note down all instances of speaking activities. For each of them state its type and purpose.

**Help box:** Speaking activities

Practicing pronunciation, reading aloud, oral drill, communicative drill, oral grammar exercise, dialogues, teacher chatting with learners, guessing game, grammar game, role play, simulation, problem solving, discussion (formal, informal), acting out memorized dialogues, oral testing

Write the type of activity and tick its characteristic

Activity	accuracy	fluency	both	controlled	guided	free

**After the class:**

1. Compare your findings and decide whether the range of speaking activities corresponded to the aims of the lesson.



2. Do you think there was enough speaking in the class? Why?



## SPEAKING PRACTICE of INDIVIDUAL LEARNERS

**Before the class:**

Choose one learners for close observation. Make sure you observe different learners. One student will observe the teacher.

**During the class:** Try to record all utterances of your learner (teacher). Use ticks for **sentences** and **numbers** for words.

Intervals in minutes	Sentences and words	Talks to teacher	Talks to peers	Talks to all
1-10				
11-20				
21-30				
31-40				
41-45				

**After the class:**

Compare your learner's results with those observed by your peers. Consider the differences. Did your learner have enough practice? Explain.



**LEARNING ENVIRONMENT****During the class:**

Observe the class and find out:

- how stimulating the classroom environment is
- teacher's rituals
- learners' discipline
- coursebook used
- Teaching aids and additional material used
- Language ability in terms of knowledge and skills

**After the class**

Ask your teacher about the syllabus.

Ask for his/her opinion on the coursebook

Is there anything you would change in the classroom? (the seating arrangement....etc.)

## LESSON PLAN RECONSTRUCTION

**During the class:**

- Identify and label individual lesson stages

**Help box:** Stages

Warm-up, revision, consolidation, presentation, controlled practice, guided practice, free practice, oral examination, test, developing receptive skills, developing productive skills, round up.

- Within each stage identify activities describing briefly each of them

**Help box:** Activities

Listening to teacher's presentation, performing drills, written/oral exercises, practicing dialogues, creating dialogues, playing games, answering T's questions, communicative speaking, individual writing, reading/listening activities, reading aloud, other....

Fill in the chart:

STAGE	ACTIVITIES

Compare your chart with your peers:

**STAGES, ACTIVITIES, AIMS****During the class:**

- Identify and label individual lesson stages

**Help box: Stages**

Warm-up, revision, consolidation, presentation, controlled practice, guided practice, free practice, oral examination, test, developing receptive skills, developing productive skills, round up.

- Within each stage identify activities describing briefly each of them

**Help box: Activities**

Listening to teacher's presentation, performing drills, written/oral exercises, practicing dialogues, creating dialogues, playing games, answering T's questions, communicative speaking, individual writing, reading/listening activities, reading aloud, other....

Fill in the chart:

<b>ACTIVITY</b>	<b>PURPOSE of ACTIVITY (learning value)</b>



**COMMUNICATIVE SPEAKING****During the class**

Try to record all instances of genuine communication in the class. Beside communicative activities, note down any other communicative exchanges, pedagogic or other.

<p><b><u>Communication based on info gap:</u></b></p>	<p><b><u>Communication based on task completion</u></b></p>
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**Help box: Communicative speaking**

Answering teacher's questions, asking questions, giving instructions, explaining a language point, expressing emotions, asking for information, info gap activity classroom survey, role play problem solving discussion, debate...

**After the class:**

Compare your findings and try to come to consensus about what was and was not communicative. Has the teacher made use of all opportunities for genuine communication?

**PRONUNCIATION, INTONATION, STRESS****During the class**

Listen carefully to how various aspects of accent are performed by the learners and the teacher, so that you can answer the following questions.

- Did the teacher try to help learners improve their accent?
  
  
  
  
  
  
  
- Did you notice any recurrent mistake in pronunciation, intonation, word and sentence stress?
  
  
  
  
  
  
  
- Did the teacher provide a good model to imitate?
  
  
  
  
  
  
  
- How did the teacher react to mistakes in pronunciation, intonation and stress?

**After the class:**

1. Discuss your answers with colleagues and the teacher.
  
  
  
  
  
  
  
2. Comment on the clarity, volume and speed of the student teacher. Give him/her a feedback on the lesson.

**FREE OBSERVATION****Instructions:**

You can choose any aspect of the lesson you are interested in. Using your notes try to answer the following questions.

1. What were the aims of the lesson?



2. Were the aims achieved?



3. What were the strong points of the lesson?



4. What would you have done differently? Why?



## FREE OBSERVATION

**Instructions:**

You can choose any aspect of the lesson you are interested in. Using your notes try to answer the following questions.

1. What were the aims of the lesson?



2. Were the aims achieved?



3. What were the strong points of the lesson?



4. What would you have done differently? Why?



## 2nd year winter term

### Attendance Record

Your name:

Study combination:

School (s) attended \_\_\_\_\_

**Don't forget to have your attendance signed after each lesson.**

Fill in the date and teacher's name.

	Date	Teacher's name (who taught the lesson)	Signature of teacher (mentor, supervisor)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

### ASSESSMENT CRITERIA

Your overall assessment will consist of

• your attendance	A	B	C			
• mentor teacher assessment	A	B	C	D	E	F
• plans + tasks	A	B	C	D	E	F
Final assessment	A	B	C	D	E	F

Date

Signature

## List of Observation Tasks for 2nd Year- Winter Term

**Note:**

Before the lesson ask the teacher / your colleague about the aim and activities of the lesson. If it does not correspond with the observation task given, use a more appropriate task from the list below.

Task 25	Class Profile – Basic School	39
Task 26	Class Profile – Secondary School	40
Task 27	Writing in the class	41
Task 28	Process writing procedure	42
Task 29	Aims and activities	43
Task 30	Error correction	44
Task 31	Pronunciation, intonation, stress	45
Task 32	Speaking activities	46
Task 33	Free observation	47
Task 34	Free observation	48

## CLASS PROFILE BASIC SCHOOL

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Coursebook used:**

**During the class:**

As you observe the learners during this lesson, make notes under the following headings:

What did the learners seem to find most interesting / what generated the most enthusiasm?



What did they seem to find least interesting / boring?



What activities did the learners seem to find easiest? (Why?)



What did they find difficult / have problems with? (Why?)



DID ANY OF THE FOLLOWING OCCUR?	NO	YES	GIVE DETAILS
Did the learners work co-operatively? (helping each other, groupwork, etc.)			
Did the learners ever take initiative in class? (Making suggestions, acting unprompted, adapting T's ideas, etc.)			
Did any learner appear being distressed at any time? (Why? What happened?)			
Did the teacher treat girls and boys differently in any way? Describe.			
Did girls and boys behave differently in any way? Describe.			
Did the teacher cater for different learning styles?			

## CLASS PROFILE SECONDARY SCHOOL

NO. OF LEARNERS	GIRLS	BOYS
-----------------	-------	------

**Course book used:**

**Instructions:**

Classify the general character of the class according to the following criteria:

Quiet	1	2	3	4	5	Talkative
Inattentive	1	2	3	4	5	Attentive
Lazy	1	2	3	4	5	Hard-working
Weak	1	2	3	4	5	Bright
Unimaginative	1	2	3	4	5	Imaginative
Undisciplined	1	2	3	4	5	Disciplined
Unchallenging	1	2	3	4	5	Challenging

Now answer the following questions about the class:

1. What range of ability does there seem to be in this class? Is there a wide range?  
Are there a majority of strong, average or weak learners?



2. Describe one of the dominant learners in the class. Why is he/she more dominant than others?



3. Are there any learners who seem to present problems? Describe their behavior.  
How does the teacher deal with them?



4. Write three kinds of activities you think would be useful with this class:





**WRITING IN THE CLASS****During the class:**

Note down all instances of learners writing (controlled, guided or free). Place your notes under the headings given in the table.

Writing as a means	Writing as communication and product	Individual/collaborative

**After the class:**

Compare your notes with your colleagues.

Was the amount and type of writing in the class appropriate to the aims of the lesson?

**PROCESS WRITING PROCEDURE**

This sheet will be used in case the whole class or a substantial part of it is devoted to writing e.g. a specific genre or form is taught.

**During the class:**

Make notes to be able to answer the following questions:

- How did the teacher arise interest and motivation for the target writing?
- Did the teacher provide appropriate model or outline?
- Did the teacher state the purpose and the audience?
- Which preparatory activities /techniques were used?
- Did the learners work individually, in pairs/groups?
- Did the teacher monitor and assist?
- Did the learners enjoy the task?

**Help box: Genres and forms**

Description of a person/event/place, narrative, comparison, explanation, essay, greeting card, a formal letter, memo, curriculum, announcement, an informal letter, message

**Help box: Preparatory activities**

Matching and combining, reordering sentences, expanding sentences, linking sentences, substitution, completion, imitation, transformation, controlled composition

## AIMS AND ACTIVITIES

### During the class:

- Identify linguistic, communicative and formative aim/aims

**Help box: Activities**

Listening to teachers presentation, performing drills, written/oral exercises, practicing dialogues, creating dialogues, playing games, answering questions, communicative speaking, individual writing, reading/listening activities, reading aloud, other

### Fill in the chart:

Linguistic aim	Communicative aim	Formative aim

## ERROR CORRECTION

**Instructions:**

Focus on the teacher. Tick (✓) against the following events each time they occur.

TEACHER	TALLIES	TOTAL
Corrects a learner error		
Ignores a learner error		
Indicates an error but does not correct it		
Elicits self-correction		
Elicits peer correction		
Gives feedback on an error to the whole class		
Reformulates		

- Comment on the type and range of techniques used:
- What kind of feedback did learners get from the teacher?
- Did the teacher consider accuracy/fluency activities in reacting to mistakes?

**PRONUNCIATION, INTONATION, STRESS****During the class**

Listen carefully to how various aspects of accent are performed by the learners and the teacher, so that you can answer the following questions.

- Did the teacher try to help learners improve their accent?



- Did you notice any recurrent mistake in pronunciation, intonation, word and sentence stress?



- Did the teacher provide a good model to imitate?



- How did the teacher react to mistakes in pronunciation, intonation and stress?

**After the class:**

1. Discuss your answers with colleagues and the teacher.
2. Comment on the clarity, volume and speed of the student teacher. Give him/her a feedback on the lesson.

**SPEAKING ACTIVITIES**

**During the class:** Try to note down all instances of speaking activities. For each of them state its type and purpose.

**Help box: Speaking activities:**

Practicing pronunciation, reading aloud, oral drill, communicative drill, oral grammar exercise, dialogues, teacher chatting with learners, guessing game, grammar game, role play, simulation, problem solving, discussion (formal, informal), acting out memorized dialogues, oral testing

Write the type of activity and tick its characteristic:

Activity	accuracy	fluency	both	controlled	guided	free

**After the class:**

Compare your findings and decide whether the range of speaking activities corresponded to the aims of the lesson.

Do you think there was enough speaking in the class? Why?



## FREE OBSERVATION

**Instructions:**

You can choose any aspect of the lesson you are interested in. Using your notes try to answer the following questions.

1. What were the aims of the lesson?



2. Were the aims achieved?



3. What were the strong points of the lesson?



4. What would you have done differently? Why?



## FREE OBSERVATION

**Instructions:**

You can choose any aspect of the lesson you are interested in. Using your notes try to answer the following questions.

1. What were the aims of the lesson?



2. Were the aims achieved?



3. What were the strong points of the lesson?



4. What would you have done differently? Why?





# Hodnotenie priebežnej výstupovej praxe ANJ

(letný semester 1.roč. Mgr. štúdia)

Meno študenta/študentky:

Meno uvádzajúceho učiteľa/učiteľky:

Škola:

Počet výstupov:

Počet absencií:

Hodnotiaca stupnica: A výborne, B veľmi dobre, C dobre, D uspokojivo, E dostatočne, Fx nedostatočne

(hodiace sa zakrúžkujte)

## • Osobné kvality a prístup:

Úroveň záujmu a aktivita na rozboroch	A	B	C	D	E	Fx
Schopnosť sebareflexie a sebahodnotenia	A	B	C	D	E	Fx
Konstruktívne reakcie na komentáre iných	A	B	C	D	E	Fx
Disciplinovanosť, slušnosť a spolupráca	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

## • Plánovanie a písomná príprava na hodiny

Jasne a konkrétne formulované ciele	A	B	C	D	E	Fx
Výber vhodných aktivít a úloh	A	B	C	D	E	Fx
Vyváženosť a pestrosť aktivít	A	B	C	D	E	Fx
Forma a obsažnosť plánov hodín, opis aktivít, formulácia inštrukcií, príklady	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

## • Realizácia výstupov

Celková organizácia hodín	A	B	C	D	E	Fx
Precvičovanie nového učiva	A	B	C	D	E	Fx
Prezentácia nového učiva	A	B	C	D	E	Fx
Interakcia so žiakmi, atmosféra na hodine	A	B	C	D	E	Fx
Výber a použitie pomôcok, vlastný materiál	A	B	C	D	E	Fx
Didakticky správny nácvik zručností	A	B	C	D	E	Fx
Dosiahnutie cieľov	A	B	C	D	E	Fx
Čiasťková známka za túto oblasť	A	B	C	D	E	Fx
Zrozumiteľnosť inštrukcií	A	B	C	D	E	Fx
Vhodnosť učebných úloh a aktivít	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

## ❖ Celková známka za prax:

A B C D E Fx

Podpis uvádzajúceho učiteľa:

Dátum:

Poznámky cvičného učiteľa/cvičnej učiteľky:

# Hodnotenie priebežnej výstupovej praxe ANJ

(zimný semester 2.roč. Mgr. štúdia)

Meno študenta/študentky:

Meno uvádzajúceho učiteľa/učiteľky:

Škola:

Počet výstupov:

Počet absencií:

Hodnotiacia stupnica: A výborne, B veľmi dobre, C dobre, D uspokojivo, E dostatočne, Fx nedostatočne

(hodiace sa zakrúžkujte)

• **Osobné kvality a prístup:**

Úroveň záujmu a aktivita na rozboroch	A	B	C	D	E	Fx
Schopnosť sebareflexie a sebahodnotenia	A	B	C	D	E	Fx
Konstruktívne reakcie na komentáre iných	A	B	C	D	E	Fx
Disciplinovanosť, slušnosť a spolupráca	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

• **Plánovanie a písomná príprava na hodiny**

Jasne a konkrétne formulované ciele	A	B	C	D	E	Fx
Výber vhodných aktivít a úloh	A	B	C	D	E	Fx
Vyváženosť a pestrosť aktivít	A	B	C	D	E	Fx
Forma a obsažnosť plánov hodín, opis aktivít, formulácia inštrukcií, príklady	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

• **Realizácia výstupov**

Celková organizácia hodín	A	B	C	D	E	Fx
Precvičovanie nového učiva	A	B	C	D	E	Fx
Prezentácia nového učiva	A	B	C	D	E	Fx
Interakcia so žiakmi, atmosféra na hodine	A	B	C	D	E	Fx
Výber a použitie pomôcok, vlastný materiál	A	B	C	D	E	Fx
Didakticky správny nácvik zručností	A	B	C	D	E	Fx
Dosiahnutie cieľov	A	B	C	D	E	Fx
Čiasťková známka za túto oblasť	A	B	C	D	E	Fx
Zrozumiteľnosť inštrukcií	A	B	C	D	E	Fx
Vhodnosť učebných úloh a aktivít	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

❖ **Celková známka za prax:**

A      B      C      D      E      Fx

Podpis uvádzajúceho učiteľa:

Dátum:

Poznámky cvičného učiteľa/učiteľky:

# Hodnotenie súvislej výstupovej praxe ANJ

(letný semester 2.roč. Mgr. štúdia)

Meno študenta/študentky:

Meno uvádzajúceho učiteľa/učiteľky:

Škola:

Počet výstupov:

Počet absencií:

Hodnotiaca stupnica: A výborne, B veľmi dobre, C dobre, D uspokojivo, E dostatočne, Fx nedostatočne

(hodiace sa zakrúžkujte)

## • Osobné kvality a prístup:

Úroveň záujmu a aktivita na rozboroch	A	B	C	D	E	Fx
Schopnosť sebareflexie a sebahodnotenia	A	B	C	D	E	Fx
Konstruktívne reakcie na komentáre iných	A	B	C	D	E	Fx
Disciplinovanosť, slušnosť a spolupráca	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

## • Plánovanie a písomná príprava na hodiny

Jasne a konkrétne formulované ciele	A	B	C	D	E	Fx
Výber vhodných aktivít a úloh	A	B	C	D	E	Fx
Vyváženosť a pestrosť aktivít	A	B	C	D	E	Fx
Forma a obsažnosť plánov hodín, opis aktivít, formulácia inštrukcií, príklady	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

## • Realizácia výstupov

Celková organizácia hodín	A	B	C	D	E	Fx
Precvičovanie nového učiva	A	B	C	D	E	Fx
Prezentácia nového učiva	A	B	C	D	E	Fx
Interakcia so žiakmi, atmosféra na hodine	A	B	C	D	E	Fx
Výber a použitie pomôcok, vlastný materiál	A	B	C	D	E	Fx
Didakticky správny nácvik zručností	A	B	C	D	E	Fx
Dosiahnutie cieľov	A	B	C	D	E	Fx
Čiasťková známka za túto oblasť	A	B	C	D	E	Fx
Zrozumiteľnosť inštrukcií	A	B	C	D	E	Fx
Vhodnosť učebných úloh a aktivít	A	B	C	D	E	Fx
➤ <b>čiasťková známka z tejto časti</b>	A	B	C	D	E	Fx

## ❖ Celková známka za prax:

A B C D E Fx

Podpis uvádzajúceho učiteľa:

Dátum:

Poznámky cvičného učiteľa/učiteľky:

**Lesson plan /príprava na hodinu** – odovzdať príslušný plán vyučovacej jednotky v tlačenej forme (v AJ alebo SJ); vid' príklad:

**Príklad:** Generally agreed components of a lesson plan include:

**Date:**

**Time:**

**Class/Level:** year, level (A1, A2, B1, B2, C1), class name

**Materials:** List everything you need to teach the lesson: possible sources, objects, handouts or other materials you will need to take to the classroom.

**Textbook title:** Follow bibliographical standards.

**Unit / title /page:**

**Goals / Aims:**

- Linguistic
- Communicative
- Formative

Describe the final result of the lesson in this format: *The students **will be able to...*** (do what?)

Example: *The students will be able to ask and answer questions about their hobbies and interests.*

**Grammar Structures Employed:** (How are they formed?): Present and use the structures. Use a structure chart if needed.

**Questions and answers relevant to your lesson:** to be asked during the lesson to elicit from learners what they may or may not know about the topic to be covered. Read the chapter 4 – *Popular Methodology* (Harmer, J. 2007, p.62-78) to get a better idea about elicitation.

***Lesson begins here. Do not forget to include stage time, organisation form and clear instructions you plan to give learners.***

**Warm-up:** This includes a review (revision) of the previous lessons linked to the new lesson; questions and answers you have prepared beforehand to elicit language production. You can introduce what your learners will learn in the lesson (lead –in). This may come in the form of a language game, quiz, song).

**Presentation:** Note the target language to be taught – and how you will teach it. Include how you will stimulate the learners' interest in the language and how you might elicit the language you are planning to teach. Include details as specific as possible. Model structures, prepare example sentences and/ dialogues. Indicate when you will require a choral / individual response). Decide what and how you will write on the blackboard. Include a substitution chart for the grammar and/or the dialog you intend to teach.

**Practice:** Include the specific activities and attach any handouts to the lesson plan. Include up to three practice activities sequencing them from most to least structured, gradually providing learners with more freedom.

**Production:** At this stage learners practice and make new language automatic. Allow / encourage them to talk about themselves and their lives, using the target language item. Throughout the lesson monitor, encourage and correct them as necessary.

**Wind up:** Discuss / recap what you have presented and practised during the lesson. Finish a lesson in an encouraging way (a game like activity, song, joke etc.). Do not forget to praise learners. Give homework.

**Kritériá hodnotenia plánu:**

Formálna úprava, obsahová stránka, vhodnosť výberu aktivít, tvorivosť pri výbere sprievodného materiálu

## SELF- EVALUATION SHEET

**DATE:**

**CLASS**

### LESSON PLAN

- How useful was your lesson plan? Were you able to stick to it, or did you have to make some changes as you taught?

### YOUR TEACHING

- Do you feel you achieved your aims/objectives?
- Which part of the lesson was most successful? Why?
- Which part of the lesson was least successful? Why?
- Which of the four skills did you develop most?
- Which part of the lesson was most difficult for you? Why?

### THE LEARNERS

- Which activities did learners enjoy most? Why?
- What was most difficult for them? Why?
- Did any of your learners fail to participate? Did you know about it?
- Did you have any discipline problem? What caused them? How did you deal with them?

## Literature

Homolová, E.- Štulrajterová, M. *Teaching Practice Handbook*. Banská Bystrica : FHV UMB, 2006, ISBN 80 8083 271 4

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