

**Univerzita Mateja Bela v Banskej Bystrici
Filozofická fakulta**

Your name and study combination:

BECOMING an ENGLISH TEACHER

**Teaching Practice Manual for 1st- 2nd MA Teacher
Training Program**



Eva Homolová

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Autorka: doc. PhDr. Eva Homolová, PhD

Recenzentky: doc. Zuzana Straková, PhD
doc. PhDr. Anna Zelenková, PhD

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Foreword

Dear student teacher,

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. Your teaching practice should be considered as a learning experience. In fact, it may be stressful but at the same time it is also very rewarding. Remember, even negative feelings about somebody else's or own teaching can have a positive impact on becoming the best English teacher you can be. However, to become an outstanding teacher you need more than just set of tips, basic skills, techniques and methods, you have to use something no handbook can provide – your heart, common sense, creativity and self – reflection.

This manual is a handbook for your teaching practice in 1st and 2nd year of MA pre-service teacher training program at the department of English and American Studies and its aim is to provide you with some basic guidelines for your English teaching practice, where you will attempt to put theory into practice. It complements the theory and tasks which you have studied in ELT methodology courses. The purpose of the tasks contained in this manual is to help you become more productive and efficient in organizing your work by enabling you to learn, spot your mistakes, monitor your progress and develop as a teacher. It will also serve as a part of your final assessment.

The manual consists of several parts:

- Preparation for observing and teaching
- Guided observation
- Discussion and reflection with peers, teacher, or tutor.
- Short written reflections on the experience in the classrooms.
- Self-evaluation
- Mentor teacher evaluation and assessment
- Guidelines for lesson plans
- European Portfolio for Student Teachers of Languages (abridged)
- Common Reference Levels: global scale

1. Introduction to teaching practice

Observation teaching practice: 1st 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 Introduction to ELT Methodology and ELT Methodology 1. Don't forget that after the lesson you are expected to react to the classroom experience you observed and discuss your findings with the mentor teacher and peers.

Continuous teaching practice: 1st 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 mentor teacher before the lesson and have them approved. Some lessons can be shared – 2 trainees teaching the same lesson. Your peers will observe your teaching and work on observation tasks with the focus on topics of the ELT Methodology 2. The guided evaluation form will enable you to reflect on your lesson and critically assess your performance.

Continuous teaching practice: 2nd year trainees – winter term

You will observe 2 lessons of a mentor teacher before you and your peers start teaching. The observation tasks are intended to focus your attention particularly on aspects of teaching language means and skills. 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. Examples of lesson plans will help you choose the most suitable model for your own teaching. The guided evaluation form will enable you to reflect on your lesson and critically assess your performance.

Intensive teaching practice: 2nd year trainees – summer term

In this term you will have 30 lessons to observe and teach in basic or secondary schools. Looking back at the tasks, reflections, plans and notes in the manual can help you organize and prepare your lesson plans and teach your lessons. You may also find it useful later after you start your professional carrier. Good luck.

1.2 Acquired trainees' competences:

During teaching practice you will be a member of the school staff and will be expected to fulfill responsibilities of a teacher, which means much more than just teaching English. Upon successful completion of teaching practice, you should be able to:

- Identify desired teaching and learning outcomes and aims to adjust your lessons planning and execution according to the needs and abilities of your learners
- Effectively observe and evaluate the work of experienced teachers and your peers' to use the findings as a basis for your teaching
- Differentiate learners according to their level, development and learning styles
- Apply the principles of efficient lesson preparation, execution and evaluation
- Use different teaching methods, techniques and principles, a variety of classroom interactions, and efficient classroom management
- Anticipate potential problems or difficulties and plan/find solutions for them
- Reflect and critically evaluate your own teaching efficiency
- Define your own needs and wants for further professional development
- Develop the habit and techniques of observing others' lessons and evaluate own teaching more carefully
- You will also get acquainted with different schools, their organization and work, basic school documentation and cooperation with other teachers.

1.3 Quotations about teachers and teaching ... which do you like best?

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

Who dares to teach must never cease to learn. (J. Cotton Dana)

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)

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

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)

Good teaching is one-fourth preparation and three-fourths theatre. (G. Goodwin)

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)

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)

Technique alone is never enough. You have to have passion. (R. Chandler)

Note: Do you know any other quotations about teachers and teaching?
Find some and write them here.



1.3.1 Why do you want to become a teacher?

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

Write a short paragraph in the space provided explaining your reasons why you want to become a teacher.

Would you prefer to teach English or your other subject?

1.3.2 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.



2. First 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.			
11.			
12.			
13.			

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 and signature:

2.1. List of observation tasks

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

Remember:

An observation task helps the observer in two important ways. Firstly, it limits the scope of what you are observing and allows you to focus on one or two particular aspects, and secondly, it provides a convenient means of collecting data that frees you as the observer from forming an opinion or making an evaluation during the lesson. The evaluation and interpretation take place after the lesson and are based on complete data that has been collected.

Read the instructions for each observation task very carefully before the lesson, since many of them need some preparatory work before you start filling in the forms.

When you express your critical opinion, try to be considerate and begin by stating positive aspects of the lesson or activity and then express your suggestions for improvement politely.

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"> ● Modeling ● Checking 		
	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?



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?



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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?



2.2 GUIDELINES FOR THE ESSAY

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

Basic school:



Secondary school:



3. First 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.			
11.			
12.			
13.			

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 and signature:

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

Note:

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

- | | |
|---------|--|
| Task 14 | Class Profile – Basic School |
| Task 15 | Class Profile – Secondary School |
| Task 16 | Developing receptive skills |
| Task 17 | Learner’s speaking |
| Task 18 | Speaking practice of individual learners |
| Task 19 | Learning environment |
| Task 20 | Lesson plan reconstruction |
| Task 21 | Stages, activities, aims |
| Task 22 | Communicative speaking |
| Task 23 | Pronunciation, intonation, stress |
| Task 24 | Free observation |
| Task 25 | Free observation |

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?			

TASK 15

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:



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
- course book 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 course book

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 and explain your findings:

Describe the activity you liked best.

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:

ACTIVITY	PURPOSE of ACTIVITY (learning value)

Did the teacher use a warm up activity?

What was its aim?

Describe it.

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><u>Communication based on info gap:</u></p>	<p><u>Communication based on task completion</u></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?

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?



4. Second 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.			
11.			
12.			
13.			

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 and signature:

4.1 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 26 | Class Profile – Basic School |
| Task 27 | Class Profile – Secondary School |
| Task 28 | Writing in the class |
| Task 29 | Process writing procedure |
| Task 30 | Aims and activities |
| Task 31 | Error correction |
| Task 32 | Pronunciation, intonation, stress |
| Task 33 | Speaking activities |
| Task 34 | Learner’s speaking |
| Task 35 | Free observation |

CLASS PROFILE BASIC SCHOOL

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

Course book 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, group work, 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.

TASK 33

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?



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?



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?



4.2 Teaching practice assessment

Hodnotenie priebežnej výstupovej praxe ANJ
(letný semester 1.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

• Osobné kvality a prístup:

Úroveň záujmu a aktivity 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
➤ čiastková známka z tejto časti	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
➤ čiastková známka z tejto časti	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
Zrozumiteľnosť inštrukcií	A	B	C	D	E	Fx
Vhodnosť učebných úloh a aktivít	A	B	C	D	E	Fx
➤ čiastková známka z tejto časti	A	B	C	D	E	Fx

❖ Celková známka za prax: A B C D E Fx

Dátum a podpis uvádzajúceho učiteľa:

Poznámky cvičného učiteľa/cvičnej učiteľky:

Teaching practice assessment
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

• **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
➤ čiasťková známka z tejto časti	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
➤ čiasťková známka z tejto časti	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
Zrozumiteľnosť inštrukcií	A	B	C	D	E	Fx
Vhodnosť učebných úloh a aktivít	A	B	C	D	E	Fx
➤ čiasťková známka z tejto časti	A	B	C	D	E	Fx

❖ **Celková známka za prax:**

A B C D E Fx

Dátum a podpis uvádzajúceho učiteľa:

Poznámky cvičného učiteľa/učiteľky:

Teaching Practice Assessment
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

• **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
➤ čiasťková známka z tejto časti	A	B	C	D	E	Fx

• **Plánovanie a písomná príprava na hodiny**

Jasne a konkrétne formulované ciele	A	B	C	D	E	Fx
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Forma a obsažnosť plánov hodín, opis aktivít, formulácia inštrukcií, príklady	A	B	C	D	E	Fx
➤ čiasťková známka z tejto časti	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
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Didakticky správny nácvik zručností	A	B	C	D	E	Fx
Dosiahnutie cieľov	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
➤ čiasťková známka z tejto časti	A	B	C	D	E	Fx

❖ **Celková známka za prax:** A B C D E Fx

Dátum a podpis uvádzajúceho učiteľa:

Poznámky cvičného učiteľa/učiteľky:

4.3 Guidelines for the lesson plan

Lesson plan (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 into 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 Unit 8 Methodology of Teaching English 1 (Homolová, 2013) to get a better idea about elicitation.

Do not forget to include stage time, organisation forms (pair/group work, individual work), teaching aids and materials. Formulate clear instructions for each task/activity you plan to give learners. See Unit 5 Methodology of Teaching English 1 (Homolová, 2013) to get a better idea about elicitation.

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, physical activity and 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/or 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 and check whether learners understand what they are supposed to do.

4.4 SELF- EVALUATION SHEET (to be filled in after each lesson you taught)

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?

5. Conclusion

In general, your teaching will be assessed and evaluated on three different levels:

- By yourself, through your self-evaluation of the lessons taught and your reflection (self-evaluation sheets), and overall evaluation of your the teaching practice (Essay)
- By your mentor teacher, as an overall assessment of continuous and intensive teaching practice on the basic of your preparation, execution and reflection of your lessons.
- By your methodology teacher, as an overall assessment of your teaching practice after each semester based on your mentor's assessment of your teaching, tasks in the manual, and your involvement and success as a teacher-to-be.

Do not forget that misunderstanding of the teacher's instructions can be caused by:

1. Instructions are too long and learners cannot follow them at one go.
2. Language used in instructions is above learners' level.
3. The teacher distributes additional materials and learners do not pay attention to the verbal explanation.
4. Although teachers repeat instruction several times, it happens that the second version is more difficult to understand than the previous one.

5.1 Some tips of experienced teachers

- Prepare more than you need: plan a free stage activity in case you have some time left at the end of the lesson. In your plan make a note which activity you can omit in case you run out of time.
- Keep a watch or clock easily visible, as it is difficult to judge intuitively how much time you have when you are under stress.
- Set homework before the end of the lesson; so that you can explain the task clearly and be sure learners understand it.
- Do not forget to check instructions (it is possible to ask learners to explain in Slovak what they are expected to do).

- If you are doing pair or group work, give instructions, check if the learners understand them before you hand out materials.
- Do not feel guilty if you switch into Slovak whenever you feel it would save valuable time and help learners

6. European Portfolio for Student Teachers of Languages

A reflection tool for language teacher education
David Newby, Rebecca Allan, Anne-Brit Fenner,
Barry Jones, Hanna Komorowska, Kristine Soghikyan

The European Portfolio for Student Teachers of Languages (EPOSTL) is a document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills

necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education. It was developed for the European Centre for Modern Languages of the Council of Europe by a team of teacher educators from Armenia, Austria, Norway, Poland and UK, assisted by student teachers and teacher educators from all 33 member states of the ECML. Building on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Commission-financed project European Profile for Language Teacher Education – A Frame of Reference (Profile), it seeks to help prepare students for their future profession in a variety of teaching contexts. Further, the EPOSTL can facilitate discussion of aims and curricula between teacher educators working within different national or European contexts.

Main aims of the EPOSTL:

1. to encourage you to reflect on the competences a teacher strives to attain and on the underlying knowledge which feeds these competences;
2. to help prepare you for your future profession in a variety of teaching contexts;
3. to promote discussion between you and your peers and between you and your teacher educators and mentors;
4. to facilitate self-assessment of your developing competence;
5. to provide an instrument which helps check progress.

Contents of the EPOSTL

The EPOSTL contains the following sections:

- A personal statement section to help you, at the beginning of your teacher education, to reflect on general questions related to teaching;
- A self-assessment section, consisting of 'can-do' descriptors, to facilitate reflection and self assessment;
- A dossier, in which you can make the outcome of your self-assessment transparent, to provide evidence of progress and to record examples of work relevant to teaching;
- A glossary of the most important terms relating to language learning and teaching used in the EPOSTL;
- An index of terms used in the descriptors;
- A users' guide which gives detailed information about the EPOSTL.

The self-assessment descriptors

At the heart of the EPOSTL are the 193 descriptors of competences related to language teaching which comprise the self-assessment section. These descriptors may be regarded as a set of core competences which language teachers should strive to attain (EPOSTL p.5).

Self-assessment scales

Each descriptor is accompanied by a bar, which will help you to visualise and chart your own competence.

You can colour in the bar according to your own assessment. This may take place at different stages of your teacher education.

On completion of your teaching practice you may have produced a bar which looks something like this.

1. *I can create a supportive atmosphere that invites learners to take part in speaking activities.*



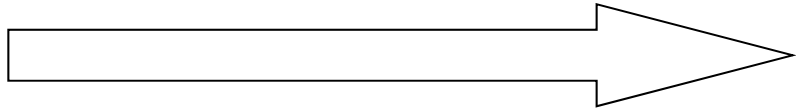
There are 6 areas covering language teaching in EPOSTL with a various number of descriptors and self-assessment scales. As anyone who is interested can find the full version of EPOSTL ([http:// ecml.at/mtp2/fte/pdf/C3](http://ecml.at/mtp2/fte/pdf/C3)) to work with during pre-service and in-service teacher training program. The number in brackets indicates the number of descriptors.

To get a clear picture of what EPOSTL is, one can-do descriptor together with a self-assessment scale have been chosen as an example. Try to use them 😊.

CONTEXT

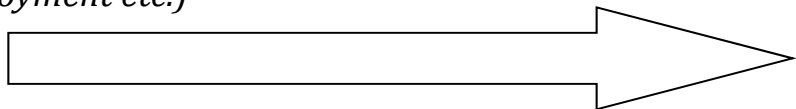
A. Curriculum (4)

Example: *I can understand the requirements set in national and local curricula.*



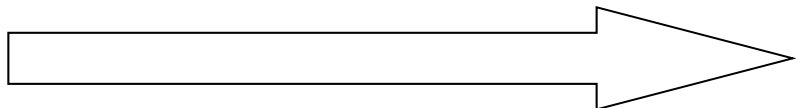
B. Aims and Needs (7)

Example: *I can take into account the affective needs of learners (sense of achievement, enjoyment etc.)*



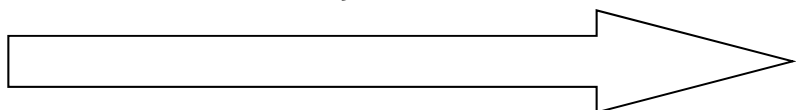
C. The Role of the Language Teacher (10)

Example: *I can critically assess my teaching in relation to theoretical principles.*



D. Institutional Resources and Constraints (2)

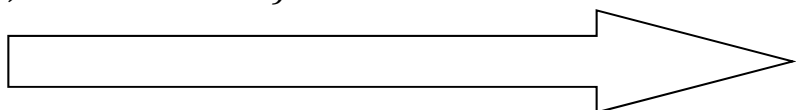
Example: *I can assess how I might use the resources available in my school (computers, interactive boards etc.)*



METHODOLOGY

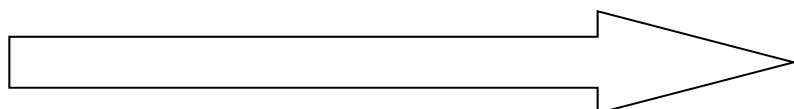
A. Speaking/Spoken Interaction (12)

Example: *I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).*



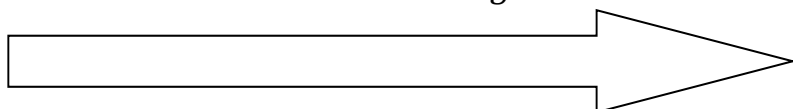
B. Writing/Written Interaction (12)

Example: *I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.*



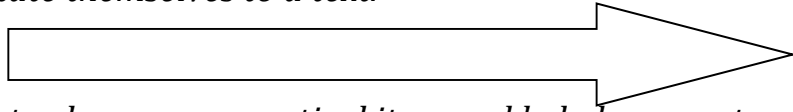
C. Listening (8)

Example: *I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.*



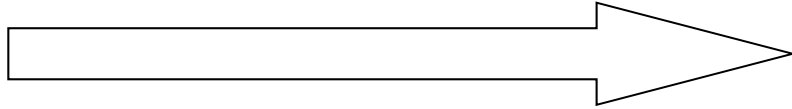
D. Reading (9)

Example: *I can provide a range of pre-reading activities to help learners to orientate themselves to a text.*



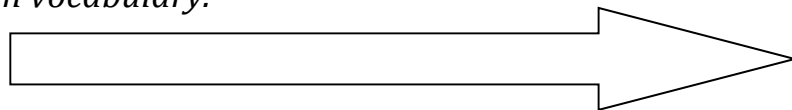
E. Grammar (5)

Example: *I can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts.*



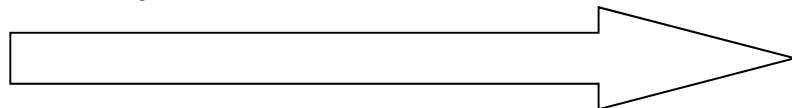
F. Vocabulary (3)

Example: *I can evaluate and select a variety of activities which help learners to learn vocabulary.*



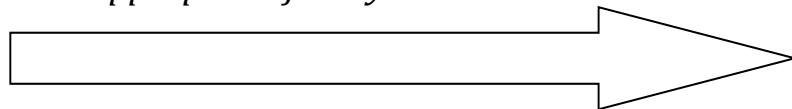
G. Culture (8)

Example: *I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.*



RESOURCES (11)

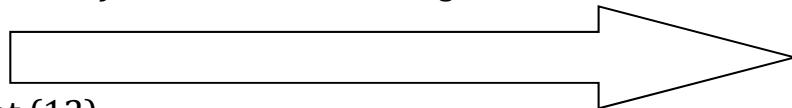
Example: *I can select and use ICT materials and activities in the classroom which are appropriate for my learners.*



LESSON PLANNING

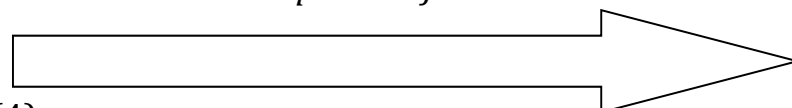
A. Identification of Learning Objectives (6)

Example: *I can set objectives which challenge learners to reach their full potential.*



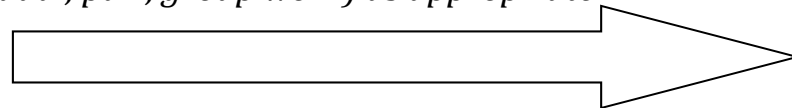
B. Lesson Content (12)

Example: *I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.*



C. Organisation (4)

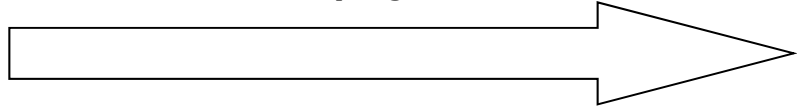
Example: *I can select from and plan a variety of organisational forms (frontal, individual, pair, group work) as appropriate.*



CONDUCTING A LESSON

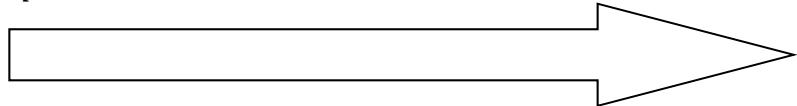
A. Using Lesson Plans (6)

Example: *I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.*



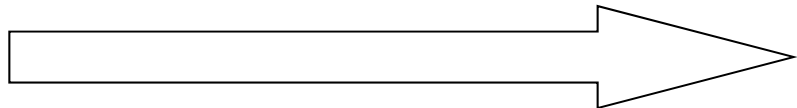
B. Content (4)

Example: *I can relate what I teach to learners' knowledge and previous language learning experiences.*



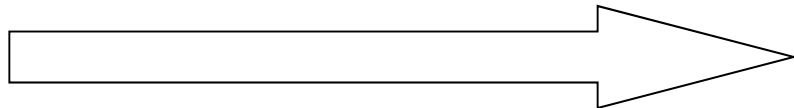
C. Interaction with Learners (6)

Example: *I can be responsive and react supportively to learner initiative and interaction.*



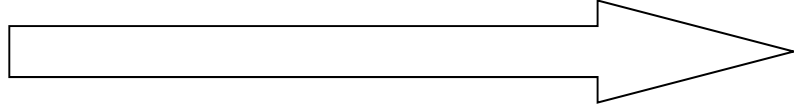
D. Classroom Management (5)

Example: *I can create opportunities for and manage individual, partner, group and whole class work.*



E. Classroom Language (6)

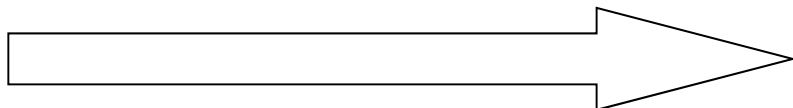
Example: *I can decide when it is appropriate to use the target language and when not to.*



INDEPENDENT LEARNING

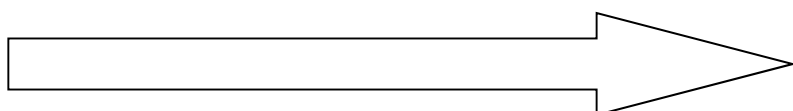
A. Learner Autonomy (6)

Example: *I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles.*



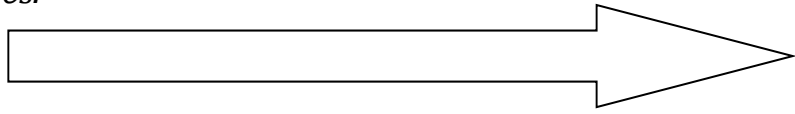
B. Homework (4)

Example: *I can evaluate and select tasks most suited to be carried out by learners at home.*



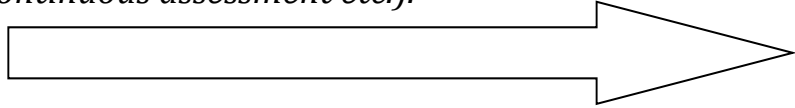
C. Projects (6)

Example: *I can plan and manage project work according to relevant aims and objectives.*



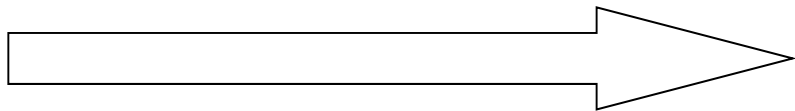
D. Portfolios (5)

Example: *I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).*



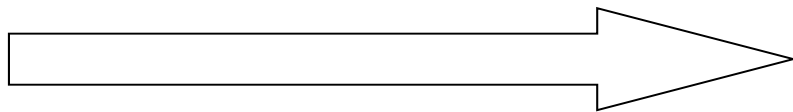
E. Virtual Learning Environments (3)

Example: *I can advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines, computer programmes etc.).*



F. Extra-curricular Activities (4)

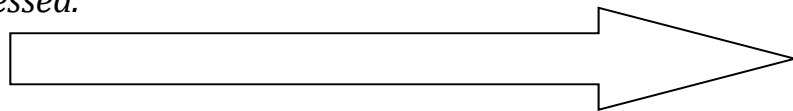
Example: *I can recognise when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.).*



ASSESSMENT AND LEARNING

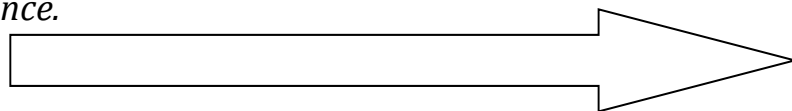
A. Designing Assessment Tools (3)

Example: *I can negotiate with learners how their work and progress should best be assessed.*



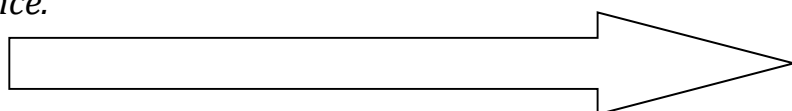
B. Evaluation (8)

Example: *I can identify strengths and areas for improvement in a learner's performance.*



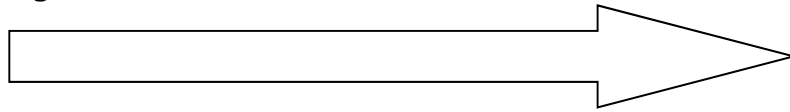
C. Self- and Peer Assessment (3)

Example: *I can help learners to set personal targets and assess their own performance.*



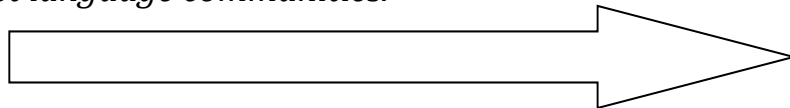
D. Language Performance (6)

Example: *I can assess a learner's ability to produce a spoken text according to criteria such as content, range, accuracy, fluency, appropriacy of register etc.*



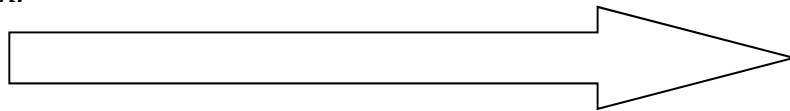
E. Culture (3)

Example: *I can assess the learners' knowledge of cultural facts, events etc. of the target language communities.*



F. Error Analysis (4)

Example: *I can analyse learners' errors and identify the processes that may cause them.*



7. Common Reference Levels: global scale

Basic user

A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

A2

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need.

Independent user

B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Proficient user

C1

Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him / herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and

accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Source: https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

8. Useful classroom language

I'm your teacher trainee and I'll be teaching you today
I've got two lessons with you
I'm going to teach English to your class

Who is absent/missing?
Who wasn't here for the last lesson/week?

Are you ready to begin/ to start?
Can/could we start?
I'm waiting for you to be quiet.
Stop talking now so we can start.
What's date today?

Our topic for today is...
It's time to speak about...
The first thing you'll do today is...

In the last lesson we ...
Look at this
Open your book at page 40.
That's all/enough for today. You have worked very well.
It's high time to finish this
We'll continue working on this chapter /text next time.

First, let's listen to the monologue.
Later on we're going to do some role-play. Now let's have a look at exercise 13.
Today, we will learn about.../going to learn about
At the beginning of the lesson ...
Let's revise it/go over it again...
When you have done that, you can continue with

Everybody come to the blackboard...
Let's go to the middle of the classroom.
Sit one by one.
Come here and make a row.
Pick up your chair and put it here.
Go back to your place.
Go and sit on your own.
Come to the front.
Change places with your neighbour.
Say something about yourself.
Don't look at the answers.
Put your namecards/name tags on your desks.
Get into groups of three.
Form two groups of six.
Make pairs. Change partners.
Find a student who would like to work with you.
Wait for your turn.

One picture/book, magazine between two.
Pass these papers back.
I will give you copies of... They are for you to keep.
I want the papers back, don't write on them.

Stop talking. Be quiet. Pay attention. Stop it.
Don't prompt. Don't help each other.

Look at my example. Is it clear?
What is the difference between...?
Is it right or wrong?
It is necessary to remember.
Where is the problem?
Repeat after me with right pronunciation.
Here are new words.

Look at lesson 10. Now we will do exercise 4.
Exercise 5 on page 210.
Look at exercise 5, page 12.
Turn to page 6 and we will do exercise 7.

We will do something different. First, let's listen to the dialogue.
Study the example carefully.
Make the sentences after the model.
Follow the instructions.
The idea of this exercise is to make...

Begin reading. You can start reading.
Put your books away.
What's the answer to question number 5?
Let's go on to the next one.
Let's say it in chorus.
Take your time.
Have you got the homework? Let's check your homework.
Read the first sentence from your homework.
Exchange your homework with your neighbour and correct the mistakes.
Swap your exercise books and start correcting.
Can you write your sentences on the board?
Collect your homework and put it on my desk.

Your homework for today is...
This exercise is your homework.
Put down your homework.
Your task is...
Finish this exercise at home.
Prepare it for Monday.
Your homework is only to read this.
The homework is due next Monday.
Repeat what you should do. Is it clear?

Are you with me? Did you get it?
Is everything clear?
Have you got a problem/ any problems?

Come on, try again.
Let's try again. You are doing very well.
Do it this way.
You should pay attention.
You can/may use the dictionary.

Don't give up. You are getting better at it all the time.
You'll be better next time.
Good job. Well done.

(For more examples see: Betáková, L., Angličtina učitele angličtiny)

9. Your page...

This page is for you to jot down anything unexpected, interesting, amusing, useful, joyful, inspiring, noticeable, motivating...what happened in the classroom 😊.

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Internetové zdroje:

<http://webpace.ship.edu/cgboer/comenius.html>

https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

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