

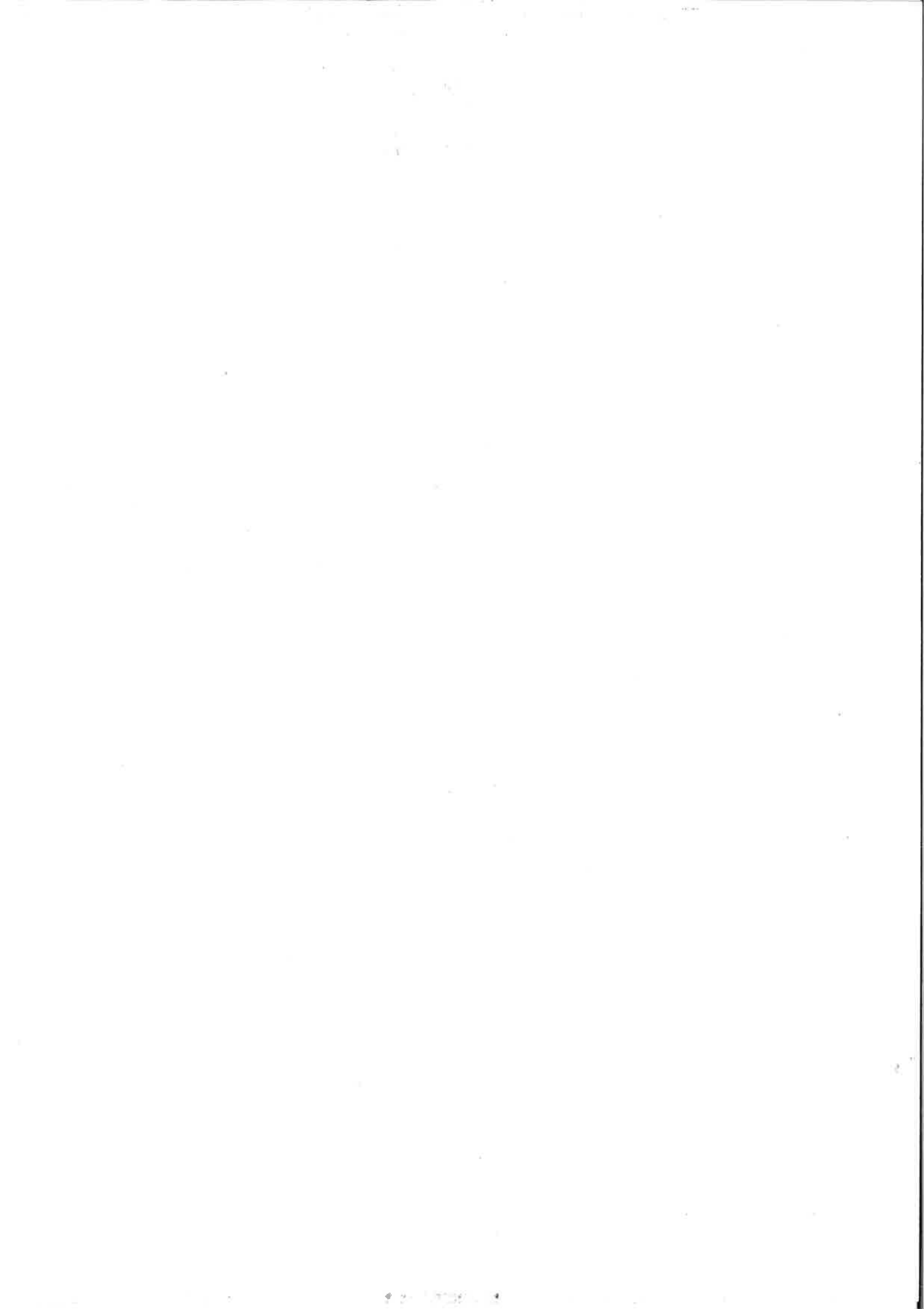
GAZIANTEP UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

EFMB401 Teaching Practicum-I-(2-6)5



COURSE PACK

(RESEARCH TASKS, OBSERVATION TASKS, TEACHING TASKS)



Dear Colleague,

Thank you very much for your co-operation by agreeing to accept our students for Teaching Practice

To make this co-operation as productive as possible, I'd like to bring the following points and requests to your attention:

1. Our students are required to do a minimum of 6 class hours per week at your school. Enclosed you will find **Attendance Sheet**. Please sign our students' **Attendance Sheets** and note the details of the teaching they have done.
2. Our students are required to observe lessons, teach 10/15-minute lessons (please see Activity Schedule) and one 15/20-minute lesson which will be evaluated both by you and by me. The topic will be designated by you for this assessed teaching assignment. You will be sent the Evaluation Checklist form before to assess the students. This will have an important proportion in the students' term grade. You are kindly asked to talk to our students about the strengths and weaknesses of their performance throughout the semester after each presentation that you will observe.
3. Another important point I would like to make is that the part of the unit/lesson you assign to our students for the lesson to be evaluated should be **new/untaught material**. If you have the impression that the student has done a poor job in certain aspects of the unit, you can, I hope, treat those aspects briefly in the subsequent class hour. I hope this will not cause you too much inconvenience.
4. Our students are also required to keep a **Students' File** which includes all lesson plans they prepare, all assignments, task sheets, observation reports etc., that is, everything related to the course. This file may be in the electronic format. You may check the Students' File and grade the students' overall performance, taking the grading guidelines into consideration.
5. In case you observe any problems caused by our students, have complaints or questions, please do not hesitate to contact me personally or reach me by phone.

Thank you very much again for your assistance and co-operation.

AIM

To give the students an opportunity to observe authentic teaching and to provide them with the chance to gain experience at primary/secondary schools under staff supervision.

REQUIREMENTS

1. OBSERVATION PHASE

The students are required to spend 6 hours per week to perform their duties in the school they are assigned to. This phase starts in the middle of October and continues till the end of December, depending on each student's assigned schedule.

2. ASSESSED TEACHING

- a. Each student will prepare a lesson plan for 15-20 minutes on an assignment to be designated by the school teacher one or two weeks in advance to execute later in class. This class will be observed and assessed by both the course instructor and the school teacher.
- b. Apart from the assessed teaching, each student will also do four 10-15 minute mini lessons in the presence of the classroom teacher, and design/develop and mark a worksheet/homework. These activities will be scheduled and evaluated by the mentor teacher.

3. Students are required to keep a **Student File** (electronic format) that includes all task sheets, lesson plans and various assignments.


4. The course instructor will be available for individual consultation on tasks throughout the course.

5. EVALUATION

a.	Student File (10 Observation Tasks) (4 pts each)	40 %
b.	Assessed Teaching (Mentor Teacher & Course Instructor)	20 %
c.	Mentor Teacher's Grading Report (4 Teaching Tasks)	20 %
d.	Assignments [4 research tasks (3 pts) + 2 Reflection Tasks(4pts)]	20 %

* If the student-teacher does not complete **12** week of observations, s/he fails the course.

**If the student loses, his/her file, s/he gets no points for the observation and research tasks.



Keeping a school practice file is very important. It should be a file which lets the student-teacher add or remove papers. The following should be in the file at various stages of the work in school.

1. Identification information at the beginning of the file:
 - a. Name of student-teacher
 - b. Faculty ID number
 - c. Department
 - d. Year and semester
 - e. Name of practice school
 - f. Name of mentor teacher
 - g. Name of faculty supervisor (course instructor)
2. A time-table of all activities to be done in school, during the semester, either for school experience or teaching practice. It should show the dates and classes the student-teacher will work with.
3. In addition to the school practice file should contain the list of the activities the student-teacher has been asked to complete.
4. For each activity completed, the student-teacher should write the answers to the questions asked in the activity. This may include notes, reports, evaluations, schedules, or other material. It should be written in an orderly and organised way so that it can be easily read and assessed by the student-teacher's supervisor or his mentor. The answers should be clearly cross-referenced to each activity.
5. For **Teaching (Tasks) Practice**, all lesson plans and any other lesson notes made by the student-teacher should be in the file.
6. Lesson plans and notes for each class taught by the student-teacher should be kept separately using dividers in the file. For each class the following should be put into the file.
 - a. Each lesson plan, plus any lesson notes for that lesson
 - b. Student work sheet prepared or used by the student-teacher, plus any tests or quizzes
7. given and their evaluation, and any other useful information
 - a. At the end of each lesson taught by the student-teacher, he or she should give his own evaluation of the lesson
9. Observations of other lessons watched by the student-teacher. He should use the lesson observation forms, or any other agreed means of recording what is seen.
10. The school curriculum in the student-teacher's subject area, text books used, any examinations.

11. Documents about the extra-curricular activities attended, such as school trips, visits to institutions, club/activity classes, special educational programmes which the school arranges.
12. The mentor at school and the supervisor may want to examine the file from time to time during the semester. The student-teacher should have it at all times when in school, and it should be continuously updated. All activities related to lessons, evaluation and notes taken in the lesson should be in the file in completed form.
13. The faculty will specify, in the partnership documents, the principles relating to student-teacher evaluation on school experience and teaching practice. This will include the relative weight of the mentor and faculty supervisor evaluation, and how to incorporate evaluations by more than one school teacher. There will also be faculty policy on student-teacher absence from teaching practice, and whether make-up is possible.
14. The final assessment is based on mentor teacher's observations of the student-teacher's mini lessons, faculty supervisor's and mentor teacher's observations of the assessed teaching, student files, and attendance. The student-teacher's school practice file will be used in assessment, as specified by the faculty.

COURSE OUTLINE

you will spend time in the school environment to prepare for full teaching practice. This course aims to give you a structured introduction to teaching and help you acquire teaching competencies and develop your teaching skills. Therefore, each day in school, you will:

- Work with a class on the activities
 - Observe lessons/pupils/teachers/processes
 - Practice teaching skills (four times preferably)
 - And later, teach a 15-20 minute lesson yourself
1. Make sure that you arrange to meet with the mentor, who will closely supervise your work in the school. During the meeting, explain to the mentor the activities your university supervisor has asked you to do during the semester. Ask for help in organising them effectively.
 2. At the end of your first day in school this semester, you should have agreed with your mentor a plan of action for the remaining weeks. You should have a written plan to discuss with your university supervisor.
 3. You may teach something each week. That is, you have to coordinate with the teacher of that class so that you can both agree on what and how you will teach. The teacher may wish you to team-teach with him or her for some of the lessons. However, even if you are not teaching, you must try to be involved in the lesson preparation. Make sure you know how to contact the teachers you are working with in between your days at school.

- **Roles and responsibilities of the student-teacher towards school**

The student-teacher:

- Is cooperative and communicative with the school management and mentor(s)
- Fulfils work in a planned way and without disrupting the mentor's lesson plan and program
- Obeys the rules of the school
- Uses teaching aids effectively and takes good care of them
- Participates in school activities under the responsibility of the mentor

- **Roles and responsibilities of the student-teacher towards pupils**

The student-teacher:

- Ensures the safety of the pupils under his/her responsibility
- Gives pupils clear and understandable guidelines
- Is objective in assessment
- Makes sure the lesson(s) are understood
- Is decisive and tolerant in class management
- Guides pupils in working together
- Helps pupils to develop productive working habits
- Is able to lead pupils

- **Roles and responsibilities of the student-teacher towards himself**

The student-teacher:

- Has a positive attitude towards his profession, and complies with the competencies the teaching profession requires
- Sets a good example in his or her personal and professional life
- Gets the support of the school administration and teachers
- Follows the developments in his field closely and continues to develop his knowledge and skills
- Uses time effectively
- Is well-balanced in relationships with pupils
- Keeps an effective file of work for discussions and evaluation

WEEKS	TASKS
WEEK 1	Introduction: Knowing about the school and the teaching environment
WEEK 2	• Explaining: Attending to the learner
WEEK 3	• Teacher's language teaching methodology
WEEK 4	• Questioning Skills & Wait Time
WEEK 5	• Explaining: Student Motivation & Interaction (Working in Groups)
WEEK 6	• Error management and feedback
WEEK 7	• Classroom language: transitions (opening & closures; breakdowns)
WEEK 8	• Coursebook Evaluation
WEEK 9	• Lesson Observation: Effective Use of Textbooks and Preparing and using worksheets
WEEK 10-11	• Assessed teaching
WEEK 12	• Course evaluation

SCHOOL EXPERIENCE ACTIVITY SCHEDULE				
Date	Week at school	Research task	Observation task	Teaching task
		Research Task I Internet search about the school		
October 4-8	Week 1	Research Task II Learn about your mentor teacher and the school		Reflection Task I First day impressions and experiences
October 4-8	Week 2		Observation Task I Attending to the learner	
October 11-15	Week 3	Research Task III Learn about your mentor teacher's teaching philosophy	Observation Task II Teaching Methods: Teacher's teaching methodology	
October 18-22	Week 4		Observation Task III Teacher's Questioning Skills Observation Task IV Teacher's wait time	
October 25-28 October 29**	Week 5		Observation Task V Student Motivation Observation Task VI Interaction	Teaching Task I Attending to the learner or Questioning & Wait time
November 1-5	Week 6		Observation Task VII Error management & Feedback	
November 8-12	Week 7		Observation Task VIII Classroom Language Transitions: Opening & Closure Observation Task IX Transitions: Breakdowns	Teaching Task II Motivation & Interaction or Error management & feedback
November 22-26	Week 8	Research Task IV Evaluate the coursebook: Student perspective		Teaching Task III Classroom Language: Transitions
Nov. 29-Dec. 3 or December 6-10	Week 9		Observation Task X Lesson Observation: Adapting the Coursebook	Teaching Task IV Preparing a worksheet and Marking the students' work
December 13-17	Week 10	Reflection Task II Writing your own Teaching Philosophy		
December 20-24			Final Teaching Task Assessed teaching	

RESEARCH TASK I

SEARCHING THE SCHOOL'S WEB PAGE

Since the Internet has become one of the most widely used sources of information, educational institutions also develop websites to reach out to the community. Some prefer to introduce their philosophy of teaching, to promote their facilities, while others focus on updating the parents about the recent school activities. Apart from official websites, a wealth of information about schools is available through social network websites, blogs kept by individuals, forum posts or even tweets. Students, parents, graduates and even the teachers, as internet users find the opportunity to indicate their ideas through these various cyber channels.

This exactly why searching for information about the institution on the web can help student-teachers collect official and unofficial information about to school before their first visit.

When conducting your own search, you may focus on finding information on the following:

- Ⓢ School history and teaching philosophy
- Ⓢ Rules and regulations
- Ⓢ School environment and the classrooms
- Ⓢ Expectations from the students
- Ⓢ Expectations from the parents
- Ⓢ Methodology used to teach English
- Ⓢ Assessment and evaluation
- Ⓢ English language department in the school
- Ⓢ Projects
- Ⓢ Extracurricular activities
- Ⓢ Supporting units
- Ⓢ Student clubs & students' council
- Ⓢ Comments/views about the school
- Ⓢ University entrance success statistics, etc.
- Ⓢ News articles referring the school

Below please summarize all your findings, indicate things you believe to be interesting about the school and things you would have hoped to find more information about.

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RESEARCH TASK II

LEARNING ABOUT THE MENTOR TEACHER, THE ENGLISH DEPARTMENT AND THE SCHOOL

The first observation week at school is a week of “getting familiar” with the school atmosphere as the mentor teacher, the classes, the school and the students are all *new* to the student- teachers. For this reason, you are encouraged to gather information about the school environment.

During your first observation week at school, by answering the following questions, you will find out more about your mentor teacher, the English department and what resources are available in the school. With your student-teaching pair/team, consult your mentor teacher and related administrative personnel and find answers to the following questions. You may also add further questions, if you feel something has been left out.

The Mentor Teacher

- i. How long has she been an English language teacher?
 - ii. How long has she been working in the specific institution? Where else has she worked before?
 - iii. Have you received any in-service training at your school?
 - iv. How many hours does she teach a week?
 - v. How many hours a week does she spend preparing for classes/markings assignments?
 - vi. How many classes does she have?
 - vii. Which grade levels does she teach?
 - viii. What other responsibilities does she have at school (i.e. hall monitor, invigilation, PTA meetings)?
 - ix. What reproduction facilities are available to you? (e.g., xerox machine, computer, etc.) By who and how are the facilities used?
 - x. What visual aids are available in classes? (e.g., overhead projector, video projector, video films, etc.)
- ...

The English Department

- i. Is there a special room allocated for solely the English department in the school?
 - ii. How many English teachers (native/ non-native) work in the school?
 - iii. How many hours of English a week do pupils from different grades take?
 - iv. How do you decide on the textbooks that will be used each year?
 - v. Which coursebook is used for the English lessons? List according to the classes you visit.
 - vi. In addition to these, are there any other books, films, etc. used by students at different grade levels?
 - vii. Do you have divisions at your department (i.e. materials development, testing, teacher training, and preparing quizzes, preparing supplementary materials, worksheets)?
 - viii. Who prepares the exams? Who prepares supplementary materials, worksheets etc.?
 - ix. Do you offer in-service training for new teachers?
 - x. List the titles of some of the reference books available for teachers.
- ...

The School

- i. How important are English courses for the school? What is their weight in the curriculum?
- ii. What are the school's facilities for language teaching?
- iii. Does the school have extracurricular activities related to the teaching/learning of English? Who manages them? (i.e. Drama club, speaking club, trips, guest speakers)
- iv. Does the school encourage professional development for teachers (i.e. workshops, conferences)?
- v. Is there a school library available to students? List what kinds of books are available.
- vi. Are there computers and software available for students' use in and out of the class? If yes, give the details about the procedure students follow in using these.
- vii. What other equipment is available in the school (e.g., maps, charts, slides, slide projector, etc.)? Where are they kept? Who is allowed to use the equipment?

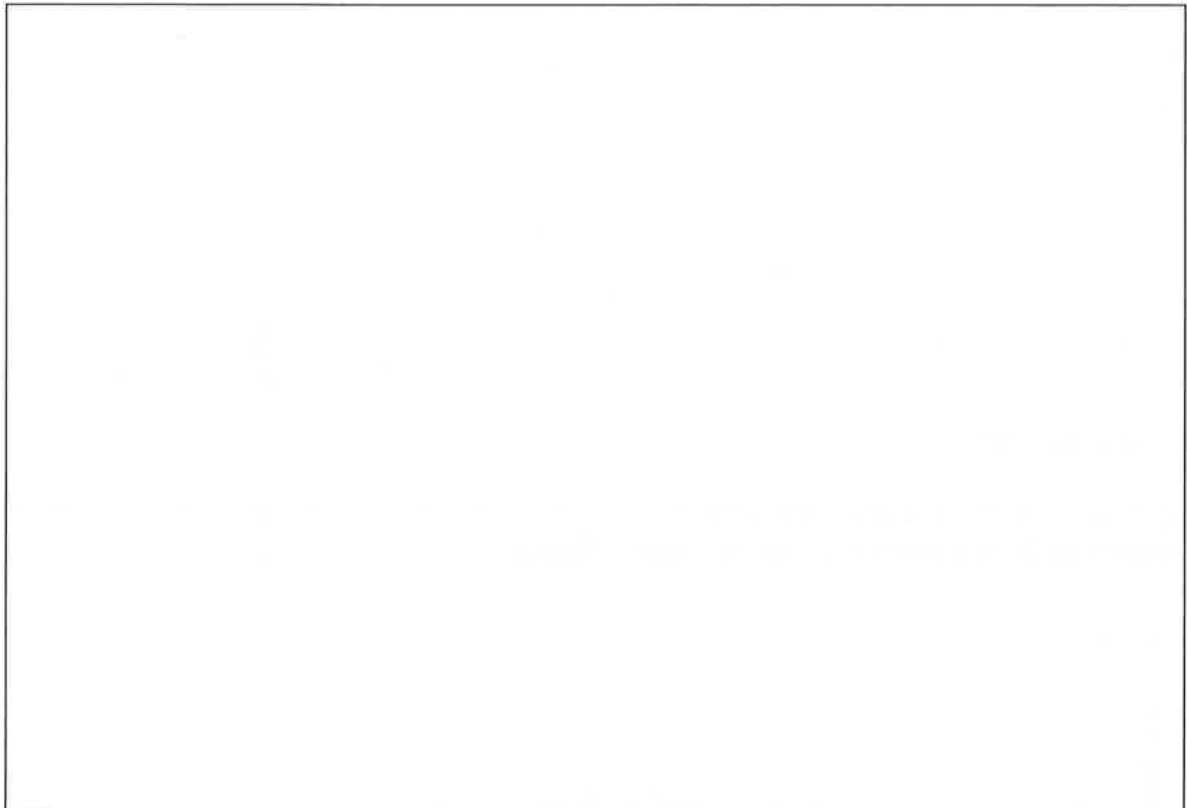
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Please write a couple of paragraphs to summarize the information you have collected incorporating your personal views.

REFLECTION TASK I
FIRST DAY IMPRESSIONS

A. Before your visit:

Considering the information you collected about your school in *Research Task II*, please share your expectations about the school in general, and more specifically the environment, atmosphere, attitude of both teachers and students towards you.



B. Transformation:

For teacher trainees, becoming a teacher involves a complete “transformation”. This transformation, however, is not one solely about the knowledge base one develops through instruction and practice but also one involving appearance and manner of conduct. The later is in fact more “observable” for students in your classrooms.

Experienced teachers know from personal experience that there is a clear difference of wearing professional attire versus the alternative in terms of its impact. Wearing professional attire makes “setting tone” easier, which positively affects all other aspects of learning and teaching.

In order to document your own “transformation” please take a picture (i.e. full-length body shot) of your ordinary “self” a few days before your first visit to your new school. On the actual day of your first visit, take a second picture (i.e. full-length body shot) this time dressed as a “teacher”. Paste both pictures below.

BEFORE (ordinary self)	AFTER (first day at school)

C. After your visit:

Reflect on your **first day impressions** and experiences at the school. Please include your feelings and thoughts explaining what made you feel/think in this way.

OBSERVATION TASK I
EXPLAINING: ATTENDING TO THE LEARNER

A group of learners in a classroom with a teacher comprises a learning community. The human element- both verbal and non-verbal, visible and barely perceptible- shapes human interaction qualitatively and may furnish the key to what happens (the processes) and what eventuates (the outcome). Humanistic approaches to language teaching highlight the importance of the affective learning environment. It has been said that one cannot teach a language, but can make the conditions right for the students to learn. Part of these conditions involves how the teacher relates to the learners (Wajnryb, 2000).

In this observation task you will be paying very close attention to the teachers' attending behavior towards the learners – that is, the way a teacher acknowledges, through verbal and non-verbal means, the *presence, contribution and needs* of individual learners. There are many facets to attending behavior. One of the most obvious of these is using student names. Others are eye-contact, touch, facial expression, etc.

Name: N
Nod: +
Verbal prompt: VP
Question: Q
Smile: ☺
Eye contact: *
Reprimand/Warning: ☹
Touch: T
Teacher's route: --->

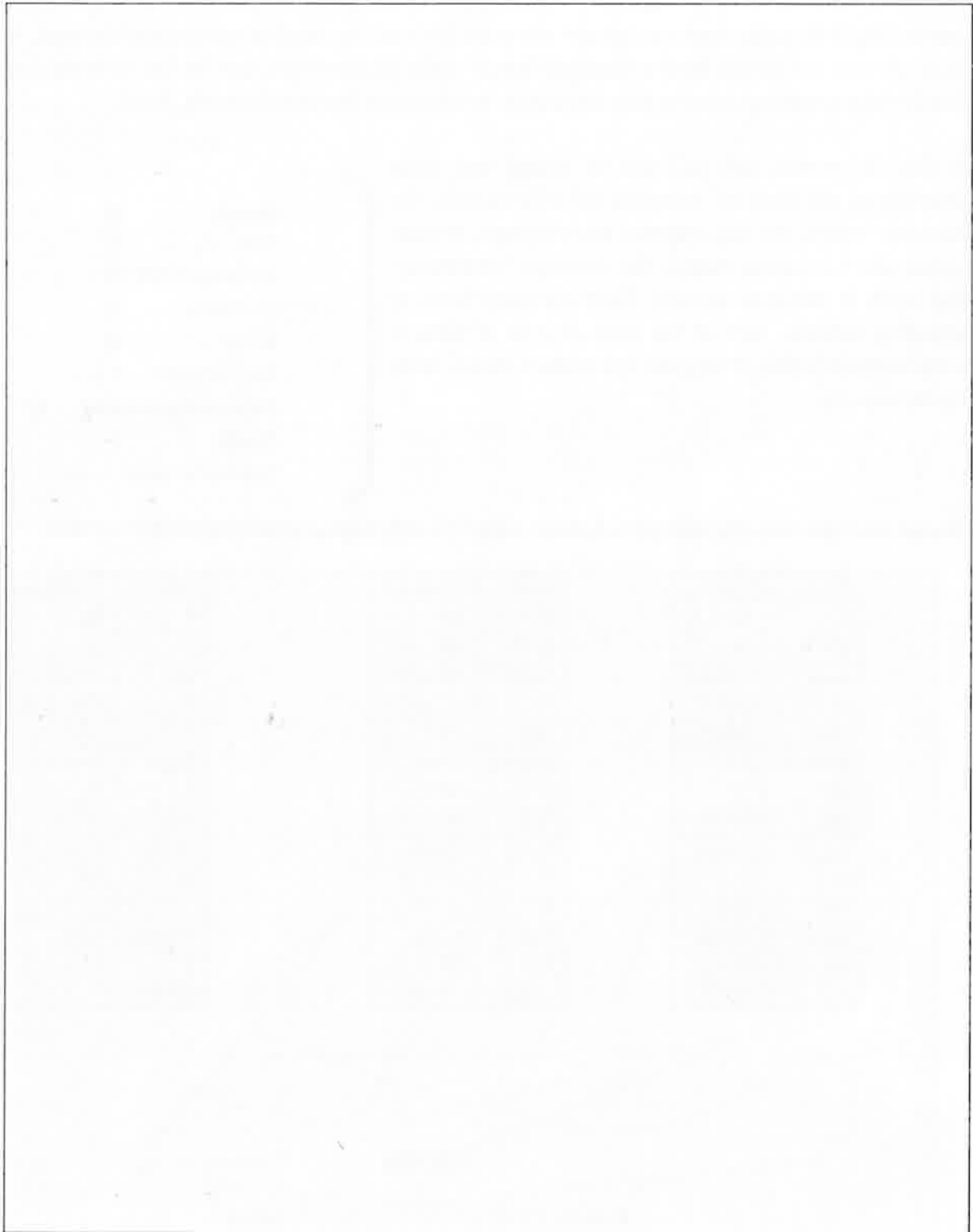
Discuss what the following data demonstrates about the way teacher attends to his/her learners:

Öykü F VR*N	Cem M N	Alp M Q+*	Kıvanç M +N	Sıla F	Tunahan M
Arda M N☺	Efecan M VP+*	Beste F N☺	Şebnem F *NQ	Idil F +	Irmak F
Mertcan M NQ	Lal F N☺+	Zeynep F **Q	Mert M N*Q	Özgü F N☺	Melis F
Yağız M *N	Sena F NQ	Derin F N☺	Doğa M ☺*N	Orhun M	Can M
Celal M N☺	Özgür M N+	Tunç M +☹☺T	Emre M +**Q	Yağmur F ☺**	Ipek F

TEACHER

Board **Board**

Draw the seating arrangement of the classroom you observe in the box below. Observe how the teacher attends to individuals by names, gesture, stance, eye contact, verbal prompts etc. As the teacher uses the names, identify the learners and name each box on your diagram. Please note on your diagram whether the students are male (M) or female (F). Using intermittent lines (- - ->), indicate how the teacher walks around in class. Use the list of attending strategies above.



Answer the following after the observation

<p>1. Did the seating arrangement lend itself to a particular spread of teacher attention? Was there a group of students that was attended to more or less than the others?</p>
<p>2. Which of the above attending strategies were used more than the others by the teacher to acknowledge the students' presence, contribution and/or needs? What comment would you make on teacher's having a range of attending strategies? Were they useful or disturbing? Why?/ Why not?</p>
<p>3. <i>Focus on the use of names:</i> For what purpose and to what effect were names used by the teacher? What other purposes can be served through the use of names?</p>
<p>4. How did the students react to those strategies? Did they have different responses to different strategies? What could be other attending strategies that a teacher can use?</p>
<p>5. How do this observation and your findings contribute to your opinion about "attending to the learner" in your future profession?</p>

Reference

Wajnryb, R. (1992). *Classroom observation tasks*. United Kingdom: Cambridge University Press.

OBSERVATION TASK II
TEACHING ACTIVITIES AND THE PHILOSOPHY OF THE TEACHER

Philosophy of language teaching shows what the teacher believes about the teaching and learning of languages, and possibly also about education in general. A teacher's teaching philosophy will include two intertwined components: 1. In theory, underpinnings of the teacher's belief system and how this belief system affects general teaching decisions such as teaching strategies and classroom management, etc.; 2. In practice, the description of "what the teacher actually does in the classroom" and why. You may recognize statements of philosophy through utterances such as "I believe this is why I DO ... in class".

When a class is observed, a teacher's teaching philosophy and beliefs will be reflected in her choice of techniques and activities to help students learn. These techniques may change depending on the age, language proficiency and the number of the students; the content and aim of the lesson; and the physical environment of the classroom.

In this task, you are expected to identify as many types of teaching/learning activities as possible during your observations to be aware of different phases and components of a lesson and how these change in different classroom situations. Choose *two different lessons/classes* OR *two different grade levels* for observation. Use the "running commentary" as it is demonstrated below. After the lesson, list and mark the teaching / learning activities used in each lesson in the schedule.

EXAMPLE SCHEDULE FOR TEACHING / LEARNING ACTIVITIES (Lesson 1)

Time	Teacher Activity	Pupil Activity
9.30 ↓	Directs questions to class about last week	Answer questions
9.35	Sticks figures and a chart on the board	Watch/Observe
9.38	Explains the difference between Present Perfect Tense and Past Tense	Listen
10.10	Gives exercises to make students practice both tenses	Work in pairs to answer questions

Examples of teaching and learning activities	Lesson 1	Lesson 2
	1. Explaining	√√
2. Questioning (Q & A)	√	√√√√√√
3. Using textbooks	√	√√
4. Using visual aids (....say which....)	√	√√√√
5. Demonstrating		√√√√
6. Reading	√√√√√	
7. Completing worksheets		√
8. Writing	√√√	
9. Examining	√√√√	
10. Listening	√√√	√√√
11. Speaking	√√√√√√	√√√√√√√√

SCHEDULE FOR TEACHING / LEARNING ACTIVITIES (Lesson 1)

Class: _____

No of pupils: _____

Topic: _____

Time	Teacher Activity	Pupil Activity

SCHEDULE FOR TEACHING / LEARNING ACTIVITIES (Lesson 2)

Class: _____ No of pupils: _____ Topic: _____

Time	Teacher Activity	Pupil Activity

Teaching and Learning Activities	Lesson 1	Lesson 2
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Answer the following after the observation:

<p>1. Compare the amount of time each activity occupied in the lessons (across lessons/ grades/ classes). What did and did not stand out? What was the reason?</p>
<p>2. To maintain the <i>interest and the involvement</i> of pupils, what do you think is an ideal length for each activity?</p>
<p>3. Are the activities generally used in any particular order? If so, why do you think the teacher chooses to do this?</p>



RESEARCH TASK III

LEARNING ABOUT THE MENTOR TEACHER'S TEACHING PHILOSOPHY

The mentor teacher has a key role in the experience of the student teachers in their first school experience, as the student teachers observe how the theoretical knowledge presented in the pre-service teacher education programs is put into practice in the mentor teacher's classrooms.

After you have completed Observation Task 2, get together with your student-teacher team and devise a set of interview questions to learn more about your mentor teacher's philosophy of teaching and the methods s/he is in favor of in teaching a foreign language. You may ask questions about her beliefs using the following group of concepts:

- ⊗ Teaching and learning foreign languages
- ⊗ The teacher's and student's roles and responsibilities
- ⊗ The balance of learning (input) and use (hands-on activities)
- ⊗ Teaching Grammar (Form, Function & Meaning)
- ⊗ Teaching Vocabulary
- ⊗ Teaching Integrated Language Skills (Receptive & Productive)
- ⊗ Pronunciation
- ⊗ Choice of materials (i.e. "authentic")
- ⊗ Interaction (T → S) (Ss → s) (S → Ss) (S → T) /Pair work/ group work
- ⊗ Communicative language teaching
- ⊗ Applying eclectic teaching methods and techniques
- ⊗ Participation and classroom dynamics
- ⊗ Learner autonomy
- ⊗ Reflective learning/teaching
- ⊗ Critical Thinking
- ⊗ Handling mistakes and errors
- ⊗ Classroom management
- ⊗ Content-based instruction, Humanistic approaches, Multiple Intelligences, etc.
- ⊗ Assessment: Testing and diagnostic teaching
- ⊗ Affective and emotional components (i.e. Motivation)
- ⊗

Prepare 4 questions each based on your observation findings. Compare your questions with your group members. Finalize your interview guide to include 5 major questions.

List the questions you have prepared yourself:

- 1.
- 2.
- 3.

List the 7 questions (final interview guide) you have agreed on.

- 1.
- 2.
- 3.
- 4.
- 5.

Arrange a time to meet with your mentor as a group and direct your questions. After the interview, for each point (i.e. question) please write a paragraph comparing the information you have collected about your mentor teacher's philosophy of teaching through the interview and the relevant data you have collected in Observation Task 2.

OBSERVATION TASK III
TEACHER'S QUESTIONING SKILLS

Questions play an important role in the processes of teaching and learning because learner achievement and level of engagement depend on the types of questions teachers formulate and use in a classroom. Language teachers ask a lot of questions for different purposes such as motivating the learners, socializing, setting the scene, finding out what pupils know or remember, relating the lesson to pupils' background, managing the class, checking vocabulary, helping learners to think and to talk, getting feedback on teaching, checking learning and seeking learner's opinion.

Teachers' questions can be grouped under different categories in terms of the answer they require:

- ⊗ *display* questions (requesting information already known for the teacher) and *referential* questions (requesting new/unknown information)
- ⊗ *closed-ended* questions (requesting only one correct answer) and *open-ended* questions (having more than one correct answer)
- ⊗ *short answer* questions (yes/no questions, one-word answers) and *long answer* questions
- ⊗ *recall* questions (requiring factual information), *convergent* questions (requiring interpretation or explanation in one's own words), *divergent* questions (requiring not a piece of information but an opinion) and *evaluative* questions (requiring evaluation and organization of thoughts and opinions)

One question may belong to more than one category depending on the scope of the student's response. While teachers often plan their questions in terms of the lesson content, the cognitive and linguistic demand on the learner is often neglected. In fact, the type of question has a considerable effect on the quality and quantity of the student response.

On the table below, you can see the questions asked by the teacher and the responses as an example. Discuss what it reflects about the aim of the teacher and type of the lesson.

Time	Teacher's Question	Question Type	Response (Invited/Voluntary)
14:39	Have you been to a circus before, Selin?	Short answer: Y/N	Invited: No, I haven't but I saw it on TV.
14:40	What were some of the animals you saw there?	Recall	Invited: Elephants and Horses
	Anyone who has been to a circus?	Referential	Voluntary: Teacher, I went to the Ozbek Circus.
14:41	Ok, were there any animals?	Short answer/referential	Invited: The student talks about the animals she saw.
14:43	What do you think about the way people treat those animals?	Divergent	Voluntary: ...

Observe a 40-minute lesson in order to find more about teacher's questioning and the responses received.

Answer the following after the observation

<p>1. What type of questions did the teacher use to elicit answers from the students? How varied were the types of questions? What types of questions were used more than the others by the teacher? Why?</p>
<p>2. Were the types of questions relevant to the aim of the lesson? Why/why not? What comment would you make on teacher's questioning?</p>
<p>3. How was the distribution of the questions among students? Did the teacher attend to a certain group of students? Did the teacher do anything to encourage all class members to answer his/her questions? If yes, what kind of praising and encouragement strategies did the teacher use?</p>
<p>4. What types of responses were expected from the students? How varied were the responses in terms of language?</p>
<p>5. What do the students' responses tell about the choice of questions?</p>

OBSERVATION TASK IV
TEACHER'S WAIT TIME

Teachers elicit for a range of reasons: to set students thinking in a certain direction, to create a context, to warm a class up, to generate peer interaction, to lead an activity, to attract attention, to increase student talking time, to draw out passive knowledge and to engage students in the learning process.

As well as the types of prompts (questions, instructions or comments) used for elicitation, the time spent after a prompt shapes the quality and quantity of the student's responses. Although the teachers have a tendency to fill in the periods of silence as they feel uncomfortable, many researchers suggest waiting from 3 to 10 seconds after asking a question and before calling upon a student according to the learner group and the question type (Rowe, 1986; Morgan and Saxton, 1994).

On the table below, you see the prompts used by the teacher, the time spent after each prompt and the responses as an example. Discuss what the data reflects about the aim of the teacher, the role of wait time, and the type of the lesson.

Time	Stage of the Lesson	Teacher Prompts (questions, instructions or comments)	Wait Time (seconds)	Student Responses
14:39	Warm-up	Have you been to a circus before, Selin?	/	No, I haven't but I saw it on TV.
14:40		What were some of the animals you saw there?	/	Elephants and Horses
14:41		Anyone who has been to a circus?	//	Teacher, I went to the Ozbek Circus.
14:43		Ok, were there any animals?	/	The student talks about the animals she saw.
		What do you think about the way people treat those animals?	###	Two students talk about animal rights and three students volunteer to add more information.

Observe a 40-minute lesson in order to find more about teacher's wait time after her questions, instructions or comments. Indicate how long (how much time) she waits for the students to respond and what sort of responses she receives.

TEACHER'S WAIT TIME

Class: _____

Topic of the Lesson: _____

Time	Stage of the Lesson	Teacher Prompts (questions, instructions or comments)	Wait Time	Student Responses

Answer the following after the observation

1. What type of prompts did the teacher use to elicit answers from the students?
2. Did the teacher's wait time change according to the types of question she asked? How?
3. What comment would you make on teacher's wait time after each of her prompt? How did the student responses change according to different length of wait time?
4. Was the length of wait time relevant to the aim of the lesson? Why/why not?
5. When you combine your findings in <i>Observation Task 3</i> with those of <i>Observation Task 4</i> , what do you think about the role of teacher's questions and wait time on the student responses?
6. How do this observation and your findings contribute to your experience?

References

Morgan, N. & Saxton, J. (1994). *Asking better questions: models, techniques and classroom activities for engaging students in learning*. Canada: Pembroke Publishers Limited.

Rowe, M.B. (1986). Wait time: Slowing down may be a way of speeding up. *Journal of Teacher Education*, January- February. Retrieved June 30,2006, from <http://sce4361-01.sp01.fsu.edu/waittime.html>

TEACHING TASK I

The student-teacher

Consult with your mentor teacher to prepare and execute a 10-15 minute activity in class. You should let her know that you want her/his feedback either on the way you attend to the learner or the way you use questioning and wait time. Your mentor teacher will observe your lesson according to your choice of focus.

Before the activity, prepare your lesson plan for the segment you will teach in class including your objectives, the procedure, the skills emphasized and the interaction patterns. Do not forget to mention the relevance of the activity to the lesson indicating the background knowledge of the students. Attach the materials you plan to use during your activity.

After the lesson, talk to your mentor teacher (individually) about your activity and note her/his comments. Your group members will also give the observation forms they have filled for your lesson. Using the mentor's comments and the observation data, complete the Post-teaching Self-evaluation Form I

Group members of the student-teacher

While your group member executes his/her 10-15 minute activity, you are responsible for observing his/her teaching using the observation tasks you have already used in the previous weeks.

The mentor teacher

The student-teachers will consult with you to prepare and execute a 10-15 minute activity in class. S/he will receive your feedback either on the way s/he attends to the learner or the way s/he uses questioning and wait time.

Before the activity, she will prepare a lesson plan for the segment s/he will teach in class including the objectives, the procedure, the skills emphasized and the interaction patterns. You may ask to see the lesson plan.

After the lesson, we kindly ask you to give feedback (individually) to our student-teacher focusing on his/her choice of focus.

Post-Teaching Self Evaluation Form I

Answer the following questions after you complete your Teaching Task I.

What are the points that you are happy with in your teaching experience?
What are the problems you have encountered (if any)? What are the things you would change/revise (if any), if you had the chance to re-do Teaching Task I?
What are some of the issues mentioned in your mentor teacher's feedback? Which ones do you agree with?
What are some of the issues mentioned in your group members' feedback? Which ones do you agree with?
What kinds of insights/understandings did you gain through your first teaching experience?
How does this teaching practice contribute to your experience as a student teacher?
How are you planning to incorporate your understandings into your further teaching practices?
Based on your self evaluation of this teaching practice, what is your action plan (e.g., what strategies do you think of developing) to improve your performance next time?

OBSERVATION TASK V
MOTIVATION OF THE LEARNER

Whatever the basis of the motivation of the learner, its level has an impact on the expected learner roles. Highly motivated learners are more likely to synchronize their roles willingly with the teacher's role; and are more likely to cooperate with the teacher in various processes.

For this observation task, choose one of the students in class and observe his or her actions throughout the lesson. While observing the pupil, focus on the following "on task" activities:

- Response to the teacher
- Involvement in the tasks given by the teacher during the class
(e.g. oral activities: listening, speaking, asking questions and answering; working with written materials: reading, writing; working with visual materials: teaching-learning aids, computers, handouts; social interaction: while working as the whole class, working in groups, working individually; participating in games)
- Willingness to ask when uncertain
- Tolerance of other students

Also try to observe what kind of off-task behavior the student engages in during the lesson and how the teacher responds to it.

Observe a 40 minute lesson to collect data on your chosen students' in-class behaviors and complete the table below.

Time	Type of the activity	Student's Activity	Teacher's response (if any)	Peer's response (if any)
		Name of the student: Grade: Location in class:		

Time	Type of the activity	Student's Activity	Teacher's response (if any)	Peer's response (if any)

Talk to the student after the lesson to ask him/her about his/her opinion of the lesson. Write here what s/he thinks:

Answer the following after the observation:

<p>1. What do you think about the general attitude, interest and/or motivation of the student in terms of the following? Did s/he engage in "off task" activities?</p> <ul style="list-style-type: none">- <i>Response to the teacher</i> - <i>Involvement in the task</i> - <i>Willingness to ask when uncertain</i> - <i>Tolerance of other students</i>
<p>2. Did the seating arrangement affect the behavior of the student?</p>
<p>3. How did the teacher respond to the student: (a) during on-task activities and (b) when engaged in off-task behavior?</p>
<p>4. How would you respond to this student, if you were the teacher?</p>
<p>5. How do this observation and your findings contribute to your experience?</p>

OBSERVATION TASK VI

INTERACTION PATTERNS

The interaction in a classroom environment affects the communication among the parties (teacher and students) in class. This observation task is concerned generally with how communication takes place in a classroom setting, and specifically with organizing the patterns of interaction that provide a vehicle for communication.

The data below shows the segment of a language lesson and how its teacher interacts with the students and how the students interact with each other.

The following symbols indicate the type of interaction

One way interaction: \longrightarrow

Student question: $\underline{\hspace{1cm}} ?$

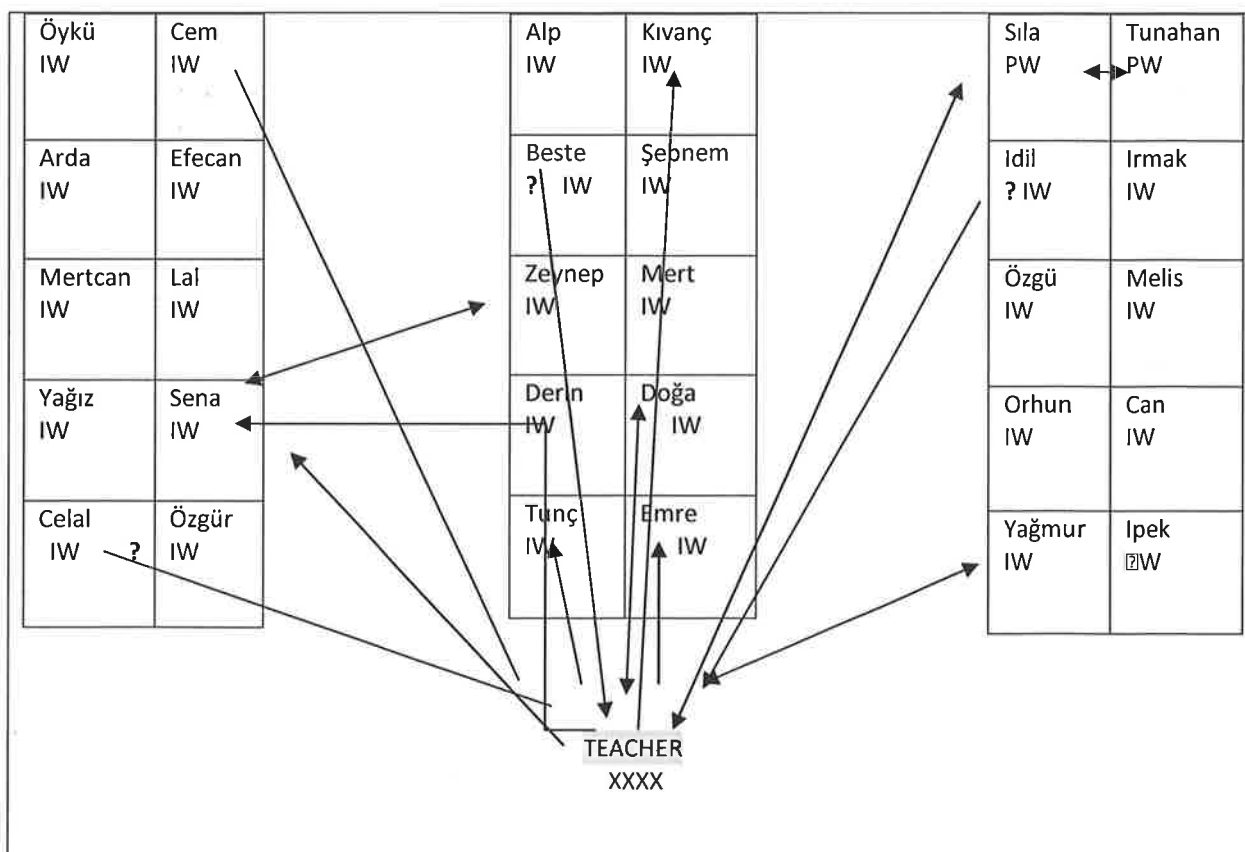
Pair work: PW

Two-way interaction: \longleftrightarrow

T's undirected question: X

Group work: GW

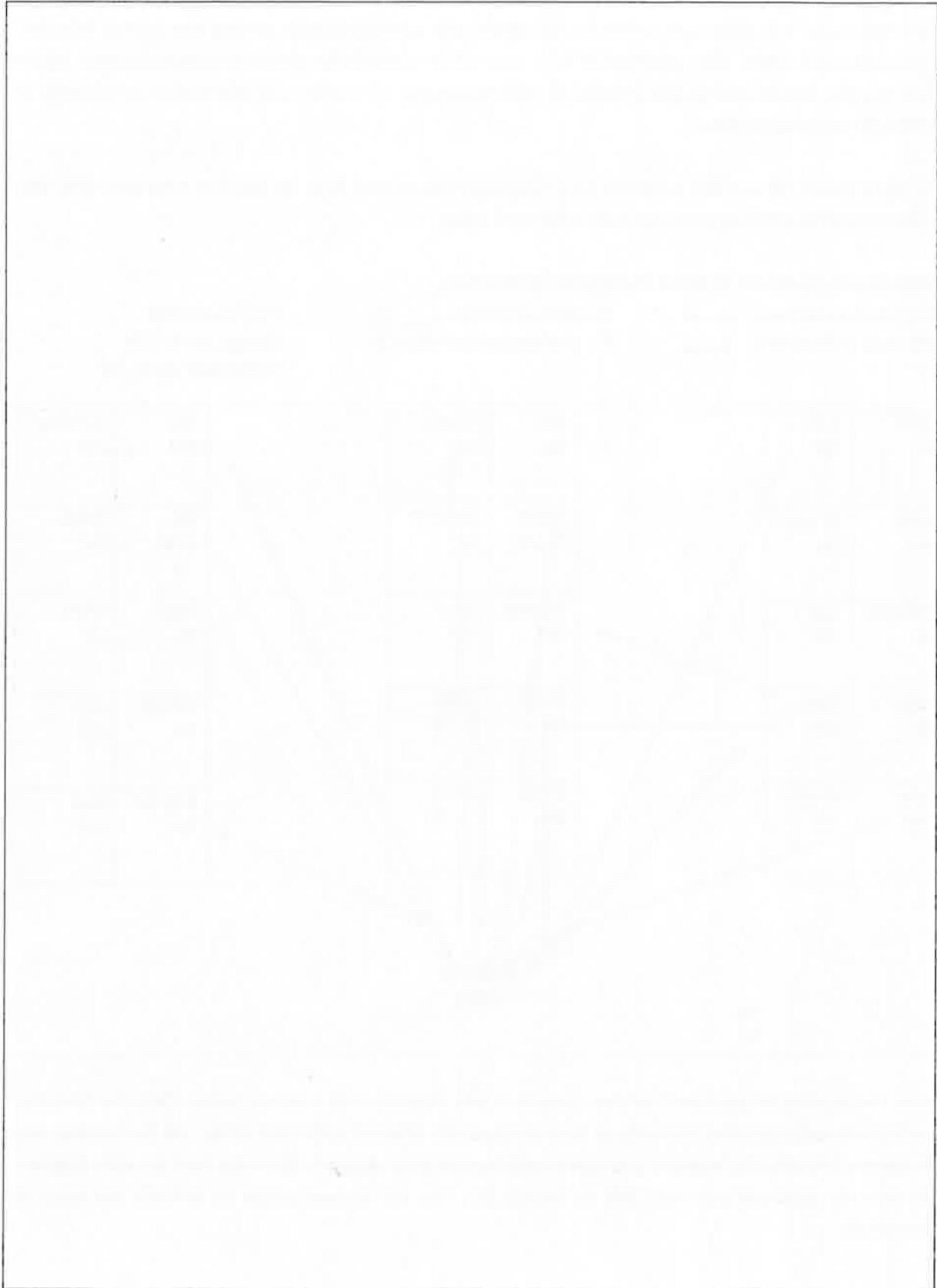
Individual work: IW



Draw the seating arrangement of the classroom you observe in the boxes below. Observe how the teacher interacts with the students or how the students interact with each other. As the teacher use the names, identify the learners and name each box on your diagram. You may note on your diagram whether the students are male (M) or female (F). Use the arrows above to indicate the type of interaction.

INTERACTION PATTERNS (Lesson 1)

Class: _____ Number of pupils: _____ Topic: _____

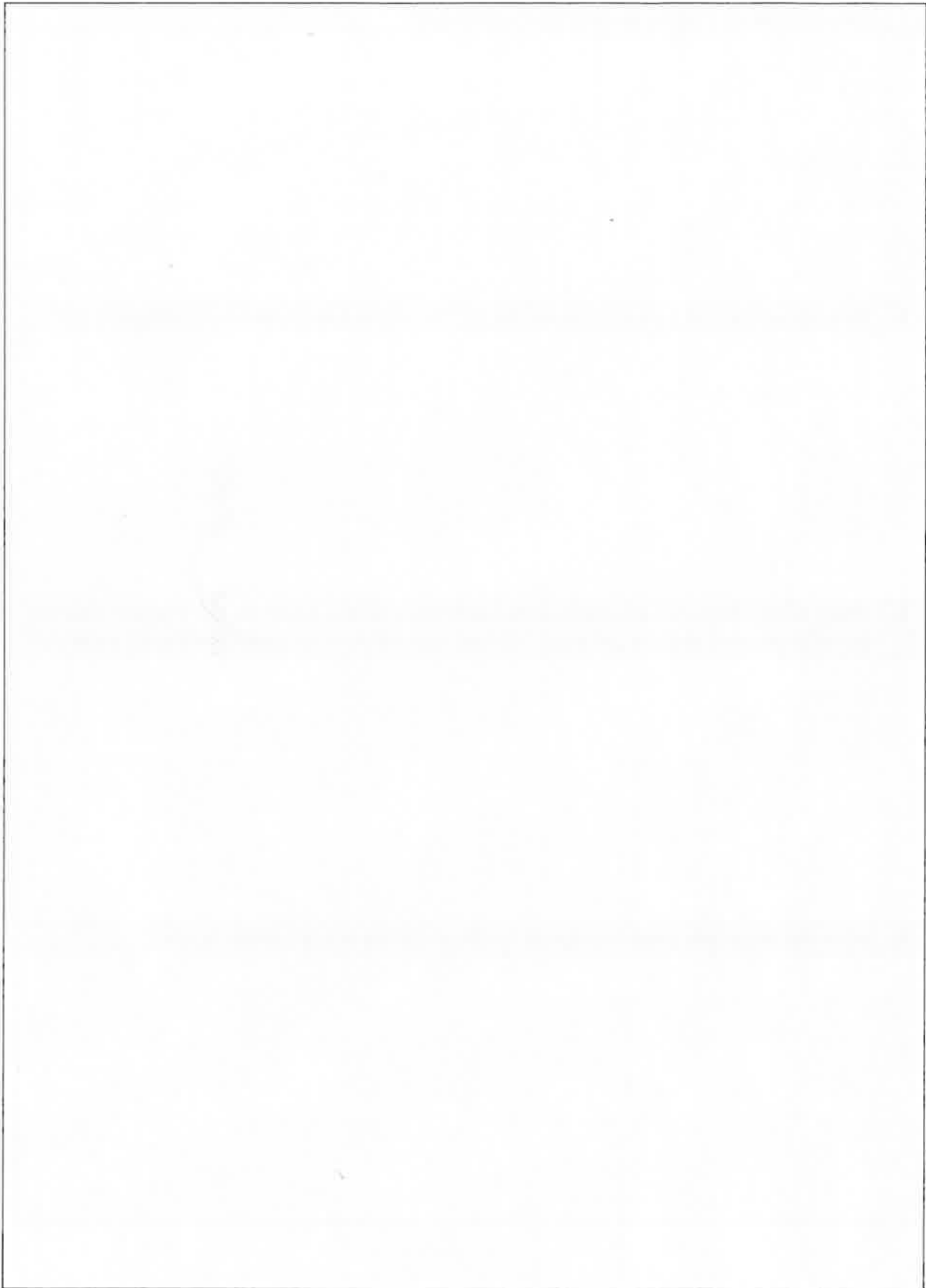


INTERACTION PATTERNS (Lesson 2)

Class: _____

Number of pupils: _____

Topic: _____



Answer the following after the observation

1. Did the seating arrangement lend itself to a particular spread of interaction? Was there a group of students that the teacher interacted more?

2. Were the interaction patterns relevant for the aims of the lessons observed? Why/why not?

3. Which of the interaction strategies were used more than the others by the teacher? How did the students react to those patterns? Did they have different responses to different patterns?

4. Were the interaction patterns relevant for the aim of the lesson? Why/why not?

MANAGING PAIR and GROUP WORK: Now observe a specific group work activity. Monitor the teacher's way of getting students in, through and out of activities. Try to record details of the group/pair work activity you observe by taking notes on the following dimensions:

	<u>Sub-Skill</u>	<u>Observation</u> (What T does)	<u>Comments</u> (Your rationalizing or questioning T's actions)
Moving into an Activity	1) Organising groups, seating, etc. 2) Instructions (inc. modelling and checking) 3) Appointing, briefing leaders		
Monitoring pair/group work	1) Monitoring 2) Verbal Contact (In what circumstances does she speak to the group?) 3) Teacher's voice, position, proxemics, etc.		
Moving out of an activity	1) Winding down 2) Signalling for attention 3) Re-orienting to new phase of the lesson 4) Organizing the reporting back phase		

Answer the following after the observation:

<p>1. What are various sub-skills involved in moving into and out of activities? Do you believe any of them will be problematic for you when you are teaching? Why/Why not?</p>
<p>2. When did the teacher “intervene” during group work? Why did she choose to do so? Comment on her intervention episodes.</p>
<p>3. There are different ways of grouping students. Recall the one used in the class you observed. Consider it from the point of view of the group member. Comment on how easy it was for the “member” to: communicate, relax, concentrate on the activity, see the board, see/hear the teacher, work silently, be included as a group member during the activity.</p>
<p>4. What was the way the teacher chose to organize “report-back”? Are there other ways? What are the advantages and disadvantages of each of these?</p>
<p>5. <i>What you have learned from this observation:</i> How will this observation and your findings contribute to your future teaching experience?</p>

OBSERVATION TASK VII
ERROR MANAGEMENT & FEEDBACK

The language of feedback refers to the responses given by the teacher to what learners produce in the classroom; in other words, teacher's response to an error. Most teachers are aware of the feedback in terms of its motivational value. However, apart from the motivational aspect, teacher's response may well have an important influence on the learning process.

Teachers may respond to a wrong answer that follows a question, or they may respond to the problematic language use, vocabulary choice or articulation, and/ or the flawed message in students' oral work. These responses/corrections may be immediate (right after an error), delayed (after sometime) or ignored (no correction) depending on the nature of the error, the focus of the lesson and the aim of the teacher's feedback. In addition to teacher feedback for corrections, sometimes self-correction (student corrects himself/herself) or peer correction (another student corrects the error) are also encouraged. Here are six types of corrective feedback strategies (Ellis, 2009) teachers may employ:

<i>Corrective feedback strategy</i>	<i>Definition</i>	<i>Example</i>
1. Recast	The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical).	L: I went there two times. T: You've been. You've been there twice as a group?
2. Repetition	The corrector repeats the learner utterance highlighting the error by means of emphatic stress.	L: I will showed you. T: I will SHOWED you. L: I'll show you.
3. Clarification request	The corrector indicates that he/she has not understood what the learner said.	L: What do you spend with your wife? T: What?
4. Explicit correction	The corrector indicates an error has been committed, identifies the error and provides the correction.	L: On May. T: Not on May, In May. We say, "It will start in May."
5. Elicitation	The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.	L: I'll come if it will not rain. T: I'll come if it?
6. Paralinguistic signal	The corrector uses a gesture or facial expression to indicate that the learner has made an error.	L: Yesterday I go cinema. T: (gestures with right forefinger over left shoulder to indicate past)

Observe two 40-minute lessons in order to find more about how the teacher corrects students' language errors.

ERROR MANAGEMENT & FEEDBACK (Lesson 1)

Class: _____

Topic of the Lesson:

Stage of the Lesson	Learner Error	Teacher Response C= Corrected I= Ignored S= Self-correction encouraged P= Peer correction encouraged	Student response to feedback (If any)

Stage of the Lesson	Learner Error	Teacher Response C= Corrected I= Ignored S= Self-correction encouraged P= Peer correction encouraged	Student response to feedback (If any)

ERROR MANAGEMENT & FEEDBACK (Lesson 2)

Class: _____

Topic of the Lesson: _____

Stage of the Lesson	Learner Error	Teacher Response C= Corrected I= Ignored S= Self-correction encouraged P= Peer correction encouraged	Student response to feedback (If any)

Answer the following after the observation

<p>1. According to your observation, which language errors (grammar, vocabulary, pronunciation, meaning ...etc.) were corrected and how?</p>
<p>2. How does the teacher react to wrong answers or oral errors? What kind of a language (harsh-criticizing-serious-motivating-friendly ...etc.) did the teacher use to correct the errors? What was the effect of his/her language on students and on their responses?</p>
<p>3. What type of errors did she ignore? What could be the reason or his/her aim in ignoring them?</p>
<p>4. Were there any opportunities for self correction or peer correction? If yes, how did the teacher organize and/or control self correction and peer correction? What was the attitude of the students towards self correction and peer correction?</p>
<p>5. Was there a link between the amount of error correction (teacher correction, self correction, peer correction) and the focus of the lesson or the stage of the lesson? If yes, what was it?</p>

Reference

Ellis, R. (2009) Corrective Feedback and Teacher Development. *L2 Journal*, 1(1), 3-18. Retrieved from: <http://escholarship.org/uc/item/2504d6w3>

TEACHING TASK II

The student-teacher

Consult with your mentor teacher to prepare and execute a 10-15 minute activity in class. You should let her know that you want her/his feedback either on the way you motivate and interact with the students or the way you manage errors and give feedback. Your mentor teacher will observe your lesson according to your choice of focus.

Before the activity, prepare your lesson plan for the segment you will teach in class including your objectives, the procedure, the skills emphasized and the interaction patterns. Do not forget to mention the relevance of the activity to the lesson indicating the background knowledge of the students. Attach the materials you plan to use during your activity.

After the lesson, talk to your mentor teacher (individually) about your activity and note her/his comments. Your group members will also give the observation forms they have filled for your lesson. Using the mentor's comments and the observation data, complete the Post-teaching Self-evaluation Form II.

Group members of the student-teacher

While your group member executes his/her 10-15 minute activity, you are responsible for observing his/her teaching using one of the observation tasks you have already used in the previous weeks depending on his/her focus.

The mentor teacher

The student-teachers will consult with you to prepare and execute a 10-15 minute activity in class. S/he will receive your feedback either on the way s/he motivates and interacts with the students or on the way s/he manages errors and gives feedback.

Before the activity, s/he will prepare a lesson plan for the segment to teach in class including the objectives, the procedure, the skills emphasized and the interaction patterns. You may ask to see the lesson plan beforehand.

After the lesson, we kindly ask you to give feedback (individually) to our student-teacher on his/her choice of focus.

Post-Teaching Self Evaluation Form II

Answer the following questions after you complete your Teaching Task II.

What are the points that you are happy with in your teaching experience?

What are the problems you have encountered (if any)?
What are the things you would change/revise (if any), if you had the chance to re-do Teaching Task I?

What are some of the issues mentioned in your mentor teacher's feedback? Which ones do you agree with?

What are some of the issues mentioned in your group members' feedback? Which ones do you agree with?

What kinds of insights/understandings did you gain through your second teaching experience?

How does this teaching practice contribute to your experience as a student teacher?

How are you planning to incorporate your understandings into your further teaching practices?

Remember the action plan that you developed after your second Teaching Practice. To what extent and in what ways did you follow it? In what ways do you think you have improved yourself since your previous two practices? In what ways do you think your third practice was similar to and different from your first and second practice? Concerning differences, what made the difference do you think?

Based on your self evaluation of this teaching practice, what is your action plan (e.g., what strategies do you think of developing) to improve your performance next time?

OBSERVATION TASK VIII

CLASSROOM LANGUAGE: TRANSITIONS IN OPENING AND CLOSURES

“Every lesson has a beginning and an end”, and the entrance and exit stages of the lesson are accompanied with certain predictable conventions or routines (Wajnryb, 1992, p.78). Appel (1995, p. 115) indicates that “a ritualized beginning” makes “a smooth transition” between the break and the lesson, as it helps both the teacher and the students to “catch a breath” before starting. The teacher may continue the greeting routine by asking (some) students about the weekend/school trip/last night’s match/weather, reminding the keywords of the previous lesson, checking whether the homework has been completed, which are all smoother than just saying “open your books page x and ...”.

Similarly, s/he may also use some conventions to wrap up the lesson such as revising the headlines of the lesson, asking students to summarize the important points, giving some time for their questions, assigning homework, informing them of the next lesson’s topic, linking the lesson to the next one or only thanking them for their contribution instead of just saying “stop”.

It does not matter which conventions are used, such routines or personal exchanges work as an element of authenticity as part of the real classroom interaction among the two parties (the teacher and the students) of the foreign language classes.

Using the observation tool as it is demonstrated below, observe a 40-minute lesson of two different classes in order to find more about the teacher’s routines that characterize the start and end of a lesson, especially the purposes they serve.

EXAMPLE SCHEDULE FOR TRANSITIONS IN OPENING & CLOSURES

Time	Teacher Activity	Non-verbal signals	Teacher Language	Interactive patters T-S (student) T - C (class) T - G (a group)
Opening (9:00-9:03)	T greets the whole class	Smiling face	- Good morning Class! How are you today?	T - C
	T asks one of the students about his health condition.		- How do you feel today?	T - S
	T checks whether they have completed the homework		- Have you done the homework?	T - C
Closure (10:34-10:35)	T asks Ss to stop work	Claps her hands	- Ok, that’s all for today!	T - C
	T reminds the weekend homework		- Don’t forget to bring your worksheets on Monday.	T - C

TEACHER'S TRANSITIONS IN OPENING & CLOSURES (Lesson 1)

Class: _____

Topic of the Lesson: _____

Time	Teacher Activity	Non-verbal signals	Teacher Language	Interactive patters T-S (student) T - C (Class) T - G (a group)
Opening				
Closure				

TEACHER'S TRANSITIONS IN OPENING & CLOSURES (Lesson 2)

Class: _____

Topic of the Lesson: _____

Time	Teacher Activity	Non-verbal signals	Teacher Language	Interactive patters T-S (student) T - C (Class) T - G (a group)
Opening				
Closure				

Answer the following after the observation

1. What was the routine or convention the teacher used to begin the lessons? How long did it take? How did it affect the students at the start of the lesson?
2. Did the teacher link the lesson to previous lesson? How did s/he do that? How important was this for the observed lesson?
3. Do you think the teacher should tell the students what the coming lesson is about or have them discover it as it follows? Explain why.
4. What was the routine or convention the teacher used to close the lesson? How long did it take? How did it affect the students at the end of the lesson?
5. Did the teacher review the lesson's aims and content at the end of the lesson? How important was this for the observed lesson?
6. Did the opening and closing routines show variations according to the grade or the time of the lessons you observed?

References

Apel, J. (1995). *Diary of a language teacher*. Great Britain: Heinemann.
Wajnryb, R. (1992). *Classroom observation tasks*. United Kingdom: Cambridge University Press.

OBSERVATION TASK IX

CLASSROOM LANGUAGE: TRANSITIONS IN BREAKDOWNS

Breakdown is any type of interruption to a lesson from a minor to a major issue that does not necessarily imply negativity, hostility or failure (Wajnryb, 1992). The breakdown may result from a classroom management issue (late comers, a student's cell phone... etc.) or from an unexpected interruption (hiccups, an announcement, administrative issues ...etc.). It may also happen due to a problem, a misunderstanding or an off-task exchange between the teacher and a student or a group of students, between two students or two groups, among some students, or between the teacher and an outside party (another teacher, the principle, a parent etc.). In such cases, "the lesson is unable to proceed whether for an individual or a group of students or for the whole class" (Wajnryb, 1992, p.87). The teacher needs to repair the breakdown (solve the problem or misunderstanding, if any) and continue with the lesson. No matter what the breakdown is, it gives a real reason to use authentic language as part of the classroom interaction.

Using the observation tool as it is demonstrated below, observe two 40-minute lessons of two different classes in order to find more about the teacher's language to resolve the breakdowns.

Seriousness of breakdown:

- 3 *very serious*: T cannot continue with the lesson
- 2 *serious*: T spends some time for resolution
- 1 *not serious at all*: T spends less than a minute for resolution

EXAMPLE SCHEDULE FOR TRANSITIONS IN BREAKDOWNS

What happened?	Time & Source of the breakdown	Language used for repair & negotiation	Seriousness of breakdown
Late comer	9:05 1 student	T does not say anything, nods when the student apologizes for being late.	1
Quarrel between two Ss because of sharing one book	9:17 2 students	T asks questions to understand the problem, then she matches the students with different pairs by saying: "..."	2
The vice principle comes for an announcement	9:26 administration	T waits until the vice-principle leaves, tells the students that they will start listening to the tape from the beginning, gives the instructions again and plays the tape. She says: "..."	3
The teacher's group work instruction is not understood by students	9:32 the whole class	Teacher reformulates the instruction, gives a few additional examples on how to go about the task, gets them to re-start and closely monitors. While doing so she says: "..."	2

TEACHER'S TRANSITIONS IN BREAKDOWNS (Lesson 1)

Class: _____

Topic of the Lesson: _____

What happened?	Time & Source of the breakdown	Language used for repair & negotiation	Seriousness of breakdown

TEACHER'S TRANSITIONS IN BREAKDOWNS (Lesson 2)

Class: _____

Topic of the Lesson: _____

What happened?	Time & Source of the breakdown	Language used for repair & negotiation	Seriousness of breakdown
<p>Anouncement Personal problem of student</p>		<p>Şşřeri gelir, hayvan barınagi, lakkı Se da.</p>	<p>1 3</p>

Answer the following after the observation

1. In the case of the breakdowns you observed, what was the source of the breakdowns in general?
2. In the case of the breakdowns you observed, could the breakdown have been avoided altogether or could have been repaired more efficiently? How?
3. In the case of the breakdowns you observed, what kind of a language was used to negotiate meaning? Did the language pattern change according to the seriousness of the breakdown or the student group? Please provide example from your data.
4. In the case of a breakdown, how can a teacher minimize the interrupting effect on the lesson?
5. What type of breakdown interruption minimization techniques do you see yourself using in the future?

Reference

Wajnryb, R. (1992). *Classroom observation tasks*. United Kingdom: Cambridge University Press.

OBSERVATION TASK X
ADAPTATION OF A COURSEBOOK

Coursebooks are the basic and may be the most important material in majority of the language classes. However, no coursebook is perfect and the teachers try to make some adaptations in the way they use the coursebook, no matter how much they like or depend on it.

McDonough and Shaw (2003) explain in detail the five adaptation techniques used by teachers: *adding* (extending and expanding), *deleting/omitting* (subtracting and abridging), *modifying* (rewriting and restructuring), *simplifying* and *reordering*. Those techniques may be used individually or in harmony with each other depending on the aim of the lesson and profile of the students. In addition to those techniques, as Cunningsworth (1995) describes, the methodology of the course book may completely be changed as well. A coursebook with a deductive approach may be adapted with an inductive approach for grammar points, or a coursebook that has addressed a student-centered class may be applied in a teacher-centered way according to how it is used by the teacher.

In order to analyze the adaptation process, observe two consecutive lessons. Before your observation take the photocopy of the coursebook pages to be used in the observed lesson (preferably from the teacher's book) to examine how the coursebook presents the topic. After that, observe the lesson using the observation tool below.

Teacher:

Date:

Class:


Lesson Length:

Number of Pupils:

Name of the course book:

Time	Stage	Teacher Activity	Student Activity	Adaptation Technique (If any)
↓				

Time	Stage	Teacher Activity	Student Activity	Adaptation Technique (If any)
↓				

Time	Stage	Teacher Activity	Student Activity	Adaptation Technique (If any)
				

Answer the following after your observation

1. What were the adaptation techniques (adding, deleting, modifying, simplifying or reordering) your mentor teacher used while using the coursebook?
2. What was the most successful/needed/relevant adaptation technique in the lesson? Why?
3. What was the part of the coursebook you would adapt in a different way? Why?
4. How do this observation and your findings contribute to your experience?

References

Cunningsworth, A. (1995). Choosing your coursebook. Macmillan Heinemann.
McDonough, J. & Shaw, C. (2003). Materials and methods in ELT: A teacher's guide. 2. ed. Oxford: Blackwell Publishers.

RESEARCH TASK IV

COURSEBOOK EVALUATION: STUDENT PERSPECTIVE

Coursebooks are the basic and may be the most important materials in majority of the language classes. Most of the time, the decision about which coursebook to use or whether it should be changed or not is taken by the Ministry of Education, the institution, the language teachers or other stakeholders. However, the learners' opinions about the coursebook should also have an important role in the textbook selection and/or evaluation.

As the last research task of *FLE 425 School Experience*, randomly choose 3 students from one of the classes you have been observing (each group member will choose 3 different students) and ask them what they think about the coursebook used. While deciding on your questions as a group, keep in mind the concepts of "coursebook evaluation" you have studied in the *FLE 405 Materials Adaptation and Evaluation*. Limit your questions to 5.

Grade:

Name of the Coursebook:

Level of the Coursebook:

Publication Date/Company:

Syllabus Type:

Questions to ask:

1.

2.

3.

4.

5.

Questions	Responses		
	Student 1	Student 2	Student 3
1.			
2.			
3.			
4.			
5.			

Please compare your findings with those of your group members and write an essay that summarizes and discusses the information you have collected about the views of the learners on the coursebook.

A large, empty rectangular box with a thin black border, occupying most of the page below the instruction. It is intended for the student to write their comparative essay.

TEACHING TASK III

The student-teacher

Consult with your mentor teacher to prepare and execute a 10-15 minute activity in class. You should let her know that you want her/his feedback on classroom language (transitions either during opening and closure or after breakdowns). Your mentor teacher will observe your lesson according to your choice of focus.

Before the activity, prepare your lesson plan for the segment you will teach in class including your objectives, the procedure, the skills emphasized and the interaction patterns. Do not forget to mention the relevance of the activity to the lesson indicating the background knowledge of the students. Attach the materials you plan to use during your activity.

After the lesson, talk to your mentor teacher (individually) about your activity and note her/his comments. Your group members will also give the observation forms they have filled for your lesson. Using the mentor's comments and the observation data, complete the Post-teaching Self- evaluation Form III.

Group members of the student-teacher

While your group member executes his/her 10-15 minute activity, you are responsible for observing his/her teaching using the observation tasks you have already used in the previous weeks.

The mentor teacher

The student-teachers will consult with you to prepare and execute a 10-15 minute activity in class. S/he will receive your feedback on her/his classroom language (transitions during opening and closure, or after breakdowns).

Before the activity, she will prepare a lesson plan for the segment s/he will teach in class including the objectives, the procedure, the skills emphasized and the interaction patterns. You may ask to see the lesson plan.

After the lesson, we kindly ask you to give feedback (individually) to our student-teacher focusing on his/her choice of focus.

Post-Teaching Self Evaluation Form III

Answer the following questions after you complete your Teaching Task III.

What are the points that you are happy with in your teaching experience?
What are the problems you have encountered (If any)? What are the things you would change/revise, if you had the chance to re-do Teaching Task III?
What are some of the issues mentioned in your mentor teacher's feedback? Which ones do you agree with?
What are some of the issues mentioned in your group members' feedback? Which ones do you agree with?
What kinds of insights/understandings did you gain through your second teaching experience?
How does this teaching practice contribute to your experience as a student teacher?
How are you planning to incorporate your understandings into your further teaching practices?
Remember the action plan that you developed after your third Teaching Practice . To what extent and in what ways did you follow it ? In what ways do you think you have improved yourself since your previous practices? ? In what ways do you think your third practice was similar to and different from the previous ones? Concerning differences, what made the difference do you think?
Based on your self evaluation of this teaching practice, what is your action plan (e.g., what strategies do you think of developing) to improve your performance in the final teaching practice?

TEACHING TASK IV

Designing a Worksheet

It does not matter how perfect a coursebook is, the foreign language teacher may need to provide extra materials to supplement the language need of the students. Sometimes those supplementary materials can be provided in the coursebook package as a workbook, activity book and/or worksheet pack or by the institution as computer programs or audio/visual equipments. In addition to those, the teachers may also depend on their home-made materials including different types of activities or tasks- such as a fill in the blanks exercise or writing a letter respectively - to address "the needs of the learners in a way no other materials can" (Ur, 1996, p.192).

Choose one of the supplementary material (worksheet, word card, etc.) your mentor teacher has used in class to answer the following questions. Do not forget to attach the copy of the material.

1. What was the content (language, vocabulary, skills etc.) of the supplementary material? What was the aim of providing such a material?
2. What was the type of questions in the supplementary material in general? How did the teacher give feedback to the students?
3. Was the supplementary material effective? Yes or No? What makes you think so?

After you analyze your mentor teacher's supplementary material, consult with your mentor teacher to prepare a worksheet for one of the classes you observe. You should let her know that you want her/his feedback on your worksheet (content and layout). Duplicate your worksheet and hand them out to the students as class work or homework. When the students complete the tasks on the worksheet, collect them to check their answers and give written feedback.

Show some of your comments to your mentor teacher before returning the worksheets to the students. For this activity, you do not need to prepare a lesson plan. However, indicate what your concerns were in designing your worksheet in terms of its content and layout. Do not forget to mention the relevance of the activity to the lesson indicating the background knowledge of the students.

After the lesson, talk to your mentor teacher (individually) about your worksheet and feedback, and note her/his comments. Using the mentor's comments and the observation data, complete the Post-teaching Self-evaluation Form IV.

Group members of the student-teacher

You are expected to give feedback to your peer student-teacher about the worksheet s/he has designed and about the feedback s/he has provided to students' responses.

The mentor teacher

The student-teacher will consult with you to design a worksheet for one of the classes s/he observes. For this activity, they do not need to prepare a lesson plan. However, they have to show the worksheet before duplicating and handing it out to the students.

We kindly ask you to give feedback (individually) to our student-teacher on his/her worksheet (content and layout) and his/her written comments to the students' responses.

Post-Teaching Self Evaluation Form IV

Answer the following questions after you complete your Teaching Task IV: Designing a Worksheet.

What are the points that you are happy with in your worksheet?
What are the problems you have encountered (If any)? What are the things you will revise on the worksheet before using it in another language class?
What were the student responses to your written feedback? Which ones do you agree with?
What are some of the issues mentioned in your mentor teacher's feedback? Which ones do you agree with?
What kinds of insights/understandings did you gain through your second teaching experience?
How does this teaching practice contribute to your experience as a student teacher?
How are you planning to incorporate your understandings into your further teaching practices?

Reference

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

REFLECTION TASK II
TEACHING PHILOSOPHY

In Research Task III and Observation Task II, you focused on your mentor teacher's teaching philosophy. After you experience with your mentor teacher, please think about what your teaching philosophy is as a student-teacher.

Ask yourself the questions you asked to your mentor teacher in Research Task III to have a self interview. Then specify your teaching philosophy in three main points below.

FINAL TEACHING TASK

The student-teacher

Consult with your mentor teacher to prepare and execute the final (20- minute) teaching task in class. For this activity, you will be evaluated according to the teaching focuses covered during the term not only by your mentor teacher but also your course instructor.

Before the activity, prepare your lesson plan for the segment you will teach in class including your objectives, the procedure, the skills emphasized and the interaction patterns. Do not forget to mention the relevance of the activity to the lesson indicating the background knowledge of the students. Attach the materials you plan to use during your activity. Submit the lesson plan at least a day before. You may talk to your mentor teacher or the course instructor on the lesson plan.

After the lesson, talk to your course instructor (individually) about your activity and note her/his comments. Using the instructor's comments and the observation data, complete the Final Teaching Task Self- Evaluation Forum.

**Final Teaching Task
Self-Evaluation Form**

Answer the following questions after you complete your Final Teaching Task and bring it with you when you come to talk about your teaching experience.

What are the points that you are happy with in your final teaching experience?

What are the problems you have encountered (if any)?

What are the things you would change/revise, if you had the chance to re-do the Teaching Task?

How does this teaching practice contribute to your experience as a student teacher?

What kinds of insights/understandings did you gain through your second teaching experience?

How are you planning to incorporate your understandings into your further teaching practices?

In what ways do you think you have improved yourself as a teacher since the beginning of the term?

In what ways do you think your final teaching practice was similar to and different from your previous practices? Concerning differences, what made the difference do you think?

In what aspects of teaching do you think you need to improve yourself as a student teacher? And how are you planning to do this?

Anything you would like to add about your experience:

Evaluation Form for Teaching Task I

Name of the Student Teacher:

Focus of the Teaching Task **a. Attending to the Learner** **b. Questioning & Wait time**

A. Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has used attending strategies (such as establishing eye contact, using learners' names, making use of gestures).	4	3	2	1
The student-teacher has moved around the classroom (to attend to all learners and/or to control learner activity) in harmony with the aim of the lesson.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /20

B. Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has used relevant questions (or question types) in order to elicit learner responses in harmony with the aim of the lesson.	4	3	2	1
The student-teacher has used adequate wait-time after his/her prompts (such as questions, comments, instructions) to encourage learner response.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /20

Evaluation Form for Teaching Task II

Name of the Student Teacher:

Focus of the Teaching Task **a. Motivating and Interacting** **b. Error Management & Feedback**

A. Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has used interaction patterns (whole class, pair work, groups work ...etc) relevant to the aims of his/her lesson.	4	3	2	1
The student-teacher has put enough effort to respond to the students who are involved with off-task activities.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /20

B. Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has corrected students' errors (language, vocabulary, pronunciation ...etc) in harmony with the aim of the lesson.	4	3	2	1
The student-teacher has used error management techniques (teacher correction, self-correction, peer correction ...etc.) in harmony with the aim of the lesson.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /20

Evaluation Form for Teaching Task III

Name of the Student Teacher:

Focus of the Teaching Task **a. Transitions in Opening & Closure** **b. Transitions in Breakdowns**

A. Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has used the opening techniques (greeting, linking the lesson to the previous one and/ or informing the students of the lesson content etc.) relevant for the lesson.	4	3	2	1
The student-teacher has used the closing techniques (summarizing the key concepts, making reminders and/or assigning homework etc.) relevant for the lesson.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /20

B. Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher is well-prepared for the teaching task with his/her lesson plan and materials.	4	3	2	1
The student-teacher has established a positive atmosphere in class.	4	3	2	1
The student-teacher has tried to minimize the interrupting effect of the breakdowns on the lesson through his/her language and actions.	4	3	2	1
The student-teacher has used relevant strategies to repair the breakdown according to its level of seriousness.	4	3	2	1
Her/his language provides an adequate model for the pupils.	4	3	2	1

Total score: /20

Evaluation Form for Teaching Task IV

Name of the Student Teacher:

Focus of the Teaching Task: Designing a Worksheet

Please evaluate the teaching task of the student-teacher using the criteria below

	Very successful	Successful but has minor problems	Successful but has major problems	Unsuccessful
The student-teacher has prepared an effective worksheet with its font, layout and photocopy quality (and pictures if any)	4	3	2	1
The worksheet items were relevant to the age and level of the learners and course content.	4	3	2	1
The student-teacher has made use of instructions, illustrations and/or examples to clarify what was expected from the learners.	4	3	2	1
The worksheet includes a variety of questions and tasks to address different language (grammar, vocabulary etc.) and skills.	4	3	2	1
The student-teacher has given relevant language and/or content feedback to the learners.	4	3	2	1

Total score: /20

✓ Strength of the student-teacher's worksheet and feedback:

○ Weakness of the student-teacher's worksheet and feedback:

Evaluation Form for the Final Teaching Task

<i>Student-Teacher:</i> <i>Date:</i> <i>Class:</i> <i>Materials:</i>		<i>Lesson Length:</i> <i>Number of Pupils:</i>
Time	Stage/ Focus	Teacher- Student(s) Activity
↓		

Time	Stage/ Focus	Teacher- Student(s) Activity
↓		

Has the student-teacher submitted a lesson plan before the day of the Final Teaching Task?	Yes	No
Has the student-teacher submitted his/her materials with the lesson plan?	Yes	No

What is the overall score of the student-teacher out of 20 points?