



SULEYMAN DEMIREL UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

2021-2022

Spring Semester / FLE 0402 - School Experience II

Dear Preservice Teachers,

You will spend some time in school before you do your full teaching practice. This earlier period of work in schools is called School Experience, which consists of one activity for each day in school. The list of activities is given below week by week. You will be given full details of what you are expected to do in schools. Go through them each week with your supervisor and friends.

The activities include structured observations and tasks designed to induct you into teaching. As you do each activity, you will concentrate on one aspect of the teacher's job. Think about them as you carry out the activities and try to learn as much as you can from observing experienced teachers, and listening to their comments on your own performance. Then integrate them into your developing skills. When you have successfully finished these activities, you will be well on the way to being a teacher.

Some activities require you to observe experienced teachers. You should do your own organization to do that. Keep in mind that you must be professional. Do some careful planning in advance before you start the school experience by considering all the activities and seeing how they fit into a sequence of developing skills. Set up each activity well in advance. Ask the teachers whom you wish to observe, show them what you have to do, and always offer your notes on their lessons for them to read.

If you need to teach a class for a short period of time, or for a lesson, again you must make arrangements in advance. You must make sure that the teacher knows, and agrees with, what you are doing. Show your planning to the teacher, and use the advice and guidance which will be given to you. Always review the textbook before the lesson and prepare necessary materials in advance.

You will spend the same day each week in school. You should work with the same classes and their teachers for each of these days. You will then get to know the students, and gain confidence as you work with them. Get involved in all aspects of the job and take on as much work as you are able to do.

You will be working with another preservice teacher (PST), too. You should be able to help and support each other. Use each other as observer and evaluators, and team-teach together. Enjoy collaboration and cooperation!

Each week your supervisor will review the previous week's work in school with the group of student-teachers, as well as briefing them for the next week's work. Attend the sessions with your supervisor at the university each week.

Weeks	Schedule
1	Course Introduction
2	TASK 1: PSTs examine '2023 Eğitim Vizyonu' of MONE and write a critical report on the aims and objectives in your field. Source: http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf
3	TASK 2: PSTs examine 'Öğretmen Özel Alan Yeterlikleri Kılavuzu' in their field and write a critical report on their weaknesses and strengths in accordance with their necessities. Source: https://oygm.meb.gov.tr/www/ortaogretim-ozel-alan-yeterlikleri/icerik/258
4	TASK 3: PSTs do some research and write a critical report on the factors a teacher should pay attention for an effective classroom management.
5	PRACTICE 1: PSTs prepare a 30-min-lesson plan and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.) TASK 4: PSTs write a critical report about their teaching experience. The report includes what the good aspects of their teaching experience were, what the unexpected difficulties they experienced, and what and how they would change in the following teaching experience.
6	TASK 5: PSTs examine a course syllabus in their field and write a critical report.
7	TASK 6: PSTs prepare 20 exam questions and an answer key for any level in their field.
8	PRACTICE 2: PSTs prepare a 30-min-lesson plan and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.) TASK 7: PSTs compare their experiences with face-to-face teaching and distance teaching and write a report by focusing on the advantages and disadvantages at both types of education.
9	MIDTERM TASK 8: PSTs prepare a lesson plan for any level in their field. The lesson plan includes the samples of

	questions, activities, exercises, worksheets, and assessment questions.
10	TASK 9: PSTs write a critical report about the most preferred approaches, methods and techniques in their field.
11	PRACTICE 3: PSTs prepare a 30-min-lesson plan and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.) TASK 10: PSTs watch a lesson out of their field and write a critical report by comparing this lesson with an English lesson. The report includes the topic of the lesson, level of the students, course objectives, methods and techniques, activities and materials, and the use of body language.
12	TASK 11: PSTs watch a lesson of their peer and write a critical report about their observations. The report includes the topic of the lesson, level of the students, course objectives, methods and techniques, activities and materials, and the use of body language.
13	PRACTICE 4: PSTs prepare a 30-min-lesson plan and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.) TASK 12: PSTs write a critical report about their teaching experience. The report includes what the good aspects of their teaching experience were, what the unexpected difficulties they experienced, and what and how they would change in the following teaching experience.
14	TASK 13: PSTs discuss and write a report about what the course ‘School Experience II’ has contributed to you in a professional sense.
15	FINAL PORTFOLIO: PSTs hand in their Portfolio to their mentor teacher. It includes a cover, tasks, lesson plans and signed attendance sheets in accordance with a weekly schedule <i>in one Word Processor.</i>

Appendix 1.

S.D.Ü EĞİTİM FAKÜLTESİ
School Experience II
Attendance Sheet of Preservice Teacher (6 Lesson Hours/Weekly)

Department :.....
Name Surname :.....
Number :.....
Practice School :.....

GÖZLEMLER/UYGULAMALAR						
Tarih	Günü	Gözlenen Sınıf / Saat	Dersin Adı	İşlenen Konu / Kullanılan Araç ve Gereçler	Öğretmenin Adı Soyadı	Öğretmenin İmzası

Appendix 2.

Lesson Plan Template

Preservice teacher/s				
Mentor teacher				
Class size				
Students' age / level				
Assumed knowledge				
Duration of the lesson				
Date				
Methods and techniques				
Materials				
Teaching aims				
Teaching objectives				
Anticipated Problems			Possible Solutions	
Procedure	Teacher (T)	Students (Ss)	Interaction	Comments/ Justifications
Warm-up ? Mins.	<ul style="list-style-type: none"> T 	<ul style="list-style-type: none"> Ss 	Choose the interaction type in activities (e.g. teacher to student) <ul style="list-style-type: none"> T-S S-T S-S 	
Main Activity ? Mins.				
Follow up Activity ? Mins.				

ASSESSMENT RUBRIC FOR PRACTICUM

STAGE	SUB-SKILL	Out of 100	
1. LESSON PLANNING	1.1. Identification of Learning Objectives	5	
	1.2. Lesson Organization	5	
	1.3. Methodology	5	
2. CONDUCTING A LESSON	2.1. Using Lesson Plans	5	
	2.2. Content	5	
	2.3. Warm-up	5	
	2.4. Presentation	5	
	2.5. Practice	5	
	2.6. Production	5	
	2.7. Wrap-up / Homework	5	
	2.8. Integration of Skills	5	
	2.9. Interaction with Learners	5	
	2.10. Classroom Management	5	
	2.11. Timing	5	
	2.12. Classroom Language	5	
	2.13. Use of Technology	5	
3. RESOURCES/MATERIALS	3.1. Preparation of appropriate materials	5	
	3.2. Creativity / Originality	5	
4. ASSESSMENT	4.1. Designing Assessment Tools	5	
	4.2. Feedback	5	
TOTAL		100	

Source: Adapted from European Portfolio for Student Teachers of Languages (EPOSTL)

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