

SDU

FACULTY OF EDUCATION

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



PRACTICUM II

COURSE PACK

ISPARTA, 2023

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SÜLEYMAN DEMİREL UNIVERSITY
FACULTY OF EDUCATION DEPARTMENT OF
ENGLISH LANGUAGE TEACHING Introduction to
Practicum II

Dear Student-Teacher,

You will spend some time in school before you do your full teaching practice. This earlier period of work in schools is called Practicum, 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. 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.

OBSERVATION at Cooperating Schools

You are required to spend 6 hours per week (12-14 weeks) to perform their observation duties in the cooperating school. This phase starts in the first week of September and continues till the mid of January, depending on each student's assigned schedule and the school program. If the student-teacher does not complete the observations, s/he cannot be evaluated for his/her final teaching performance, and fails the course.

TEACHING TASKS and EVALUATION

In addition, at the beginning of the Spring semester, you will be registered to MEBBIS using your Turkish ID numbers and biometric photos. Attendance will be weekly recorded. You are expected to prepare at least four lesson plans, and then practice your teaching activities for four times. The mentor teachers will assess your teaching performance via MEBBIS system using the given set of criteria and submit an overall evaluation for each student in this system (Please find the set of criteria for mentor teachers used in MEBBIS in Appendix 5). We will also evaluate your teaching performance in this system.

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 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 observation. Keep in mind that you must be professional. Do some careful planning in advance before you start the Practicum. First consider all the activities then see 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 be working with another student-teacher, 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!

Group Presentation

- * Each group (consisting of 4 PSTs who do their practicum with the same teacher/professor) will conduct a research on the assigned topic and present the findings of their research to the whole class.
- * Studies conducted in the last 5 years will be covered and at least 4 studies will be examined.
- * The findings of the studies should be related to the experiences of their practicum.
- * Each group will put the paper of their research into their practicum portfolio.
- * The professor responsible for the group will be present during the lesson.

Please be sure of handing in a complete and well-organized portfolio and examine the checklist before submission.

Checklist for Portfolio

- Cover page
- Table of Contents
- CV with a Photo
- 12-week Attendance Sheets
- 13 Observations Tasks and Critical Reflections
- 4 Lesson Plans (including materials)
- Paper of group presentation

Wish you have a fruitful teaching experience!

COURSE OUTLINE for PRACTICUM II

Date	Week at Faculty (Weekly Reflections)	Week at School (Observation Tasks & Teaching Activities)
Week 1	Introduction to the course	Student-Teacher Relationships & First visits to the school
Week 2	Preparation	Task 1 PSTs examine ‘2023 Eğitim Vizyonu’ of MONE and write a critical report on the aims and objectives in your field (min. 200 words). Source: http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf
Week 3	Current approaches in English language teaching	Task 2 PSTs write a critical report about the most preferred approaches, methods and techniques in their field (min. 200 words).
Week 4	Learner autonomy/self-regulated learning	Task 3 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.) PSTs write a critical report (min. 200 words) 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.
Week 5	Learning styles and language learning strategies	Task 4: 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.) PSTs write a critical report (min. 200 words) 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.
Week 6	Translanguaging in English language teaching	Task 5 PSTs examine the course syllabus used throughout the semester by their teacher and write a critical report (min. 200 words) on the sequence, grading and relevancy of the topics in the syllabus.

Week 7	Classroom management	Task 6 PSTs observe their practicum classroom and write a critical report (min. 200 words) on the factors the teacher should pay attention for an effective classroom management.
Week 8	MIDTERM	MIDTERM
Week 9	In-service teacher professional development	Task 7: PSTs examine ‘Öğretmen Özel Alan Yeterlikleri Kılavuzu’ in their field and write a critical report (min. 200 words) on their weaknesses and strengths in accordance with their necessities. Source: https://oygm.meb.gov.tr/www/ortaogretim-ozel-alan-yeterlikleri/icerik/258
Week 10	Technology in English language teaching	Task 8 PRACTICE 2: PSTs prepare a 30-min-lesson plan that employs technology and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.) PSTs write a critical report (min. 200 words) about their teaching experience <u>with a specific reference to their use of technology.</u> The report includes what the good aspects of using technology, what the unexpected difficulties they experienced, and what and how they would change in the following teaching experience.
Week 11	Positive psychology in English language teaching	Task 9 PSTs observe the students in the classroom throughout the week and write a report (min. 200 words) hypothesizing on the types of activities that make students feel bored and enjoyed.
Week 12	SEMESTER BREAK	SEMESTER BREAK

Week 13	Labor day	<p>Task 10 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.) PSTs watch a lesson out of their field, conduct a short interview with the teacher and write a critical report (min. 200 words) 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.</p>
Week 14	Own language use in English language teaching	<p>Task 11: PSTs watch a lesson of their peer and write a critical report (min. 200 words) 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.</p>
Week 15	Testing and assessment in ELT	<p>PSTs prepare an exam paper (covering four skills) and an answer key/rubric for the exam they prepared.</p>
Week 16	Revision and Submitting Portfolio	<p>Task 12: PSTs discuss and write a report (min. 200 words) about what the course ‘Practicum II’ has contributed to you in a professional sense. 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 <u>in one Word Processor</u>.</p>

SYLLABUS for PRACTICUM II

AIM:

By the end of the course, you will be able to

- have a structured introduction to the teaching and organization of a school.
- start to achieve professional skills in the teaching of English (ant at a level you intend to teach through a structured sequence of teaching experiences).
- experience the ways in which individual pupils learn and develop, and the differences between individuals.
- work cooperatively with a number of school teachers, and developed the personal skills needed to work effectively in schools.
- become familiar with the organization, management and daily routine of a school and the organization and resources of the English department.

PORTFOLIO:

Task 1 Examining ‘2023 Eğitim Vizyonu’ of MONE & Writing Critical Report

Task 2 Writing A Critical Report on the most Preferred Techniques in ELT

Task 3 & Task 4: Preparing a Lesson Plan, Teaching & Writing Critical Report

Task 5 Examining Course Syllabus & Writing Critical Report

Task 6 Observing Teacher’s Classroom Management Skills & Writing Critical Report

Task 7 Examining “Öğretmen Özel Alan Yeterlikleri Kılavuzu” & Writing Critical Report

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Task 9 Observing Students on Weekdays & Writing Critical Report

Task 10 Preparing a Lesson Plan & Writing Critical Report of Lesson Comparing with a lesson out of Field.

Task 11 Peer Observation & Writing Critical Report on Observation

Task 12 Writing a Comprehensive Reflection on What “Practicum II” Has Professionally Contributed & Submitting Portfolio

METHODOLOGY:

- Active student attendance is essential in the course at the faculty (70%). Each week one group will present the findings of the research they have conducted.
- Active student participation is essential in all phases of the course at the school (100%). The work completed at the school will be assessed by the mentor teacher and the task sheets will be assessed by the instructor at the university. However, if you turn in a task sheet for a week you have not attended at the school, 50% of the total possible grade will be deducted.
- You will complete all the tasks for each week.
- You will teach four lessons in your practice classes, and you will first prepare a lesson plan for each lesson.

EVALUATION:

Mid-term:	40%
Final (Student weekly tasks, group presentation and teaching activities):	60%

Submitting your Portfolio

- ✓ Look back carefully through your teaching portfolio. Make sure that the portfolio is sorted, and that your notes on each activity are full and complete.
- ✓ If you have done any other teaching this semester, make sure that your lesson notes and evaluations are in your portfolio. With your university supervisor and the school teachers with whom you have been working, discuss your work and progress over the semester.
- ✓ Summarize your and their evaluations in **handwritten** form and put it in your file.
- ✓ This report will be done as a final exam take-home paper. The title and criteria for assessment will be discussed with you by your supervisor.
- ✓ When you finish everything, submit your portfolio to your supervisor

APPENDIX 1

RUBRIC FOR PRACTICUM PORTFOLIO

	Does not meet expectations	Partially meets expectations	Meets expectations	Exceeds expectations	OUT OF 100
	The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes	The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning outcomes	The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes	
Group presentation on research articles	10	15	20	25	
4 Lesson plans	10	20	30	40	
13 Weekly tasks	5	15	25	35	
12-week attendance sheets are compulsory!					
TOTAL					

APPENDIX 2

LEGISLATIONS

Kamu Kurum ve Kuruluşlarında Çalışan Personelin Kılık ve Kıyafetine Dair Yönetmelik'te yer alan hükümleri <https://www.mevzuat.gov.tr/mevzuatmetin/3.5.85105.pdf> sayfasından inceleyebilirsiniz.

MEB ve uygulama eğitim kurumunun örgüt yapısını, yönetsel metinleri tanıma: Öğretmenleri ilgilendiren kanun ve yönetmelik gibi yönetim metinlerini [mevzuat.gov.tr](https://www.mevzuat.gov.tr) sayfasından inceleyebilirsiniz.

- 657 Sayılı Devlet Memurları Kanunu
- 1739 Sayılı Millî Eğitim Temel Kanunu
- 3071 Sayılı Dilekçe Hakkının Kullanılmasına Dair Kanun
- 5580 Sayılı Özel Öğretim Kurumları Kanunu
- 222 Sayılı İlköğretim Eğitim Kanunu
- 652 sayılı MEB Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname
- 4483 Sayılı Memurlar ve Diğer Kamu Görevlilerinin Yargılanması Hakkında Kanun
- Bayrak Kanunu ve Tüzüğü
- Millî Eğitim Bakanlığı İlköğretim ve Ortaöğretim Kurumları Sosyal Etkinlikler Yönetmeliği
- MEB Okul ve Kurum Öğretmenlerinin Atama ve Yer Değiştirme Yönetmeliği
- Devlet Memurları Sicil ve Disiplin Yönetmeliği
- Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği
- Millî Eğitim Bakanlığı Orgün ve Yaygın Eğitimi Destekleme ve Yetiştirme Kursları Yönergesi
- Millî Eğitim Bakanlığı İzin Yönergesi
- Millî Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği
- Ulusal ve Resmî Bayramlar ile Mahallî Kurtuluş Günleri, Atatürk Günleri ve Tarihi Günlerde Yapılacak Tören ve Kutlamalar Yönetmeliği
- Millî Eğitim Bakanlığı Eğitim Kurumları Sosyal Etkinlikler Yönetmeliği
- MEB Sosyal Etkinlik İzinleri Yönergesi
- Resmî Yazışmalarda Uygulanacak Usul ve Esaslar Hakkında Yönetmelik
- Ders Dışı Eğitim Çalışmalarına Dair Esaslar
- Öğretmeni ilgilendiren öbür belgeler (Öğretmenler Kurulu, Şube Öğretmenler Kurulu ve Zümre Öğretmenler Kurulu toplantı gündem ve tutanak örnekleri; yıllık plan örneği, sosyal etkinlik veya Ders Dışı Egzersiz Çalışma Programı Örneği)

APPENDIX 3

LESSON PLAN TEMPLATE

Pre-service Teacher				
Mentor Teacher				
Class size				
Students' age / level				
Assumed Knowledge				
Duration of the lesson				
Date				
Materials				
Teaching aims				
Teaching objectives				
Anticipated Problems			Possible Solutions	
Procedure	Teacher (T)	Students (Ss)	Interaction	Comments/ Justifications
Warm-up ? Mins.	•			
Main Activity ? Mins.	•			
Follow up Activity ? Mins.	•			
APPENDICES				

APPENDIX 4

ASSESSMENT RUBRIC OF THE SUPERVISOR FOR PRACTICUM

SUB-SKILL	Out of 100	
1. Designing / Using Lesson Plans	10	
2. Warm-up	4	
3. Presentation	7	
4. Practice	7	
5. Production	7	
6. Wrap-up / Homework	4	
7. Integration / Balance of Skills	8	
8. Interaction with/among Learners	8	
9. Classroom Management	5	
10. Timing	5	
11. Use of Technology	10	
12. Preparation of appropriate materials	10	
13. Creativity / Originality	10	
14. Feedback	5	
TOTAL		

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

Notes:

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APPENDIX 5

ASSESSMENT RUBRIC OF THE MENTOR TEACHER FOR PRACTICUM

Ölçüt	Soru	Soru Metin	Eksiği Var (1)	Kabul Edilir (2)	İyi Yetişmiş (3)	Puan
Öğretim Süreci	1	2.2.1 Çeşitli öğretim yöntem ve tekniklerini uygun biçimde kullanabilme				
	2	2.2.2 Zamanı verimli kullanabilme				
	3	2.2.3 Öğrencilerin etkin katılımı için etkinlikler düzenleyebilme				
	4	2.2.4 Öğretimi bireysel farklılıklara göre sürdürebilme				
	5	2.2.5 Öğretim araç - gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilme				
	6	2.2.6 Özetleme ve uygun dönütler verebilme				
	7	2.2.7 Konuyu yaşamla ilişkilendirebilme				
	8	2.2.8 Hedef davranışlara ulaşma düzeyini değerlendirebilme				
Sınıf Yönetimi Dersin Başında	9	2.3.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme				
	10	2.3.2 Öğretim teknolojilerinden yararlanabilme				
Sınıf Yönetimi Ders Süresinde	11	2.3.3 Demokratik bir öğrenme ortamı sağlayabilme				
	12	2.3.4 Derse ilgi ve güdünün sürekliliğini sağlayabilme				
	13	2.3.5 Kesinti ve engellemelere karşı uygun önlemler alabilme				
	14	2.3.6 Övgü ve yaptırımlardan yararlanabilme				
Sınıf Yönetimi Ders Sonunda	15	2.3.7 Dersi toparlayabilme				
	16	2.3.8 Gelecek dersle ilgili bilgiler ve ödevler verebilme				
	17	2.3.9 Öğrencileri sınıftan çıkarmaya hazırlayabilirler				
İletişim	18	2.4.1 Öğrencilerle etkili iletişim kurabilme				
	19	2.4.2 Anlaşılır açıklamalar ve yönergeler verebilme				
	20	2.4.3 Konuyu uygun düşündürücü sorular sorabilme				
	21	2.4.4 Ses tonunu etkili biçimde kullanabilme				
	22	2.4.5 Öğrencileri ilgiyle dinleyebilme				
	23	2.4.6 Sözel dili ve beden dilini etkili biçimde kullanabilme				
Değerlendirme ve Kayıt Tutma	24	3.1 Uygun değerlendirme materyali hazırlayabilirler				
	25	3.2 Öğrencilerin anlama düzeylerine göre dönütler verebilme				
	26	3.3 Öğrencilerin ürünlerini kısa sürede değerlendirme ve ilgililere bildirebilme				
	27	3.4 Değerlendirme sonuçlarının kayıtlarını tutma				
Diğer Mesleki Yeterlilikler	28	4.1 Mesleği ile ilgili yasa ve yönetmeliklerin farkında olma				
	29	4.2 Mesleki öneri ve eleştirilere açık olma				
	30	4.3 Okul etkinliklerine katılma				
	31	4.4 Kişisel ve mesleki davranışları çevresine iyi örnek olma				
Toplam						

Uygulama Öğretmeni:

İmza:

SDÜ EĞİTİM FAKÜLTESİ
Öğretmenlik Uygulaması I Dersi
Öğretmen Adayı Devam Çizelgesi

Alanı :.....

Aday Öğretmenin Adı-Soyadı :.....

Öğrenci Numarası :.....

Uygulama Okulu :.....

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

Uygulama Devam Çizelgesi her hafta öğretmenlik uygulaması ders saatinde fakülte öğretme elemanına teslim edilecektir.

Uygulama Öğretim Elemanı (imza)