

Task I

CLASSROOM MANAGEMENT

By looking at the task sheet on classroom management and adding other points that are not covered in the task sheet comment on the classroom management skills of the teacher you observe. Explain in what way the teacher is a good model in general classroom management and include your suggestions for improvement where appropriate.

CLASSROOM MANAGEMENT	GRADE	COMMENTS
1. Lesson plan, objectives (How aware of them?)		
2. Presentation (text, structure, vocabulary)		
3. Questioning: - graded - directed, - appropriate?		
4. Awareness and correction of pupils' errors		
5. Checking of learning; - feedback		
6. Achievement of objectives		
IN CLASS		
1. Level of confidence		
2. Control of class		
3. Involvement & encouragement of pupils - ability to involve all		
4. Overall pace, maintenance of interest (flexibility, creativity, changes of activity)		
5. Use of blackboard		
6. Use of aids (visuals in the text, on the blackboard, from outside)		
PUPILS		
1. Interest (ask questions, initiate exchanges?)		
2. Co-operation (with one another, with the teacher)		

CLASSROOM LANGUAGE & BOARD USE

PART I

Write down what the teacher says on each of the following phases of the lesson:

- Beginning of the lesson (greeting)

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- Warm-up

.....

- Lead in/Presentation

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- Practice

.....

- Transition (from one stage to the other)

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- Feedback/attentiveness

.....

- Praising

.....

- Error-correction

.....

- To motivate/encourage students

.....

○ Using the course book

.....

○ Giving Instructions

.....

○ Dividing students into pairs/groups

.....

○ Timing (in pair work/group work to time/end the activity)

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○ To attract students' attention to important points

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○ While showing visual aids

.....

○ Before reading

.....

○ Before listening

.....

○ Before writing

.....

○ To calm students down after games/physical activity etc.

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○ To make them listen to the teacher

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○ To make them stop talking among themselves

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- Assigning HW
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- Summing-up
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- Ending the lesson
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➤ Comment on the teacher's classroom language:

- Simple and to the point?
 - Lengthy and confusing?
- Was there any misunderstanding because of teacher's instructions/explanations etc. during the lesson?

PART II

Pay attention to how the teacher uses the board and comment on it.

CLASSROOM INTERACTION

Answer the following questions and comment on the classroom interaction in the class you observe by referring to the related task sheet:

- What kind of classroom interaction does the teacher use?
- What kind of classroom interaction would be most effective?

Social Climate	Always	Sometimes	Not enough/ Not applicable
a. The teacher demonstrates interest in and concern for each student. (e.g. s/he knows and uses their names, is aware of the students who finish a task early and deals with them.)			
b. The students are comfortable and relaxed with the teacher and each other. (e.g. there is some humor and fun)			
c. The students know each other by name and enjoy exchanging information.			
d. The students volunteer and cooperate in the activities and the tasks assigned by the teacher.			
e. The teacher uses the physical environment to enhance language learning and social interaction.			

ERROR CORRECTION

1. Categorize the errors students make as
 - Meaning
 - Form
 - Function-based
2. Comment on the teacher's error correction techniques by looking at your answers in the error correction task.
3. Pay attention to how the teacher gives feedback to students and comment on it.

TASK ANALYSIS

Comment on the tasks, activities, exercises and materials used in the class you observe by referring to the related task sheet.

Material/Classroom Set-up	Always	Sometimes	Not enough / Not applicable
a. The material is relevant, appropriate and interesting with respect to the students' age and aims.			
b. The classroom set-up is effective and economical.			

TEACHING COMMUNICATIVELY

Remember (revise if necessary) the principles of communicative approach and comment on how it is reflected in the classroom you observe by focusing on the following points:

- Is it a learner-centred or teacher-centred class?
- Does the teacher talk more than the students or vice-versa?
- What is the general role of the teacher in this class?
- How communicative are the exercises and the activities?
- Are the students given a chance to express their feelings/opinion/ideas by making use of the language points studied?
- How is grammar /vocabulary taught?
- How integrated are the four skills?

ACTIVITIES&TECHNIQUES

Answer the following questions regarding the activities and techniques the the teacher uses in the class you observe.

1. What are the activities?
2. What function do they serve? Do they aim to help the learners remember, automatize, increase their ease of use, etc.?
3. Are they effective? What characteristics made these activities effective?
4. Is the goal achieved?
5. If you could redesign the material or offer advice to the teacher, what would you suggest?

MOTIVATING & CHALLENGING STUDENTS

Answer the following questions related to students' motivation and teachers' activation techniques.

PART I. Activation Techniques

1. What specific activation techniques does the teacher use to interest/motivate students so that learning can take place?
2. Are the students motivated and eager to learn? Why/why not?
3. If students have low motivation what do you suggest for this particular group of students and why?

PART II. Challenging Students

1. Are the activities and questions stimulating and challenging?
2. What does the teacher do to challenge students?
3. How do students respond to the teacher's techniques?
4. How do you decide if an activity is challenging and stimulating?

EVALUATING LESSON EFFECTIVENESS

Use the criteria list below to evaluate the lesson. Make sure you add some other points to make a 15-item list and finally write down your suggestions for possible improvements.

1. The learners were active all the time.
2. The learners were attentive all the time.
3. The learners enjoyed the lesson, were motivated.
4. The class seemed to be learning very well.
5. The lesson went according to plan.
6. The language was used communicatively throughout.
7. The learners were engaging with the foreign language throughout.

DISCIPLINE PROBLEMS

Answer the following questions about classroom discipline and write your report.

1. Since the beginning of the term what were the discipline problems you have observed in this classroom?
2. What could the teacher have done to prevent it from arising?
3. What did the teacher do about it?
4. What would *you* do about it?

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Department of Foreign Language Education
EGT-402 Practice Teaching / 2019-2020 - Spring Term

ATTENDANCE SHEET

Student's Name

School Attended

OBSERVATIONS / ASSESSED TEACHING

Date	Class Observed / Hour	Topic of the Lesson	Name of Course Book	Teacher's Name	Teacher's Signature

School Director
Name and Surname : _____

Signature :

Seal