

Daugavpils Pedagoģiskā universitāte
Angļu valodas katedra

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INFORMATION GUIDE ON TEACHING PRACTICE

ENGLISH LANGUAGE TEACHER EDUCATION

**Department of the Humanities.
Years IV, V**



2000

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1

PRE-SERVICE TEACHERS' UNIVERSITY BACKGROUND

DPU students of the Humanities department are trained to become teachers of 1) Primary and Intermediate level students (forms 1–9, those who study for four years and are not conferred the Bachelor degree). In the 4th year they have their first eight-week practice which includes Primary and Intermediate level students (pamatskolas studentu).

The major strength of Four Year student teachers lies in their specific interest in “the middle years” of schooling. They are aware of the primary/secondary transition process, and are willing to teach more broadly across the curriculum. Their methodology program is aimed at producing competent generalists who specialize in an understanding of the adolescent student, rather than traditional subject specialists.

Because of this emphasis, the student teacher of this stage of training has not yet focused on any one special curriculum area. But we can, however, expect a sound level of background knowledge in two student's major subjects at the University, as well as considerable competence as a classroom practitioner.

2) Five year students are trained to become teachers of Secondary school students (they study for five years and are conferred the Bachelor degree). In the fifth year they have their second six-week teaching practice, but it is the first teaching practice, which includes secondary students (in the fourth year they have practice with Primary/Junior Secondary students, as well as non-Bachelors). They are more experienced classroom practitioners, and may have special interests depending on topics of their Bachelor papers. Fifth year students may wish to experiment in their classes, investigating methodological theories for their Bachelor papers or aspects of effective teaching. They are more capable of reflecting on their work.

In general both four and five year student teachers should focus on the teaching of English and the other major subject in the following grades:

Four year students in grades 1–4, 5–6, 7–8.

Five year students in grades 9–10, 11–12.

2

TEACHING PRACTICE OBJECTIVES. IV–V YEARS

In the fourth and fifth years' field experience periods the student teacher should:

1. Develop co-operative, effective, professional relationships with students and staff colleagues.
2. Make perspective observations of classroom procedures and students' learning.
3. Gain insight into, and confidence in dealing with students at the primary and Junior secondary level (4th year) and the secondary school level (5th year).
4. Begin working as a teacher of a specialist subject (compulsory for the 5th year student teachers).
5. Plan team work and unit work. Plan and implement lessons for the whole class.
6. Develop competence in management of the learning environment.
7. Evaluate the effectiveness of the learning programmes and assess students' learning.
8. Evaluate and develop his/her own teaching practice and success of his/her peers.
9. Reflect upon, investigate and analyze the results of the planned aspects of effective teaching strategies (different for each year).

3

EXPECTATIONS OF PRE-SERVICE TEACHERS DURING EACH WEEK OF THE TEACHING PRACTICE

IV year

Eight-week Teaching Practice with Primary/Junior Secondary School Students

Week 1.

The initial days in a classroom are crucial, so it's necessary to provide meaningful and challenging experiences for the four year student teachers in the first week. By the end of the week the student teacher should certainly

have begun to assume the role of a classroom teacher. We have to help our student teachers to:

1. observe teaching strategies and students' learning behaviour in a systematic way (attend all the lessons in the forms you are going to work with);
2. identify the range of students' abilities, learn about the students' abilities as much as possible;
3. discuss the school's resources, programmes and policies (attend English lessons of different teachers in different forms);
4. prepare ideas, teaching materials and teaching resources;
5. observe and discuss classroom organization and classroom language;
6. assist in a variety of classroom and school work;
7. make up a term plan for the whole teaching practice period, including out-of-class activities;
8. plan first lessons for the coming week.

Week 2.

The student teacher should by the end of this week get a significant role in the classroom. He/she will have to:

1. Teach four or five lessons, preferably limited to one subject area to the whole class (a minimum of one lesson a day is expected). Lessons should be taught to I–IV forms;
2. evaluate the given lessons in conjunction with the school mentor;
3. develop proposals for improving teaching techniques through discussion with the school mentor;
4. modify the lesson plans according to the diagnosis of the knowledge and skills of the students;
5. continue to master the classroom language.

Week 3.

During this week the student teacher should consolidate and expand upon the teaching skills previously developed:

1. continue teaching lessons to the whole class and try to get involved in teaching in different subject areas (a lesson a day would be a useful guideline in the same level);
2. critically evaluate the given lessons and progressively develop teaching skills;
3. monitor students' progress through systematic record-keeping;
4. develop management and discipline strategies which are supportive, fair and effective;
5. observe other classes and activities at the school at a variety of year levels and subjects. Attend not fewer than 2–3 lessons a week;
6. conduct one out-of-class activity to get closer acquainted with the students.

Week 4.

During week 4 the student teacher continues to get experience in the classroom and master the gist of the profession:

1. continue teaching lessons to the class (one lesson a day would be a useful guideline, lessons should be taught in different subject areas and to junior secondary age groups V–VI forms);
2. observe other classes and activities at the school, evaluate the strengths and weaknesses in the teaching methodology;
3. look for strategies to improve ways of teaching (optional lessons for specially interested and slow learners);
4. consolidate professional skills;
5. observe classes in areas of particular interest;
6. experiment with a variety of questioning techniques.

Week 5.

This week should be also used to consolidate the student teacher's professional skills so that he/she could get confidence as a teacher:

1. continue to give lessons to the whole class (one lesson a day in different subject areas and in junior secondary age groups V–VI forms);
2. continue to observe other classes and activities at the school (2–3 a week);
3. observe classes in areas of particular interest;
4. evaluate the advantages and disadvantages in the teaching methodology, discuss the results with the mentor;
5. learn to structure lessons so that students are motivated to learn;
6. continue teaching optional lessons to the especially interested students and slow learners;
7. prepare (rehearse) out-of-class activities included into the term plan if any;
8. continue to study effective and ineffective question strategies.

Week 6.

During this week the student teacher can be provided with more independence in planning and teaching lessons:

1. continue teaching lessons to the whole class (one lesson can be given with no mentor present, teach in VII–VIII forms);
2. observe lessons and other activities of peer student teachers at the same school or other schools. Towards the end of the teaching practice there should be about ten peer student teachers' lessons observed and evaluated;
3. observe classes in areas of particular interest, discuss them with the mentor;
4. discuss the strong and weak points of your own teaching methods with the mentor and work out the necessary strategies to motivate the students;
5. study the proportion of time-on-task and noninstructional activities.

Week 7.

The last two weeks is the time to perfect professional skills:

1. the student teacher continues teaching lessons to the whole class (one lesson can be taught independently with no mentor present forms VII–VIII);
2. observe lessons, learning how the teacher gives feedback to students (2–3 a week);
3. evaluate your own giving feedback to students;
4. this week is a good time to demonstrate the whole repertoire of teaching strategies.

Week 8.

This final week should be used to consolidate the student teacher's professional skills and draw conclusions:

1. continue teaching lessons to the whole class, work as a teacher the whole working day, one lesson can be given with no mentor present, teach 4–5 lessons a day;
2. conduct one out-of-class activity (a farewell party);
3. analyse the results of your observation of effective teaching strategies and write down a report;
4. prepare the documents on the teaching practice.

So, during the eight weeks of the teaching practice 4 year student teachers teach about 35 lessons, observe 10 lessons of their peers and 10 of experienced school teachers. They observe about 6 out-of-class activities. They prepare and conduct at least 2 out-of-class activities.

Student teachers investigate four aspects of effective teaching:

1. question use.
2. time-on-task.
3. feedback.
4. classroom language.

These are the guidelines and it is crucial that, in consultation with the university supervisor, the school teacher (mentor) and student teacher negotiate a mutually-agreeable set of expectations.

The main expectation is that at the end of this teaching block, the student teacher is ready to successfully undertake final year of field experience.

IV Year Student Teachers' Work During the 8 Week Teaching Practice

	Lessons		Analysis of effective teaching aspects	Out-of-class activities	
	Teaching	Observation		Teaching	Observation
I week	—	10 lessons (any level)	Learn the classroom language	—	2–3 activities
II week	4–5 lessons with junior secondary level students (I–IV forms)	2–3 lessons	Choose the most suitable classroom language for the junior secondary students	—	—
III week	4–5 lessons with junior secondary level students (I–IV forms)	2–3 lessons	Observe the use of the classroom language with different age groups	1 out-of-class activity e.g. a merry hour with beginners	—
IV week	4–5 lessons with junior secondary level students (V–VI forms)	2–3 lessons	Experiment with a variety of questioning techniques	—	1–2 activities
V week	4–5 lessons with junior secondary level students (V–VI forms)	2–3 lessons	Study effective and ineffective question strategies	—	1–2 activities
VI week	3–4 lessons with junior secondary level students (VII–VIII forms)	2–3 lessons	Study the proportion of time-on-task and noninstructional activities	—	1–2 activities
VII week	3–4 lessons with junior secondary level students (VII–VIII forms)	2–3 lessons	Study how feedback is given to students	—	1–2 activities
VIII week	About 15 lessons. Work the whole working day as an in-service teacher	—	Analyze the results of the study and write down a report	A farewell party	—
Total amount	Teach about 35–40 lessons	About 10 lessons of peers and 10 lessons of experienced teachers (20 all in all)	Study four aspects of effective teaching	2–3	6 activities

V year

**Six Week Teaching Practice
with High Secondary School Students**

Week 1.

Teaching practice is developmental and gradual; so five year student teachers are more or less experienced in working with Primary/Junior Secondary school students and now their primary goal is to develop skills of teaching senior students (grades 9–12).

During the first week the student teachers should:

1. inquire about school policies, get acquainted with the teachers, students. Get a good idea about school teaching materials, and programs;
2. observe teaching strategies and senior students' learning attitudes (10 lessons, 5 out-of-class activities);
3. begin a full recording of teaching practice (a schedule of lessons, term plans and lesson plans, observation and feedback sheets, self-evaluation analysis, a diary of the teaching practice);
4. get to know the range of students' abilities;
5. discuss the school's resources, programmes and policies;
6. prepare unit plans and lesson plans for the next week of work;
7. prepare ideas, materials and teaching resources;
8. observe and discuss classroom organization;
9. assist in a variety of classroom and school routines;
10. discuss with the mentor areas of special interests;
11. discuss the way of investigating the aspects of effective teaching, planned for this practice (error correction, peer interaction, development of oral fluency).

Week 2.

This is the time when student teachers begin teaching lessons:

1. teach lessons to the whole class, form 9;
2. self-evaluate the lessons in conjunction with the mentor;
3. discuss the ways to improve the teaching techniques;
4. effectively diagnose the knowledge and skills of the students, and modify programmes accordingly;
5. experiment with a variety of error correction;
6. Make the analysis of the results of error correction techniques and write down a report on it;
7. make up lesson plans for the next week;
8. observe other classes and activities at a variety of year levels and subjects and evaluate them.

Week 3.

During this week the student teacher should continue to consolidate her/his teaching skills previously developed. Student teachers should teach in different subject areas:

1. continue teaching lessons to the whole class, form 10;
2. critically self-evaluate and discuss lessons with the mentor;
3. keep recording the students' progress;
4. observe other classes and activities and evaluate them;
5. observe the use of peer interaction at the lessons and analyse its effectiveness.

Week 4.

Student teachers continue teaching at a variety of levels and subjects:

1. continue teaching lessons, now in form 11;
2. critically evaluate them and discuss with the mentor;
3. observe other classes of peers and other teachers, record them and analyse;
4. specially investigate the use of the techniques for oral fluency development;
5. conduct out-of-class activities.

Week 5.

This week should be used to consolidate the student teacher's professional skills:

1. teach a lesson a day, form 12;
2. structure lessons so that students are motivated to learn;
3. evaluate the strengths and weaknesses in school teaching methodology and identify strategies for improvement;
4. observe other classes in areas of particular interests;
5. continue to study the means for oral fluency development;
6. conduct out-of-class activity.

Week 6.

This final week activities help to give the student teacher confidence in his/her future work as a teacher:

1. teach a full working day (4–5 lessons a day) in different senior forms;
2. self-evaluate the strong and weak points in your teaching practice;
3. complete your report on the aspects of effective teaching;
4. have closing activities, e.g.:
 - a) prepare going-away gifts;
 - b) write a poem with all your students' names or a limerick;
 - c) class newspaper or a magazine with a photo of the whole class and your farewell letter;
 - d) final out-of-class activity;

5. complete the Presentation Portfolio.

So, during the 6 weeks of the teaching practice five year student teachers teach about 40 lessons, observe about 20 lessons: 10 of their peers and 10 of experienced teachers. They observe about 5 out-of-class activities, teach about 4 out-of-class activities.

They study three aspects of effective teaching:

1. error correction;
2. peer interaction;
3. development of oral fluency.

At the end of the teaching block, the student teacher is supposed to be ready to take up the responsibilities of teaching English at a Secondary school.

V Year Student Teachers' Work During the Teaching Practice

	Lessons		Out-of-class activities		Investigation of effective teaching aspects
	Teaching	Observation	Teaching	Observation	
I week	—	10 lessons	—	5 out-of-class activities	—
II week	5 lessons in form 9	2 lessons	1	—	Analysis of error correction
III week	5 lessons in form 10	2 lessons	—	1	Analysis of peer interaction
IV week	5 lessons in form 11	2 lessons	—	1	Analysis of oral fluency development
V week	5 lessons in form 12	2 lessons	1	—	Analysis of oral fluency development (a report on the investigation)
VI week	About 20 lessons (work a full working day)	—	—	A farewell party	Getting ready the documentation
Total number	About 40 lessons	20 lessons (10 of peer students, 10 of school teachers)	About 3 out-of-class activities should be prepared and conducted	About 5 out-of-class activities should be observed	Investigate 3 aspects of effective teaching

4

DOCUMENTATION

1. A presentation Portfolio:
 - a) the student's philosophy;
 - b) three lesson plans taught during the practicum with the description of how the students learnt, one of them in detail with a self-made visual aid enclosed;
 - c) the term (unit) plan;
 - d) lesson observation and feedback sheets (five in number);
 - e) plans of out-of-class activities with self-evaluation attached;
 - f) the student teacher's report including the analysis of the aspects of effective teaching.
2. The school evaluation report (signed by the mentor and the school principal and stamped with the school stamp).
Sample formats of the documentation are enclosed in the guide.

①

PREPARATION WHICH SECONDARY SCHOOL MENTORS CAN MAKE

We hope that the following suggestions will prove useful to the secondary teachers in their work with student teachers. First of all it's necessary to do everything possible to make the student teacher feel comfortable and ease his/her introduction to the role of the teacher:

1. Learn something about the student teacher. (Your student teacher will contact you prior to the teaching block, and you may wish to arrange to meet her/him.) One mentor can supervise 2–4 students, not more.
2. Inform your classes that a student teacher is coming, and share your knowledge of the student teacher with the class.
3. Arrange your classroom so that the student teacher feels a sense of belonging (perhaps a desk or personal area in the classroom will help).
4. Plan to provide your student teacher with information on:
 - a) the classes you teach;
 - b) the staff and the school;
 - c) the parents and the community;
 - d) your programme.

(Student teachers find it useful to have information, such as: your class lists, booklets about the school, a map of the school etc.)

Discussion

Discussing teaching practice and educational issues with mentors is a matter of a paramount importance for student teachers. The mentor might do it in the following way:

1. organise regular time for discussion;
2. convey your expectations of the student teacher;
3. ask your student teacher about personal interests and strengths, which might be useful during teaching practice;
4. provide information about students in your classes;
5. discuss the lessons the student teacher plans to teach, giving guidance where necessary, and amending lesson plans where appropriate;
6. discuss these lessons after they have been taught in an honest, constructive and balanced manner; encourage critical reflection and self-evaluation as much as possible.

Observation

The student teacher will spend a lot of time observing his/her mentor and his classes. To help the student teacher to develop professionally it is important to establish an open, positive relationship which will then allow the student teacher to observe critically. To help this process it is necessary:

1. deliberately provide a variety of models (rather than the model) of teaching;
2. help the student teacher to identify the purpose for the observation;
3. ensure that the student teacher is conscious of the form and detail of observation which is appropriate to each situation;
4. help the student teacher to see how careful observation leads to teaching decisions;
5. encourage the student teacher to focus on actions and their consequences rather than to make value judgements;
6. encourage the student teacher to build up a picture from a number of observations so that he/she can make informed judgements.

Lesson Plans

We believe that at this stage in their development, student teachers benefit a lot from preparing thoroughly considered lesson plans in writing. Helping achieve this the mentor might:

1. discuss lesson plans with the student teacher, and negotiate a format which might seem the most successful, sign the plan when it is ready (model lesson plan formats are attached);
2. guide the student teacher in framing realistic aims and objectives;
3. indicate the importance of both content and methodology in successful planning a lesson;

4. encourage the student teacher to be specific in evaluating his/her own lessons;
5. use the student teacher's aims and objectives to evaluate the outcomes of the lesson.

Evaluation

Towards the end of the eight week block the mentor should complete an evaluation report on the student teacher (reporting guidelines are attached). To prepare herself/himself for this task, the mentor might like to familiarise himself/herself with the guidelines during the first week so that to be able to be guided by its criteria in the subsequent observation.

Completing the Practicum

Mentor can help to design a culminating activity with the student teachers, e.g. a surprise event etc. Try to make the completion process comfortable. It doesn't matter if the student teacher was effective or ineffective, all the same it's better to break the relationships in a healthy way. The student teacher experience will be remembered by him/her forever. Make the end a celebration of learning and growing.

6

ENGLISH LANGUAGE SCHOOL TEACHERS' RESPONSIBILITIES

Since student teachers have to experience teaching in different grades they will have to work with many different E.L. Teachers. School teachers are kindly asked to:

1. help student teachers to get to know their classes, all the peculiarities of teaching in them;
2. help to plan lessons, visit them and discuss with student teachers and mentors;
3. evaluate student teachers' teaching competence;
4. work in an agreed scheme with the mentor and the University supervisor;
5. include the student teacher into your out-of-class activities program.

7

GUIDELINES FOR THE SCHOOL CO-ORDINATOR

The school co-ordinator (Principal/Deputy Principal) is really the key person in creating an environment for a successful teaching practice. He/she can help in many ways:

1. discuss with the student teacher key aspects of his/her practice by:
 - a) giving such discussion high priority and adequate time;
 - b) seeking to include the student teacher's concerns in discussion;
2. be involved in the supervision process, particularly to confirm the teacher's perceptions of the student teacher's overall performance;
3. specially introduce student teachers to key aspects of school organization and policies, e.g. curriculum organization, breaks between classes, parental involvement and communication;
4. include student teachers in any extra-curricular school activities;
5. offer the opportunity for observation of other classes of particular interest, or at different levels in the school, and help to set this up;
6. sign the documentation.

8

ASSISTANCE PROVIDED BY THE DPU, ENGLISH LANGUAGE DEPARTMENT STAFF (the Role of the University Supervisor)

First of all at the department there is a methodology specialist responsible for the whole teaching practice. She is always at the disposal of both student teachers, mentors and university supervisors. The telephone number of the English Department is 1-54-22994.

Then special university supervisors are appointed for each separate school. A university supervisor will visit the school regularly during the teaching practice. She/he may be able to help by:

1. Clarifying university expectations of the student teacher;
2. Facilitating the communication among all those involved in the teaching practice;
3. Being involved in the supervision process by observing particular teaching lessons and providing the student teacher with feedback;
4. Discussing student progress with both the student teacher and mentor;

5. Helping with the assessment process, by discussing with mentors their perceptions of the student teacher's performance;
6. Working with mentors in offering the student teacher suggestions for improvement;
7. Providing teaching materials for student teachers (video films, recordings, written materials).

9

APPENDIX

9.1. Materials Selection and Development

Assessing Reading Difficulty

How can I find out whether reading passage is too difficult for my students?
Construct a CLOZE readability assessment instrument by following these

steps:

1. Choose a 250-word passage from the text you would like to use in class.
2. Delete every 5th word and replace it with a blank. If names and numbers come up as potential blanks, skip them and choose the next word.
3. Number the blanks to facilitate scoring. If you provide an answer sheet, then you will be able to reuse the readability exercise.
4. Ask the students to read the passage and write an appropriate word in each blank. Give the students as much time as they need to finish. Remind the students that this is not a test.
5. When correcting the papers, accept only exact words from the original passage as correct answers.
6. Compute the average score of the entire class. (Second language learners are rarely able to fill in more than 60–70% of even easy material.) If the average score for the class is more than 53%, they can probably read the passage on their own. If the average score is less than 43%, the passage is too difficult for classwork. Material where the average class score is between 43% and 53 % is ideal for instructional purposes.

Will my students be able to understand this material? How can I judge the complexity of the material?

1. length – shorter texts are usually easier to read,
2. internal complexity – texts with simple sentences are generally easier than texts with complex constructions,
3. density of new information – text with content somewhat familiar to the students will be easier than text with completely unfamiliar content,

4. supportive graphics – pictures, charts, diagrams, etc. provide context and make reading easier,
5. organizational pattern – texts which follow a chronological or logical progression in the sequence of events or actions are easier to understand,
6. degree of abstraction – texts with a concrete discussion of events rather than analysis and speculation will be easier,
7. relevance of topic to students' interests,
8. the task the students are asked to complete,
9. the cultural context of the reading.

Adapting Texts and Developing Your Own Materials

How can I adapt difficult authentic reading material for use with my low-level students?

1. Choose a text that presents information that you want your students to know.
2. Read the text carefully and reduce it to a list of important points.
3. Recombine these points yourself, using maximum redundancy and clarity.

In other words, instead of starting with complex text and simplifying it, you should start with the ideas that are most important and compose a text yourself.

In the following example of text adaptation, these main points were selected from the article on quasars:

1. A massive object has been discovered in space.
2. The object was discovered when physicists realized that what appeared to be two quasars was actually the same quasar.
3. The light from the quasars is diverted by the intense gravitational field of the object in space.

Note that the diagram was also simplified to eliminate extraneous information and to highlight the most relevant features.

Choosing a Coursebook Analyse It From the Following Points of View

	1	2	3	4	5
D Is the book clearly structured and sequenced?					
E Does it provide integrated revision of key items?					
F Are there additional materials provided which you personally can't otherwise obtain? E.g. Authentic materials? Native speaker tapes?					
G Does it offer lots of practical ideas?					
H Does the book develop a balance of the language skills of listening, speaking, reading, writing which suits your needs?					
I Does it provide plenty of varied practice of any one set of language items?					
J Does it help you to set tests if they are required by your school?					
K Does it manage to avoid sexual, racial and cultural stereotypes?					
From the point of view of the children:					
L Does the book look interesting and fun?					
M Can the children easily see what they have to do?					
N Does the book provide much for them to do independently?					
O Does it give them activities and tasks which are interesting and worthwhile in themselves and which are not just language exercises?					
P Does it provide plenty for those children who cannot yet read and write with confidence?					
Other questions of your own:					
Does it					
Does it					
Does it					

Characteristics of a Language Learning Task

Tasks should:

- be Goal oriented ... i.e. have a known communicative purpose or outcome that exists in the world of native-speaker interaction
- create conditions for spontaneous discourse
- create conditions for extended discourse
- have built-in information gaps ... one of the most fundamental features of language tasks is that they require learners to share information not previously known by all the participants in the task
- have built-in uncertainty and ambiguity ... in real life communicative outcomes are more or less unpredictable; successful communication involves resolving ambiguity, negotiating meaning and reaching agreement or acceptable disagreement over outcomes. Consequently, the discourse goals often change as the interaction proceeds
- be stimulating and feel like 'native-speaker-like' interaction ... at least in it's non-linguistic aspects
- be seen as involving problem-solving elements which the learners have to 'stage-manage to some extent
- be achievable and satisfying in their achievement
- allow learners to think and talk about learning (objectives, independence, strategies, difficulties, etc.)
- allow learners to think and talk about group dynamics and the processes involved in doing tasks successfully
- allow learners to think and talk about text organization
- create conditions for improving, rehearsing, and polishing their texts so that there is clear evidence of getting better at English and achievement of immediate objectives
- allow for a number of acceptable outcomes
- involve 'rituals' which are so familiar that they become automatic
- involve learners in risk-taking

9.2. Classroom Management

Key Questions About Your Lesson Management

1. Does my lesson start smoothly and promptly, and induce positive mental set among pupils?
2. Does the management of the lesson help to elicit and maintain pupils' attention, interest and motivation?

3. Is the pace and flow of the lesson maintained at an appropriate level and are transitions between activities well-managed?
4. Do I carefully monitor the progress of pupils so that the effectiveness of the lesson is maintained by giving individual help or making modifications and adjustments to the development of the lesson, as appropriate?
5. Do I give clear guidance and direction concerning what is expected of pupils during each activity, and manage their time and effort, in relation to their involvement in and the sequencing of the various activities, to good effect?
6. Do I make effective use of the various materials, resources and teaching aids, so that pupils' time is not wasted waiting for equipment to be set up or materials distributed?
7. Do I organize and control the logistics of classroom life, such as how pupils answer questions, collect equipment, or form into groups, so that the order necessary for learning to occur is maintained?
8. In particular, do I use effective management strategies in landing pupil movement and the general level of noise?
9. Is the feedback conveyed to pupils about their progress helpful and constructive, and does it encourage further progress?
10. Do my lessons end effectively, in terms of ending on time, drawing the topic of the lesson to an appropriate conclusion, and having a well-ordered exit by pupils from the classroom?

Names

How important is it for the teacher to learn the students' names?

Does it matter if you use the students' names when calling on them?

What can/should/do you do about very long or very foreign names?

What name do/should your students call you?

Teacher Monitoring

What should the teacher do while the students are:

- a) doing individual reading or written work?
- b) doing pair work?
- c) doing group work?
- d) mixing and mingling?

Should the teacher ever make herself scarce?

Classroom Language

If the teacher doesn't speak the students' native language(s) or chooses **not** to speak it in the classroom, certain essential things must be communicated in English.

What are the most important words, phrases, questions and/or statements a student must know in English for classroom talk?

Should you ever allow/encourage students to use their native language in an English language classroom?

Rate the lesson according to the following key:

1. Does not reflect at all what went on
2. Only marginally reflects what went on
3. Neutral
4. Describes rather well what went on
5. Is a totally accurate reflection of what went on

1.	There were no cultural misunderstandings	1	2	3	4	5
2.	The class understood what was wanted at all times	1	2	3	4	5
3.	All instructions were clear	1	2	3	4	5
4.	Every student was involved at some point	1	2	3	4	5
5.	All students were interested in the lesson	1	2	3	4	5
6.	The teacher carried out comprehensive checks	1	2	3	4	5
7.	Materials and learning activities were appropriate	1	2	3	4	5
8.	Student groupings and subgroupings were appropriate	1	2	3	4	5
9.	Class atmosphere was positive	1	2	3	4	5
10.	The pacing of the lesson was appropriate	1	2	3	4	5
11.	There was enough variety in the lesson	1	2	3	4	5
12.	The teacher did not talk too much	1	2	3	4	5
13.	Error correction and feedback was appropriate	1	2	3	4	5
14.	There was genuine communication	1	2	3	4	5
15.	There was teacher skill in organising group work	1	2	3	4	5
16.	There was opportunity for controlled practice	1	2	3	4	5
17.	Students were enthusiastic	1	2	3	4	5
18.	General classroom management was good	1	2	3	4	5

Discipline Keeping Strategies

Fill in the table below by selecting the teacher's response you've observed in the class from the following list:

Teacher's response	
1. shouting at the students	9. changing the seating arrangement
2. knocking on the table	10. humiliating student(s)
3. giving a test	11. eye contact/pausing for a short time
4. giving extra homework	12. giving a warning (verbal) to students
5. clapping his/her hands	13. stopping in the middle of lesson for a longer time
6. sending out student(s)	14. no response
7. leaving his/her classroom	15. any other (please describe it)
8. calling out misbehaving student's name (simple warning)	

Time the occurrence of discipline problem(s) in terms of the 40 minute timescale of the lesson.

Discipline problem	Tick	Teacher's response
Talking in the mother tongue	✓✓✓	14,12,12
Talking to another student	✓✓✓✓✓	15 (gesture), 14,14,12,8
Eating in class		
Day-dreaming in class, not paying attention		
Shouting in answers	✓	14
Not doing the task requested by the Teacher		
Inappropriate way of sitting (e.g. on top of desk)		
Boys molesting girls		
Arriving late		
Cheating	✓	8

Disruptive Behaviour

What happened?	Who caused it?	Effect on class	What did the teacher do?	Effect
Chatting while doing an exercise	A girl	Became noisy	asked her to stop doing it	she stopped talking
Somebody said something wrong in a competition	a girl	began to talk and quarrel	Stopped, looked at her angrily	they stopped talking
They were talking because they did not know what and how to do	two boys	they were smiling	asked what the problem was and asked the other students to give another example	they understood what to do. And started to work
A boy was not listening he was laughing	a boy	they did not notice	asked him to answer questions	he could not answer one of them. He stopped laughing and started to work

Error Correction Strategies

Amongst typical teacher strategies are the following:

1. consciously ignored
2. didn't seem to hear
3. asked student to repeat
4. corrected with "teacher" voice
5. corrected with gesture
6. asked learner to correct self
7. asked another student to correct
8. asked whole class to help
9. went to board to draw or write something
10. referred student to past example in text, on board etc.
11. teacher repeated utterance with question intonation
12. teacher repeated with word up to error
13. other

In the second column it might be easier to write the number of the strategies used, plus other relevant detail. If it is “other”, then note down what that is.

Learner error	Teacher action	What happened next	Alternatives
I tired	Pardon?	St. corrected it	
Which enough	Once more	St. tried to correct it	
	Something is missing	St. corrected it	
This is a TV which she keeps it in the leaving room.	Frowns asks class to correct	St. tried to correct St. repeated the correct sentence	
Occasion-pronunciation	Gives the right pronunciation	St. repeated Choral repetition	
Uncle Patrick's has	Touches her ear Asks another St. to correct Writes the sentence on the BB and highlights the mistake	St. repeated the wrong sentence again St. repeated the right version	T. asks for some examples

9.3. Lesson Observation

Worksheet for Observation Etiquette

Issues related to classroom observation need to be reexamined because the role of the supervisor is being redefined in the literature, and people who are not supervisors visit L2 classes for a variety of different purposes.

Reasons why people observe teachers:

1. to aid/evaluate the teacher;
2. to learn how to teach;
3. to learn how to observe;
4. to provide peer feedback;
5. to serve the teacher as a mentor;
6. to become more self aware;
7. to collect data;
8. to achieve a combination of any of the above.

Problems associated with non-supervisory observers:

Non-supervisory observers often have not been trained in proper observation etiquette and, therefore, are more disruptive to a classroom than supervisors who have usually had such training.

Class Observation Format

N°	Stages of the lesson	Teacher's activities		Students' activities		Teaching materials	Time allotted	Suggestions for improvement of the lesson	Notes
		good points	draw-backs	good points	bad points				

**The Do's and Dont's of
Non-supervisory Observation
(as Determined by DPU Graduate Students)**

Do

- Contact teacher at least 24 hours in advance;
- Arrive a few minutes earlier;
- Remember the teacher has the right to say “no” to an observation;
- Discuss with teacher how long you will stay in the class;
- Let teacher know immediately of any change in plans;
- Be as unobtrusive as possible;
- Wait for the teacher to invite you to be a participatory observer;
- Be appreciative and polite (please and thank-you are magical words);
- Collect data unobtrusively;
- Keep your impressions of the teacher confidential;
- Keep teacher anonymous;
- Allow teacher access to your notes, tapes, etc.;
- Beware of giving feedback (only when explicitly asked by the teacher);
- Learn observation etiquette BEFORE observing a class.

Don't

- Shuffle papers unnecessarily;
- Criticize (or “help”) teacher in front of students;
- Gossip about teacher after class;
- Judge, evaluate, or give constructive advice;
- Be tardy;
- Initiate or pursue conversations with students.

General Observation of All Features of Lesson

	Areas		Comments
1.	Preparation	Clearness of aims	
		Lesson plan	
		Materials/aids	
		Classroom layout	
2.	Suitability of materials		
3.	Use of aids		
4.	Accuracy of teacher's language		
5.	Instructions/classroom management		
6.	Presentation of new language		
7.	Elicitation		
8.	Checking understanding		
9.	Correction		
10.	Monitoring		
11.	Exploitation of materials		
12.	Staging		
13.	Variety		
14.	Pace		
15.	Balance accuracy/fluency activities		
16.	Students' motivation/participation		
17.	Range of teaching techniques		
18.	Mobility		
19.	Voice	Loudness	
		Speed	
		Pronunciation	
20.	Balance of attention		
21.	Body language/eye contact		
22.	Manner/rapport		
23.	Encouragement		
24.	Group dynamics		
25.	Understanding of learning process		
26.	Achievement of aims		

Classroom Observation Sheet. Developing Speaking Skills

Make notes and comments for each category during the lesson.

1. Each student is involved at some point.

2. The teacher encourages real use of language. (Real situations are provided.)

3. There is genuine communication between
T – S S – S T – Class S – Class

4. Group work is organized
on a spontaneous basis
according to students' ability
on other principles.

5. Pair work is organized
on a spontaneous basis
according to students' ability
on other principles.

6. The ratio between TTT and STT is appropriate.

Classroom Observation Sheet. Vocabulary Teaching

- 1. Selecting vocabulary**
 - Student oriented vocabulary
 - Teacher oriented vocabulary
 - Textbook oriented vocabulary
- 2. Vocabulary load**
 - High
 - Appropriate } for the level/age of the students
 - Low
- 3. Presenting meaning**
 - Translation
 - Real objects
 - Pictures, drawings
 - Actions
 - Definitions
 - Synonyms /Antonyms
 - Example sentences
- 4. Checking understanding**
 - Translation
 - Real objects
 - Pictures, drawings
 - Actions
 - Definitions
 - Synonyms /Antonyms
 - Example sentences
- 5. Practice**
 - A.
 - Oral
 - Written
 - B. Variety of practice techniques:
 - Individual
 - Group work
 - Pair work
 - Teacher – learner interaction
 - Learner – learner interaction
- 6. Recycling.**
- 7. Production stage.**

Classroom Observation Sheet. Blackboard Management

Illustrate your opinion on the boards.

Notes	Comments
2. Teacher's handwriting <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<ul style="list-style-type: none">- legible- illegible
3. Text organization <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<ul style="list-style-type: none">- lack of logic- messy- placing old information- placing new information
4. What is the board used for? <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<ul style="list-style-type: none">- vocabulary- grammar structures- pictures
5. The layout – time <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<ul style="list-style-type: none">- planned before the lesson- planned during the lesson- planned feedback
6. Students' participation <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	<ul style="list-style-type: none">- When?- What?
7. The students' activity while the teacher is writing on the board. <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	

Classroom Interaction

As you watch the lesson place a tally mark against the following events as they occur.

		Tallies	Total
1.	Teacher asks a display question, i.e. a question to which she already knows the answer.		
2.	Teacher asks a referential question, i.e. she does not know the answer.		
3.	Teacher explains a grammatical point.		
4.	Teacher explains meaning of a vocabulary item.		
5.	Teacher explains point relating to the content/theme of the lesson.		
6.	Teacher gives instructions/directions.		
7.	Teacher praises.		
8.	Teacher criticises.		
9.	Learner asks a question.		
10.	Learner answers a question.		
11.	Learner talks to another learner in English.		
12.	Period of silence or confusion.		
13.	Other – please specify.		

After the Lesson

1. Compare your tallies. What similarities and differences are there, and how would you account for them?
2. What insights into the lesson did this activity provide?

Appraisal of Instruction Giving

Put a ring around the number that corresponds to your view of the teacher's performance. '7' is outstanding, '1' is very weak.

	Teacher performance	Weak	OK	Good	Out standing			
1.	The teacher was able to obtain the attention of all the students.	1	2	3	4	5	6	7
2.	The voice was clear and easy to understand.	1	2	3	4	5	6	7
3.	The instructions were staged and easy to follow.	1	2	3	4	5	6	7
4.	The instructions were presented in a logical manner.	1	2	3	4	5	6	7
5.	The instructions were brief and to the point.	1	2	3	4	5	6	7
6.	Each stage was clearly indicated and students were told exactly what they had to do.	1	2	3	4	5	6	7
7.	Understanding was effectively checked.	1	2	3	4	5	6	7
8.	The manner was reassuring and students could ask questions if they wanted to.	1	2	3	4	5	6	7
9.	Any written instructions were easy to read.	1	2	3	4	5	6	7
10.	The language of the instructions was at the right level for the students.	1	2	3	4	5	6	7

Instructions to Observer

1. Observe the way your colleague/the teacher gives instructions and complete the observation sheet.
2. Ask the teacher you have observed to comment on his/her performance.
3. Give your colleague the completed observation sheet and allow him/her to comment on your observation. See if you reach agreement.
4. Discuss this question: if you were to repeat the activities would you change your approach to the instructions? How?

Lesson Observation

Teacher: _____ Observer: _____
Date: _____ No. of students: _____
Time: _____ Level/group: _____
Stage of course: _____
Aims: _____

Stages timing	Procedures/activities Teachers and learners	Alternatives/questions comments

Feedback Preparation

Teacher: _____ Observer: _____
Date: _____ No. of students: _____
Time: _____ Level/group: _____
Stage of course: _____
Aims: _____

Things I liked about the lesson	Suggestions for development

My Lesson in General

- A. Were the method and communicative situations used appropriate? Suitable to the age and ability levels of the students? In accordance with communicative principles?
- B. Was the content too much? Too little? Geared to the students' level? Geared to their language level? Varied?
- C. Was the aim clear to the students? How did I make it clear (stated by me, written on blackboard)? Was it logical? Important? Was it adhered to during the entire lesson? Was it achieved?
- D. Was the lesson development smooth? Sequential? Logical? For example, did I introduce each new step or activity with a transitional or introductory statement or comment?
- E. Was there a variety of tasks (repetitive, pattern practice for functions and structures' question-answer, freer communication)?
- F. Was there a summary? Given by whom? Was material left on the board for easy reference?
- G. How did I evaluate whether my goals had been achieved?
- H. How was the tempo of the lesson (too slow, too brisk, hurried, sustained)?
- I. Did I use the native language judiciously (where necessary – when, why, how)?
- J. Was there sufficient time given to the maintenance and/or development of listening and speaking skills?
- K. Did I adhere slavishly to the textbook?
- L. Did I individualize instruction?
- M. Did the lesson look back on material covered and ahead to the next lesson?
- N. Did I use audiovisual aids efficiently and effectively?
- O. Did I develop both accuracy and fluency?
- P. Did I integrate broad communication activities, for example, listening and writing, reading and speaking?

Lessons With Special Emphasis

A. Pronunciation

- 1. Did I help students hear and distinguish sounds and contrasts before asking them to produce them orally?
- 2. What aids were used (diagram of speech organs, explanation of points of articulation, arrows or dots for intonation, etc.)?

3. Were all new sounds and other pronunciation features used in context in authentic situations after they were taught?
4. Was I satisfied with reasonable progress?

B. Dialogue presentation

1. Was the dialogue authentic, current speech?
2. Was the dialogue situation made clear to the students? How?
3. Were students made aware of the speaker for each utterance? How?
4. Did I model the individual utterances several times before expecting the students to repeat them?
5. Did I move to various parts of the room so that all students could hear me and see me?
6. Did I have (in the early stages only) two large groups facing each other as they recited a dialogue role?
7. Did I break down long sentences into manageable segments?
8. Did I offer help to individuals who took roles in the dialogue?
9. Did I stop practicing the dialogue before boredom and a plateau set in?
10. Did I personalize the dialogue, vary utterances in it, ask questions about it?
11. Did I help students combine, create, and adapt dialogues?
12. Did I help learners engage in role playing?

C. Communicative functions and structures

1. Was there an obvious relationship to known material (familiar target-language or native language function or structure)?
2. How was the meaning clarified? What situations did I use? .
3. Were examples modelled by me? How many did I give? How many times was each example given? Was the language used in them authentic?
4. Was repetition done chorally first, then by subgroups, and then by individuals?
5. How was the recurring feature clarified, emphasized, and described (diagrammed on board, elicited)?
6. Practice activities:
 - a. Were the most appropriate chosen?
 - b. Was the type of activity varied, for example, substitution, replacement, question-answer, transformation; sequence sentences; brief dialogue; extended dialogue; role play; games?
 - c. Was the type of pupil participation varied? (Did I cue pupils? Did pupils cue me or other pupils? Did I vary the types of chain drills?)
 - d. How was the new structure or function used in authentic communication?

D. Reading and word study

1. How was motivation developed (related to students' lives, to a longer story)?
2. How were difficulties clarified (cognates, pictures, objects, paraphrases, dramatization, native language equivalent, other)?
3. How was my oral reading (tempo, phrasing, rhythm)?
4. Which techniques did I use to ensure comprehension (questioning to elicit the main thought and to note cause-and-effect relationships, completion exercises, true-false questions)?
5. Was a summary given? How did I elicit it?
6. Did I include time for word study [antonyms, synonyms, cognates (where feasible), words of same family, derivations]?
7. Was any oral reading done by students? Were able students called on first? How much of class time was spent on it?
8. Was the homework assignment based on what had been done in class (answers to questions, outline, note taking, summary)?

E. Cultural appreciation

1. How did I provide motivation for a particular aspect of culture?
2. Did I relate the aspects of the target culture to ours?
3. Do I feel that the presentation helped to reduce prejudice and to develop positive attitudes?
4. What mode of presentation was used (lecture, demonstration, other)?
5. What visual materials were available?
6. Were any follow-up activities assigned to students (group projects, book reports, composition writing)?

F. Composition writing

1. How did I motivate the topic?
2. How did I elicit ideas related to the topic?
3. What questions or techniques were used to place ideas in logical sequence?
4. Were students given enough help with functions, structures, and vocabulary needed to express and expand each idea?
5. Did I allow students enough time in class to write an introductory paragraph?
6. Did I give them enough time to prepare the composition at home?
7. Were my comments on their compositions tactful, clear, constructive?
8. What correction techniques were used to simplify the work?

9.4. Class Evaluation Model

Tick only one box for each question.

		Yes/ always	Some- times	No/ never
A. The Lessons				
1.	Do you think I plan my lessons well?			
2.	Am I easy to understand?			
3.	Are my questions usually easy to answer?			
4.	Are they usually interesting?			
5.	Do I make good use of the blackboard?			
6.	Do you think I make good use of other materials, i.e., cassettes, videos, photos, etc.?			
7.	Do you think your opinions are taken into account?			
B. The Textbook				
8.	Do you think it is interesting?			
9.	Is it clear?			
10.	Is it well organised?			
11.	Do you find the workbook useful?			
12.	Is it suitable for your level?			
C. The Exams				
13.	Do I assess you fairly?			
14.	Am I generally objective in my assessment?			
15.	Are my exams easy to answer?			
D. The Teacher and You				
16.	Do you think I try to help and understand you?			
17.	Do you feel like a person?			
18.	Have I ever made you feel embarrassed in front of your peers?			
E. The Teacher and Your Class				
19.	Have I got a favourite student? If so, who do you think it is?			

20.	Have I ever been too tough with any of the students? If so, with whom?			
21.	Am I too hard on your class?			
22.	Am I too easy on your class?			
23.	Am I usually patient with slow students?			
24.	Do I praise my students' good answers?			
25.	Do I generally keep my students busy?			
26.	Do you think your class likes me?			
	F. The Teacher as a Person			
27.	Am I usually cheerful and pleasant?			
28.	Do you feel I like teaching my students?			
29.	Do you feel I like teaching students of your age?			
30.	Do you think I feel comfortable in your class?			
31.	Do you think I have a good command of English?			
32.	Do you think you are making progress in English with my approach?			
	G. Other Aspects			

From the answers given, **circle** two of them that you think are the most POSITIVE regarding my way of behaving and teaching.

In the same way, write a **cross** next to the numbers of those two you consider the most NEGATIVE.

If you want to make further comments of any kind (positive or negative) that you think may interest me, you can do so in the space below. THANK YOU.

9.4.1. Self-evaluation Checklist

Record with a tick in the appropriate column the comments which come closest to your opinion of your performance. In each of the following areas:

How well did I ...?	very well	satisfactory	not very well	poorly	not applicable
1. link this session to other sessions					
2. introduce this session					
3. make the aims clear to the students					
4. move clearly from stage to stage					
5. emphasise key points					
6. summarise the session					
7. maintain an appropriate pace					
8. capture students' interest					
9. maintain students' interest					
10. handle problems of inattention					
11. ask questions					
12. handle student questions and responses					
13. direct student tasks					
14. cope with the range of ability					
15. monitor student activity					
16. use aids as illustrations					
17. make contact with all class members					
18. cope with individual difficulties					
19. keep the material relevant					
20. use my voice and body movements					
21. check on student learning					
22. build up student confidence					
23. convey my enthusiasm					
24. provide a model of good practice					

Self-assessment

Personal Qualities	
Was my voice clearly audible to all the pupils all of the time?	1 2 3 4 5 6 7
Did I speak at the right speed?	1 2 3 4 5 6 7
Did I control the level of my own language to what was appropriate for the pupils?	1 2 3 4 5 6 7
Did I establish and maintain good rapport with my pupils?	1 2 3 4 5 6 7
General Shape of the Lesson	
Did the overall shape and balance of the lesson work out as planned?	1 2 3 4 5 6 7
Did I follow the stages of my lesson plan?	1 2 3 4 5 6 7
Was there variation in types of activity or was there too much of one activity?	1 2 3 4 5 6 7
Did the time each activity took work out as planned?	1 2 3 4 5 6 7
Was the pace of each segment appropriate for that type of activity? (Was the presentation too fast? The drilling too slow?)	1 2 3 4 5 6 7
Materials	
Were the materials appropriate with regard to the age and level of the class: <ul style="list-style-type: none"> • in terms of their linguistic difficulty? • in terms of their functional difficulty and use? • in terms of their cultural content? 	1 2 3 4 5 6 7
Classroom Management	
Did I have any problems in managing the class?	1 2 3 4 5 6 7
Were my instructions clear and clearly understood by the pupils?	1 2 3 4 5 6 7
At each stage of the lesson, were the pupils sitting in the best position for the type of activity involved?	1 2 3 4 5 6 7
Did any re-arrangement of seating, movement of pupils in the classroom, giving out or collecting of books, etc. happen smoothly?	1 2 3 4 5 6 7
Errors	
Did I cope effectively with the pupils' errors which arose in class?	1 2 3 4 5 6 7

Questions	
Were the questions phrased correctly to get the answers I wanted?	1 2 3 4 5 6 7
Were there variety of questions? (Questions for specific information, for gist. inference, etc.)	1 2 3 4 5 6 7
Were my questions properly graded from easy to understand to difficult?	1 2 3 4 5 6 7
Did I distribute my questions among the pupils equally? (oral)	1 2 3 4 5 6 7
Choral Practice	
Was there the right amount of choral repetition?	1 2 3 4 5 6 7
Did I have full control of the technique?	1 2 3 4 5 6 7
Checking	
Did I pay enough attention to each individual in the class?	1 2 3 4 5 6 7
Did I check that every pupil had grasped the main teaching point?	1 2 3 4 5 6 7
Communication	
Did I give the pupils an opportunity for genuine communication?	1 2 3 4 5 6 7
Were the materials, exercises and situations authentic?	1 2 3 4 5 6 7
Aids	
Was my blackboard clear and well laid out?	1 2 3 4 5 6 7
Were my visual aids necessary and clear ?	1 2 3 4 5 6 7
Were my audio aids necessary and clear?	1 2 3 4 5 6 7
Were all the aids used effectively for the purpose envisaged?	1 2 3 4 5 6 7
Were they all easy for me to use?	1 2 3 4 5 6 7
Pupils' Response	
Were all the pupils interested all of the time? (Were there any signs of boredom, restlessness or indiscipline?)	1 2 3 4 5 6 7
Unexpected	
Were there any unexpected things that I had to cope with? If so, how well did I cope?	1 2 3 4 5 6 7
Summary	
Did I succeed in achieving my aim? Did I actually need to teach what I set out to teach?	1 2 3 4 5 6 7
How much did the pupils actually gain from my lesson?	1 2 3 4 5 6 7

A Teacher's Guide to Self-evaluation

The teacher may find a listing such as the accompanying one an invaluable reminder of the many facets needed to round out a lesson. (This listing was adapted from Finocchiaro, M. and M. Bonomo, *The Foreign Language Learner*, New York: Regents Publishing Company, 1973.)

Class:

Date:

Teaching emphasis (e.g., communicative functions, structures, peer interaction, reading, writing):

Teaching level:

Materials used (purpose, e.g., communication situations to be clarified):

- A. Was my manner friendly, warm, and understanding?
- B. Was I patient in eliciting information, engaging in language tasks and activities, and in correcting possible errors?
- C. Did I praise students at every opportunity?
- D. Was I sensitive to their problems (personal and school) and questions?
- E. Was my voice clear and audible in all parts of the room?
- F. Was my appearance pleasing? (Was I well groomed?)
- G. Was I well prepared? For example,
 - Was the material I needed readily available?
 - Was my presentation orderly and sequential?
 - Had I "memorized" the steps of my lessons?
 - Did my lesson have balance and variety?
 - Was I able to answer questions related to culture?
- H. Did I use gestures clearly to elicit different types of participation?
- I. Did I let the students do most of the talking?
- J. How was my questioning ability? Did I, for example,
 - Ask appropriate, logical questions?
 - Ask questions of all students and then call on one by name?
 - Avoid choral responses to questions?
 - Call on volunteers?
 - Call on nonvolunteers?
 - Provide opportunities for students to question me and to question each other?
 - Repeat answers unnecessarily?
 - Vary types of questions (yes-no, alternative, full answer, short answer, inferential, personal)?

- K. Did I engage the learners in pair and group work?
- L. Did I help students maintain pride in their native language and background?
How?
- M. Did I ascertain their aspirations and needs and those of the community?
- N. Did I make every attempt to involve parents and community members in the program?

Self-evaluation Sheet

Answer these or just some of these questions – after you have taught your segment of the lesson.

Preparation

- 1. How useful was your plan for the segment of the lesson?
Were you able to follow it? or
Did you have to depart from it while teaching?
- 2. What difficulties did you find in planning your session?
- 3. Now that you have taught your segment of the lesson, what changes would you make to the plan for the next time?

Your teaching

- 4. How successful was your teaching session?
- 5. How did you ensure that all the students understood?
- 6. Did you involve every child in the activity (ies) you conducted ? How did you do that?
- 7. What teaching aids did you use?
Was it effective?
- 8. Which of the four skills did you develop most?
- 9. How much did you use the mother tongue of the students?
Should you have used more or less?
- 10. What aspect of the session gave you most difficulty? Why?
- 11. Were you able to tackle all the unexpected educational situations in the classroom?
- 12. How was this session different from the one you had taught before or you had seen before?

First Classroom Visit: Teachers' Self-evaluation Form

Before the lesson, look at your plan and ask yourself:

1. Have you chosen an activity that is interesting and will generate meaningful language use?
2. What classroom arrangement will you use? What materials do you need?
3. Is your organization smooth? Are the instructions clear? Do the pupils know the "rules" of your class (who they can talk to, when, etc.)?
4. At what point in your lesson will the pupils use language for a real purpose?
5. Write down a question you will ask to encourage a **thoughtful** answer rather than a **correct** answer.

During the lesson and after the lesson, ask yourself these questions and write the answers:

1. Write down something (s), that a pupil said in the lesson where language was used for a purpose.
2. Write down any evidence that your activity was successful/unsuccessful, was smoothly/ badly organized, was interesting/boring.

My thoughts:

What would you like to improve/have done better in the lesson? What have you learnt? Write down your thoughts about how you would like to improve /change/develop your teaching in the future.

A Sample of Writing the Philosophy of Teaching

E.g. My Philosophy

Three words that describe me as a teacher.

- 1.
- 2.
- 3.

Three phrases that relate to my beliefs about teaching.

1. I believe ...
2. I believe ...
3. I believe ...

Use these to write a one-page philosophy of education. You may also include goals for yourself as a beginning teacher.

Teaching Practice Final Report (of the Student Teacher)

It should give a clear picture of the student teacher's professional skills after the teaching practice:

1. State the aims and formats of EL teaching at this particular kind of school, in accordance with national and local educational objectives;
2. give an academic character of students;
3. show your awareness of ELT materials available at the school;
4. make comments on the lessons observed;
5. evaluate:
 - 1) your own performance (whether you were language competent enough);
 - 2) ability to respond to feedback constructively;
 - 3) skills in experimenting and analysis;
 - 4) methods you preferred to use in teaching;
 - 5) your own discoveries in EFL methodology;
 - 6) your likes and dislikes in the EFL at school;
 - 7) your own assessment of your work with commentary.

9.4.2. Mentor's Teacher Training Lesson Evaluation Format

Student teacher: Year of study: School: Date: Mentor / Methodologist / Observing Student teacher:	Class: Nos. of years of English: Age of pupils: Nos. in class: Materials used (coursebook/ supplementary materials): Aim of lesson: Length of lesson:
You are only required to indicate the level of performance in areas that are appropriate to the lesson observed. On the basis of the lesson observed you are invited to make more general comments at the end.	Levels of performance may be summarised thus: 10 A very good performance 9 A good performance 8 A fairly good performance 7 A satisfactory performance 4 An unsatisfactory performance

Post lesson evaluation	Circle your rating				Comments	
Ability to evaluate own performance	4	7	8	9	10	
Ability to respond constructively to feedback	4	7	8	9	10	
Ability to plan appropriate future action	4	7	8	9	10	
Willingness to experiment/take risks in order to develop/put action plans into practice	4	7	8	9	10	
General					Comments	
Awareness of ELT materials available	4	7	8	9	10	
Understanding of national and local educational system	4	7	8	9	10	
Appropriate integration into school life/ working as a member of a team	4	7	8	9	10	
Ability to work independently	4	7	8	9	10	

Mentor's Report on Practical Test

Student-teacher's name: _____

School: _____

Address: _____

Date: _____ Time: _____

Section 1 Preparation of the lesson

Using the notes provided by the student-teacher comment below on his/her preparation with reference to:

	S*	Comments
a) the relevance to the school curriculum and to the social/cultural needs of the learners	<input type="checkbox"/>	
b) the degree of integration with ongoing work	<input type="checkbox"/>	
c) the analysis of the learning demands of the lesson	<input type="checkbox"/>	
d) the learning objectives for this lesson	<input type="checkbox"/>	
e) the analysis of the English language demands of the lesson	<input type="checkbox"/>	
f) the linguistic objectives for this lesson and their relevance to the linguistic level of English language competence and needs of individual learners/groups of learners	<input type="checkbox"/>	
g) the appropriateness of the selection of materials	<input type="checkbox"/>	
h) the appropriateness of planning of activities	<input type="checkbox"/>	
i) the appropriateness of the organisation of the class	<input type="checkbox"/>	
j) an overall anti-racist perspective	<input type="checkbox"/>	

* Satisfactory – tick if appropriate and comment.

Section 2 Execution and management of the lesson

Comment on the student-teacher’s ability to support the English language development of bilingual learners by providing:

	S*	Comments
a) clear instructions and models of English language usage		
b) effective teacher/pupil interaction		
c) effective organisation and management of the whole class		
d) a variety of activities		
e) effective materials		
f) support for understanding		
g) opportunities for learners to apply their existing skills and knowledge		
h) opportunities for developing English language use		
i) opportunities for peer group interaction		
j) effective monitoring of learning		
k) a sensitive environment for individual learners and their communicative needs		

Section 3 Student-teacher’s evaluation of the lesson

Comment on how the student-teacher evaluated her/his own lesson after the assessment in terms of the objectives set out in the notes.

Section 4 Overall comments with reference to the following criteria for the assessment of practical teaching

At pass level student-teachers must:

1. In their notes
 - (a) show an understanding of the language and learning demands of the lesson and relate these to the ages, stages of development and the language and learning needs of the bilingual pupils in the class,
 - (b) present a lesson, fitting into a scheme of work within the framework of the mainstream curriculum, which will support the English language development of the bilingual children.
2. In the execution of the lesson show their ability to organise, monitor and genuinely support language and learning over a range of activities which allow the bilingual pupils to exploit their existing skills and knowledge.

In addition at a distinction level student-teachers must:

1. In their notes
 - (a) show a clear analysis of the language and learning demands of the lesson and show how these relate to the stated language and learning needs of the children,

- (b) show a clear understanding of the processes of language acquisition in terms of the development of the lesson and the imaginative use of the activities and materials employed.
- 2. Show an outstanding ability to execute the lesson in terms of (a) organisation, (b) activities, (c) the exploitation of the bilingual pupils' learning and language potential and (d) sensitivity to the needs of individual pupils in the class.

Section 5 Final assessment

Final assessment (Write **Pass / Fail / Distinction**) _____

Name of Assessor: _____

Signature: _____ Date: _____

EFL Teaching Practice Mentor's Report on a Student Teacher Format

Time:	Mentor:	
Student teacher:	University supervisor:	
Grade:		
School:	School principal:	
<p>Guidelines for the mentor's report on the student teacher's work are suggested in the general observation of all features of the lesson and class evaluation model (on pp. 26–39) Following the scheme the mentor is supposed to have a clear picture of the student teacher's teaching competence after the teaching practice.</p>		
School principal's signature	University supervisor's signature	Mentor's signature
Date	Date	Date

School stamp

Format of Student Teacher's Final Report on ELT Teaching

Student teacher:

Year:

Mentor:

School:

Grade:

The following report should give a clear picture of the student teacher's competence after Teaching Practice and suggest their future potential as EFL teachers.

It should touch upon:

1. School character.
2. Student character.
3. Teaching materials description.
4. Self-evaluation of one's own teaching.
5. Fulfillment of the planned work.
6. Conclusions.

Mentor's signature:

Methodologist's signature:

Date:

Date:

Student-teacher's signature:

Date:

A Lesson Plan

A lesson plan should clearly set the aim and the objectives of a lesson, the material to be covered, the tasks to be fulfilled to achieve the aim, the homework to be given and other important items. The structure of a lesson plan may look as follows:

Date	
Time	Form
Lesson number	
Topics:	conversational, grammar, vocabulary.
Objectives:	e.g.: to develop the-lexical skills of using the words on the topic "Clothes" in communication, to develop the grammar skills of recognition "The Present Perfect Tense" in oral and written speech.
Tasks:	to read text 1, page 13; to make up dialogues, to listen to a short story and to pick out the instances of the use of "The Present Perfect tense", etc.
Teaching materials:	the coursebook, flashcards, tape-recording, etc.

The Outline of the Lesson

N	Lesson stage	Time	Model
1.	The beginning of the lesson (warming-up exercises. Speech drill).	5 min.	T-CI
2.	Phonetic drill		
3.	The body of the lesson:		
3.1.	Revision of the material learned before. Checking up a hometask.	5 min.	
3.2.	Presentation of a new material.	10 min.	
3.3.	A relaxation Pause (a song or an action game)		
3.4.	Focused oral practice (either pairwork or groupwork, or question-answer sessions, etc).	10 min.	
3.5.	Reading (writing, drawing).		
3.6.	A relaxation pause (essential for junior forms)		
4.	Summing up of the material learned.		
5.	Explaining a home assignment.	3 min.	
6.	Evaluation. The end of the lesson.	2 min.	
		40 min.	

For beginning teachers it is very important to write a detailed version of a lesson plan (the run of the lesson) containing everything that will be said and done in class. This hardwork will give you a reward while in class.

Planning develops teachers' professional skills, it saves up time and energy, it shows where you have started from, where you are and how you are advancing in teaching.

Plan of the Lesson

“CLOTHES”

I. The level: Form 7 “B”. **Date:** April 11,1999.

II. The Topic: Clothes.

III. The objectives:

- a) to teach necessary vocabulary for describing people:
e.g.: She’s got fair hair. She’s got a hat on.
- b) to teach grammar material: Present Progressive and Present Simple Tenses.
e.g.: He’s wearing swimming trunks. He often wears pyjamas in bed.
- c) to develop oral fluency talking about what people wear on specific occasions.

IV. The teaching materials:

- a) Jane Revell “ Connect” Student’s Book I, Unit 13., p.89–95.
- b) I. Vereshchagina, T. Pritykina, D. Toporova “ My third English Reader”, Unit 9., p. 120. “The right thing in the right place” /dialogue/.
- c) T. Kropanina “My third English Reader”, p. 32 e.g. 83.
- d) Tape-recorder and cassette “ Connect I” , Pronunciation.
- e) Pictures.
- f) Essential Grammar in Use. Unit 8., p. 17., ex. 8.3 and ex. 8.1.
- j) Blackboard

V. The outline of the lesson.

- | | |
|---|---|
| 1. The beginning of the lesson | – 2 min. |
| 2. Phonetic drills | – 10 min. |
| 3. Presentation of the topic “ Clothes”, new words, grammar | – 10 min. |
| 4. Activities of oral fluency | – 10 min. |
| 5. Marks | – 4 min. |
| 6. Home assignment | – 4 min. |
| | <hr style="width: 100%; border: 0.5px solid black;"/> |
| | 40 min. |

VI. The run of the lesson.

1. The beginning of the lesson

<p>Teacher</p> <ol style="list-style-type: none"> 1. Good morning! 2. Who is on duty today? 3. What date is it today? 4. What day is it today? 	<p>Students</p> <ol style="list-style-type: none"> 1. Good morning! 2. I am on duty today. 3. It is today. 4. It is today.
---	---

2. Phonetic drills

<p>Teacher</p> <p>5. Today we will learn sounds [:] – “were” and [] – “wear”. Open your books at page 94, exercise 1.</p> <p>Look at these words! We will listen to the cassette. After listening I will ask you which words are pronounced as “were” and which as “wear”? Listen to the cassette to check your ideas.</p> <p>Listening.</p> <p>Yes, all right.</p> <p>6. Now we will do Ex. 2. Listen and repeat these sentences:</p> <p>[:]</p> <ol style="list-style-type: none"> 1. Dirk’s learning Turkish 2. Were you at work on Thursday? 3. The burglars were early. <p>[]</p> <ol style="list-style-type: none"> 1. Clare – wearing a pair of shorts in the Canaries! 2. Where are the care bears? 3. On a chair. 	<p>Students</p> <p>5. The following words are pronounced like “were”: [:] burglar, early, work, person, earth, word, thirsty, bird, first, third, her, fur, prefer, learn.</p> <p>The following words are pronounced like “wear”: [] parents, railway, where, canary, there, chair, pair, hair, care, bear, air, stair, share.</p> <p>6. Students repeat the sentences.</p>
---	---

3. Presentation of the topic.

<p>Teacher</p> <p>7. Today we will speak about “Clothes”. We will discuss what you are wearing now and what people usually wear. In our discussion we will use two tenses: Present Progressive and Present Simple. As you know, Present Progressive is used to describe what is happening now. The formula: to be + V-ing. Could you make up an example?</p> <p>8. Present Simple is used to describe what happens usually, sometimes, every day. Formula: Infinitive without to, e.g. “give”. Could you make up an example?</p> <p>9. Now you will describe people using the words from the blackboard. Write these words in your vocabularies and then we will start describing.</p>	<p>Students</p> <p>7. I am reading now. etc.</p> <p>8. I usually wear white shirts. etc.</p> <p>9. Students write words in their vocabularies.</p>
--	--

Words:

Shirt	Pocket	Tie	Boots
Sock	Scarf	Jacket	Skirt
Shoe	Glove	Suit	Blouse
Trousers	Raincoat	Sandals	Jeans
			Belt

<p>10. I choose students in the class and students describe these people, using the two tenses.</p> <p>11. Open your books at page 120. Dialogue “The right thing in the right place”. Now we will read the dialogue about clothes. Your task is to choose names of clothes from this dialogue after reading.</p>	<p>10. E.g.: This is Olga. T. What’s Olga wearing? St. Olga is wearing a dress, tights, a jumper. T. What does she usually wear at school? St. She usually wears a skirt and a T-shirt at school.</p> <p>11. Students choose words from the dialog: shirt, socks, shoe, trousers, hat, scarf, gloves, raincoat.</p>
---	---

4. Activities of oral fluency.

<p>Teacher</p> <p>12. Game: Washing line. We will play the game "Washing line". You have a washing line. (Students have copies with a washing line). There are clothes on this washing line. You will put these clothes on your class-mates.</p> <p>13. Game: "Wear" or "Carry". Look at this list of things. Match each word with a picture. Which of these things do you wear and which of them do you carry? The class is divided into 2 groups. The 1st group chooses things for wearing. The 2nd group chooses things for carrying (There are two columns on the blackboard. The representatives of the groups say but teacher writes the words in the correct columns.)</p>	<p>Students</p> <p>E.g. T.: On the washing line I can see a shirt. Nick is wearing a shirt. Nick: On the washing line I can see a shirt and trousers. Pete is wearing trousers, etc.</p> <p>13.</p> <table><tr><td>I Group</td><td>II Group</td></tr><tr><td>Wear</td><td>Carry</td></tr><tr><td>swimsuit</td><td>suitcase</td></tr><tr><td>earrings</td><td>handbag</td></tr><tr><td>make-up</td><td>briefcase</td></tr><tr><td>suit</td><td></td></tr><tr><td>glasses.</td><td></td></tr></table>	I Group	II Group	Wear	Carry	swimsuit	suitcase	earrings	handbag	make-up	briefcase	suit		glasses.	
I Group	II Group														
Wear	Carry														
swimsuit	suitcase														
earrings	handbag														
make-up	briefcase														
suit															
glasses.															

5. Marks

6. Home assignment:

Dialogue p. 120 – read, learn the new words, ex. 83. p. 32. T. Kroponina "My Third English Reader" Workbook ex. 8.3. and 8.1. Unit 8 p. 17 "Essential Grammar in Use"

7. Saying goodbye.

A Sample of an Out-of-class Activity "A BIRTHDAY PARTY"

Level: Form 5 "B".

Topic: "A Birthday Party"

Date: October 15, 2000

Objectives:

1. To teach students to implement care and attention to each other.
2. To teach to play together.
3. Practice birthday formula and names of animals etc.

The equipment of the party:

1. A tea table.
2. Crosswords.
3. Slips with proverbs.
4. Games.

The outline of the party:

1. Congratulation – 20 min.
 2. Having tea – 15min.
 3. Performance – 15 min.
 4. Games – 20 min.
 5. Riddles – 10 min.
 6. Summing up – 10 min.
- 1,5 hours

The run of the party:

T(Teacher): We are meeting here now in order to congratulate our friends who have a birthday on ...

(Students who have a birthday, answer the question “When were you born?”)

Here they are: Lena, Valera, Vita, Tania, Oleg, Olga, Natasha.
Let’s congratulate them.

(Students are giving them presents. During the procedure the rest of the children are singing “Happy Birthday!”)

*Happy Birthday to you,
Happy Birthday to you,
Happy Birthday dear friends,
Happy Birthday to you.
May your birthday be bright,
may your birthday be bright,
may your birthday be bright,
From the morning till night.
May your birthday be bright
From the morning till night.*

T: Now I think that we may have some tea with cakes. Sit down, please.

(Some students are giving to the rest red and white sheets of paper with proverbs and sayings. The beginnings of proverbs are on the the red slips of paper, the ends are on the white ones. The beginning and the end of the same proverb may be got by different students. Students have to match them.

Proverbs

- | | |
|-------------------------------------|----------------------------------|
| 1. Live and ... | ... learn. |
| 2. First think ... | ... then speak. |
| 3. Better to do well ... | ... than to say well. |
| 4. A good name is ... | ... better than riches. |
| 5. Four eyes see more ... | ... than two. |
| 6. A friend in need ... | ... is a friend indeed. |
| 7. An hour in the morning ... | ... is worth two in the evening. |
| 8. A bird in the hand is ... | ... worth two in the bush. |
| 9. A good beginning ... | ... makes a good ending. |
| 10. Never put off till tomorrow ... | ... what can be done today. |
| 11. All is well ... | ... that ends well. |
| 12. All that glitters ... | ... is not gold. |
| 13. Better late ... | ... than never. |
| 14. Every cloud has ... | ... a silver lining. |
| 15. Strike the iron ... | ... while it is hot. |

T.: Students, you have got red and white slips of paper with proverbs and sayings. The beginnings of the proverbs are on the red slips of paper, the ends are on the white slips. The beginning and the end of the same proverb may be got by different students. You have to match them.

T.: My dear girls and boys today we shall play different games, we shall try to do the crosswords and we shall have a performance. Let's listen to Lena and Kate. Lena is a teacher, but Kate will play a role of a student.

Lena: How much is two and one?

Kate: I don't know.

L.: Well, Kate. I can help you. I give you two dogs and then one dog. How many dogs have you now?

K.: Four dogs.

L.: Why four?

K.: Because I have one dog at home.

T.: Thank you. Now listen to Victor and Olga. They are sitting at the stadium. They see two boys running.

Victor: Why are they running?

Olga: The boy who comes first gets a prize.

Victor: Now I see, but why is the second boy running?

T.: Thank you. Now students, I think, we can play games. But we have to have a drill before games. Look at this sheet of paper.

What Is It?

?			
1.	Co	—	—
2.	Co	—	—
3.	Co	—	—
4.	Co	—	—
5.	Co	—	—
6.	Co	—	—

You have to add two more letters to the two letters that you see. You will get a word you know then.

1. You wear it in winter. (coat)
2. Ice-cream is sweet and ... (cold)
3. It grows in the field. (corn)
4. Her dinners are good. (cook)
5. You do this to your hair (comb)
6. A very useful animal (plural) (cows)

T.: Now I think we can play. We have to be divided into two teams. I think that we already have one team. This is the team of those who have a birthday. Now we have to choose the second team. I think that each member of the first team will tell the name of his opponent. Now we have two teams. We can play.

Students, you know the English names for many animals and birds: a bear, a wolf, a tiger ... Tell the English names for animals and birds?

Children: A cat, a dog, an elephant ...

T.: Wait a minute ... Don't name the animal you know, but act it. I think that this team (students who have a birthday) will begin. You will score one point for acting and one point for the right answer.

First of all you have to decide what animal you are going to act and then one of your team should play the animal. And the second team have to guess what animal it is. Let's begin.

Now Students ...

T.: Look at this sheet of paper. You have to change one letter and make a new word.

Change one letter and make a new word

Coat – ...	Wife – ...	Work – ...	Money – ...
Song – ...	Ski – ...	Toy – ...	Ball – ...
Bus – ...	Wall – ...	Year – ...	
Bad – ...	Bell – ...	Box – ...	

The right answer:

Coat – boat;	Ski – sky;	Year – hear;
Song – long;	Wall – walk;	Box – fox;
Bus – buy;	Bell – tell;	Money – honey;
Bad – bag;	Work – fork;	Ball – wall.
Wife – life;	Toy – boy;	

T.: Now let's sit down. We may have some tea. I think that we can check the proverbs. ...

Well, students, we have a big present from the man, who likes to answer questions very much. Oh, here I am reading: "Who guesses the last riddle, gets a prize." Now let's begin. And here I have read: "Give the packet to a student who is sitting opposite you." I am giving the packet to Natasha. Unwrap the parcel and read the riddle.

(Riddles are wrapped up into several sheets of paper and every following riddle is more difficult to guess. One who guesses the last riddle wins.)

Riddles

- | | |
|--|---|
| (1) My face is black,
As black as night,
On it with chalk,
The students write.
(a <i>blackboard</i>) | (4) It runs and runs,
But it'll never run out,
It flows who knows
What I'm talking about?
(a <i>river</i>) |
| (2) What am I?
I have a face,
I have a little hand,
I have a big hand,
My face is white,

My hands are black,
I have no feet,
I can go.
What am I?
(a <i>clock</i>) | (5) I have got cities but no
Houses, forests but no trees,
Rivers without water. What am I?
(a <i>map</i>) |
| (3) Whenever you are ill you ask for me to come. I can always help sick people. What am I? (a <i>doctor</i>) | (6) There are six of us in every family,
but only four in a town, what are we?
(<i>letters</i>) |

T.: Let's see performances. Let's listen to Nick and Jane. Jane is a teacher, but Nick is a student.

Jane: Nick, why are you late to school every morning?

Nick: When I come to school I see sign: "School. Go Slow"

T.: Thank you. Jack is a teacher too, but John is a student. Listen to them.

Jack: There are four seasons in the year. They are spring, autumn, summer and winter. Stop talking, John. Now, answer my question. When is it the best time for apples ?

John: It is when the farmer is not at home and there is no dog in the garden.

T.: Now listen to Peter and Dima. Peter is a very serious father but Dima is not a very serious son.

Peter: Dima, you must not go to Victor's house, he is a bad, bad boy.

Dima: Well, Dad. May Victor come to our house then?

T.: I am going to blind my eyes. Students, what am I going to do? I'm going to play Blind Man's Buff.

T.: You know this game well of course, you have played it many times. Who wants to play it now? All of you. Let's count out to choose "It". (Who wants to be "It"?) Please, stand in a circle. Let's count out to choose "It":

In pin, safety-pin,

In pin, out.

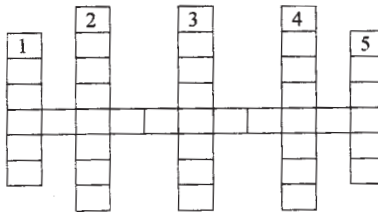
Let's say it together:

In pin, safety-pin,

In pin, out.

"It" is Helen. You have to ask: "Where are you?" But all of you (the class) have to cry: I'm here I'm here. Helen, when you catch smb., You will ask: "Are you Nick? Are you Peter? (You must recognize the person). If you are not right, you will be "It". Let's begin.

T.: We have two easy and little crosswords. Let's solve the first crossword.



Down:

- 1) The antonym of "shorter" (longer);
- 2) Not towns, but – ... (villages);
- 3) An autumn month. (November);
- 4) The day on which you were born (birthday);
- 5) A bird which can speak (parrot).

T.: Let's do the second crossword.

1		2		3
4				

Down:

- 1) You go by it from place to place in the city (tram);
- 2) What your father's sister to you (aunt);
- 3) It is in the middle of your face (nose).

Across:

- 1) You go by it from city to city (train);
- 2) A measure of length (metre).

T.: That is all. Did you like the party? We tried to make the party interesting. But the students who have a birthday want to say something.

Students: Oh, thank you, our friends.
Oh, thank you, our friends.
Oh, thank you, our friends.
For your congratulation.

T.: Thank you. Good bye. Good luck to you all.

A Sample of an Out-of-class Activity "AN ABC PARTY"

The party is a language competition. Students demonstrate what they mastered in the way of language. Students draw big letters of the alphabet and each makes a presentation of a letter. Two competing teams participate.

Program

Teacher: Good morning, dear boys and girls, parents and teachers.

Pupils: Good morning.

Teacher: Now you may sit down. That's fine. Now I want to see if all the letters of the alphabet are here.

Teacher: You are welcome, letters.

Each student has a letter attached to his chest and is holding a toy about which he is going to speak.

1. Letter A

A is for Apples and Apple-trees.
You can see apples on apple-trees.

2. Letter B

B is for Books and for Bookcase.
I have many books in my bookcase.

3. Letter C

C is for Cat. My cat is grey,
And with me it likes to play.

4. Letter D

D is for Dog and for Doggy.
I have a dog, not a doggy.

5. Letter E

E is for Eight and for Eleven.
How much is eight and eleven?

6. Letter F

F is for Flowers: red and blue,
White and yellow and rosy, too.

7. Letter G

G is for Girl, and also for Garden.
I see a girl going to the garden.

8. Letter H

H is for Hand. I have two hands.
This is the way I clap my hands.

9. Letter I

I is for I. I'm a boy, and I'm ten.
I like to play with my brother Ben.

10. Letter J

J is for Jam. This is apple jam.
Jimmy likes it, and so does Sam.

11. Letter K

K is for Kite. Kate has a kite.
It is little, and it is white.

12. Letter L

L is for Letter. This letter is for me.
It is from my sister, as you can see.

13. Letter M

M is for May and for May Day,
For March and for Mother's Day.

14. Letter N

N is for Nine, Ninety and Ninety-nine.
Children, how much is ninety and nine?

15. Letter O

O is for One. One and two is three.
Three little cats are in a tree.

16. Letter P

P is for Pencils. With them I can draw:
A red pen, a green tree or a blue door.

17. Letter Q

Q is for Questions: How are you?
How old are you? and How do you do?

18. Letter R

R is for Red. Many things are red.
What can be red? Do you know, Fred?

19. Letter S

S is for Street. This is my street.
There are a lot of trees in my street.

20. Letter T

T is for Tick and for Took.
"Tick-tock", says the clock.

21. Letter U

U is for Under, but not for At.
"I'm under the tree," says Pat.

22. Letter V

V is in Five and also in Seven,
It is in Twelve and in Eleven.

23. Letter W

W is for Winter when it is cold.
But I like winter and I like cold.

24. Letter X

X is in Six. Let's count up to six!
One, two, three, four, five, six!

25. Letter Y

Y is for a Yard where children play.
They play in the yard every day.

26. Letter Z

Z is for the Zoo. Let's go to the Zoo.
I like to go to the Zoo. And you?

Teacher: Now, let's sing the song "The ABC".

THE ABC

A B C D E F G
H I J K L M N O P
Q R S T U V W
X Y Z

Now we know the alphabet.

Teacher: Now sit down all of you, and let me see if you know the ABC.

3 students from each team stand at some distance from the teacher. The teacher shows words to the teams in turn. They have to spell them. If the team (of 3 students) spell the word correctly, they make a step towards the teacher. Those who come up to the teacher first are winners.

Teacher: Well done. You know how to spell. But can you read? We'll see it in a moment. Four more pupils from each team will come up to play the game "Reading Baseball".

Each team chooses some name for itself. On the blackboard there are words unknown to the students, but they are read according to the known rules. A student takes a "bat", comes up to the blackboard, closes his/her eyes and points to some word saying:

*"Tick-tack-toe,
Here I go;
If I don't miss,
I'll take this."*

After that he/she opens his/her eyes and reads. If he/she reads the word correctly the team gets a point.

Teacher: I see that you know the ABC, but can you count in English?

Children: Yes, we can.

Two students are called out.

Teacher: Count from one to twenty and from twenty to one. We'll see who'll do it better. Will five pupils from each team come up to me? I want to see which of you is the best at mathematics.

The teacher throws a ball to each student from each team and gives some arithmetic sum to do. Students have to quickly do the sum and answer, throwing the ball back. Each student gets a point for each correct statement.

Teacher: That's good. Now, let me see which team knows more rhymes.

Students in turn recite poems.

- 1st Pupil: Dear Mummy! Dear Daddy!
I love you, both of you.
Dear Mummy! Dear Daddy!
Do you love me too?
- 2nd Pupil: Mother lays the cloth for tea,
Cups for Jack and Mary and me.
Spoons and plates we all can see,
Sugar, milk, a pot of tea.
- 3rd Pupil: Wash the dishes, wipe the dishes,
Ring the bell for tea:
Three good wishes, three good kisses
My mother will give to me.
- 4th Pupil: Mother is busy
From morning till night,
Keeping her family
Happy and bright.
- 5th Pupil: Some little children
Have no brother small,
Have no little sister
To play with at all.
- 6th Pupil: As soon as the sun comes
Up in the sky,
I'll open my eyes
And lift up my head
And jump very quickly
Out of my bed.
- 7th Pupil: Breakfast in the morning,
Dinner in the daytime.
Tea comes after dinner,
Then it's our playtime.
Supper in the evening
When the sky is red,
Then the day is over
And we go to bed.
- 8th Pupil: I have two legs
With which I walk,
I have a tongue
With which I talk.

And with it too
I eat my food.
And tell
If it is bad or good.

9th Pupil: I cannot reach the ceiling,
But I can sweep the floor;
And when I grow bigger,
I'll learn to do some more.

10th Pupil: Learn this little lesson
As well as you can:
Be tidy like Tom,
Not dirty like Dan.

Teacher: I see you know some rhymes. Now can you sing any songs? I think, you can. So let's hear you.

One team can sing, for example: "I Am Not Small".

I'M NOT SMALL

*I'm not small, I'm so tall,
I can carry a tree on my back.
When it grows, I grow too,
That's not very hard to do.
I'm not small, I'm so tall,
I can carry a tree on my back.*

*I'm not small, I'm so tall,
I can carry a rabbit on my back.
When it hops, I hop too,
That's not very hard to do.
I'm not small, I'm so tall,
I can carry a rabbit on my back.*

*I'm not small, I'm so tall,
I can carry a guitar on my back.
When it plays, I play too,
That's not very hard to do.
I'm not small, I'm so tall,
I can carry a guitar on my back.*

*I'm not small, I'm so tall,
I can carry the Sun on my back.
When it shines, I shine too,
That's not very hard to do.
I'm not small, I'm so tall,
I can carry the Sun on my back.*



I'm not small, I'm so tall, I can car-ry a tree on my
back. When it grows, I grow too, that's not ver-y hard to do.
I'm not small, I'm so tall, I can car-ry a tree on my back.

The other team can sing: "Clap, Clap!"

CLAP, CLAP!

1. *Clap, clap, clap your hands,
Clap your hands together.
Clap, clap, clap your hands,
Clap your hands together.*
2. *Stamp, stamp, stamp your feet,
Stamp your feet together.
Stamp, stamp, stamp your feet,
Stamp your feet together.*
3. *Spin, spin, spin, around,
Spin around together.
Spin, spin, spin around,
Spin around together.*
4. *Sing, sing, sing a song,
Sing a song together.
Sing, sing, sing a song,
Sing a song together.*
5. *Dance, dance, dance a dance,
Dance a dance together.
Dance, dance, dance a dance,
Dance a dance together.*
6. *Wash, wash, wash your face,
Wash your face together.
Wash, wash, wash your face,
Wash your face together.*

7. *March, march, march to bed,
March to bed together.
March, march, march to bed,
March to bed together.*

Clap, clap, clap your hands,
clap your hands to - geth - er. Clap, clap,
clap your hands, clap your hands to - geth - er.

Teacher: You sing very well. Now, do you like toys, boys and girls?

Children: Yes, we do.

Teacher: Well then, three pupils from each team come up to me. Each of you take a toy and speak about it. ...

Teacher: I see you know the ABC, can count, know the colours, can sing and speak, about your toys. Now show me how you dance.

Ten girls sing, others help.

LOOBY-LOO

Refrain:

*Here we dance Looby-Loo,
Here we dance Looby-Light,
Here we dance Looby-Loo,
All on a Saturday night.*

- I put my right hand in,
I put my right hand out,
I give my right hand a shake, shake, shake
And turn myself about.*

Refrain.

- I put my left hand in,
I put my left hand out,*

*I give my left hand a shake, shake, shake
And turn myself about.*

Refrain.

3. *I put my right foot in,
I put my right foot out,
I give my right foot a shake, shake, shake
And turn myself about.*

Refrain.

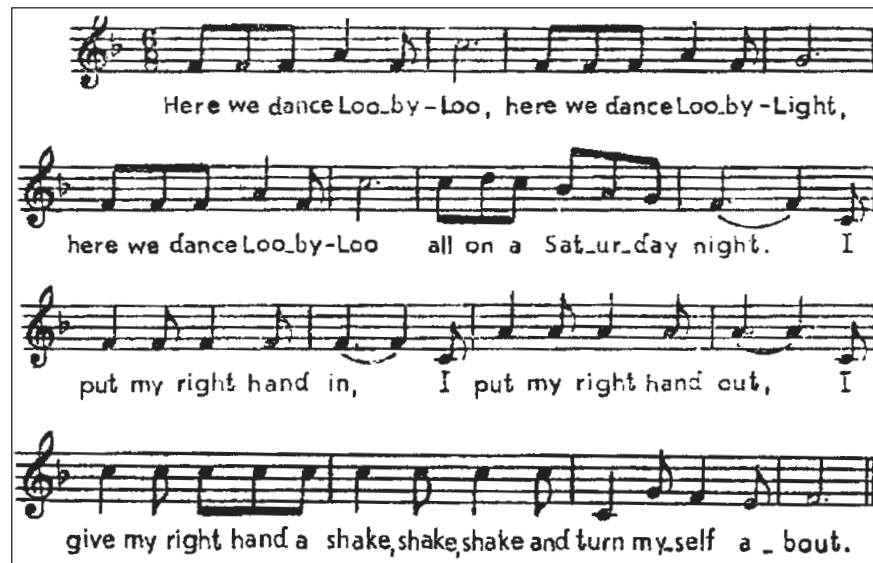
4. *I put my left foot in,
I put my left foot out,
I give my left foot a shake, shake, shake
And turn myself about.*

Refrain.

5. *I put my little head in,
I put my little head out,
I give my little head a shake, shake, shake
And turn myself about.*

Refrain.

6. *I put my whole self in,
I put my whole self out,
I give my whole self a shake, shake, shake
And turn myself about.*



Here we dance Loo-by-Loo, here we dance Loo-by-Light,
here we dance Loo-by-Loo all on a Sat_ur_day night. I
put my right hand in, I put my right hand out, I
give my right hand a shake, shake, shake and turn my.self a _ bout.

The song begins with the refrain, students stand in a circle, hold each other by the hands and dance making one step to the left and one step to the right. When students sing verses they perform what they sing about. After the song all the participants turn to the spectators and say:

*We can read, we can write,
We can speak English, too.
We love learning English!
And what about you?*

At the end the results of the competition are announced.

**List of Teaching Aids
for Out-of-class Activities,
Available in the DPU Library**

1. Myths and Legends. Moscow 1978 Jakobson A.
2. A Merry Hour. Moscow 1965 Kuusiniemi M.
3. Humorous stories. Moscow 1961 Hapersky N.
4. English Humour. Moscow 1961 Jachechiladze A.
5. Poems, songs, plays. Moscow 1970 Korneeva Z.
6. School Clubs and How to Run them. Moscow 1962 Diment A.
7. Do you speak English? Kazan 1990
8. Funny Stories. Moscow 1973 Rodkin K.
9. English parties. Moscow 1981 Zaks S.
10. Games in English. Moscow 1960 Rodkin K.
11. Give your lesson in English. Moscow 1984 Fishchuk V.
12. An English Teacher's Handbook. Moscow 1975 Povey J.
13. Give your lesson in English. Daugavpils 1980 Shostaka O.
14. English for boys and girls. Riga 1990 Shostaka O.
15. The More We Learn, the More We Know. Riga 1990 Shostaka O.
16. Enjoy talking English. Riga 1992 Shostaka O.

List of Literature

1. Techniques and Strategies for Coaching Student Teachers. (A Guide for cooperating teachers, mentors, college supervisors, and teacher educators) Carol Marra Pelletier, 1995 USA.
2. Second Language Teacher Education. Jack C. Richards, David Nunan, 1993 Cambridge University Press.
3. ELT Newsletter No. 2, 1998 Riga.
4. The Practice of English Language Teaching. Jeremy Harmer, 1991 USA.
5. Teach English (A training course for teachers). Adrian Doff 1998, Great Britain.

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