Student Teacher Evaluation Form

Survey response 1

Student Details

Please enter the details below in CAPITAL GREEK letters (except fot the email address).

Enter the student' s first name
ΑΛΕΞΑΝΔΡΟΣ

Enter the student' s last name
ΠΑΠΑΘΑΝΑΣΙΟΥ

Enter the student' s email address
lek0s@live.com

Enter the student' s university ID number
1563201200205

Enter the student' s school
MORAITIS SCHOOL

Enter the student' s school type
Private

Answer Instructions

Student teachers are assessed on the basis of each activity they designed and implemented in class (4 in total). Each activity is assessed separately. Apart from the activities, student teachers are also assessed for their lesson plan, the corresponding rationale and their performance during the lesson (referred to as activities 5 and 6). In the questions that follow tick only the circle that corresponds to the grade you wish to submit for each activity. You can tick only one grade from 4 to 10 or you can tick "Non Applicable" if you think that the question does not relate to your assessment. At the bottom of each assessment page, you can write your comments on student teacher’s performance. Write any comment if you wish to highlight something. Otherwise leave this field blank. You can skip the activity grading if it was not performed at all by your student by clicking "Next" at the bottom of the page. The menu on the right of the screen gives you the ability to jump directly to an activity, were you to make any correction to a previously graded activity. You can pause and resume the assessment later at any time.

SUPPORT TEACHING

After the first few weeks of class observation and for the next four weeks, for their practicum assessment, student teachers are required to design and use in class two activities (one each week) which are appropriate for that age group and fit in with the teacher’s syllabus and two activities (one each week) which are appropriate for that age group and fit in with the teacher’s syllabus and use ICT. The activities that students design should integrate skills and/or focus on practicing grammar, developing vocabulary or developing students’ intercultural competence. Depending on the focus and type of activity they choose to design and use, you should assess their performance on the basis of the relevant can do statements below. This means that if the student teacher designs a speaking activity focusing on the development of interaction skills and fluency you will assess the students on the basis of the descriptors that relate to speaking. If the speaking activity is designed for the practice of vocabulary, you will assess them on the basis of descriptors that relate to vocabulary and those of speaking.

Activity 1 - Speaking

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activities [Grade]
10

can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
10

can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
9

can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.). [Grade]
10

can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction. [Grade]
9

Comments

Activity 1 - Writing

The Student Teacher...

can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc). [Grade]
9

can evaluate and select texts a variety of text types to function as good examples for the learners' writing. [Grade]
9

can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.). [Grade]
10

can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.). [Grade]
9

can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly [Grade]
Non-Applicable

Comments

Activity 1 - Listening

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activitiescan select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-listening activities which help learners to orientate themselves to a text. [Grade]
10

can encourage learners to use their knowledge of a topic and their expectations about a text when listening. [Grade]
10

can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.) [Grade]
8

can design and select different activities which help learners to recognise and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.). [Grade]
9

can help learners to apply strategies to cope with difficult or unknown vocabulary of a text [Grade]
9

Comments

Activity 1 - Reading

The Student Teacher...

can select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-reading activities to help learners to orientate themselves to a text [Grade]
10

can set different activities in order to practise and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
8

can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text. [Grade]
9

can help learners to develop critical reading skills (reflection, interpretation, analysis etc.). [Grade]
9

can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills. [Grade]
8

Comments

Activity 1 - Grammar

The Student Teacher...

can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts. [Grade]
10

can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.). [Grade]
10

can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books. [Grade]
10

can use grammatical metalanguage if and when appropriate to the learners' needs. [Grade]
9

can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication. [Grade]
9

Comments

Activity 1 - Vocabulary

The Student Teacher...

can evaluate and select a variety of activities which help learners to learn vocabulary [Grade]
10

can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts. [Grade]
10

can evaluate and select activities which enhance learners' awareness of register differences [Grade]
8

Comments

Activity 1 - Culture

The Student Teacher...

can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.). [Grade]
10

can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these [Grade]
10

Comments

Activity 1 - Use of ICT

The Student Teacher...

can select and use ICT materials and activities in the classroom which are appropriate for my learners. [Grade]
10

can design ICT materials and activities appropriate for my learners [Grade]
10

can guide learners to use the Internet for information retrieval. [Grade]
10

can use and critically assess ICT learning programmes and platforms. [Grade]
10

Comments

Activity 2 - Speaking

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activities [Grade]
9

can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
9

can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
7

can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.). [Grade]
9

can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction. [Grade]
7

Comments

Activity 2 - Writing

The Student Teacher...

can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc). [Grade]
Non-Applicable

can evaluate and select texts a variety of text types to function as good examples for the learners' writing. [Grade]
Non-Applicable

can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.). [Grade]
Non-Applicable

can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.). [Grade]
Non-Applicable

can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly [Grade]
Non-Applicable

Comments

Activity 2 - Listening

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activitiescan select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-listening activities which help learners to orientate themselves to a text. [Grade]
10

can encourage learners to use their knowledge of a topic and their expectations about a text when listening. [Grade]
10

can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.) [Grade]
8

can design and select different activities which help learners to recognise and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.). [Grade]
8

can help learners to apply strategies to cope with difficult or unknown vocabulary of a text [Grade]
9

can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills. [Grade]
8

Comments

Activity 2 - Reading

The Student Teacher...

can select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-reading activities to help learners to orientate themselves to a text [Grade]
9

can set different activities in order to practise and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
8

can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text. [Grade]
9

can help learners to develop critical reading skills (reflection, interpretation, analysis etc.). [Grade]
9

can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills. [Grade]
8

Comments

Activity 2 - Grammar

The Student Teacher...

can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts. [Grade]
10

can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.). [Grade]
10

can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books. [Grade]
9

can use grammatical metalanguage if and when appropriate to the learners' needs. [Grade]
8

can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication. [Grade]
8

Comments

Activity 2 - Vocabulary

The Student Teacher...

can evaluate and select a variety of activities which help learners to learn vocabulary [Grade]
10

can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts. [Grade]
10

can evaluate and select activities which enhance learners' awareness of register differences [Grade]
8

Comments

Activity 2 - Culture

The Student Teacher...

can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.). [Grade]
10

can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these [Grade]
10

Comments

Activity 2 - Use of ICT

The Student Teacher...

can select and use ICT materials and activities in the classroom which are appropriate for my learners. [Grade]
10

can design ICT materials and activities appropriate for my learners [Grade]
10

can guide learners to use the Internet for information retrieval. [Grade]
10

can use and critically assess ICT learning programmes and platforms. [Grade]
10

Comments

Activity 3 - Speaking

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activities [Grade]
10

can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
10

can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
8

can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.). [Grade]
10

can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction. [Grade]
8

Comments

Activity 3 - Writing

The Student Teacher...

can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc). [Grade]
Non-Applicable

can evaluate and select texts a variety of text types to function as good examples for the learners' writing. [Grade]
Non-Applicable

can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.). [Grade]
Non-Applicable

can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.). [Grade]
Non-Applicable

can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly [Grade]
Non-Applicable

Comments

Activity 3 - Listening

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activitiescan select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-listening activities which help learners to orientate themselves to a text. [Grade]
9

can encourage learners to use their knowledge of a topic and their expectations about a text when listening. [Grade]
10

can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.) [Grade]
8

can design and select different activities which help learners to recognise and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.). [Grade]
7

can help learners to apply strategies to cope with difficult or unknown vocabulary of a text [Grade]
9

can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills. [Grade]
8

Comments

Activity 3 - Reading

The Student Teacher...

can select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-reading activities to help learners to orientate themselves to a text [Grade]
9

can set different activities in order to practise and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
8

can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text. [Grade]
9

can help learners to develop critical reading skills (reflection, interpretation, analysis etc.). [Grade]
8

can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills. [Grade]
8

Comments

Activity 3 - Grammar

The Student Teacher...

can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts. [Grade]
10

can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.). [Grade]
10

can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books. [Grade]
10

can use grammatical metalanguage if and when appropriate to the learners' needs. [Grade]
8

can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication. [Grade]
9

Comments

Activity 3 - Vocabulary

The Student Teacher...

can evaluate and select a variety of activities which help learners to learn vocabulary [Grade]
10

can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts. [Grade]
10

can evaluate and select activities which enhance learners' awareness of register differences [Grade]
8

Comments

Activity 3 - Culture

The Student Teacher...

can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.). [Grade]
10

can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these [Grade]
10

Comments

Activity 3 - Use of ICT

The Student Teacher...

can select and use ICT materials and activities in the classroom which are appropriate for my learners. [Grade]
10

can design ICT materials and activities appropriate for my learners [Grade]
10

can guide learners to use the Internet for information retrieval. [Grade]
10

can use and critically assess ICT learning programmes and platforms. [Grade]
10

Comments

Activity 4 - Speaking

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activities [Grade]
10

can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
10

can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
8

can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.). [Grade]
10

can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction. [Grade]
8

Comments

Activity 4 - Writing

The Student Teacher...

can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc). [Grade]
Non-Applicable

can evaluate and select texts a variety of text types to function as good examples for the learners' writing. [Grade]
Non-Applicable

can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.). [Grade]
Non-Applicable

can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.). [Grade]
Non-Applicable

can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly [Grade]
Non-Applicable

Comments

Activity 4 - Listening

The Student Teacher...

can create a supportive atmosphere that invites learners to take part in speaking activitiescan select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-listening activities which help learners to orientate themselves to a text. [Grade]
10

can encourage learners to use their knowledge of a topic and their expectations about a text when listening. [Grade]
10

can design and select different activities in order to practise and develop different listening strategies (listening for gist, specific information etc.) [Grade]
8

can design and select different activities which help learners to recognise and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.). [Grade]
8

can help learners to apply strategies to cope with difficult or unknown vocabulary of a text [Grade]
9

can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills. [Grade]
8

Comments

Activity 4 - Reading

The Student Teacher...

can select texts appropriate to the needs, interests and language level of the learners. [Grade]
10

can provide a range of pre-reading activities to help learners to orientate themselves to a text [Grade]
10

can set different activities in order to practise and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.). can select meaningful speaking and interactional activities to encourage learners of differing levels to participate [Grade]
9

can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text. [Grade]
10

can help learners to develop critical reading skills (reflection, interpretation, analysis etc.). [Grade]
8

can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills. [Grade]
8

Comments

Activity 4 - Grammar

The Student Teacher...

can introduce a grammatical item and help learners to practise it through meaningful contexts and appropriate texts. [Grade]
10

can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.). [Grade]
10

can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books. [Grade]
10

can use grammatical metalanguage if and when appropriate to the learners' needs. [Grade]
9

can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication. [Grade]
9

Comments

Activity 4 - Vocabulary

The Student Teacher...

can evaluate and select a variety of activities which help learners to learn vocabulary [Grade]
10

can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts. [Grade]
10

can evaluate and select activities which enhance learners' awareness of register differences [Grade]
8

Comments

Activity 4 - Culture

The Student Teacher...

can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.). [Grade]
10

can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these [Grade]
10

Comments

Activity 4 - Use of ICT

The Student Teacher...

can select and use ICT materials and activities in the classroom which are appropriate for my learners. [Grade]
10

can design ICT materials and activities appropriate for my learners [Grade]
10

can guide learners to use the Internet for information retrieval. [Grade]
10

can use and critically assess ICT learning programmes and platforms. [Grade]
10

Comments

INDEPENDENT TEACHING (TWO FULL TEACHING HOURS TO SAME CLASS OR TWO DIFFERENT CLASSES)

In the last two weeks of the teaching practicum the student teacher is required to teach two classes on their own under the mentor teacher's guidance. For each class (which could be the same or different classes) student teachers are required to develop a lesson plan which a) clearly describes what they intend to do during their lesson in terms of activities, b) specifies learning objectives c) outlines the timing of activities, d) how students will be working and what materials will be used. A lesson plan rationale (1000 words max) should accompany their lesson plan and should explain How the stated aims relate to the students' age and language level How and why they decided on the particular activities How the stages of the lesson correspond to stated aims and what the purpose of each stage is How their activities relate to stated aims and what principles underlie their activities (e.g. information gap, communicative purpose etc.). Student teacher assessment for this part of the practicum is carried out by mentor teachers only using descriptors relating to lesson plan development and student teacher teaching performance. The University tutor will also assess the lesson plan and the rationale. After the lesson, the mentor teacher should provide feedback to the student teacher on his/her performance pinpointing the strengths and weaknesses of the performance and suggesting ways of improvement.

Activity 5 - Lesson Plan

The Student Teacher...

can plan specific learning objectives for individual lessons and/or for a period of teaching [Grade]
10

can set objectives which take into account the differing levels of ability and special educational needs of the learners. [Grades]
9

can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.). [Grade]
10

can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.). [Grade]
10

can vary and balance activities to include a variety of skills and competences. [Grade]
10

can plan activities to ensure the interdependence of listening, reading, writing and speaking. [Grade]
9

can design activities to make the learners aware and build on their existing knowledge [Grade]
9

can vary and balance activities to enhance and sustain the learners' motivation and interest [Grade]
10

can select from and plan a variety of organisational forms (frontal, individual, pair, group work) as appropriate. [Grade]
8

Activity 5 - Lesson Plan Rationale

The student teacher...

can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching. [Grade]
Non-Applicable

can critically assess teaching in relation to theoretical principles. [Grade]
8

can accept feedback from peers and mentors and build this into teaching. [Grade]
10

Activity 5 - Conducting the Lesson

The Student Teacher...

can start a lesson in an engaging way [Grade]
10

can settle a group of learners into a room and gain their attention at the beginning of a lesson. [Grade]
10

can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses. [Grade]
9

can ensure smooth transitions between activities and tasks for individuals, groups and the whole class. [Grade]
9

can adjust time schedule when unforeseen situations occur. [Grade]
9

can keep and maximise the attention of learners during a lesson [Grade]
9

can encourage learner participation whenever possible [Grade]
10

can be responsive and react supportively to learner initiative and interaction. [Grade]
10

can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners. [Grade]
9

can relate what they teach to learners' knowledge and previous language learning experiences [Grade]
9

can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.). [Grade]
9

can create opportunities for and manage individual, partner, group and whole class work. [Grade]
10

can make and use resources efficiently (flashcards, charts etc.) [Grade]
10

can manage and use instructional media efficiently (OHP, ICT, video etc.). [Grade]
10

can decide when it is appropriate to use the target language and when not to. [Grade]
9

can use various strategies when learners do not understand the target language [Grade]
9

can encourage learners to use the target language in their activities. [Grade]
9

can provide constructive feedback to learners concerning their errors/interlanguage. [Grade]
10

can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication [Grade]
10

can finish off a lesson in a focused way [Grade]
10

Activity 5 - Comments

Comments

Activity 6 - Lesson Plan

The Student Teacher...

can plan specific learning objectives for individual lessons and/or for a period of teaching [Grade]
10

can set objectives which take into account the differing levels of ability and special educational needs of the learners. [Grades]
10

can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.). [Grade]
9

can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.). [Grade]
9

can vary and balance activities to include a variety of skills and competences. [Grade]
9

can plan activities to ensure the interdependence of listening, reading, writing and speaking. [Grade]
9

can design activities to make the learners aware and build on their existing knowledge [Grade]
10

can vary and balance activities to enhance and sustain the learners' motivation and interest [Grade]
10

can select from and plan a variety of organisational forms (frontal, individual, pair, group work) as appropriate. [Grade]
9

Activity 6 - Lesson Plan Rationale

The student teacher...

can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching. [Grade]
Non-Applicable

can critically assess teaching in relation to theoretical principles. [Grade]
8

can accept feedback from peers and mentors and build this into teaching. [Grade]
10

Activity 6 - Conducting the Lesson

The Student Teacher...

can start a lesson in an engaging way [Grade]
10

can settle a group of learners into a room and gain their attention at the beginning of a lesson. [Grade]
10

can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses. [Grade]
10

can ensure smooth transitions between activities and tasks for individuals, groups and the whole class. [Grade]
10

can adjust time schedule when unforeseen situations occur. [Grade]
10

can keep and maximise the attention of learners during a lesson [Grade]
10

can encourage learner participation whenever possible [Grade]
10

can be responsive and react supportively to learner initiative and interaction. [Grade]
10

can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners. [Grade]
9

can relate what they teach to learners' knowledge and previous language learning experiences [Grade]
9

can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.). [Grade]
8

can create opportunities for and manage individual, partner, group and whole class work. [Grade]
9

can make and use resources efficiently (flashcards, charts etc.) [Grade]
10

can manage and use instructional media efficiently (OHP, ICT, video etc.). [Grade]
10

can decide when it is appropriate to use the target language and when not to. [Grade]
10

can use various strategies when learners do not understand the target language [Grade]
10

can encourage learners to use the target language in their activities. [Grade]
10

can provide constructive feedback to learners concerning their errors/interlanguage. [Grade]
10

can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication [Grade]
10

can finish off a lesson in a focused way [Grade]
10

Activity 6 - Comments

Comments