

Monika Kusiak

Teaching Practice Tasks



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INTRODUCTION

Who is the book for?

Teaching Practice Tasks has been designed for students of initial teacher training courses who are about to start their teaching practice. The book contains a set of materials that provide guidance and enable trainees to keep record of their development at the beginning of their teaching career. The book may be used by institutions which organize their students' teaching practice in cooperation with school-based mentors. The tasks offered in the book may be used by teacher trainers and mentors as a tool to check and assess trainees' progress.

The book may be particularly helpful in supervision of extra-mural and distance learning students, who because of geographical and time constraints may wish to take up their teaching practice at their local schools. Teacher training institutions may find visiting student teachers in their home places almost impossible and a written record of teaching experience can provide a reliable alternative.

What does the book contain?

The book contains a range of tasks that will help trainees to develop skills necessary in the teaching profession. The materials may be divided into the following:

- Reflection tasks
- Observation tasks
- Team / solo teaching tasks
- Materials for Teaching Practice supervisors

REFLECTION TASKS

Think about what you think part 1 and part 2 invite trainees to examine their beliefs concerning certain aspects of teaching English as a foreign language. It is advised that trainees complete this assignment at the beginning and at the end of their training.

Self-evaluation part 1 and part 2 enable student teachers to develop awareness of what it means to be a foreign language teacher and to evaluate themselves in relation to the list of teaching skills. Additionally, these tasks promote reflection on how trainees can develop their skills. It is recommended that trainees complete self-evaluation sheets at two different points in their teaching practice, e.g. in the middle and at the end.

Memo to myself is an open task, a set of statements that trainees are to complete. It is hoped that its diary-like nature will help trainees to reflect on their experience. *Memo to my mentor* is intended to facilitate communication between trainees and their school-based mentors or other supervisors. It provides an opportunity for both sides to make explicit their expectations regarding their cooperation during teaching practice.

OBSERVATION TASKS

These tasks constitute the main body of the set. They require student teachers to observe lessons taught either by experienced teachers, e.g. mentors or their fellow trainees. The main aim of the assignments is to develop trainees' understanding of the principles underpinning classroom teaching, the 'theory' that student teachers studied during their methodology courses. Each task focuses on one phenomenon of the classroom context, e.g. error correction techniques, the use of materials or the structure of a reading lesson. While doing a task, trainees complete tables and answer questions related to the issue in focus. They also have an opportunity to ask questions to the teachers that they have observed. Several tasks require student teachers to observe a sequence of lessons conducted by the same teacher with the same group of learners. These tasks allow teachers to develop understanding of how certain aspects of teaching are dealt with by the teacher over a period of time. It

is believed that structuring trainees' observation will help them to discover what teaching really is and relate it to their experience and understanding.

Below there is a list of the tasks along with their aims. It is important to emphasize that the tasks may be used in any order.

General observation of the lesson (1)

Aims:

- to focus on the main aims of the lesson and the materials used;
- to develop a positive non-judgmental attitude to the lesson observed;
- to share with the teacher the results of the observation.

General observation of the lesson (2)

Aims:

- to identify the main aims of the lesson and the materials used;
- to observe the lesson from the learner's and the teacher's perspective.

Materials

Aims:

- to observe what teaching materials were used and how they were used;
- to suggest improvements in the use of the materials.

Atmosphere

Aims:

- to develop awareness of what creates atmosphere in the classroom.

Discipline (1) and (2): observing two consecutive lessons

Aims:

- to become aware of factors causing discipline problems;
- to observe how discipline problems were dealt with during the lesson;
- to share with the teacher the results of the observation.

Error correction

Aims:

- to notice a variety of error correction techniques;
- to reflect on what makes error correction effective;
- to notice how error correction influenced the learners.

Openings and closures (1) and (2)

This task requires observing two lessons conducted by the same teacher with the same group of learners.

Aims:

- to become aware of the importance of openings and closures in the lesson;
- to become aware of the fact that teaching can get ritualized;
- to observe the results of the changes that the teacher introduced in his/her teaching.

Classroom power; learner-centered teaching

Aims:

- to become aware of the roles played by the teacher and learners in the classroom;
- to reflect on the possible changes in the shift of responsibility during the lesson observed.

Teaching reading; teaching writing; teaching listening; teaching speaking

Aims:

- to observe stages in teaching reading, writing and listening, teaching speaking;
- to observe techniques used in teaching these skills;
- to become aware of the purpose of the activities applied by the teacher;
- to observe how a traditional division into pre-while-post skill activities was implemented in a real lesson.

Teaching grammar

Aims:

- to observe stages in teaching grammar;
- to observe how a traditional presentation – practice – production structure was implemented in a real lesson;
- to observe the role of English and L1 in teaching grammar.

Assessment

Aims:

- to become aware of different forms of student assessment;
- to identify the purpose of the test;
- to understand the importance of setting clear marking criteria.

Observing a sequence of lessons

This task may also be used as a self-observation task. A teacher trainee may ask his/her fellow trainees to observe a sequence of his/her lessons.

Aims:

- to get practice at taking field notes about a sequence of lessons;
- to become aware of how the teacher built up his/her teaching over a period of time.

Use of the coursebook

Part of this task should be done by the trainee on his/her own, and part in cooperation with the teacher observed.

Aims:

- to identify the aim of the task applied in the lesson;
- to reflect on the fact that the aims perceived by the observer may differ from the aims specified by the teacher;
- to think how to adapt the same material for different purposes.

Use of the blackboard

Aims:

- to reflect on how the teacher used the blackboard;
- to become aware of how much the learners benefited from the teacher's use of the blackboard.

Students' participation

This task is more challenging than the others. Trainees need some time to become acquainted with the signs they should use to indicate the interaction patterns of the lesson.

Aims:

- to develop awareness of the interaction patterns of the lesson;
- to reflect on how much language was spoken by the teacher and how much by the learners.

TEAM / SOLO TEACHING

These tasks are designed for trainees who have started to conduct lessons on their own. They aim to encourage trainees to share their experiences and cooperate with other trainees.

Planning

This task should be done in pairs. Two trainees plan the lesson together. Then one of them teaches the lesson and the other observes how the lesson plan is implemented.

Aims:

- to develop understanding of the importance of having a plan;
- to reflect on the fact that a plan may be changed by the teacher during the lesson.

Three-way perspective on your lesson

It is important that trainees understand the aims of this task and copy the questions for their learners.

Aims:

- to realize how the lesson was perceived by the learners;
- to reflect on the fact that the teacher's interpretation of the lesson may differ from those of the observer and the learners;
- to practice research skills, i.e. planning a study, carrying it out, reporting findings and drawing conclusions.

Help page (1) and (2)

Aims:

- to develop an ability to analyze case studies;
- to consider factors that may cause problems in teaching, e.g. teaching / learning contexts, teacher's expectations, etc.;
- to analyze one's own teaching situation.

Teaching how to learn

Aims:

- to reflect on one's own learning strategies and what makes them effective;
- to notice elements of learner training in the coursebook and in classroom teaching.

Design your own research project

Aims:

- to encourage trainees to experiment in teaching;
- to provide guidance in planning a research project.

Lesson plan and evaluation

Trainees should copy the form and complete it while preparing their lesson and evaluating their teaching after the lesson.

Aims:

- to help trainees to develop long-term and short-term planning skills;
- to develop a habit of preparing lesson plans;
- to encourage trainees to evaluate their lessons.

MATERIALS FOR TEACHING PRACTICE SUPERVISORS

Observation form

This form is for teaching practice supervisors, e.g. college teachers and school-based mentors, who observe and evaluate trainees' lessons. It is suggested that the table is completed during the lesson. The other section concerning areas trainees should focus on in the nearest future should be completed during a post-lesson discussion with the trainee. It is important that teaching practice supervisors encourage trainees to review their own progress, e.g. by stating their strengths and weaknesses.

Aims:

- to give trainees feedback about their teaching;
- to invite trainees to evaluate their own teaching;
- to invite trainees to set targets for their future development.

Philosophy behind the book

These are the principles that underpin *Teaching Practice Tasks*.

1) *Teaching practice is a valuable and indispensable part of any initial teacher training course.* Teacher trainees can best find out what teaching means through teaching, observing other teachers' lessons and reflecting on how they teach and what they observe. Everyone involved in teaching practice, i.e. trainees, their supervisors and school-based mentors should make most of this part of training.

2) *Teacher trainees need clear guidance concerning the role of teaching practice in their training and their role in teaching practice.* When organizing the mentor system in our training context, we observed how important it was

to set clear objectives for the teaching practice and to specify rights and responsibilities for college supervisors, school-based mentors and trainees (Kusiak and Kowalska 1997).

3) *Trainees learn best when they study teaching by taking on an active role in training.*

Task-based experience is valued in teacher training because of its inquiry-based, discovery-oriented, inductive and problem-solving nature (Wajnryb 1992:15).

4) *Observation skills are rudimentary in initial teacher training.* Only by developing the skills of noticing and analyzing classroom processes can teachers become informed professionals, conscious of factors influencing their decisions (Ellis 1996).

5) *Only by fostering autonomy in trainees can we develop autonomy in teachers who will consequently promote autonomy in learners.* Ample research (e.g. Little 1995) indicates the dependence of learner autonomy on teacher autonomy. Adapting concepts used by Rogers (1983) we assume that to develop autonomy, trainees should undergo the process of experiential learning, i.e. learning that has personal meaning, is self-initiated, pervasive and self-evaluated.

Teaching practice should have personal meaning, i.e. trainees should learn through their own involvement, drawing on their experience as both a learner and a novice teacher. Trainees' learning should be self-initiated, i.e. even if it is stimulated from the outside, e.g. by trainers or tasks, the real discovery can come only from the trainee's inside. Only then can trainees take responsibility for their learning and its outcomes. Trainees' learning should be pervasive, i.e. it should influence their behavior, attitudes, even personality. Teaching practice training should be self-evaluated, i.e. teachers should have an opportunity to reflect on their learning and evaluate it. We believe that engaging trainees in the tasks presented in this handbook can help trainees to develop autonomy.

6) *Although learning to be a teacher is a unique individual experience, trainees learn best when cooperating with other trainees, experienced teachers as well as*

with learners. Observing other teachers in action and designing classroom research sensitize trainees to a multitude of factors influencing foreign language classes, whereas peer-observation exposes their teaching to scrutiny. Sharing teaching experiences with fellow trainees and working teachers compels teachers to verbalize, reflect on and re-define their conceptions about teaching.

How to use the tasks in this book

Teaching practice usually consists of the following stages:

- a) observation of experienced teachers working in a range of schools;
- b) school-based teaching:
 - observation of mentors' teaching;
 - team teaching (if two or three trainees are attached to one mentor);
 - solo teaching.

Since observations take up most of teaching practice, observation tasks constitute the bulk of the handbook. In the case of different teaching practice systems trainers and students should select tasks that would suit their situation best. Although most of the tasks in the handbook are of universal character, it is important to remember that certain tasks may not be appropriate for all teaching contexts. For example, it may be difficult or almost impossible to observe how writing is taught at primary school using the Teaching Writing task. We hope that *Teaching Practice Tasks* will inspire both teacher trainers and trainees to design their own classroom tasks.

The following abbreviations are used in the book:

- T – teacher;
- Ss – students;
- FL – a foreign language;
- TEFL – teaching English as a foreign language;
- TP – teaching practice;
- L1 – the first language.

The following terms related to teacher training recur in the book:

- *teacher trainee* – participant of a teacher training course;
- *teacher trainer* – the person who leads teacher training classes;

- *mentor* – an experienced teacher who acts as a teaching practice supervisor; he/she introduces trainees to the school reality; trainees observe his/her lessons and then conduct lessons themselves;
- *mentor system* – organising teaching practice at schools under the supervision of working teachers.

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**USEFUL INFORMATION
ABOUT YOUR TEACHING PRACTICE**

Name of trainee:

Name of mentor:

Name of Teaching Practice supervisor:

Name(s) and address(es) of schools where Teaching Practice takes place:

Teaching Practice takes place from to.....

Number of lessons:

Teaching Practice timetable:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Other notes:

THINK ABOUT WHAT YOU THINK (1)

Before embarking on your teaching practice, reflect on certain principles underpinning teaching English at school.

Evaluate the following statements. Circle the most appropriate answer. If you wish to elaborate on how you understand the statements, feel free to write your comments in the spaces provided. In questions 8, 9 and 10 complete the sentences. Please try to answer the questions as honestly as you can.

1. The teacher should not start the lesson without preparing a written plan of the lesson beforehand.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

2. The teacher should correct every single error in students' writing.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

3. Teaching learners to translate, e.g. words and sentences, from English into Polish and Polish into English is a very effective technique.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

4. The teacher should use only English in class.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

5. Students learn better when they treat their teacher as a friend.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

6. The teacher should discuss with his/her students the content of class tests and when they will be administered.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

7. The aim of teaching is to facilitate learning.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

8. A good teacher is the one who

9. A good learner is the one who

10. A successful lesson is

Date of completion:

GENERAL OBSERVATION OF THE LESSON (1)

Class: Level:
Age of Ss: No of Ss:

Aim(s) of the lesson:

to present (what?)
to practice (what?)
to revise (what?)
others (specify)

Materials used:

textbook (specify)
workbook (specify)
audio-visual aids (specify)
others (specify)

Write three things that you like about the lesson:

1
.....
2
.....
3
.....

Write three questions that you would like to ask the teacher after the lesson:

1
.....
2
.....
3
.....

Now that you have observed the lesson, ask the teacher the questions.

GENERAL OBSERVATION OF THE LESSON (2)

Class: Level:
Age of Ss: No of Ss:

Aim(s) of the lesson:

to present (what?)
to practice (what?)
to revise (what?)
others (specify)

Materials used:

textbook (specify)
workbook (specify)
audio-visual aids (specify)
others (specify)

Write three things that you think the learners in the class liked about the lesson:

1
.....
2
.....
3
.....

Write three things that you think the teacher liked about the lesson:

1
.....
2
.....
3
.....

Now that you have observed the lesson, talk with the teacher about the lesson.

MATERIALS

Class: Level:
Age of Ss: No of Ss:

Aim(s) of the lesson:

to present (what?)
to practice (what?)
to revise (what?)
others (specify)

1. What materials were used in the lesson? (tick and complete)

- textbook
- workbook
- cassette / CD
- video /DVD
- blackboard
- others (specify)

2. How was the textbook used?

- a) did the T use all the materials from the textbook?.....
.....
- b) did he/she use the textbook exercises in the same order as in the book?.....
.....
- c) did he/she modify the materials from the textbook? How?
.....

3. How was the blackboard used?

- a) was the blackboard cleaned before the lesson?.....
.....
- b) could all the students see the blackboard?.....
.....
- c) was the T's handwriting legible?.....
.....

d) was the blackboard work well-organized?.....

.....

e) did the T talk to the students when writing?.....

.....

4. Cassette / CD player:

a) was the cassette / CD player prepared before the lesson?.....

.....

b) could all the students hear it?

.....

c) was the cassette player turned the right way?

.....

5. Any other visual aids, e.g. photos, pictures:

a) were they big enough?

.....

b) were they appropriate?

.....

6. What would you change in the use of the materials used by the teacher?

.....

.....

.....

Share your ideas with the teacher after the lesson.

ATMOSPHERE

Class: Level:
Age of Ss: No of Ss:

1. Comment on the atmosphere in the classroom:

.....

2. What, in your opinion, contributed to such atmosphere?

- a) personality of the T
- b) relationship among the students themselves
- c) relationship between the students and the teacher
- d) other reasons (specify)

3. How did the teacher address the students?

- a) name
- b) number
- c) other techniques (specify)

4. How was the furniture in the classroom arranged? How did it contribute to the atmosphere?

.....
.....
.....
.....

5. Comment on the teacher's non-verbal behavior:

smile

eye contact

gestures

6. Comment on the classroom:

size

decorations

others (specify)

DISCIPLINE (1)

Class: Level:
 Age of Ss: No of Ss:

Observe two consecutive lessons taught by the same teacher to the same groups of learners. Complete the table. Compare how the teacher dealt with discipline problems during these two lessons.

Problems that occur	How did the T deal with the problems? How did he/she show disapproval: verbally, by gestures? Were any punishments given?	Were the problems dealt with in Polish or English?
1) late comers		
2) noise		
3) students not paying attention		

4) too shy students who do not answer			
5) too bright students who ask 'difficult' questions			
6) students doing something else			
7) others			

Are there any questions you would like to ask the teacher?

.....

.....

.....

Show this table to the teacher and discuss your questions.

DISCIPLINE (2)

Class: Level:
 Age of Ss: No of Ss:

Complete the table:

Problems that occur	How did the T deal with the problems? How did he/she show disapproval: verbally, by gestures? Were any punishments given?	Were the problems dealt with in Polish or English?
1) late comers		
2) noise		
3) students not paying attention		

4) too shy students who do not answer			
5) too bright students who ask 'difficult' questions			
6) students doing something else			
7) others			

Were there any problems that recurred?
Did the teacher deal with them in a different way?

.....

.....

.....

ERROR CORRECTION

Class: Level:
 Age of Ss: No of Ss:

Select a few examples of error correction from the lesson and complete the table:

How was the error corrected?	Specify the type of error: grammar, vocabulary, pronunciation, factual	Was the correction successful? How did the student (s) react to the correction?
1) T corrected the error immediately		
2) T corrected the error some time after the S (s) made the error		
3) T allowed the Ss to self-correct		

4) T allowed other Ss to correct the student who made the error		
5) T indicated that there was an error non-verbally (gesture, face expression)		
6) T told the Ss that there was something wrong		
7) T explained what was wrong and why		
8) T ignored the error		

OPENINGS AND CLOSURES (1)

Class: Level:
Age of Ss: No of Ss:

Arrange to observe two lessons of the same teacher with the same group of learners.
How did the teacher signal the beginning and ending of the lesson? Tick and complete.

OPENING:	Tick	How did it contribute to the lesson; its aims, the atmosphere, the relationship between the T and Ss, etc.?
1) greeting the class		
2) checking attendance		
3) chatting to the Ss about lessons, school		
4) chatting to the Ss about something different from school		
5) socializing with the Ss		
6) checking homework		
7) starting a new lesson		
8) reviewing previous lessons		

9) others (specify)		
CLOSING:		
1) repeating the aim(s) of the lesson		
2) summarizing the lesson		
3) setting homework		
4) linking the lesson with the coming one		
5) allowing the students to ask questions		
6) others (specify)		

Teaching sometimes can become ritualized, i.e. we do things because we are used to them. Can you suggest any other techniques to start and finish the lesson than the ones specified above?

.....

.....

.....

.....

Discuss them with the teacher. Arrange to observe another lesson and ask the teacher to start and finish the next lesson in a different way than the teacher did in this lesson.

OPENINGS AND CLOSURES (2)

Class: Level:
Age of Ss: No of Ss:

How did the teacher signal the beginning and ending of the lesson?
Tick and complete.

OPENING:	Tick	How did it contribute to the lesson; its aims, the atmosphere, the relationship between the T and Ss, etc.?
1) greeting the class		
2) checking attendance		
3) chatting to the Ss about lessons, school		
4) chatting to the Ss about something different from school		
5) socializing with the Ss		
6) checking homework		
7) starting a new lesson		
8) reviewing previous lessons		

9) others (specify)		
CLOSING:		
1) repeating the aim(s) of the lesson		
2) summarizing the lesson		
3) setting homework		
4) linking the lesson with the coming one		
5) allowing the students to ask questions		
6) others (specify)		

Did the teacher use any new techniques to start and finish the lesson?

What difference did this make?

.....

.....

.....

.....

.....

.....

.....

.....

.....

CLASSROOM POWER; LEARNER-CENTERED TEACHING

In the past we thought that the teacher is the person who 'knows' and students those who 'don't know'. That is why a lot of power was placed in the hands of the teacher. Recently this approach has been criticized; more power and responsibility is given to students.

Answer the questions. Write T (for teacher), Ss (for students) and T/Ss (for both teacher and students). Which duties about this lesson could have been shifted to the learners? What effect would it have had on the lesson? Comment on this in the Comments box.

Class: Level:

Age of Ss: No of Ss:

Who was responsible?	T, Ss or T/Ss	Comments about the shift of responsibility
1) Who chose the topic of the lesson?		
2) Who prepared the materials used during the lesson?		
3) Who presented the materials in the classroom?		
4) Who wrote on the blackboard?		
5) Who cleaned the blackboard?		
6) Who initiated the activities ?		

7) Who created the pairs / groups?		
8) Who organized the seating arrangements?		
9) Who operated the equipment, e.g. tape recorder?		
10) Who gave explanations, e.g. vocabulary, grammar?		
11) Who asked questions?		
12) Who answered students' questions?		
13) Who did the students speak to?		
14) Who corrected students' errors?		
15) Who chose the homework?		
16) Others (specify)		

TEACHING READING

Class: Level:
Age of Ss: No of Ss:

Aim(s) of the lesson:
.....
.....

Observe 3 stages of the lesson:

I. PREPARATION:

1. Did the Ss predict the topic / content of the text?

yes / no (circle)

2. Did the T pre-teach any words before the Ss began to read the text?

yes / no (circle)

If so, what words did the T pre-teach? What techniques did the T use to present the new words, e.g. explanation in English, translation into Polish, miming, etc.? Specify below for each word.

Words	Techniques

2. Did the T introduce the topic of the text? If so, how did he/she do this?

.....
.....
.....
.....

II. READING

(if the class read more than one text, select only one text and answer the questions below):

1. What reading skills did the Ss practice? (tick)
 - reading for general understanding
 - reading for specific information
 - others (specify)
2. How many times did the Ss read the text?
3. What reading comprehension tasks were given? (tick)
 - multiple choice questions
 - open ended questions
 - jigsaw reading
 - true / false questions
 - others (specify)
4. How many Ss, do you think, could do the tasks?

III. FOLLOW-UP:

What other tasks were done after reading the text?

Enumerate below and specify their aim.

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TEACHING LISTENING

Class: Level:
Age of Ss: No of Ss:

Aim(s) of the lesson:
.....
.....

Observe 3 stages of the lesson.

I. PREPARATION:

1. How did the T motivate the Ss before listening? Describe below.

.....
.....
.....

2. Were any words pre-taught? How were they presented? Enumerate the words and specify the techniques.

Words	Techniques

II. LISTENING:

1. What types of text did the class listen to? (tick)

- a story
- a song
- a dialogue
- an interview
- others (specify)

2. How many times did the Ss listen to the text?

3. Specify the aims of the listening tasks (tick):

- to identify the general topic
- to understand the main ideas
- to identify specific information
- to identify the speaker
- to identify the mood of the speaker
- others (specify)

4. What activities did the Ss do while listening to the text? Specify.

.....

.....

.....

.....

.....

III. FOLLOW-UP:

1. What further language practice did the T do? What was the aim of the activities?

.....

.....

.....

.....

.....

.....

2. If you were the T, what homework would you give to the Ss? Suggest an activity that would be related to the text the Ss listened to during this lesson?

.....

.....

.....

.....

.....

.....

TEACHING WRITING

Class: Level:

Age of Ss: No of Ss:

Aim(s) of the lesson:

.....
.....

PREPARATION:

1. What type of text were the Ss asked to write?

.....
.....
.....
.....
.....
.....

2. Who was the intended audience of the writing assignment?

.....
.....
.....
.....
.....
.....

3. How did the T prepare the Ss to write the assignment? What activities did the T introduce before the Ss wrote the text? Describe below.

.....
.....
.....
.....
.....
.....

4. Were the Ss given any model of the text they were supposed to produce? If so, how was this model presented, e.g. in the coursebook, on the blackboard?

.....
.....
.....
.....

WRITING:

1. Describe the writing task the Ss were assigned to do.

.....
.....
.....
.....

2. Did the Ss complete the writing task in class or were they asked to finish it at home?

.....
.....
.....
.....

3. How did the T help the Ss while they were working on the writing task, e.g. by monitoring their work?

.....
.....
.....
.....

4. Did the T give the Ss any feedback on writing? Did he/she correct mistakes?

.....
.....
.....
.....

TEACHING SPEAKING

Class: Level:
Age of Ss: No of Ss:

Observe an activity in which the Ss practice speaking skills.

COMMENT ON THE TASK:

1. What was the purpose of the activity, i.e. what vocabulary, grammar, every-day expressions were the Ss supposed to practice?

.....
.....
.....
.....

2. Did the activity focus on fluency or accuracy?

Justify your answer.

.....
.....
.....

3. Did the Ss find the task interesting?

yes / no (circle)

If not, why didn't it generate their interest?

.....
.....
.....

4. Were the Ss given any time to prepare the task?

yes / no (circle)

If so, how did the Ss use this time?

.....
.....
.....

5. Was there any pair or group work?

yes / no (circle)

If so, was it effective?

.....

.....

6. Did all the Ss participate in the task?

yes / no (circle)

If not, what could have helped the Ss?

.....

.....

.....

7. Did the Ss use the language (vocabulary, grammar, etc.) that they were supposed to use? (see your answer to question 1)

yes / no (circle)

If not, why?

.....

.....

.....

8. Did the Ss speak only English?

yes / no (circle)

If not, what factors made the Ss resort to their L1?

.....

.....

.....

Comment on the role of the teacher:

Roles of the T	If so, comment on how it was done. How did it help the Ss to improve their speaking skills?
he/she introduced the task to the Ss	
he/she monitored the Ss' work	
he/she corrected the Ss' errors	
he/she involved the Ss in the self-correction of errors	
he/she evaluated the Ss' performance when the Ss completed the activity	

TEACHING GRAMMAR*

Class: Level:
Age of Ss: No of Ss:

Aim(s) of the lesson:
.....
.....

I. GRAMMAR PRESENTATION:

1. What new grammar item was presented?
.....
.....

2. How was the grammar presented: in an inductive way (from the examples to the rule) or in a deductive way (from the rule to the examples)?
.....
.....

3. How were the examples of the structure provided: (tick)

- in a reading passage
- in a listening passage
- in a list of sentences
- others (specify)

.....
.....

4. If the grammar item was presented in an inductive way, how did the T elicit the rule from the learners?
.....
.....

5. Was the rule explained in Polish, English or in both languages?
.....
.....

How effective was this?

.....
.....
.....

6. What techniques did the T use to present the new grammar (e.g. time lines, pictures, flashcards)?

.....
.....
.....

7. How did the T check whether his/her Ss understood the rules concerning the new grammar?.....

.....
.....
.....

II. GRAMMAR PRACTICE AND PRODUCTION:

1. How was the grammar item practiced? Did the T use any drills?

If so, enumerate them below and specify their aims.

Controlled exercises	Aims

2. Did the Ss practice grammar in a communicative way?

If so, enumerate the activities below and specify their aims.

Activities	Aims

3. Were the Ss asked to produce any text using the new grammar, e.g. to write something, to use the new grammar in a dialogue? Comment on this briefly.

.....
.....
.....

4. What materials were used to enable the Ss to practice grammar, e.g. texts, audio-visual aids?

.....
.....
.....

5. Were any errors corrected? Who corrected them: the T or the Ss? How were the errors corrected? Focus on a few errors corrected during the lesson and describe briefly how they were corrected.

Errors	Correction

6. Was any homework given? What was it?
Suggest an alternative homework assignment.

.....
.....
.....
.....
.....
.....

**A grammar lesson may focus on presentation, practice or production of grammar material. Sometimes one lesson may cover a few stages, e.g. presentation and practice. Complete this observation sheet about the stages you have observed.*

ASSESSMENT

Class: Level:
Age of Ss: No of Ss:

Observe a lesson during which some form of assessment is done, e.g. the Ss write a test or their oral skills are assessed. Answer the following questions:

1. What was the purpose of the test, i.e. what kind of test was it? (tick)

- achievement
- proficiency
- progress
- diagnostic
- others (specify)

.....
.....

2. What language skills and/or subskills were tested?

.....
.....

3. What test methods were used? (tick)

- multiple choice questions
- gap filling
- matching
- transformation
- short answer questions
- picture description
- essay
- role play
- others (specify)

.....
.....

4. If you were the student in the class, would you find the instructions for the test clear?

yes / no (circle)

Justify your answer.

.....
.....
.....
.....

After the lesson interview the teacher. Collect information about the following aspects of the test. Write your notes in the spaces provided.

1. What criteria did the T use / will the T use in marking the Ss' performance, i.e. how important is accuracy, fluency, spelling, etc.?

.....
.....
.....
.....

2. Are these criteria clear to the Ss?

yes / no (circle)

If yes, when were the Ss informed about the criteria?

.....
.....
.....
.....

3. How often are the Ss tested in this way?

.....
.....
.....
.....

OBSERVING A SEQUENCE OF LESSONS

Observe a sequence of at least 5 lessons. During this time, take notes of the aspects enumerated below. Then sum up your observations in the spaces provided. You may also use this task to find out more about your own teaching; ask your team partner to observe a sequence of your lessons and comment on them.

1. The use of coursebook and other materials

(how was the coursebook exploited, was it modified, what other materials were used?)

2. Development of FL skills and subskills

(was any skill dominant neglected, why?)

3. Recycling and revision of the material

(how was the material recycled and revised?)

4. Checking ss' progress and evaluating it

(was any homework assigned, was it checked, was any testing done: written / oral, were any marks given to ss?)

5. Language of instruction and classroom interaction

(which language was used more often: L1 or FL, which interaction pattern was the most frequent: lockstep, pairwork, groupwork?)

6. Promoting learner autonomy

(was teaching individualized, was any advice about how to learn given?)

7. Others (specify)

SELF-EVALUATION (1)

Now when you have completed half of your Teaching Practice think about how much you have learnt, how confident you feel about being a teacher. Complete the table below.

Scale:

- 4 – I can manage very well; I feel very confident in this area of teaching.
- 3 – I can manage well; occasionally I have difficulties.
- 2 – I experience some problems; I should work more on my skills in this area of teaching.
- 1 – I don't know how to cope in many situations; I experience too much difficulty, which makes my teaching ineffective.

Area	Grade	Anything you can do to improve these skills?
1. Foreign language use in the classroom: a) knowledge of English and ability to use it in teaching b) modifying English according to learners' needs		
2. Planning the course of lessons: a) analyzing learners' needs b) setting clear objectives for the course c) dividing the course into lessons d) planning appropriate materials		
2. Planning lessons: a) setting clear objectives for the lesson b) dividing the lesson into stages c) planning appropriate materials d) timing lessons		

<p>3. Class management: a) maintaining discipline b) organizing pair / group work c) monitoring d) motivating learners</p>		
<p>4. Selecting, using and producing resources: a) using a textbook; adapting it, when necessary b) using the blackboard c) using audio – visual equipment d) generating materials</p>		
<p>5. Promoting learner-centered classroom: a) involving learners b) individualizing teaching c) helping learners to learn effectively</p>		
<p>6. Assessing and recording learners' progress: a) systematic recording of learners' progress in school registers b) constructing, administering and marking tests c) correcting learners' errors during lessons</p>		
<p>7. Communication skills: a) ability to establish and maintain rapport b) creating good classroom atmosphere c) awareness of learners' individual differences d) effective non-verbal communication (eye contact, gestures)</p>		

USE OF THE COURSEBOOK

Before the lesson examine the material from the coursebook that the teacher will be using. Do not tell the teacher that the coursebook will be the focus of your observation. Select one exercise and observe how it will be exploited by the teacher. Answer the questions below:

DO THIS TASK ON YOUR OWN:

1. Specify:

- a) the aim of the task
- b) how the exercise was used by the teacher, e.g. did the teacher add anything, did the teacher combine it with other materials?

.....

INTERVIEW THE TEACHER THAT YOU HAVE OBSERVED:

2. Ask the teacher to specify:

the aim of the task

Is the aim specified by the teacher the same as the one you specified in ex. 1?

.....

3. Together with the teacher suggest a different way of using the same exercise during the same lesson. Describe it below:

.....

.....

DO THIS TASK ON YOUR OWN:

4. Suggest a different way of using the same exercise with a different group of students. Specify:

a) the aim of the task

b) details of this group:

Age:

Level:

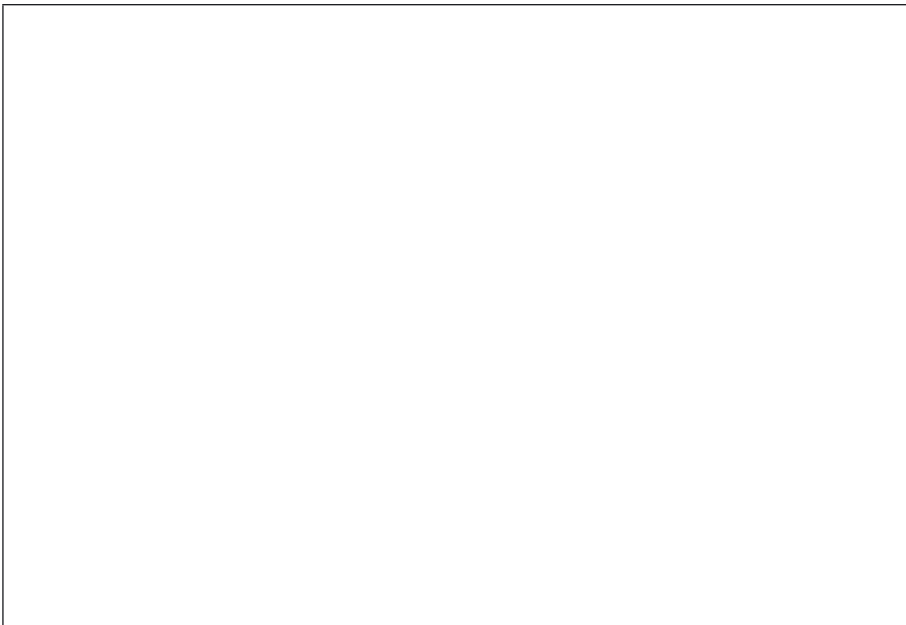
c) how the task could be used:

.....

Attach a copy of the coursebook materials that were used during the lesson.

USE OF THE BLACKBOARD

Observe how the teacher uses the blackboard(s). In the picture(s) below make a copy of what appeared on the blackboard(s) as the lesson progressed. Use a pencil; when the teacher wipes out the blackboard, do the same with an eraser.



Discuss the use of the blackboard with the teacher.

PLANNING

Work with your team partner(s). Plan the lesson together; write a lesson plan. Let your partner teach the lesson. Observe the lesson; compare it with the lesson plan. Write the results of your observation in the table below.

	Lesson planned	Lesson taught	Comments
Timing			
Stages of the lesson Activities conducted			
Materials used			
Aims			
Interaction patterns			
Others (specify)			

Interview the teacher who has conducted the lesson. Ask him/her to explain why he/she introduced the changes. Write the results of this discussion in the Comments column. Attach the plan of the lesson.

STUDENTS' PARTICIPATION

Below draw the exact arrangement of the desks in the classroom. When the lesson begins, with a circle mark the students sitting at the desks; with a cross mark the teacher. Observe the lesson; pay attention to who is speaking and to whom.

- a) Each time someone speaks put a tick next the cross or the appropriate circle.
- b) With an arrow indicate patterns of the interaction that occurred during the lesson.

Use the following signs:

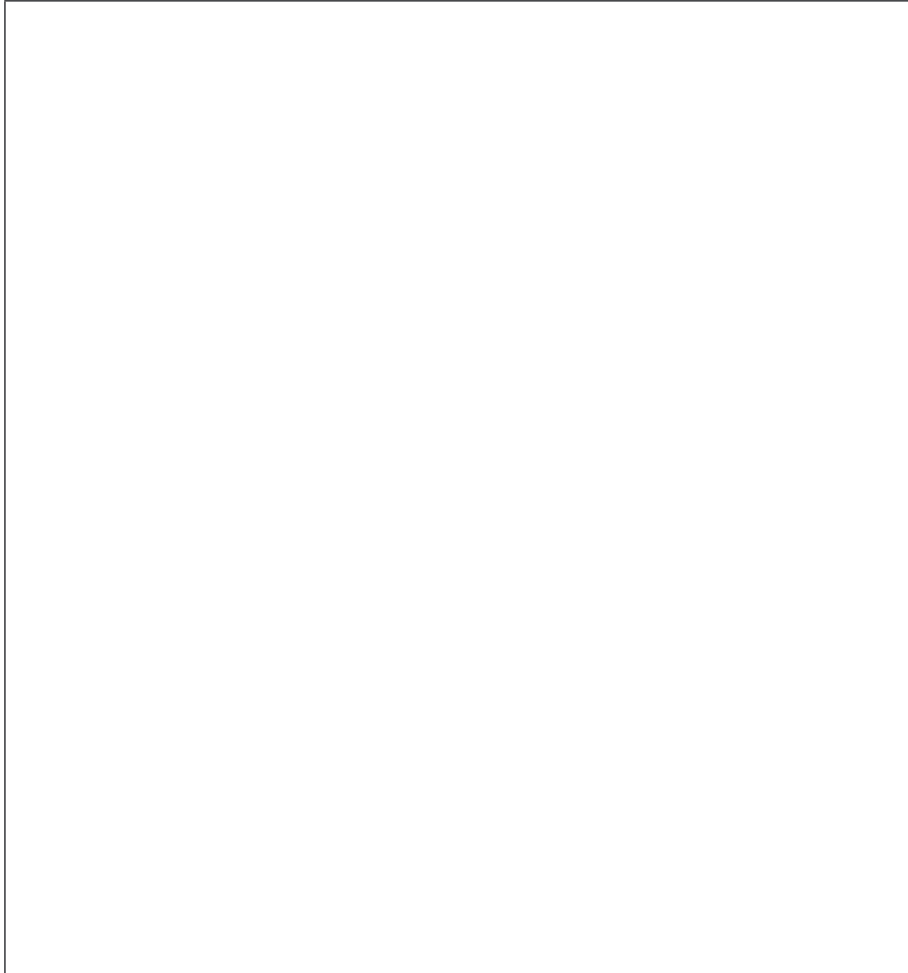
If T spoke to all Ss, draw ↓↓ next to the cross (i.e. the teacher).

If T spoke to one S, draw ↓ next to the circle (i.e. the student who was spoken to).

If S spoke to T, draw ↑ next to the circle (i.e. the student who initiated the interaction).

If S spoke to another S or other Ss, draw → between those involved in the interaction.

If possible, mark the interactions initiated by T and Ss by two different colors.



1. Who spoke the most? Why?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Who spoke the least? Why?

.....

.....

.....

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.....

3. Were there any students who did not speak at all? Why was this?

.....

.....

.....

.....

.....

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.....

.....

MEMO TO MYSELF

Reflect on the teaching you have gone through so far and complete the statements below:

1. I think I'm getting better at

.....
.....
.....
.....
.....

2. I should work harder

.....
.....
.....
.....
.....

3. I would like to change

.....
.....
.....
.....
.....

4. I think the coursebook I'm using is

.....
.....
.....
.....
.....

5. The activity I remember as the most successful was

.....
.....
.....
.....
.....
.....

6. The activity my students enjoyed most was

.....
.....
.....
.....
.....
.....

7. In the next part of my teaching practice I would like to try

.....
.....
.....
.....
.....
.....

8. Other comments

.....
.....
.....
.....
.....
.....

MEMO TO MY MENTOR

1. I need some help regarding

.....
.....
.....

2. Please, tell me how to

.....
.....
.....

3. I don't understand why

.....
.....
.....

4. During our pre-lesson discussions I would like you to

.....
.....
.....

5. During our post-lesson discussion I would appreciate if you

.....
.....
.....

Share these comments with your mentor.

THREE-WAY PERSPECTIVE ON YOUR LESSON

A. TEACHER PERSPECTIVE

Teach the lesson and answer the following questions:

1. What were the aims of the lesson? What did you want to teach your students?

.....
.....
.....
.....

2. What techniques did you use to achieve the above-mentioned aims?

.....
.....
.....
.....

3. What did the students learn?

.....
.....
.....
.....

4. What did the students like most?

.....
.....
.....
.....

5. What did the students like least?

.....
.....
.....
.....

B. OBSERVER PERSPECTIVE

Ask your team partner to observe your lesson and answer the following questions:

1. What were the aims of the lesson? What did the teacher want to teach his/her students?

.....
.....
.....
.....

2. What techniques did the teacher use to achieve the above-mentioned aims?

.....
.....
.....
.....

3. What did the students learn?

.....
.....
.....
.....

4. What did the students like most?

.....
.....
.....
.....

5. What did the students like least?

.....
.....
.....
.....

Copy this set of questions. Teach the lesson and after the lesson distribute it to the students. Ask them to answer the questions. The Ss may answer the questions in their L1.

C. STUDENT PERSPECTIVE

Think about the lesson and answer the following questions:

1. What were the aims of the lesson? What did the teacher want to teach you?

(below write the question in students' L1 if necessary)

.....

.....

.....

.....

2. What techniques did the teacher use to achieve the above-mentioned aims?

(below write the question in students' L1 if necessary)

.....

.....

.....

.....

3. What did you learn?

(below write the question in students' L1 if necessary)

.....

.....

.....

.....

4. What did you like most?

(below write the question in students' L1 if necessary)

.....

.....

.....

.....

5. What did you like least?

(below write the question in students' L1 if necessary)

.....

.....

.....

.....

THE FINDINGS OF THE THREE-WAY PERSPECTIVE STUDY

Below sum up the answers provided by the students. While analyzing the students' answers, look for the answers that are the most common.

1. The class claimed that the teacher wanted to achieve the following aims:

.....

.....

.....

.....

2. The class enumerated the following techniques that the teacher had used in the lesson:

.....

.....

.....

.....

3. The class reported that they had learnt the following:

.....

.....

.....

.....

4. The class liked the following in the lesson:

.....

.....

.....

.....

HELP PAGE (1)

Situation 1.

It's my first year with this class. When the head teacher told me that I was going to teach an upper-intermediate class, I was more than happy. I spent the whole summer planning the syllabus. I hoped that within a year I would be able to prepare the students for an FCE exam. And now when I'm teaching I don't know what to do. Most of my students can't read. The coursebook offers a lot of interesting texts. We should be practicing a wide range of reading skills, e.g. skimming, scanning. But my students read word after word; they want to understand every single word. It takes them ages to go through a text. It seems that my elementary students are more efficient readers. How can I help them?

Situation 2.

I teach in a secondary school. In the coursebook I'm using there are a lot of project tasks, i.e. activities that students should do in groups at home and after some time present in class. I find the activities very interesting. Learners are to prepare a poster about their school or write a report about their class trip. When I introduce project tasks, my students like them. But when it comes to preparing them, they get discouraged and are never ready on time. How can I help my students? What do I do wrong?

Analyze the problems described above by completing the boxes.

What would you advise the teacher to do? Write your response below.

Situation 1.	Situation 2.
Context of teaching: Type of school: Learners: Level:	Context of teaching: Type of school: Learners: Level:
Problem:	Problem:
Solution:	Solution:

HELP PAGE (2)

Now reflect on your teaching. Think about your students' learning. Select one aspect that you would like to discuss with someone and you feel you need some advice on. Describe it below.

Context:

Problem:

Share this note with another teacher-trainee. Ask him/her to write his/her advice below.

Solution:

TEACHING HOW TO LEARN

Think about how you learnt English at primary or secondary school. Reflect on how you are learning now. What techniques do/did you use to make your learning more effective? How do/did you learn new words? How do/did you write compositions? How do/did you revise for tests? Are there any 'tricks' that you find particularly helpful?

Below describe one technique that helps you to learn. Explain how you use it and what makes it effective. It may be something that you use now or you used in the past.

Inspect the coursebook used by the teacher. Does the coursebook provide any help how to learn? Attach a copy of the appropriate extract and comment on it.

Observe a few lessons. Did the teacher show the students how to learn? How did he/she do this? Describe it below.

THINK ABOUT WHAT YOU THINK (2)

Now when you have finished your teaching practice, reflect on certain principles underpinning teaching English at school.

Evaluate the following statements. Circle the most appropriate answer. If you wish to elaborate on how you understand the statements, feel free to write your comments in the spaces provided. In questions 8, 9 and 10 complete the sentences. Please try to answer the questions as honestly as you can.

1. The teacher should not start the lesson without preparing a written plan of the lesson beforehand.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

2. The teacher should correct every single error in students' writing.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

3. Teaching learners to translate, e.g. words and sentences, from English into Polish and Polish into English is a very effective technique.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

4. The teacher should use only English in class.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

5. Students learn better when they treat their teacher as a friend.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

6. The teacher should discuss with his/her students the content of class tests and when they will be administered.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

7. The aim of teaching is to facilitate learning.

1	2	3	4	5
Totally disagree				Totally agree

Comments:

8. A good teacher is the one who

.....
.....
.....
.....
.....
.....
.....
.....

9. A good learner is the one who

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.....
.....
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.....
.....
.....
.....

10. A successful lesson is

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.....
.....

Date of completion:.....

Compare these answers with the answers that you provided at the beginning of your teaching practice.

SELF-EVALUATION (2)

Now when you have completed your Teaching Practice, evaluate your teaching skills by completing the table below. Use the scale provided.

Scale:

4 – I can manage very well; I feel very confident in this area of teaching.

3 – I can manage well; occasionally I have difficulties.

2 – I experience some problems; I should work more on my skills in this area of teaching.

1 – I don't know how to cope in many situations; I experience too much difficulty, which makes my teaching ineffective.

Area	Grade	Anything you can do to improve these skills?
1. Foreign language use in the classroom: a) knowledge of English and ability to use it in teaching b) modifying English according to learners' needs		
2. Planning the course of lessons: a) analyzing learners' needs b) setting clear objectives for the course c) dividing the course into lessons d) planning appropriate materials		
2. Planning lessons: a) setting clear objectives for the lesson b) dividing the lesson into stages c) planning appropriate materials d) timing lessons		

<p>3. Class management: a) maintaining discipline b) organizing pair / group work c) monitoring d) motivating learners</p>		
<p>4. Selecting, using and producing resources: a) using a textbook; adapting it, when necessary b) using the blackboard c) using audio-visual equipment d) generating materials</p>		
<p>5. Promoting learner-centered classroom: a) involving learners b) individualizing teaching c) helping learners to learn effectively</p>		
<p>6. Assessing and recording learners' progress: a) systematic recording of learners' progress in school registers b) constructing, administering and marking tests c) correcting learners' errors during lessons</p>		
<p>7. Communication skills: a) ability to establish and maintain rapport b) creating good classroom atmosphere c) awareness of learners' individual differences d) effective non-verbal communication (eye contact, gestures)</p>		

DESIGN YOUR OWN PROJECT

This time you are to design an investigation task. Think what you would like to investigate in your teaching. Is there anything you noticed while observing other teachers' lessons that you wish to investigate in relation to your teaching? Is there anything that puzzled you in your lessons that you would like to focus on? Before designing a task consider the following questions:

1. What would you like to investigate?

For example:

- how certain aspects of teaching influence students' learning, e.g. the use of visual aids
- how much English the teacher speaks depending on the type of learners he/she teaches
- how learners' interpret teaching, e.g. the use of L1 or FL in explaining vocabulary or grammar
- how the teacher invites learners to speak English and what type of language they produce
- what questions the teacher asks in the classroom
- how the teacher divides his/her attention among different learners
- how the teacher uses the coursebook

2. How would you like to conduct your investigation, what techniques would you need to use?

You may use the following:

■ OBSERVATION

You may design a task and ask another teacher to observe your lessons. Alternatively, you may observe other teachers' lessons. An observation task may have the form of a table to complete, a set of questions to answer, etc. It is important to make observations as unobtrusive as possible.

■ LESSON REPORTS

Teachers write accounts of the lessons they conducted. They report on the effectiveness of their teaching and evaluate themselves, their learners and the procedures

they applied. The evaluation part of the lesson plan included in this handbook is an example of a lesson report.

■ ACTION RESEARCH

It is a project initiated by the teacher in order to check the effectiveness of changes introduced in his/her classroom teaching (Richards 1990). It consists of the following stages which often recur in cycles: designing research, action (introducing changes), observation of the changes implemented and reflection on the findings.

■ QUESTIONNAIRE

The teacher may construct a questionnaire directed to learners or teachers or both teachers and their learners. It is crucial to analyze the results of the questionnaire and draw conclusions from the findings.

■ INTERVIEWS

You may interview teachers or learners or both teachers and their learners. It is important to structure the interview carefully so that the questions focus on the issues you try to investigate.

■ AUDIO OR VIDEO RECORDING

Recording lessons can provide interesting insight into classroom reality. Remember not to make your recording too disruptive for learners and teachers. While analyzing the results of your recording, be selective and focus on the aspects you are interested in.

In your research project, you may also consider combining a number of techniques, e.g. in order to investigate how the teacher uses the blackboard, you may video record the lesson and interview the teacher after the lesson. For more information about research methods in TEFL, refer to Richards and Lockhart (1994) or Wajnryb (1992).

3. Who do you need to involve in your research project?

Your study may require involving teachers, learners, even school directors. You may wish to investigate different levels of learners taught by the same teacher or a group of teachers having lessons with the same levels of learners.

4. How much time do you need for your research?

It would depend on how many lessons you want to observe. Do you need to visit a few consecutive lessons of the same course or to observe the same teacher or class over a longer period of time?

5. How can you share the results of your study?

Discuss your findings with other teachers. You will be surprised how interested teachers are in other teachers' work. They appreciate discussing the syllabus and coursebook they use as well as the learners they teach. You may decide to report the results of your research in your college or university Diploma paper. You may present your study at a methodology conference or write an article in a magazine for foreign language teachers.

Now think about your study. Attach a plan of your project. You may start by answering the five questions discussed above.

LESSON PLAN AND EVALUATION

(to be completed by trainees about the lessons they conduct)

Trainee:

Date:

Level:

Age:

No of Ss:

Length of the lesson:

Aim(s):

Assumed knowledge of Ss:

Anticipated problems:

Solutions:

Materials:

Evaluation of the lesson:

- What did you like about the lesson? What made it successful: materials, applied techniques, an interesting topic?
- What was not effective? Why? How would you improve it?
- Did your students learn / practice what you wanted them to practice? Why / why not?
- Suggest any variations of the techniques you applied in the lesson.
- What aspect of teaching would you like to focus on and improve in the nearest future?

STAGE	PROCEDURE	AIMS	TIMING	INTERACTION

PHOTOCOPIABLE

OBSERVATION FORM

Trainee's name:	Class (level):	Length of lesson:
	Number of learners:	

Aims:

Aspects of the lesson (describe)	Observer's comments
Materials:	
Planning: Stages of the lesson: Timing:	
Use of the language: Instructions:	
Class management: Rapport with learners:	
Others (specify)	

Areas to work on in the future (to be completed by both the observer and the trainee)

Final mark for the lesson:

Trainee's signature (date and signature)	Observer's signature (date and signature)
---	--

PHOTOCOPIABLE

FURTHER READING

When on your Teaching Practice enrich your knowledge regarding teaching by referring to the following books:

For comprehensive guidance:

Dakowska, M. 2005. *Teaching English as a Foreign Language. A Guide for Professionals*. Warszawa: Wydawnictwo Naukowe PWN.

Johnson, K. 2001. *Introduction to Language Learning and Teaching*. Essex: Pearson Education.

Harmer, J. 2008. *How to Teach English*. London: Longman.

Harmer, J. 2005. *The Practice of English Language Teaching*. London: Longman.

Komorowska, H. 1999. *Nauczanie Języków w Zreformowanej Szkole*. Warszawa: Instytut Badań Edukacyjnych.

Komorowska, H. 2005. *Metodyka Nauczania Języków Obcych*. Warszawa: Fraszka Edukacyjna.

Scrivener, J. 1994. *Learning Teaching*. Oxford: Heinemann.

Zawadzka-Bartnik, E. 2004. *Nauczyciele języków obcych w dobie przemian*. Kraków: Wydawnictwo Impuls.

For advice about class management and teacher interpersonal skills:

Janowski A. 1995. *Uczeń w Teatrze Życia Szkolnego*. Warszawa WSiP.

See ch. 4 for an interesting discussion about one of the most important moments in the teaching career– the first lesson.

See ch.12 to read about teaching strategies.

Malah-Thomas, A. 1991. *Classroom Interaction*. Oxford: Oxford University Press.

Underwood, M. 1989. *Effective Class Management*. London: Longman.

For more ideas about teaching language skills and subskills:

Davis, P., B. Garside and M. Rinvulcri. 1999. *Ways of Doing*. Cambridge: Cambridge University Press.

A variety of ideas to integrate learners, to help them to learn more about themselves as people, learners and members of a group; suitable for all levels and ages.

Hess, N. 1991. *Headstarts. One Hundred Original Pre-text Activities*. Cantenbury: Longman.

This book offers ideas for all levels and abilities. It may come in handy if you teach reading and you don't know how to arouse your students' curiosity and sustain attention.

Ladousse, G.P. 1992. *Speaking Personally. Quizzes and Questionnaires for Fluency Practice*. Cambridge: Cambridge University Press.

A useful source of tasks for upper-intermediate and advanced learners to personalize their learning.

Lindstromberg, S. (ed.) 1999. *The Standby Book*.

Cambridge: Cambridge University Press.

An anthology of activities recommended by EFL teachers that can be used for all levels.

Thornbury, S. 1998. *How to Teach Grammar*. London: Longman.

See ch. 10 for useful warning how not to teach grammar.

Ur, P. 1988. *Grammar Practice Activities. A Practical Guide for Teachers*.

Cambridge: Cambridge University Press.

For tips about evaluation:

O'Malley, J. and L.V. Pierce. 2001. *Authentic Assessment for English Language Learners: Practical Approach for Teachers*. London: Longman.

For advice about learner autonomy:

Ellis, G. and B. Sinclair. 1989. *Learning to Learn English: A Course in Learner Training*. Cambridge: Cambridge University Press.

Fried-Booth, D. 1998. *Project Work*. Oxford: Oxford University Press.

Pamuła, M., J. Rzycka and M. Dobkowska. 2007. *Moje Pierwsze Europejskie Portfolio Językowe. Dla Dzieci 3-6 lat. Poradnik dla Rodziców i Nauczycieli*. Warszawa: CODN.

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Scharle, A. and A. Szabo. 2000. *Learner Autonomy. A Guide to Developing Learner Responsibility*. Cambridge: Cambridge University Press.

To find out more about classroom research:

Allwright, D. and K.M. Bailey. 1991. *Focus on the Language Classroom*.

Cambridge: Cambridge University Press.

The book describes principles underpinning effective research and reviews research on a range of topics.

Richards, J.C. and C. Lockhart. 1994. *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

It encourages teachers to explore their classrooms, suggests investigation tasks and shows how to plan and conduct research.

Walker, R. 1985. *Doing Research. A Handbook for Teachers*. London: Routledge.

For more advice about designing pre-service and in-service teacher education courses:

Richards, J.C. 1998. *Beyond Training*. Cambridge: Cambridge University Press.

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Kusiak, M. & E. Kowalska. 1997. The role of teaching practice observation sheets in evaluating lessons. *British Council First Mentor Conference Proceedings, School Experience Special Issue, September*. Budapest: British Council.

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