

Name	Length	Level	Date	Number of Ss	TP
Bothyna Mahmoud	45 mins	U-Inter	Feb 24 th	2	3

Lesson Focus: Lexis	Lesson Framework:
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Planning Strengths	Planning Issues to work on
<ul style="list-style-type: none"> identifying and stating appropriate aims/outcomes for individual lessons ordering activities so that they achieve lesson aims/outcomes presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements describing the procedure of the lesson in sufficient detail including interaction patterns appropriate for the materials and activities used in the lesson ensuring balance, variety and a communicative focus in materials, tasks and activities allocating appropriate timing for different stages in the lessons anticipating potential difficulties with language, materials and learners suggesting solutions to anticipated problems using terminology that relates to language skills and sub-skills correctly working constructively with colleagues in the planning of teaching practice sessions 	<ul style="list-style-type: none"> selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson: <i>The bold words in the text are a bit unclear in the text. You could have underlined the targeted words or phrases before starting the lesson. You should also know the position of every single item of the Target Language in the given text. You should also provide the material along with the answer key for the tutor.</i> analyzing language with attention to form, meaning and phonology and using correct terminology: <i>unfortunately your analysis for the Target Language needs to be at a little more depth. You should have mentioned "use"</i>
Awareness Strengths	Areas to work on
<ul style="list-style-type: none"> teaching a class with an awareness of the needs and interests of the learner group teaching a class with an awareness of learning styles and cultural factors that may affect learning acknowledging, when necessary, learners' backgrounds and previous learning experiences establishing good rapport with learners and ensuring they are fully involved in learning activities 	
Teaching Strengths	Areas to work on
<ul style="list-style-type: none"> adjusting their own use of language in the classroom according to the learner group and the context identifying errors and sensitively correcting learners' oral and written language 	<ul style="list-style-type: none"> using appropriate means to make instructions for tasks and activities clear to learners: <i>use simpler instructions. Instead of "I want you to.....", use imperative.</i> using a range of questions effectively for the purpose of elicitation and checking of understanding :<i>Make sure that Ss understood the task. You can use ICQs to make sure that they know what they're doing.</i>

<ul style="list-style-type: none"> • providing clear contexts and a communicative focus for language • showing awareness of differences in register • providing appropriate practice of language items • helping learners to develop oral fluency • helping learners to develop writing skills • arranging the physical features of the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution • setting up whole class and/or group or individual activities appropriate to the lesson type • selecting appropriate teaching techniques in relation to the content of the lesson • managing the learning process in such a way that lesson aims are achieved • making use of materials, resources and technical aids in such a way that they enhance learning • maintaining an appropriate learning pace in relation to materials, tasks and activities • 	<ul style="list-style-type: none"> • helping learners to understand reading and listening texts: <i>You prepared your students well for creating interest in the topic. You could have used the pictures in the text to create interest. Also, Try to establish and direct learners to the reading sub-skill you want them to do e.g., Gist, Specific information.</i> • providing accurate and appropriate models of oral and written language in the classroom : <i>“*Listen their albums”. Do we use “over the last few days to talk about the past????”. In the book the sentence was like this “Over the last few years, we’ve grown up.” So do you think that the former model is Past??”</i> • monitoring learners appropriately in relation to the task or activity: <i>Inconsistent. Try to have an eye on students while they’re on task to know exactly whether they finished or need help.</i> • focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth: <i>you skipped or forget to review Phonological features of the target language. You should have reviewed/presented stress, intonation and linking etc, before moving on.</i> • providing learners with appropriate feedback on tasks and activities: Think of another way instead of just reviewing the answers orally, echoing students answers. .
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Overall Comment:
Overall the lesson is a border-line pass. It seems that you should have done a bit more in-depth research regarding the TL.

Not to Standard		To Standard	yes	Above Standard	
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Tutor Signature:

Candidate Signature
