

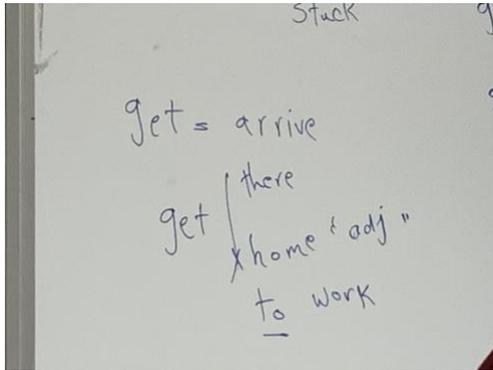
Name	Length	Level	Date	Number of Ss	TP
Maha	45 mins	Upper-intermediate	24.02.2019	2	3

Lesson Focus: Vocabulary	Lesson Framework: TTT
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<p>Planning Strengths</p> <ul style="list-style-type: none"> ordering activities so that they achieve lesson aims/outcomes describing the procedure of the lesson in sufficient detail including interaction patterns appropriate for the materials and activities used in the lesson 	<p>Planning Issues to work on</p> <ul style="list-style-type: none"> writing the context in which you are meant to achieve your aims covering the MPF when analyzing language
<p>Awareness Strengths</p> <ul style="list-style-type: none"> teaching a class with an awareness of learning styles and cultural factors that may affect learning establishing good rapport with learners and ensuring they are fully involved in learning activities 	<p>Areas to work on</p> <ul style="list-style-type: none"> Providing students with tasks before asking them to read or listen acknowledging, when necessary, learners' backgrounds and previous learning experiences
<p>Teaching Strengths</p> <ul style="list-style-type: none"> providing appropriate practice of language items 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 	<p>Areas to work on</p> <ul style="list-style-type: none"> giving clear instructions and using effective ICQs reducing your TTT and avoiding echoing providing students with appropriate drilling following an appropriate pace
<p>Professional Strengths</p> <ul style="list-style-type: none"> beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners participating in and responding to feedback. 	<p>Professional issues to Work on</p>

Not to Standard		To Standard	Yes	Above Standard	
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Stage	Comments
Lead-in	7:39 PM: You are playing a video for Ss without any task. The video is at the advanced level not the upper-intermediate.
Test	7:41 PM: Please avoid echoing: you were saying lots of OKs during the instructions for the first activity. 7:42 PM: pair check 7:44 PM: Open-class feedback 7:46 PM: Activity 2: Long instructions here, Maha. Please avoid using 'got it?' as an ICQ.

	7:51 PM: Open class feedback
Teach	<p>7:53 PM: Good eliciting is going on and nice clarification on the board. You said 'home' is an adverb and you wrote 'adj'!! How can 'home' be an adverb?</p>  <p>Please avoid asking students 'get it?' to check their understanding.</p>
Test	<p>7:58 PM: lots of OKs again and long instructions. Ss are involved. Now you are drilling from the board, why?</p> <p>Now you are drilling some very easy phrases for the upper-intermediate level.</p> <p>You finished six minutes earlier. You should have been ready with a flexi-stage.</p>

Tutor Signature:

Candidate Signature
