



**FINAL INTERNATIONAL
UNIVERSITY
FACULTY OF EDUCATIONAL
SCIENCES
ELT PROGRAM**

TEACHING PRACTICE HANDBOOK

ELTP401 and ELTP402

2022-2023

TEACHING PRACTICE

Introduction

This course is scheduled for the first and the second terms of senior classes to enable teacher candidates to be better prepared for the teaching profession, to demonstrate the competence to use the knowledge, skills, attitudes and habits about the general culture, specific field education and teaching profession they learned during their education in real life environment.

In order to achieve these goals, it is necessary to have a close cooperation between the Faculty of Education and the institutions affiliated to the Ministry of National Education. With an efficient cooperation environment, it will be ensured to carry out planning, implementation and assessment processes of education-training within the framework of certain principles and to establish a high level standard.

This cooperation will also ensure the exchange of knowledge and experience between the faculty where theoretical studies are carried out and schools where these are actually practiced. Thus, the two institutions will enable to achieve theory and practice harmony by influencing each other.

The legal basis of practice at schools is based on National Education Basic Law, the law on the organization and duties of Ministry of Education, and the regulations and the directives issued on the basis of relevant provisions of the Law of Higher education.

Final International University has protocols with The Ministry of Education in TRNC and Final Okulları in Turkey to carry out Teaching Practice 1 and 2 Courses; this enables our students to attend these courses in both countries when it is necessary.

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PART I: FOUNDATIONS OF FACULTY SCHOOL COLLABORATION

A- Purpose and Scope of Practice at Schools

The aim of Teaching Practice 1 and 2 Courses is to enable teacher candidates to be better prepared for the teaching profession, to acquire the competence to use the knowledge, skills, attitudes and habits about the general culture, specific field education and teaching profession they learned during their education in real life environment.

In order to achieve these goals, it is necessary to have a close cooperation between the Faculty of Educational Sciences and the institutions affiliated to the Ministry of National Education. With an efficient cooperation environment, it will be ensured to carry out planning, implementation and assessment processes of education- training within the framework of certain principles and to establish a high level standard.

In addition, this cooperation will ensure the exchange of knowledge and experience between the faculty where theoretical studies are carried out and schools where these are actually practiced. Thus, the two institutions will enable to achieve theory and practice harmony by influencing each other.

The legal basis of practice at schools is based on National Education Basic Law, the law on the organization and duties of Ministry of Education, and the regulations and the directives issued on the basis of relevant provisions of the Law of Higher education.



B- Definitions

Teacher candidate: A student of higher education institution who continues to attend teaching programs and performs teaching experience in the school environment at the level and setting in which s/he will be a teacher.

Teaching Practice I: This is a course in the curriculum of the faculty to give teacher candidates the opportunity to get to know the school organization and management and daily life in schools, to examine the educational environments, to participate in extra-curricular activities, to observe experienced teachers at work, to work with students individually or in small groups, to gain short-term experience, to help them understand and internalize teaching profession accurately.

Teaching Practice II: This is a course that provides teacher candidates with teaching skills in the field and at the teaching level in which they will be a teacher, enables them to teach a specific course or courses in a planned way, and gives them the opportunity to discuss and evaluate practicum activities.

Faculty Practicum Coordinator: The vice dean who is responsible for teaching and training and who ensures that Teaching Practice observations, and teaching practice of teacher candidates at schools are carried out according to determined principles.

Department/program Practicum Coordinator: The lecturer at the teacher candidate's department/program who plans and carries out the teaching practices.

Faculty Practicum Instructor: The lecturer at the faculty who plans, carries out and evaluates the practicum activities of the teaching candidate.

Practicum Coordinator of National Education Directorate: The director of National Education or vice director who ensures that practicum activities of the teacher candidate in schools are planned and carried out according to the principles planned by faculty and school coordinators.

School Practicum Coordinator: The school director or vice director who ensures that practicum activities in school are carried out according to the determined principles.



School Practicum Teacher: The classroom teacher or the course teacher who becomes an advisor for the teacher candidate in gaining the behaviors required by the teaching profession.

C- Practicum School

Teaching Practice 1 and 2 are carried out in the province or district where the faculty is located. Classroom teachers and course teachers who will work in primary schools can do some of their practices in village schools if possible.

It is desirable to have more practicum schools than available today for teacher candidates who take Teaching Practice 1 and 2 Courses. Ideally, schools should be asked to accept as many teacher candidates as the teachers can manage; schools shouldn't be overburdened with more students than they can deal with. It should be kept in mind that teacher candidates can work in pairs, observe each other, help and support each other during their Teaching Practice 1 and 2.

In principle, teacher candidates should have practicum activities in whichever school they are trained to work as a teacher and should teach all the courses they will be responsible for in their actual teaching. For instance, teacher candidates in Classroom Teaching Programs should be given the opportunity to teach the additional courses for 6-8 grades. Over time, teacher candidates should find opportunities to practice in schools that have different structures, schools that are located in rural and urban areas, in normal and unified classes in large and small settlements.



In order to become a practicum school, a school should:

- 1- Agree to provide professional and personal support to the teacher candidates;
- 2- Have a suitable environment and facilities for the training of the teacher candidates;
- 3- Have the resources to provide teaching experience relevant to target age groups and courses;
- 4- Have teaching staff experienced in working with the teacher candidates and interested in their needs;
- 5- Be in a convenient place for the transportation of the teacher candidates;

- 6- Have a management that will work in full cooperation with the relevant units of the university to organize, monitor and evaluate the practicum activities of the teacher candidates.

D- Principles of Practicum

Practicum is planned, programmed and carried out in line with the following principles:

- a- *Principle of practice in school environment:* Practicum activities are carried out at the education level where teacher candidates will be working, in a real interaction environment relevant to their fields, in formal, private, boarding, day-time, dormitory, pre-school, primary, general and vocational secondary education; special education, apprenticeship and non-formal institutions.
- b- *Principle of Active Participation:* It is essential for the teacher candidates to participate effectively in teaching-learning and communication processes. Therefore, each teacher candidate is asked to perform a series of activities in person in practicum. It is ensured that the teacher candidates carry out these incrementally, consistently and with increasing responsibility. Teacher candidates carry out the activities of practicum preparation, observation in practicum school, participation in the duties of school practicum teacher, participation in teaching-training, management and extra-curricular activities, and the evaluation of practicum activities.
- c- *Principle of extending practicum process over a wide period of time:* The program of practicum consists of a comprehensive set of processes such as planning, review, research, participation, analysis, monitoring, evaluation and development. Each of these processes consists of preparation, practice, evaluation, and development stages. In order to acquire these teaching behaviors through these processes at the required level, teacher candidates need much more time and effort than he will actually practice. Therefore, practicum activities are placed in the program at least for one semester in order to give the teacher candidates gradually increasing responsibility and practice competence.
- d- *Principle of co-evaluation:* As the practicum instructor and the school practicum teacher plan and carry out practicum activities together, the performance of teacher candidate is evaluated by them respectively. The achievement of the teacher candidate in teaching practice is determined as a grade by combining the evaluations made by the practicum instructor and the school practicum teacher in accordance with the "Education and Examination Regulation". Practicum Instructor submits the grades to the faculty management.
- e- *Principle of Scope and Diversity:* Teaching profession consists of a wide range of activities such as preparation, presentation, classroom management, workshop and laboratory management, student evaluation, participation in managerial and educational activities. In addition, teachers in various parts of the country work at schools with different structures and conditions, such as boarding- daily schools and schools with dormitories, city and village schools and normal and unified classes. For this reason, practicum is planned and carried out in such a way and variety to cover all duties and responsibilities required by the teaching profession.
- f- *Principle of continuous development of the practicum process and the practicum staff:* According to the results obtained from practicum studies, practicum process and in

parallel with this the competencies of the staff participating in the practice are constantly improved.

- g- *Principle of the practice of practicum on-site and with supervision:* The expected benefit from practicum can only be achieved with the efforts of practicum instructor to close monitor, guide, correct the mistakes, remedy the deficiencies and evaluate the activities done by the teacher candidate during the practicum. For this reason, practicum is carried out in the schools and institutions in the province district where the faculty is located.

E- Duties and responsibilities

The success of the practicum is possible only if the staff members at all levels fulfill their responsibilities properly. The list of duties and responsibilities is given below:

a- Duties and responsibilities of faculty practicum coordinator:

- determines the practicum schools in cooperation with department practicum coordinator and practicum coordinator of National Education Directorate, and ensures the distribution of teacher candidates to these schools;
- monitors and supervises the practicum activities on behalf of the faculty;
- evaluates practicum studies and takes the necessary measures to improve them.

b- Duties and responsibilities of department practicum coordinator:

- provides coordination and cooperation between the department practicum instructors on practicum activities;
- prepares the lists of faculty practicum instructors and the students that are given to the responsibility of these faculty practicum instructors, and submits them to the faculty practicum coordinator;
- helps the faculty practicum coordinator in choosing practicum schools.

c- Duties and responsibilities of faculty practicum instructors:

- Prepares teacher candidates for practicum activities effectively;
- Plans the activities within the scope of practicum together with school practicum coordinator and school practicum teacher;
- Informs the schools in advance about the teacher candidates and the tasks they will fulfill.
- Cooperates with the schools where practicum is carried out in order to facilitate teacher candidate's studies in schools, and regularly monitors and supervises these practices together with the school teacher;
- Advises the teacher candidate at every stage when needed and discusses their progress with them, reviews their achievements and sets goals for their development;
- Maintains contact with school practicum teachers to discuss the improvement of teacher candidates during the practicum and their assessment;
- Ensures that sufficient number of copies of observation forms, etc. are supplied to school practicum teachers;

- Evaluates the studies of the teacher candidates at the end of the practicum together with the school practicum teacher and submits the results to the faculty management as a grade.

d- Duties and responsibilities of practicum coordinator of National Education Directorate:

- determines the practicum schools and their quota in corporation with the faculty and school practicum coordinators;
- supervises and evaluates practicum activities and takes necessary measures so that they are carried out effectively;

e- Duties and responsibilities of school practicum coordinators:

- Ensures coordination and cooperation between the National Education Directorate, the school administration and faculty;
- Plans, monitors and evaluates the practices of teacher candidate together with the practicum instructor and the school practicum teacher and takes the necessary measures.

f- Duties and responsibilities of school practicum teacher:

- Plans the activities within the scope of practicum studies of the teacher candidate in cooperation with practicum instructor and school practicum coordinator;
- Ensures that the activities required by the program are carried out, guides the teacher candidate, monitors and supervises the activities;
- Evaluates the practices of the teacher candidate at the end of the practicum and delivers them to the school practicum coordinator.

Faculty practicum instructors give explanations to the teachers regarding the duties and responsibilities of the faculty, the practicum school and the teacher candidates as collaborators in this cooperation. Teachers' opinions are taken on what needs to be done while sending them to schools in order to get the optimum results from practicum practices. There should be a consensus between the faculty practicum instructors and teachers especially on the monitoring teacher candidates and the evaluation of their progress. Teachers who have little experience in teacher training may need guidance on filling out the observation forms, points to be considered in the lessons given by teacher candidates and how to give effective feedback to the teacher candidates.

It is the responsibility of education faculties to train teachers in schools for practicum practices to be able to benefit from their contributions and to make this task as satisfying as possible for them.



g- Duties and responsibilities of teacher candidates:

- Works in a planned and regular way to fulfill the requirements of the practicum program;
- Acts in a planned way in cooperation with the faculty practicum instructor, school administration, school practicum teacher and the other teacher candidates;
- Has a close dialogue with the school practicum teacher and follows the points stated by her meticulously; it is an absolute necessity to comply with the rules set by the school.
- Submits to the faculty practicum instructor the file containing their work within the scope of practicum practices, all the discussions on them and the evaluations;
- Contributes to the progress of the students given to their responsibility at the level requested by the school, and endeavors to ensure that they gain interesting and valuable learning experiences.

PART II: IMPLEMENTATION OF TEACHING PRACTICE

A- Scope of the course and course syllabus

It is essential for teacher candidates to do practicum with teachers and students while preparing for the teaching profession. The first part of these courses for this purpose consists of planned observations and activities that aim to introduce to the teacher candidate a number of tasks teaching profession involves. The Teaching Practice I Course consists of 2 theoretical hours and 6 practice hours, amounting to 5 credits and 10 ECTS. The Teaching Practice II Course consists of 2 theoretical hours and 6 practice hours, amounting to 5 credits and 15 ECTS. Theoretical part is carried out at the university under the supervision of course instructor. While the theoretical lesson is taught by an instructor at the faculty, the practice lessons are carried out at the practicum school.

The aim of the course is to create professional competencies that the teacher candidates will need in the future careers as teachers through their experience at practicum schools and real classroom environment; to assist teacher candidates in developing a variety of teaching techniques that they can adapt to the age, ability, and special needs of students, to help teacher candidates be good teachers who have the understanding and attitude that can contribute to creating an effective school environment.

Practicum courses aim at making observations about school life, reflecting on these observations, and gaining experience in teaching skills. The tasks and activities the teacher candidates do in this course should provide them with the opportunity to observe experienced teachers at work, to work with the students individually or in small groups and to gain short-term teaching experience albeit with limited responsibilities. During practicum period, a certain number of activities will be carried out and the files containing the reports about these activities will be delivered to the faculty practicum instructor within the week they belong to on a specified day and time. At the end of the term, these assignments will be gathered in a file and used to determine the student's grade.

The following information should be written on the cover page of each report:

<p>Name and Surname of Teacher Candidate: Student Number: Department: Program: Name of the Practicum School: School Practicum Teacher: Faculty Practicum Instructor: Title of the Activity: Submission Date of the Report:</p>

Upon completion of Teaching Practice course, teacher candidates should have acquired the following qualifications: getting to know school organization and teaching profession with a systematic approach; gaining the necessary professional competencies, through well-organized teaching experiences to carry out teaching-learning activities within the scope of the curriculum; having experience about individual differences between the students in terms of learning and

development; collaborating with teachers in practicum school and developing the personal skills necessary to work effectively in a school, being knowledgeable about the school organization, management, the daily work in the school and the tools -facilities and resources in the schools.

To the attention of teacher candidates

While performing tasks and activities you are advised to focus on one aspect of teaching at a time and reflect on the specific teaching experience. You should learn as much as you can by observing the practicum teachers and gaining information regarding their teaching practices. Later, you should develop your teaching skills by combining what you have learned with your knowledge and experience. When you successfully complete these activities, you will be ready to undertake further professional development towards becoming a teacher.

When you observe a teacher, you should act like a professional and prepare and make arrangements in accordance with the rules and with utmost care. Before your visits to schools, you should go through all the tasks in the course and try to understand how these tasks are arranged in a sequential order to improve your teaching skills. You are expected to make the necessary preparation before each task or activity; you should also meet the teachers you intend to observe beforehand and inform them of your to-do tasks and activities; You are also required to share your observation checklists and notes with the respective teacher after your observation. If you are going to teach a class for a short time or one class hour, make sure to prepare well in advance. You have to ensure that the teacher knows what you are going to do and agrees with what and how you are going to teach the lesson. Thus, show the teacher your lesson plan and make sure to include their feedback in your lesson. It is essential to meet the teacher before your teaching practice since this can significantly impact your teaching and contents of your lesson.

During the course period, you are expected to be present at school on an assigned day each week. Meanwhile, you are expected to become familiar with students in the class. As you work with them, your confidence will also increase. Additionally, as your practicum continues, you will most likely become interested in all aspects of the teaching practice in the classroom while trying to handle the arising issues to the best of your abilities.

You may collaborate with another teacher candidate during your practicum period. If this is the case, you should try to help and support each other, benefit from each other as observers and evaluators, and pool your resources together to conduct team teaching.

Your Teaching Practice portfolio is of utmost importance; thus, you are required to keep a record of your activities. You should neatly record and file information regarding your answers to the questions, the reports requested from you, the evaluations and the forms you filled in. You should also organize your information in your portfolio in a way that clearly shows what you have done during the course, give information to the faculty practicum instructor and the school practicum teacher who is guiding you, and relate it appropriately to the activities and tasks you do throughout the course. By comparing the activities in your portfolio with the assignments and tasks that you complete in your faculty courses on the same subjects; you should combine your theoretical knowledge gained at the university with the practical skills and activities in your Teaching Practice 1.

- Always make sure you go through your preparations for the tasks you are going to perform during the semester with the school principal and the classroom teacher(s) you are going to work with for 14 weeks in both academic semesters.
- On your first day at school, meet the practicum teacher and the school principal to discuss and finalize your study plan for the remaining weeks.

- Make an appointment for an interview with the school practicum teacher(s) who will monitor you closely in your school activities. In the meeting, explain the activities that your faculty practicum teacher expects you to do during the semester. Ask them to help you arrange these activities in an appropriate order.
- Learn how to contact your school practicum teacher when needed on the days you are at schools.
- Pay utmost importance to your teaching portfolio from the beginning of the practicum period. Make sure that your dossier is organized and that your notes for each event are complete and in place.
- Make sure that your notes and evaluations about the course are in your portfolio.
- Discuss your progress and the activities you complete during the semester with the faculty practicum instructor and the school practicum teacher you work with.
- Reflect on your completed activities and reports and include them in your portfolio; do not forget to especially note your strengths and weaknesses.

Course syllabus: Even though it is advised not to have a strictly set syllabus for this course as it needs to be designed according to the needs of the teacher candidates and schools, a flexible syllabus contains some of the following items as needed:

Weeks	Activities
Week 1	Introduction to the course Code of Conduct schedule
Week 2	Semester Schedule Use of classroom language
Week 3	Observation of a day of a teacher at school
Week 4	Observation of a day of a student at school,
Week 5	Planning the lesson and sequencing the activities
Week 6	Use of teaching methods
Week 7	Examination and use of textbooks
Week 8	Reports and presentations
Week 9	Examination and preparation of worksheets and other materials
Week 10	Observation of school management and school facilities,
Week 11	Micro-Teaching
Week 12	Micro-Teaching

Week 13	Micro-Teaching
Week 14	Micro-Teaching
Week 15	Portfolio submission and Course Evaluation

B- Teaching practice activities and report writing principles



1- Semester schedule

The teacher candidate learns from the Faculty Practicum Instructor the name of the practicum school, the school practicum teacher they will work with and the scope of the activity. The teacher candidate should also go to the respective school during the week and meet the practicum teacher to decide on the schedule to be followed during the semester (You are required to make an appointment in advance before meeting the practicum teacher). You should also cooperate with both the practicum teacher and the practicum instructor in the planning process. In the meantime, the teacher candidate should meet the practicum teacher and discuss issues such as how to keep in touch with him/her, what the curriculum involves, and what procedures or rules to follow. A sample schedule should be prepared and handed to the practicum instructor in the theory hour of the 2nd week in order to be checked and revised if necessary.

2- A day of a teacher

The purpose of this activity is to familiarize the teacher candidate with the teaching profession and practices. Thus, the teacher candidate will gain the opportunity to observe the kind of profession that he will perform in the future. In this regard, the teacher candidate should pay attention to the following points:

1-What does the teacher do during a typical day at school? It is necessary to list a range of activities that are completed inside and outside the classroom while noting down the time allocated for each activity; since these activities should be included in the reports later (Some of the teacher activities: Preparing instructional materials for the lesson, meeting with the students individually or in groups, attending the lesson, monitoring students, attending and following other educational activities or events, resting, chatting with other teachers, discussions, grading exams, meeting with parents, etc.)



2-The prepared schedule should be shown to the teacher and he or she should be asked whether it is a good example representing typical school days. The teacher should also be asked what he or she does about their profession outside of the school, and the answers given should be noted (for example, going to the library or bookshops to get resources, preparing lecture notes/materials for the next day, taking tests, contacting colleagues at other schools or private teaching institutions, etc.)

3. The teacher candidate should also take note of how s/he evaluates a day of the practicum teacher and discuss to what extent this matches with their ideal concept of evaluation.

4- Teachers may also perform activities that cannot be observed during one typical school day. Such as monitoring students, club activities, guidance activities, school-family association meetings, and cultural and artistic events and activities. The teacher should be interviewed about these activities as well and the information obtained should be included in the report.

5- During this activity, the teacher candidate should also record the problems encountered, how they were resolved, and what results or solution were provided.

6- While evaluating the teacher's working environment, the observation form-1 should be carefully filled in. The information obtained should be written in the report.

Observation Form-1 (A day of a teacher)

Behaviors	Yes	No	Not observed	Explanation
Pays attention to in-class discipline				
Ensures students' participation in the lesson				
Deals/works with students individually or in groups				
Helps students to improve their listening, understanding and speaking skills				
Encourages students to ask questions and give answers				
Gives homework on every lesson				
Uses lesson time effectively				
Communicates well in the language of instruction				
Uses course materials and realia				
Deals with students' personal problems				
Exchanges information with other teachers				
Participates in school-related events				
Pays attention to his/her professional development				
Complies with occupational standards				
Have a good relationship with parents				
Complies with school management				
Establishes good relations with other teachers				
Participates in cultural and artistic activities				
Other				

All the information gathered in these activities should be included in the teacher candidate's report and after consultation with the practicum teacher, it should be finalized and submitted to the practicum lecturer.

Report Sample: A day of a teacher

On 23.09.2010 at 08:00 I met with my practicum instructor at to prepare my homework on "A day of a teacher at school". My observations on the subject are listed below.

Activities completed before the lessons

.....

Activities completed during the lessons

.....

Activities completed during the break time

.....

Extra-curricular activities

.....

Club activities

.....

3- A day of a student

The purpose of this activity is to document the activities a student performs during a typical day as well as the time allocated for each activity by the student. This way the teacher candidate can learn what a student goes through and does during a school day and hence gain a better understanding of the learning processes. Students' curiosities, desires, dreams and problems should all be recorded to the extent possible by the teacher candidate (very personal questions should be avoided at this stage).

In order to prepare this assignment, the teacher candidate should meet with the school practicum teacher to decide on the student to be observed. The teacher candidate should only observe the student without any intervention. The data obtained during the observation are filled in the observation form-2.



OBSERVATION FORM-2 (A Day of a Student)

Behaviors	Yes	No	Not observed	Explanation
Shows enough interest towards the lessons				
Does their assignments on time				
Communicates with friends individually or in groups				
Has the necessary skills to listen, comprehend and speak in the lessons				
Asks and answers questions during the lesson				
Complies with disciplinary rules				
Uses supplementary sources other than the textbook				
Shows creativity in laboratories and workshops				
Uses instructional materials				
Establishes positive relationships with his/her teachers				

Has positive relationships with the school administration				
Volunteers in events such as panels, conferences ...				
Participates in extra-curricular activities				
Is interested in improving him/herself				
Participates in cultural and artistic activities				
Other				



An interview should be made with the student for behaviors that are not easily observable and the information obtained should be included in the report.

REPORT EXAMPLE: A DAY OF A STUDENT

I met a student named... from the class after settling with my practicum teacher. My practicum instructor explained the situation to the teachers of the lessons on the date that I was going to observe the mentioned student and obtained their consent for me to participate in the lesson. I went to the school at on to start my observations of the student and from the first lesson.

1. Lesson: Turkish

Student's in-class activities

.....

Break: Student's activities in the break

Break: Student's activities during the break

.....

2. Lesson: Chemistry.....

Attitude towards lessons:

Educational club activities:

Sports and cultural activities:

4- Planning lessons and sequencing activities

Before starting to teach a subject, in addition to the curriculum and textbook, various resource books and other information sources should be consulted and a lesson plan should be prepared accordingly. While preparing the plan, the main parts of the subject, effective and enriching teaching - learning materials, visual aids, suggestions about homework, other related activities can be identified and recorded in a file. These activities can be updated during the year as the teacher candidate collects new materials. Each time a topic is introduced, the teacher candidate can refer to the ready-made file. The selected topics can be used in the teaching and learning activities and can be sequenced accordingly. It is necessary to sequence activities into sections as it can benefit both teacher and the students.

It would be useful to divide the lesson plan into learning sections to be administered in a lesson time slot. Teaching - learning materials and realia should also be provided and arranged before the lesson starts while keeping in mind the physical setting of the classroom and the time limit for each lesson.

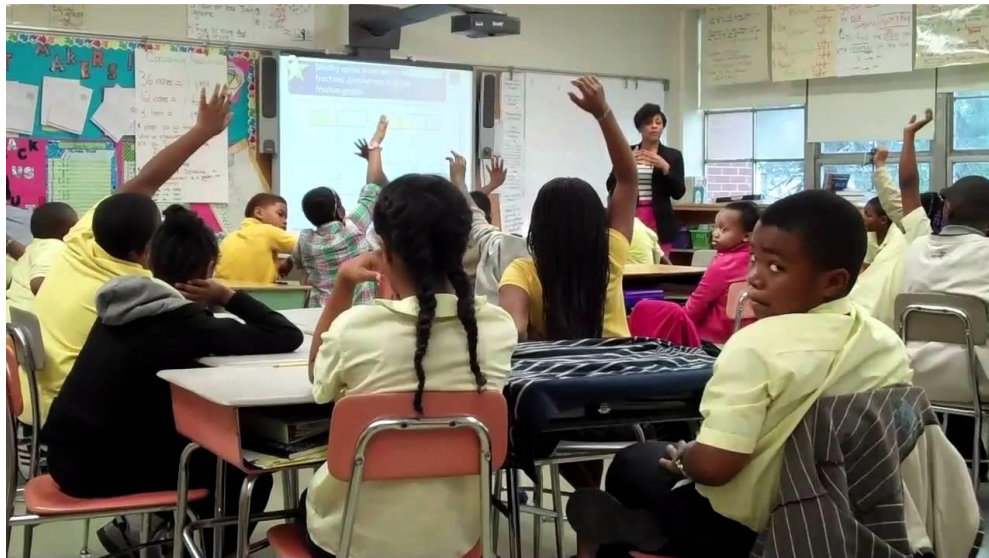
Preparing a lesson plan helps a lot in teaching smoothly and hence should include enough details to guide the teacher throughout the lesson. The lesson plan should not also be too detailed to confuse or misguide the teacher. As long as the plan sequences the activities to be completed by the teacher and students, it is a good lesson plan. Thus, a one-page or two-page lesson plan is usually what is expected. The following sections should be clearly stated in the lesson plan:

- **Title:** the subject to be taught.
- **Date and time:** On which day and time the lesson will take place.

- **Objectives:** These can be subject-specific statements, as well as students' behavior, skills, and learning techniques/strategies.
- **Instructional materials and resources:** Teaching-learning tools, special stationery or devices to be used.
- **Activities:** Clearly stating the steps in the lesson; estimated time for each step. Some of the activities to be included are: Explanation, asking questions, performing demonstrations, working on visual aids, individual work or group work, reading, writing, preparing diagrams, answering test questions, games, and working with the computer. While deciding on the type of activities, it should be taken into consideration to design activities that keep student actively engaged in the teaching-learning process.
- **Evaluation:** Evaluation can take place after the lesson. Reflections on students' reactions and behaviors, problems encountered during the teaching, and the teacher's own strengths and weaknesses should all be noted down for future references.

5-Observing the lessons

In addition to theoretical knowledge, this activity mainly concerns the observation of the implementation of teaching methods by the teacher candidate to see which of them are used and to what extent, and the duration allotted to them. The documentation of the lesson involves how the teacher candidate plans and delivers the lesson (Is the teacher the sole provider of knowledge? Does the teacher provide means for note-taking, or is the student made to report on a subject initially while support is given via clarification by the teacher afterwards?), the use books and reference sources and other supplementary educational tools and materials, questioning and answering, strategies employed in case of disciplinary issues, approaches directed at students who are unable to contribute to the class nor can provide relevant answers to the teacher's questions,



prompting text reading exercises and comprehension skills, the ability to summarize key learning points, along with methods involving classroom discussions in order to gather student interest.

The candidate teacher should discuss their findings with other teacher candidates and find common points. Meanwhile, students' reactions should be observed as much as possible.

Thus, the reflections of the individual differences of the teachers in the lessons should be determined and findings should indicate which methods affected the students more.

The candidate teacher should observe a lesson from a different branch and prepare a similar report in the same manner.

OBSERVATION FORM 3 (teaching methods)

Class:				Date:
Number of students:				
Name of class:				
Subject:				
Behaviors	Yes	No	Unobserved	Explanation
1. Pre-class				
Daily Plan Prepared				
Course Materials Prepared				
Helpful Resources Provided				
2. Beginning of Lesson				
Greeting and Roll Call				
Warm-up conversation				
Short statement regarding important daily topic				
Assignment check				
Previous Topic Revision				
3. Delivery of the Lesson				
Note-taking				
Application of Question-Answer Methods				
Current Examples Provided				
Discussions				

Key terms written on board				
Explanations regarding sources				
Students' telling the subject				
Fables, stories, anecdotes told				
Citations from other sources				
Students' being called to the board				
Demonstrations, examples, etc.				
Debates				
Guest lecturers (experts) invited to give lesson				
Excursions and observations				
Students directed to group work				
Oral and written exam				
Rewards and disciplinary measures applied				
4. End of Lesson				
Topic briefly summarized				
Evaluation questions answered				
Homework assigned for upcoming lesson				

While preparing a report on the studies, the following example can be helpful to teacher candidates.

Report Example: Lesson Observation – Teaching methods

Class:	Date:
Number of students:	
Name of class:	
Subject:	

Time	Teacher activity	Student activity
9.00	Asked questions to class for the revision of the previous lesson	Approximately 2/3 of the class made an effort to answer
9.10	Asked a student to explain the initial heading in the course book to start the topic of the day	Student explained. Read mostly from the source during explanation.
9.15	Repeated the initial topic.	Listened.
9.20	Asked questions about the topic.	Unable to provide answers.

It should also be observed and recorded in the report how behaviors such as gestures, body movements, eye contact, walking around the classroom, use of the board, facial expressions, and vocal variations affect the entire lesson. Furthermore, if the teacher candidate was to deliver this lesson, the type of additional materials, preparations and methods they would use should be noted.

7- Making use of textbooks and textbook evaluation

Students may be using the textbook with little information about its contents. Students should be taught how to use this book in order to understand a topic in the textbook. If students are given appropriate assistance, they can learn study skills and strategies that can give them such potency. Students must be able to understand the text, graphics, tables, flow charts, maps, etc. in the textbook to be able to perform the tasks. Otherwise, they cannot fulfill these tasks.

The teacher candidate chooses a text or part in which they can apply a study strategy similar to the form given below. By doing so, it is ensured that the texts are selected from the parts related to the different parts of the topic and at the same time they are related to the work being done throughout the course.

A sample related to the use of textbooks

<i>Study strategy</i>	<i>What the teacher does</i>	<i>What the students do</i>	<i>Follow-up process</i>
1.Determining information to gain What are the questions to be answered?	*Selection of a text from the textbook or text composition for this purpose *Stating information students will find in textbook, e.g. parts of a structure and their functions; the chronological order in a historical event *Providing instructions about the text and the work they should do	*Scanning the text to find the information sought, discussing the findings and trying to reach consensus about the information	*Sharing results between groups and discussion with teacher

<p>2. Summarizing the information given in the text in a table</p>	<p>*Choosing or writing the text to search for the information to be summarized</p> <p>*Designing tables to summarize information and writing table headings to help students</p> <p>*Along with the copy of the text, the prepared sample of the table and the instructions to help students must be provided as well</p>	<p>*Finding the information by reading the text, completing the table, by using this information</p>	<p>*Sharing the results between groups, discussion with teacher, *agreement on headings in the table and their scope</p>
<p>3. Summarizing information with a diagram or figure</p>	<p>*Selecting a text, figure or diagram about the task to be completed</p> <p>*Removing all the text parts of it in the diagram or figure</p> <p>*Providing students with a copy of the text, the figures or diagrams prepared and the instructions</p>	<p>*Using the text to write the necessary words on the diagram or figure</p>	<p>*Groups agree with the teacher to find appropriate words</p>
<p>4. Summarizing the information provided in text as a flow-chart</p>	<p>* selection or composition of a text containing a process or procedure</p> <p>*Preparing a flow-chart and filling some parts. Leaving blanks where sufficient information about the text is provided in the text</p> <p>*Providing students with the text, flow-chart, and instructions about what to do</p>	<p>*Determining the steps necessary to complete the task, their numbers and titles with text study, without the aid of the flow-chart</p>	<p>*The results are shared between the groups, discussed with the teacher to come to an agreement concerning appropriate presentation</p>

<p>5. Sorting or organizing information provided</p>	<p>*Selecting a text containing a sequence of information</p> <p>*Rewriting the section in the text that describes each step in the information sequence</p>	<p>In each group there is a complete set containing all steps or sections. Groups put them into correct order.</p>	<p>The final outcome is discussed and the best order is determined</p>
---	--	--	--

	and then separating these sections from each other *Supplying students with information about sections of the text and the instructions on what to do		
6. Completion of the text in order to maintain coherence	*The selection of a text *Removing every 5th, 7th, 9th or 12th word of the selected text - taking into account the difficulty of the text and the levels of the students - and getting the student to rewrite the text *Supplying the students with the prepared text along with instructions on what to do	Students read the passage, contemplate and discuss the words that might fill the gaps and complete the text when all is agreed upon	Together with the class the teacher reviews the words that are proposed to fill the gaps in the text

The candidate teacher should evaluate the tasks to be given to the students and take notes regarding the sections that are difficult for the students. Also, suggestions on what kind of changes are required to improve this task must be made before submitting this report to the relevant faculty practicum instructor in the 7th week.

TEXT BOOK EVALUATION FORM

Title of the Book:		1	2	3	4	5
Authors:						
Level:						
Publisher:						
Date of Publication:						
Place of Publication:						
Number of pages:						
Parts:						
Book size:						
Price:						
1	Is it visually attractive and motivating?					
2	Is there a variety of beautiful, colorful, and real pictures?					
3	Is the printing quality good? (material, size and type of fonts)					
4	Is the content given appropriately?					

5	Are there clear goals and objectives?						
6	Does the book focus on meaning or form?						
7	Is there rich, varied and comprehensible input?						
8	Is communicative language use targeted?						
9	Are real-life communication processes included?						
10	Does it attempt to include authentic texts in order to give students firsthand experience of everyday life?						
11	Does the book encourage pair work, group work and information sharing?						
12	Does the book promote learner decision-making, guessing, discovering and taking risks?						
13	Does the book aim at improving problem-solving, creative and critical thinking skills?						
14	Is there any basis for the selection of vocabulary?						
15	Is there a clear list of vocabulary items?						
16	Are there exercises meant for practicing vocabulary items?						
17	Is the vocabulary recycled and extended in the consolidation lesson and workbook?						
18	Is teaching pronunciation included?						
19	Is the book structure based?						
20	Are the functions of the structures clearly stated and properly practiced?						
21	Are the structures recycled?						
22	Is skill development considered ?						
23	Is there a balance between listening, speaking, reading, and writing skills?						
24	Does the book promote inferential and interpretive skills?						
25	Are there varied activities with different task difficulty?						
26	Are learner differences observed in tasks and activities?						
27	Are the activities well sequenced?						

28	Is there a supplementary work book or other materials?					
28	Are there useful and explicit teacher's notes?					
30	Are materials provided for testing and evaluation					
31	Is it fun to use this book?					
32	Is it sensitive to sociocultural variation?					
33	Is it appropriate for learners' culture and values?					

Comments:

7- Preparation of worksheets and other materials

The purpose of this is to try an activity that will make the lesson of the teacher candidate more attention-grabbing. Worksheets, and other teaching materials may be used for a particular topic or a specific group of students. A work sheet should contain the information related to the topic and the tasks to be completed by using this information.

Worksheets should be of such quality that they should be completed with little or no help from the teacher. The teacher candidate should prepare two or three worksheets on different subjects to be used with different groups in his/her lessons.

Main steps to be taken in preparing a worksheet are:

- Determining the behavior to be taught by using the worksheet.
- Determining the work that the student needs to do in order to learn the behavior.
- Deciding which student grouping will be used, individual, pair work or group work.
- Checking whether a variety of activities have been utilized and they are at the readiness level of the students, whether there are activities that all students will do jointly and whether there are additional tasks for those who finish their work early.
- Reproducing the worksheet in sufficient number.
- Testing the prepared worksheet in a classroom; taking notes of the students' behavior during the task, the questions they asked, and the difficulties they encountered.
- Evaluation of task results; for example,
 - Were the tasks interesting to the students?
 - Was the sequence followed in the task appropriate?
 - Was the length of the task suitable?
 - Was what was asked of the students clear?
- Seeking answers to the above questions; and making changes on the worksheet if necessary.

- **Suggestions for preparing worksheets**

- **Writing**

- Make use of words and sentences appropriate to the level of the students who will use the worksheet.

- Keep your sentences short.

- Underline the new words you want students to learn.

-

- **Instructions**

- Give instructions in the order in which they are to be used.

- Give only one instruction at a time.

- Make sure that questions or actions to be taken can be easily understood. State clearly whether the answers to the questions will be written on the worksheets or in the notebooks.

- Make important points stand out by underlining them.

-

- **Tables, graphics, charts, etc.**

- Make sure they are simple.

- Give it a title and name its parts clearly.

- Use color if possible.

-

- **Page layout**

- Use headings that facilitate reading.

- If there is more than one heading or if more than one page is used, number them.

- Before you start preparing the worksheet, design a page layout.

- Make sure that the sections on the worksheet are clearly visible.

- Use the computer if possible.

- Use different fonts for emphasis and to increase effect

- Give the worksheet an eye-catching appearance; make it desirable to be read.

-

- **Preliminary experiment**

- Try it on one or two students before finalizing your worksheet. If there are places that are not understood, they will show you these places.

8- The management, facilities and problems of the school

With this task, the teacher candidate will have information about:

1-The duties and responsibilities of the principal and vice principals,

2-The adequacy of the number of teachers and administrative staff in the school

3-The school's amenities and necessities such as classroom, library, laboratory, workshop, gym, yard, canteen, etc.



4- The equipment such as computers, slide projectors, cameras, camcorders, overhead projectors, laboratory equipment, photocopier machines, maps, TV and videos, models, sections, pictures, posters, tables, etc.



Information to be collected about materials and written sources

Books

- The titles of the textbooks used in different classes
- Your evaluation of the textbooks
- Reference books given to the teacher
- Resource books suitable for the level of the class in the school library
- Other books used by the students
- Worksheets and other resources prepared by the teacher

- Visual material production tools and facilities that students can use to prepare their own materials
- What is available to use and where are they? Who can or do use them? Can you see them?
- What are the computer and word processing (electronic typesetting) facilities?
- What copying tools are available?

Audio-visual materials

- Overhead projector, transparencies, pens for writing on transparencies
- Video viewer, video films (cassettes)
- Computers and software that students can use in the classroom

Other materials

- Are maps, models, charts, slides, etc. available?
- Who uses them?
- Where are these stored?
- How can you use them?

Appendix 2: Practicum Schedule

**FINAL INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT
ELTP 402 TEACHING PRACTICE-I PRACTICUM SCHEDULE**

Name of the Student:

Name of the Practicum School:

Name of the Practicum School Teacher:

Name of the Faculty Practicum Instructor:

Date	Activity to be conducted

Signature

Student

Signature

School Teacher

Signature

Faculty Instructor

Appendix 3:

ELTP 401 TEACHING PRACTICE I Syllabus

Weeks	Activities
Week 1	<p>Topic: Introduction to the course, Planning and Organization, Code of Conduct</p> <p>LO: demonstrate awareness of course content, course requirements, learning outcomes and evaluation methods; demonstrate an awareness of the rules and regulations of practicum school visits</p> <p>Assignment 1: signing the Code of Conduct</p>
Week 2	<p>Topic: Preparation of semester schedule, use of classroom language</p> <p>LO: demonstrate awareness of the observations and activities at practicum schools and their sequencing; show the capacity to communicate accurately and fluently in English in classroom setting to give instructions, manage the lessons and classroom.</p> <p>Assignment 2: Filling out the semester schedule together with the school teacher</p>
Week 3	<p>Topic: Observation of a day of a teacher at school, Report Writing 1</p> <p>LO: demonstrate an awareness of several activities and responsibilities of teachers and reflect on them; show the capacity to write reports in English correctly</p>
Week 4	<p>Topic: Observation of a day of a student at school, Report Writing 2</p> <p>LO: demonstrate an understanding of various aspects of students' life at school and establish empathy with them; show the capacity to write reports in English correctly</p>
Week 5	<p>Topic: Examination of a lesson plan, its parts and sequencing, Report Writing 3</p> <p>LO: demonstrate an awareness of parts of a lesson plan; show that they are able to transfer understanding of learning and language into teaching process; reflect on the lesson plans; prepare a lesson plan and present it; show the capacity to write reports in English correctly</p> <p>Video 1</p>
Week 6	<p>Topic: Observation of use of teaching methods, Report Writing 4</p> <p>LO: demonstrate an awareness of several teaching methods; compare and contrast them; reflect on their use and importance;</p> <p>show the capacity to write reports in English correctly</p>
Week 7	<p>Topic: Examination and use of textbooks, Report Writing 5</p>

	<p>LO: examine textbooks and understand how to exploit them; practice how to use textbooks in the classroom; show the capacity to use classroom language and give instructions; show the capacity to write reports in English correctly.</p> <p>Video 2</p>
Week 8	Reports and presentations
Week 9	<p>Topic: Examination and preparation of worksheets and other materials ; Report Writing 6</p> <p>LO: examine worksheets and prepare a worksheet; ask the students do the worksheet and give feedback; show the capacity to use classroom language and give instructions; show the capacity to write reports in English correctly.</p>
Week 10	<p>Topic: Observation of school management and school facilities, Report Writing 7</p> <p>LO: demonstrate an understanding of how to integrate technology and other school facilities into classroom teaching; show the capacity to write reports in English correctly.</p>
Week 11	<p>Topic: Micro-teaching</p> <p>LO: show the capacity to communicate fluently and accurately in the English language in both written and spoken form; show that they are able to transfer understanding of learning and language into the teaching process; provide evidence that they can plan and carry out lesson plans relevant to different ages, and levels both individually and in collaboration with others; show the capacity for reflection and the ability to set relevant individual and collective targets for future practice and professional development within the field of ELT; demonstrate a professional outlook in terms of educational practice; integrate contemporary technology into classroom practice.</p>
Week 12	Micro-teaching
Week 13	Micro-teaching
Week 14	Micro-teaching
Week 15	<p>Topic: Submission of the Course File, Course evaluation</p> <p>LO: Assess learning with contemporary theory and practice.</p>

Appendix 4: ELTP 401 Assessment Criteria

ELTP401 ASSESSMENT FORM TO BE FILLED BY SCHOOL TEACHERS

Student Number:

Name and Surname of the Student:

Name and Surname of Practicum School Teacher:

Total Grade:

	Satisfactory	Average	Unsatisfactory
Attendance and punctuality			
Compliance with the rules			
Rapport with the students			
Rapport with the teachers			
Appearance			
Self-confidence			
Enthusiasm to learn and teach			
Voice			
Fulfilling the assigned task			
Knowledge of the field			
Language skills			
Preparations/Lesson plans			
Implementation of plans			
Student involvement			
Use of course materials			
Making explanations			
Giving instructions			
Asking questions			


Giving feedback			
Class management			

Note: Please put a tick into the appropriate box. Each satisfactory is 5 pts, each average is 3 pts, Unsatisfactory doesn't have a grade value.

Date

Signature of the Practicum School Teacher

Appendix 5: Peer Observation Form 1


	<p>FINAL INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION ENGLISH LANGUAGE TEACHING DEPARTMENT 2020-2021 SPRING TERM ELTP 402 PEER OBSERVATION FORM</p>
---	---

Name of trainee: _____ **Date:** _____

Topic: _____ **Observer:** _____

	yes	no	comments
1 Is the aim of the lesson clear?			
2 Is the teacher's pronunciation clear?			
3 Does the teacher speak naturally?			
4 Does the teacher use classroom language effectively?			
5 Does the teacher seem interested in the lesson?			
6 Are the stages of the lesson clear?			
7 Is there a smooth transition between the stages of the lesson?			
8 Does the teacher use the board effectively?			
9 Do students participate actively?			
10 Does the teacher smile often?			
11 Does the teacher use visuals effectively?			
12 Does the teacher encourage questions?			
13 Does the teacher give equal attention to all the students?			
14 Does the teacher maintain eye contact with the students?			
15 Does the teacher vary his/her questioning styles?			
16 Are the explanations clear ?			
17 Does the teacher encourage real use of the target language?			
18 Does the teacher use a variety of activities?			
19 Does the teacher use time effectively?			
20 Does the teacher use classroom language effectively?			
General comments:			

Appendix 6: Trainee's Diary

	FINAL INTERNATIONAL UNIVERSITY FACULTY OF EDUCATIONAL SCIENCES ENGLISH LANGUAGE TEACHING DEPARTMENT ACADEMIC YEAR TERM ELTP 401 TRAINEE'S DIARY
---	---

Trainee's Name and Surname:

Number:

Class and teaching topic:

A- Please mark the item(s) appropriate to your Planning by placing a check mark (✓) in the space after each:

I- I considered the following items while planning my lesson:

1	Aim the lesson	
2	Learning outcomes	
3	Course syllabus	
4	Student's and/or Teacher's book	
5	School Curriculum	
6	Student needs	
7	Others (please specify) :	

II- I included the following stages and sub-stages in my lesson plan:

1.	Lead-in:	a. Motivation/Warm-up	
		b. Aim of the lesson	
		c. Learning outcomes	
		d. Review of Necessary Background Material	
2.	Presentation:	a. Attention Pointer	
		b. Examples	
		c. Rules and/or explanations	
3	Practice and or/Production Activities		
4	Consolidation		
5	Homework		
5	Timing for each stage		
6	What aids to be used		
7	Others (please specify) :		

B- Please write your reflections about your teaching experience.

Appendix 7: Cover Page for Reports

The following information should be written on the cover page of each report:

<p>Name and Surname of Teacher Candidate: Student Number: Department: Program: Name of the Practicum School: School Practicum Teacher: Faculty Practicum Instructor: Title of the Activity: Submission Date of the Report:</p>

Appendix 8: Assessment Criteria for Reports

2022-2023 ACADEMIC YEAR FALL TERM RUBRICS FOR TEACHING PRACTICE- I REPORTS

Name of the Student:

Name of the School:

FINAL GRADE:

Reports	Punctuality (10pts)	Organization (10pts)	Language (20pts)	Content (50pts)	Completeness (10pts)	TOTAL
Report 1						
Report 2						
Report 3						
Report 4						
Report 5						
Report 6						
Report 7						

Faculty Practicum Instructor

Comments:

Appendix 9: Content of Reports

Report 1: Observation Form (A day of a teacher)

Behaviors	Yes	No	Not observed	Explanation
Pays attention to in-class discipline				
Ensures students' participation in the lesson				
Deals/works with students individually or in groups				
Helps students to improve their listening, understanding and speaking skills				
Encourages students to ask questions and give answers				
Gives homework on every lesson				
Uses lesson time effectively				
Communicates well in the language of instruction				
Uses course materials and realia				
Deals with students' personal problems				
Exchanges information with other teachers				
Participates in school-related events				
Pays attention to his/her professional development				
Complies with occupational standards				
Have a good relationship with parents				
Complies with school management				
Establishes good relations with other teachers				
Participates in cultural and artistic activities				
Other				

On 04.11.2021 at 07:45 I met with my practicum instructor at . to prepare my homework on "A day of a teacher at school". My observations on the subject are listed below.

Activities completed before the lessons

.

Activities completed during the lessons

.

Activities completed during the break time

.

Extra-curricular activities

.

Club activities

Professional Development

Administrative Duties

Meetings

Report 2: OBSERVATION FORM (A Day of a Student)

Behaviors	Yes	No	Not observed	Explanation
Does their assignments on time				
Communicates with friends individually or in groups				
Has the necessary skills to listen, comprehend and speak in the lessons				
Asks and answers questions during the lesson				
Complies with disciplinary rules				
Uses supplementary sources other than the textbook				
Shows creativity in laboratories and workshops				
Uses instructional materials				
Establishes positive relationships with his/her teachers				
Has positive relationships with the school administration				
Volunteers in events such as panels, conferences ...				


Participates in extra-curricular activities				
Is interested in improving him/herself				
Participates in cultural and artistic activities				
Comments:				

Report 3: Lesson Planning

Talk about lesson planning with your school teacher. Prepare a lesson plan for a class hour consulting him/her. Try to teach one part of it in the classroom for approximately 15 minutes. Have you teaching recorded.

Add to your lesson plan how and you prepared your lesson plan and presented it; what were the difficulties and how you solved them; what was the strongest and weakest part of your lesson and plan; if you were to prepare the same plan what you would like to change and why; what were the reactions of the students and the school teacher.

Preliminaries of a Lesson Plan

	FINAL INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION ENGLISH LANGUAGE TEACHING DEPARTMENT 2022-2023 SPRING TERM ELTP 402 LESSON PLAN
---	--

Name of the student:

Date of Delivery:

PROFILE

Name of the Practicum School:

Level of the Students:

Age of the students:

Number of the students

LESSON

Subject:

Goals:

Objectives:

Duration:

Materials:

Anticipated problems:

Possible solutions:

Necessary background knowledge:

PROCEDURE

Report 4: OBSERVATION FORM (teaching methods)

Class:				
Date:				
Number of students:				
Name of class:				
Subject:				
Behaviors	Yes	No	Unobserved	Explanation
1. Pre-class				
Daily Plan Prepared				
Course Materials Prepared				
Helpful Resources Provided				
2. Beginning of Lesson				
Greeting and Roll Call				
Warm-up conversation				

Short statement regarding important daily topic				
Assignment check				
Previous Topic Revision				
3. Delivery of the Lesson				
Note-taking				
Application of Question-Answer Methods				
Current Examples Provided				
Discussions				
Key terms written on board				
Explanations regarding sources				
Students' telling the subject				
Fables, stories, anecdotes told				
Citations from other sources				
Students' being called to the board				
Demonstrations, examples, etc.				
Debates				
Guest lecturers (experts) invited to give lesson				
Excursions and observations				
Students directed to group work				
Oral and written exam				
Rewards and disciplinary measures applied				
4. End of Lesson				
Topic briefly summarized				
Evaluation questions answered				
Homework assigned for upcoming lesson				

Report Example: Lesson Observation – Teaching methods

Class:		Date:
Number of students:		
Name of class:		
Subject:		
Time	Teacher activity	Student activity
9.00	Asked questions to class for the revision of the previous lesson	Approximately 2/3 of the class made an effort to answer
9.10	Asked a student to explain the initial heading in the course book to start the topic of the day	Student explained. Read mostly from the source during explanation.
9.15	Repeated the initial topic.	Listened.
9.20	Asked questions about the topic.	Unable to provide answers.

It should also be observed and recorded in the report how behaviors such as gestures, body movements, eye contact, walking around the classroom, use of the board, facial expressions, and vocal variations affect the entire lesson. Furthermore, if the teacher candidate was to deliver this lesson, the type of additional materials, preparations and methods they would use should be noted.

Report 5: Text Book Evaluation

- A- Examine the text-book used by the school teacher and fill in the following form.
- B- Choose a text from the textbook and practice it in the class by two of the strategies given in the handbook. Write your reflections and submit them together with the text and your preparations. Have your teaching recorded.

TEXT BOOK EVALUATION FORM

Title of the Book: Authors: Level: Publisher: Date of Publication: Place of Publication: Number of pages: Parts: Book size: Price:		1	2	3	4	5
1	Is it visually attractive and motivating?					
2	Is there a variety of beautiful, colourful, and real pictures?					
3	Is the printing quality good? (material, size and type of fonts)					
4	Is the content given appropriately?					
5	Are there clear goals and objectives?					
6	Does the book focus on meaning or form?					
7	Is there rich, varied and comprehensible input?					
8	Is communicative language use targeted?					
9	Are real-life communication processes included?					
10	Does it attempt to include authentic texts in order to give students firsthand experience of everyday life?					
11	Does the book encourage pair work, group work and information sharing?					
12	Does the book promote learner decision-making, guessing, discovering and taking risks?					
13	Does the book aim at improving problem-solving, creative and critical thinking skills?					

14	Is there any basis for the selection of vocabulary?					
15	Is there a clear list of vocabulary items?					
16	Are there exercises meant for practicing vocabulary items?					
17	Is the vocabulary recycled and extended in the consolidation lesson and workbook?					
18	Is teaching pronunciation included?					
19	Is the book structure based?					
20	Are the functions of the structures clearly stated and properly practiced?					
21	Are the structures recycled?					
22	Is skill development considered ?					
23	Is there a balance between listening, speaking, reading, and writing skills?					
24	Does the book promote inferential and interpretive skills?					
25	Are there varied activities with different task difficulty?					
26	Are learner differences observed in tasks and activities?					
27	Are the activities well sequenced?					
28	Is there a supplementary work book or other materials?					
28	Are there useful and explicit teacher's notes?					
30	Are materials provided for testing and evaluation					
31	Is it fun to use this book?					
32	Is it sensitive to sociocultural variation?					
33	Is it appropriate for learners' culture and values?					

Comments:

Report 6: Preparation of worksheets

- A- Examine the worksheets prepared by the teacher and write a paragraph about their content and format.
- B- Prepare a worksheet related to the unit of the week. Photocopy it, have it done by the students and give feedback. Write your reflections and submit it with example student sheets.

Report 7: The management, facilities and problems of the school

- Do a research and make interviews about the following items related to school management, school facilities, materials and sources and write them in an organized way in your report.

- 1-The duties and responsibilities of the principal and vice principals,
- 2-The adequacy of the number of teachers and administrative staff in the school
- ,3-The school's amenities and necessities such as classroom, library, laboratory, workshop, gym, yard, canteen, etc.
- 4- The equipment such as computers, slide projectors, cameras, camcorders, overhead projectors, laboratory equipment, photocopy machines, maps, TV and videos, models, sections, pictures, posters, tables, etc.

Information to be collected about materials and written sources

Books

- The titles of the textbooks used in different classes
- Your evaluation of the textbooks
- Reference books given to the teacher
- Resource books suitable for the level of the class in the school library
- Other books used by the students
- Worksheets and other resources prepared by the teacher
- Visual material production tools and facilities that students can use to prepare their own materials
- What is available to use and where are they? Who can or do use them? Can you see them?
- What are the computer and word processing (electronic typesetting) facilities?
- What copying tools are available?

Audio-visual materials

- Overhead projector, transparencies, pens for writing on transparencies
- Video viewer, video films (cassettes)
- Computers and software that students can use in the classroom

Other materials

- Are maps, models, charts, slides, etc. available?
- Who uses them?

- Where are these stored?
- How can you use them?

Appendix 10: Lesson Plan Formats

Lesson Plan Formats

Sample 1

Lesson plan:	
Level	•
Language	<ul style="list-style-type: none"> • Grammar: • New vocabulary: • Review vocabulary:
Objectives	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> • • •
Materials	
Warm-up	
Capture their attention	
Connect to prior knowledge and experiences Review language students have learned	
Pre-teach new vocabulary or expressions	
Preview the topic/pictures/titles/cover, etc.?	
Prediction	

Presentation	
Studying the content	
Comprehension check	
Check predictions	
Practice	
Review and retell	
Application	
Activity	
Activity	
Assessment	
Monitor progress	
Assessment	
Follow-up	
Homework	

Attachments:

Attach paper-based materials to your lesson plan

SAMPLE 2

PART I	
Name of Class	
Group	
Unit	
Topic	
Time	
PART II	
Learning outcome	

Methods and techniques	
Materials	
Teaching learning process	
Warm-up	
Motivation	
Revision	
Presentation	
Guided Practice	
Independent Practice	
Wrap-up	
PART III	
Assessment	
PART IV	
Evaluation of the lesson	

Attachments:

Attach paper-based materials to your lesson plan

Appendix 11: Assessment Criteria for Videos

Video 1: Teaching for a Short Period

Content: 30pts

Appearance: 10pts

Confidence: 10pts

Voice: 10pts

Language: 20pts

Classroom Management: 10pts

Student involvement: 10pts

Video 2: Using Textbooks

Content: 20pts

Confidence: 10pts

Language: 10pts

Giving instructions: 10pts

Asking questions: 10pts

Giving feedback: 10pts

Voice: 10pts

Classroom Management: 10pts

Student involvement 10pts