



**ALANYA ALAADDİN KEYKUBAT ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ**

Öğretmenlik Uygulaması - II Kılavuzu

TEACHING PRACTICE 2

AIM OF THE COURSE

At the end of teaching practice, student-teachers should:

- have developed competencies related to the teaching profession by teaching in different classes in the schools to which they are assigned
- have the skills to
 - understand the school curriculum and syllabus in their subject area
 - evaluate school textbooks in their subject area
 - measure and assess student progress
- have shared and developed the experience gained during teaching practice with their peers and their supervisor.

COURSE CONTENT

Throughout the term, student teachers will:

- observe special teaching methods and techniques specific to the field
- carry out micro-teaching applications by using specific teaching methods and techniques specific to the field
- plan a lesson independently
- develop activities and materials related to the course
- prepare educational environments
- experience class management, measurement, evaluation, and reflection.

COURSE REQUIREMENTS

1. Student teachers will attend the Teaching Practice School **6 class hours per week for 12 weeks**.
2. Attendance is compulsory (**100%**). Should you have a problem in attendance, please let the cooperating teacher know in advance and inform your supervisor about it.
3. Student teachers are supposed to **observe classes just for a week and teach for 11 weeks** in the Teaching Practice School that they attend. For that reason, contact your cooperating teacher in advance and prepare your lesson plan accordingly. Write your reflections on your teaching after your practice. You are required to write **1 Observation Report and 5 Practice Reports (including a brief lesson plan and your reflections regarding your teaching practice)** throughout the term and submit it to your supervisor on the scheduled dates (see the [Sample](#)

Practice Report)

4. You should prepare **at least 2 assignments** and **exam samples (at least 2 achievement tests)** and put them in your e-portfolio. Prepare worksheets for listening, reading, speaking and writing, vocabulary and grammar belonging to various grades.
5. Before you teach a class, have some copies of [Lesson Observation Form](#), and give it to your cooperating teacher and your peer(s) (if any), ask them to fill it out and give you some feedback about your teaching based on their observations. Your e-portfolio should include **at least 2 lesson observation forms filled and signed by your cooperating teacher**.
6. The assessment and evaluation of the course will be based on your performance in teaching, your e-portfolio, observed lessons by your cooperating teacher and supervisor, and your attendance to the classes at the university (2 hours per week).
7. Please obey the school rules, be respectful to the other teachers in the Teaching Practice School. Pay attention to your clothing. Do not delay things to do.

Complete all requirements in your e-portfolio by the last week of the Fall Term. Your e-portfolio should cover the following items:

- 1 Observation Report and 5 Practice Reports
- 2 Lesson Observation Forms
- 2 Exam Samples
- 2 Assignments (designed by the student teacher)
- 4 Materials developed by the student teacher (handouts, PPTs, flashcards, etc.)

RUBRIC FOR THE PAU ASSESSMENT

Portfolio (%20 pts): You are required to rigorously prepare your e-portfolio by including all the items above and submit it before the due date.

Midterm (Observation Reports and Practice Reports) (%30 pts): Throughout the term, you are required to write 1 observation report and 6 practice reports. As the observation report, you are required to write down your reflections regarding the school, teachers, methods, techniques and materials used by the teachers, student profile. For your practice reports, you need to prepare a short and brief lesson plan giving the details about your teaching and write down your own reflections on your teaching practice experience. The observation report and practice reports should include at least **400 words**. A sample

practice report is given below. You need to upload your papers in due time on **EDS as PDF format**.

Final (%50 pts): You are going to get your final exam grade from **your teaching performance and your attendance to the classes at the university** (2 hours per week).

Date	Content	Assignment Due
Week 1 16-20 February	<ul style="list-style-type: none"> • Finding about The English Department and Resources • Teacher's Typical Day • Methods, Techniques and Materials • Student Profile 	Observation Reflection Report
Week 2 23-27 February	<ul style="list-style-type: none"> • Teaching practice 	
Week 3 2-6 March	<ul style="list-style-type: none"> • Teaching practice 	Practice Report 1
Week 4 9-13 March	<ul style="list-style-type: none"> • Teaching practice 	
16-20 March	<ul style="list-style-type: none"> • <i>MoNE Semester Break</i> 	
Week 5 23-27 March	<ul style="list-style-type: none"> • Teaching practice 	Practice Report 2
30 March-3 April	<ul style="list-style-type: none"> • <i>Midterm Week</i> 	
Week 6 6-10 April	<ul style="list-style-type: none"> • Teaching practice 	
Week 7 13-17 April	<ul style="list-style-type: none"> • Teaching practice 	Practice Report 3
Week 8 20-24 April	<ul style="list-style-type: none"> • Teaching practice 	
Week 9 27 April-1 May	<ul style="list-style-type: none"> • Teaching practice 	Practice Report 4
Week 10 4-8 May	<ul style="list-style-type: none"> • Teaching practice 	

Week 11 11-15 May	<ul style="list-style-type: none"> • Teaching practice 	Practice Report 5
Week 12 18-22 May	<ul style="list-style-type: none"> • Teaching practice 	

LESSON OBSERVATION FORM

The lesson observation form measures and evaluates the student-teacher's teaching competencies in the classroom. The items in the form include teacher competencies which are observable in the classroom. There are two aims in using the form:

- To provide student-teacher feedback on the lessons he/she gives during teaching practice
- To provide information for the mentor and supervisor.

Each student-teacher should be observed frequently using the form. Observed behaviours should be marked. The form should be completed by the mentor and supervisor and given to the student-teacher. A copy should also be kept in the student's file.

Comments on the student-teacher's activities in each competency area are to be written by the observing person (mentor or supervisor) in the relevant section of the form. Then the form should be given to the student-teacher. The student-teacher writes his/her own comments, signs and returns the form to the observer.

This observation form may not be suitable to observe and record the special competencies and behaviours of some subject areas. In such circumstances, the observer may put his/her comments in the 'comments' box of the form.

LESSON OBSERVATION FORM

Student-teacher.....

School.....

Observer.....

Class.....

Subject.....

Number of Students.....

Date.....

Meaning of the abbreviations:

(P) Poor (1) (A) Average (2) (G) good (3)

Mark the appropriate box with (+).

1.0 SUBJECT AREA AND SUBJECT AREA TEACHING		P	A	G	REMARKS & COMMENTS
1.1 KNOWLEDGE OF SUBJECT AREA					
1.1.1	To know the basic principles and concepts of the subject				
1.1.2	To be able to relate the basic principles and concepts used in the subject logically and coherently				
1.1.3	To be able to use the verbal and visual language required by the subject appropriately				
1.1.4	To be able to relate the topic to the other topics in the field				
1.2 KNOWLEDGE OF SUBJECT AREA TEACHING					
1.2.1	To know specialist teaching approaches, methods and techniques				
1.2.2	To make use of instructional technology				
1.2.3	To identify common misunderstandings in students' knowledge				
1.2.4	To give clear answers to students' questions with self confidence				
1.2.5	To ensure the safety of the teaching environment				
2.0 TEACHING - LEARNING PROCESS					
2.1 PLANNING					
2.1.1	To be able to write lesson plans clearly and in an organised manner				
2.1.2	To be able to express behavioural objectives clearly				

2.1.3	To be able to specify the methods and techniques appropriate for the behavioural objectives			
2.1.4	To be able to select/prepare appropriate equipment and materials			
2.1.5	To be able to specify forms of assessment appropriate to the behavioural objectives			
2.1.6	To be able to ensure continuity and sequence of learning			
2.2	TEACHING PROCESS			
2.2.1	To be able to use various teaching methods and techniques appropriately			
2.2.2	To be able to use time effectively			
2.2.3	To be able to design activities which provide students with active participation			
2.2.4	To be able to teach taking account of individual differences			
2.2.5	To be able to use teaching equipment and materials appropriate for the class level			
2.2.6	To be able to summarise and to give appropriate feedback			
2.2.7	To be able to relate the subject to real life			
2.2.8	To be able to evaluate the degree of students' achievement of target behaviours			
2.3	CLASSROOM MANAGEMENT			
At the beginning of a lesson				
2.3.1	To be able to give an introduction appropriate for the lesson			
2.3.2	To be able to catch students' interest and attention			
During the lesson				
2.3.3	To be able to provide a democratic teaching environment			
2.3.4	To be able to maintain interest and motivation through the lesson			
2.3.5	To be able to take necessary measures against disruptions and interference			
2.3.6	To be able to make use of sanctions and praise			
At the end of the lesson				
2.3.7	To be able to summarize and conclude the lesson			
2.3.8	To be able to give homework and information related to the next lesson			

2.3.9	To be able to release students from the classroom in an orderly and timely manner				
2.4	COMMUNICATION				
2.4.1	To be able to communicate with students effectively				
2.4.2	To be able to give clear explanations and instructions				
2.4.3	To be able to ask questions appropriate to the lesson and that encourage students to think				
2.4.4	To be able to use his/her voice effectively				
2.4.5	To listen to students with interest				
2.4.6	To be able to use oral and body language effectively				
TOTAL =					

Comments about student-teacher's work on each competency area given above:

	Observer's signature
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Summary of Competencies with Key Points for Observation of Student Teachers during Teaching Practice

Mentors and other school teachers who observe lessons throughout the student-teacher's practice will find this schedule helpful. It is a guide to the feedback comments, which they will give to student-teachers, under each of the main competency headings. It relates specifically to what is going on in the classroom during lessons.

TEACHING SKILL	EXPLANATION
1 Knowledge of subject area and subject teaching	<ul style="list-style-type: none"> • Understand the subject matter, concepts, and skills • Use subject matter in an appropriate manner and increase it • Knowledge of curriculum of the subject • Knowledge of the teaching methods and instructional technology for the subject • Understand use of information technology in subject
2 Teaching-learning process 2.1 Planning	<ul style="list-style-type: none"> • Express behavioral objectives clearly • Prepare lesson plans in line with curriculum • Consider individual differences between students when planning • Select activities to achieve the objectives • Include appropriate resources to teach the subject well and to make it realistic
2.2 Teaching process	<ul style="list-style-type: none"> • Relate the lesson to earlier and following work to ensure continuity and sequence in the learning • Use methods appropriate to age, abilities, and attainment of students • Make use of various teaching methods, communicate with all students and groups • Motivate students during the lesson • Use the equipment skillfully, including computers and information technology • Relate the lesson to daily life by giving examples • Communicate and interact with all students and groups • Use time effectively
2.3 Classroom management	<ul style="list-style-type: none"> • Teach the lesson in an orderly way, and appropriate to its aim • Start the lesson in an appropriate manner and finish it in a planned way • Make use of individual and group work appropriate for the situation • Maintain the continuity of student interest and motivation • Use sanctions and praise appropriately • Prevent disruptions and interference • Take necessary measures for safety and to prevent accidents (especially in laboratory lessons) • Create democratic environments which help students to develop themselves
2.4 Communication	<ul style="list-style-type: none"> • Provide students with clear and coherent explanations • Ask effective questions at the right time • Use his/her voice effectively • Use language appropriate to the level of students • Listen to students, be sensitive to their responses
3 Evaluation and record keeping	<ul style="list-style-type: none"> • Mark student work promptly, and inform students of the results with constructive comments

	<ul style="list-style-type: none">• Evaluate the progress of students using various methods• Record activities and progress in an orderly way and inform the relevant people• Evaluate progress using national criteria
4 Other professional competencies	<ul style="list-style-type: none">• Follow the laws and regulations relating to the profession and be aware of changes• Take criticism and suggestions into consideration and use them in professional development.• Try to develop himself/herself• Participate in school meetings and activities

SAMPLE PRACTICE REPORT

Topic: Festivals

Date: 15.03.2020

Class: 6th grade

Duration: 40 minutes

Objectives:

Students will be able to

1. scan a listening passage and carry out scanning task about festivals.
2. use new vocabulary related to festivals in appropriate context.
3. scan a reading passage and carry out T/F task about festivals.
4. talk about festivals in Denizli or Turkey.

Activities:

1. The topic will be introduced through a lead-in activity.
2. Students will do the scanning task by listening to the text.
3. Some new vocabulary items will be introduced, their pronunciation will be practiced, and students will use them to talk about their life experience.
4. Students will solve puzzles related to new vocabulary
5. Students will do the scanning task (true/ false) by reading the text.
6. Students will do the speaking activity: spin the wheel and answer the question related to topic

(<https://wordwall.net/tr/resource/12615082/warm-up>)

7. Students will have a quiz on the vocabulary about festivals

(<https://wordwall.net/tr/resource/15385452/festivals>)

Materials: PowerPoint, Textbook, worksheet, websites:

- <https://wordwall.net/tr/resource/12615082/warm-up>
- <https://wordwall.net/tr/resource/15385452/festivals>

Reflection

When I entered the class, I told the students that we were going to talk about festivals and asked which festivals they remembered for the lead in activity. After receiving my answers, I made a short reminder from the power point presentation by showing the students the words related to the festivals. When the activity was over, I opened a quiz about the subject I prepared on a website before the lesson and we held the activity with the students. The quiz was multiple-choice questions consisting of 20 questions and 3 choices. After the quiz, we solved puzzles with the students. There were words related to the Ramadan holiday in the puzzle. The students successfully found the words. After the puzzle, 6 gap-filling questions were made that test students' vocabulary knowledge.

For the listening activity, I have introduced the multiple choice-scanning task. Then, students listened to the dialogue on the textbook. Some students wanted to listen once more and we carried out the second listening. After that, students have answered the multiple-choice questions one by one. First, I chose volunteering students and then, I encouraged the other students from the class list. When a student answered correctly, I used some reinforcement such as well done, that's right, etc. and I wrote the answer on the board. Thus, both audio and visual students were able to hear or see the correct answer.

The next activity was a reading activity with True/False task. First, I introduced the task, one student asked about a new vocabulary and I gave the meaning by simple definition and examples. Then, I asked the students to read the text on the textbook and do the task in 10 minutes. The students read the text and did the task silently. I just waited at my table not to distract their attention. Then, I warned them for the last minute. Later on, starting with

volunteering students I got their responses and gave feedback depending on their answer. I wrote the correct answer on the board.

Finally, we have done the speaking activity with the related website. It was fun and interesting for the students. They all wanted to participate and say something. Even some students shouted the answers. In this case, I had to warn them and asked them to raise their hands only. I also tried to encourage the other students by choosing their names from the class list. I used some reinforcement words for their responses to encourage them to say something, even a word.

It was very enjoyable lesson for me and for the students. I believe that students have attained the objectives through the activities and tasks. The only problem was that I did not have enough time for the speaking activity. I should plan my time more effectively next time. On the other hand, I had difficulties in finding appropriate material on the subject. It was very difficult to find videos and song materials in line with my activities. I realized that when I was not sure of the effectiveness of the material, I was very stressed before the lesson. Participation was normal. The class of 25 people had at least 10 participants. Should I prepare activities in the direction the students want, or are there activities that they will benefit from them? These kinds of questions are puzzling me. The funny thing was that I was sorry that the students who did not attend my activities were attending my friend's activities.