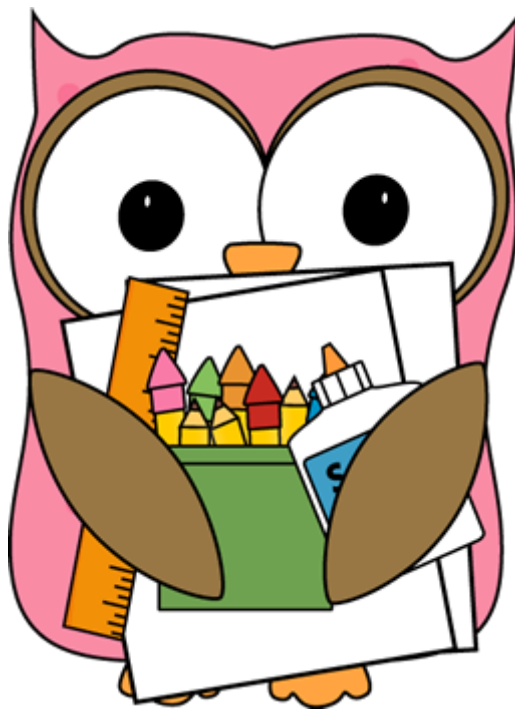


EDS 401
SCHOOL EXPERIENCE



STUDENT PORTFOLIO

PROFILE

Please fill this page in, photocopy it (2 copies) and **give one copy to your departmental supervisor and one copy to your school tutor.**

Student's Name	
Contact Number	
Name of School & Tutor	
Tutor's Years of Experience in ELT	
Tutor's Contact Number	
Teaching Level	
Class & Classroom	
Textbook(s)	
Supplementary Materials (if any)	
Departmental Supervisor	
Office Number	
Office Telephone Number	

GUIDELINES

EDS 401 is the first part of your internship programme at the Department of English Language Teaching. There are two phases in this course which will operate simultaneously throughout the semester.

In the first phase, you will be assigned to secondary schools administered by the Ministry of Education and will be directly working with English language teachers in these schools. These teachers have volunteered to help you. You will have the opportunity to observe them in the classroom, seek advice and guidance from them, participate in planning meetings with them and so on. Please do not hesitate to contact them when you have a problem of any kind about your internship. These teachers are your **tutors** and will be responsible for all your activities within the assigned schools during your internship. During this phase, first, you are asked to write **an essay** on your expectations regarding the internship programme in general. This should not exceed 1000 words. Guiding questions for this essay will be provided. You will also be asked to complete **a total of 14 hours of classroom observations** of your tutors. *It is your responsibility to cooperate with your school tutor in organising your timetable to carry out these observations.* For each observation you will be asked to complete an observation form (see pages 4-23 of your portfolio). There are **7 observation forms** to be filled in. Following each observation, you are also asked to write a critical evaluation of the lesson you have observed, keeping in mind the specific focus of that particular observation task. For example, if the observation task you have filled in for a specific lesson focused on classroom management, you should write a critical evaluation of the lesson discussing classroom management practices of the teacher in that particular lesson. Please make sure that you critically evaluate and **DO NOT describe the lesson itself** in these comments.

In the second phase of the EDS 401 course, you will be assigned to a group of learners as an English language teacher as part of the Building Bridges Project. This project aims to provide language instruction to diverse groups of learners. **For EDS 401, you will be teaching for 4-5 consecutive weeks in two of the diverse groups.** During these teaching sessions, you will be working in **teaching-teams of two or three**. Thus, while you carry out your teaching sessions, you will be observed by a peer and vice versa. After each of your teaching sessions, you are asked to fill in the **“Teaching Session Reflection Form,”** where you will only be making **reflective notes** regarding your teaching session. Guiding questions for these notes will be provided. These notes should be sent to the departmental supervisors to be used during the **feedback sessions**, which will be held after each teaching session and where you will receive feedback from your peers as well as your supervisors.

At the end of the course (end of the first semester), you will be asked to write **a final report** to talk about your reflections and critical evaluations regarding your experience in EDS 401. Your critical evaluations of your tutors’ teaching sessions as well as reflections on your own teaching sessions should be incorporated in this report. Guiding questions will also be provided for this task.

At the end of the term, you will be submitting a portfolio, which will include completed observation sheets, critical evaluations, lesson plans, peer feedback forms and the final report. You will be informed about the format of this portfolio in due time.

Professionalism is of utmost important throughout the internship programme. There will be points allocated to this in the assessment breakdown. By professionalism, what is meant is both **acting** professionally towards your colleagues, tutors, supervisors and students, and developing a **professional attitude** towards the teaching profession itself.

Your Responsibilities:

- **Fill in the contact sheet** (found in the portfolio) at the beginning of the term and **make copies** of these for your tutors and departmental supervisors.
- Be **punctual** for all scheduled activities.
- **Dress properly** when you are on the school premises.
- **Inform your tutor and/or your supervisor** well in advance if you are unable to fulfil any commitments.
- Don't directly write or take notes in your portfolio. **Make copies of the necessary pages** and keep them neatly ordered in a file. Once you finish an observation task, fill in the task tables in the portfolio. You may use a pencil to fill in the portfolio but make sure it is very dark and readable (e.g. use 2B pencils).
- **Familiarise yourself with the observation task** you are going to complete **before** the actual observation. Read through it before you get into the classroom so that you know what you need to focus on during the lesson.
- **Do not leave the completion of your portfolio to the end of the semester.** Follow the submission deadlines within the course outline. Have your notes neatly copied in your portfolio at the end of each week/lesson and have your notes checked by your supervisor frequently for feedback. Late submissions will not be accepted.
- Send your **lesson plans** for the teaching sessions to your supervisors and observers **at least three days before the teaching session.**
- Make sure that you keep your **professional attitude** and an **equal distance** with all parties involved, including your tutors and students.

Guidelines for Observations

Please read the following guidelines carefully and keep to them at all times:

- Sit as unobtrusively as possible in the classroom.
- Make sure you **switch your mobile phone off before entering the classroom.** Do not put it on silence – **turn it off!**
- Avoid eye contact with the teacher.
- Do not talk to the students during the lesson.
- If there are two observers, they should not sit together.
- If you wish to move around the room at all during the lesson, or take part in the lesson, **this must be agreed with the tutor beforehand.**
- Find out about the lesson beforehand.
- Observe the students, not just the teacher.
- Build up a clear picture of the aim of the lesson and how the teacher will go about achieving it.
- Have available copies of the observation schedule, pen and paper and the lesson materials. Take sufficient notes during the lesson so that you are able to complete your observation task. The whole process will fall to pieces if all you come away is a “vague, general impression.” So, **note down as many details as possible.**

ESSAY: YOUR EXPECTATIONS FROM THE INTERNSHIP PROGRAMME

Please write an essay of maximum 500 words on what you consider to be your main objectives during this internship program and what you hope, personally, to have gained at the end. Think about the following guiding questions when organizing your essay but do not answer them directly:

1. What do you think is the purpose of this internship program?
2. In what areas of teaching as a profession do you expect to improve yourself?
3. How do you think the internship programme as a whole will impact your training as a prospective teacher of English?

Observation Task 1: Classroom Language

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

What does the teacher say on each of the phases of the lesson?	
Beginning of the lesson (Greeting)	
Warm-up	
Lead in/Presentation	
Transition (from one stage to the other)	
To motivate/encourage students	
Referring to the course book(s)	
Giving instructions	
Dividing students into pairs/groups (if applicable)	
Timing (in pair work/group work to time/end the activity)	
To attract students' attention to important points	
While showing visual aids	
Assigning homework	
Ending the lesson	
What is the predominant language of interaction throughout the lesson?	
Is L1 used by the <u>teacher</u>? If yes, where and for what purposes? Please provide examples.	
Is L1 used by the <u>students</u>? If yes, where and for what purposes? Please provide examples.	
What language is used <u>among the students</u> for classroom interaction? Please provide examples.	

Notes for Critical Evaluation: Classroom Language

Observation Task 2: Classroom Management

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

Please draw star(s) under each statement according to the following key.

[Adapted from Nunan, D. (1988). *The Learner-Centred Curriculum*. Cambridge: CUP]

KEY

★	Does not at all reflect what went on
★★	Only marginally reflects what went on
★★★	Neutral
★★★★	Describes rather well what went on
★★★★★	Is a totally accurate reflection of what went on

Statement		Evidence / Comment
1.	There were no cultural misunderstandings.	
2.	The class understood what was wanted at all times.	
3.	All instructions were clear and appropriate to the level of the students.	
4.	Every student was involved at some point.	
5.	All students were interested in the lesson.	
6.	The teacher carried out comprehension checks.	
7.	Materials and learning activities were appropriate.	
8.	Student groupings and sub-groupings were appropriate.	
9.	Class atmosphere was positive.	
10.	The pacing of the lesson was appropriate.	
11.	There was enough variety of activities in the lesson.	
12.	The teacher did not talk too much.	

13.	Error correction and feedback were appropriate.	
14.	There was genuine communication.	
15.	There was teacher skill in organising group work.	
16.	There was opportunity for controlled practice.	
17.	Students were enthusiastic.	
18.	General classroom management was good.	
19.	Seating arrangement was appropriate for language instruction.	

Please comment on the question below

Did any problems occur during the lesson? If yes, describe the problem(s) and explain how did the teacher handle the situation

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Notes for Critical Evaluation: Classroom Management

Observation Task 3: Instructions

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

Instructions	Y/N	Rate the effectiveness (5 is the highest score)	Comment
T got students' attention before giving instructions.		1 2 3 4 5	
T gave instructions orally.		1 2 3 4 5	
T gave instructions in written form.		1 2 3 4 5	
T repeated the instructions.		1 2 3 4 5	
T used gestures when giving instructions.		1 2 3 4 5	
T modelled or got students to model the activity.		1 2 3 4 5	
The instructional level seemed appropriate for the proficiency level.		1 2 3 4 5	
T asked students to repeat the instructions.		1 2 3 4 5	
T asked comprehension questions about the instruction.		1 2 3 4 5	

Students asked clarification questions about the instructions.		1	2	3	4	5	
Students began to follow the instructions before the teacher finished.		1	2	3	4	5	
The instructions were given in sequence (all at one time.)		1	2	3	4	5	
The instructions were given in chunks (in pieces over time).		1	2	3	4	5	
Lesson material was included in the instructions.		1	2	3	4	5	
Examples were included in the instructions.		1	2	3	4	5	

Notes for Critical Evaluation: Instructions

Observation Task 4: Feedback and Error Correction

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

Tally the number of times you observe the following types of error correction:

PART 1: GRAMMAR/DICTION			
	Events	Tallies	Total
1.	Teacher says the answer is incorrect and waits for student to try again.		
2.	Teacher says no and asks someone else		
3.	Teacher corrects the student by giving the correct answer.		
4.	Teacher repeats student's incorrect answer...		
	a) uses facial expression to indicate error.		
	b) uses intonation to indicate error.		
5.	Teacher writes student's answer on the blackboard, highlighting error.		
6.	Teacher writes beginning of student's answer and asks the class to complete.		
7.	Teacher draws the student's attention to form.		
8.	Teacher accepts student's answer but repeats it with the correct grammar.		
9.	Teacher asks the student to repeat the answer (student self-corrects).		
10.	Teacher does not correct at all.		
PART 2: PRONUNCIATION			
	Events	Tallies	Total
1.	Teacher repeats the answer with the correct pronunciation.		
2.	Teacher isolates the problem sound and has the student correct answer.		
3.	Teacher repeats the answer with the appropriate intonation.		
4.	Teacher uses the blackboard to show the sound in writing (letters; phonetic symbols; drawing).		
5.	Teacher shows the student the articulation of the problem sound.		
6.	Teacher does not correct at all.		

WRITTEN FEEDBACK

Select 12 pieces of written work by 12 students (4 very successful, 4 average and 4 poor students) from the class you observe. These should be work where the teacher has provided feedback/correction. Make sure to take the copies of the papers with corrections on to be put in your portfolio.

Did the teacher use pen/ pencil while correcting?

If pen was used, which colour was it?

For which of the assignments, if any, did the teacher give some kind of assessment at the end ('**Good**', for example)?

Did the teacher correct all the mistakes? If so, why? If not, on what did he/she base his/her decision?

How were the errors corrected? (indicated the correct form? Indicated something was wrong? Gave clues? Noted down what was wrong?)

Did the teacher provide any kind of informative feedback other than error correction and overall assessment, designed to help the student improve? (e.g., '**This was good because...**', or '**Take care when you...**')

When responding to assignment that entailed expression of personal opinion, did the teacher provide a response of his/her own to the content? (e.g., 'I agree with this point', 'Yes, but have you considered ...?')

Did the teacher require the student to redo any of the assignment? Why/ why not?

Finally, try rereading the teacher's corrections imagining that you are the student: what do you think the student will feel about them?

Notes for Critical Evaluation: Feedback and Error Correction

Observation Task 5: Teaching Skills

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

	Comment
Describe the kind of pre- (reading/listening/writing/speaking) activity used, including the time spent on it.	
Purpose Stated? (Y/N)	
Type of passage, topic and length (in pages/minutes)	
If the focus is on reading/listening, how many times was the passage read/listened to? Was this enough?	
Describe the kind of while- (reading/listening/writing/speaking) activity used, including the time spent on it.	
Describe the kind of post- (reading/listening/writing/speaking) activity used, including the time spent on it.	
Were any skills integrated at any stage of the lesson? If yes, describe how it was done. If no, provide possible reasons.	

Notes for Critical Evaluation: Teaching Skills

Observation Task 6: Teaching Grammar

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

Grammar item	Teaching method/technique (explain briefly)	Practice	Comments
SAMPLE RESPONSE: present simple tense	SAMPLE RESPONSE: Drew timelines on the board and gave and gave 5 example sentences	SAMPLE RESPONSE: Students were asked to write 2 sentences using the new structure	SAMPLE RESPONSE: The teacher could have

Notes for Critical Evaluation: Teaching Grammar

Observation Task 7: Teaching Communicatively

Class observed: _____ Student Age Group: _____ Number of students: _____

Level in English (CEFR): _____ Focus of the lesson: _____

Any distinguishing characteristics of students? _____

Remember (revise if necessary) the principles of communicative approach and comment on how it is reflected in the classroom you observe by focusing on the following points:

Is it a learner-centred or teacher-centred class?	
Does the teacher talk more than the students or vice-versa?	
What is the general role of the teacher in this class?	
How communicative are the exercises and the activities?	
Are the students given a chance to express their feelings/opinion/ideas by making use of the language points studied?	
How is grammar/vocabulary taught?	
How integrated are the four skills?	

Notes for Critical Evaluation: Teaching Communicatively

FINAL REPORT

Now that you have completed your observational tasks, think back and reflect on your experience during this internship. Write an essay on your reflections (2000 words maximum). Make sure that you incorporate evidence from your critical evaluations of your tutors' teaching practices as well as your own teaching sessions in your arguments. Try to focus on the following questions:

- What benefits do you feel you gained from this internship so far?
- What difficulties did you face? Did you manage to overcome these difficulties? If yes, how? If no, what do you plan to do about them in the future?
- How did this internship change your views about teaching and learning English?
- How did it affect your views about the functions and organisation of schools?
- How did it affect your views about the duties and responsibilities of a school teacher?