



# Dublin School of English

## Teaching Practice feedback

### Teacher Assessment

**Teaching: Receptive Skills**
**Trainee Name:** Stephen Earley-Walsh

**Assessor Name:** Gerard Mc Donnell

**Teaching Practice Number:**
**Date & Time:** 21/08/14 14:00

**Level:** BL

	Planning and Materials	D/A/NA
1	Create a lesson plan which adequately informs the teacher and allows reconstruction of the lesson	D
2	Develop appropriate aims for the teacher and learning outcomes for a specific set of learners (taking into account their needs, interests and learning styles)	A
3	Anticipate potential problems which may arise in the lesson	A
4	Stage lessons to achieve the outcome of the lesson	D
5	Select a range of activities and tasks in line with methodologies to develop communication and specifically reading/listening skills	A
6	Select, and/or adapt appropriate materials and present to a high standard for use in a lesson by a specific group of learners.	A
	Methods and Techniques	
1	Use pair/group work appropriately	A
2	Give appropriate feedback to learners to encourage and signal correctness or inaccuracy	A
3	Provide clear instructions supported by eg gesture, facial expression, intonation	D
4	Elicit and check understanding including by the use of different types of questions	D
5	Monitor appropriately for the activity/stage of the lesson	D
6	Use a range of activities and tasks supported by appropriate materials in line with methodology to develop communication	A
7	Demonstrate awareness of techniques to promote learner-centred teaching and learning	A
	Management and Delivery	
1	Establish and maintain classroom dynamic and rapport which is conducive to learning including showing sensitivity and respect (and including the use of names and appropriate responses on arrival)	D
2	Work in a team in a constructive manner	A
3	Teach the class showing sensitivity to learners' needs, interests, learning styles etc	A
4	Manage the classroom environment appropriately for the lesson/lesson stage	A
5	Use voice, gesture and eye contact appropriately for the lesson stage	A
6	Set an appropriate pace for the lesson with reference to planned timings	D
7	Use metalanguage appropriate to learners	A
8	Use materials and resources to support the learning process	D
	Language and Language Skills	
1	Give learners appropriate models of language using correct terminology	A
2	Give accurate and well-pitched explanations of language using correct terminology	A
3	Establish suitable contexts and teach language within these with a focus on conveying meaning	A
4	Help learners to become aware of pronunciation	A
	Reading/Listening Skills	
1	Explain key vocabulary and ideas in a pre-reading/listening phase	A
2	Help learners to recognise text type (genre) topics, etc.	A
3	Activate prior knowledge relevant to the text and promote prediction in relation to the text	A
4	Give learners a reason for reading/listening	D
5	Help learners to select, use and develop a range of reading/listening skills using an appropriate range of teaching techniques	A
6	Monitor learners' comprehension of texts	D
7	Integrate reading/listening with at least one other skill including building on the reading/listening to further develop communication	A