



# Dublin School of English

## Teaching Practice feedback

### Teacher Assessment

#### Teaching: Functions

Name: *Stephen Early - Walsh*

Assessor Name: *Conor Doonan*

Teaching Practice Number: Trainee

Date & Time: *26.08.14*

Level: *A2*

Planning and Materials		
1	Select a range of activities and tasks in line with methodology to develop communication	D/A/NA
2	Create a lesson plan which adequately informs the teacher and allow reconstruction of the lesson	A.
3	Develop appropriate aims for the teacher and learning outcomes for a specific set of learners	D.
4	Anticipate potential problems which may arise in the lesson and suggest suitable solutions	A.
5	Stage lessons to achieve the outcome of the lesson including anticipate suitable timings for the stages of the lesson	A.
6	Plan lessons for the purposes of teaching a language function to different levels of learners.	<del>A.</del> D
7	Select, devise and/or adapt appropriate materials and present to a high standard for use in a lesson for a specific group of learners	D.
Classroom Management		
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	A.
5	Monitor appropriately for the activity/stage of the lesson	A.
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)	A.
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	D.
6	Set an appropriate pace for the lesson with reference to planned timings	A.
7	Use metalanguage appropriate to learners	A.
8	Use materials and resources to support the learning process	A.
Language and Language Skills		
1	Establish suitable contexts and teach language within these with a focus on conveying meaning	A.
2	Give accurate and well-pitched explanations of language using correct terminology	A.
3	Give learners appropriate models of language using correct terminology	A.
4	Give learners meaningful practice using common language functions using an appropriate range of techniques	A.
5	Help learners develop fluency using an appropriate range of techniques	A.
6	Help learners to become aware of pronunciation	<del>A.</del> -
Teaching Functions		
1	Select functions appropriate to the learners' level and needs	D.
2	Help learners to notice and raise awareness of exponents of specific functions with attention to appropriate registers, social context	D
3	Raise awareness of the importance of learning chunks of language, whole expressions etc	A.
4	Help learners understand the importance of stress and intonation in relation to language functions when speaking	A.