



Dublin School of English

Teaching Practice feedback

Stephen Easley-Walsh

Teacher Assessment

Teaching: Grammar

Teaching Practice ⁵
Date & Time 29-08-14
Level: B2

Assessor Name: Gerard Mc Donald

	Planning and materials	D/A/NA
1	Select a range of activities and tasks in line with methodology to develop communication	D
2	Create a lesson plan which adequately informs the teacher and allows reconstruction of the lesson	D
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	D
5	Stage lessons to achieve the outcome of the lesson including anticipate suitable timings for the stages of the lesson	D
6	Work with a the lesson plan and digress from it or modify it during the lesson as appropriate	D
7	Select, and adapt appropriate materials as well as devise some materials and present them to a high standard for use in the lesson by a specific group of learners	D
8	Plan lessons which strike an appropriate balance between learner-centred and teacher centred activities	D
	Classroom Management	
1	Use pair/group work appropriately	D
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	D
3	Teach the class showing sensitivity to learners' needs, interests, learning styles etc	D
4	Manage the classroom environment appropriately for the lesson/lesson stage	D
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, adjusting where appropriate	D
7	Use metalanguage appropriate to learners	D
8	Use materials and resources to support the learning process	D
	Language and Language Skills	
1	Establish suitable contexts and teach language (specifically grammar) within these (framed with reference to learners' knowledge and sensitivities) with a focus on conveying meaning	D
2	Give learners appropriate models of language	A
3	Give learners meaningful practice to support accuracy in using newly-learned language forms including pronunciation practice	D
4	Help learners to develop fluency in newly-learned language forms	A
	Teaching Grammar	
1	Help learners to notice and analyse language forms	D
2	Give accurate and well-pitched explanations of language using relevant terminology for grammar explanations	D
3	Help learners relate form to meaning	A
4	Use relevant terminology and notation for phonology when used	A
2	Help learners to notice and raise awareness of exponents of specific functions with attention to appropriate registers, social context	D