**İNGİLİZ DİLİ EĞİTİMİ ABD**

**EBB 4804 ÖĞRETMENLİK UYGULAMASI**

**UYGULAMA YÖNERGESİ  
Bahar Dönemi**

**Öğretmenlik Uygulaması Dersinin Amacı**

* Bu ders öğretmen adayının öğretmenlik formasyonunu edinebilmesi için düzenlenmiştir.
* Öğretmenlik Uygulaması dersi 2 saati teorik, 6 saati uygulama olarak yürütülen bir derstir.

**Öğretmenlik Uygulaması Dersi Tamamlandığında Öğretmen Adayının Kazanması Hedeflenen Özellikler**

* Alanına
* Öğretim programı,
* Eğitim materyalleri,
* Yabancı dil öğretim yaklaşım ve yöntemleri,
* Sınıf yönetimi,
* Ölçme ve değerlendirme yöntemleri de dahil olmak üzere tümüyle hakim olma,
* Bir sınıftaki öğrenme/öğretme sürecini yönetme, pozitif bir öğrenme ortamı yaratma, öğrencilerle iletişim kurma ve onları aktif bir biçimde öğretme-öğrenme sürecine katmada deneyim kazanmış olma,
* Öğrencilere bilgiye ulaşma, beceri kazandırma ve onları öğrenmeye güdüleme amaçlarıyla yararlanabileceği teknikler geliştirmiş ve bunlardan etkili biçimde yararlanma gücü kazanmış olma,
* Okul toplumu ile bütünleşmiş ve öğretmenler ekibinin bir üyesi olarak çalışmış olma,
* Öğretmenlikteki yeterliğini değerlendirmiş; güçlü yönlerini geliştirmiş, zayıf yönlerinin farkına varmış ve düzeltmek için çaba sarf etmeye başlamış olma,
* Kuramsal bilgi birikiminden uygulamada yararlanabilecek hale gelmiş olma.

**Öğretmenlik Uygulaması Dersinin Değerlendirilmesi**

* Öğretmen adaylarının Öğretmenlik Uygulaması notu **Vize (%40)** ve **Final (%60)** notlarının toplamından oluşacaktır.
* **Vize notu şu şekilde hesaplanacaktır:**

Öğretmenlik uygulaması görevleri (haftalık olarak tamamlanacak olan toplam 12 görev) uygulama öğretim elemanı tarafından değerlendirilip 100 üzerinden puanlanacaktır.

* **Final notu ise şu şekilde hesaplanacaktır:**  
  Uygulama okulundaki öğretmenin değerlendirmesi **(**MEBBİS sistemindeuygulama öğretmenine ait değerlendirme puanı) **% 30**

Dersi yürüten öğretim elemanının değerlendirmesi;

Gözlem (uygulama öğretim elemanı tarafından yapılan en az iki uygulama gözlemi) **% 70**

TOPLAM **% 100**

* Uygulamaların değerlendirilmesi için hazırlanan Öğretmenlik Uygulaması Değerlendirme Rubriği Ek 1’de sunulmuştur.

**Haftalık Planlama ve Uygulama**

1. Uygulama okuluna giden öğretmen adayları ilk hafta uygulama öğretmeni ile tanışır, ders programlarına göre uygulamaya gidecekleri gün ve saatleri belirler ve gözlem yaparlar.
2. Uygulama okuluna giden öğretmen adayları haftalık görevleri akışa uygun bir şekilde tamamlar ve hafta bitiminde uygulama öğretim elemanına teslim ederler (Öğretmenlik uygulaması dersi izlencesi Ek 2’de sunulmuştur).
3. Uygulama öğretim elemanı tarafından yapılan uygulama gözlemleri Ek 1’de yer alan kriterlere göre değerlendirilecektir.

**Uygulama Dosyasında Olması Gerekenler**

1. Kapak (Öğrencinin adı soyadı, dersin adı, uygulama yapılan okul, öğretim elemanının adı)
2. Dönem boyunca yapılan haftalık görevler (her öğretmen adayı için 12 haftalık görev)
3. Adayın dönem boyunca uygulama okulunda gerçekleştirdiği ve öğretim elemanı/uygulama öğretmeni tarafından gözlemi yapılan dört uygulama dersi için hazırlanan ders planları (ders planı formatı Ek 4’de sunulmuştur).

**Öğretmenlik Uygulaması Derslerinde Devam-Devamsızlık**

* Öğretmen adayları **teorik derslerin %70’ine** ve **uygulama derslerinin tamamına** (bir dönem boyunca toplam 12 hafta) devam etmek zorundadır. Hesaplamada akademik takvim esas alınır.
* Devam şartını yerine getirmeyen öğrenci dersten kalır.
* Teorik derslerde olduğu gibi uygulama okuluna gidiş-gelişleriniz sırasında da zamanlama konusunda profesyonelce hareket etmeniz beklenmektedir.
* Uygulama okullarına sonradan telafi edilecek bile olsa kesinlikle keyfi olarak gitmemezlik yapılamaz. Ciddi bir mazeretiniz olması durumunda mutlaka uygulama okulundaki öğretmeninizi ve uygulama okuluna birlikte gittiğiniz arkadaşınızı arayarak, uygulama öğretim elemanını da mail yoluyla bilgilendiriniz. Bu bilgilendirmeyi onların alternatif bir plan oluşturmalarına izin verecek şekilde makul bir süre önceden yapmaya özen gösterin.
* Bir hafta uygulama okuluna gidemediğiniz durumda bu haftanın telafisi *–önceden uygulama öğretmeni, öğretim elmanı ve birlikte gittiğiniz arkadaşınızı bilgilendirip uygun bir planlama yapmak şartıyla–* aynı hafta içinde başka bir gün yapılabilir. Bunun mümkün olmadığı durumlarda telafi, takip eden hafta yapılır, dönem sonuna kesinlikle bırakılmaz.

**Uygulama Okuluna Giderken ve Uygulama Sürecinde Dikkat Edilmesi Gerekenler**

* Öğretmen adayları Milli Eğitim Bakanlığı’nın kılık kıyafetle ilgili mevzuat hükümlerine uymak zorundadırlar. .
* Profesyonellikle bağdaşmayan kıyafet dışındaki tutum, hal ve davranışlardan da kaçının (Örn: sakız çiğnemek, öğretmen / okul müdürü / veli ya da öğrencilerle uygun olmayan şekilde konuşmak ya da başka biriyle haklarında konuşmak, okulda bulunduğunuz süre içinde sigara içmek / cep telefonuyla konuşmak vs için sınıftan ayrılmak vb.)

**Uygulama Okuluna Gidiş Günlerinin Planlanması**

* Her bir uygulama okulundaki öğretmene en fazla 4 öğretmen adayı verilir.
* Ancak uygulamanın sağlıklı yapılabilmesi için bir günde **en fazla** 2 öğretmen adayı aynı anda aynı sınıfta bulunabilir.
* Dönemin başında aynı okula gidecek tüm öğretmen adayları bir araya gelerek uygulama öğretmeniyle tanışmaya gider ve bu gün herkesin programına uygun olarak gün dağılımı yapılır.

**Haftalık Görev Raporları**

* Öğretmen adayları her hafta uygulama okulunda geçirecekleri 6 saat sonrasında *haftalık görev* raporlarını yazarlar.
* Haftalık görev raporları detaylı ve doğruları yansıtacak şekilde hazırlanmalıdır. (Bilgisayarda yazılmış)
* Haftalık görev kağıtları uygulama sınıfınızda haftalık görev kağıtlarında istenen etkinlikleri yaparak geçirdiğiniz zaman üzerine sonrasında etraflıca düşünmeniz, yaşadığınız anda üzerinde düşünmeye fırsat bulamadığınız hislerinizle yüzleşmeniz amacıyla tasarlanmıştır. Haftalık görev kağıtları, uygulama deneyimlerinizin profesyonel öğretmenlik yaşantınıza ışık tutması için yansıtıcı ve eleştirel düşünmenize zemin hazırlayan sorular içermektedir. Bu sorulara yazacağınız cevapları grup arkadaşlarınız ve uygulama öğretim elemanı ile paylaşmanız beklenmektedir.
* Öğretmenlik uygulaması dersleri kapsamında hazırlanacak olan haftalık görev kağıtları Ek 3’de sunulmuştur.
* Düzenli olarak teslim edeceğiniz haftalık görev raporlarının değerlendirmenizde önemli yer tuttuğunu (ve üzerine düşünerek, zaman ve çaba sarf ederek yazacağınız raporların profesyonel öğretmen olma sürecinde size çok fayda sağlayacağını) unutmayın.

EK 1

|  |
| --- |
| **ÖĞRETMENLİK UYGULAMASI DEĞERLENDİRME RUBRİĞİ** |

MUĞLA SITKI KOÇMAN UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

**OBSERVATION CHECKLIST FOR TEACHING PRACTICE**

Student-teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_\_

Mentor Teacher’s/Supervisor’s Name and Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTIONS: Check (X) the statement that you consider appropriate (☺ Good ☹ Needs Improvement) and grade it **out of 5** for each line.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preparation** | ☺ | ☹ | And this is why… | Points |
| 1. Lesson plans according to number of students and language level. |  |  |  |  |
| 1. Clear and specific objectives for lesson. |  |  |  |  |
| 1. Selection of equipment and materials according to the objectives of the lesson. |  |  |  |  |
| 1. Time planning according to the objectives of the lesson and the activity(s) presented. |  |  |  |  |
| **Teaching** | | | | |
| 1. Use of teaching techniques according to the objectives (e.g. error correction, instructions, explanations, feedback, and evaluation, etc.) |  |  |  |  |
| 1. Use and promotion of meaningful communication. |  |  |  |  |
| 1. Learners actively involved in the class. |  |  |  |  |
| **Class management** | | | | |
| 1. Student groupings according to activities. |  |  |  |  |
| 1. Use of equipment needed for the class (e.g. neat and organized use of the board, etc.) |  |  |  |  |
| 1. Use of materials needed for the class. |  |  |  |  |
| 1. Pace and time management through the development of the class. |  |  |  |  |
| 1. Ability to deal with occasional classroom management problems. |  |  |  |  |
| **Self-management** | | | | |
| 1. Punctuality |  |  |  |  |
| 1. Friendly and respectful to students. |  |  |  |  |
| 1. Use of body language, gestures, and teaching space as needed. |  |  |  |  |
| **Language use** | | | | |
| 1. According to students’ level. |  |  |  |  |
| 1. Tone and volume of voice as needed. |  |  |  |  |
| 1. Teacher talk in the target language. |  |  |  |  |
| 1. Grammatically accurate teacher talk. |  |  |  |  |
| 1. Fluent teacher talk. |  |  |  |  |

EK 2

**ÖĞRETMENLİK UYGULAMASI DERSİ İZLENCESİ**

[](http://www.mu.edu.tr/)

EBB 4804 PRACTICUM

2019-2020 SPRING

COURSE DESCRIPTION

In School-based Practicum, you will continue to spend time in a school environment as student-teachers to prepare for full teaching practice. In the school experience course, you had the opportunity to have a structured introduction to teaching through observation tasks and mini-lessons. This term, the practicum course will help you acquire teaching competencies and develop your teaching skills through teaching tasks and reflecting on your own teaching under stuff supervision.

AIM

To provide a basis on which student-teachers can begin to **articulate** and **tests their theories, beliefs, and principles** and in turn **interprete** and **evaluate their own teaching** as well as the teaching of others.

REQUIREMENTS

1. Student-teachers will spend **6 hours** each week (12 weeks in total) at the host schools. They will **do practice teaching**, **assist their mentor teachers** in class, and **carry out assigned tasks**.
2. Each student-teacher will do **4 assessed teaching tasks** in total throughout the term, which include **40-minute full lessons**. These activities will be scheduled together with the mentor teacher. The student-teachers will prepare *lesson plans* for the lessons they will teach, and bring them to the mentors and the course instructor *before the session* to get feedback. 3.
3. Student-teachers will have **post-lesson conversation** with the mentor teachers or the supervisors to get feedback on their teaching. They will follow the conversation format and take notes during the conversation (with mentors) to share the details with the supervisor later in the class.
4. Student-teachers are expected to participate in the **classroom discussions** which will be carried out at the faculty.
5. Student teachers are required to keep a **Student-Teacher File** that includes all task sheets, lesson plans, and various assignments.

EVALUATION

**Mid-term:** 50 % (includes the assessment of 12 Weekly Task Reports)

**Final:** 50 % (includes the assessment of 4 Teaching Practice Observations)

|  |  |
| --- | --- |
| Week at School | Tasks |
| 0 | Arrangement of the weekly schedule with mentor teachers |
| 1 | The nature of teacher learning |
| 2 | Teaching an effective language lesson |
| 3 | Developing learner-centered teaching |
| 4 | Marking student worksheet |
| 5 | Adapting and supplementing a coursebook |
| 6 | Exploring your own teaching |
| 7 | Post-lesson conversation format |
| 8 | Post-lesson conversation format |
| 9 | Post-lesson conversation format |
| 10 | Post-lesson conversation format |
| 11 | Post-lesson conversation format |
| 12 | 12. After practice teaching |

\* Please keep up with the schedule to prevent any possible problems!

EK 3

ÖĞRETMENLİK UYGULAMASI İÇİN HAFTALIK GÖREV KAĞITLARI

WEEK 1: THE NATURE OF TEACHER LEARNING

|  |  |
| --- | --- |
| EIGHT DIMENSIONS OF TEACHER LEARNING IN PRACTICE TEACHING | |
| 1. Develop the discourse skills of a language teacher. | * Develop proficiency in and use of English in the classroom. |
| 1. Develop the identity of a language teacher. | * Negotiate social and cultural roles through interactions with learners and cooperating teacher. |
| 1. Develop a repertoire of teaching skills | * Develop confidence and fluency in basic classroom skills needed to present and navigate language lessons. |
| 1. Learn how to apply professional knowledge. | * Apply knowledge gained in teacher-training/academic courses. |
| 1. Develop an understanding of how learning is shaped by context. | * Reflect on different rules, facilities, values, expectations, and dynamics that shape teaching and learning. |
| 1. Develop the cognitive skills of a language teacher. | * develop different kinds of thinking and decision making teachers draw on before, during, and after teaching. |
| 1. Develop learner-focused teaching. | * Develop thinking about teaching in terms of learner engagement. |
| 1. Learn how to theorize from practice. | * Develop ideas, concepts, theories, and principles based on the experience of teaching. |

\*Richards & Farrell (2011) Practice Teaching: A Reflective Approach.

Discussion question

1. It is sometimes said that student-teachers teach **the way they were taught** and find it difficult to adopt new teaching approaches. Do you think the ways you have been taught languages might have influenced your understanding and approach to teaching?

Follow-up Activities

1. Think about the last (two) class(es) you taught. Try to identify **one principle** that was **evident** in these lessons. **Relate** this principle **to what happened** in the classroom, particularly in terms of how it clarifies what was taught and/or how it was taught.
2. Write a short description of **one of your personal principles** and **how it influences** your approach to teaching. Then share your description with other student-teachers and compare.
3. **Compare** the host school you attended in the fall semester and the one you are attending in the spring semester in terms of EFL classes and discuss ways in which **contextual factors** contribute to the uniqueness of each context.

WEEK 2: TEACHING AN EFFECTIVE LANGUAGE LESSON

**Core principles of good teaching**

|  |  |
| --- | --- |
| 1. The lesson and your conduct in it reflect the professional standards expected of English language teachers. | * The teacher carefully plans lessons, controls emotions and behavior in and out of classroom, and shows respect for students. |
| 1. The lesson reflects a theoretically grounded and principled understanding of language teaching. | * The teacher is familiar with instructional methods and their underlying principles, effective classroom techniques, materials, and assessment strategies. |
| 1. The lesson is effectively managed. | * The teacher creates a positive environment for learning, and develops and enforces clear classroom procedures. |
| 1. The lesson provides appropriately structured, sequenced learning experiences. | * The teacher sequences activities that lead toward the successful completion of lesson goals and objectives. |
| 1. The lesson provides opportunities for learners to process and practice using language in a meaningful way. | * The teacher negotiates an understanding of the competencies or skills the course is addressing, the refers to these in planning and reviewing lessons. |
| 1. The lesson creates the motivation to learn and provides opportunities for success. | * The teacher develops a classroom atmosphere that encourages and motivated students in their learning. |
| 1. The lesson achieves meaningful learning outcomes. | * The teacher accesses specific and observable skills or competencies at the end of the lesson. |
| 1. The lesson reflects your personal philosophy of teaching. | * The teacher teaches in his/her own way, based on personality and the way he/she views the teacher’s role in the classroom. |

\*Richards & Farrell (2011). Practice Teaching: A Reflective Approach

Discussion Questions

1. Reflect on a successful language lesson that you have taught. What factors do you think accounted for its success?
2. Reflect on a lesson that was less successful. What factors accounted for the situation?

Follow-up Activity

1. Be prepared to discuss one effective practice or strategy that your mentor teacher used. This could be a technique, the use of materials or technology, dealing with a classroom management problem, or any other effective practice you observed. Explain what you observed and explain what makes this an effective practice, in your opinion.

WEEK 3: DEVELOPING LEARNER-CENTERED TEACHING

UNDERSTANDING YOUR LEARNERS’ NEEDS AND GOALS

\*Carry out a needs analysis study in the class you teach and find out the related information below about your students. You can work as a group of student-teachers.

|  |  |
| --- | --- |
| * Current learning goals |  |
| * Longer-term goals |  |
| * Attitudes toward learning English |  |
| * Interests |  |
| * Current proficiency level (exam notes, teacher’s view, self-evaluation) |  |
| * Out-of-class use of English |  |
| * Skills needed |  |
| * Main language difficulties / learning problems |  |

UNDERSTANDING YOUR STUDENTS’ CLASSROOM PARTICIPATION STYLES

\*Observe the students in the class you teach and find out about your students’ participation styles. You can cooperate with the mentor teachers.

|  |  |
| --- | --- |
| 1. **Task oriented students**: highly competent and successful in completing tasks. Enjoy learning, active learners, aim for high level of performance, cooperative and create few discipline problems. |  |
| 1. **Social students**: place a high value on personal interaction, and although competent in accomplishing tasks, tend to place a higher value on socializing. Enjoy working with others, talkative and outgoing; do not hesitate to ask for assistance from the teacher or others when needed. |  |
| 1. **Dependent students**: need constant support and guidance to complete tasks. Tend not to favor group work and often depend on the teacher or other students to tell them if their learning has been successful. |  |
| 1. **Phantom students**: do not draw attention to themselves although they generally work steadily on tasks. Rarely initiate conversation or ask for help. Do not disrupt the class or other students, the teacher may not know them well. |  |
| 1. **Isolated students**: set themselves apart from others and withdraw from classroom interactions. May avoid learning by turning away from activities such as peer or group work. Reluctant to share their work with others. |  |
| 1. **Alienated students**: reach against teaching and learning and may be hostile and aggressive. Create discipline problems and make it difficult for those around them to work. Require close supervision and their learning problems may be related to personal problems. |  |

UNDERSTADING YOUR STUDENTS’ COGNITIVE (LEARNING) STYLES

\*Observe the students in the class you teach and find out about their cognitive styles (by interpreting their reactions during the classes, asking the mentor teacher or the students themselves). You can cooperate with the mentor teachers.

|  |  |
| --- | --- |
| **Preferences for particular kinds of classroom activities** (games, role plays, dictation, etc) |  |
| **Preferences for particular styles of teaching** (whole class teaching, group based teaching, individual teaching) |  |
| **Preferences for particular aspects of language** (Form, Meaning, Use, Phonology) (Accuracy / Fluency) |  |
| **Preferences for particular mode of learning** (VAK, Tactile, Group, Individual) |  |
| **Preferences for particular kinds of resources**  -print materials (course books, worksheets, etc)  -technology and media based resources  -Mixed mode |  |

Follow-up Activity

1. You have collected necessary information about your students and so you are now closer to develop learner-centered teaching approach. Reflect on your practice teaching and say if your teaching functioned well in terms of addressing your students’ needs, goals, participation styles, and cognitive styles.

**WEEK 4: PROVIDING WRITTEN FEEDBACK TO STUDENT WORKSHEETS/HOMEWORK**

**Teacher’s Language: How to Praise, Encourage and Console**

|  |  |  |
| --- | --- | --- |
| **A. Praising** | **B. Encouragement** | **C. Consoling/ commiserating/ being positive about negative feedback** |
| * Nice work! * (You did a) good/ great job! * (Very) well done * Perfect/ (A) perfect score/ No mistakes!/ You didn’t make any mistakes (at all)/ You didn't make a single mistake. * Ten out of ten/ 100% * It’s a (class) record! / That’s the best this year/ this term/ this week/ today * That was (at least/ more than/ about) twice as good as your last attempt * Give yourself a pat on the back! * (This is/ was) (really/ absolutely) excellent/ fantastic/ fabulous/ great/ superb! * (Your work was) (so/ very/ really) good! * This was (exactly) what I was expecting from you! * Congratulations! * Bravo! * Hooray! 5/5☺ * You (finally) did it! * I’m impressed/ That’s (very/ really) impressive! * That's a (very) good/ great/ original/ imaginative suggestion/ idea! * I like your work (very much)! * Your work is the best/ This one’s my favorite (because…) * That's (a) nice drawing/ story/ ending/ handwriting. * That’s very neat/ imaginative/ carefully done/ long/ accurate/ intelligent/ creative. * (That is/ was) marvelous/ magnificent/ terrific/ fabulous/ superb/ fantastic. * Wow! * I will give you/you deserve a gold star. / I’ll put this up on the wall. * 100/ 1000/ 10000/ a million points for that! * (That’s a) good/ great question! * You've improved your (grammar/ accuracy/ fluency/ pronunciation) a lot. * Don’t change your mind, you need to be less hesitant. * That's exactly the point/ That's just what I was looking for! | * You have made a lot of/ good/ excellent progress. * That's more like it / That's much better/ That's a lot better. * Not (too) bad (at all)! * Keep going/ Don't give up/ You can do it! * (You’re) nearly there/ almost there/ getting there/ getting warmer/ getting closer * (You’re) getting better. * (This/ that is/ was) much better than last time/ last week/ yesterday. * Next time (I am sure) you will do it perfectly! * (That was a) nice try/ attempt. * Try again (before the next lesson/ after I give you this hint) * Don't worry about your handwriting/how long it takes/ your spelling/ neatness. * There's no need to rush/ There's no hurry/ We have plenty of time. * Good try, but not quite right/ Not quite right. Try again/ Do you want to try (it) again? / Have another go. * You were almost right/ That's almost it/ You've almost got it. Try again. * You're halfway there/ You're on the right lines. Try changing the… * Go on. Have a try/ Have a go/ Have another guess * If you don’t know, just guess! (for empty slots) * You won’t lose marks for wrong answers! * Numbers 1 to 7 and 9 are correct. See if you can correct the others. * (That is) nearly/ almost (right/ perfect/ finished) * The drawing is great, now try working on the text (a bit more). * Only one mistake! * Third time lucky!/ Last try! | * That’s a shame/ That’s a pity. Better luck next time. * I’m sure you’ll do it/ manage next time. * Never mind. (You won the game last week, remember?) * You did very well but ran out of time. * (That’s a good idea but) not quite what I was looking for. * That’s good English but it has another meaning. * Not exactly! * I understand what you mean, but we don’t say that in English. * You can't say that, I'm afraid/ (That’s a good word/ Well remembered, but) you can't use that word here. * That’s the right word in Turkish/French, etc, but do you know what it is in English? |

**STEPS TO FOLLOW:**

1. **Talk to your mentor teacher and collect student worksheet/homework**
2. **Provide written feedback on the student worksheet.**
3. **You can share worksheet of students with your team mates.**
4. **Take copies of the student worksheet you have provided feedback and put them in your practicum file to be submitted to the instructor at the faculty.**

|  |
| --- |
| **WEEK 5: ADAPTATION & SUPLEMENTATION OF A COURSE BOOK** |

Course books are the basic and may be the most important material in majority of the language classes. However, no coursebook is perfect and the teachers try to make some adaptations in the way they use the coursebook, no matter how much they like or depend on the coursebook.

McDonough and Shaw (2003) explain in detail the five adaptation techniques used by teachers: *adding* (extending and expanding), *deleting/omitting* (subtracting and abridging), *modifying* (rewriting and restructuring), *simplifying* and *reordering*. Those techniques may be used individually or in harmony with each other depending on the aim of the lesson and profile of the students. In addition to those techniques, as Cunningsworth (1995) describes, the methodology of the course book may completely be changed as well. A coursebook with a deductive approach may be adapted with an inductive approach for grammar points, or a coursebook that has addressed a student-centered class may be applied as a teacher-centered textbook according to the way it is used by the teacher.

It does not matter how perfect a course book is, the foreign language teacher will need to provide extra materials to supplement the language need of the students. Sometimes those supplementary materials can be provided in the course book package as a workbook, activity book and/or worksheet pack or by the institution as computer programs or audio/visual equipments; while the teachers may also depend on their home-made materials including different types of activities or tasks- such as a fill in the blanks exercise or writing a letter respectively - to answer the needs of the students in a way no other materials can” (Ur, 1996, p.192).

\*In order to experience the adaptation and supplementation process, adapt & supplement some parts of the coursebook that is used by your mentor and teach your class. Take a copy of the pages (of the coursebook) you taught and show the parts you adapted & supplemented to submit to your supervisor.

***Date:***

***Class:***

***Number of Pupils:***

***Name of the course book:***

**Answer the following after your practice teaching**

|  |
| --- |
| 1. What were the adaptation techniques (adding, deleting, modifying, simplifying or reordering) you used while using the coursebook? |
|  |
| 1. What were the *types* of the supplementary material you used? What was the content (language, vocabulary, skills etc.) of the supplementary material? |
|  |
| 1. What was the aim of providing such a material? |
|  |
| 1. Was the supplementary material effective? Yes or No, What makes you think so? |
|  |

**References**

Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Heinemann.

McDonough, J. & Shaw, C. (2003). *Materials and methods in ELT: A teacher’s guide*. 2. ed. Oxford: Blackwell Publishers.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

WEEK 6: EXPLORING YOUR OWN TEACHING

Follow-up Activities

1. Make a video recording of one of your lessons and review it. Did you learn anything surprising about your teaching? What else did you learn? \*
2. Write an account of a critical incident that occurred in your practice teaching. Then share it with other student-teachers and the supervisor and discuss.
3. Choose a topic that interests you and that could be the basis for an action research project during your teaching practice, then suggest how you could investigate it.

\*Questions to guide you in evaluating your video-recorded teaching practice:

1. Did my students enjoy the lesson?

2. Were there sufficient activities to engage the students throughout the lesson?

3. Which aspects of the lesson were the most successful?

4. Which were the least successful?

5. Did I manage to achieve what I set out to teach? What evidence do I have for this?

6. What difficulties did the lesson pose?

7. Will I teach it in the same way next time?

WEEKS 7,8,9,10, 11: POST-LESSON CONVERSATION FORMAT

CHECKLIST: Written Accounts of your Lesson

A)

Things that worked well: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Things that didn’t work so well: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unexpected problems: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Things to do differently next time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B)

Key points that the students learned in the lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary/Grammar errors they made: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The way(s) I dealt with those errors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Words/Grammar points they still need to practice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conversation Format

1. You give your account of the lesson, focusing on what worked well, what didn’t work so well, and what you might do differently next time.

2. If you have asked your mentor teacher/supervisor to focus on specific aspects of the lesson, you can both discuss the information that was collected and its implications.

3. Your mentor teacher/supervisor responds to your account of the lesson and adds his/her own observations and gives feedback.

4. Any problem areas of the lesson are discussed and strategies for addressing them are identified.

5. A goal is set for the next observation.

Notes:

WEEK 12: AFTER TEACHING PRACTICE

Discussion Questions

1. What advice would you give to a student-teacher who is about to commence his/her teaching practice?
2. What are some goals you set for yourself in terms of your longer-term professional development as a language teacher?
3. What forms of collaboration with other teachers do you think will be useful to you once you commence full-time teaching?
4. What professional organizations for language teachers are you familiar with? What benefits can they bring?
5. What kinds of professional development activities do you think would be useful to you to foster your continued development as a language teacher?

BECOMING A REFLECTIVE PRACTITIONER

A key to long-term professional development is the ability to be able to reflect consciously and systematically on your teaching experiences. By reflection we mean asking questions like these about your teaching:

1. What kind of a teacher am I?
2. What am I trying to achieve for myself and for my learners?
3. What are my strengths and limitations as a language teacher?
4. How and why do I teach the way I do?
5. How have I developed as a teacher since I started teaching?
6. What are the gaps in my knowledge?

Now, it is time to get to know yourself as a professional. As you have completed a semester-long practicum, reflect on your teaching practices and respond to the questions above in detail.

EK 4

DERS PLANI FORMATI

|  |
| --- |
| **LESSON PLAN**  **TEACHING TASK \_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |  |
| --- | --- | --- |
| **Name of Student-Teacher:** |  | |
| **Institution:** |  | |
| **Class:** |  | **Class Size:** students |
| **Date and Time:** |  | |

|  |  |
| --- | --- |
| **Materials:** | **1.**  **2.**  **3.** |
| **Coursebook(s):** |  |
| **Type of Lesson:** |  |
| **Level of Students:** |  |
| **Previous Knowledge:** |  |
| **Student Profile:** |  |
| **Anticipated Problems and Remedies:** |  |

**Lesson Goal:**

Students will learn/ understand/ practice/ be familiar with…

|  |
| --- |
| **Lesson Objectives:**  By the end of the lesson, the students will …  **2.** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson Plan** | | | | | | | | |
| **Stages** | **Time** | **Objectives**  *By the end of this stage, the Ss will be able to…* | **Procedure** | | **Aids** | **Skills emphasized** | **Interaction Pattern** | **Notes:** |
| **Teacher Activity** | **Student Activity** |
| **Warm-up** | 5’ |  |  |  |  |  | T> S  Whole class |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

## 

## EK-5 Öğretmenlik Uygulaması Dersi Devam Çizelgesi

|  |  |
| --- | --- |
| Öğretmen Adayının  Adı Soyadı |  |
| Fak./Ens. Numarası |  |
| Bölüm/Anabilim Dalı |  |
| Uygulama Okulu |  |
| Öğretim Yılı ve Dönemi |  |
| Uygulama Öğretmeni |  |
| Uygulama Öğretim Elemanı |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Hafta/Tarih | imza | imza | imza | imza | imza | imza |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |

Tarih:

Uygulama Öğretmeni: