

BECOMING AN ENGLISH TEACHER

Teaching Practice Manual

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1st – 2nd Year MA Teacher Training Programme

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PROGRAMME OVERVIEW

Use this map to orient yourself. Work only the section for your current semester.

Semester	Type	Sessions	Key Tools	Your Output	Assessment
S1 1st yr Winter	Observation only	12	Tasks 1–9	Teaching Philosophy + Reflection Essay	Attendance + Teaching Philosophy + Essay
S2 1st yr Summer	Obs. + 3 lessons taught	12	Tasks 10–17, Docs 1–3	Reflection Journal + Peer Obs.	Mentor + Lesson Plans + Reflection Journal Notes + Peer Observation Notes
S3 2nd yr Winter	Obs. + 3 lessons taught	12	Tasks 18–23, Docs 1–3	Reflection Journal + Peer Obs.	Mentor + Lesson Plans + Reflection Journal Notes + Peer Observation Notes
S4 2nd yr Summer	14–15 lessons taught	Intensive	Weekly Journal, Docs 4a–b	Final Teaching Philosophy	Mentor + Portfolio

Before you start

This is a four-semester companion. Each semester has its own clearly marked section.

Open and work only on the section which is appropriate for your CURRENT semester and do not move forward in tasks when not needed.

Note: read Section 1 (Introduction) and Section 2 (Teaching Philosophy, Part 1) before Semester 1 begins.

FOREWORD

Dear pre-service teachers,

This teaching practice manual has been designed to support you in your preparation to become a teacher of English. Teaching practice is an inseparable part of your teacher training programme, and being in the classroom as an observer and later as a teacher of your first lessons enables a range of experiences which can become vital in the process of your future profession. Teaching practice is not only an opportunity to apply theoretical knowledge, but also a space where personal teaching identity begins to take shape through real interaction with learners, colleagues, and school environments.

Before you open the first observation task, allow yourself one question, one that this manual will return to again and again: Why does English literacy matter? Why does English fluency matter to me, to my students and to the people around me? Why does it matter in a global context? Think of the lives of the students you are about to teach. What will English give them — or take from them, if they leave school without it? Teaching the foreign language is both rewarding and demanding at the same time. During your practice you will have to consider the importance of activities you choose to reach your goals with, whose voices you make space for, how you respond when a student might say 'I'm not good at English and will never be.' If you do not yet know your answer, that is fine. This manual will help you find it.

Observing veteran teachers shows you which strategies to adopt and which ones to avoid. You can learn how and what to teach — or how and what not to teach. Your teaching practice should be considered as a learning experience, a path you are on. In fact, it may be stressful but at the same time it can be very rewarding. Remember, even negative feelings about somebody else's or your own teaching can have a positive impact on becoming the best English teacher you can be. The transition from student to teacher involves developing a wide range of competencies such as planning effective lessons, managing diverse classrooms, assessing learning, integrating innovations along the way, becoming resilient and responding flexibly to unexpected situations. However, to become an outstanding teacher you need more than just a set of tips, basic skills, techniques, and methods. You have to use something no handbook can provide and that is your heart, common sense, creativity, and self-reflection (as well as a range of other important soft skills and emotional intelligence).

This manual is your guide through teaching practice in the 1st and 2nd year of the MA pre-service teacher training programme at the Department of English and American Studies (Faculty of Arts, Matej Bel University, hereafter FF UMB). It complements the theory gained in the Didaktika 1, 2 and 3 courses and practical tasks from other ELT methodology seminars you have taken part in. The tasks in this module are designed to foster your ongoing development as an educator. By helping you track your progress and learn from your mistakes, they encourage self-reflection, critical thinking, and the ability to adapt to your learners' needs. The work you complete will also serve as part of your final assessment, which will be conducted by your teacher trainer at FF UMB.

The manual consists of several parts:

- Introduction to teaching practice: structure, competences, the Slovak school context, working with diverse learners, your role and the mentor's role, psychological preparation, and the DEAL reflection model
- Your Teaching Philosophy: developed progressively from Semester 1 to Semester 4
- Guided observation tasks: 22 structured tasks across four semesters

- Classroom Observation Framework, Teaching Reflection Journal, and Peer Observation documents
- Post-Practicum Reflection Essays: one per semester
- Lesson Planning Guide: components, quality rubric, assessment design, dialogic teaching, and debriefing protocol
- Mentor teacher evaluation and assessment forms
- Practical tips, core classroom language, and recommended resources
- What comes after teaching practice: maintaining professional growth

Finally, this teaching practice manual views teaching as a dynamic and evolving profession. During your teaching practice, you will be encouraged to experiment, observe carefully, and engage in constructive dialogue with your supervising teachers and peers. We hope that by systematically analysing your lessons, lessons of your peers, your and their successes, and difficulties, you will develop the ability to make reasonable pedagogical decisions and grow into an autonomous professional and a teacher you want to become.

The Authors

1. INTRODUCTION TO TEACHING PRACTICE

1.1 Structure of Teaching Practice

1. Observation practice, 1st year, winter term: Observe experienced teachers in primary and secondary school. Focus: classroom management, teacher presence, learning environment.
2. Continuous practice, 1st year, summer term: Observe one mentor lesson, then teach 3 lessons. Peers observe and give structured feedback. Observe lessons taught by your peers, too. Focus: language skills, use of technology, formative assessment.
3. Continuous practice, 2nd year, winter term: Observe one mentor lesson, then teach 3 more. Observe lessons taught by your peers, too. Focus: language skills, differentiation, and teacher response (praise, patience, etc.).
4. Intensive practice, 2nd year, summer term: Plan and deliver 14–15 lessons independently at a primary or secondary school.

Practice Type	Timing	Description
Observation practice	1st year, winter term	Observe experienced teachers in primary and secondary school. Focus: classroom management, teacher presence, learning environment.
Continuous practice	1st year, summer term	Observe one mentor lesson, then teach 3 lessons. Peers observe and give structured feedback. Observe lessons taught by your peers too. Focus: language skills, use technology, formative assessment.
Continuous practice	2nd year, winter term	Observe one mentor lesson, then teach 3 more. Observe lessons taught by your peers too. Focus: language skills, differentiation, and teacher response (praise, patience, etc.).
Intensive practice	2nd year, summer term	Plan and deliver 14–15 lessons independently at a primary or secondary school.

Practice, Type, Timing, Description, Observation practice 1st year, 2nd year.

1.2 Competencies You Will Develop

- Identify learning outcomes and adapt lesson planning to learners' needs and abilities
- Observe and evaluate experienced teachers and peers critically and constructively
- Differentiate instruction according to the learner level, developmental stage, and learning profile
- Apply principles of effective lesson preparation, flexible execution, and evaluation
- Use a range of teaching methods, interaction patterns, and classroom management strategies
- Anticipate problems and plan solutions flexibly, including for diverse learner needs

- Reflect critically on your own teaching efficiency and professional growth
- Navigate school documentation, the State Educational Programme (ŠVP, ŠkVP), and your school's curriculum

1.3 The Slovak School Context — What You Need to Know

Slovak state schools are governed by the State Educational Programme (Štátny vzdelávací program, ŠVP). Every school adapts this into its own School Educational Programme (Školský vzdelávací program, ŠkVP). Your lessons must align with the ŠkVP of your placement school.

Document	What it is	Your relationship to it
ŠVP (Štátny vzdelávací program)	National curriculum framework sets content and performance standards for every subject and level.	Foundation: your lessons must ultimately align with these standards.
ŠkVP (Školský vzdelávací program)	Each school's own curriculum, adapted from the ŠVP includes subject plans (učebné osnovy)	Read this at your placement school. Ask your mentor for the English subject plan.
TVVP (Tematický výchovno-vzdelávací plán)	The school's term-by-term teaching plan for each class. What is taught when.	Your lessons must fit the class's TVVP. Ask your mentor where the class currently is.
Triedna kniha	Class register, official attendance and lesson record.	Your mentor completes this. Know what it contains.
IVP (Individuálny vzdelávací plán)	Individual education plan for learners with special needs.	Read any IVPs for your learners. Following them is a legal obligation.

What to do in your first week at the placement school

1. Ask your mentor for the school's ŠkVP and the English subject plan (učebné osnovy).
2. Ask where the class currently is in the TVVP. What unit, what language point.
3. Ask about any students with an IVP. Read it before your first lesson with that class.
4. Observe the school's routines: how lessons start, how transitions work, how the school day is structured.
5. Introduce yourself to the class professionally. You are serving in the role of a teacher.

1.4 Working with Diverse Learners

Every class you enter will contain a range of learners. This is not a challenge to manage. It is the reality of teaching. Your job is not to teach to the middle and hope the rest will catch up.

Who you may encounter	What this means for your teaching
Learners with dyslexia or dysgraphia	Reduce reliance on dense written text. Use colour, visuals, and oral tasks. Never ask these students to read aloud unprepared. Check their IVP.

Who you may encounter	What this means for your teaching
Learners with ADHD	Short, varied activity sequences. Clear transitions. Predictable routines. Movement helps. Avoid long stretches of passive listening.
Learners from marginalised communities	Do not assume low ability. You must examine your own assumptions and stereotypes. Build lessons that connect to real life. Relationships and basic needs precede learning.
Learners who do not speak Slovak at home	Their home language is a resource, not a deficit. Acknowledge their full linguistic repertoire. Pair strategically for collaborative tasks. Use translanguaging.
High-achieving learners who are bored	Extension tasks ready. Peer mentoring roles. Deeper questions. Never leave capable learners on autopilot because boredom becomes disengagement. Not more of the same tasks, different higher level learning opportunities.
Learners with an IVP	Read the IVP before your first lesson. Follow its adaptations. Consult your mentor. This is a legal requirement, not a suggestion. Know how it is monitored.

Differentiation in practice — the one-task-three-ways principle

Take any activity from your lesson plan. Ask: how would I adapt this for (a) a struggling learner, (b) a learner at the expected level, (c) a learner who is ahead?

You do not need three separate lessons. You need three versions of one task prepared in advance.

Example: a writing task on describing a place:

- Struggling: sentence starters, vocabulary bank, shorter expected output (3–4 sentences)
- On level: model text for reference, key vocabulary listed, standard output (1 paragraph)
- Advanced: no scaffolding, different audience/purpose/perspective, extended output, creative challenge such as: describe your room without using certain words (2 paragraphs)

Fast finishers — a practical note

- In every class, some students will finish every task before the others. This is not a problem to solve. It is a reality to plan for.
- For each group or pair activity, prepare one extension question in advance. Not more work of the same kind, but a deeper question, a different angle, or a creative application of the same content. Write it in your lesson plan. You will not always need it, but when you do, you will be glad it is there.
- Fast finishers who are given nothing to do will find something to do themselves. It is rarely what you had in mind.
- Avoid using fast finishers as helpers to slower peers as a default. It can embarrass both parties. Offer it as an option, not an assignment.

1.5 Your Role and the Mentor's Role

Situation	Your role
A parent approaches you with questions about their child's grades	Redirect to the mentor teacher. Do not comment on grades or make promises. SAY: I completely understand wanting to know! To make sure I don't give you any inaccurate information before everything is finalized in the system, it's best to hear it directly from [Mentor Teacher's Name]. I'll make sure they reach out to you as soon as possible.
A student confides something concerning (family issues, mental health, bullying)	Listen briefly. Tell the student you need to share this with the school. Inform your mentor the same day. You are not a counsellor. SAY: Because I care about you, I cannot keep this a secret. My job is to make sure you are safe and supported, and this is too big for us to handle just the two of us.
You disagree with how the mentor handled something	Note it. Bring it up in the post-lesson debrief as a question: 'I noticed X. I was curious about your thinking.'
A student challenges your authority in front of the class	Stay calm. Do not escalate. A quiet, private word after class is almost always more effective. If you say you will speak to them after class, make sure you do it.
You give incorrect information in a lesson	Acknowledge it, correct it, move on. Do not over-apologise. Inform your mentor.

Mobile phones — set the rule before you need it

- Find out the school's policy on mobile phones in your first week. Schools differ, and enforcing a rule that contradicts school policy creates a problem you do not need.
- Whatever the school policy is, state your own classroom expectation clearly in your first lesson. *"Phones away unless I ask you to use them"* is a complete policy. You do not need to explain or justify it at length — clear, calm, and stated once is enough.
- When the rule is broken: address it quietly and individually, not publicly.
- If you plan to use phones as learning tools in a lesson, say so explicitly at the start. Students need to know when phones are part of the lesson and when they are not.

1.6 Psychological Preparation

What nobody tells you about teaching practice

- Anxiety before your first lesson is normal. It means you care.
- You will make mistakes. Every experienced teacher did. What matters is what you do with them and how you self-reflect.
- A lesson that did not go as planned is not a failed lesson. It is data for you that can be used for learning and moving forward.
- Students most often remember how you made them feel (you build connection with them), not how explicit your grammar explanation was.
- Comparing yourself to your mentor is unfair. They have years of experience. You have weeks.
- Seek feedback actively. Silence from a mentor is not reassurance, ask specific questions, be curious about how they would handle the situation, what they would recommend, etc.
- Teaching can be exhausting as well as rewarding and energizing. Both reactions are valid and normal.

1.7 Three Levels of Assessment

1. By yourself: through self-evaluation using the DEAL model and written reflections.
2. By your mentor teacher: overall assessment of planning, delivery, and reflection.
3. By your methodology teacher at UMB: based on mentor assessment, tasks in this manual, and professional engagement during ELT practicum.

1.8 The DEAL Reflection Model

Every reflection essay in this manual uses the same structure — the DEAL model¹:

Step	What you do	Concrete example
D Describe	A specific moment or pattern. Not feelings just facts of what happened, as precisely as possible.	'In my second lesson, I asked a question and nobody answered. I waited about three seconds, then answered it myself.'
E Examine	Why did it happen? What were my assumptions or decisions based on? Look for patterns across observations.	'I did not wait long enough. I also used a closed question which students could not risk getting wrong.'
AL Articulate Learning	What have you learned? What will you do differently? This is the point.	'I will use open-ended questions and give more time to students before responding.'

¹ Ash, S. L., & Clayton, P. H. (2009). *Generating, deepening, and documenting learning: The power of critical reflection in applied learning*. *Journal of Applied Learning in Higher Education*, 1(1), 25–48.

Step	What you do	Concrete example
	Common DEAL mistake 'I felt nervous and it did not go well.' This is a diary entry, not DEAL. DEAL asks: WHY did you feel nervous? What specifically did not go well? What principle does this reveal? What will change? What would you like to do differently next time you find yourself in a similar situation?	

2. TEACHING PHILOSOPHY

Complete Part 1 before your first observation. You will return to this document at the end of Semester 4 and rewrite Part 5. What changes between those two versions is the story of your development as a teacher.

Purpose of this section

This is not a formal essay. It is an honest account of what you currently believe.

Answers are not judged as strictly right or wrong, but rather by the depth of critical thinking behind them.

Write in the first person. Be specific. 'I want to inspire students' is weaker than 'I believe students learn best when they feel safe to make mistakes and, here is why I believe that.'

PART 1 | Why Teaching?² (Complete at the start of Semester 1)

Return to the question from the Foreword: Why does English language ability/proficiency/fluency matter to the students you will teach in Slovakia? What do you want them to be able to do, feel, or understand because of your lessons?

Why do you want to become an EL teacher? What brought you to this decision?

What does being a good English teacher mean to you at this point in your life and study?

² Approx. 150–250 words for each question.

PART 2 | Teachers I Remember

Think of a teacher who had a lasting positive impact on you. What did they do? What was the atmosphere in their classroom? What specific habit would you like to carry into your own teaching?

Think of a teacher whose approach you did not respond well to. What made learning difficult? What specific habits do you want to consciously avoid?

PART 3 | My Image of a Good Teacher

What qualities (professional and personal) should a good English teacher have? What values should be present in every classroom, regardless of the lesson content?

Consider the following conditions for authentic learning. Choose two or three and explain why they are essential in your classroom specifically:

Conditions for learning

Physical: comfortable environment | access to materials | appropriate acoustics and lighting

Emotional: students feel safe to make mistakes | teacher responds with encouragement and praise | low anxiety

Social: respectful relationships | positive peer dynamics | sense of belonging | connection built

Cognitive: right level of challenge | clear purpose for every task | connection to students' real lives

Teaching means making difficult ethical calls in the moment, even when the 'right' choice isn't obvious. Describe a situation in which you imagine you might face a difficult ethical choice as a teacher. What values would guide your decision? What would help you do the right thing?

PART 4 | Quotations — Which Do You Relate to Most?

Read the quotations. Choose two and write a short reflection: how do they shape your thinking about teaching?

"Who dares to teach must never cease to learn." — John Cotton Dana

"Tell me and I forget. Teach me and I remember. Involve me and I learn." — attributed to Benjamin Franklin

"Technique alone is never enough. You have to have passion." — Raymond Chandler

"A good teacher can inspire hope, ignite the imagination, and instil a love of learning." — Brad Henry

"Being a teacher is being present at the creation, when the clay begins to breathe." — Paul G. Beidler

"The proper education of the young does not consist in stuffing their heads with a mass of words..." — Jan Amos Comenius

My reflections (250–400 words):

S1

1ST YEAR WINTER TERM

Observation Practice | 12 Sessions | Tasks 1–9

SEMESTER 1 | 1ST YEAR WINTER TERM

OBSERVATION PRACTICE

Attendance Record

#	Date	School / Class	Teacher observed	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Assessment Criteria (completed by teacher trainer at UMB)

Component	A	B	C	D	E	Fx
Attendance	☐	☐	☐	☐	☐	☐
Observation sheets	☐	☐	☐	☐	☐	☐
Teaching Philosophy + Reflection Essay + Observation Tasks	☐	☐	☐	☐	☐	☐
FINAL ASSESSMENT	☐	☐	☐	☐	☐	☐

Date and signature: _____

Before You Begin Expectations (Semester 1)

Complete honestly before your first observation. You will revisit this at the end of the semester.
What do I expect observation practice to be like? What are my initial feelings?

What challenges do I anticipate? What do I most want to learn from watching experienced teachers?

Observation Tasks Semester 1

How to use observation tasks

Each task focuses your attention on ONE aspect of the lesson.

Read the task BEFORE the lesson. Some require preparatory thinking.

When giving feedback: specific positive observations go first, then one or two concrete suggestions follow.

Language: take notes in English but you are allowed to take notes in Slovak also and then translate into English.

Task	Focus Area
1	Class Profile Primary School
2	Class Profile Secondary School
3	Learning Environment & Classroom Space
4	Teacher Presence (Gesture, Voice, Movement)
5	Pair Work and Group Work Management
6	Interaction Analysis Teacher Talk & Learner Talk
7	Classroom Management
8	Error Correction

TASK 1 | CLASS PROFILE PRIMARY SCHOOL

Observed teacher:

Date / School / Level/Student's Book/No. of Learners:

What did learners find most engaging? What generated the most enthusiasm? How can you tell (what did the students look like)?

What did the learners find difficult? What happened when they could not complete a task? What did the students act like in response to the difficulty?

Observe. Did this occur?	NO	YES	Details / examples
Learners worked cooperatively (group/pair work)			
Learners took initiative (suggestions, unprompted actions)			
A learner appeared confused and the teacher responded			
Teacher engaged all learners equitably			
Observable differences in participation patterns			
Teacher catered for different learner needs (support / challenge / participation)			
Teacher used IT tools or digital platforms			

Were lesson objectives apparent at the beginning? Did the teacher check achievement at the end? How could you tell?

Did you notice any learners who seemed to need something different from what the lesson offered, more support, more challenge, or a different mode of participation? How could you tell they needed support and how did the teacher respond?

The most important thing I learned from this observation:

TASK 2 | CLASS PROFILE SECONDARY SCHOOL

Observed teacher:

Date / School / Level/Student's Book/No. of Learners:

Rate the general character of this class (indicate the number):

Dimension	← 1 2 3 4 5 →	Other end
Communication	Avoiding	Highly participative
Attention	Easily distracted	Highly focused
Engagement	Low	High
Language level	Developing	Advanced
Independence	Needs support	Works independently

Rate the general character of this class (check the box under the number):

Dimension	Low end	1	2	3	4	5	High end
Communication	Avoiding						Highly participative
Attention	Easily distracted						Highly focused
Engagement	Low						High
Language level	Developing						Advanced
Independence	Needs support						Works independently

1. What language proficiency levels are represented in this group? Are there learners who may have an IVP or special educational needs?

2. Did you observe the teacher adapting their approach for any individual learners, giving more support to some, more challenge to others? What did that look like in practice?

3. Describe one dominant or vocal learner. Why do you consider them more dominant or vocal? Did their demeanor add to or detract from the overall objective of the lesson?

4. Suggest three activity types that would work well with this class, and explain why:

TASK 3 | LEARNING ENVIRONMENT & CLASSROOM SPACE

Observed teacher:

Date / School / Level/Student's Book/No. of Learners:

Sketch the seating arrangement:

Factor observed	Stimulating - Why?	Hindering - How to improve?
Room size & layout		
Seating arrangement		
Lighting		
Acoustics / noise level		
Available equipment & technology		
Displays / visual environment		
Teacher's use of space & movement		

Was technology used purposefully?

Would you like to teach in this room? What would you change?

TASK 4 | TEACHER PRESENCE (GESTURE, VOICE, MOVEMENT)

Observed teacher:

Date / School / Level/Student's Book/No. of Learners:

Teacher roles to watch for

Facilitator | Controller | Model | Manager | Prompter | Monitor | Evaluator, other.

Teacher role observed

Evidence Specific example from the lesson

PART A Physical and Vocal Presence

Where does the teacher stand or move? Does their position change? When and why?

Describe the teacher's voice: pace, volume, variation. At what moments does it change and to what effect?

PART B Atmosphere

List three specific ways in which a positive atmosphere was created (how could you tell that it was positive in each instance):

PART C Reflection on Your Own Teaching

Which of the teaching techniques you observed would you like to adapt for your own work? What would you consciously avoid and why?

TASK 5 | PAIR WORK AND GROUP WORK MANAGEMENT

Observed teacher:	Date / School / Level/Student's Book/No. of Learners:	
Aspect of pair/group work	Y/N	Comments
Were pairs/groups formed?		
Were instructions clear and concise?		
Was understanding checked before starting?		
Did learners use the target language?		
What role did the teacher take (monitor/facilitator, other)?		
How did the teacher support learners (scaffolding/prompting)?		
How were transitions (start/end) signalled?		
Was timing appropriate?		
Did any feedback follow?		
Were learners' contributions acknowledged?		

Based on your observation of group work, what worked well? What would you improve and why?
Did the grouping structure lead to meaningful communication or mechanical practice?

TASK 6 | INTERACTION ANALYSIS TEACHER TALK & LEARNER TALK

Observed teacher:

Date / School / Level/Student's Book/No. of Learners:

Tally each event as it occurs. Note the language of interaction.

Practical tip

If you cannot tally in real time, that is normal. Estimate from memory immediately after the lesson. Approximate counts are more useful than no data at all.

Instructions

1. **Prepare:** Have this table and a pen ready before the lesson.
2. **Observe:** Watch for the actions listed in the first column.
3. **Tally:** As each action occurs, mark the **English** or **Slovak** column depending on which language was used. If busy, jot quick notes and tally after the lesson.
4. **Total:** Count your marks for each row at the end.
5. **Reflect:** Use the totals to analyze the teacher's language use and interaction patterns.

TEACHER ACTION	Tally (English)	Tally (Slovak)	Total
Asks a closed question (one correct answer)			
Asks an open / genuine question			
Explains a language point			
Explains an activity			
Praises generically ('Good / Correct')			
Praises specifically (describes what was good)			
Corrects an error directly			
Elicits self- or peer-correction			
Lectures without interaction			

Was the balance of teacher talk vs. learner talk appropriate? Were learners required to recall only, or also to analyse and create?

TASK 7 | CLASSROOM MANAGEMENT

Observed teacher:

Date / School / Level/Student's Book/No. of Learners:

Key: Y = Yes | N = No

Aspect of classroom management	Y/N	Comments
Teacher demonstrates familiarity with learners (uses names, shows interest)		
Teacher engages learners at the beginning (warm-up / lead-in)		
Teacher adapts beyond the coursebook to meet learners' needs		
Learners appear familiar with routines (transitions, task organisation)		
Instructions are clear		
Teacher checks that students understand instructions		
Teacher monitors learners during activities		
Teacher's voice is clearly audible		
Teacher responds to behavioural issues respectfully and proportionately		
Teacher adapts support or challenge for individual learners		
The classroom environment feels supportive and conducive to learning		

Describe one classroom management moment: what happened, how the teacher responded, what you would do the same and differently:

Behind every management challenge there is usually an unmet student need. What need do you think was behind any disruption you observed?

TASK 8 | ERROR CORRECTION

Observed teacher:	Date / School / Level/Student	Book/No. of Learners:
Error correction technique	Tally	Total
Corrects the error directly		
Ignores the error		
Indicates an error but does not correct it		
Elicits self-correction		
Elicits peer correction		
Gives feedback on error to the whole class		
Reformulates / recasts the wrong sentence		
Uses strategic misunderstanding/ pretends not to understand		

What types of errors did learners make (grammar / vocabulary / pronunciation / discourse)?

To what extent did the teacher balance correction with maintaining communication flow?

Which approach was most effective and what would you do differently?

TASK 9 | FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific and don't just note that 'it was well-organised' but what exactly worked and why (explain).

3. Was there a moment when something did not go as planned (explain)? How did the teacher respond?

4. What would you have done differently and what would be the consequence of doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific and don't just note that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would be the consequence of doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific and don't just note that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific and don't just note that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

SEMESTER 1 | POST-PRACTICUM REFLECTION ESSAY

Guidelines

Semester 1 Observation only: your essay draws entirely on what you observed.

DEAL model: Describe → Examine → Articulate Learning.

Do NOT describe lessons one by one. Look ACROSS all observations for patterns.

Reflection essay rubric (an option):

A: Highly specific, concrete examples, genuine insight, links to theory, drives clear change.

B: Specific, reflective, identifies real issues, shows willingness to develop.

C: Surface-level describes without examining, or examines without concluding.

D/E: Vague, generic, or avoids honest self-assessment.

Length: approximately 500–700 words.

Weave your reflections into your essay rather than answering these questions individually:

What surprised you most about real classroom life?

Think about specific moments across all lessons that stayed with you. What do they have in common?

Were there moments where a teacher did something unplanned and it worked? What does that tell you about theory vs. practice?

How has your image of a good teacher changed since Teaching Philosophy Part 1?

What question does this observation cycle leave you with, something you cannot yet answer?

Primary school context:

Secondary school context:

The teacher I am becoming:

MY NOTES — SEMESTER 1

A space for anything that does not fit anywhere else: a name, a moment, a question, a situation, something that surprised you, something you do not want to forget, etc.

S2

1ST YEAR SUMMER TERM

Observation + 3 Taught Lessons | 13 Sessions | Tasks 10–17

SEMESTER 2 | 1ST YEAR SUMMER TERM

OBSERVATION + 3 TAUGHT LESSONS

Attendance Record

#	Date	Who taught	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Assessment Criteria

Component	A	B	C	D	E	Fx
Attendance	☐	☐	☐	☐	☐	☐
Mentor teacher assessment	☐	☐	☐	☐	☐	☐
Lesson plans + observation tasks + self-reflections	☐	☐	☐	☐	☐	☐
FINAL ASSESSMENT	☐	☐	☐	☐	☐	☐

Date and signature: _____

Before You Begin / Expectations (Semester 2)

Revisit your Semester 1 records. What has changed in what you notice or question?

How do you feel about teaching your first lessons? What specific skills do you want to develop this semester?

Quick Reference / Who Fills In What

What is happening	You fill in...
Observing the mentor teacher	Document 1 (full) + one thematic Task (10–17)
You are teaching, mentor and peers observe	Document 2 completing within 24 hours
Observing a peer who is teaching	Document 1 (short: Components 1, 3, Synthesis) + Document 3
You observed a peer AND taught the same day	Document 1 short + Document 2 within 24 hours + Document 3

Observation Tasks for Semester 2

Lesson planning reference

From this semester onwards you will be preparing lesson plans. For guidance on lesson plan components, the quality rubric, the SINC framework, assessment design, and the debriefing protocol, see the Lesson Planning Guide at the back of this manual.

Read it before you write your first plan, not after.

Task	Focus Area
9	Developing Receptive Skills (Listening & Reading)
10	Learners' Speaking Types and Range
11	Lesson Plan Reconstruction Stages & Aims

Task	Focus Area
12	Formative Assessment in the Classroom
13	Use of Technology in ELT
14	Authority, Respect and Boundaries
15	Communicative Speaking
16	Free Observation / Choose Your Own Focus

DOCUMENT 1 | CLASSROOM OBSERVATION FRAMEWORK

Use this for every lesson you observe whether you observe a mentor or a peer. Complete it before the lesson and return to it after.

How much to complete

Full version (all 5 components): when you are a pure observer with no lesson of your own that day.

Short version (Components 1, 3, Synthesis only): on days when you are also teaching — cognitive overload is real.

Language: notes in Slovak or English. Use whichever gives you more precision.

Version	When to complete
Full version (all 5 components)	When you are a pure observer with no lesson of your own that day.
Short version (Components 1, 3, Synthesis only)	On days when you are also teaching (to manage cognitive overload).
Language (Note)	Take notes in Slovak or English. Whichever gives you more precision.

What do you already know about this class?

(e. g. student **communication levels** (avoiding vs. highly participative) and **attention** (easily distracted vs. highly focused) or **teacher presence**—such as their use of movement, gesture, and voice variation (Task 4)—as well as their **interaction patterns**, such as how they ask questions, provide feedback, or correct errors during the lesson (Tasks 6 and 8).

In the table below you are encouraged to think deeper by looking for 5 observable intricacies in the class.

What 5 insights I think I know	Confirmed	Misconceptions	New Learning	Wonderings
Write initial knowledge.	As you observe, verify the facts.	Initial thoughts that turn out to be false are moved here.	New facts discovered during the observation are added here.	Unanswered questions that require further investigation.

What 5 insights I Confirmed think I know	Misconceptions	New Learning	Wonderings
1.			
2.			
3.			
4.			
5.			

COMPONENT 1 The Opening (first 5 minutes)

How does the teacher signal the lesson is beginning? Is there a moment of genuine human connection before the curriculum starts? Look for something that creates curiosity, activates prior knowledge, or simply lowers the anxiety in the room.

The teacher's opening actively prepared students, mentally and emotionally, for learning.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

COMPONENT 2 Classroom Atmosphere

Teacher's Presence: how does the teacher move? What does their voice do? How do they make eye contact?

The teacher's physical presence actively contributed to a positive atmosphere.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

Psychological Safety: do students speak voluntarily? When a student makes a mistake, what happens? Are there students who have not spoken? Does the teacher notice?

Students feel safe to speak, attempt, and make mistakes without fear.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

Antecedent: When did attention drop? What was happening just before?

Possible reasons (tick the most likely)

- ☐ Activity too easy ☐ Too difficult ☐ Activity went on too long
☐ Task felt purposeless ☐ No connection to students' lives ☐ Teacher doing most of the work
☐ Students didn't know why they were doing the task
☐ Something else: _____

COMPONENT 3 Teacher's Language & Questioning

Write down three questions the teacher asked. Were they closed or open? Did they require thinking — or just recall? Consider Webb's Depth of Knowledge (see Hess, 2013) and Question-Answer Relationships (Raphael, Au, 2005).

When a student answered correctly — what happened? When incorrectly — was there a genuine learning moment? How do you know?

COMPONENT 4 Student Engagement

Which students are genuinely engaged and how can you tell the difference from compliance? How do you know which students are mentally absent? Are there learners who seem to need something different from what the lesson is offering?

COMPONENT 5 The Closing (last 5 minutes)

How does the teacher close the lesson? Do students articulate what they learned or does the teacher do it for them?

The closing gave students a genuine sense of completion. They left knowing what they had learned.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

AFTER THE LESSON Synthesis

What is the single most important thing you observed today? Name one thing you will bring into your own teaching and one thing you are determined not to repeat.

DOCUMENT 2 | TEACHING REFLECTION JOURNAL

Complete this after every lesson you teach. Complete within 24 hours.

Lesson: _____ Date: _____

Teaching is decision-making under uncertainty, in real time, with real people.

This journal is not about whether the lesson was good or bad. Instead, it is about what you are learning from it.

Language: write in Slovak or English. Whichever gives you fuller, more honest access to your thoughts.

BEFORE THE LESSON Planning Intentions

What is the main goal of the lesson? It is not 'to teach the present perfect', but what students will be able to DO by the end (students' outcomes):

Most challenging moment anticipated? What are your assumptions about this class? Which learners are you specifically thinking about and why? Have you planned any differentiation?

AFTER THE LESSON Immediate Reflection

Describe the first moment honestly. How did it feel to stand in front of the class?

What was your plan and what actually happened? Where did it break down, and why?

My lesson achieved what I intended it to achieve.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

What exactly went well and why? What did not go well or what would you do differently?

The gap between a lesson plan and a real lesson is where the real learning about teaching begins. What was the gap and what did it teach you?

ATMOSPHERE & MANAGEMENT

I actively created conditions for learning. The atmosphere was something I built, not something that just happened.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

How did you respond when a student gave a wrong answer? Were there students who did not speak, did you notice any? Describe one management moment in detail.

DIFFERENTIATION Did it happen?

Did you adapt for individual learners or do you wish you had? What would differentiation have looked like in this lesson, specifically?

QUESTIONING & STUDENT THINKING

One question you asked that you are proud of and why it worked. One you would now rewrite and why.

SYNTHESIS

What did this lesson teach you about yourself as a teacher? What will you do differently next time?

DOCUMENT 3 | PEER OBSERVATION

Peer observation is not evaluation. It is a collaborative inquiry.

You are not here to judge your colleague. The most useful thing you can do is notice what they cannot see themselves.

PART A When You Are the Observer

What are you specifically watching for today? What question do you want this observation to help you answer?

Atmosphere and Presence: how does your peer open the lesson? Where does energy rise or fall when referring to the students and the peer teacher?

My peer actively created a positive learning atmosphere.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, how?					

The Activities: which produced the most genuine engagement? Which activity lost the students and why? Who was doing more work, teacher or students?

The activities required students to genuinely use the language, not just practise it mechanically.	1	2	3	4	5
Strongly disagree → Strongly agree	☐	☐	☐	☐	☐
In one sentence, why?					

Diverse learners: did you notice any learner who seemed to need something different from what the lesson offered? How could you tell and what do you think they needed?

Feedback for your peer: one specific strength (in enough detail that your peer knows exactly what exactly you mean). One genuine question about a choice they made.

PART B When You Are Being Observed

What did you ask your observer to focus on and why? What feedback did you receive? What will you actually do differently?

END-OF-SEMESTER SYNTHESIS

What patterns appeared again and again in effective teaching, regardless of the teacher? What has observing your peers changed about how you teach, not in theory, but in practice?

TASK 10 | DEVELOPING RECEPTIVE SKILLS (LISTENING & READING)

Observed teacher / Peer:		Date / School / Level/Student's Book/No. of Learners:
Stage	Y/N	How was it done?
Lead-in / motivation		
Pre-text tasks (vocabulary, schema activation)		
Reason for listening/reading (guiding questions)		
First listening/reading + feedback		
Second listening/reading + feedback		
Comprehension check		
Post-text activities (personalisation, production)		

Did the teacher pre-teach vocabulary? How? Did learners express their own opinions? Was there personalisation?

Were any adaptations made for learners with different needs, for example text simplified, or task extended? What effect did this have?

TASK 11 | LEARNERS' SPEAKING — TYPES AND RANGE

Observed teacher / Peer:

Date / School / Level/Student's Book/No. of Learners:

Speaking activity types

Pronunciation practice | Reading aloud | Oral drill | Communicative drill | Dialogue | Guessing game

Grammar game | Role play | Simulation | Problem solving | Discussion | Debate | Oral testing, other.

Activity type

Accuracy

Fluency

Both

Controlled

Guided

Free

Did the range of activities correspond to lesson aims? Did tasks prioritise fluency, accuracy, or a genuine balance?

Date / School / Level/Student's Book/No. of Learners:

TBL: Pre-task → Task → Post-task / Language focus

Model Name	Stages
PPP	Presentation → Practice → Production
ESA	Engage → Study → Activate
Receptive skills-based lesson plan	Pre-text → While-text → Post-text
Productive skills-based lesson plan	Pre-writing / Pre-speaking → Drafting / While-speaking → Reviewing & Revising → Final Draft / Final Performance / Post-speaking
TBL	Pre-task → Task → Post-task / Language focus

[illegible]

Was there a warm-up? A wrap-up? Which activity did you like best and why?

Did the lesson plan appear to account for different learner needs? Through task design, varying support, or different expected outputs? Where could differentiation have been built in?

TASK 13 | FORMATIVE ASSESSMENT IN THE CLASSROOM

Observed teacher / Peer:	Date / School / Level/Student's Book/No. of Learners:
Formative assessment question	Your observations
Were lesson aims clear to learners?	
How did the teacher check understanding during the lesson?	
What types of questions were asked (display / genuine)?	
Did questions encourage critical thinking?	
How did the teacher monitor learners during activities?	
What types of feedback were provided (oral/written/peer)?	
How were errors treated during communicative activities?	
Were learners encouraged to evaluate their own progress?	
Was peer assessment used?	
How did the teacher check achievement of aims at the end?	
Specific techniques used (exit tickets, thumbs up, CCQs ³ , mini-whiteboards)?	

³ Concept Checking Questions, used to find out whether students understood.

TASK 14 | USE OF TECHNOLOGY IN ELT

Observed teacher / Peer:

Date / School / Level/Student's Book/No. of Learners:

1. Technology used: ☐ Interactive whiteboard ☐ Slides ☐ Computer/laptop ☐ Tablets/mobile
☐ Audio/video ☐ Language learning apps (specify: _____) ☐ Online platforms (specify: _____)
2. Main purpose: ☐ Presentation ☐ Controlled/guided practice ☐ Communication ☐ Assessment ☐ Motivation ☐ Other
3. Lesson stage: ☐ Warm-up ☐ Presentation ☐ Practice ☐ Production ☐ Feedback ☐ Other lesson stage
4. Integration: ☐ Well-integrated and purposeful ☐ Somewhat relevant ☐ Distracting / unnecessary ☐ Other
5. How did students respond? How did the technology help achieve the aim? What would you have done differently?

TASK 15 | AUTHORITY, RESPECT AND BOUNDARIES

Observed teacher / Peer:**Date / School / Level/Student's Book/No. of Learners:**

PART A Cultivating Teacher Presence

Note three moments when students followed instructions without resistance. Is this teacher's authority based on fear, respect, liking, or routine?

PART B Boundaries and Consequences

When a boundary was crossed, how did the teacher respond? Was it proportionate? Did they use non-verbal signals?

PART C Reflection

What specifically from this teacher's approach to authority would you use in your own classroom? What would you do differently?

TASK 16 | COMMUNICATIVE SPEAKING

Observed teacher / Peer:		Date / School / Level/Student's Book/No. of Learners:
Type of communicative exchange	Example from the lesson	Genuinely communicative? Why?
Information gap (exchange of specific missing info)		
Task completion (collaboration to achieve a goal)		
Expressing opinions or personal experience		
Negotiating meaning		
Other communicative exchange		

Has the teacher made use of all opportunities for genuine communication? What could have been done differently?

TASK 17 | FREE OBSERVATION / CHOOSE YOUR OWN FOCUS

Observed teacher / Peer: _____ Date / School
/Level: _____

You have been observing with structured tasks since Semester 1. This task asks you to choose your own angle. Pick one aspect of the lesson, something you are genuinely curious about, and follow it through.

My focus for this observation:

Why did I choose this focus? What do I expect to find?

1. What were the aims of the lesson? Were they achieved? What evidence supports this?

2. What were the strong points of the lesson? Describe with enough detail that someone who was not there can see what you mean.

3. Was there a moment when something did not go as planned, for the teacher or for the learners? What happened?

4. What would you have done differently? What is the risk you would be taking by doing so?

5. Look back at your focus. What did you actually find and what does it tell you about teaching?

Connection to your own teaching: Did this observation change anything about how you plan to approach your next lesson?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific. Do not just say that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific. Do not just say 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific. Do not just say that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

SEMESTER 2 | POST-PRACTICUM REFLECTION ESSAY

Guidelines

Semester 2: include reflections on your first teaching experiences alongside your observations. How did stepping into the teacher's role change your opinions and beliefs?

S2 essays are expected to show: honest description of your first teaching experiences, specific evidence, links of theory to practice.

DEAL model: Describe → Examine → Articulate Learning. Length: approximately 600–800 words.

Guiding questions (weave into your essay):

How did your first teaching experience compare to what you anticipated?

What surprised you most about yourself as a teacher, not about the students?

Were there learners in your class who needed something different from what your lesson offered?

How did you respond or how do you wish you had?

How has your image of a good teacher changed since Semester 1?

What do you still not know, something that needs more teaching time to answer?

Primary school context:

Secondary school context:

My first teaching experiences. What I learned about myself:

MY NOTES — SEMESTER 2

A space for anything that does not fit anywhere else: a name, a moment, a question, a situation, something that surprised you, something you do not want to forget.

S3

2ND YEAR WINTER TERM

Observation + 3 Taught Lessons | 13 Sessions | Tasks 18–23

SEMESTER 3 | 2ND YEAR WINTER TERM

OBSERVATION + 3 TAUGHT LESSONS

Attendance Record

#	Date	Who taught	Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Assessment Criteria

Component	A	B	C	D	E	Fx
Attendance	☐	☐	☐	☐	☐	☐
Mentor teacher assessment	☐	☐	☐	☐	☐	☐
Lesson plans + observation tasks + reflections	☐	☐	☐	☐	☐	☐
FINAL ASSESSMENT	☐	☐	☐	☐	☐	☐

Date and signature: _____

Before You Begin Expectations (Semester 3)

Revisit your Semester 2 records. What has changed in what you notice and question?

What do I now know about myself as a teacher and what do I still not know?

What has changed in what I notice when I observe a lesson compared to Semester 1?

Observation Tasks Semester 3

Important

Continue using Documents 1, 2, and 3 for every lesson (see pp. 47, 51, 55) — they remain your core tools.

The thematic tasks below add a focused layer. Complete one task per observation in addition to Document 1.

Task	Focus Area
17	Writing in the Classroom, Types and Process
18	Process Writing Procedure
19	Pronunciation, Intonation and Stress
20	Error Correction, Depth Analysis (revisit Task 8)
21	Patience, Praise and Teacher Response
22	Free Observation, Self-Designed Focus

TASK 18 | WRITING IN THE CLASSROOM, TYPES AND PROCESS

Observed teacher / Peer:		Date / School / Level/Student's Book/No. of Learners:
Writing activity / task	Controlled / Guided / Free	Purpose and learning value

Was writing integrated with other skills or isolated? Did learners have a real audience or purpose? How was feedback provided?

Were different learners given different writing tasks or different levels of support (sentence starters, models, word banks)? If not, where could differentiation have been built in?

TASK 19 | PROCESS WRITING PROCEDURE

Observed teacher / Peer:		Date / School / Level/Student's Book/No. of Learners:	
Stage	Y/N	How was it done?	Comments
Pre-writing (brainstorming, planning)			
Drafting			
Peer review / feedback			
Revision			
Editing / proofreading			
Final product / publication			

Was the process writing approach genuinely followed, or only partially? What was the effect on engagement and quality of writing? Anything you would have done differently?

TASK 20 | PRONUNCIATION, INTONATION AND STRESS

Observed teacher / Peer:	Date / School / Level/Student's Book/No. of Learners:
Question	Your observations
Did the teacher try to help learners improve pronunciation / intelligibility?	
Did you notice recurrent errors in pronunciation, intonation, or stress?	
Did the teacher provide a good model to imitate?	
How did the teacher react to pronunciation errors?	
Was pronunciation integrated naturally or treated as a separate drill?	

If a peer taught this lesson: comment on the clarity, volume, and pace of their speech. What would you suggest? What would you have done differently?

TASK 21 | ERROR CORRECTION DEPTH ANALYSIS

Observed teacher / Peer:

Date / School / Level/Student's Book/No. of Learners:

Semester 3 depth focus

You completed a basic error correction observation in Task 8 (Semester 1). This task asks you to go deeper: not just WHAT the teacher did, but WHY it worked or did not and what principle drives your own approach.

Error type	Technique used	Effect on student	Would you do the same? Why?
1.			
2.			
3.			

Compare what you observe now with Task 8 (Semester 1). What do you see differently? What principle has become clearer?

How do you balance error correction with maintaining communication flow and learner confidence?

TASK 22 | PATIENCE, PRAISE AND TEACHER RESPONSE

Observed teacher / Peer:**Date / School / Level/Student's Book/No. of Learners:**

PART A Praise and Encouragement

Is praise specific or generic? Note one moment when a struggling student received a response — what was the effect?

PART B Handling the Unexpected

Note one moment when something disrupted the planned flow. How did the teacher respond? Was patience evident?

PART C Comparative Reflection (Semester 3)

Compare what you notice now with Semester 1. What do you see now that you could not see before? What has your own teaching experience taught you about this?

Think about a specific learner you observed today who needed something different from what the lesson offered. Did the teacher notice? Did the teacher respond? What would you have done?

TASK 23 | FREE OBSERVATION, SELF-DESIGNED FOCUS

Observed teacher / Peer:

Date / School / Level/Student's Book/No. of Learners:

By Semester 3 you have developed your own lens as an observer. This task asks you to design your own observation. Take it as a small piece of your own research.

My observation focus (what aspect of teaching or learning, and why I chose it):

My data collection method (tally / running notes / rating scale / spatial mapping / other):

What I expected to find:

What I actually observed:

What this tells me about teaching:

What this tells me about myself as a teacher and what I will do differently as a result:

If I were to design a follow-up observation next time, what would I focus on and why?

What this tells me about teaching and about myself as a teacher:

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific. Do not just say that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific. Do not just say that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

ADDITIONAL FREE OBSERVATION / CHOOSE YOUR OWN FOCUS**Observed teacher:****Date / School / Level:**

Choose any aspect of the lesson you want to examine closely. State your focus before the lesson begins and stick to it.

My focus for this observation:

1. What were the aims of the lesson? Were they achieved? What specific evidence supports your answer?

2. What were the strong points of the lesson? Be specific. Do not just say that 'it was well-organised' but what exactly worked and why.

3. Was there a moment when something did not go as planned? How did the teacher respond?

4. What would you have done differently and what would you be risking by doing it differently?

5. What is the one thing from this observation that will stay with you?

SEMESTER 3 | POST-PRACTICUM REFLECTION ESSAY

Guidelines

Semester 3: draw on three semesters. Identify patterns and reflect on how your teacher identity has evolved.

Return to your Teaching Philosophy and describe, with concrete evidence, what has changed.

S3 essays are expected to show: pattern recognition across semesters, honest self-assessment of own teaching, beginning articulation of a personal teaching approach.

DEAL model: Describe → Examine → Articulate Learning. Length: approximately 700–900 words.

Guiding questions (weave into your essay):

What patterns have you observed across three semesters, things that appear again and again in effective teaching?

What is one thing you saw a peer or mentor do that you initially disagreed with but later came to understand?

Think about a specific learner from your taught lessons, one who needed something different from what your lesson offered. How did you respond and what would you do now?

What is the single most significant shift in your image of a good teacher across three semesters?

What do you still not know about yourself as a teacher and what will intensive practice help you discover?

Primary school context:

Secondary school context:

My evolving teacher identity. Evidence from three semesters:

MY NOTES — SEMESTER 3

A space for anything that does not fit anywhere else: a name, a moment, a question, a situation, something that surprised you, something you do not want to forget.

S4

2ND YEAR SUMMER TERM

Intensive Teaching Practice | 14–15 Lessons

SEMESTER 4 | 2ND YEAR SUMMER TERM

INTENSIVE TEACHING PRACTICE — 14–15 LESSONS

What is different about Semester 4

You are observed by a mentor teacher, not your peers.

You are responsible for planning and delivering 14–15 lessons independently.

The semester ends with your Final Teaching Philosophy, the document you have been building since Semester 1.

Attendance Record

#	Date	School / Class	Lesson topic	Mentor signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Assessment (Semester 4)

Your final grade is based on the full assessment form at the back of this manual.

Both planning quality and lesson delivery are assessed by your mentor teacher.

The completed and signed form must be submitted to your methodology teacher at UMB.

Component	A	B	C	D	E	Fx
Attendance (min. 14 lessons)	☐	☐	☐	☐	☐	☐
Lesson plans submitted	☐	☐	☐	☐	☐	☐
Mentor teacher assessment (back of manual)	☐	☐	☐	☐	☐	☐
Final Teaching Philosophy	☐	☐	☐	☐	☐	☐
FINAL ASSESSMENT	☐	☐	☐	☐	☐	☐

Date and signature (UMB teacher trainer): _____

Before You Begin State Your Commitments (not just goals)

A goal says: I want to do this. A commitment says: I will do this and here is why it matters.

14 lessons go fast. Without intention, they blur into each other.

When elaborating on this section, incorporate SMART goals.

STEP 1 Where You Are Now

What are you most confident about as you enter this practice? What are you most afraid of?

Think about the diverse learners you know you will encounter. What specifically will you prepare for?

STEP 2 Your Three Commitments

Choose three. Make them specific enough so that at the end of your practice, you will know whether you kept them.

COMMITMENT 1: I commit to:

This matters because:

I will know I kept this when:

COMMITMENT 2: I commit to:

This matters because:

I will know I kept this when:

COMMITMENT 3: I commit to:

This matters because:

I will know I kept this when:

STEP 3 The Teacher You Are Walking In As

Who are you as a teacher today, not who you want to be, but who you actually are right now?

WEEKLY TEACHING JOURNAL WEEK 1

Lessons taught this week: _____ / 14–15 total

1 The moment that mattered most this week.

Not the best lesson. The moment, in any lesson, that you are still thinking about. What happened and why does it stay with you?

2 Something that did not work.

Be specific. Not 'the lesson was hard' but what exactly failed, what caused it, and what will you do differently next week?

3 A student you are thinking about.

Choose one student. What do you notice about them and what does that tell you about your teaching? If this student needed something different from what your lesson offered, what was it?

4 One sentence about where you are right now.

A feeling, a realisation, a question. Whatever is most true this week.

Commitment	Am I keeping it?
1.	☐ Yes ☐ Partially ☐ Not yet — because:
2.	☐ Yes ☐ Partially ☐ Not yet — because:
3.	☐ Yes ☐ Partially ☐ Not yet — because:

WEEKLY TEACHING JOURNAL WEEK 2

Lessons taught this week: _____ / 14–15 total

1 The moment that mattered most this week.

Not the best lesson. The moment, in any lesson, that you are still thinking about. What happened and why does it stay with you?

2 Something that did not work.

Be specific. Not 'the lesson was hard' but what exactly failed, what caused it, and what will you do differently next week?

3 A student you are thinking about.

Choose one student. What do you notice about them and what does that tell you about your teaching? If this student needed something different from what your lesson offered, what was it?

4 One sentence about where you are right now.

A feeling, a realisation, a question. Whatever is most true this week.

Commitment	Am I keeping it?
1.	☐ Yes ☐ Partially ☐ Not yet — because:
2.	☐ Yes ☐ Partially ☐ Not yet — because:
3.	☐ Yes ☐ Partially ☐ Not yet — because:

WEEKLY TEACHING JOURNAL WEEK 3

Lessons taught this week: _____ / 14–15 total

1 The moment that mattered most this week.

Not the best lesson. The moment, in any lesson, that you are still thinking about. What happened and why does it stay with you?

2 Something that did not work.

Be specific. Not 'the lesson was hard' but what exactly failed, what caused it, and what will you do differently next week?

3 A student you are thinking about.

Choose one student. What do you notice about them and what does that tell you about your teaching? If this student needed something different from what your lesson offered, what was it?

4 One sentence about where you are right now.

A feeling, a realisation, a question. Whatever is most true this week.

Commitment	Am I keeping it?
1.	☐ Yes ☐ Partially ☐ Not yet — because:
2.	☐ Yes ☐ Partially ☐ Not yet — because:
3.	☐ Yes ☐ Partially ☐ Not yet — because:

WEEKLY TEACHING JOURNAL WEEK 4

Lessons taught this week: _____ / 14–15 total

Note

If your practice extends beyond 4 weeks, copy this page or continue in a notebook. The format stays the same, what changes is your answers.

Alternatively: if you prefer to reflect differently, then draw a sketch, make a mind map, or write a letter to your future self about this week. Honest reflection matters more than a fixed format.

1 The moment that mattered most this week.

Not the best lesson. The moment, in any lesson, that you are still thinking about. What happened and why does it stay with you?

2 Something that did not work.

Be specific. Not 'the lesson was hard' but what exactly failed, what caused it, and what will you do differently next week?

3 A student you are thinking about.

Choose one student. What do you notice about them and what does that tell you about your teaching? If this student needed something different from what your lesson offered, what was it?

4 One sentence about where you are right now.

A feeling, a realisation, a question. Whatever is most true this week.

Commitment	Am I keeping it?
1.	☐ Yes ☐ Partially ☐ Not yet — because:
2.	☐ Yes ☐ Partially ☐ Not yet — because:
3.	☐ Yes ☐ Partially ☐ Not yet — because:

DOCUMENT 4a | FINAL OBSERVATION: WATCHING WITH DIFFERENT EYES

One lesson. One question: What would you do?

You have observed classrooms before. This time you are having a final conversation with yourself about the teacher you have become.

During the lesson

Three moments to track:

MOMENT 1 A decision you would make differently. What did the teacher do and what would you have done instead? Why?

MOMENT 2 Something you want to borrow. What did the teacher do that you want in your own practice?

MOMENT 3 A student you watched. Observe ONE student for the whole lesson. What did they need and did the lesson give it to them?

After the lesson:

If you could take one principle from this classroom into your first year of independent teaching, what would it be and why does it matter to you now?

DOCUMENT 4b | FINAL TEACHING PHILOSOPHY

This Is Who I Am as a Teacher

Before you begin, do three things:

1. Read your Semester 1 Teaching Philosophy, i.e. the teacher you imagined you would be.
 2. Read your three Commitments from the start of this semester.
 3. Read your Weekly Journal, all of it, from Week 1.
- Then write. Not a summary. A portrait of who you have become.

A note on timing

Parts 1–3: write during the last week of your practice, while memories are fresh.

Parts 4–5: write two weeks after your practice ends, when the emotions have settled and the insight has deepened.

PART 1 Then and Now (write during last week of practice)

Who was the person who wrote your Semester 1 Teaching Philosophy? What did they believe and where did those beliefs come from? What is the most significant thing that has changed?

PART 2 What I Now Believe (write during last week of practice)

What does good teaching look like, not in theory, but in your classroom, in the moments you remember?

What does poor teaching look like? Have you caught yourself doing any of it?

How do students learn best? What emotional, social, and cognitive conditions made the real difference?

PART 3 The Commitments (write during last week of practice)

Go back to your three commitments. Did you keep them? Be honest.

PART 4 The Teacher I Am (write two weeks after practice)

Genuine strengths, things you do well, that feel natural, that students responded to:

The one thing you most need to develop and your plan for your first year of independent teaching:

What role do you believe a teacher should play in a student's life beyond the curriculum?

PART 5 My Teaching Philosophy (write two weeks after practice, 350–600 words)

Write it. Not bullet points. A paragraph or two that captures what you believe about teaching and learning, grounded in everything you have experienced. Write what is true for you.

LESSON PLANNING GUIDE

Components of a Lesson Plan

No single model fits all lessons

PPP (Presentation–Practice–Production) is common but not universally applicable.

ESA (Engage–Study–Activate) and TBL (Task-Based Learning) are equally valid alternatives.

For receptive skills: Pre-listening/reading → While → Post.

For productive skills: see ELT Methodology, Homolová, 2015.

Select and sequence activities based on your specific learning outcomes.

Lesson plan component	What to include
Date / Time / Class / Level	Year group, CEFR level (A1–C1), class name, unit reference
Materials	Everything you need: coursebook, handouts, digital tools, objects
Goals / Aims	Linguistic Communicative Formative
Learning outcomes (SMART)	'Students will be able to...' Describe the final result
Grammar structures (if relevant)	Form, meaning, use — with example sentences
Differentiation notes	How will you adapt for struggling / advanced learners? IVP requirements?
Warm-up / Lead-in	Review, questions, game, linked to new lesson; elicit prior knowledge
Presentation	Target language, how you will teach it, elicitation, board work, models
Practice (controlled → guided → free)	Different activities, most to least structured, with clear instructions
Production	Learners use the language to talk about themselves; monitor and give feedback
Wrap-up / Wind-down	Recap, praise, exit ticket; homework with clear instructions
Stage time	Time per stage
Organisation forms	Whole class / pair work / group work / individual

Lesson Plan Quality Rubric

Criterion	A — Excellent	B — Good	C — Adequate	D/E — Needs work
Aims / outcomes	Clear, specific, measurable, SMART	Mostly clear	Present but vague	Missing or unmeasurable
Activity selection	Well-chosen, purposeful, varied	Mostly purposeful	Some misalignment	Random or unvaried
Scaffolding	All tasks scaffolded appropriately	Mostly scaffolded	Some support missing	Little/no scaffolding
Differentiation	Planned adaptations for diverse learners	Partial adaptations	Minimal	No differentiation considered
Instructions	Clear, concise, ICQs planned	Mostly clear	Somewhat unclear	Unclear or missing
Timing	Realistic, flexible option planned	Mostly realistic	Some stages over/under	Unrealistic
Assessment	Formative check built in	Partial check	Minimal	No feedback planned

The SINC Framework — Teaching with Purpose

Principle	What it means in practice
S — Scaffolding	Instructions step-by-step and visually supported. Vocabulary pre-taught. Support removed as learners gain confidence (Vygotsky, ZPD).
I — Interaction	At least one — preferably two — interactive activities per lesson. Students talk more than the teacher. Using T-P-S (Think-Pair-Share)
N — Noticing (Linguistic responsiveness)	Each lesson highlights some aspect of language. New vocabulary: students get at least five meaningful opportunities to use words, not just encounter them.
C — Connection (Cultural responsiveness)	Each lesson connects to students' lives, languages, or cultural backgrounds. Materials reflect and respect the population you teach.

Checklist for AI-Generated Plans

If you use AI when generating your lesson plans, you must explicitly document how you adjusted the AI's output to fit specific learners' needs. If you also want to use AI for enhancing your lesson plans, please reflect on what specifically changed in your original lesson (do some critical close reading of the AI output).

Assessment Design — Formative and Summative⁴

Assessment literacy is one of the most important and most underdeveloped competences in beginning teachers. Knowing how to teach is not the same as knowing how to assess. They are different skills, and the second one rarely gets enough attention.

	Formative assessment	Summative assessment
Purpose	To support learning as it happens, to guide next steps for both teacher and learner	To evaluate what has been learned at the end of a unit, term, or course
When	During the lesson and between lessons, ongoing	At the end of a defined learning period
Who uses the results	Primarily the teacher and the learner, to adjust the process	Primarily the institution, to record achievement
Examples	Exit tickets, thumbs up/down, concept-checking questions, peer feedback, observation during tasks, mini-whiteboards, portfolios	End-of-unit tests, oral examinations, written assignments with grades
Key question it answers	'Where are my learners now and what do they need next?'	'Have my learners achieved the intended outcomes?'

The most common mistake in beginning teachers 'practice

Treating every piece of work as summative, i.e. assigning a grade to everything. This creates anxiety, reduces risk-taking, and kills the conditions for learning. A useful rule of thumb: most classroom activity should be formative. Summative assessment should be rare, well-signalled, and well-designed.

Designing a Fair Assessment Task / Five Questions to Ask Yourself

Question	What it means in practice
1. What exactly am I assessing?	Name the specific skill or knowledge. 'Writing' is too broad. 'Ability to write a coherent argument in 150 words using discourse markers' is easier to assess.

⁴ (Ketabi & Ketabi, 2014), see References at the end.

Question	What it means in practice
2. Does my task actually measure what I intend to measure?	If you want to assess spoken fluency but your task is a memorised dialogue, you are not measuring fluency. Align the task to the outcome.
3. Do learners know what is expected?	Share the success criteria before the task, not after. A rubric shown in advance is a learning tool, not a marking tool.
4. Is the task fair for all learners?	Consider your diverse learners: Adapt where needed.
5. What will I do with the results?	If you cannot answer this, the assessment may not be necessary. Every assessment should lead to a teaching or learning decision.

Writing a Simple Rubric⁵

A rubric makes your expectations transparent and your marking consistent. It does not need to be complex. You are free to use just three criteria and three levels. That is enough for most classroom tasks.

Criterion	3 — Achieved fully	2 — Achieved partially	1 — Not yet achieved
Content (example)	All required information is present and accurate	Most information present; minor gaps	Key information missing or inaccurate
Language (example)	Uses target language accurately and fluently	Uses target language with some errors	Target language absent or very inaccurate
Communication (example)	Message is clear and easy to follow	Message mostly clear with minor lapses	Message difficult to follow

Rubric tip

Share the rubric with students before they complete the task. Ask them: 'What would a level 3 response look like?' Getting students to co-construct success criteria is one of the most powerful formative strategies available.

Dialogic Teaching / Making Talk Work

Dialogic teaching (Robin Alexander, Neil Mercer) is built on a single insight: the quality of classroom talk determines the quality of learning. Most classroom talk is not dialogue. It is a sequence of teacher questions and student responses, repeated until the bell rings. True dialogue is something different and something rarer.

⁵ More can be found in Ayhan & Türkyılmaz, 2015.

Type of classroom talk	What it looks like	Learning value
IRE / IRF (Initiation–Response–Evaluation/Feedback)	Teacher asks → student answers → teacher evaluates ('Good'). Repeats.	Low: students practise recall, not thinking. Teacher controls all meaning.
Cumulative talk	Students build on each other's ideas — agreeing, adding, extending — without challenge	Medium: builds shared understanding but can avoid productive conflict
Disputational talk	Students disagree but do not engage with each other's reasoning	Low: generates heat, not light
Exploratory talk	Students challenge each other's ideas respectfully, offer reasons, change their minds	High: this is where genuine learning and language development happen
Dialogic teaching	Teacher orchestrates exploratory talk through questioning, wait time, and genuine listening	Highest: students think together, and language emerges from genuine communicative need

Five principles of dialogic teaching (after Alexander, 2020)

1. Collective: teacher and students work together on tasks and problems, not in parallel
2. Reciprocal: teacher and students listen to each other, share ideas, and consider alternative viewpoints
3. Supportive: students can express ideas freely, without fear, wrong answers are starting points
4. Cumulative: teacher and students build on each other's contributions, talk develops over time
5. Purposeful: teacher plans and facilitates talk with clear educational goals, it does not happen by accident

After each lesson, ask yourself two questions. How much of the talk today was truly exploratory, supporting HOTS (higher-order thinking skills) of your learners? And which of your questions opened thinking and which closed it down?

Post-Lesson Debriefing Protocol

5-step debriefing, use after every observed lesson

Step 1 TEACHER SPEAKS FIRST: The observed teacher describes what they were trying to achieve. No interruption yet.

Step 2 WHAT WENT WELL: Specific, evidence-based positive feedback. Not 'it was good' but 'when you did X, the effect was Y.'

Step 3 QUESTIONS (not criticism): 'I noticed you did X, what was your thinking?'

Step 4 SUGGESTIONS: Offered as possibilities, not corrections. 'One thing that might work is...'

Step 5 TEACHER REFLECTS: One thing they will do differently. One thing they will keep.

GUIDE FOR MENTOR TEACHERS

This part of the manual is written for you. The experienced teacher who has agreed to host a student teacher.

What Is Your Role and What It Is Not

Your role IS	Your role is NOT
A professional model who teaches with the student present	A supervisor who corrects every decision in real time
A reflective partner who asks questions after lessons	A judge who delivers verdicts on performance
Someone who creates space for the student to try, fail, and learn	Someone who steps in and takes over when things get difficult
A source of honest, specific, constructive feedback	A source of vague reassurance ('it was fine')
The primary assessor of the student's teaching quality	Responsible for the student's emotional wellbeing or career decisions

One principle above all others

The student teacher learns most from lessons that did not go perfectly, if those lessons are followed by a good debriefing conversation.

Your most important contribution is not what happens during the lesson, it is the conversation that follows.

What to Expect by Semester

Semester	What the student is learning	What to expect realistically
S1 Observation	Reading classrooms, identifying patterns	Enthusiastic but overwhelmed. Needs guidance on where to look, not just what to see.
S2 First lessons	Managing basic lesson flow, giving clear instructions	Nervous, over-planned, may rush. Needs encouragement alongside honest feedback. Focus on 1–2 areas only.
S3 Growing confidence	Differentiation, formative assessment, flexible management	More confident, may develop blind spots. This is the semester to push deeper, not just 'what' but 'why'.
S4 Intensive practice	Independent teaching, consistent quality, professional identity	Now is the time for honest, comprehensive assessment, both encouraging and challenging.

How to Give Feedback That Actually Helps

- **Specific:** 'When you asked the class to open their books before giving instructions, three students had already started reading and stopped listening.'
- **Evidence-based:** rooted in something you actually observed, not a general impression.
- **Limited:** focus on 1–3 areas per lesson. More is not always better.
- **Forward-looking:** every piece of critical feedback ends with a question or suggestion: 'What would happen if you gave instructions before distributing materials?'

The debriefing conversation — a practical structure

1. Ask first: 'How do you think it went?' Let them speak. Do not interrupt.
2. Confirm what worked, one or two specific things, in enough detail that the student knows exactly what you mean.
3. Raise one or two areas for development, as questions, not verdicts: 'I noticed X. What was your thinking there?'
4. Agree one specific action for the next lesson.
5. End on a human note. Teaching practice is stressful. Acknowledge that.

Differentiation and Diverse Learners

Adapting lessons for learners with different needs is the skill student teachers struggle with most. It is also the hardest skill in teaching, it takes years to develop. Three things will help your student teacher more than anything else:

- Model differentiation in your own lessons and name it explicitly: 'I'm giving these students a word bank because...'
- After lessons, ask specifically: 'Did you notice [student X]. What do you think they needed?'
- Share your knowledge of individual learners, their IVPs, and their school history and all the context the student cannot have yet because they are only pre-service teachers.

Completing the Assessment Form

- Read the grade descriptors before assigning grades.
- Complete the written notes section. Grades without narrative tell the student nothing useful and they tell the university nothing either.
- Be honest. A grade of C with specific, honest feedback is more valuable than a grade of A with no explanation.
- If you have concerns about a student teacher's professional conduct or readiness, contact the methodology teacher at UMB before completing the final assessment.

TEACHING PRACTICE ASSESSMENT Semester 2

1st year, summer term | *Priebežná výstupová prax ANJ — letný semester 1. roč. Mgr.*

Student name: _____

Mentor teacher: _____

School: _____ No. of lessons: _____

Absences: _____

Grade Descriptors

Both the mentor teacher and the student teacher should read these before the assessment is completed.

Grade	What this means in practice
A	Excellent: consistently exceeds expectations. Planning is creative, precise, and learner-centred. Delivery is confident, flexible, and responsive. Reflection is deep, specific, and drives visible change.
B	Good: meets expectations with occasional outstanding moments. Planning is solid. Delivery is competent with minor lapses. Reflection identifies real issues and shows willingness to improve.
C	Adequate: meets minimum expectations. Planning covers the basics but lacks depth. Delivery is functional but uneven. Reflection is present but surface-level or formulaic.
D	Marginally adequate: below expectations in one or more areas. Planning has gaps. Delivery is inconsistent. Reflection avoids difficult truths. Significant improvement needed.
E	Inadequate: consistently below expectations. Little evidence of reflection or professional growth. May pass only with substantial additional work agreed with the teacher trainer.
Fx	Fail: attendance not met, lessons not delivered, or professional conduct unacceptable. Must repeat the practice.

A Personal Qualities and Approach

Criterion	A	B	C	D	E	Fx
Level of interest and activity in post-lesson discussions	☐	☐	☐	☐	☐	☐
Capacity for self-reflection and self-assessment	☐	☐	☐	☐	☐	☐
Constructive response to feedback from mentor and peers	☐	☐	☐	☐	☐	☐
Reliability, professional conduct, and cooperation	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Personal Qualities	☐	☐	☐	☐	☐	☐

B Planning and Written Preparation

Criterion	A	B	C	D	E	Fx
Clearly and specifically formulated aims and outcomes	☐	☐	☐	☐	☐	☐
Selection of appropriate activities and tasks	☐	☐	☐	☐	☐	☐
Balance and variety of activities	☐	☐	☐	☐	☐	☐
Evidence of differentiation planning for diverse learners	☐	☐	☐	☐	☐	☐
Quality of lesson plans (instructions, examples, detail)	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Planning	☐	☐	☐	☐	☐	☐

C Lesson Delivery

Criterion	A	B	C	D	E	Fx
Overall lesson organisation	☐	☐	☐	☐	☐	☐
Presentation of new language / content	☐	☐	☐	☐	☐	☐
Practice and reinforcement of new content	☐	☐	☐	☐	☐	☐
Interaction with learners — classroom atmosphere	☐	☐	☐	☐	☐	☐
Differentiation and responsiveness to diverse learners	☐	☐	☐	☐	☐	☐
Achievement of lesson aims	☐	☐	☐	☐	☐	☐
Clarity of instructions	☐	☐	☐	☐	☐	☐
Appropriateness of tasks and activities for the learners	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Delivery	☐	☐	☐	☐	☐	☐

OVERALL GRADE	A	B	C	D	E	Fx
	☐	☐	☐	☐	☐	☐

Date and signature of mentor teacher: _____

Mentor teacher's notes (obligatory, grades without narrative are incomplete):

Strengths and natural pedagogical abilities demonstrated:

Response to feedback, self-reflection capacity:

Areas for development (pedagogical, communicative, organisational):

Professional recommendation / challenge for the student's first year of independent teaching:

TEACHING PRACTICE ASSESSMENT Semester 3

2nd year, winter term | Priebežná výstupová prax ANJ — zimný semester 2. roč. Mgr.

Student name: _____

Mentor teacher: _____

School: _____ No. of lessons: _____

Absences: _____

Grade Descriptors

Both the mentor teacher and the student teacher should read these before the assessment is completed.

Grade	What this means in practice
A	Excellent: consistently exceeds expectations. Planning is creative, precise, and learner-centred. Delivery is confident, flexible, and responsive. Reflection is deep, specific, and drives visible change.
B	Good: meets expectations with occasional outstanding moments. Planning is solid. Delivery is competent with minor lapses. Reflection identifies real issues and shows willingness to improve.
C	Adequate: meets minimum expectations. Planning covers the basics but lacks depth. Delivery is functional but uneven. Reflection is present but surface-level or formulaic.
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A Personal Qualities and Approach

Criterion	A	B	C	D	E	Fx
Level of interest and activity in post-lesson discussions	☐	☐	☐	☐	☐	☐
Capacity for self-reflection and self-assessment	☐	☐	☐	☐	☐	☐
Constructive response to feedback from mentor and peers	☐	☐	☐	☐	☐	☐
Reliability, professional conduct, and cooperation	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Personal Qualities	☐	☐	☐	☐	☐	☐

B Planning and Written Preparation

Criterion	A	B	C	D	E	Fx
Clearly and specifically formulated aims and outcomes	☐	☐	☐	☐	☐	☐
Selection of appropriate activities and tasks	☐	☐	☐	☐	☐	☐
Balance and variety of activities	☐	☐	☐	☐	☐	☐
Evidence of differentiation planning for diverse learners	☐	☐	☐	☐	☐	☐
Quality of lesson plans (instructions, examples, detail)	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Planning	☐	☐	☐	☐	☐	☐

C Lesson Delivery

Criterion	A	B	C	D	E	Fx
Overall lesson organisation	☐	☐	☐	☐	☐	☐
Presentation of new language / content	☐	☐	☐	☐	☐	☐
Practice and reinforcement of new content	☐	☐	☐	☐	☐	☐
Interaction with learners, classroom atmosphere	☐	☐	☐	☐	☐	☐
Differentiation and responsiveness to diverse learners	☐	☐	☐	☐	☐	☐
Achievement of lesson aims	☐	☐	☐	☐	☐	☐
Clarity of instructions	☐	☐	☐	☐	☐	☐
Appropriateness of tasks and activities for the learners	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Delivery	☐	☐	☐	☐	☐	☐

OVERALL GRADE	A	B	C	D	E	Fx
	☐	☐	☐	☐	☐	☐

Date and signature of mentor teacher: _____

Mentor teacher's notes (obligatory, grades without narrative are incomplete):

Strengths and natural pedagogical abilities demonstrated:

Response to feedback, self-reflection capacity:

Areas for development (pedagogical, communicative, organisational):

Professional recommendation / challenge for the student's first year of independent teaching:

TEACHING PRACTICE ASSESSMENT Semester 4 (Intensive)

2nd year, summer term | Súvislá výstupová prax ANJ — letný semester 2. roč. Mgr.

Student name: _____

Mentor teacher: _____

School: _____ No. of lessons: _____

Absences: _____

Grade Descriptors

Both the mentor teacher and the student teacher should read these before the assessment is completed.

Grade	What this means in practice
A	Excellent: consistently exceeds expectations. Planning is creative, precise, and learner-centred. Delivery is confident, flexible, and responsive. Reflection is deep, specific, and drives visible change.
B	Good: meets expectations with occasional outstanding moments. Planning is solid. Delivery is competent with minor lapses. Reflection identifies real issues and shows willingness to improve.
C	Adequate: meets minimum expectations. Planning covers the basics but lacks depth. Delivery is functional but uneven. Reflection is present but surface-level or formulaic.
D	Marginally adequate: below expectations in one or more areas. Planning has gaps. Delivery is inconsistent. Reflection avoids difficult truths. Significant improvement needed.
E	Inadequate: consistently below expectations. Little evidence of reflection or professional growth. May pass only with substantial additional work agreed with the teacher trainer.
Fx	Fail: attendance not met, lessons not delivered, or professional conduct unacceptable. Must repeat the practice.

A Personal Qualities and Approach

Criterion	A	B	C	D	E	Fx
Level of interest and activity in post-lesson discussions	☐	☐	☐	☐	☐	☐
Capacity for self-reflection and self-assessment	☐	☐	☐	☐	☐	☐
Constructive response to feedback from mentor and peers	☐	☐	☐	☐	☐	☐
Reliability, professional conduct, and cooperation	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Personal Qualities	☐	☐	☐	☐	☐	☐

B Planning and Written Preparation

Criterion	A	B	C	D	E	Fx
Clearly and specifically formulated aims and outcomes	☐	☐	☐	☐	☐	☐
Selection of appropriate activities and tasks	☐	☐	☐	☐	☐	☐
Balance and variety of activities	☐	☐	☐	☐	☐	☐
Evidence of differentiation planning for diverse learners	☐	☐	☐	☐	☐	☐
Quality of lesson plans (instructions, examples, detail)	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Planning	☐	☐	☐	☐	☐	☐

C Lesson Delivery

Criterion	A	B	C	D	E	Fx
Overall lesson organisation	☐	☐	☐	☐	☐	☐
Presentation of new language / content	☐	☐	☐	☐	☐	☐
Practice and reinforcement of new content	☐	☐	☐	☐	☐	☐
Interaction with learners, classroom atmosphere	☐	☐	☐	☐	☐	☐
Differentiation and responsiveness to diverse learners	☐	☐	☐	☐	☐	☐
Achievement of lesson aims	☐	☐	☐	☐	☐	☐
Clarity of instructions	☐	☐	☐	☐	☐	☐
Appropriateness of tasks and activities for the learners	☐	☐	☐	☐	☐	☐
PARTIAL GRADE Delivery	☐	☐	☐	☐	☐	☐

OVERALL GRADE	A	B	C	D	E	Fx
	☐	☐	☐	☐	☐	☐

Date and signature of mentor teacher: _____

Mentor teacher's notes (obligatory, grades without narrative are incomplete):

Strengths and natural pedagogical abilities demonstrated:

Response to feedback, self-reflection capacity:

Areas for development (pedagogical, communicative, organisational):

Professional recommendation / challenge for the student's first year of independent teaching:

PRACTICAL TIPS FROM EXPERIENCED TEACHERS

On planning

- Prepare more than you need: always have a backup activity in case you have time left.
- Mark one activity in your plan: 'cut if short on time.' Make this decision before the lesson, not during it.
- Keep a watch or clock easily visible so you have a sense of time.
- Set homework before the end of the lesson, when you can explain it clearly.
- Homework should be something students can do independently — not new content, but consolidation of what they already know. If a student needs help to complete it, the task is wrong, not the student.
- Checking homework does not need to take fifteen minutes. Pair-check, spot-check three students aloud, or ask students to mark their own against a model answer. Save whole-class correction for errors that appeared across the majority of the class — those are worth addressing together.

On your first day

- Introduce yourself briefly — your name, where you are from, why you are here. Two or three sentences. Students are not yet listening carefully, they are deciding whether they like you.
- Tell the class what to expect: how your lessons will be structured, what the objectives are, what you expect from them, what they can expect from you.
- Learn names as fast as you can. Use a seating plan, name games, use name cards, use any system that works. A teacher who uses a student's name within the first week is a different teacher from one who points and says *you* for a month.
- Do not try to be liked. Try to be clear, calm, and consistent. Respect follows from that. Liking usually follows from respect.
- Something will go wrong. A task will fall flat, a student will say something you did not expect, the projector will not work. How you handle the first thing that goes wrong tells the class more about you than anything you planned.

On instructions

- Give instructions BEFORE distributing materials, learners stop listening once they have something in hand.
- Check understanding: ask a learner to explain in Slovak what they should do if needed.
- Do not repeat instructions in a more complicated form than the original.
- Do not feel guilty if you switch to Slovak when it would genuinely save time and help learners.

When the class goes quiet

- Silence after a question is not failure. It is thinking time. Wait longer than feels comfortable — count to seven in your head before doing anything.
- If nobody answers, do not answer the question yourself. Reformulate it: make it more concrete, or more personal. *"What do you think about globalisation?"* produces silence. *"Name one thing in this room that came from another country"* produces answers.
- Think-pair-share breaks the silence structurally. Give students thirty seconds to think alone, then discuss with a partner, then report to the class. The public risk disappears when the answer has

already been tested with one other person.

- After the lesson, note which questions produced silence and which did not. The pattern will tell you something useful.

When things don't go as planned

- You will finish a planned activity twenty minutes early. You will also run out of time before finishing. Both will happen in the same week.
- Always have one activity that requires no preparation and works with any content. A discussion question connected to the lesson topic, a vocabulary review in pairs, a short free-writing prompt, an exit ticket. Mark it in your lesson plan as *"if time"*. Decide before the lesson which activity you would cut if time runs short.
- When the bell rings and you have not finished: do not rush. Do not try to compress twenty minutes into two. Stop at a natural point, name what you did not get to, and tell students when you will return to it. A lesson that ends calmly at the wrong place is better than a lesson that ends in a panic at the right one.
- When an activity simply does not work (students are confused, disengaged, or the task was misjudged) stop it. Say *"Let's try this differently"* and move on. Persisting with a failing activity out of loyalty to your plan teaches nothing.

On questions you cannot answer

- Every teacher is asked something they do not know. This happens more often with English than with most subjects, because language is infinite and students notice things you did not plan for.
- The professional response is simple: *"That's a good question — I'm not certain. Let me check and come back to you next lesson."* Say it calmly, write it down visibly, and follow through. A teacher who admits uncertainty and then returns with an answer models exactly what you want students to do with their own gaps.
- What undermines you is not knowing. It is pretending to know when you do not, or deflecting so obviously that students notice. Both damage trust faster than honest uncertainty ever could.
- If you make a language error in front of the class, and you will, treat it the same way. Acknowledge it, correct it, move on. A non-native speaker teacher who handles their own errors with ease is still a powerful model of language learning.

On diverse learners

- If a learner has an IVP, read it before your first lesson. It is not optional, it is your professional obligation.
- A quiet learner is not a compliant learner. Check in. What is behind the silence?
- The student who seems disruptive often most needs connection. Try a brief private conversation before or after class.
- Differentiation does not mean three separate lessons. It means three versions of one task — prepared in advance.

On classroom presence

- Move around the room, do not stay behind the desk or in one spot.
- Vary your voice: pace, volume, pitch. Monotone or too quiet voice loses classes.
- Learn your learners' names as quickly as possible.
- Silence can be a tool also, do not fill every pause with words.

On the board

- Whatever you write on the board or display on screen is implicitly endorsed as correct. Check the spelling before the lesson, not while thirty pairs of eyes watch you hesitate.
 - Do not write with your back to the class for longer than a few seconds. Write, turn, continue talking. Students disengage the moment you face the wall.
 - Use the board structurally, not randomly. Key vocabulary on one side, the task instruction in the centre, examples as they emerge during the lesson. Students copy what is on the board — make sure what they copy is worth having in their notebooks.
 - At the end of the lesson, photograph the board before you erase it. It is an honest record of what actually happened in the lesson, which is often different from what you planned.
-

On wellbeing ⁶

Teaching is one of the most emotionally demanding professions. Exhaustion, self-doubt, and the feeling that you are never doing enough are not signs of weakness, they are signs that you care deeply about work that is genuinely hard.

If you notice any of these signs such as persistent exhaustion that sleep does not fix, loss of enthusiasm for lessons you used to enjoy, growing irritability with students or colleagues, a feeling that nothing you do makes a difference, take them seriously. They are not a phase. They are a signal.

What helps:

- A trusted colleague you can speak honestly with, not just professionally, but humanly.
- A clear boundary between school and personal time and the discipline to protect it.
- A community of other teachers, whether in your school or in a wider professional network.
- Supervision or coaching. Slovakia offers this as a standard for beginning teachers.
- Professional psychological support, a counsellor or therapist who understands professional stress.

Your wellbeing is not separate from your teaching quality. It is the foundation of it.

⁶ More on wellbeing: Herrera at al., 2022

AFTER TEACHING PRACTICE / WHAT COMES NEXT

This manual ends here. Your teaching does not.

The structure of teaching practice, the observation tasks, the reflection journals, the mentor feedback, disappears on the day you walk into your first classroom alone. Nobody will ask you to fill in Document 2. Nobody will debrief you after your lesson. Nobody will give you a grade.

This is both freedom and responsibility.

What to Expect in Your First Year

What you will find	What it means
More lessons, less support	You may teach 18–22 lessons a week with no structured reflection time built in. The habits you built in practice are the only thing you carry with you.
Administration you were not fully prepared for	Triedna kniha, electronic records, reports, parent meetings, IVP documentation, end-of-term grades. None of this was the focus of your practice — but all of it is now your responsibility.
Learners who need more than your lesson plan anticipated	Every class will contain students whose needs push beyond what you prepared. This is not failure — it is the real job.
Colleagues who teach very differently from what you learned	Some will challenge your approach. Others will offer wisdom you did not expect. Stay open to both.
Moments when you feel like you are failing	These moments are normal. They are not evidence that you are a bad teacher. They are evidence that teaching is challenging but also rewarding.

How to Keep Growing Without a Manual

The most important thing this manual gave you is not a set of observation tasks. It is a habit of noticing and a practice of reflection. Here is how to keep it alive:

- Keep a brief teaching journal. Even three sentences after a lesson is enough. You will lose your growth without a record of it.
- Find one colleague you trust enough to observe and be observed by. Peer observation does not end with teaching practice. It is a professional habit.
- Join a professional community. Teacher associations, subject-specific networks, and online communities of practice exist for English language teachers at every level. They are sources of ideas, solidarity, and continued learning.
- Seek out continuing professional development, i.e. courses, webinars, conferences.
- Return to your Final Teaching Philosophy in one year. Read it with the eyes of the teacher you have become. What has changed? What do you now know that you did not know when you wrote it?

Where to look for support and community

Subject-specific teacher associations for English language teachers, national and international
University continuing education programmes and postgraduate courses

Regional and national pedagogical centres and methodological networks

Online communities of practice for ELT teachers

School-based mentoring and induction programmes for beginning teachers

Professional supervision and coaching services for teachers

Note: specific organisations and platforms change over time. Search for current options in your region and at the national level, such as SCELТ (Slovak Chamber of EL Teachers).

Teaching is a profession you grow into over a lifetime. You do not complete it at graduation. The best teachers we know are still learning. They are still surprised by their students. They are still asking the question this manual began with:

Why does this matter and for whom?

Some Useful Classroom Language

Starting & managing the lesson

Who is absent today? | Are you ready to begin? | I'm waiting for you to be quiet.

Our topic for today is... | In the last lesson we... | Let's revise...

Open your book at page... | Look at exercise... | Put your books away.

Giving instructions

Get into pairs / groups of three. | Find a partner. | Change partners.

Pass these papers back. | I want the papers back, don't write on them.

Try to do it on your own first.

Encouraging and correcting

Don't give up. You are getting better at this. | Good job. Well done.

Come on, try again. | Take your time. | You'll be better next time.

Can anyone help? | Is that right, or would someone like to add something?

Closing the lesson

That's all for today. You have worked very well. | We'll continue next time.

Your homework for today is... | Repeat what you should do, is it clear?

Feedback: thumbs up / thumbs down / traffic lights / exit ticket.

RECOMMENDED RESOURCES

AI Tools for Future Teachers

AI tools can support lesson planning, material creation, and reflection. Use them critically. Always adapt the output to your specific learners and context. AI cannot observe your class, and your professional judgement always comes first.

- Claude (claude.ai): lesson planning, differentiated task variants, rubric creation, writing feedback
- NotebookLM (notebooklm.google): organising and synthesising your own notes and readings
- MagicSchool AI (magicschool.ai): teacher tools: rubric generator, differentiation, IVP/IEP support
- Chalkie (chalkie.ai): worksheet and activity generator for language classes

Practical AI exercise

Take one activity from your lesson plan. Ask an AI tool to generate three versions: one with scaffolding for struggling learners, one standard, one extended for advanced learners.

Then ask yourself: which version would I actually use and what would I change? The decision is always yours.

European Portfolio for Student Teachers of Languages (EPOSTL)

The EPOSTL is a self-assessment tool built around 'can-do' descriptors across six areas of language teaching competence: Context, Methodology, Resources, Lesson Planning, Conducting a Lesson, Independent Learning, and Assessment. We recommend completing selected EPOSTL descriptors at the end of each semester to track your developing competence.

Your Page

This page is yours. Use it however you need: a name, a quote, a situation, a moment you do not want to forget. Keep a record of the things that made teaching feel real.

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Becoming an English Teacher

Teaching Practice Manual

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