

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD 500 007**



**SCHOOL OF DISTANCE EDUCATION**

**POST-GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH**

**PRACTICE TEACHING  
ASSIGNMENTS (2017-2018)**

*(Note: Approximate word limits are suggested for all the questions. You are requested to stick to the word limit suggested)*

**Assignment-I  
[Based on Block-I]**

1. What do you think are the qualities of a good teacher that you possess? What are the areas/aspects you need to improve to become a better teacher? (400-500 words)
2. A. Who are all the stakeholders of an educational institution who are directly related to a teacher? Are they interrelated? How? (250-300 words)  
B. Do you think every teacher is answerable to all the stakeholders? Justify your answer with suitable examples from your experience. (250-300 words)
3. Why do you think a teacher also should be a decision maker? From your experience (as a teacher if you are a practicing teacher, if not as a learner) state any two situations in the classroom when a teacher has to take difficult decisions. (400-500 words)

**Assignment-II  
[Based on Block-II]**

- I. Appendix-I gives you a self-evaluation report of a teacher trainee. Evaluate the report with the help of the check list given below:
  - Achieving the objectives set
  - Execution of the lesson plan -deviations if any with reasons
  - Appropriate use of materials and teaching aids ( as planned)
  - Creating a learning set to teach new content, learning practice, providing feedback
  - Nature of classroom interaction(500-600 words)
- II. If you were to write an observation report of the same class, what would be the other aspects/information of the class you would like to include? Justify your answer by highlighting the importance of observation reports. (300-400 words)

**Assignment-III**  
**[Based on Block-III)**

Appendix-II has a text.

1. If you are to teach this lesson to develop LSRW skills along with language aspects- vocabulary, grammar and pronunciation, how many 40 minute classes would you require? How would you go about teaching it? (250-300 words)
2. Write a lesson plan that integrates any two language skills and one language aspect for a 1 hour class. (Use the checklist given in p-32 of Block-III to prepare your lesson plan.) (300-400 words)
3. How do you think your lesson plan can help you in teaching the above lesson? (250-300 words)

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## SELF EVALUATION REPORT

Lesson no. 1

My first lesson was intended for an 8<sup>th</sup> standard students, English medium. In this session, I took up listening skill with the objective to enable the learners to listen for specific information, to listen to get the meaning (the story behind the audio) and also teach a little bit of vocabulary items that are related to the listening text. For this I chose a lesson from a course book (Cutting Edge – Pre-intermediate level, Module-5). In this module, there's a song called "His Latest Flame" for listening practice. I prepare my lesson plan grounding the base on this audio. I prepare 3 exercises where the first one was to do while listening (listening for specific information) followed by the second exercise where the learners have to identify the characters in the song and do the exercise (fill in the blanks) to check their understanding of the meaning based on the context and the story behind the song. And the last exercise was a writing cum speaking exercise where the students are divided in two groups and discuss and write their opinions on the point of view of: the singer and his friend and narrate the story in the class. I prepared the lesson plan well, to the best of my knowledge, showed it to my concerned supervisors if there are any changes to be made or add/delete anything from it and for anything that I have missed out. They were very helpful to me and take keen interest in improvising the lesson plan for betterment. Then I finalize the lesson plan and cross check the activities several times, I even request my friends to proof read it before taking the print out and practice it again and again before I actually execute it in the class.

During the execution of the lesson, I would say I did quite well, better than I was expecting it. I was very nervous yet I keep myself composed and focus on what I have to accomplish during the short 30 minutes' session. I was comfortable moving around the classroom while the students do the exercises and clarify their doubts, my voice was audible to the students which is one big thing that I achieved in this session. Instructions were clear and the students were active and responsive and I manage to keep a friendly environment between the teacher and the students. I constantly remind myself to encourage the students by giving compliments, using hand gestures, facial expressions and I would say I succeeded in doing that. Some few things I regret not doing it and which could have been much better had I done it, were, I should have given more examples while giving feedback, blackboard management was not good, it should have been more systematic and neat. I did not sum up what I have taught in the session while I summarize for my other two team members. And the time management was not good, I exceeded the given time by 4 minutes.

Because of the time constraint I leave out some points or I refrain myself from giving a detailed explanation with examples which in a way hinders the learners' understanding. The time spent on doing the activities took longer than I planned which results in a little rushing in winding up.

In my initial plan teaching of grammar was not included but while executing I managed to add a little bit of grammar i.e. the degree of comparison but I couldn't bring it out very well with more examples. Something that I learned from this session is to be over prepared for any kind of circumstances. I thought I was well prepared but still I missed out a lot of important things which will be helpful for the students in their understanding. Given a chance to teach the lesson again I will work and put more efforts on the negative points or my regrets that I have noted above and deliver much better than how I have done it before. But nevertheless it was a good experience and I am happy for what and how I have execute the class keeping aside the negative points.

## APPENDIX - II

### You're Gorgeous!

1. For many people, German-born supermodel Claudia Schiffer is the perfect beauty: tall and slim, blue-eyed, tanned and athletic-looking with long, blond hair. No wonder people have described her as "The most beautiful woman in the world".
2. But people have not always had the same ideas about beauty. Until the 1920s, suntans were for poor people, "ladies" stayed out of the sun to keep their faces as pale as possible. Five hundred years ago, in the times of Queen Elizabeth I of England, fashionable ladies even painted their faces with lead to make them whiter – a very dangerous habit as lead is poisoned.
3. And people in the eighteenth century would certainly not have thought much of Claudia Schiffer's hair! Ladies in those days never went out without their wigs, which were so enormous – and so dirty – that it was quite common to find mice living in them! As for the "perfect beauties" painted by Rubens in the seventeenth century, if they wanted to be supermodels today they would have to spend months on a diet!
4. Ideas of beauty can be different according to where you live, too. For the Paduang tribe in South-East Asia, traditionally the most important sign of beauty was a long neck. So at the age of five or six, girls received their first neck rings, and each year they added new rings. By the time they were old enough to marry their necks were about twenty-five centimeters long!
5. And what about ideal man? If you ask women today to name an attractive man, most mention someone like Russell Crowe, Mel Gibson or Denzel Washington: someone tall and strong, brave and "manly"
6. In the eighteenth century, however, "manliness" was different from what it is today. As well as wearing wigs, perfume and lots of make-up, a true gentleman showed his feelings by crying frequently in public. According to one story, when the British Prime Minister, Lord Spencer Percival, came to give King George IV some bad news, both men sat down and cried!
7. And even now, Russell Crowe might not find it easy to attract women if he visited the Dinka tribe of Sudan. They have always believed in the saying that "big is beautiful" traditionally, each year, men compete to win the title of the "fattest man". The winner is sure to find a wife quickly: for a Dinka woman, if a man is fat, it's also a sign that he is rich and powerful!