NOHU

FACULTY OF EDUCATION

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

PRACTICUM I

COURSE PACK

Student teacher:
Student ID:
Cooperating School:
Mentor Teacher:
University Supervisor:

ACADEMIC YEAR 2026-2027

NİĞDE

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NİĞDE ÖMER HALİSDEMİR UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

PART I — GETTING STARTED

1. INTRODUCTION TO TEACHING PRACTICUM I

Dear Student-Teacher,

This course represents an important transition from learning about teaching to beginning to experience teaching as a professional practice. Throughout the semester, you will spend time in a cooperating school, observe experienced teachers, interact with learners, participate in classroom and school activities, plan lessons, undertake teaching activities, receive feedback, and reflect on your developing professional identity. Teaching Practicum I is not simply a course in which you observe what teachers do. It is an opportunity to learn how teachers notice, interpret, decide, act, and adapt. You are, therefore, encouraged to approach every school experience with curiosity and a willingness to learn.

You will first observe classroom and school practices. You will then interpret what you have observed, connect your observations with what you have learned in your university courses, consider alternative approaches, and gradually apply your developing knowledge in your own teaching practice. Remember that there is no expectation that you will become a fully developed teacher during this practicum. The purpose of the course is to help you begin developing the knowledge, skills, dispositions, and professional awareness required for effective English language teaching. Use this handbook actively. Write in it, question what you observe, discuss your experiences with your peers and mentor teacher, and return to your previous reflections as your understanding develops. We hope that Teaching Practicum I will be a meaningful step in your journey toward becoming an English language teacher.

2. COURSE DESCRIPTION

Teaching Practicum I is a school-based professional learning experience designed to introduce pre-service English language teachers to the realities of classroom teaching and school life. You are required to spend 6 hours per week (12-14 weeks) to perform their observation duties in thecooperating school. This phase starts in the first week of September and continues till the mid of January, depending on each student's assigned schedule and the school program. If the student- teacher does not complete the observations, s/he cannot be evaluated for his/her final teaching performance and fails the course.

3. ORGANIZATION OF THE PRACTICUM

Teaching Practicum I consists of two interconnected components:

The university component provides opportunities to:

- discuss school experiences;
- connect observations with educational theory;
- analyze teaching practices;
- examine selected readings;
- share challenges and solutions;
- prepare for teaching practice;
- reflect on professional development.

The school component provides opportunities to:

- observe English lessons;
- become familiar with the school context;
- observe learners;
- shadow a mentor teacher;
- analyze teaching practices;
- participate in appropriate school activities;
- undertake teaching activities;
- receive feedback;
- develop professional competence.

Student-teachers are expected to attend both components regularly and to complete all assigned tasks.

4. ROLES AND RESPONSIBILITIES

The student teacher *is expected to:*

- attend the practicum regularly and punctually;
- behave professionally in the cooperating school;
- complete assigned observation and teaching tasks;
- respect learners, teachers, administrators, and school staff;
- prepare adequately for teaching activities;
- maintain confidentiality;
- seek and respond constructively to feedback;
- keep an organized practicum portfolio;
- reflect critically on professional experiences;
- communicate with the mentor teacher and university supervisor when support is needed.

The mentor teacher *is expected to:*

- introduce the pre-service teacher to the relevant aspects of school life;
- facilitate appropriate classroom observations;
- provide opportunities for participation and teaching;
- discuss lesson planning and teaching decisions;
- provide constructive feedback;
- support the professional development of the pre-service teacher;
- communicate significant concerns to the university supervisor when necessary.

The university supervisor *is expected to:*

- coordinate the university component of the practicum;
- provide guidance regarding practicum tasks;
- support links between theory and practice;
- monitor the progress of pre-service teachers;
- observe teaching when appropriate;
- provide developmental feedback;
- evaluate the required practicum work.

Cooperating School

The cooperating school provides an authentic professional environment in which student teachers can observe, participate, and gradually develop teaching competence.

5. PROFESSIONAL CONDUCT, ETHICS, AND CONFIDENTIALITY

The practicum is a professional experience. Student teachers are expected to behave as developing members of the teaching profession. You should:

- arrive on time;
- follow school procedures;
- communicate respectfully;
- dress appropriately for the professional setting;
- use mobile devices responsibly;
- follow the instructions of school administrators and teachers;
- prepare carefully for all teaching activities.

Information about learners, teachers, families, and the school must be treated as confidential. Do not include identifiable information about learners in your portfolio. Do not photograph, record, or share classroom activities, learners, teachers, or school documents unless explicit institutional permission has been obtained.

When using digital tools or AI-supported systems:

- do not enter identifiable student information into external systems;
- do not upload confidential school documents;
- verify AI-generated information before using it;
- consider the age, proficiency level, and needs of learners;
- maintain teacher responsibility for all instructional decisions;
- do not present AI-generated work as professional judgment without evaluation.

PART II – THE PRACTICUM

6. FROM OBSERVATION TO ACTION

The practicum follows a developmental cycle:

OBSERVE: Look carefully at what is happening.
REFLECT: Consider what you noticed and why it may have happened.
PLAN: Think about what you would do in a similar situation.
ACT: Apply your developing knowledge through teaching or other professional activities.
REVISIT: Return to the experience, consider feedback, and identify what you would maintain, change, or try next time.

This cycle should guide your work throughout the semester. Observation is not passive. Reflection is not simply description. Teaching is not simply implementing a lesson plan. Professional development occurs when you connect experience, interpretation, action, and feedback.

7. THE REFLECTIVE PRACTICE

For each major practicum experience, use the following four questions:

1. OBSERVE: **What did I notice?**

Describe the relevant event using specific evidence.

2. INTERPRET: **Why might this have happened?**

Consider learners, teacher behavior, task design, classroom context, language level, timing, interaction, materials, or other relevant factors.

3. QUESTION: **What question does this experience raise for me as a developing teacher?**

Identify something that you do not yet fully understand.

4. REIMAGINE: **What might I do differently?**

Propose an alternative or improvement and explain why.

PART III — PRACTICUM TASKS

8. PRACTICUM PROCEDURES AND EXPECTATIONS

At the beginning of the Fall semester, each student teacher will be registered in the MEBBİS system. Your attendance at the practicum school will be documented on a weekly basis. During the semester, you are expected to develop a minimum of three lesson plans and conduct three teaching sessions based on these plans. Mentor teachers will evaluate your teaching performance through the MEBBİS system according to the specified assessment criteria and will enter an overall evaluation for each pre-service teacher. The assessment criteria used by mentor teachers in MEBBİS are provided in **Appendix 5**. Your teaching performance will also be evaluated by the university supervisor through the same system.

The practicum consists of a series of structured observation activities and practical tasks intended to familiarize you with different dimensions of the teaching profession. Each activity focuses your attention on a particular aspect of teachers' professional work. As you complete the tasks, you are encouraged to observe experienced teachers carefully, consider their practices, and make use of the feedback they provide on your own teaching. The knowledge and insights gained through these experiences should gradually be incorporated into your developing teaching skills and professional practice.

If you are asked to teach a class, either for part of a lesson or for an entire lesson, you should make the necessary arrangements well in advance. The mentor teacher should be informed about your plans and agree to the proposed teaching activity. Share your lesson plan with the teacher beforehand and take their advice and recommendations into consideration. Before teaching, review the relevant textbook material carefully and prepare all necessary instructional materials in advance.

You will also work collaboratively with another student teacher during the practicum. Support one another by exchanging ideas, observing each other's teaching, and providing constructive feedback. Where appropriate, you may work together through peer observation or team teaching. Collaboration is an important part of professional learning, so make use of the opportunity to learn from one another.

9. DISCUSSION AND REFLECTION

You are expected to participate in two hours of theoretical discussion at the faculty each week for 14 weeks. During these sessions, the university supervisor will review the previous week's school-based experiences with the group and provide guidance regarding the activities planned for the following week.

Each week, one student teacher will serve as the discussion leader. The discussion leader will initiate the session by introducing relevant questions and encouraging discussion among the group.

All student teachers are expected to prepare a 200-word reflective response to the assigned weekly article and submit/write it as required during the course. These reflections should demonstrate engagement with the reading and, where possible, connect key ideas from the article with observations and experiences from the practicum.

Regular attendance at the weekly discussion and reflection sessions with the university supervisor is an essential part of the course.

COURSE OUTLINE for PRACTICUM I		
Date	**Week at Faculty (Weekly Reflections)**	**Week at School (Observation Tasks &Teaching Activities)**
Week 1	**Introduction to the course**	Student-Teacher Relationships & First school visits
Week 2	**Discussion 1:** Classroom Observation in Teaching Practice *Richards, J. C., & Farrell, T. S. C. (2011). Classroom observation in teaching practice. In Practice teaching: A reflective approach (pp. 90–105). Cambridge University Press. https://doi.org/10.1017/CBO9781139151535.008*	**Task 1** Mapping the English Learning Context
Week 3	**Discussion 2:** Exploring Your Own Teaching *Richards, J. C., & Farrell, T. S. C. (2011). Exploring your own teaching. In Practice teaching: A reflective approach (pp. 150–160). Cambridge University Press. https://doi.org/10.1017/CBO9781139151535.012*	**Task 2** Understanding Learners
Week 4	**Discussion 3:** Teaching New Generations *Reilly, P. (2012). Understanding and teaching Generation Y. English Teaching Forum, 50(1), 2–11. https://americanenglish.state.gov/resources/english-teaching-forum-2012#child-79*	**Task 3** Shadowing the English Teacher
Week 5	**Discussion 4:** Good Instruction *Sowell, J. (2017). Good instruction-giving in the second-language classroom.* English Teaching Forum, 55*(3), 10–19. https://eric.ed.gov/?id=EJ1156495&utm_source=chatgpt.com*	**Task 4** Observing Language Teaching
Week 6	**Discussion 5:** Using L1 in the English Classroom *Tang, J. (2002). Using L1 in the English classroom. English Teaching Forum, 40(1), 36–43.*	**Task 5** From Teaching Techniques to Pedagogical Decisions

	Serag, A. (2017). The Impact of Using L1 on Foreign Language Acquisition in Japan. The Educational Re- view, USA,1(3), 70-76. http://dx.doi.org/10.26855/er.2017.03.004	
Week 7	**Discussion 6:** Using Homework *Büchel, L. L. (2016). English homework: What makes sense? English Teaching Forum, 54(3), 24. https://americanenglish.state.gov/resources/english-teaching-forum-2016-volume-54-number-3#child-2168*	**Task 6** Teacher Talk, Questioning, and Interaction
Week 8	**MIDTERM EXAM WEEK**	**Task 7** Lesson Observation
Week 9	**Discussion 7:** Group Dynamics *Pham, H. P. Q. (2017). Group dynamics: Building a sense of belonging in the EFL classroom.* English Teaching Forum, *55(1), 14–21. https://eric.ed.gov/?id=EJ1137785&utm_source=chatgpt.com*	**No Class: MEB Fall Break**
Week 10	**Discussion 8:** Classroom Management *Horwitz, E. K. (2005). Classroom management for teachers of Japanese and other foreign languages. Foreign Language Annals, 38(1), 56–68. https://doi.org/10.1111/j.1944-9720.2005.tb02453.x*	**Task 8** Classroom Management, Differentiation, and Inclusion
Week 11	**Discussion 9:** Teacher Research& Critical Thinking *Borg, S. (2006). Conditions for teacher research.* English Teaching Forum, 44*(4), 22–27. https://eric.ed.gov/?id=EJ1107899&utm_source=chatgpt.com* *Shaila, M. Y., & Trudell, B. (2010). From passive learners to critical thinkers: Preparing EFL students for university success.* English Teaching Forum, 48*(3), 2–9. https://files.eric.ed.gov/fulltext/EJ914890.pdf*	**Task 9** English Beyond the Classroom

Week 12	**Discussion 10:** Assessment for Learning *Marshall, B., & Jane Drummond, M. (2006). How teachers engage with assessment for learning: Lessons from the classroom. Research Papers in Education, 21(2), 133–149. https://doi.org/10.1080/02671520600615638*	**Task 10** Assessment for Learning
Week 13	**Discussion 11:** AI and English language Teaching *Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. British Journal of Educational Technology, 55(6), 2503–2529. https://doi.org/10.1111/bjet.13460*	**Task 11** Materials, Technology, and AI in ELT
Week 14	Revision	**Task 12** Critical Reflection on Practicum Experience
Week 15	**FINAL EXAM WEEK**	Submitting Portfolio

SYLLABUS for PRACTICUM I

AIM:

By the end of the course, you will

- arrange learning environments in accordance with the objectives in the curriculum.
- develop field-specific activities and materials.
- deliver a theoretical and practical course related to the field.
- recognize ways to prevent and cope with undesired behaviors in the classroom.
- prepare assessment tools appropriate to the objectives.
- conduct evaluation in line with the objectives.
- carry out self-assessment in terms of professional knowledge and skills in teaching.

PORTFOLIO:

- Task 1 — Mapping the English Learning Context
- Task 2 — Understanding Learners
- Task 3 — Shadowing the English Teacher
- Task 4 — Observing Language Teaching
- Task 5 — From Teaching Techniques to Pedagogical Decisions
- Task 6 — Teacher Talk, Questioning, and Interaction
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METHODOLOGY:

- Active student attendance is essential in the course at the faculty (70%). Each week one student is assigned as a discussion leader and leads the discussion by initiating topics and questions. All the students are required to write a 200-word reflective report on the article of the week.
- Active student participation is essential in all phases of the course at the school. The work completed at the school will be assessed by the mentor teacher and the task sheets will be assessedby the instructor at the university. However, if you turn in a task sheet for a week you have not attended at the school, 50% of the total possible grade will be deducted.
- You will write an observation task and a reflection report of approximately 200 words each week.This critical reflective report should focus on your perceptions, opinions, and expectations regarding your visit to the school that week. Specifically, this reflection report should answer thefollowing questions: What did you find significant about your visit to the school that week? Whatare your reactions to that perception or opinion? (Please write your observations by critically analyzing, not only in a narrative form)

- You will teach three lessons in your practice classes, and you will first prepare a lesson plan for each lesson and then write a self-reflection report by the end of each teaching practice.

EVALUATION:

- Mid-term: 50%
- Final (Student observation tasks, reflections and teaching activities): 50%

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TASK 1: MAPPING THE ENGLISH LEARNING CONTEXT

The purpose of this task is to understand the English language learning environment of the cooperating school. Consult your mentor teacher and, where appropriate, other school staff.

Investigate:

1. Which English textbooks are used?
2. Are supplementary materials used?
3. What English-related resources are available?
4. What digital technologies are available?
5. Which resources are regularly used?
6. Which resources are available but rarely used?
7. How many English teachers work in the school?
8. How many English lessons do learners have each week?
9. How is the English department organized?
10. What opportunities do learners have to use English beyond regular lessons?
11. What English-related extracurricular activities are available?
12. What challenges affect English language teaching in this school?

Complete the following:

Strengths of the English learning context:
.....

Challenges:
.....

Available resources:
.....

Underused opportunities:
.....

One improvement I would suggest:
.....

Reflection:

1. What did I learn about teaching English in this particular school context?
2. How might the context influence a teacher's pedagogical decisions?

TASK 2: UNDERSTANDING LEARNERS

The purpose of this task is to develop a more nuanced understanding of learners and their participation in English lessons. Select one learner with the guidance of your mentor teacher. Do not record the learner's name. Observe the learner across at least three lessons or lesson stages. Record evidence related to:

- attention;
- participation;
- listening;
- speaking;
- reading;
- writing;
- use of English;
- interaction with peers;
- interaction with the teacher;
- response to different task types;
- individual work;
- pair work;
- group work;
- technology use.

Do not diagnose, label, or make assumptions about the learner. Your task is to describe observable behavior and consider possible explanations cautiously.

OBSERVATION FORM

Time	Activity	What the learner did	Interaction	Evidence of engagement

1. What activities appeared to support the learner's engagement?
2. What activities appeared to reduce engagement?
3. What differences might another learner display?

Reflection:

1. What did this task teach me about learner diversity?
2. How might I take individual differences into account when planning a lesson?

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TASK 3: SHADOWING THE ENGLISH TEACHER

The purpose of this task is to understand the range of professional responsibilities involved in being an English teacher. Observe the mentor teacher during an agreed period. Record activities such as:

- teaching;
- lesson preparation;
- assessment;
- marking;
- giving feedback;
- communicating with students;
- communicating with parents;
- meetings;
- collaboration with colleagues;
- school duties;
- extracurricular activities;
- administrative responsibilities;
- material preparation;
- professional development.

Teacher Activity	Approximate Time	What I learned
1. Teaching		
2. Lesson preparation		
3. Meeting parents		
4. Teachers' meetings		
5. Extra-curricular activities		
6. Preparing audio-visual aids		
7. Lesson preparation		
8. School duties		
9. Assessment		
10. Other		
11.		
12.		
13.		
14.		
15.		

Reflection:

1. What surprised me about the teacher's workload?
2. Which responsibilities had I previously underestimated?
3. How does work outside the classroom influence classroom teaching?

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TASK 4: OBSERVING LANGUAGE TEACHING

The purpose of this task is to examine how English language teaching is organized and implemented. Observe one or more English lessons. Focus on language focus (grammar, vocabulary, pronunciation, functions, discourse), language skills (listening, speaking, reading, and writing), classroom activity (individual work, pair work, group work, whole-class interaction), teacher practices (explanation, modeling, elicitation, questioning, feedback, correction, scaffolding, monitoring). Record specific examples.

Examples of teaching and learning activities:

Teaching / Learning Activities	**Time**		
	Lesson 1	**Lesson 2**	**Lesson 3**
1. Explaining			
2. Questioning			
3. Using textbooks			
4. Using visual aids (say which)			
5. Demonstrating			
6. Reading			
7. Completing worksheets			
8. Writing			
9. Drawing			
10.Listening			
11.Speaking			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Reflection:

1. Which teaching practices appeared most effective in this context?
2. What evidence supports your judgment?

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TASK 5: FROM TEACHING TECHNIQUES TO PEDAGOGICAL DECISIONS

This task moves beyond identifying what teachers do toward considering **why they may choose to do it**. For at least three observed activities, complete the following:

What did the teacher do?	What did the teacher do?	What did learners do?	Why might the teacher have chosen this?

Consider:

- learner proficiency;
- lesson objectives;
- available time;
- classroom size;
- learner engagement;
- interaction;
- materials;
- assessment;
- individual differences.

Reflection:

1. Was the technique effective because of the technique itself, or because it was appropriate for this particular context? Explain.

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TASK 6: TEACHER TALK, QUESTIONING, AND INTERACTION

The purpose is to analyze how teacher language shapes classroom interaction and learner participation. Record selected questions asked by the teacher.

Teacher question	Who responded?	Wait time	Follow-up	Purpose

Consider:

- display questions;
- referential questions;
- comprehension questions;
- concept-checking questions;
- clarification questions;
- follow-up questions;
- wait time;
- teacher echo;
- nomination;
- student-to-student interaction.

Reflection:

1. Who participated most frequently?
2. Who participated least?
3. How did the teacher encourage participation?
4. How did the teacher respond to incorrect answers?
5. Did learners have sufficient time to think?
6. Did the teacher's questions promote extended responses?
7. What questioning strategy would you like to develop?

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TASK 7: LESSON OBSERVATION

The purpose of this task is to develop systematic and evidence-based observation skills. Before the lesson, ask the teacher about:

- the lesson objectives;
- the class;
- planned activities;
- expected challenges;
- materials.

During the lesson, record evidence rather than general judgments.

Observation Focus	**Evidence**	**Interpretation**
Lesson opening		
Learning objectives		
Activities		
Interaction		
Teacher language		
Transitions		
Classroom management		
Feedback		
Assessment		
Lesson closing		

Reflection:

1. What was the strongest aspect of the lesson?
2. What evidence supports your judgment?
3. What seemed less successful?
4. What might explain this?
5. What would you maintain if you taught the lesson?
6. What would you change?
7. What did this observation teach you about contextual decision-making?

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TASK 8: CLASSROOM MANAGEMENT, DIFFERENTIATION, AND INCLUSION

The purpose is to examine how teachers create learning environments that respond to learner diversity. Observe:

- classroom routines;
- transitions;
- grouping;
- teacher movement;
- attention signals;
- behavior management;
- praise and encouragement;
- learner autonomy;
- differentiation;
- support for struggling learners;
- opportunities for advanced learners;
- participation of quieter learners;
- accessibility and inclusion.

Observation Table

Classroom Situation	Teacher Response	Learner Response	Alternative I Would Consider

Reflection:

1. How did the teacher balance the needs of the whole class with individual differences?
2. What does inclusive English language teaching mean in this particular context?

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TASK 9: ENGLISH BEYOND THE CLASSROOM

The purpose is to explore how English learning can extend beyond regular classroom instruction. Investigate whether the school offers:

- English clubs;
- speaking activities;
- drama;
- competitions;
- cultural activities;
- international projects;
- language-related events;
- digital projects;
- field trips;
- guest speakers;
- other extracurricular opportunities.

The information you gather to complete this activity will help you form a broad framework of learning and teaching. Specifically, it aims to identify the extracurricular activities that constitute a significant component of education.

I. Answer the following questions. To obtain the needed information, you can do one or more ofthe following:

- Interview your cooperating teacher or administrator (director or assistant director)your teacher refers you to.
- Talk to students enrolled in different grades or classes.
- Refer to your previous observations and notes.

1. Which clubs (e.g. debate club, chess club, etc.) actively function in the school? How canstudents become members? Who leads the clubs? When do they meet?

2. Are there any clubs that aim to improve students' English language skills? If yes, list theirspecific activities and explain how these activities contribute to language development.

3. Are there any sports teams in the school? If yes, what are they? How are students chosen to teams? When do teams practice? Who coaches the teams? If there are not any teams, try to find out why they do not exist.

4. Are the parents involved in the functioning of the school on a regular basis? How? What are the existing forums of communication for teachers and parents? Is there a 'Parents and Teachers Association'? If yes, how can parents become members? How does the associationcontribute to the functioning of the school?

5. Does the school organize any field trips? Choose one grade and find out how many trips areorganized in an academic year and where they go.

6. Are visiting speakers invited to the school to talk to the students? If yes, how often? Whoorganizes such activities? If guest speakers are not invited, find out the reasons.

II. Referring to the information you have obtained, write two paragraphs explaining how suchextracurricular activities contribute to the development and education of the students.

TASK 10: ASSESSMENT FOR LEARNING

The purpose is to observe teachers' assessment practices and interview them about how they assess students' homework, quizzes, midterm exams, and other forms of student performance.

Assessment is an important part of the teacher's work. It occurs before the lesson when you make your plan, during the lesson, and after the lesson. Assessing students' progress and their achievement,as well as finding out the difficulties they have, is part of a teacher's daily life. As a teacher, your assessment of the progress and achievement of your students is part of your work every day. You askand answer questions, observe and help students. You discuss with them, encourage and challenge them. You set written work and check it, sometimes give it a grade. You set quizzes and examinations,and their grades may form part of the student's records. Every day therefore you find out what your students can do. This knowledge helps you to plan future work. Teacher assessment of students includes all these tasks. This activity asks you to think about one important part of teacher assessment:setting and marking written work.

There is always a lot of marking and grading to do. Talk to experienced teachers to find out how muchtime they spend each week marking. Find out if all written work is marked and given a grade. What strategies are there for keeping it within reasonable limits? Is some work marked more critically thanothers? What marking scale is used in the school? What are the criteria for a top, middle and low mark? Look at students' books or files and see how they have been marked. When you have discovered all, you can at this stage, proceed with the activity.

Ask for some samples of quizzes and exam sheets. If possible, analyze a class set so that you can get some idea about the following issues:

- Is there variation in the grades given? Why?
- Does the teacher provide feedback on the sheet?
- Is there an agreed mark scheme, or other criteria with descriptions for levels? Discuss with the teacher and report it.

Some activities, where there are agreed criteria and evidence of learning, are easy to assess; others are more difficult. Assessment here means all the activities done by teachers which give information:information which can be used to affect, modify and change the teaching and learning activities thatteachers and students are busy with in schoolwork. This is called formative assessment when it is used to change the schoolwork to meet the needs of the students. Well- thought-out formative assessment can raise the level of students' learning.

- Use question-and-answer activities to summarize, recall, and assess students' knowledge and understanding. Use a range of purposeful questions to probe students' understanding and direct questions at individual students to ensure that responses come from as many students as possible.
- Question and discuss with students as you circulate during the lesson, listening actively and with a clear purpose to pair and group discussions.
- Monitor and assess students' language performance during classroom activities using agreed criteria and a checklist.

- Monitor and assess students' interaction, collaboration, and language use during pair and group tasks using a checklist.
- Check students' written work as you circulate around the class and mark completed worksheets.
- Mark homework, including a range of tasks that assess students' knowledge, understanding, and language use.
- Ask students to devise short tests or assessment tasks for the teacher and/or their peers.
- Ask students to present their work in different formats to demonstrate their understanding.
- Give short tests or quizzes at the end of a lesson or a set of lessons to check students' understanding.
- Use quizzes, crosswords, word searches, games, and puzzles to assess students' understanding. Ask students to create games and puzzles for their peers.
- Ask students at the end of the lesson to explain what they think they have learned and to reflect on their learning.

Some aims of assessment are:

- Correct student's mistakes
- Eliminate students' misunderstandings
- Motivate students to learn
- Find out the amount of effort given by students to the work
- Find out the effectiveness of the teaching
- Find out students' level of prior knowledge for the subject to be taught
- Gather feedback for changes to planning and teaching activities
- Inform students, parents and the school about students' achievements
- Give qualifications for the outside world

Write down any other assessment aims you can think of.

Students' work can be assessed by:

- Observation of students at work, and talking to them
- Questioning
- Written work, in class or homework
- Tests and quizzes
- Checklists

Write down any other ways in which work can be assessed.

The assessment method used depends on the type of activity, the information required, and whether the assessment is formative or summative. Different methods may be used for finding out common misunderstandings and measuring achievement. Full details on this subject are given in the course on assessment and measurement.

Practicum I
Fall Semester 2026-2027

TASK 11: MATERIALS, TECHNOLOGY AND AI IN ELT

The purpose is to examine how teachers select, adapt, and evaluate instructional resources, including digital and AI-supported resources. Observe the use of:

- textbooks;
- worksheets;
- authentic materials;
- visual materials;
- videos;
- interactive boards;
- online resources;
- educational platforms;
- AI-supported tools.

For each resource, consider:

Resource	Purpose	Strength	Limitation	Would I use it? Why?

If AI-generated material is encountered or if your supervisor approves an AI-related activity, evaluate it according to:

- accuracy;
- linguistic appropriateness;
- level appropriateness;
- relevance;
- inclusivity;
- cultural sensitivity;
- privacy;
- pedagogical value.

Reflection:

1. What should remain the teacher's responsibility when AI is used to support English language teaching?

Practicum I
Fall Semester 2026-2027

TASK 12: CRITICAL REFLECTION ON PRACTICUM EXPERIENCE

At the end of your teaching practicum-I, write a reflective paper in which you critically evaluate your overall practicum experience and your development as a pre-service English language teacher.

Your paper should demonstrate more than a description of what you observed or did during the practicum. You are expected to analyze significant experiences, explain what you learned from them, evaluate your own teaching practices, and identify how these experiences may influence your future professional practice.

Use specific examples from your practicum to support your reflections. Where relevant, make connections between your classroom experiences and the knowledge, principles, and practices discussed in your teacher education courses.

The following questions are provided to guide your reflection. You do not need to answer them separately or in the order given. Instead, use them to develop a coherent and well-organized reflective paper.

Guiding Questions

1. What were the most significant things you learned about teaching during your practicum?
2. How did your classroom experiences influence your understanding of effective English language teaching?
3. What challenges did you experience during the practicum, and what did you learn from them?
4. How did feedback from your mentor teacher, university supervisor, or peers contribute to your development as a teacher?
5. How did the practicum help you connect theoretical knowledge from your university courses with actual classroom practice?
6. What are your current strengths and areas for further development as a beginning English language teacher?

Writing Requirements

- Write a coherent reflective paper rather than responding to the guiding questions one by one.
- Include specific examples and evidence from your practicum experience.
- Analyze and evaluate your experiences instead of merely describing them.
- Make clear connections between experience, interpretation, learning, and future practice.
- Demonstrate critical self-reflection by identifying both strengths and areas for improvement.
- Organize your paper logically with clear paragraphs and appropriate transitions.
- Use an appropriate academic and reflective style.

APPENDIX 1

RUBRIC FOR PRACTICUM PORTFOLIO

	Does not meet expectations	**Partially meets expectations**	**Meets expectations**	**Exceeds expectations**	**OUT OF 100**
	The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes	**The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning outcomes**	**The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes**	**The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes**	
8 Critical reflections on research articles	10	15	20	25	
4 Lesson plans and self-reflections	10	20	30	40	
12 Observations tasks and critical reflections	5	15	25	35	
12-week attendance sheets are compulsory!					
TOTAL					

APPENDIX 2

LEGISLATIONS

Kamu Kurum ve Kuruluşlarında Çalışan Personelin Kılık ve Kıyafetine Dair Yönetmelik'te yer alanhükümleri sayfasından inceleyebilirsiniz.

MEB ve uygulama eğitim kurumunun örgüt yapısını, yönetsel metinleri tanıma: Öğretmenleri ilgilendiren kanun ve yönetmelik gibi yönetim metinlerini **mevzuat.gov.tr** sayfasından inceleyebilirsiniz.

- 657 Sayılı Devlet Memurları Kanunu
- 1739 Sayılı Millî Eğitim Temel Kanunu
- 3071 Sayılı Dilekçe Hakkının Kullanılmasına Dair Kanun
- 5580 Sayılı Özel Öğretim Kurumları Kanunu
- 222 Sayılı İlköğretim Eğitim Kanunu
- 652 sayılı MEB Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname
- 4483 Sayılı Memurlar ve Diğer Kamu Görevlilerinin Yargılanması Hakkında Kanun
- Bayrak Kanunu ve Tüzüğü
- Millî Eğitim Bakanlığı İlköğretim ve Ortaöğretim Kurumları Sosyal Etkinlikler Yönetmeliği
- MEB Okul ve Kurum Öğretmenlerinin Atama ve Yer Değiştirme Yönetmeliği
- Devlet Memurları Sicil ve Disiplin Yönetmeliği
- Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği
- Millî Eğitim Bakanlığı Orgün ve Yaygın Eğitimi Destekleme ve Yetiştirme Kursları Yönergesi
- Millî Eğitim Bakanlığı İzin Yönergesi
- Millî Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği
- Ulusal ve Resmî Bayramlar ile Mahallî Kurtuluş Günleri, Atatürk Günleri ve Tarihi Günlerde Yapılacak

  Tören ve Kutlamalar Yönetmeliği

- Millî Eğitim Bakanlığı Eğitim Kurumları Sosyal Etkinlikler Yönetmeliği
- MEB Sosyal Etkinlik İzinleri Yönergesi
- Resmî Yazışmalarda Uygulanacak Usul ve Esaslar Hakkında Yönetmelik
- Ders Dışı Eğitim Çalışmalarına Dair Esaslar
- Öğretmeni ilgilendiren öbür belgeler (Öğretmenler Kurulu, Şube Öğretmenler Kurulu ve Zümre Öğretmenler

  Kurulu toplantı gündem ve tutanak örnekleri; yıllık plan örneği, sosyal etkinlik veya Ders Dışı Egzersiz Çalışma Programı örneği)

APPENDIX 3

LESSON PLAN TEMPLATE

Pre-service Teacher	
Mentor Teacher	
Date	
Students' Age / Level	
Class size	
Unit / Theme	
Lesson Focus	
Assumed Knowledge	
Duration of the Lesson	
Materials	
Teaching Aims	
Learning Objectives	

Anticipated Problems	**Possible Solutions**

Procedure	**Teacher (T)**	**Students (Ss)**	**Interaction**	**Comments/ Justifications**
Warm-up / Lead-in ? Mins.				
Pre-Stage ? Mins.				
While-Stage ? Mins.				
Post-Stage ? Mins.				
Review / Closure ? Mins.				
Homework / Follow-Up Activity				
APPENDICES				

POST-LESSON REFLECTION

1. Were the learning objectives achieved?
2. What went well?
3. What did not go as planned?
4. How did students respond to the lesson?
5. What would you change or improve?

APPENDIX 4

ASSESSMENT RUBRIC OF THE SUPERVISOR FOR PRACTICUM

SUB-SKILL	**Out of 100**	
1. Designing / Using Lesson Plans	10	
2. Warm-up	4	
3. Presentation	7	
4. Practice	7	
5. Production	7	
6. Wrap-up / Homework	4	
7. Integration / Balance of Skills	8	
8. Interaction with/among Learners	8	
9. Classroom Management	5	
10. Timing	5	
11. Use of Technology	10	
12. Preparation of appropriate materials	10	
13. Creativity / Originality	10	
14. Feedback	5	
TOTAL		

Source: Adapted from European Portfolio for Student Teachers of Languages (EPOSTL)

Notes:

……...
……..
……..
……..
……...
…….

APPENDIX 5

ASSESSMENT RUBRIC OF THE MENTOR TEACHER FOR PRACTICUM

Ölçüt			Eksiği Var (1)	Kabul Edilir (2)	İyi Yetişmiş (3)	Puan
Konu Alanı Bilgisi	**1**	1.1.1. Konu ile ilgili temel ilke ve kavramları bilme				
	2	1.1.2. Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme				
	3	1.1.3. Konunun gerektirdiği sözel ve görsel dili (sekil, sema, grafik, formül vb.) uygun biçimde kullanabilme				
	4	1.1.4. Konu ile alanın diğer konularını ilişkilendirebilme				
	5	1.2.1. Özel öğretim yaklaşım, yöntem ve tekniklerini bilme				
Alan Eğitimi Bilgisi	**6**	1.2.2. Öğretim teknolojilerinden yararlanabilme				
	7	1.2.3. Öğrencilerde yanlış gelişmiş kavramları belirleyebilme				
	8	1.2.4. Öğrenci sorularına uygun ve yeterli yanıtlar oluşturabilme				
	9	1.2.5. Ögrenme ortamının güvenliğini sağlayabilme				
Öğretim Süreci	**10**	2.1.1. Konuyu önceki ve sonraki derslerle ilişkilendirebilme				
	11	2.1.2. Kazanımlara uygun yöntem ve teknikleri belirleyebilme				
	12	2.1.3. Zamanı verimli kullanabilme				
	13	2.1.4. Öğrencilerin etkin katılımı için etkinlikler düzenleyebilme				
	14	2.1.5. Öğretimi bireysel farklılıklara göre sürdürebilme				
	15	2.1.6. Uygun araç-gereç ve materyal seçme ve hazırlayabilme				
	16	2.1.7. Öğretim araç-gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilme				
	17	2.1.8. Ders süresince ara özetleme yapabilme				
	18	2.1.9. Öğrencilerin anlama düzeylerine göre dönütler				
	19	2.1.10. Konuyu yasamla ilişkilendirebilme				
	20	2.1.11. Kazanımlara uygun değerlendirme teknikleri kullanabilme				
Sınıf Yönetimi Dersin Başında	**21**	2.2.1. Derse uygun bir giriş yapabilme				
	22	2.2.2. Derse ilgi ve dikkati çekebilme				
Sınıf Yönetimi Ders Süresinde	**23**	2.2.3. Demokratik bir ögrenme ortamı sağlayabilme				
	24	2.2.4. Derse ilgi ve güdünün sürekliliğini sağlayabilme				
	25	2.2.5. Kesinti ve engellemelere karsı uygun önlemler alabilme				
	26	2.2.6. Övgü ve yaptırımlardan yararlanabilme				
Sınıf Yönetimi Ders Sonunda	**27**	2.2.7. Dersi toplayabilme				
	28	2.2.8. Gelecek dersle ilgili bilgiler ve ödevler verebilme				
	29	2.2.9. Öğrencileri sınıftan çıkarmaya hazırlayabilme				
İletişim	**30**	2.3.1. Öğrencilerle etkili iletişim kurabilme				
	31	2.3.2. Anlaşılır açıklamalar ve yönergeler verebilme				
	32	2.3.3. Konuya uygun düşündürücü sorular sorabilme				
	33	2.3.4. Ses tonunu etkili biçimde kullanabilme				
	34	2.3.5. Öğrencileri ilgi ile dinleme				
	35	2.3.6. Sözel dili ve beden dilini etkili biçimde kullanabilme				
Toplam						

Uygulama Öğretmeni: **İmza:**

NÖHÜ EĞİTİM FAKÜLTESİ

Öğretmenlik Uygulaması I Dersi Öğretmen Adayı Devam Çizelgesi

Alanı:…….

Aday Öğretmenin Adı-Soyadı:……

Öğrenci Numarası:…….. Uygulama Okulu:……

GÖZLEMLER/UYGULAMALAR						
Tarih	**Günü**	**Gözlenen Sınıf / Saat**	**Dersin Adı**	**İşlenen Konu / Kullanılan Araç ve Gereçler**	**Öğretmenin Adı Soyadı**	**Öğretmenin İmzası**

Uygulama Devam Çizelgesi her hafta öğretmenlik uygulaması ders saatinde fakülte öğretim elemanına teslim edilecektir.

Uygulama Öğretim Elemanı (imza)