

Teaching Practice Self-Evaluation	Teacher Marcus Aurelius Higgs	Date December 17 th , 2014
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<p>Evidence in the lesson of how the main aim and secondary aims were achieved.</p> <p>Main aim: - to distinguish the difference between past simple and present perfect. Although this aim will take place over several lessons, achieving this aim is seen during the authentic practice after the two restricted practice stages. - to introduce the use of the present perfect with 'ever' to talk about experiences Although it was mentioned during the presentation stage, it was not explicitly explained. Aim was achieved during the second controlled practice, however it could have been more clearly defined.</p> <p>Secondary aim: - to develop speaking skills – using correct word order This was achieved during the authentic speaking activity when they had to use the target language and its word order.</p>	<p>Strengths of my lesson (Strengths)</p> <ul style="list-style-type: none"> - The board work was systematic and clearly laid out. - I feel the class progressed through the procedure in an even well timed pace. - I feel the students were engaged by the handout and my classroom management. - I monitored well, using what was discussed in closed conversations to perk up FB. Also, during S-handout interaction time, I was able to notice common mistakes and guide Ss. - I managed the material well, letting the Ss only see what they needed to see when they needed to see it. - There was a record of the lesson that still had value after the Ss left class (i.e. Ss can take home handout and follow up on the topic).
<p>What I would do differently (Weaknesses)</p> <ul style="list-style-type: none"> - I would pre-teach the lexical item 'pyramid'. Ss didn't know this word, however it was easy enough to convey the meaning with a drawing and shape of my hands. - Many of the tasks were paper based. If I did this lesson again, I could do an alternative task that is more tactile or kinesis based. - Ss were not familiar with the conjugation of irregular verb 'bite'. I referred them to the appendix as outlined in the assumptions, but didn't have the page number on hand. Next time I will have page numbers on hand for quicker reference. - Next time I can take more time to explain the use V3 with 'to go', with V3 being 'been' and 'gone'. 	