

T.C.
GAZİ ÜNİVERSİTESİ
GAZİ EĞİTİM FAKÜLTESİ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ
İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI



ÖĞRETMENLİK UYGULAMASI I-II KILAVUZU

ANKARA, 2026

Bu kılavuz İngiliz Dili Eğitimi Anabilim Dalı tarafından, Gazi Eğitim Fakültesi [Öğretmenlik Uygulaması I-II Kılavuzu](#) esas alınarak hazırlanmıştır.

İngiliz Dili Eğitimi Anabilim Dalı'nda Öğretmenlik Uygulaması I ve II dersleri 4. sınıfta güz ve bahar dönemlerinde olmak üzere toplam iki dönem okutulmaktadır. Bu dersler, 6 saati uygulama okullarında uygulama, 2 saati ise üniversitede teorik olacak şekilde tasarlanmıştır.

Kılavuz İçeriği:

1. Ders bilgi paketi içerikleri (Türkçe ve İngilizce)
2. İzence formatında detaylandırılmış etkinlik takvimleri
3. Haftalık etkinlik dağılımları ve detayları
4. Ders planı şablonu
5. Öğrenci gözlem formu örneği
6. Öğrenci değerlendirme formu örneği



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İNGİLİZCE ÖĞRETMENLİĞİ

21.06.2026 13:41

İÖ-409 ÖĞRETMENLİK UYGULAMASI-I

Yarıyıl	Kodu	Adı	T+U	Kredi	AKTS
7	İÖ-409	ÖĞRETMENLİK UYGULAMASI-I	8	5	8

Dersin Detayları	
Dersin Dili	Türkçe
Dersin Düzeyi	Fakülte
Bölümü/Programı	İNGİLİZCE ÖĞRETMENLİĞİ
Öğrenim Türü	Örgün Öğretim
Dersin Türü	Zorunlu
Dersin Amacı	Bu ders, öğrencilerin gerçek bir sınıf ortamının özelliklerini ve uygulamalarını gözlemleyebilmesi ve bu gözlemleri uygulamalarında kullanabilmelerini amaçlamaktadır.
Ders İçeriği	Öğretmenlik Uygulaması-I dersi, alana özgü öğretim yöntem ve teknikleriyle ilgili gözlemler yapma; alana özgü özel öğretim yöntem ve tekniklerinin kullanıldığı bireysel ve grupla mikro-öğretim uygulamaları yapma; alana özgü etkinlik ve materyal geliştirme; öğretim ortamlarını hazırlama, sınıfı yönetme, ölçme, değerlendirme ve yansıtma yapma konularını içermektedir.
Ön Koşulları	
Dersin Koordinatörü	Doç.Dr. Müzeyyen Nazlı GÜNGÖR Dr.Öğretim Üyesi Büşra ÇELEN
Dersi Veren	Doç.Dr. Zekiye Müge TAVİL Prof.Dr. Cem BALÇIKANLI Prof.Dr. Paşa Tevfik CEPHE Prof.Dr. Kemal Sinan ÖZMEN Prof.Dr. Gonca YANGIN EKŞİ Prof.Dr. Semra SARAÇOĞLU Doç.Dr. Asuman AŞIK Dr.Öğretim Üyesi Şafak MÜJDECİ
Dersin Yardımcıları	Yok
Dersin Staj Durumu	Yok

Dersin Kaynakları	
Kaynakları	Milli Eğitim Bakanlığı. (1998). Öğretmen eğitim dizisi: Yök Dünya Bankası, Milli Eğitimi Geliştirme Projesi hizmet öncesi öğretmen eğitimi. Ankara. Karma makaleler ve okumalar Richards, J.C. & Farrell, T.S.C. (2011). Practice teaching. Cambridge: Cambridge University Press. Akcan, S. & Güngör, M. N. (2018). A workbook for prospective language teachers: Challenges from diverse classroom contexts. İstanbul: Boğaziçi University Press. Thaine, C. 2010. Teacher training essentials. Cambridge.

Ders Yapısı			
Matematik ve Temel Bilimler	:	Eğitim Bilimleri	:
Mühendislik Bilimleri	:	Fen Bilimleri	:
Mühendislik Tasarımı	:	Sağlık Bilimleri	:
Sosyal Bilimler	:	Alan Bilgisi	: 100

Ders Konuları			
Hafta	Konu	Ön Hazırlık	Dökümanlar
1	Dersin ve materyallerin tanıtımı		
2	Okullara yerleşim		
3	Danışmanların, mentor öğretmenlerin, ve öğretmen adaylarının rolleri		
4	Türk Milli Eğitim Sisteminde İngilizce Öğretim Programları		
5	Materyal Kullanımı		
6	Öğretme Strateji ve Teknikleri		
7	Ders Planlama ve Öğretim Etkinlikleri		
8	Ara Sınav Haftası		
9	Hata Düzeltme		
10	Sınıf Yönetimi I		
11	Teknolojinin İngilizce öğretimine entegrasyonu		
12	Ödevler ve Projeler		
13	Değerlendirme		
14	Ders Anlatımları		
15	Dersin Kapanışı		
16	Final Sınav Haftası		

Dersin Öğrenme Çıktıları	
Sıra No	Açıklama
Ö01	Bu dersin sonunda, öğrenciler bir dil sınıfının farklı boyutlarına dair gözlemler yapıp, bu boyutları yorumlayabilir.
Ö02	Dil öğretimi için ders materyallerini uyarlayabilir veya hazırlayabilir.
Ö03	Bir dersi baştan sona planlayarak yürütebilir.

Programın Öğrenme Çıktıları	
Sıra No	Açıklama
P03	Toplumsal ve mesleki sorumluluk bilinciyle hareket eder.
P14	Dil öğrenmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiyi kullanır.
P11	Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrar.
P12	İnsan dilinin özellikleri, yapısı ve işleyişini anlar ve çözümlemeye yönelik bilgiyi kullanır.
P13	İngilizceyi anadil düzeyine yakın kullanır.
P15	Dil öğretmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiyi kullanır.
P07	Günlük ve mesleki hayatta karşılaşılabilecek farklı yazılı metinleri anlar, yorumlar ve değerlendirir.

P09	Günlük ve mesleki hayatta karşılaşılabilecekleri farklı ortamlarda sözlü iletişim kurabilir.
P10	Yazma sürecini etkili olarak kullanarak farklı türde metinler oluşturur.
P01	Bilginin doğasını, kaynağını, doğruluğunu, güvenilirliğini ve geçerliliğini değerlendirir.
P02	Bilimsel bilgi üretimine ilişkin yöntemleri kavrar.
P04	Kendini bir birey olarak tanıır, yaratıcı ve güçlü yönlerini kullanabilir.
P05	Demokrasi, insan hakları, toplumsal, bilimsel ve mesleki etik değerlere uygun davranır.
P06	Dil öğrenme stratejilerini etkili şekilde kullanır.
P08	Günlük ve mesleki hayatta karşılaşıacakları farklı sözlü metinleri anlar, yorumlar ve değerlendirir.

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Değerlendirme Ölçütleri		
Yarıyıl Çalışmaları	Sayısı	Katkı
Ara Sınav	0	%0
Ödev	0	%0
Uygulama	0	%0
Projeler	0	%0
Pratik	0	%0
Kısa Sınav	0	%0
Yarıyıl Sonu Sınavı	1	%100
Toplam		%100

AKTS Hesaplama İçeriği			
Etkinlik	Sayısı	Süresi	Toplam İş Yüğü Saati
Haftalık teorik ders saati	14	2	28
Haftalık uygulamalı ders saati	12	6	72
Okuma Faaliyetleri	10	3	30
İnternette tarama, kütüphane çalışması	0	0	0
Materyal tasarlama, uygulama	6	3	18
Rapor hazırlama	6	2	12
Sunu hazırlama ve sunum	8	4	32
Ara sınav ve ara sınava hazırlık	8	1	8
Yarıyıl Sonu Sınavı	0	0	0
Toplam İş Yüğü			200
AKTS Kredisi			8

Dersin Öğrenme Çıktılarının Programın Öğrenme Çıktılarına Katkıları															
Katkı Düzeyi: 1: Çok düşük 2: Düşük 3: Orta 4: Yüksek 5: Çok yüksek															
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15
Tüm	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5



Semester	Course Unit Code	Course Unit Title	L+P	Credit	Number of ECTS Credits
7	İÖ-409	TEACHING PRACTICE-I	8	5	8
Mode of Delivery : Face to Face Language of Instruction : Turkish Level of Course Unit : Bachelor's Degree Work Placement(s) : No Department / Program : English Language Teacher Training Type of Course Unit : Required Objectives of the Course : This course aims at helping students observe characteristics of and implementation in an authentic classroom environment, and use their observations in their teaching. Teaching Methods and Techniques : The content of this course involves observations with regard to teaching methods and techniques; individual or paired micro-teachings; field-related activity and material development; preparation of teaching environments, classroom management, assessment and evaluation, and reflections. Prerequisites and co-requisites : Course Coordinator : Associate Prof.Dr. Müzeyyen Nazlı GÜNGÖR Asist.Prof.Dr. Büşra ÇELEN Name of Lecturers : Associate Prof.Dr. Zekiye Müge TAVİL Prof.Dr. Cem BALÇIKANLIProf.Dr. Paşa Tevfik CEPHEProf.Dr. Kemal Sinan ÖZMENProf.Dr. Gonca YANGIN EKŞİProf.Dr. Semra SARAÇOĞLUAssociate Prof.Dr. Asuman AŞIKAsist.Prof.Dr. Şafak MÜJDECİ Assistants :					
Recommended or Required Reading					
Resources : Milli Eğitim Bakanlığı. (1998). Öğretmen eğitim dizisi: Yök Dünya Bankası, Milli Eğitimi Geliştirme Projesi hizmet öncesi öğretmen eğitimi. Ankara: Milli Eğitim Bakanlığı. : Richards, J.C. & Farrell, T.S.C. (2011). Practice teaching. Cambridge: Cambridge University Press. : Akcan, S. & Güngör, M. N. (2018). A workbook for prospective language teachers: Challenges from diverse classroom contexts. İstanbul: İTİT Yayınları. : Thaine, C. 2010. Teacher training essentials. Cambridge. :					
Course Category					
Mathematics and Basic Sciences :		Education :	:		
Engineering :		Science :	:		
Engineering Design :		Health :	:		
Social Sciences :		Field :	100		
Weekly Detailed Course Contents					
Week	Topics		Study Materials	Materials	
1	Introduction to the course and materials				
2	School Placements				
3	The roles of supervisors, mentors, and student-teachers				
4	EFL Curricula in Turkey				
5	Use of Materials				
6	Teaching Strategies				
7	Lesson Planning and Teaching Activities				
8	Midterm Exam Week				
9	Error Correction				
10	Classroom Management I				
11	The integration of technology into ELT				
12	Homework, Assignments, and Projects				
13	Assessment and Evaluation				
14	Teaching Practices				
15	Wrap-up & Course Reflection				
16	Final Exams				
Course Learning Outcomes					
No	Learning Outcomes				
C01	At the end of the course, students can make observations and reflect on various aspects of language teaching in real classroom settings.				
C02	At the end of the course, students can prepare and/or adapt course materials for language teaching purposes.				
C03	At the end of the course, students can plan and conduct a microteaching session with students as teachers.				

Program Learning Outcomes	
No	Learning Outcome
P03	Acts with the awareness of social and professional responsibility.
P14	Uses knowledge to understand and analyze concepts and processes related to language learning.
P11	Comprehends language-specific concepts and relationships between concepts.
P12	Understands the features, structure and functioning of human language and uses knowledge to analyze it.
P13	Uses English close to the level of a native speaker.
P15	Uses knowledge to understand and analyze concepts and processes related to language teaching.
P07	Understands, interprets and evaluates different written texts that they will encounter in daily and professional life.
P09	Communicate verbally in different environments that they may encounter in daily and professional life.
P10	Creates different types of texts by using the writing process effectively.
P01	Evaluates the nature, source, correctness, reliability and validity of information.
P02	Comprehends the methods related to the production of scientific knowledge.
P04	Recognize themselves as an individual and use their creative and strong sides.
P05	Acts in accordance with democracy, human rights, social, scientific and professional ethical values.
P06	Uses language learning strategies effectively.
P08	Understands, interprets and evaluates different written texts that they will encounter in daily and professional life.

Assessment Methods and Criteria			ECTS Allocated Based on Student Workload			
In-Term Studies	Quantity	Percentage	Activities	Quantity	Duration	Total Work Load
Mid-terms	0	%0	Weekly Theoretical Course Hours	14	2	28
Assignment	0	%0	Weekly Tutorial Hours	12	6	72
Practice	0	%0	Reading Tasks	10	3	30
Projects	0	%0	Searching in Internet and Library	0	0	0
Practice	0	%0	Material Design and Implementation	6	3	18
Mid-Term	0	%0	Report Preparing	6	2	12
Final examination	1	%100	Preparing a Presentation	8	4	32
Total		%100	Midterm Exam and Preperation for Midterm Exam	8	1	8

Contribution of Learning Outcomes to Programme Outcomes															
Contribution: 1: Very Slight 2:Slight 3:Moderate 4:Significant 5:Very Significant															
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15
All	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5

	ECTS Allocated Based on Student Workload			
	Activities	Quantity	Duration	Total Work Load
	Final Exam and Preparation for Final Exam	0	0	0
	Total Work Load			200
	ECTS Credit of the Course			8

Contribution of Learning Outcomes to Programme Outcomes
Contribution: 1: Very Slight 2:Slight 3:Moderate 4:Significant 5:Very Significant

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İÖ-410 ÖĞRETMENLİK UYGULAMASI-II

Yarıyıl	Kodu	Adı	T+U	Kredi	AKTS
8	İÖ-410	ÖĞRETMENLİK UYGULAMASI-II	8	5	8

Dersin Detayları	
Dersin Dili	Türkçe
Dersin Düzeyi	Fakülte
Bölümü/Programı	İNGİLİZCE ÖĞRETMENLİĞİ
Öğretim Türü	Örgün Öğretim
Dersin Türü	Zorunlu
Dersin Amacı	Bu ders, öğrencilerin gerçek bir sınıf ortamının özelliklerini ve uygulamalarını dikkate alarak kendi uygulamalarını yapabilmelerini ve bu uygulamaları etkin bir şekilde analiz edip değerlendirebilmelerini amaçlamaktadır.
Ders İçeriği	Öğretmenlik Uygulaması-II dersi, alana özgü özel öğretim yöntem ve teknikleriyle ilgili gözlem yapma; alana özgü özel öğretim yöntem ve tekniklerini kullanarak mikro-öğretim uygulamaları yapma; bir dersi bağımsız bir şekilde planlayabilme; dersle ilgili etkinlik ve materyal geliştirme; öğretim ortamlarını hazırlama; sınıfı yönetme, ölçme, değerlendirme ve yansıtma yapma konularını içermektedir.
Ön Koşulları	
Dersin Koordinatörü	Arş.Gör.Dr. Büşra ÇELEN
Dersi Veren	Doç.Dr. Müzeyyen Nazlı GÜNGÖR
Dersin Yardımcıları	Yok
Dersin Staj Durumu	Var

Dersin Kaynakları	
Kaynakları	Richards, J.C., & Farrell, T.S.C. (2010). Practice Teaching. Cambridge. Richards, J.C. & Farrell, T.S.C. (2011). Practice teaching. Cambridge: Cambridge University Press. 2. Akcan, S. & Güngör, M. N. (2018). A workbook for prospective language teachers: Challenges from diverse classroom contexts. İstanbul: Boğaziçi University Press.

Ders Yapısı			
Matematik ve Temel Bilimler	:	Eğitim Bilimleri	: 50
Mühendislik Bilimleri	:	Fen Bilimleri	:
Mühendislik Tasarımı	:	Sağlık Bilimleri	:
Sosyal Bilimler	:	Alan Bilgisi	: 50

Ders Konuları			
Hafta	Konu	Ön Hazırlık	Dökümanlar
1	Dersin ve materyallerin tanıtım; okullara yerleşim		
2	21. Yüzyıl öğretmen yeterlikleri		
3	21. Yüzyıl öğretmen yeterlikleri		
4	Uygulamalar		
5	Uygulamalar		
6	Uygulamalar		
7	Uygulamalar		
8	Ara sınav		
9	Uygulamalar		
10	Uygulamalar		
11	Uygulamalar		
12	Ölçme ve değerlendirme uygulamaları		
13	Ölçme ve değerlendirme uygulamaları		
14	Final sınavı		

Dersin Öğrenme Çıktıları	
Sıra No	Açıklama
Ö01	Bu dersin sonunda, öğrenciler bir dil sınıfının farklı boyutlarına dair gözlemler yapıp, bu boyutları yorumlayabilir,
Ö02	Öğrenciler dil öğretimi için ders materyallerini hazırlayabilir veya uyarlayabilir,
Ö03	Öğrenciler bir dersi baştan sona planlayıp yürütebilecekler.
Ö04	Öğrenciler uygulama öğretmenleri ve öğretim elemanlarıyla uygulamalarının değerlendirmelerini yapabilir.

Programın Öğrenme Çıktıları	
Sıra No	Açıklama
P03	Toplumsal ve mesleki sorumluluk bilinciyle hareket eder.
P14	Dil öğrenmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiyi kullanır.
P11	Dile özgü kavramları ve kavramlar arasındaki ilişkileri kavrar.
P12	İnsan dilinin özellikleri, yapısı ve işleyişini anlar ve çözümlemeye yönelik bilgiyi kullanır.
P13	İngilizceyi anadil düzeyine yakın kullanır.
P15	Dil öğretmeye ilişkin kavram ve süreçleri anlamaya ve çözümlemeye yönelik bilgiyi kullanır.
P07	Günlük ve mesleki hayatta karşılaşılabilecekleri farklı yazılı metinleri anlar, yorumlar ve değerlendirir.
P09	Günlük ve mesleki hayatta karşılaşılabilecekleri farklı ortamlarda sözlü iletişim kurabilir.
P10	Yazma sürecini etkili olarak kullanarak farklı türde metinler oluşturur.

P01	Bilginin doğasını, kaynağını, doğruluğunu, güvenilirliğini ve geçerliliğini değerlendirir.
P02	Bilimsel bilgi üretimine ilişkin yöntemleri kavrar.
P04	Kendini bir birey olarak tanıır, yaratıcı ve güçlü yönlerini kullanabilir.
P05	Demokrasi, insan hakları, toplumsal, bilimsel ve mesleki etik değerlere uygun davranır.
P06	Dil öğrenme stratejilerini etkili şekilde kullanır.
P08	Günlük ve mesleki hayatta karşılaşacakları farklı sözlü metinleri anlar, yorumlar ve değerlendirir.

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Değerlendirme Ölçütleri		
Yarıyıl Çalışmaları	Sayısı	Katkı
Ara Sınav	0	%0
Ödev	0	%0
Uygulama	0	%0
Projeler	0	%0
Pratik	0	%0
Kısa Sınav	0	%0
Yarıyıl Sonu Sınavı	1	%100
Toplam		%100

AKTS Hesaplama İçeriği			
Etkinlik	Sayısı	Süresi	Toplam İş Yüğü Saati
Haftalık teorik ders saati	12	2	24
Haftalık uygulamalı ders saati	12	2	24
Okuma Faaliyetleri	10	2	20
İnternette tarama, kütüphane çalışması	10	8	80
Materyal tasarlama, uygulama	10	2	20
Rapor hazırlama	6	2	12
Sunu hazırlama ve sunum	6	2	12
Ara sınav ve ara sınava hazırlık	0	0	0
Yarıyıl Sonu Sınavı	0	0	0
Toplam İş Yüğü			192
AKTS Kredisi			8

Dersin Öğrenme Çıktılarının Programın Öğrenme Çıktılarına Katkıları															
Katkı Düzeyi: 1: Çok düşük 2: Düşük 3: Orta 4: Yüksek 5: Çok yüksek															

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15
Tüm	5	4	4	5	4	5	5	4	5	5	5	4	5	5	5
Ö01	4	5	4	5	5	5	3	5	5	5	4	5	5	5	5
Ö02	5	5	4	5	4	5	5	4	5	5	5	4	5	5	5
Ö03	5	5	4	5	4	5	5	4	5	5	5	4	5	5	5



Semester	Course Unit Code	Course Unit Title	L+P	Credit	Number of ECTS Credits
8	İÖ-410	TEACHING PRACTICE-II	8	5	8
Mode of Delivery : Face to Face Language of Instruction : Turkish Level of Course Unit : Bachelor's Degree Work Placement(s) : Yes Department / Program : English Language Teacher Training Type of Course Unit : Required Objectives of the Course : The course aims at helping students acquire knowledge on the routines and applications of real classroom and school settings; Teaching Methods and Techniques : apply what they have acquired during their training in real classroom settings; actively reflect on their teaching experiences. Prerequisites and co-requisites : The content of this course involves observations with regard to teaching methods and techniques; individual micro-teachings; Course Coordinator : individual lesson planning; field-related activity and material development; preparation of teaching environments, classroom Name of Lecturers : management, assessment and evaluation, and reflections. Assistants :					
		TEACHING PRACTICE-II Research Assist.Dr. Büşra ÇELEN Associate Prof.Dr. Müzeyyen Nazlı GÜNGÖR			
Recommended or Required Reading					
Resources		: Richards, J.C., & Farrell, T.S.C. (2010). Practice Teaching. Cambridge. : Richards, J.C. & Farrell, T.S.C. (2011). Practice teaching. Cambridge: Cambridge University Press. : 2. Akcan, S. & Güngör, M. N. (2018). A workbook for prospective language teachers: Challenges from diverse classroom : :			
Course Category					
Mathmatics and Basic Sciences		:	Education	:	50
Engineering		:	Science	:	
Engineering Design		:	Health	:	
Social Sciences		:	Field	:	50
Weekly Detailed Course Contents					
Week	Topics		Study Materials	Materials	
1	Introduction to the course and materials; school placements				
2	21st century teacher competences				
3	21st century teacher competences				
4	Teaching Sessions				
5	Teaching Sessions				
6	Teaching Sessions				
7	Teaching Sessions				
8	Midterm				
9	Teaching Sessions				
10	Teaching Sessions				
11	Teaching Sessions				
12	Assessment practices				
13	Assessment practices				
14	Final				
Course Learning Outcomes					
No	Learning Outcomes				
C01	At the end of the course, students can make observations and reflect on various aspects of language teaching in real classroom settings,				
C02	Students can prepare and/or adapt course materials for language teaching purposes,				
C03	Students will be able to plan and conduct a microteaching session in real classroom				
C04	Students can contribute to feedback sessions with their mentors and trainers.				

Program Learning Outcomes	
No	Learning Outcome
P03	Acts with the awareness of social and professional responsibility.
P14	Uses knowledge to understand and analyze concepts and processes related to language learning.
P11	Comprehends language-specific concepts and relationships between concepts.
P12	Understands the features, structure and functioning of human language and uses knowledge to analyze it.
P13	Uses English close to the level of a native speaker.
P15	Uses knowledge to understand and analyze concepts and processes related to language teaching.
P07	Understands, interprets and evaluates different written texts that they will encounter in daily and professional life.
P09	Communicate verbally in different environments that they may encounter in daily and professional life.
P10	Creates different types of texts by using the writing process effectively.
P01	Evaluates the nature, source, correctness, reliability and validity of information.
P02	Comprehends the methods related to the production of scientific knowledge.
P04	Recognize themselves as an individual and use their creative and strong sides.
P05	Acts in accordance with democracy, human rights, social, scientific and professional ethical values.
P06	Uses language learning strategies effectively.
P08	Understands, interprets and evaluates different written texts that they will encounter in daily and professional life.

Assessment Methods and Criteria			ECTS Allocated Based on Student Workload			
In-Term Studies	Quantity	Percentage	Activities	Quantity	Duration	Total Work Load
Mid-terms	0	%0	Weekly Theoretical Course Hours	12	2	24
Assignment	0	%0	Weekly Tutorial Hours	12	2	24
Practice	0	%0	Reading Tasks	10	2	20
Projects	0	%0	Searching in Internet and Library	10	8	80
Practice	0	%0	Material Design and Implementation	10	2	20
Mid-Term	0	%0	Report Preparing	6	2	12
Final examination	1	%100	Preparing a Presentation	6	2	12
Total		%100	Midterm Exam and Preperation for Midterm Exam	0	0	0

Contribution of Learning Outcomes to Programme Outcomes															
Contribution: 1: Very Slight 2:Slight 3:Moderate 4:Significant 5:Very Significant															

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15
All	5	4	4	5	4	5	5	4	5	5	5	4	5	5	5
C01	4	5	4	5	5	5	5	3	5	5	5	4	5	5	5
C02	5	5	4	5	4	5	5	4	5	5	5	4	5	5	5
C03	5	5	4	5	4	5	5	4	5	5	5	4	5	5	5

	ECTS Allocated Based on Student Workload			
	Activities	Quantity	Duration	Total Work Load
	Final Exam and Preparation for Final Exam	0	0	0
	Total Work Load			192
	ECTS Credit of the Course			8

Contribution of Learning Outcomes to Programme Outcomes
Contribution: 1: Very Slight 2:Slight 3:Moderate 4:Significant 5:Very Significant

Gazi Üniversitesi



GAZİ FACULTY OF EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

COURSE SYLLABUS

Course Code	İÖ-409
Course Title	Teaching Practicum-I
Elective/Compulsory	Compulsory
Program	English Language Teaching
Type of the Program	Undergraduate
Semester	2025-2026 Fall
Class Hours	2
Course Credits (ECTS)	8
Weekly Schedule	TBD
Lecturer	TBD
Lecturer's Contact Information	Teaching Practicum Coordinator: Asst. Prof. Dr. Büşra ÇELEN busra.delen@gazi.edu.tr , busradcelen@gmail.com 0312 202 8388 Office: C123

Prerequisites of the Course

There are no prerequisites for the course. However, students are advised to have taken ELT methodology courses prior to this course.

Course Description and Objectives

- ✓ The course content consists of teaching practice in online settings, observations, cooperation and coordination between mentors and student-teachers, lesson planning, and assessment.
- ✓ In this course, the students will...
 - ☐ gain an understanding of the real classroom atmosphere through observation,
 - ☐ read about teacher stories,
 - ☐ study lesson planning skills and strategies,
 - ☐ learn about 21st century teacher competences,
 - ☐ plan and conduct teaching sessions,
 - ☐ construct their self teacher identities.

Learning Outcomes

At the end of this course, students will be able to...

- develop awareness of various classroom situations,
- identify and develop 21st century teacher competences,
- determine the effectiveness of a lesson plan,



- analyze the challenges and solutions in the real teaching setting,
- develop alternative classroom management solutions,
- make decisions regarding the course content, materials, and delivery,
- reflect on their teaching experiences.

Weekly Course Plan			
Weeks	Topics	Sources	Tasks
Week 1 (22 Septem ber 2025)	- Introduction to the course	*The course syllabus	*Please go over the syllabus and decide on the possible additions you would think of making into it.
Week 2	-School visits and meetings; introduction to the practicum context <u>Observation Task 1 (Theme: Curriculum Changes)</u> Work on the new “Türkiye Yüzyılı Maarif Modeli”, comparing it to the previous teaching program issued by the Ministry of National Education (MoNE). Please see Classroom for details.	*The MONE Teaching Program (Curriculum) *The MONE coursebooks https://tymm.meb. gov.tr/	*Please check Classroom for the instructions of Observation Task 1. Written submission is required [Assignment #1]: Please see Classroom for details.
Week 3	-Q&A on Observation Task 1. -Discussion on what PSTs would like to observe -Understanding the teaching practicum context: *Who is who in practicum? * The profile of the learners <u>Observation Task 2 (Theme: Observing the Context and Curriculum Applications)</u> Please make notes about the questions and prompts posted on Classroom so that we can discuss them during our next class.	*Richards, J.C., & Farrell, T.S.C. (2011). <i>Practice teaching: A reflective approach</i> . Cambridge University Press.	*Please check Classroom for the instructions of Observation Task 2. No written submissions are required.



Week 4	-Weekly reflections on classes -Reflecting on Observation Task 2. -Review of classroom management and its dimensions, relating it to the observations on the mentor <u>Observation Task 3 (Theme: Focus on the Mentor p.1-Observation)</u> Observe your mentor and make notes on their teaching performance using the observation checklist attached in the Classroom post.		*Please check Classroom for the instructions of Observation Task 3. No written submissions are required.
Week 5	-Reflecting on Observation Task 3. - Weekly reflections on classes -Getting to know the mentors -Professional development opportunities for English teachers: INGED, IATEFL, and TESOL International -Webinars: Where can we find them? -Websites: How can Ts can get professional help for better teaching experiences? <u>Observation Task 4 (Theme: Focus on the Mentor-p.2-Interview)</u>	*Richards, J.C., & Farrell, T.S.C. (2011). <i>Practice teaching: A reflective approach</i>. Cambridge University Press.	*Please check Classroom for the instructions of Observation Task 4. **<u>Assignment #2</u>: Read the chapter titled “Working with Your Cooperating Teacher” from Richards and Farrell (2011). Then, observe and interview your mentor with the questions posted in the Classroom post. Please see Classroom for further instructions.
Week 6	-Reflecting on Observation Task 4. -Review of classroom management and its dimensions: Managing problematic behavior -Weekly reflections on classes <u>Observation Task 5 (Theme: Classroom Management- Managing Problematic Behavior)</u>	Akcan, S., & Güngör, M.N. (2018). <i>A workbook for prospective language teachers: Challenges from diverse classroom contexts</i>. Boğaziçi University Press.	*Please check Classroom for the instructions of Observation Task 5. No written submissions are required.

		Sulich, M. (2004). Keeping discipline in the classroom. <i>English Teaching Forum</i> , 42 (3), 32-36.	
Week 7	-Reflections on Observation Task 7. -Weekly reflections on classes -Preparation for teaching sessions: Who does what? TEACHING SESSIONS ROUND 1 <u>Observation Task 6 (Theme: Peer-Observation: Observing a colleague p.1 Time: 25-29 November)</u>		*Please check Classroom for the instructions of Observation Task 6. *Prepare a lesson plan and submit it to your trainer and your mentor separately. Then, write a reflection of your teaching session in the light of your own ideas, your mentor's and supervisor's feedback and upload your reflection to the relevant thread on Google Classroom. Please see details in the said thread. <i>Deadline: Separate deadlines for every item, please see Google Classroom for the said deadlines.</i>
Week 8	<i>MoNE BREAK</i> <i>MIDTERM WEEK</i>		
Week 9	-Reflections on Observation Task 6. -Weekly reflections on classes -Weekly reflections on classes: Collective feedback on teaching sessions and their analysis	Sowell, J. (2017). Good instruction-giving in the second language classroom. <i>English Teaching Forum</i> , 55 (3), 10-19.	*Please check Classroom for the instructions of Observation Task 7. No written submissions are required.

	-Review of classroom management and its dimensions: Classroom interaction (incl. instruction giving, feedback & error correction, and teacher talk) <u>Observation Task 7 (Theme: Classroom interaction)</u>		
Week 10	-Reflecting on Observation Task 7. -Weekly reflections on classes -Class discussion on learner engagement <u>Observation Task 8 (Theme: Learner Engagement)</u>	Akcan, S., & Güngör, M.N. (2018). <i>A workbook for prospective language teachers: Challenges from diverse classroom contexts</i>. Boğaziçi University Press.	*Please check Classroom for the instructions of Observation Task 8. No written submissions are required.
Week 11	-Reflecting on Observation Task 8. -Weekly reflections on classes -Class discussion on technology integration in English classes. <u>Observation Task 9 (Theme: Technology integration)</u>		*Please check Classroom for the instructions of Observation Task 9. No written submissions are required.
Week 12	-Reflections on Observation Task 9. -Weekly reflections on classes - TEACHING SESSIONS ROUND 2 <u>Observation Task 10 (Peer-Observation: Observing a colleague p.2)</u>		*Please check Classroom for the instructions of Observation Task 10. *Prepare a lesson plan and submit it to your trainer and your mentor separately. Then, write a reflection of your teaching session in the light of your own ideas, your mentor's and supervisor's feedback and upload your reflection to the relevant thread on Google Classroom. Please



			see details in the said thread. <i>Deadline: Separate deadlines for every item, please see Google Classroom for the said deadlines.</i>
Week 13	-Reflections on Observation Task 10. -Weekly reflections on classes: Collective feedback on teaching sessions and their analysis <u><i>Observation Task 11 (Testing and assessment)</i></u>	Akcan, S., & Güngör, M.N. (2018). <i>A workbook for prospective language teachers: Challenges from diverse classroom contexts</i>. Boğaziçi University Press.	*Please check Classroom for the instructions of Observation Task 11. No written submissions are required for the first part of the task. For the second part please see Classroom. *<u>Assignment #3</u>: Prepare a reflection paper on your experience and observations about language assessment. Please see Classroom for further instructions.
Week 14	-Reflections on Observation Task 11. - Weekly reflections on classes -Class discussion on how to teach English currently: Alignment of 21st century teacher competencies and Gen-AI.		*Please check Classroom for the instructions of Observation Task 12. No written submissions are required.
Week 15	-Info on Observation Task 12 (a.k.a. Assignment #3) -Wrap-up meetings (trainees, mentors, and the supervisor) -Course Wrap-up and Reflection + Farewell <u><i>Observation Task 12 (Theme: Reflection)</i></u>		*<u>Assignment #4</u>: Write a reflective paragraph on the semester you have spent in teaching practice. Please see Classroom for further instructions.



Teaching Methods and Techniques

Lecture, Individual / Group / Whole-class discussions, lesson study, research, reflection, Q&A

Rules and Expectations

- ☐ Plagiarism is a serious offense and will not be treated lightly or tolerated. In case of any plagiarism due action will be taken. Your written submissions will be processed through Turnitin, and any submission where plagiarism is detected will be scored with 0 (zero).
- ☐ You will receive the announcements regarding the course through Google Classroom. You also have to check Google Classroom and your emails frequently.
- ☐ You can contact the lecturer at the given email addresses.
- ☐ You have to be careful about submission deadlines for the weekly tasks and other assignments. Submissions sent after the given deadlines will not be accepted.

Assessment Criteria

	Component	Points	Percentage
Final	Submission of weekly tasks fitting the criteria	30	100%
	Teaching session 1	35	
	Teaching session 2	35	
	100%		
			100%

Submission Evaluation Criteria

Weekly Tasks

Criteria			
Timely submission	10 pts		
Quality of the work (relevance, language, content)	20 pts		
Total	30 pts		

Teaching Sessions

Criteria			
Please refer to the teaching session documents that are introduced throughout the semester			
Total	70 pts		



ÖĞRETMENLİK UYGULAMASI-I

ETKİNLİK LİSTESİ VE DETAYLARI

Week 1:

Overall introduction to the course and school placements

Week 2:

Observation Task 1 (Theme: Curriculum Changes)

1. Access both the older version of the MONE curriculum and the new model (TYMM) on the ministry's official website.
 2. Take a look at the sample resources provided in the attachments. Feel free to add more to your reading list.
 3. Talk to your mentor about the new program and try to collect teachers' views on it.
 4. Prepare a report about your findings and observations on the changes in the TYMM teaching program as well as your take on the said change. Submit it here.
-

Week 3:

Observation Task 2 (Theme: Observing the Context and Curriculum Applications)

Please make notes about the following questions during the classes you observe during the practicum:

About the school:

- What are your first impressions of the students and their interest/investment in learning English?
- What is the physical environment like at your school?
- What is a critical/interesting moment you have witnessed in (or outside) your classes? (The said moment can be about anything.)

About the classroom practices:

- How is the curriculum currently in place is realized in the classes you observe?
- Is there any official planning done for the English courses (dönem/yıllık plan)? If yes, how does the process go down? Is it done by "zümre" or does your mentor do it on her own? What function does it serve in the realization of the curriculum?

- How are coursebooks are used, for example, do your mentors feel the need to adapt them? If they do, what is the pattern they follow? Focus on the teacher's book, workbook as well as the coursebook itself.
- What are the supplementary materials, if there are any? What are the handouts/worksheets your mentor uses like?
- How does your mentor teach language components, i.e. grammar, vocabulary, and pronunciation? Is it explicitly or implicitly done? Are they integrated? Do their practices comply with what the MoNE curriculum states? How do they compare to your training in our program?
- How does your mentor teach language skills, i.e. listening, reading, speaking and grammar? Are they integrated or separately handled? Do their practices comply with what the MoNE curriculum states? How do they compare to your training in our program?
- How would you define your mentor's style in teaching English?

-Please provide appropriate examples for all the questions above.

Week 4:

Observation Task 3 (Theme: Focus on the Mentor p.1-Observation)

Observe your mentor during a 40-minute lesson and write your observations into the checklist attached.

Week 5:

Observation Task 4 (Theme: Focus on the Mentor p.2-Interview)

1. Read the chapter titled "Working with Your Cooperating Teacher" carefully. You can find it attached to this post.

2. Prepare some questions whose answers you would like to know about your mentor. The questions you will ask can be including but not limited to:

- their teaching philosophy
- their decision to become an English teacher
- the most inspiring moment(s) of their career
- the challenges of their profession
- their motivation to continue teaching
- their professional development activities
- their observations about the new generation

Please be careful about not asking the same questions to them over and over again. So, you will have to make your questions original. You can also decide on the questions with the colleague you attend classes with.

3. Prepare a report on the answers you gather. While writing your report, please try to answer the questions you have asked your mentor. Are there any similarities or differences between their answers and yours?

4. Submit your report until the deadline given.

Week 6:

Observation Task 5 (Theme: Classroom Management-Managing Problematic Behavior)

Please observe your mentor and your colleagues during class in terms of their classroom management.

-Note how the teacher organizes the classroom, manages time, transitions, and handles discipline by focusing on teaching space, instructions, eye contact, use of L1, establishing discipline and rapport giving specific examples.

-Describe the classroom climate. Is it a safe, encouraging and nurturing one, or a threatening and toxic one? Give specific examples and reasons.

-Comment on the group dynamics in the classroom. Is there an individual student who appears to perform very poorly with a strong dislike towards English or learning difficulty? Spot the learner, define the problem (learning difficulty due to readiness level, affective factors, such as anxiety, dislike etc.) by talking to the student her/himself. Suggest ways to help the student to catch up with the rest of the class and nurture more positive feelings.

Also, please refer to the following prompts in your report:

- What are the issues arising in a regular class?
- What are the sources of such issues as far as your observations and conversations with your mentor go?
- How does the teacher (both your mentor and classmate) tackle it?
- What would your solution(s) be in the same instances?

Remember to prepare notes on the above questions so that you can provide answers for them during our session.

Week 7:

Observation Task 6 (Theme: Peer-Observation: Observing a colleague p.1)

This week, please observe your colleague (your partner in practicum) while they are teaching and fill in the attached observation form accordingly. Then, submit the form here to this thread and send it to your colleague as well.

Week 9:

Observation Task 7 (Theme: Classroom interaction)

Please observe your mentor and colleagues during classroom interaction, e.g. while they are giving instructions, correcting student errors and so on.

Remember to make notes on:

**the quality of the instructions they give as well as the inclusion of the right instruction-giving steps,*

**the types of error correction they make and their delivery of correction*

* the teacher talk vs. student talk – Record who speaks more, and how interaction patterns (teacher–student, student–student) are shaped

*the use of language-the balance between target language and mother tongue, and strategies to support comprehension

...so that you can provide answers for them during our session.

Week 10:

Observation Task 8 (Theme: Learner engagement)

Please take note of your students' engagement in English classes and observing how your mentors handle the situations in which there is a lack of it. Your observations can refer to the including but not limited to the following themes:

- students' interest in learning English or lack thereof
- reasons for students' (dis)interest in learning English
- (possible) impact of their teachers on students' engagement levels
- potential solutions to the problems arising due to student engagement or lack thereof.

Remember to make notes on the above questions so that you can provide answers for them during our session.

Week 11:

Observation Task 9 (Theme: Technology integration)

- Examine how textbooks, visuals, digital tools, or realia are integrated into the classes you have been observing.
 - Specify your observations by giving information on the technological devices and their use at your school.
 - Remember to add your comments on teachers' and students' use and attitudes about technology integration in English classes, to give specific examples and to analyze the reasons behind their actions and attitudes.
 - Make notes on the above questions so that you can provide answers for them during our session.
-

Week 12:

Observation Task 10 (Theme: Peer-Observation: Observing a colleague p.2)

This week, please observe your colleague (your partner in practicum) while they are and fill in the attached observation form accordingly. Then, submit the form here to this thread and send it to your colleague.

Week 13:

Observation Task 11 (Theme: Testing and Assessment)

Part 1:

Please observe the applications of new assessment practices in your practicum settings:

- What language components and skills are tested and how is it done?
- What is your mentor's and the students' attitude toward these assessment practices?
- If you were the teacher to deliver these exams, what would you do the same/differently?

Remember to make notes on the above questions so that you can provide answers for them during our session.

Part 2:

Please write a reflection paper on what you have experienced while preparing an exam for your students in the teaching practicum context. You are expected to proceed according to the steps given in your Testing and Assessment course. You can make use of the prompts below to write in your paper:

-How did the whole process go for you? Was it hard or easy? What was the most challenging part for you in it?

-What are the takeaways for you? What did you learn best?

-What are the mistakes that you will not repeat when you next prepare an exam? What did you do well?

-What do you think about the feedback you received from your mentor? Do you think it was valid?

Finally, submit your paper here to this thread.

Week 15:

Observation Task 12 (Theme: Reflection)

1. When you compare your teacher self at the beginning of the semester and now:

a. What are your takeaways from your observations and experiences at Bilal Yaşar Middle School?

b. What are your takeaways from the "Teaching Practicum-I" course?

2. What are your projections about the next semester? What skills do you think you will add to your skill set as a teacher-to-be?

Please submit your answers to the questions above as a Google Doc or a Word document until the deadline given.



**GAZİ FACULTY OF EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM**

COURSE SYLLABUS

Course Code	İÖ-410
Course Title	Teaching Practicum-II
Elective/Compulsory	Compulsory
Program	English Language Teaching
Type of the Program	Undergraduate
Semester	2025-2026 Spring
Class Hours	2
Course Credits (ECTS)	8
Weekly Schedule	TBD
Lecturer	TBD
Lecturer's Contact Information	Teaching Practicum Coordinator: Asst. Prof. Dr. Büşra ÇELEN busra.delen@gazi.edu.tr , busradcelen@gmail.com 0312 202 8388 Office: C123

Prerequisites of the Course

There are no prerequisites for the course. However, students are advised to take ELT methodology courses and the Teaching Practicum-I course prior to this course.

Course Description and Objectives

- ☐ Including a prominent practical component, the course consists of teaching practice in real-life settings, observations, cooperation and coordination between mentors and student-teachers, lesson planning, and assessment.
- ☐ In this course, the students will...
- ✓ gain an understanding of the real classroom atmosphere by making observations in real classroom settings,
- ✓ read about and analyze teacher stories,
- ✓ produce solutions to the challenges of real classroom settings,
- ✓ prepare and/or adapt course materials for language teaching purposes,
- ✓ plan and conduct teaching sessions with students,
- ✓ reflect on their teaching experiences.

Learning Outcomes

At the end of this course, students will be able to...

- identify 21st century teacher competences,
- determine the effectiveness of a lesson plan,
- analyze the challenges and solutions in real teaching settings,
- develop alternative classroom management solutions,
- make decisions regarding the course content, materials, delivery, and assessment,
- apply the decisions they have made in teaching sessions.





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Weekly Course Plan			
Weeks	Topics	Sources	Tasks
Week 1	- Introduction to the course -Discussion on the content of the course	*The course syllabus	
Week 2	-Finalization of course content -Info on Observation Task 1 -Career planning: What are the possible options?		Observation Task 1 (Theme: Same Experience New Eyes; in-class discussion)
Week 3	-Reflections on Observation Task #1 -Teacher resilience -Info on Observation Task 2	https://www.futurelearn.com/info/courses/succeed-as-a-new-teacher/0/steps/147289 Ainsworth, S., & Oldfield, J. (2019). Quantifying teacher resilience: Context matters. <i>Teaching and Teacher Education</i> , 82, 117–128. https://doi.org/10.1016/j.tate.2019.03.012	Observation Task 2 (Theme: Career plans; in-class discussion)
Week 4	-Reflections on Observation Task #2 -Case analyses: Managing problematic behavior -Info on Observation Task 3	Akcan, S., & Güngör, M.N. (2018). <i>A workbook for prospective language teachers: Challenges from diverse classroom contexts</i> . Boğaziçi University Press.	Observation Task 3 (Theme: Teacher resilience) Please see details on Classroom.





Week 5	-Reflections on Observation Task #3 -Info on Observation Task 4 -Info+Q&A session on teaching sessions		Observation Task 4 (Theme: Managing problematic behavior) Please see details on Classroom.
Week 6	MoNE BREAK		
Week 7	-Reflections on Task #4 -Teaching Sessions Round 1		Observation Task 5 (Theme: Peer observation) Please see details on Classroom.
Week 8	-Introduction to inclusive education -Class discussion on culture and intercultural awareness in EFL classrooms	Akcan, S., & Güngör, M.N. (2018). <i>A workbook for prospective language teachers: Challenges from diverse classroom contexts</i>. Boğaziçi University Press. Ataç, B. A., & Taşçı, S. (2020). An investigation of prospective language teachers' knowledge and attitudes towards inclusive education in Turkey. <i>International Journal of Curriculum and Instruction</i> 12(2), 359–373. Cakiroglu, O., & Melekoğlu, M. A. (2014). Statistical Trends and Developments within Inclusive Education in Turkey. <i>International Journal of Inclusive Education</i>, 18(8), 798–808. https://doi.org/10.1080/13603116.2013.836573	Observation Task 6 (Theme: Inclusive education) Please see details on Classroom.





		Tuncay, A. A., & Kizilaslan, A. (2021). Pre-service teachers' sentiments, attitudes and concerns about inclusive education in Turkey. <i>European Journal of Special Needs Education</i> , 1–14. https://doi.org/10.1080/08856257.2021.1873524	
Week 9	MIDTERM WEEK		
Week 10	-Overall reflections on the first round of teaching & F2F feedback sessions on the first round -Inclusive education p.2- Case analyses	-Compilation of materials and guidelines	Observation Task 6-cont. (Theme: Inclusive education) Please see details on Classroom.
Week 11	-Reflections on Task 6 -Case analyses: Lack of student motivation -Info on Observation Task 7	Akcan, S., & Güngör, M.N. (2018). <i>A workbook for prospective language teachers: Challenges from diverse classroom contexts</i> . Boğaziçi University Press.	Observation Task 7 (Theme: Lack of student motivation) Please see details on Classroom.
Week 12	-Reflections on Task 7 -Class discussion on lack of (pre-service) teacher motivation -Class discussion on the concept of creativity. -Info on Observation Task 8		Observation Task 8 (Theme: Creativity in ELT) Please see details on Classroom.
Week 13	-Reflections on Task 8 -Info session CLIL and its applications in classroom procedures		Observation Task 9 (Theme: Peer observation) Please see details on Classroom.





	-Info+Q&A session on teaching sessions -Teaching sessions: Round 2		
Week 14	-Overall reflections on the second round of teaching & F2F feedback sessions -Testing and assessment: Ideals and Reality (incl. washback effect) -Assigning the final task of the semester (end-of-term exam) and providing the input for it		Final Exam Task: Preparation of an exam and its application. Please see Classroom for details.
Week 15	-Planning the end of practicum -Course Wrap-Up and Farewell		Observation Task 10 (Theme: Impact of practicum) Please see details on Classroom.

Teaching Methods and Techniques

Lecture, Individual / Group / Whole-class discussions, lesson study, research, reflection, Q&A

Rules and Expectations

- ☐ Plagiarism is a serious offense and will not be treated lightly or tolerated. In case of any plagiarism due action will be taken. Your submissions will be processed through Turnitin, and any submission where plagiarism is detected will be scored with 0 (zero).
- ☐ You will be asked to start your video during live classes when you are speaking. Please keep the possibility in mind and log in to the session accordingly.
- ☐ You will receive the announcements regarding the course through Google Classroom. Thus, you have to make sure that you have a valid e-mail address on the said platform. You also have to check Google Classroom and your e-mails frequently.
- ☐ You can contact the lecturer at the given e-mail addresses.
- ☐ You have to be careful about submission deadlines for the weekly tasks, midterm and final assignments. Submissions sent after the given deadlines will not be accepted.
- ☐ A 12-week attendance at classes with your practicum school is compulsory.





Assessment Criteria

	Component	Points	Percentage
	Teaching Sessions (2 of them)	70	70%
	Weekly tasks (observations tasks with written submission)	20	20%
	End-of-term exam (design and application)	10	10%
Total			100%

Submission Evaluation Criteria

Weekly Tasks

Criteria			
Timely submission	10 pts		
Quality of the work (relevance, language, content)	20 pts		
Total	30 pts		

Teaching Sessions

Criteria			
Please refer to the teaching session documents that are introduced throughout the semester	-		
Total	70 pts		



ÖĞRETMENLİK UYGULAMASI-II

ETKİNLİK LİSTESİ VE DETAYLARI

Week 1:

Overall introduction to the course and school placements

Week 2:

Observation Task 1 (Theme: Same Experience, New Eyes)

Please reflect on the following questions during your time in the classroom at your practicum school:

-What has changed for you in the teaching practicum when you remember your very first class in the fall semester?

-How does it feel to be back in the classroom?

-What are the occurrences/themes that have caught your attention in the classroom?

You are expected to share your thoughts on these during our session.

Week 3:

Observation Task 2 (Theme: Career Paths and Plans)

Please interview/talk to your mentor about their journey into ELT. How did it start? Why did they choose this path and not the others? You can add more questions relevant to the said theme.

What is sought out here with this task is basically what they thought about their career options back when they were your age. (You can also ask for suggestions for your decision-making processes-if they are willing to provide them, though.)

Organize their answers into notes so that we can talk about them during our next session.

Week 4:

Observation Task 3 (Theme: Teacher resilience)

1. Observe your mentor and identify the challenges she encounters in and out of her classes on a day-to-day basis. You can ask your mentor questions as regards the outside-the-class challenges.

2. What are their solutions to those challenges? How did they build their resilience up during the years they have spent in the profession?

3. How would you prefer to cope with them?
4. What are the challenges you have in your life currently as a pre-service English teacher? Do you think you are resilient enough to face them all? What are the resources you think you have to go through these challenges?

**Please provide a well-rounded report on the questions above and submit it here.*

** *You can add more questions based on our classroom discussions and readings posted on Classroom in order to organize your report better.*

Week 5:

Observation Task 4 (Theme: Managing problematic behavior)

Reflecting on your observations in the practicum including this week, please identify at least two cases in which **managing problematic behavior*** was the issue. The teacher who experienced the incident can be you or your mentor.

Once you have done that write a report of the case following the steps below:

1. Describe the incident in detail. What was the context? What was the T doing? What were the Ss doing at the moment of the incident? What happened exactly?
2. Was there any intervention in that moment? How was the problem solved or was it solved?
3. How would you manage the behavior if your mentor was the one who did it? If it was you in the incident, how would you behave now?

**As you know, managing problematic behavior under the umbrella term of classroom management comprises behavior distracting Ss from learning in the classroom ranging from noise to a student professing their love for their teacher, which means you can keep the spectrum of behaviors identified as such very broad.*

Week 7:

Observation Task 5 (Theme: Peer observation 1)

- This week, please observe your colleague (your partner in practicum) while they are teaching and fill in the attached observation form accordingly. Then, submit the form here to this thread. What would your solution(s) be in the same instances?

Remember to make notes on the above questions so that you can provide answers for them during our session.

Week 8:

Observation Task 6 (Theme: Inclusive Education Policies and Practices)

This task includes two stages:

Stage 1: Talk to your mentor briefly about how MoNE applies inclusive education. What is the cycle of action? "BEP" is just a part of it; for example, how do they work with other individuals qualifying for inclusive education? What are the policies and practices about it? Can the school follow the rules and regulations about it? What are the challenges in its application for an English teacher? You can also take a look at the publications posted on Classroom to be able to ask more informed questions to your mentor. Please check especially the file titled "BEP Yol Haritasi" before talking to your mentor. Please write your findings and observations in a well-organized paragraph.

Stage 2: Reflecting on your observations in the practicum including past weeks*, please identify a case in which **inclusive education** was the issue; that is, you are expected to focus on an incident **showcasing the application and realization of inclusive education (or lack of it)**. The teacher who experienced the incident can be you or your mentor. Once you have done that, please write a report of the case following the steps below:

- 1. Describe the incident in detail. What was the context? What was the T doing? What were the Ss doing at the moment of the incident? What happened exactly?*
- 2. How was the problem solved or was it solved?*
- 3. How would/did you intervene in the incident and how would **your knowledge of inclusive education** function in all of it?*
- 4. In general how are differentiation and individual support provided for students of varying proficiency levels or learning needs?*

*The aim here is to identify how inclusive education is realized (or not?) in real classroom settings through an incident or incident. If no such incidents do not come to your mind, the incident may not include a problem, but a general description of how these students are treated and taught English in the classroom.

Week 11:

Observation Task 7 (Lack of student motivation)

Reflecting on your observations in the practicum including this week, please identify cases in which **lack of student motivation** was the issue. This lack of motivation can manifest itself in "quiet" students in the classroom, so you might want to reflect on your experiences with them. The teacher who experienced the incident can be you or your mentor.

Once you have done that, please take notes on the case following the steps below and bring your notes to our next session.

1. Describe the incident in detail. What was the context? What was the T doing? What were the Ss doing at the moment of the incident? What happened exactly?
 2. What do you think the reason for this lack of motivation was?
 3. How was the problem solved or was it solved?
 4. How would/did you intervene in the incident?
-

Week 12:

Observation Task 8 (Theme: Creativity in ELT)

Please fill in the attached observation form for one of the lessons you have observed/taught. Then, submit it here. Remember to provide the evidence for your observations in the space provided for that in the form.

Week 13:

Observation Task 9 (Theme: Peer observation 2)

Observe your colleague (your partner in practicum) while they are teaching and fill in the attached observation form accordingly. Then, submit the form here to this thread.

Week 14:

Final Exam Task (Theme: Testing and Assessment)

1. Prepare an end-of-the-term exam for one of the classes you have taught throughout this semester.
2. You are free to choose the grade and the content of the exam, i.e. skills and components to be tested (as prepared in your Testing and Assessment course).
3. After preparing the first draft of the exam, receive feedback from your mentor on its applicability in real classroom settings. Please note the feedback and comments into the

document you have been working on so that I can see them as well.

4. Make the necessary changes in the exam in relation to the feedback you have received.

5. Please upload the first and final version of the exam to this thread along with your reflections on the process as outlined below:

- *How did the whole process go for you? Was it hard or easy? What was the most challenging part for you in it?*
- *What are the takeaways for you? What did you learn best?*
- *What are the mistakes that you will not repeat when you next prepare an exam? What did you do well?*
- *What do you think about the feedback you received from your mentor? Do you think it was valid?*

You have to administer the exam for real, preferably in your practicum settings.

Week 15:

Observation Task 10 (Theme: Reflection)

Write a well-rounded paragraph on how teaching practicum affected you as a (prospective) English teacher, focusing on your takeaways from the experience.

Lesson Plan & Procedure

Gazi Faculty of Education
Department of Foreign Languages Education
ELT Program

Teacher's name :	
Observer's name :	
Class name :	
Date:	
Lesson start time:	
Length of lesson:	
Teaching point (i.e.what you will be working on: language items/language skills)	
Target language items	
Main lesson aims (i.e.what you hope the learners will achieve/be able to do better after your lesson)	
Evidence (i.e.how will you know that this has been achieved?)	
Personal goals (i.e.what you are trying to improve in your own skills as a teacher)	
Class profile (Age and level of the students)	
Timetable fit	
Assumptions (about what the students know/can do; what they have covered so far)	
Predicted problems	
Context (theme-to use in teaching)	
Materials used	

Lesson Plan & Procedure

Gazi Faculty of Education
Department of Foreign Languages Education
ELT Program

<i>STAGE</i>	<i>PROCEDURE</i>	<i>TASK</i>	<i>INTERACTION</i>	<i>AIM</i>	<i>TIME</i>

Observation Form
Teaching Practicum I-II

Gazi Faculty of Education
 Department of Foreign Languages Education
 ELT Program

Trainee's Name:
Observer's/Trainer's Name:
Mentor's Name:
Date:
Time:

Age of the Students:
Level of the Students:
Teaching Focus:
Context/Theme Used:
Materials Used:

Preparation	
<i>Aims and Objectives</i>	
<i>Age/Level</i>	
<i>Materials</i>	
<i>Timetable Fit</i>	
Procedure	
<i>Warm up</i>	
<i>Pre-Teaching (Lead-in)</i>	
<i>While-Teaching</i>	
<i>Post-Teaching</i>	

<i>Smooth transitions</i>	
<i>Lesson Opening and Closure</i>	
<i>Assigning Homework</i>	
Classroom Management	
<i>Instructions</i>	
<i>Monitoring and Teaching space</i>	
<i>Body language</i>	
<i>Using the (smart)board and integration of technology</i>	
<i>Interaction</i>	
<i>Error Correction & Feedback</i>	
<i>Managing problematic behavior</i>	
<i>Time management</i>	
<i>Additional Remarks</i>	

GAZI UNIVERSITY — GAZI FACULTY OF EDUCATION
 Department of Foreign Languages Education — ELT Program
Teaching Practicum I–II

STUDENT EVALUATION RUBRIC

Observation Record

Trainee's Name		Observer / Trainer	
Mentor's Name		Date	
Lesson Time / Duration		Age / Level of Students	
Teaching Focus		Context / Theme Used	

Section A — Preparation (20 points)

A. PREPARATION					20 POINTS
Criterion	Pts	Developing (Beginning Proficiency)	Proficient (Solid, Expected Practice)	Exemplary (Advanced, Distinguished Practice)	Score
Aims & Objectives	6	Objectives are vague, missing, not stated to students, or mismatched with the activities planned.	Clear, appropriate objectives are identified and connect logically to the lesson's activities.	Objectives are specific, measurable, communicated to students, and explicitly linked to assessment of learning.	
Age/Level Appropriateness	5	Lesson content, pacing, or language level is poorly matched to learners' age or proficiency.	Content, tasks, and language are suitably pitched to learners' age and level.	Content is finely calibrated to the group, with built-in differentiation for varying readiness levels.	
Materials	5	Materials are absent, irrelevant, low quality, or insufficient in quantity.	Materials are relevant, adequate, and support the stated objectives.	Materials are original or creatively adapted, professionally prepared, and enrich engagement beyond the minimum.	
Timetable Fit	4	Lesson does not connect to prior/upcoming lessons or the broader syllabus.	Lesson fits logically within the unit/syllabus sequence and prior learning.	Lesson explicitly builds on prior learning and previews future learning, strengthening curricular coherence.	

Section B — Procedure (50 points)

B. PROCEDURE					50 POINTS
Criterion	Pts	Developing (Beginning Proficiency)	Proficient (Solid, Expected Practice)	Exemplary (Advanced, Distinguished Practice)	Score
Warm-up	5	Warm-up is omitted, irrelevant to the lesson, or fails to engage students.	Warm-up activates relevant schema/language and engages most students.	Warm-up purposefully primes target content, generates high engagement, and transitions smoothly into the lesson.	
Pre-Teaching (Lead-in)	6	Lead-in is missing or does not prepare students for the lesson focus (e.g., vocabulary, context, task).	Lead-in clearly introduces the topic/language and prepares students for the main activity.	Lead-in builds genuine interest and anticipation, efficiently pre-teaches essential language, and sets a clear purpose.	
While-Teaching	12	Core teaching is unclear, mismatched to objectives, or students are largely passive/confused.	Core teaching delivers the planned content effectively; most students are engaged and on task.	Core teaching is dynamic and responsive to learner needs in the moment, with strong student-centered engagement and clear evidence of learning.	
Post-Teaching	6	Practice/production stage is missing, too brief, or not connected to the lesson focus.	Students get adequate guided/free practice that consolidates the target language or skill.	Practice stage is varied, communicative, and pushes students toward independent, meaningful use of the target language.	
Smooth Transitions	5	Transitions between stages are abrupt, confusing, or cause significant loss of instructional time.	Transitions between stages are clear and maintain lesson flow with minimal disruption.	Transitions are seamless and signposted, reinforcing lesson coherence and maximizing instructional time.	
Lesson Opening & Closure	6	Lesson opening and/or closing is missing, abrupt, or does not summarize/reinforce learning.	Lesson opens with clear orientation and closes with an appropriate summary or wrap-up.	Opening clearly frames purpose; closure actively involves students in synthesizing and reflecting on learning outcomes.	
Assigning Homework	4	Homework is not assigned, unclear, or unrelated to lesson objectives.	Homework is assigned clearly and reinforces the lesson's objectives.	Homework is purposeful, differentiated where appropriate, and explicitly connected to ongoing learning goals.	
Cohesion of the Lesson	6	Stages feel disconnected; overall lesson lacks a unifying thread or logical progression.	Stages connect logically and build toward the lesson's stated objectives.	Lesson is tightly unified around a clear theme/objective, with each stage visibly scaffolding the next.	

Section C — Classroom Management (25 points)

C. CLASSROOM MANAGEMENT					25 POINTS
Criterion	Pts	Developing (Beginning Proficiency)	Proficient (Solid, Expected Practice)	Exemplary (Advanced, Distinguished Practice)	Score
Instructions	4	Instructions are unclear, overly complex, or not checked for understanding; students are frequently confused.	Instructions are clear, appropriately staged, and checked for understanding.	Instructions are concise, modeled/demonstrated where useful, and consistently confirmed before tasks begin.	
Monitoring & Teaching Space	3	Trainee stays in one spot, fails to monitor students, or misuses the teaching space.	Trainee circulates and monitors student work, using the space appropriately.	Trainee monitors purposefully, uses proximity strategically, and adapts the space to support varied groupings.	
Body Language	3	Body language, eye contact, or gestures are distracting, inconsistent, or undermine communication.	Body language, eye contact, and gestures are natural and support communication.	Body language is confidently used to manage attention, reinforce meaning, and project authority and warmth.	
Use of (Smart)Board & Technology Integration	3	Board/technology use is disorganized, distracting, or technology is not integrated meaningfully.	Board and technology are used clearly and support the lesson's aims.	Board and technology are integrated seamlessly and creatively to enhance learning beyond what text/talk alone could achieve.	
Interaction Patterns	4	Interaction is dominated by teacher talk; little to no pair/group/student-student interaction.	A reasonable variety of interaction patterns (T-S, S-S, pair, group) is used appropriately.	Interaction patterns are varied and deliberately chosen to maximize student talk time and meet lesson goals.	
Error Correction & Feedback	4	Feedback is absent, inconsistent, overly harsh, or interrupts communication inappropriately.	Errors are addressed appropriately and feedback is constructive and timely.	Error correction is strategic (selective, well-timed) and feedback consistently encourages student self-correction.	
Managing Problematic Behavior	2	Off-task or disruptive behavior is ignored or handled in a way that escalates or disrupts the lesson.	Problematic behavior is addressed calmly and effectively with minimal disruption.	Potential disruptions are pre-empted; behavior is managed proactively and unobtrusively, preserving lesson momentum.	
Time Management	2	Pacing is uneven; stages run significantly over/under time, leaving the lesson incomplete or rushed.	Lesson stages are paced appropriately and the lesson is completed within the allotted time.	Pacing is flexible and well-judged, adapting in real time to student needs while still meeting lesson goals.	

Section D — Professionalism & Reflective Capacity (5 points)

D. ADDITIONAL REMARKS — PROFESSIONALISM & REFLECTIVE CAPACITY			5 POINTS
Criterion	Pts	Descriptor (Holistic Judgment — record observer notes; score 1–5 based on overall impression)	
Professional conduct, rapport with students, and responsiveness to feedback; trainee's own reflective comments on strengths and areas for growth.	5	1–2: Unprofessional conduct, defensive about feedback, no reflective comments offered. 3–4: Professional and courteous; engages with feedback; offers basic reflective comments. 5: Highly professional; actively seeks feedback; reflective comments show genuine insight into teaching decisions and next steps.	

Scoring Summary

SCORING SUMMARY	Score
A. Preparation	/ 20
B. Procedure	/ 50
C. Classroom Management	/ 25
D. Professionalism & Reflection	/ 5
TOTAL SCORE	/ 100

Suggested performance bands: 90–100 Exemplary • 75–89 Proficient • 60–74 Developing • Below 60 Needs Significant Improvement (consult mentor).

Observer's Overall Comments:

Observer's Signature: _____

Date: _____

Criterion are based on Richards, J. C., & Farrell, T. S. C. (2011). Practice teaching: A reflective approach. Cambridge University Press.