



Teaching Practice Portfolio

MBZ-401



Name & Surname: Mehmet Dönmez

Student ID Number: 211911007

Course Instructor: Dr. Şermin SEZER TORAMAN

Mentor Teacher: Yeliz AKGÜL

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Observation Period

Survey of Pre-service Teachers' Perceptions Regarding the Teaching Process

What do you think are the characteristics of a good quality classroom?	What are the characteristics of an effective teacher?	What are the characteristics of a perfect lesson?
Physical features of a good quality classroom: 1) The size of the classroom and the design of the desks and chairs must be suitable for the group activities. I feel like I'm trapped in a box in small classrooms. 2) The lighting: we should be able to darken the classroom with curtains, and also we should be able to get good sunlight if we want. 3) Air circulation is important because there are 25-30 people in a room in the classroom, so if we don't ventilate the classroom, airborne diseases can spread easily. Also, that much CO₂ has bad effects on human health. 4) Boards/panels: There must be somewhere students can show their work and also learn from others' work.	Good Planner: 50% of the teaching is planning the lesson. An effective teacher knows the needs, interests, and background knowledge of his/her students and plans their lesson based on these. Good at handling unscripted events: There will be a lot of things you can't plan, so you need to handle unscripted events. Good Human Being: Indiscriminating, fair, understands personal differences, praises effort,	Students didn't get bored. All students participated and understood instructions. At the end of the lesson, all students can perform the lesson's objectives. Students created a work with the information they learned.

Psychological features: Respect: Students should respect each other and their teacher. Positive energy: Students should smile and feel good in the classroom. No bullying: Students shouldn't bully each other.		
What are the characteristics of a bad class?	What are the characteristics of an incompetent teacher?	What are the characteristics of an inefficient lesson?
The exact opposite of what I wrote above.	The exact opposite of what I wrote above.	The exact opposite of what I wrote above.

Week One

School Observation Report

(Getting information about school)

This report aims to get information about the İstiklal Middle School, observe the school's atmosphere from different perspectives, learn about school-parent relations, and get information about the events and activities organized by the school. In the end, you will have an overall understanding of the school's characteristics.

When you enter the small gate of the İstiklal Middle School, you will first see a concrete yard. If it is break time, there will be a lot of noise and running kids. While walking towards the school building, you can see the bikes parked by students. Generally, students walk or cycle to school; there isn't any public transport to school. Once you step inside, you will notice the school is very small; for example, there isn't any canteen, and the teacher's room and headmaster's room are very close to each other, but as the school is small, teachers and students are very close to each other, and the atmosphere looks warm.

At the door of the teacher's room you can see some parents waiting a teacher according to the our mentor teacher some parents frequently visit the school to get information about their kids, but large part of the parents come to school when teachers call them, also there is special day for meeting with the parents knows as "Parent Gatherings" in this day all the parents should come and learn the state of the their child's progress at the school, the teachers and parents have good relations according to the our mentor teacher.

Also, the school organizes a series of public events like Author days, writers visit the school and talk and sign their books, and for introducing the city the school organizes museum trips and picnics.

In the basement of the building there is a school library but the library is still under construction according to the our mentor teacher there will be a special section for English books but as its under construction there aren't any books available the mentor teacher says there should be a library, If the school have a library I can look at the books and ask students if the books suit their interests and needs, maybe I can organize a mini-library tour and ask them to choose books to learn their interests, . I think it can increase their motivation towards English classes. Also, it will make them autonomous learners because reading a book is a highly enjoyable way of learning English even outside of school.

So, as we talked about the school's atmosphere, I want to suggest some things to improve the quality of education. There aren't any trees or flowers around the school. Everything is made entirely of concrete. Sinop is surrounded by sea and trees, but it is too sad for these students to spend their hours just looking at concrete without seeing any trees, so the school needs landscaping. Another thing is that even though a lot of students cycle to school, there isn't an area to park their bicycles, especially with an area with a roof. Sinop is a rainy city, and rain affects bikes' health too much, and I couldn't believe there isn't an operating library in the school. I checked the basement, and the library looks pretty finished, but our mentor teacher said it isn't open, so they must open the library as soon as possible.

In this report, we inspected the İstiklal Middle School's atmosphere from different perspectives, school-parent relations, and information about the events and activities organized by the school.

Practicum Portfolio --> You can access my portfolio [from this link](#).

Week Two

Report: A Teacher's Day at School

In this report, we will learn about what the routine of the teacher is and which tasks a teacher deals within a day. To achieve this goal, we will observe a real teacher's day.

Routine of the Teacher;

- Yeliz teacher arrives at school about 5 minutes before her first class.
- Before the lesson, she takes some materials from the teacher's room to use in class (3–5 minutes).
 - She enters the classroom and teaches for about 40 minutes.
 - During breaks, she drinks coffee or tea and rests for 10–15 minutes.
 - At lunchtime, she goes home to eat.
- After lunch, she returns to school and follows the same routine for her remaining classes.

I asked to teacher if this list represents her routine and she confirmed it represents.

According to the teacher, the most difficult task is not preparing but the noise made by the students. At the end of the day, she doesn't want to hear any sounds or talk for the rest of the day.

I kind of expect a similar experience, but I would come earlier to school, and the noise made by the kids isn't a big problem for me; the time spent on preparation probably will be my biggest challenge.

It is a general routine of the Teacher but outside of this routine sometimes the students come to visit the teacher; I observed three types of visits,

Individual visits:

1. Students have very good relations with the teacher; they just come and hug their teacher and ask her how she is, she chats with his students shortly and smiles with them.

2. Students have a problem; they come and ask their teacher, and the teacher generally tries to help them.

Group Visits:

3. After a pilot exam (deneme sınavı), the students arrived to learn the answers to the English section of the exam.

These are the only visits I observed. In my observation period, I haven't observed any parent or teacher meeting or visit, but I get information about these topics from my mentor teacher. According to our teacher, the parents visit the teacher after classes end, and the teacher spends time with them even outside of work hours, gives them information about their child, and discusses what they can do. These visits aren't so frequent. And there are some teacher meetings known as "zümre meetings," where teachers meet and discuss the curriculum of the year.

The teacher does not spend her time finding and controlling the equipment because generally, the smartboard is used for everything, and this tool works trouble-free, but the teacher sometimes spends her time finding suitable activities for students from online sources, but I haven't heard anything from our teacher about preparing her own materials. Another area the teacher spends her time is reading the exam results of students; it can take a lot of time based on the type of the exam questions.

I haven't observed anything about performing the duties assigned by the school administration and extracurricular activities.

In this report we observed the routine of the teacher and which tasks the teacher was busy with outside of her routine.

Report: A Student's Day at School

Observed Student's Age: 12 / 6th Grade

Date: 03/10/2025

Lesson Time: After Morning

In this report, we will select and observe a student from different perspectives, like when the student participates in the lesson or what they do while not listening to the lesson, which activities the observed student participates in, the reason why he/she participate in the lesson, and what their classmates do during this process.

I sit in the back rows to observe all the students. I want to observe a disadvantaged kid because I'm curious about how I can help these kids. I have predictions about why they do not participate, and it is a great opportunity to clarify my predictions.

The lesson started the student joined dancing and song activity with the encouragement from the teacher, but after this activity end he seems like not interested with the lesson he watched the kids playing at the concrete yard he watched the outside like 5 minutes, and now looks like wants to do another thing he started to chat with his friend not speaking constantly but they just say some words to each other quickly i think they are trying to exchange some items, he got a glue from his friend and started to making kind of slime ball with the glue he doesn't listen the class he just make glue i think he made glue about 10-15 minutes and showed it to her friend, the majority of the class participate the lesson while he is making glue, my predictions about why he doesn't join is first no one encouraged him to participate, and his level is too low for the task. He

doesn't know the answers and is afraid of speaking. But the biggest reason is that no one encouraged him to participate.

I decided to sit in the same seat with him and chat with him to get his attention because I don't think he will even participate in one activity. When the activity started, I helped him complete it.

He then raised his hand to answer, but the teacher didn't notice him at first. After 5–6 other students were chosen, the teacher finally saw him (and the teacher acted like a miracle had happened) and gave him a chance. After that, he started paying more attention to the class, and he joined the activities with encouragement from me. I think my predictions were true; the only thing the kids need is a little bit of encouragement and scaffolding. After the class, I asked him his opinion about the class, and he said in a shy tone, "It was good."

The observed students' behaviors cannot be generalized to others of the same age, because a high percentage of the class participates in the activities. However, they can be generalized to his proficiency level.

Week 2-LESSON OBSERVATION FORM

Teacher: Yeliz Peer/Observer: Mehmet Dönmez Date and Time: 03/10/2025		Course: English Number of students: 30 Grade and proficiency level of students: 6th, A2+
	Observation Section	Notes & Descriptions
Warm-Up & Lead-in	Subject matter and lesson objectives	Revision Rising & Falling intonation Topic: Cultural and historical places in the neighborhood and the city ENG.5.13.V1. Students can select and use the target vocabulary of the current content about

		“life in the neighbourhood, city and social life with cultural and historical places in the neighbourhood and the city; festivals and events in the neighbourhood and the city; transportation in the neighbourhood and the city” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.
	Beginning the lesson (How does the lesson begin?)	The teacher opened a Spanish song, the class started to dance, and the teacher encouraged all students to join.
Instructional techniques, principles, and materials	A list of methods and techniques, activities and materials, and educational technology tools used within the scope of the lesson	Method: Audio-Lingual Method, TPR. Techniques: Drilling, eliciting, repetition & substitution. Activity: Listening, matching activities on smartboard. Tools: Smartboard, websites(ortaokulingilizce.com);
Course materials (e.g., textbooks, reference books)	A list of course materials such as coursebooks and workbooks that you recognize and determine to use in your lesson(s)	Smartboard. ortaokulingilizce.com
	Strengths and shortcomings of these course materials	Ortaokulingilizce's activity is easy to follow and creates some kind of routine for students, but the activities are too mechanical and not designed for communicative language teaching.

Communication and Rapport	Applied ways of being inclusive, respectful, fair; showing enthusiasm	The teacher gets on well with students. She gives tolerance and help to students, but all the students do not get the same level of tolerance; the teacher helps and gives more tolerance to successful students.
	Ways of maintaining interest of students, encouraging participation; interacting with students	If a student frequently answers questions but does not answer this activity, the teacher calls him/her name to maintain his interest (and acts angry). The teacher not selects the same students, she tries to select a variety of students, waits and asks for different people to raise their hands. But, some students didn't participated in any activities, also the teacher has not made any effort to gain or maintain their interest. They didn't speak even a single word during the lesson.
	Providing constructive feedback, praise and answers to students' responses and questions	The teacher hardly gives positive reinforcement for correct answers. Uninvolved students are not encouraged.
	Using spoken and body language effectively	The teacher uses his body language and spoken language effectively; when a student makes an unwanted behavior, the teacher uses gestures and body language to warn him/her, and that is enough for them to stop their behavior.
	Clarity of instructions	Generally students understand instructions clearly, but the reason is they are exposed to these instructions very frequently, and the instructions are for generally mechanical activities, so it is like a routine. I have doubts if they can understand a complex instruction about a communicative activity.

Management	Time management, course interaction, teacher and student talk time	Teacher and student talk time is balanced; but lessons end without any wrap-up or post task.
Teaching methods	Teaching methods, aids, materials, techniques, includes variety, balance, imagination, group involvement	Audio lingual practice, tpr
	Tailoring language instruction according to individual differences	The teacher matches activities with students based on their language level. However, tasks and feedback were not adapted to learners' needs.
	Correction of mistakes	The teacher immediately corrects mistakes.
	Staying focused on and meeting stated objectives	The teacher conducts lessons in accordance with the objectives.
	language skills and areas	The teacher intensely teaches speaking and listening in the classroom.
Presentation	• maintaining eye contact • using a clear voice, strong projection, proper pronunciation • board use, teacher positioning in the classroom • student scaffolding • code-switching, L1 use • clarity of instructions	a) Eye contact was generally good. b) The teacher spoke clearly and loudly enough; pronunciation was generally good. c) The board was used for all stages of the lesson. The lesson was generally based on the ortaokulingilizce's activities, which we see on the board. The teacher is mostly the authority of the classroom. d) In the activities, when students have a problem, the teacher scaffolds with examples and sometimes lets students help each other. e) Students fully speak English, and the teacher warns Turkish speakers.

		f) Students understand the instructions clearly.
Physical features of the classroom	Layout of the room, noticeboard content, accessibility	There is a small and clean classroom, and there are colorful posters on the wall. .
	The way physical aspects of the classroom might affect content delivery	The class is crowded and the classroom is very small, which makes it difficult to do activities other than passive activities in the classroom.
	Ending the lesson (wrapping up the lesson and preparing students to leave)	When they finished the exercise the bell rang. The teacher finished the lesson.
	Suggestions for improvement:	The song at the start can be related to the lesson's topic instead of a random Spanish song. As I stated, "Ortaokulingilizce's activities are too mechanical and not designed for communicative language teaching. " The teacher needs to design activities based on the needs and interests of students. She should consider students who never participated and modify the materials to meet the needs of these students. Also, these students need encouragement from the teacher. The lessons end without any wrap-up or post-task, which shows the teacher does not use any lesson plan but just follows the flow.

Week Three

Week 3-LESSON OBSERVATION FORM

Teacher: Yeliz		Course: English
Peer/Observer: Mehmet Dönmez		Number of students: 25
Date and Time: 10/10/2025		Grade and proficiency level of students: 6th, A2+
	Observation Section	Notes & Descriptions
Warm-Up & Lead-in	Subject matter and lesson objectives	School Life ---> ENG.6.1.R1. Students can get ready for the reading -comprehension process about the current content on “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” ENG.6.1.P1. Students can select and use the target phonological elements of the current content about “school life and education with school rules; people, roles, and responsibilities at school; school routines; national days and celebrations” accurately, authentically, and naturally through spontaneous decision -making processes and use it in an appropriate and effective way when communicating with others.

	Beginning the lesson (How does the lesson begin?)	“The teacher began the lesson with a song and encouraged students to dance. Even shy students were motivated to join.” <i>(The teacher prefers this method in morning classes.)</i> The dance activity was an energetic Spanish song, not about the lesson's subject. I prefer to use a warm-up activity that is relevant to the topic of the day, but it is still a good way to get the students motivated and awake.
Instructional techniques, principles, and materials	A list of methods and techniques, activities and materials, and educational technology tools used within the scope of the lesson	- Reading Activity There is a reading text about schools, divided into parts. Students read different sections. The teacher assigns who read each part, even though some students raise their hands to volunteer. The teacher decides the reading order personally. The teacher immediately corrects students' pronunciation mistakes and scaffolds students who struggle to pronounce difficult words. In some cases, when students read very slowly or make many mistakes, the teacher reads parts of the text herself. I think as teachers we should be more patient towards slow learners.

		Speaking Activity (Comparing Schools) Students talk about schools in Sinop and compare them with their own school. Dream School Activity The teacher asks, “<i>What would your dream school look like?</i>” Students are given time to think and write their ideas. After that, students take turns sharing their dream school descriptions. They seem to enjoy this activity, as they like imagining creative ideas.
Course materials (e.g., textbooks, reference books)	A list of course materials such as coursebooks and workbooks that you recognize and determine to use in your lesson(s)	Smartboard – Ortaokulingilizce.net
	Strengths and shortcomings of these course materials	It is easy to follow and create a routine for students, but in the long term I think it may become boring because it is not designed according to students’ needs, and these activities are too mechanical, not designed for communicative purposes. In the long term, students can have problems forming sentences by themselves.
	Applied ways of being inclusive, respectful, fair; showing enthusiasm	The teacher tries to give chance to variety of students to answer questions, she doesn’t select same students each time

Communication and Rapport	Ways of maintaining interest of students, encouraging participation; interacting with students	If a student frequently answers questions but does not answer this activity, the teacher calls him/her name to maintain his interest (and acts angry). The teacher not selects the same students, she tries to select a variety of students, waits and asks for different people to raise their hands. But, some students didn't participated in any activities, also the teacher has not made any effort to gain or maintain their interest. They didn't speak even a single word during the lesson.
	Providing constructive feedback, praise and answers to students' responses and questions	Generally, the teacher gives feedback immediately, but it is an immediate correction rather than feedback, I haven't observed any constructive feedback. I haven't observed any praise.
	Using spoken and body language effectively	The teacher uses his body language and spoken language effectively; when a student makes an unwanted behavior, the teacher uses gestures and body language to warn him/her, and that is enough for them to stop their behavior.
	Clarity of instructions	Generally, students understand instructions clearly, but the reason is they are exposed to these instructions very frequently, and the instructions are for generally mechanical activities, so it is like a routine. I have doubts if they can understand a complex instruction about a communicative activity.
Management	Time management, course interaction, teacher and student talk time	Teacher and student talk time is balanced but there isn't enough time for post task.

Teaching methods	Teaching methods, aids, materials, techniques, includes variety, balance, imagination, group involvement	Generally the students follow the activities on the smart board. No group work.
	Tailoring language instruction according to individual differences	Visual learners: Partly supported by visuals at the board. I said partly because it isn't like diagrams or mind maps, just images about the word or context. Kinesthetic learners: As there are a lot of matching activities, it can be a plus for them but not the perfect way. I haven't observed any effort for other individual differences.
	Correction of mistakes	The teacher immediately corrects mistakes.
	Staying focused on and meeting stated objectives	The teacher conducts lessons in accordance with the app she uses but doesn't seem to mind objectives that much. But the app should be designed according to the objectives, so it is hard to answer.
	language skills and areas	Speaking, reading, listening.
Presentation	a) maintaining eye contact b) using a clear voice, strong projection, proper pronunciation c) board use, teacher positioning in the classroom	a) Eye contact was generally good. b) The teacher spoke clearly and loudly enough; pronunciation was generally good. c) The board was used for all stages of the lesson. The lesson was generally based on the ortaokulingilizce's activities, which we see on the board. The teacher is mostly the authority of the classroom. d) In the activities, when students have a problem, the teacher scaffolds with

	d) student scaffolding e) code-switching, L1 use f) clarity of instructions	examples and sometimes lets students help each other. e) Students fully speak English, and the teacher warns Turkish speakers. f) Students understand the instructions clearly.
Physical features of the classroom	Layout of the room, noticeboard content, accessibility	It was same with the last week: There is a small and clean classroom, and there are colorful posters on the wall.
	The way physical aspects of the classroom might affect content delivery	The class is crowded and the classroom is very small, which makes it difficult to do activities other than passive activities in the classroom.
	Ending the lesson (wrapping up the lesson and preparing students to leave)	There wasn't any wrap-up, but the teacher gave homework. Homework: Students will draw their dream school. (They will present their drawing later.)
	Suggestions for improvement:	I would design this lesson with a skill-based focus, specifically targeting writing. First, I would begin with a guessing mini game which students guess different schools in Sinop to activate prior knowledge and build interest. Then, I would provide pre-teaching of key vocabulary that students will need for the writing task. After that, I would explicitly teach how to write a comparison paragraph, showing the structure, essential parts, and useful

		templates. Following this, I would include comparison practice activities to check whether students understand the structure and language features of a comparison paragraph. Finally, I would assign a writing task where students receive a character profile and a goal and are asked to compare and contrast two schools from that character's perspective.
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Week Four

Week 4-LESSON OBSERVATION FORM

Teacher: Yeliz		Course: English
Peer/Observer: Mehmet Dönmez		Number of students: 27
Date and Time: 17/10/2025		Grade and proficiency level of students: 5th, A2+
	Observation Section	Notes & Descriptions
Warm-Up & Lead-in	Subject matter and lesson objectives	School Life E4.1.L3. Students can recognize simple classroom instructions.
	Beginning the lesson (How does the lesson begin?)	There wasn't any warm-up or lead-in. The teacher called the students and asked them to present their homework. they presented their homework, and this took like 20 minutes. The teacher encouraged students to participate.

Instructional techniques, principles, and materials	A list of methods and techniques, activities and materials, and educational technology tools used within the scope of the lesson	Students completed fill-in-the-blank activities related to classroom vocabulary. ---- At this stage our mentor teacher went to the other class because one of the other teachers was absent, and I managed the lesson for one hour. I was not fully prepared, but I followed the teacher's app (ortaokulingilizce.net). The students were so excited; they were looking in my eyes. I feel like they were very excited. There was a reading activity, and since I wasn't initially sure what to do, I called on students individually and asked them to read. They were extremely enthusiastic—honestly, they might be the most willing human beings I have ever seen to read a passage . It felt so good. I encouraged a student who does not take part in activities generally, and he did very well. Even I thought he would need a lot of support, he completed the task by himself. Then, I opened a matching activity, and they participated in it as well.

Course materials (e.g., textbooks, reference books)	A list of course materials such as coursebooks and workbooks that you recognize and determine to use in your lesson(s)	Smartboard – Ortaokulingilizce.net
	Strengths and shortcomings of these course materials	The only strength of this material is that the students know the tool very well; they kind of learn the pattern of the lesson, and this makes them very comfortable participating in activities. A large part of the class participates. But the problem is these activities are totally mechanical drills and aren't designed for communicative purposes; the interests of students and the needs of students are neglected.
Communication and Rapport	Applied ways of being inclusive, respectful, fair; showing enthusiasm	I tried to give a chance and encourage all students to participate, especially focusing on shy/ not interested students who don't answer the questions.
	Ways of maintaining interest of students, encouraging participation; interacting with students	The child does not lose their interest they were very excited
	Providing constructive feedback, praise and answers to students' responses and questions	I tried to praise the effort of the students; I praised everyone who came to the board. I couldn't give constructive feedback because I didn't prepare for this lesson.
	Using spoken and body language effectively	It is hard to talk about myself about this topic but I can talk about mentor teacher. The teacher uses his body language and spoken language effectively; when a student makes an unwanted behavior, the teacher uses gestures

		and body language to warn him/her, and that is enough for them to stop their behavior.
	Clarity of instructions	Generally, students understand instructions clearly, but the reason is they are exposed to these instructions very frequently, and the instructions are for generally mechanical activities, so it is like a routine. I have doubts if they can understand a complex instruction about a communicative activity.
Management	Time management, course interaction, teacher and student talk time	Teacher and student talk time is balanced but there isn't enough time for post task.
Teaching methods	Teaching methods, aids, materials, techniques, includes variety, balance, imagination, group involvement	Generally the students follow the activities on the smart board. No group work.
	Tailoring language instruction according to individual differences	Visual learners: Partly supported by visuals at the board. I said partly because it isn't like diagrams or mind maps, just images about the word or context. Kinesthetic learners: As there are a lot of matching activities, it can be a plus for them but not the perfect way. I haven't observed any effort for other individual differences.
	Correction of mistakes	The teacher immediately corrects mistakes. Also, I corrected many pronunciation mistakes immediately. Also, I have questioned myself to find a better correction method because it kind of affects the motivation of the students and increases anxiety, and I don't think they learn to pronounce correctly when I correct them one time.

	Staying focused on and meeting stated objectives	The teacher conducts lessons in accordance with the app she uses but doesn't seem to mind objectives that much. But the app should be designed according to the objectives, so it is hard to answer.
	language skills and areas	Speaking, reading, listening.
Presentation	a) maintaining eye contact b) using a clear voice, strong projection, proper pronunciation c) board use, teacher positioning in the classroom d) student scaffolding e) code-switching, L1 use f) clarity of instructions	a) Eye contact was generally good. b) The teacher spoke clearly and loudly enough; pronunciation was generally good. c) The board was used for all stages of the lesson. The lesson was generally based on the ortaokulingilizce's activities, which we see on the board. The teacher is mostly the authority of the classroom. d) In the activities, when students have a problem, the teacher scaffolds with examples and sometimes lets students help each other. e) Students fully speak English, and the teacher warns Turkish speakers. f) Students understand the instructions clearly.
Physical features of the classroom	Layout of the room, noticeboard content, accessibility	The classroom is big; even students have their own storage rooms, and there is a lot of space to put posters, but generally the noticeboards are empty. I haven't seen anything related to accessibility.

	The way physical aspects of the classroom might affect content delivery	The classroom is large enough to perform group activities; students can roam in the classroom freely. There isn't any negative thing about the physical aspect of the classroom.
	Ending the lesson (wrapping up the lesson and preparing students to leave)	The bell rang and the lesson ended as I said I wasn't prepared for the lesson
	Suggestions for improvement:	A lesson plan is a must-have for a teacher. Just following the app and flow doesn't teach much to the students; they need to use their knowledge and apply it and create something with learned knowledge. Just following mechanical activities is just trickery; these kids didn't learn anything with just reading a passage and their mistakes immediately corrected.

Activities and materials

Ortaokulingilizce.net materials:

Formative Assessment (Homework for drawing and presenting dream school)

Matching Vocabulary and Definition for classroom instructions.

Reading Passage about abilities

Meb books.

Educational technology tools: Smartboard

Report: Material Analysis

The Workbook: ENGLISH Year 5 Workbook

Publisher: MEB

Number of Pages:64

Year of Publication:2025

Editor: Dr. Kamile HAMİLOĞLU

The Coursebook: ENGLISH Year 5 Student's Book

Publisher: MEB

Number of Pages:173

Year of Publication:2025

Editor: Dr. Kamile HAMİLOĞLU

Course book Analysis:

- **Revision**

The book starts with the revision of the last year.

The first theme's revision activities are sets of mechanical drills like fill-in-the-blanks, matching, and reordering. There isn't even a single communicative task.

There is pair work at the revision of theme 2, but 90% of the activities are mechanical drills.

I will focus on first unit to explain myself, but the structure of the all the units same

- **First Unit**

The unit starts with a [digital story](#)

Unexpected, good thing:

Eba knows I'm an ELT student and creates an account for me automatically even says my practice school's name, I wasn't expecting this.

!! Technical Problem

You can only access this digital story from a mobile device; it isn't working on a desktop, but teachers must open it from a smartboard (a desktop), so in practice teachers can't show this story to students using a smartboard.

And this is a very critical problem because the half of the activities in the unit designed for these stories

Students' goal: Students skim the video and decide if it is about hobbies or school life.

Content of the digital story

In the video, the school headmaster introduces the school, school clubs, and school rules the students say where are they from.

- 1) [The video](#) is very long. (not suitable for short-attention span of this age group)
- 2) There isn't a subtitle setting.

3) The video's art design is bad, and the voice acting is equally bad.

4) The school in the video isn't authentic. (There isn't single middle school like this in Turkey)

Instead of spending that much time to make a poor-quality video, they can just record a real school and real students/teachers/headmaster.

Then they watch the video again and check their comprehension with this [activity](#)

Coherence & Fluency

So after checking their comprehension about the video, they now must match flags and countries. I find this bad for coherence; the video is mainly about school, not the nationalities, and the book does not even give instruction for students to listen to the nationalities of the students. This section must be at the pre-teach vocabulary part.

There is a lot of examples like this in the book, some parts are problematic for coherence.

Repetitive

The tasks are all about video; students watch this video repeatedly and do mechanical drills and very badly designed communicative tasks. Let's count how many times students must watch the same video according to the book.

[One](#)

[Two](#)

[Three](#)

[Four](#)

[Five](#)

[Six](#)

Seven

Students must listen to the video seven times; it is just a lazy design. and not suitable for the needs of the young learners. Instead of creating a variety of videos or other material, they just used one video for all the activities, which are largely mechanical drills. There is just one communicative activity, and it is badly designed; it just says, "Okay, talk with your pair." There aren't any useful expressions, a role, or a goal.

Communicative(!): Seven

Cluttered Design

Just looking at it increases my anxiety; I don't even talk about how bad it looks or how it increases cognitive load.

Gamification:

In the game, you roll two dice, find the word you landed on, and make a sentence using that word.

Game

At least it is a better communicative task than simply saying, "Talk with your friend." Children love to compete, and games are inherently fun I think it is the only part teacher can practically use

The design is cluttered and bad, the color palette isn't engaging, the instructions aren't clear, and there is some logical error. Argentina shouldn't be in the game, or the point of it should be 0, as there is already an example about it.

And I checked if they used the same game on all units, but (thanks to God) they used a variety of games. It is a good point.

Examples of other games:

[Example Game](#) [Another Game](#)

Overall, I can't say the designer thought too much about how we can create a game where students can play again and again to practice their learned skills in a communicative way; these are just cheap, easy-to-prepare games, but they are better than watching the same video(which not works at smartboard) 7 times again and again.

Week Five

Lesson Observation Report

In today's lesson I arrived the class after lunch break there were 27 students, the Yeliz teacher wasn't at the classroom and kids were playing a game which they called "who has the eraser", a student hide the eraser and other students tried to find it with asking everyone "who has the eraser", and when a student spoke Turkish other students warned him they played this game untill Yeliz teacher came, then I talked about their game with the Yeliz teacher and she said they can continue to play their game, the teacher just watched while they playing the game , they were speaking English fully, and everyone was participating, the teacher watched the kids corrected their pronunciation mistakes then in the middle of the class she said "thank you" and started his lesson she teached cardinal numbers from ortaokulingilizce.net's actitives the actitives are classic, matching, fill in the blanks, and some audio-lingual actitives where all class pronounce the words together.

Overall, it was an interesting experience. Actually, I like Yeliz Teacher's flexible style. She gives students a lot of room to speak English, and due to these efforts, they have some autonomy; they are exposed to English all the time. I think giving time to play games in English is a good and flexible way of teaching English. My comments about ortaokulingilizce.net's activities are still the same.

APPENDIX 2: OBSERVATION FORM FOR CLASSROOM MANAGEMENT AND COURSE CONTROL

Teacher: Yeliz Peer/Observer: Mehmet Date and time: 24.10.2025	Course: English Number of students: 27 Grade and proficiency level of students: 5th A1+
Please give a brief summary of the lesson objectives and topics covered in the lesson:	

The teacher followed the activities on the ortaokulingilizce.net about cardinal numbers 100-500

Students can bring information about the current content on “classroom life with classroom rules and instructions; roles, responsibilities and relationships in the classroom; daily and study routines and activities in the classroom; cardinal numbers 100- 500; ordinal numbers 1-50” through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. a) Students rev

Before the lesson

- **What does the classroom look like? Describe.**

The classroom's pretty big, with a view of the concrete schoolyard. You can usually hear kids playing out there, sometimes really loud. There's a storage unit for students to store their items and some shelves with games all the students can use. The desks are just regular school desks with a regular Turkish school layout.

We've got a few bulletin boards on the walls, but they're mostly empty except for some random announcements and posters that aren't relevant to English class.

Up front, there's a smartboard, but only the teacher's allowed to use it; it locks itself at the breaks. There's also a teacher's desk and a drawer where the teacher can store his/her items.

- **Do you see any visuals, flyers, or reminders on the walls in regards to the classroom rules?**

There is some announcements and posters that aren't relevant to English class.

- **What does the classroom organization look like? Are the desks properly placed? Describe the seating arrangement?**

The classroom's desks are set up in rows. The teacher can move freely between the rows. The arrangement is traditional teacher-centered for whole-class instruction.

- **Do the students enter the classroom in an orderly manner?**

Yes, they do.

During the lesson	• How do students welcome the teacher? They stand up and wait the teacher say “sit down”. • How does teacher greet the students? What is the reaction of students? Do they sit silently and wait for the teacher to talk? Teacher says sit down, they silently sit down. • How does teacher address students? By their names. • Does the teacher face the students and maintain eye contact while talking to them? Yes. • How does the teacher draw students’ attention at the beginning of the lesson? She uses songs at the morning lessons, but generally students looks the board and understand the class is started. • What types of behaviors do distracted students display? • Do students stand up or walk around during the lesson? How does the teacher handle this type of behavior? They don't stand up or walk around during the lesson. • What strategies and techniques does teacher use to help them stay focused and motivated? Do they work? • Does teacher explain the procedures before the activities and make sure that all students are on the same page? The students very familiar with the activities they know what should they do but if they can't understand the teacher helps. • Do group activities and pair work frequently used in the lesson? I haven't observed any group work or pair work • Is there an established procedure for group or pair work? • I haven't observed any group work or pair work Is there a criteria that teacher uses to assign group members during group activities? I haven't observed any group work or pair work • Is there a specific seating arrangement for different activities? I haven't observed different seating arrangement • Does teacher ignore students who simply do not follow the rules or consistently remind them? She reminds them the rule and uses his body language and gestures also voice tone to warn them. • Are there any consequences for not following the classroom rules?
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	The teacher warns the student. • What types of strategies and techniques are used to increase active participation? Do they work? • Is the classroom atmosphere positive? It is positive. • Do students and teacher approach one another with respect? Students and teacher's relationship is very good, students respect the teacher
After the lesson	• Does teacher finish the lesson with an effective wrap up? I haven't observed any wrap up. • How does teacher manage while students are packing and preparing to leave? Students can't pack their items before the class ends. • Do students leave the classroom quietly and in No they hurry, and run while leaving. • How does teacher leave the classroom for the next lesson? She just leaves after closing the smartboard.

Additional observations (if any) related to classroom management:

Actually the classroom manages itself autonomously after the lunch break. When I came to the classroom, students were playing a game, and they were playing the game speaking English (there isn't any teacher); they just autonomously play the game, and they warn the Turkish speakers.

Week Six

Week 6-LESSON OBSERVATION FORM

Teacher: Yeliz Peer/Observer: Mehmet Dönmez Date and Time: 31/10/2025		Course: English Number of students: 26 Grade and proficiency level of students: 5th, A1+
	Observation Section	Notes & Descriptions
Warm-Up & Lead-in	Subject matter and lesson objectives	Life in the World -Countries – Continents - Nationalities Students can get ready for the listening/watching comprehension process for the current content on “life in the world with continents, countries, nationalities, and languages; different cuisines from the world; food festivals from different parts of the world” carefully.
	Beginning the lesson (How does the lesson begin?)	Pre – Vocabulary Teaching The teacher opened a vocabulary-matching activity on the smartboard. There were definitions, words, and pictures for each word. Students matched the definitions with the correct words.

Instructional techniques, principles, and materials	A list of methods and techniques, activities and materials, and educational technology tools used within the scope of the lesson	Vocabulary Activity About Nations // Audio-Lingual The teacher pronounced vocabulary related to nations and asked students to repeat after her. The words were also visible on the smartboard. Vocabulary Matching Activity The same vocabulary used in the audio-lingual activity was practiced again, but this time students matched the definitions with the correct words. The teacher provided scaffolding by giving examples. For instance, for the word <i>capital</i>, she said: “Turkey’s capital is Ankara. France’s capital is Paris,” etc. Pronunciation Activity for Continents // Audio-Lingual + Matching First, the teacher asked the students to pronounce the names of the continents. Then, there was an activity in which students matched each continent on the map with its name. Country-Matching Activity There was a map, and students matched each country’s location with its name. The teacher called many students for this task. It took a long time, but almost all the students participated.
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Course materials (e.g., textbooks, reference books)	A list of course materials such as coursebooks and workbooks that you recognize and determine to use in your lesson(s)	Smartboard + Ortaokulingilizce.net
	Strengths and shortcomings of these course materials	In the beginning, I felt that the material was repetitive, as it works like a coursebook. Although the matching activity was effective, I still believe we should design activities based on the students' needs and interests.
Communication and Rapport	Applied ways of being inclusive, respectful, fair; showing enthusiasm	I haven't observed any example for that
	Ways of maintaining interest of students, encouraging participation; interacting with students	The majority of the class is highly motivated and actively competes for opportunities to speak without requiring additional encouragement from the teacher. However, a small number of students remain passive and do not participate, and no specific intervention or support strategy was observed on the teacher's part to engage these students.
	Providing constructive feedback, praise and answers to students' responses and questions	I haven't observed any constructive feedback and praise.
	Using spoken and body language effectively	Teacher uses his body language and spoken language effectively
	Clarity of instructions	Students understand instructions clearly.
Management	Time management, course interaction, teacher and student talk time	Student and teacher talk time is balanced but there isn't any time for post task.
	Teaching methods, aids, materials, techniques,	Audio lingual

Teaching methods	includes variety, balance, imagination, group involvement	
	Tailoring language instruction according to individual differences	Visual learners: There were a lot of visuals at this lesson especially there were a lot of maps, flags but generally it is limited to explaining words and context there isn't any chance students to make mind maps, draw diagrams or see them Kinesthetic learners: The %90 of the lesson was matching so it was good for kinesthetic learners. Audial learners: There weren't any listening activity, there were just pronunciation of the words I haven't observed any effort for other individual differences.
	Correction of mistakes	Teacher immediately corrects mistakes.
	Staying focused on and meeting stated objectives	The teacher conducts lessons in accordance with the app she uses but doesn't seem to mind objectives that much. But the app should be designed according to the objectives, so it is hard to answer.
	language skills and areas	Listening,Speaking,Reading
Presentation	- maintaining eye contact - using a clear voice, strong projection, proper pronunciation - board use, teacher positioning in the classroom	a) Eye contact was generally good. b) The teacher spoke clearly and loudly enough; pronunciation was generally good. c) The board was used for all stages of the lesson. The lesson was generally based on the ortaokulingilizce's activities, which we

	• student scaffolding • code-switching, L1 use • clarity of instructions	see on the board. The teacher is mostly the authority of the classroom. d) In the activities, when students have a problem, the teacher scaffolds with examples and sometimes lets students help each other. e) Students fully speak English, and the teacher warns Turkish speakers. f) Students understand the instructions clearly.
Physical features of the classroom	Layout of the room, noticeboard content, accessibility	The classroom is big; even students have their own storage rooms, and there is a lot of space to put posters, but generally the noticeboards are empty. I haven't seen anything related to accessibility.
	The way physical aspects of the classroom might affect content delivery	The classroom is large enough to perform group activities; students can roam in the classroom freely. There isn't any negative thing about the physical aspect of the classroom.
	Ending the lesson (wrapping up the lesson and preparing students to leave)	Teacher gave homework for the location of countries learned at vocab activity.
	Suggestions for improvement:	My suggestions are the same as previous weeks: With too many mechanical activities, the communicative part of the teaching is neglected. Some students need to be encouraged.

		Materials should be designed according to the needs of the students.
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APPENDIX 3: OBSERVATION FORM FOR ASSESSMENT AND EVALUATION

Teacher: Yeliz Peer/Observer: Mehmet Date and time: 31/20/2025	Course: English Number of students: 26 Grade and proficiency level of students: A1+
Please give a brief summary of the lesson objectives and topics covered in the lesson:	
Before the lesson	1. Based on the objectives of the specific lesson and topics covered, identify what types of assessment and evaluation tools can be used. A formative assessment can be used, for example, Kahoot or Quizizz can be good for this lesson. After teaching countries' names and locations, we can open a quiz for practice. The unit, especially Quizizz, provides solutions for answering without phones, known as paper mode. The thing is we can prepare activities at quizzes.com based on the needs of our students and the interests of our students. Also, we can learn how many students understood the topic quickly. In this lesson, the teacher called all students one by one, and it took a lot of time. 2. Does the teacher assess students' prior knowledge of the topic? No, the teacher directly moved to the activity.

	3. Does the teacher check or collect the homework or any type of assignment given in the previous lesson? For this lesson, no, but sometimes she gives and checks homework. While checking the homework, does the teacher give feedback to students? If yes, what type of feedback? I haven't observed any feedback.
During the lesson	4. What types of assessment strategies and techniques does teacher use? Formative assessment is used; the teacher selects who will answer the questions. If a lot of students make mistakes, she gives more examples about the topic. For example, if students made a lot of mistakes in a section, she explained the topic again. 5. Does the teacher prepare the assessment tools? No, she uses web-based materials. 6. Does the teacher use commercial/web-based materials to assess student performance? She uses ortaokulingilizce.net activities 7. Are the assessment tools appropriate for the English proficiency level of students? Yes, generally ortaokulingilizce's activities are suitable for the proficiency level of students. 8. Does the teacher give feedback during the activities? No, she doesn't give any feedback besides immediate error correction.

	9. Examine sample assessment material prepared by the mentor teacher based on the principles of language assessment. --> There isn't any material prepared by the mentor teacher in this class 10 Are all language skills addressed in a balanced way? 11 What criteria does the teacher use while developing assessment tools? 12 Are the assessment items aligned with the learning objectives? 13 Does the teacher use technology and web-based tools to assess students?
After the lesson	14. Does the teacher give homework? She didn't give any homework for this class 15. What is the format and content of the homework? - 16. Does the teacher use a rubric for grading assignments? No the teacher doesn't use any rubric

Additional observations (if any) related to assessment and evaluation :

14.12.2025 - Polite Requests

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Lecturing Period

LESSON PLAN Week 7

Name & Surname	Mehmet Dönmez	Date	14.12.2025
Student ID Number	211911007	Class	4

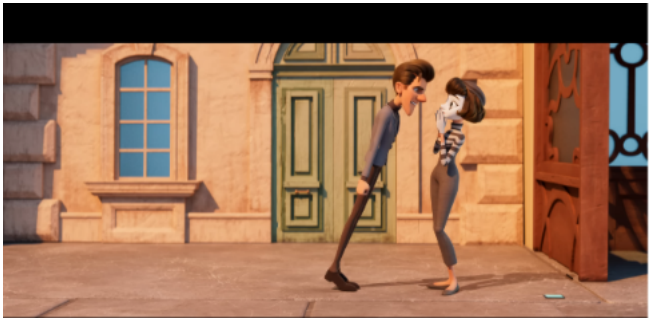
Lesson Plan

Grade	5B	Unit	Theme 2 Classroom Life
Language Level	A1+	Materials	Short Movie Worksheets + Game
Classroom Size	24	Methods & Techniques	Audio-Lingual Gamification
Time	45 Minutes		

Learning Outcomes:

- Students can identify whether a request is polite or rude
- Students can manipulate a rude request into a polite request
- Students can identify polite requests in real life situations

Time	Stage	Interaction	Procedure	Purpose
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	Pre-task	Greet the students Open a short movie about polite and impolite requests. Watch with the students.  Ask them: What happend at there ? 	To get their attention
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			How did he get away?  After talking with the student's answers, answer the questions like he was angry and rude there, He was polite there, etc.	
	While-task		 Polite   Rude  Show polite and impolite requests with gestures, and model polite and impolite requests with students, like asking them, "Can you give me your pen?" with a calm voice, then give me the pen with a rude and angry gesture and voice.	

Show them polite requests in different contexts.
Like this, use audiolingual to pronounce “could you get me,” then ask students for their water bottles.

Use same process for other examples:

First audiolingual pronunciation for new phrases

Then modeling with gestures, mimics to explain meaning of the phrases



Polite Requests

Could you get me _____

Example:

Could you get me a glass of water ?



Polite Requests

Can you _____

Example:

Can you open the window, please ?





Polite Requests

Can you _____

Example:

Can you give me your eraser ?



Hand out Comprehension Questions



Name: _____

Date: _____

A) Choose the polite request.



Choose the polite request.

- A) Can you open the window.
- B) Open the window.



Choose the polite request.

- A) Give me yellow paint
- B) Could you give me some yellow paint?

B) Match with the polite request.

Example:



- ☐ Bring some soup.
- ☐ It is so cold, can you close the window?
- ☐ It is so cold, close the window.
- ☒ I'm so thirsty... Could you get me a glass of water?
- ☐ Can I order some soup?





- C) Look at the rude request. Correct it with a polite request.

Example:



EXTRA

- D) Imagine you are in a restaurant.
- Write a short dialogue between you and the waiter. Use polite requests (Can I please?).

Polite phrases:
Can I have... please?
Could I get... please?
Thank you.

Food:
soup • salad • sandwich •
pasta • water • juice

Waiter:
What would you like?
Anything else?



Give students 5 minutes.

Walk around the classroom to help students.

Explain that the students who finish early can work on the extra task.

After 5 minutes is up, answer the questions with the students. Use the [name wheel](#) to pick who

			answers. Open the Polite Requests Game, call a student, and let the students play and discover the game. I made this game. In the game, if you speak with the waiter rudely, the waiter's gesture changes to angry, and if you continue, he asks if you can talk more politely, and if you keep talking rudely, he kicks you out of the restaurant (you lose), but if you talk politely, he talks politely, and in the end, you successfully order (you win). The polite and rude phrases randomly change each play (otherwise students may memorize only phrases and win the game).	
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			 Call Waiter Rudely (Randomizer) ? ↕ ⋮ Open Script Randomizer ▼ Requests 5 Element 0 Waiterrrr! Element 1 Hey! Look here! Element 2 Waiter! Come here! Element 3 Come on, hurry! Element 4 Hey you! + -  Call The Waiter (Randomizer) ? ↕ ⋮ Open Script Randomizer ▼ Requests 4 Element 0 Excuse me, waiter! Element 1 Hello, excuse me! Element 2 Excuse me! Element 3 Excuse me, can you help me? + -
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	Post-Task			

Self-Reflection

The lesson started very smoothly; the video got the attention of the students successfully after some students answered the questions, but I think before opening the video I could give them a purpose to watch, like instead of asking questions after watching the video, I could ask them before to give them purpose, while the section was flawless. I think I explained the difference between polite and rude with gestures, voice, tone, and support of contextualized images very well, but I need to find pronunciation activities for students like minimal pairs, phoneme checks, etc. Because just saying the same phrase repeatedly does not guarantee learning to pronounce it, at the comprehension questions section I think the questions were good, and I scaffolded students who had problems, but the extra task part was problematic because the task is for students who finished early, but everyone tries to answer it. I should find a solution for that problem. The favorite part was the game. At first, the students had problems understanding the game. I

scaffolded a little bit, and after that they liked it very much; they even played at the break. There were 4 people today, so I just finished the lesson in one hour. I will complete the post-task next week.

Reflection for Kezban's Class

The teacher started the class wearing clothes to get the attention of the students. I think it was a great pre-activity, as the students were surprised, then the teacher explained the clothes and gave worksheets. The worksheets were good; there were a lot of images. Finally, the teacher made a wheel activity. It was more like a type 1 task rather than a post-task, as students didn't produce anything, but it was fun. The only problem is the teacher created some kind of competition between groups, and when a student made an error and made his group lose, other students blamed him. I felt like the student's self-confidence decreased, and it made him a little bit sad.

LESSON PLAN Week 8

Name & Surname	Mehmet Dönmez	Date	21.11.2025
Student ID Number	211911007	Class	4

Lesson Plan

Grade	5B	Unit	Theme 2 Classroom Life
Language Level	A1+	Materials	Role Cards 12x (Cut them before lesson starts) Game Money 600-unit money per student (Cut them before lesson starts)
Classroom Size	24	Methods & Techniques	CLT
Time	45 Minutes		

Learning Outcomes:

- Students can identify whether a request is polite or rude
- Students can manipulate a rude request into a polite request
- Students can identify polite requests in real life situations

Time	Stage	Interaction	Procedure	Purpose
	Warm-up			
	Pre-task		Greet the students. I make them watch two videos (video one video two) to get their attention and recall last week's lesson.	
	While-task		Type 2 Controlled Speaking Practice Hand out game money to students Give randomly 250–300-unit money 	



Hand out role cards to students

**You are the waiter**
Read with Your Friend
You Start!
Waiter: Good evening, Can I help you today?
Look at the menu. Write the price.
Waiter: Okay do you want anything else?
Look at the menu. Write the price.
Waiter: The bill is ____ TL.

**You are the Customer**
Read with Your Friend
Waiter: Your friend starts!
Customer: Can I order it ____ ?
(look at the menu)
Wait for your friend.
Customer: Could I also get ____ ?
(look at the menu)
Wait for your friend.
Customer:
(Give your money)
Here is the money.
Thanks.

Menu

 Sandwich 200 TL	 Latte 200 TL	 Mocha 250 TL	 Tea 50 TL
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Give instructions:

Say, "Waiters, raise your hand."

Explain them. The waiter should start the conversation; they should read the conversation,

			and at the brown boxes, they should look at the menu and note down the price of items. Say, "Customers, raise your hand." Explain them. First, look at the menu and decide what you want to order. Also, look at your money. Call a student and model the activity. Give students 5-10 minutes, wander around the classroom and help the students, and after finishing the activity, call 2-3 students and watch their performance.	
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	Post-Task		Market Activity 	



Set up the layout of the classroom to this:



Give 10 students the shopping sheet and items; the students will write the price of the items.

Give game money to the rest of the students.

			 Explain to the students they will walk around the classroom and talk politely with their friends to buy items.	
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Self-Reflection:

This was my first attempt at a communicative activity, and I knew the students weren't used to this type of activity. So, I tried to carefully prepare the instructions and modeling, but even though, there were a lot of students didn't fully understand the instructions. I wish I had give the instructions in Turkish, because it was an activity the children weren't used to; they might have seen it for the first time. Because of this, a lot of students didn't understand at first, and I had to explain to each student individually what they needed to do. Of course, the more advanced students got bored during that time. I managed to get through that part somehow. The second activity went better; the children went and bought items and had fun. However, distributing game money distracted them a lot. They kept asking me if they could keep the game money, and some people stole each other's money. I can say it made managing the classroom a bit difficult. I think if this were a class I'd been teaching for a long time, they would be more used to these kinds of activities, and it would have gone much better. Also I should use euro or dollar as currency because cutting play moneys were hard there was a lot of money.

Reflection for Emrecan's Class

The Emrecaan teacher started directly with an audiolingual activity explaining personal adjectives. In the slide there was an adjective and an image; the students pronounced the adjective.

He opened a song about adjectives; students just listened to it.

The teacher made a "choose a paper activity." In the activity, the teacher draws a paper; on the paper there is an adjective, and the students try to mimic the adjective, and the students try to guess. They played this activity for like 20-25 minutes, and the lesson ended.

There wasn't any pre- or warm-up activity. The teacher may make students play a game or do any activity to get their attention. The last activity lasted very long, and students were bored. There should be a variety of activities also I didn't observed any type1 type 2 and post task.

LESSON PLAN Week 9

Name & Surname	Mehmet Dönmez	Date	28.11.2025
Student ID Number	211911007	Class	4

Lesson Plan

Grade	5B	Unit	Theme 3 Personal Life
Language Level	A1+	Materials	Materials
Classroom Size	24	Methods & Techniques	Audio-Lingual
Time	45 Minutes		

Learning Outcomes:

- Students will be able to identify the obligation function of “have to.”
- Students will be able to distinguish a obligation and lack of obligation.

Time	Stage	Interaction	Procedure	Purpose
	Warm-up		Play short movie about what a man have to do like wake up, brush teeth etc. Talk about the what man does in the video after video finished	

				
	Pre-task			
	While-task		First pronounce the examples with the students, then explain “have to” with contextualized examples. Have/Has To! Kadir has to wake up ! 	

It is tuesday, Karen has
to go to the school!



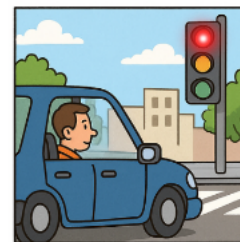
Why inanç doesn't
have to go to the
school ?

Because it is Saturday!



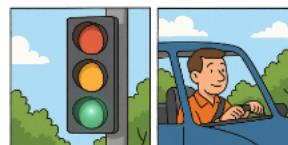
The light is red!

The driver has to stop!

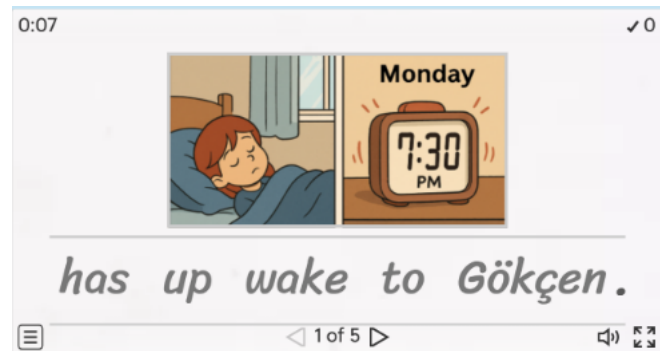


The light is green!

The driver doesn't have
to stop!



Open [wordwall activity](#) and call the students using name wheel.



Hand out the worksheet and give students 5 minutes.

Name: _____ Date: _____

A) Choose the correct option.

 A) We have to be quiet in the library.
B) We don't have to be quiet in the library.

 A) The light is red, he has to stop.
B) The light is red, he doesn't have to stop.

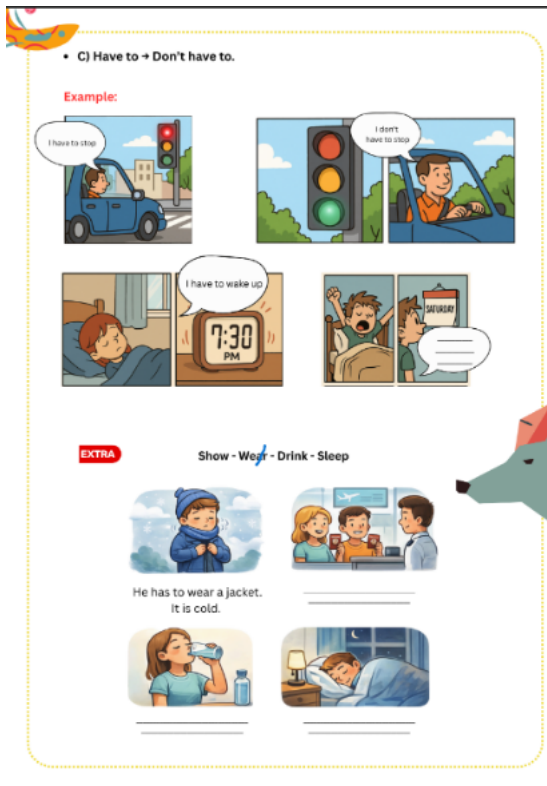
B) Match with the correct option.

Example:

☐ They don't have to clean the classroom
☐ I have to do my homework
☐ They have to clean the classroom
☐ I have to brush my teeth
☐ I don't have to brush my teeth



				
	Post-Task			

Self Reflection:

This lesson taught me that teaching grammar in isolation is bad; I should design the lesson based on a skill like reading and integrate grammar into that skill. I observed students couldn't reach

target objectives; I noticed it while teaching the lesson, and it decreased my motivation. Also, teaching grammar like this made students confused, so overall, I will design lessons based on a skill. I think it will create better context for them.

LESSON PLAN Week 10

Name & Surname	Mehmet Dönmez	Date	05.12.2025
Student ID Number	211911007	Class	4

Lesson Plan

Grade	5B	Unit	Theme 3 Personal Life
Language Level	A1+	Materials	Clothes Lesson Pack Clothes Presentation
Classroom Size	22	Methods & Techniques	CLT Contextualized Vocabulary Scaffolding Multisensory
Time	45 Minutes		

Learning Outcomes:

Students will be able to identify the main idea and specific details of a short reading text

Students will be able to infer the meaning of clothing vocabulary from a reading text

Students can use learned vocabulary to introduce and design a character.

Time	Stage	Interaction	Procedure	Purpose
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	Warm-up		I talked about my experiences and how I prepared a travel bag and asked for their experiences about travelling and preparing a travel bag.   <i>My trip to Germany and Netherlands</i>   	
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My Travel Bag



What can we put in a travel bag?



Pre Teaching Vocab. Part

1. Pronounce the words with students.
- 2 Show examples.



Jumper

A jumper is a warm top that you wear in cold weather.

Synonym: Sweater



Trainers

 tray-nrz

Trainers are sport shoes that you wear for walking, running, or exercise.

Synonym: sneakers



Hoodie

A hoodie is a warm top with a hood, usually made of soft cotton.

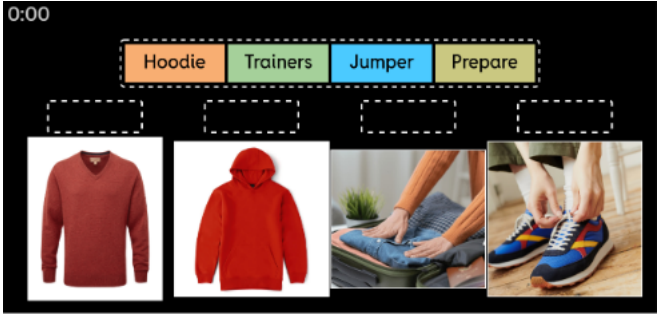
Synonym: sweatshirt



Prepare

 prɪˈpeɪə
to make ready.

*The girl prepares
her bag*

			 He <u>prepares</u> his bag  She <u>prepares</u> her bag Open the wordwall activity and choose students with name wheel . 	
	Pre-task			
	While-task		Say to students, "We will read a text about clothes," and show them:	

And ask them to guess the topic of the reading.



After getting their guesses,

Hand out reading text



Tell them to read very quickly in 2 minutes and ask if their guesses are correct.

Hand out type 1 questions.

			1) Look at the pictures. Which topics can you see in the text?  Travel ☐  School ☒  Classroom ☐  Clothes ☐ 2) Look at the pictures. Select two places related to the text  Forest ☐  Airport ☐  Home ☐  Park ☐ 3) What is the overall mood of the story ☐ ☐ ☐ ☐ ☐ Answer the questions with students using name wheel Then give 5 minutes to read, walk around to classroom and help students After 5 minutes hand out comprehension questions and wait 5 minutes <td></td>	
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1) Read the words. Write the missing letters.



2) Does she take her pyjamas ?
☐ YES ☐ NO



3) What time is her flight?
 A) At 8:00
 B) At 10:00
 C) At 6:30



4) Why does she take trainers?
 A) She loves her trainers
 B) She will walk a lot
 C) She will sell them

5) Where does she go?
 A) Madrid
 B) London
 C) Paris



Give extra task to students who finish early.

Extra
 Would you take the same clothes for a trip to Paris? Why / why not?

 Write your answer.

Useful words

comfortable
 cold
 warm
 prefer

YES

Yes, I would. They are comfortable.
 Yes, I would. Paris is cold.
 Yes, I would. I like trainers.

NO

No, I wouldn't. I need a coat.
 No, I wouldn't. I want a dress.
 No, I wouldn't. I prefer boots.

Answer the questions with students using [name wheel](#)

Say students to cross the name of the clothes in the text like the example:

			  Date: 3.12.2019 My Ticket: TURKISH AIRLINES Sinop → Paris 04.12.2019 Tomorrow, I have a flight to Paris. I'm very excited. Today, I'm preparing my bag for the trip. I prepared my bag on the bed and started choosing my clothes. First, I put my <u>trousers</u>, a jumper, and my hoodie inside. Then I added socks, shoes, and my trainers. Maybe I will walk a lot in Paris, so trainers are a good idea. I also prepared my hat and sunglasses, in case the weather is sunny. I added my pyjamas for the hotel. My flight is at 10:00 in the morning. I closed my bag. It is small, but everything fits well. France, here I come! 🇫🇷 ✨	
			Wait 5 minutes Cross the words with students:   Date: 3.12.2019 My Ticket: TURKISH AIRLINES Sinop → Paris 04.12.2019 Tomorrow, I have a flight to Paris. I'm very excited. Today, I'm preparing my bag for the trip. I prepared my bag on the bed and started choosing my clothes. First, I put my <u>trousers</u>, a jumper, and my hoodie inside. Then I added <u>socks</u>, <u>shoes</u>, and my <u>trainers</u>. Maybe I will walk a lot in Paris, so <u>trainers</u> are a good idea. I also prepared my <u>hat</u> and sunglasses, in case the weather is sunny. I added my <u>pyjamas</u> for the hotel. My flight is at 10:00 in the morning. I closed my bag. It is small, but everything fits well. France, here I come! 🇫🇷 ✨	

	Post-Task		Introduce the girl: She is wearing _____. Hand out to students the clothing worksheet, explain to them they cut and glue clothes to the girl, and then they will introduce the girl.	
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Self-Reflection:

Last week, I tried a speaking class. This week, I decided to try a reading class and planned my lesson accordingly. My aim was to teach vocabulary to students in context and also help them infer some words from the text. The start of the lesson was smooth. My trip activity successfully got their attention, and some students talked about their own trips. The pre-teaching vocabulary part was also smooth, but I still need a better way to teach pronunciation. It is hard to detect who makes pronunciation mistakes during the Wordwall activity. I made a mistake by forgetting to add one wrong answer. I shouldn't make this mistake because it affects the last person's effort. During the reading stage, I made another mistake while printing. I printed the Type 1 and comprehension questions double-sided. I gave the students the reading text together with the Type 1 + comprehension sheet. My aim was for them to answer Type 1 first, then read again and answer the comprehension questions. However, I think the majority of the students found the

activity easy and answered all the questions at once. This time, I had printed an extra task and told students who finished early that they could get it from my desk. At least this saved me. I helped students who had difficulties understanding the text. We answered Type 1 together, and then I gave them five minutes to finish the comprehension questions, but they had already finished. I didn't have any extra tasks ready, so it was a boring five minutes for those students. I should solve this problem. Next time, I should print the reading text and Type 1 questions double-sided and print the comprehension questions on a separate paper to prevent this issue. Other activities went smoothly, and the students enjoyed the post-task.

Reflection for Meryem's Class

The teacher started the lesson by showing a picture and asking what it was about. This was a good idea, but I think there could have been a more interesting activity to grab the students' attention. At this grade level, it is difficult for students to talk about a photo without guidance. Then, the teacher showed a video about a family tree. Using videos is effective because it supports multiple learning styles; however, we should not overuse videos to teach the whole lesson. I think videos are better used as a supportive tool rather than the main teaching method. Next, the teacher conducted a family tree activity. The activity itself was good, but some students matched the family members incorrectly, and the teacher did not correct them. The activity could have been more effective if the teacher had scaffolded the students to help them make the correct choices and fix the errors in the family tree. Finally, the teacher did a "Guess Who Am I?" activity. I do not think this was a strong post-task activity because students did not produce any output. However, it was effective as a communicative activity.

LESSON PLAN Week 11

Name & Surname	Mehmet Dönmez	Date	12.12.2025
Student ID Number	211911007	Class	4

Lesson Plan

Grade	5B	Unit	Theme 2 Classroom Life
Language Level	A1+	Materials	Pre Presentation + Vocab teaching Gist + Text
Classroom Size	24	Methods & Techniques	CLT Contextualized Vocabulary Scaffolding Multisensory
Time	45 Minutes		

Learning Outcomes:

- Students will be able to read a short text and identify which actions the characters can and cannot do.
- Students will be able to recognize the difference between the forms can and can't in context.
- Students will be able to identify the ability function of the modal can / can't in the reading text.

Time	Stage	Interaction	Procedure	Purpose
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	Warm-up	Ask students what hobbies they have. Invite a few volunteers to briefly talk about their hobbies. (Aim using can and can't in a natural context and getting attention of the students.) The image is a light blue rectangular graphic. At the top, there are three small square images arranged horizontally. The first image shows a person swimming in a pool with lane markers. The second image shows a person in a pink shirt and black shorts riding a bicycle on a path. The third image shows a group of children playing various musical instruments like flutes, a drum, and a guitar. Below these images, the word 'Hobbies!' is written in bold. Underneath that, the question 'Which hobbies do you have?' is written in a smaller font. The graphic is decorated with blue wavy lines at the top and bottom. 2 Truths 1 Lie Tell students you will say two things you can't do and one thing you can do. Students guess which statement is true. After modelling, ask for volunteers and play with the class.	
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			 fly a plane  drive a car  drive a motorcycle 2 Truth 1 Lie Mehmet teacher can't Ask for volunteers and play with the class.  play football  speak english  drive a motorcycle 2 Truth 1 Lie Kutsal can't  Truth  Truth  Lie 2 Truth 1 Lie _____can't	
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	Pre-task		Teach key vocabulary from the reading text. Focus on pronunciation and word stress (audio-lingual drilling). Give simple, clear definitions. Show visual support: pictures + different contexts. Play short videos for each word (1 per word) to reinforce meaning multimodally. Throw  TH-roo To make something fly from your hand by moving your arm.  He throws a snowball.  She throws a ball. Throw  TH-roo To make something fly from your hand by moving your arm. 	
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			Invisible in-VI-zi-bil Invisible means you cannot see something. It is there, but your eyes can't see it.  <i>Invisible man</i> Invisible Border  Carry KE-ri to hold something and take it from one place to another.  Kids are carrying the table  He carries the desk	
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Set up the online hourglass timer (1:30 minutes).



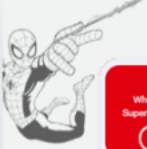
Students read quickly and try to understand what the text is mainly about.

After time ends, they turn their papers over.

2. Gist Check — Type 1 Task

Ask students to answer the short gist question(s) you prepared.

This checks overall understanding without focusing on details.



1) Select a **title** for the text

What Can Superheroes Do	A School day in the New York	Clothes of the Istanbul
☐	☐	☐

2) Select **two topics** related to the text

			
Superheroes	Clothes	Police	Akkas (Gail / Gail)
☐	☐	☐	☐

3) Select **two characters** related to the text

			
Spider-Man	Finn	Captain America	Rigby
☐	☐	☐	☐



Check the responses of the students

3. Detailed Reading (Comprehension Questions)

Hand out the comprehension questions. (I'm preparing currently)

Give students 10 minutes to re-read the text carefully and answer all questions.

While they work:

Provide scaffolding to students who struggle with reading.

			Circulate and support as needed. 4. Early Finishers Give early finishers extra tasks that require personal responses (opinions, short writing prompts related to the text). These tasks extend learning without disrupting the class flow. Check the responses of the students	
	Post-Task			

Self-Reflection

The lesson was good. Last week's lesson taught me a lot. I can say that I learned from my mistakes and executed a good lesson. The only thing is I should work more on the pronunciation of words. I will use some AI tools to check if I pronounce words correctly.

Reflection for Ahmetcan

Ahmetcan's lesson was good. The students had a problem understanding instructions at first, but it is normal; the kids are not very used to communicative lessons. Eventually they understood by

observing their friends. The drawing activity was good, but there should be an alternative to drawing, as not all students are good drawers.

LESSON PLAN Week 12

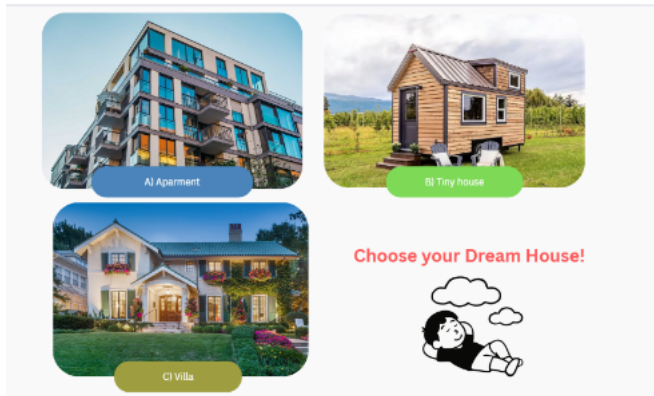
Name & Surname	Mehmet Dönmez	Date	19.12.2025
Student ID Number	211911007	Class	4

Lesson Plan

Grade	5B	Unit	Theme 2 Classroom Life
Language Level	A1+	Materials	All Materials
Classroom Size	22	Methods & Techniques	Task Based Learning CLT
Time	45 Minutes		

Learning Outcomes:

- Students can identify identify key vocabulary related to home rental
- Students can recognize the main components of a house
- Students can read a real-life rental ad and make simple decisions between homes using key information

Time	Stage	Interaction	Procedure	Purpose
	Warm-up		The teacher greets the classroom. Talks about the homes around the school, and asks students if they like a particular building around the school Then teacher opens this slide and asks students to choose their dream home, asks why they chose:  After getting answers, the teacher activates the student's prior knowledge by asking students to room of a home.	

			What rooms do you know? • bedroom • kitchen • ? • ? • ?	
	Pre-task		Pre-teaching vocab: Distance di-stns how far or how near something is The distance to downtown is 160m. Rent rent money you pay to live in a house, but it is not your house. This is a house for rent.	

			Downtown  <u>/daʊn/</u> /taʊn/ the center of the city  <i>Aşıklar Street is downtown in Sinop.</i>	
			Yard  yaard A yard is outside space near a house.  <i>There are a lot of flowers in the yard of the house.</i>	
	While-task		The teacher hands out the reading text and the reading-for-gist worksheet, says to read very quickly and answer the questions, and gives 2 minutes for the first reading and answering questions.	

			? QUESTIONS ? 1 What is this text about? (Circle one)  ☐ House for rent  ☐ School  ☐ Park 2 Where is the house? (Circle one)  ☐ Near downtown  ☐ Far from downtown 3 True or False (Circle one)  There is a school near the house. ☒ True ☐ False 4 The author writes the text to... Circle the correct answer ☐ people who want to rent a home ☐ people who want to repair their home ☐ people who want to buy a home    Read fast Think smart 1 Minute Simple Hourglass Timer  00:21  Read Quickly the Ad Read the text and answer the worksheet in 2 minutes. The teacher waits until time is up, then answers the questions with students. The teacher hands out comprehension questions and tells students to read and answer them in 10 minutes.	
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Read the text and complete the worksheet.

You have 10 minutes.

COMPREHENSION QUESTIONS

Read the text again. Find the answers.

1 How many bedrooms does the house have?

- ☐ 1 bedroom
- ☐ 3 bedrooms
- ☐ 5 bedrooms

2 What does the house have? (Tick TWO ✓)

- | | |
|-----------------------------------|--|
| ☐ Bedrooms | ☐ Swimming pool |
| ☐ Yard | ☐ Port |

3 Who is this house good for? (Tick TWO ✓)

- | | |
|--|--|
| ☐ a family with a dog | ☐ a person without a car |
| ☐ a family who wants a big yard | ☐ a family who a big yard |

4 Where is the house located?

- ☐ California
- ☐ Manhattan
- ☐ New Jersey



5 Is a budget of \$1,600 enough for this house?

- | | |
|--------------------------------------|--|
| ☐ Yes, it is. | ☐ No, it isn't. |
| ☐ Yes, it is. | |



Look carefully Think wisely

			 Find & Combine Information. Read again and complete the sentence. The house is near _____ and close to _____.  Table Completion (Scan the text) Complete the table. Write YES or NO. <table><tr><th>Feature</th><th>YES</th><th>NO</th></tr><tr><td> Yard</td><td>☐</td><td>☐</td></tr><tr><td> Near to schools</td><td>☐</td><td>☐</td></tr><tr><td> Fireplace</td><td>☐</td><td>☐</td></tr><tr><td> Good for walking</td><td>☐</td><td>☐</td></tr></table>  Multiple Choice (Careful reading) Why is the house good for dogs? ☐ Because it is near downtown ☐ Because it has a big yard ☐ Because it has three bedrooms 	Feature	YES	NO	 Yard	☐	☐	 Near to schools	☐	☐	 Fireplace	☐	☐	 Good for walking	☐	☐	
Feature	YES	NO																	
 Yard	☐	☐																	
 Near to schools	☐	☐																	
 Fireplace	☐	☐																	
 Good for walking	☐	☐																	
	Post-Task		The teacher forms pairs. For each group, give 1x Blank Rental Ad to a student and 1x Information Sheet to a student. The students work together to fill out a blank rental ad. Blank Rental Ad																

			 Do NOT show this page to your partner. House for Rent \$1,250/mo 24 Maple Street, Little Rock, AR Location Region: Little Rock Near downtown: No Near schools: Yes Close to: a city park. What's Special? • Small yard • Quiet neighborhood • Near schools • City park nearby Getting Xround Walk Score: 62 / 100 Bike Score: 55 / 100 Contact Company: Green Leaf Homes Phone: (501) 778-4421 Rooms • Bedrooms: 2 • Bathrooms: 1 Outside & Parking • Yard: Yes (small yard) • Good for dogs: Yes • Parking space: No Nearby Schools Maple Elementary School Grades: 1-5 River Middle School Grades: 6-8 Central High School Grades: 9-12 Contact (501) 778-4421 RULE: Do NOT show your page. TIP: Read and say. SAY: "It has two bedrooms."	
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Self Reflection:

I was sick this week and little bit unenergetic but even though the kids were so enegertic and boosted my mood it was hard to give lesson while being sick but I think I'm seasoned about reading classes and the overall lesson was good; as it's the 3rd reading lesson, I can say that I can give reading classes without problem to this class, so I haven't encountered any problem, and the lesson was very smooth. The students adapted to my style, and I adapted to their learning styles.