

LSA POST-LESSON EVALUATION (300 - 500 words)

<u>Key Planning Strengths</u>	<u>Key Teaching Strengths</u>	<u>Key Planning Weaknesses</u>	<u>Key Teaching Weaknesses</u>
<ul style="list-style-type: none"> - The story was very intriguing, and the Ss were engaged through the complete lesson. - The handout was well laid out, so the Ss managed the material well. 	<ul style="list-style-type: none"> - Aims were met and measured. - Class was more interactive as most of the work on the board was placed by Ss. - Time was given for Ss to express opinions and to personalize the story. 	<ul style="list-style-type: none"> - Would have been better to more fully teach the vocabulary before the task. As it was, it felt like teaching and clarifying at the same time. - Video could have been exploited more during the vocabulary stage. 	<ul style="list-style-type: none"> - Missed referring back to a predictive task. - If there is any reading aloud, it is for pronunciation and not comprehension. Reading aloud should only be done to practice pronunciation.
<p>How did this impact on learners' progress in the lesson? Refer to lesson aims/outcomes where appropriate.</p>	<p>How did this impact on learners' progress in the lesson? Refer to lesson aims/outcomes where appropriate.</p>	<p>How did this impact on learners' progress in the lesson? Refer to lesson aims/outcomes where appropriate. Suggested improvements?</p>	<p>How did this impact on learners' progress in the lesson? Refer to lesson aims/outcomes where appropriate. Suggested improvements?</p>
<ul style="list-style-type: none"> - Ss were not bored of the material so it was easier to scan and be involved with. - Because of the layout, Ss could look at the text they needed, and question page. Also, the reading was divided according to the staging of the lesson plan. 	<ul style="list-style-type: none"> - Learners were prepared for each following stage. - Although it was a reading lesson, this lesson accounted for kinetic, interpersonal, visual, and auditory learners. - Ss were able to identify with the story as they personalized it. 	<ul style="list-style-type: none"> - Although most of the vocabulary words were known by the Ss, if the words were fully taught, it would have better met the sub aim of practicing lexis. - The lead-in is an ideal time to take a proper way to exploit and teach vocab. For words unknown, this was like guess word. 	<ul style="list-style-type: none"> - Although the prediction was a bit obvious, as most Ss choose the correct prediction, because it was written on the board, I should have come back to it. - Don't have Ss read aloud unless it is for pronunciation. This doesn't significantly help with comprehension.
<p>Suggestions for consolidation and or follow up to this lesson (make this specific to the learning aims/outcomes and think about specific activities).</p>	<p>For the next lesson, I need to limit my assumptions of what I believe the Ss know. Be more thorough in the staging for the lesson. The board word by the students did well, so think of more ways to get them involved. Also, during feedback, mention Ss personal comments that were observed during monitoring.</p>		