

15. Accuracy / appropriacy of language	Good model of English for pupils. Always accurate in language teaching / instructions etc, although maybe some mistakes when responding off the cuff. Aware of formal/informal lang. and pays attention to pronunciation and intonation	Reasonable model of English for pupils. Makes up for any weaknesses in thorough preparation, scripting etc. May need to pay more attention to pronunciation and especially intonation	A variety of problems caused by lack of confidence in their English
16. Ability to improvise / adapt to needs	teacher is able to think on their feet and deal flexibly with pupils and lesson plan when unexpected developments	teacher is mainly flexible when dealing with unforeseen	teacher is over-rigid, ignores what is inconvenient or unforeseen
17. Pupils involvement	structures lesson so that all class is active / involved at all times. Creates a good atmosphere which encourages pupils to work together	students mainly active during lesson though teacher may not always make a reason for them to be so.	provides very few opportunities for pupils to become involved. Maybe over-reliance on teacher-pupil dialogue
18. Achievement of objectives	teacher constantly aware of objectives and checking that being achieved	objectives mainly achieved and checked by teacher	does not check whether objectives being achieved
<u>EVALUATION</u>			
19. Self-evaluation	has a developed self-critical sense together with good ability to suggest alternatives and improvements	is able to evaluate own performance reasonably well and suggest positive ways to improve	is insensitive to own strengths and weaknesses; cannot use self-evaluation in a helpful or positive way
20. Response to criticism / suggestions	actively seeks out suggestions and feedback on own performance and acts upon it positively	responsive and positive to suggestions and feedback	unable or unwilling to respond to feedback