

The teacher's enterprise in taking charge of the listening and phonology skills was quite fascinating and full of astute operations to say the least. His management of the white board as well as his use of colours to distinguish prominent words from the others showed strong dexterity. His use of the shadowing technique was new to me and I will certainly try to incorporate it in my teaching since it helps to work on natural speech and stress within the sentence.

I have not learnt less from my peers. Observing other trainees coming from different countries (Mauritania and Algeria) and who studied in the U.S.A. (for most of them) was gratifying. I was impressed by how Bayna gripped his learners on the first day when he used a real-life experience to introduce himself. It made me realise that we all have something special that we can share with our students, even if we have not met Barack Obama.

Zyneb's enthusiasm and creativity in every single teaching practice set high standards and I strived to push my boundaries and actively create challenges for myself. She did not hesitate to rearrange seating or move them to another classroom if she had to. Her rapport with students as well as her professional attitude were also remarkable.

Some of my peers were not successful in providing students with clear instructions and it resulted in a lack of comprehension as well as motivation. Also, being over-authoritarian, e.g. hitting the table several times with a pen to quiet a noisy class, is not a successful pedagogy and may affect the classroom atmosphere as well as students' involvement.

Part B: Self-evaluation

The long time I allocated to planning my lessons with well worded aims and logical stages is certainly one of my biggest strength. It helped me keeping a structured lesson and knowing where the students and I were going. Also, it