

Observation Practice

Tasks

Introduction

The tasks are twofold: on the one hand, you are supposed to make notes while observing lessons, and on the other, write a short piece (approximately 1 page) on the basis of your notes.

Do not hand in your notes but the final manuscript.

Type it, please.

Follow the layout guidelines below.

Introduction

There are fewer tasks than the lessons you are supposed to observe. This does not mean that when you run out of tasks, you are free to go. Some tasks will require observing more than one lesson.

The order of the tasks is accidental.

Stylesheet

- *font size 12*
- *Times New Roman, Arial, Trebuchet, Tahoma*
- *margins 2.5 cm top/bottom/right/left*
- *1.5 or double spacing*
- *pages numbered*
- *alignment left or justified*

To watch how the teacher divides her attention among the different learners and to understand why s/he would pay more attention to some learners than others.

While observing the class, note whether there exist any patterns of dividing teacher's attention among the learners. Does s/he ask a student by name to answer a question? Does s/he ask a question without saying who should answer? If there are some students who speak a lot, why do you think they speak a lot? What does T do in response? Similarly, if there are some students who do not say much, why do you think this is the case? How does T attend to the situation? Does s/he try to involve all students equally? Does s/he spread attention more evenly? Would you follow the same pattern, or would you introduce changes? Justify your opinions.

To become more aware of student activity in the lesson and to estimate the proportion of TTT (teacher talking time) and the proportion of STT (student talking time).

While observing the class, write down the main stages of the lesson. Next to each stage write down type(s) of interaction patterns (T-S, T-Ss, S-S, S-Ss, S-T) and whether the activity is dominated by TTT or STT. Write a brief review of the observed lesson including the reasons why, in your opinion, a particular stage was T- or S-centred.

To develop awareness to what teachers say in class and to analyse the type of language used by the teacher.

While observing the class, write down examples of teacher instructions. Write a brief summary of the lesson including examples of teacher instructions and decide whether they were at the right linguistic level and whether the use of Polish (if used) was justified and if not, how it could have been reduced/replaced by L2 instruction.

To develop awareness of how teachers respond to learners' performance.

While observing the class, write down examples of how T responds to learners' performance. Write a report whether, in your opinion, particular teacher responses (be it praising or negative reinforcement) are justified and how they affect learners' performance.

To develop awareness to different attitudes to error and to look at different error correction techniques.

While observing the class write down examples of errors made by learners and how T reacts to them. Write a brief report on the use of error correction techniques including the examples of error and error correction.

To develop awareness to different types of groupings.

While observing three different lessons, write down examples of activities in which T uses different types of groupings. Write a brief review in which to specify types of groupings used with particular exercise types together with your comments on their effectiveness.

To develop awareness to different techniques of presenting new grammatical material.

While observing three different grammar-oriented lessons, write down the techniques that T uses to introduce new grammatical material. Write a brief summary of the techniques used and how/whether they are consolidated with skills work. Include your comments on the usefulness/effectiveness of each of the techniques used.

To develop awareness to different techniques of presenting vocabulary.

While observing lesson(s) geared towards vocabulary, write down the techniques that T uses to introduce/give learners practice in/consolidate lexical material. Write a brief summary of the techniques used and how/whether they are consolidated with skills work. Include your comments on the usefulness/effectiveness of each of the techniques used.

To develop awareness to lesson planning

While observing three different lessons (preferably each focused on a different aspect, e.g. grammar, culture, skills), write down the stages that T and learners go through. Write a review in which to comment on the logical and coherent layout of each lesson. Justify your arguments with examples.

To develop awareness to transition stages during a lesson.

While observing the lesson(s), write down how T moves from one activity to another. Write a report on whether the transitions are smooth and natural.