**ANGOL SZAKOS ÓRAMEGFIGYELÉSI SZEMPONTOK**

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| **Observation Focus 1: The Teacher (personality, style, role and strategies)** |

***Personality***

What personal qualities does the teacher have?

What is the atmosphere generated by the teacher like?

How do the students feel about the teacher?

Would you like to be a student in this class? Why, why not?

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| Indicate with an X if the teacher is more… | | | | | | | | | | |
| funny |  |  |  | Boring | popular |  |  |  | not too popular |
| patient |  |  |  | Impatient | innovative |  |  |  | traditional |
| enthusiastic |  |  |  | Indifferent | relaxed |  |  |  | stressed |
| responsive |  |  |  | Unresponsive | facilitative |  |  |  | didactic |
| approachable |  |  |  | Isolated | flexible |  |  |  | structured |
| emotional |  |  |  | Rational | spontaneous |  |  |  | organized |

***Professionalism***

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| The teacher is well-prepared. | 1 2 3 |
| What proves/disproves this? | |
| The lesson is well-planned | 1 2 3 |
| Support the above answer with examples. | |
| The teacher applies a variety of teaching methods. | 1 2 3 |
| Which are these? | |
| Does the teacher adjust the content of the lesson to the response of the learners? | 1 2 3 |
| Does the teacher differentiate? If so, how? | |
| The teacher is experienced. | 1 2 3 |
| What provides evidence for the above answer? | |
| How does the teacher deal with unexpected events? | |
| How does the teacher engage/activate the students? | |

***Teaching style***

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| As a group-leader, the teacher is rather *authoritarian / democratic / laissez- faire.*  Support your impression with examples! |

Based on: Scrivener, J. (2005). *Learning Teaching* (2nd Ed.) Macmillan.

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| Observation Focus 2: Interactions |

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| I  N  S  T  R  U  C  T  I  O  N  S | The teacher’s voice can be easily heard. | | 1 2 3 |
| The class understood what was wanted at all times | | 1 2 3 |
| All instructions were logical and clear.  *Mention some examples:* | | 1 2 3 |
| The instructions were carried out using simple language.  *Mention some examples:* | | 1 2 3 |
| The teacher used short and understandable instructions.  *Mention some examples:* | | 1 2 3 |
| The teacher repeated the instruction in different ways.  *Mention some examples:* | | 1 2 3 |
| The teacher supported the instructions with visual aids/demonstrations/mimes/gestures/body language (underline) | | 1 2 3 |
| The rate of the teacher’s speech is appropriate for students. | | 1 2 3 |
| The teacher maintains eye contact. | | 1 2 3 |
| The teacher carried out comprehension checks  *Mention some examples:* | | 1 2 3 |
| The teacher did not talk too much. /Talked too much. | | 1 2 3 |
| Q  U  E  S  T  I  O  N  S | What is the purpose of teacher’s questions?  (eliciting information, refocusing attention, asking for clarification) | | |
| How many Qs are asked at a time? (one vs multiple) | | |
| How long does the teacher wait for a student response? | | |
| Is the teacher receptive to student responses? | | |
| Does the teacher use verbal reinforcement? | | |
| Is there a non verbal response? (smile, nod) | | |
| Does the teacher use display questions (ones he/she knows the answer to)? For what purpose?  *Mention some examples.* | | |
| Does the teacher use referential (genuine, real) questions? For what purpose?  *Mention some examples.* | | |
| Is there a possibility for students to ask questions? What kind of Qs do they ask? | | |
| How are students’ Qs dealt with? | | |
| C  O  M  M. | There was genuine communication | 1 2 3 | |
| There was opportunity for controlled practice | 1 2 3 | |
| Every student was involved at some point | 1 2 3 | |

Based on and adapted from: Scrivener, J. (2005). *Learning Teaching*

(2nd Ed.) Macmillan.; and Nunan, D. (1988). *The Learner-Centered*

*Curriculum.* Cambridge: CUP.

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| Observation Focus 3: L1 and L2 in the classroom |

Use the table below to record data about the use of L1 in the language classroom.

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| **The teacher’s L1 utterances** | **Purpose** | **Could it have been told in L2?** |
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| **Students’ L1 utterances** | **Purpose** |  |
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| Based on your observation and experience, what do you think about the use of L1 in the language classroom? |

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| Observation Focus 4:  Error correction and feedback |

**Some points to consider when analyzing errors in the language classroom:**

Identify the type of error.

Did anyone notice there was an error? Who?

Did the teacher do anything?

Did the student do anything?

Did the other students do anything?

Did anyone indicate there was an error? Who?

Did anyone correct the error? Who?

The eternal dilemma: *accuracy vs. fluency*…

**Use the table below to record data on the error correction practice of the teacher. Put the erroneous utterance in the appropriate column.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The teacher did not notice the error | The teacher noticed the error, but did not correct it | The teacher corrected the error automatically | The teacher signalled for self-correction | The teacher called for peer-correction |
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**Feedback**

How does the teacher show his/her appreciation when students excel? How are students praised? Mention some examples.

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What other forms of feedback do students get? At which point of the lesson?

Based on: Scrivener, J. (2005). *Learning Teaching* (2nd Edition) Macmillan.

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| Observation Focus 5:  Tasks |

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| The tasks are relevant for the group, they match their interests, age and level of proficiency. | 1 2 3 |
| The tasks are meaningful. | 1 2 3 |
| Drills are dominant. | 1 2 3 |
| Grammar practice and translation are dominant. | 1 2 3 |
| The teacher uses the coursebook predominantly. | 1 2 3 |
| The teacher uses the coursebook and the workbook. | 1 2 3 |
| The teacher asks students’ opinion about the tasks | 1 2 3 |
| The objectives of the tasks were clear to the learners. | 1 2 3 |
| The teacher uses extra material from different sources.  *Example:* | 1 2 3 |
| The teacher uses realia and authentic materials.  *Example*: | 1 2 3 |
| The teacher tailors the coursebook to the group’s need. (skipped certain tasks, added other tasks)  *Example:* | 1 2 3 |
| The teacher uses internet sources  *Example:* | 1 2 3 |
| The teacher uses audio material.  *Example:* | 1 2 3 |
| The teacher uses video material  *Example:* | 1 2 3 |
| The teacher uses the smartboard.  *Example:* | 1 2 3 |
| The teacher uses visuals.  *Example:* | 1 2 3 |
| Learners rehearsed in class skills they will need in real communicative situations outside class.  *Example:* | 1 2 3 |
| There were opportunities for controlled practice.  *Example:* | 1 2 3 |
| The activities were challenging but not threatening.  *Example:* | 1 2 3 |
| Learners were required to cooperate.  *Example:* | 1 2 3 |
| Learners were required to share information.  *Example:* | 1 2 3 |
| The activities would have been suitable for a mixed ability class. | 1 2 3 |

Based on: Scrivener, J. (2005). *Learning Teaching* (2nd Edition) Macmillan.;

Nunan, D. (1988). *Syllabus Design* Oxford: Oxford University Press