

**Core Curriculum
English Language Teaching Methodology
Bachelor's Level**

**School Experience
Observation tasks
Module 5**

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Students undertake school practice throughout the whole methodology course. There are three phases to students' school experience:

- Guided observation
- Teacher assistantship
- Observed teaching.

Guided observation takes place in Semesters 3 and 4. It gives students an opportunity to observe experienced teachers at work and to make connections with their learning during the first year of the methodology course. To help in this process they complete observation tasks.

During **Teacher assistantship** in semesters 5 to 7, students act as teacher assistants, planning teaching, undertaking microteaching and generally supporting the English teachers. Modules in these semesters also include observation tasks aimed at linking methodology classes to school experience.

Module 5 Special Dimensions

Unit 5.2 Teaching Young Learners

Task Twenty-Nine

Task: Observe a lesson, focusing on classroom management, activities and materials the teacher uses. Complete the grid below. Add comments where necessary.

Focus: Teaching young learners.

No	Question	Yes	To some extent	No	Comments
1.	Are the materials appropriate to the age group?				
2.	Are the teacher's instructions comprehensible to the learners?				
3.	Does the teacher use L1 appropriately?				
4.	Are contemporary approaches and methods for teaching English to young learners used at the lesson? (TPR, games, drama, visualisation, songs, chants and rhymes, storytelling)				
5.	Does the teacher use various modes of interaction? (pair work, group work)				
6.	Does the teacher provide effective feedback by using various error correction techniques (mouthing, gestures, recasting/echoing, reformulation, using fingers, visual reminders, recording, explicit correction)?				
7.	Are the learners actively engaged in the activities?				
8.	Does the teacher cater for learners with different learning styles?				
9.	Does the teacher use different attention getting signals effectively?				
10.	Does the teacher use visual and auditory aids?				
11.	Are the students engaged in hands-on activities?				
12.	Is the lesson communicative in character?				

Observation Summary

What have you learnt from this observation?

Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English

Task Thirty

Task 1: Observe at least 3 lessons focusing on the use of learning technologies. Note down your observations in the table.

Task focus: Use of learning technologies

Learning technology used (✓)	Purpose of use (select a purpose from the list below or specify other purposes). More than one purpose is possible.	
Video		
Audio		
PowerPoint presentation		
Interactive whiteboard		
Mobile applications		
Web site		
Email		
Text messages		
Social networks		
Blogs		
Images		
Other (specify below)		

The learning technology was used to:	
1.	illustrate
2.	provide visual support
3.	provide auditory support
4.	provoke speaking or writing
5.	share learning experience
6.	ask and answer questions
7.	search for information
8.	network
9.	save time
10.	access target culture

Task 2: Then, analyse the use of learning technologies by answering questions.

1. To what extent was the purpose of the activity with learning technologies clear?
2. Was there any preparatory activity? What kind? How necessary and effective was it?
3. Was there any follow-up? What kind? How necessary and effective was it?
4. How effective was the use of the learning technology in general? How did it support the students' learning?