

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

**School Experience
Observation tasks
Module 3**

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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 3 Preparing to Teach 2

Unit 3.1 Language Skills – Teaching Listening

Task Twenty

Task focus: Sequence of activities with the focus on listening

Observe at least 3 lessons focusing on the sequence of listening activities. In Table 1, note down what teachers and learners do, type of interaction, duration of activities and their purposes.

Summarise your observations in Table 2.

Table 1

Time	What the teacher does	What the learners do	Interaction	Purpose

Table 2
Observation summary

Observations	✓
1. Purposes of listening:	
• listening for gist	
• listening for detail/intensive listening	
• listening for specific information	
2. Learning strategies:	
• top-down	
• bottom-up	
• metacognitive	
Listening materials used by the teacher	
• audio	
• video	
• podcasts	
• internet-derived materials	
Questions	
1. What problems in listening did learners have?	
2. What were the ways of solving the problems?	
3. What ways of assessing learners' listening skills and giving feedback did the teacher use?	
4. What didn't go well? Why?	
5. Are there any other issues you find important to mention?	
6. What have you learned about teaching listening from this observation?	

Adapted from the British Council CiSELT course assignment template.

Unit 3.2 Language Skills – Teaching Speaking

Task Twenty-One

Task focus: Sequence of activities with the focus on speaking

Observe at least 3 lessons focusing on the sequence of speaking activities. In Table 1, note down what teachers and learners do, type of interaction, duration of activities and their purposes.

Summarise your observations in Table 2.

Table 1

Time	What the teacher does	What the learners do	Interaction	Purpose

Table 2
Observation summary

Observations	✓
1. Type of speaking:	
• spoken production	
• spoken interaction	
2. Learning strategies:	
• metacognitive	
• cognitive	
• social	
3. Tasks and activities used to facilitate spoken production and spoken interaction:	
structured output activities:	
• information gap	
• jigsaw	
communicative output activities	
• role play	
• simulation	
• discussion	
• storytelling	
• story completion	
Questions	
1. What problems in speaking did learners have?	
2. What were the ways of solving the problems?	
3. What ways of assessing learners' speaking skills and giving feedback did the teacher use?	
4. What ways of integrating listening and speaking skills were used (e.g. selection of tasks and activities)?	
5. What didn't go well? Why?	
6. Are there any other issues you find important to mention?	
6. What have you learned about teaching speaking from this observation?	

Adapted from the British Council CiSELT course assignment template.

Unit 3.3 Language Skills – Teaching Reading

Task Twenty-Two

Task focus: Sequence of activities with the focus on reading

Observe at least 3 lessons focusing on the sequence of reading activities. In Table 1, note down what teachers and learners do, type of interaction, duration of activities and their purposes.

Summarise your observations in Table 2.

Table 1

Time	What the teacher does	What the learners do	Interaction	Purpose

Table 2
Observation summary

Observations	✓
1. Purpose of reading:	
• intensive reading	
• extensive reading	
• skimming	
• scanning	
2. Approaches to reading	
• reading aloud	
• reading in chain	
• reading after the teacher	
• other	
Questions	
1. What problems in reading did learners have?	
2. What were the ways of solving the problems?	
3. What ways of assessing learners' reading skills and giving feedback did the teacher use?	
4. What ways of integrating listening, speaking and reading skills were used (e.g. selection of tasks and activities)?	
5. What didn't go well? Why?	
6. Are there any other issues you find important to mention?	
6. What have you learned about teaching reading from this observation?	

Adapted from the British Council CiSELT course assignment template.

Unit 3.4 Language Skills – Teaching Writing

Task Twenty-Three

Task focus: Sequence of activities with the focus on writing

Observe at least 3 lessons focusing on the sequence of writing activities. In Table 1, note down what teachers and learners do, type of interaction, duration of activities and their purposes.

Summarise your observations in Table 2.

Table 1

Time	What the teacher does	What the learners do	Interaction	Purpose

Table 2
Observation summary

Observations	✓
1. Approaches to writing:	
• process	
• product	
• both	
2. Strategies for developing writing skills	
• student motivation	
• instruction in writing processes and rules	
• writing practice	
• constructive feedback about students' writing	
Types of texts	
• postcards	
• invitations	
• CVs	
• personal letters	
• formal letters	
• e-mails	
• stories	
• reviews	
• articles	
• essays	
• recipes	
• reports	
Questions	
1. What problems in writing did learners have?	
2. What were the ways of solving the problems?	
3. What ways of assessing learners' writing skills and giving feedback did the teacher use?	
4. What ways of integrating listening, speaking, reading and writing skills were used (e.g. selection of tasks and activities)?	
5. What didn't go well? Why?	
6. Are there any other issues you find important to mention?	
6. What have you learned about teaching writing from this observation?	

Adapted from the British Council CiSELT course assignment template.

Task Twenty-Four

Task focus: Integrating skills

1. Observe 2 or 3 lessons and note down how language skills are integrated in an activity or in a sequence of activities.

2. Interview the teacher (if she/he agrees) about the techniques she/he uses to integrate skills. Take notes.

3. Examine 2 or 3 units in a course book and decide whether language skills are integrated or not. Note down how skills are integrated if they are.

Observation summary

What have you learnt from this observation?