

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

**School Experience
Observation tasks
Module 4**

Contents

- Module 4 Preparing to Teach 3 3
- Unit 4.1 Planning Teaching..... 3
- Task Twenty-Five..... 3
- Unit 4.2 Working with Materials 4
- Task Twenty-Six 4
- Unit 4.3 Error Analysis and Dealing with Errors 5
- Task Twenty-Seven 5
- Unit 4.4 Testing and Assessment 6
- Task Twenty-Eight 6



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 4 Preparing to Teach 3

Unit 4.1 Planning Teaching

Task Twenty-Five

Task focus: Lesson planning

1. Before observation, ask the teacher to give you a copy of his/her lesson plan.
2. Observe a lesson to see how the lesson planning principles that you worked with in your methodology sessions are put into practice. Write a 100-word summary.

3. While observing the lesson, compare the actual lesson to the original plan. Make notes.

Timing	The original plan	Timing	The actual lesson	Reasons for changes

4. Have a post-lesson discussion with the teacher about the changes she/he made to the original plan.

Observation summary

What have you learnt from this observation?

Unit 4.2 Working with Materials

Task Twenty-Six

Task focus: Materials

Observe a lesson focussing on the materials used and how they are used. Tick (✓) the most appropriate answer. Add comments where necessary.

No	Question	Yes	To some extent	No	Comments
1.	Is the content appropriate to the group?				
2.	Does it promote intercultural understanding and awareness?				
3.	Is the material engaging?				
4.	Does it meet the abilities and needs of the group?				
5.	Does it promote a variety of learning skills and strategies?				
6.	Does it include opportunity for sharing or interacting?				
7.	Is the language suitable to the level and age of the group?				
8.	Is the amount of the material appropriate to the time allocated?				
9.	Are the tasks/instructions easy to follow?				
10.	Is it up to date and visually attractive?				
11.	Does the teacher change any of the procedures envisioned by the book?				
12.	Does the teacher adapt any texts in the book?				
13.	Does the teacher exploit the potential of the book to the full?				
14.	Does the teacher supplement the book with any other materials?				
15.	Are all the changes for the better?				

Observation summary

What have you learnt from this observation?

Unit 4.3 Error Analysis and Dealing with Errors

Task Twenty-Seven

Task focus: Error correction techniques in a particular context

Observe 2 or 3 lessons and see how learners' errors are dealt with.

Note down any learner errors and identify reasons for them. Make notes of error correction techniques which the teacher uses at different stages of the lesson.

Lesson stage and activities	What learner(s) does (do)	Learner errors	Possible reasons	Correction techniques (use the list below for reference)

Error Correction/Awareness Raising Techniques

1. Clarification request	7. Gestures	13. Reformulation
2. Correction diary	8. Metalinguistic feedback	14. Underlining/highlighting
3. Correction slots	9. Mouthing	15. Using correction code
4. Dictogloss	10. Noting down errors	16. Using fingers
5. Elicitation	11. Recast (Echoing)	17. Visual reminders
6. Explicit correction	12. Recording	

Observation summary

<p>What have you learnt from this observation?</p>
--

Unit 4.4 Testing and Assessment

Task Twenty-Eight

Task focus: Assessing learner progress

Observe several lessons and note down ways the teacher assesses learner progress.

Evaluate the extent of appropriacy for particular learning contexts and the curriculum as well as the effectiveness of assessment.

Type and way of assessment	Extent					
	large		certain		limited	
	appropriacy	effectiveness	appropriacy	effectiveness	appropriacy	effectiveness

Observation summary

What have you learnt from this observation?