

Task 1: **Shadowing a learner**

Aims:

- to notice how an individual learner changes his/her learning strategies in different classes
- to notice how different classes enhance the motivation of the learner
- to observe the level of the learner's involvement throughout the day
- to observe how the English class is influenced by the timetable structure

What will you do?

In the lessons:

Choose one learner (6th – 9th grade). The learner must have an English lesson on the day when the observation is carried out. You should not tell the learner that you are observing him/her. Focus on the following features:

What does the learner do in each lesson (tasks s/he performs, orally or in writing, alone or with somebody else, physical involvement)? How much of the whole lesson time is the learner on task? What makes him/her be on task?

Are there any lessons when the learner is more active and more involved? How can you tell? Why do you think it is so?

Try to draw a graph of the learner's energy level for each lesson. What influences the level of energy in your opinion?

Are there any problematic moments throughout the day? What happens and why?

After the lessons:

Ask the learner the following questions :

Which was your favourite subject today? Why is it your favourite subject?

If you were supposed to grade the lessons according to what you have learnt today, how would you grade them (scale 1 to 5, 1 – a lot, 5 – nothing)?

What motivates you in the lessons? What are your favourite activities?

Is there anything that you would like to change about the school? What and why?

You can also ask some clarifying questions related to the individual lessons you observed. Please, prepare your observation sheet for the categories above. Summarise your findings in your journal entry.

Task 2: **Shadowing an English teacher**

Aims:

- To find out what duties an English teacher has to carry out on daily bases
- To notice different rapport with different groups of learners
- To notice different classroom management techniques the teacher uses
- To notice different teaching strategies the teacher uses

What will you do?

Ask an English teacher in the school for providing the opportunity to shadow him/her. BE POLITE. Explain the aims of the shadowing. Negotiate a day and ask whether s/he would be interested in anything specific you should observe for him/her. Be punctual for the classes. Stay with the teacher as much as possible (during the breaks, at lunch time, meetings....). Take notes about all the duties s/he has to carry out. Focus on the following:

- Administrative tasks the teacher has to do every day, every month, once in a while...
- Contact with pupils outside the classes – when and why
- Preparation for the lessons –what, when, how long
- Meetings with colleagues – when, why, how often, formal, informal
- Meetings with other parties (school management, parents, administrators, inspectors...) - when, why, how often

In the lessons:

Does the teacher treat all the groups in the same way? Is s/he stricter/more lenient in some groups? What does it depend on?

What does the teacher do in problematic situations (misbehaviour, lack of knowledge, lack of concentration,)? Describe the situation and the teacher's reaction.

How does the teacher introduce an activity? Describe the instructions, different interaction patterns (pair work, group work, individuals..).

How does the teacher explain things? How does s/he check pupils' comprehension?

If the teacher teaches different subjects, does s/he teach differently? What are the differences/similarities?

Try to draw a graph of the teacher's energy level for each lesson. What influences the level of energy in your opinion?

You can ask clarifying questions at the end of the day. Please, prepare your observation sheet for the categories above. Summarise your findings in your journal entry.