Observation Form



Please fill in this form with information from the classes you have observed. Fill in PART A on the basis of all the classes you observed in the first three weeks of your TP. Fill in PART B on the basis of one class that you observed and you chose to focus on. The completed observation form will be included in your European Portfolio for Student Teachers of Languages.

YOUR PERSONAL DETAILS

Name:

Alexandros Papathanasiou

Student ID No:

1563201200205

ABOUT THE SCHOOL / CLASSES YOU ATTENDED

Name and level of school:

Moraitis School - Gymnasium

Teacher's name:

Paraskevi Bouritsa

Level of classes observed:

☐ A1 ☐ A2 ☑ B1 ☑ B2 ☐ C1 ☐ C2

Level of the one class I focused on:

☐ A1 ☐ A2 ☑ B1 ☐ B2 ☐ C1 ☐ C2

A. Observations on the basis of the total number of classes that you attended

1. Was the level of knowledge of English that pupils have in each of the classes you attended:

◉ more or less homogeneous? ○ quite heterogeneous?

2. Did the teacher

◉ persistently stick to the textbook? ○ frequently design her/his own activities?

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3. Did the teacher use any supplements to the textbook?

a) Did s/he use any supplementary books to help the teaching/learning process in any of her/his classes?

◉ Yes ○ No

If yes, please say what type of books:

○ Readers ◉ Grammar books ○ Exercise books ○ Dictionaries

○ Other

b) Did s/he use any authentic materials □ or pupil-generated materials?

○ Yes ◉ No

If yes, please briefly explain how they were generally used and give just one example (of each).

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4. What class-management techniques were used by the teacher? (You may tick more than one)

☐ Use of the authority vested in her/him because of her/his knowledge or status.

☑ Use of disciplining techniques (asking pupils to be quiet, punishing them, etc.).

☐ Motivating them to participate in class, using techniques such as:

☑ Making the class interesting, by using means such as:

Quizes, having discussions on interesting topics

5. With regard to L1 use in the EFL class:

a) How frequently did the teacher use it?

- ○ All the time
- ◉ When it seemed to me necessary
- ○ Frequently
- ○ Never

If s/he did use it, for what specific purposes was it used? (Note as many uses as possible)

To explain a difficult grammatical feature or provide a definition of a word, if the students could not understand the synonym or the example.

b) How about the pupils? How frequently did they use it?

- ○ All the time
- ◉ When it seemed to me necessary
- ○ Frequently
- ○ Never

If they did use it, for what specific purposes was it used? (Note as many uses as possible)

They only used it when they did not know how to explain themselves in English, but that did not happen very often.

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6. Pupils generally:

- ○ seemed to feel that their English class was a sort of waste of time (for example, because they already had some knowledge of English).
- ◉ were motivated to be attentive and participate.

If the latter is the case:

a) Which did you feel were the basic factors for their being motivated and interested? State what you think.

The students seemed to enjoy learning English as a second language. I believe this is due to the fact that the teacher is really motivating and builds students self-confidence.

b) What types of activities seemed to motivate pupils the most? Briefly describe.

Speaking and listening activities seemed to make pupils more interested and willing to do them. Students considered these type of activities less boring and this is because they really enjoyed being part of a conversation in English or listening to other talking. Additionally, these activities have a lot to do with culture and matters of today's society and students liked that a lot.

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7) From the classes you observed during the first week of teaching practice, which of the following practices, which correspond to the principles of the New School, did you identify?

- [x] Learners are given the opportunity to participate in projects linked to other subject areas (such as maths, history and geography) carried out in class and out of class.
- [ ] The materials include advice / help to students on self-study skills.
- [ ] The tasks encourage the development of the learners' learning-how-to-learn skills.
- [ ] Technology is used in the classroom for teaching and learning purposes.
- [x] The tasks aim at developing the learners' cognitive and social skills.
- [ ] Attempts are made by the teacher to differentiate instruction.
- [ ] Learners are provided with opportunities for autonomous or self-access learning
- [ ] Alternative forms of assessment such as portfolio assessment or journal entries are used.

B. Observations on the basis of the one class that you focused upon

1. What class was it? (e.g. 5th year of elementary school, 2nd year gymnasium):

1st year gymnasium

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2. Did you perceive gender differences in the class?

(a) Did boys and girls act differently –exhibit behaviour which you would interpret as gender specific?

◉ Yes ○ No

If yes, briefly explain.

Boys were really active in class and at some points difficult to control. Girls on the other hand, were quiet and talked by raising their hands and only when the teacher allowed them to do it.

(b) Did the teacher discriminate in some way or other? For example, did s/he favour boys or girls in some way?

○ Yes ◉ No

If yes, briefly explain.

(c) Did you note any 'sexist' behaviour or language use? Was it exhibited:

○ on the part of the teacher? ○ on the part of the pupils?

If yes, briefly explain.

3. **Note some information about the textbook being used and the way of using it.**

(a) What textbook was being used in the class? (Give full citation: authors, book title, publishing house and year of publication).

Book title: Connect B1+
Authors: Megan Blair, Craig Stevens
Publishing house: Burlington Books
Year of publication: 2012

(b) Is this textbook accompanied by a teacher's book, by audio cassettes, other paraphernalia? If yes, which?

The textbook was accompanied by a teacher's book, grammar book, workbook and audio CD's.

(c) What approach is this textbook based on? Say and document your claim.

The textbook is based on the communicative approach in teaching. It motivates students to interact with each other in order to learn English. Role-plays, information gaps and activities that require pair-work can be found in the textbook.

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4. **With regard to the teaching approach followed in the specific class:**

(a) Would you say that the main concern during the teaching process was to develop

◯ learners' linguistic competence ◉ communicative competence

Briefly explain.

Students were often prompted to communicate with each other in order to fulfill tasks. They often cooperated to do activities either in groups or in pairs.

(b) Was there concern with development

- (●) of cultural
- ( ) of intercultural awareness
- ( ) of both
- ( ) with none of these

Briefly explain using examples.

There was a reading text about a city in Algeria. The teacher asked the students to stand up, go to the world map that was hanging on the wall and find it.

(c) Would you say that the main concern was

- ( ) teaching
- ( ) learning
- (●) both

Briefly support your answer.

The teacher was following great teaching methods to improve the quality of the lesson. In my opinion, the teacher tried to maintain a high level of teaching in order to ensure learning.