



# Lesson observation worksheet

## A2 / elementary Young learner general English lesson

Aslı's lesson at a primary school in Ankara, Turkey, focuses on vocabulary. Watch the lesson and then work alone or in groups through this worksheet.

**Notes:** You can use this worksheet separately or in conjunction with the general observation sheet. You can see Aslı's lesson plan in the Teacher Resources / Lesson Plans section of the website.

### Issues

**Think about these questions before you watch Aslı's lesson:**

- 1 How useful is it to get the pupils to 'be the teacher' for a moment in a lesson?
- 2 In a digital age, how useful is it for teachers of young learners to produce their own hand-made visual aids?
- 3 Are games a useful way to help young learners remember language? If they are, what kind of games work best?

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### Discuss

**If you have someone to discuss these questions with, find out how they have answered the questions. If their answers are different from yours, talk about why this is, and see if you can agree.**

(See Chapter 5, Section 5.1.1, Chapter 11, Section 11.1, Chapter 14, Section 14.4, Chapter 15, Section 15.3 and Chapter 21, Section 21.4.2.)

## Video viewing tasks

### Pupil-as-teacher

#### 1 Answer these questions.

- a How is the pupil-as-teacher chosen?  
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- b What does the pupil-as-teacher do with the class?  
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- c What are the advantages of the pupil-as-teacher, according to Aslı?  
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### Language

#### 2 What kind of vocabulary does Aslı want her pupils to focus on? (Give as many examples as you can.)

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**3 What grammatical pattern does Aslı want her pupils to use?**

**Activities**

**4 Put what the teacher and the pupils do in the correct column of the table.**

- a Each pupil looks for a classmate who has the other half of their sentence.
- b The pupils close their eyes.
- c The pupils mingle in the classroom.
- d The pupils see images appear and disappear on the screen.
- e The pupils take notes.
- f The pupils guess what is missing.
- g The pupils work in pairs.
- h The teacher removes a mask.
- i Each pupil has a piece of paper with half a sentence written on it.

Memory activity 1	Memory activity 2	Activity 3

**Same or different?**

**5 Say whether you do the same things as Aslı. Put S (same) or D (different).**

- a Aslı uses home-made visual aids.
- b Aslı uses a data projector for memory games.
- c In Aslı’s lessons, the pupils raise their arms if they want to speak.

**PLAN INTO ACTION: Visual aids**

**1 Think of one of the young learner classes you teach (or one that you can imagine teaching). Make a note of the age of the pupils, the size of the class and the conditions where the lessons will take place.**

- Choose a topic area and some vocabulary that you would like to teach. Make a list of words or phrases that you want to focus on.
  - Design some hand-made visual aids to help your pupils learn and remember the vocabulary you have chosen. Decide who gets to use the visual aids (you and/or the pupils).
- Note: Your visual aids should be durable (i.e. they can be used again); they should engage the pupils; they should be relatively easy to produce, store and use.

**2 Use your visual aids with a class. Observe the following:**

- How easy they were for you or the pupils to use.
- How clearly they demonstrated the target language.
- How they helped (or didn’t help) the pupils to remember the target language.

**3 Write a reflective account about your experience with your visual aids. Address these questions:**

- Why did you decide to produce the visual aids that you made?
- What did you find more, or less, difficult in making the visual aids?
- What qualities do good visual aids need, in your opinion?



- Will you use your visual aids again? Why/Why not?

**4** In the light of your experiences, how useful do you think visual aids are for young learners? Could the same things be achieved with digital resources?

## Research

**1** How important is memory in language learning? What memory games do you know? How might they be useful for language learning?

**2** Look for information about the use of games for memory training. How useful might that be for language learning lessons?

4	Memory activity 1	b, h, f
	Memory activity 2	d, e, g
	Activity 3	a, c, g, i

- 3** -ing makes me ...
- 2** Adjectives describing how people feel (e.g. *tired, excited, scared, thirsty, happy, angry, etc.*).
- 3** It allows the pupils to take turns. They like being the star of the show.
- 2** The pupil-as-teacher asks what day it is and questions about the weather in what is clearly a regular procedure. She puts a marker against the correct day.
- 1** The pupils' names are written on sticks. The teacher chooses one without looking at the names.

