



Lesson observation worksheet

A2 / elementary Young learner general English lesson

Emel's lesson at a primary school in Ankara, Turkey, focuses on grammar, vocabulary and reading. 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 Emel's lesson plan in the Teacher Resources / Lesson Plans section of the website.

Issues

Answer these questions before you watch Emel's lesson:

- 1 Which of the following, if any, do you think are NOT appropriate when teaching children aged 8–9? Put a cross against them.

a	Explaining grammar rules.	<input type="checkbox"/>
b	Having the students do language drills.	<input type="checkbox"/>
c	Having the students hold hands in a circle.	<input type="checkbox"/>
d	Having the students move around the classroom.	<input type="checkbox"/>
e	Having the students reorganise paragraphs of a reading text into the correct sequence.	<input type="checkbox"/>
f	Having the students sing songs.	<input type="checkbox"/>
g	Having the students work in pairs and groups.	<input type="checkbox"/>
h	Having the students work on their own.	<input type="checkbox"/>
i	Having the students write compositions.	<input type="checkbox"/>
j	Making up rhythmic chants to practise language.	<input type="checkbox"/>
k	Getting the students to use mobile phones to record themselves or to play games.	<input type="checkbox"/>

- 2 Do you play background music when your students are doing tasks? Why/Why not? If your answer is yes, what kinds of activity do you do this for? What kind of music do you use?

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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 3, Section 1.3, Chapter 5, Section 1.1 and Chapter 19, Section 19.6.)

Video viewing tasks

Activities

1 Put a tick next to the activities that Emel and her students use in her lesson.

- | | |
|--|--------------------------|
| a Emel writes on the board. | <input type="checkbox"/> |
| b The students create their own jazz chants. | <input type="checkbox"/> |
| c The students do a role-play. | <input type="checkbox"/> |
| d The students match two halves of pictures on cards. | <input type="checkbox"/> |
| e The students re-assemble a text of jumbled paragraphs. | <input type="checkbox"/> |
| f The students take part in a circle drill activity. | <input type="checkbox"/> |
| g The students use puppets. | <input type="checkbox"/> |
| h The students write on the board. | <input type="checkbox"/> |
| i The students write sentences using the target language. | <input type="checkbox"/> |

Language practice

2 Answer these questions.

- a** What language are the students practising when they do the drill-like activity?
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- b** How does Emel get the students to predict what the text will be about?
.....
- c** In the last activity, what language are the students practising?
.....

Explaining decisions

3 Match the phrases in columns A and B to make sentences about how Emel explains some of the things she does in the classroom in the interview at the end.

A	B
1 Emel agrees that her 'boom' activity	a because it is more student-centred and the children enjoy it.
2 Emel had the children work on a chant	b because their energy levels were going down and it was a nice way of ending the lesson.
3 Emel likes children to get up, move around, dance, etc.	c is another way of doing a language drill.
4 Emel thinks her 'boom' activity is a good idea	d so that the children look at her and pay attention instead of being bored.
5 Emel uses whisper choruses and students-in-four choruses	e to give her lessons more energy.

Same or different?

4 Look at a–g. Are you the same as (S) or different from (D) Emel?

- | | |
|---|--------------------------|
| a Emel teaches children. | <input type="checkbox"/> |
| b Emel uses visuals on cards. | <input type="checkbox"/> |
| c Emel uses drilling techniques (like the 'boom' game). | <input type="checkbox"/> |
| d Emel sometimes puts on background music when the students are doing an activity. | <input type="checkbox"/> |
| e Emel goes to work with individual pairs and groups when they are involved in pairwork or groupwork activities. | <input type="checkbox"/> |
| f Emel uses jazz chants. | <input type="checkbox"/> |
| g Emel uses choral repetition in a variety of ways. | <input type="checkbox"/> |

5 Think of three things you do in class that Emel doesn't do, but which you think it might be worth her trying. What would you say to her to try to persuade her to give them a go?

PLAN INTO ACTION: Elements of a lesson

1 Think of one of the classes you teach or would like to teach. Choose a grammar point that you think the students should learn or review and a topic-related set of vocabulary. Base your choices on the students' age, interests and needs, the size and level of the class (and individual levels within it), the classroom situation, the length of the lesson and the time of the lesson.

2 Plan a teaching/practice sequence for the language you have chosen. Your plan should include as many of the following as possible:

- A matching activity.
- Boardwork (whether the board is digital or not), where the students look at something or do something on the board.
- Moments where the students get up and move around or move to other parts of the room.
- Some music.
- Some reading done in pairs or groups.
- Some repetition.
- Some student performance (where students come up to the front of the class).

3 Teach the sequence and record it. Which of the activities you used:

- a** were popular or unpopular with the students?
- b** were easy/not easy to organise?
- c** took longer than expected?
- d** took less time than expected?
- e** were most and least good at producing language use/exposure to language?
- f** are activities which you would/would not use again?

Research

Using any sources, find as many ways as you can that teachers and learners use music in the classroom for:

- a** background atmosphere
- b** content/topic work
- c** language work
- d** movement
- e** play
- f** other uses

Which of these do/would you use and why?

Which of these do/would you not use and why?

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- 1 a, b, d, e, f!
- 2 a The language is *is/Are* — *good for you?*
b She puts a word cloud on the board and asks *yes/no* questions to help the students predict.
- 3 1 c 2 b 3 e 4 a 5 d
c They are practising food vocabulary.