

GENERAL REQUIREMENTS AND
RECOMMENDATIONS FOR GUIDED
OBSERVATION DURING SCHOOL EXPERIENCE

(for the 2nd year students)



Rivne
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General requirements and recommendations for Guided observation during School Experience (for the 2nd year students) / Загальні вимоги та рекомендації для проведення керованого спостереження під час навчально-виробничої практики (для студентів 2 курсу філологічного факультету відділення іноземних мов (англійська) / Укладачі: К. В. Третьякова, Н. В. Кваснецька. – Рівне: РДГУ, 2021. – 72 с.

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INTRODUCTION

The global online learning moves towards blended learning coupled with COVID-19 social distancing measures driving teaching online, mean that studying online is not only becoming commonplace but also being integrated into traditional teaching methods.

As such, the ability to determine the effectiveness of online courses and teaching practices is a new but essential skill for educators.

Students have to be encouraged for applying their knowledge and skills, as though as to develop their own setting and to draw on peers' experiences as part of their learning journey.

The course of English Language Teaching aims to develop students understanding of the teaching sector, identify and improve upon professional skills.

The number of routes into teaching and the variety of choice can sometimes seem bewildering.

This course and practical part of it, School observation, aims to help students to familiarise themselves with how the teacher training process works so that students should feel confident in choosing the right path for them.

Students'll observe and explore the practical considerations of becoming a teacher, and consider how to make personal choices about their teaching future – from deciding which age group to teach to discovering what teacher training funding is available. As well as receiving tips and advice from teaching professionals (tutors) about how to get into teaching, students'll have the opportunity to learn what to look out for when choosing a teacher profession.

With Guidance from University teachers (Methodologists) of Department of Teaching Methods of Foreign Languages, students'll have the chance to compare different teaching route options and identify the professional route which aligns best with your teaching career aspirations.

Upon successful completion of the Course (four semesters), students should feel empowered to take your first steps towards a career in teaching.

Materials in this Guideline were developed by the joint British Council Ukraine and the Ministry of Education and Science Ukraine group of experts, participants of the New Generation School Teacher project (see Core Curriculum English Language Teaching Methodology Bachelor's Level Rationale).

SYLLABUS

What happens before, during, and after your School Observation?

School Observation	September – May
	Semesters 2& 3
	min 4 hours per two weeks
Requirements	Complete School observation task bank led by school tutors and University methodologists.
Complete practice-based assessments	Test your understanding with methodologists-marked assessments, activities and exercises.
Earn an academic credit	Finish your learning and pass your assessments to gain an academic credit.
Advance further in your career	Use your School observation as evidence of your specialised skills and progress further in your future career.

Activities marked with an asteriks () are required for blended learning. Decisions as to what, where or in what way they should be done depend on the needs of students and University teachers recommendations.

Activity 1	Procedure 2	Aim/purpose 3
Watching video/s	This activity follows the recent YouTube (or other video platforms). Recommendations and reference on video/s students have got from their University teacher.	Students watch video/s and comment on them or discuss them in the online class.
Discussion boards/forums	Discussion boards are an excellent way to get students to interact. Discussion boards give students a way to see their peers' thought processes and share ideas. Methodologists can implement discussion boards in a number of ways, for example by:	<ul style="list-style-type: none"> – posting a personal experience to the discussion board; – having question and answer sessions on the discussion board; – encouraging students to ask questions on a discussion board about parts of the lesson they didn't understand; – explaining main concept/s not clear enough for other students; – helping other students through collaborative learning using powerful online classroom technique or using a discussion board is a great way to bring this technique online.
Creating presentations with software like Explain Everything.	Explain Everything is an interactive whiteboard that incorporates all kinds of multimedia. Students can create presentations and drag and drop pictures, music, and video into them.	It's very easy to use and it integrates into social media and YouTube.

WHAT SKILLS STUDENTS WILL LEARN

- Understanding Learners and Learning
- Recognizing Psychological Factors in Language Learning
- Managing Second Language Acquisition
- Developing Learner Autonomy
- Teaching Grammar in Context
- Teaching Vocabulary in Context
- Improving in Classroom Management

WHAT STUDENTS WILL ACHIEVE

By the end of the School Observation, students'll be able to:

- reflect on their own language learning process;
- identify ways of encouraging acquisition in addition to learning in the classroom;
- give recommendations to a group of learners on how to plan, organise and take control of their own learning according to their learning style
- demonstrate knowledge and understanding of the main approaches, language teaching methods and techniques associated with them;
- recognize current views of communication, language and language learning;
- analyze informed choices of modern methods and techniques;
- reflect on how teaching can be 'measured';
- differentiate the role of grammar in language learning and ways of teaching it (form, meaning, use etc.);
- explore how teachers manage classrooms;
- discuss different approaches to managing behaviour in classrooms;
- draw on key terms to analyze, describe and assess a range of approaches and frameworks and their appropriateness for personal students' needs;
- demonstrate and share knowledge of how acquired findings can be disseminated to meet diverse students' needs.

OUTLINE OF SCHOOL OBSERVATION COMPONENTS

School observation and interactive classes (Sessions) are not independent components but rather Task-based work that are added to existing components of the Core Curriculum. School observation Task Bank as also as Feedback reports should be slotted into the timetable as appropriate to allow for feedback for tutors and University teachers on assessed work, clarification of any issues arising, etc.

Before observing

Pre-observation meeting

It is a part of regular routine for a student-observer and University teacher. Its purposes are to:

- allow the student to explain what s/he is going to do on the lessons at school;
- discuss any possible problems;
- agree on a focus for observation if necessary;
- agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc.;
- receive Observation Task Bank.

While observation

During guided observation, students will have an opportunity to observe experienced teachers at work and to make connections with their learning during the first year of the methodology course.

On arrival at the classroom it is important to be on time and courteous to the class teacher.

Nota bene! The more you build a rapport with teachers the more they will share with you about the class they are going to teach and their selected approaches.

Nota bene! All teachers have different styles and personalities that they bring to the classroom.

You will also find they adjust their practice and approaches depending on the students they have in their class.

When observing you are looking for these adaptations and the approaches that you think might work best for you.

Nota bene! Just because something does not resonate with you it does not mean it is bad practice. It is important to remember this when you are discussing what you have seen at a later date or in writing your notes.

Nota bene! Writing notes is a really useful thing to do when observing in schools. Not full essays but a few notes to remind you of what you have seen. If you are interviewed for a place on a teacher training course you will be asked about teaching and it is useful to have some examples you are able to discuss, whether these are from formal observations, looking at video footage or remembering lessons you have been in as a student yourself.

Nota bene! These key questions are useful to help you frame your notes and the focus of your observation within the classroom:

? What was the key focus for learning and progress within the lesson?

? Did the pupils learn what was intended? How could you tell?

? What did the teacher do during the lesson? Did they ask questions? Impart knowledge? Interact with all of the pupils?

? What did the pupils do during the lesson? Did they ask questions? Understand concepts? Engage in activities?

? How did the teacher manage the classroom, for example how did they gain the attention of students?

? How did they organise resources?

? How did they address any inappropriate student behavior?

Work on Observation School Bank (Module 1 –Module 2)

Lesson observation

In this step you will be asked to draw on some of your observations and thoughts on teaching within the classroom.

Think about what makes good teaching. Use what you have learned in previous steps about appropriate terminology when talking about classroom environments to discuss your own observations in the classroom.

When you start the course on English language methodology you will probably be expected to answer questions or discuss

classroom practice during your interview so it is important to have thought carefully about this beforehand.

Think about a lesson you have observed recently.

Identify the two best features of the lesson and one way you think you might have taken a different approach.

Take notes discreetly.

After observation

Post-lesson conference

The key purposes of the conference are to provide the student with an opportunity to reflect on the School observation in general, to evaluate her/his performance and identify areas for improvement:

- let the student 'unload' any emotions they are experiencing after the lesson. This will make it easier to discuss afterwards any concrete issues that need to be addressed.
- throughout the conference, try to stay within the student's world, and understand what is possible for her/him rather than imposing your own way of teaching.
- throughout the conference, give the student your full attention and 'keep the noise in your own head quiet'.

SCHOOL OBSERVATION TASK BANK

MODULE 1. UNDERSTANDING LEARNERS AND LEARNING

Unit 1.1. Psychological Factors in Language Learning

Task Three (3)

Task focus: Learner types

Be sure you know the learners' names in the class you observe. Focus on the learners and complete the table with their names according to their behavior. Be ready to talk about your findings in the next class.

Name	Behavior
	takes the initiative, volunteers to answer questions, and asks his/her own questions
	avoids answering questions, or answers if called on by name, does not participate in class activities actively
	takes an active part in pair and group work
	is not afraid of making mistakes
	is reluctant to speak
	understands quickly and follows explanations relatively easily
	often gets confused and frequently seeks clarification from peers

Observation summary

What have you learnt from this observation?

*Blended learning activities.

The idea of learning styles is widespread throughout the field of pedagogy and people are often categorized according to their learning style. However, in scientific research, there has been no credible evidence that supports the existence of learning styles. This video defines learning styles.

Watch the video 'Do learning styles really exist?'

<https://www.youtube.com/watch?v=bYyVWBJn59g>

Create Comparing Table of different learners' styles. Describe the most notable features of all of them.

Task Four (4)

Task focus: Motivational strategies

Observe a class and focus on the teacher throughout the lesson. Tick (V) the relevant cell if you can observe these motivational strategies. Make notes if appropriate.

Motivational strategies	✓	Notes
<i>1</i>	<i>2</i>	<i>3</i>
The teacher		
shares his/her own personal interest in L2 with learners		
demonstrates to learners that she/he cares about their progress		
pays attention and listens to each learner		
creates a favourable and supportive atmosphere in the classroom		
gives learners responsibility by using small-group activities		
makes learning more stimulating and enjoyable by breaking the monotony of classroom events and using a variety of learning tasks		

1	2	3
makes tasks challenging		
adjusts the difficulty level of tasks to the learners' abilities		
adapts task content to the learners' interests		
gives equal attention to both stronger and weaker learners		
selects tasks which require learners' active participation		
explains the purpose and usefulness of a task		
draws his/her learners' attention to their strengths and abilities		
promotes cooperation and competition if appropriate		
provides learners with positive feedback (reacts to any positive contributions from his/her learners)		
offers rewards to encourage learning		

Observation summary

What have you learnt from this observation?

Adapted from: Dornyei, Z. (2001) Motivational Strategies in the Language Classroom. Cambridge University Press

***Blended learning activities.**

Watch the video 'Motivating learners'

<https://www.youtube.com/watch?v=29u938fYS-o>

Create presentation on the topic using Motivational strategies listed above.

Task Five (5)

Task focus: Catering for different learning styles

Observe how the teacher caters for different learning styles during several lessons. Tick (V) the instances that you observe. Make notes if appropriate.

Learning Style	Techniques and resources the teacher uses	√	Notes
Visual	Charts, graphs, diagrams		
	Flashcards		
	Pictures and graphics		
	Maps		
	Silent reading		
	Written instructions		
	Videos		
Auditory	Other (please specify)		
	Discussion, dialogue, debate		
	Memorisation techniques		
	Reading aloud		
	Listening to recordings		
	Communication in pairs and groups		
	Other (please specify)		
Kinaesthetic	Games		
	Role plays		
	Body language/gestures		
	Mime		
	Drama		
	Memorising while moving		
	Other (please specify)		

Observation summary

What have you learnt from this observation? To what extent did the observed techniques and resources seem to help learners to learn?

*Blended learning activities.

Did you know that learning styles do not exist? Watch the inaugural video in The Learning Accelerator's new series, IgnitED Research, to dive into the research and hear from a practitioner about the myth of learning styles

Watch the video 'The Myth of Learning Styles: IgnitED Research'
<https://www.youtube.com/watch?v=li-9UWgs3ng>

Prepare for Discussion. Write down your own arguments.

Unit 1.2. Second Language Acquisition

Task Six (6)

Task focus: Opportunities for SLA

Observe a lesson to detect opportunities for SLA provided by the teacher. Tick (V) 'Yes' or 'No' and provide evidence if 'Yes'. Then summarise your observations.

Opportunities for SLA	Yes	No	Evidence
The teacher creates contexts for communication.			
The teacher makes use of a variety of tasks and activities for engaging the learners in natural communication.			
The teacher exposes the class to authentic material (material not designed for language learning)			
Teaching using English songs/newspaper article, (a song)			
Reading/Writing an e-mail			
The teacher helps the learners to be aware of their errors in spoken English.			
Reviewing a peer's essay			
The teacher ensures comprehensible input			
Interacting with other learners in a group activity			
Playing language games			
Watching an English film			
The teacher works with the learners' taking part in a role play			
Emerging language during a lesson.			
Working in pairs or small groups to discuss a problem			
Working on a project			

Observation summary

What have you learnt from this observation?

Adapted from: Cadorath, J. and Harris, S. 1998. Unplanned classroom language and teacher training. ELT Journal, July 1998

*Blended learning activities.

Watch the video '4th Grade ELA, Main Idea'

<https://www.youtube.com/watch?v=WJVd0RmibbM>

Observe a lesson to detect opportunities for SLA provided by the teacher. Tick (V) 'Yes' or 'No' and provide evidence if 'Yes'.

Summarise your observations.

Task Seven (7)

Task focus: SLA boosting activities

Observe several lessons to detect ways of encouraging SLA in the language classroom. Tick (V) the activities you have observed in class. Then summarise your observations.

Creating visual support for presenting concepts	
Guessing the meaning of new words and expressions	
Brainstorming ideas	
Planning and performing sketches	
Other acquisition oriented activities	

Observation summary

What have you learnt from this observation? In what ways do these activities boost acquisition?

*Blended learning activities.

Watch the videos:

1. 'GRADE 5 ENGLISH'

<https://www.youtube.com/watch?v=I40Y6LA9BDg>

2. 'Sixth Grade English Class'

https://www.youtube.com/watch?v=akdu-m_35IQ

Observe and compare two lessons to detect ways of encouraging SLA in the language classroom. Tick (V) the activities you have observed in class.

Then summarise your observations.

Unit 1.3. Developing Learner Autonomy

Task Eight (8)

Task focus: Learner in focus

Observe a class and focus on one of the learners throughout the lesson. Tick (V) the relevant cell if you can observe these characteristics.

Talk to the learner after the class in order to discuss some of the characteristics. Make notes if appropriate.

The learner	✓	Notes
feels good about learning English		
listens attentively		
asks questions		
volunteers to answer		
enjoys pair and group work		
learns from the teacher's corrections of mistakes		
is not afraid to ask for clarification about the teacher's instructions		
sees homework as an important part of learning		

Observation summary

What have you learnt from this observation?

*Blended learning activities.

Watch the video 'GRADE 5 ENGLISH'

<https://www.youtube.com/watch?v=I40Y6LA9BDg>

Observe a class and focus on one of the learners throughout the lesson. Tick (V) the relevant cell if you can observe these characteristics.

Task Nine (9)

Task focus: Teacher in focus

Observe three or more lessons of the same teacher and focus on the teacher throughout. Tick (V) the relevant cell if you can observe these teacher actions. Provide evidence.

The teacher	✓	Evidence
splits learners into pairs and small groups		
teaches learners to use aids to learning such as dictionaries and grammar books		
involves learners in decision making about learning, e.g. how to form groups		
offers learners choices, e.g. for homework tasks		
encourages peer-assessment and self-assessment		
encourages learners to study beyond the classroom, e.g. using online materials		
informs learners about Internet resources for learning English		
encourages learners to reflect on their own learning		

Observation summary

What have you learnt from this observation?

*Blended learning activities.

Watch the video 'Sixth Grade English Class'

https://www.youtube.com/watch?v=akdu-m_35IQ

Prepare for Discussion Forum.

MODULE 2. PREPARING TO TEACH 1

Unit 2.1. Principles of Communicative Language Teaching (CLT)

Task Ten (10)

Task focus: Features of communicative language teaching

Observe a class and tick (V) features of CLT you notice. Provide evidence for at least three of them.

Feature	✓	Evidence
language as a means of communication		
teaching grammar and vocabulary in a meaningful context		
prioritising meaning over form		
focus on developing skills		
task-based learning		
focus on social and cultural issues as well as linguistic competence		
balance between accuracy and fluency		
errors treated as learning steps		
the roles of a teacher		
• monitor		
• facilitator		
• communication partner		
the roles of a learner		
• communication partner		
• active user of English		

Observation summary

What have you learnt from this observation?

*Blended learning activities.

Watch the video 'Language Teaching Methods: Communicative Approach' <https://www.youtube.com/watch?v=3kRT-rsKxn4>

Create presentation on the topic.

Task Eleven (11)

Task focus: Characteristics of a communicative task

Observe activities in class and tick (V) the features of a communicative task that you notice. Provide evidence.

Characteristics of a Communicative Task	✓	Evidence
Communicative purpose made clear		
Information/opinion gap created		
Communicative situation (resembling that in real life)	✓	Evidence
Grammar is mostly presented in spontaneous use of English by the learners		
Grammar is mostly presented in a communicative context		
Authenticity of materials and of any related task		
The teacher uses inductive approach to teaching grammar (from examples to rules)		

Observation summary

Is the activity you have observed really communicative? If so, give evidence to support your opinion. If not, suggest ways to make it more communicative.

*Blended learning activities.

Watch the video: 'Communicative Language Teaching: Jeremy Harmer and Scott Thornbury | The New School' <https://www.youtube.com/watch?v=hoUx036IN9Q>

Prepare for Discussion Forum

Unit 2.2. Teaching Grammar in Context

Task Twelve (12)

Task focus: Aspects of teaching grammar

Observe several lessons and tick (V) the relevant cell if you can observe these teacher actions. Provide evidence.

The teacher uses deductive approach to teaching grammar (from rules to examples)		
The teacher encourages talk about grammar		
The teacher gives special attention to particular grammar problems of Ukrainian speakers		
The teacher ignores grammar problems of Ukrainian speakers		
The teacher drills grammar patterns intensively		

Observation summary

How does the teacher integrate grammar into communicative context? How does the teacher check whether new grammar has been learnt? What are the most important things about teaching grammar that you anticipate using in your future work?

Blended learning activities.

Watch the videos:

1. 'Teaching grammar' <https://www.youtube.com/watch?v=-jhyg-N44NE>
2. 'Middle School Grammar Lesson' <https://www.youtube.com/watch?v=sASibUsn2-Y>
3. 'Unit 4: Primary: Young Learners' <https://www.youtube.com/watch?v=-QqYo0-qw6U>

Observe several lessons and tick (V) the relevant cell if you can observe these teacher actions. Provide evidence.

Unit 2.3. Teaching Vocabulary in Context

Task Thirteen (13)

Task focus: Possible difficulties with vocabulary

Observe a lesson, preferably one that incorporates a text.

Before the lesson:

- Look through the text and identify the words/phrases that you think may be difficult for the learners. Make notes in the relevant column of the table below.
- Ask the teacher to identify the words/phrases that she/he thinks may be difficult for the learners. Make notes in the relevant column of the table below.

During the lesson:

- Observe the learners working with the text. Complete the relevant column with the words that learners found difficult.

After the lesson:

- Ask the learners which words were difficult for them.

The words that may be difficult for the learners		The words that are difficult for the learners (fill in during the lesson)
your point of view (fill in before the lesson)	teacher's point of view (fill in before the lesson)	

Observation summary

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Why do you think those words were difficult for the learners? What techniques did the teacher use to overcome difficulties with vocabulary?

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*Blended learning activities.

Watch the video: ‘5th Grade Vocabulary Lesson’
<https://www.youtube.com/watch?v=0JVPB1n1RJE>

Focus on possible difficulties with vocabulary. Complete the Table above.

Prepare for Discussion Forum after watching video ‘Teaching Tips Episode 9: Nine Ways To Teach Vocabulary’
https://www.youtube.com/watch?v=V_zwvOOkkMc

Task Fourteen (14)

for presenting vocabulary

Observe several lessons and tick (V) the techniques the teacher uses for presenting vocabulary. Make notes if appropriate.

Technique	✓	Notes
a translation		
a contextualised example		
a cline (a scale of language items that goes from one extreme to another, e.g. from positive to negative)		

realia (real things that are brought to class and used as a resource)		
a synonym/antonym		
a definition		
visuals (photos, diagrams and drawings, flashcards)		
wordbuilding		
mime		
a demonstration		
other (please specify)		

Observation summary

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What have you learnt from this observation? What do you need to keep in mind when teaching vocabulary?

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*Blended learning activity.

Create presentation using video ‘Six Ways To Teach Vocabulary Effectively | TEFL Tips’
<https://www.youtube.com/watch?v=gehFIHcimNk>

Unit 2.4. Classroom Management

Task Fifteen (15)

Task focus: Seating arrangements for interaction

- Prepare a seating plan for a class you are observing (see the sample below). The plan will depend on the seating arrangements in the classroom.

- Observe interaction in the classroom and draw an arrow in the seating plan for every interaction.

Sample seating plan

Teacher

Questions to the whole class



Coding

L1-learner 1	E-empty place		
		i	k
		i	k

Teacher interacts with a learner Interaction between learners Number of exchanges

Observation summary

Analyse the interaction patterns and make notes on:

the level of learner involvement	
the effectiveness of the seating arrangements for developing communication skills	

*Blended learning activities.

Watch the video/s Teach Like a Champion: Getting everyone's attention in class https://www.youtube.com/watch?v=EC0ltKOWF_A

Prepare for Discussion Forum 'Classroom Management Strategies That Make Kids Listen'

Create presentation \Describe schematically on the topic 'Classroom Management Strategies To Take Control Of Noisy Students' using video <https://www.youtube.com/watch?v=u086rr7SRso>

Task Sixteen (16)

Task focus: Interaction

Observe a lesson and make notes on the different kinds of interaction that take place in the classroom.

Interaction pattern	Number of times
Teacher vs whole class	
Teacher vs individual learner	
Learner vs learner	
Learners working in groups	
Learner vs whole class	

Observation summary

What have you learnt from this observation?

Was there a variety of interaction patterns in the lesson?

Was there any time when you felt that the interaction pattern was inappropriate? If so, when and why? How would you change it?

*Blended learning activities.

Watch the video: 'Interaction In The Classroom'
<https://www.youtube.com/watch?v=ZcYhcwcyW4>

Observe a lesson and make notes on the different kinds of interaction that take place in the classroom.

Task Seventeen (17)

Task focus: Using the board

Observe how the teacher uses the board. Make notes.

Focus question	Notes
Was the board visible for all?	
Was the layout clear? (Did it appear overcrowded/disorganised?)	
Was the board used to highlight the new language effectively?	
For what purposes did the teacher use the board?	
What did the learners copy from the board?	
In your opinion, was the board used too much, too little or just right? Give your reasons.	

Observation summary

What have you learnt from this observation?

*Blended learning activities.

Watch the video: 'Classroom Management 8: Using the Board'
<https://www.youtube.com/watch?v=82YMaq1JbA0>

Observe how the teacher uses the board. Make notes.

Task Eighteen (18)

Task focus: Teacher talk

Observe a class focussing on teacher talk. Make notes.

Teacher talk	Notes
Amount of teacher talking time	
Speech	
• rate	
• pitch	
• volume	
The level of language	
Use of L2/L1	
Clarity of instructions	
Checking understanding	
Opportunities for learner talk	

Observation summary

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What have you learnt from this observation for your own future teaching?

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*Blended learning activities.

Watch the video: ‘Teacher Talk: Independent learners in the classroom’ <https://www.youtube.com/watch?v=SrqrpBSsDbs>
Observe a class focusing on teacher talk. Make notes.

Complete the Table.

Task Nineteen (19)

Task focus: Aspects of classroom management

Observe a class focusing on the following aspects of classroom management. Make notes and reply to questions.

Aspects of classroom management	Notes and responses
1 The teacher maintained eye contact with learners. Why is this important?	
2 The teacher changed position. For what purposes?	
3 The teacher organised learners’ cooperation. How did she/he do it?	
4 The teacher rearranged the seating from time to time. For what purposes?	
5 The instructions were clear. How do you know?	

6	The teacher checked understanding of instructions using ICQs (Instruction Checking Questions). Why is this important?	
7	Aids were clearly visible to all the learners	
8	8. The teacher’s voice was clearly audible at all times	
9	The learners could hear each other well	
10	The teacher was aware of learners’ learning difficulties. How did she/he respond to them?	
11	What did the learners take away from the lesson? Why is this important?	
12	What did the teacher do during pair and group work? Why do you think she/he behaved in this way?	

Observation summary

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What have you learnt from this observation?

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Adapted from Observation Tasks: A workbook for learner teachers by Kati Somogyi-Toth. – 2012. This booklet accompanies the article in The Teacher Trainer Journal on Page 7 of Volume 26, Number 3.

*Blended learning activities.

Watch the video: 'Classroom Management'
https://www.youtube.com/watch?v=z_XR6dy69f4

Observe a class focusing on the following aspects of classroom management.

Make notes and reply to questions.

Final Reflection Essay

This final reflection is in place of a final stage for the English Language Teaching course. As such it should be a measure and evidence of what students learned as a result of the School Observation and Course in a whole. Keep this in mind as students respond to the guidelines below, so that students' final product is a true reflection of their learning.

Students have covered a lot of bases throughout School Observation in exploring issues of English language teaching. Our broad course objectives were as follows:

- reflect on personal language learning process;
- identify ways of encouraging acquisition in addition to learning in the classroom;
- give recommendations to a group of learners on how to plan, organise and take control of their own learning according to their learning style;
- demonstrate knowledge and understanding of the main approaches, language teaching methods and techniques associated with them;
- recognize current views of communication, language and language learning;
- analyze informed choices of modern methods and techniques;
- reflect on how teaching can be 'measured';
- differentiate the role of grammar in language learning and ways of teaching it (form, meaning, use etc.);
- explore how teachers manage classrooms;
- discuss different approaches to managing behavior in classrooms;

- draw on key terms to analyze, describe and assess a range of approaches and frameworks and their appropriateness for personal students' needs;
- demonstrate and share knowledge of how acquired findings can be disseminated to meet diverse students' needs.

Write about what you learned, in particular connecting your analysis of your learning to these objectives. We, your teachers, want to read not merely a factual synthesis and description, but more importantly about your opinions, and how they evolved through the course (either changing or becoming stronger).

When/if what you talked about, then write about how you made good use of your time during School observation to go beyond the requirements. Write too about how you took responsibility for learning and for challenging yourself throughout course of English language Teaching and School observation.

Format and length:

You analysis may take the form of a written paper (minimum of 1 word-processed pages) or an annotated collage (using photographs, illustrations, and/or other graphics to depict your learning).

If you choose to do the collage, your annotations accompanying the visuals must still show depth of reflection and analysis.

Course recap

Tell us what you thought about the course

This survey should take less than 5 minutes to complete and all questions are optional.

	<i>Question</i>	<i>Responses</i>	<i>Answer (please, tick appropriate)</i>
1.	Did this course meet your expectations?	Yes, the course was better than I expected	
Yes, the course met my expectations			
No, the course was worse than I expected			
Not sure			

2.	Did you gain new knowledge or skills by taking the course?	Yes	
		No	
		Not sure	
3.	Since starting the course, have you applied what you learned?	Yes	
		No	
		Not sure	
4.	What (if anything) would you like to learn next in this subject area? Write.		
5.	Is there anything else you would like to tell us? Write.		

Thank you for taking the time to complete this survey. Your feedback will be shared anonymously with educators to improve the course.

GLOSSARY

of Abbreviations and Professional Terms

(Adapted from: <https://ngschoolteacher.wixsite.com/ngscht/glossary>)

TERM	DEFINITION	UKRANIAN EQUIVALENT
accuracy	Producing language with few errors.	грамотність; мовна правильність
achievement test	A test to measure what students have learned or achieved from a program of study; should be part of every language program and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language program.	тест навчальних досягнень
acquisition	The way in which languages are learnt unconsciously or 'picked up' by exposure to natural situations.	оволодіння
active vocabulary	Vocabulary that students actually use in speaking and writing.	активний словник
activity	A short task which is a part of a lesson.	вид діяльності

adaptation	The process of changing an existing piece of material to meet the needs of a particular group of learners.	адаптація
affective factors	Emotional factors which influence learning. They can have a negative or positive effect on learning.	афективні (емотивні) фактори
aids	The things that a teacher uses in class to support teaching and learning. May be technical (e.g. recordings, computer programs) and nontechnical (e.g. board, pictures, flashcards).	засоби навчання
aim	An overall target to be achieved by learners by the end of a course or part of the course.	мета
approach	Theories about the nature of language and how languages are learnt. Different approaches imply different methods, and different methods make use of different techniques.	підхід до навчання (метод навчання)
appropriacy	The most suitable choice of language for the situation, the relationship between speakers, the topic, etc.	ситуативна доцільність
aptitude	Capability; innate or acquired capacity for some thing; an indication of the degree of success a learner.	здатність, вміння

attitude	The mindset with which we approach a task, a process or a discipline, e.g. 'He has a positive attitude to learning English'. Closely connected with motivation and cognitive styles.	ставлення
assessment	The measurement of the ability of a person or the quality or success of a teaching course, etc. Assessment may be by test, interview, questionnaire, observation, etc.	оцінювання
authentic materials	Materials having the quality of natural speech or writing. Texts which are taken from newspapers, magazines, etc., recordings of natural conversations or tapes taken from radio or television programmes, but not especially read or written for teaching purposes.	аутентичні матеріали
blended learning	An approach that combines online and face-to-face learning activities.	навчання з поєднанням традиційних й онлайн технологій
blog	A discussion or informational website consisting of discrete entries ('posts'), e.g. news items, short essays, annotated links, documents, graphics, and multimedia. A blog is usually a vehicle for opinions rather than facts.	блог

brainstorming	A group activity in which learners come up with ideas on a topic themselves without teacher intervention.	мозковий штурм
buzz group	A cooperative learning technique involving small discussion groups with the objective of doing a specific task, e.g. idea generation, problem solving. It is often used to make a lecture more interactive.	дискусійна група
case study	A description of a real or hypothetical situation or a problem to be used as the basis for a task or activity. Students analyse the case and come up with their own conclusions about the actions to be taken.	ситуаційне дослідження
classroom management	The things teachers do to organise the classroom, the learning and the learners, such as seating arrangement, different types of activities, and interaction patterns.	організація роботи учнів на уроці

Communicative approach (method)/ Communicative language teaching (CLT)	The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning; it emphasizes interaction as both the means and the ultimate goal of study.	комунікативний підхід (метод); комунікативне навчання мови
comprehension	The ability to understand and interpret language.	розуміння смислу
content areas	The subjects other than language which are taught in the curriculum.	предметна область
Content and Language Integrated Learning (CLIL)	Refers to both learning another (content) subject, e.g. Science, through the medium of a foreign language and learning a foreign language by studying a content-based subject.	предметно-мовне інтегроване навчання
context	The situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present and practice past tenses.	контекст
continuous assessment	Assessment during the course of studies. See also formative assessment	поточне оцінювання

culture	A set of meanings, behavioral norms, and values used by members of a particular society, as they construct their unique view of the world.	культура
cross-cultural blunders	Inappropriate use of language and body language which can lead to misunderstanding, communication failures or offence.	інтеркультурні помилки
curriculum	The list of subjects taught in the institution with times allotted, methods of assessment.	навчальний план; навчальна програма
deductive method / approach	Learners are taught rules and given specific information about a language. Then they apply these rules when they use the language. Contrasted to inductive method.	дедуктивний метод/дедуктивний підхід
descriptive grammar	Grammar based on observation of real language and how it works. Compare with pedagogical grammar, which is abridged and adapted to the level of learners.	описова граматики
differentiation	The practice of tailoring instruction to diverse learners' needs based on their level, readiness, interest, and learning styles.	диференціація

direct method	A language teaching method which excludes the use of the mother tongue and relies on demonstration of meaning in context.	прямий метод
discourse	A continuous stretch of (especially spoken) language larger than a sentence. Language which has been produced as a result of an act of the communication.	дискурс
discourse markers	A word or phrase that signals what kind of information will follow or tells us about information which has just been given.	маркери дискурсу
distance learning	A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, and other tools for their classes.	дистанційне навчання
drill	A technique that involves guided repetition of words or sentences. It may involve substitution, transformation, etc.	тренувальна вправа
e-learning (electronic learning)	Teaching by using a computer to access materials on the Web or to follow a distance-learning course using a Virtual Learning Environment (VLE).	віртуальне навчання

eliciting	Getting learners to offer their own questions or answers by means of prompts.	збір інформації, відповідей на запитання
enquiry	A process of investigation into a question arising from classroom practice.	запит, мікродослідження
entry/placement test	A test that will indicate at which level a learner will learn most effectively in case of different levels or streams.	вхідний тест
error	A mistake that a learner makes when trying to say something above his/her level of language.	помилка
error awareness	Ability to recognize errors or mistakes in the language.	здатність розпізнавати помилки в мові
evaluation	A process of collecting information about students' performance and abilities. A process by which the effectiveness of a course or programme can be assessed.	оцінювання
extensive reading	Reading long pieces of text, such as books or newspapers, often selected by learners themselves and read for pleasure out of class.	екстенсивне читання

extrinsic motivation	Motivation from external pressures such as the need to speak English for work or because a parent has sent a learner to class. Compare with intrinsic motivation.	зовнішня мотивація
facilitator	A teacher who successfully creates the conditions that are necessary for learning to take place.	фасилітатор
feedback	Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviors; teachers can use feedback to discover whether a student understands, is learning, and likes an activity.	зворотній зв'язок
field notes	Brief descriptions in note-form of key events that occurred throughout the lesson.	нотатки спостереження за ходом уроку
flashcards	Small pieces of card with pictures or words on them used as teaching aids (to explain a situation, tell a story, teach vocabulary etc.)	дидактичні картки

fluency	The ability to produce naturally flowing speech that is not necessarily grammatically correct. Compare with accuracy.	вільне мовлення
formative assessment/ evaluation	Ongoing assessment in which the teacher gives students feedback on their progress during a course, rather than at the end of it so that they can learn from the feedback.	формувальне (поточне) оцінювання
function	The communicative purpose of an utterance on a particular occasion, e.g. inviting, suggesting, agreeing and disagreeing.	функція
gist (general understanding)	The main idea or message of a text, either spoken or written.	головна ідея тексту
Grammar-Translation method	The method focuses on accuracy rather than fluency and on form rather than meaning. The key activities are drilling, translating, memo-rising vocabulary and learning rules.	граматико-перекладний метод

grammatical competence	Knowledge of the sentence structure of a language.	граматична компетенція
guided discovery	A technique in which a teacher provides examples of the target language and then guides the learners to work out the language rules for themselves. See inductive approach.	прийом керованого відкриття
guided writing	A piece of writing that learners produce after the teacher has helped them to prepare for it, e.g. by giving the learners a plan or model to follow, and ideas for the type of language to use.	кероване письмо
ice-breaker	An introductory speaking activity that a teacher uses at the start of a new course so that learners can get to know each other.	вид роботи на початку курсу для знайомства з групою
inductive method/approach	Learners are not taught grammatical or other types of rules directly, but are left to discover or induce rules from their experience of using the language.	індуктивний метод/підхід

inference	Deduction of the meaning from context or a guess about something which is not explicitly stated in the text.	контекстуальна здогадка
information gap technique/activity	Technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps.	завдання з неповною інформацією / прийом інформаційних прогалин
input	The language that learner hears or receives and from which he or she can learn. Can be contrasted to output.	мовний матеріал для введення
integrated skills	In language teaching, a combination of two or more language skills in order to complete a communicative task.	інтегровані уміння
intensive reading	Careful reading to obtain detailed understanding of a text.	інтенсивне читання
interaction pattern (mode of interaction)	Patterns of communication (verbal and non-verbal) between people. The different ways learners and the teacher work together in class, e.g. learner to learner in pairs or groups, or teacher to learner in plenary.	спосіб взаємодії

interference	The impact of the mother tongue on a learner's understanding or language production.	інтерференція
intensive reading	Careful reading to obtain detailed understanding of a text.	інтенсивне читання
interlanguage	The version of the target language produced by a learner at any given time during the period of learning.	мовні форми, які виникають під впливом рідної мови учня
intrinsic motivation	A motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general. Compare with extrinsic motivation.	внутрішня мотивація
L1 (first language)	A language acquired in early childhood prior to, or simultaneously with, another language; native language; mother tongue; primary language.	рідна мова
L2 (second language)	Second Language, or target language.	мова, що вивчається
learner autonomy	The learner's ability to take charge of and direct their own language learning without relying only on the teacher.	автономія учня

learner-centredness	An approach that focuses on students' goals, needs, interests and existing know-ledge. Students are active participants in the learning/ teaching process including planning. One of the key teacher's roles is as a facilitator of learning.	студенто-центрованість
learner/class profile	A description of the learners and information about their learning, including their age, ability, strengths and weakensses in language and skills.	характеристика учня (класу)
learning outcome	A learning outcome is a statement (often in a lesson plan or syllabus) of what a learner is expected to know or be able to do at the end of a lesson or course. Outcomes shape lesson activeties and guide the content of assessment.	результат учіння
learning platforms	An integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management.	он-лайн платформа

learning strategies	Tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy.	навчальна стратегія
learning style	The way in which an individual learner naturally prefers to learn something, e.g. visual, auditory, kinaesthetic.	спосіб сприйняття навчального матеріалу
Lexical Approach	An approach to teaching language based on the idea that language is largely made up of lexical units (chunks) rather than grammatical structures.	лексичний підхід
lexical chunk	Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?).	лексичний зворот
linguistic competence	A component of communicative language competence that includes lexical, grammatical, semantic, phonological, orthographic and ortho-epic competence.	лінгвістична (мовна) компетентність

listening/reading for gist	A top-down process where learners try to understand the overall message even if they cannot understand every phrase or sentence.	аудіювання/читання із загальним розумінням
method	A way of teaching a language which is based on systematic principles and procedures, an application of views on how a language is best taught and learned. Different methods result from different views on: a) the nature of language; b) the nature of language learning; c) goals and objectives in teaching; d) the type of syllabus to use; e) the role of teachers, learners, instructional materials; f) the techniques and procedures to use.	метод
methodology	1. The typical practices, procedures and techniques that a teacher uses in the classroom, and that may or may not be based on a particular method. 2. The science that studies these practices, procedures and techniques and the beliefs and principles on which they are based.	методика

microteaching	A practice used in the training of teachers that consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners.	мікронавчання
mobile learning	Learning that takes place on a hand-held device, such as a mobile phone.	мобільне навчання
motivation	See extrinsic motivation and intrinsic motivation.	мотивація
natural method (direct method)	A language teaching method advocated in the nineteenth century, so called because its proponents claimed to follow the way in which children learn their native language, through conversation; characterized by a repudiation of books and grammar rules and the active demonstration of meaning through mime, gestures, and physical objects.	натуральний (прямий) метод
non-equivalent lexis	Lexical units of a language that have no ready equivalents in the vocabulary of another language.	безеквівалентна лексика

non-verbal interaction	Communication using non-verbal cues, e.g. body language, voice, distance.	невербальне спілкування
norm-referenced testing	Tests which compare students with each other, putting them in order from top to bottom and often award a pass or fail by either allocating a pass mark or comparing each student's performance with the average or mean.	нормативне тестування
objectives	Also called lesson objectives or aims; statements of student learning outcomes based on student needs; objectives state specifically what the students will be able to do in a specified time period; objectives are measurable and therefore involve specific and discrete language skills.	цілі навчання
objective test	A test which has a limited and predictable number of possible answers and is marked against the marking key.	об'єктивний тест

oraltest	A test of speaking ability.	усний тест
output	A language a learner produces.	використання отриманих мовних знань
passive vocabulary	Vocabulary that students have heard and can understand, but do not necessarily use when they speak or write.	пасивний словник
peer correction	Correction of a learner by another learner, which may be spontaneous or prompted by a teacher.	взаємовиправлення
peer review	Learners' feedback of on each other's writing.	взаєморецензування
performance	A person's actual use of language.	володіння мовою
portfolio	A collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement over time.	портфоліо
portfolio assessment	An alternative form of assessment involving students building up a portfolio of their work which reflects their achievements over a long period of time.	оцінювання портфоліо

practicality	In testing, practicality is the extent to which a test is quick and convenient to administer and score.	практичність тесту
pragmatic competence	A part of communicative language competence that involves being able to use language in interpersonal relationships, taking into account social distance and context.	прагматична компетентність
Presentation-Practice-Production (PPP)	An approach that involves first the teacher presenting the form and meaning of new target language to students (presentation), then giving learners the opportunity to do controlled practice of the target language (practice), and finally letting students use the target language in freer, less controlled activities (production).	введення-вправління-продукування
pre-service teacher training (PRESETT)	Professional education of student teachers usually through formal course work and practice teaching.	дипломна підготовка вчителів

pre-teaching	Teaching difficult vocabulary before asking students to read or listen to a text.	попереднє навчання
process writing	An approach to writing, which focuses on different stages of writing such as generating and developing ideas, planning and organising, drafting, editing, redrafting, proofreading, peer reviewing and publishing (i.e. making public). Compare with product writing.	процесуальний підхід до формування компетентності у письмі
product writing	An approach to writing which involves analysing and then reproducing models of particular text types. For example, learners read a restaurant review, analyse the way it is written, and produce their own review. Compare with process writing.	текстовий підхід до формування компетентності у письмі
progress test	A small-scale test that looks back over recent language learning/teaching to assess how effective this has been.	тест поточної успішності

project work	A purposeful, task-based activity through which students address authentic problems/questions and create some kind of product which they present at the end of the allocated time.	метод проєктів
proficiency	A person's skill in using a language for specific purpose. How well a person can read, write, speak or understand a language. Proficiency may be measured through the use of proficiency test.	рівень володіння мовою
rapport	The relationship between the teacher and learners.	психологічний клімат
realia	In education these are objects from real life used by teachers to improve students' understanding of other cultures and real life situations and the vocabulary that is associated with them.	реалії

receptive/ productive skills	Listening and reading are referred to as receptive skills as they involve receiving language. Speaking and writing are referred to as productive skills as they involve producing language.	рецептивні і продуктивні види мовленнєвої діяльності
recycling	Practicing language that learners have learned previously. The recycled language may be re-introduced in a different context, or through a different skill.	рециркулювання навчального матеріалу
reflection	A way of professional and personal development by conscious and systematic thinking over and analyzing learning and/or teaching experiences.	рефлексія
reflective journal	A journal for conscious recall and examination of classroom experiences as a basis for evaluation and decision making and a source for planning and action.	педагогічний щоденник

research question	A specific and answerable question about one's own teaching practice that can lead to significant information on an aspect of teaching or learning.	проблема, що розглядається (досліджується)
scanning	A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For example, the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date or name.	вибіркове/ переглядове читання
second language acquisition	In applied linguistics the processes by which people develop proficiency in a second or foreign language (these processes are often investigated with the expectation that information about them may be useful in teaching).	оволодіння другою (або іноземною) мовою

self-access	A way of learning in which students use various resources to study on their own.	самостійний доступ до навчальних ресурсів
self-directed learning	A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.	самоскероване навчання
skimming	A type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (a reader may skim-read a chapter to find out if the writer approves or disapproves of something).	ознайомлювальне читання
small-scale classroom investigation	Small projects carried out by teachers to examine what is happening in their classroom.	мікродослідницькі проекти

sociocultural competence	A learner's ability to adapt to different social and cultural settings in order to communicate successfully.	соціокультурна компетентність
sociolinguistic competence	A learner's ability to understand and use nationally and culturally marked means of communication appropriate to the context or situation.	соціолінгвістична компетентність
strategic competence	A part of communicative language competence that includes effective learning strategies and compensatory communication strategies.	стратегічна компетентність
subjective test	A subjective test is marked using the examiner's opinion usually guided by criteria about the quality of the answer, e.g. marking written stories, compositions, interviews, conversations, storytelling.	суб'єктивний тест
summative assessment	Assessment that comes at the end of a course and evaluates achievement without being developmental.	підсумкове оцінювання

supplementation	Supplying extra material to bridge the gap between a course-book and an official syllabus or a public exam or a course-book and students' needs.	доповнення матеріалів
syllabus	A description of the contents of a course and the order in which they are to be taught.	програма курсу
synthetic approach	A syllabus of a language course in which the language is first analysed into its basic parts (grammar, phonetics, vocabulary, syntax, etc.) and these are taught separately; the learner's task is to put the individual parts together again (i.e. to synthesize them).	поаспектне викладання
target language	1. A foreign language that a learner is learning. 2. The specific language to be practiced and learned in a lesson. <i>See L2</i>	іноземна мова, яку учень вивчає

task	An activity in which learners' attention is primarily focused on meaning rather than form. It may be focused on a problem or the production of something tangible.	комунікативне завдання
task-based learning (TBL)	An approach to learning in which the learners use language to fulfill a specified task. Their focus is on the task rather than on the language they are using.	навчання на основі комунікативних завдань
teacher research	Systematic enquiry conducted by teachers into some aspect of their work with the aim of improving both understanding and practice.	дослідження власної професійної діяльності
teacher talk	The variety of language sometimes used by teachers when they are in the process of teaching (simplified style with specific vocabulary).	мова вчителя

Teaching Unplugged	A teaching method and philosophy which has three primary aims: teaching through conversation, taking out external input such as course book and technology and letting the lesson content be driven by the students rather than being pre-planned by the teacher. Based on the Dogme ELT approach.	метод навчання без підручника і технічних засобів
technique	A particular device, strategy, activity used to accomplish an immediate goal, a way of presenting language; different types of classroom activities (examples of techniques used in particular methods are: drills, dialogues, role-plays, sentence completion, etc.	прийом навчання
TEFL	Teaching English as a Foreign Language.	навчання англійської мови як іноземної
TESL	Teaching English as a Second Language.	навчання англійської мови як другої

top down/bottom up strategies	With top down strategies, learners rely on the knowledge of the world, topic knowledge, familiarity with the speaker and the genre to make sense of what they hear or read. With bottom up strategies, learners rely on the language in the text, such as the meaning of words or the grammar of a sentence, to make sense of what they hear or read.	стратегія від загального до детального і навпаки
usage	Usage refers to what a person knows about language or items in language abstractly as a component in a language system.	знання мовної системи
use	Use refers to a person's ability to use language for communication.	використання мови як засобу спілкування
utterance	A sequence of words within a single person's turn in talk. An utterance may range in length from a single word to a continuous stretch of speech.	висловлення

validity	The extent to which a test actually tests what it was intended to test.	валідність
video conferencing	The use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations.	відеоконференція
virtual learning environment (VLE)	A Web-based package for creating online courses, which may include facilities for teacher-to-learner and peer-to-peer communication, e.g. Black-board and Moodle.	платформа віртуального навчання
warmer/warming up activity	An activity at the beginning of a lesson to get learners on and energised for the lesson in general or its specific content.	мовленнєва розминка
washback effect	The effect that tests (especially achievement and proficiency) have on learning and teaching. Also called the backwash effect.	зворотній ефект

WEB-based training (WBT)	All types of digital instruction in which the learning material is presented via the Internet.	навчання за допомогою Інтернету
Whole Word approach	A method of teaching children to read by recognising words as wholes rather than focusing on the single letters that make them up.	навчання читання методом цілих слів
wiki	A website or similar online area which allows anyone to set up a resource in which content can be created collectively. The word "wiki" derives from the Hawaiian "wiki-wiki", meaning "quick". Wikipedia, a collaboratively written encyclopedia, is the best known example of a wiki.	вікі
workshop	An educational event that involves discussion, sharing knowledge/experience and practical work on a particular subject and may focus on completion of specified tasks.	творча майстерня

young learners	Children from 6 up to 12 years of age. Children under 6 are usually defined as very young learners.	дошкільники і молодші школярі
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Для нотаток:

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Навчально-методичне видання

GENERAL REQUIREMENTS AND
RECOMMENDATIONS FOR GUIDED OBSERVATION
DURING SCHOOL EXPERIENCE

(for the 2nd year students)

Рекомендації підготовлені:

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