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# Praktikumsbericht

Praxis-Neue Mittelschule der PH Steiermark

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Sommersemester 2020

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## 1) EPOSTL Reflections

### a. Context: The Role of the Language Teacher

*I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly.*

As I taught two separate groups using one lesson plan, I got the chance to rethink my teaching from one lesson to the other. Between each teaching session I got to talk to my mentor and received feedback. Based on this feedback I tried to make smaller adjustments to my lesson plan for the second teaching session. The adjustments were minor but the impact they had were significant. For instance, I got the feedback that I should avoid using metalanguage to explain grammar structures. This would confuse most of the students. While I tried teaching the third conditional to my first group of students with metalanguage, I did not mention any of it to my second group. After both sessions had come to an end, I reflected on them and came to the conclusion that omitting metalanguage not only saved me time but also helped the students. They got more time to use the new grammar structure and thus had a greater learning output.

As an upcoming language teacher, I need to pay close attention to the feedback I receive and evaluate it. In my case I tried to implement the feedback in the following session and could instantly improve my teaching.

### b. Methodology: Speaking/Spoken Interaction

*I can create a supportive atmosphere that invites learners to take part in speaking activities.*

Throughout the course of my studies and my internships I quickly realized that spoken interaction is key for maximizing the learning output of a language teaching session. With this mindset in the back of my head I tried to create an atmosphere that invites learners to actively participate and speak up. I was lucky to get the chance to teach a class, that is used to active communication and spoken interaction. Although classroom interaction solely took place in a virtual environment, I had no problem creating a welcoming atmosphere for my students. Spending the first couple minutes of my teaching sessions to get to know my students and chat about daily events and happenings set the tone for the remainder of the lesson. In addition to this I used various pictures as an input to stimulate speaking activities. This helped students to come up with their own creative examples.

Since our sessions were built around the topic of COVID-19 students could easily comment on it and add to the discussion. In most cases the choice of topic is a deciding factor for your students' language output. What I can take away from this internship is that I have to keep my topic close to my students' life and interests.

### **c. Methodology: Speaking/Spoken Interaction**

*I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.*

In the course of my internship I got to teach learners of English at an early stage. I did not expect their level of English to be that proficient. When I first arrived at their school, I quickly realized that there is no need to switch to my mother tongue in order to explain words or certain expressions. In one lesson, however, I did so. While doing a speaking activity one student asked for the explanation of a certain word. Since we were communicating using the online tool Zoom both me and my mentor responded to the question. While I answered in German my mentor used English to describe the meaning of the word. I quickly realized that I should have done the same. In the future I need to use English for situations like these. Nonetheless, I managed to teach this student a new word while doing a speaking activity, which shows me that I am on the right track.

### **d. Methodology: Grammar**

*I can introduce a grammatical item and help learner to practise it through meaningful contexts and appropriate texts.*

As mentioned before I got the opportunity to teach two new grammar structures in the course of my internship. Teaching grammar is not new to me, but this time my view on how to teach grammar changed drastically. From my own experience as a student I can tell that complex metalanguage and visualized grammar structures are not necessarily helpful when it comes to using the new structure. Somehow, I acted contrary to my experiences and tried to explain grammar structures with complex metalanguage. I am glad that my mentor pointed this problem out so that I could rethink my teaching strategy. For my future teaching activities, I need to keep this approach in my mind.

When it comes to teaching grammar it also helpful to take general events and happenings into consideration. Due to the current situation my mentor decided to focus more on conditional clauses. The Coronavirus lockdown served as a great starting point to talk about hypothetical

events and use third conditional structures. The second session was based on teaching modal verbs. In that case I could draw connections to the new rules that have been released during Coronavirus lockdown. When teaching grammar, it is useful to keep the topic as close to the students' life as possible.

#### **e. Resources**

*I can select and use ICT materials and activities in the classroom which are appropriate for my learners.*

Due to the circumstances I did not get the chance to use the materials and resources that I have worked with so far. Teaching online first posed many difficulties but ended up to be one of the most memorable and instructive challenges I have faced in my studies. Since I am a proficient user of the computer, I did not find it hard to handle the online tools and find fitting resources. My colleague and I created tasks that were appropriate for our learners. We also chose a variety of teaching methods and resources to keep the pace of the lesson high. When it comes to creating task sheets and PowerPoint slides, I can let my creativity flow. Using Photoshop gives me the chance to create appealing task sheets, which then motivates my students. My goal is to design tasks that encourage students to do their best work and I think I did a pretty good job in the course of this internship.

#### **f. Independent Learning: Virtual Learning Environments**

*I can use various ICT resources (email, web sites, computer programmes etc.)*

This internship was the perfect opportunity for me to explore a virtual learning environment. Since the students are used to online learning and learning platforms like Moodle, I did not need to further explain these tools. Our mentor was kind enough to let us access their Moodle platform before we started our teaching sessions. Thus, we could explore the website and get a gist of what the tool is capable of. While planning our lessons my colleague and I created online tasks for the students based on our online sessions. One of the tasks was an online listening activity based on a CNN interview with chancellor Sebastian Kurz. Since the Moodle platform did not seem to work properly, I decided to use edpuzzle.com. I added a few questions that would pop up while watching the interview. To include the activity to the Moodle course I embedded the link into the corresponding section of the Moodle website. To get feedback from the students I added a feedback tool to see how many answers they

answered correctly. I learned that creating virtual learning environments need a lot of practice and even more creative thoughts.

#### **g. Lesson planning: Organisation**

*I can plan lessons and periods of teaching with other teachers and/or student teachers (team teaching, with other subject teachers etc.)*

Planning and organising a lesson has not been a problem for me so far. This time I got the chance to get insights into team teaching and I have to admit that it worked perfectly. My colleague and I were on the same page and complemented each other very well.

Unfortunately, we could not conduct the lesson together. Nonetheless, we planned our teaching sessions together and aimed for as much learner interaction as possible. During our online sessions we encouraged students to raise their voice and add to our discussions or questions. The lessons went very smooth and organisation did not pose any major problems. One minor problem was the fact that I could not see the names of the students when I was sharing my screen via Zoom. The students' names faded when I shared my PowerPoint slides with them.

This hindered me from addressing students directly, which made organisation more difficult at certain occasions. Apart from this I can say that I have not come across any difficulties or problems when it comes to organising lessons.

#### **h. Conducting a lesson: Content**

*I can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners*

When it comes to the content of a lesson, I was lucky enough that our mentor helped us choosing the topic. Most of our teaching materials connected to the Coronavirus. After conducting the lessons, I can say that this choice made teaching a lot easier. The topic could not have been more relevant to the students' life. Keeping the topic as close to the students as possible is something that I did not think about too much in my teaching.

The content I created was diverse and fitted my students' needs. In addition to this I tried to incorporate as many different tasks as possible. This should keep the learners' motivation high and keep them interested. Although I conducted my lessons online, I asked the students to draw rules that have been relevant during the Coronavirus lockdown. Their colleagues should then guess the rule and answer in a full sentence. Using diversified teaching strategies

and varied activities is key to respond to the learners' individual needs. In the course of this internship I could improve creating differentiated materials.

**i. Conducting a lesson: Using a lesson plan**

*I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.*

For my teaching lessons I always kept a printed version of my lesson plan right next to me. This gave me a certain feeling of security even though I never looked at it while teaching. For me it is very important to start the lesson in an engaging way, which helps me to catch the learners' attention. In my case I asked the learners for their personal opinions and experiences on a certain topic. This would not only help the students engage in the lesson but also activate their "English brain". Based on the question I smoothly transitioned to my follow-up activities.

Timing lessons has been quite difficult for me but due to the fact that we were teaching online without the strict timetable I did not feel the need to rush through exercises in order to finish on time. As a result, I could speed up or slower the pace of the lesson according to the learners' needs. This also gave me the opportunity to spend more time on students' personal thoughts and opinions. Not having a timetable and no ringing bells made my teaching experience easier. Nonetheless I feel that I have to work on timing my lesson for my upcoming lessons.

**j. Conducting a lesson: Interaction with learners**

*I can be responsive and react supportively to learner initiative and interaction.*

Since I am convinced that language teaching is heavily dependent on the relationship between the teacher and the learner, I wanted to create a warm and welcoming environment. Teaching online seemed to make this more difficult since I could not rely on non-verbal communication or body language. While I was waiting for the students to join the online meeting, I got to speak to two or three learners, which gave me the opportunity to talk about very personal topics. In a regular classroom setting I would have never gotten the chance to get to know a small group of people on such a personal level. We for instance talked about soccer players and how they celebrated Easter. Distance learning helped me connect with the learners in a certain way, which I have missed in my internships so far.

While conducting the lesson I tried to keep up this good vibe. I want my students to feel valued and thus I spent time responding to their thoughts and opinions. One student for example mentioned Area 51. Not knowing what Area 51 is, I asked the learner for further explanation. With this small gesture I wanted to convey a certain feeling of being valued and heard. Gestures like these do not necessarily maximize the learning output of a lesson but improve the classroom environment. I learned once more that a warm and welcoming atmosphere helps me conducting a lesson and helps my students stay focused. I want my future students to look forward to their English lessons, where they can explore, share their feelings and ideas and where each child is valued and recognized.

## **2) Final Reflections**

Before signing up for PPS2 I did not expect it to be such an extraordinary experience. The Coronavirus did not only change my personal life in many ways but also had a huge impact on my teaching. I took on the challenge of teaching online and successfully managed to do so. One thing I have to improve on is teaching grammar. Since I have never experienced grammar lessons in such an interactive and practical way, I need to rethink my teaching strategies. I learned that when teaching lower secondary school students, I do not need to spend a lot of time on explaining grammar structures using metalanguage. This seems to be a waste of time because the complex language and terms most often confuse them. To maximize the learning output, I have to aim for as much language output as possible. Learners should get the opportunity to use the grammar structures and learn by doing.

Apart from this I feel like I did not encounter any other major problems. After doing my internship I feel encouraged in my decision to become a teacher. I again realized that interacting with learners gives me great pleasure. Even though we did not meet in person I managed to build a relationship with my learners. This helped me activate their brains and draw their attention to my teaching activities. Planning activities did not pose any difficulties to me. I was lucky enough to be working together with an ambitious mentor and colleague. My mentor's feedback was helpful in many ways and thus I could improve my teaching from one session to the other. When it comes to choosing a topic, I learned that I have to keep the content of the lesson as close to my students' life as possible. This way the learners have plenty opportunities to add to discussion and activities based on their personal experience and thoughts.

While preparing online tasks for the students I quickly realized that computer skills are crucial in times like these. Being a proficient computer user, it did not take me long to adapt to

teaching online and preparing asynchronous lesson materials. Moodle turned out to be a very useful tool and I could finally explore this online platform. I tried creating various appealing tasks for my students to improve their language skills and I managed to familiarize myself with the possibilities of Moodle.

In conclusion I can say that I am glad I took on the challenge of online teaching since it offered me a unique opportunity to interact with learners, which might become even more important in the near future. This internship was a total success and I feel that I am on the right track of becoming a teacher.

### 3) Lesson Plans

#### a. Session 1

<b>Student Teacher:</b> Simon Prodingner	<b>Date:</b> 16 <sup>th</sup> April 2020
<b>School:</b> Praxis Neue Mittelschuel der PHSt	<b>Level/Year:</b> FLEXI
	<b>Student co-teacher:</b> Rieder Sabrina
<b>1. Unit Topic</b>	
3 <sup>rd</sup> Conditional (Coronavirs outbreak and Easter break)	
<b>1. Long-term goals, main ideas and concepts (and reference to the curriculum/ CEFR/ BIST)</b>	
“Kommunikative Anlässe über gesunde Lebensführung und den harmonischen Umgang mit dem gesellschaftlichen Umfeld bzw. der natürlichen Umwelt“ Kann über Umstände reden, die aufgrund einer Bedingung hätten eintreten können.	
<b>2. Teaching objectives</b>	
<ul style="list-style-type: none"> <li>• Students understand the meaning and can form a rule for the 3<sup>rd</sup> conditional</li> <li>• Students know how to express a certain meaning using the 3<sup>rd</sup> conditional</li> <li>• Students can use the 3<sup>rd</sup> conditional when talking about their own experiences (Easter break)</li> </ul>	
<b>3. Differentiation: How will you support different types of learners? How will you “hook“ all learners?</b>	
<ul style="list-style-type: none"> <li>• Talking about the students’ Easter break will give every single learner the opportunity to talk about their own experiences.</li> <li>• Small groups will maximize the students’ talking time. (2 groups: 5-6 students per group)</li> <li>• Students will be asked what they would have done if Coronavirus had not spread around the world → all the learners are asked to participate.</li> <li>• Activity: Guess which students it is. This exercise should motivate and hook the learners.</li> <li>• Activity: Pack your suitcase. To round off the lesson we played an adapted version of pack your suitcase. Students are engaged and use the 3<sup>rd</sup> conditional.</li> </ul>	
<b>4. Assessment/ Evaluation</b>	
<ul style="list-style-type: none"> <li>• Instant assessment through posing questions to the students</li> <li>• Giving feedback to the students’ examples</li> <li>• Evaluation through communication</li> </ul>	

<b>5. Lesson plan</b>			
<b>What?</b>	<b>Teacher</b>	<b>Student</b>	<b>Time</b>
“Chit-chat”	Interact with students	Interact with teacher	3’
Talk about Easter break	Pose questions	Answer questions	5’
Guess the student	Read statements about students	Guess the name of the student	5’
Grammar challenge	Read out example Sentences Explain when to use 3 <sup>rd</sup> conditional	Students listen actively Students are asked to translate certain sentences	5’
Grammar	Ask students to find a rule	Try to formulate a rule for using the 3 <sup>rd</sup> conditional	5’
Practice	Facilitate discussion and assess the use of the new grammar structure	Students question and tell each other what they would have done in their Easter break if the Coronavirus had not spread	10’
Packing your suitcase	Facilitate the game	Repeat what has been said and add a sentence to the previous one using the 3 <sup>rd</sup> conditional	5’
Explain Moodle tasks	Show where to find the follow-up activities and explain the tasks	Active listening	2’
<b>6. Attachments and materials</b>			
<i>see below</i>			
<b>7. Reflection</b>			
<p>Try to teach grammar less theoretical. Include more opportunities for students to use the new grammar structures. When including substitution tables I have to make sure that the students can include their own words as well. The words that I included in the substitution table were repeated by the students. This led to less creative thinking by simply repeating the given words and making minor adjustments to the given structure.</p> <p>Being this my first online teaching session, I was quite nervous about creating a warm and welcoming learning environment for the students. After conducting the lesson I can say that things worked out really well and interacting with the students was not negatively affected by the virtual setting of this session.</p>			



### Guess which student it is?

- A- If I had not brought a living spider to school, my classmates would not have screamed.
- B- If I had not changed school, I would not be in this class.
- C- My English would not be that good if I had not watched that many YouTube videos.
- D- If I had not come to class today, my grandmother would have been angry.
- F- I would have been able to do more work if I had not broken my finger.
- G- If my ankle had not healed well, I would have had an operation.



3

### When do we use 3<sup>rd</sup> conditional?

- If the Coronavirus had not broken out, I would have spent more time outside.
- If he **had studied**, he **would have passed** the exam.
- If we **had taken** the subway, we **wouldn't have missed** the plane.
- He **would not have felt** sick if he **had not eaten** the questionable street food.

4

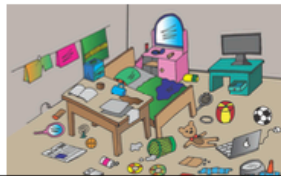
### Dream

- If the Coronavirus had not broken out, I would have spent more time outside.



### Reality

- The Coronavirus spread across the world, so I spent most of my time in my room.



5

### Can you find a rule?



6

### Let's practice

- Talk about our Easter holidays
- What would you have done if the Coronavirus had not spread across the world?



If the Corona virus had not broken out, I would have spent more time outside.

7

### Activity: Pack your suitcase

Listen carefully what you classmates say – you will have to pack ALL these things when it is your turn.

If I had gone to Denver, I would have packed...



8

**ASSIGNMENT FOR THIS ONLINE CLASS**



9

Image source: pixabay.com

## b. Session 2

<b>Student Teacher:</b> Simon Prodingler		<b>Date:</b> 23 <sup>rd</sup> April 2020	
<b>School:</b> Praxis Neue Mittelschuel der PHSt		<b>Level/Year:</b> FLEXI	
		<b>Student co-teacher:</b> Rieder Sabrina	
<b>2. Unit Topic</b>			
Modal verbs – new rules in our lives			
<b>8. Long-term goals, main ideas and concepts (and reference to the curriculum/ CEFR/ BIST)</b>			
“Kann einfache alltägliche Anleitungen und Vorschriften verstehen”			
<b>9. Teaching objectives</b>			
<ul style="list-style-type: none"> <li>• Students can form sentences using the correct modal verb</li> <li>• Students can adapt rules to the current situation based on their own experience</li> <li>• Students can understand new rules and form their own rules using a substitution table</li> </ul>			
<b>10. Differentiation: How will you support different types of learners? How will you “hook“ all learners?</b>			
<ul style="list-style-type: none"> <li>• Small groups will maximize the students’ talking time. (10 students)</li> <li>• Students are asked which rules they have to obey → all the learners are asked to participate, based on their own experience</li> <li>• Students are asked which rules are new due to the Coronavirus outbreak → all the learners are asked to participate, based on their own experience</li> <li>• We included different tasks that support different types of learners: reading activity, drawing activity, oral tasks</li> </ul>			
<b>11. Assessment/ Evaluation</b>			
<ul style="list-style-type: none"> <li>• Instant assessment through posing questions to the students</li> <li>• Giving feedback to the students’ examples</li> <li>• Evaluation through communication</li> </ul>			
<b>12. Lesson plan</b>			
<b>What?</b>	<b>Teacher</b>	<b>Student</b>	<b>Time</b>
“Chit-chat”	Interact with students	Interact with teacher	3’
Contextualization	Pose questions: Which rules have changed for you?	Answer questions, Students try to form sentences using the sentence frames/ substitution table	3’
Focussing	Facilitate discussion, Pose question: What rules are mentioned in the text?	Students read text: Interview with Sebastian Kurz	5’
Pictionary	Facilitate activity	Students draw a rule from the text. Other students have to guess which rule this could be.	9’
Practice	Pose questions: <u>Present:</u> What rules do we have in school, at home and on the roads? What new rules do we have due to the Coronavirus outbreak?	Students formulate rules using modal verbs in present, past and future tense	5’

	<p><u>Past:</u> What rules did we have before the Coronavirus outbreak?</p> <p><u>Future:</u> What rules will we have in the future?</p>		
Use	Facilitate discussion and Interact with students	Students are asked to interview their classmates by using the sentence frames/ examples. Students are asked to answer the questions.	10'
Ending the session	Show where to find the follow-up activities and explain the tasks	Active listening	2'

### 13. Attachments and materials

*see below*

### 14. Reflection

Since this was my second online session, I was quite familiar with the setting and the online tool Zoom. I still had issues with addressing pupils since I could not see their names on my screen while I was sharing it.

What worked out really well, was the Pictionary task. The students seemed to enjoy this kind of activity and I will definitely adapt this task for my future teaching sessions. Since the students were showing us their drawing using their webcam, the thin lines were sometimes hard to see. In another course at university I came across an online tool where one could draw on a virtual whiteboard and the others could see him/her drawing in real time. This tool would have been very suitable for this session but unfortunately, I did not know about it at that time.

After receiving feedback from session one I could adapt my teaching in a way that I used less metalanguage. This time explaining grammar and certain modal verb structures did not seem like a grammar lesson from a student's perspective. I think I managed to improve my style of teaching within a week of time.



1

*New rules? What has changed for me?*

We have to wear a mask to cover mouth and nose when going shopping.

We are allowed to go outside for a run, to go shopping or to go to work.

We should not visit our grandparents.

We don't need to panic.

We must try to stop the virus.

2

**What has changed for you?**

I have to... I do not have to...

I should... I should not...

I am allowed to... I am not allowed to...

I need to... I do not need to...

I must... I must not...

**KNOW THE RULES**

3

A lot of things have changed because of Covid-19.

We **must** try to stop the virus because it is very dangerous. So people **should** stay at home as much as possible. You are **not allowed** to leave your house unless you have to work or **need** to go shopping. If you go shopping, you **have** to wear a mask. It **doesn't have** to be a clinical mask, you can make one yourself. You **don't have** to wear gloves, but it is a good idea.

You are **allowed** to go for a walk but you are **not allowed** to go to a playground.

You **must** keep your distance from people who do not live in your house and you **mustn't** invite people to visit you. I know that this is hard. I **had** to spend Easter without my parents, too and if someone of my staff gets ill, I **will have** to stay in quarantine in the ministry.

You **can** come to school, but you **shouldn't**. You **have** to take part in the online lessons.

I hope we will soon be able to go back to our normal lives and you **will be allowed** to meet your friends.

4

**Pictionary**

guess the drawing & answer in full sentences

5

**What rules do we have on the roads?**

6

**Which rules do we have in school?**

7

**Which rules do we have in the cinema?**

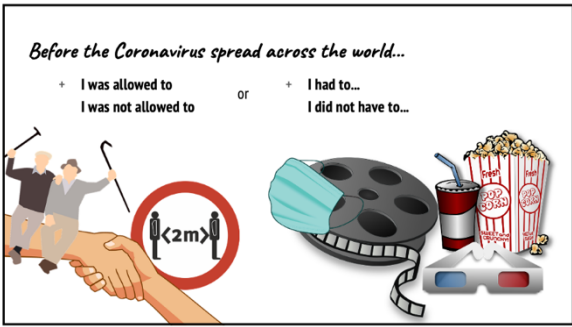
8

**Which rules do we have in the swimming pool?**

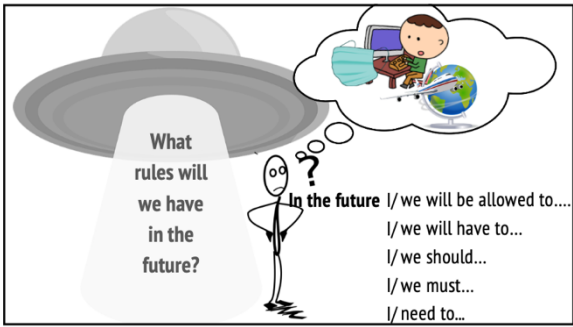
9

**Which rules do we have at home?**

10



11



12



13



14

Image source: pixabay.com

4) Moodle Tasks

Football Players in Corona Times



Watch this video on Instagram (5min) about how football players are spending their free time right now.

Write down what activities they are doing and how they are spending their free time.

Football Players in Corona Times 2

Now imagine what these football players would have done, if the Corona virus hadn't interrupted their football trainings.

Write down 5 sentences about what would have been different if the Corona virus hadn't spread. Use the grammar you have learned in the session with Sabrina or Simon.

Example: The football players *wouldn't have spent* so much time with their families, if the Corona virus *hadn't spread*.

Based on the "stretch your memory" texts try to fill in the blanks

the Corona virus had not spread across the world, I would have spent my Easter holidays in Greece.

I would have  a wonderful week at the seaside. :spend

On Easter Sunday, I   celebrated Easter with Leonardo and his family and friends.

If the Corona virus had not spread across the world, I would have  my father on the weekend. :visit

We would have gone to his favorite restaurant and we would  eaten a delicious lunch there.

Unfortunately, this was not possible, because we should not  old people and put them in danger.

If the Corona virus had not spread across the world, I would have gone skiing in my Easter .

I would have  a delicious "Kaiserschmarren" at the alpine hut.

We   spent a lot of time in the mountains.

Unfortunately, none of this happened because our government urged us to  at home.

If the Corona virus    across the world, I would have spent my Easter holidays with my friends.

We would have  board games. :play

My sister and I would have  for a long walk. :go

I would have  a great time there and   met new friends.

 [TicTacToe Choiceboard - Your Rules](#)

**Download** the worksheet and follow the instructions.

Make sure to use one of the provided verbs for each of your rules. You should use each verb at least **twice**.

Write **15** rules into the "Online Text" section.



**TIC TAC TOE**

**Choiceboard: Rules**  
 Create 5 rules for each topic.  
 Finish this activity just like you would do a tic-tac-toe.  
 You can complete three in a row, column or diagonally.  
 You should then upload 15 rules to the moodle course.  
 (If you can come up with your very own topic)

**Use the following verbs:**  
 allowed/ not allowed  
 should/ should not  
 must/ must not  
 have to  
 need to

<b>SCHOOL</b> 	<b>AT HOME</b> 	<b>FAMILY</b> 
<b>FRIENDS</b> 	<b>COME UP WITH YOUR OWN TOPIC</b> 	<b>RESTAURANT</b> 
<b>RIDING YOUR BIKE</b> 	<b>CINEMA</b> 	<b>SPORTS</b> 

A question for your classmates

1. Come up with two questions and write them directly into a new discussion topic.

Make sure to use one of the provided verbs for each question: *must/ mustn't/ need to/ allowed to/ not allowed to/ have to/ should/ should not*  
example: Do we **have to** wear masks to cover mouth and ears when we go shopping?

**Are we allowed** to wear socks to cover our mouth and nose when we go shopping?

2. Comment and answer 2 different questions. Answer in full sentences.



Watch the interview with Sebastian Kurz and answer the pop-up questions.



## 5) Observation Tasks

Friday, 6<sup>th</sup> of March 2020

2 lessons

FLEXI Class

OBSERVATION TASK

Focus: The Teacher

### Conditions for learning

**Task:** As you observe this lesson, consider the following questions:

What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?

There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.

Positive factors	Negative factors
<b>The classroom</b> The flexible seating arrangement invites students to actively participate and move around the classroom.	<b>The classroom</b> I thought the flexible seating arrangement might cause more disturbing interactions between learners. This class proved me wrong.
<b>The activities</b> Every student is working on their own pace. They can plan and manage their tasks according to their needs. Great activities.	<b>The activities</b> Due to the student's individual To-Do lists there were no whole-class activities to be observed in this lesson.
<b>The teacher</b> The teacher walked from table to table answered questions and guided the student's learning process. Calm behaviour.	<b>The teacher</b> There was one incident where a student had to wait a little longer to get an answer to their question because the teacher was discussing something with another student.
<b>The students</b> After the students entered the classroom they started to work on their tasks. Self-regulated learning keeps them focused.	<b>The students</b> Since it was my first time observing this class the students were distracted by my presence. They kept asking me questions, which kept them from doing their work.

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

I would love to see my future students to become as independent and goal oriented as these learners. Individual To-Do lists encourage students to work on their own pace and do their best work. I definitely want to introduce this strategy to my future classes.

The teacher obviously did a great job creating a warm and welcoming classroom atmosphere. It is my goal to make sure that every learner feels valued and respected. I am uncertain how the teacher managed to do so, but I learned that staying calm and listening to your students is a big step into the right direction.

Source: Scrivener, J. 1994 .*Learning Teaching*. Heinemann

## Lesson Observation Tasks








Class atmosphere and discipline	Learners' Behavior
<p>How does the teacher create a positive learning atmosphere? The two teachers form a great team and their enthusiasm infects mostly all learners. Positive body language adds to this.</p> <p>How does the teacher encourage learners to use the target language? It seems like there is no need to. Speaking English is portrayed to be cool.</p> <p>How does the teacher manage to get everybody involved? They played a game (based on “pack your suitcase”) where every student was involved. They kept this mood for the lesson.</p> <p>How does the teacher respond to misbehavior or inattention? There were minor incidents of misbehaviour. Physical presence and eye contact was enough to get the students focused again.</p> <p>Does the teacher use any special words, symbols, gestures to help the learners understand or to get their attention? It seems like the teachers' physical presence is enough to get their attention. I did not notice any special gestures.</p> <p>What else did you notice? Since this was my first internship in a NMS I got to observe team teaching and I have to admit that if you and your co-teacher are on the same page, teaching becomes a whole new experience. The lesson went smoothly, and each teacher knew when to do what.</p>	<p>Do the learners seem to be interested? Do they seem at ease and taken seriously? The learners were very motivated and focused. While playing the game the mood was rather relaxed, but the lesson was still taken seriously.</p> <p>Are the learners using the target language? Yes – talking English seems to be cool among those students. Their mother tongue was used for little interactions between students. But 90% happened in English.</p> <p>Are all the learners actively involved? There were a few occasions where students drifted off. The teacher noticed this, changed the pace and involved them again.</p> <p>Do they find group mates easily? No group work in this lesson.</p> <p>Are there any noticeable cliques? No – the learners interacted with each other just like one big group of friends.</p> <p>Are there any outsiders? I tend to say “no”. But since I only spent very little time with this class, I am uncertain.</p> <p>Are there any noticeable individual pupils? No</p> <p>Are there any learners who seem easily distracted/ very gifted/ very fast or slow? Yes, there are two students whose English is excellent. One native speaker and one native-like learner.</p>

### What I want to remember:

I love adding a little bit of a “gaming-feeling” to the classroom atmosphere. It most often contributes positively to the learners' engagement. In this case it worked great because the students were trying to connect their sentence to the previous one. While the students were focused on not making any mistakes, they did not realize that they were actually improving their grammar skills. Embedding grammar exercises into games is something I want to remember for the rest of my teaching career.



In the following I will reflect on the marked questions based on my lesson observation.

<b>Classroom management and interaction with the learners</b>		
Use the following questions to guide your lesson observations. You need <b>not</b> answer all the questions. Focus on relevant aspects of the lesson and take extensive notes on an extra sheet.		
<i>Teacher:</i>		<i>Learners:</i>
 How does the teacher get the students' attention at the beginning of the lesson? (EPOSTL; p41,1) What does she/he say? What mimes or gestures does he/she use?	1	What are the learners doing when the teacher arrives? How do the learners (re)act? 
 How does the teacher open the lesson? (EPOSTL; p39,1)  Does the teacher explain his/her plan and objective(s) to the learners?	2	Are the learners aware of the objective of the lesson? What are they doing at this stage?
 Are there any organizational tasks that are done by the teacher?	3	Are there any organizational tasks that individual pupils do?
Which stages of the lesson can you identify?	4	
 Which organizational forms are used by the teacher? (EPOSTL; p42,2) frontal groupwork /pairwork presentations individual work	5	
Does the teacher give the students any choice concerning the order of tasks/ partners/ places/ activities/ topics/ reading...?	6	How do the learners decide what to do next? Do they need any help?
Transitions: How does the teacher lead from one activity to the next? (EPOSTL; p39,3) Is the lesson organized step by step or as a workshop?	7	How do the students move from one activity to the next? How much time is lost for transitions? 
How does the teacher react to learners' mistakes? (EPOSTL; p57, 4)	8	Are the learners worried about making mistakes? 
(How) does the teacher announce homework? How is the homework related to the activities in class? (EPOSTL; p46, 1)	9	Do the students have a clear understanding of the homework tasks and any materials they will need?
How does the teacher close the lesson? (EPOSTL; p39, 6)	10	

### **How does the teacher get the students' attention at the beginning of the lesson?**

Due to the Coronavirus outbreak this session was held online via Zoom. Getting the students attention in the virtual learning environment is different since most of the students do not enter the live chat at the same time. Therefore, the teacher spent the first couple minutes talking to the students about general events and things happening in the students' life. The student teacher interactions were enough to get the students focused on the upcoming English lesson.

### **What are the learners doing when the teacher arrives? How do they react?**

As being mentioned above the students were most often interacting with the teacher. They gave me as an observer a lot of insights into their private life, talking about distance learning, how they experience the Coronavirus crisis and other private happenings. It seems like the learners are used to conversations like these because they did not react surprised or even shocked.

### **Are there any organizational tasks that are done by the teacher?**

Right after every student entered the chat the teacher answered questions and explained the outlines of the book presentation, which took place a couple days later. She pointed out the most important facts to keep in mind when planning the presentation. Other than that, there were no more organizational tasks done by the teacher.

### **Which organizational forms are used by the teacher?**

I do not know whether the used terms in the following paragraph make sense or not because all of the organizational forms happened online in a virtual learning environment. Starting off the lesson the teacher taught frontal. She explained organizational matters and made sure everybody was doing alright. During the lesson the teacher assigned the students to breakout rooms in groups of 2-4 students. Those activities would have been pair or group work activities in a face-to-face classroom environment.

### **How do the students move from one activity to the next? How much time is lost?**

In my case the students were literally moved from one activity to the next even though they physically remained in the same spot. Whenever a pop-up window appeared, they moved on to the next activity. Due to the timer of the breakout room little to no time was being wasted. Transitioning from one task to the other went very quick without any interruptions although it

could have happened more smoothly. However, this proves that modern technology cannot replace human interaction in an actual classroom.

**Are the learners worried about making mistakes?**

It seems like the teachers removed the “never-make-a-mistake” mindset from the students thinking. They were not worried about making mistakes at all. It is obvious that fluency is more important than accuracy in this classroom setting. For my future teaching I want my students to feel the same, since making mistakes is a crucial part of making improvements. If they do not try to speak up, they will never learn.