

Classroom Observations

13 Dec 2023

Occasion 1 - 16.10 – Monday 9:55 – 10:40

Name of school: School: PTE Gyakorló Általános Iskola és Gimnázium Babits Mihály Gimnáziuma

Teacher:

Subject: English

Class: 11/B

Topic of the lesson: Jobs

Time	Short description of the activity/activities	Content	Goals	Comments	Reflections
15 minutes	Test	The students will write a test based on the vocabulary/grammar covered in the previous classes.	To test students' lexical and grammatical knowledge.	See the test in the Appendix.	<ul style="list-style-type: none"> - bit of confusion regarding the point system (half/full points; how many good solutions for one task etc.) - maybe clear it up beforehand or signal it on the paper too
7 minutes	Warm-up: „Hot potato”	The class plays the so-called „Hot potato”-game together.	Developing communicational skills; to	The class plays together; the teacher	<ul style="list-style-type: none"> - good idea

		The teacher has a ball with her. She starts the game with saying a word (for example: „covering letter”), and then throws the ball to a student. The students has to say a word that first comes to his/her mind first about the previous word, and then he/she has to throw away the ball as well, as fast as he/she can.	work with free associations	plays with the students, too.	<ul style="list-style-type: none"> - allows students to move around a little - however, perhaps more assertive communication would be needed – allowing for less time, being stricter about using the same word twice
10 minutes	New vocabulary	The students have to solve multiple choice activity, which introduces some new words. The class tries to define the new words in English together.	Developing vocabulary	Textbook: 23/A The students will solve the task individually, ans then the class correct it together/discusses the unfamiliar words together.	✓
13 minutes	Practicing free speech	The students will work in pairs, and they will work on task E., on page 19. The students ask some of the questions listed from each other, and then write down their partners’ answers, so later they can share them with the class as well.	Developing communicational and social skills.	Textbook 19/E The students will work in pairs, and then discuss the answers together.	<ul style="list-style-type: none"> - not enough time to share with the class but students were engaged with the questions and worked actively on writing down the answers
-	Homework			Textbook: 22/G	✓

Further Notes

All together a successful lesson. Class had a great atmosphere, students were engaged with the tasks and acted disciplined throughout the lesson. Students were expected and reminded to use the target language. The teacher's communication was attentive, supportive, and encouraging, giving adequate positive feedback. However, communication could have also been more assertive, especially during the warm-up game, by either giving them less time or by not allowing the use of repeated words. Generally, keeping the game challenging could have helped with their motivation as well. The tasks given encouraged creativity and self-reflection. Apart from the point system of the test, instructions were clear throughout the lesson. Time-management was also relatively good, with just some tiny hiccups. One small criticism would be the board's lack of use.

Occasion 2 – 19.10 – Thursday 10:50 – 11:35

Name of school: School: PTE Gyakorló Általános Iskola és Gimnázium Babits Mihály Gimnáziuma

Teacher:

Subject: English

Class: 9.D/9.E

Topic of the lesson: Revision

Time (min)	Teaching unit	Method/content	Connection points	Notes/illustrations	Reflections
5 min.	Warmer – Story telling	Each student receives a card with a word. The first student starts the story by incorporating their own word into the story. The next	Revising vocabulary, improving creativity, and listening skills, improving communication skills.	Students need to think critically about how to incorporate their word into the story,	<ul style="list-style-type: none">- worked really well- kept students engaged

		student continues with a sentence that includes their word in the story, and so on.		considering the context and the narrative flow. <u>Teacher aid:</u> cards with the words on them	<ul style="list-style-type: none"> - encourages creativity and forces the students to pay attention to each other as well - maybe went on a bit too long
5 min.	Homework	Choosing the correct answer among a, b, c or d that fits in the sentence.	Reinforcing language skills by choosing the appropriate answer, developing critical thinking, expanding vocabulary.	Considering the nuances of language and subtle differences in meaning, which can improve their overall comprehension skills. Workbook: Ex.: A, p 12	✓
18 min.	<ul style="list-style-type: none"> a. Group work – reading b. Vocabulary practice – group work (crossword puzzle) 	<ul style="list-style-type: none"> a. Students are working in four groups and every group has a text from A to D that they have to process. They should make a mindmap or poster that includes the key information and then there should be one person in every group who at the end of the task presents the product. The presenter should also talk about the unknown words that they got and that are underlined on their crossword puzzle. These 	<p>Encouraging active participation and critical thinking, fostering effective communication and collaboration skills, promoting a deeper understanding of the topic through the synthesis of multiple perspectives, improving reading skills.</p> <p>Expanding vocabulary, improving logical thinking, fostering deeper understanding.</p>	<p>Fostering teamwork and mutual learning among participants. This cooperative task encourages individuals to work together towards a common goal, leveraging each other's strengths and skills.</p> <p>The task is followed by the presentation of the groups and the discussion of the topics.</p> <p>Students should evaluate the presentations on 1-5</p>	<ul style="list-style-type: none"> - funny logistical problem regarding who sits where (even though the groups were pre-made using symbols) - perhaps be more assertive about it, so the technical aspect will take less time - perhaps the tasks were a bit too detailed - it may have been beneficial to break it down, first ask them to read and once they are

		<p>should be included on the poster.</p> <p>A. Eaglewing Aviation School</p> <p>B. Worldwide School of Travel</p> <p>C. Waterstone School of Arts</p> <p>D. The School of the Great Outdoors</p> <p>Rules in the groups:</p> <ul style="list-style-type: none"> - shortly summarizing the text by telling the main points - including the highlighted words in the presentation - making sure that they are explaining at least one of the significant highlighted words - adding information on: <ul style="list-style-type: none"> - the advantages and disadvantages of school - whom would they recommend the school to and why <p>A: Whom would you recommend the school to? In which countries could students potentially enrol? What might be the most</p>		<p>scale based on the the following points and explain their decisions:</p> <ul style="list-style-type: none"> - content - vocabulary/grammar - pronunciation - performance - visuals <p>Every group should ask one question from the presenting group.</p> <p>Book: Ex.: B, p 20-21</p> <p>The task is followed by a discussion. Students come to board and solve the task with the help of the classmates.</p> <p>Teacher aid: crossword puzzle</p>	<p>done present them with the next task</p> <ul style="list-style-type: none"> - similarly, perhaps give them apt warning about their remaining time
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		<p>important rule at the school?</p> <p>B: Which countries could the students visit? What would your group members enjoy the most during the trip in Africa?</p> <p>C: In which art forms would your group members excel? If you had to plan a project, what would you do? Is there anything that could potentially make students nervous?</p> <p>D: If Mr. T. were to attend this school, what would he excel and struggle at? Which skill do you consider the most important from the ones listed?</p> <p>b. Students are still working in groups. Finding the right definitions to the words.</p>			
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5 min.	Answering questions related to the topic	Marking those sentences which based on the texts is true for the students.	Improving critical thinking and reading comprehension skills, improving scaffolding, developing a deeper understanding of the material.	This activity fosters a sense of engagement as students identify the relevance of the content. Book: Ex.: B, p 20	
5 min.	Working with vocabulary	Completing sentences with the correct form of the words. There are two extra words which are not needed to use.	Expanding and practicing new vocabulary items, improving grammar skills, developing reading skills and critical thinking.	Oral reading with a focus on pronunciation and intonation. Workbook: Ex.: B, p 12	
3 min.	Filler – Crossword	Filling in the crossword puzzle and giving the right word based on their definitions.	Expanding vocabulary, improving logical thinking.	Workbook: Ex.: C, p 12	
4 min.	Memory game	Students can see a list of words related to the topic on the board. They should memorize as many as they can within a minute and then write them down.	Improving memory skills, expanding vocabulary.	Those two winners who can write the most words can get a plus.	
2 min.	Homework	Matching words with the right meanings.	Practicing vocabulary, expanding vocabulary, improving logical thinking.	Book: Ex.: D, p 21	

Further Notes

Very interesting, and as the lesson plan shows, well-prepared and detailed session. Great atmosphere with no disciplinary issues. The teacher's communication was supportive and encouraging, However, communication could have also been more assertive regarding the use of the target language and the

logistics behind the group work. Though the groups were pre-made, it may have been beneficial for the teacher to assign the parts of the classroom (tables) where each group would work. This caused a bit of issue concerning time-management, but the task could be continued during the next session. The tasks encouraged students to be creative and, by giving each group multiple colored pens, individual contributions and responsibility as well. Instructions were detailed and clear. That said, they may have been a bit too much all at once. Perhaps presenting the students with only the immediate phases of the task could have helped with avoiding confusion. Giving them periodical warning about how much time they have left might have also helped with the time management issue. A major positive on the teacher's part is beautifully managing the individual differences in the classroom. The tasks (and the groups) were created with keeping in mind that the students in the class are on different proficiency levels. The teacher managed to help make these ends (and needs) meet and coordinate the class accordingly.

Occasion 3 – 06.11 – Monday 11:55 – 12:40

Name of school: School: PTE Gyakorló Általános Iskola és Gimnázium Babits Mihály Gimnáziuma

Teacher

Subject: English

Class: 9.D/9.E

Topic of the lesson: School

Time (min)	Teaching unit	Method/content	Connection points	Notes/illustrations	Reflections
10 min.	Warmer – Flashcards	Each student receives a card with a word. On the cards there are different words with a picture to different topics. There is a time limit like 40 seconds when they hold up their flashcard and they should make as many sentences with or about the word they got as they can.	Revising vocabulary, improving creativity, improving communication skills.	Students need to think critically about how to incorporate their word into a sentence. Those who can create the most sentences about their topic can get pluses. <u>Teacher aid:</u> cards with the words on them	<ul style="list-style-type: none"> - generally great idea - however, perhaps give everyone apt time to think, maybe allowing them to write it down as well - because due to the nature of the game the last few people had more time. Alternatively, the order of the students could be randomized instead - it may also be beneficial to allow words to function more as an overarching topic rather than something to be used verbatim to avoid the repetition of simple sentences
5 min.	E-mails	Discussing and reflecting on the corrected email (assignment).	Giving feedback, highlighting the importance of etiquette in emails, analysing language and tone, improving communication skills.	Considering the nuances of language, discussing and reflecting on mistakes. <u>Teacher aid:</u> e-mail assignment	✓
5 min.	Correcting mistakes	Giving students a collection of their email errors	Promoting self-reflection, improving grammar skills,	By examining and correcting errors, students can learn from their	- this was fantastic making a list of mistakes anonymously allows students

		anonymously and correcting of them.	expanding vocabulary, practicing punctuation.	mistakes and understand how to avoid them in the future. This process fosters a culture of continuous improvement and a commitment to personal and professional growth. <u>Teacher aid:</u> task sheet with the errors	to engage with their errors in a less stressful manner and makes the learning process more effective as well
5 min.	Homework	Matching words with the right meanings.	Practicing vocabulary, expanding vocabulary, improving logical thinking.	Book: Ex.: D, p 21	
20 min.	Group work – reading	Students are working in four groups and every group has a text from A to D that they have to process. They should make a mindmap or poster that includes the key information. Each member of the group should say or add something to the poster while presenting it. They should also talk about the unknown words that they got (previous lesson: crossword puzzle) and include some of them on the poster. Answering questions related to their topic.	Encouraging active participation and critical thinking, fostering effective communication and collaboration skills, promoting a deeper understanding of the topic through the synthesis of multiple perspectives, improving reading skills. Expanding vocabulary, improving logical thinking, fostering deeper understanding.	Fostering teamwork and mutual learning among participants. This cooperative task encourages individuals to work together towards a common goal, leveraging each other's strengths and skills. The task is followed by the presentation of the groups and the discussion of the topics. Students should evaluate the presentations on 1-5	<ul style="list-style-type: none"> - a continuation of a previous exercise - maybe it would have been better to start the lesson with this to make sure they have enough remaining time to finish it

		<p>E. Eaglewing Aviation School</p> <p>F. Worldwide School of Travel</p> <p>G. Waterstone School of Arts</p> <p>H. The School of the Great Outdoors</p> <p>Rules in the groups:</p> <ul style="list-style-type: none"> - shortly summarizing the text by telling the main points - including the highlighted words in the presentation - making sure that they are explaining at least one of the significant highlighted words - adding information on: <ul style="list-style-type: none"> - the advantages and disadvantages of school - whom would they recommend the school to and why <p>A: Whom would you recommend the school to? In</p>		<p>scale based on the the following points and explain their decisions:</p> <ul style="list-style-type: none"> - content - vocabulary/grammar - pronunciation - performance - visuals <p>Every group should ask one question from the presenting group.</p> <p>Book: Ex.: B, p 20-21</p> <p>The task is followed by a discussion. Students come to board and solve the task with the help of the classmates.</p> <p>Teacher aid: crossword puzzle</p>	
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		<p>which countries could students potentially enrol? What might be the most important rule at the school?</p> <p>B: Which countries could the students visit? What would your group members enjoy the most during the trip in Africa?</p> <p>C: In which art forms would your group members excel? If you had to plan a project, what would you do? Is there anything that could potentially make students nervous?</p> <p>D: If Mr. T. were to attend this school, what would he excel and struggle at? Which skill do you consider the most important from the ones listed?</p> <p>c. Students are still working in groups. Finding the right definitions to the words.</p>			
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5 min.	Answering questions related to the topic	Marking those sentences which based on the texts is true for the students.	Improving critical thinking and reading comprehension skills, improving scaffolding, developing a deeper understanding of the material.	This activity fosters a sense of engagement as students identify the relevance of the content. Book: Ex.: B, p 20	
5 min.	Working with vocabulary	Completing sentences with the correct form of the words. There are two extra words which are not needed to use.	Expanding and practicing new vocabulary items, improving grammar skills, developing reading skills and critical thinking.	Oral reading with a focus on pronunciation and intonation. Workbook: Ex.: B, p 12	
3 min.	<i>Filler – Crossword</i>	Filling in the crossword puzzle and giving the right word based on their definitions.	Expanding vocabulary, improving logical thinking.	Workbook: Ex.: C, p 12	
4 min.	Memory game	Students can see a list of words related to the topic on the board. They should memorize as many as they can within a minute and then write them down.	Improving memory skills, expanding vocabulary.	Those two winners who can write the most words can get a plus.	
2 min.	Homework	Completing sentences with the right words. Initial letters are given to help them.	Using appropriate vocabulary, expanding vocabulary, getting familiar with the words of the other groups.	Reviewing today's topic and practising vocabulary as a whole. <u>Teacher aid:</u> task sheet	

Further Notes

All in all, a great lesson. The teacher created a supportive atmosphere, and the students were well-behaved and engaged with the tasks. That is evident in, for example, the task of correcting their mistakes. The anonymous nature of it allows students to engage with their mistakes without feeling anxious or ashamed about it, and asking the students to correct the mistakes instead of reading the teacher's corrections makes the learning process more effective. The tasks allowed students to be creative, however, the flashcard game may be better if the playing field was more even by making sure that each student has around the same amount of time to prepare for it. The group work was a continuation of a previous task, following the same clear and detailed instructions as before. That said, it might have been better to start the lesson with the group work so that there would certainly be enough time to finish.

Occasion 4 – 05.12 – Tuesday 7:15 – 8:00

Name of school: School: PTE Gyakorló Általános Iskola és Gimnázium Babits Mihály Gimnáziuma

Teacher:

Subject: English

Class: 9.D/9.E

Topic of the lesson: Quantifiers, extra-curricular activities

Time (min)	Teaching unit	Method/content	Connection points	Notes/illustrations	Reflections
15 min.	Warm up	Revision of Module 2.		<u>Teacher aid:</u> Textbook Module 2, p 30/A, B, C, D	<ul style="list-style-type: none"> - important to do - however, it took around 10 minutes more than originally planned
5 min.	Checking homework	Checking homework holds students accountable for their independent work. It encourages a sense of responsibility and diligence in completing assignments, fostering good study habits.	Providing prompt feedback allows students to learn from their mistakes while the material is still fresh in their minds. It helps them understand concepts more thoroughly and correct any misunderstandings quickly.	<u>Teacher aid:</u> Exercise books	<ul style="list-style-type: none"> - quick check - only asking one sentence per student - using the board! - good
15. min	Speaking exercises	Discussions about extra-curricular activities. Pair work. Debate in front of the class. Discussion about life-long learning.	Speaking exercises help improve one's ability to express clearly and effectively. They enhance your communication skills, enabling you to convey your thoughts, ideas, and opinions in a coherent and organized manner.	<u>Teacher aid:</u> Textbook 2b p 27/A, B, C	<ul style="list-style-type: none"> - this wound up to be a surprisingly popular task that students wanted to engage in but didn't have enough time - given enough time, the planned pair work would have worked really great

5 min.	Emotional playlist (Filler)	Students are asked to create a short playlist featuring their chosen songs, each paired with an emotion.	This activity is useful for getting students to know better. By analysing the songs, they chose one can get a fuller picture of a student's emotional world and personality.	<u>Teacher aid:</u> Google form questionnaire https://forms.gle/Md26SATWDDYdZMQA6	
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Further Notes

All together a successful lesson. Class had a great atmosphere, students were engaged with the tasks and acted disciplined throughout the lesson. The teacher's communication was supportive, and encouraging, and they displayed a good understanding and use of desuggestopedia when correcting mistakes. Time could have been managed a bit better, as the revision (while certainly a necessity) took a lot more time than originally anticipated, leaving less time for the proposed speaking task, which seemed to really engage the students. The speaking task encouraged critical thinking and self-reflection. The teacher gave clear instructions and used the board when demonstrating new words or expressions, which is especially helpful during revision.

Occasion 5 – 12.12 – Tuesday 10:50 – 11:35

Name of school: School: PTE Gyakorló Általános Iskola és Gimnázium Babits Mihály Gimnáziuma

Teacher.

Subject: English

Class: 11/B

Topic of the lesson: Animal Planet

Time (min)	Teaching unit	Method/content	Connection points	Notes/illustrations	Reflections
10 min	Warm-up	<p>Environment themed task.</p> <p>After finishing the task we fill the form together. Each person have to describe the word to the others.</p>		<p>https://wordwall.net/resource/9925429</p>	<ul style="list-style-type: none"> - great use of digital tools - asking for a volunteer to operate the digital board is great too, increases engagement - good time-management – finished before 10 min even with checking
10 min	Homework checking	SB. 39/C/5		We discuss it together	<p>✓</p> <ul style="list-style-type: none"> - maybe the teacher could be more assertive with those who didn't do their tasks - good practice in asking everyone for an answer
5 min	SB. 40/D.	Individual work, then checking.			✓
10 min	SB. 40/E.	Pair-work			<ul style="list-style-type: none"> - good idea behind the task and the pair work

					<ul style="list-style-type: none"> - however, instructions could have been a little bit more clear - perhaps writing the required steps on the board to avoid confusion
10 min	SB. 41/A.	Individual work, then checking.			✓

START OF ANOTHER LESSON – END OF OBSERVATION

25 min	Test	Students have to do the test on Teams.			
5 min	SB. 42/C.	Individual work, then checking.			
10 min	SB. 42/D	Individual work, then checking together.			
5 min	WB. 18/G.H.	Finishing these two task from last class.			

Further Notes

Successful class with a positive atmosphere. The tasks engaged the students and there were no behavioral problems. The teacher was attentive, constantly checking in on the students' individual work to see who might need help, their communication was supportive and encouraging. The teacher, however, could have been a tad more assertive regarding who did and did not do their homework. The tasks encouraged creativity and critical thinking. Time-management was wonderfully done. Instructions given were clear, and the teacher made frequent use of the board as well, to clear up any confusion or help introduce new words (and their correct spelling).