



Training & Development

Engage, Understand, Learn Observation

Refer to your notes on *Engagement, Helping Students Understand* and *Helping Students Learn* in your *Development Diary*. Read the lesson observation notes and discuss with a partner whether the action supports engagement, understanding and/or learning.

<p><i>The teacher uses students' names throughout the lesson.</i></p>	<p><i>The teacher raises his hand to get students' attention before giving instructions.</i></p>	<p><i>For the word 'holiday' the teacher concept checks students by asking:</i></p> <p><i>Do you work on holiday?</i></p> <p><i>What do you do on holiday?</i></p>
<p><i>The teacher regroups students three times in a 50 minute lesson to increase student interaction and keep students motivated.</i></p>	<p><i>Time is allowed for delayed feedback following every task on what students did well and what they need to improve.</i></p>	<p><i>The teacher monitors discreetly while students are working on a task and provides extra support to insecure students.</i></p>
<p><i>The teacher plays upbeat music before class starts and encouraged students to get to know their classmates.</i></p>	<p><i>The teacher models an activity to support instruction giving and set expectations before activating a task.</i></p>	<p><i>The teacher differentiates a speaking task for different level students by assigning the most challenging role to strong students and giving insecure students sentence prompts.</i></p>
<p><i>Students are invited to correct errors on the board as a class</i></p>	<p><i>Before a listening activity, the teacher invites learners to predict answers to the questions with a partner for a minute.</i></p>	<p><i>The teacher adapts the wrap up activity to have students throw a ball and make a sentence using the target language.</i></p>



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<p><i>In a lesson on 'Introducing your family' the teacher shares a photo of his family to generate interest in the topic.</i></p>	<p><i>Following error correction on the white board, the teacher erases the incorrect form and gets students to repeat the correct form.</i></p>	<p><i>For a lesson on deciding what to watch, the teacher brings DVDs for learners to look at and discuss with their classmates.</i></p>
<p><i>The teacher models pronunciation of target language by facing the students, getting them to repeat and then</i></p>	<p><i>The teacher is cheerful and smiles at students.</i></p>	<p><i>Students listen and respond to their peers while working on a group task.</i></p>
<p><i>There is a variety of activities that appeal to visual, auditory and kinesthetic learners throughout the lesson.</i></p>	<p><i>Students are praised on their creative use of the target language following a task.</i></p>	<p><i>The teacher prepares extension activities and tasks for students who finish the task early.</i></p>
<p><i>Time markers (you have 5 minutes left, finish your last sentence, pens down and eyes on me etc.) to manage learners' time on a task and keep them focused.</i></p>	<p><i>The teacher moves around the classroom while learners work in groups and notes strengths and areas to improve for delayed feedback.</i></p>	<p><i>Students are sent outside of the classroom to interview staff and students on what their favorite food is.</i></p>
<p><i>There is a variety of individual, pair work, group work and mingle activities within a 50 minute class.</i></p>	<p><i>Students are asked the following instruction checking questions before starting a task:</i></p> <p><i>Who are you working with?</i></p> <p><i>What are you doing?</i></p> <p><i>How much time do you have?</i></p>	<p><i>The lesson material is adapted to appeal to the class' common interests and hobbies.</i></p>



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The teacher shares lesson aims at the start of lesson and uses this to review students' progress throughout the lesson.

The teacher plays music while students complete a mingle speed meeting activity to make the task more authentic and to break the ice.

For a young learners' class, the teacher uses a star award chart in every lesson to reinforce positive behavior.