

LESSON OBSERVATIONS TUAS

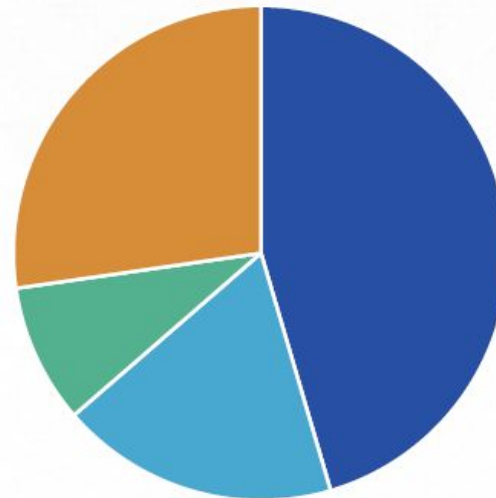
LESSON OBSERVATIONS

Number of lesson observation forms

11

TEACHING LANGUAGES

Languages

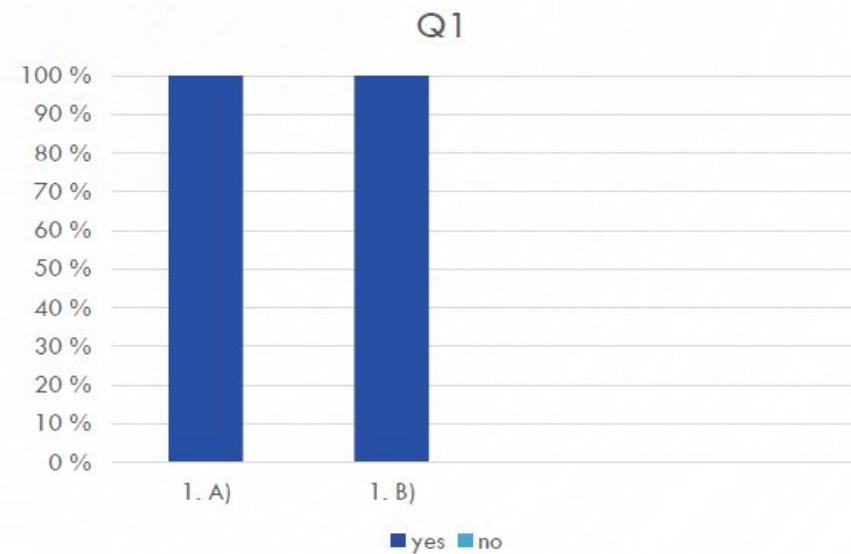


■ English ■ Swedish ■ German ■ Finnish as SL

ESTABLISHMENT OF A CLASSROOM CULTURE THAT FACILITATES LEARNING

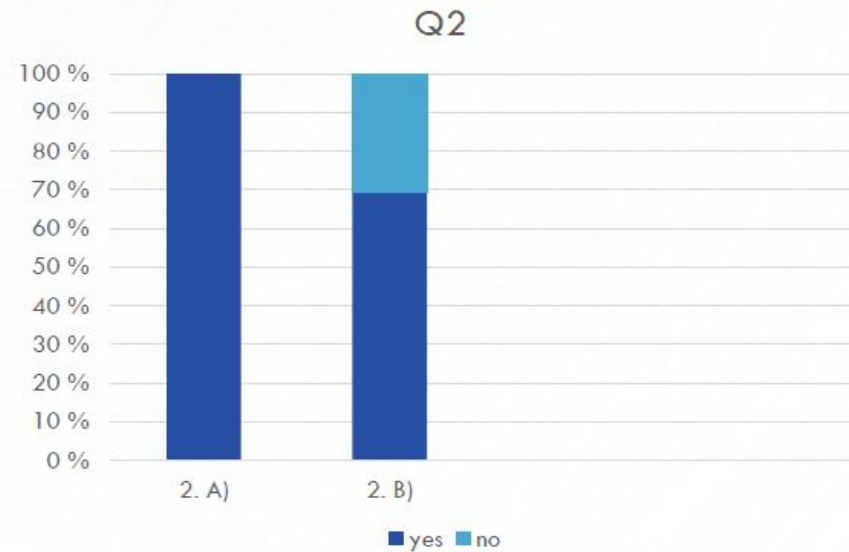
1. A) DOES THE TEACHER ENCOURAGE THE STUDENTS TO SPEAK?

1. B) DOES THE TEACHER ENCOURAGE ALL THE STUDENTS TO TAKE PART IN ALL ACTIVITIES



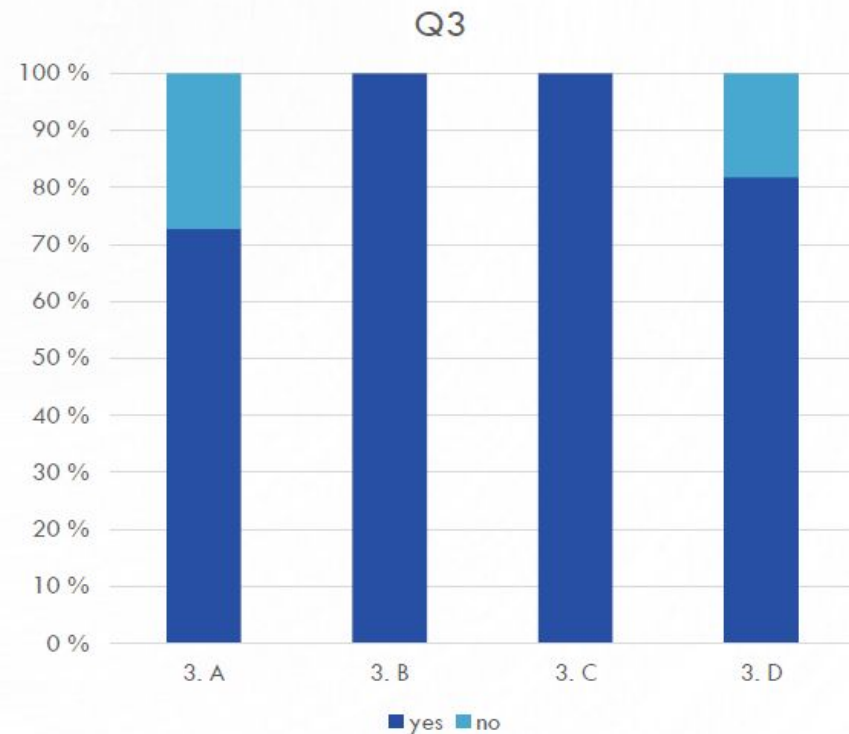
ESTABLISHMENT OF LEARNING GOALS, AND TRACKING OF INDIVIDUAL STUDENT PROGRESS TOWARD THOSE GOALS

- 2. A) HAVE THE LEARNING GOALS AND CONTENTS BEEN CLEARLY DEFINED?
- 2. B) DOES THE TEACHER DISCUSS WITH THE STUDENTS THE COMMUNICATIVE TASK AND CHECK IF THE GOAL OF THE ACTIVITY HAS BEEN ACHIEVED?



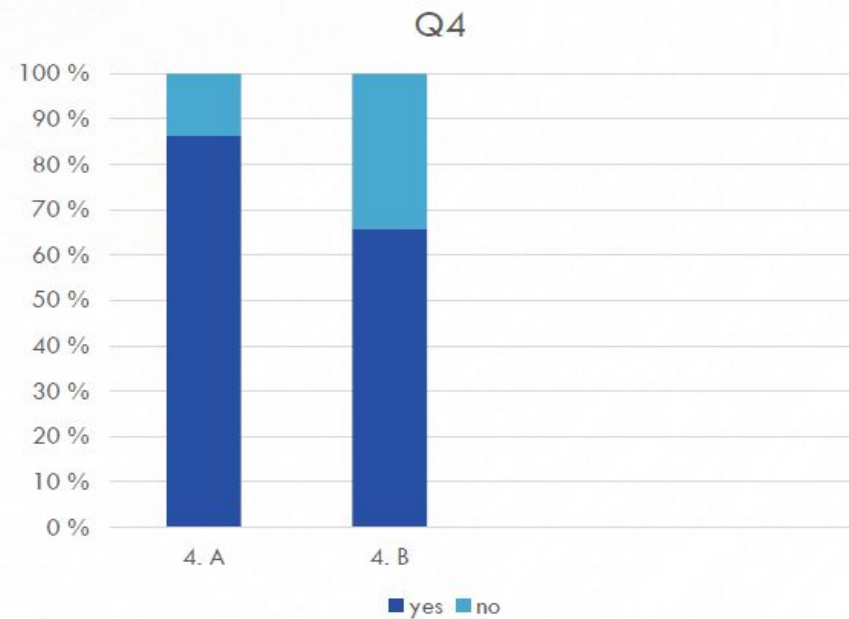
INSTRUCTION METHODS ADAPTED TO STUDENTS' NEEDS

- 3. A) DOES THE TEACHER TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES OF EVERY STUDENT?
- 3. B) DOES THE TEACHER ORGANISE HIS/HER CLASS IN SUCH A WAY THAT STUDENTS CAN BE SELF-RELIANT AND ENCOURAGE THEM TO REFLECT ON WHAT THEY ARE DOING INDEPENDENTLY?
- 3. C) DOES THE TEACHER MAKE USE OF PAIR AND GROUP WORK?
- 3. D) DOES THE TEACHER MAKE USE OF SELF-ASSESSMENT: THE STUDENTS ARE GIVEN OPPORTUNITIES TO REFLECT ON THE WORK THEY HAVE DONE IN THE COURSE?



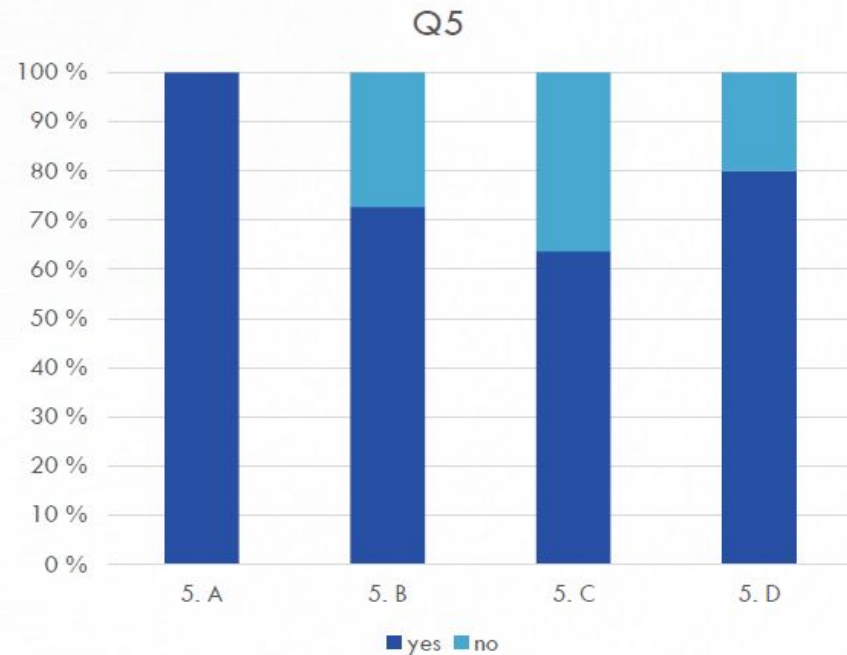
USE OF VARIED APPROACHES TO ASSESSING STUDENT UNDERSTANDING

- 4. A) DURING THE COURSE , DOES THE TEACHER CHECK IF THE STUDENTS HAVE UNDERSTOOD THE MATERIAL COVERED SO FAR?
- 4. B) DO THE STUDENTS KNOW HOW TO MAKE AN ORAL PERFORMANCE PROPERLY?



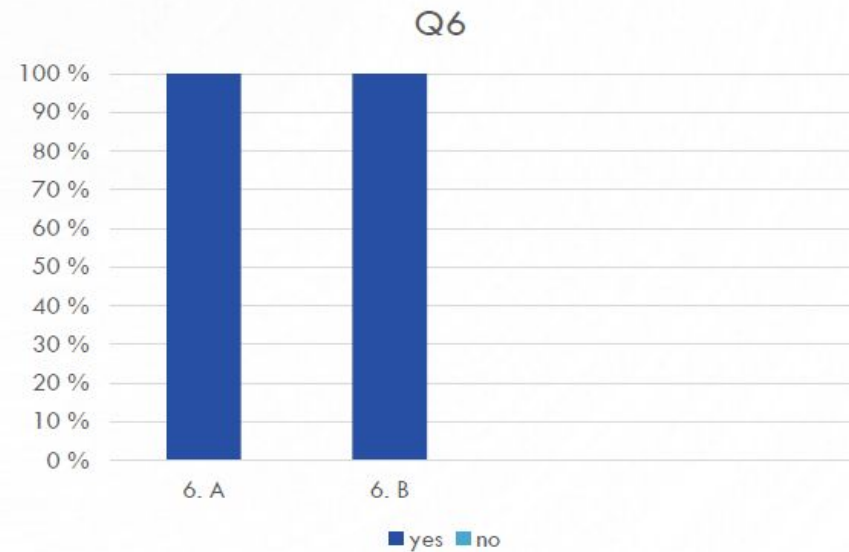
FEEDBACK ON STUDENTS' PERFORMANCE

- 5. A) DOES THE TEACHER TREAT THE STUDENTS' LANGUAGE MISTAKES AS A NATURAL OPPORTUNITY TO TEACH MORE EFFECTIVELY?
- 5. B) DOES THE TEACHER CORRECT THE STUDENTS' MISTAKES IN A WAY THAT MOTIVATES THEM TO LEARN MORE?
- 5. C) DOES THE TEACHER POINT OUT STUDENTS' STRENGTHS TO THEM?
- 5. D) DOES THE TEACHER PROVIDE FEEDBACK ON WHAT IS CORRECT AND POSITIVE ABOUT THE STUDENTS' SPEAKING?



ACTIVE INVOLVEMENT OF STUDENTS IN THE LEARNING PROCESS

- 6. A) DOES THE TEACHER TRY TO MAKE THE STUDENTS INTERESTED IN THE LANGUAGE HE/SHE TEACHES?
- 6. B) DOES THE TEACHER WORK TOWARDS MAKING EVERY STUDENT FEEL ENGAGED IN THE PROCESS OF LEARNING A LANGUAGE?



CONCLUSIONS

ALL TEACHERS CONSIDERED IMPORTANT TO:

- ENCOURAGE STUDENTS TO SPEAK
- PARTICIPATE ACTIVELY
- CLEARLY DEFINE LEARNING OBJECTIVES AND COURSE CONTENTS
- ENCOURAGE STUDENTS' SELF-RELIANCE AND SELF-REFLECTION
- ARRANGE POSSIBILITIES FOR GROUP WORK
- TREAT STUDENTS' LANGUAGE MISTAKES AS A NATURAL OPPORTUNITY TO TEACH MORE EFFECTIVELY
- MAKE STUDENTS INTERESTED IN THE TARGET LANGUAGE
- TO MAKE STUDENTS FEEL ENGAGED IN THE PROCESS OF LEARNING A LANGUAGE

AREAS OF IMPROVEMENT:

- DISCUSSING COMMUNICATIVE TASK WITH STUDENTS
- CHECKING THAT LEARNING GOALS HAVE BEEN ACHIEVED
- TAKING INTO ACCOUNT INDIVIDUAL DIFFERENCES
- CORRECTING STUDENT'S MISTAKES IN A WAY THAT MOTIVATES THEM TO LEARN MORE
- POINTING OUT STUDENTS' STRENGTHS

IDEAS, INSIGHTS AND EXAMPLES OF BEST PRACTICES

"REAL AUTHENTIC LEARNING SITUATIONS ENHANCE STUDENT ACTIVITY AND ENGAGEMENT"

"LEARNING BY DOING CREATES BEST RESULTS"

"PEER ASSESSMENT LESSENS TEACHER'S WORK"

"STUDENTS WANT CONCRETE FEEDBACK FROM THE TEACHER"

"STUDENTS SITTING IN A CIRCLE WITH THE TEACHERS, SPEAKING TOGETHER CREATES A RELAXED AND FRIENDLY ATMOSPHERE"