

## Observation Reporting Task    Name: Maksym Achkasov

Complete the following table for EACH of the classes you observe (2-3 points are required for each section in the table).

**Title of Class: Teaching grammar inductively (Videos related to Jeremy Harmer's – How to Teach English)**

**Duration of Class: about 10 min.**

**How does this class relate to your or your mentor teacher's lesson: this is a really useful and educational material that illustrates how a guided discovery approach can be used in teacher English grammar (B2).**

**<https://www.youtube.com/watch?v=SB53j1e6vG0>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Relative clauses</li> <li>° Christmas Presents Story</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Reading story several times</li> <li>° Writing story individually, then in groups</li> <li>° Reconstructing the story in groups</li> </ul>	<ul style="list-style-type: none"> <li>° Dictogloss approach</li> <li>° Guided Discovery</li> <li>° Retelling as one of the Activity-based strategies</li> </ul>	<ul style="list-style-type: none"> <li>° A story</li> <li>° Whiteboard</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Impressive</li> <li>° Educational</li> <li>° Effective</li> </ul>

**Title of Class: The use of a story about the teacher's family in teaching the future with 'going to'**

**Duration of Class: about 10 min**

**How does this class relate to your or your mentor teacher's lesson: this video shows how important it is to be aware of the learners' level, choosing appropriate instruction level and not trying to oversimplify the learning approach for those in the classroom (A2).**

**[https://www.youtube.com/watch?v=kB\\_qKfMykRk](https://www.youtube.com/watch?v=kB_qKfMykRk)**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Future with 'going to'</li> <li>° Story-based approach</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Listening to a story several times</li> <li>° Reconstructing the story</li> <li>° Chanting certain phrases as a class</li> </ul>	<ul style="list-style-type: none"> <li>° Visualisation of the language in a 'mind's eye' (without using whiteboard)</li> <li>° Focused on accuracy</li> </ul>	<ul style="list-style-type: none"> <li>° A story</li> <li>° Gesture and body language</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Positive</li> <li>° A bit demanding</li> <li>° A little mundane and repetitive</li> </ul>

		° Rehearsal as one of the Activity-based strategies		
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**Title of Class: Teaching Grammar in Real-Life Contexts (Differences between Past Simple and Present Perfect tenses)**

**Duration of Class: about 30 min**

**How does this class relate to your or your mentor teacher's lesson: this video shows a very well-structures and effectively delivered class on English grammar. It illustrated how diligently and scrupulously we as ESL educators should approach to our learners in terms of choosing context, methodology, interaction and practical exercises (B1).**

**<https://www.newamericanhorizons.org/training-videos>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
° Past Simple and Present Perfect tenses  °Teacher Life time-line  °Life events of those in class	° Establish meaningful context for using the grammar. Teacher tells about her life using a time-line and main dates on the whiteboard. She creates reason to use grammar. Elicits information about her life story to construct grammar structures  ° Write model language on the board	° PPP (Presentation, Practice, Production)  ° Inductive approach  ° Guided discovery approach	° whiteboard  ° pictures, ball, cards  ° spreadsheets	°Very positive  °I love the way how teacher constantly checks the understanding of the learners  °

**Title of Class: Using Present Continuous forma with Tic-Tac-Toe**

**Duration of Class: about 5 min**

**How does this class relate to your or your mentor teacher's lesson: This video shows how a simple game like Tic-Tac-Toe can effectively be used to practice and rehearse come grammatical structures in an ESL class.**

**<https://www.youtube.com/watch?v=PGC811e7gsc>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Present Continuous Forms</li> <li>° Tic-Tac-Toe Game</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Overall instructions on the game the learner are about to play</li> <li>° Members of each team are invited to comment on the pictures using Present Continuous</li> </ul>	<ul style="list-style-type: none"> <li>° Game (Tic-Tac-Toe) as an Activity-based strategy</li> <li>° Rehearsal / Repetition in using similar structures in oral presentation</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Whiteboard</li> <li>° Markers</li> <li>° Pictures</li> </ul>	<ul style="list-style-type: none"> <li>° Positive</li> <li>° Interactive</li> <li>° Engaging</li> </ul>

**Title of Class: Explaining Participial Adjectives**

**Duration of Class: about 5 min.**

**How does this class relate to your or your mentor teacher’s lesson: this video demonstrates how a simple technique could effectively be used in teaching participle adjectives.**

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

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Participial Adjectives</li> <li>°</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Teacher writes two words on the whiteboard: interested and interesting. And then she gives two example sentences with two gaps.</li> <li>° Students are required to fill in the gaps with the appropriate word and explain the reason for their choice.</li> </ul>	<ul style="list-style-type: none"> <li>° Task based approach</li> <li>° Guided discovery approach</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Whiteboard</li> <li>° Markers</li> <li>° Spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>° Positive</li> <li>° Helpful</li> <li>° Logical</li> </ul>

	°Teacher elicits the answers and explains the rule.			
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**Title of Class: Using Past Simple tense while speaking about the life events of the students.**

**Duration of Class: about 10 min.**

**How does this class relate to your or your mentor teacher's lesson: this video tries to show how speculating and guessing may strengthen learners' confidence of the use of the Past Simple Tense**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Past Simple Tense</li> <li>°Students' life events</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Films learners watched recently</li> <li>°Guessing what teacher's life events are based on the pictures on the board</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Guided discovery</li> <li>° Communicative Approach</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Whiteboard</li> <li>° Life dates on pieces of paper</li> <li>° Cards</li> </ul>	<ul style="list-style-type: none"> <li>°Overall positive and good</li> <li>° Students seem to be a bit shy and unengaged</li> <li>°Can't really see a strong connection between the film and life events of the teacher at the beginning of the class.</li> </ul>

**Title of Class: Practicing comparative adjectives with more/-er when using Board Races**

**Duration of Class: about 5 min.**

**How does this class relate to your or your mentor teacher's lesson: this video shows how (at times boring) grammar rules could be taught and practiced in an interesting and interactive way.**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Comparative adjectives with more/-er</li> </ul>	<ul style="list-style-type: none"> <li>° Overall instructions about the activity is given to the learners by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>° Game as an Activity-based strategy</li> <li>°Competition / contest</li> </ul>	<ul style="list-style-type: none"> <li>°Whiteboard</li> <li>°Markers</li> <li>°Timer/Chocolate</li> </ul>	<ul style="list-style-type: none"> <li>°Very positive</li> <li>°Learners are definitely involved</li> </ul>

<ul style="list-style-type: none"> <li>° Board Races/ Team competitions</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>°Students are divided into groups</li> <li>°The competition is he</li> </ul>	<ul style="list-style-type: none"> <li>° Peer Practice as a Cooperative strategy</li> </ul>		<ul style="list-style-type: none"> <li>°Learners practice comparative adjectives in a nice and engaging atmosphere</li> </ul>
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**Title of Class: Promoting Critical Thinking and Learning Skills**

**Duration of Class: about 30 min.**

**How does this class relate to your or your mentor teacher’s lesson: this video brightly demonstrates the important of the use of critical and independent thinking while acquiring a foreign language; I have certainly taken some essential and practical techniques in using the critical thinking approaches.**

**<https://www.newamericanhorizons.org/training-videos>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Critical Thinking and Learning Skills</li> <li>° Key critical thinking skills: <ul style="list-style-type: none"> <li>- Compare and contrast</li> <li>- Identify assumptions</li> <li>- Interpret</li> <li>- Analyze and evaluate</li> <li>- Summarize and synthesize</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>°The presenter gives illustration from previous videos on how critical thinking is used there by the teachers.</li> <li>° The presenter gives reasons why critical thinking is important in life.</li> <li>°The presenter focuses on the following: <ol style="list-style-type: none"> <li>1. Categorizing Tasks</li> <li>2. Activity using grids</li> <li>3. Graphic organizers</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>° The presenter uses Guided Exploration and Lecture as Direct instruction strategies</li> <li>° Content-Based Instruction</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>°Videos from other classes</li> <li>°Voice over</li> <li>°Slides</li> </ul>	<ul style="list-style-type: none"> <li>°Very positive</li> <li>°Important</li> <li>°definitely something I need to grow and develop in</li> </ul>

**Title of Class: The study of rhythm and stress in language (Teaching with Song)**

**Duration of Class: about 15 min.**

**How does this class relate to your or your mentor teacher's lesson: this video shows how to effectively present and practice rhythm and stress in English language while using activities with music and songs. I believe it to be very motivating, educational and engaging.**

**<https://www.youtube.com/watch?v=-mNp59YkeVs>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>° Rhythm and stress in language</li> <li>° Song lyrics</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Teacher asks the learners a question: What's your favourite song? / How does it make you feel?</li> <li>° Teacher asks the learners to listen to the song and see how it makes them feel. Students need to fill in the blanks. Then they are required to write several lines for the song themselves</li> </ul>	<ul style="list-style-type: none"> <li>° Task-Based Learning</li> <li>° Content-Based Instruction</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Picture marker</li> <li>° whiteboard and marker</li> <li>° Music player</li> </ul>	<ul style="list-style-type: none"> <li>° Very positive</li> <li>° Students seem to be very motivated, enthusiastic and engaged</li> <li>°</li> </ul>

**Title of Class: Wordwall - Complete Tutorial by Russell Stannard**

**Duration of Class: about 30 min.**

**How does this class relate to your or your mentor teacher's lesson: This class relates to my own lesson in the way that it showcases how technology, particularly Wordwall, can be utilized in a classroom setting to effectively teach and train learners on new vocabulary and sentence structures. It demonstrates engaging and exciting methods to incorporate technology into the learning process, enhancing the educational experience for both students and instructors.**

**<https://www.youtube.com/watch?v=Zkcz-OPZLEA>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>• Creating games</li> <li>• Sharing your activities with students</li> </ul>	<ul style="list-style-type: none"> <li>° Teacher makes a concise introduction to the main objectives of his lesson, lists the topics that he is going to speak about and moves through the main points.</li> </ul>	<ul style="list-style-type: none"> <li>° Task-Based Learning</li> <li>° Content-Based Instruction</li> </ul>	<ul style="list-style-type: none"> <li>° ChatGPT</li> <li>° Screen share (most likely Snagit)</li> </ul>	<ul style="list-style-type: none"> <li>° Very positive</li> <li>° I definitely want to try the technology myself.</li> </ul>

<ul style="list-style-type: none"> <li>• Embed your Wordwalls anywhere</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teacher effectively illustrates by using the screen share technology how the Wardwall features could be used in a classroom.</li> </ul>	<ul style="list-style-type: none"> <li>◦</li> </ul>	<ul style="list-style-type: none"> <li>◦YouTube</li> </ul>	<ul style="list-style-type: none"> <li>◦</li> </ul>
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**Title of Class: ChatGPT Advanced tutorial for teachers by Russell Stannard**

**Duration of Class: about 30 min.**

**How does this class relate to your or your mentor teacher’s lesson: This class relates to my own lesson in the way that it showcases how technology, particularly ChatGPT, can be utilized in a classroom setting to effectively teach and train learners on new vocabulary, sentence structures, improving reading and speaking skills. It demonstrates engaging and exciting methods to incorporate technology into the learning process, enhancing the educational experience for both students and instructors.**

**<https://www.youtube.com/watch?v=Xy3JQEXxK0w>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>• Different stories, texts, eye witness accounts</li> <li>• Eye witness accounts</li> <li>• Varying the levels</li> </ul>	<ul style="list-style-type: none"> <li>◦Teacher makes a concise introduction to the main objectives of his lesson, lists the topics that he is going to speak about and moves through the main points.</li> <li>◦ Teacher effectively illustrated by using the screen share technology how the ChatGPT features could be used to prepare learning materials to be used in a classroom.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Task-Based Learning</li> <li>◦ Content-Based Instruction</li> <li>◦</li> </ul>	<ul style="list-style-type: none"> <li>◦ ChatGPT</li> <li>◦ Screen share (most likely Snagit)</li> <li>◦YouTube</li> </ul>	<ul style="list-style-type: none"> <li>◦ Positive</li> <li>◦ I'm keen to try the technology firsthand and explore its potential in my own teaching practice.</li> <li>◦</li> </ul>

**Title of Class: Understanding Blended Learning - 10 Key Considerations by Russell Stannard**

**Duration of Class: about 20 min.**

**How does this class relate to your or your mentor teacher’s lesson: This class relates to my own lesson in the way that it underlines the key principles of Blended Learning.**

**<https://www.youtube.com/watch?v=q70pRo2x4nw>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>Platform Edmodo</li> <li>Screenrecast</li> <li>How to teach online with Zoom</li> </ul>	<p>°Teacher makes a concise introduction to the main objectives of his lesson, lists the topics that he is going to speak about and moves through the main points.</p> <p>° Teacher effectively illustrated by using the screen share 10 key points of integrating Blended Learning into a course.</p>	<ul style="list-style-type: none"> <li>° Task-Based Learning</li> <li>° Content-Based Instruction</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Edmodo</li> <li>° Screencast</li> <li>° Zoom</li> </ul>	<ul style="list-style-type: none"> <li>° Excellent</li> <li>° Very important points to always keep the real learners in mind while designing a course.</li> <li>°</li> </ul>

**Title of Class: Readers and Reading in Language Learning by Russell Stannard**

**Duration of Class: about 40 min.**

**How does this class relate to your or your mentor teacher's lesson: This class relates to my own lesson in the way that it shows why it is so important to read while learning another language and how to help learners develop their vocabulary effectively.**

**<https://www.youtube.com/watch?v=qTj3CdH0Vjs>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>Passive and active vocabulary</li> <li>Bring reading to life</li> <li>Voice of America free website</li> </ul>	<p>°Teacher makes a concise introduction to the main objectives of his lesson, lists the topics that he is going to speak about and moves through the main points.</p> <p>° Teacher effectively illustrates by using the screen share how to help learners improve and expand their vocabulary with the use of a</p>	<ul style="list-style-type: none"> <li>° Task-Based Learning</li> <li>° Content-Based Instruction</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Blackcat.com</li> <li>° ListenAminute.com</li> <li>° Voice of America free website</li> </ul>	<ul style="list-style-type: none"> <li>° Very nice</li> <li>° The teacher really makes you want to use the technology he speaks about</li> <li>°</li> </ul>



	number of web applications.			
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**Title of Class: Teaching online-Ways to Assess Students by Russell Stannard**

**Duration of Class: about 35 min.**

**How does this class relate to your or your mentor teacher's lesson: This class relates to my own lesson in the way that it shows why it is so important to read while learning another language and how to help learners develop their vocabulary effectively.**

**<https://www.youtube.com/watch?v=7eGk9FgCjR4>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>• Create Google Forms</li> <li>• Get Students to record themselves</li> <li>• E-Portfolios</li> </ul>	<p>°Teacher makes a concise introduction to the main objectives of his lesson, lists the topics that he is going to speak about and moves through the main points.</p> <p>° Teacher effectively illustrates by using the screen share how to use various technology to assess the learners.</p>	<ul style="list-style-type: none"> <li>° Task-Based Learning</li> <li>° Content-Based Instruction</li> <li>°</li> </ul>	<ul style="list-style-type: none"> <li>° Google Forms</li> <li>°Snagit</li> <li>° Screencast-O-Matic</li> </ul>	<ul style="list-style-type: none"> <li>° I love it</li> <li>° The teacher really makes you want to use the technology he speaks about</li> <li>°</li> </ul>

**Title of Class: Teach on-line with Zoom: Key settings you need to understand by Russell Stannard**

**Duration of Class: about 25 min.**

**How does this class relate to your or your mentor teacher's lesson: This class relates to my own lesson in the way that it shows all the key settings to teach online with Zoom; to make the classes effective language focused and engaging.**

**<https://www.youtube.com/watch?v=g-pHmVOfgbM>**

Class Topic(s) / Content	Organization of the Lesson	Methodologies / Strategies	Resources Used	Overall Impression
<ul style="list-style-type: none"> <li>• Zoom Key Settings</li> <li>• Annotations</li> <li>• Breakout Room settings</li> </ul>	<p>°Teacher makes a concise introduction to the main objectives of his lesson, lists the topics that he is going to speak about and moves through the main points.</p>	<ul style="list-style-type: none"> <li>° Task-Based Learning</li> <li>° Content-Based Instruction</li> </ul>	<ul style="list-style-type: none"> <li>° Zoom</li> <li>°Snagit (most likely)</li> <li>° YouTube</li> </ul>	<ul style="list-style-type: none"> <li>° Really useful and informative</li> <li>° The teacher what and why we should turn on/off in</li> </ul>

	<ul style="list-style-type: none"><li>◦ Teacher effectively illustrates by using the screen share how to set Zoom in the way that it would be easy to manage and lead the class.</li></ul>	<ul style="list-style-type: none"><li>◦</li></ul>		<p>the Zoom settings to make it work most effectively while teaching online.</p> <ul style="list-style-type: none"><li>◦</li></ul>
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