

Náslechová oborová praxe průběžná

The 3<sup>rd</sup> semester

## Class Observation # 2: Attending to the learner

Class: 6<sup>th</sup> year students

Number of learners: 14 (9 females, 5 males)

Age of learners: 11-12

Length of lesson: 45 min. (10:00-10:45)

Level: Elementary

Teacher observed: Helena

*My observation took place at a primary school in Tasov.*

The seating arrangement in the classroom:

Jarda	Vítek
Šimon	Vojta
Tereзка	Magda
Kristýna	Aneta

Aleš	
	Monika
	Daniela
Simona	Klárka



Teacher

The class began with the teacher introducing the observer to the class. Some of the students probably knew that their teacher is the observer's wife so they were very curious.

I was quite surprised that the students were paying attention during the whole class. They were also very active and I thought that it was primarily because of my presence in the class. After the observation I discussed the students' attitude towards the class with the teacher, and I was told that these students were very active and paying attention basically in each class. One of the reasons of their disciplined behaviour was the age of the students because the 8<sup>th</sup> year students' behaviour was not as disciplined as the 6<sup>th</sup> year students.

The cooperation between the students and the teacher was unbelievable. I could see that they knew each other very well and they perfectly understand what they had to do. The most interesting thing was the eye contact. I had always thought that the eye contact was a very significant tool towards a student but in this class the teacher didn't use the eye contact very often (40% of the time). She used the students' first name when asking questions or giving instructions to a particular student, and I must admit that sometimes the eye contact is not necessary to use. The connection between the students and the teacher was so natural. It was like they had a sixth sense. I strongly believe that it was like that because it is a "small" school and teachers and students are like a large family.

The teacher had to ask for silence only twice during the class using the magic word "Please".

It was really great experience when the students had to work with the interactive board. The teacher asked them "So, now we are going to do an exercise on the board. Please, come to the board." The students lined up in front of the board and started working one after another. They were like soldiers in the army.

The teacher was pointing to students so as to allow them to speak (sometimes combined with naming). There was only one "pattern" I was able to recognise – the teacher preferred active students to passive students when calling on somebody (70% - 30%).

I also noticed that when the teacher praised the students she smiled, but when she made some corrections her expression was neutral.

There were more positive aspects relating to the teacher's behaviour towards the students, but principally, the whole teaching in the classroom was based on the teacher's long-time experience and more importantly, on the relationship between the students and the teacher flowing from their daily cooperation.

It was another inspirational class but I must proclaim that the teachers I observed set a high standard.