

Náslechová oborová praxe průběžná

The 3rd semester

Class Observation # 3: The language of questions

Class: 7th year students

Number of learners: 15 (6 females, 9 males)

Age of learners: 12-13

Length of lesson: 45 min. (7:05-7:50)

Level: Elementary-Pre-Intermediate **Teacher observed:** Anička

My observation took place at a primary school in Tasov.

The class began with the teacher introducing the observer to the class. Firstly, I'd like to mention the fact that my presence in the classroom had a positive effect on the students. They were paying attention and were also very active. It was something special because according to the teacher they normally acted differently.

One of the students was a boy who had moved recently from Australia to the Czech Republic. He was very active and so positive. I think that it was very useful to have the boy inside the classroom because it was obvious that his classmates wanted to speak like him so he was a very good example for other students.

The topic of the class was "Present simple and Present continuous." There were many activities like listening, reading, doing some exercises from the students' workbooks and also asking questions.

The teacher was well-prepared for the lesson but sometimes I was able to recognise that she used too difficult questions or made some mistakes. I think she was a bit nervous about my presence in the classroom.

e.g. **"Have you ever met kangaroo in Australia?"**

Firstly, the question is not right (Have you ever met **a** kangaroo in Australia?). These students should have been familiar with using articles.

Secondly, the teacher used present perfect so students didn't know how to response because they were confused. They didn't know present perfect, of course. In my opinion, it was a big mistake to use present perfect when teaching present simple and present continuous. There were some similar mistakes the teacher made during the class when asking questions (omitting articles) but generally, as was mentioned above, the teacher was well-prepared although she didn't use as many questions

during the lesson as I had expected. Moreover, she very often asked questions to the boy from Australia because he knew the right answer.

When came to questions, the teacher started asking simple question concerning present simple and present continues:

T: "What am I doing now?" (pretending reading a book)

S: "You are reading book." (Unfortunately, the teacher didn't correct the student who didn't use an article).

T: "What the man is doing?" (pointing at me)

S: "He is writing something."

T: "What does your father do?"

S: "He is a policeman."

T: "What are the animals doing?" (a picture on an interactive board)

S: "They are eating grass."

To be honest, the teacher didn't use many questions during her class and she didn't let students to talk to each other. From that point of view it was not a very good class for observing questions.

Personally, I would use some questions at the very beginning of the class and I would make students to ask questions. Moreover, there were very few Yes/No questions which I would use at the very beginning to warm up the students and later I would continue with e.g. retrieval-style questions.

I liked that the class was very well organised but the teacher was one of these teachers who had never study English at university so her knowledge and certainty in English language were limited. On the other hand the "language of questions" was maybe the most difficult out of the three skills I had to observe. I'm pretty sure that if I observed "the language of questions" in those two previous classes I would find out that the teachers had some difficulty with it as well.

I really appreciate that I could do the observation because it showed me that I would have to learn more about teaching and using questions in a class.