

**Náslechová oborová praxe průběžná**

**The 4<sup>rd</sup> semester**

**Class Observation # 5: The learning environment**

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

**Number of learners:** 13 (8 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	Aleš	
Šimon	Vojta		Monika
Tereзка	Magda		Daniela
Andrea	Aneta	Simona	Klárka



Teacher

**My position**

When I entered the classroom together with the teacher I was introduced to the students but they knew me very well, because I had done an observation in this class in the 3<sup>rd</sup> semester. The students were aware of the fact that the teacher was my wife so it was probably more interesting observation for them than for me ☺.

The classroom itself was quite big, it was arranged for 30 students but in this class there were “only” 13 students. Maybe they liked it, I don’t know, but from my point of view, it would be a cosier classroom if it was smaller.

The temperature was favourable for everybody, students were wearing shirts or T-shirts and they felt comfortable. I liked the classroom, the walls green and yellow with many English posters on them. In front of the classroom there was an interactive board. There were some flowers or plants on window ledges. To sum up the appearance of the classroom I must say that it was almost a perfect classroom for teaching English. Much more comfortable for students than the classroom where I teach.

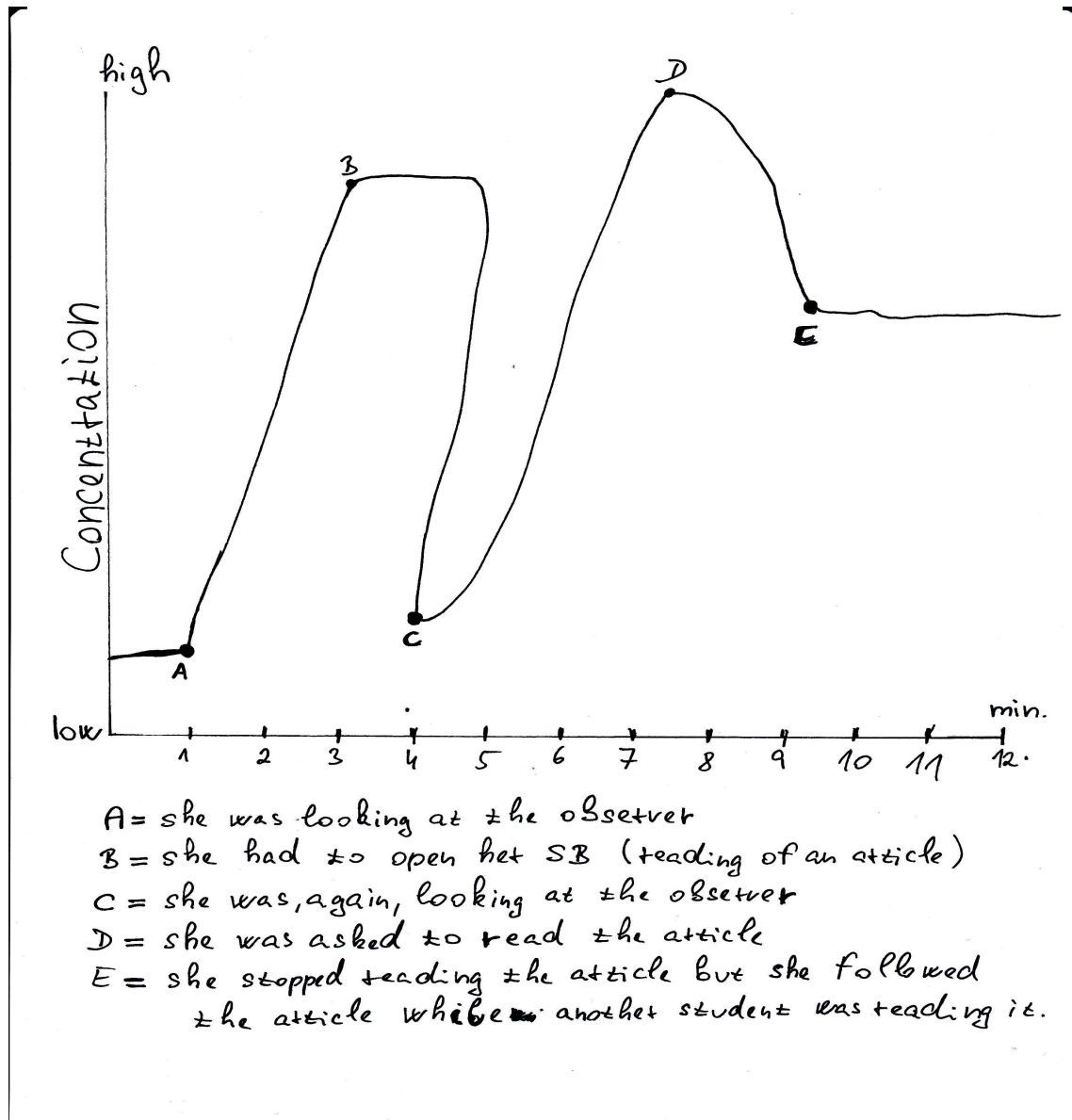
The atmosphere was great!! I had written about the atmosphere of this particular classroom in my previous observation and it was the same. The cooperation between the students and the teacher was unbelievable. I could see that they knew each other very well and they perfectly understand what they had to do. The 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. They are nice to each other (sometimes not, of course but generally they are). The teacher was great as well. She was very positive. On the other hand, when it was necessary she changed her voice and became a directive teacher but she didn’t have to stay directive for a long time, because the students knew her very well and they were aware of how to behave after the teacher was directive. As mentioned above, it would be better if the classroom was a little bit smaller and there was one more thing I would change. The students’ chairs were not very comfortable but it’s the same in other schools and maybe there is a reason for it. I don’t know.

Table 3.1a

<u>Factor/Item</u>	<u>Memory jog</u>
<p>Very large classroom for 13 students</p> <p>warm welcome</p> <p>fresh air in the classroom</p> <p>favourable temperature</p> <p>an interactive board</p> <p>convenient colours of the walls</p> <p>posters on the walls</p> <p>plants and flowers</p> <p>uncomfortable chairs</p> <p>positive teacher and cooperative students</p> <p>directive teacher</p> <p>.</p> <p>positive and smiling teacher</p> <p>teacher giving prizes</p>	<ul style="list-style-type: none"> <li>- 5 minutes in the classroom</li>   <li>- After 10 minutes I was sitting in one of them</li>   <li>- 15 minutes in the classroom</li>   <li>- Students had to open their student's books (two didn't pay attention)</li>   <li>- All students concentrate on the article</li>   <li>- Some students read the article</li> </ul>

Table 3.1b

On the first page you can see my position in the classroom. For observing a student, I chose Andrea whom you can see if you follow the seating arrangement in the classroom. It was quite difficult to keep this observation in secret because she very often looked at me ☺.



After the lesson:

<u>A</u>	<u>B</u>	<u>C</u>
<u>Physical factors</u>	<u>Teacher Behaviour</u>	<u>Students Behaviour</u>
Large classroom	Warm welcome	greeting the teacher and the observer
Fresh air in the classroom	Positive teacher	cooperative students
Favourable temperature	Directive teacher	
An interactive board	Smiling teacher	happy students (when got a prize)
Colour of the walls	Giving prizes	didn't pay attention
Posters on the walls		
Plants and flowers		
Uncomfortable chairs		

As I said before, I was surprised by the atmosphere inside the classroom especially the relationship between the teacher and the students was something inspirational. I was almost sick with envy. Generally, the classroom was great for teaching English and the students should be grateful for having an opportunity to learn English in the classroom. I teach in absolutely different one (small, no flowers, scraped walls, no interactive board ..).

I teach adults and I am lucky that they are awesome but I must admit that I would like to teach children, because I really like them and it's a different kind of teaching – not easier or more difficult but different – it's a matter of the heart.

When observing the student concentration (see table 3.1b) I noticed that the only disruptive element (external factor) was the observer ☺. Andrea is a nice and good student but she (and the others as well) couldn't resist to observe what the observer is observing. I think that there was only one person in the classroom who was not an observer – it was the teacher.

I absolutely agree that there are as many learning styles as there are teachers. I believe that the most important thing in teaching is the personality of the teacher. Teachers are not able to learn their students almost anything, they can be helpful and inspiring but the most important thing in teaching is to make students (in a positive way, of course) love English and work on their own.