

US VIDEO OBSERVATION COURSE

Our Video Observation Course will show you real classroom lessons using different teaching methods so you can see what techniques work best for TEFL.

Units in this course:

- Unit 1: PPP lesson
- Unit 2: Functional language
- Unit 3: Foreign language lesson
- Unit 4: Skills lesson
- Unit 5: Dealing with difficult students

Unit 1: PPP lesson

Welcome to the course

■ Video

This video is available online. The transcript appears below.

Hi there, and welcome to our video course! Here you will get a much more visual idea of what it means to be an EFL teacher, with example lessons designed to show you how to put the methodology and grammar knowledge you have into practice.

You will look at teaching methods you should use in the classroom, how to teach grammar rules and how to work with students to get their ideas across. These lessons will show you techniques you can use to a wide variety of students, from young learners to advanced students and anywhere in between.

It's time to get started, click through to the next page to move on with the course.

Introduction

■ Video

This video is available online. The transcript appears below.

To start with, we're going to look at two lesson videos focusing on the phrase "used to". These lessons will be presented in a PPP format, so remember to look out for the stages of: Presentation, Practice and Production.

While you watch the videos, bear in mind that the Practice stage is a controlled activity and the Production stage is a free activity. You'll hopefully be able to notice the difference between these stages in the lessons. Another thing to look out for is the interaction between the teacher and the students, in particular how the teacher gives examples, gives praise and how the students respond to this.

Watch the first video and think about the different methods the teacher is using: visual, kinaesthetic and so on. It is a good idea to have a notepad and pen, or a text document on your device, ready so you can take some notes.

Ice breaker

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the ice breaker stage of this PPP lesson, which is where the teacher and students will warm up and become ready to communicate with each other.

Presentation stage: Introduction

■ Video

This video is available online. The transcript appears below.

Now you have seen the ice breaker part of the lesson, and the students are warmed up and ready to go. Let's move on to the first stage in the lesson now, which is the presentation stage.

Presentation stage

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the presentation stage of a PPP lesson, introducing the students to the topics the lesson will cover.

Practice stage: Introduction

■ Video

This video is available online. The transcript appears below.

We've now seen the presentation stage, so let's move on to the practice stage where students use what they have learned.

Practice stage

■ Video

This video is available online. The transcript appears below.

This classroom video will show you what the practice stage of a PPP lesson looks like, as it encourages students to engage with the topic at hand and use English in a structured way.

Production stage: Introduction

■ Video

This video is available online. The transcript appears below.

We'll now look at the last part of the lesson, which is the production stage. This activity will be a speaking activity where students will create their own examples in the language.

Production stage

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the production stage of the PPP lesson, where students communicate with each other using language they form themselves based off what they have learned.

Filler exercise: Introduction

■ Video

This video is available online. The transcript appears below.

For a final filler exercise, we'll now ask students to consolidate what they've learned about the language item "used to".

The students will come up with sentences quickly from the pictures shown to them, with the target being to think of a good example using "used to".

Filler exercise

■ Video

This video is available online. The transcript appears below.

This classroom video will show you what a filler exercise looks like within a PPP lesson and how it allows students to consolidate their learning by providing extra opportunity to use the language.

PPP lesson: Quiz

multiple-choice

How did the teacher successfully elicit information from the students in the Presentation Stage?

Select the correct answer from these options

With visuals

With questions

multiple-choice

Why does the teacher give a lot of praise when the students answer a question?

Select the correct answer from these options

Giving praise and being positive will help create a safe learning environment.

The teacher is a cheerful person who enjoys giving praise.

multiple-choice

Why does the teacher use more than one example in the Presentation Stage?

Select the correct answer from these options

To make the presentation stage longer.

Students need more than one example to help them with any new language item or struc

multiple-choice

Why does the teacher concept check in the Presentation Stage?

Select the correct answer from these options

A good teacher should always concept check.

The teacher cannot remember what to do next, so concept checks what they have alrea

multiple-choice

Why did the teacher do a mingling activity in the Practice stage?

Select the correct answer from these options

The students enjoy moving around.

To encourage student to student interaction.

multiple-choice

Why does the teacher do a filler exercise at the end of the class?

Select the correct answer from these options

A filler is a good way to consolidate a language item at the end of the lesson.

A filler should be part of every EFL lesson.

multiple-choice

The teacher used a buzzer in the filler activity, why did the teacher think this was necessary?

Select the correct answer from these options

The buzzer was used as no other realia was used in the lesson.

This can act as way to stop everyone in the class shouting out.

multiple-choice

Did the teacher encourage student participation?

Select the correct answer from these options

Yes, the students answered the questions, elicited well from the visuals used and seen

No, there was too much teaching talk time and little participation from the learners.

multiple-choice

Did you feel that there was a positive and safe learning environment throughout the lesson?

Select the correct answer from these options

Yes, the teacher gave a lot of praise to the students which helped to create a safe learn

No, the students seemed disengaged throughout.

multiple-choice

It was clear to see the difference between the practice stage (controlled) and the production stage (free) in the lesson.

Select the correct answer from these options

Yes, the students had the visuals to help them in the practice stage and the teacher m

No, I couldn't see any differences between the stages.

Poorly-delivered PPP lesson: Introduction

■ Video

This video is available online. The transcript appears below.

OK, so you've now seen an example of a well-delivered lesson focusing on the term "used to". Now we're going to move on to watch another demonstration, focusing on the same language point, but this time it will not be a well-delivered lesson.

Once you've watched this video, think about the differences between the two and what elements are missing from the second one.

Poorly-delivered PPP lesson

■ Video

This video is available online. The transcript appears below.

This poorly-delivered PPP lesson will show you an example of poor teaching practice so that you can see what problems sometimes occur when planning and delivering a lesson.

Poorly-delivered PPP lesson: Quiz

true-or-false

There was no real staging in the lesson, it was hard to see the difference in the PPP stages.

Select the correct answer from these options

true

false

true-or-false

The teacher gave more than 3 examples in the presentation stage.

Select the correct answer from these options

true

false

true-or-false

The teacher rushed through and gave very little, if no explanation.

Select the correct answer from these options

true

false

true-or-false

The teacher gave praise at every opportunity, which helped to encourage the learners.

Select the correct answer from these options

true

false

true-or-false

The lesson demonstrated a good pace.

Select the correct answer from these options

true

false

true-or-false

There was a good balance between teacher talk time and student talk time.

Select the correct answer from these options

true

false

true-or-false

There was no concept checking or eliciting.

Select the correct answer from these options

true

false

true-or-false

The lesson was far too short.

Select the correct answer from these options

true

false

true-or-false

The teacher managed to keep motivation levels high throughout the class.

Select the correct answer from these options

true

false

true-or-false

The students were bored, disinterested and demotivated in this lesson.

Select the correct answer from these options

true

false

Lesson comparison: Quiz

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Concept checking.

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Eliciting

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Use of realia / visuals

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Giving praise to students

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Good pacing

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Clear examples / models

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

multiple-choice

Decide whether the teaching method below was used best in the good PPP lesson or the poorly-delivered PPP lesson.

Student-to-student interaction

Select the correct answer from these options

Good PPP lesson

Poorly-delivered PPP lesson

Unit 1: Assignment

Unit 2: Functional language

Introduction

■ Video

This video is available online. The transcript appears below.

Welcome to Unit 2 of the video course. Here we're going to focus on "functional language", specifically terms we use to agree and disagree.

There are two videos, a series of quizzes and an assessment task to complete in this unit, so we recommend watching the videos more than once to make sure you take it all in.

When watching the videos in this unit, focus on what the teacher is doing in the lesson and how the students respond on focus during the Presentation, Practice and Production sections.

This time, the first lesson will be the badly prepared one, as it comes without a lead-in activity, and then the second will show you why the lead-in activity is so important.

Get your notepad ready and let's get on to our first lesson.

Poorly-delivered 'Agree & Disagree' lesson

■ Video

This video is available online. The transcript appears below.

This poorly-delivered lesson will show you how a lesson can fall apart without having a proper lead-in to the main sections of teaching.

Poorly-delivered 'Agree & Disagree' lesson: Quiz

true-or-false

The teacher maintained a positive learning environment throughout the lesson.

Select the correct answer from these options

true

false

true-or-false

There was lots of STT.

Select the correct answer from these options

true

false

true-or-false

The teacher did not encourage any eliciting in any of the stages.

Select the correct answer from these options

true

false

true-or-false

The practice stage would have been a good activity if the presentation had been explained well.

Select the correct answer from these options

true

false

true-or-false

A clear model was given for the students to work from.

Select the correct answer from these options

true

false

true-or-false

The general outline of the lesson was good, but wasn't executed in the correct way.

Select the correct answer from these options

true

false

true-or-false

The students seemed engaged at the start of the lesson when the teacher asked how they were.

Select the correct answer from these options

true

false

true-or-false

The students were given good instructions.

Select the correct answer from these options

true

false

true-or-false

There was zero evidence of realia used in the classroom.

Select the correct answer from these options

true

false

true-or-false

The teacher seemed to ramble in explaining during the presentation stage.

Select the correct answer from these options

true

false

Good 'Agree & Disagree' lesson: Introduction

■ Video

This video is available online. The transcript appears below.

You can hopefully see why the lesson you have just watched would be ineffective for students and would leave them struggling to grasp the concept of agreeing and disagreeing.

We'll now look at a properly planned and well delivered lesson, with a lead-in activity to introduce students to the topic being discussed, and then the presentation, practice and production stages we use in a PPP lesson.

Move on to the next page to get started.

Good 'Agree & Disagree' lesson: Presentation, Practice & Production

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the rest of the 'agree & disagree' lesson, highlighting why an effective lead-in activity is important so that the remainder of the lesson works smoothly as well.

Good 'Agree & Disagree' lesson: Quiz

multiple-choice

Did the teacher elicit well from the students?

Select the correct answer from these options

There was little eliciting.

The teacher elicited well throughout the duration of the lesson.

multiple-choice

Why did the teacher give the students laminated cards to sort into piles as a pair work activity?

Select the correct answer from these options

Pair work encourages more student to student interaction.

The students asked to work in pairs rather than in isolation.

multiple-choice

Why did the teacher use the Facebook Logo in the filler activity?

Select the correct answer from these options

The teacher thinks social media is important and should be integrated into teaching.

Most students know the Facebook Logo and have an account, it encourages the studer

multiple-choice

Why did the teacher ask the students to write out Facebook status updates?

Select the correct answer from these options

Because the lesson was too short and this took up some time.

It was a way of recycling language used in the class and a way to consolidate it.

multiple-choice

The teacher kept a good pace in the lesson.

Select the correct answer from these options

Yes, as the students did a variety of activities and were engaged throughout.

No, the students seemed disinterested.

multiple-choice

The lesson was not so good as the teacher did not start with an icebreaker.

Select the correct answer from these options

Not every lesson needs to begin with an ice breaker.

True, this had a negative impact on the lesson.

true-or-false

The teacher introduced some interesting realia in the lesson.

Select the correct answer from these options

true

false

true-or-false

The buzzer worked well in the production stage.

Select the correct answer from these options

true

false

true-or-false

The controversial statements were mindful of cultural or religious differences of foreign students.

Select the correct answer from these options

true

false

true-or-false

The students could not do the activities.

Select the correct answer from these options

true

false

Lesson comparison: Quiz

multiple-choice

The lesson had clear staging at each part of the lesson.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

The students had ample opportunity for student-to-student interaction

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

There were no clear models for the students to work from.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

The students seemed happy using the target language at the end of the lesson.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

This was a poor example of an EFL lesson.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

The students were happy in the lesson.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

The teacher was confident in delivering the lesson.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

The lesson was designed to help kinaesthetic learners and to encourage pair work.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

There was a good rapport between the teacher and the students.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

multiple-choice

A sound lesson that allowed the students to use the language at every opportunity through the chosen activities.

Select the correct answer from these options

Poorly-delivered lesson

Good lesson

Unit 2: Assignment

Unit 3: Foreign language lesson

Introduction

■ Video

This video is available online. The transcript appears below.

Welcome back, now we are on unit 3. In this unit there is only one video, but we do recommend using it more than once to make sure you understand it fully.

The video will look at a “foreign language lesson”, and we want you to look out for how the teacher interacts with the students. Try to focus on the body language of the teacher this time, and see how the students respond to it.

Remember to take some notes when you’re watching the video, as it’ll help you with the quizzes, the assignments and when you go out to teach for yourself.

Let’s get started.

Foreign language lesson: All stages

■ Video

This video is available online. The transcript appears below.

This classroom lesson will go through all stages of a foreign language lesson, demonstrated in Spanish, and show you how to demonstrate topics and teaching language points even if the students have no ability in the language.

Recap

■ Video

This video is available online. The transcript appears below.

So now you have seen our demonstration video of a foreign language, we hope you managed to pick up on the use of gesture and body language to help emphasize certain points.

We think there are probably some things you probably didn't notice there, so go back over the video and try watching it when you know what's going to happen. Your extra focus on the gesture and body language elements should show you even more tricks the teacher uses to make their points.

Once you've watched the video again, move on to the quiz and check out the questions. Good luck!

Unit 3: Quiz 1

multiple-choice

Why did the teacher use a picture of someone waving as well as doing the gesture 'to wave'?

Select the correct answer from these options

To reinforce the idea of someone waving as a way of saying 'Hello'.

In case the students did not understand the gesture.

multiple-choice

Why did the teacher say "hola" very loudly and then very quietly?

Select the correct answer from these options

So the lesson would take longer.

To make the repetition process more interesting and to keep the learners engaged.

multiple-choice

Why did the teacher write all the key language on the board?

Select the correct answer from these options

Visual learners will need to see new language written down, it is not enough to just hear it.

So the students can write all the examples down.

multiple-choice

Why did the teacher show a card showing a question mark to indicate question?

Select the correct answer from these options

To help the students understand that the teacher is referring to a question.

To make the lesson more interesting.

multiple-response

Please note there is more than one correct answer for this question.

Have a look at the statements below and indicate which ones are true, based on the lesson you observed.

Select the correct answer from these options

The teacher did choral drilling first in the examples.

The teacher did not seem very animated during the lesson.

The teacher used body language and gestures to help the students understand.

The students seemed disinterested.

multiple-choice

Why did the teacher praise the students so much?

Select the correct answer from these options

To create a safe learning environment and make them feel more at ease with a new language.

To introduce the students to more Spanish words.

multiple-choice

Why did the teacher ask the students to work in pairs?

Select the correct answer from these options

As the group was very small.

For extra practice of the language and to change the interaction.

multiple-choice

Did the teacher do a good job of presenting the language?

Select the correct answer from these options

Yes, the students were given the chance to reproduce the language which helped their pronunciation.

No, the students were unable to reproduce any of the language.

multiple-choice

How important were the hand gestures used by the teacher in the lesson?

Select the correct answer from these options

Not important

Very important

multiple-choice

Why did the teacher choose simple language to present in the lesson?

Select the correct answer from these options

If the students have zero knowledge of the target language you should always start with simple language.

To make it easier for the teacher to write the lesson plan.

Unit 3: Quiz 2

true-or-false

Body language and gestures ;were used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Choral drilling was used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Eliciting was used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Instructions checking was used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Reading was not used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Repetition was used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Student-to-student interaction was used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Translation was used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Visuals / realia were used in this lesson.

Select the correct answer from these options

true

false

true-or-false

Writing was used in this lesson.

Select the correct answer from these options

true

false

Unit 3: Assignment

Unit 4: Skills lesson

Introduction

■ Video

This video is available online. The transcript appears below.

Hi there and welcome to Unit 4! The video for this unit is going to be a skills lesson, which will focus on the skill of reading.

What we want you to study here is the staging of the lesson, with each part – presentation, practice and production – focusing on something different.

Keep an eye out for the interactions between the teacher and the learners and try to think about how these fit in with the stage and the pacing of the lesson.

Again, we recommend viewing the video more than once, to make sure you catch all the little details. Make notes on the activities and methodology used by the teacher too.

You know what to do, now let's watch this unit's lesson video.

Skills lesson: Lead in, pre-teach vocabulary & prediction

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the lead in, pre-teach vocabulary & prediction stage of the skills lesson.

Skills lesson: Reading for gist & detail

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the reading for gist & detail stage of the skills lesson.

Skills lesson: Follow up

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the follow up stage of the skills lesson.

Unit 4: Quiz

multiple-choice

How did the lead-in activity relate to the main part of the lesson?

Select the correct answer from these options

It focused on the same topic, so got the students in to the mindset, before starting any activity.

It didn't relate to the main activity.

multiple-choice

Why did the teacher pre-teach vocabulary?

Select the correct answer from these options

Students like to understand all words before doing any reading.

It can help the students understand the text better.

multiple-choice

Was the prediction activity relevant?

Select the correct answer from these options

Yes, it helped the students start to think about reading and vocabulary they would need.

No, it didn't serve a purpose.

multiple-choice

Why is it beneficial to go through the questions, rather than just giving them to the students?

Select the correct answer from these options

If the students don't understand the questions they will become stuck.

It adds time to the lesson if you are going too fast.

multiple-choice

In the first reading task, the teacher asks the students to read quickly and give the text a title.

Why did they do this?

Select the correct answer from these options

It is a fun activity to do.

Giving a title to something you have read is a good way to see how much the students

multiple-choice

This lesson has a focus of reading, why are there three activities before the students read anything?

Select the correct answer from these options

Using other activities can help students use other skills and understand the main activ

The teacher didn't plan the lesson with enough focus.

multiple-choice

Why does the teacher concept check whilst the students are answering the questions?

Select the correct answer from these options

Concept checking is important so that students understand the questions.

For extra communication practice.

multiple-choice

Why is there a gist reading activity before the students read in detail?

Select the correct answer from these options

Reading in detail is too difficult for the students.

It helps students understand what lies ahead and improve the learning environment.

multiple-choice

Why does the teacher use pictures in the lead-in activity?

Select the correct answer from these options

It can be useful to use visuals to elicit information from the students.

Pictures are better at explaining than words.

multiple-choice

Is the hashtag activity a good way to consolidate the topic and reading text?

Select the correct answer from these options

Yes, it helps students summarise ideas concisely.

No, it doesn't help students understand the topic.

Unit 4: Assignment

Unit 5: Dealing with difficult students

Introduction

■ Video

This video is available online. The transcript appears below.

Hi again, we're now on the fifth and final unit of the video course.

As you'll be familiar with now, we'll look at two videos in this unit showing extracts from a classroom lesson. Here we are going to focus on how teachers deal with difficult students.

Both videos here are good examples of how to do this, although they will show different tactics to be used to make sure students behave.

Watch the videos several times to get the full detail out of them and remember to make some notes while you watch. Best of luck!

Good 'buzzer' lesson: Presentation

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the presentation stage of a lesson where the class is well-controlled.

Good 'buzzer' lesson: Practice & Production

■ Video

This video is available online. The transcript appears below.

This classroom video will show you the practice and production stages of a lesson where the class is well-controlled.

Controlling shouting out: Introduction

■ Video

This video is available online. The transcript appears below.

Okay, we hope you saw exactly how the skills lesson works and how the teacher interacts with students in each stage to help them along. Feel free to watch the video again if you want to have more notes on the tactics teachers can use to enhance their lessons.

Now we're going to show you something that's crucial as a teacher, how to keep students in order and stop them from shouting out when you are teaching communicative activities.

Controlling shouting out

■ Video

This video is available online. The transcript appears below.

This classroom lesson will show you an example of how to control a class where students are shouting out or speaking out of turn.

Unit 5: Quiz

multiple-choice

Why does the teacher use a fine system?

Select the correct answer from these options

To try and encourage them to stick to the rules

As the class members are too quiet and do not participate.

multiple-choice

Are all the students engaged in the activity?

Select the correct answer from these options

Yes

No

multiple-choice

Is the fine with a silence penalty better than the teacher just telling the students off or repeating the rules constantly?

Select the correct answer from these options

Yes

No

multiple-choice

In the "Good 'buzzer' lesson: Practice" video are we discouraging the student from speaking?

Select the correct answer from these options

Yes

No

multiple-choice

Which system is better in the buzzer lesson, the fine system or the credit system with a minus?

Select the correct answer from these options

The fine system

The credit system

multiple-choice

Is it a good idea to have rules in the classroom?

Select the correct answer from these options

Yes

No

multiple-choice

Do you think students appreciate having systems in place like the ones in the videos?

Select the correct answer from these options

Yes

No

multiple-choice

Does it take a lot of preparation for teachers to use these systems in the classroom?

Select the correct answer from these options

Yes, it's quicker and easier for teachers to tell the student directly

No, there isn't much preparation and the systems are more engaging

multiple-choice

Would these systems be suitable for very young learners?

Select the correct answer from these options

Yes, they can be used with any student, class or level.

No, young learners would need a more simplified system.

multiple-choice

Are these systems used because the teacher is not good at controlling the class?

Select the correct answer from these options

Yes, a good teacher will not need to use these methods.

No, every class is different and some easier to manage than others.

Unit 5: Assignment