**CLASSROOM OBSERVATION TASK 4**

**How can a teacher influence the learning environment?**

The table lists some ways a teacher can influence the environment in which students learn. Choose four of these headings.

Observe and make detailed notes about what the teacher does/doesn`t do to help learning. Where possible, note specific concrete examples of techniques, e.g. what precisely does the teacher do to help create a warm classroom atmosphere?

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| **Aspects of the learning environment** | **The teacher´s role** |
| ***1. Classroom atmosphere*** | The teacher can help establish and maintain an appropriate , warm, focused working atmosphere |
| ***2. Organization*** | The teacher can take an active role in organizing how time, space, materials, etc. are used. |
| ***3. Encouragement and support; promoting participation*** | The teacher can provide positive, realistic support and encouragement to take an active role. |
| ***4. Monitoring*** | The teacher can monitor what is happening in class. |
| ***5. Informative feedback*** | The teacher can offer objective information that may help the learning process; e.g., information about errors made, information about how language if formed or used, information about how a task was performed, suggestions for future work, etc. The teacher can notice and help to draw attention to progress made, problems encountered, etc. |
| ***6. Authority*** | The teacher can use her/his authority where appropriate, e.g. to make decisions, to close activities or discussions, to require certain actions from individuals, etc. |
| ***7. Provision of samples of language*** | Instructions, comments, questions, stories, etc. in the target language provide language exposure for the learners. |
| ***8. Presenting content information*** | The teacher can explain, lecture, answer questions, etc. on areas of the learning content. |

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| **Aspects Chosen** | **The teacher´s role - comments** |
| ***Encouragement and support; promoting participation*** | The teacher usually does not promote group work since most of the activities they do are individual and in the book. The only oral participation students have during the class are the answers they give when they are checking the activities.  If one student make a mistake, instead of providing feedback or asking the student to think about the right answer, she just gives them the right one. |
| ***Monitoring*** | While students are working on the activities in the book, she usually stays sitting in her desk and prepare some material for other courses or does some personal stuff. She does not walk around the class monitoring the students’ progress. |
| ***Authority*** | There was a test planned for the day children were celebrating the Student’s; hence, the teacher decided to change the date of the test for the following week.  In another occasion, one student, who has Asperger, had a breakdown when he did not understand the instructions of the test. The teacher told him she would finish explaining and then she would go back to the exercise he did not understand. Because of this, he got mad and started throwing things to the teacher. As she had already experienced a similar situation with the same kid, she approached him and explained him that what he was doing was wrong. He did not want to listen and got even madder, so the teacher decided to raise her voice and only then he calmed down. |
| ***Presenting content information*** | The teacher is capable of teaching the content to the students, but she tends to explain everything in their L1, so students are never challenged to try to understand the target language.  When some student has a doubt, they usually call her to their seats and ask her in Spanish. The teacher answers once in English and immediately translates to Spanish since the students seem not to understand. |