

ELT LESSON OBSERVATION & FEEDBACK HANDBOOK

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Key Information

The observation and feedback handbook is for anyone who observes language teachers and gives feedback on ELT lessons. The book provides highly useful and accessible advice, tips and information for every stage of a formal lesson observation with written and oral feedback

The book helps you with:

- managing and setting up observations
- decoding a lesson plan to understand and improve practice
- understanding from teaching practice a teacher's strengths and weaknesses
- stating strengths and areas to work on in a constructive way
- being comfortable giving face-to-face and written feedback

Category

Digital Book

ELT Methodology/Teacher Training

Published

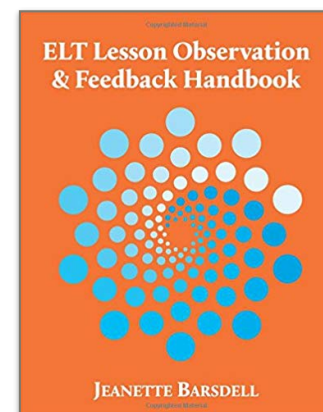
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Price

£16.35 / \$21.25

Author's Overview

My first DOS job was in a rapidly growing school in Poland. I had just completed my Cambridge DELTA after two years of teaching. On my first day in my new job, my boss asked me to observe a teacher who had been getting quite a few learner complaints. I can honestly say I had no idea what to do, and I was terrified of sitting in judgement of someone else when I had only barely got the DELTA myself.



I had no idea what I should be looking for in the lesson and no clue as to what to say to the teacher, how to say it or how to help them. Fortunately, the DOS I was taking over from took me under her wing and guided me through the process, which was a massive learning curve. Over the years I have met many people in the same position as I was. They have been great teachers, have got the qualifications and experience and then been promoted to a senior role or started training to be a course tutor; however, they have had very little or no focused training in the really complex and potentially stressful area of lesson observation and feedback.

New observers also find that there is little published material that helps specifically with how to observe a lesson and give written and oral feedback. They may find that what does exist is more theoretical than practical. In my career I have run a great number of courses on lesson observation and feedback for senior staff/trainers.

The common themes are: 'What do I say to the teacher?' and 'How do I decide on what the main issues are?' A lot of the source material for this book came from those courses where I developed the materials people were asking for.

