

Núcleo de Estágio de Paços de Ferreira

Ano Lectivo de 2000/2001

Nome:Data:

Aprender a Observar

“You need to learn to ‘read the classroom’ – to train yourself to look behind what is readily visible so that you come to understand the variety of skills and strategies which the teacher brings to bear in order to maximise the learning taking place. Some of these skills and strategies are easily identifiable, others require you to observe more carefully. Any classroom observation you undertake must have a purpose, generate information and should provoke thought.”

(Capel, S. et. al., 1995: 10)

Tarefa 1

Analisa uma abordagem descritiva à observação de uma aula (“Description of a Lesson” da página seguinte) e tenta retirar algumas conclusões acerca de:

1. Questões a colocar ao/à professor(a) desta aula.

2. Potencialidades e limitações de uma abordagem deste tipo.

BOX 15.5: DESCRIPTION OF A LESSON

This was a heterogeneous class of 35 fifteen-year-olds.

- 9.15 The teacher (T) enters, students (Ss) gradually quieten, sit, take out books.
- 9.20 T elicits the topic Ss had been asked to prepare for today ('conformism'), elicits and discusses some key words, does not write them up.
- 9.25 T distributes cartoons, asks Ss to work in pairs and suggest captions that have to do with the topic. Some Ss work, most do not.
- 9.30 T elicits results: only three pairs are willing to suggest ideas. T suggests they carry on for homework.
- 9.32 T tells Ss to open books at p.35: an article on conformism. T: 'What would you do if you wanted to get the general idea of the article?' Suggests they read only first sentence of each paragraph.
- 9.35 Silent reading
- 9.38 T does true/false exercise from book based only on these first sentences, using volunteer responders for each item, correcting and commenting. Some questions are not yet answerable.
- 9.45 T gives homework: read the entire article, finish finding the answers to the T/F questions.
- 9.47 T invites individual student to perform a prepared monologue (about Stalin) before the class. The class applauds. T approves warmly, refrains from commenting on language mistakes.
- 9.52 T initiates discussion on the topic of the monologue; about seven students participate, most of the rest are listening.
- 10.00 The lesson ends, some Ss come up to talk to T.

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Ur, P. (1996). *A Course in Language Teaching. Practice and Theory*. Cambridge: CUP