First day observation of our group in Koszeg, Hungary;

We arrived at school early in the morning. Before the lessons started. At the gate of the school we were warmly welcomed by our colleagues who are our mentors during this job shadowing activity. First, we were taken to the orientation tour of the school. This school has boarding and non-boarding group of students.

Before going in to the classes; together with the mentor teachers, lesson preparations were discussed. We were informed about the written and visual materials that are going to be used during the lessons. Depending on the level of the classes, course books are grouped into CEFR based curriculum. So in each class, the ranch from beginner to advance. (According to their grades) The course books that are being used are selected from the books published by international publishers.

With the kickoff ring of the school, we went to the classes with our colleagues. Having been introduced to the students, we had a short presentation about education system of Hungary. Following to that, we had a chance to present our educational system, country and culture.

During our observations in the classroom, the first common impression is; although the content of the lessons are not quite different from the lessons we have, the participation of the students is highly encouraged by the teachers using ice breaking, draw attention, giving the clue and tips to make students find the topic of the lesson.

Throughout our first day observation on classroom management skills, we have observed that teachers pioneer interactive conversation of the students from the warm up
section to the end of the lesson. Pair work, forming a team to cooperate, sharing ideas with the class and discussion methods were favored.

At the end of the day, we are all agree about that students are mostly focused on learning and using English as the second language and they are all aware that English is not only a lesson in the school to see high marks at the end of the academic year.
The second day observation report in Köszeg;

Before going to the lessons, the teachers informed our group about the preparatory assignments given to the students. So, all the students were expected by the teachers to be aware of about the topic that is going to be read. The readings were appropriate with the lexicon level of the students. During the classes, we all observed different reading strategies and methodologies applied by the teachers in each class.

In one of the classes teacher started with ice breaking questions using the vocabulary and grammar structure that is going to be studied. The answers by the students recorded on the board to express the language structure and the vocabulary. So, students got ready to read and comprehend the text. The entire reading text was divided by the teacher to paragraphs. The first paragraph was given to students to examine silently and find out the new words by them. Then the teacher asked questions about the paragraph to measure the comprehension quality by the students. Then the new words from first paragraph were written on the board and the students were asked to write the meaning of them in their first language. For the following paragraphs, one student was assigned by the teacher for each paragraph to read the paragraphs aloud. The students were asked to do the same with the first paragraph. Finally, the lesson continued with the comprehension questions below the reading text.

In another class, the teacher used a different strategy. She started with introduction of the topic by asking “Have you ever been to a festival?” With this question she expected that the students would anticipate the topic of the reading of the day. When the students guessed correctly the topic of the test, the teacher wrote the vocabulary of the text on the board. It was so helpful for the students to understand the text at their first reading about the passage. Next, the teacher divided the students into four groups and expected them to read the passage in cooperation. While the students carrying out the reading tasks, the teacher monitored them and helped them if they need for better understanding. Having completed their readings, teacher asked the students to combine the paragraphs. At the final part of the lesson students were assigned again to do the comprehension questions at home.
In another class, their reading activity was accompanied with the listening activity. The teacher introduced the topic of the reading & listening by asking questions about what they are going to do after school today and what they are going to do at the weekend. The questions were clues for the students to guess the language structure of the activity that is going to be studied. Then the teacher made the students listen a conversation between two people about their near and distant future plans. After the listening students answered some questions from the listening activity to consolidate the language structure. Then a short reading passage was given to the students to read and find out the similar future tense sentences within the passage. The lesson ended with the comprehension questions about the reading.

At the end of the day, our common observation about the strategies to teach reading and grammar is that teaching reading and grammar is not carried our separately. Students are encouraged and expected to find out and understand grammar structure during the reading and listening activity. Thanks to that method, students are aware of using the correct structure or expression to express what they want to say and to use the most correct way of communication.
The third day observation in Köszeg;

Today, in one of the classes, the teacher started the lesson asking questions to the students about their families. She asked them how many brother or sister they have got and how was their relations with their brothers or sister when they were young child. The other question to warm them up was “Did your parents tell you bad time stories?” It was inspiring for students to get involved into the lesson. The students started to tell what kind of stories they listened from their parents.

Then the teacher asked them to open the page about a story. The teacher made the students aware that they are going to listen to a story. Before starting to listen to the story, the teacher asked them which tenses can be used in a story. With the correct answers by students it was highlighted that past tense structures are used in the story. She expressed that they are going to learn a new structure of past tense. Therefore, she asked them to listen to story carefully and find out the new structure in the past tense during the listening task.

The lesson continued with listening and taking notes by the students. Then the teacher wrote some sentences about past perfect structure from the story. The students were informed about the correct usage and the definition of the past perfect tense. They were also informed how to use the auxiliary verb and the main verb in the past perfect tense. It was observed that the main strategy of the lesson is how to teach grammar structures integrated in to one of the four competences of a foreign language. It was clearly seen that there is no special need for spending extra time to teach grammar structures. It can be taught with all competences of learning language. It can easily be integrated into listening, reading, speaking and writing.
In another class, a different listening activity was carried out for a different purpose. With this listening activity students were trained to get their listening skills develop for their listening level of competences. The listening topic was chosen randomly from their assorted script texts of listening. Thanks to this strategy of teaching, students keep their previous knowledge of vocabulary and grammar structure fresh and they have the chance of revision of their previous subjects and topics. In addition, the teacher wrote some sentences to the board and asked the students to guess their meaning. They made some explanations and teacher also used the first language in some parts in order to clear up the confusions in their minds. Afterwards, students listened to the explanations of the words from tape recorder. The teacher asked them to match the objects that is written on the board with the definitions in the listening text. At final part of the activity, the students are asked to make their own definitions about the words. It was observed that using such kind of assorted script text of listening can be implemented in all level of classes to keep students knowledge fresh and get them ready for developing their listening skills.
The fourth day observation in Köszeg;

Today’s observation was about speaking classes. Two different level of classes were observed. One of the classes was in C1 level and the other one was A2 level. In C1 class students had their copies in advance from the previous lesson delivered by the teacher. It was such a worksheet that students would have got some information about what they are going to discuss. It was also aiming to make students more curious about the subject to be discussed. With the warm-up questions about the topic the lesson started and the teacher expected students ready to debate. After that, the class was divided into two groups as “for and against.” The debate topic was about the “choosing the gender of the baby by parents in advance.” Both groups were given 10 minutes to discuss their claims among themselves. After that each group came to the board and defended their arguments. At the end of the debate, it was a common goal to respect each group’s ideas.

By the observers it was observed that the main goal of such speaking class to make students curious about the topic that is going to be discussed and make them feel confident about discussing over a serious or scientific subject.

For the observation of A2 class, the teacher showed flash cards of space rockets for the preparation of listening texts. She asked questions like “which one is real or not?” with this way, the teacher made them get ready about the topic of “space tourism.” Then the teacher told them answer the lead-in questions as in pair work groups. By talking each other, they carried out peer correction. After they became ready for topic, they continued with the listening activity.