

## ORAL AND WRITTEN REPORTING OF OBSERVATION RESULTS

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**Annotation:** *Directed observation method in this article. In particular, special attention is paid to the assessment of speech skills and oral communication in the lesson.*

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This research improved three communication skills: expressing thoughts and ideas, using communication for varied goals, and using various media and technologies. Table 1 shows the results of monitoring oral communication skills based on the analysis of the observation sheet, and Table 2 shows the results of improving oral communication skills between meetings using the N-gain test. According to the findings of the observations in Table 1 and the Ngain test in Table 2, the experimental class's oral communication abilities are better than the control class's. Students in the experimental class adopting the STEM approach to learning are obliged to participate in problem-solving exercises.

Several recommendations may be made to maximize the benefits of measurement and observation activities, including the use of a virtual lab (virtual practicum) to overcome the constraints of lab equipment. Measurement and observation activities must be integrated into the learning process in class to build (construct) physics concepts, not just to verify the correctness of previously conveyed concepts. Lab activity guides include demonstration videos of measurement procedures, data analysis, and other additional explanations to ensure

that measurement and observation activities run smoothly. The goal of lab activities should also aim to give other vital skills such as teamwork and writing communication, and the manual utilized should include signs of the skills to be delivered. Report on idea generation through observation, good report about group takeaways, individual group takeaways, neural activity report example, introduction:, good ace distributors' salespeople report example, free report on observational, example of report on nursing, oxygen and respiratory disease, report on nitrogen and copper doped solar light active photocatalysts for water decontamination, nitrogen and copper doped solar light active photocatalysts for water decontamination, visual observation report examples, visual observation: astronomy, experiment conducted on cognitive development on date report, difference in gender and play in playgrounds report to use for practical writing help [1].

This report is based on the difference in the behaviour of boys and girls when in the park space and green space of playground. The analysis is also done on one weekday and one weekend to determine the variations in the behavioural difference between boys and girls. This report analyses the importance of discovering the gender disparities in their rate of play in both the green space and the park space of the playground.

Guide report, differentiation of white blood cells by light microscopy, research questions report examples, report about relationship between the age, height, and body mass, safe space report sample, example of report on methodology, managing processes and projects report examples, efficacy of the case study as research design report example, management report examples. For the longest time, management theories were restricted to the behavioral traits of persons in positions of leadership and their resulting relationships with their subordinates. Because of its vertical aspect, this strategy is usually referred to as a top-down approach. In a top-down leadership environment, management not only affects but also literally micromanages subordinates in every aspect. However, in the past few decades, organizational behaviourists have proposed a different ideology that asserts

productivity in an organizational set-up is maximized if and only if leadership is shared among all employees. Report on service quality audit team, strategic enterprise planning: a top-quality report for your inspiration, research methodology, write by example of this clinical report: referral from the specialist neurologist report, patient and study identification.

The patient is a 10-year-old child who was referred by the referring specialist neurologist after his mother discovered him having seizures twice in the previous month. The patient was diagnosed with absence epilepsy at the age of five and has not had seizures since the age of eight. The goal of this electroencephalography (EEG) research is to determine the kind of epilepsy in this case so that the patient can be treated appropriately. As the education system increasingly focuses on teachers and teaching, educators, policy-makers, and researchers need valid and reliable measures that can be used to evaluate individual teachers, provide guidance for improving teaching performance, and support research in ways that advance instruction and classroom dialog and practice. A new generation of classroom evaluation tools has recently been developed to support evaluation of teaching. Live observations tend to be the standard for studies of teaching and teacher evaluations in practice. They have the benefit of the observer being in the teacher's physical classroom. This is valuable for teacher evaluations because it gives observation scores credibility among teachers. My observation was focused on oral-communication skills and oral-communication assessment. So I observed a professor at International Burch university while having oral-communication class with the upper-intermediate level students, and took some notes. Two hours of observation. It was focused observation method; lesson was particularly focused on speaking skills and oral-communication assessment.

Classroom observation has grown in importance as a method for assessing teaching ability. It is not intended to evaluate the instructor, but rather to improve teaching effectiveness. When it comes to classroom observation, instructors have varying thoughts and perceptions. Some academics and teachers have a negative attitude about classroom monitoring. Why? Because they regard it as something

negative; someone is coming to judge my performance. And, much as students dislike being graded, instructors dislike it as well. Classroom observations are not intended for evaluation; rather, they are intended to improve teaching effectiveness; they are intended for professional development. Classroom observations have grown in popularity in recent years. The teachers are realizing their real purpose, the benefits of classroom observation and how important they are for their professional development.

"Classroom observation is an important part of initial teacher training and feedback, providing trainee teachers with an invaluable opportunity to improve their teaching, receive advice from, and exchange ideas with, experienced teachers." This practice should increase the trainee's confidence, excitement, and expertise, and in this context, "the observation should be arranged in an optimistic climate of professional trust... and should be practitioner-led rather than observer-led." One technique is to limit classroom observation to a portion of the lesson that focuses on a certain component of the teaching. All teaching observations have the same goal of improving teaching and learning quality; yet, they are conducted in three key situations with varied methodologies and outcomes. Ewens and Cockburn both stated that observers develop their own styles of recording observations: they may use a list of prompts to help keep the observation focused, but with experience they tend to rely less on the prompts and record in a narrative form, analyzing their notes against criteria afterwards.

The narrative version of the lesson may render the discussion fresher and personal. This observation is conducted at Preparatory School, at International Burch University. Advanced level students were observed while having speaking lesson. It was focused observation method; lesson was particularly focused on speaking skills. Focused observations are used in shadow studies as part of the continuing professional development. It is an effective way for a teacher to learn more about his own teaching or about pupils' motivations, abilities and skills. Teacher began the lesson with informal conversation; telling funny stories, jokes in order to relax them and encourage them to speak, and in the same time to make

lesson as interesting as possible which I consider as an advantage. Everything that makes lesson more interesting is welcome.

Teacher prepared 10-15 topics, and they discussed about them. Teacher-student interaction was present all the time. After teacher gave brief instructions about the topics and the rubric according to which they will be evaluated, she also gave them 15 minutes to choose one topic and think what they will talk about? After 10 minutes they performed the task one by one and teacher gave them brief feedback to each of them. She gave them positive and negative comments, and brief suggestions how they can improve their speaking skills. One method was used for assessing speaking skills, in this class, and that were rubrics. Structured approach was used. The students were asked to perform one specific oral communication task. His or her performance on the task was evaluated according to rubric created by teacher. Tasks were focused on topics that all students can easily talk about. Teacher used rubrics for assessing speaking skills in this class. Rubrics were performance-based assessments that evaluated student performance on any given task in this case it was used for assessing oral communication skills. It was good idea that teacher used rubric because rubrics have a lot of benefits. This rubric is used to evaluate the communication skills of each student in the class. The evaluation helped teacher to evaluate the extent to which the program achieves the outcome related to oral communication skills. In the last quarter of the twentieth century, several hundred different observational systems have been developed and used in classrooms [2].

There have similarly been hundreds of studies that have used classroom observation systems since the 1970s. “Large-scale observational studies such as Ken Sirotnik and Hersh Waxman, Shwu-Yong Huang, and Yolanda Padrón, for example, have examined instructional practices in elementary and secondary schools”. Sirotnik examined elementary and secondary classrooms and found that there was very little variety in teaching practices across subjects and grades. He found that the majority of class time was spent either with the teacher lecturing to the class or students working on written assignments. Waxman, Huang, and Padrón

observed ninety sixth-grade and eighth-grade classrooms from sixteen inner-city middle level schools and found similar results to those of Sirotnik. "Students were typically involved in whole-class instruction and not interacting with either their teacher or other students. Students rarely selected their own instructional activities, and they were generally very passive in the classroom, often just watching or listening to the teacher, even though they were found to be on task about 94 percent of the time. The teacher observation results revealed that teachers typically focused on the content of the task or assignment, responded to students' signals, communicated the task's procedures, and checked students' work. Teachers were observed spending very little time interacting with students regarding personal issues, encouraging students to succeed, showing personal regard for students, and showing interest in students' work." If I compare these observations with my observation, I can say that I found a lot of similarities, for example most of the time students were passive, just looking at the teacher and listening to the teacher, although it was speaking class. Also teacher was focused on the content of the task, explaining task`s procedures most of the time [3].

However I can't say that teacher didn't show personal regard for students and that she didn't try to encourage them to speak, she did, but with little success. Being an observer in the classroom, rather than the teacher, gave me the freedom to look at the lesson from a range of different perspective. For the young teacher like me, this freedom is particularly important, it helped me gain a better understanding of teaching theories that were used in actual lesson. Wajnryb states observation as 'a multi-faceted tool for learning which can be learned and can improve with practice'. And I really agree with her on this point because my observation helped me learn from more experienced teacher some new methods and how can I assess oral communication skills in a better and easier way. In this way I will save my time, help myself and my students, too. I hope that I will be able to improve on this area of teaching even more so that my students will have a more holistic education.

## **Literature**

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2. An Introduction to Classroom Observation, second edition.
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#### **Internet Recurses**

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