YALS INSPECTION REPORT

SCHOOL: Studio Oskar, Bul. Mihaila Pupina 10d/I, Belgrade
CONTACT PERSON: Ljilja Janković
INSPECTOR: Milica Vitaz
DATE: April 28th and 2025

Section one: Account of the inspection

On April 28th 2025, I observed 8 classes and 4 teachers at Studio Oskar in Belgrade. The groups ranged from elementary young learners to teenagers preparing for CAE examination. The observed classes dealt with a range of language skills, both micro and macro.

The observation was done according to the following schedule:

no	level	course	book	start	finish	duration
1	A1c	Preliminary 1	Not disclosed	17:40	18:05	25 min
2	B1b	Intermediate 1	Beyond B1	18:10	18:35	25 min
3	A1b	Preliminary 2	English World 2	18:40	19:05	25 min
4	B1a	Intermediate 2	Beyond B1 +	19:10	19:35	25 min
5	A2c	Elementary 2	Motivate 1	19:40	20:05	25 min
6	A2c	Elementary 2	Motivate 1	20:10	20:23	25 min
7	B2b	Upper-interm. 1	Ready For FCE	20:40	21:00	20 min
8	C2a	Proficiency 2	CPE Practice Tests 2	21:05	21:30	20 min

Section two: An overall account of the quality of teaching

Lesson planning	**Number of points: 6 /6**

The submitted lesson plans were exemplary in their clarity, structure, and organization. Each plan was meticulously crafted, following a consistent and professional format that included essential components such as general information, timing, lesson stages, procedures, teacher-student interaction, and required materials. This level of uniformity not only reflects a high degree of professionalism but also makes the plans easy to follow and replicate. The abbreviations used throughout the lesson plans are clear and contribute to the overall readability, making it easy to follow the different stages of the lessons. One of the most valuable features is the lesson report section at the end of each plan. This allows teachers to reflect on the session, evaluate what worked well, and identify any areas that may need adjustment for future lessons.

The content of the lessons, including both materials and language, was well-matched to the learners' levels and needs. A possible suggestion to bettering the lesson plans could be the inclusion of back-up activities and sections addressing anticipated challenges along with corresponding solutions. These elements would show that the teachers are proactive and thoughtful in their approach, minimizing reliance on improvisation and instead fostering well-prepared, student-centered learning environments.

A particularly commendable aspect of the teaching was the instructors' ability to balance adherence to their lesson plans with the flexibility to adjust on the spot. They demonstrated a strong awareness of their students' engagement, swiftly reallocating time to extend activities that proved especially

enriching and beneficial. This responsiveness speaks to their attentiveness and skill in classroom management.

The school has well- developed year plans. Each course is supported by a detailed curriculum that outlines thematic units, targeted vocabulary and grammar, relevant skills and strategies, expected learning outcomes, and necessary resources. Individual lesson plans were clearly aligned with these broader goals, ensuring consistency and coherence across the curriculum. Additionally, teachers consistently document student progress, demonstrating a strong commitment to monitoring and supporting each learner's development.

Teacher preparation	**Number of points: 7 /7**

All teachers demonstrated a high level of preparedness for their lessons. They came equipped with contextualized examples and relevant visual aids that supported student understanding and engagement. Many incorporated supplementary materials, such as flashcards, small whiteboards, toys, drawings and short video clips, to reinforce key concepts and cater to diverse learning styles. The language used during instruction was well-suited to the students' proficiency levels, ensuring clarity and accessibility throughout the lesson.

Lessons were thoughtfully structured, beginning either with a familiar, engaging greeting game or with the revision of previously covered material before introducing new content. This seamless transition from familiar to unfamiliar topics helped students build on their existing knowledge. In several lessons, cultural elements were also integrated, offering students valuable exposure to aspects of the English-speaking world and enriching the learning experience.

A particularly commendable aspect was the effective minimization of Serbian, especially in classes with younger learners. Despite their limited English proficiency, these students were able to follow the lessons with ease—thanks to the teachers' skillful adjustment of their language, use of clear instructions, and application of supportive strategies such as gestures, mime, and occasional translation. This demonstrates not only strong classroom management but also an intuitive ability to scaffold learning in age-appropriate ways.

The teachers had come to class with clearly defined objectives that guided the lesson from start to finish. Their lesson plans showed logical sequencing, with each activity building on the previous one. Learning goals were often shared with students, helping to focus attention and give the lesson a clear sense of purpose. This was done through listing the lesson parts on the side of the whiteboard, with one teacher ticking off the different lesson parts as she went on. This was particularly fun and engaging to the younger students, and created a real sense of achievement and progress.

A variety of resources had been prepared in advance, including tailored handouts, visual aids, and digital tools such as videos, toys and audio recordings. In some cases, teachers incorporated interactive elements like games or role-play to maintain student engagement and reinforce learning in a dynamic way.

Many teachers showed thoughtful planning by preparing differentiated tasks to accommodate different student levels. Scaffolding tools, such as vocabulary banks and sentence starters, were used to support lower-level learners, ensuring all students could participate meaningfully in the lesson.

Teacher-student/student-student rapport	**Number of points: 8 /8**

All teachers bring a high level of enthusiasm, kindness, and motivation to the classroom. Their caring approach helps to foster a positive, supportive environment where students feel welcomed and comfortable. This rapport is especially important in creating a sense of trust and connection, encouraging active participation and a willingness to engage in learning. When needed, teachers showed authority, especially with younger students, maintaining control while still nurturing a friendly atmosphere.

Students are highly engaged and work well with each other, often participating in pair work, individual tasks, and whole-class activities. They have clearly become accustomed to these interactive formats, collaborating effectively and supporting each other's learning. The classroom atmosphere, shaped by the teachers' approach, has allowed students to build strong working relationships.

Teaching	**Number of points: 10 /10**

The whiteboard was generally used effectively, and both audio materials and flashcards were incorporated across different age groups. Teachers made good use of mime and Total Physical Response (TPR), and one class even included real-life objects to enhance learning. A notable highlight was the modern classroom technology—computers, projectors, and a wide range of engaging and relevant online resources. The teachers demonstrated strong IT skills and selected excellent activities for their students.

Lessons typically began by outlining the structure of the class, which is a helpful strategy for keeping students informed about their progress. Classes usually concluded with a lively and enjoyable activity that left students feeling motivated and excited about learning the language.

A key challenge in teaching remains promoting active student participation. In some cases, teacher talking time (TTT) outweighed student talking time (STT), with teachers occasionally repeating what students said, which led to unnecessary repetition. This did not happen often, and it happened with young adults who are sometimes slow to open up and participate. While this may sometimes be useful, it's best minimized to ensure students stay actively engaged.

Methodology	**Number of points: 10 /10**

The main teaching approaches observed were the Direct Method and Communicative Language Teaching, both of which were implemented with skill and confidence. It is particularly commendable that more outdated, traditional methods have been replaced with modern, student-centered approaches that prioritize communication and real-world language use. These methods reflect current best practices in language teaching and clearly support meaningful learning. Lessons were thoughtfully planned, well-structured, and followed a logical, progressive sequence that helped students build on previous knowledge effectively.

Teachers consistently demonstrated strong pedagogical awareness, integrating a wide range of interaction patterns such as whole-class discussions, pair work, and individual tasks. This variety not only kept students engaged but also fostered collaboration and improved communicative competence. The natural flow of lessons was a testament to the careful planning and flexibility of the instructors.

All teachers maintained a balanced classroom presence—friendly and approachable, yet firm and respectful, especially with younger learners. Their use of expressive gestures, clear articulation, and well-modulated voices greatly enhanced the delivery of content and classroom management. Their ability to establish a positive and supportive learning environment was consistently impressive.

For young learners, teachers effectively incorporated Total Physical Response (TPR), miming, and real-life objects, making the lessons lively, interactive, and age-appropriate. These techniques not only supported comprehension but also increased student motivation and participation.

Error correction strategies were skillfully employed, reflecting a deep understanding of when and how to correct in a way that supports learning without discouraging students. When errors were occasionally left uncorrected, it was clear that they were not central to the lesson's target language, showing good judgment on the part of the teachers.

Teaching foreign language learning strategies	**Number of points: 6 /6**

Some aspects of foreign language teaching strategies could not be observed within the limited observation timeframe. It was not evident whether students played a role in lesson planning or choosing learning materials. Similarly, there were no visible signs of students actively tracking their own progress or engaging in self-assessment during the observed sessions. Nevertheless, the school maintains thorough records of each student's development and areas that may require additional support.

General impression	**Number of points: 3 /3**

Aspects of quality of teaching assessed	**Number of points**
Lesson planning	**6 / 6**
Teacher preparation	**7 / 7**
Teacher-student/student-student rapport	**8 / 8**
Teaching	**10 / 10**
Methodology	**10 / 10**
Teaching foreign language learning strategies	**6 / 6**
General impression	**3 / 3**
Overall number of points	**50 /50**

<u>Section three</u>: General comments on the quality of teaching

<u>Points of excellence</u>:

- ✓ Great and welcoming school atmosphere
- ✓ Pleasant, motivating, enthusiastic teachers
- ✓ Engaging, kind, but authoritative
- ✓ Using game-like activities, IT resources and toys

<u>Points to be improved</u>:

- Disbalance between student talking time and teacher talking time

Inspector's recommendation to the YALS managing board

Studio Oskar fulfills the requirements established by the YALS managing board and should continue to be the member of the organization.

Date:
04 May 2025

Inspector's signature:

Milica Vitaz, PhD
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