

CLASS OBSERVATION: TASK 1

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
• COURSEBOOK: • LEVEL:			TOPIC:	

different teaching styles

AIMS:

- to try to adopt a positive attitude to different teaching styles
- to try to be non-judgmental in observing a fellow teacher

BEFORE THE LESSON:

This is your first observation with this teacher. Find out before the lesson the following facts:

- ➔ Which year is it? How many kids are there in the class? How many times a week do they have English? For how many hours altogether? How many kids have additional English lessons? Are these mostly language courses or individual lessons? Is s/he the only teacher they have? Did s/he teach this class the previous year? How does s/he feel about this class? Why does s/he feel that way?

- ➔ Which book are they using? Where are they in the book? How does s/he feel about the book? How do the kids feel about the book? Do they use other materials? What kind of things?

- ➔ What did they have last lesson? What does s/he plan to do today? What is the main aim of the lesson? Does s/he expect any problems? Is there anything I, the observer, should know before the lesson?

DURING THE LESSON:

Remember about the aims of the observation. Being observed is stressful. Try not to disturb the lesson in any way. Even if you would do things differently do NOT frown or look disapproving. Imagine how you would feel if a visitor did this to you!

- ➔ During the lesson write down 3 things you like about the class.
- ➔ During the lesson write down 3 questions you would like to ask the teacher.

AFTER THE LESSON:

- ➔ Ask the teacher the 3 questions you wanted to ask.
- ➔ Tell the teacher the 3 things you liked.
- ➔ And nothing more!

CLASS OBSERVATION: TASK 2

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> COURSEBOOK: LEVEL: 			TOPIC:	

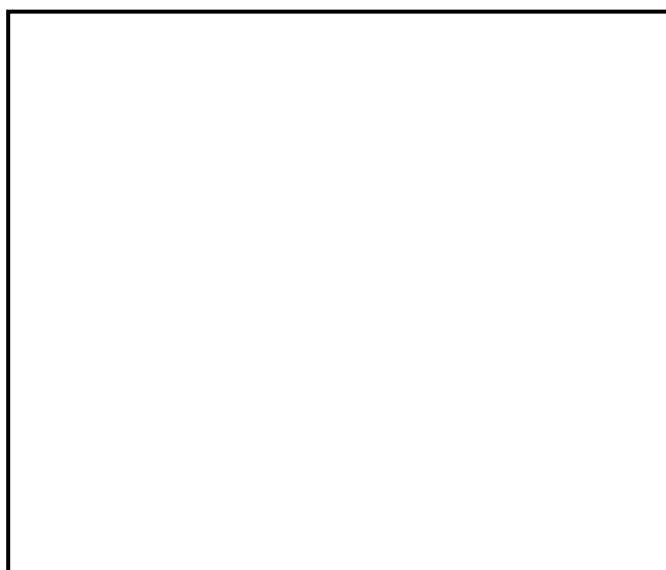
teacher-student attention spread

AIMS:

- to watch how the teacher divides his/her attention among the different learners
- to try to understand why the teacher would pay more attention to some learners than others

BEFORE THE LESSON:

- Draw a sketch plan of the room with each student marked on it.



DURING THE LESSON:

- Watch the class carefully. Each time the teacher asks an individual draw a line from that individual to the teacher. If the same student speaks several times you can put a tally next to the line.
- Mark also if someone speaks to the teacher, even if the teacher does not ask them to speak.
- The task looks at teacher-student attention spread, so disregard student-student interaction.

By the end of the lesson you will see some patterns. As the patterns start to emerge during the lesson ask yourself these questions:

- Does the teacher ask a student by name answer a question? Always? How often?
- Does the teacher ask a question without saying who should answer? If so, who answers?
- If there are some students who speak a lot, why do you think they speak a lot? What does the teacher do in response?
- If there are some students who do not say much, why do you think they do not say much? What does the teacher do in response?

AFTER THE LESSON:

- Show the teacher your plan and explain what you noticed.
- Ask the teacher to help you understand why the pattern looks the way it does.
- REFLECT: what would help to spread attention more evenly?

CLASS OBSERVATION: TASK 3

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

teacher talking time vs. student talking time

AIMS:

- to become aware of student activity in the lesson
- to estimate the proportion of TTT vs. STT

BEFORE THE LESSON: → Prepare a watch or a small clock for this task; bring it to class.

DURING THE LESSON:

Remember about being unobtrusive during the lesson; try not to fuss about the paper and watch too much!

- You are going to take samples of who is saying what every 3 minutes.
- It may help to set the clock at 12:00 at the beginning of the class to follow the 3-minute increments
- In the main column, describe (in shorthand!) what is happening in class. For instance:
 - teacher speaks to whole class (T-Ss); teacher speaks to individual, whole class listening (T-S open);
 - teacher speaks to individual, whole class doing own task (T-S closed);
 - individual speaking to teacher; whole class listening or not (S-T; open / closed);
 - individual speaking to individual, whole class listening or not (S-S, open / closed);
 - all Ss working in pairs; all Ss working in groups, **etc.**
 - *silence* or silent work – no ticks, obviously!
- Wait till the lesson gets properly started. After 3 minutes, look what is happening in class. Decide (quickly!) and describe it. Tick (✓) the person who is speaking in the proper column (you may need two ticks, if the Ss are doing pairwork and the T is speaking to one S). Repeat the procedure.

sample	time	what is happening in class?	teacher	students
1	3 min.			
2	6 min.			
3	9 min.			
4	12 min.			
5	15 min.			
6	18 min.			
7	21 min.			
8	24 min.			
9	27 min.			
10	30 min.			
11	33 min.			
12	36 min.			
13	39 min.			
14	42 min.			
15	45 min.			
TOTAL:				

AFTER THE LESSON:

- Do you see any patterns? Total how many times the T was speaking and how many times the Ss?
- Discuss your observation with the teacher.
- REFLECT: How does the type of material taught affect the pattern?
 - If the aims of the lesson are to present new language, what would you expect the pattern to look like?
 - If the aims are to practice language, what pattern would you expect?

CLASS OBSERVATION: TASK 4

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

type of language practised – ARC analysis

AIMS:

- to discover different types of language practiced (see Scrivener J. 1994. *Learning Teaching*. pp 133-138)
- to notice the relation btw types of language practiced and types of class tasks

length of time:	language practiced: A R C	description / comments / reflections:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
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AFTER THE LESSON:

- ➔ Show the teacher your findings and ask for his/her comment.
- ➔ REFLECT: would you have practised the language in a similar fashion?

CLASS OBSERVATION: TASK 5

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> COURSEBOOK: LEVEL: 			TOPIC:	

English vs. Polish (questions)

AIMS:

- to develop awareness of what *teachers* say in class
- to analyze the type of language used by the teacher (focus on: questions)

BEFORE THE LESSON:

- Think back to your own school days and recall what categories of questions teachers ask. Add own types of questions to the list suggested.

DURING THE LESSON:

- During the lesson listen carefully for questions asked by the teacher and tick appropriate columns.
- Additionally, try to notice the way in which the teacher asks the questions: Are they open-class questions? Are they directed to individual students? How are the students addressed (by name / by surname)? You may take note of this in the table below.

type of question	no. of occurrences	
	in English	in Polish
<ul style="list-style-type: none"> teacher asks a question, s/he knows the answer, s/he wants to elicit language, e.g.: <ul style="list-style-type: none"> What is the man in the picture doing? Co widzisz na obrazku? 		
<ul style="list-style-type: none"> teacher asks a question, s/he does <u>not</u> know the answer, s/he wants to elicit language, e.g.: <ul style="list-style-type: none"> What did you do on Saturday evening, Peter? Kto z was był w kinie? 		
<ul style="list-style-type: none"> teacher asks a question, s/he wants to check meaning / understanding, e.g.: <ul style="list-style-type: none"> What does the word "pertinent" mean, Kowalski? Kto opowie zakończenie własnymi słowami? 		
<ul style="list-style-type: none"> teacher asks students to report on a task done in pairs or groups, e.g.: <ul style="list-style-type: none"> Can you tell us what your conclusions are? Jakie macie wnioski? 		
<ul style="list-style-type: none"> teacher asks a class management question, s/he wants to elicit information, e.g.: <ul style="list-style-type: none"> Where is Agnieszka again? Gdzie jest dziennik?!? 		
<ul style="list-style-type: none"> other... 		
<ul style="list-style-type: none"> other... 		
<ul style="list-style-type: none"> other... 		
TOTAL:		

AFTER THE LESSON:

- Show your chart to the teacher. Discuss the type of questions s/he used.
- Total how many times the teacher used English and how many times Polish to ask questions.
- You may like to discuss the balance of English and Polish, but remember to be positive!
- REFLECT: Were there occasions when English could have been used as effectively as Polish?

CLASS OBSERVATION: TASK 6

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

English vs. Polish (instructions)

AIMS:

- to develop awareness of what *teachers* say in class (focus on: instructions)
- to develop awareness of the importance of clear instructions in the classroom

BEFORE THE LESSON: → Think of the ways in which teachers give instructions.

DURING THE LESSON:

- Listen carefully to the instructions and try to write the exact words spoken by the teacher.
- If a category is not attested (e.g. if the teacher didn't state the aims), write **N.A.** (non applicable).
- Decide whether the instructions are clear enough (circle an appropriate number). Tick language.
- Notice the way in which the teacher gives instructions. How does the class respond?

What does the teacher say when s/he...

instruction-giving skills	what the teacher says	degree of clarity	language	
		LO ↔ HI	Eng	Pol
...takes the register to check attendance?		1...2...3...4...5		
...states the aim(s) of the lesson?		1...2...3...4...5		
...checks homework?		1...2...3...4...5		
...revises material from the previous lesson?		1...2...3...4...5		
...begins a new activity?	(1)	1...2...3...4...5		
	(2)	1...2...3...4...5		
	(3)	1...2...3...4...5		
...checks that the learners understand what to do?		1...2...3...4...5		
...signals the end of an activity?	(1)	1...2...3...4...5		
	(2)	1...2...3...4...5		
	(3)	1...2...3...4...5		
...marks a transition between activities?		1...2...3...4...5		
...wraps-up / summarizes the lesson?		1...2...3...4...5		
...announces the end of the lesson?		1...2...3...4...5		

TOTAL :

When giving instructions, does the teacher use...

instruction-giving skills	examples / comments	degree of clarity
• special tone of voice?		1...2...3...4...5
• gesture, body language?		1...2...3...4...5
• eyes to hold attention?		1...2...3...4...5
• simple language?		1...2...3...4...5
• paraphrase or translation?		1...2...3...4...5

AFTER THE LESSON:

- Show your chart to the teacher. Discuss the type of instructions s/he gave.
- REFLECT: How can we make sure the learners understand what we want?

CLASS OBSERVATION: TASK 7

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

English vs. Polish (explanations)

AIMS:

- to develop awareness of what *teachers* say in class (focus on: explanations)
- to develop awareness of the importance of clear explanations

BEFORE THE LESSON:

- ➔ Check with the teacher that in this lesson the teacher will be presenting new vocabulary or a new grammar point!!!
- ➔ Think of the ways in which grammar / vocabulary can be explained.

DURING THE LESSON:

- ➔ Listen to the explanations. Describe what the teacher says or does.
- ➔ Is it clear for you? Is it clear for the students in class?
- ➔ Tick the language used. Was Polish used appropriately? Could more English be safely used?
- ➔ Notice the way in which the teacher gives instructions. How does the class respond?
- ➔ How does the class respond to explanations? What happens when they do not understand something? Do they ask questions? Do they adopt an avoidance technique? How do the students signal that they actually have understood the explanation?

explanation-giving skills	what the teacher says / does	degree of clarity	language	
		LO ↔ HI	Eng	Pol
use of context		1...2...3...4...5		
use of examples		1...2...3...4...5		
use of realia <i>(a stapler, a city plan, etc)</i>		1...2...3...4...5		
use of visual aids (for VOC.) <i>(blackboard, flashcards, etc)</i>		1...2...3...4...5		
use of visual aids (for GR.) <i>(sketch drawings, timelines)</i>		1...2...3...4...5		
use of paraphrase/repetition		1...2...3...4...5		
use of translation		1...2...3...4...5		√
other...		1...2...3...4...5		
other...		1...2...3...4...5		
use of voice/gesture/miming		1...2...3...4...5		
TOTAL:				

AFTER THE LESSON:

- ➔ Show your chart to the teacher. Discuss the type of explanations s/he gave.
- ➔ REFLECT: Which strategies of explanation-giving did you find most effective?

CLASS OBSERVATION: TASK 8

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

teaching receptive skills

AIMS:

- to look at techniques of activating learners to read / listen to the language
- to develop awareness of the importance of certain stages in teaching receptive skills

BEFORE THE LESSON:

- ➔ Check with the teacher that in this lesson the teacher will be doing LISTENING and/or READING activities!!! Otherwise, use a different observation task.
- ➔ Ask the teacher for a copy of the materials to be used to look at during the class.

DURING THE LESSON:

- ➔ Use the copy of the materials to be used in class together with the observation of the lesson to complete the chart.
- ➔ If there is more than one listening or reading activity that you're going to describe on the same day, use a separate table for each activity. Please use the additional tables provided.

Activity 1 [listening / reading] Title:	
➔ the language <i>What gr. / voc. / functions does the activity aim to produce?</i>	
➔ the PRE-... stage <i>What preparation is need for this activity?</i>	
<ul style="list-style-type: none"> • materials needed: • type of grouping: 	
➔ the WHILE-... stage <i>What happens during the main stage of this activity?</i>	
<ul style="list-style-type: none"> • how many times was the text read / heard? • was there a purpose stated for each reading / listening? 	
➔ the POST-... stage <i>Is there any follow-up to this activity?</i>	
<ul style="list-style-type: none"> • was it enjoyable: • any (foreseeable) problems: • length of time: 	

AFTER THE LESSON:

- ➔ Show your chart(s) to the teacher. Find out whether the listening / reading has been carried out as originally planned by the teacher. If there were deviations from the plan – what was the reason?
- ➔ REFLECT: What seems most difficult is teaching receptive skills? What most important?

CLASS OBSERVATION: TASK 8 – cont. teaching receptive skills – cont.

CLASS:	DATE:
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Activity 2 [listening / reading] Title:	
<p>➔ the language <i>What gr. / voc. / functions does the activity aim to produce?</i></p>	
<p>➔ the PRE-... stage <i>What preparation is need for this activity?</i></p>	
<ul style="list-style-type: none"> • materials needed: • type of grouping: 	
<p>➔ the WHILE-... stage <i>What happens during the main stage of this activity?</i></p>	
<ul style="list-style-type: none"> • how many times was the text read / heard? • was there a purpose stated for each reading / listening? 	
<p>➔ the POST-... stage <i>Is there any follow-up to this activity?</i></p>	
<ul style="list-style-type: none"> • was it enjoyable: • any (foreseeable) problems: • length of time: 	

Activity 3 [listening / reading] Title:	
<p>➔ the language <i>What gr. / voc. / functions does the activity aim to produce?</i></p>	
<p>➔ the PRE-... stage <i>What preparation is need for this activity?</i></p>	
<ul style="list-style-type: none"> • materials needed: • type of grouping: 	
<p>➔ the WHILE-... stage <i>What happens during the main stage of this activity?</i></p>	
<ul style="list-style-type: none"> • how many times was the text read / heard? • was there a purpose stated for each reading / listening? 	
<p>➔ the POST-... stage <i>Is there any follow-up to this activity?</i></p>	
<ul style="list-style-type: none"> • was it enjoyable: • any (foreseeable) problems: • length of time: 	

CLASS OBSERVATION: TASK 9

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

teaching productive skills

AIMS:

- to look at ways of activating learners to use the language
- to develop awareness of the importance of certain stages in teaching productive skills

BEFORE THE LESSON:

- ➔ Check with the teacher that in this lesson the teacher will be doing SPEAKING and/or WRITING activities!!! Otherwise, use a different observation task.
- ➔ Ask the teacher for a copy of the materials to be used to look at during the class.

DURING THE LESSON:

- ➔ Use the copy of the materials to be used in class together with the observation of the lesson to complete the chart.
- ➔ If there is more than one speaking or writing activity that you're going to describe on the same day, use a separate table for each activity. Please use the additional tables provided.

Activity 1 [writing / speaking] Title:	
➔ the language <i>What gr. / voc. / functions does the activity aim to produce?</i>	
➔ the PRE-... stage <i>What preparation is need for this activity?</i>	
<ul style="list-style-type: none"> • materials needed: • type of grouping: • is there an information gap: 	
➔ the WHILE-... stage <i>What happens during the main stage of this activity?</i>	
➔ the POST-... stage <i>Is there any follow-up to this activity?</i>	
<ul style="list-style-type: none"> • was it enjoyable: • any (foreseeable) problems: • length of time: 	

AFTER THE LESSON:

- ➔ Show your chart(s) to the teacher. Find out whether the writing / speaking has been carried out as originally planned by the teacher. If there were deviations from the plan – what was the reason?
- ➔ REFLECT: What seems most difficult is teaching productive skills? What most important?

CLASS OBSERVATION: TASK 9 – cont. teaching productive skills – cont.

CLASS:	DATE:
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Activity 2 [writing / speaking] Title:	
<p>➔ the language <i>What gr. / voc. / functions does the activity aim to produce?</i></p>	
<p>➔ the PRE-... stage <i>What preparation is need for this activity?</i></p>	
<ul style="list-style-type: none"> • materials needed: • type of grouping: • is there an information gap: 	
<p>➔ the WHILE-... stage <i>What happens during the main stage of this activity?</i></p>	
<p>➔ the POST-... stage <i>Is there any follow-up to this activity?</i></p>	
<ul style="list-style-type: none"> • was it enjoyable: • any (foreseeable) problems: • length of time: 	

Activity 3 [writing / speaking] Title:	
<p>➔ the language <i>What gr. / voc. / functions does the activity aim to produce?</i></p>	
<p>➔ the PRE-... stage <i>What preparation is need for this activity?</i></p>	
<ul style="list-style-type: none"> • materials needed: • type of grouping: • is there an information gap: 	
<p>➔ the WHILE-... stage <i>What happens during the main stage of this activity?</i></p>	
<p>➔ the POST-... stage <i>Is there any follow-up to this activity?</i></p>	
<ul style="list-style-type: none"> • was it enjoyable: • any (foreseeable) problems: • length of time: 	

CLASS OBSERVATION: TASK 10

CLASS:	AGE:	NO. OF LEARNERS:	TEACHER OBSERVED:	DATE:
<ul style="list-style-type: none"> • COURSEBOOK: • LEVEL: 			TOPIC:	

error correction techniques

AIMS:

- to develop awareness to different attitudes to error
- to look at different error correction techniques

BEFORE THE LESSON:

- ➔ Check with the teacher that in this lesson the teacher will be doing speaking activities!!!
- ➔ Otherwise, use a different observation task.

DURING THE LESSON:

- ➔ In the column concerning the efficacy of error correction, please decide whether the correction worked for the student concerned, or whether, for instance, the student absentmindedly repeated the correction after the teacher and didn't seem to have given it a thought. Try to determine whether the correction was at all noticed by the rest of the class.
- ➔ In the case of ignored errors, decide whether the reason for leaving the error uncorrected was good, or whether the students would have benefited more from having the error corrected.
- ➔ *Remember! Be positive towards the error correction style adopted by the teacher!*

error correction checklist	examples of teacher's corrections	did the correction technique work? for the student? / for the whole class?
T corrects immediately: says eg. "wrong" + gives correct version		
T corrects immediately: does NOT indicate it's a correction, just gives correct version		
T tells L there's something wrong in their statement		
T does nothing, but gives L a chance to self-correct		
T repeats incorrect statement with rising intonation		
T indicates there's an error with a gesture or facial expression		
T asks another L to correct the incorrect statement		
T comments about the errors made after the L has finished		

List instances of errors which were ignored / left uncorrected:

type of error	examples of learner errors	reason for ignoring the error
<ul style="list-style-type: none"> • pronunciation e.g.: word stress, vowel quality, consonants 		
<ul style="list-style-type: none"> • syntax e.g.: S-V agreement, embedded questions 		
<ul style="list-style-type: none"> • vocabulary e.g. meaning, collocations 		
<ul style="list-style-type: none"> • articles lack of article with concrete N 		
<ul style="list-style-type: none"> • others e.g. register 		

AFTER THE LESSON:

- ➔ Show your chart to the teacher. Ask them how they decided which type of correction to use.
- ➔ REFLECT: In your own language learning how do you like to be corrected? What really irritates you? What do you do as a teacher with your Ss?

