

Appendices

Appendix 1

Charles University Prague, Faculty of Education

Name:

Department of English Language and Literature

Year 3

Observation Sheet No.2: An English Lesson - Free Description

School:

Class/level:

Date:

Teacher's name:

No. of learners:

Coursebook:

Appendix 2

Charles University Prague, Faculty of Education

Name:

Department of English Language and Literature

Year 3

Observation Sheet No.3: Guided Lesson Description

School:

Class/level:

Date:

Teacher's name:

No. of learners:

Coursebook:

Task: Watch the learners (Ls), take notes and fill in this sheet.

Timing: Stage / Step / Activity:

Comments:

The best thing about the lesson was

As a result of the lesson I now see

I would have liked to see more

The learners were working

The hardest thing for me as an observer was

What have you learned?

Appendix 3

Charles University Prague, Faculty of Education

Name:

Department of English Language and Literature

Year 3

Observation Sheet No.4: Focus on the Teacher – Classroom Management

School:

Class/level:

Date:

Teacher's name:

No. of learners:

Coursebook:

Task: Watch the teacher, take notes and fill in this sheet.

1. What does the teacher hope her / his learners will have achieved by the end of the lesson? Discuss with the teacher.

By the end of the lesson the learners will be better able to (will have) ...

2. How did the teacher begin the lesson?

3. Write four things the teacher does to achieve a good, purposeful atmosphere:

4. Write some of the phrases of encouragement which s/he uses:

5. Focus on the teacher's eye contact. What does s/he want to achieve?
6. Did the teacher stand or sit where all learners could see her / his face?
7. Did the teacher rearrange the seating when necessary?
8. How did the teacher deal with the discipline?
9. Teachers often support instructions with gestures and they develop a range of facial expressions to save themselves repeating basic instructions. Thus they maximize learner talking. Which gestures / facial expressions does the teacher use? What do they indicate?
10. How did the teacher end the lesson?
11. Which activities in the lesson do you think were the most valuable for the learners. Why?

12. What abilities and qualities does the teacher have that help her / him in her / his teaching?

13. Teacher talk:

personal mastery of English

uses appropriate intonation, speed and volume

her / his voice is clearly audible

gives clear instructions and explanations

checks that the learners have understood the instructions

uses unnecessary repetition, echo or interrupts in mid-flow

her / his body language corresponds with what s/he says

14. How would you describe the teacher's role:

manager – model – monitor – counselor – informant – facilitator – social worker
– friend

other?

15. What have you learned?