Appendix

**Observation Sheet: 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?
Observation Sheet: 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

13. How would you describe the teacher’s role:

14. What have you learned?
Observation Sheet: Focus on Classroom Interaction

School:  
Class/level:  

Date:  
Teacher’s name:  

No. of learners:  
Coursebook:  

Task: Measure how many different types of interaction take place. You will need a watch. At regular, e.g. one minute intervals, make a note of what kind of interaction is taking place by placing a tick in the appropriate category.

<table>
<thead>
<tr>
<th>Pattern of interaction</th>
<th>Number of times</th>
<th>e.g.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher – whole class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher – group of learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher – individual learner (in whole class activity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher – individual student (in pair or group work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ls working individually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner – whole class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How often were the activities changed?

What was the main type of seating arrangement?

How did the teacher monitor PW or GW?

Which type of interaction was used to energize the Ls
calm the Ls down

Was there sufficient variety in the lesson?