

CLASS OBSERVATION 1 ADAPTED FROM JIM SCRIVENER 2009:

Complete the plan below for the lesson you observe and write the main aims of the lesson at the end.
After the lesson show the aims to the teacher and ask if he/she agrees!

Lesson Plan Procedure:

TIMING	STAGE/ PROCEDURE	INTERACTION	AIM/RATIONALE
Write the time the teacher spent in each stage of the lesson.	Include each activity the students do as well as what the teacher is doing.	a. Whole class / b. groups / c. pairs / d. individual / e. teacher-student(s) f. Student(s)-teacher	What do you think was the objective or reason for doing each activity or stage.

Teacher's name	
Date	
Time	
Subject	

CLASS OBSERVATION 2 ADAPTED FROM JIM SCRIVENER 2009:

What is there about the classroom, the activities, the teacher and the students that helps to create conditions for effective learning? What things do you observe that seem to play a part in hindering learning?

THE CLASSROOM	THE ACTIVITIES	THE TEACHER	THE LEARNERS
Seating	Kind of activities used	Personal qualities	How motivated they are
Sight-lines	Nature of student involvement	Rapport with students	Why?
Space	Interaction patterns	Personal psychological atmosphere generated	To what extent are they taking an active part in their own learning?
Air	Balance of students and teachers doing things	Professional outfit	To what extent are they expecting the teacher to do the work for them?
Temperature and Light	The sequence of the activities.	Preparedness	In what ways do they show independence?
Equipment	They promote team work and learners autonomy.	Reliability for their students	They show respect to their peers and teacher.
Other	Other	Other	Other

Teacher's name	
Date	
Time	
Subject	

CLASS OBSERVATION 3 ADAPTED FROM JIM SCRIVENER 2009:

Observe a class and complete the table below. Reflect on how this focused observation changes your perception of those features, and then include your comments.

FEATURE	YES / NO	COMMENTS
Aims achieved		
Awareness of student's level & needs		
Clear instructions & setting up of activities		
Close monitoring		
Cultural sensitivity		
Enjoyment and relaxed atmosphere		
Feedback		
Good classroom management		
Good rapport		
Interaction		
Interesting material		
New ideas		
Preparation		
Student involvement and motivation		
Teacher Talking Time vs Students Talking Time		
Variety of activities		
Visual aids		
Well-staged lesson		

Teacher's name	
Date	
Time	
Subject	

CLASS OBSERVATION 4 ADAPTED FROM JIM SCRIVENER 2009:

Choose one student to focus on for this lesson, put yourself in their shoes. See the lesson through their eyes. Listen through their ears and answer the following questions.

1. What did you do in your English class today?
2. Did you enjoy the class? Why? Why not?
3. What did you enjoy most about the class?
4. What did you enjoy least?
5. Was it clear at all times what you were supposed to be doing?
6. When did you feel most comfortable today- working individually, in pairs or groups?
7. Was there any time in the lesson when you didn't feel comfortable or relaxed? If so, what caused this?
8. Did you find the material used in the class interesting, relevant and useful?
9. Was it the correct level for you or too easy/difficult?
10. Did the teacher check your work and help you when necessary?
11. Did you contribute as much as you could have in the lesson?
12. Did you speak any L1 - if so, when and why?
13. What did you learn today in class?

Teacher's name	
Date	
Time	
Subject	

CLASS OBSERVATION 5 ADAPTED FROM JIM SCRIVENER 2009:

Complete the table below noting all the materials used during the lesson:

MATERIAL						
AIM / STAGE						
APPROPRIATE TO AIM? Y/N						
APPROPRIATE FOR LEVEL? Y/N						
AUTHENTIC? Material? Language? Task?						
INTERESTING? RELEVANT TO STUDENT LIVES?						
EFFECTIVE? DID IT WORK?						

Teacher's name	
Date	
Time	
Subject	

CLASS OBSERVATION 6 ADAPTED FROM JIM SCRIVENER 2009:

This task focuses on learner errors in oral production and on ways that the teacher or learners deal with them. Note down some student errors. Categorize each error (e.g. wrong tense, meaning unclear, grammar, wrong phoneme). Describe in detail what happened next. For example:

ERROR	<i>I am agree</i>
TYPE OF ERROR	<i>grammar - unnecessary word</i>
CORRECTION	<i>The teacher held up 3 fingers (to represent the 3 words of sentence) and 'picked out' and 'threw away' the middle finger. Student looked a bit puzzled, then repeated</i>

Teacher's name	
Date	
Time	
Subject	