OBSERVATION SCHEDULE 1

CLASSROOM DESCRIPTION

Teacher: Class:

School: Number of Students:

Date:

*Please look at the following three categories in the Classroom environment and comment accordingly.*

|  |  |  |
| --- | --- | --- |
| Category | Positive Aspects | Suggestions/Ideas |
| Physical Description |  |  |
| Language Display/s |  |  |
| Planning and Lesson Format |  |  |

OVERALL CLASSROOM OBSERVATION

Teacher: Class:

Date: Time:

Nature of Lesson:

|  |  |  |
| --- | --- | --- |
| Category | Positive Aspects | Suggestions/Ideas |
| Pace of Lesson |  |  |
| Teacher Presentation |  |  |
| Class Management |  |  |
| Teaching Aids |  |  |
| Student Production |  |  |
| Language Learning |  |  |
| Planning |  |  |
| Assessment and Evaluation |  |  |

Overall Impression

# **OBSERVATION SCHEDULE 2: CLASSROOM MANAGEMENT**

Teacher: Class:

School: Date:

1. Rate the lesson according to the following key:

Key:

1. Does not at all reflect what went on.
2. Only marginally reflects what went on
3. Neutral
4. Describes rather well what went on
5. Is a totally accurate reflection of what went on

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | There were no cultural misunderstandings | 1 | 2 | 3 | 4 | 5 | NA |
| 2 | The class understood what was wanted at all times | 1 | 2 | 3 | 4 | 5 |  |
| 3 | All instructions were clear | 1 | 2 | 3 | 4 | 5 |  |
| 4 | Every student was involved at some point | 1 | 2 | 3 | 4 | 5 |  |
| 5 | All students were interested in the lesson | 1 | 2 | 3 | 4 | 5 |  |
| 6 | The teacher carried out comprehension checks | 1 | 2 | 3 | 4 | 5 |  |
| 7 | Materials and learning activities were appropriate | 1 | 2 | 3 | 4 | 5 |  |
| 8 | Student groupings and sub-groupings were appropriate | 1 | 2 | 3 | 4 | 5 |  |
| 9 | Class atmosphere was appropriate | 1 | 2 | 3 | 4 | 5 |  |
| 10 | The pacing of the lesson was appropriate | 1 | 2 | 3 | 4 | 5 |  |
| 11 | There was enough variety in the lesson | 1 | 2 | 3 | 4 | 5 |  |
| 12 | The teacher did not talk much | 1 | 2 | 3 | 4 | 5 |  |
| 13 | Error correction and feedback was appropriate | 1 | 2 | 3 | 4 | 5 |  |
| 14 | There was genuine communication | 1 | 2 | 3 | 4 | 5 |  |
| 15 | There was teacher skill in organising group work | 1 | 2 | 3 | 4 | 5 |  |
| 16 | There was opportunity for controlled practice | 1 | 2 | 3 | 4 | 5 |  |
| 17 | Students were enthusiastic | 1 | 2 | 3 | 4 | 5 |  |
| 18 | General classroom management was good | 1 | 2 | 3 | 4 | 5 |  |

(Taken from Richards, J. and Nunan, D. 1990. Second Language Teacher Education. Cambridge: Cambridge University Press).

**Comment:**

# **OBSERVATION SCHEDULE 3**

# **TASK ANALYSIS**

Teacher: Class:

School: Date:

1. To what extent are the following statements an accurate reflection of the lesson?

Key:

* 1. not at all
  2. slightly
  3. very
  4. completely

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The teacher used real and authentic materials. | 1 | 2 | 3 | 4 |
| Learners rehearsed, in class, skills they will need in real communicative situations outside class. | 1 | 2 | 3 | 4 |
| The objectives of the lesson were clear to the learners. | 1 | 2 | 3 | 4 |
| There were opportunities for controlled practice of specific language points. | 1 | 2 | 3 | 4 |
| The activities were challenging but not threatening. | 1 | 2 | 3 | 4 |
| Learners were required to do something (e.g. solve a problem, come to a conclusion, complete a task). | 1 | 2 | 3 | 4 |
| Learners were required to cooperate. | 1 | 2 | 3 | 4 |
| Learners were required to share information (i.e. there was an information gap component to the lesson). | 1 | 2 | 3 | 4 |
| There was an evaluation component to the lesson which would allow learners to judge the degree to which they succeeded or failed. | 1 | 2 | 3 | 4 |
| The activities would have been suitable for a mixed ability class. | 1 | 2 | 3 | 4 |

*(Adapted from Nunan, D. 1988. Syllabus Design. Oxford: Oxford University Press).*

Comment:

# **OBSERVATION SCHEDULE 4**

# **CLASSROOM TEACHER VERBATIM**

Teacher: Class:

School: Date:

Write in column 1 “What the teacher says – English” everything the teacher says in English. Each time the teacher utters something in Māori write it in column 2 “What the teacher says – Māori”. Column 3 is used to write the English utterances to be targeted for translation in to Māori for future lessons.

|  |  |  |
| --- | --- | --- |
| **What The Teacher Says In English** | **What The Teacher Says In Māori** | **Key Phrases** |
|  |  |  |
| **Talk time, English (mins)** | **Talk Time, Māori (mins)** |  |

**Self-evaluation**

Disagree Agree strongly strongly

1. The teaching technique/s were very effective 1 2 3 4

2. I felt well-prepared prior to the lesson 1 2 3 4

3. I had all of the resources required 1 2 3 4

4. I am satisfied with how the lesson went 1 2 3 4

5. I can assess student learning outcomes from this lesson/unit 1 2 3 4

6. I have evidence that the learning outcomes were/not achieved 1 2 3 4

7. Students participated and enjoyed the lesson 1 2 3 4

8. I was able to use Māori only during the lesson 1 2 3 4

9. What worked well in the lesson?

10 What would I change next time?

11. How do I know if students are enjoying learning Māori language?

12. How do I know if the student outcomes have been achieved?