

# Observation Form



Please fill in this form with information from the classes you have observed. Fill in PART A on the basis of all the classes you observed in the first three weeks of your TP. Fill in PART B on the basis of one class that you observed and you chose to focus on. The completed observation form will be included in your European Portfolio for Student Teachers of Languages.

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## YOUR PERSONAL DETAILS



Name:

Student ID No:

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## ABOUT THE SCHOOL/CLASSES YOU ATTENDED



Name and level of school:

Teacher's name:

Level of classes observed:

A1      A2      B1      B2      C1      C2

Level of the one class I focused on:

A1      A2      B1      B2      C1      C2

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## A. Observations on the basis of the total number of classes that you attended

1. Was the level of knowledge of English that pupils have in each of the classes you attended:

more or less homogeneous?      quite heterogeneous?

## 2. Did the teacher

persistently stick to the textbook?

frequently design her/his own activities?

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## 3. Did the teacher use any supplements to the textbook?

a) Did s/he use any supplementary books to help the teaching/learning process in any of her/his classes?

Yes

No

If yes, please say what type of books:

Readers

Grammar books

Exercise books

Dictionaries

Other

b) Did s/he use any authentic materials ☐ or pupil-generated materials?

Yes

No

If yes, please briefly explain how they were generally used and give just one example (of each).

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## 4. What class-management techniques were used by the teacher? (You may tick more than one)

Use of the authority vested in her/him because of her/his knowledge or status.

Use of disciplining techniques (asking pupils to be quiet, punishing them, etc.).

Motivating them to participate in class, using techniques such as:

Making the class interesting, by using means such as:

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**5. With regard to L1 use in the EFL class:**

a) How frequently did the teacher use it?

All the time

When it seemed to me necessary

Frequently

Never

If s/he did use it, for what specific purposes was it used? (Note as many uses as possible)

b) How about the pupils? How frequently did they use it?

All the time

When it seemed to me necessary

Frequently

Never

If they did use it, for what specific purposes was it used? (Note as many uses as possible)

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**6. Pupils generally:**

seemed to feel that their English class was a sort of waste of time (for example, because they already had some knowledge of English).

were motivated to be attentive and participate.

If the latter is the case:

a) Which did you feel were the basic factors for their being motivated and interested? State what you think.

b) What types of activities seemed to motivate pupils the most? Briefly describe.

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**7) From the classes you observed during the first week of teaching practice, which of the following practices, which correspond to the principles of the New School, did you identify?**

Learners are given the opportunity to participate in projects linked to other subject areas (such as maths, history and geography) carried out in class and out of class.

The materials include advice / help to students on self-study skills.

The tasks encourage the development of the learners' learning-how-to-learn skills.

Technology is used in the classroom for teaching and learning purposes.

The tasks aim at developing the learners' cognitive and social skills.

Attempts are made by the teacher to differentiate instruction.

Learners are provided with opportunities for autonomous or self-access learning

Alternative forms of assessment such as portfolio assessment or journal entries are used.

## **B. Observations on the basis of the one class that you focused upon**

**1. What class was it? (e.g. 5th year of elementary school, 2nd year gymnasium):**

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**2. Did you perceive gender differences in the class?**

(a) Did boys and girls act differently –exhibit behaviour which you would interpret as gender specific?

Yes                  No

If yes, briefly explain.

**(b) Did the teacher discriminate in some way or other? For example, did s/he favour boys or girls in some way?**

Yes                  No

If yes, briefly explain.

**(c) Did you note any 'sexist' behaviour or language use? Was it exhibited:**

on the part of the teacher?                  on the part of the pupils?

If yes, briefly explain.

**3. Note some information about the textbook being used and the way of using it.**

(a) What textbook was being used in the class? (Give full citation: authors, book title, publishing house and year of publication).

(b) Is this textbook accompanied by a teacher's book, by audio cassettes, other paraphernalia? If yes, which?

(c) What approach is this textbook based on? Say and document your claim.

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**4. With regard to the teaching approach followed in the specific class:**

(a) Would you say that the main concern during the teaching process was to develop  
learners' linguistic competence                      communicative competence

Briefly explain.

(b) Was there concern with development  
of cultural  
of intercultural awareness  
of both  
with none of these

Briefly explain using examples.

(c) Would you say that the main concern was  
teaching  
learning  
both

Briefly support your answer.