

# CLASSROOM OBSERVATION FORM FOR INDIVIDUAL NOTES

## Classroom Observation Form

This form has 4 sections: A, B, C, and D. Please **choose one section** to take notes about during the lesson you observe. Be prepared to use your notes during any follow-up discussions.

Note: *T* refers to the teacher; *Ss* refers to the students.

### Section A

**FOCUS:** Classroom and social interaction norms

**SKILL:** Communication skills, interpersonal skills

**TESOL knowledge:** Classroom interaction

**Main question:** What kind of turn-taking patterns did you observe?

Prompts to observe	Pedagogic focus and reason	Your Notes
How does T encourage participation?	elicitation; use of questions; nomination; gesture(s); supportive atmosphere	
What kind of questions does T ask? (display or referential)	purpose of questions, i.e., using referential questions to encourage extended and more complex answers for more effective learning	
How long does T wait for someone to respond? (Please measure time by counting 1 to 10 as you observe.)	the concept of wait-time, i.e., Ss need time to process question or prepare an answer; the T's tolerance of silence	
If Ss wish to ask a question, how do they signal that?	dependent on classroom atmosphere, norms of interactions, and pedagogical goals; raise hand; ask permission; spontaneous	
How does T respond to Ss' contributions?	feedback and follow-up; error correction, praise, content feedback, or follow-up	

**Section B**

**FOCUS:** Hierarchy and power in different contexts

**SKILL:** Adaptability and flexibility

**TESOL knowledge:** Classroom management

**Main question:** What did you observe about the power dynamics of the classroom and the teacher's body language?

Prompts to observe	Pedagogic focus and reason	Your Notes
How does T address the class, the pupils, and you?	classroom atmosphere (formal or informal); teacher's tone of voice	
Can Ss initiate interaction?	teacher-student power relations cultural expectations	
What did you notice about T's posture, gestures, and movements?	classroom movement; cultural expectations	
Does T move or stand close to Ss? How close?	cultural expectations	
Does T have physical contact with Ss? Do Ss touch each other?	cultural expectations	

**Section C****FOCUS:** Communicating with the Other**SKILL:** Communicating with different audiences and adaptability to do so**TESOL focus:** L1 and L2 use in the class**Main question:** How did the teacher ensure that communication was effective?

Prompts to observe	Pedagogic focus and reason	Your Notes
What is T's accommodation of weak use of L2?	What is T's accommodation of weak use of L2? T's behaviour and communication (e.g., patience; facial expression(s); verbal communication; error correction)  modification of input (e.g., repetition; paraphrasing; slower speech; simpler vocabulary and syntax).	
How does T respond to Ss' lack of understanding of explanations in L2?	modified input and use of L1;  to facilitate comprehension;  to provide scaffolding for tasks	
How tolerant is T of Ss' use of L1?	affective factors (to reduce anxiety; increase confidence in using language)  a means of negotiation and communication to complete tasks (e.g., in pair work)	
What do you notice about T's own use of L1?	to encourage participation and learning  to teach cultural diversity  to develop non-judgmental attitudes toward cultures in other countries	

**Section D**

**FOCUS:** Self, the Other, and cultural awareness

**SKILLS:** Emotional resilience, flexibility, openness

**TESOL:** Dealing with the unexpected

**Main questions:** Did you notice anything unexpected? What was your emotional response?

Prompts to observe	Pedagogic focus and reason	Your Notes
Did you notice anything unexpected?	adaptability, flexibility, openness;	
Did anything surprise (or even shock) you?	T's own emotional resilience; fostering emotional resilience in Ss;	
How did T handle any unexpected situations?	T's own disposition; unpacking and reflecting on one's	
What was your emotional response?	own disposition to build self-awareness.	

