Appendix 1

Classroom Observation Guide

Section A: Secondary School EL Teachers' Pedagogical Skills

Sub-Section A1: Instructional Strategy

No.	Observation Items	Observations	Remarks
i.	Encouraging learners to speak, think, and raise critical questions while listening		
ii.	Motivating students to study/learn the TL		
iii.	Making learners proactive		
iv.	Arising curiosity for further learning		
v.	Integrating language skills		
vi.	Divergent or convergent pedagogy		
vii.	Differentiating instruction		
viii.	Use of direct instruction		
ix.	Emphasising cooperative learning		
x.	Use of problem-solving		
xi.	Using humour		
xii.	Addressing common interest/needs of learners		
xiii.	Individualising lessons (focusing on learners' lives, concerns, goals and interests)		
xiv.	Caring about individual learners' need		
xv.	Considering learners' comprehensibility		
xvi.	Peer tutoring		
xvii.	Teachers' use of questioning		
xviii.	Use of 'wait time' while asking questions		

Sub-Section A2: Classroom Management

No.	Observation Items	Observations	Remarks
i.	Maintaining classroom discipline		
ii.	Building rapport with learners		
iii.	Teacher role (Teacher as a guide/facilitator or Teacher running the show)		
iv.	Making a personal contact with students		
v.	Seating arrangement		
vi.	Teacher as a dispenser of knowledge/lecturing		
vii.	Teachers'-talking-time (TTT)		
viii.	Student-centred teaching-learning		

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No.	Observation Items	Observations	Remarks
ix.	Student participation		
x.	Learners' interaction		
xi.	Learner initiatives		
xii.	Creating a sense of community in the language class		
xiii.	Students' choice of content		
xiv.	Handling critical or unanticipated incidents		
xv.	Output from learners		
xvi.	Input from teachers		
xvii.	Extent of teachers' preoccupation with classroom management and lesson plan		
xviii.	Learning outcomes		
xix.	Creating a positive environment in the classroom		
xx.	Culturally responsive classroom management: social justices, equal opportunities for leaning for all.		
xxi.	Time management		
xxii.	Constructive learning environment		
xxiii.	Diagnosing learners' problems		
xxiv.	Guiding student practice		
xxv.	Monitoring learners' language use		

Sub-Section A3: Classroom Instruction and Activities/Tasks

No.	Observation Items	Observations	Remarks
i.	Introducing and explaining the tasks		
ii.	Making new subject content understandable, interesting and learnable to students		
iii.	Addressing students' difficulties		
iv.	Responding to learners' enquiries		
v.	Offering Feedback		
vi.	Checking learners' understanding		
vii.	Evaluation/assessment		
viii.	Reflection-in-teaching (monitoring, adjusting)		
ix.	Exploring students' thoughts		
x.	Arranging varied activities and tasks		
xi.	Task completion		
xii.	Creating classroom opportunities for active use of language by students in individual and group activities		
xiii.	Use of collaborative learning activities such as group and pair work, role play, and peer-feedback		
xiv.	Engaging learners in approximate real-life activities		
xv.	Structured discussion, e.g., dialogue, debate		

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xvi.	Giving Homework		

Sub-Section A4: Teaching English Grammar and Vocabulary

No.	Observation Items	Observations	Remarks
i.	Grammar teaching approach: deductive; inductive		
ii.	Contextualisation of grammar		
iii.	Communicative functions of grammar		
iv.	Integrating grammar with other skills		
v.	Strategy for teaching Vocabulary		

Sub-section A5: Teaching Aids Including Traditional and Digital Technology

No.	Observation Items	Observations	Remarks
i.	Use of teaching aids		
ii.	Visual teaching aids (photos and images)		
iii.	Using language games		
iv.	Materials selection and adaptation		
v.	Effectiveness of using teaching aids: (Blackboard/whiteboard, Course book, Teachers' voice, Others)		
vi.	Digital technology presence in EL classroom		
vii.	Teachers' digital technology use in language classroom		
viii.	School's technological infrastructure for arranging listening and speaking practices		
ix.	Whether teachers arrange listening and speaking practices for learners using technology		
x.	Allowing students to use mobile devices inside classroom		
xi.	Learners' use of mobile devices inside classrooms		
xii.	Teachers' confidence in using technology in classroom		
xiii.	Whether technology use is teacher-dominated or learner-centred		
xiv.	Administrative and technical support for using technology in classroom		
xv.	Effectiveness of teachers' technology use		

Sub-Section A6: Lesson Organization

No.	Observation Items	Observations	Remarks
i.	Use of a lesson plan		
ii.	Preparation before the class		
iii.	Planned beginning (warm-up activities)		
iv.	Instructional objectives-purposes in instruction		
v.	Setting up learning arrangements		
vi.	Making transitions from one task to another		

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vii.	Planned progress of the lesson		
viii.	Planned ending		

Sub-Section A7: Personal Attributes of EL Teachers

Attributes	Remarks
Respecting children	
Paying attention	
Keeping composure always and under all circumstances	
Being committed	
Being caring	
Being friendly	
Having a passion for teaching	
Being dedicated	
Being motivated	
Being confident	
Showing ethical behaviour	
Taking pride in work	
Being creative	
Showing impartiality	
Having a positive attitude	
Being well-organised	
Never giving up	
Being flexible	
Being open to new ideas	
Setting high standards for self and students	

Sub-Section A8: Any Other Relevant Observations in the Class

No.	Observation Items	Observations	Remarks
i.			
ii.			
iii.			

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