Observation instrument for communicative modern foreign language teaching for Instrument teacher observation and reflection (ITOR)

Research Team Multilingualism and Education

If you have any questions or remarks, please mail: lectoraatmeertaligheid@hu.nl

Observation instrument Communicative Language Teaching	
Date (dd-mm-yyyy):	**School Name:**
Observer Information: Name: full-time/part-time/master student/higher education teacher/ Master Institute tutor / Bachelor Institute tutor / Internship supervisor / Professional Development teacher Course of Study: Year in school:	**Observee Information:** Name: Upper form / Lower form Years of teaching experience: Target language: Native / non-native Language: German/English/French/Spanish/other: Certification observee: certified 1st degree/ 1st degree domain - no degree/ 1st degree - in training / certified 2nd degree / 2nd degree domain - no degree/ 2nd degree - in training
Information on observed class: **Level:** Special Education/ ISK/LWO / VMBO-BB / VMBO-KB / VMBO-GL/VMBO-TL / HAVO / VWO / Gymnasium/MBO: course of study / International School Year in school: Bilingual Education: yes/no	

Lesson description	Answers
1. What learning objective(s) have been set by the teacher??	Learning objective 1: Learning objective 2: …
2. The focus of the lesson is (more answers possible)	☐ a. development of communicative language skills ☐ b. development of content knowledge (e.g. culture, literature) ☐ c. development of knowledge of language (e.g. Vocabulary, grammar, pronunciation by means of purilingual repertoires) without a communicative context ☐ d. other, in specific:
3. If box 2 a has been checked: What skill(s) will be developed in this lesson? (more answers possibile)	☐ Speaking and/or conversational skills ☐ Writing skills ☐ Reading skills ☐ Listening and/or watching skills
4. What materials/ activities will be used in the lesson? (more answers possible)	☐ (Activities from) textbook(s) ☐ ICT / multimedia ☐ Self-created/selected materials/ activities ☐ Other, in specific.:
5. If the observed lesson is part of a sequence of lessons, what phase(s) will feature in the lesson? (more answers possible)?	☐ Preparatory phase (e.g. students perform guided tasks that prepare for the final task) ☐ Implementation phase (e.g. students do a writing assignment) ☐ Evaluation phase (e.g. teacher reflects with students on the performed tasks) Students give peer-feedback on each other's work)
6. a. Will the lesson content be assessed summatively?	☐ Yes ☐ No
b. If yes, describe the assessment form and assessment content (eg multiple choice about X; oral debate on Y; report on Z)	
7. If any other boxes in question 2 have been checked: What did you see in terms of activities, instruction? NB: If you have not selected 2a, please continue to part 5 (target language use), part 6 (focus on form), and part 7 (integration) of this observation instrument	

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		Indicator: The teacher …	score	Examples of good practice (no checklist!): The teacher …
		… devotes attention in class to the development of		☐ conversational skills (dialogues) ☐ speaking skills (monologues) ☐ both skills
1. Conversational/Speaking skills	1.0	… creates a learning environment in which all students dare to take part in conversational/speaking skills activities, and are able to do so	na 1 2 3 4	… sets up conversation/speaking tasks in small groups, in order to create a safe learning environment and give each student speaking time … discusses before and after the conversation/speaking activity what the expected behavior is (e.g. not to laugh at each other, to give compliments, to encourage everyone to speak in the target language, make use of translanguaging, eg by filling knowledge gaps in the target language with knowledge from other languages) … in a class discussion, ensure that as many students a possible have input and emphasize fluent before accurate target language use (allowing students to make errors and translanguaging / use knowledge of languages)
	1.1	… uses functional and/or creative conversation/speaking activities that are connected to students' perception and/or imagination	na 1 2 3 4	… asks students to do a realistic role-play (e.g. conversation in a store) or roleplay a fictional situation (e.g. meeting a movie star) … asks students to talk about their own lives (e.g. about current events, cultural and/or linguistic situations that affect their own lives or what they have done during the weekend) … has students prepare and conduct an interview (e.g. someone's profession, someone's favorite book, cultural and plurilingual experiences)
	1.2	… uses conversation/speaking tasks that are in line with the CEFR level of the target group and which provide students with an appropriate level of free production	na 1 2 3 4	… asks students to use creativity to communicate, for example by using a drama/improvisation assignment or activity, creating a vlog, (jointly) telling a story where their own linguistic or cultural context plays a role … uses a task that contains an information/opinion gap (i.e.. a task in which speakers each miss/have a different part of the required information, which creates urgency for a real conversation), e.g. ask for/give directions … initiates an activity in which students must express their own opinion (can express themselves appropriately and respectful about their own culture or other cultures)
	1.3	… explicitly connects conversation/speaking activities to a communicative learning goal	na 1 2 3 4	… discusses with students how they can use what they have learned in an authentic situation (e.g. when the students are traveling in a target language country or in an (online) conversation with other first or second language speakers of the target language) … discusses the CEFR can-do statements to be worked on in the lesson, e.g. asking questions about a task instruction from the teacher (as an example of participating in a simple conversation; speaking at A1 level) … explicitly discusses the purpose and audience of a conversation/speaking task (socio-cultural context)
	1.4	… offers students scaffolding at the appropriate CEFR level in order to carry out the conversation/speaking task	na 1 2 3 4	… models the linguistic implementation of the speaking/conversation task for/with students … discusses/practices words/chunks/sentences that often occur in the relevant speaking/conversation task … gives students time and material (e.g. discussion guide) to prepare the conversation/speaking task
	1.5	… encourages students to use strategies in order to perform a conversation/speaking task	na 1 2 3 4	… discusses the possibility of using fillers to gain time to think … encourages students to help each other along in the target language when a conversation comes to a halt or communication stops (e.g. adding to each other's speech, asking for clarification, inviting students to make use of translanguaging) … encourages students to use body language, facial expressions, gestures and/or descriptions, cognates in other languages or translations in home-languages for concepts when vocabulary is lacking
	1.6	… creates insight for himself and for students into where the student stands in relation to the speaking goal by using formative evaluation	na 1 2 3 4	… allows students to formulate assessment criteria for the conversation/speaking task themselves, for example on the basis of watching/listening to relevant audiovisual recordings and thereby determining what they feel is good or not, and why … provides feedback on communicative achievement (i.e. does the intended message reach the listener?) … at the end of the conversation/speaking activity, has students explicitly state what they have learned and/or still want to learn

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		Indicator: The teacher...	**Score**	**Examples of good practice (no checklist!): The teacher …**
2. Writing skills	2.1	… uses functional and/or creative writing activities that are connected to students' perception and/or imagination	**na 1 2 3 4**	… has students write a text type which they also come into contact with in their daily life, such as a blog, e-mail or article for social media (sources may be read in different languages in order to understand vocabulary and/or abstract ideas and apply these in the target language) … asks students to write for a realistic and concrete audience/reader (other than the teacher) and about a theme that matches their interest … has students write a comic or a poem
	2.2	… uses writing tasks that are in line with the (CEFR) level of the target group and which provide students an appropriate level of free production	**na 1 2 3 4**	… have students imagine and write down the ending of a story … lets students complete information themselves in, for example an e-mail (not just translate and/or select from given options) … has students write an essay about a topic of their choice
	2.3	… explicitly connects writing activities to a communicative learning goal	**na 1 2 3 4**	… discusses with students prior to the writing activity what type of text they are going to write for which audience and pays attention to genre and/or contextual requirements (e.g. formal or informal use of language, intercultural aspects) … encourages students to work in a goal-oriented way, for example by letting students read each other's texts and thus imagine their audience … discusses how the "small" writing activity that students perform in this lesson (e.g. formulating arguments) contributes to/works towards a "large" writing task (e.g. writing an essay)
	2.4	… offers students scaffolding at the appropriate CEFR level in order to carry out the writing task	**na 1 2 3 4**	… activates the students' prior knowledge about the content of writing topic (e.g. with the help of a mind map, a (digital) quiz, enabling students to come up with questions about the topic) … provides students with language resources that they can use in the execution of the writing task (e.g. a hand-out with chunks, (signaling) words and/or grammatical constructions, step-by-step plan) … uses modeling (e.g. of the thinking process towards formulating a clear question) and/or examples of the product that students should write
	2.5	… encourages students to use strategies in order to perform a writing task	**na 1 2 3 4**	… asks students to follow/make a writing plan … teaches students how to use (digital) dictionaries, online translation machines, reference works, etc, effectively and how they can make use of their plurilingual repertoires while writing … makes students aware of the importance of re-reading and editing
	2.6	… creates insight for himself and for students into where the student stands in relation to the writing goal by using formative evaluation	**na 1 2 3 4**	… Discusses in advance the success criteria of the writing task (e.g. on the basis of a rubric or oral explanation of criteria with regard to message/content, structure and/or correctness) … organizes and supervises peer feedback (i.e. let students give feedback on each other's work on pre-communicated aspects, such as attractiveness, communicative success, completeness, structure, correctness) and let students use the feedback received (possibly using the plurilingual repertoire in order to clarify feedback) … reflects together with students on the writing process: What went well? What could be better/different next time?

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3. Reading skills	3.1	… uses authentic texts that are connected to students' perception and/or imagination	**na 1 2 3 4**	… uses types of functional texts that students might encounter in their daily life, such as signs/warnings, instructions, blogs, newspaper articles (sources may be compared with similar text types in different languages in order to understand vocabulary and/or abstract ideas) … uses texts on topics that match interests and/or students' prior knowledge (sources may be compared with similar text types in different languages in order to understand vocabulary and/or abstract ideas) … uses fictional and/or literary texts that are suitable for the target group (e.g. books, poems, comic books) (sources may be compared with similar text types in different languages in order to understand vocabulary and/or abstract ideas)
	3.2	… uses functional reading activities that are focused on text comprehension, in line with the CEFR level of the target group	**na 1 2 3 4**	… asks students to look up relevant information in a text (i.e., selective reading; for example, look up train times and prices in preparation for an outing) … has students summarize information from a text in their own words (i.e. intensive reading) (making use of translanguaging may support comprehension) … has students form an opinion about a certain text (e.g. book, poem, essay) while reading, in order to argue orally or in writing why they recommend classmates to read this text
	3.3	… explicitly connects reading activities to a communicative learning goal	**na 1 2 3 4**	… writes reading goals on the board and discusses these with students (e.g. reading movie reviews to determine which movie you want to go to or reading weather forecasts in order to plan next day's program) … explains how students can apply what they learn in the reading activity outside this specific lesson situation … pays attention to the genre, the writer and/or the intended audience of the text to be read, so that students can understand the context of the reading activity
	3.4	… offers students scaffolding at the appropriate CEFR level in order to carry out the reading task	**na 1 2 3 4**	… asks guiding questions in advance that support students to execute the reading activity … pays attention to unfamiliar words and/or grammatical structures that are essential for understanding the text (e.g. discussing in class, offering handout that may be plurilingual) … models the reading tactics that fit the reading activity in question
	3.5	… encourages students to use strategies in order to perform a reading task	**na 1 2 3 4**	… pays attention to strategies to understand unfamiliar words (eg recognizing word parts, comparison with other languages) … asks students to predict the content of the text, e.g. by using titles, headings, images, prior knowledge, text context … has students read the first and last sentence of each paragraph to find out more about the subject and the main idea of the text (i.e., skimming a text)
	3.6	… creates insight for himself and for students into where the student stands in relation to the reading goal by using formative evaluation	**na 1 2 3 4**	… has students summarize the text (in class or in groups/pairs) to check comprehension and adjust where necessary … checks, together with students, to what extent the set reading goals have been achieved (e.g. by discussing/comparing the results of the reading activity together and linking them back to the text and reading purpose) … asks students to reflect on their reading approach ("what steps did I take during this reading activity?") And on what could be improved/done differently ("what would I do next time?")

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4. Listening/watching	4.1	… uses authentic listening/watching material that is connected to students' perception and/or imagination	na 1 2 3 4	… uses current listening and watching materials from target language culture(s) (e.g. dialogues, presentations, music) and uses various AV tools (including radio, television, Youtube, etc.) … when selecting authentic listening and watching material, takes into account and/or pays attention in class to aspects such as speech rate, deviation from standard language, background noise, interruptions, informal spoken language, non-verbal behavior, visual support … uses listening and watching materials around topics/content that are recognizable, relevant and/or interesting for students
	4.2	… uses functional listening/watching activities that are focused on text comprehension, in line with the CEFR level of the target group	na 1 2 3 4	… uses activities in which students must listen/watch in order to respond (e.g. listen to news to give an opinion orally or in writing) … uses activities in which students must listen/watch in order to obtain information (e.g. make a summary based on a presentation) … uses a variety of engaging activities to stimulate and check the understanding of the listening/watching material, e.g. summarizing the listening text in one's own words (possibly supported by plurilingual repertoires), holding a debate about/starting a conversation about the listening/watching material, placing information from the listening /watching material in the right order
	4.3	… explicitly connects listening/watching activities to a communicative learning goal	na 1 2 3 4	… explicitly states which aspect(s) of listening/watching skills are being worked on and how the learning contributes to effective communication … explicates which type of learning objective is being worked on, e.g. the goal is to be able to participate in a conversation and/or to obtain information and/or to form an opinion … links the goals of the listening/watching activity to (a) CEFR can-do statement(s) (e.g. following complex reasoning; listening at B2 level)
	4.4	… offers students scaffolding at the appropriate CEFR level in order to carry out the listening/watching task	na 1 2 3 4	… helps students deal with unfamiliar words by, for example, explaining a word, offering a word list, allowing students to make use of plurilingual repertoires … supports students' understanding of the concept by, for example, showing/listening to the material several times and/or offering materials with subtitles … activates students' prior knowledge regarding the listening/watching topic and the text type
	4.5	… encourages students to use strategies in order to perform a listening/watching task	na 1 2 3 4	… asks students to apply different listening/watching strategies, e.g. searching or selective listening/watching (i.e. paying attention to information in a specific part of the text, e.g. listening to traffic information in order to find out which traffic jams are on a certain road) and/or listening/watching for structure (i.e. gathering information that is spread through a text, e.g. distilling all information about a certain topic from an interview), linked to the listening goal … encourages students to predict which information can be expected when and how, while listening and watching (i.e., prediction based on prior knowledge about text type, speaker(s) and subject) … encourages students to use the context in order to facilitate listening/watching, e.g. by using knowledge from previous (inter) cultural or linguistics contexts or situations outside of school

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	4.6	… creates insight for himself and for students into where the student stands in relation to the listening/watching goal by using formative evaluation	**na 1 2 3 4**	.. checks comprehension by using assignments aimed at showing, summarizing, responding or interpreting (linked to the listening/watching goal), for example by asking: What was said, what is this conversation about, what do you think of this opinion? … has students write down (e.g. on a post-it) what they found difficult about the listening/watching activity, so that the teacher can respond to these points in a subsequent lesson … gives students feedback during the execution of the listening/watching activity, so that they can adjust the way they perform their task

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		Indicator: The teacher …	Score	Examples of good practice (no checklist!): The teacher …
5. Use of target language	5.1a	… uses the target language as a communication tool with the students	na 1 2 3 4	… uses the target language intensively for greetings, instructions ('grab your book'), spontaneous chats with students, etc., both in class and in one-to-one interaction … adjusts the target language use to the CEFR level and the students' level of understanding, so that the students understand the content of the message (e.g. instruction) (for example: tempo, choice of words, segmentation, repetition, modeling)
	5.1b	… uses the target language as a learning tool and devotes explicit attention to language development	na 1 2 3 4	… offers targeted support to facilitate the (language) learning of students (e.g. with the help of gestures and/or selective and conscious use of plurilingual repertoire) … explicitly uses and repeats words and structures that are consistent with the content and goals of the lesson and thereby creates opportunities for students to acquire the target language … is a model for the students (models, asks to repeat and add)
	5.2	… encourages students to use the target language in communication with the teacher	na 1 2 3 4	… provides feedback on non-functional use of mother tongue and does so in a way that ensures safety in the classroom … empowers students to use target language, for example by demanding frequent answers in the target language, demanding complete sentences (no one-word answers) and giving compliments (in the target language)
	5.3	… encourages students to use the target language in communication with classmates	na 1 2 3 4	… uses tasks/roles that elicit target language use, e.g. interview tasks, appointing a student responsible for ensuring target language use within the group … organizes some degree of dependence on the target language among students (can only participate if the target language is used, rather than always translating), e.g. preparing or evaluating an assignment in the target language in pairs/groups
6. Focus on form	6.1	… focuses students' attention on form aspects of language (e.g. grammar, vocabulary, pronunciation) in a *planned* way, within a meaningful, communicative context (planned focus on form)	na 1 2 3 4	… explains the language forms that are needed to perform a productive, meaningful task (e.g. imperative within a writing or speaking task in which students write an instruction) … focuses students' attention on those language forms that are needed to understand a certain reading or listening text (e.g. steps of comparison and specific vocabulary if in the reading or listening text, countries and/or people are compared to each other, certain structures or functional expressions in home-languages are compared to each other)
	6.2	… focuses students' attention on form aspects of language (eg grammar, vocabulary, pronunciation) in an *unplanned* way, within a meaningful, communicative context (unplanned focus on form)	na 1 2 3 4	… provides feedback on accuracy and/or pronunciation at appropriate moments (e.g. by repeating what was said in an accurate form/recast), when mistakes stand in the way of successful communication … provides an unplanned explanation of a language form, e.g. in response to a student's question, uses contrastive and/or comparative examples of structures and functional expressions or chunks from different languages and has students reflect on these examples

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7.Level of integration	7.1	… explicates the coherence between different skills for achieving communicative learning goals	na 1 2 3 4	…. explains that different skills are needed to achieve a communicative goal … links communicative learning objectives of receptive skills to those of productive skills, e.g. reading a letter in preparation of writing a letter … explains that creating a mind map/word web is intended as preparation for a speaking assignment (translanguaging may be used in order to support preparation)
	7.2	… includes different language skills in an integrated way in class	na 1 2 3 4	… has students first read a text individually, then has them interact to identify the main points of the text and then asks students to write a summary (individually or together) … first asks students to formulate written arguments that they can then use in an oral activity … asks students to conduct a conversation based on a listening activity

8.Student engagement	8.1	… are involved in the lesson	na 1 2 3 4	… actively participate in communicative activities
	8.2	… show that they are motivated	na 1 2 3 4	.. listen to the teacher and to each other, ask the teacher and each other questions, etc.
	8.3	… are actively focused on learning	na 1 2 3 4	.. ask for teacher support and/or help from each other if they do not understand something or are unsure how to express something in the target language

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