

The Language Teaching Matrix

JACK C.
RICHARDS

Cambridge Language
Teaching Library

CAMBRIDGE

0678-1

The teacher as self-observer

The study was carried out in a kindergarten classroom in a Southern California community. The classroom was multilingual and multicultural. The target child... was raised in Mexico by her grandmother and had no access to radio, puzzles, toys... until she was brought to the US... She was a quiet, well behaved 6 year old child, but tested very poorly. In fact, by mid-year, the teacher had decided to retain her in kindergarten for another year. The teacher rarely called on her in whole- or small-group discussions, out of fear of humiliating her in front of her peers. The teacher was concerned that Lupita not develop a negative attitude toward school and toward herself.

In her interactions with her peers, Lupita displayed excellent oral Spanish. Having observed this, the researcher decided to videotape Lupita as she performed and interacted outside of the teacher's awareness during "free time." The tape showed Lupita helping other children, being asked for help by them, and in general acting as a leader and a teacher for her peers. When the teacher viewed this she was quite taken aback. She admitted she had evaluated the child on the basis of the child's history and home background and because she had initially tested so poorly. Subsequently Lupita "spurred" and was able to enter the first grade the following year...

The videotape had, in effect, made Lupita visible to the teacher. Closer analysis of the videotape had shown that when Lupita came into the teacher's line of vision, she invariably did something to appear busy; she focussed on some chore and acted as if the teacher were not there. This interaction pattern enabled her to remain invisible to the teacher. Once the teacher's behavior toward her changed, however, she modified her own behavior.

Although simply viewing a video of a class can reveal a great deal about a teacher's blind or hidden self, as this example demonstrates, in order to make effective use of the rich source of information such recordings contain, it is sometimes necessary to be able to conceptualize the nature of classroom behavior and classroom interaction. Studies have shown that merely viewing tapes of one's own lessons does not always improve teachers' understanding of their own teaching (Good and Brophy 1973). What is needed is a systematic and objective way to explore the information contained in classroom recordings. In order to do this, it is necessary both to have an idea of what one is looking for and to keep an open mind toward unexpected discoveries that will arise from the process of viewing and thinking about the recordings.

What to look for in lessons

A number of aspects of classroom life can be examined when reviewing diary entries, self-reports, or recordings of lessons. One set of behaviors relates to the teacher's handling of classroom management, teacher-student interaction, grouping, structuring, and tasks. The following are some of the relevant issues (see Chapter 2 for further discussion).

Classroom management

What rules govern classroom behavior? How are expectations for positive and negative classroom behavior communicated and reinforced? How are problem students dealt with? How is attention to instructional tasks maintained?

Teacher-student interaction

How much teacher-to-student communication occurs in a lesson? How much student-to-teacher interaction is there? To what extent does the lesson engage the learners? How is student attention and interest maintained? What turn-taking patterns are observed?

Grouping

What grouping arrangements are employed? Is there a clear relationship between grouping patterns and instructional goals? Are grouping arrangements effective? How are groups established? Do students always work with the same partners or in the same groups?

Structuring

How clearly are the goals of activities communicated to students? Is there a clear relationship between different activities within a lesson? Is there any sense of development within a lesson, or is it merely a succession of unrelated activities, the logic for which is not apparent? What kind of opening and closing does the lesson have?

Tasks

What kinds of tasks or activities are employed during a lesson? What kinds of demands do these tasks create? Is the pacing of tasks adequate? Is too little time spent on some tasks and too much on others? For how much of the lesson are students actively engaged in learning tasks? How much of the lesson is spent on procedural and other noninstructional matters? Are the tasks interesting and challenging to students? How does the teacher give feedback on task performance? How effective is the teacher's feedback?

Teaching resources

What teaching aids are used?

How effective is the teacher's use of aids, such as overhead projector blackboard, or audiocassette or videocassette player?

Questions like these can be asked about any lesson. There are other questions, however, that will depend on the content of a particular lesson, and will reflect assumptions about the nature of second language instruction in specific content areas. Such questions will vary according to whether the teacher is teaching listening, speaking, reading, or writing and what aspects of each skill are being taught and at what level. Investigation would include the following:

Classroom interactions

What kinds of interactions occur between teacher and class, and among students themselves? What "functions" are employed during the lesson?

Opportunities for speaking

How much opportunity is provided for students to speak? What is the ratio of teacher talk to student talk?

Quality of input

What kind of input is the teacher's speech providing? Is the teacher using a natural speaking style or a classroom "foreigner talk"? To what extent does the teacher use translation or the native tongue in teaching?

Communicativeness

Are opportunities provided for real communication in the classroom? To what extent?

Is there "negotiation of meaning" in the classroom?

To what extent is accuracy or fluency the focus of activities?

Questions

What kind of questioning patterns are used? Are questions distributed between teachers and students and among different students in the class?

Feedback

How does the teacher correct errors and answer requests for clarification? How are communication breakdowns dealt with?

Although diary accounts and self-reports may provide tentative answers to some of these questions, many of them can be answered only by

examining recordings of lessons. Analyzing recordings of classroom lessons raises special problems, however. Let us look at some of the issues involved and how they can be addressed.

Looking at recordings of lessons

The fundamental problem that confronts anyone looking at recordings of lessons arises from the nature of classroom events themselves: They are very complex phenomena involving many different kinds of interactions and processes. Every lesson contains simultaneous occurrences of multiple events, many of which are unpredictable. While some aspects of classroom life can be observed directly, others are more abstract and need to be inferred, if they can be understood at all. For example, suppose that a teacher was interested in looking at an aspect of classroom management, such as determining the rules used to control student behavior in the classroom. How would the teacher know what to look for? What would count as an instance of use of a rule and what would not? The problem is that "rules" cannot always be observed directly. They have to be inferred. However, if the teacher was interested in looking at an aspect of grouping, such as the time spent on different grouping arrangements during a lesson, this would be an easier matter to determine.

In order to make the task of identifying different features of lessons easier, it is often necessary to operationalize the categories or behaviors that are being observed. For example, if a teacher wanted to find out the extent to which he or she was being fair in dealings with students, the teacher might look for the amount of time spent with different kinds of students during a typical lesson. Six students could be targeted for observation in a recording of a lesson. Two students the teacher liked, two students the teacher felt neutral about, and two students the teacher disliked. Then the number of times the teacher interacted with each set of students during a lesson could be counted.

Some teacher educators train teachers to code tapes of their lessons using observational forms. The advantage of structured observation instruments is that they enable the observer to focus on a specific kind of classroom behavior, and to focus on one thing at a time. A tape can be listened to once, focusing on one aspect of the lesson, and then listened to a second time focusing on a different aspect of the lesson. The forms focus on specific observable behaviors and hence can be coded in real time. High reliability can be attained after a short period of training. Appendix 4 presents examples of observational forms from Good and Brophy (1973). The first observational form is used to identify the ways in which teachers end a lesson or group-activity. Each instance of a specific strategy the teacher employs is noted as it is observed. The second

observational form deals with the amount of time the teacher spends on different tasks and activities during a lesson, and enables the observer to measure the amount of time-on-task during a lesson. The third observational form codes different kinds of responses to student questions.

In the field of second language teaching, teacher educators and researchers have developed many different coding systems for use in looking at the interactional, discourse, and linguistic structure of second language classroom events. Faneslow (1977) has developed a system known as FOCUS (Foci for Observing Communications Used in Settings), which can be used to code many different dimensions of lessons. The FOCUS system has been widely used in TESOL teacher training at Columbia University. It distinguishes between the source and the target of an act of communication, and identifies the purpose of the communication, the medium of communication used, and what area of content is communicated in the lesson. Other observation systems and their use in second language classrooms are described by Allen, Fröhlich, and Spada (1985) and Bailey (1983). These observation systems are designed to assist teachers to think about a lesson objectively and to develop a metalanguage for describing their own teaching. They are useful to the extent that they function as means to an end rather than ends in themselves, and are more useful for analyzing some aspects of teaching than others. Hence a variety of ways of approaching the analysis of classroom lessons is often needed.

Guidelines for self-monitoring

Self-monitoring, whether it be through diary accounts, self-reports, or recording of lessons, is recommended as a practical tool for occasional but regular use. In order to apply self-monitoring techniques effectively, the following guidelines are suggested for teachers.

1. Decide what aspect of your teaching you are interested in learning more about or you wish to improve. What are your strong and weak points? Are there areas of your teaching that you would like to know more about? Find out where you are in your professional development by reflecting on problems you may be having with specific aspects of your teaching, by reviewing supervisors' comments and student evaluations, by inviting a colleague to view your teaching in order to offer suggestions, or by reviewing current issues in the literature and considering how they relate to your own teaching. You may discover that you are a poor classroom manager, that you make poor use of the blackboard, or that you spend too much class time on nonessentials. There

are virtually no areas of teaching that cannot be improved through self-monitoring.

2. Narrow your choices to those that seem most important to you. In order to make effective use of self-monitoring techniques it is necessary to focus on one area at a time.
3. Develop a plan of action to address the specific problem area you have identified. Which of your teaching behaviors will you attempt to change? What effects will these changes in your behavior have on student behaviors? For example, a videotape of your lesson reveals that there is very little student participation in your lessons. Students occasionally answer questions when called upon but seldom initiate questions or discussions. Many students say nothing at all during a whole lesson, leaving two or three more active students to do most of the talking. You conclude that this is largely because you seldom give students the opportunity to interact either with you or with other students. Most of your classroom activities are teacher directed and there is very little use of student-directed activities, such as pair or small-group tasks. You decide on a change in your instructional practices — you will spend less time on the class text and make more use of supplementary group activities. You will also monitor student interaction during group tasks to assess the extent to which you have managed to bring about an increase in student participation in lessons.
4. Draw up a time frame to carry out your goals. You may decide to give yourself a week or two to try out new approaches and then monitor yourself to discover the effectiveness of the strategies you have chosen. Decide on the self-monitoring procedures you will use. Check your self-report forms or the recording of your lesson to see if you have been successful in modifying the behaviors you wanted to change.

An example of the effectiveness of this approach was demonstrated by a student teacher who wanted to improve how she gave feedback to students on errors. On listening to a recording of one of her lessons in a conversation class, she discovered that she was providing confusing feedback to students on their errors. Sometimes she would correct a serious error of grammar or pronunciation by pretending that she had not understood what the student had said, prompting the student to repeat the sentence several times. However this seldom resulted in a self-correction by the student. For example,

S: The weekend... I go... to a party.
T: Sorry?
S: The weekend I go to party.

At other times the teacher noticed that she repeated the student's error:

S: The weekend I go to a party.
S: The weekend I go to a party.

At other times the teacher noticed that she repeated the student's error:

S: The weekend I go to a party.

T: Go to a party?

S: Yes, I go to party.

She decided to implement a simple error correction strategy and to attempt to use it consistently. In future, when the student made a serious error of grammar or pronunciation, she would intervene and provide the correct form prefaced with, "Say..." For example:

S: The weekend I go to a party.

T: Say "went to a party."

S: The weekend I went to party.

Two weeks later the teacher recorded another lesson. On checking she found that she was no longer providing inconsistent feedback on errors and as a consequence was providing feedback that was less disruptive to her students' communicative efforts.

Another teacher — a nonnative speaker of English — wanted to increase the amount of English he was using in the classroom. To do this he first investigated how much he used his native tongue (Japanese) during his teaching and for what purposes he was using it. He checked three tapes recorded at different times over a two-week period and first listened to them just to determine the proportion of English to Japanese he was using. It was about 70% English, 30% Japanese. He then listened to the tapes again to find out the purposes for which he was using Japanese. He found he was using Japanese for two main purposes: classroom management and giving feedback. He then drew up a plan to reduce the amount of Japanese he was using for these two purposes. He first consulted a guide to the use of English in the classroom (Willis 1981) and familiarized himself with English expressions that could be used for classroom management and feedback. He wrote out a set of expressions and strategies on 3" by 5" cards, and put these in a conspicuous place on his table. These served not only to remind him of his plan but also helped him remember some of the expressions he wanted to use. Each day he would place a different card on top of the pile. He then continued recording his lessons and after a few weeks checked his tapes. His use of Japanese had declined considerably.

Conclusions

Self-monitoring has many useful applications in language teaching. The best way to determine whether self-monitoring has anything to offer is to try it on a small scale, using the experience to assess its use on a more regular basis. Many teachers have found that self-monitoring techniques give them a far greater insight into their own teaching than more tra-

ditional forms of teacher assessment, and are at the same time a simple but effective way of improving the management and understanding of their own teaching.

Discussion topics and activities

1. Provide examples of aspects of a teacher's behavior that relate to
 - a) the open self
 - b) the secret self
 - c) the blind self
 - d) the hidden self.
2. Prepare a self-report checklist that could be used in connection with a class you are teaching or taking. Make your checklist as specific as possible. If possible, try out the checklist and discuss your findings with other students.
3. In groups, prepare a self-report checklist that could be used by a teacher teaching a basic-level course in listening, speaking, reading, or writing.
4. Make arrangements to record a lesson you teach (or another teacher's lesson) with a tape recorder. Then listen to the tape. What aspects of the lesson were you able to capture? What did you miss? How useful was your recording in capturing the major aspects of what went on during the lesson?
5. Select one of the aspects of lessons discussed on pages 126-127. Look at the questions associated with each topic. Expand or revise the list of questions and produce a set of questions you would like to focus on in a lesson. Then videotape one of your classes or that of another teacher. Examine the lesson using the questions you prepared.
6. Prepare a coded observation form that could be used in observing a videorecording of a lesson. Focus on the aspect of the lesson you looked at in question 5. Now view the video again, using your coding form. How useful was your form? What did you learn about the lesson from this activity that you might otherwise have been unaware of?
7. Discuss the advantages and disadvantages of the three approaches to self-monitoring presented in this chapter: diaries, self-reports, and recording lessons. Which approach would you feel most comfortable with? Why?

Appendix 1: Sample self-report inventory

This inventory focuses on instructional practices in teaching grammar.

Name _____ Week of Oct. 20 Period 1
 Class (language) Spanish Level Year 1

This is an inventory that asks you to identify how many times you used a given teaching practice in a particular class in a given week. Please use this key in responding to the following statements relating to different aspects of grammar presentations.

- 0 = Never This is something that I did not do in this particular class this week.
- 1 = Infrequently This is something that I did once this week in this class.
- 2 = Sometimes This is something that I did two or three times this week in this class.
- 3 = Regularly This is something that I did four or five times this week in this class.

In presenting a grammar teaching point for the first time I:

- 2 1. presented the teaching point both orally and with visual aids.
- 2 2. used pictures and diagrams to convey the meaning of the teaching point.
- 2 3. presented the teaching point indirectly in the context of spoken language, but did not formally teach it.
- 2 4. presented the teaching point indirectly in the context of written language, but did not formally teach it.
- 2 5. presented the teaching point indirectly in the context of spoken language and pointed it out to the students.
- 2 6. presented the teaching point indirectly in the context of written language and pointed it out to the students.
- 2 7. presented the teaching point using only the target language.
- 2 8. reviewed with the students relevant, previously presented grammatical structures.
- 1 9. gave the students several examples of the teaching point, and guided them in discovering the grammatical rule.
- 1 10. gave the students several examples of the teaching point, before supplying them with the grammatical rule.
- 2 11. translated examples of the teaching point to be certain that the students understood.

Reprinted with permission from S. M. Koziol and M. E. Call, 1986, "Constructing and using teacher self-report inventories," paper presented at the TESOL Convention in Anaheim (March).

12. assisted the students in participating in a target language conversation, then drew the teaching point from the language that the students themselves had generated. 3
13. spoke only in the target language, but modified the structure, vocabulary, and speed so that the students could understand easily. 3
14. did not focus on grammar in the teaching of language. 1
15. based new teaching points on previously presented grammatical structures. 3
16. gave only one example of the teaching point and did it orally. 3
17. embedded the teaching point in a command designed to elicit a nonverbal response from the students. 3
18. relied on gestures and mime to convey the meaning of the teaching point. 0
19. drew the teaching point from dialogues that the students had memorized. 0
20. explained the teaching point in English. 0
21. conducted oral drills on the teaching point before presenting it formally. 0
22. wrote the grammatical rule on the board/overhead before beginning to explain it. 0
23. gave the students the general grammatical rule, then wrote examples of the rule on the board/overhead. 0
24. allowed students to look at the explanation in their textbooks while I was presenting the teaching point. 0
25. had the students read a grammar explanation in their texts before I presented it in class. 0

Appendix 2: Teacher self-observation checklist

Thoughtfully consider each statement. Rate yourself in the following way:

3 • Excellent 2 • Good 1 • Needs improvement 0 • Not applicable

Write your rating in the blanks provided. When you have finished, give over-all consideration to the various areas.

I. Learning Environment

A. Relationship to students

- 2 1. I establish good eye contact with my class. I do not talk over their heads, to the blackboard or to just one individual.
- 2 2. If I tend to teach predominantly to one area of the classroom, I am aware of this. I make a conscious effort at all times to pay attention to all students equally.
- 1 3. I divide my students into small groups in an organized and principled manner. I recognize that these groups should differ in size and composition, varying with the objective of the group activity.

B. The Classroom

- 0 1. I arrange the seating in my class to suit the class activity for the day.
- 2 2. I consider the physical comfort of the room such as heat and light.
- 3 3. When I need special materials or equipment, I have them set up before the class begins.

C. Presentation

- 2 1. My handwriting on the blackboard and charts is legible from all locations in the classroom. It is large enough to accommodate students with vision impairments.
- 2 2. I speak loudly enough to be heard in all parts of the classroom and I enunciate clearly.
- 2 3. I vary the exercises in class, alternating rapid and slow paced activities to keep up maximum interest level in the class.
- 2 4. I am prepared to give a variety of explanations, models or descriptions, understanding that one explanation may not be sufficient for all students.
- 2 5. I help the students form working principles and generalizations.
- 1 6. Students use new skills or concepts long enough so that they are retained and thus future application is possible.
- 1 7. I plan for "thinking time" time for my students so they can organize their thoughts and plan what they are going to say or do.

Reprinted with permission from M. A. Christison and S. Bassano, "Teacher self-observation," *TESOL Newsletter* 18, 4 (1984):17-19.

D. Culture and Adjustment

- 2 1. I am aware that cultural differences affect the learning situation.
- 2 2. I keep the cultural background(s) of my students in mind when planning daily activities and am aware of culture misunderstandings which might arise from the activities I choose.
- 2 3. I work for an atmosphere of understanding and mutual respect.

II. The Individuals

A. Physical Health

- 2 1. I know which students have visual or aural impairments, and have seated them as close to my usual teaching position as possible.
- 3 2. I am aware that a student's attention span varies from day to day depending on mental and physical health and outside distractions. I pace my class activities to accommodate the strengths. I don't continue with an activity which may exhaust or bore them.
- 1 3. I begin my class with a simple activity to wake the students up and get them working together.
- 2 4. I am sensitive to individual students who have bad days. I don't press a student who is incapable of performing at the usual level.
- 2 5. I try to challenge students who are at their best.
- 0 6. If I am having a bad day and feel it might affect my normal teaching style, I let my students know so there is no misunderstanding about my feelings for them.

B. Self-concepts

- 2 1. I treat my students with the same respect that I expect them to show me.
- 2 2. I plan "one-centered" activities which give all students an opportunity at some point to feel important and accepted.
- 1 3. I like to teach and have a good time teaching - on most days.

C. Aptitude and Perception

- 2 1. I am aware that my students learn differently. Some students are visual-receptive, some are motor-receptive, and others are audio-receptive.
- 2 2. My exercises are varied, some are visual, aural, oral and kinesthetic. I provide models, examples, and experiences to maximize learning in each of these areas.
- 2 3. I know basic concepts in the memory process. When applicable, I make use of techniques such as backward buildup and association to aid students in rapid skill acquisition.

D. Reinforcement

- 2 1. I tell students when they have done well, but I don't let praise become mechanical.
- 1 2. I finish my class period in a way which will review the new con-

cepts presented during the class period. My students can immediately evaluate their understanding of those concepts.

- 2 3. My tests are well-planned and produced.
- 2 4. I make my system of grading clear to my students so that there are no misunderstandings of expectations.

E. Development

- 2 1. I keep up to date on new techniques in the ESL profession by attending conferences and workshops and by reading pertinent professional articles and books.
- 3 2. I realize that there is no one right way to present any lesson. I try new ideas where and when they seem appropriate.
- 2 3. I observe other ESL teachers so that I can get other ideas and compare them to my own teaching style. I want to have several ideas for teaching any one concept.

III. The Activity

A. Interaction

- 2 1. I minimize my role in conducting the activities.
- 2 2. I organize the activities so they are suitable for real interaction among the students.
- 2 3. The activities maximize student involvement.
- 3 4. The activities promote spontaneity or experimentation on the part of the learner.
- 1 5. The activities generally transfer attention away from "self" and outward toward a "task."
- 2 6. The activities are organized to insure a high success rate, leaving enough room for error to make the activity challenging.
- 3 7. I am not overly concerned with error correction. I concentrate on what my students are saying (content).

B. Language

- 2 1. The activity is focused.
- 2 2. The content or the skill presented will be easily transferrable for use outside the class.
- 2 3. The activity is geared to the proficiency level of my class or slightly beyond.
- 2 4. The content of the activity is not too sophisticated for my students.
- 2 5. I make the content of the activity relevant and meaningful to my students' world.

Appendix 3: (continued)

0678-8

Vocabulary

1. (a) How did you spend time on vocabulary?
 Incidentally (as words came up)
 Planned

(b) List the vocabulary covered in the lesson.
 sports vocabulary

2. (a) When introducing vocabulary did you move from the known to the unknown?
 (List examples)
 yes, from cognates to unknown verbs

(b) Do you see how encouraging guessing of unknown terms could lead to greater effectiveness?
 yes

3. (a) Did you elicit vocabulary from the students, e.g. through prediction?
 (List examples)
 yes

Reprinted with permission from Janine Pak, *Find Out How You Teach*, National Curriculum Resource Centre, Adelaide, Australia, 1985.

(b) At any point could you have increased student input?
 ?

4. (a) What technique(s) did you use for clarification?
 Giving examples
 Providing synonyms
 Use in context
 Visual aids
 Mime/gesture
 Other working in groups class participation

(b) Do you see any other way that you could have achieved greater clarity?
 no

5. (a) Did you check understanding of meaning?
 How? yes - games

(b) Could you have increased comprehension by such means as concept questions? (Questions that don't use what is being checked).
 Can you list any you used/could have used?
 I already use concept questions

6. (a) Did you pay attention to the pronunciation of new vocabulary?
 Yes
 No

01-24-20

The language teaching matrix
Appendix 3: (continued)

(b) Do you see how this is beneficial? yes

7. (a) Did you provide opportunity for the students to

unc practise new vocabulary

How? Charts, dickears, dictionary, sport descriptions

(b) Is there any other way you could have offered more practice?
?

8. (a) Was vocabulary integrated with other aspects of the lesson or was it treated in isolation?
both - in isolation at the beginning and integrated throughout.

(b) Would you make any changes in this next time?
NO - I had done this lesson many times and have refined it many times

9. (a) Did the students learn anything new? yes

(b) How do you know?
Their conversations on live's to oral questions, answers in games, and

(c) Could you do anything to increase that learning?
?

0678-9

The teacher as self-observer

Appendix 4: Structured observation form

This form describes how the teacher closes a lesson.

FORM 4.2. Evaluations After Lessons and Activities

USE: When teacher ends a lesson or group activity
PURPOSE: To see whether the teacher stresses learning or compliance in making evaluations
When the teacher ends a lesson or group activity, code any summary evaluations he or she makes about the group's performance during the activity.

BEHAVIOR CATEGORIES

1. Praises progress in specific terms; labels knowledge or skills learned
2. Criticizes performance or indicates weaknesses in specific terms
3. Praises generally good performance, for doing well or knowing answers
4. Criticizes generally poor performance (doesn't detail the specifics)
5. Ambiguous general praise ("You were very good today.")
6. Ambiguous general criticism ("You weren't very good today.")
7. Praises good attention or good behavior
8. Criticizes poor attention or misbehavior
9. No general evaluations of performance were made
10. Other (specify)

CODES

- | | | |
|-----|---|-----|
| 1. | 5 | 26. |
| 2. | 5 | 27. |
| 3. | 9 | 28. |
| 4. | — | 29. |
| 5. | — | 30. |
| 6. | — | 31. |
| 7. | — | 32. |
| 8. | — | 33. |
| 9. | — | 34. |
| 10. | — | 35. |
| 11. | — | 36. |
| 12. | — | 37. |
| 13. | — | 38. |
| 14. | — | 39. |
| 15. | — | 40. |
| 16. | — | 41. |
| 17. | — | 42. |
| 18. | — | 43. |
| 19. | — | 44. |
| 20. | — | 45. |
| 21. | — | 46. |
| 22. | — | 47. |
| 23. | — | 48. |
| 24. | — | 49. |
| 25. | — | 50. |

NOTES:

Teacher uses stock phrase ("You were really good today; I'm very pleased?")

#13 cut off by bell, might have praised otherwise.

1 = Homework Review

2 = Division Facts Drill

3 = Board work

The forms in this appendix are reprinted from T. L. Good and J. E. Brophy, *Looking in Classrooms*, 4th ed., pp. 164, 170, and 209. Copyright ©1987 by Harper & Row, Publishers, Inc. Reprinted by permission of the publisher.

This form describes how much time the teacher spends on different classroom activities.

This form describes how the teacher responds to students' questions.

0678-10

FORM 4.6. Teacher's Use of Time

USE: Whenever activities are introduced or changed
PURPOSE: To see if the teacher spends time primarily on activities related to teaching and learning
Record starting time and elapsed time for the following teacher activities (when more than one activity is going on, record the one in which the teacher is involved). Totals for the day are entered in the blanks in the lower left corner of the page

BEHAVIOR CODE	CODES FOR EACH NEW ACTIVITY	
	STARTING TIME	BEHAVIOR ELAPSED TIME
1	8:15	1
2	8:30	2
3	8:33	4
4	8:00	2
5	8:05	4
6	9:30	2
7	9:34	4
8	10:10	2
9	10:15	9
10	10:30	2
11	11:10	2
12	11:15	5
13	11:15	5
14	11:45	1
15	11:50	Lunch
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		
41		
42		
43		
44		
45		
46		
47		
48		
49		
50		

BEHAVIOR CATEGORIES

- Daily rituals (pledge, prayer, song, collection, roll, washroom, etc)
- Transitions between activities
- Whole class lessons or tests (academic curriculum)
- Small group lessons or tests (academic curriculum)
- Going around the room checking seatwork or small group assignments
- Doing preparation or paperwork while class does something else
- Arts and crafts, music
- Exercises, physical and social games (nonacademic)
- Intellectual games and contests
- Nonacademic pastimes (reading to class, show and tell, puzzles and toys)
- Unfocused small talk
- Other (specify)

NOTES

3, 5, 7 = Reading, Homework
 # 11, 13 = Math lesson & activities
 # 9 = outside recess (free play)

TOTAL TIME PER CATEGORY

BEHAVIOR CODE	TOTAL MINUTES
1	10
2	14
3	31
4	89
5	30
6	
7	
8	15
9	
10	
11	
12	

FORM 5.2. Teacher's Response to Students' Questions

USE: When a student asks the teacher a reasonable question during a discussion or question-answer period
PURPOSE: To see if teacher models commitment to learning and concern for students' interests
Code each category that applies to the teacher's response to a reasonable student question. Do not code if student wasn't really asking a question or if he or she was baiting the teacher.

BEHAVIOR CATEGORIES

- Compliments the question ("Good question")
- Criticizes the question (unjustly) as irrelevant, dumb, out of place, etc.
- Ignores the question, or brushes it aside quickly without answering it
- Answers the question or redirects it to the class
- If no one can answer, teacher arranges to get the answer or assigns a student to do so
- If no one can answer, teacher leaves it unanswered and moves on
- Other (specify)

CODES

1.	4	26.
2.	4	27.
3.	4	28.
4.	4	29.
5.	4	30.
6.	3	31.
7.	4	32.
8.	4	33.
9.	7	34.
10.	4	35.
11.	4	36.
12.		37.
13.		38.
14.		39.
15.		40.
16.		41.
17.		42.
18.		43.
19.		44.
20.		45.
21.		46.
22.		47.
23.		48.
24.		49.
25.		50.

NOTES:

#7 Explained that question would be covered in tomorrow's lesson