

CLASSROOM OBSERVATION TASKS

A RESOURCE BOOK FOR LANGUAGE
TEACHERS AND TRAINERS



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CAMBRIDGE TEACHER TRAINING
AND DEVELOPMENT

Content

Part 1: Introduction

1. Observation as a learning tool

- Observation for learning
- Who observes?
- For what purpose?

2. Who is this book for?

- The teacher
- The trainee teacher
- The trainer
- The trainee trainer

3. Why a book on observation?

- Why observe?
- What are observation tasks?
- Why tasks?
- A theoretical framework
 - + A model of teacher development
 - + The nature of help
 - + The importance of the classroom
 - + The 'Trainability' of observation skills
 - + The importance of task-based

experience

Content

Part 1: Introduction

4. How the tasks are organised

- How each task is organised

5. How to use the tasks

- The context of teacher development
 - + The teacher
 - + Some guiding principles for observing
- The context of pre-service training
 - + The trainee teacher
 - + The teacher trainer

Performance and observation

Goals and guidelines

The trainer's role

Possible scenarios

- The context of school-based teacher support
- The context of trainer training

6. A word of caution

Content

Part 2: The tasks

Introduction to the tasks

1. The learner

1.1 Attending to the learner

- Background
- Task objective
- Procedure
- Reflection

1.2 Learner motivation

- Background
- Task objective
- Procedure
- Reflection

1.3 The learner as doer

- Background
- Task objective
- Procedure
- Reflection

1.4 Learner level

- Background
- Task objective
- Procedure
- Reflection

Content

Part 2: The tasks

1.5 The learner as cultural being

- Background
- Task objective
- Procedure
- Reflection

2. Language

2.1 The teacher's meta-language

- Background
- Task objective
- Procedure
- Reflection
- Acknowledgement

2.2 The language of questions

- Background
- Task objective
- Procedure
- Reflection

2.3 The language of feedback to error

- Background
- Task objective
- Procedure
- Reflection

Content

Part 2: The tasks

2.5 Language as the negotiation of meaning

- Background
- Task objective
- Procedure
- Reflection

3. Learning

3.1 The learning environment

- Background
- Task objective
- Procedure
- Reflection

3.2 Checking learning

- Background
- Task objective
- Procedure
- Reflection

3.3 Learning and teaching compared

- Background
- Task objective
- Procedure
- Reflection

Content

Part 2: The tasks

3.4 Learning aims

- Task objective
- Procedure
- Reflection

3.5 Lexis and learning

- Task objective
- Procedure
- Reflection

4. The lesson

4.1 Lesson planning

- Task objective
- Procedure
- Reflection
- Acknowledgement

4.2 Openings and closures

- Task objective
- Procedure
- Reflection

4.3 Lesson phases and transitions

- Task objective
- Procedure
- Reflection

Content

Part 2: The tasks

4.4 Grammar as lesson content

- Task objective
- Procedure

4.5 Lesson breakdowns

- Task objective
- Procedure
- Reflection
- Acknowledgement

5. Teaching skills and strategies

5.1 Presenting

5.2 Eliciting: teacher prompts

5.3 Eliciting: teacher responses

5.4 Giving instructions

5.5 Managing error

6. Classroom management

6.1 Managing classroom communication:

Patterns of interaction

6.2 Managing pair and group work

6.3 Teaching and learning roles

6.4 Timing and pace

6.5 Classroom power

Content

Part 2: The tasks

7. Materials and resources

7.1 The board as resource

7.2 The learner as resource

7.3 'Whole-learner' materials

7.4 Task analysis

7.5 Task design and evaluation

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