APPENDIX – I
EXERCISE TYPES
1 Reading techniques

In the text 'Programming People', one of the recurring ideas is the loss of one’s independence and personality. Read the text again to find all the words related to that idea and fill in the following table.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependence</td>
<td>e.g. slaves</td>
<td></td>
</tr>
<tr>
<td>independence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can you think of other words to complete the table?

Exercise 3

Specific aim: To train the students to recognize equivalence and the use of general words to cover more specific ones (hyponymy).

Skills involved: Understanding relations between parts of a text through the lexical cohesion devices of equivalence and hyponymy.

Why? It is extremely helpful to recognize devices such as equivalence and hyponymy when reading a text since both of them give clues to the meaning of words that may not be familiar to the students.

The throw-away spirit or the spirit of wastefulness has become part of American life and consumption only keeps rising. Besides, according to the economists, we depend so much on this wasting and buying that people will probably be encouraged to consume even more in the years to come if the US economy is to prosper. In other words, these marketing experts say that 'the average citizen will have to step up his buying by nearly fifty per cent in the next dozen years, or the economy will sink.' This means that the producer of household commodities, i.e., a television manufacturer, will have to find some new means of making further sales since nine out of ten American homes nowadays have one television set. He could, for instance, launch a campaign to induce people to have a second TV set — or one for each member of the family — or he could produce a TV set so sophisticated that people would wish to replace their old set. (From Vance Packard, The Waste Makers (Pelican, 1961))

a) Find at least one instance of synonymy

b) Find at least one instance of antonymy

c) Find at least three markers of equivalence

Which of these words introduce(s)
- an example,
- a rephrasing of what has been said before,
- an equivalent expression

d) Using general words to cover more specific ones:
   i) As an instance of 'producer of household commodities', the writer mentions
   ii) In the text, the word 'marketing expert' is one instance (i.e. it is less general) of what the writer meant when using the word 'economist' before. The relation between the two words can be shown as follows economist — marketing expert

Can you complete the following relationship?
producer of household commodities —
1  Reading techniques

a) Have the USA decided anything about the Teheran hostages?
b) Is it true that Sir Norman Denning has died?
c) Are there any Letters or Opinions about the article on libraries that appeared a few days ago?
d) What’s on TV tonight?
e) Is there a review of that new film with Anthony Quinn?

1. Is the new Education Bill likely to be passed?
2. On page 2 an article is entitled Quake Nuclear Warning. You can guess it is about an earthquake in South America in England in the United States.
   On page 4 a headline says Rail Crash Kills 13. Some friends of yours have taken the train to go to Scotland. Would you get worried on their account?

✓ Exercise 3

Specific aim To train the students to use the text on the back cover of a book, the preface and the table of contents to get an idea of what the book is about.

Skills involved Reference skill

Why? It is often important to be able to get a quick idea of what a book is about (e.g. when buying a book or choosing one in the library). Besides, glancing through the book, the text on the back cover, in the preface and in the table of contents gives the best idea of what is to be found in it.

You have a few minutes to skim through a book called The Rise of The Novel by Ian Watt and you first read the few lines written on the back cover of the book, the table of contents and the beginning of the preface. What can you tell about the book after reading them? Can you answer the questions that follow?

1. For what kind of public was the book written?
   - Reading
   - Eighteenth century
   - Novelist in the Middle Ages
   - Literature in general
   - Nineteenth century

2. The book is about
   - Reading
   - Eighteenth century
   - Novelist in the Middle Ages
   - Literature in general
   - Nineteenth century

3. What major writers are considered in this book?
   - the position of women in society
   - the social changes at that time
   - the middle class

4. The main theory of the author is that the form of the first English novels resulted from:
   - the position of women in society
   - the social changes at that time
   - the middle class
In these studies of Defoe, Richardson, and Fielding Dr Watt investigates the reasons why the three main early eighteenth century novelists wrote in the way they did - a way resulting ultimately in the modern novel of the present day. The rise of the middle class and of economic individualism, the philosophical innovations of the eighteenth century, complex changes in the social position of women: these are some of the facets he finds underlying an age which produced the authors of Robinson Crusoe, Pamela and Tom Jones.

An important compendious work of inquiring scholarship: alive with ideas, an academic crone who in lively and suggestive detail is able to assemble round his novelists the ideas and facts among which they worked.

In 1938 I began a study of the relation between the growth of the reading public and the emergence of the novel in eighteenth century England and in 1937 it eventually took shape as a Fellowship Dissertation for St John's College, Cambridge. Two wider problems, however, remained unresolved: Defoe, Richardson, and Fielding were doubt affected by the changes in the reading public of their time, but their works are, nearly never profoundly conditioned by the new climate of social and oral experience which they and their eighteenth century readers shared. Nor could one say much about how this was connected with the emergence of the new literary form without studying what the novel's distinctive literary features were and are.

5. The different chapters are arranged — chronologically — thematically
6. What kind of influence did the literature described in this book have?
7. Does the book have an index?
8. Does the book have a glossary?

3.3 Anticipation

Exercise 1

Specific aim: To encourage the students to think about the theme of the passage before reading it (psychological sensitizing)
1 Aim and function of the text

1.1 Function of the text

Specific aim: To train the students to recognize the function of the text

Skills involved: Understanding the communicative value of the text.

Why? It is impossible to understand a text if one is not aware of its function. When confronted by a new text, students should be encouraged to find out its function first. The origin of the document, its presentation and layout are usually very helpful in determining its function, as can be seen in this exercise.

Match the following passages and their function

We Request the Pleasure of your Company at a Party which will be given
at 21 Park Street, London
on June 19th. (7 pm.)

Persuasion

Weekly Events and Schedule Changes: Dial ANS-W.E.R.S. (617) 267 9377 for a recorded listing. For further information call the Museum at (617) 267 9300

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Admiral: Although the Museum of Fine Arts is a public museum, it is sustained not by government funds but by individual support. Membership subscriptions, gifts, and admission charges sustain this outstanding cultural resource.

Hours: Tuesday 10 to 9, Wednesday through Sunday 10 to 5. Closed Mondays, New Year's Day, July 4, Labor Day, Thanksgiving, December 24, and December 25.

Baldfelland

WANTED
A PRINT ROOM WITH A SEPARATE CATERING & KITCHEN FOR A HEAVY PRODUCED CIRCLE. EXCELLENT REFERENCES PROVIDED. $35,000.

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will familiarize the students with the different possibilities of conveying a message (e.g. use of comparison, contrast, examples) as well as with the most common types of expansions. It will then be easier for the student to grasp the general organization of a given text.

Exercise 2

Specific aim
To train the students to consider the structure and coherence of a passage.

Skills involved
Understanding relations between parts of text.

Why?
In this exercise students are asked to find out which sentence is out of place in the paragraph. This will oblige them to consider the topic of the passage and to find out (1) whether all sentences relate to this topic, and (b) whether the sentences follow each other naturally and logically.

Read the following passages and in each of them underline the sentence which does not belong.

In 1816, when she was 19, Mary Wollstonecraft was staying in Switzerland with her future husband, Shelley, and Lord Byron. They had read German short stories and decided to try to write their own. The result was a tale written by Mary and called Frankenstein. It is the story of a scientist who creates a monster which will eventually destroy its creator. It was probably one of the first works of science fiction. Mary's name, Mary Godwin, had been one of the first

Mandrakes are plants that grow in Southern Europe. People used to associate them with magic and witchcraft. Mandrake juice was used by witches in lotions supposed to cause hallucinations. The flowers of the mandrake are white and the berries bright yellow. According to popular belief mandrake roots induced fertility in women and also grew under the gallows after a man had been hanged.
IV Assessing the text

their answers in pairs before ‘correcting’ the exercises with the whole group.

✓ Exercise 2

Specific aim. To help the students to understand the writer’s intention and attitude

Skills involved: Understanding the communicative value of the text and of the sentences.

Interpreting the text.

Why? If one fails to recognize the writer’s intention and attitude, one can easily misunderstand the whole passage, even though all the sentences have been understood. It is therefore important to train the students to ask themselves questions such as the ones in this exercise before dealing with a more detailed comprehension of the passage.

Dublin
Nov 1967

Dear Reader!

Human beings will become so used to being crowded together that when they are on their own, they will suffer withdrawal symptoms. ‘Doctor – I’ve got to get into a crowded train soon or I’ll go mad.’ So, special N.H.S. assimilated rush hour trains will be run every other Sunday for patients. At 9 o’clock on that morning, thousands of victims will crowd platforms throughout England, where great electrically powered Crowd Compressors will crush hundreds of writhing humans into trains, until their eyes stand out under the strain, then, every now and then, more wretches are forced in by smearing them with vaseline and sliding them in sideways between legs of standing passengers. The doors close – any bits of clothing, ears or fingers are snipped off. To add to the sufferers’ relief great clouds of stale cigarette smoke are pumped into the carriages. The patients start to cough, laugh and talk. They’re feeling better already. But more happiness is on its way. The train reaches 80 m.p.h.; at the next station the driver slams the brakes on, shooting all the victims up to one end of the carriages. Immediately the doors open, and great compressed air tubes loaded with up to 100 passengers are fired into the empty spaces; this goes on until the rubber roofs of the carriages give upwards, and the lumps you see are yet a second layer of grateful patients. Off goes the train, and one sees the relief on the travellers’ faces. Who wants LSD when you can get this? Ah! you say, the train can’t possibly take any more. Wrong! At the next stop the train is sprayed with a powerful adhesive glue, and fresh passengers stuck to the outside, and so, crushed to pulp, pop-eyed and coughing blood, the train carries out its work of mercy. Those who are worried about their children’s future in the 20th century need not fear. We are prepared

(From Spike Milligan: The Bedside Mdhman (Star, 1979))
1  Recognizing type of texts  
   After reading this passage can you tell whether it is  
   - a letter to the editor  
   - a passage from a novel  
   - a passage from a science-fiction story  
   - a passage from a textbook on sociology  
   - a satire on modern society  
   - a passage from a horror story  

2  The author's intention  
   What is the author's intention in this passage? (There may be more than  
   one answer.)  
   - to amuse the reader  
   - to predict what the future will be like  
   - to shock the reader  
   - to reassure the reader about the future  
   - to criticize society  
   - to teach us something about  

3  The author's attitude  
   In this passage you can feel that the author's attitude towards the  
   human beings he describes is one of  
   - indifference  
   - sympathy  
   - pity  
   - admiration  
   - anxiety  
   - detachment hiding concern  
   - criticism  

4  Tone  
   Write a, b or c in front of the following sentences according to what you  
   think the tone of the sentence is  
   a) matter of fact  
   b) humorous  
   c) ironic  
   *Human beings will become so used to being crushed together that  
   when they are on their own, they will suffer withdrawal symptoms  
   *The patients start to cough, laugh and talk  
   *They're feeling better already  
   *Ah! you say, the train can't possibly take any more  
   *We are prepared  

Exercise 3  

Specific aim  
   Same as for exercise 2 but with a series of critical judgements implying either approval or disapproval  

Skills involved  
   Why?  

Here are different sentences all taken from critical articles. Decide which ones imply disapproval and which ones, on the contrary, carry praise  
   a) Of all the so-called How To books in existence Mr Hollingsworth's  
   How To Drive a Steam Locomotive is surely the most discouraging
COLT (Communicative Orientation of Language Teaching) category definitions

COLT Observation Scheme: Definition of Categories

The COLT observation scheme is divided into two parts. Part A describes classroom events at the level of episode and activity, while Part B analyzes the communicative features of verbal exchanges between teachers and students or among students themselves as they occur within each activity.

Part A: Classroom Events

I Activity

The first parameter is open-ended, no predetermined descriptors have to be checked off by the observer. Each activity and its constituent episodes are separately described. For example, drill, translation, discussion, game, and so on (separate activities), alternatively, teacher introduces dialogue, teacher reads dialogue aloud, students repeat dialogue parts after teacher (three episodes of one activity).

II Participant Organization

This parameter describes three basic patterns of organization:

A Whole Class

1. Teacher to student or class, and vice versa (One central activity led by the teacher is going on, the teacher interacts with the whole class and/or with individual students)
2. Student to student, or student(s) to class (Students talk to each other, either as part of the lesson or as informal socializing, one central activity led by a student may be going on, e.g., a group of students act out a skit with the rest of the class as the audience)
3. Choral work by students (The whole class or groups participate in the choral work, repeating a model provided by the textbook or teacher)

B Group work

1. All groups at work on the same task
2. Groups at work on different tasks

C Individual seat work (Students work on their own, all on the same task or on different tasks)

D Group/individual work (Some students are involved in group work, others work on their own)

III Content

This parameter describes the subject matter of the activities, that is, what the teacher and the students are talking, reading, or writing about or what they are listening to. Three major content areas have been differentiated, along with the category Topic Control.

A Management

1. Procedural directives
2. Disciplinary statements

B Explicit focus on language

1. Form (explicit focus on grammar, vocabulary, or pronunciation)
2. Function (explicit focus on illocutionary acts such as requesting, apologizing, and explaining)
3. Discourse (explicit focus on the way sentences combine into cohesive and coherent sequences)
4. Sociolinguistics (explicit focus on the features which make utterances appropriate for particular contexts)

C Other topics (the subject matter of classroom discourse, apart from management and explicit focus on language)

1. Narrow range of reference (This subcategory refers to the immediate classroom environment and to stereotyped exchanges such as "Good morning" or "How are you?" which have phatic value but little conceptual content. Included in this category are routine classroom references to the date, day of the week, weather, and so on)
2. Limited range of reference (Topics in this subcategory refer to information beyond the classroom but still conceptually limited. For example, movies, holidays, school topics such as extracurricular activities, and topics which relate to the students' immediate personal and family affairs, e.g., place of residence, number of brothers and sisters, and so on)
3. Broad range of reference (Topics of broad range go well beyond the classroom and immediate environment and include reference to controversial public issues, world events, abstract ideas, reflective personal information, and other academic subject matter, such as math or geography.)

D. Topic control (Who selects the topic that is being talked about—the teacher, the student, or both?)

IV. Student modality
This section identifies the various skills involved in a classroom activity. The focus is on the students, and the purpose is to discover whether they are listening, speaking, reading, or writing, or whether these activities are occurring in combination. The category Other covers such activities as drawing, modeling, acting, or arranging classroom displays.

V. Materials
This parameter describes the materials used in connection with classroom activities.

A. Type of materials
1. Text (written)
   a. Minimal (e.g., captions, isolated sentences, work lists)
   b. Extended (e.g., stories, dialogues, connected paragraphs)

2. Audio

3. Visual

B. Source/purpose of materials
1. Pedagogic (specifically designed for L2 teaching)

2. Non-pedagogic (materials originally intended for nonschool purposes)

3. Semi-pedagogic (utilizing real-life objects and texts but in a modified form)

C. Use of materials
1. Highly controlled (close adherence to materials)

2. Semi-controlled (occasional extension beyond the restrictions imposed by the materials)

3. Minimally controlled (materials as a starting point for ensuing conversation, which may cover a wide range of topics)

Part B: Communicative Features

I. Use of target language
A. Use of first language (L1)

B. Use of second language (L2)

II. Information gap
This feature refers to the extent to which the information requested and/or exchanged is unpredictable, i.e., not known in advance.

A. Requesting information
1. Pseudo (The speaker already possesses the information requested.)

2. Genuine (The information requested is not known in advance.)

B. Giving information
1. Relatively predictable (The message is easily anticipated in that there is a very limited range of information that can be given. In the case of responses, only one answer is possible semantically, although there may be different correct grammatical realizations.)

2. Relatively unpredictable (The message is not easily anticipated in that a wide range of information can be given. If a number of responses are possible, each can provide different information.)

III. Sustained speech
This feature is intended to measure the extent to which speakers engage in extended discourse or restrict their utterances to a minimal length of one sentence, clause, or word.

A. Ultraminimal (utterances consisting of one word—coded for student speech only)

B. Minimal (student utterances consisting of one clause or sentence, teacher utterances consisting of one word)

C. Sustained speech (utterances longer than one sentence or consisting of at least two main clauses)
IV. Reaction to code or message
This feature refers to a correction or other explicit statement which draws attention to the linguistic form of an utterance.

V. Incorporation of preceding utterances
A. No incorporation (no feedback or reaction given)
B. Repetition (full or partial repetition of previous utterance/s)
C. Paraphrase (completion and/or reformulation of previous utterance/s)
D. Comment (positive or negative comment on, but not correction of, previous utterance/s)
E. Expansion (extension of the content of preceding utterance/s through the addition of related information)
F. Elaboration (requests for further information related to the subject matter of the preceding utterance/s)

VI. Discourse initiation
This feature measures the frequency of self-initiated turns (spontaneously initiated talk) by students.

VII. Relative restriction of linguistic form
A. Restricted use (the production or manipulation of one specific form, as in a transformation or substitution drill)
B. Limited restriction (a choice of more than one linguistic form but in a very narrow range, e.g., responses to yes/no questions, statements about the date, time of day, and so on)
C. Unrestricted use (no expectation of any particular linguistic form, as in free conversation, oral reports, or personal diary writing)

(Fröhlich, Spada, and Allen (1985:53–6)
# Appendix B Foreign Language interaction analysis (FLint) system

<table>
<thead>
<tr>
<th>TEACHER TALK</th>
<th>1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.</td>
</tr>
<tr>
<td></td>
<td>2a. JOKES: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category.</td>
</tr>
<tr>
<td></td>
<td>3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.</td>
</tr>
<tr>
<td></td>
<td>3a. REPEATS STUDENT RESPONSE VERBATIM: Repeating the exact words of students after they participate.</td>
</tr>
<tr>
<td></td>
<td>4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.</td>
</tr>
<tr>
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<td>5. GIVES INFORMATION: Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.</td>
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<td>5a. CORRECTS WITHOUT REJECTION: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.</td>
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<td>6a. DIRECTS PATTERN DRILLS: Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).</td>
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<td>7. CRITICIZES STUDENT BEHAVIOR: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.</td>
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<td>7a. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.</td>
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<td>8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.</td>
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<td>8a. STUDENT RESPONSE, CHORAL: Choral response by the total class or part of the class.</td>
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<td>9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED: Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</td>
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<tr>
<td></td>
<td>10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction.</td>
</tr>
<tr>
<td></td>
<td>10a. SILENCE-AV: Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</td>
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<tr>
<td></td>
<td>11. CONFUSION, WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.</td>
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<tr>
<td></td>
<td>11a. CONFUSION, NON-WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students cut-of-order, not behaving as the teacher wishes, not concerned with the task at hand.</td>
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12. **LAUGHTER**: Laughing, giggling by the class, individuals, and/or the teacher.

e. **USES ENGLISH**: Use of English (the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.

n. **NONVERBAL**: Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.

(Moskowitz 1971:213)
CLASS ROOM OBSERVATION SCHEDULE

I. BASIC INFORMATION:

Name of Institution: ________________________________
Class ______ Section ______ No. of Students ______
Teacher's Name ________________________________
Subject __________________ Date ______ Day ______ Period ______

II. OBJECTIVES OF TEACHING:

Broad -
Narrow -

III. MATERIALS:

i. Type: Story, Essay, Dialogue
   ii. Content: (Summarize in approximate 50 words)
   iii. Style-formal/informal
IV. Language: Vocabulary (Common core/Technical)
   ii. Syntax

V. Selection & gradation:

IV. PRE-TEACHING: anecdote, joke, questioning, providing background information, dealing with important vocabulary and structure.

V. MAIN TEACHING:

(1) Beginning

VI. Use of blackboard-

VII. Use of L1 by teacher-

VIII. Use of L1 by Students-

IX. Any other technique of Teaching

X. Dealing with error-

XI. Which ______ When ______ How ______

XII. Student participation (Oral, Written etc).

XII. Question/Answer (Specify questions related to the lesson):
XIII- Discussion

XIV- Activities/Exercises

**INTERACTION ANALYSIS**

1) Whole Class:
2) Group/pair work:
3) Individual task:
4) Students' participation in activity
   a) No. of Students
   b) Time given to each student
   c) Manner of Participation
5) Feedback given by the teacher
6) Explicit focus on language:
   a) Form: (grammar, vocabulary, pronunciation)
   b) Function: (explicit focus on functions such as requesting, apologizing, explaining -
   c) Discourse: (explicit focus on the way sentences combine into cohesive and coherent sentences.
   d) Sociolinguistics: explicit focus on the features which make utterances appropriate for particular social contexts).

7- Affective aspects of teaching:

i. Praise or encouragement
ii. Accepting ideas of students
iii. Helping the students in asking questions
iv) Lecturing: giving facts or opinions about content or procedure, expressing his own ideas, asking rhetorical questions.

v) Giving directions and commands

vi) Criticising

vii) Pedagogic Principles

a) Principles of G/T method

b) Principles of ALM

c) Principles of CLT