

## ACKNOWLEDGMENTS

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More resources available here:



## FOREWORD

The video entitled “*Techniques of Objective Supervision*” is part of the *Best Practices Video Series* designed for training in-service supervisors and senior teachers or novice methodologists supervising student teachers in Faculties of Education.

The supplementary material is designed to prepare prospective and in-service supervisors for the content of the video segment and relate it to their experience

- ***Pre-Viewing Activities*** prepare trainees for the content of the video segment and relate it to their knowledge and experiences.
- ***First and Second Viewing Activities*** focus trainees’ attention on important concepts in the video.
- ***Post-Viewing Activities*** consolidate the knowledge, skills, and attitudes learned from the video and help trainees retain them and use them in their supervisory work
- ***Application*** helps to show trainees how to apply supervision through role-play. The simulation in the section brings trainees closer to a real life situation with all its ramifications.
- ***Optional Activities*** complement the ideas presented in the video segment by adding two supervision concepts not covered in it. Both “*Self and Peer Observation*” have recently become essential factors in reflective teaching which supervisors need to be aware of.

## TRAINER'S NOTES

### Pre-Viewing

#### Objectives:

- ◇ Prepare trainees for the content of the video segment
- ◇ Relate it to their knowledge and experience.

#### Set up:

- ◇ Task Sheet 1: *Before/After*
- ◇ A transparency of Task Sheet 1 (optional)
- ◇ Handout 1: *Theoretical Background* (can be assigned for reading before the training session)
- ◇ Handout 2: *Instructional Objectives & Summary* (can be assigned for reading before the training session)

#### Approximate Time

**Required:** 40 minutes

#### Relate to Past Knowledge and Experience

Ask trainees to read the questions in *Task Sheet 1: Before/After* and make sure they understand them.

Allow them 10 minutes to jot down their answers to the questions in the column entitled “**BEFORE.**” They have to answer the questions individually. When time is up, they check their answers in pairs or small groups. Then, get their feedback and write it on a transparency of *Task Sheet 1*, the column entitled “**BEFORE**” or on the board.

#### Present and Discuss Theory

Referring to *Handout 1: Theoretical Background*, familiarize the trainees with its sections. You may ask them to read it before class or may give them about 15 minutes to read it in class.

After the trainees read *Handout 1*, ask them to change or add to their answers to the questions in *Task Sheet 1* in the column entitled “**AFTER.**”

In pairs or small groups, they compare their knowledge before and after reading the theoretical background in Handout 1.

Monitor them and when they finish, get their feedback.

#### Clarify Instructional Objectives

Direct the trainees' attention to *Handout 2: Instructional Objectives & Summary* and briefly discuss the ideas presented there. Allow them about five minutes to read the summary

Referring to *Handout 2*, explain to the trainees that as a result of viewing this segment and participating in the activities, they will:

- identify and mention the three stages of supervision and the goal of each.
- distinguish the difference between *self-observation* and *external observation* and the purpose of each.
- apply principles of supervision to simulated supervision situations.

## First Viewing

### Objectives:

- ◇ Trainees get an overall idea of the content of the segment.
- ◇ They practice their listening skills.

### Set up:

- ◇ Task Sheet 2: *Viewing*

### Approximate Time Required:

45 minutes

### View the Video

Ask the trainees to read the questions in ***Task Sheet 2: Viewing*** and confer in pairs about their predictions of the answers.

Play the video segment without stopping until the end. Have individuals answer the questions on ***Task Sheet 2*** and compare their answers with their neighbors. Let them find out if there are major differences between

their initial predictions and what they learned from viewing

## Second Viewing

### Objectives:

- ◇ Trainees understand the details of the video lesson, and identify the purpose of each activity in it.

### Set up:

- ◇ Task Sheet 3: *Detailed Viewing*
- ◇ Transparency of Task Sheet 3 (optional)

### Approximate Time Required:

70 minutes

### View the Video Segment for Details

Direct the trainees' attention to ***Task Sheet 3: Detailed Viewing***. You will need to stop the video at least three times, but you may stop it more frequently if you feel your trainees will benefit.

Explain that the purpose of the second viewing is to help trainees focus on details that support the major concepts of the segment and relate them to the main theme.

For ***Section A*** of ***Task Sheet 3***, ask trainees to take 2 or 3 minutes to read the questions before they watch the specified section on the video. Tell them they can answer the questions while watching this section of the video. ***Section A*** ends with Ms Fatma saying to the supervisor: “*So, let’s go.*”

Stop the tape at the cue and give trainees a few minutes to answer the questions and compare the answers in groups. Move around the class and help them if they need to consult with you. Ask trainees to share their answers with the whole class. You may want to record their answers on a transparency of the activity or on the board.

For ***Section B*** of ***Task Sheet 3***, play the tape after asking the trainees to have a look at the questions in that section and repeat the above procedure. The cue of the end of this section is Mr. Mahmoud’s saying: “... *and next time I see you I hope that everything....*” Ms. Fatma says: “*Sure*”.

Stop the tape at the cue and give trainees a few minutes to answer the questions and compare the answers in groups. Move around the class and help them if they need to consult with you. Ask trainees to share their answers with the whole class. You may want to record their answers on a transparency of the activity or on the board.

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For **Section C** of **Task Sheet 3**, allow the trainees 2 or 3 minutes for the trainees to read the questions before they watch the specified section on the video. **Section C** continues until the end of the segment and the same procedures, followed in **Sections A & B**, are repeated.

Stop the tape at the cue and give trainees a few minutes to answer the questions and compare the answers in groups. Move around the class and help them if they need to consult with you. Ask trainees to share their answers with the whole class. You may want to record their answers on a transparency of the activity or on the board.

### Post-Viewing

#### Objectives:

- ◇ Trainees comment on the video segment, training materials and the new KSA acquired from them.

#### Set up:

- ◇ Task Sheet 4: *Post Viewing*
- ◇ Transparency of Task Sheet 4 (optional)

#### Approximate Time

**Required:** 40 minutes

#### Discuss the New KSA

Direct trainees' attention to **Task Sheet 4: Post Viewing**.

Explain that the activities in this section aim at consolidating and reinforcing the key ideas presented in the video segment and help trainees think critically of supervision as a skill that could be taught and learned.

Divide the trainees to small groups and ask them to read the statements about supervision on **Task Sheet 4: Post-Viewing**, explain why they are wrong and how they can be corrected.

Allow about 15 minutes for this activity. When time is up, get the groups' feedback on a transparency of this task sheet or on the board.

### Application

#### Objectives:

- ◇ Trainees relate the teacher's reflection to their own teaching situations.
- ◇ Trainees consolidate the new KSA
- ◇ Trainees review key materials in this segment and plan a lesson.

#### Set up:

- ◇ Handout 2
- ◇ Task Sheet 1,2,3 (completed)

**Minimum Time Required:** 180 minutes

#### Warm Up

Explain to trainees that they will now use **Techniques of Objective Supervision** in a real or simulated classroom situation.

#### Review Key Materials

Ask trainees to review and prepare the following materials for "**Supervision Simulation**".

- **Handout 1** and **2**.
- The lesson to be observed from **Hello! 7** (or any relevant **Hello!** Text book), notes from Teacher's Guide and Workbook exercises.

- The "**teaching**" group prepares the plan of the lesson to be observed and agree on the roles of each member of the group.

Each "**supervision**" group studies the special area they are going to observe and prepare questions about it. Divide the class into six groups as follows:

More resources available here:

- The “*teaching*” group is composed of five members. This includes a “*teacher*” and four “*students*”. One student plays the role of slow learner, another pretends to be a dominant student, the third the role of a shy student and the fourth pretends to be a normal student.
- The “*teacher*” stands in front of the supervision groups facing his/her “class” of four students sitting in a semicircle.
- The rest of the trainees are divided into five “*supervision*” groups. Each, in a semicircle, surrounding the “class” to observe one of the following areas.
  1. Teaching Strategies
  2. Classroom Management
  3. Motivating Learners
  4. Relationships among Members of the Class Community
  5. Use of Resources

Sit at the very end of the class.

- Tell the “*teaching*” group to agree on the role of each member in the interaction, as mentioned above.
- Have each “*supervision*” group prepare questions to gather information about the class, the school, the lesson, and the facilities from the “*teacher*” after consulting ***Task Sheet 5: Supervision Simulation***.
- After about three to five minutes let a spokesperson, elected by members of each group, ask the “*teacher*” questions to elicit the above information before the teacher starts his/her lesson.
- Ask the “*teacher*” to start teaching for about fifteen minutes, while members of the different supervision groups take notes about what happens in class.
- Five minutes are allowed for each “*supervision*” group to agree on important points to be addressed to the teacher according to the guidelines on ***Task Sheet 5***.
- Ask the “*teacher*” to give his/her own impressions about his/her teaching and the comments of the different “*supervision*” groups.
- Each group is allowed about three minutes to tell the “*teacher*” in a diplomatic, nonjudgmental attitude about his/her performance in their area. They should start with the positive feedback and end with the points that the teacher needs to work on.
- Discuss/ Compare constructive comments with judgmental language. Categorize samples of each in a chart.
- As a trainer, give your own comments on what happened and ask class members to voice their views about what they have learnt from their experience.

## References

Armstrong, S and G Frith, 1984, *Practical Self-monitoring For Self-Use*, Charles Thomas

Brown, H Douglas, 1994, *Teaching by Principles*, Longman

Lewis, Michael, Jimmie Hill, 1997, *Practical Techniques for Language Teaching*, Language Teaching Publications

Nunnan, David, 1989, *Designing Tasks for the Communicative Classroom*, Cambridge University Press

Richards, Jack C, 1990, *The Language Teaching Matrix*, Cambridge University Press

Wajnryb, Ruth, 1992, *Classroom Observation Tasks*, Cambridge University Press

## Suggestions for Further Readings

- Harmer, Jeremy, 1998, *How to Teach English*, Longman  
This is a guide for inexperienced teachers or trainees. It offers ideas on what makes a good teacher and a good learner, a summary of language teaching methods, and essential grammar and vocabulary...etc.
- Hedge, Tricia, 2000, *Teaching and Learning in the Language Classroom*, Oxford University Press  
It provides information and ideas about teachers and their own professional development by encouraging them to reflect on their practice and aims to develop insights into issues, problems and possibilities in ELT methodology.
- Tanner, Rosie and Katherine Green, 1998, *Tasks for Teacher Education*, Longman  
The book is an active and task-based approach that provides teachers with the skills they need to achieve full potential in the language classroom. It is useful for pre-service and in-service teachers of English as a foreign language working with a trainer, employing a reflective approach.

## TECHNIQUES OF OBJECTIVE SUPERVISION HANDOUT 1: THEORETICAL BACKGROUND

### **Instructions**

Read the following theoretical background about how to effectively manage EFL classroom. Highlight or underline all ideas new to you.

### **EFFICIENT SUPERVISION**

Efficient supervision tries to narrow the gap between what teachers are doing, what they think they are doing and what they ought to be doing. The ultimate objective is to help teachers develop professionally to approach the level of what Brown (1994) calls “peak performance.” Such teachers know what they are doing, why they are doing it and how to do it, take risks by trying new challenges and methods and use failures to improve future performance. They want to know what kind of teachers they are and how well they are doing. Self-observation, supervisor’s evaluation and student grades are some indicators that reflect their performance. If all of this information seems to agree on the positive and negative features of the teaching performance they will be all more effective.

### **I. SELF-OBSERVATION**

This approach provides opportunities for teachers to reflect critically on their own teaching for the purposes of achieving better understanding and control over their teaching performance. (Armstrong and Frith, 1982) One instrument of self-observation is keeping a diary or journal in which the teacher reports on what has happened in class immediately after each class is over. This helps teachers clarify their thoughts, their teaching approaches, their way of handling problems that actually happened to them during real situations and the success or failure of actual interaction with their students.

A second instrument of self-observation involves preparing a checklist in which the teacher indicates activities used in each lesson with the purpose of varying or adding to them in classes ahead. (Richards, 1990)

The third instrument for self-evaluation is audio recording of what happened in class. Video recordings are still better because they add image, color and motion to sound. However, these are more expensive and may not be easily available. In any case, recordings are more objective than teachers’ impressions because they actually capture every thing as it happens.

Information gathered through one or all of these instruments is a valuable input into the overall evaluation of the teacher. It will definitely gain more strength if confirmed by comments from external supervisors.

## II. EXTERNAL SUPERVISION

It requires:

- a) adequate information about the learning situation.
- b) objective class observation.
- c) non-judgmental evaluation and supportive guidance.

This might seem difficult to realize because teachers in our schools suffer from long working hours and the nagging pressure to finish the syllabus on time. Proper time management tips and supportive guidance from supervisors can help teachers approach the dream of “peak performance” if the requirements below are met.

### A) Adequate Information

Armed with a good grasp of language teaching and learning, well-informed approaches of up-to-date language teaching, principles of classroom management and knowledge of the characteristics of successful language teaching, the supervisor starts to gather information about the teachers he is going to observe. Years of teaching experience, academic qualifications, relationship with colleagues and teaching performance as revealed through previous supervisors’ reports constitute the major bulk of the data. The school records and the school principal also provide information about the number of students in the class, available educational facilities in school and attitude of the administration to teachers of English. The teacher to be observed, as we will see in the video segment, provides professional information about the skill he is about to teach. Data about slow learners, shy students, the general English proficiency of the class and difficulty level of the teaching material provide a solid foundation for class observation.

### B) Objective Observation

Objective observation is an ideal that can be diligently approached but never actually reached. All educators have definite expectations of what should go on in a language class. Administrators, parents, students have their own beliefs of what good teaching activities should be. That may explain the infinite number of observation sheets, checklists and tally sheets for analyzing classroom interaction. Most educators (Richards- 1990, Nunnan- 1989, Brown- 1994) agree that what follows are important aspects to be investigated.

- Teaching skills and strategies include warm-up, presentation, practice, testing and closure activities. Lesson phases and transitions, from one to the other and eliciting feedback from students to make sure they understand, have all to be done skillfully and smoothly. How instructions are given and received and how students’ errors are dealt with are important aspects of the lesson.
- Classroom management refers to activating classroom communication, designing patterns of interaction, managing individual, pair-work, controlling teaching and learning roles, timing and pace of activities.

More resources available here:



- Effective use of resources enriches the lesson and makes abstract concepts become more concrete. These include writing on the board, teaching aids suitable for the lesson, commercial supplementary materials or those made by teachers and students.
- Motivating learners to become involved and interested in participating in teaching activities is an important aspect of good teaching. Attending to learners by name, gestures, eye contact, and verbal prompts can draw them into the interaction. Shy learners and slow ones should be identified and encouraged to take risks and participate in learning activities.
- A good relationship among members of the learning community is an essential feature of the learning environment. Does the teacher make a conscious effort at all times to pay attention to all students equally? Does he help students use skills or concepts long enough to be retained and applied in the future? Does he allow students enough time to organize their thoughts and plan what they are going to say or do? If he is having a bad day, does he take students in his confidence so that there may be no misunderstanding about his feelings for them? Does he use the ideas of students and give them credit for them?

### **C) Non-judgmental Evaluation**

Few teachers like to be observed and almost none would like to be evaluated. The supervisor and teacher should consider a role relationship that is collaborative and consultative. (Wajnrub-1992) This means that the supervisor should start by telling the teacher that he accepts and respects his/her teaching style, and that his comments should be taken as suggestive, not prescriptive.

The supervisor should never make the teacher feel that he is passive and subordinate, therefore should listen and learn from the all-knowing, experienced and intelligent supervisor. Such an attitude tends to shift the responsibility of professional development from the teacher to the supervisor and suffocates the teacher's initiative, creativity and risk taking. Instead, the collaborative and consultative relationship mentioned above requires that the supervisor facilitates and guides learning, helps the teacher identify priorities and alternative solutions, praises and encourages good teaching performance and provides opportunities for the teacher to identify areas where his teaching has been less than adequate. This can be elicited from the teacher by asking him/her to mention what he/she feels has been done well and what he/she believes was not done satisfactorily and how the teacher would improve on the negative aspects of his/her teaching. The video segment provides living examples of this collaborative consultative relationship between a teacher and a supervisor.

## TECHNIQUES OF OBJECTIVE SUPERVISION HANDOUT 2: INSTRUCTIONAL OBJECTIVES & SUMMARY

### Instructional Objectives

As a result of viewing this video segment and participating in these activities, you will:

- identify and mention the three stages of supervision and the goal of each.
- distinguish the difference between *self-observation* and *external observation* and the purpose of each.
- apply principles of supervision to simulated supervision situations.

### Summary of “Techniques of Objective Supervision”

Dr. Mohamed Ismail, the Mentor, explains the three stages of supervision: *pre-observation*, *actual observation* and *post observation*.

*A dialogue takes place between Mr. Mahmoud, the supervisor, and Ms. Fatma, the teacher, before he visits her class. She is a teacher at Manar Language School in Ismailia teaching third year prep students. She tells him about the students and the reading lesson she is about to teach. Sitting at the back of the class, Mr. Mahmoud observes Ms. Fatma’s teaching performance and comments on it after class. He starts by praising the good points and helps her realize what went on in the class.*

The Mentor, Dr. Mohamed Ismail, helps viewers follow the sequence of events by stepping in and explaining every stage and ends up with concluding remarks that sum up the concepts in the segment. Finally, Mr. Mahmoud reflects on what happened in the segment

TECHNIQUES OF OBJECTIVE SUPERVISION  
TASK SHEET 1: BEFORE/AFTER

Answer the questions in the column entitled “**BEFORE.**” Then after reading *Handout 1*, add to your answers in the column entitled “**AFTER.**”

BEFORE	AFTER
<b>1. Why is supervision important in education?</b>	
<b>2. What information should the supervisor know about the teacher, students and class he/she is going to observe?</b>	
<b>3. Which aspects of teacher’s performance should the supervisor look for while observing the class?</b>	
<b>4. If the teacher makes a mistake during observation, what should the supervisor do?</b>	
<b>5. What aspects of the lesson may be discussed between the teacher and supervisor before the class?</b>	

More resources available here:



**TECHNIQUES OF OBJECTIVE SUPERVISION**  
**TASK SHEET 1: BEFORE/AFTER (CONTINUED)**

Answer the questions in the column entitled “**BEFORE.**” Then after reading *Handout 1*, add to your answers in the column entitled “**AFTER.**”

<p><b>6. How should the supervisor comment on the positive aspects of the teacher’s performance after the lesson?</b></p>	
<p><b>7. What are the different characteristics of an <i>inspector</i> who judges and evaluates and a <i>supervisor</i> who guides teachers to develop professionally?</b></p>	
<p><b>8. How can a supervisor encourage the teacher to self-assess and take an active role in the observation and feedback process?</b></p>	
<p><b>9. What are some of the problems supervisors face in their job?</b></p>	
<p><b>10. What are your suggestions for solving these problems?</b></p>	
<p><b>11. How can a supervisor put the teacher at ease during observation?</b></p>	

More resources available here:



TECHNIQUES OF OBJECTIVE SUPERVISION  
TASK SHEET 2: VIEWING

Think about answers to the following questions before viewing the video segment and answer them immediately after with the help of your neighbor.

1. What is the difference between *inspectors* and *supervisors*?  
How does this shift help improve teacher's performance?

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2. What are the three stages of supervision? What are the objectives of each?

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3. What type of supervision does Mr. Mahmoud Othman like?  
Why does he like it?

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4. What does he advise his fellow supervisors to do?

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**TECHNIQUES OF OBJECTIVE SUPERVISION**  
**TASK SHEET 3: DETAILED VIEWING**

Each of the following activities corresponds to one or more short sections of the video segment. The trainer will pause the video according to the title indicated at the bottom of the screen, corresponding to the title of the next section.

**A)** Read the following questions and then watch the first section of the video, from the beginning of the video segment until Ms Fatma says to the supervisor: “*So, let’s go.*” and answer them. You may take notes while the tape is on.

- 1. According to the Mentor, Dr. Ismail, what are the three stages of observation?**  
a)..... b)..... c).....
- 2. What class is Ms. Fatma going to teach?**  
.....
- 3. Which skill is she going to teach?**  
.....
- 4. What are the objectives of the lesson?**  
.....  
.....
- 5. How is Ms. Fatma going to introduce the students to the new material?**  
.....
- 6. What problems does Ms. Fatma have with some students?**  
.....  
.....
- 7. According to the Mentor, Dr. Ismail, what happens during the *pre-observation* meeting?**  
.....  
.....

More resources available here:



**B)** Read the following questions and then watch the second section of the video. The cue of the end of this section is Mr. Mahmoud’s saying “... *and next time I see you I hope that everything...*” Ms. Fatma says: “*Sure*”. After watching the section, answer the questions. You may take notes while watching.

**1) According to Dr. Ismail, the Mentor, what happens during the observation stage?**

.....  
.....

**2) Does Mr. Mahmoud, the supervisor, correct the teacher’s mistakes during observation? Why? Why not?**

.....  
.....

**3) What are the positive comments of the supervisor, Mr. Mahmoud, on the lesson?**

.....  
.....

**4) How did Ms. Fatma teach grammar according to the supervisor?**

.....  
.....

**5) What did she like about her lesson? What did she not like?**

.....

**6) What was the problem with Ayman and Ahmed? How did Ms. Fatma deal with it?**

.....  
.....

**7) According to the supervisor, why was Ms. Fatma’s distribution of the questions not fair?**

.....  
.....

**8) Did Ms. Fatma give students enough time for critical thinking? Why? Why not?**

.....  
.....because.....  
.....  
.....

More resources available here:



C) Read the following questions and then watch the third section of the video and answer them. You may take notes while watching.

**1) Which points did Dr Ismail, the Mentor, stress in his final comments? How far do you agree with him?**

.....  
.....  
.....  
.....

**2) Why does the supervisor, Mr. Mahmoud, like the process of supervision?**

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**3) According to him, what is the difference between *inspection* and *supervision*?**

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**4) How can a supervisor help a teacher develop professionally according to Mr. Mahmoud? How far do you think this is applicable in the Egyptian context?**

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More resources available here:



## TECHNIQUES OF OBJECTIVE SUPERVISION TASK SHEET 4: POST-VIEWING

In the light of what you've seen in the video and the accompanying activities, read the following statements about supervision. Explain why they are wrong and correct them.

- The *supervisor* is not different from the *inspector*.  
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.....
- The *supervisor* tells teachers exactly what to do and when it should be done.  
.....  
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- He does not respect or accept the teaching style of the teacher.  
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.....
- Professional development is the sole responsibility of the supervisor.  
.....  
.....
- Supervisors should interrupt the lesson they are observing and correct teachers' mistakes  
.....  
.....
- They know very little about the teacher or the class.  
.....  
.....
- Supervisors are not interested in students' problems.  
.....  
.....
- *Post-observation* comments do not have to take place immediately after the class.  
.....  
.....
- The supervisor begins with negative comments about what he has observed.  
.....  
.....
- He does not point out good teaching points he observed.  
.....  
.....
- The Mentor, Dr. Ismail, does not have an important role in the segment.  
.....  
.....
- The reflections of the supervisor at the end do not add any new information.  
.....  
.....

More resources available here:



**TECHNIQUES OF OBJECTIVE SUPERVISION**  
**TASK SHEET 5: SUPERVISION SIMULATION**

<p><b>GROUP ONE: TEACHING STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• The sequence: warm-up, presentation, practice, and feedback is observed.</li> <li>• The transition from one stage to the next is done only after the teacher makes sure that students can follow.</li> </ul>	
<p><b>GROUP TWO: CLASSROOM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Encouraging patterns of class interaction between teacher and students, students and students, students and teacher.</li> <li>• Managing proper group, pair and individual work according to the nature of the task.</li> </ul>	
<p><b>GROUP THREE: MOTIVATING LEARNERS</b></p> <ul style="list-style-type: none"> <li>• Using student's names and ideas</li> <li>• Gestures, eye contact, facial expressions are used to enforce meaning and draw students into the interaction.</li> <li>• Shy learners and slow ones are encouraged to take risks and participate in the learning tasks.</li> </ul>	
<p><b>GROUP FOUR: RELATIONSHIPS IN CLASS</b></p> <ul style="list-style-type: none"> <li>• All students are treated equally.</li> <li>• Students are given enough time to understand skills and concepts and think critically about them.</li> <li>• Teacher lets the students know if he/she is having a bad day so that they may not misunderstand his/her feelings for them.</li> </ul>	
<p><b>GROUP FIVE: USE OF RESOURCES</b></p> <ol style="list-style-type: none"> <li>1. The text, board, teaching aids, commercial and teacher-made materials and other teaching facilities are used effectively.</li> </ol>	

## TECHNIQUES OF OBJECTIVE SUPERVISION OPTIONAL ACTIVITIES

Ask the trainees individually to read the checklist in **Handout 3** and mark each item (✓) if they agree, (✗) if they disagree and (?) if they are not sure. After about ten minutes, read each item to them. Let them raise their hands so that you can count the number of those who agree those who disagree and those who are not sure.

Write on the board:

Question number    No. (✓)    No. (✗)    No. (?)

Ask several trainees to justify their answers if necessary.

### A) SELF AND PEER OBSERVATION:

Ask trainees to invite a colleague they like and trust to visit one of their classes. After telling him/her about the lesson, the type of students and the facilities available, have him/her write notes about the following observation points with evidence to substantiate their answers. They should make three copies of the following list and write on one of them what they predict will happen in these areas. They will have their colleague fill out the second one, and they fill out the third one by themselves immediately after class.

- All instructions were clear.
- The students understood what they were doing and why they were doing it.
- Every student was given opportunities to be involved in the activities.
- Students were interested in the lesson most of the time.
- Materials and learning tasks were suitable.
- Class atmosphere was positive and non-threatening.
- The pacing of the lesson was appropriate.
- There was enough variety in the lesson.
- The proportion of students' talk to teacher's talk was suitable.
- Transition from one phase of the lesson to the next was done smoothly.
- Error correction and feedback were done the right way.
- Genuine communication was going on in class.
- Group, pair work and individual participation were well organized.
- Students showed evidence of understanding the points of the language explained.
- Slow learners and shy ones were encouraged to take risks and participate.

Ask the trainees to compare their comments before and after the lesson with those of their colleagues. Points in common should be seriously taken into consideration as well as any appreciable discrepancy between what they predicted and what actually happened.

**TECHNIQUES OF OBJECTIVE SUPERVISION**  
**OPTIONAL ACTIVITIES: OBSERVATION SCHEDULE**

Look at the checklist below and mark each statement (✓) if you agree, (✗) if you disagree and ( ? ) if you are not sure. Compare your answers with your neighbor's and share the differences with other members in the class.

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1. Lessons should be carefully planned and timed.....
  2. Over-preparation is better than under-preparation.....
  3. If students do not understand, use Arabic.....
  4. The teacher should not be talking more than 20% of the time.....
  5. I teach every lesson in the text the same way.....
  6. I always explain what I'm going to do and why I'm doing it.....
  7. I always follow the lesson plan precisely at all times.....
  8. I realize that how I say something is as important as what I say....
  9. Repetition is an important part of language learning.....
  10. Mistakes should be corrected as soon as they appear.....
  11. The best place of the teacher is to stand in front of the class.....
  12. Pair and group work is only useful if students use English.....
  13. If you don't know the answer, tell the students that you don't.....
  14. Always ask students to answer questions systematically in turn....
  15. Arrange seating to help the activity.....
  16. Maintain eye contact with the students and stand while directing activities.....
  17. Don't allow noise even if it helps the learning task.....
  18. Students always admit it when they don't understand.....
  19. New activities should be described, not demonstrated.....
  20. Never ask students which activities they like/ dislike.....
  21. Teaching aids are only aids if they help.....