**Questions for lesson analysis**

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| ***Aspect observed*** | ***Questions you need to ask yourself*** |
| Attending to the learner | Was there a category of learners that is attended to more or less than the others?  Does the seating arrangement lend itself to a particular spread of teacher attention?  Is the gender or ethnicity of the learners relevant to the distribution of teacher´s attention? |
| The learner as does | What did the learners do?  What did this activity involve?  What was the purpose?  Consider the balance of cognitive, affective and physical activities. |
| The learner as cultural being | To which extent cultural factors consciously or subconsciously affect planning and teaching?  What ways exist for an active teaching of culture?  What is the role of the non-native speaker teacher of a language in terms of the culture of that language?  What special issues pertain to the teaching of culture by a non-native speaker teacher? |
| The language of questions | Is there any relation between the type of question and the complexity of response elicited?  What type of questions did you use the most?  What types of questions were used based on the stage of the lesson from which the questions came? |
| Lexis and learning | What words were perceived to be difficult by the learners?  How did you clarify the meaning of difficult words? |
| Lesson planning | How can you plan how information is to be organised and shared?  How can you plan to motivate learners to engage in the lesson?  How can you plan to set up activities that promote communication?  How can you plan to integrate skills involved in the lesson? |
| Lesson phases and transitions | What did you say and do while transitioning into a new stage of the lesson? |
| Grammar as lesson content | To what extent was an aspect of grammar the central focus of the lesson?  Were the learners consciously involved in thinking about grammar?  Was a rule or rules presented to the learners or were they expected to work rules out for themselves?  Were the learners finding out about how the language works or were they doing something with the language? |
| Lesson breakdowns | What happened?  What / who was the source of breakdown?  What language was used for repair and negotiation?  How serious was the breakdown? |
| Presenting | What were the learners doing while you were presenting?  Was the language presented visually or aurally?  What comments can you make about your you own presentation style and procedure?  How might you improve or refine them? |
| Managing errors | How did other learners respond to a learner´s error?  Was there any evidence in the lesson of learners´ processing information?  Were there any opportunities for the learners to self-correct? |
| Managing pair work and group work | How did you move into an activity?  How did you monitor pair / group work?  How did you move out of an activity?  Is there a correlation between task type and report back style? |
| Classroom power | Who chose the aim, language and skills focus, topics and activities?  Who wrote on the board?  Who asked questions?  Who broke the silences? |
| Checking learning | How, what and why did you check?  How did learners respond?  What follow-up was there?  What did the learning check achieve? |
| Timing and pace | How closely did the actual lesson match the predicted one? |

source: WAJNRYB, Ruth. *Classroom Observation Task: A resource book for language teachers and learners.* Cambridge: Cambridge University Press, 1992.