

<p><i>Name of the teacher</i></p>	
<p><i>Place, class group, age of children, etc.</i></p>	
<p><i>Classroom arrangement & decoration</i></p>	
<p><i>Status at school of the languages taught</i></p>	
<p><i>Role given by the school to the other languages students may speak and to the students themselves.</i></p>	<p style="text-align: center;"><i>languages</i></p> <hr/> <p style="text-align: center;"><i>Students</i></p>
<p><i>Other remarks made by the teacher</i></p>	

Information concerning this sheet should be asked before the observation starts.

CENTRE Aula :

<p><i>Activity: date, time, subject, material curricular area...</i></p>	
<p><i>Preparation by the teacher</i></p>	
<p><i>Type of observation (done by another teacher from the same school, by an external researcher)</i></p>	
<p><i>Factors that may influence this lesson</i></p>	
<p>Made by the teacher: - before the observation session :</p>	
<p>Made by the teacher: - after the observation session :</p>	
<p>Made by the observers (eventually, before the observation):</p>	
<p>Any elements or events which have influenced the development of the session</p>	
<p>Activities which will follow this lesson in order to complete it</p>	

Information concerning the items in italics should be asked before the observation starts..

OBSERVATION GRID

Date :.....

TIME	TEACHER	STUDENTS	OBSERVATIONS
	INITIAL AND ANCHORAGE SITUATION		
	RESEARCH SITUATION AND PARCIAL SYNTHESSES		
	FINAL SYNTHESIS		

CENTRE Aula :

Guidelines for the OBSERVATION

(Relevant items)

The teacher

- Has the teacher adapted the materials to the students' social context?
- Has the teacher adapted the activities to the (methodological and learning) characteristics of his/her students?
- How has the teacher guided the students to enable them to construct knowledge (management of the research, synthesis phases, evaluation of the contributions, reactions to student's difficulties or misunderstandings, etc.)
- How does the teacher promote the participation of the multilingual students?
- Which changes were produced with regard to the suggestions of implementation provided in the design of the materials?
- Which were the most critical, unexpected or successful moments in the session?

The students

- Which is the role of the students?
- To what extent do students actively engage in the activities? (if relevant, relate this item with the traits of individual student; strong/ weak, monolingual / multilingual...)
- To what extent have students internalised the project goals and the methodology used (in this session and in general)?
- What's the role or which are the contributions of the multilingual students?

Interaction modes

- What's the frequency of occurrence of these two types of exchanges: teacher-students and student-student?
- What's the frequency of occurrence of students' initiatives in these exchanges?
- What kind of interaction (exchanges, initiatives) does the teacher enhance?
- How often does the teacher provide feedback?
- What's the nature of the collaboration of students in group tasks?

Plurilingualism (teacher. students)

- The teacher or the students make reference to other languages apart from the ones suggested in the materials (justify with examples, reflections, etc.)?
- Do students make such reference in reply to a request of the teacher?
- How are the references to other language welcome (negatively or positively) by the teacher and by other students?
- How does the teacher exploit them?