Appendix C: Situational Classroom Observation Record

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Value</th>
<th>Tidiness</th>
<th>No. of Students</th>
<th>Date</th>
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<td>11.03.2014</td>
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1. Punctual, start at 8pm sharp.
2. Greets every student cheerfully
3. Jumps vibrantly during ‘on-engine session’
4. Announce the score, let Elvis and Gigi know why their name is not on the board.
5. Number students from 1 to 8.
6. When teacher shouts for the number, the students need to jump and shout ‘Yes’.
7. Ask the students to shout loudly and confidently. Encourage the students to do better ‘later try again’.
8. Elvis is laughing at others when they are slow to respond. Has any non-verbal gesture or look; the student automatically correct his behaviour.
9. Increase the difficulty from 2 persons to 4 persons.
10. When class monitor (Gigi) shouts power formation with low energy, encourage the students by saying ‘we need more energy from you, class monitor’.
11. Ask the students the meaning of tidiness (clean), opposite of tidiness – messy.
12. Ask the students to link (8 in 1, 2 in 1, 4 in 1).
13. Increase the difficulty.
14. Teacher: ‘I would like to have a link of 2/4/8…’.
15. Appraise students immediately ‘awesome’, ‘fantastic’ with reason such as ‘You are awesome for responding quick and accurate.’
16. Announce confidence of the week ‘I love my room to be clean and tidy’, give students 30 seconds to memorize.
17. Go to get your power tool, sleep on your power tool, make sure your face on it. Face down, and teacher will call their name. [Power tools: anything in your bedroom, eg. Pillow].
18. “Who knows the answer, please raise your hand.”
19. Who knows the value of this week, CTLS focus, and confidence of the week?
20. Ask Elvis to turn around when he is not doing so.
21. Students put the power tools on table to make sure the room is tidy.
22. Uses counting down method to signal students back to their seats
23. ‘Can I start now?’ Sit down on the floor.
24. Story Telling - when Gigi peeps on the lesson plan, ‘gigi, be honest.’
25. Others are disturbing, Rafiq asks other to keep quiet, thanked him.
26. Emphasize key words in the story ‘super clean’.
27. Used different of intonation, voice up and down, feeling change, different character voice, fluency while telling story.
28. Speaks softly and suddenly shrieks to depict a sudden happening of the story
29. ‘Ready for the question?’ ‘Put your hand down, I haven’t started asking.’
30. ‘Can I know who actually answer for 1 question?’ Students raised their hand.
31. Wei Lam unable to answer the question. Encourage him ‘continue to be energetic’.
32. ‘Elvis, this is a fair activity. I will not choose you if you continue to do that.’ Elvis is disturbing others.
33. High 5 with the students who able to answer for 3 questions.
34. Appraise students immediately ‘very good for paying attention.’
35. ‘Elvis, this is a fair activity. I will not choose you if you continue to do that.’ Elvis is disturbing others.
36. Put your power tool behind
39. Example on the activity: how to use linking skill by telling story and provide example.
40. Ask the students to use different story.
41. When Elvis is laid down with his pillow, asked him ‘up’.
42. Ask students to provide different story and give example to them ‘one day, I have no clothes, then I cover my body with the blanket’.
43. Teacher laughs out loud with the student.
44. Tell the students the importance of linking skills. It is vital when writing an essay.
45. Get the power tool from the students by asking them ‘Can I have your power tool? And put at the middle.’
46. Let the students to put aside. Could u actually sit there?
47. Teacher gives them an example by using mouse, water bottle, dustbin and slipper.
48. When students are hiding under the table, asked them to come out together with hand posture.
49. Teacher gives them an example by using mouse, water bottle, dustbin and slipper.
50. When Rafiq says ‘he doesn’t know the answer, teacher encourages him ‘you can do it.’
51. Inform the students for the assessment ‘your assessment is linking’.
52. Tell the importance of assessment.
53. Rafiq is unable to answer, encourage him ‘Try again next round.’
54. Ask the students why is it useful (linking skill)?
55. Appraise students ‘very good’ when students able to provide answer.
56. Ask further elaboration from them.
57. Appraised Rafiq as he could provide further elaboration.
58. When Yun Hui and Gigi laid down, asked them to sit properly.
59. Student provides different answer ‘very good, special, I introduced this watch to my friend’.
60. Solve student’s problem when she doesn’t know how to say the word ‘admire’ in English.
61. Kneeing for instance beside the student desk to be at the same level with the student.
62. ‘Let start the assessment. Form a straight line.’
63. Give instruction. “Step 1…Step 2…Step 3…”
64. Inform the students that they only have 3 seconds to think for the answer.
65. Require students to elaborate with details
66. The teacher says right after the student’s presentation, “You need to improve your eye contact by looking straight at the audience instead on the floor
67. Appraise Rafiq when he is able to provide different answer ‘special, good’.
68. Provide immediate feedback
69. Students are not in the learning situation ‘Wei Lam, Elvis, do you think it is right to distract others?’
70. Students provide normal answer, asked them to answer something different
71. Appraised Gigi immediately ‘very good’.
72. Tell them this is the last round.
73. Give chance to Jo Inn to try again ‘normal, would you like to try again’.
74. Explain to student when they do not understand.
75. personally guide weaker students – Gigi and Rafiq during practice session
76. Explain to student about the rubrics
77. Provide students the expectation of assessment.
78. Asked them ‘Who is still holding their power tool? I will give you a chance.’
79. Sit on a circle, asked them about the linking game. ‘Now how do you feel this linking game? Is it hard? Where do you use this linking skill?’
80. ‘Let’s link the story. 9 hands at the middle’. (9 hands included 8 students and teacher).
81. Put their hand down when they are able to provide good answer.
82. Appraised students immediately.
83. Repeat students’ answer to allow recap.
84. Get more elaboration from students by asking them why.
85. When teacher says ‘creative’, students said ‘linking’
86. Students understand the importance of the skill.
87. So, what have you realized about yourself after the lesson?
88. “How will you apply this value at school?”
89. Inform the student to bring power tool next week. Any green colour things from their house.
90. Recap by asking them CTLS focus, value, confidence of the week.
91. Recap for younger (Elvis & Gigi). ‘Answer me value, CTLS focus, confidence of the week.’
92. Suggest Gigi to write down after the class as she said she can’t remember