

**EFL Teacher Evaluation/Observation Checklist  
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*By*

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While the candidate teacher - or EFL student teacher - explains something (a linguistic concept, aspect, skill, etc.), his/her peers/colleagues should be writing notes to evaluate his/her performance. The checklist below is a means or tool that they can use to do this job appropriately and efficiently.

The checklist is organised in a way that covers the essential language teaching elements, which include:

1. Personal traits and manner;
2. Classroom management; and
3. Teaching methods & techniques.

The suggested **rating scale** allows the observers (i.e. teachers, colleagues, peers, other students teachers, etc.) to assess the teaching performance by giving a score to each criterion ranging from *very poor* to *very good*.

The checklist also includes a *comments* section for writing down any further details, suggestions, reflections, etc. freely and when needed. These comments can be discussed later on with the supervisor after each microteaching or teaching practice session.

The main goal of the suggested checklist is to facilitate the process of evaluating the acting EFL teacher or student teacher. Although there are many ways and tools that can be used to do the job, the checklist might be a suitable and practical option in both microteaching and practicum sessions. Principally, it would focus observers' attention on the teacher evaluation process and ease discussion of teaching performance later on.

Based on a personal experience with (pre-service) EFL student teachers during practicum (teaching practice) here in Egypt, I felt that the checklist is very important as a companion sheet in order to focus student teachers' attention to the main aspects (skills and sub-skills) that need assessment while they are observing the acting teacher. Without this checklist, they are likely to be distracted,

chatting together during that observation/teaching session. They would not write their own reflective (assessment) notes in a blank sheet of paper. Besides, it is important for the acting teacher to review this checklist beforehand so as to identify the main teaching aspects in which s/he is going to be assessed. This could help him/her to improve his/her teaching performance.

In a nutshell, this checklist is useful as:

- a means for assessment, self-reflection and time management;
- a reference guide for novice (trainee) teachers;
- an outline of the main teaching aspects and skills (sub-skills);
- a tool for professional development;
- an EFL teacher training tool; and
- a peer evaluation tool for both pre-service and in-service language teachers.

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Main Teaching Aspects	Specific Teaching Aspects/Skills	Rating Scale					Comments
		<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	
Personal Traits and Manners	Teacher's voice (i.e. clear, loud enough, varied, suitable, and convincing)						
	Teacher's adequate appearance (i.e. good and respectable clothes, cleanliness, tidiness, being smart, etc.)						
	Using body language and facial expressions appropriately and effectively						
	Caring for learners and being friendly/sociable demonstrating a reasonable level of concern for others.						
	Providing constructive and appropriate feedback to learners						
	Employing good eye-contact with learners as well as adequate observation strategies/techniques (e.g., scanning class and observing entire class)						
	Effective movement inside the classroom (e.g., going around to check whether students are doing the task properly and if any assistance is needed)						
	Being encouraging and supportive to learners demonstrating good rapport						
	Being a good listener by listening carefully and patiently to learners and respecting their opinions						

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Classroom Management	Teacher's giving of instructions (e.g., giving clear instructions before going through an activity; making sure that all learners understand exactly what they are required to do)						
	Teacher's use of both verbal and nonverbal communication appropriately						
	Teacher's transition from one stage of the lesson to another						
	Teacher's management of group and pair work						
	Teacher's handling of teaching/learning aids and employing them efficiently						
	Budgeting and managing time						
	Dealing with learners' misbehaviour/misconduct						
	Handling difficulties and emerging circumstances inside the classroom wisely and flexibly						
Teaching Methods & Techniques	Using appropriate warm-up techniques/activities that stimulate and engage learners at the beginning of the lesson						
	Using appropriate teaching methods and techniques to accomplish the objectives of the lesson						
	Using various questioning and answering techniques						
	Using various teaching strategies appropriate to learners' level						
	Following a logical sequence throughout the whole lesson and organising the activities accordingly						
	Drawing links between old material and new material						
	Employing new technologies and AV aids for effective teaching, especially during the presentation stage						

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	Presenting new language items (i.e. vocabulary and grammar) effectively and properly						
	Dealing with the various types of language-learning activities/tasks within the lesson (e.g., grammatical exercises, language practice, speaking activities, listening activities, reading activities, and communicative activities) efficiently and properly						

### References

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