

## LESSON OBSERVATION DATA

### 1. SISWATI CLASSROOM PHYSICAL ENVIRONMENT:

CLASSROOM FEATURES	TEACHER							
	SEA1	SEA2	SEA3	SEA4	SEB1	SEB2	SEB3	SEB4
LINGUISTIC DIVERSITY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CHARTS DISPLAYED ON CLASSROOM WALLS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
LEARNERS' WRITTEN WORK DISPLAYED ON CLASSROOM WALLS	None	None	None	None	None	None	None	None

### COMMENT:

- ❖ All classrooms characterized by cultural and linguistic diversity;
- ❖ The physical aspect of the classroom environment:
  - Educational charts were displayed around the classroom walls.
  - No written work by learners displayed on the classroom walls.

## 2. PEDAGOGICAL PRACTICES EMPLOYED TEACHERS IN TEACHING LISTENING, SPEAKING, READING AND WRITING SKILLS?

	Language skill	TEACHER							
		SEA1	SEA2	SEA3	SEA4	SEB1	SEB2	SEB3	SEB4
Frequently used method	Oral language	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching	Question and answer, lecture, code-switching
	READING	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer	Demonstrate, lecture, question and answer
	WRITING	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work	Demonstrate, lecture, individual work
Least used method	Oral language	Group work, individual work	Group work, individual work	Debate, drama, Group work,	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work

				individual work					
	READING	Group work, individual work	Group work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work
	WRITING	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work	Group work, individual work

#### COMMENT:

- ❖ Expository pedagogy which is teacher-centred was frequently used.
- ❖ Participatory and discovery pedagogies which are learners centred were least used.
- ❖ Methods of teaching were not diversified.
- ❖ Code-switching dominated oral language lessons
- ❖ The educational experiences provided to learners were in line with curriculum goals and objectives, but they were compromised by teachers' predominant use of expository pedagogy which was against the requirements of the SiSwati curriculum.

### 3. Frequent activities in the SiSwati language classroom

[illegible]

<b>Writing activities</b>	-Teacher models writing	-Teacher models writing	-Teacher models writing	-Teacher models writing	-Teacher models writing	-Teacher models writing	-Teacher models writing	-Teacher models writing
	-Teacher teaches handwriting	-Teacher teaches handwriting	-Teacher teaches handwriting	-Teacher teaches handwriting	-Teacher teaches handwriting	-Teacher teaches handwriting	-Teacher teaches handwriting	-Teacher teaches handwriting
	-Learners write SiSwati phonemes and spelling	-Learners write spelling	-Learners write spelling	-Learners write spelling	-Learners write SiSwati phonemes and spelling	-Learners write spelling	-Learners write spelling	-Learners write spelling

**COMMENT:**

- ❖ Teachers engaged learners in oral, reading and writing activities but language skills taught in isolation or contextualized
- ❖ All learners had textbooks and exercise books
- ❖ Some learners lacked basic learning resources like pens, pencils and erasers
- ❖ The teacher provided learners with pencils and erasers
- ❖ Code-switching used in lessons

- ❖ Learners not asked to share their work by reading to the class.

#### 4. USE OF LEARNERS' PRE-EXISTING KNOWLEDGE

[illegible]

<b>involve learners</b>	<b>all</b>	more active and the non- native speakers were passive	more active and the non- native speakers were passive	more active and the non- native speakers were passive	more active and the non- native speakers were passive	more active and the non- native speakers were passive	more active and the non- native speakers were passive	more active and the non- native speakers were passive	more active and the non- native speakers were passive
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#### COMMENT:

- ❖ All teachers used learners' prior knowledge.
- ❖ Teachers used learners' pre-existing knowledge either to link the known to the unknown, correct errors or to shape their pedagogical practices
- ❖ Teachers' focus was on learners who are native speakers of siSwati
- ❖ Native speakers of siSwati were active
- ❖ Non-native speakers of siSwati were passive

## 5. CLASSROOM PSYCHOLOGICAL ENVIRONMENT

	TEACHER							
	SEA1	SEA2	SEA3	SEA4	SEB1	SEB2	SEB3	SEB4
Teacher-learner rapport	strict	warm	warm	warm	warm	warm	warm	warm
Learner-learner rapport	Looked fearful	Friendly	Friendly	Friendly	Friendly	Friendly	Friendly	Friendly

### COMMENT:

- ❖ Almost all teachers related well with learners (except SEA1)
- ❖ Classrooms were characterized by teacher warmth
- ❖ Learners related well with each other.



## 6. ASSESSMENT AND EVALUATION:

[illegible]

Testing attainment of skill	-Tested mostly through oral and written work  -Teacher sits and learners bring the work for marking	-Tested mostly through oral and written work  -Teacher goes around class marking	-Tested mostly through oral and written work  -Teacher goes around class marking	-Tested mostly through oral and written work  - Teacher sits and learners bring the work for marking	-Tested mostly through oral and written work  -Teacher goes around class marking	-Tested mostly through oral and written work  -Teacher sits and learners bring the work for marking	-Tested mostly through oral and written work  -	-Tested mostly through oral and written work  - Teacher sits and learners bring the work for marking
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#### COMMENT:

- ❖ All teachers utilized formative assessment (oral and written questions)
- ❖ The language used was simple and appropriate for the grades.
- ❖ There was lack of challenging tasks.

#### 7. Learner-learner interaction during lunch break

	SCHOOL SEA	SCHOOL SEB
Did learners communicate in siSwati	Yes	Yes
Nature of communicative activities	Play, songs, riddles	Play, songs, riddles

#### COMMENT:

- ❖ Both native and non-native speakers of siSwati socialized during break time.
- ❖ The language of play was siSwati.
- ❖ Learners were engaged in a number of communicative activities including play, singing and reciting riddles.