Appendix F

Observation Sheets

Training Centres

The 10 training centres where teacher observation was done are given below.

a) SK Jalan Gurney (2), Jln Gurney Satu. 54000, Kuala Lumpur
b) SMK Bukit Bandaraya, Lorong Marof, Bangsar Park 59000 K. Lumpur
c) SMK Sultan Abdul Samad, Teluk Datuk, 42700 Banting, Selangor
d) SK Taman Ria, Jalan Ria 4, 08000 Sg Petani, Kedah
e) SMK Sungai Abong, 08400, Muar
f) SK Taman Dato’ Harun 2, KM 12 Jalan Kelang Lama, 46000 Petaling
g) SK Batu Sembilan, Jalan Cheras, 43200 Cheras
h) SMK Dato’ Ahmad, Jalan Alang Iskandar, 33400 Lenggong, Perak
i) SMK Dato Lokman, Jalan Kampung Pandan, 55100 Kuala Lumpur
j) SK Sri Langat, 42700 Banting, Selangor

Names of the observed English Language option teachers are as follows: The 10 observed teachers who had completed the survey questionnaires are as follows:

a) Aliza Hasbullah
b) Mohamed Hanafi bin Wahab
c) Mohd Halim bin Marzuki
d) Sutha Subramaniam
e) Vimala Maniam
f) Cheah Fong Ngo
g) Siti Hajar Bt Mohd Ali
h) Annie Theresa Francis
i) Vadivello Subramaniam
j) Agilan Subramaniam

Observation 1

Centre Name: SMK Jalan Gurney(2) Jln Gurney Satu. 54000, Kuala Lumpur
Topic: Striving for Safety / Road safety
Form: 5
Objective: By the end of the lesson, students should be able to:
  • Identify road signs and its meanings
  • Identify the causes of road accidents
  • Suggest road safety tips.
Comments:

Teacher shows road signs and a class discussion on the causes of road accidents is carried out. During group task only the proficient students participated while the less proficient became mere passengers. The computer was used to write down the causes of road accidents using the word processor. Simulated accidents available in the Internet were not
used. PowerPoint presentation tools were not used in the set induction. ICT integration was minimal. Teacher displayed poor basic ICT skills. The students displayed better ICT skills. Students could have done interactive quizzes on road safety in the Internet. The e-mail could have used to send the finished product to the teacher.

**Observation 2**

Centre Name: SMK Bukit Bandaraya, Lorong Marof, Bangsar Park 59000 K. Lumpur  
Topic: World of self – family members  
Year: 2  
Objective: By the end of the lesson, pupils should be able to:  
- Talk about their family  
- Identify the family members  
- Talk about relationship

Comments:

Teacher shows picture of a family and sing a song. Teacher asks questions orally and hand out the short passage to the pupils. Teacher guides pupils on how to do their worksheets individually. Matching pictures with correct word and write true or false. Pupils listen to their teacher’s explanation about who are the people in their family. Pupils respond to their teacher’s explanation. The Internet could have been used to search for PowerPoint slides about the family and family tree. Though the main objective of the lesson was on developing listening skills, the teacher did not divide the class into groups and ask pupils to talk about their families. The computer was just used to do a fill-in-the-blank exercise. Generally poor ICT integration.

**Observation 3**

Centre Name: SMK Sultan Abdul Samad, Teluk Datuk, 42700 Banting, Selangor  
Topic: Looking up lifestyles  
Form: 4  
Objective: By the end of the lesson, students should be able to:  
- Identify road signs and its meanings  
- identify the causes of road accidents  
- Suggest road safety tips.

Comments:

Teacher shows road signs and a class discussion on the causes of road accidents is carried out. During group tasks only the proficient students participated while the less proficient became mere passengers. The computer was used to write down the causes of road accidents using the word processor. Simulated accidents available in the Internet were not used. PowerPoint presentation tools were not used in the set induction. ICT integration was minimal. Teacher displayed poor basic ICT skills. The students displayed better ICT skills. Students could have done interactive quizzes on road safety in the Internet.

**Observation 4**

Centre Name: SK Taman Ria, Jalan Ria 4, 08000 Sg Petani, Kedah
Theme: World of stories  
Topic: Stories  
Year: 6  
Objective: By the end of the lesson, the pupils should be able to:  
- read a story about Little Red Riding Hood  
- answer interactive questions in the web.  

Comments:  
This topic includes reading and understanding simple stories and talk about the people and animals in the stories. Teacher should have shown a slide presentation on Little Red Riding Hood. Students in groups of five were asked to go online to search for information according to the task assigned to them. The planned ICT integration was good in theory but when the students tried to connect to the Internet, there was disappointment. The broadband connection (i.e. Schoolnet) was weak and the connection furthermore gets interrupted. Finally the students had to rely on exercises hand-written on the chalkboard.

Observation 5

Centre Name: SMK Sungai Abong, 08400, Muar  
Theme: People and Occupations  
Topic: Jobs  
Form: 2  
Objective: By the end of the lesson, students should be able to:  
- Identify various jobs or occupations.  
- Describe various occupations.  
- Relate pictures and key-words with occupations.  
- Complete a word puzzle  
- Read and understand a comprehension passage  

Comments:  
The teaching methodology used to teach this lesson represents a traditional ‘chalk and talk method’ except that students were asked to do their assignment in the word processor. PowerPoint presentation slides could have been used to elicit the interest of the students. The Internet could have been used to look for information on different types of occupations. ICT integration was not obvious in the lesson. Though 2 periods were allocated for this lesson, group discussion on occupations was brief. Only 7 students talked about occupations. It was observed that some mandarin language was used during the brief group discussion.

Observation 6  
Centre Name: SK Taman Dato’ Harun 2, KM 12 Jalan Kelang Lama, 46000 Petaling.  
Theme: People  
Topic: Malaysian Prime Minister  
Form: 4
Objective: By the end of the lesson, students should be able to:
- Learn and know about Malaysian Prime Minister and their contributions to the nation
- Obtain information for different purposes by reading materials such as articles in print and electronic media

Comments:

The lesson plan was well written but however the lesson implementation was generally poor. The students did a mind map using ‘paper and pen’ on Dato Seri Abdullah Ahmad Badawi. This activity could have been more imaginatively done by using the Word application to draw the mind map. For set induction, the teacher could have projected images of the Malaysian Prime Minister using PowerPoint. This ICT integration could have generated much interest among the students. This double period lesson had scope to develop listening and speaking skill but sadly no such attempt was made here. The teacher dominated the lesson by talking mush of the time.

Observation 7
Centre Name: SK Batu Sembilan, Jalan Cheras, 43200 Cheras
Theme: Environment
Topic: Protection of wildlife: Endangered Species
Form: 5

Objective: By the end of the lesson, students should be able to:
- transfer information from linear to non-linear text
- Give 5 reasons for the declining wildlife
- Express creatively and imaginatively by creating a poster on PowerPoint using copy paste techniques

Comments:

Students were able to transfer text to graph using the chart icon in spreadsheet. This group of students were able to create a poster on PowerPoint slides. The e-mail was not used to exchange information on wild-life. Though students managed to prepare a poster using PowerPoint, their ICT skills to insert transition features were missing. Talking on the part of the students was again limited.

Observation 8
Centre Name: SMK Dato’ Ahmad, Jalan Alang Iskandar, 33400 Lenggong, Perak

Theme: Environmental Problems
Topic: Deforestation
Sub-topic: Causes and effects
Form: 5
Objective: By the end of the lesson, students should be able to:

- Obtain information by reading materials in print such as articles from the Internet.
- Process information by skimming and scanning for specific information and ideas.
- Present information by writing a speech on the specific task assigned to each group.
- Prepare a scrap book based on the task assigned to each group.

Comments:

Teacher had downloaded various pictures, video footage and texts on environmental problems from the Internet. In addition, the teacher had prepared the slides for presentation using PowerPoint presentation software and given a few website addresses to enable students to complete their assignments. Good effort on the part of this teacher but unfortunately during the actual teaching the school server was not functioning well and hence the intranet was not operational. Students were not able to share materials uploaded in the school server. Besides this infrastructure problem, the broadband Internet connection was down and the second period of the English lesson in the computer laboratory was wasted. Students could not gain access to the websites suggested by the teacher.

Observation 9

Centre Name: SMK Dato Lokman, Jalan Kampung Pandan, 55100 Kuala Lumpur
Theme: World of knowledge
Topic: Animals (pets)
Year: 1

Objective: By the end of the lesson, pupils should be able to:

- Read and understand the text
- Understand and use the correct pronoun ‘it’

Comments:

The pupils were asked to rearrange the given letters to form words and sentences using Word application. They were told to describe their pets to the class. The teacher explained the grammar item ‘it’ to the students. Generally the lesson was not an interesting one. The teacher could have used PowerPoint slides to show the pictures of animals together with the sounds they make. Overall there was poor ICT integration.

Observation 10

Centre Name: SK Sri Langat, 42700 Banting, Selangor
Topic: Writing effective introductions and conclusions
Form: 5

Objective: By the end of the lesson, students should be able to:
- To write effective introductions
- To write effective conclusions
- To be able to present introductions and conclusions using ICT
- To be able to write essays and observe appropriate conventions

Comments:

The teacher explains the purpose of writing introductions and shows ways of writing introductions and conclusions. The teacher showed the students on how to copy and paste and how to do hyperlink to other pages in a folder. This is not appropriate as these ICT skills could be taught by the ICT teacher. The focus here is how to use ICT to facilitate English Language teaching and learning and not teaching ICT skills. This is a language lesson. It would have been much better if the teacher had provided the website address that gave good sample introductions and conclusions. Ten computers out of a total of twenty-five computers were out-of-order. E-mail was not used for sending the finished product to the teacher.