

Lang Son Monitoring and Evaluation Results

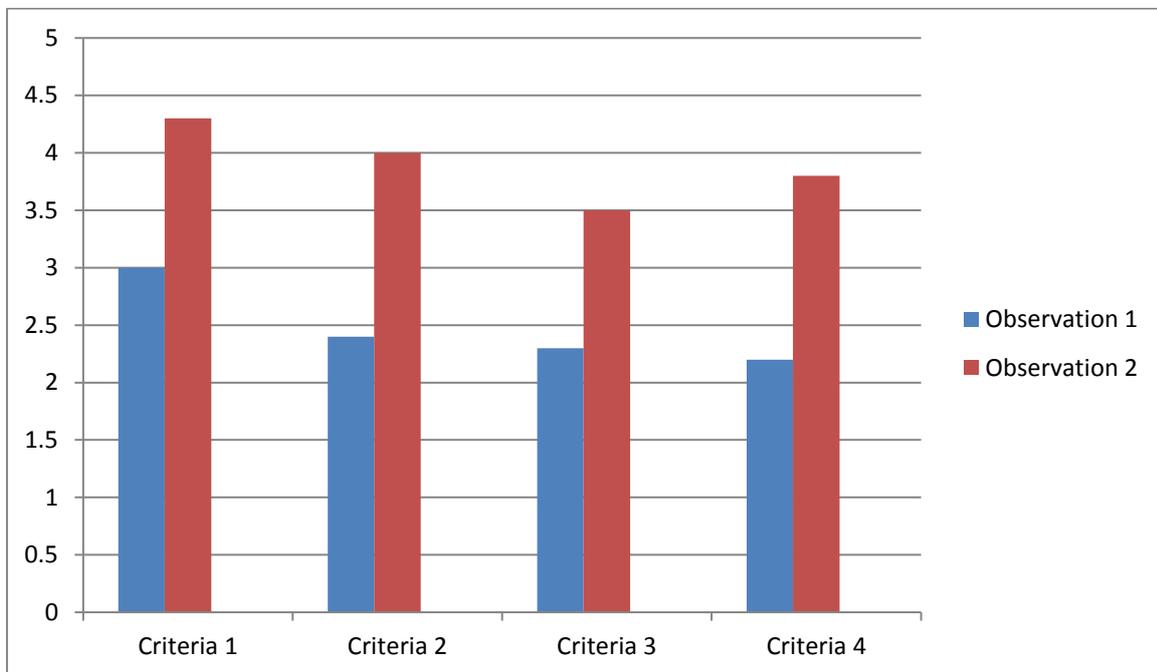
Each observed lesson focused on the following components:

- Planning the lesson
- Managing the lesson
- Teaching the lesson

Average scores for each criteria were used to compare pre- and post- observation results.

Overall there was a clear improvement in all the teachers who were observed prior to the training and again at the end of the training.

Teaching the Lesson



The vertical axis refers to the average ranking of the teachers who were observed:

not applicable	not demonstrated	needs improvement	fair	good	very good	outstanding
N/A	1	2	3	4	5	6

Criteria 1: can use English appropriate to the level of the learners

Criteria 2: can apply appropriate techniques for introducing and practicing new language

Criteria 3: can check learners' understanding and provide appropriate feedback

Criteria 4: can provide learners with the opportunity to use English for authentic communication

The data confirms that while teachers were already using English fairly consistently in the classroom prior to attending the training, the quality of English used by teachers in the classroom improved as a result of the training. Although there were still some issues with clarity of pronunciation, particularly with final sounds, overall the teachers' language was clearer, simpler and more focused.

In the first series of observations almost all of the teachers applied a bi-lingual approach to teaching - they tended to give instructions and explanations in English, then immediately translate this back into Vietnamese, thereby removing any motivation for students to pay attention to the English, knowing that all information would be repeated back to them in their L1.

By the second series of observations, while one or two teachers continued to unnecessarily translate instructions, there was a significant reduction in the need to translate, with most teachers able to successfully conduct the lesson almost entirely in English, with some appropriate use of L1 to check or quickly clarify an important point when necessary.

In the first series of observations, learners' production of the target language was often limited to one-word answers, but by the second observation there was more evidence of learners being encouraged to produce language in meaningful chunks in both spoken and written texts. There is, however, still room for improvement in this area and teachers should continue to be encouraged to provide even more chances for their learners to use English in