

# One-to-one or Small group interaction observation sheet

**Standard 26625: Actively participate in spoken interactions** Level 1, Credits 3, Version 6

Learner name and NSN: \_\_\_\_\_

Date of interaction: \_\_\_\_\_

Second participant's relationship to learner: (e.g. Classmate) \_\_\_\_\_

Length of interaction: \_\_\_\_\_

Observer name and relationship to learner: \_\_\_\_\_

Description of situation in which interaction occurred: <i>e.g. English class, film discussion</i>	Intended purpose of interaction: <i>e.g. Film analysis – share own ideas and listen to partner's ideas</i>
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Description of any cultural identity and norms of participants that may have influenced learner participation (Explanatory Note 5): *e.g. English is learner's first language; partner has English as a second language*

## Outcome 1: Actively participate in spoken interactions

ERs	I observed that:	✓/Yes	Record specific examples of what the learner did or said
1.1	The learner used non-verbal behaviours demonstrating active participation	e.g. ✓	<i>e.g. Nodded as partner explained how one scene related to an earlier one.</i>
	The learner contributed ideas verbally, demonstrating active participation	e.g. ✓	<i>e.g. "In that scene where Kate was running away the shot was all shaky like they used a handheld camera."</i>

(ER 1.1 cont)	The learner sustained dialogue, demonstrating active participation	e.g. ✓	e.g. <i>Asked why they use special effects</i>
1.2	In terms of intended purpose, the:	e.g. ✓	e.g. <i>Listened to partner's idea, and offered her opinion when partner finished</i>
	<input type="checkbox"/> learner's behaviour was appropriate		
	<input type="checkbox"/> learner's language was appropriate		
	<input type="checkbox"/> learner's tone was appropriate		
	In terms of other participants, the:	e.g. ✓	e.g. <i>Polite, yet firm and confident</i>
	<input type="checkbox"/> learner's behaviour was appropriate		
	<input type="checkbox"/> learner's language was appropriate		
	<input type="checkbox"/> learner's tone was appropriate		

Learner actively participated in the interaction without undue assistance

Evidence occurred naturally (EN 2)

Observer signature: \_\_\_\_\_

Date: \_\_\_\_\_

Also note:
<b>Intended purpose of interaction</b> may include, but is not limited to: to persuade, understand, achieve consensus or negotiate, share ideas and information, or other (ER 1.2 range)
Examples of how a learner may <b>contribute ideas</b> include by: initiating a new idea, adding details, giving feedback, responding to feedback, adding different viewpoints, other (ER 1.1 range)
Examples of how a learner may <b>sustain dialogue</b> include by: asking questions, agreeing, disagreeing, seeking clarification, responding to questions, responding to feedback, summarising/paraphrasing, acknowledging contributions, prompting, eye contact, other (ER 1.1 range)