



PALINGUI Observation Record for Teachers to Assess Language - PORTAL

“Observation is not enough. We have to understand the significance of what we see, hear & touch” - Dewey¹

About the observation:

Observation date & time	
Name(s) of the child(ren) involved	
Setting of the observation (e.g. individual activity, class)	
Person(s) carrying out the observation ²	
Planned or spontaneous?	
Aim of the observation	
Language(s) used	

What do we observe?

(Below are some examples of observation indicators – this is not an exhaustive list but intended as initial guidance for teachers and educators when observing children)

One child

- *What was the activity / interaction? (What was the child doing or saying?)*
- *What (different) language(s) were used and how?*

A group of children

- *What was the activity / interaction? (What were the children saying or doing?)*
- *Did all the children actively participate? If so, did they all use the same language(s)³ or did they use different language(s)?*
- *How did the children agree or negotiate the language(s) used?*
- *What strategies did the children use for meaning making?*

¹ Dewey, J. (1938), *Experience and education*, Macmillan Publishing Company, New York, p. 68.

² This can be a teacher / educator, but also a parent or other individual working with the child.

³ Language can also mean language variety or dialect.

What did I⁴ observe, how did I observe it, and what evidence or artifacts did I collect?

This can be a written record of what you saw and heard, or an audio-visual recording, or drawings, photographs, writing by the child(ren), etc. You can use the space below for observational notes or information about the type of evidence you collected in your observation.

⁴ Observations can be conducted by one individual or a group of individuals – where “I” is used in this document, this can also be “we”.

What did I learn in this observation about the language learning pathways of the children?

- *How did the child(ren) use language?*
- *What type of language(s) did the children use and for what purpose?*
- *Was the language use linked to a particular activity or event inside or outside the classroom / school?*

Does this observation link to other observations that I, or others, have undertaken? If so, how?

- *How do these observations compare to other observations?*
- *Do they indicate progress on a language learning pathway or an increased (linguistic or cultural) awareness?*

Next steps

What will I now do with the information I have gathered through this observation to support the child(ren)'s language learning?

- *What learning and teaching strategies can I use in the classroom?*
- *How can I support the child(ren) to become active agents of their own language learning?*

Support and resources

What support or resources do I need to support the child(ren) in taking the next steps on their language learning pathway:

- *Do I need to speak to other (adults) – for example other teachers or educators or the child(ren)'s parents?*
- *What other resources would support the child(ren) to become active agents of their own language learning?*

Documentation

What documentation do I now need to collect / gather / include to make the child(ren)'s language learning pathways visible?

Assessment

What (further) assessment strategies can I use to support the child(ren) in taking the next steps on their language learning pathway?