

MOLT Part B: Post-Lesson Evaluation of the Teacher

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School Teacher Learner group.....
 Visit No Date Time Subject Observer

1	Linguistically incompetent	1 : 2 : 3 : 4 : 5 : 6	Linguistically competent
2	Unfocused, wastes time	1 : 2 : 3 : 4 : 5 : 6	Focused, task-oriented
3	Increases SS' expectancy of failure	1 : 2 : 3 : 4 : 5 : 6	Increases SS' expectancy of success
4	Confusing instructions and explanations	1 : 2 : 3 : 4 : 5 : 6	Clear instructions and explanations
5	Uncreative, does not take risks	1 : 2 : 3 : 4 : 5 : 6	Creative, takes risks
6	Unenthusiastic	1 : 2 : 3 : 4 : 5 : 6	Radiates enthusiasm
7	Unkind, uncaring: Creates an unpleasant atmosphere	1 : 2 : 3 : 4 : 5 : 6	Kind, caring: Creates a pleasant atmosphere
8	Not encouraging	1 : 2 : 3 : 4 : 5 : 6	Encouraging
9	Dry style	1 : 2 : 3 : 4 : 5 : 6	Humorous, light-hearted style

MOLT Part B: Item Descriptions

Item	Description
1. <i>Linguistically incompetent</i> \leftrightarrow <i>Linguistically competent</i>	The extent to which T's level of proficiency in the L2 is adequate for classroom purposes (i.e., T uses and teaches appropriate, accurate L2 within the classroom; T is a good model).
2. <i>Unfocused/wastes time</i> \leftrightarrow <i>Focused/Task-oriented</i>	The extent to which T's actions are purposeful, how effectively T uses time, and the extent to which T allows students to distract him/her away from the lesson.
3. <i>Increases students' expectancy of failure</i> \leftrightarrow <i>Increases students' expectancy of success</i>	The extent to which T scaffolds tasks, gives timely explanations, and provides adequate support so that SS feel confident that they know what to do and how to do it
4. <i>Confusing instructions and explanations</i> \leftrightarrow <i>Clear instructions and explanations</i>	The extent to which T provides clear instructions / explanations.
5. <i>Uncreative, does not take risks</i> \leftrightarrow <i>Creative, takes risks</i>	T's level of creativity and risk-taking as demonstrated in his/her use of teaching materials, task design and classroom participation structures.
6. <i>Unenthusiastic</i> \leftrightarrow <i>Radiates enthusiasm</i>	The extent to which T appears to enjoy teaching.
7. <i>Unkind, uncaring, creates an unpleasant atmosphere</i> \leftrightarrow <i>Kind, caring, creates a pleasant atmosphere</i>	The extent to which T treats SS with kindness, warmth and respect, and SS appear to feel comfortable and relaxed.
8. <i>Not encouraging</i> \leftrightarrow <i>Encouraging</i>	The extent to which T encourages SS verbally and non-verbally.
9. <i>Dry style</i> \leftrightarrow <i>Humorous, light-hearted style</i>	The extent to which T uses humor to lighten up the proceedings, and shows that s/he has a sense of humor and does not take all situations seriously.