

Teacher Observation Sheet

* Indicates required question

1. University: *

Mark only one oval.

- ☐ UNIUD
- ☐ UNIUM
- ☐ UNIPU
- ☐ UNITBV

2. Teacher: *

Mark only one oval.

- ☐ Costantini, Francesco (UNIUD)
- ☐ Gallitelli, Eleonora (UNIUD)
- ☐ Li Destri, Emanuela (UNIUD)
- ☐ Kompara Lukančič, Mojca (UNIUM)
- ☐ Smajla, Tilen (UNIUM)
- ☐ Gugić, Jelena (UNIPU)
- ☐ Dimulescu, Cristina (UNITBV)
- ☐ Nechifor, Andreea (UNITBV)

3. Date: *

Example: January 7, 2019

4. Number of observation sheet per partner:

Mark only one oval.

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

☐ 13

☐ 14

☐ 15

☐ 16

☐ 17

☐ 18

☐ 19

☐ 20

5. Number of students in the group: *

6. Duration of the class in minutes: *

Mark only one oval.

☐ 45'

☐ 90'

☐ 100'

7. Study level: *

Mark only one oval.

☐ BA 1st Year

☐ BA 2nd Year

☐ BA 3rd Year

☐ MA 1st Year

☐ MA 2nd Year

8. Field: *

Mark only one oval.

- ☐ tourism
- ☐ mobility
- ☐ law
- ☐ criminal justice
- ☐ education
- ☐ social media marketing
- ☐ sport

9. Lesson stage: *

Check all that apply.

- ☐ Lead-in
- ☐ Teaching
- ☐ Practice

10. Topic: *

11. Objectives - Warming-up / Lead-in stage:

Check all that apply.

- ☐ To activate learners' interest in reading specialised texts
- ☐ To activate learners' interest in writing for dedicated specialised activities
- ☐ To activate learners' interest in specialised vocabulary acquisition
- ☐ To activate learners' interest in grammar knowledge in context
- ☐ To activate learners' interest in listening to specialised audio materials (video included)
- ☐ To activate learners' interest in speaking in appropriate, particular specialised contexts

12. Objectives - Teaching:

Check all that apply.

- ☐ To teach learners' how to read specialised texts and extract meaningful information from them
- ☐ To teach learners' how to writing dedicated specialised texts
- ☐ To teach learners' how to use specialised vocabulary in dedicated, specialised contexts
- ☐ To teach learners' how to activate the most appropriate grammar strucutres in context
- ☐ To teach learners' how to listen to specialised audio materials (video included) and extract meaningful inormation from them
- ☐ To teach learners' how to speak in professional settings

13. Objectives - Practicing:

Check all that apply.

- ☐ To develop reading skills
- ☐ To develop writing skills
- ☐ To develop vocabulary dedicated to professional settings
- ☐ To develop listening skills
- ☐ To develop speaking fluency
- ☐ To develop grammatical competence for dedicated professional settings

14. Language acquisition tool: *

15. Materials used alongside the AI tools: *

Check all that apply.

- ☐ Laptop / Desktop Computer
- ☐ Mobile Phones / Tablets
- ☐ Internet Connection (Wi-Fi / LAN)
- ☐ Interactive Whiteboard
- ☐ Traditional Whiteboard / Markers
- ☐ Video Projector
- ☐ Headphones / Earbuds
- ☐ Microphones
- ☐ Speakers / Sound System
- ☐ VR Headset (e.g., Oculus, HTC Vive)
- ☐ Printed Worksheets / Handouts
- ☐ USB Drive / External Storage
- ☐ Document Camera / Visualizer
- ☐ Paper and Pens
- ☐ Classroom Management Software (e.g., Google Classroom)
- ☐ External Monitor / TV Screen
- ☐ Flipchart
- ☐ Recording Device (Camera / Voice Recorder)
- ☐ Smartboard
- ☐ Printer / Scanner

16. Level of language knowledge: *

Mark only one oval.

- ☐ A1 – Beginner
- ☐ A2 – Elementary
- ☐ B1 – Intermediate
- ☐ B2 – Upper Intermediate
- ☐ C1 – Advanced
- ☐ C2 – Proficient
- ☐ Mixed-ability group
- ☐ Unknown / Not assessed yet

Use of AI tools

17. Purpose of AI tool use - LISTENING

Check all that apply.

- ☐ Podcast/audio content generation
- ☐ Speech-to-text transcription
- ☐ Audio speed adjustment
- ☐ Accent/dialect variation generation
- ☐ Listening comprehension question creation
- ☐ Dictation exercise generation
- ☐ Pronunciation model audio
- ☐ Authentic listening material curation
- ☐ Audio subtitle generation
- ☐ Other

18. Purpose of AI tool use - SPEAKING

Check all that apply.

- ☐ Conversation simulation/practice
- ☐ Speech recognition and feedback
- ☐ Pronunciation assessment
- ☐ Fluency practice
- ☐ Role-play scenario generation
- ☐ Oral presentation outline
- ☐ Interview preparation dialogue
- ☐ Accent reduction feedback
- ☐ Real-time speaking correction
- ☐ Other

19. Purpose of AI tool use - READING

Check all that apply.

- ☐ Text generation for reading practice
- ☐ Reading comprehension question design
- ☐ Text simplification/level adjustment
- ☐ Authentic material adaptation
- ☐ Content summarization
- ☐ Text annotation and glossing
- ☐ Reading speed tracking
- ☐ Genre-specific text creation
- ☐ Professional document templates
- ☐ Other

20. Purpose of AI tool use - WRITING

Check all that apply.

- ☐ Writing prompt generation
- ☐ Essay outline creation
- ☐ Grammar and spelling correction
- ☐ Style and register feedback
- ☐ Paraphrasing assistance
- ☐ Citation formatting
- ☐ Blog/article creation
- ☐ Email and correspondence templates
- ☐ Academic writing feedback
- ☐ Plagiarism detection
- ☐ Other

21. Purpose of AI tool use - GRAMMAR

Check all that apply.

- ☐ Grammar explanation generation
- ☐ Error correction and analysis
- ☐ Contextualized grammar examples
- ☐ Grammar exercise creation
- ☐ Syntax pattern identification
- ☐ Tense and aspect practice
- ☐ Sentence structure analysis
- ☐ Grammar rule simplification
- ☐ Other

22. Purpose of AI tool use - VOCABULARY

Check all that apply.

- ☐ Specialized/technical vocabulary lists
- ☐ Contextual word usage examples
- ☐ Collocation identification
- ☐ Synonym and antonym generation
- ☐ Terminology database creation
- ☐ Vocabulary quiz generation
- ☐ Word family and derivation
- ☐ Register-appropriate vocabulary
- ☐ Flashcard creation
- ☐ Etymology and word origin explanation
- ☐ Other

23. *

Use of AI tools:

Mark only one oval.

- ☐ under-use
- ☐ appropriate
- ☐ over-reliance

24. Learning: *

Mark only one oval.

☐ diminished

☐ maintained

☐ enhanced

Student Engagement

25. Active Participation *

Mark only one oval per row.

	often	sometimes	never
Initiating interaction	☐	☐	☐
Volunteering	☐	☐	☐
Applying themselves to the tasks	☐	☐	☐
Seeking clarifications	☐	☐	☐
Solving tasks	☐	☐	☐

26. Frequency of interaction with peers *

Mark only one oval.

- ☐ high
- ☐ medium
- ☐ low

27. Degree of involvement *

Mark only one oval.

☐ active by volition

☐ active by request

☐ passive

28. Type of interaction *

Mark only one oval per row.

	Often	Sometimes	Never
Teacher– Student	☐	☐	☐
Student– Student (peer interaction)	☐	☐	☐
Student–AI Tool / Platform	☐	☐	☐
Whole-class participation	☐	☐	☐
Group work / Collaboration	☐	☐	☐
One-on-one (e.g., during tutoring)	☐	☐	☐

29. Use of Target Language *

Mark only one oval per row.

	diminished	maintained	increased
Frequency	☐	☐	☐

30. Motivation *

Mark only one oval.

- ☐ High
- ☐ Developing
- ☐ Low

Student-AI Interaction

31. Independence in using AI *

Mark only one oval.

- ☐ Student proactively seeks help from AI
- ☐ Student uses AI as directed by teacher
- ☐ Student avoids using AI

32. Quality of interaction *

Mark only one oval per row.

	yes	sometimes	no
Communication with AI	☐	☐	☐
Use of prompts	☐	☐	☐
Interpretation of AI feedback	☐	☐	☐

33. Critical Evaluation of AI Output *

Mark only one oval per row.

	yes	sometimes	no
Students verify AI accuracy because they are aware of hallucinations	☐	☐	☐
Students verify AI accuracy because they suspect wrong / inappropriate / incomplete / false answers	☐	☐	☐
Students accept AI output without questioning	☐	☐	☐
Not the case, as there were instances when we did not work with	☐	☐	☐

chatbots, so
this check
was not
needed

34. Integration of AI into Learning Process *

Mark only one oval per row.

	yes	sometimes	no
Students use AI in isolation	☐	☐	☐
Students struggle to connect AI use to learning	☐	☐	☐
Students rely on AI support too much	☐	☐	☐

35. **Language Skills ***

Mark only one oval per row.

	improved	developing	diminished
Listening comprehension	☐	☐	☐
Speaking skills	☐	☐	☐
Reading comprehension	☐	☐	☐
Writing skills	☐	☐	☐

36. **Language Skills ***

Mark only one oval per row.

	improved	developing	diminished
Grammar	☐	☐	☐
Specialised vocabulary	☐	☐	☐

37. **Class behavior and management ***

Mark only one oval per row.

	improved	developing	diminished
Asking for help	☐	☐	☐
Interaction with teacher	☐	☐	☐
Adherence to instructions	☐	☐	☐
Interaction with the tools	☐	☐	☐
Avoiding distractions	☐	☐	☐
Respect for others	☐	☐	☐
