

Rutgers, The State University of New Jersey
Department of Spanish and Portuguese
Foreign Language Instructor's Class Observation

Instructor:

Meritxell
Feliu Ribas

Span: 940:
131:01

Date: 10/27/22 #students in class: 10

I. LESSON CONTENT

- A. Culture Language Strategies
 Communication: Interpretive Interpersonal Presentational

B. Was there a specific focus/ particular grammatical/ functional items? NO YES

II. LESSON PLAN (Organization of the class activities)

A. Description of class activities (organization)

B. Language Use in class

1. The instructor and students use the target language (TL)

- less than 50% of the time I/S 50% -75 % of the time L/S
 75%-90% of the time I/S 90%-100 of the time L/S

2. The instructor checks comprehension frequently

- by asking to individual students
 by listening the whole class

- by observing all students in class
 by asking for translation, not appropriate.

3. The instructor encourages and offers opportunities for sophisticated language use

- by embellishing the basic statements students make
 by asking a variety of questions in a variety of formats and levels
 by encouraging students to create with the language rather than
 repetition using formulaic language memorizing

4. TEACHING PRACTICES AND TECHNIQUES

A. Organization	Needs attention	Average	Very good	Exceptional
provided an overview of the lesson at the beginning of the class.				✓
had a warm up, review of previous lessons		✓		
was well organized, planned ahead				✓
practiced written/oral language			✓	
skill-getting/skill-using activities			✓	
The lesson provided practice in the application of concepts				✓
activities were developed to encourage maximum participation				✓
provided summary of the lesson at the end of the class		✓		

B. Tiempo	Needs attention	Average	Very good	Exceptional
set immediately, without waste of time.				✓
Sustained throughout the hour (10-minutes rule)	✓	✓		
mixture of choral/group/individual work				✓
effective use of materials				✓
used appropriate amount of time for classroom management matters			✓	

C. Teacher techniques	Needs attention	Average	Very good	Exceptional
general-student-teacher rapport			✓	
include original materials				✓
meaning reinforced via visuals, intonation, etc.			✓	
inductive grammar presentations (noticing concept not explanation of the rule)				✓
explanations were clear and concise	✓	✓		
ability to deal with student's difficulties			✓	
promotion of accuracy				✓
provides comprehensible input (facial expression, gestures, simplified language)				✓

D. Classroom management	Needs attention	Average	Very good	Exceptional
use of the blackboard				✓
use of technology				✓
classroom set up			✓	
began class on time				✓
ended class on time				✓
class environment			✓	
showed command				✓

Board use:

- * new vocab
- * comprehension check
- * verb conjugations

- * sentence starters &
- ↳ good examples

→ * ask for comprehension checks for instructions * give examples

* Good job scaffolding the lesson to meet the language goals

* allows students to choose own groups

- count off to force students to move into other groups
- will force students who aren't participating to at least interact or move towards a new group

* during class / group / partner work - good ~~making~~ making her way around the room

- ↳ go down to their level would be only suggestion
(but then did it later on! so never mind!)

* thematically interesting w/ grammar as a support, not the focus

- time spent on grammar = 10-15 min max → good!
- application of grammar on activity → creative as well

* open questions up to class instead of just answering them.

* pacing is ~~should~~ be improved

E. Instructor's Language & Feedback

1. Did the students understand the instructor? YES NO
2. Did the instructor use any strategy to make himself/herself more comprehensible?
[] gestures (facial expressions) simplified language [] acting
[] restating previous statements using example [] Other: _____
** good use of comprehensible input*
3. Did the instructor use feedback from students?

<input checked="" type="checkbox"/> ALWAYS	<input type="checkbox"/> MOST OF THE TIME	<input type="checkbox"/> SOMETIMES	<input type="checkbox"/> VERY LITTLE
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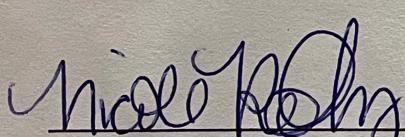
NO YES:

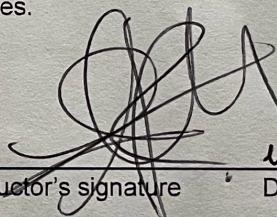
4. The type of feedback used by the instructor was

- Explicit (Direct correction)
 Implicit (Giving students opportunities to self correction)
 Both (a combination of direct and indirect feedback techniques)

IV. Evaluation

Please use this space to describe aspects of teaching to be improved and steps to reach this goal and/or highlight the positive aspects of the instructor's teaching style and/or techniques.


Nicole Rodriguez Date
100 level Coordinator


Instructor's signature Date
10/31/22