Indicate whether the teaching strategies below were effective or ineffective. Briefly JUSTIFY your assessment.

- Use of target language [quality and quantity of L2; teacher talk vs. student talk]:
  - effective
  - ineffective

- Use / integration of 4 skills [listening, speaking, reading, writing]:
  - effective
  - ineffective

- Use of visuals [book, board, technology supported]:
  - effective
  - ineffective

- Length / variety of activities [indicate average # of minutes per activity]:
  - effective
  - ineffective

- Personalization of materials [relevance to students' lives]:
  - effective
  - ineffective
- Small group work [number of students, purpose of activity]:
  effective  ineffective
  *But it depends on which day*
  *in this one, no. Explaining the quiz took up too much time*

- Error correction [frequency and kind]:
  effective  ineffective
  *Time corrected nicely*
  *date in son's as a student used*

Was this lesson successful? BRIEFLY justify your overall evaluation of the class.

very successful   somewhat successful  X  not successful
Indicate whether the teaching strategies below were effective or ineffective. Briefly JUSTIFY your assessment.

- **Use of target language** [quality and quantity of L2; teacher talk vs. student talk]:
  - effective
  - ineffective
  
  "Darf ich ganz kurz Englisch sprechen?"
  
  "Ja."
  
  Teacher talk > student talk

- **Use / integration of 4 skills** [listening, speaking, reading, writing]:
  - effective
  - ineffective
  
  Not much evidence that drills, not for meaning
  
  Students got ample chance to speak a lot. Mainly reading the answers

- **Use of visuals** [book, board, technology supported]:
  - effective
  - ineffective
  
  Only words on board
  Karten Bilder

- **Length / variety of activities** [indicate average # of minutes per activity]:
  - effective
  - ineffective
  
  1. 15 min: Drills
  2. 8 min: 
  3. 15-20 min: 
  4. 5-10 min: 

- **Personalization of materials** [relevance to students’ lives]:
  - effective
  - ineffective
  
  I saw it, but too little
Small group work [number of students, purpose of activity]:

- Effective
- Ineffective

Work in pairs. Purpose is drill/contructivize certain word structures (e.g. grammar through drills)

Arrange students in different groups

Error correction [frequency and kind]:

- Effective
- Ineffective

Recast is the most frequently used type of CF in the class.

Feedback patterned 1-2 times

3-4 Beispielsätze schreiben und dann

Was this lesson successful? BRIEFLY justify your overall evaluation of the class.

very successful ___ somewhat successful X ___ not successful ___

The students didn’t seem very motivated. Little authentic materials were used in class. Visual scaffolding was not observed. Some drill activities last too long.

However, the instructor tried to maximize the use of target language and create an welcoming environment for the class. Recast was used mostly as means of corrective feedback, in a friendly way.
Name of observer: Mengyan Wang  Level of class observed: Kindergarten

Topic of the day's lesson: Review before the final exam

Chinese as a Second Language

Indicate whether the teaching strategies below were effective or ineffective. Briefly JUSTIFY your assessment.

- Use of target language [quality and quantity of L2; teacher talk vs. student talk]:
  effective ineffective

  TBR a lot because the kids are very young. TBR is effective.

  Gives student lots of time to speak out. Repetition helps them to memorize.

- Use/integration of 4 skills [listening, speaking, reading, writing]:
  effective ineffective

  Not applicable to this lesson.

  Listening & speaking on the board.

  Students speak & read after the teacher.

  They can't really formulate long sentences.

- Use of visuals [book, board, technology supported]:
  effective ineffective

  Teacher constantly draws on the board.

  Visuals are especially helpful for kids. They need help understanding.

  Teacher uses visual aids. Students say the words.

- Length/variety of activities [indicate average # of minutes per activity]:
  effective ineffective

  A variety of activities:

  e.g. sing, read, write,朗读

  Kids are engaged all the time. Otherwise, they would be bored if too long.

- Personalization of materials [relevance to students' lives]:
  effective ineffective

  Reward policy. In the classroom, Who performs well gets a star. The starts accumulate.

  Reward system. Students to see the difference.
Small group work [number of students, purpose of activity]:
- effective
- ineffective

Error correction [frequency and kind]:
- effective
- ineffective

Was this lesson successful? BRIEFLY justify your overall evaluation of the class.

- very successful [x]
- somewhat successful
- not successful

The lesson is overall very successful. I saw strong evidence of quantity of L2 use, visuals, variety of activities to engage students, and very kind error corrections. The kids were engaged all the time, despite of some who easily lose attention.