Name of observer: _Mengyan Wang_   Level of class observed: _Spanish 101_

Topic of the day's lesson: _Time, days, months, date_

_____

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

Explaining Quiz for 15 min

➤ Use of target language [quality and quantity of L2; teacher talk vs. student talk] :
   (**effective**)   **ineffective**

Voc mainly —
teacher explanation ☆ > SS
Qué dia es ..?

➤ Use / integration of 4 skills [listening, speaking, reading, writing]:
   effective   (**ineffective**) ✓   reade after

not much reading / writing was
observed

Explain Span ESP culture,

➤ Use of visuals [book, board, technology supported]:
   (**effective**)   **ineffective**

Always a lot of visuals & technology.
   wikipedia
   Powerpoint
   Youtube

➤ Length / variety of activities [indicate average # of minutes per activity]:   5 — 10 min
   (**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 las a student used

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

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very successful _____   somewhat successful ⤫   not successful _____

Name of observer: _Mengyan Wang_   Level of class observed: _German 101_

Topic of the day's lesson: _Regular/Irregular verbs in past participle (Partizip Perfekt)_

_____

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?
students said "ja"
Teacher talk > student talk.
                            all the time

Listening to the instructor   Ss write their own
                                              sentences

➢ Use / integration of 4 skills [listening, speaking, reading, writing]:
  effective   (**ineffective**)

Reading mainly for
drills, not for meaning

Not much evidence that
students got ample chance to speak   /form
a lot. Mainly reading the answers.

➢ Use of visuals [book, board, technology supported]:
  effective   (**ineffective**)

No visuals/pictures.

Only words on board
~~Her~~ Kaum Bilder

Ich sage   Sie sagen
brauchen gebraucht
feiern   gefeiert
fragen   gefragt

suchen → was is suchen?
Silent
:
gesucht

Verben mit -d, -t, nen,
verben mit be, ge. ver-

Activities ① Drills for 15 min
② Pair work 4+4 min 8
Ersetzen Sie das Subjekt
Students take turns to
read their answer.
Q: Was ist das Infinitiv
von gesungen etc.?
③ Drills
Was fehlt? Complete the

➢ Length / variety of activities [indicate average # of minutes per activity]:
  effective   (**ineffective**)

① 15 min   ①②③ are all
② 8 min   } Drills
③ 15-20 min
④ 5-10 min

words provided on
the board? (Ss pay no
attention to
meaning)

report on a bday celebration
w/ the appropriate past participles
15-20 min
Tom, haben Sie gestern gesungen?
                                              Ja
Singen Sie dann jeden Tag?

➢ Personalization of materials [relevance to students' lives]:
  effective   (**ineffective**)

I saw it, but too little →

CF: Recast, gefeiert
gaüberrascht?
überrascht!
Kuchen - Kuchen
(ch)

➢ Small group work [number of students, purpose of activity]:
effective   **ineffective**

Work in pairs. purpose is drill to memorize
Arrange students   certain word structures (e.g gesungen,
in different groups   through drills   machen)
                                 Ⓣ Ⓕ Was hast du ____
                                 gemacht ()
                                 Ich habe _Zeit_ . _Aktivität_ .

➢ Error correction [frequency and kind]:
effective   **ineffective**

Recast is the most frequently used type of CF in
the class.   3-4 Beispielsätze schreiben und
For writing, metalinguistic   dann
feedback happened 1-2 times
                z.B. Gestern, habe ich in English, yes, but auf Deutsch, no comma

---

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

---

very successful _____   somewhat successful ✗   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.

Greetings:
你好们!

- ➤ 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 students lots of chances to speak out. Repetition helps them memorize

  讲你好们!
  if 老师说) 讲你好

  Lots of encouragement
  很好啊 (Wonderful

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

  你好们 → 你好们
  耳朵 → 耳朵 }
  眼睛 → 眼睛)

  Not applicable
  Listening & speaking
  all the time
  speak→read after phrases/
  they can't really formulate
  long sentences

  Call their names
  到! (here)
  1~9 count number
  in Chinese w/ Teach
  Rhym → 个包儿
  水杯你好们

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

  Teacher constantly draws All the time
  things on board and asks Visuals are specially helpful for kids. They need
  Student to draw/point/write them almost all the time.
  PPT too & Video

  Teacher does actions
  students say the
  line. TBR

  Teacher takes out
  cards, "see who can
  pronounce it.

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

  3-5 min to engage
  kids all the time. Otherwise
  they would be bored if too long

  A variety of activities:
  e.g. Sing/read the rhyme together
  tear the star (post-it)
  Write pinyin on board
  Draw body parts

  [床 drawing] chuáng 床 (bed)
  Star.
  好好学, tear the stars
  while at the same time
  say the word

- ➤ Personalization of materials [relevance to students' lives]:
  effective   **(ineffective)**

  Not evident, because the kids
  are too little and what they learn to their
  hard to relate | personal experience
  "Reward Policy" in the classroom Whoperforms well
  gets a star. The stars accumulate.

  chuán 船 (boat
  both on board for
  students to see the
  difference → chuáng/ch
  Review ā á ǎ à
  Pick kids to read.

➢ Small group work [number of students, purpose of activity]:
effective   ~~ineffective~~   Not really applicable.
Sometimes they do well (for just
a short period of time).
Sometimes end up talking in English
w/each other
Very hard to control.

➢ Error correction [frequency and kind]:
effective   ineffective

(right margin notes:)
Write ō ó ǒ ò
Who wants to write
A kid writes ō ó ǒ ò
Is this correct?
You sure?
Picks another volunt...
Finally correct...
ē é ě
Very kind/gentle
correction.
Also gives rewards to
those who correct well
ī í ǐ
write ī í ǐ

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

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very successful ✓   somewhat successful _____   not successful _____

The Lesson is overall very successful.
I saw strong evidence of quantity of L2 use,
visuals, a 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.

(right column notes:)
Physical action to
show the tones (really
effective for kids)
五官 Review body
parts
T writes pinyin first,
who wants to draw
yǎn jīng → 眼
2 students come to board
to draw at
same time.
bízi
Match 五官 汉字 w/
⊙) 凵 丿丿丿
ěr yuē shǎn shuǐ
very structured