

Practicum A&HT 5381
"Four Points" Observation Sheet

Name of Teacher: Cathy Han Name of Observer: William Green II Date: Oct. 23rd, 2008

• Strengths

- I liked the way you corrected the students pronunciation and drilled them on it. You also had the students notice their errors without explicitly correcting them - This enabled the students to cooperate and help each other. I also liked the powerpoint presentation - The students started participating ~~at~~ a greater extent.

• Questions

Did you explain "negative simple" before class? Is Carlos usually ~~quite~~ ^{quiet} in class? Do the students sit in assigned seats or can they sit ~~where~~ ^{anywhere} in the classroom?

• Concerns and Suggestions

Some students rarely participated; Try to increase student participation, especially in the back. You could try using specific examples that were covered in the previous chapter and call on students directly to display their knowledge; or perhaps, You could have students work in pairs and talk about the review.

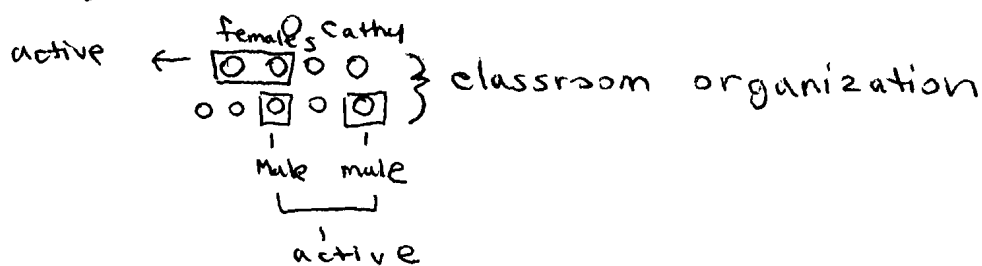
• Action plan

- Let's aim for more student participation, possibly through group work. Also, I noticed that you use a lot of meta-language to explain the grammar. Try putting the language in context to make it more "real" for the students, so that they can use the grammar outside of class.

Continuation of the Worksheet

You could always try to incorporate role-plays into the lesson.

1.) pattern = (teacher explanation) style = (teacher explanation)
(-page 27) (-asks for confirmation)

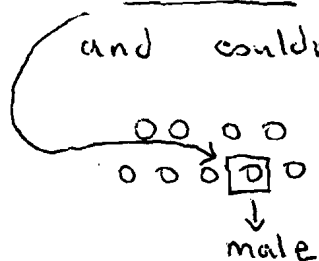


2.) teacher
- explanation

This is a blue t-shirt.
(not: This is a t-shirt blue.)

pronunciation practice
sleeve not e-sleeve

3.) One student consistently didn't understand
and couldn't answer the questions



4.) be - V-ing (focus on Roberto)

5.) Power point (Continued review of Unit 2)

- simple past / negative simple past
- describe clothing
- read advertisement
- ask for assistance
- present continuous.