



TEACHER LANGUAGE USE

FOCUSED FEEDBACK TOOL

Teacher: _____ Language: _____ Grade/Course: _____ Time-In: _____
 School: _____ Date: _____ Lesson Segment: Beginning Middle End Time-Out: _____

One of the most important factors in how much language is acquired by a learner is the amount of *comprehensible input* to which the learner is exposed. The input should be both meaningful and of interest to the learner. What strategies are most effective when providing comprehensible input to students? Use this tool while observing a class to provide feedback to a colleague or yourself and identify the degree to which those strategies are being implemented.

Check strategies observed and/or note level of implementation.

FO = Fully Observed PO = Partially Observed NO = Not Observed NA = Not Applicable

1	At least 90% of what the teacher says and/or materials the teacher shares with students are in the target language.	<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
2	The teacher does not translate the target language into English nor does the teacher ask students to translate.	<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
3	The teacher uses <i>gestures and body language</i> that clearly convey meaning to make input comprehensible.	<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO	<input type="checkbox"/> NA
4	The teacher uses <i>visuals</i> to make input comprehensible. Visuals used ...	<input type="checkbox"/> ... convey language with clarity. <input type="checkbox"/> ... are culture-specific, when possible. <input type="checkbox"/> other observed: <input type="checkbox"/> ... are large enough to be seen by every student. <input type="checkbox"/> ... are colorful. <input type="checkbox"/> other observed:			
5	The teacher frequently uses <i>non-verbal strategies</i> to check for understanding.	<input type="checkbox"/> physical movement <input type="checkbox"/> do as I say <input type="checkbox"/> hold-ups: whiteboards/response cards <input type="checkbox"/> thumbs up/down <input type="checkbox"/> act out <input type="checkbox"/> other observed:			
6	The teacher frequently uses <i>verbal strategies</i> to check for understanding.	<input type="checkbox"/> either/or <input type="checkbox"/> fill in the blank <input type="checkbox"/> other observed: <input type="checkbox"/> numbered heads together <input type="checkbox"/> turn and talk <input type="checkbox"/> other observed:			
7	The teacher modifies input by using a variety of strategies to clarify meaning.	<input type="checkbox"/> repeating <input type="checkbox"/> visuals <input type="checkbox"/> gestures <input type="checkbox"/> manipulatives <input type="checkbox"/> rewording <input type="checkbox"/> other observed:			

LESSON CONTEXT/NOTES

Brief description of the observed activity/activities:

AREAS OF STRENGTH	AREAS FOR GROWTH	NEXT STEPS

