

EMPOWERING STUDENTS TO USE THE TARGET LANGUAGE

Feedback Form

Providing students opportunities to use language within the modes of communication and in meaningful contexts is essential to grow their linguistic capabilities. How often and what kinds of opportunities do you provide students to apply their new language skills? Use this tool while observing a class to provide feedback to a colleague or yourself to identify in what context, how much and what kind of language students are using.

LEARNING TARGETS & AUTHENTIC CONTEXTS

Do the daily performance objectives capture the students' energy and commitment? **TELL Criterion LE2**

1. Students' learning experiences are guided by clear learning targets that are:

- ☐ interesting to the students.
- ☐ situated in meaningful context.
- ☐ based on functional use of language
- ☐ posted and visible.
- ☐ written in student friendly language.
- ☐ connected to real world experiences.

2. Students participate in activities that are within their range of cognitive and linguistic abilities:

- ☐ tasks are developmentally appropriate
- ☐ supporting the performance/proficiency target of the students
- ☐ students have language skills to complete the task

STUDENT LANGUAGE USE

Do students have a wide variety of opportunities to be active learning participants? **TELL Criterion LE5a**

3. Students have opportunities to use language in the following ways:

- ☐ Pairs
- ☐ Presenting/Producing Individually
- ☐ Individual Response to Teacher
- ☐ Small Group
- ☐ Rotating Partners (Line ups, etc.)
- ☐ Choral Response through repeating

4. When students produce language, they use language aligned to their targets:

Each time a student is observed producing language place a tally mark in the appropriate column.

- | | | | | | |
|---|----------------------|---|----------------------|--|----------------------|
| <input type="checkbox"/> Words | <input type="text"/> | <input type="checkbox"/> Formulaic questions | <input type="text"/> | <input type="checkbox"/> Original questions | <input type="text"/> |
| <input type="checkbox"/> Phrases/Memorized chunks | <input type="text"/> | <input type="checkbox"/> Original sentences | <input type="text"/> | <input type="checkbox"/> Paragraphs | <input type="text"/> |
| <input type="checkbox"/> Formulaic sentences | <input type="text"/> | <input type="checkbox"/> Strings of sentences | <input type="text"/> | <input type="checkbox"/> Language in different time frames | <input type="text"/> |

5. Students exhibit confidence in their language abilities by:

- ☐ taking risks to expand their language use
- ☐ providing non-verbal responses
- ☐ Other:
- ☐ trying to use the target language when not explicitly monitored
- ☐ smoothly transitioning
- ☐ Helping peers in the target language
- ☐ following directions

LANGUAGE LEARNING SUPPORT

How do my students and I use classroom-learning aids as tools target language use? **TELL Criterion LT2c**

6. Students have access and know how to use strategies that enable them to use the target language.

- ☐ Grammar/Word Walls
- ☐ Sentence Frames
- ☐ Graphic Organizers
- ☐ Language Ladders
- ☐ Passwords
- ☐ Other(s) Observed:

