

<b>TEFL Student:</b>	
<b>Teacher:</b>	
<b>Date and time:</b>	
<b>Company name:</b>	
<b>Level:</b>	

**Before afternoon class observation...**

Answer the following questions in the most concise way possible. There's no right or wrong answer, we just want to know what you believe is best.

1. Would you change the way you normally express yourself and interact to match students' knowledge and skills? If not, why not. If so, why and how.
2. Which might be the needs of an English learner? How can you assess and answer these needs during a lesson?
3. By interacting with someone you can get an idea of their proficiency level. What in this interaction gives you cues about their level?
4. How important is correcting student's faults (errors and mistakes) while they're speaking? Why?
5. Take a look at the following table and for each triad check the one or ones you consider better strategies when it comes to correcting students, then briefly explain how come you chose those.

✓	I would...	Specifications and reasons
	correct everything	
	correct faults that are relevant for the activity	
	correct with some other criteria (specify...)	
	correct immediately after they've made the fault	
	defer correction until when they've finished speaking	
	combine both and/or use a different strategy (specify...)	
	try until the student masters the correct form	
	let go if it's too difficult for the student	
	use some other criteria to decide (specify...)	

**During afternoon class observation...**

- Does the teacher change his/her expressions when addressing students? Yes / No
- What changes?
  
- What do you notice about wait time when students are asked to participate?
  
- Is there an order in which students are asked to participate? Yes / No
- Which?
  
- What does the teacher do to assess students' comprehension and learning throughout the lesson?
  
- How often does the teacher give feedback?
- Which effects does feedback have on students?
  
- Does the teacher correct every single fault? Yes / No
- Write down two different strategies the teacher uses when correcting students.

**After afternoon class observation...**

- What would change/add to what you wrote before observing the class?
  
  
  
  
  
  
  
  
  
  
- From the results you observed during class, what would you have done differently?