Observation report

Instructor’s name: Jia Xu

Class taught in: Kent 424

Date of teaching: Feb, 23 2015

Duration of teaching: 8:50am-9:50am

1. What transpired in class

 The content was to finish Lesson 10 and start Lesson 11.

Procedures:

1. Review:

The teacher had 6 students practicing the learned words and expressions starting with the topic on Chinese Spring Festival celebration and had the students talking about how to celebrate. Practicing the reduplication forms: 吃吃饭,聊聊天,唱唱歌,跳跳舞,包包饺子等.

主要句型: AAB structures, 无论…都…

T: 春节是什么节日?

SS: 是中国人...的传统节日.

T: 美国人有什么传统节日?

SS:圣诞节,感恩节.

T: 过感恩节有什么传统?

S1:与家人…一起…吃饭.

T: 吃什么?

S2: 吃火鸡…,聊聊天,喝喝酒.

 T: 很好, 一起来.

SS: 吃吃火鸡,聊聊天,喝喝酒.

… …

SS: 无论是在北京或上海,中国人都在庆贺这个节日.

T: 还可以说什么?

S1: 无论在美国还是在中国, 中国人…都在…庆贺春节.

… …

2. 引出ABAB结构(齐读)庆贺庆贺, 邀请邀请.准备准备, 介绍介绍,和(structure左V右V)左思右想, 左看右看,左找右找等. 新旧词的使用和结构的搭配 都能得到尽可能高的使用频率: 如“邀请”一词出现了12次以上.“再过” 14次以上,“准备”15次以上.

3. Introduced the new structures and practiced再过…就(是,有)…, 一边…一边…,一想到…就…,

内容与时间安排合理. 把本课重点句型: 无论…还…, ABAB 结构, 邀请sb. VP, 再过…就..等等揉进与实际生活情境有关的练习中.大量使用诱导提醒的方式提问.如”还可以说什么?” “也可以说… …”, “ 准不准备…” “ 喜不喜欢…”等等. 通过提示, 纠正 , 澄清等方式鼓励引导学生用学过的词汇句型交流练习.

如:

T. 再过几天就是周末了,今天是星期一, 还有4天. 再过多少天是春假了?

S: 再过两…个星期就是…..春假了.

T:请你说说,再过多长时间你就下课了(你就有钱了,你就吃午饭了)?

S1: 再过… 再过…半个小时,我们…我们…就下课了.

T: 再过多长时间你就有钱了?

S2: 再过…..大约…今年,…3年,就是…

T: 我就有…

S2: 我就是…,我就是有… 我就有…我就有…

T: …有钱了.

S2: 我就有钱了.

T. 再过about 大约4年, 4年左右,差不多4年左右,都可以.

 再过多长时间你就回宿舍?

S2. 再过大约…两….个小时,就….出去….

T: 我 subject.

S2: 我就出…去..吃午饭了.

T:找工作.

S3: 再过…再过…3年….我…我…就…找工作了.

T:再过多长时间你就有假期了?

S4: 再过..再过…3 个星期,我…我…就有….假期了.

内容基本使用实际生活环境交流活动的用语.

(The teacher changed the students output by recast, explicit correction, feedback and repetition to lead the students moving towards target like during the process.)

5. Dictated the sentences and had the students repeat(15 minutes):

a. 春节是中国的传统节日. 无论是在中国还是在外国,人们都会庆贺这个日子.

b. 东亚系的老师准备开一个春节晚会,邀请所有学中文的学生参加.

c.一下想到还要表演,他们就犯愁了.

d.她们左思右想终于想出来了个好主意.

6. 布置作业和星期三考试信息.

1. Reflections

本课课型是meaning-based task, the goal is to help the students master where and how to use the learned words and expressions. Focusing on communication and fluency orientation. The process is mainly teacher-student interaction.

 The activity focused on speaking and touched lightly on writing (dictation). The activity was fluency-oriented. With the pre-learned words and structures, students reproduced sentences based on their knowledge about Chinese Spring Festival celebration. Validity was high. Success orientation was where students could answer questions and said something based on the learned language structures and real life situation required. There was a high interest as the topic was the celebration events that everyone may have experienced. Heterogeneity was in deferent levels including language structure instruction to elicit and facilitate speaking . Some sentences had certain difficulties for the advanced students , For example, “我想认识你来参加晚会的朋友, 你应该给我介绍介绍.” “你应该邀请你喜欢的女孩子来参加晚会”等. Teacher’s sufficient assistance can be seen in introducing the words and verbs reduplication,  facilitating  the activity from detail preparation. The practice provided was comprehensible, natural, contextualized and relevant to students’ real life.

 The goal of this class was achieved.

Improvements:

1. 提问侧重两位学生, 如能给每个学生均衡的机会对较差的学生有促进作用.
2. 课堂上较多地使用英语.
3. 老师讲解较多, 有些问题一连串问,可能会使学生不知道回答哪一个好.

如: 再过多长时间你就下课了? 有钱了? 去吃饭了?

针对性的单一问句可让学生集中注意力,有效地把新旧的词汇结合起来使用.

 4. 注意要纠正学生发音.