

## CLASSROOM OBSERVATION

Observer's name: Jie Min

Class observed: 2N Room 411

Date of observation: 02-26-14

Duration of observation: 65 min.

### I. What transpired in class

14 non-Chinese heritage students, intermediate level. S sat in two rows with teacher standing in front.

Step 1(5 min.): Dictation. T asked Sall: “为什么以前在中国旅游不容易?”(A question relates to the textbook content). Students were required to write down answers in Chinese characters.

Step 2(55 min.): T used PPT to introduce grammar points and new words. T raised questions from time to time; S used target structures to answer them.  
Example episode:

(PPT showing : S 根据 N + VP (爱好/兴趣/父母的要求/...的建议 / 社会的需要))

T:大学生常常根据什么选专业?

S1:有的学生根据...父母的要求选专业。

T:很好, 来, 一起说

Sall: 有的学生根据...父母的要求选专业。

T:你呢?

.....

Step 3(5 min.): Activity: with Pictures of Ticket and Information Center of Columbia and target words showing on PPT, T asked S to work in pairs, use given words to introduce TIC.

### II. Reflections

I could tell that the teacher put many efforts in preparing the materials and the class. PPT was thoughtfully designed. Teacher was energetic and passionate. Also teacher built a good rapport with students and most of them were actively engaged.

It was a typical structure-based, situational language-teaching classroom. There was no doubt that the whole process was focus on form/accuracy, including the last activity. With highly motivated and well-prepared students, the class was conducted effectively in a very fast pace. Practices were mainly drillings. Teacher's questions were all student related. Teacher assistance was provided but mainly used metalinguistic knowledge. It was more like a teacher-centered classroom. Interaction was mainly between T and S, which also lack of meaning orientation. Students' output were pushed but highly controlled. Error corrections took place whenever there was an accuracy problem. The most corrective feedback type teacher used was recast.

I think with this group of students, in the classroom, the current method works well, however it does not necessarily mean that CLT could not do better. Furthermore, though students well produced in the class by using the target structures correctly, they may not successfully apply/use what they have learnt in class to real world situations, especially when fluency is required.