GUIDELINES FOR OBSERVING FOREIGN LANGUAGE INSTRUCTION
FOR SECONDARY SCHOOL STUDENTS

SETTING THE STAGE

1. Almost every lesson addresses at least two of the three communicative modes (i.e., interpersonal, interpretive, presentational).

2. The teacher explicitly draws the students’ attention to the lesson’s language and cultural objectives.

3. Each lesson has clearly stated language and cultural objectives that indicate what students will know and how they will use what they know by lesson’s end.

4. The physical environment, including displays of student work, is instructional, motivational, and informative.

USE OF THE TARGET LANGUAGE

5. The teacher uses the target language almost exclusively (at least 90% of the time) and encourages the students to do so as well.
6. The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension and makes adjustments as necessary.

7. The teacher avoids the use of translation by using verbal and non-verbal strategies such as circumlocution, body language, and visuals.

**LEARNING EXPERIENCES**

8. The lesson has a logical progression that builds increasing ability to meet the lesson’s cultural and language performance objectives.

9. The teacher ensures that students use previously acquired language in a variety of contexts.

10. Differentiation addresses the diverse language and cultural learning needs and interests of students.

11. The teacher contextualizes vocabulary presentation and practice using visuals, concrete objects, and hands-on experiences.

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12. The teacher teaches grammar as a tool for communication. It is not the focus or the goal of the course, unit, or lesson.

13. The teacher avoids meaningless rote drills, ensuring that all practice requires attention to meaning.

14. The teacher provides frequent, varied classroom opportunities to communicate in real world contexts.

15. The teacher assures that there is more student talk than teacher talk as student proficiency increases.

16. The lesson has a logical progression that results in unrehearsed student communication.

17. In every class session, the teacher provides pair and/or small group activities that engage students in using the language for meaningful communication.
18. The teacher promotes higher order thinking through unrehearsed communication, inductive grammar and cultural exploration tasks.

19. In almost every lesson, the teacher provides opportunities for students to engage in cultural observation and analysis.

20. In almost every lesson, the teacher teaches about cultural practices and perspectives as well as cultural products and perspectives.

**FORMATIVE ASSESSMENT**

21. The teacher uses a variety of error-correction strategies and uses them when appropriate.

22. The teacher uses feedback strategies that engage students in reflecting upon their language performance and how they can improve.

**MATERIALS**

23. The teacher uses a variety of print and non-print materials—many technologically delivered—that may include authentic materials and other teaching resources, including textbooks.

24. The teacher uses authentic materials, designing tasks appropriate to the language proficiency of the learners.

25. The teacher incorporates authentic materials that reflect the relationships among cultural products, practices and perspectives.

26. The teacher and students use available technologies to develop real world language and cultural competencies.