

Observations: Personalization

Personalization is a key skill in a Comprehensible-Input Classroom. Below are ways in which CI teachers incorporate this skill:

Personalization Examples to look for:	Observations/Ponderings etc.
<b>Teaching to the Eyes:</b> <ul style="list-style-type: none"><li>• How does the teacher make this comfortable and natural?</li><li>•</li></ul>	
<b>Names/Nicknames</b> <ul style="list-style-type: none"><li>• Count</li><li>• How does the teacher elicit names/nicknames?</li><li>• How does the teacher utilize names/nicknames?</li><li>•</li></ul>	
<b>Student jobs</b> <ul style="list-style-type: none"><li>• Which jobs are assigned?</li><li>• To whom?</li><li>• Why these jobs?</li><li>• What else do you observe?</li><li>• Why these students?</li></ul>	
<b>Student interests and information</b> <ul style="list-style-type: none"><li>• How does the teacher use information already gathered prior to class?</li><li>• How does the teacher gather new information and use it?</li></ul>	
<b>Relationships</b> <ul style="list-style-type: none"><li>• <b>What do you observe that sets the groundwork for, and further develops the relationships in the classroom?</b></li></ul>	

Observations: CI Background and Class Expectations/Protocols

Protocols to look for:	Observations/Ponderings etc.
<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>● What is already in the room? on the walls? with the students?</li> <li>● How does the teacher introduce how these will be used?</li> <li>● How /how often/ why does the teacher use the environment as part of the lesson?</li> </ul>	
<p><b>Introduction to CI-based classroom:</b></p> <ul style="list-style-type: none"> <li>● How does the teacher introduce the concept of Comprehensible Input?</li> <li>● How does the teacher introduce desired behaviors?</li> <li>● How does the teacher reinforce desired behaviors?</li> <li>● How does the teacher address “undesired” or “unnecessary” behaviors (ie repeating”</li> </ul>	
<p><b>Communication 1: I don't understand</b></p> <ul style="list-style-type: none"> <li>● How does the teacher introduce the “I don't understand.” gesture?</li> <li>● How does the teacher reinforce/reteach the use of that gesture?</li> <li>● How does the use of the “I don't understand” gesture affect the pacing of the lesson?</li> <li>● What potential issues do you see with using this gesture with your students?</li> </ul>	

## Communication 2: Use of “output”

- How soon in the lesson do students begin to use the target language?
- How does the teacher elicit responses?
- What do you observe about the type of answers given?
- How does the teacher respond to “incorrect” answers?
- How does this differ from your classroom at this time?
- How does the teacher “differentiate” student output?
- How much English are the students using during the lesson?
- How much English is the teacher using during the lesson?
- What do you observe about WHEN the teacher chooses to use English/allow English?

