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.
Teaching to the Eyes: ● How does the teacher make this comfortable and natural? ●	
Names/Nicknames ● Count ● How does the teacher elicit names/ nicknames? ● How does the teacher utilize names/ nicknames? ●	
Student jobs ● Which jobs are assigned? ● To whom? ● Why these jobs? ● What else do you observe? ● Why these students?	
Student interests and information ● How does the teacher use information already gathered prior to class? ● How does the teacher gather new information and use it?	
Relationships ● **What do you observe that sets the groundwork for, and further develops the relationships in the classroom?**	

Observations: CI Background and Class Expectations/Protocols

Protocols to look for:	Observations/Ponderings etc.
Environment: ● What is already in the room? 　　　　on the walls? 　　　　with the students? ● How does the teacher introduce how these will be used? ● How /how often/ why does the teacher use the environment as part of the lesson?	
Introduction to CI-based classroom: ● How does the teacher introduce the concept of Comprehensible Input? ● How does the teacher introduce desired behaviors? ● How does the teacher reinforce desired behaviors? ● How does the teacher address "undesired" or "unnecessary" behaviors (Ie repeating"	
Communication 1: I don't understand ● How does the teacher introduce the "I don't understand." gesture? ● How does the teacher reinforce/reteach the use of that gesture? ● How does the use of the "I don't understand" gesture affect the pacing of the lesson? ● What potential issues do you see with using this gesture with your students?	

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?