

Instructor Observed: Ryan Boyd

Peer Reviewer: Shannon Buckley-Shaklee

Date: December 3, 2013

Course Title, Description of Course and/or Course Objectives: Practical English Conversation 2 – Negotiations – Interruptions/Priorities

The instructor . . .	Comments/examples
Timing and Pacing	
Effectively paced the class	Activities were long enough to allow students to become deeply involved but paced in such a manner that students did not have time to deviate from or grow tired of the assigned task. Mr. Boyd very effectively shorted a group speaking task in order to keep the class moving forward.
Provided well-organized activities	Mr. Boyd was very transparent with the structure and objectives of the class; he previewed the class by very clearly detailing the purpose of the class activities. Each of the activities was clearly presented and easy for students to participate in without being overly simplistic. Mr. Boyd clearly spent considerable time preparing for his classroom activities.
Achieved a balance between addressing student needs and keeping lesson on track	The professor took time to quickly address questions and problems without derailing the lesson or losing sight of its broader goals. Recasts were employed in an unimposing manner.
Clarity	
Gave clear instructions and explanations	Mr. Boyd spoke very clearly and dynamically and at a pace appropriate to the needs of English language learners at this level. Mr. Boyd repeated directions more than once. When repeating instructions, Mr. Boyd utilized different vocabulary in order to make him instructions accessible to more students. Mr. Boyd also provided written instructions on the board to support his spoken directions.
Provided clear course materials	All offered materials were comprehensible to the students. Mr. Boyd has effectively created a classroom environmental in which students are expected to come with all classroom materials; his students all arrived with the necessary items.
Checked student comprehension	Mr. Boyd built interest in and comprehension of the topic by using video. Mr. Boyd frequently inquired as to student understanding of the content and the task. Additionally, all group work was first demonstrated as a whole class activity in order to ensure students clearly understood the instructions. During group and pair speaking activities, Mr. Boyd circulated around the classroom in order to check student understanding. When Mr. Boyd heard anything warrenting further class discussion, he would return to the board and add it to a list of things to discuss further.
Clearly answered student questions	Mr. Boyd was very careful to allow students the opportunity to ask questions. All of his ensuring answers were clear and comprehensible.
Related course material to real world use	The content of the module, negotiations, is designed to support students in their future professional endeavors. Mr. Boyd also offered examples clearly relatable to their current roles as university students.

Interaction/Classroom rapport	
Encourages student-teacher interaction	Mr. Boyd clearly demonstrates a positive professional rapport with his students. He is quite friendly with his students. They seem comfortable with him and he with them, yet they also seem to have great respect for him and his position as teacher. Mr. Boyd knows all of his students' names, a rather impressive feat considering the large number of students he teaches.
Encourages interaction between students	Mr. Boyd succeeded in offering students both pair and small-group work allowing students ample opportunity to speak English with one another.
Encourages high level of student participation in activities	Due to the structure of the class, students have the opportunity to actively participate in many conversation activities. Mr. Boyd has clearly established a classroom environment where students understand that English is the mode of communication between the students and that all students will be participating in all activities. One group seemed slightly more reluctant to participate to the desired degree. Mr. Boyd very effectively worked with them directly to make sure they understood and were staying on task.