



## SeoulTech ILER Peer Evaluation

Instructor Observed: Ryan Boyd

Semester Observed: Fall 2014

Course Title, Description of Course and/or Course Objectives: PEC 2

Timing and Pacing	Comments/Examples
Class pacing	There was lots of energy in the classroom. Teacher kept up the pace by randomly assigning different groups for each part of the activity. Instruction times were short and teacher was very clear with his directions for activities.
Organization of activities	Doing 3 rounds of the same activity while changing partners in several different ways was very well done. It allowed for ample amount of practice while varied partners ensured different types of conversations.
Balance between addressing student needs and keeping lesson on track	Noting student abilities in one of the grouping was also exceptional. Grouping students according to their scores helped them to work among their peers of equal level. Then later putting them into mixed groups evened out each team in their discussions and gave them further chance to practice different conversation skills and strategies.
Instruction & Curriculum	Comments/Examples
Instructions and explanations	Teacher gave instructions in simple language and spoke slowly and patiently.
Course materials	Teacher added to the provided course material with an active speaking activity. The course material was made even clearer to the students with notes on the whiteboard. Students often referred to the notes on the board while discussing in their groups.
Efficacy of student comprehension checks	Teacher went beyond the usual question, "do you understand?" He paused few seconds and made individual eye contacts with students to gauge their comprehension. He did further comprehension check by stopping at each table while students were engaged in conversations to make sure they were on track.
Responses to student questions	Teacher answered patiently and with a smile. Students had no hesitation or showed fear in asking questions.
Clarity of the link between language objectives and real world use	The module already covers authentic language, but the teacher went even further by discussing colloquial



	language used among peers.
<b>Interaction/Classroom rapport</b>	Comments/Examples
Student-teacher interaction	There was high rapport between the teacher and students. Students showed highly enthusiastic reaction with their clapping and laughter. Students also showed respect by following teacher's instructions quickly.
Interaction among students	Even as students were moved around in various groupings, they all seemed very eager and comfortable with one another. It was evident that students were used to random grouping.
Level of student participation in activities	There was high level of participation among students. Not one student sat out in these activities. All students were fully engaged the entire time observed.
<b>Additional Comments:</b>	It was a pleasure to observe a class where students were fully engaged in their activities. The teacher was mindful of students' levels and abilities, yet was very encouraging. Teacher walked around and took the time to sit at each table for few minutes to ensure they were on track and to check for questions. Sitting and being at their eye level, teacher 'shared' in their conversation rather than teaching the students to converse. The teacher flowed naturally in his role from a teacher to a facilitator to an active member. He exemplified a highly effective classroom teaching!

Observer: Kay Sung

Signature: Kay