Communicative Language Teacher Checklist

This checklist, based on language teaching philosophy statements from the best language teachers in the country; I use it in evaluating/rating language teachers and the extent to which their classroom performance approximates their teaching statement.

The Checklist is an evaluation tool I use in addition to my observation notes. Please note: + = very good; √ = good; ? = in need of work; — = poor; 0 = does not apply.

Use of the Target Language
____ 1. Teacher uses target language as the normal and expected means of classroom communication.
____ a. Uses natural speed and intonation.
____ b. Uses gestures, facial expressions, and body language.
____ c. Uses concrete referents such as props, realia, manipulatives, and visuals (especially with entry-level students).
____ d. Uses linguistic modifications when necessary to make the target language more comprehensible for the students.
____ 2. Teacher keeps use of the native language clearly separated from use of the target language.

Communicative Language Teaching
____ 3. Teacher provides students with opportunities for extended listening.
____ 4. Teacher uses authentic communication to motivate all language use.
____ 5. Teacher practices sensitive error correction with primary focus on errors of meaning rather than on errors of form.
____ 6. Teacher provides hands-on experiences for students, accompanied by oral and written language use.
____ 7. Teacher accelerates student communication by teaching functional chunks of language.
____ 8. Reading and writing for communication are integrated with listening and speaking experiences.
____ 9. Reading and writing are based on student-centered experiences, including experiences with literature.
____ 10. Questions and activities provide for real exchanges of information and opinions.
____ 11. Students ask as well as answer questions.
____ 12. Grammatical structures and vocabulary are introduced and practiced in meaningful contexts.

Lesson Content
____ 13. Lesson/unit shows a balance of language, culture, and subject content goals.
____ 14. Language components of lesson/unit emphasize language in use.
____ 15. Grammar is presented through and for usage rather than analysis.
____ 16. Lessons contain information and experiences drawn from the target culture(s).
____ 17. Culture activities include experiences with literature or other authentic sources from the target culture(s).
Lesson Planning

18. There is evidence of detailed planning.
19. Lessons incorporate both new and familiar material.
20. Plans include experiences with both oral and written language.
21. Individual activities are part of an overall plan that includes careful preparation and follow-up.
22. Lesson and content and activities are appropriate to age and developmental level of the class.
23. Activities provide students with successful learning experiences.
24. Teacher provides smooth and logical transitions from one activity to another.

Lesson Implementation

25. Teacher uses a variety of classroom techniques.
26. Teachers and students use visuals and realia effectively.
27. Teacher uses many and varied concrete materials and realia.
28. Teacher gives clear directions and examples.
29. Teacher allows ample wait time after questions.
30. Teacher maintains a pace that has momentum and a sense of direction.
31. Teacher changes activities frequently and logically.
32. Students are active throughout the class period  __ indivdually  ___ as part of groups.
33. There are varied groupings of students and varied interaction patterns  ____ teacher/student  ____ student/teacher  ____ student/student.

Classroom Atmosphere

34. Teacher appears enthusiastic and motivated.
35. Teacher shows patience with student attempts to communicate.
36. Teacher uses varied and appropriate feedback.
37. Discipline is positive, prompt, non-disruptive.
38. Students appear enthusiastic and motivated.
39. This is a language class in which I would be glad to be a member.
40. I would recommend this class to students wanting to learn this language.