



Language
teaching/learning

Assessing Theories for ELT
in a Lesson

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Type of resource	Evaluation Instrument
Description of the resource	This resource contains some theoretical principles and blank spaces for the evaluator to complete according to the evaluated lessons.
Target population	The resource can be used to assess foreign language teachers and instructors.
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Evaluation Instrument

Objective:

This evaluation instrument can be used to assess the teacher's ability to apply, in an English lesson, theoretical principles regarding the acquisition of a foreign language.

Instructions:

- Read carefully the technique data and the instructions.
- Read the six questions below, which are based on some theory-based statements.
- Provide a qualitative answer to each one according to the lesson you are evaluating.



Krashen (1982) gathered some ideas about the influence of the age to learn a second language and how some skills are better acquired depending on the learner's age.

According to the observed class, was the proposed didactics appropriate to the learners' age and the skills expected for the population?



Answer:

Shumann (1978) presented the acculturation hypothesis as a relevant factor to acquire a language. Thus, learners who feel close to the target language can acquire an L2 easily.

According to the observed class, did the general lesson help deal with cultural factors between the learners and the target language as part of another culture?



Answer:



Ellis (1994) highlighted how the strength of motivation could be a predictor of L2 achievement. There are several aspects that influence the learners. For instance, the previous learning experiences, intrinsic issues like self-confidence or the perception of success in achieving L2 goals.

According to the observed class, did the teacher consider this type of aspects to execute the lesson?



Answer:

Douglas (1980) expounded how a mistake in learners' speech could represent a sign of progress when the student is able to detect something is wrong in his speech and question himself trying to correct it.

According to the observed class, did the teacher deal those kind of situations in order to promote the self-correction in learners?



Answer:



Ortega (2009) explains the cross linguistics influences, thus L1 language knowledge could take part in the learning process of the L2. In that way, those phenomena operate with positive or negative consequences.

According to the observed class, did the teacher give a manage to those situations in order to orient the learning process and take advantage of the positive consequences?

Krashen (1982) reminds us how teachers associate progress with speaking fluently. He explains how the teacher can promote an early production forcing the student to talk from the beginning producing anxiety about the language class.

According to the observed class, did the teacher have a strategy to invite the students to talk, dealing with anxiety and other emotions?

Answer:

Answer: