

Formative Assessment Feedback

Date of Observation:

Teacher: Noushin Hosseinkhani

Tutor: Z.R

A) Planning

The teacher produces a lesson plan that includes clear aims and appropriate procedures and activities.

- The lesson plan was followed carefully.
 - However, the lesson included **too much content**, which made it feel overloaded and challenging to manage within a single session.
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B) Resources

The teacher uses available resources and activities effectively.

- The materials were **well-designed** and visually appealing.
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C) Learning Atmosphere

The teacher involves and supports learners and creates a positive learning environment.

- The **icebreaker activity** was creative and fun. However, it would have been more effective **after a short introduction** to set the context.
 - The teacher maintained a **friendly rapport** with the student, making the environment comfortable and engaging.
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D) Language and Skills

The teacher uses strategies to develop language and skills.

- Vocabulary was introduced through direct explanation without enough scaffolding, which made the student feel overwhelmed.

- There was **too much Teacher Talking Time (TTT)** and **too much information at once**, which reduced student engagement.
 - On the positive side, **CCQs were used effectively**, and there were some well-designed **controlled practice activities**.
 - Vocabulary presentation needs better **categorization** and **staging** to avoid confusion.
 - The teacher read the sample out loud, but more **elicitation** could have helped promote deeper understanding.
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E) Classroom Management

The teacher manages the class, giving clear instructions and organizing activities effectively.

- TTT was relatively high.
 - More elicitation could have been used to increase student participation.
 - The student was quite talkative; the teacher managed this well and appropriately redirected the flow when needed.
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F) Checking Learning and Giving Feedback

The teacher checks understanding and provides feedback and correction.

- There were some student errors:
 - "I don't u if u can design perfectly plan."
 - "The business its..."
 - Mispronunciation of **"developer"**
 - **Delayed feedback** was provided, which was appropriate.
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Strengths

- Friendly and supportive teacher–student rapport
 - Creative and engaging icebreaker
 - Effective use of CCQs
 - Good use of controlled practice activities
 - Timely classroom management when student was off-track
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Action Points

- Reduce the amount of content per lesson to avoid overwhelming the student
- Decrease TTT and increase student elicitation and interaction
- Organize vocabulary input into manageable categories
- Introduce new language through guided discovery rather than immediate explanation
- Provide more feedback on form and grammar accuracy
- Restructure lesson staging (e.g., do an intro before the icebreaker)