

IV. Comprehending Information

- Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs.

Task Identify words and topics learned in class in order to complete a simple feedback form.

Tool Rating Scale

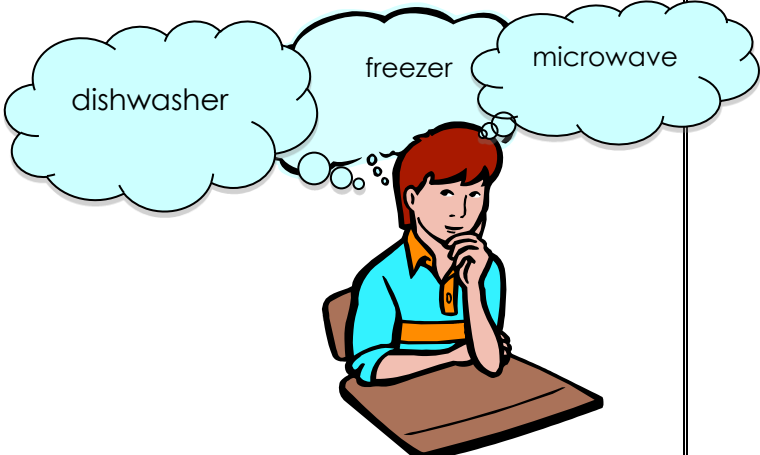











This tool encourages Ss to start reflecting on their learning. Ss read three statements that focus on acquisition of language studied in class, use of language outside of class, and feelings about the class. The tool can be adapted for various themes and units.

1. Elicit the unit theme, topics, and some of the target language covered during that time.
2. Draw a large circle on the board and label it “LINC Class.”
3. Start by writing one example of something Ss learned that week or ask a question such as: “What did you learn to say this week?”
 - a. You could have Ss work individually followed by group work before you write anything on the board.
 - b. Let the Ss give you as much input as possible, writing it inside the circle.
 - c. Resist the urge to fill in missing information, provide or repeat answers, or comment on their responses. Simply record the information that you are able to elicit, making sure to include as many Ss as possible and not just the more vocal ones.
4. Once you have elicited a sufficient amount of information, display the feedback form on a projector.
 - a. Introduce and demonstrate the main instruction: “Circle”
 - b. Elicit the meaning and feeling of the faces using appropriate gestures or words.
 - c. Ask a S for the date. Repeat this with several Ss before filling it in on the model form.
5. Read the first statement, point to the words that Ss provided, using appropriate body language to suggest a question, then point out Yes/A little/No and mime “circle.”
6. Read the next statement, emphasizing “outside of school” by drawing additional shapes around the “LINC Class” circle to suggest places in the community (e.g., home, bank, supermarket).
7. Read the last statement, drawing a happy face to explain “like” and eliciting its opposite.
8. Distribute the feedback form and give them a few minutes to complete it.
 - a. Collect it for review, to be given back later for Ss to put in their portfolios.
 - b. Count the responses to get a sense of the overall effectiveness of your lessons and identify those Ss who may need extra help.

LINC _____

Name: _____

Date: _____

| Circle. ↻ ✎ | | | |
|--|---|---|---|
| | Yes | A little | No |
| <p>I learned new words.</p>  <p>A man with red hair is sitting at a desk, looking thoughtful. Three thought bubbles above him contain the words 'dishwasher', 'freezer', and 'microwave'.</p> |  |  |  |
| <p>I spoke English outside of class.</p>  <p>A woman is handing a brown bag to a man. The man says 'Thank you' in a speech bubble.</p> |  |  |  |
| <p>I liked my LINC classes.</p>  <p>Three people are sitting around a table, engaged in conversation.</p> |  |  |  |