**Program description:**

I have been teaching a beginner Spanish class for the last 6 weeks. This class is composed of 4 learners with minimal experience learning Spanish as a second language. Our goal for this 16 classes program is for the learners to communicate in Spanish verbally and in written while traveling overseas, visiting restaurants, airports, and hotels and while shopping.

**CAT:**

I selected the CAT 43 for this class: **Teacher-Designed Feedback Forms.** Our class is very small, and I believe I have created a safe environment for the learners to let me know when I need to change my techniques or the way I interact with them. However, having tangible information about what they think of my instructional techniques and by making it anonymous, everyone will have the opportunity to tell me what they think without any peers or instructors influencing them.

**Setup description:**

1. I wrote the following questionnaire:

|  |
| --- |
| **Directions: Please circle the answer that you agree with the most for each question and feel free to make any comments about the topics mentioned below.** |
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|  |  |  |  |  |  |  |  |  |
| **1. On the scale below, please rate how useful are the listening activities** |
| 1 | 2 | 3 | 4 | 5 |
| Useless | Not very useful | Somewhat useful | Very useful | Extremely useful |
|  |  |  |  |  |  |  |  |  |
| **2. On the scale below, please rate how useful are the writing activities** |  |  |
| 1 | 2 | 3 | 4 | 5 |
| Useless | Not very useful | Somewhat useful | Very useful | Extremely useful |
|  |  |  |  |  |  |  |  |  |
| **3. On the scale below, please rate how useful are the role plays** |  |  |
| 1 | 2 | 3 | 4 | 5 |
| Useless | Not very useful | Somewhat useful | Very useful | Extremely useful |
|  |  |  |  |  |  |  |  |  |
| **4. On the scale below, please rate how useful are the homework activities** |  |
| 1 | 2 | 3 | 4 | 5 |
| Useless | Not very useful | Somewhat useful | Very useful | Extremely useful |
|  |  |  |  |  |  |  |  |  |
| **5. How can I improve our class?**  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Application:**

1. After I taught our lesson, I asked the students to please take 5 minutes to answer my questionnaire about the instructional techniques that I have been using in this class. I asked them to be honest, and that this will help me to do better when I’m teaching them.
2. The learners answered the questionnaire, and put them on envelop while I waited outside of the classroom.
3. I checked the results within 24 hours of receiving them, and prepared a quick overview for the students to see next class.

**Results:**

These are the results I showed my students from the questionnaire:

Question 5:

|  |
| --- |
| 1. I would like to take field trips and use the language learned with other people |
| 2. Do less dictations and do more role plays |  |  |  |
| 3. Use more technology |  |  |  |  |  |
| 1. Can you tell us what apps we can use to keep learning?
 |  |  |

As the report shows, the listening activities are somewhat useful; therefore, I will still use this technique, but we will do it once every 2 classes or so, instead of doing it every class. 75% of the class likes the writing activities and the role plays; therefore, I will continue using the skits, role plays and simulations. I will still do writing activities, but dictations will not be done as often since that is one of the comments I received on question 5. Homework is a very important part of retention; therefore, I will keep assigning it to the students. However, I will also ask the class ever 2 or 3 classes what type of homework activities they prefer to do, so I can select those more often.

As for the results in Question 5, I told the students that we will start using music and once their level is a bit higher, we will start looking at articles online as part of our technology usage. I also had a conversation with them about doing field trips, and we will try to get those done every 2 months or so, so we can practice using the language learned in real life situations.

**Changes:**

At this time, I will not make any changes to the questionnaire, but I will have to plan better on the time used to report the results. I thought, I would use only 10 minutes going over the results, but we actually spent 20 minutes on it. The students were happy to see what the whole class thought, and they wanted to keep the conversation going. It was surprising to me that they wanted to know if those activities were useful to me when I was learning English, and if I had any recommendations for them to self-study.

**Conclusion:**

I am happy with the results. Fortunately, the students are satisfied with what I have been doing and they mostly want to keep the structure of our classes as they have been. Furthermore, by showing them that I am willing to change any technique that is not useful for them, allowed them to be open with me about what else they would like to do.

Overall, the results were great for me and for the students. I am going to start doing this type of evaluation more often with all of my classes.

References

Angelo, T. & Cross, K. P. (1993). Classroom Assessment Techniques: *A Handbook for College Teachers, 2nd Edition.* San Francisco, CA, Jossey-Bass.