

TESOL Certificate Program UCLA Extension

Things to Notice

LEARNER/ ENGAGEMENT

Motivated/bored?
Enthusiastic?
Group work? Pair work?
Talk encouraged?
Teacher centered?

ASSESSMENT / STUDENT UNDERSTANDING

Comprehension check?
Clarity of presentation?
OK to ask questions?
Informal understanding assessed?
Higher order thinking used?
Assessments evident?
Formal or Informal assessment?

TEACHING

Error correction?
Feedback?
Enthusiastic?
Quality of student teacher relationship?
Gestures?
Voice?

STRATEGIES

Modeling?
Clarifying?
Repetition of words?
Clear directions?
Scaffolding?
Building background?
Making real life connections?

LESSON

Lesson plan evident? Objectives & learning goals obvious/ stated?
Clear understandable opening hook?
Motivating topic? Phases of lesson evident? Direct instruction? Scaffolding of ideas? Transition between activities?

CLASSROOM MANAGEMENT

Pair work & group work vs. whole class work?
Furniture arrangement & use of walls/space?
Teacher does most of the talking? Or, student centered?
Transition and pacing of lesson?
Students move around class?
Conversation encouraged?
Physical comfort (temp., air, lights)?

MATERIALS

Paper?
Board & markers?
Interesting realia?
Visuals?
Posters?

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Classroom Observation

Observation Report

****The recommended observation time is 25 - 50 minutes**

Name: Russell Fung

Class: Method of TESOL

Date: 2/21/2021

In- person or online: Online

**Class subject observed: History of Film - British Study Centers Oxford -
National Geographic Learning**

Class level: Upper Intermediate (Young adult to adult)

Teacher's name: Clive Brown

URL if online: www.youtube.com/watch?v=sv620BxbDQ

Amount of time in observation: 37min 18sec



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Classroom Observation

General Notes While Observing

General

Please use the *Things to Notice* sheet for guidance during observations

Pay particular attention to:

- Learner Engagement:
- Assessment / Student Understanding:
- Strategies:
- Lesson:
- Teaching:
- Materials:
- Classroom Management:

Teacher starts the lesson by welcoming the class and listing the activities as part of the lesson plan. He speaks to a class that already speaks and knows English. The topic is the history of film. The classroom is dimly lit, with a projector providing the visuals. He engages the class by asking questions. The students respond very well. These students have text books with questions provided.

Watch a video. Students write in their notebooks. They draw a three-column chart: Predict, vocab, and notes.

Partner interaction. The students pair up and discuss the questions. Fortunately, the class is even with eight students.

Activity is to observe the video playback and list the images in order. The vocabulary is provided on the white board and they have to write the answers on their chart. The teacher observes and checks their work. They review the answers together as a class.

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Classroom Observation

Answer the questions below in essay form. This paper must be typed.

Learning Strategies

1. **What did you learn about teaching from this observation? Include at least one in – text citation from the class readings or text to support your response.** Is there something that was particularly useful in this lesson? Was there clear evidence of questioning and student understanding? Were the learning goals and objectives clearly reviewed and evident? Please give examples and specific details (150-300 words)

I observed an upper intermediate level class that was recorded and posted on YouTube by the National Geographic Learning channel. Through this observation, I learned that teaching is largely carried by a relaxed environment. I immediately noticed how both students and teacher were eager to engage with the lesson and materials presented to them. The room was very small, with eight desks arranged in a semi-circle facing the whiteboard. Room tone was quiet, with the teacher speaking at a relaxed low volume. The room was dimly lit as to foster a more intimate gathering.

According to the reading on the affective filter, teachers of second language learners must strategically organize their environment and instruction in order to lower the affective filter of learners in their classroom. This means that students don't build emotional walls that would hinder their learning process. Their confidence is fostered when their affective filter decreases. As their walls lower, so does their anxiety. I noticed that all eight of the students sat relaxed and answered questions freely. They seemed uninhibited in exploring answers to the questions presented to them. Whenever their vocabulary was off, the teacher often corrected them by offering a suggestion of the correct answer, rather than bluntly telling anyone they were wrong. Through this lens, I learned that I could apply this to my teaching methods, as my fatal flaw is overcorrection.

I believe that through the simple task of setting up a relaxed environment, a major part of teaching gets done. Therefore it's a smoother sail towards the learning experience.

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Classroom Observation

2. **What have you learned from this observation that relates to your current TESOL class?** Discuss two strategies from your current course work and readings that were evident in this lesson. Was there a section where learner engagement and student understanding could be improved? (100- 200 words)

From this observation, two strategies that come to mind come from Dr. Howard Gardner's theory of multiple intelligences: spatial intelligence and interpersonal intelligence.

Spatial intelligence emphasizes learning through pictures. In this case, the use of a projector to playback a video on the History of Film covers moving pictures AND sound. I noticed that the teacher asked the class if they needed him to play back the video with subtitles. Seeing the words along with pictures and sound is an example of using spatial intelligence. The class seemed really relaxed as they learned the vocabulary associated with the history of film. The students already have a proficient command of English, and at this point, they are expanding their repertoire of knowledge.

Interpersonal intelligence involves understanding through interacting with others. After learning through watching a video, the students paired up and discussed the answers to the questions presented on their worksheets. Through social interaction, students were able to apply and review what they have just learned. They reinforced their understanding by arriving at a conclusion that they can write down in their notebooks. After group interaction was done, the teacher gathered the entire class to review their findings. Therefore, the learning path goes from singular absorption of knowledge, to paired, and finally to grouped. Through problem solving, there is a higher chance that students will retain their lesson.

Combining teaching strategies that cover both spatial intelligence with interpersonal intelligence ensures enhanced learner engagement and student understanding.

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Classroom Observation

Connecting to TESOL Classwork

3. **Discuss in detail the classroom management of this particular lesson.** (75-150 words)

It wasn't until I watched the lesson for the second or third time that I realized this: the entire lesson is an elaborate scavenger hunt. The teacher provides a handout of questions and prompts so that the students know what to look for. All of the answers will be provided in a series of videos that will be played back on the projector. Rather than passively viewing the media content, students will actively listen and observe as the answers come to them. When the video playback ends, the students work together with partners to answer the questions in their handout. As the students discuss the answers with each other, the teacher observes and writes down his own answers on his clipboard. He helps guide individual students with terminology if they struggle. After some team work, the teacher rallies the class back together to discuss the answers to the questions. He asks questions verbally and a student freely answers back. Once the class has come to an agreement on the answers, they move on to the next set of questions and a new video. Repeat.

4. **Were there informal assessments during this lesson that prove understanding and clarity on the part of the student?** Describe these assessments in detail. Were they stressful? What would you add to these assessments if you were the teacher? (100-200 words)

Every student has a sheet of listening comprehension questions provided to them before viewing the video. This was the primary form of informal assessment that proves the understanding and clarity of a student. Because the video segments play back narration at a moderate speaking pace, students at various levels may or may not understand everything. That is why the worksheet is there to prepare them for what to listen for. A major component to answering the questions is team work. Different students have different interpretations of the material presented to them, and so combining their knowledge helps each student understand better. The filled-in worksheets provide the result of their combined efforts. The teacher is able to assess from his students' finished worksheets.

Another assessment came at the end of the class when the teacher handed out scripts of the video for students to review as homework. Instead of watching the actual video, students work on their own time to answer the questions to bring back to the next class. When the teacher reviews the homework, he can make an informal assessment of where the students are in their learning journey.

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Classroom Observation

Things to Remember

5. **Is there something from this observation that really stands out?** Give two or more examples and justify your reasoning. (100-250 words)

Moving the use of new vocabulary towards the back end of the lesson stood out to me the most from the observation. The entire class session was very relaxed and quiet, which confused me at first because I didn't know what the teacher was teaching. I didn't see a theme, other than, "the history of film." I didn't understand what this had to do with learning English as a language. It wasn't until we got further into the lesson, maybe about thirty minutes in that I got it. It was a slow burn, like a very long set-up for the actual English lesson. Vocabulary words weren't introduced in the beginning of the lesson. They were introduced during and after. The very beginning of the lesson focused more on answering questions from the film. It is through watching the film, answering the questions, discussing the answers as a group, that vocabulary develops. The teacher wrote the vocabulary words on the white board as students discussed amongst themselves the answers to the prompts. Through application, they learn new vocabulary words as they went along.

For example, the teacher asked the students what ways they could say the phrase, "In conclusion." They came up with, "in short," "finally," "eventually," and "to sum up." That to me was way better than asking the question in the beginning of the class. It just came naturally.

Another example was the word "change." He asked the students other ways to say that word. They came up with "developing," "unfolding," and other suggestions to enhance their vocabulary. This, again, wasn't addressed at the beginning of the class as a lesson. It was addressed during discussion.

I think that it's brilliant to learn something cultural through a video such as "the history of film" and through discussion, students learn new words to apply.

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Classroom Observation

Current Classwork- Methods course

6. **What teaching methods did the teacher use? Were the methods student centered? What method would you use to enhance the lesson you observed. Give specific examples of the methods and the techniques you would use to improve this lesson. (100- 250 words)**

There was subtle use of Total Physical Response (TPR) as a teaching method. When speaking to the students, the teacher often enunciates as he writes on the board. He glances at the students, then down on his clipboard, and then at the board. When he can't hear, he does the motion of putting his hand by the ear, and the students speak louder or repeat what they said. When a student answers a question, he often furthers engagement by asking a follow up question as he does subtle physical gestures. Because this is an intermediate level of English, the teacher doesn't need to do grand gestures as he speaks. Instead, he writes on the board as he speaks. That way students slowly watch him spell out and visually see the word that he just spoke.

As mentioned before, the use of a video combined with group discussion was the most optimal teaching strategy for this lesson. Visuals of "the history of film" along with English language narration is a relaxed approach that doesn't involve student engagement right away. Through the use of a "scavenger hunt", the students write the answers to the questions as they hear it from the video. If they missed something, or couldn't find an answer, the group activity helps fill in the holes. There's nothing I can think of to improve this lesson because I observed an optimal result. The students all engaged. All eight of the students spoke to the teacher and to each other. It was very amazing to see how relaxed and intimate this classroom felt.