

Things to Notice

LEARNER/ENGAGEMENT

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

MONITOR & ASSESS

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

STRATEGIES

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

HIGH QUALITY 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?
Student centered? Or, teacher centered?
Transition between activities smooth?
Students move around class? Or, sit?
Conversation encouraged?
Physical comfort (temp., air, lights)?
Visual support on walls? Low/ High stress environment?

MATERIALS

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

Observation Report

Observation Guidelines: An Observation Report from each core class is required. Question #6 on the Observation Sheet will be specific to each class and provided by the instructor.

- Arrange ahead of time with the school and instructor an observation of your choice and level
- Sit quietly and do not disturb the class while observing
- Bring the “**Things to Notice**” sheet to help guide your observation
- Final observations must be typed
- Students must complete a minimum of four (4) observations to include in the final portfolio class
- One observation will be done in EACH core class
- One of the four observations may be done observing an online class (these URL’s will be provided by your teacher)
- A recommended observation time is 25 – 50 minutes

➤ **Name: Russell Fung**

➤ **Class: Technologies**

➤ **Date: 11/08/2020 (Online YouTube video posted 03/14/2015)**

➤ **Online (include URL if online)**

➤ https://www.youtube.com/watch?v=2_38JfVFQoU

➤ **Class subject observed: Everyday Routines - Morning, Afternoon, and Evening**

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Classroom Observation

- **Class level: Beginner**
- **Teacher's name: Chris Westergaard of The Language House TEFL**
- **Amount of time in observation: video run time is 14:46. Lots of cuts and transitions condense this seemingly hour-long class down close to fifteen minutes. I watched this several times.**

General Notes While Observing

Take *notes* during your observation.

Use the *Things to Notice* sheet for guidance.

Pay particular attention to:

- **Learner Engagement:** There are six adult students in the class. Each student was asked to repeat a phrase as a group, and then individually. They echoed the teacher, answered his questions in complete sentences, and read along as he wrote on the board.
- **Monitor & Assessment:** Each student worked on paper worksheets. They had to write sentences by filling in the blanks. The teacher walked to each of the six students and monitored their worksheet. He guided each of the six students one by one as they worked individually. He corrected and answered questions.
- **Strategies:** Echoing was a major strategy. He spoke each word slowly and steadily. Every sentence followed a repetition pattern. He'd engage with the students and ask them questions. They repeat the question. He makes a statement. They repeat and echo his statements. He vocalizes as he writes on the white board. They echo and read along as he speaks and writes on the board. Another strategy is physical gestures. He speaks with animated facial expressions. He speaks with his eyes along with his voice.

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Classroom Observation

- **High Quality Lesson:** Because there are only six people in the class, the lesson feels like high quality. Every student had equal attention. They often felt individualized. The lesson itself seemed too simple and useless at first. But then I realized as we went along that speaking about an everyday routine is important for normal, casual conversation in the real world. Beyond saying hello and goodbye, how do you hold a quality conversation? You ask what the other person did today. This lesson helps facilitate dialogue that you'd find useful in every day conversations. What did you do today? Tell me about your day.
- **Teaching:** The lesson was broken down to three phases of a daily routine: morning, afternoon, and evening. Energy and vibe was high because the teacher's intonation as clear, loud, and enthusiastic. The overall room seemed engaged and happy. They seemed to have fun. Structurally, the class went to three phases: vocal interaction between teacher and students, worksheets, and partner work practicing dialogue without notes.
- **Materials:** Fundamental, basic materials were used: white board, marker, paper, and pen. That's it. So basic. Nothing fancy.
- **Classroom Management:** Desks were arranged in a U-shape, with six students facing the teacher and white board. The room itself is small, but efficient enough. Along the walls were shelves with books. The classroom felt intimate. There's no way somebody could fall asleep or look away at their phone. You really can't hide.

Essay Response

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

Learning Strategies

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Classroom Observation

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

I learned about echoing. If there's one thing to take away from the current class readings, it would be the power of having students echo everything you say.

The lesson was on “everyday routines” broken down by morning, afternoon, and evening.

Because there are only six people in the class, the lesson feels like high quality. Every student had equal attention. They often felt individualized. The lesson itself seemed too simple and useless at first. But then I realized as we went along that speaking about an everyday routine is important for normal, casual conversation in the real world. Beyond saying hello and goodbye, how do you hold a quality conversation? You ask what the other person did today. This lesson helps facilitate dialogue that you'd find useful in every day conversations. What did you do today? Tell me about your day.

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? (150-300 words)

I learned from this observation that you don't need to do anything fancy. There's no need to make things complex strategy-wise. This teacher only had himself, a white board, and a marker. All of his worksheets were done by hand. He clearly did not use a computer to design his worksheets or lesson.

In relation to the current TESOL class, there was nothing from the class readings that I recall that could apply to this class. The only technology he had was paper and a marker. That's it. If I were to implement technology I learned from this class, that would be to use software to design beautiful worksheets. I observed that the class worksheets he distributed were kind of “ugly.” They were neatly written for sure, but I think typed would look way better. I would also want more elegantly-designed infographics to post on the white board instead of his hand-drawn clocks.

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Classroom Observation

Connecting to TESOL Classwork

3. **Discuss in detail the classroom management of this particular lesson.** (100-200 words)

Desks were arranged in a U-shape, with six students facing the teacher and white board. The room itself is small, but efficient enough. Along the walls were shelves with books. The classroom felt intimate. There's no way somebody could fall asleep or look away at their phone. You really can't hide. The lesson was broken down to three phases of a daily routine: morning, afternoon, and evening. Energy and vibe was high because the teacher's intonation as clear, loud, and enthusiastic. The overall room seemed engaged and happy. They seemed to have fun. Structurally, the class went to three phases: vocal interaction between teacher and students, worksheets, and partner work practicing dialogue without notes.

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 additional assessments could you add if you were the teacher? (100-200 words)

Each student worked on paper worksheets. They had to write sentences by filling in the blanks. The teacher walked to each of the six students and monitored their worksheet. He guided each of the six students one by one as they worked individually. He corrected and answered questions. After that phase, he moved to partner work. This is when the class work is applied to dialogue practice. There was zero stress, except the initial nervousness. There's not additional assessment I would add.

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)

Two things stood out: First, the students looked like they were having fun, and second, the fact that the teacher didn't use any modern technology at all. I liked that the lesson itself forces students to be creative with their answers. The answers were also

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Classroom Observation

personal, so that gave the lesson a lot of depth. This made me think about my own interactions with life. Beyond saying, “Hello,” “How are you?,” and “See you later,” what else could complete a quality conversation? Asking about somebody’s day is different from asking how somebody is. Listing specifics of a morning/afternoon/evening routine opens up more dialogue and allows two people to connect better.

As for the simplicity of the lesson, I learned that a teacher can accomplish a lot with just their voice and attention. Nothing fancy is required.

Current Classwork- Technology

- 6. What if any technology did this instructor use in this lesson? What technology would you use to enhance this lesson? Draw upon class materials and readings. Describe in detail one or more technology resources you could use to teach this lesson. (100- 250 words)**

I mentioned in an earlier question that I would use computer software to design the worksheets better. Other than that, I would also bring in a projector and supplement my lessons with a video and slideshow linked from my laptop. I would integrate music into visual images of words. On the other hand, all of that sounds unnecessary. The lesson I observed was very simple and all the students seemed to have fun. If I were to give them their money’s worth, I’d at least make everything presentable. Making posters, slides, worksheets using Canvas or Piktochart would definitely be a resource I’d use.