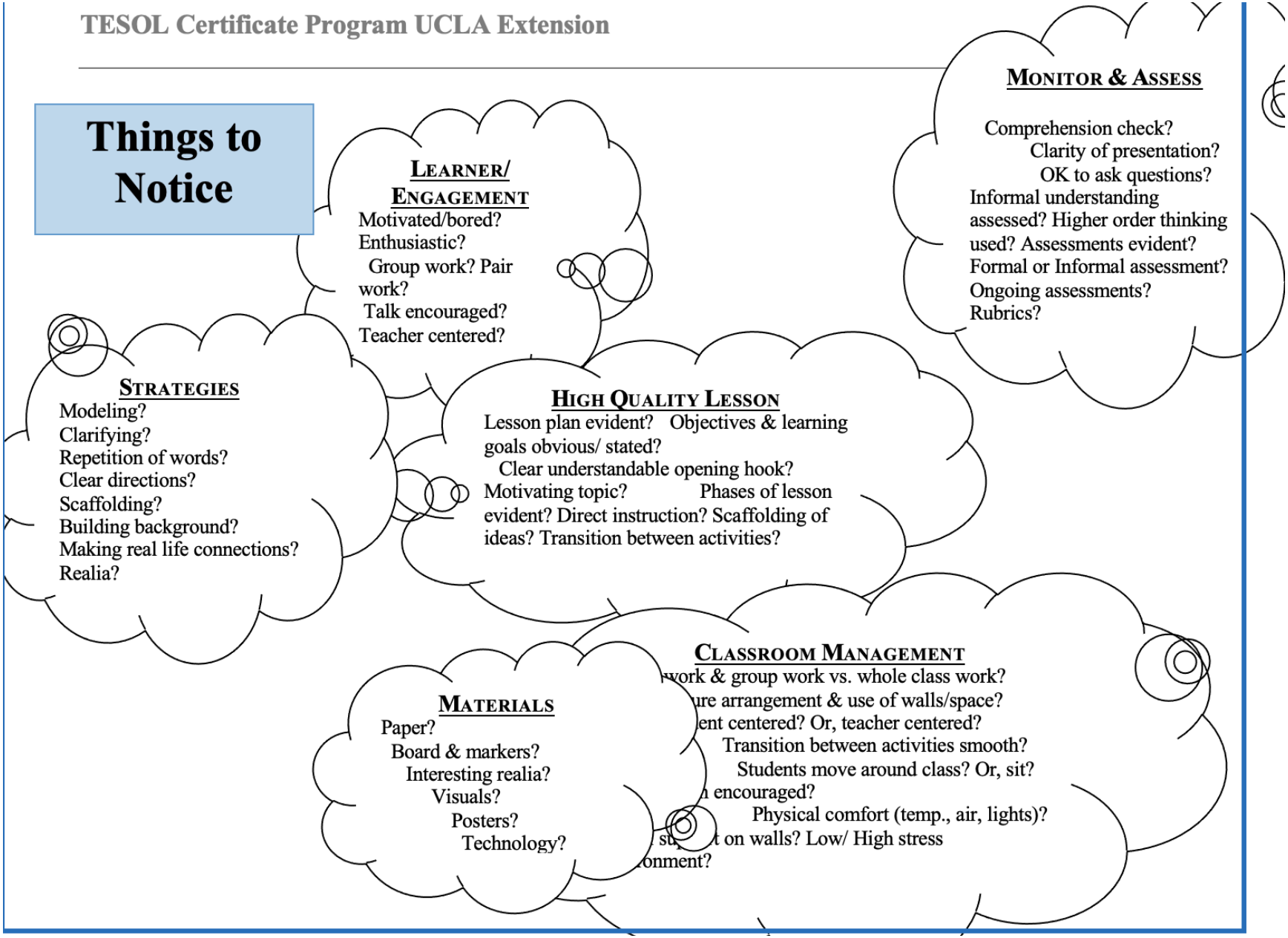

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Things to Notice
LEARNER/ ENGAGEMENT
Motivated/bored?
Enthusiastic?
Group work? Pair work?
Talk encouraged?
Teacher centered?
MONITOR & ASSESS
Comprehension check?
Clarity of presentation?
OK to ask questions?
Informal understanding assessed? Higher 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
MATERIALS
Paper?
Board & markers?
Interesting realia?
Visuals?
Posters?
Technology?

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Classroom Observation

Observation Report

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 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: Rosie Bu
Class: Linguistics

Date: Aug. 7, 2021

In-person or online (include URL if online): https://www.youtube.com/watch?v=AbRxBPY1vsc&t=7s&ab_channel=AndrewDrummond

Class subject observed: How to teach vocabulary?

Class level: Adult, intermediate level.

Teacher's name: Andrew Drummond

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Classroom Observation

Amount of time in observation: 22 minutes.

General Notes While Observing

Take *notes* during your observation.
Use the *Things to Notice* sheet for guidance.
Pay particular attention to:

- Learner Engagement:
  - Students are motivated by the content. Students actively interact with the teacher.
  - Students are fully engaged to listen and do the movement.

- Monitor & Assessment:
  - Informal assessment.
  - Ongoing assessment.

- Strategies:
  - The teacher and students have a friendly relationship.
  - The teacher uses PPP (Presentation, Production, and Practice) to interact with students.
  - All students have an opportunity to respond.
  - The teacher uses pictures to introduce a vocabulary.

  - The teacher uses a real-life Job Fair to practice vocabulary.
  - The teacher uses informal assessment by asking questions.

- High-Quality Lesson:
  - The learning goals are clear.
  - The teacher gets students talking about the theme of the lesson as a warm-up.
  - The teacher has used scaffolding ideas to explain a word. The teacher emphasizes the word through repetition.

- Materials:
  - The teacher uses pictures to introduce a job title.
  - The teacher uses a worksheet to practice speaking of the vocabulary.
- Classroom Management:
  - It is a teacher-centered environment since the teacher leads all activities.
  - It is a pleasant and relaxed environment for students. Students feel comfortable communicating.

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)

   The class follows the six principles for Exemplary Teaching of English Learners. The teacher is warm, supportive, personable, patient, understanding, enthusiastic, flexible, and stays on task. I like the teacher to use real-life stories to teach new words, allow students to practice new words, and apply those vocabularies eventually in a Job Fair. For example: At the presentation stage, the teacher presents vocabulary according to 5 steps: Elicit, model, drill, concept check, write and highlight phonology. At the production stage, "The final activity is more fluency focused, providing students with a clear forum in which the target language is relevant and will hopefully be used."

   The real-life Job Fair practice is particularly useful in this lesson. It sets up a clear target for building the lesson plan.
   This is a high-quality lesson. The meaningful lesson starts with the student's interest. For example, the teacher begins with "What's my job?" "Why do you think so?" The teacher tells students his background, which creates interest for students to share their own stories. The learning goals are clear. All content delivery, activities, discussions, and reflections bring students thinking back to the goals.

2. **What have you learned from this observation that relates to your current TESOL class?** Discuss two strategies from your current coursework 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 have seen two main strategies related to current coursework and readings from this observation.

   Based on the "Key Literacy Component: vocabulary" article, one strategy is to Pre-teach difficult vocabulary. "This practice reduces the number of unfamiliar words encountered and facilitates greater vocabulary acquisition and comprehension. Leaving students on their own to grasp the content material as well as to decode possibly unfamiliar vocabulary is setting them up for failure". For example, the teacher introduces "astronaut," through these questions the teacher pronounces it slowly to draw attention to each syllable, provide the word's meaning, examine, write the word on the board, use it in a sentence, and ask a question using the word.

The second strategy is to use students' prior knowledge and provide opportunities for multiple exposures to new words. For example, the teacher has used a model and drills to practice new words. The teacher asks students to repeat "astronaut" one by one. The teacher Also, keep asking questions like: "Does an astronaut fly with a normal plane? Do they wear normal clothes or a special suit?" The teacher provides multiple repetitions of the words in different contexts. This helps students to apply new word meanings across different situations.

For the improvement part, I will suggest the teacher use computer technology to help students who need additional practice. Computer technology allows for engaging formats, such as interfaces modeled on computer games. Hyperlinks that allow students to click on words and icons can add depth to word learning. Students may find online dictionaries more useful and accessible than print dictionaries. Computers also provide access to content-area-related websites hosted by such institutions as museums and libraries. Finally, computer program animation may hold students' attention longer than plain text.

Connecting to TESOL Classwork

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

   The students are fully engaged in the lesson. The teacher builds routines that get student's attention. For example, In the warm-up, the teacher lets students guess the jobs he has done. The teacher asks students:" I want you to try to speak with me as a group, just tell me which ones you think were my jobs and which ones are not my job" It brings interest to students.
   Then the teacher asks students: "Please take a piece of paper, write down a few jobs they have done and haven't done, and speak with your partner. Let your partner guess what jobs they have done or has not done." The teacher creates a warm environment that makes students feel comfortable interacting with the teacher.

   In the Presentation stage, the teacher uses pictures to introduce those words. The teacher applies Controlled practice and Freer practice to allow people to interact and practice. Students are motivated in the classroom. They are very active in responding to the teacher's guessing game and movement activities later.

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)

There are few informal assessments in this lesson. The teacher constantly double-checks if students understand the questions. For example: After the teacher says, "Here is what I want you to do….", he asks each task with a question:" Is anyone going to write a list? Is Is it just going to be jobs you have done? What do you do when your partner shows you their list?" By going through those questions, the teacher makes sure students understand every requirement. The process is fun and relax. Based on my experience, applying the informal assessments in the classroom depends on students' background, age, and studying style. I will ask students to do informal assessments in the home to avoid the affective filters. The online game and worksheet are two interesting informal assessments.

Things to Remember

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

The PPP methodology provides a clear step-by-step model for designing the lesson into three main stages: Present, Practice, and Produce. The teacher allows students to practice new words through very controlled activities.
For example: In the Practice stage, the teacher applies pair practice, class questionnaires, substitution drills, controlled practice activities. The teacher says: "When I give you this paper, and you read the sentence like this one…. You need to remember the words from your notes. Write down the correct answer" In Freer practice, The teacher asks: "in your pairs, ask your partner to answer these questions together …."
Example2: In the Presentation stage, the teacher applies elicit, model, drill, concept check, write and highlight phonology to present vocabulary. The teacher points to a picture, asks: "Do you know what this man is doing? What's his job? What does Neil Armstrong do", Then ask students to say "astronaut" repeatedly one by one. Then, the teacher taps the picture on the whiteboard, writes the word on the board, draws three syllables, etc.

After introducing all words, the teacher has students work in pairs or small teams to practice different exercises. Students can work in pairs to check each other's understanding of the new words. Such activities provide multiple exposures to new words and can be structured in engaging and enjoyable ways for students.

Current Classwork- Morphology, Phonology, Grammar

6. **What approach to teaching grammar did the instructor take? Was it taught explicitly or implicitly? If the lesson was not focused on grammar or pronunciation, how did the instructor incorporate them in this lesson? Was it effective? Draw upon class materials and readings. What would you do differently?** (100- 250 words)

   The teacher has applied PPP (Presentation, Practice, and Production) approach to teaching vocabulary. He has followed the PPP stages explicitly. The teacher teaches syllables during teaching eight new words. The lesson focuses more on introducing new words. It is not effective in learning grammar.

   What would you do differently?

   The students could be overwhelming when teaching both grammar and vocabulary at the same time. I like the way that the teacher groups similar words into one lesson. I would suggest adding tense to this lesson. For example: when introducing the vocabulary 'bus driver,' I will teach: I am a business driver. My father was a business drive, Etc. The students can easier pick up the new tense through the following pair practices.