**Things to Notice**

**Learner/ Engagement**

Motivated/bored?

Enthusiastic?

Group work? Pair work?

Talk encouraged?

Teacher centered? Student 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?

**Materials**

Paper?

Board & markers?

Interesting realia?

Visuals?

Posters?

Technology?

**Teaching**

Error correction?

Feedback?

Enthusiastic?

Quality of student teacher relationship?

Gestures?

Voice?

Pacing of lesson?

**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?

Closing review

**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?

**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 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:** Sally Khalil
* **Class: Methods/Linguistics/ Technologies/ Culture**
* **Date:** 5/13/2024
* **In- person or online (include URL if online):** In-person
* **Class subject observed:** ESL Grammar
* **Class level:** 5th grade
* **Teacher’s name:** Layal Noureddine
* **Amount of time in observation:** 45 minutes

**General Notes While Observing**

**General**

**Take *notes* during your observation. WRITE YOUR NOTES HERE**

**Use the *Things to Notice* sheet for guidance.**

Pay particular attention to:

* **Learner Engagement:** The students were motivated and enthusiastic.
* No pair or group work
* **Monitor & Assessment:** The teacher frequently did comprehension checks.
* The formal and informal assessments were done through a variety of exercises.
* **Strategies:** The teacher repeated words, and her directions for the exercises were clear.
* She modeled and clarified new concepts.
* **High-Quality Lesson:** The lesson phases were evident, and the teacher started with direct instruction.
* The transitions between different activities were smooth and fun.
* **Teaching:** The teacher made sure to correct any mistakes.
* She gave feedback. The student-teacher relationship is positive and friendly.
* **Materials:**
* Smartboard, PowerPoint, and digital gaming (Kahoot!)
* **Classroom Management:** Whole classroom work. It was a low-stress environment where conversation was encouraged.

**Essay Response**

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

***Learning Strategies***

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 from my observation how grammar can be taught in a fun and creative way. The teacher’s lesson was well-prepared, and she clearly did a lot of work to ensure the students understood the lesson while having fun. She started her lesson with direct instruction, defining the adverb and its usage. I thought teaching adverbs of manner, place, and time together would be overwhelming. The teacher, however, handled all three cleverly, which was particularly useful to me. The learning goals and objectives were not explicit, but the teacher explained the function of adverbs as the lesson progressed. Unfortunately, there was no hook as she immediately began the lesson. She reminded them, however, of their question about the meaning of “gently” and explained that -ly is the adverb of the adjective “gentle.”

There was a transition between several different activities and assessments, mostly games like Kahoot! The students were eager to learn and paid close attention to the new lesson. Recent research about integrating online game-based learning in an ESL classroom in Malaysia concluded, "Game-based learning enabled students to communicate with their instructor in ways they would not have done otherwise and that it increased their classroom comfort level.” The research also pointed out that game-based learning “positively affect the acquisition and adaptation of complex skills… [It] also enabled students to learn collaboratively with their peers, which led to their engagement in the classroom.”[[1]](#footnote-1)

Another study published on the US Department of Education page tested the students’ perceptions of implementing online game-based learning using Kahoot! It showed that “the students believe that the active learning approach through Kahoot! can attract/engage many students to participate in teaching and learning sessions” (157). The study also explained that “good interaction and communication between friends is [sic] a driving factor for encouraging student engagement in active learning when using Kahoot!” (158)[[2]](#footnote-2). I noticed in my observation the students' immediate participation and eagerness to answer Kahoot! quizzes correctly, which establishes that using digital games in the classroom boosts engagement, active learning, and social interaction.

1. **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 have learned how to teach adverbs creatively and interactively. I am grateful that the teacher shared the design of the interactive games on her PowerPoint. The two strategies that were evident in this observation were the teacher’s frequent checking of the student’s understanding and the repetition of words and instructions. The teacher would constantly check if the students followed the lesson before transitioning and would correct any mistakes. There were several teacher-directed practices, which were followed by student-involved modeling. For example, the teacher read a passage and asked them to identify the adverbs, explaining which type of adverbs were; then, the students would have to find the rest of the adverbs by themselves and tell which adverbs they were. The instruction was brief, especially for a new and lengthy grammar lesson, but the teacher relied more on her prepared assessments. The students understood better as the activities went along. They were enthusiastic because the lesson had plenty of fun interactive games. One of the games was acting out the verbs with the adverbs as she quickly read them out. Utilization of movement during lessons is always encouraged by the school in which I visited. Group work, however, did not take place. The students needed time to work independently without the teacher’s guidance, but not much time was left.

***Connecting to TESOL Classwork***

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

What I liked about this particular class was how the teacher kept her students engaged the entire time. The students faced the smartboard, which displayed a PowerPoint presentation of the lesson with animated characters and sounds. Conversation was always encouraged, and the students were not shy to ask questions about the lesson or new vocabulary. The transition between the activities was smooth. The students were sitting at first but had to move around the class to act out verbs with different adverbs as the teacher read them. It was a little cold in the classroom, which caused some discomfort as the air conditioner's temperature kept increasing, but it was beyond the teacher’s control. It was a low-stress environment, and everyone was motivated in this class.

1. **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)**

All the assessments were informal, testing the students’ comprehension and performance. Because the direct instruction was brief, the students were initially confused. As the teacher provided a variety of exercises, the students gradually understood the lesson. The exercises included finding the adverbs in sentences, adding adverbs to sentences and writing them on the whiteboard, reading a passage then putting hands on their heads upon hearing any adverb, and filling in the missing space. Moreover, the teacher frequently checked for understanding throughout the lesson to identify areas where students needed additional support so that she could skip or adjust the exercises accordingly. Nothing was stressful.

***Things to Remember***

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

My observation was in an Islamic school. Arab students are predominantly visual, so the teacher targeted this visual intelligence using PowerPoint and the interactive Smartboard. I was impressed by how well-prepared and organized the teacher was and how she integrated technology to facilitate the lesson. She kept the students engaged for the whole 45 minutes by including several exercises and digital ESL games. I also liked the departure from the traditional teacher-centered approach by involving the students actively in the learning process. In her PowerPoint, she provided students with language they could easily understand, which also slightly challenged them to expand their knowledge by learning new vocabulary. All this knowledge learning was in a fun and stress-free environment. The students were motivated and followed the instructions attentively.

***Current Classwork- Technology***

1. **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)

The teacher successfully created a dynamic learning environment by integrating technology into the grammar lesson. She used the interactive smartboard to display her PowerPoint presentation, games, and activities to be projected in the classroom, facilitating whole-class participation. The interactive presentation was space-themed, with animated aliens and shuttles. Whenever the students answered questions correctly, an animated rocket was launched. Kahoot! is a fantastic, fast-paced practice tool that was additionally used to liven up the classroom and boost student engagement. The teacher had done an excellent job of including all types of activities. If time allows, I would have added a song I often used with adverbs. I would ask the students to fill in the missing gaps with adverbs they hear from *the Logical Song* by Supertramp or *Here, There, and Everywhere* by the Beatles.

References

International Journal of Academic Research in Progressive Education and Development. (2022, March 28). *An Integration of Game-based Learning in a Classroom: An Overview (2016 - 2021)*. Human Resource Management Academic Research Society (www.hrmars.com). <https://hrmars.com/papers_submitted/12347/an-integration-of-game-based-learning-in-a-classroom-an-overview-2016-2021.pdf>

Journal of Turkish Science Education. (2021). *Online Game-based Learning Using Kahoot! to Enhance Pre-University Students’ Active Learning*. US Department of Education. <https://files.eric.ed.gov/fulltext/EJ1303748.pdf>

1. P. 1217 International Journal of Academic Research in Progressive Education and Development [↑](#footnote-ref-1)
2. P. 157-158 Journal of Turkish Science Education [↑](#footnote-ref-2)