

## Classroom Observation – Methods

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### 1) What did you learn from this observation?

Since I embarked on this TESOL, I have been mindful of the fact that I am not particularly tech savvy and was wary that it would negatively impact my potential effectiveness in the modern classroom. The instructor I observed was incredibly impactful without the use of any technology beyond the printed page. I learned not to be intimidated by my lack of familiarity with technology in a classroom setting and its potential impact in teaching students. I also learned that the natural approach is effective when used with learners of varying degrees of fluency/command of the language.

### 2) What have you learned from this observation that relates to your current TESOL class?

I learned the power of motivation. The instructor was positive, passionate and able to engage students without depending upon technology or props. She set out clear expectations from the onset and made learning interactive in a way that engaged the students and enabled them to relate the lessons to their lived experiences. She tapped into common learning styles of the majority of the students in the room. Beyond the initial brief introductions, she let learners be silent and let them know that they were free to speak, or not, based on when they were ready to speak. She employed techniques from the natural approach and desugesopedia..

### 3) Discuss in detail the classroom management of this particular session?

The room was bright, open and comfortable. The seating was arranged in sections that formed a wide circle. The sections easily facilitated breakout groups with minimal disruption. The teacher did most of the talking initially but invited the students to engage as much as they were willing or able to do so. Conversation was encouraged in groups as well as with the room at large.

### 4) Were there informal assessments during this lesson that proved understanding and clarity on the part of the student?

There was a roundtable participation where the students were asked to answer a series of questions by way of a brief introduction. This checked the learners' understanding of the assignment and also provided an opportunity for the instructor to get to know the learner, which is the first principle of the six principles of exemplary teaching to English learners.

### 5) Is there something from the observation that really stands out?

The thing that stood out to me the most was the enthusiasm that the instructor brought to the room and the effect it had on the students' interest and buy-in. The instructor was engaged and engaging. The result was that the students were open and invested. For instance, two of the learners who have

attended my class for a year were present at this session. One of the students has always been a bit of a mystery with me. She speaks in class but does not say much about herself. When introducing herself 20 minutes into the observed class, she shared that she has two children, two grandchildren and is writing her memoir, none of which she ever shared with me or my class. I credit this to the teacher's ability to connect with the students on a deeper level.

Another strong point I observed was that the instructor came prepared with handouts which laid out the purpose of the class and what she expected to achieve. Her general demeanor projected a command of the class while simultaneously putting everyone at ease.

6) What teach methods did the teacher use?

The teacher integrated multiple teaching methods, but the most prominent was the KWL (what I know, what I would like to know and what I learned). After introducing herself, discussing the objectives and putting the class at ease, she went around the room and asked the students what they knew about public speaking, if they had done it before and what they hoped to learn in the session. The other method she used in part was the natural method.