

Observation Log and Discussion Questions.

Observation Log:

Date: 12/1/24 Time Spent: 10 minutes

Observation Notes:

The teacher had clear objectives and methods by which she intended to achieve the objectives. She recognized potential challenges (like students not being sufficiently engaged) and introduced a solution (a reward to the winning team) that enabled her to overcome the obstacle and keep her plan on course.

She was able to engage the students and get them invested in applying what they learned in order to win the game.

She confirmed their comprehension by asking them to use the words in a sentence.

Classroom level observed: Adults

TEFL Like a Pro: Teaching English Grammar with Board Games

Question 1: What did you learn about culturally relevant teaching from this observation? I learned how to draw from funds of knowledge to engage students challenging activities in a way that is fun while demonstrating learning.

Question 2: What have you learned from this observation that relates to your current TESOL class? This observation was packed with application of fund of knowledge in learning. The game, the team concept and the reward promoted a sense of value and joy of learning. It helped motivate the students while keeping the focus on their strengths.

Question 3: Discuss learner engagement for this lesson. The learner engagement was top tier. The students seemed knowledgeable with a command of the language and the concepts discussed. They were confident in the material and comfortable in the classroom setting. I would be interested in knowing how long the teacher had worked with this group and seeing the methods she used over the course of the class to build trust and engagement.

Question 4: Were there informal assessments (checking for understanding) during this lesson that prove clarity and understanding on the part of the students? The teacher informally assessed student understanding by asking them to use some of the new words in sentences. The students were generally successfully applying the new words. This exercise did bring up that some students improperly omitted the article (the "a"). As in, "My car is more expensive that BMW". The teacher corrected the omissions. I think I would have used that as a teachable moment and discussed when to use the article and why. Given that at least two of the three to four students who spoke made the same mistake, this appears to be a grammatical concept that may require further clarification. Also, I think it would have been helpful to have students summarize why some words require "more" while the suffix "er" is sufficient in other cases.

Question 5: Is there something from this observation that really stands out? I liked the way the teacher clearly stated her objective, told us how she was going to achieve her objective, acknowledged a potential obstacle, identified a solution and enacted her plan. The teacher was effective, efficient and maintained control of her classroom.

Question 6: Based on the classroom environments, did you find the space designed to be inclusive of all learners (race, cultures, special needs, genders, religion, etc.)? In other words, is it a culturally relevant environment? The set-up of the lesson was not inclusive. Firstly, the writing on the board was very high and was hard for the shorter students to reach and would have been completely out of reach for someone in a wheelchair. The fact that it was set-up as a race in a small space was also not inclusive. Someone in a wheelchair or with other mobility issues would have found the space difficult to navigate. This would have put them at a disadvantage for reasons unrelated to the learning materials.