

Taryn Strayer

Sept 21/22 observation #1

Hours: 2

ESAL 0350

How the teacher facilitates learning:

- Asked what the students remembered from their last lesson (watched a video about homelessness)
- Went over the plan for the day and asked if they all saw the schedule
- Used a game to review material (find someone who.) before the lesson
- Explains meanings thoroughly
- Humor
- Music
- Keeps a common theme through the course/coursework (global issues)
- Group work
- Changing the power dynamic and giving students options on topics within the class theme

How did they assess learning:

- By asking if they understood what they are meant to do/ what was said
- Participating in the games
- Asking if students aren't sure about certain words and asking peers to help if they can
- Asking the students/groups their opinion on global issues after discussing it in their groups

Challenges/obstacles:

- Teacher introduced me to class and some students found it difficult to fully understand what was being said but he asked the class if they understood what was said.
- Fairly large class size so it is harder to be able to assess all the students at certain times (during group work etc.

Take aways (will you use their methods or avoid?):

I liked that the teacher was open and clear, so the class knew what was expected of them, ill certainly have to work on my own clear instruction. I liked that there was a lot of group and partner

work and that there was a theme to the class so students had a frame of mind to work/think in. not sure if there's much that I dislike or wont use myself.

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Sept 22/22 Observation #2

Hours: 2

ESAL 0180/0280

How the teacher facilitates learning:

- Asking students to "remind" him about the assigned homework and review of pervious week at beginning of class to get memory going
- Using textbook and having it on projection screen to go over sentence structure with class more thoroughly
- Partner work
- Games
- Going over answers with class

How did they assess learning:

- Asking class specific questions (is this word a verb? What kind? Etc.) and seeing who answers
- Students Writing answers on the board
- Listening to students' pronunciation and correcting if needed as well as listen and repeat exercises
- Checking answers to workbook exercises by asking students to share answers

Challenges/obstacles:

- Class was smaller making partner work less variable (students often worked with the same group/ partners which doesn't allow for students to gain more opinions/ideas/etc)
- Students were varied on ability, so some struggled more than others

Take aways (will you use their methods or avoid?):

I loved the auction game the class played and the fact that if they had "bought" incorrect sentences they could gain points by fixing them. I maybe would offer incentive for the winners however it seemed like that class didn't need it so maybe it would be something for a class that is less engaged or

something like that. I want to incorporate games such as this in my own teaching. I also like the structure of doing some review quickly at beginning of class then getting all the heavy stuff out of the way for the first hour then do something fun for the next hour thought its still good to do smaller activities during the lessons as well. Unsure if I disliked anything.

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Sept 26/22 observation #3

ESAL 0170/0270

Hours: 2

How the teacher facilitates learning:

- Group work discussing ideas about a short story.
- Asking students what will happen next in the story and why to help understand that story
- Time limit activity based off first impression (scanning/skimmming)
- Asking students to create questions and work with partners to answer them (WH questions)
- Review work
- Personal stories
- Describing the reasons as to why they are doing the activities (how it helps the students learn English)

How did they assess learning:

- Join in on group work

Challenges/obstacles:

- There were a few students that openly voiced their troubles with learning English, so the abilities of the students varied greatly

- Some students did not understand what was being asked of them (from group work to reading stories) and a few used their phones quite a bit.

Take aways (will you use their methods or avoid?):

I liked the activity of skimming over a short story and then asking them to come up with a summary of what they were able to see briefly and the fact they the teacher explained to the students why he was making them do the activity (to flip their thoughts over to English not just their speaking). I will probably adapt this activity at some point, and I do like letting the students know why they are doing something as knowing why I doing something helps me to understand it better. The lesson itself was a lot of information being put in the student's path and I think the amount of things confused some of them so I certainly want to streamline it a bit instead of using so many different stories all at once, focus on one or two.

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Sept 27/22 observation #4

Hours: 1

ESAL 0470

How the teacher facilitates learning:

- Students worked through a worksheet
- Teacher put on instrumental music as they worked
- Teacher was available to help students if needed

How did they assess learning:

- Students started their day with a test
- Walking around to see who needs extra help

Take aways (will you use their methods or avoid?):

I do like the fact there was soft music playing as students did work and it wasn't with words, so the music was less distracting that way however I would've chosen a different song myself as it was too repetitive, but it didn't seem to hinder the students work. I will also probably use music as a soft background filler if its okay with students. The class was heavy with information so it required a lot of seat work but I did like that they could do their work in pairs/groups. That is something I've been trying to incorporate more into my lessons.