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Things to Notice

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?

Learner/ Engagement

Motivated/bored?
Enthusiastic?
Group work? Pair work?
Talk encouraged?

Teaching

Error correction?
Feedback?
Enthusiastic?
Quality of student teacher relationship?
Gestures?
Voice?

Strategies

Modeling?
Clarifying?
Repetition of words?
Clear directions?
Scaffolding?
Building background?
Making real life connections?

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?

Materials

Paper?
Board & markers?
Interesting realia?
Visuals?
Posters?

Classroom Management

Pair work & group work vs. whole class work?
Furniture arrangement & use of walls/space?
Student centered? Or, teacher

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Classroom Observation

Observation 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: **Maria Kang** Date: **April 17, 2026**

Class: Methods/Linguistics/ Technologies/ Culture

In- person (Include the sign off sheet if in-person)

➢ Class subject observed: **English Literature Foundations Course**

➢ Class level: **High School Elective for 9th to 12th grade**

➢ Teacher's name: **Gina Yoo (Korean International School)**

➢ Amount of time in observation: **1 hour and 20 minutes**

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Classroom Observation

General Notes While Observing

Take *notes* during your observation. WRITE YOUR NOTES HERE ↓ Use the *Things to Notice* sheet for guidance.

- Learner Engagement:

NOTES: **There was high level of engagement as the teacher utilized individual, group, and class activities.**

- Monitor & Assessment: **There was continual assessment to check students' comprehension and follow up questions to confirm their understanding.**

- Strategies: T**eacher utilized the whiteboard to project material and instructions from her laptop. She provided clear directions on the board and went over them verbally to make sure everyone was on the same page.**

- High Quality Lesson: T**he lesson plan was very clear because she had a breakdown of class activities and how much time would be spent on each activity on the whiteboard. She also explained why they were doing the activities and how they correlated to each other. In addition, she explained what would be graded and the rubric for grading.**

- Teaching: T**he teacher was respectful to the students and they reciprocated the same. Since they were high school students, they were focused and mature.**

- Materials: **The students worked on a poster with markers, scissors & glue to paste print outs. They were also given a handout that corresponded to the Little Prince audio book.**

- Classroom Management: **There was a combination of individual, group, and class work. The teacher was effective in transitioning between the activities with clear instructions and explanation of what the students were expected to do.**

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Classroom Observation

Essay Response

Answer the questions below in essay form. This paper must be typed. Type below each question. Pay particular detail to the question AND the word count in EACH section.

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)

   In the Essential Skills' November 19, 2024 article, "How to Incorporate Technology into ESL Lessons for Better Results," one of the benefits of utilizing interactive software, online games, and multimedia content is the enhancement of student engagement. During my observation, I saw first hand how effective use of online game was in teaching root words. Most importantly, I saw how the students were at ease and clearly in their "comfort zone" when the teacher utilized different technological tools. While these tools were nothing new to the students, I was in awe at the vibrant visuals and how well the app programs were seamlessly incorporated into the lesson. For example, the teacher utilized a quiz app to introduce root words. They went over 10 root words and the app showed how different prefix and suffix alter the root word to make different words. The teacher further engaged the students by using candy as an incentive for student with the most correct answers.

2. **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)

   According to Study International, an average person spends around 3 hours and 15 minutes per day on their phone and there are over 8.09 million apps for improving life, learning, and entertainment (" 9 Best Apps for Students That'll Make Life and Learning So Much

Easier" Ashreena Kaur, Feb. 5, 2026). While I knew this to be true, I was highly reluctant to incorporate technology into my teaching practices. However, having observed this class, I realize how outdated my lessons are and the need for change. For example, I can utilize Quizlet to customize questions to review concepts and terms from the previous class.

In the class I observed, the teacher utilized a quiz app to introduce root words and explore how different prefix and suffix can make different words. It would have been worthwhile for the teacher to review some root words from previous class or have the students create words on their own. Since this is an important component of the SAT in addition to English literature, I think the teacher could have spent a little more time on this part of the class.

The teacher also utilized the audio book of the Little Prince and had the students follow along with the print out corresponding to the audio book. She stopped the track periodically to ask questions, which I thought was counterproductive. The students should first be given time to read so they can develop their own thoughts and images. By utilizing the audio book with intermittent pauses for questioning, the students could not immerse themselves in the book. I believe reading should stay analogue and technological tools support the after reading activity.

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

The teacher had a good rapport with the students. Being this was an elective course, the twelve students chose to be there which I believe made a big difference. There was mutual respect between the teacher and the students and the teacher did not have to raise her voice or repeat herself twice. While the students were working on the group poster activity for twenty minutes, the teacher played soft jazz in the background, which created a relaxing atmosphere. Since the school has a "no phone during class" policy, the teacher allowed them to take their phone out once to take a picture of the group poster. While the use of laptop is permitted, the teacher recommended they put it away during the audio book listening activity so they can follow along and annotate on the print out.

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)

When conducting the root word activity, there was one student who insisted on getting half a point for his near correct answers. To be fair to the other students, the teacher politely and tactfully declined the request with a pleasant tone and a smile. While listening to the audio book for the Little Prince, the teacher paused the track intermittently to ask comprehension and theoretical questions. I thought

this was distracting because the students could not immerse themselves in the book. If I was teaching this class, I would have the students read a chapter on their own first and subsequently discuss the chapter terms and concepts.

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

   From the root word exercise to the author's biography poster, the activities led up to the new book they were starting. The teacher's careful planning was highly noticeable and admirable. Since the students took a picture of their group poster to include it in their digital book log, I assumed they were finished with the poster. However, they didn't present their poster which I thought was odd. It may be that the students will present their digital book log to include the poster when the class is finished reading the book. Personally, I think it is more effective to have the groups present the author's life timeline poster prior to begin reading the book. That way, they can start thinking about the book and get excited to start the reading.

Current Classwork- Technology

6. **What if any technology did this instructor use in this lesson? What technology would YOU use to enhance this lesson? Draw upon class materials, discussions and readings. Describe in detail one or more technology resources you could use to teach this lesson. Explain the technology in detail and how you would use it in this class.** (150- 250 words)

   Using Quizlet to introduce root terms was an eye opener for me and I am excited to incorporate it into my legal and business term section of my course. I also found the digital book log interesting. For the Little Prince, the teacher first had the students research the author and as a group, create a timeline poster of the author's life. The purpose of this project was to get the students familiar with the author and see how his life was incorporated into the book. I would like to utilize this method and have my students create a digital learning log so my lessons are relevant and related to my corporate students' learning goals. Also from the readings, I agree that using language learning apps are helpful and I am going to research one that my students can use free of charge. I have experience with Duolingo but I find its constant reminders and advertisements to be quite burdensome. Mondly was among the list of language learning apps in the Study International article so I am going to try it out to see if I can incorporate this into my lessons.