Observation Report

**The recommended observation time is 25 – 50 minutes

Name: **Maria Kang**

Class: **Method of TESOL**

Date: **August 9, 2026 (Observation date: April 23, 2026)**

In- person or online: **In person**

Class subject observed: **Law**

Class level: **Advanced**

Teacher's name: **SPEP Ronnie Yoo**

URL if online:

Amount of time in observation: **120 minutes**

General Notes While Observing

Please use the *Things to Notice* sheet for guidance during observations

TAKE NOTES HERE: Pay particular attention to:

- **Learner Engagement:** Four attorneys were present and three had advanced English skills and one was below average. One particular attorney engaged most and the rest seldomly spoke.
- **Assessment / Student Understanding:** The instructor spoke fairly quickly and it seemed as if only one of the attorneys had a clear understanding of the instructor.
- **Strategies:** The instructor modified his questions using simpler terms whenever there was lack of response from the class. He provided encouragement by using expressions such as, “exactly”, “great”, “precisely”, etc…
- **Lesson:** Review of case study from previous class and reading & discussion of the day’s chapter.
- **Teaching:** Q&A method was utilized; the instructor asked more questions rather than lecture.
- **Materials:** Legal Precedents course book and print out of the actual case.
- **Classroom Management:** The participants were Korean attorneys so there wasn’t any classroom management issue.

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

Learning Strategies

1. **What did you learn about teaching from this observation?**

   Include at least one in – text citation from the class readings or text to support your response. Is there something that was particularly useful in this lesson? Was there clear evidence of questioning and student understanding? Were the learning goals and objectives clearly reviewed and evident? Please give examples and specific details (150-300 words)

   The instructor spent most of his time and energy on Levels 1 and 2 of Blooms Taxonomy. He did a great job in reviewing the important legal principles from the case study in the previous class. For example, he distinguished the difference between negligence and strict liability and requirements for compensatory damages and emotional distress. In that day's lesson, he printed out the actual case for the students since the course book only contained a page long synopsis. I was impressed at how well the instructor knew the case because he had the participants skip to various sections of the case to identify the important legal principles. Unfortunately, the instructor did not identify the day's lesson goals or objectives. It was my understanding that the class I observed was the second class of the 12 week course. That being the case, he could have utilized the whiteboard / monitor to reinforce the course objectives and lesson plan.

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? (100- 200 words)

   This was a good opportunity to see how another instructor teaches the same course I teach. He also utilized the "silent way" of teaching by speaking less and encouraging the students to speak more. However, the instructor primarily focused on Levels 1 and 2 of Blooms Taxonomy whereas I spend more time on Levels 3, 4, and 5 because the objective of the course is to compare Korean and US law. I spend about 30% of class time to discuss the case study and make sure the participants understand the legal principles especially if there is a difference between Korean and US law. Then I spend the rest of time in engaging the students to apply, analyze, and evaluate the legal principles discussed to their work and experience.

Connecting to TESOL Classwork

3. **Discuss in detail the classroom management of this particular lesson.** (75-150 words)

   Since the participants were Korean attorneys, there wasn't any classroom management issue. The instructor and participants were very professional. It was great the academy provided beverages, sandwiches, and snacks for the participants since the class ran from 7pm to 9pm. It was a considerate accommodation since the attorneys were attending the class right after work. The instructor provided one 10 minute break in the middle of the 2 hour session. I was a little surprised that the instructor stayed out of the classroom the entire time while the participants stayed in the classroom. Usually break time is a good opportunity to chat with the participants.

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 would you add to these assessments if you were the teacher? (100-200 words)

   The instructor utilized the Q&A method throughout the class to assess the students' understanding of the case study. His pace was pretty fast so whenever there was a long period of silence in between his question and response from the students, he would rephrase the question using simpler terms. There was one particular participant that dominated the class because she spoke most. It was unfortunate that the instructor did not facilitate the other participants to speak more. Even if it's putting them on the spot, it's better to get them involved by asking very simple questions. There are participants, however, that request they not be called upon so I don't know if that was the case.

Things to Remember

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

   As I mentioned above, I also teach this Legal Precedents course so I was grateful for the opportunity to observe how another instructor teaches. I was envious that the English level of his participants was very advanced because it provides much freedom to compare the cases in depth and in greater detail. The level of my participants have been intermediate so there were limitations in term usage and how much information could be compared and contrasted. That is why I was very surprised this instructor did not take advantage of the participants' English level and evaluate the difference in legal principles and application between Korea and the US.

Current Classwork- Methods course

6. **What teaching methods did the teacher use? Were the methods student centered? What method would you use to enhance the lesson you observed. Give specific examples of the methods and the techniques you would use to improve this lesson.** (100- 250 words)

   The instructor used basic cognitive teaching method which was to recall and understand the facts, law, and disposition of the case studies. My teaching method, on the other hand, utilizes the multiple intelligence theory. I am a firm believer that enhancing English skills is not only textual but cultural. Even when dealing with legal or business terms and concepts, it is easier to understand and utilize them if they are relevant to the students' life. Case studies should not exist in a vacuum but rather be analyzed and evaluated by applying them to different facts and laws. That is why I include questions about how the US / EU case study result would differ if Korean law is applied and if such cases exist in Korea.