

TESOL Certificate Program UCLA Extension

'Things to Notice' Cultural Diversity in Schools EDUC-X 425.02

CLASSROOM ENVIRONMENT

Student-Centered?
Opportunities for relevant
conversation encouraged?
Low stress environment?
Culturally Relevant
Posters?

MATERIALS

Interesting realia?
Charts/Graphs/Visuals?
Culturally Relevant
Posters?
Adapted Technology?

LEARNER/ ENGAGEMENT

Are students motivated by the
relevance of the content?
Are they active participants?
Are they active listeners?

HIGH QUALITY LESSON

- Culturally relevant lesson?
Objectives & learning goals
obvious/ stated?
- Clear understandable
opening hook? Motivating
topic? Phases of lesson
evident? Direct instruction?
Scaffolding of ideas?
Transition between
activities?

TEACHING STRATEGIES, LESSON DELIVERY, AND ASSESSMENT

- Quality of student/teacher
relationship?
- Enthusiastic?
- Student Friendly and Inviting
Tone?
- All students are recognized?
- All students have a voice and
opportunity to respond?
- Modeling/Demonstrating?
- Scaffolding?
- Building background?
- Making real life connections?
- Checking for Understanding?
- Culturally Relevant
Assessments (not biased)?

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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 in-person observation will be done in EACH core class
- One of the 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:** Earle Oda

➤ **Class:** Cultural Diversity in Schools EDUC-X 425.02

➤ **Date:** May 17, 2025

➤ **In- person or online (include URL if online):** Online
Teaching English to Adults (CELTA Training)
<https://youtu.be/I2ueisaLUi8?si=EVZJ7wSgga-0XKNY>

➤ **Class subject observed:** Lesson on Grammar, Reading, Speaking

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Classroom Observation

➤ **Class level:** Elementary Group

➤ **Teacher's name:** Evgenii Permiakov

➤ **Amount of time in observation:** 6:18

General Notes While Observing

Take *notes* during your observation.

Use the *Things to Notice* sheet for guidance.

Pay particular attention to:

- **Learner Engagement:**

- Are students motivated by the relevance of the content?
- Are they active participants? Yes, the students actively participated.
- Are they active listeners? Yes, they were active listeners

- **High Quality Lesson:**

- Culturally relevant lesson? Objectives & learning goals obvious/ stated?
- Clear understandable opening hook? Motivating topic? Phases of lesson evident? Direct instruction? Scaffolding of ideas? Transition between activities?

- **Teaching Strategies and Lesson Delivery:**

- Quality of student/teacher relationship?
- Enthusiastic?
- Student Friendly and Inviting Tone?
- All students are recognized?
- All students have a voice and opportunity to respond?

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Classroom Observation

- Modeling/Demonstrating?
- Scaffolding?
- Building background?
- Making real life connections?
- Checking for Understanding?
- Culturally Relevant Assessments (not biased)?

- **Materials:**

- Interesting realia?
- Charts/Graphs/Visuals?
- Culturally Relevant Posters?
- Adapted Technology?

- **Classroom Environment:**

- Student-Centered?
- Opportunities for relevant conversation encouraged?
- Low stress environment?
- Culturally Relevant Posters?

General Notes

Elementary Group – Lesson on Grammar, Reading, Speaking

Uses pictures, music

Good hand gestures

Speaks clearly (not sure if accent)

Incorporates music

Exit cards

Did it together first

Physical movement

Play a game

Friendly competition

Not much classroom decoration

Essay Response

Answer the questions below.

Learning Strategies

1. **What did you learn about culturally relevant 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?**

I think there were positives and negatives about this lesson. He divided the group into pairs. He had them collaborate on answers. He used scaffolding by doing one assignment first as a group. He did a little modeling/demonstrating with the cards. He was generally student friendly. For whatever reason, the students seemed motivated and engaged. They rushed to earn more cards. He did check for understanding and used pictures. Learner engagement was high.

However, I think there were several things that could enhance his lesson. The classroom walls were fairly bare. The class seemed to be quite diverse. One of the teachers in one of the pre-observation videos spoke about using cultural diversity to her advantage. I think this teacher could have done so. Maybe he could have selected ethnically different music and ask the students to guess what country it came from. Although the teacher was generally student friendly, maybe he could be more enthusiastic. He didn't have a smile in his voice or on his face. I think he could have engaged with the students more. He seemed distant and monotone. He could be more inviting. He could have made his instruction more accommodating to the culturally diverse backgrounds of his students (Howard, 2016, pp. 135-136). Cultural relevance seemed to be lacking and learning goals did not seem to be clear.

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?**

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Classroom Observation

I liked the way the teacher used creative approaches to present the lesson – games, music, pictures. I think these varied activities helped to keep them motivated. I also liked the way he combined music and pictures in his grammar exercise. He constantly checked with the class for understanding.

Otherwise, I struggled to see what other strategies were evident. It was clearer to see what strategies could have been used to make it a higher quality lesson. With his diverse group of students, he could have tapped on their rich Funds of Knowledge through a variety of activities to deliver his lesson. To contrast with his direct instructional style, he could have created a lower stress environment with culturally relevant posters or other graphics. I think he could do better to build connections between himself and his students and also between the students themselves through little interactions and recognition.

Connecting to TESOL Classwork

3. Discuss the learner engagement for this lesson.

As noted above, learner engagement seemed high. Although he could have been more enthusiastic, I thought he was passionate about teaching his students. He kept the lesson moving at a nice pace. He even gave them a time limit to complete one exercise. I think these things helped the learners to be engaged. Maybe he could have made his lesson more student-centered and built in opportunities for the students to have more of a voice. He did check for understanding often but most of the instruction was one-way and instructor-led. An interesting hook would have added to the quality of the grammar activity.

4. Were there informal assessments (checking for understanding) 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?

Yes, he constantly checked for understanding with low-stress questions but these informal assessments were quick and addressed the group as a whole. Maybe he could have used other types of assessments (exit cards, class discussions) and/or asking probing questions of individual students. Some students of certain cultures might be shy about asking questions in a group setting. Why do you like Michael Jackson? Why was he so popular?

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Classroom Observation

Things to Remember

5. Is there something from this observation that really stands out? With your example/s, justify your reasoning.

By seeing the diversity of his students, the reason for the emphasis on culturally responsive teaching became clearer. The sheer nature of an ESL class brings together students of diverse backgrounds, similar to the cultural diversity of the people in this country. This is what struck me. I now see the relevance, effectiveness, and potential of multicultural learning. I think this teacher could have been more culturally responsive. There could have been many more stories added to his content. The teacher, himself, could have shared and incorporated elements of his own culture. English seemed to be a second language for him. Doing so might help him build relationships with his students and become their ally.

Current Classwork

6. Based on the classroom environment, did you find the space to be designed to be inclusive of all learners (race cultures, special needs, genders, religions, SES, etc)? In other words, is it a culturally relevant environment? Explain.

During the short video clip, I don't think we could see the entire classroom. However, it was clear that not much effort was placed in utilizing his space to make the classroom environment inviting or culturally relevant. Decorating the walls with multicultural images would definitely affirm and recognize the students' different cultural backgrounds, foster collaboration and social interaction, and lend itself to culturally responsive strategies and activities.

REFERENCES

Howard, Gary R. 2016. *The 7 Principles of Culturally Responsive Teaching*. <https://www.youtube.com/watch?v=IptefRjN4DY>