

## Terra Minolli Classroom Observation

### Feedback from Rosa Brambila

**Context:** ESL Adult Conversation Class at Pacific Grove Adult Center

**Requested Feedback:** Giving Directions, Task Complexity, STT v. TTT

Terra did a great job building rapport with her students even before class started. She was prepared for class, so she had time to chat with students. It was clearly visible that her students liked her.

#### Intro

- Consider posting or stating your goals for the lesson.
- When asking questions, be wary of asking Wh-questions without stating what type of response you are looking for (You ask, *What does this mean?* Some Ss might not know what you want to know—a definition etc.)
- As you identify different parts (sink, faucet), consider writing the word instead of just stating the parts
- Good interaction with students and back and forth comprehension checks
- In regards to TTT, appropriate in this context/point in the lesson

#### Pair Activity (conversation)

- Nice job giving explicit instruction: *Just talking, not writing*
- Might add to presentation if you bring in realia to clarify what you meant by glasses, ounces etc. Spent a little too much time trying to clarify this aspect...
- Nice idea to sentences on screen, walk around and listen in
- I like that you leaned in to listen—S realized you were interested
- Good idea to go back to images to clarify after questions
- Quite a few partners not interacting, maybe go ask questions to get them started or give them a specific task that produces results (e.g., *Summarize what your partner said...*)
- Good review of the activity

## Reading Activity

- Good idea giving a specific task: underline/highlight words
- Let students know the purpose of the task before you start the activity
- Not sure if your purpose was to stress reading. If yes, reading is an intensive activity: stretch out time you give students to interact with the text. If not, then this activity seemed a little difficult. Might have helped to bold the words you wanted them to search for before you start
- Some of the vocab seemed difficult, maybe include variety of images (semi-arid), also check for consistency. In one picture it's sink, in another basin.

## Jigsaw Activity

- Good directions, but need to model activity more
- 7 minutes to read, process, and come up with a response to write and share seemed short. Good job realizing they needing more time
- Need to treat this as a reading activity and use reading strategies to help them understand what they are reading—a few are unclear as to what you want
- Not a lot of talking going on in this activity, try providing questions for those that get stuck and don't know what to say

## Random thoughts

- There's value in discussing the purpose of the activity and outlining your plan. Also helps to review each activity before you move on to the next.
- Not sure the text was at the right reading level. Add pictures or verify using something like lextutor
- Get student buy-in, engagement by showing them why this topic is important
  - Maybe get feedback of student's own personal tips for conserving water