TESOL Certificate Program UCLA Extension

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?
R

Learner/ Engagement

Motivated/bored?
Enthusiastic?
Group work? Pair work?
Talk encouraged?
Teacher centered?
Student centered

Strategies

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

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?

Closing review

Teaching

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

Materials

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

Classroom Management

Pair work & group work vs. whole class work?
Furniture arrangement & use of walls/space?
Student centered? Or, teacher centered?
Transition between activities smooth?
Students move around class? Or, sit?
Conversation encouraged?
Physical comfort (temp., air, lights)?
Visual support on walls? Low/ High stress environment?

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Classroom Observation

Observation Report

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: Arturo Hernandez

Class: Technologies

Date: November 9, 2023

In-person or online (include URL if online): In-person observation

Class subject observed: Adult ESL

Class level: Beginning

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Classroom Observation

- **Teacher's name: Ms. Elaine Harris**

- **Amount of time in observation: 35 minutes**

General Notes While Observing

Take *notes* during your observation. WRITE YOUR NOTES HERE
Use the *Things to Notice* sheet for guidance.
Pay particular attention to:

- Learner Engagement:
  - The instructor was enthused about proper class introductions including the TESOL observer (Arturo)
  - The instructor delivered her instruction with motivation.
  - The instructor engaged in group discussion with students and paired students to work together.

- Monitor & Assessment:
  - The instructor frequently checked in with students to ensure they comprehended the activities focused on vocabulary.
  - The instructor took time to clearly explain the instructions for reading the activity in the textbook.
  - The instructor prompted students to ask questions and engage in-class instruction.

- Strategies:

- The instructor emphasized the importance of making real-life connections during activities and exercises.
- The instructor used the textbook to provide clear direction and model vocabulary activities.

- High-Quality Lesson:
  - The instructor used the classroom textbook to provide an overview of learning objectives and goals.
  - The instructor used the technology provided in the textbook using audio apps for pronunciation exercises with students.
  - The instructor used the classroom textbook which contained the lesson play for the day.

- Teaching:
  - The instructor displayed a strong quality of student-teacher relationships. Her pedagogy teaching style allowed her to keep students actively engaged during instruction and classroom activities.
  - The instructor's enthusiasm for teaching is impressive. She displayed humorous gestures and comfort in her class deliverable. Students seemed relaxed and eager to learn with her.
  - The instructor recognized the diversity of students attending her class. She accommodated her style of class instruction in a way that allowed students from Mexico, Africa, and Ukraine to participate equally during vocabulary lessons. She took time to check in on students frequently to ensure they understood the material being taught.

- Materials:
  - The instructor utilized a computer-based audio teaching tool provided by the textbook being used in the classroom.
  - The instructor did not use any realia, posters, or paper.

- The instructor used the textbook, "*FUTURE: English for Work, Life, and Academic Success*" 2nd edition.
- The instructor used the above-mentioned textbook to assist in the vocabulary, conversation, and grammar exercises.

- Classroom Management:
  - The instructor did not arrange the furniture in any particular way.
  - The instructor did not use wall space to display posters, visuals, etc.
  - The instructor used a computer-based audio teaching tool provided by the assigned textbook.
  - The instructor encouraged students to engage in conversation during class time exercises.
  - The instructor paired students to work on vocabulary, conversation and grammar.

Essay Response

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

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 article, "18 EdTech Stats about the Current State of Technology in Education," Bate (2016) mentions that teachers welcome education technology (ed-tech) and suggest that it is impossible to run a modern classroom without it…, on the flip side, other teachers think it's a distraction and a waste of time and money. Data is given stating that 96% of teachers think EdTech increases student engagement in learning and 92% of teachers would like to use even more EdTech in the classroom. In this observation, I learned that technology can be used to increase student learning in the classroom. I observed the instructor using an App provided by the textbook as a way to teach lessons in vocabulary, conversation, and grammar. There was clear evidence of a high-quality lesson being taught in the classroom. This was evident by the student's high level of participation in group discussion and engagement in exercises. The learning goals and objectives were clearly explained at the beginning of the class. Students were attentive and followed instructions.

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)

I learned that integrating technology in the classroom can enhance student learning by providing interactive tools, access to multiple online resources, and fostering what I refer to as "positive dynamics" in the classroom. This phrase came to mind when I observed the instructor's demeanor during instruction. I can describe her pedagogy as magnetic and inclusive. Positive dynamics arise when a teacher's level of instruction exhibits a constant bond or connection that is trustworthy with students. A connection that results in student-driven teaching and interactions, the establishment of trust and rapport, and the behaviors and emotions of everyone in the classroom align with established goals and objectives. In the observation, I witnessed a dynamic instructor provide positive reinforcement to students during the entire class time resulting in motivational learning. I was impressed and determined to start my journey as a TESOL-certified instructor.
One strategy used by the instructor in the classroom was open-ended questions. It provided opportunities for students to become engaged and forthright when responding to questions. A second strategy used by the instructor was the use of the audio provided by the textbook. Using the TED app could improve student understanding related to the importance of learning English. Using technology does cater to diverse learning styles which makes education more engaging and effective.

Connecting to TESOL Classwork

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

The instructor incorporated diversity in the management of the classroom. This was accomplished by creating an inclusive environment during the implementation of the lesson plan, while students interacted with the teacher and each other. For example, it was evident that the instructor used her tone of voice to engage students, body language to show confidence, and cultural sensitivity to make sure students felt valued and respected during group discussions. She paired students during activities ensuring she was culturally responsive understanding that students from Mexico, Africa, and Ukraine were in attendance. The instructor asked me to introduce myself in front of the class and she also instructed each student to introduce themselves to me. This truly served as the ideal icebreaker for everyone. It was also evident that it was a low-stress environment.

4. **Were there informal assessments during this lesson that proved 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)

   I did observe the instructor providing informal assessment during the lesson. For example, the instructor consistently gauged student participation and understanding throughout the delivery of instruction. When students practiced vocabulary and grammar in English the instructor guided them and focused on providing immediate feedback to increase understanding of key concepts. The instructor provided summative valuations during instruction as a way to explore and confirm what students had learned in the lesson plan. She circled back to each student to allow the opportunity for feedback and guidance. Using this technique, the instructor was able to determine if multiple students struggled with the same skills. The instructor was able to pace the lesson activities effectively because the class size of ten students allowed sufficient time for modeling and repetition. If I was teaching the class, I would add a photo-capture assessment. This is a fun and easy way to assess student learning. For example, students take photos of things that are related to what they are currently learning. Each student will be asked to comment on each photo based on their understanding of the subject matter.

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)

   The instructor utilized an activity-based learning program which included the use of a textbook, audio for vocabulary, and participatory exercises in which students worked in groups and in pairs. The instructor's teaching style was not just "chalk and talk." As mentioned earlier, it was evident that the instructor established a strong sense of trust and rapport with students which facilitated a smooth and effective learning environment. The instructor also encouraged self-confidence and perseverance in all students during the

implementation of the lessons. I noticed students did not shy away or hesitate to participate in every class activity and exercise. Students seemed determined and enthusiastic to learn English. It was an amazing experience to see students from Mexico, Africa, and Ukraine collectively supporting and inspiring each other to learn. This is an ideal class that I see myself thriving as a teacher.

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 and readings. Describe in detail one or more technology resources you could use to teach this lesson.** (100- 250 words)

The instructor used a textbook titled, "*FUTURE: English for Work, Life, and Academic Success,*" 2nd edition. The textbook utilizes an audio app to help with instruction on vocabulary, conversation, and grammar activities. Students are guided through a series of scenarios by an audio voice as they practice vocabulary words, conversational sentences, and grammar using repetition. I observed the instructor's dependency on the textbook for instruction and wondered if she primarily uses the textbook in every class session or uses other forms of technology to teach students. In my observation, it appeared she relies heavily on the textbook to facilitate instruction. Her delivery is dynamic. However, I would enhance the lesson by introducing Piktochart to students as a form of language teaching and learning. I would incorporate Piktochart into the classroom at an introductory level with training sessions to ensure students are able to utilize the technology accordingly. This is a great way for students to use technology and become creative in learning the English language. For example, through the use of Piktochart, students can create infographic projects to visually communicate information and ideas related to the subject at hand. Language learning activities can include labeling pictures or storytelling as seen through the lens of a student's life.