

TESOL Certificate Program UCLA Extension

Things to Notice

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?

MATERIALS

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

ASSESSMENT / STUDENT UNDERSTANDING

Comprehension check?
Clarity of presentation?
OK to ask questions?
Informal understanding
assessed? Higher order thinking
used? Assessments evident?
Formal or Informal assessment?
Ongoing assessments?

TEACHING

Error
correction?
Feedback?

Enthusiastic?
Quality of student
teacher
relationship?
Gestures?
Voice?
Pacing of lesson?

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

CLASSROOM MANAGEMENT

Pair work & group work vs. whole class work?
Furniture arrangement & use of walls/space?
Teacher does most of the talking? Or,
student centered?
Transition and pacing of lesson?
Students move around class?
Conversation encouraged?
Physical comfort (temp., air,
lights)?
Visual support on walls? Low/ High stress
environment?

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Classroom Observation



****The recommended observation time is 25 – 50 minutes**

Name: Arturo Hernandez

Class: Method of TESOL

Date: February 22, 2024

In-person or online: In-Person

Class subject observed: ESLN Adults Teaching English

Class level: Adults-Beginning Level

Teacher's name: Ms. Crystal Loudon

URL if online: N/A

Amount of time in observation: 40 minutes

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Classroom Observation

General Notes While Observing

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

Pay particular attention to:

- Learner Engagement:
 - ☐ Group and pair work with students during class time exercises/activities.
 - ☐ The teacher expressed positive reinforcement and enthusiasm throughout class instruction.
 - ☐ The teacher reinforced and encouraged student interactions and participation during class instruction.
 - ☐ Students demonstrated active listening during class instruction and classroom exercises.
- Assessment / Student Understanding:
 - ☐ The teacher demonstrated excellent teacher-student relationships verified by the level of student level of interaction and trusted participation.
 - ☐ Students demonstrated the ability to have a voice during class instruction.
 - ☐ The teacher modeled and used repetition during instruction.
 - ☐ The teacher used comprehensive checks during instruction by encouraging students to
- Strategies:
 - ☐ The teacher used clarifying methods during instruction by the use of repetition and asking students for input and feedback related to clarification.

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- ☐ The teacher constantly used repetition during classroom instruction by repeating vocabulary words slowly and allowing students to repeat.
- Lesson:
 - ☐ The teacher mastered class topics, lessons, and style of instruction which is evident by the high-level participation of students.
 - ☐ The teacher allowed sufficient time for questions, clarification, and explanation of exercises.
 - ☐ The teacher showed patience by providing students with positive reinforcement and feedback.
- Teaching:
 - ☐ The teacher provided clear instructions during exercises.
 - ☐ The teacher used visual aids to help guide class discussion and participation.
 - ☐ The teacher used vocabulary games for paired exercises.
- Materials:
 - ☐ The teacher effectively used boards, markers, and games during class instruction.
 - ☐ The teacher managed the materials effectively by using visual aids throughout the class instruction.
- Classroom Management:
 - ☐ The teacher effectively used whole-classroom participation during vocabulary exercises. It was effective as students actively and willingly participated and engaged in the exercise.
 - ☐ The teacher also implemented vocabulary exercises by pairing students.
 - ☐ The teacher encouraged student conversation and participation by providing positive reinforcement.

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

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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 particularly useful in this lesson? Was there clear evidence of questioning and student understanding? Were the learning goals and objectives reviewed and evident? Please give examples and specific details (150-300 words)

I learned that the style of pedagogy used by the teacher can make a significant difference in student learning. The class reading demonstrated ways how to motivate students. They include:

- *Be happy *Be passionate *Go the extra mile *Use pops *make learning interactive
- *Have clear expectations *Relate lessons to student's lives

It was evident that the instructor's classroom demeanor allowed her to establish trust and rapport with the students. Establishing trust and rapport with students was useful in the classroom. This allowed the teacher to genuinely check in on students for clarification and receive student feedback on their understanding of the subject content. For example, the teacher frequently assessed student understanding by asking if they needed further clarification and encouraged participation/feedback. The teacher effectively used vocabulary games by pairing students to work collaboratively with each other. The learning goals and objectives were driven by the use of an in-class textbook. The teacher used the textbook as a guide. However, she incorporated creative games for grammar and vocabulary. The students responded well to the class activities.

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)

The classroom observation provided an opportunity to view the application of strategies implemented for increased learning of English. The instructor, Ms. Lauden demonstrated trust and rapport among the students which elevated student participation during classroom conversation and grammar exercises/activities. For example, Ms. Lauden incorporated full immersion in language instruction. Instruction was not based on memorization but rather learned through conversation and participation. The instructor also used visual-spatial intelligence in the classroom. It was evident that due to the trust and good rapport the teacher established with students, the level of enthusiasm and participation was willfully exhibited. This style of pedagogy allowed for open and authentic conversation during instruction. I observed a high level of student participation during class instruction. Students worked well in pairs and small

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groups during class activities. Another strategy the instructor used was the Natural Approach or Direct Method of instruction. The use of language and communication in the classroom allowed students to feel comfortable during instruction. All students received instruction in English instead of their native language which allowed for open interaction in English. Students naturally, supported each other and helped each other when needed. The teacher allowed this type of interaction because as peers, students were demonstrating camaraderie and teamwork.

Connecting to TESOL Classwork

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

The instructor used the whole class to engage students during grammar lessons and practice pronunciation. Additionally, the instructor used group work to allow students to practice vocabulary. I noticed that students had a high level of enthusiasm during class time instruction and willfully participated in conversations with their peers and the teacher. It was evident that Ms. Louden style of teaching was student centered. She used visuals such as images and posters to engage students in English acquisition activities.

4. **Were there informal assessments during this lesson that improved 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 maintained excellent connections with students by using clarification and repetition during instruction. She frequently checked in with the entire class to ensure they understood classroom material and/or topic during talking points. This type of informal assessment allowed the teacher to identify students who needed additional attention and reinforcement. She was able to gain valuable insight by frequently asking questions and calling students by their first names. I was impressed by the level of student participation and their enthusiasm to learn English. It was evident that using a continuous system of informal assessment allowed students the ability to trust their space for learning and become actively engaged in classroom discussions.

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)

It was obvious the instructor had established a strong sense of trust with students which created a safe space for open engagement without fear of being overly criticized or corrected. It was impressive to see the level of willingness of students

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who actively participated in classroom discussions and during activities. The instructor demonstrated a high level of commitment to student interaction and engagement. For example, students willingly raised their hands to actively participate in discussions and/or when they had questions. This was refreshing to see. A second example of something that stood out is the support students gave to each other during classroom exercises. I observed students helping each other when one was not able to respond to a question or needed more clarification. Students took it upon themselves to chime in during discussions and help clarify instruction during classroom activities.

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)**

Ms. Loudon used a variety of teaching methods. For example, she used group learning during vocabulary exercises and activities. During my observation, I noticed that students were eager to become engaged in classroom discussion and during exercises. Another method used by the teacher was self-reflection or intrapersonal intelligence. Ms. Loudon consistently checked in with students after a lesson or activity to gain feedback/input. This allowed the teacher to gain an understanding of the student's ability to increase learning for acquisition of the English language. The method used by the instructor was definitely student-centered. For example, Ms. Loudon consistently paused instruction to allow students to ask questions or obtain further clarification. At times, Ms. Loudon slowed down the teaching pace as a way to engage students and to ensure that everyone understood the material. I too, would use group and paired learning. When students actively interact with each other they tend to increase their learning in a team effort.