

TESOL Certificate Program UCLA Extension

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 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: Carl Peel**

➤ **Class: Technologies**

➤ **Date: May 1, 2025**

➤ **In- person**

➤ **Class subject observed: Adult ESL Class**

➤ **Class level: Beginning**

➤ **Teacher’s name: Dr. Judith Bakenhus**

TESOL Certificate Program UCLA Extension

Classroom Observation

- Amount of time in observation: 2.5 hours.

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:
 - Motivated. Enthusiastic (both students and teacher).
 - Some group work. A lot of pair work.
 - 1st half of class, teacher reviewed a lot of material (repetition).
 - Students were constantly asked to respond to simple questions as part of the lesson.

- Monitor & Assessment:
 - Comprehension checks constant
 - Clear instructions, clear presentation (students understood more than I thought they would in a beginning class)
 - Assessment seemed constant via question and response
Assessment informal (though they have a weekly spelling test of word on a dictation list done in class)
Higher order thinking (once a structure/point learned, teacher would add one more aspect. Also intro things before they're formally in the lesson, like plural endings.

- Strategies:
 - Lots of modeling.
 - Lots of repetition of words

TESOL Certificate Program UCLA Extension

Classroom Observation

- Real life connections made via objects in the classroom and common speaking situations
 - Realia: Room objects. Other objects brought in by teacher (calculator, pens, erasers, rulers, notebooks, etc. – all also in the textbook).
- High Quality Lesson:
 - Lesson plan evident: in the textbook, written on board; spoken. Each line of lesson plan read out loud and repeated.
 - Goals, what they'll learn, and objectives as above. Has students set goals "I want to learn 3 new words today, etc."
 - Phases of lesson clear: followed textbook with some variation and additions.
 - Transition between activities was natural and seamless. One built on the one previous.
- Teaching:
 - Error correction – all errors corrected/clarified. A lot of correction and repetition for pronunciation guidance.(Longer words hard for Chinese students).
 - Student/Teacher relationship excellent
 - Teacher varied her voice and used gestures for emphasis and enthusiasm.
 - Pacing of lesson: 40 mins – review. 45 mins introducing new material. 30 min break. Last hour plus going over lesson with the book, with visual media, and review/more assessment at end.
- Materials:
 - Textbook: Voyages 1
 - Board and Markers – including video lessons projected on the board so the teacher could write on them. Plenty of Posters on the walls.
 - Computer with Audio/Video lessons, that were tied to the textbook
- Classroom Management:
 - Group work; lots of pair work; mostly whole class question and response along with individual question and response
 - Furniture arranged in traditional rows – allowed for groups of two and four to work together and teacher to walk around to listen and help. Objects in classroom, mirrored in the drawings of the textbook.
 - Teacher centered at times, but lost of pair work. Students work from objects, maps, pictures.
 - Students moved for pair work sometimes to get them out of ruts and engage them. Same for games.
 - Conversation encouraged.

TESOL Certificate Program UCLA Extension

Classroom Observation

- Lots of visual support on wall – words from lessons, etc.

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)

The day's lesson objectives and goals were written on the board. These were the same outlined in the textbook they were using. The teacher had everyone write them down. She also had them make their own personal goals for the day/lesson, such as "I want to learn three new words today." The teacher also reviewed them at the end of the class, and asked if each had been covered, if the goals had been met. For instance, one of the objectives was to learn prepositions (on, in, next to, under, etc.). She asked if they'd learned the prepositions. Did we spell classroom objects?" Class responded, "Yes, we did." She told me after the class, that she insists they write these down to practice writing or else they'll just take a photo of the board with their phones and never really learn how to spell or write. This is important as Peyton pointed out that as adult English as a second language (ESL) learners put their thoughts on paper, see their ideas in print, and share them with others, they find they develop a powerful voice in their new culture (Peyton 2018). And as Linda D'Argenio wrote in her blog post "writing supports reading comprehension, vocabulary expansion, and oral fluency, so there's so much to be gained." (D'Argenio 2022). D'Argenio added that writing in the new language can even help them communicate better in their native language. I feel it can also add to the sense of achievement students feel. Even in the very beginning level adult class I observed, the students seemed proud of what they were able to write down and say. Spelling seemed to be important and they took to the spelling/dictation portion of the lesson very enthusiastically. To be fair, longer words like "calculator" and "cabinet" were difficult for them. I think, though, judging from their enthusiasm and body language, that they were proud to know their ABCs. It was nice to see.

TESOL Certificate Program UCLA Extension

Classroom Observation

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).

One area where I think student engagement and understanding could be improved is with pronunciation. Though I recognize that can become frustrating for students if overdone, because for many, like these mostly Chinese students, the sounds made using English words are hard for them to pronounce, as are multiple syllable words. So a little more time and correction on pronunciation could be useful. I recognize that if a student says what sounds like “Sank you,” instead of “Thank you,” they really are getting the main lessons of vocabulary, grammar and usage, and everyone will understand them. But I think a little more time practicing and correcting pronunciation could be useful before mispronunciations become ingrained habits.

Connecting to TESOL Classwork

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

Students are highly engaged. This is a daytime, weekday class (9 a.m. to 12 noon) through Pasadena City College. So students have time during the day to attend class and study (as opposed to a class of adults working full time or multiple jobs, or children with attention and behavioral challenges). Most are from China, many are retired. Some live with English-speaking younger family. It’s a long class though so the teacher used multiple methods to keep them engaged (pair work, moving around, playing games). The teacher did insist that student write things down, and not just take pictures of things written on the board. She later explained she has to insist on this otherwise, they will rely on their phones and not learn how to write, even how to spell things.

TESOL Certificate Program UCLA Extension

Classroom Observation

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 additional assessments could you add if you were the teacher? (100-200 words)
- The teacher used informal assessments often. Part of this was to get in repetition as well as assessing if the material was understood. For instance, she would ask questions to teach prepositions that demanded the students answer correctly, both as a group, but also individually. She would set an object in a bag, or on it, under it, next to, behind, or in front of, then ask them where the object is. There was a dictation of the words to test spelling, both groups, and repeated with individuals. One thing that I might have done is when pointing out objects in the room, I'd have the student answering come close to the object and point it out while they tell me, for instance, "The clock is on the wall."

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).
- One thing the teacher did was have the students say and write some general principles of the class: We will help each other; We try our best; We exercise our brains (a visual of an anthropomorphized brain lifting weights accompanied the text projected on the board).; and We make a learning goal (she then had each student state their goal). The other thing she did, which I thought was an extra nice touch was after any group or pair work, she modeled and had them all thank and high-five their partner for their help and for working with them. It was an unexpected gesture, that can transcend a language class and encourage a positive way for the students to be in the world. It also added to the overall positive and supportive atmosphere of the class in general, as was the teacher's enthusiasm and even her voice modulation. The class felt very positive and joyous even. The students seemed to be having fun and enjoying learning.

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 textbook was paired with audio-visual versions of the lessons, which she projected on a board. She went over it verbally, with everyone in the book. Then later, she projected the same lessons on the board, which she was able to write on over the projections. That was a good

TESOL Certificate Program UCLA Extension

Classroom Observation

touch to be able to add notes to the lesson or to fill in missing words (when the exercise was to do so) so students could see the words spelled correctly, and in the right place. The textbook had QR codes that the students could use to bring up the audio/visual parts of the lessons at home as well. In addition, the teacher had her own infographics and drawings she'd made, which she projected on the boards as well. Once in a while students were allowed to use a translation device on their phones to check their understanding, especially when doing pair work when the teacher was engaged with other students. This was rare and more a form of support for comprehension.

References

Peyton (2018) From the class reading for week 5 on the Canvas site: https://my.uclaextension.edu/courses/53511/pages/5-week-5-overview-and-resources?module_item_id=3338378

D'Argenio L., (2023, August 19) *Teaching Writing to ESL/EFL Students: Tips and Activities for Any Level*
<https://bridge.edu/tefl/blog/teaching-writing-esl-students/>