

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:** Earle Oda

➤ **Class:** Methods/Linguistics/ Technologies/ Culture

➤ **Date:** Thursday, July 17, 2025

➤ **In- person or online (include URL if online):** In-person

➤ **Class subject observed:** English Language Acquisition (ELA)

➤ **Class level:** Level 1

➤ **Teacher’s name:** Jackie Burgess – Edmonds College (Edmonds, WA)

➤ **Amount of time in observation:** 2 hours, 20 minutes (6:00 PM to 8:20 PM)

Essay Response

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

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)

I learned many things from this observation. The teacher didn't use a hook. However, she started with simple introductory expressions as they walked in – What is your name? Where are you from? Do you work? The students were very motivated, engaged, and enthusiastic to learn. Some of them worked 6 or 7 days a week. It made me think about the importance of knowing your students and understanding the challenges they face just to survive while trying to learn a new language. The instructor warned me in advance that she was flexible about attendance and that students might show up late, probably for that reason. It seems everyone had a workbook. Apparently, she assigns sections for review or completion by the next class. I think the assigned sections are reviewed as a group at each class. She then highlights or expands on certain topics. This might be why lesson plans or goals are not stated but they were clear to me. She told me she has been teaching for over 30 years. She was polished and knew her subject matter well. My biggest takeaway was realizing and seeing how limitations with Level I students affect the way they are taught. At times, she used a form of interlanguage to explain or communicate. Given the diversity of the content of her lesson, her techniques, and technology used, she clearly exemplified the notion that L2 acquisition is complex, based on various factors, and cannot be based on a single strategy (Ipek, 2009, p. 161).

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)

The instructor did a great job of incorporating different aspects of language learning – writing, listening, speaking, etc. In one exercise, she combined the use of gestures with teaching function words, specifically, “over,” “under,” “next to,” “on,” “in,” “in front of,” and

TESOL Certificate Program UCLA Extension

Classroom Observation

“behind.” She reviewed several examples of inflectional affixes for possessive pronouns. She did this using scaffolding and fill-in-the-blank examples combining the use of overhead projection with use of the whiteboard. On one occasion, she could sense that the word “wet” was a new word. She walked over to one of the students who had a water bottle. She asked the student to pour a little water into her hand. It was an example of realia. I thought she could have done a better job of decoding words to highlight morphemes. For example, she could have highlighted the difference between “rain” and “rainy,” “wind” and “windy,” or “sun” and “sunny,” or “fog” and “foggy” when teaching weather-related words. This could have been expanded to other sets of words and other morphemes.

Connecting to TESOL Classwork

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

The classroom setup at this school is ideal for pair work. Two people can sit at one desk. She did a couple of partnering exercises that took advantage of this. The class was full and well attended but there were no larger group activities. Wall space was not fully utilized for visual support. The instruction was definitely led by the teacher but just about everything involved group responses, which created a low stress environment. She moved very quickly between drills and topics. She used every minute of class. There was little down time and only one 5-minute break during the entire 2 hours and 20 minutes. She did a great job of having students physically get up to partner or collaborate with other students. She had a strong voice. I could see her passion for teaching.

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)

On several occasions, she would flash a thumbs up with an assumptive nod to check on students’ understanding. At other times, she would ask, “Are you okay?” Most of the informal assessments were aimed at the group, as opposed to individuals. However, in one or two exercises, she called on a couple of individuals to come in front of the class to provide their responses. It must have put them on the spot but they did not hesitate. During in-class written exercises, she would walk around the room to randomly spot-check and correct the students’ work. I would possibly add more individual assessments or maybe collect some of their written work for review.

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)

TESOL Certificate Program UCLA Extension

Classroom Observation

There were three things that stood out to me. 1) **Her use of gestures** – She was using her hands all the time, whether it was to help describe a new vocabulary item, to differentiate between a voiced or voiceless sound, to solicit responses from the group, to support “I say, you say,” or pointing to her ears to have them listen. She used her hands all the time. 2) **the pace of the class** – It was high energy. Again, she wasted no time. She moved very quickly and transitioned quickly to the next item in her lesson. The students did not have time to get bored or sleepy. Toward the end of class, students were getting up with one minute left. She quickly detained them and used up the last minute for instruction. 3) **scaffolding and repetition** - She used these techniques often and in many of her exercises. It made sense to me. They were Level I students. They enjoyed filling in the blanks and shouting out the answers.

Current Classwork- Morphology, Phonology, Grammar

6. **What approach to teaching grammar did the instructor take? Was it taught explicitly or implicitly? If the lesson was not focused on grammar or pronunciation, how did the instructor incorporate them in this lesson? Was it effective? Draw upon class materials and readings. What would you do differently?** (100- 250 words)

Her approach was definitely implicit. She did not explain grammatical rules at all. Nor did she explain lesson plans or goals. I later realized this was probably by design as explanations using more advanced words and grammar would have been beyond their level of comprehension. However, she compensated for this with many examples, drills, repetition, scaffolding, gestures, informal assessments, minimal pairs, group exercises, group participation, modeling, substitution exercises, and visuals. I would say she used a variety of teaching methods – the direct, the audio-lingual, and silent methods. The pace of the class was fast and she incorporated a variety of grammatical items – vocabulary, possessive pronouns, etc. I liked the way she used picture matching to explain adjectives about weather. She often used sentence completion, especially to teach subject-verb agreement and verb conjugation. She used auditory discrimination examples to highlight homophones (e.g., feet read, piece), vowels (bag, beg, big, bog, bug), the short “a” phoneme (e.g., cat, bat, fat), or the short “e” sound (e.g. head, bread, dead, ready). She called them “troublemakers.” I think the variety of exercises, drills, and content were effective. Perhaps more drills to practice pronunciation of new words and enunciation of specific sounds to make sure they were pronouncing words correctly would have been effective.

REFERENCES

Ipek, Hulya. 2009. Comparing and Contrasting First and Second Language Acquisition: Implications for Language Teachers.
www.ccsenet.org/journal.html