

TESOL Certificate Program UCLA Extension

Things to Notice

LEARNER/ ENGAGEMENT

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

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?

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?
Rubrics?

TEACHING

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

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

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

Date: April 13, 2026

- **Class:** Methods/Linguistics/ Technologies/ Culture
- **Format:** In-person (sign off sheet attached)
- **Class subject observed:** ESL (ELA 10)
- **Class level:** Level 1
- **Teacher’s name:** Selin Colak
- **Amount of time in observation:** 7:30 PM to 9:15 PM (1 hour, 45 minutes)

General Notes While Observing

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General

Take *notes* during your observation. WRITE YOUR NOTES HERE ↓

Use the *Things to Notice* sheet for guidance.

Pay particular attention to:

- Learner Engagement:

NOTES: Students were naturally motivated. The teacher said 85% were Hispanic, blue-collar workers coming after work. Lots of group activities and pair work. Fast-paced. Good rapport with students. Individual participation encouraged.

- Monitor & Assessment:

NOTES: Teacher would roam around the classroom in group activities. Comprehension checks were very low stress and informal. No formal assessments. She spoke in a clear voice. She asked students if they had questions but very quickly.

- Strategies:

NOTES: She introduced practical content for real life connections. She effectively combined reading, writing, speaking, and listening skills in her instruction and used a variety of activities to teach the material. Students were always engaged.

- High Quality Lesson:

NOTES: Lesson goals were not explicitly stated but she transitioned between activities very quickly. A textbook with pre-designed activities was used. In lieu of a hook, she had everyone get up, form two lines, face a partner, and practice greetings. It was a warmup and icebreaker.

- Teaching:

NOTES: She corrected students on the spot. She was student-centered, encouraging, energetic, and enthusiastic. She had a smile and often laughed with the students.

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- Materials:

NOTES: There were no posters or visuals on the walls. Instruction and learning were concentrated and centered around her lesson. She did not use any realia. Use of technology was limited. She used Kahoot in a fun way. It required the students to use their cell phones. Handouts were used. Students were required to have notebooks and textbooks. The instructor used Random Group Generator effectively.

- Classroom Management:

NOTES: Activities included pair work, group work, and whole class work. Desks were arranged in rows on both sides of the classroom with four students in each row. Students physically moved several times during the class, keeping them engaged. Wall space was not used.

Essay Response

Answer the questions below in essay form. This paper must be typed. Type below each question. Pay particular detail to the question AND the word count in EACH section.

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 Week 5 and throughout this course, we learned that technology can benefit ESL learning. “Digital tools like interactive software, online games, and multimedia content significantly boost engagement, making language learning more accessible and enjoyable. Students can better grasp language concepts and stay motivated through interactive content that caters to various learning styles.” (How to Incorporate Technology into ESL Lessons for Better Results, The Benefits of Technology in ESL Learning, 2024). As the lesson winded down, the instructor used Kahoot to incorporate content from this course and engage the students in a fun activity. I became

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aware of Kahoot in a previous TESOL course and it was in Week 5's module but it was interesting to see it used in this observation and see the students actively participating. It is something I would like to utilize when I teach. I don't know if she had a lesson plan. If she did, it was not evident. However, this may be because a textbook is used and lesson plans are folded into the outline of the book. Nevertheless, I think she effectively blended customized activities with the content of the textbook. For example, one section was centered around the information on a driver's license. She had the students create their own IDs with their name, birthdate, address, etc. This was after other activities to learn about birth dates, residence, and marital status. She called on students to share their birthdays and marital status. It was a scaffolding of 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? (150-300 words)
 - a. One thing that I immediately noticed was the audio recordings that played back conversational pieces from the textbook. I assume the recordings came with the textbook. Having them listen to the recordings was a way to practice listening comprehension. Students were assessed by having them answer questions about the situations presented. If she wanted to expand on this exercise, she could have used something like Vocaroo to have students create their own variation of the content, record the conversations in pairs, share them with the other students, and do the informal assessment based on their personalized conversations.
 - b. I noticed she showed animated gifs for one of the lessons. I think it came with the textbook. However, it made me think that she could have expanded some of her content by utilizing video clips, ChatGPT, or AI-generated videos (e.g., HeyGen), for example. She also shared her like of LyricsTraining.com. It is an interactive site that helps students fill in missing words in music and video. I'm guessing there might be a song about the days of the week.

Connecting to TESOL Classwork

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

The classroom setting was typical for that college, like the other two observations I did there. Like the other instructors I observed, this teacher did not utilize wall space at all. However, this could be because the room might be used for other non-TESOL classes.

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Tables for two students were joined, creating rows of 4 students on each side of the classroom and making it ideal for group activities. She incorporated pair work, group work, individual, and whole class work activities, making the lesson dynamic and interesting. Her teaching style was definitely student-centered and low stress. It was fast-paced and she transitioned quickly between activities. She noticeably had students physically move around for different activities. There was one break midway through the class but the instruction time went by quickly. Conversation and questions were encouraged. The classroom setting was comfortable. She used a call bell effectively to end activities.

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)
- There were no high stress or formal assessments. Assessments were informal. During group activities, she would roam around the room to each group, check on their interaction and understanding of the exercise, ask questions, and correct the students if needed. She would ask if students had questions on occasion, but it was very quick and she quickly transitioned to the next activity. If anything, she could have probed a little more or asked questions to provoke higher order thinking. For example, she could have asked if anyone's birthday was on a holiday. She could have asked if anyone lived in Shoreline, Everett, or Brier. However, she would share answers of subject-verb agreement on the overhead projector and had individuals write their answers on the whiteboard. This was only the 4th session of a Level I class. So, I assume she will assess the students during the course. Apparently, there is a final exam with a minimum passing score to advance to the next level.

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)
- I learned many things from this observation. However, what stood out to me and what I think this instructor did well was to incorporate, address, and combine reading, speaking, writing, and listening skills in her exercises. For example, one of the goals was for students to learn the days of the week. She combined this with adjectives about the weather (e.g., sunny, cloudy, rainy). She had them repeat after her, emphasizing the pronunciation of Wednesday. She had the students write the days of the week to test their spelling. Later, she informally assessed them by having them read the correct spellings on the whiteboard. It was a listening, speaking, reading, and writing exercise all in one. I noticed the content was about very practical things, maybe intentionally. She said most of the students are blue-collar workers that come after work. In this session alone, she reviewed days of the week, where one lives, how to read IDs, marital status, birthdays, etc. She did not have a hook, but I thought her opening activity was an icebreaker

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and good warmup exercise. Students formed two lines facing each other to practice greetings. Then they switched partners with one line moving to the next person on the right. Finally, I thought the teacher was very energetic, engaging, and charismatic. She had good rapport with the students. She had a smile on her face. I think it's important and hope I can do the same.

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, discussions and readings. Describe in detail one or more technology resources you could use to teach this lesson. Explain the technology in detail and how you would use it in this class. (150- 250 words)

I mentioned Kahoot above which stood out to me. I think it's a form of technology that could diversify my classroom activity and enhance learning. She added in questions not covered in the lesson. However, I can see how it could be used to not only assess students and encourage friendly peer competition but also reinforce what was learned and supplement other teaching methods used. Students used their cell phones and connected with a QR code to log in and respond. I was also impressed with her use of Random Group Generator. She simply added the students' names into the app and it randomly divided the class into the desired number of groups. However, it does not account for students who are absent. I don't know if she could adjust the students' names on the fly. Regardless, I think it is a good tool to use for group activities. All of the instructors I observed at this college used the overhead projector to project material from the textbooks. This teacher would then use markers to highlight or fill in answers on the whiteboard, pulling the projector screen up or down as needed.