**Things to Notice**

**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?

**Learner/ Engagement**

Motivated/bored?

Enthusiastic?

Group work? Pair work?

Talk encouraged?

Teacher centered? Student centered?

**Materials**

Paper?

Board & markers?

Interesting realia?

Visuals?

Posters?

Technology?

**Teaching**

Error correction?

Feedback?

Enthusiastic?

Quality of student teacher relationship?

Gestures?

Voice?

Pacing of lesson?

**Strategies**

Modeling?

Clarifying?

Repetition of words?

Clear directions?

Scaffolding?

Building background?

Making real life connections?

Realia?

**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?

**Observation Report**

**Report**

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

**Name:** Sally Khalil

**Class:** Methods of TESOL

**Date:** August 6th, 2024

**In- person or online:** Online

**Class subject observed:** Everyday Routine

**Class level:** Beginner

**Teacher’s name:** Chris Westergaard

**URL if online:** [**https://www.youtube.com/watch?v=2\_38JfVFQoU**](https://www.youtube.com/watch?v=2_38JfVFQoU)

**Amount of time in observation:** (14:05)

**General**

**General Notes While Observing**

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

* Learner Engagement: The class was teacher-centered. The students were motivated and encouraged to talk.
* There was both pair work and group work.
* Assessment / Student Understanding: The lesson presentation was clear.
* The students were informally assessed and monitored.
* Strategies: The lesson relied on modeling and repeating new words and sentences.
* The teacher used scaffolding to meet the students’ needs.
* Lesson: The phases of the lesson were evident.
* The lesson involved direct instruction and transition between activities.
* Teaching: There was a constant correction of mistakes.
* The student-teacher relationship is positive and dynamic.
* Materials: Whiteboard and markers
* Paper
* Classroom Management: The students sat down most of the time but moved around the class at the end.
* Conversation related to the lesson was encouraged.

Answer the questions below in essay form. UNDER each question. 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 class readings or text to support your response.** Is there something that was particularly useful in this lesson? Was there clear evidence of questioning and student understanding? Were the learning goals and objectives clearly reviewed and evident? Please give examples and specific details (150-300 words)

I learned that beginner-level adult students could acquire a lot of vocabulary in one class session. Initially, the new vocabulary seemed excessive; however, much repetition and practice facilitated the learning. The teacher used the Audio-Lingual Method (ALM) to teach the everyday routine lesson. He mainly focused on repeating simple language patterns and immediate error correction by repetition. Given the beginner level of the class, the teacher used a clear voice and kept instructions to a minimum, expecting students to follow his lead. Additionally, he used gestures to address students with a kinesthetic learning style.

The teacher had each student repeat the simple sentences (subject + verb) or (subject + verb + object) without explaining the meaning as he used visuals. He relied on the oral-based approach, the Audio-lingual method. For example, he would start by saying, “In the morning,” and instruct the students to repeat after him several times as a group and individually. He would then elicit vocabulary to form a complete sentence: “In the morning, I wake up.” After multiple repetitions of this phrase, he would replace “I wake up” with “I have breakfast,” so it became “In the morning, I have breakfast.” The students would repeat this second phrase like the first one. This process continued until all the vocabulary related to daily routines was introduced.

The teacher’s use of repetition drills was to accustom the students to using correct language patterns. In ALM, “it was thought that the way to acquire the sentence patterns of the target language was through -conditioning – helping learners to respond correctly to stimuli through shaping and reinforcement so that the learners could overcome the habits of their native language and for the new habits required to be target language speakers” (35). In contrast to translanguaging, which focuses on multilanguage competence, ALM relies on the repetition of sentence patterns of the target language.

The video often transitioned to the interaction between the teacher and students without clearly establishing the learning goals and objectives. The goals could have been introduced but skipped in the video. Initially, a few students appeared uncertain, but their comprehension increased as the lesson progressed. Finally, the teacher ensured that he included a review of all the errors he had heard and wrote the corrections on the board.

1. **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 two most important strategies evident in this class were modeling and repetition, particularly with beginner and intermediate-level students. The teacher relied heavily on mimicry and repetition. ALM technique emphasizes the teacher’s role “like an orchestra leader, directing and controlling the language behavior of [his] students. [He] is also responsible for providing [his] students with a good model for imitation. Students are imitators of the teacher’s model… They follow the teacher’s directions and respond as accurately and as rapidly as possible” (42). As mentioned above, the students listened carefully and mimicked the teacher’s model as accurately as possible.

The lesson focused on everyday routines. To make real-life connections, the teacher elicited morning routines from his students to create sentences such as “In the morning, I have breakfast.” He then moved on to the next phase of the lesson, the single-slot substitution drill, in which the students would repeat a sentence and replace a word in the sentence with the word the teacher gave them. For example, “In the morning, I wake up” would become “In the morning, I shower.” The students were motivated and engaged when they practiced the examples in pairs and groups.

***Connecting to TESOL Classwork***

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

The class was teacher-centered. The students sat and listened to the teacher and repeated after him. They were allowed to move around the class to ask each other about everyday routines, which they had practiced earlier while sitting in pairs. The class was in a low-stress environment, bright and well-lit. I noticed that one student looked stressed, but it appeared that the pair work took off the pressure. The lesson concluded with a smooth transition between activities, reinforcing key points.

1. **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 would you add to these assessments if you were the teacher? (100-200 words)

Yes, there were informal assessments during the lesson. Different drills, such as matching, filling in the missing letter, and single-slot substitution (oral), helped students understand and memorize the sentence patterns of everyday speech.

The students used their notes as they worked together in pairs and groups. They stood up and faced one another as they started asking questions. After practicing questions and answers, they did a full dialogue training without their notes. All the while, the teacher monitored and assisted the students by correcting mistakes. The assessments were not stressful; the students appeared to enjoy working together. The teacher did a good job using a variety of drills. I would have added a Thumbs Up/Thumbs Down for a quick understanding check.

***Things to Remember***

1. **Is there something from this observation that really stands out?** Give two or more examples and justify your reasoning. (100-250 words)

What stood out was how quickly students grasped the lesson and memorized the new vocabulary in only one class session. They were soon able to engage in a conversation about their entire day. I liked that they could write what they had first been introduced to orally, even when it was a simple drill, like filling in the missing letters. I was equally impressed by the dialogue memorization without notes. The students also switched roles and memorized the other person’s part. Students hardly made any grammar mistakes as they practiced. Clearly, following the ALM, the teacher did not provide grammar rules. In the ALM approach, “certain sentence patterns and grammar points are included within the dialogue. These patterns and points are later practiced in drills based on the lines of the dialogue” (46).

***Current Classwork- Methods course***

1. **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)

The class is teacher centered. The teacher introduced the lesson using visual cues. One of his drawings showed a rising sun beside a clock indicating 7:00, so the students would conclude that it meant 7:00 a.m. He then employed the Audio-Lingual Method, which focuses on habit formation through drills and pattern practice. From ALM, he selected repetition and single-slot substitution drills.

I would have added TPR (Total Physical Response) to the lesson and had the students follow my lead. Instead of only relying on ALM, TPR would have been a good addition, providing variety and enhancing learning. The teacher was already acting out all the new words. He could have asked the students to mimic his actions. I would have also included fun activities to break the boredom, such as Simon Says or Stand Up/Sit Down. Perhaps the classroom was not equipped, but I noticed that he did not make use of technology. I would have included a video, a song, and flashcards.

References

Larsen-Freeman, D., & Anderson, M. (2018). *Techniques and Principles in Language Teaching*. Oxford University Press.

Westergaard, C. (2015). *ESL Beginner Lesson Demo (Chris Westergaard)*. YouTube. https://www.youtube.com/watch?v=2\_38JfVFQoU