TESOL Certificate Program UCLA Extension

Observation Report

- Name: **Maria Kang**
- Class: Methods/Linguistics/ Technologies/ Culture: **Linguistics**
- Date: **July 24, 2026**
- In- person or online (include URL if online) **Online: How to Teach Vocabulary (Andrew Drummond)**
  https://www.youtube.com/watch?v=AbRxBPY1vsc&t=7s
- Class Subject: **TESOL training at Wits Language School**
- Teacher's name: **Andrew Drummond**
- Amount of time in observation: **21 minutes**

General Notes While Observing

- **Learner Engagement:** Since the students are TESOL trainees at Wits Language School, they were courteous and participated in the discussions and activities in a professional manner.
- **Monitor & Assessment:** The video provided view of the entire classroom so I was able to monitor the students' participation.

- **Strategies:** The video included intermittent slides to explain the teaching methods utilized by the instructor. This was very helpful in case I missed it during the observation.
- **High Quality Lesson:** The lesson followed the PPP format: Presentation, Practice, and Production.
- **Teaching:** The instructor had a relaxed and pleasant demeanor with the right amount of energy. The discussions and activities were perfectly timed and moved at an appropriate speed.
- **Materials:** Visuals included print out and handwritten pages, projector, and print outs.
- **Classroom Management:** From the onset, the instructor entered the classroom with authority with clear communication. Although he created a comfortable classroom environment, his high pace and energy kept everyone's attention.

Essay Response

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)

   This video lesson was excellent because it successfully demonstrated the PPP (Presentation, Practice, and Production) method. The instructor was fluid in clearly distinguishing each component throughout the class. At first, I was a bit skeptical because he started the class with a handwritten sheet for the warm up activity. However, despite it being very basic and simple, it was engaging and interesting. I was especially impressed with how the instructor taught pronunciation skills with ease. For advanced level English learners, Kenneth

Beare in *How to Teach Pronunciation* recommends (1) "refining understanding of stress and intonation" and (2) "use of register and function". The instructor in this video put that into practice by going through each word that he introduced with the class. In an actual class setting, I would put up an itinerary of that day's lesson and take a few minutes to discuss the same. In this video, the instructor did not provide learning goals and objectives which may have been done at another time during the course of the training.

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)

   Since I work in the corporate industry, my training sessions include business meeting and presentation simulations. An important component of that training is to help my trainees handle situations where they cannot understand different English pronunciations. This video observation was a good example wherein the instructor appeared to have a British accent and the training took place at Wits Language School in South Africa. Their pronunciation of the vocabulary lesson was different from mine which is very American. That is why in my training sessions, I include listening exercises to introduce different pronunciation of important business terms. Prior to each training session, I am notified by HR the countries that the trainees will be going for business meetings. Therefore, I obtain useful video clips from social media, news, sports, and entertainment, to expose my trainees with different English accents. Even if their business is in the United States, I try to provide regional differences in word usage and pronunciation. As noted by Professor William Labov in "American Accent Undergoing Great Vowel Shift" and North American English Dialects by aschmann.net, there are 8 major English dialects in North America. That is why when our trainees travel to Michigan and Georgia, I provide them a list of words that are used or pronounced differently so they are not caught off guard. For example, in Michigan, a carbonated drink is called "pop" whereas in Georgia, all soft drinks are referred to as "Coke".

Connecting to TESOL Classwork

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

   Since the participants are TESOL trainees at Wits Language School, they were professional and fully engaged. My class participants are also like this so there aren't any classroom management issues. There are instances where the trainees get important work calls or texts during the class, however, they are discreet and handle it well. In the video observation, the instructor maintained a relaxed but fast paced lesson so the class was highly enjoyable. Also his activities were executed well so the lesson objectives were clearly met.

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 instructor used pair activity and group activity with print out to assess the participants' understanding of the lesson objectives and vocabulary. The instructor also asked each student, by going down the row, to repeat after him in pronouncing the terms. Due to the fast pace that he was doing this, the students were not put on the spot. I learned from this video observation that instructor's pace and energy level are important in effective teaching, especially in subjects like pronunciation and grammar. Since these are two subjects that ESL learners find burdensome, it is critical that the class does not lag.

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)

   As mentioned above, I was impressed with the instructor's presence and pace of his lesson. While not overly confident, he walked into the class with strength yet spoke with ease. His physical appearance, behaviorism, and the way he put up a handwritten sheet of paper, were down to earth but he clearly exercised control. The fast pace of how the class time progressed was especially inspiring because he didn't leave any room for reluctance or boredom. He smoothly incorporated the pronunciation methodology into the class activity and asked for details associated with each new word that made it a fun exercise.

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)

The instructor effectively incorporated the methodology outlined in Kenneth Beare's *How to Teach Pronunciation:* (1) "refining understanding of stress and intonation" and (2) "use of register and function". Specifically, the instructor used segmental phonology to break down the syllables and identify the stressors. It was highly effective and I plan to use this system in my lessons. While most business terms we utilize are acronyms, there are industry terms that are difficult to pronounce especially when dealing with contracts and liability. For example, when working with the term, "compensate", I will have the class break down the syllables and identify the stressor (i.e. com**pen**sate).