PRACTICUM:
OBSERVATION AND INSTRUCTION IN THE ESL CLASSROOM

Course Description:

Application of instructional problem-solving skills through classroom observation, analysis, curriculum planning, and teaching demonstration are the key elements of this course. The Practicum must be taken on a Passed/Not Passed basis; participation in the practicum online sessions is required.

Prerequisite:

Completion of all core/required/elective courses, formal enrollment in the TESOL Certificate Program, and proof of a Bachelor's degree or higher is required.

I. Expected Outcomes

1. Practice and implementation of theoretical concepts previously studied in relation to language learning, language acquisition, second language methodologies, classroom instruction, and classroom management.
2. Observation of successful ELD/ESL (or EFL) teachers: analysis of observed teaching approaches and their efficacy.
3. Analysis of participant's demonstration lesson(s): self-analysis and self-evaluation of lesson(s)' efficacy.
4. Development of classroom management system with emphasis on positive strategies of behavior control.

II. Description:

The focus of the class is on addressing teachers' and students' challenges in learning English as an additional language in a classroom setting. Some common instructional/learning challenges include classroom management of students' different target language proficiencies and educational backgrounds, pacing of instruction, and feedback on student learning [(in)formative assessment] previous to giving a formal [summative] test.

The process of meeting the above requirements is four-fold:

The participants will: 1) conduct a classroom observation, 2) write a reflection on the observation, 3) use relevant theory and choose instructional strategies/techniques to influence the design of their own demonstration lesson(s), and 4) reflect on their demonstration lesson and the efficacy of the
instructional strategies they used using student work and the ESL professional’s [Teacher of record of the class] critique as a basis of their reflection.

Classroom observations will be conducted on the students’ own time and the conversations and reflections about them will be made via electronic media in class. A paper on the theoretical aspect of the lesson/observation is required. A detailed learning (lesson) plan is required. A lesson plan format is available in Course Documents. Participants should consider how the instructor met the needs of at least two levels of proficiency in the classroom. The question of differentiation is to be addressed in the paper presented to Practicum classmates and instructor in Class Discussions.

Application and evaluation of theoretical knowledge gained during core courses in the Certificate program are to be drawn on in the report.

**Methods:** [See the Check Off sheet supplied in Assignments for easier recording of hours.]

The Practicum = **45 hours.**

1. Four to five (4–5) of the hours are to be contact hours with the coordinator, including counseling, observation, and evaluation.

2. At least one (1) hour must consist of a demonstration lesson in ELD/ESL overseen and critiqued by an ESL professional.

3. One to Five (1–5) hours must consist of observation in the ELD/ESL classroom.

4. Ten to Twenty (10–20) hours must consist of lesson planning for the ELD/ESL classroom.

5. Twenty to Thirty+ (20–30+) hours must consist of an approved ELD/ESL research project and/or detailed analysis of lesson plan(s) [observed or taught.]

**III. Methods of Evaluating Outcomes**

Written reports based on observations of successful ELD/ESL (or EFL) teacher[s] in the classroom, with detailed analysis of the theoretical rationale for observed teaching/learning episodes.
Detailed Lesson Plan(s) for participants' demonstration(s). Written reports of actual lesson implementation including critique, self-evaluation and student work.

Development of a classroom management system for classroom control during demonstration.

IV. Course Requirements

Active involvement in lesson planning, implementation, observations, and self-evaluation.

Completion of written reports, lesson plans, critiques and management strategies. Fulfillment of all requirements on the Check Off List provided in Assignments.

V. Recommended Texts

No additional textbooks required. All textbooks used in core courses serve as references.

Please be sure to check the External Links folder, where there are links to many sites for teaching ESL to adults and other age groups.

VI. Grading

The Practicum must be taken on a Pass/No Pass basis.

VII. Learning

Lessons learned in this Practicum will enable you to be confident to go out and teach in a classroom with English Learners [ELs] where there are situations that don’t quite match those of the regular mainstream class. You will be ready to pace and deliver lessons for EL student populations with varying language proficiencies, L1 literacy, motivations, educational backgrounds and other important factors in Second Language Acquisition. This will be a life-long learning experience.