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AU TESOL Practicum: Description

The TESL-620: English Language Teaching III course consists of two components: (1) a seminar and (2) a practicum. The seminar component of TESL-620: English Language Teaching III is considered a capstone course, in which students demonstrate their understanding of and ability to apply the main theories presented throughout the MA program. The practicum component is designed to provide TESOL students with a venue to practice instructional techniques, gain further confidence in their teaching, and receive constructive and extensive feedback on their teaching from their host instructor and TESL-620 professor. Students who are teaching in ESL programs on full-time or part-time basis do not require an additional practicum placement. However, they are required to complete all TESL-620 assignments within their own teaching context. If an assignment requires observations of host instructor’s teaching or an interview with the host instructor, students can work with their colleagues to complete these assignments.

In making the TESOL teaching practicum as beneficial as possible, there are four main roles: (1) the Practicum Student, whose roles and responsibilities are outlined in this handbook (and who is ultimately responsible for making the practicum a rewarding experience); (2) the TESL-620 Professor who supervises the practicum; (3) the Host Instructor – the teacher of the classroom in which the Practicum Student is placed; and (4) the TESOL Program Director who arranges and coordinates the practicum placements.

Practicum Placement Goals

• To reinforce methodological principles introduced in TESOL Program courses
• To give students opportunities to put these principles into practice in real classroom situations
• To give students practical experience in all areas of ELT, including assessment and evaluation
• To provide professional development through observation, participation, and teaching experience in the classroom
• To provide students with extensive feedback on their teaching
• To develop a realistic awareness of the structure of particular institutional settings and the teacher’s role in them
• To become more familiar with program design, school curricula, teaching resources, and classroom technology
• To provide a venue for students to reflect on and evaluate what they have learned during their Master’s program
• To help build students’ sense of being members of their professional community
Required Participation in the Host Classroom

- The practicum student must be present in the Host Classroom for a **minimum of 40 hours** during the placement.
- The 40 hours should be spread out over a minimum of 10 weeks of the semester.
- The practicum student, through observation and discussion with the host instructor, will **complete five reports** on different elements of the host classroom.
- The practicum student must take **primary instructional responsibility** for a minimum of **five classes of 45-90 minutes** or **five instructional segments of 45-60 minutes** of longer classes. **Two of these classes/instructional segments will be videotaped.**

Starting the Practicum Placement

Practicum placements are arranged by the TESOL office, but students may also request their own placements if they wish. Please note: all practicum placements must be approved by the TESOL Program Director. The Program Director coordinates the introductions between the Host Instructor and the Practicum Student and explains practicum procedures and requirements; discusses both parties’ expectations; and addresses any concerns that the Host Instructor and/or Practicum Student might have. Most of the time, this introductory meeting happens via e-mail. In instances when an ESL program hosts several TESOL students for practicum with different host instructors, the Program Director arranges a practicum orientation meeting that usually takes place at the practicum site either a week before Fall classes start or during the first week of class.

After initial instructions/practicum orientation meeting, TESOL students are responsible for setting up their practicum schedule and for all communication with their Host Instructor.

During the initial meeting with the Host Instructor, practicum students should:

- Discuss the placement schedule
- Stress that they are there to learn and not to evaluate
- Arrange for a tour of the institution, and try to find out all that they can about administrative policies that might concern them
- Arrange ways to learn about the nature of the course curriculum and the materials used
- Express their expectations for the placement and carefully compare them to those expressed by the host instructor

**NOTE:** The TESOL Program does not place Practicum Students in public or private K-12 Schools.
Practicum Policies

Practicum Students must report to their teaching sites on time and at least 10 minutes before the classes they are observing or teaching start. Please remember that Practicum Students represent American University and the TESOL Program and are expected to act professionally by following policies and procedures of their host institutions and by following the Host Instructor requirements as well requirements and guidelines of the profession overall. At the host institutions, Practicum Students will be seen as teachers. Consequently, professionalism in dress, conduct, and manners is imperative.

Practicum Activities

During the semester, Practicum Students should try to participate as much as possible in the life of the classroom, mimicking what they will face as a classroom teacher on their own. Practicum Students will engage in the following activities:

- Observations and other activities that familiarize them with the classroom and its students
- Instructional involvement activities, including lesson planning and materials design and actual teaching
- Reflective self-evaluation

These types of activities and the assignments and requirements that support them are described below.

Observation and Familiarization Activities

While Practicum Students are not required to submit observation reports, the practicum provides an extended opportunity to observe a teacher’s classroom management and teaching techniques. Thus, it is expected that Practicum Students will take notes, use observation forms, or otherwise record information about the specific ways that their host instructor engages in his/her teaching practice. This on-going observation will provide data for the assignments above and more generally, it will give students the opportunity to observe an experienced teacher and her/his classroom practices in action such as appropriate wait time, elicitation techniques, and feedback techniques. Woodward’s (2001) four-column analysis (see Appendix H) is a good template for such observations and can help the Practicum Students complete the Host Instructor Report. Additionally, through daily observations, Practicum Students should reflect on their beliefs and values about what makes good teaching and the classroom practices that will help them manifest their “philosophy of teaching” in the classroom. There are two required observation and familiarization assignments:

1. **Teaching Context Report:** Through this assignment, Practicum Students discover invaluable information about the students and the curriculum of their practicum placement. In the report on the curriculum, information such as who designed the curriculum; what methodological principles drive the curriculum; what the history of the current curriculum is; how the curriculum of this course relates to other courses; what text or other materials are used and why; and who other stakeholders affected by
the curriculum are (that is, other than the instructor and the students) should be included. For the report on the needs and background of the students, Practicum Students should observe and discuss ideas with their host instructor to have a clearer vision of the general backgrounds and primary needs of all the host classroom students. Understanding the students’ needs will better motivate the lesson planning process when Practicum Students begin to plan the lessons they will teach. More details on this report and its components are found in Appendix A.

2. **Host Instructor Teaching Beliefs Report:** For this assignment, Practicum Students will investigate and report on their host instructor’s values and beliefs as evidenced in his/her teaching and classroom practices. See Appendix B for more details on this assignment. Part of the data will be provided by observation and experiences in the host classroom, and Woodward’s (2001) 4-column observation form can be especially helpful (see Appendix H). Additionally, Practicum Students should discuss their conclusions with the host instructor (“member checking”) to have the most complete and accurate report possible.

### Instructional Involvement Activities

The primary opportunity that the TESOL Practicum offers students is the chance to facilitate classroom activities on a regular basis. Practicum Students may feel a bit awkward at first, but the more they get to know the Host Instructor and the students, the more comfortable they will feel assuming classroom responsibilities. It is important not to let natural reticence prevent students from jumping in right from the start. However, students also need to temper their enthusiasm and remain open and sensitive to their Host Instructor’s needs and preferences. Students should see the Practicum Placement as a collaborative venture with the Host Instructor – one in which the lines of communication are open and expanding.

Suggested instructional involvement activities include:

- Leading large or small groups in activities
- Teaching lessons that form short segments of the whole class
- Tutoring individual students that need extra help
- Engaging in methods for transitioning students from one activity to another
- Designing and constructing bulletin boards or other visual aids
- Administering tests or evaluation instruments
- Designing individualized activities or lesson plans
- Selecting and previewing instructional software, videos, movies or texts

Creativeness is encouraged as Practicum Students take the initiative in developing their own ways to engage with and help students and the Host Instructor. There are four required Instructional Involvement Activities:

1. **Record of Practicum Hours and Activities:** Practicum Students must carefully track the number of hours spent (1) in observation; (2) in instructional involvement activities; and (3) in actual teaching. A log is provided in Appendix C for this information. Practicum Students must record a minimum of ten instructional
involvement activities they have engaged in on different days, noting the activity type and/or topic. The primary purpose of this requirement is to provide an explicit incentive for Practicum Student involvement in classroom activities as soon and as extensively as possible. You should submit Record of Practicum Hours and Activities to the ELT III Professor.

2. **Three Class Logs** (one log per instructional segment observed): Class Logs record instruction as it happens in the classroom and, by completing these for the practicum, Practicum Students gain valuable experience in attending to students throughout instruction. To complete these logs, Practicum Students will determine what they want to focus on, possibly with the input of the Host Instructor or their ELT III Professor. A template is provided in Appendix D. Practicum Students may record how students are responding to the lesson, errors they make, key elements of the vocabulary, grammar, or content that the learners need to grasp, or the rich procedural language that the teacher uses while instructing or explaining, but which may not be a formal part of the lesson materials. Keeping Class Logs helps you accomplish the following: (1) see how the actual class instruction may differ from the planned lesson; (2) think of appropriate ways to respond to learner errors; (3) become more sensitive to the richness of teacher procedural language and understand why we have to help students notice it; and (4) see patterns and tendencies in learner errors. It is suggested that you review your class logs with the Host Instructor and possibly even with host classroom students at the end of the class for which the class log was kept.

3. **Lesson/Materials Planning:** Although Practicum Students may have the opportunity to teach other shorter lessons, they should have primary instructional responsibility for at least five (5) class sessions (a minimum of one academic hour) by the end of the Practicum experience. Lessons taught as part of the placement must be prepared in advance and discussed with the Host Instructor before presentation. *(Note: This advising may be done by email upon a mutual agreement between the Practicum Student and her/his Host Instructor).* The lesson plan framework in Appendix E can serve as a guideline. Plans should be shown to the Host Instructor well in advance of the lesson. **No student should be permitted to teach prior to a review of the lesson plan with the Host Instructor.**

4. **Actual Teaching:** As noted above, Practicum Students must take primary instructional responsibility for at least 5 classes. A “class” may be thought of as a traditional language teaching class of 45 to 90 minutes in duration, or as a self-contained instructional segment of comparable time within a longer instructional period. Typically, to satisfy practice teaching requirement, instruction should be either to the entire class or to a clear majority of the students. Any time a Practicum Student teaches, s/he should meet afterwards with the Host Instructor to discuss strengths and weaknesses, and to identify elements that might benefit from modification.

Finally, another possible **Instructional Involvement Activity is action research.** Richards (1996) defines action research as “teacher-initiated classroom investigation which seeks to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practices. Action research typically involves
small-scale investigative projects in the teacher’s own classroom” (p.13). Because the Practicum Student is in the classroom as an observer, and because various types of observation are common means of data collection in Action Research, the Host Instructor and Practicum Student are strongly encouraged to find ways that Practicum Student can help the host instructor learn more about her classroom. Such Action Research allows the Host Instructor and Practicum Student to develop a more collegial and collaborative relationship. Typically the steps in Action Research follow the pattern described below:

- The instructor determines a feature in her/his teaching or classroom that s/he would like to know more about
- The “action researchers” devise a means for collecting data about this feature
- Once data is collected, it is analyzed and interpreted
- Based on this interpretation, classroom practices are modified to enhance learning
- The modification is piloted
- The piloting experience is evaluated and interpreted
- The modification is adapted if necessary in light of the piloting experience

**Reflective Self-Evaluation Activities**

Practicing the skill of reflective self-evaluation is the final key component of the practicum experience. There are two required reflective self-evaluation activities in the practicum:

1. **Teaching Videos and Reflection**: Two teaching videos are required for the practicum, one of which is a required part of the Teaching Portfolio (MA TESOL Graduation Requirement). The Practicum Student should work with the Host Instructor to determine which of the five direct teaching sessions will be the most appropriate to videotape. Ideally, the lessons videotaped will correspond to the two formal lesson plans submitted for ELT III. The videos should be at least 15 minutes long and should not exceed 30 minutes in length. Cuts at times may be desirable, but the nature of every class activity should be established before cutting to a new segment. After videotaping, the Practicum Student will watch the videos and write a reflection on (1) how the actual teaching deviated from the lesson plan and why; (2) which segments of the lesson were successful and why; (3) what segments were less successful (and the student’s analysis of this); and (4) modifications that the student would make if s/he were to teach this lesson again to a similar audience. Finally, the Practicum Student should address what s/he learned from the process of videotaping and watching his/her own teaching. One of the two teaching videos will be submitted in the final Teaching Portfolio, including the lesson plan and copies of all materials used. (See Appendix F for guidelines and details.)

**Logistical information for videotaping**: As a general practice, it is best to have someone operating the camcorder, rather than leaving it in a fixed position, so as to be able to follow the focus of activity and be able to move close up when needed. Practicum Students should make sure to discuss the details of videotaping with their Host Instructors to make sure the videotaping plan is acceptable and approved by her/him. If Practicum Students do not have their own video equipment, the TESOL Program has a

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digital camcorder that the students can check out.

It is recommended that Practicum Students position their videotaping equipment in a way that Practicum Students are being recorded all the time, but students in their classes, including their backs, do not get into the picture. If Practicum Students happen to videotape the students, they MUST receive the students’ written permissions to be able to use the video for educational purposes. Without these written permissions Practicum Students cannot submit the video to their ELT III professor and portfolio readers. In addition, such video cannot be used as part of a job application dossier.

2. **Final Reflective Report**: At the end of the Practicum and the associated class ELT III, Practicum Students will write a report in which they reflect on the experience of the practicum (what worked well, what did not work as well, and why), how they improved their teaching skills through the practicum, and what areas they will continue to develop and how beyond the practicum. More information on this report is found in Appendix G.

**Observation and Evaluation of Practicum Student’s Participation and Teaching**

The Host Instructor will provide a written final evaluation report to the ELT III Professor and TESOL Program Director. A Practicum Student is evaluated based on the Host Instructor’s report and all activities s/he submits as required in ELT III.

Passing the Practicum component is determined by a successful completion of all required Teaching Practicum activities and by a positive evaluation of the Host Instructor.

All assignments must meet their specified criteria, and citations must conform to the guidelines of the APA style guide.
Appendix A: Criteria for the Host Classroom Teaching Context Report

The Teaching Context Report includes an analysis of both the curriculum of the host classroom and the backgrounds and needs of the learners. These are dealt with in two separate sections, although they mutually inform each other in instruction. The total report should be 5 to 8 single-spaced pages, exclusively of any copies of the syllabus or other appendices.

Part A: Curriculum
Knowing the curriculum of the host classroom is helpful in understanding better what is going on and the decisions that lie behind the practices observed. In addition, this will help Practicum Students be more informed when the time comes to design the lessons they will teach, and better able to situate their lessons IN the curriculum. Please note: there may be proprietary issues with gaining access to course curriculum or information about it. Practicum Students should be clear that the purpose of this assignment is to gather more information about how to best work with the students and that they are only interested in seeing the curriculum (or “syllabus”) for the class for which they are working with the Host Instructor.

The curriculum report should include the following:

- The history and evolution of the course curriculum, including
  - Who the stakeholders are for this curriculum (other than the teacher and the students)
  - What student audience it was designed for
  - What methodological framework the curriculum is based on
- The primary goal(s) of the curriculum (what the students will be able to do after finishing this curriculum that they could not do before)
- How the course curriculum relates to other courses in the institution
- A “syllabus-style” outline of the curriculum (i.e., lesson topics), by weeks, or days
- A description of texts and materials regularly used
- Teacher autonomy in relation to the curriculum (for example, ways in which the host instructor is held accountable for providing the curriculum and has freedom to make changes)
- Assessment issues: how are students placed in the course, how do they exit it, who designs achievement tests during the courses, are there any long-term tests that affect the curriculum
- What are the host instructor's opinions about the curriculum?
- (If possible) What are the student's opinions about the curriculum?

If possible, a copy of any curriculum description documents that exists for the course can be included as an appendix to the report. It may be helpful to also talk to the Director or the head of the ESL instruction in your host institution to gather this information.

Part B: Student Needs and Backgrounds
For this part of the report, the focus is on the general commonalities of background and needs of the students in the Host Instructor’s classroom in order to inform lesson design and teaching, as well as a focus on one student as a case study. This will help you deal with situations in which there are:

- Distinct student subgroups in the class. For example, Hispanic students often have common needs that might be different from the needs of the S.E. Asian students in the class; some
students might be quite literate in their own language but know little English, others might be relatively fluent in conversational English but have low literacy skills.

- A few exceptional students (either those that are struggling or those that are very advanced), and while you need to focus more on responding to the majority of the class, you also have to think about ways to include these exceptional students in class activities.

Include for both the description of the general student population and your case study student the following:

- L1
- Exposure to English
- Time in English speaking environments,
- Proficiency in English
- Attitudes towards English and English speakers, their view of the status of English in relation to their L1
- Literacy (in both L1 and L2)
- Educational background,
- Current socioeconomic status of students and/or families
- Classroom expectations and conventional classroom behaviors the group may exhibit
- Treating exceptional individuals as “groups” onto themselves
- How their learning efforts are appreciated (and are these efforts supported or not) by the institution, by parents, by friends

**Assessment of general student needs:** For each student group you will want to be able to provide answers to many of the following questions:

- Why are they in the class?
- What do they want to do at the end of class (what do they see as their outcomes)?
- What does their teacher/the institution see as their desired outcomes?
- How does English relate to their long-term goals?
- What kinds of interactions do they need to carry out now in English?
- How much distance is there between their current level of English and the level of English they need to succeed in their goals?
- What kinds of interactions does the curriculum expect them to be able to (eventually) engage in?
- What skills will they have to develop along the way to be able to engage in this target performance?
- In what ways are they used to learning and participating in classrooms now? What ways of learning and classroom participation will they need to be socialized into to continue to be successful learners?
- In your opinion, in what ways the host classroom curriculum addresses (and fails to address) the students’ needs?
- Are the needs of your exceptional learners addressed (if you have any)?

**Proposed response in your lessons:** Based on this data, what are some ways that you will try to respond to these students’ backgrounds and their needs?

**Note 1:** Data for this report will come from classroom observations, from your knowledge of the curriculum and stakeholders, the *students* (in cases where it is appropriate and English proficiency is sufficient), and the host instructor.
Note 2: It may be preferable for this report to be more impressionistic than detailed. Its main purpose is to help you create an image for yourself of (1) where the students are now and (2) where they want to go. Therefore, you CAN make very broad generalizations – just (1) anchor your generalizations with at least one specific example, and (2) use common sense: if you are making a claim that may seem unusual to your reader, you will need to support it more carefully.
Appendix B: Criteria for Host Instructor’s Teaching Beliefs, Values, and Practices

**Purpose:** This assignment will help make clear why the Host Instructor conducts his/her classroom the ways s/he does. Practicum Students should always bear in mind that they are guests in the classroom and are there to observe and learn, not to make changes.

**Data Resources**

*Classroom Practices:*
- Your observations
- Lesson plans the host instructor has presented
- Structure and décor of the classroom
- Class rules and routines
- Consistent patterns in lesson focus or activity types
- The host instructor as informant

*Beliefs and Values about Teaching:*
- Inference you can make based on data on classroom practices
- The host instructor as informant

**Structure of the Report**

This report will have two parts that reflect on teaching values and beliefs:
- How they are brought into the classroom through practices (and in some classes perhaps, how expressed values and beliefs seem NOT to have been brought into classroom practices)
- How you think you have adapted (or will need to adapt) to respond to these beliefs, values and practices

This report will be two pages in length. You are advised not to share this report with your host instructor.
Appendix C: Record of Practicum Hours and Activities

Your Name: ________________________________________________________________

Host Institution: ________________________________ Host Instructor: ________________________

Course Title: _____________________________ Student Proficiency Level: ____________________

Session Date: ____________________ Start Time: __________ Finish Time: __________

Circle One: Observation/Familiarization Activity Instructional Involvement Teaching

Focus of Session: _____________________________________________________________

Session Activities: _____________________________________________________________

Comments/Highlights: ____________________________________________________________

Session Date: ____________________ Start Time: __________ Finish Time: __________

Circle One: Observation/Familiarization Activity Instructional Involvement Teaching

Focus of Session: _____________________________________________________________

Session Activities: _____________________________________________________________

Comments/Highlights: ____________________________________________________________

Session Date: ____________________ Start Time: __________ Finish Time: __________

Circle One: Observation/Familiarization Activity Instructional Involvement Teaching

Focus of Session: _____________________________________________________________

Session Activities: _____________________________________________________________

Comments/Highlights: ____________________________________________________________

Session Date: ____________________ Start Time: __________ Finish Time: __________

Circle One: Observation/Familiarization Activity Instructional Involvement Teaching

Focus of Session: _____________________________________________________________

Session Activities: _____________________________________________________________

Comments/Highlights: ____________________________________________________________

Session Date: ____________________ Start Time: __________ Finish Time: __________

Circle One: Observation/Familiarization Activity Instructional Involvement Teaching

Focus of Session: _____________________________________________________________

Session Activities: _____________________________________________________________

Comments/Highlights: ____________________________________________________________
Appendix D: Criteria for Class Logs

What are Class Logs?
(See the pages following this document for a blank class log and sample Class Logs.)

A Class Log is a sheet of paper you keep at your side during a lesson. While you focus on the instruction by the teacher and the learning of the students during the lesson, you may make note of the following:

- Mistakes that students make
- Key points of the lesson that were difficult and needed emphasis
- Vocabulary or language features in the lesson that it would benefit the students to explicitly notice
- Interesting or useful language appearing in the instructor's procedural language (procedural language is, to put it most simply, the language that the teacher uses to give instructions, to explain, to give feedback -- language which is not explicitly part of the lesson as the lesson plan was designed)

While impractical for teachers of large classes, Class Logs are a very valuable tool for teachers because they provide a record of what was discussed and what was important in one particular class (contrasted to the content of the lesson as planned for that class) and they highlight patterns in student difficulties, so that you learn better what kinds of difficulties to expect and develop effective ways to respond to them. In addition,

- A record of what was discussed and what was important in one particular class (contrasted to the content of the lesson as planned for that class)
- Personalization of the learning experience (the entries on the Class Logs concern the learner's own language, problems, and questions)
- A means to control the timing of error correction (or other elements of instruction), so that (a) the teacher doesn't always have to do “on-the-spot” error correction, yet (b) doesn't lose track of errors that should be noticed
- Patterns in student difficulties, so that you learn better what kinds of difficulties to expect and develop effective ways to respond to them
- Opportunities for student review
- Sources for quizzes and teacher in-class review

Class Logs as a teaching tool will only work effectively in small groups (classes less than 8-10 students). This is because with more than 8-10 students, even the most experienced teacher is so busy with classroom management issues that she cannot attend to the correction sheet and teach at the same time. However, in small classes, the teacher can simply note a word or two on the sheet at the moment some interesting language is produced and then get on with the lesson. Later, 10 to 15 minutes before the end of the class the teacher can stop and take a minute or two to write out her Class Log data in just enough detail so that students can make sense of it, and review the items on the Class log with the class. In the best of situations, a copy of the Class log can be made for each student. If this is possible, they are asked to spend five minutes reviewing the log that evening, and then maybe a few minutes the next morning. After that, students are allowed to throw the Class log away. It isn’t a high stakes tool. In an ideal world, the teacher would review the Class log one more time at the beginning of the next class to reinforce memory and to serve as a bridge from the previous class. NOTE: If you complete your class log by observing someone else’s class, class size will not be the restriction would be if you were trying to keep a log in your own class.
**Additional points:**
Teachers often ask if student errors should be addressed with only to the student who produced the error. The answer is no. The assumption that we make is that if one of our learners made the error, it is very likely that others would make the same error, so the whole class reviews and benefits together.

Typically a Class Log will have 10 to 30 notions notations for an hour-long lesson. The number of notations will depend on the nature of the lesson. For example, a discussion-based lesson will tend to have many more entries than a class primarily taken up with teacher explanation.

**Keeping Class Logs as a Practicum Placement Student**

Practicum Placement Students will record and submit a minimum of three Class Logs. Each Class Log should be kept for the duration of one instructional segment of the class (a instructional segment is a lesson or a segment of a longer class that introduces a language feature, works with that feature, and has some sort of closure before moving onto another instructional segment).

Since the Practicum Students will not be teaching at the same time that they are keeping the log, collecting enough entries should not be a difficulty. If a Practicum Student’s Host Instructor allows her/him to review the correction sheet with the students, that would be a very good instructional involvement experience. A Practicum Student can suggest this to the Host Instructor, but should remember that s/he is under no obligation to comply.

However, **add enough context and guidance on your correction sheet** (e.g., crossing out the mistake and providing a correction, writing a short rule, providing an image or another word to help students remember a pronunciation issue, a definition or a paraphrase of a vocabulary item or lexical phrase), so that if Practicum Students were to review it with students and then give it to them as a study aid, they would be able to follow the comments/notations.

**A Suggestion:** Practicum Students might particularly want to keep class logs in classes just prior to the ones they will teach. This way, Practicum Students will have a built-in review/bridge/warm-up activities to start off their lesson.

**Class Log Reflective Report:** The report should be 1 to 3 pages in length. Themes to address might include insights about:

- The types of errors your learners have tended to make
- Effective responses to these common errors (e.g., helpful explanations or comparisons)
- The value of paying attention to teacher procedural language
- How Class Logs can be an error correction management tool
- How Practicum Students could use Class Logs and assessment and in planning future lessons
- What was hard or difficult about collecting the Class Log data
- What was hard or difficult about “explaining” Practicum Students' notations on the Class Log sheet
- Practicum Students’ honest appraisal of the value of Class Logs
| Class/Organization | Students: | Date: |
Appendix E: Criteria for Lesson Plans

1. Class demographics
   - Lesson topic
   - Lesson target feature or skill
   - Proficiency level of students
   - Number of students and general L1 backgrounds (you do not need to count; e.g., predominantly Hispanic; most of the rest are S.E. Asians; two Ethiopians)
   - Class duration
   - Type of student audience (e.g., adult ed., pre-academic English, elementary ed., community college – continuing ed. or credit bearing)

2. Outcomes: What will the students be able to achieve by the end of the lesson

3. Lesson activities: Describe the lesson activities in sequence, with enough description/directions so that an experienced teacher would be able to look over your lesson plan for 10 or 15 minutes and then be ready to teach the lesson.

Note: In a grammar or function lesson, one would expect typical lesson sequencing such as Language Presentation, Discovery Activities, Explanation/Modeling Phase, Controlled/Semi-Controlled/Communicative Activities, Debriefing/Closure (and Homework, if assigned).
   In a reading or listening lesson, one would expect typical lesson sequencing such as activation of background knowledge, scanning/skimming/thorough reading in reading lessons, listening for gist and then more details in listening lessons, comprehension and vocabulary activities, text exploitation, and discussion (and Homework, if assigned).

4. Copies of all materials, handouts, transparencies, etc., necessary to teach the lesson (one copy of each is sufficient)

5. Reflective Self-Evaluation (1-2 pages): Sample questions to ask yourself:
   - What went well, what didn't go so well (and why)?
   - What modifications would you make if you were to teach this lesson again?
   - What did you learn about yourself as a teacher?
Appendix F: Criteria for Teaching Video and Reflective Report

The Teaching Videos and Reflections serve as an opportunity for instructor- and peer-evaluation of the Practicum Student’s teaching, as well as self-evaluation. In addition, one of the videos will serve as a requirement for the Teaching Portfolio (an MA TESOL graduation requirement). Each video should be 15 to 30 minutes long, showcasing the Practicum Student’s teaching skills. The reflective report accompanying each video should be 2 to 3 single-spaced pages, exclusive of any appendices, such as the original lesson plan.

Logistics:
Details of the videotaping should be discussed first with the Host Instructor to make sure the videotaping plan is acceptable and approved by her/him. If necessary, the TESOL Program has a digital camcorder that the Practicum Students can check out. As a general practice, it is best to have someone operating the videotaping equipment, rather than leaving it in a fixed position, so as to be able to follow the focus of activity and be able to zoom in or out as needed. If that is not possible, it is recommended that the videotaping equipment be positioned in such a way that the Practicum Student is recorded at all times, but the students, including their backs, are not included in the video frame. If host classroom students are videotaped, the Practicum Student **MUST** receive each student’s written permissions to use the video for educational purposes. Without these written permissions the Practicum Student will not be able to submit the video to the ELT III professor or the portfolio readers. In addition, it will not be possible to use the videos as part of the job application dossier.

The Practicum Student should work with the Host Instructor to determine which of the five direct teaching sessions will be the most appropriate to videotape. Ideally, the lessons videotaped will correspond to the two formal lesson plans submitted for ELT III. Practicum Students should videotape the entire lesson as taught (45 to 90 minutes), and then later choose the segment that best represents them.

Submission Details:
Practicum Students should view the video after teaching and determine which 15 to 30 minute segment to submit. It is best to choose a complete 15 to 30 minute segment. However, cuts at times may be necessary to avoid seeing students or long segments where the Practicum Student is not active. The nature of the class activity should be established before cutting to a new segment.

After selecting the teaching segment and editing the video (if necessary), the Practicum Student should watch the video again and reflect upon the following:

1) How the actual teaching deviated from the lesson plan and why,
2) Which segments of the lesson were successful and why,
3) What segments were less successful and why,
4) Modifications that the Practicum Student would make if h/she were to teach this lesson again to a similar audience, and
5) What the Practicum Student learned from the process of videotaping and watching his/her own teaching.

One of the two teaching videos will be submitted in the final Portfolio, including the lesson plan and copies of all materials used.
Appendix G: Criteria for Student’s Final Reflective Report

A Practicum Student’s Final Reflective Report will be submitted to ELT III professor. The Practicum Student might choose to share this report with her/his Practicum Host Instructor for transparency and to facilitate a productive discussion. However, this decision is up to the Practicum Student.

There is no precise format for your report. It will likely be 2-5 pages in length. The report should provide the following basic information:

- Practicum Student’s name
- Date of report
- Institution
- Course title
- Course beginning and end dates

Issues you the student should address in her/his report:

- What the student sees as her/his strengths and weaknesses as a teacher in a language classroom
- Progress the student feels s/he made during the course of the placement
- Strategies for how the student can continue to develop as a teacher
- How the practicum affected the student, both positively and negatively. This information is very important because it can give the TESOL Program faculty better insights into how to structure practicum placements.
- Recommendations to the AU TESOL Program that the student might have for improving the practicum placement experience in general
Appendix H: Explanation of Woodward’s: Four-Column Analysis

Taken from Woodward (2001), this is an observation aid that will help Practicum Students focus on instruction as they try to make sense of everything that is happening in the classroom. This structure can help Practicum Students focus on and explore their own and others' beliefs about language teaching, language learning, teachers, and students as they observe. It is particularly helpful when writing the Host Instructor Teaching Beliefs, Values, and Practices Report.

There are four areas of consideration, or columns to be completed: the first (Steps) and possibly the second (Chunks), are recorded while observing the lesson, while the third (Assumptions/Beliefs) and fourth (Archaeology) are completed after observation. Each area is explained in detail below and the observation template (with examples in italics) is provided.

**Steps:** In this column, the Practicum Student can record exactly what happens as it happens in the classroom, noting what the Host Instructor is doing as well as the students. There should be enough detail that someone who has not seen the lesson would be able to visualize and understand exactly what happened. Note: Recording the steps after the lesson is also possible and in some ways worthwhile. Practicum Students may want to try that as well in order to examine what they remember and what is most salient to them from a lesson. However, it is important to have notes from the lesson or a recording to be able to verify the steps later.

**Chunks:** In this second column, the Practicum Student should begin to organize the Steps into the lesson phases they represent. For example, the Steps “Teacher welcomes students,” and “Teacher asks a student to read the objectives off the board,” could be combined into the chunk “Beginning routine.” Other chunks can be the usual stages of a lesson plan, such as “warm-up,” “presentation,” or “practice.” This stage helps new teachers think about the sequencing of activities in a lesson plan as a coherent whole.

**Assumptions/Beliefs:** Practicum Students next review what was recorded in the Steps and Chunks columns and try to determine the assumption or belief that could explain the Host Instructor’s decisions. While the Practicum Student can only guess at the assumptions and beliefs, it is a worthwhile exercise which will help them uncover their own language learning and teaching beliefs.

**Archaeology:** The final column is completed in conversation with the Host Instructor. At this point, the Practicum Student should ask questions to try to determine the true assumptions or beliefs that guide the Host Instructor in making his/her pedagogical choices and decisions. This columns helps the Practicum Students understand how teachers learn the craft of teaching and how stated beliefs do not always match actual teaching.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Chunks</th>
<th>Assumptions/Beliefs</th>
<th>Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music as ss arrive</td>
<td>Setting atmosphere</td>
<td><strong>T</strong> thinks that music creates good atmosphere, relaxes ss, maybe relaxes T, too. <strong>T</strong> assumes ss like music.</td>
<td>(from interview with <strong>T</strong>) She learned about music as a conference and thought it would be a great way to combine her passion for music with teaching.</td>
</tr>
</tbody>
</table>

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