

JOURNAL

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TEACHING PRACTICUM II

UNIVERSIDAD DE CÓRDOBA

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2016

THIRD ENTRY

APRIL, 4TH, 2016

8-1

I started the class by writing the topic "Countries and Nationalities" on the board and then pasting the flags of some well-known countries. Then I asked volunteers to go to the board and write the names of the countries in Spanish. It was nice that most of the students participated. After that, I started to write the names of the countries in English, also explaining how some countries have the same spelling in both languages but different pronunciation. When I gave them the worksheet, some of them complained; however, all of them seemed concentrated on the task after a while. As a reflection, it is possible to say that although these students seem reluctant towards writing tasks at first, they will commit to them if I give them enough motivation.

8-3

Since one of the aspects that students needed to include in the description they made in the previous class was a person's job, I decided to teach them some new vocabulary in this topic, as I noticed that they needed more. I used some of the most common endings (*er, or, ist, ess, man/woman* and *player* in the case of sports) because I consider that this method will facilitate the memorization of the language. All in all, what this class taught me was that it is a good idea to find strategies that aid students in the process of memorizing the language. In this regard, suffixes have proved to be remarkably effective. Now it's up to me to design activities in which students use the language.

FOURTH ENTRY

APRIL, 7TH, 2016

8-1

I gave the worksheet back to the ones who hadn't finished and told them to complete it in ten minutes. They were clearly rushing to finish it, which means that they cared about the grade they could get from it. After that, I gave them instructions on how to describe someone's nationality. In doing so, I pasted the pictures of some famous people (James Rodríguez, Lionel Messi, etc.) on the board and showed them an example. I did it step by step and asking students what to write next so that they felt involved during the explanation. I will continue using famous people because they are effective at catching students' attention.

8-3

The purpose of this class was to measure how much students have learned in the previous one. To complete this objective, I told them to get in pairs and complete a worksheet in which they were required to match the different jobs with their corresponding pictures without looking at their notebooks. At first, it was easy for them because they started with the ones they knew best; however, after a while, things got more complicated as students struggled to remember the jobs left. Positives aspects of this class include the joy that students showed during the activity, their collaboration with each other and their behavior.

FIFTH ENTRY

APRIL, 8TH, 2016

8-1

Today's task consisted of having students describe the nationality of famous people. To that end, I pasted again the pictures of the famous people on the board. There were about 8 students who did it quickly and without having to ask me for further instructions. The rest of the students, however, needed clarifications in some aspects. The overall performance of the students in this task was satisfactory, especially because I noticed that there is collaboration rather than competition in the class. In the following classes, I intend to complement this writing task with an oral task.

8-3

Following the recommendation from the teacher, I decided to put into practice an activity that encouraged students to orally use the language. I decided to continue using the same worksheet from the previous class. Using the attendance list, I called students one by one and gave them a number. Each number represented a job in the worksheet and their task was to form a complete sentence using the job and the structure presented in the previous classes. Students also had to make between male and female characters by using *he* or *she* appropriately. I consider that it is good to use activities that complement oral and written production effectively. However, I still need to find strategies to keep the class under control during the speaking activities as it is common that students stand up from their chairs or make noise while their partners are speaking.