

JOURNAL

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TEACHING PRACTICUM II

TEACHING LANGUAGE PROGRAM

MONTERIA, CÓRDOBA

2016

OBSERVATION

Date: March 07th/ 2016

Grade: 8° - 9°

My teaching practicum II is being carried out at Institución Educativa Liceo Sahagún Cooperativo Mixto, a private school in Sahagún, Córdoba. During my observation process in 8th and 9th grades I had the opportunity to have an interesting experience because I had worked with those students last year, I was their English Teacher. However, I could observe that some of the misbehaving students have a different attitude, they are trying to have a better behavior.

In this grades I have some students who did not pass the grade, so they are repeating the grade.

Fortunately, they are prepared to accept a teacher using the language as much as possible and implementing variety of activities.

Some of the students are shy when participation in class, maybe they do not want to say something wrong, but the teacher encourage them to practice and pay attention to their classmates' mistakes to avoid repeating them.

The four language skills are developed in class, the teacher tries to integrate them. Students understand the moments of the class and their relationship with the teacher is good.

A/ AN / THE ARTICLES – NO ARTICLE

Date: March 10th/ 2016

Grade: 8°A – 8°B

At the beginning of the class I started asking questions about the use of these articles in order to know the previous knowledge of the students. Some of the participated in class and it motivated me to continue with the class.

I used the language 70% of the time and I speak Spanish to clarify doubts, answer questions or say something really important. Some students were always saying they were not able to understand what I was saying, but then they tried to pay attention. I think they will understand during the lessons. Their teacher use the language but in a lower percentage.

During the video they were taking notes and when the video stopped they asked me to clarify doubts. They were speaking in Spanish but I encouraged them to use the language as much as possible. Some of them were against of this, but then they tried to do it.

When they were completing the worksheets, they asked me questions, I was walking around the classroom and answering questions and clarifying doubts, explaining and giving the tips to learn the articles in an easier way.

This class was amazing, I have to work with some new students and be really didactic to encourage them to use the language and enjoy the class.

READING COMPREHENSION - ARTICLES

Date: March 17th/ 2016

Grade: 9°

During the first hour of the class, students had to make a power point presentation using the future forms. This activity was assigned by their English teacher. The presentation was divided into groups; some students had to use **Be going to** form to talk about their next vacations. On the other hand, some other students had to work with **Will** to talk about promises as candidates for presidency. I was really surprised because some of the shy students did their best to have a good presentation, some other were not interesting they read what they translated in Google Translator. I had the opportunity to give them some pieces of advice and correct some of their mistakes.

During the second hour of the class we work on the articles, they watched a video and while watching they were writing questions and doubts. At the end of the video, they asked me and I answered their questions to make the topic more understandable for them. They were asked to give reasons for their answers.

The game was funny. The class was divided into two big groups. They were excited to play and win the game. While the participant was working to answer the question with its corresponding answers, their group was analyzing the questions and offering their help when it was needed.

The teacher was inside the classroom during the whole class, but he was just observing. The students understood that I was in charge of the class, and if they had something to say or if they needed permission they had to talk to me.

FIRST TERM EXAM

Date: March 28th / 2016

Grade: 8°A - 8°B

In this classes the students have to do the final exam of the first term. In this exam they have to complete exercises about past simple tense, regular and irregular verb, vocabulary the articles and some prepositions.

At the beginning the classroom was organized in rows. The instructions of the exam were given in Spanish to avoid confusion and doubts. However, during the exam many students raised their hand asking for teacher's help. I was walking around them and answering their questions and explaining what they need to clarify.

I had to call attention of some students who were talking with other classmates during the exam. They had one hour and half to complete the entire exam.

At the end of the exam, we check them. We analyzed their answers and explained why some of them were wrong. They understood where their mistakes were and why they were wrong.

FIRST TERM EXAM

Date: March 31st / 2016

Grade: 9°A

In this week the students have to present the final exam of the first term. This one was not a class but I had the opportunity to assess my students in terms of providing clear instructions if they have doubts. This test was a multiple choices test, so they feel more comfortable when completing the test. Some of them were always asking for translation but I tried to encourage them to use the reading strategies to know the meaning of some unknown words.

PRESENT PERFECT TENSE / TRIP AND ADVENTURE

Date: April 4th - 7th / 2016

Grade: 8°A - 8°B

In this class I had the opportunity to review a topic the 8th graders worked with me last year. For this reason they feel they need to demonstrate what they learned about irregular verbs. However, some students were not paying attention to the first activity about irregular verbs. During this class, the same students were participating, asking questions and helping with the class rhythm. What I can conclude is that I have to design some more didactic activities about irregular verbs, they need to learn them to work with the present perfect tense.

My teacher advisor are always trying to help me. She really likes the activities I design. Fortunately, we are always talking about the students and the class, so she gives me pieces of advice when needed.

Classroom management is being better with every class, the misbehaving students understood that I am their teacher during this semester and they have to do their best. This situation makes me feel more confident about my teaching practicum and I am trying to be didactic and make classes entertaining for all of the students.

FOOD – VERY/TOO/ENOUGH

Date: April 7th / 2016

Grade: 9°A

During this class we had the opportunity to develop reading activities. Most of the students feel comfortable with this kind of activities because they understand it is necessary for their process, they need to acquire reading strategies because they are going to present many national tests in which long paragraph are presented.

I encouraged them to underline the unknown words and figure out their meanings according to their context and some other reading strategies.

I can say that my students are improving in this skill, at the beginning the majority of the students did not like reading, they felt they were not able to analyze even short readings, but during these classes, they have shown motivation in this activity and are always trying to express what they can understand about the readings and relate that new knowledge with their previous. They are starting to be reflective readers.

VERY/TOO/ENOUGH (Exercises)

Date: April 21st / 2016

Grade: 9°A

In this class the Speaking skill was promoted. I had designed an activity in which they have to give reasons for their answers. Also the cooperative work was promoted. I encouraged them to work with someone they had not had the opportunity to work with during this year, and also to work with someone who presents difficulties in the subject. At the beginning they did not like my idea, but I told them that the idea was that everybody understood the topic and could participate freely.

As teachers we need to motivate our students to be sociable and working in groups is always a good option. With this kind of activities they can join with someone else, but also they can share what they know and learn something new from their classmates.

INTERNATIONAL FOOD - COMPARISON

Date: April 28th / 2016

Grade: 9°A

During this lessons I felt my students more involved that in other class, maybe due to the topic. We were talking about international food and comparing them with the Colombian food, they felt free talking about that because they know about that. I have to control the participation because most of the students wanted to say something. This class was really productive. One part that made me feel really good was the final assignment for the next class. They were asked to join in groups of three people to prepare a poster presentation in which they have to choose a restaurant and give reason using the comparison. The amazing part was that they were excited about this activity, they said to me how they wanted to do their presentation and defense with really dynamic and creative ideas. I could understand they liked this kind of activities in which they can freely design what they want to present. Sometimes, we need to give our students some freedom and let them think and be creative. They will feel they have an active role in their learning process and will be motivated to make it entertaining.

SINCE / AGO / FOR

Date: May 2nd / 2016

Grade: 8°A – 8° B

During this class we had the opportunity to develop the last part about the present perfect tense. For this class I designed some challenging activities in which my students had to think a lot after answer. Most of the students felt engaged with this kind of activities because they feel they have to win, they have to be better than others, and they can demonstrate what they have learnt.

I encouraged them to think about different reasons for their answers, they need to know how justify their answers in many different ways.

I can say that my students are improving in this skill, even the students who did not want to participate were participating that day, and they were excited they felt able to complete the activity. They have shown motivation in this activity and are always trying to express what they can understand about the topics.

COMPARISON AND FOOD PREFERENCES

Date: May 2nd / 2016

Grade: 9°A

During this class we developed a poster presentation in which the students need to express their preferences about three different restaurant by using the comparison. My students really like this kind of activities in which they can work in groups in use the language in a real context.

I can say that my students were involved during the activity, most of them were really prepared for the activity. However, some of them were not ready for the activity and they started to promote noise. What I could reflect about this was that as teachers, we have to be prepared to face this kind of things. If we have students that are not ready to present or developed an activity, we have to have a Plan B, in which we can manage them while the rest of the students are working.

EATING HABITS/ UNCOUNTABLE NOUNS

Date: May 12th / 2016

Grade: 9°A

During this teaching practicum in the 9° grade's classroom I have felt my students are more involved during each class. They are mature when thinking and giving answers. During this class we were talking about their eating habits, they felt free talking about that because they know about that. I have to control the participation because most of the students wanted to say something. This class was really productive.

At the beginning of the teaching practicum I could notice that one student was reluctant to participate and be involved with the class. He is repeating the grade and one the subjects he failed was English with the same teacher, for this reason he did not want to do anything in this class. However, in my classes he tried to participate as much as possible, maybe he wanted to demonstrate he could be better this year to the assessor teacher. I have tried to give him confidence. I have tried to provide feedback and pieces of advice, maybe this has created a comfortable environment for them.

CELEBRATIONS / MODAL VERBS

Date: May 16th / 2016

Grade: 8°A – 8°B

In this class I was surprised because at the beginning of the lesson my students asked me to explain a topic they have already developed with the assessor teacher. They said that they had doubts and they really needed my explanation. They expressed they like my explanation method because I always use common situations, the ones they face every single day. As they are teenagers we have to create a direct communication line with our students. As their teacher during this period, I have taken advantage from my age, I have used their language and make the classes a little bit entertaining.

QUANTIFIERS/ UNCOUNTABLE NOUNS

Date: May 19th / 2016

Grade: 9°A

This was my last class with this group, in this class the students had the opportunity to give feedback to their classmates in a Reading Comprehension exercise. At the beginning of this process they did not want to express their opinion to their classmates, they felt that if they said something “negative” to their classmates, their classmates would say something “negative” to them. I tried to encourage them to produce critical and positive feedback to their classmates; that would be better for the whole class because we learn from others’ mistakes.

They also expressed how they felt during my teaching practicum, some of the new students said positive opinion to me. The rest of the students, the ones who had worked with me last year when I was their English teacher, expressed that they missed my methodology, my “Come on, guys” and the way I always try to encourage them to use the language no matter the mistakes.

This makes me feel really happy, they feel comfortable talking to me about any topic, even in their break. I think a teacher should try to be friend of their students to get their confidence and have more chances to get them involved during the classes.