Journal

Today's class was such a success. At least with 10th graders. I took them a game in order for them to learn and practice some verbs. I had noticed that most of the students usually got bored in the English classes so I wanted them to stand up, to yell, to run, to applause and to do other things that they do not usually do in that class. When I arrived to the first group of 10th graders students asked me if I was going to be their teacher today and when I said yes they showed me their happiness. This motivated me to give the best of me in order for them to learn in an easy and funny way. When I presented myself again they were paying close attention and I did not hear a single sound. We stablished some rules and as the class was being developed I could realize that they respected them, such as raising the hand when they wanted to talk, listening to the partner, be quiet when I asked to and, for instance when I asked for silence, and if at least one of them kept talking, other partners said: "shhhh, the teacher is talking" so they respected the rule of not talking while other is doing it. Something that I also liked was that they help each other. For example, they did not cheat on the game because if they did so, they could make their partners lose. I liked very much working with this group (10D) and I hope I can keep enjoying the classes as well as them.

With the second group of 10th graders something similar happened but they are a little bit more difficult students and they misbehaved a little but we could work very well as most of the students showed disposition to do the activities. I also liked to work with them (10F) and I hope we can improve some things such as behavior and I want them to participate a little more.

With 9th graders I worked so well today because they were very participative (both groups). The activities required them to write and to go to the board and they did without any problem. Obviously I gave them feedback and they accepted and corrected their mistakes.

funy activities are motivating

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Teaching Practicum II

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