

# **JOURNAL**

**JOSE EDUARDO BARRAGÁN ARTEAGA**

**TEACHING PRACTICUM II**

**UNIVERSIDAD DE CÓRDOBA**

**MONTERÍA – CÓRDOBA**

**2016**

## **SIXTH ENTRY**

**APRIL, 11<sup>TH</sup>, 2016**

### **8-1**

To complete the activity of this class, students had to describe a famous person's age, nationality and age. I told them to organize the chairs in a circle and it was a good idea because this way I could listen to the student who was standing next to me doing the activity and also keep an eye on the rest of the students. This seating arrangement is the best for socializing activities and therefore, I will continue using them in the following classes.

### **8-3**

The aim of this class was that students finished the activity they couldn't complete in the previous class. In doing so, I told them to arrange the chairs in a circle as well. This arrangement worked fine with them, because I could tell the students who were talking loudly or standing to sit down and remain silent. The gain from this activity was that students got to practice the language in a meaningful oral situation, which is exactly what I want to achieve with my classes.

## **SEVENTH ENTRY**

**APRIL, 14<sup>TH</sup>, 2016**

### **8-1**

For this session, I prepared a class in which students would learn a grammar bank related to occupations. I decided that simply by writing the words on the board wouldn't bring about a positive effect; therefore, I didn't write the complete words, but asked them to complete them by using the correct suffix. I consider that challenging students in each component of the class is important because it encourages them to use the language and even if they make mistakes, they can correct them and learn from them.

### **8-3**

What I learned from this class is that students from this classroom have difficulties to understand instructions written in English, even when I provide them with the translation. Based on this, I will give the instructions in Spanish from now on. I am aware that this is not the most appropriate decision for their learning process; however, I expect that the time and the improvement of their performance will compensate the reduction on my use of English.

## **EIGHTH ENTRY**

**APRIL, 15<sup>TH</sup>, 2016**

### **8-1**

This class taught me that students tend to misbehave a lot when the in-service teacher is not in the classroom. As soon as she left, they started whistling and making noise. To make them stop, I told them that I would make the assignment bigger if they didn't stop the whistles. Some of them thought I was joking and whistled louder on purpose. As soon as they noticed that I was being serious, they quit. This strategy proved to be very useful since it allowed me to regain control of the class without having to raise my voice.

### **8-3**

For this class, students had to share the information they gathered from their partners through the interview in the previous class. I think that this type of activities are beneficial for my students because they have the opportunity to use the language with their partners. Also, not only do they have the opportunity to use the language orally, but they can also write notes that they will read later.