

**EFFECTIVE EFL TEACHING PRACTICUM: IMPROVING PLANNING OF
INSTRUCTIONTHROUGH A PROCESS OF REFLECTION**

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SANTANDER, BUCARAMANGA
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OF INSTRUCTIONTHROUGH A PROCESS OF REFLECTION**

**Trabajo de grado
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RESUMEN

TÍTULO:

Enseñanza Efectiva del inglés como Idioma Extranjero en la Práctica Docente:
Mejoramiento de la planeación a través del proceso reflexivo.*

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PALABRAS CLAVE:

Proceso de reflexión, Enseñanza efectiva del inglés como idioma extranjero
Planeación de clase, Práctica docente.

DESCRIPCIÓN:

El siguiente estudio presenta un trabajo de investigación acción en el aula llevado a cabo por tres profesoras practicantes de Licenciatura en Inglés de la Universidad Industrial de Santander UIS. El objetivo de este estudio es describir el proceso de reflexión iniciado por las profesoras practicantes con el propósito de mejorar la planeación de clase y como resultado de esto aproximarse a una enseñanza efectiva del inglés como idioma extranjero. Este proceso fue desarrollado por las profesoras practicantes durante su práctica docente en la Institución Educativa las Américas con estudiantes del grado decimo, en el segundo semestre académico del 2009.

Este estudio muestra como las tres profesoras practicantes recolectaron información de manera sistemática en cada uno de los pasos de la planeación de clase y como el proceso de reflexión llevado a cabo en cada paso las condujo a mejorar la planeación de la instrucción para acercarse a una enseñanza más efectiva. Los instrumentos utilizados por las profesoras practicantes para la recolección de datos fueron: diario de campo, observaciones entre pares, y la retroalimentación por parte del supervisor de práctica en los planes de clase y la implementación de estos.

Este estudio enfatiza la importancia de involucrar a los profesores practicantes en un proceso de reflexión durante la práctica docente, ya que este proceso les permite evaluar y enriquecer la calidad de su enseñanza y al mismo tiempo beneficia el proceso de aprendizaje del inglés como idioma extranjero de sus estudiantes.

* Proyecto de Grado

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ABSTRACT

TITLE:

Effective EFL Teaching Practicum: Improving Planning of Instruction through a Reflection Process*

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KEY WORDS:

Reflection Process, Effective EFL Teaching, Planning of Instruction, Practicum.

DESCRIPTION:

The following study presents a classroom action research work carried out by three pre-service teachers of the English Language Teaching Program at *Universidad Industrial de Santander* (UIS). The aim of this study is to describe the reflection process started by the pre service teachers in order to improve planning of instruction and as a result of this approach effective EFL teaching.

This process was developed by the pre service teachers during their teaching practicum at *Institución Educativa las Americas* with students in the tenth grade, during the second academic semester 2009.

This study shows how the three pre service teachers gathered data at each step of planning of instruction and how the reflection process done at each step led them to improve their planning of instruction and in that way to approach EFL teaching in a more effective way. The instruments pre service teachers used to collect the data were: field journal, peer observation, peer audio-recorded discussions, supervisor's feedback on both lesson plan and implementation of it.

This study emphasizes the importance of engaging pre service teachers in a process of reflection from the beginning of their teaching practicum, since it allows them to evaluate and enrich their own teaching practice which at the same time benefits students' language learning process.

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1. GLOSSARY

Attentive Behavior: Wright defines attentive behavior as the “behavior exhibited by a motivated learner who tends to synchronize their roles willingly with the teacher’s role; and are more likely to cooperate with the teacher in the various processes involved in classroom learning” (qtd. In Wajnryb)

Cooperative Learning: it is understood as the teaching strategy in which small groups, each with students of different levels of ability, use a variety of learning activities to accomplish a learning task. All the team members are responsible not only for the functions attached to their roles but also for helping teammates meet their own responsibilities in order to accomplish the assignment successfully; thus, creating an atmosphere of achievement.

Disruptive Behavior: this term refers to any disturbance learners may cause in class that prevents them and their peers from working and therefore from learning. A disruptive learner also manages to grab a teacher’s attention and prevents the teacher from giving others attention. *Disruptive behavior* includes any kind of disturbing speech, gesture or action that interrupts the class.

EFL: this acronym stands for *English as a Foreign Language*. It refers to the English Language teaching-learning in a non-English speaking country.

ELT Program: this acronym stands for *English Language Teaching*. It refers to the teaching program at Universidad Industrial de

Santander which has a duration of five years which grants the degree of Licenciado en Inglés.

English Teaching Practicum: it is understood as a subject involving activities emphasizing the practical application of theory and experience teaching

Journals: written (electronically or by hand) or orally-recording discussions among students and teacher about school-related or other topic of interest to students. Journals can provide information about student' writing/speaking skills and about their communication strategies, interest, attitude or background- all of which can be useful for understanding students' performance in class and planning instruction to meet their individual needs, goals and styles

L1: acronym used in the area of Second Language Acquisition to refer to the mother tongue acquired by a person in a natural setting.

L2: acronym used in the area of Second Language Acquisition to refer to the second or foreign language learnt by a person in a natural or formal setting.

Observation: it is considered a learning tool that educators use with the purpose of in language classroom the purposeful teaching and/or learning events through systematic processes of data collection and analysis.

Pre-service Teacher (PsT): students who are in the last semester of the English Language Teaching Program.

Reflect: it refers to the process in which educators observe and examine their own practice in order to improve it.

UIS: acronym that stands for Universidad Industrial de Santander.

Up-and-Running Decisions: the changes done to the lesson plan as the lesson develops.

2. INTRODUCTION

Effective Teaching has been broadly discussed in the field of education; nevertheless, it has not been clearly defined. Research suggests that there are three main approaches to looking at effective teaching, the first one approaches effective teaching as the management of learning aim at student achievement; the second one looks at individual differences as the base for success or failure of instruction. Lastly, there is the approach that focuses on two main concepts to assess effective teaching: “Active learning time” and “quality of instruction” as established in Effective teaching in schools: Theory and Practice (Kyriacou, 16)

When quality of instruction and active learning time are indicators of effective teaching, reflection on planning, must become the focus of the teacher’s efforts. This dynamic process is foundational to classroom-action research; since it recognizes the complexity of the learning-teaching situation, as asserted by Allwright doing classroom-action research “means that it is no longer worth looking for general solutions to general problems, because all ‘problems’ are reducible, ultimately, and in practice, to ‘local’ ones, and so require ‘local’ solutions, solutions that respect the uniqueness of all human situations...” (5)

The current research study was carried out during the teaching practicum experience over a period of four months, in the year 2009 at *Institución Educativa Las Americas, Santander, Colombia*, with teenagers in tenth grade of high school. This study addresses the reflection process pre-service teachers in 10-1, 10-2 and 10-3 followed during their planning of instruction.

The reflection process was advanced by the information gathered using data collection instruments such as peer observations, peer discussions, supervisor's feedback on both lesson plan and implementation of the lesson, field journals, and audio-recorded discussions.

3. STATEMENT OF THE PROBLEM

When facing students for the first time in the teaching practicum, pre-service teachers are likely to have high expectations, both of their performance and of the way students may respond to the planning of instruction, which was done taking into account the theory on best teaching practices.

However, when the planning of instruction is viewed in such a way it may become prescriptive as it does not take into account the target population; the teaching/learning situation becomes one of behavior control, which deviates teacher's efforts away from the students' language learning process and personal growth.

This situation is detrimental to both, teacher morale and professional development, as they may feel inadequate and without a sense of accomplishment. Teachers face an important decision, to maintain the status quo or to exert change by getting involved in a process of reflection into their own practice.

Therefore, by getting involved in a process of reflection throughout the teaching practicum; that is, self observing and self evaluating as well as observing peers, and giving and receiving feedback, pre-service teachers increase their chances to be more effective as evidenced by students' responses to teachers' decisions and actions.

4. JUSTIFICATION OF RESEARCH

The teaching practicum should be seen as the opportunity for future EFL teachers to refine and enrich their own teaching; unfortunately, when facing this experience, most pre-service teachers tend to feel overwhelmed since what they had been trained for, does not necessarily work out on reality. Then, the practicum becomes a routine that does not contribute to pre-service teachers' professional growth.

This study shows how through a process of reflection, done by gathering data in each step of planning, three pre-service teachers in their teaching practicum at *Institución Educativa Las Americas* (a public school) overcame this initial difficulty and came to design more effective lesson plans guided by on the process of reflection carried out in the planning of instruction.

Allen Quesada Pacheco points out how the process of reflection helps pre-service teachers to analyze different types of methodologies and strategies of teaching as they go along in their training, and he further states reflective inquiry should start at the training stage (7). Therefore, future pre-service teachers may benefit from the experience being described in this study, since it presents a valuable tool for teachers in training to inform the planning of instruction and as a result become more effective, which at the same time benefits students' learning process

5. STATEMENT OF PURPOSE

5.1 General Objective:

To describe the reflective process pre-service teachers followed at *Institución Educativa Las Americas* which informed their planning of instruction in order to become more effective teachers.

5.2 Specific Objectives:

- ❖ To identify the steps for doing a reflective process
- ❖ To emphasize the importance of doing reflective planning from the onset of one's teaching career.

5.3 Research Questions

- ❖ What is the reflective process pre-service teachers followed to inform their planning of instruction in tenth grade at *Institución Educativa Las Americas*?
- ❖ What is the planning of instruction process pre-service teachers followed to plan lessons in tenth grade at *Institución Educativa Las Americas*?

6. THEORETICAL FRAMEWORK

6.1. Literature Review

The current study is focused on some concepts which have been discussed by different authors in the field of education. One of those concepts is the process of reflection and how this might inform planning of instruction. In addition to this, effective teaching is another concept related to this study since this the natural consequence of being reflective during the planning of instruction.

6.1.1 Reflective Teaching

Reflection was first used and defined by Dewey as “a continuous process of examination of beliefs and practices, their beginning, and their impacts,” as cited by Richards. It has been referred to in many different ways by different authors in the field of education and its importance has been widely discussed since 1909. Allen Quesada Pacheco states: “Reflective thinking is seen as key on the road to professional growth. Furthermore, Richards sees reflection as “...an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action.” (1) In fact, Schön states “reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline.” (68)

Taken as a whole, reflection is to examine teaching considering the beliefs, attitudes and conceptions about classroom practice to diagnose possible problem areas; assessing and planning pedagogical solutions to improve and enhance learning processes. This process implies more than a self assessment exercise; it is a way to comprehend and take advantage of the class environment to enhance teaching techniques and improve learning. Thus, it means a way of self assessment in which teachers use instruments such as: observations, field notes, journals, etc...in order to record, analyze and evaluate their teaching skills during classes. It's a process that involves several tasks whose goal is to improve teaching self awareness.

In the book, Promoting Reflective Thinking in Teachers: 50 Action Strategies reflective teaching is described as "The process of making informed and logical decisions on educational matters, then assessing the consequences of those decisions." (11) Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations, and then going on to making changes. A process of reflection may begin in response to a particular problem that has arisen in a particular learning-teaching situation, or simply as a way of finding out more about one's teaching, since according to Cunningham, the main goal of the reflective process is not only to address an specific problem or a question stated at the beginning of one's practice but to self-observe your teaching in order to improve it on an ongoing basis. (1) The first step in any process of reflection is to gather descriptive data in order to know what is going on in the class. After data has been collected an in-depth analysis should take place in order to find patterns occurring in your teaching. Then, Cunningham says, it is necessary to "create a plan that incorporates new insights. Because

reflection is conducted not for its own sake but to improve instructional practice practitioners must link information and insights gained from the reflective process to changes they are making in the classroom.” (2)

“In reflective practice, the teacher applies theory in classroom practice, observes and reflects on the results, and adapts the theory. The classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice” (National Capital Language Resource Center). For this reason, reflective practice is a valuable tool especially for pre-service foreign language teachers in order to bridge the gap between theory and practice. This gap is evident when pre-service teachers face their teaching practicum, as discussed by Allen Quesada Pacheco. However, this process is not exclusive for teachers in training, since it might also benefit In-service teachers as pointed by Dahlin “We need to demonstrate our research base by conducting our own classrooms research (reflective practice) and by reading, using, and citing professional journals. The time has passed when teachers can simply say, ‘It works.’ We have to show that we understand the hows and whys of our theory and practice” (qtd in Dahlin 57). Reflection offers other benefits as mentioned by Pennington, who proposes the reflective process “as a means for improving classroom processes and outcomes, and developing confident, self-motivated teachers and learners.” (qtd. in Farrell 14). Thus, reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching.

Henceforth, in this research project the reflection process is going to be defined as an ongoing process in which the teachers observe, examine, and evaluate their own practice by means of

instruments such as: observations, field notes, journals, and audio-recorded discussions, in order to be able to make informed pedagogical decisions which refine and/or improve their practice in general on an ongoing basis.

6.1.2 Effective Teaching

A review of the literature on effective teaching shows that there is much variance in its definition. For instance, the Western Michigan University in its Teacher Evaluation Kit defines Effective Teaching as those teaching practices that lead to desirable results such as student learning as measured by standardized tests. Often such practices are identified based on correlational research, referred to as process-product research, which does not indicate a cause-and-effect link between certain teaching practices and student learning. On the contrary, other scholars assert effective teaching does not necessarily relate to students' achievement; in the book *Effective teaching in schools: theory and practice*, Chris Kyriacou explains how one of the main approaches to look at effective teaching deals with two important concepts such as "Active learning time" and "quality of instruction". The former, as defined by the author "is concerned with the amount of time pupils spend during a lesson actively engaged in the intended learning task while the latter refers to the actual quality of the learning experiences themselves..." He also claims this approach aims at explaining why some teachers are more effective than others (16). In the same fashion, Tauber defines effective teaching as "a preventative discipline measure that keeps students so involved and interested that they are not inclined to cause problems" (10). Furthermore, in her dissertation paper Kristina Nordahl states that defining the term effective

teaching is not an easy task, and claims there is not a perfect recipe to achieve it. However, in her paper she conceptualizes the term effective teaching as the result of the teacher managing to achieve an environment where students are working on what they are expected to or paying attention to what is being presented during the lesson.

By and large, effective teaching is a complex process that requires the development of knowledge and essential teaching skills, as well as continuous professional growth that affect the possibility of students to learn. Research suggests that Effective Teaching involves teacher's actions, system of beliefs, skills, subject matter knowledge as well as specific pedagogy knowledge. However, it is difficult to give a general definition to what Effective Teaching is, since in the context of classroom life these factors cannot be measured in the same way and they are not common to all the teaching situations.

Hereafter, effective teaching will address teacher's actions, system of beliefs, skills, subject matter knowledge and specific pedagogy knowledge as they interact in the continuous reflective process of professional development as evidenced by the students' responses to teacher's decisions and actions.

6.1.3 Planning of instruction

Good planning of instruction is the first step to accomplish effective teaching, and one of the most relevant tasks teachers must master. However, a review of the existing literature showed many authors still considered it a rather linear process in which the teacher

makes a detailed description of the course of instruction for an individual lesson. On the contrary, other authors such as Jane Jones see planning as "...a key feature of effective teaching in that it is evidence of much deeper, reflective activity." She also states "planning will involve issues of short, medium and long-term planning as the teacher locates the present learning needs within a greater framework of linguistic progression." (2) Moreover, Lynn Maidment refers to lesson planning as the key developmental aspect of a teacher's ongoing professional reflections. Appropriate plans provide a framework for revisiting and evaluating the success of the lesson in meeting its objectives.

As stated by Panasuk "the development of pre-service teachers' ability to construct, conduct and analyze a lesson is an essential component in their professional training. In order for aspiring teachers to be able to critically evaluate the pedagogical work of others and themselves, they must study lesson observation and analysis and acquire a knowledge base that is systematic and clearly differentiated. To become flexible, dynamic teachers, they must think independently and develop abilities of reflection in order to make decisions about pedagogical situations in future lessons." (12) Nevertheless, and according to Jones "lesson planning ought not to be the special responsibility of trainee teachers but, rather, a hallmark of the professionalism of all teachers." (4)

In this study planning will be defined as, a series of decisions made by a teacher about the various elements of a lesson, learners, materials, and tasks. Planning consists of three steps which are planning step, checking or consulting step, and evaluating step, as stated by Ruth Wajnryb in chapter four, of her book Classroom Observation Tasks.

The planning step takes place before the lesson implementation and it refers to the preparation of the lesson based on a series of decisions made thinking on the actualities of classroom life. The checking or consulting step takes place during the lesson itself and it is the actual implementation of the lesson and the changes teachers make based on the responses of the students and the classroom atmosphere. Finally, in the evaluating step, which takes place after the implementation of the lesson plan, teachers ask themselves how the lesson can be taken further; that is, deciding on a follow up path; in the present study this is of vital importance since, as stated by Dee Fink, evaluation is an inherent part of good teaching.

7. RESEARCH METHODOLOGY

7.1 Context and Sampling

The study focuses on the experience of three pre-service teachers from the tenth semester of the ELT program at UIS doing their teaching practicum from August 25th to November 6th in the year 2009 at *Institución Educativa Las Américas* in Bucaramanga, Santander. The three pre-service teachers were in charge of tenth grade (10-01, 10-02 and 10-03). Each pre-service teacher delivered a single lesson (55-minute) and a block lesson (110-minute) per week in the group they were responsible for.

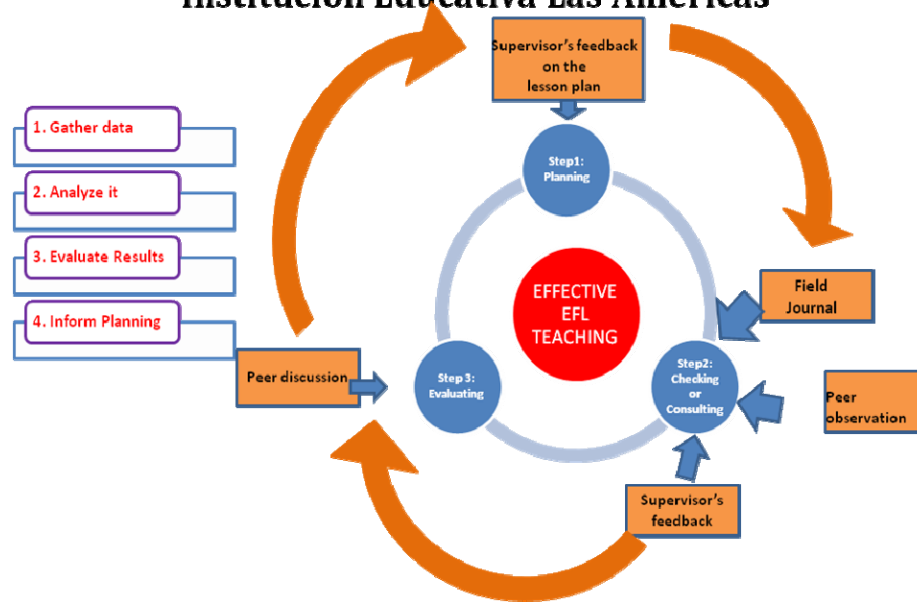
A one month observation cycle was established among the three pre-service teachers to observe each other (each time two observed while one taught.) The first week, the data collection process was carried out by observing each pre-service teacher's single lesson. In the second week, data was collected through the observation of the first hour of the block. In the third week, the observation was done in the second hour of the block. To close the cycle, each pre-service teacher observed each peer's block lesson. Then, the observation cycle would begin again.

The participants involved in this study were high school students from the public school *Institución Educativa Las Americas*. Groups consisted of approximately 41 students per class, taking two weekly English lessons. On average, they were fourteen to sixteen years old, both female and male. In 10-01 the female to male student ratio was one to one. i.e. 23 females, 23 males. In 10-02 out of 39 students, 17 were male students and 22 female students. In 10-03 out of 37 students, 25 were female students and 12 male students.

7.2 Procedure

Pre-service teachers started a reflective process on their planning of instruction, which was done based on Wajnryb three steps planning of instruction model which are planning, checking or consulting, and evaluating. This reflective process started when pre-service teachers received the supervisor's feedback on the first lesson plan they had designed. Once the lesson plan had been corrected taking into account the supervisor's feedback on it, pre-service teachers moved to the second step of planning of instruction: Checking i.e. implementation of the lesson plan. In order to continue the reflective process pre-service teachers started gathering data using different instruments such as, keeping a field journal, doing peer observation and recording notes on this, and receiving feedback from the supervisor. Despite teachers' quality of teaching all of them have the potential to get better over time, but only when they evaluate their own teaching, Wajnryb states the planning of instruction should end with the evaluating step which is proposed as an individual activity. Nevertheless, in order to get more insights on their teaching and to continue with the reflective process, pre-service teachers decided to evaluate each lesson with a peer discussion that informed the planning of the next lesson plan and then the cycle started all over again. This reflective process is better depicted on Figure.

Process of Reflection on the Planning of Instruction Done by PsT at 10th grade at Institución Educativa Las Americas



The data was gathered throughout the whole teaching practicum and for the purpose of this study it was divided into three periods of time that are going to be referred to as: phase 1, phase 2 and phase 3. In addition to this, data was collected in each one of the steps of the planning of instruction, since being able to reflect on planning is the key to achieve effective EFL teaching.

- Phase 1 encompasses all the data gathered from August 25th to September 18th , 2009
- Phase 2 encompasses all the data gathered from September 21st to October 16th , 2009
- Phase 3 encompasses all the data gathered from October 26th to November 6th , 2009

During the first step of planning of instruction, i.e. planning, the supervisor's written feedback on the lesson plans was used as the data. This data was analyzed using a domain and taxonomic analysis as proposed by James Spradley when analyzing qualitative data.

Throughout the second step of planning of instruction, i.e. checking or consulting, the data was collected by means of peer observation, a field journal that was kept by each one of the pre service teachers, and supervisor's notes. The data collected during the peer observation was organized using a chart divided in three levels of analysis which are descriptive, interpretative and reflective level in order to find the commonalities in data between the field notes recorded by the two peer observers; doing so made the domain and taxonomic analysis more viable. The analysis included the data from the three pre-service teachers' journals and peer observations, and the supervisor's observations.

The third step of planning of instruction, i.e. evaluating, is the only step of planning in which data was not formally recorded until the third phase. Data collection was done by the three pre-service teachers through informal discussions which followed class; they were not recorded during the first and the second phase (August 25th to October 16th 2009) being this intrinsic to the reflective process. In the third phase of the evaluating step pre service teachers began to record their discussions for the purpose of this study.

7.3 Instruments for data collection

In order to gather information that guided their reflective process and to improve their teaching practicum experience, pre-service teachers in charge of the tenth grade at *Institución Educativa las Americas* used different data collection tools such as:

7.3.1 Field journal: this is a kind of diary in which teachers register and describe different impressions, perceptions, feelings and thoughts about the implementation of their lessons; in this way, the teacher can see how the class is being conducted and which aspects need improvement. This field journal was kept by each pre-service teacher starting from their first actual class.

7.3.2 Peer observation: According to the Educational Development unit at the University of Nottingham “Peer observation is a method of gaining feedback to improve teaching skills. The purpose is to provide constructive feedback to develop and enhance their teaching (rather than to make evaluative judgments about teaching quality”.

The three pre-service teachers in charge of the tenth grade at *Institucion Educativa Las Americas* observed each other's class and recorded field notes.

As suggested by Spradley, the observation cycle was done sequentially beginning with open-ended observations, followed by focused observations and concluding with selective observations.

Open-ended observations were carried out during the first phase of data gathering in order to get general insights on the teaching situation.

- Focused observations were conducted during the second phase of data gathering, these observations were done with the purpose of recording the up-and-running decisions made by the peer pre-service teacher to modify the lesson plan.
- To conclude the observation cycle, pre-service teachers did selective peer observation sessions taking into account students' responses to instruction. This kind of observation was held in the third phase of data gathering.

For the analysis of the data collected the three pre-service teachers organized all their individual notes taken through the observation cycle in a given format proposed by Creswell which is divided into three ethnographic levels

- Descriptive level. The pre-service teachers wrote down in chronological order the general events happening during the implementation of the lesson plan in their peer's class.
- Interpretative level. In this part the pre-service teachers wrote down their thoughts about what happened in the class based on the actual class events that were previously described.
- Reflection/ Action level: In this section, pre-service teachers wrote their reflections and suggestions to the peer to enrich their class.

After putting together all the field notes taken through the observation cycle, the three pre-service teachers categorized and

analyzed the data collected following the domain and taxonomic procedure stated by Spradley.

7.3.3 Peer discussion: Another tool for collecting data is to have dialogues among peer pre-service teachers in which points of views and further suggestions are discussed with the intention of improving the quality of teaching. Peer discussions were held after each peer observation. The three pre-service teachers held informal meetings immediately after each class to discuss their impressions on the implementation of the lesson plan and to make suggestions for future lessons. In the final period of their practicum, pre-service teachers started audio recording their discussions immediately after each class for the purpose of this study.

7.3.4 Supervisor's feedback on the checking step: it refers to both the oral output provided by the supervisor to pre-service teachers immediately after observing their classes, and the notes on her observation. After observing the pre-service teachers' class, they and the supervisor always had an informal meeting to discuss the general impressions of the lesson, in these meetings the supervisor would share with the pre-service teachers her notes on their performance and provided them with suggestions in order to improve the implementation of further lesson plans with the purpose of enriching their teaching.

7.3.5 Supervisor's feedback on the lesson plans: it refers to the written output provided by the supervisor to the

lesson plan designed by the pre-service teachers. It was established pre-service teachers had to hand in the lesson plan for the two lessons (single class and block) one week before the actual implementation of it. Once pre-service teachers had handed in the lesson plan, supervisor would check it and write all her impressions of it with the purpose of giving critical feedback which pre-service teachers could use to improve the lesson plan.

8. DATA ANALYSIS AND FINDINGS

8.1 Data analysis

For the purpose of this study the data was evaluated using Spradley's method of analyzing qualitative data in which a domain analysis was carried out in order to find the predominant categories as stated by Spradley " a cultural domain is a set of categories organized on the basis of a single semantic relationship." A further taxonomic analysis was carried out "to show the relationships among the things inside the cultural domain" (Spradley, 112)

8.2 First Phase

The data for this phase was gathered from August 25th to September 18th, 2009 and it was recorded by taking field notes on the classes being observed. During this phase, each pre service teacher journal as well as the supervisor's notes on both, the lesson plan and the implementation of it were included.

Findings

After an analysis of the data collected in the first phase of data gathering (from August 25th to September 18th, 2009) all through each step of planning of instruction the data showed different troublesome.

In the first step of Wajnryb's model: planning, evidence showed the lesson plans designed by the pre service teachers had certain weaknesses. For example, procedures were not clearly stated and the learning tasks proposed by the three pre-service

teachers were not logically organized to allow students maximize their potential. On the contrary, the lessons designed were more concerned about grammar and did not take into account students' prior knowledge. Evidence was also found that showed pre-service teachers had a considerable knowledge on the theories, strategies and methods of teaching EFL which were reflected on some good ideas as pointed out by the supervisor's notes on the lesson plan; however, these ideas were not well stated and therefore data shows a significant amount of suggestions given to pre-service teachers in order to improve the lesson plan.

When analyzing the data gathered during the second step of planning of instruction: checking or consulting, data demonstrated that there were some issues that affected the class development. Some of these issues were related to the pre-service teachers' and students' behavior. Data showed there were two kinds of behavior evidenced in the class; attentive behavior and disruptive behavior. These kinds of behavior were being unconsciously promoted by the pre-service teachers' actions. Due to the kind of behavior exhibited by students, pre-service teachers were more focused on managing it and getting students' attention; thus, teaching efforts were devoted to behavior control. For instance, pre-service teachers raised their voice tone constantly, scolding students directly or indirectly. The data also showed the patterns of interaction were always teacher- student and student- teacher and whenever there was student-student interaction it was not planned as part of the lesson. This finding made clear students' role was a passive one since pre service teachers were always trying to keep control of the teaching situation, by exercising the roles of information transmitter, presenter, explainer, organizer, controller, and checker. Another finding was that the main language of interaction among students was the L1,

except when the pre-service teachers asked them to read something. Moreover, it was also found that the pre-service teachers used the L1 in what they considered critical moments.

8.3 Second Phase

The data for this phase was gathered from September 21st to October 16th, 2009. During this phase was included each pre service teachers' journal as well as the supervisor's notes on both the lesson plan and the implementation of it.

Findings

In the first step of planning of instruction the results obtained showed that although procedures were not a problem anymore in the lesson plans, they were not cohesive enough, as pointed out by the supervisor's notes; the lesson plans showed a list of activities that were not linked among them; therefore, the data showed notes on the lesson plan focused on asking pre service teachers to include transitions to move from one activity to another one; contextualization was also asked for due to the fact that activities were designed without a clear connection to students' context. In spite of the lack of transitions and contextualization, data showed a significant amount of positive comments related to the activities proposed by the pre- service teachers. Some of the comments about the lesson plan were the following: "great," "good listening activity," and "good idea."

In the second step of planning of instruction data showed some changes on the purpose of student-student interaction; while in the first phase this kind of interaction was not planned by the pre-

service teachers but was present as a kind of disruptive behavior, in this phase it was a strategy used by the pre service teachers to have students use the L2 when working on tasks; however, the L1 was still used by students when negotiating meaning. The data also showed that the pre-service teachers did not scold students anymore, since other strategies such as attention signals did not seem to work out. Moreover, data also showed pre-service teachers started to make decisions in the classroom during the lesson to change the plans based on the understanding of their own classes and started promoting more attentive than disruptive behavior. Another situation found in the data was the fact that students exhibited more attentive behavior signs such as: students participating voluntarily and actively and students paying attention in class.

8.4 Third phase

The data for this phase was gathered from October 19th to November 6th 2009. During this phase was included each pre-service teachers' journal as well as the supervisor's notes on both the lesson plan and the implementation of it. In addition to this, it was also included the audio recording discussions among the three pre-service teachers.

Findings

In the first step of planning of instruction; i.e. planning, the data showed a significant change in the lesson plan since pre-service teachers took into account the suggestions given by the supervisor in the previous two phases; for example, the supervisor's notes had positive comments on the lesson plan having clear transitions, procedures, instructions and contextualization of each activity to activate students' prior knowledge.

During the second step; i.e. checking or consulting data demonstrated that the implementation of cooperative learning changed the patterns of interaction drastically, since students in this phase were working most of the time in teams. Students in each team were in charge of meeting a responsibility according to their role; this strategy facilitated class work, since it promoted attentive behavior among students and helped pre-service teachers manage the class. Data also showed a more appropriate use of different strategies to manage the class such as, doing procedures, gaining students' attention indirectly when misbehaving, monitoring students' work, and giving instructions in a systematic way; strategies which emerged during the second phase and had been proved to work out in each of the tenth grades. In terms of behavior in the class, the data showed pre-service teachers stopped promoting disruptive behavior since they became more aware of their role as facilitators; consequently students decreased considerably the displays of disruptive behavior in class.

Finally, during the third step the data showed that throughout each class observed, pre-service teachers made up-and-running decisions based on the understanding of their groups. The analysis of the discussions showed that these decisions were appropriate to each situation, improving the specific activity and the class as a whole.

9 CONCLUSIONS

After carrying out this study and analyzing the data obtained pre-service teachers reached to the conclusion doing reflective teaching is a systematic process consisting of four steps: gathering data, analyzing data, evaluating the findings and using this acquired knowledge to enrich teaching by making decisions which improve the planning of instruction.

Dee Fink points out in the book: *Evaluating your teaching*, "Regardless of how good or how poor we are as teachers, we all have the potential to get better over time. Yet some teachers continually improve and approach their potential while others experience a modest improvement early in their career and then seem to level off in quality or sometimes even decline. Why? I would argue that the primary difference between those who do and those who do not improve, is that only the former gather information about their teaching and make an effort to improve some aspect of it -- every time they teach." Thus, it is of vital importance as future teachers to be able to reflect in a systematic way on each step of the planning of instruction, this study presents a systematic way of collecting data about the learning- teaching situation and reflecting upon it in order to take advantage of the teaching practicum as a learning experience being the teaching practicum the best opportunity to start a process of reflection since pre-service teachers count on supervisor's mentorship while at the same time are experienced, maybe for the first time, team work with their fellow pre-service teachers.

One of the main conclusions for this study deals with the belief of planning of instruction as the design of a lesson plan, as a rather linear process, in which the teacher makes decisions about the various elements of a lesson. On the contrary, this study described how the planning of instruction is a dynamic process, addressing not only the design of a lesson plan which is the planning step, but also the implementation of the lesson plan in which changes might be done to the original lesson plan as the lesson develops, that is the checking or consulting step; and the evaluating step which refers to the teachers discussion about the lesson plan after its implementation, in order to suggest improvement.

10 RECOMMENDATIONS

Being the ELT program at *Universidad Industrial de Santander (UIS)* a program that trains future EFL teachers, this study suggests the importance of incorporating a reflection process along with the teaching practicum since “ this is a useful way to simplify teachers’ work and practice by allowing teachers to question and examine the way they are teaching, to identify problems, assessing and planning pedagogical solutions to improve and enhance learning processes” (Celis and Zuluaga, 12) Thus, this process of reflection provides opportunities for pre-service teachers to continue to learn in and from their teaching practicum experience.

In addition to this, the process of reflection is a valuable tool that can be used to inform the planning of instruction, since this process allows pre-service teachers to find out the main difficulties related to the planning of instruction, as well as the possible decisions they can make to overcome them.

Finally, since this study describes a process of reflection which emerged during the practicum experience, future pre-service teachers should start doing this process from the very beginning of their teaching and take it further; consequently, they will improve their teaching.

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12. Appendixes

12.1. Domain and Taxonomic Analysis

STEP1: PLANNING

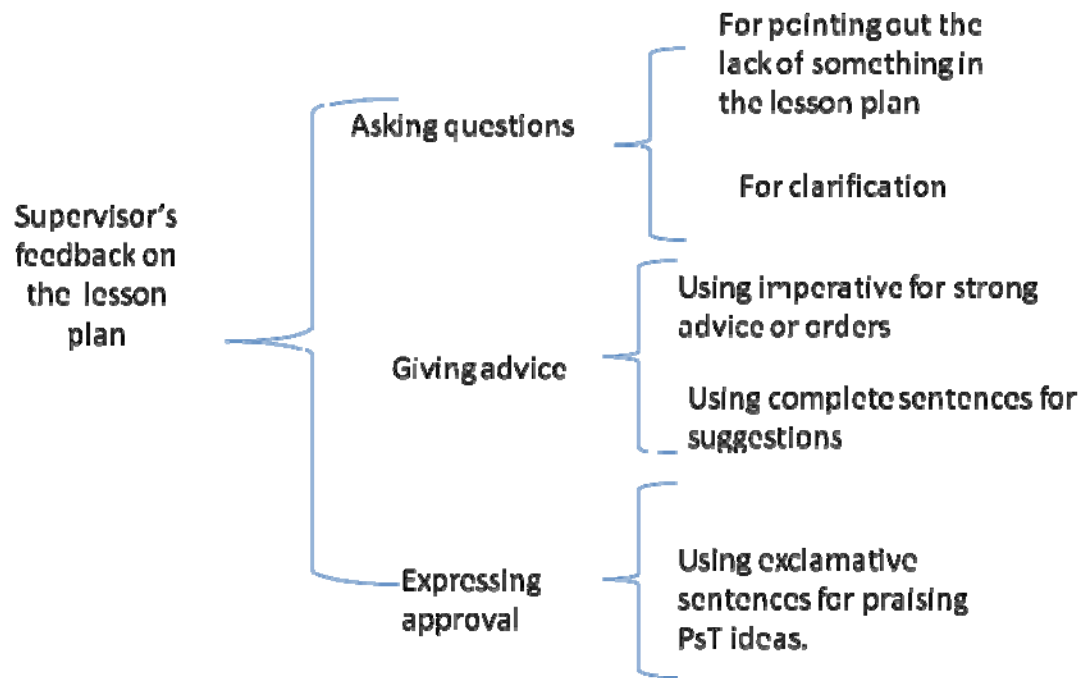
FINDINGS FROM FIRST PHASE: AUGUST 25TH TO SEPTEMBER 18TH

DOMAIN ANALYSIS

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none">• What do you mean?• Purpose?• Using present perfect or past?• Is it free writing?• In what tense?	is a way to	Ask for clarification
<ul style="list-style-type: none">• Instructions? Procedures?• Purpose?• Post reading?• During reading?• Assignment?• Checking for answers?	is a way to	Point out the lack of it

<p>should not assign it as homework (during)</p> <ul style="list-style-type: none"> • Couldn't you write some examples on the board and ask Ss to make yes/no questions? • Have Ss predict what an ad like this might be selling • Ss must always listen for a specific purpose • You just need to organize each step, label, list, state the number of the activity as I indicated 		
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TAXONOMIC ANALYSIS



FINDINGS FROM SECOND PHASE: SEPTEMBER 21ST TO OCTOBER 16TH

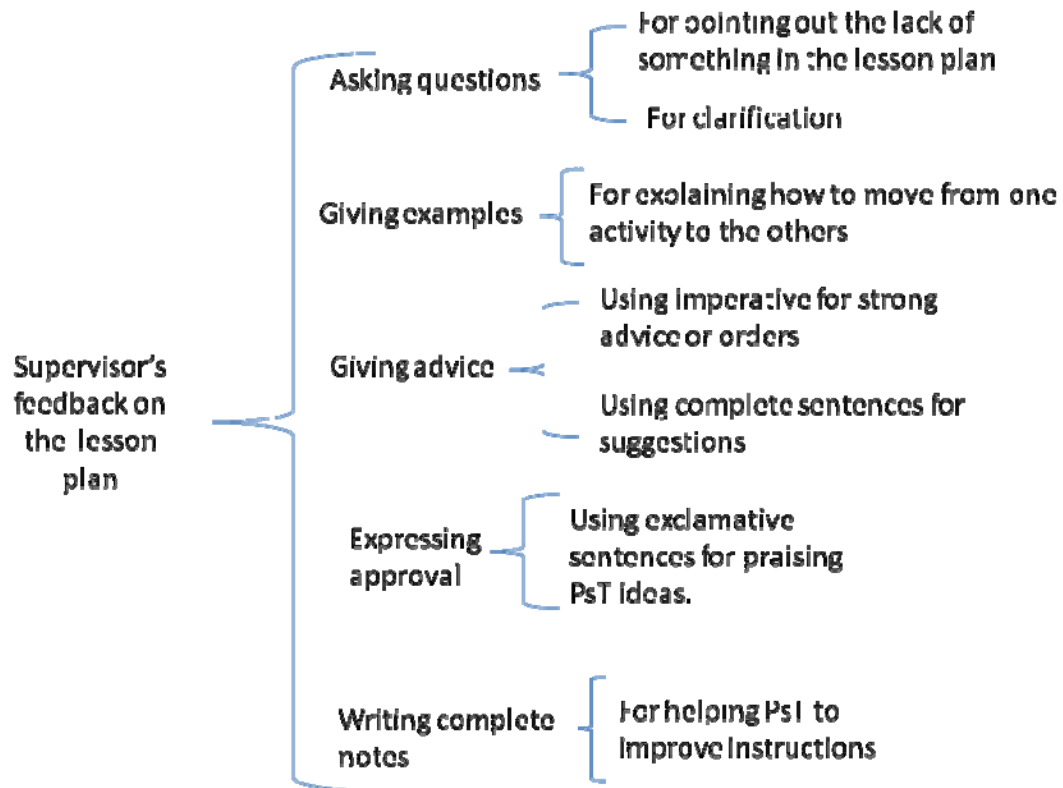
DOMAIN ANALYSIS

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none">• Before handing out the worksheet?• Help with what?• Which text?• Content or grammar?• How many sentences?• What type of organization are they?• Are there pictures of these wonders of nature?	is a way to	Ask for clarification

<ul style="list-style-type: none"> • You will receive a... • This is a kind of ... • Good, now... 	is an example	Supervisor gives to the PsT on how transitions should be done
<ul style="list-style-type: none"> • Transitions? • Contextualization? 	is a way to	Point out the lack of it
<ul style="list-style-type: none"> • Great! • Very good listening activity! • Good idea! • Good! 	Is a way of	Prizing PsT's ideas
<ul style="list-style-type: none"> • Notes on how to teach grammar inductively step by step • Notes on writing composition 	Is used for	helping PsT to improve the instructions

<ul style="list-style-type: none"> • Ss get to this inductively 	Is a kind of	Suggestion PsT may take into account
<ul style="list-style-type: none"> • Contextualize instructions • Make sure you use a variety of transitions to move Ss from one activity to the next 	Is used for	Giving strong advice to the PsTs
<ul style="list-style-type: none"> • Too much use of technical terminology or at once • Too fast 	Is used for	Calling PsTs' attention

TAXONOMIC ANALYSIS

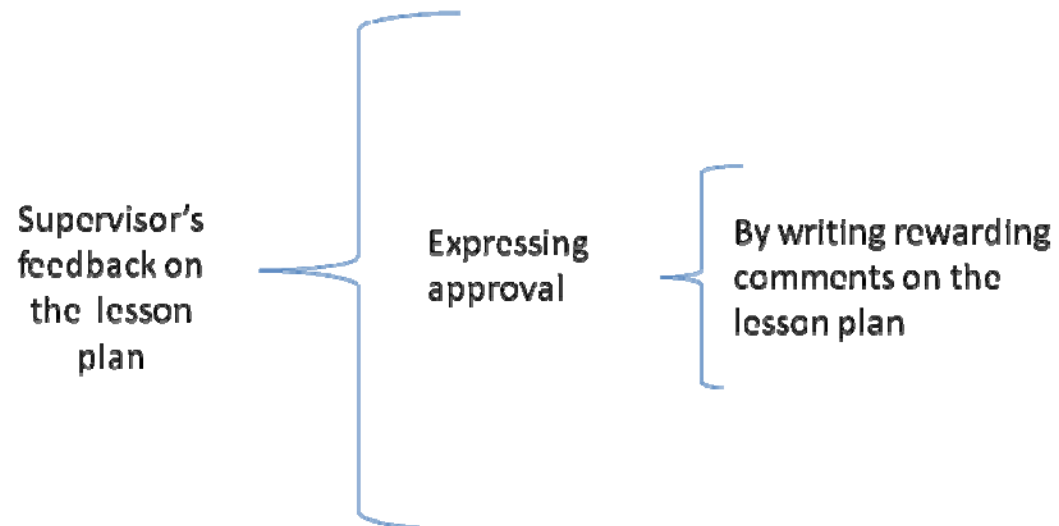


FINDINGS FROM THIRD PHASE: OCTOBER 19TH TO NOVEMBER 6TH

DOMAIN ANALYSIS

<ul style="list-style-type: none">• Clear transitions• Specific instructions• Nice way of engaging Ss in the class• It is good you tried something different (outdoor activity)	Is a way of	Prizing PsT's ideas
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TAXONOMIC ANALYSIS



STEP 2: CHECKING OR CONSULTING

FINDINGS FROM PHASE 1: AUGUST 25TH TO SEPTEMBER 18TH

DOMAIN ANALYSIS

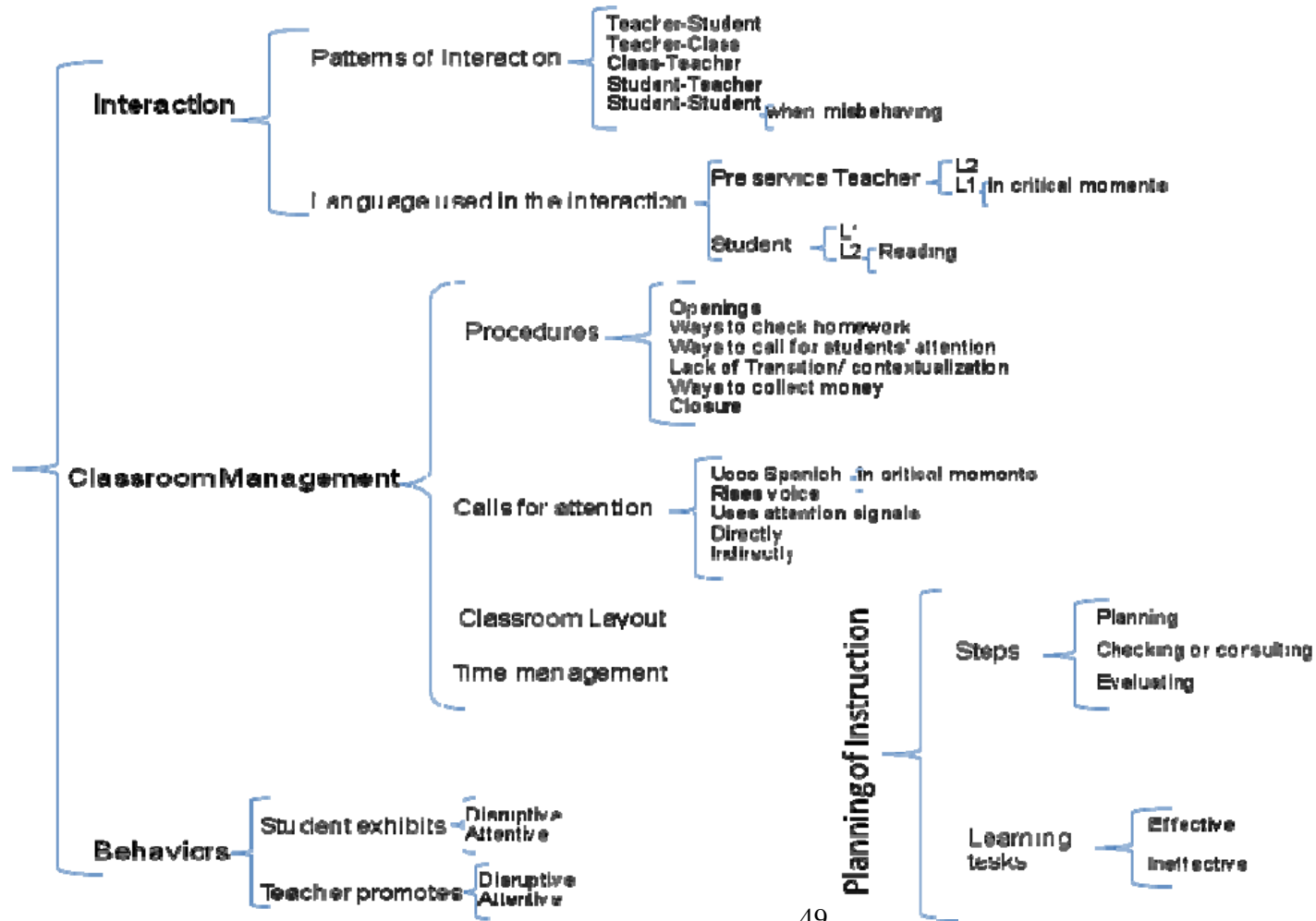
INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none">• PsT gives instruction in L2• PsT does the procedures in L2• PsT translates instructions• Ss answer in L2 as a whole class• Ss answer T questions in L1• Ss ask T in L1• Ss negotiate understanding in L1	is a way to	Interact in the classroom

<ul style="list-style-type: none"> • PsT raising her voice tone constantly • PsT calls for attention in L1 • PsT implementing procedures • PsT calling Ss' attention directly and indirectly when misbehaving • PsT calling Ss' attention indirectly when misbehaving • PsT using attention signals • PsT clapping 	is a way to	Manage the class
<ul style="list-style-type: none"> • PsT using positive speech • PsT using body language • PsT encouraging Ss 	Is a way of	Promoting Attentive Class Behavior
<ul style="list-style-type: none"> • Ss participating as prompted by the T • Ss paying attention to class • Ss being prepared for class 	Is a kind of	Attentive Class Behavior

<ul style="list-style-type: none"> • PsT losing her temper • PsT exhibiting frustration • PsT telling Ss off • PsT being insecure • PsT being tied to lesson plan • PsT being tied to the board • PsT not knowing Ss' names • PsT repeating instructions • PsT not timing learning tasks • PsT writing answers on the board and therefore giving back to Ss • PsT lacking authority • PsT lacking transitions • PsT lacking contextualization 	Is a way of	Promoting Disruptive Class Behavior
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<ul style="list-style-type: none"> • Ss rolling eyes • Ss making disapproval faces • Ss complaining about class assignments • Ss arriving late • Ss not paying attention • Ss not following the procedures • Ss working on other assignments • Ss looking at the mirror • Students playing with the cell phone • Ss chit chatting 	Is a kind of	Disruptive Class Behavior
<ul style="list-style-type: none"> • Asking Ss at random • Asking Ss as a whole class • Posting a poster • Answer key in the worksheet 	Is a way to	Check answers

TAXONOMIC ANALYSIS



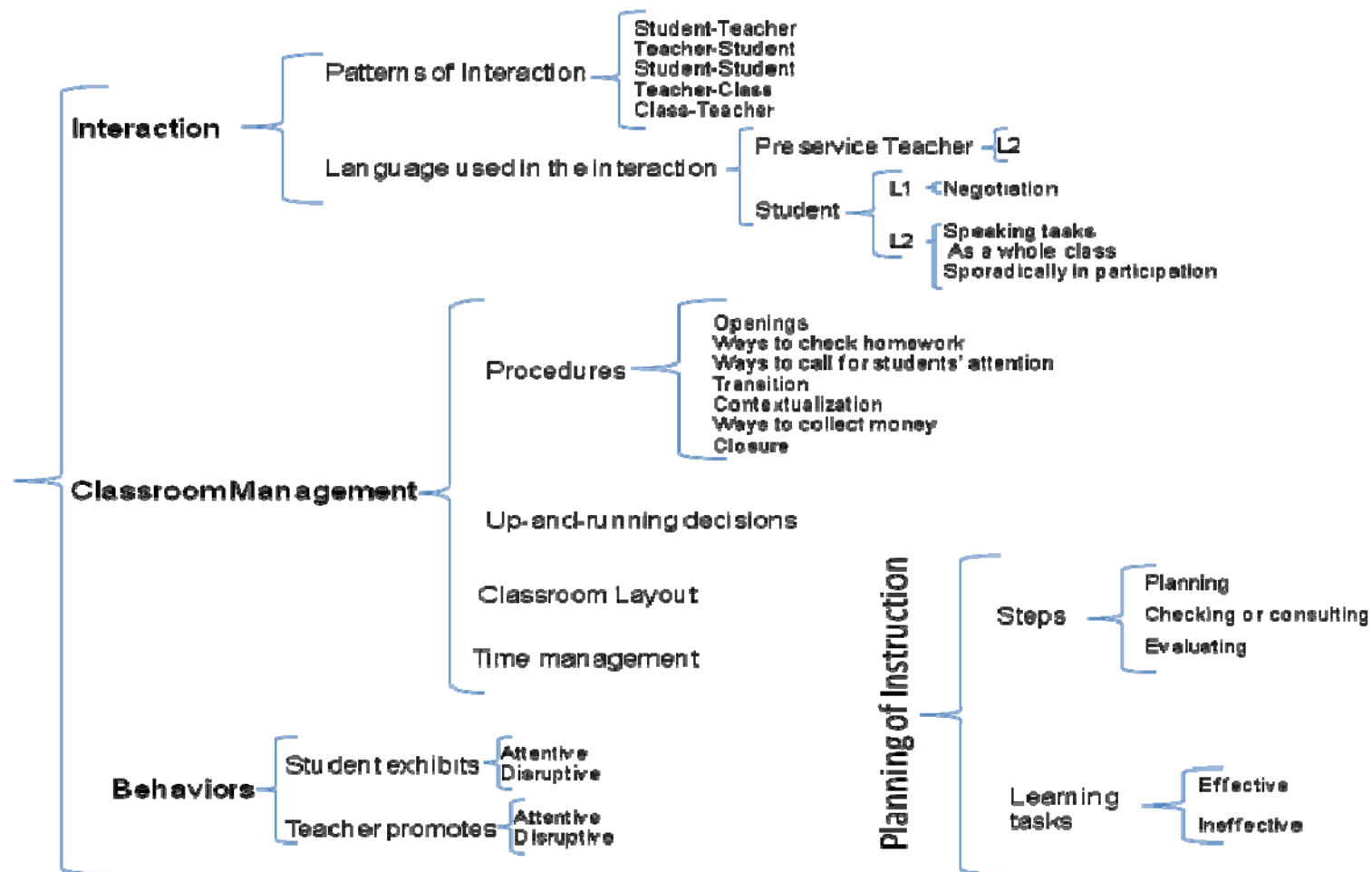
FINDINGS FROM SECOND PHASE: SEPTEMBER 21ST TO OCTOBER 16TH
DOMAIN ANALYSIS

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none"> • PsT gives instruction in L2 • PsT does the procedures in L2 • Ss answer in L2 as a whole class • Ss answer PsT's questions in L1 and sporadically in L2 • Ss ask PsT in L1 and sporadically in L2 • Ss negotiate understanding in L1 • Ss use L2 as required in speaking tasks 	is a way to	Interact in the classroom
<ul style="list-style-type: none"> • PsT changing planned activities as a response of understanding her classroom ecology • PsT rarely raising her voice tone • PsT doing procedures • PsT calling Ss' attention directly and indirectly when misbehaving 	is a way to	Manage the class

<ul style="list-style-type: none"> • PsT changing or reorganizing the classroom layout • PsT timing learning tasks • PsT walking around the classroom • PsT approaching Ss who misbehave • PsT remaining silent • PsT continuously asking Ss • PsT giving instructions in a systematic way • PsT understanding her classroom ecology 		
<ul style="list-style-type: none"> • PsT using positive speech • PsT using body language • PsT owing her class • PsT encouraging Ss • PsT including the non-participative Ss • PsT asking Ss to spell words when checking learning tasks • PsT posting answers instead of writing them on the board • PsT contextualization 	Is a way of	Promoting Attentive Class Behavior

<ul style="list-style-type: none"> • PsT using transitions 		
<ul style="list-style-type: none"> • Ss participating voluntarily and actively • Ss paying attention to class • Ss being prepared for class • Ss engaging the class 	Is a kind of	Attentive Class Behavior
<ul style="list-style-type: none"> • PsT telling Ss off 	Is a way of	Promoting Disruptive Class Behavior
<ul style="list-style-type: none"> • Ss rolling eyes • Ss making disapproval faces • Ss arriving late • Ss not paying attention • Ss looking at themselves on the mirror • Ss playing with the cell phone 	Is a kind of	Disruptive Class Behavior

TAXONOMIC ANALYSIS



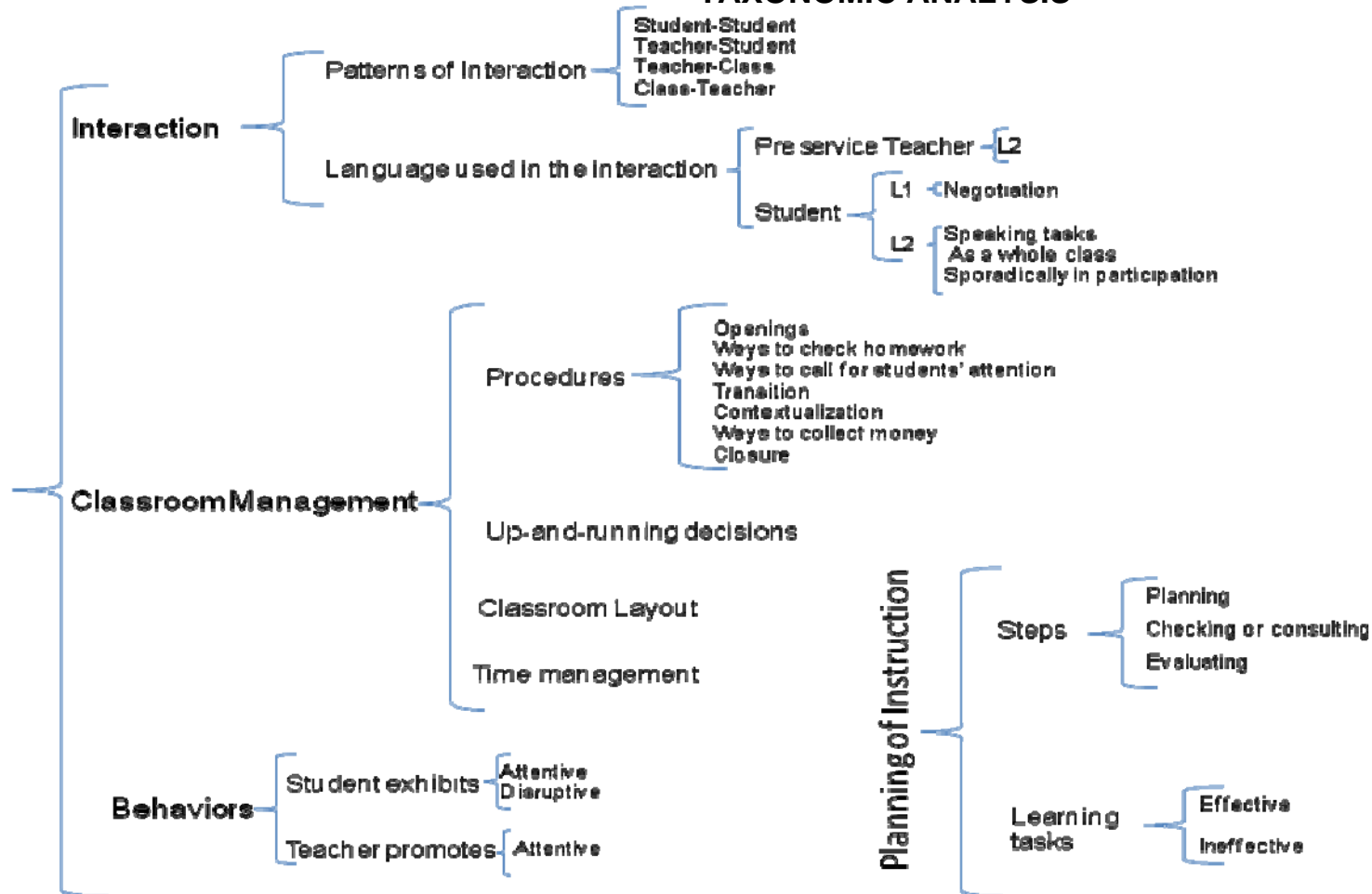
**FINDINGS FROM Third Phase: OCTOBER 26TH TO NOVEMBER 6TH
DOMAIN ANALYSIS**

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none"> • PsT gives instruction in L2 • PsT does the procedures in L2 • Ss answer in L2 as a whole class • Ss answer PsT's questions in L1 and sporadically in L2 • Ss ask PsT in L1 and sporadically in L2 • Ss negotiate understanding in L1 • Ss use L2 as required in speaking tasks • Ss use L1 while working in groups 	is a way to	Interact in the classroom
<ul style="list-style-type: none"> • PsT doing procedures • PsT calling Ss' attention indirectly when misbehaving • PsT assigning Ss different roles 	is a way to	Manage the class

<ul style="list-style-type: none"> • PsT creating the groups based on her knowledge of the class • PsT changing venue for the lesson • PsT giving flexible deadlines to accomplish the learning tasks • PsT monitoring group work • PsT giving instructions in a systematic way 		
<ul style="list-style-type: none"> • PsT using positive speech • PsT using body language • PsT owing her class • PsT encouraging Ss • PsT implementing cooperative learning approach • PsT giving positive feedback • PsT having Ss work on task based instruction 	Is a way of	Promoting Attentive Class Behavior

<ul style="list-style-type: none"> • Ss participating voluntarily and actively • Ss paying attention to class • Ss being prepared for class • Ss engaging the class • Ss taking ownership of their roles • Ss working on their own and in extra time 	Is a kind of	Attentive Class Behavior
<ul style="list-style-type: none"> • Ss rolling eyes • Ss arriving late 	Is a kind of	Disruptive Class Behavior

TAXONOMIC ANALYSIS



12.2. Peer Observations

OBSERVATIONS DONE BY PRE SERVICE TEACHER 1

Class of Pre service Teacher 2

25 August 2009 (Single)

T greets Ss, and does the procedures. (Time, weather and attendance)

T reminds Ss they have to enter the classroom and write down the agenda of the day. Once Ss starts writing the agenda it is so visible that Ss calm down. Since the instructions of the homework were not clear enough, there was an awkward moment. Anyway T decided to collect the homework. T posts the drawing around the classroom and when reading the rules T asks Ss to point at the drawing that describes the rule.

Then, T asks Ss to take out their worksheets. It would be better to ask Ss to take out their folders instead of the worksheets and give positive points to those who have it. T recalls the vocabulary they learned in the previous class (Extreme Sports) and then T moves to the reading in the Worksheet. T asks some questions in present perfect, when Ss answer yes, T said "*Yes, she has*" or "*No, she hasn't*". Doing this one student said it but maybe T did not hear it.

Then, T asks Ss to read in silence and underline the sentences in present perfect (Affirmative and negative ones)

After that T asks Ss which sentences they found in the reading some Ss answers and T asks it is affirmative or negative.

Finally T assigns the homework and passes seat by seat checking everything is in order.

It is important to become more aware of the classroom's layout and try to walk around.

How can we spend less time in the housekeeping?

Why don't we try to take tardiness in another way?

Classes of Pre Service Teacher 3
25th August 2009 (Single)

T is by the door saying hello to Ss. Once everybody is in the classroom, T asks Ss to stand up -It seems to be a habit to start the class in this way- T greets Ss and ask them about the time and the weather.

After that T asks Ss to look at the poster posts in the board, T asks Ss to write down the agenda in their notebooks. Meanwhile T takes attendance, Most of the students answer in English by saying present or absent.

Two Ss arrive late, she let them enter to the classroom and ask them to sit down. When Ss arrive late they have to wait in front of the class till the T allows them to sit down. I think this is kind of messy; we have to think about another strategy to take tardiness.

T introduces herself and clarifies Ss to call her Mrs. Carvajal. After that T stars the class by writing on the board and asking Ss about what rules are. T shows a ruler and asks Ss if when talking about rules she means that ruler and some Ss said (NO). Then T gives instructions about the first activity, which consists on unscramble the rules of the classroom; each group has a different rule. T asks if the activity is clear. T divides the classroom in groups and taking into account the layout of the classroom each row was a group and because of the classroom this activity was uncomfortable for working in groups. T delivers some envelopes and monitors the activity.

It is necessary to give an example of how sentences are written in English; since these sentences were in imperative form, it would be better to show them how imperative sentences are formed in English. T waits until everybody finish. Next Tasks Ss to compare their sentences to the poster on the board, to make the corrections and to discuss the meaning and the importance of the rule they have.

T goes group per group asking if they have doubts about the vocabulary or something. After that each group starts explaining what their rule was about by translating the rule to their L1. Then T delivers the first handout and reads the agreements for the correct development of the class. Unfortunately the bell rings and Ss stands up and T reminds them about the homework and one of them asks if the homework must be in a separate piece of paper or in the notebook. T realizes the instructions about the homework were not clear enough and it is late because most of the Ss have already left the classroom.

Definitely we need to give clear and specific instructions. It is very important to be more careful with time because T did not have time to the clean up time. Since the layout of the classroom is very uncomfortable for the T, it is necessary to be in the middle of the classroom in order to get the attention of the whole classroom. It is a good idea to be outside of the classroom greeting Ss, doing this Ss will understand they must enter the classroom in order and quietly.

Class of Pre service Teacher 2
31st August 2009 (First hour block)

T is outside the classroom, collecting money and telling them to enter the classroom and start writing the agenda. When Ss get into the classroom they do not sit down they are waiting for the teacher. This is because they expect T comes in and greet them and tell them they can sit down (Mrs. Aguirre routine). We need to find out another way to collect money because this is so time consuming. T stars the class by asking Ss to tell her some sentences in present perfect then T shows how to make question in present perfect and how to answer them. T asks Ss to do exercise 1 in the worksheet. Some Ss do not pay attention, and T is doing the whole work we need to think how

we can improve our classes in order to have Ss engage with the topic.

For checking the exercise T posts a poster with the answer. This idea has worked out.

Class of Pre service Teacher 3 **2nd September 2009 (First hour block)**

T starts the class doing the procedures by reading each point in the procedure's poster. When checking the homework T calls some Ss to read their answers and T gives them positive points.

To check everybody corrects the homework T posts a poster with the correct answers. (Excellent Idea). T starts the class by asking a student to read the instructions of the Exercise 3 in the worksheet. After that T focuses Ss attention in the pictures and the word ad, T asks Ss about what an ad is and T asks Ss about the predictions they can make taking into account the title and the pictures. T writes Ss' predictions on the board.

Then T tells Ss to put away their folders, T asks Ss to check accuracy in their predictions, then T asks Ss to listen and write down as many words or phrases they get. Once they listened T asks them about the words or phrases they wrote in their notebooks. Then they were moved to the checking for understanding part when Ss had to answer some questions about the reading. T checks this activity by writing on the board the answers and explaining the reason why those were the correct answers.

Today Ss have quiz. So T asks a student to read the instructions and she says "No quiero leer, no me pregunte, a mi no me gusta el ingles." T tries to make her read but she refuses so T reads the instructions and explains them.

Class of Pre service Teacher 2

7th September 2009 (Second hour block)

T gave them 3 minutes to complete the verb charts, meanwhile she is collecting the 100 pesos. This is a good way to collect money and do not waste time doing it. Oops she forgot to give them the worksheet so they are not doing anything and she did not realize her mistake. So Maribel starts passing around the worksheets. 5 minutes later they have not finished. T posts a poster with the answers and have Ss correcting and checking what they did.

Next T explains the difference between Present Perfect and Simple Past and when to use them. T is talking a lot. How can we teach a lesson by involving Ss and eliciting Ss' responses? It is necessary to set time to each activity to control it. We need to do some changes in our lessons plans because the T is working more than Ss.

At the end of the class T collects some notebooks by asking some Ss numbers and adding or subtracting. The idea was to confuse Ss and collects the notebooks to different Ss in the class.

Class of Pre service Teacher 3

9th September 2009 (Second hour block)

When I entered the classroom Ss were working in the worksheet, T was monitoring the activity.

Ss did not keep quiet even when she is talking they are talking too and they are not paying attention. How can we get Ss' attention? Why do they have that attitude?

T checks the activity by asking Ss at random and she wrote the answers on the board.

READING PART

They read the title and talk about the song again, she asked about their predictions they can make according to the picture and the title, T writes Ss' predictions on the board.

T timed the activities, so T gives Ss 3 minutes to read the purpose of reading is to find out whether or not their predictions were related to the article.

Some Ss at the back were fighting while T was monitoring the activity. In a classroom a lot of things can occur and taking into account they are a lot of Ss You as a T cannot avoid or even know what is going on there. How can we engage our Ss and avoid misbehave attitudes? How can we as pre-service teachers improve our classroom management in order to have a better atmosphere and also have a more comfortable class not only for the teacher but also for the Ss?

Ss seem they are doing the activities but in fact they are text messaging, talking, writing on the chair or bothering other Ss.

T asked them to write down the answers for exercise IV in their notebooks. T gave Ss 10 min to do that. After that T checks the activity by asking some Ss at random and she asked for repetition.

T says is quiz time. And T delivers the quiz. Ss talks a lot during the quiz.

Class of Pre service Teacher 3 **16th September 2009 (Block)**

Ss enter to the classroom and some of them put the \$100 in the piggy bank.

T starts the class doing the procedures. There are only about 10 students.

Some Ss start arriving. What can we do to make Ss arrive on time?

T starts with the lesson by asking them some questions related to the topic Wonders of nature.

T elicits Ss responses and Ss seem to be interested. After that T tells Ss they are going to receive a worksheet, in exercise I they are going to measure their knowledge about general facts of nature. T reminds Ss this is an individual activity. Ss are doing what they were asked to do, maybe Ss feel interested in the topic. They are totally engaged with this activity.

For checking and correcting this exercise Ss have to look at the answer key • at the end of the worksheet.

T moves to the grammar explanation by telling Ss to read the first sentence in Ex I. Then T does what we have planned in the lesson plan. Meanwhile Ss are participating and they are deducting rules. It is incredible they are the same Ss who had been misbehaving in the previous classes!!! Why are they so engaged in this class?

When moving to the other exercise in the handout where Ss have to talk, T asks Ss to pair up. During this activity Ss were practicing what they have learned. (Comparatives) During this activity everybody was speaking in English. T checks the activity by asking each row. They continue with the next exercise in the worksheet where Ss have to correct the underlined words. T posts the answers on the board and has Ss correct the exercise.

T finishes the class by asking them: What is the homework for next class?

Ss answer and the bell rings. The class is over.

Class of Pre service Teacher 2

22th September 2009 (Single)

T greets Ss, and does the procedures. (Time, weather and attendance) T reminds Ss they have to be writing the agenda.

T starts the class by writing on the board Endangered and underlines the danger part in the word and she says: did you know that pandas are endangered animals as well as koalas? And asks: is a cat an endangered animal? It is difficult to elicit Ss responses. They seem they are not paying attention or they don't understand a word or they just want T gives up and speak in Spanish. Finally after giving the definition in English Ss understand endangered animals means animales en via de extinción

Then, the T reads the title and asks Ss what they think the reading is going to be about, T asks Ss to read the text and match the sentences (a-d) with the gaps (1-4). T checks the activity by asking Ss at random.

Then, T shows Ss the picture of a spectacled bear and says: now we are going to talk about spectacled bears. Then T asks: what are they? Where do they live? Are they endangered animals? And she says now we are going to write something similar to the gorillas reading, since they don't have enough time T decides to assign it as homework.

Class of Pre service Teacher 3

22nd September 2009 (Single)

T starts the class doing the procedures. When checking the homework T calls some Ss to read their answers and T gives them positive points.

T introduces today's topic by writing on the board: Endangered – danger animals and T says: Did you know that pandas are endangered animals as well as koalas? And T asks: is a cat an endangered animal? And T asks other questions as well. Then, the T asks: is a gorilla an endangered animal? T reads the title and asks Ss what they think the reading is going to be about. Ss say their predictions about the reading.

After that T asks Ss to read the text carefully and match the sentences (a-d) with the gaps (1-4). During the reading activity T monitors it by walking around the classroom and helping some Ss with the vocabulary. Most of the Ss are doing the reading some others are not. T checks the activity by asking Ss at random.

After the reading activity, T shows Ss the picture of a spectacled bear and says: now we are going to talk about spectacled bears. Then T asks: what are they? Where do they live? Are they endangered animals? Ss are discussing and participating actively. They seem interested in the discussion. T focuses Ss attention on the fact file about spectacled bears. So T has Ss read quietly and individually this fact file.

T explains Ss they are going to write an article similar to the one they have already read about spectacled bears. T gives instructions for the writing task: T asks Ss to look at the information and asks Ss to write a fact file about spectacled bears following the reading format (Koko.org) to complete this task in Ex. VII. T tells Ss this activity is going to be done in a piece of paper and it is meant to be the quiz. Ss start working individually, T walks around the room monitoring the activity, the bell ring and T tells Ss to complete the task at home. Although they have the example in the exercise above some Ss struggle to achieve the task. Is it a difficult activity? How can we help Ss to develop their writing skill?

Class of Pre service Teacher 2

28th September 2009 (First hour Block)

T does the procedures. Then T posts some pictures and fact files on the board. T explains they are characters from an imaginary place called big town. Then T shows the characteristics of each person by reading the information in the fact file.

Then T posts another picture and its fact file. It is the major of big town info. Then T says listen carefully, I'm going to choose one of the two characters and I am going to describe it with four sentences. T said sentences such as he is more serious than the major, etc. Ss had no problems to guess who T was talking about. Then, T asked Ss to tell adjectives that they can use to describe people. T emphasizes those adjective should be adjective which highlights good qualities. T wrote the answers on the board and then T asked Ss to tell the comparative form for each adjective.

Then, T delivered the worksheet to the Ss. T explained what they have to do in this exercise.

Most of the students were engaged in the activity, they made the comparisons in English with the help of the adjectives that were on the board; however, some girls were still lost and Thad to help them a lot. This is a good activity because Ss are speaking in English, This activity worked out since this activity is a reinforcement activity.

Class of Pre service Teacher 3

13th October 2009 (Single)

T starts the class doing the procedures. T delivers the quizzes about comparatives. T discusses the mistakes she noticed in some quizzes. T writes on the board 2 fact files from the quiz. And T says Height is a noun and to make comparisons you need adjectives. T

asks what adjective describe height. Some Ss answer tall-short. T does the same with the other info in the fact file. It would be a good idea to do this before the quiz. Instructions should be clear. Most of SS are paying attention to the corrections.

Then T tells Ss today's topic. T asks Ss what amazing animals are: Ss can respond: animales asombrosos. T asks Ss for examples of amazing animals. One student answer dolphin, then T asks Why? And Some Ss answer because is the most intelligent (spanish), so T writes on the board dolphins are the most intelligent animals in the world. When planning this class that was an example we wrote. It is a good idea to anticipate Ss' answer to be prepared. T does the same with other animals. I'm surprised it seems this topic is really interesting for Ss because they are totally engaged.

T shows the picture of a beetle and asks: why do you think this animal is special; Ss say because it is strong. T asks Ss to match the words with the pictures in the already given worksheet. T posts the animals pictures on the board and asks Ss: what animal is this? Ss say aloud the animal. T writes the word below the picture. Ss spell the animals names. T hands out the worksheets, and asks Ss to see the pictures in the first exercise. T asks Ss to match the picture with the proper names by writing the name of the animal below its picture. Meanwhile T posts the pictures on the board. For checking this activity T asks Ss to spell the names of each animal. This is an excellent idea. Why does T decide to check answers in that way? Ss are participating; they are engaged with this activity. T has done a good job.

Class of Pre service Teacher 2

19th October 2009 (Second hour block)

Today Leidy and I had to help Sandra with the game. The game took place at the basketball court. So we were at the basketball court preparing the things for the game.

When Ss arrived Sandra asked them to sit down in rows. So it was easy to identify the groups. Then Sandra, Leidy and I were in charge of one group in order to explain the rules of the game again. Although Sandra had explained the rules in the classroom, it was necessary to do it again because some of the Ss seemed to be confused. We were working together, each one had a role. And this activity was so well-planned, therefore it worked out. Ss were so excited, and we can see that it is possible to do activities outdoors.

Class of Pre service Teacher 3

21th October 2009 (First hour block)

T starts the class doing the procedures. Then T asks Ss about fairs, carnivals, amusement parks, etc. Ss seem interested in the discussion. T introduces the idea that this year for the cultural week they are going to participate with games. T also tells Ss the tenth and eleventh grade are going to organize an English fair for the students of sixth, seventh, eighth, and ninth grade as part of the cultural week. T tells Ss they are going to participate because the tenth grade is going to be in charge of the games for this fair.

Then T announces they are going to work in groups. T tells Ss she had already established the groups. T divides the class in groups of six students; T calls the members' names of each group. T explains these are the groups that are going to be in charge of one game for the cultural week. T says in each group, each student is going to

have a different role, for carrying out the game. T posts the different roles on the board, and explains that these roles are for the preparation of the game. Then Ss decide among them the role each one of them is going to have according to their personal qualities.

Class of Pre service Teacher 2 **26th October 2009 (Single)**

This class took place at the cafeteria since the classroom was full of water because of the rain. I think to go to the cafeteria was a good idea since Ss had to work on their games. In the classroom they would not have had the space they needed.

T asks Ss to sit down in the center of the cafeteria. T tells Ss they were going to have a brief bestowing ceremony in which each student will receive his/her role. Some Ss were interested in the activity and some others did not understand the importance of this activity. What a shame.

After that T asks Ss to get together in their groups and start working in their games. Ss were soon engaged with this activity, meanwhile T monitors Ss were working. This class showed the importance of design roles and the importance of planning activities where Ss have to work and T is just a guide.

Class of Pre service Teacher 3 **28th October 2009 (Second hour block)**

The class was at the cafeteria since Ss were working in the designing of their games.

Each group was in a different place. They were focus on the things they have to do. T walked around them monitoring the activity. There were no misbehaving problems.

Since each student was in charge of some materials, it amazing to see they are responsible enough. This class showed when Ss are engaged with the activity T does not have to spend extra time on classroom management.

Class of Pre service Teacher 2 **3rd November 2009 (Single)**

T starts the class dividing Ss into those who had to take a makeup test and those who hadn't. In this class we had to be helping the T with the students who had not to take the makeup test. So meanwhile T was monitoring the makeup test, Leidy and I were doing some brain teaser with the rest of the classroom.

Once Ss finished the brainteasers and the makeup test, T asked them to get together in their groups and continue working on their games.

Class of Pre service Teacher 3

3rd November 2009 (Single)

Teacher does the procedure.

T divides the class because she needs to have Ss who need to take the make-up test apart from the others. Today T is going to monitors this activity meanwhile the other two pre-service teachers are going to be in charge of the rest of the class (Ss who do not need to take the test.)

Today the layout is Ss who are taking the test and Ss who are working in some brainteasers. These are working in pairs.

Ts are monitoring the activities.

OBSERVATIONS DONE BY PRE-SERVICE TEACHER 2

Class of Pre service Teacher 3 August 25th, 2009

The PsT starts the class by greeting the students at the door. PsT did the procedures in L2: PsT asks Ss to stand up and greet her; all the Ss say “good morning” and then, Ss sit down. PsT checks attendance and asks Ss to write the agenda but most of Ss are talking and it was difficult for her to get them to work as soon as possible. Then, the PsT asks for the date, the weather, and the time. Many Ss were late and the class was interrupted because of this.

How can the T get Ss to work as soon as possible once they enter the classroom?

What can T do to get Ss to work as soon as possible when the majority of them arrive late to class? (6:00 am class)

PsT writes on the board: rules. Then, she asks Ss what rules are, in what places they have rules and why they are important. Some of the Ss participate in this discussion but they do it in their L1.

PsT organizes the Ss in groups but because of the classroom layout it was hard for the Ss to get together. PsT delivers envelopes and explains that inside them there are words that belong to a sentence to form one of the classroom's rules. The groups that finish first begin to chat a bit. PsT asks to each group to explain what the rules are about. PsT discusses with the group the agreements for the class in L1. PsT assigns the homework to each row after the bell rings and she asks Ss to stay in the classroom a couple of minutes so she can explain the homework to them (the homework is to draw one of the classroom's rules)

Class of Pre service Teacher 1 August 28th, 2009

The majority of SS are in their seats writing down the agenda of the day. The PsT does the procedures in L2 and most of Ss follow her: PsT starts the class by checking attendance, asking for the weather

and the time. Then, she collects the drawings of the classroom rules and shows them to the rest of the Ss. After doing this; she asks them what rule represented each drawing. The PsT asks Ss for their folders, but some of them do not have it.

Next, the PsT asks Ss to take out their handout and tells them to read the blog. This classroom is pretty crowded, so the PsT has to force her voice, besides the layout of the classroom does not help to this aspect either.

It might be a good idea to continue the classes in a different classroom

What can a T do to control such big classes?

Then, the PsT asks some Ss to read the sentences that they underlined (sentences in present perfect: affirmative and positive). The PsT teacher asks Mr. Niño to share his answers with the rest of the class; she does this very often apparently because he has a good English level. Then, the PsT delivers the handout with the assignment description and one of the Ss is asked to read them. After this, the PsT asks: what do we have to do? And one of the Ss answers: “escribir sobre unas vacaciones inolvidables”

Class of Pre service Teacher 1 August 31st, 2009

The PsT greets Ss at the door. She starts the class by doing the procedures in L2. (one of her Ss goes to the board and writes the date, PsT asks for the time the weather, and collects the money for the worksheets). The PsT asks for the homework to only two of the Ss; but other Ss whisper: entonces para que hize la tarea?

It seems that Ss feel disappointed when their homework is not checked. Despite of time constraints it is necessary to find a way to check all Ss' homework.

PsT asks the two Ss to tell her two sentences in present perfect from their homework. She writes the sentences on the board; then, she asks Ss: how can you make these sentences questions? Most of Ss answer to this question without any problem, they do it in L2.

Then, the PsT asks Ss to look at the grammar part of their worksheet about questions in present perfect; after that, the PsT asks Ss to do the first exercise in which they have to transform sentences in present perfect into questions. The majority of Ss do this activity without disturbing the class (they do the activity in complete silence)

Class of Pre service Teacher 3 September 2nd, 2009

PsT greets the class, checks attendance and asks them to write down the agenda. (Procedures). Some of the Ss do not pay attention to PsT's instructions; the PsT shows one attention signal: "keep quiet" and they just seem to ignore her. PsT begins to check the homework by asking some Ss at random to say one sentence of the homework (Cinderella)

PsT posts on the board the answers of the homework; then, PsT asks Ss to look at the handout and tells one student to read the instructions. PsT asks Ss where they can find the reading: "Extraordinary Experiences" The teacher asks Ss the meaning of each picture to describe what people can do in those pictures.

PsT asks Ss to make some predictions about the reading; after doing this, PsT asks Ss to put away their handouts and write down on their notebooks the words that they could understand and plays the recording about the reading that Ss have just received.

Then, PsT asks Ss to take out their handout and listen again following the reading.

PsT asks questions about what can you see and do in each picture: "what can you see in picture number 1" What is Mig 25?

PsT delivers the second handout and asks Ss to do Ex. IV. Then, PsT asks Ss to read the answers (Ss at random)

PsT informs Ss that Ex V is the homework and Ex VI is the quiz. PsT asks some Ss to read the instructions and the examples and the Ss began to do the quiz

Class of Pre service Teacher 1 September 7th, 2009

When my peer and I enter the classroom we noticed the chairs had been organized in a horseshoe row.

PsT asks Ss to tell her one example of a sentence in present perfect that is in the song. Ss had no difficulties when doing this. Then, the PsT asks Ss to do the same but now with a sentence in simple past. PsT writes the two sentences on the board. PsT asks: what's the difference between these two sentences? It seems Ss distinguish the sentences because of their structure; they say: the first sentence is in present perfect, PsT asks why? And Ss say: porque tiene have.

PsT delivers the second handout and asks Ss to complete the grammar chart with verbs in participle and in simple past. Ss do this activity quietly. PsT focuses Ss attention on the grammar chart and asks one of the Ss to read the difference. Then, PsT asks Ss to do Ex. III about present perfect and simple past in which Ss have to complete the sentences in present perfect or simple past. Most of Ss finish the activity very quickly.

Class of Pre service Teacher 3 September 9th, 2009

The PsT divided the board in three columns, the first column for the procedures, the second one for the grammar explanation, and the third column for vocabulary. PsT asks SS to read the title of the song about U2 and tells them to make predictions about it. PsT writes the predictions on the board. The PsT asks Ss to read the article silently. Most of the Ss do it, some are just chatting with their classmates, playing with the cell phone and one girl at the back is looking herself at the mirror. The PsT notices this, so she tries to have the attention of those distracted Ss by clapping at them, since they seem to not notice what the PsT is trying to do, the PsT raises her voice and calls those Ss' names directly. Then those Ss pay attention to her but other Ss get distracted because of this.

It seems the PsT should not lose her temper in class.

Ss get easily distracted in individual activities

PsT asks Ss to tell her the general ideas of the reading and writes Ss' answers on the board but she does not do it in the column she had assigned for this, therefore, the board looks messy. Ss at random. Then, she asks Ss to answer the questions in the next exercises about U2. PsT monitors the activity apparently, Ss are taking more time for this activity of what the PsT expected since she begins to say: "chicos, terminemos esta actividad rapido porque hoy tenemos quiz". The majority of Ss protest when the PsT says this.

Definitely it is not a good idea to push Ss when they are doing an activity, especially because of a quiz which makes them feel pressured.

PsT checks the activity as a whole class. While the PsT does this, some of the Ss are talking and she tries to get their attention by saying their names loudly.

Finally, PsT delivers the quiz: present perfect vs. past simple and asked Ss to complete the activity. Many of the Ss seemed to not

know what to do and the PsT has to guide each student while they answer the quiz.

Class of Pre service Teacher 3 September 16th, 2009

The PsT starts the class by asking Ss for the \$100 pesos for the worksheet but many of them do not do it. After doing the procedures PsT writes on the board: endangered animals and asks Ss: what are endangered animals? Are dogs endangered animals? PsT says no! "Because there are many dogs". PsT mentions other animals such as pandas and gorillas. Then, PsT asks Ss to do Ex I where there is a test about wonders of nature (true or false). The PsT says the instructions, asks one of the students what the instruction is about, and immediately after the student response she gives an example.

It seems the PsT trial to give instructions in a systematic as it had been discussed among the three PsTs works, since Ss seem to get the instructions more easily

PsT checks the activity as a whole class. PsT writes on the board the comparative sentences from the test and begins the grammar explanation. PsT explains the comparative rules and Ss seem to get the idea easily.

PsT focuses Ss attention on the discovery grammar and asks Ss to match sentences a-e with 1-5 to make explanations. Ss do quickly this activity. PsT checks the activity as a whole class.

T divides the class in pairs, assigns roles; A and B, and asks Ss to describe the pictures (comparing). T monitors the activity. While Ss do this activity, they are using L2 to compare the animals they see in the pictures

Finally, PsT asks Ss to do Ex IV in which they have to correct the sentences but since the bell is about to ring the PsT decides to assign this activity as homework for the next class.

Class of Pre service Teacher 1 September 21st, 2009

After doing the procedures (asks for the time, the weather and ask to one of the Ss to go to the board and write the date), PsT asks Ss the meaning of wonders of nature and Ss respond in L1, they say: “maravillas del mundo”; then, the PsT asks what wonders of nature they know and they mention in L1: cañón de chicamocha, el Everest y Cataratas del Niagara

Then, the PsT announces to the Ss they are going to receive a worksheet about different facts of nature, and there they have to do Ex. I (which is a test that measures how much Ss know about nature) Ss do this activity quietly in just two minutes. PsT tells Ss they can check their answers at the end of the worksheet with the answer key. PsT starts with the grammar explanation about comparatives as it was stated in the lesson plan; according to this, Ss are the ones who deduct the rules

it seemed really challenging but Ss are actually capable of deducting the rules. Teaching inductively works with them.

After the grammar presentation of the topic, Ss are told to participate in a speaking Ex in pairs; there Ss have to compare different animals. While Ss are doing this activity they are using L2, but some of the Ss finish this activity very quickly and they comment in L1 how easy this exercise is for them. The PsT checks the activity since many of the Ss have already finished. She asks each row the answers of the Ex (True or false). Finally, The PsT asks Ss to do the following Ex in the worksheet in which they have to correct the comparative sentences taking into account the rules they have just learned about it. PsT gives the instructions in a systematic way and Ss get what they are supposed to do and begin to do it right away. The majority of Ss do this activity quietly and fast. PsT monitors the

activity. PsT checks the Ex by posting the answers on the board. Ss check their answers by looking at it.

Class of Pre service Teacher 3 September 22nd, 2009

PsT starts doing the procedures in L2 and Ss writing down the agenda, *It seems Ss are already used to it*, when she checks the homework in which Ss had to write sentences in comparative form, she notices some of the Ss still have questions about this topic, so the PsT decides to clarify Ss' questions by asking some Ss to tell her the comparative sentences they wrote as homework, corrects them and explains. The Ss who were confused seem to understand better about this topic since the PsT asks them for one example and they are able to make a sentence in comparative form. (Ss give examples such as: he is faster than me)

Since Ss seemed to not understand all the rules about comparatives quite well, the PsT decides to not be tight to the lesson plan and just ignore Ss' questions, but she decides to spend more time on helping Ss to have a better grasp on this topic. It seems a good idea to make some changes to the lesson plan while it is being implemented according to the pace of the class (to be flexible with the lesson plan)

When the explanation finishes the PsT writes on the board endangered animals and asks Ss what they think endangered animals are after mentioning some examples such as pandas and polar bears. Ss seem to get what endangered animals are after saying one of them: "animales en extinción, como el gorila". Then the PsT asks Ss to look at the reading and based on the title make some predictions about what they think it is going to be about. Ss' predictions are given in L1 and L2. PsT asks Ss to read the text and according to this, match the sentences with the gaps. PsT gives the instructions systematically and the majority of Ss know what they are supposed to do, meanwhile the PsT monitors the activity. PsT

checks the activity by asking some Ss randomly. Finally, the PsT asks Ss to look at the fact file about spectacle bears and based on that information they have to write a paragraph about them (PsT mentions they can follow paragraph about gorillas to do it). The bell rings and the PsT tells Ss they have to do the paragraph as homework for next class.

Class of Pre service Teacher 1 October 2nd, 2009

After doing the procedures, PsT When the explanation finishes the PsT writes on the board endangered animals and asks Ss what they think endangered animals are and one of the Ss say right away: “animales en extincion”. Then the PsT asks Ss to look at the reading and based on the title make some predictions about what they think it is going to be about. Ss’ predictions are given in L2 (using short sentences). PsT asks Ss to read the text and according to this, match the sentences with the gaps. While some of the Ss are reading other Ss begin to chit chat immediately after they finish the reading activity, so the PsT decides to finish the activity in that moment although in the lesson plan the activity was supposed to last more time.

It seems the PsT prefers to finish the activities immediately after some of the Ss finish since they tend to disrupt the class. She adapts the lesson plan according to the pace of the class, students’ response and behavior; it means that the classroom ecology of 10-01 determines PsT’s decisions about the lesson plan when implementing it.

PsT gives the instructions systematically and the majority of Ss know what they are supposed to do, meanwhile the PsT monitors the activity. PsT checks the activity by asking some Ss randomly. Finally, the PsT asks Ss to look at the fact file about spectacle bears and

based on that information they have to write a paragraph about them (PsT mentions they can follow paragraph about gorillas to do it). She tells Ss they have to write the paragraph in a separate piece of paper since it is meant to be the quiz (as it had been planned she was the only PsT who actually did this activity as a quiz)

Class of Pre service Teacher 3 October 14th, 2009

PsT greets Ss at the basketball court and tells Ss to sit down so she can begin to explain to them the activity they are about to do. Ss seem really curious since it is the first time they are outside the classroom for an English class. PsT begins to explain the game rules in L2 to the whole class, she gives one instruction at the time (she does this systematically).

It seems that what was decided in the discussion about giving instructions to all the Ss at the time works better than the PsT going to each group explaining the game_; in this way the PsT avoid Ss misbehave.

Then, the PsT divides the class in groups of three Ss in order to begin the game. Ss begin to play the spelling contest which is supervised by the PsT and her two peers. Ss seem pretty enthusiastic in this activity and they participate actively in it.

Class of Pre service Teacher 1 October 19th, 2009

The PsT does the class in audiouvisuales since she is going to show a video but the Ss begin to chit chat among them and they put their feet on the chairs. When the PsT notices this, she calls those Ss' names loudly and then they sit properly, however, it disrupted the class a bit.

It seems the classroom layout is not the best for this class

PsT starts the class by writing on the board: Amazing animals. PsT asks Ss: what are amazing animals? Ss answer: “animales asombrosos”

PsT says: “Today we are going to get familiar with some of the most amazing animals in the world. You are going to receive a worksheet. In Ex I you will find the pictures of some of the most amazing animals and in the box you have their names, match the pictures with the proper names by writing the name of the animal below its picture”. (the instructions are given systematically) The Ss do this activity very quickly. PsT checks the activity by posting the pictures of the animals on the board and asking Ss to tell her the names.

Then, PsT posts on the board the pictures of the amazing animals (in Ex.1) and checks answers with the class. Most of Ss answers are correct. Next, T says: complete the crossword in Ex II of your handout with the names of the animals. Ss finish this activity fast; the Ss that finish this activity first begin to chit chat and comment in L1 how easy this activity was for them. PsT checks the activity and Ss’ answers are correct.

It seems the activity for the Ss was too easy and they finish it successfully and they do not seem enthusiastic about it.

Class of Pre service Teacher 3 October 21st, 2009

I enter the classroom with my peer and I notice the class is divided in groups of six people. Each group is preparing a skit about their roles when designing the game for the cultural week.

Each group presents its skit about the roles, skits are done in L1; but in the majority of the skits Ss say things such as: “por que no traje el

material?" "A mí no me tocaba!!" "Haga algo marica, todo lo hacemos nosotros".

According to what is performed in the skits, it seems Ss have a bad perception about what working in group means. For Ss working in groups is just arguing among them. It is necessary to show Ss that working in groups and having a successful result of it is actually possible

Class of Pre service Teacher 1 October 26th, 2009

When I entered the classroom, Ss were working on the interpretation of the games they are responsible for in the cultural week. All the groups have a piece of paper with the description of the game and they are deciding about their responsibilities when designing and implementing the game. The PsT informs Ss they have to explain the game to the rest of the class and how they are going to implement it in the cultural week. All the Ss seem involved and committed in the activity.

Then, PsT asks each group to go to the board and in front of the class present what they understand their game is about, the design and the implementation of it. Each group does it and it seems all of them understood the game they are responsible for. While one group presents their game, the rest of the class makes relevant and important questions to the group about it. (All the groups seem to take into account the other groups suggestions when designing and implementing the game)

All the class seems committed with the activity and it seems Ss are engaged in the activity because they will finally be part of the cultural week.

Class of Pre service Teacher 3 October 28th, 2009

All the Ss meet in the cafeteria. PsT asks Ss to get together in the groups that were previously conformed for the design and implementation of the games (for the cultural week). She checks all the groups have the materials required to begin to work on the games. All of the Ss have their materials ready and it seems they are eager to start working on it. PsT tells Ss they can start working on their games. (PsT gives instructions systematically in L2).

All the groups start working on their games; they seem to be really involved in the design of them since all of them work exclusively in the design of the game and the PsT does not have to make them work on it, they do it by themselves. At the end of the class, most of the groups have advanced a lot in the design of the game, but even so, some of them decide to stay during the break to continue working on the game.

It seems Ss are really enthusiastic with the design of the game and to be completely in charge of it. It seems it is not necessary the PsT do it all in class, Ss can actually be in charge of tasks

Class of Pre service Teacher 3 November 3rd, 2009

Since in this class half of the Ss need to take the makeup exam and the other Ss cannot be doing just anything while their classmates are taking the exam, otherwise they would disturb the class, it was decided to try an attempt of team teaching for this class. Therefore, the PsT divides the class in two groups: the ones who are taking the exam and the Ss who are not. She is in charge of the Ss who need to present the exam. She explains what they have to do in the exam (instructions are given systematically).

Meanwhile, my peer and I give to the Ss who do not have to take the exam, a worksheet with some brainteasers, ask them to pair up and they start working on solving the brainteasers. My peer and I give the instructions systematically and begin to monitor this activity.

Ss struggle a little bit while doing the brainteasers but it seems they have fun while doing it and they come up with funny answers. Besides, they are also surprised, in a good way, with the fact that we are the ones supervising this activity. Therefore, this attempt of team teaching seems to work in this especial case in which it was necessary to handle two totally different activities.

Class of Pre service Teacher 1 November 6th, 2009

After doing the procedures in L2, the PsT divides the class in two groups: the ones who are taking the exam and the Ss who are not. She is in charge of the Ss who need to present the exam. She explains what they have to do in the exam (instructions are given systematically).

Meanwhile, my peer and I give to the Ss who do not have to take the exam, a worksheet with some brainteasers, ask them to pair up and they start working on solving the brainteasers. My peer and I give the instructions systematically and begin to monitor this activity. Some of the Ss come up with the answers of the brainteasers faster of what we expected but it seems they like the brainteasers although they are a little bit challenging they do their best when trying to solve them.

It seems the attempt of team teaching also worked in this class. Ss were not uncomfortable at all since they are somehow used to see us in their English classes, although it had been in a passive way, they welcomed us without any problem and participated actively in the activity about brainteasers. Ss came up with really interesting answer

OBSERVATIONS DONE BY PRE SERVICE TEACHER 3

Single class

CLASSES OF PRE SERVICE TEACHER 2 Aug. 25th

T says: Please take out your notebooks and write down the agenda for the day.

T checks attendance and greets the class. T writes the date on the board, but it's difficult for the students in the back part of the classroom to see it.

T reminds Ss of the homework but it seems to me instructions given weren't so clear and Ss understood different things that is, homework was supposed to be individually in a piece of paper and most Ss understood it was in the groups they'd been working with in the previous class. T collects the homework per groups since that was what Ss understood and posts them on the wall and has Ss tell her the rules.

T does some pre-reading exercises by asking Ss to make predictions of the reading based on the pictures (but the images were not clear at all and Ss don't understand them) she also asks them what a blog is and asks them to read more than five passes and then T says: underline the affirmative and negative sentences in present perfect. T checks and gives Ss the homework handout (T didn't emphasize reading itself she didn't check for understanding or anything)

T explains Ss how to write the paragraph for the homework and tells them to do it for next class in the handout they just received.

CLASSES OF PRE SERVICE TEACHER 1 Aug. 28th

T says: Please take out your notebooks and write down the agenda for the day.

T checks attendance and greets the class. T writes the date on the board with Ss' help. It's difficult for the students in the back part of the classroom to see it.

T reminds Ss of the homework but it seems to me instructions given weren't so clear and Ss understood different things that is, homework was supposed to be individually in a piece of paper and most Ss understood it was in the groups they'd been working with in the previous class. T collects the homework per groups since that was what Ss understood and posts them on the wall and has Ss tell her the rules.

T does some pre-reading exercises by asking Ss to make predictions of the reading based on the pictures she also asks them what a blog is and asks them to read more than five passes and then T says: underline the affirmative and negative sentences in present perfect. T checks and gives Ss another handout (T didn't emphasize reading itself she didn't check for understanding or anything) T explains Ss how to write the paragraph for the homework and tells them to do it for next class in the handout they just received

First hour of a block class

CLASSES OF PRE SERVICE TEACHER 1 August 31st

We didn't hear the bell so it was hard to tell when to start the class.

T goes place by place collecting the money while she walks around the classroom there's constant noise.

T takes attendance and Ss immediately calm down and start paying attention.

T asks Ss to give her one example from their homework in Present perfect and asks this is an affirmative statement how can I make it a questions Students respond: Have you gone to San Gil many times? Exactly all you have to do is change the order of the auxiliary and the subject.

T explains the grammar part Ss seem pretty engaged with the class and pay close attention. T has Ss complete the sentences in ex. I Ss work very quietly doing the sentences, most Ss finish and immediately start talking. T realizes and starts checking immediately. T asks Ss to choose 2 sentences from their homework which are in present perfect and and asks two Ss at random to tell her the sentences, then she asks Ss to transform them into questions.

Second hour of a block class

CLASSES OF PRE SERVICE TEACHER 1 Sep. 7th

When I came in the Ss were sitting in groups and were giving examples of a sentences in present perfect and one in simple past.

They give the examples t writes them on the board and says: today we're going to study Present Perfect vs. Simple past

Then, T hands the second worksheet out and asks them to complete the verb chart. Ss work quietly and trying to complete it as fast as possible. When Ss finish they start walking around, however, T realizes and starts correcting the activity. T should have ss read the verbs aloud.

Next, she asks Ss to read the grammar chart and asks: when do you use both tenses? She has Ss write in their notebook the answer. Then, they socialize. (TIMING wasn't done)

T explains grammar using an example but she didn't emphasize it enough.

T has Ss complete the exercise. There's an interruption to ask for some girls in the volleyball team. So the cooperating t intervenes to ask the classroom for order.

Then, they check as a whole class. Ss are called at random to answer. T doesn't repeat as the Ss read so there are some problems with pronunciation that are not corrected.

The bell rings ten minutes before creating some disorder.

CLASSES OF PRE SERVICE TEACHER 2 Sep 7th

when we came in the students were sitting in groups and the T was giving some explanation about the exercise. Some Ss started working and some of them didn't even have the worksheet. After a while T realizes Ss were not following and she gives them the handout.

Although the T gave Ss 3 minutes, the activity extended to several minutes because Ss didn't understand the instructions. Some Ss are completely lost and they comment how difficult the exercise is.

T posts the answers for the exercise and asks Ss to correct. Ss comment on how they don't understand.

T explains the difference between Present perfect and Simple past. Ss seem to follow the T explanations and she asks some of them to read. The Ss at the back of the classroom say it's very difficult. T writes two sentences on the board: one in Simple past and one in Present perfect.

T asks Ss to complete Ex 3 and gives them 5 minute to do so. Ss are still doing it when T starts correcting it as a whole class. T asks Ss at random to read and she repeats making sure they understand the pronunciation. However, Ss at the back of the classroom are lost in the exercise.

Block Class

CLASSES OF PRE SERVICE TEACHER 2 Sep. 21st

T starts with the lesson by asking what “wonders of nature” means however Ss do not respond, and when they finally do it they do it in L1 most of the time.

T gives Ss the worksheet, she tells Ss: you are going to measure your knowledge about general facts of nature. T asks Ss to do the activity individually. For checking and correcting this exercise Ss have to look at the answer key, at the end of the worksheet. (this was a nice idea is definitely T saved a lot of time)

T moves to the grammar explanation by telling Ss to read the first sentence in Ex I. Then T does the grammar explanation by asking Ss to answer simple question such as what’s the difference between sentence 1 and sentence 2. How do you know it is a comparison, etc, Ss are participating and they are deducting rules but again the do it in Spanish however for the first time in Sandra’s classroom Ss are engaged.

When moving to the other exercise in the handout where Ss have to talk, T asks Ss to pair up. During this activity Ss were practicing what they have learned. (Comparatives) During this activity everybody was trying to use English as required in the exercise, but a few Ss were also chatting in Spanish. Many of the Ss have already finished. T checks the activity by asking each row. They continue with the next exercise in the worksheet where Ss have to correct the underlined words. T posts the answers on the board and has Ss correct the exercise as commented in the meetings with our supervisor T explains in English, then she gives an example next she asks one student to tell her the idea of the exercise, and if necessary she gives another example. To finish the class T asks Ss to do ex. IV in which

they have to correct the sentences. But T doesn't have time to check as a whole class, so she decides to assign it as homework.

CLASSES OF PRE SERVICE TEACHER 1 Sept. 21st

T starts with the lesson by asking them about the title of the lesson: "wonders of nature" Ss respond in L1 most of the time.

T gives Ss the worksheet, in exercise I she says: you are going to measure your knowledge about general facts of nature. T asks Ss to do the activity individually. For checking and correcting this exercise Ss have to look at the answer key, at the end of the worksheet. (this was a nice idea is definitely T saved a lot of time)

T moves to the grammar explanation by telling Ss to read the first sentence in Ex I. Then T does the grammar explanation by asking Ss to answer simple question such as what's the difference between sentence 1 and sentence 2. How do you know it is a comparison, etc, Ss are participating and they are deducting rules.

When moving to the other exercise in the handout where Ss have to talk, T asks Ss to pair up. During this activity Ss were practicing what they have learned. (Comparatives) During this activity everybody was using English as required in the exercise, but they were also commenting on how easy this exercise was in Spanish. Many of the Ss have already finished. T checks the activity by asking each row. They continue with the next exercise in the worksheet where Ss have to correct the underlined words. T posts the answers on the board and has Ss correct the exercise as commented in the meetings with our supervisor T explains in English, then she gives an example next she asks one student to tell her the idea of the exercise, and if necessary she gives another example. To finish the class T asks Ss to do ex. IV in which they have to correct the sentences. But T

doesn't have time to check as a whole class, so she decides to assigned it as homework.

Single Class

CLASSES OF PRE SERVICE TEACHER 2 Sep 29th

T starts by writing on the board Endangered and underlines the danger part in the word and she says: did you know that pandas are endangered animals as well as koalas ? And asks: is a cat an endangered animal? Ss remain quiet so T continuous with other animals such as dogs, mice, fish. But Ss don't seem to get it. It seems Ss expect T to tell them in Spanish. Finally T says: endangered animals are those that are about to disappear so one student says: animales en via de extinsion! The T says: yes.

Then, the T reads the title and asks Ss what they think the reading is going to be about, T asks Ss to read the text and match the sentences (a-d) with the gaps (1-4). T checks the activity by asking Ss at random.

Then, T shows Ss the picture of a spectacled bear and says: now we are going to talk about spectacled bears. Then T asks: what are they? Where do they live? Are they endangered animals? And she says now we are going to write something similar to the gorillas reading, then the bell rings and she decides to assign it as homework.

CLASSES OF PRE SERVICE TEACHER 1 Oct. 2nd

T starts by writing on the board Endangered and underlines the danger part in the word and she says: did you know that pandas are endangered animals as well as koalas ? And asks: is a cat an endangered animal? Ss answer no! T asks the same about dogs and Ss answer. Next T asks them what's an endangered animal?

Animales en peligro and t says in danger of what? De extension answer most of the Ss. (it seems Ss are very engaged with the class) Then, the T reads the title and asks Ss what they think the reading is going to be about, T writes predictions on the board and has Ss read the text and match the sentences (a-d) with the gaps (1-4). T checks the activity by asking Ss at random. T checks Ss understanding by asking some questions about the text, most of the Ss pay attention but it seems Miss Vargas who just got transferred from 10-03 is disturbing the class by distracting Ss around her. T calls miss Vargas attention and asks her and her classmate to stop eating. Then, T shows Ss the picture of a spectacled bear and asks: what are they? Where do they live? Are they endangered animals? Since time is not enough T decides to explain how to write the paragraph as homework. Since she has five more minutes she asks Ss to start working on it.

First Hour of a Block

CLASSES OF PRE SERVICE TEACHER 1 Oct. 19th, 2009

T greets Ss in the audio visuals room. Ss start working on the agenda they go to the board as asked by the T to write the date. The classroom seemed crowded, messy, and Ss are slouched on the chairs. T calls Ss' attention by calling out their names, and they seemed pretty upset because they just realized they're not going to watch a movie. T starts the topic by writing on the board Amazing animals and asked them: what are "amazing animals"? And Ss respond animales asombrosos. She asks them to give her examples and one of the students said como es ballena ehheh the whale and she asks everybody to think why whales are considered incredible animals Ss answer because they are big animals and in this way the T introduces the topic. As usual T gives instructions in English gives

an example, and then asks a Student to explain the exercise. Next, she gives Ss the handout and asks Ss to match each animal with its name, they do it very quickly and they start talking so T checks the answers by posting some pictures of the animals on the board and asks them to tell her the name. Then, T has Ss complete an animal crossword based on the description of the animals, once again and to our surprise they do it very fast; T checks this activity as a whole class.

CLASSES OF PRE SERVICE TEACHER 2 Oct. 19th, 2009

Although we were only supposed to observed the second part of this class we all were here and when the class started to our surprise Sandra's classroom was completely flooded, so she decided to take Ss to the cafeteria.) In the second part of the class, T asks Ss to get together in groups, since they had been sitting in a circle as a whole class for the bestowing ceremony, and clarifies they can sit down around the cafeteria so they can start working on the game. All the groups have the materials they need for the game and they start working right away. All of the Ss are working on the game. When the class, finish many of the groups had advanced a lot in their games.

Second Hour of a Block

CLASSES OF PRE SERVICE TEACHER 1 Oct. 26th, 2009

When we came into the classroom Ss were working in groups on the interpretation of the game they were assigned for the cultural week. All of the groups are working very well. T had organized the Ss in groups of six people. Each group was preparing a presentation in which they had to explain the game they were assigned. Then T

asked Ss to get ready to go to the board and explained their games and asked the others to pay attention in order to asked them questions about it Ss really paid attention and even asked very logical questions to their partners I guess this was very helpful for the preparation of the game (it was a great idea and I really think Ana made a good decision by changing a bit the lesson plan)

CLASSES OF PRE SERVICE TEACHER 2 Oct. 26th, 2009

Although we were only supposed to observed the second part of this class we all were ere and when the class started to our surprise Sandra's classroom was completely flooded, so she decided to take Ss to the cafeteria.) In the second part of the class, T asks Ss to get together in groups, since they had been sitting in a circle as a whole class for the bestowing ceremony, and clarifies they can sit down around the cafeteria so they can start working on the game. All the groups have the materials they need for the game and they start working right away. All of the Ss are working on the game. When the class, finish many of the groups had advanced a lot in their games.

Since there was a holiday Monday (Ana and Sandra have block class on

Mondays) I didn't observe block but single.

Single Class

CLASSES OF PRE SERVICE TEACHER 2 Nov. 3rd, 2009

T starts the class by dividing the class in two groups the ones who need to take the make-up test and the ones who do not. She takes the ones who need to take the make-up test and gives instructions. Meanwhile we (Ana and me) took the other and gave them the

brainteaser activity. As predicted kids were really into brainteasers but we had to translate many of them since they asked us many times and they seemed to refuse to think. The class was very organized and while some Ss were working on something the other were working on another thing without any interruptions (we should have tried more team teaching-too bad we just finished)

CLASSES OF PRE SERVICE TEACHER 1 Nov. 6th, 2009

T starts the class by dividing the class in two groups the ones who need to take the make-up test and the ones who do not. She takes the ones who need to take the make-up test and gives instructions. Meanwhile we (Snadra and me) took the other and gave them the brainteaser activity. As predicted, kids were really into brainteasers. The class was very organized and while some Ss were working on something the other were working on another thing without any interruptions (we should have tried more team teaching-too bad we just finished)

UNIVERSIDAD INDUSTRIAL DE SANTANDER
ESCUELA DE IDIOMAS 21170
INSTITUCIÓN EDUCATIVA LAS AMERICAS

OPEN ENDED PEER LESSON OBSERVATION

Date: August 25th, 2009

Teacher: Pre-service teacher 3

Grade: 10-03

Observer: Pre-service teacher 1-pre-service teacher 2

Subject: English

Class: Single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT asks Ss to stand up to greet her. She asks Ss about the weather, the time, the date. She also calls for attendance one by one. This is done using L2	The PsT starts the class with the procedures established by the cooperating T. However is difficult to get Ss to cooperate since they are very late.	How meaningful is the procedure established by the cooperating T in Ss learning process? What can PsT do to get Ss to work as soon as possible when the majority of them arrive late to class? (6:00 am class) Strategies for dealing with tardiness are needed.
PsT writes on the board: RULES and asks Ss what rules are, in what places they have rules and why they are important, some of the Ss participate	During the discussion, Ss use L1.	How to get at least most of the Ss to participate
PsT delivers instruction Then, she divides Ss in groups (each row is a group) and immediately after delivers the envelopes with the words of each rule. Next, Ss start working, while T monitors. Finally T discusses the procedures and agreements for the class . When the bell rings T asks Ss to wait so she can assign the homework.	No examples were given when explaining the activity. The classroom layout is very difficult to work in especially in groups activities. She does this final activity very quickly.	It's necessary to work on better instructions We wonder if having the classes in the lab was a good idea, maybe should go to the normal classroom. It's necessary to manage time in a better way.

OPEN ENDED PEER LESSON OBSERVATION

Date: August 25th, 2009

Teacher: Pre-service teacher 2

Grade: 10-02

Observer: Pre-service teacher 1-pre-service teacher 3

Subject: English

Class: Single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT does the procedures PsT checks homework This is done using L2</p> <p>PsT does not move around the classroom</p> <p>PsT class Ss' attention by raising her voice</p>	<p>Ss arrived and some of them knew they were supposed to sit down and write down the agenda.</p> <p>When T asked for the homework Ss had a different thing from what the T expected.</p> <p>It seems PsT is looking for a way to get Ss' attention</p>	<p>The agenda is such a good idea because it calms them a lot</p> <p>It seems instructions were not clear enough and Ss got confused. It is definitely necessary to work on giving better instructions.</p> <p>PsT should not lose her temper in a class.</p>
<p>PsT does pre-reading by using pictures in the handout and asking questions about it.</p>	<p>Ss did not seem to follow the T during the pre-reading exercise</p>	<p>The pictures were neither clear nor big enough. It's necessary to have better pictures in the handout and have less content on one handout because the font size was too small.</p>
<p>Ss read individually Ss underline affirmative and negative sentences in Present Perfect PsT assigns homework (write a paragraph about a memorable vacation as if Ss were in the last day of their trip, using present perfect)</p>	<p>It seems Ss did not read but scanned through the blog.</p> <p>The T spent a lot of time trying to explain the homework</p>	<p>During the reading activity there was no reading comprehension at all.</p> <p>It seems the homework could have been a class instead of a piece of homework. Writing is a demanding skill and Ss are not very familiar with it.</p>

OPEN ENDED PEER LESSON OBSERVATION

Date: August 28th, 2009

Teacher: Pre-service teacher 1

Grade: 10-01

Observer: Pre-service teacher 2-pre-service teacher 3

Subject: English

Class: Single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT does the procedures</p> <p>Pst checks homework</p> <p>This is done using L2</p>	<p>Ss arrived and some of them knew they were supposed to sit down and write down the agenda.</p> <p>When T asked for the homework Ss had a different thing from what the T expected.</p>	<p>The agenda is such a good idea because it calms them a lot</p> <p>It seems instructions were not clear enough and Ss got confused. It is definitely necessary to work on giving better instructions.</p>
<p>Pst does pre-reading by using pictures in the handout and asking questions about it.</p> <p>Pst gives the instructions for the reading exercise (read the blog and underline sentences in present perfect)</p>	<p>Ss did not seem to follow the T during the pre-reading exercise</p> <p>T has to force her voice to be heard because she has such a large class</p>	<p>The pictures were neither clear nor big enough. It's necessary to have better pictures in the handout and have less content on one handout because the font size was too small.</p> <p>It could be better to work in their regular classroom since the lab is quite small for the amount of Ss</p>
<p>Ss read individually but some of them are chatting</p> <p>Ss underline affirmative and negative sentences in Present Perfect</p> <p>PsT monitors the activity by walking around the classroom</p> <p>Pst assigns homework (write a paragraph about a memorable vacation as if Ss were in the last day of their trip, using present perfect)</p>	<p>It seems Ss did not read but scanned through the blog and they seemed annoyed for having to stay when the rest of the school did not have class</p> <p>The T spent a lot of time trying to explain the homework Again, since the classroom is so crowded it is difficult for the T to walk around.</p>	<p>During the reading activity there was no reading comprehension at all.</p> <p>It does not seem right to have a class under those circumstances.</p> <p>It could be better to work in their regular classroom since the lab is quite small for the amount of Ss</p> <p>It seems the homework could have been a class instead of a piece of homework. Writing is a demanding skill and Ss are not very familiar with it.</p>

OPEN ENDED PEER LESSON OBSERVATION**Date:** August 31st, 2009**Grade:** 10-01**Subject:** English**Teacher:** Pre-service teacher 1**Observer:** Pre-service teacher 2-pre-service teacher 3**Class:** First Hour of a Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT does the procedures This is done using L2	But she does not ask Ss to stand when greeting her because she greets them at the door. Then she walks around asking for the photocopies money.	It seems by avoiding this part of the procedure PsT saved a lot of time and got Ss to work faster. How can we collect the money in a less consuming time?
To introduce the topic: Present perfect questions PsT asks Ss at random to read some sentences from their homework, then she asks them how to make those sentences questions, Ss respond. Next, PsT focuses Ss attention on the grammar part of the handout and Ss follow closely. Then, PsT has Ss do Ex 1 (transformation drill: Transform the sentences into questions). Ss work quietly on the exercise.	Due to time constrains and the amount of Ss T did not check everybody's homework.	Ss seemed disappointed because of this. Ss might get uninterested in doing the homework. How can the PsT check everybody's homework without wasting so much time and providing them with meaningful feedback?

OPEN ENDED PEER LESSON OBSERVATION

Date: August 31st, 2009

Grade: 10-02

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1-pre-service teacher 3

Class: First Hour of a Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT does the procedures This is done using L2</p>	<p>Most of the Ss were standing up waiting for the T to come in and tell them to sit down</p> <p>Then she walks around asking for the photocopies money.</p>	<p>Although it had already been decided to avoid this part of the cooperating T procedure, it seems difficult for Ss to get rid of this habit.</p> <p>How can we collect the money in a less consuming time?</p>
<p>To introduce the topic: Present perfect questions PsT asks Ss at random to read some sentences from their homework, however most Ss had not done it. Then, She asks: Who did the homework? And asks those Ss for examples which she writes on the board. She asks them how to make those sentences questions, since no one answer PsT explained with the help of the sentences on the board.</p> <p>Next, PsT focuses Ss attention on the grammar part of the handout and Ss do not follow.</p> <p>Then, PsT has Ss do Ex 1 (transformation drill: Transform the sentences into questions).</p> <p>Ss chat and do not focus on the exercise, on the contrary they wait the PsT give them the answer.</p>	<p>Perhaps the homework was too demanding and Ss were not able to do it or maybe they just did not feel like doing it.</p> <p>In spite of had been taught for almost two weeks by the cooperating T and one by the PsT Ss seem to be lost.</p>	<p>How can the PsT check everybody's homework without wasting so much time and providing them with meaningful feedback? And how can the PsT make them do the homework?</p> <p>What could be the reason for Ss remaining quiet in the class? Are they uninterested or they just do not have the level?</p>

OPEN ENDED PEER LESSON OBSERVATION

Date: September 2nd, 2009

Teacher: Pre-service teacher 3

Grade: 10-03

Observer: Pre-service teacher 1-pre-service teacher 2

Subject: English

Class: First Hour of a Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT does procedures. This is done using L2</p> <p>PsT calls Ss' attention by using attention signals</p>	<p>PsT checks homework not only by asking but then she posts the answers on the board so Ss can correct.</p> <p>The majority of Ss did not pay attention to the attention signals</p>	<p>As it has been previously discussed in the informal meetings among the three PsTs the poster really works by saving time and making it easier for the Ss to check the answers.</p> <p>It is a good idea to use different strategies to call Ss' attention, however using attention signals seem to not work in this group.</p>
<p>PsT focuses Ss attention on Ex. 3 and asks Ss were they can find this kind of reading. Ss answer correctly.</p> <p>T does pre-listening exercise using the pictures and the title of the exercise. Ss make predictions about the listening based on the pictures and the title and PsT writes them on the board.</p> <p>T has Ss listen for the first time with their folders closed.</p> <p>T has Ss listen again and take out their notebooks.</p> <p>Finally T has Ss listen again with the folders open.</p>	<p>By asking Ss questions about the pictures and the title in the exercise they feel encourage to talk and involved in the topic.</p> <p>It seems that Ss are familiar with web pages.</p> <p>Asking for predictions and checking them allows Ss to have a better understanding of the listening</p> <p>Ss taking notes of what they listen to is a kind of dictation.</p>	<p>It is a good idea to involve Ss with the activities by doing pre, during and post reading and listening activities respectively. These kind of activities also help Pst to keep Ss on task</p>

OPEN ENDED PEER LESSON OBSERVATION

Date: September 7th, 2009

Teacher: Pre-service teacher 1
block

Grade: 10-01

Observer: Pre-service teacher 2-pre-service teacher 3

Subject: English

Class: Second Hour of a

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT arranged the classroom layout in a horseshoe row with the help of the other two PsTs.	Due to the nature of the activity it seemed easier to work with this seating arrangement.	This was a good trial; however the class size made it really hard to organize the chairs in this way.
<p>PsT asks Ss to identify in the song one sentence in present perfect and another in simple past. Ss answer.</p> <p>PsT asks Ss about the difference between the two sentences.</p> <p>PsT hands the second worksheet out and asks them to complete the verb chart. Ss work quietly and trying to complete it as fast as possible.</p> <p>PsT checks Ss answers by posting the answers on the board.</p> <p>PsT focuses Ss attention on the grammar chart and asks one of the Ss to read the difference.</p> <p>Finally, PsT asks Ss to do Ex. III about present perfect and simple past (to complete the sentences in present perfect or past simple)</p>	<p>Since the PsT notice some of the Ss had already finished, she decided to check the activity.</p>	<p>What should PsT do when some Ss finished the activity faster than the rest and start exhibiting disruptive behavior?</p> <p>Posting the answers is an excellent idea.</p>

OPEN ENDED PEER LESSON OBSERVATION

Date: September 7th, 2009

Grade: 10-02

Subject: English

Teacher: Pre-service teacher 2
block

Observer: Pre-service teacher 1-pre-service teacher 3

Class: Second Hour of a

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT arranged the classroom layout in a horseshoe row with the help of the other two PsTs.	Due to the nature of the activity it seemed easier to work with this seating arrangement.	This was a good trial; however the class size made it really hard to organize the chairs in this way.
<p>PsT asks Ss to identify in the song one sentence in present perfect and another in simple past. Ss answer.</p> <p>PsT asks Ss about the difference between the two sentences.</p> <p>PsT hands the second worksheet out and asks them to complete the verb chart. Ss struggle when trying to complete it.</p> <p>PsT gives to Ss 5 minutes to complete the exercise</p> <p>PsT gives Ss 3 minutes more to complete the exercise</p> <p>PsT checks Ss answers by posting the answers on the board.</p> <p>PsT focuses Ss attention on the grammar chart and asks one of the Ss to read the difference.</p> <p>Finally, PsT asks Ss to do Ex. III about present perfect and simple past (to complete the sentences in present perfect or past simple) Ss struggle when doing the exercise. PsT monitors a lot the activity.</p>	It seems that the exercise was too demanding for the Ss and the PsT had to give them more time to do it	<p>What should PsT do when the majority of Ss struggle with content?</p> <p>Posting the answers is an excellent idea.</p>

OPEN ENDED PEER LESSON OBSERVATION

Date: September 9th, 2009

Grade: 10-03

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 1-pre-service teacher 2

Class: Second Hour of a block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT asks Ss to look at the title and picture in the reading exercise and discuss about it.</p> <p>PsT asks Ss to read quietly but the majority of them were doing other things such as chatting, playing with the cell phone of texting and even one of them was looking at themselves on the mirror.</p> <p>PsT class Ss' attention by clapping, rising her voice and calling Ss' names.</p> <p>PsT checks the activity by asking Ss at random. PsT writes Ss' answers on the board.</p> <p>As discussed in the meeting PsT divided the board in three parts. One for the procedures, one for the explanation and the last one for the vocabulary, although she kept the order for most of the class when she finished the reading activity and was checking it. PsT wrote the answer in the first column.</p> <p>PsT tells Ss to answer quickly because they are going to have a quiz today. Ss protest.</p> <p>PsT delivers the quizzes. Ss begin to do it. They seem to be confused and the PsT starts to help them one by one.</p>	<p>Pre reading activities seem to get Ss focus and prepared for the activity</p> <p>Since Ss are not used to read mentally they get distracted easily. PsT seems unsure about what to do with this kind of behavior.</p> <p>It seems the PsT lost her temper</p> <p>Since the PsT was not only monitoring the activity but also helping Ss to do the activity one by one when checking the answers she was not focused enough in the distribution of the board.</p> <p>It seems PsT was running out of time so she decided to announce them they are going to have a quiz in order to move the class</p> <p>It seems the quiz is too demanding for Ss.</p>	<p>How to involve all the Ss in the activity?</p> <p>What should PsT do to handle with disruptive behavior during class activities?</p> <p>Is ignoring one way of dealing with disruptive behavior?</p> <p>Losing control promotes disruptive behavior in a class.</p> <p>Posting the answers is an excellent idea.</p> <p>To what extent PsT is helping Ss or doing the activity for them?</p> <p>PsT should not push Ss to work fast just to follow the lesson plan.</p> <p>It is necessary to work on the design and content of the quizzes.</p>

OPEN ENDED PEER LESSON OBSERVATION

Date: September 16th, 2009
Teacher: Pre-service teacher 3

Grade: 10-03
Observer: Pre-service teacher 1-pre-service teacher 2

Subject: English
Class: Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT does procedures This is done using L2	Some of Ss do not put the \$100 in the piggy bank(for the worksheet)	It is necessary to make sure everybody gives the money for the worksheet.
<p>T starts with the lesson by asking them about the title of the lesson: "wonders of nature" Ss respond in L1 most of the time.</p> <p>T tells Ss they are going to receive a worksheet, in exercise I they are going to measure their knowledge about general facts of nature. T gives instructions in a systematic way as it has been previously agreed on. T reminds Ss this is an individual activity using L2</p> <p>For checking and correcting this exercise Ss have to look at the answer key, at the end of the worksheet.</p> <p>T moves to the grammar explanation by telling Ss to read the first sentence in Ex I. Then T does what we have planned in the lesson plan. Meanwhile Ss are participating in L1 and they are deducting rules.</p> <p>When moving to the other exercise in the handout where Ss have to talk, T asks Ss to pair up. During this activity Ss were practicing what they have learned. (Comparatives) During this</p>	<p>Although most of the answers were given in L1 they seemed to be more involve in the class.</p> <p>For how Ss worked, it was clear the topic was relevant and meaningful for them and as a result Ss were involved in the class.</p> <p>It seems it is easier for Ss to check their answers in this way.</p> <p>It is incredible they are the same Ss who had been misbehaving in the previous classes.</p> <p>Given a controlled practice seems to be a good way to</p>	<p>How to have all the Ss giving answers in L2?</p> <p>When planning PsT should think about meaningful topics to involve SS in the class</p> <p>It necessary to try different ways to check answers.</p> <p>Why are they so engaged in this class? Maybe it is because the approach used when planning demands Ss come up with the knowledge (inductive)</p> <p>Ss measure up to the expectations of teachers so it is</p>

<p>activity everybody was speaking in L2. T checks the activity by asking each row. They continue with the next exercise in the worksheet where Ss have to correct the underlined words. T posts the answers on the board and has Ss correct the exercise.</p> <p>To finish the class PsT asks Ss to do ex. IV in which they have to correct the sentences. But PsT Does not have time to check the activity as a whole class.</p>	<p>have Ss uses L2 when communicating for the first time.</p> <p>PsT just monitors the activity and gave individual feedback. It seems PsT saw most of Ss understood but some are still struggling with this topic. Due to time constraints she decided to assign this activity as homework.</p>	<p>necessary to continue doing these kinds of activities.</p> <p>PsT need to continue working on setting the time</p>
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FOCUS PEER LESSON OBSERVATION

Date: September 21st, 2009
Teacher: Pre-service teacher 1

Grade: 10-01
Observer: Pre-service teacher 2-pre-service teacher 3

Subject: English

Class: Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT does procedures This is done using L2	PsT asked one student to write it on the board because in that way Ss are more attentive.	
<p>T starts with the lesson by asking them about the title of the lesson: "wonders of nature" Ss respond in L1 most of the time.</p> <p>T tells Ss they are going to receive a worksheet, in exercise I they are going to measure their knowledge about general facts of nature. T reminds Ss this is an individual activity when giving instruction PsT uses L2, gives an example, and asks one student what the instruction is. (instructions in a systematic way)</p> <p>For checking and correcting this exercise Ss have to look at the answer key, at the end of the worksheet.</p> <p>T moves to the grammar explanation by telling Ss to read the first sentence in Ex I. Then T does what we have planned in the lesson plan. Meanwhile Ss are participating and they are deducting rules.</p> <p>When moving to the other exercise in the handout where Ss have to talk, T asks Ss to pair up. During this activity Ss were practicing what they have learned. (Comparatives) During this</p>	<p>Although most of the answers were given in L1 they seemed to be more involve in the class.</p> <p>For how Ss worked, it was clear the topic was relevant and meaningful for them and as a result Ss were involved in the class.</p> <p>It seems it is easier for Ss to check their answers in this way.</p> <p>The majority of Ss seem to have a good grasp of the topic.</p> <p>PsT checked the activity even though some Ss had not finished the activity.</p>	<p>How to have all the Ss giving answers in L2?</p> <p>When planning PsT should think about meaningful topics to involve SS in the class</p> <p>It necessary to try different ways to check answers.</p> <p>Why are they so engaged in this class? Maybe it is because the approach used when planning demands Ss come up with the knowledge (inductive)</p> <p>Ss measure up to the expectations of teachers so it is necessary to continue doing these kinds of activities.</p> <p>It seems due to the level of these Ss controlled</p>

<p>activity everybody was speaking in L2, but they were also commenting on how easy this exercise was by using L1. Many of the Ss have already finished. T checks the activity by asking each row. They continue with the next exercise in the worksheet where Ss have to correct the underlined words. T posts the answers on the board and has Ss correct the exercise. Instructions are given in a systematic way.</p> <p>To finish the class PsT asks Ss to do ex. IV in which they have to correct the sentences. But PsT Does not have time to check as a whole class.</p>	<p>Given a controlled practice seems to be a good way to have Ss uses L2 but</p> <p>PsT just monitors the activity and gave individual feedback. It seems PsT saw most of Ss understood but some are still struggling with this topic. Due to time constraints she decided to assign this activity as homework.</p>	<p>practices need to be more demanding.</p> <p>PsT need to continue working on setting the time</p>
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FOCUS PEER LESSON OBSERVATION

Date: September 21st, 2009
Teacher: Pre-service teacher 2

Grade: 10-02
Observer: Pre-service teacher 1-pre-service teacher 3

Subject: English

Class: Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT does procedures This is done using L2</p>		
<p>T starts with the lesson by asking them about the title of the lesson: "wonders of nature" Ss respond in L1 most of the time.</p> <p>T tells Ss they are going to receive a worksheet, in exercise I they are going to measure their knowledge about general facts of nature. T reminds Ss this is an individual activity</p> <p>For checking and correcting this exercise Ss have to look at the answer key, at the end of the worksheet.</p> <p>T moves to the grammar explanation by telling Ss to read the first sentence in Ex I. Then T does what we have planned in the lesson plan. Meanwhile some Ss are participating and they are deducting rules. Again the Participation is done in L1</p> <p>When moving to the other exercise in the handout where Ss have to talk, T asks Ss to pair up. During this activity Ss were practicing what they have learned. (Comparatives) During this activity everybody was speaking in L2. T checks the activity by asking each row. They continue with the next exercise in the</p>	<p>Although most of the answers were given in L1 they seemed to be more involve in the class.</p> <p>For how Ss worked, it was clear the topic was relevant and meaningful for them and as a result Ss were involved in the class.</p> <p>It seems it is easier for Ss to check their answers in this way.</p> <p>It seems that for the first time in this class Ss are engaged and they are actually getting the topic.</p> <p>PsT checked the activity even though some Ss had not finished the activity.</p>	<p>How to have all the Ss giving answers in L2?</p> <p>When planning PsT should think about meaningful topics to involve SS in the class</p> <p>It necessary to try different ways to check answers.</p> <p>Why are they so engaged in this class? Maybe it is because the approach used when planning demands Ss come up with the knowledge (inductive)</p> <p>Ss measure up to the expectations of teachers so it is necessary to continue doing these kinds of activities.</p>

<p>worksheet where Ss have to correct the underlined words. T posts the answers on the board and has Ss correct the exercise. Instructions are given in a systematic way.</p> <p>To finish the class PsT asks Ss to do ex. IV in which they have to correct the sentences. Instructions are given in a systematic way.</p>	<p>Given a controlled practice seems to be a good way to have Ss uses L2 when communicating for the first time.</p> <p>PsT just monitors the activity and gave individual feedback. It seems PsT saw most of Ss understood but some are still struggling with this topic.</p>	<p>PsT needs to continue working on setting the time</p>
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FOCUS PEER LESSON OBSERVATION

Date: September 22nd, 2009

Grade: 10-03

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 1-pre-service teacher 2

Class: single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT does procedures This is done using L2 PsT starts the class by checking the homework in which they have to write an example for each rule of the comparatives. Most of the sentences are correct; however, PsT has to correct some sentences that are wrong because Ss confuse some words with adjectives.</p>	<p>PsT does not mind spending time on clarifying Ss' doubts</p>	<p>Flexibility when implementing the lesson plan is an important factor for being effective EFL PsTs.</p>
<p>PsT writes on the board: endangered animals? And asks Ss questions about the title in order to introduce the topic.</p> <p>PsT reads the title and asks Ss what they think the reading is going to be about. Ss make their predictions about the reading in both L1 and L2 Instructions are given in a systematic way.</p> <p>PsT asks Ss to read the text carefully and match the sentences (a-d) with the gaps (1-4). During the reading activity T monitors it by walking around the classroom and helping some Ss with the vocabulary. T checks the activity by asking Ss at random. Instructions are given in a systematic way.</p> <p>PsT shows Ss the picture of a spectacled bear and asks questions about it. PsT asks Ss to look at the fact file about spectacled bears and to organize the information in a</p>	<p>It seems PsT encouraging Ss to speak in English is paying off.</p> <p>A few Ss are a bit distracted (chatting about other topics)</p> <p>Ss seem interested in the discussion</p> <p>PsT assigned this activity as homework because she was not aware of the timing since she spent a lot of</p>	<p>It's necessary for PsT's to be persistent in encouraging Ss to use L2</p> <p>When Ss are working individually they tend to get distracted easily.</p>

<p>paragraph. Instructions are given in a systematic way.</p> <p>The bell rings and PsT tells Ss to do the paragraph as a homework</p>	<p>time in the first part of the class.</p>	<p>PsT needs to continue working on setting the time</p>
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FOCUS PEER LESSON OBSERVATION

Date: September 29th, 2009

Grade: 10-02

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1-pre-service teacher 3

Class: single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT does procedures. This is done using L2		
<p>PsT writes on the board: endangered animals? And asks Ss questions about the title in order to introduce the topic.</p> <p>PsT reads the title and asks Ss what they think the reading is going to be about. Ss make their predictions about the reading (Ss who do participate use L1)</p> <p>PsT asks Ss to read the text carefully and match the sentences (a-d) with the gaps (1-4). Instructions are given in L2 and although PsT does give instructions in a systematic way as decided by all of the PsTs, she is forced to translate because Ss don't seem to get it. During the reading activity T monitors it by walking around the classroom and helping some Ss with the vocabulary. T checks the activity by asking Ss at random. Instructions are given in a systematic way.</p> <p>PsT shows Ss the picture of a spectacled bear and asks questions about it. PsT asks Ss to look at the fact file about spectacled bears and to organize the information in a</p>	<p>A few Ss are a bit distracted (chatting about other topics) and this is probably why they need repetition of instructions and translation.</p> <p>Ss seem interested in the discussion</p> <p>PsT assigned this activity as homework because she was not aware of the timing since she spent a lot of</p>	<p>Ss do not seem to make any effort to understand PsT's instructions just because they know she can translate them.</p> <p>When Ss are working individually they tend to get distracted easily.</p>

<p>paragraph. Instructions are given in a systematic way.</p> <p>PsT tells Ss to do the paragraph as homework. Instructions are given in a systematic way.</p>	<p>time in the first part of the class.</p>	<p>PsT needs to continue working on setting the time.</p>
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FOCUS PEER LESSON OBSERVATION

Date: October 2nd, 2009

Grade: 10-01

Subject: English

Teacher: Pre-service teacher 1

Observer: Pre-service teacher 2-pre-service teacher 3

Class: single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT does procedures. This is done using L2	PsT asked one student to write it on the board because in that way Ss are more attentive.	
<p>PsT writes on the board: endangered animals? And asks Ss questions about the title in order to introduce the topic.</p> <p>PsT reads the title and asks Ss what they think the reading is going to be about. Ss make their predictions about the reading (Ss answer in L2 using short sentences most of the time)</p> <p>PsT asks Ss to read the text carefully and match the sentences (a-d) with the gaps (1-4). During the reading activity T monitors it by walking around the classroom and helping some Ss with the vocabulary. T checks the activity by asking Ss at random. Instructions are given in a systematic way.</p> <p>PsT shows Ss the picture of a spectacled bear and asks questions about it. PsT asks Ss to look at the fact file about spectacled bears and to organize the information in a paragraph. Instructions are given in a systematic way.</p> <p>PsT tells Ss to do the paragraph as a quiz in a separate piece of paper. Instructions are given in a systematic way.</p>	<p>A few Ss are a bit distracted (chatting about other topics)</p> <p>Ss seem interested in the discussion.</p> <p>PsT assigned this activity as quiz as it was written in the lesson plan.</p>	<p>When Ss are working individually they tend to get distracted easily.</p> <p>PsT 1 was the only one who actually followed the plan to evaluate the writing piece as a quiz and had Ss do it in class since her Ss had no questions about comparatives and they knew the vocabulary required to do this activity.</p>

FOCUS PEER LESSON OBSERVATION

Date: October 14th, 2009

Grade: 10-03

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 1-pre-service teacher 2

Class: First Hour of a block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
PsT greets Ss in the basketball court, and asks them to sit down so she can give them the instructions for the activity This is done using L2	The day before PsT had told Ss to meet her at the basketball court because they were going to do a special activity	It was difficult to have a class outdoors since PsT had to force her voice to get Ss to work.
PsT gives instructions in a systematic way for the spelling contest and then divides them in three groups. (Instructions are given in L2)	<p>since it had been already decided PsT gave instructions first instead of dividing them in groups to avoid misbehaving Ss</p> <p>Ss were totally engaged in the class and did everything PsT asked them to do.</p>	<p>It was such a good decision to do so.</p> <p>This kind of good behavior was probably due to the expectations Ss had since the day before of working outside the classroom.</p>

SELECTIVE PEER LESSON OBSERVATION

Date: October 19th, 2009

Grade: 10-01

Subject: English

Teacher: Pre-service teacher 1

Observer: Pre-service teacher 2-pre-service teacher 3

Class: First Hour of a Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PST greets Ss in the audio visuals room.</p> <p>PST does procedures. This is done using L2</p> <p>The classroom seemed crowded, messy, and Ss are slouched on the chairs. PST calls Ss' attention by calling out their names.</p>	<p>Last Friday PST had told Ss to meet her at the audiovisuals room court because they were going to do a special activity</p> <p>PST asked one student to write it on the board because in that way Ss are more attentive.</p> <p>It seems Ss were expecting to watch a movie and when the PST did not they got disappointed and immediately disengage of the class.</p>	<p>This classroom wasn't appropriate for this activity</p>
<p>PST starts the topic by writing on the board Amazing animals and asked them: what are "amazing animals"? And Ss respond animales asombrosos. She asks them to give her examples and one of the students said the whale and she asks everybody to think why whales are considered incredible animals Ss answer because they are big animals and in this way the PST introduces the topic. Instructions are given in a systematic way.</p> <p>Next, she gives Ss the handout and asks Ss to match each animal with its name. To check the answers PST posts some pictures of the animals on the board and asks them to tell her the name. Then, PST has Ss complete an animal crossword based on the description of the animals. PST checks this activity as a whole class. Instructions are given in a systematic way.</p>	<p>It seems that when the topic is meaningful for the Ss they get quickly engaged but it seems this topic was not demanding enough for them so they just got disconnected of the class.</p>	<p>How can PST's deal with multilevel classes in which the more advanced Ss feel the topics are so easy that they just start misbehaving and the ones who actually struggle when learning the topic get distracted by the others?</p>

SELECTIVE PEER LESSON OBSERVATION

Date: October 19th, 2009

Grade: 10-02

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1-pre-service teacher 3

Class: First Hour of a Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT greets Ss in the audio visuals room but she's kicked out of the classroom by the physics even though she had booked the room in advanced. PsT is forced to go to the Bilingüismo room.</p> <p>PsT does procedures. This is done using L2</p>	<p>Ss seemed excited to see what the PsT had prepared that cannot be done in their regular classroom.</p>	<p>It's a good idea to have Ss do different activities in different places so they do not get bored with the same routine.</p>
<p>PsT starts the topic by writing on the board Amazing animals and asked them: what's this? And Ss do not respond. So PsT decides to ask for examples of amazing animals, one of the students sais the lion, so she asks for more examples and they answer things like dogs, cats, so the PsT explains that they are animals that have very special characteristics; so finally one student says: whale and she asks everybody to think why whales are considered incredible animals Ss answer porque son muy grandes and in this way the PsT introduces the topic. Instructions are given in a systematic way. Next, she gives Ss the handout and asks Ss to match each animal with its name. To check the answers PsT posts some pictures of the animals on the board and asks them to tell her the name. Then, PsT has Ss complete an animal crossword based on the description of the animals. PsT checks this activity as a whole class. Instructions are given in a systematic way.</p>	<p>Ss did not know the meaning of amazing so they did not make any effort to connect with the clues PsT gave.</p> <p>Once Ss get the idea they get really interested in the topic.</p>	<p>It seems 10-02 Ss are used to being translated and not having to think.</p> <p>It seems Amazing Animals was a good choice of topic</p>

SELECTIVE PEER LESSON OBSERVATION

Date: October 21st, 2009

Grade: 10-03

Subject: English

Teacher: Pre-service teacher 3
block

Observer: Pre-service teacher 1-pre-service teacher 2

Class: Second Hour of a

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT had organized the Ss in groups of six people. Each group is preparing a skit about the roles they had discussed about the first hour of the class. Instructions are given in a systematic way.</p> <p>Each group went to the board and presented their skit in front of the rest of the class.</p>	<p>It seems some Ss misunderstood the word sketch, they thought it was just a presentation of their role; therefore the PsT had to go to one group explaining again what the activity was about.</p> <p>The skit Ss presented showed to the PsTs how Ss feel about working in groups. Most Ss seem to have a bad perception about what group work is.</p>	<p>Even though some Ss misunderstood the word sketch they were working to present their role.</p> <p>If Ss have a bad perception about what group work is, PsT need to work n changing that perception.</p>

SELECTIVE PEER LESSON OBSERVATION

Date: October 26th, 2009

Grade: 10-01

Subject: English

Teacher: Pre-service teacher 3
block

Observer: Pre-service teacher 1-pre-service teacher 2

Class: Second hour of a

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>Ss are working on the interpretation of the game they were assigned for the cultural week</p> <p>PsT had organized the Ss in groups of six people. Each group is preparing a presentation in which they have to explain the game they were assigned. While Ss are done explaining the game the other Ss make questions related to the implementation of the game. Instructions are given in a systematic way.</p>	<p>Ss seem excited about participating in the cultural week</p> <p>It seems all the groups understood what their games are about and the whole class was involved in the activity.</p>	<p>It is a good idea that Ss take responsibility not only for the duties attached to their roles but also for helping teammates meet their own responsibilities in order to accomplish the assignment successfully</p> <p>Having Ss give peer feedback seem useful to anticipate future problems.</p>

SELECTIVE PEER LESSON OBSERVATION

Date: October 26th, 2009

Grade: 10-02

Subject: English

Teacher: Pre-service teacher 2
block

Observer: Pre-service teacher 1-pre-service teacher 3

Class: Second hour of a

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT asks Ss to get together in groups and clarifies they can sit down around the cafeteria so they can start working on the game. (Instructions are given in L2 and in a systematic way)</p> <p>All the groups have the materials they need for the game and they start working right away.</p> <p>All of the SS are working on the game.</p> <p>When the class, finish many of the groups had advanced a lot in their games.</p>	<p>It seems Ss were really enthusiastic about it</p>	<p>It is a good idea that Ss take responsibility not only for the duties attached to their roles but also for helping teammates meet their own responsibilities in order to accomplish the assignment successfully</p> <p>Enthusiasm may be caused by the novelty of the activity and the fact they are working outdoors in a relaxed way.</p>

SELECTIVE PEER LESSON OBSERVATION

Date: October 28th, 2009

Grade: 10-03

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 1-pre-service teacher 2

Class: Block

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT tells Ss: get together in groups around the cafeteria in order to start working on the game. (Instructions are given in L2 and in a systematic way).</p> <p>All the groups have the materials they need for the game and they start working right away.</p> <p>All of the SS are working on the game. It seems Ss were really enthusiastic about it</p> <p>When the class, finish many of the groups had advanced a lot in their games.</p> <p>At the end of the class some groups decide to continue working on the game.(during the break)</p>	<p>Enthusiasm may be caused by the novelty of the activity and the fact they are working outdoors in a relaxed way.</p> <p>It seems Ss are involved in the activity and commuted with their role as well as with their task.</p>	<p>It is a good idea that Ss take responsibility not only for the duties attached to their roles but also for helping teammates meet their own responsibilities in order to accomplish the assignment successfully .</p> <p>With cooperative learning it was clearly seen how Ss developed better relationships among them, work better when PsT delegate responsibilities to Ss</p>

SELECTIVE PEER LESSON OBSERVATION

Date: November 3rd, 2009

Grade: 10-03

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 1-pre-service teacher 2

Class: Single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT3 does procedures. This is done using L2</p>		
<p>PsT3 divides the class in two groups the ones who have to take the make-up test and the ones who do not. (Instructions are given in L2 and in a systematic way).</p> <p>PsT3 takes the ones who have to take the make-up test. She gives Ss instructions and explains the rules for the exam in a systematic way and using L2.</p> <p>PsT1 picks up the money for all the Ss.</p> <p>PsT2 gives Ss who do not have to take the makeup test the worksheet with the brainteasers and explains the activity in a systematic way and using L2. Both PsT1 and 2 monitor and help Ss with the brain teaser activity.</p>	<p>As it had been discussed, all of the PsT's work together with the purpose of maintaining all of the Ss on task even though they had different tasks.</p>	<p>Team teaching is a good idea for PsT's especially on those situations in which there are different learning tasks for different Ss.</p>

SELECTIVE PEER LESSON OBSERVATION

Date: November 3rd, 2009

Grade: 10-02

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1-pre-service teacher 3

Class: Single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT2 does procedures. This is done using L2</p>		
<p>PsT2 divides the class in two groups the ones who have to take the make-up test and the ones who do not.</p> <p>PsT2 takes the ones who have to take the make-up test. She gives Ss instructions and explains the rules for the exam in L2 and in a systematic way. PsT3 picks up the money for all the Ss.</p> <p>PsT1 gives Ss who do not have to take the makeup test the worksheet with the brainteasers and explains the activity.</p> <p>Both PsT2 and 3 monitor and help Ss with the brain teaser activity.</p>	<p>As it had been discussed, all of the PsT's work together with the purpose of maintaining all of the Ss on task even though they had different tasks.</p>	<p>Team teaching is a good idea for PsT's especially on those situations in which there are different learning tasks for different Ss.</p>

SELECTIVE PEER LESSON OBSERVATION

Date: November 6th, 2009

Grade: 10-01

Subject: English

Teacher: Pre-service teacher 1

Observer: Pre-service teacher 2-pre-service teacher 3

Class: Single

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>PsT1 does procedures. This is done using L2</p>		
<p>PsT1 divides the class in two groups the ones who have to take the make-up test and the ones who do not.</p> <p>PsT1 takes the ones who have to take the make-up test. She gives Ss instructions and explains the rules for the exam in a systematic way and in L2.</p> <p>PsT2 picks up the money for all the Ss.</p> <p>PsT3 gives Ss who do not have to take the makeup test the worksheet with the brainteasers and explains the activity.</p> <p>Both PsT2 and 3 monitor and help Ss with the brain teaser activity.</p>	<p>As it had been discussed, all of the PsT's work together with the purpose of maintaining all of the Ss on task even though they had different tasks.</p>	<p>Team teaching is a good idea for PsT's especially on those situations in which there are different learning tasks for different Ss.</p>

12.3. Field Journal

JOURNAL OF PRESERVICE TEACHER 1

First class August 24th

I arrived at 6:20 and I immediately went to the teacher's office and I asked for Mrs. Aguirre. We went to the classroom and I did the things I had to do. Post the agenda and be ready for greeting Ss at the door. When the bell rings Ss started to arrive and I was by the door greeting them some of them said hello or good morning or buenas. A few of them said nothing.

After a while Mrs. Aguirre told me to check attendance, and the Ss who arrived were stood up at the door because they're late. And it seems this is something they know. When I checked attendance Ss said present, and those who were at the door, entered and sat down. I asked Ss to write down the agenda and I told them after 2 minute I was going to the agenda. Then I wrote my name on the board and I asked them to call me Ms Gutiérrez.

Since this was the first point in the agenda I also asked Ss to check the first point and I asked them "what's the next point? And we continued.

The discussion about rules what's different from what we expected when planning the lesson. Ss were not willing to participate. The same happens with the discussion about extreme sports. So it was difficult to elicit Ss responses.

I followed the lesson plan and I could notice the activities were well planned although I believed there were many activities.

When checking the answers it's so uncomfortable to write the answers on the board and also it's time consuming. We need another strategy to check answer.

Most of the time I was in front of the class near to the board and I could see how large is my class. I don't feel comfortable enough. But for being my first class I think everything went well. It's unbelievable I could manage a 45 – student class for two hours!!!

Second class August 28th

Although this is my second class and I know it is going to be easier, I feel nervous because today my partners and the supervisor are going to observe it.

Again I was at the door waiting for the students. When they entered I said Good Morning, please sit down and write the agenda. Then I followed each step in the procedures poster. After that, I asked students about the homework as it happened in Sandra's class I did not give clear instruction.

Today I had to ask students to read the last exercise in their handouts. So I didn't ask SS for taking out the handout, I asked them to take out their folders, and I went to each student chair to check if they had the folder.

SS were doing the things they had to do, although today the school finished classes at 11.00. they had to stay because they had English class.

I can feel that today SS were anxious and it is probably because of many factors. Factors which are affecting my class such as:

The layout of the classroom

The fact they had to stay in my class

The noise the air conditioning makes

This class takes place at the last hour on Fridays.

I have to feel more comfortable when people come to observe my class because I was always nervous because of the presence of my partners and the supervisor.

Third class August 31st

Since we have been talking about the classroom layout, today my class took place in Ss' classroom. This is a big classroom. When Ss arrived they started to look their chairs and they changed the places of them. To walk around the classroom it is a little difficult, but I think Ss are going to understand that I have to walk around and they are going to make room between each row.

As always I started the class by asking them about the date, the time and the weather and I wrote those things on the board.

For checking the homework I asked some students to give me the folder. However, everybody wanted their homework to be checked.

I had a little problem when implementing the lesson plan in this class, I needed a CD player but something happened and the CD player was not working properly. Fortunately this activity was a reading listening activity; so, this activity was done as a reading activity.

Ss were engaged with this activity, in the lesson plan we wrote that after the reading activity T ask Ss some questions, but I decided to write the questions on the board and have Ss writing and answering them. Then the answers were checked by asking some Ss at random.

Fourth class September 4th

One more time is Friday, everybody was going home but my students are not because they had to stay to receive my English class. The atmosphere is not the best because they just want to go home as everybody.

As always the class starts by asking them about the weather, the time and the date. But u decided to ask one student to write this info on the board. It seems a good idea.

Although they were upset because they had to stay, they were working. However I can feel the same, this class on Friday is more demanding than the class on Mondays.

They were so talkative and anxious. Today they had to pair up and complete a chart which was the first quiz. When monitoring the activity I could see that in general terms, most of the students understood the topic, however some of them were confused, but the good thing is that since they were working in pairs they were correcting each others.

In each class I can feel, I'm growing up as a teacher, and I'm also comparing what I've done and I can see what is working out and what's not. I'm glad because I see I'm learning and I can feel more comfortable.

Fifth class September 7th

As always I greeted Ss at the door and I could see they arrived and they took out their notebook in order to write the agenda. This is a routine now. I did the procedures as always and asked one student to come to the board and write that info.

I started the class by asking them about their favorite music, band etc. (Ss were seated in a horse row, because today we tried to implement another seating schema) we talked about a band called U2; some of them were familiar with the topic.

Ss were organized in small groups then they received an envelope, they had to form a sentence, then they told me the sentence, I wrote it on the board and I told Ss this was the name of the song, I asked Ss about their predictions about the song and I wrote them on the board. Most of them were said in English. The lesson plan was implemented as it was planned.

I could see the importance of giving instructions. It is very important to do it in a systematic way. This class was an excellent class. Ss were engaged with the activities. They sang. The idea of having poster to check the answers was a good idea.

Sixth class September 11th

Since today everybody had class, I can say the atmosphere was really different. This group is a good group, they're always participating and doing the things, they have to do. Although, they are 45 students, is is not difficult to have Ss working on task.

As we planned, I started the class by reviewing what we have done in the previous class. Then we moved to the last exercise in the worksheet. So, I wrote the title on the board and I asked Ss about predictions related to the reading, I wrote the predictions on the board as well. They read individually. And then they have to answer some questions.

It's necessary in the instructions say where they have to answer and write on the board the title they have to write. This will help T to check the activity in the notebook.

Then we checked answers, by calling some Ss. After that we had the second quiz. Although my group is an excellent group, I could see this quiz was a little demanding.

This class was awesome. I could feel I'm the teacher. I could feel I have the control. And I could see my Ss recognize me as the teacher.

Seventh class september 21st

This class is about comparatives. As always I asked one student to write the date. When teaching this class I could notice this was a bit

easy for them. Anyway everybody was paying attention and willing to participate some Ss finish earlier than the others what can T do when this happens?

I've noticed most of the times the Ss who participate are those who are in the first row or in front of the board.

When we were discussing how comparatives sentences are made I could notice they understood the rules and they were engaged.

Since some Ss finished quickly I decided to check the activity but I'm wondering maybe some Ss did not finish but I was worried about to have Ss on task that when I saw most of the Ss finished I checked.

Eighth class October 2nd

As always I started the class by asking one student to write the date on the board.

Once we were done with the procedures I posted on the board some fact files and pictures of two characters from an imaginary place called: big town. Then, I tell Ss the general characteristics such as in picture one the person is tall, in picture 2 the person is short, etc.

After that I posted on the board a card with the fact file of the mayor of "Big Town".

I told Ss: now we are going to play a game, I am going to choose one of the two characters and I am going to describe it with four sentences. Then I told Ss to listen carefully the description that I would say in order to guess which character I was talking about. During the description I said some sentences using comparatives we had been studying in the previous classes. They were paying attention and I think this was a good activity. After that I ask Ss to tell me some adjectives they can use to describe and compare a person. They were telling me and I wrote the list on the board. Then I asked

Ss to tell me what the comparative form was. For example: funny-funnier, serious-more serious and the same with the others.

Then, I gave the worksheet to the Ss and said that in the first Ex they would find pictures and fact files of different characters from Big town and the picture and fact file of the mayor. I told them that they were going to do a similar activity than the previous one but in pairs.

Most of the students were engaged in the activity, they made the comparisons in English with the help of the adjectives that were on the board. They were using English to describe the character and they were asking questions too.

Then we participate as a whole class so one student had to chose a character, gave us the description and the whole class should guess what the character was. Then the activity was about asking question so the whole class asks questions to guess the character that the student had chosen.

Then we moved to another activity I focused Ss attention on the comic in the worksheet Ex. III and did picture reading. Ss were talking about being new at school; they used L1 to express their thoughts.

I wrote predictions on the board; the predictions were quite accurate such as: she is extremely tall; she is taller than her classmates. I said: Now we are going to listen to a story of a girl called Megan that's very similar to the one in the comic.

I asked Ss to listen and number the paragraphs according to the correct order of the listening (Ex IV worksheet). Then, I checked the activity as a whole class. I asked Ss to fill in the blanks with the words they listen to. I posted the answer sheet on the board and I asked Ss to exchange handouts with the classmate on their right. Once they exchanged handouts, each student corrected his/her

classmate's mistakes by looking at the answer sheet. Most of Ss answers seemed to be correct.

Ninth class October 16th

As always I started the class by asking one student to write the date on the board.

Today we continue practicing comparatives with a speaking activity. I asked Ss to get together in groups of six. Then I gave the instructions about the activity. They had to receive an envelope, inside it they found their classmates' names so they had to pick a name and describe the person they picked. During this activity, I was monitoring and I could hear Ss were using L2 most of the time. So these kinds of activities I can say encourage Ss to use L2. After that I asked them to get back to their seats and we started with the quiz.

When the bell rang I collected the quizzes and the class was over.

Tenth class October 19th

The T does the class in audiovisuales since she is going to show a video but the classroom is not comfortable enough for the students. T starts the class by writing on the board: Amazing animals. T asks Ss: what are amazing animals? Ss answer: "animales asombrosos"

T says: "Today we are going to get familiar with some of the most amazing animals in the world. You are going to receive a worksheet. In Ex I you will find the pictures of some of the most amazing animals and in the box you have their names, match the pictures with the proper names by writing the name of the animal below its picture".

The Ss did this activity very quickly

Then, T posts on the board the pictures of the amazing animals (in Ex.1) and checks answers with the class. Most of Ss answers are

correct. Next, T says: complete the crossword in Ex II of your handout with the names of the animals.

T says: Now, we're going to see a video with some of those amazing animals we've been talking about. T divides the class in pairs but because of the classroom layout it is difficult to distribute them around the classroom.

T explains: One of you is going to see the video and describe all you see to your partner. The other one will listen and take notes of all the things your classmate says. T warns Ss everybody has to write down at least five things because then each pair will have to tell to the class their ideas. (While doing the listening activity one student will sit facing the video and the other will sit opposite him so this person will not see the video). Ss show interest in the video and try to describe as much as possible about what they can watch in the video. Then, T says: Let's see if what you got was right and has all the Ss watch the video. T shows Ss the picture of the beetle and posts it on the board and writes under it: the beetle is the strongest animal in the world. T says: this is a very strong animal although it's very small. In fact, this is the strongest animal in the world. T divides the class in groups of five Ss and hands envelopes out with some broken sentences about the characteristics that make these animals the most amazing ones in the world and has them organize a logical sentence.(in superlative form). T checks if the sentence was posted in the proper place.

Then, my partner (Leidy) and I go out of the classroom to have everything ready at the basketball court for the spelling court; meanwhile, the T explains the game to the Ss so when they go out they have no questions about how to play this game: each student is going to stand behind the other so each group form a row. T shows

the first student in the row the picture of an animal, he/she has to whisper the animal to the partner behind him/her and so on and so for The last person in the row listens to the word and uses the box that contains different letters in front of him/her to form the word that he/she listened to. The first student who forms the word correctly wins! In the classroom T divides the class in three groups, takes them out of the classroom to the basketball court in this activity the three of us are helping, while Leidy shows the pictures to Ss, I monitor the Ss who are organizing the words and Ana monitors the rows. However, the activity seems to be a little bit disorganized, the three rows seem to be just one and the Ss are not as enthusiastic as we thought.

Twelfth class October 23rd

Today we discussed about the cultural week. Since the other pre service had already this discussion with their respective classrooms I knew that they were not familiar with the idea of the cultural week, so the idea of the cultural week was presented as tenth grade in charge of some games to the others grades to participate. Ss were really interested on that. In addition to this we were talking about cooperative learning and we were discussing about the roles we would be facing when working in the cultural week.

Thirteenth Class October 26th

Today Ss were divided into teamwork and they received the game and they started to organize the activity and to think about the things they need and everything to carry out the game. They were also discussing the roles each member of the team will play. After that they were writing a report where they had to specify the materials

they need, who would be in charge of what, the language they would use etc. after that each team had to prepare and sketch where they would present their game to the rest of the classroom. Although this was not in the lesson plan I decided to do it since, I thought it would be a good way to check if each team understood the game. During each presentation the audience was asking relevant question to the team that was explaining the game. It was really good since they were helping each others to do their games more interesting and workable.

Fourteenth class October 30th

The class began by telling Ss that they will be part of an important ceremony. The idea of this activity was to give the importance the cooperative learning has. Ss were coming to the board agreeing with the responsibilities they should accept in order to be bestowed with their corresponding role. During this activity I feel so proud because they took this activity seriously. And it was a beautiful ceremony. It was a great idea to have music and the medals. The cooperating T filming us, Ss didn't feel uncomfortable at all. This class was an amazing class.

Fifteenth class November 6th

I divided the class in two groups the ones who have to take the make-up test and the ones who do not.

I took the ones who had to take the make-up test, I gave the instructions and explained the rules for the exam. The other two pre-service teachers helped me today. Leidy picked up the money for all the Ss. Sandra gave Ss who did not have to take the makeup test the worksheet with the brainteasers and explained the activity. The

brainteaser activity was a really good idea all of them were working in order to solve them and the other two pre-service T's helped monitoring the activity.

JOURNAL OF PRESERVICE TEACHER 2

First class August 24th

I was really nervous since it was my first class in a public school with 40 students. When I got there the bell rang and the majority of Ss entered the classroom. Some of them were late since they were in a game (intercolegiados). I greet them, they stood up and said good morning, I asked: what's the weather like? What time is it? Then I checked attendance. This took much more time of what I had thought when I designed along with my partners the lesson plan.

How could I spend less time on the procedures and focus on the lesson?

I asked Ss to write down the agenda I had posted next to the board. Some of them did it, but I had to push the rest of the class to do it too. I introduced myself and said to the rest of the class I was going to be their English teacher for the rest of the year. Then, I wrote on the board: rules and I asked Ss what they thought rules were, and their benefits. I told them we were going to have rules in the class. However, it seemed that none of them understood the instructions that I gave them in L2; therefore, I decided to repeat the instructions in L1. Then, I delivered envelopes with words that Ss had to put together to form one of the classroom rules; this was a group activity but the classroom was not the right place for this activity since Ss were a little bit uncomfortable

What if I use other kinds of group activities and look for a better place for these activities?

The instructions were not clear, since the majority of Ss did not understand what they had to do and they did not even knew the structure of a sentence

What can I do to make my instructions more precise?

I handed in the worksheet with the agreements for the class, rules and procedures. I began the class by asking what they remembered about present perfect and its uses. Ss repeated chorally that present perfect is about an action that started in the past and continues in the present. I asked Ss to do the exercise in the handout on which they had to complete the sentences using present perfect, but the majority of Ss where really lost and in this moment I realized they did not have this topic as clear as I had thought. They knew that present perfect was about an action that begins in the past and continues in the present, and repeat that as parrots but they are clueless when they have to really use present perfect.

How can I teach Ss present perfect effectively?

I tried to explain the topic again, but they did not seem to get it, time was not enough and I was worried about the lesson plan, so I decided to move on to the next part of the class. I asked Ss to look at the pictures of the handout, and unscramble the words to form the names of the sports but it was very difficult for them. Some of the Ss were pretty noisy so I tried to keep them quiet by rising up my tone of voice, usually in L1 and “attention signals” such as the keep quiet sign but they just ignored me which made feel really frustrated, I guess I will have to try something else next time to keep their eyes on me.

What strategies can I use to make my teaching more effective?

Ss homework was to draw one of the classroom rules in a piece of paper (each group)

Second class August 25th

Today my director of practicum was there which made me feel really anxious and more nervous than the last time. My class was after Leidy's class, and based on what I could observe in her class I could make some changes in my class. However, since she finished her class at 7:20 sharp and my class was in the same classroom I had to post my agenda on a hurry; while I was trying to post the agenda all the Ss came in the class which made feel even more anxious

It is a good idea to have everything prepared before Ss enter the classroom.

I decided to post the agenda in the middle of the classroom, but opposite of what I thought; the majority of Ss were not able to see the agenda. I checked attendance while Ss writing the agenda which saved a lot of time. Then, I asked SS for their homework, but most of them did not understand the instructions since many of them did it in their notebooks instead of doing it in a piece of paper as I had told them last class. I asked each row for their drawings and asked them to show those pictures to the class. The Ss had to guess what rule was reflected in the picture. Then, I posted the drawings around the classroom. Now that I think about it, it was the only moment I moved around the classroom; I guess I should try to not be so tight to the board.

I asked Ss to take out their handouts, which were given in the previous class, but the majority of them did not bring it and I had to give to them the extra ones I had, but I told that it was the first and last time I was going to give them an extra handout. Ss had to look at Amy's blog exercise in the blog and read the title so they could guess what the reading was about. The title was: "Extreme sports in Santander", then I asked Ss to underline the negative sentences in present perfect in the reading with one color, and the positive

sentences in present perfect with a different color. I asked randomly to some Ss what sentences they underlined. However, once again most of Ss did not get what they were supposed to do, so I had to repeat the instructions in L2 again, and then I translated them immediately since the majority of them did not get the previously given instructions.

Finally, I delivered the handout with their homework which was to write a paragraph talking about their most memorable vacation using present perfect. The handout of the homework had certain requisites that Ss had to follow; therefore, the paragraph must have a title, negative sentences in present perfect, positive sentences in present perfect and good use of punctuation. I had to repeat the instructions for the homework several times to make sure that they got it right. Most of the instructions that I gave to my Ss about the paragraph were in L1 (many of the Ss were not paying attention to the instructions so I had to raise my voice and repeat the instructions over and over again.)

Third class August 31st

After doing the procedures: greeting, but this time the majority of Ss were not standing up when I entered the classroom, I had already told them that this was not necessary. After greeting them, I asked for the date and checked attendance (the procedures). Then, I asked Ss for their homework but none of them had done it which made feel frustrated and disappointed.

I began to explain the chart in the discovering grammar section of the handout about how to make questions in present perfect. I expected Ss get the idea pretty quick since they had been talking about this topic (present perfect) for a long time and if they had their basis clear

they could get the rules for making questions. However, it was hard for them to get it and it required a lot of repetition of the rules. I asked Ss to do ex. I, which they could not do well (it was about completing some sentences in present perfect).

Ss process was not as quick and easy as I expected. In this sense, I had high expectations for this class and on my students but apparently my expectations were a little bit too high.

Then, I focused SS' attention on the reading and I asked them what activities they would like to try and I told them to do Ex. IV: match questions a-e with answers 1-5 based on the reading information. Most of the Ss did a pretty good job in this task, but they were not participative enough in this activity as I thought.

What can I do to encourage Ss' participation in the class?

Finally, I asked them to do Ex. II as part of their homework: complete the conversation about Cinderella with questions in present perfect.

Fourth class September 1st

I began the class with the usual procedures; especially on the "checking homework part" I expected all of the Ss had their homework ready and correct or at least the majority of them since we had spent a lot of time in the previous class talking about this topic: questions in present perfect. However, most of the students were still confused about this and it was necessary to explain all about this topic again. I repeated the rules in L1 since it seemed that they did not get it in L2 the last time. Besides, the fact that the majority of the Ss did not have their homework made me realize that they did not take me seriously yet and even worse that they do not see me as their English teacher yet; it surprised me a lot and I told Ss the day I pick up their folders their homework had to be done. I was trying to

do my best in this class but it was kind of frustrating that they did not show any interest in this class.

I asked Ss to pair up and to focus on the last Ex. of the worksheet since it was going to be their quiz. They had to complete the chart with information about themselves, their classmates and questions in present perfect. This activity was supposed to last 10 minutes but it took them much more time to finish it; in fact, the bell rang and they had not finished yet and they could not finish the whole exam therefore many of the grades were quite low. However, if they did not have questions about this topic they would have been able to complete the chart successfully in the time given.

Fifth class September 7th

I organized the classroom with the help of my peers in a horseshoe, so the Ss were more comfortable for the class activities and everybody's eyes were on me. Then, I did the procedures, first of all my Ss wrote down the agenda, the majority of them did it without having to ask them which means that they are getting used to this bell work. Then, I asked for the homework and this time most of the Ss did the homework which made feel satisfy and makes me think that they are finally taking me seriously as their English teacher, however it would be much better if ALL of them had done the homework.

Then, I stood by some Ss and I asked them about their favorite bands but their tone of voice they used to share their answers was really low and I had to ask them to speak loudly several times.

What if next time I ask something to my students I stay away from them, in this way they have to speak loudly? (Taking into account

that this is a class with 40 students and it is necessary to speak loudly to be listen to by the whole class)

Then, I asked them if they knew U2 and said: yes! I got Ss in groups and delivered envelopes with pikes of words that belong to the title of the song. I explained to Ss that the sentence was the title of one U2 song that they were going to listen to but first they had to organize it. Ss had difficulties to organize the sentence correctly.

It might be a good idea to remind Ss about the structure of a sentence (subject + verb + complement) next time I ask Ss to put together the words that are part of a sentence

I asked Ss to tell me some predictions about the song. Some Ss did not understand the question. One student said that this was a love song, and another student said that the man was looking for a girl. The students said all the predictions in their L1.

I delivered the handout and I asked Ss to organize the stanzas of the song, it seems that it was hard for them to understand the instructions.

What can I do to make the instructions given in class more accurate and simple? Maybe I should give one instruction at the time, check for understand by asking one of the Ss what I meant, and then give the next instructions.

Then, I asked them to fill the blanks with the words in the box but they had difficulties when doing it. I posted the answers on the board. I asked Ss to match the pictures with the stanzas.

Then, I asked Ss to complete the chart about present perfect and simple past in the other worksheet. Although some of the Ss had dictionaries it was particularly time consuming for them to finish this activity.

It is a good idea to set time limits for each activity and according to Ss performance during the activity give them more or even less time of what it was said.

I asked Ss to look at the board and make the corrections with the poster.

Then, I focused Ss attention on the next ex where they had to complete sentences with present perfect or simple past but it was too difficult for them to do it and I had to monitor a lot during this activity

Sixth class September 8th

After doing the procedures, I asked Ss to read the title of the reading and make some predictions about it. Ss predictions were quite accurate which made me feel really satisfied, besides they did their predictions in English.

Then, I asked Ss to answer the questions about U2. I checked the activity as a whole class. However, I still do not know all of Ss' names so it was quite difficult to involve in the activity those Ss who were not paying attention. Most of Ss did this activity correctly.

I told my Ss that their homework was to write the same question about U2 but this time making reference to their favorite band.

Then, I delivered a piece of paper to each of the Ss in which they had to complete the sentences with present perfect or simple past. Ss seemed to be confused about this and the majority of them gave me back the quiz without answering the most of the questions

What can I do to let SS understand the topic more accurately and then reflect that understanding in their quizzes?

I wonder if I am spending enough time in each topic or if I am going way too fast

Seventh class September 21st

After giving feedback to my Ss about their folders they seemed to understand what the rules are at the moment of doing the homework.

I expected my Ss did a pretty good job in their folders and all the tasks were completed but they did not do the majority of the activities that they were supposed to do in their folders.

Then, I gave Ss back the quizzes about present perfect vs. past simple without grading them since all of them didn't finish the quiz, so I told them to bring the quiz corrected for the next class.

Then, I finished the procedures and I wrote on the board: wonders of nature and I asked Ss the meaning of this. One student said: "maravillas del mundo".

I asked my Ss to do Ex. 1: test your knowledge and answer true or false about the information related to wonders of nature. When, the Ss finished I asked them to check their answers in the answer sheet that was in the worksheet.

Then, I wrote the sentences form ex on the board and I began to explain the grammar rules about comparatives as it had been planned, it was done inductively. Although at the beginning I thought it was going to be challenging to teach my Ss using inductive teaching, actually I felt that the Ss got the rules about comparatives very quickly.

I asked Ss to do Ex II in which they had to match a-e with 1-5 to make the explanations about comparatives based on the previous explanation. I checked the activity as a whole class. Most of the Ss did a good job in this activity

Then, I divided the class in pairs and assigned roles: A and B. Ss had to describe the pictures (comparing) but I had to monitor a lot in this activity since it seemed that Ss had not understood the instructions. Many of the Ss were trying to use L2 during this speaking activity.

Finally, I asked Ss to do Ex IV in which they had to correct the sentences (in comparative sentences)

Eighth class September 28th

After doing the procedures I posted on the board the fact files and pictures of two characters from an imaginary place called: big town. Then, I tell Ss the general characteristics such as in picture one the person is tall, in picture 2 the person is short, etc.

Next, I posted on the board the picture and the fact file of the mayor of "Big Town". I told Ss: now we are going to play a game, I am going to choose one of the two characters and I am going to describe it with four sentences.

I said sentences like: he is taller than the mayor, he is more serious than the mayor - I recalled the rules- and you will have to guess which one of the two characters I am talking about. Ss had no problems to guess who I was talking about. Then, I asked Ss to tell me adjectives that we use to describe people and they gave me answers such as: tall, short, intelligent, thin, fat, serious and funny. I wrote those answers on the board and then I asked Ss to tell me the comparative form for each adjective for example: funny-funnier, serious-more serious and the same with the others.

Then, I gave the worksheet to the Ss and said that in the first Ex they would find pictures and fact files of different characters from Big town and the picture and fact file of the mayor. I told them that they were going to do a similar activity than the previous one but in pairs. One Student chooses one character and compares him to the mayor using maximum 5 sentences. The other student listened to his/her partner and tried to guess who he/she was talking about. Once they finished this, they repeated the process with a different character. Most of the students were engaged in the activity, they made the comparisons in English with the help of the adjectives that were on the board; however, some girls were still lost and I had to help them a lot

Finally, I asked to one of the Ss to choose one character from the worksheet and another student (not the one with whom he was doing the previous activity) to ask him questions to guess what character he had chosen. Before this I had to give them an Example: Is he taller than the mayor? Is he older than the mayor? And the student said yes or no and then I guessed: the baby!! Some of the students did this without any problem but others could not do it as well as I had thought.

What can I do to encourage Ss to participate in class and get involved in it so the class can be more effective?

I focused Ss attention on the comic in the worksheet Ex. III and did picture reading I told Ss: Look at the comic.

1. Why are they so surprised? Ss answers then T ask:
2. What is the difference between Megan and her friends?

Ss immediately said: she is tall, and then I asked: tall or taller than the others? And they said: taller. Then, I asked: How does it feel when you are the new kid in the class? Ss said: mal, inadaptado. Then T writes on the board "Everyone is shorter than me" and asks Ss: What do you thing the listening is going to be about?

I wrote predictions on the board; the predictions were quite accurate such as: she is extremely tall; she is taller than her classmates. I said: Now we are going to listen to a story of a girl called Megan that's very similar to the one in the comic.

I asked Ss to listen and number the paragraphs according to the correct order of the listening (Ex IV worksheet). Then, I checked the activity as a whole class. I asked Ss to fill in the blanks with the words they listen to. I posted the answer sheet on the board and I asked Ss to exchange handouts with the classmate on their right. Once they exchanged handouts, each student corrected his/her

classmate's mistakes by looking at the answer sheet. Most of Ss answers seemed to be correct.

Ninth class September 29th

I started the class by writing on the board: endangered animals and I tried to explain the meaning of this to my Ss by saying that they are animals in danger of extinction and that animals like dogs or cats are not endangered animals, I said something like: there are a lot of dogs and a lot of cats. I gave one example: pandas. Then, I asked Ss if they could give me one example of an endangered animal. Then, one student said: "oso polar" and I was glad it was clear for them what endangered animals are.

Then, I asked Ss to look at the text and based on the pictures (gorillas) and the title, predict the content of it. Mr. Cano said: "pues va a ser sobre animales en peligro de extinción como el gorila." After this intervention, I asked my Ss to read the text carefully and match the sentences (a-d) with the gaps (1-4), some of the Ss read the text in silence but others were just chit chatting or playing with the cell phone. It seems that they get distracted very easily if they have to read a long text individually. I tried to call their attention by raising the tone of my voice, and calling their names but it took a while to keep them on this task. But it seems thus behavior as also because many Ss did not understand what they were supposed to do, so I had to repeat the instructions but at the end they still do not get it, so I decided to translate the instructions. When the majority of SS finished this activity I asked Ss for the answers, I chose the Ss at random, and their answers were correct. Then, I focus Ss' attention on the picture of the spectacle bear in the text and I ask them what animal was that, at first they said: a panda, but then another student said: "no, es un oso de anteojos"

Then, I asked Ss to look at the fact file about spectacle bears and base on that they have to write a paragraph about them, I also told them they could use as a reference the reading about gorillas so they knew how to organize the information in the paragraph, however, the bell rang and SS did not have enough time to complete the paragraph in class, so I decided to assign this activity as homework

Tenth class October 13th

After doing the procedures I reminded Ss that today they were going to have the quiz about comparatives. I decided to make a review about this topic since some Ss still had doubts about his topic. I wrote on the board two short fact files of two different people who I name Pam and John. I wrote information about their height, I.Q, age and weight. Then I made Ss to tell me comparative sentences about Pam and John with the information given. Most of Ss seem to understand this topic (comparatives) and their questions were solved. Finally, after struggling with different strategies that had been used it seemed that teaching inductively has been the best that I (with my team) have had so far; since Ss seemed to get this topic way much better in comparison with the previous topic present perfect.

Finally, I delivered the quiz but before that I clarified the possible unknown vocabulary in the quiz and I warned Ss that there were three different formats so, and the quiz was individual so they could not talk while they were presenting it. Most of Ss finished the exam in a short period of time and now that I am checking their answers I notice that the majority of Ss did a pretty good job.

Eleventh class October 19th

I was supposed to do the class in audiouvisuales but another school teacher needed the classroom so I had to move my Ss to salon de bilinguismo, despite of what I had thought this room turned out to be the best one for the class because the layout adjusted to the pair activity for the video. I started the class by writing on the board: Amazing animals and I asked Ss: what are amazing animals? One of the Ss answered: “animales asombrosos” and what amazing animals do you know? Ss gave me different answers such as lion, tiger until one of them gave me the answer I was expecting and said: dolphin, then I said: the dolphin is an amazing animal because is the most intelligent in the world; and I gave them other examples such as: whale, why do you think whales are amazing animals? And one student says: because it is big and right immediately after that I said: good!! Whales are the biggest animals in the world.

Then, I said that today we were going to get familiar with some of the most amazing animals in the world. I distributed the worksheets and I informed my Ss that In Ex I they had to find the pictures of some of the most amazing animals and in the box they had their names, match the pictures with the proper names by writing the name of the animal below its picture. The Ss did this activity quicker than what I had thought.

Then, T posted on the board the pictures of the amazing animals (in Ex.1) and checked answers with the class. Most of Ss answers were correct which made feel really satisfied with the work done so far since it seems that the instructions and directions given during the class were the appropriate ones. Next, I said: complete the crossword in Ex II of your handout with the names of the animals and again, the majority of Ss finished this quickly.

When SS finished this I needed their attention to explain to them the video activity but some of them were talkative so I just stayed quiet for a while and tried to get their attention with my hands and most of the Ss realized of this and immediately paid attention to me, then I said “eyes on me please”, and the rest of the class paid attention too. This strategy seemed to be better than the one used with the keep quiet sign, finally after trying different strategies it seems that one is working.

I said: Now, we’re going to see a video with some of those amazing animals we’ve been talking about. I divided the class in pairs and because of the classroom layout it was easy to distribute them.

Then, I explained: One of you is going to see the video and describe all you see to your partner. The other one will listen and take notes of all the things your classmate says. But the majority of Ss did not understand the instructions and I had to repeat them; I refused to tell them the instructions in L1 and I just said one instruction at the time and Ss seemed to have a better understanding of what they are supposed to do. (While doing the listening activity one student will sit facing the video and the other will sit opposite him so this person will not see the video). Ss showed interest in the video and tried to describe as much as possible about what they could watch in the video. Then, I said: Let’s see if what you got was right and had all the Ss watch the video.

Then, I showed Ss the picture of the beetle and posted it on the board and posted: **the beetle is the strongest animal in the world.** I said: this is a very strong animal although it’s very small. In fact, this is the strongest animal in the world. I divided the class in groups of five Ss and handed envelopes out with some broken sentences about the characteristics that make these animals the most amazing

ones in the world and had them organize a logical sentence.(in superlative form). Most of the groups organize them correctly based on the example that was on the board and put the sentences in the right place.

Then, my partners (Leidy and Ana) went out of the classroom to have everything ready at the basketball court for the spelling court; meanwhile, I explained the game to each group separately so I could have all their attention and make sure that the instructions were clear enough for the Ss; I said to them: in this game: each student is going to stand behind the other so each group form a row. T shows the first student in the row the picture of an animal, he/she has to whisper the animal to the partner behind him/her and so on and so for. The last person in the row listens to the word and uses the box that contains different letters in front of him/her to form the word that he/she listened to. The first student who forms the word correctly wins!

Then, I took them out of the classroom to the basketball court, in this activity the three of us were helping, while Ana showed the pictures to Ss, Leidy monitored the Ss who were organizing the words and I monitored the rows. I decided to make Ss in each row to sit down on the floor so the activity could be organized and the rows could be distinguished among them: in comparison with Ana's group and thanks to her suggestion the activity was much more organized and they really have fun while playing it. I suppose that this was because it was a complete different activity and I am sure they will never forget the animals they learned today.

It seems that involve them in fun activities while they practice what they learn is an attempt for effective teaching

Twelfth class October 20th

Today I am really sick, with a terrible cold so I was afraid the class could be a disaster but thanks to my partners and Ss enthusiasm it was not like that.

After doing the procedures, I started the class by asking my Ss what they usually do in the cultural week and what English activities they had done last year in that week; I expected some kinds of answers about so I could continued the class based on that But I was really surprised when they told me they had done nothing last year. But I informed them that this year was going to be completely different because they were going to be have a full participation in the cultural week. I said: the tenth and eleventh grade are going to organize an English fair for the students of sixth, seventh, eighth, and ninth grade as part of the cultural week that is going to take place on the first week of November. We (the tenth grade) are going to be in charge of the games for this fair. To do this, I said: I distributed the class in 7 groups of 6 students, and I began to read the groups that I had conformed; In that moment I began to have a terrible cough and I could not keep reading but thanks to my partners that were there the class was not interrupted since they kept reading the group members. Then, I felt a little bit better and I was in charge of the class again.

One of the Ss complained about the group in which he was included but I told him and to the whole class that they have to get use to work with different kind of people in their lives, in the future they will not always have the chance of working with their closest friends but maybe with people they don't know and to know how to work in group is essential to have success and it will give lots of opportunities that they might have not imagined. Ss seemed to accept this as a good idea.

It seems that contextualizing Ss and give them examples of real life situations and project them to their future make them feel more involved in the activities proposed in class

I said that in each group, each student was going to have a different role, for carrying out the game. I posted the different roles on the board, and explained that these roles were for the preparation of the game. However, the pictures with the descriptions of the game were not big enough so many of the Ss at the could not see anything; Now after talking with my partners we have decided to make big posters with the descriptions of the roles and have them in the class all the time while SS are working so they are visible enough and Ss be aware all the time about their role.

Then Ss decided among them the role each one of them was going to have according to their personal qualities. I walked around with the observation protocol for cooperative learning that is: a chart to place group names (according to the game), group members, their roles and the responsibilities each role carries and monitored their group work. In the observation part of the chart I wrote if they were meeting the responsibilities of their roles. I clarify to the Ss that the grade they receive at the end is based on the process and the final result of their group work.

Once each kid has his/her role the kid with the role of reporter came and picked up an envelope with the description of the game; that means that the games were assigned at random. After that each group had to read the description of the game and described among themselves what it is about, meanwhile I monitored the activity by walking around the classroom and I answered Ss questions about the game. The groups had to work together to make some important decisions such as: vocabulary needed for the game; what materials they needed to prepare for the game and who was going to be in

charge of what materials as well as the prizes they were going to give each winner in each game.

I reminded Materials managers they are in charge of reminding their classmates about the materials, so that in the next class all of the materials are in the classroom. I also reminded Recorders that they had to hand in a report of these decisions, and the way each student, in their role participated in these decisions.

Thirteenth class October 26th

When I entered the classroom I had a big surprised because there was water everywhere, apparently the rain of the day before had its consequences; so obviously I could not make the class there since Ss needed space for working in their games; therefore, I decided to take them to the cafeteria of the school which turned out to be better than the classroom because SS had more space to work and they were really comfortable there. Surprisingly, those eventualities that seem to cause problems actually happen to be a blessing

It is always a good idea to take Ss out of the regular classroom not only to change the routine but also to make the classes more enjoyable.

I got Ss together in the center of the cafeteria to have a brief bestowing ceremony in which each kid receives his/her role (as when they bestow garlands on race car winners). So they could understand their importance in their group, as well as their responsibilities. We (my team and I) had made some medals with the name of the role on one side and the responsibilities on the other side and in the bestowing ceremony I put those medals on Ss shirts so they could feel committed with their roles and take it seriously.

Then, I said: ok, now I want to see all the groups together around the cafeteria, with your materials ready and start working on the game. All the groups had the materials they needed for the game and they started working right away, they were really enthusiastic about it; I think I had never seen them work so hard and all of them were doing what they were supposed to be doing and to see that was the best feeling ever. When the class, finished many of the groups had advanced a lot in their games and I told them to be ready tomorrow to continue with the design of the games.

Fourteenth Class October 27th

Today, I did the class in the cafeteria of the school because yesterday thanks to the rain I realized that this was the best place to work on the games. So as soon as they got there, they started working on their games, the materials were ready, the materials managers asked for the materials, picked them up and distribute them, the recorders were writing about all the eventualities that were going on in the group and the reporters informed me about all the questions that came up in the groups.

In this class I did not strain my voice and I did not have to repeat the instructions over and over again as in previous classes since the instructions were clear days ago when we started talking about the games and all of the Ss were perfectly aware of which were their responsibilities, the deadline and that if they had any question they reporter could come to me and ask me about it. So, I definitely think that cooperative learning has been the best idea that we have had so far for the classes, not only because it lets Ss to be totally responsible about their learning, learn to work in groups and distribute roles but it also helps the teacher to have a better management of the class and be totally aware of what is going on in

there. I honestly had never felt so better in a class until this week, I think that each week things get better, strategies polish and the classes are more effective; this means that the changes we have made and the things that we have changes have definitely worked and it makes me feel extremely satisfied. As I monitored the groups, I told to each student his/her grades and I told Ss that next week they were going to have their "make up day" so they could improve their grades. When, the class finished I could see that most of the groups had almost ready their games

Fifteenth class November 3rd

This class was made with the help of partners. We distributed the class in two groups. In one side of the classroom there were the Ss who needed to take the makeup exam and on the other side there were my two partners with the rest of the class explaining to Ss one activity that they were going to do (while their classmates were taking the exam); this activity was the brainteasers. The Ss were distributed in pairs and were given the worksheet where they could find five different brainteasers and they have to write their answers. It seemed to me that they had fun while they were doing this because it was really tricky and the answers were so unexpected and they could not believe how simple and at the same time how difficult it was.

Meanwhile, the Ss taking the makeup exam were given a piece of paper with three simple exercises, one was multiple choices, the other one was True or False and the last one was to correct a sentence. Most of the Ss finished the exam very quickly and now after checking them I notice that ALL of them did a good job and passed the exam. It seems that they finally took this class seriously and did their best, studied a lot and really wanted to improve their grades in his subject.

Once all of the s finished the brainteasers and the exam, I asked to get together in their game groups and show me what they had done so far with their games and the results surprised a lot!! Because almost all of them had their games ready and they look great-, so this class was really satisfactory because it showed the results of a long process. Now, I just hope everything is alright in the cultural day and my Ss do their best as they have been doing it so far.

JOURNAL OF PRESERVICE TEACHER 3

First class August 25th

I was so intimidated but I started to do what i needed to do. I try to start the class in the same way I've seen Ms. Aguirre did it but it was so difficult to call for attendance when Ss are still arriving (the last kid enter at 7:10 am and the class finished at 7:20).I asked them to write down the agenda, I had students stand up and say hello to me but quite frankly I don't see the point on this.

I started the class by writing on the board: Rules and asking them what rules are, they answer: Reglas so, I said like this(and I showed them a ruler) they say no! como las normas they added. I asked them about the importance of rules and if they have rules in the class and even at home. Ss answer but I notice the Ss at the back of the classroom were completely disengaged with the activity.

I divided the class in groups which was difficult to do since the organization of the class is very "strict" (the bilingual lab) (I wonder if it was a good idea to have the classes in here) I handed in the envelopes with the different rules to each group and asked them to organize them, Ss work quietly and I monitor the activity and I waited until everybody finished. Next I asked Ss to compare their sentences

to the poster on the board, to make the corrections and to discuss the meaning and the importance of the rule they have.

I went group per group asking if they had doubts about the vocabulary or something. After that each group started explaining what their rule was about by translating the rule to their L1. when I was checking I realize the bell was about to ring so I had to rush to be able to finish with the rules, explaining the procedures and establishing the agreements for the class. (I guess I need to work on the timing of the activities)

Second class August 26th

I started the class with the established procedures however it seems impossible to start the class on time. Ss arrived late again, and the process of collecting money takes so much time I even had to remind Ss is their duty for the class to bring the 100 pesos as part of the rule: come prepared for class.

Then, I collected the homework which also took a lot of time (we need to find another way to do it) but most of them did a beautiful job. Then I told them if they remembered what they had been studying with Ms. Aguirre for the last couple of weeks. Some Students answer: Yes, Present perfect with a monotonous tone of voice like if they were tired of it. When I started asking for examples I could notice they don't know very much about it. So, I explain it again however most Ss complained about how difficult it was to see from their places to the board. (we really need to do sth. About this classroom). Next I asked Ss to do exercise I monitored they activity while they were doing it and they seemed kind of lost.

Then I check the exercise by calling Ss at random and write the answers on the board since I notice how lost they were (even though the original idea was to check the exercise as a whole class I had to

write it on the board sentence by sentence) but again the board and the classroom layout were a problem!!!

Then I told Ss to focus on Ex III I asked Ss what a blog was and to tell me what predictions they could make from there. I wrote the predictions on the board and had Ss read the blog. I just had the time to explain some vocabulary and asked them to do a similar paragraph as homework when the bell rang. It rang ten minutes earlier and I almost panic but I did what I had to do: I ask them to stay a little more just to explain the homework, but most of them didn't pay attention. I guess they have no idea what to do.

Third class September 1st

At least today they brought the money however, it's quite difficult to wait for them at the door with the piggy bank in my hand and expect them to put the money there, especially in my classroom where most of my Ss come to class very late.(maybe I need to try something different)

Most kids are getting used to the idea of writing down the agenda as soon as they get into the classroom, there were some I had to remind. I started the class by brainstorming examples of present perfect taken from their homework, I wrote the examples on the board. Then I explained how in questions they have to change the order of the auxiliary and the subject and how to give short answers. Some Ss seem to know this by heart (I wonder if they are taking an English course) but most of the Ss seem disconnected and I had to call their attention in many different ways (I need to learn their last names).

Next I had Ss do exercise I in the handout (Discovering grammar). I checked the exercise by asking Ss at random but I noticed most of

them didn't pay attention to their partners that's why I decided to write the answers on the board.

I was supposed to have an oral exercise a kind of controlled practice by writing sentences on the board and ask them to transform them into questions but I didn't have time. (Again Problems with timing but his time I didn't panic I guess it's normal sometimes things don't work out the way you planed them)

Fourth class September 2nd

I started the class by writing on the board "Extraordinary Experiences" I asked them about their extraordinary experiences and they responded (OMG finally!!!)not only they responded to the activity but also related this topic to the first one we studied: extreme sports! Then I showed them ex. III in their handout I asked them what it was, they told me it was a web page so I just explained it actually was an ad from a web page that offers extraordinary experiences for tourists and asks Ss where they can find these kind of web pages. I asked them to describe the pictures and to guess what kind of experience the web page offers. I wrote some of the predictions on the board. Then, I asked them to listen to the ad without looking at the paper just to confirm their guesses (whoops! I almost forgot to tell them the purpose of the listening activity but Maribel reminded me) next, we checked the predictions and most of them were right. We listened to the ad again but that time I asked them to write as many words as they could understand. Some of them didn't write anything but at least half of the classroom paid close attention and got some words and even some sentences. The final time we listened to the ad was just to read along and check their understanding. Next I asked them to do ex. IV. They did and I checked by asking Ss as a whole class

and writing the answers on the board (because I saw last class it's better to have written down to avoid confusions)

ORAL QUIZ present perfect

When I finished the class I felt so good like for the first time in these couple of weeks my Ss were connected to my class (I know some of them are not there yet but at least some of them)

Fifth Class September 8th

One student arrived at 7:00 o'clock and she didn't even seem worried I was really upset and when I asked her about it she just ignored me, when one student wanted to go to the bathroom asked Ms. Aguirre **NOT** me! (I guess they don't consider me as their teacher yet) I started the class by collecting the money but, I just put the piggy bank on a table and asked them to put the money inside. I don't feel good about having to yell at them when I want their attention but it's really difficult to get their attention and there are certain Ss that are just completely disinterested in the class. Before I could even start, the cooperating T told Ss off because they were arriving really late, she also gave them the final grade for the third period but she didn't do it individually she just said: LOS que perdieron fueron: Anaya , Gonzales, etc. Ss got really upset because of that and some of them asked her why she just answered because: Es una evaluacion integral y ustedes llegan tarde no llevan el uniforme bien, y aparte de todo son groseros. One student a tall one (I don't know their names yet) told Ms Aguirre he had everything in excellent and he didn't understand why he was going to get an A (acceptable) the T looked at him and told him: Mire sus medias esas no son las del colegio. Ss kept on complaining and I felt I had to do something so I asked them to sit down (cause some of them were standing and arguing) and told them the fourth period was with me

and that they needed to focus all their efforts on my class now. I started the class by writing on the board my favorite band and asked them what their favorite band was, their favorite music, but they didn't care about it and they just remained quiet. So I had to start walking with my list on my hand calling out names at random and asking them. The class continued with the listening activity but kids remained uninterested and (I felt like dying, I was just grateful my supervisor wasn't in my class cause was terrible!!!) the song wasn't a hit (jajaja) and to finish Ms. Aguirre said: Mrs. Let's change Mr. Sosa and Mr. Guerrero to the front I hadn't said anything when she yelled at the two Ss on the back of the classroom and moved them next to her.

I would never do what Mrs. Aguirre did with the grades.

Sixth Class: September 9th

I started the class by asking Ss about the song we worked the day before I asked Ss to give me an example of present perfect from the song. They gave some but some of the examples were incorrect which showed me they didn't know what present perfect was so I had to give them some examples in Spanish and tried to connect with the concept in English. Next, I wrote some examples and I asked them about the past (they were supposed to know it but it seems like they don't) after struggling with the concept of past one of the girls gave a good example. Then, I asked about the difference between the sentences and they just recited the blablabla about one it's the action that started in the past and might continue till the future and in the past it's a finish action. With those recitals I continued the class (however I wonder if they really understand what they are repeating as parrots) I asked to complete the verbs box but some of them waited for the answer (it's like they don't even try!) when I posted the answers only some seem to be checking when I took off poster they

protested that they hadn't finished, but I just ignored them (was it correct?) But definitely the poster idea was so much better than writing the answers on the board in that way they don't have so much time to misbehave and talk because I have more time to pay attention to them and monitor the activity.

As soon as I took off the poster I focused Ss attention on the discovering grammar chart I just went through it very quickly I draw the line to represent the tenses as my supervisor suggested, however she being there distracts me a lot and makes me worried a lot. Today she started waving at me to tell me something since she was in the back part of the classroom but I didn't understand and that stressed me out even more. I continue with the pre-reading of the reading: U2 the greatest band and some kids seemed to be connected there's Miss puentes helped me a lot with her attitude of participation and Miss Bautista who is very intelligent. Then they did the reading individually and in silence and then I checked their understanding by checking the predictions they had made about the reading most of them seem to pay attention when I asked them to grade the predictions as correct or incorrect (Finally, a GOOD one) I gave them five minutes to do ex.III in their notebook (I think I gave direction better this time because in the discussion with my peers we realized one of us had not given instructions so well, and they got confused activity already and had forgotten to tell Ss were to answer the questions) Checking was tricky though. One mistake: I told them to hurry because they had a quiz and that disrupted my class. Ss took the quiz but it was a disaster I had to go place by place trying to help them.

Once the class finished my supervisor (Maribel), without telling me anything, went straight forward to talk to Miss Ortiz the other girl rolling her eyes and they talked for almost 20 minutes, I guess she

was telling her off for her behavior (now I don't know if she's going to hate me or act even worse in class)

September 15th, 2009: Although today is Tuesday the school decided to have the classes of Thursday...so, I didn't have class. (What a shame jajaja)

Seventh class: September 16th

I started the class really worried because this is the first time I'm going to try inductive teaching. I started by asking students whether they knew what wonders of nature were or not. And they did actually Mr. Pinzon told me exactly what I expected to hear. Then, I gave them the worksheet and asked them to take the test on exercise I (but as we predicted when planning as soon as I mentioned test, they got crazy and my class went out of control) and I had to explain in Spanish that it was just an exercise. They took it and I check the exercise by asking them to compare their answers with the answer key. I started the explanation of comparatives by asking them what the difference between a. Sequoia trees are tall and b. Sequoia trees are taller **than** Bonsai trees was, surprisingly they answered to every single question I did from that moment on such as how they knew the sentence was a description and how they knew the sentence was a comparisons most Ss were engaged in the class and I forced the ones who weren't by asking them, calling them by their name and asking what their opinion was, and walking around the class so everybody felt my presence in the classroom. However there was this girl and her friend who kept rolling their eyes and acting like they didn't care (I felt insecure when I asked Miss Barrios to read a sentence and she refused, but I guess I did the right thing by reading the line and asking her just to repeat) Next, I had Ss to get in pairs by

matching row 1 with row 3, and row 3 with row 4 etc, to do a controlled speaking practice, this is the first time in which Ss are forced to speak in English, in this activity student a had to read some sentences describing a scene to student b (who had a picture of the scene) and then student b had to decide whether they were true or false. The activity went great! (I guess they have never been asked to speak in English since all they did was to translate...I'll definitely do more speaking activities in the future). To finish the class I asked Ss to do ex. IV in which they had to correct the sentences. But I didn't have time to check as a whole class so I just monitor the activity and gave individual feedback (I saw most of them understood but some are still struggling with this topic).

I feel my class today was such a success I had no idea how to do inductive teaching but once I did the results were amazing.

Eight class: September 22nd

Today I started the class by checking the homework in which they had to write an example for each rule of the comparatives. Most of the sentences were correct however I had to correct some sentences that were wrong because Ss confuse some words with adjectives. Then, I asked Ss if they remembered our topic for the week, and they did: wonders of nature. Then, I focused Ss attention on the board where I wrote Endangered animals and I asked them Are dogs endangered animals? I said no! because there are many dogs. I continue with other animals and then I asked: so, what are endangered animals? And they got it. So I gave them other examples and they seem really connected. Then I asked them to look at the picture in the reading on the handout and make predictions about it. Then, I focused Ss' attention on the reading and told them they were going to read I order to fill in the gaps in the reading about gorillas

with the sentences a-d. Next, I checked the activity as a whole class. Then, I wrote on the board "Spectacled bears" and asked them if they knew what it was but there was no response so, I showed them a picture of one spectacle bear and they immediately got it ahhhh "un oso panda" Miss Jaimes said so I clarify oso de anteojos... and I laughed since all of them were laughing about how distorted the picture was (I don't know if it's a good idea to mingle in that way with Ss)Next and since they got talkative about the picture I decided to asked them some questions about the bears like where are these bears from? And they had no idea these are the only bears in Colombia, Are they endangered animals? And they didn't know either, so I clarify it. They were really surprised. But, then I had no time to do the writing activity about spectacled bears in class so I assigned as homework.

Ninth class: September 23rd

I started the class by collecting homework but they did on the notebooks some other in the folder some others didn't even do it (I guess I didn't make myself clear yesterday that the homework was to hand in). So had to

Next, I posted on the board the fact files and pictures of two characters and elicited from Ss the general descriptions of the characters: he is tall, he is short, etc. (it seems like they know a lot of vocabulary to describe people)

Then, I posted a picture of a town called "Big Town" and I told Ss that the two characters were from that place.since they weren't paying attention I decided to asked one of them (instead of doing it myself) to choose a character and not to tell us, I asked the other Ss to guess who the character was by listening to Mrs. Galvis

comparisons about her character and the major. (I guess I choose Miss. Galvis because she was so talkative today)

Next I divided the class in pairs by getting rows together (I have noticed this is the easiest way and less disruptive for the class) and had them do the speaking exercise in which they had to do what Miss. Galvis did compare a character with the major while the other tries to guess and then they change roles. I monitored the activity while they did it and it was great you could hear the murmur but who cares they were talking in English! The only problem with the activity was timing I wasn't sure how much time to give so I didn't tell anything but while so had finished others were still doing it so it was difficult. Overall I think this class was success.

Tenth class: September 29th

I started the class with the usual procedures when I was asking them the date, Mr. Tarazona said: ¡Profesora es que hoy no tenemos clase! I was in shock and I said what do you mean? And he said: Es que hay paro de profesores y ahorita cuando timbren nos vamos. So, I answered: well, I'm a teacher and I'm not on strike so we are going to have class. From that moment on, the classroom became a mess, everybody was yelling at me so I asked them to listen to me and I said: I can't force you to stay here, and it's your constitutional right to go on strike, if you want to go, then GO! To which Miss. Barrios answered: Pues yo me voy and I said go ahead but you'll have an absence. Everybody was so upset that I didn't know what to do so I just told them to be quiet and open the door and said: Los que se van se van ya! Pero los que se quedan es para clase! (I guess I didn't handle the situation very well, but I was afraid to lose control and since Ms Aguirre was not in class I didn't know if that was the true-

Should I have trusted my Ss? Did I take into account their feelings?
Did I manage the situation as a grown up?)

I started the class by checking the homework (comparing two people in their families but again they used some verbs as adjectives for example my sister is flier than airplane- I have no idea what he meant- so I started by asking them in what grounds you can compare people, they say: en la altura, en la edad, etc so I wrote on the board Height and asked what the comparative words you use in this category are: Miss. Puentes said: tall or short? I said YES! Very good, and continued the same process with age, weight, appearance, personality so that they understood what adjectives are. Next I started walking around the classroom and pointing at two Ss and asked the rest to compare them in a specific category, for example: Miss Ortiz and Mr. Tarazona compare their height. So they would answered: Mr Tarazona is taller than Miss. Ortiz. Or viceversa. Next thing I knew was that the bell rang for the first hour and the head teacher for 10-03 came to my classroom and told me: profesora Buenos dias, que pena interrumpir su clase pero por orden del magisterio hoy entarnos a paro desde las 9:00 y pues no puede continuar con la clase. I was so surprised, and I even considered it rude of her to tell me I COULDN'T continue but anyway I was tired of fighting so I told my Ss: Guys, let's call it the day!

Today It wasn't such a good class I guess they felt disrespected with my behavior since I didn't listened to them and they were right. But talking about the linguistic point of view I think I made some progress because when they were comparing their classmates they did it so well.

Eleventh class: September 30th

I started the class (after the usual procedures) by focusing Ss' attention on the comic in the worksheet Ex. III and asked Ss to look at the comic and do a quick reading of the pictures and tell me what the comic was about. I wrote some of the predictions on the board and gave two minutes to read the complete comic to check the accuracy of their predictions. They were right in most of them (I can see they are getting very good in doing the pre-reading process and they are producing sentences in English without having to pressure them to do it) Since they really liked the comic I decided to check understanding by asking them to tell me what the comic was about. (I know I said Can you tell me what's the comic about?) and they really got it everybody was participating today. They told it was Megan's first day at school and that she was a bit different from her classmates since she was so much taller than everyone in her class. So I told if they thought what Megan's classmates did was the correct thing to do, they said no! Why I asked they said: Porque uno no hace lo que no le gustaria que le hicieran so I took advantage of the moment to talk about tolerance to difference and the polite treatment that should be the basis for the classroom. Then, I told them they were going to listen to a similar story called: Everyone is shorter than me and asked to make predictions I wrote them on the board. And asked them to listen to check how accurate their predictions were without looking, I was surprised to see how much they understood. Next they listen again in order to organize the paragraphs and finally they listened to fill in the gaps. They did great in this listening exercise. Then, I asked them to get 5 groups of five according to their sitting positions I grouped them. I gave each group an envelope with the names of everybody and asked them to take a paper and look at the person they had to compare him or her with

another classmate(but before they started I asked them to remember how important being respectful was, and I even asked them what adjectives they could use to describe a person, thought this wasn't in the lesson plan I think it was pretty good idea)I was afraid it was going to be a mess but it wasn't actually they worked pretty well.

Twelfth class: October 13th

Well, today we came back from vacations and as I expected they were really late and really talkative. I had to interrupt the class many times to tell them: Guys: EYES ON ME! Just to get their attention. I'm so tired today because I took me a lot of walking around raising my voice and body gestures to get their attention.

I had prepared a really short class thought, because I knew this was going to happen. I started by giving them back their quizzes about comparatives (most people pass yeiiii) I explained some of the mistakes and gave them feedback about the quizzes. However: Mr. Tarazona, Miss Puentes were talking a lot and hugging all the time, so I Change Miss. Puentes to the front. She wasn't too happy but she's so nice that she did it anyway. Then, I started the topic: I wrote on the board Amazing animals and asked them: what's this? And they respond animals asombrosos. I asked them to give me examples and amazingly Mr. Pinzon said Dolphin! I said Yes! And asked everybody to think why dolphins were considered incredible animals. And they answered because they are intelligent, so I took the opportunity and introduce the topic by writing on the board: Dolphins are the most intelligent animal in the world. Let's see I said now, What's the biggest animal? Some said elephants? Lions? Till one said: la ballena azul? I said: Yes but how do you say that in English and the say blue... so, I wrote on the board the blue whale

and asked them to complete the sentence, some got it immediately and said: the blue whale is the most big animal in the world so I corrected the biggest and continued by handing in the worksheets. I asked Ss to do ex. 1: match the animal with its name. Then I checked by posting the pictures of the animals and asking Ss what animal is this? They would respond and then I'd asked them to spell the name (I guess I asked them to spell in order not to lose their attention because that activity wasn't included in the lesson plan) what a hit the spelling idea was! They were super focused.

T hands out quizzes about comparatives. T talks about the mistakes Ss made in their quizzes. SS at the back are talking. Most of SS are paying attention to the corrections. T writes information about the quiz: age of two characters and asks Ss to write a comparative sentence.

Thirteenth class: October 14th

Today I started my class in the basketball court as usual some of the Ss were late but in general they arrived there on time. I was quite nervous being the first time I worked with them outside but to my surprise they were all very attentive and they listened to all my instructions. When they started playing there were some with this attitude of "I don't care" but once I started to cheer them up go group 1...continue group 2.... You can do it group 3, some girls started cheering as well and they realize it was ok to get excited about an English game. It was nice to see how all of them were excited. Since there were some animals they didn't know how to spell yet some of them took out the worksheet they had been working on last class and started helping their partner by telling them the letters, I didn't know if this was correct or incorrect since we didn't anticipate this in the planning (I guess rules for games have to be very explicit).

However, I didn't think this was wrong for their learning process so, instead I encouraged them to spell the word using English, like if they said /a/ I would say /ei/ and it seems to be working this whole idea of having them spell out words (I can say at least they learned the alphabet with me jajaja). Once the game was over we realized another flaw, I didn't have prizes for the winners so I just promised them to take them their prize next class. It was nice to have Ana and Sandra (the other 2 pre-service T) with me during the game. While, Ana was showing them the animal picture Sandra was controlling the spelling part and I had the chance to interact with my Ss in a better way.

Next we went to the English Lab (I had asked the cooperating T to help me book the audiovisual room but it was impossible) to have the video activity. I was really anxious because this class is completely out of my comfort zone I mean there are many things I'm trying for the first time. As soon as I started contextualizing the video by asking them to remind me what our topic for the week is (amazing animals) my supervisor enters the classroom, I felt like dying since I'm not so sure how this activity may turn out. However kids seem very engaged with the class almost all of the class they participated and were involved, even the ones never want to like Miss Ortiz and Miss Barrios...

Then, I divided the classroom in pairs since the layout of the classroom is very stiff I was easy to do it, then I told them one of them was going to see the video and the other not in order to student 1 describe it to student 2. They watched the video and it was great all of them were talking and the best part most of them used sentences in English. Then, they socialize the activity is not a good idea have them go to the board since it takes so much time but they were so enthusiastic about going to the board and write something in English that I couldn't help myself. Then, I divided the class in groups of 6

students and gave them an envelope with some broken sentences I asked them to get together and unscramble the sentences. They had just finished and we were about to check when the bell rang so I had to ask them to bring the sentences for next class. (timing was good until the moment I asked Ss to go to the board)

Today my class was a complete success and I'm sure Ss are never going to forget these new animals.

Fourteenth class: October 20th

Today I had a really short class. When Ss came into the classroom they started writing down once they finished I focused Ss attention on the posters on the board (animal pictures) and asked them to choose one person from their group to go to the board and post under the picture the description they had unscrambled last class. Some of them started fighting over who had the pieces of paper, but in the end all of them had the sentences and amazingly they were right. Last class I had given them an example with a picture of a beetle and I posted the pieces of paper in the order of the sentence: It's the strongest animal, so I guess that example helped them. Once we finished this activity I started with the explanation about superlatives using those sentences with the animals again I asked them to deduce the rules and the use of superlatives by themselves, they did it immediately. When I noticed some of them were not paying attention I called their names and asked what they thought (this way of calling their attention without interrupting the class has worked amazingly and now Ss know they have to pay attention to my class because in any moment I can call them) After I had finished with the grammar explanation I gave them five minutes to match each part of a spelling rule for superlatives (last time when we did a similar exercise for comparatives it took them a lot of time) and to my

surprise they finished like in two minutes so I started checking before I had anticipated. They did very well and they all seem to understand. (is difficult to get Mr. Orduz to work but I think my approach to misbehaving kids is working)

Fifteenth class: October 21st

I started my class with the usual procedures when checking the homework I noticed most of them wanted to participate and it took me by surprise I'm not sure if this is just a response to me telling them there's a grade called participation or just because they feel connected to the class anyhow it's wonderful to feel Ss are enjoying the class. Next, I asked hem what they knew about the cultural week at school they told me it was going to be in November and some of them were working on a science project. I asked what they had done in previous cultural weeks for the English class and they told me they hadn't done anything in English for the cultural week so I told them we were going to participate this year preparing games, as soon as I said that they started rolling their eyes, making faces, etc, but I just ignored it and continued by asking them what kind of games they could find in a fair, or in a ciudad de hierro, they seemed to had forgotten about the cultural week and started participating (jaja I did it I got them engaged) then, I told those were the kind of games we were going to prepare and that they were going to be fun. Next, I wrote on the board teamwork and asked what was the relationship between our discussion and that word and Miss Puentes said: Trabajo en equipo and Mr. Pinzon added: Vamos a trabajr en grupo. So I just divided the class in the groups I had prepared and gave them a list of the roles they were going to have during the preparation stage of the game to discuss in their groups, I asked to do an sketch showing what they understood for each role. Group 3

were not working and when I approached them they told they had finished I asked to show me the sketch and then I noticed they did not understand so I had to explain what a sketch was. After that each group went to the board and presented their sketch. (All of them seem to have a very negative perception of what teamwork is so I need to work on that). Next, I asked them to make a plan for next class about what materials they needed for the games.

Sixteenth class: October 27th

Today I started the class by showing Ss some quotes about what teamwork really is, and I tried as hard as I could to make them realize is a good thing and they seemed to get it, to continue I told them in each group every person has something to do, and that's how I started the discussion about the roles they were going to have. Next I had Ss get in groups and decide which role they would like to have, next we had the bestowing ceremony and they took it very seriously (it was a great idea to have music and the medals). The only problem I saw was the cooperating T filming us, Ss didn't feel comfortable at all and some of them even protested but the cooperating T just ignored their complains.

Since they had brought the materials for the games, I just asked them to bring them for tomorrow.

Though, the class was short it was a success.

Eighteenth class: October 28th

Today I greet Ss in the cafeteria today we didn't have procedures like agenda or date, so I just asked them to get together and start working on their games. All of them brought the materials which is great because they were all enthusiastic and they worked as angels

today. (This approach to learning is just great I just monitor and helped them when they needed me, I felt so relaxed today).

When the class finished and since they did not have Spanish class they asked me to stay with them for the next hour. They even stayed working during the break.

Nineteenth class: November 3rd

I divided the class in two groups the ones who have to take the make-up test and the ones who do not.

I took the ones who had to take the make-up test, I gave the instructions and explained the rules for the exam. It was a bit chaotic since I had not enough photocopies.

The other two pre-service teachers helped me today. Ana picked up the money for all the Ss.

Sandra gave Ss who did not have to take the makeup test the worksheet with the brainteasers and explained the activity.

The brainteaser activity was a really good idea all of them were working in order to solve them and the other two pre-service T's helped monitoring the activity.

Kids who took the make up test and finished quickly immediately got involved with the brainteasers activity. Some of them solved the brainteasers really quickly. (I had piloted the activity with the other two PsT and it took us a lot of time I guess kids can think faster)

Twentieth class: November 4th

Today I greet Ss in the cafeteria today we didn't have procedures like agenda or date, so I just asked them to get together and start working on their games. All of them brought the materials which is great because they were all enthusiastic and they worked very well.

(Today some of the students finished their game in class and they looked great).

I asked them to present the game but I didn't do it as a whole class (as it was written in the lesson plan) because I felt this would disrupt how well Ss were working so I just went group by group asking them to present their game for me (most of them needed help to give the instructions in English) and I also explained during the cultural week they were in charge of their stand and of presenting the game for students in sixth, seventh, eighth and ninth grade.

When the class finished and since they are in the make-up week and some of them had not finished they stayed working on their games.

12.4. Supervisor's Notes

Pre-service Teacher 1

August 28TH

Class: Single 10-01

Time	Description
10.45	Bell rings –at the door collecting Money
10.55	Call role. Kids Talking. Bell work? Chatting. The back is noisy.
10.59	Did you do the homework? (Irrelevant) Let's check the homework. Collecting drawings. (Drawings should have everybody's name- parts of instructions.)
11.01	Still in suspense. Waiting for assign to be turned in. Ac is on – too noisy. PsT is looking for tape A student turns in a sheet of notebook paper not Announce what you are going to do. Now, we are going to take a look at drawings and state rule. What is this referring to? Say rule - you repeat it
11.08	Folders
11.11	Did you ask then to take out the handout? What a blog is
11.13	Reading – pre reading /predictions Instructions Check good
11.14	5 minutes (almost half an hour to get here) The lesson Kids are getting out of the seats – why? Write answers on board. We have been very busy. Good morning Mr. Niño- Thank you
11.20	Writing handout. Extreme Sports = Estos niños no creo. Complete sentences dice que nos gusta? No, it doesn't. What's the weather like? Rubric 6 sentences, if I didn't, I complete. PsT= Scattered, too many half done things ...it seems.

Pre-service Teacher 1
September 14th
Class: Block 10-01

Time	Description
7.00	In groups Ss are talking about song – predictions. Noise level. A St: la escribo o la hablo? Instructions. How is that a prediction? PsT is collecting money in the meantime. PROXEMICS: when asks Ss, do not stand by St Write predictions on the board (as Ss say them.) PsT before talking get their attention. PsT passes out copies, W/o transitions: you need to tell Ss What's happening next. Now, you will get a copy of the song. Announce song activity. They are going to # stanzas (what's a stanza)
7.15	Giving instructions Procedure Checking for understanding, good global listening activity PsT guide instructions Sts speak up to the whole class
7.21	Sts answer act out words climb, run (those that are unknown) Too long for checking answers. This could have been done as Sts were giving Transitions into the predictions. Match now. When do they write, what? Letter next to stanza, # of stanza nest to letter.
8.00	Transitions: Now we are going to... P perf Remember what present perfect is Read the sentences after you write them. Why are these in P.P and These in linea del tiempo.
8.06	Transitions into next activity? (Handing out copies is not an efficient) you always have to prompt Sts what is happening next. A girl was asking for a copy. Does everyone have a copy of the activity. Timing of activities Post sheets a minute before end of activity.
8.20	Transitions into next? Repeat verbs Reading from charts. Do inductive teaching. Form a sentence (deductively) Instructions? Time?
8.28	Checking answers: metalinguistic knowledge. Do not answer Sts question while another is talking or about to talk Activity III time?
8.35	Sts are interrupted some of them leave to get ready to play. Repeat answers. Class is over

Pre-service Teacher 1

September 21st

Class: Second hour of Block 10-01

Time	Description
7.28	Sts are reading part II: discovering grammar: comparative rules Part III good checking of instructions Following up questions Noisy Kids are confused.
7.47	Finished part III (8 minutes)(less ok) Tried to do transitions. We've made the rules (recall and remind them.) With examples
7.48	Instructions IV Correct words - rewrite sentences 7 minutes Time is over - correction began. Don't talk over Ss' voices (I didn't hear how long you gave for corrections) 4 minutes
8.01	Corrections – kids read answers Recall rules as you correct
8.04	Kids go back to their places
8.05	Homework
8.15	Collects notebooks Class is over. Closing?

Pre service teacher 2
August 25th 2009

TIME	DESCRIPTION
7:23	She stands up in the classroom by the door
7:26	Ss need to quiet down before giving instructions Agenda for the day Sandra repeats instructions
7:29	While Ss write agenda Ss call roll A cell phone rang In English, what do we call this rule? How do we say this? Post pictures as they give them to you (not later) Take a look at rules: everyone, then say rule, then chose the person. All rules
7:41	Handout: where are folders?
7: 43	As Ss say words-act it out Blog
7:45	5 minutes to read the blog Has___ done? No,___ hasn't/ yes,___ has Was it clear? Understood?
7:55	First question –Then choose the person How did you identify it? <u>Not</u>
7:59	Handout ? Money? at the door as they come in. Get Ss to work then collect the money as they are working Hand in your pocket Checking for instructions Ask them to correct. Make sure they do it. Be reflexive. Mind if they are actually doing it
8:09	class ends

Pre Service Teacher 2
September 7th 2009

TIME	DESCRIPTION
8:40	bell rings
8:44	everybody look at the agenda=wrote down the agenda Attendance
8:46	some boys are not writing down the agenda Take more than one answer to the homework. It is interesting to hear their answers Proxemics =stay way when asking (do not stand by student who has to answer) Contextualize Asking questions-waiting time Get Ss in groups first, then distribute envelopes Talking to Ss/getting their attention Ss needed to remember the structure of a sentence: S+V+C A kid is standing while you talk. He came to talk to a girl in the front (does he belong to the group) Ss need to get in group, they didn't In group 2 some Ss are not engaged
8:57	Tell me the title Mr._ (have different Ss give you words) Introduce: you say prediction- what do you think this song is about? Give waiting time so Ss can discuss Board use: divide it-use different markers He is looking for;--,__,__, etc (list words) Pass out the handout, explain layout (inductively) then, give instructions
9:05	First listening
9:06	second listening Instruction-since you don't have them in written-inductively, het them out of Ss
9:11	second listening begins
9:16	correct answers Repeats correction procedures
9:19	matching Ex Third listening Monitoring is constantly

Pre service teacher 2
September 21st 2009

TIME	DESCRIPTION
9:31	Checking ex. I answer Reading rules
9:32	Matching Ex. I (5 minutes) Instructions check? Monitoring is being provided
9:35	Good checking of answers/examples from the board
9:38	Activity III Ask pictures during explanations Instructions need to be more concise. Check instructions Paired work with the person behind you –Easier with the person on the side (then around and face each other)
9:42	Activity begins (5 minutes) Ss are talking/moving around 2:52 minutes left-kids in the back have not began Kids don't seem interested-more interesting context Talking over kids' voices
9:51	checking answers Ss should read sentences (you read them)
9:57	Ex. IV Example: give one-monitoring is taking place
10:05	1 minute for corrections
10:06	Activity V Ss should do all the talking She does a lot of Ss talking
10:13	Activity II one sentence per rule
10:15	BELL RINGS

Pre service teacher 2
September 28th 2009

TIME	DESCRIPTION
8:43	Ss are still coming in-get them in
8:46	some Ss are writing the agenda Date-weather?
8:52	Comparing act We have been comparing animals-what about an example? Bring bigger pictures Try not to write too in the bottom Weak transition Big town is a particular place with all sorts of people. Ask about them Point to the adjective on the board: thinner Do not announce worksheet. Now we have more people from Big town-name them, we are going to compare them to the mayor
9:08	Pairing up for activity _time?
9:14	Some kids are doing the activity others are not Ss seem to have the habit of requesting instructions-they do not start until you get to them Kid on the back are not doing the activity
9:25	back to the left
9:27	back to the right
9:29	Ss are still on action
9:31	finish action-get Ss attention first=whole class practice
10:13	Activity II one sentence per rule
10:15	BELL RINGS

August 25th 2009
Pre service Teacher 3

TIME	DESCRIPTION
6:30	bell rang
6:35	students came in Stand up, Leidy was waiting for students inside classroom, greets them, indicates agenda, students do not quiet down 2 minutes to write down the agenda Walk around and students write agenda behavior as they come in quiet
6:37	students were still waiting
6:41	Why are you repeating instructions every time new students come in? /once/ (procedure)recall procedure 6:43 may I take it down-2 minutes (remember) Date, day Students are chatting
6:45	introduce agenda Rules -school (home first) - Home - Importance Find ways to manage with tardiness so you do not have to stop the lesson. - Ask : may sure you do take answers in
6:49	group work is announced In the classroom example : s + v + c= sentence Structure=remember
6:57	What is your complete name? Mr. Mendez Go back to agenda? Rules: side wall (column)2 sets (back-first) Compare? Have them read each rule to check, so everybody hears rules Too much time in front: move around
7:00	Group work- discuss rules Kids in the back do not follow class too closely The classroom is very uncomfortable "Go to the board" instead of "pass to the board"
7:03	do not talk when students talk Your voice can tired from too much speaking Correction sheet <u>after</u> handout
7:13	Why are people moving? Procedure, as you come in write down the agenda Teach bell work Students in the back Consequences? Voice modulation
7:17	assignment: drawings Have examples <u>always</u> Board use : divide in three Push chairs before leaving
7:20	class ends

Pre service teacher 3
September 9th 2009

TIME	DESCRIPTION
9:00	board: divided Finished? : you do not need to ask
9:09	Done- did you correct it? (unnecessary) Metalanguage: good, however, not too much emphasis
9:10	instructions, procedure-chart
9:15	Instructions? Time?
9:23	checking answers Emphasizes complete sentences Very good: focus on Miss. Sierra Volunteers: 4-5 volunteers Some kids are talking Avoid waiting on the low extreme of the board
9:29	ok? Ready? Mr. Mendez talks a lot, distracted
9:30	U2 band Prediction: write them as they tell them Answers are repeated now, and recorded Congratulate students on their predictions Miss. Sierra- make up
9:43	questions about reading Told them about the quiz. <u>Not</u> a good idea Are answers in complete sentences? Notebook: title: U2 the... Answers Ex. IV Clear: instructions in English/Spanish? Show complete sentences Eye meter/ voice meter Voice straining Transitions!!! Eyes on me!! Ears on____ Leidy clapping to get students attention in back Girl in the front is listening to move on her cell phone? Time is over→ you: ok, finished! Move some kids around their present seating arrangement is not working
9:56	checking answers Board use (the three columns are a mess)
10:03	Homework? Instructions? Mr. Jaimes /line up/ = organize yourself
10:04	time for quiz First row-pass them back-wait-time Ok? Ready? For what? Kids are talking Instructions!!
10:16	class over Instructions!! Last minute= folders

Pre service teacher 3
September 30th 2009

TIME	DESCRIPTION
8:35	Agenda Good commanding voice
8:52	Comic-connect to good behaviors = treat new people right/ what her name is?- what is her name?
8:55	read for a purpose Ask kids to close folders Good check up for kids talking Kids could predict first, and then listen God idea to have kids identify Roman numbers
9:25	you tend to keep to the left Keep fine transitions-contextual
9:28	kids are in groups for comparing activity Groups work=cooperative learning Write one example on board

Pre service teacher 3
October 14th 2009

TIME	DESCRIPTION
9:30	students are going to the board to write answers students good pictures Wrote misspelled sent (good! You did not focus on form but content) Music-act out=vocals Connection-flow of lesson Group activity The three girls on the back are gone most of the time The group in the back –go/come to the front
10:26	class is over/activity not

12.5 Peer Audio-Recorded Discussions

**TAPESCRIPTS OF THE AUDIO RECORDED DISCUSSIONS AMONG THE
THREE PRE SERVICE TEACHERS AT INSTITUCIÓN EDUCATIVA LAS
AMÉRICAS**

CLASS OF PRE-SERVICE TEACHER 1 (FIRST HOUR OF A BLOCK)

OCTOBER 19th, 2009

PsT1: this class was about superlatives and animals. I did the class
in the audio visuals room

PsT2: so they could see the video about amazing animals...

PsT1: yeah...

PsT3: I noticed there are a lot of Ss in this class, and when they
entered the classroom most of them were slouched on their chairs,
talking and everything ...

PsT1: maybe they thought they were going to watch a movie

PsT2: ooh yeah... maybe was that...maybe they always watch a
movie when they go to that room

PsT1: well... the first activity, the one about the animals...most of
them finished the activity really fast...

PsT2: yeah...even faster than me...

(Laughter)

PsT1: then, I checked the activity by posting on the board the
pictures of the animals and I wrote down their names while they were
spelling them

PsT3: hey, why did you ask your Ss to spell their answers?

PsT1: because you did it in your last class... remember?... you
checked your SS' answers in this way and it seemed to work out
since all of them were paying attention ...so I decided to do it in order
to get my Ss' attention...

PsT2: I think it was a good idea...especially because I overheard one of the Ss said: "this activity was too easy"...

PsT3: I think it was a good decision to ask Ss to spell their answers...when I did it the first time, well... it worked out and it seems it worked out in your class as well

PsT1: that's true; I think I could get their attention in that moment

PsT2: yes...

PsT3: next class, you should ask your Ss to spell their answers, it worked in our classes...maybe you should try it as well

PsT2: you're right...it is a good idea...I will do it next time

CLASS OF PRE-SERVICE TEACHER 2 (FIRST HOUR OF A BLOCK)

OCTOBER 19th, 2009

PsT2: well...at first the class was going to be at the audiovisuals room but I that room happened to be booked by another teacher ...so I had to go with my Ss to "salón de bilingüismo"

PsT3: but you know..I think everything happens for a reason; I mean, in bilingüismo your Ss behaved much better than 10-01 in the audiovisuals room...maybe is because the conception they have about those rooms..you go to bilingüismo to study English and the audiovisuals room, well to watch a movie ..

PsT1: yes, Ss seem to behave better in that room...

PsT2: I feel good...well, because most of my Ss did a good job in the activity about animals, well...they were not as fast as Ss in 10-01 and...when they finished the activity I asked some of my Ss at random to tell me their answers and they were correct

PsT1: their answers were correct...that was surprising...

(Laughter)

PsT2: they did their best and that's what really matters

PsT3: by the way, you did not ask your Ss to spell their answers...why was that?

PsT2: you know...it is impossible to write something in that board...the Ss at the back cannot see anything...

PsT1: yeah, the layout of that room is really uncomfortable...

PsT3: at the end...the way you check the answers was also ok

PsT1: what I liked about your class was that most of the Ss seemed interested in the topic and participated actively in the activities...

PsT2: yes, I really liked this class and honestly I think I am finally getting all of my Ss' attention and they seem committed with the class...So I am very satisfied with today's class.

CLASS OF PRE-SERVICE TEACHER 3 (SECOND HOUR OF A BLOCK)

OCTOBER 21ST, 2009

pst1: when we entered the classroom the Ss were preparing the sketch right?

PsT3: yes, I had already organized the groups and Ss seemed enthusiastic when I mentioned their responsibility for the cultural week

PsT2: ooh yes...and how did you introduce thatwhat they are going to do for the cultural week..?...I remember that in my class that part was kind of a disaster...I asked them what they had done last year in the cultural and all that, but it happened they did not have a cultural week last year

PsT1: and in that moment you seemed so surprised and a little bit lost

PsT2: I was prepared for any answer..Well...except that one..

(Laughter)

PsT3: well, I decided to ask them about "ciudad de hierro", if they had gone there, and if they could remember its games...and once

again Mr. Pinzon read my mind and began to give me perfect examples such as the fortune wheel and things like that.

PsT1: and do you think it work out to introduce the topic in that way?

PsT3: oh yes, definitely...they immediately made the connection and when I began to talk about the cultural week and the games they had to prepare they were completely enthusiastic about it...I think you should introduce the topic by asking questions about "ciudad de hierro" too.

PsT2: yes, that seems a good idea.. to introduce the topic like that..well, and it is definitely much better than asking Ss about a cultural week they did not have

PsT1: ok, so I will introduce the entire thing about the cultural week by asking them about "ciudad de hierro"...

PsT2: the sketches were really funny...but it seems they have a bad perception of what group work is

PsT3: yes, I hope that with cooperative learning they learn to work in group and change that negative perception they have about it.

CLASS OF PRE-SERVICE TEACHER 1 (SECOND HOUR OF A BLOCK)

OCTOBER 26th, 2009

PsT1: today the class was basically Ss rehearsing their game for the cultural week with a sketch in front of their classmates.

PsT2: when we entered the classroom, all of them were preparing the sketch and it was really nice to see all of the Ss committed with the presentation of the game

PsT3: it was also a relief to see that at the moment each group began to explain the game they were assigned, they actually understood what their game was about

PsT1: yes, although I kind of expected that since most of the Ss have a good English level...

PsT3: oh and I really like when all of them began to ask questions to each group about the game and the implementation of it.

PsT1: for me, that was the best part, it began when the girl who was next to me raised her hand and asked to the first a group questions about the implementation of the game and the possible problems they might face...well, the actual day...so I began to encourage the rest of the class to continue asking questions to all the groups

PsT2: It was amazing to see how they were committed with all this and the logical and valid questions they began to ask

PsT3: and the best was the way they took that feedback, they did not take it as criticism, they took it quite well, I mean...that was really incredible

PsT2: I could not believe they took all that feedback so well, so to encourage Ss to question their games in a kind of debate among them was a great idea..

PsT1: yes, I really think it was a good idea since it let the groups be aware of the things they need to improve in their games..Not only in the design but the possible problems that they could face the day they implement the game with the kids of 6, 7, 8 and 9

PsT3: It is nice to see how mature they are when receiving feedback

CLASS OF PRE-SERVICE TEACHER 2 (SECOND HOUR OF A BLOCK)

OCTOBER 26th, 2009

PsT2: when I entered the classroom I had a huge surprise...the class was flooded...I could not believe it...I was shocked and a little bit scared... I did not see that coming...at all

PsT3: that was so unexpected and kind of funny too...

PsT1: that happens only to you...Definitely

(Laughter)

PsT2: at the beginning I did not know what to do...but then I just calmed down and decided to take my Ss to the cafeteria and I asked to start working on the design of their games...

PsT3: but you know what? I think at the end it was a really good idea to take your Ss there, they were more comfortable there than in the classroom, they had enough space to work on the design of the game

PsT1: and they seemed pretty enthusiastic too, maybe because they had not worked outside the classroom apart from the game in the basketball court about the animals. It seems they enjoy working outdoors.

PsT2: what satisfied me the most was that all the groups brought the materials they needed to design their games and right after I asked them to get together they start working on their games, and they were involved in this activity.

PsT1: I noticed all the groups worked well, and when the class finished, many of them had advanced a lot in their games...I think they did a pretty good job.

PsT2: I think you should take our Ss outdoors for this activity.

CLASS OF PRE-SERVICE TEACHER 3 (SINGLE)
OCTOBER 28th, 2009

PsT3: well, I started my class today by asking my Ss to get together in the cafeteria and they started working on the design of their games...

PsT2: why didn't you do this activity in your classroom?

PsT3: basically because in your class we realized it is much better to have Ss working in the game in a place where they have enough space and Ss seem to feel more comfortable outdoors.

PsT1: although it was a single class most of the Ss did a good job in the design of their games

PsT2: yes, in just one hour most of the groups advanced a lot in their games

PsT3: besides...they were enthusiastic and while I monitored the activity I noticed all of the Ss had assumed their roles.

PsT1: and all the groups were working well...Do remember in the sketch when they only mention negative things about group work?...Well I think now they have a different perception of this because they have embraced this activity quite well.

PsT2: definitely, I think working with cooperative learning has been the best idea we have had...we should have done from the very beginning

(Laughter)

CLASS OF PRE-SERVICE TEACHER 2 (SINGLE)
November 3rd, 2009

PsT2: today my Ss had their makeup test, but my peers and I had decided to try a kind of teamwork in this class...

PsT3: yes, because half of the Ss had to take the makeup test and the others not, so it was necessary to divide the class into two groups

PsT1: you and I were in charge of those who did not have to take the exam so we got them in pairs and asked to do the brainteasers activity..

PsT3: but those brainteasers were a little bit difficult for the Ss...well if some of them were even difficult for us

PsT1: but they had fun while trying to figure out the answers...and some pairs could guess the answers faster of what we had thought..

PsT2: and the ones who were taking the makeup test did much faster of what it had been planned...the makeup test was supposed to last the whole hour...

PsT3: but at least this shows most of the Ss who took the exam were prepared for it, therefore they did not need a whole hour; they actually studied for this exam...

PsT2: that's true..Because I am looking to some of the exams right now and I notice that most of them answered correctly the majority of the questions...I feel so great about it...

PsT1: yes, it is incredible their progress..But something that worried me is the time for the activities if your Ss answered the exam in less than an hour..What about mine?

PsT3: yes, we need to be careful next time about the pace of this activity...

PsT2: well, you could do the same thing that I did, as the Ss finished the exam I asked them to join to one of the pairs that were solving the brainteasers, in this way all of them take part of this activity.

PsT1: but I think that for being this our first try of team teaching...it was quite satisfactory

LASS OF PRE-SERVICE TEACHER 1 (SINGLE)
NOVEMBER 6TH, 2009

PsT1: well, I started the class by dividing the class into two groups, so you could take care of those Ss who did not have to take the makeup exam.

PsT3: yes, and we grouped the Ss in pairs, handed out the sheet with the brainteasers and asked them to solve them

PsT2: but many of the pairs inferred the answers very quickly, it was kind of surprising

PsT1: well, it was not so surprising for me because in previous activities they always finished the activities very quickly and successfully.

PsT2: fortunately, we had prepared more brainteasers

PsT1: yes, but some of the Ss who had to take the makeup test finished in just a few minutes...so the pace of the class was a little bit interrupted

PsT3: yes, but, when they joined their classmates they continued working on the brainteasers and they seemed committed with this activity since it was a little bit challenging...so, overall, I think it was a successful class

Pst1: I think so, now we just have to wait the cultural week and the presentation of the games, I think my group is going to do a good job..they have designed great games and their group work has been admirable too.

PsT2: sorry, but I think my group is going to do a good job as well..they have done their best in the design of the games

PsT3: well, being totally honest, I think my Ss have designed the best games

(Laughter)

Pst2: well, let's not joke about it...the important thing is that it seems all of our Ss learned to work in groups and have taken their responsibilities for their duties

Pst1: yes, and besides, they have learned to delegate and be responsible for their own learning process... definitely it was a good idea to introduced them to cooperative learning.

STEP 3: EVALUATING STEP

FINDINGS FROM THIRD PHASE: OCTOBER 19TH TO NOVEMBER 6TH

CLASS OF PRE-SERVICE TEACHER 1 (FIRST HOUR OF A BLOCK)
OCTOBER 19th, 2009

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
PsT1 starts the class with the plan discussion. Then, she asks Ss to do Ex I as planned.	When checking the exercise PsT1 decides to ask Ss to spell their answers.	PsT1 decided to do this since PsT 3 had tried in her class and had worked out for getting Ss attention	This strategy proved to be a good way of internalizing new vocabulary when trying something new.	PsT2 should try to do the same since it worked for PsT1 and PsT3.

CLASS OF PRE-SERVICE TEACHER 2 (FIRST HOUR OF A BLOCK)
OCTOBER 19TH , 2009

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
PsT2 starts the class with the plan discussion. Then, she asks Ss to do Ex I as planned	When checking the exercise PsT2 decides to ask Ss to tell her the name of the animal despite of the suggestions given by the other two PsTs	PsT2 made this decision since the layout of her classroom made impossible for her to spell each letter.	It was another good way of checking this activity.	This room is a good place for listening and video activities; however, the PsT must be aware of the limitations of the board in that room.

**CLASS OF PRE-SERVICE TEACHER 3 (SECOND HOUR OF A BLOCK)
OCTOBER 21ST, 2009**

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
According to the lesson plan the PsT was supposed to talk about previous cultural weeks in order to start the discussion about this.	PsT3 decided to talk about “ciudad de hierro” and typical fairs in order to introduce the discussion about the cultural week and the games	Since when PsT2 did this Ss told her they had not had a cultural week in the last couple of years.	The PsT made a good decision according to the situation.	For further implementation of this lesson, PsT1 must do the same

**CLASS OF PRE-SERVICE TEACHER 1 (SECOND HOUR OF A BLOCK)
OCTOBER 26th, 2009**

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
According to the lesson plan the PsT1 said let's suppose that today is the actual day so you have five minutes to prepare a rehearsal of your game and then present it to the rest of the group.	While the first group was doing the rehearsal/skit of the game one student raised her hand and asked a question to the group. PsT1 decided to encourage the rest of the Ss to continue asking questions to the group	Since PsT1 realized this was the perfect way to refine the games.	It is a good decision since it involves the whole class in the activity by helping class mates	This idea worked out since the Ss in this class (10-01) are very critical and took well the feedback that was given by their classmates; however, the possibility that this works out in another classroom would depend on classroom context

CLASS OF PRE-SERVICE TEACHER 2 (SECOND HOUR OF A BLOCK)
OCTOBER 26th, 2009

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
As it was planned the PsT2 had Ss work in their groups to start the design of the games	PsT2 decided have Ss working outdoors	The PsT asked Ss to get together in the cafeteria because the classroom was flooded	Even though it was not planned to take Ss outside, it allowed them to work more comfortably	The other PsTs should definitely try working outdoors.

CLASS OF PRE-SERVICE TEACHER 3 (SINGLE)
OCTOBER 28th, 2009

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
As it was planned the PsT2 had Ss work in their groups to start the design of the games	PsT2 decided have Ss working outdoors.	Because of PsT2's suggestions	Even though it was not planned to take Ss outside, it allowed them to work more comfortably	The other PsTs should definitely try working outdoors.

CLASS OF PRE-SERVICE TEACHER 2 (SINGLE)
November 3rd, 2009

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
As stated in the lesson plan PsT3 divided the class into two groups the ones who had to take the makeup test and the ones who had to do an extra activity (brainteasers)	The makeup test was supposed to last one hour, but it did not ;so the PsT asked Ss who finished earlier to join the groups that were working on the other activity	Ss finished earlier than expected because they were prepared for this	This decision had to be made	The other PsTs should be aware of Ss' pace in this activity.

CLASS OF PRE-SERVICE TEACHER 1 (SINGLE)
NOVEMBER 6TH, 2009

Lesson plan	Up-and-running Decisions	Reasons for change	Evaluating Comments	Suggestions
As it was planned the PsT2 had Ss work in their groups to start the design of the games	PsT2 decided have Ss working outdoors.	Because of PsT2's suggestions	Even though it was not planned to take Ss outside, it allowed them to work more comfortably	The other PsTs should definitely try working outdoors.