



REFLECTIVE TEACHING: A VALUABLE TOOL FOR ENGLISH PRE-SERVICE TEACHERS TO IMPROVE EFL CLASS MANAGEMENT

ENSEÑANZA REFLEXIVA: UNA HERRAMIENTA VALIOSA PARA PROFESORES PRACTICANTES DE INGLÉS CON EL PRÓPOSITO DE MEJORAR EL MANEJO DE GRUPO EN CLASES DE INGLÉS COMO LEGUA EXTRANJERA

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Trabajo de grado elaborado como requisito parcial para optar al título
Licenciado en Inglés

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M.A. in Bilingual and Multicultural Education

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RESUMEN

TÍTULO: REFLECTIVE TEACHING: A VALUABLE TOOL FOR ENGLISH PRE-SERVICE TEACHERS TO IMPROVE EFL CLASS MANAGEMENT. ENSEÑANZA REFLEXIVA: UNA HERRAMIENTA VALIOSA PARA PROFESORES PRACTICANTES DE INGLÉS CON EL PRÓPOSITO DE MEJORAR EL MANEJO DE GRUPO EN CLASES DE INGLÉS COMO LEGUA EXTRANJERA.¹

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PALABRAS CLAVES: Manejo del aula, problemas de conducta, práctica pedagógica en inglés, profesores practicantes, supervisión, enseñanza reflexiva.

DESCRIPCIÓN: Este estudio presenta un trabajo de investigación acción en el aula desarrollado por un grupo de profesores practicantes de la Licenciatura en Inglés de la Universidad Industrial de Santander UIS, en un esfuerzo por explorar los beneficios de una enseñanza reflexiva enfocada al manejo de grupo, con el fin mantener un adecuado y productivo ambiente en el aula de clase conducente al mejoramiento de su labor pedagógica. Este análisis se llevó a cabo en una institución pública de educación secundaria en el primer semestre académico de 2008. El objetivo propuesto es identificar los factores de manejo del aula más problemáticos que interfieren en el propósito de la enseñanza; esto, con el fin de permitir al profesor practicante reflexionar sobre su propia práctica y estar en capacidad de encontrar procedimientos apropiados a seguir, con el fin de modificar aquellos factores problemáticos identificados. De la misma manera, este trabajo reflexivo está orientado a incrementar en los profesores practicantes el nivel de habilidades de manejo del aula y ganar resultados más satisfactorios en su experiencia de práctica docente.

Este estudio concluye con la adaptación de las estrategias inicialmente aplicadas por el grupo de profesores practicantes, basada en la reflexión crítica de sus técnicas de manejo de grupo, con la intención de optimizarlas. Los resultados muestran una notoria modificación de las estrategias utilizadas por los profesores para mantener a los estudiantes concentrados en la clase y reducir los problemas disciplinarios.

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ABSTRACT

TITLE: REFLECTIVE TEACHING: A VALUABLE TOOL FOR ENGLISH PRE-SERVICE TEACHERS TO IMPROVE EFL CLASS MANAGEMENT. ENSEÑANZA REFLEXIVA: UNA HERRAMIENTA VALIOSA PARA PROFESORES PRACTICANTES DE INGLÉS CON EL PRÓPOSITO DE MEJORAR EL MANEJO DE GRUPO EN CLASES DE INGLÉS COMO LEGUA EXTRANJERA.³

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KEY CONCEPTS: Classroom management, disruptive behavior, English teaching practicum, pre-service teachers, monitoring, reflective teaching.

DESCRIPTION: This study presents a classroom research work developed by a group of reflective pre-service teachers of the English Language Teaching Program at *Universidad Industrial de Santander* (UIS), in the effort to explore how a reflective view of classroom management can be developed to enhance their instruction, and maintain a positive and productive classroom atmosphere. It was carried out at a public high school institution during their teaching practicum in the first academic semester 2008. It aims at recognizing the most problematic classroom management factors that interfere with or mislead the purpose of the teaching; this, in order to allow pre-service teachers to reflect upon their own instruction and be able to find suitable procedures to follow, with the purpose of modifying problematic issues addressed. In the same way, this reflection is oriented to increase pre-service teachers' level of classroom management skills and gain more fulfilling results from their teaching practicum experience, and improve their instruction.

This study concludes with the adjustment of the strategies initially applied by the group of pre-service teachers, based on their class management skill critical reflection, with the aim of their improvement. The study results show a notorious modification of the strategies used by the pre-service teachers to keep the students focused on the class and reduce disruptive behavior problems.

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GLOSSARY

Classroom Discourse: It refers to the language that (pre-service) teachers and students use to communicate with each other in the classroom. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face classroom teaching.

Disruptive Behavior: This term is used to refer to a speech or action which is disrespectful, offensive, interferes with the learning activities of other students, impedes the delivery of the institution services, and; or has a negative impact in any learning environment - including department and staff offices, the Library, the Computer labs, clinical sites, etc. Besides, *Disruptive behavior* includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or towards other students in any activity authorized by the institution.

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 established at “Universidad Industrial de Santander” in 2000.

English Teaching Practicum: It makes reference to the incorporation of content into a series of integrated topics rather than the traditional series of segregated topics in which a pre-service teacher is left to make the links between areas of content. It is the subject that a student teacher takes to have the opportunity to develop his/her skills and knowledge necessary to become effective practitioners throughout supervised practical application of previously studied theory.

Ethnographic Record: The term ethnography is applied to any qualitative research project where the purpose is to provide a detailed, in-depth description of everyday life and practice. An ethnographic understanding is developed through close exploration of several

sources of data. Thus, an ethnography analysis may be defined as either a qualitative research process or method whose aim is cultural interpretation. The ethnographer goes beyond reporting events and details of experience, he/she generates understandings of culture through representation of what it is called as an *Emic perspective*; (insider's point of view), and consequently, the emphasis in this representation allows critical categories and meanings to *emerge* from the ethnographic encounter rather than imposing these from existing models.

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.

Pre-service Teacher: He/She is the student teacher who is in the last semester of a teaching program. A pre-service teacher is a practitioner whose main goal is to integrate previous knowledge with students' necessities.

Qualitative Research: This term refers to the field that helps to get an in-depth understanding of human behavior and the reasons that govern it. Qualitative research depends upon reasons behind various aspects of behavior such the *why* and *how* of decision making, not only just the *what*, *where*, and *when*. Furthermore, qualitative research not only categorizes data into patterns as the primary basis for organizing and reporting results, but also relies on four methods for gathering information: (1) participation in the setting, (2) direct observation, (3) in depth interviews, and (4) analysis of documents and materials.

UIS: Acronym that stands for "Universidad Industrial de Santander". It was created in 1948 and its main campus is located in Bucaramanga, Colombia.

Taxonomy: A set of categories organized on the basis of a single semantic relationship. It shows more of the relationships among the concepts inside the cultural domain

1. INTRODUCTION

The second language classroom has long been a center of research interest to teachers who wish to improve their pedagogical practices by investigating their own teaching performance and actions in a systematic and organized way. Through classroom research, teachers become reflective practitioners who constantly evaluate the effects on their instruction, and reflect on the ways that their pedagogical practices may promote or obstruct the teaching learning process.

Being aware of the importance of reflective teaching for professional preparation and professional development for language teachers, research and practice have been incorporated in the English Language Teaching (ELT) Program at *Universidad Industrial de Santander* (UIS) through the English Teaching Practicum. Pre-service teachers doing their practicum at "Institución Educativa Las Americas" in the first academic semester 2008 have initiated a reflective teaching in their classroom instruction. Numerous aspects that occur in a classroom that may affect the quality of EFL instruction could be the center of reflection. However, reflection on and analysis of concrete classroom situations are of major importance. Thus, based on the first three weeks' lesson observations of the EFL classes taught by six pre-service teachers at the public institution mentioned above, during the first academic semester 2008, a professional reflection on classroom management was considered to be a major issue to focus on. Hence, lesson observations were directed primarily at identifying the most problematic elements that hinder or mislead the purpose of the teaching in order to find suitable procedures and strategies to overcome them.

This research project was carried out during the English teaching practicum at a public school where the pre-service teachers, engaged in the project, did their practicum. It included preparing a three-hour English lesson plan per week, teaching lessons to the course responsible for, doing peer teaching observation and registering the events occurring in the classroom. This registration was done by means of an ethnographic record, in which observations were analyzed and categorized for reflections upon actions for further improvement, leading to a proper, consistent and high-quality lesson.

2. STATEMENT OF THE PROBLEM

One of the biggest challenges that pre-service teachers face, in their teaching practicum experience, deals with the lack of ability to manage large groups. There seem to be problematic aspects in regards to maintaining successful control of the class to reduce students' misbehavior problems and gain their attention to class activities. These aspects may affect the learning environment and consequently the EFL language instruction.

It is of great importance for the pre-service teachers who engaged in this teaching practicum to recognize the elements that interfere with or mislead the purpose of the teaching. In this manner, the pre-service teachers or tutors would be able to discuss suitable procedures to follow, with the aim of modifying problematic issues addressed. Consequently, this group of pre-service teachers might increase the level of classroom management skills and gain more fulfilling results from their teaching practicum experience.

Furthermore, this reflective work might benefit other groups of future pre-service teachers and in-service teachers as well who want to reflect on their practicum and to enrich it. This, giving them clues to recognize critical aspects of their teaching and suggesting fashions to modify them in order to get more satisfying results from their instruction.

3. JUSTIFICATION OF RESEARCH

The ELT program at UIS is relatively a new program. There used to be a Language Teaching program before, which was modified due to the necessity to reach a higher level of proficiency in the English language as well as a deeper methodological and pedagogical background in the students. (Agreement No. 153, November, 28th, 2000 del Concejo Académico). Consequently, this research is intended to contribute to the main purpose of the ELT program by helping future pre-service teachers improve their teaching process and to obtain appropriate tools that will support them while carrying out their teaching practicum and professional development. Additionally, it will be helpful for students from state institutions that will be benefited by the achievements their pre-service teachers will accomplish through reflection on their own instruction.

Because this program trains future English language teachers, it is remarkably important to reflect on each of the factors that involve teaching a second language in a Colombian state institution. Based on the findings obtained of classroom observation and reflection, instructors can refine their theories and adjust them to their teaching practice. “Teachers have to transcend the methodological stage and become immersed in the wider context of actual teaching, in other words, to become **critical thinkers** about their teaching methods” (Bartlett, 1990).

4. OBJECTIVES

4.1. General Objective:

To contribute to the enhancement of class management skills of pre-service teachers of the UIS English Teaching Program through reflective teaching.

4.2. Specific Objectives

- To identify the most problematic class management aspects affecting the proper development of the English lessons, taught by the pre-service teachers, at “Institución Educativa Las Américas”
- To reduce the major problematic class management aspects affecting the pre-service teachers’ lesson development, through constant and systematic observation and reflection on the use of classroom management techniques.

4.3. Research Questions

We intend to inquire about the most problematic issues that hinder a good pre-service teachers’ instruction, and what can be the possible solutions to overcome them; therefore, our main research questions are:

- What are the major classroom management aspects that might be affecting the EFL instruction under the responsibility of the pre-service teachers at “Institution Educativa Las Américas”?
- What actions should the pre-service teachers be taken to lessen disruptive misbehavior problems that hinder their instruction at “Institución Educativa Las Américas”?

5. THEORETICAL FRAMEWORK

5.1. Literature Review

As a way to support this research, it is included some studies that might help understanding about reflective teaching and classroom management. Many researchers have already studied the issues related to reflective teaching and classroom management in L2 teaching. It is very important to mention that these studies and investigations are relevant to the present research project since they give a background on the most important concepts and findings about the present project main concern. Therefore, it is a matter of relevance to attempt to arrive at new discoveries that can help future pre-service teachers to improve their classes while they develop their teaching practicum.

5.1.1. Reflective teaching

Language teachers need to think about what they do and how and why they do it. (National Capital Language Resource Center, 2003-2007). Reflective practice allows instructors to consider a series of questions in a disciplined way. Reflective practice suggests teachers to ask themselves; *which teaching model am I using? How does it apply in specific teaching situations? How well is it working?*

“Every instructor starts with an initial theory of language teaching and learning, based on personal experiences as a language learner and, in some cases, reading or training. In reflective practice, the teacher applies this 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, 2003-2007).

The theory stated by the NCLRC provides a unifying rationale for the activities that the instructor uses in the classroom; “...classroom observation and reflection enable the

instructor to refine the theory and adjust teaching practice” (National Capital Language Resource Center, 2003-2007). Concepts that the teacher acquires through reading and professional development are absorbed into the theory and tested in a reflective practice cycle. They conclude that their cycle of theory building, practice and reflection continues throughout a teacher’s career, as the teacher evaluates new experiences in relation to new or adapted theories.

“Reflective teaching is a useful model to understand the interaction of dispositions (being), practice (doing), and professional knowledge (knowing)”. (Eastern Mennonite University, 1996 - 2008). This model is a cyclical process that guides the construction of meaning. Meaning is constructed when awareness is created by observing and gathering information; which in the present study was done by observing the pre-service teachers’ class performance with an ethnographic record. “Ethnography is an approach to learning about the social and cultural life of communities, institutions and other settings”. “It takes the position that human behaviour and the ways in which people construct and make meaning of their worlds, and their lives are highly variable and locally specific”. (Lecompte & Schensul, 1997). Ethnographic records are useful tools for the appliance of a reflective view for language teaching.

Additionally, it can be said that “Reflective Teaching is an inquiry approach that emphasizes an ethic of caring, a constructivist approach to teaching, and creative problem solving” (Henderson, 1996). Such constructivist approach seeks to connect theory to practice and views the student as "thinker, creator, and constructor". Teachers should take responsibility for the way they evaluate and solve problems and should not provide solutions without analyzing the implications they involve.

Furthermore, another valuable contribution was found in this respect. It is the case of the study “When theory meets practice: What student teachers learn from guided reflection on their own classroom discourse”. This is a research carried out on the same topic in the University of Haifa in Israel. It exhibits the activity of pre-service teachers’ reflections on their own classroom discourse in order to understand the connections between theory and practice. “In learning to become a reflective teacher, prospective teachers would ideally acquire competencies that transcend technical thinking about ‘what

to do in the classroom'. In this process of reasoning 'why one does what one does' student teachers⁵ would be expected to learn to become attentive to practical, ethical, critical and transformational dimensions of the experience of learning to teach, leading to more informed and integrative understandings about their practices (Benner, 1984; Eisner & Powell, 2002; Feiman-Nemser, 2001; Van Manen, 1991)".

As well as University of Haifa's research, this present study is based on the reflection of pre-service teachers' practicum analysis in order to improve future classroom performance by similar kind of teachers. This process, which implies a series of written observations, is based on the pre-service teachers' practicum performance, and it assumes a view of learning to teach as the development of reflective practice.

5.1.2. Classroom Management

Certain pedagogical aspects have stood out and appeared to be relevant to the enrichment of the future pre-service teachers' practicum. These aspects are related to classroom management features, which studied deeper, can highly enhance the practicum and facilitate the selection of the most suitable problem solving strategies.

Theorists through the time have defined classroom management. On one hand, an integral definition is "*The way in which students behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively*" (Richards & Renandya. 2002); it can also be defined as the teacher's ability to cooperatively manage time, space, resources and student roles and behaviors to provide a climate that encourages learning" (Richards & Renandya. 2002); On the other hand, Duke 1979, asserts that it makes reference to the provisions and procedures essential to establish and preserve an environment in which instruction and learning can occur (Duke & Meekel, 1984.) Furthermore, Charles H Wolfgang and Carl D Glickman state that classroom management is the process that describes how teachers should make their classes run smoothly despite disruptive behavior by students.

⁵ Pre-service teachers

Concerning classroom management, there are certain aspects worth to be mentioned. It is significant to state that the primary goal of effective classroom management is not the reduction of misbehavior or even the creation of an orderly environment. Although order and management are co-related topics, establishment of order does not completely define classroom management itself. It is because opportunities for learning might be diminished by teaching practices that lead to passiveness and non-engagement (Richards & Renandya, 2002). Eventually, such situation might be produced in a very behavioral demanding classroom atmosphere.

There is no perfect teaching learning situation, and the Colombian context is not the exception. There are unfavorable circumstances that the pre-service teachers and official teachers need to deal with in the classroom; the way they face these situations will improve their teaching development and professional success. In Colombia, students from state institutions have little or no opportunity to a real and significant English environment. There are not many chances for students to practice and do immersion activities in the second language. It can be said, especially for students from state institutions that the only opportunity to get in touch with the language is the weekly class hours which tend to be three.

Consequently, there is an important factor to take into account while talking about classroom management. "... in the typical foreign language classrooms, the common belief is that the fullest competence in the target language is achieved by means of the teacher providing a rich target language environment, in which not only instruction and drilling are executed in the target language, but also "*disciplinary and management operations*". (Chaudron, 1988). Conversely, it is also highlighted the importance of using the target for both language-related and *classroom management functions*. Ellis (1994), argues "In the ESL classroom the L2 is inevitably used for these functions. In the EFL classroom, however, teachers sometimes prefer to use the students' L1 to explain and organize a task and to manage behavior in the belief that this will facilitate the medium-centered goals of the lesson. In so doing, however, they deprive the learners of valuable input in the L2". Based on the reality of developing countries like Colombia, it is a crucial issue the amount of target language used in the foreign language classroom and it must be carefully discussed when to use L1 during classroom management functions.

Douglas Brown states that “Classes are supposed to have dozen people or so, large enough to provide diversity and student interaction and small enough to give students individual attention”. However, Colombian state institutions including “Institución Educativa Las Americas” have of approximately forty-five students per course group. These large classes lessen students’ opportunities to speak and minimize pre-service teacher- student attention and interaction. He gives advice on dealing with this type of classes, which includes “making students feel important by learning their names, organizing informal conversation groups and study groups and setting up small learning centers in the class where students can do individualized work” (Brown, 1994).

Inadequate classroom management and discipline are commonly considered by experts and people in general to be the main educational difficulty. One of the reasons for disciplinary problems is large classes. The pre-service teachers might face this difficulty because they do not have enough experience to manage students’ disruptive behavior. Teachers “must state what his or her expectations are regarding the behavior in class from the beginning of the course”, and in resolving disciplinary problems they should try to find the source of the problem (Brown, 1994). Although there are many aspects that influence a student’s process of learning, student discipline or lack of it along with appropriate strategies to teach a class more than a deep knowledge on the topic taught, are central problems each year (Brown, 1994). This is why we regard problematic aspects in the English classroom at Las Americas High School as a matter of classroom management related issues and therefore, we will use a set of approaches that offer possible ways of dealing with aspects of the classroom that might affect an appropriate learning environment.

Approaches pre-service teachers can follow to overcome problematic aspects in the learning environment vary depending on the beliefs a teacher holds. “Teachers’ personality, philosophy and teaching style, will affect the managerial and disciplinary approach that he or she might choose to apply” (Richards & Renandya, 2002). The ones cited on this paper, are based on a mixture of classroom experience, psychology, and common sense and aim to help and give the pre-service teachers useful ideas to create a beneficial classroom environment for the purpose of the lessons.

This document has tried to address the approaches that best suit the classroom management goals at “Institución Educativa Las Americas”. After analyzing bibliographic sources, the ones selected are: assertive approach, behavioral modification approach, managerial approach and success approach.

“The assertive approach to classroom management expects teachers to indicate rules of conduct and consequences for disobeying them as well as communicate these regulations and consequences clearly. The classroom is managed in a manner that students are not permitted to disregard who is in charge of the classroom” (Richards & Renandya, 2002). “Students come to realize that the teacher expects them to behave in a certain way in class” (Duke & Meekel, 1984.). Behavioral modification approach involves a variety of techniques and methods including reinforcement training. Behaviorists hold that the setting creates behavior. Alternatively, the managerial approach highlights the significance of responding immediately to group student behavior that might be inappropriate or objectionable in order to avoid problems rather than having to deal with them after they appear. (Richards & Renandya, 2002). Finally, the success approach is based on the democratic model of teaching and humanistic psychology. “Behavior is a matter of choice. Good behavior results from good choices, bad behavior results from bad choices” (Glasser, 1965).

Another fundamental classroom management concern is the use of proper voice and body language. One of the primary requests of high-quality teaching is a good voice use. The crucial aspect of voice is to be heard clearly by the whole group of students in the classroom. “When you talk, project your voice so that the person sitting furthest from you can hear you clearly. If you are directing comments to a student in the first row sitting right in front of you, remember that the whole class work and the rest of the students need to be able to hear comment”. (Brown, 1994). “A flat intonation makes you sound bored. To show you are interested your voice needs highs and lows” (Soars, Joan & Liz, 2007). It is also essential to mention that voice is not the only factor that takes an important place while teaching lessons. In language classes, especially, where students might not have all the skills they need to decipher verbal language their attention is drawn to non-verbal communication. Brown gives some advice on letting the body posture exhibit an air of confidence reflecting optimism, brightness and warmth with your face making frequent

eye-contact with students. Another piece of advice is not burying you into your notes and plans using hand and facial gestures to enhance meanings of words or sentences that might otherwise be unclear.

Additionally, in a new research called "*Language learning beyond words: Incorporating body language into classroom activities*" (Gregersen, 2007), it is suggested that nonverbal communication plays an important role in second language communicative competence, yet little attention has been given to practical teaching techniques that will help English language teachers to incorporate this essential element into their classrooms. Thus, nonlinguistic codes such as body language, facial expression, prosodic vocal features, time, touch, space, physical appearance, and environment along with words, are used to communicate meaning.

As observed in the literature review for the present work, there is a wide range of projects which deal with reflective teaching and classroom management. However, even though they refer to the issues concerning the present study, not all of them were deeply undertaken as whole contribution: nonetheless, they were exceptionally relevant at the moment of starting this research project as a general framework background.

6. RESEARCH METHODOLOGY

6.1. Context and Sampling

In the present project, six pre-service teachers belonging to the tenth semester of the ELT program at UIS were involved through their teaching practicum developed from March 12th to June 12th at “Institución Educativa Las Americas”. This is a state institution located in *Álvarez* neighborhood in Bucaramanga, Santander. Two pre-service teachers were committed to tenth grade, and four to ninth grade in diurnal schedule. Each pre-service teacher was in charge of lecturing a 60-minute and a 120-minute class session per week in the group which they were responsible for. Additionally, they worked in pairs to observe each other’s classes.

The learners implicated in this study are high school students from the state institution named “Institución Educativa Las Americas”. On average, they are fourteen to sixteen years old, both female and male in a similar proportion. The groups consisted of approximately 45 students per course taking two weekly English lessons.

6.2. Procedure

With the aim of familiarizing with the school environment, facilities and policy, the pre-service teachers carried out an Institutional observation two weeks before their actual teaching practicum. For this purpose, they visited the school facilities, such as the library and the English laboratory, and learned how to use the audiovisual equipments. They also became familiar with the recess time environment by participating as outside observers. Additionally, to support the institutional observation, the pre-service teachers and their supervisor held informal chats with the school English teachers in charge of the courses the teaching practicum was to take place, and observed their English classes the following week to the school visit. These class observations helped the pre-service teachers learn about the type of the methodology used in the English lessons, the students and teachers’

behavior, and class management. Finally, the school policy was presented through the “Manual de Convivencia” (Live Together Manual) which states the students and teachers’ rights and duties within the institution.

Following this institutional observation, the pre-service teachers initiated their actual teaching practicum, and peer observations for critical reflection on their class performance were analyzed in order to design proper lesson plans that fit both the class procedure and the aim of the course.

6.3. Instruments for data collection

The study was divided into three phases. The first stage explored all events happening in the EFL classes taught by the pre-service teachers involved in the research. The second phase focused on the most problematic issues interfering with their class development. A third phase centered the attention on the findings obtained in the focused observation. Following the last two phases, a critical reflection was conducted as a way of bringing about changes leading to the improvement of the major troublesome issues that hindered or misled the aim of the teaching. For these purposes, the next elicitation data techniques were employed.

- General peer lesson observations
- Focused peer lesson observations
- Selective peer lesson observations
- Ethnographic records

6.3.1. General peer lesson observation

General peer lesson observations were conducted during the first four weeks of the actual teaching practicum in each class session. Some examples of this kind of observation are exhibited in appendix 1. General observations were done following the next guidelines adapted from the article *Towards Reflective Teaching* by Jack C.

Richards, Department of English, City Polytechnic of Hong Kong. The following are the steps that were tracked for each one of the observations made:

- **Peer observation organization.** The pre-service teachers worked in pairs and took turns observing each other's classes.
- **Pre-observation orientation session.** Prior to these observations, the supervisor and the pre-service teachers arranged a meeting in which they approved to observe first each other's whole class without focusing on any specific aspect. In addition, they agreed on an observational protocol as a method for recording notes in the field.
- **The observation.** The observer visited his or her partner's class, took field notes of the events that occurred and registered them by means of description for general observations; and then by means of interpretation and reflection for focused and selective observations.
- **Post-observation.** The two pre-service teachers met as soon as possible after each lesson, reported on the information collected and identified the major issues of the lesson affecting its adequate development. Following this step, a meeting with the supervisor was held to recall and examine the experience as a basis for determining the central point for further observations.

6.3.2. Focused peer lesson observations.

Focused peer lesson observations took place on the following four weeks to the general observations using the same guideline as above. A focal point on the major problematic aspects identified in the general observations was the center for critical reflection and decision making as a source for planning actions for enhancement. Examples of these observations are shown in appendix 2.

6.3.3. Selective peer lesson observations.

Selective peer lesson observations were carried in the remaining weeks of the teaching practicum. They followed the same guideline as for the general and focused observations. A reflective examination of the most troublesome situations identified in the focused observations was conducted, and deeper analysis of them was done to facilitate the selection of the most suitable problem solving strategies Appendix 3 illustrates some examples of selective peer lesson observation.

6.3.4. Ethnographic Records

Throughout the twelve-week teaching term the observer took field notes of his/her partner lesson in a weekly basis according to the steps below adapted from (Creswell, 1998). To accomplish peer observation fieldwork task, ethnographic records were used to register general, focused and selective observations, but adding a reflection stage in these last two types of observations.

STEP 1: Descriptive level. The observer wrote down in detail the events happening during the lesson time in his/her partner's class.

STEP 2: Interpretative level. This space was used to provide an explanation of the different events written in the descriptive level.

STEP 3: Reflection/ Action: In this section, the observer, based on the descriptive level, wrote his/her reflections and intervention points as recommendations for improvement of the problematic issues addressed.

STEP 5: Domain and taxonomic analysis. The organization and categorization of the observation field notes were done by the domain and taxonomic analysis procedure according to Spradley (1979).

7. DATA ANALYSIS AND FINDINGS

7.1. General peer lesson observations

Between March the twenty-sixth and April the fifteenth, general observations were held. Pre-service teachers had the opportunity to get familiarized with the institution as well as with the official teachers and the students from the corresponding course groups. Attention was not focused on any specific area. It was used an ethnographic record for data collection.

7.1.1. Data analysis

A domain analysis of the ethnographic records of the first three weeks' peer lesson observations was analyzed in order to gather meaningful information for this study. These observation patterns were also categorized into lesson procedure and class management. It is important to clarify that the domain analysis done was based on the guidelines proposed by James Spradley. The focal points of the study are pre-service teachers' performance during classes and students' behavior towards the class.

Spradley describes a domain as the "symbolic category that includes other categories. Therefore, a domain is a collection of categories that contributes to a certain kind of relationship. He specifies that there are three elements of a domain: a cover term, included terms, and a single unifying semantic relationship. To do a domain analysis, one semantic relationship is initially picked, then, a portion of data is selected and analyzed. Once it is done, a worksheet with a domain analysis needs to be filled out with all the listed terms that fit the semantic relationship chosen.

7.1.2. Findings

The first observations carried out within this project did not have a focal point. Therefore, the observers were not looking at any specific aspect of classes; they were just taking notes about the lesson as a whole. The pre-service teachers' performance was examined in detail to take out the most relevant information considering their performance in classes. This data and its subsequent analysis showed there were some issues that affected the class development in depth compared to some others. For example, it was difficult to deal mainly with some disruptive behaviors exhibited by students, and with their lack of attention to class. In consequence, the most significant matter that was affecting classes at this stage was the pre-service teachers' experience regarding to classroom management techniques' and strategies.

Although some other troublesome issues came up during lessons such as lesson opening and closure and proper topic introduction; it was found that these problems, associated to class procedure, were not as frequent and disrupting as the ones related to classroom management. The pre-service teachers realized of the necessity to work on and improve their use of strategies and techniques to maintain and keep students ordered and interested during classes.

7.2. Focused peer lesson observations

After reflection on and analysis of the general observations, the next step consisted of examining classes by centering attention on a specific area. Therefore, between April the twenty-first and May the second, the pre-service teachers focused their lesson on issues concerning classroom management. The focal point chosen for this analysis was as a consequence of the results found in the general observations.

7.2.1. Data analysis.

With the purpose of extracting useful information from data collection, it was conducted a taxonomic analysis. According to James Spradley (1979), this procedure is a sophisticated typology with multiple levels of concepts. Higher levels are inclusive of lower levels". It evidences the relationships among the concepts inside the main domain identified. Appendix 5 and 6 demonstrate how the domain and taxonomic analysis were carried out.

7.2.1. Findings

The results obtained after the focused observation analysis showed a significant number of situations related to classroom management that occurred in classes and that were affecting the expected outcomes of lessons. Some problems found were, for example, students' misbehavior, distracters, and the pre-service teachers not monitoring class work constantly, giving unclear instructions, being desk or board-tied, not checking students for understanding either during or after giving information. Among them, the major problematic issues were those related to the ***pre-service teachers not monitoring class work, not giving clear instructions*** and ***being most of the lesson time in front of the class***. These problems and the effects on the class development are explained as follows.

Firstly, ***for not monitoring class work*** it was encountered that when not given proper individual and group work monitoring students lost the class focus and misbehaved. One of the situations found in the records showed how a group activity became greatly disruptive by the constant students' talking and off task behavior. On the other hand, another class situation illustrated that the pre-service teachers exhibited a tendency to monitor the work of those students closer to them neglecting the others. Therefore, unattended students turned their attention to activities different from the class.

Secondly, ***giving unclear instructions*** was a constant motive of distraction, misunderstanding and subsequent misbehavior as students could not understand and follow the instructions given for individual or group work. On the records, it was observed that very often instructions for class work were not provided clearly. . As a consequence,

students got lost and started asking their classmates what they should be doing. That situation promoted misbehavior and distraction. Additionally, it could be seen that the same circumstances occurred during tests when proper instructions were not provided.

Finally, the last aspect repeatedly observed in the pre-service teachers' lessons deals with their tendency to ***be most of the lesson time in front of the class***. In the observations it was witnessed that they seldom circulated around the classroom and mainly remained by the board or teacher's desk. This posture was discovered to be mistaken since the many students sitting in the back side of the classroom were left on their own and rarely took part actively in class; on the contrary most of them used the lesson time for other subjects work. Pre-service teachers being board or desk -tied were a major cause of the class misbehaving problems and a cause of absentmindedness.

7.3. Selective peer lesson observations

Between the second week of May and the first of June peer observations were conducted with the intention of re-observing the main problems encountered after the analysis of the focused observations. They also aimed at focusing on the variety of strategies and classroom techniques used for an improved class control regarding the three managerial issues requiring more attention as shown in the focused observations.

Therefore, regarding the most problematic classroom management issues observed on the focused peer lesson observations and taking into account pre-service teachers' awareness of the difficulties that came up during lessons instruction, a more deeply reflection was done as suggested by the researcher group of NCLRC. "Language teachers need to think about what they do and how and why they do it". (National Capital Language Resource Center, 2003-2007). Hence, a review of the existing pedagogical theories was carried out, within the group of pre-service teachers, aiming at finding the most suitable procedures and strategies for successful class control to overcome the three major class management troublesome issues exhibited in the focused observations. Therefore, the following techniques were employed and critical reflection was done on their usefulness to avoid/reduce students' likelihood of off-task behavior, and to secure a good attention to the lesson. .

- “The teacher must be sure that all students start work and are able to do the assignment, otherwise, some students will not even start the assignment and others might start it incorrectly”. Brown, H. Douglas. Teaching by principles, an interactive approach to Language Pedagogy. San Francisco: State University, 1994.
- “Proximity control: In some cases teacher proximity acts as a deterrent against misbehavior... Some students need to have a teacher stand close by before they are able to control their impulses”
Jacks, Richards, and Willy A. Renandya. Methodology Language Teaching and Anthology of Current Practice. Cambridge: CUP, 2002.
- “Students behavior should be closely monitored so that the teacher does not lose audience contact” Brown, H. Douglas. Teaching by principles, an interactive approach to Language Pedagogy. San Francisco: State University, 1994.
- “As you talk, don't remain fixed behind the lectern. Move around the room, or at least around the front of the lecture area. Some studies have shown that attention and retention increase in direct proportion to the closeness of the speaker to the audience. Thus, if you move around the classroom and approach quite closely to different students at different times, you can keep them paying attention better and help personalize your discussion”. Harris, Robert. "Evaluating Internet Research Sources." *VirtualSalt*. 17 Nov. 1997. 07 July 2008 <<http://www.virtualsalt.com/evalu8it.htm>>.
- It is really vital to give members a chance to reflect and organize thoughts before sharing in larger group gives those less likely to compete for air time a chance to prepare; a time for members to be more honest with themselves/to reflect and tune into their feelings/inner thoughts; give them time to be prepared for next activity; give a clear time limit. Obear, Kathy. "Effective Teaching Strategies". Amherst, Massachusetts, 1991.

7.3.1. Findings

For suitable class work monitoring the pre-service teachers put into practice the strategies brought out of the reflection and investigation on the problem. They were more attentive at the organization of students into groups, and at monitoring individual and group work. Rules were clearly stated regarding behavior, and time was allotted according to work complexity and length. Moreover, group and individual work assistance was fairly distributed among the class. The proximity control which acted as a disincentive and avoided misbehavior was a strategy used especially with some particular students to control their negative conducts.

Pre-service teachers not circulating constantly around the room was a factor considering a prompt solution as it frequently promoted students' distraction and disruptive behavior. To overcome this class management fault pre-service teachers made use mainly of the following strategies: they approached fairly closely to different students at different times of the class, and varied their position to the room as appropriate to the class procedure steps. Consequently, most of the students worked more actively and it helped personalizing the discussion on the topics taught.

As in the previous two cases, various strategies were successfully used to give instructions clearly for class work. It used to happen that the lack of clear instructions promoted indiscipline because of the students' constant questions to each other trying to understand the tasks assigned. It was disturbing and lengthy to control the students not working because of misunderstanding of the instructions. One of the techniques that worked successfully for instructions was the use of L1 while explaining tasks. It was discovered to be of great help for students and teachers and it did not interfere negatively in the learning process since it was not used for translation but for contrast and clarification. In sum, it can be said that the reflection on the way instructions were given was rewarding, and it helped improving the classes in a significant way.

A general improvement of the main disruptive students' behavior problems was observed notoriously. It definitely happened thanks to the critical reflection that pre-service teachers did on their management skills and their effort to apply the strategies that

better suited their class major problems. In general, it can be said that even though a couple of problematic aspects regarding some students' misbehaving conduct were recurrent in some classes, these were not of great impact in the obtaining of the lessons' main objectives.

It is highly remarkable to say that the reflection stages carried out after teaching and observing classes was certainly an excellent option. Pre-service teachers are generally first-class students who know the theories and strategies related to language teaching and learning thanks to knowledge they have gained at the university stage. However, they are still inexperienced since they have had no contact with a real class. The English Teaching Practicum is in most of the cases the first real experience pre-service teachers face; therefore the reflection stage based on real practices joins theory, practice and reflection during the practicum and turns it into a whole which results to be a functional and constructive tool to obtain high-quality classes.

8. CONCLUSIONS

As the main focus of this study was the reflective teaching for professional preparation and professional development for language teachers, it was found that this reflection on the class management situations happening during lessons at “Institución Educativa Las Americas” was of great help for the pre-service teachers own development. Various significant findings were brought into consideration and these were then taken into account to be focused on and to improve instruction. It was therefore found that throughout reflection research teachers can become thoughtful practitioners who regularly evaluate the effects on their instruction, and reflect on the ways that their pedagogical practices may promote or obstruct the teaching learning process.

It is valuable to mention that numerous aspects which occur in a classroom may affect the quality of EFL instruction and any of these can be a center of reflection. However, after the analysis of concrete findings it can be said that some classroom situations are of major importance while carrying out a teaching practicum.

There was a notorious progression of the strategies used by the pre-service teachers to gain proper class management skills. Each stage of reflection had a great impact on pre-service teachers and their subsequent performance since every instructor has an initial presumption and theories of language teaching and learning, then, based on personal experiences and reflection after classroom practice he/she can vary his/her approaches leading to improvement. In this reflective practice, the pre-service teachers applied theories in classroom practice, then, analyzed their performance together with their peers to finally do a peer reflection on the results of the observations done. The final outcome was an adjustment of the theories initially applied with the intention of improvement.

On the other hand, this study can be of great contribution for future pre-service teachers who wish to have a background on a real teaching experience. They can have a glance at this study and the records of real classes that are attached to it in order to have

a better idea before facing a real class which will probably be of the same characteristics as the ones observed during this study.

Furthermore, this research can contribute to future investigations on the same area. For instance, future pre-service teachers can continue this same study by looking for new problems that may appear and affect their own classes. Also, this study can be a starting point or complement for further research on how important reflection during and after classes is.

Potential pre-service teachers should not only take into account the three managerial findings in this research, but also, they should reflect on their own instruction to improve their teaching practicum performances. Thus, to become a good educator, pre-service teachers should begin with a teaching and learning theory, use it in the classroom, reflect on the way it is working or not in the class, and then, adapt it according to the teaching-learning context.

9. RECOMMENDATIONS

At the time of analyzing the way our educational system works at state institutions, it is when the pre-service teachers' work becomes worthy. The ELT program at *Universidad Industrial the Santander* gives future teachers the opportunity to do a teaching practicum that will help them in their future teaching performances. Such experience lets pre-service teachers find out the main issues related to class management that might affect students' learning process.

This study is a useful tool for future pre-service teachers to avoid classroom management problems and to improve their teaching classroom development since they might benefit from the achievements accomplished through the reflection of the instruction.

This kind of research project should be promoted in following semesters along the ELT program in order to encourage reflective practices through an instructor's career, make pre-service teachers aware of the main educational difficulties, and to identify what strategies should be implemented in their teaching practicum to overcome such issues.

Finally, an important aspect to acknowledge is that more research needs to be done on this field. With the purpose of expanding the information related to this area, other interested persons need to take on from the development so far as a way to discover more about reflective teaching and classroom management, and in that way to help future pre-service teachers dealing with issues that were studied inside this project.

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11. APPENDIXES

Appendix 1 – Ethnographic Records: General peer lesson observations



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GENERAL PEER LESSON OBSERVATION

Date: March 25th, 2008 **Grade:** 10-3 **Subject:** English
Teacher: Pre-service teacher 1 **Observer:** Pre-service teacher 2

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The pre-service teacher (PsT) begins the class by introducing himself and the observer to the students (Ss). He states some rules to follow in the class related to punctuality, homework, and class attention. Ss try to listen carefully.	He wants to make sure Ss understand what he expects for the English class during the teaching practicum process.
The PsT calls the roll while some Ss at the back of the classroom talk. Some others answer in Spanish. The PsT tells them to answer “present” or “absent” if their partner is not in the classroom.	Ss at the back of the classroom cannot hear what the PsT says or they are not interested in it.
After giving instructions about group work, the PsT tells Ss to lift their desks when moving them for group work.	The PsT does not want Ss to make noise with their desks.
Some people in the groups do not do anything. They talk to each other or fool around.	The PsT does not give any instruction for group work. Ss make groups with their friends and they do not work on the assignment. They seem not to understand what to do.
The PsT asks a student to read aloud her group’s work. She does not want to read and the PsT obliges her to participate.	The student does not collaborate with the work done in the group, so she does not know what to say.



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GENERAL PEER LESSON OBSERVATION

Date: April 8th / April 9th, 2008 **Grade:** 10-3 **Subject:** English
Teacher: Pre-service teacher 1 **Observer:** Pre-service teacher 2

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
Ss talk while the PsT calls the roll. They gradually begin to pay attention.	As the PsT begins to call the roll, Ss realize that the class has started, so they start paying attention.
A student does an activity that is not related to the class. The PsT approaches her quietly. She immediately stops doing it and pays attention.	The PsT wants to call the student's attention in a polite way, so that she feels she is being disrespectful towards the class.
The PsT says aloud the phrase "people, please... Eyes up here! while clapping and pointing to himself. He repeats it twice and Ss pay attention to him. He presents a new topic to Ss.	The PsT wants to ensure Ss attention before teaching a new topic.
The PsT gives Ss handout 1. He gives instructions about the work that Ss have to carry out. The teacher calls a student's name and asks her to repeat the information just said. She does not answer because she was distracted. The PsT asks her to pay attention to the class.	The PsT wants the student to realize by herself that she was not paying attention to the class.
The PsT checks the task by asking Ss at random to write the answers on the board. He and the rest of Ss confirm if the answers are right or wrong.	The PsT wants to check that task on the board so that he can correct spelling mistakes easily and for all Ss.
The PsT asks Ss some questions about the topic just covered. Ss answer chorally. Then the teacher assigns homework.	He wants to evaluate Ss comprehension of the theme just taught.



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GENERAL PEER LESSON OBSERVATION

Date: March 25th, 2008 **Grade:** 10-2 **Subject:** English
Teacher: Pre-service teacher 2 **Observer:** Pre-service teacher 1

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT introduces herself to the class and tells Ss her expectations for the course. The class is attentive and in silence.	Ss seem to be curious about the new teacher and pay close attention to what she says.
The PsT starts the class by calling the roll. Ss pay attention and listen to the teacher who uses a loud tone of voice.	Using a loud tone of voice maintains the order in the room and catches Ss' attention.
The PsT initiates the lesson by asking Ss to tell her about what Colombian people do on holy week. Some of the Ss do not understand. The PsT gives some examples as prompts, but still a good number of Ss seem not to understand the topic. The PsT invites one student who seems to follow her to tell the class what they have to do. The pupil says it in Spanish. Finally, everybody gets the idea.	The PsT wants to be sure that everybody understands the activities for the class. Having a student repeating what she has said helps the whole class have a better understanding of what they have to do.
With the help of the class, which answers both in L1 and L2 the PsT does a semantic web around the topic "holy week". Then she explains unknown words, and verifies Ss' understanding. Afterwards, the PsT gives Ss handout #1 which contains vocabulary exercises about the topic. Ss start working individually. The PsT checks if Ss work by walking around the classroom, however some of them are not working; they are talking among each other.	Sometimes it is difficult for the PsT to monitor the whole group, since it is a very large one.
As soon as hand out #1 is done by Ss. The teacher asks them to make groups of eight people. When organizing, Ss start making a lot of noise with the chairs and it takes too long to order the groups.	Because this is a large group, it is complicated to have order when doing grouping activities. Some of the Ss see this kind of activities as an opportunity to misbehave.



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GENERAL PEER LESSON OBSERVATION

Date: April 8th, 2008

Grade: 10-2

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT calls the roll by asking Ss who is missing in the classroom.	The PsT uses a different strategy to call the roll.
The PsT pastes some pictures on the board and after providing oral input about new vocabulary and patterns based on them those pictures, writes some sentences previously mentioned highlighting new patterns in different colors.	The PsT provides oral input first, so Ss can notice the way words are pronounced. The PsT uses different colors to catch Ss' attention.
Some of the Ss talk a lot during the PsT's explanation, specially the ones at the back of the room. The PsT goes to them and asks them to be quiet, some of them obey the PsT, but soon they continue talking.	Taking into consideration that this is a large group, it seems difficult for the teacher to control everybody, specially the ones at the back of the room. Some Ss seem not to care about the teacher's explanations, so they talk.
The PsT gives Ss a hand out to start working. She walks around the classroom to make sure everybody is working. Some Ss stand up to ask their partners what they have to do. As soon as this occurs, the PsT tells them that they can ask her what they need if they do not understand.	The PsT does not give instructions before class work starts; Ss seem not to understand what to do.



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GENERAL PEER LESSON OBSERVATION

Date: March 25th 2008

Grade: 9-2

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 4

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT is writing on the board the new vocabulary of the handout, which they are working today. The PsT gives his back to the class, so there is an opportunity for Ss to chat.	Any time Ss have some instant to get disorganize, they immediately take advantage of it and misbehave.
The PsT does not give any instruction to the whole class, the PsT is just writing the new words.	The PsT is so sure that Ss are paying attention to the activity; so that, the PsT does not take into account the real situation of the class.
When the PsT finishes writing, he asks some Ss to say the equivalence of these new words in Spanish and finally asks them to write the words out in their notebooks. The majority of them work dynamically.	Giving clear instructions helps the whole class work in the best way; that is why, the Pst gives an explanation and after that tells them what to do and they seem to work in a more active manner.



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GENERAL PEER LESSON OBSERVATION

Date: April 2nd 2008

Grade: 9-2

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 4

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT proposes a pair work activity. The PsT asks Ss to work with the partner next to each one. They move their chairs and start talking and misbehaving.	The PsT seems to be concern about the importance of group work, but as Ss are not working as expected, the PsT immediately changes Ss' seats to avoid distraction.
The PsT speaks loudly and asks for silence. Everyone gets quiet but as soon as the PsT gives the explanation of the activity, most of Ss get disordered again.	I think the PsT is right when being strict and calling Ss attention because it is required.
The PsT opts for changing some Ss' seats because of their behaviour.	This decision can make Ss be more concentrated in the lesson, since they will not be next to their close friends.



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GENERAL PEER LESSON OBSERVATION

Date: March 25th, 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 4

Observer: Pre-service teacher 3

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT is explaining the forms and use of past simple tense. Then, the PsT asks some Ss to come to the board in order to write examples of regular past verbs.	The PsT uses a good methodology to teach the new topic. The PsT is well prepared and gives the explanation with appropriate examples. The PsT seems to be kind and amiable with the entire group.
Ss from the back of the room are talking about some science homework. Two of them are listening to music with their MP3 devices. The PsT can not notice this situation because the PsT is board-tied.	Ss give the impression to believe that Science subject is most important than English. They prefer talking and writing in their Science notebooks during the English class more than paying attention to the teacher.
When the PsT asks one of those Ss sitting at the back to come to the board, this student refuses to participate. The PsT does not force him and asks someone else.	I think some Ss are not interested in the class even though the PsT makes huge efforts to get them involved.



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GENERAL PEER LESSON OBSERVATION

Date: April 8th, 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 4

Observer: Pre-service teacher 3

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT starts the class by writing the date on the board. Then, asks some Ss to say the date aloud. All of them participate actively.	The PsT wants to implement a classroom habit by starting the class with the date, so Ss get used to it every class day.
The PsT is writing some regular past verbs on the board and explaining their regular form (-ed). The PsT asks them to write those verbs in their notebooks.	Most Ss are used to be told what to do, so the PsT tries to make them work by asking them to take their notebooks out.
Some Ss do not take their notebooks out; they are just sitting in their chairs, but they are not paying any attention to what the teacher is saying. The PsT forces them to take the material out and makes them write the examples from the board.	Some of them seem to be very lazy and apathetic to the class so they do not work actively.



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GENERAL PEER LESSON OBSERVATION

Date: April 3rd, 2008

Grade: 9-4

Subject: English

Teacher: Pre-service teacher 5

Observer: Pre-service teacher 6

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
<p>The PsT starts the class by asking Ss about the date. Ss say it in English.</p> <p>The PsT does a recycling activity about the previous class.</p>	<p>The PsT keeps in mind the importance of doing recycling and asks Ss simple questions to make them take part in the class.</p>
<p>The PsT asks Ss to tick the verbs in past found in the text given. Ss do the activity in three minutes.</p> <p>The PsT asks Ss to work in pairs and write the verbs found with their corresponding present form. Some Ss use the dictionaries to make sure how verbs are written. Some other Ss chat and copy the verbs from some classmates' handouts.</p>	<p>Ss work better when being alone. When Ss work in pair or groups, they do not focus on the target of the exercise. They prefer to talk to their friends. Then, just one student does the exercise in the group.</p>
<p>The girls are called to go downstairs to prepare all the details to celebrate the men's day. The PsT keeps the boys in class. They start chatting in the class and take a look at the time.</p>	<p>The PsT loses the class control. Ss lose their attention in the class, they want to go and celebrate.</p>
<p>The PsT asks the boys to get in groups of 4. Each team has to unscramble the words in exercise E hand out 1. The group that finishes first and properly gets a present from the teacher. It is a dessert.</p>	<p>Ss seem to be enthusiastic with the present. They get interested in the class again.</p>
<p>Some Ss make a lot of noise because of the celebration, they just want to go downstairs and have fun in their day. Ss work with enthusiasm. The PsT assigns exercise F for homework.</p>	<p>Ss disturb the class to push the PsT to let them go.</p>



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INSTITUCIÓN EDUCATIVA LAS AMÉRICAS

GENERAL PEER LESSON OBSERVATION

Date: April 7th, 2008

Grade: 9-4

Subject: English

Teacher: Pre-service teacher 5

Observer: Pre-service teacher 6

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT starts the class by greeting Ss and writing the date. Ss seem to ignore the PsT.	The PsT is very flexible with Ss at the beginning of the course. Then, Ss think they can talk during the class. Ss get mad at the PsT because he tells them off.
The PsT tries to check the homework, but it is almost impossible. The PsT has to remind Ss about the importance of discipline in class. The PsT uses Spanish when Ss continue talking in class.	The texts should be easier. Not many verbs in a single lesson. There are nine verbs and Ss feel lost for a while. The PsT has to re explained the meaning of the verbs several times.
Ss feel uncomfortable in the class because they feel tell off. Then, the PsT shows Ss some pictures related to more verbs in past tense.	The PsT catches Ss' attention. The teacher provides meaningful example in a proper context.
Ss read about Shirley temple's life. They are asked to complete the text with the correct past tense form. It takes five minutes. Then, the PsT checks it.	The text is a little complicated for Ss. They seem to be confused. They do not know who Shirley Temple is. They lose their attention in the class.
The PsT thinks too much in front of the class about the homework he assigns. He tells homework. Ss have to write six different activities they did last Christmas/holidays.	Ss seem not to understand the aim of the homework. The PsT provides good examples on the board.



GENERAL PEER LESSON OBSERVATION

Date: April 14st, 2008.

Grade: 9-1

Subject: English

Teacher: Pre-service teacher 6

Observer: Pre-service teacher 5

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT gets into the classroom and starts the class on time.	The PsT is punctual and responsible.
The PsT starts the class; some Ss have folders on their desks and are writing on them. The folders are not related to the English class.	The PsT forgets to ask Ss to put away materials unrelated to the English class. On the other hand, she might think she should not press Ss too much.
The PsT stands in front of the classroom and gives homework back to each student. Ss do not go to their places and talk to each other.	The PsT promotes disorder in the classroom because Ss talk while she gives homework back and they have to stand up from their chairs to get the homework.
The PsT calls Ss using the expression "boys and ladies" and she also calls a student "Laurita".	The PsT wants to be kind and friendly with Ss, but this way of calling them might be too close to be used with Ss.
The PsT checks an exercise along with Ss. PsT asks: Can you help me with J? The teacher refers to letter J.	This is a language mistake. The PsT might want to refer to <i>question letter J</i> .
The PsT pairs up Ss. They talk instead of working. There are some Ss who work individually and are committed to the activity.	The PsT might think all Ss are working due to the fact that they are not very noisy.
The PsT checks an exercise about Ss' favorite singer. Ss at the back of the classroom do not work but talk.	The PsT is concentrated on Ss in the front of the classroom. She might be tired and might not want to walk around.



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GENERAL PEER LESSON OBSERVATION

Date: April 17th, 2008.

Grade: 9-1

Subject: English

Teacher: Pre-service teacher 6

Observer: Pre-service teacher 5

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL
The PsT tries to start the class. The head teacher is not in the classroom. Ss are not in their chairs but walking around the classroom.	The head English teacher is not in the class. The PsT has problems to keep Ss quiet. She has problems starting the class.
The PsT presents the topic without going to the back of the class.	The PsT might be tired or she forgets to go to the back of the classroom.
One student misbehaves. The PsT asks him to move to the front of the class.	The PsT wants the student to pay more attention to the class. It might be a suitable strategy to get it.
The PsT asks Ss to take the handout they were working on the previous class. Ss seem not to understand.	The PsT might think that Ss understand her and she might not realize that Ss need clarification on the instructions given
The PsT does a pre-listening activity showing pictures.	The PsT wants to catch Ss' attention and prepare them for the listening activity with previous knowledge about the main topic of it.
The PsT tries to play a recording on the English laboratory. There is a problem with the stereo, too much static sound.	The stereo is out of control and The PsT might not know how it works properly. .
The bell rings. The PsT assigns the homework after that.	The PsT forgets about the time and is not aware that the class is about to finish to assign the homework before the bell rings.

Appendix 2 – Ethnographic Records: Focused Peer Lesson Observations



**UNIVERSIDAD INDUSTRIAL DE SANTNADER
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FOCUSED PEER LESSON OBSERVATION

Date: April 22nd, 2008 **Grade:** 10-3 **Subject:** English
Teacher: Pre-service teacher 1 **Observer:** Pre-service teacher 2

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT asks Ss at the back of the classrooms to participate in class.	He wanted Ss to stop talking and focus on the class.	Since they are at the back of the classroom, they feel that the PsT does not realize when they get distracted. It was good that the PsT let them know, that he is paying carefully attention to all his Ss.
Some Ss are talking while the PsT is monitoring other Ss' work.	The Ss who are talking finished quickly the activity.	The PsT should time the activities so that Ss know how much time they have to spend on it. He can also ask them to check what they did so that they do not get distracted.
When doing an activity, Ss ask the PsT to tell them again what they have to do.	Ss did not pay attention and do not know what they have to do.	The PsT should make sure that all Ss know what they have to do in the activities, so that they do not ask repeatedly for instructions.



FOCUSED PEER LESSON OBSERVATION

Date: April 23th, 2008

Grade: 10-3

Subject: English

Teacher: Pre-service teacher 1

Observer: Pre-service teacher 2

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT moves around the front part of the classroom. He looks at his notes and presents the topics to Ss by writing sentences on the board.	The PsT is concentrated on explaining Ss the new topic.	The PsT can also ask Ss to participate in the presentation time. Instead of staying close to the board, he can move around in order to check Ss understanding of the new theme.
The PsT gets Ss to work in pairs. He makes them work with the partner seating next. The PsT encourages them to be ready quickly and Ss seem to pay attention to his claim. As soon as they are ready, he hands in some worksheets to the first student of every line and explains the activity.	The PsT wants to save time not only by arranging Ss to work that way, but also by giving them the handouts in such way.	It is valuable to highlight the way in which the PsT did the sequence of activities because it avoids Ss from being noisy. Waiting Ss to be ready for the task also keeps them away from being lost.
Since Ss are making too much noise, the PsT tells them to work quietly. While the PsT monitors a group, the others seem not to be working on the activity	The PsT does not want to disturb other classes. Since the PsT cannot monitor all the groups at the same time, Ss feel free to talk.	The PsT can previously arrange the groups so that SS do not work with their friends and talk all the class instead of doing the task.
The PsT checks the activities by asking a group to read aloud the answers. The other groups are talking.	Ss from other groups did not pay attention to the PsT's request and keep talking.	In the checking step of the activity, the PsT can also request Ss to pay attention to their partners and ask them to report some of the answers that the SS read.



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FOCUSED PEER LESSON OBSERVATION

Date: April 22nd, 2008

Grade: 10.2

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT calls the roll by asking who is missing in the class; some of them answer and give the names of the Ss missing, while the others are talking among each other.	The PsT uses a different strategy to check attendance and it works, although some Ss do not pay attention.	The PsT must have different alternatives to check attendance. This helps him/her save time.
The PsT introduces the new topic by pasting some pictures on the board as examples for Ss. Some of the pictures are large enough for Ss to observe but others are kind of small. It is difficult for Ss at the back of the classroom to figure out those small pictures, so the PsT takes them from the board and let Ss have a closer look.	As the pictures used by the PsT are not appropriate for the class due to their size, she considers a good idea to take the pictures to the Ss' seats.	The PsT must always show large enough pictures, so all Ss can see them, especially in large classes in which Ss at the back of the room are too far from the board.
The PsT gives each student a handout in which they have to work individually on different exercises related to the topic taught. Ss at the back of the room are not working on the class assignment, instead they are talking. The PsT who is in front of the room does not realize about this problem.	It is impossible for the PsT to figure out Ss are talking, since she is board-tied.	The PsT is required to walk all over the classroom so he/she can see everybody is working accurately. Besides, he/she must call Ss attention in case they are misbehaving.
At the end of the class the PsT assigns homework and explains to Ss what they have to do. Some Ss do not understand, so they ask her to repeat.	The PsT assigns homework, and explains it so everybody understands.	Homework must have a specific time to be assigned. The PsT must explain it clearly to Ss, since they will not have the PsT's help at home.



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FOCUSED PEER LESSON OBSERVATION

Date: April 28th, 2008

Grade: 10.2

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
After checking attendance, the PsT tells five Ss to give her their homework.	The PsT saves time by collecting only some Ss' homework.	The PsT must not collect all Ss' homework. This system helps Ss have a fast return of their work.
After presenting the topic of the class, the PsT, who is board-tied, asks for examples and only Ss in front of the room participate.	Only Ss in front of the classroom participate, since the PsT does not walk around the classroom when asking for examples.	The PsT must ask all Ss when asking for examples or answers. Ss at the back of the room may feel ignored when they are not asked to participate.
When Ss start working on handout one some of them start asking their partners what they have to do.	Ss do not understand what they have to do so they feel the necessity to stand up and ask.	It is necessary for the PsT to give clear instructions when assigning activities; also she/he must make sure everybody understands.
When the PsT starts checking the exercises and asks some Ss at back of the classroom, she realizes that they have not worked properly, since they have no idea about what to answer.	Ss seem not to have received clear instructions or the PsT's help, since when checking the class assignment they are not able to participate.	When Ss are working on exercises on their own, the PsT must monitor each student's work. He/she can not be sitting on his/her desk.



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FOCUSED PEER LESSON OBSERVATION

Date: From April 23rd, 2008
Teacher: Pre-service teacher 3

Grade: 9-3
Observer: Pre-service teacher 4

Subject: English

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
Ss are working in groups and some of them are misbehaving. The PsT tries to manage the situation and can finally have Ss working.	It is very difficult to supervise 45 Ss working in groups. However, it was a good effort and Ss were finally working on task. The PsT had to move through the classroom to control their work.	Group work can be very difficult to supervise. It is very important to move through the classroom and check each group work. Never leave Ss unattended while working in groups.
Some Ss are misbehaving so the PsT changes their seat.	Good attempt to be assertive. It is important not to allow Ss to disturb the class.	It is very important to be assertive. If Ss notice that they can be bothering and there is no problem they will do whatever they want and will not be interested in the class.
Some Ss at the back of the classroom are just sitting there without paying attention to the class. They are just writing in their notebooks without paying attention to the explanations. The PsT walks through the classroom, calls their attention and checks their work.	It is important to move around the classroom in order to check what Ss are doing. Sometimes it seems they working because they don't talk or disturb the class. However, they can be very passive learners and the PsT has to be aware of it in order to correct their work.	It is very important to move around the classroom and to be aware of these Ss who are very passive learners. Teachers must be careful and try to call their attention by asking them to participate in activities.



FOCUSED PEER LESSON OBSERVATION

Date: April 30th , 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 4

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT follows a presentation sequence consisting of showing pictures of celebrities and describing what they have done. Then, he asks Ss about real things they have done in their lives. Afterwards, he writes some sentences using that vocabulary and makes Ss repeat.	He is presenting the new topic step by step, to get a better Ss' understanding.	Throughout the class development, it can be seen that the PsT follows an appropriate process from procedures in which Ss just listen to him and produce.
The PsT gives the instruction of a listening task; however, an important number of Ss are lost and do not complete the assignment.	The PsT had not enough time to do the task so he decided not to spend a lot of time explaining the activity.	Even though there is not enough time for an activity it is very important to make clear what Ss have to do. If they don't know, they will be lost and the task will be meaningless.
The PsT is getting Ss' attention by using vocabulary that is appealing for them. He mentions names of different video games that Ss know from before. Subsequently, he introduces the main topic of the lesson.	The PsT knows that the best way to have Ss concentrated on the class is first to have them interested in it. It was a very good idea to talk to them about a different number of video games. He takes advantage of the situation and introduces the main topic of the lesson when all Ss are paying close attention to what he was saying.	The PsT is aware of the importance of bringing interesting topics and vocabulary to Ss. That keeps them motivated and focused on the lesson.



FOCUSED PEER LESSON OBSERVATION

Date: April 22nd, 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 4

Observer: Pre-service teacher 3

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
The PsT is introducing a new topic (Negative use and form of Present Perfect tense). The PsT is giving the explanation in front of the whole class. Too much time is used to give examples. During this explanation some Ss are talking and few of them are paying attention.	The time used by the PsT during the presentation is necessary to be sure about Ss' understanding.	As the PsT remains some time in front of the class, it is difficult to get the whole class involved with the explanation given. The PsT should move around the whole room. Circulation around the room may be a good strategy. Harris states that it is essential to move constantly"... you'll find that walking down the rows of desks is very educational for you, and that it really brings the students to attention. Some will even stop writing love letters and doing their homework for their next class and instead they will listen to you."
After the oral explanation, the PsT pastes some pictures on the board showing people who are already dead and some others who are still alive. Some Ss, especially those at the back, are complaining because they can not see the pictures very well. So, the PsT takes the pictures from the board and passes them around.	The PsT uses different pictures of famous people to catch Ss' attention.	Even Ss are really interested in the pictures, the size of them are not large enough. Next time it would be a nice try to bring colorful and bigger pictures to keep Ss concentrated and interested.
The PsT notices that there are few minutes left to finish the class, so, the PsT gives Ss a handout; and then the PsT asks them to read the first part of it. Finally, the PsT asks for any question about the first part of the handout and writes the homework on the board. Some Ss do not copy a thing, while others do.	The PsT is concerned of the importance of homework, for this reason, the PsT accelerates the class to send task.	If I were the PsT in charge, I would not give homework involving the new topic in this particular case. There is not enough input for Ss to complete some exercises about the topic presented. It would be a good idea to ask them to investigate the forms and uses of the Present Perfect tense in Spanish, so that next class they can compare with the English ones.



FOCUSED PEER LESSON OBSERVATION

Date: May 9th, 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 4

Observer: Pre-service teacher 3

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>The PsT asks and checks homework by asking some Ss to write some sentences on the board. When the PsT points out Roberto* he claims "¿Cuál tarea profe?" Immediately Ss laugh at him. The PsT looks at him seriously and asks another person to participate, then, someone opts to stand up and write a sentence.</p>	<p>The PsT wants most of Ss participate while checking homework.</p>	<p>The PsT always has to keep the order of the classroom, as there is a misbehaved student; the PsT must call his attention and write a bad mark in his notebook, in this way, Ss will not forget their responsibilities anymore and will take the homework as an important part of the learning process.</p>
<p>The PsT gives Ss a handout to start working. The PsT tells the Ss to fill some blanks with the most suitable verb form and ask them to work individually. She walks around the classroom to make sure everybody is working. Some Ss stand up to ask their partners what they have to do. As soon as this occurs, the PsT tells them that they can ask her what they need if they do not understand. Two Ss ask the PsT to explain over again what they are supposed to do. The PsT explains again.</p>	<p>The PsT explains as times as necessary to make Ss understand the class task.</p> <p>The PsT wants individual work because she seems to know group work is not the most favorable technique with this large group of Ss.</p>	<p>The PsT should solve at least the first point in the exercise proposed. Most of Ss are lost; it indicates that the instructions are not very clear; sometimes Ss need an example to go over the activities.</p> <p>Also, it is important to bear in mind that the PsT is the one who is there for helping if any doubt arrives and encouraging them to be familiarize with the PsT.</p>
<p>The PsT corrects the exercise by writing the answers on the board. At the same time she is giving an explanation of the answers. As the PsT is writing, most of the Ss are not paying attention to what the PsT is saying. They are only copying what is written on the board.</p>	<p>The PsT moves constantly around the classroom to check class work. Also the PsT wants to make Ss focus on the lesson explanation by using the board in order that everyone can see and correct any possible mistake.</p>	<p>I think next time the PsT can be more assertive when telling Ss not to write down in their notebooks until the explanation is finished.</p>



FOCUSED PEER LESSON OBSERVATION

Date: April 24th, 2008

Grade: 9-4

Subject: English

Teacher: Pre-service teacher 5

Observer: Pre-service teacher 6

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTIONS
<p>The PsT greets Ss and asks "who is absent today?" Then, he gives feedback about the last test (10min). he emphasizes the fact that they have to study.</p> <p>Some Ss do not pay attention to the PsT's instruction.</p> <p>Ss at the back talk a lot.</p>	<p>Some Ss seem to be worried about the exams results gotten.</p> <p>Ss do not care about what the PsT says in class.</p>	<p>On one hand, The PsT should wait until all Ss are at their seats to talk to them about the tests; on the other hand, it is a good idea for the PsT to move around the class and not being that stick to the board.</p> <p>"The PsT makes sure students understand and follow rules and procedures". (<i>Edmund T.Emmer and Carolyn M. Evertson.</i>)</p>
<p>The PsT tells Ss they have to correct the test for next Thursday. Therefore, they get a better grade.</p>	<p>Ss get excited with the opportunity to get a better grade</p>	<p>It is a good idea that the PsT stimulates Ss at all times. Even though, Ss do not get good exams results, a teacher should suggest alternative activities to improve their grades. Consequently, Ss become interested in the class.</p>
<p>The PsT spends important seconds thinking about what he would say to the Ss.</p>	<p>The PsT does not know how to do the transition between feedback and class properly.</p>	<p>The PsT should be more self confident in the class. It is good idea for the PsT to plan class transitions in advanced.</p>
<p>The PsT asks two Ss to read the text in today's hand out. They cannot be heard since they speak so soft. Those Ss are very close from each other</p>	<p>The rest of the Ss can not listen; they lose interest in the class.</p>	<p>The PsT should ask a student at the back of the room and another in front, to force them to speak up during the activity. Then, Ss do not lose interest in the class and it will go properly.</p>

<p>The PsT explains the present perfect tense to Ss. He provides very good examples.</p>	<p>Some Ss get confused with the examples. Present perfect tense seems to be beyond their level. Their faces look shocked.</p>	<p>It is good that the PsT tries to use transparent and simple phrases to check Ss' understanding. Otherwise, they will be confused.</p>
<p>The PsT asks "Do you know what the past tense of the verb... is?"</p> <p>The PsT asks Ss if they know when the present perfect is used. One student speaks his mind in Spanish. The rest of the class understands better.</p>	<p>Ss seem to get the idea of the tense much better.</p>	<p>It is a good strategy to encourage Ss in the class, and make them feel they play an important role in it. That should be a good activity to do every time a new topic is introduced.</p> <p>At the time of explaining a new topic, the PsT should take into account how to pace the class properly.</p> <p>A teacher should slow down. It is tough, but a teacher should be aware that the rapid pace of instruction is one of the top areas of concern.</p> <p>When presenting material such flash cards, an instructor should go slow and make sure Ss' understand by asking question.</p> <p>When new material is presented in class, the PsT should provide pacing clues by clearly indicating when he/she is changing topics. Verbally indicate that the topic is changing, pause, point to a new line in the overhead, draw a line on the board, etc.</p> <p>It is a good idea to write important words and formulas on an overhead or the board. The PsT should not speak until the words or formulas are completely written. This method is good since it forces teachers to slow the pace of the class.</p>



FOCUSED PEER LESSON OBSERVATION

Date: April 28th, 2008.

Grade: 9-4

Subject: English

Teacher: Pre-service teacher 5

Observer: Pre-service teacher 6

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTIONS
The class starts 10 minutes late since the psychologist gets into the class to give a note to Ss. They talk a lot at the beginning of the class.	Ss get distracted.	This kind of information should be given at the end of the class, since Ss start talking about it for a long time during the class.
The PsT greets Ss. He asks opening question such "who is absent today?" Ss talk a lot at the moment. He reminds Ss the fact that the student Mario Navarro was expelled from the school.	Ss seem to be worried, since they look at each other's eyes. They know they might be expelled too if they misbehave.	It is a good strategy that the PsT reminds Ss about the consequences of their mistakes.
The PsT does the recycling. He does not contextualize Ss properly. He provides good examples to Ss related to American culture. Then, he gives handouts to Ss. He tells Ss that new people are interested in fashion.	Ss love to take part in topics that they feel they know about. Ss seem to be confused. They do not know about these famous characters.	At the time of teaching, the PsT should always try to look for topics that Ss feel identify with. Therefore, they become interested in the class and the aim of the lesson as well.
The PsT tells Ss to read exercise 1. He helps Ss with the vocabulary. The PsT asks Ss to work in the comprehension part. He tells Ss they have 5 minutes. He repeats the instruction twice to make sure they get the idea of the activity. Then,	Ss are confused with the instructions. The PsT notices it and repeats them in L2 and L1.	The PsT should be more aware of the importance of checking Ss' understanding. He should ask one student in the class to tell the rest what they have to do. At that point, the PsT should tell such student he/she might use L1 to explain it to his/her

<p>the PsT checks class assignment by asking some Ss randomly.</p>		<p>classmates. Therefore, the student will feel self-confident.</p> <p>It is a good idea that the PsT goes to the back of the room and checks the activity, Thus, The PsT can see the class from the back and be more aware of Ss work at the back.</p>
<p>The PsT asks Ss to do exercise 3. After a minute, he checks it. While doing so, Ss become talkative. The PsT reminds on the board.</p>	<p>Ss get bored and lose interest because the PsT sticks in front of the room when checking the exercise. Ss prefer doing activities different from the class.</p>	<p>The PsT always has to keep in mind that he/she needs to make Ss aware of what they are learning and how. At the beginning of the class, the PsT should write on the board the exercises and activities to be done, thus, Ss will know their duties and the PsT can measure the time as well by writing the time each activity lasts, and checking them while they are done.</p>



FOCUSED PEER LESSON OBSERVATION

Date: April 24th, 2008

Grade: 9-1

Subject: English

Teacher: Pre-service teacher 6

Observer: Pre-service teacher 5

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The school teacher is not in the class. Ss are in a mess. The PsT tries to start class. The PsT counts up to ten for Ss to hand in corrected evaluations.	It is a bit difficult for the PsT to get Ss attention at the beginning of the class when the school teacher is not in the classroom.	The PsT should make a bigger effort to get control of the class even when the school teacher is not in the class. Step In front of the room and even ask in Spanish for organization.
The PsT does a recycling activity making use of pictures. The PsT remains in the front of the classroom most of the time.	It was well done; Ss could remember the topic studied the previous class. The PsT forgets that walking around the classroom is beneficial for the lesson.	The PsT should remember that going to the back of the classroom is important to engage Ss' attention.
The PsT continues the activity by asking Ss the following question "What is present Perfect?"	The PsT tries to motivate Ss to participate by using common expressions like the one referred to. However, the question asked seems to be confusing for Ss. They do not know how to answer the question or they are not sure about the answer.	The PsT should take into account that asking this kind of questions to Ss is inappropriate since they are not trained enough to answer explicit grammar questions and the question itself is rather confusing for them.
The PsT says to a student: "huy, you're excellent". The PsT asks Ss to	The PsT wants to make sure Ss understand instructions.	The PsT should not mix onomatopoeias from the Spanish language with

underline some words and immediately translates the expression.		English.
The PsT writes verbs from a text in the handout. (Exercise 5, hand out n. 5). The PsT only writes the present and past participle of the verbs. The PsT remains board-tied.	The PsT does not give clear instructions to develop the exercise. The PsT forgets that the activity demanded writing the verbs in the three forms, present, past, and past participle, so Ss do not get confused with one or another form of the verb.	The PsT should not translate so often. She might try to make Ss understand using more body language or showing the action on the board or with another student. When directions are clear, confusion is minimized (Douglas Brown). Walking around the classroom also benefit the development of the class.
The PsT finishes an exercise and steadily introduces the following one.	The PsT really understands the importance of transition and pacing among classroom activities.	The PsT should check procedures or activities proposed on the lesson plan a bit more carefully.
The bell rings, and The PsT has not assigned the homework.	The PsT forgot about the time the class finishes.	The PsT could focus on the time the lesson finishes since the beginning of the lesson. Rushing instructions related to the homework might lead to not clear understanding of them. Teachers who provide clear instructions keep students on task and allow them to learn faster (Douglas Brown)



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FOCUSED PEER LESSON OBSERVATION

Date: April 28th, 2008.

Grade: 9-1

Subject: English

Teacher: Pre-service teacher 6

Observer: Pre-service teacher 5

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT shows pictures of Juanes at the beginning of the class. This is out of the lesson plan.	The PsT changes the order of the activities; contrary to the lesson plan.	The PsT should try to pay more attention to the order of the exercises and the flow of the class according to the lesson plan.
The PsT talks about famous people and then turns to talk about video games. The PsT remains in front of the class. Ss start talking.	The PsT is confused about the topic of the class and mixed them at the beginning. It might have get Ss confused or distracted from the focused of the lesson at the moment.	The PsT should not mixed warm up activities whiting them. Ss might get confused about the topic of the class if they are exposed to different kind of information and questions in the same stage of the instruction. In order to solve misleading behavior from Ss. Richards and Renandya propose walking past their desks and asking if there is a problem, if there is collective misunderstanding, the PsT might offer instant clarification.

<p>The PsT said she was going to explain present perfect in Spanish and then, turned into English again. The PsT remains in the front of the classroom; some Ss seem not to understand.</p>	<p>The PsT may have forgotten about the comment or she changed her mind and preferred to continue using L2. It is important to use L2 in the classroom. However, Ss might have been waiting for the explanation in L1 offered by the PsT.</p>	<p>The PsT should try to be more consequent between what is said and what is done. Ss might not understand what is being explained. It helps Ss to solve some doubts and to clarify instructions as well as to avoid misbehavior from out of being out of task.</p>
<p>The PsT gives Ss hand outs. The PsT starts explaining the topic, it is present perfect tense. The PsT does not go to the back of the classroom. The PsT remains in the front of the classroom writing on the board affirmative, negative and interrogative sentences related to the present perfect tense.</p>	<p>The PsT does not take into account it was planned to give Ss the hand out after having explained the topic first. The PsT is also board-tied in this occasion.</p>	<p>It would be beneficial for the development of the class if the PsT takes into account the lesson plan more. Besides, walking around the classroom while explaining the topic catches Ss' attention and gets them involved in the activity.</p>

Appendix 3 – Ethnographic Records: Selective Peer Lesson Observations



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SELECTIVE PEER LESSON OBSERVATION

Date: May 13th, 2008

Grade: 10-3

Subject: English

Teacher: Pre-service teacher 1

Observer: Pre-service teacher 2

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT group Ss in pairs. Once they are arranged, he gives them the handouts and explains Ss what they have to do by reading aloud and asking Ss to follow in their worksheets. He reads the instructions more than once.	The PsT wanted to make sure that Ss were able to do what they were expected, so he went over the instructions as many times as needed.	“Get students to do as much interactive work as possible...optimize the use of pair group work and small group work to give students chances to perform in English” Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.
Ss are doing a group activity. The PsT moves around the classroom constantly asking Ss their progress on the activity.	The PsT wanted to monitor Ss work and help Ss if they needed some guide.	“Proximity control: In some cases teacher proximity acts as a deterrent against misbehavior... Some students need to have a teacher stand close by before they are able to control their impulses” Jacks, Richards, and Willy A. Renandya. <u>Methodology Language Teaching and Anthology of Current Practice</u> . Cambridge: CUP, 2002. “Students behavior should be closely monitored so that the PsT does not lose audience contact” Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.
The PsT checks the task by asking some Ss from different groups to come to the board and write the sentences. He asks the remaining Ss whether the answers are correct.	The PsT checks all the group work, because he is asking not only what the Ss on the board did, but also what the Ss who are seated suggested.	“The PsT must be sure that all students start work and are able to do the assignment, otherwise, some students will not even start the assignment and others might start it incorrectly”. Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.



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SELECTIVE PEER LESSON OBSERVATION

Date: May 6th, 2008

Grade: 10-3

Subject: English

Teacher: Pre-service teacher 1

Observer: Pre-service teacher 2

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT explains each one of the exercises in the test clearly. He used L1 to make sure Ss understand the instruction.	The PsT wants the Ss to complete all the exercises correctly. So, that he wants to make sure all Ss know what they are asked to do.	"The PsT must be sure that all students start work and are able to do the assignment, otherwise, some students will not even start the assignment and others might start it incorrectly". Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.
The PsT asks Ss to look at their handouts while he reads and points at the activity that they have to do with a handout in his hands.	The PsT wants Ss to locate the activity in the handout.	"Mother tongue has a positive role in the classroom; the following uses can be identified for it: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension. "Auerbach, E. <u>Reexamining English only in the ESL classroom</u> . <i>TESOL Quarterly</i> , 1993.
The PsT checks the work by asking comprehension questions.	The PsT wanted to make sure Ss got the idea and completed the exercise correctly.	It is important to have Ss sharing their answers with the whole class. If Ss know that they will be asked about their work then, they will do it.



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SELECTIVE PEER LESSON OBSERVATION

Date: May 6th, 2008 **Grade:** 10.2 **Subject:** English
Teacher: Pre-service teacher 2 **Observer:** Pre-service teacher 1

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
The PsT asks all the Ss to give her their homework and asks three of them to read it for the whole class. The PsT asks the other Ss to pay attention to some details of what is read.	The PsT checks homework by asking some of the Ss to read it aloud and also catches others' attention by asking them to focus on different aspects of what is read.	It is essential that the PsT asks Ss to pay attention to specific information when their partners are speaking or reading. This will keep them concentrated.
After presenting the topic the PsT makes sure that Ss understand it by asking them for some examples.	The PsT checks Ss understanding by asking them for examples. This will show the PsT if the presentation was clear enough.	Soliciting Ss examples is an appropriate strategy to check Ss' understanding.
The PsT asks Ss to work in pairs with the classmate they have just right beside them. Ss get together in pairs and start working.	The PsT asks Ss to work with the partner beside them, since in this way she can control discipline better.	Grouping activities are very essential." Get students to do as much interactive work as possible...optimize the use of pair group work and small group work to give students chances to perform in English" Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994. However, grouping activities require different strategies when organizing Ss. In this way there will not be discipline problems.



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SELECTIVE PEER LESSON OBSERVATION

Date: May 13th, 2008

Grade: 10.2

Subject: English

Teacher: Pre-service teacher 2

Observer: Pre-service teacher 1

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
The PsT presents the new topic by pasting some pictures on the board for Ss to learn the new vocabulary. She also takes real objects so Ss can have a better understanding about the new vocabulary.	The PsT uses different resources, so Ss can have the opportunity to appreciate real examples.	It is necessary to use images large enough for Ss who are not close to the board. Taking images or objects to the class that Ss can rotate is very useful.
The PsT gives the first handout for Ss to work. She reads the instruction and asks a student to tell the class what they have to do.	The PsT considers that it is not enough to read the instructions, so to make sure that the activity to be done is clear for everybody, the PsT confirms by asking a student to repeat.	“One of the first requirements of good teaching is good voice projection...You need to be heard clearly by all the students in the room. When you talk, project your voice so that the person sitting farthest away from you can hear you clearly” Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.
When Ss are working individually, the PsT monitors their work by walking around the classroom and asking them if they have questions.	The PsT walks around the classroom, so she can see everybody is working properly or if they have problems with the exercises.	The PsT must monitor individual and group work.”...move around the classroom, but not to distraction...show interest in each person and work with them as a team” Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.
The PsT tells some Ss not to work on the exercises she has not told them to do.	The PsT clarifies Ss to work only in what she has assigned and not moving to other exercises.	It is imperative to give clear instructions and also verify if Ss got the idea.



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SELECTIVE PEER LESSON OBSERVATION

Date: June 4th, 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 3

Observer: Pre-service teacher 4

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT checks the homework. Some Ss are misbehaving and are not correcting the homework. The PsT asks Ss to please pay attention and forces them to participate in the correction.	The PsT tries to make all Ss participate and pay attention to the class.	"The PsT must be sure that all students start work and are able to do the assignment, otherwise, some students will not even start the assignment and others might start it incorrectly". Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.
The PsT uses L1 properly, he contrasts L1 to L2; however, he does not do a literal translation.	No translation and a good and meaningful explanation is the key to have Ss attention and interest. Sometimes if Ss do not understand something they just leave the work and do not focus on the class.	"Mother tongue has a positive role in the classroom; the following uses can be identified for it: classroom management, language analysis, presenting rules that govern grammar, discussing cross-cultural issues, giving instructions or prompts, explaining errors, and checking for comprehension". Auerbach, E. <u>Reexamining English only in the ESL classroom</u> . <i>TESOL Quarterly</i> , 1993.
The PsT asks Ss to get in pairs. He invites them to work with the partner who is seating next. Once they are ready, he explains the task.	With this arrangement, the PsT wants to save time and avoid noise.	Grouping activities can bring some problems to the class; that is why the PsT must be firm with discipline, "State clearly to your students what your expectations are regarding their behavior in class (...respect for the others, group work, individual work...)" Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.



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SELECTIVE PEER LESSON OBSERVATION

Date: June 6th, 2008
Teacher: Pre-service teacher 3

Grade: 9-3
Observer: Pre-service teacher 4

Subject: English

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT is board-tied. Sometimes, he tries to move around, however he stays next to the board for a long time of the class.	The PsT is focus on explaining the contents by using the board and explaining what he writes.	The PsTs can explain and have Ss participating during the class time without having to stay on the board all the time. Try to move around the classroom and make Ss pronounce sentences from the back.
He does pre-listening explanations; he makes sure Ss understand the instructions and checks their work at the end of each exercise.	The PsT is doing a very good job with the lesson transition. He is avoiding jumping from one activity to a new one without contextualisation.	"The PsT must be sure that all students start work and are able to do the assignment, otherwise, some students will not even start the assignment and others might start it incorrectly". Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u> . San Francisco: State University, 1994.



SELECTIVE PEER LESSON OBSERVATION

Date: May 23rd, 2008

Grade: 9-3

Subject: English

Teacher: Pre-service teacher 4

Observer: Pre-service teacher 3

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
The PsT stays in front of the board to give some explanations. Then, asks Ss to work individually and after that they should work in pairs. The PsT rotates around the room to control Ss' work. The PsT starts the correction of the activity by writing the answers. When the activity finishes the PsT goes again to the board and writes some sentences on it. She gives her back during some minutes to the class. Some Ss take advantage of it to throw some pieces of paper to each other.	The PsT knows the importance of Ss' understanding for this reason the PsT remains most of the lesson time in front of the board to clarify students' doubts.	It is important to avoid giving the back to the class and to circulate around the room. It would be a good idea to write some answers on the board and ask Ss to say them at random. According to Robert Harris in his <i>Dozen Classic Teaching Tips</i> "As you talk, don't remain fixed behind the lectern. Move around the room, or at least around the front of the lecture area. Some studies have shown that attention and retention increase in direct proportion to the closeness of the speaker to the audience. Thus, if you move around the classroom and approach quite closely to different students at different times, you can keep them paying attention better and help personalize your discussion."
Some Ss at the back of the room are talking and two of them are fighting. The PsT is too concentrated in the presentation of the topic, so, she does not realize about this situation. The PsT is often board-tied when giving explanations. Some Ss cannot listen to the PsT because of their partners' noise.	The PsT seems to give more relevance to the procedure of the class because most of the Ss are interested in the class explanation.	It is important to control Ss' behavior. According to Marilyn Lewis. "Behavior is strengthened by immediate reinforces. Negative reinforces take away or stop something that the student does not like. Students who break rules can be ignored, reminded about appropriate behavior, or punished immediately."
The PsT explains that they are going to listen to a record, then, she plays it and asks them to take as many information as they can. Some Ss write only words they heard but some others do not even take their notebooks out. When the first listening is finished; the PsT rotates around the room to check their work.	The PsT seems to know the importance of verifying Ss' class work.	The PsT should do a pre-listening activity and should clarify the times they have to listen to the CD. The instructions must be clear to avoid distraction and misunderstanding. It could be a good strategy to ask some Ss randomly to verify understanding. In his research Conley Day states "Because listening is a vital part of language learning, listening skills should be developed as a learning mode. Pre-listening skills should be taught just as pre-reading skills are taught. Children in command of the auditory perceptual abilities which contribute most to listening will transfer these abilities to increasingly difficult listening task, e.g., listening for comprehension."



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SELECTIVE PEER LESSON OBSERVATION

Date: May 13th, 2008
Teacher: Pre-service teacher 4

Grade: 9-3 **Subject:** English
Observer: Pre-service teacher 3

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ ACTION
<p>The PsT is introducing a new topic "Fashion" The PsT starts by asking some questions related to the main issue. First, she demands if they know any famous fashion maker, after that, asks about important fashion shows around the world. Some Ss are participative but some others are not. Some Ss seem to be lost when the PsT asks them to describe what they are wearing today.</p>	<p>The PsT uses the name of famous fashion designers and well-known super models because Ss seem to know all those names, so it makes the class more interesting and motivating.</p>	<p>I think the PsT could use a doll or even some real clothing (what the PsT is wearing in the moment for example) to make everyone involve and understand. "The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if you are going to teach vocabulary of fruit and vegetables, it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word" says Jo Budden.</p>
<p>Now, the PsT gives SS a handout. The PsT solicits them to go over the reading part. She tells them they have two minutes to read the whole passage and she also says that as soon as they finish reading they have to complete the questions about the interpretation of the text. She also reads the text aloud to help Ss with the pronunciation of</p>	<p>The PsT wants everyone to focus on the reading, so she reads the text aloud with them. The PsT believes the time for this activity must be short because the text does not seem to be complicated for Ss to follow and answer.</p>	<p>The instructions are rather confusing because the time set for the reading is not enough for individual work. It would be better if the PsT would ask first where they are in the text to know if it is the time to finish that specific activity.</p> <p>Kathy Obear says that it is really vital to "give members</p>

<p>unknown words. When the PsT says that the time is over for the reading part, most of Ss protest because they have not finished the activity yet.</p>		<p>a chance to reflect and organize thoughts before sharing in larger group gives those less likely to compete for air time a chance to prepare; a time for members to be more honest with themselves/to reflect and tune into their feelings/inner thoughts; give them time to be prepared for next activity; give a clear time limit..."</p>
<p>Suddenly, the PsT interrupts the lesson to call the attention to a student. Then, the PsT jumps into another activity without wrapping up the previous activity and gives them a small leaflet to work on it.</p>	<p>The PsT wants to emphasize on the importance of being focused on the lesson.</p> <p>It seems that the PsT wants to move faster and use all the material during the class time.</p>	<p>The PsT should use the time wisely. First, she should round off the starting activity to move on the other one.</p>



SELECTIVE PEER LESSON OBSERVATION

Date: May 29th, 2008.

Grade: 9-4

Subject: English

Teacher: Pre-service teacher 5

Observer: Pre-service teacher 6

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTIONS
The PsT greets Ss and takes them downstairs to the lab. They pack fast and obey the PsT's instructions. They smiled at the PsT when they are told to go there.	Ss like going to the lab since they were happy and quiet being there.	It's a good idea that the PsT takes Ss more often to the audio lab to do listening activities. They enjoy those activities and focus their attention easier.
The PsT asks "who is absent today?" Three Ss are absent. Then, the PsT does the recycling activity from previous units.	Ss understand what the PsT asks. They take part in the class lively.	The PsT goes through class procedures to keep Ss' work and behavior.
The PsT reads the test about Lina. He makes sure SS understand it and gives them three minutes to work on it. Then, the PsT tells Ss to answer the question according to true or false. It takes two minutes. The PsT checks the exercise on the board.	Ss understood the exercise easily. Almost all of them wanted to participate in the checking activity, since they raised their hands.	This exercise should be done more often since it provides general Ss' understanding to the PsT. The activity gives proper feedback to Ss, and they become enthusiastic towards that kind of English exercise.
The PsT contextualizes Ss by asking "Do we have fast food restaurants in Bucaramanga? – Have you ever been to Perro loco/Lugi's/Pizza hot? Ss	Ss seem to be confused. They are asked over and over again for their task.	The PsT should try to organize instruction in a better way. It is a good idea for the PsT to provide clear instructions at a good pace in order to allow Ss to learn faster and reduce

<p>answer properly.</p> <p>The PsT tells Ss to work on the job application form. He gives them eight minutes to do it. Ss are told about time.</p>		<p>discipline issues.</p>
<p>Ss start working in the application form. The PsT goes around the classroom to check Ss' understanding</p>	<p>Ss seem to understand better. They raise their hand to ask for help to the PsT.</p>	<p>Going around the class is a good strategy to keep doing at all time in classes. Monitoring Ss' behavior closely helps catch audience contact and contribute to academic development.</p>
<p>The PsT tells Ss to keep down the books and notebooks. He gives instructions one by one. Ss are told they will do a pronunciation activity. Ss need to pay attention to the recording and fill in missing information.</p>	<p>Ss seem to be interested in the activity. They follow instructions actively.</p>	<p>It is important that the PsT makes sure all Ss understand a following activity.</p>



SELECTIVE PEER LESSON OBSERVATION

Date: June 3rd, 2008. **Grade:** 9-4 **Subject:** English
Teacher: Pre-service teacher 5 **Observer:** Pre-service teacher 6

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT starts the class by greeting Ss and asking opening questions. Then, the PsT does recycling activities about previous lessons.	The PsT keeps in mind the importance of doing such activities at the beginning of the class. Ss enjoy such class procedure.	It is a good idea that the PsT keeps class procedures along the whole course in order to avoid disruptive misbehavior at the beginning of each lesson. Consequently, Ss behave and become interested in the lesson.
The PsT tells Ss they are going to the lab. The PsT provides specific instructions for Ss to go downstairs and listen to the song.	Ss respect the PsT. Ss follow step by step the instructions given by him. Ss seem to be excited with the activity.	The PsT does an excellent job. Rules and procedures are systematically taught. Ss line up, remind in silence and get into the lab properly.
The PsT tells Ss the name of the song. The PsT provides Ss a general idea about the background of the song. Then, the PsT gives instructions about the activity procedure. Ss pay attention to the him.	Ss seem to be interested in the activity. They show knowledge about the singer and the song.	This kind of activities should be done frequently. A song club activity catches Ss' attention and makes them feel more interested in both English and teacher's instruction.
The PsT plays the song again, then, the class drills some sentences to check pronunciation. Finally, the whole class sings the	Ss love the exercise. The vast majority pays close attention to the PsT's instructions.	It is always a good idea to do productive activities with Ss. Consequently, Ss take part in the class; learn much better, feel they play

<p>song. Some Ss at the back of the classroom talk a lot.</p>		<p>an important role in the class, follow instructions and disruptive misbehavior is reduced.</p>
<p>The PsT tells Ss to ask for any question related to unknown vocabulary in the song. Ss speak their mind about it. The PsT explains the vocabulary. Then, the PsT assigns homework. Ss have to write a sentence either in past simple or present perfect tense using such vocabulary. The PsT reminds on the board</p>	<p>Ss seem to understand the vocabulary. The whole class provides examples about the unknown words found.</p> <p>Some Ss seem not to understand the homework.</p>	<p>The PsT should make sure all Ss understand the homework. It is a good idea the PsT writes it on the board for Ss to write it down. Although L1 is not suitable, the PsT might check Ss' understanding by asking one student to tell the rest of the class the task to be done. "Monitoring students' work helps the PsT detect students who are having difficulty and to encourage students to keep working" . Brown, H. Douglas. <u>Teaching by principles, an interactive approach to Language Pedagogy</u>. San Francisco: State University, 1994.</p> <p>At the end of the teaching practicum, Ss improved not only their English level, but also their behavior. Ss learnt how to follow instructions and how to take part in class properly among others.</p>



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SELECTIVE PEER LESSON OBSERVATION

Date: May 22nd, 2008.

Grade: 9-1

Subject: English

Teacher: Pre-service teacher 6

Observer: Pre-service teacher 5

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
The PsT explains relevant aspects of Present Perfect tense as part of the recycling activity. The PsT moves around the classroom. Ss look at the PsT.	The recycling activity is well developed. Ss seem to understand and they participate with enthusiasm in the activity.	This is an aspect to highlight as part of the PsT's way of teaching. The PsT seems to have taken into account previous comments to improve classroom management aspects and way of catching Ss' attention.
The PsT closes a topic and starts making questions related to the next classroom activity and the previous one as well.	The PsT really understands the importance of transition and pacing among classroom activities.	
The PsT assigns a task from the hand out. The PsT goes around the classroom and answers some Ss' questions. Ss are working individually.	The PsT is monitoring individual work. The PsT remembers that walking around the classroom is a good way of monitoring Ss' work and it helps the PsT to know who is working or who has doubts.	Applying Douglas Brown's theory about monitoring Ss appears to give satisfying results. "Monitoring students work helps the PsT to detect students who are having difficulty and to encourage students to keep working"
The PsT says, "Huy, sorry" when she found a girl who was behind her while walking backwards.	The PsT may contribute to misbehavior or disorder by reacting in this way to a phenomenon. Also, the PsT is mixing Spanish	This is a situation that could be corrected if the PsT is conscious that the classroom is full of people and bags and it is normal

	onomatopoeias with the English language.	to happen specially when walking backwards. If so, the PsT will be prepared not to get scared the next time it happens.
The PsT is checking exercise 6 handout N. 5. Two Ss are reading the questions they created. The other Ss are in silence.	Ss' response to classroom management strategies is positive.	Applying the assertive approach about stating clear rules seems to work in the classroom setting. This has been mentioned during tutorial meetings with the teaching practicum director.
Ss start talking, the PsT tells Ss: "hasta que no hagan silencio!"	The PsT has interference between English and Spanish.	The PsT should make use of a single language to express one idea and avoid mixing them up. If the PsT is going to speak in Spanish, she should use only Spanish and vice versa.



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SELECTIVE PEER LESSON OBSERVATION

Date: May 29th, 2008.

Grade: 9-1

Subject: English

Teacher: Pre-service teacher 6

Observer: Pre-service teacher 5

DESCRIPTIVE LEVEL	INTERPRETATIVE LEVEL	REFLECTION/ACTION
Ss are talking and are not concentrated on the class. The PsT calls Ss attention in Spanish.	It was suitable and at an appropriate moment.	The PsT is making appropriate use of pieces of advices stated by the Assertive Approach for teaching explained by Douglas Brown and discussed during previous meetings with the practicum director where issues about the teaching practicum were pointed out.
The PsT is checking an exercise from the handout. The PsT calls Ss using the numbers on their cabins.	It is a strategy that works well to call Ss especially if the PsT does not remember the names of all the Ss. It is well done.	
The PsT checks if Ss are writing the paragraph that was assigned going around the classroom. Ss are working in silence.	It is very good to show to Ss that their work is being checked.	Pieces of advice related to monitoring individual work give positive results.
The PsT translates again." Who said teacher? Queen dijo Teacher?", "Believe in yourself, confia en ti mismo".	The PsT has not stopped translating from one language to the other one	The PsT needs to stop translating for the sake of Ss more appropriate learning process.

Appendix 4 – Domain Analysis: General peer lesson observations

Patterns referring to the teachers' performance and its results in classes

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none"> • Pre-service teachers (PsT) inappropriate posture, giving his/her back to the students • PsT looking constantly at this/her notes • PsT not giving class instructions clearly 	<p>is a way to</p>	<p>promote students' disruptive behavior</p>
<ul style="list-style-type: none"> • PsT raising his/her voice tone • PsT changing some students from their original places • PsT calling students' attention directly when misbehaving 	<p>is a way to</p>	<p>maintaining students in silence</p>
<ul style="list-style-type: none"> • PsT not focusing students' attention on new language • PsT using small visual aids • PsT using confusing examples • PsT rushing from one activity to the other 	<p>is a reason for</p>	<p>hindering students' comprehension of new language</p>

In this domain there are some specific patterns referring to the teachers' performance and its results in classes. It can be seen that the domains ***“Ways to Promote students' disruptive behavior”*** and ***“Reasons for hindering students' comprehension of new language”***; both of them show how disrupting it can be when the teacher is not experienced enough and finds it difficult to manage the classroom and the lesson mechanics. Finally, the domain ***“Ways to maintain students in silence”*** differs from the latter since they do show some fine techniques applied by the pre-service teachers in order to control the students and their work, so that a first-class lesson, in which the main objectives are reached, is the result.

Patterns referring to students' attitudes and behaviors towards the class

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none"> • Ss talking • Ss listening to music • Ss doing homework from different subjects • Students not paying attention to the lesson explanations • Students refusing to participate. 	<p align="center">is a result of</p>	<p align="center">the lack of Teacher's authority and strategies.</p>
<ul style="list-style-type: none"> • Ss not taking out their notebooks when required • Ss not working as expected • Students asking partners about class assignments 	<p align="center">is a result of</p>	<p align="center">giving unclear instructions</p>
<ul style="list-style-type: none"> • Ss yawing • S making disapproval faces • Ss complaining about class assignments 	<p align="center">is a way to</p>	<p align="center">disapprove class activities</p>
<ul style="list-style-type: none"> • Individuals working actively • Ss working in groups cooperatively 	<p align="center">is a way to</p>	<p align="center">show interest</p>

The semantic relationships found in the analysis related to students' performance in the class: *is a result of/ is a way to/ is a kind of/*. "**Results of Lack of Teachers' authority and strategies**" refers to the teachers' management of the class and it demonstrates inexperience when teaching large classes. Besides, this domain evidences both students' perception of the teachers' development in class and reveals students' attitudes during classes. Equally, "**Results of giving unclear instructions**" suggest the misunderstanding of students towards the class assignments. The following two domains "**Kinds of Disobedience**" and "**Ways to disapprove activities**" are correlated since they both focused on students' attitudes towards the class.

Appendix 5 – Domain Analysis: Focused peer lesson observations

INCLUDED TERM	SEMANTIC RELATIONSHIP	COVER TERM
<ul style="list-style-type: none"> • Pre-service teachers (PsT) taking too much time in the presentation step • Teacher showing small pictures 	<p>is a cause of</p>	<p>Ss' complaints</p>
<ul style="list-style-type: none"> • Students (Ss) asking their peers for the task • Ss not working on exercises properly • Ss moving from one exercise to the other without being told • Ss not completing the class assignment • Ss asking the teacher what to do again 	<p>is a result of</p>	<p>Pre-service teachers not giving clear instructions</p>
<ul style="list-style-type: none"> • Ss misbehaving or talking • Ss doing other subjects homework • Ss taking too much time to finish an activity • Ss not taking lesson notes 	<p>is a result of</p>	<p>Pre-service teacher not monitoring Ss work</p>
<ul style="list-style-type: none"> • PsT looking at his/her lesson plan • PsT not walking around the classroom • PsT standing by the board most of the lesson time. 	<p>is an attribution(characteristic) of</p>	<p>Pre-service teachers remaining most of the lesson time in front of the class</p>
<ul style="list-style-type: none"> • Ss talking at the back of the classroom • Only Ss sitting in the front side of the classroom participating • Ss having difficulties listening to the teacher. 	<p>is a result of</p>	<p>Pre-service teachers remaining most of the lesson time in front of the class</p>

Ethnographic records of the focused observations during the teaching practicum at “Institución Educativa Las Américas” are considered in order to collect significant data for this study. These observations are based on classroom management and are grouped as a way to give details on the pre-service teachers teaching performance. It is important to make clear that the data analysis is focused on three main aspects that constantly affected the development of the classes. These aspects are: pre-service teachers giving unclear instructions, being in front of the class most of the lesson time and not monitoring students work during class activities.

In this domain there are some particular patterns related to the pre-service teachers’ performance and its results in classes. The following are the semantic relationships found: *is a result of/ is an attribution of/*. In the first place, “**Not giving clear instructions**”, refers to the lack of precision to direct students for the accomplishment of a class assignment. This imprecision generally leads to the increase of class work disorganization as some students move from one exercise to the other without being told, some others not even start work, and others work incorrectly. In the next part, it can be noticed that the domains “**Remaining most of the lesson time in front of the class** ”; both of them show that when the teacher is not experienced enough spends mostly of the time in front of the classroom as a way to control the whole class. This posture, on the contrary, seems to hinder a good class management as it impedes to watch the behavior of the students sitting at the bottom of the classroom, who seldom are engaged in class activities; hence, some become badly behaved and others very passive. Finally, the domain “ **not monitoring students’ work**” deals with the lack of proper assistance that students receive from the pre-service teachers during their individual or group work. This absence of adequate support appears to promote students’ indiscipline and distraction affecting the appropriate attainment of the assignment and generating disruptive class behavior.

The following pattern refers to students’ attitudes towards the class. This is the semantic relationship established in the analysis related to students’ behavior in the class: *is a cause of /*. “**Students distraction/ complaints**” refers to the teachers’ material used during classes; sometimes the teachers do not employ large enough pictures to give an explanation of a particular topic, then, students’ attitudes during classes could be affected and also their perceptions of the classes.

Appendix 6 – Taxonomic Analysis: Focused peer lesson observations

Ss complaints	
Teacher taking too much time in the presentation step	Teacher showing small pictures

Pre-service teacher not monitoring Ss work			
Behavior	Distraction		
Ss talking	Ss not taking notes	Ss taking too much time to finish an activity	Ss doing other subjects' homework

Not giving clear instructions				
"Enquiring for clearer explanations"		"Not performing the task appropriately"		Ss moving from one exercise to the other without being told
Ss asking their peers for the task	Ss asking the teacher what to do again	Ss not working on exercises properly	Ss not completing the class assignment	

Being most of the lesson time in front of the class					
Characteristics			Results		
PsT looking at his/her notes	PsT not walking around the classroom	PsT remaining by the board most of the lesson time	Location of Ss in the classroom		Ss having difficulties listening to the teacher.
			Constant talking of Ss sitting at the back side of classroom	Only Ss at the front of the classroom participating	