



Muestra de Desempeño Docente I

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Teaching Experience I

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MDD 1

- Lesson Title: _____
- Grade Level: Communicative Competence Initial II
- UCSC Supervisor: Astrid Guerra
- Supervisor Signature: Paula Morales
- Mentor Teacher: Astrid Guerra

1. Community in which the school is located and/or serves, municipality or owner and school factors:

The observed class was at an university class of 'Communicative Competence: Initial Level II' of the English Teaching Program at 'Universidad Católica de la Santísima Concepción' –UCSC. The university was founded by decree of the Archbishop of Concepción in 1991 and it is located in the city of Concepción, Chile.

UCSC is a traditional and private tertiary level education institution which is a member of Consejo de Rectores de Universidades Chilenas, Agrupación de Universidades Regionales de Chile, Red Universitaria G9 y la Federación Internacional de Universidades Católicas. This establishment counts with several faculty buildings, for instance Law, Sciences, Education Communication Sciences, Engineering, Economics and Management, History and Social Sciences, Theology and the Technological Institute. Besides, around 20.000 students currently are part of the majors and programs that the institution offers.

The university receives students from numerous cultural backgrounds and from different socioeconomic status. A great number of the students who study here have been benefited with scholarships from the Chilean Government or the University itself. Even though the main base of the establishment is a catholic guidance, students come to study here have a variety of beliefs which are different to Catholicism.

1.1. How These Factors May Impact My Lessons:

As the university follows the principles of Catholicism, knowing its standards and the moral attitudes it promotes is of great importance in order not to plan a class which attempts against their ideologies. Thence, the lesson planning must have a correspondence with the values of the institution.

Furthermore, it is important to keep in mind the high educational expectations that come along with the prestige of the educational establishments which are part of the CRUCH. This prestige attracts highly capable students; hence, we must offer them the best and the most challenging education in order to achieve and fulfill the standards society expects from these institutions, denoting good quality on their academic results and professional performances.

2. Student Characteristics and Their Instructional Implications:

2.1. Description of First Characteristic of Student(s) in this Class:

The first characteristic that caught my attention when observing one girl of the classroom was that she almost never speaks during the classes. When the teacher asks her to talk about some topic in specific, she seems reluctant and does not answer. But when she has to give a short answer from an activity (e.g. gap-fill) she only says the word and stays quiet during the rest of the class.

During the process of the activity itself, she works on her own, even when the seat arrangement is in groups. From time to time she listens to the other members of the group, but she does not speak or participate on the discussion.

2.1.1. How This Characteristic Will Impact my Lesson:

The characteristic previously mentioned might have a negative impact due to the fact that the main aim of the lessons is to develop communicative skills and to help students develop these skills. Therefore, if a student is reluctant to speak, there might be a lack of motivation and part of our job will be to focus on motivating her, making her feel secure and making her speak and communicate with her classmates.

As we should make every student speak and practice, we would also have to personally help her and maybe, if the reason why she does not want to speak is the insecurity and unwillingness to make mistakes, we would have to take some time during the class itself for her to feel more secure and start producing the speech.

2.2. Description of First Characteristic of Student(s) in this Class:

The second characteristic which caught my attention was that, even though she does not orally participate during the lesson using neither the L2 nor the L1, she actively does the written activities –gap-fill, information transfer from listening activities, etc. -. She is always looking at the teacher when she speaks, gives instructions or explains some content and takes notes from time to time.

2.2.1. How This Characteristic Will Impact my Lesson:

This characteristic could positively affect my lesson since it might prove that the student is willing to work and learn, and perhaps she feels more comfortable with activities where she does not have to orally produce the language. In addition, if the student works and does the activities within the given time, it helps the teaching process to follow the expected track since the teacher would not be delayed by waiting students to finish the activity.

3. Physical Aspects of the Classroom and Their Instructional Implications:

3.1. Description of First Physical Aspect: Seating Arrangement

The first seating arrangement that we were able to observe during the first week was a horseshoe that occupied three quarters of the room. During the next weeks, the activities were developed individually, in pairs and sometimes in groups of 3 people.

When it comes to teaching the lesson, while the teacher was talking in front of the classroom, students were sitting in groups looking to the front of the class.

3.1.1. How This Aspect Will Impact My Lesson:

When students are sitting in a semicircle, even though they might be doing the activities individually, this arrangement allows the course or group discussion. Besides, while they are working, we could easily monitor them without having to go through

the seats. Moreover, while we are talking in front of the room explaining some content or giving instructions, this organization would allow us to keep eye contact with every student.

The negative aspect of group arrangement is that this seems to be a problem because students tend to start talking during classes and, even though there might be some groups that focus on the lesson and pay attention to the teacher, other groups are more talkative and tend to interrupt the class.

3.2. Description of Second Physical Aspect: Equipment

In the classroom there is a Data Projector which is hanging from the roof pointing to the front of the room. It is connected to the computer and the teacher uses it to teach and show content during the lesson or to show the task or activity they will work on.

In one opportunity the data did not work and the students lost a few minutes before starting the activity and the class itself.

3.2.1. How This Aspect Will Impact My Lesson:

The technological resources like data projectors can impact in a positive and in a negative way. On one hand, the students can be motivated with visual aids like videos or images; furthermore, when giving instructions, we can project them before or after explaining so students can re check the steps of the activity in case they forget them.

On the other hand, if the teacher does not worry in advance about checking that everything is connected and working well, she/he can lose many minutes of the class and probably the students will lose the interest in it.

4. Reflects on the importance of knowing about students and the context to provide quality teaching.

The importance of knowing about the students' background and the context in which they are immersed is that due to it we can plan lessons and look for the right topics for using with students. We can select the best themes for involving them in the class and also avoiding others that could create or cause some problematics within the class.

Also, we can be prepared for some behavioral or lack of knowledge issues that might come up when teaching and deal with them in the most suitable way.