**MDD5: INSTRUCTIONAL DECISION MAKING**

1. **Student Response to Lesson 1 and 2:**

At the beginning of the lesson, I consider that students were mostly interested on participating on the lead-in activity. As I started the class telling them we were going to play ‘Simon says’, they immediately stood up and encouraged their classmates to participate as well. Surprisingly, students who do not usually participate in the class, were standing for participating and, all the students were looking at their own classmates to see who lost or won. During the main activities, although I had to explain the instructions more than twice and then explain it to each student separately once more, they were willing always working on their books and also helping their friends. They constantly asked me questions, and asked their classmates for help. Moreover, I was also surprised by the fact that, as some finished before, they asked me for permission for going around the room and helping their classmates.

Finally, I must admit that they were motivated to do the activities because I told them that we would continue playing ‘Simon says’ if we had enough time before the bell rang.

1. **Adjustments for Lesson 1 to Lesson 2:**

For future lessons, I think that I should look for more activities apart from the ones in their book to do during the class. I realized that they were getting bored of working in the book; hence, I must think about including more didactic activities as well.

1. **Analysis of Learning Results**
   1. ***Whole Class:***

During the first class, my main goal was to help them learn the targeted vocabulary by doing activities that constantly mentioned it. During the second class, I realized that they were able to learn the vocabulary we had seen previously since they remembered all the means of transportation we checked in class without using their book when I asked them. Also, I consider that they were able to practice their speaking skills as I constantly made them read out loud the comic we were working on and their answers.

During the following weeks, they had the test related to the unit. While I was walking around among the students, I was able to see that they remembered the vocabulary and were able to do the test easily.

* 1. ***Individuals:***
* The first student I am going to describe, I could notice a huge change in his attitude towards the class from the very first moment, starting from the fact that he actively participated in the warm-up activities both classes. During my second intervention, when I asked the class to find a partner, he immediately asked a friend to work with him and was constantly asking me whether what they were doing and speaking was right, also asking me about the pronunciation of specific words. In terms of learning, I think he did learn some of the new vocabulary since during the activities they did in the following classes, he was able to use the language I had taught them. Not only do I think he learnt because of what I observed, but he also told me he had finished the activities because of what he remembered from my class.
* The second student, I could notice he did not had a major change in his attitude in comparison to previous classes. Usually, he does not do the activities, claiming that he does not understand so he will not try. He was mostly sleeping during the lesson and did not seem interested in doing the task or learning the vocabulary. Though I was constantly asking him to work and participate, he only looked at me and said he did not want to work.

1. **Impact of your instruction on Student Learning** 
   1. Identify what you believe to be the instructional strategies and activities that contributed most to student learning.

I think that the most useful strategies I used in the lesson were, firstly, telling them we were going to play a game at the beginning of the class; hence, they were immediately interested in what we were going to do. Secondly, using examples for explaining them what I wanted them to do. Moreover, every time they were starting to talk too loud and did not listen to me, I used a strategy I saw in the main teacher and started to count the seconds with a low voice.

* 1. Explain how your teaching behaviors affected student learning. Consider student response to explaining, giving directions, modeling, organizing activities, leading discussions, the pacing of the lesson, and the overall organization of the lesson.

As it was already mentioned, students had problems when understanding the instructions of the book and the comic they were reading. Therefore, I realized that providing examples was not enough, but I also had to explain the same instructions in different ways, including CCQs for checking their comprehension and going back if they seemed not to be understanding.

1. **Identify two concrete aspects of your lesson planning, assessments or implementation of the lessons that you will do differently the next time you are asked to plan and deliver instruction to a group of students.**

**Giving instructions:** for future planning, I must keep in mind that I need to have already planned more than one way of explaining the same instructions, because not all of them will understand the same way. Using more modeling and maybe providing more detailed examples.

**L2 use:** as I still struggle for finding ways to always communicate with students using the English language since I know they do not understand, when implementing future lessons I must control the use of the L1. But also giving the students the opportunity to use it in order to make them feel more comfortable within the classroom. In addition, when planning and during my formation as a teacher candidate, I need to find ways for explaining the learners without going back to their L1.