



Muestra de Desempeño Docente V

Instructional Decision Making

María José Verdugo

Prof. Astrid Guerra
Teaching Experience I

November, 2016

LESSON 1

1. Student Response to Lesson 1:

During the first Lesson, I was glad that seven students assisted even though I had expected a lower number. Though the majority arrived late, all of them seemed motivated and willing to participate in the tutorial. They lead-in activity helped them to wake their bodies up –due to the time I thought they might be tired- since they danced, played and laughed with their classmates. During the presentation stage, every time I asked them to repeat something, they did so and never looked bored; in addition, I could see that they were always taking notes of the content and, also, made questions about their doubts.

I could observe that some students have some problems related to pronunciation, but still they participated actively and when I provided feedback, they would take notes and repeat a few times the right pronunciation all together.

When receiving instructions from me, even though I reckon I might have been confusing at times, they easily understood what they had to do and carried on the activity in silence or asking their classmates. Once in a while, they would call me to ask a few questions and continue working.

For future lessons, I consider that we should prepare more challenging activities for them to keep o progressing on their learning and not only practicing what they already know.

2. Adjustments for Lesson 1:

For improving the first lesson I carried out, I think I need to start practicing how I give instructions for every activity since I could be confusing at times. I believe that a better starting would be a more challenging “game” that would require them to use the language. In addition, I think I should have prepared a previous lesson in order to get to know their level of English; hence, I would have been able of preparing activities according to their level and not only thinking about what they *should* know so far.

3. Analysis of Learning Results:

3.1. Whole Class:

I think that the aim of the first lesson was not fully completed. The aim was to provide them with the necessary knowledge for them to speak and write about future expectations; nonetheless, now I believe that the activities we prepared for practicing and the last task we gave them was not as challenging as it should have been for them.

Nevertheless, most students did very well in each activity and they worked with me when providing feedback to their own classmates. The results of these activities were not collected because they wrote on their own copybooks and then we discussed orally.

3.2. Individuals:

Student 1:

In the first tutorial, this girl seemed really committed to work and even ask her classmates to stop talking and keep on working during pair or group activities. During the first activities, she made a lot of questions about vocabulary and asked me a couple of times to check her work. By the last activity, she did not make any questions, but I could realize that she did not make any mistake when we were checking their compositions as a class. So, I would say that she improved some grammar issues she presented and I also believe she increased her vocabulary as she used the new concepts on the final task.

Student 2:

In the first place, I would like to highlight that this boy came to class seeming really motivated to participate. When reading out loud from the board or his own work, he did not make huge pronunciation mistakes; indeed, he would correct himself by repeating the mispronounced words without me telling him the right pronunciation. Secondly, even though I would constantly see his work and give him some feedback –since he called me many times for help- he continued making the same grammar mistakes in the last task.

I did not keep any track of their mistakes –which were mostly about pronunciation- since we were immediately discussing in group what they had to improve.

4. Impact of your instruction on Student Learning:

4.1. I consider that the fact that the tutorials are only for a small amount of students, helps me to personalize the class and give proper feedback to each student after each activity. I could see that the students were friends among them and that helped me to lower their anxiety filter and might also help them to feel more comfortable and not worried about making mistakes.

About the structure of the class, after the class finished, they told me it was much easier to follow the content, to take notes and to practice pronunciation at the same time since we focused on the same stage for enough time for them to understand what we were discussing.

4.2. At the beginning of the lesson, I felt really nervous and anxious about teaching for the first time. I recognize that I forgot some important parts of giving instructions and I ended up feeling that it was confusing to them. However, as they always seemed to understand what I wanted them to do, I felt more relaxed and started worrying more about helping them to improve their management of the language instead of teaching the class perfectly.

5. For future lessons:

5.1. I believe I need to improve on how giving instructions and making sure that all of the students fully understand what they have to do. It is important that all of them know what they have to do in order to keep the pace of their classmates and also to provide them with confidence as they feel they are capable of understanding the foreign language.

5.2. I have the feeling that the first lesson was not as challenging as it could have been if I have tested them before starting to teach them. For future classes, I would also focus on making activities a little bit harder so they feel challenged and learn new things as they work.