Extended Reflection Classroom Practice

Ya tu sabe come e’ la vaina aquí!

Probably, there are many things I should say about striking moments this first week very related to my learning and language learning. My title can directly guide you to my experience and this expression and significance, and surely, I will remember the context and people surround me at the moment. Firstly, I would like to add how I felt in terms on how well I realized and identified some relevant aspects of my predominant learning style. So, being a reflective person, I totally discovered some new learning characteristics which can help or hinder my learning but also I realized that the phrase ¨do me doubt about my beliefs¨ had a great connotation when I heard it. Thus, I consider myself a very easy going person, part of my personality that help me to set up my creative process. So that many possibilities are given to be taken into account and for getting focused on what is really important during my language classes. For instance, if I really consider my process of learning and how this can show an improvement in my critical way of thinking, I will really recognize steps can lead to success. Moreover, it is relevant that I had the opportunity to identify why I was missing or feeling kind of lost or puzzling in my learning process. I learned that sometimes the lack of mindfulness can take you far away of what you really have to consider as learner. Not being really present, limits you in such a way that you can start judging yourself and demanding more of what you can give realistically. I remember, I started judging me so hard without taking into account my real needs as a learner. Likewise, I start wondering which of those needs I did not meet and which strategies I used for achieving my purpose; for example, what happened to me that I did not really feel engaged with certain kinds of activities that require from me some movement or analyzing examples in general terms? Now, I can answer this question, and in brief, I can draw an important characteristic based on my learning styles I did not identified before.

Showing how learning is really connected to how I would process information, it is absolutely true that sometimes there is nothing wrong on putting all your puzzles on the green zone. This really surprised me and made me really think that our word choices are powerful and can affect positively my learning, so imagine my students’. Thus, for scaffolding myself I need to stage my own flow by following some steps firstly. In this way, I really assure my success in learning in general. Sometimes, I want to be so analytical about things and other times creativity deals with preferences, but indeed, what makes feel really aware were those experiences or moments that helped me to describe what happen. Being not only aware but taking plan actions on what I am learning, engage myself to be a more critical person through my learning process. I really felt that during this week I learned. How did I realize that? Simply by understanding that an important part of learning is, setting up a particular point of learning and taking into account prioritizing my own learning objectives, and as soon as I am able to demonstrate it, I will be beyond development. For example, even when I had no idea about how to say number in Korean, I could perform a set of steps that guided me through a goal, but firstly, I decided my own goal by asking how many number I could learn so that at the end of the activity and until now, I still remember the numbers because I had the opportunity to take myself part of my own learning being aware of what I was learning.

Similarly, during this week my experience approach me into what language learning really means. So, I can relate what I learn each moment with something that is based on a personal experience in a creative way. I remember, how exactly this worked for me during an activity in which we had to represent each stage of the work group. My group and I decided to perform the right moment when we first met according to the stage our trainer gave us. This is interesting because everybody remembers which stage we were in with only demonstrating and taking part of our own learning. It was meaningful for us due to the connotation it had in our lives as experience.

To conclude, as part of this never ending process that is learning, I really internalize that we all need a real and meaningful context to develop every time what we learn, giving to myself the opportunity to explore what works or not according to the needs I have as person and being aware of that my own process takes place according to my learning.

**An English Teacher Almost Change her job for owning restaurant!**

**DESCRIPTION**

On Friday morning we were asked to do the reading checking. I was seated next to Oscar when Emma started explaining what we had to do. She gave a number so that we have to join a group according to our number to perform a role play. Then, Fritz, Graciela, Fanny and I get together. Few minutes past and we get into our groups and we were given a piece of paper with the name of the stage of the reading “The Group.” So, we got the stage “Forming” and without saying which stage we had to perform, we went out to the classroom. In the hallway, we started wondering what to do and we decide that was a good idea to join our stage with an invented activity about a restaurant owner as a role play. When, we have almost finished, Emma approach the group and asked about the stage we had and what we planned to do. After a while, she understood that our intention was to take advantage of another stage to develop ours, but she told us that we had to be focused on ours specifically. All the members started thinking about something so that we had the opportunity to represent our stage, but we did not have enough time to do think on something. Finally, three minutes after that, we all come up with an idea, the first day that we met and how it was for us; it perfectly worked at that moment.

|  |  |  |
| --- | --- | --- |
| **INTERPRETATION** | **GENERALIZATION** | **PLAN ACTION** |
| Something that hindered me was the fact even when we had our idea done, we had to change it and we did not have enough time for coming up with a new good idea.**I see how this could hinder your learning and I’m glad to see from your description that it worked out in the end.** | It is very important to set the time up and give extra minutes if necessary there is a puzzle with interpretation.**Good generalization. I can see you creating your own pieces of theory based on your interpretation and descriptions.**  |  I will give some extra time when students get idea of what they were asked for even when they had to spend a reasonable time resetting their ideas.**This makes sense. What will you do with other groups that have already finished?** |
| I was also hindered by the fact that even when I knew we had an idea I was sure that our first idea was really connected to the stage given but we needed to restate it somehow.**I am not sure what you mean by “restate it somehow”. Did you restate your thoughts? How did this affect your learning?** | It’s important to say which parts of a settled idea are good in order to recycle students’ ideas.**I agree with you. This would also do a lot in terms of validating students’ ideas and thoughts.**  | I will look for o remain something of the original ideas in order to direct it to the main objective of the activity.**I am sure this will help your students’ learning and sense of confidence as well.** |
| Something that helped me was having the reading done when the checking comprehension was developed.**How did this help you exactly? What did this do for your learning?** | Students need a time for sharing and giving some short ideas about what the reading was about.**I agree with this. Why do you think students need this time?** | I will give instruction to take some time out of the preparation of a role-play in order to have clear ideas about what is needed to do. **This sounds like it would help students clarify their thoughts on the instructions before starting. Good!**  |
| Another thing that helped me was to have the experience of having to change things at the very last minute.**I’m excited to see that you got something positive out of what could have been an overwhelming moment. In what way did having to change things in the last minute help you? Please say more here.** | It’s important to put push yourself to remake your ideas in the last minute before performing an activity.**True. Why do you think this is important though? I would really like to hear the reasoning behind this generalization.** | I will take time for asking students to retell in few word what they planned to do in order to see if it works.**Good. I am sure this will help provide students with a sense of clarity and understanding.**  |

**Karol,**

**It has been a pleasure reading and commenting on your extended reflection for this week. Thank you for all you hard work, passion and dedication.**

**From your essay, I really enjoyed reading about the amount of learning and greater sense of awareness that you have gained throughout the first week of the course. I loved the originality of your title and how it reflects part of who you are and the context of the experience you’re having on the course. I am excited about learning more about you as a learner and as a teacher the next coming weeks!**

**In terms of your DAPAs, I noticed that you did a good job choosing meaningful activities to describe and providing descriptions that were objective and focused on the facts. I want to encourage you to think about adding more details in terms of why you think what you are thinking in your interpretations and generalizations. Please read my comments above in the DAPA charts for more details, examples and feedback.**

**This extended reflection has met the requirements and is a pass.**

**Once again thank you for all your hard work and for putting so much love and effort into everything you do.**

**With gratitude,**

**Roger☺**