***Initial Reflections on Classroom Practice***

***The SIT TESOL Certificate Course***

Please answer these prompts and questions for each lesson you teach during the course.

Write your responses the first 10 minutes of the feedback session. These reflections are meant to help prepare you for the discussion and to support you during the discussion. These are your notes and can be hand-written. Please attach your initial reflections to each lesson plan and keep them with trainer written feedback in your portfolio.

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| Name Karol Barrios | Level of Class | **ECRIF Speaking** Grammar  PDP Listening Reading  Writing Culture |
| Date: 4/28/2014 | Number of Students |

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| My initial feelings on the lesson I’ve just taught.  I felt a bit nervous due to we (the group of teachers) have two new students and we notice they had a lower level of English than the other partners in the group. Even though when we were on time, SS arrive late to the class and this make my classmates to get aware of the time. |

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| **KEY MOMENTS –** | | |
| What I planned to do. | What actually happened?  (What the students did/said, what I did/said) | What I was feeling and thinking at the time. |
| 1. I planned to have SS make pair and matching pictures and descriptions and having them to make pairs as a memory game. First, choosing the names and pictures and the description. | 1. SS get the pictures and take them and match them with but instead of starting with the pictures and the names they started looking the description first. | 1. I thought SS were having some trouble finding the descriptions and I’d never realized that they were doing it in the other way around, choosing first the description and then the pictures and the name. |

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| **What did the students learn and how did they show me they learned it?**  They were using the words in context based on their experience and they tried to offer new ideas about the topic by using the words. |
| **What were the objectives of the lesson?**  **SWBAT: use vocabulary related to computers in modern life in order to describe different network problematic situations in groups of 2 or 3 people.**  **SWBAT use their knowledge related to computing in order to discuss on network communication against face to face social communication.**  **How well did the students achieve them?**  They got the first or main objective in the right way. However, I consider that with the second one they will need a bit more time to achieve it. |
| **Things that I think effectively served students’ learning in this lesson:**  **1.** Showing pictures and names by doing matching and associations.  2. Naming and matching by themselves the pictures and descriptions by doing the memory game.  3. Using the board game by asking and moving and giving extra information about the topic. |
| **Things that are puzzling me from this lesson:**  **1**. Time consuming activities, the sense of level of students. How I control activities based on what SS learn from them and their level and time management. |
| **What I’ve learned from this lesson about facilitating learning:**  1. Using visual aids and considering learning styles are an excellent help when planning a lesson engage more my SS  2. With more student-centered activities I noticed students get more confident and familiar with contents. |
| **Questions / Issues/ puzzles I would like to get feedback on and/or to discuss and/or think more about**  1. Time management: When do I consider it is time enough for stopping an activity? Somehow is it teachers’ perception or what students show? |