**ESCUELA NORMAL DE EDUCACION PREESCOLAR**

**COURSE ENGLISH A1.1 “STARTING BASIC COMMUNICATION”**

**TERM PLANNING AUGUST-JANUARY 2023**

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**BIMESTRIAL REFLECTION #1 Oct 2023**

The students use of English as producers is a priority during my English lessons. As I create planners, I keep the focus on promoting students talking time as much as possible. Meanwhile, I work on improving my listening skills, being fully present and mindful of what students say, practicing for openness, to process the students’ performance, identifying students’ specific academic needs in order to react with the best guidance examples to facilitate understanding and acquisition of the new lessons.

I am working as well on cultivating my teaching performance through reconfiguring my mindset. I am continuously trying to keep an adequate teaching-learning pace considering the students level and knowledge differences, by establishing a comfortable environment through a thematic approach for scaffolding.

My group is the whole 1st grade section A, not differentiated by levels.

The student’s performance in tests, activities and in the self- assessment, show the class has acquired most of the (lessons) new skills. I want to highlight the fact that this group started the school year with a rather good level of English in reference to the A1 level.

The results in the diagnostic tests both spoken and written (vocabulary, listening and grammar) formats, indicate that 20% of the students in the class have an A2 level. Around 60% of the class has an intermediate A1 level but, 20% of the class has a beginner’s A1 level which is why during class the first language is used sometimes to help students make connections with their existing knowledge of the mother tongue, so as to facilitating the process of understanding.

These students do not listen to music in English generally and rarely watch T.V or internet programs in English. Nevertheless, most of the students show interest and motivation to learn the new language.

The class attendance has been of about 90% which is not the best but students seem to enjoy the activities. Most of them are participative and enthusiastic.

During this 1st learning unit, students developed several skills such as introducing themselves and other people, saying hello and good-bye and exchanging contact information. Through the self-assessment activity, 80% of students expressed being capable to execute the mentioned functions very well and about 20% of them just OK (need to boost their confidence). Anyway, these subjects will be recycled throughout the whole school year.

**REFLECTIVE NOTES UNIT 2:**

**UNIT COMPETENCIES**

* Identify and discuss personal and classroom objects using the articles a/an, plurals, this/these, and it/they.
* Discuss the location of items using yes/no and where questions with be, the article the, and prepositions of place.

**PERFORMANCE LEVEL**

**About the Lesson objectives**

The students:

* discussed common personal items using “a”, “an”, “this”, “these”, and plurals in short statements and conversations about common classroom objects.
* practiced identifying different pronunciations of plural -s endings to sound more natural when saying plural nouns.
* asked and answered yes/no and where questions with “be”, “this/these”, “it/they”, “this/that” and “these/they” about the location of personal items and things in short conversations
* described where items are using prepositions of place and the definite article “the”
* listened for and compared the location of objects in a room

**About the Activities and materials**

The students were able to experience several enriching and enabling activities and tasks based on student-centered learning. The students watched a video and exercised autonomously, listening for gist and for specific details. They reinforced grammar and vocabulary practicing with on-line interactive self-study activities and completing the exercises in their book and workbook. To consolidate the learning objectives, students brought their favorite things in pictures from home to class and performed role-plays describing what the objects were and where the objects were.

Most of the students did comply with the speaking production task as indicated in the instructions, but some of the weaker students did not show the use of all the required vocabulary or grammar focus. As an area of opportunity for me, I should model the expected performance characteristics before students begin their presentations, and emphasize on the 100% features coverage.

**About the Students**

While performing the Unit 2 project presentation “My favorite things”, where students had to name their favorite objects and their locations, the teacher assessed with feedback comments such as:

You are mostly intelligible, and have some control of the new phonological features at both utterance and word levels and maintain very simple exchanges. You understand questions and respond appropriately. You speak in accordance to A1 level speed, naturally, and without many pauses. You use correct grammar and sentence structure. You understand and use the new lesson’s vocabulary words and phrases. You use correct stress, rhythm, and intonation patterns.

When the students completed their self-assessment and peer assessment, I found interesting and encouraging comments such as very good job, great job, you made an incredible effort, keep it up. They are satisfied because they feel and see they can understand and follow a conversation. But the students also dared to give some real good feedback where they suggested their peers to improve on the issue of confidence: “I think you need to get a little better on the issue of confidence and studying the wh-questions, however you show a good control of the topics, you miss a little bit of intonation”. On their self-assessment they express getting very nervous, having problems with pronunciation (stress, rhythm, and intonation patterns). Students identify their need to study or memorize the concepts, and recognize that they should learn to calm down.

They are sincere with themselves and express to be not completely satisfied with their performance which is as sign of students who are taking the English class seriously and demanding and believing they can speak better.

Students comment about the need for even more practice, which is why, I would start giving some more extra activities for those in need. They recognize and admit that they can still can improve and increase their comprehension, fluency, grammar, vocabulary, pronunciation.

**About the Classroom management**

Students worked individually, in pairs and trios, socializing their products in written form and orally as to acquire more confidence for their speaking skills and to reinforce new knowledge. Nevertheless, the students’ self-assessment indicates a need for more time for interaction in order to get more reinforcement and therefore more confidence when performing orally.

I am keeping in mind for every lesson plan as a primary objective or feature to promote as much as possible “student talking time” without teachers’ interruptions. I think I have improved my listening skills a bit more. I notice myself being fully “present” when students speak, slowing down the presentation pace, getting more feedback form students that allows me to find better solutions to the daily challenges which are mainly about the students’ processes for speaking production. I still identify myself rushing during teaching time at class, but I feel I have had some progress.

Nevertheless, the class attendance has been dropping off to 80% which is not positive, I have managed to keep a participative and enthusiastic environment during class.

**REFLECTIVE NOTES UNIT 3:**

**UNIT COMPETENCIES**

* Discuss cities, countries, nationalities, and languages
* Discuss people’s appearances, personalities, and ages

**PERFORMANCE LEVEL**

**About the Lesson objectives**

The class managed to achieve:

* Discuss cities, countries, nationalities, languages, people´s appearances, personalities, and ages using yes/no and Wh-questions questions with be.
* Used expressions to get someone’s attention, to introduce a different topic and an explanation or idea and to express surprise.

**About the Activities and materials**

The students continued working with several enriching and enabling activities and tasks based on student-centered learning.

During the bimester, they watched a video and exercised autonomously, listened for gist and for specific details in Cambridge audio recordings. They reinforced grammar and vocabulary practicing with on-line interactive self-study activities and completing the exercises in their book and workbook

On the month of November, the students seemed to enjoy the Thanksgiving activity where they genuinely expressed what they are thankful for by designing a turkey feather where they wrote their thoughts. They also met (in picture) some famous people from different backgrounds such as education, politics and arts, which they seemed to enjoy.

Yes/No questions and answers with the verb BE is a subject that the class has practiced a lot, and have also had great progress in, nevertheless more practice is still needed which is why I plan to keep a complementary focus for the next semester.

To consolidate the learning objectives of the new content, the class used realia such as their own friends and family pictures fostering engagement with real and useful language and performed a conversation asking and answering about personal information. This time, as learned from past experience I modeled the expected performance characteristics before students began their presentations, and emphasized on the 100% features coverage, overcoming flaws from the previous bimester and obtaining better results.

**About the Students**

The students received mostly positive feedback with a few comments with suggestions. Overall, most of the students showed in their speaking production, control of the few simple grammatical forms of the level (A1.1). They were able to use a short, isolated vocabulary to talk about situations. They were intelligible despite the limited control of phonological features. They did maintain very simple exchange despite some difficulties. And very few students required prompting and support at a slow rate. The students’ pronunciation is pretty accurate, but the fluency needs to flow some more. I will try to insist less on perfectioning the language in order to let the language flow. I think that this is one of my weaknesses.

In general, the class needs to practice and develop some more skills when YES/NO questions and answers with the verb BE and for the use of the negative forms of BE.

When the students completed their self-assessment and peer assessment, I found interesting comments for both positive and negative feedback.

*“She did it very well, she described it perfectly and she spoke very clearly, the only thing missing was yes and no questions.”*

*“You did very well, just try to practice more your pronunciation of some words. The whole conversation you answered instantly, very good.”*

*“I need a lot of practice, so I also need to expand my vocabulary more.”*

*“I needed to respond more extensively so that the conversation was more complete.”*

I can read they are satisfied with their progress but still want to challenge themselves and be better at.

Apparently, they are expressing honest thoughts and still taking the English class seriously.

Some students have asked for extra help; therefore, they recognize and admit their need to improve and increase their comprehension, fluency, grammar, vocabulary, pronunciation.

Although the group’s attendance has dropped to 75%, students attending to class keep a participative and enthusiastic environment.

**About the Classroom management**

Students are working and will work individually, in pairs and trios, socializing their products in written form and orally as to acquire more confidence for their speaking skills and to reinforce new knowledge.

I will work on being quicker and more concise during class in order to dedicate most of the time possible for students’ interactions for the purpose of building their speaking confidence even more. A repetition approach is needed at this level to helps things stick onto the student’s mind. Which is why I should give more listening and reading (input) practice exercises for homework for there is not enough time in class. I also plan to take more advantage of quick, bite-sized online games to help the students build more vocabulary logs and to encourage competition and motivation within themselves.