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Sky-diving Into the World of Feedback

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The School for International Training

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Sky-diving

into the world of

feedback

Rosa Maria Campos da Silva

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

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ABSTRACT

This work is a simple description of my experience with feedback in the classroom and with some of my colleague teachers. I am a Brazilian teacher who has been working on the field for ten years, in different binational centers in Brazil, teaching students of all ages from beginners to upper-intermediate levels. I start the paper talking about what led me to seek for a Masters degree. Then I talk about my first exposure to feedback as a student at SIT. I will talk about oral feedback, written feedback to the teacher, giving feedback (to the teacher and to peers) and receiving it. I will talk about structured feedback and on going feedback that teachers elicited, observed, and responded to at SIT. Later on this paper I will describe my experience with feedback during the interim year. I will talk about how my understanding of its use and worth changed as a result of actually using it as a teacher. I will also talk about how interpreting feedback with other colleagues can be a useful form of professional development. I will finish up by saying where I am now with feedback, and what kinds of change I have had to make with myself.

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Introduction

WHERE I COME FROM

I AM A TEACHER

(John W. Schlatter- Chicken Soup for the Soul, 1993, p.145)

"I am a teacher.

I was born the first moment that a question leaped from the mouth of a child.

I have been many people in many places.

I am Socrates exciting the youth of Athens to discover new ideas through the use of questions.

...

Throughout the course of a day I have been called upon to be an actor, friend, nurse and doctor, coach, finder of lost articles, money lender, taxi driver, psychologist, substitute parent, salesman, politician and keeper of the faith.

...

I am a paradox. I speak loudest when I listen the most. My greatest gifts are in what I am willing to appreciatively receive from my students.

I am the most fortunate of all who labor.

A doctor is allowed to usher life into the world on one magic moment. I am allowed to see that life is reborn each day with new questions, ideas and friendships.

An architect knows that if he builds with care, his structure may stand for centuries. A teacher knows that if he builds with love and truth, what he builds will last forever.

...

And who do I have to thank for this wonderful life I am so fortunate to experience, but you the public, the parents. For you have done me the great honor to entrust to me your greatest contribution to eternity, your children.

And so I have a past that is rich in memories. I have a present that is challenging, adventurous and fun because I am allowed to spend my days with the future.

I am a teacher... and I thank God for it every day."

HASTINGS, January, 1994

It was four years before going to Vermont that I first heard of the School for International Training (SIT). I had been teaching for five years and I had done all kinds of courses, workshops and conferences in my country and abroad. They were all about techniques and activities to be given in class. But there had to be more than that, I knew that there had to be something else to be learnt if I really wanted to be a better teacher.

I had already started thinking of doing a Master's degree, a course that could take me deeper into the art and soul of teaching. It was then that the school where I used to work, Independent British Institute (IBI), offered a three week course and a free week around England to the teacher who would volunteer to take a group of twenty students to the International House in Hastings, England. The students would take an English course and the teacher would make sure everything would run smoothly, and everyone would be back safe and sound after a month. The down side was that the teacher would have to pay for her/his own plane ticket. A ticket from Brazil to England is not at all cheap, but I thought and thought, and finally decided to accept that new challenge, it was not a Master's degree, but it might give my teaching the lift it needed. We arrived in London on December 30th, 1993, spent New Year's there, went sightseeing for three days and after that we headed to Hastings.

There were nineteen teenagers in the group and one adult who happened to be the mother of one of them. The chaperones were myself and another teacher. Each student was hosted by a different British family, in the same neighborhood. Two weeks passed by calmly. The students were enjoying their courses, and also their stay in England. We used

to have parties at the school during the week, sometimes we went to the ice-skating rink in the evening to have some laughs, and on the weekends we usually had a trip to a place nearby.

Hastings is a very small town on the coast of England, only forty minutes away from London, and that is where the problem resided. During our third week in Hastings, four of our students took a train to London without telling anyone. They knew they were not allowed to do that, especially because only one of them was over eighteen. The school did not tell me or my colleague that the students were not in class that day. I only found out they had spent the day away because I had a friendly relationship with the four of them, who came to me in the evening with a secret. They did not want me to tell the other teacher, whom they said was too old and would never understand. I did not know what to do. As I was listening to them, a whole lot of things came to my mind. What if something bad had happened to them while they were in London? An accident? What if they had been robbed or caught in a fight with someone on the streets? That would have been my fault. Their parents would never have let me sleep another peaceful night in my life. I was getting really angry, as they told me how they had spent their day. When they finished their story, I told them they had jeopardized their own lives, they had put my job at risk, not to mention the whole group's trip. There was no doubt I would tell my colleague, we would call their parents and the decision would be theirs: go back to Brazil immediately or not.

After this I, and I guess they too, felt that something had broken. I felt betrayed by those kids I had considered "friends," and they felt betrayed by the teacher they had

considered a “confidante.” None of the four students went back before the official end of the trip, but the atmosphere in the group was not the same.

I had a powerful experience with feedback when we came back to Brazil. We had a meeting at IBI with all the students in the group, their parents and the directors of our school, to evaluate the experience as a whole. I can say here that I did not like it at all. The students had only good things to say about the school, the course, their host families, England and all, but not a word about the teachers who had taken them there. Not a word. My heart was broken; I had failed as a teacher and also as a friend. Should the “confidante” have kept the secret and consequently the students’ friendship? Should the professional have looked for another way to solve the problem?

During those days in Hastings, I took three different week-long courses on teaching English at International House. One of them was called “Humanistic Approaches.” The title was especially appealing to me because of the word “human.” From the first day, I knew it was different. The teacher, Adrian Underhill, was relaxed, the atmosphere in the class was friendly and comfortable, and he made time to hear us, the students, who were teachers from different parts of the world. It was my first formal contact with “The Silent Way¹,” “Suggestopedia²,” and “Community Language Learning³.” I was fascinated by them and by the end of that week I was sure I wanted to

¹ A teaching method created by Caleb Gattegno, that has as basis, among other things, the teacher’s concern with the student’s learning while the student is concerned with the language; uses silence to give students space to work on themselves; grants the student everything but takes nothing for granted.

² A teaching method developed by Dr. Lozanov, who believes that learning happens best when the learner is in a pseudopassive state - a calm mental state, lacking in any stress, free of needless thoughts and action.

³ A teaching method that says that real learning takes place somewhere on a continuum between newness and boredom; something too new is also too strange for us to hold in memory, whereas, something too familiar can deteriorate into boredom before we can learn it adequately; students should be encouraged to learn aggressively and assert their knowledge – supported by the community around them.

do my Master's degree on something related to those approaches. I talked to Adrian and he told me the best place I could go would be The United States, at the School for international Training (SIT), in Brattleboro, Vermont. At that time I was in love with England. I had lived in London for a year some time before. Even the institute where I had learnt to speak English was British. I was reluctant at first, but he convinced me, saying that SIT and its people were special. I would surely find what I was looking for there. He gave me his friend's name, Donald Freeman, and told me to write to him.

I did so. I received an answer from the school saying that Donald Freeman was abroad, but they were sending me the information I had requested. That was all fine, but I was not totally convinced about going to the U.S. to study. Around the end of the year I received a letter from Alumni, a binational center in Sao Paulo, Brazil, saying that Donald Freeman and his wife Kathleen Graves would be in that city giving a course for teachers of English. He would be here, in my own country, but in another city. I had to meet him and learn some more about that institution called SIT.

Off I went. I loved the course and also the city, where I ended up moving in order to get closer to my objective: SIT, Master's degree, more knowledge, and better teaching.

SAO PAULO, 1995

Sao Paulo is a huge city, one of the biggest in the world, with around twenty million people. I was coming from a smaller city, with fewer than two million inhabitants, Brasilia, the capital of Brazil, so my adaptation was not what I can call easy. I thought I would be able to start my Master's the first year. Big mistake! There were ups and downs, which prevented me from taking the additional burden of a Masters degree, but during the second year I started to make sense of what to do and where to go. As I am a teacher, it all started in the classroom.

I had an evening group of adult students with whom I did not feel I was getting along very well. I did not feel very excited about teaching them, and they did not seem very involved with me or the class.

One day I gave them a "Tell us about" board game to break the boredom of the lesson. The game has a variety of different themes concentrated on one board. The students throw the dice and with their marker they move around the board, when they stop they have to talk about that theme for one minute. There was one student who was fond of radical sports. He was a nice person and was friends with everyone in the class. This student landed on the theme "an adventure" and he told us about sky-diving. It was fascinating to hear him relate his experience. Then at the end of the story he invited me and some of his colleagues to go parachuting the following Saturday.

It sounded really easy. You only had to take a four-hour course and then, ... jump! He managed to talk two of his colleagues and me into it. And so we went. On the

following Saturday morning I was picked up at home by my three students and found myself going to a town near Sao Paulo. The course instructor was someone special, tall and thin like a bird. He spent the first hour explaining each part of a parachute, the second hour talking about the good things about jumping, the third hour talking about the problems we could have during the jump, and the last hour practicing with a fake parachute. After that we were suited up and lined up at a single-engine airplane where we sat huddled together. Then we took off.

I remember sitting between two of my students and looking out of the window. We were getting higher and higher. When we reached six thousand feet, the door of the air plane opened and a cold gust of wind blew into the plane. One of my students jumped first. I was next. I remember being so afraid that I could not speak, but my curiosity was greater. My instructor had already told me all the steps I had to follow. As a good pupil I followed one by one, but when he said, "OK, you can go!", he had to repeat that, because only at his second command could I let loose of the airplane and allow myself to fall. I still can clearly see my hands letting go off that wing bar. I cannot remember the free fall because it was too brief, only three seconds, since for beginners the parachute opens automatically due to the fact that it is attached to the airplane.

When I noticed I was flying the first thought that came to mind was that it must be great to be an angel and be in harmony with life. The fear I had before jumping was dissipated and replaced by the great pleasure of being able to fly. The horizon could be seen in its totality, 360 degrees; I could see under my feet, above my head and all the world around me. The sky was clear, but I could also see rain clouds far away. There was this deep silence cut only by the sound of the wind on the parachute which reminded me of

the sound of wings in the air. That was the **best concrete learning experience** of my life! Up until that moment, my life in Sao Paulo had seemed dull and stale, consequently so was my career. The next thing I remember was my instructor's voice on the radio attached to my helmet checking in with me and saying: "Enjoy your flight!"

Enjoy your flight! your life! your career! your students! and do all that with clear skies. When I landed and met those students I had shared such a magnificent experience with, I understood that the human portion of myself cannot be disconnected from the professional one. Needless to say, my relationship with those three students changed 100% and we had a wonderful end of semester together. We were able to show one another our fears without masks. We were brave enough to face them and admit that there is nothing more human than being afraid of new experiences and having the courage to learn the new things life has to offer.

Unfortunately, I have to admit that this is what lacked in my experience with my students in Hastings. Although we had a "friendly" relationship, I did not have a frank conversation with them in our meeting back home, I only listened and did not interact; in fact I wanted to hear praises from them, which is not what feedback is about. In Hastings I did not know how to face those students truthfully and tell them about my own fears. I heard their story, but did not tell them mine, it was a one-way talk and I could not let my mask of the role of chaperone fall. I did not allow space for the human to meet the human. Maybe because of fear, maybe because of lack of experience, I did not give them a good answer to their action, so that changes could be made. I reacted based on my fears to their action, therefore, good communication did not take place. Afterwards I only knew that I wanted to change that, learn how to act differently and in a more productive way.

After sky diving, I finally decided to face my fear of jumping into something I was not sure I was ready to face: my Master's degree. Many things were involved in that, one of them was confronting financial challenges, and the hardest of all challenges was my own perception of my limitations. But I wrote to SIT and decided I would do anything to get there and face a new horizon.

Chapter 1

Getting ready for the jump

EVERYTHING CHANGES

Everything changes. We plant
Trees for those born later
But what's happened has happened,
And poisons poured into the seas
Cannot be drained out again.

What's happened has happened
Poisons poured into the seas
Cannot be drained out again, but
Everything changes. We plant
Trees for those born later.

(Cicely Herbert –b.1937 – Poems on the Underground)

FEEDBACK:

“Remarks about or in answer to an action, process, etc., passed back to the person (or machine) in charge, so that changes can be made.”

(Longman Dictionary of Contemporary English, 1987 – p.373)

SIT, summer,1997

I arrived at SIT on a quiet Sunday, to an almost empty campus with only a few people around. There was something special about that peaceful group of wooden houses on the top of a mountain surrounded by trees. What a perfect place to study and learn more about life and teaching. The following day I met my new colleagues for the first time and my two new mentors: Bonnie Mennell and Carol Rodgers. They looked so calm and relaxed, absolutely content with what they were doing: putting the twenty one of us at ease with one another. On this chapter I talk about my experience with feedback at SIT. The experience of giving and receiving oral and written feedback to and from peers and teachers.

To make life better at SIT, one of those angel-mentors of the first meetings happened to be my “Approaches” teacher, and it was with her that I really understood the “meaning,” the “form” and the “use” of **feedback**. It was during my approaches class that I realized that feedback is an on-going process just like learning and consequently, knowledge.

But what do I mean exactly by feedback? For me, the basic **meaning** of feedback is exactly what I have at the beginning of this chapter: an answer to an action that can be of any kind, good or bad, positive or negative, that serves as the basis for change. In the classroom it is also an instrument of access to the student's learning process, it gives me the possibility to evaluate how the learning is, or is not, taking place, and what has been being learnt.

The **form** can be varied: through on-going feedback, which is students' behavior in class, both learning and non-learning, I can see how interested they are in the lesson; by observing on-going feedback I can see how they are dealing with the subject and what they are retaining. Feedback can also be structured: a formal moment that I take during my lesson to talk openly about the students' development; what they have learnt, how they know they have learnt, what helped them to learn, and what was not that useful or even hindered their learning. Feedback can also be written from me to my students, or from them to me.

Now, what is the **use** of feedback? It is the exchange of useful messages between the teacher and the student, where the information that is given by the student changes the performance of the teacher and vice-versa. Teacher and students learn together, by learning each other.

FEEDBACK AS A STUDENT

With Carol Rodgers I had my first exposure to feedback as a student at SIT. I could experience oral feedback , written feedback, giving feedback to the teacher and to peers, and receiving it. I learned, by doing, what ‘structured’ and ‘on-going’ feedback were. I could experience the impact feedback had on the formation of our community.

STRUCTURED ORAL FEEDBACK

We started out doing oral feedback in class, which at the beginning I found strange, because I had never been asked about what I had learnt before. Ten minutes before the end of the class Carol would write these four questions on the board: What have you learned today? How do you know that? What helped you? What hindered you? Then a volunteer would start answering the questions and the other students in the circle would follow in order, clockwise. As we were eleven students in the circle we knew we had only about one minute to talk and we had to monitor ourselves. We also had the option to pass if we wanted to, and at the end of the circle the teacher would give us a chance to say some more if we felt necessary, and also give the ones who had previously passed, the opportunity to speak. I thought that was an organized and fair way to have our thoughts spoken and heard by everyone.

In my opinion oral feedback can be based in the principles of “Living the four fold-way” that I once had the opportunity to read on a poster in one of my classes at SIT:

1. Show up or choose to be present. Being present allows us to access the human resources of power, presence and communication.
2. Pay attention to what has heart and meaning. Paying attention opens us to the human resources of love, gratitude, acknowledgement and validation.
3. Tell the truth without blame or judgment. Non-judgmental truthfulness maintains our authenticity, and develops our inner vision and intuition.
4. Be open to outcome. Not attached to outcome. Openness and non-attachment help us recover the human resources of wisdom and objectivity.

These principles can be related to feedback this way: being present means, choose to speak, both teacher and student should always choose to participate and express their opinion and thoughts, instead of being quiet. Teacher and students should pay attention to everything that is said, and learn from each other. Speak from the heart, and do not judge what you are saying, use the first person singular, speak for yourself, avoid using “we”, because what is true for you may not be true for your colleague. Be brief, there are other people waiting to speak, and time is short. Listen from the heart, be open to what you might hear from your students or from your colleagues, it may happen that sometimes you will hear something that you do not like very much or even do not agree with, but if you keep an open mind you may learn something new that will help you improve yourself.

At first, during oral feedback, I tried to find the “right” answer, the one I thought the teacher was looking for. Then with time I started to see it as a tool to keep me aware of what I was learning and experiencing with my colleagues. It was good to see them learning and growing, and it was amusing to observe our different learning styles. After the first feedback sessions it became clear that there was no right answer, it was impossible to have a single answer, because what I had learned in one lesson might have

been completely different from what a colleague sitting next to me on the circle had. Step by step we developed a sense of respect for the ideas, rhythm and limits of each and every one in the group. These **structured** feedback sessions gave us the confidence we needed to slowly build a community of trust.

Carol was always very receptive, and would accept anything we said in a understanding, comfortable and guiding way. She would always ask further questions, which would help us better process what we had experienced and what we were trying to express. Even during our classes she was constantly trying to elicit from us reflections about processes or problems we were facing in class. She was constantly observing us and responding to our actions and reactions. This **on-going** feedback taught me the importance of awareness on both parts, the teacher's and the student's. The student has the opportunity to keep aware of what is going on inside and outside him/herself, and the teacher is constantly learning something new about each different student, reading them, learning how they learn. I immediately felt like using feedback with my groups of students too, and I did it. I will talk about that experience on my next chapter.

WRITTEN FEEDBACK

When the time to write our first paper came, I felt at ease expressing myself sincerely, knowing that I would not be criticized. I knew I could trust my ideas and feelings to my mentor.

My first response paper was, "Myself as a learner". The first thing I mentioned was the fear that I used to have of taking risks and making mistakes, and how it had been changing with my experience at SIT. The feeling of being accepted and heard was helping

me to open myself to new experiences and learn more easily. Learning was so smooth because I had been fully engaged in the process: body, mind, and heart. **That** was **whole person** learning. Then I could draw the close parallel between my learning process and my students'. I felt free to express my ideas, which made me realize that I needed to let my students experience education as "the practice of freedom" too. I had to start listening to my pupils, because by listening I could learn the students, learn how they learn.

Carol's feedback on that paper was a turning point in my view of the relationship between teacher and students. She did not correct my paper, she did not criticize it nor write on it. On a separate paper she wrote comments and questions, showing total respect for my piece of writing. Her feedback gave me more food for thought. I saw appreciation for what I had written which encouraged me to go further into exploring my ideas.

Every week we had to write a response paper, an answer, a reaction to what we had learnt. Carol would respond to our papers in the same format every week, and with time I felt a strong connection between Carol and me, I felt I was special to her, although I knew she was writing feedback to all of the other students. But I felt heard, accepted and understood. There was some privacy in that weekly dialogue, it was not like the oral feedback in front of the whole group. No. There was something that only myself and my teacher knew, and I had to be sincere with her because we were getting acquainted through those papers and their precious feedback.

I only realized how well she already knew me when one week, writing a paper on Suggestopedia, I decided to do something different. It was done hurriedly, because I was more interested in going out that night. My human portion took control of the professional one. Her feedback hit the spot. She wrote:

“Please forgive me for being less than suggestopedic, but I found less in this paper than I usually do in your writing. There is nothing to object to in what you say, but I wonder where the usual depth is.”

I was appalled, and ashamed at the same time. I had just realized how well she had gotten to know me through papers and feedback. I was ashamed for not having been responsible for my own learning. I was so embarrassed that I went to talk to her about the possibility of writing a second paper, which she accepted with a smile. To my second paper she wrote as feedback:

“Rosa, this paper is what I’ve come to expect of you. Thank you for taking the time to rewrite it.”

She was thanking me?! I should be the one thanking her for being so understanding, aware and humanistic. This experience taught me one more aspect of written feedback from the student to the teacher in the form of a paper: It is the students’ moment of reflection, the moment that he sees the result of his work. That feedback experience as a student showed that a teacher is not the main person responsible for the learning process, for a failing or passing result. Teachers share this responsibility with their students. Actually the student him/herself is most responsible for his/her success or failure. Through the exchange of written feedback the student has the time to reflect about his/her learning, not only about the subject matter, but also about themselves as learners, responsible whole-person-learners.

I know that proficiency in teaching is a long term developmental process, and that the emphasis should be on the relationship between teacher and students, because I think what really makes learning happen is, as Stevick says, “what goes on inside and between people in the classroom⁴”. The trust I felt had built as a result of the feedback exchange in my Approaches class drew me to the conclusion that if trust is one of the elements among people, good learning takes place. Here I agree with a CL/CLL principle that says:

“When students feel secure, they are then free to approach the learning situation with an attitude of willing openness.”

Finally, I would like to use some of Ted Schwartz’s words on feedback:

“Once it is clear that learning is an internal, purposeful activity under the control of the learner, one’s efforts towards enhancing that activity become unavoidably saturated with a concern or knowing as clearly as possible and **at every moment** how the learning is (or not) taking place. One’s capacity for constructive intervention is directly dependent on one’s clarity of perception into the shifting currents of inner movements of the learner. The instrument for that perception is one’s self, as that self is attendant to the effects on oneself of the inputs generated by what the learner is doing.”

As a learner at SIT, it became clear to me how internal learning is. As a teacher, I cannot quantify in exact numbers or percentages, at the end of each class, how much learning took place in each of my students, but I can always make the ‘effort towards enhancing that activity’, and in my opinion, feedback is a great instrument I can use for trying to measure that.

⁴ “My earlier conclusion was that success depends less on materials, techniques, and linguistic analyses, and more on what goes on inside and between people in the classroom” – p.4. “Teaching Languages: A Way and Ways” – Earl W. Stevick, 1981

Chapter 2

Taking Off

“Be patient toward all that is unresolved in your heart... Try to love the contradictions themselves...Do not now seek the resolutions, which cannot be given because you would not be able to live them – and the point is to live everything. Live the contradictions now. Perhaps you will then gradually, without noticing it, live along some distant day into the paradox.”

**The Courage to Teach
(Parker Palmer p.86)**

-THE INTERIM YEAR- EXPERIENCING FEEDBACK AS A TEACHER

When I left SIT, after the first summer, I knew I had a hard job to do back at my work place, but I had no idea how hard it was going to be. Those two months away had brought me a professional, as well as a personal maturity. I was feeling much more responsible for my students than I used to. I immediately started using structured feedback with all my groups. I started experiencing with them what I had experienced as a student at SIT. It was my take off towards better teaching.

THE GROUPS

I had five different groups, three groups of adults doing their fourth semester of English, one group of adult beginners, and one group of children beginners around 10 and eleven years old. My first class of the week was on Monday at 7:30 in the morning. It was the group of adult beginners. We used to meet every day from Monday to Thursday from 7:30 to 9:20 with a ten-minute break at around 8:30. I only had two students, two women. One of them was a teacher of Yoga and Tai-Shi-Shwan. So, every morning, for ten minutes before the beginning of the class, we would do some exercises conducted by her, as a warm-up. That was something totally new for me, and I knew I would never have done that if I had not gone to SIT and learnt about teaching the whole person. We were a small group, but I can say that we built a supportive community. After every class we had ten minutes for feedback, and I would always ask the same questions: "What have you learnt today? How do you know that? What helped you? What hindered you? We used to

do it orally only from Monday to Wednesday. On Thursdays I would change the first question, and ask: What have you learnt this week? The other questions were the same. On Thursdays they would write their answers down and I would collect them, take them home, read, and give them a written individual feedback on Monday. The feedback they used to give me was always in Portuguese because they were on their first bimester of English and they could not speak the second language well enough to be able to express themselves in a clear way. But the feedback I used to give them on Monday was always in English and if they did not understand I would translate it, which was not usually necessary. The kind of feedback I used to give them was something short and simple like:

“From your last feedback I understood you don’t need so much work on grammar details, and that you feel you would profit more from oral activities. During this week I’d like you to think about what oral activity is more profitable for you.
Good luck!”

I was using the approaches I had learnt at SIT with them. Every week I would try a new one. The response was very positive. I gave them the test of the Seven Intelligences⁵ and we found out that one had the Interpersonal⁶ intelligence and the other had the Body/Kinesthetic⁷ intelligence. They were also very visual and maybe that was why they felt they profited a lot from the Silent Way and its rods. On their feedback they used to say they associated the words to the rods which made memorization easier. The Counseling Learning/Community Language Learning (CL/CLL) and the Audio-Lingual

⁵ Verbal/Linguistic, Musical, Logical/Mathematical, Spatial/Visual, Body Kinesthetic, Interpersonal, and Intrapersonal. “Frames of Mind: The Theory of Multiple Intelligences” 1983 – Howard Gardner.

⁶ The ability to understand another person’s moods, feelings, motivations, and intentions. Sample skills are responding effectively to other people, problem solving, and resolving conflict.

⁷ The ability to use the body to express ideas and feelings and to solve problems. Sample skills are coordination, flexibility, speed and balance.

Method (ALM)⁸ were very useful for them to develop their listening skill. One of them used to say that she learned how to stop the information from just passing through her mind, she learned how to make it stay. They both said it required a lot of attention.

My second lesson of the week was for a group of adolescents. There were eight students between 17 and 22 years old. They were a challenge for me because they were not the most excited of groups. Most of them were there because their parents wanted them to be, and some of them did not like English at all. We used to meet on Mondays and Wednesdays from 5:00 o'clock to 7:00 o'clock in the evening, with a ten-minute break at around 6:00, which they used to extend to fifteen. They were great people, but they did not really try to speak English in class. Many times in their oral feedback they would tell me they found the activities boring, which was hard to hear. They told me they did not like activities in which they had to stand up, and walk around in cocktail format. They thought it was a waste of time. Once a week I used to ask for feedback, but only orally. One day we read a text about happiness. We had to talk about it and played some funny games in class. At the end of the lesson more than one student came to me to say that they liked the lesson that day, a spontaneous feedback. I had goose-bumps, something that I used to have when I was a beginning teacher. It was very rewarding, and I think the connection started at the moment I found something they liked, and later on, when they felt comfortable enough with feedback, they let me know it during our feedback sessions.

⁸ A teaching method which has as some of its practices the establishment of a broad sense of meaning via pictures, drawings, gestures before practicing, and the emphasis on lots of practice through repetition after the teacher model to reach automatic responses, only allowing practice without the model when the students have solid mastery of the pattern.

On our third week of classes I had a small problem with one of them, Fernanda. She had already told me that she had difficulties with listening, and that day during a listening activity she put her head down on her desk and fell asleep. The others started to laugh when I called her at the end of the activity. I was upset with her sleep, but I knew I could not call her attention and make her feel bad in front of her colleagues, otherwise I would lose her, and maybe the whole group. So, during the break I called her to an individual feedback session. I asked her why she found listening so difficult, she said it was because the people on the tape spoke too fast, and she could only understand isolated words. I told her that she should not give up now, because it would only get worse, then I took her to the language lab and showed her what kind of exercises she could do to improve her listening skills. Finally, I told her to try not to fall asleep in class anymore, because I thought it was inconsiderate and disrespectful. She agreed with me and after that, she tried to do the listening exercises, and started to visit the lab. My attitude of stopping to see the whole situation from the student's point of view not only from my own, was influenced by my learning of feedback. I was able to read Fernanda's attitude. She was trying to escape from a situation that was threatening for her; she did not feel successful in such activities and her way of defending herself was simply to ignore the listening exercise.

My third group of the week was one in which most of the students had been mine in the first bimester of the year (March-April), the ones I had gone parachuting with. They were already doing their fourth bimester of English and there were eleven students in the group: Marcelino, Monica, Alexandre, Luis, Flavio and Michele had been my students before; Renata, Enio, Katia, Flavio M. and Andrea had not. They were my greatest

challenge and also my greatest reward. We used to meet every day from Monday to Thursday, from 19:00 to 21:00 o'clock with a ten-minute break at around 20:00 o'clock. On my first day back in class with them I knew they already had their preconceived ideas about me and that these would be difficult to change. During the first week I worked really hard to show them that I had changed, my teaching style had changed, and things would be different that bimester. On the following week I was introducing "used to" and the activity was to talk about things that had changed in their lives over the past five or ten years. They started to laugh and said that I would not have to go so far back, from the last bimester would be enough. It was a rewarding and at the same time an embarrassing moment for me because I could clearly see that the changes were really noticeable and those changes plainly indicated the poor job I had done with them at the beginning of the year.

My most challenging student was Michele. He had the Logical/Mathematical⁹ intelligence as the strongest one (I had applied the Seven Intelligences test on the group). He was, therefore, very different from me, my intelligences being mainly Verbal/Linguistic¹⁰ and Interpersonal. When he was my student in the first bimester, he used to have a doubting face all the time and he would always ask me questions. I used to get really nervous and because of that, even if I knew the answer for his questions I would forget, and not give a proper answer, being vague and evasive. I used to get really angry with myself at the end of the lessons, and consequently I closed myself to him and grew

⁹ The ability to use numbers effectively and reason well. Sample skills are understanding the basic properties of numbers, principles of cause and effect, and the ability to predict.

¹⁰ The ability to use words effectively both orally and in writing. Sample skills are remembering information, convincing others to help, and talking about language itself.

distant. The whole group was suffering because of that , and I was losing not just him, but all my students.

Feedback became my strongest tool with that group, and I think I won their trust through it. Michele's weekly feedback was very rich. Once he said that the "Human Computer"¹¹ worked as his conscience. I used oral feedback with that group after each lesson and at the end of the week we had written feedback. It was very rewarding to hear at the end of a lesson I thought was not so good, students telling me the good points about it. I was learning with them that sometimes I misjudge and misinterpret their reactions and behaviors. Michele used to ask me what I had learned during the classes, and that was very useful in keeping me aware and grounded.

My fourth group of the week was a group of eight ladies that I used to teach twice a week on Tuesdays and Thursdays from 9:30 in the morning to 11:20, with a ten-minute break at around 10:30. They were doing their fourth semester of English, but they were a very special group. Most were the typical upper-class, non-working Paulista women. Only two of them worked. On my second week with them they came into class and gave me difficult feedback to take. They were very upset because I had given too much homework over the weekend and they did not have time. They had very busy lives as mothers, wives and housewives, and apart from that, the exercises had been very difficult. I immediately understood their rhythm and started to adapt to their limits. One day during feedback, one of the students, Regina, tried to convince me that the feedback had to be done in English, because she did not like to speak Portuguese at the end of the lesson. She told me that she

would then take the Portuguese home, not English. I told her I could not force adults to speak a language, and that it was up to them to choose what language they wanted to use during feedback sessions. The other students agreed with me, and as usually happens in feedback sessions, we learnt to respect each other's points of view and came to a consensus, each one would use the language they felt most comfortable with. Another student asked me if they were the same as the other groups on their level, if they had the same kind of difficulties and doubts. I told them they were the same in everything except for the pace. Regina jumped from her chair saying that it was very strange that I would say that they were weak because every teacher they had had before had told them they were good students. I told her that I had not said that, and the other students supported me. This episode reminded me of active listening, where we were made aware that many times what we say may not be the same as the other person understands. I realized that these misunderstandings can be avoided by using constant oral feedback in class.

I was learning a lot with my students, and I know it only happened because I was making myself aware through feedback. Taking the time and space to hear and to be heard was helping me solve daily misunderstandings and avoid possible future class problems. By using feedback with this group of women I could stay in touch with their needs in the classroom as students learning a language, and also create some kind of connection with the human outside the classroom, who had their duties and responsibilities. Instead of getting upset and going against the fact that they could not do all the work assigned, we stayed together through the constant use of feedback, and

¹¹ A CL/CLL pronunciation activity in which the teacher acts as a computer standing behind the student repeating words or sentences the student wants to say in order to correct his/her own pronunciation.

together got to the end of the semester successfully. Unfortunately I cannot say all of them passed, but 80% did.

My fifth group of the week was my “pet” group. They were an unusual group for me. I have not had much experience with children, at least not as much as with adults. They were nine eleven-year-olds who were having their first English course at Alumni. Children are the most open and wholehearted human-beings, and their relaxed awareness is the most powerful tool they have. Carol told me once that TRUST is the result of a process built up every day in class. I wonder how long it takes to do that with adults. Once, when I had taped them to send it to my supervisor, the children asked me to show them the video tape. I showed them and used the chance to get some written feedback from them. I also gave them a task: while watching the twenty minute excerpt they had to answer three feedback questions, in Portuguese: “What have you observed? What did you like most? Why? What didn’t you like? Why?” Here is the English version of some of their answers:

“I observed that our class was very calm that day, I liked it”;

“I liked when we had to find the animals, it was fun. I did not like when we were saying the numbers because it was messy”;

“I observed that we behaved very well. I liked everybody’s interest in learning English because it is a very important language”;

“I observed that we were very quiet in class. I liked the way we worked because we did not make noise”;

“I liked the lesson because it was very interesting and fun. I didn’t like having my back to the camera”.

More than one student showed their interest in learning English and the importance of being quiet in class. Sometimes I am afraid of being too strict with children, but I have noticed that discipline is something they expect from a good teacher. This group had feedback sessions after each test. I realized with them that good results and

discipline can be achieved with children when the teacher talks face-to-face, regularly and openly to the responsible self of the child.

FEEDBACK FROM MY SUPERVISOR

What a gift I had in October with the visit of my interim year supervisor, Bonnie Mennell. I had started doing feedback and using the approaches, but I felt I needed some more guidance. And it came. Bonnie came to my classes and sat quietly in a corner taking notes non-stop. At the end of each class we would sit together and discuss everything that had happened during the lesson. She would have a script of everything my students and I had said, and also notes, observations and suggestions for improvement at the end of each class. I would read them quietly and write a few reflections and observations myself, and after that we would discuss and exchange ideas for an hour or so. It was then that she suggested new feedback questions or ways students could state their answers:

What do you know now that you did not know before this class?

What can you do now that you could not do before this class?

What are you more comfortable with now than you were before class?

From that I adapted the following fill in the gaps statements that proved to be efficient with beginners, who still did not have enough English to express themselves well:

I did not know _____ before class, but now I do because _____.

I could not _____ before class, but now I can because _____.

I am more comfortable with _____ now than I was before class because _____.

Bonnie's feedback was not limited only to activities and techniques, she would comment on the atmosphere of the class, on my behavior, feelings, tone of voice, on students' and my posture and their reactions to activities in different parts of the lesson. She was very aware of the whole: the whole teacher, the whole student, the whole learning environment. It was great fine-tuning work; my teaching improved day-by-day during that wonderful week she spent with me. Her notes and careful attention to everything that was happening helped to keep me grounded. I developed more awareness and I was really learning how to read the students and respect each learning moment. I was learning how not to take things for granted, but grant my students what they could do (Gattegno). It became very clear to me that the teacher may know the subject well and have a repertoire of wonderful activities, but the students are the ones who are going to set the rhythm. A good teacher has to respect and follow the pupil's pace if he/she really wants learning to happen.

With Bonnie's feedback I realized that I was doing a lot of the work I could let my students do, with me working only as a guide, an observer. The good teacher is able to engage the students in the learning process in ways that they really see that they are the ones responsible for their growth, improvement and progress. I saw that there was a lot of responsibility on the part of the teacher, too. My responsibility was to show my students what they could do on their own, and give them the tools for their solo journey in the world of English. By observing on-going feedback I was bringing my awareness to my students' learning process. I was constantly checking in with them on what they had learned and what they had not, and the reasons why. The teacher will not be beside the student forever, so my job was to show them what they could do, how they could analyze

the language, where they could go next, and what they could do to solve their own problems. Through the use of on-going feedback I had the chance to learn my students and allow them to learn the language.

Sometimes structured feedback can be uncomfortable, but more uncomfortable than that is to walk blindly into a classroom without knowing exactly what is useful for my students and what is not, what they enjoy and do not enjoy, how they learn and do not learn. I have learnt that just like sky-diving, taking risks in the classroom can be very rewarding.

At the end of that week with Bonnie I had a priceless piece of feedback from her. She wrote various notes on many aspects of my work, things that had come up during the week. But for the purpose of this paper I am going to comment on her feedback on the feedback I was doing: She suggested that I continue working on it as a long-term investigation, as a regular practice; to work on oral and written feedback and also on the nature and result of the different questions I was using; she suggested that it was also very important to analyze carefully the students' written responses and the private dialogue that was going on between them and me. I learned again the importance of facing fear, talking with students, and most of all, the value of the incredible learning community of **trust** that was evolving from the work on feedback, both in my classrooms and my group of teachers.

Chapter 3

You Can Fly!

What does it mean to listen to a voice before it is spoken? It means making space for the other, honouring the other. It means not rushing to fill our student's silences with fearful speech of our own and not trying to coerce them into saying the things that we want to hear. It means entering empathetically into the students' world so that he or she perceives you as someone who has the promise of being able to hear another person's truth.

(The Courage to Teach – Parker Palmer)

FEEDBACK AS A PROFESSIONAL AND PERSONAL TOOL

Bonnie had left. There I was again on my solo journey as a classroom teacher, but not as lonely as before, after having realized the great supportive group of colleagues and engaged students I had. I continued working non-stop with feedback in my classrooms and it naturally became part of my teaching. It became part of my lesson plans, part of my practice as an educator. By sharing with students and teachers what I had learnt from my whole experience at SIT I was learning even more. I was fully engaged and I was exploring each learning moment effortlessly. My job was much easier because I was in close contact with my students. I was training myself to always hear their truth; I was starting to fly into their world of feedback.

FEEDBACK WITH MY STUDENTS

As I have mentioned before, I started using written feedback every week at the end of the class, after having spent the whole week having oral feedback during the last ten minutes of the lesson. The students answered four questions: What have you learnt this week? How do you know that you learnt? What helped you? What hindered you? Here are some examples of how they answered the questions:

“This week I learned of adjectives and new words. And I learned, too, the correct pronunciation of the words. The exercises with /d/, /t/, and /id/ helped me to learn this week, because it forces me to use the correct word, and to say it correctly.

I wish the others weeks we continue to do this kind of exercise.

Nothing hindered me this week.

I know that I've been learning because I felt that my pronunciation is becoming better.”

(Flavio)

"This week I learned the second conditional, the difference to use "too" and "so" and the Wh-questions.

This week we had more oral activities like the 'two-lines exercise', rod's exercise and others, and they helped me to improve myself, because while I was training the pronunciation and the fluency, we are training the grammar too.

I know I am learning, because on my presentation I was more 'free' to talk, and faster, too."
(Flavio)

My written response to the students' written feedback would always be something to help them go deeper in their reflections, trying to help them learn more about their way of learning. Here is a simple example of my feedback to them:

"On your feedback last week you said you learned a lot! During this week I'd like you to think about the activities that help you most, how they help you, why they help you. Think about it!"

I was using active listening with my feedback to my students. By active listening I mean, to rephrase to the students what they have just said trying to capture their meaning, in order to make them hear what they said in the way I understood it, and also for them to have the opportunity to correct me or even themselves in what they wanted to say, or make what they said clearer to the listener and at the same time to themselves.

Most of my students and I were enjoying and profiting from feedback, as I could see from the answers to the feedback question, "what helped you?" I had been collecting throughout the months. Here they show a clear understanding of the activities that help them, which is in my opinion the first step to developing independent learners:

"The big paper, instead of the board. I think that the method of listening to myself and the text, are very important to help my development in English.

(Flavio - 1st week - CLL)

"The game with the rods helped me to understand better the use of modal verbs.

(Flavio - 2nd week - Silent Way)

"I guess the use of visual exercises helped me to learn faster than other methods. Besides, I liked very much the exercise "without words", because it forces me to use the word and picture the language, always creating the sentences in English, without translations."

(Flavio - 3rd week - ALM)

"I know that all the exercises helped me because I have the logical intelligence and the repetition of the same thing makes me learn more easily."

(Flavio - 4th week - Suggestopedia)

And these are the answers to the question, "what have you learnt this bimester?", asked on their last week of classes of the third bimester. It was great to observe that many students do not mention the subject they learnt from their books, instead they mention the learning experience of themselves and their colleagues, humans learning humans:

"I guess it was to work in group. I had never had anything similar at Alumni on the last levels... The contact with all the group was the most important but it was possible to be done because of Rosa's new methods. (Marcelino)

"The several methods applied, especially changing the paragraphs, cards..."
(Michele)

But through feedback I also found out about practical things they were not happy with, such as their pronunciation. Because of that I started to work daily on their pronunciation, I was able to change my teaching in the right direction, and my students felt the difference, noticed what I was doing and responded to it. At the end of the fourth bimester this was their feedback:

"I think that the continuous exercises of "the correct pronunciation" of the words were the most important thing this week, and it helps my fluency. I know that because I felt more comfortable with the new words."

"I know that I've been learning because my pronunciation is becoming better"

(Flavio)

"I learned new words and pronunciation a lot"

(Monica)

"I have a little more fluency and speed when I think...I can speak and listen better"

(Michele)

"Your feedback makes me speak more, I don't now why, but it helps me very much. Thank you!"
(Andrea)

"I learned new words, grammar, verb tenses and mainly pronunciation"

(Enio)

At the beginning I was using feedback more as a tool to help me with what to prepare for my students for the following class. It was something that was making lesson planning much easier. After some time I realized that feedback is much more than only help for the teacher. I started to see it as a great tool to help students learn to learn, they learn a lot about themselves as learners, and they revise what is given in class. It is a way of making them aware of what is being taught:

“The most important thing I learnt was about myself. I learned that my intelligence is visual and logical, and with this I could help myself to learn more easily. I discovered that approaches with games, pictures and logical rules can have better results for me than just reading a text.”

(Flavio)

Through feedback I could observe closely what worried my students. Things such as time pressure, and grammar points that were not assimilated well, were often an issue on their feedback. By reading it, I could help them more efficiently. These are some of the things that hindered them:

“I think the short time to practice more the oral exercises”

“I feel lack of time to do more exercises in my homework and profit from my exercises”

“The confusing rules, some rules are very complicated...but I need to understand all these rules and apply them to speak more fluently.”

(Alexandre)

“The time is very short”

“I don't have time to review the exercises”

“I don't have time for extra exercises”

(Monica)

“I can't memorize the verbs that don't end in “-ED”.

(Enio)

“I don't like the exercises in with the sentences...for me , we spend a lot of time in this exercise, to get a little new information.”

(Flavio)

Feedback also gives students freedom to say what they want and feel in class, and it gives them more confidence. Their relationship with their colleagues and with me improves a lot. Through daily oral feedback they get to know each other better and, therefore, become more comfortable with one another in class.

“During these last two months I learned better than in the other levels. I think it is because I thought about how the activities in class could help me...I am more confident in my work...I liked to work with my classmates. They are the best... I like so much your methodology.”

(Enio)

I remember that when I was taking the course with Donald Freeman and Kathleen Graves at Alumni, one of my inquiries was: “Does being aware of how you learn, help you learn?” This question had not been answered yet, but now I have learned through my students’ feedback that the answer is YES! They have become more confident about their own learning strategies and as a consequence, more demanding. On the last day of classes before the test, I once asked a group of students if the feedback had helped them and if so, how. This was their answer:

“The feedback helped me because every week I had to think about it.” (what she had learned)

“In my opinion it very interesting as reflection and to reinforce new rules”

“The feedback helped to think about the class and about my learning”

“The feedback helped me very much, mainly after the test. It gave me strength to find the solution for my problem.”

“The feedback is good. It showed me my problems and I have tried to improve them. The tips are important.”

“Yes, the feedback helped me because when I didn’t know something about English, you showed me how to learn the matter. It is the best way to understand something.”

“Yes, the feedback was very important because it reinforced my ideas and showed my evolution.”

For me this is precious information, and it is also very rewarding to see my students so satisfied.

I interpret what happened to my teaching this way: Because I decided to open myself as a teacher, I could show the human. People around me, colleagues and students,

saw it and started to show me even more, unrealized facts started to come up. Feedback is an on-going process that now seems to be non-stop in my teaching practice.

FEEDBACK WITH MY COLLEAGUES

I would also like to talk about my “Community Building and Teacher Development” group of teachers. When I left SIT I was sure I needed a group of teachers with whom I could share ideas. So I decided to make a note to put on the teachers’ bulletin board. I wanted to invite teachers interested in knowing a little bit about what I had learned at SIT. Such teachers just had to write their names down on a list. I had eleven names, what surprised me because both my coordinator and my director had told me not to expect more than five, because people are usually very busy, so I was happy with the outcome. They chose the time and the day of the week that best suited them. I told them it was a voluntary job, we would not receive any money or any points in the career plan for that. I made that clear from the start because I wanted their participation to be totally genuine. At our first meeting nine of the eleven teachers on the list came.

I started out sharing with them what I had learnt about CL/CLL because that was the approach I had identified with the most. After CLL I presented the Silent Way, then Suggestopedia and lastly ALM. I used to try out some activities using each different approach, then we would discuss their basic principles. The activities were carried out in Swahili because I wanted my colleagues to feel as real beginners at a language. We used to have feedback at the end of each fifty-minute session. It was precious. After I finished presenting CLL I asked them to give me written feedback to the same four usual questions I was using with my students: “What have you learned so far? How do you know that you

have learnt it? What helped you ? What hindered you?" Below is the transcription of some of their answers. I have chosen these ones because they reflect the difficulties, the challenges and the rewards we teachers face. These pieces of feedback show me that this practice among colleagues is essential to professional development. Teachers have the opportunity to reflect about, and question old beliefs they have, why they have them, and how they affect their practice:

"I have learned that I have a lot to share; so I have a lot to learn. Sharing is learning. The exchange of information among ourselves has been the most positive aspect of these meetings. I feel that everybody is eager to give and take and that's what makes learning meaningful". (Sandy)

"In my opinion, all of the techniques were valid. Mainly the presentation of the song, translation and pronunciation parts". (Crissy)

"...the most important for me was sharing experiences with other teachers and this is what helped me most". (Marilena)

"I think the very nice atmosphere and openness of our colleagues helped people talk and share ideas. Tiredness, stress, hindered the flow of ideas...What has hindered me from using the techniques is time! I need time to search for a song and prepare the material".(Ana)

Now I ask myself: "What have I learned so far about feedback?" I have learned so much! I have learned that being closed does not help me grow at all. I realized that there are nice people everywhere. People who are eager to learn, ready for a change, people who are ready to see their own reluctance and accept it, people who are looking for new techniques to improve their lessons, people who want to be part of a group just like me:

"I've learned it is OK to use Portuguese in class, and it's important to respect the students needs and differences. Sometimes we expect too much from them in a short period of time. Being a student, I could have an idea of how difficult it is to learn a language and how frustrating it is when we can't succeed at the first try. It's difficult to include the techniques when we have such a tight schedule, but it's always useful to learn new ways of doing the same things...I'll keep trying to 'change' my teaching style. I'm always open to new things". (Lavinia)

"I learned that students can be very interested when they're the ones who ask you questions according to what they want to know, and not what you want to tell them...It's been great to be part of this group!".(Cris)

I have learned to see things from different perspectives. There is a seed of a community everywhere, just waiting for a chance to be sown. Teachers can always find colleagues who are open to sharing their teaching worries, problems and successes; sharing them can be very rewarding. Communities of TRUST may be built in the classrooms, but also among colleagues. I have seen that my performance has changed for the better because I have changed my attitude from being so concentrated in my own point of view and not being able to putting myself into my students' shoes, to being able to see better through my students' eyes. Through feedback I have learned how to understand and accept people's different points of view and rhythm. I have learned how to be patient, to let life flow its own way. I have learned when and where to take action, when to speak truthfully to the ones who are ready to listen and when to be silent when my message is not useful. My goal is to change my own teaching in order to be able to change my students' concepts of learning English. I think I can also expand that to my colleagues, help other teachers reflect and maybe change their own teaching style:

"I've learned that teaching has many facets and that the teacher has to adapt to each one of them. Each student has his own way of learning and the teacher has to learn how to feel that. I've learned that classes don't have to be so teacher centered. I loved Suggestopedia and Silent Way, although the latter is difficult to me, since I talk too much. However, I liked it a lot because it showed me how to teach without dominating the class. The only thing I didn't feel much comfortable with was translating the songs. I'm not used to doing that. In all, I loved it. It was an opportunity to see things and exchange a lot of great ideas. I think we should do that more often."
(Sandy)

There is no doubt for me now that it is also a powerful tool in building a community and in teacher development. At the end of our project, I asked them my usual three feedback questions: What have you learned with our meetings? What helped you? What hindered you? And their answers were:

"I liked to work with rods, I liked the way you presented the songs and the poems, and even when I didn't understand quite well what was going on, guessing was part of the fun, It was fun to experience new techniques I'll try to use them in my groups. I became more aware of how each student learns and that we should try different ways in order to reach each one. Thanks a lot!" (Lavinia)

"I learned a lot in our meetings. I've seen a lot of different methods over the years, but seeing specific ones isolated as they were in our meetings was really interesting. Nothing hindered me, because as a professional I've learned to keep an open mind about many ways (different ways) of thinking and learning. From now on I think I can make my classes more interesting in ways, that I will confess, I've never thought of: rods." (Crissy)

"It was interesting to learn what is being taught in Brattleboro, to revise and see other teaching methods! It was also nice to talk to other teachers about our teaching and discipline problems. I liked the atmosphere of our workshop! I thought we were all in the same wave length!" (Ana Sofia)

But the best feedback I got from them was days later when I received a card signed by all of them, saying:

(printed)

"Imagination grows by exercise, and contrary to common belief, is more powerful in the mature than in the young." (W. Somerset Maugham)

"Since no one had the courage to venture into this vast white space, I will do the honors and take the honors of being the first to thank you for enlightening our Thursday afternoons for a brief moment." Thank you, Kisses. (Crissy)

"Thank you for the opportunity of knowing all of you a little better". (Marilena)

"I really enjoyed our meetings! Thank you". (Sandy)

"It was lots of fun!" (Anna Sofia)

"You're great!!!" (Cris)

"Thank you, my friend, for the great opportunity you gave us!!" (Silvia)

"Thank you for sharing your experience with us. It was great! Let's do it again!" (Lavinia)

"Sharing is always the best way to improve. Let's not let this die; let's go on meeting and sharing" (Irene)

"Thank you for being with us. The Thursdays were fun!" (Angela)

"An essential aspect of creativity is not being afraid to fail". Dr. Edwin Land (printed)

This was really rewarding, and after receiving it, I could say that working with feedback helped me build a community in my work place. It also helped me to see that the close connection between the human and the professional is what makes both of them stronger. What hindered me from being a better teacher before, was my anxiety when I thought my students were not learning or were not happy with their results. I am more

comfortable with my own teaching than I was before, because now I know that good teaching is closely related to being aware of how students learn, and feedback is a good tool to access that.

I didn't know how to get feedback from my students before SIT, and now I do because I have tried different ways of collecting it and my students have responded positively. I couldn't help my students as efficiently as I can now because I didn't know how to use feedback properly. Now I know that feedback can be given in different forms, orally, written, through observing a video, individually, in groups, daily, weekly, monthly, or periodically according to the rhythm of each group. There are also really long and detailed questionnaires that can be given formally at the end of each term or that can be prepared by the teacher. Find the best way feedback can fit your needs, inquiries and limitations of time and availability, and learn with it.

I really believe now that feedback can help students learn, but getting feedback from students is not as easy and simple as I thought it was at first. For some people it is something completely new and even, in some of my colleagues own words, "dangerous," "difficult," "hard," "a very slow process," that requires "readiness" from the teacher and also from the students:

"What hindered me was my reluctance in accepting translation. I still don't accept translation in the classroom, especially word by word...The idea of sharing our own experience with other teacher is always great, because we all have many things to learn and share".(Teacher Irene)

"Feeling how difficult it is to learn a new language (but challenging at the same time) helped me be more tolerant towards my students' mistakes. I feel this is happening. Discussing about how to motivate students, how to deal with the time they need to take in something new was also helpful to reflect on the learning process". (Teacher Angela)

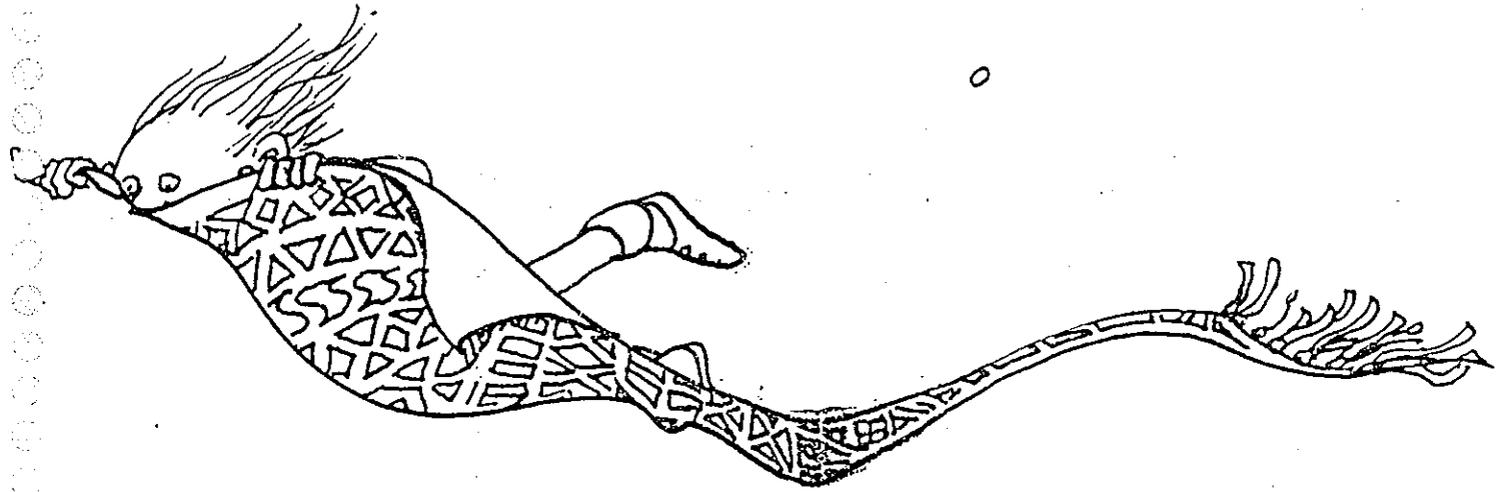
"I think that I am getting to speak more without fear. I know I speak wrong, but I hope to improve my pronunciation with your help." (Andrea – student)

Not every group of students reacts positively to feedback. I have had groups that did not like it. They say it creates anxiety on them throughout the whole lesson, because they keep thinking about what to say at the end of the class. With such groups I decided to use feedback only once a week and in Portuguese, for the ones who feel more comfortable speaking their mother tongue. The result was good. I did not feel I was pushing something on them as I did at first when they said they did not like it, and they seemed more willing to speak, words seem to come more easily to them. At the beginning I had a feeling that they were trying to guess what I wanted them to say, and that they thought it was some kind of evaluation of their English. Changing it to their own style made them act more naturally, they started to say what they had actually learnt not what they thought I wanted to hear. I think some students go through this period of adaptation, as I did at SIT: first they find it strange because they are not used to being asked what they have learnt; then think there is something specific the teacher wants to hear; finally they understand feedback is a fair ground where every one can ask for what they need without being judged.

This research was done with about three hundred students throughout two years, and I could only find one student who was really radically against feedback. He told me it was a waste of time and for him it had no use. He told me he would rather have a short review at the end of every class than waste those precious ten minutes with something that had no meaning for him. I learnt then, that awareness is a long on-going process. I as a teacher have to be prepared to respect the moment the student is in, maybe that student was not prepared for that kind of openness at that moment, but at least he understood and

its use for his colleagues, and respected that moment in class. It is funny the way we teachers can always learn too, as long as we are aware of what goes on among people in class.

As teachers we have to know how to balance the use of feedback in the classroom. Teachers can benefit from feedback, but our main objective should always be the benefit of our students. So, it is up to us, teachers and students together, to decide when, where, how, how often, and with whom to use feedback, always respecting everybody's opinion.



MAGIC CARPET

You have a magic carpet
That will whiz you through the air,
To Spain or Maine or Africa
If you just tell it where.
So will you let it take you
Where you've never been before,
Or will you buy some drapes to match
And use it
On your
Floor?

12

¹² "A Light in the Attic" by Shel Silverstein, 1981, Harper Collins, NY, NY.

Final Thoughts

Landing

“Finally, we offer a bit of advice. Teaching can be viewed as a job, as something for which effort is expended and money is received. We, however, view it as something much more. We think it is more akin to a calling – an endeavor to which a person ought to be passionately committed... We certainly don’t think it is an easy task. It is a challenging one for all good teachers. And it is a challenge that good teachers can not ignore. We wish you luck in this endeavor and hope your efforts will be rewarded and recognized. If they are neither rewarded nor recognized, please recognize your own efforts, continue to teach and reflect, and gather together with other educators and parents to claim your professional terrain.”

(Reflective Teaching – Zeichner and Liston p.78)

LANDING

Nowadays I obviously still have students who fail, but now when I say “fail,” I feel my part of the responsibility in this result, but I also know that there exist some part of the responsibility that belongs to the students. Unfortunately I am not able to express it in percentage. Sometimes I think it is a 50/50 proportion, but sometimes I feel it is more the student’s responsibility than the teacher’s. I have learnt a lot from good teachers, but I have also learnt some great lessons from not so good students. Feedback is an on-going learning process. I am constantly learning from new students, new styles.

The good thing about feedback is that it keeps teacher and students grounded, aware of what they actually can or cannot do, know and do not know. There is a sense of TRUST that grows as the term develops. Students trust me because they see my teaching changing and adapting to their needs, and I trust them because I can see every day that they are THE experts in their own learning:

“Yes,(feedback helped me) mainly in motivation, and in some weeks I noticed that you changed a little the way of the exercise.”

I try to gather the information I hear during feedback and use it to weave a better learning net, creating lessons in which everyone knows exactly where each one is. I should always be able to look straight into my student’s eyes and feel comfortable realizing that I know exactly what helps that student learn, what kind of activities s/he enjoys or not. A feeling of connectedness is created in the group, through the daily opportunity they have

to see one another's learning steps. Great part of the magic of feedback is the value that is given to each human in the classroom. Those few minutes that I spend looking at each and every student individually is important. I am showing him/her that his/her voice is being heard and has an irreplaceable value in that group. The feeling that you are being paid attention to, that your human portion is being taken in consideration, is very important both for the teacher and student. Some feedback minutes every class, give the group the opportunity to create space for other people. Feedback is the ground where everybody can play fair with one common objective in mind: better learning.

When the student says: "I haven't learnt anything today", it is not the moment to withdraw, that is precious information that can take a teacher deeper into the questioning of learning and teaching, and show him or her more about how to approach different kinds of intelligence. One cannot say s/he has taught if no one has learnt. Teaching can be a very lonely enterprise, but I have found out that feedback has helped me keep connected to those people in my classroom. I teach and learn **with** the students, who teach me how to teach them. The lessons that come from the students are priceless and vital to a good class. What I can do with the information I receive is my responsibility. I am constantly learning to pay attention to the right signs, learning the difference between what the students think is good for them and what they know is useful. Gradually I have been learning what to leave out and what to include in my lessons.

By using feedback I lessen the number of possibilities of going wrong, and I also get closer to the "why's". I am not caught up in wondering why my student that is usually participative is today quiet and disperse, I can go straight to him/her and ask to find out what the problem is, and if that is the case, change my own attitude, look for a new route,

a new way to get to my goals. Sometimes I may be surprised by an answer that may be totally pleasant to me and make me improve my work and my performance.

“Feedback after class makes me think about what I have learnt, what I could do to improve and what is not good. It is important because it helps me to notice that the problems I have been having are the same my colleagues have. Feedback helps me also, correct immediately any problem I may be having in class.” (my journal, Alumni 1997)

Once more I compare it to sky-diving. It may be a dreadful feeling to let the plane go and jump in the air, but the feedback may just be pure pleasure. 360 degrees of clear horizon to see all the universe around you: above your head and under your feet. The students that we meet in a classroom have the capacity to hold the concept and images of the whole universe in their own minds. The way each one sees the world is very particular and there is only one way to see through their eyes, that is by asking, by being truly curious and honestly interested in learning different realities.

There will always be students who fail a test, a bimester, a course, but the feeling a teacher has of being part of that failure can be diminished by the fact that the teacher is totally aware of the process and knows his/her share of responsibility in it, sure that s/he has really done everything they could for the growth of that student. There will exist a form of teaching and learning that is more useful and close to the heart of both mentor and pupil, that can cause change in education, transforming schools and classrooms into a pleasant place, a place where humans meet humans and are understood, respected and boosted on the way to unlimited futures.

The lesson I have taken from the practice of feedback is that we, teachers, should stick to what makes sense to us, what feels comfortable, authentic, meaningful, what we

believe, always respecting our own limits and the ones of our students. Nowadays I have some colleagues who are interested in using feedback, and I have been sharing with them my experience. Some of them have started shyly with the groups they have difficulty with, and they have been having good results, difficulties are being slowly overcome. Bonnie Mennell once asked me to reflect about the gift I have to offer my job, I can say now that the gift that I have to offer my job and my students is my awareness expressed through **feedback**, and my intentions and effort to become a better teacher, following my heart and my essential nature.

APPENDIX

Appendix:

- Feedback from my students.**
- Feedback from my supervisor.**
- Community building and teacher development program.**
- Multiple intelligence tests and information.**
- Notes from my journal.**

Feedback
From
My
Students

I've learned how to speak to another person disagreeing and agreeing. I thought that conversation between us had ~~been~~ been very interesting.

Some times I haven't understood what ~~is~~ happening in the class, how do the exercises, etc. ~~and~~ but ~~ideas~~ now it ~~is~~ is rarely happening.

I'd like to have more time to study more. I'm worried with the next week because I'm going to go to a Congress for 3 days ~~and~~ to Granada and the another week I'm going to go to Philadelphia to a course for 3 days more.

Sorry teacher but besides worried I don't what will happen.

Thank you very much for your classes.

Have a nice weekend.

Francisco Abaig.

1. I have learned a lot of vocabulary, now to use the words and my listening skills is better.
2. The tapes, music, exercises and the dialogs helped me so much.
3. The principal things that hindered me were the Present Perfect and the long time that I stopped studying.
4. I know that because I have had problems to understand the tense of the verb (Present Perfect).



Michele

28/8/97

this week I learned much with the game "Choice, change and challenger", because it forces me to think, training my listening and speaking.

The sing in the board is another good game because training my listening my mind. AND with the sing I relax.

I think that everybody have to to read the new lessons and I suggest it.

I didn't like "the roads", but I understad that is a good game for other students.

Answer: Question

1) I learned a new vocabulary word/day; adjectives, I learned how to prepare the letter. I made Review: about verb tense and listening.

2) The listening is helping me more now because sometimes I can't understand what the people speak.

And, Review the verb tense helped because sometimes, I forget and I use the verbs in the time wrong.

3) No, hindered

4) Because I thought I started to know how to use the verbs and to hear the words when someone speaks.

Etienne L. Saint,

- ① what have you learned so far?
- ② what helped you?
- ③ what hindered you?
- ④ how do you know that?

① I have learned many things like verb tense, I have a big difficult to do, listening is another problem.

② This environment is very good to help me to talk more I'm very shy to speak.

③ Nothing. The system and the classes are very interesting.

④ I have to try to study a lot, the exercises are good and practical and studying a lot I think that I'll learn very fast.

I hope so.

ROSA

1) I LIKED THIS LAST DAY
BECAUSE I LEARNED SOME DIFFERENT
"THINGS".

FOR EXAMPLE:

GRAMMAR

VERB TENSES

AND VOCABULARY

2) I'm starting to FEEL MORE CONFIDENT
WITH VERB TENSE AND IT'S IMPORTANT FOR
ME AND MY JOB.

3) NO

4) IN MY WORK AND DURING THE CLASS

THANKS

ENJO

Francisco P. Alvarez

1. I've learned some new words

2. I don't know what happened.
I haven't felt well in the group because
it is my first class at group.

3. Myself. My shy. I'm nervous
with a lot of people around me.

4. I think that the history
it was very interesting.

Dear Rosa

I have learned a lot of new vocabulary
listen, ~~revisa~~ about verb tense, sentences
with present ----- who --- verb first I
forgot the name, writes letter and I have
been improving my development.

Helped me the homework last week,
exercise, main conversation with my
friend of class.

Hindered ~~me~~ I ~~don't~~ didn't know
speak new words and didn't ~~know~~
understand the new words listed.

I think that I learned the points
saw, because I know do exercise.
I hope that I will get to speak
better.

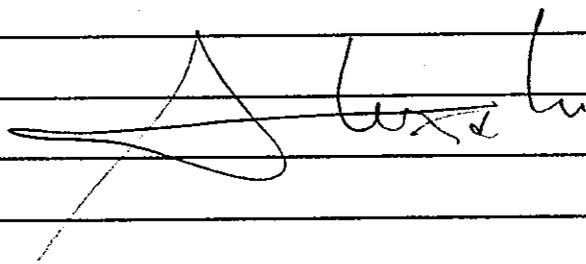
See you soon!

Andria

In my new level, I have been ~~felt~~ differences in many things, Nothing about grammar, like class lesson, but in the texts and listens of new book, I guess there are a lot of new vocabulary in our book that I can't assimilate all of new words. But I hope it's common, and I will increase day by day.

As usual I like all of exercises that I practice my comprehension, like listens exercises.

I have been some difficult in make and correct sentences in my memory, without write, I can't correct them. I know that because I saw this in the games that we use this kind of intelligence.

A stylized handwritten signature in black ink, consisting of a large, sweeping initial letter followed by a series of connected loops and a final horizontal stroke.

This last week, I didn't have many time to dedicate in ~~my evening~~ activities that help me with more fluency. But I'm waiting do this next week, I hope that I have "a little more time" in all this.

⊙ This week I use more English a lot coz it needed have more people for me that I'm more "difficult" in ~~coz~~ express myself, I think in Portuguese and after that I was trying translate, it's terrible, I will need really start to think in English to improve my communicate.

I insist in listening exercises that I think have being very good to my development.

I'm starting understand how can I separate the clauses.

Alexandre

I remind what you said for me about I'm going to learned Center, to practice more my speaking, but this week didn't go possible, I didn't have many time to do this, but I promise, that I'm going to do and traine more my oral fluency.

About learning, I'd like very much of exercises, that I need practice my speak and listen. I feel that this kind of exercise improve more my english, How can it improve, I do no, but I feel this, Do you understand?

If possible I'd like that have exercises same of last Monday, when we speak a sence, and you correct, after that we repeat and you record. Another Kind of exercise is today, the music exercise.

This week I didn't "dedicade" much, I didn't do all my homework and didn't go to learned Center to practice my conversation, I know that is very important for me, You said and I feel this.

Alexis

Mônica

1. Muita gramática, um pouco mais de vocabulário.
2. A maneira como estou aprendendo. As atividades como jogos, exercícios visuais, em grupos onde você não faz a leitura das frases.
3. A falta de tempo para fazer os exercícios e a classe muito cheia.
4. Simplesmente estudando + em casa, fazendo + exercícios e vendo os feitos em classe.

Mônica

- > I have learned this week about when and how I use the "hope". (the rule).
I have learned about the better kind for I study.
I'm very visual.
I learned new pronunciation and new words.
- > the form what I learn, with exercise free.
when I will "the sentences".
- >

Alexandre

1. What have you learned so far this bimester?

2. What helped you? What specific exercises / activities (if any) did you remember while you were doing the test?

3. What hindered you? What information did you try to remember but couldn't (if any)?

4. Based on your test today, can you describe how you learn best now?

1. I have been learning many things about grammar, I guess, I improve my comprehension when somebody speak something, I feel that I don't speak clearly, I have difficulty in speak and listen, about grammar I think I'm OK, I learn and fix the tenses of verbs and knew many new vocabulary.

2. I think that your's new methods are so good to learn, I'd like of listening and speaking exercises. When I made the test I remind many think, One of it is how to ask something to someone.

3. I think I remind all information as I need, but with some cases some mistakes for don't pay attention.

ENIO

POSSO FAZER EM PORTUGUES?

1) EU ACHO QUE EUOLUI MUITO, PRINCIPALMENTE NA COMPREENSÃO / CONVERSASÃO E NO VOCABULÁRIO.

2) E GOSTO DE LER EM VOZ ALTA PMS PERDI O MEDO/ VERGONHA.

GOSTO TAMBÉM DE COMPREENSÃO DE TEXTO ACHO QUE ME AJUDA NA PROVA.

3) COM CETERAS AS 4 AULAS QUE PERDI FIZEM MUITA FALTA.

EU NÃO CONSIGO BUNDAS OS VERBOS QUANDO ESTÃO NO PASSADO E NÃO TERMINAM EM "ED".

4) ACHO QUE TENHO QUE ESTUDAR MUITO

OBRIGADO

Ménica

- what have you learned this week?

I learned about rules: must and could was new for me.

- what helped you?

The games, the "visual" form, for me is very important, because I need look for I memorize.

- what hindered you?

The time is very short and more practice.

- How do you know that?

I need more time for I do ^{will} exercise and I remember the rules

Michele

- ① I learned to use: "use to" and "used to"
I developed my vocabulary AND I practiced my conversation
- ② the methods, the friends, the homework AND the teacher of course.
- ③ The resources used in the build like board, light. there is a big problem for me, that is size of the build. Some students stay on the back to the board every day. I suggest open more the semicircle.
- ④ I know to use "use to", new words, new expressions AND a old sing.

Alexandre

① - I have been learned about ^{new} methods on the class.

I have been learned about listening myself and my classmates, music, and Tapes book.

I learned more vocabulary.

I learned about pronunciation.

② - The listening exercises help me much. I need more exercises of listening. The homework is ideal to do in my free time.

③ - I think few time to practices more the oral exercises.

④ - I love this week this new methods are very good and my classmates are very good too. I think with we talk and listen you, we speaking English more clear. You voice is very calm and this facility much the learn.

Andria B.F.

What have you learned this week?

Gramática, como e quando usar, uso do *use to*, *used to* Verbos que após eles o próximo verbo tem que estar no infinitivo, como *have to* --- *afford* ---

Pronúncia, novas palavras (vocabulário), ouvir e entender melhor.

Perguntar quando não entendo

What helped?

A dinâmica da aula, situações diferentes músicas, passar novas vezes, o ritmo calmo e ao mesmo tempo acelerado.

What hindered?

Minha dificuldade em pronunciar as palavras corretamente, repitir muitas vezes a minha comunicação. Minha dificuldade em (também) algumas vezes não entender os sons ouvidos.

How do you know that?

Eu sei que aprendi a gramática porque fiz os exercícios e conseguia fazer outros.

Quanto a pronúncia, na hora ok, mas depois esqueço, mas ok, acredito que isso só praticando.

Vocabulário acredito ter aprendido também.

What has you learned?

Está sempre foi muito produtiva, e primeiro eu estive muito desanimada, mas sempre sempre, 1991, mas continuei a continuar sempre todo dia.

Eu aprendi a discussões and up or down, novas palavras e sempre sempre novas palavras de vocabulário.

What helped you?

Como sempre vivi um primeiro lugar, sempre ajuda muito, as fotos e diálogos e as pronúncias que não sempre comia.

- What hindered you?

A princípio eu acho que eu dependia muito, mas a mim o que atrapalhou foi a pronúncia junto com os colegas e eles não atrapalharam.

- How do you know that?

Eu sei porque consigo definir e explicar no hora de falar.

Luiz

Como sempre eu aprendi muito, aprendi com
pessoas que aprendi:

Principalmente, do lado, tive as proposições durante horas.
1º 2º 3º pessoas, procurei saber.

Eu sei porque ao longo os dias de casa eu lembro-me
bem de que aprendi com pessoas assim.

Quem me ajudou, sem dúvida:

- 1º José Rosa com sua insistência
- 2º As matemáticas simples
- 3º Os fatos
- 4º Os exemplos
- 5º A forma de organização

Nada além das muitas dificuldades físicas me
atropelaram.

Péssimo

Amor

Esta pessoa foi muito boa aprendi muito
com ela ela tem novos palavras de vocabulário apresentação
de gramática apresentação de família os números 1º 2º etc.

O que me ajudou foi a apresentação de fotos, com
o falar no gravador logo após ouvir a gravação
e a repetição

Ela sei porque já conheço muito inglês não muito
bucktons mas já consigo falar e entender.

O que me atrapalha é o ter que falar e entender tudo
em sala de aula os professores me irrita mas eu sei
que é o correto. Mas é muito difícil para eu entender
pois nunca falei em Inglês antes.

Mas admito que este seja o melhor caminho não
sei se é o mais fácil ou correto mas é muito (intente)

Kuss

Kuss

1- Preparação e a revisão das matérias p/ as provas.

2- O que me ajudou foi a revisão das matérias, a colaboração da amiga Marilze e do teacher Rosa que ambos tem uma paciência de 40 amigos, o mapa me poude ser rodado a ilha as ruas e aos corredores, tudo é valido quando não se sabe.

3- O que atrapalhou foi a minha falta de atenção talvez pela vergonha de não saber eu preciso me multiplicar e preciso ficar em silêncio p/ não atrapalhar e confundir a colega que faz saber bem mais do que eu.

É o que atrapalhou também foi os remédios muito forte que estou tomando me sinto um pouco perdida.

4- Eu sei de tudo isso porque não aprendi como deveria.

Mas prometo que vou me esforçar muito durante o final de semana.

beijos Lain

1- Eu aprendi o verbo to be, estações do ano, pontuação, formulação de perguntas e de respostas

2- O que me ajudou foram os técnicos de aprendizagem como as visões, escritas, escutadas, folhados, gravados, os exercícios feitos em casa e corrigidos na aula

3- O que me atrapalhou muito foi a falta de vocabulário, e principalmente o meu desligamento preciso aprender e me concentrar mais.

4- Eu não aprendi melhor as outras coisas por falta de atenção minha mesmo.

Kian

aprendi novas palavras, dias da semana,
mês, ano, números, lêi melhor, formador
fizes

me ajudou muito as fichinhas da música,
os madeirinhos, simplicidade de poder sentar-se ao
~~corpete~~ corpete, os figures

nada me atrapelhou e não por a minha
falta de atenção, ándicãõ preciso treinar mais

eu sei disso porque me sinto mais segura
ao falar e com menos vergonha.

Beijo Liõne

Obrigado

1 - Ouvir melhor, falar melhor, escrever melhor,

2 - a professora com sua calma e tranquilidade, as novas técnicas de audição, visão e pronúncia

3 - a minha falta de conhecimento e principalmente a minha falta de vocabulário.

4. Ao sair da classe me sinto mais segura e com muito mais conhecimento sem falar a derivação

Reijo
Kaur

For Rose.

→ I believe that speaking a little. I learned many things. Grammar, new words, tenses, verbs, etc. However I don't understand the oral. Many times I miss the context, but maybe it's normal. I don't know. I hope that I learned because I got to do the test. I had difficulty in the last exercise - some phrases.

I hope that tomorrow I'll be good in the test oral and get the next level. I hope...

I learned and what helped me was everything that we did in the class. But the time is fast and is difficult to do everything that we need, but I think that it's normal too.

Kisses!

Andria

Dear Rosa

I had learn, how to improve my comprehension about hear. What help me was the exercises that we speak with ours classmates, and the listening exercises that you're following in the but, as a Dictation.

Another think that I saw, was How I write wrong, The exercises that help me to see this, was the exercises that I bring you, and you correct for me, This kind of exercise was good for me see how I write wrong.

About grammar, I knew but I can't apply when I speak or write.

Did you write, that I identify which oral activity was good for me, and I think, that exercises that I need to make sentences were good, and listening exercises, like CWHF, Dictation share information.

Alexandre

RÉNATA SÉRAPHIM

- ① For me, I learned modal present continuous and present perfect. and when we put in the sentences, now is not easier than another book.
- ② The most helped me in the class, the words, the game and listening the tape.
- ③ I don't have time to study more and practice learning dinner.
- ④ I'm more security, because I think I know more and more about everything.

Miss.

Well, I learned the modal verbs and the Review about Verb Tense. I really believe of my English comprehension was better and my hear understanding too.

What helped for me (~~managed~~) to get better was the new theories for us learn. I hope of this course continue the same.

Love Miss.

Luciana

1- What have you learned so far

I learned about put adjectives in sentences

I listen dialogues e answer question about this text

2- What helped you?

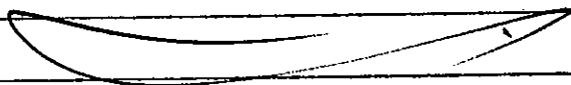
The Teacher, my friends in class and my own will

3- What hindered you?

Nothing hindered me

4- How do you know that

Because I know me



1. I've learned the pronounce
with verb that finish in "ed",
no vibrations (+)
vibrations (Ⓚ)

t or d (ll),
and a lot of things.

2. I liked very much "rows".
Because it ~~helped~~ ~~has~~ helped with
a ~~was~~ better conversation. except the
~~lower~~ lower sound.

3. I've had problems with the
grammar. I've never had before

4. I'm feeling that my comprehension
it's become better and step by
step I'll go there.

Thank you, very much for
you ~~teaching~~ me, Rosa.
Teacher

Have you nice a weekend and
will be the car with the Halloween party

Francisco F. Azu AGA.

Elly



Nestlé

- 1) I have learned a lot of vocabulary, how to pronounce a verb in the past tense
- 2) The dictation helped me with the past tense (pronounce)
- 3) I think that I must go hear and see ^{more} American / English movies, because sometimes I think that my listening is worst.
- 4) I don't understand all the dialog on the tape, and I feel bad.

1 → I have learned about the pronance, the stress word in the sentence, the new words,

The conversation in the class is very important for to practice the speak.

I need to developed more my listen, activites the listen and speak are much important for me.

2 → The conversation with a partner, the work group helped me.

3 → Nothing

4 → I knew this, because I increase my vocabulary.

Kaha

I have ~~to~~ learned a new vocabulary everyday, and it helps me, because have increased my vocabulary.

I have learned pronunciation, and it is very important for me, because now I can speak better.

But I have some problems about listening and I would like that you help me, because I don't know how I can make to hear better. About verbs tenses, I have some suggestions: you can give games about verbs; for example: complete the tenses with verbs and each other or give more exercises about verbs.

Suciana A. N. Siqueira

Erin S. Taylor

10/30/97

Questions.

- ① What have you learned?
- ② What helped you?
- ③ What hindered you?
- ④ How do you know that?

Answers

- ① I'm trying to learn many new words, I had improved my listening and my oral conversation.
- ② The exercises, the activities, the challenges in class has contributed for my poor English.
- ③ The activity made yesterday (10/29/97) I didn't like I had many mistakes & was confused. I think that we are not prepared, so far.
- ④ I've studied a lot to keep in the same level of the class, to do the exercises and listen the tape is very good to improve.

Gláucia Edwards

① What have you learned this week?

I learn a lot of things:
for use:
Grammatical, vocabulary ...

What helped most

Os exercícios de pronúncia
e os exercícios de activity Book

What hindered

Nada. Eu acho que tudo
que foi dado foi válido como
aprendizado.

How do you know that

Irão no gramatic clinic
mas ainda é muita coisa

I learned this week how to use a few, a little, I used to, If, unless, linkers. I learned also new vocabulary.

I guess that we have had more conversation than the last level and this anyway have helped me.

I have felt lack of time to study more because we have done almost all of the exercises at home.

I am worried because the test next week. I guess I haven't time enough to practice the grammar.

Nothing is hindering me in class.

Luiz Martins

RENATA

- When I listening the music and put this in the paper, it's good.

When the friend stand up and explain about some series, I like.

I know I miss express

- chess

- hundred thousand times!

I've never had that.

Miss

- ① - many vocabulary
- a new music
- used to
- remember going to = gonna / want to = wanna
- lesson about LOVE. (STAGES).

② - Techniques for learn isos. Very good & interesting.

③ nothing I think

④ Very good and to be forever it.

- I learned a new method and like it, I learned also many words and grammar.

I learned how and when I can use have to, used to, use to, for example.

I spoke more than other levels and practiced my vocabulary more too.

- I guess that the more participation from the group was very important.

- nothing

- I don't know yet but, I guess.

Luiz Marclino



Luiz Maralino

① I learned when to use somethings on below:

- used to
- have to
- must
- a little
- a few
- anoths
- the othrs
- If
- unless
- Present perfect continuous

② I guess all the new method helped me, especially when we have to discuss about something. I guess that in this moment we are forced to think as much as remember rules that we had in the past.

③ After the test I am sure that nothing have been hindering me.

④ how I said above, the new method, have helped me, maybe because I have been having an opportunity to practice more what I have learned.

① I learned unless, if, the other, another.

② Present participle and present perfect continues not easy

I think, I need practice more exercises about P.P, P.P.C and speak more in the class. You help me if you write about the grammar in the board.



Mis.

I learned to use modal verbs, many vocabulary, new music, grammar about the letter, difference a few and a little, to use if and unless and techniques to learning.

I think ~~with~~ would be many exercises about written and read for the student.

The rest that's OK.

- I could improve my pronunciation and my vocabulary. I learned how to use "hope". These were the most meaningful things I have learned.
- I guess the sequence of the method and the people on the class.
- Nothing
- Feeling my progress.

July 11th.

Miss.

I thought the classes (lessons) light. and I learned many vocabulary and the difference between had better and should, ask ~~how~~ other forms and ~~and~~ I would like to do more games (interesting). ~~and I would like to do more exercises about~~ I would like to do more exercises about VERB TENSES and training more conversation.

But in general I really like this class.

Gláris Eduardo

- ① O que eu mais aprendi nessa semana foi hope, também eu aprendi como usar minha facilidade visual e musical para aprender Inglês
- ② O que mais me ajudou foi os exercícios com o card
- ③ O que me atrapalhou foi a correria de dia dia. E na classe foi a barulha
- ④ I know this because I can feel
my English get better a little bit
this week

Flávia!

~~Flávia!~~

28/8/97

Eu aprendi gramática como
por exemplo os modos verbos
aprendi usar o condicional

O que me ajudou ^{em} primeira
primeira lugar foi o exercício
das blocos lógicos, e o exercício
com música.

O que eu acho que atrapalha um pouco
às vezes é a minha falta de tempo

Eu estou tentando estudar mais
ficar mais dentro nas aulas principal
mente nos exercícios ~~de~~ que treinam
os ouvidos mas está difícil

1) I learned many things for example: Passive voice, modal in the past and in the present perfect, report speech, I found unless, hope, Present Perfect and Present Perfect Continuous. ~~I can't say to a speaker~~, I try to speak more and listen and ~~pronunciation~~ pronunciation.

2) I thought that helped very much, because my grammar is well and my conversation too, but I think that I need more to practice. My vocabulary increased ~~and~~ but my listening is still ~~is~~ bad.

3) I don't know, but I thought that ~~I~~ I can't understand, what others people speak ~~when~~, when I listened, but I tried to understand.

4) Yes, because I ~~can~~ ~~can~~ ~~can~~ ~~can~~ can understand more things. ~~and~~ I said this, because the another bimestre I can't understand, nothing about ~~the~~ grammar.

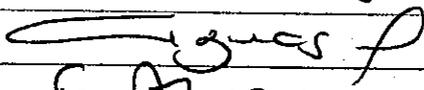
04/12/97.

I've learned a lot of structures, grammatics and how to use ~~the~~ verbs. (present, past, future and p. perfect). I'm learning how to organize my mind to write and to speak.

I think that the teacher has helped me very much this semester. Because this class have a lot of student (class) and I think that it isn't productive. It is very hard to dominate and to teach something for a lot of student.

I wish the next class had a less student. If the class had less students it would be more productive and you will learn more.

Thank you


Francisco F. Alvarez



Dear Lisa

- 1) On this semester I have learned english grammar, mainly present perfect, that was a terrible subject for me and modal verbs, which is very difficult, but I've learned (I have to study more)
- 2) The grammar book, the exercises on the class helped me. Your teaching helped me a lot
- 3) Today nothing. but I always will have to study
- 4) Yes the feedback helped me. because when I didn't know something about English, you show me how to learn the matter, the best ways how to understand something.

Oh

1
12/04/97.

Wilson J. Santos

- ① At this semester I improved my vocabulary, my listening is better and my speech, not good but I can explain what I want to say.
- ② In my speech I noticed that I'm better and some people said that my English is good.
- ③ My things is good, even so some but is good for my knowledge, everything was great.
- ④ The feedback is good. It showed me my problems and I have tried to improve it, the tips are important.

Sim, porque todas as nossas - dificuldades foram melhoradas nas aulas seguintes, reforçando o tipo de atividades na qual melhor se adaptou p/ cada um.

A resposta de feedback ^{se} é imediata e traz a ^{melhor} forma ~~de~~ de ~~melhor~~ aprendizado.

Lúcia Rocco

Sim. Porque podemos dizer como melhor, assimilar a matéria, a forma da qual ajuda e atrapalha. Podemos ter melhor afinidade entre o professor e o aluno, porque nos dá liberdade de falar, sendo negativo ou positivo

ROSA

- 1) THE MOST IMPORTANT THING I LEARNED THIS LEVEL WAS THE NEW FORM TO SEE THE ENGLISH CLASS MORE FRIENDLY
- 2) THE METHODOLOGY AND REVIEW OF THE DMK POINTS IN MY ENGLISH CLASS HISTORY.
- 3) I COULDN'T STUDY VERY WELL, BECAUSE MY JOB AND MY SMALL-FREE TIME.
- 4) YES, THE FEEDBACK WAS VERY IMPORTANT BECAUSE IT FIXED THE IDEAS AND SHOWED MY EVOLUTION.

THANKS

ENIO KOETZ

Name: Augusto dos Santos ✓

O "feedback" ajudou-me, pois eu pude relembrar o que foi aprendido na aula e entre os itens que aprendi, ~~que~~ qual(is) necessitavam que eu estudasse mais.

07/12/98

"Answering" your note, I discover that the exercises that help me were the exercises with tapes, like when we tell a little history and we will try answer questions about it, another was dictation, this last one help me spelling the word that I'm going learn.

Exercises with my Friends help me too, but only exercises that I need think in English like that one that you write a sentence on the blackboard and we try repeat it without read. The music exercises are welcome to me, because force my comprehension in English.

Alexandre

ROSS

- I HAVE LEARNED A LOT ABOUT VOCABULARY DURING THIS WEEK
NEW WORDS, GRAMMAR AND VERB TENSE TOO
MAIN PRONUNCIATION
- I LIKE TO TRY DIFFERENT ENDS OF THE CLASS AND THIS WEEK ~~WO~~ DID IT.
- I'M THINKING ABOUT IT, I DON'T KNOW

ENIO

1) I ^{have} learned about new vocabulary (a lot) and about grammar when I use "who" in the middle of sentence.
I practise more about verbs tense.

2) The kind of exercise helped me (games, "tic-tac-toe", the line

3) I didn't have problems with class, but I am very sad because I don't have more time for studying.

4) I need memorized the new words, because I use the same words, my vocabulary is very small.

Mónica

Flávia Eduarda

① The most important thing

I learned this semester was the vocabulary

② The games helped a lot

③ In some my attention I don't have the attention

④ Because I can read more and I can understand more what I listen

→ What have you learned this week?

I learned new words, new expressions, new vocabulary.

- pronunciation practice
- used to in the past sentence
- use to in the past questions
- grammatical

→ What helped?

- Melthear the pronunciation.
- Remember the new words.
- Application the new learned
- Methodology by teach, no traditional

→ What hindered?

Nothing

→ How do you know that?

- New words
- New expressions
- New vocabulary
- Grammatical
- Speak something with the best pronunciation.

Katia

→ What have you learned so far this bimester?

I think I learned to conditional, present perfect, present perfect continuous, new vocabulary, to use - "use to",
could/might, a few/a little

→ What helped you? What specific exercises/activities (if any) did you remember while if you were doing the test?

I remember the exercises of transparency and exercises homework.

The music.

→ I didn't remember about the present perfect and present perfect continuous.

→ I learn best, when I write

I didn't practice the exercise.

I didn't have time to study.

I think the verb tense deveria ter sido mais tempo para exercitar

What have you learned this week?

I learned to use "hope", new vocabulary, listen/read and comprehension, stress syllable.

This help me in my communications, in my job

Nothing.

I need to Review the verb tense

I take the book of grammar for I study.

Katia

(1) ~~o~~ O que eu aprendi até agora ~~foi~~ com certeza foi o a few e o the little, present perfect, present perfect continuous

(2) O que me ajudou mais ~~na~~ foi os jogos principalmente aquele jogo que ~~eu~~ tinha que achar o erro

(3) O que mais me atrapalhou foi minha falta de atenção e o coffee break ~~o~~ porque quando minha cabeça começa a trabalhar ~~o~~ vem coffee break

(4) ~~o~~ O que eu aprendi mais foi the little e o ~~o~~ a few

I learned the first conditional, pronunciation, second conditional and the stress syllable.

The activity that help me most is the pair work, group work and talking.

When I listen the tape I can't concentrate me, If I didn't understand the start on the tape, I think that I wouldn't understand the "rest" (?) resto (medium and finished).

I know some words that I didn't know after.

Katia

José

Sim, porque muitas vezes noto que a dificuldade de meus "classmates" é a mesma coisa e, muitas vezes, acabamos discutindo aquelas dúvidas que anteriormente ninguém havia percebido. O exemplo é que, às vezes, o grau de entendimento da matéria (ou do conteúdo) é o mesmo e isso ajuda a manter a confiança.

Dear Rosa,
I learned about grammar, modal verbs, more practical for verb tense, reported speech, wish, pronunciation and more practical with the listening activities.

The exercise in group help me very much, it's very important, because we can learn with the others peoples in the class. The write exercise help me too. (homeworks)

I have tried to be more "akto" in listen activities, but it's still very difficult for me.

The feedback help me to think about the class and about my learning.

I think that in this bimester I increase my vocabulary and it's very important for me.

Katia

RENATA

①.② When you speak behind me, I thought it's good.

③ Nothing

④ new verbs, and "situations" in the class even might you change, it's so good because we need variation more

XII - CONGRESSO LATINO-AMERICANO
E IBÉRICO DE QUÍMICOS COSMÉTICOS
SÃO PAULO - BRASIL - 1995

FORMULÁRIO DE PERGUNTAS

Palestrante: ① I have been learning pronunciation

Pergunta: and grammar like how to ask

questions using a different way. "Embedded"
questions. I learned also about
had to's and should, AS have been
happening I learned new words and
expressions.

② I don't know exactly but I

learn the exercises at home have helped me.

③ Nothing

④ I try to compare like you
said me in your kidback but
sincerely I couldn't see the
difference.

Patrocínio:

DOW CORNING - NATURA - FIRMENICH - ROHM AND HAAS

Apoio:

ABIHPEC/SIPATESP - ABA - SOLABIA - JOHANN FABER -
SCHWAN COSMETICS

XII - CONGRESSO LATINO-AMERICANO
E IBÉRICO DE QUÍMICOS COSMÉTICOS
SÃO PAULO - BRASIL - 1995

FORMULÁRIO DE PERGUNTAS

Palestrante: Katia

Pergunta:

→ I learned to use present perfect and present
perfect continuous finally. ; new vocabulary, to
use wh-questions in sentences, use should and I'd better
This week wasn't very productive for me.
I learned only a little.

The presentations help me to listen,

The song is very interesting to memorize
as to write, listen and speak.

I have been practicing the exercise about
grammar, for help me to learn.

Patrocínio:

DOW CORNING - NATURA - FIRMENICH - ROHM AND HAAS

Apoio:

ABIHPEC/SIPATESP - ABA - SOLABIA - JOHANN FABER -
SCHWAN COSMETICS

RENATA SERAFIM

I learned the conditional
and new vocabulary.

I will like to practice

more games in the class

I think it's more interesting

when you have the time.

for example against B

like it's service so much.

For me I would

like to practice more service

(rules) more, because

I minimize is longer than

speaking.

I have I need repeat

more in the class, but I don't

feel security about it.

I think you need

work the service in the

board, not all the time.

Wis.

This week ~~we~~ I learned
many vocabulary about dancers
parasailing, and the others.

I really like the games
but unfortunately I didn't
do the Home works because

I had many job.

Other thing with I really
learned was about the after
partitions; about London,
perfumes, kind of person,
decorant, and parasailing.

I didn't understand much
better when I use "were"
in a medicinal sentence
ce but I know the rule

I continue with man
doubts about verb tenses, but
know where I have been
going.

Teacher your class is

very good! Thanks with

Learn

Michele 30/oct

① I learned second conditional a practiced my pronunciation and improve.

② The exercises with rods help me learn the rules

③ The game of ~~poor~~ in outdoor the class hinder me

④ I am get more attention in the class and I am speak more in the class

1- I learned A new words and expressions.

2- Listen and read together like the song, helped me more than others exercises.

3- The exercise that every body speak in pairs different things.

4- I can speak better and understand more.

embedded questions.

When I use see and see pronunciation with /a/ and /o/
new words
When I use must

Help me the games and different exercises.

In this week, I was very tired, I didn't have time for I do ~~the~~ exercises.

Now, I understand that is very important the practice after class.

Because I was lost when correct the exercises in class, and after ~~as~~ was more difficult I understand the next level. I think very important homework, but in the middle the week is very (complicated) "complicated".

Monica

LEARN WORK

THIS WEEK I LEARNED THE SECOND CONDITIONAL AND MUST BE I THINK I LEARNED BECAUSE

WE HAD MANY KINDS OF ACTIVITIES WITH: ROLE-PLAY

WRITTEN
PLAYS

I COULD TALK ABOUT MY JOB BUT I WAS NERVOUS SO MUCH MAYBE I WILL NEED TO STUDY HARD IN NEXT WEEK, BECAUSE I LOST MOTIVATION ON CLASS.

I TRIED TO THINK ON MY FACILITIES

ENJO

Como ela aprende

o chá da segunda caetado,

o chá de primeira -

o chá de segunda e sua

preparação.

As profissões e como aplicar as

as entonações das palavras

e as sílabas, sílabas, frases

e diferenciais

Choras palavras no texto

e na conversa.

Diálogos diversos.

Então me em todos os

sentidos - hien, read e

compreensão

Atipalhou: pouco desenvolvimento

Sei disto, pois tenho escludo

a cada dia mais

Amor

What have you learned

This week?

I learned several words.

I remember a several too

I helped me in the skills

,

I learned many, palanca,

e aprendi outras

Então me e muito mais

compreensão audição.

Atipalhou me a dificuldade

de expressão, pouco vocabulário

me e o desenvolvimento

em sei, pois sou hábil,

credito. Ter desenvolvido

tem, leitura, compreensão

audição e vocabulário

↑

↑

↑

↑

↑

↑

ROBERTO

Aprendemos a usar melhor os verbos no passado, reconhecê-los mais facilmente e enquadrá-los adequadamente.

Acordito que as conversações foram muito proveitosas principalmente em nrs quais não se podia ler para seu companheiro e sim dialogar.

Senti uma certa dificuldade em reconhecer a terminação das frases "up" ou "down".

Sinto que minha compreensão já está melhor e minha pronúncia também.

Roberto Dias

In the branch I found how to use the usual connectors simply for the complete talk about the weather.

The conversation and the paper was good, because I prefer to talk and listening.

May be I didn't enough time to study and make my home work.

Nesta semana aprendi os
adjetivos positivos / Negativos
e outros usados por pessoas
disponíveis / disponíveis e
como usá-los, mas perguntas
e respostas - He. His etc
Novas palavras - vocabulário
Nome dos meses
- 71^{os} ordinais - como aplicá-los
nas exercícios.

Ajudou-me muito a parte de
compreensão auditiva observando
que estou melhorando sempre.

Nada atrapalhou
e meu desenvolvimento geral
tem melhorado, compreendo
e falo melhor

Paula Jardim

11/07/07

Nesta semana de prova.
Um pol-revisar o que treino
durante este estágio, até
agora.

As preparações foram o forte
desta semana, aprendi a
usá-las. Estou treinando and
ajudou-me acompanhar
pela transparência e treinar
Ir para fora da escola
e praticar o visual e também
usar o "rod"

Nada atrapalhou, a mais,
a limitação do vocabulário
e o possível.
Felicidade pelo treino em
sala e também pelo corudo
da escola

1 - Compreensão auditiva

2 - human computer, nodes
and repetition drill

3 - Nothing

4 - At um modo geral, acho
que estão bem.
Acumpanhando as lições e
entendidas.

ROBERTO

- Apreendi a descobrir melhor
as pessoas, a utilizar as
preposições e os pronomes
de forma mais adequada

- Eu creio sempre que a
compreensão dos "tapes" é
muito importante p/ que
eu possa evoluir principalmente
nas conversações.

- Talvez um pouco de melhor
nas suas me impede de ser
melhor.

- Pois eu sinto a minha evol
ção em certos exercícios e
em outros não tanto

Soft Paper Roberto

Exemplos - palavras, frases, mai
Adjetivos, - terminações
ênfase da, palavras,
Ortografia da, palavras, etc

Diálogos - tapes - andaram
na primeira e melhor
a conversa ca.

Nada atrapalhar

porque consigo entender
e falar melhor

1- I had a lot of new words
~~and~~ conversations and one new
method for learning.

2- Listen to the tape and
I've understood, underline
the more strong syllables
in one word ~~or~~ phrase
help me too.

3- To understand one dialog
when I listen is a little
difficult for me.

4-

Andrzej B.F.

WHAT HAVE YOU LEARNED THIS WEEK?

- NEW VOCABULARY
- USE TO / USED TO
- I LEARNED ABOUT LOVE
- TO SING

WHAT HELPED?

- THE NEW METHODOLOGY!
- BALL PLAY
- THE CLASSMASTER
- THE TEACHERS

WHAT HINDERED?

- MY SHY

HOW DO YOU KNOW THAT?

- I HAVE PROBLEMS WITH MY VOCABULARY

1. Many think. Verbs tense, new vocabulary, pronunciation, rules and

2. I liked the exercise that we spoke and see the word. (?)

3. I have difficult about understand the words and context, this hindered me. I don't try to speak too.

4. I miss very much, because I had many difficulties. I think that I knew, but I wrong things. I think that I have that better

ENIO

- 1) I LEARNED THE "HOPE" USE
 - NEW WORDS
 - KINDS OF INTELLIGENCE
- 2) THE ACTIVITY IN CLASS - PHYSICAL INCLUDES
- 3) NOTHING
 - 4) I'M IN A GOOD MOOD

This week for me, was very interesting because I learned about the importance of asking questions. I learned that asking questions is a very important part of learning. I speak in class with my roommate it was very good.

I learned about "had better and should, but I not sure about this, I am a little confuse.

I need more practice in "focus on pronunciation"

The kind of exercise (more dynamic) is very good for me. Because in this hour I am very tired.

I like the funny exercises ... help me.

I am going to study more in my home

Monice

11/68

Michele

1- I learned to use hope and "have hope" with my English. I discovered and I agreed that my kind of intelligence.

2- I like to practice my conversational about hope, because I could talk to my friend in the free form, or to use my vocabulary and fluency. "little"

B- The mosquitoes bother me.

A- I know something about English, but I'm sure that must listen and record my voice and correct it.

THIS WEEK I TRIED TO LEARN BY MY FACILITY,

I LIKED SO MUCH THE MUSIC ACTIVITY.

I HOPE I CAN LEARN BETTER NEXT WEEK, AND DON'T MISS MY CLASS.

ENJO

Andrea

Dear Peter,

→ About what you written last feed-back activities that can help me in vocabulary are the groups - I think.

This week I was sad, because I feel that many times I was lost. I don't know! I am very careful about it.

I learned about conditional of 12 many words and more things.

He helped me my doubts about context. But - For the other hand

a know he I learned, because the nothing is lost. ALL improve my English - same when a little. I hope get sufficient grade in the best next week.

Kisses
of

Michels

1- I INCREASE my vocabulary, and I begin understanding zero, conditional, second conditional. I have a little more fluency and velocity when I think.

2- The discussions in groups specially tell a history and the partner tell AGAIN. To create sentences with words.

3- I bother myself when I disagree with something that I don't understand well.

4- I get speak and listen better.

Michele

23/10

① I developed my knows about verb tenses, with the complete exercises.

I learned new words and expressions. I learned to use who in the middle of the sentence.

② The tape helped me so much and I need to training my "hear" or listening.

③ The class is much crowded.

④ I know to make the sentences more complete and a few more the vocabulary.

Sim

Ajudou no sentido de poder colocar novas palavras e suas dificuldades

Você, percebendo nossos "pontos fracos", ia moldando a

próxima aula dando ênfase "nem" ou "naquele" assuntos

Achei positivo

fernanda

1) What have learnt this week?

- Future Plans
- Present Continuous
- a many news vocabulary

2) what helped you?

- the dialog with my classmates
- listening to the tape
- play and joke with my classmates
- improve my English saying with another student
- listening to the tape at house

3) what hindered?

I think nothing.

1. What have learn this week?
2. What helped you?
3. What hindered?

1. A formula eu usar o Future Plan
what, where, how, who, e now
VOCABULARIO.

~~ANTES DA PRÁTICA.~~

2. As explicações no quadro e as
dinâmicas em grupo.

3. Em alguns momentos as listen

Lab 78

How
with

Está similiar a dependência

vocabulário, future plans

essa semana em aprender expressões e frases com

- a fita ~~do~~ também deu

"future plans" e "obligations", arrigentemente

pl. entender melhor esta semana

para construir frases nos dois casos e bastante simples

- O que ajudou também

(verbo to be + going to + verbo no infinitivo), (have/has to)

os jogos de memorização

isso foi o que me ajudou. o que me atrapalhou

foi o listening e, particularmente, eu não fiz

a semana passada inteira.

ESTA SEMANA PREENDEMOS COMO

USAR:

PRESENT CONTINUOUS

VERB GOING TO

DOING

HAVE TO

O QUE ESTÁ ME AJUDANDO SÃO AS

DINÂMICAS EM GRUPOS E PRÁTICAS

EM CONVERSAS.

O QUE ME AJUDA A AINDA, É A

MANEIRA DE QUERER TRABALHAR "AS PÉ-
DA LETAS"

E TAMBÉM

AINDA ESTOU PENSANDO MUITO EM PORTUGUÊS

DANIEL

1) I learned about conditional, I learned when I make sentence with present-present I didn't know that like means "the same" and I didn't know how use.

I learned new words and pronunciation a lot about some songs.

2) The kind of games and "exercises".

3) I don't know Adjectives, Adverbs, and I don't like "memorizing" words. I think this will a problem.

4) Because I had problem with "exercises".

Mônica

- I learned about second conditional, Embedded questions, new vocabulary and how to pronounce some words.

- I guess we continue having a lot of conversation exercises and this can be improving myself.

- I guess nothing is hindering me but I hinder me with the exercises about pronunciation.

- Because the exercises that I have had could show me these statements.

I'd like you to do any kind of comments about which are the mistakes on my presentation and how can I to improve it to correct them.

1. What have you learned so far this semester?

I learned the wise verb tenses and many vocabulary.

How: used to, another or the other, unless or if, must and have to (review), simple past and simple past continuous mainly because it's more confused. But I like it.

2. I think was my classmates and the theories used.

3. A few exercises in class and the course was very fast.

4. I confused many verb tenses all the time, but few many think



① Eu aprendi muitas palavras novas, aprendi a diferença entre os fonemas /a/ e /ɔ/ e vi que a pronúncia depende da região onde você está.

② ① que me atrapalhou foi o barulho externo que conheci com os exercícios da fita.

④ Eu estou tentando me esforçar mais e ter mais tempo para fazer as lições com mais calma.

Michele

04/06

I learned to use the perfect and present perfect continuous, with the exercises in classroom and homework. I learned the difference between "a few" and "a little", "if" and "unless" with the several methods used.

I don't like to stand to speak with others, and I don't like the form that the chairs are positioned. I can't see the board. I S put them in the semi circle. The best method is the S because I listen, I think in English and learn a new song.

I learn best because I studied writing and so.

fix more, but my big problem
is pronunciation. (and written).
I need more exercise
like to listen K7 and
arriving.

③'s para mi aguaron por os
exercicios de desafios
& exercicios de pita

Davis Edwards

Aprender com a boca aberta
de novo.

No caso das comidas, as
que são contadas e com conta-
veis em inglês, o uso do
demonstrativo, a locução
identificativa.

Muito, palavras novas e a
problematiza delas, bem como
suas ca.

O uso das preposições e artigos
e pronomes juntamente com
os horários.

O uso dos verbos e relativas
aos pronomes, 5 to / as,
terminações dos verbos pt
as 3as pessoas.

Ajudou-me muito o uso
dos "PODS" - no entendimento
de tudo que já disse e

no uso do verbo auxiliar
Do / Dos. Affirm. / neg / Inter.
Nada atrapalhou

I review the vocabulary
and make the questions

Where are you from?
What do they do?
What's S.P. like? etc

Remember the Lesson's
people
I learned about kinds of
the movies, books, animals etc,
and presentation Skills,
Conversation - Dialogue.

All the things, but may be
Conversation, listen the type
and repeat the phrases
behind with me.

I felt difficult to understand
the story on the tape
(Conversation).

Because, I manage understand
my friends and conversation

is better.

Thanks.

Excuse me my errors.

Sei, thank's do desenvolvimento
em sala de aula

Michele

04/12

1- I learned some verb tenses,
new vocabulary, expressions, grammar
and I had an increase in my
fluency.

2- Some kinds of exercise like
songs, tape, conversation in group,
presentation and mainly
homework.

3- I felt bad this week,
because I wasn't understood
a new lesson and you
stayed nervous. I'm sorry
but I always try to find
a rule for every exercise.
I noticed that it isn't the
better way to learn English
or any other language.

I have tried think in English
and I guess that this is the way.

Neste trimestre, aprendi algumas
palavras novas e como
empregar as mais usadas.
A minha fonte mais valiosa
é como professora das
Aprendi as conversas as
situações do ano, os dias
da semana, meses do ano
Os diálogos em diversas situações
nas unidades do livro.

Ajudou-me em todos os sentidos,
de todos os exercícios assimiliou
um pouco, porém acho que
aprendi mais nos exercícios
de repetição ouvir e repetir,
e também a/ o cardo e ainda
pregar-lo no quadro de acordo
com o que ouvimos. (visual
do audição) bastante assimila-
ção.

Mas houve progresso em
nenhum sentido.

Os principais do curso, houve
um pouco de timidez até que
eu pudesse sentir-me

confiante, depois disso houve

o flun e a cada dia que

passava tem sido melhor em
todos os sentidos (relativamente)

Me acorda com o teste de hoje
sério. Me acorimado bem

o estágio, até aqui.

O resultado do teste é que
vira confissão.

Grato

Opowly

4/9/97

4 - Yes, mainly like motivation,
and in some weeks I
noticed that you change
a little the way of the
exercise. And for you?

Dear Rosa

3 thing that I learned many things
Report Speech, Positive voice, Past
verb modals, news words, how
speak the better, how used wish,
conditional and I don't know more

Many kind of exercise helped
me. The dynamic class, here
your explanation, my interest

Some time the new words
hindered me; yes because "sem"
know your means I didn't
get understand, but...

The feedback helped me very
much, mainly after the test
gave me force to reach the
solution of problem. With
them I could know my
failures and try improve
them.

~~Dear~~

I will study very much
this weekend and I hope
~~to~~ eliminate my
doubts with you ~~over~~
next week before the exam,
and I hope ~~you~~ pass.

I would like to say
that I learned many
things. Sometimes I
was sad, because I was
thinking that I ~~didn't~~
wasn't
learning anything, but
I think that it is "anime"
thank you for your help.

Cool! Cool! Ok!

Kisses

Sweet

Indie

Love

Love

Love

Love

Love

Love

Love

Love

Love

Love

Love

Love

see you soon!

On your feedback last week you said you learned a lot! During this week I'd like you to think about the activities that help you most, how they help you, why they help you.

Think about it!! 😊

Rosa

From your last feedback I understood that you don't feel you need so much work on grammar details, and that you feel you would profit more from oral activities.

During this week I'd like you to think about what oral activity is more profitable for you.

Good luck!! 😊

Rosa

Dear Phineas,

It's great to see that you recognize your strengths and weaknesses. During this week I'd like you to prioritize your homework, so you can make a good final test next week. You could also try to take some time to go to the grammar clinic.

Try it !!

Rose

From your feedback last week I learned that repetition is important for your learning. During this week I'd like you to think about why

repetition makes learning easier for you.

How does repetition help you? Do you ~~often~~ need to listen to something many times or do you need to say it many times?

Think about it !!

Rose

Feedback
From
My
Supervisor



sentences, tell who said it. (T) plays sentence by sentence.
or let me write.

options: at this level, rather than have them say the name, have them say the sentence - either the whole group at once - or the person who said it.

option: at this level, let them do the writing. you write off to the side as (Ss) write in notebook. then you put up your Ss & they check. This turns it into a bit of a dictation - more challenging for this level.

you can also simply write on board (this way you don't need paper) - telling them not to look. you can also make a strong (S) to be the one writing on the board.

option: stay with oral work. Play sentence (S) who said it says it. then other (Ss) say it. They need to listen carefully & pay attention to accuracy when speaking.

option: focus a bit more on these
→ after (S) initially say them.
(T) points to word on transcript, (Ss) say - how many syllables? (Ss) 3
Where's the stress? (S) 2nd
Say it again.
possessive.

option: Since you've done the work to transcribe these give them a chance to practice the full sentences. (T) stands in back & reads all the sentences once. (Ss) listen. (Ss) read #1 (T) repeats OR (T) reads #1 (Ss) repeat OR (T) reads & (Ss) read at same time softly (shadowing)

directions weren't clear as you saw from what (Ss) did.

Open your books to page - when all open "look at the bottom of the page". When you see all are there "answer those T+F and then read". Then ask (S) to repeat the directions! This way you'll see if the directions were clear.

744

Why? is about grammar?
No...

iron.

possessive (S) says
creative (T) says from behind group
more careful
friendly
intuition
serious
more friendly or friendlier

Now look at your book...

Read "How different are men & women"

confusion - (Ss) didn't know to do T+F first

so when you finish compare with your partner

7:52 Show me your hands
① needs T + F sentences.

7:54 Next exercise. ①
needs directions.

① needs statements
② answer
③ Which statement surprised
you most?

lively discussion...

8:01 Break

discussion
The taping exercise went smoothly. How many times have you done this? It was an engaging way to initiate topic + get people talking + also (in taping) listening carefully / paying attention to accuracy.

How often do you circulate when (ss) are working in pairs? How often do you not? Why do you choose to do one or the other? What do you hear / notice when you sit back + listen as they work?

This is a great question. More time for each to comment would generate really invested speaking + listening - go around circle so each speaks in turn.

There were many overlapping conversations. This was an energy point - you can let it be this way (perhaps more culturally, Brazilian) & ask ^{for} one-by-one to all listen to each person who is speaking. Really this kind of lively discussion (in English) is the point of the work. How did you feel during this discussion? What did you do / not do? What did you want to do? How often do such discussions occur in this class?

o differences man + women
o adjectives

① for example
envious) ? discussion here
ENVIROUS) ?
ENVIOUS

② a little more (Michele)
conversation, listening

③ anything new?
S1 to put in order the words
more faster

④ expression
new words
① which ones
throwing
catching

⑤ new words
① for example?

⑥ meaningful
reviewed adj.

⑦ learned more words
throwing
left-handed
memorize more adj.
listening better -
understood all the
very much hope

⑧ I like the listening
learned some words on test
target

⑨ prefer this kind of class -
I like the ~~sp~~ talking
in class - exchange
① interaction

S9 opinion, discussion
the best

① anything new?

S9 grammar - no
need to review the adj.

It is
hard for me to hear
them + sometimes to
understand them.

she had trouble
pronouncing these - are
they getting from. practice
needed?

This was very
helpful for you to keep
coming on + asking
them to be more
specific.

S10 synonyms
new adjectives

- gifted
- thoughtful

I'm starting to understand

S11 listen

Thank you.

From this new feedback question I learned that the KISS rule is very important. I think that I could "hear" more clearly what my SS needed, and for them especially for the new ones, it was also easier to say what they had learned.

What was the most striking for me on your notes was that you presented some simple solutions for ~~extra~~ little things that seemed like details, but that can be a missed opportunity of teaching and learning. Things that I can do quickly in class and that will be very helpful for them.

option: collect new words or heard and use for review next class.

What did you learn from this new question? What was most striking for you?

to see the amount of things that are done in only one class, and it makes one think about our Swahili lessons in which we had so much information that at the end we were tired. I can be very demanding if I don't pay attention to that and don't keep in mind that for me it may be simple but for them it is something for the first time is not enough to learn.

I love the pronunciation ideas and I'll surely use them. Also the suggestion for the human computer

... most striking

Monday 7 PM - post class discussion

my notes on what you talked about from your notes...

"a bit uneasy at beginning with you here"
"afraid of mistakes - thought about not doing CC - human-computer"

* highlight-discussion "blaw it! it's a good learns experience"

SS really communicating no worries - just wanted to state opinions

raised a ^{question} about taping - how much it helped?

"I didn't finish the activity - I wanted to go back to sentences + link to book but ran out of time". We talked about coming back to it next day.

WOMAN

"I think they liked recording - at the beginning it took a long time for people to raise their hands." They are more confident, comfortable.

See comments on notes about options to use with taping + transcript for their level.

* presentation - want a way to shorten time

you said? -
you meant? -
technique you use in the past...

"SS really needs to do this."

SS learns by preparing + presenting always mentioned in feedback.

* "I want to work more on pronunciation."

"Sometimes I can't understand them."

ex. RAW I corrected 3 times, she keeps making the same mistake.

"I'm not comfortable with SW - I know it's a good way."

"If I say the sound they don't get what they get if they have to find it themselves (a la SW)"

"I can't spend a whole class - it needs to be fast, efficient."

* Tried at end - worried about time last activity seemed disconnected

Feedback:

* Seemed addicted to previous? - answered old

* Written feedback - asked for specific feedback... way ↔

I don't do it every day - I can't write to 12
SS every day.
I want to stay connected to SIT - stay surrounded with SIT
ideas... to help me get through this year... at Alumn... in Sao Paulo.
So I decided to do it on Thursdays

→ losing attention
I felt this at SIT
this made me open while I was there -

I like this!
this is an important element in teaching.

at beginning they were trying to figure out what I wanted - now they write what they want.
① → ⑤ individual connection - I wanted to do this with my SS.

Is it helpful practical aspects of teaching also?

I must "tread my SS and 'cairns'"
"If you give it, you get it."

* moment I wasn't sure about ^{doing the} "Human Computer" * awareness of old pattern of fear about what people are thinking - ~~the~~
I remember feedback at SIT
"people will have assumptions - they may be wrong - I need to believe in myself."

* My Feelings here - much better - I know I needed support - to find people willing to be together.
(lovely)

Adelo - asked "don't you feel community here?"
- tension here -
1994 - since then I've been trying to get here - I can't make a mistake - I need to feel successful - commitment to education -
deano

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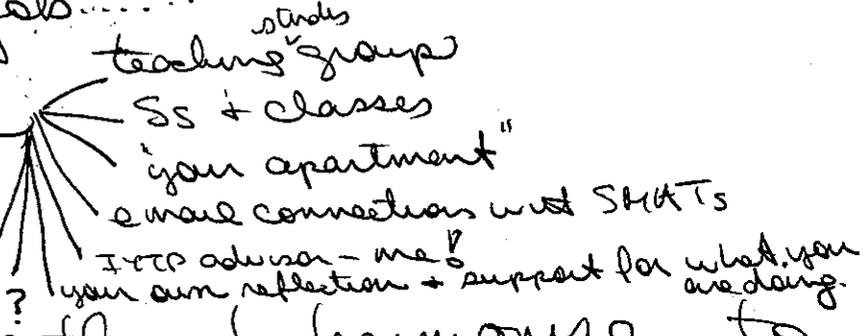
* Written feedback - asked for specific feedback



They have their rules, I have to respect this.
(Alumni) (succeeding in finishing this degree + this teaching)

I'm too worried about this. I don't have time to have boyfriends.... I have to focus on my SS - my job.....

Creating your space



at beginning of class

It takes time for them to harmonize - to be there.....

Idea to bring energy in + up ~ those first minutes are so important...

Sitting in a circle is a new experience - uncomfortable for some - speaking to + in front of others. Helpful to remember this...

ex. of a way to work with pron. on the spot - quickly, effectively, efficiently....

COMPLEMENTARY
of syllables (how many syllables?)
where is the stress?



chatting

1:12
OK p.8
OK p.9

folks. what about the homework?
Questions about our connection

Condos

Volunteer to read the article.

successful
where's the stress? 2 No
how many syllables? 3

woman - let's look at this word
women

1:24 (T) Can anyone remember a sentence from yesterday
Women are much more
adaptable than men
and creative.

Some (Ss) were switching
after 1st sentence

option:
another warm up idea -
write a list of vocab from last
class on board - (Ss) learn to
review pron/meaning as they come
in early - begin with a few
minutes on pron - + meaning.
Can also be a few sentences....

Francisco was a bit
tense here - legs big
pencil quite forcefully
when he's unsure....

effortless - they are
quite capable of this

I'd really suggest you try the
following option for this
group in correcting
homework:

form 3 groups
They check homework as a
group. Call you in if they
have a? all would be
more involved - speaking more.
You spent 12 minutes on
homework..

example worked well
How often do you use
example vs. explanation to
give directions?

You forget part of the directions -
Just read the sentences 1-5,
second words 6-10...

They do need pron. practice on
key words....
possessive, intention,
complementary
How was it working with your
partner? Was it a challenge

Being aware that sometimes
you don't always give complete

① painter

woman
creative - syllables
3-4

3
stems?

taskature
where is stress - just
how many syllables?
3

competative
syllables 4
stress part

serious

2
3

complementary
4
5

① 4

① where is stress?

sensitive

possessive

① what's said here?

122/

① stress?

① syllables

4
3

intuition

①

7:36 → I'm going to give
3 sentences to groups -
identifies groups.

① writes scrambled sentences
on board.

for her?

painter is perfect for this

the sequence works best if
syllables first
stress second

serious - hard one

Great - how did it go
for you? Good work on
pronunciation
Could have done
a final round -
all the words - each
having a chance to
say it.

option: just changed -
you could have
dictated scrambled list of
words to each group. Another

1) fragrances classified three in are masculine groups main

2) group ke groups two each subdivided in other can

3) uniqueness originality oriental group the symbolizes and

7:42 1) Finished? Pay attention to their sentences.....
2) write on board as group need it.

The oriental group ~~can be~~ symbolizes ...
1) "very good" + writes sentence on board.

1) How do you pronounce this word? (pointer)
sing fragrance
pl. fragrances
classified
1) syllables? 3
masculine
1) syllables 3
subdivided
1) syllables 4
subdivid ed
uniqueness
1) stress? "ni"
1) syllables 3

good work helps to show both - this is the contrast that helps learn.

very helpful again - see how they feel in feedback - there was a lot of energy for this... involvement.
sub - this is the hard syllable for them to pronounce.

helpful to show this - again contrast helps

originally

③ makes comment about how she pronounced them yesterday

oriental

symbolizes)

⑦ syllables?

3-4

⑦ + ⑧ reading together (shading) speak low

One more time? 3x (yes)!

① #2 listen just....

⑧ repeat

now same way.

Need with me - low

#1

fragnances

② where are these from?

⑧ yesterday's presentation

⑧ Good presentation!

7:52 Now a competition ~ groups + secretary

Groups to board - animals

Don't cheat - one secretary

OK stop!

3 or 4 in symbolizes

you moved smoothly into this - the natural next step.

they leave this off

More discomfort from ③ - but mood/tone of all was positive for work on pronunciation.

Hope it was OK to suggest they go to the board.... keep energy focused - they work close as a group.....

you can use these for pronunciation review tomorrow! A competition is 2 groups - they draw a word + have

1 min: Sil they don't have - not in a room with a chance for next...

Do I give points if it is spelled wrong?

note -

- elephant
- heeler
- cow
- horse
- shark
- tiger
- pig
- whales
- elephant
- ant
- sheep
- fish
- monkey
- bat
- bear
- lion
- worm
- mouse
- butterfly
- dolphin
- cat
- snake
- beed
- eagle
- bird
- crocodile
- bee
- frog

(29) (35)

8:05 Break
Presentation

What does energy mean?

Energy is the capacity to
realize a work
work is does something for
example.

Another option: (1) shows word - (3) asks (2) to say word in their mind - then later to (2) say it - then (3) says it. no competition here.

option: (1) points to each - all pronounce + you correct spelling as you go. then after all done, count. you can circle ones corrected for spelling + not count them.

They compete fiercely!

option 2: Correct spellings as a group. Eliminate ones repeated. Pronounce them all. Count at end.

realize a word (?) not sure how this word be correctly said technically - to realize work no (a) ?? Not sure.

Kinds of energy

atomic - atomic reactions
thermic

kinesthetic

radiant

chemistry - chemistry reactions
mechanics

energy doesn't be created,
only changed.

I'm going to try

Any questions?

① using time cards

8:28

⑤ notices some exercises have
been skipped....

4 groups ~ + assigns parts
to be read

① circulates + helps

8:38

① re-divides groups ~
each one shares their text
with group

① Try not to read. Use your own
words...

9:48 Homework

atomic

thermal - not sure ~ this
is an area of
specialized vocab....

chemical
mechanical

energy can't be
created, only
transformed
(or changed from one form
to another)

I'm going to try to
explain how
mechanical energy
can be transformed
into electrical
energy.

There are
2 great
sentences
I
could
use.

How did these work
for you? For the
presenter?

What did you notice as
you sat & listened?

They seemed quite
focused - what was your
experience?

feedback today a bit different... ~~yes~~ I'm going to write 3 sentences.....

I didn't know — before class, but now I do.

I couldn't — before class but now I can.

I'm more comfortable

Choose one + complete it who wants to start?

I'm more comfortable with pronunciation.

① where is stress?

I repeated a lot of the new words.....

② For example? uniqueness

③ I couldn't pronounce it. — before class, but I can.....

④ which ones?

⑤ I don't remember

⑥ created

means I didn't know many words, but now I do

- uniqueness
- original
- oriental
- originality
- animals names

many words

the most important things
the rain of words

See!

comfortable

her word from presentation

pronunciation (5)
pronounce (2)

It was helpful for you to better hear I noun + verb — again the contrast.

great expression

① Think about ways you can keep these words a bit further discussion

② Couldn't make composition, but now I can.

Fabio - I didn't know how to speak some words

woman
uniqueness
creative

I always said

* More comfortable with groups than you were before.

Time

I'm more comfortable with ady. clauses that + who than before I'd never seen in this form.

③ I didn't know ~~some~~ any some words...

hanging down
cushions
theater

④ Where did you get those words

⑤ in the articles

⑥ I'm more comfortable with repetitive sentences without reading.

We just exercise today

⑦ How did it help

⑧ I need to imagine the sentence in my head!

Helpful suggestion:

Idea - start each day with a pron. review of key words from last class -



Was this the homework? Interesting to see sources of what was learned.

Reading

Again - your laws? are very helpful....



More comfortable with repeating sentences ...
Today was first time I got this kind of exercise without ~~reading~~ making a mistake

group
or
mon.

See how focus on pronunciation becomes infectious - they really feel it's power + potential...
★ they are hungry for it....

Michelle
I'm a little more comfortable with my conversation than before.
I feel each class I'm better my voc. + increase become better my pron.

The 2 exercises gave us the experience of saying full correct sentences - and because of repetition that you were comfortable as well - an experience of fluency.

Which activities helped speaking with friends in class Johnny ...
I was paradise today

Great class - lots of energy! you really explored + created on your feet!

Your comment after ~~the~~ class: add because to question - get more info

Simple warm-up suggestions that make a big difference.

Facing Francisco's tension was a challenge, but it was rewarding at the end.

Once more I need to pay attention to my tendency of underestimate ss capacities.

I think the group work connection will be very successful w/ this group because they are quite a writer's group now and they'll surely help each other.

I realized the sequence after I started - syllables first stress after.

The dictation is just another example of making the ss do the job they need.

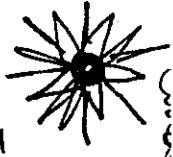
Working on contrasts is very easy and effective.

When checking words do one thing at a time.

Presentation - good material for next class. ss seem really comfortable with you in class.

Time cards are great!
Very effective feedback question format.

Tuesday night chat: notes on Rosa's notes



- very successful - Ss participating - learning ^{all} different things!
- whole lesson a highlight in terms of Ss' learning.
- * I was disciplinal in the way I was conducting the lesson - Ss active
- the Ss doing most of the work...
 - as guide
 - I must tired!
 - I got energy - Jim light

I was a little shy about syllable + stress at the beginning... wasn't sure if I would be able to make them see what I wanted them to see....

As soon as I got a taste / feel for it - saw the effect of this way of working, I got into it. It's simple + it can be done without much time..... a very practical approach.....

syllable + stress work
clear up most pron. issues
add pointing words
at the sentence level

- Ss get what they want
- I cover material - they get practice in pron.
- * presentation - how I want... cards / cards make a clear boundary....
- * energy peak - animals ^{clear -} childlike..... ^{make it} clean + easy for you as @ to call time - Ss feel secure knowing time limits are clear.

* paying attention to direction in reading.... I was very careful....

* I couldn't finish the lesson plan, but it was OK for them to do exercises at home.

* KISS theory! I used to make all sorts of cards, hand outs..... hours.....

used material from day before - efficient - power of Ss generated material + basic CC techniques....

"feeling of 'this is what they need'"

"best class of semester" - "I liked it!"

You were in the flow!

99 10/10/10

homework connection

Dictation

① can't only or be energy changed created transformed

Energy can't be created, only changed or transformed.

⑤ presentation

② of ① "of" = 0 → F

are how there different kinds many energy

How many different kinds of energy are there?

7:24 unscramble

7:29 ① writes on board as ⑤ read.

energy - how many syllables?

Any more words you'd like to hear again? Practice?

How about this word?

created

2-3

changed

2-3

I really do encourage you to try the "connection in groups" option with them (you may not have thought about it because you left the notes at home.)

There was a happy, upbeat mood in the group as you connected as a group.

lots of good energy - you seem to be enjoying them - they seem to be enjoying each other + the class.

you gave part of the answer away (they would have had to see what spelling was needed off ≠ of in pronunciation)

These were ~~easy~~ challenging - some made mistakes w/ both sentences.

You help them deepen their awareness with this phon. work - they are beginning to listen more closely to pronunciation.

ⓐ What's the rule?

7:32 /ID/

ⓑ bond - what's the verb
band?

ⓐ You have 3 different endings
for the verbs in English
what are they?

ⓑ explains again

ⓐ How do you pronounce?

embarrass
embarrassed ⓑ

7:41

Let's go back to the sentences.

7:42 Do you have pets at home?

ⓑ I have a dog

Kaka

Do you have a pet?

What's its name?

How old is it?

most of them kept saying
changed² - I tried
to catch your eye -
it is only one
syllable

I think you get a bit
too much into
explaining rules for
least the momentum
of doing the sentence
& practising real
pronunciation - and
into ⓑ talk about
language.

(How did it feel to you?)

like your
example

love - loved
change - changed

Do a lesson on
this later
in the way you
presented it in the
other class.....

9 minutes explaining
past tense rules...

created
transformed
changed

Let ⓑ ask these

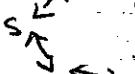
ⓐ ? - ⓑ

ⓑ ? - ⓐ

ⓐ ? - ⓑ



OR



Again, they enjoyed (2)
interacting with you &
telling you about their
pets - and your
responses & ?'s were
engaging. Could
they do this with &
for each other?

If you plan as a chat
for you & them (with a
bit of correction) what
you did was effective.

They got to know a lot
about each other.

It was quite sweet -
the care for their
pets - all really
listened. Had you planned
this or did it just happen?
mutt, mongrel

7:52 you'll love this listening
activity

3 pictures

7:55 extra dialogue

checking answers with
partner
listening again

(S3) respond to questions

- parents
- disagree
- various opinions

8:00 let's have a break.

8:13 presentation

Ingram to —
I work at an Australian
company —

- * gelatin is a protein made ~~from~~
from the skin + bones
of animals
- * It is used in ^{the} photographic
pharmaceutical + food
industries.

She did a great
job - very
professional

* 4 possible
sentences for
warm up
tomorrow.

* I work in the research + development office.

* It takes 24 hrs for the
product to stabilize)
gelification to occur...

8:20 lets make 2 rows...

This exercise works well -
the set up - the shifting
questions a chance to
use what they heard,
learned in the first
round. Great technique
It was a perfect exercise
for this group...

8:30

#2 Clothing made of fur
should be banned,

① explains clothing, fur +
banned.

② says not
permitted just as ①
begins explaining
banned.

~~Try~~ Try to begin asking
for Ss to define before
you do - don't do for the
Ss what they can do for
themselves....

8:35 #3 If people are against
hunting they shouldn't eat meat

③ I don't understand?

(1) explains the sentence

again - you could write a (2) to explain - one who does understand.

This encourages them to use each other as resources - not only the

2:40 OK. Thank you! How was it? Were you successful?

(1) they didn't want to stop!

Let's make a big circle again.

E.42 Page 23 Grammar detective

a deductive grammar presentation

2:48 Do you remember the sentences I wrote on the board yesterday?

feedback
Another variation for the future: what was helpful? Why? This focuses on process & learning.....

Feedback

* I didn't know how to make a sentence.....

1 I couldn't speak with my hands very well before ---- because I did it today.
→ the 2 rows ←

2 I didn't know nothing about whole sentence ---- increase in use...
exercise in 2 rows I practiced conversation comprehension

3 More comfortable with pronunciation because I was ~~was~~ right about the words on the blackboard.
rows - practiced fluency

4 I'm more comfortable with new words

because I see I do both
every day I assumed the more
important to have class every day
these activities are better
to talk + listen

* my answer is long because I'm
trying to talk.....

* more comfortable
with homework because I
did it!
structure + story.....

* I didn't know comparison
with like.....
with other verbs.....

* I'm less comfortable with the
tape because I didn't get the
main idea. Maybe
I'm tired.
Activity (the fighting!)
was good

* I'm less comfortable
with conversation
I tried - I was confused
Sometimes I didn't know
if I was agreeing or
disagreeing.

* This activity
very well
important to break
the block - to
talk with the other
people.....

It was confusing.....

* I didn't know
how to pron. the ends of
the verbs, but now I
do - better than before

I liked Eric's
and Legiana's
feedback because
they talked about
what stuck from
most during the
class, although it
wasn't something
good, I felt
they needed
to take that off
their chest and
I was able to stay
with their feelings.
I was also happy
with Elber's feedback
because I could see
that the explanation
of the endings was
useful to him
especially, because
he's a new student
at Alumni, so he
had never been
presented to those
distinction like
the others had.
I need more awareness
on the part of not
doing the SS job.

Wednesday after 7 PM class ended - Rosa's notes

roller coaster

learning can be hard

lesson ~~was~~ was so long - so much happening in my mind....

(2) highlight - 2 rows

I had the chance to talk with some of them individually - assess them - correct - exchange ideas...

*and they got to experience, looking closely with you - a powerful part of their experience.

their Feedback gave me support for this activities!

Luciana realized her weakness - her peers helped

her see this.....

*learning in community - she felt comfortable enough to say this - this brings the group to her - to support her.

I didn't ^{like to} see how I could get detailed from my objectives

- Edyana - fear of talking to her
- Michele
- ex-boyfriend
- 2 friends - beach

I'm tired but satisfied ^{being} able to cope with my daily challenges in a grounded way
→ medicine ^{my} forward

4) prof^{value} but also powerful effect on personal life.....

to speak in a way that is

straight forward but not blunt

culture ||| discussion

Area - Monday 7:30-7:30

Tri-Shi-Shwan.

How was your weekend?

① very good, uh huh
② what happened to you Celso?

③ How about Marlyze, how was your weekend?

④ Homework?

Did you have problems here?

⑤ #6
⑥ explains

7:38 has ⑤ answers... Roberto

⑦ How about #2? Did you have trouble with this? Did you check your answers? #3 Questions here

⑧ what's the problem?

⑨
⑩ explains

7:40 ⑪ listen + write

⑫ play tape. Encourages them to work in pairs.

7:45 ⑬ Shall we check the answers.... ⑭ play the tape.... ⑮ confirms answer, repeats it.

7:47 ⑯ So let's have a competition (girls against boys)

had in your book:

friendly	rich	duties
different	handsome	outgoing
intelligent	nice	seriously

what a great way to begin ~ how about my suggestion to teach her the English for the actions?

(Liana)
I experience her as very willing to speak out to use what she knows - fearless
options: in these beginning "chats"
① just listen
② "counsel" (understanding response)
③ natural interaction
④ very good - I talk
⑤ some of all encouragement
after hearing ① + ② it's clear ④ is much richer in actual level ...

options: ① ask other ⑤s to explain
② have ⑤s make up other examples (inductive work) that illustrate point + avoid explanation "in after examples, ask ⑤ who asked? to give reason in her/his own words.
checking homework like this is a strong incentive for ⑤s to do it and only checking ?'s is time efficient.

options: Leave it to ⑤s to say confirm answers - have them check + clarify with each other. You stay as only a last resource..

long point -> women against men

1) You have to come to the board & make a sentence using these adjs.
2) Who's first? Ladies?
crosses or knots

Ss The exercises are difficult

T Boy, is this correct?

Ss Yes...

Ss Mel is a handsome man.

T OK.

Ss yes

M. is very intelligent.

Roberto is very friendly.

Rosa is a very lovely.

Rosa is a lovely teacher.

Also questions (a) - T says
no it's OK ... explains.

Luana is very nice

Scarpa is very rich

S.P. is ...

Tete river is very dirty.

All the students are
outgoing in this class.

T Is it true?

Ss yes...

7:57 No body won. But
congratulations. It's all
correct.

T Let's check exercise

T reads cue Ss answers

7:59
Close your books now.

Now listen to this....
repeat tape...

A. I should be third person

They enjoyed this. What a
nice group. They
used this exercise to
speak about each other
in a supportive way.

Again - option - turn to
Ss to confirm - this helps
them build inner criteria
you know it already.

Long point:

The Tete River is...

option: Have a S read
cue and S2 the answer.
More S talk, less T talk.

option: This was one option -
deductive, let's look through
inductive - so you can explore

Put tape /s/ sounds
 puts up words on board.
 Play next set. Asks 2nd or 3rd
 (Ss) say third.

(Ss) puts up words & say ~~words~~
 first & third person as she
 does so.

(T) plays third set - the 2nd
 pronunciation

(Ss) puts up words

/s/	/z/	/z/
□	□	□
□	□	□

Now you are going to listen
 to some words. You need to
 place them in the right
 column.

(Ss) has 3 words. Goes up & tapes
 word as they listen to tape....

(Ss) confusion

(T) listen again. Come to the
 board & change if you need to.

(Ss) listen = yes, correct....

(Ss) teaches - I don't know....

(T) Right? Very good!

Can you tell me what why
 we pronounce /s/ /z/ /z/

(Ss) - speaks about adding or not
 adding vowel....

(T) You're in the right way Celso

(Ss) goes there first list & has (Ss)
 pronounce final sound
 what kind of sound is this?

Goes to second column - has low
 voice sounds - held throat.

option: Come (Ss) a chance to
 say each word as you do
 see me

you're pronouncing words but
 they aren't.

Stay with confusion until all
 are clear & sure....
 you moved on....

option: As you play each one,
 ask OK? & don't move on
 until all say OK - all are
 sure.

When do we use /s/ - /z/ ?

② Seems you cut the word when the sound continues

① voiceless
it vibrates - voiced

How about this? What's the rule here? (3rd)

guttural
labial

Move to deduction - what have you noticed.... (Ss) generating rules... how did it go for you? what did you see? You can check up on this. Help her see how these can be used here.

Sibilants

① fly!
where does it go?
- move from 3rd to 2nd

8:17 (Have a look at your books). Ss do exercise.

Now that you've tried this exercise - what did you like about it? what would you change/keep if you did it again? You will clearly need my 2 main suggestions to consider

① make Δ initial presentation a bit more deductive

example: put 6 words on board. Ask (Ss) to pronounce. Bring attention to 1 word sounds. What this word does? what's the final sound.

OK - There are 3 groups - 2 words in each group

(at break we chatted about this - how you thought about that in planning...)

② more practice Δ by (Ss)

(Ss) hearing & placing
(Ss) producing

Nice easing into lesson again.

8:22
① Ready? Now listen & repeat.

8:23 Coffee break - 10 minutes..

8:38 Chat - 2 minutes

① play tape.....
(Ss) repeat vocabulary.....

Now look at the rest of the voc.

(Ss) repeat or do further

option: to work on S - do them alternating he & she he fixes this

How you are going to make sentences

Example:

What does an author do?
(He writes books)
points out need for third person
where does he work?

53 Next exercise p. 15
Needs example & ask questions + needs rules...
Do I live in LA?
...

Do it individually & then we'll check.

MA } S need dialogue
RD }

IK #7 Needs directions
selects S, L + C
L ~
C ~

57 Now practice the dialogue
ask about different people
in the class.

option:

1 Teach read & look up so
exercises like this are more
natural - are more than
reading. read & look up asks
them to "hold" language in their
minds.

option: Follow up - to move away
from book

Cards

He works in an office

S1 draws card. Has to ask
who works in an office?
makes a list of names
S2 answers. a businessman.
S1 where does he work.
S2 in an office

S2 draws a card. Asks S3
WHO _____
WHERE _____

option: Buy in magazine
pictures for them to use.
you can also then do some
dialogues in whole group
with these..... to help you &
them assess if they can do
these exchanges without reading
from book.

issue: hold talk about how
much lang. they use without
reading from text - generating
lang. from inner criteria vs.
reading it from written text.

9:00 Complete the chart -
ask ?'s like this - (1)
needs ?'s.

(S) working in pairs.
(1) listening

9:14 (1) OK: Feels. what have
you learned today?

(M) the sounds, used,
vocalless, syllables
new vocab.
(1) why?

(M) yes
reviewed do/does
may aux verb
what helped you?
the board
the listen
the tape
the dialogue
pronunciations

(1) Hindered?

(M) No

(C) Nothing new
the pron.

I remember it

I need practice to speak the
word - I forget to put it

(1) Helped

(C) conversation

(1) Hindered?

(C) still need

when you see & listen to them
working, what are you
paying attention to - what do
you notice? what & when
do you correct? why?
How do you correct?
In this specific exercise, what
were they having trouble with?

options:

What do you know now you
didn't know before class?

What can you do now you
couldn't do before class?

What are you more comfortable
with now than you were
before class?

same of:
practice/use VS
knowledge

1) review adv.
 be - lah - tee
 sounds of words
 didn't know vowels,
 vowels, silent
 Other things I remember.
 all things helped me

- (1) most useful?
- (2) listen to tape, sound of the words
- (3) hindered?
- (4) no, nothing

(1) Roberts - what did you learn?
 (2) differently the sounds

need practice more.
 a little more the base
 dialogue - I change
 does/do - more
 practice

what helped?
 sounds helped me understand
 the final sounds
 see more more easy to
 understand if I can see

- (1) hindered?
- (2) no ...

homework - p. 16 book
 p. 11 workbook
 p. 6 letter

Really helpful to give each
 a chance to speak.
 They seem quite at home
 giving feedback -
 honest.....

One issue - really getting
 at difference between
 • review
 • learning something new
 • practice - gaining
 more facility, ease
 with what is
 intellectually
known
 • what was done. (ex a game)
 let's look at each of
 these.

I see mostly areas for
 fine-tuning - you are
 poised & confident in
 class - you have
 clearly planned lesson -
 know what's next &
 how you are going to
 do it. Students work
 well together & with
 you.

What's your criteria for
 deciding if you will use/
 play tape vs. read an
 exercise yourself? Do you
 always/almost always/??
 use tape?

I gave up the idea of teaching Maritzhe the Tai Shi commands in English, because I think it's her moment, and she's in charge of that moment. At beginning I tried to give the correspondent in English but I felt intrusive. I like the fact that my ss feel comfortable and fearless and that it's noticeable to an observer. I think this atmosphere is crucial to good learning.

Homework correction is very important, but time constraints don't allow me to correct each and every item.

I feel that sometimes I don't leave enough space for ss to answer or reflect in their answers because I'm worried about time.

I call review boys and girls as the result of a cultural influence, it sounds more delicate.

On the tic-tac-toe I gave them time to check each other's answers and see if they were really correct. 'The Lieke River' I didn't notice.

I usually ask ss to read directions but it's true that sometimes I forget, or sometimes I want to give the model. This time I forgot.

I agree that the pronunciation exercise can be much more ss' job than teacher's. Playing the tape to check,

I didn't realize that they could still be in doubt because the answers were there on the B3 but it's true they really wanted to feel it right.

Good suggestion on looking in when doing the dialogue or

After you've read through these notes, make a list here of what struck you in the notes - from both sides - the times & actions & my comments? what?'s do you have on notes themselves or about the class as a record of the notes?

I can use the magazine pictures for review.

I loved the new qs for feedback. I'll start using them now.

[Faint, mostly illegible handwritten notes and scribbles on the right page.]

1) Highlight - good mood of students
 they were relaxed ~~perhaps~~
 your presence didn't affect them

2) he-tae-tae they were teaching
 each other - their game -
 I didn't have to correct

3) pronunciation exercise a success -
 I was happy with the results -
 they recognized the differences...
 I wanted to find a way for them
 to generate sounds at beginning -
 I thought about it last night...
 I did ask how to generate the
 rules...

1) * "perhaps I had prepared them - they knew about you + that I was relaxed having you in class"
 * "perhaps because I was relaxed, they were relaxed"

2) It was clear we were in a room - they also self-corrected the other grammar they needed to write sentences.

I dashed about prior + did you know how their pron. was? You said you thought they had it.
 Option: Take a simple minute or two at start of game: 1) points to word (ex. handsome)
 2) say 1 corrects if needed (using whatever correction techniques you want)

3) idea for them generating ~~new~~ sounds - (could be used for review)
 Select 6 cards - 2 of each ending. Have the Ss as a group say each one and then say sound at end. (Mix it up) Then give them all 6 + ask them to sort into 3 sets of 2 according to final sound. Then go thru + pron. each again + correct if needed. Then give them the rest of the cards for them to sort into groups. Then play tape as you did.

For review also:
~~After they said each~~
 After they said "groups of 2" I have them work with a pile of the "rest of the words" (S1) selects a card + makes a third person sentence using it + places it in correct pron. pile. (S2) make sure pron. is correct

[Faint handwritten notes, possibly bleed-through from the reverse side of the page]

[Faint handwritten notes, possibly bleed-through from the reverse side of the page]

③ does next one & so on. 2 groups check lists when done. ① points & ② pron. each word in each list - final pron. check/practice.

④ last dialogue - review of what they saw - they were able to correct each other & themselves

⑤ Not much Portuguese spoken. Liane didn't speak Port - she used English. M. didn't help her (mother her) in Port. like she does.

⑥ their feedback - they were feeling successful

⑤ Perhaps my presence 'encouraged' them to try & stay in English. They did great. Perhaps you could comment on this - your feedback to them - encouraging them because they were able to stay in English.....

④ We talked about oral correction: I asked you what techniques you use:

- ① does he? (next word needs correction)
- ② I have (am is needed)

for pron - you said you saw pronunciation because I you use ① or ② they think it is a grammar mistake. "I want it to be fast." don't want to interrupt. what do you think ③ feel about correction? what do they want (like)?

⑥ Fine-tuning feedback - sharpening your awareness & ③ awareness.

- what was done/covered/reviewed
- what was learned (what was new - knowledge, facts, info about language? ③ what can be done/said/used correctly that couldn't be done/said/used correctly at the beginning of class?

comfortable (at ease) using, saying because of the practice today (not new knowledge (I show) ③ pronunciation but I feel I am more sure of how to pron. these verbs correctly from the practice today) or (I can hear the difference more easily because of today's practice.)

GET ③ TO BE SPECIFIC (I learned about pronouns. ① what

7:30 AM - WEDNESDAY

HOMEWORK - DIFFICULT!
CELSO + ROBERTO DIDN'T DO HOMEWORK

1) # SECRETARY TYPE LETTERS.

① TYPES

② LISTENING FOR "S"

1:1 GUESS THE ENDING + THEN LISTEN + CONFIRM.

7:18 Dictation - rehearse mentally + write

- what does Jacob do?
- where does he live?
- where does he work?
- Does he like his job?
- Does he have any children?
- What languages does he speak?

Compare with a partner.

Reminder about portuguese - M+L.

7:55 listen + repeat.

7:58 Folders agitated

⑤ SMART - how do you spell it?

① S-M-A-R-T

CORRECTION:

YOU ARE SAYING THE WORD
YOU SAID YOU FEEL THIS IS NOT SO EFFECTIVE

OPTIONS: ① HAVE A CARD WITH **S**
HOLD IT UP WHEN NEEDED

② SAY **S** ONLY

③ SAY "VERB" OR THIRD PERSON

④ WHAT DOES SHE/HE DO?

→ THEY REALLY NEED TO SAY THESE OUT LOUD TO DO THIS - TO FEEL + FEAR - ENCOURAGE THIS. EVEN ASK THEM TO DO IN PAIRS.

Important clue with
FLIES (2) WATCHES (12) is that is a separate syllable.
It can be very helpful to show this / work with this.

option: After tape, you go around + have each person say it - and you can guide / provide correction of how they are saying it - à la CC by repeating or à la SW by pointing to place on board needing work.

When much of your class activity is doing exercises, this is one area where you can let **Ss** do more of the work. When **Ss** have a question - or when a correction is needed - you can

encourage / ask others to do this.

8:04 Chinese Horoscope

page 9 stupid intelligent

8:10 ① shows card - ^{also - third person of this verb.} ⑤ says third person
MISS

laugh
- 5 verbs - ① shows & has all practice & then place the card

8:14 Now you are going to separate them into the right columns.
① gives out cards to each person
First you pronounce & then put it in the right column

Amazes
works
helps
types
helps
sees - ~~works~~
jogs

8:23 ⑦ Make a sentence using one of the verbs in 3rd person

- ① R. watches TV everyday
- ② L. lives in Sao Paulo
- ③ M goes to the shopping center every weekend
- ④ she eats a salad sandwich ^{⑦ everyday} twice a week

She works on weekends.

I know time is a concern but this is a place where you can be helping them build their inner criteria - setting them back more & you less.

a prime place for a bit of pronunciation work - syllables - stress. & then meaning work.
① says 1 - ⑤ says opposite (books closed)

problem with verb drill - a round of pron. of verb in 1st pers. ?
How did it feel to work this way? It certainly made it clear who had the pron. & who didn't. It helped them to work & try & get it - you used them well to provide correction for each other.

(have) she had trouble

This showed how much they need practice with pron. It might have helped to do all the cards first in the group as you did with the first verbs & then do this second part of the exercise.

- ex. ① holds up all cards 1 by 1
- ⑤ read verbs in first person
- ② ① holds up
- ③ ⑤ says third person
- ③ ① forms groups - presentation of 3 columns
- ④ ⑤ take sets of cards - says & place

option: turn over each card as ⑤ form a sentence - continue until all cards turned over.....

This was a good option - it showed they need better sense of reality of present -

- 1) He loves ...
- ① you don't have love here
- 2) He lives
- ⑦ This is leave
- ③ He leaves because he likes - ?
- He like oranges
- ① He likes oranges
- ⑤ He likes oranges
- about oranges - oranges (pron)
- The doctor helps patients.

① OK - break time.

3:40 ① I want to talk about my sister. Before I do.....

→ want you to talk about ...
no... my sister ...

what is the ? you make if you want to know about her personality?

what is she like?

□ □ □ □

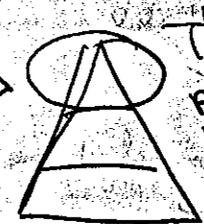
- ① She is very cheerful, happy
- ⑤ cheerful?
- ① happy
- ⑤ What is her horoscope?
- ① Gemini
- ⑤ Chinese
- ① I haven't checked
- checks
- ① Tiger
- ① what is the ? you make if you want to know what she likes
- ⑤ what does she like?
- □ □ □

What were you feeling when you said this?
The "tone" was a bit judging..... could you have ~~set~~ let her learn the sentence (so you're sure of what she was saying) then

① "spell your verbs" - if she was using love - write it on the board & help her see what column it goes in & then contrast with pron. of leave / live....

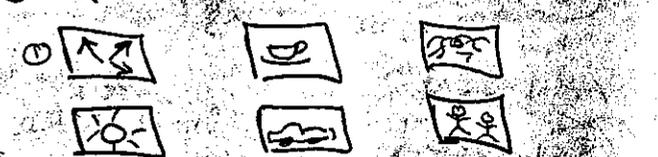
This uses what ③ contributes to help them learn - you include what they add to help make clear what is being worked on - i.e. mistakes contribute to learning - the contrast helps her... so you don't want to imply with your tone that she's ~~made~~ made a mistake

You saw also how not correcting pron. of leave earlier contributed to this.



This is the presentation part of the lesson - making ⑤ aware of the 3 questions. If you were to do this lesson again - how would you start now that you've experienced the lesson once?

option: Put 3 sets of "pictures" on the floor



① My sister is outgoing. Points to ① (physical par. adj.) She is also cheerful. Ss listen. Then asks - what is she my sister like? Ss produce 2 sentences. Then puts [?] card on floor + reads - Ss learn question. Do the

① puts out photos of what she likes

① What is the? you make if you want to ask about her physical appearance?

⑤ what does she look like?

① very good

① describes

blonde
fair hair
has fair hair, brown eyes,
very tall + thin ...

① Ask me this? again - points to cards

+ here
⑤ what is she like?
what does she like?

+ here?
what does she look like?

⑤ He loves the restaurants.

⑤ He is very beautiful ① handsome
He's very handsome

⑤ He has oriental ① He has dark hair

⑤ He is no very tall ① not very tall

⑤ What's your husband like?

⑤ He is romantic

⑤ He is happy.

⑤ what does he like?

⑤ He likes cars

⑤ She/he likes

⑤ He like paint.

① painting

① has?

⑤ what does he look like?

... sympater

① nice

same for the next 2 sets. -

Again (as yesterday) this was a creative, engaging way to introduce the unit and the questions. ... what other ideas do you have about introducing this way now that you have done it?

What do you believe about saying very good - ie positive reinforcement phrases like this? Do you say it consciously or unconsciously? How many times do you think you say it in a class?

~~He~~

option: Collect words on board ~ provide a bit of pron. meaning practice.

hair	weight	height
dark	==	===
blonde	==	===
long		
short		
shoulder length		

3:53 let's ask Roberto about his wife.

TUESDAY 1:30 AM

3

- She's very agitated.
- She's very happy
- Have life.
- She's lovely, cheerful
- She like to go out to restaurant.
- She likes car
- cars
- She likes male sports too

what does he mean by agitated? Is this a translation?

2/ what does she look like?

- She is small
- short
- medium body
- She likes hair.
- She is average weight.
- She has dark hair
- medium length?
- She has brown eyes

"She is like hair". Seems this is what he was trying to say - that she has the same build.

1 read at page 17. dialogue - part one

part 2. listen don't read.

Compare your answers.

- stands + listens
- 2 actively talk - 1 listens
- adds info from time to time

listen again - play dialogue

"Halloween" visit

Back to exercise

Exercise 3

needs directions

You can sit down + focus on your book as you listen silent to her interactions OR stay involved (sit at some level) it seems a bit awkward to stand + watch/listen. Do you feel this?

Any time for a few comments / reactions?? Again add for me to have such a strong "experience" + no time for reaction.

? about height

9:14

- ① needs word - ⑤ give word or expression
- ② needs part of text where new word is used.....

⑤ This was difficult.

9:15 I have a new? for you. What do you know now that you didn't know at 7:30 today
Say me things you

⑫ different ?'s - change me word - does - is...

① You know there 3 ?'s + ^{new use} see you can change one word.....

⑭ Me too. These questions.

I need to repeat them several times. They are confusing....

① confusion now?

③ no... but when I have to ask it...

① Did this help you?

③ yes - the color of the roads...
does - does - what - what....

⑭ adjectives

① for examples

⑭ Chinese housewife
shy, possessive, loyal

① Did this help you to remember the ?'s? (Roberto)

What was difficult for them - amount of new use? length of dialogue?

How well did they do?

Were you able to tell how many of the 2 sets of questions they each got correct? Assessing this is very helpful to you as you go through the exercises

It keeps you in touch with what they need, what is difficult, what needs practice, what they know/can use/can pronounce, etc.

→ she's saying she's not sure she can produce the ?'s on her own - this is what she needs to be able to do (and this is what practice in class provides) to know if she can do it - to practice trying to do it on her own - not reading it in book or saying it after the ①.

name --- the rods...

② Any new.....

(L) aux verbs
pronunciations

(L) mon. today --- every day ---
different...

.... the drama question....

③ Can you say you know?
Are you sure?

(L) yes

④ What helped?
Needs, you speaking.

⑤ Anything else?

(S)

⑥ Homework

When I was saying
in third person to correct
them I realized I was
doing that, but at that
moment I couldn't think
of anything else

All your suggestions are
more like making the ss do
the work and have the T as
model and observer.

I like the turn over cards
activity.

I wasn't judging I think I
was upset to see his mis-
pronouncing words that she
had already practised "enough"

I thought of including the
in words but I thought it
would be too much information,
that's not what suggested

ask her to ask the 3 '?'s -
right there

Again - this more specific?
seems a useful step - and
you're follow up questions.
What did the feedback tell
you - that is - what did you
learn about what each one
learned in this class. What
does this feedback tell you
you need to consider in
planning next class /
future classes in
general?

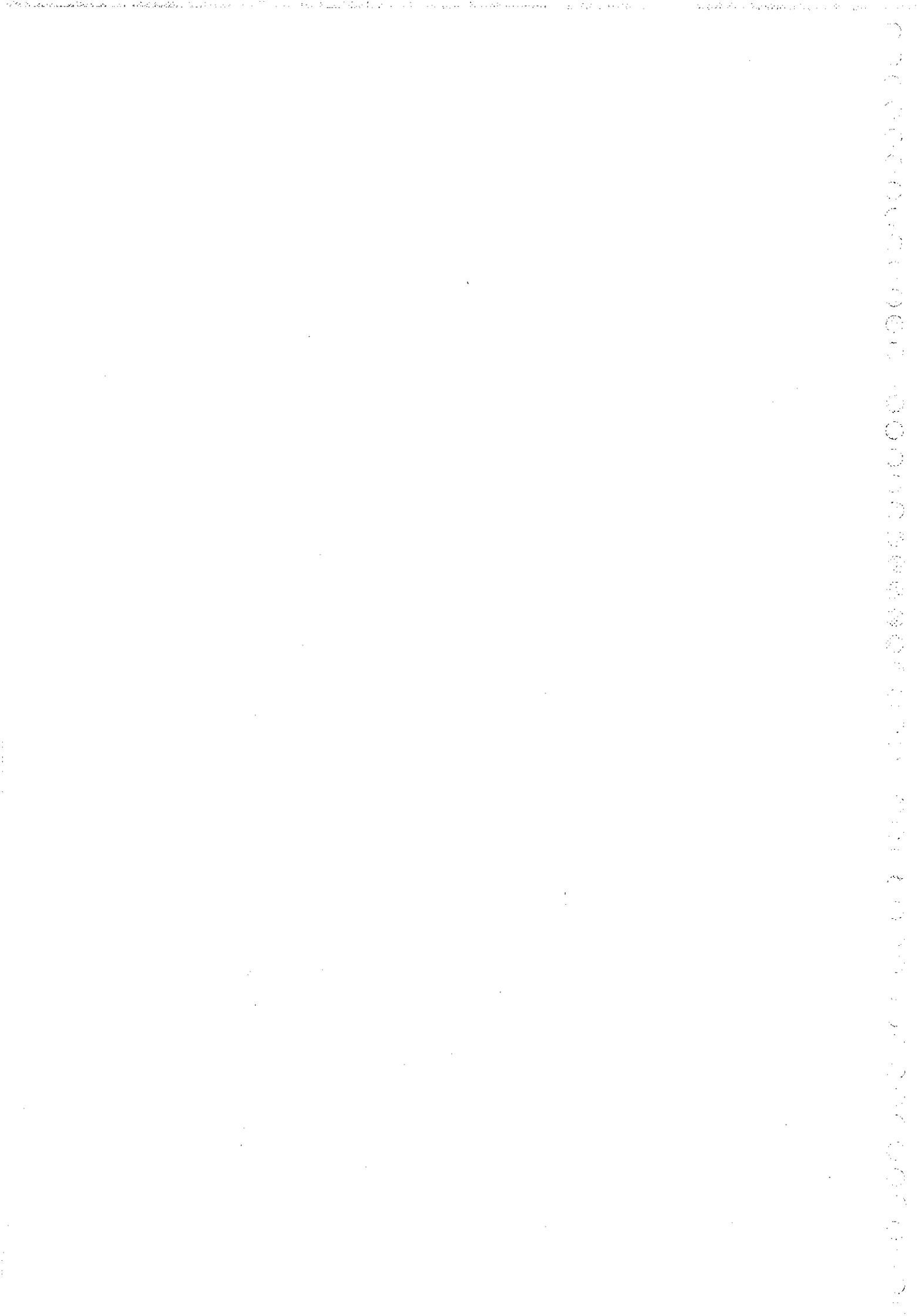
says. The more you give, the better
Robert did first because the problem
was that at that time I wasn't
paying attention.

"Very Good" is still old habits
from behaviourism: Positive reinforcement
I say it automatically.

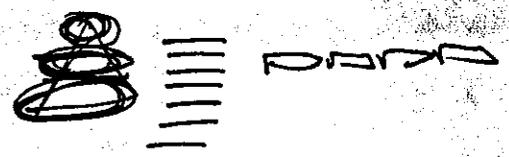
The chart of lists of vocab for
describing people is on the folder, I
was going to do it, but didn't have
time.

agitated?

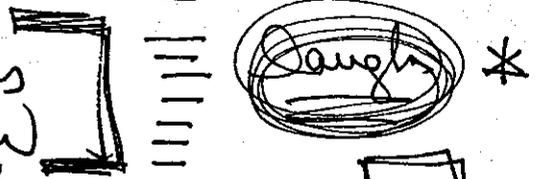
I inferred that what was difficult
was the listening.



1) presentation of new unit
feedback - it was useful

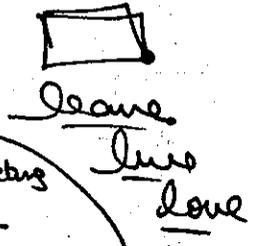


2) liked revision - ^{sounds} not sure of sounds
it was an effective way to review



3) homework being - they learn a lot however

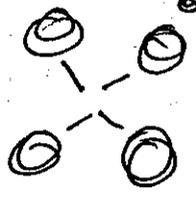
"I didn't like the guys didn't go home" - why?
① 2 minute rest outside class - after break
② accept it as is - therefore adjust
③ have been just listen when you're connecting homework



4) surprised at haise - she seemed to be confident
knows more about what she needs to do...
copying words in exercises

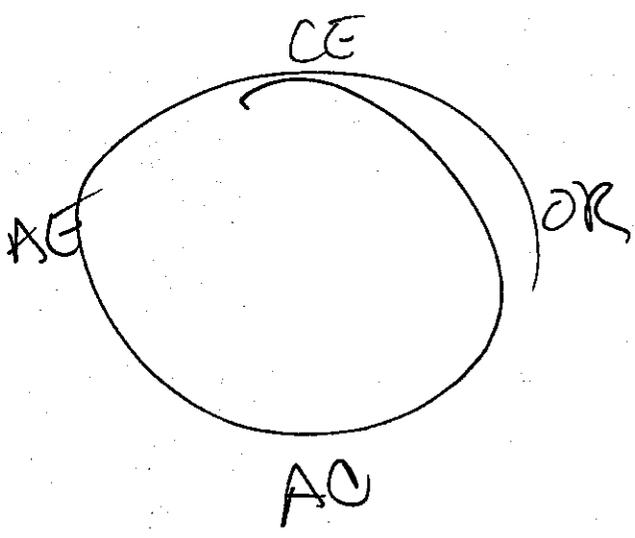
our SS can surprise us - and themselves - encouragement - positive experiences can really bring about changes...

5) M finding sounds in her mouth - focusing on pron. as you've done in this 2 exercises (today + yesterday) encourage + educate this needed level of awareness - the SS is the one who has to produce the sounds. T



threat - traditional stance

- 1) they will lose points
- 2) point is to revise class work
* impact on learning - help them see this
- 3) ask them how they feel about not doing homework + how they'd like you to respond - especially when class is checking homework...
* letting them know you feel it is important + are concerned can have a big impact. Try it in the 2" chad-ns + see what happens...



Q continue the story?

Q repeats all the sentences so far

Q Do you understand - you just have to continue the story?

Would you like to begin again.

Q The mechanic fix something

Q pron. of 3rd?

SS fixes...

Q My mechanic fixes many things.

Q He does (s)

Q pron.

Q does (2)
does (2)

Q He does...

Q a good job

Q He does a good job.

Q He washes his car every day.

Q Say the pron. of the 3rd person
Q washes

Q —

Q he's repeat again

SS repeat sentences

Q he misses

Q He misses my job.

Why not let the SS do this?

option: you model a story by drawing 3 or 4 verbs - so you show clear story development

helps

Momma a ad helps students to do

washes

Everyday she washes her car

goes

class

washes

she goes to work

Then have SS select a real character to tell their story about,

Why did you finish his sentence for him? time? Concern they wouldn't form useful/interesting sentences?

Good - you let them do it this time - good practice.

Again you finished her

helps review

(a) starts with doctor

(b) No, doctor was an example ----

Start with mechanic ...

(c) My mechanic(s) fixes a lot ... many things

(d) a lot.

(e) My m. fixes many things

(f) He does a wonderful job

(g) He washes his car everyday

(h) He misses my?

(i) me

(j) me?

(k) He judges a car conditional

(l) conditions

(m) condition ...

(n) _____

(o) repeats

(p) He catches my bag + go home.

(q) He always helps my car when it's broken.

(r) He works on another car.

3 meanings

He always helps me fix my car when ----

How was it?

well

Did you remember the pronunciation?

Open your books to p. 18

he has
he has got
has got

eye color -

What's your...

- ① it would have helped to begin with a simple flash card review - all verbs in 1st person + then in 3rd person
- ②A divide cards - in pairs they make up a story + then tell story to other pair. ① stands behind + counsels after the ② have told the whole story

ve ③ ≡≡≡

④ Navagam + ⑤ help with each sentence.

⑤ _____
⑥ _____
⑦ _____
⑧ _____

OK

2B Not try to have a story - This was a bit awkward - it was not a strong story - you were too present creating other sentences for them.

just let them form sentences. Ask that they use
- everyday
- once a week
- every Tuesday (etc.)
to give practice in time expressions needed for simple present.

it was helpful to have them assess own eye color.

option: Do for the rest - use their hair, height, etc - or bring in pictures to illustrate. Make use come alive with real life or pictures.

option: Collected a set of ⑤ generated other characteristics on board

option: Rather than dull pictures in book, give them

I want to write + didn't provide a set of di...
creative review was good - it practices it want to write for ⑤ + didn't provide a set of di...

high / hair /
height / hair

a set of magazine photos to
use - give each pair 4 - 2 men /
2 women or a picture of a
crowd / group of people.

could do for
weigh
weight

3:13 OK. So let's talk about
famous people.

⑤ Her gay

① Her gay - it's a pity,
and it?

① goes through
a set of photos -
who's this?

Identifying all the
photos....

Which you did here - so you use it
book for initial practice - and then
magazines or books, more creative
practice.

How do you feel about
this statement? What's the
message..... are you
targeting gays by saying
this?

3:16

① Now it's a guessing game
you do the same.
you get one - cover the
name....

who wants to start.

② She is average height
" " thin

She has dark green
eyes

— " ^{more or}
_{less} short

① shoulder length brown
hair.

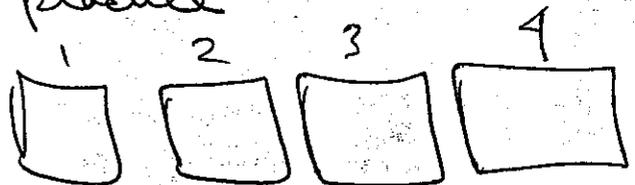
③ Where she live?

① How do you say that?
where does she live
— lives in SP

— doesn't wear glasses

④ Is it — ? ② yes

Use tomorrow for
practice



① Needs π - Ss pay it # 2 -
and name (see pp. 4 example)

① Needs sentence by sentence - (Ss)
repeat.....

① writes ⑤ to say whole π
from memory.

(N) She is average height.
 " " average weight.
 " has light blue eyes.
 She's got short blonde hair.

(P) Where does she live?
 (M) She lives in London.

(D) The description is wrong!
 The color of the hair

(M) What color?
 discussion of hair color....

(D) She's tall.
 " thin.
 " dark green eyes
 blue
 azul?
 blue

She has long blonde hair.
 She doesn't wear glasses
 She's beautiful.
 She lives in the United States.

(A) He is kind of have
 (A) have?
 have

(A) heavy
 (C) heavy.

- he is kind of heavy
- wears glasses
- is an old man
- he was wearing a sweater.
- (A) was?
- (C) is

cultural issue -
 what is blonde, brown, ??

I suppose she had blonde hair when she was young.
 M. supposes she had " but it was brown. Now it is grey.

example - use rich exciting language!

Reagan

He's kind of heavy.
 He wears glasses.
 He's an old man now.
 He's wearing a sweater.

He has light brown hair.
 I don't know the color of his eyes.
 Ten years ago he was the most important person in the ward....

① He has light brown
I don't know the color
.....

Ten years ago he was the
most important person
(in the world)

8:50 Exercise 5

Use this, teach this.
"I don't know the
color of his eyes"

option: You can
do such exercises
inductively.

listen to the following
sentences. Does the
voice go up or down?

1. ^{up} 2 ^{down} 2 (record votes
on board)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

listen again. This time
stop + work with each
one + confirm correct
answer. Then play
tape again all the
way through and ask them
to see if they can
figure out the rule.

Unexpected interruption

① Look I have the
invitations for you?
- back to exercise -

~ ?'s about party by group
already done ~

8:59 Play tape one by one
(S) say up or down

Comments about party -
question.

See they would like a bit
of time to talk about it

9:03 Role play 6

average
where's the stress?
average

remember - how many
syllables first.

Remember option of
read + look up - so when
they are doing such
dialogues they have to
hold the sentences in
their minds + look at
each other....

9:15 My suggestion - read + look up
How was this?

Be disciplined. Ask
them to be disciplined.
Both must be making
eye contact. They need
to learn to learn they
can look down any time
but not speak without
eye contact. They
don't have to
memorize - just
hold in their mind.

have a new question for
feedback.

one word in the blank?
no -- you can put more

do this as the
usual way of pair

didn't know you before
class....

practice - not
necessarily as presentation
in front of group.

re-explains

you saw how it was much
more challenging to
hold it in their minds.

didn't know how to
describe people

the activities in the book
helped me
remember this - I have bad habits
when you practice in the
class

They could read line.
This isn't speaking.
They need the practice
of holding it in their
minds!

I couldn't ~~read~~
just a minute
speak very well

so again practice is what's
needed - not just
knowledge.

Sometimes I don't correct so, because it's not the focus at that moment.

I didn't want to ask about the syllables because I was afraid they wouldn't know how to answer, because they haven't had much practice on it.

Maulze was trying to tell a real story about an acupuncture doctor she knows.

I guess I was getting anxious about them not being able to make sentences and started to give the answers.

It's funny to observe things I don't try because I assume they won't do it right, and I don't want to make mistakes, especially in front of a teacher.

It's a pity Victor Fasano is gay because he's a very handsome man, and it's a big loss for us women.

I will start my class tomorrow doing the flashcards again + reading and looking up definitely.

because the conversation with my classmates + the activities

- ① which activities
- ② describe the persons
- ③ after repeat the questions
- ④ the sentences?
- ⑤ the final dialogue

I remember the words ---
 I pronunciation better....
 I put a before words ---

P. I couldn't make a very good description of people before class ... because I learned more use. that I didn't know + I learned with friends when we did dialogue

Which activity helped most?
 for me - use helps most

- ① which helped most?
- ② the last one
- ③ speak without reading

④ without reading I fix in my mind

~~of you~~
 when I don't pay attention I can't memorize anything
It's easy to read, but after I don't memorize anything

I don't like the questions.
 ① Choose only one
 I didn't know description ... because I don't speak description

again - (Ss) are hungry for this challenge - this "real" practice + small changes (need to look up) can provide this.

RELIANCE ON READING TEXT IS A HINDRANCE TO THE DEVELOPMENT OF AURAL/ ORAL COMPREHENSION + FLUENCY.

let's look more about moving away from text + doing more of the text without text

⑦ I didn't know how to describe a person before class but now I do.

① which helped?

④ the dialogue
the teacher, friends

9:26 Homework

Discussion

④ + ⑤ + ⑦

very helpful to
fully counsel her
response -----

when ⑤ are giving
feedback you can

① let them say it as they
do

② fully counsel each
thing said
(this is lang. input)

③ provide some correction -
by giving needed words
here + there -----

You can use different
strategies for different
people ② for those who
needs it - ③ for those
who's strong -----

what was this about?

- 1) guessing game with flash cards
 - real people - real descriptions
 - real communication

↳ discussion of Queen Elyz.

- 2) I liked feedback (R)
- ⓑ if he doesn't concentrate he doesn't learn

(Use) (A) thinks she had blonde hair, but the rest of us think her hair was brown.
 Now her hair is grey
 review/warm up exercise.....

dialogue he can't just read, but needs to concentrate + fix in his mind (hold in his mind)
 needs look up

We can read without attention this is the essence of real practice

if all exercises done this way (book open)

- 3) home's intrusive coming to me - this gave me chance to speak with her.
 I had noticed her attitude
 I was feeling guilty because of yard and over "love" - I think this affected her.
 yesterday

Would you have approached her?

"I can't get off the ground"

Good (M) + I gave support,

"Don't feel that way" (M) interrupted a bit
 ← → mothering

* Watch understanding her feelings (not telling her not to feel this) as well as giving support - both.

She came because she needed to hear good things

- 4) story didn't flow - hard for them to comment - pron. was good...

- 1) create + 1st 2nd
- 2) creative model by
- 3) choice of verbs
- 4) allow other languages/sentences

- 5) I was satisfied I met my obj_s → to look how to describe people they said this in their feedback.

Asking why + brainstorming how to make it flow - how to make it easier for them to want.

* things I don't try because I don't think they would
know how to answer ...
things I won't try because I might make a
mistake



* If they can't do, I've failed
planning safe lessons
lessons ^{on} the edge

not sure

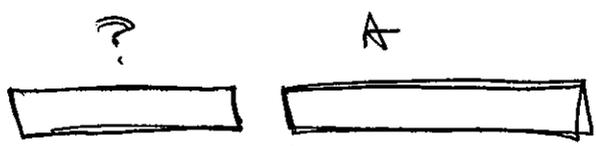
think

Techniques - during conversation

- ① write down words - call attention to pronunciation (syllables) + stress
- ② write new vocab (said in Portuguese) for meaning + pron.
- ③ write down whole sentences for structure + pronunciation + pausing.
- designed the course for James
- ⊖ needs ⊕ says (looking at paper)
- ⊕ says ⊕ says (not looking - making eye contact)
- ⊕ + ⊕ need together (shadowing)
- ④ recycle these words in sentences next class - or leave a copy for him - make a copy + take for you.

effortless
joyful
learning

attitude of ⊕
↑
personality of ⊕



* use above techniques plus turning the steps over + "holding in mind" + saying...

This went well.

nouns adjectives

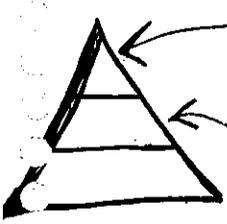
Can you recall the tone with which you said the list?

① need first (refreshing - modeling pronunciation) putting into circulation evolving

② practice ⊕ says ⊕ repeats

③ practice ⊕ says one ⊕ says other

gradual - supportive build up vs. next to testing



You began at ③ - I suggested step ① + then I suggested ② before ③. Can you feel how this lets the ⊕ review/learn?

His hesitancy said to me (ongoing feedback) that he needed ② before ③.

he was ready for the adverbs also - this may be too on-the-spot for you - but if you recognize one he uses, you can add it to the chart - again contrast helps

stress	stressful	
part	partial	partially

you can add it to the chart - again contrast helps

good to do past tense verb work flash cards

make a past card to hold up when he needs to use past tense

when he doesn't use past: use gesture or you don't have to speak



I'm going to the theatre to see a play.
I'm going shopping with my mother.

oral correction

direct course
repeat!
say again!
the verb?

feedback

- american person - conversation - good
- ? + A stripes
- conversation about the weekend
- what do you know that you didn't know before class?
- pronunciation & n.s. in class
- I miss more & less

I am sleeping all day.
I will sleep all day.

to go shopping
to do some shopping

She will want to go shopping / She will want to do some shopping.

? about not giving unit test can you study the unit?

* why do you want him to study the unit before you

circumplex class in circle
This is the answer to your feedback
from last Thursday.

Give a look at the feedback. See if
you have any questions.

⑤ Read over silently. No ?s

1:07 How was your weekend?
(? to all)
How was your homework?

① needs directions + example

- ① pronunciation?
- ⑤ possessive (corrects shes)

① provides corrections

1:07 Let's check the folder.
Doubts.

1:20
- The discussion today is still about
man + woman. ① circles on board.
How different are men and
women?

① pairs one man + woman - 5
minutes to talk together.

"Halloween Party, People"
Unexpected interruption

1:09 OK. Aligned. You are going
to make a recording. In your

* Could you have sample texts/
folders for me for the rest
of the lessons next week -
or copies of the pages being
used in class. This helps me
follow + comment on lesson

Class begins in a relaxed
way. How much time do you
have/plan for general
chatting at the beginning?

option: Go around + give each
person a chance to say a bit of
"news" from their life - that way
class begins with each persons voice
having come into the circle.

This simple technique works.
It is a general signal for
correction.

option: How many syllables?
⑤ 3 ① Where is the stress?
2nd syllable.

This focuses awareness on
syllables + stress which usually
clear up pronunciation.
So you can say

- ① pron?
- ⑤ ~
- ① syllables?
- ⑤ 3
- ① stress?
- 2nd

again - stay aware that
(if you feel you have time)
you can write other
⑤ to provide correction
rather than you as ①.

Lang
How are men and women
different? How is this?
different from the one you
wrote?

This is an old SIT technique -
if you follow up with - what
just happened? Chance for
⑤ to describe past
actions.

make a sentence about what you discussed.

① goes behind ⑤ - à la CLL
Women is more creative than man.

① Women are more creative than man.

Women are more ~~creative~~ ^{behalfive} than man

when you happy say so.

Men are more friendly than women.

and the woman (s) are more ~~creative~~ ^{competative}.

Women are more careful than men.

Men are more serious & intelligent than women

Men & women are complementary

W. are more sensitive than men.
(4 times)

⑤ W are more possessive than men (2 lines)

⑤ OK

① puts out recorder

⑤ tapes

⑤ Women use more intuition than men. (3x)

OK

tapes

Anybody else.

⑤ W. are more beautiful and men are stronger. And I prefer women

7.37 When you listen to the

option: have circle pull in ~~the~~ tight so you can get it around easily - worth a bit of time & tapes

Lang.

complementary
Myelakes?
stres?

Kosa's comment on Eduardo

① He seemed calmer - issue about not having to look fast ...

② great to see I don't have to use book
yes - \heartsuit of this class can be $\text{\textcircled{S}}$ -generated material
+ text exercises done orally/orally
- all-act ways

③ I can "interrupt" him + show him mistakes
intervene
for a purpose oral correction - yes's

④ He was more accurate - he was thinking.

⑤ OK to stay with same sentence + work with
in different ways

⑥ not OK to stay on mistake when person doesn't know
grammar

[Don't assume (I presented it!)
they know
Grant them what they can do.]

Community
Building
And
Teacher
Development
Program

Dear

Lena
Angela
Silvia M.
Crissy
Cris
Anna Sofia
Sandy
Irene
Marilena
Rosa C.
Lattina
.....

Thank you for signing up!

Our meetings will always be on Thursdays
at 16:10 in room 3, starting this week (Aug. 28).

Anybody else who is interested is welcome.

Write your name down on the list, so I'll have
enough material for everyone.

See you! 😊

Rosa

THURSDAY	THURSDAY
Aug 14	Oct 23 Sug.
Aug 21	Oct 30 by 10:15
Aug 28 Intro. sentences cycle	Nov. 6 SUN Act
Sept. 4 CLL	Nov. 13 SUN ALP
Sept 11 CLL	Nov. 20 about ALP
Sept 18 CLL	Nov. 27 ALP
Sept 25 Supportive Listening	
Oct. 2 7 intelligences	
Oct. 9 X SV	
Oct 16 X Sug.	

Playbook

COMMUNITY BUILDING AND TEACHER DEVELOPMENT PROJECT

FIRST MEETING

1. Goal:

- For each teacher to further develop his or her personal approach to teaching through:
- examination and integration of past and present teaching and learning experiences;
 - current study of the teaching/learning process and four approaches to language teaching;
 - adaptation of approaches to lesson plans.

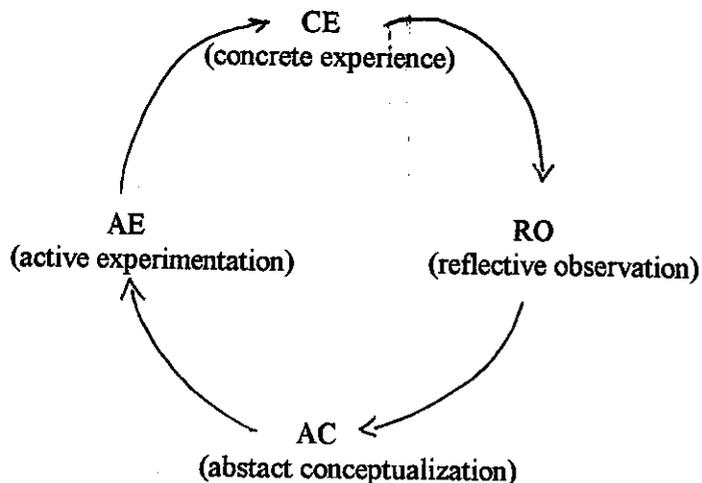
2. Organization:

Aug 28 - introduction	Oct 16 - Sug.
Sept 4 - CL/CLL	Oct 23 - Sug.
Sept 11 - CL/CLL	Oct 30 - Sug.
Sept 18 - CL/CLL	Nov 6 - ALM
Sept 25 - SW	Nov 13- ALM
Oct 2 - SW	Nov 20 - Feedback
Oct 9 - SW	

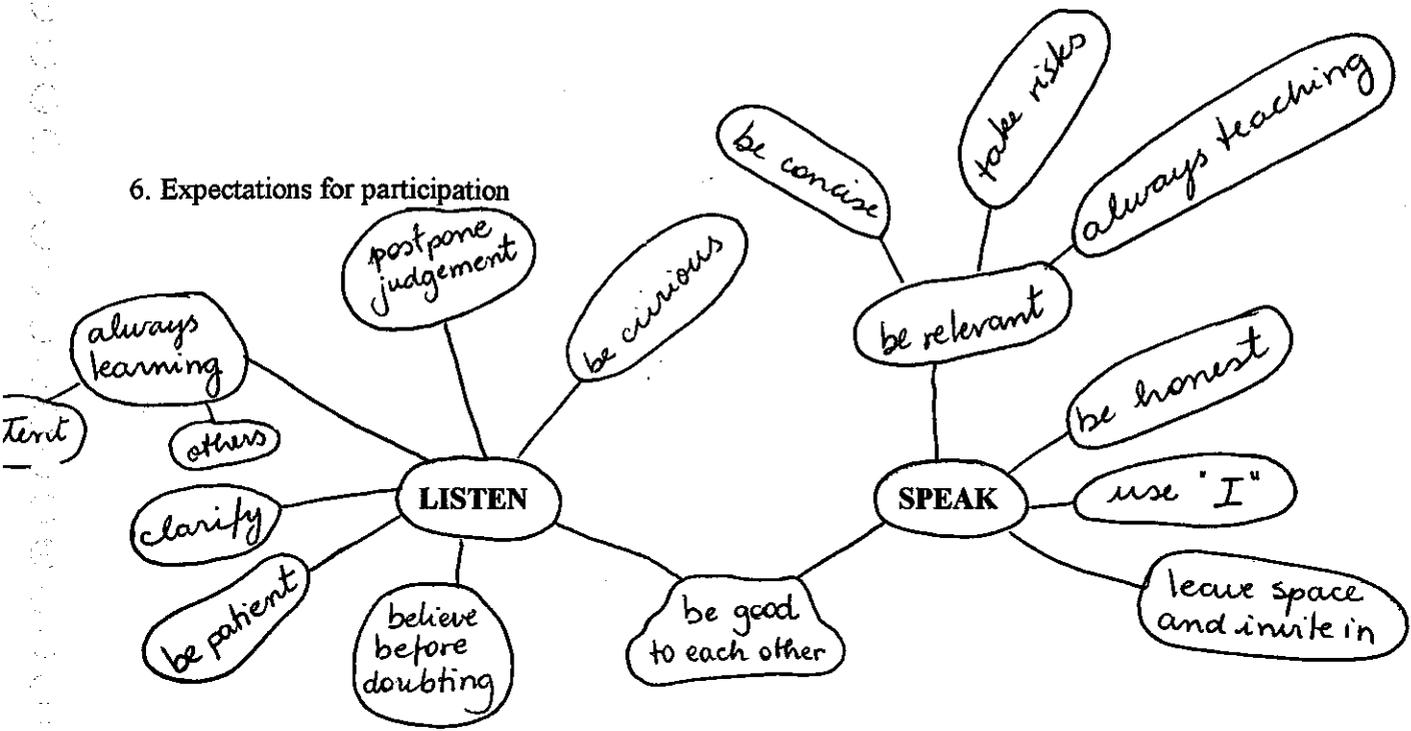
3. Philosophy:

- "We are our own best resources"
- "We are eachother's best resources"
- "Learning tells you how to teach"

4. Experiential Cicle:



6. Expectations for participation



7. Brief summary of each approach.

8. Reflective Writing:

Take 10 to 15 minutes during the week to write down your thoughts after today's meeting; also write about what you like and what you would like to change about your present teaching style.

4th meeting

How did you feel as a student → bring posts
 Feedback from the week: Did you use any of the techniques?
 - How did it go?

Students feedback
 Adaptation to lesson plan. (bring books)

Revisiting expectations for participation.

Questions: What have you learned from CLL?
 What helped you?
 What hindered you?
 How do you know that?

5th meeting

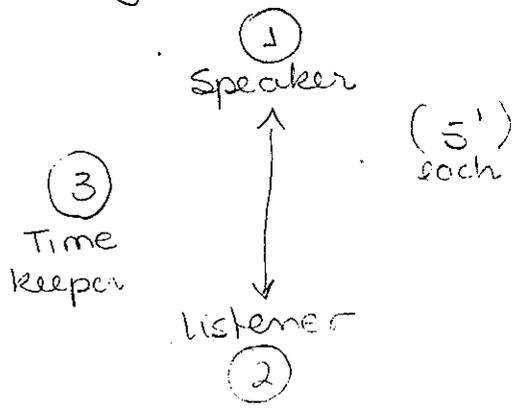
25.09.97

erox problem.
 Feedback on questions → comments

Revisiting expectations for participation.

Supportive Listening practice $\left\{ \begin{array}{l} \text{Speak with the heart} \\ \text{listen with the heart} \\ \text{be non-judgemental} \end{array} \right.$

4. Introduction to SW.



Community Building
and
Teacher Development

04.09.97.

2nd meeting

- Reflective Writing feedback → ~~pairs~~ → whole group. (stone)
- Malaika → CLL presentation
- Feedback on activity → steps.
- CLL Principles. (Homework)
- Adaptation to lesson plan X
- Homework: Try to use the technique in classroom during the week.

3rd meeting

11.09.97.

1. Assumptions (stone). Which one struck you most.
2. Feedback from week: did you use the technique.
3. Recording → Swedish.
4. Feedback on activity.
5. Homework: - Try to use the technique in class during the week.
- Bring the books you teach next meeting.

Multiple
Intelligence
Tests
And
information

some students lap up your quirky teaching style while others are turned off by it? Why some students excel when music is used in class, while others are tuning out. Should you cater to the right brain, or the left? What is meant by multiple intelligences? Does the theory have any relevance for your classroom? Here follows a paper submitted by Barry Shea of Harvard Academy, IIsan. Read on, and find out for yourself...

In 1983, Howard Gardner, a psychologist and faculty member in the department of education at Harvard University, published his book *Frames of Mind: The Theory of Multiple Intelligences*, in which he challenges the traditional concept of intelligence. Drawing on a wealth of research from various disciplines and cultures, Gardner maintains that the traditional definition of intelligence is biased in favor of linguistic and logical/mathematical abilities. In fact, according to Gardner, these two abilities represent only a fraction of human potential.

Since its publication, Howard Gardner's theory of multiple intelligences has been changing the face of education. Educators have long known that each student is unique and has unique learning preferences. Gardner has given credence to this knowledge as well as a tangible source for educators to draw on. In the book *In Their Own Way*, Thomas Armstrong (1987) has translated Gardner's multiple intelligences into corresponding personal learning styles. Dr. Armstrong, a learning disabilities specialist, maintains that most students who have been labeled "learning disabled" or "unmotivated" have not been given the opportunity to learn using alternate strategies. There is pressure in the traditional classroom to conform to traditional teaching/learning methods which, in concert with the traditional definition of intelligence, cater to the linguistic and logical/mathematical abilities. While the vast majority of students do indeed learn to conform, or at least to cope, some students get left behind and are unfairly labeled. It is Armstrong's hope that teachers will come to realize that the problem is "dyslexia", or bad teaching, and not a learning disability on behalf of the student.

Armstrong gave numerous examples of activities which can be used in conjunction with each of the intelligences for teaching various elementary school subjects. Unfortunately, neither foreign language nor ESL edu-

What's the Buzz?

by Andrew Todd

Multiple Intelligences

cation was treated in his book. Nevertheless, his assertion that activities which cater to all of the intelligences will reach the maximum number of students as well as reach each student in more ways than one is applicable to both disciplines.

Below is list of the intelligences identified by Gardner, followed by a brief description of each and some possible applications to ESL instruction. As both Gardner and Armstrong have pointed out, one should avoid labeling students as falling into any one particular intelligences.

Linguistic - listening, speaking, reading, writing. Rooted in our linguistic intelligence is a disposition towards word games, jokes, trivia, puns, and tongue twisters. Virtually everything taught in ESL is related to the linguistic intelligence. Important to keep in mind, however, is that some students will be stronger in the listening/speaking skills whereas others will demonstrate a clear preference for reading/writing activities. Lesson plans should cater to all four of the language skills.

Logical/Mathematical - working with numbers and abstract patterns. Persons oriented towards the logical/mathematical intelligence are conceptual thinkers and like logical puzzles, strategy games (chess), and deductive learning. Have students categorize and classify groups of words, take surveys, and complete logical exercises such as "Which word doesn't belong?" help students to discover language rather than just giving the explanation.

Visual-spatial - images, visualizing, drawing. The visual-spatial intelligence drives people who like mazes, jigsaw puzzles, art activities, graphs, maps, movies, pictures, etc. Use lots of big, colorful pictures in instruction. Have students draw and label pictures of things they are learning. Have students make displays, exhibits, and posters. Show movies, videos, and slides.

Musical - rhythm, melody, patterned sound, songs. People who are strongly influenced

to sing, hum, whistle, keep time to music, play instruments, and listen to music often. Teach students songs and chants related to the topic they are learning. Have students make up songs using well-known melodies as an aid to memory. Consider implementing some of the techniques

of Suggestopedia (founded by Georgi Lozanov) into classroom instruction.

Body/Kinesthetic - information processing through touch, movement, dramatics. People with a high degree of bodily/kinesthetic intelligence have difficulty sitting still. They twitch, tap, and fidget. They like competitive sports and usually practice a handicraft. Engage students in role plays and short dramas. Use physical objects that students can touch and hold such as letters made of wood or felt boards. Use physical activities.

Interpersonal - sharing, cooperating, teaching, relating. People with a lot of interpersonal intelligence are comfortable around other people. They have lots of friends, are 'street smart', and demonstrate a high degree of empathy. Engage your students in group and pair work. Develop group projects for students to work on. Have students help each other.

Intrapersonal - self-paced instruction, individualized work. People with a strong intrapersonal intelligence are self-confident, intrinsically motivated, and opinionated. They pursue personal interests and hobbies and prefer to work alone. Give students the opportunity to pursue independent study projects. Provide quiet time for students to absorb material at their own pace. Set up and maintain a classroom library and provide students with the time to pursue independent reading assignments.

The lesson plan that incorporates activities from each of these intelligences will be rich in variety as well as academically sound. Moreover, the more diverse and engaging the activities, the more motivated your students will be and the greater the chances of learning taking place.

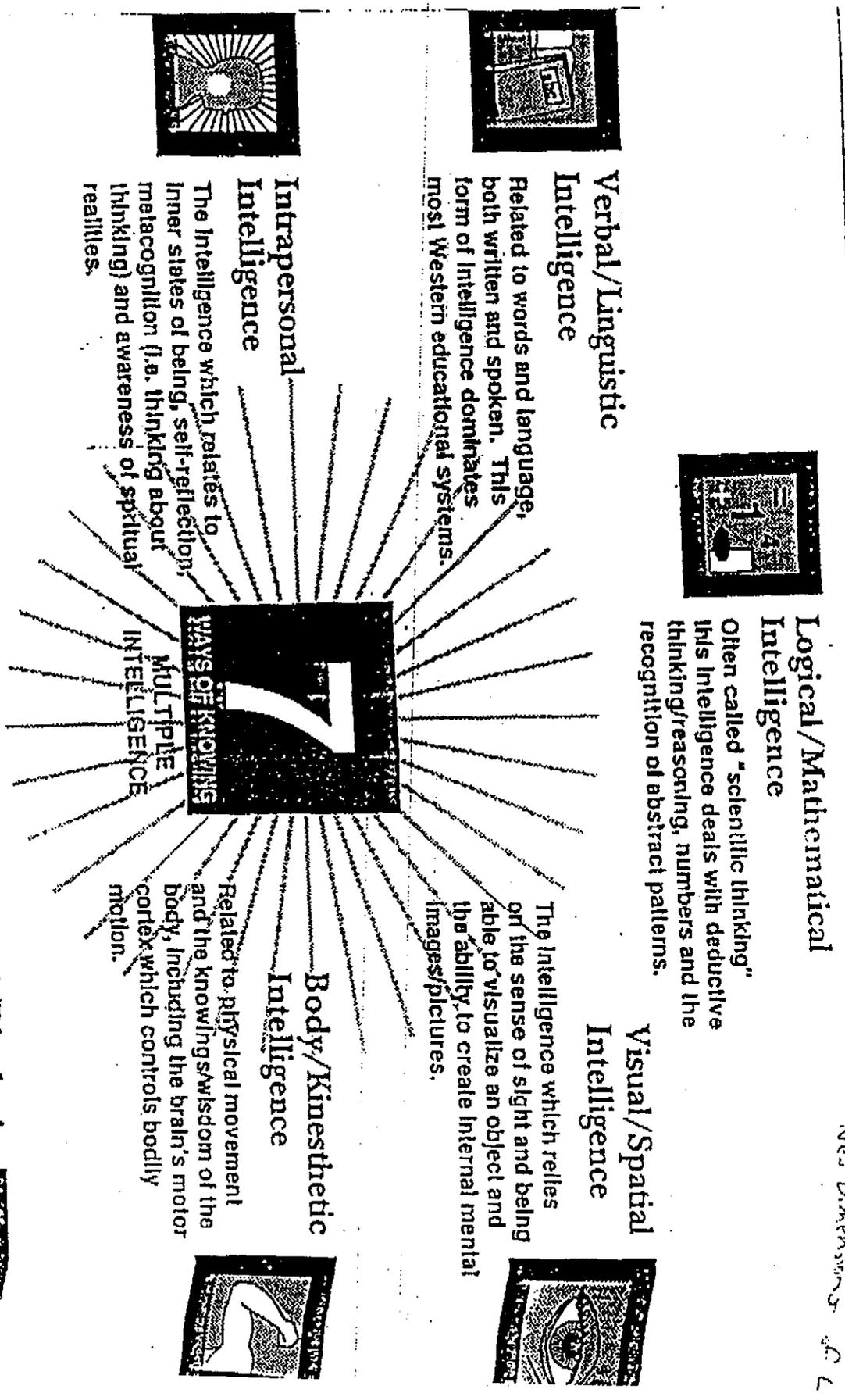
References

- Armstrong, T. (1987). *In Their Own Way*. G. P. Putnam's Sons.
Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice, A Reader*. HarperCollins Publishers, Inc.

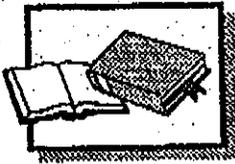
"An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting. The problem solving skill allows one to approach a situation in which a goal is to be obtained and to locate the appropriate route to the goal. The creation of a cultural product is crucial to capturing and transmitting knowledge or expressing one's views or feelings. The problems to be solved range from creating an end to a story to anticipating a mating move in chess to repairing a quilt. Products range from scientific theories to musical composition to successful political campaigns." (from Gardner, H. (1983). *Frames of Minds: The Theory of Multiple Intelligences*. New York: Basic Books.

Taken from D. Lazear (1995) *Teaching for Gifted Multiple Intelligence*

E. Agostini TESOL
New Dimensions of



H. Gardner, H. (1983)



Verbal/Linguistic

- Reading
- Vocabulary
- Formal speech
- Journal or diary keeping
- Creative writing
- Poetry
- Oral debate
- Impromptu speaking
- Humor or telling jokes
- Storytelling



Visual/Spatial

- Guided imagery
- Active Imagination
- Color schemes
- Patterns and designs
- Painting
- Drawing
- Mind mapping
- Pretending
- Sculpture
- Pictures



Musical/Rhythmic

- Rhythmic patterns
- Vocal sounds and tones
- Music composition and creation
- Percussion vibrations
- Humming
- Environmental sounds
- Instrumental sounds
- Singing
- Tonal patterns
- Music performance



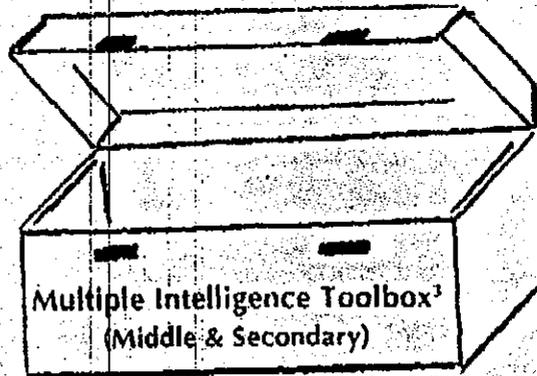
Logical/Mathematical

- Abstract symbols and formulas
- Outlining
- Graphic organizers
- Number sequences
- Calculation
- Deciphering codes
- Forcing relationships
- Syllogisms
- Problem solving
- Pattern games



Bodily/Kinesthetic

- Folk or creative dance
- Role-playing
- Physical gestures
- Drama
- Martial arts
- Body language
- Physical exercise
- Mime
- Inventing
- Sports



Interpersonal

- Giving feedback
- Intuiting others' feelings
- Cooperative learning strategies
- Person-to-person communication
- Empathy practices
- Division of labor
- Collaboration skills
- Receiving feedback
- Sensing others' motives
- Group projects



Intrapersonal

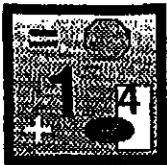
- Silent reflection methods
- Metacognition techniques
- Thinking strategies
- Emotional processing
- "Know thyself" practices
- Mindfulness practices
- Focusing and concentration skills
- Higher-order reasoning
- Complex guided imagery
- "Centering" practices

3. Adapted from Lazzar, David. *Seven Ways of Knowing*. Paintings, ill.: Skyflight, 1991

It is the research of Howard Gardner on which this book, as well as *Seven Ways of Knowing*, is primarily based. Let me briefly summarize the "seven ways of knowing" Gardner identified:



VERBAL/LINGUISTIC INTELLIGENCE is responsible for the production of language and all the complex possibilities that follow, including poetry, humor, story-telling, grammar, metaphors, similes, abstract reasoning, symbolic thinking, conceptual patterning, reading, and writing. This intelligence can be seen in such people as poets, playwrights, story-tellers, novelists, public speakers, and comedians.



LOGICAL/MATHEMATICAL INTELLIGENCE is most often associated with what we call "scientific thinking" or inductive reasoning, although deductive thought processes are also involved. This intelligence involves the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information. This intelligence can be seen in such people as scientists, computer programmers, accountants, lawyers, bankers, and of course, mathematicians.

Logical/mathematical and verbal/linguistic intelligence form the basis for most systems of Western education, as well as for all forms of currently existing standardized testing programs.



VISUAL/SPATIAL INTELLIGENCE deals with such things as the visual arts (including painting, drawing, and sculpture); navigation, map-making, and architecture (which involve the use of space and knowing how to get around in it); and games such as chess (which require the ability to visualize objects from different perspectives and angles). The key sensory base of this intelligence is the sense of sight, but also the ability to form mental images and pictures in the mind. This intelligence can be seen in such people as architects, graphic design artists, cartographers, industrial design draftspersons, and of course, producers of the visual arts (painters and sculptors).



BODY/KINESTHETIC INTELLIGENCE is the ability to use the body to express emotion (as in dance and body language), to play a game (as in sports), and to create a new product (as in invention). "Learning by doing" has long been recognized as an important part of education. Our bodies know things our minds don't and can't know in any other way. For example, it is our bodies that know how to ride a bike, roller skate, type, and parallel park a car. This intelligence can be seen in such people as actors, athletes, mimes (like Marcel Marceau), professional dancers, and inventors.



MUSICAL/RHYTHMIC INTELLIGENCE includes such capacities as the recognition and use of rhythmic and tonal patterns, and sensitivity to sounds from the environment, the human voice, and musical instruments. Many of us learned the alphabet through this intelligence and the "A-B-C song." Of all forms of intelligence, the "consciousness altering" effect of music and rhythm on the brain is probably the greatest. This intelligence can be seen in advertising people (those who write catchy jingles to sell a product), professional performance musicians, rock groups, dance bands, composers, and, obviously, music teachers.



INTERPERSONAL INTELLIGENCE involves the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people. It builds on the capacity to notice distinctions among others; for example, contrasts in moods, temperament, motivations, and intentions. In the more advanced forms of this intelligence, one can literally "pass over" into another's perspective and "read" their intentions and desires. One can have genuine empathy for another's feelings, fears, anticipations, and beliefs. This form of intelligence is usually highly developed in such people as counselors, teachers, therapists, politicians, and religious leaders.



INTRAPERSONAL INTELLIGENCE involves knowledge of the internal aspects of the self, such as knowledge of feelings, the range of emotional responses, thinking processes, self-reflection, and a sense of or intuition about spiritual realities. Intrapersonal intelligence allows us to be conscious of our consciousness; that is, to step back from ourselves and watch ourselves as an outside observer. It involves our capacity to experience wholeness and unity, to discern patterns of connection with the larger order of things, to perceive higher states of consciousness, to experience the lure of the future, and to dream of and actualize the possible. This intelligence can be seen in such people as philosophers, psychiatrists, spiritual counselors and gurus, and cognitive pattern researchers.

Other Resources:

*Multiple Intelligences: The Theory in Practice by Howard Gardner

*Frames of Mind by Howard Gardner

*Seven Ways of Knowing: Teaching for Multiple Intelligences by David Lazear

*Multiple Intelligence Approaches to Assessment: Solving the Assessment Conundrum
by David Lazear

*Seven Pathways of Learning: Teaching Students and Parents about Multiple Intelligences
by David Lazear

*Seven Ways of Teaching: The Artistry of Teaching with Multiple Intelligences
by David Lazear

*Teaching and Learning Through Multiple Intelligences
by Linda Campbell, Bruce Campbell and Dee Dickinson

All available through: Zepher Press, 3316 N. Chapel Ave., P.O. Box 66006-1B, Tucson, AZ,
85728-6006. FAX: 520-323-9402

Student-Generated Inventory for Secondary Level and Young Adult Learners

Directions: Rank each statement 0, 1, or 2. Write 0 if you disagree with the statement. Write 2 if you strongly agree. Write 1 if you are somewhere in between.

Verbal/Linguistic Intelligence

- 1. I like to read books, magazines, and newspapers.
- 2. I consider myself a good writer.
- 3. I like to tell jokes and stories.
- 4. I can remember people's names easily.
- 5. I like to recite tongue twisters.
- 6. I have a good vocabulary in my native language.

Musical Intelligence

- 1. I can hum the tunes to many songs.
- 2. I am a good singer.
- 3. I play a musical instrument or sing in a choir.
- 4. I can tell when music sounds off-key.
- 5. I often tap rhythmically on the table or desk.
- 6. I often sing songs.

Logical/Mathematical Intelligence

- 1. I often do arithmetic in my head.
- 2. I am good at chess and/or checkers.
- 3. I like to put things into categories.
- 4. I like to play number games.
- 5. I love to figure out how my computer works.
- 6. I ask many questions about how things work.

Spatial/Visual Intelligence

- 1. I can read maps easily.
- 2. I enjoy art activities.
- 3. I drew well.
- 4. Movies and slides really help me learn new information.

- 5. I love books with pictures.
- 6. I enjoy putting puzzles together.

Bodily/Kinesthetic Intelligence

- 1. It is hard for me to sit quietly for a long time.
- 2. It is easy for me to follow exactly what other people do.
- 3. I am good at sewing, woodworking, building, or mechanics.
- 4. I am good at sports.
- 5. I enjoy working with clay.
- 6. I enjoy running and jumping.

Interpersonal Intelligence

- 1. I am often the leader in activities.
- 2. I enjoy talking to my friends.
- 3. I often help my friends.
- 4. My friends often talk to me about their problems.
- 5. I have many friends.
- 6. I am a member of several clubs.

Intrapersonal Intelligence

- 1. I go to the movies alone.
- 2. I go to the library alone to study.
- 3. I can tell you some things I am good at doing.
- 4. I like to spend time alone.
- 5. My friends find some of my actions strange sometimes.
- 6. I learn from my mistakes.

The Seven Intelligences

Verbal/Linguistic Intelligence: The ability to use words effectively both orally and in writing. Sample skills are remembering information, convincing others to help, and talking about language itself.

Musical Intelligence: Sensitivity to rhythm, pitch, and melody. Sample skills are recognizing simple songs and being able to vary speed, tempo, and rhythm in simple melodies.

Logical/Mathematical Intelligence: The ability to use numbers effectively and reason well. Sample skills are understanding the basic properties of numbers, principles of cause and effect, and the ability to predict.

Spatial/Visual Intelligence: Sensitivity to form, space, color, line, and shape. Sample skills include the ability to graphically represent visual or spatial ideas.

Bodily/Kinesthetic Intelligence: The ability to use the body to express ideas and feelings and to solve problems. Sample skills are coordination, flexibility, speed, and balance.

Interpersonal Intelligence: The ability to understand another person's moods, feelings, motivations, and intentions. Sample skills are responding effectively to other people, problem solving, and resolving conflict.

Intrapersonal Intelligence: The ability to understand yourself, your strengths, weaknesses, moods, desires, and intentions. Sample skills are understanding how one is similar to or different from others, reminding oneself to do something, knowing about oneself as a language learner, and knowing how to handle one's feelings.

Student Behavior Log

Student Name: _____

Age: _____ Date of Observation: _____

Indicate the degree to which you observe the stated behavior or characteristic in each student using the following scale: 0 = uncertain; 1 = does not fit at all; 2 = fits slightly; 3 = fits moderately; 4 = fits strongly

	0	1	2	3	4
Verbal-Linguistic Behaviors					
Loves talking; writing, and reading almost anything	0	1	2	3	4
Precisely expresses her- or himself both in writing and talking	0	1	2	3	4
Enjoys public speaking	0	1	2	3	4
Is sensitive to impact of words and language on others	0	1	2	3	4
Understands and enjoys plays on words and word games	0	1	2	3	4
Logical-Mathematical Behaviors					
Is good at finding and understanding patterns	0	1	2	3	4
Is quick at solving a variety of problems	0	1	2	3	4
Can remember thinking formulas and strategies	0	1	2	3	4
Likes to identify, create, and sort things into categories	0	1	2	3	4
Is able to follow complex lines of reasoning and thought processes	0	1	2	3	4
Visual-Spatial Behaviors					
Frequently doodles during class activities	0	1	2	3	4
Is helped by visuals and manipulatives	0	1	2	3	4
Likes painting, drawing, and working with clay	0	1	2	3	4
Has a good sense of direction and understanding of maps	0	1	2	3	4
Creates mental images easily; likes pretending	0	1	2	3	4
Bodily-Kinesthetic Behaviors					
Has difficulty sitting still or staying in seat	0	1	2	3	4
Uses body gestures and physical movement to express him- or herself	0	1	2	3	4
Is good in sports; is well-coordinated physically	0	1	2	3	4
Likes to invent things, put things together and take them apart	0	1	2	3	4
Likes to demonstrate to others how to do something	0	1	2	3	4
Musical-Rhythmic Behaviors					
Hums quietly to her- or himself while working or walking	0	1	2	3	4
Taps pencil, foot, or fingers while working	0	1	2	3	4
Can remember songs and rhymes easily	0	1	2	3	4
Likes to make up tunes and melodies	0	1	2	3	4
Senses musical elements in unusual or nonmusical situations	0	1	2	3	4
Interpersonal Behaviors					
Has an irresistible urge to discuss almost everything with others	0	1	2	3	4
Is good at listening and communicating	0	1	2	3	4
Sensitive to the moods and feelings of others	0	1	2	3	4
Is a good, effective team player	0	1	2	3	4
Is able to figure out the motives and intentions of others	0	1	2	3	4
Intrapersonal Behaviors					
Is highly intuitive and/or "flies by the seat of pants"	0	1	2	3	4
Is quiet, very self-reflective and aware	0	1	2	3	4
Asks questions relentlessly; has avid curiosity	0	1	2	3	4
Is able to express inner feelings in a variety of ways	0	1	2	3	4
Is individualistic and independent; is not concerned about others' opinions	0	1	2	3	4

Notes
From
My
Journal

180257
Weird, weird feeling, it's a mixture of power, achievement and still loneliness.

Today I had my first classes. I wanted to tell Carol and Bonnie about them. I used the human computer and my student, my weirdest student called it the "conscience". I loved it, I had goose bumps again, and at the end of the class I wanted to be the following class again, so I could try something else.

I also used feedback at the end of the class and it was so beautiful, so clear to

see my students ways of learning being expressed in words.

I begin to feel love for my job again, and I am proud of myself again. I gotta buy a computer and send my e-mails for the world to see.

I love life again !!
:)

Al, it hurts being away from my friends. I miss everyone.

Today I had another good surprise at the end of my class in the evening. I learned today how much you lose by being afraid of asking. I didn't want to ask my ss how the class was because

I was afraid they were going to answer it wasn't alright, I don't know why I had that feeling. But on the contrary, they said it was good and they liked the recording of CLL. The things they didn't like was the board and the size of the classroom

things I can't change. The only thing I can change is the circle formation which today hindered some of my ss of looking straight, but this is something easy to solve.

The morning group was nice too. The girls seem to be very involved. I think I'll continue asking orally during the week and on Thursday I'll ask them for written feedback. That's what I'll do!

20.08.97.

My morning class was great!
My students talked about how comfortable they felt this time with the recording. They said that the human computer forces them to concentrate. It is as if they had to close one ear in order not to let the information go through both and leave.

Very rewarding experience for me.

My evening group is doing fine too. Tonight we had an ordinary class but for the creative computer kind-of-like-activity. I gave "which they had to transform sentences that they had done

on the day before and make them using "used to". At the end of the class I asked the class 4 questions and Marcelino said "the atmosphere is relaxing" and it helped his learning.

Carlos said "the colleagues helped his learning". I think I'm going to give them the resources sentences.

I feel much better now with this group. I'm relaxed and because of that I can remember things easily and I can teach better. I'm happy with my results. I miss my friends. I miss life in Vermont.

20578 07
Today I used Check-in with the group of ladies. It was just like a "calmanti" They were all excited, or upset as they said at the beginning of the lesson and at the end they were relaxed. Lea said that she had a big question mark at the beginning and at the end she felt ok. Edna said that she was calm and she knew she could do the homework.

The two girls in the morning are fine too. I think the SW is working pretty well with them because they are vocal. Marilyne said that words she knew before

are coming back to her mind.

The best part of the day was using the SW to teach 10 years old children the numbers. One of them said: Pay attention to the silence (Olla o silencio) I thought it was funny because I hadn't told them the name of the approach. For children it works just like magic, they understand straight away, it's easier than w/ adults.

With my evening group we're doing just fine. They like the SW because they can see the sentence of conditionals correctly. Today I gave an activity that I thought would be silly and not so involving.⁵⁹

in which they had to exchange
roots, to negotiate to make pairs,
and it was a great success, they
got involved and even Flavio who
doesn't like to stand up and walk
around when he had the chance to
sit down he changed his roots
so he could continue in the
activity. We didn't have time
for feedback today, but I
feel successful!

2 + 05.47

It's like magic. There has been
a radical change in the group and
I know this change has started
with me. My attitude changed
and the group all of a sudden
changed too. It's so beautiful to
observe the richness of the kinds
of learning styles I have in my
evening group. Today Michele used
the word "reflect" and he asked me
what I have learnt today. Today
I have learnt how differently each
one of them learnt, not only today,
but I have been learning that.
Monica gets confused by words, she
likes the roots because they're concrete
and she makes associations. Marcelino

60

When analyzing and reflecting on the grammar structure, he liked the "Discovery" game I gave yesterday. More than one student said they learn vocabulary from the context and by discussing possibilities w/ colleagues. The notes were a great success for modals practicing. I love SLT, and I love my job again.

Renata said she didn't learn anything today because she was tired. I don't know what to do.

My adolescents' group is hard to deal with, they don't like to work around they think it's a waste of time I feel like giving up ^{trying} the ideas with them, but not yet. The girls in the morning

are doing fine. They're confidently visual and the relaxing atmosphere seems to promote learning. The notes are really useful to practice pronunciation, it seems so easy for them to identify the stressed syllable.

It's like magic. Students are learning ~~so~~ more easily, and I am getting less tired. There's no more fighting, it seems now that we are speaking the same language and walking on the same direction.

01.09.97

Today I decided to start with ALM. It's incredible how different SS react to different techniques.

Flávio 2 and Michele didn't like and thought it didn't work, the backward build-up drilling. For

Mônica and ^{for} most of the students it said she isn't stuck to the book did. Luis said he could practice pronunciation. Havelino said he doesn't know how to answer the feedback questions. I think he is misunderstanding my feedback on their ^{weekly} written feedback. I'll check with him tomorrow. Renato needs to see

The girls in the morning said they liked the drill because it helps them with listening. It forces

them to pay attention to the sounds, forces memorization.

I have to confess that I wasn't expecting such good reactions to ALM. I thought my SS would feel exhausted at the end of the exercise and wouldn't want to repeat it anymore.

I have being surprised!!

02.09.97

I had a great experience tonight using ALM erasing words technique. The ss said this technique makes them think straight into English, the images help them to memorize the words and the structures. Ss who complained about yesterday's cutting had a good experience today. The technique was all they talked about in the feedback.

The girls in the morning are definitely visual and kinesthetic. Harlyze said today that seeing the words and holding the cards allow her time to "digest" the words. The process is slow enough for her to understand and learn new information.

It is very interesting to see them helping each other. I can see a very small community being built here.

I am a little anxious about the tests results and I hope they have good marks for two reasons, first because tests are important at Alumnus and second because I know I'll see it as a proof of my success as a teacher and as a user of the knowledge I acquire.

03.09.97.

Today I had a great exercise of change. The way Fernanda was irritating me and the way a forced the problem straight away, was really incredible. I could picture myself in such situation and having a much more aggressive and selfish reaction. This group of adolescents is my challenge of the semester. I want Rodrigo back. I must call him tomorrow. I want to learn with my students. I want to learn from them, the way they learn, how to learn, and how they learn best. I can't forget to be present and aware, relaxed but aware, look

more to my students, see them and through that, see my teaching, my real capacity. I know I can and I know I'll do it. I have to keep on track and the universe will help me.

The evening group will also be a great challenge. Today during the session I almost lost my concentration completely. I must be calm and I'll pass that calmness to my students. They have a test tomorrow, and I hope they all pass and pass well. I know I did a good job, but I guess I still also need the proof of a test.

06.07.77.

I'd like to talk about last Thursday. The morning girls took their test and Liane didn't pass. I really don't know what to do with her. I'd noticed that she was a bit weak, but I thought she would pass. It was really disappointed. The evening group went alright - few students had low grades and I still feel bad about it. I thought that with these new methods things would always work and I'd be able to reach everyone and help them to really learn, nothing would be missing. Anyway... living and learning. I guess I will have to keep on trying.

But the best was the meeting with the teachers who all came. I made and also Irene who hadn't come for the 1st meeting. It was this time. They seem to be enjoying as much as I am. And as for me it is very rewarding and fulfilling to have to opportunity to see my ideas being converted; being able to really share, learn and enjoy my colleagues learning and ideas. I feel successful and it feels good.

I also went to Silvia's class last Friday, and I was aware of my feelings. I noticed that the problem is that I used to resist

learning, doubt her teaching, and think that I was the only one who had the knowledge, a kind of anger for not being recognized that led me to being more and more closed, consequently leading me to loneliness, ignorance and really losing the opportunity to show myself and learn from others. SIT has taught me a lot, not only how to become a better teacher, but also how to become a better human being!

06.04.97.

Today Michele, my most difficult student said he was surprised by his result on the test, it was beyond what he was expecting. He didn't say anything else, except that he was calm. I was happy. I asked my students if they liked the circle, most of them said they did. I talked to the students who didn't have good results on the test, they were positive about coming, only Renata didn't come. I gotta talk to her tomorrow. I like this new attitude of facing my problem straight away. I don't look my friends into their eyes. But I am sad today, I am still don't know why, but I am sad. I miss my friends...

I'm so proud of myself as a teacher. I feel I'm at a unique moment of my professional life. I received all my lessons today and I didn't feel embarrassed at all. I know that I'm doing a good job now. I feel that I'm finally conquering Michele. I feel that with this activity, I gave today I showed my students that they can be independent. I see Alexander now with other eyes. I see Faria now differently. I see that they all can pass I feel love for them. I'm worried about Fernanda, because I'm afraid of losing her, but I'll

keep on keep on trying. I can even see Anchi with different eyes. I'm anxious to see those tapes. I'm sure I'll discover wonderful things, or maybe not so wonderful things.

Today Marcelino asked me if I wasn't using the techniques anymore, Eric said I was using the "old-fashioned" way again. It was very rewarding to a certain extent, to hear that, cause it came to prove that I'm on a way without return. My students have tried some thing new also, and they will make sure I don't get off track. In fact today I didn't use much of the techniques, I only used the suggestopedia activation exercise and nothing else. I'm finding difficult to use suggestopedia in the classroom, although I agree with its principles, but

they don't seem very practical for me.

The girls in the morning also had a hard day today. I was teaching prepositions of place, but it was hard I did exercises, I took them outside, but it's still not ok. Tomorrow I'm gonna use the rods, and also take them around the school to see what happens.

Today I also chose the class I'm going to show Bonnie on the video. I loved to see myself so comfortable with the kids. They are amazingly fast. It's beautiful.

My assessors also liked my class very much. 3 of them said

11.09.97.

They lived the class today, and

I had goosebumps again, after
sucks a long time, because of that.

I read the notes again with
them, "if you give - I'll give you -"

We had fun talking about Lapras.
It was a relaxed lesson. Fleurie

came in saying he had a headache
and at the end he stopped and

was yawning. Souciera is humming and
to be a Great Girl, she just needs

attention. Girouasse might be a
little, I made them make

different poses during class
I feel so successful, this

is a very special performance
moment of my life.

Everyday is a new challenge.

Lieme was really in a bad
shape today. Naylor told me she

is taking strong medicine for her
headache. I wonder why she didn't

tell me anything. Naylor also doesn't
feel comfortable enough with me. What

a pity. I still believe I completely
conquered her.

Regime makes time in the
lions. She's so impatient, nervous

and doesn't know she's in the wrong
thing I say and take it to her

negative side. I know the feelings
what she does the same in relation

to everything in her life. I'm happy
because I'm not taking it personally!

and I think the other girls understand
what my point of view

My children are fine. By looking
out myself teaching them at the
video I could see how comfortable
I feel teaching them. I trust them.
I want to feel like that in every
class I have. I love them!

My writing group is so tranquil
now. What a difference a summer
makes. I trust them and they trust
me now. The results of the test leave
a hole here, I can sense it. Michael
doesn't irritate me so much anymore.
I hope I can make the same miracle
with Regina soon.

The meeting with the teacher
today was very rewarding too. I hope
I can teach them something.

16.09.97.

I feel I'm getting tired. Yesterday
I started the CI2 week again and
I did many things wrong. Today
I started the class talking to my
students about what went wrong.
3 things too long recording, too
late in the lesson (at the end), I let
SS write their sentences. Alexandre
told me that what made him
confused was the fact that he had
his sentences changed, so he didn't
remember what I was saying.
But I think it also didn't happen
abright because I couldn't do all
the steps in the same lesson. Today

in the end of the class it was
alright for most of the students
the technique worked. For Michael
it helped him to realize how
hard it is to memorize a rule. For
Andrea the repetition in various forms
helped her. For Flavia it is important
but he finds it boring, maybe
shorter would be better. I have a
lot to learn with them, but I'm
proud. I don't want to give up. I
wish it were easier. Cheer up, Rosa!

I don't think I ~~was~~ have much
to say about my students today.
I'm worried about Renata, it's
the second time she says she hasn't
learned much with the lesson. It's
very discouraging for me. I guess
tomorrow I'll have to talk to her
individually.

But I have things to say
about myself. I'm totally different
in class now. I think I'm back
to the way I was when I started
but better than that because now
I have the knowledge I didn't
have then. I'm more relaxed now,
and I'm able to laugh at the

my students again. I can see

that I haven't reached my objective yet, but that's ok, I can feel I'm walking in that direction. I want to conquer, understand, reduce, call my students. Today I feel I made it with my adolescent. It's clear now for me what wholeheartedness means. If I'm not totally present, my students aren't either, but I still have some student-challenge to conquer.

18.09.97.

The meeting with the teachers today was very important. Sandy started to talk about having space in the meetings to discuss problems they have in class and don't know how to deal with. She also gave the feedback from the reading praise or encouragement, and the other teachers became interested and want a copy. I feel that I'm getting to my objective, the meetings are being used for their own purposes. Today was the last day on CLL, Henry gave me their written feedback I haven't read yet.

the Swedish class was very useful, some just lost, some felt uninvolved, some are faster than others, and I pointed that out to them. I don't know if I should have, but I couldn't resist, to make them aware of their ss difficulties. And you then feedback on a teacher who at a certain point doesn't understand why ss can't understand "How come they can't pronounce that!" It was a very profitable meeting. I'm anxious to see them written feedback.

Sometimes students need some authority, especially adolescents. I think I'm learning how to do that implicit thing. I think today I controlled the class well and showed them that I can be nice, but I still want them to have responsibility. My adults sometimes surprise me.

Today I was surprised by the level of the energy at the end of the lesson. At the beginning they were almost dead and at the end everything was changed. I could also observe how touched I can be by not being the center of attention and not being useful. I guess it's a paradox, because at the same time I want them to be independent. I still want to have control.

23.09.97

I feel now that it's so easy to tune in with my students if I just keep on chucking with them what is useful and what is not. Today they were feeling successful learning the 2nd conditional, and I was feeling successful for being able to transform English learning in an easy task. I could see clearly the different learning styles between Eric and Michèle, and I could see my learners independently when I came into class after the break and they had already managed the class management for the oral presentation. I can

feel an atmosphere of respect and trust among them. I think I am the one who started the process by trusting myself and setting the example. I have to keep on this track to succeed.