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DEPARTAMENTO DE ESTUDOS DA LÍNGUA INGLESA, SUAS LITERATURAS E  
TRADUÇÃO CURSO DE LETRAS-INGLÊS**

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**DECISION-MAKING FOR NEXT LESSON PLANNING BASED ON PREVIOUS CLASS:  
EXPERIENCE REPORT ON A PEDAGOGICAL RESIDENCE PROJECT IN ENGLISH  
AS A FOREIGN LANGUAGE CLASS IN BRAZIL.**

**FORTALEZA 2019**

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Trabalho de Conclusão de Curso apresentado ao Curso de Letras-Inglês do Departamento de Estudos da Língua Inglesa, suas Literaturas e Tradução da Universidade Federal do Ceará, como requisito parcial à obtenção do título de Licenciada em Letras - Inglês.

Orientador: Prof. Dra. Lídia Amélia de Barros  
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## RESUMO

O presente estudo surge da minha participação no projeto de Residência Pedagógica em Língua Inglesa da Universidade Federal do Ceará em uma escola pública municipal de Fortaleza, de setembro de 2018 a junho de 2019. As atividades ocorreram no contexto de uma escola municipal de período integral nas aulas de inglês. Tais aulas envolveram 77 alunos da 7ª e 9ª séries e foram realizadas no laboratório de informática. O objetivo desse artigo é analisar como a reflexão pós sala de aula influencia na construção da metodologia e da estratégia de ensino durante a experiência do estágio do professor em formação. As considerações sobre uma abordagem reflexiva e a compreensão da experiência de ensino tomam como base teórica os estudos de Richards e Farrel (2011) e Tsui (2003). A análise das atividades refletidas compõe um relato de experiência sobre o desenvolvimento do desempenho como um professor em formação. Os resultados obtidos em cada classe serão investigados em termos de: cumprimento do conteúdo, participação do aluno, motivação do aluno / desempenho da tarefa e interação do grupo com todo o grupo. Analisando aspectos positivos, o desempenho dos alunos foi uma “variável” relevante considerada para a análise qualitativa.

**Palavras-chave:** Abordagem Reflexiva. Professor de Inglês em Formação. Escola Pública.

## ABSTRACT

The present study emerges from my participation in the English Language Pedagogical Residency project of the Universidade Federal do Ceará in a municipal public school in Fortaleza, from September 2018 to June 2019. The activities happened in the context of a full-time municipal elementary school in the English language lessons. Such classes involved 77 students from 7<sup>th</sup> and 9<sup>th</sup> grade and were held in the computer lab. The aim of this paper is to analyze how the post-taught class reflection influence on the construction of the teaching methodology and strategy during student teaching experience. The considerations about a Reflective Approach and the Understanding of Teaching Experience take as theoretical base the studies of Richards and Farrel (2011) and Tsui (2003). The analysis of the activities reflected composes an experience report about the development of the performance as a student teacher. The results obtained in each class will be investigated in terms of: content compliance, student participation, student motivation/task performance, and group interaction with the whole group. Looking at positive aspects, the students' performance was a relevant “variable” considered for qualitative analysis.

**Keywords:** Reflective Approach. English Teaching experience. Public School

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## 1. INTRODUCTION

This paper reports the experience lived in the classroom through the English Language Pedagogical Residence. This project took place in a municipal public school in Fortaleza located in the periphery. My role was twofold: to observe and conduct English classes for 7th and 9th grades. This opportunity provided a very relevant experience for my development as a pre-service teacher because it added knowledge that cannot be acquired only with the theories studied at the undergraduate program at the university. Some important aspects worth mention are the reality of public school, the context of students and the direct influence on their performance. Also, the importance, in practice, of the teacher's role in the teaching-learning process. The Pedagogical Residency project aims to provide the public school with an informed pedagogical intervention in English classes, in a tentative to avoid the traditional teaching model to promote a more conducive environment for learning English with higher quality.

From this perspective, after a fourth month period of observation, the Recreation in English Project was proposed. The pedagogical intervention project proposes the integration of activities/dynamics in English classes through games. The classes were held in the computer lab. The 77 students were divided into 04 groups/class of 9/10 and the conclusion/participation in the activities/games proposed in each class resulted in points for the groups. These points were accumulated throughout the project in 12 activities and in the end, the group with the highest score won a prize. The scoring system and groups were proposed so that define rules to prevent students from using Portuguese during games and/or misbehaving in class. These criteria also contributed to a balance between the competitive and the collaborative spirit in the teams. The objective of the project was to enable contextualized verbal interaction as well as reducing students' pressure and anxiety levels, making foreign language learning more effective, interesting and enjoyable.

The lack of interest in foreign language discipline in public schools is noticeable. This is due to the restriction of English language classes that do not meet students' expectations. It is not difficult to hear questions about the purpose of studying English in Brazil. The prejudice about the teaching English as a foreign language in public education is real and something that I could experience during this period of practice in the pedagogical residence. Awakening students' view of the fact that the English language opens a door to the globalized world and

can considerably expand their professional and academic possibilities is yet another task in the role of a teacher.

Given this scenario, this paper aims to investigate the importance of a daily reflection on each class taught and its influence on the construction of an informed teaching methodology, and strategy for the following classes. More specifically, we investigated the impact of these reflections on my repertoire as a pre-service teacher; how the goals and expectations influenced the lessons; and the opportunity to make teaching more appropriate to the context and needs of that particular class instead of just follow a lesson plan without taking into account student feedback even indirectly. The aspects discussed were the following: content observance, student behavior, participation and interaction between groups.

## **2. LITERATURE REVIEW**

### **THE REFLECTIVE APPROACH AS A TOOL FOR TEACHER PLANNING**

The reflective approach consists of a retrospective look at classroom actions (Santana and Gimenez, 2005). This approach enables the teacher to understand something new from the practice of the class, leading to informed adaptations in predetermined activities. For the teacher this generates autonomy and a more critical position in relation to theories, in addition to making him or her create own more human and developmental theories of students. Tsui (2003) states that there are three phases of teaching: *Pre-active, Interactive e Post-active*.

“... the period before teaching, when teachers are planning the lesson and evaluating and selecting teaching methods and materials. The later refers to the time when teachers are interacting with students in the classroom. (...) the “post-active” phase, to describe the period when teachers reflect on their teaching after a lesson and make decisions about subsequent teaching.” (2003, p. 22)

It is essential in this approach the exercise of reflection and criticism so that the teacher not only realizes what his students were able to learn or to go beyond the simple idea that the goal of the class was achieved. In addition, what the teacher himself can learn from that practice, where he was successful and what he needs to rethink/change in the pedagogical strategies used in teaching, and can be done to meet the demands of the reality presented at that time by those students and setting. After all, the methods and strategies we have learned in college will not necessarily be used, because they cannot predict the different contexts we will encounter in teaching practice (RICHARDS AND FARREL, 2011). Thus, in teacher education program is

not completed at the end of the degree course and his/her graduation at the university. However, this is a process of continuous development that occurs in the practice of teaching. From both teacher and student perspectives, the teaching-learning process is dynamic.

### 3. METHODOLOGY

For this qualitative study, data collection emerged from the experience of classroom practice and consisted of analyzing the positive aspects of the answers students to activities proposed. The practicum occur in English language classes in the computer lab (students at this school have two weekly English classes: one in the traditional classroom and the other in the computer lab). The classes in the lab presented the same content taught in the mainstream class but using the technological tool. This is an attempt to use a different instructional methodology and make learning more attractive. Initially, a diagnostic assessment was performed to assess the students' level of knowledge. From thereon, in the face of the required curriculum, a schedule/curriculum with the content was defined to be worked on each class, as below:

**Chart 1** – Schedule - Content 7<sup>th</sup> Grade

Diagnostic Assessment	All content of the past grade
Grammar	Verb to be
Grammar	Can/can't
Grammar	There is/are
Parcial Assessment	Verb to be, Can/can't, There is/are
Grammar	Imperative
Vocabulary	Kinds of music – music instruments
Grammar	Present Continuous
Vocabulary	Holidays around the world
Grammar	Simple Present

Grammar	Simple Present
Grammar	Adverbs of frequency
Parcial Assessment	All content until the moment
Grammar	Adverbs of frequency
Project Assessment	All content of semester
Project Conclusion	Award

Source: elaborated by the author.

**Chart 2** – Schedule - Content 9<sup>th</sup> Grade

Diagnostic Assessment	All content of the past grade
Grammar	Simple Present
Grammar	Phrasal verbs
Grammar	Simple present - Phrasal verbs
Parcial Assessment	Simple present - Phrasal verbs
Vocabulary	Health Problems
Grammar	Review
Grammar	Modal verbs
Grammar	Modal verbs
Vocabulary	Natural disasters
Vocabulary	The weather
Grammar	Present Perfect
Parcial Assessment	All content until the moment
Grammar	Present Perfect

Project Assessment	All content of semester
Project Conclusion	Award

Source: elaborated by the author.

For the analysis, two instruments were used: 1. Diagnostic Assessment (applied at the beginning of the semester) and 2. Project Assessment applied at the end of the semester). These evaluations were applied to the two experimental classes, 7<sup>th</sup> B and 9<sup>th</sup> A grades and to two control classes 7<sup>th</sup> C and 9<sup>th</sup> B grades. The control classes are from the same grade and have the same number of students from the experimental class. The data collected from the experimental classes will be compared with the data from the control classes. They reveal quantitatively if there has been any gain in the performance of the students who received the project. For the qualitative analysis, the instrument used was the reflective “protocols” as can be seen following.

The reflection process began intuitively since the first class, by observing how each group behaved in the face of the proposed activity. In a notebook, I recorded the score of each group - since each activity generated a score - as well as their behavior and involvement. At the end of the class, my resident classmate and I met in the teachers' room and started talking about everything that had happened in the classroom and the notes made. We clearly realized the need to make some changes in the activity for next class. The notes and this reflective moment eventually became part of our after-school routine. Of the 15 lessons scheduled, 15 were completed successfully in both grades. Which resulted in 07 reflective “protocols” by each lesson, all of them written notes. The activities/dynamics were defined and adapted throughout the semester by both external and institutional factors (i.e. changing class hours, standstill protests, unavailability of the lab, school events, etc.). As well as due to internal factors such as student performance, misbehavior, and receptivity activities, etc.

Over time, I could notice that the notes taken during and after classes and the reflective moments after classes were directly influencing in the activity already set for the next class. Thus, the reflections brought the need for a reevaluation of the activities proposed. With this in mind, a form called “Como foi sua aula?” was created to record these facts, to be completed at the end of each class. This form is composed of the following categories for class analysis: 1 - achievement of content (yes/no), student participation (low/medium/high), student motivation/task performance (low/medium/high) and group interaction with the whole (yes/no); 2 - Description of the events; 3 - Focal events: positive/negative; 4 - What changes can be

suggested? Based on this information, the strategies and methodologies were adapted to the rhythm of class development. Therefore, sequence of steps to the routine after class was designed and adopted. This sequence will be referred here as the *Adaptable Reflexive Cycle*.

This cycle begins from the starting point: the lesson planning. In this first step, we considered the students' context and profile to establish the most appropriate activity and didactics. However, despite all the planning, the teacher cannot predict everything, much less the outcome. This is due to the human factor that naturally generates unpredictability. Thus, the teacher enters the classroom with an expectation of results, but only at the end of the class will have data that reveal the effectiveness or not of his or her planning. According to Woodward (2001, p. 181), "Thinking about your lesson and courses too far ahead and in too much detail can be a waste of time. This is because things change [...]. Things you prepared earlier can turn out to be irrelevant or unsuitable". The author also highlights that "Planning in too much detail can also cause inflexibility in a program, crippling the teacher's ability to respond to students". This inflexibility in the planning leads to the mechanic practice of the teaching. It doesn't allow the teacher to reevaluate his or her previous decisions for those students. The result probably will be a frustration for both teacher and student. Woodward notes that the planning is an important and essential step. It is the moment when the teacher organizes his ideas, activities, necessary material, establishes the time for each lesson step, researches according to his needs, etc. On the other hand, one notices the need of this planning to be reevaluated and, if applicable, modified into long of the course. As soon as this reevaluation is made, it will be better for the students learning process result, because, in the end, this is the focus.

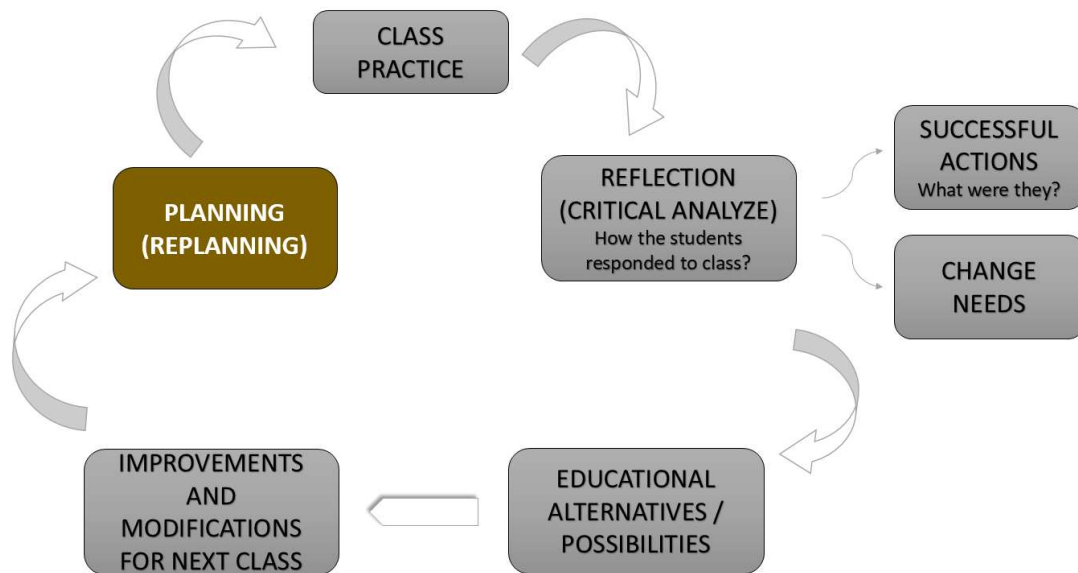
The second step is the teaching of the class. It is when the teacher tries to execute everything that has planned. And thus, when the pre-service teacher is able to find out if the planned theory will succeed. Although planning has happened not everything can be predicted in class, and chances of encounter with "surprise factors" are likely to come to play. Some factors as emotional, family, physical, economic and social may influence in the interaction flow between teacher and student. Only when in direct contact with students the answers can emerge.

After the lesson practice, the teacher was lead to the third step: the reflection on your lesson. In this part very important of the process, the teacher needs to be open mind to analyze critically his performance in the classroom and the students' response to activity that was proposed. He should look closely at both mistakes and hits made by him. Cause these positives



and negatives information that will lead him to think of alternatives and new educational possibilities. It is important to define which aspects will be analyzed in this reflection. For this study, the aspects analyzed were those that directly affected the project objectives for this specific school. After a reflective analysis of the lesson practice and analysis of the data obtained in the form "Como foi sua aula?" the teacher goes back to the starting point and rethinks his planning and the need for change. It was noticed that with the habit of reflection after lesson the teacher became more sensitive and able to interpret and analyze both his actions and from students. All information collected in this step was recorded on the form "Como foi sua aula?" This form have revealed the improvement and / or modifications need in the activity

and  
in the



didactic set for next class.

**Figure 1** - Adaptable Reflexive Cycle

Source: elaborated by the author.

#### 4. RESULTS

The project evaluation was based on data collection through a Diagnostic Evaluation carried out in the first week of class (with questions about the content of the previous year, the focus was to evaluate the student level). In addition, in the last week of class, a Final Project Assessment was conducted with questions addressing all the semester content (2019.1). Not all participating students were accounted for, as some missed one of the assessments. The table below further clarifies these numbers:

**Chart 3-** Assessments Accounted

<b>Grade</b>	<b>Total Students</b>	<b>Disregarded</b>	<b>Accounted for</b>
<b>7 B</b>	38	07	31
<b>7 C</b>	38	05	33
<b>9 A</b>	39	05	34
<b>9 B</b>	39	07	32

Source: elaborated by the author.

Based on the scores from the Diagnostic Assessment and Final Assessment, we classified the results into 03 Grade Groups:

- Group 1 – students below average (grade 0 to 4,9)
- Group 2 – students average (grade 5 to 6,9)
- Group 3 – students above average (grade 7 to 10)

The same evaluations were applied to two other 7th and 9th grade classes (control classes) who were not receiving any projects from the pedagogical residence.

Experimental Classes: Grade 7 B and Grade 9 A

Control Classes: Grade 7A and Grade 9 B

Age of participants: from 12 to 16 years old.

The grades of these classes were compared to the grades of the classes that received the project to see if there was an evolution of the latter compared to the others. We presented below the demonstration detailed by class:

**Table 1 - Grade 7 B – Data Experimental Class**

	<b>Diagnostic Assessment (DA)</b>	<b>%</b>	<b>Project Final Assessment (PFA)</b>	<b>%</b>
<i>Group 1</i>	09	29	17	54,8
<i>Group 2</i>	09	29	06	19,4
<i>Group 3</i>	13	42	08	25,8

Source: elaborated by the author.

**Table 2 - Grade 7 C – Data Control Class**

	<b>Diagnostic Assessment (DA)</b>	<b>%</b>	<b>Project Final Assessment (PFA)</b>	<b>%</b>
<i>Group 1</i>	07	21,2	26	78,7
<i>Group 2</i>	10	30,3	06	18,1
<i>Group 3</i>	16	48,4	01	3,1

Source: elaborated by the author.

According to the data above, we compared the performance between the two classes and observed that both had a drop in their performance. However, the control class regression was much higher than the experimental one, since the 7<sup>th</sup> B in DA had in G1 09 students and in PFA this number almost doubled going to 17 students. At 7<sup>th</sup> C, there were 07 students in G1 in DA and in PFA this number soared to 26, it is almost quadrupled. We can also see that the number of students left in Group 3 in PFA is much higher in the experimental class than in the control class.

**Table 3 - Grade 9 A – Data Experimental Class**

	<b>Diagnostic Assessment (DA)</b>	<b>%</b>	<b>Project Final Assessment (PFA)</b>	<b>%</b>
<i>Group 1</i>	25	73,5	18	52,9
<i>Group 2</i>	07	20,6	10	29,4
<i>Group 3</i>	02	5,9	06	17,7

Source: elaborated by the author.

**Table 4 - Grade 9 B – Data Control Class**

	<b>Diagnostic Assessment (DA)</b>	<b>%</b>	<b>Project Final Assessment (PFA)</b>	<b>%</b>
<i>Group 1</i>	24	75	17	53,1
<i>Group 2</i>	06	18,75	10	31,3
<i>Group 3</i>	02	6,25	05	15,6

Source: elaborated by the author.

From the tables above, it can be noted that both 9<sup>th</sup> grade groups had grades within Group 1 before to project implementation. In addition, it is noticed that this percentage decreased in both classes at the end of the project. However, it can be seen that the experimental class performed better than the control class since the percentage of students in Group 1 is smaller and in Groups 2 and 3 are higher. It is necessary to say that the behavior of the class during the project implementation went from a remarkable apathy to a controlled enthusiasm when they realized that their performance was improving.

In terms of the protocol reflections, of the 7 forms “*Como foi sua aula?*” completed for each grade, only 2 were considered for this analysis (appendices 1, 2, 3 and 4). Let's look at the positive aspect that an after-class reflection generated in the next class. Appendices 1 and 2 refer to the first class in which audio was used into the activity in both grades. The reflective action revealed that the use of this resource had a positive response from the students, as they became more focused, and the level of participation increased for those students who most frequently displayed indiscipline. Aspects as Attention, Commitment, and Participation were the ones most positively impacted according to the observations collected by the teaching

student. The outcomes suggest that this resource should be used again to confirm if the student response would still be positive.

The second class in which this audio resource was used, the content covered and the proposed activity were different from the previous class (appendices 3 and 4). The observations made in this class reveal that the use of audio in the activity was again well received by the students. They were interested and eager to accomplish the task. The level of attention, commitment and participation remained high. It is remarkable in the observations made the participation by the shyest students. They showed to be comfortable to participate, even saying a few words before their colleagues without the fear of making mistakes nor being embarrassed. In general, the project gave positive results in the experimental classes.

## **5. CONCLUSION**

Observing is more than looking at reality. By the teaching student perspective, the observation of pedagogical practice brings effective gains. A very relevant reason worth mention is it allows us to be in constant process of self-knowledge. Besides, it assists in promoting the improvement of pedagogical theories learned in the university. It is no use only to reflect on the practice. It is necessary to take action and do something about what was reflected. This early stage of teaching practice is a time for many discoveries. The teaching student needs to have open mind to these discoveries and flexible to the need for redesign that sometimes context and reality will require. Reflection is an exercise that helps the teaching student understand himself better as a teacher. This will contribute for your shaping and maturity process. This exercise must be done apart from arrogance; otherwise, the teacher will continue to reproduce actions that are inefficient that he does not admit. It will be necessary to take a critical look at oneself, distancing oneself for better understand. Humility is an essential element for the changes required by reflection to be put into practice. These changes will have to be planned and designed to meet the demands of the students and setting. They will also reveal to the student teacher the knowledge and skills required to be a good teacher and how to put methodologies and activities in practice. Teaching Experience is something that is built through its realization in practice.

This reflective action (protocol) shows that teacher development is a dynamic and collective learning. Dynamic because every class he perceives and collects new information. It

is collective because its students participate, albeit indirectly. In addition, informal dialogues with the head English teacher and other content-knowledge teachers, and the experience with everyday situations of the school, also contribute to the teaching student's view broaden.

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## **APPENDIX A - COMO FOI SUA AULA?**

**Data:** 10/04/19

**Série:** 7ºB

**Conteúdo:** Holiday / Present Continuous

Cumprimento do conteúdo	(X) Sim ( ) Não
Participação dos alunos	( ) Baixo ( ) Médio (X) Alto
Motivação dos alunos/Desempenho na tarefa	( ) Baixo ( ) Médio (X) Alto
Interação do grupo com o todo	(X) Sim ( ) Não

### **Descrição dos eventos:**

Nessa atividade, primeiro cada grupo teve que responder um formulário no Google Forms com imagens dos quatro principais feriados que escolhemos trabalhar e a partir dessas imagens eles teriam que responder questões com a utilização do Present Continuous. Depois, eles ouviram quatro áudios, cada um era referente a um dos feriados mencionados. Ao ouvir, eles tinham que tentar identificar de qual feriado aquele áudio estava se referindo. Os alunos se envolveram bastante, tanto na parte em que utilizamos o Google Forms quanto na parte em que fizemos uso dos áudios. Mas nesse último, eles demonstraram mais envolvimento e atenção. Percebi que eles gostam muito desse tipo de atividade, talvez por proporcionarem a eles uma proximidade mais real com o idioma. O desempenho foi razoável.

### **Eventos focais / Positivos**

- Apesar do desempenho ter sido razoável, considero que a atividade do listening ajudou bastante no comportamento deles durante a atividade, já que todos ficaram realmente concentrados e envolvidos. Mesmo quando alguns alunos faziam barulho durante o áudio os próprios colegas de classe repreendiam o colega pra poderem se concentrarem mais.

### **Quais mudanças podem ser sugeridas?**

Irei utilizar mais o recurso do áudio nas aulas seguintes para ver se terei o mesmo envolvimento dos alunos e se realmente com esse recurso o desempenho deles melhora.

## **APPENDIX B - COMO FOI SUA AULA?**

**Data:** 10/04/19      **Série:** 9ºA      **Conteúdo:** Natural Disasters / Modal Verbs

Cumprimento do conteúdo	(X) Sim ( ) Não
Participação dos alunos	( ) Baixo ( ) Médio (X) Alto
Motivação dos alunos/Desempenho na tarefa	( ) Baixo ( ) Médio (X) Alto
Interação do grupo com o todo	(X) Sim ( ) Não

### **Descrição dos eventos:**

Nessa atividade, primeiro cada grupo teve que responder um formulário no Google Forms com imagens dos quatro principais desastres naturais que escolhemos trabalhar e a partir dessas imagens eles teriam que responder questões com a utilização do Modal Verbs. Depois, eles ouviram quatro áudios de noticiários ou reportagens sobre cada um dos desastres mencionados. Ao ouvir, eles tinham que tentar identificar de qual desastre aquele áudio estava se referindo. Sem dúvida, essa foi a aula em que eles mais se envolveram até agora, especialmente na parte dos áudios. Todos estavam engajados em seus grupos e o desempenho foi muito bom, uma boa parte deles conseguiu identificar não só as palavras solicitadas mas também outras como: nome de lugares e outros desastres mencionados no áudio.

### **Eventos focais / Positivos:**



- Controle em sala de aula - A utilização do áudio colaborou na disciplina deles durante a atividade, pois não ficaram conversando nem com brincadeiras uns com os outros, o que normalmente acontece. Mesmo quando alguns alunos faziam barulho durante o áudio os próprios colegas de classe repreendiam o colega pra poderem se concentrarem mais.

### **Quais mudanças podem ser sugeridas?**

Irei utilizar mais o recurso do áudio nas aulas seguintes para ver se terei a mesma resposta quanto ao envolvimento e desempenho.

## **APPENDIX C - COMO FOI SUA AULA?**

**Data: 08/05/19      Série: 7ºB      Conteúdo: Simple Present / Daily Routine**

Cumprimento do conteúdo	(X) Sim ( ) Não
Participação dos alunos	( ) Baixo ( ) Médio (X) Alto
Motivação dos alunos/Desempenho na tarefa	( ) Baixo ( ) Médio (X) Alto
Interação do grupo com o todo	(X) Sim ( ) Não

### **Descrição dos eventos:**

Nessa atividade, no primeiro momento, eles tiveram que ouvir uma música que falava sobre uma rotina (com uso do simple present) sendo que cada grupo recebeu a letra da música separada por sentenças e enquanto ouviam a música deveriam pôr em ordem as sentenças de acordo com o áudio. Depois, um representante escolhido pelo grupo teve que ouvir a música e fazer a mímica de acordo com o que estava ouvindo. O resultado foi muito positivo, pois assim como na primeira atividade com o listening, eles se envolveram e focaram a atenção total no áudio na tentativa de entender as palavras. Só um dos grupos teve uma pontuação baixa, mas mesmo esses foram bem participativos nas atividades. Realmente fica claro que eles gostam muito desse tipo de atividade quando utilizamos o listening.

**Eventos focais / Positivos:**

- O desempenho no geral foi bom. A atividade do listening impacta diretamente no comportamento deles durante a atividade, pois os deixa mais atentos e animados querendo ouvir e tentar acertar, deixando de lado a timidez e o medo de errar.

**Quais mudanças podem ser sugeridas?**

Talvez trazer mais atividades utilizando o listening de maneira que os alunos interajam com a música igual foi feito com a mímica.

**APPENDIX D - COMO FOI SUA AULA?****Data: 08/05/19****Série: 9ªA****Conteúdo: Present Perfect**

Cumprimento do conteúdo	(X) Sim ( ) Não
Participação dos alunos	( ) Baixo ( ) Médio (X) Alto
Motivação dos alunos/Desempenho na tarefa	( ) Baixo ( ) Médio (X) Alto
Interação do grupo com o todo	(X) Sim ( ) Não

**Descrição dos eventos:**

Nessa atividade, os alunos ouviram a música “We Are The Champions” do Queen – utilizamos ela pois a mesma faz muito o uso do Present Perfect - sendo que cada grupo recebeu a letra da música separada por sentenças e enquanto ouviam a música deveriam pôr em ordem as sentenças de acordo com o áudio. O envolvimento e a participação dos alunos hoje foram tão bons quanto na primeira vez que trabalhamos o listening com eles. Por ser uma música que eles já conheciam e gostam, só não sabiam a letra e isso os instigou a tentar organizar a letra da música.

**Eventos focais / Positivos**

- Controle em sala de aula - A utilização do áudio colaborou na disciplina deles durante a atividade, pois não ficaram conversando nem com brincadeiras uns com os outros, o que normalmente acontecia.

**Quais mudanças podem ser sugeridas?**

Irei utilizar mais o recurso do áudio nas aulas seguintes.