



**UNIVERSIDAD DE SONORA**  
**FACULTY OF FINE ARTS AND HUMANITIES**  
**DEPARTMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes

Fall Semester of 2019

Student: S2

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?** I started learning English at a bilingual kindergarten in Cananea, Sonora. I also was exposed to the language at a very young age because part of my family lives in Tucson, Az. It was really helpful for me traveling to the U.S. every weekend to practice my English. In addition, I went to a bilingual elementary school in where most of my classes were content-based. I continued studying in a bilingual middle school as well. In high school, I had English classes for two semesters but there were not that advanced. In the B.A. I practice my English a little bit more and I have learned more deeply the rules of the language. Also, I learned English by listening to songs and watching movies in the language. I still travel to the U.S. to visit my family so I continue practicing my English.

**When did you feel more motivated or less motivated to study?** Since I was little I wanted to learn English so I did.

**Did you contribute voluntarily in your English classes? Why (not)?** Yes, I think that I was more participative in my English classes when I was a child than today.

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?** I think that now I am more conscious when I write or speak in the language than at the beginning.



## READING:

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

### **To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I've always struggled with reading comprehension so I think that writing reading reports and doing TOEFL-like reading practices helped a lot because I got the chance to practice more my reading skills.

## LISTENING:

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

### **To what extent do you think these activities helped you improve your listening skills in any way during this course?**

I think that the practices of listening that I did were very useful to me. I think that I had improved my listening skills. The discussion forums were helpful because I had the chance to listen to my classmates and be able to understand them in order to interact with them as well.

## WRITING

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

### **To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

I think that my writing skills had improved because now I have more deeply notions on how to write at the level of a paragraph and of an essay as well.

## SPEAKING

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)



**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

The discussion forums were useful since I had the chance of recording myself several times and correcting my mistakes when speaking. I sometimes felt desperate when doing all these activities because I had to record myself many times until I had a good result.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

I think that the way in which we answered the grammar book was not very helpful to improve my grammar skills since we had to answer all the book at the end of each unit by our own and not all together. We had a very little introduction of the grammar at the beginning of every unit. However, in the grammar presentations I learned more about grammar. I think that what most helped me to improve my grammar skills were the TOEFL-like practices because I received feedback.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

I think that the PPP was the approach that I liked the most during the presentations since it is easy to follow and the way in which grammar is presented is appropriate. I think that presenting with my team helped me to practice my teaching. I also liked that I received feedback after each presentation in order to improve my teaching skills.



## GENERAL OPINION ON THIS COURSE



**In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

In general, I liked this English course because we had the chance to practice and to improve the four skills: listening, reading, writing and speaking.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S4

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

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**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

Aprendí ingles desde casa y por supuesto intentando aplicar lo que nos enseñaron en escuela pública.

When did you feel more motivated or less motivated to study?

Me sentí mas motivado cuando cumplí 15 años y pude entender lo que decía una serie que me gustaba mucho

Did you contribute voluntarily in your English classes? Why (not)?

Si, quería aplicar todo lo que sabía.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

Las mayores diferencias son que no me tomaba tan enserio el proceso de aprendizaje como lo hago ahora.

**READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.



To what extent do you think these activities helped you improve your reading skills in any way during this course?

Me ayudaron bastante, fue una practica muy util en mi opinion.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

Fueron muy utiles, aunque al inicio no veía el punto.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

Fue el tipo de practica que mas me sirvió. Ahora me siento mas capaz al redactar escritos académicos.

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible  
En todo momento me senti confiado, pero conforme avanzaba el semestre me sentia todavia mas seguro.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally



there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

Pude mejorar mis conocimientos gramaticales y emplearlos en practica.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Estas actividades fueron bastante efectivas, ahora me siento mas preciso al enseñar el idioma

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

Este curso fue bastante educativo, y creo que me trajo conocimiento muy importante.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel







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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S5

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

I learned English throughout middle school but it wasn't until I was in high school and I entered to the general courses of the department of foreign languages when I learned the bases of what I know now.

When did you feel more motivated or less motivated to study?

When I was in the general courses, I really liked the way teachers taught and that was the moment I felt motivated to study English teaching.

Did you contribute voluntarily in your English classes? Why (not)?

Not at first, I attended to classes because my mother made me but then I started to actually enjoy the class and I continue taking the next courses.

What are the main differences between you as a language student in the past before enrolling in Uni) and you as a language student now?

Honestly, I think I felt more motivated when I was a language student in the past because the classes were so easy for me and I always did great.



## **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I think that helped me to read a little bit faster and to look better for the main ideas.

## **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I think that helped me to pay attention to long audios for longer time.

## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I think due the constant practice, I could improve my writing skills, nevertheless, I do not think that I learned much about argumentative essays.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video).

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I think that I am a little bit more fluent in the language and I can explain myself



better than when I started the semester. In regarding to the audios of the forum, they made me feel a little bit anxious at first because I had to do many attempts in order to make it right.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I really like most of the presentation because most of my classmate did a great job but I did not enjoy the book practice because it was a little tedious. On the other hand, the TOEFL exercises were very useful because I practiced and learned grammatical rules.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, because in those types of activities we can put in practice what we learn in all classes not only in the English class and also help us to get rid of the nerves of presenting in front of a class.

## **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I liked the forums as well as the activities we did throughout the semester, however, I think there were too many activities scheduled and for this reason I felt the course was overloaded. Taking in consideration the other subjects and their other projects this semester was a little bit hard for us.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel





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**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S6

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

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**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

I learned English as a child when I was in Elementary school. I went to a bilingual school in Cananea so ever since I was 5 years old. Although when I was a baby we went to live to the US but we stayed there only 3 years and we came back to Mexico, then started Kindergarten in Cananea, still my first language was Spanish. I don't really remember knowing any words in English but I was exposed to it.

When did you feel more motivated or less motivated to study?

I was really young when I started studying English so I do not actually remember how I felt. But I do know that I really liked the language, so I think I was motivated to go. After elementary I did not go to bilingual schools and I missed that. But now in Uni I feel less motivated, which is sad, but I am trying to get my motivation back.



Did you contribute voluntarily in your English classes? Why (not)?

I remember I really liked to read and when the teacher asked who wanted to read I would always raise my hand. I used to participate in most of my classes and I tried to always do my assignments and put effort to the things I did.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

I think that I was more fluent before, but that is probably because I did not speak and practice the language very much since I did not need to, only when we went to the US or so. But I still listened to music, videos and movies in English since I really like the language. After enrolling in Uni I realized that I knew many things but I did not know the rules or grammatical structures of them, or sometimes I knew it was right but I did not know why. And I started practicing speaking more again.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I have always struggled to read long paragraphs and concentrate on what I am reading and comprehend the whole text. I used to go back and reread it. But now I feel that with the reports I have improved my reading skills much more.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I think they did help me a lot to improve my listening skills, I remember that at first I struggled concentrating when listening to long conversations in the TOEFL practices. But



as we practiced more I was able to understand the main idea of what they were discussing and focusing more on the listening practices.



## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I feel they were very helpful because I learned how to use more connectors and I think I got better at summarizing so it could all make sense and be coherent.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I do like speaking activities but I feel like I need to practice my fluency more, In the speaking tests I always made many pauses or did not know what to say. I always feel nervous when I need to speak in front of the class for presentations or so but I think that is because of my classmates. But I liked doing the audios and I felt relaxed, also I liked the topics we had.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?



I think the TOEFL practices helped me a lot with grammar, also the book practices since I had to write all of the information. I believe I improved my grammar skills throughout the course.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, I think it may seem easy but in reality is not as easy as it seems, there are many things that need to be considered when teaching. But the feedback helped me a lot and I realize the mistakes I did and the things I could improve.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I really liked the course and the activities that were done, the way the class followed up and how we practiced all the skills. I had some problems at the end of the semester and I think that affected my development in class and that I could not concentrate some times, but I tried my best to keep going and get things done. I liked the way you would give us tips and teach us things on how to become better teachers. I feel that I learned a lot during this course.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel





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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S7

**OVERVIEW**

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**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

-I learned English mainly because I lived part of my life on the United States, I spent the first 3 years of elementary school there and I think I owe my good (I think) pronunciation to that part of my life, but I didn't learn much about grammar and complex things since I was very little. Later on, I came back to Mexico and finished my elementary here, the teachers were regular and English was not really a priority. My experience with English on middle school was not the best either, since my English teachers would always be absent, and when I did have my classes they barely taught us anything, I didn't practice my speaking at all and I noticed that I started forgetting some of my English. Then, on high school I went to a private school (Instituto Vanguardia) in which I had great teachers that definitely worked as a motivation for me to become an English teacher, I feel I really improved my English. Now that I am in university I am completely surprised by the quality and preparation that most of the teachers that Unison offers, at least in the English category.



### **When did you feel more motivated or less motivated to study?**

I felt less motivated for example on cases like my middle school years since I mentioned that my teachers never taught us anything important and they were always absent, sometimes I even felt like I knew more about some topics than the teachers themselves, which felt weird to me, I personally like knowing that I have a prepared teacher to feel motivated to study.

I also feel more motivated to study when the teachers make a noticeable effort in the contents of the class and when they seem like they care about us learning.

### **Did you contribute voluntarily in your English classes? Why (not)?**

Yes, I participate from time to time but not always, but for some reason I have never liked participating in class, not because I'm not interested but I don't enjoy attention if that makes sense, however there is something about English classes that make me want to participate more.

### **What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

I feel like before my knowledge was very superficial, I thought I knew English because I was fluent and could keep a conversation, but when I enrolled in Uni I realized that there was many content that I wasn't aware of, I feel like now I know more complex things.

### **READING:**

**In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.**

### **To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I have never considered myself a good reader, but before these activities I struggled significantly on focusing when I read, and after them I feel like they helped to expand my focus range and my comprehension abilities. Since most of the readings were with more complex words that I was not used to, I think they also helped with my vocabulary at the same time too.

### **LISTENING:**

**In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.**



**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

Listening activities are one of my favorite types, since they are more dynamic in my opinion. Activities like the toefl practices and the audio fora specially helped me to develop my listening abilities more, since to me they are the less boring ones, so I feel I was more motivated. On one side I liked the TOEFL activities since they had slightly more formal language but on the other I also liked the fora since the language was significantly more colloquial and casual, so I could say that both activities helped me, one for more academic English and the other for more casual day to day English listening.

**WRITING**

**In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.**

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

I needed help on my writing so I believe these activities helped me improve and get out of my comfort zone since I wasn't used to write much.

**SPEAKING**

**In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)**

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

Speaking activities were one of my favourites, I felt pretty confident and relaxed while doing them. I feel these activities helped me improve my speaking in the sense that I had to use certain grammar when I spoke, which I was not used to so it was interesting and challenging to do.

**GRAMMAR**

**In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.**

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**



This helped me since grammar was my lowest score on the toefl so thanks to it I was able to realize this and try to improve my grammar or at least be aware about this problem and pay more attention to it.



### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

Yes since while doing these types of presentations and also by watching my classmate's presentations I realized I did learn about grammar, since I thought I knew most of grammar and English in general but many of the structures explained were things that I did not know or that I hadn't had enough practice.

I also feel these presentations helped me improve my grammar teaching skills since it was something new for me and I hadn't had the chance of practicing this before, so the whole process of making a presentation and explaining it left me some experience and I learned from some errors and the feedback that the teacher gave us.

### **GENERAL OPINION ON THIS COURSE**

**In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

I think this was a very complete course and I feel like I definitely learned a lot of things, especially things that will help me on my future teaching. At first I was overwhelmed as the speed of the class was very fast and there was many things to do in a short amount of time but I think that later on I got used to it. I liked the teacher's positive attitude all the time and the fact that he always gave us feedback and helped us be better.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes

Fall Semester of 2019

Student: S8

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

I started to learn English on my own. I have always liked the language and my goal was to speak very fluently. I never googled for grammar or something, I pretty much learned first by listening to songs and watching tv shows and movies. I have listened to English songs and watch tv in English since I can remember. I was stubborn, and I remember that my goal was to sing songs and pronounce them exactly as it should be, so I would read the lyrics and say it aloud and then sing once I felt I was ready. I used to do this repeatedly. I remember that I had a very good teacher in secondary and I learned a lot from him. He was the only one who really cared in those times to teach us English. Also, he motivated me a lot to learn because I could tell that he really liked his profession and his classes were great, that also motivated me to learn. Once I was in preparatory and I had to decide what was I going to study, and I figured out that this one. I decided that I wanted to practice my English more. I consider that I was good at that time, but I knew that I could improve, so when I was 18, I entered to Fast 'n Easy and learned a lot there and got so much better. Also, I discovered that I had chosen the right profession because I met Eri... and she taught me a lot and inspired me. Then, I finished the course and started to work there. (I know this is not "explaining a little", sorry)



### **When did you feel more motivated or less motivated to study?**

Whenever I have a very good teacher. For example, at Fast 'n Easy, I had great teachers there, for example Eri... as I mentioned above and the classes in general were great and dynamic. I don't think that I have ever felt unmotivated to learn English because I love the language since I was little kid.

### **Did you contribute voluntarily in your English classes? Why (not)?**

Yes, I remember that I was very participative because It was something that really was interesting to me.

### **What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

Well, I think that before I didn't really practice my English, not even a little, since none of my friends spoke the language nor felt interested to study it. When I entered to the Uni, I remember that It was a little difficult to follow the teacher as he/she spoke and now It is easy, my ear is trained now. So, I think that in Fast 'n Easy and in the Uni I got more emerged in the language in all the skills. Also, my English before Uni was more for like talking with friends conversations, and now my vocabulary has expanded a lot and I am able to express more formal and for educational purposes.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

### **To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I believe that these two activities helped me a lot to read faster and to comprehend better. I believe that this is the skill that I need to develop more because I am not used to read. So, these activities were very helpful because they required me to focus. I noticed that through out every reading it was easier to focus and that I could spend more time focusing on reading, I could read faster and to comprehend better and before these, I has to read the same page several times.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

### **To what extent do you think these activities helped you improve your listening skills in any way during this course?**

I think that they helped me to listen for specific information and to concentrate about it.



Sometimes in the toefl practices there were long audios talking about topics of which I did not know much about, so I had to really pay attention to listen for the main ideas.



## WRITING

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

## SPEAKING

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

As I mentioned in the interview, I think these activities helped me to be more fluent and to organize and say my ideas in a short time. In the audio one, I believe that I got nervous and didn't explain as accurate as I intended but the video format It is not one that I would like to do and I think that affected a bit.

## GRAMMAR

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

I think that we had a lot of grammar practice and they really helped me to improve my previous knowledge and I added some more as well. There were aspects about my language that I did not know that I did wrong and with all these activities I could realized in what areas I needed to improve.





## TEACHING OF GRAMMAR



In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, I feel it helped me a lot to improve the way I teach grammar, although I am already teaching, there were some things in the feedback that I hadn't considered before, such as the way of standing in front of the students. Using the PPP helped me to follow an order in the class. Although, I have to say that I felt very stressed sometimes because there were a lot of presentations to do plus all the other activities in this course and other classes.

### GENERAL OPINION ON THIS COURSE

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I liked the course, I think that I learn a lot, the one thing that I learn most from It are the forums(even when I don't like them) as I told you in the interview and I learned a lot from the presentations as well. Although I think that the flow of the class was very repetitive because everyweek we did the same activities, that helped me to know what I needed to do. I think that working in teams was really good because I could rely on my friends and learn with them.

I ought to say that I felt very stressed in this course because I considered that there was a lot to do almost every day and felt non-stop. I know that we have to work a lot, but sometimes I couldn't pay a lot of attention to other classes that were also important because we had a lot of work here. And well, I work too and live very far away from school and work, so It was really difficult to me to be updated in everything and I was overwhelmed.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel





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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S9

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

- I learned it in Tucson, my family and me moved there starting kindergarten, I was one month in Mexico and the rest up to fourth grade in Tucson. I also had extra classes (+1hr) in the same school but taught in Spanish teaching English. In my house the Tv was also always in English and I loved to read in English and always participated in spelling b's (I enjoyed it) without knowing how to speaking correctly. I also often participated in contests about story writings (without knowing how to speak correctly). In Mexico only in the classes gave in Elementary, middle school and high school but I kept reading and watching tv in English.

When did you feel more motivated or less motivated to study?

-One month after I entered kindergarten in Tucson because I had a Spanish speaking friend but the teacher put us in separate classes because I depended too much on her. So I didn't want to keep struggling to communicate and keep getting frustrated and I gave all the efforts I could.

Did you contribute voluntarily in your English classes? Why (not)?



-Yes, because I wanted to communicate and be able to participate in the contests that went on in school. Also because I love sports and I wanted to enrol in one and be able to understand.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

-I have ALWAYS been bad at grammar. I didn't know even one rule of why something was the way it was. It was always because it sounded right. Now, I know not many truly, but some and I can even explain them.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I learned more metalinguistic vocabulary and I think my attention span for these types of readings increased.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I get really anxious and impatient listening to someone speaking wrong (even though I do so sometimes) so that for a helped. The toefl one's helped because I am EXTREMELY easily distracted and it helped me focus more.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I am bad at formal writing I get really stressed, so it definitely helped. I am certainly not the best in any way but I did feel progression.



## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

Anxious because I hate planning what I have to say and I felt that I had to plan it because I speak too fast and I couldn't reach the time asked.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I was definitely more conscious of the grammar rules. Besides, I hate grammar, I hate the rules, I am fine with it sounding correct to me because that way it does not stress me so it forced me to put more effort into trying to learn them.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, they helped me a lot because we practiced it a lot. Now I am traumatized.





### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I felt that I actually learned something for the first time in the 5 semesters of English. I liked the sequence in activities and how each day was planned. I definitely feel I progressed so I thank you for that. I also consider that you are my favourite teacher in the 5 semesters here for many reasons; one being that you seemed to actually care for our improvement and your good planning strategies. Your charismatic personality also helped for the class, don't change that. (I know I was almost always asleep or distracted but in my way I did pay attention).

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S10

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

had attended private schools since I was 7 years old up until high school. I had English classes at least twice a week. At 18 years old, I took private English classes at an English Language Institute where I learned most of the grammar rules I know today.

When did you feel more motivated or less motivated to study?

I feel less motivated when I know my performance in the language is going to be graded since I am just beginning to understand the principles of the language.

I feel more motivated when teachers allow us to do the assignments and it does not matter if we do not get everything right and still give us a good grade to keep trying. But, them telling us where we are failing is necessary to take it into account for the next time.

Did you contribute voluntarily in your English classes? Why (not)?



I did not speak much in my English classes because of insecurity and personality, but I was always voluntarily attending because I like to learn even if it does not seem like it.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

Before I did not know how to explain the reasons why some rules are used. I only knew how to use the language lightly. Now I can explain in more detail to a language learner the 'why' of the grammar points.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

- a) The academic journals actually helped me to develop my reading fluency. I used to struggle to understand each paragraph and I feel like I can do it a little bit faster than before.
- b) The TOEFL-like reading practices did not help me much because I could not go back and forth whenever I wanted. In fact, it made me more insecure to see that my classmates could read faster and understand the texts easier than me.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

- a) The TOEFL-like listening practices helped me to deal with the time pressure and now I know that I have to remember key points from the audio in order to answer the questions.
- b) The audio fora was entertaining but a little bit stressful when I did not know what to reply back to my classmates. I also could not understand many audios because their English proficiency is low. My listening skills did not improve with the fora.

### **WRITING**





In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

Before the class I was good at writing paragraphs. During the class I forgot how to write them and when we had to practice I could not finish them. When it was time to write my essay I went back to the folder that had the video where it is explained by steps and I could remember how to write an essay. I went back and forth the video along with the grammar book to look at the connectors that I could use. In the end it was easier for me to connect my ideas. I honestly believe that after we reviewed summarizing and paraphrasing my skills in writing improved. I also can see progression when connecting ideas, something with I used to struggle a lot.

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

They helped me to organize the ideas I wanted to convey. The only forum that made me a little nervous and embarrassed was the one with the video because I did not want to look dumb to others. The audios made me feel anxious because I felt like I was not going to have time to reply to my classmates since they uploaded their audios until the last minute. And, the only forum that made me feel relaxed was the text since it was the easiest one to do.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

At first, I thought all that work was a burden and I was really scared of presenting the grammar classes with my group in front of everyone, but after the third presentation I was



already used to it. The book helped me to create the activities for the presentations and reinforce my knowledge in the grammar. The book also contained important information that was in the TOEFL-like grammar practice tests. One of these points that I would have not been able to recognize if it wasn't for the book is parallel structure. Additionally, I find the practice of activities online really entertaining and also helpful.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, they did help me to see how a well-structured lesson should be. They also helped me to feel more confident each time I put a step in front of the class. I already had an idea how to make a PPP lesson, but I never tried the TTT one before. I found both to be appropriate for the classroom, being PPP the one used more often and TTT occasionally. In the presentations we all started trying to teach a lot of vocabulary, but we later understood that it has to be limited to just a few words each time. My knowledge in how to teach grammar did improve.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I did not like that we almost did not have time to answer the book in class. I also did not like how repetitive every week got, knowing what we were going to cover everyday became boring. About the fora, it was exciting to know what the theme was going to be each week. I liked getting to know more about my classmates. I think the TOEFL-like reading and writing practices can be improved. We did not have enough time to practice those two and I feel like those are the main skills that need the most attention since we struggle to comprehend whole texts and connect ideas when writing.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!



Gabriel





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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S11

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

I started learning English by playing videogames, later my parents signed me up into the general courses of English at the Unison, since that I continue learning English on my own.

**When did you feel more motivated or less motivated to study?**

I feel motivated when I took the level 6 of English here at the Unison.

**Did you contribute voluntarily in your English classes? Why (not)?**

Sometimes yes, because they were assignments that were too easy to do that, I said to myself: "you can do it later, not now"

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

At the beginning I did not like it because I thought it was a waste of time; however, I started to like it.



## **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

The reading of academic articles helped to increase my reading time.

The TOEFL helped me to focus more while reading.

## **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

The TOEFL helped me to focus more and pay attention on what is the message that people is trying to convey.

The fora helped to know more about my classmates and to listen carefully what they say.

## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

To use it properly correct on my writings.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**



They made me feel more confident while doing the audios and while holding a conversation.



## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

The presentations helped me a lot because we were able to focus on one aspect of a grammar topic, but also, we needed to learn maybe not all the grammar but the basics of it.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

Yes, in a near future we can choose between one of these methods.

## **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course, what did you like, what did you not like, and what do you think can be improved?

What I did not like was the use that we gave to the book, maybe after a presentation student and teacher can check the unit of the grammar that they are learning in order to be on the same page



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**FACULTY OF FINE ARTS AND HUMANITIES**  
**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S12

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course? I learned English with my father's help, he used to talk with me in English and he always listened to music in English. I also learnt in elementary school (Instituto Minerva) at Cananea Sonora.

When did you feel more motivated or less motivated to study? My elementary school teachers helped me find the motivation to study but I think that I lost motivation when I entered the B.A. because I did not wanted to study to be a teacher.

Did you contribute voluntarily in your English classes? Why (not)? At first no, but with time I started gaining confidence to participate in class and I learnt to love books and literature.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now? In the past, my English and my pronunciation were not very good. In the present, I can notice that my English and pronunciation have improved as well as my confidence.

**READING:**





In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course? I think that they did not helped me at all.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course? They did not helped me at all.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course? They did not helped me at all.

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I think that my speaking skills improved with the help of these activities but mostly because I practice a lot at work, I felt very anxious and embarrassed because I don't like recording myself.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a



grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course? They did not helped me at all.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not? No, because I really don't like presenting at all. It just boosted up my anxiety.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I did not like presenting at all, I think that the number of presentations were a little excessive and they made me feel extremely anxious. I did not like the discussion forums where we had to record ourselves, I did not like that we had no option but to use Mendeley or other difficult applications for our works because they are difficult to use.

I really like that the teacher was always trying to motivate us and make us feel relaxed, it is evident that the teacher really loves his job.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel





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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S13

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

I didn't really learned English in a formal way until I was in a secondary school. It was a bilingual school and a kind of sink-or-swim situation since I did not know much about English and half the classes were given in that language. I needed to learn fast; otherwise I would fail the classes. Back then is when I learned most of my English, in high school I was part of an English conversation club meant for students who were advanced in English and did not need to take the normal class. In 3<sup>rd</sup> semester I wanted to continue my English studies so I enrolled in UNISON's English general courses. I took the test and got into the 7<sup>th</sup> and final level so I just studied one semester. That was all the English I had until I entered the BA in English Teaching. In these 5 semesters I have learned English but in a different way, it is more about understanding its rules and how it works rather than content like vocabulary.

When did you feel more motivated or less motivated to study?

When I was in secondary school at first I did not liked the language because it was really stressful to be in a room where you are not able to understand what is going on. But once



I overcame the first few weeks I really got to like it. I think it was because of the same reason that I had to learn a lot and fast that I acquired language rather fast. Once I was able to communicate I enjoyed my classes and the subjects; there was even French class and I got to love it. That is when I knew I liked languages.

I think the moment I feel less motivated to study is when the subject is really technical, like some classes in the University. I think it is because all learners want to learn a new language to communicate but us as future teachers need to learn the language in order to explain it and that changes the perspective a lot.

Did you contribute voluntarily in your English classes? Why (not)?

Yes, maybe I did not contribute a lot but when I had an idea or something to say I would do it. I also contributed to the research because I feel teacher should work together and just as the teachers asked us to help him with an investigation, if I want to do research someday I want my students to help.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?  
When you learn English as a subject in school the aim is to be able to express yourself and communicate. As a language student preparing to be a teacher our aim is effective communication done correctly (grammatically speaking.) We focus more in the language structure and syntax because we are not only going to use the language to convey messages but also to explain the nature of the language itself.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

Personally, I am not a big fan of writing. I find it difficult mainly because of the connectors and punctuation; so at first I was not thrilled with the activities. But as the time passed I found myself being able to complete the tasks faster and I think it is because I developed fluency at reading and did not struggle to find the words I needed to connect my ideas. All the activities helped me to have the practice I did not have before and the TOEFL practices made me realize what I needed to work on.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I think what helped me most to develop listening skills was the TOEFL practices. The discussion fora were interesting but since all the students have the same level of fluency it was not that challenging. In the other hand, the TOEFL audios were made by



natives so it was not that easy to understand and also the fact that they were not all about topics I understood entirely I needed to pay closer attention to the context and other information the speakers might say.

## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

The activities were a good practice since these subjects were already seen in English 3 but some of them I forgot. It was a good exercise but I would have liked to have a little more feedback, especially in the essay since it was the only one we wrote during the semester and I would have liked to be more prepared and know my strengths and weaknesses when it comes to writing.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

At first I was anxious because all my classmates were going to listen to my audio and I wanted to have a good fluency so I took a lot of time in the recording time. The ones where we had to use audio were more challenging since I had also to take of my body language. The last forums I felt more relaxed and I did not struggle that much to have the length the audio was suppose to be. Another think I observed that at first I used to write what I was going to say and by the last forums I just recorded myself and starting talking. I think it is because all the practice I am able to arrange my ideas as I am speaking.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?



The overall grammar presentations (by teacher and students) were very useful in many ways; they worked as an example of teaching and also an entertaining way to present the content. The practices and schoolology were helpful to remember a little bit more and actually test my knowledge. Finally, the TOEFL parts of grammar gave me a lot of information about what I needed to work on and I think they were really good. I just wish we would have had some kind of tracing to keep working on those individual needs.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, I really liked the presentations and the fact that we received feedback for it, I think it was a great opportunity to try new things so a teacher can tell us of we are going in the right track of if there is something we need to change. I just have that issue were I had a lot of information about my topic and not so much time to explain it. Maybe the sessions were students present their final project should be more extent so all the information can be given without time pressure.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I liked that in one way or another we worked on the four language skills. I liked that there was time for the teacher to present information and other for the students since we do not have a lot of opportunities to practice our teaching if we are not working. Maybe there could be less discussion fora because I think it is not that necessary when the class is face to face but if it were it would be really good. I also liked the opportunity to teach a subject and the feedback.

Thank you teacher! Have a great vacation/Christmas 😊

Thank you for all your comments, they will be used to improve the learning experience of other students like you!



Gabriel







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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S14

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

When I was nine years old my family and I moved to Mesa, Arizona. I did not know any English but my parents sent me to a normal American school where all classes were given in English. There I started going to special classes one hour daily. I learnt the abc's, pronunciation and vocabulary. But I do not recall a formal learning, I just remember one day waking up and already being able to talk, understand, read and write in English. This was six months after I first arrived. Since I was exposed to the L1 constantly, I acquired the language. I lived for three years in the United States. All my content classes were in the L2, science, math, biology, etc. Once I returned from the USA to Mexico I did not study English again formally until I entered to the BA in English Teaching.

When did you feel more motivated or less motivated to study?

I definitely feel more motivated now. Now I have a specific purpose to study, I am where I want to be, doing what I want to do and preparing myself for what I want to accomplish in the future. I have all the motivation that I need.



Did you contribute voluntarily in your English classes? Why (not)? Yes, when I came back from the USA I entered secondary school and I was always participating in English classes because I was the one who knew all the answers. I found English very easy. I could say that now being in the BA I find more difficult to participate and involve since I feel that it demands me a higher level that sometimes I feel I do not have.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

I find that now I feel more motivated but more challenged since I am constantly wanting to be better and have more fluency, more vocabulary, have a great grammar, etc. I demand more to myself.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I found out that reading academic journals really helped me to improve my reading skills. I normally do not read academic work since I sometimes find them too long and I get bored easily. However, the fact that we had to read them, helped me walk out of my box and I discovered that my attention span while reading became wider and that my reading comprehension became much better. In the other hand, TOEFL reading practices did not help me that much, I consider that it was mainly because from the start we could not choose the readings or topics and it made it harder to focus or pay close attention to the readings.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I really enjoyed the audio for a where I had to interact with my classmates. I liked the topics that engaged us in the task, it made it easier for us to participate and be motivated. It also helped us improve our listening comprehension. On the other hand, I did not like that much the TOEFL listening practices because they were long and not



motivational at all. I think that the fact that we know they are elaborated for the means of an exam or grading, makes us have a high affective filter and be nervous or anxious.



## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I feel that these activities really helped me improve my writing skills. Specially the fact that the teacher was always a feedback provider. He was always there to correct any mistakes and to guide us to the correct way. He was always answering doubts and that made the process easier. Personally, I have problems with writing, I usually struggle when having to express my ideas and arrange them in a structured paragraph. I now have a clearer idea on how to elaborate my texts.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible.

I feel that the for a helped me in many was. Since I consider myself a shy person, I know that fora helped me to try something that I normally would not do. In the beginning I felt nervous and anxious but then I started feeling more comfortable with the tasks. I believe that the skill that I worked more is pronunciation and fluency. I definitely think that I improved. Moreover, I liked the topics and the dynamic that the teacher used with the elaboration of the fora. We could choose the topic of the fora and create it ourselves. That made the tasks more personalized and attractive.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.



To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I believe that my favourite activities for learning grammar and the ones that I think helped me the most were the activities designed for us to teach the grammar point. I consider myself a person that learns from doing. Kinesthetic person. Therefore, I feel that I may know a lot of theory about a grammar point but until I talk about it or explain it to someone else or present it, I feel that I truly learn it and won't forget it. Since I love teaching, I find motivation in elaborating a lesson plan and thinking about activities that I could teach. On the other hand, the controlled activities such as the TOEFL exam and the book practice I find less attractive and motivating.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Definitely, I loved all these activities! I think that practicing our elaboration of lesson plans, activities and designing classes was very useful. The fact that we received feedback from our classmates and the teacher was a great idea. I sometimes can not notice things that I do unconsciously, that is why I like feedback. I am very proud of my improvement and development Infront of the class and classroom management.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I liked the fora, the fact that we had to do a micro-teaching Infront of the class and receive feedback, I like the way that the teacher always provides feedback, I liked that we had to read academic articles about a topic during the semester and write at the end about it, I specially liked the final assignment where we had to present like a TED talk our topics and what we investigated, this was very enriching for all of us and it surely connected all the skills learned in class.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel





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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S15

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.



## **PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

Ever since I was a child, my uncle always insisted to my mother that me and my brothers should take English classes, advocating the many opportunities knowing a second language brings.

I learned English mostly through the 90's with the Nintendo 64. We had a Super Nintendo, but the games were simple in design and the dialogue was scarce in the comparison to the next Nintendo console.

The Nintendo 64 had The Legend of Zelda: Ocarina of Time and Majora's Mask, which were games that relied heavily on dialogue comprehension in order to advance. Through a heavy learning environment, we learned a couple of vocabulary words. But our formal learning began when we took English classes at the Harmon Hall institution. We did not finish the endless courses, but we got familiarized with the target language.

Ever since the 90's I've been playing videogames in English, as localization in Spanish was never provided on Latin America. Only in recent years (Late 2000's) we saw Spanish implementation in games, and by then, I got already accustomed to playing games in English. I ever so rarely switch games to Spanish, only if the voice cast is of the recognized voice actors of Latin America.

I had taken English classes on public education, as it is a topic I'm usually familiar with, and teachers normally tend to be more interested in teaching than on other classes. I mention this as on my high school education, COBACH, one of the branches we had to choose was English.



### **When did you feel more motivated or less motivated to study?**

Since I live in a household of six people, I oddly feel more motivated when I feel I have privacy, time and space for myself. Just being able to sit down on a table by my own is enough to get engaged on my tasks.

Other motivational factors usually involve mood, energy and personal care. If I am hungry or have not engaged with my family in conversations, then I always feel like something is amiss.

### **Did you contribute voluntarily in your English classes? Why (not)?**

Depends on the situation. If I was interested on something, I tried to contribute to the class or my classmates. While I try to not be overbearing with “trying to be helpful”, sometimes it happens without me noticing. Hopefully this answers the questions.

### **What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

Oddly, I think before UNISON, I had no idea if there was a formal way to prepare classes. I assumed there had to be paperwork for it, but only now I see what it takes to make a class. As a language student (Of English and French), I had many teachers who may not have really known how to provide language classes. Most of them were teachers only because “they knew the target language”.

However, the ones who seemed prepared provided very enjoyable classes. I recall my high school English professor, Alfredo Gallego, was always a professor who cared for the student’s learning. I do not know if my nostalgia may be affecting my opinions as facts, but I do recall it being so.





## **READING:**

**In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.**

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I think reading actual published material helped us. Seeing “the real thing” certainly puts a clear comparison between the practice and the reality. Reading academic journals improved our vocabulary.

TOEFL like practices also helps us to prepare for the exam.

## **LISTENING:**

**In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.**

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

Listening can be an often-forgotten skill to develop. When I had my English test on TecMilenio, I thought I was well prepared to anything the test included. So, I thought until I began hearing a British accent. I still performed well, but I know I could have done better. With this in mind, practicing listening from different sources is important.

## **WRITING**

**In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.**

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

Writing helps us to visualise the way we convey our ideas. Usually when talking you do not have a way to check what you said without recording it. Writing helps to see what exactly we are “saying” and check for errors.



## **SPEAKING**



**In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)**

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

Practicing pronunciation is of crucial importance in language learning. Being able to use these spaces to do so was of great help. Sometimes we just talk and ramble without considering concise language, and with the timed activities, every word counted.

## **GRAMMAR**

**In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.**

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

Grammar is always the core of a target language. We may feel like we output our ideas without thinking too much about them, but we should not disregard the why we say things like we do.

Grammar can be the least interesting part of a course, but it is important. On my end, it helped me to realize the different rules we may use without noticing. I still have issues memorizing everything, but being a visual learner, I think I can use a table with the information, a very big one at that.



## TEACHING OF GRAMMAR



In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

I personally dislike the amount of team activities we must perform not only on English courses, but with all the other classes. I do not recall the last time I did individual work aside from this very paper.

I am well aware the team effort is just a mean to an end, that is to teach in front of the class. It would be stressing for some to present in a single person fashion. And we can add that is easier to consider a general feedback for a group than being singled out on feedback.

Going back to topic, I do believe is helpful. Even if you are unaware of something you must teach, you always force yourself to learn the topic to teach it to others. In this manner, we force ourselves to learn the grammar.

While at first it seemed redundant to have everyone teach the same topic, it makes sense, as we might not be as efficient on teaching as we think. Others might not get our lessons, so having everyone doing a presentation is “forcing” the learning, but in the end, it is helpful.



## **GENERAL OPINION ON THIS COURSE**

**In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

I enjoyed the personalisation of some of the tasks provided, having us to help develop them not only helped us to engage as students in a class, but help us to think as teachers in ways we must consider when developing activities for our classes.

As a designer, personalisation is a mean to an end to take advantage of an often-overlooked feature and make something interesting. For example, on our last presentation, I always wanted to make a class around a magician or an extravagant character as a focus of a class. Since I was more familiar with the character “Merasmus” from the game “Team fortress 2”, I decided to focus a class on him. He’s a character who takes himself seriously, but things do not usually turn out his way, making him take a step back on how “serious” he perceives himself. With this kind of personalisation for class making, it helped to make things more interesting for myself, the class and my personal learning.

What I did not like where the TOEFL exercises. Maybe it is the way our school is currently structure without a Center like CAALE. At times it felt a little improvised and the reading activities where painful to attempt to do. Reading back and fort with everyone is not something I enjoy; I prefer to read at my pace.

And while this was not by the class itself, some of the topics of the TOEFL exam were extremely uninteresting. I recall one of the listening activities being so boring, I said to myself if TOELF had activities like this, I might as well ask for a cero and leave. I usually believe in “stick to it to the end” but even that was too much.

On improvements, just the TOEFL activities: if there’s reading, maybe we could have a copy of the reading. I know this requires a lot more time to prepare (and pay), but it might alleviate some of my issues with it. Answering the entire book by the end of the semester is not my cup of tea either. I do however understand that we had time right on our backs, so we couldn’t complete the book parallel to class, but it still felt like a chore. In the end, I just wanted to get it over it, rather than be mindful of my own learning.

**Thank you for all your comments, they will be used to improve the learning experience of other students like you! Gabriel**

Thank you, teacher. Caring for the students is probably the thing that I always think of when I have doubts on the career. I know building rapport with people can be mentally draining, so I appreciate your efforts for trying to do so.



**UNIVERSIDAD DE SONORA**  
**FACULTY OF FINE ARTS AND HUMANITIES**  
**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S16 \_\_\_\_\_

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

I had English classes since kindergarten and it has been my favourite subject ever since then. However, these classes did not have a plan where I could feel that I was improving. I saw the same topics each year. When I was 14 years old, I entered to the general courses at UNISON. I loved my classes and my teachers. I improved my English skills a lot. I finished all the levels up to conversation class. Then, when I was in High School at Cobach, I chose the area of English. There I learned a lot about academic writing and business etiquette. Nowadays, I keep learning English and improving all 4 skills in the B.A. and when I prepare my classes.

When did you feel more motivated or less motivated to study?

I felt less motivated to study English when I was a kid and my mom tried to take me to classes with older people than me. I hated it. I felt more motivated to learn when I was a teenager.



Did you contribute voluntarily in your English classes? Why (not)?

I think I did. I always participate until the point that I feel like I do not let my classmates to participate, too. So, I try to participate less and let everyone have a chance to speak.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

The main difference when I was a language student before enrolling in Uni to now is that now I know many theories and approaches of language acquisition. Now, I can reflect on my own approach used to learn and which one works better for me and other people. This also applies when learning any other language, not only English. For example, I am currently learning French and sometimes the grammar explanations are easy for me because they are similar to English or Spanish. When this happens which is not all the times, I tend to pay attention to the strategies that the teacher uses to teach certain grammatical structure or vocabulary.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I enjoy reading a lot. It was very helpful to read research articles because I got used to more formal vocabulary and I learned a lot about teaching. I did not like the TOEFL-like reading practices because it was very difficult to read on the projector and to read at the same pace as my classmates. However, it was helpful to see what type of texts we need to read and they type of questions we must answer.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?



I liked both activities. TOEFL-like listening practices really prepares our ears for that activity. I like audio fora because the topics used were always interesting and easy to talk about.

## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

These activities helped me a lot because we went from the basics to the more difficult structures. This progression helped me a lot to be ready to do the final essay without much trouble.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I still struggle when I speak so these activities were really helpful to keep practicing and keep improving. Nonetheless, I think that these activities are not so spontaneous nor real. Since we have to speak for a specific period of time, we must prepare everything we are going to say before actually speaking.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

The most helpful activities were without doubt the grammar presentations and the exercises on Schoology because we had to explain them and to produce using them. The



TOEFL-like grammar test were also helpful because, once again, it helped us to get used to the type of questions asked on this test. On the other hand, the grammar practice on the textbook is extremely boring and tedious.



### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, as they say: “Practice makes perfect.” Of course we will never be perfect, but practicing has great results in everything we do. Each time we do something by paying attention to the things that worked and the ones that did not that much, we learn and get better. Plus, the feedback given by the teacher at the end of each presentation was very helpful, not only for the presenters, but for all of us that listened to it and considered those comments when preparing our class.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

At first, I felt very overwhelmed with all the things we had to do but thanks to the organization of the teacher and my own organization of activities, everything went very well. All that we did was only for us to keep improving our English skills but also our teaching skills. I liked that the teaching part was not left out. I think that the use of the book Focus on Grammar can be replaced by something more interesting. Perhaps the teacher can just present once the grammar points but use other activities. The ones from the book are boring.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel





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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes

Fall Semester of 2019

Student: S17

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

I first learned English at school. Even though I was at a public school, I was lucky enough to have received English classes since I was in kindergarten. I always had a liking for languages, but since English was the one that I was learning at school I started to study it by myself at home. When I was in secondary school was when I spent more time studying English by myself, I would learn vocabulary, watch movies with subtitles on, listen to a lot of music in English, and do many more things to help me learn. By the time I was in high school I was already proficient in the language.

When did you feel more motivated or less motivated to study?

I think I was more motivated to learn English when I was in middle school, that was the time I would study the most I could and therefore, I consider it the time when I learnt the most. I do not think there was ever a time when I did not feel motivated to learn the language.



Did you contribute voluntarily in your English classes? Why (not)?  
Yes, since I really liked the subject and I had a good knowledge about it, I always liked to participate in my English classes. It was really fun to me.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

I think that before I was just learning the language because I wanted to, and I did not really think about why something was the way it was, like for example grammar structures. However, now I feel like I have more knowledge about the way that language work and I am able to know that there are reasons behind everything to be the way that it is.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I think that it helped me to improve my reading skills since these type of readings were more difficult than in other semesters. At first, I did struggle with them since they were extensive, but as I practiced more and more I was able to see an improvement in the way that I read and the amount of the text that I was able to comprehend.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I think that my listening skills improved by doing these activities since I had to really pay attention to what I was hearing and I had to come up with strategies to be able to really understand the main ideas of what I was listening. The TOEFL-like listening practices were the ones that helped me the most because it was something that I had never done before, and I realized just how much I needed to improve.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.



To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I feel like this course in specific was really helpful for me in the writing area because, all of the information that I already had about how to write and how to organize my ideas had never been applied the way that I applied it in this class. I had a lot of opportunities to write, and I think that was very good since I was able to see my improvement throughout the semester.

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

Personally, the forums were very helpful when it came to improving my speaking skills, since at the beginning of the semester I had to first make notes and then read what I was going to say, but as time went by I was able to order my ideas in a better way and I did not feel the need to write before recording my audios. Also, I was able to practice my pronunciation with these activities.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I think that these activities were of great help to me when it came to learning grammar, since I had the opportunity to practice a lot all of the grammar points seen in the class either on the book or on the TOEFL-like exercises.



## TEACHING OF GRAMMAR



In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, I think it was particularly the feedback provided after the presentations that made it significant since I was able to see where I could improve and to prevent myself in the future from doing those mistakes again.

## GENERAL OPINION ON THIS COURSE

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I think that this was a really well developed course. I liked the activities, I also liked that I was able to improve in many aspects thanks to the forums and the TOEFL- like tests that we had. I think all of the aspects of the course were really well thought of. There was not something that I think I can say I did not like.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes

Fall Semester of 2019

Student: S18

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyse if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?



I received English instruction since Kindergarten, and the teacher used to correct us only when we had made an error of pronunciation. However, the level of English imparted in this school was not the best. Next, when I started Elementary school the level of the instruction was worst, here the teacher did not care about the pronunciation, reading, listening, neither grammar, only in vocabulary. Then in Middle school, I started to go to extracurricular English classes, where the classes were personalized. Finally, in High school, I was in COBACH and there they assigned me a class that was called Inglés para Relaciones Laborales. In this class, the teacher taught me more about writing and reading. Moreover, I learned a little bit more of English language doing other activities, such as listening to music, watching movies, singing songs and reading novels. Finally, I entered to this B.A, where I take the majority of my classes in English. Here I have took 4 English courses, where the teacher focus on different skills.

When did you feel more motivated or less motivated to study?

I enjoy studying, however, it does not mean that I am always studying. I prefer studying at night because is when I feel more motivated. Also, I feel more motivated to study when I like the topics we are seeing, when I like the course or when I understand the teacher. Contrarily, I feel less motivated to study when I do not understand the topics because I feel dumb and frustrated. As well, if I do not like the teacher I do not want to study. Other reason because I feel not motivated to study is because I have a lot of homework.

Did you contribute voluntarily in your English classes? Why (not)?

I love to participate and give my opinion because I am a person who likes sharing and discussing, as well, because I am extremely talkative. However, sometimes I do not



participate because I am not in the mood or I do not want to look like a smarty. The majority of the time I contribute voluntarily; however, sometimes, I feel obligated to participate because nobody wants to do it. Another reason I do not participate more often is that I am not a good English speaker, and I feel frustrated when I do not how to say or explain something.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

Firstly, I improve a lot in writing, even when it is not noticeable. Now, I know more about punctuations and cohesion and coherence. Secondly, I am way better at reading comprehension because I think now I have more vocabulary. Besides, now I can notice and correct my mistakes. Also, I think that I improved a little bit of my pronunciation. Finally, before enrolling myself in Uni, I could not speak in English because I was terrified for committing errors and I did not want to look silly. However, I am losing this fear and I am trying to practice more my speaking because I realize that everybody makes mistakes and that if I do not practice my speaking I am not going to improve.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I consider that doing the reading of academic journals helped me a little bit to gain knowledge about the topic. However, I do not consider that have helped me to improve



my reading skills because most of the readings were difficult to understand; as well, because I struggled to find interesting and meaningful articles. Besides, I consider that TOEFL- like reading practices, definitely did not work for me. I am not an expert reader, however, I am not a bad reader, and the TOEFL- like reading practices made me feel anxious and frustrated because reading all the class together was uncomfortable. Besides, I like to read fast and my classmates read slower than me. Additionally, I have already taken reading comprehension tests and I have obtained higher scores than the ones that I got. Having lower scores on reading was shocking for me because I enjoy reading.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I am not a good listener because I tend to usually get distracted, especially if the dialogue is not interesting for me. However, I did badly on the TOEFL-like listening practice but not as bad as I have expected. I think that maybe, I would have had higher scores on the listening if I have listened to them with headphones, however, I understand is good that we have had the quizzes on that way because it helped us to improve our concentration. On the other hand, I felt comfortable working on the audio fora because I was able to listen again and again the audios, as well I think that listening to my classmates' opinions was interesting.





## **WRITING**



In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

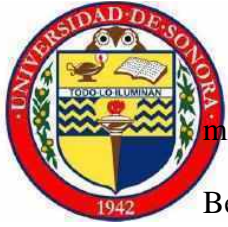
I think the writing activities were helpful, but it was a little bit tedious to be writing about the same topic several times. However, I liked to practice my writing because practice makes perfect and I want to improve my writing. Personally, I would have liked having more writing practices.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

In the beginning, when the teacher told us we were going to work in fora I was terrified. I thought I am going to fail this class because I hate filming videos and I am bad at speaking. But then, when I did the first forum I thought, wow this is an interesting and extremely easy assignment. Later on, doing the other forum I felt more confident and comfortable doing them. I loved the forum because they were easy and the topics for me were



meaningful. Besides, I liked that while practising grammar, I was practising my speaking.

Besides, I think the forum helped me a lot to improve my speaking and to feel more comfortable speaking when filming or audio recording. As well, I liked that the teacher, after doing the forum, asked us for assessment because this helped to improve the quality of the forum and make them easier.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

In the beginning, I was not happy with the grammar presentations because I thought how we are going to make a team presentation with a practice and production exercises in only 10 minutes, but then talking with the teacher I realized that it was not that hard. I still remember when the teacher told us: you are going to present tomorrow, and I was like WHAT?? I cannot do it, I have to plan a lot thing of things, but then I realized it was possible. I think that the presentations were helpful for me to practice the grammar structures, especially, when I was not presenting but doing the activities my classmates gave us.

Also, I think the grammar practices in the book can be boring but they are definitely helpful. If I had a doubt, I looked up in the book and there was the answer. Besides, I liked



we checked the answer together, after answering because it helped me to correct and notice my errors.



Besides those exercises, we did TOEFL-like grammar practices, and when I did the first one, I was shocked when I checked my answers because I have not expected to get good results. Personally, the TOEFL-like practices I liked the most were grammar practices because they were easy, besides, I consider that they were helpful not only for improving grammar but also for improving our writing and speaking. In addition, I liked the teacher explained the answer from these practices because it helped to clarify my doubts.

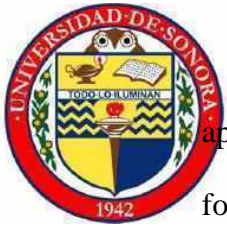
Also, we practiced grammar doing the forum, which I liked a lot, like I previously mentioned. I think that the forum were the activities that most helped me to practice grammar.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra activities. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

I liked the teacher decided to include these approaches because it is helpful to know what approaches are available for us to use in our future classes. I have already known the PPP and the TBL but it was good reviewing them. On the other hand, I did not know the TTT



approach which caught my attention. As well, I liked we started using approaches because for me is difficult to know or which approach is better for each situation.



### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

First, I liked that we had several presentations during the whole semester; and that they were short because it is easier to have several short presentations than one long. As well, I loved the forum for me, they were the best part of this course because they were a new way of working and were helpful. Besides, I like that the teacher is extremely organized because I like when a course follows an order. Also, I liked that we always checked the activities in class because we can check and correct our mistakes. Also, I liked the teacher gave us feedback because helps us to improve. Finally, I liked we did several discussions; and the teacher asked for our opinions because I think this makes us feel that our opinion is important.

On the other hand, I did not like we had to do the book writing activities, even when I like writing, I do not like the book writing activities because the topics that are used are boring. Also, I would have preferred doing the listening. Also, I think that it would be good to have more grammar practices.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S19

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

When did you feel more motivated or less motivated to study?

Did you contribute voluntarily in your English classes? Why (not)?

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

I always feel motivate to study English, because I always feel attracted to the language since I was little. The main difference is that I am more aware to the mistakes I made and I am more confident.

**READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?



Yes, because I think that I understand better at the moment of reading something.



### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

Yes, because I lost my focus when I am listening and this activities help me to focus more my attention in what I was listening.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I think that my writing improves a lot because I was terrible and now I am abler to express myself.

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I feel embarrassed because I think that my speaking is not very good as others, but I think that with the time I am getting better.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a



grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

Grammar is the mine strong point but I feel that I get so much better.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

I feel more comfortable in front of the class and I was able to develop more activities by myself.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I like the class because it was fun and I always knew what was happening and what was the next move, I like the fact that nothing was surprising and everything was planned.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!



Gabriel







**UNIVERSIDAD DE SONORA**  
**FACULTY OF FINE ARTS AND HUMANITIES**  
**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes

Fall Semester of 2019

Student: S21

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

My English learning process started in a public elementary school. I had an excellent English teacher that always prompt us to try to make utterances in the target language making emphasis on pronunciation. The way the teacher gave classes was really motivating for me and I started learning English easily. When I turned 11 years old, my mother enrolled me in a little English class where I studied for 3 years. At this little private school, the teacher used many dynamics for the many topics we learned and there was a lot of active participation from the students and I do not remember the teacher explaining grammar explicitly. I owe the majority of my English competencies to the teacher at this school. Finally, until I arrived to university I again started to receive English formal instruction. Here, all aspects of English are taught completely explicitly and I think it is appropriate because we already are competent in the language.

**When did you feel more motivated or less motivated to study?**

I felt more motivated to learn at the time my mother enrolled me in the little private school because I have had always wanted to study English in depth aside from my elementary school classes. I feel less motivated to learn now that I am at University but



not because I do not like my English classes but because external and internal factors that are related to being a university student.

**Did you contribute voluntarily in your English classes? Why (not)?**

I will say yes because when the teacher asked to try TTT and PPP in another language that was not English I volunteered. First, I volunteered to try TTT because, actually, around that time I was wondering about the use of other approaches in our microteachings. For the one for PPP in another language, I volunteered because I wanted to practice my French. There were also extra points involved.

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

The difference is the awareness of the approaches, methods and dynamics that teachers use when teaching a foreign language. Now, in my language classes I am constantly mentally criticizing and coming up with alternative ways the teacher could give the class.

**READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

The way the TOEFL-like reading practices were implemented evoked negative effects to most of the students including me. I did not find them useful to improve my reading skills but it helped to give us an idea of how the TOEFL is like.

However, the reading of journals has always helped me improve my reading skills. I get faster at reading, better at comprehension and it also has effects on my writing skills, such as summarizing.

**LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

The TOEFL-like listening practices helped me a lot. Personally, I think I really need to further develop this skill because it is hard for me to focus only on an audio. I am glad we practiced this.

The audio fora were a great and creative way to practice listening and I think it helped me improve all the grammatical forms used for it. After practicing them with the



fora, I could notice in my partners' speech the use off all the grammatical structures and analyse the way in which they used it.



## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

Honestly, the way that the activities for writing done in class were delivered were not very motivating for me. In my case, it is really hard to concentrate to write around people because I can get easily distracted even when I really want to focus on something. Basically, I did not think they were helpful for me. Although I have to mention one I activity I really enjoyed was the one about transition words or adverbs where we wrote sentences with a different transition word but with the same meaning. Another thing I enjoyed, found helpful and always think helps improving my writing is the essay and the use of Mendeley to cite. I would have liked to have written more essays during the course.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I definitely think that the forum was of great help in the development of my speaking skills. Since the first forum we did using oral production, I quickly could notice how I used the grammatical structures in my speech and how they become more common in it. Inevitably for me, I could not help but feel stressed about my audios and videos being heard and seen by my classmates.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.



To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I found presenting grammar really useful because looking for ways to teach it makes the teacher an 'expert' on the topic.

Some activities in the book practice were fine and entertaining but doing the whole unit for each topic was kind of tedious and not motivating at all so I do not find them totally useful to help me improve grammar because I ended up doing them just because they were part of the grade. And I did find useful the grammar activities done in schoology because they were more entertaining.

The grammar activities in the TOEFL-like practices were one of my favorites and I think they were favourable for my grammar skill since I learned to identify more easily grammar mistakes thanks to it.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Specifically, about PPP, I found very useful the activity to recognize identifying activities and production activities because it helped us in our lesson planning. I liked that the teacher included other methods to teach English because we were very familiarized with PPP and using other methods tested our teaching skills.

Practice of doing lesson plans it is always needed so I think it was really useful for us. Because they had to be done in the class in little time, I think it helped us to develop a better and faster way to think about the organization of a class as well as our own organization as teachers.

Finally, the microteachings were really good practice. The first times I was always extremely nervous before each presentation but the practice helped me reduce them a little bit.



## GENERAL OPINION ON THIS COURSE



In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I really enjoyed this course. I really liked doing the microteachings, practicing for the TOEFL (minus the reading section) and writing the essay. I liked that it was well organized although it could become like a routine and not entertaining. I also enjoyed the use of Schoology as a platform and how all was organized there. I am not sure if the forum is entirely a part of the class but I really liked it.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: **S23**

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

*Yo no tuve acceso a clases de inglés cuando era niña, de hecho, mi primer contacto con la lengua fue a la edad de 12 años, cuando inicié la secundaria. Fue hasta la preparatoria que inicié clases particulares en una escuela de idiomas, y estuve así tomando una hora diaria de inglés por 3 años, y ahí aprendí la gran mayoría de lo que sé hasta ahora y gracias a mis maestros fue que me nació el gusto por el inglés. Después en la universidad tomé lo que se llamaba inglés universitario, que fueron como 3 o 4 niveles, no recuerdo bien. Estando en la universidad, aprovechábamos los veranos para irnos a trabajar a Phoenix y así fue como conocí la cultura americana y practiqué el idioma ya que antes de la universidad yo no había ido nunca a Estados Unidos. Después me gradué en de la universidad con un buen nivel y como quería seguir practicando entré a harmon hall, ahí estudié los 3 últimos niveles y me gradué de ahí. Casi 10 años después entre de nuevo a la universidad, a esta carrera, y la verdad siento que esto debí de haber estudiado desde un principio.*



When did you feel more motivated or less motivated to study?

*A mí me gusta mucho estudiar, me gusta mucho la escuela y siento que siempre estoy motivada a aprender. Generalmente cuando me siento desmotivada es debido a factores externos (no tengo mucho tiempo en las tardes, cansancio por realizar otras actividades, etc.)*

Did you contribute voluntarily in your English classes? Why (not)?

*Si, ya que soy una persona participativa. Participar en clase es algo que yo hago con gusto.*

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

*Son muchas diferencias las que noto en mi como estudiante, una de ellas es que ahora me considero una estudiante más comprometida, antes también cumplía con todo, pero ahora me preocupo más por entender la lengua en todos los aspectos, no nada más como hablante. Ahora siento un compromiso de que todo me quede muy claro porque yo sé que en un futuro cuando yo se maestra, voy a tener que transmitir ese conocimiento a mis alumnos.*

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

*La verdad, la comprensión lectora es uno de mis puntos débiles. Yo considero que lo que más me ayudó fue hacer los Reading reports, ya que "forzosamente" tenía que leer el número de páginas determinadas para completar los reportes. Las prácticas de TOEFL también me ayudaron, pero más en el sentido de saber cómo es un examen y que es lo que necesito para poder aprobarlo. Definitivamente, necesito mejorar en el área de lectura.*

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?



*Las dos actividades me ayudaron bastante, ya que por medio de las dos, siento que pude afinar mi comprensión auditiva. La actividad que más me gustó fueron los foros, porque escuchábamos de temas muy interesantes.*

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

*Definitivamente la expresión escrita fue el área donde creo que aprendí más. Todos los temas vistos en clase y después aplicados en nuestras asignaciones (Reading reports, comentarios en foros, etc.) yo siento que, si se comparan los primeros trabajos con el trabajo final, por ejemplo, se puede ver una clara y positiva diferencia en mi forma de redactar. El uso de conectores, el parafraseo, y hasta aprender a usar mendeley para mí fue algo muy importante de aprender, ya que me va a dar herramientas necesarias para poder redactar trabajos más complejos en el futuro.*

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

*El área de producción oral también es una de las áreas que siento que mejoré. Todas las actividades que realizamos siento que me ayudaron mucho, sobre todo a estructurar las oraciones más apropiadamente, a integrar estructuras gramaticales aprendidas durante el curso, etc. Referente a como me sentí, al principio me sentía nerviosa cuando tenía que presentar en clase o grabar las actividades del foro, siento que al final ya me relajé y por lo tanto las actividades salían mejor, ya que fluían de forma más natural.*

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were





activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

*Siento que las actividades para practicar grammar fueron muy importantes, ya que nos ayudaron a poder practicar lo aprendido en clase, a poder ponerlo en contexto y a planear que estrategias se pueden usar para poder enseñar este contenido en un futuro. Lo que no me gustó mucho fue que tener que completar todos los ejercicios del libro, aunque sé que es muy necesario rara vez tenía el tiempo de completar todo.*

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

*Claro que sí, siento que estas demostraciones de tipo microteaching fueron de muchísima ayuda, ya que además de practicar el contenido que se iba a desarrollar para presentarlo, siento que aprendí mucho acerca de los approaches para enseñar los temas. También aprendí mucho acerca del lenguaje no verbal, la expresión corporal, la actitud que uno como maestro debe tener a la hora de dar la clase, etc. Se me hizo muy interesante el feedback dado por el maestro al final de cada presentación. Definitivamente siento que me ayudó mucho.*

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

*En general me pareció un curso muy padre, las clases fueron muy dinámicas, el contenido que se vio en el curso me parece que fue muy importante, siento que aprendí mucho. Me gustó mucho que el maestro integra la tecnología, al principio me ponía un poco nerviosa el uso de las plataformas y programas para completar las tareas, pero al final lo terminé agradeciendo. Me gustó mucho el ambiente que se tuvo en la clase,*



*Siempre fue un ambiente relajado y de armonía, la actitud del maestro siempre fue excelente, siempre de buen humor y dispuesto a ayudar, Se nota que el maestro se tomaba el tiempo para planear los contenidos con anticipación, lo me da seguridad, ya que eso refleja compromiso que tiene como maestro para con nosotros como alumnos y para con nuestro aprendizaje.*



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel

## **English 4, Final Reflection**

Student: S24

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

Since I was a little girl I always liked to watch Disney Channel and listening to English songs. I cannot remember exactly how I learned the language of English. I thought that I acquire it, because I never took any formal classes besides the mandatory ones on elementary which where 2 or 3 hours per week. But, I could remember that I went to USA for shopping and I help my mom to ask for an item on a store, she could not understand how and honestly, me neither. So, that makes me think that I acquire it through songs, TV shows, movies, cartoons, etc. So, Thank you Hannah Montana!

When did you feel more motivated or less motivated to study?

Usually when I get overwhelmed is always hard to be motivated, I get stressed and I start to feel things very heavy, that is something that stills happening.

Did you contribute voluntarily in your English classes? Why (not)?

Well, as I said before I had never took formal English classes. But, on elementary I always tried to be participative and contribute as much as I could.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

I can absolutely say that I had no idea about Grammar, I was able to speak English and to write it when I started university, but now (and thanks teacher Vilma for this) I could write a decent academic paragraph; I mean, I still struggle a little bit, but I know for sure that I am going to be better and better, because I will never stop practicing.

### **READING:**

I absolutely think that the reading of academic journals were very accurate to develop this skill, because In the beginning, I needed to read them many times in order to understand them. But later I started to get them easier and easier and to set up the main ideas on my head faster.

About the TOEFL practices, I will not lie, I hated them at the beginning, specially this part because I could not focus pretty well on the classroom but then I understood everything and try harder to have a good grade on it.

### **LISTENING:**

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I really loved the discussion fora, it was really great and fun because since they were theme based we were able to practice and also to have fun. So, it did not feel like an obligation or something like that. That was absolutely my favorite part.

### **WRITING**

This is always my favorite part in all the classes, but specially on my English classes, I love learning to increase my ability to write. Mostly because I love to write and I love to research and develop my ideas and also learn to express them clearly. I liked the activity of the phrases and since it was the only one it was not tedious at all.

### **SPEAKING**

I always want to speak, and as I mentioned before I loved the discussion fora part and speak about imaginary situations and things that we all tend to like movies, music, etc. I also think that I improve a lot, because I was very shy and insecure at speaking in English, but now I think I am doing better on that area. I discovered that during my final assessment presentation.

### **GRAMMAR**

Well, I do not liked the book practices that much, because they were a little bit tedious and repetitive but I understand that is something to practice. However my favorite TOEFL demo test were the grammar ones, I loved them and I discovered that I am not so bad at it.

### **TEACHING OF GRAMMAR**

Since we are all getting ready to be teachers i think that this part is very important to us. We are practicing for the future and it is amazing to have this kind of opportunities because we perform our creativity, we train our voices and we receive feedback that will always help us to grow up as teachers.

**In general, I really enjoyed this course, the attitude and the rapport that the teacher build since the beginning was a key for the development of the class. At first the structure of syllabus was a little bit overwhelming to me, but while the weeks were moving on I really got used to and I thank for it because I knew what I had to do and when. Thank you for your time and your effort teacher, I really appreciate your patient and your empathy with all of us. I hope to see you around.**





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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S25

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?** In my life, I took care of English in different ways, I had practiced it since I was 14 but at that age I did not demonstrate much interest but I remember that I did not struggle a lot with speaking part. Many years later, I focused in grammar aspect, I thought that it was the most important thing in the English world. At the beginning of this career, I was 23, and I noticed that I lacked in every English skill I noticed it because I saw the level of my partners so I decided to pay attention in class and study English when I have free time. Now I am better than my two years ago self; but, I still have to practice more.

**When did you feel more motivated or less motivated to study?** Depending of personal situation, I am working with that because when I feel down I have no the force to study or practice something. But, I am always looking for my motivation, which are personal reflexions, and then I continue studying.

Did you contribute voluntarily in your English classes? Why (not)?

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?** Well, now I consider that is my responsibility to demonstrate my language level and demonstrate that I have the necessary to be a good teacher. Time before I did not take much care of my English



proficiency, I could make mistakes but I did not attend to them. Now, I have evolved and I want to be aware of everything and be a teacher with quality.



### **READING:**

**In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.**

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

Through these activities I got better at reading, these activities made me want to read more word in short period of times. With the help of the practice and also teacher's advices, allow me to notice that I have to extend my vocabulary and my reading time.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

This course helped me to develop my listening skill, I did not have the grade that I wanted but I feel that I am understanding better what I am listen to even without looking to the person's expressions.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?** I feel that we did not practice too much writing, all the things that were written in the computer, had been checked by the grammarly and word office applications.

### **SPEAKING**

**In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)**



**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

At the beginning I felt embarrassed because we do not normally practice these activities; but by the pass of time, these activities became like a habit, I lost the anxiety to these types of activities, even with these activities I met with myself because most of them were related to things that I like and dislike, and I was able to share with my partners.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

The teacher's explanation helped me to understand better the grammar points, but what helped me the most were the presentations, adapting a topic with grammar points, and in order to share the grammar I had to study a lot from these points.

Grammar points were the main sources of improvement.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

I felt just a little better at it, because I did not have much leadership while presenting and 15 minutes maybe was too little, but I understand better the process of PPP and TBL just by using it and by observing to my classmates.

### **GENERAL OPINION ON THIS COURSE**

**In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**





I like that we focused in the improvement of the four skill, I noticed that I have to play more with the language so I will be improving my English next vacations that will start soon.

Something that this class can be improved is playing with the schedule because it was a little monotonous, so I would recommend to change the schedule from the class activities in every unit.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S26

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

Since I was a child, I have been in English Classes. I was at a bilingual school up until I entered High School. I had regular English classes, and content classes too; also, I went to English classes at ITH too during my last year of Secondary School. After being in that school, I entered a public High School. The level of English there was very low, and my dad enrolled me and my sister again in classes at ITH. Classes were all Saturdays for 5 hours; there, I finished the levels available for non-university students.

Aside from regular classes, I always played videogames or watched videos that were in English. At first I could not understand neither of them without subtitles in Spanish; however, as I started to become older, I was able to have the subtitles in English. While in High School, I was even able to play or watch some videos in English subtitles, which was something for which I was really proud of.

**When did you feel more motivated or less motivated to study?**

I have always liked English class in school; however, going to classes at ITH was something really tiring, because I did not wanted to spend my Sunday mornings in classes, so that was something that was really discouraging for me.

**Did you contribute voluntarily in your English classes? Why (not)?**



Something like that. I was discouraged to go every Sunday morning, but I also knew that if I did not attend those classes, my level of English would sink, as classes in High School were of really low level, and it was not even given in English. At first, I entered because my dad wanted me to; however, one semester I decided not to go, and for the next one I was more motivated to attend, because I felt like I had lost a little bit of English

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

I am more fluent and accurate while speaking and writing; I am also a very good English reader now, and I feel like I have a good knowledge of the Language's grammar. Overall, I feel like I have learned a lot while studying in the University, and I improve in a lot of things every semester.

**READING:**

**In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.**

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I feel that for improving my reading abilities, the reading of Journals is what helped me the most. I think this because doing the TOEFL reading practice as a group was really hard, and I do not feel it was good to practice the reading comprehension of each student.

The academic journals were a different story. I consider myself a good reader, and I have read some books that are completely in English; However, before this class I had very little experience reading articles or journals in English. We had read some in other classes, but they were not too many; while reading those, it was really difficult for me to finish them because of how formal they were written, or the words they used, so it always took me a lot of time to finish one.

In this course, I started the same. It was hard for me to finish them for the same reasons, but as I started to read more articles or journals every week, I started to be faster at reading them. I also feel like I have become used to reading those types of texts, with their type of writing and choice of words. Something that I really liked was that they were about a topic that was interesting for us, so that way I started to like reading such kind of texts a lot more.

Another thing that was very useful from reading these texts was that I started to practice more active reading, which is something really useful for me. I am someone who gets distracted easily, and so when I am reading I tend to get lost in the text relatively easy. To fight that while I was reading the articles, I started to underline and make notes while I was reading, and that really made a great difference. While it took more time to finish the texts, I remembered the information that I read for far longer, and I was also able to find important parts of the text faster.

**LISTENING:**



In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

I felt that what helped me the most to practice my listening was the TOEFL test. They were sometimes hard to do, but the audios they presented were interesting to listen, and also sounded like they said phrases that were actually used by native speakers, which was good for exposing us to the language.

On the other hand, I don't think the discussion for a was especially helpful for me in that area, because it was not particularly challenging in the way the listening activities for the TOEFL were.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

I feel like all of those activities were helpful for me. The way we were taught grammar was really good, and I feel like revising concepts like phrases, clauses and sentences helped to remember basic rules of writing.

Before this course, I had struggled a lot with writing paragraphs, mainly because I used to find organizing my ideas difficult. Practicing writing outlines and writing short paragraphs was really good, because it ended up facilitating the process a lot for me.

Lastly, writing the essay was really interesting for me, and while it was somewhat tedious at first, I started to like it as I started to progress. Because I had a clear outline and my ideas were clear in my head, I ended with an essay that I was really proud of. I really feel that essay represents what I learned of writing during this semester.

### **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

I feel like the use of forums was helpful, especially for organizing my ideas well, and controlling my diction. However, it was always stressful to finish them (after forum 1).



This was because I am a perfectionist, and I wanted the audios to sound perfect, and so at the beginning they took me a lot to record them because I listened to them and had to record them again if I did not like them. After a while, I stopped hearing to my audios, but it was still stressful to finish them because I felt like writing my script took longer than it should.



## **GRAMMAR**

**In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.**

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

I really liked the grammar exercises in the TOEFL mock test. They had varying difficulties, but were generally interesting; on the other hand, I did not liked doing the activities of focus on grammar. I consider that book to be really boring, and so having to finish all activities from it was really tiring for me, although I do feel like they were good for practicing what we had seen in class.

For the presentations, I think that even if it was sometimes tedious to watch all teams present the same topic, it really helped my understanding of grammar, because by repeating the structure I ended up learning a lot from it; for creating the presentations, I have to say that it was also really helpful, because I wanted to give the best presentation to my classmates, and because of that I always checked my examples in order to confirm they were correct. In so doing, I also ended up learning a lot of the structure of certain grammar points.

## **TEACHING OF GRAMMAR**

**In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.**

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

This is the area where I feel I have learned the most. I really enjoyed making my presentations, both the explanation of grammar and activities. I had the chance to practice the different approaches that we saw in class, and I liked them all equally, as they have their strengths and weaknesses.

By presenting every unit, I also feel like I have improved my presentation abilities. This is something really important for me, because I have always been someone who gets



nervous about presenting. Now, I really love both making presentations, and presenting them. I know that I do not give perfect presentations, but I feel like I have definitely improve and that I will keep improving as the semesters continue.



### **GENERAL OPINION ON THIS COURSE**

**In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

As I said in the interview, despite the fact that I am not too thrilled about discussion forums, I actually enjoyed learning about them and how to apply them to your class, which is something that I actually see myself doing.

As for the rest of the course, the only thing I did not liked was having to finish the book, because as I said previously, I find it too tedious and boring.

I really enjoyed the rest of the course, however, and I do feel like I learned both a lot of grammar, and of my topic of interest, which was the Effect of Age on FLT

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S29

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

- 1. Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**  
I learned English because I was in a bilingual school ever since I was I kindergarten. It was formal instruction combined with reading books in English and watching movies and series. After getting out of bilingual school, which was when I graduated high school, I entered here in the BA in English Language Teaching, I still practice it watching movies and reading, and also writing.
- 2. When did you feel more motivated or less motivated to study?**  
I feel less motivated when I am tired and stressed, but I feel more motivated when I am in a competition with someone.
- 3. Did you contribute voluntarily in your English classes? Why (not)?**  
If by contributing it means that I did extra presentations, then I did. I did it because I always want to do extra work for some reason. I relate with the quote "don't bite more than what you can chew" because, well, I am the person who bites more than they can chew.
- 4. What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**



Now I read way more than what I previously read and talk more than what I used to. Besides that, I think I have more grammar understanding than before.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

**1. To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I think the reading of academic journals helped me more than the TOEFL-like reading practices because I struggled a lot reading on the board alongside everyone. The academic journals helped me with my vocabulary because I looked up a lot of words I did not understand, and I practiced my reading of course.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**2. To what extent do you think these activities helped you improve your listening skills in any way during this course?**

I actually do not think they did. In the listening practices there were a lot of factors that did not allow me to pay enough attention or hear clearly (e.g. the volume/quality of the speakers, classmates talking, etc). Regarding the audio fora, maybe they helped me improve my listening skill but I did not realize it.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**3. To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

I feel like they helped me a lot. I love writing anything, and practicing it a lot helped me realize the mistakes I had made before and changed it up.

### **SPEAKING**





In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

**4. To what extent do you feel these activities helped you improve your speaking skills in any way during this course?**

I think they did because I tried not to read when recording and recorded more than once each time before uploading, making me aware of my mistakes.

**5. How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

I felt relaxed, maybe a little bit pressured because of the fact that I had to do previous research in most of them (like the vacation spot, the eras, etc). I did not feel anxious (although I am an anxious person) but I just do not feel ashamed when I know it is not a “live and in-stereo” thing. I felt frustrated when I made a mistake and had to do it all over again, specially when I did the screencast. I felt less frustrated when I made a mistake in audio.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

**1. To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

I think what most helped me was the TOEFL-like test because I realized of some every-day mistakes I made that I could've sworn they were right. The grammar practices on the book were useful, but the additional exercised helped me more because they were less, well, boring and obligated.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.



2. **Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

I think it helped me feel more comfortable in front of “an audience” talking of what I knew. Now, I know by heart the PPP, the TTT, and the TBL. Besides that, I think now it is way easier to do a lesson plan.

### **GENERAL OPINION ON THIS COURSE**

3. **In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

I honestly liked it a lot, in general. I think there was a lot to do, but no class was wasted, so that was great. What I did not like was that we needed to turn in the book, but did not have enough time here in class to do everything so I ended up doing most of it at home, and I was not pleased with that. Overall, I think it was a good class.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S30

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?** – I learned English at the United States, when I was just 15 years-old (I am 22 years-old) I left Hermosillo without my family. I went to Chandler High School in Az. Basically I did my whole high school there. At the beginning when I went there, the counsellor put me in a Spanish class, so I wouldn't get frustrated by learning English; I kind of did at the beginning I did get frustrated because I couldn't communicate with anyone.

**When did you feel more motivated or less motivated to study?**- I felt more motivated when I started communicating with my teachers by myself, even though I was still making lots of mistakes because I started doing it in my second semester of high school. I feel less motivated when I realized that I had to come back here to Mexico, and to be honest it made me feel that those four years were useless, because here we are not use to use our second language and also at home nobody but me speaks English. Also another thing that made me feel less motivated it was that I didn't past the EXCOBA test in 2016 for medical school and I didn't get any chance of doing my ELT interview at the B.A. either. So basically I lost a year without being educated.

**Did you contribute voluntarily in your English classes? Why (not)?**- Since I started learning vocabulary at school I tried my best at communicate with my cousins, all are



bilinguals. I remember that in my first month leaving in the U.S. we went to get some dinner at Applebee's restaurant, and my cousin told me: "Only for this time I am going to order your food, next time we come you will, so you can practice." And yes, three weeks later we went back to the restaurant and I had to order my food, I really struggle but the guy that was taking my order was really nice and patience, and I knew he understood the situation. Since there I started talking more and more, and as I was acquiring vocabulary at school it became easier for me to communicate. It also helped a lot the fact that I listen to more music in English than in Spanish, and I started watching TV in English.

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?-** There are two sides that really mark a difference. The first one is that as a language learner student is that I was learning the grammar structures, reading and writing for my own use and communication. And now I am learning the same thing but with the purpose of teach someone else.

### READING:

**In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.**

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

They really helped me because I acquired new vocabulary. I read topics of my interest. Sometimes it was really hard to find articles that relate to the topic that I was reading, but I really enjoyed reading the articles about dyslexia. I learned how to read the instructions of the fora, step by step so I wouldn't mess up when I did the activities. Where I did struggle was on the TOEFL reading test, the readings were long and sometimes the noises from the class didn't help at all to understand the reading and to answer the questions.

### LISTENING:

**In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.**

**To what extent do you think these activities helped you improve your listening skills in any way during this course?-**

I really enjoyed the fact that we practice listening by doing the TOEFL test, something that really got me annoyed was that sometimes I was not able to listen but it was because some of my peers were talking when the audio was recording. Another activity that really helped me was the for a, when we had to listen to the audio of one of peers it was to pay close attention of what she/he said, so we could be able to answer.

### WRITING



**In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.**

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

Since I started typing my reading reports I think I see some improvement. Also, when we had to answer on the forums that we did in the platform.

### **SPEAKING**

**In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)**

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

When we did the screencast activity to be honest I was really anxious and embarrassed, as you had notice, my pronunciation was really horrible. And on the audios I really got nervous because I didn't know if I was using the right structure, which made me looked like someone that needs to develop more the speaking skills. Something that I improved are the grammar presentations, I felt more relaxed in every of them.

### **GRAMMAR**

**In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.**

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

To be honest, I really taught that my grammar skills were good, but there were some mistakes that did, like let other people use my book to copy the activities, that made me go behind on the activities and didn't finish them. I think that practicing grammar by doing the TOEFL was good because we practiced our grammar skills but also it helped us to see where do we struggle the most.

### **TEACHING OF GRAMMAR**

**In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was**



the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

Personally I found really cool the fact that the teacher let us present the grammar instruction in our way (using different themes). The hardest part for me was to choose the methodology; we jumped from PPP to TTT, or vice versa. Another thing was to plan a 15 minute presentation and tried not to surpass the time.

Planning the lesson was really interesting, because we got together as team and brained stormed. At the time of putting the ideas together was the difficult part, because we had different ideas and choose only one or two was a little complicated.

### **GENERAL OPINION ON THIS COURSE**

**In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

Personally, I really like everything from the course. I think it was very complete, because we practice reading, grammar and writing a lot. Feedback, for me is really important because by giving feedback is how is see where I am struggling and work on that. The forums were my favourites because were really dynamic and the topics were also really fun and interesting. I get to know my classmates a little bit more by doing the forums. The fact that the teacher made us use Mendeley or other citation stuff is really cool because later we will need it and we need to be able to use it.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S31

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course? I started learning English in a bilingual preschool, then in junior high school at Imarc, then level 6 at unison.

When did you feel more motivated or less motivated to study?  
More motivated in the second unit, less motivated in the last one.

Did you contribute voluntarily in your English classes? Why (not)?  
No, I did not want to have any extra work.

What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

I was forced to learn English because of my parents. I am enrolled in this career because I want to.



## **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I think that my writing is exactly the same as it was before this course.

## **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

My listening is almost the same, there is slight improvement. I think that I need to develop more listening strategies because during the toefl tests I gave up during the last listening and only answered with what I assumed were the correct answers.

## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

My writing is the same, I think that it would have improved if we did more writing activities with feedback.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible.

The video was the most stressful thing, I did not even do the full activity because I did not want others to see videos of myself. I think that the voice recordings were okay, I did not like them, but I did not hate them either. My speaking seems to be either the







same or worse than it was before the beginning of the semester. I'm not terrible at speaking, but I think that I'm not on the level that I am supposed to be at.



## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?  
My grammar definitely improved, I got to know more English grammar rules, how to use them and how to teach them. I still do not understand the subjunctive, but I think that I will do research on it to know how to use it.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

They definitely made me improve my teaching skills because of the feedback.

## **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I think that the amount of work that we had to do did not made us develop all of our English skills. We had the toefl tests to develop our listening and reading skills, but that just like the toefl courses, it teaches us how to answer a test, not to develop our skills. The end of the semester was especially stressful due to more work appearing as we handed something in; we had to finish the book, the essay, the presentation, the feedback



of the forum, this paper, the interview, and so on. It felt as if homework was never to be finished.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



**UNIVERSIDAD DE SONORA**  
**FACULTY OF FINE ARTS AND HUMANITIES**  
**DEPARTAMENT OF FOREIGN LANGUAGES**  
**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S32

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

He tomado clases de inglés desde que tenía seis años, en la primaria. Sin embargo, las clases eran mínimas, y en quinto grado me cambié a otra escuela donde no había clases de inglés. Luego, en la secundaria, tuve clases de inglés, pero no eran eficientes, ya que los maestros no eran maestros de inglés, pero comencé a aprender y practicar sola con canciones. Luego, en la preparatoria era lo mismo que en la secundaria y seguí practicando sola. No tomé ningún curso o algo así. De todos modos, sentí que estaba lista para ingresar a la B.A., aunque mi inglés no era perfecto. Ahora que estoy en la B.A. he estado aprendiendo cada vez más y explícitamente, con profesores que saben inglés. Creo que me siento más motivada cuando no tengo mucha tarea y mis maestros son muy carismáticos. No me siento motivado cuando estoy estresada por la tarea y no entiendo nada sobre los temas. Siento que mi participación en actividades extras fue mínima, ya que casi no tenía tiempo ya que trabajaba, pero aun así trataba de participar en clase. Ahora que estoy estudiando para ser maestra de inglés, tengo una perspectiva diferente hacia los maestros en general, ya que ser maestro implica muchas cosas y saber muchas cosas.



## **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

Con las lecturas de los artículos académicos me ayudó mucho, ya que aprendí nuevas habilidades para leer y comprender mejor lo que leía, en cambio con las lecturas de práctica del TOELF, no me ayudó mucho ya que las realizamos en clase y en grupo y así yo no me puedo concentrar.

## **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

Así como con las lecturas, no me gustó y no me sirvió el practicar la comprensión auditiva en el salón de clases, o sea con el TOEFL. Sin embargo, me gustó mucho el hacer los foros y me ayudó mucho en poner más atención cuando escuchaba los audios de mis compañeros.

## **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

La verdad sí me funcionaron mucho las actividades que hacíamos en clases, y también los reportes de lectura. Ya había practicado anteriormente en mis otras clases de inglés, y pues en este curso también seguí practicando.

## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)





To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

Me gustaron mucho las actividades que hicimos en los foros, y la verdad sí me ayudaron mucho a expresar mejor mis ideas, aunque algunas veces se me dificultaba.

### **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

La parte de practicar la gramática fue un poco tediosa, pero al final del día me ayudó mucho y más el libro que las explicaciones eran muy claras y venían muchos ejemplos.

### **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Las presentaciones me gustaron mucho y me ayudaron para practicar la enseñanza de la gramática. El trabajar en equipo también ayudó porque nos brindábamos ideas mutuamente.

### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

La clase me gusto mucho, aunque los cambios repentinos en los trabajos finales no me agradaron para nada, la clase durante todo el semestre estuvo bien.



Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S33

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

My first encounter with the language was videogames. I started playing videogames since I was very little. The videogames that I played were all in English, and I had to ask my mom if she could help me out with translating them although she did not know much of the language. Since that time, I became interested in the language, and because I was exposed to it for long periods of time, I got to acquire it from a young age.

When did you feel more motivated or less motivated to study?

I felt motivated to study this B.A. because of my mom, since I knew more English than her when I was a child, which was not much, she would constantly joke about her wanting me to teach her the language. So, before I entered to the uni, since I knew the language more than the average, I said, why not take the opportunity to make my mom's wish come true.

Did you contribute voluntarily in your English classes? Why (not)?

I voluntarily helped in some events in the B.A. like in the ELTAF staff, as well as in the Hallweek staff. I did it because I wanted to help my friends who where already enlisted in those events.



What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

There is a big difference, back then I only knew the colloquial part of the language, but now I know how to analyze the language which is something that I like to do unconsciously, analyzing that is.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I think that it helped me find strategies to read since before all this I did not read much, and it was interesting to develop an underdeveloped skill of mine.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

I think I did not needed to practice listening that much, but I also think that there is never enough practice.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

I think that writing is an important thing to develop in this B.A., because of that I think that I have improved significantly in that area as of now in the making of academic essays.

### **SPEAKING**





In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

I improved significantly in the way that I orally express myself while presenting, and when doing the speaking forum I felt a little anxious and had to record myself several times to make the final product.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I think that all of this helped me in my oral and written production of the language since there were many presentations of the same grammar point. It additionally helped me understand how the grammar constructions are used in real life conditions.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

Yes, they helped in my development as a future teacher because thanks to that I had the opportunity to practice how a real class would be.



## GENERAL OPINION ON THIS COURSE



In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I liked that the grammar presentations were very creative, and also that we got to do a mock test for the TOEFL. I did not like that the course was repetitive as in doing the same type of activity every week, I felt bored at one point. I think that the course was OK overall, and I can not think of something that can be improved.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING**  
**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S35

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

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**PERSONAL REFLECTION:**

**Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

I learned English when I was in kindergarten. I was in a bilingual kindergarten, so all week I had a special class in English. I think that I learned the basic things in kindergarten, like colours, shapes, fruits, and numbers. As the years went by I learned a lot more things. I have always been in bilingual's schools, so I have been in touch with English my entire life.

**When did you feel more motivated or less motivated to study?**

I think that I feel less motivated when I was between 11-13 years old. I was in a bilingual school, so I had math, science, reading, biology in English. It was very hard for me because I thought that all my classmates were better at English than me. I did not have confidence while participating and I was always anxious. In middle- school I went to a different school, where I only had an English class, there I feel more confident and I started to like English.



**Did you contribute voluntarily in your English classes? Why (not)?**

No, I did not. I think that is because I still don't have confidence enough, I thought that I was but I get really shy when I have to participate. I feel that I will say something wrong or I will mispronounce a word, that is why I do not like participating in class.

**What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

I think that I was more confident before enrolling in Uni. Also, I was more excited about going to school, but that has changed. I think that is because of my relationship with my classmates.

**READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I think that reading academic journals helped me a lot because I had to read at least one day of the week, it was interesting to me because I had the chance to read something of my interest and I did not feel obligated to do it. The TOEFL reading practices helped me to improve my reading skills, which would be very useful while taking the TOEFL exam.

**LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

I think that TOEFL listening practices and the audio fora helped me to be more aware of what I am listening, I need to pay attention and listen carefully if I want to be able to understand what I am listening.

**WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and



essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

I think that all those things helped me to be more aware of the things that I was doing wrong and in what things I had to improve. Where I notice my improvement, I think it was while writing the argumentative essay, I think that I was more conscious about connectors, grammar, and punctuation. Also, having an hour focused only in writing help me to have more clear my ideas while writing the essay.

**SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

**To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

I think that the forums where I good idea to practice speaking because it was interesting being able to share our ideas with our classmates. I think that it helped me to practice fluency, which I think improved a little bit. There were times when I feel embarrassed by mispronouncing words while recording the screencast I feel very embarrassed because I did not want my classmates to watch my video. I feel more relaxed when we had to record and audio because nobody could see my face it was only my voice.

**GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

All the grammar activities helped me to be more aware of what things I am doing wrong and in which things I should focus more. I think that all the activities helped me to improved grammar and be more conscious about grammar mistakes.





## TEACHING OF GRAMMAR



In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

### **Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

The activities to develop teaching skills were good. At the beginning of the semester, I remember that I was very anxious while being in front of my classmates, but I think that in the last grammar presentation I feel more confident, not like 100% but at least it was more than the first time. On the contrary, when I had to present by myself I felt really(reallyyyy) anxious, because it this time I had to be by myself in front of my classmates. I think that I need to work more in the part of being in front of people, I feel nervous when everybody is watching me.

## GENERAL OPINION ON THIS COURSE

### **In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

I think that it was interesting all the activities that you give us through the semester, I think that they were not complicated and helped me a lot. While doing this reflection I was able to watch my improvement is not a lot but at least something changed. I want to thank you, for being a good teacher and encourage us to improve by always providing us feedback, which I consider very important because we can see what things we have to improve.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



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**ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S36

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.

**PERSONAL REFLECTION:**

Can you explain a little how and where you learned English since you were a child up to the beginning of this course?

When I was young I went to a bilingual elementary school in Cananea and I learned English there. I have always liked the language so I kept practicing it with music, videos and reading books in English. When I entered this career, I felt happy because I was going to use the language even more and I liked that. When this course began I realized that we were going to practice a lot our communicative skills through forums and many other activities and that was great because now that the semester is over I am able to recognize the improvements I had.

When did you feel more motivated or less motivated to study?

I honestly do not remember very much when I learned English because I was very young so I do not remember if I ever felt motivated or not. However, I know that I have always liked the language so I do not think I was every unmotivated to learn it.

Did you contribute voluntarily in your English classes? Why (not)?

I think that maybe my effort on learning and responsibility could have contributed because without that it is very hard to learn something but I did not learn on my own since I learned it at school.



What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?

The main differences are that I did not use to see the language as implicitly as I do now that I am enrolled in Uni. I also felt like I knew more English before entering here and maybe that is because I was not so conscious of everything.

### **READING:**

In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

To what extent do you think these activities helped you improve your reading skills in any way during this course?

I think that it helped me because I became a faster reader and learned how to catch the main idea of the readings without having to read the entire paragraph. I also believe that I am better at comprehending what I read thanks to those practices.

### **LISTENING:**

In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

To what extent do you think these activities helped you improve your listening skills in any way during this course?

At the beginning of the course it was hard for me to concentrate on the listening activities and that affected me. Now, it is easier for me to focus on what I am listening to even if the room I am in is noisy or not.

### **WRITING**

In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

To what extent do you feel these activities helped you improve your writing skills in any way during this course?

To me, the writing activities were the most helpful ones. I consider that I improved a lot because now I am better at expressing my ideas in a more formal way and





learned how to properly write an essay or an academic paper. The improvement in my writing skills was very notorious.



## **SPEAKING**

In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video)

To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible

The speaking activities we did in this course helped me improve my pronunciation a lot and become more fluent. However, in the beginning I felt very nervous about them and sometimes did not want to do them. Now that I recall I am glad I did them because I can see how much they helped me and I feel more relaxed when I have to do a speaking activity.

## **GRAMMAR**

In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar point, and although this is intended for teaching, it impacts your knowledge of grammar.

To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?

I think that they helped me a lot because I am not very good grammar. I know how to say or write something but sometimes I forget why and doing these grammar activities helped me realize the importance of knowing the structures and rules of English.

## **TEACHING OF GRAMMAR**

In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching



of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.

Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?

They helped me a lot because I practiced on how to give a class in the future and that made me realize it is not as easy as it seems but I can do it. I also learned many new strategies for activities, classroom management, etc.



### **GENERAL OPINION ON THIS COURSE**

In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?

I enjoyed this course a lot. I really liked the way in which the class was given and the activities we had to do. I particularly liked the forums a lot and the topics that we used for them. I also liked that we learned how to design a forum and investigating about a specific topic throughout the semester.

Thank you for all your comments, they will be used to improve the learning experience of other students like you!

Gabriel



**UNIVERSIDAD DE SONORA  
FACULTY OF FINE ARTS AND HUMANITIES  
DEPARTAMENT OF FOREIGN LANGUAGES  
BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING  
ENGLISH IV**

Teacher: Gabriel Francisco Leon Fontes  
Fall Semester of 2019  
Student: S37

**OVERVIEW**

We have reached the end of this course and part of being a good teacher is being able to reflect on the things we do well and the things we do not. In order to do this, complete a learning reflection for this course based on the questions below (any aspect that you would like to add that is not in the questions is more than welcome).

This learning reflection will be organized by the aspects practised in this course (listening, speaking, writing, reading, teaching sessions, grammar, etc.). To perform your reflection, I will ask you to access your grades in Schoology and look at your previous work (open your first work of each section, then the second, and so on) so as to analyze if there has been a change in the work you have been doing. For example, if you have to reflect on your writing, open your reading reports (first your first report, then read your second, then your third, your fourth and the final essay) and try to see if there is a difference between your first reports and your last reports.



## **PERSONAL REFLECTION:**

- 1. Can you explain a little how and where you learned English since you were a child up to the beginning of this course?**

I learnt English as a little kid because I grew up in Tucson and Minnesota so I had the opportunity to learn a little of both languages. (Spanish and English)

- 2. When did you feel more motivated or less motivated to study?**

I believe that it was in Middle school because I moved to Nogales Sonora and the process was sort of difficult for me and my sister. Because of this I didn't really want to go to school, pay attention or talk. Not even in my English class where I thought was the place I felt most comfortable.

**Did you contribute voluntarily in your English classes? Why (not)?**

Yes, I participated when my teacher asked me too.

- 3. What are the main differences between you as a language student in the past (before enrolling in Uni) and you as a language student now?**

I think that the difference is that before coming to the B.A. I did not feel very comfortable talking out loud in English because I was not in my comfort zone. But now, I am very comfortable speaking out loud and presenting as well.



### **READING:**

4. In order to develop your reading skills for this course, 2 main things were designed, a) the reading of academic journals, and b) TOEFL-like reading practices.

**To what extent do you think these activities helped you improve your reading skills in any way during this course?**

I think that these activities helped me a lot because I don't really like to read academic texts that are not of my interest. But, with these activities I learned that I needed to read more carefully and with pauses in order to pay more attention to the lecture and its main ideas.

### **LISTENING:**

5. In order to develop your listening skills in this course, 2 main things were designed, a) TOEFL-like listening practices, and b) audio fora where you had to listen to your classmates in order to interact with them.

**To what extent do you think these activities helped you improve your listening skills in any way during this course?**

Yes, because I think that it helped me improve my listening abilities. It is pretty common for people to not pay attention to what someone is saying and with this I practiced more and learnt.



## WRITING



6. In order to develop your writing skills for this course, there was a progression of activities designed, first the structure of phrases, clauses, sentences, paragraphs and essays were studied. Then, we discussed summarizing and paraphrasing, and finally we practiced writing an argumentative essay.

**To what extent do you feel these activities helped you improve your writing skills in any way during this course?**

I believed that the final essay helped me a lot because last semester I learnt the parts of an essay but I never made an argumentative essay. So this gave me the opportunity to practice and learn how to write academic papers.



## **SPEAKING**

- 7. In order to develop your speaking skills for this course, a series of forum activities were designed, the first one was a text discussion forum, but the next fora were developed in an oral discussion forum application (either audio, video) To what extent do you feel these activities helped you improve your speaking skills in any way during this course? How did they make you feel (anxious, relaxed, embarrassed, etc)? Please provide as many details as possible**

At first with the forums I was kind of shy to talk to the recorder because I have had issues with my voice and the tone but I believe that with all of the forums and the presentations that began to change since I was put in a situation where I had to leave my comfort zone and I think that was good because I helped me improve in my tone, teachers voice and freedom to speak out loud. By the last forum I felt comfortable and prepared to participate.

## **GRAMMAR**

- 8. In order to develop your grammar knowledge for this course, there were a series of activities designed, the first one was presenting the grammar, then, there was a grammar practice in the book and additional exercises placed online in Schoology, finally there were some mock TOEFL-like grammar practice tests. Adding to this, there were activities designed for you to teach this grammar**



point, and although this is intended for teaching, it impacts your knowledge of grammar.

**To what extent do you feel these activities helped you improve your grammar knowledge or control (use) in any way during this course?**

All the activities and book practice helped me a lot. In fact I believe it is what helped me the most out of all the activities of all skills because I know English but since I have used it since a child I was never aware that I was learning English therefore I did not learn all grammar rules but with the book practice I studied and practiced until I understood.

### **TEACHING OF GRAMMAR**

- 9. In order to develop your grammar teaching skills in this course, there were a series of activities designed, the first one was presenting the PPP approach to teaching English (as extra actvs. The TTT approach and the TBL method were also presented). Then, there was a lesson planning practice using the PPP approach, and finally there was the teaching of 15-minute classes to your classmates where you practiced your pedagogical expertise and received feedback for it.**

**Do you feel these activities helped you improve your grammar teaching skills or control (use) in any way during this course? Why or why not?**

The grammar presentations were my favourite thing about the class because I learned so much about my classmates and teacher too. Every week I learned something new thanks to the feedback that was provided to us. Also, the TBL, PPP and PPP





presentations gave me the opportunity to learn more about these approaches and how I could use them for my future students.



### **GENERAL OPINION ON THIS COURSE**

**10. In general, what is your opinion of this course as a whole, what did you like, what did you not like, and what do you think can be improved?**

I liked that every day we did something different and that each day I felt that I was improving more in my English abilities but the most interesting things about this class was that I also learned how to be a good teacher and this is something I will carry on for my future students.

Therefore, thank you teacher for helping me improve and show my best in every class.