

Strengths:

- ss engaged + working together well.
- + elicits reasons for answers - fostering autonomy + critical thinking
- well-trained ss - know what's expected of them - routine - same vocab review activity as usual.
- ss seem very comfortable (low affective filters)
- writes vocab. on board (with word group and stress pattern)
- recommend highlighters for readings + reminds ss of previous training of underlining/circling + elicits why this is useful.
- on the spot eliciting error correction using repetition of mistake
- adjusted difficulty level when ss struggled to meet class' needs.
- low TTT - ss guiding, ss speaking most + meaningful interaction of ss.
(ss had trouble with nouns (suffixes) - so + other activity on word transformation
ss provide a lot of the content)
- lots of reminding ss of previously learnt/practiced material + what will come up in future.
- phonemic symbols when needed to clarify different sounds

Areas for consideration:

1. - when boarding - could ss be asked to make notes? - Will they just forget if not? - some note-taking skills training, practice might be useful (for fostering autonomy + learner training)
2. - instruction giving - quite wordy (+ yes, they are upper) - perhaps could be shorter, with less commentary - as some ss don't know what to do - could board instructions / ICQ (- done on some, not on all.)
3. - board organisation - could some permanent stuff stay up on side big board? (e.g. advice, vocab etc.) emergent
4. - mix-up interaction patterns more?
 - pairs
 - individual
 (all ss-T, T-ss + ss-ss-ss)

notebooks in general -
Some ss not using at all
during group practice, but in
vocab exercise - it would be key
for them to review later.

asked ss if they had
written it. - not all had,
better to ask them to individually
write everytime anything goes
on board.