

**Universidad Latinoamericana de Ciencia y Tecnología**

**ICO 2013**

**28-9015 Professional Practice**

**Prof. M. Ed. Verónica Castro Ramírez**

**Teaching Dossier**

**Sileny Monge Espinoza**

**Escuela Miguel Obregon Lizano**

**San José, Costa Rica**

**April 25th, 2013**

Teachers who  
Love teaching,  
teach  
children  
to Love  
Learning.



**Introductory section**

# Course Description

Name of the Institution: Escuela Miguel Obregon Lizano.

Telephone number: 2235-3582

Email address: [emoltibas@hotmail.com](mailto:emoltibas@hotmail.com)

Physical address: 150m south from Tibas' park.

Target population: Primary school. Children between the ages of 6 and 15 years old.

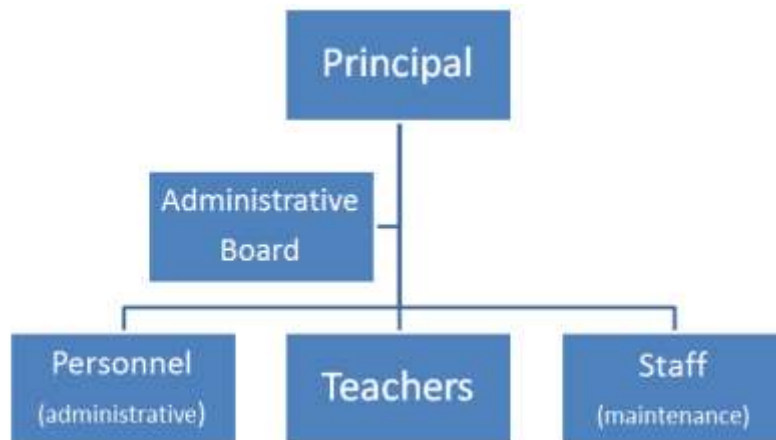
## Student population:

|              |                           |
|--------------|---------------------------|
| First Grade  | 6 groups                  |
| Second Grade | 6 groups                  |
| Third Grade  | 8 groups                  |
| Fourth Grade | 8 groups                  |
| Fifth Grade  | 7 groups                  |
| Sixth Grade  | 7 groups                  |
| Total:       | 1200 students / 42 groups |

## Classes schedule:

- First cycle: 7am – 12 Monday, Wednesday, Friday  
12:30pm – 5:40pm Tuesday, Thursday
- Second cycle: 7am – 12 Tuesday, Thursday  
12:30pm – 5:40pm Monday, Wednesday, Friday

## Organizational Structure:



## School staff and distribution:

| Quantity | Job description                 |
|----------|---------------------------------|
| 1        | Emotional Support Teacher       |
| 2        | Curricular Modification Teacher |
| 1        | Mental Retardation Teacher      |
| 1        | Language Therapy Teacher        |
| 2        | Security Officers               |
| 3        | Kitchen staff                   |
| 5        | Janitors                        |
| 1        | Librarian                       |
| 5        | Administrative                  |
| 1        | Maintenance                     |
| 2        | Music Teacher                   |
| 5        | English Teacher                 |
| 2        | Educación para el Hogar Teacher |
| 3        | Religion Teacher                |
| 3        | Computer studies Teacher        |
| 2        | Special Education Teacher       |
| 42       | Primary school Teachers         |

## Facilities:

|  |
|--|
| About a block.   |
| - 2 floors with bathrooms for men and women in each level. |
| - 2 main entrances   |
| - 1 Soda / dining  |
| - Assembly Hall  |
| - 1 Library  |
| - 1 Administration/Principal Office                        |
| - 21 classrooms  |
| - 2 teacher's classroom                                    |
| - 2 classrooms for special subjects                        |
| - 2 computer labs  |
| - 2 terrace for recreation                                 |

## Mission

Miguel Obregón Lizano School in coordination with the circuit 04 of the Regional Directorate of Education in North San Jose, consistent with the current educational policy, the Regional Annual Plan and our own reality, have as mission the plan for institutional improvement 2011 the

compliance with the constitutional provision of the right to education of the school's educational community, while promoting the formation of the individual and society in harmony with nature and consistent with the development of science and technology by providing different alternatives involved in education support to improve the quality of education, establishing communication mechanisms, consulting, implementation, monitoring and evaluating of the educational activities that enable kids and young to children acquire greater human perfection, more wealth being and fullness of life, thereby providing in students the ability to succeed in the academic, socio-emotional, cultural and spiritual academic path thus improving the quality of life of the inhabitants of the area comprising the school as part of circuit 04 of the San Jose Regional North.

## **Vision**

Provide to the education community school from Tibás Miguel Obregón Lizano of the Regional Directorate North San José quality of education taking into account the aims and objectives of the Costa Rican Education, the Ministry of Education programs, policies pertaining to the evaluation that responds to the interests and needs of people at all levels and types of students of the institution, promoting a democratic environment and opportunities, reconciling the personal and social interests with the collaboration of faculty and staff, parents of family, community agencies or entities in order to become a model school.

## **Historical review**

Since 1886 educational services started where now stands the City Hall, which was named Tibás School for Boys and Girls. Where only grades from first through fifth were taught, the sixth grade had to be taken in another school in San Jose.

Miguel Obregón Lizano School began operations in 1924. The school population consisted of students from Colima Llorente because they did not have schools in their communities. At that time the land where the school is currently located and which was purchased from Mrs. Agustina Quiroz in the sum of ¢ 4.000 colones, was used as the school garden driven by Jose Rafael Araya. The student planted and the whole crop was enjoyed by his/her family.

The first classrooms were built under the government of Don Cleto González Víquez begins and possibly present building construction followed in the administration of Ricardo Jimenez.

Construction of the school began as President of the Board of Education Rafael Vargas Quiroz, benefactor of the canton. From 1930, with Don Virgilio Caamano, the first school library from Tibás was opened. Don Rafael Vargas Quiroz gave as gift an encyclopedia "THE TREASURE OF KNOWLEDGE", to increase reading among the population, both students and alumni.

## Values

Ethical, allow us to always act correctly and honestly.

Moral, Christian precepts that are modeled after our actions.

Spiritual, infuse faith, optimism and north for us to follow.

Honesty, sensitivity, respect, responsibility, service

## General Objective

To strengthen student services offered by the school Miguel Obregón Lizano on two axes of attention, infrastructure, academic collaboration with actors such as curriculum, Governmental Organizations, Private Company, Parent Community, Student Community, Faculty and Staff who work for the institution.

## Conceptual Component

- Children from families with low income and from areas in development.
- Children with lack of care and supervision of a parent or caretaker. Family problems.
- A very large population with learning disabilities, ADHD, behavior problems, aggressive, significant and insignificant adjustments (sit in front of the class or next to the teacher, special tests, etc.).

Marginalization is a social phenomenon where there is a disadvantage of one or several aspects such as economic, political or social status that occurs due to the problems experienced by the individual to achieve integration with other social groups.

This phenomenon occurs in many countries of the world and none is safe, however depending on the level of development of each individual it may be in a lesser or greater degree and it can be somehow controlled. That is why it can be found more often in low income areas.

Among the events that are observed today include: theft, drug use, violence in all its manifestations and prostitution among others.

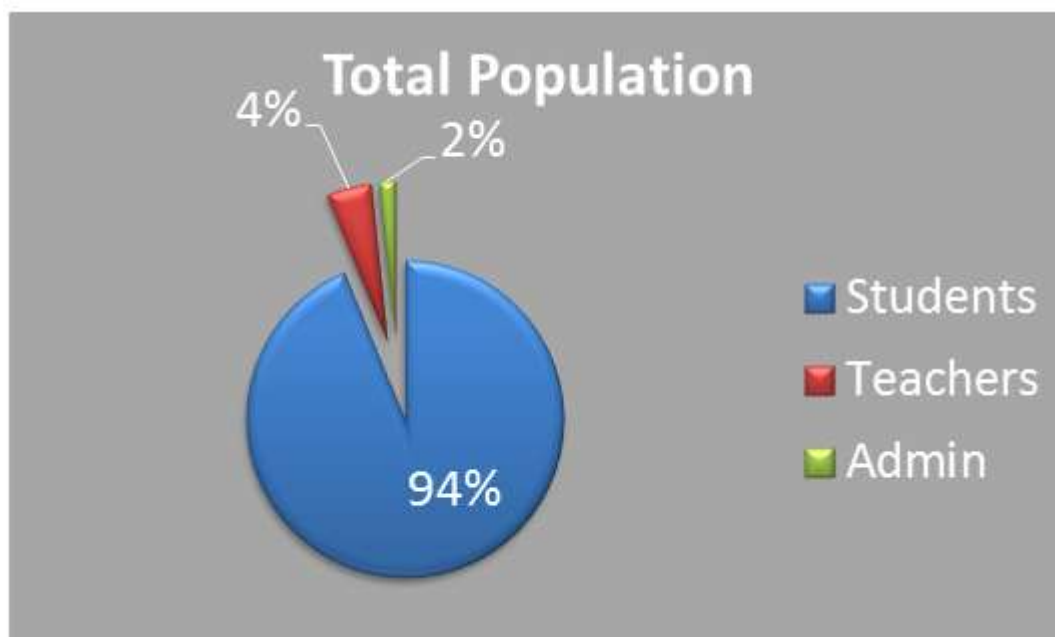
The same economic level and society in general make people or families affected by it to tend to cluster in areas where they can live by their own need for access to basic resources. This is reflected in the opportunities they have for jobs and education.

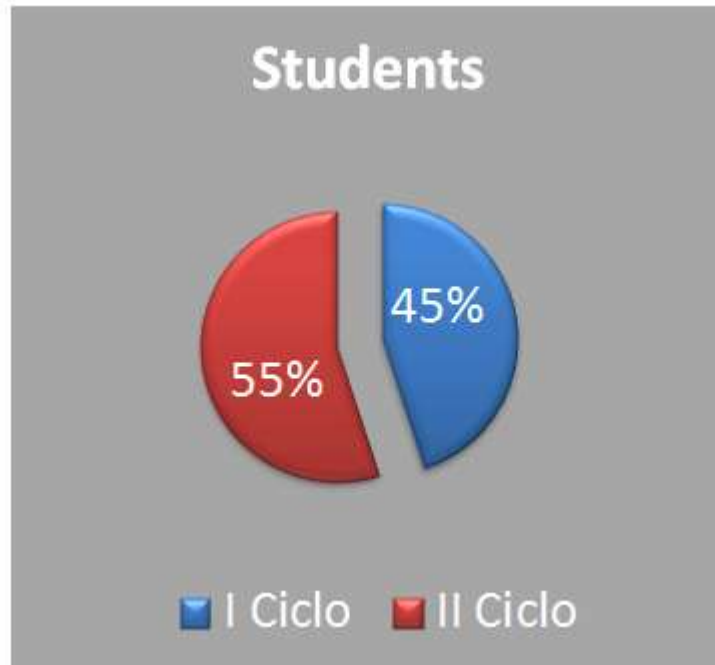
Governments and charities try to attack or correct economic marginalization with a greater involvement by poverty. Collections are made to allocate budgets to provide housing to families and turn them out of the social environment where they live. In addition there are activities for children and youth to keep them away from other associated problems such as crime and drugs.

Despite the efforts, the same economy and society make the gap between social classes bigger and is increasingly difficult to get out of one of these groups.

### Demographic Component

- 1200 students
- Faculty of 59 teachers / assistants from other areas.
- Administrative office: 21 people.
- 660 students from I cycle, 540 students from II cycle
- Mild higher percentage of women in each classroom.
- The school does not have statistics on the economic situation of each student or the general population. However, it is common knowledge that the vast majority of these are in middle-low to low.





## **Organizational Component**

### Disadvantages:

- Demotivation of the staff members.
- Unwise management of economic resources from the director - frequent change of board trustees.
- Little collaboration from parents or guardians - there are insufficient funds for such a large population.
- Poor budget management.
- Lack of a counselor (orientador).

### Advantages:

- Dedicated teachers.
- Staff trained to take care of children.
- The government projects like DARE, school meals, etc..
- Extra Support in the institution - for example computer lab.



## **Social Component**

### Disadvantages:

- Absent parents.
- Families with low incomes.
- Children with poor education in higher grades.
- Drug problems.
- Aggressiveness.
- Parents who are illiterate cannot help children in English.
- The course is very basic - no good didactics, poor bases and no reinforcement on what was previously learned.
- Difficult access to support materials for English subject.

### Advantages:

- Children have a desire to learn.
- Adversity makes the kids stronger.
- The computer lab could be used to reinforce English.
- Children of lower levels may learn English in an easier way.
- Kids have better capacity of adaptation due to age.

# **Observation Sheet**

# Approach to teaching

## Description of Method

- Audio-lingual Method
- The method used is repetition since in second grade only listening and speaking skills are being developed.

The audio-lingual method was widely used in the United States and other countries in the 1950's and 1960's. It is still used in some programs today.

## Theory of language

The Structural view of language is the view behind the audio-lingual method. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them.

## Theory of learning

Behaviorism, including the following principles:

- Language learning is habit-formation
- Mistakes are bad and should be avoided, as they make bad habits
- Language skills are learned more effectively if they are presented orally first, then in written form
- Analogy is a better foundation for language learning than analysis
- The meanings of words can be learned only in a linguistic and cultural context.

## Objectives

Here are some of the objectives of the audio-lingual method

- Accurate pronunciation and grammar
- Ability to respond quickly and accurately in speech situations
- Knowledge of sufficient vocabulary to use with grammar patterns.

## **Table of contents** – what I want to cover.

### Week 1

- Socializing
- Colors
- Tolerance
- Vocabulary
- Pronunciation

### Week 2

- Days of the week
- Months of the year
- Numbers
- Cooperation
- Vocabulary
- Pronunciation

### Week 3

- In the classroom
- My community
- My school
- Independence
- Vocabulary
- Pronunciation

### Week 4

- My body
- My interests
- My family
- Discipline
- Vocabulary
- Pronunciation

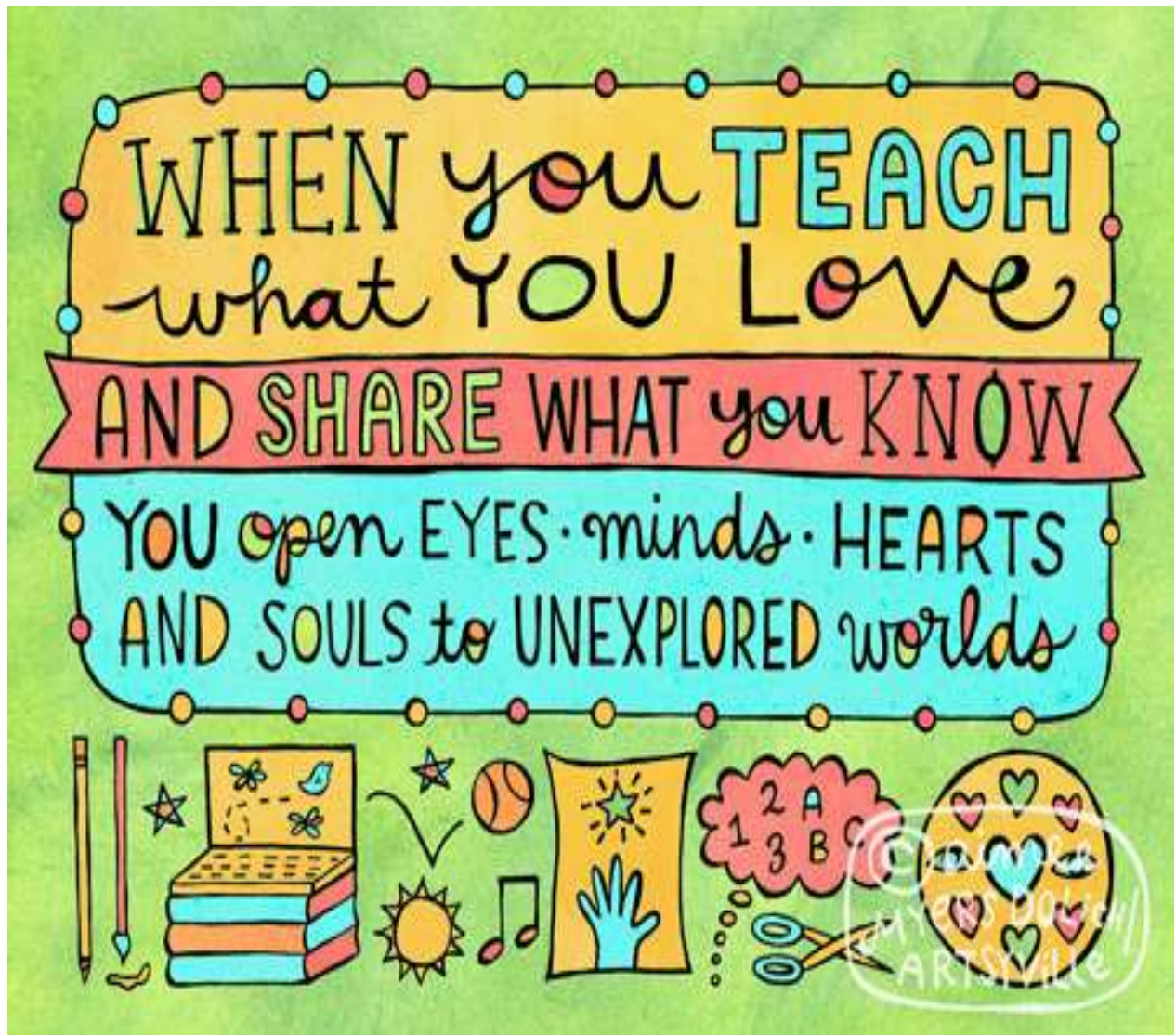
## Vocabulary

| Week 1             | Week 2               | Week 3                | Week 4              |
|--------------------|----------------------|-----------------------|---------------------|
| Hi                 | Monday               | Open/close your book  | Head                |
| Hello              | Tuesday              | Open the door         | Hair                |
| My name is         | Wednesday            | Raise your hand       | Eyes                |
| This is...         | Thursday             | Sit down              | Nose                |
| How are you        | Friday               | Stand up              | Mouth               |
| Good bye           | Saturday             | Listen                | Ears                |
| Nice to meet you   | Sunday               | Go out                | Arm                 |
| See you later      | January              | Be quiet              | Hands               |
| Good morning       | February             | Fireman               | Legs                |
| Good afternoon     | March                | Doctor                | Foot                |
| Good evening       | April                | Mail carrier          | Mother              |
| White              | May                  | Police officer        | Father              |
| Black              | June                 | Bakery                | Brother             |
| Yellow             | One                  | Hospital              | Sister              |
| Green              | Two                  | Police station        | Granma/pa           |
| Blue               | Three                | Desk blackboard       | I like              |
| Red                | Four                 | Eraser                | I don't like        |
| Pink               | Five                 | Notebook              | What is discipline? |
| Brown              | Sunny                | Book                  |                     |
| What is tolerance? | Rainy                | <del>Pen</del>        |                     |
|                    | Snowy                | <del>Pencil</del>     |                     |
|                    | Windy                | <del>Ruler</del>      |                     |
|                    | What is cooperation? | What is independence? |                     |

# Goals

1. I want my students to enjoy English.
    - a. Students will be motivated and will feel comfortable participating during class in all the practices and games the teacher will provide.
    - b. Students will lose the fear they might have to the new language and will embrace it instead since the lesson will be imparted in a funny, interactive way.
  
  2. I want my students to experience situations different than their reality (social risk).
    - a. Students will learn values such as tolerance, love, cooperation, independence, discipline, team work, in our classes for the students to learn that they can pursue and achieve greater things if they can dream it.
    - b. Students will be introduced to the topic: 'A world of opportunities' this for them to learn than living in social is just an obstacle to achieve any goal they commit to.
  
  3. I want my students to learn new vocabulary and imitate in a proficient way.
    - a. Students will pronounce accurately
    - b. Students will be able to recognize instructions during class
- The majority of the students live in social risk communities where drugs, crime, divorces surround them on daily basis. I consider super important to teach them that the world is not just that.





## Core Section



# Description of activities applied

During the 4 weeks the students activities were based primarily on repetition since only listening and speaking skills are the focus on this level. During the first class I explain the topic and copy in the board the main vocabulary for the students to have the material in their own notebook, this for exam matters. The remaining 4 lessons of the week the students work on the book and in some paper practice and in oral activities.

Also, during each week I introduce a value (the term in English but the explanation in Spanish) for the students to learn something that will define them outside the classroom, for them to understand that in order to be a professional besides education they need moral values.

Below the list of activities applied:

## Week 1: Greetings

- Introduction to the topic and written part on the board.
- Flashcards. I show a flashcard to the group and they repeat the word.
- Workbook: pages 8,9,10, 11.
- Mini dialogues in pairs to greet each other.
- What is tolerance?

## Week 2: Date and weather conditions

- Introduction to the topic and written part on the board.
- Flashcards. I show a flashcard to the group and they repeat the word.
- Workbook: pages 14,15,16,17,18.
- Poster: the teacher divides the class in groups and gives a 'cartulina poster' to the students (a day per group) they color the poster together and then the teacher gives instructions as Simon says: Monday please sit on the floor, Tuesday please raise both hands. Wednesday jump.
- What is cooperation?

## Week 3: Classroom activities

- Introduction to the topic and written part on the board.
- Flashcards. I show a flashcard to the group and they repeat the word.
- Workbook: pages 12,13.
- Simon says game.
- What is independence?

Week 4:

- Introduction to the topic and written part on the board.
- Flashcards. I show a flashcard to the group and they repeat the word.
- Workbook. pages 21,22,23.
- Exam.
- We had little time during this week for the new topic introduction since it was exam week.
- What is discipline?

# Students Improvements

## Weaknesses

I identified 2 type of weakness. One that affects the kids and their learning process overall (home and school) and there is one that affects their performance during class activities. They are both linked. For example, as general weakness I listed:

- Absent parents
- Families with low incomes.
- Children with poor education in higher grades.
- Parents who are illiterate cannot help children in English.
- The course is very basic - no good didactics
- Difficult access to support materials for English subject.

There general problems affects directly the kids performance on daily basis. As more class related weakness I listed:

- Lack of concentration
- Lack of previous knowledge in English subject
- The mentor teacher doesn't take time to explain in a complete way the topic. She gives vocabulary in Spanish. The kids ask "how do I say perro in English" and she replied "write it in Spanish and I'll tell you later". So she kills the kids enthusiasm towards English.

## Strengths

- They are also showing more interest on English now.
- Children have a desire to learn so they do learn the vocabulary.
- They like to participate during the class.
- They are very enthusiastic and ask for words that are not even in the lesson.

## Difficulties

- Most part of them doesn't know how to read or write so they are behind their class and it is the teacher's labor to drive them.
- No help at home so the teacher must take that into consideration in everyday class and exams.

There are different learning styles that require adaptations but the school can't afford this so if the teacher wants to help in any specific case she is on her own. The English curricula given in this school is super basic (mostly vocabulary) so it is easier for teachers if they want to take any action.

# Evaluation of Teaching

I created a list with all basic characteristics a good teacher must have:

- a desire to educate young people and act as a positive role model
- an ability to work with students from diverse backgrounds and abilities
- interest in helping people learn
- enthusiasm about a subject
- strong interpersonal and organizational skills
- the ability to work unsupervised
- creativity, energy and patience

I based my experience and rated my performance based on these and came to the conclusion that I did a good job. The kids were happy, the mentor teacher was pleased and I was very satisfied too with the results.

There are some things I must improve, such as:

- Time management. It was difficult to work on all activities I had planned basically for 2 reasons: this was the first time I ever worked as teacher in a public school so I didn't know how the system works and the kids get distracted very easy so a lot of time was wasted trying to capturing their attention and bringing them back to the class and focus.
- Pity: I made a huge mistake that now I realized is that I felt pity for them because of their situation (social risk) and they took advantage of that. I treated them with too much love and attention they were not used to what caused a massive amount of "chineos" the mentor teacher doesn't give since she has been there for years and knows that there is nothing else we can do for them as teachers than educate them and give them the tools to conquer a bright future.

# Contents Covered

At the beginning of the first week I had the idea that I was going to be able to cover all the topics I had in mind. After a discussion with my mentor teacher she explained to me that I was not considering some factors that might interrupt this plan such as: student behavior, if they are fast learners or not, fast writers or not, if the class is in the afternoon or in the morning, are the students hungry, is there any other activity in the school that will cost a lesson (acto civico, exam) so at the end I covered some topics of my list, not all of the them. The ones ~~crossed~~ are the ones I didn't cover.

## Week 1

- ~~Socializing~~ Greetings
- ~~Colors~~
- Tolerance
- Vocabulary
- Pronunciation

## Week 2

- Days of the week ~~and Months of the year~~
- Weather
- ~~Numbers~~
- Cooperation
- Vocabulary
- Pronunciation

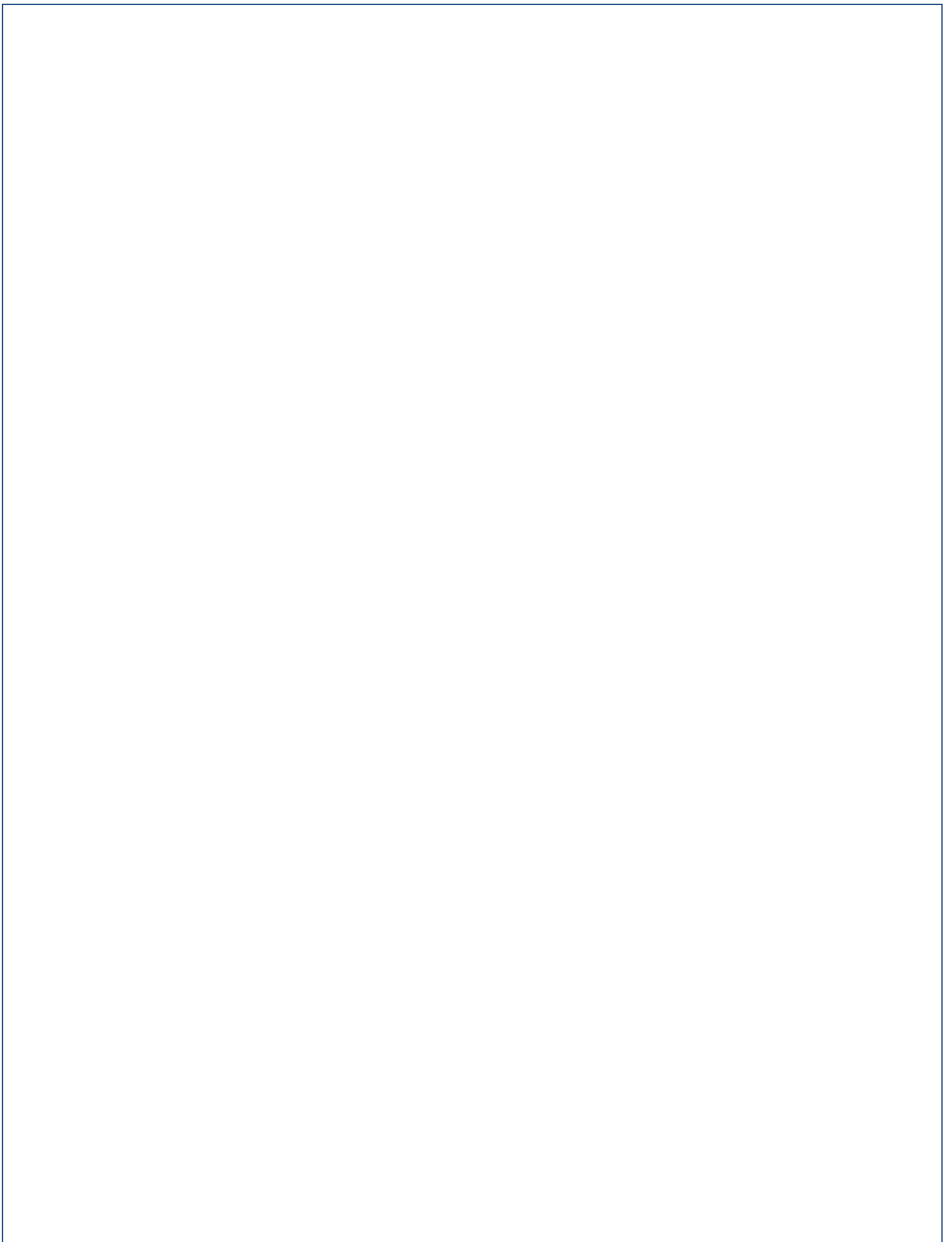
## Week 3

- In the classroom
- ~~My community~~
- ~~My school~~
- Independence
- Vocabulary
- Pronunciation

Week 4

- My body
- ~~My interests~~
- ~~My family~~
- Discipline
- Vocabulary
- Pronunciation

| Week 1             | Week 2               | Week 3                     | Week 4                  |
|--------------------|----------------------|----------------------------|-------------------------|
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| Hello              | Tuesday              | Open the door              | Hair                    |
| My name is         | Wednesday            | Raise your hand            | Eyes                    |
| This is...         | Thursday             | Sit down                   | Nose                    |
| How are you        | Friday               | Stand up                   | Mouth                   |
| Good bye           | Saturday             | Listen                     | Ears                    |
| Nice to meet you   | Sunday               | Go out                     | Arm                     |
| See you later      | <del>January</del>   | Be quiet                   | Hands                   |
| Good morning       | <del>February</del>  | <del>Fireman</del>         | Legs                    |
| Good afternoon     | <del>March</del>     | <del>Doctor</del>          | Foot                    |
| Good evening       | <del>April</del>     | <del>Mail carrier</del>    | <del>Mother</del>       |
| <del>White</del>   | <del>May</del>       | <del>Police officer</del>  | <del>Father</del>       |
| <del>Black</del>   | <del>June</del>      | <del>Bakery</del>          | <del>Brother</del>      |
| <del>Yellow</del>  | <del>One</del>       | <del>Hospital</del>        | <del>Sister</del>       |
| <del>Green</del>   | <del>Two</del>       | <del>Police station</del>  | <del>Granma/pa</del>    |
| <del>Blue</del>    | <del>Three</del>     | <del>Desk blackboard</del> | <del>I like</del>       |
| <del>Red</del>     | <del>Four</del>      | <del>Eraser</del>          | <del>I don't like</del> |
| <del>Pink</del>    | <del>Five</del>      | <del>Notebook</del>        | What is discipline?     |
| <del>Brown</del>   | Sunny                | Book                       |                         |
| What is tolerance? | Rainy                | Pen                        |                         |
|                    | Snowy                | Pencil                     |                         |
|                    | Windy                | Ruler                      |                         |
|                    | What is cooperation? | What is independence?      |                         |



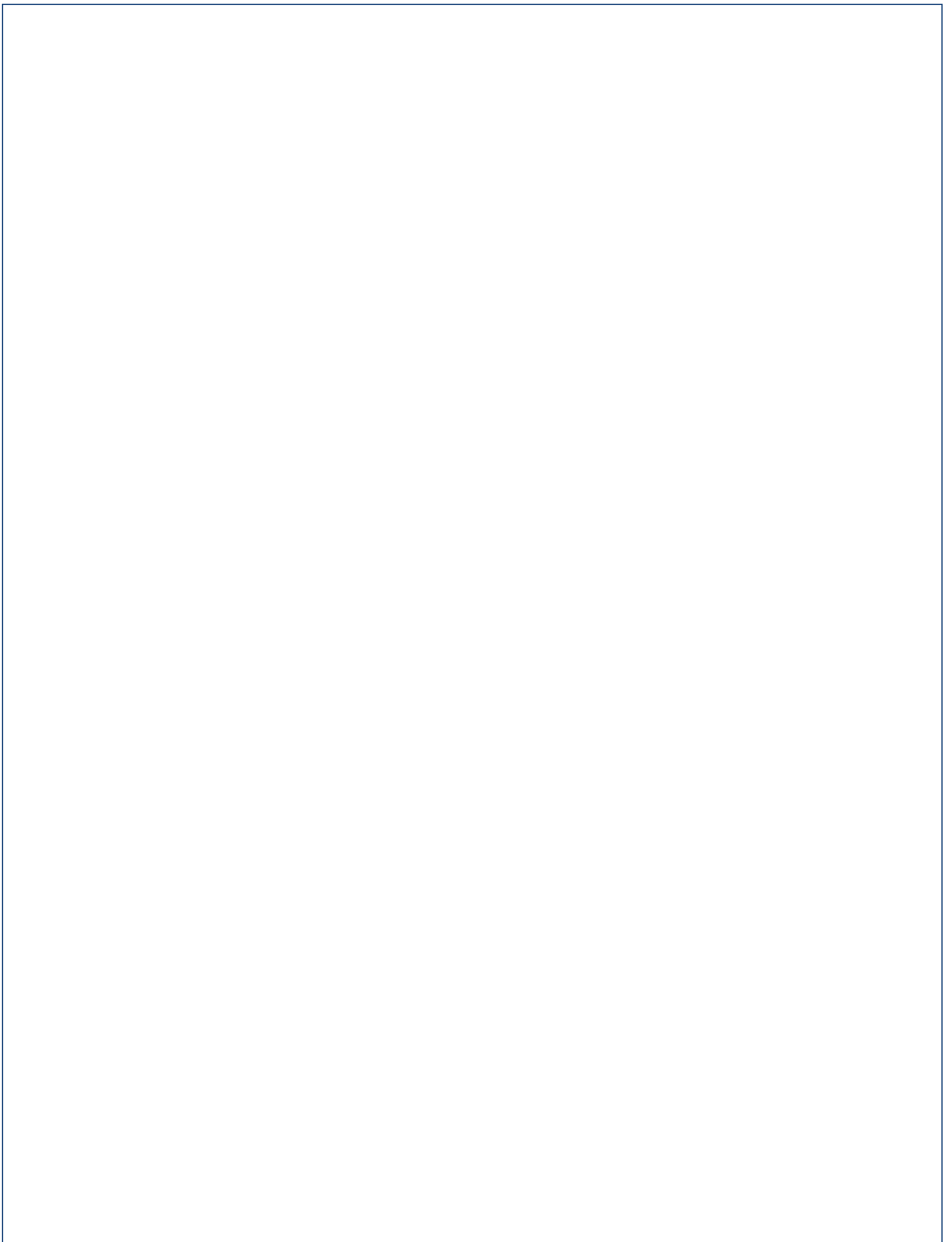


# **Lesson Plans and Materials**

It takes a big  
**heart**  
to help shape  
**little**  
**minds.**



**Concluding Section**



# Final Reflection

This was quite an experience. I can say that I learned more from them than what they learned from me. They gave me a new life perspective. Until you get to work on conditions such as the ones faced by these kids you don't realize how lucky you are and how blessed. As a teacher in a social risk school and environment you get to develop skills beyond teaching; you are a godmother, a role model, a hero, a nurse, a psychologist, etc.

As a teacher during this assignment I developed new skills and learned new things that will help me in my future career. One important that I learned is that the best thing you can do for a kid in these conditions is to prepare him/her for the future, you can't buy them food or toys because it won't make any difference in their reality, you do can teach them that there is a world outside full of opportunities for them and that they must prepare to grab them and take advantage of them.

This was a very nice experience; I think this is the time when you realize why you enrolled in this career and what is your purpose as an educator. When you get the feeling that you are making a difference in little kids' life is when you realize it was all worth.

**I FACILITATE THINKING.**  
**I ENGAGE MINDS.**  
**I LISTEN TO QUESTIONS.**  
**I ENCOURAGE RISK.**  
**I SUPPORT STRUGGLE.**  
**I CULTIVATE DREAMS.**  
**I LEARN EVERYDAY.**  
**I TEACH.**

# Reflection of the Video

The principal of the school didn't allow me to take videos or photos of the kids; I still got a few minutes of video and some pictures for the audience to meet them and for dossier completion purposes.

I recorded them during the prayer we had at the beginning of each lesson. The prayer goes:

Thank you God for each happy day

Thank you God for long hours of play

Thank you for bright butterflies

Thank you for our two eyes

Thank you for the birds that sing

Thank you God for everything. Amen

They were very excited and eager to participate in the video since it was something different on their day to day, they did enjoy photos a lot too.

**Annex**

# **Tracking hours sheet**

# **Evaluation Sheets**