Ana Paula Martins de Meneses

UNDERSTANDING MY STUDENTS' PERSPECTIVES UPON THEIR ORAL PRESENTATIONS

Ana Paula Martins de Meneses

UNDERSTANDING MY STUDENTS' PERSPECTIVES UPON THEIR ORAL PRESENTATIONS

Monografia apresentada ao programa de Pós-graduação em Letras da PUC-Rio como requisito parcial para obtenção do título de especialista em Língua Inglesa.

Profª Drª Inés Kayon de Miller
Departamento de Letras – PUC-Rio
Orientadora

Rio de Janeiro
Agosto de 2018

To my father (In memoriam): For he always believed in me, in my dreams and in my plans.

ACKNOWLEDGEMENTS

Firstly, and above all, I would like to express my gratitude to God, for all the inspiration and strength He has provided me.

Thanks to all professors at PUC-Rio, specially to Inés Miller, who has been supportive and kind, and who has shared her wisdom and knowledge to advise me in this research.

Thanks to my classmates, who shared not only their knowledge, but also their anxiety and difficulties, making me feel I was not alone.

Thanks to my students for being my daily inspiration. They certainly have enlightened my way through this uneasy path.

Finally, my special thanks to my family: my husband, my sons and my mother. Your love has been my foundation and my motivation.

ABSTRACT

This paper aims to describe how I have monitored my pedagogic practice as a way to understand some classroom issues, and how I used Exploratory Practice in order to understand my students' puzzles. The pupils involved in this research are fifth graders, at a bilingual school, studying science in English. After having presented their science posters, they did not seem to be satisfied with their performance, and they had some puzzles in their minds, which led them into the activities that followed. The outcomes of these actions were a landmark not only in the way I used to view my role as an EFL teacher, but also in my perceptions of my students' learning and understandings. This work shall be relevant to other teachers, learner teachers, and researchers who, like me, also see their classrooms as a live environment in which and through which puzzles can be the source of relentless investigations and understandings that motivate our pedagogy, making teaching more of a pleasant job and less of a burden.

TABLE OF CONTENTS

TABLES

1. INTRODUCTION

> "Life, especially life in the classroom perhaps, is
> volatile, and constantly puzzling."
>
> Dick Allwright, 2003

Before any attempt to explain the present paper, let me describe and position my personal beliefs at the very moment I took the first steps towards thinking of myself as a researcher within an extremely exciting scenario, which I happen to belong to as a teacher, which is the classroom setting.

Although it took me a while to find a bridge to connect the two complementing roles of teacher and researcher, I had already been experimenting with classroom procedures for examining how social practices would affect language phenomena, and how language would affect social aspects as well. The fact of the matter was that I felt I was not doing my job as a teacher since I was wasting time and effort on issues that did not cover the syllabi of the educational centers I used to work for.

Despite my discomfort, there was also a growing satisfaction as for understanding and getting my students to understand what was going on in that environment. That made me keep up with my practices and, moreover, invest time and effort on getting acquainted with academic theories that would ground my beliefs. Huberman (1992: 131) states that teachers who invest in classroom-level experiments, for instance, rather than school-wide projects, are more likely to be satisfied later on in their career.

Understanding what is going on in my classroom is something that has always motivated me as an EFL teacher, but I had never given much attention to it due to the tight classroom schedules and intense teaching demands which I have been struggling through.

However, after engaging as a research student, it seemed to me that nothing would make more sense than doing what has always puzzled me as a teacher. In other words, I knew it was time to find out more about what was happening in my classroom, I just did not know what tools would help me in the process, or more

specifically, what academic frame would ground my attempts of integrating research and teaching within classroom settings.

I was able to consider how to carry out my research when I first came across Exploratory Practice (henceforward EP) as a way of finding classroom time for deliberate work for understanding, not as another classroom activity but by exploiting normal classroom activities for that purpose (ALLWRIGHT, 2003).

Once having in mind the clear thought that teaching and researching could perfectly coexist, as "teaching is both a science and an art – and more besides" (WOODS 1996: 31), I was willing to understand my classroom issues through the lenses of EP. I had now to decide on what puzzles to investigate – as there were many. So I dived into an intense practice of collecting as many data as possible, so I could decide what would most intrigue us – my students and I.

The decision of exploiting students' science oral presentations came when they showed great interest in understanding their own impressions of their performance, as well as my observation of their critical attitudes towards their own presentations.

The way they reacted upon their presentations made me puzzle over what could have caused some of them to like it, and some of them to dislike it. That curiosity brought about my puzzles: (1) Why do some of my students like their oral presentations? (2) Why don't some of my students like their oral presentations?

Therefore, this research was designed aiming at understanding my students' view of their speaking skills as they perform oral presentations; integrating learning, teaching and researching within the classroom activities built and developed by us – my students and me. In order to do so, I relied on two sets of Exploratory Practice, which are the seven core principles of EP (ALLWRIGHT 2002) as means to understand our language classroom life, and the five students' propositions (ALLWRIGHT & HANKS 2009, p. 7) to run the analysis of the ways my students have been raising and addressing their puzzles.

This paper is structured in other 3 sections. In section 2, I introduce the major theoretical background on which I base my research: Exploratory Practice.

Section 3 is dedicated to presenting the methodology as well as the four steps used in the EP classroom research (ALLWRIGHT 2004, pp. 3-4). Finally, in section 4, I discuss and reflect upon our understandings of the process through the lenses of the Five Students' Propositions formulated collaboratively by teachers and learners.

2. EXPLORATORY PRACTICE AS A THEORETICAL BACKGROUND

> "There is no part of the social world that will remain boring after the application of a little curiosity."
>
> Rock, 2001

In this section, I intend to bring out some basic principles of EP in order to build the foundations for this research paper. This will be presented and used as analytical tools to discuss and construe the material collected and developed during this investigation.

2.1 What is EP and why choose it?

EP is a type of practitioner research that has been developed and discussed collaboratively by groups of teachers and learners over the past two decades as a way of investigating classroom settings, especially in language education, aiming at integrating teaching, learning, and research at no expense of extra class timing (ALLWRIGHT 1993; ALLWRIGHT & BAILEY 1991; ALLWRIGHT & LENZUEN 1997).

There is a plethora of approaches under the umbrella term of 'practitioner research' available to those who intend to investigate their own classroom scenario. Two of the most widespread terms are Action Research (WALLACE, 1997), and Reflective Practice (FARRELL, 2007). However, EP is unique and differs from any other practitioner research approach, as it follows these basic aspects: (1) the researchers are not only teachers, but also learners, curriculum designers, managers, including anyone else involved in the educational process; (2) *understanding* is prioritized over the *problem-solving* issue; and (3) the search for understanding integrates research and practice (HANKS 2017, pp. 24-27).

As for the first aspect, EP expects to include learners and teachers as 'key developing practitioners', presenting an alternative to teacher-centered classrooms. Interestingly, teachers have been given the role of practitioners as if they were the only ones in charge of the practice of language learning in class, though learners are actually responsible for that practice, and no one can do this learning but

themselves. In this way, learners are seen as practitioners of learning, and not just as 'targets of teaching' (ALLWRIGHT & HANKS, 2009).

As far as *understanding* goes, which concerns the second aspect presented, EP brings light to *puzzling* as the fuel to better understand classroom life, rather than trying to solve problems. Working for understanding life in the classroom contributes to a developing research process in which the idea of 'development' substitutes that of 'improvement'. In other words, if something needs improvement, it is assumed that something is wrong and needs to be 'fixed' (HANKS 2017), whereas something in need of 'development', is clearly within an on-going process and is not necessarily right or wrong. In this way, EP focuses on developing an understanding of whatever is *puzzling* before ever taking any action into finding out *problems* and trying to solve them. And here, we bring Hanks' notion of 'puzzlement' (1999), which affirms that we do not only get puzzled by negative aspects in the classroom, but by anything that strikes our attention in the scholastic settings.

With regards to the third aspect, the one that integrates research and practice, Allwright & Miller (2001) state that EP has been developed squarely for the purpose of avoiding the burden of becoming another item to be added to all of the existing classroom demands. "Any work for understanding must therefore be so well integrated into the pedagogy that it becomes a proper part of the teaching and the learning, not a parasite upon them" (ALLWRIGHT & MILLER, 2001). This last one, especially, leads into my own understandings as to why I have chosen EP as my research framework.

As an EFL teacher who had recently started to use language to understand social practices in my own working environment, I had my personal inquiry for which I could not find any additional time to work on classroom research due to the massive syllabus that I – like any other ordinary EFL teacher – had to cover thoroughly. Learners' inquiries also appealed to me as quiet voices that were usually silenced by traditional educational systems which do not encourage learners' natural process of inquiring. Not thinking of their own puzzles does not mean that they do not have them, on the contrary, they do, but have no opportunities to try to understand them at all.

Attracted by the notion of integrating research and practice, and yet intending to avoid teacher burnout, as proposed by EP (ALLWRIGHT and MILLER, 1998), I engaged in a process of thinking of my puzzles as a teacher and fostering my students' puzzles towards our classroom activities. I felt I was making my way into breaking a huge professional dogma that had been limiting my professional life due to the circumstances: the thought that doing research in classroom would possibly represent such a burden that I was not sure to be worth trying. Resisting to this dogma has been a crucial decision so far. As put by Richards (2003, p. 297) "Resistance to dogma is both a professional imperative and a moral duty".

2.2 The seven core principles

The principles of EP have been developed over years of discussions and collaborations between teachers and learners all over the world, interested in understanding what is going on in their classroom (ALLWRIGHT, 2003; HANKS, 2009). According to Hanks (2017, p. 96), this set of principles emerged from the consolidation of ethical and epistemological aspects of EP and they serve as the fundamental guidance for any EP research.

The seven principles of EP are

Principle 1: 'Focus on quality of life' as the main issue.

Principle 2: 'Work for understanding' before thinking about improving it.

Principle 3: 'Involve everybody' in the actions for understanding.

Principle 4: 'Bring people together' in a common enterprise.

Principle 5: 'Work for mutual development'.

Principle 6: 'Integrate the work for understanding into classroom practice'.

Principle 7: Make the work a 'continuous enterprise'.

Taking into consideration what Hanks (2017, p. 102) states, "the classroom is a social event in which the people involved (learners and teachers) are interacting

on many different levels", it is possible to notice that principles 2 through 6 reflect these social interactions contributing to enhance the 'quality of life' and guarantee the 'continuous enterprise' – principles 1 and 7. In other words, the principles focused on quality of life and on making the work a continuous enterprise can be seen as a successful result when the other principles are carefully observed.

Allwright & Miller draw an interesting interconnection between principles 1 and 2, when they examine the process of noticing. According to the authors, the normal process of noticing whatever is going on around us does not necessarily lead to understandings, but it may bring about puzzlement which can be caused not only by positive aspects, but also by negative ones. A second level of noticing happens when this puzzlement is given special attention to and leads us into attempts to understand whatever is puzzling. This 'better understanding' may lead us to feel more satisfied and this is what can be considered 'quality of life' (2001).

> Presumably, though, we don't notice everything equally. We also notice different things, in different ways, at different times. Depending upon our varying interests and purposes we 'foreground' some aspects by what is usually a non-conscious process of selective attention, and we 'background' others (ALLWRIGHT & MILLER, 2001).

Noticeably, the EP framework has invested great commitment with the idea of sustainable classroom research. Principle 7 – 'make the work a continuous enterprise' – is what can enable sustainability. Allwright and his collaborators explain this concept defending that "if the process of investigating what is relevant to work for understanding is relevant to learners and teachers over unlimited periods of time, then it is sustainable" (ALLWRIGHT et al, 1997).

Finally, principle 6 – 'integrate the work for understanding into classroom practice' – reunites principles 3, 4, and 5 – 'involve everybody'; 'bring people together'; and 'work for mutual development'. Because EP focuses on on-going research, material is collected during normal class time, with no need to interrupt activities that are already happening, providing learners and teachers with the opportunity of thinking and creating collaboratively, establishing common goals, which facilitates togetherness and contributes to mutual development.

The seven core principles of EP research comply with classroom investigation without representing an extra burden to teachers since it removes the spotlight, once put exclusively on the teacher, and expands the enterprise to both, learners and teachers, as 'key developing practitioners' (ALLWRIGHT & HANKS, 2009, p. 1).

2.3 The Five Learners' Propositions

The nature of the EP framework itself establishes a continuous need for discussion, reflection, and inferences. Consequently, it has been receiving contributions from practitioners all over the world, over the last decades. Those practitioners (learners and educators) have added their impressions and comments, based on their own experience with EP in classrooms. Such contributions have culminated in another set of important beliefs – 'the learners' five propositions' (ALLWRIGHT & HANKS, 2009, p.7) – which corroborate the seven core principles presented in this section.

The five propositions are as follow

1. Learners are unique individuals who learn and develop best in their own idiosyncratic ways;
2. Learners are social beings who learn and develop best in a mutually supportive environment;
3. Learners are capable of taking learning seriously;
4. Learners are capable of independent decision-making;
5. Learners are capable of developing as practitioners of learning.

While doing this study and analysis, I tried to align my inferences and views with the five learners' proposition so as to avoid two main temptations: (1) seeing myself at the center-stage, as educators have traditionally tended to act; and (2) underestimating my students' capability of being the authors of their own learning.

2.4 Potentially Exploitable Pedagogic Activities and Potentially Exploitable Reflective Activities – PEPAs and PERAs

The work for understanding concept, advocated by EP framework, positions the practitioners as the agents of their own teaching and learning process, enhancing

their chance to reactivate their natural curiosities about their realities – social, personal, and academic (MILLER and CUNHA, 2018). As co-workers, teachers and students are motivated to elect potential activities as tools to investigate any emerging puzzle. This is what Allwright and Hanks (2009, p. 157) call 'Potentially Exploitable Pedagogic Activities', or PEPAs – strategic tools to carry out EP in the classroom. Such tools enable principle seven – 'integrate research and pedagogy' – due to the facility of taking advantage of routine tasks and turn them into activities that are potentially helpful for better understanding whatever seems intriguing in the classroom.

Miller and Cunha (op. cit.), highlight the reflective aspect featured by EP within the actions for understanding, introducing the two notions of Potentially Exploitable Pedagogic Activities (PEPAs) and Potentially Exploitable Reflective Activities (PERAs). While the first takes advantage of routine classroom activities as strategies to investigate the emerging puzzles, the second are slight adaptations made to everyday activities with the intention of promoting reflection and digging for further understanding of puzzles and questions (ALLWRIGHT, 2003a apud MILLER and CUNHA, 2018). Hence, the PEPAs and PERAs appealed to me as effective tools to drive our investigations.

3. METHODOLOGY

3.1 Paradigms

This paper observes the features of qualitative research (RICHARDS, 2003), and uses the guidelines of Exploratory Practice (ALLWRIGHT et al, 1997). Also, it follows the paradigm of constructivism (RIEGLER, 2012) since the realities are local and the interactions are constructed together.

3.2 Context

The project was developed at a bilingual school located in Rio de Janeiro where learners are taught Language Arts and other subjects in English (Physical Education, Arts, Science, History, and Robotics). I teach English and Science (in English) to a group of fifth graders that is under my tutoring from 7:30 a.m. to 11:30 a.m. In the afternoon, they have the other school subjects in Portuguese with another teacher with whom they study until 3:40 p.m.

The group is composed of 15 kids aged from 11 to 12 years old, who have been studying English in a bilingual education context since kindergarten and are quite fluent, though not accurate in this language.

The current study started out from a routine synthesis activity in which students were asked to perform oral presentations after having prepared posters with illustrations and explanations on science topics studied throughout the quarter. These presentations occurred on two different days, covering two different science topics: (1) matter; and (2) the solar system. While presenting their posters/topics, I used my camera to film them and, on the third day, they were able to watch the video recording of everybody's presentations.

It is important to call attention to the fact that it is part of the school routine to expose students to frequent oral presentations in their first and second languages and the pupils are quite familiar with this type of assessment. However, it is also common to notice their anxiety and nervousness before and during these activities.

As their English and Science teacher, I have always felt curious about their feelings towards these presentations. I had some puzzles in my mind, but I was

mostly intrigued by the fact that, although most of them seemed motivated and committed to this task, their reactions upon their presentations were not apparently positive. It was as intriguing to notice that other students felt satisfied and proud of their presentations after watching themselves on the videos. This brings into consideration that the notion of 'getting puzzled' (HANKS, 1999) is not only related to negative aspects in the classroom, but also the positive ones that bring about curiosity and are just as worth trying to understand (MILLER, 2017).

> I advocate working with 'puzzles', rather than problems, partly to avoid the negative connotations of 'problem' (which may be seen as an admission of incompetence), and partly to involve areas of learning–teaching life that are not obviously 'problematic', but which we might well want to try to understand better (ALLWRIGHT, 2003, p.117).

Puzzled by my students' reactions, I came up with the two questions that were also fuel to the pupils' eagerness to understand the puzzles: Why do some of my students like their oral presentations? and Why don't some of my students like their oral presentations?

3.3 Actions for Understanding

3.3.1 The Puzzles

Delivering an oral presentation, no matter the language in which it is performed, can be a polemical issue when it comes to liking or disliking it, mainly for involving one's exposure to the challenge of being evaluated by peers or, and possibly worse, by the teacher. Doing such a thing in another language, rather than your mother tongue, could be much of a problem not only for those who do not yet manage the fluency, but, or mostly, for those who struggle with shyness, which is not uncommon at younger ages. Due to this fact, noticing that most of my students usually seemed excited, or some looked anxious, but still eager for their presentations, was something at least puzzling to me. Even those who I would consider apparently timid, and also those who were not often totally committed to other classroom tasks in general, would equally seem interested in oral presentations. This was definitely food for thought and led me into my first puzzling question, which was: "Why do some of my students seem to enjoy performing oral presentations?"

As I shared my puzzlement with the group, they came up with the following (predictable) answers:

- Because it is important to develop speaking skills.
- Because it helps us fight shyness.
- Because we understand the lesson better when we have to explain it.
- Because it prepares us for the Oratory Contest.

The reason why I found the answers quite predictable is the fact that those arguments have been relentlessly defended by all professionals involved with the pupils' development at this particular school, since it is part of its pedagogic beliefs to prepare the learners to defend ideas clearly and assertively before an audience, so they can become good lecturers, and leaders in the future. For that purpose, students take part in innumerous contests since the first grades of elementary school, and later on, when they get to middle and high school, they are supposed to be prepared for the Oratory Contest, in which they will give a lecture on any topic proposed by the jury.

In order to try to understand whatever was puzzling me regarding my students' presentations, I proposed filming their work, and then having them appreciate the video. What came next was even more intriguing to me. I took notes of their reactions while they were observing the recordings. The table below shows the impressions I had when I monitored them while watching the videos of their presentations.

Table 1 - monitoring notes

Carol – shy, but proud	Mateus – shy, but happy
Diego – frustrated	Naty – shy, and disappointed
Eric – ashamed	Rafa – shy, but satisfied
Helena – ashamed	Ann – proud
Isa – shy, but happy	Gabriel – disappointed
JP – proud	Pedro – amused
Julia – surprised (positively)	Henry – frustrated
Mari – surprised (negatively)	

It goes without saying that my (very simple) monitoring does not necessarily represent what my students were really feeling about their presentations, but it was important to notice two important points: (1) some of them seemed to like their presentations; and (2) some of them seemed to dislike their presentations.

One thing that was made clear to me was that my puzzlement did not concern whether they enjoyed oral presentations or not, but why they possibly liked or disliked them, which finally led me to the puzzles that provided us with the material that would interest the class as a whole. Aligned with EP principles four and five (ALLWRIGHT & HANKS, 2009), where learners and teacher work together in a common enterprise and work cooperatively for mutual development, the following questions were elected as everybody's puzzles and got us into working to understand our life in the classroom.

- Why do some of us like our oral presentations?
- Why don't some of us like our oral presentations?

3.3.2 The PEPA and the PERAs

In order to begin the classroom investigation, what would be habitual activities – oral presentations on science topics – became our initial PEPA, which provided material for PERA 1, and for the subsequent PERAs.

- PERA 1: Students' notes

The first PERA was proposed by the pupils. It was a quick moment in which they wished to reflect upon their puzzle and share with one another what they thought could be the reason for liking or disliking their presentations, and then it was decided that the answers would be separated into two groups: positive (why I liked my presentation), and negative (why I did not like my presentation). Their answers[1] were displayed on a poster.

The result of PERA 1 is shown in table 1.

---

[1] Any incorrectness in the students' sentences were maintained to preserve the essence of their answers, and they will come in italics to reproduce the fact that the students decided to highlight their errors to show they were aware of them.

Table 2 – Students' notes (PERA 1)

Why did I like my oral presentation?	Why didn't I like my oral presentation?
My group made a great poster.	My voice is not *loed*.
I loved my presentation.	I need to improve my voice.
I knew the lesson very well.	I can improve my posture.
We did not memorize because we knew the issue.	I was too shy.
I felt prepared and confident.	We need to improve eye contact.
	I could improve the movement of my arm.
	My group needs to explain better and *more clear*.
	I need to improve my English.
	I need to explain better and *more clear*.
	I can be less shy.
	I have to look at the people, not the floor.

As a primary understanding, the group (learners and I) had two impressions that were decisive to the implementation of the second PERA.

First, we noticed that most of them tended to dislike their presentations, as there were more negative than positive statements.

Second, it was discussed and established that they should be given another chance to observe the videos, more privately, so they could feel more comfortable and less pressured when writing their notes.

Aiming at trying to understand their puzzlement better, the group proposed PERA 2.

- PERA 2: Video observation of filmed oral presentations and survey

As mentioned earlier, after having prepared posters with illustrations and explanations on science lessons studied throughout the quarter, the students delivered oral presentations covering two different science topics: (day 1) matter; and (day 2) the solar system. I filmed them while they were presenting their posters/topics, and, on the following days, they were able to watch the videos with everybody's presentations.

I must point out here that I gave the pupils a second opportunity to watch themselves again, individually[2] now, on the classroom computer, with headphones on. This time, I asked them to write brief reasons for having liked or disliked their presentations. The following table shows the students' answers to the survey.

Table 3 – Students' notes during PERA 2.

Did you like your oral presentation? Why? Why not?	
Yes, because I think I did it *whell*.	I should improve the eye contact.
I think that I need to *say more loud* and *stop to laugh*.	I *shoud* improve very much my shyness.
Yes, in my opinion this was great. the majority of the *peaple* says loud and some people was shamed. I was *speaking good*.	My group's presentation was good, but everybody, including me, should speak louder.
I *speaked* low.	I was speaking good.
I was playing so I was not taking it seriously.	We need to stay *more calm*.
My English was good.	I was freezing all the time.
My group was good because we explained a lot.	I think I was great. I knew about the lesson and I wasn't shamed.
No, because my voice was not so good and I didn't participate a lot, and had to see all the time the poster.	My group was good. We *don't say* so loud but wasn't shamed. And we understand what we say together.
I was not so prepared.	No, because I didn't know what to say.
My group was good but fast and low.	I not was nervous.
No, because I *stay* playing during the presentation.	I like my presentation. I liked what I said about the Sun.
I am good to present.	I *don't liked* so much the way that I said.
My group was good because we know how to present well.	I think that was people shy, but others no, but I liked theirs presentation.
No, because I'm so *shine* and I speak with low voice, and I play so much and I am dancing.	In general, we were very good because we explained clearly and well.
I could speak louder.	I like it but some people have to improve.
I think I could know a little *beat* more and I could say more things.	Yes, because we *don't memorized* the things, and we were relaxed.

_____

[2] This individual activity was developed simultaneously with the routine classroom activity, to attend principle seven – 'integrate research and pedagogy'.

Yes, I liked but I was so nervous.	I explain right.
My group *can* stop speaking with low voice.	I *explain* it well.
I could stop dancing.	I like it but some people have to improve.
I could speak louder.	We needed to be more prepared.
My group was good and so creative.	Yes, because I was not so shy.
Yes, because I didn't memorize the lines, I knew what I presented, I said the words with correct pronunciation, and I wasn't playing during the presentation. I took it seriously.	No, because I think I could improve my presentation by speaking louder, stop touching on my hair, and stop looking to the floor.
I helped my friends to understand the topic.	I *don't liked* so much the way that I said.
I could present without *stutering* because I *understanded* everything.	I think that was people shy, but others no, but I liked theirs presentation.
My group played a lot, but they worked very well, without problems.	I was talking to my friends in the time that others of my group was presenting.
Yes, because I think that I *speaked* well and I said the explanation well.	No, because I have to improve my voice and my English.
I *speaked* loud.	The group have to talk loud.
I explained *good.*	I explained well.
My group was prepared and I liked the illustration of it and we all *speaked* loud and well.	Yes, because I was not shy, and I think my English is good.

- PERA 3: Data analysis and discussion

The third PERA consisted of an analysis and discussion of students' answers[3].

We started out with scattering the strips of paper with the answers to the puzzles on a table and the students read each one aloud. They were asked to analyze and discuss their impressions on the comments that they were reading.

In their discussion, some responses were surprisingly unexpected.

To begin with, they appeared to be annoyed by the errors in the sentences – and some would even identify their own errors – and decided that something should be done about that. Since I had told them that I found it important not to interfere in the original sentences, they felt they could at least point out those mistakes by highlighting whatever they would consider somehow incorrect.

---

[3] To avoid possible identification of peers' handwritings, students' notes were typed, maintaining any kind of error occurrence.

The interest towards the correctness of the sentences was a big surprise for me, since nothing of what was being done or proposed in the activity related to grammar or spelling accuracy. The learners, however, had the initiative of taking care of those aspects, which made me reflect upon the level of importance they devote to correctness. This certainly reveals my own inclination to overvalue accuracy, and therefore my students' reactions towards their errors reflected my trend, even though it was not the purpose of that activity.

The second surprise was the way in which they engaged in the action of noticing (ALLWRIGHT & MILLER, 2001). Together, they were able to notice a plethora of aspects that gave rise to new discussions. The aspects noticed by the group were:

- Some students were only concerned about their own presentations, whereas others also remarked their peers' performance.
- Comments were considered very critical and strict.
- There were certain types of comments related to the same aspects[4], that were detected as: posture and behavior; oral skills; voice; shyness and nervousness; knowledge and explanation; and other aspects[5].

The discussion above paved the way to another PERA, which was developed on the next day.

- PERA 4: Categorizing the answers/poster

This activity involved the distribution of the students' answers through the categories that they started to establish in the previous PERA, and the elaboration of a second poster in which this categorization would be displayed.

The discussion carried out on the previous day enabled a better understanding of some aspects that we had never given much thought to. The general puzzle – 'Why do/don't we like our oral presentations?' – was narrowed

---

[4] The aspects were named in collaboration between the teacher and the students, as the kids explained their impressions to the teacher.
[5] 'Other aspects' refer to those comments that the kids could not find a category in which to include.

down into specific aspects that could give light to the broad idea of liking or disliking something. By distributing the reasons why one should like or dislike their presentations in categories, the group deepened their understanding from a generalization (as in 'I like it' or 'I don't like it') down to more meaningful specifications which could tell us a lot more about the idea they had regarding their presentations. The following table shows the categories within which the students' answers were grouped after the analysis and discussion carried out in PERA 3.

Table 4 – Students' notes categories

CATEGORIES					
1. Posture and behavior	2. Oral skills	3. Voice	4. Shyness and nervousness	5. Knowledge and explanation	6. Other aspects

It was interesting to observe how autonomous they were during the action of deciding in which group each comment would fit best, endorsing one of the learners' propositions (ALLWRIGHT & HANKS, 2009, p.7), enunciated by EP collaborators which says that "learners are capable of independent decision-making". I must confess that I was tempted to meddle in their selections, but I preferred not to interfere, so I could have a better understanding of their capabilities as agents of their own findings.

Each table that follows shows the comments that were classified into the categories chosen by the students.

Table 5 – Posture and behavior

Category 1	Students' notes
Posture and Behavior	We should stop *to laugh*. I *stay* playing during the presentation. I was playing so I was not taking it seriously. I took it seriously. I could stop dancing. I should improve the eye contact. I should stop looking *to* the floor. My posture was *kind of*. I wasn't playing during the presentation. I *play* so much and I *am* dancing. I didn't participate a lot. I should stop touching *on* my hair. My group played a lot.

This category was first to be called only *behavior*, however the group engaged in intense discussion on why some comments should actually be considered as a behavioral issue. For instance, some of them thought that comments such as '*I could stop dancing*', '*I should improve the eye contact*', '*I should stop looking to the floor*', '*My posture was kind of*', and '*I should stop touching on my hair*', were not a matter of behaving, but they had more to do with the way the kids were positioning themselves during the presentations. Due to it, they decided to name the category 'Posture and Behavior'.

Noticeably, EP proposition 2 – "Learners are social beings who learn and develop best in a mutually supportive environment" (ALLWRIGHT & HANKS, 2009, p.7) – was confirmed by the fact that the students were able to reach an agreement, listening and respecting one another's points of view. I could also feel that the few external interferences (I did not help them much with the decisions) contributed to a growing mutual support, as they understood they were supposed to find the solution on their own.

I must likewise point out that proposition 3 – "Learners are capable of taking learning seriously" (ALLWRIGHT & HANKS, op. cit.) – seems quite evident here, since the kids were clearly committed to the work of analyzing their behavior and posture. Moreover, they were rather critical about attitudes that were regarded as unhelpful in the process, and some even cogitated to redo the presentation to try to give it more seriousness.

Table 6 – Oral skills

Category 2	Students' notes
Oral skills	My English was good. I think that I *speaked* well I don't think that I spoke everything correctly I don't *liked* so much the way that I *said*. I have to improve my English. I was speaking *good*. I didn't *say* very *good*. I was good in oral speaking. I think I have to *praticate* more my oral presentation. I spoke well and I didn't stutter. I think my English is good. I could speak well. I said the words with correct pronunciation.

Interestingly, the comments that fit the Oral Skills category were not the most frequent, to my surprise. I had mistakenly assumed that the learners would focus mainly on their oral skills, as they were analyzing oral presentations. This unveiled my own inclination to overvalue my students' speaking abilities, more precisely, their speaking accuracy, in detriment of other skills.

My propensity for favoring one skill over others was an evidence of bias against features that are equally important to learners' development. Admitting this weakness of mine was extremely helpful and I can remark it as one of the most valuable understandings of this EP research, which I could probably not achieve with orthodox research, as observed by Burton (1998, p. 425), "orthodox research does not provide what teachers want to know; teachers seek understanding and illumination rather than explanation and definition".

Table 7 - Voice

Category 3	Students' notes
Voice	I think that I need to *say more loud* My voice was not so good. I speak with low voice. I could speak louder. I could present without stuttering I think I could improve my presentation by speaking louder. I *speaked* loud. I have to improve my voice I *speaked* low. I have to speak *more laud.* I spoke with a good sound. I speak so low. My *foice* is inside. My group *can* stop speaking with low voice. Everybody, including me, should speak louder. The majority of the *peaple says* loud. The group have to talk loud. We *don't say* so loud. My group was fast and low. We all *speaked* loud and well.

The third category displayed the comments which students entitled as 'voice'.

The notes made by the kids about the loudness of their voices were quite often in relation to other comments. I understood this fact as a moment of awareness about how they have been projecting their voices in order to promote clear presentations.

In agreement with EP proposition 5 – "Learners are capable of developing as practitioners of learning" (ALLWRIGHT & HANKS, op. cit.) – the students could not only observe an opportunity of improvement when they noticed that they should speak louder to deliver a clearer speech, but also, they were able to reflect upon one of the reasons why some of them might have spoken so low. According to their understandings, shyness and nervousness were the factors that could be pointed as possible causes for their low voices.

Table 8 – Shyness and nervousness

Category 4	Students' notes
Shyness and nervousness	I was not nervous.
	I'm so shine
	I *shoud* improve *very much my shyness*.
	I *stay* so shy.
	I wasn't *shamed.*
	I was freezing all the time.
	I was not shy
	Some times I get in shy.
	I was so nervous.
	I think that I was so shy.
	We need to stay *more calm*.
	I think that *was* people shy.
	We were a *littel* shy.
	Some people *was shamed*.

Table 8 shows the comments students made about getting shy and nervous during their oral presentations.

As I expected, not many students declared themselves shy or nervous during the presentation, if we consider the frequency of comments regarding these aspects in comparison to the others.

My assumption was that they were relatively used to doing oral presentations and most of them actually did not seem shy or nervous to show their work to peers who were likely to support them. This fact should bring back EP proposition 2, which states that a mutually supportive environment contributes to best learning and development (ALLWRIGHT & HANKS, op. cit.).

Despite the fact that most kids were apparently comfortable to present their work to their friends, shyness and nervousness were still identified as a possible reason for their speaking low, as noticed previously. This opens a path to a new puzzlement to be raised in a later investigation, which is "why is it that some students speak so low during their oral presentations?"

Table 9 – Knowledge and explanation

Category 5	Students' notes
Knowledge and explanation	I liked what I said about the Sun.
	My group was good because we explained a lot.
	We *understand* what we *say* together.
	We don't understand some things.
	I *understanded* everything.
	I was not so prepared.
	I didn't memorize the lines because I knew what I presented.
	I helped my friends to understand the topic.
	I *explain right*.
	I said the explanation well.
	I explained *good*.
	I think that I *explain good* the Sun.
	I *explain* it well.
	I could understand and explain.
	I have to be more sure *abaut* what I am talking.
	I saw that I *don't* try to memorize the things that I said.
	I think it is so incomplete and I need to concentrate more.
	I studied and in the time I *know* what I *have* to talk.
	I didn't *spoke* many things.
	I knew about the lesson.
	I didn't know what to say.
	I *don't* try to memorize.
	I had to *see all the time* the poster.
	My group understands the *theam*.
	We *work* in group to present the poster.
	I liked the illustration of it.
	In general, we were very good because we explained clearly and well.

Surprisingly, students' comments on 'knowledge and explanation' showed they had great concern with their learning process. Once again, I was misled by my own assumptions. I had the idea that my students were not truly committed to the challenge of understanding what they were presenting. However, their statements showed that they cared a lot more for what they were saying than how they were doing that, which shows their engagement with the content rather than the shape.

Comments such as '*We understand what we say together', 'I didn't memorize the lines because I knew what I presented', 'I helped my friends to understand the topic',* and *'I studied and in the time I know what I have to talk',* corroborates with EP principles of involving everybody as practitioners developing their own understandings, and working cooperatively for mutual development (ALLWRIGHT & HANKS, 2009, pp. 149-154).

Table 10 – Other aspects

Category 6	Students' notes
Other aspects	I think I did it *whell*.
	I think that I was cool, and I *stay good*.
	I am good to present.
	I explained well.
	I like my presentation.
	I think I was great.
	My hair was ugly.
	My presentation is not so good.
	In my opinion this was great.
	My group worked very well, without problems.
	My group was prepared.
	My group was not so good, but some people *was*.
	My group was good.
	I think we have to *prectist* more the organization.
	Our group was confused.
	Some people have to improve.
	My group was good because we know how to present well.

Table 10 brings the comments which the students decided to gather in a group that they could not categorize as they did with the others, so I suggested naming this group 'Other Aspects'.

Although the statements grouped in table 10 seem vague, it is still possible to notice the occurrence of more positive than negative criticism, and such fact could be food for a future investigation. Despite the relevance of these comments, students did not give much attention to them, for the statements were not found to fit in any group.

The poster designed by the students remained on the bulletin board for some days, and students had the chance to go over their notes and categorization again and again.

- PERA 5: Collaborative Analysis

Some days after the last poster had been exhibited, I invited the group to have a final conversation about the understandings that we had reached while engaging in the activities that resulted from reflecting upon their science oral presentations.

In order to foster deeper understandings on the last activities, I wrote two questions on the board and opened them up for discussion. The questions were as follow.

What changes did the activities bring about?

What did you understand during the activities?

At first, the kids had a hard time thinking of those questions, but to my surprise (again) they had interesting considerations which ranged from reaching understandings to raising new puzzles. Despite monitoring the whole process, I also took part in the discussion since I was willing to share my own understandings with the pupils.

As for the first question – 'What changes did the activities provoke?' – most of them stated that the main changes they noticed were related to 'attention'. They

said those activities made them 'pay more attention' not only to their work, but also to their classmates'. They seem to believe that their next presentations might be better since they can be more aware of what they can do to deliver what they consider 'a good presentation'.

Students emphasized that they enjoyed the whole process and they showed interest in doing this type of activity other times.

The question that involved their understandings – 'What did you understand during the activities?' – unveiled that the kids found out that they can learn a lot more if they have the chance to reflect upon their work. In addition, they observed that most of them tended to be more critical about their own presentations, and they were apparently less strict while 'evaluating' their peers.

I find it relevant to mention that this collaborative analysis was established in a quite friendly atmosphere and it did not take more than ten minutes. It ended up with a new puzzle raised by the learners which asked, 'why don't we talk more about our activities?'.

When asked to explain the puzzle, they declared that sometimes they do not understand the purpose of the activities they do in class (or at home), so they believe it is important to talk about everything that happens in the classroom, so they can 'understand things better', and also 'pay more attention to the things'.

It goes without saying that the puzzle raised by my students at the end of the discussion intrigued me and endorsed the sustainability pointed out by principle six, which states that EP investigative attitude must be a sustainable enterprise.

4. DISCUSSION AND REFLECTIONS

> "(…) this 'better understanding', if we can achieve it, may lead us to feel more 'on top of' something we feel we are doing well enough already - to get more satisfaction out of what we are doing and the way we are doing it. In short, to improve the quality of our lives."
> (ALLWRIGHT & MILLER, 2001)

Since I wish to discuss the understandings reached throughout this research, let me return to the Five Learners' Propositions announced by EP practitioners, and try to use them as lenses through which I can reflect upon our findings. I must still emphasize that, when I mention the learners in 'Learners' Propositions', I am included there, for I will always position myself as a learner teacher. So, any finding reached either by the pupils or by me during this research, will be viewed as a learning achievement before being thought of a teaching deed.

For the sake of narrowing the discussion, I will suggest two aspects found throughout the current research as the most consistent understandings, which are (1) the learners' awareness about 'attention', (2) my own findings about some biased views I had towards my students, and (3) the need for reflecting upon the activities developed in class.

As for the first aspect, most students inferred that the PERAs promoted in class were good to develop their attention. It is meaningful to highlight that the learners were autonomous at reaching this understanding, and they did it in their own ways, at their own pace, led by their own mental processes, which has a lot to do with Learners' Proposition 1, since it presents the learners' readiness to develop better when they do it in their own (idiosyncratic) ways. Also, the path they took to find this out was unique and would not possibly be replicated in a different setting and it is, hence, related to that particular reality constructed in a mutually supportive environment (Learners' Proposition 2). It refers to the constructivist idea that "the mental world – or the experienced reality – is actively constructed or "brought forward," and that the observer plays a major role in any theory" (RIEGLER 2012, p. 237).

As I described in PERA 4, my findings about my own biased views towards my students' learning was the big surprise. I was first confronted with the fact that

I had been overvaluing my students' speaking skills, and that gave me the mistaken impression that they would weigh that ability the same way I did. Nevertheless, the students' notes on their oral presentations showed that they focused on other aspects such as voice, knowledge, and explanation, rather than on their oral skills. Furthermore, their interest in talking about the activities they do in class and at home indicated by the puzzle raised at the end of the discussion – 'why don't we talk more about our activities?' – unveils the learners' readiness to engage in continuous actions to understand life in the classroom. All of this authenticates the learners' capability of developing as practitioners of learning, taking it seriously, as enounced by Learners' Principles 5 and 4.

Although EP does not aim at finding problems and solutions for classroom practices, the framework does put quality of life in the first place. Therefore, working for understanding can provide a great deal of help if the findings can be used as foundation for any improvements that both learners and teacher can see as worth trying, as Allwright states:

> Working for understanding life in the classroom will provide a good foundation for helping teachers and learners make their time together pleasant and productive. It will also, I believe, prove to be a friend of intelligent and lasting pedagogic change, since it will automatically provide a firm foundation for any 'improvements' that investigation suggests are worth trying (ALLWRIGHT 2003, p.114).

5. FINAL CONSIDERATIONS

This paper was designed to share the experience I had with the application of EP in English classes at a bilingual school aiming at working together with the learners to reach understandings that could contribute to the quality of life in the classroom. Such understandings were enabled by puzzling questions which were elected collaboratively by learners and teacher and led to other inquiries that arose during the activities developed in the process.

When I chose to take actions for understanding, I had in mind that I was not looking for improvements or problems to solve; instead, I was willing to understand what was going on in my classroom, as well as share those understandings with my pupils. However, when we state that EP prioritizes understanding it does not mean that changes are not welcome (ALLWRIGHT & HANKS, 2009, p.300). In many instances, EP can bring about changes that are found worth trying during the practice. In other words, if changes are needed, they will be based on the understandings that regulate the inquiries.

As a matter of fact, if we take into consideration that EP provides teachers and learners with a better acquaintance of their environment, changes are almost inevitable in the process since one finding usually leads to another and, once we can see things better, we will always try to respond to whatever was detected either for doing it differently, or for valuing those things that are found as successful.

This work showed me that students are capable of being the agents of their own learning, and it might be worth trying to give them more autonomy to engage in the activities more actively instead of centering the classes on me, as the teacher.

It also revealed that learners can sometimes value aspects that are not those expected by the teacher. As for my experience in this work, I was focusing on their speaking skills while they were more concerned with the challenge of explaining the science topics to their peers in a clear and consistent way. Thus, working for understanding can be of great contribution to align teachers' and learners' classroom goals.

I hope this paper can be relevant to other teachers, learner teachers, and researchers who, like me, also see their classrooms as a live environment in which and through which puzzles can be the source of relentless investigations and understandings that motivate our pedagogy, making teaching more of a pleasant job and less of a burden.

Finally, I must declare my contentment to have come across Exploratory Practice during my specialization course at PUC. This framework appealed to me as a unique chance to develop as learner, teacher and researcher. To that end, I intend to continue exploiting classroom puzzles as a way to develop understandings and making my profession still more meaningful.

6. REFERENCES

ALLWRIGHT, D. Exploratory Practice: re-thinking practitioner research in language teaching. In: *Language Teaching Research*, 7, 2: 113-141, 2003.

ALLWRIGHT, D. *Putting 'quality of life' first:* Towards a new view of Exploratory Practice. Unpublished manuscript, 9 pages. Lancaster University, United Kingdom, 2002.

ALLWRIGHT, D. Exploratory Practice as a contribution to classroom method, 2001, [online] Available at: <http://www.letras.pucrio.br/unidades&nucleos/ epcentre/readings/contributionstoclassroom_langu.htm>. Accessed in: July, 2018.

ALLWRIGHT, D. Integrating 'research' and 'pedagogy': Appropriate criteria and practical possibilities. In EDGE, J.; RICHARDS, K. (Eds.), *Teachers Develop Teachers Research* (pp. 125-135). Oxford: Heinemann, 1993.

ALLWRIGHT, D.; BAILEY, K. *Focus on the Language Classroom:* An introduction to classroom research for language teachers. Cambridge: Cambridge University Press, 1991.

ALLWRIGHT, D.; HANKS, J. *The developing language learner:* An introduction to Exploratory Practice. Basingstoke, UK: Palgrave Macmillan, 2009.

ALLWRIGHT, D.; LENZUEN, R. Exploratory Practice: Work at the Cultura Inglesa. Rio de Janeiro, Brazil. *Language Teaching Research* 1/1, 1997.

ALLWRIGHT, D.; MILLER, I. K. Burnout and the beginning teacher. In: SONESON D.; TARONE E.; CHAMOT A. U.; MAHAJAN A.; MALONE M. (Eds.), *Expanding our horizons:* Language teacher education in the 21st century. Minneapolis, MN: Center for Advanced Research on Language Acquisition (CARLA), pp.101-115, 2012.

ALLWRIGHT, D.; MILLER, I. K. *Bringing Work 'To Life':* Exploratory Practice for The Language Classroom, 2001.

BURTON, J. A cross-case analysis of teacher involvement in TESOL research. *TESOL Quarterly*, 32(3), 419-446, 1998.

HANKS, J. Inclusivity and collegiality in Exploratory Practice. In YOSHIDA, T.; IMAI, H.; NAKATA, Y.; TAJINO, A.; TAKEUCHI, O.; TAMAI, K. (Eds.), *Researching Language Teaching and Learning:* An integration of practice and theory (pp. 33-55). Bern: Peter Lang, 2009.

HANKS, J. *Exploratory practice in language teaching*. London, UK: Palgrave Macmillan, 2017.

FARRELL, T. S. C. *Reflective Language Teaching:* From Research to Practice. London: Continuum, 2007.

GIEVE, S.; MILLER, I. K. What do we mean by 'Quality of Classroom Life'? In: GIEVE S.; MILLER, I. K. (Eds.), *Understanding the language classroom* (pp. p. 18-46). London, UK: Palgrave Macmillan, 2006.

HANKS, J. Language teachers making sense of Exploratory Practice. *Language Teaching Research*, 19 (5). pp. 612-633, 2015.

HANKS, J. Enthusiasm, Puzzlement, and Exploratory Practice. The *International House Journal of Education and Development* (7), pp14-16, April/May, 1999.

HUBERMAN, Michael. O ciclo de vida profissional dos professores. In: NÓVOA, António (Org.). *Vidas de professores*. Porto: Porto Editora, 1992.

MILLER, I. K. 'Puzzle-driven' Language Teacher Development: The contribution of Exploratory Practice. In: YOSHIDA, T.; IMAI, H.; NAKATA, Y.; TAJINO, A.; TAKEUCHI, O; TAMAI, K. (Eds.), *Researching Language Teaching and Learning:* An integration of practice and theory, pp. 77-93. Bern: Peter Lang, 2009.

MILLER, I. K.; CUNHA, M. I. A. Exploratory Practice: Integrating Research into Regular Pedagogic Activities. In: WALSH, Steve; MANN, Steve. (Eds). *The Routledge Handbook of English Language Teacher Education*. London and New York: Routledge, 2018.

MILLER, I. K.; MONTEIRO, M. C.; BARRETO, B. de C. 'Work for Understanding' as Innovation in Initial Teacher Education Programs. In: AL BARWANI, Thuwayba; FLORES, Maria; IMIG, David (Eds.). *Leading Change in Teacher Education:* Lessons from Countries and Education Leaders around the Globe. New York: Springer, 2018.

MILLER, I; BANNELL, R. Teacher education, understanding and exploratory practice. *IATEFL Teacher Training SIG Newsletter*, 22, 20-27, 1998.

MOITA LOPES, L. P. (Org.). *Por uma Linguística Aplicada indisciplinar*. São Paulo: Parábola Editorial, 2006.

RICHARDS, K. *Qualitative Inquiry in TESOL.* Basingstoke: Palgrave Macmillan, 2003.

RICHARDS, J.; NUNAN, D. *Second language teacher education.* Cambridge, UK: Cambridge University Press, 1990.

RIEGLER, R. *Fragmentation and integration:* New evidence on the organizational structure of UK firms. PhD thesis, University of Nottingham, 2012.
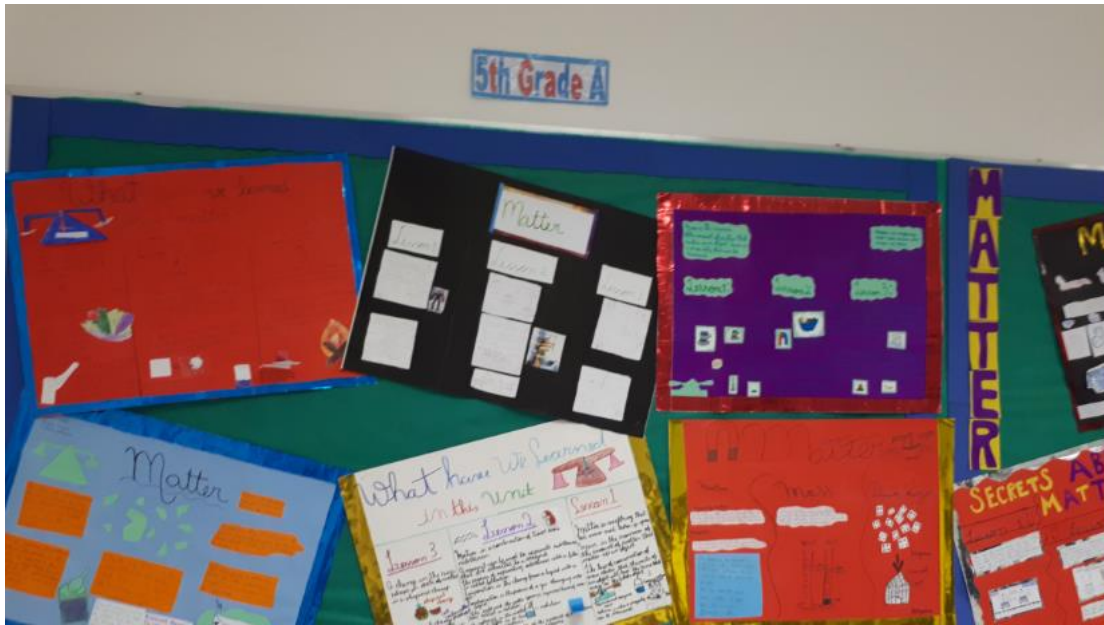
WALLACE, M. J. *Action Research for Language Teachers.* Cambridge: Cambridge University Press, 1997.

WOODS, D. *Teacher Cognition in Language Teaching:* Beliefs, decision-making and classroom practice. Cambridge, UK: Cambridge University Press, 1996.

7. ATTACHMENTS
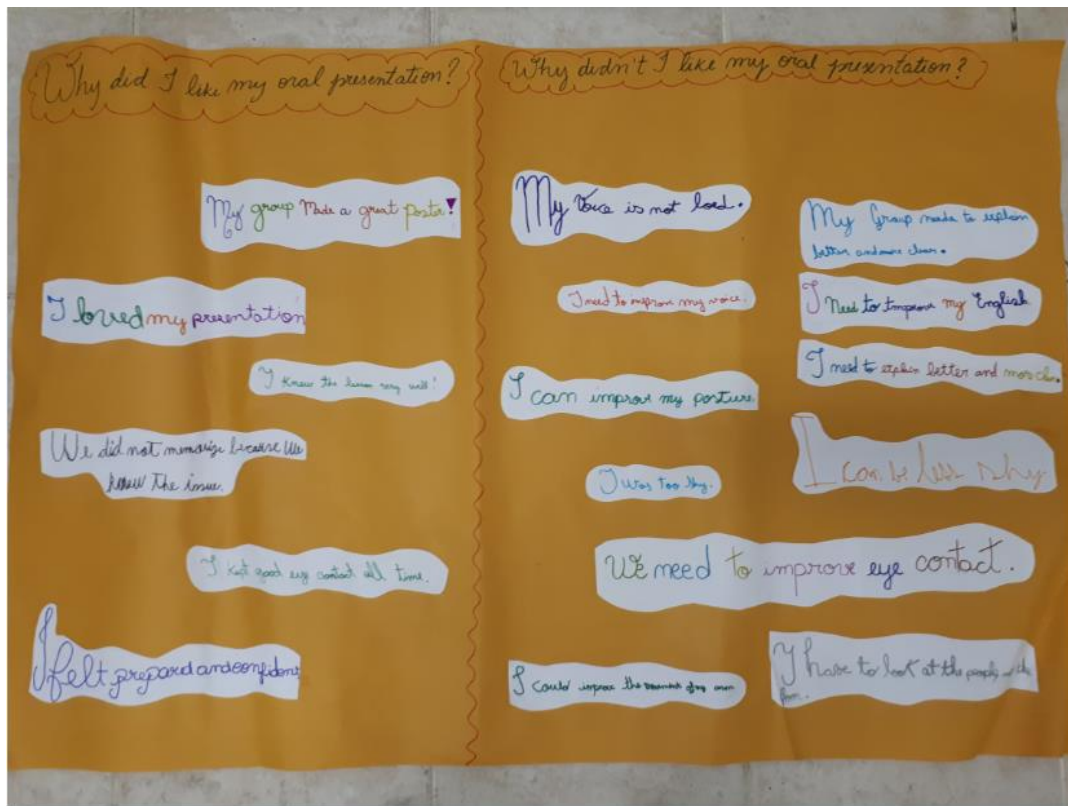
⚡ Did you like your oral presentation?

yes (✓)   no ( )

⚡ Why?
I liked because I think that I speaked well and I said the explanation well.

⚡ Write two comments about your oral presentation.
That I speaked loud.
and I explained good.

⚡ Write one comment about your group's presentation.
I think we all was preperable and I liked the illustration of it and we all speaked loud and well.

Did you like your oral presentation?

yes (x)   no ( )

Why? Because I could understand and explain

Write two comments about your oral presentation.
I spoke well I didn't stutter
I spoke with a good sound.

Write one comment about your group's presentation.
My group understanded the theam.

➡ Did you like your oral presentation?

yes (X)   no ( )

➡ Why?
Because I saw that I don't try to
memorize the the things that I said

➡ Write two comments about your oral presentation.
1- I studied and in the time I know what
I have to talk.
2- I don't try to memorize

➡ Write one comment about your group's presentation.
We work in group to present the
poster

→ Did you like your oral presentation?

yes ( )   no (-)

→ Why Because some times I get in shy

→ Write two comments about your oral presentation.

I speak row low and my face is inside

→ Write one comment about your group's presentation.

Our group was to confused and and a little shy

→ Did you like your oral presentation?

(X) yes   ( ) no

→ Why?

Because I think that I did wheel.

→ Write two comments about your oral presentation.

I think that I need to say more
loud and siope to laugh.

→ Write one comment about your group's presentation.

We need to stay more calm

Did you like your oral presentation?

yes ( )   No (X)

Why?
Because I stay playing during the presentation

Write **two** comments about your presentation.
I was playing so I
I was not Taking it seriously
My english was good

Write **one** comment about your group's presentation.
It was good because We prepared a
lot!

Did you like your oral presentation?

yes ( )   No (X)

Why?

Because my voice was not so good and I didn't
participate a lot, and had to see all the times the poster.

Write **two** comments about your oral presentation.

1- I was not so prepared.

2- I am good to present.

Write **one** comment about your group's presentation.

I think that was good because we know how
to present well

Did you like your oral presentation?

    Yes (X)   No ( )

Why?
I was not shy and I think my english was good.

Write two comments about your oral presentation.
I think I was good, because I could speak well and I explained well.

Write one comments about your group's presentation.
In general, we were very good because we explained clearly and well.

→ Did you like your oral presentation?

    yes ( )   no (X)

→ Why? Because I think I have to praticate more my oral presentation.
→ Write two comments about your oral presentation.

I have to speak more laud and be more sure about what I am talking.

→ Write one comment about your group's presentation.

I love my group's presentation, but I think we have to practise more the organization.

Did you like your oral presentation?

yes (X)　　　　　no ( )

Why?

I think that I say very good.

Write two comments about your oral presentation.

I was good in oral speaking but in posture kind of

Write one comment about your group's presentation.

The group was not too good but some people was and we don't understand too much.

Did you like your oral presentation?

yes ( )　　　　　no (X)

Why?
I have to improve my voice and my english.

Write two comments about your oral presentation.
I explain right.
I not was nervous.

Write one comment about your group's presentation.
The group have to talk loud.

→ Did you like your oral presentation?

    yes (x)   No ( )

⇒ Why

    I liked but I was so nervous

→ Write two comments about your oral presentation.
    I was so nervous

    I explain it well

→ Write one comment about your group's presentation.
    I like it, but some people have
    to improve.

⇒ Did you line your oral presentation?

    yes ( )   No (X)

⇒ Why?

Because I think that I war to shy, I don't
think that I spoke everything correctly, but I
like a little bit, I think that I explain good the Sun.
→ Write two comments about your oral presentation.
I liked my presentation, I liked what I said
about the Sun.
I don't liked so much the way that I said,
I was too shy.

⇒ Write one comment about your friends' presentation.
I think that was people shy, but others no,
but I liked their presentation.

→ Did you like your oral presentation?

yes ( )   no (x)

→ Why?

No, because I think I could improve my presentation by speaking louder, stop touching on my hair and stop looking to the floor.

→ Write two comments about your oral presentation.

I think I should improve the eye contact and I think I should improve very much my shyness.

→ Write one comment about your group's presentation.

I think the group's presentation was good, but everybody, including me, should speak louder.

Did you like your oral presentation?

yes (X)   no ( )

Why?
Because I didn't memorize the lines, I knew what I presented, I said the words with the correct pronounciation and I wasn't playing during the presentation, I took it seriously.

Write two comments about your oral presentation.
I helped my friends to understand the topic.

I could present without stutering because I understood everything.

Write one comment about your group's presentation.

My group played a lot but they worked very well, without problems.

⇒ Did you like your oral presentation?

Yes (X) no ( )

⇒ Why?

The majority of the people says loud and some peoples shamed. In my opinion this was great.

⇒ Write two comments about your oral presentation.

I think I was great. I knew about the lesson and I wasn't ashamed. I was speaking good.

⇒ Write one comment about your group's presentation.

I think my group was good. We don't say so loud but wasn't shamed. And we understand what we say together.

⇒ DID you like your ORAL PRESENTATION?

yes (X) NO ( )

⇒ why? because I was not shy

⇒ Write two comments about your oral presentation.

I think I could know I little beat more and I could say more things.

⇒ write one comment about your friends' presentation.

I think they was good and so creative.

⇒ Did you like your oral presentation?

yes ( )　　　　　　　no (✓)

⇒ Why?
Because I'm so shine and I speak
with low voice, and I play so
much, and am dancing

⇒ Write two amments about your oral presentation.
- I could stop dancing
- I could speak louder

⇒ Write one comment about your group's presentation.
- We can stop speaking with low
voice.