**MY TEN MEMORABLE MOMENTS IN SIT-TESOL CERTIFICATE SCHOOL**

**FIRST MOMENT: At the airport**

The first moment was when I arrived at the airport on April 20th, I did not know I was going to have partners from different countries. And as I get close the group Ema asked for my name and where I was from and I realize that it was going to be an exited experience, because it was going to be my first time sharing with people that have different cultures.

**SECOND MOMENT: Arrival at SIT-SCHOOL**

When we arrived at the SIT school on April 20th, the school seemed to me very familiar because it resemble with my grandparents house. Immediately, I was transported there. A feeling of happiness and sorrow came on me.

**THIRD MOMENT: First feedback (Teaching a Game)**

The first try to teach at SIT-TESOL was a game in small groups and then came the first try of a feedback too. Roger told me that in my class I tried to motivate my students when they get board and that I also try to help them when they do not understand. I thought to myself “that is actually what I do in my classes”. He also told me that I had to be careful with the time in regard to the activities.

**FOURTH MOMENT: ECRIF**

One of more my memorable moments has a first part when in, a workshop, Roger developed a lesson on grammar using the ECRIF framework. I really liked this framework and I thought how to complement it with some activities from my textbook. It has a second part when we analyze with Amanda how to fit some activities from a textbook into the ECRIF framework.

**FIFTH MOMENT: SMARTA**

An interesting moment was when we read an article on objectives. I knew the characteristics or parts of an objective, but I found out some new characteristics. I liked the moment in which Amanda told us an acronym to remind them “SMARTA”. This was really new for me, but I connected it with my previous knowledge.

**SIXTH MOMENT: “Never ever ask: Do you understand?”**

Amanda and Roger say that the question “Do you understand?” is useless because students say **yes** or **no** when they actually could just say it because they have to answer something. They say the way to find out if they are ready to demonstrate understanding is by CCQ. The order to CCQ is: yes/no questions; or questions and finally Wh questions. They also mention the use of Chunk when instructions are many. This was very a very interesting moment to me, though I had to work hard o it later on.

**SEVENTH MOMENT: A great new! Yahooooo!**

Roger taught a class on grammar (present progressive) I definitely learned something I have being waiting for: how to connect grammar with a communicative approach. “Everything in the lesson based on ECRIF has to contribute students in the goal of getting fluency in the target language.

**EIGHTH MOMENT: Ema’s wisdom**

It was the second time that Ema was going to see my class. In the morning she was giving me feedback to the lesson plan and suddenly she reminds that I had problems in giving instructions, so she told me to do the next: write short statements when giving instructions and if necessary write them down on the board. For example, read the paragraph, find out the answer of the question, and discuss it with your partner… “do not give the instructions all at once. This was to me as a relief for pain because I had been having troubles with that.

**NINETH MOMENT: Pizza at Mary’s house**

I really enjoy the pizza time we had at Mary’s house because it was a pleasant moment to share with the partners. We ate and also had a very interesting community builder there. I felt very well and in community. Then, some of us were playing a word formation game while some others were singing karaoke music. We had a really good time.

**TENTH MOMENT: My students loved my culture**

This last moment was in my last teaching class on culture. I taught a class on Garifunas’ culture. My objective was that students could experience “Punta” rhythm and that they could play the drums and dances it. I was excited to see how my students were interested in Garifunas’ culture. They especially liked the way Garifuna people dance Punta rhythm. At the end of the class, most of them were interested in dancing this rhythm. I was proud because the students and my partners had danced that rhythm before but they did not know that it was from Honduras. **Now they know Honduras is an interesting country to visit!**