



ISSN:1306-3111

e-Journal of New World Sciences Academy
2012, Volume: 7, Number: 4, Article Number: 1C0565

NWSA-EDUCATION SCIENCES

Received: February 2011

Accepted: September 2012

Series : 1C

ISSN : 1308-7274

© 2010 www.newwsa.com

Elif Kır

Yildiz Technical University

ekir@yildiz.edu.tr

Istanbul-Turkey

DIARY KEEPING IN ENGLISH LESSONS

ABSTRACT

In this study, the diaries kept both by the students and the teacher were used as a research tool in order to learn what makes a language lesson good or bad and find out the difficulties experienced by the students. For this purpose, both the students at a state primary school and their English language teacher kept diaries during the English classes for one term. In addition to the diary entries, they kept notes and filled in charts prepared by the researcher. The study included 47 students at 7th grade. The diaries were collected on weekly basis for 13 weeks. The entries were first analyzed without focusing on any subject. In the second analysis, the most repeated items related to the research questions were identified and they were grouped under some specific titles. While 9 groups emerged from the analysis of the teacher's entries, 6 groups emerged from the analysis of the students' entries.

Keywords: Reflective Language Teaching, Diary Keeping, Introspective Research, Teacher Education, Student's Perceptions

İNGİLİZCE DERSLERİNDE GÜNLÜK KULLANIMI

ÖZET

Bu çalışmada, öğrenciler tarafından derslerde yaşanan zorluklar ve bir dersi iyi ders kötü ders yapan özellikleri öğrenmek amacı ile öğretmen ve öğrenciler tarafından tutulan günlükler kullanılmıştır. Bu amaçla, devlet okulundaki öğrenciler ve İngilizce öğretmenleri 2 dönem boyunca günlük tutmuşlardır. Günlüklere ek olarak öğrenciler notlar tutmuşlar ve araştırmacı tarafından hazırlanan kartları doldurmuşlardır. Günlükler 13 hafta boyunca her hafta toplanmıştır. Veri öncelikle bir konuya bağlı olmadan analiz edilmiştir. İkinci analizde araştırma soruları ile ilişkili olan ve en fazla tekrar edilen birimler çıkarılmış ve belirli başlıklar altında gruplanmıştır. Öğretmenin yazdıklarının analizinden 9, öğrencilerinkinden ise 6 başlık ortaya çıkmıştır.

Anahtar Kelimeler: Yansıtıcı Dil Öğretimi, Günlük Tutma, İçgözlem Araştırması, Öğretmen Eğitimi, Öğrenci Algıları

1. INTRODUCTION (GİRİŞ)

Diaries, logs and journals which are regarded as important introspective tools in language research have been used in investigations of teaching and learning processes in second language classrooms. Bailey (1990:215) describes the diary study as "a first person account of a language learning and or teaching experience, documented through regular, candid entries in a personal journal". It is stated that diaries can be kept by learners, by teachers, or by participant observers. They can focus either on teachers and teaching, or on learners and learning (Nunan, 1992:120). Diary as a research tool can be defined a retrospective and reflective material rich in quality serving (Mori, 2007: 85). Richards& Lockhard (1996:7) discuss the topics that can be explored through journal writing such as personal reactions, questions or observations or ideas for future analysis. Thus, diaries can provide a rich text for analysis even though its validity is doubted and can serve in order to understand many aspects of language teaching.

Employing diary studies in classrooms might have many advantages such as providing an effective means of identifying variables that are important to teachers and learners, or enhancement of awareness about the way a teacher teaches and a student learns. In addition to these advantages, diary/journal keeping is regarded as an excellent tool for reflection (Brock, Yu and Wong 1991: 45). The diaries provide to the teachers an opportunity of access to information they would not have had (Gray, 1998: 36). Moreover, events and ideas kept in the diaries might be used for the purpose of later reflection and a discovery process as keeping diary requires self-reflection from a child and the meta-cognitive skills providing support for mutual understanding (Pollard, 1997:261).

Diaries and journals as reflective writing tools play an important role in teacher development as well. According to Borg (2001:157) reflective writing is a useful way for both promoting and understanding teachers' professional activity and growth. Through diary keeping teachers may become more observant and careful to teaching and learning processes. Besides, teachers may become more aware of some of the issues, concerns and questions related to their own teaching (Brock, Yu and Wong, 1991:49). The diaries also help to the teachers in having behavioral changes as well as developing self-confidence and learning consciousness (Bailey, 1990:217, Matsumoto, 1990:145). The benefits of diary entries for the teachers have been supported by the studies showing that diaries and journals are powerful tools. A study conducted with a group of teachers on a short language learning experience indicated that teachers reflected through their diaries on many issues from language learning process to the relationship between theory and practice (Woodfield & Lazarus, 1998:315-321). A study conducted with pre-service English teachers shows that journal entries provided opportunities for student teachers to engage in reflective thinking (Lee, 2007:1-9). It can be concluded that through diary entries the teacher or the course developer could make adjustments to materials, teaching methods, activities; identify less motivated learners and counsel them; and be alerted to what they were doing (Krishnan & Hoon, 2002:238; Atay, 2008:143). Learner and teacher dialogue and the exchange of the information might also be created by the help of diary entries.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

The study focused on what the teacher and the students wrote on their diaries charts and notes as well. The main objective of the study was to find out the features of good and bad lessons and compare the teacher and the learners' perspectives by using the diary entries. To improve the learning environment with the help of the diary entries and to help the learners to reflect their learning process were among the objectives of the study.

3. RESEARCH QUESTIONS (ARAŞTIRMA SORULARI)

The questions stated below guided the diary keeping process.

- What makes a lesson good or bad?
- What do the learners feel in the English classes?
- What are the difficulties both the teacher and the learners experience during the lessons?
- What do they think on the activities and techniques used in the class?
- What do the students think about the classroom atmosphere?
- How do the students find the attitude of the teacher?

4. RESEARCH SETTING (ARAŞTIRMA ORTAMI)

The study was conducted in a state primary school in Turkey with 7th grade students. The students were taking four hours of English twice a week. They were between 13 to 15 years old. A coursebook called "Cheer Up Your English" prepared by the Ministry of Education was used for English classes. As there were forty seven students in the class, it can be called a large class. There were 23 female and 24 male students in the class. The English language teacher of the class was female and had two years of teaching experience that time.

5. DATA COLLECTION PROCESS (VERİ TOPLAMA SÜRECİ)

5.1. The Students' Diaries (Öğrencilerin Günlükleri)

The students and the teacher kept diaries for 13 weeks in spring term. Each learner was given a notebook to record his/her feelings and thoughts on a daily basis. It was explained that diaries were not going to be a part of their assessment. Because of this reason, each student gave a different name to her/his diary rather than using their own names.

Before writing their diaries, the students were explained how they were required to keep diaries and what they were required to focus on in their diaries. The students wrote down their diaries in their native language as they felt much free. They were also free in writing during the class or after the class. Any question was given to the students. They were just asked to include three main topics in their entries,

- whether the class was a good class or not.
- why it was a good class or not.
- how they felt about the class, teacher and their classmates.

5.2. Teacher's Diary (Öğretmenin Günlüğü)

The teacher kept her diary during the class whenever it was possible and after the class on a daily basis. She wrote her own general views on the class, students and herself as well. She also

wrote down the difficulties the students experienced during the class and what the students liked or did not like and what the class was like from her own perspective. The main contents of the teacher's diary can be regarded as below;

- the first impression of the teacher on the lesson in terms of being a good class or not.
- the involvement of the students and at which points they experienced difficulty.
- The explanations and the reasons on why the researcher found the class good or bad.

5.3. The Charts Completed by the Learners (Öğrenciler Tarafından Doldurulan Tablolar)

The learners were asked to complete on a chart during the lessons as well as the diaries. The charts were prepared by the researcher and submitted twice a week. The charts were divided four categories; a) the names of the activities to be held in the class (such as role-play, song, game, etc.), and the four main skills (reading, writing, speaking and reading), b) a column with smiling face implying they liked the activity or the skill part, c) a column with a non-smiling face implying they did not like, d) a space to write their views. As all types of activities were not used in each lesson, the students received different charts according to lesson plan (see Appendix 1). The students were required to put ticks under the columns taking the activities into consideration. The last part was not compulsory. They were free to write their views or opinions and their reasons for their choices.

The total number of the collected tables was 1199 and 57 of them was not taken into analysis as they could not be read or they were empty.

5.4. Notes Written by the Learners; "Research Box"

(Öğrenciler Tarafından Yazılan Notlar "Araştırma Kutusu")

In order to confirm what students wrote down to their diaries, a box called "research box" was put into the class. The students were not allowed to look its inside. The students were asked to write notes during the lesson not just about the lesson and classroom atmosphere but also about the teacher and their classmates. They left their notes without typing their names. As the box was always in the class, the students were free to leave their notes whenever they wanted. Besides, they were free to write more than note for each lesson (see Appendix 2).

The diaries, charts and notes were collected on a weekly basis and compared with the teacher's own diary. It must be noted that as Bailey suggests (1990) the entries were not analyzed at the first week of the study though they were read. Data analysis stage started after collecting some data.

5.5. Data Analysis (Veri Analizi)

In the analysis of the journals, notes and charts four main steps were followed:

- **The General Reading:** The diaries kept both by the teacher and the students as well as charts and notes were read by the researcher. The dates and lesson plans were taken into consideration in the analysis. In order to provide inter-reliability the entries were

also read by a group of teachers who have M.A. degrees in English language teaching.

- **Analysis in The Light of Research Questions:** In the second reading, the researcher focused on the main topics related to research questions and the topics both the teacher and the students were required to include in their diaries.
- **Comparison of Students' Diaries with the Teacher's Diary:** At this step, the issues mentioned both by the learners and the teachers were compared. Common and different points were analyzed.
- **Determination of the Titles:** After comparing the students' and teacher's diaries the topics which were mentioned most were turned into the titles. What they wrote was translated according to the main titles. Each week more titles were added or some titles were omitted.

5.6. Analysis of the Teacher's Entries (Öğretmenin Yazdıklarının Analizi)

Teacher's entries and the students' entries were evaluated separately. Then, the entries were grouped according to the issues repeated by the teacher and the students.

9 titles emerged in the analysis of the teacher's entries; *Lesson plan, The Role of Motivation, Materials, Lesson Procedure, Classroom Management, Timing, Student's Participation, Lesson Aims and Having Enjoyable Lessons*. The titles were given in an order with the results.

5.6.1. Lesson Plan (Ders Planı)

From the entries, it was clear that preparing lesson plan beforehand helped the teacher to be confident in the class. When the lesson plan was not completed or was not prepared properly, the lesson was perceived as a bad lesson. Moreover, whatever the lesson plan included directly affected the lesson.

Example: I did not include "want" in lesson plan two weeks ago even though it was in syllabus as I did not have enough time. In this lesson, there were a lot of reported speech sentences in the coursebook and the students were required to use "want" for most of them. As I did not check the former lesson plans, I assumed that the students know how to use "want". When I realized they don't, it was too late. I tried to give some examples but I couldn't. I changed the lesson content and I really felt uncomfortable.

5.6.2. The Role of Motivation (Motivasyonun Rolü)

In the analysis, it was seen that not only the students' but also the teacher's low level of motivation made the lessons very bad. The reasons of high motivation and low motivation were very changeable. Not only the factors like classroom environment and the teacher but also the factors outside of the class such as having a tough exam after English lesson or being tired guided the level of motivation. When the students were involved in the lesson and shared something in the class or found something interesting, they easily became highly motivated. On the other hand, when the students felt bored or tired they were naturally unmotivated to the lesson.

Example: The students asked the prices of some items and gave answers. I brought some real objects and wanted them to guess of their prices. They did the same in pairs. They really enjoyed and

seemed very motivated. I also chose some students and wanted the class to guess the prices of what they were wearing. Then, I stuck price tags on their clothes. The students had fun and did not want to finish the activity. I enjoyed the class as well.

5.6.3. Materials (Materyaller)

The teacher mentioned the course books are not very well prepared especially comparing to the course books prepared by other publishing companies. The course book that was used did not have extra materials such as cassettes, teacher's book, etc. Besides, the units in the book were not related to each other. This caused many problems and confusion in the class. For example, one unit in the book included "used to" and "did not use to" but the other unit just included the usage of the verbs like "look and smell". Even though extra materials were brought to the class, it was still difficult to make connections between the units. On the other hand, it was found out that when the course book was supported in a good way by using effective materials and equipment the teacher and the students had good lessons.

5.6.4. Lesson Procedure (Ders Gidişatı)

When the lessons were monotonous or same type activities were used, the lesson turned into a bad lesson. Besides, skipping a good introduction or ending the lesson improperly affected the lessons in a very bad way. It can be said that this title is also much related to the role of motivation.

5.6.5. Classroom Management (Sınıf Yönetimi)

In the analysis it was realized that classroom management was one of the most important factors making any lesson good or bad. When the teacher lost the management of the class or full control, the lesson went on badly and it was very difficult to organize the class again. It was very normal to have discipline problems in such a large class. What the teacher complained most about was noise and misbehaved students in the class.

Example: I was able to control the class from the beginning of the lesson so it was a good class for me. It brought lots of pros to the class. For example, I changed the activities easily without spending too much time. The students worked properly in groups and I felt that they had fun comparing to the classes I lost the control. The students did not make so much noise. It was good for me as well. I did not have to speak loudly.

5.6.7. Timing (Zamanlama)

Using the lesson time effectively was so important that it helped the learners to have smooth lessons. In the cases of having not enough time, the teacher felt under pressure.

Example: I started the lesson a bit late because of my duty at the administration. As a result, I had to explain the lesson content without any introduction. I can say I skipped all the introduction including warm-ups as I had very limited time and the lesson was really bad.

5.6.8. Student's Participation (Öğrenci Katılımı)

The lessons in which the students participated and gave feedback were regarded as good lessons. The teacher thought that the students understood what was done in the class. Besides, the teacher had the feeling of satisfaction when the students started to produce something in the target language.

Example: I tried to teach "whose" structure and possible answers to this question form. I got some items belonging two students and asked "Whose is this?" by showing them the items. The other students got some things from their classmates as well and started to ask the same question automatically. It was really nice.

5.6.9. Lesson Aims (Dersin Amaçları)

This title seems to be related to lesson plan. However, lesson aims were interpreted differently by the teacher. The teachers believed that the lessons in which she achieved the settled aims were good lessons.

Example: My determined aim for this lesson was to teach asking phone number and giving address. I felt during the lesson that I met lesson aims. This made the lesson better. It also shows that the learners understood what I was teaching and they did not have difficulty.

5.6.10. Having Enjoyable Lessons (Eğlenceli Derslerin Yapılması)

To make lessons more enjoyable by using different types of activities, songs and competitions made the lessons good. It was found out that that when the students enjoyed, their motivation level raised. Therefore, they showed much more interest to the lesson and participated more.

Example: I divided the class into groups and wanted them to make sentences by using "should" and "should not". The group which would make maximum sentences was supposed to be the winner. Even uninterested students involved in the competition. I saw that they were all having fun and making sentences at the same time.

5.7. Analysis of the Students' Entries (Öğrencilerin Yazdıklarının Analizi)

6 titles emerged in the analysis of students' entries; *The role of the teacher, Having Enjoyable Lessons, Lesson Subjects and Their Relations with Real Life, Classroom Management.*

5.7.1. The Role of the Teacher (Öğretmenin Rolü)

Nearly all students mentioned the role of teacher in having good or bad lesson. The teacher's appearance, mood, attitude, voice, gestures, personality and the other characteristics affected the lessons in either a positive or negative way. Moreover, the way the teacher taught and helped to the students made the lessons good or bad. Having a smiling face was another factor mentioned by the students.

Examples: It was a good lesson today as the teacher wore a suit. The lessons went on very enjoyable because the teacher explained in a way that I can understand.

The teacher is cheerful as usual and she makes us motivated.

When our teacher is happy, we have better lessons. Hers happiness reflects to the class.

Our teacher was a bit nervous today. This is why I did not like the lesson.

5.7.2. Having Enjoyable Lessons (Eğlenceli Derslerin Yapılması)

The lessons in which the students had fun were described as good lessons. The students stated that they enjoyed the lessons when they had role plays, games, and competitions. In addition, using different activities made the lesson subject more interesting and more enjoyable.

Examples: I really enjoyed in this lesson. The teacher chose one of our friends and asked the price of his clothes. She also tagged the prices of the clothes on him. I found this very enjoyable.

We had games today. So I enjoyed. The teacher also chose some students to act out the dialogues for us.

5.7.3. Lesson Subjects and Their Relations with Real Life (Ders Konuları ve Gerçek Hayatla İlişkisi)

It was found out that the students had increasing motivation and interest when they had lessons related to their environment, friends or family members. Therefore, they all evaluated these kinds of lessons as good lessons.

Examples: I liked today's class as the teacher asked the question "What's İstanbul like?". We all answered and made sentences about İstanbul.

We learnt how to describe personalities today. I enjoyed.

I wrote everything about my sister. Her hair, her eyes, and her weight. I wish we had lessons like this.

I found the lesson very helpful and funny. We described some of our classmates.

5.7.4. Classroom Management (Sınıf Yönetimi)

From the analysis it was seen that the students were all aware of the role of classroom management. Having noise, unorganized classroom and some behaviors of their classmates affected them. Therefore, they felt uncomfortable in an undisciplined classroom environment and could not focus on the lesson.

Examples: It was a very bad lesson for me. All students spoke too much.

I did not find the class very effective. There were naughty children in the class.

It was an undisciplined lesson. I feel that I did not learn anything.

5.7.5. Problems Not Related to the Lesson (Ders ile İlgili Olmayan Problemler)

The problems that the students were having directly affected the lesson. They also could not concentrate on the lessons because of some school activities such as having rehearsal, singing in chorus.

Examples: I could not participate in the lesson very much as we had rehearsal before the class.

I have an exam today and I cannot concentrate on the lesson.

5.7.6. General Condition of the Classroom (Sınıfın Genel Şartları)

In the entries the students pointed out issues related to general conditions of the class. The main problem they experienced was the size of the classroom. The students thought that the teacher did not pay attention to all learners or they could not participate enough. Therefore, they found this type of lessons not very good.

Examples: Today's class was not that good. Whenever I raised my hand to participate or say anything the teacher did not realize me.

6. RESULTS AND DISCUSSION (SONUÇ VE TARTIŞMA)

In this study, the diaries kept by the students and the teacher were used to find out how English classes were perceived by main actors of teaching and learning process and what the qualities of a good lesson were from students' and the teacher's perspectives. In order to confirm what the students wrote down on their diaries the students were asked to fill in the charts and keep notes as well.

In the analysis of the teacher's entries more titles came into view comparing to the students' entries. 9 titles from the teacher's entries and 6 titles from the students' entries were determined. One of the reasons for this might be teacher's knowledge on teaching and learning. The titles determined from the teacher's and the students' entries were given respectively. In other words, for example "having enjoyable lessons" title came lastly in teacher's group but it was in the second place in the category of the students.

It was found that both groups mentioned similar issues as well as different issues in their entries. It can be stated that the teacher and the students explained their experiences and viewpoints related to good and bad lessons in different ways. What makes a lesson good or bad was perceived differently at some level. The findings strongly indicate that according to the teacher "lesson plan", "motivational level of the students" and "the materials" she was using" played a vital role in making the lessons good or bad. On the other hand, these issues were not mentioned by the students. What the students first focused on in the lessons was the "role of the teacher". Teacher's role directly affected their perceptions for the lessons. Another title which the students described as "lesson content and its relation to real life" has to be taken into consideration carefully. The explanations of the students for this title match with the definition of "personalized learning" given in the literature. It was interesting to find such an important issue in student's entries as it shows us what literature suggests to the teacher is directly related to the needs of the students. It can be said that the students found the lessons including personalized activities better than the others.

"Classroom Management" and "Having Enjoyable Lessons" were the joint titles for the students and the teacher. These titles were so important for two groups that they both found the lessons without management bad ones and the lessons including fun good ones.

The study points us the effectiveness of the diary keeping as a research tool. Even though the entries were not collected for a long time, they might help the teacher and teacher trainers in order to understand what the learners really think in the lessons, what kind of feeling they develop for the lessons and why they find the lessons good

or bad. This understanding is necessary for a teacher to make his/her classes more effective and to help his/her learners during the learning process. One of the findings of the study is what the teacher thinks working in the class actually might not be working or the issues found unimportant by the teacher in terms of learning might have enormous effect on learning.

REFERENCES (KAYNAKLAR)

1. Atay, D., (2008). Teacher Research for Professional Development'. *ELT Journal*, 62/2: 139-147.
2. Bailey, K.M., (1990). The Use of Diary Studies in Teacher Education Programs. in Richards, J.C. & D. Nunan (Ed.) *Second Language Teacher Education*. Cambridge: Cambridge University Press.
3. Borg, S., (2001). The Research Journal: A Tool for Promoting and Understanding Researcher Development. *Language Teaching Research*, 5/2:156-177.
4. Brock, N.M., Yu, B. & Wong, M., (1991). Journaling" Together: Colloborative Diary-Keeping and Teacher Development. *Hong Kong Journals Online*, Vol. 3, Autumn, 1991:45-55.
5. Gray, J., (1998). The Language Learner as Teacher: The Use of Interactive Diaries in Teacher Training. *ELT Journal*, 52/1: 29-37.
6. Krishnan, A.L. & Hoon, L.H., (2002). Diaries: Listening to 'Voices' From the Multicultural Classroom. *ELT Journal*, 56/3: 227-239.
7. Lee, I., (2007). Preparing Pre-Service English Teachers for Reflective Practice. *ELT Journal*, 61/4:321-329.
8. Matsumoto, K., (1996). Helping L2 Learners Reflect on Classroom Learning. *ELT Journal*, 50/2:143-149.
9. Mori, A., (2007). The Possibility of Diary as a Research Tool. Nagoya University of Arts and Sciences the *Journal of Liberal Arts*, Vol.3:83-97.
10. Richards, J.C. & Lockhart, C., (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
11. Woodfield, H. & Lazarus, E., (1998). Diaries: A Reflective Tool on an INSET Language Course. *ELT Journal*, 52/4:315-322.

**APPENDIX 1. Sample Chart with students' comments
(EK 1. Öğrencilerin Yorumları ile Örnek Çizelge)**

	
It's very interesting 12	The teacher did not let me speak up.
It is/was very nice 17	It was boring. The person gets bored. 12
It's fantastic. 5	The teacher chided me and then she got angry. However, then I listened her by having fun.
Role-plays are very enjoyable.	I raised my hand. The teacher looked at me but she did not choose me.
I liked the activity as I stood up and spoke up.	It was awful. 5
It was fun but the teacher did not choose me to answer.	I did not like as we did not write anything.
I asked question to the teacher and she answered my question. It was fun to speak.	Lots of the children were speaking in the class. This is why I did not like the second lesson.
It was very enjoyable 38	Listening is not enjoyable.
Speaking in English is great. I love it. 2	I could not understand the last activity we did very well.
To listen to teacher is very nice and interesting.	I did not like it! 3
It is just great 2	It's tiring.
It's good. 9	It is difficult and does not give nay pleasure.
I understood very well.	I do not like writing.
I had fun.	Good but not very good.
It was active and nice.	I don't like speaking.
It was cheerful	I did not like the first lesson. 3
I laughed.	It was hard.
Reading is very enjoyable. 3	I could not listen to the class as my legs hurt today.
Interacting with the teacher is very nice very very nice.	I wanted to participate in lesson but I could not understand. The teacher should have explained better.
I need to listen to the teacher. For me listening is an important skill.	
When the teacher chooses me to speak, I get so excited and I love it a lot.	
I like the teacher pick me up to speak.	
Playing games is fun. I want to play games in each lesson.	
It's very exciting. 2	



I liked it. 3	
My reading is good.	
The part I liked most is writing.	
I love role-plays	
I liked the class as it was the subject I liked most.	
I like interacting and discussing with my classmates.	
I love dialogues. I love reading the dialogues.	
I like the teacher's reading. 2	
The teacher read and we listened. It was fun.	
I like writing something as usual.	
I find writing very important.	
Speaking is very enjoyable. Speaking is better.	
I like reading.	
I like grammar exercises.	
I loved it!	
I love writing a lot.	
I love reading.	
The teacher explained very well. /The teacher taught very well	
Singing song is wonderful.	
The subject was interesting.	
It's super!	

APPENDIX 2. SAMPLE NOTES WRITTEN BY THE STUDENTS
(EK 2. ÖĞRENCİLER TARAFINDAN YAZILAN ÖRNEK NOTLAR)

- Today lesson was good but it could be better if S... did not misbehave.
- I want anyone to speak in English class.
- I want playing games in each class.
- It would be better if the teacher gives her attention to the back desks more.
- I want to sing songs in English.
- This lesson was not that good as you were not smiling. Whenever you don't smile and sulk, the lessons are so bad.
- In this lesson I wanted to harm my friend
- I want G... and K.. be silent.
- I want you to be more patient.
- I want K... get out of the class.
- I don't like English lessons very much as I can't understand it very well.
- I had fun in the class.
- I want some of my classmates to be punished.
- Thank you for the lessons. They were all enjoyable.
- I want classroom to be cleaner.
- The lessons were good. You did your best to teach us.
- The lessons were good but today I did not want to have lessons. However, I raised my hand.
- I want my teacher to be fashionable.
- Today passed very well as we had a very serious class.
- Our lessons are very good as I love my teacher.
- I want you to get married and remember your childhood.
- Some of classmates speak up without raising their hands. This bothers me.
- I like English classes but I love my teacher more.
- I want G... not to speak.
- Please teacher stay calmer.
- I want everything in the class be organized.
- I want English teacher firmer because including me everyone misbehaves she does not behave harshly.
- I want the class quieter.
- You give enjoyment to the class.
- Some of my classmates speak a lot.
- Thank you for the lessons.
- I had difficulty in English lessons but I don't have any more as you explain very well. I get upset when we don't play games.
- It is very boring today.
- You are so beautiful. Please be happy and cheerful every time.
- I want to have exam.
- You are as cheerful as usual.