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## Teaching English in the Dominican Republic

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# Teaching English in the Dominican Republic

**Cassandra Craig**

**Faculty Sponsor: JoAnn  
Hammadou-Sullivan, PhD.**



# My Trip

- February 17<sup>th</sup>-24<sup>th</sup>, 2007
- Altamira, Dominican Republic
- Lived with the secretary of the school, Colegio Evangélico, and her family



# Objectives

- Prepare to welcome Hispanic students to my classroom
- Teach 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> grade English
- Observe other grade levels
- Collaborate with staff
- Become involved in community



# Colegio Evangélico Altamira

- Private School (400 pesos/month)
- Pre-K through 7<sup>th</sup> grade
- Grade placement based on cumulative exams
- Uniforms



# Colegio Evangélico Altamira

- Schedule
  - 8:00am-12:00pm, Pre-K, 4<sup>th</sup> - 7<sup>th</sup>
  - 2:00pm -5:00pm, K - 3<sup>rd</sup>
- 8 professors
- 157 students
  - Age 3-5: 51
  - 1<sup>st</sup>-3<sup>rd</sup>: 50
  - 4<sup>th</sup>-7<sup>th</sup>: 56
- School year: August - June



Cuadro Estadístico 2006-7			
	V-H-T		
Nivel Inicial	28	23	51
Básico Matutino	21	29	50
Básico Vespertino	23	33	56
Total General	72	85	157

# Colegio Evangélico Altamira: Staff

- Director
- Secretary
- Administration
- Professors
- Service Personnel



# Positives:

## 1. School community is like a family

- All professors...
  - *arrive early*
  - *supervise lunch/recess*
  - *plan together*
  - *bring their children to school*





# Positives:

## 1. School community is like a family

- Music:
  - *Sing as a group every morning*
- Field trips
  - *About 1/month for professors*
  - *About 2/period for all students*
  - *Require no money*
- Neighborhood



# Positives:

## 2. Parents are actively involved

- Main objective of school: Get community and parents/ “tutors” involved
- Professors visit students at home
- 2006-2007 calendar:
  - *2 student evaluation meetings (1 per period)*
  - *2 meetings with all parents/“tutors” (October 13<sup>th</sup> and 30<sup>th</sup>, 2007)*
  - *2 optional: 9/27/06, 12/15/06*

Chamot, A.U. & O'Malley, J. M. (1994). *The CALLA Handbook*. Reading, MA: Addison-Wesley. p. 148.

# Positives:

## 3. Professors use resources effectively in the classroom

- Pre-K students working with manipulatives
- Social Studies
  - *Maps*
- Math
  - *Dominican Pesos*

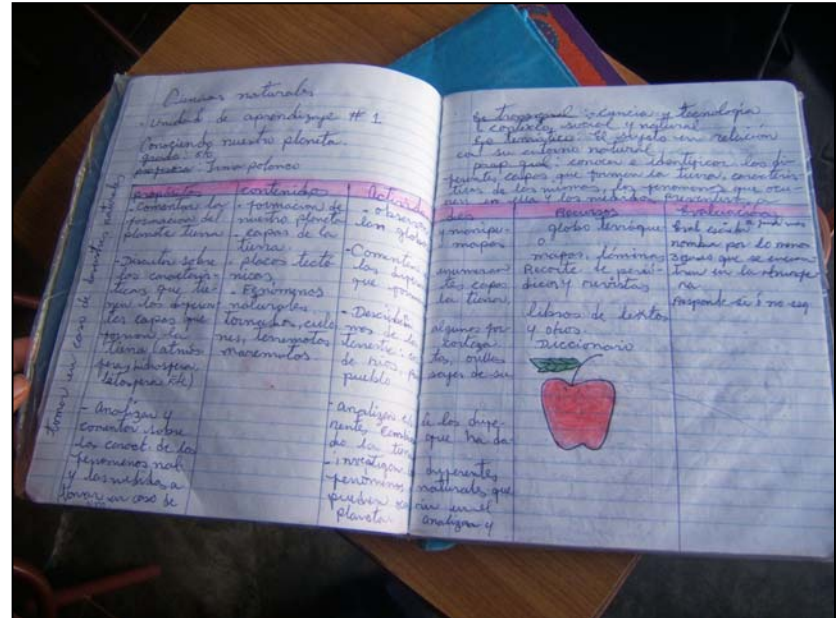


Salend, S. J. (2005). *Creating Inclusive Classrooms 5<sup>th</sup> Ed.* Upper Saddle River, NJ: Pearson Education. p. 456.

# Positives:

## 4. Organization

- Lesson plans
  - Objectives
  - Materials
  - Content
  - Activities
  - Evaluation



# Positives:

## 4. Organization

- Record student progress for:
  - *Parent/teacher conferences*
  - *Grade placement*
- Evaluation of:
  - *Homework*
  - *Daily activities*
  - *Quiz/Test grades*



# Positives:

## 5. Professors are valued

- Reception for new professors
- Respected by students, parents
- Well known in the community



# Challenges:

- According to the written plan for the school, principle problems/necessities include:
  - *Building construction*
  - *Library*
  - *Office furniture*
  - *Technological advances*
  - *Special Education teacher*

# Challenges:

## 1. Building Construction

- The tops of the walls are open
  - *Sound travels into other classrooms*
- Bathroom
- 6<sup>th</sup> grade classroom





# Challenges:

## 2. Resources

- Books
  - *Teacher manuals*
  - *Children's books*
- Computer
- Outdoor tables
- Copier



# Challenges:

## 3. Accommodating students with special needs

- No way to identify learning disabilities
- No Special Education teacher
- Grades are based on level you are at



# Summary

- Positive school environment
- Parents are actively involved
- Effective use of resources
- In lessons, professors set an objective to evaluate
- Struggle with...
  - *Building setup*
  - *Resources*
  - *Students with special needs*

















TUDIANTIL















my daddy  
is airborne











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