

Reflection & Debriefing after the Videotaped

Lesson:

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Reflective teaching is an important part of improvement. Analyzing both what well in your lesson as well as what can be improved upon is essential for your growth as a teacher.

After you have videotaped your lesson and received peer reviews and instructor comments, watch it AGAIN and reflect on your own teaching.

Use the **Things to Notice sheet** as your guide.

*Use complete sentences to reflect on each key bullet point as well as each question.

TEACHING:

- I wanted to make sure that I didn't speak down to the students, so I added enthusiasm and a positive tone to my voice. I spoke slowly, but not condescendingly.
- When I sang or read along the lyrics to the song, I added physical gestures to associate words with actions.

What did you do well in this section?

I did very well with moving the lesson along and guiding students on this musical journey. I got to control the direction of the song exercises, and start/stop the music to allow room for students to repeat back the lyrics.

What is something that you want to improve on?

I want to improve on pacing, and I'm very confident I can do that when in a real classroom environment. I tend to rush when I don't see or receive any live feedback. This comes from my experience performing storytelling on stage with a three-minute time constraint. With teaching, there are no time constraints.

MONITOR & ASSESS:

- Whenever I stop the music and put my hand by my ear, I am signaling for students to sing/speak out loud the words or phrases in the song.
- If I were to hear wrong words, phrases, or pronunciations, I wouldn't correct anyone directly. I would simply repeat the phrases and song lyrics until the student/s correct themselves.

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What did you do well in this section?

According to my peers, I did very well with giving students the chance to sing the song on their own when I hit pause. I also allowed repetition to do its thing naturally.

What is something that you want to improve on?

I would want to improve on slowing down and listening to individual students. Because this was a video lesson and there's no live feedback, I can't demonstrate that.

HIGH QUALITY LESSON:

- The visual aids combined with text and song playback definitely makes this a high quality lesson. The Beatles' "Hello Goodbye" is already a high quality song that arguably has nothing objectionable.
- Students leaving this classroom receive a strong foundation in English language communication just by having the ability to say hello/goodbye, yes/no, and stop/go.

What did you do well in this section?

I did very well with incorporating the visual aid with the song playback.

What is something that you want to improve on?

I didn't have a firm grasp of the visual aids in my hand because I was trying to look at the camera and hold the pointer at the same time. This was difficult. If I had a board and an actual classroom, I could definitely make this process smoother.

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STRATEGIES:

- I made sure I had coverage of learning styles: spatial, music, social, and linguistic.
- Removal of the affective filter was something that I felt was important in order for the rest of the lesson to operate smoothly.

What strategies were particularly useful?

I think targeting simple words such as hello, goodbye, yes, no, etc. were helpful for students to ease into learning vocabulary. To hear these words as opposites used in context and sentence structure would enable students to communicate effectively. The use of repetition and melody helps reinforce language acquisition.

Another helpful strategy was having the class participate together. This helps boost confidence when students work as a team unit.

Visual aids are more effective than reading words. I think this takes the stress and anxiety out of trying to absorb too much information in a single moment. Knowing the words ahead of time, and then redirecting attention to visuals is also a way to compartmentalize information.

What strategies might you add next time?

According to my peers, it would be better for me to slow my pace by continually stopping and starting thematic after each sentence. Because this was a video lesson, I'll admit, I did jump ahead and rush it. In an actual classroom setting, I would definitely spend more time repeating each sentence and having the students sing the entire song.

MATERIALS:

- Handout of pictures and text as lyrics for students to follow along
- Pointer

What materials would you add to this lesson?

I would add flashcards of individual words: Hello, goodbye, I, you, stop, go, yes, no, and say. Then I would post those flashcards onto the white board. I can point to those words on the board when I stop the music.