Reflection & Debriefing after the Videotaped Lesson:

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Course**: 408485: INTRODUCTION TO LINGUISTICS FOR TESOL EDUCATORS: ENGLISH GRAMMAR AND LANGUAGE EDUC X 425.03**

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 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:

- **Methodology used was introducing the IRAC & CREAC methods, their differences, and usage, with presentation slides.**
- **Class was conducted using Q&A format in order to have the students answer and ask more questions.**

What did you do well in this section? I**nstead of reading the slide contents verbatim, I asked questions to facilitate discussion.**

What is something that you want to improve on? **I need to provide more detailed explanation of the IRAC & CREAC methods and provide more examples of how they are used. Also after class discussion, I should reiterate how the methods are utilized to extrapolate the information from the case studies .**

MONITOR & ASSESS:

- **By asking the participants from the onset of the session to read the first exercise and provide a summary provided me an initial assessment of the participants' reading comprehension.**

- **In a normal class setting, I would walk around the meeting room during the group activity to monitor and assess the participants' level of understanding and organization.**

What did you do well in this section? **By providing the class with a "before and after" experience is effective because they can actually see the difference in using methods to enhance their reading comprehension. It lends credibility to the method that I introduce to the class for that lesson.**

What is something that you want to improve on? **I could share some interesting stories arising from the use of the IRAC and CREAC method. By sharing some of my experiences, I can establish better rapport with the participants. It can also foster a more positive learning environment.**

HIGH QUALITY LESSON:

- **Communicative grammar lesson by giving the class the task of identifying and organizing specific information from the reading exercises with the IRAC and CREAC method.**

- **Through this specific communicative task, I provided the participants the opportunity to use language to communicate about real cases that are relevant to their line of work.**

What did you do well in this section? **I incorporated the concepts outlined in one of our course readings. Specifically, I incorporated grammar targets through the IRAC & CREAC methods and focused on "consciousness raising" by referencing the model answers in the slide :** "Teacher's Corner: Teaching Grammar for Communicative Competence" US Dept of State) *https:// americanenglish.state.gov/resources/teachers-corner-teaching-grammar-communicative-competence*

What is something that you want to improve on? **I should include a slide with the model summary of the case studies to include grammar sentence templates. Although I had slides with information organized in IRAC and CREAC format, they were bullet points and not complete sentences.**

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Videotaping & Debriefing Guidelines

STRATEGIES:

- **I incorporated grammar targets by using the IRAC and CREAC methodology for participants to practice identifying and communicating specific required information from the case studies.**

- **I would focus on consciousness raising by subtly correcting any grammar errors through confirming and reiterating the participants' responses. For example, participants commonly make tense mistakes: *The case is about a lady she dropping McDonald coffee and got burned.* In that instance, I would say, "Exactly. This case is about a lady who was burned from hot coffee at McDonald's".**

What strategies were particularly useful? **Since my video was a condensed mock lesson, we couldn't see the actual Q&A discussion. However, the strategy of subtly correcting participants' grammar errors through confirmation and reiteration of their answer is effective. The participants are not put on the spot and they usually write down the correct sentence structure for their reference.**

What strategies might you add next time? T**oward the end of the class as we wrap up, I could point out some general grammar issues I noticed throughout the session. In addition, in my weekly email to each participant, I would include feedback of any habitual grammar issues so the participant makes a conscious effort to correct the mistake moving forward.**

MATERIALS:

- **Lesson presentation to include information about IRAC & CREAC, uses, differences, and reading exercises (2 case studies).**

- **Print out of 2 case studies.**

What materials would you add to this lesson? **I would not add any other material to this lesson except for a slide with model summary of the two reading exercises (case studies) to include target grammar sentence structures.**