[Week 5 Reflection]

What We Did

Function: Narrative Writing

Theme: Dating relationship

On Tuesday we had scaffolding activities for making a movie synopsis such as speed story-telling, retelling story, and brainstorming about the worst dating situation. Then, on Thursday, we had a main activity of this week, making a movie synopsis.

What Went well and Why?

First of all, I think our scaffolding activities for making a movie synopsis worked well. Though retelling story was a little bit challenging to the students, it provided students with a big picture about how to organize a narrative story. Moreover, providing a model in each activity was helpful for students to understand what they were supposed to do. Making a narrative story is not simple because it involves many tasks and seems complicated. Thus, giving a clear instruction itself is not enough for them to follow the procedures. So, we showed them models to provide more clear guidelines about what they have to do. In addition, showing a video clip was effective enough to arouse students' interests and brainstorm many ideas.

What didn't Go Well and Why?

The biggest challenge was time management. Though making a movie synopsis seems interesting, it was not a simple task. Students had to go through many complicated steps (making up exposition, conflicts and resolution) and required creative thinking. Actually, it was a little bit difficult to complete the task within two hours. So we ran out of time at the end of the class and we didn't have enough time for revision, which was an important part of writing process. Another issue I felt as a class leader was to wrap up each activity. I thought teachers should give feedback to the performance of students, so in the retelling activity I gave time for each group to read their new story. But it took too much time and the rest of the students didn't pay attention, which turned out ineffective. Wrapping up each activity with effective feedback is a difficult but important part of teaching.

What Can Be Done Better

One of the problems mentioned above is time management. With regard to the time management, we can think of two aspects; the complexity of task itself and how to allocate time to each activity. We have two hours of time limit, so we need to consider the complexity and difficulty of the task when we design the lesson plan. In addition, it is a good way to give more specific time limit to each activity. For example, when we give time for making a movie synopsis it is better to give time limit for each small steps rather than just giving whole 30 minutes to that big task. Also, students are already used to getting more time when they don't finish their task. Thus, it is necessary to let them follow the time limit by not allowing more time. When it comes to giving effective feedback to the performance of the students and wrapping up each activity, I came up two possible solutions. First of all, allocating smaller time at the beginning and more time for revising and giving feedback can be one alternative. Since it is writing class, having enough time for revising is the essential, especially in the process writing. Self-checking and peer revising can be helpful for them to improve their writing skills and at the same time it can be also a good time for teachers to give feedback. Another possibility is that we can use technology and teaching aids such as a visualizer. Through this kind of technology, we can share the works of all students and give feedback, saving time.