

[Week 13 Reflection]

What we did

This week Junhee and I led the class and it was our last lesson planning. We did persuasive essay writing about language learning. On Tuesday, we focused on how to persuade others to learn a new language and to take an online English program. On Thursday, we focused more on the process of writing a persuasive essay about language learning based on many different ways such as going to the target language place, reading and listening a lot, establishing relationship and formal studying. Especially, this time, we allocated more time to peer reviewing and revising process and thereby emphasizing the importance of revision.

What went well and why?

First of all, I want to mention the effectiveness of integration of different language skills. In fact, we implemented speaking activities into our lesson plan, though it was actually writing class. The main reason was that the function of this week was persuasive writing, and while persuading others through speaking, students can feel the success and effectiveness of their persuasion on the spot, which, I think, was helpful for them to organize their essay writing. The second reason was that we were a little bit worried that the class might be boring since the topic was too academic. So, we want to provide an opportunity for students to do different types of activity and I think it worked out well for their active participation.

Secondly, we provided effective scaffolding to the students. Especially, on Thursday I afforded my sample persuasive essay writing about the benefit of online language learning. However, this time I employed strips-scramble activity instead of showing the sample directly. While putting the strips into the correct order, students could think about the structure of essay including what can be the thesis statements and what can be topic sentences and relevant supporting details. I always think that teachers need to provide some information gap to the students, so that they can involve more actively in the learning process.

Thirdly, I could recognize that students put more time and efforts into peer reviewing and revising process. Actually, this week we allocated more time to that process and our team as well as professor Van Vlack emphasized the importance of revision. Though I was not a facilitator this week, I walked around each group, reading their writing and giving some feedback on their sentence structures, grammar and some of word choices, which was helpful

for them to revise their writing. At first, I was worried that they might be embarrassed by my error correction. However, after class, one of little sisters told me that my error correction was helpful for her to recognize how the word "contextualize" can be used in the sentence. Before, she just knew the meaning of the word. But thanks to my error correction, she came to know how to use the word and produce a sentence using that word. In addition, at the end of the class, I asked some of the students about the class in general. For example, whether the class was too loose for them. However, they responded the class was satisfactory and rather they ran out of time, because it was difficult for them to organize their writing. Since they know lots of theory about language acquisition, they needed more time to narrow down their ideas and organize them. I realized that the class management does not always fit into my expectation and that's why we need to interact more with our students and give them proper feedback.

Lastly, we integrated individual writing task into group writing task, which led to successful equal participation among group members. That is, each student contributes to the body paragraph by each member completing one body paragraph and then through peer review process.

It's almost the end of the semester and I think we came to know how to handle some of the problems we posed at the beginning of English in Action Writing class, such as giving effective feedback, equal participation and more involvement in the revising process. The whole process of lesson planning, leading classes, facilitating little sisters, self-reflections, sharing problems and discussing it all together were helpful to build up our teaching skills. And personally, this was a good opportunity for me to appreciate the effectiveness and necessity of the task based learner centered class.

What didn't go well and why?

Overall, I was satisfied with our class last week. However, at the end of Tuesday class it was a little bit distracting and it didn't work out well as we had planned. That is, we planned that every student would participate in the English course promotion evaluation and give some scores based on our checklists. However, some of the students didn't participate in the promotion activity and in the evaluation, either. Thus, we (Junhee and I) had difficulty deciding the best persuasive group. It was partly because some of the students' attitude was not that favorable to the activity. Also, it's partly because there were some problems in delivering clear instruction.

What can be done better next?

It is important to give clear instruction before the activity begins. Once students jump into the activity, they don't pay attention to the teacher. Especially, when the class comes near to the ending, giving clear instruction is more important. Otherwise, the class will go to the other direction.