

[Week 9 Reflection]

What we did

This week we did descriptive essay writing about fashion. On Tuesday, we started with some warm-up activities such as describing person with fashion words and guessing who is the described person. Then, students wrote fashion show review after watching Channel fashion on YouTube. Based on this activity, they plan their own campus fashion show at the end of Tuesday class. They needed to decide the theme(concept) of their fashion show, design the runway stage, and include two specific model clothes and background music. On Thursday, each group presented their own fashion show. Each group chooses one favorite fashion show and wrote the review about it. Since it was essay length writing, we allocate more time on writing and revising on Thursday.

What went well and why?

First of all, I think students enjoyed the class this week, which made them actively involved in the activity and thereby contribute to their building up their own writing skills. One distinguishable element of this week class was that students themselves were employed as the materials for the main activity. That is, each group presented their own fashion show, and then students wrote fashion show review based on that fashion show. I could recognize that students enjoyed the process of planning their fashion show as well as runway time in class. Secondly, we started essay writing from this week and I was a little bit worried that it might be too challenging and overwhelming them because of two-hour time limit. However, students completed their tasks successfully with little difficulty. I think one of the big contributors to successful completion of more complicated task, essay writing, was our well- organized lesson plan. That is, we provided enough scaffolding activities, such as revising bad descriptive writing, planning their own fashion show and outlining their fashion show review as well as appropriate sample writing for their better understanding. Another contributor to successful completion of the task was that we integrated individual activity into the whole group activity, so that every member could participated and contributed to the outcome of the task. That is, each member was responsible for one paragraph in the body, which also led to the efficient time management.

What didn't go well and why?

This week, we put more value on revising process and designed more detailed peer evaluation sheet. However, students didn't seem to consider peer evaluation and revising as important writing process. Once they finished their first draft, they didn't pay attention to the following process, which is actually a crucial part of process writing. Secondly, I and my partner faced an unexpected problem on Thursday. That is, we wanted to give more space for essay writing. So, we gave each group a colored, a bigger than A4 size paper. Since the task was an essay writing, we didn't expect students to make a poster and ask for color pencils and markers. It seemed that we didn't bring those by mistake, but in fact we didn't think those would be necessary.

What can be done better next?

I think the role of a facilitator is important for the effective revising process. Thus, a facilitator should play a leading role in this process by asking the questions in the peer evaluation sheet and drawing on answers from group members. Also, class leaders need to allocate more time on peer evaluation and revising when designing lesson plan, so that students and facilitator should not run out of time for those process. From the second problem I mentioned above, I realized that we as a teacher should have flexible attitude to the realities of classroom setting and students' needs. Even though teachers put lots of effort in the designing a detailed lesson plan, we never know what will happen in the class. Thus, we should have more flexible attitude in the management of class and try to find solution to deal with problems in class. That is one of the reasons why we need to write a class reflection, which affords teachers opportunities to connect theory with practice and learn from mistakes by making use of critical analysis.