

Topic taught: Learning how to write process explanation texts through digestive system text

Subject/Area of learning: English Language

Part I: Please use about 200 words in completing the table. Please include the key ideas, and give justifications on the comments you make/the points you reflect on, please include suggestions for improvement on the areas.

Aspect of Performance	the point and give justifications	Suggestions for Improvement
<p>Are the objectives of lesson written appropriately?</p>	<p>Yes. We aimed to teach passive voice, to-infinitive phrases and prepositional phrases through a process explanation text, and our teaching materials have covered all of these. The learning objective is specific that we have stated the usage of the language items that are planned to teach. Besides, it is also attainable that students are taught before they have to produce a text themselves.</p>	
<p>Are the strategies designed for conducting the lesson appropriate?</p>	<p>Yes. Our strategies are designed specially for our lessons. For example, when we are explaining the pronunciation and the meaning of the vocabulary, we used inquiry learning strategy in which we ask questions to engage the learners in the activities to check the learner's understanding. Moreover, cooperative learning is also introduced in the lesson that we hope students can figure out the answers in a group first and to share with others using the approach of jigsaw reading.</p>	
<p>Are the teaching strategies/activities/homework or assessment exercises creative?</p>	<p>To a small extent, the assessment is creative. The activities are mainly inspired by a course we have taken this year, which is about content-based language learning. This concept has actually been proposed many times in Hong Kong but the schools seem not be willing to implement this strategy. Anyway, the concept is not new, but we did add some elements of group work and</p>	<p>Some higher order thinking skills can be introduced in the homework. As mentioned in the teaching plan, students are required to write a short text in 150-200 words. As this piece of homework aims at checking students understanding towards the language items taught in class. Students can finish it with the</p>

	<p>inquiry learning into our pedagogy so as to make our lesson plan more innovative.</p>	<p>help of mimicking the one taught in lesson. This may not be an innovative homework. It is suggested that higher thinking order skills can also be applied in the way that students can choose to compose their text with the topics they are interested on their own.</p>
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Part II (A): Reflection on Micro-Teaching Skills: Are the skills effective? What are the lessons learnt? These are the skills that makes the lesson more innovative.

Skills for Reflection	Reflection Components	Rating	Concise Reflective Comments
1. Effective use of aids, resources and IT in teaching	a. Appropriately chosen teaching resources/aids/IT tools	Strongly Agree	We chose teaching resources appropriately facilitating the flow of our lesson.
	b. Innovative use of the teaching resources/aids/tools involved	Agree	Colourful powerpoint, worksheets in different formats e.g. labels and pictures, text, etc. were given. Attempted were made on innovative use of the resources. However, we could do it better next time. For example, we may add some more pictures in the powerpoint and the worksheets in order to get students to be more attentive with the help of the visual aids.
	c. Demonstrate effective management in using the resources/aids/tools involved	Strongly Agree	We managed our resources well to teach the lesson. We have managed to use powerpoint well as we have given students some time to think of the answer before revealing the answers.
	d. Can arouse interest/enhance motivation of students by the resources/aids/IT tools	Agree	Students' interest was aroused by the video and colourful powerpoint we presented. However, more interesting input should be given in order to stimulate their motivation to learn such as pictures.
3. Questioning skills	a. Clarity of the questions being asked	Outstanding	Questions we asked were very clear. Students understood our questions and answered properly.

<p>b. Ask questions that stimulates answers</p>	<p>Good</p>	<p>Wh-words questions were asked to stimulate student. However, some of our questions were close-ended. We may ask more open-ended questions to inspire answers from students.</p>
<p>c. Use questions of different levels</p>	<p>Good</p>	<p>We had asked questions of different levels. We asked simple questions initially. The difficulty increased gradually in the lesson. The most challenging question was asked in the end of the lesson. For example, we have asked closed-ended questions in the part of teaching the meanings of the vocabulary. In the later part of teaching the targeted language items, some open-ended questions are asked.</p> <p>However, it was too challenging that students were unable to answer. We may ask less challenging question next time regarding students' abilities.</p>
<p>d. Appropriate feedback on student answers</p>	<p>Outstanding</p>	<p>We taught vocabulary and grammar based on students' answers. Although students sometimes gave some unexpected answers, we were able to give comment on that and drew them back to the right track. For example, in the part of teaching the meaning of the vocabulary, students did not answer the questions with the expected answers, we gave gradual feedbacks such as asking more specifically or giving more guidance to students in order to help them answer.</p>

	e. Prompting techniques	Outstanding	We gave students some hints and guided them to answer questions appropriately.
	f. Seeking further information techniques/ advanced answers	Needs Attention	Students usually gave short answers and we continue our teaching without asking them to elaborate. We may seek further information or advanced answers from them next time. Students should be permitted to speak more.
	g. Redirection techniques	Good	Students had given unrelated answers e.g. one student answered “poo poo” when teacher asked students to guess the meaning of “digested”. The teacher redirected the student properly by saying it was actually the form of food after digestion in our bodies.

Part II (B): Based on Part II (A), do an overall evaluation on the teaching skills in about 400 words. The overall evaluation can focus on the lessons learnt in the planning and delivery of the plan, and suggestions for further improvement.

Lesson Planning

Overall, we think we did a great job trying to incorporate various elements into our lesson plan using appropriate teaching materials to facilitate successful lessons. Our group were able to facilitate a good flow for our lesson planning through discussion and work division. During the lesson planning, we made sure to create activities and teaching methods that are related to inquiry learning and cooperative learning. In addition, we tried to incorporate appropriate teaching resources such as PowerPoints, worksheets and videos in various formats like labels, pictures, text etc to arouse students interest.

Delivery of the Plan

During the beginning of the lesson, we used inquiry learning to arouse students interest and to refresh their prior knowledge (things students have learnt in previous English and General Studies classes). We used WH- questions to help inspire their thinking and help them to answers questions. It is also used to redirect students who are confused or troubled. We also hinder cues to help students that facing challenges.

For cooperative learning, we think we did good in giving instructions to help students to do group work. In addition, the flow of the lesson plan helped enormously to guide students to build up enough knowledge and understanding to work individually with their group members. We ensure that every student is able to contribute when doing the group discussion by using Jigsaw reading to begin the group task. All these activities are to motivate students learning and to arouse their interest in learning.

Some teaching tools are used to help deliver the lesson more effectively. For example, during the explanation of the keywords, a large whiteboard and a marker were used to show the chunk process of the words, allowing learners to have a clearer look on how the words should be pronounced. Moreover, quite a lot of non-verbal signals were added in order to explain the words in a more interactive manner. For instance, the teacher may point to each chunk of the word to show how the separate syllables combine together to form a proper pronunciation, then he/she may add some hand gestures to encourage learners to guess what that particular syllables may sound instead of just revealing the pronunciation.

Improvements

There are certain things we agree we needed to improve on. The first one will be related to the inquiry methods. We think we used too many closed ended questions. We should use more open-ended questions. Also, we think we should incorporate more follow-up questions to help facilitate deeper thinking for students as a form to challenge, yet, inspire them. These questions should be able to make students elaborate more on their answers and allow students to speak more. This will help students to practice voicing out their opinions and suggestions. For example, in the part of teaching the meanings of vocabulary, more follow up questions can be asked as students gave short answers most of the time. Before revealing the answers, we can ask for clarification about students' answers in order to help them practice the skills of elaboration.

Lastly, we think we can use more innovative teaching tools like maybe bring in a statue that shows human organs to gain their interest. The real statue can provide better visual aids to students and to stimulate their thinking as they may have more ideas with the help of the visual aids. Some creative group tasks can be done to arouse students' interests and curiosity to understand more about the functions of the organs involved in the digesting process. For instance, students may form groups to investigate the features of one of the human organs and create a unique poster for it.