

Post-teaching Reflection on First Teaching

Though I have taught English at public high school in Korea for over 16 years, I was a little nervous to teach English as a Foreign/Second Language (EFL/ESL) as a mandatory practicum course (E684). My lesson topic was “Cultural differences between Greeks and Americans”. Content objective was to compare cultural differences between Greeks and Americans reflected by the movie *My Big Fat Greek Wedding*: Main language objective was to act out after writing a script about convincing parents in the movie who were against their marriage due to cultural differences. As I learned the Sheltered Instruction Observation Protocol (SIOP) from Teaching EFL/ESL (E 526) last semester, I tried to keep up with the content of the SIOP focusing on making comprehensible input for learners. There was something left to be desired in my first practice teaching and I think it is valuable to reflect on my first teaching practice and I hope this will contribute improved teaching in the future.

I think it is necessary to have information about students I’m supposed to teach. Learner’s profile including their age, education background, proficiency level, motivation, and the period of language learning helps teachers design a more effective teaching plan. Unfortunately, I was sad that I had insufficient information about them. I taught them at the second week of this semester, and I did not know their names. I was able to successfully finish my first teaching thanks to my highly motivated students. I, however, realized again that it is very important that teachers should know their students well in advance to deliver a more effective lesson. I could imagine how Devon and Al Batool who taught at the first week felt while they were teaching as soon as they first met students.

Another problem I had experienced was time management. In fact, it is hard to manage a lesson for adult learners from motivation to review and assessment within 40 minutes. I learned

that my lesson plan was too much for 40 minutes. I revised the lesson plan from coaches. Despite the effort, I failed to manage the lesson within 40 minutes. I rushed the assessment at the end of the lesson and did not assess students' learning fully as I planned. I should have elaborated language objectives more to cover them within the given time instead of dealing with too many language objectives. Because I knew already that I was allowed only 40 minutes, I should have paid more attention to time management.

Since I started to study TEFL/TESL at CSU, I have identified myself as a graduate student instead of a teacher, forgetting that I was a teacher. The first practice teaching caused me to recall that I was a teacher and I would teach again when I return to Korea after completing the degree. I am sure that the practice teaching experience including peer and instructor feedback will improve my future teaching.