

Post-teaching Reflection on Second Teaching

This was my second practice teaching and I anticipated that my teaching plan and teaching would have been much better than the first. I felt much more comfortable and familiar in regards to relationship with students than the first teaching. Our theme was education and the lesson topic was effective teaching skills. I made a lesson plan using funny video clips that included educational features such as scaffolding and modeling and used the same movie as I used in my previous lesson. I planned to let students demonstrate teaching using effective teaching skills that they would learn from my lesson. In conclusion, I successfully finished my lesson thanks to my highly motivated students. Overall, I was satisfied with my teaching.

Successfully setting up content and language objectives is very important; I used to spend much time setting up and elaborating them. I did not realize that my lesson plan needed revising in regards to setting up linguistic objectives until I got a feedback from a new professor. To be honest, I am still struggling with how to set up linguistic objectives in a correct way. Though I learned how to formulate goals and objectives, I found myself struggling with appropriately formulating and revising the linguistic goals. Tatiana's comments on my language objectives were very pertinent to the issue. I got to know that language objectives should not refer to listing the learning tasks. Instead, language objectives should be what students' outcome would be by completing the related language tasks. I think I need to pay more attention when I articulate language objectives keeping her feedback in mind.

One of the most frequent good feedbacks from my teaching evaluation was that I used *My Big Fat Greek Wedding* which I used in my previous lesson because my second lesson was connected well with the previous lesson. I taught only two times in this semester with an interval of 6 weeks, each with a different theme; I wanted to connect the two lessons. I know that it is

necessary to build a students' background by providing more comprehensible input for effective learning. I think that it was an excellent choice to use the same movie that students already knew. Personally, I'd like to express my thanks to the mother of my daughter's friend who introduced the movie and lent me a Bundt pan used as a real object for my teaching.

Despite my effort to manage lesson time, I again rushed the last part of lesson because I mistakenly thought that I had 50 minutes instead of 40 minutes. Fortunately, the students were available two more minutes, so I managed to finish the lesson as I planned. While implementing teaching, teachers can face many unexpected situations that they do not count in their teaching plan. Therefore, time management seems to be one of the most challenging and important factors during a lesson. It is noted that teachers should be flexible to deal with unexpected situations during a lesson and should consider time management for effective teaching while planning a lesson plan.

I had valuable experiences through these two practice teaching opportunities. I gained experience teaching international students who are from Vietnam, Colombia and France, unlike my previous teaching experiences teaching Korean students who speak the same language as I do. In addition, I used to teach English focusing mainly on a test results. I now know the advantages of communicative teaching. It was a valuable experience to apply communicative teaching skills focusing on students' activities into my practice teaching without getting bogged down over the syllabus that relies mainly on testing from the teacher's lecture.