

Reflection on Practice Teaching as a Teacher, Coach and Evaluator

E684: Supervised College Teaching English as a Second Language (ESL) is a valuable class because I could apply what I learned from E 536: Teaching English as a Foreign/ Second language (EFL/ESL) last semester into practice teaching. In addition, I had a chance to serve as a lesson plan coach for my peers' teaching plan and evaluator of practice teaching. I learned a lot about teaching from my experiences as a lesson plan coach and an evaluator as well as a teacher.

In terms of reflection as a teacher, though I have learned English for 16 years in Korea, two practice teachings in E 684 provided me with valuable insights for my future teaching. I did experience an authentic EFL classroom situation with international students with a variety of cultural backgrounds though I had some difficulties teaching them first due to lack of learners' profile. Fortunately, thanks to the learners' high motivation and interest about learning English, I could successfully finish two practice teachings successfully.

While implementing two practice teachings, I managed to finish each lesson even being pressed for time. Though I tried to trim my lesson plan considering managing time according to my lesson plan coaches' feedback, I was sorry that I rushed my end of each lesson without wrapping up the whole lesson well as I planned. I think I should pay more attention to time management when I design my lesson plan.

One of the most difficult activities was appropriately setting up language objectives. I had a wrong concept about formulating language objectives before my instructor gave comments about the language objectives. Instead of articulating what the students' outcome should be after completing language related tasks, I just listed what the language tasks were. Thanks to her comments, I think I can articulate the language objectives more clearly in terms of learners' outcome at the end of the lesson.

As a lesson plan coach, I could develop a more professional teaching viewpoint. While reviewing my peers' lesson plan, I tried to go over each lesson plan with the knowledge I have learned about the Sheltered Instruction Observation Protocol (SIOP) model and my previous teaching experiences. I thought it was helpful to me as well as my peers to review whether the content objectives and language objectives were stated clearly and whether the process of learning was organized appropriately according to the SIOP model. I think I could develop myself as an expert in teaching because I had a chance to review the lesson plan critically and give comments to my peers using technical terms such as scaffolding or comprehensible input instead of saying simply, "*This is good*", "*This needs revising.*". At the same time, I have also learned a lot from my instructor's and lesson coaches' feedback about my lesson plan about giving efficient feedback.

Observing and evaluating peer teaching practices are also very valuable. I believe designing and implementing a good lesson plan are important for effective teaching and learning. Because teachers could face unexpected occurrence such as student management or time control during actual lessons, the implementation of the lesson plan may not be the same as they intended. It was interesting to observe how to deliver their actual lessons comparing their lesson plan. It was very useful to evaluate their practice teachings using the SIOP evaluation form. Thanks to the SIOP evaluation form, I could assess the peer teaching more critically with objective criteria.

In sum, my experience in E 684 as a teacher, lesson plan coach and evaluator provided me insights and implications for future teaching. I learned what I was good at and what I needed to revise in regards to my lesson plan and actual teaching from my instructor and peer feedback. I learned how to review critically and professionally lesson plans while working as a lesson plan

coach. Finally, while watching and evaluating other peers' teaching, I learned a variety of useful teaching and class management skills: how to manage efficiently a group according to learning tasks and student profiles; how to present new vocabulary; and how to assess students' learning outcome such as thumb-up activity, outcome sentences or Tornado games. The experience as a teacher, lesson plan coach, and evaluator in E 684 will contribute to my future teaching effectiveness.