Kaychan - Reviewing Your Second Teaching Demonstration (Grammar lesson)

It is true that my second microteaching on English grammar which is ‘relative clause’ shows some progress made from the first one. I personally appreciate the supportive cooperation of the teacher Tim and classmates, which has encouraged me to overcome some cons. Particularly, this second video clearly indicates that I have never done any type of cross arms which might be misunderstood as a negative attitude. As I pinpointed it in my first review, it was to reveal my overconfident attitude but this grammar teaching video is enough to show a glaring truth on how I have smelled of the lamp on that problem.

1. This video illustrates that I surprised the learners to some extent.

Teaching as an English language teacher is taking a very important role but unfortunately students would get bored when they come to the grammar lesson. So, I am afraid of their boring in fact. Who speaks the grammar teaching has to be boring? It may be because we as the teachers are less interested in surprising the students. Here is my point with that argument. I think that at the beginning the plot of my monster story surprised the learners to some degree. I believe that it is not just to present a big idea of the game show but to surprise them to participate in the lesson.

Who says review lessons have to be serious and boring, just because an all-important test looms on the horizon? Tell your students that they will participate in a Quiz Game Show. Design a game where students can answer questions for points. A Jeopardy type of game works great for review lessons because you can choose the topics you want them to practice.

2. The lesson video clarifies that I was going like water flowing as a connected story from A to Z. I know it does not say that I did all excellent without any flawlessness. Rather, it is sure that at least I did not go through a grammar list just by reading a paper with grammar rules points. Naturally, students might have expected a monotonous list of grammar rules but from my observation, I did not tire them of that expectation although the classmates pretended as students. In addition, I have exaggerated to pronounce the relative pronouns for them to get clues in the sentences which extremely indicate relative clause, whether or not the students may figure them out.

3. However, I still found a bit of less preparation in case of no electric power.

I think I should have printed out some pictures that I showed by PPT just in case of a situation without the power. As the video observation reveals, I still move hands too lively which I think unnecessary. It was one of those things that stuck in my head that might spin a long yarn around students. I also found that teachers no need to spend lesson time checking off things from single tiny mistakes when students connected wrong relative pronouns between the sentences. The desire to give my students' grammar lesson that they would actively participate demands to work out of monotony. I also need to ask myself, “what could I have done in a different way?

Consequently, I experienced that my own storytelling could turn dull grammar lesson into a keen learning opportunity. So, this review teaches me a lesson, “progress followed by improvement cannot be possible without change, and he or she who cannot change the minds cannot change anything”.