Kaychan - Reviewing Your Third Teaching Demonstration (Reading lesson)

It is the last time for me to reflect my teaching skill in the microteaching schedule in which I feel that it left something to be dissatisfied.

As the video shows, it is not surprising that I absolutely stimulated students to be aware of my reading topic so that I could build up the Lead-in and Warm-up activities to lubricate into the beginning of the lesson. So, my introduction part was quite good. Moreover, during students’ activities, I quite well interacted to properly help the students by maintaining to give answers or to guide directions as a teacher. I might deliver the lesson logically, precisely and happily but I examine myself on whether or not I was an entertaining teacher as follows;

I was stuck to read the lesson plan that I wrote down rather than enough to have constant eye contacts with students, meaning that I should have simulated enough to be inexperienced in guiding the whole lesson. In fact, after students gave me some words I should have written them on the board, which I ignored totally. I rarely touch the board at all.

More importantly, I feel an inherent deficiency in the composition of my lesson plan. Even if I planned this practice of reading texts in English, I was thinking that my lesson needs to deal with some speaking, listening and writing opportunities in any possible way of English reading lesson. Actually, I have spent the time to cope with a plausible text for the lesson. However, I clearly found in the video that I failed to include even short writing activity.

As all of us may agree, showing flash cards is a conventional way of vocabulary learning which is simple in preparation and activity but in the video, I covered it just with explaining by words.

To use plain language, I may be a person who refuses to be what I am with regards to the microteaching video. Despite all these feelings, I want to say that I am satisfied to complete as much as I can do. I am indebted to friends and also Tim, an image of the English teacher who has been a native English teacher in a short period of my entire schooling.