

TESOL Certificate Program UCLA Extension

Videotaping & Debriefing Guidelines

Reflection & Debriefing after the Videotaped Lesson:

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Course: EDUC X 4254.04 Instructional Technologies for TESOL Classrooms

Reflective teaching is an important part of improvement. Analyzing both what well in your lesson as well as what can be improved upon is essential for your growth as a teacher.

After you have videotaped your lesson and received peer reviews and instructor comments, watch it AGAIN and reflect on your own teaching. I attempted to incorporate peer reviews as part of the reflection.

Use the Things to Notice sheet as your guide.

*Use complete sentences to reflect on each key bullet point as well as each question.

TEACHING:

- I tried to keep a consistent pattern of reciting the idiom, defining/explaining the idiom, paraphrasing the idiom, and providing an example of how to use each idiom. One person liked the speaking speed and flow of the lesson. Another liked the way the slides were organized.
- It was suggested that I use more repetition and ask more questions about the idioms. I will certainly do that with more time in a live situation.

What did you do well in this section?

What is something that you want to improve on?

MONITOR & ASSESS:

- As advised, I checked with the class for each idiom with an informal thumbs up/down to assess their understanding. I also used Kahoot for a fun way to assess their understanding.
- In a real situation, I could possibly add an exercise to stimulate higher order thinking. Maybe one way to accomplish this is to have them come up with examples. Again, I think this would make sense with more time allotted and it would reinforce the assessment aspect of this lesson.

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What did you do well in this section?

What is something that you want to improve on?

HIGH QUALITY LESSON:

- I intentionally tried to present the goal of the lesson and the students' objectives. I used an idiom as a hook in the beginning and used idioms in the end to conclude the lesson. I tried to incorporate physical movement, pairing, and visuals in the slides.
- One thing I could possibly do is incorporate a scaffolding aspect into my explanations. For example, before I explain the meaning or concept of "a rock and a hard place," I could ask students to tell me what do the two things have in common? What happens to the ball in a tennis match?

What did you do well in this section?

What is something that you want to improve on?

STRATEGIES:

- I tried to model the idioms by having them listen first and having them repeat after me. I also tried to have them practice the idioms and assess each other's understanding through pair work and switching partners. One person liked the speaking speed and flow of the lesson.
- I think learning will occur most effectively when the students use the idioms in a situation of their own. This would make for a good assignment, to select one of the idioms, give it some thought, and apply it to a situation of their own. Another activity might be to present students with videos of it being used and have them explain why the idiom was used.

What strategies were particularly useful?

What strategies might you add next time?

MATERIALS:

- I tried to incorporate instructional technology – Vocaroo, Random Group Generator, Kahoot, and HeyGen.
- As an optional exercise (again with more time), I could possibly provide a list of other commonly used idioms. It would be interesting to see if students could use an AI translation app and have them report back and explain the meaning of certain idioms.

What materials would you add to this lesson?