

TESOL Certificate Program UCLA Extension

Videotaping & Debriefing Guidelines

Reflection & Debriefing after the Videotaped Lesson:

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Course: 403446 Intro to Linguistics for TESOL Educators

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 and reflect on your own teaching.

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 asked students to complete an exit slip to provide feedback on my lesson. I tried to enunciate clearly and slowly. In a real situation, I would correct students and add individual pronunciation exercises.
- I could have improved on the pacing of the lesson. It is likely the result of a lack of preparation and practice on my part.

What did you do well in this section?

What is something that you want to improve on?

MONITOR & ASSESS:

- I also did a pre-assessment of their skills prior to the lesson and did an informal group assessment using minimal pairs.
- I could have stopped for questions after completing the exercises for each sound. In a real situation, I would probably want to monitor progress over time through repetition of some of the drills.

What did you do well in this section?

What is something that you want to improve on?

HIGH QUALITY LESSON:

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- I used an opening hook and tried to state the goal and objectives clearly.
- I could probably add a scaffolding aspect to the exercises by having students come up with additional words containing the sound being practiced.

What did you do well in this section?

What is something that you want to improve on?

STRATEGIES:

- I used graphics to emphasize correct/incorrect pronunciation and to support listening/speaking exercises for modeling. I also tried to emphasize exaggerating sounds and enunciating slowly to help with pronunciation.
- To incorporate a real-life connection, maybe a fun strategy would be to practice saying actual names using the sounds addressed in the lesson.

What strategies were particularly useful?

What strategies might you add next time?

MATERIALS:

- As part of the idea to incorporate names for a real-life connection, maybe I could use a poster board or whiteboard, have students come up with names of movie stars, sports stars, etc., have the class spell the names, and recite the names as a group.
- Instead of written text, I could use graphics, pictures, and photos, have students identify them out loud with the correct pronunciation, and have them spell the words correctly.

What materials would you add to this lesson?