QCE 52A: LANGUAGE TEACHING PRACTICE ASSIGNMENT
COMPONENT 3: INDIVIDUAL REFLECTION ON MICRO-TEACHING (35%)

NAME: FRANCIS GIDEON NEO EN

Part 1
Area (1): Assessment and Feedback
Self-assessed competency level: Proficient

Part 2
Part 2a: Explanation for self-assessed competency level

As a pair, we were able to <u>set meaningful tasks</u> for students to become more intentional in their word choice and conscious applying the three strategies. We were able to *reinforce the concepts taught* by giving students multiple opportunities to apply the strategies. We designed the questions such that students had a choice of which strategy to apply. Their varied responses highlight how the task could be completed with *different levels of difficulty*, allowing students to *think critically and creatively*. For example, I advised groups that repeated strategies (groups 2 and 3) that their attempts would be even better if they demonstrated a breadth of mastery of the various strategies (Figure 1).
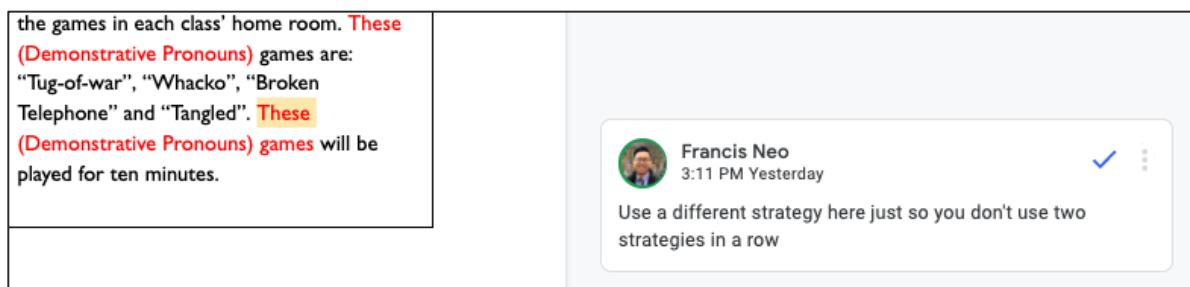

Fig. 1. Group 2's work

I was also proficient in <u>checking for understanding and providing feedback</u>. I *provided immediate feedback* to each group *in a variety of ways*, with both oral and written comments. For example, group 1's attempt at passivation was incomplete (Figure 2). I guided them towards the correct answer by asking them whom the pronoun "they" (in the original) referred to. Subsequently, I reminded them that more information was required in the passive sentence to retain the original meaning. I then made suggestions in green.

Original Text	Final Paragraph
Our first suggested activity is to have team building games led by Orientation Group Leaders. They will divide each class into groups of eight to ten students. They will conduct the games in each class' home room.	The committee's (Collective Nouns) first suggested activity is to have team building games led by Orientation Group Leaders. Each class will be divided (passivisation) into groups of eight to ten students by the Orientation Group Leaders. The Orientation

Fig. 2. Group 1's work

However, I am not yet <u>highly</u> proficient in this area. As Charlene and Ian observed in component 2a, I could improve on the *quality* of feedback given by being more explicit about collective nouns and by also better organising the feedback.

I was also able to <u>monitor and address understanding</u> for every group. To return to the example of group 1's work: *by asking appropriate questions*, such as whom "they" referred to, I was able to guide students to recognise this error and try again. Furthermore, having noticed that group 4 had made a similar error to group 1, I invited Priya (group 1) to identify the error and Claire (group 4) to correct it. I used this move to give students from group 1 the opportunity to *apply what they have learnt via in-class activities*. This also allowed me to affirm group 1's progress and to evaluate whether my feedback was successful, or whether *re-teaching was necessary*.

Part 2b: What can be done to make it better and why

Shi Han observed that I became repetitive in giving each group extensive feedback, which diminished my effectiveness in <u>checking for understanding and providing feedback</u>. In future, I would use teaching aids more effectively to make immediate comparisons between students' attempts, including by placing all three attempts on the same screen.

While I was able to <u>monitor</u> student understanding, more could be done to <u>address</u> their understanding. Adding on to the monitoring sheet I used (figure 3), I would include an additional row below the checkboxes and indicate one area to focus on for future application exercises. In a longer lesson, I would also direct students to individually perform a related editing task to ensure understanding.

STEP 2: GROUP CONSOLIDATION

	Group 1	Group 2	Group 3	Group 4
Step 1: Identify Personal Pronouns	✅	✅	✅	✅
STEP 2: Replace using DCP				
Strategy 1: Demonstrative Pronouns	✅	✅	✅	✅
Strategy 3: Collective Nouns		✅	✅	
Strategy 5: Passivisation		✅	✅	

Strategies the class most successfully uses:
1. Demonstrative pronouns

Strategies that we will work on together:
1. Passivisation
2. Collective Nouns

Fig. 3. Monitoring sheet

▪▪▪

© Poh Soon Koh

Part 1
Area (2): Positive Classroom Culture
Self-assessed competency level: Proficient

Part 2
Part 2a: Explanation for self-assessed competency level

We were able to <u>set</u> and <u>enforce expectations and routines</u> effectively, which led to a positive learning experience. For example, we listed the zoom etiquette *rules* at the start of the lesson, which students adhered to. Before opening the zoom breakout rooms, we gave clear instructions on which students were to share their screens. Hence, students *smoothly transitioned* into group work and <u>between activities</u>.

I was also able to establish <u>interaction and rapport</u>, by being *friendly and approachable to all*. When students made mistakes, I did not assume they were from a lack of effort but offered extra support where needed. For example, when interacting with Claire from group 4, I asked if the error for the pronoun "they" was a result of perhaps too quick a reading, or if there was anything "I could clarify further if they were unsure". This enabled students to decide how much support they wanted from the teacher.

I was also able to <u>create a secure environment which encourages trust and respect</u>, by *positively interacting with pupils in class*, particularly group 2 and 3, where I used intentional language to convey affirmation, including "this is excellent work". I also invited group 2 to share more of their thought process on their unique use of "[t]he leaders", with the intention of showing positive examples of student work.

Part 2b: What can be done to make it better and why

However, I could do even more to <u>create a secure environment which encourages trust and respect</u>. For example, while I had attempted to call different members of group 1 to answer my questions when assessing their work (Clifton, Joshua and Priya), actual students may feel discouraged if I focus too much on one group. While group 1 did have the most errors, I could have more consistently applied the ACE ("Even better if...") approach to giving feedback. Furthermore, I could have just selected 1 to 2 examples for feedback, before allowing students to edit their work and submit it after my first round of feedback.

To become <u>highly</u> proficient in creating a positive classroom culture, I could also better <u>empower learners</u>. My peers have noticed that I tend to adopt a teacher persona with an expert knowledge base. However, I need to *encourage pupils to take risks (e.g. by questioning others' ideas)* and to allow them to *be involved in decision making.* In future, rather than provide all the feedback, I would first have a round of peer critique (in a constructive spirit), where students can affirm and suggest improvements to each other's work. Subsequently, I would then add on to student

contributions and plug the students' gaps in understanding. A mix of peer feedback and teacher affirmation will go a long way in creating a more dialogic classroom.

(997 words)