

Teaching Reflection

NO. 2

Good morning, my dear judges and colleagues. It is a great honor to have this opportunity to share some of my teaching ideas with you. I'd like to give this presentation on my lesson from four parts:

Part 1. Analysis of the Teaching Material

My lesson is Unit 6 *Do you like bananas*, from Go for it Grade 7. My teaching plan is focuses on Section B in this unit, and that starts from 2a to 3b, Reading and Writing. By reading this material, students will learn how to express some foods and whether a person likes and dislikes to eat them, which is very closely related to everyone's personal experience in everyday life. The reading material can give them some message and ways of expressing their own ideas. The "writing promoted by reading" is a teaching idea based on textual enhancement of input that corresponds to Krashen's hypothesis of second language acquisition. In second language context, textual enhancement is used to draw language learners' attention to grammatical form expressions and text structure and it gives me some ideas to make my teaching design.

Part 2. The Analysis of the Core Competence

This lesson is based on the core competences and I focused on training the students' ability of linguistic competence, thinking quality, cultural character and learning ability with multi-model discourse.

As for the linguistic competence, I helped students to search the key information by using some reading strategies and encourage them to finish the key sentences and structures by themselves by using what they've learned in the class.

As for the thinking quality, I ask students to think about ways to keep healthy which can cultivate student's divergent thinking. The question "Shall we eat ice-cream or hamburgers?" is an open-ending question and it can cultivate the creative thinking and critical thinking quality.

As for the cultural character, I used a photo of the World Cup award ceremony last month. It can cultivate students' patriotism. Besides, student can learn different eating habits all over the world by watching the video.

As for the learning ability, I focused on the students- centered class. I use the group work to improve the ability of cooperation and strengthen team-work spirit. However, writing by themselves is a good way to cultivate individual learning ability.

Part 3. Teaching Procedure

First, I set a situation about the diet of sports star and lead in today's topic by audio visual teaching method. Students can get involved in the reading part quickly and naturally. It promotes students' interest.

Then, I teach reading by using Soaring (Supplement, Omit, Adapt, Replace) to reorganize the teaching content to make it more efficient and suitable for our students to learn. The students can discuss questions in a small group, for example, in a pair before answering it in the class (PBP). It is a way of respecting the personal information. For the writing part, I use CLT (Communicative language Teaching) to create the information gap that can help student to do the survey and then report. They can learn to write by using the scaffolding in the report. I also use CLIL (Content and Language Integrated Learning). The survey between them and their friends combines the structures they've learned in reading part with the real situation in their own lives.

I want the topic to be continued so I can make it like a project but not just a task, because health is an enteral topic. So I left a question for the student to think over after class. Making this unit to be a PLB (Project Based Learning) is a goal for me to put it into practice.

Part 4. Teaching Reflection

Just like the saying "There is no perfect class in the world, it's normal to have some pities in each of our class." So is my case. I think next time I will arrange the time in every session better and be more patient to encourage the students finish the tasks. We should educate and influence students in a quiet way day by day. And I will remember "it is your attitude, not your aptitude, determines your altitude." Thank you.