Topic taught: _Festivals_____   **Subject/Area of learning:** ___English_____

Aspect of Performance	Reflection on Performance: state the point and give Justifications	Suggestions for Improvement
Are the Objectives of lesson written appropriately?	Before our rectification on the objectives of lesson, we want to classify our objectives by separating them in three categories, i.e., reading, speaking and writing. For reading, we hope students can practice the use of the correct preposition of time, e.g"in" before months and "at" before the names of festivals. For speaking, we want students to form questions with the interrogative adverb "when" to ask about time and "what" to find out the specific information about the event. For writing, we would give students an assignment of writing about 60-80 words on a postcard to describe a festival. Our design is step by step and we gradually increase the difficulty. Students' assignment will be a good indicator for teacher to evaluate their understanding.	However, we found that to classify the learning objectives by the skills of reading, speaking and writing are not feasible, because the objectives can be in any categories since the learning objectives are basic, critical and closely-related. Therefore, we suggest to list the objectives without any classification, but just to list out chronologically.

Are the strategies designed for conducting the lesson appropriate?	We designed to use Student Teams Achievement-Division (STAD) at first in order to encourage students to accomplish a shared learning goal cooperatively (Sharan, 1994). Teacher first give lecture to students, students then work in group to finish a worksheet about the things learnt in lesson, and lastly design a postcard individually in order for teacher to know their understanding in that lesson.	Since our target level of students is primary three students, we found that STAD will be complicated for them to achieve in a single-lesson. Therefore, we designed to use a relatively simple cooperative learning, i.e., *think-square-pair*, to group students with different abilities to achieve a common learning goal (Strebe, 2009).
Are the teaching strategies/activities/homework or assessment exercises creative?	At first, we decided students to create their new festivals and designed a postcard for themselves without any written assistance so as to stimulate their learning motivation and creativity.	Because of the level of students is junior primary school, what they need is some written assistance to organise their work. In such, we designed a discussion worksheet and a worksheet for formative assessment to help students organise their ideas and present them fluently in class. We have designed a mind map for the discussion worksheet during lesson. We not only lead them to ponder on the details of the new festivals, but we also give an optional task for them. What is more, for the formative assessment, students are not only required to apply the sentences they learnt in class, but they are also responsible to design the postcards to express their creativity by writing and drawing.
Others (things the group would like to reflect on)		

Part II (A) Reflection on Micro-Teaching Skills: Are the skills effective? What are the lessons learnt? These are the skills that makes the lesson more innovative

Please fill the relevant part of the table, and reflect on the components of the skills being selected (about 100-120 words)

Skills for Reflection: Please note #1 is COMPULSORY, you may choose another skill in the options of 2, 3 and 4 to complete this reflection)	**Reflection Components**	Please circle: Please do a general rating on each of the skill components	**Concise Reflective Comments**: Please outline your reflection on each of the respective areas. You may focus on those skill domains that appear to have more concern on your micro-teaching and them on Part II (B) below.
1. Effective use of aids, resources and IT in teaching	a. Appropriately chosen teaching resources/aids/IT tools	[Strongly Agree]/ Agree/ Disagree (with reservation)	To begin with, teachers are going to introduce the new concepts about festival in the lesson through some colourful pictures and some daily examples, which help students easy to link up with the daily use of English and arouse their interest about the lesson. After students knowing more about festival, a minigame Kahoot, an IT tool, is introduced as one of the formative assessment to check students understanding before moving to the next stage. Also,

			QR code is being used to link to the Kahoot web, which may save time on connecting the web. It shows it success in the mirco-teaching time through the hooray sound from students and a high score in the Kahoot game.
	b. Innovative use of the teaching resources/aids/tools involved	Strongly Agree, Agree, Disagree (with reservation)	We have included many kinds of games in the lesson. For example, creating a new festival and playing Kahoot game, which are involving both IT tools and hands on writing exercises. The animation in the powerpoint could also be a good tool for teaching and learning. For example, the name of the month will show out one by one after students pronounce or find out the answer correctly. For the Kahoot game, students are invited to answer some easy questions which are just mentioned in the lesson, so that to check their understanding

			and at the same time to help them have a quick summary to prepare for the next stage about the writing task.
	c. Demonstrate effective management in using the resources/aids/tools involved	Strongly Agree (Agree) Disagree (with reservation)	Overall speaking, the micro-teaching is quite smooth. Students are easy to catch up the new message introduce in the class, from the learning new words, to grammar concept checking game, creative thinking time and creative writing as a consolidation. However, we still need to make some adjustment. Since it might be time consuming to log in to the page, students could form groups and share an iPad in the real classroom. Also, to shorten the login time, teacher may set the time limit for student to login. For example, count down for 10 second and told students if they could not login within 10 seconds, they may not allow to join the game. This may help

			fastening students' processing time.
	d. Can arouse interest/enhance motivation of students by the resources/aids/IT tools	Strongly Agree/ Agree/ Disagree (with reservation)	Kahoot could be one of the innovative use for teaching. Some students could not pay attention to the boring concept learning, so the Kahoot game could arouse their interest to the lesson. For this kind of game, every students have chance to participate in the answering section. Even though they have not pay attention to the previous part, they could still learn something new from the mini-game. Furthermore, we have involved some group works on the creative thinking section. Students could enjoy the time work with their classmate and at the same time could show their imagination and creativity, which may makes it become a fruitful lesson.
2. Stimulus Variation	a. Movements	Outstanding/Good/Needs Attention	To prevent districting students, it is nice to stand next to the PowerPoint instead of standing on the middle, so that student

			could read the message in PowerPoint clearly and can look at the teacher in the same time. Yet, we could improve more bases on the teaching venue. Since we are teaching in a classroom forming groups. Teacher may try to walk around the classroom to invite student answer questions instead of just standing in the front of the screen.
	b. Gestures	Outstanding/Good/Needs Attention	To arouse students' attention, teachers have tried to point on the point she are explaining in the ppt with her fingers, so students could follow the teacher's instruction easily. This gesture could also highlight the main point for the student to emphasis the importance message behind.. Also, teachers have tried to encourage students to answer questions by eye contact and an inviting hand gesture. Nevertheless, we could have some improvement on it. For example, when some students

			are not concentrating in the lesson, teacher could clap hands to draw their attention back. This could also use after the mini-game or group activities, so that to calm down them.
	c. Change in speech pattern	Outstanding Good Needs Attention	The volume is large enough for every student in the classroom. Teachers have a stronger stress on the important wordings during the teaching. Moreover, before the Kahoot game starts, teachers have changed to an exciting tone to invite student to join the mini game, so that to make students more willing to participate in the lesson and make it more interesting. However, most of the time, the tone is a bit flat, which may make the lesson falls in a boring atmosphere. Thus, teachers could try to make the tone in a more alternative way.
	d. Change in interaction style	Outstanding/Good/Needs Attention	Our group has tried to involve different kinds of interaction style. For example, we have raised questions to the whole class and let the volunteer to

			answer. Moreover, we encourage every student's participation by using Kahoot. What if students are not active to the questions we raise, they are willing to participate in the Kahoot activity to show their involvement in the lesson. For the group work part, teachers may go to each group and have a close discussion with classmates.
	e. Focusing	Outstanding Good/Needs Attention	We have tried different methods to arouse students' attention. For example, we raise questions, ask students to read aloud the name of months together, play Kahoot games together as a revision. Using different question type and mini-games could keep student attention. Moreover, teacher have tried to emphasis on the important words in the powerpoint when they introduce new information/knowledge to students. For example, we need to use the preposition 'on' or

			'at' in different time. To emphasis this, teacher will have a stronger stress on the word 'on' and 'at' when they read aloud the sentence.
	f. Pausing	[Outstanding] Good/Needs Attention	There are pauses after each questions raise to the class so student have the silence time to think of the answer and at the same time can get back students attention. Meanwhile, if students seems cannot response the answer, teacher will try to give some hints to students to encourage them to give responses. However, some students reflect that we should give them a little bit more time to think of the answer. In the real classroom situation, if students seem not familiar with this new topic, we may try to form them into different groups and discussion on the questions together so that to encourage them to think about the questions.
	g. Oral-Visual Switching	Outstanding/[Good]/Needs	Well organized oral-visual

		Attention	switching has been made in the presentation. During the teaching time, teacher will give new information to the class verbally about the name of month and also something they will do in different festivals. Meanwhile, teacher may show out some pictures related to different festivals and ask students what they could think about the festival, to give time for the students to retrieve their memory. To prevent losing attention, teachers have keep making changes between the oral part and the visual parts so that to sustain pupils' attention. Although the lesson was quite success, teachers tend to use the oral medium more in the lesson. The ratio between the time on oral and visual could get a better improvement next time.

Part II (B) Based on Part II (A), do an overall evaluation on the **teaching skills** in about 400 words. The overall evaluation can focus on the lessons learnt in the planning and delivery of the plan, and suggestions for further improvement.

For the reviewing part, as known as warm-up, we could use some energetic songs about 12 months of the year to recall students' memory. For the teaching part, we found the class could be more interesting by showing different life videos regarding the festivals to let students gaining more knowledge. Sadly, we found that students are not that interested in the class, it might because of the questioning skills are not constructed systematically or the questions are too easy. Apart from that, we did not give students enough time to think and forget to give pausing to emphasize the important words or ideas. What we need to do is setting different levels of questions to make the lesson more challenging according to Bloom's taxonomy (Blosser and National Science Teachers Association, 1991). To illustrate, teacher should ask simple questions which is in the *remembering* stage to boost students' self-esteem, for example, "When is Christmas?". Then, teacher need to demonstrate the correct use of preposition of time and the interrogative adverb "when" and "what". After that, teacher ask students to *apply* what teacher had taught and do a Q&A pair work according to want teacher had taught. In addition, we should move around students during lecturing, especially students who sit at the back. But we think we are good at using gestures and visual arts to catch students' attention.

For the game part, using Kahoot to enhance students' motivation in lesson is our goal. During the micro-teaching, teacher used Kahoot multiple question game to arouse their interest and to revise what teacher had taught in an interesting way. Fortunately, students were quite cooperative and they seemed very interested in this kind of activities. We believe that using IT tools especially will surely gain students' attention. Moreover, the Kahoot game is quite good at instant result comparing. For example, after answering a question, the system will show the numbers of the correct and incorrect answers. At the end of the game, the system will show the scoreboard among students. It is a good tool to evaluate students' performance. However, we found that we spend around two minutes to wait for students to join even for adults. We think it is a bit of time-consuming, needless to say if there are any technical problems incurred during the lesson.

After the presentation, we rethinked on how to make the lesson more attractive. In the beginning of teaching, we suggest to play music about festivals to catch students' attention, for example, "Santa Claus Is Coming To Town" in order to create a jubilant atmosphere in classroom and it can be a lead-in activity to increase students' attentiveness. During teaching, we should make more connections with students. For example, eye contact, movements that get students' attention, appropriate feedbacks on students' answers, etc. At the same time, encouraging students to make attempt to the questions by raising their hands is necessary. What is more, in order to help students keep focusing on the lesson, some prompts can be used to provide students with a guide. In this way, it will be easier for students to

follow the flow of the lesson. Last but not least, when using Kahoot as a teaching tool, time management is worth to consider. The efficiency should be enhanced, since there is no need to spend extra time during the lesson.

Group Collaboration Reflection

 Overall, we have a wonderful collaboration time. Every teammates are responsible to their job duties and willing to pay effort on our projects. Willing to listen to others' opinion, having a clear division of labour, practises are the key to bring our success. Although each of us have a busy and different timetable, we have made 3 meetings before the presentation. Some teammates even rush back to school after their work to discuss on the presentation preparation. All teammates should be appreciated with their great efforts.

Additional reflection:

Due to the personal matters, I, Chan Hei Man, could not attend the microteaching presentation. Fortunately, I have reach my groupmates' understanding. To bear the responsibility for absent in class, I have work out more to show my contribution in group as well as reducing my groupmates' heavy workload. I have taken the role to finish three section of the powerpoint, including the Kahoot game, while-tasks and the wrap up time. Nevertheless, I have also helped creating the Kahoot game for the microteaching use.

Despite of being absent in the microteaching section, I have playback my groupmates' presentation and make the reflection on teaching skills in this group report. Appreciating their work, I also think of the way of improvement and the reflection after this microteach preparation.

References:

Blosser, P., & National Science Teachers Association. (1991). *How to ask the right questions.* Washington, D.C.: National Science Teachers Association.

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Strebe, John D. (2009). *Engaging Mathematics Students Using Cooperative Learning*. New York: Eye on Education.