

Teaching Reflection

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In this session, I focused on the academic skill of definition, including identifying definitions by looking at the signposting language (mainly verbs or verb phrases), recognizing the structures of one-sentence definitions and expanded definitions, learning to write one-sentence definitions and expanded definitions. To introduce the topic gradually, I devised a guessing game of a fruit and then giving the definition of the fruit, which was interesting and acceptable to most students. By reading the two short readings, students in fact easily identified the definitions and figured out the structures of both one-sentence definitions and expand definitions. Exercises were moderately easy and acceptable to most students.

Nevertheless, this session is far from satisfactory. To be first, teacher spoke in a relatively fast speed. Secondly, students would have learned better if they had been given more time to discuss among themselves. Finally, it would be better though difficult to handle in class to give examples of definitions closely related to students' major.