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## From a Teacher to a Facilitator

-----Self Reflection

The teacher, as a title, has been honor for me over 20 years. I have always felt that being a teacher is not about what you do, is not about who you are. Teaching Chinese language is not just teach a subject, it is opened up a conversation that included my students-learners and I. As the years pass by, I really love and enjoy the career every day, but I am still getting trouble of making content “real” for my daily teaching. Even with the help of some technologies, which have transformed my classrooms into integrated blended learning environments. I truly struggle for a long time till today, I learned Mr. Leo Jones “The Student-Centered Classroom”.

It says “The teacher’s role is more that of a facilitator than instructor; the students are active participants in the learning process. The teacher (and the textbook) help to guide the students, manage their activities, and direct their learning. Being a teacher means helping people to learn – and, in a student-centered class, the teacher is a member of the class as a participant in the learning process.”

Oh! Here’s how--- Moved from being a teacher to a facilitator!

I recognize that I still keep a traditional pedagogical teaching that approach emphasizes the role of the teacher as the holder of the wisdom. How to make the transition as a teacher to a facilitator? First of all, I had to change my mindset. I realized that my teaching in my public school, it’s not all about me and my understanding; it’s about leading my students to a new understanding within themselves. My job was not to tell; to deliver; my job is to stimulate my student’s thinking, encourage them exploration, make associations, and be a connector.

From a teacher to a facilitator, I would love to share more experiences and wisdom to my students, and to provide a better environment where applied and “real” learning can take place.

Reflected to my prior experience, I will do some revisions to my daily teaching after I am back to my work:

1. Begin by asking questions and understand more about who my learners are — what is their background and level of the Chinese knowledge and experience with my teaching topic? Explain to them what they need to understand and why. This opening encourages participation, and creates the initial connection between my students and I.
2. Make the content applicable. Spend time asking students for ways in which they can apply the content to their current environment. This helps encourage direct application, and prevents students from leaving class without an idea for how they’re going to apply their new knowledge.
3. Learners as Teachers. Allow students to actively share their experiences — effectively leverage the knowledge and experience of students to help them teach each other.

Thank you very much for Prof. Tseng and all teachers!

Thank you very much for the StarTalk Program!

**Assignment 2**

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## The More Interaction, The Better

We had another wonder and busy day today!

Warm up with Jigsaw activities, learning how to use authentic material, seven ways to teach a Chinese song effectively, etc. The most exciting thing was visiting Prof. Tseng’s house via YouTube.

Oh! Do not forget Day-2 homework:

Reading the article “Epilogue: Implications for Teaching” by Dr. van Pattern’s article.

Four of us read and discuss as a group after the long day’s classes. Reflect to our own teaching experience, we recognize that the five implications for language teaching are really help us to find out what we had made mistakes in the prior teaching class and what we should aware in our future work.

Five of the implications for teaching are:

1. The more input, the better;
2. The more interaction, the better;
3. All learner production should be meaning-based or communicative;
4. Focus on form (or grammar instruction) should be meaning-based and tied to input or communication;
5. We should watch out for what we expect of learner.

The most inspiring point according to me is “The more interaction, the better” concept. Teachers ask questions and the students answer – and almost always these interactions have had a hidden grammatical agenda. It reminds me how the communicative interaction degenerates into silence on the part of the students learning and allows them to produce level-appropriate output.

I like the models of “bilingual-bicultural” concept in the article. The topic discussion is from the bilingual, two languages, bilingual education, bicultural to the immigration. The teacher works as a guide and tends to lead to the occurrence of meaningful learning. Students are able to connect new ideas to knowledge that they already have, and the teacher helps to clarify concept, organize ideas in a structure, closely link to successful learning. Interacting improve problem solving, and enhance learning environment.

I love these concept ideas and will use the strategy to my future daily classroom.

Thank you very much, Tseng Laoshi.

Thank you for all teachers!

**Reflection to 《如何从观摩课堂教学学习教学技巧》**

After read 《如何从观摩课堂教学学习教学技巧》， I got a lot useful guidelines.

I learned the following:

First, learn the strategies of how to control the pace of teaching, how to enter next phase of content, how to ask questions, how to correct students, and how to encourage students.

All these strategies I can use to improve my classroom teaching.

Second , how to observe students' responses: If they are concentrated, enjoyable, and evolved, they are learning. A good teacher changes his or her strategies appropriately to match the needs of students in order to make best effects.

Third, how to evaluate a successful teaching: A successful teaching should have a clear objective, some efficient teaching methods, and some reasonable assessments.

For today's workshop,I understand the way that students learn language after today's workshop. Based on the knowledge of how a brain works for learning, I will design activities to thrill my students' brains and keep their brains busy.

## Assignment 5

### Reflection to IPA

I have learned IPA 3 years ago, but I really could not understand, even I used some of them. Today, in Prof.Tseng lesson ,I understand much better on IPA

- 1) 机械性的操练(Mechanical drills)
- 2) 有意义的练习(Meaningful drills)
- 3) 沟通式的练习(Communicative drills)

I realized that I USED a lot teaching technique are actually mechanical drills that do not improve students' communicative capability. I will use what I have learned today to improve my teaching in the future. That is my goal that I will work hard to create more meaningful and communicative activities in my classroom after I am back to school..

## Assignment 6

### From mini-demo to practicum

In my mini-demo, I was still not sure about what are really meaningful and communicative drills. I didn't get rid of my previous teaching style at all. After receiving criticism from Prof.Tseng,Teacher Xu and Zhong ,I learn from my mistakes, I understood better what are communicative or meaningful activities. So when I designed my today, I try to changes and put real meaningful drills and communicative activities. From mini-demo to practicum, I have to say I made a progress: stepped forward from mechanical to meaningful and communicative.

## Assignment 8

### Reflection teaching about Time and Date

Our Group: Ma Hua, Zhang ShiHong and I, we work as a team. They both performance are better than I.

**I should:**

- 1).Spend more time giving students input, before guiding them for practice.
- 2). Give more clear demos before pair work.
- 3). Improve the technology of scaffold. It is essentials for 100 percent target language immersion class teaching. It requires very detailed lesson plan design, because the teacher has to use the target language to build up students' knowledge of new content step by step.
- 4).Create a higher standard for teaching. I was too easily satisfied when my students had improvement.
- 5).Need more mechanical Communicative drill .Such as:student asks teachers as participant, or teacher does modeling with a student.