

Day One Reflection, June 29<sup>th</sup>, Grace Xie

Three years ago, I attended a TCFL training in Shanghai. Compared with what I learned from the introduction of TCFL at that time, the content I learned today is much more practical. It is something I can use in my class immediately rather than just listening to a whole-day report. Also, Ms. Tseng used lots of interactive approaches, so we didn't fall asleep in the class 😊

The Five Standards and Three Communicative Modes we discussed today would definitely change my way of teaching in future. My original understanding about first C---Communication standard 1.1 Interpersonal was that Interpersonal included four language skills, that is, listening, speaking, reading and writing. As long as the sentence includes either two of them, it is interpersonal. As to the individual skill, I grouped Standard 1.2 Interpretive --- Listening & Reading under Input, and Standard 1.3 Presentational---Speaking & Writing under Output. But the example “学生读一篇报纸广告以后，根据老师提示，练习写一篇摘要并发表自己的看法” includes reading and writing two skills, yet it is not Interpersonal. It is Interpretive plus Presentational. Therefore, Interpersonal is Two or More persons' interaction and communication. It is NOT Two or More skills together. As one of our classmates summarized 1.2+1.3 does not equal 1.1.

Another point mentioned by Ms. Tseng lots of times is that teachers need to know students' need. I totally agree. Because our school didn't require me to follow any standard in lesson plan, I used to get to know students' need by asking them questions, chatting, guessing etc. But the LinguaFolio self-assessment provides me an effective way to know the students better. Even though the formal LinguaFolio is complicate, it is not possible to do it quite often. If we design our lessons under a particular theme each semester, we can design a big project (backward design) that students are required to add on information day by day or week by week. In that case, students can have the LinguaFolio at the beginning of the project and by the end of the project. The big project (e.g. a long letter to a pen pal; a picture-based story book) and the LinguaFolio both can be a demonstration/summary/gift to the school/parents/students themselves.

Day 3 Reflection, Jul 1<sup>st</sup>, Grace Xie

Today, Dr Ruth gave an interesting lecture about Brains and SLA. She provides lot of scientific evidence to support the theory we learned from Dr. Tseng yesterday, such as when we should start teaching foreign language to kids and what teaching approaches would be more effective . The information about our brain develops from inside out is very helpful. Knowing survival develops first, followed by emotions and cognition reminds me paying more attention to Krashen's 5<sup>th</sup> hypothesis about affective filter. It is also good to know that my own L2 pronunciation accents resulted from not starting L2 input early enough. No wonder in my Chinese class, there are two sisters. The pronunciation of the younger one who is 4-year-old is much better than the older one who is 9-year-old.

The classroom management skill I learned from this afternoon was really helpful. There are 14 students in my Chinese class, aged from 4 years old to 13 years old. Classroom management was my biggest problems in the teaching. Suggestions like signing language pledge; discussing the classroom agreement with your students before you post it; using rubrics to assess students and friendly reminder etc. are very creative!!! To the teachers who proposed these suggestions, I owe you guys a big one! ! !

At Dr. Tseng's reflection, she mentioned that it is others who shape who we are, not ourselves who shape who we are. It is soooo true! I really appreciate all the classmates are so willing to share what they came across in the teaching and how they dealt with it!

Day 4 Reflection, Jul 4<sup>th</sup>, Grace Xie

I was really impressed by Dr. Tan's speech today.

The concept "Culture as the Core" is new to me. I used to think culture was part of Chinese teaching. I learned three points from Dr. Tan: 1<sup>st</sup>, there is enough culture but lack the eyes to find culture. 2<sup>nd</sup>, teachers can teach culture anywhere. 3<sup>rd</sup>, we need to share our culture teaching experience and resources with other teachers.

**There is enough culture but lack the eyes to find culture.**

Dr. Tan exposed tons of authentic culture ideas to us, such as teaching Chinese measure way when we teach numbers; encouraging students to recite "π" and having peer competition about the "π"; analyzing Chinese TV advertisement etc. I'm going to try to use them little by little in my own class.

**Teachers can teach culture anywhere.**

One of the examples she gave to us is very impressive and meaningful. She told us she would teach Chinese green beans and red beans when she teach number (Letting students count the number of the beans, in the meanwhile, she would introduce the name ). I like the idea that no matter what topics we are teaching, we have enough opportunities to introduce Chinese culture to our students .

**we need to share our culture teaching experience and resources with other teachers.**

It costs lots of time to collect authentic materials and prepare a cultural class. Therefore, Chinese teachers should build up a network to share all the resources together. Quoting Dr. Tseng's saying again, We do not shape ourselves by ourselves It is other people who shape ourselves.

Day 5 Reflection, Jul 3<sup>rd</sup>, Grace Xie

Today was the first day we tried the micro demo. Everybody was so excited and tried to apply what we learned this week into our teaching.

Each demo showed something we should learn from. In the following, I am going to talk about what I learned from each group.

Group One

Group One was the first group to give the demo. I am sure they faced the biggest pressure among the all. I think they made good use of visual aid. The cooperation among teammates was very good. I was impressed by the pictures they chose. Even though, the last activity was not that successful. I think it had something to do with hurry preparation. If they had more time, it would be a perfect activity for that grammar structure.

Group Two

As everyone mentioned, second group gave a fantastic demo. I think they really set a good example for other groups about how to teach a language point. The combination of body language, interaction, and

media resource made the demo go fluent. “Mr. Bean” was a classical dumb show from 1980s. For non-heritage students, that would be a perfect resource.

#### Group Four

I once used “Finding friends” song in my class. But the creative way Ms. Ho used the song in the class was out of my own thought. It was so fun and so communicative. Also, the way they gave the output was very appropriate. The question they asked the students was very clear.

#### Group Five

I like the colorful board they made. It was creative. Probably they were the last group. We were tired and did not respond enough to their teaching. Otherwise, the teaching would be more fun.

### Day 6 Reflection, Jul 5h, Grace Xie

I was a technology-challenged teacher. Today, I learned a lot from Mr. Tseng and Mr. Chen.

“Creating cartoon story” was my favorite part. When I was teaching under traditional environment, I used to create picture book for the students as a project. But it took tons of time and needed lots of creative ideas. The software Mr. Tseng introduced today provided me multiple choices. I can choose whatever I want to create my own textbook. Or I can have the students use the target language they learn to create their own cartoon book. It will bring lots of fun to students. Mr. Tseng told us if we have any suggestions, we can tell him and he would try to contact the company. I think if the cartoon figures have more face expressions such as angry, happy, unhappy etc. , the effect of the cartoon book would be better .

## Day 8 Reflection, Jul 5h, Grace Xie

Today was my first day to teach the immersion class. I was kind of nervous and felt overwhelmed.

At the number part, it took me longer than I thought. I used the Odd and Even number counting game to practice the number. Even though, it helped students practice the numbers. It was not a student-centered lesson.

At the second part, I used TPR teaching approach to motivate the class atmosphere. Students thought kind of fun. One of the students volunteered to come up to the front to say the words and his classmates do what he says.

When it came to birthday topic, it was amazing that students could understand what I was talking about as soon as I sing the melody of Happy Birthday song. Given enough time, they could tell each other when their birthday was. But the activity of lining up from young to old was too difficult for them. We did not finish that activity as well as we expected. The birthday song, of course, was one of their favorite part. The melody was so familiar to them. They were able to sing it out loud at the second time we sang together.

Anyway, it was an unforgettable lesson to me. I learned that teacher-fronted and student-centered should take turns more often. Whenever students are able to talk by themselves, we should create an environment for them to talk. Last but not least, each activity should not last more than 15 minutes.

## Day 12 Self reflection

Compared with Wednesday's lesson, we did a much better job. One of the reasons was that we were not nervous any more. Actually, planning itinerary is one of the most difficult lessons. When we were planning for this lesson, we were so frustrated at the beginning and kept asking each other how could Lesson 20 in IC textbook be taught on Day 5 in a novice immersion program. But when we figured out that we could break it down into several sections and teach the lesson through students' familiar figure, it was not as difficult as we thought.

Our lesson started from a picture of me and my boyfriend (Me---their teacher; boyfriend---a word they have learned three days ago). With the picture, we reviewed the sentence structure: In...year, somebody went to somewhere. After that, we shifted to student-centered and had students share with each other their travel experience. Then, we moved on to new vocabularies, including passport, visa, travel, and travel agency. When each of the word came out, we tried to design a student-centered pair work so that they could practice the words in context. Peer competition was also used at this part.

When we taught the money topic, we shared the culture difference like exchange rate with students. We also printed different value of money to show to the students and had them do pair work such as buying stuff from each other.

To me, I felt the most interesting part was the one we tried to explain the structure "...from...to..." . We used me and my boyfriend's picture again to explain to the students when he went to China and met me and then we moved to the States when we decided to get married. Students were so interested in the story and got what we mean immediately. We designed an activity here to let them ask each other where their ancestors were from. With the place list we provided , each student produced the structure with the information where their ancestor was from correctly.

From this lesson, I learned that choosing a topic students are interested in can make our lesson easier to be understood. Also, how to design questions and give students necessary demo are key factors in a successful lesson.