It is hard to believe that first week of online learning already finished.  As a participant, I already have a feeling that I need this program to improve myself and I have so many to learn from. Thank all the program assistants, working so hard in a timely fashion, to make sure all participants know what to expect and what to do daily. Thank Tseng laoshi for the two sections teaching.

**Summative Reflections that are Keys to Success of Teaching.**

You cannot be ignoring students' performance to talk about effective teaching. On the Checklist for teaching preparation & online class observation, we can see that it focuses more on how students perform, total amount of time for students talk. I would use this later for my self-reflection on my teaching. This is simple and powerful. Looking at myself in my teaching, I think I was still partially stuck in the idea of teacher-centered classroom. Concerning too much about foundation skill building, it limits students' achievement.

**Facilitate a learner-centered classroom**

In learner-centered classroom, learner's individual needs are recognized and learning will be personalized. In my class, my kindergarteners can be very needy and they need teacher to give them enough support so that they will be willing to take their first step. Just like learning how to ride bicycle, you need enough support to feel the balance for a period of time and they they can drive without the support. My kindergartners need to be the "copycat" first, and then they can work on their own sentences to express themselves. Sometimes, from the copycat to the next stage can take several months.

**Using target language and providing comprehensible input**

Working at an immersion program, using target language is always the goal for me to achieve. Depends on variety on students' age, personality and learning experience, it requires me to have more patience to cultivate students to keep learning Chinese with me and expect the best output from them after months. It is also an advantage for this age of students (5-6 years old) that they

pick up language quickly once they accept me and trust me. Some of my students are coming from a tough background family, which requires me to pay more attention on their emotional situation. Overall, I think as a teacher who is trying to using target language in classroom, one should always analysis students' needs before deliver the lesson as planned. As I said, all my kindergarteners achieve more at the second semester with their trust and acceptation. Classroom management is still a big obstacle in everyday lesson at primary school.

This week, we watched ten more online videos to get ideas about what online class with QIZIQ program looks like. I saw some connections with my K-3 teaching experience. It looks like the energetic voice tone, vivid picture illustration, rewarding system, and so on are also used effectively in high school level online language teaching. With clear illustration of pictures on PowerPoint, students will know their goal and task clearly once they see the page of PowerPoint what to be expected so that it reduces anxiety in learners. Task-oriented teaching/learning is benefit for students to have ownership in learning. They do not need to worry too much about error making, because they focus more about complete the task. And also the task helps them to have more confidence to achieve more big coming tasks.

Comprehensible input and target language using can be carried out successfully when students can see what they are able to do with the language. The function of the language cannot be underestimated. And this is why we teach language, to let the students to able to perform language in different scenarios, asking information, express thoughts and feelings, and so on. For example, teachers in the video often follow the routine of modeling how to complete the task with Q&A format. It looks like students need to have a lots of vocabulary to be able to perform. But once they can see the big picture and see the sentence pattern, they are willing to use the pattern and only change few words to complete the task. This changed my mind already that at primary school, we focus too much on building the foundation without giving students the vision to see what they can do with the language.

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**How is online teaching different from face-to-face teaching? What are the differences in creating teaching materials and activities in online teaching and F2F teaching? This is a more specific question related to the first question above.**

Online teaching needs to rely more on internet speed, online platform, PPT and other supporting interactive teaching materials to track students learning. To be able to achieve communicative teaching in both setting, without body language and other cues advantages, online teaching needs teacher to consider more about how to interact with students to avoid lecturing.

- ✓ PowerPoint is basic elements to prepare; in F2F setting PPT is not a necessary element.
- ✓ Icon which used in PPT needs to be vivid and easy to read.
- ✓ Teacher needs to know what the clear goal for the activity before let the students to use tools to interact with teacher or peers.
- ✓ Teacher needs to be skillful about how to use the online teaching platform. For example, remember to schedule WizIQ conference with student one day before. Upload content for the online platform to process before wasting time on launching the class without prepared teaching materials.

I think if I can deliver online class effectively, I can have more ideas how to design my class integrated with technology and in my F2F classroom. I think by participating this program we have a firsthand understanding of using those technologies in our teaching. Those understanding can help us reflect on our F2F classroom teaching. For example, I can use Padlet for practicing writing and Flipgrip with speaking practicing.

**In what aspects do you think you need to <mark>adjust</mark> while transitioning from F2F to online teaching?**

I need to adjust my mindset on how to deliver the class without trying to read PowerPoint, instead using it to interact with my students.

I also need to analysis their level and adjust my teaching materials to fit their proficiency lever and challenge them hopefully to another higher level.

I need to challenge myself more to use different technologies in my 10 days teaching.

**What technology tools can you use to support teaching three communicative modes in online environments?**

I will try to use: WizIQ; Zoom; Go Animate; answer garden to support my online teaching.

I will try to design my lesson with the help of those technology to achieve the goal of letting students to have more opportunities to use the language as much as possible.

I think the most inspiring part for this passing week is having the Friday opening ceremony with our students. I also appreciate the other guest speakers' presentation that let me know there are still a lot of recourses for me to use in the classroom and outside of the classroom.

My reflection will focus on my opening ceremony, because it is practical for me to give a note to myself that what I can do better for the coming lessons.

1. Input Flood.

I am using a lot of English in my opening ceremony while delivering my lesson, reasoning and transitions during each tasks. I am aiming at letting students be comfortable to stay with me and less anxiety. But I guess my mindset is still treating those high school students as elementary student that I am too gentle on them.


2. Read their mind?

I like when I say "please use Chinese to let me know when you finished". There are a lot of times that you just look at your students' faces and you cannot read what they think if they do not articulate themselves. I used to get a lot of instant requests from my elementary students about what do they need. Or in the F2F environment, teachers tend to get a lot of cues from students to know their need. In my first online teaching experience, I found a lot of difficulties to guess what do they need if their do not articulate themselves, even it can be hard to know whether they are still working on the task I ask them to do or not. This group age student is too good to "rush" the teacher, unlike elementary students.

I think it is important as a teacher to design the online lesson as "task-based", so that in the short amount of time of teaching, both students and teachers can get to know each other and work together through one after another task.

Since PPT is the basic platform to deliver class, then each PPT will not just be aiming at presenting message, but is more like a "TASK" for students to complete. Each PPT needs to have a missing puzzle for students to found out and complete the lesson.


3. How to assign them to finish their task?

Do you wait for students to complete the task by themselves, or you are waiting for a cue from students, or you just call them out? Do you have a basic system to do it?

Waiting time is important!!!!! I still need to work on getting used to the quiet time. Call them out is a need.


4. Logic flow

It should be question based. You know the questions to ask on each PPT and guide them to finish the puzzle on each PPT. Each questions should lead to the big ending tasks at the end of the lesson.

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It has been a wonderful first day in UVA StarTalk Training. Tseng laoshi provided us a solid research background to let us know why it is so important to use 6 principles in our online teaching.

There are some reflections that I gained today:

1) As a K-12 teacher, I automatically think I can complete teaching the course by myself without thinking about using other resources from outside classroom. Today Tseng laoshi mentioned about the more she teaches, the more she feels she needs to learn and finds other resources to help her teaching, like integrated other leading teachers in the training.

It inspires me that I assume I am expert and tried to jump into critique mode in so many situations. I think I need to analysis my strengths and use some resources outside of the classroom time to time and include them in my lesson. Give students tastes of different flavor of Chinese language and culture. Just like the speaker mentioned today that it is important to let students have studying aboard experience, if possible.

2) Flood Input& pushed output.

It is critical to have a clear idea in mind that if we are aiming to push students from novice to intermediate low, we need to let them produce paragraph level based output. It is more important to know that between input and output, there are intake and developing system before output is produced.

3) Rehearsal and Logical Flow

I finally realized that PPT is not for teachers to present, but as an interaction tools for teachers and students to use, more importantly is for students to use as a language use platform or learning materials.

As an instructor, I think I should focus on why I set up this PPT and how to deliver the teaching effectively.

Monday:

Day 1 finished and it is quite intense for me. I have never worked so hard to prepare a lesson before. We need to well-prepared one lesson and quickly dig into another lesson and another tasks. I guess this is challenging for me now because of the timeframe. There are several things I learned from my partner:

Logic flow is based on how you design your lesson. It is important to deliver a class using simple but open ended questions to push students have more output.

You need to be very clear in your mind about what you need to ask.

Always prepared to modify your questions and your task.

Tuesday:

Today is my first day of teaching class online. I am going to write three highlights and three points that I can improve:

How to present PPT while teaching:

Less mistake in PPT

design the same task differently based on students' level and class size

teacher ask students; students ask teacher; between students, student report

Interaction between context and students:

Less is more

Take time to ask question and take time for students to answer question

3 big tasks are good enough

Just like making cakes, if we want to build top part, we need to give solid first two layers first.

Thursday:

I am trying to: let students to use sentences freely without order

Let students to ask questions; be more patient; what is my real goal; 要多放手！！open ended question!

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1. What worked well

I think using my instructions to make connections from PPT slides with students will be very helpful for students to know what we need to do and what expectations I have for them. For example: "we arrived at wang fu jin, now you can buy some gifts for your parents and friends, take a look at what kinds of gifts you can choose?"

Teacher should not only think of their language as requesting students to have output. Teacher's language can also be used to present/ connect/ offer scenario to students.

Do not be afraid to talk, but in a simple and brief way.

2. What did not work well

In my first class, the students are not work along with each other. There is one student yawning when another student is speaking.  I think I need to work on "bonding" part. How to motivate them separately based on their needs?


3. What you can do to improve your teaching.


Probably I need to design some interaction tasks. Also provide tutoring to the students who needs more scaffolding.