

## Reflection of Day One

Today we have discussed the national standards, three communication mode, backward design, Startalk instructional principles, OPI and ACTFL Oral Proficiency Interview. As a graduate student of teaching Chinese as a second language, I have learned "The Five Cs" and "Three Modes of Communication" before, but I always failed remembering all of them, let along using them in real teaching activities. Today's class helps me go through all the standards clearly, and all the examples in real class let me comprehend their meanings further.

Here, I have some thoughts on the 5 Cs and STARTALK Instructional Principles in Chinese teaching activities. First, no matter what kinds of Chinese teaching, we should always stress the use of language for communication in "real life" situations. To achieve that, we should try to employ more authentic materials in Chinese classes to create a learning environment closer to the target language's society. I also prefer the task-based language teaching method, which is a communication-based and student-centered language teaching method. The task-based teaching method also meets the requirements of the "communities" in the Five Cs, simulating the real tasks and activities.

Secondly, teaching Chinese is not only teaching the language, but also conveying a Chinese culture to students. As is stressed in STARTALK Instructional Principles, teachers should integrate rich authentic Chinese culture in language learning.

Some questions I have:

How to acquire appropriate authentic materials for different levels' students?

## Reflection of Day two

Today Dr. Tseng helped me to get a better understanding of the student-centered classroom and plenty of examples of authentic materials. These two things are not new to me, but it is the first time I learned so deeply and systematically.

I like the way Dr. Tseng dealt with the three pieces of materials, which is very effective and inspiring. She asked each of us to read one piece of material and three people made a group to share with each other what she has read. In this way she demonstrated the Jigsaw Reading activity to us, which is one of pair work activities in student-centered class.

Through the learning of the materials, I further understand the role of teacher in the student-centered classroom, which is a facilitator to students. Teachers should do sufficient preparations before doing student-centered activities, like teaching vocabularies and sentence pattern, dividing teams, doing demonstration and so on. During the activities, teachers should monitor the process and help students. When activities are finished, they should also conclude the whole process, praise the winner and assign related homework.

The second part we learned is the authentic materials. Dr. Tseng gave us plenty of examples of authentic materials she has used, which benefit me a lot. I think most of the materials I could be able to use in my future teaching career. I really like the idea of teaching the lyrics of You and Me, which is not only interesting but a wonderful way to encourage students.

### **Reflection of Day Three**

Today Dr. Ferree gave us a wonderful lecture about brains and second language acquisition, which were totally new things to me. In the afternoon, Dr. Tseng first talked about comprehensible input strategies, and then Paulston's three type of elicitation technique. In the end, Zhong Laoshi and Xu Lao showed some demonstrations on the first day.

Dr. Ferree talked about SLA from the brain function, which is very fun to me and also a theoretical basis of language learning. First she explained how neurons in human brain work and make connections. I first know the network pattern of neutrons firing or not firing is what allows people to perceive and understand words. In a

conclude, “what fires together, wires together”. And to establish networks and reinforce memory, people must repeat and repeat. Applying to language learning, learners could make connections between words and emotions, or actions. What’s more, we have to repeat at least 12 times before learners finally remember the new things. These theories could give me some instruction for my future class. I will try to input as much meaning-based input as possible to students, and create an immersion environment for them to learn, even unconsciously. Also, I will pay more attention on repeating what they have learned before each class.

In the afternoon, we discussed comprehensible input strategies, such as TPR, visual aids like photos and images, language modification, contextual clues and giving instructions or Modeling. I was also quite inspired by the three type of elicitation technique: mechanical drills, meaningful drills and communicative drills. We should pay most attention on the last two, especially communicative drills. However, in Chinese class, we cannot give up mechanical drills because we need to practice pronunciations. But it is possible to jump to communicative drills from mechanical drills, since they are spontaneous responds and more helpful for learners to communicate in real life.

#### Reflection of Day Four

In the morning, Dr. Tseng leaded us to look into the authentic materials and IPA (Integrated Performance Assessment) further. First, we classified the definition of task and non-task. I found most of the “tasks” I designed in my former class are actually non-task, since tasks must have the real life situation as the background. That’s just what I often failed to give them. As a result, the tasks are lack of authenticity and students could not gain the communicative skills in real life.

What’s more, I first heard about rubric and it must be assigned to students before doing the task. Though doing the rubric is very challenging, I think it is really useful and instructive to students and I will try to design it if possible.

As for IPA, it is to design tasks in alignment with three modes. Dr.Tseng asked us to design the tasks according to the three modes in order, which let me get the main

method quickly. And I found it is so useful that Dr. Tseng gave us plenty whole examples and sample tasks during class. With these resources, I could try to design my own activities on IPA and enhance my teaching skills in future.

### Reflection of Day Five

Today's topic is the usage of technology in Chinese teaching. Chen Laoshi introduced a lot of useful tools to us, and I found myself very interested in most of them and plan to apply them to my class.

What I have learned in today's class:

- The flipped classroom;
- The LMS Learning Platform. Eg. Edmodo, Schoology, Weebly, Google MCQ, Perapere and so on.
- How to upload video to Youtube.
- Using iPad in Chinese teaching. We can use various kinds of App for iPad, like Baiboard, Goodnotes, Educreations, Tellagami and Puppetpats.

The flipped classroom is a kind of online class in advance of real class. With teacher-created videos and interactive lessons, instruction that used to occur in class is now accessed at home. Chen Laoshi led us using the 1know website as students. I think it is a really effective way for students to do the preview. However, it also takes teachers a lot of time shooting the videos. In most of high schools or middle schools, there is only one Chinese teacher and no supporters. So it may be quite difficult for these teachers to do the flipped classroom in everyday's teaching.

Before this class I know there are many App teachers can use on iPad for teaching, but I never have the chance to try them myself. The Educreations is what I like the most, students can use it to take pictures and shoot their own videos, and then share with others. It can be used for practicing many topics, like introducing family members, which is not only effective but fun.

## Day 6 practicum Reflection

My second time teaching practicum was better than the first class, but there are still a lot of problems that need to be solved next time.

The goals I have accomplished and improvements I made:

1. Students achieved the following learning objectives: learned how pay the bill and get the exact change.
2. Conduct more student-centered practices, and use 100% target language.
3. Be better at controlling time than the first time.
4. Do the right modeling before giving the handouts and doing the student-centered activities.

What I still need to improve include:

1. Still need to improve the ability to control the pace of class and be flexible. Since the first time I over planed the teaching contents and also conducted the teaching process slower than I thought, I did not have enough time to do the last survey activity. So this time I cut one activity about the structure “一共多少钱” and was very careful controlling the pace. In order to leave 15 minutes for the last role play, I also move very fast at practicing “找钱”. But it turned out that the last role play did not need 15 minutes, since they already did a similar role play in the second period and kind of be boring at it.

2. I did not do very well when teaching “很好吃” and “不好吃”. When I ask like “麻婆豆腐好吃吗? ”, they could not give the answer I wanted since they have not eaten them. So I should change a way like supposing a boy who like certain dish or not.

3. I should introduce the exchange rate between dollar and RMB. They do not have the idea of the exchange rate between dollar and RMB, so someone thought the prices I made on the menu were too expensive.

4. I should design more interesting games or activities. Lots of teachers, including me, asked students to interview their classmates and teachers. But Gugong Ban's students seem not like this way very much, so it is necessary to design some new and fun activities for them.