

## **Selected Daily Reflections**

### **Tina S Kao**

6/29

It was the first day of workshop that I had a great chance of refreshing my understanding of concept in regards to 5 C. The activities/handout for identifying 5C helps me a lot in terms of understanding of the concept and clarification.

The new concept about the lingua folio, and the difference between Lingua folio and OPI.

The backward design is result driven with student center in mind for a good teaching plan, curriculum writing.

Also, I have learned the new concept about the Lingua folio and the relationship with OPI.

At last, I have been so impressed about all teachers' background that I can learn from and share about during the course of learning!

06/30

Another wonderful day for learning!

I have learned the most is *NOT* just to understand the SLA four stage theories/concept, but also to understand why we are using the specific methods/approached and when?

I realized that "Student-Centered" is *NOT* automatically communicative, yet it can be structure-based. Most of all, how we, as a teacher, bring the naturalists setting to the instructional class setting, and create a communicative learning to help our students to become an *ACTIVE* learner!

We are "*Architects*", the designers, the resources for the students. The activities help me exam myself and realize myself that I have to play more role as "resource" for the students, and design lessons with few questions in mind: "Is it interactive, meaningful, structure-based, culture, and authentic?

Teaching with meaning input and quality!

Selected Daily Reflections  
2009 STARTALK Chinese Teacher Academy  
Insert your name here

7/1/09 –

I really love quote from Gardner "It is not *how smart* you are, but *how you are smart*"! What such a powerful statement to start the day of class. All students can learn with best performance as long as we, teachers, design the activities to fit to their talents and strength. This encourages me that all kids, regardless they are categorized as extreme, norm, or ED, they all can learn!

I do like to hear more about "Differentiations" in terms of how to make a good differentiated activity, if time allowed.

07/02

Started with questions/answered by Dr Tseng, and Dr. Zhao, my puzzle got resolved in terms of meaningful vs functional input. After many days of teaching in theory, the focus has shifted to teaching demo and observation process.

There are a lot of critique and learning from the observation discussion. Amazed that we seem to have different perspective and tend to use the techniques we like to use. There is nothing better or worse, so long as we can get the best result of learning from students. Sometimes, we might also use things we don't really like, but it is the best for our students.

From the observations, and discussions, I am truly convinced again that what I think is "good", may not be the case for other teachers, and yet, it is the student's result that I should look into

I also liked the Fu LaoShi demo, since it provides a good example of teaching a combined level class as to how to design a differentiated activity, which is what I hope that I can gain a lot from the workshop and utilize in my combined level 3 and 4 class.

Next year, I will plan more differentiated activities by giving them different content, choices of implementations, and products

07/03

Selected Daily Reflections  
2009 STARTALK Chinese Teacher Academy  
Insert your name here

What a great day to observe many excellent demos from LaoShiMen. I got many ideas from you and I will bring it back to my class, if you all don't mind. 😊

I loved the critique made right afterward and so I can immediately know what I can make it better next time.

I got the most of it from teaching demo today is to know how to make a “Teacher-fronted setting” to be communicative with a good quality of work. Yes, a quality of work from teacher.

Tina

mm/dd