Yue (Pearl) Cheng

June 23

REFLECTION 1

It was a great honor to work with all the experienced educators in Mandarin Teaching in the States. Being the only Mandarin teacher in the world language department for a high school is challenging in different ways. There are only three teachers in our district and we don't see each other and share ideas on a daily basis like Spanish or French teachers. I'm glad I have the opportunity to reach out for help and learn from all of you this summer. Dr. Tseng and her team were well prepared and I felt welcome here even for the online course. Dr. Tseng was very patient to give me directions and guide us to a new way of online teaching and learning. I look forward to teach technology-integrated lessons through WIZIQ. At the same time, explore new pedagogical implications in Second Language Acquisition Theories.

First week, we talked about 5Cs. For online learning, students will be able to interact and negotiate meaning in spoken conversations with teachers in the target language, to share information in both spoken and written forms. They will use stickers, signs and pictures to show reactions. Interpretive Communication will take place when students read and hear the stories on the screen. Gradually, students will present the ideas for example a weather forecast or a news report through WIZIQ. We will ask students to do mechanical drill in online games, and preview recording listening. In class, we will make every effort to do meaningful communication and communicative communication. Hopefully, in the end of every lesson, students can use the phrases or language structure to make a communicative output.

I feel fortunate that the Startalk team has created the curriculum and lessons using back forward design. It was very helpful to watch the videos from last year and see what the students reactions in practical use. As an instructor, it's timesaving.

Yue (Pearl) Cheng

June 29

REFLECTION 2

This week, I tried using WizIQ to record lessons but had very difficult time making it work with my partner teacher online. We spent lot of time trying to identity the problem at night but couldn't solve the problem. I wasn't able to turn on the camera and microphone because of the Chrome browser was out of date. Fortunately, Chen Lao Shi helped me. It was little overwhelmed at first because learning to use four different online platforms at the same time was a little challenging without any face-to-face help. Canvas, WizIQ, UVAcollab, and Zoom are all new to me. I was thinking this might be challenging for our students as well. We want to make our instruction very consistent and clear to them so they know what to follow. Routine activities may work better. I totally agree with what Chen Lao Shi said that online instruction needs visual support and logical instructions. In order to maximize learning outcome, it involves PowerPoint graphic design skills. At the same time, we need to consider if students are able to understand the icons and layout of learning materials. Find the best way to communicate visually and verbally.

Online teaching can be relaxed and informal than F2F because it's student-centered and it happens in students home usually. Students need to know the expectations clearly. They need to be

fully engaged in the online instructions rather than the pets, food or friends around them.
The differences in creating teaching materials and activities in online teaching and F2F teaching
are student interactions and ways of communication. In classroom, students can help each other when
they have questions. Online teaching is independent and teachers need to make group possible for them
so they can check understanding with peers.

As for three communicative modes, interpersonal, interpretive and presentational modes,
students can use emoji or facial expression to show their preference on things. Teachers will provide
opportunities to ask Where, When, How, Why to the students. Students can use drawings to show their
understanding or type characters for presentation.

Yue (Pearl) Cheng

July 6, 2017

REFLECTION 3

Thanks for all the preparation the UVA StarTalk team offered for me. I really like how we work
as a team and make sure online learning tools is well integrated into the 10 days-F2F Second language
instruction. It was very useful to go over the Principles and Strategies again with the whole group. When
come across technology issues, we need to think about the can-do list and look for alternative plans based
on the Principles. The error correction activity was helpful. "Error correction is more than language
correction" which totally makes sense to me. I have seen so many students lose confidence or give up
learning a foreign language because they couldn't spell a word right at the moment. Even native English
learners in elementary schools are not criticized for spelling English words wrong.

I have heard about mindfulness and the book about growth mindset. We had a workshop at our school once. Today it was a great opportunity to learn from the professor at UVA face to face and got the book as a gift on my wishing list. It was my first time to do a meditation. I truly believe everyone needs it once in a while.

Dr. Tseng mentioned Steven Krashen's theory today that language learning relays on input. Personally speaking, from my teaching and learning experience, I agree more on flooded input and pushed output are both important in Second Language Acquisition. I used to teach with flooded input but not patient enough to wait for more pushed output. I'm working on creating more activities to support students to talk with clear visual materials.

Yue (Pearl) Cheng

July 9, 2017

REFLECTION 4

July 7 was our first time working with students online. The opening ceremony was a very good start for all of us. Leading teachers and teaching assistants were very supportive. They were informed immediately when we have technology problems. My partner had a good example for me in the first opening ceremony. She was very calm when one of our students had connection problems. The nice thing about online class is that students can always go back and watch the recording if they missed it. The second one went well except one of them was not able to join us using his mic to speak. I tried turn on the microphone but it was automatically turned off. I have taught online but not with more than one students. Teaching more than one students and using student-centered instruction is the ideal model for online

learning. After checking with Dr. Kathryn, the guest speaker specialized in online teaching since mid 90s, an online student group of 15 would be the most. From my observation, if we put time, hardware, software, resources into consideration, 3 students per group with more than one instructor would be the best. After Dr.Kathryn's workshop I understood the design of our StarTalk program. We are building a learning community through Quizlet games, Flipgrid and Pagamo. Students are able to see what other students did and it's very important to let them know they are making progress together instead of learning alone.

Dr. Yan Gao has shared very useful and helpful apps for all of us. I plan to use some of them this fall. Personally speaking, technology classroom blended instruction will benefit students the most. Our district and our French teacher had done pen-pals through mails but Dr.Gao's Telecollaborative projects showed that it's possible to do it through internet. It was a great example for our curriculum design. I'm excited to share with our district teachers and see if we can find a partner school in China. Hopefully, we could start a close relationship this way and motivate students more.

As for the preparation, I usually plan every lesson all by myself. In this program, it is a luxury experience for me to do lessoning plans with 6 experienced teachers. Thanks for the great insights and feedback. I have been learning from each one of the teachers. I also learned my strength and weakness through their eyes.