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### Reflection 1

Today, Ms. Tseng led us to have a better understanding of 5C standards and the three communicative modes. Even though, I have not brought the standards into my classroom teaching yet, today's lectures and group discussion helped to clarify each of the five goal areas of the standards. I also sensed the importance of how 5C standards assist teachers to extend, adapt, and design their curriculum effectively for student learning through identifying and addressing which concepts or activities of the teacher's present lesson plan fit with the 5C standards or not. I will place an emphasis on implementing standard-based curriculum to increase student learning effectively and promote higher student achievement. In addition to 5c standards, teachers can apply *LinguaFolio* as important references to design lesson plans and provide each student with an appropriate instruction. *LinguaFolio* can-do statement is a tool of self-assessment checklist for students to be aware of what they learned and which language performance they can do. I'm thinking that teacher should have ability to judge whether this self-assessment is valid or reliable or not while assessing students' language proficiency. I believe that the purpose of assessment is not merely to understand what they make in progress but facilitate students' learning effectively. Teachers also could encourage students to work with different group for doing peer-assessment. Through getting feedback from peers and produce suggestions to their peers, Students could have ability and a chance to monitor their own learning. Also, Oral Proficiency Interview (OPI) seems to be a new knowledge for me. I'm glad that I acquired the key concepts of OPT in the today's class. It is significant to note that a teacher needs to have ability to measure students' language proficiency through a clean understanding of the features of each level (novice, intermediate, advanced) for future curriculum work. In the class, each group demonstrated the features of each OPI level with the whole class that allowed me to think about how do I implement a validly assessment and how do I define the student' level, how do I use the interpretation of results to design an assessment approach or instruction to help students achieve language performance success effectively. I perceived that it is not ignore that as a teacher should examine whether the implementation and designing of assessment match the needs of the students' in language level and learning goal.

### Reflection 2

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In this article "Epilogue: Implications for Teaching", the author states that there are five implications related to second language acquisition research for

language-teaching curriculum development.

Implication 1: Teacher should incorporate the more input, the better as much as possible (the more meaning-based the class, the better) with language teaching curricula to encourage students language acquisition. The Natural Approach pays attention to use input to encourage acquisition through bringing a number of techniques and practices into the curricula.

Implication 2: the more interaction could facilitate language acquisition since teacher-student/student-student interaction is mainly focus on meaning and are level-appropriate for learners. We could find that interactions can be applied into the task-oriented activities in which students would have an understanding of particular communicative or informational goal. Also, during the interaction, students would be more active input processors to manage and modify the input to maximize communication.

Implication 3: All learner production should be meaning-based or communicative

Implication 4: A focus on form should be meaning-based and happed through a communicative interchange and some kind of comprehension task

Implication 5: Teacher should watch out for what we expect of learners

Commentary & what inspires you and reshapes your teaching philosophy

The author points out that "input without a meaning goal, without communicative intent, can slip into just more language practice". It made me generate aware that while students can be engaged in a meaningful input to produce language for communication, interaction, and comprehensive task, they could produce meaning-based output through understanding the authentic purposes of language usage. It will be able to facilitate their second language acquisition effectively.

The following teaching philosophy I reshapes are: Engage students in the more input and interaction learning environment by designing a series of meaningful task-oriented activities with a particular communicative goals.

Have students get chances to generate much more interaction with others. Interaction should be meaning and level-appropriate for learners rather than just for language practices, drilling. I will push students as more active input processors.

I will pay much attention on teacher-student and student-student interaction strategies through generating a variety of questions to stimulate students to share their ideas and experience and involve them in classroom interaction. In addition to use of power-sharing, providing different types of questions to explore more topics and solutions, students would obtain an opportunity to fulfill multiple tasks.

I will put much emphasis on meaning and form teaching together.

### Reflection 3

In the Today's class, Dr. Tseng and other teachers 'sharing helps me to clarify the differences between teacher-centered instruction and student-centered instruction. As to teacher-centered instruction, the teacher control the process of teaching and learning, so that students rarely had a chance express their needs, interests, and ideas. Students sited together and face the teacher without more interaction. In addition to a little communication, the teacher centered on drill- repetition in practice on which students paid attention to what the teacher taught and said rather thinking about how new knowledge they received connect prior knowledge and how to use new dialogues or sentences in their real life. This approach is "teacher-centered instruction" which can be as a matter of transmitting knowledge to students.

However, teaching is not merely a process of reproducing knowledge. Teachers should place students on the communicative learning environment in which they have right to create the process of learning and make a decision for what to say, when to write, what activists they are interested, and so on. Student-centered instruction is the focus on interaction of teacher and students, students and students. I believe the way would be good for students learning which teacher divide whole class to the small groups, such as pair work, and group work, that can be used to create a discussion activity for students to generate more ideas and interaction. Most importantly, they acquire more opportunities to express their opinions and derive different knowledge from their peers. Also, students have more opportunities to monitor their own learning process through cooperative working, self-assessments, taking notes for questions, problem-solving, etc. I'm thinking that teacher should be regarded as part of the class rather than the authority. This is not ignore that teacher should have students strong freedom to perform their abilities, knowledge they have learned, and creativity. Also, making a control over what the students what to know, what the students knew, and what the students have learned in the class are greatly necessary. For instance, in the writing curriculum, the teacher and students will develop together a topic such as "how to send a letter to the person" which students would learn to construct the narrative writing using some typical grammatical words and have a opportunity to visit the post office in order to understand how to write down the address and name on the envelope. In the writing process, before constructing a narrative writing, by discussion and interaction in the brainstorming time, teacher could guide students to create a topic map about what they said in the letter that would be beneficial for them to develop a rich text. More importantly, teacher and student discuss what vocabulary and grammatical forms can be applied to produce a writing text. Students can ask teacher some words they do not know by which they can expand and learn more vocabularies. The way of learning is to integrate with a context to make learning meaningful. In speaking class, through providing the students a lot of chances to

practice their speaking ability, such as daily dialogues, open-ended questions, and relevant topics, the way would lead students to engage in discussing, designing a dialogue, and conducting a speech.

Afternoon, Dr. Tseng provided a variety of authentic materials to stimulate us to think about how to apply the material into language-teaching lesson and how to choose appropriate authentic materials. Authentic materials not only could motivate students interest/ attention, but also help them connect I learned that teacher should take into consideration about four key concepts “CALL-IT” which means “Context”, “Age”, “Language Level”, and “Important of Text” to select authentic materials. The concept of “CALL-IT” is quietly useful and helpful for me.

#### Reflection 4

In today’s class, Henny guided us to know about how current technology usage increases the effectiveness of language teaching and learning such as software, websites (screencast/ Quizlet/ Edmodo/schoology/moodle/edmodo/weebly/ Pera pera addon),apps(Baiboard-collaborativewhiteboard/Goodnotesrdz44/Educreations/Tellagami/Puppet pals), ipad ,etc. When Henny was introducing how to use ipad for language teaching, I was thinking why use of ipad can be a greater tool in Chinese language class than a laptop and how do I apply ipad to my Chinese teaching. Even though my school did not allow teachers to use ipad in language teaching, I learned the importance of providing various interactive communication technologies and creating technology environments to heighten students’ motivation, self-monitoring, and language acquisition. I will download appropriate apps to make control of ipad and use websites for language learning in my classroom in future

1. Have students work together in groups to create a story in oral and written language through taking pictures, audio recording, drawing, etc. As results, more motivation, more interaction, more stimulating increased occurred in the ipad task. Students acquired more opportunities to learn from each other in students-centered activity. It also promotes cooperative students’ feedback since iStory can encourages them to collaborate and interact with peers and among themselves by immediate peers’ ideas, feedback. Ipads and various apps are fun and unique experience for the students
2. I think that having students use ipad to fulfill integrated ipad tasks such as creating videos and iMoive can achieve the effectiveness of meaning negotiation because they need to negotiate with others and exchange information/ideas. Use of ipad can make students more actively engaged in learning language.
3. Have students use ipad as a mini-whiteboard for comprehension
4. Have students work at home through checking system, homework-filing system, watching video, taking note about questions, what they learned. I will use it to help

prepare for classes and work on various teaching projects. They are also encouraged to monitor their learning process

5. I hope that my students can obtain feedback from me or peers through a variety of methods. In terms of giving feedback, I perceived that collaborative effort in feedback to review their performance is really important. For example use of ipad, online websites, and recording feedback video on students' reading/writing with both oral and written comments are good to be able to acquire suggestions/advices from their peers, teacher immediately in class or online. Compared with tradition paper-based feedback, I believed that technology usage and ipad feedback can enhance more communication between teachers and students/students and students. In addition, students could constantly review the feedback by visiting the websites a teacher create or apps.

### Reflection 5

It is my first time as a student teacher to teach high school students. I'm so pleased to get a chance for teaching practices in the STARTALK summer program since I could become aware that what progress I'm making, what I learn, and what teaching practices/ instruction need to be improved.

What I achieved in today's teaching practices

1. Students achieved the following learning objectives: Count with the numbers 1-99; ask for information with your classmates regarding to age; ask for and tell time
2. Have students engage in the student-centered activities and meaningful communicative environment to do language practices.
3. Teaching language in context rather than only vocabulary lexical and grammatical knowledge emphasized. Allows the students to understand how language is used in spoken contexts. Students can have opportunities to contribute their understanding in pair work activity, therefore discourse is created.
4. Clean modeling is quite important strategy for students to do survey age in groups and report to the whole class

What teaching strategies need to be improved?

1. In the beginning of the class, I introduced myself and asked each student some simple questions as a review and warm-up. When one of the students was responding my questions such as “你好，你家有几个人”，other students seems not engage in this activity. This is because, I did not invite other students to join the activity of warm up or generate interaction which can be regarded as an individual work. I should think about how to stimulate other students' motivation to participate in this warm up activity when I'm asking questions to each student. When I got information from one student, I should repeat my questions to the whole class and invite other students to

talk about what information they get such as 他家有几个人？他爸爸是做什么工作？

2. It is important that a teacher need to take into consideration about how long does each activity take and how to manage your time during the lesson. Today, I'm so sad that I did not make better control of time management so that the students did not acquire enough practices in the "time" section by the student-centered activities. First, I'm not familiar with using pointer so that my slides were messed up. I need to have more practices for using pointer to control each slides. Also, I should be familiar with the sequence of slides and each step. Otherwise, some important slides (sentence pattern, pre-practices, modeling pictures, clues for cooperative work) did not be presented appropriately for modeling before students work in pairs. Without a clean sentence pattern posted on slides, it is hard for students to produce correct sentences.

3. Even though I made control of teacher-student interaction by questioning, I did not put enough student-student practices before they worked in pair works. Next time, I should let students have a chance to be an asker rather than always be a responder. I can divide the whole class into two groups. One of groups can throw out one question and the other group need to answer the question. My role should be a facilitator to encourage students to produce more output.

4. In today's activity, I am aware of the importance of scaffolding which can be as a process. It can support students to carry out a task successfully which build upon knowledge and skills the students already know and which they cannot independently deal with. I asked the students to immediately count five playing cards 这是多少?" and telling "这是\_\_?\_\_" in oral language. As a result, I perceived that they need to take much more time to count these playing cards I showed. I should first show two or three cards and then step by step add to five cards.

I did really appreciate that Zhong and Zeng laoshi gave me more useful suggestions to improve my teaching practices in future.

#### Reflection 6

It is my second time teaching practices in the STARTALK summer program. Compare to first time teaching practices, I have been making progress.

What I did well in my second time teaching practices

1. Before I allowed the students to work in pairs for conversation practices, I provided them with a clean modeling to know what they are expected to do later through performing with other teacher, using doc cam to show how the worksheet works in pairs work. When the students acquired enough instruction and modeling as a vital scaffolding activity, they could produce much more output in the different student-centered activities

2. During the sentence practices, I remembered offering all students more chances to speak out the new vocabulary and the sentence patterns together I was teaching with the whole class. Also, each student was encouraged to solo speak out. In today's class, I tried to divide the whole class into two groups for conversation/sentence pattern practices. One group acted as a Obama who having dinner in the Chinese restaurant for asking the other group what total it is and pay the bill after having meal by using the following sentence patterns “一共多少钱 ?” and“给你多少钱”. Another group acted as a waitress/waiter to tell the correct amount and give Obama the exact change. Through looking at the sentence patterns on the slides showed by the teacher, the students can generate conversation with other group to achieve the purpose of language practices.

3. Students engaged in a meaningful communicative environment in which they achieved the learning objectives successfully: Pay the bill and get the exact change.

4. Technology usage is improving up

What areas need to be improved?

1. It is important to bear in mind that I should give the students handouts after modeling demonstration. I perceived that when the students first got handouts in their hands, they did not pay attention to my modeling rather than their handouts.

2. Before the lesson, I must not only need to have a clean sequence of each step in my brain, but also orderly set up teaching materials for each activity on the table. In today's class, I was busy with looking for the pictures of Chinese dishes and paper money so that I could not give my students my attention.

3. During the teaching, I should incorporate one interesting activity/game into a student-centered work. It would be fun and more motivation for students to participate in each student-centered activity. I let the students sit on their chair for fifty minutes so that they seemed not to concentrate on language practices in the end of class. I should take into consideration designing an active student-centered activity to stimulate students' attention, interest, and motivation such as walking over to complete a task, singing songs, standing up, body language usage for performing/pretending, hands-on activity, designing a project in a group, and adding a variety of conversation situation in sequence, etc.

4. In the role play activity, I was aware that some of students could not engage in pretending the situation of ordering meal again, this is because they have already showed up in the previous class (period two). Therefore, I'm thinking about that during the period three, if I give a space for them to create a conversation in the group when they are ordering meal rather than keeping following up the dialogue of the worksheet and then reading aloud, they may have more motivation to participate in the second time role play. But, I still need to provide the students with the sentence

patterns to practice how to pay the bill and get the exact change.