

## Self-Reflections

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Day 1

Today was first day of training and I learned a lot.

**5C's national standards and 11 small c's.** I used to spend a lot of time to check those standards when making a lesson plan or design my curriculum, and never got a clear picture about them. I am so glad that I have gotten them in less than one hour in today's class through Tseng lao shi's overview and a set of interactive activities. It's very helpful that Tseng lao shi showed us how to grab the keywords. All the activities like identifying five national standards enhance my deep understanding. I am sure that I can design my lesson plan and standard-based curriculum better to increase students' learning effectiveness and to reach their potential of academic performance skills

**LinguaFolio** I have learned that Linguafolio is a good tool for students to do self-assessment, for teacher to make/adjust lesson plan, also can be used as an evidence of teacher's teaching performance outcomes.

**OPI** I received great benefits from the overview of the Oral Proficiency Interview. I heard about it and knew there were levels in students' language proficiency, but had not clear understanding of the features for each level and the purpose for knowing students' performance level. I really like the way Tseng lao shi delivered her teaching. In the class, Tseng lao shi first divided us into groups to discuss the features of each level, second, let one peer teacher from each group described the features in front of whole class. third, Tseng lao shi gave her comments, or ask question to make clarification. fourth, let each group make a short skit to play out its performance level. Fifth, Tseng laoshi asked other peer teachers to give their feedback, then she gave her comments. Sometime, it's hard for us to figure out something in between two levels. Tseng laosi shared her techniques with us. through her communicative and interactive teaching, I understand OPI much better. I will use it to check students' performance levels and help students move forward to next higher performance level. I also was encouraged to take OPI training in future.

The VSCTA class observation checklist and Highlights of the VSCTA curriculum for practicum gave me a picture for the following days' activities and targets. I expect to learn how to teach students in the setting of No English.

Gan en Zeng lao shi and each her team members! Gan en all my classmates!

Day 2

In the article of "Epilogue: Implications for teaching", the author, Van Patten, addresses 5 implications for language teaching that is related to the second language acquisition.

1. Input plays a critical role in the second language acquisition. The more input, the better second language acquisition. Input here is defined as language the learner hears or reads that has communicative intent or is meaning-based. Such as mechanical drills should not be used.
2. The more interaction, the better. Interaction promotes acquisition because students help to manage the input. For example, interaction may heighten learners' awareness of thing that are missing in their developing systems, pushing them to be more active input processors.

3. All learner production should be meaning-based. That learners produce language should be for the purpose of expressing some kind of meaning. Students should not be forced to produce if they are not ready and their production is not unconstrained.
4. Focus on form( or grammar instruction) should be meaning- based and tied to input(or communication), through a communicative interchange or some kind of comprehension task.
5. We should watch out for what we expect of learners. Be sensitive to students' production abilities.

From the article, I learned that no matter input or output should be meaning-based, because communication is the main purpose of using second language. If we expect a communicative and productive output from our students, we should provide students enough communicative input. through meaningful interaction, students also can be meaningful input processors. It inspires me to reflect and reshape my philosophy. Looking back my teaching, I found myself could have provided more meaningful input by carefully designing a set of meaningful task-based interactive activities. For a long time, I misunderstood that role play for a certain dialogue was a task-based communicative interactive activity. Sometime my entire 30 minutes period just focused on memory the new words and sentence pattern, language practice. I always said that every week two 30 minutes for Chinese learning is too short, but I even didn't spend these two 30 minutes effectively on real life communication. I should be more mindful on communication intent to provide enough meaningful input opportunities for my students, when I design the curriculum, lesson plan, instructional activities, assessments, and classroom environment because my teaching goal is to help my students use Chinese language skills and culture knowledge to communicate, collaborate with others, to be successful in global society.

In the morning training session, Tseng laoshi set an excellent example of student-centered classroom and modeled herself on how to be a good facilitator in student-centered classroom through a jigsaw activity. I think that the pre- reading assignment from yesterday was good preparation for today's lesson. I got basic concepts on student centered theory and various classroom activities. So today I could focus on discussion and observe Tseng lao shi's teaching. I think that better way to teach how the student- centered classroom looks like is to model a student- centered classroom. Through Tseng laoshi' teaching model, I have more clear understanding on student centered classroom and feel much confidence in student- centered classroom activities. One of my work areas is to control the process of students' group activities. It's not rare that I ended lesson without summary because of no time to do it. One way I learned from Tseng laoshi is to carefully design task based activity ahead with certain meaning form from which students understand what they should do by the certain time. In the afternoon, we focus on how to select authentic material for teaching. Inner circle and outer circle was wonderful classroom activity. I actively participate in and learned from it.

## Day 3

In this morning, Dr. Ruth Ferree gave us a very interactive and productive workshop. She helped us deep understand why the meaning - based input and output play a critical role in second language acquisition through some experiments and knowledge of the relationship of human brain and SLA. I learned:

- Neurons “communicate”.
- What fires together, wires together. Establishing networks: using multiple modalities, motor, verbal activation to make more body parts work together.
- Learning is a relatively permanent change in neuronal firing patterns due to experience. Learning means establishing a pathway, a pattern of neuron firings, that when repeated is recognized.
- 12 times' repetitions for a word.
- Learning happen with a curve.

In the afternoon class, Tseng lao shi's presentation helped me clearly understand the three important concepts: Mechanical drills, Meaningful drills and Communicative drills and their applications. Before I could not distinguish Meaningful drills from Communicative drills. For example, I could not tell that the drill of “what do you like?” and “I like ..” is Meaningful drill or Communicative drill. Zseng lao shi guided us to analyzed the features of Communicative drill: 1. the answer is not predictable; 2. the information is new. Based on this features we can get the conclusion: The question of “What do you like?” is Communicative drills. Contrastly, Meaningful drills is predictable on the (only one answer), and old information. One of Zseng lao shi's example was “what is on the table?”. Everybody could see there was only one right answer. why we call this type of drill is meaningful drill ? because it is real; The mechanical drills don't connect to real life situation. In the classroom, we might get chance to each of them, but if we don't have to use Mechanical drills, or Meaningful drills, we'd better skip them to quickly get into communicative drills. We should more focus on interactive goal. I will use more task-oriented activities with clear communicative goal in my lesson plan and curriculum to promote students performance outcomes.

I like the phrases of “input flood” and “pushed output”

### **Reflection on my first teaching practicum**

Today was my first time to do teaching practicum. Overall, I felt pretty good at following areas:

1. Teaching Chinese in meaningful context. Zseng laoshi keeps trying to let us understand this core concept all the time and our leading teachers also give us a lot scaffolding.

When I got topic of occupation. My sentence patterns were: 1) Whose father/mother is \_\_\_\_\_(one occupation)? ( 谁的爸爸/妈妈是\_\_?) 2) What's his/her job? (他/她做什么工作?)

I knew, that is not an easy topic to teach. I kept asking myself how I can provide a meaningful context for the students. Then, I thought of asking students' family member occupations by using student own family photo or drawing picture. Before the class, I collected all student parents' occupation information with help from Zhu xian yang laoshi, then found the pictures that match student's parents' occupations.

2. In the lesson, I used the strategy of "Teacher to students, Students to Teacher, the students to the students" and "Practice with individual, then with group". I used the occupation picture one at a time to help students understand and pronounce the occupation words and sentence patterns, then right away asked whole class "谁的爸爸/妈妈是\_\_\_\_\_?" I saw the student couldn't wait to answer "我的爸爸/妈妈是\_\_\_\_\_( a certain occupation), after that I asked this student to write down his/ her parent's occupation on her/his family picture and asked each individual or whole class "他的爸爸/妈妈做什么工作?" Repeated this way until a small group occupations had been introduced. Then I arranged a student to student activity: using the pictures of certain occupations they have learned by taking a turn to ask and answer the questions of "你 (爸爸/妈妈)是\_\_吗?" "你喜欢做什么?"

After dialogue activities, we continued another set of occupations by using same way until all occupations from our students' families had been done. Following activity was interview each other to collect the classmates' parents' information of occupation. By the end, student made a report. The result turned out was very good. Student highly engaged in the class and they were able to introduce their own and parents' occupation.

3. Student centered classroom. Time for student centered activities was more than 50 %.

What I need to improve:

1. technology integration. Since I was not familiar with the controller of Powerpoint, I wasted some time.
2. time management, I had prepared one more activity but didn't have time to do it. I still need to get more experiences to figure out how much time I need for each activities.
3. I didn't use 100% target language.

4. some of my modeling could have been better if I could have used more body language.

I really appreciate Zseng laoshi and our master teachers Zhong lao shi and Xu lao shi's energy, time, scaffolding, great support, and feedback after mini demo and lesson.

I really appreciate all my classmates' support and feedback. Special thank to my teammate, Miin ru laoshi. She shared her great work with me.

### **Reflection on my second teaching practicum**

I have achieved the following teaching objectives:

1. The students' performance outcomes met my expectations. They were able to ask and answer questions about what drinks they like and dislike (1.1; 1.2); Inquire what drink

others would like to drink.(1.1; 1.2); Measure words “瓶” and “杯” (1.2); Act in a culturally appropriate way to give stuff, say “thanks” and “you’re welcome”(2.1)

2. I had used 100% Chinese in today’s lesson! I felt so amazing! I do believe that each child has ability to learn Chinese if the teacher can use right methods. However, I never thought that non heritage students can learn language in the class with 100% target language instruction. I used to teach Chinese starting with a few words and a couple of expressions, and gradually added a little bit more Chinese. Now I feel confidence that my students can take much more challenges. I will add more student centered task based communicative activities and experiment 90 target language in my classes..
3. I feel more effectively using various strategies to deliver my lesson plan and improve students learning. I had used cooperative learning, experiential learning, student centered learning, TPR, technology integration, modeling, etc. For the middle school students, teaching with physically experience still is very powerful. I can tell students was actively engaged in learning when it connects to concrete objects and tasting of drinks. Comparing to the first time teaching practicum, this time my modeling is doing much clearly and better. During using student centered learning approach, I found myself more focusing on communicative input and output, I used more communicative activities. I tried to make teaching flow smooth from teacher to students, students to teacher, and students to students.

Five things I need to continue to improve:

1. Knowing your students before your teaching. My first teaching practicum was done in the high school class. I used students’ family pictures to teach the topic of occupation. Students highly participated in. But today I taught middle school students. When reviewing previous lesson of sports and hobbies, I found they were not actively engaged in.
2. I feel that we should pay more attentions to the middle school students’ interest and design the lessons with more culture activities, such as games, songs. Other hands on activities.
3. Cultural respect. In order to quickly warm up, I went to a few students and wanted them to say Fei chang hao aloud! ( fei chang hao ). To my surprise, one student expressed himself that he was prefer not to speak aloud. Our leading teacher, Xu lao shi pointed out the culture differences for me. That’s very helpful because it was my blind point.
4. I need to keep learning/ using technology and apply them into Chinese language. I still didn’t feel comfortable with the tools of technology.
5. I found my voice was too loud sometimes and need to learn how to use natural voice.

### **Reflection on my third teaching practicum**

Today was my third teaching practicum. The theme was shopping in Beijing. All students actively participated in class activities; They were able to request their needs, ask the price, and bargain for a better price. by the end of lesson, they created their own skit of Shopping in Xiu Shui Jie, Beijing and vividly performed in front of the class. I really enjoyed their show. It’s amazing to see that they were getting ready to communicate with others in Chinese in real life situation.

However, compared to my first and second teaching practicum, I felt the third was not smooth enough. .

The situation was that I needed to cover a leave behind language point from the second period. I thought that I had pretty flexibility to dealing with new situation, but when time passed half, I started to feel time pressure. I tried to squeeze some time out to teach “ 你喜欢... 还是..?”sentence pattern from giving students instruction on how to make a skit, but later I found out that I didn't give students enough modeling before giving students a task, so I had to ask students to stop making skit and to listen to my instruction. I felt little bit nervous although nobody knew that. I worried on missing something important, so I checked Power pointer slide and did some unnecessary re-talked. Looks like I was controlled by PPT. I realize that I need to develop my ability in adaption of the new situation.