

Selected Daily Reflections

Zhifang Cao

06/29

The first day in VCU Startalk summer 2009. Dr Tseng begins the course with the self-introduction and the class *finds out* each other-great ice breaker for us to get to know each other. Ran introduced the collab and efolio.

We went through national standards of **5Cs** and had great exercises and re-exercises as regards, which are very original and helpful. and the communicated methods-**three modes**: Interpersonal, interpretative and presentational- great exercises. And **OPI** and **Linguafolio**: introduce and practice; compare and contrast.

Backward design; the group discussion about lesson plans and curriculum. 2 backward design sample s of thematic unit about Olympics: the small group discussion of different topic and discuss in whole class: And **ACTFL guidelines for k-12 learners**. Late afternoon we went to the computer lab to be orientated out the use and resources in the language lab.

07/01

Today we went through the four different phases in terms of theories and approaches in SLT.

Phase 1: Behaviorism by 1970s: The typical teaching approaches are GT method and AL method. It believes in the stimuli from the outside to form a language

habit in forms of drills -correction and accuracy.

Phase 2: Innatist Perspectives 1970–1980s. It believes in the innate mechanism. The leading linguists are Chomsky and Krashen, the latter of whom put forward his Monitor Model: Acquisition/learning Hypothesis; Monitor Hypothesis; natural order Hypothesis; Input hypothesis and affective filter Hypothesis.

Phase 3: Psychological Phase in the 1990s. The representative is the Communicative Approach. The applications are Interaction hypothesis- which is the modified interaction on the basis of $i+1$; Noticing Hypothesis, which learner begins L2 learning by noticing; and Input processing.

Phase 4: The socio-cultural perspective from 1980s to present: the communicative approaches comprises of 5 sub-approaches: Communicative Language Teaching; The natural approaches (like the TPR); Cooperative language Learning; Content-based Instruction; and Task-based Language Teaching.

We had a detailed learning of these five sub-approaches in small groups. The activities that come with the 5 approaches are wonderful examples and exercises to identify, compare and clarify of the **grammar-translation method, Audio-lingual method and communicative approach.**

Dr Tseng wrapped up the breakthroughs of Communicative Methods in 10 points and the often-used activities employed in CM.

In the Afternoon, Ran lectured on the

1 difference between the **natural setting and the Instructional Setting** in the reselects of Input, purpose of Communication, feedback, question Type, affective situation, Culture, and (Dis) advantages.

2 The differences between **teacher-fronted and students-centered**;

3 **Types of feedbacks.**

There are worksheets and lovely cartoons for the types of feedbacks.

07/02

I find in the brain basic and development part very inspiring. The brain can have much more effective information input of the information is more meaningful. One can memorize the words by its connection to the learner instead of only the sound or written images. Meaning connection enhance s the memory. I still remember my geography teacher in middle school taught us a trick to remember the 牛郎星和织女星 in other names of 天鹰座和天琴座: 牛郎向织女献殷(鹰)勤(琴)。

And Emotion affects learning. And also the enactment effect: adding action to verbal expressions aids in the recall of those expressions. And varified repetition builds up long-term memory. As far as I understand, to grasp the language vocabulary and usage, the meaningful and effectively and variedly repetitive input, multiple modalities, will boost the memory work. As a leaner, I have struggle in memory work, and I will use that to help my students.

07/08

observed the students' program. The first period is hosted by Sa Laoshi. She began the class by student-on-duty doing the class commencement greetings between sudents and teacher, Then it is the hot seat, one student will answer all the questions posed by other students. Then is the teacher-fronted part of the four seasons. and the section of describing the seasons. The demonstration is clear. And the students followed Gao Laoshi and practiced.

The second period is hosted by Gao Laoshi. She has the same and consistent teaching plan as Sa Laoshi. The class continued described the four weathers following the teacher saying that the seasons have what, I like or dislike the seasons, it is hot/warm/ cool/cold. etc. Gao Laoshi is very careful and helpful in the tones pronunciation with the students using the gesture in the air.

The third period observed is held by Hu Laoshi. We teacher observers had a great time during the recession dancing in groups to the music. The class began wit h the students singing the Mice Love Rice in Chinese.

Then Hu Laoshi asked the students what they want to buy. When they chose one

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item, the super link will go to different questions designed for discussion.
Like 好货比便宜，便宜不好货。

Then is the information gap activities. The students work in pairs working on the story of Franklin Benjamin. One had one part of the reading, the other hold the other half. They will read their part and tell each other what they read. And answer the questions on the worksheet.

And then is the pattern introduction 越+V +越+Adj.

At last, the students prepared and performed a skit of shopping and bargaining. They did very well with the bargaining and the more you ask, the more expensive.

July/14

June 14 Reflection Cao

Today is the last day of practicum. It is not an easy week. A lot of search on line, PPT and materials preparation, rehearsal, discussion and teaching. I am very happy to discuss and share my ideas with teachers. When we observed other teachers teaching, we also learned a lot. It was easier to observe and be judgmental.

The International Market was great: I “bought” some little beautiful crafts from the students. They are so lovely! Everyone speaks your own language, but you still can do it without barrier.

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