

**June 18, 2013 Jenny Shuijun Huang**

## **Reflection for today's class:**

This is the first day of the STARTALK program. The best of this type of workshop is that you learn not only from the instructor, but also from your peers. I was very happy to join this team, sharing and learning from all the wonderful teachers. Dr. Tseng led us to review the ACTFL National Standards, Backward Design, and LinguaFolio. Even though I have learned these theories and terms throughout different STARTALK workshops in the past, but today's review helps me to clarify some concepts.

**First**, I learned when and how to use LinguaFolio for designing lesson plans. I heard about LinguaFolio before and knew it was for STARTALK students' pre and post self-assessment checklist to determine students' proficiency level at each skill, but I didn't realize this document can become my designing lesson plan's guideline.

**Second**, peer share is the best way I learned from other teachers. Today is our first day of training and everyone stayed on track and shared their teaching experiences by discussing questions which were related to national standards, backward design, LinguaFolio, research-supported practices, and group demo tasks.

## **Reflection for today's reading – Chapter 1- 4 of “*The***

### ***Student-Centered Classroom*”**

I read the book “The Student-centered Classroom” Chapter 1- 4. There are four inspiring teaching strategies that help me to think deeper about the student-centered approach is effective, motivating, and enjoyable.

#### **First, there are many benefits on working together.**

In the Chapter 1 (p.2-p.3, p16), Leo Jones thinks that when students are working together, they can

- Talk more

- Share their ideas
- Learn from each other
- Are more involved
- Feel more secure and less anxious
- Use language in a meaningful, realistic way
- Enjoy using language to communicate.

I've learned a lot from this point, and I do realize why we have to use the student-centered activities to help students developing their language skills. In my next year's teaching, I will use Leo Jones' strategies to engage my students doing more student-centered activities. I will

- 1) Discuss the benefits of pair and group work with the whole class.
- 2) Remind the class that working together is more enjoyable than just sitting and listening.
- 3) Emphasize that working together is the only way to prepare for conversations in the real world.

### **Second, making progress increases motivation.**

In the Chapter 3 (p.16-p.17), Leo Jones tells us how to help students making progress, and increase their motivation.

- 1) Encourage students to ask questions after each activity.
- 2) Persuade students to experiment with language and not play it safe during their conversations.
- 3) Put relevant, new vocabulary on the board as it comes up during class so that students can incorporate it into their own conversations.
- 4) Brainstorm ideas with the class about how to use more advanced structures and vocabulary, and then sometimes repeat activities incorporating the suggestions.
- 5) Make a recording of students doing the same activity at the start of the course and the end to show progress.

The key point is that success increases motivation. If the students are making a lot of progress in their communication skills, they are more having motivation to learn. I will do my best to help my students making progress in their Chinese learning.

### **Third, Chinese-only is a rule.**

In the Chapter 4 (p.22-p.23), Leo Jones says “Only English” rule, but I change it into “Chinese-only is a rule.” I will try my best to do the following thing in my classroom.

- 1) Use only Chinese when talking students in class.
- 2) Learning “classroom Chinese” will help students speak in Chinese all the time.
- 3) If students aren’t speaking Chinese when working together, interrupt and ask them to start the conversation again using only Chinese.

**June 19, 2013 Jenny Shuijun Huang**

### **Reflection for today’s class:**

**First**, Dr. Tseng uses “Jigsaw” communicative activity to teach us how to share information and learn from each other. **Second**, we did self-assessment checklist for student-centered instruction. I’ve learned a lot from the first and second activities. **Third**, we’ve learned how to apply authentic materials in the classroom. Even though this section is a review for me, but I still gain the benefits from Dr. Tseng’s demonstration in the class.

### **Reflection for today’s reading – “*Epilogue: Implications for Teaching*”**

I read the article “Epilogue: Implications for Teaching” today. The author talks about some acquisition-oriented general implications which are to be suggestive and to stimulate thinking for language teaching.

In this Epilogue, there are five implications of Second Language Acquisition research for the development of L2 curricula. They are:

Implication 1: the more input, the better (the more meaning-based the class, the better);

Implication 2: the more interaction, the better;

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

Implication 4: focus on form (or grammar instruction) should be meaning-based and tied to input or communication;

Implication 5: we should watch for what we expect of learners.

The five implications remind me that I can do better and will improve my teaching in the future in the following.

1. My teaching must have **more** focus on meaning and be level-appropriate for learners.
2. I need to design **more** task-oriented activities for my class.
3. Have **more** comprehensible input, and keep the input always with a meaning goal and communicative intent in my class.
4. **More** push to students to be more active as input processors.
5. Students' structured output tasks should serve **more** useful purpose.
6. **More** focus on form and meaning at the same time.

**June 20, 2013 Jenny Shuijun Huang**

### **Reflection for today's class:**

Every day is a happy day because everyday's lessons are so joyful, and I have been learning more and more effective teaching strategies from this wonderful program.

In the morning, Prof. Ruth Ferree introduced the functioning system of human's brain to us, and we understand how human's brain building up pathways. Her presentation inspires me to rethink my teaching method. I've learned the following strategies from her presentation:

- 1) Check frequently for comprehension.
- 2) Code switching may be necessary.
- 3) Making meaning clear.
- 4) Use different color code when present new vocabularies to help students better remember.
- 5) There are usually 12 times of repetitions before one can acquire a word. Here the repetition should be meaningful repetition.

- 6) The method of storytelling to introduce new words is very engaging for students as they are receiving meaning (comprehensible input).

In the afternoon, we observed the demo teaching from two teachers. They used rich physical gesture, body language. Their arrangement between teacher-centered and student-centered activity is very good. They also provided clear instruction and demonstration for the activity.

## **Reflection for today's reading – “*How to Learn Teaching Techniques from Classroom*”**

Professor Liang's article of *How to Learn Teaching Techniques from Classroom Observation* discussed five aspects that a new teacher can observe in a language classroom:

- 1) Teacher's body language
- 2) How the teacher tries to achieve the teaching objectives
- 3) How the teacher tries to control the class time
- 4) Teaching techniques
- 5) Interaction between teacher and students in the classroom.

Professor Liang also has clearly stated what observers have to prepare before observation, during observation and after observation. The stage of before observation is sometimes ignored. Professor Liang emphasized that if we want to understand and learn how teachers apply techniques into their teaching from classroom observations, we must have some basic understanding about the background of the learners, the teacher and the lessons before we observe a particular class.

Professor Liang suggested that observers can just choose one or two items that want to learn/observe from classroom observation. This point is actually very important to observers so we will not be overwhelmed or distracted from what we really want to learn from observations.

This reading inspires me how to prepare before observation, during observation and after observation.

### **June 21, 2013 Jenny Shuijun Huang**

Today is a great day! Dr. Tseng played a warm-up song really touched my heart. I will use this song as authentic material to teach my students in the future. This morning's workshop is IPA. Though I have learned IPA from Dr. Tseng in May, but today's review is very good for me. We did a lot of group tasks. Lu Laoshi and Li Laoshi are fast learners and they've already understood how to use authentic materials to design the IPA tasks in the Chinese teaching.

In the afternoon, I am so happy that I get a chance to share my mini-research result to other teachers. I've learned a lot from this special experience. Dr. Tseng gave us two presentations, "Corrective Feedback" and "Teaching Grammar and Vocabulary in Communicative and Authentic Contexts". She brought out many great ideas and methods, and I will definitely use these methods in my future teaching.

### **June 25, 2013 Jenny Shuijun Jenny Huang**

#### **My 1<sup>st</sup> Teaching Practicum Reflection**

On Tuesday, June 25<sup>th</sup>, I had my first teaching in Gugong class. I taught the third period from 11:00 – 11:50 am. The theme of my teaching is talking about my family.

#### **Pre-practicum**

Our group held several meetings to go through the objectives and activities. In our first meeting we decided about each period's content. After clarifying each teacher's part of teaching, we brainstormed together to think about

student-centered activities. We had many ideas and we went over every detail of every activity.

Our group also surveyed in our class one day before the real teaching. We asked students to fill out the form about their parents' and sibling's occupation. This survey is very important and helpful for our preparation for the teaching.

### **During – Practicum**

In my first teaching, I generally covered all the content that I prepared to teach. I think my class went smoothly and all the activities were carried out with the expected effect. I especially want to thank Dr. Tseng for her useful feedback. The following is some important points when I reflect about my first teaching practicum.

- A. More communicative practice with students.
- B. Input flood.
- C. Ask questions before call students' name

### **After Practicum**

In the afternoon's workshop, our group reported our reflection about our teachings. I'm very glad that I received other teacher's feedback which gave me more confidence. I'm also very happy that other teachers gave me suggestions and advices of how I can improve my teaching.

After the teaching, our group members also shared feedback about each other's teaching. I really want to thank my group members Qin Yan and Gao Wei who are always very cooperative, responsible, considerate and kind to me. I really enjoyed working with them and sharing with them.

**June 27, 2013 Jenny Shuijun Huang**

### **My 2<sup>nd</sup> Teaching Practicum Reflection**

On Thursday, June 27<sup>th</sup>, I had my 2<sup>nd</sup> teaching in Gugong class. I taught the second period from 10:00 – 10:50 am. The theme of my teaching is talking

about my hobbies. My second teaching went smoothly, and the students were engaged to learn. I've achieved the learning objective and enjoyed working with the students.

### **Pre-practicum**

Before the teaching, our group has worked with another group (Liang laoshi & Yuan laoshi). We did a great collaboration in brainstorming. We shared ideas and teaching strategies. We also spent a lot of time on PowerPoint. I'm glad that I've learned a lot from other teachers. Because we focus on PPT and activities design, so we didn't get rehearse together as we planned. We should pay more attention on rehearse together instead work hard on PPT.

### **During – Practicum**

For my second teaching, I felt more at ease, and the students also seemed more comfortable. I got to know the Gugong class students better than the first time. I taught some hobbies include Taichi and Gongfu, so I did Taichi and Gongfu demonstrations during my class. The students seemed happy to learn these Chinese activities. When they did “doing & saying” activity, some students did and said they like to do Taichi and Gongfu. That was impressive. I tried “inner Circle Outer Circle” activity to let the students practicing the sentence pattern. They were happy to sing the Chinese song with the sentence practice. I also used different grouping strategies to push students more output during class.

Overall, the flow of the lesson was good, through careful scaffolding; students did learn how to talk their hobbies. To improve, I need to do more communicative practice during class. I remind myself doing better on this point.

### **After Practicum**

Our team again collaborated and helped each other run through the activities. However, there are still some areas that I need to work on. Dr. Tseng gave me reflection, and she pointed out that I need to use more communicative practice instead meaningful practice. I believe that I can do a better job for my next teaching session.