

Reflection 1

I read through Chapter Five and Six of *推動專業化的AP中文教學（大學二年級成功教學模式）* by Tseng Laoshi. This section of reading answered many of my questions in regards to Chinese language teaching and addressed many of the challenges I have faced as a teacher. Chapter Five and Six talked about the definition of Communicative Approach and how to practically use the approach in classroom teaching, not only between students in a group setting, but also between the teacher and students. As I found the methods to be very useful in a classroom, I gained interest.

In my classroom teaching, it is certainly more difficult to communicate with my 1st and 2nd graders, who are considered novice level students. Up until today, I had been easily satisfied with a correct answer from a student, even if it is a predictable or a previously used answer. Today, after Tseng Laoshi's demonstration in class, I learned that a teacher needs to communicate with the students in a higher and more effective way. A teacher should start by asking a question that evokes communication. The answers from students are expected to be more unpredictable and to be based off of new information. While this method asks that the teacher choose questions more carefully, it motivates the student to ponder the question and his or her response before answering the question. The experience of thinking in target language and the willingness to express himself or herself correctly makes him or her really know how to use the target language. Tseng laoshi gave example of how to ask meaningful questions after teaching 桌子(这是什么?), and how to ask communicative questions of 桌子

(这张桌子好看吗? 你喜欢吗? 哪儿买的? 多少钱?)

I first learned this communicative approach in the classroom today as the demonstrated teaching of Tseng laoshi was an excellent example of how to teach a group of novice learner. This approach was reinforced by reading the Chapter Five and Six of *推動專業化的AP中文教學*, especially Chapter Six, which helped me understand the practice to a greater extent and showed why teachers should use the communicative approach to more effectively teach the students.

Reflection 2

Commentary & what inspires you and reshapes your teaching philosophy

While I read a few paragraphs of *Epilogue: Implications for Teaching*, I realized many parts of my teaching style should be changed. Some parts of the reading can be used in order to reshape my language teaching skills in the coming school year. For example, when the Spanish teacher was teaching about family members, she constantly covered and uncovered the chart of “My family” in order to quiz the students on the information conveyed over and over. This also kept the attention of the students. The author stated, “Input without a meaning goal, without communicative intent, can slip into just more language practice.” As noted in the text, I had been previously satisfied with simple practices in the classroom. However, I now know that this is not enough, for it does not have a complete goal, nor does it have communicative intent.

Another point mentioned in the reading that will surely reshape my teaching is the way to go about making corrections when the learners use the target language, but incorrectly. I previously corrected my students when they mispronounce a phrase or word. However, the author showed a dialogue of correct, and more effective, recasting methods. It says to not repeat the mispronunciation but rather, “simply provide help via a corrected version.” Gu Laoshi and Tseng laoshi’s demonstration in class yesterday in the way of correcting “pen you” was another good demonstration of not emphasizing the mistake, but instead, giving the corrected pronunciation.

My daily reflections on today’s workshop training:

One statement of the article above is “The more input, the better”. It is true, but not complete for all situations. What Tseng laoshi’s teaching of this part today emphasized was that more input does not necessarily guarantee good outputs, unless there are efficient processes to support the inputs. The process must be interactive, including well-designed questions and teacher-led spontaneous discussions. An example that 胡老师 gave can be used in my teaching is like this:

Warm up at the beginning of a class

老师-你好吗?
学生-我很累。
老师-你几点睡觉?
学生- 晚上12 点。

Reflection 3

About如何从观摩课堂教学学习教学技巧

Liang laoshi' s article “如何从观摩课堂教学学习教学技巧” gives many useful guidelines. It is similar to a menu or instructions, which can direct us in the right track to observe other teacher's teaching methods, and finally to learn as much as we can. From her article, I learned the following:

1. How to evaluate a successful teaching: A successful teaching should have a clear objective, some efficient teaching methods, and some reasonable assessments. We have to remember
2. How to observe students' responses: If they are concentrated, enjoyable, and evolved, they are learning. A good teacher changes his or her strategies appropriately to match the needs of students in order to make best effects.
3. Learn the strategies of how to control the pace of teaching, how to smoothly enter next phase of content, how to ask questions, how to correct students, and how to encourage students: What strategies I can borrow to improve my classroom teaching?

Liang laoshi's article collected the details; the theories we learned from our workshop provided the pedagogical guides. They are reciprocal.

About Today's Workshop

I understand better the way that people learn language after today's workshop. The following have influenced my teaching in the future:

1. Based on the knowledge of how a brain works for learning, I will design activities to thrill my learners' brains and keep their brains busy, sending biochemical signals(fires on and fires off) to keep the students actively learning.

2. Since our five senses play various important roles in language learning, I will design lesson plans to activate as many of students' sensors as possible. I will remember that "the more senses students use, the more likely the words stick".
3. Our brains have the function to learn language in patterns. The meaningful functional chunks are good ways to match this function. Also,
4. It takes at least 12 meaningful repetitions to make students remember new words.
5. I will try to use stories in teaching, also allowing students to have more opportunities for story telling on their own.

Reflection 4

Technology Reflection

I was impressed by Zeng laoshi's devotion to Chinese teaching. He has collected an abundant amount of information from different resources. In addition, he has found many learning devices that are not only useful when teaching Chinese, but also very adorable. No doubt, he has spent a number of hours developing his teaching system, and it is simply amazing! His passion for teaching Chinese is very encouraging and he serves as an example of a great teacher.

Because of his sharing, I have downloaded 南极星. With this program, I am able to type pinyin and characters at the same time.

Mini Demo

After observing the ways other teachers teach and after demonstrating my own teaching, I learned that

1. Practicing vocabulary with only games is not recommended, because it's not the most efficient way to build up a student's language and communication capabilities.
2. I should make a greater effort in changing my ways in order to design more meaningful, communicative activities. This is a better way of teaching a target language.

3. A simply way to convert mechanical drill to communicative drill is by asking communicative questions such as 你喜欢.... 吗?

Reflection 5

Reflection teaching about Time and Date

I should:

1. Create a higher standard for teaching. I was too easily satisfied when my students had improvement.
2. Spend more time giving students input, before guiding them for practice.
3. Give more clear demos before pair work.
4. Improve the technology of scaffold. It is essentials for 100 percent target language immersion class teaching. It requires very detailed lesson plan design, because the teacher has to use the target language to build up students' knowledge of new content step by step.

Communicative drill examples from other teachers:

1. Student asks teachers as participant.
2. Teacher does modeling with a student.

Reflection 6

The teacher uses too much teaching time, leaving very little time for students to engage in student center activities. I should give students more time to do communicative activities. Through the training, I have improved and plan to provide more time for the student center. The teacher should be a director—not the actor or actress—leaving students to be the best actors and actresses. In the first part of my lessons, I often spend too much time doing mechanic drills to teach all the vocabulary and sentence patterns.

Today, I learned from my classmates and Tzeng laoshi, the importance of using authentic materials. Find the appropriate material first, and then design the tasks for the appropriate level. Focus on what can be used, circle the parts students are able to output. Direct students to avoid the parts they are unable to handle yet. One hundred percent immersion is hard to achieve in the beginning, but it is certainly doable, with a clear demo and with the use of authentic materials.

Liu Yu gave a good example to practice using authentic materials. She used tickets of Gugong and Changcheng, to show the places. Also, as an introductory activity, she prepared a big poster card to show students how to do the activities instead of using English.

Before I came to Startalk 2012, I had heard of total immersion, but still wondered how it was achieved. After the first week's learning, I heard a large amount of new information and terms. I tried to absorb as much as I could, of course, and I began to glean the surface of these new teaching methods. When I see the students, who only spent 9 half days to exploring the Chinese language, jumping from novice low to novice high, I am amazed.