Day 1 reflection

What I learn from today's class?

Today's class helped me clearly review what I have known before such like, national standards, three communication mode, startalk instructional principles, OPI, ACTFL and backward design. Also I learned a new knowledge about Lingua Folio can-do statement. I learned these statements are organized and categorized into three major categories and 5 sub-major items. These include interpersonal communication, interpretive listening and reading, presentational speaking and writing. For students, they can use these as self-assessment checklist tool which are provided to help them evaluate what they can do with in the language that they are studying in each of the three modes of communication. Students can also document their language background as well as set their own future goals for language learning. For teacher, these help us well prepare for lesson plan and adjust teaching strategy to better fit students' learning goal and language capacity.

What I need to improve?

When I revisit the ACTFL proficiency level I found that I have been not certain about how to accurately distinguish different levels. However, I clearly figure it out by role –play and Jigsaw cooperative activities. I also learned that text types and functions are two key features which can be used to identify proficiency level. I summarized the key features as below:

What I want to further study?

What are the "i + 1 " instructional strategies that teachers can use to move students from the low level to next high level?

Day 2 reflection

I learned two major topics from today's class. They are student center classroom and how to choose and use authentic material.

What interested me the most about student center classroom are followings:

1. Grouping strategy: put talkative student in groups of three and less talkative students in groups of four of five. Put shy student in groups of three rather than in pairs.

2. Topic selection: don't assume that an apparently popular topic will automatically interest everyone. Expect different students to be interested in different topics. Help students to discover new aspects of popular topics they've discussed previously.

3. Progress recording: make a recording of students doing the same activity at the start of the course and the end to show progress

4. Teacher's role: teacher's role is to help and encourage students to develop their skills.

What new knowledge I have learned

CALL-IT are very useful teaching strategies of using authentic resource:

Context: material should be selected according to teaching content/context.

Age: material should be age appropriate.

Language level: material should properly fit learners' proficiency level.

Important tasks: material should better support performance-based task.

Day 3 reflection

Day3 reflection

I am so happy to have a chance to attend Dr. Ferree ' workshop about brain and second language acquisition. What interested me the most are followings:

- Emotions can help us learn or interfere with our learning; powerful emotions increase the strength of interneuronal signals-etching a memory; as a teacher, I will try to design student-center activities related to students' emotional element, especially bring more fun activities to elevate motivation.

- Learning means establishing a pathway, a pattern of neuron firings, that when repeated is recognized. Always keep in mind that what fires together, wires together.

- Grasping a new words/phrase/structure requires at least 12 times to practice but with a variety comprehensible input.

I finally figured out that to distinguishes between mechanical, meaningful and communicative drills from Tseng Laoshi's presentation.

Mechanical drills for example would be when students substitute pronouns for nouns or alternate the person, number or tense of verbs to help them memorize irregular forms and challenging structures. Mechanical drills separate form from meaning and use because the content of the prompt and the response is set in advance so students only have to supply the correct grammatical form, which limits them from being able to truly understand or

communicate that knowledge. When mechanical drills are being used, there is only one correct answer to questions posed by the teacher and students do not have to understand meaning to answer correctly. Meaningful drills are when students must understand meaning (of the questions) to be able to discover the answers, and there is only one correct answer to each question being posed. Lastly, communicative drills encourage students to connect form, meaning and use because multiple correct responses are possible. A drill in language arts is communicative when none of the content is provided in advance. In communicative drills, students test and develop their ability to use language to convey ideas and information.

From Tseng' presenation, I not only gained a better understanding of what communicative drills are and how they are used, but I learned her belief that communicative competence is formed by integrating all 3 types of drills, which essentially cuts down on "teacher talk" and lead to more "student talk.

Day 4 reflection

It is my first time to hear IPA. IPA assessment task have four major features:

1. primarily focus on communicative conversation;

2. Real life registration.

3. Self-determined language resources.

4. Assessment /clearly define learning outcome

I also learned how to use it to design an assessment task through A Cyclical Approach,
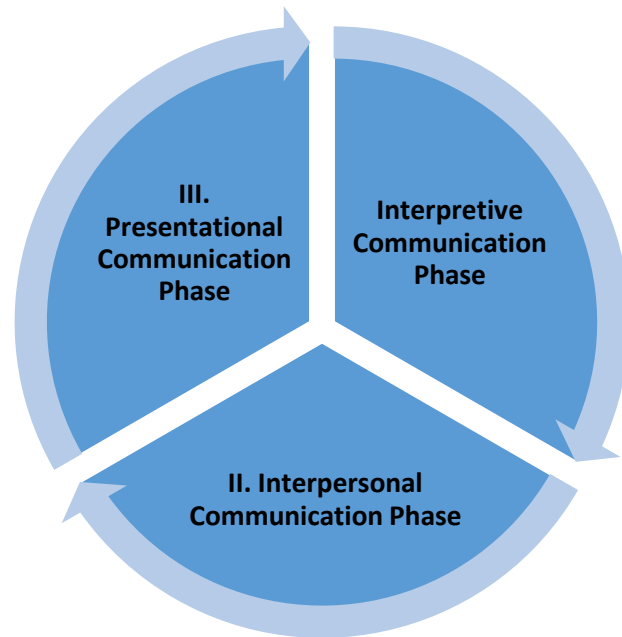
I.   **Interpretive Communication Phase**

Students listen to or read an authentic text (e.g. newspaper article, radio broadcast, etc.) and answer information as well as interpretive questions to assess comprehension. Teacher provides students with feedback on performance

II. Interpersonal Communication Phase

After receiving feedback regarding interpretive Phase, students engaged in Interpersonal oral communication about a particular topic which relates to the interpretive text. This phase should be either audio-or videotaped.

III. Presentational Communication Phase

Students engage in presentational communication by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama skits, radio broadcasts, posters, brochures, essays, Web sites, etc.

II and III can switch the order

I. strictly require that each picture, video, reading text should be completely authentic. After listening or reading an authentic text, teacher firstly should check student's understanding. And then move to interpersonal or presentational communication practice. I use to pick what can interest the student

Day 1 practicum reflection

Basically, I felt so happy that I passed the first time teaching practicum. Compared to myself

before, I really felt I made a progress with so many teachers' help especially Tseng Laoshi.

- **What went well in my lesson?**

  Students were willing to follow what I wanted them to do and enjoy learning by playing games;

  Time management and class management well very well. I created a relaxed learning atmosphere

  for my students; I implemented all three communication modes teaching/learning activities. I am

  able to give clear instruction by modeling prior each single activity. I can use different strategies

  to pair and group students; I believe leaning objectives achieved.

- **What needs improvement?**

  1) Add songs;

  2) Too many teacher-students interaction; I should add more student-student interactions;

  3) Teach too fast. I should slow down a bit and teach new structure more clearly

- **To what extent did your enacted lesson match your lesson plan, and what are the reasons for any changes?**

  I 90% enacted my lesson plan. I did not ask students to give presentation within the last 10mins

  instead of playing ball game. Because I felt like student already grasp learning objective and

  students don't have enough structures to say before they finished the third class. Also, I don't

  want them to get bored by constantly practicing three mode conversation activities over and over

  again. However, some students actually enjoy giving presentation to "show off". So I will provide

  more chances to student to present next time.

One question?

How to create effective and interesting activities? Sometime I felt like it is hard to balance out. All required classroom activities are able to make learning objectives achieved and produce productive output. But to be honest, most of them are not fun. Some of these activities are not built for "focused   learning students" or "low-motivated student "

Day 2 practicum reflection

I was dissatisfied with my second teaching practicum. I don't feel I made a progress compare to my first teaching practicum.

- **What went well in my lesson?**

I was able to meet the requirement of student –centered classroom. I added more student-student interactions. I put most of my time and energy on how to create "fun and interesting" classroom activities. I added song to practice dialogue and modified the song by using required phrase and structure. I felt like student love it. I played video to show five beautiful five places of Beijing instead of just using picture which made student feel they are actually there. I can effectively implement TPR teaching strategy to review action words and student kind of enjoy it. The quality and number of handouts are improved.

- **What needs improvement?**

4) Bad time management：it is ridiculous to design 50 pages PPT for 50mins class, 20-25pages are good enough.

5) Not clear modeling; I did not give clear instructions for the last activity due to the limited time so students cant do what I wanted them to do.

6) Technology waste some time; I did not use movie maker to modify five seperate video of places in Beijing so when I played them it was hard to find and waste more time.

Day 3 practicum reflection

I finally finished all three teaching practicum today. In general, I don't feel I made a big progress compare to last teaching practicum. I did not talk to master teacher before teaching since I want to see what my class would be without their help.

- **What went well in my lesson?**

    I am very satisfied my time management. I was able to finish all what I planned to do. I prepared well for my clothing topic teaching materials, including whole bunch of clothes, suitcase, video clip and handouts. I am able to provide clear modeling before doing classroom activities.

- **What needs improvement?**

7) I need to add more time on vocab teaching; I did not provide enough time to student to practice vocab. I should make it more solid.

8) Dressing competition activity did not go well. I should pair up students instead of all girls VS all boys. Four girls gave four information at the same time, boys cant get it right away since information were too much. I should pair up them. One girl vs one boy and the girl/boy just say one word once time and the other girl/boy get dressed right away. Teacher also can prepare pictures for students beforehand.

9) Every time when teacher ask questions, teacher not only lead specific student to answer but also lead whole class students to say again. Teacher should always pay attention on "solo" and "whole class" speaking.