

## Assignment 1 & reflections, Read 1-2 chapters 推動專業化的 AP 中文教學, due by 8AM, Wednesday, June 27

Choose one to two chapters that are of most interest to you from the following book. If you are not familiar with 5 national standards or communicative activities, do choose these two chapters as your priority reading.

*推動專業化的AP 中文教學（大學二年級成功教學模式）* by Miao-fen Tseng for assigned readings.

Write the following:

1. Summarize what inspires you the most, highlight the content, and write your reflections in relation to teaching.
2. Your reflections on what you have learned from today's workshop.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. (Galloway, June, 1993)

I learned the questioning techniques from today's class and Dr. Tseng's book. The techniques include open-end discussion to promote comprehension of information, authentic questions, test questions, contingent questions by uptake, invitations, interrogatory repetition approaches and conversational Ping Pong to inspire students' interests. I also learned three-stage sequencing of exercises from Paulston's frameworks of communicative, meaningful and mechanical exercises. I will begin to work for the integration of the questioning techniques and three-stage sequencing of exercises in the class activities.

I will incorporate the communicative teaching approach into my lesson plan in order that student will demonstrate their understanding and communicative proficiency. I believe students truly understand when they

- Can explain: students have prior vocabulary and sentence structures knowledge to express their opinions or main ideas.
- Can interpret: students present the meaning by their own words in the target language.
- Can apply: students can apply dialogues into the daily life setting.
- Have perspective: students can present culture perspectives and see this world differently through Chinese's eyes.
- Have self-knowledge: students acquire Chinese philosophy and apply to their daily life discipline.

**Assignment 2 Read Epilogue: Implications for Teaching selected from *Input to Output: A Teacher's Guide to Second Language Acquisition*, by Van Patten, 2002.**

Write the following:

- 1) 1/2 commentary & what inspires you and reshapes your teaching philosophy;
- 2) your daily reflections on today's workshop training.

**Highlight**

According to van Patten's article, there are five implications for language teaching. The most inspiring message according to me is "The more interaction, The better" concept. Teachers ask questions and the students answer – and almost always these interactions have had a hidden grammatical agenda. It reminds me how the communicative interaction degenerates into silence on the part of the students learning and allows them to produce level-appropriate output.

I like the "bilingual" concept map example from the article. The topic discussion is from the bilingual, two languages, bilingual education, bicultural to the immigration. The teacher works as a guide and tends to lead to the occurrence of meaningful learning. Students connect new ideas to knowledge that they already have, and the teacher helps to organize ideas in a logical structure. I love this concept map idea to promote the meaningful learning and facilitate the externalization of knowledge students have constructed and organized in their cognitive structure.

How does teacher language matter in facilitating conversation that allows students' ideas about text to be central to the dialogue?

It is the important purpose of dialogic instruction to promote the development. When teachers ask authentic questions – in an attempt to encourage individual interpretations – they open the floor to student ideas for examination, elaboration, and revision. Teachers act upon student's curiosity about their thinking during conversations about texts.

I gain benefits from Dr. Tseng's demonstration in the class and examples from the article that I would like to highlight some skills I learned recently and I will use in the interactive discussion:

1. **Follow student ideas.** It involves asking students to elaborate on their thinking. It may also involve returning to ideas previously raised by students earlier in the discussion.
2. **Open up spaces.** Teacher opens up spaces for students to share their thinking by inviting students into the conversation, e.g. pair/group discussion and presentation.
3. **Make textual decision-making visible.** The teacher asks students to explain how they arrived at their thinking by giving textual evidence.

This dialogically organized instruction conveys the teacher's interest in students' opinions and thoughts through collaboration and interaction and extends students' roles to require them to

think, interpret, and generate new understanding. When teachers ask students to explain their thinking, students take a quick inventory of what they know about something that comes to mind, even they're not sure it's correct. It's an excellent way to get students started on a new topic by tapping into their prior knowledge and for them interpret by their own meaning.

Good discourse facilitates learning by promoting students' engagement with their studies. When teachers ask students to explain their thinking, we treat each student as a primary source of information, thereby giving the students an opportunity to deal with things in their own frames of reference (Miller, 1956). Allowing students to use their point of view when discussing literature in the classroom is a real challenge that requires me to rethink my role as a reader and listener. I learned from this course that I have the capability to validate particular student's ideas by incorporating their responses into subsequent questions. In the give-and-talk conversation, student responses shape the course of the conversation with transformation of understanding.

The interaction and collaboration approach comes up with lots of ideas in a short amount of time. When teachers ask students to explain their thinking, students take a quick inventory of what they know about something that comes to mind, even it they're not sure it's correct. It's an excellent way to get students started on a new topic by tapping into their prior knowledge and for them interpret by their own meaning.

### Assignment 3

Read “如何观摩课堂教学学习教学技巧,” by Hsin-hsin Liang.”

Look for the article in the packet (or online UVaCollab)

Please keep the concepts and principles in mind while observing classes and preparing teaching practicum.

Write the following:

1. 1/2 page of commentary on this article along with your daily reflections
2. Your reflections on the content of today's workshop.

I was amazed to observe human brains for the first time. Dr. Ruth Ferree's speech has come to my attention about the connection of the brain and second language acquisition. Through the brain research, it tells us about how language is processed and created. First experiment tells me about the different outcomes of focusing on forms that we counted how many vowels of the words and of focusing on form that we identified the positive meaning. This reflected Dr. Tseng's pedagogical innovation MTBLT in teaching Chinese as a foreign language.

Learning the second language through connection is like each neuron relates to thousands of others. The repetition of this process is the basis of all of our nervous system activities. Learning Chinese is about making connections on both phrases and sentences. When I teach the new knowledge, I should include a focus on both parts and wholes. For example, sentence example is given when I teach new vocabulary so students know how to use the word in the sentence setting. Furthermore, students' vocabulary acquisition can be enhanced when it's embedded in real-life complex contexts that they are familiar to them. Hence authentic materials and authentic questions are effective tools to make connection to the language and life.

Learning means establishing a pathway, a pattern of neuron firings, that when repeated is recognized. Thus, students need time and practice to consolidate new skills and knowledge to become fluent and articulated. Now I fully understand why alternative instruction structures between the teacher-centered and student-centered activities are mandatory implemented.

Being a first time teaching Chinese in 100% target language is a very exciting and daunting role to undertake. I appreciate for providing the class observation checklist by STARTALK program and all tips and reminders from the article I read today.

Having clear learning objectives helps me to reflect on what I want to accomplish in each class. Planning helps you control how class time is used and, as a result of reflection, use that time as productively as possible. Evaluation tells how effective the plan was. Based on feedback, I can revise my lesson plan and refine my teaching skills that I am aiming for being a professional educator.

### **Assignment 5: 5 minutes teaching demo**

When you consider the development of your students' communicative proficiency in the target language, what do you think explains the proficiency levels or differences in levels that you observed during the learning segment? Cite relevant research or theory that explains what you observed.

I was excited to learn how to use the smart phone in the class. Teacher Zeng demonstrated his technology expertise and provided rich information. I expected in the near future that teacher Zeng could show us the one of his successful lesson plan how he incorporates technology into the instruction.

When I designed the "Number" unit, my idea was implementing the guessing game and number partner activities to build their foundation. Then I will apply numbers to the time application.

After 5-minute rehearsal, I found the activities were fun not informative. Through instructors critiques, I would change my strategy from numbers exercise itself to the real-life experience to enhance the language comprehension process. I will utilize the fundamental vocabulary and phrases to fit into the sentence and passage.

This is crucial for me to provide communicative tasks for novice students. I am looking forward to observing more practices from other instructors.

### **Assignment 6: Teaching practicum 1 – Date and Time**

Date: 7/5/2012

Instructor: Wenyan Tung

Gugong ban- upcoming 9<sup>th</sup> graders

While planning the warm up activity, I would like to do the student-centered review activity. The first thing our team tried to incorporate the previous knowledge what student learned from the past days, so students did “Avatar” project in order to improve students' conversations about the main sentences of “myself”, e.g. name, nationality and family members. Then I alternated the mechanical drills and communicative practices throughout the text. Students are engaged in their learning to capture all their knowledge from day-to-day learning.

### **Strengths and highlights of the class**

1. When I planned this unit, time is my most concern. I decided to use timer to control the whole instruction and practice. Students had clear timeline to finish their practices.
2. I gave clear demonstration before student's practices. Students had clear instruction what they needed to do during the class when we are allowed to speak Mandarin only in the class. I deeply appreciated our great team work (lots of rehearsal and preparation) to make it success. Teacher demonstration is an effective and efficient tool.
3. I used Avatar to reduce student's anxiety when they presented. Students can follow the avatar information to express their conversation. We added one or two information each session. This is a successful example to help students of the novice level for learning.

### **Areas of the professional growth**

1. The main purpose I came to this program is “how to instruct the lesson in the target language”. However I made an unconscious mistake to mix language usage in the class, e.g. so, ok. This is a temporary fossilization that leads to the freezing of my language usage improvement. I need to take more practice and keep high awareness for the language usage that I can work on naturally of producing the target language and maintain the self-confidence.
2. Students returned to the class after July 4 holiday. I spent more time than I expected to review what they learned. I was unable to speed up the teaching pace. This reminded me that students captured their learning slower after break and teacher had better to prepare more review activities before moving forward to the new knowledge.
3. Learn how to provide more student-centered activities and less teacher-centered instruction. I will think more to provide productive communicative activities to enhance student's learning.

Wenyen Tung

**Assignment 7: Teaching practicum 2 – Visit host family**

Date: 7/7/2012

Instructor: Wenyen Tung

Chang Cheng ban – Grade 9-12

Theme: Drink

I was pleased to teach the high school students today. I was impressed by their learning passion and progress because of their maturity. They captured quickly what I taught and had productive exposure to the content. I questioned students about drinks of their real-life experience. Often they were able to share their thoughts to the class. I barely saw the big proficiency gaps among all students. I gave them thumb up all the time. Having skit presentation by the end of the class was central focus of today's class. Through this learning stage, students have had interactive conversations, movements and hands-on tasks, as well as interpersonal moments. They spoke Mandarin all the time that reflected what I want to accomplish in the class. Students rehearsed what they have learned and demonstrated their truly understanding. I asked two students about overall perception during the break, they responded they liked today's activities which are fun and informative. The activities were engaging and students highly participated.

I discovered myself few issues while students' conversation. Teacher demonstration was less clear before student's practices. I will rehearsal with my teammates to demonstrate what I want them to accomplish. There were more teacher-centered guided practices and less student-centered drills.

Language usage is still an issue during my instruction. This is a temporary fossilization that leads to the freezing of my language improvement. I didn't see myself improvement today. I lost my self-confidence. Last chance I can do better is my third teaching practicum. This is my great focus next time.

We didn't have much creative ideas this time. Four days in the row of teaching and rehearsals were overwhelming for us. We didn't do enough rehearsals because each team member was busy to prepare her own materials. We had tight teaching schedule this time. I modified my lesson plan accordingly after receiving instructors' feedback. Our team tried to revise our skit activity from dialogue example to the four pictures presentation mode. However my team couldn't do for time concern. Compare to last time, this was less cooperative work. The length of preparation time is a matter of the work quality.