

Day 1 Assignment 2 Wei Yuan

The students- Centered Classroom Chapter 5 and 7

What I learned and what I thought

Language teaching is different from other basic subjects, it is a practice class. Learners need, through personal practice, to achieve and improve language skills so the teaching effect should be based on students' learning abilities, and also the learning depends on the student's subjective initiative and participation.

As a teacher, we are responsible for helping students work independently, helping them when they learning together. When I read Chapter Five "Teacher as Facilitator" I realized that in the classes we had, we also had same the teaching methods. Page 26 mentioned "Before students actually start talking in their groups, it may be helpful for them to be silent for a few moments while they plan what they might say and perhaps make some notes to help them to remember these ideas." Our teacher also did same thing to make us, as the students, more apt to have an interesting discussion. During the follow-up, we should make sure to always leave time for Q&A.

One of the teaching details that I really liked is, when students speak, the teacher shouldn't correct them on the spot. I should take notes for later feedback. Sometimes I miss opportunity to let my students know the errors they have made, but I should always encourage and praise them.

Before I read the assignment, "Different kinds of activities", I taught Chinese feeling that it was mainly student-centered. I have since realized that it can be used for not speaking, but also reading listening. To make the students work more productive, in reading part, I learned that we may

ask students to read the text before the lesson or give the students comprehension questions as homework before the class.

Writing tasks can be brainstorming ideas, for focusing thoughts. In the class, students can read one another's work, react to it, and perhaps suggest small improvements. The big advantage of this student-centered approach to writing is that each writer knows who his or her reader could be, and can write to please them.

I really learned a lot from what I read tonight. I found these things extremely helpful. Since I teach high school students, the students centered classroom will help my class and my students engage more and at the same time have lots of fun.

Day 2 June 19, 2013

Wei Yuan

Today is another wonderful day. It helps me be a better thinker, learner and teacher.

Today is the second day of our program and I feel the atmosphere of our class is more exciting. Today Tseng Laoshi used "The student-Centered classroom" method demonstration for us, and helped us learn and know what "The student-Centered classroom" is. She used "jig saw". We were on task and very engaged. This was what I wanted to learn from this program. I learned more about how to make a better students centered classroom not only during the teaching time but also while preparing lessons and that after the group activity is more important. She shared with us how she uses authentic materials and how to select authentic materials for a variety of levels and age groups while demonstrating it for us.

Today's reading assignment was about implications.

1. **The more input the better;** to help students understand more and create better and more productive input. The first part gave me more understanding as if we were instructors, the more curricula striving to put communication at the center of lessons which means that meaning becomes central rather than form alone, the more those curricula are likely to provide optimal input. Input can be incorporated into a language-teaching curriculum in many ways.
2. **The more interaction, the better.** Here is what I understood on how the instructor guides the learner to practice more. Listening, reading, speaking and writing. An example of this would be when students are working together doing an "interview" there is more chance for peer input and questioning allowing the speaker to get input about their speaking.
3. **Third part and Fourth part together.** All learner production should be meaning-based or communicative. The focus on form should be meaning-based tied to the input and communication. I feel that in my classes in the future, Chinese should have a meaning or reason for studying. Communication is key. The goals should be expressed and we should be mindful of what we expect out of our learners.

Day 3 June 20, 2013

Today, I took out of the class the ideas of Meaningful and Emotional connections and how they make the best memory of languages. Because I am not a native speaker, but I got the main ideas. I agree that speaking the target language while giving activity instructions will force the learners to ask questions of themselves and of the teacher.

I learned that Chinese learners use more of the right side of their brain and learners of other language use the left side. I feel that Chinese is more of a visual language while learning. I also learned that each body language is very instrumental when teaching. In Chinese this can be even more helpful while teaching some of the ideas of the characters, like big (大 da) looks like a person with their arms out, trying to look very BIG.

When teaching a foreign language, especially Chinese, it is important to use eye contact and facial expressions when giving out new vocabulary. Tones are VERY important and these facial expressions can help the learners understand the tone by the facial cues. We should always be aware of the interactions that we have between us and our students, every little thing can make a big impact whether the student comprehends or not.

In the reading assignment we had, "How to Learn Teaching Techniques from Classroom Observation" I noticed that some of the steps were already being used by the school I have taught at. While we do not use the steps / procedures in the same order as what I read, a few of them are still covered. We, as teachers, need to be more observant of every aspect of our teaching habits before, during, and after the class. We should pay attention to our body language toward the students. How the teacher plans to deliver the subject matter should change sometimes so the students do not get bored. Time management is something that is very important also. Along with how the teaching objectives are reached also goes along with the teaching techniques. While interacting with the students, we need to make sure that the students actually understand the material given.

Feedback from our observations is very important for us so that we may become better teachers.

6/21/2013 Day 5 self-reflection:

Today's topic is IPA. (**Integrated Performance Assessment**)

IPA is to assess students through three different performance-integrated modes. The prototype is **interpretive-presentational-interpersonal** or **modified interpretative-interpersonal-presentational**.

I had a great learning experience related to the IPA. I started to know what IPA was after Dr. Tseng gave us different tasks to do. We had many effective group discussions and productions on tasks of communicative modes based on the authentic materials mostly provided by Dr. Tseng. Among the tasks there was one we needed to discuss the interpretive question to let learner get comprehend input, and we experienced some difficulty in locating what we expected. It shows to me that Dr. Tseng is an experienced and caring teacher trainer. Not only does she generously provide us with top-notch professional knowledge and resources of her own or what she has found, she also includes some challenges in her course and guards besides to give us necessary advice about how to handle the similar situations in our real lives. I think back about what I do in my Chinese classes. Also have listening /speaking/reading/writing. I sometimes try to use the authentic materials such as movies or musical instruments. But not quite the outcome of what I expected before. I think because I don't use thematic topics as much as I should. I feel that I had a great break-through; this part and IPA are really eye-opening for me. It provides a complete and interesting assessment and focus on performance. I felt more confident using authentic materials in the second and third week of this course. I will definitely use it in my teaching next year.

Teaching Grammar and Vocabulary in Communicative and Authentic Contexts

About Three types of Elicitation Techniques

- 1) 机械性的操练(Mechanical drills)
- 2) 有意义的练习(Meaningful drills)

3) 沟通式的练习(Communicative drills)

After evaluating the activities I use in my classroom using the standards I learned today, I realized that so many of them are actually mechanical drills that do not improve students' communicative capability. I will use what I have learned today and throughout these classes to improve my teaching in the future, and I am sure that there will be more communicative activities in my classroom.

6/27/2013 Reflection on 1st Teaching

Today is my 1st day teaching. I taught second period. I really enjoyed teaching them today.

I have taught Chinese without speaking any English in class when I was in China, but not in my American Chinese classes.

I tried speaking Chinese while I taught at the beginning of my teaching in America but it didn't work too well. So more and more, I used English in my class to help me give students direction and construction.

Today is the first day of our group's practicum. I will teach the second period. I felt excited but not too confident in challenging my skills.

After my first class today, I feel I now have confidence to use immersion in my classes. Before the class, all the feedback from the mini-demo and rehearsal were very helpful in preparing my teaching. It really helped me to reflect and build a better lesson plan. During the rehearsal, Dr. Tseng suggested the new vocabulary I should teach the students 齐唱/独唱 (group practice/individual practice), then do "I+ 1" and put the words in the sentence. The night before, I worked with Huang laoshi, who is in another group who also taught second period. I changed my slides to explain the activities. I have great teammates who are very supportive and

helpful. I enjoy all our discussion sections and have really learned a lot from them.

During class I started by reviewing the last class' vocabulary. I knew the content I needed to teach was simple: **I want to do...this weekend.** So I taught vocabulary in combination with the new sentences pattern.

When I taught the new words, I tried to give the students input information as much as possible, but I didn't various forms of question. When I started this, I realized my error and changed my activities immediately. This change helped the student make their own output quickly and smoothly.

When I lead students to do the "I+1" to build new sentences, I realized I should be patient while the students try to say the new sentences. Instead of being eager to help them say the sentences, they are supposed to practice (output) on their own, but by the time I was in the class, I couldn't help but want to do that. I need change this habit.

When I conduct student-centered activities for them to practice conversation, like the "inside circle, outside circle" (里圈外圈) lesson, this activity gives each student many chances to practice the key sentence of "On the weekend I want to" The interview activity was quite successful. Students were very active and productive. I changed less time of student-centered activities during the interview. This change made my class time management just right. I was glad to take the suggestion Zhong laoshi gave me 5mins before class began. The rest of the teaching moved on smoothly, and students seemed to pick up the concepts easily.

I loved this opportunity to practice using target language to teach. I was surprised that my students learned well. Today's class gave me more encouragement to continue using full immersion to teach Chinese.

6/29/2013 Reflection on 2nd Teaching

Today is the second time for our group to teach. I taught the first class and third class.

Dr. Tseng and Xu laoshi gave me lots of ideas by observing classes. It's always great to hear feedback from them.

Yesterday's rehearsal gave me an extra opportunity to improve my class flow. Thanks for Dr. Tseng's and other teachers' suggestions, I took all of them into consideration which made today's class successful.

The first class's key words the students should learn is “^{qǐnggěiwǒ}请给我”, which is what would be appropriate for a customer to use when ordering food. In order to let students to get this expression at the beginning the class, I made it to where I was the customer and demonstrated to them the words “please give me a....” one by one. This action worked very well, students got this expression without hitch.

The first two new words ^{fúwùyuán}服务员 (waiter) & ^{kèrén}客人 (customer) were used many times by modeling, repeating, and use Chinese customs to let student call the waiter while at the same time raising their hands. Students picked it up easily and quickly. Before the class with Xu laoshi's help, I made sure every teaching step was connecting, reasonable and smooth.

I also did more scaffolding to help students practice more. After an interpersonal activity, students had a presentational activity for to complete the output. At the end we could see our students making the natural output and had a good presentation.

I feel Visual aids like Power Point, pictures, and videos not only can save lots of time but, recorded video modeling was much better and clearer

than on-the-spot modeling. Overall, I appreciate Dr. Tseng and the other teachers that have helped and supported me. I will bring all the good teaching skills I've learned here to my teaching work.