

## Day 2 self-reflection

Today our reading assignment is epilogue: Implication for Teaching selected from Input to Output: A Teacher's Guide to Second Language Acquisition, by Van Patten. The article addressed that language teaching does not have to be acquisition-oriented. Language input should have communicative intent or meaning based, the more input, the better (the more meaning-Based the class, the better). Among many ways of input in language-teaching curriculum immersion and content-based instruction are two ways to incorporate. Learners don't actually focus on language itself; they learn some kind of subject or content through 2nd language learners. Another major input is Content-Bases instruction or the Natural Approach. TPR, picture-files, authentic materials bring together a number of techniques and practices that use input to encourage acquisition. Instructor needs to focus more on language itself instead of forms, grammar which is usually used in the traditional teaching.

Van Patten also mentioned that whenever learners produce language, it should be for the purpose of expressing some kind of meaning. All the drills for promoting or productive abilities are questionable. Thus when production is required, it should be communicative in nature. Students can produce meaningful sentences not only in interactive tasks but also in tasks with grammatical focus. This is called structured output. Structured output is useful for promoting output procedures and skills. The created structured sentences to express meaning to someone become input for others.

In today's class, Professor Tseng's started to check our reading assignment. What impressed me the most is how she grouped the whole class to provide the environment to learn from each other. We were first grouped with people who read the same section last night, discussing, summarizing what we learned from the same chapter reading; then we were groups 2nd time with people from the each 3 sections, sharing the whole reading experiences. Last one person from each section presented in class. From 1st grouping, 2nd grouping and the last the whole class discussing, the whole class learned through each other.

Tseng Laoshi also used Content-based instruction to teach vocabulary, sentences. She showed her family pictures and introduced her family to teach family members; family video to teach culture, Chinese songs to introduce Chinese food... I noticed that she didn't isolate to teach any vocabulary individually. However everybody highly engaged in the class activities and participated in the class. What a wonderful lesson!

## Day 3 self-reflection

Dr. Ruth Ferree's speech about Brain and Second Language Acquisition opened today's class. Dr. Ferree addressed that meaningful, emotional connection is the pathway in learning language. Her activities in the class showed us that the more meaningful action, the more one person can gain the knowledge. Also her "what fires together, wires together" stated the importance of repetition in learning language. In her speech, she mentioned how our brain develops from inside out. The first step of our brain work is Survival reaction (brain stem), then

come to emotions (limbic system), last is cognition (neocortex). This theory makes more sense that in the language teaching, listening and speaking should be the first steps. When the foundation (listening and speaking skills) is built, moving to the reading and writing (cognition) steps will be much easier. Dr. Ferree also addressed that emotion can help us learn also interfere our learning. We often heard the comments from the students "He is a good teacher", "I hate to go to that class". We can imagine if the students dislike your class, no matter how much work and effort you put into, the result will be negative. Building good relationship with your students will lead to successful program.

The reading of today is "How to learn teaching techniques from Classroom Observation" by Hsin-shin Liang. Professor Liang addressed clearly the importance of the preparation before, in the middle and after the observation. Also she listed several things the observer should do before, during and after the observation. Quite a lot of the questions in her article could be adopted in my future lesson. Her 5 techniques for a successful observation class ( 1. teacher's body language, 2. how the teachers reaches her goal 3. how the teacher divides her time 4. teaching techniques. 5. the interaction between teachers and students) will be a guide for my future's class preparation.

#### Day 4-Self-reflection

It was really a joyful day today, watching Dr. Tseng demonstrating how to use authentic materials to create a communicative learning environment by using 100% target language. In my county, many of the teachers complained the county's policy that the entire foreign language teachers should use 90% target language in the classroom. I am one of them. After observing Dr. Tseng's performance, and looking through all the authentic materials, I want to say that is the best class I have had. I am inspired by Dr. Tseng not only by her experience, knowledge but also by professional way to conduct her lesson. Dr. Tseng's clothing, smile, voice.....all made me feel the connection. Emotion matters in teaching. Dr. Tseng set a great example for me.

Today Dr. Tseng also gave us a talk on IPA( Integrated Performance Assessment) . Assessment is a challenge for me especially making the assessment from low level to high level. Dr. Tseng's explanation especially the activities gave a clear picture how to use IPA to create the assessment and lesson plan. In general, using 100% target language is possible; teaching grammar which is one of the hardest parts should follow the less, the better rule; Combination to use the correction techniques(Explicit correction, recasts, clarification, metalinguistic, elicitation, repetition); Mechanical drills should be turned to communicative drills as much as possible.

In my future teaching, these techniques and methods will always be kept in my mind when I design my lessons. Thank you, Dr. Tseng. It was such wonderful and useful lesson for me.

#### Day 5 self-reflection

Today finally we all had chance to show our talent. Even though it is only 10 minutes, it is the first day for everyone to present what we learned in 4 days. I was very nervous and was afraid if I could pass. Changing from traditional teaching style to the 100% target language immersing is big challenge.

Observing other teachers' teaching, I learned that no matter how good the plan is, if the performer cannot conduct the teaching professionally, plan will still be plan in paper like what we say talking battler in paper.

I like every teacher's performance. Even though it was only ten minutes', I can see each teacher put all effort on it. Some teachers slept around 1 or 2 o'clock in the morning. Some teachers got up early around 4 o'clock early morning. They are wonderful professional people.

### Teaching Day 1

Today is my first day to teach. My topic is date. After teaching, Dr. Tseng, Zhong Laoshi's positive commends really encourage me a lot. Overall I reached the goal I set. When I designed my lesson, I tried to keep in mind the theory I learned in class. I spent a lot of time to find the pictures, authentic materials to make the power points which are really my weak part. I didn't sleep until around 1 in the morning. In class the teaching pace was appropriate and students' communication was meaningful, accurate. However I didn't manage the time well. I could not finish the last activity. Zhong Laoshi also pointed me out that I should be more patient to wait for the students' responds. I left earlier this class due to my health. I am sorry I didn't hear other teachers' commends.

In short, I want to use Dr. Tseng's commends to summarize this class: "Great disposition! Clear instructions! Good modeling! Great interaction! And more!" Thank you very much, Dr. Tseng for your wonderful teaching.

### Teaching Day 3

Today is my third day also the last time to teach. The topic of this unit is Sightseeing in Beijing. I taught the third period of this unit. My topic today is Making Travel Plan in Beijing. Since most vocabulary was taught by the first and second period, this class is a summary of the unit. My goal of this unit is to ask students to make a poster to plan three day's trip in Beijing. Students should be able to express weather, transportation, location and activities.

I think I planned this lesson pretty well also conducted this lesson well. I especially like the last activity that students design their travel plan and then present to the class. Because the 2nd period could not finish all her task, I had to adjust my plan to teach what she left. Since the transportation part was conducted quite well. Students seemed to absorb all new concept of transportation part. According to the new situation, I changed my plan a little bit. I reduced the reviewing time for the transportation part for the weather part.

I learned that everything could happen when we teach. Even though we cannot finish the context we planned, we should be very flexible to adjust the change.