

Teaching report

Instructor's name: Jie Min

Class taught in: 2N, Room 411, Kent Hall

Date of teaching: 03/12/14

Duration of teaching: 30 min.

I. What transpired in class

12 students attended the class, 2 were absent. I narrowed down the topic of “中国人的业余生活” to “遛鸟”. Their teacher spent 6 minutes on their former test.

I used 2 minutes simply introduced my co-teacher and me, also communicated with students about our expectations.

Goal: 1. Use Chinese to introduce and discuss the concept of “遛鸟” .

2. Use Chinese characters to complete a mind-map about “遛鸟”.

Step 1: Teacher-led brainstorm, example questions: 中国人的娱乐方式有哪些？什么娱乐方式，对你来说，不太熟悉，不太理解？遛鸟是什么？谁喜欢遛鸟？为什么要遛鸟？遛鸟的时候做什么？

Step 2: jigsaw pair work: Based on their predication about “遛鸟”, each pair was given a same fact about “遛鸟” in two different written texts. For example, fact A has A1 and A2. A1 may have a new word in the written text; A2, for the same part, instead of a new word, there was an elaborated text and vice versa. By asking questions sharing information and discussion, they could figure out the meaning. I walked around, providing assistance or pushing some students to ask questions.

Step 3: Group work: Fact A, B and C worked as a group, (there were 2 groups with 6 people in each.) To completely understand “遛鸟”, students introduced their part of knowledge to the whole group. I walked around, providing assistance or asking questions.

Step 4: watching video, discuss and design: Based on their former discussion and understanding about “遛鸟”, I played a video clip from BTV, one of their program about “北京人遛鸟”. (The jigsaw text was adapted from the subtitle of this program.) Then within a group, discussed again and design the mind-map together.

Step 5: Present their design: Both group finished their design, however due to time limitation, they did not present it.

II. Reflections

Design a task and teach with a task lesson plan are two different things.

Flexibility: Both the lesson plan and me should be flexible without sacrifice of the quality of outcome. There were unexpected situations happened, such as missing students, several students came in late and time lost. So I cut off another warm-up task, which results in raising the difficulty for students to understand the written text. Also students did not complete their presentations in class. I could not blame anyone rather myself.

Time: Actually, it is more than a time issue. My task design is complicated in terms of a less than 30 minutes teaching. I should have known students level better; I should have set some time aside for contingency in the first place. Besides, students need more time to carry out a solid task. They should have had time to present their outcome to reinforce the meaning of their learning.

Both students and I enjoyed doing the task. Students were all intrigued and actively engaged and they completed the design. However, I know that I did not optimize their learning conditions. The input was difficult, still, I cut off the priming stage; negotiation needs more time to promote a solid understanding; INFO are connected, since the former stages were not solid, so did their output.