

## Selected Self-Reflection

### Day One

In today's class, we revisited the concepts of the Five Cs from Dr. Tseng's introduction of the STANDARDS FOR FOREIGN LANGUAGE LEARNING. Through her explicit and systematic delivery and her carefully designed, student-centered learning activities (role-playing and jigsaw cooperative activities), Dr. Tseng guided us through the relearning and clarification of each national standard, and assessed our learning outcome through the class activities and exercises.

I now have a better understanding of the structure and precise definitions of the Oral Proficiency Interview, as well as its functions in relation to improving student learning outcome. A clear understanding of OPI will be helpful in my future student evaluations, and will help me to understand where I need to improve my teaching to facilitate student learning.

I also gained a new understanding of the Lingua Folio can-do statement. As an assessment method, the Lingua Folio statement gives students the opportunity to evaluate themselves in the three areas of communicative mode (interpretive, interpersonal, and presentational) through listening, reading, person-to-person communication, and spoken and written production. Lingua Folio also provides an effective way to encourage students by giving them a sense of control of their own learning outcome. It sets a positive tone for their learning processes (a "can-do" attitude).

In the coming weeks, I wish to learn how to design lesson plans that use only Chinese. This will be a new adventure for me. I also need to familiarize myself with the national standards and the three communication modes so I can use them to guide my lesson plans. I am excited to be in this positive learning environment, and I look forward to more learning and practicing opportunities.

### Day Two

Summary and my understanding of "Epilogue: Implications for Teaching"

"Epilogue: Implications for Teaching" is the concluding section of the book "From Input to Output: A teacher's guide to Second Language Acquisition" by Van Patten, published in 2002.

In this section, the author provides a summary of the five key implications in second-language acquisition, with emphasis on the critical role that input plays in language learning. The author defines input as what "the learner hears or reads that has communicative intent or is meaning-based. The student's job is to find the meaning in