

UHM CHINESE FLAGSHIP SNAPSHOT BULLETIN



THE LANGUAGE FLAGSHIP
Creating Global Professionals



SUMMER 2023 ISSUE 02 (10) | AUGUST 2023

PROGRAM STRUCTURE

UHM in Taiwan Study Abroad Program began offering its summer intensive program for the Chinese Language Flagship Program students in 2022 through collaboration with the host institution, National Tsing Hua University. The program offers a unique learning experience that allows Flagship students to take full advantage of the various cultural and historical sites to achieve the language proficiency goals of The Language Flagship. The 2023 program was held in two locations; the first 3 weeks (June 16 - June 30) was based in Taipei, and the remaining 5 weeks (July 1 - August 4) in Hsinchu. A total of 21 students, 11 from UHM and 10 from other institutions nationwide,

joined this year's program. The curriculum is constructed specifically for Flagship students, with the Lead and Assistant instructors being carefully selected from NTHU and other institutions in Taiwan. The program enables students to earn 8 UHM credits and provides experiential learning through Project-Based Language Learning (PBL) Project. Through the project, students are able to complete self-initiated projects investigating Taiwan's history, culture, politics, and technological development. In addition to academic studies, students also have opportunities to participate in weekly cultural experiences and explorations, as well as an overnight trip to Sun Moon Lake and a visit to the Thao tribe.

COURSES OFFERED

	2nd Year	3rd Year	4th Year	5th Year
Course(s)	CHN 204 <i>Intermediate Chinese</i> (Intermediate Mid to High)	CHN 303 <i>Intermediate Chinese</i> (Intermediate High to emerging Advanced Low) CHN 399 <i>Directed Reading</i>	CHN 404 <i>Advanced Chinese</i> (Advanced Mid to High) CHN 499 <i>Directed Reading</i>	CHN 405 <i>Chinese for business and Professionals</i> (Advanced High to emerging Superior) CHN 499 <i>Directed Reading</i>
Total Credits	8	8	8	8
Lead Lecturer	Yu-An Lee	Leeming Chen	Hsin-Chen Chang	Min-Qi Chen
Teaching Assistant(s)	You-Syuan Lin	Chiang Chia-Yu Yiping Hu	Wen Ting Wang Wen Hsin Chen	Ke-Ru Lai

DAILY SCHEDULE

Morning: In the morning, the cohort receives content-based instructions in their individual core courses, 204, 303, 404, and 405. From 8:30 A.M. to 11:35 A.M., two 80-minute sessions of core courses are conducted by the four lead instructors. From 11:50 A.M. to 12:40 P.M., based on their class standing, the cohort is broken into smaller classes with no more than 3 students and is led by the 6 instructors.

Afternoon: In the afternoon, two supplementary classes are implemented to comprehensively engage the cohort with different aspects of Chinese language. From 1:40 P.M. to 2:30 P.M., after the lunch break, the cohort is required to attend the drilling sessions for reading and listening in preparation for the Pre-Capstone proficiency test. On Monday, Wednesday, and Friday, the scheduled sessions are reading drills, and on Tuesday and Thursday, listening drills. From 2:40 P.M. to 4:40 P.M., each student in the cohort receives 30-minute one-on-one instruction to answer their questions raised during that day's teaching.

Weekend: On the weekend, the instructional team also organizes a series of theme-based excursions to enrich the cohort's stay in Taiwan. Most of the excursions are held on Saturday and at locations near Hsinchu. In addition, to fully experience the language and culture landscape of Taiwan, some of the excursions are also designed to be a 2-day trip to travel to places outside of Hsinchu and to deepen students' knowledge of this island.

TEACHER TRAINING



Interim Associate Director of UHM CLFC, Professor Haidan Wang, formally welcoming the students and summer faculty to the start of UHM in Taiwan at the program's opening ceremony

The Interim Associate Director of the Chinese Language Flagship Center (CLFC) at the University of Hawaii at Manoa, Professor Haidan Wang, was responsible for Lecturer and Teaching Assistant training for the 2023 UHM Chinese Flagship Summer Study Abroad at NTHU. Professor Wang conducted a two-week-long training session via Zoom before the start of the program. The training covered various topics, including the goals and objectives of the Flagship summer intensive program, program design, structure, curriculum at each level, teaching material development, and practical pedagogies. Under Professor Wang's guidance, the lead instructors collaboratively worked on the syllabus, daily schedule, and instructional activity design. They also familiarized themselves with Laulima, the UHM

course management system.

Throughout the initial two weeks of the program, Professor Wang provided onsite, in-person teacher training at the Chientan Youth Activity Center. She conducted two rounds of teaching observations for each of the ten Lead Lecturers and Teaching Assistants, offering individualized feedback. These observations and feedback sessions allowed Lecturers and Teaching Assistants to adapt swiftly to the intensive teaching environment, align instruction with the Flagship standards, modify teaching methods based on student characteristics and needs, enhance teaching effectiveness, and improve class preparation.



Lead Lecturers Yu-An Lee of CHN 204 (top left), Leeming Chen of CHN 303 (top right), Hsin-Chen Chang of CHN 404 (bottom left), and Min-Qi Chen of CHN 405 (bottom right) conducting their individual classes as part of the study abroad program

CORE COURSES

CHN 204

Lead Lecturer: Yu-An Lee

I, Yu-An Lee, am currently enrolled in the National Tsing Hua University's International Intercollegiate Master Program for Huayu Education, and am one of the Chinese Lead Lecturers at the NTHU Chinese Language Center. During the past two years from November 2021 to January 2023, I was based in Hawaii at UHM as a visiting student.



Learners at a lower proficiency level need a lot of sample sentences as input to increase their linguistic awareness as well as consolidating the acquired grammatical pattern. Writing more Chinese characters can both lengthen learners' retention of character-writing memory and facilitate textual processing. All questions are helpful and

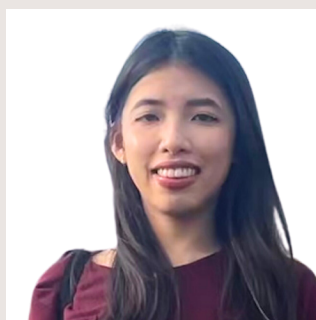
have benefits to learners who need to practice processing the text into sentences. When studying, the text, new words, and grammar will be learned in segments. It will be easier to put everything together as you learn. Prepare vocabulary practice sheets and preview assignments. Through both ways of teaching, students will be smooth and fluent when the language is used. The teaching methods are diverse, and the teaching not only cares about the students' learning status but also cares about the students' psychological pressure. I want students to learn as much Chinese as possible with the least amount of stress."

The curriculum of CHN 204 is designed in accordance with Integrated Chinese (IC) 3&4 and provides students with various opportunities to be exposed to the target language. Specifically, it emphasizes a thematic-based approach to vocabulary and grammar instruction. In each unit, the students are required to integrate the target vocabulary and grammar in all practices excerpted from the textbook. Once the students have a better grasp of the linguistic usage, the drilling content can be expanded to daily topics students are familiar with. In summary, the IPA-oriented curriculum of CHN 204 fosters all four skills of the students and bridges them to the intermediate level.



Lead Lecturer Yu-An Lee listening attentively while a student asks a question

Teaching Assistant: You-Syuan Lin



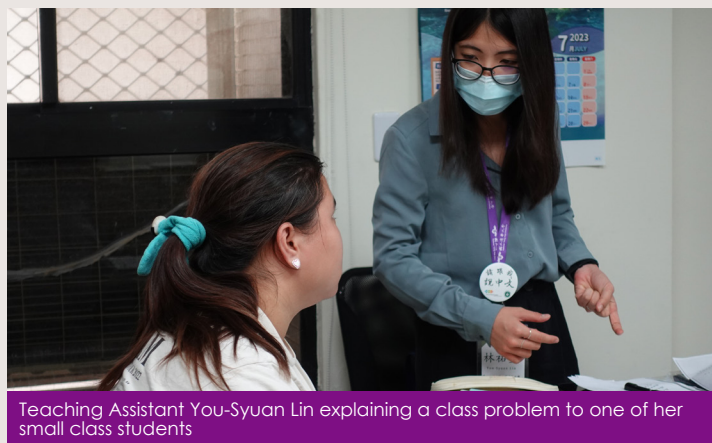
I teach Class 204, where students are at the foundational stage of language learning. Therefore, in our small classes, I place great emphasis on reviewing their workbooks, using them to identify areas of improvement in their learning. I have them practice example sentences from the textbook repeatedly to reinforce grammar. Additionally, I incorporate fun games to help

them review vocabulary.

During communicate practice sessions, I bring in authentic materials such as articles, news videos, and advertisements related to the textbook content. My goal is for students to not only learn from the textbook but also engage with real language materials and apply the vocabulary they learn from the lessons. In one-on-one sessions, I address their homework questions and engage in thematic conversations with them.

My teaching philosophy is based on understanding my

students well, knowing their learning motivations, and identifying their reasons for learning Chinese. I believe that when students know why they're learning, they learn better. When preparing for classes, I plan the teaching content first, then discuss and make modifications with the course's Lead Lecturer. I also discuss with my fellow Teaching Assistants



Teaching Assistant You-Syuan Lin explaining a class problem to one of her small class students

I'm an enthusiastic Teaching Assistant who finds a lot of joy in teaching and interacting with others. Seeing my students' growth and improvement is my biggest happiness. Teaching fulfills my passion and drives my personal development. I feel that when I teach, I can see different sides of myself. I'm an introverted person by nature, but when I'm in class, I can transform into a performer, showcase my humor, and entertain both myself and others. I will continue to improve my teaching skills. I'm sure in this journey of learning and teaching, we all will become better versions of ourselves.

and learn from them. During instruction, I place significant emphasis on the basics and patiently make my students practice repeatedly.

It has been a pleasant journey, and I've learned a lot from

the professors guiding us and all fellow Teaching Assistants. Yu-An Lee, the course's Lead Lecturer I've been working with, is so nice. She always encourages me and gives me many valuable and practical pieces of advice. The students are very cute, and I am influenced by their positive energy.

CHN 303

Lead Lecturer: Leeming Chen



I am Ms. Leeming Chen, the Lead Lecturer of CHN 303. I have been teaching Chinese for about five years, instructing classes of different levels, ranging from beginners to advanced. Earlier in my career, I taught primarily mixed-nationality classes, but for the past three years I've been teaching specialized classes for students from the United States. I also participated in the Fulbright Foreign Language Teaching Assistant (FLTA) program and taught elementary and intermediate Chinese in the United States for one academic year. I have taught various programs, such as regular classes at the Chinese Language Center at Tamkang University in Taipei, Taiwan individual classes, as well as summer and academic year-long classes for the U.S. National Security Language Initiative for Youth (NSLI-Y) program. This collaboration marks my second time participating in the Leading Project with National Tsing Hua University.

This class is an intermediate level class, and students are required to have studied Chinese for about two years before taking this course. The class uses the textbook "Inside and Outside the Story" in its entirety, as well as three lessons from the extensive reading textbook. I am responsible for the large class in the morning, from 8:30 am to 11:35 am.

In my past teaching experiences and personal learning experiences, task-based teaching has been one of the most effective methods. However, due to time constraints and responsibilities, the large class mainly focuses on teaching the core curriculum, but I will still occasionally incorporate tasks and encourage students to participate in discussions.

Since most students have not experienced immersive learning before, to improve efficiency, I create daily presentations with visuals and text (vocabulary, grammar, example sentences), and provide Chinese annotations. This approach allows visual learners, as Professor Song Jiang constantly reminds, greater clarity and direction. The example sentences are designed to be closely related to students' daily lives or current events to increase their interest. In the presentations, English explanations are only provided when necessary to enhance students' understanding of vocabulary or grammar. Specifically, for collocations or idiomatic phrases, I emphasize commonly used expressions are to help students internalize correct combinations and patterns and reduce the occurrence of grammatically incorrect sentences.

In the classroom, I use the students' existing vocabulary to explain new concepts or answer their questions, without relying on the students' native language, English. Group

Teaching Assistant: Chia-Yu Chiang

The courses I teach include Small Classes, Communicate Sessions, and 1-1 Tutoring. After the students finish their three-hour Big Class in the morning, they proceed to my Small Class for a 50-minute session. During this time, I have them review the content covered in the Big Class, especially focusing on new vocabulary and grammar. Additionally, to prevent students from feeling fatigued due to continuous learning, I give them interesting word and grammar games in the classroom, creating a more relaxed learning



Lead Lecturer Leeming Chen going over carefully designed class material with her assigned big class

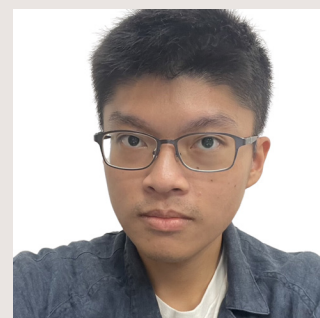
discussions are frequently employed to encourage interaction among students and to enhance their reading and speaking skills.

In the classroom, I continuously adjust my teaching approach based on the students' conditions/performance, aiming to understand their needs from multiple perspectives and further improve my teaching knowledge and abilities. After class, I engage in discussions and exchanges with other Lecturers, sharing experiences and learning from areas where I may be lacking. I am grateful to National Tsing Hua University and the University of Hawaii for providing this opportunity. Over the eight weeks, I gained fruitful experiences in various aspects. I hope to carry the knowledge and skills acquired here to confidently face challenges in the future.



Teaching Assistant Chia-Yu Chiang overseeing his students' progress as they discuss the classwork

I am Chia-Yu Chiang, a Teaching Assistant for Class 303. Currently, I am also the student of International Intercollegiate Program: MA Teaching Chinese as a Second/Foreign Language & Ph.D. Division of Humanities in National Tsing Hua University. Though I do not have extensive teaching experience, I am full of enthusiasm for teaching. My personal interests include railway travel and photography.



environment. As for Communicate Sessions in the afternoon, I alternate between reading and listening comprehension classes every day, allowing students to practice both skills. I select extracurricular articles or news related to the topics covered in the Big Class for students to listen to and read, providing them exposure to authentic language materials beyond the textbook.

I focus on helping them grasp the main idea of the text first. Once they have a basic understanding of the content, I provide more challenges. Following this teaching approach, students show significant improvements in their Chinese language proficiency within a few weeks.

My teaching philosophy is to enable students to see their progress little by little. I never get upset over students' varying learning abilities. As long as they make progress each day and become better versions of themselves compared to yesterday, I feel greatly satisfied. This teaching philosophy also reflects in my daily lesson preparation. I consider the individual learning situations of each student and adjust the questions accordingly. For students with higher proficiency, I offer more challenges, while for those with lower proficiency,

After closely interacting with the students for nearly two months, I have realized that not only have they progressed, but I have also learned a lot. Throughout this project, I have received feedback from the students and my fellow Teaching Assistants. Although my teaching presentation is not yet perfect, I can see myself progressing as a professional Chinese language lecturer every day. Therefore, I am deeply grateful for this opportunity.

Teaching Assistant: Yiping Hu

I am Yiping Hu, a Teaching Assistant of Class 303. I graduated from Chinese Language and Literature department at University of Taipei, and worked as a Chinese language counselor during my university years. Currently, I am pursuing an IMS program of Teaching Chinese as Second or Foreign Language at National Tsing Hua University while also studying a bilingual elementary education program. I love films, literature, and music, which I incorporate into my teaching whenever appropriate.



Our classes are divided into small-group lessons in the morning, practice sessions, and one-on-one sessions in the afternoon. The small-group lessons serve as a review of the content covered in the plenary session, using various activities to help students become familiar with the vocabulary, grammar, and dialogue from the main lessons. As for the practice sessions, they are further divided into reading and listening classes. For each lesson, we find supplementary materials related to the theme. Through guidance on reading and listening strategies, we aim to strengthen students' exam skills. The practice materials for this class include "Contemporary Chinese Curriculum," "Practical Audio-Visual Chinese," "Reading Taiwan-Learning Chinese," YouTube videos, Chinese songs, rewritten online articles, and news reports. The wide range of materials is designed to enhance students' listening comprehension and reading speed.

My teaching philosophy is based on Krashen's $i+1$ language input hypothesis and affective filter hypothesis. The former helps me ensure that the course difficulty is appropriate, while the latter allows me to maintain a humanistic perspective and consider students' emotions. I also aim to design fun activities that spark students' interest and motivation for learning.

My lesson preparation is aligned with the teaching objectives set by the Lead Lecturer of the big class. During the morning review sessions, I try to engage students in enjoyable games and sometimes cover topics that were not completed in the larger class. In the afternoon practice sessions, we work on two passages each day, training their extensive reading and listening abilities. Each passage includes at least five questions, design as the format of exam questions. We start by introducing the topic and new vocabulary, followed by answering the questions. At the end of each passage, I ask students to summarize the main idea and content.

The camp's rich and compact schedule was not only an intensive experience for the students but also a rigorous training for the Teaching Assistants. I am grateful for the help from my colleagues and the guidance from the senior Lecturers. In a short period, I learned some lesson preparation methods and presentation skills, which I can apply in my future teaching endeavors. Additionally, I have developed a stronger tolerance for setbacks and improved my psychological resilience. All these experiences are crucial for my personal growth as a Teaching Assistant, so I'm grateful for that.



Small class students take turns inquiring about the class materials with Teaching Assistant, Yiping Hu

CHN 404

Lead Lecturer: Hsin-Chen Chang



I am Hsin-Chen Chang, an experienced Lecturer responsible for CHN 404, an Accelerated Fourth Level Mandarin class. Over the course of my career, I have taught various educational programs in different countries, including seasonal courses at Yuanpei University of Medical Technology in Taiwan, Mandarin classes at Michigan Chinese School and Gao Bo Chinese School in the United States, and business Mandarin at Panyapiwat Institute of Management in Thailand. My academic journey includes completing an undergraduate degree and pursuing further studies at the Institute of Sinophone Studies at National Tsing Hua University, where I focused on Chinese literature. This combination of professional training in Mandarin instruction and self-directed studies in literature enables me to provide students with a diverse and expert learning experience. As a Lecturer, my aim is to offer students a multifaceted and specialized approach to language instruction, incorporating both linguistic expertise and literary insights to enrich their learning journey.

CHN 404 is an intensive-advanced language course that aims to bridge intermediate or advanced-low students to the level of Advanced Mid/High within eight weeks of language immersion. As an advanced language course, students will be required to use only Mandarin during contact hours.

In order to achieve an advanced level of proficiency, our curriculum is thoughtfully designed to ensure effective language acquisition and application. The course begins with authentic video materials to enhance students' listening skills, covering various themes to provide a foundation of prior knowledge and understanding. Subsequently, new vocabulary and grammar are introduced, predominantly explained in Chinese, enabling students to relate the new content to their previous learning, reinforcing similar semantic usage and diverse grammar patterns. Emphasis is also placed on transitioning between written and spoken language, facilitating seamless language exchange.

This teaching approach facilitates swift comprehension and absorption of new vocabulary and grammar, supplemented with synonymous or antonymous words, common phrases, and contextual application in everyday life. Scaffolded learning methods and multiple real-world examples are provided during instruction to enable students to apply their knowledge effectively.

The course texts are adapted from authentic materials, encompassing diverse fields such as economics, society, technology, culture. They are deconstructed into various questions and reflective prompts, with attention to overall

text structure, thereby training students to not only identify keywords and enhance their reading comprehension but also grasp the cohesive structure of lengthy articles.

Following the Lead Lecturer's explanation of each lesson, students are required to prepare oral reports on related topics, cultivating their speaking abilities for both formal and informal settings. The preparatory work for these oral reports also enhances students' writing skills, as they incorporate newly learned vocabulary and grammar into their presentation content. Thus, our comprehensive approach ensures students' progress in listening, speaking, reading, and writing, while fostering Chinese thinking patterns and critical thinking skills through various course activities.

During this period, both the students and I have experienced significant growth through our teaching and learning journey together.



Lead Lecturer, Hsin-Chen Chang, guiding her big class through the advanced-level reading materials as they listen with intent

Teaching Assistant: Wen Hsin Chen

I am Wen Hsin Chen, a Teaching Assistant for Class 404. I am curious about the world and love exploring new things. Teaching Mandarin is a subject that allows people to explore freely, involving both cultural and academic aspects. Interacting with students is not only about imparting knowledge but also about cultural exchange. All preparation and practice help me to enhance my abilities and communication skills. Also, I am interested in exploring unknown words, sentences, and meanings in Mandarin. Reading different types of books, listening to music, and making new friends are my favorite leisure activities after working hours. These activities can not only give a big hand in my teaching but also rich my life.

My main responsibilities include handling the small class curriculum, reading, and listening exercises. The focus is to familiarize students with the vocabulary and grammar taught in the larger classes. The reading and listening exercises are designed to impart test-taking skills, training students to identify keywords and connections in questions and passages to choose the correct answers.

For the small class curriculum, I design vocabulary and grammar exercises as games to engage students and involve them in the lessons. I use pictures and keywords to guide students in forming sentences. In the reading and listening exercises, I begin by discussing the background of the topic with the students, then provide strategies for tackling the content.



This allows them to apply what they've learned in real scenarios, and finally, we discuss the topics together.

Participating in the Chinese Language Summer Leadership Camp at the University of Hawaii was an eye-opening experience. I gained a better understanding of intensive course scheduling and the purpose behind implementing such an approach and its requirements for students. This was completely different from the teaching methods I learned at the Mandarin Center in Taiwan. After comprehending the overall direction of the camp's design, I had a profound realization that mastering Chinese in a short period is indeed achievable. With dedication and following the lead of the intensive class instructors, students make remarkable progress within just a few weeks, which truly amazed me!



Teaching Assistant Wen Hsin Chen going over to one of her small class students to help them on their assignment

Teaching Assistant: Wen Ting Wang

My name is Wen Ting Wang. I am studying in National Tsing Hua University. Currently, I am teaching at the Mandarin Center of Yuanpei University of Medical Technology. I have organized language learning camps for various countries and have taught and practiced at international schools in Thailand. My research focuses on heritage language teaching. I like to discuss and exchange different cultures with people from different countries. My hobby is traveling to different places.



Small class student, Charyse Padgett, discusses her classwork with Teaching Assistant, Wen Ting Wang

I teach 404 classes with an emphasis on group lessons and practice sessions. Group lessons include review of previous content, while practice sessions train listening and reading skills. My teaching philosophy encourages practical application and understanding of what is learned. So I incorporate hypothetical scenarios and have students role-play and apply the learned vocabulary and grammar in discussions or stories.

In group lessons, the challenge is to design a review session from vocabulary recognition to practical application. Fortunately, there is ample time for effective review, which is rarely seen in regular camp-style courses. Interacting with different Lecturers during the course design process has greatly enriched my teaching skills.

CHN 405

Lead Lecturer: Min-Qi Chen



I am a Lead Lecturer of CHN 405, and currently a Ph.D. student in the International Intercollegiate Ph.D. Program at National Tsing Hua University. Additionally, I have over a decade of experience teaching Chinese as a Second/Foreign language. My teaching background includes serving as a language lecturer at the Chinese Language Center in Taiwan and working as a Chinese language lecturer at universities in Poland from 2014 to 2020.

CHN 405, Chinese for Business and Professionals, is centered around enhancing language proficiency for professional settings and is designed to cultivate

students' proficiency in all four language domains: speaking, listening, reading, and writing. Through this course, students will achieve a skill level equivalent to Advanced Mid/High or even Superior on the ACTFL/ETS proficiency scale. With a strategic focus on preparing students for various assessments ahead of their capstone year, particular emphasis will be placed on developing Advanced Level reading, listening, and speaking abilities.

Drawing upon students' cognition and existing knowledge, providing them with authentic materials and contextual support while utilizing guiding questions to facilitate the production of accurate sentences is helpful. Context stands out as a paramount element, playing a pivotal role in forging connections between English and Chinese to elevate students' language proficiency. To elevate reading comprehension, employing instructional techniques that encompass showcasing reading strategies is useful. These strategies encompass tasks like identifying discourse markers and conducting a comparative analysis of essay structures between English and Chinese. These techniques empower students to unearth the author's perspective and stance.

With the aim of refining listening comprehension, integrating pre-listening exercises that involve the introduction of keywords and essential background information can assist in students capturing the main idea of authentic listening

material. This preparatory phase significantly reinforces students' capacity to engage with genuine listening materials, concurrently enhancing their phonological awareness.



Lead Lecturer, Min-Qi Chen, explaining the class material in order to address one of her big class student's questions

During these five weeks, witnessing the students' remarkable transformations has been extremely inspiring. Their learning attitudes have remained consistently positive throughout the course. Their language abilities have grown as a result of their hard work, and their reading and listening comprehension have improved. Aside from that, cultural activities have exposed students to various perspectives on Taiwanese culture, enabling them to immerse themselves in society and culture, thereby aiding their language development and fostering a deep appreciation for the characteristic of daily life here.

In the next three weeks, there will be an emphasis on enhancing students' oral presentation competence, while also maintaining a focus on improving their reading and listening comprehension skills.

Teaching Assistant: Ke-Ru Lai



I am currently in the third year of my master's program in Chinese Literature at National Tsing Hua University. During my college years, I studied Spanish, but I wanted to combine my expertise with other fields, which led me to explore Chinese language teaching. I had the opportunity to participate in a short-term Chinese language teaching internship in Spain. It was during this time that I gained a preliminary understanding of Chinese language teaching methods. From then on, I started engaging in various courses and activities related to Chinese language instruction organized by different schools. After enrolling in graduate school, I not only focused on theoretical learning but also began practical teaching and internships.

In this particular project, I serve as a Teaching Assistant for CHN 405. My main responsibilities include leading small group classes, conducting listening and reading practice sessions, and providing one-on-one practice to students. The aim is to help students reinforce the knowledge they acquired in the larger class sessions and practice their language output.

to practice both the content and their reading or listening skills.

My teaching philosophy is student-centered, taking into account individual differences in student proficiency. As each student has their own learning strategies and preferences, the time and methods required for practice and language output, whether in speaking or writing, may vary. I hope to cater to their specific needs and offer them personalized assistance as a Teaching Assistant.

Through this experience, I have gained valuable insights. Due to the pandemic, this was my first time leading physical classes and creating teaching materials and assessments on my own. After training and actual teaching, I now have a better understanding of how to design assessments and strategically help students improve their reading and listening abilities.

Preparation and classroom instruction are based on the progress of the big class on a given day. For example, I focus on teaching new vocabulary, grammar, or conducting comprehensive reviews in the small group sessions. I provide various contextual situations for students to use designated vocabulary or grammar by constructing sentences or filling in the blanks. Additionally, I incorporate game-like activities such as using online quiz websites like Quizizz, or asking students to explain the meaning of a vocabulary word and have their peers guess it. During the practice sessions, I try to find articles and audio recordings that closely relate to the main topics and vocabulary of the lesson, allowing students



Teaching Assistant Ke-Ru Lai pointing out vital class material as she helps her student, Kimberly Batson, review the lesson



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