Developing Standards-Based and Culture/Content-Rich Curricular Themes for Chinese Learners--1

Shuhuan Wang, PhD
December 4, 2011
9:00 - 9:15 AM

Self introduction
9:15 - 9:30 AM

What You’ve Told Me: Analysis of Teachers’ Pre-surveys
What are your strengths in teaching?  I ...

- am patient & flexible
- am good at asking questions and guide learning
- get students involved; let students speak
- make students think
- use games, activities
- use multiple modes to teach
- work hard, take risks, spend hours to prepare
- use authentic material/multimedia
- adjust to students’ different learning styles
- collaborate with others
Desired areas for improvement:
I’d like to learn more about:

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management</td>
<td></td>
</tr>
<tr>
<td>Speaking more Chinese</td>
<td></td>
</tr>
<tr>
<td>Planning of curriculum and lessons</td>
<td></td>
</tr>
<tr>
<td>Using and organizing activities, games, and instructional strategies</td>
<td></td>
</tr>
<tr>
<td>Conducting differentiated instruction</td>
<td></td>
</tr>
<tr>
<td>Reducing the gap between students’ levels and my expectations</td>
<td></td>
</tr>
<tr>
<td>Stimulating and motivating students</td>
<td></td>
</tr>
<tr>
<td>Helping students retain what I’ve taught them</td>
<td></td>
</tr>
</tbody>
</table>
Goals for the Workshop: Learn how to...

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design curriculum and see sample curricula, lesson plans, and daily schedule</td>
<td>Use effective strategies &amp; activities for elementary students</td>
</tr>
<tr>
<td>Manage one’s class</td>
<td>Use effective teaching methods</td>
</tr>
<tr>
<td>Develop students’ foundation in Pinyin, radicals, stroke order, hanzi, and grammar</td>
<td>Develop students’ four skills (in three modes)</td>
</tr>
<tr>
<td>Teach heritage and advanced students, esp. writing skills</td>
<td></td>
</tr>
</tbody>
</table>
Findings of the Survey Results

- Teachers are dedicated and talented

- Many of you know a lot, but need to have a strong framework that helps you connect what you know together so that you’re able to move one level higher; i.e., to be more effective in the classroom
Today’s Topics: We will

- discuss how language is learned and should be taught
- think about a framework that ties curriculum, instruction, and assessment together
- learn principles of curricular design
- talk about ten instructional strategies in a Chinese classroom
- Develop and discuss Standards-based and culture/content-rich curricular themes together
At the end of today’s workshop, “I can... “

• tell others how language is learned and should be taught

• explain a framework that ties curriculum, instruction, and assessment together

• Explain the five principles of curricular design

• share with others ten instructional strategies in a Chinese classroom

• work through five steps to develop Standards-based and culture/content-rich curricular themes
9:30 - 10:30 AM

A conceptual framework:

Principles of good foreign language learning and teaching
Before we begin, keep in mind how language is learned and how it should be taught
How Language is Learned

Learners

Desired Outcome

Assessment

Input

Output

Intake
How Language Should be Taught

Help learners set learning objectives

Introduce new material (based on prior knowledge)

Conduct summative assessment

Check learning Conduct formative assessment, reviews, & re-teach

Create meaningful & purposeful context & activities for practice

Student Performance
A Framework Connecting Curriculum, Instruction, & Assessment Together

Curriculum, instruction and assessment are connected:

- Performance-based
- Content-related
- Thematically-designed
- Standard-based
Standard-based

Standards for Foreign Language Learning in the 21st Century and the ACTFL Performance Guidelines for K-12 Learners

5C’s – Communication, Cultures, Connections, Comparisons, Communities
### Thematically Designed

- Provide meaningful contexts for learners

<table>
<thead>
<tr>
<th>Theme</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Everyone Is a Global Citizen</td>
</tr>
<tr>
<td>B</td>
<td>Everyone Is Responsible for the Planet</td>
</tr>
<tr>
<td>C</td>
<td>Everyone Has a Cultural Heritage</td>
</tr>
</tbody>
</table>
Content Related to Other Subject Matter: What is your unit of inquiry?

Linking language instruction to
- social studies,
- science,
- language arts,
- mathematics,
- visual and performing arts,
- IB curriculum/inquiry,
- etc.
Performance-based

Stages in the Backward Design Process:

- Performance Assessments
- “I can” statements

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

- Enduring Understandings
- Essential Questions

Teacher Guide!!!
Use *I Can* Statements

*Built-in Assessment via:*

- *I Can* statements based on 5Cs
- Tasks for students to demonstrate what they know and are able to do
- Why *I Can* statements are in English

*I can do these things in Chinese, can you?*

- ask someone what they can do
- boast about something I can do
- sing the song “一个拇指动一动” with the class
- recognize the *hanzi* “大”, know what it means and how to pronounce it
Culminating Performance Assessment Tasks

Assessment in Three Modes of Communication:

• Interpretive tasks
• Interpersonal tasks
• Presentational tasks
Global Perspective

Learners:

- Develop a worldview
- Explore China, the U.S., and many other countries
- Allow students the opportunities to engage in comparison: identifying and understanding similarities and differences
Inclusion & Diversity

Give face, voice, and images of diverse characters who represent a variety of cultures, backgrounds, abilities, and interests.

“Can I see myself in this?”
Engaging Story Format

- Each unit/lesson/activity is a story
- Contains a beginning, middle, and ending

第一课 这是什么？
孙悟空来看我
第九课 孙悟空, 再见
Backward Design

• Start with the end goal in mind: What do I want my students to know and do at the end of this lesson

• Connects content, language, and culture goals to a “big idea” or enduring understanding
Learner-Centered

• Involves students in real language use

• Enables students to research and discover answers for themselves

• Creates contexts for students to apply learning to real life
Ten Instructional Strategies for a Language Classroom
Ten Principles

1. **Use Chinese to provide comprehensible input.**
   用中文输入能理解的语言。

2. **Use Chinese for classroom management as well as for instruction.**
   课堂管理和教学都用中文。
Ten Principles

3. Provide extended listening experiences through use of storytelling, story reading, Total Physical Response (TPR) activities, explanations, descriptions, and demonstrations.

通过讲故事、读故事、TPR活动、解释、描述和演示等形式，给学生一个中文环境，训练学生的听力。在这些活动中所使用的语言应切合学生现有的理解程度，稍微高于(i+1)。
Ten Principles

4. Avoid translation, and do not encourage students to translate. Use visuals, gestures, physical activity, and clear context to clarify meaning. Check for understanding using the same tools, and by asking students to perform with the new language.

避免将英文翻译为中文，或将中文翻译为英文，也不鼓励学生翻译。通过视觉教具、手势、身体活动以及清楚的上下文语境让学生明白意思。使用同样的方式检查学生是否已理解，并要求学生用新学的语言将意思表演出来。
Ten Principles

5. Present vocabulary (and grammar) in functional chunks and in context, rather than as isolated words or lists.

将要学的词汇（或语法）通过一系列功能性强又有连贯的语言或有意义的情景来介绍如何使用，而不是单单地介绍一堆词汇（或语法）。
Ten Principles

6. Plan lessons to include a variety of activities, student groupings, and types of interaction that will appeal to differing learner interests and learning styles.

备课时要准备适合不同兴趣和学习方式的学生的各种活动、学生分组和互动方式在课堂教学中使用。
Ten Principles

7. Use songs, rhymes, chants, games, visuals, and physical actions to practice language and reinforce concepts.

使用歌曲、韵文、吟诵，游戏，视觉教具，和肢体活动来练习语言使用和加强概念。
Ten Principles

8. Choose authentic songs, games, stories, and rhymes over translations whenever possible.

如果有可能，选择原汁原味的，而不是翻译过来的歌曲、游戏、故事和韵文。
Ten Principles

9. Provide opportunities for learners to express personal meaning from the earliest stages of the program.

一开始就提供或制造机会让学生表达个人意愿或想法。
Ten Principles

10. Encourage growing independence and independent language use on the part of learners, moving them toward increased expression of individual ideas and opinions. Model for students before requiring them to do anything in Chinese.

鼓励学生培养独立使用语言的能力，一步一步培养他们表达个人思想和意见的能力。一定要先示范才能要他们演示。
Tips for Classroom Management

- Take the time to know your students and enlist them in their own success.
- Collaborate with your class to create guidelines for appropriate classroom behavior.
- Establish a routine for starting and ending class.
- Establish a signal for giving you the full attention.
- Give clear directions.
- Create a strategy for students to request help.
- Find creative ways to set the mood.
- Use technology strategically.
- Practice flexible grouping.
- Provide opportunities for collaboration.
- Plan a high-quality curriculum.

(Education Update, V. 53, No. 11, Nov 2011, ASCD. www.ascd.org)
Importance of Daily Routine

- Provide security and predictability for learners so that they can concentrate on learning the new language.

- Routines give learners experiences with culturally appropriate gestures and phrases.

- Routines help to transfer some of the responsibility for classroom management to students themselves.
Classroom Schedule/Routines:
每天上课一条龙，有头有身还有尾

1. **Beginning (5-8 minutes)**
   - Warm up—Greeting (routine)
   - Weather / Calendar / Small talk
   - Preview / review

2. **Middle-The Big Event (20-35 minutes)**
   - Main lesson / Oral language activities
   - Literacy activities
   - Tone / Pronunciation practice

3. **Closing (3-7 minutes)**
   - Wrap up—quick review
   - Thank you and farewell (routine) (exit tickets)
Questions?

Take a break: 10:30-10:45