2017 STARTALK Fall Conference

DESIGNING LEARNER-CENTERED CHECKS FOR LEARNING:

ENHANCING L2 LEARNING THROUGH DIGITAL STORYTELLING AND CONTEXTUALIZED TASKS

STARTALK Chinese Student Program @ Wofford College

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WORKSHOP OUTCOMES

- I can better understand the **language learning process** through discussion of Second Language Acquisition and memory models.
- I can learn and apply strategies to provide comprehensible input and making learning relevant and meaningful through **digital storytelling**.
- I can experience and design **contextualized tasks** to facilitate learners' performance and help internalize their learning.

WHY THIS WORKSHOP?

- STARTALK Principle: Facilitating a Learner-Centered Classroom
- In learner-centered teaching, the focus is on the student as a learner and how to improve their learning and success, rather than just providing more opportunities for learners to practice or transit information.

PROBLEM OF PRACTICE

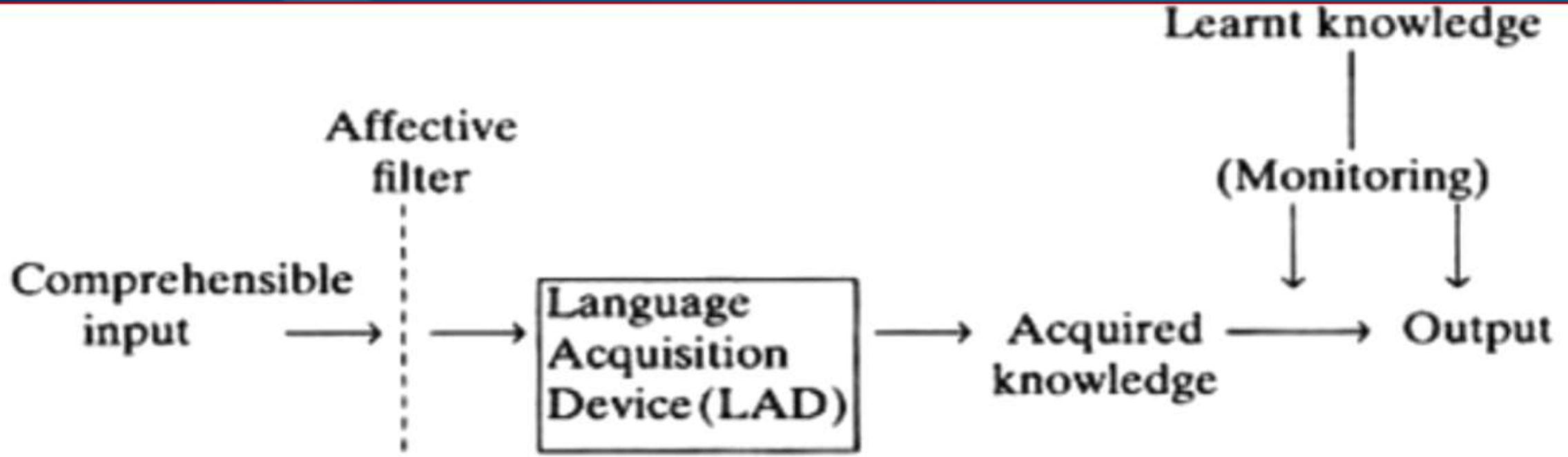
- Learning in STARTALK can be very different from our regular students' learning
  - No access v.s. a sequence of courses
  - 7.5 hours per day v.s. 1/day or 3/week, 50-minute each
  - Can't prepare beforehand v.s. well prepared
- Challenges
  - How can we motivate and engage learners fully to maximize their learning outcome
  - How can we help them retain what they have learned as much as possible

TOOL: the Language Learning Process

- Understand the learning process
- Facilitate the learning process
- Engage participants in various learning activities in different communication modes

➔get closer to our continuous improvement goal: Enable them to use the target language successfully

Learning Process

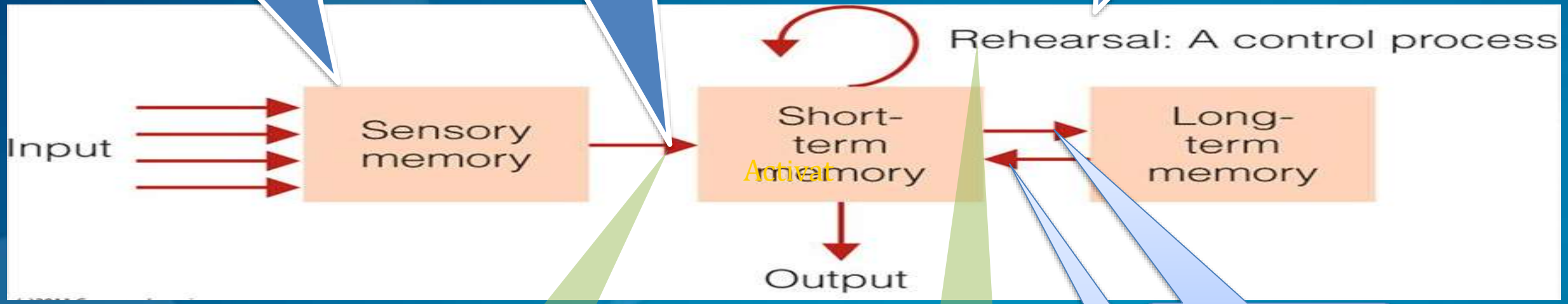


The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Touch store
Hearing store
Vision store

Attention
(1)Bottom-up
(2)Top-down

(1)Mediation
(2)Mnemonics



Unattended information is lost

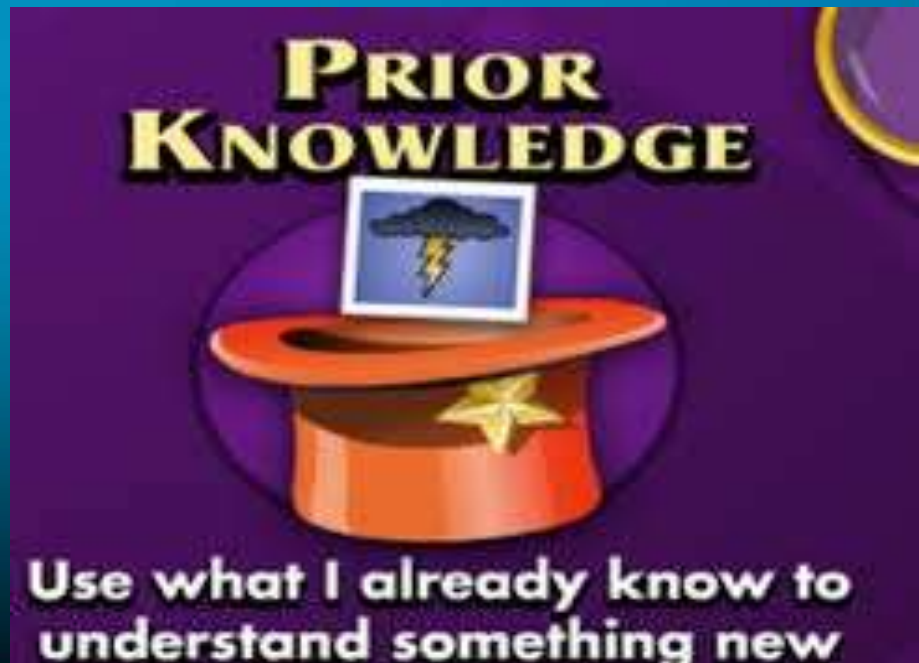
Unrehearsed information is lost

Encoding

Retrieval

Activate Learners' Prior Knowledge

- Understand input with the help of prior knowledge
- Learn and retain more if students can connect what they are learning to accurate and relevant prior knowledge
- New knowledge sticks better when it has prior knowledge to stick to.



SOLUTION: Facilitate the Learning Process

Learner-centered

- Activate learners' linguistic prior knowledge
- Connect learning to learners' everyday experience and knowledge of the world (extra-linguistic prior knowledge)
- Design learning tasks to engage learners to apply language in real-world situations in a spontaneous and non-rehearsed context

Activate Prior Linguistic Knowledge

- Compound words
  - Ice tea → bīngchá; hot tea → rèchá
  - Ice water →bīngshuǐ; hot water → rèshuǐ
- Word order: subject + verb + object
  - I like salad → wǒ xǐhuān sālā
- Transliterated words *(transliteration)*
  - Daily items (salad → sālā), book titles (Harry Porter → Hālìbōtè), country names (Poland →Bōlán), People's names (Taylor Swift → Tàilè Sīwēifūtè)

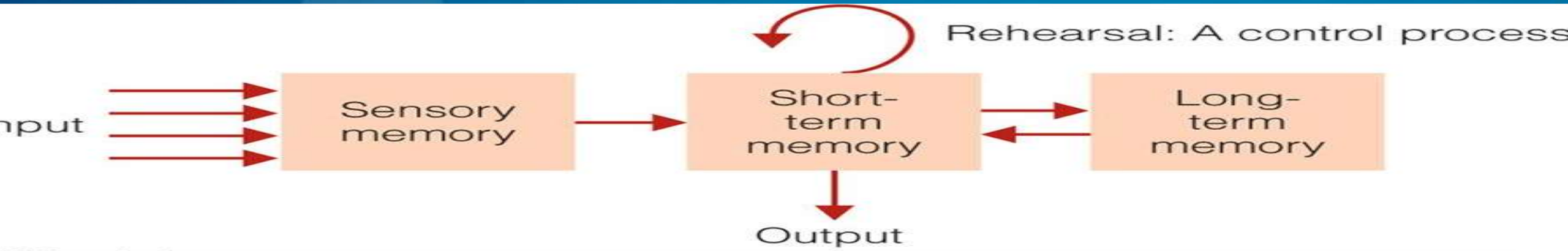
Provide input that can reinforce sensory and attention

Use digital stories that are familiar and relevant to learners

-Comprehensible➔ reduce the learning complexity

-Meaningful, interesting, relevant ➔ pay attention, reduce learning anxiety

-Digital➔strong, intense stimulus which can increase the rate of nerve firing



Design tasks that can reinforce encoding and help retrieval

-A variety of activities (repeated yet spiraled)➔internalize learning & reach automaticity

-Unrehearsed➔ grant ownership of learning

-Meaningful, purposeful, motivational➔ engage learners & reduce anxiety

-Contextualized➔ knowing how, when, why, to say what to whom (Remember the future)

STEPS FOR APPLICATION: Learners and Facilitate their Learning Process

- Step 1: Identify learners
- Step 2: Identify their interest and prior knowledge to use
- Step 3: Reflect on the learning process and identify the areas to work on to facilitate the learning process

POTENTIAL PROBLEMS

- Tip 1: Carefully think about your program goal
- Tip 2: Be sure to think about the teaching context

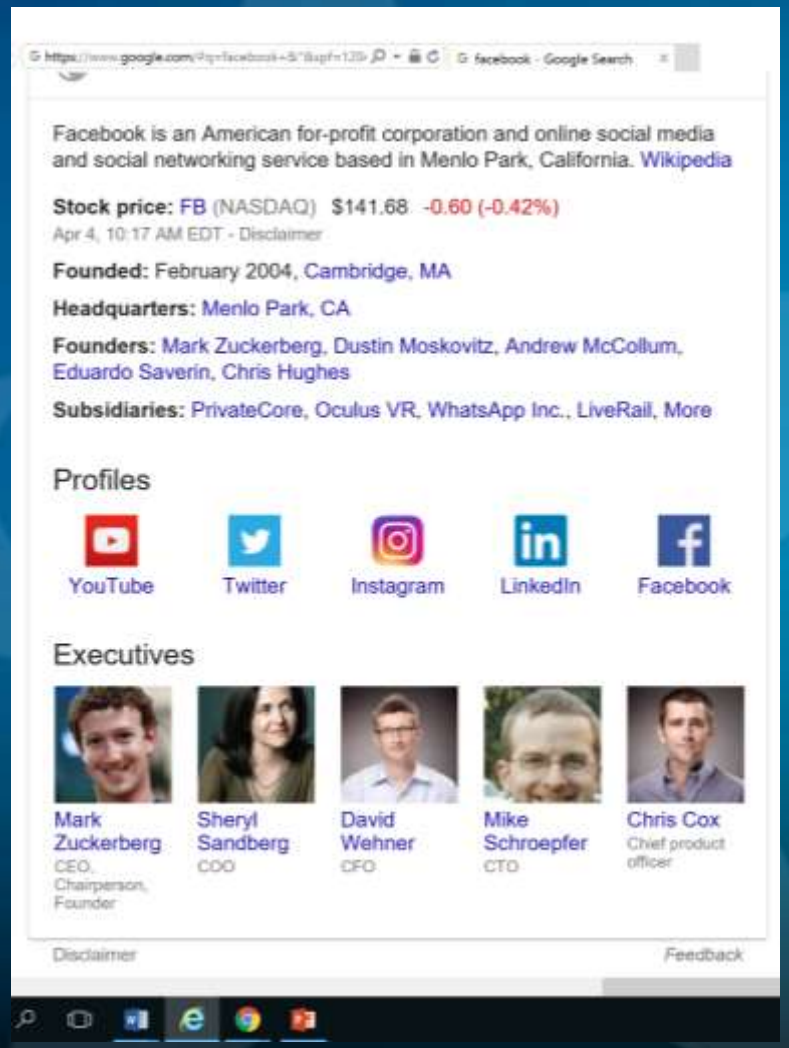
ACTIVE PARTICIPATION

- Who are your learners?
- What are they interested in?
- What prior knowledge can you use?
- What in the target culture are relevant and interesting to them? Are there any counterparts in the learners' culture?

ADAPTING SOLUTIONS

- Describe your learners' learning process.
- What you can do to facilitate their learning process from input to output?

STEPS FOR APPLICATION: Comprehensible Input and Contextualized Learning



Digital Storytelling

Our Community, Our Heroes!

The right model to motivate students to learn Chinese.

Meaningful, contextualized with visual aids

Age-appropriate & relevant with students' interest.

Authentic Materials

From Input to Output

100%
Comprehensible
Input

100%
Students' Output

Scaffold

I do → We do → You do → Reflection

- Comprehensible Input
- Interactive Storytelling

- Contextualized Tasks
- Learner-Centered Activities

- Morning Assembly
- Lunch Presentation
- Afternoon Project
- Flipgrid
- Linguafolio

Interpretive Communication

Interpersonal Communication

Presentational Communication

请选我！

3-minute preparation

你叫什么名字？
你今年多大？
你有什么爱好？
你做什么做得很好？
你最喜欢上什么课？为什么？
你不喜欢上什么课？为什么？
你的性格？

ACTIVE PARTICIPATION: Learning Through Stories

- What is the theme of your program?
- Is there any story that has roots in your language and culture and is familiar to your participants?
- Can you include different aspects of the story in your program curriculum each day?
- Please choose an aspect of the story, and then design tasks for three communication modes.
- How will you provide activities to facilitate the learning process from comprehensible input to output? (I do➔ we do➔ you do)

Other Strategies

- Self introduction during lunch table
- Rewarding system to encourage extra learning beyond the camp time
- Resources for continued learning
  - Quizlet
  - Canvas

Day1 VS Day7

CONCLUSION - RESOURCES

- Brown, P. C., Roediger, H. L ., & McDaniel, M. A. (2014). Make it Stick: The Science of Successful Learning. The Belknap Press of Harvard University Press.
- R. H. Bruning, G. J. Schraw, M. M. Norby, & R. R. Ronning (2004). Cognitive Psychology and Instuction (4th Ed.). Pearson Education Ltd.
- R. Ellis (2016). Task-based Language Teaching Approch's Updated Ideas and TCSOL. Beijing: Foreign Language Teaching and Research Press.
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- S, D. Krashen. (2003). Explorations in Language Acquisition and Use: the Taipei lectures. Portsmouth, NH: Heinemann.
- M. K. Norman, M. C. Lovett, M. W. Bridges, M. DiPietro, & S. A. Ambrose. (2010). How learning works: 7 Research-based principles for smart teaching. John Wiley & Son, Inc.
- J. Shrum & E. W. Glisan (2016). Teacher's Handbook: Contextualized Language Instruction (5th Ed.). Cengage Learning.
- Z. Wen (2016). Working Memory and Second Language Learning: Towards an Integrated Approach. Multilingual Matters.

CONCLUSION - CONTACT INFORMATION

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Your Feedback

Most useful information	What I plan to apply
Ideas I will explore further	I wish

Backward Design Principles

1. Identify desired results

2. Determine acceptable evidence

3. Plan learning experiences & instruction

北京东方顶佳牧业集团

南方+

RECEPTION

ACTIVE PARTICIPATION

- Pick one picture and create a dialogue while considering the following ten words: “Knowing how, when, and why to say what to whom”. You can describe time, location, roles, relationship between roles, and script.
- Share the context/script with the group
- Discuss within your group on what contexts to be included, the order to present the contexts in the program

ADAPTING SOLUTIONS

- What is the theme of your program?
- What functions are included?
- What are the potential tasks?
- How do you arrange the tasks?
- How do you contextualize the tasks?

STEPS FOR APPLICATION: Contextualized Tasks

- Step 1: Decide on tasks that are meaningful, purposeful, interesting, and motivational for learners
- Step 2: Arrange the tasks and contextualize them
- Step 3: Engage learners in the tasks and provide feedback

STEPS FOR APPLICATION: Comprehensible Input and Contextualized Tasks

- Step 1: Identify the meaning of language
- Step 2: Think of various tasks that fit the meaning of language and that are meaningful, purposeful, interesting, and motivational for learners
- Step 3: Arrange the tasks and contextualize them
- Step 4: Engage learners in the contextualized tasks and provide feedback

POTENTIAL PROBLEMS

Tips: Be sure to

- focus on meaning instead of form
- use tasks as the organizing principle instead of as the final step
- include tasks that are meaningful, interesting, relevant to learners, and to arrange tasks into a learning repertoire
- think about how to present the tasks and engage learners
- provide feedback effectively

ADAPTING SOLUTIONS

- What are the potential tasks?
- How do you arrange the tasks?
- How will you contextualize the tasks?