

2018 STARTALK Spring Conference

EMPOWER LEARNERS TO TAKE OWNERSHIP OF LEARNING FROM INPUT TO OUTPUT

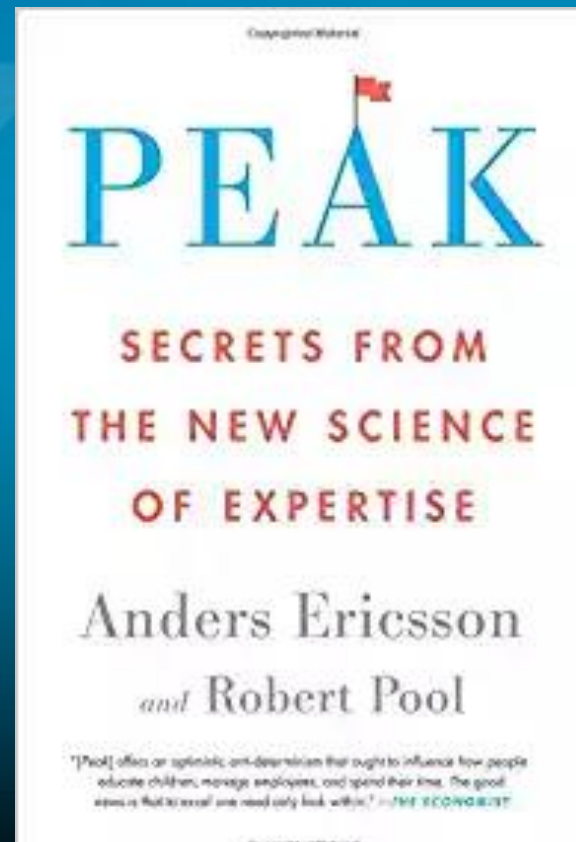
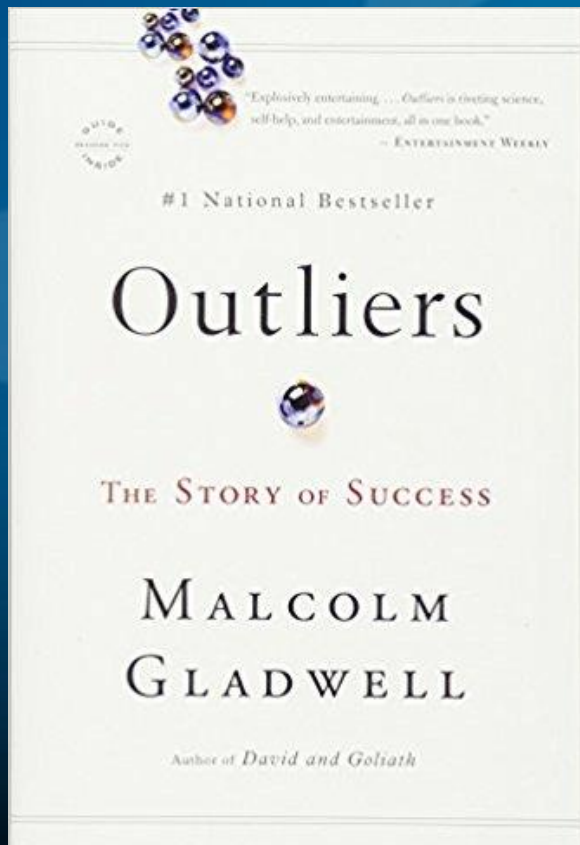
STARTALK Chinese @ Wofford College

Yongfang Zhang, Na Li, Patrick McAloon

CHALLENGES: Empower Learners

Success is not just a matter of IQ, but a combination of hard work and opportunity (10,000 hours rule)

Success is not achieved by innate talent, nor simply the accumulation of information. Rather it requires a focus on “deliberate practice” with the key words on focus, feedback, specific goals and mental representations



SESSION OUTCOMES

- I can better understand the language learning process through discussion of Second Language Acquisition and memory models
- I can apply discussed strategies to use the target language throughout the camp, provide comprehensible input and make learning relevant and meaningful through digital stories
- I can know how to design contextualized tasks to facilitate learners' performance in different communication modes

WHY THIS SESSION?

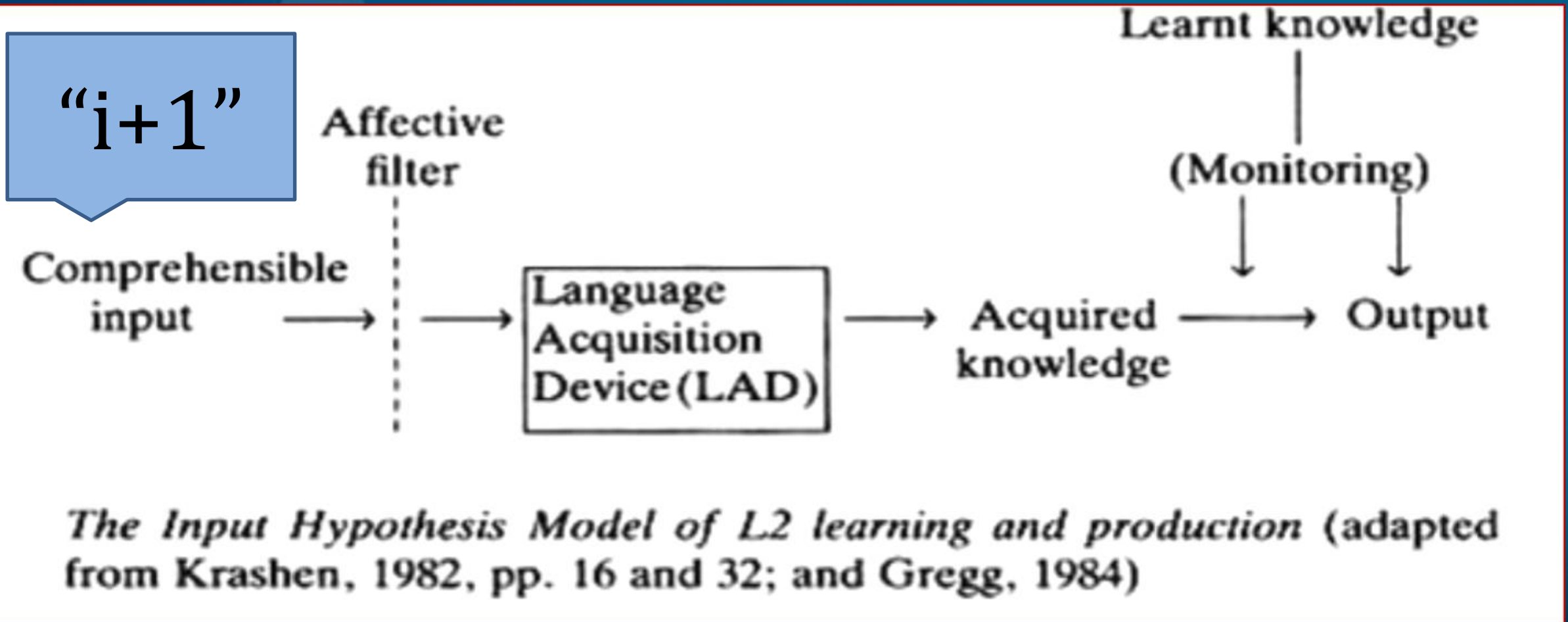
- **STARTALK Principle:** Using the Target Language and Providing Comprehensible Input
- **Session Focus:** Designing for Effective Instruction
- **Key Words:** Target Language; Comprehensible Input



Overall Strategy: Work with the 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 learn the language effectively, and use the target language successfully

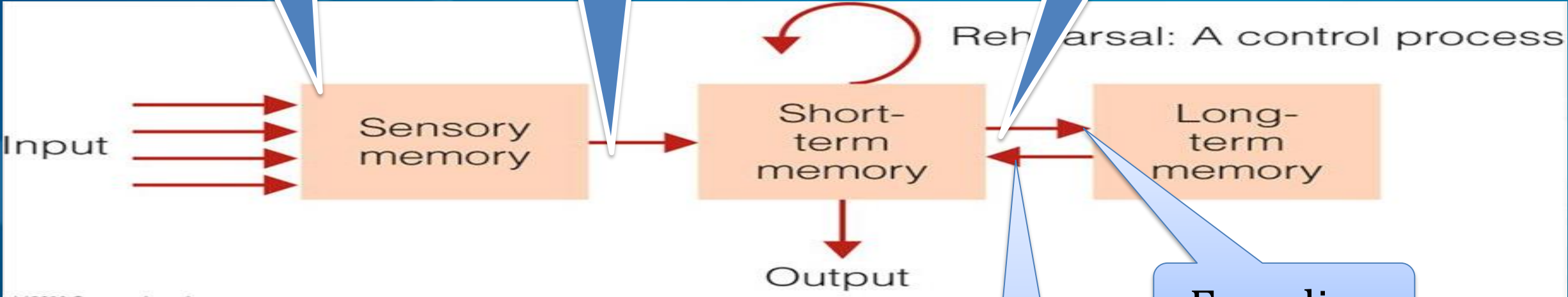
Learning Process



Touch store
Hearing store
Vision store

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

(1) Mediation
(2) Mnemonics

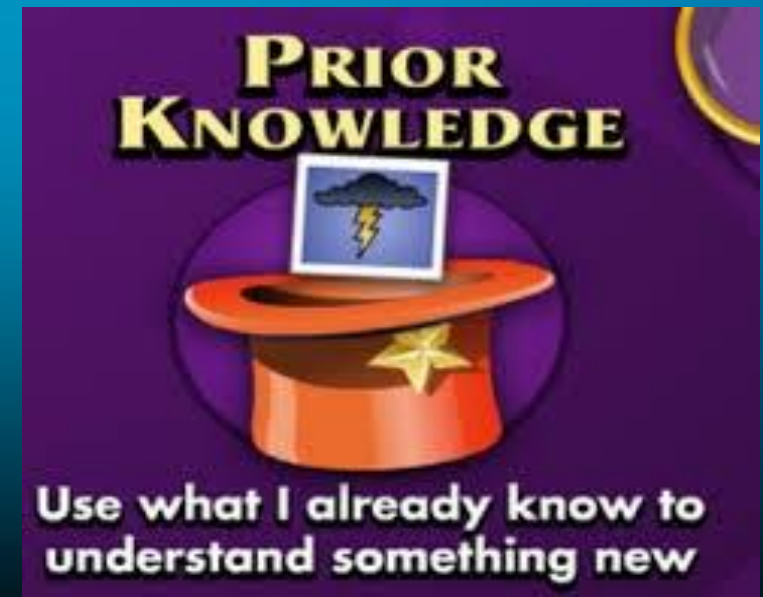


Encoding

Retrieval

Strategies for Providing Comprehensible Input

- Bottom-up: (rely on sensory input)
 - Hearing:
 - Vision: scripts, pictures
 - Combined modalities
- Top-down: (rely on prior knowledge)
 - Activate learners' linguistic prior knowledge
 - Connect learning to learners' everyday experience and knowledge of the world (extra-linguistic prior knowledge)



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 shālā
- Transliterated words (*transliteration*)
 - Daily items (salad → shālā), book titles (Harry Potter → Hālìbōtè), country names (Poland → Bōlán), People's names (Taylor Swift → Tàilè Sīwēifūtè)

Activate Prior Extra-Linguistic Knowledge & Design Contextualized Tasks

- Activate extra-linguistic knowledge: present input through stories that students are familiar with in their base culture and extend them to stories in target culture
- Scaffold students' output in the deliberate practice from I do, we do (guided and collaborative), to you do
- Engage learners in performance assessment tasks in the context of camp
- Engage learners in performance assessment tasks in the real-world scenarios

Strategy: Digital Storytelling

Our Community, Our Heroes!

The right model to motivate students to learn Chinese.




Meaningful, contextualized with visual aids



Age-appropriate & relevant to students' interests

32

1984年5月




日	一	二	三	四	五	六
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

jiā
他家有六口人,

bà ba mā ma
他的爸爸、妈妈、

jiějie mèimei
一个姐姐和两个妹妹。

yīshēng
他的爸爸妈妈都是医生。



pǎobù
他也喜欢跑步。

péng you yì qǐ
他今年和美国朋友一起

Tiān ān mén.
在北京天安门跑步。

2016



máng
他每天都很忙,

kè
因为他有很多课。



bì yè
所以他高中毕业以后去了
哈佛大学。

在哈佛大学,
他上了大学一年级和二年级,

可是没有上三年级和四年级。



小扎是我的英雄
yīngxióng.

因为他学中文得很好,

他帮很多人用
Facebook 联系在一起,

qióng rén
他帮穷人看病和上学。



Interactive Activity (Handout P.1)

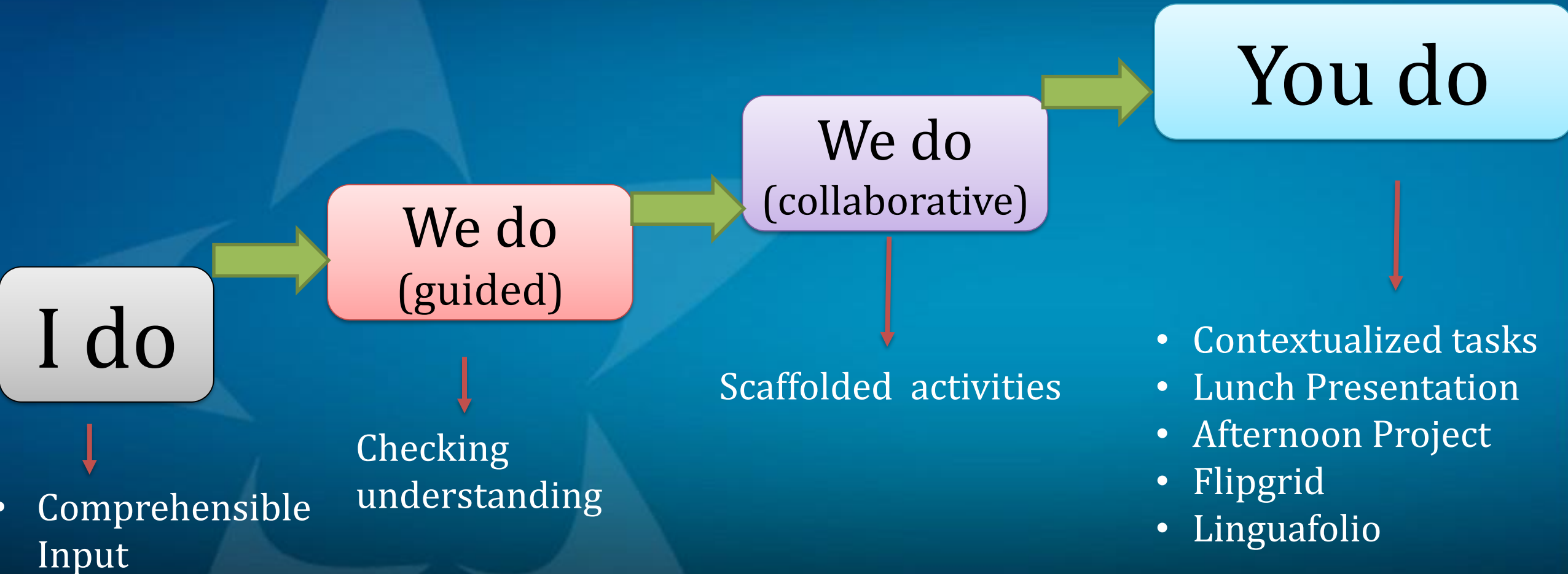
For the topic and your vocabulary list

- How can you provide comprehensible input by using bottom up strategies?
- How can you provide comprehensible input by using top-down strategies?
- How can you make the learning relevant to the learners?
- Is there any story that has roots in your language and culture, is familiar to your participants, and is related to your program theme?

Strategies for Using the Target Language during Outputs

- Facilitate learning by scaffolding: I do → We do → You do
- Design meaningful tasks to engage learners and apply language in real-world situations in spontaneous and non-rehearsed contexts in different communicative modes
 - Camp context
 - Real-world context

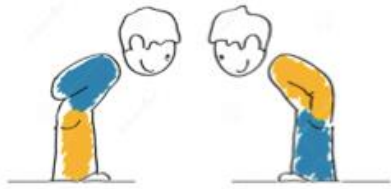
Gradual Release of Responsibility



Interpretive Communication

yǒu lǐmào

所以他很有礼貌。



yǒuqián shànláng
今天的小扎很有钱，他和他的妻子也都很善良。



yǒng gǎn

因为他很勇敢，
救了孩子，灭了火。



Interpersonal Communication



你选谁做三班
班长(Class President)?

Wei Yi'en



Peng Tian'le



Mao Kai



Rong Ke



Lei Kai



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?

Real-world Tasks: Getting to Know Each Other



Design Real-world Performances

Steps in preparation

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

Steps during instruction

- Set-up context and assign roles → Check understanding of context and roles
- Engage in performances (T-S, S-T, S-S), paying attention to the five elements: location, time, roles, audiences, and script. (ACTFL guidelines: *Knowing how, when, and why to say what to whom*)
- Provide feedback

Reasons

- Way to expertise
- Prepare for the future

Interactive Activity (Handout P.2)

- Continue the topic in comprehensible input phase
- Design a real-world task using the vocabulary and considering the following elements: location, time, roles, relationship between roles, and script.
- Decide how to set up context and assign roles during instruction
- Share the task with another person, and discuss what contexts to be included, the order to present the tasks in the program

LESSONS LEARNED

- Step 1: Identify the meaning of language
- Step 2: Provide comprehensible input considering how to use learners' senses and to engage their attention
- Step 3: Include tasks that fit the meaning of language and that are meaningful, purposeful, interesting, and motivational for learners
- Step 4: Arrange the tasks and contextualize them
- Step 4: Engage learners in the contextualized tasks and provide feedback

POTENTIAL PROBLEMS

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

BENEFITS FOR PARTICIPANTS

- Facilitate the learning process from input to output
 - Provide comprehensible input
 - Engage learners in various meaningful activities
- Motivate and engage learners
 - Activate their prior knowledge
 - Make learning relevant and meaningful
- Empower the learners to take responsibility for their learning

CONCLUSION - CONTACT INFORMATION

- Na Li, lin@columbusacademy.org
- Patrick McAloon, pmcaloon@hotmail.com
- Yongfang Zhang, zhangy@wofford.edu

CONCLUSION - RESOURCES

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Your Feedback (Handout p.3)

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