Building Proficiency in the Chinese Classroom with Deep and Rich Student-Centered Learning Tasks

CLTA - National Capitol Region Conference

October 21, 2018

Helena Curtain, Ph.D.

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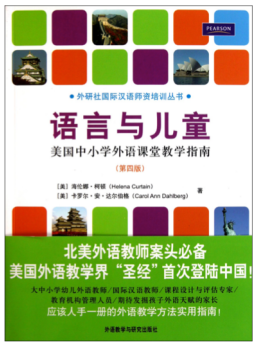
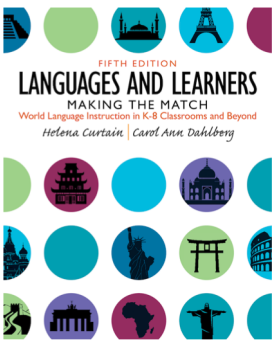
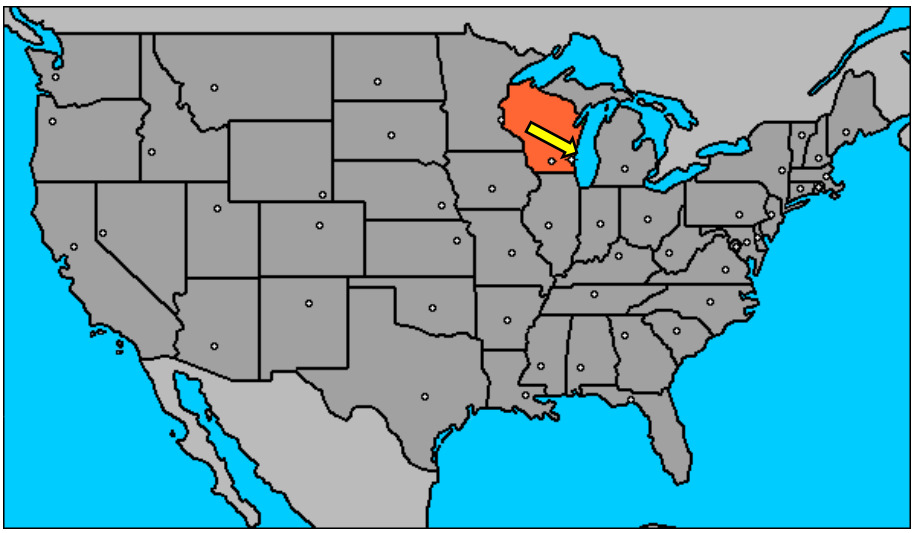




Milwaukee, Wisconsin, USA



Partner A

Long Hair

Partner B

Short Hair

Partner A

Central Idea:

In order for students to develop language proficiency teachers must engage the learners in meaningful communication and interaction.

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes.

What the student does is actually more important that what the teacher does. (Schuell, 1986, p.429)

Partner B Focus Question:

How can we engage the learnersin meaningful communication and interaction?

After the workshop I can :

A	explain how to provide context
B	explain what makes activities intrinsically interesting, cognitively engaging, or culturally connected.
A B	use deep and rich instructional strategies to engage learners

"Tell" Your Partner Activity

"Tell Your Partner" Activity

Please turn to the person sitting next to you or near you and say:

"Hello partner, I'm so glad to be sitting next to you!"

"Tell Your Partner" Activity

Tell your partner:

"This is an oral language activity which requires no preparation!"

"Tell Your Partner" Activity

In this activity students simply turn to another student (usually pre-designated) to tell that student something that the teacher has told them to say.

Example with Social Language:

Tell your partner: "Good Morning." "Good-bye" "Thank you" .
Tell your partner: "The weather is sunny today."
Tell your partner: "You did a good job!"

"Tell Your Partner" Activity

Example with Classroom Directions:

Tell your partner
"First we are going to …."
"Second we are going to….."
"It's time for….."

"Tell Your Partner" Activity

Basically, the students are repeating what the teacher says in a sheltered practice situation.

- similar to asking the whole class to repeat after the teacher

- telling it to a partner feels more social and more like real communication than does a whole class choral response.

"Tell Your Partner" Activity

The teacher is providing the correct model for language students have not yet totally mastered.

Teachers who have tried this say that the students love it and are speaking quite a bit!!

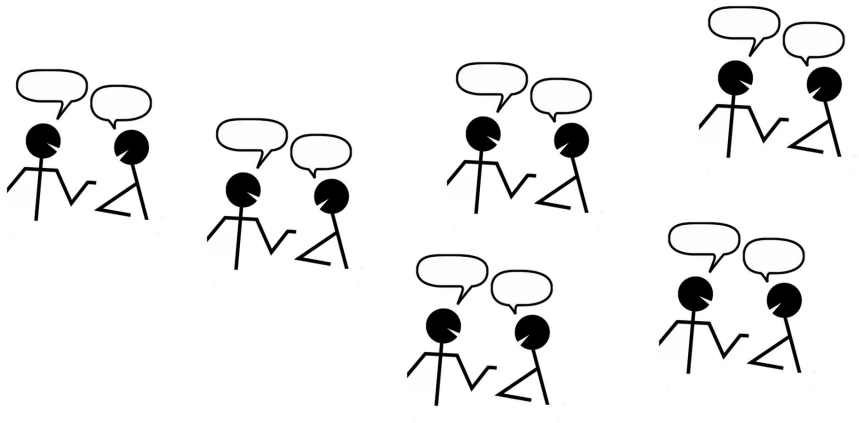
Students enjoy talking to other students!

"Tell Your Partner" Activity

Tell your partner:

"I am going to try this in my classes! Good bye! It was fun talking to you!"

Tell 2 (3, 4, 5??) Partners!



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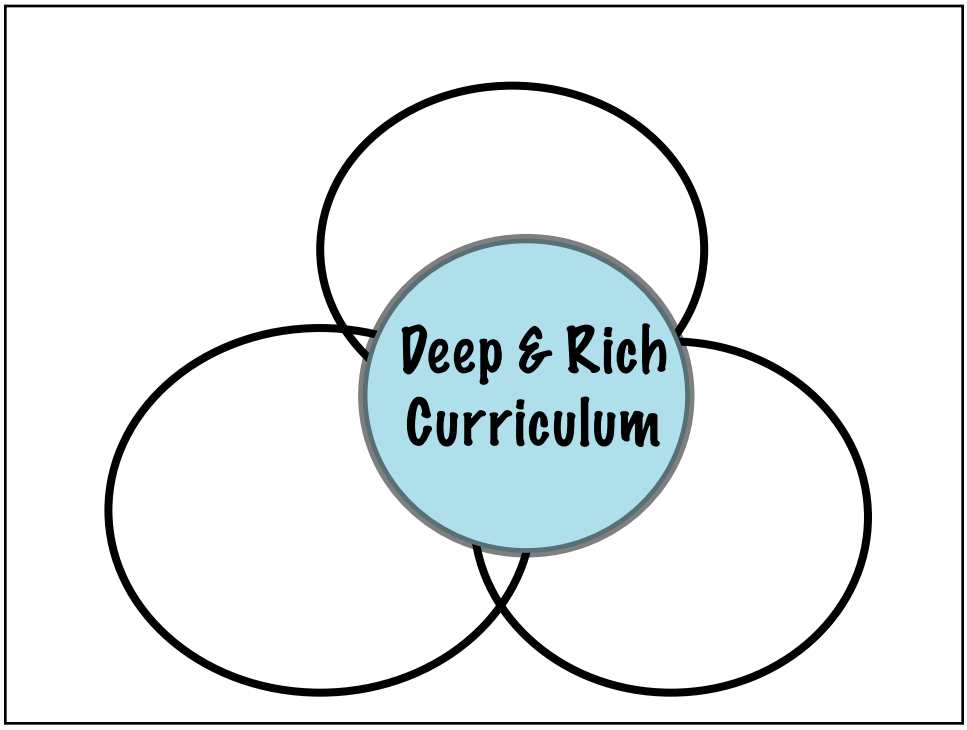
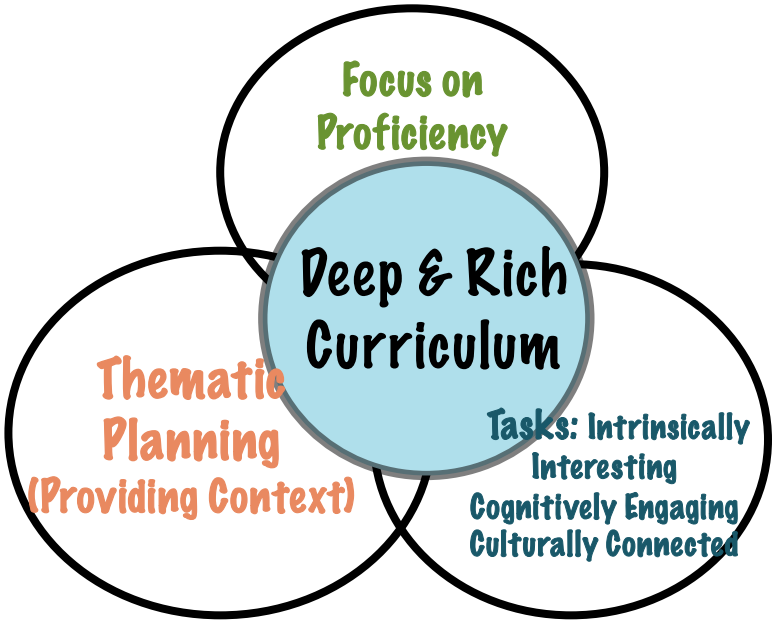


Deep and Rich

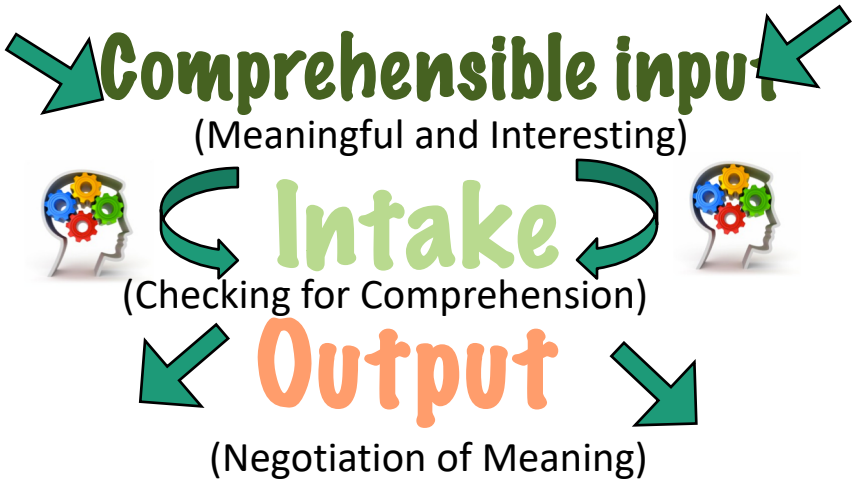
Talk with your partner:

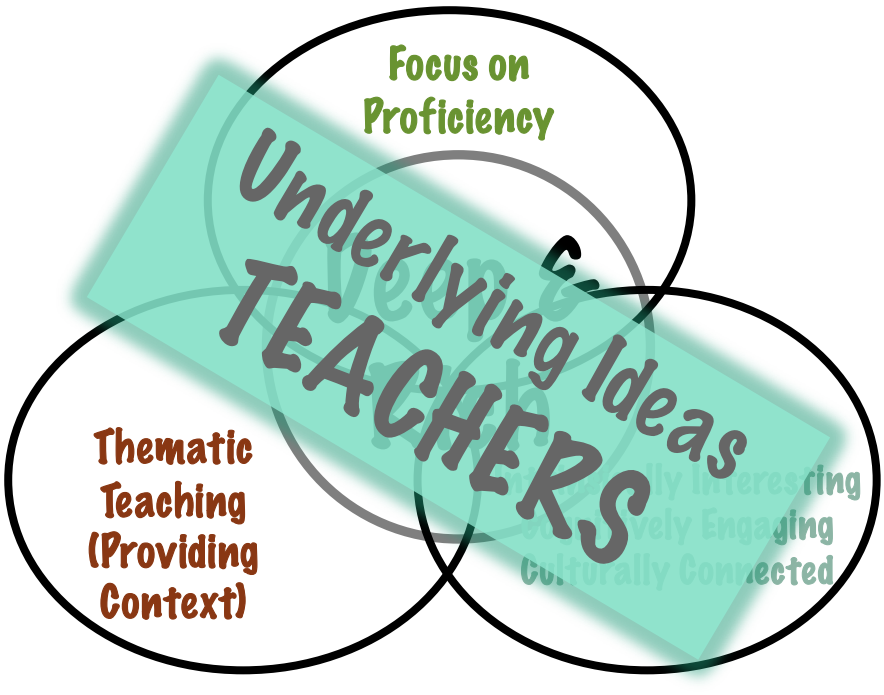
What does the concept of "deep and rich" curriculum mean to you?

Building Proficiency: How do we get there?



Process of Language Acquisition





Thoughts about Good Teaching

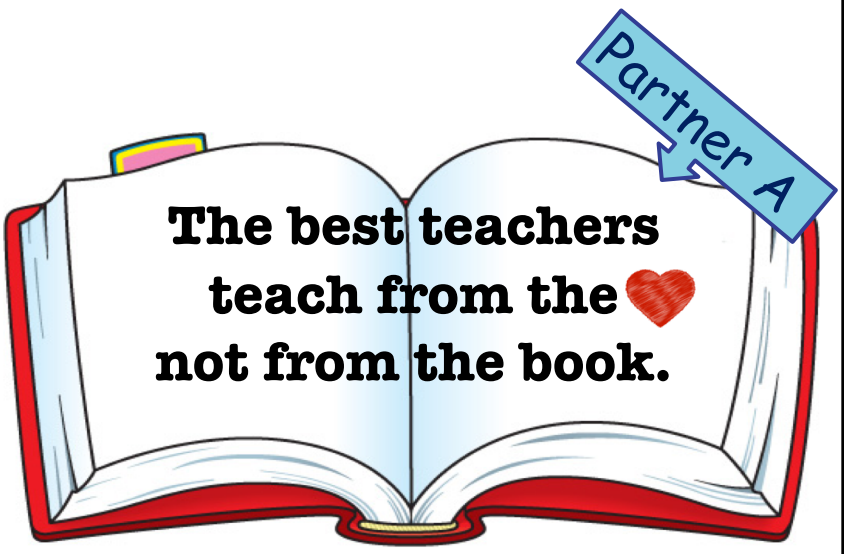
Teaching is not rocket science. It is , in fact, far more complex and demanding work than rocket science.

Richard Elmore, "Teaching is not Rocket Science," *The Age*, August 27, 2007, 14

Partner B

It is vital that when educating children's brains that we do not neglect to educate their hearts.

Dalai Lama



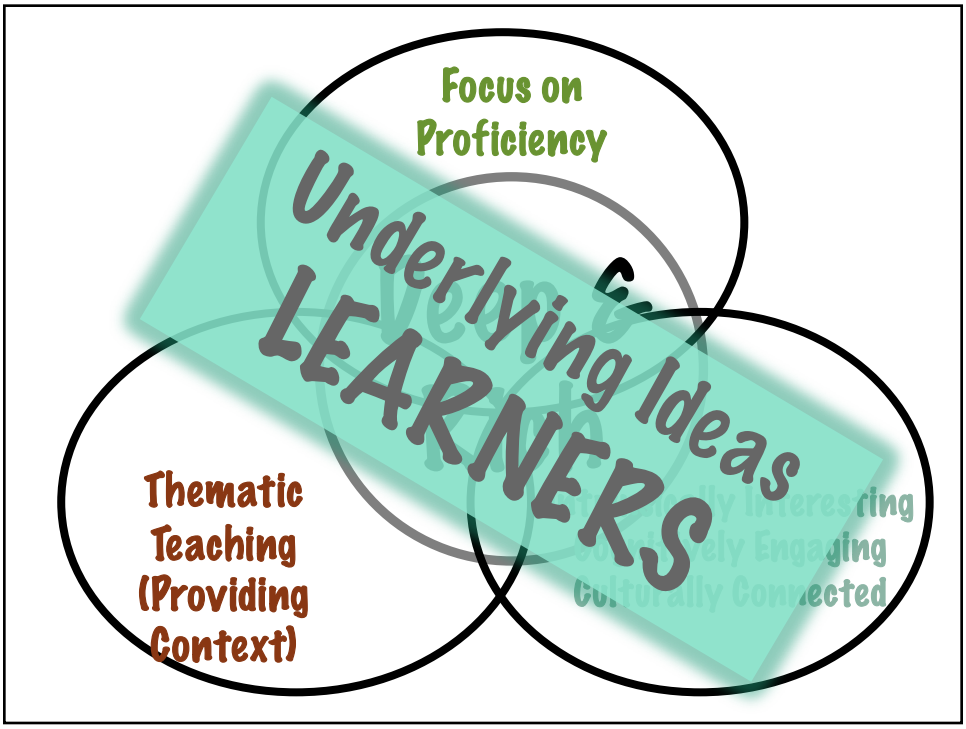
"Here is a secret hidden in plain sight: good teaching cannot be reduced to technique;

good teaching comes from the *identity and integrity* of the teacher.."

"The Courage to Teach"

Parker J. Palmer

If we fill today's classrooms with love, integrity, global vision, and hope; our students will fill tomorrow's world with love, integrity, global vision, and hope!
2018 ACTFL Teacher of the Year
Ying Jin


Focus on Proficiency
Underlying Ideas
LEARNERS
Thematic Teaching (Providing Context)

What do learners need?

How you make learners feel has a direct connection to their cognitive growth.

We feel, therefore we learn: The relevance of affective and social neuroscience to education, 2007
Mary Helen Immordino Yang

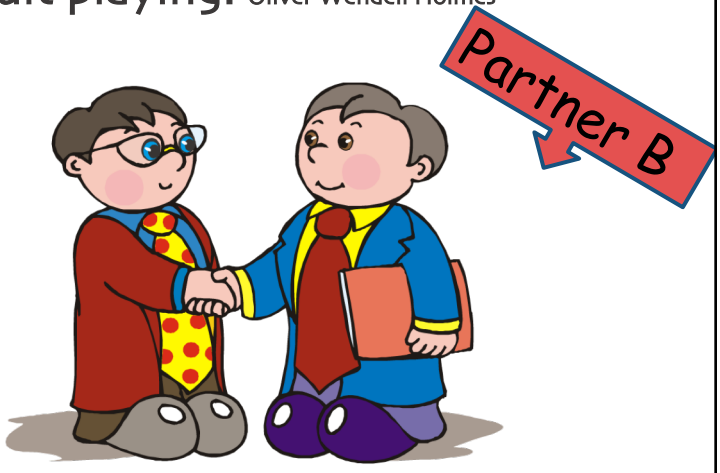
What do learners need?

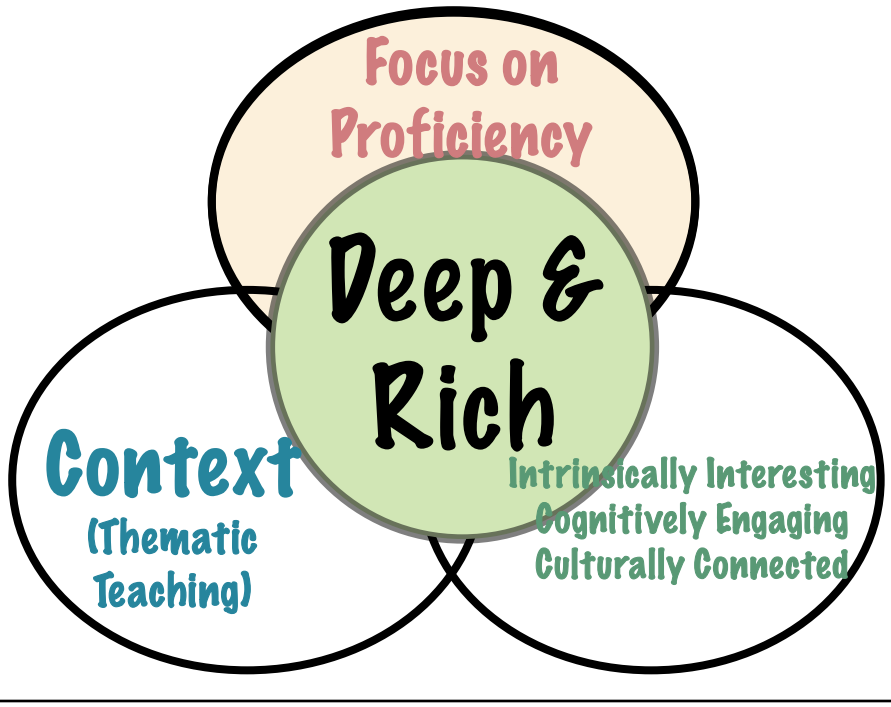
Playfulness

Learning and Playing are not Separate Activities

Partner A

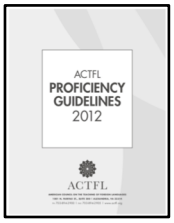
Men do not quit playing because they grow old. They grow old because they quit playing. Oliver Wendell Holmes

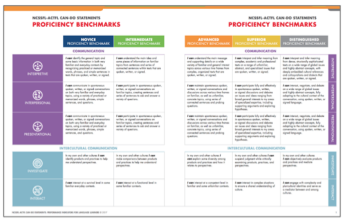


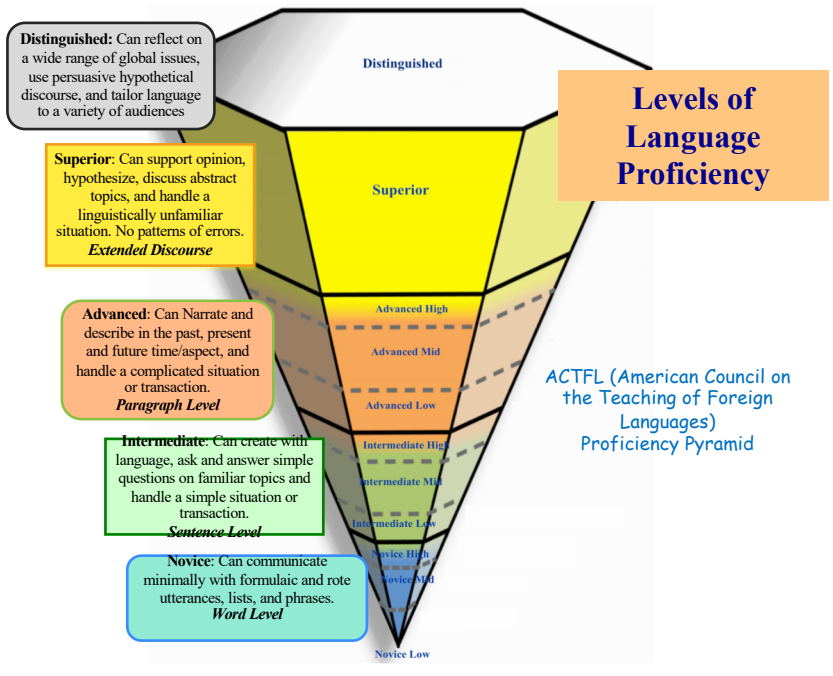


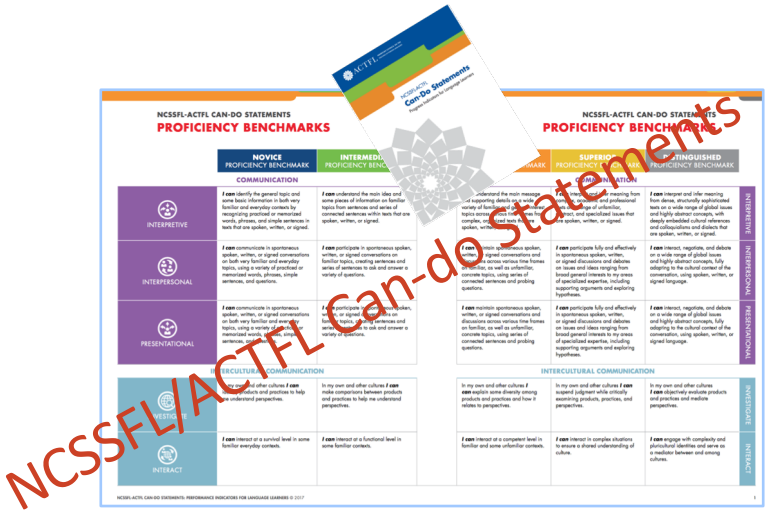
Tools we use are:

- Proficiency Guidelines
  NCSSFL/ACTFL Can-Do Statements
  ACTFL World Readiness Standards

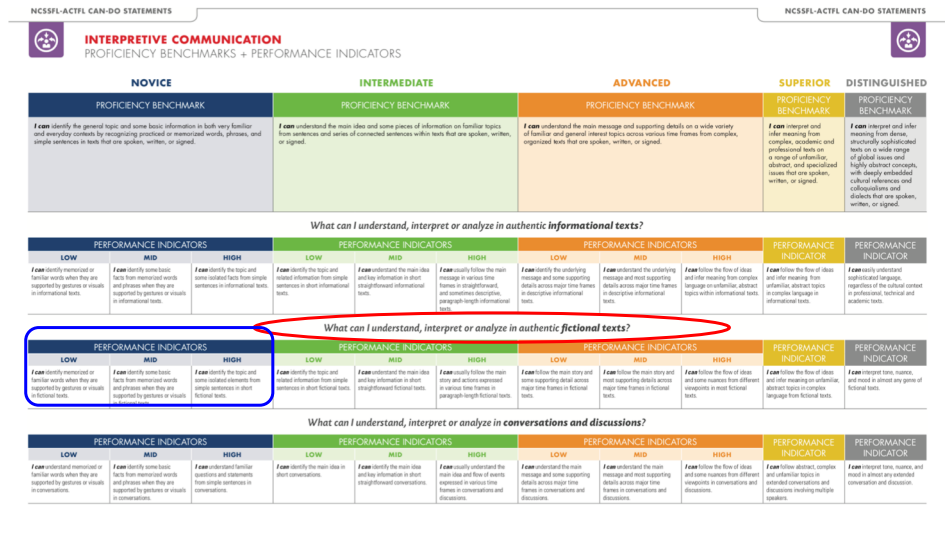








https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements



PERFORMANCE INDICATORS		
LOW	**MID**	**HIGH**
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***I can*** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.	***I can*** identify the topic and some isolated elements from simple sentences in short fictional texts.

Sharing Proficiency Information with Students!

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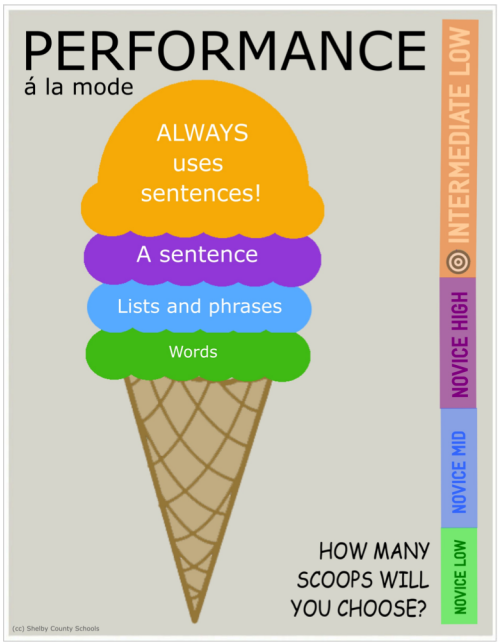
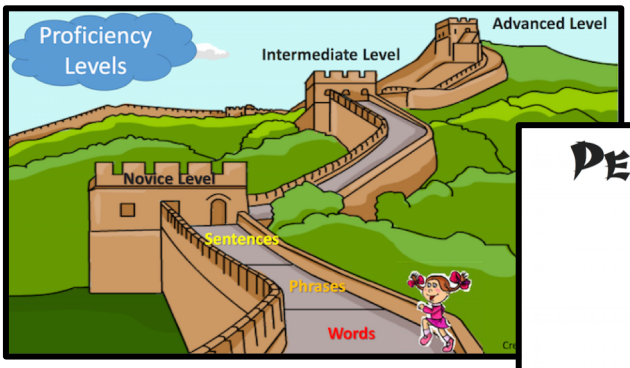
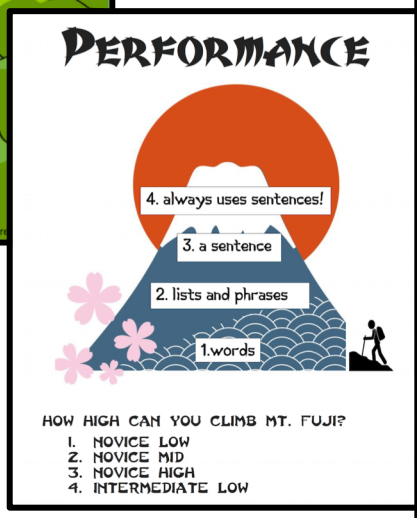

PERFORMANCE
á la mode
ALWAYS uses sentences!
A sentence
Lists and phrases
Words
HOW MANY SCOOPS WILL YOU CHOOSE?
INTERMEDIATE LOW
NOVICE HIGH
NOVICE MID
NOVICE LOW
(cc) Shelby County Schools

Performance
à la mode
Uses more than one sentence that are sometimes connected.
Always uses single sentences
Uses phrases and isolated sentences
Uses phrases and lists
Words
Performance
à la mode
Uses well-connected sentences
Uses connected sentences
Uses more than one sentence that are sometimes connected.
Always uses single sentences
Uses lists, phrases and isolated sentences
Performance
à la mode
Uses well-connected sentences and some paragraphs
Uses well-connected sentences
Uses connected sentences
Uses more than one sentence that are sometimes connected.
Uses single sentences





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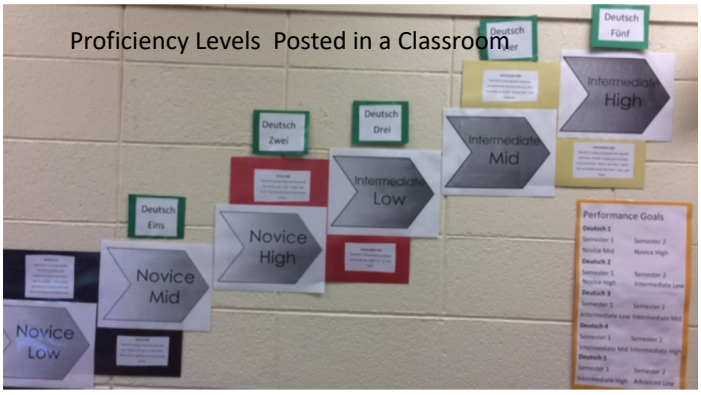
Proficiency Levels Posted in a Classroom



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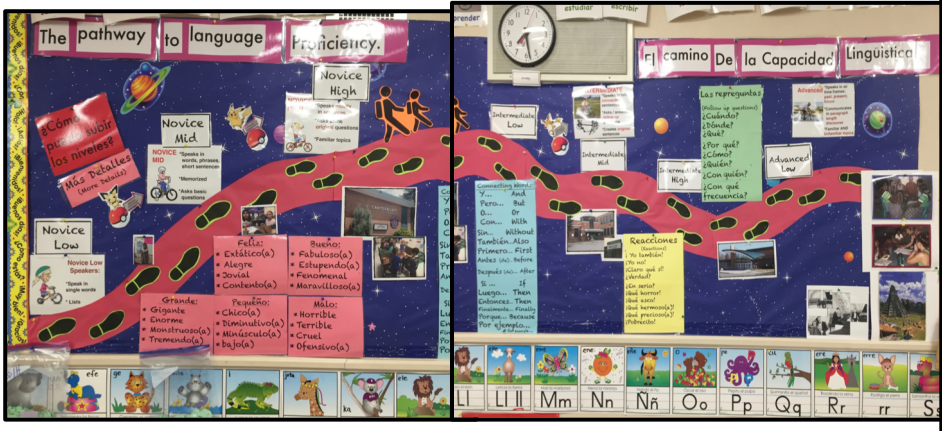
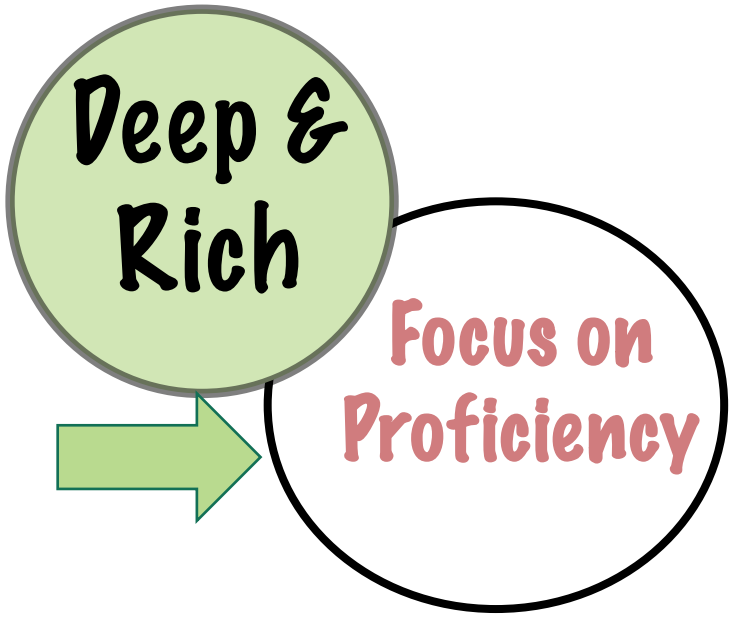

The pathway to language Proficiency.
Novice High
Novice Mid
Novice Low
Grande:
Pequeño:
Feliz:
Bueno:
Malo:
El camino De la Capacidad Lingüística
Advanced Low
Reacciones


Deep & Rich
Focus on Proficiency

What do learners need?

Access to the new language through the new language (not through English).

Using the native language to teach a child another language is like teaching kids to swim without water.

Language is the key to culture.

Access to the new language through the new language (not through English).

Recognizing the teacher as culture bearer.

Separate Native Language from the Target Language.

Use sign or signal

We're speaking English!

我们 现在说

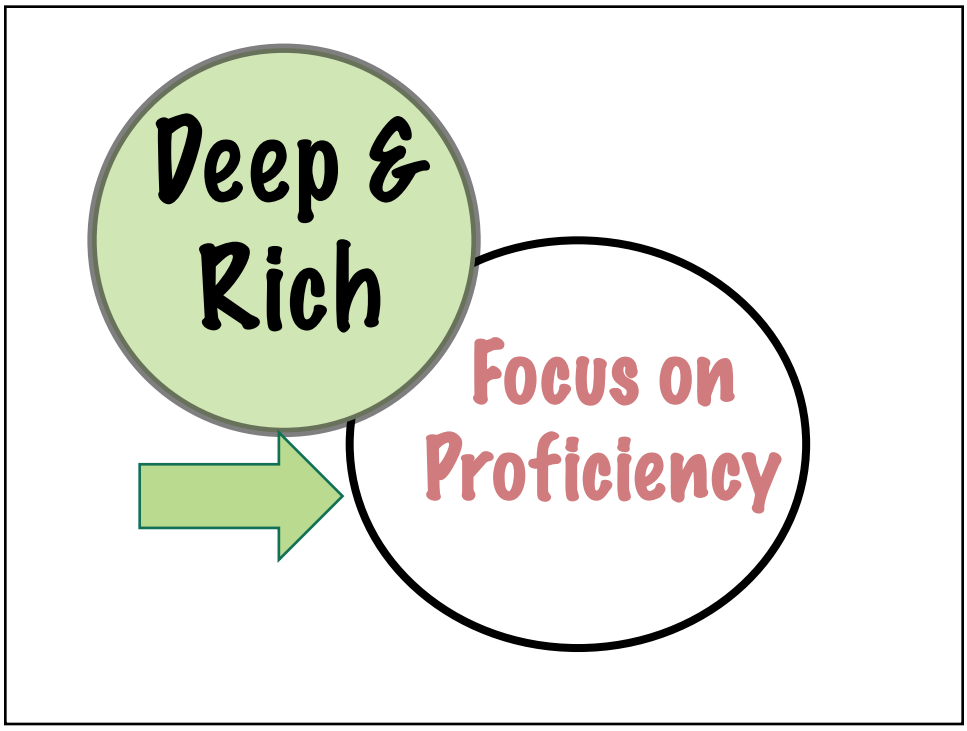
中文

How much time should be spent using the target language??

90+ % Target Language Use

American Council on the Teaching of Foreign Languages

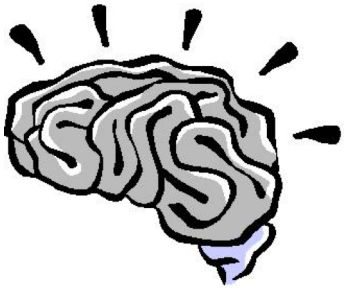
We're speaking English!
我们 现在说
中文


Deep & Rich
Focus on Proficiency

Doing vs. Knowing
(Language Proficiency)

They need to be in classes where the focus is how to USE language rather than what they KNOW about language

I know…



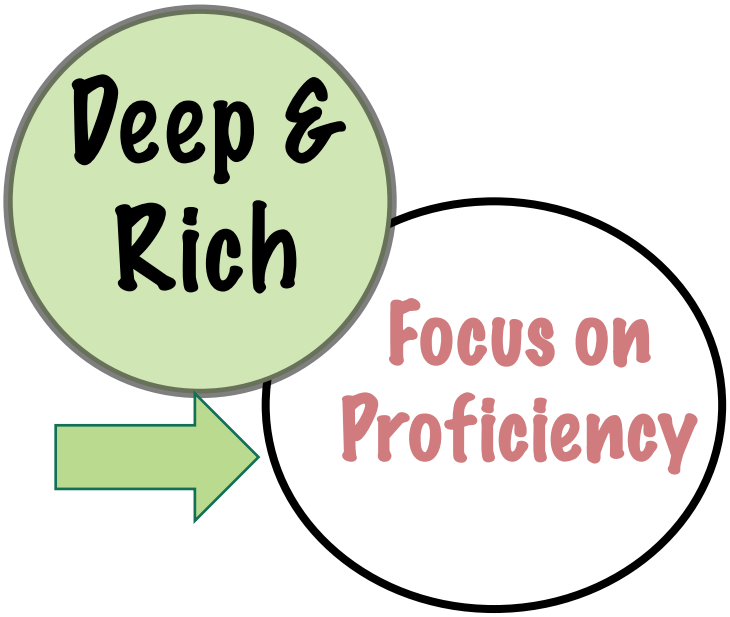
I can…

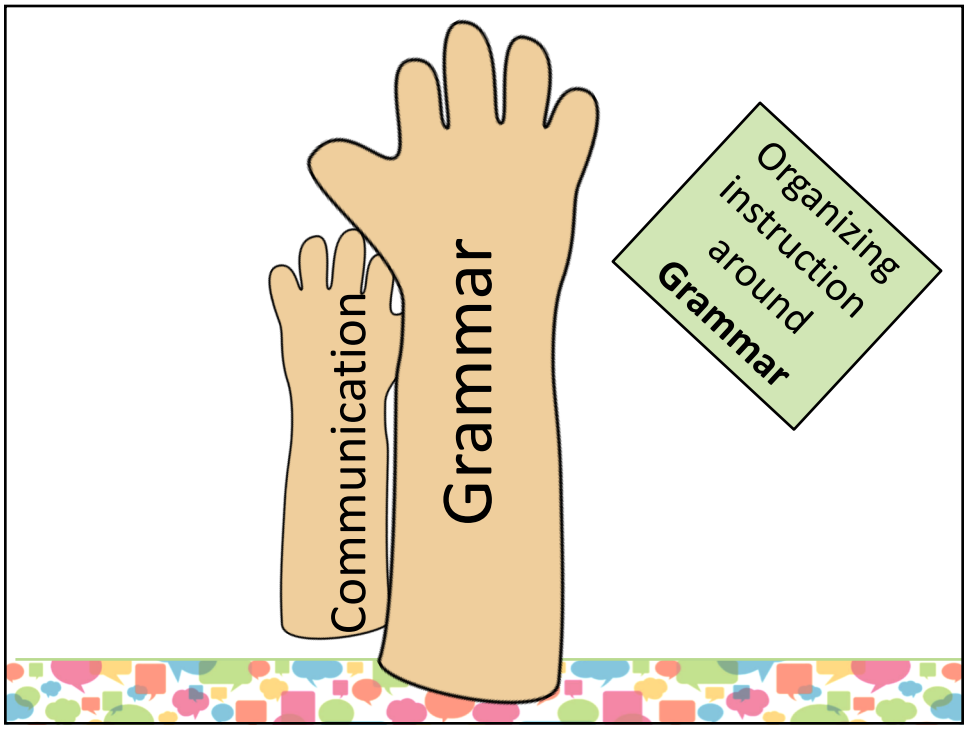
Learning Targets

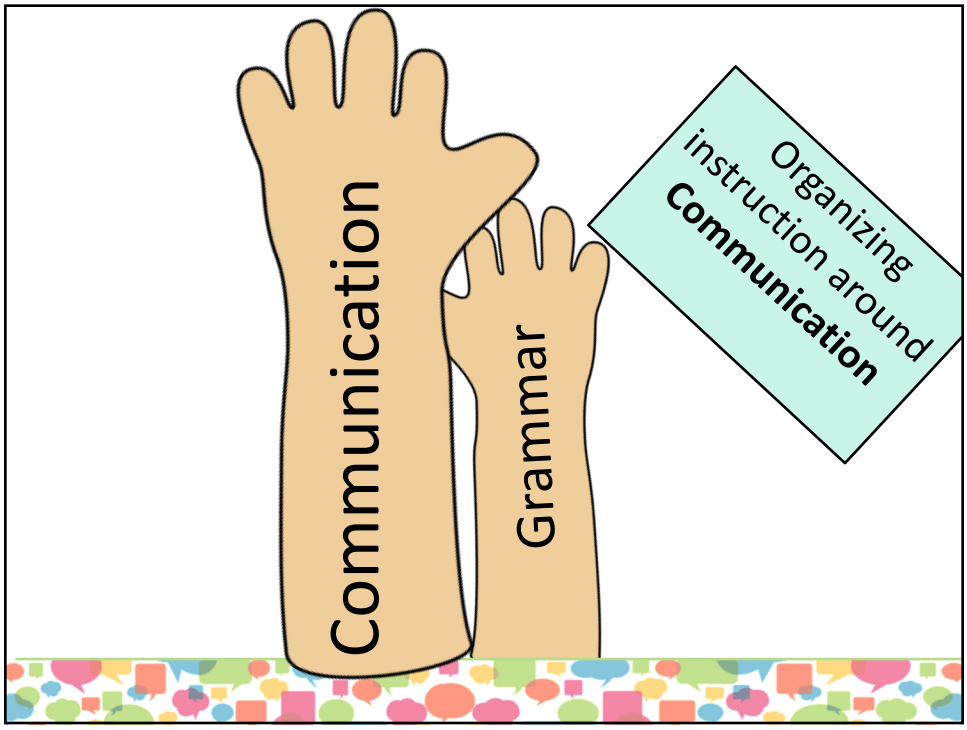
"Can-Do" Statements

Interpersonal Speaking: Novice Mid

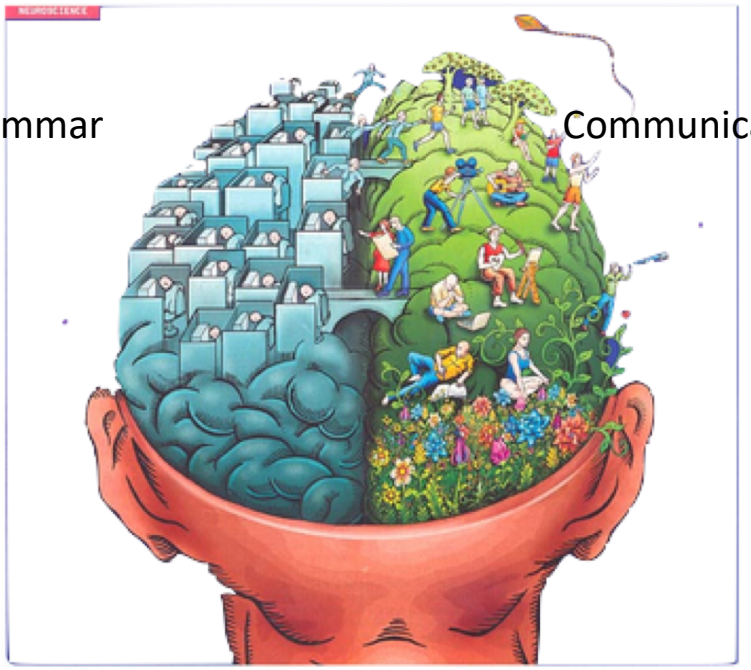
- I can state my name, age, birthday, where I live, and my travel destination.
- I can greet fellow travelers, the customs officer, and other people I meet at the airport.
- I can describe where I was born.
- I can talk about my travel destination.
- I can state that I am traveling to the target country as a tourist.



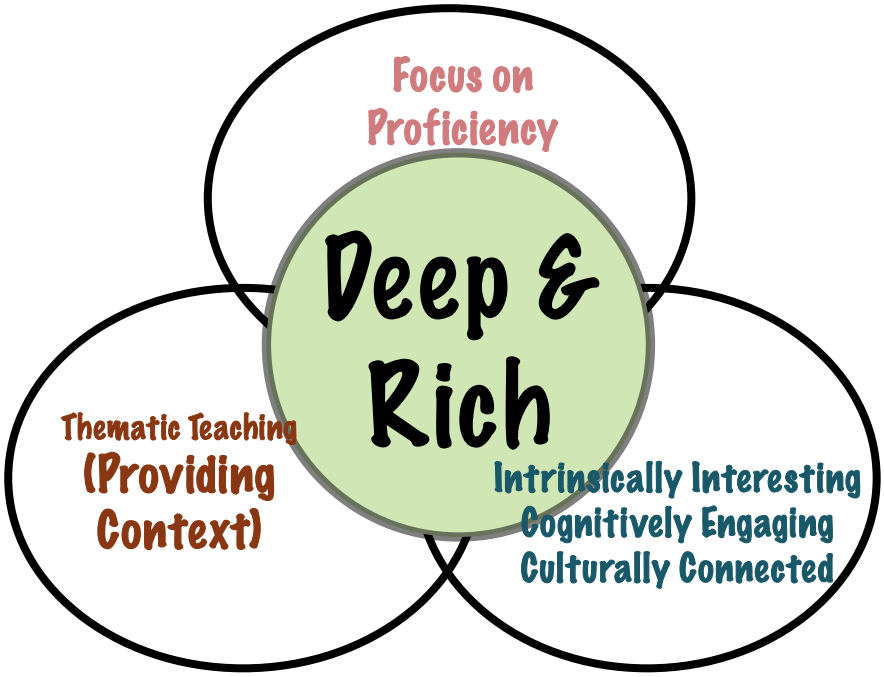

Communication
Grammar
Organizing instruction around **Grammar**

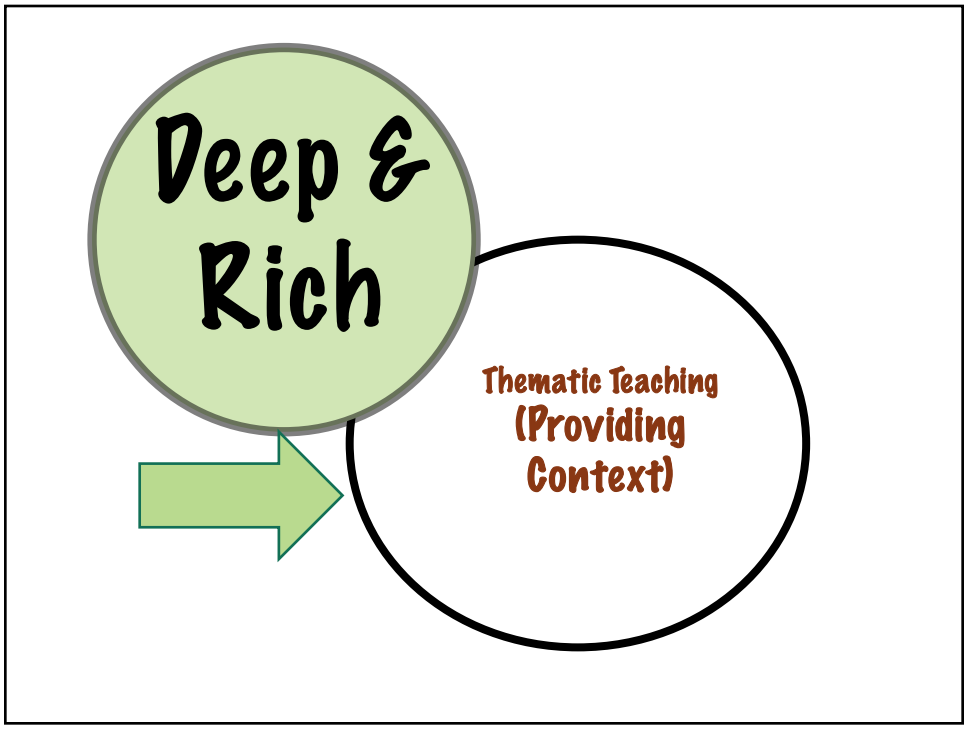

Communication
Grammar
Organizing instruction around **Communication**

Grammar



Communication





Quiz !

f z g i h r c t u w d h

yet paper snow drive boat when through

The language teacher went to Hawaii for the winter.

Quiz !

Quiz

A =

E =

I =

B =

F =

C =

G =

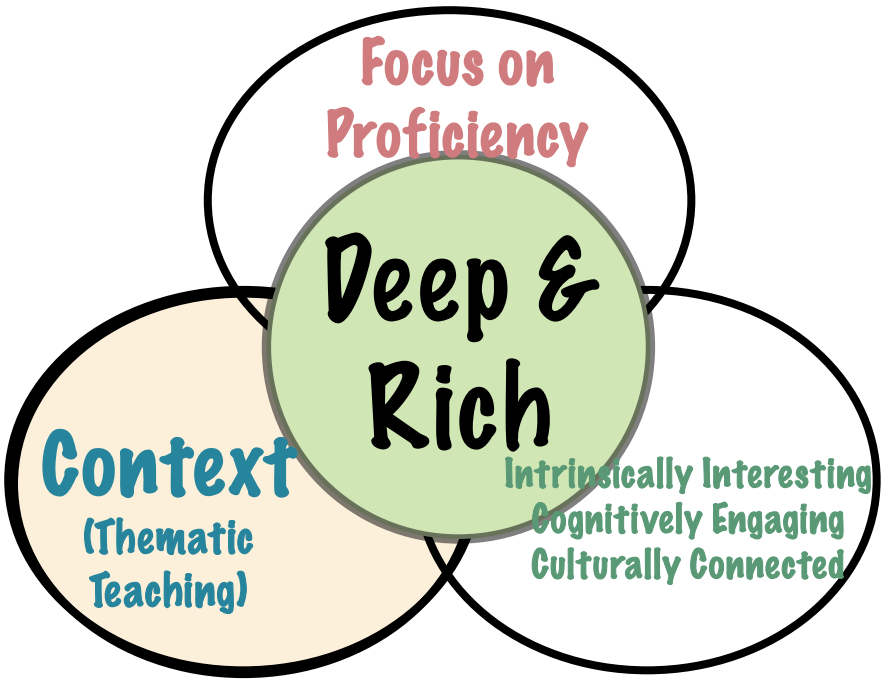
D =

H =

A	B	C
D	E	F
G	H	I

The search for meaning is basic to the human brain.

Caine and Caine. *12 Brain Mind Principles in Action*. 2nd *Ed*. ASCD Alexandria, VA, 2015.



Learners Need CONTEXT

How do we Create Context?

Props, Actions, Visuals, Gestures

Props, Actions, Visuals, Gestures

What's in My Bag?

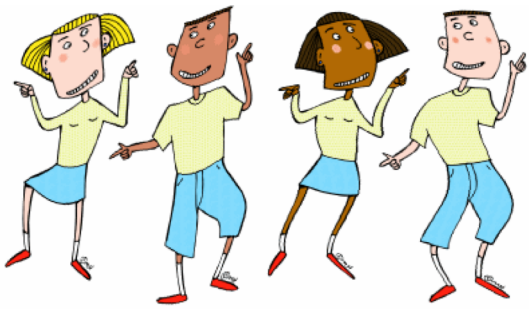
What's in My "Magic Box"?

How to Make a "Magic Box"

We can create meaning through

CONTEXT

Props, **Actions**, Visuals, Gestures



Total Physical Response (TPR)

Basic Elements of Total Physical Response

1. Teacher uses commands, students respond with actions, not words

   a. whole body
   b. manipulation of concrete objects
   c. use of pictures

3. After introduction, commands are recombined to create novelty, unpredictability.

3. Commands increase in length and complexity, calling for a series of actions as soon as possible

Useful Verbs for Beginning TPR

- **stand up**
- **sit down**
- **lift/raise (hand, etc.)**
- **lower**
- **point to**
- **lay/place/put**
- **take**
- **jump**

turn around
clap
open
shut/close
wave
draw
write

- **dance**
- **sing**
- **drink**
- **eat**
- **look**
- **read**
- **play**
- **swim**
- **climb**
- **walk**

TPR Adjectives/Adverbs

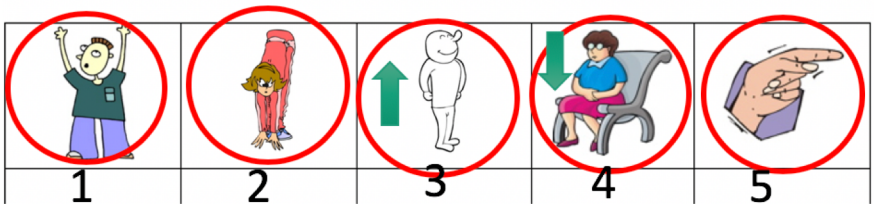
- fast
- slow
- ___ times
- (to the) left, right, front, back

backwards
forwards
side-ways
above/over
below/under

high
low
in
on
next to

TPR Nouns

- body parts
- classroom objects
- parts of the room
- colors
- numbers



German TPR Check for Understanding

From Janice Dowd

Strecke dich nach oben!

Strecke dich nach unten!

Springe ein (1) mal!

Zeige auf _____!

Stehe auf!

Setze dich!

Klatsche zwei (2) mal!

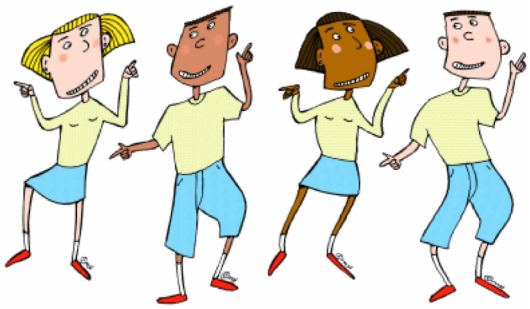
Klopfe drei (3) mal!

We can create meaning through

CONTEXT

Props, **Actions,**

Visuals, Gestures



~~We're speaking English!~~

Wir sprechen Deutsch!

Guten Morgen

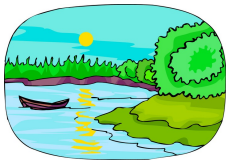
Guten Tag

Guten Abend

Gute Nacht

Guten Morgen!

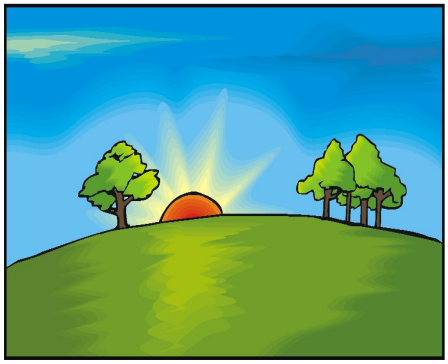
Guten Tag!

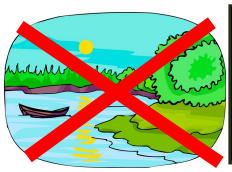


Guten Abend!

Gute Nacht!

Guten Morgen, Partner!



Guten Morgen	Guten Tag	Guten Abend	Gute Nacht
			
6 Uhr	14 Uhr	19 Uhr	22 Uhr

We can create meaning through

CONTEXT

Games

Stories

Music, dance
Songs, chants,

Guten Morgen!

Guten Tag!

Guten Abend, Freunde

Eine gute Nacht!

Freunde

Guten Morgen!

Guten Tag!

Guten Abend, Freunde

Eine gute Nacht!

Guten Morgen!

Guten Tag!

Guten Abend, Freunde

Eine gute Nacht!

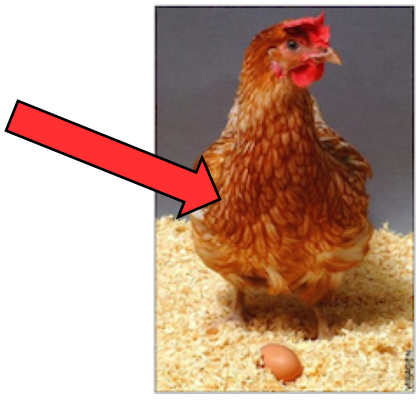
We can create meaning through

CONTEXT

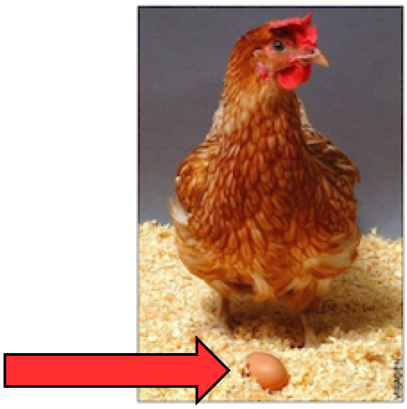
Poetry
Rhymes

~~We're speaking English!~~

Wir sprechen Deutsch!



die Henne



ein Ei

Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein weißes Ei
Eins, zwei, drei

Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein gelbes Ei
Eins, zwei, drei

Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein Oster Ei

Eins, zwei, drei

We can create meaning through

CONTEXT

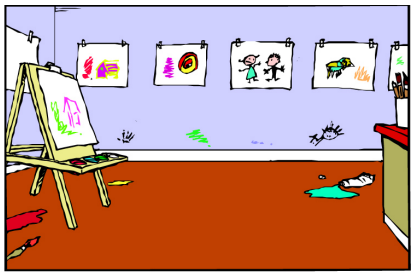
Social situations: role plays

Drama

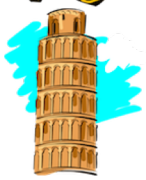
We can create meaning through

CONTEXT

Projects:
arts, crafts, cooking

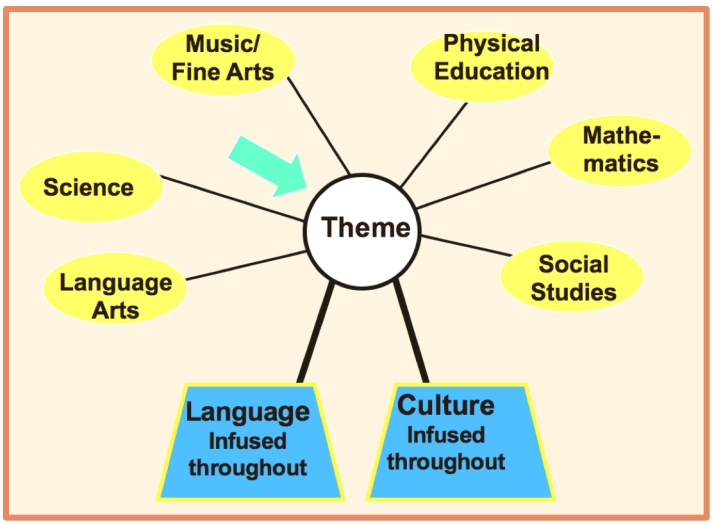


Cultural Connections



Connecting to the Regular Curriculum

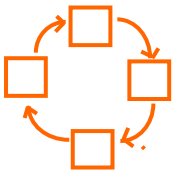
Thematic Instruction:



Subject Content Instruction: Connecting to the Regular Curriculum

Using Academic Skills and Processes:

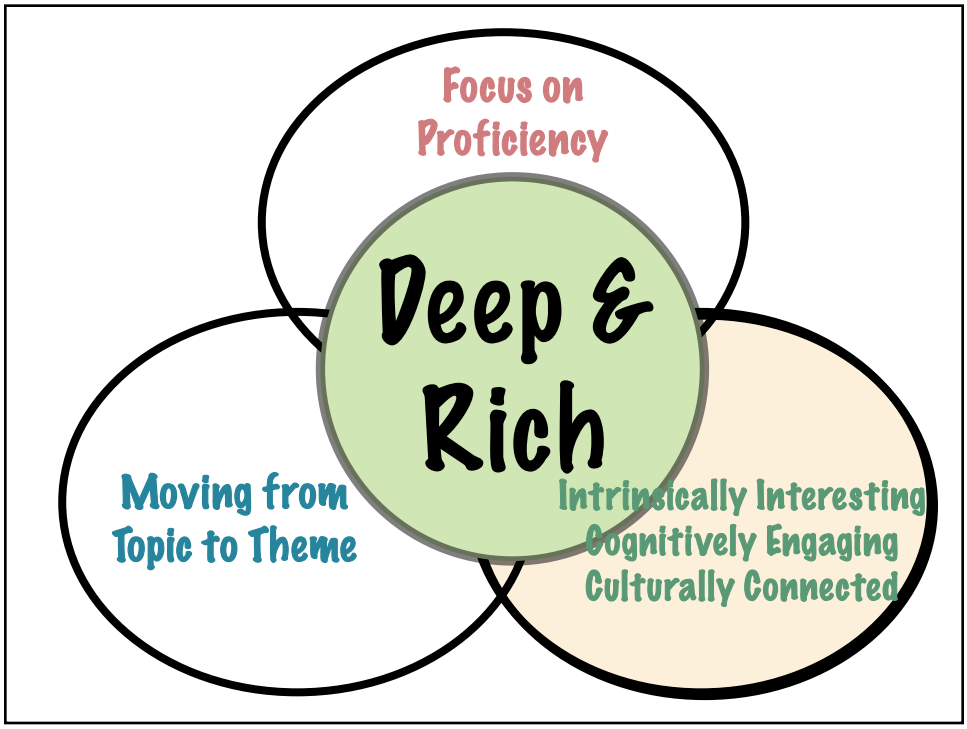
Classifying, Categorizing, estimating, predicting, evaluating, synthesizing

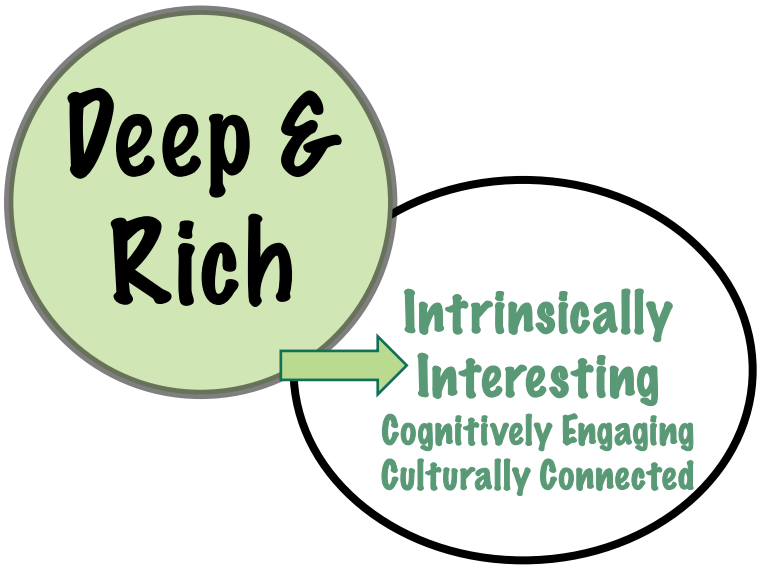


Deep & Rich

Thematic Teaching (Providing Context)

How do we operationalize a DEEP & RICH Curriculum?





Is the Task Intrinsically Interesting?

Piaget's concept of "desequilibrium"
Humans view incongruity or uncertainty as motivating. We seek out a reasonable challenge and we want to conquer it!

Story Form

Beginning

↘

Middle

↘

End

How to Create Story Form

Problem

Puzzle

Game

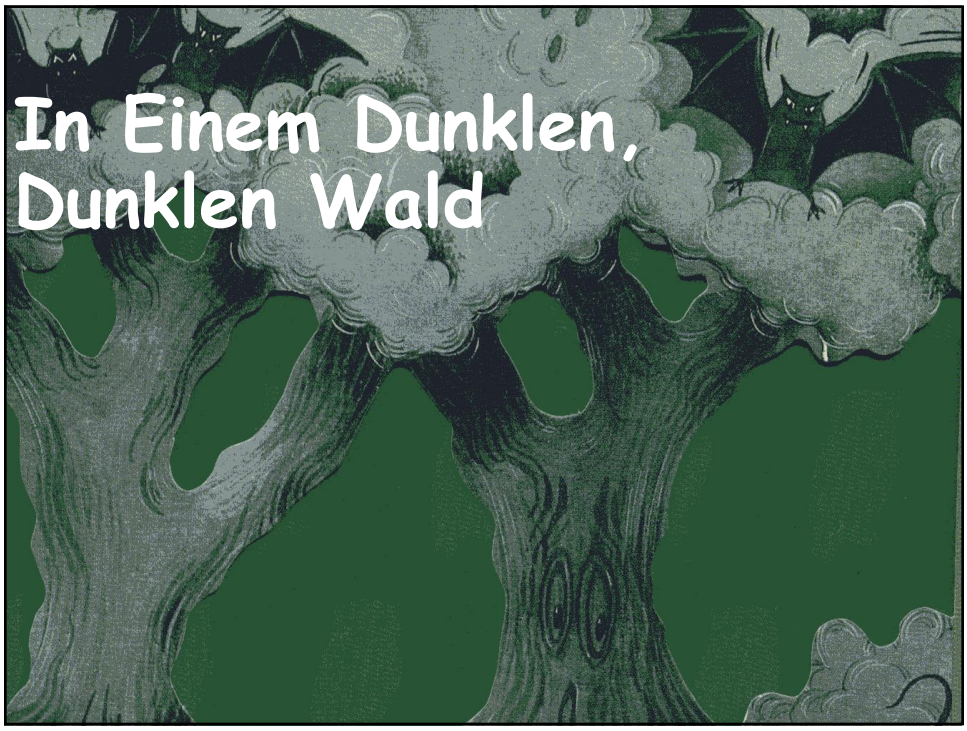
Drama

CONTEXT

PURPOSE!!

Stories Provide CONTEXT and are intrinsically interesting

Once Upon a Time



dunkel

dunkel

dunkel

dunkel

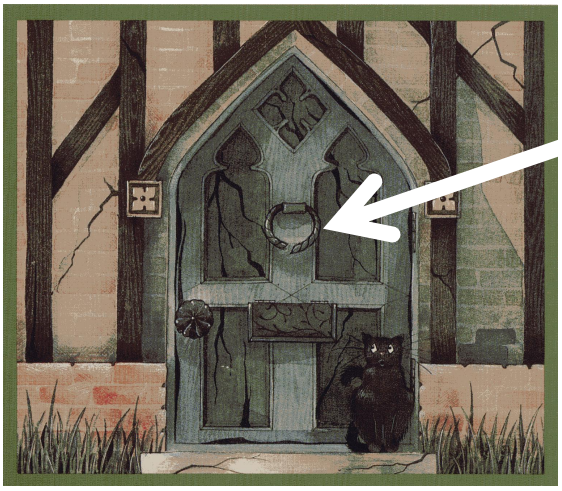
Der Wald

In einem dunklen, dunklen Wald

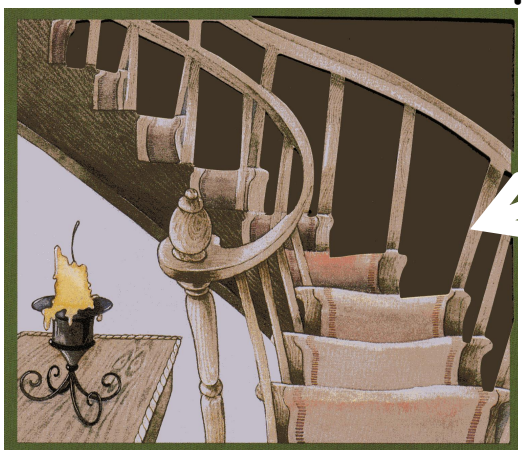
War ein dunkler, dunkler Weg

Und auf dem dunklen, dunklen Weg
War ein dunkles, dunkles Haus.

Und in dem dunklen, dunklen Haus
War eine dunkle, dunkle Tür.



Hinter der dunklen, dunklen Tür
war eine dunkle dunkle Treppe.



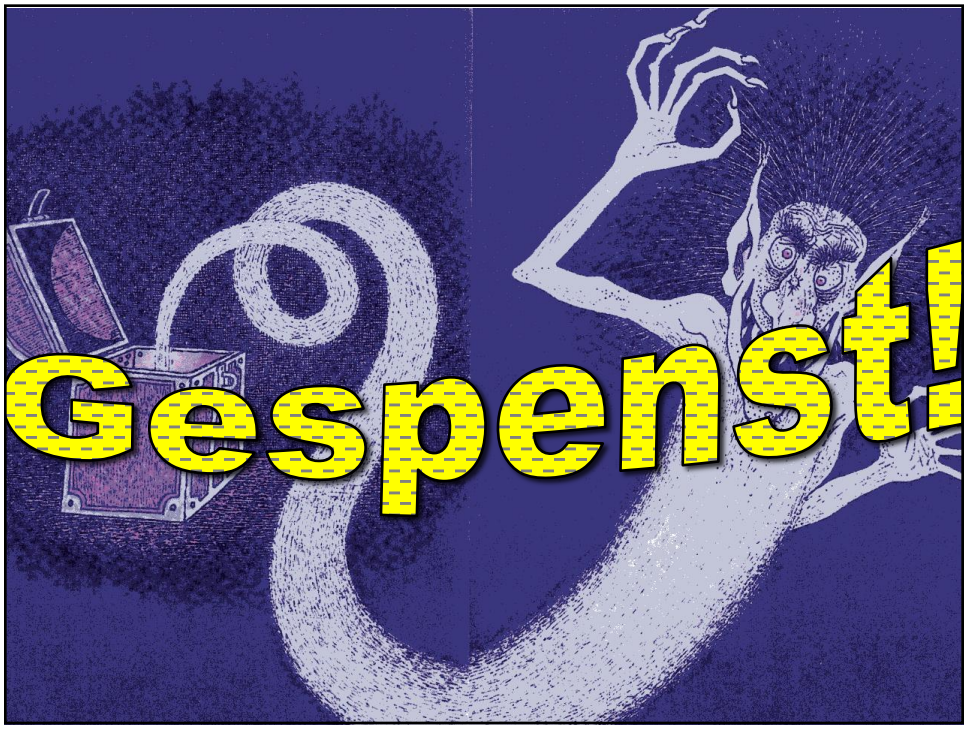
Am Ende der dunklen, dunklen Treppe
war ein dunkler, dunkler Schrank.

Und in dem dunklen, dunklen Schrank
War eine dunkle, dunkle Schachtel.

Und in der dunklen, dunklen Schachtel

War…

ein…



Providing CONTEXT Stories

We're
Speaking
English!

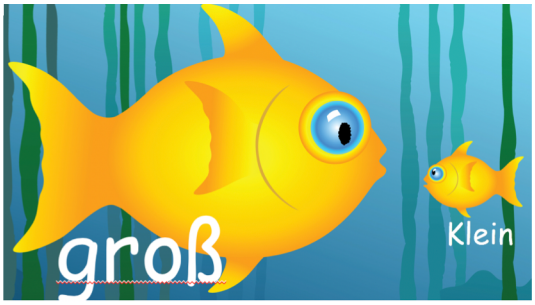
Wir
sprechen
Deutsch!

Die Geschichte von der kleinen, kleinen Maus

Source Unknown

groß

klein



In einer kleinen, kleinen Stadt…

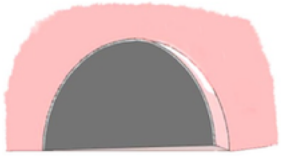
…steht ein kleines, kleines Haus.

In dem kleinen, kleinen Haus…

…wohnt eine kleine, kleine Maus.

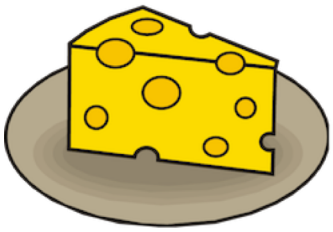
Die kleine, kleine Maus…

…kriecht durch ein kleines, kleines Loch.



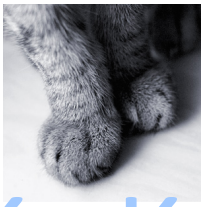
Hinter dem kleinen, kleinen Loch…

…liegt ein kleines, kleines Stück Käse.



Und hinter dem kleinen, kleinen Stück Käse…

…sitzt eine gr◦ße, große…



…K… …K… …K…

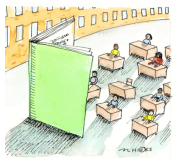
…Katze!!!

Auf Wiedersehen, Maus!

Ende

INTRINSICALLY INTERESTING: Pattern Stories

Predictable Stories
Pattern Stories



Scenes are repeated with some variation.

Why Use Pattern Stories?

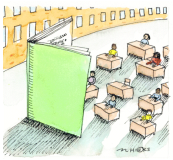
- meaningful context for functional chunks
- have storylines, cultural sequences or concepts that are familiar to the readers
- have themes that are often of universal appeal.
- the rhythm of pattern stories helps to move language into long-term memory.

Types of Pattern/Repetitive Stories

- Familiar sequence
- Question and answer
- Repetition of a phrase
- Rhyme
- Chain or circular story
- Cumulative Story

Predictable/Pattern Stories

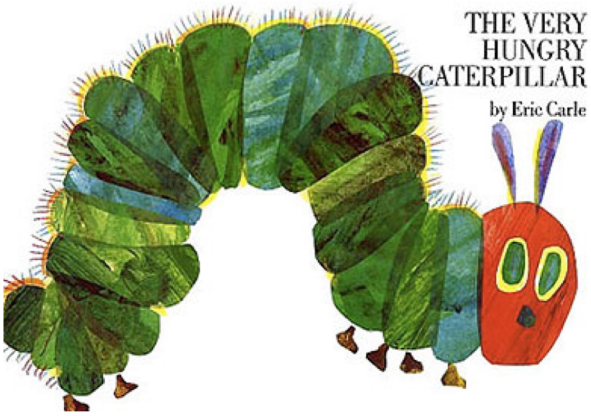
Variations



Familiar or Logical Sequence

Organized by recognizable theme, such as: days of the week and numbers.

Predictable Books:
Familiar or Logical Sequence



jī è de máo máo chóng

饥饿的毛毛虫

学生透过说毛毛虫的故事，把学过的水果和食物都带入故事情景内。

máo máo chóng è le
毛毛虫饿了。

xīng qī yī　　tā chī　le　yí gè　huǒ lóng guǒ
星期一，它吃了一个火龙果；

xīng qī èr　　tā chī　le liǎng　kē yáng méi
星期二，它吃了两颗杨梅；

xīng qī sān tā chī le sān gè shì zi
星期三，它吃了三个柿子；

xīng qī sì tā chī le sì kē pí pa
星期四，它吃了四颗枇杷；

xīng qī wǔ tā chī le wǔ kē lì zhī
星期五，它吃了五颗荔枝；

xīng qī liù tā yòu chī le jiǎo zǐ
星期六，它又吃了饺子

dà bǐng
,大饼

yóu tiáo
油条

mán tóu
,馒头
。

dāo xiāo miàn
刀削面

dàn tā hái shì jué de è
但它还是觉得饿！

Strategies for Keeping the classroom in the Target Language

xīng qī tiān tā chī le yī piàn shù yè
星期天，它吃了一片树叶。

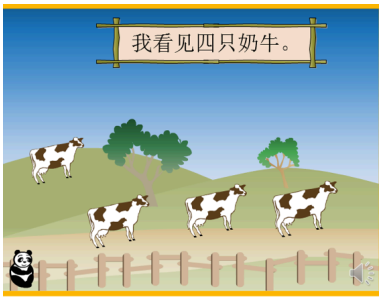
máo máo chóng bù è le
毛毛虫不饿了。

tā biàn le
它变了，
tā biàn chéng le hú dié
它变成了蝴蝶！

Types of Pattern/Repetitive Stories

- Familiar sequence
- Question and answer
- Repetition of a phrase
- Rhyme
- Chain or circular story
- Cumulative Story

By Wan Yang Fayette County Schools, Lexington, KY



By Wan Yang Fayette County Schools, Lexington, KY

Types of Pattern/Repetitive Stories

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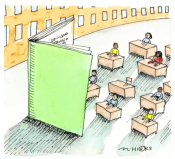
Predictable/Pattern Stories Variations

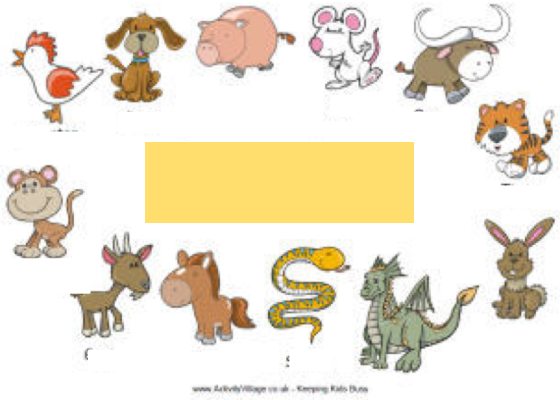
Question and answer

The same or similar questions are repeated throughout the story.



你看見誰?

Created by Dali Tan &Chinese Teachers



老鼠, 老鼠, 你看見誰?

我看見牛

牛, 牛, 你看見誰?

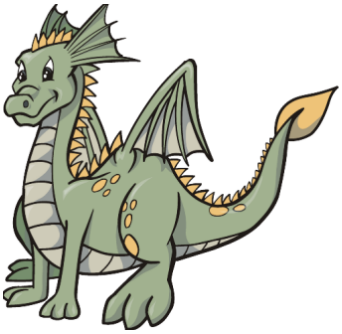
我看見老虎.

老虎, 老虎, 你看見誰?

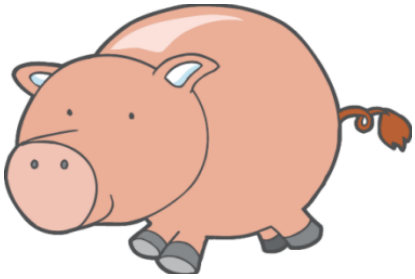
我看見兔子

兔子, 兔子, 你看見誰?

我看見龍



豬,豬, 你看見誰?



我看見熊貓

Types of Pattern/Repetitive Stories

- Familiar sequence
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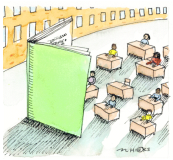
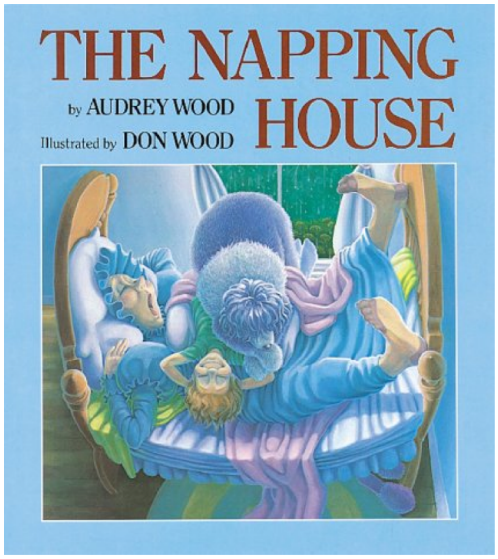
Predictable/Pattern Stories

Variations

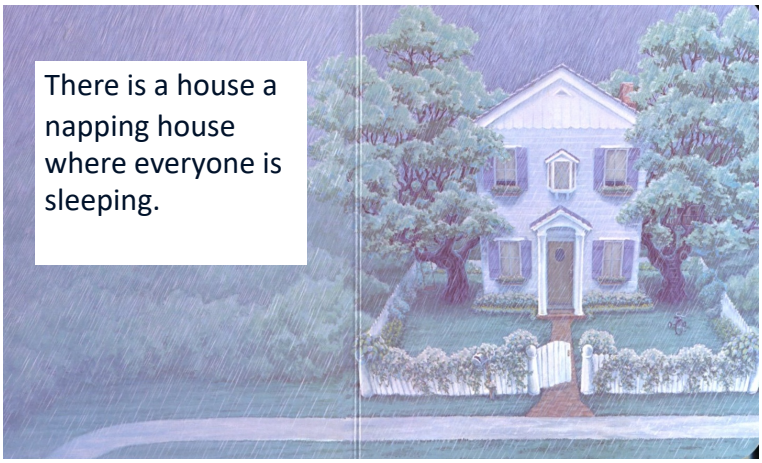


Cumulative Story

Each time a new event occurs, all previous events in the story are repeated.



Predictable Books: Cumulative Story



Predictable Books: Cumulative Story

Predictable Books: Cumulative Story

Types of Pattern/Repetitive Stories

- Familiar sequence
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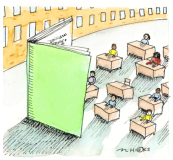
Predictable/Pattern Stories

Variations



Repetition of Phrase

Word order in a phrase or sentence is repeated.

By Li Li Potomac Elementary School, MD

我是马. 我是农场动物.

我是牛. 我是农场动物.

我是羊. 我是农场动物.

我是猪. 我是农场动物.

我是猫. 我是农场动物.

我是狗. 我是农场动物.

我是鸡. 我是农场动物.

Types of Pattern/Repetitive Stories

- Familiar sequence
- Question and answer
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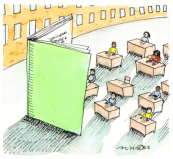
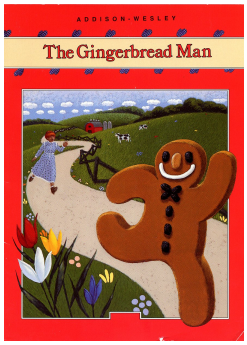
Predictable/Pattern Stories
Variations



Rhymes

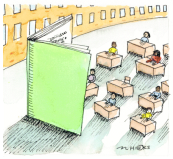
Rhyming words, refrains, or patterns are used throughout the story.

Predictable Books: Rhyming Words



Run, run, run,
As fast as you can!
You can't catch me!
I'm the Gingerbread Man

Predictable/Pattern Stories
Variations



Question and Answer

The same or similar questions are repeated throughout the story.

Types of Pattern/Repetitive Stories

- Familiar sequence
- Question and answer
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- Cumulative Story

¡Hablamos español!

¿Dónde vive la llama?

Por: Señorita Jenny Griswold

¿Vive la llama en Wisconsin?

No, la ardilla vive en Wisconsin.

¿Vive la llama en China?

No. El oso panda vive en China.

¿Vive la llama en Antártida?

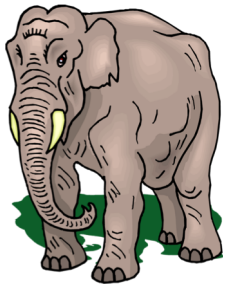
No, los pingüinos viven en Antártida.

¿Vive la llama en Australia?

¡No, no, no! El canguro vive y brinca en Australia.

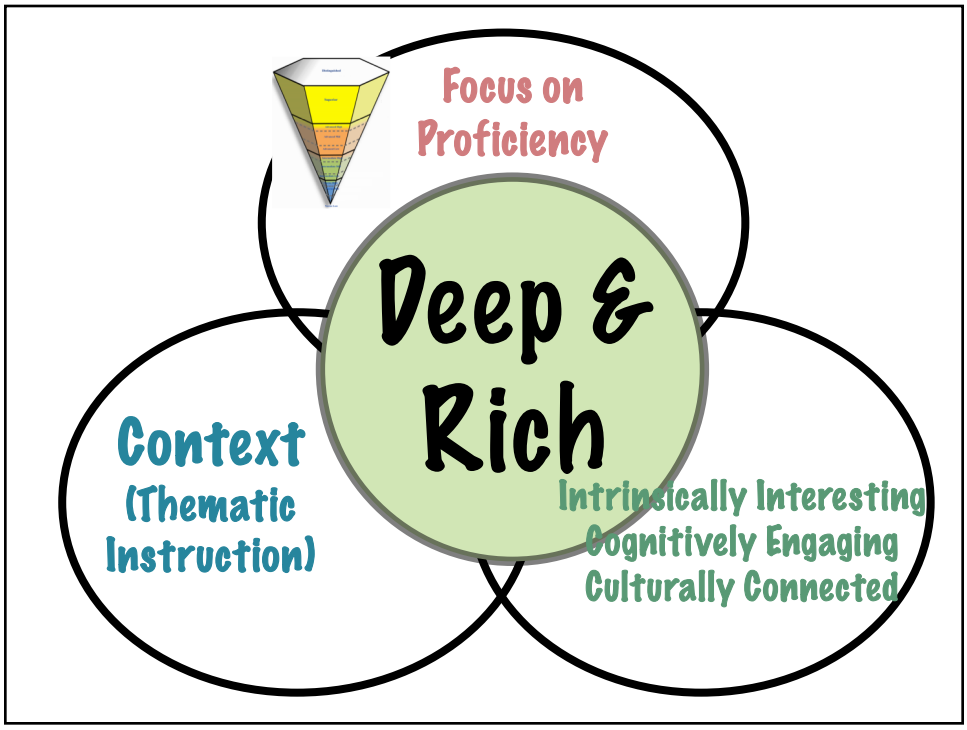
¿Vive la llama en India?

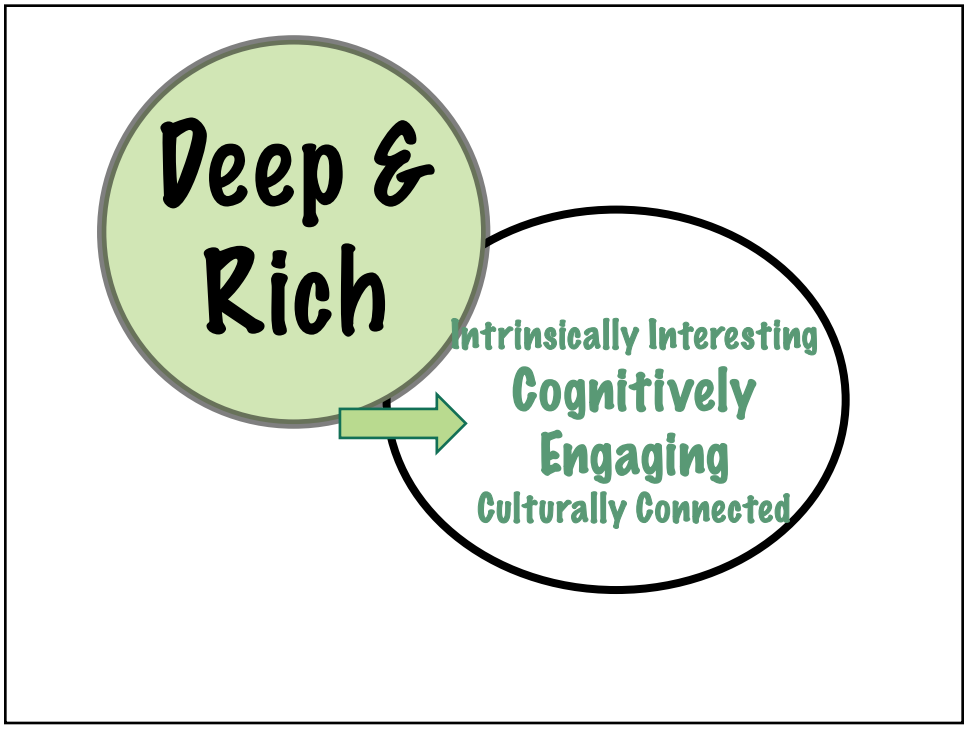
No, el elefante vive en India.



¿Vive la llama en Zimbabwe?

¡No! La jirafa, el mono, el león y la cebra viven en Zimbabwe.


Focus on Proficiency
Deep & Rich
Context (Thematic Instruction)
Intrinsically Interesting
Cognitively Engaging
Culturally Connected


Deep & Rich
Intrinsically Interesting
Cognitively Engaging
Culturally Connected

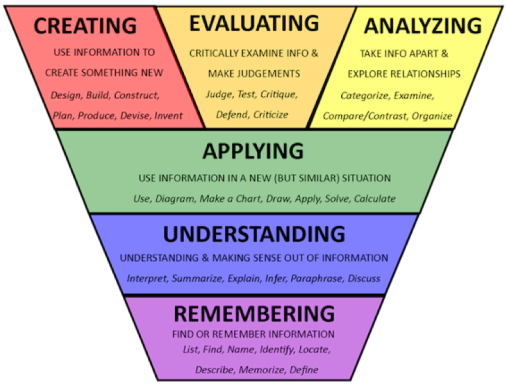
1.Connecting to the regular curriculum

Science, Math, Geography, Art, Music, History, Physical Education, Health, etc…

2. Academic Skills and Processes

Engaging students in using thinking skills.

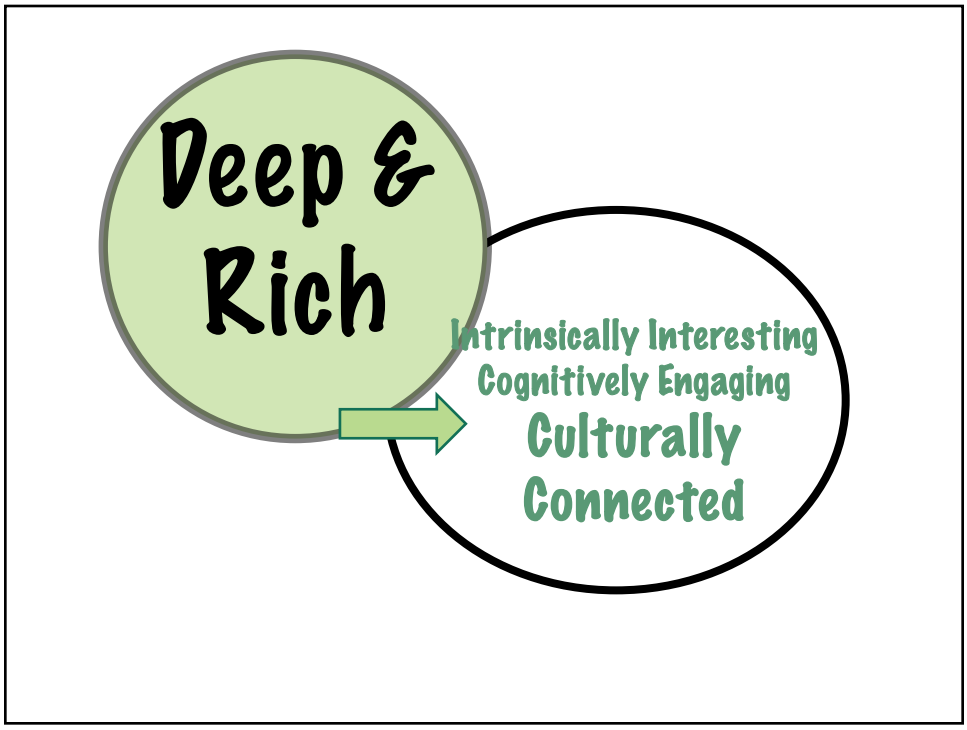
Academic Skills and Processes



Some Academic Processes:

- Definition
- Classification
- Description
- Cause-effect
- Sequence
- Comparison-contrast
- Hypothesis
- Evaluation

Stella Kong


Deep &
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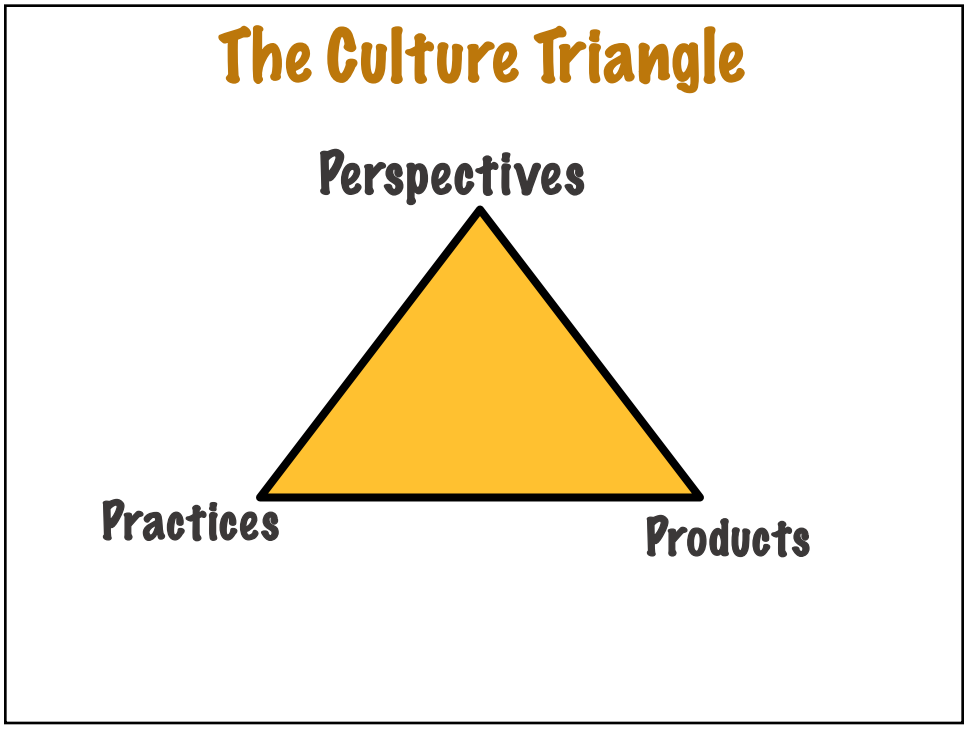
Culturally
Connected


The Culture Triangle
Perspectives
Practices
Products

Cultural, **Product**

Harley Davidson Motorcycle (Made in Milwaukee, Wisconsin, USA

Cultural **Practice**

Cultural Perspective?

The Fan

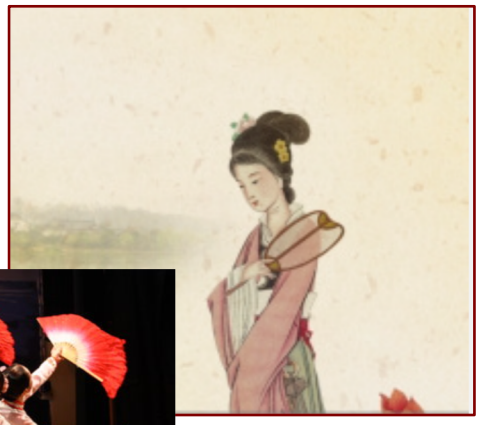
Perspectives

Practices

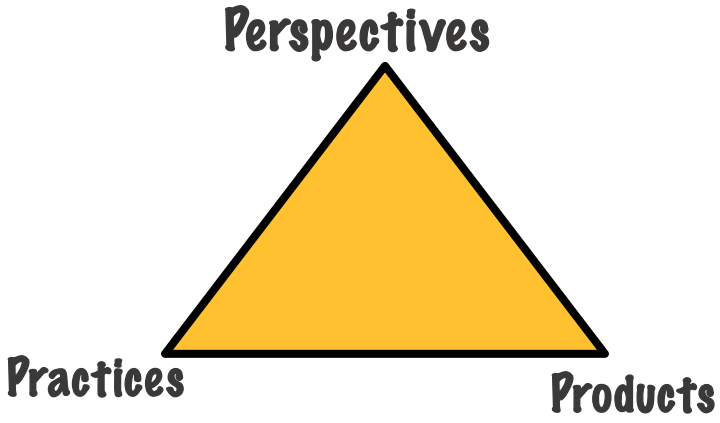
Products

Cultural, **Product**

Cultural **Practice**

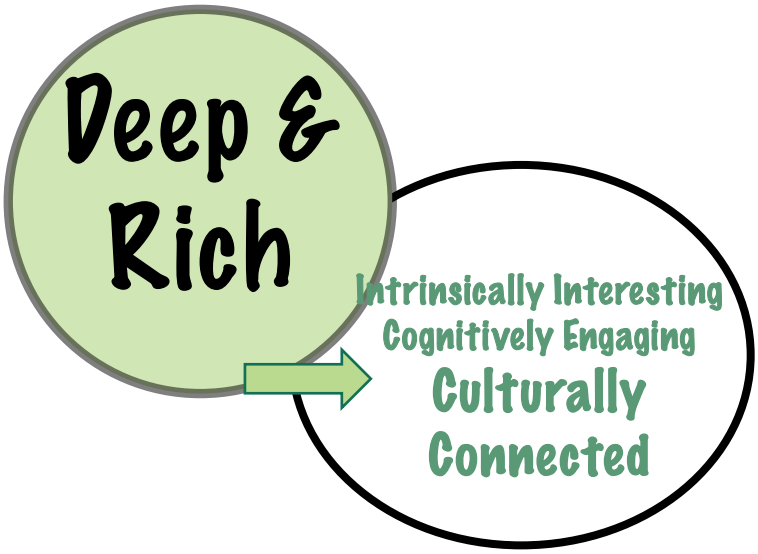


The Culture Triangle



Cultural

Perspective?



Not just talking about culture but providing cultural experiences

Activity Level Examples

Taking Photos with a Mascot

Mascots taking cultural trips!

Gustave the Frog,
Class Mascot Taking a Trip to France

Gustave at
Sacre Coeur

Gustave buying
a baguette

"Osito" the Bear from Venezuela Taking a Trip to New York City

Mascots taking cultural trips!

Osito's Visa!

Mascots taking cultural trips!

New York City Times Square

Mascots taking cultural trips!

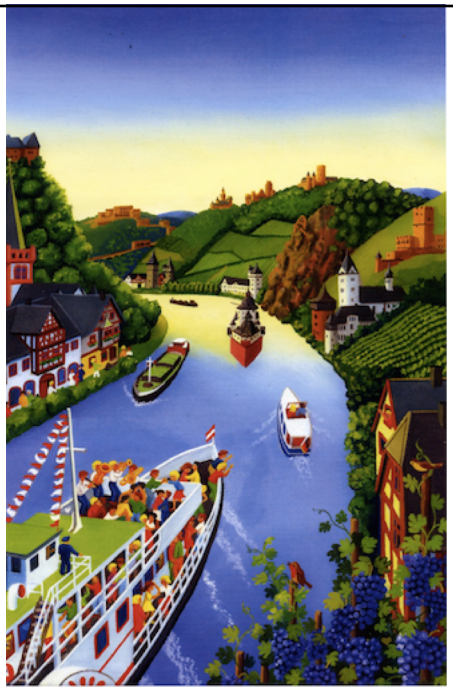
New York City Brooklyn Bridge

Mascots taking cultural trips!

Washington DC Lincoln Memorial

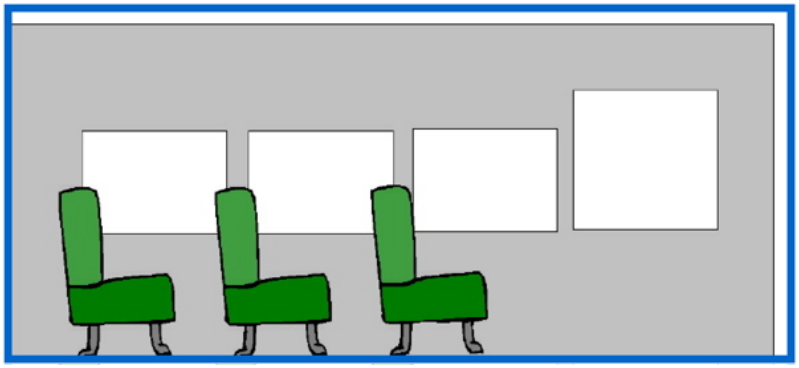
Cultural Fantasy Virtual Trip

Imaginary Trip



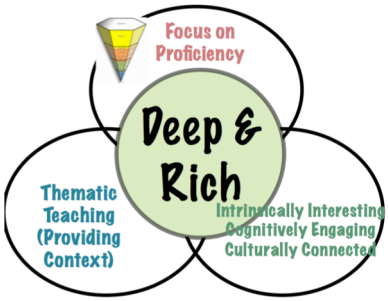
Virtual trip along the Rhine River in Germany

Looking Out The Train Window



Airplane Trip to ….

How can we make activities deep and rich? Let's take a look at two examples



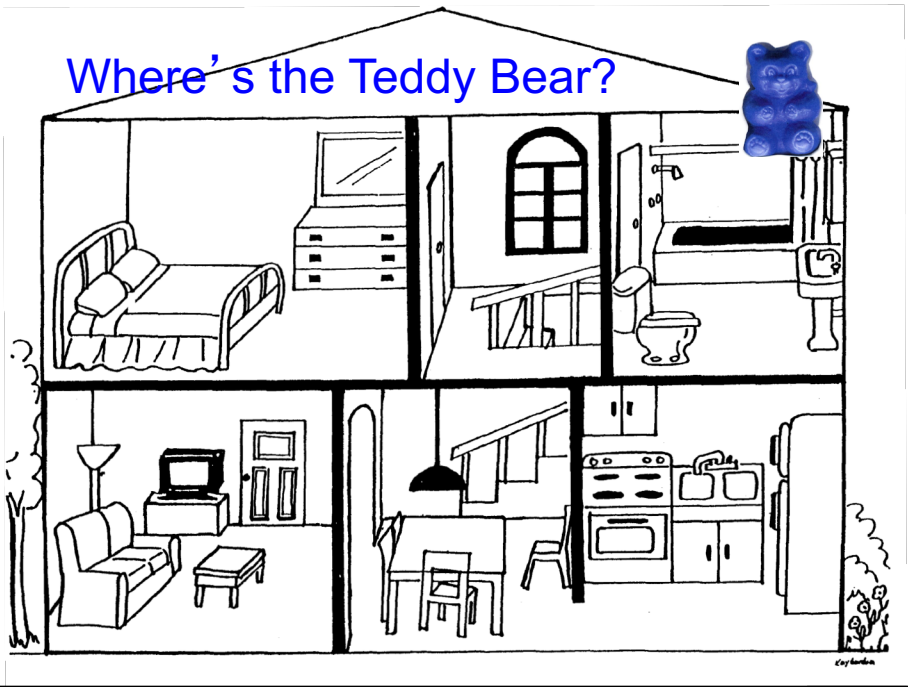
Making Tasks Deep and Rich

Intrinsically Interesting

Cognitively Engaging

Culturally Connected

Where's the Teddy Bear Activit



Partner A

Is your teddy bear in the living room?

Partner B

Yes/No

****

Partner B

Is your teddy bear in the kitchen?

Partner A

Yes/No

Making Tasks Deep and Rich

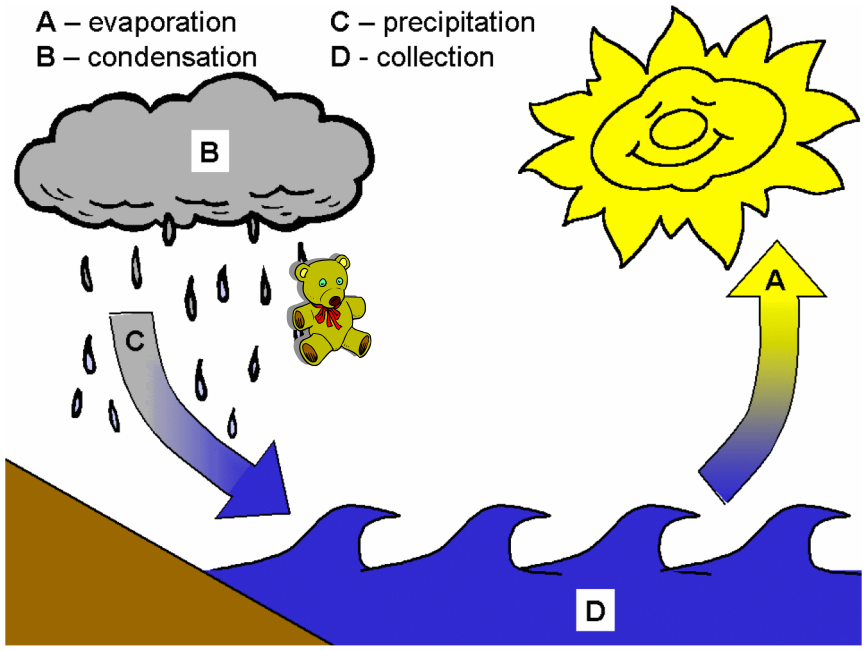
YES !

Intrinsically Interesting

Cognitively Engaging

Culturally Connected

Where is the Teddy Bear?


A – evaporation
B – condensation
C – precipitation
D - collection
B
C
A
D

Making Tasks Deep and Rich

Intrinsically Interesting YES !

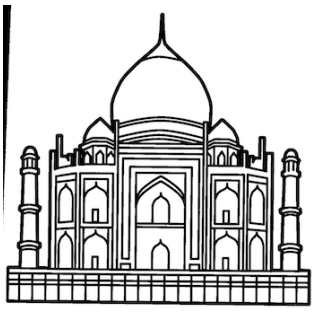
Cognitively Engaging YES !

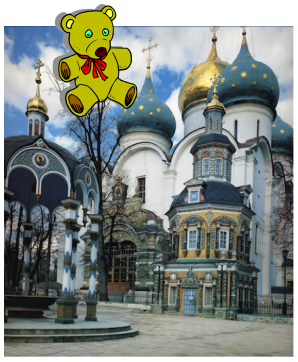
Culturally Connected

Nighthawks by Dennis Hopper

Botero

Andy Warhol Painting





New Year's Celebration Scroll

Making Tasks Deep and Rich

Intrinsically Interesting YES !

Cognitively Engaging

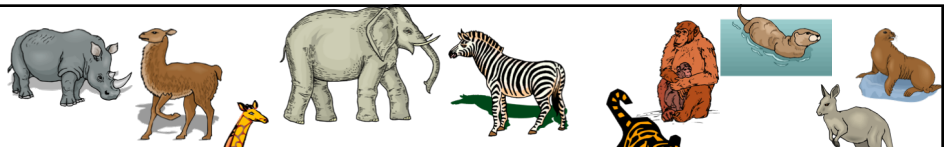
Culturally Connected YES !

Examining Activities

Finding & Giving Information

Jigsaw Activity

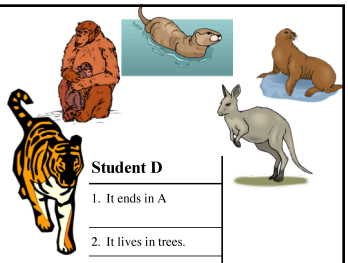
L & L
Page 153



Student A
1. It´s an African mammal.
2. It´s a type of ape.
3. It has black spots.
4. It lives in the Savanna.
5. It´s in the weasel family.
6. It can be under water for 15-20 minutes
7. It has powerful back legs.
8. It´s a nocturnal animal.
9. It begins with L.
10. It´s the largest living land mammal.
11. It has a horn made of hair.
12. It is in the cat family.

Student B
1. It has stripes.
2. It ends in N.
3. It lives in forests.
4. It travels in small groups.
5. It´s a carnivorous mammal.
6. Its babies are white..
7. It hops.
8. It has hand-like forepaws.
9. It´s found in South America.
10. It´s an endangered animal.
11. It´s a vegetarian mammal.
12. It lives in Asia.

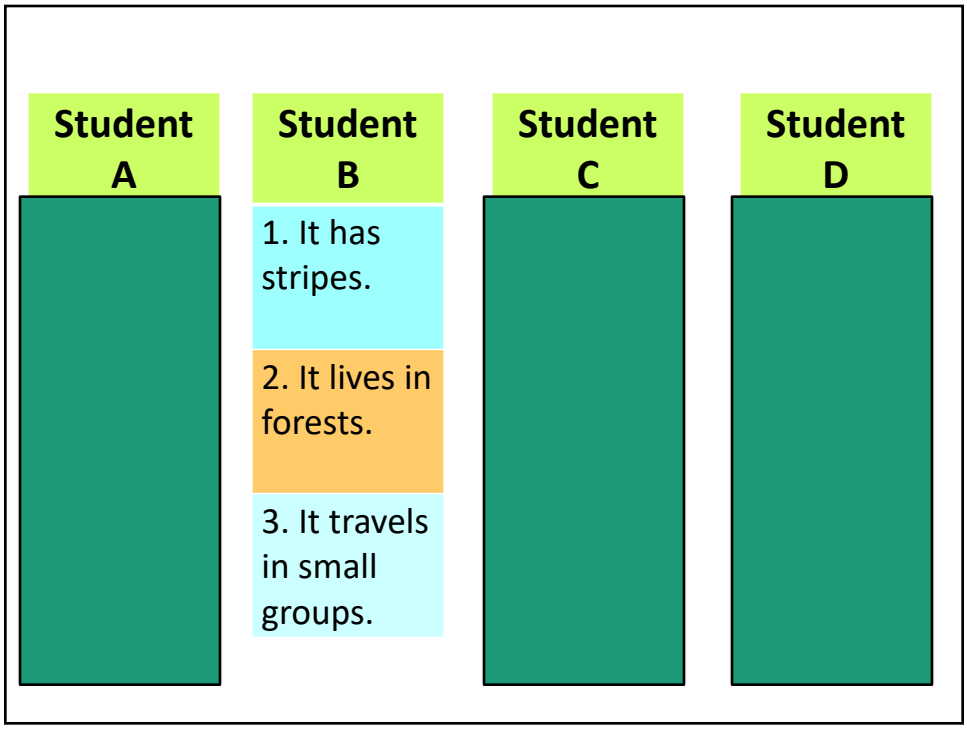
Student C
1. It lives in herds.
2. It has long arms.
3. It lives in Africa and Asia.
4. It´s up to 5.5 meters tall.
5. It begins with O.
6. One to six inches of fat keep it warm..
7. It´s found in Australia.
8. It has a black face mask.
9. It belongs to the camel family.
10. It´s highly intelligent.
11. It rests in the shade during the day.
12. .It ends in r.

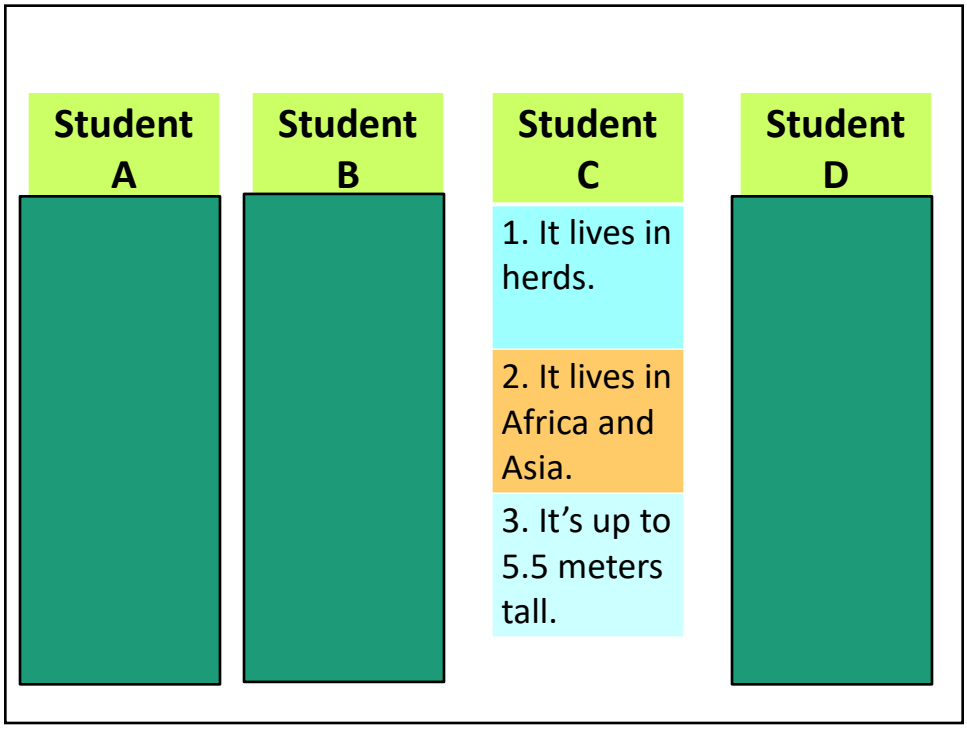


Student D
1. It ends in A
2. It lives in trees.
3. It belongs to the cat famliy.
4. It eats from trees.
5. It´s slender and agile.
6. It has flippers.
7. It carries its baby in a pouch.
8. It ends with N.
9. It can work at high altitudes.
10. It lives in Africa and Asia.
11. It´s massive and hoofed.
12. It has stripes.

Student A	Student B	Student C	Student D
1. It's an African Mammal.	1. It has stripes.	1. It lives in herds.	1. It ends in A.
2. It has black spots.	2. It lives in forests.	2. It lives in Africa and Asia.	2.It belongs to the cat family.
3. It lives in the Savanna.	3. It travels in small groups.	3. It's up to 5.5 meters tall.	3. It eats from trees.

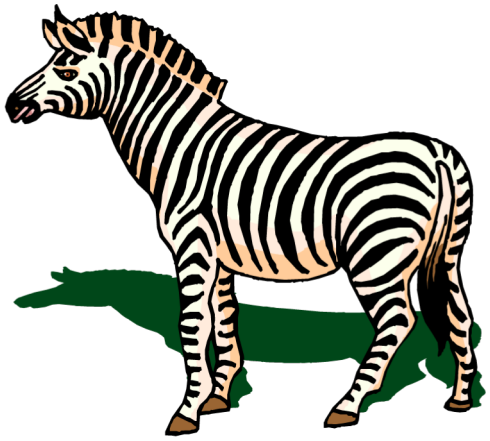
Student A	Student B	Student C	Student D
1. It's an African Mammal.			
2. It has black spots.			
3. It lives in the Savanna.			


Student A
Student B
1. It has stripes.
2. It lives in forests.
3. It travels in small groups.
Student C
Student D


Student A
Student B
Student C
1. It lives in herds.
2. It lives in Africa and Asia.
3. It's up to 5.5 meters tall.
Student D

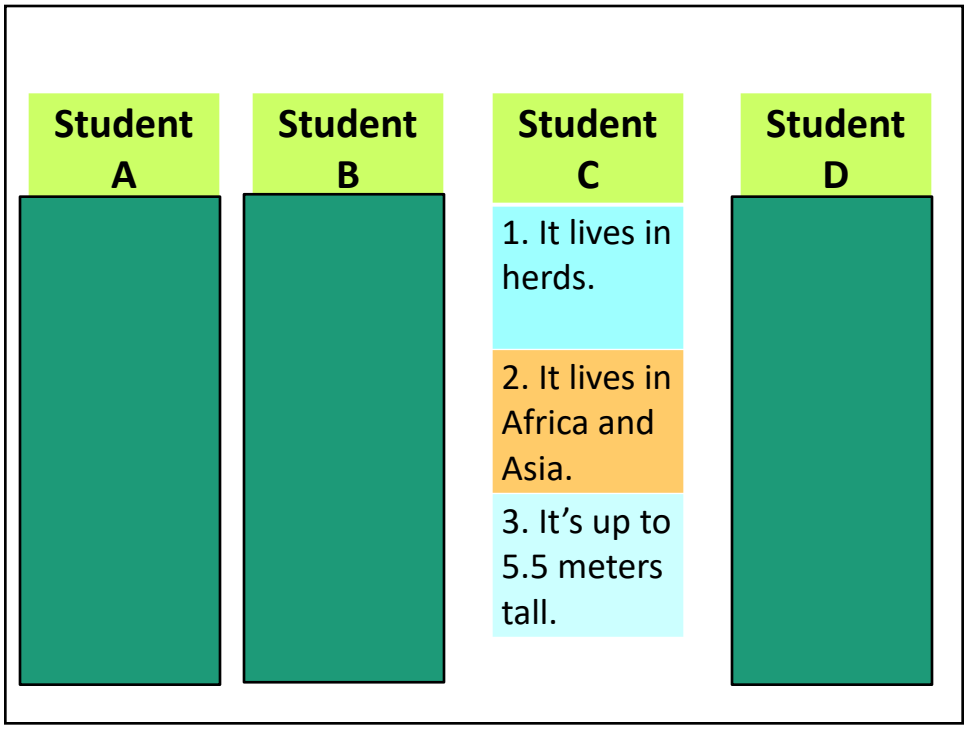
Student A	Student B	Student C	Student D
			1. It ends in A.
			2.It belongs to the cat family.
			3. It eats from trees.

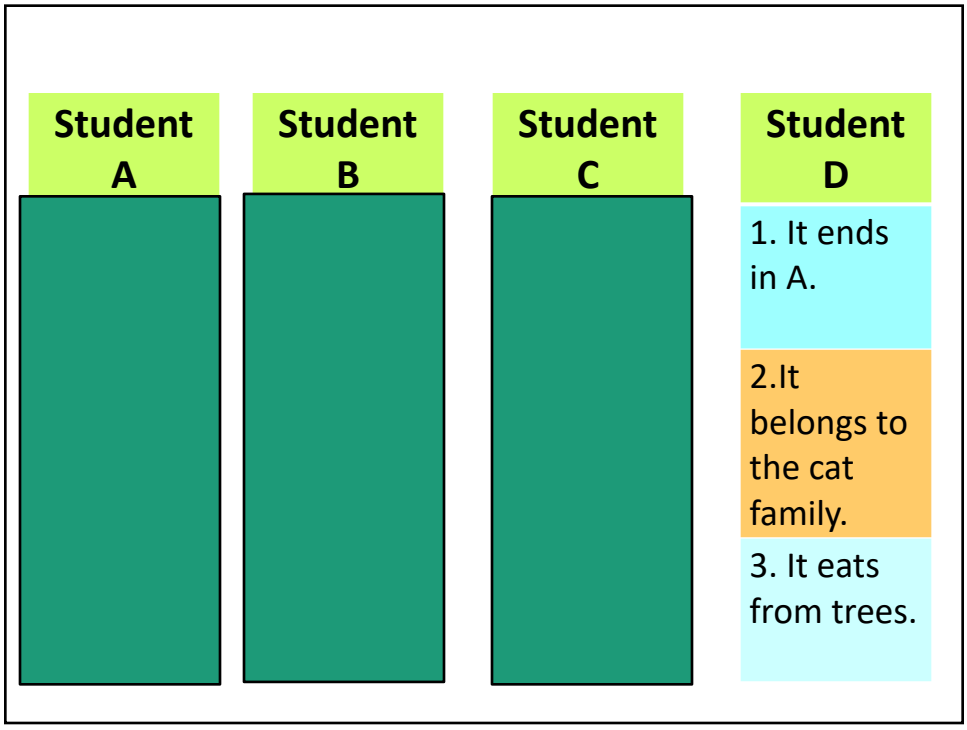
It’s a zebra!



Student A	Student B	Student C	Student D
1. It's an African Mammal.			
2. It has black spots.			
3. It lives in the Savanna.			

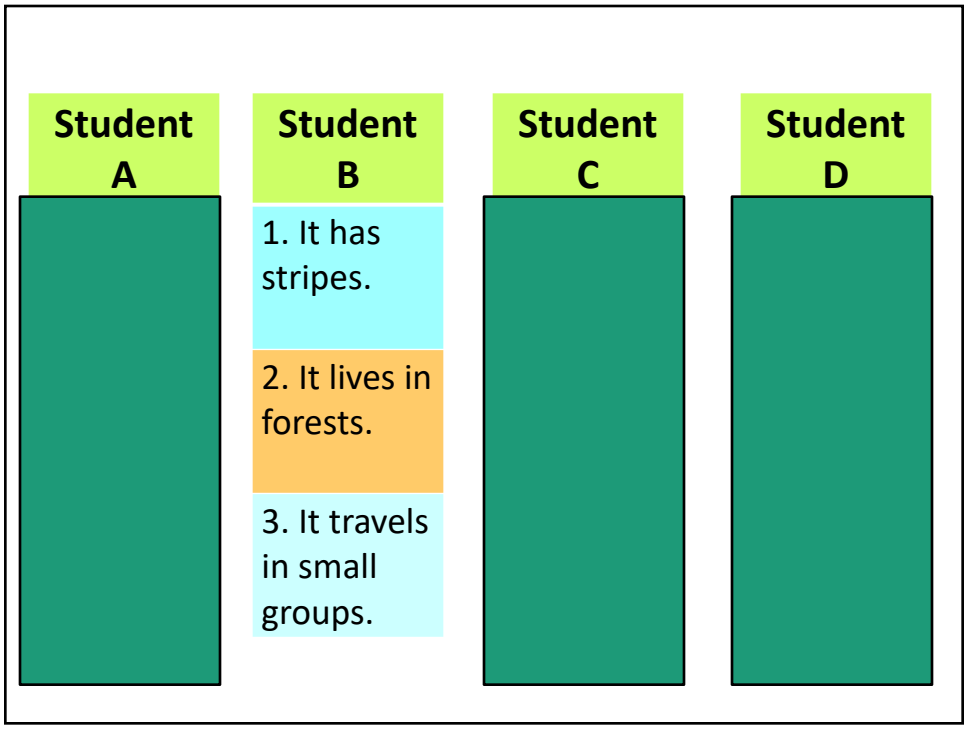
Student A	Student B	Student C	Student D
	1. It has stripes.		
	2. It lives in forests.		
	3. It travels in small groups.		


Student A
Student B
Student C
1. It lives in herds.
2. It lives in Africa and Asia.
3. It's up to 5.5 meters tall.
Student D


Student A
Student B
Student C
Student D
1. It ends in A.
2.It belongs to the cat family.
3. It eats from trees.

It's a leopard!

Student A	Student B	Student C	Student D
1. It's an African Mammal.			
2. It has black spots.			
3. It lives in the Savanna.			


Student A
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1. It has stripes.
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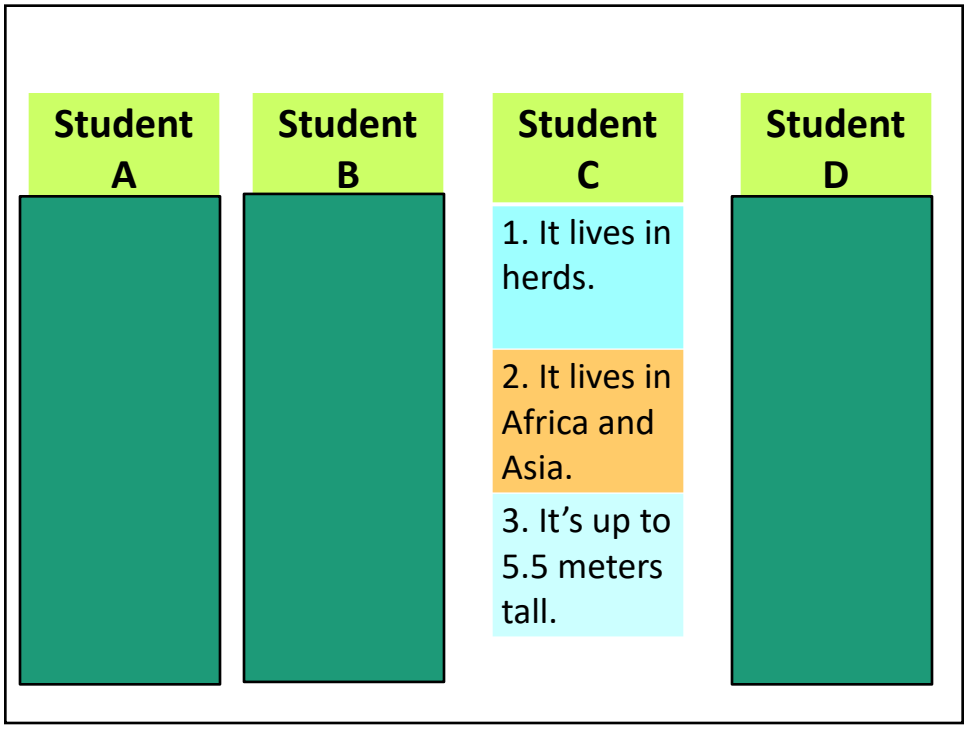

Student A
Student B
Student C
1. It lives in herds.
2. It lives in Africa and Asia.
3. It's up to 5.5 meters tall.
Student D

Student A	Student B	Student C	Student D
			1. It ends in A.
			2.It belongs to the cat family.
			3. It eats from trees.

It’s a giraffe!

Making Tasks Deep and Rich

Intrinsically Interesting YES !

Cognitively Engaging YES !

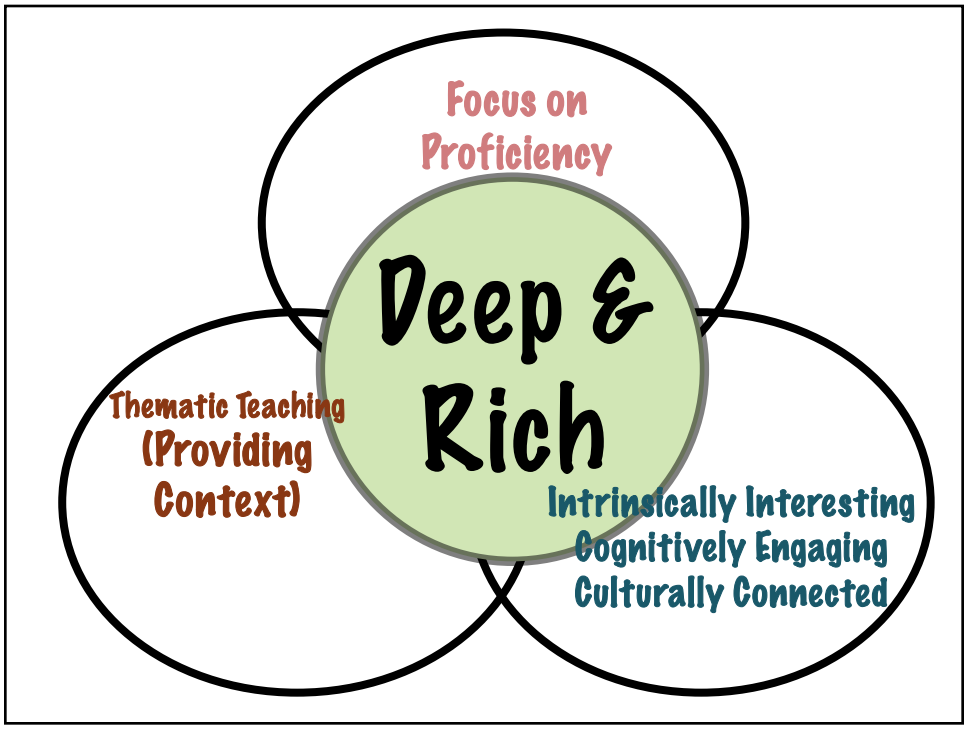
Culturally Connected

Building Proficiency in the Chinese Classroom with Deep and Rich Student-Centered Learning Tasks

CLTA - National Capitol Region Conference

October 21, 2018

Helena Curtain, Ph.D.



Central Idea:

In order for students to develop language proficiency teachers must provide opportunities for meaningful communication and interaction.

Focus Question:

How can we provide for meaningful communication and interaction?

Guten Morgen!

Guten Tag!

Guten Abend, Freunde

Eine gute Nacht!

After the workshop I can :

explain how to provide context

explain what makes activities intrinsically interesting, cognitively engaging, or culturally connected.

use deep and rich instructional strategies to engage learners

Tell your partner

WE are Changing the world one child at a time!!

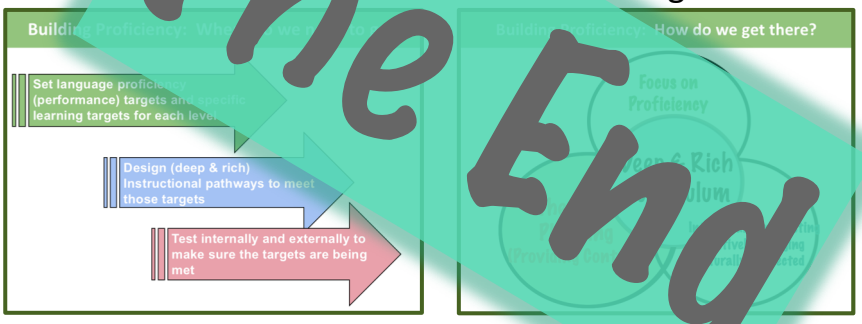
Tell your partner

"Good-bye! I enjoyed Helena's presentation"

Building Proficiency in the Chinese Classroom with Deep and Rich Student – Centered Learning Tasks

The End

Where do we need to go? How do we get there?



Q & A

Question & Answer Session