

# How to Facilitate Learner-Centered Language Learning and Teaching

2011 ACTFL

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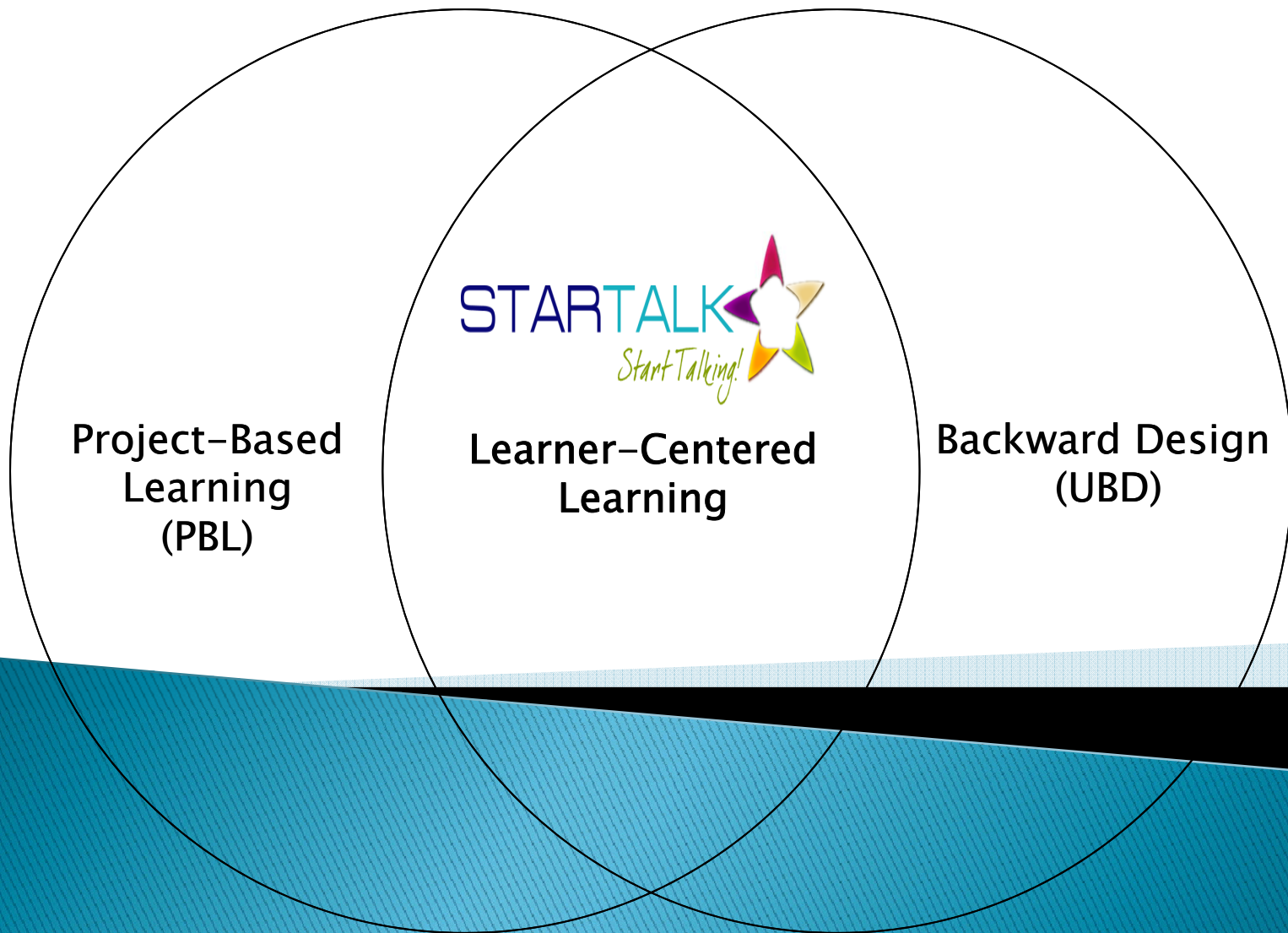
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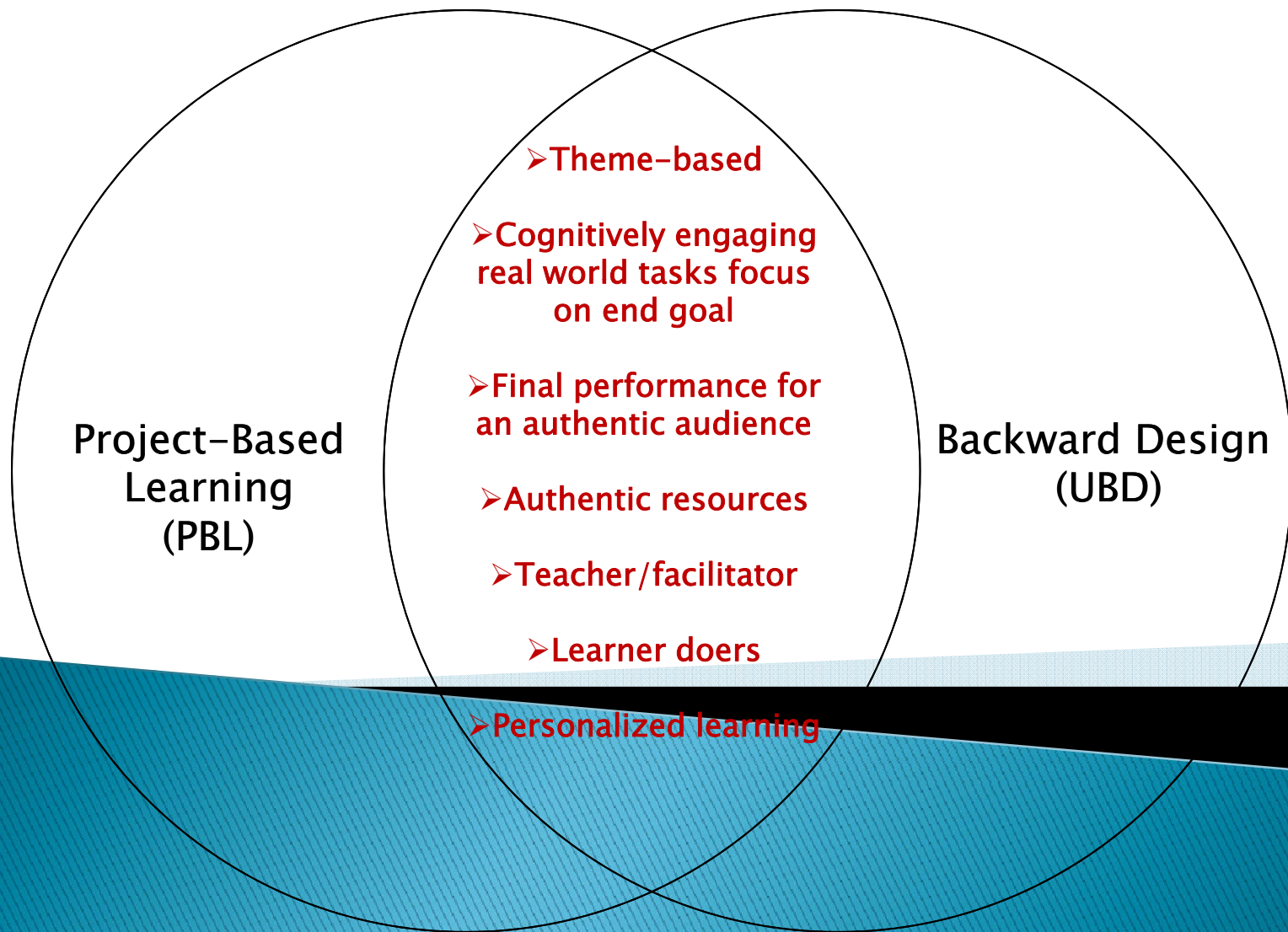
# STARTALK Principles for Language Learning and Teaching

- Implementing a standards-based and thematically organized curriculum
- **Facilitating a learner-centered classroom**
- Using the target language and providing comprehensible input for instruction
- Integrating culture, content, and language
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessments

# Learner-Centered Learning Models

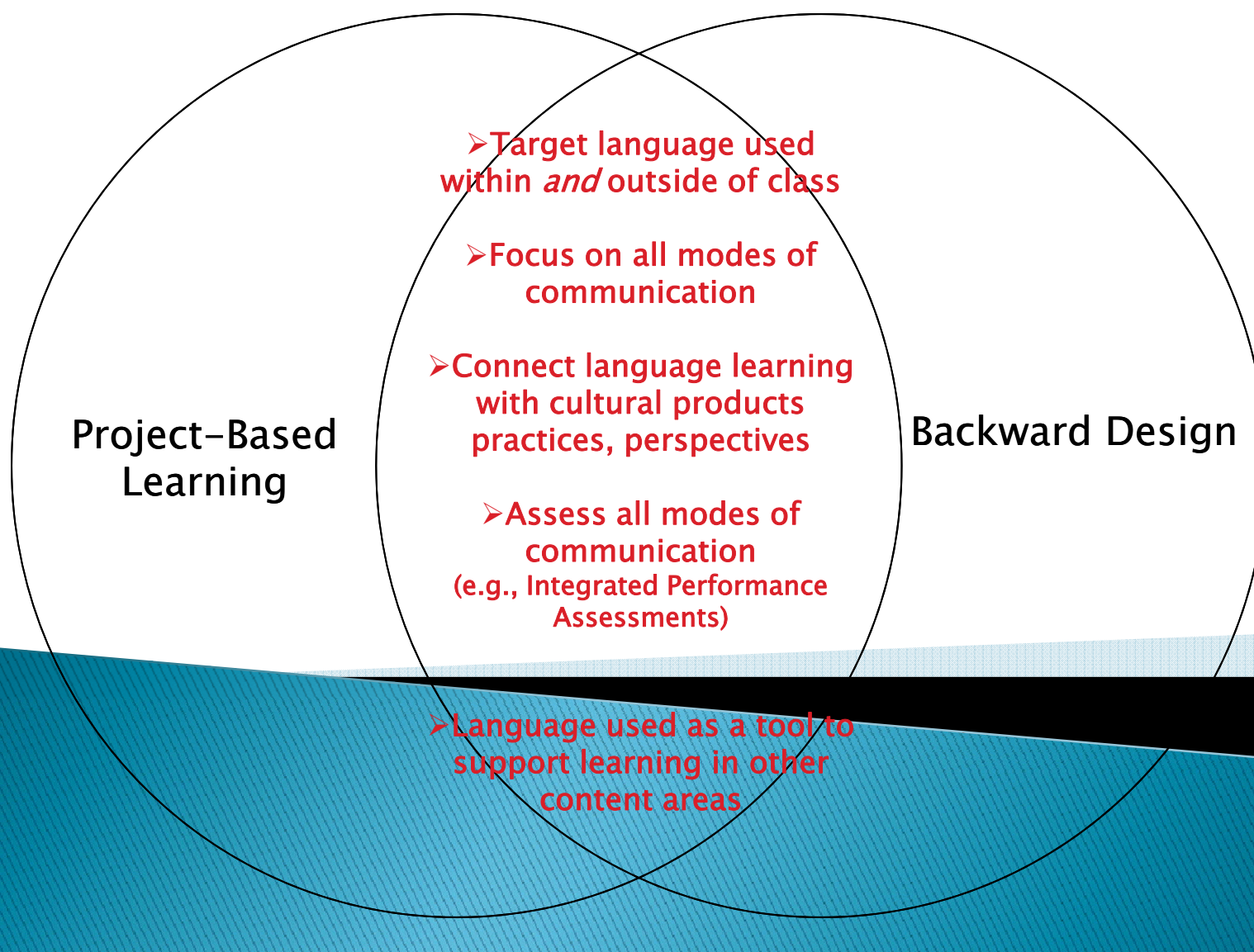


# Characteristics of Learner-Centered Learning Models





# Characteristics of World Languages/ Standards-Based Learner-Centered Learning Models





## Thematic Unit

### Human Migration and Changing Needs

- ▶ **Essential Question:** *How will knowledge of other languages and cultures enable us to collaborate in seeking solutions to global issues in an interdependent world?*
- ▶ **Targeted Unit Question:** *What cultural challenges may occur as a result of migration and/or immigration and what are possible solutions?*
- ▶ **Real World Context:** As the citizenry of the 21st century continues to become increasingly mobile and interdependent, people and countries face complex questions and concerns. This unit will increase student knowledge about issues surrounding immigration and stimulate discussion about ways to address these issues.
- ▶ **Proficiency Level(s):** Intermediate range
- ▶ **Grades:** 10-12
- ▶ **Interdisciplinary Connections:** global awareness, world languages , social studies
- ▶ **21<sup>st</sup> Century Skills:** communication, collaboration, critical and creative thinking, problem solving



## Human Migration Unit

**Final Task:** At the request of the local Arabic heritage language community, the administration in your school district is investigating the challenges faced by new students recently arriving in New Jersey from Arabic speaking countries. As a student of Arabic, you have been asked to be part of a committee to examine academic, social, linguistic and other challenges faced by heritage students. After a careful investigation and discussion of the issues, your committee will report on its findings and offer possible solutions to the school administration and members of the Arabic community during a special evening meeting held at the school. The event will also be attended by English and Arabic speaking reporters representing local/regional newspapers.

**Interpretive Task:** Read recent articles/reports in Arabic selected by your teacher on the current challenges faced by Arabic speaking immigrants in the United States. As you scan the articles, fill in the questionnaire developed by committee members in order to organize your thoughts and ensure that you understand the information.

**Interpersonal Task:** Create and conduct a survey of Arabic speaking students who have recently come to your school with committee members. Questions may include reasons for coming to the U.S., specific challenges encountered and cultural misunderstandings that have occurred with teachers, students and others. Follow up the survey with several face-to-face interviews with students willing to provide more in depth information. Analyze and discuss the data collected with fellow committee members to inform your presentation.

**Presentational Task:** Prepare a multimedia rich presentation of the committee's findings in Arabic and English that includes possible solutions for addressing identified challenges. Be prepared to respond to questions/comments posed by the audience. Post the presentation in both languages on the school/community website.

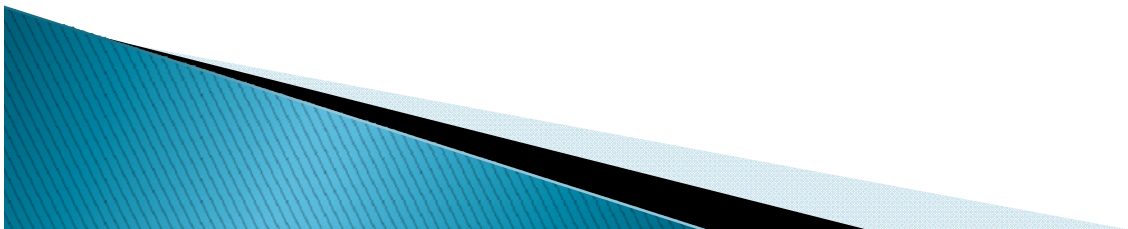
<b>Content Knowledge</b> <i>Students will understand that...</i>	<b>Language Skills</b> <i>Students will be able to...</i>	<b>Performance Task/Evidence of Student Learning</b> <i>Students will...</i>
<ul style="list-style-type: none"> <li>–The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>–Cultural misunderstandings may often occur between immigrants and citizens of a country, as well as between immigrants and their children when perspectives vary.</li> </ul>	<ul style="list-style-type: none"> <li>–Interpret authentic texts for main ideas and supporting details.</li> <li>–Infer the meaning of new words and expressions.</li> <li>–Ask and respond to factual and interpretive questions of a personal nature.</li> <li>–Engage in short conversations about personal experiences or events.</li> <li>–Describe and narrate in the present and past time frames.</li> <li>–State opinions.</li> <li>–Suggest solutions.</li> </ul>	<p>Use knowledge gained about cultural products, practices and perspectives to create a multimedia-rich presentation in the target language to be shared face-to-face and virtually.</p>



## Understanding Check!

*Determine if the following Novice and Intermediate tasks are **final/summative performance tasks** that reflect the **PBL/UBD models**. Explain why/why not based on information in Venn Diagrams.*

1. Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.
2. Students match the appropriate job title to a job ad. They are then divided into groups. Each group is asked to investigate 3–5 different career/job sites and identify the jobs and careers that are in high demand in a particular city, region, or country. Students present their findings to the class.
3. Students explore the environmental issue of disposing of e-waste in a target language country with a group of peers from that country. Together they propose solutions that are environmentally safe for submission to the UN's Solving the E-waste Problem (StEP) Project.
4. Students use technology to find new music in their favorite genre from the target culture. They keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening.



5. Students survey peers in their international partnership school and their own classmates about their favorite sports or leisure time activities. Students compare and contrast the gathered data in order to understand the perspectives represented by the participating students.
6. Using the Internet, students participate in a "walking tour" of a city in a target language country. Students "shop" for clothing on the website of a department store, using the "currency" of the target language country, and explain to their classmates the items they bought and why they bought them. Students "visit" art museums in the country of their target language culture and give a guided tour of the art work to tourists, their classmates.
7. Students create raps and/or poems reflecting a perspective, such as a "coming of age" event in the target culture and compare this with the "coming of age" process in the U.S. such as getting a driver's license or the right to vote. These examples are then shared with peers in the target culture who have completed a similar project and the results are shared on a social media website with comments in the target language.
8. Students demonstrate gestures, table manners, greetings and leave takings (etc.) via short, rehearsed skits to be presented to the student body during Discover Languages Month.

(Partnership for 21<sup>st</sup> Century Skills, 2011)



# Student-centered Language Classroom through Cooperative Learning

Meng Yeh, Chinese Program Coordinator  
Rice University

Nov. 18-20, 2011  
ACTFL Conference

# Student-Centered Language Classroom through Cooperative Learning

- STARTALK Teacher Workshop Competition Grant 2009
- Multimedia eWorkshop
- Student-centered approach
- Principles of designing cooperative learning activities
- cooperative learning activities

# Student-Centered Language Classroom through Cooperative Learning

- Goals
- Guide teachers to design cooperative-learning activities
- Demonstrate student learning in classroom
- Students:  
Beginning, beginning high, intermediate low
- Activities:  
focus on block building



# Student-Centered Language Classroom through Cooperative Learning

- Project: Sept 2009-Feb 2010
- Design the activities
- Implement the activities
- Film the classroom learning
- 25 activities with detailed lesson plans online
- 15 activities with classroom video clips

# Student-Centered Language Classroom through Cooperative Learning

Teachers in Houston, Dallas, Austin

Kelly Long, Murchison Middle School, Austin ISD

Fang Ji, Johnston Middle School, Houston ISD

Jiayao Pang, Awty International School, Houston

Hui Ju Lin, McKinney Boyd High School, McKinney ISD

Yimiao He, Shepton High School, Plano ISD

Elsie Chang, Cinco Ranch High School, Katy ISD

Meng Yeh, Rice University

184 students



Elsie Chang  
Cinco Ranch High School, , Katy ISD





Fang Ji  
Johnston Middle School, Houston ISD





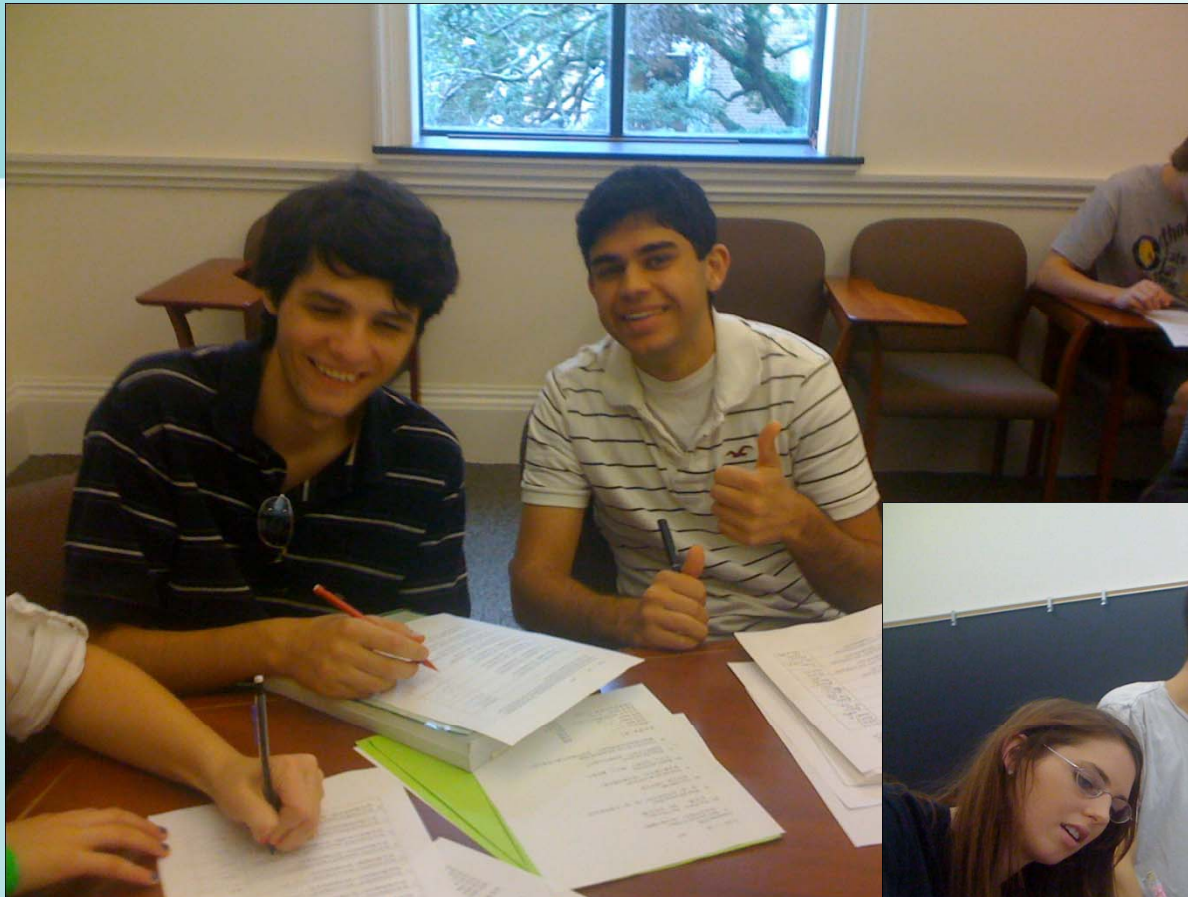


Kelly Long  
Murchison Middle School, Austin ISD



Yimiao He  
Shepton High School, Plano ISD





**Meng Yeh**  
**Rice University**


# STARTALK Multimedia Teacher Workshop Collection

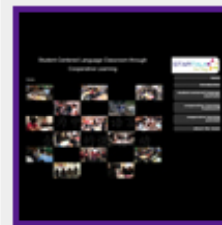
<http://startalk.umd.edu/teacher-development/workshops>



## **Assessment for Language Instructors: The Basics**

*Center for Applied Linguistics (CAL)*

- [View Details](#)
- [User Guide](#) 



## **Student-Centered Language Classroom through Cooperative Learning**


*Consortium of Texas Chinese Language  
Institutes*

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- [User Guide](#) 



## **Staying In The Target Language**


*Concordia Language Villages*

- [View Details](#)
- [User Guide](#) 



## **Chinese Immersion: Lesson-planning in the Content-based Classroom**


*Global Village Academy*

- [View Details](#)
- [User Guide](#) 



## **The Haya! Project**

*National Capital Language Resource Center  
(NCLRC)*

- [View Details](#)
- [User Guide](#) 



## **NOVASTARTALK Online: Technology- Enhanced Language Instruction**

*Northern Virginia Community  
College/NOVASTARTALK*

- [View Details](#)
- [User Guide](#) 

# Student-Centered Language Classroom through Cooperative Learning

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# Student-Centered Language Classroom through Cooperative Learning



Main > [Cooperative Learning Activities](#)

**Paired  
Activities**

**Small Group  
Activities**

**Whole Class  
Activities**

**More  
Activities**

## A. Paired Activities

1. Locate USA Cities (7th grade, novice low)
2. Pinyin Games (7th grade, novice low)
3. Pet Store (9th grade, novice mid)
4. What's the Plan? (11th grade, intermediate low)
5. Treasure Hunt (11th grade, intermediate low)
6. Purchase Flight Tickets (college, intermediate low)

## B. Small-group Activities

1. Dialogue Building (7th grade, novice low)
2. Logic Puzzle (8th grade, novice mid)
3. Roll it Out (8th grade, novice mid)
4. Family Tree (9th grade, novice mid)
5. Form A Line (10th grade, novice high)
6. Recycling (12th grade, intermediate mid)

## C. Whole-class Activities

1. May I ask...? (7th grade, novice low)
2. Favorite Food & Restaurants (12th grade, intermediate mid)
3. Have you been to...? (College, intermediate low)

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**Paired  
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## Student-Centered Language Classroom through Cooperative Learning

Main > Cooperative Learning Activities > **Paired Activities**

- |                      |  |  |
|----------------------|--|--|
| <a href="#">view</a> | <a href="#">pdf</a>                                | 1. Locate USA Cities (7th grade, novice low)           |
| <a href="#">view</a> | <a href="#">pdf</a>                                | 2. Pinyin Games (7th grade, novice low)                |
| <a href="#">view</a> | <a href="#">pdf</a>                                | 3. Pet Store (9th grade, novice mid)                   |
| <a href="#">view</a> | <a href="#">pdf</a>                                | 4. What's the Plan? (11th grade, intermediate low)     |
| <a href="#">view</a> | <a href="#">pdf</a>                                | 5. Treasure Hunt (11th grade, intermediate low)        |
| <a href="#">view</a> | <a href="#">pdf</a>                                | 6. Purchase Flight Tickets (college, intermediate low) |
| <a href="#">zip</a>  | Download All Video and PDF in Zip format. (213 MB) |  |



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学生为中心的  
语言教室  
合作性的课堂活动

## Cooperative Learning Activity Planning Form (Activity I)

Teacher	Fang Ji, Johnston Middle School
Activity	<b><i>Dialogue Building</i></b>
Lesson Theme	family and personal information
Level	novice mid, 7th grade (first semester)
Group type	small group, role play
Objectives	practice question, affirmative, negative sentences practice reading characters and pinyin
Type of Communication	interpretive reading, interpersonal speaking and presentation
Preparation	Prepare 5 drawings for dialogue situation and make 5 sets of flash cards to build 5 dialogues. Teachers can also ask students to make the flash cards as a way to practice their character writing. See the drawings and making of flash cards below.
Activity Steps	Divide students into five groups. Provide a drawing and a set of flash cards to each group. Students in a group work together to build sentences and then place the sentences in a dialogue that matches with the drawing given.
Instruction for Students	Each group will be given a drawing and a set of flash cards. Based on the drawing of the situation given to you, build a dialogue using the flash cards. Note: the flashcards in yellow are for building sentences, and the card in blue for questions. After building dialogue, group members take turn practice reading it aloud. I will select different groups to read you dialogues.

# Principles: Design Cooperative Activities

- Objectives
- Task/content
- Instruction
- Modeling
- Scaffolding
- Learning check
- Individual accountability
- Positive interdependence

## Cooperative Activities

- Dialogue Building
- Pinyin Game



# Purchasing flight tickets

## Information A

Airlines	Itinerary	Prices	Discount
?	Houston > Korea > Shanghai	?	25%
China Airlines	Houston > ? > HK > Shanghai	\$1,200	?
?	Houston > Japan > Shanghai	\$ 1,500	?

## Information B

Airlines	Itinerary	Prices	Discount
Korea Airlines	Houston > ? > Shanghai	\$1,800	?
?	Houston > LA > ? > Shanghai	?	No discount
Northwest Airlines	Houston > ? > Shanghai	?	20%

# Thank you

Contact us:

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