Greetings and Introduction

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Project Overview

Target students: beginning level, young adult college students ages 18-25, from different countries
Class size: 12 students
Condition: converging manner
Procedures: pair work, group work, whole-class mixer

Goals of the Project:

1) Link theory with practice and develop an ability to adapt non-TBLT materials for TBLT;
2) Design a sequence of tasks which are related to one another and integrate four skills (listening, speaking, reading, writing) for greetings and introduction, in which the learners are guided to focus on the meaning of the language for genuine communication;
3) Engage the students in real Chinese language use in the classroom by minimizing the gap between the real world and classroom via activities.

Topic of the Project: Greetings and Introduction
Objective of the Tasks: the students will be able to understand greetings and introduction in various forms and to be able to greet others and introduce themselves or others by using the above-mentioned four skills.

Materials:

1) Audio clips
2) Video clips
3) Worksheets
4) Maps
5) Pictures
6) Classified advertisements
7) Handouts
Project Planning Processes

1) Within the group planning, the team distributed the work and each member designed several tasks.

2) The team evaluated the feasibility and effectiveness of each task and screened out five tasks.

3) The team revised each task.

4) These five tasks are ordered by taking “Transfer Appropriate Processing” into consideration.

5) The team sequenced the complexity of each task by applying Robinson’s Theory on Task Complexity and his resource-directing and resource-depleting dimensions of task complexity:
   - Here-and-now vs. there-and-then
   - Few elements vs. multiple elements
   - No reasoning vs. reasoning
   - Planning time vs. no planning time
   - Prior knowledge vs. no prior knowledge
   - Single task vs. multiple tasks

6) The team integrated the above five tasks listed in number 2 into a final task-based teaching activity with the focus of using Chinese language for greetings and introduction.
Task-based Teaching Activity: Greetings and Introduction

Task 1: Greetings & where are you from?

Goal: To practice the ability to use a variety of forms for greetings, ask country of origin and describe nationalities or country names

Input: a world map (Appendix 1)

Conditions: shared information, converging

Class Time: 20 minutes

Procedure: whole-class mixer, no planning time

1) The teacher gives a copy of a world map to each student.

2) The teacher explains that the learners are going to walk around with the world maps in their hands. Learner will greet other students and ask one another where they are from. Each will point out his/her country on the map and speak out his/her country name. After that, he/she will write his/her country name in the margin of the map. The teacher will walk around during the activity to help students to find their home countries on the map and to write them down. Then he/she will draw a line connecting the country and the name of his/her country (speaking, writing) (15 minutes)

3) After 15 minutes, the teacher asks students to read the country names written on their individual maps. The teacher writes all the country names on the board and makes sure that the students can find the countries on their map. (reading)

4) If some students finish early, the teacher has them to unscramble the following country names: 典瑞 diǎn ruì (瑞典 ruìdiǎn ), 度印 dù yìn (印度 yìndù ), 拿加大 ná jiā dá (加拿大 jiānàdà ), 本日 běn rì (日本 rì běn ) (reading & writing)
Predicated outcome:

a. Products: lines drawn connecting the countries and their names on the map; correct forms of country names

b. Process:
   i. The students practice speaking when they greet each other, ask the country of origin of the other students, and when they speak out their country’s names.
   ii. The students practice reading when they identify their country names in the margin of the map and when they read all the country names written on the board by the teacher. The students practice reading when they read the scrambled country names in the optional task.
   iii. The students practice writing when they write down their country names and the correct forms of the country names in the optional task.

Task 2: Greetings in Varied Ways

Goal: To provide an opportunity to recognize the basic greetings in Chinese. To know variations of greetings in Chinese.

Input: pictures, audio clips, video clips, and worksheets (Appendix 2)

Conditions: shared information, converging

Class Time: 50 minutes

Procedures and predicted outcomes: Both audio and video clips are played for the entire class, and students do pair work and group work with planning time.

1) The teacher shows four pictures of greetings and let the whole class guess 他们是谁？他们在干什么？ Students are given pictures to indicate the context of the conversation, and they are asked to participate in guessing what is happening in each picture. Students will interact with the pictures and questions individually. Their attentions are finally drawn on the last picture with students and a teacher in it in order to prepare for
the next listening task. The teacher calls on different students to share their thoughts. 
(Speaking and listening)
2) Pair work: to fill the table with information in the dialogue. The dialog between a 
teacher and an international student plays twice. The dialog includes greetings, self-
introduction, and saying goodbye. Students are paired to work on a table and complete 
the sentences by either pinyin or Chinese characters. Since they have been asked to 
preview the vocabulary preceding each class, the teacher does not teach Chinese 
character writing in the middle of the task. Students are expected to know either pinyin 
or Chinese characters in the task sentences. (Listening and speaking)

In this part, students complete a table and practice listening and speaking skills. 
They need to comprehend the basic idea of the listening material in order to choose the 
correct picture. Students have enough time to process the listening activity and then 
react to it. Students practice writing in the task, and they need to use appropriate 
vocabulary to fill the blanks, and there are no right answers. The practice helps students 
understand the conversation and help them connect meaning to forms. “是” in the 
sentence are bold and in a bigger font than other characters, and the kind of 
typographic manipulation can boost students’ noticing of forms.

3) Picture Matching: The teacher divides students into four groups and gives each group a 
worksheet with three pictures and three dialogs. Each group has 10 minutes to match 
pictures and dialogs. Groups are asked to share one match they discover. (Speaking)

Students change their opinions based on each matching picture and dialog. They 
are expected to match the dialogs and pictures based on their understanding of Chinese 
culture. Negotiation and questions occurs during the matching, and the teacher can 
provide some help to students. The three pictures used in the activity are also from the 
warm-up activity. Students are prepared for the content in picture matching activity 
with the warm-up activity, and their questions that emerge from the warm-up activity 
can be resolved in this section.

4) Watch Video clips and write dialogs: The teacher plays two short video clips without 
sound. Students have to write two dialogs for the two video clips and they can use
either pinyin or Chinese characters. Each dialog should have at least two turns of speaking between two interlocutors. They can develop the dialog as long as possible. Each group shares one dialog they compose with the rest of class. (speaking and writing)

Watching muted video clips and writing a script for them allows students to fill in information within the gap between the muted video and students. During the dialog writing, students draw on their knowledge of greetings to compose a new dialog. During the presentation, students receive teachers’ feedback. It helps them to improve grammar and communication.

5) After the task, the teacher summarizes the various ways of greetings in Chinese and then identifies the relationship between the interlocutors and greetings.

The post task summary is critical for students to become self-aware of the learning they have just completed. After students finished the tasks, they need time to reflect on their learning.

**Task 3: Information Gap: 他是谁? tā shì shéi?**

Goal: To practice and use various forms of asking 他（她）是谁? 他（她）从哪里来? and answer questions accordingly.

Input: worksheets, pictures, oral instruction (Appendix 3)

Conditions: Split information on worksheet; shared information on pictures; converging manner

Class time: 50 minutes

Procedures and predicted outcomes: Pair work, no planning time.

1) The teacher copies worksheets, one for every two students and cuts each copy into three parts. The teacher clips together the illustration, information Card A, and Information Card B.

2) Students are put in congruent ability pairs. The teacher gives a copy of information card A to student A and a copy of information card B to student B in each pair. Then, each pair shares their illustration.
3) The teacher holds a copy of the illustration. Point to the question box at the bottom of the illustration and explains that students are going to fill in the missing information in their information cards asking each other (她（他）是谁? or 她（他）叫什么? Or 她（他）的名字是什么? 你从哪里来? 你的国籍是么？) **Teacher demonstrates the whole activity by modeling with an advance level student:**

   A: (holds up the illustration and points to person number 1 in the illustration) 她叫什么?
   B: 她叫爱伦。
   A: 爱伦是从哪里来的?
   B: 她从美国来。

   **Teacher instructs all students to write 爱伦 on the first line of their information-cards.**

4) The teacher has pairs continue the activity, and tell students that they should take turns asking the names and countries of the people on their cards. Students should not show each other their information cards. The teacher circulates during the activity to help students with Chinese characters and pinyin writing and to make sure they do not show their partners their information cards until the end of the activity. When pairs have filled in all the names and countries, they compare cards to check their information. The names and the countries on both cards should be the same.

   **Students complete the table by the end of the activity. The task entails speaking and writing practices. During pair interactions, students can negotiate meanings with each other and complete the tasks together. The task promotes the communication between students and encourages students’ output. They will also get peer feedback during the speaking and writing. The process mutually benefits each pair.**

5) After the task, the teacher summarizes the ways of asking, “Where are you from?” and “What is your name?” Students’ knowledge of asking these questions is reinforced.
Task 4: Jigsaw: 他们是从哪里来的？他们的职业是什么？(tā men shì cóng nǎ lǐ lái de？tā men de zhí yè shì shén me？)

Goal: To practice the ability to describe people’s origins and jobs

Input: Worksheet, pictures (Appendix 4)

Conditions: Split information; converging

Class time: 50 minutes

Procedures and Predicted outcomes: Whole-class mixer, no planning time

1) The teacher shows pictures of different jobs and has students name each jobs according to the pictures. Students have previewed the vocabulary of jobs, and they can recognize each picture and speak out the jobs.

2) After pre-task activity, the teacher makes two copies of the worksheet.

3) The jigsaw is arranged as “split information.” Teacher gives one card to each student at random. The teacher has students look at the picture of the two people on the card.

4) The teacher explains that students are going to walk around the classroom. They will describe the two people on their card in order to find a matching card. Students cannot show their cards to anyone. Teachers can write the following key words on the board: 国家、职业.

5) Students look at the pictures and describe the two people’s origins and jobs. The teacher should remind students that they should continue to question students until they find a match.

6) Students take their pictures, walk around the classroom, and describe their pictures to match the one who has the same picture as they do. The teacher circulates during the activity to make sure that students are not showing anyone their cards to prevent cheating.

In the task, students can practice speaking and listening. When they interact with each other, they receive feedback from peers. Teacher optimizes the negotiation and interaction. Students have face-to-face interaction, and they will have time to negotiate.
with classmates. The teacher creates enough opportunities for students to communicate.

7) The teacher summarizes sentences that students have used during the activities, and write them on the blackboard. The teacher asks students to categorize these sentences due to the topic. For example, student A may ask, 你从哪里来？And student B may ask, 你的国籍是什么？Both of them asks about people’s origins, and these forms should be identified by the teacher after the class.

**Task 5: Greetings, personal names, country of origin/nationality, professions**

Goal: To practice a variety of forms for greetings, introduce personal name, country of origin/ nationality, profession

Input: Eight classified advertisements for finding friends with both pictures and written text;

Handouts (Appendix 5)

Conditions: shared information, converging

Class Time: 45 minutes

Procedure: group work (divide 12 students into 3 group; 4 people per group), no planning time

Procedure:

1) Activity one:

   a. The teacher divides the class into three groups.

   b. The teacher gives handouts of classified advertisements 1 to 4 to each group with each student having one advertisement in his/her hand. Each student reads what is assigned to him/her in 1-2 minutes and identifies personal names, country names, nationalities, and professions. The teacher walks around from team to team and gives some assistance to the students if necessary. The teacher guides the students to focus on the meaning of the language rather than the grammar. (reading)
c. The teacher gives instruction so that each student in each group takes a turn to introduce the person in his/her advertisement to his/her group members. The students listen carefully to their team members. (speaking + listening)
d. The teacher gives instruction so that each student in each team takes a turn to describe one person according to what he/she has heard from his/her team members. (speaking + listening)

2) Activity two:
   a. The teacher reads classified advertisements 5-8 to the class twice and asks the students to take notes in Pinyin or Chinese characters of the main information, including personal names, country names/nationalities and professions. (listening + writing)
   b. The teacher asks each team to discuss and reconstruct the information according to what is heard. The teacher asks each team to write down its reconstruction. (speaking + writing + discussion)
   c. The teacher puts classified advertisements 5-8 on the board.
   d. The teacher asks each team to compare its reconstruction with the original texts on board and to discuss the difference if there is any. (reading + speaking)
   e. The teacher asks the students to discuss and find the most appropriate matches among advertisement 1-8. (speaking + reading + discussion)
   f. The teacher asks each group to present one match; if there is disagreement, that group needs to explain its rational (speaking + presentation)

3) Homework:
   a. The teacher asks the students to write their own advertisements for finding a friend. (writing)
   b. The teacher asks one student from each group to present his/her advertisement in front of the whole class. The teacher provides feedback on both the meaning and grammar. (speaking + presentation)
Predicated outcome:

a. Products:
   a) For activity one: introduction of the persons in advertisements 1-4
   b) For activity two:
      i. Reconstruction of the information about the persons in advertisement 5-8
      ii. Matches made among advertisement 1-8
   c) For homework:
      i. Personal advertisement in written form.
      ii. Selected presentation in front of the whole class.

b. Process:
   a) For activity one:
      i. The students practice reading when they receive input by reading the message in
         the Chinese language.
      ii. The students practice speaking when they describe the person assigned to them
         and when they describe the person who has been described by his/her team
         member. Peer interaction and feedback takes place.
      iii. The students practice listening when they hear other team members describe
         the person assigned to them or describe one person assigned to a team member.
         If they do not understand something during their listening, they would ask for
         clarification of the meaning. Negotiation for meaning would occur.
   b) For activity two:
      i. The students practice listening when the teacher reads the advertisement twice.
      ii. The students practice writing when they take notes of the main information and
          when they reconstruct the information.
      iii. The students practice speaking when they discuss reconstructing the information
          by supplementing each other’s information, or by negotiating for meaning if
          their notes contradict to each other, or if their reconstructed information is
different from the original texts. They also practice speaking when they make the most appropriate matches.

iv. The students practice reading when they compare their reconstructed information with the original texts.

c) For homework:
i. The students practice authentic writing when they write their own advertisement for finding a friend.

ii. The students practice speaking when they present their own advertisement.
Rationale of the Project

Function of Task-Based Language Teaching (TBLT)

As Corder (1967) points out, a second language cannot be attained because of a variety of reasons, such as the learners’ built-in syllabus or the learners have passed a critical period. However, conditions can be created in which the language will develop spontaneously in the mind in its own way. Teaching now is reduced to creating conditions. During the second language acquisition (SLA) process, input, negotiation, feedback, and output can be manipulated. In this project, Task-Based Language Teaching (TBLT) is applied to create conditions by optimizing input, negotiation, feedback, and output so that the students could learn how to greet, ask personal names, country of origins, professions, and express their friend-making preference.

Transfer Appropriate Processing (TAP)

The five tasks are designed in a way that cognitive operations overlap with those engaged in the previous learning. According to Transfer Appropriate Processing (TAP), transfer is likely to occur when:

- Task 1.
- Task 2.
- Task 3.
- Task 4.
- Task 5.
**Robinson’s Cognition Hypothesis**

Robinson’s resource-directing (developmental) and resource-depleting (performative) dimensions of task complexity are applied in order to sequence the complexity of each of the five tasks (as follows). The sequenced tasks can guide learners’ thoughts from simplicity to complexity. According to Robinson’s Cognition Hypothesis, thought complexity has a positive correlation with linguistic complexity, intensity of interaction, amount of uptake, and retention of task input. Therefore, those five tasks impact the linguistic complexity, intensity of interaction, amount of uptake, and retention of task input in the class.

The five tasks are ranked in the parameters of “+/− here-and-now”, “+/− few elements”, “+/− reasoning”, “+/− planning time”, “+/− prior knowledge” and “+/− single task.” There are five scales in each dimension based on which the tasks are evaluated.
Task 1: Greetings: Who are you? Where are you from? 你是谁，你从哪里来？
Here-and-now __X/__/__/__/__/There-and-then
Few Elements __/__/__/__/__/Multiple elements
No reasoning __/__/__/__/__/Reasoning
Planning time __/__/__/__/__/No planning time
Prior knowledge __/__/__/__/__/no prior knowledge
Single task __/__/__/__/__/multiple tasks

Task 2: Greetings in various forms, where are you from? 打招呼,你是谁，你从哪里来？
Here-and-now __/__/__/__/__/X There-and-then
Few Elements __/__/__/__/__/Multiple elements
No reasoning __/__/__/__/__/Reasoning
Planning time __/__/__/__/__/No planning time
Prior knowledge __/__/__/__/__/no prior knowledge
Single task __/__/__/__/__/multiple tasks

Task 3: Information Gap: 他是谁？
Here-and-now __/__/__/__/__/X There-and-then
Few Elements __/__/__/__/__/Multiple elements
No reasoning __/__/__/__/__/Reasoning
Planning time __/__/__/__/__/No planning time
Prior knowledge __/__/__/__/__/no prior knowledge
Single task __/__/__/__/__/multiple tasks

Task 4: Jigsaw 他们从哪里来？他们的职业是什么？
Here-and-now __/__/__/__/__/X There-and-then
Few Elements __/__/__/__/__/Multiple elements
Task 5: Greetings, who are you? where are you from? and what do you do?
Here-and-now __/__/_/__/__/__X There-and-then
Few Elements __/__/__/__/__/__X Multiple elements
No reasoning __/__/__/__/__/__X/__/Reasoning
Planning time __/__/__/__/__/__X/__/No planning time
Prior knowledge __/__/__/__/__/__X_no prior knowledge
Single task __/__/__/__/__/__X_multiple tasks

Communicative Language Teaching (CLT)
This project treats Chinese language as a tool for meaningful communication and endeavors to teach Chinese in a way that it entails meaning-orientation, learner-centeredness, integration of four skills, authentic input, negotiation for meaning, feedback of teachers and authentic output.
Appendix: Teaching Materials

Appendix 1

Task 1: a world map
Appendix 2

Task 2:

1）Look at the pictures. Guess: 他们是谁？他们在干什么？(tā men shì shéi？tā men zài gàn shén me？)

2）Listen to the conversation and finish the table accordingly.

<table>
<thead>
<tr>
<th>你猜对了么？</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>他们是谁？</td>
<td>姓名：</td>
</tr>
<tr>
<td></td>
<td>称呼：</td>
</tr>
<tr>
<td>他们在干什么？</td>
<td></td>
</tr>
</tbody>
</table>
### Picture matching 图片搭配

<table>
<thead>
<tr>
<th>图片</th>
<th>对话</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image_url" alt="图片" /></td>
<td><strong>对话一</strong></td>
</tr>
</tbody>
</table>

A: 你最近在忙什么？(nǐ zuì jìn zài máng shén me？)

B: 准备考试。(zhǔn bèi kǎo shì。)

A: 要读很多书么？(nǐ de zuò yè duō me？)

B: 挺多的。(hěn duō。)

A: 那你忙吧。再见。(nà nǐ máng ba。zài jiàn。)

B: 再见。(zài jiàn。)
### 对话二

A: 你好，我是刘一。（nǐ hǎo，wǒ shì liú yī。）

B: 你好，我是王丽。（nǐ hǎo，wǒ shì wáng lì。）

A: 很高兴认识你。（hěn gāo xìng rèn shì nǐ。）

B: 我也是。（wǒ yě shì。）

### 对话三

A: 上学去呀？（shàng xué qù ya？）

B: 是呀。大妈，最近身体还好么？（shì ya。nǐ zuì jìn hái hǎo me？）

A: 挺好的。谢谢关心。（tǐng hǎo de。xiè xie guan xīn。）

B: 不用谢。（bù yòng xiè。）
Appendix 3

Task 3:

<table>
<thead>
<tr>
<th>卡片（kǎ piàn）A</th>
<th>卡片（kǎ piàn）B</th>
</tr>
</thead>
</table>
| 1. 姓名（xìng míng）：  
   国家：美国 | 1. 姓名：爱伦（ài lún）  
   国家（guó jiā）： |  
| 2. 姓名：保尔（bǎo ěr）  
   国家（guó jiā）： | 2. 姓名（xìng míng）：  
   国家：俄罗斯 |
| 3. 姓名：  
   国家：法国 |
| 4. 姓名：阿亚（ā yà）  
   国家： | 4. 姓名：  
   国家：利比亚（lì bǐ yà） |
| 5. 姓名：  
   国家：印度（yìn dù） | 5. 姓名：乌玛（wū mǎ）  
   国家： |
**Appendix 4**

**Task 4:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>美国</td>
<td>英国</td>
<td>法国</td>
<td>中国</td>
</tr>
<tr>
<td>瑞典</td>
<td>俄罗斯</td>
<td>德国</td>
<td>日本</td>
</tr>
</tbody>
</table>
美国
加拿大
意大利
印度
Appendix 5

Task 5:

1. 我叫李全，是中国留学生，我学日语。我想和日本学生交朋友。
   wǒ jiào lǐ quán, shì zhōngguó liúxuéshēng, wǒ xué rìyǔ. wǒ xiǎng hé rìběn xuésheng jiāo péngyou.

2. 我的名字叫皮尔，我是法国人。我是厨师，我做的法国菜很好吃。我想和中国厨师交朋友。
   wǒ de míngzi jiào pí ěr, wǒ shì fǎguórén. wǒ shì chúshī, wǒ zuò de fǎguó cài hěnhǎo chī. wǒ xiǎng hé zhōngguó chúshī jiāo péngyou.
3. 我叫卡莎，来自俄罗斯。我的职业是英语老师。我想和美国人交朋友。

wǒ jiào kǎ shā，lái zì éluósī。wǒ de zhíyè shì yīngyǔ lǎoshī。wǒ xiǎng hé měiguórén jiāo péngyou。

4. 我是来自美国的运动员本。我很喜欢韩国文化，想认识韩国女士。

wǒ shì lái zì měiguó de yùndòngyuán běn。wǒ hěn xǐhuān hánɡuó wénhuà。xiǎng rènshi hánɡuó nǚshì。
我叫王乐，是中国的一级厨师。我想和厨师做朋友，交流交流。

我叫王乐，是中国的一级厨师。我想和厨师做朋友，交流交流。

我的名字叫金一顺，我是韩国人，我做的泡菜很好吃。我想和热爱韩国文化的男士交朋友。

我的名字叫金一顺，我是韩国人，我做的泡菜很好吃。我想和热爱韩国文化的男士交朋友。

wǒ jiào wáng lè，shì zhōngguó de yī jí chūshī。wǒ xiǎng hé chūshī zuò péngyou，jiāoliu jiāoliu。

wǒ de míngzi jiào jīn yī shùn，wǒ shì hánguó rén，wǒ zuò de pàocài hěnhǎo chī。wǒ xiǎng hé rèài hánguó wénhuà de nánshì jiāo péngyou。
7.

我叫卡尔，我是美国人，我是老师。
我喜欢和外国人做朋友。

wǒ jiào kǎ/qiǎ èr , wǒ shì měiguórén , wǒ shì lǎoshī 。 wǒ xǐhuan hé/hè/huó/huò/hú wàiguórén zuò péngyou 。

8.

我的名字叫和子。我是日本人，我是学生。我想和中国学生交朋友。

wǒde míngzi jiào hézǐ 。 wǒ shì rìběnrén , wǒ shì xuésheng 。 wǒ xiǎng hé zhōngguó xuésheng jiāo péngyou 。

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