Learning Chinese

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Goal

- Students will be able to **share** Chinese language learning experience.
- Students will be able to **explain** their comments on learning experience.
- Students will be able to **discuss** ways to improve Chinese language learning.
Task Design: Sequence of Tasks

- **Priming**
  - Google doc survey

- **Preparation**
  - Find someone who...

- **Target**
  - Listening task

- **Back on forms**
  - Writing task
## Google doc:

Survey

### Chinese Learner

* Required

**What's your name?** *(Write a complete sentence in Chinese)*

**How long have you been learning Chinese?** *(Write a complete sentence in Chinese)*

**Can you speak Chinese?**
- I can't speak Chinese.
- I speak Chinese very well.
- I can speak a little Chinese.

**Do you think Chinese is difficult?**
- I think Chinese is easy.
- I think Chinese is a little difficult.
- I think Chinese is very difficult.

**Which part of Chinese do you find most difficult?**
- Pronunciation
- Grammar
- Reading
- Writing
- Characters
- Tone
- Listening

### Survey Responses

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Never submit passwords through Google Forms.
Function of the task

1. Help students prepare for the lessons and activities on the next day under low pressure.
2. Clear the pronunciation and vocabulary problem.
3. Survey form, attracts students’ interest and participation
4. Help teachers know the students’ ideas to prepare lessons.

Ready? GO!
**Preparation stage: Find someone who...**

<table>
<thead>
<tr>
<th>会说一点儿中文</th>
<th>会说一点儿中文</th>
<th>喜欢练中文语法</th>
<th>觉得中文声调比较难</th>
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<tr>
<th>觉得中文很难</th>
<th>正在上中文课</th>
<th>觉得拼音很容易</th>
<th>开始学习中文输入</th>
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<th>没有时间练习中文发音</th>
<th>喜欢中文阅读</th>
<th>中文说得很好</th>
<th>还不会用中文写作</th>
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Why do we use this activity?

2. Focus on meaning: encourage communication.
3. Based on the survey, comprehensive input, i+1.
4. Affective filter: competition and communication encourage participation.
Target Task: listening comprehension

1. Authentic input
   • Normal speed
   • No note-taking

2. Taking note while listing
   • Listen-note
   • Group discussion (information jigsaw)

3. Gap filling
   • Increase focus on forms
   • Assisted repeated reading
马老师：张老师，你好。今天中文课上得怎么样？
张老师：很好，马老师。
马：你的学生觉得说中文难不难？
张：还可以。他们已经在学校上了一年中文课，都会说一点儿。你的学生呢？
马：他们觉得中文的发音和语法不太难，写汉字最难。
张：真的吗？中文的发音这么难，我是南方人，有时候我都说不好，老外能说得这么准吗？
马：让学生多听多练习拼音，时间久了就容易多了。你的学生觉得写汉字难不难？
张：我正在教他们用拼音输入汉字，就容易多了。
马：那他们会不会写汉字？
张：也练习抄写汉字，但他们会写的不太多。我觉得等他们到了高年级，认识了几千个汉字了，那时候再学手写汉字就不那么难了。
马：这个方法听起来不错，我以后也要给我的学生试试。
张：我觉得我的拼音基础不好，所以我有空也要多练习。
马：我觉得你的发音，语音语调都很准。
张：哪里哪里。
- Recording for Listening Task
Gap Filling (Fill in the blank while listening the second time)

短文填空:

张老师的学生觉得说中文__________，因为他们已经在学校上了一年________________，都会说____________中文。

马老师要求学生多________，多________拼音，所以她的学生觉得中文的________和________不难，________最难。张老师正在教她的学生用________输入汉字。她觉得等学生到了高年级认识了几千个__________那时候再学手写汉字就容易多了。
Back on forms: Writing task

Based on the fill-in blank passage, write a passage about your own learning Chinese experience. You can use the following words.

一点儿 正在 就 哪里哪里 得 会不会 听起来 都

Process:
1. Write for 5-6 minutes
2. Read to the class
3. Give comments to peers
Homework: Double Entry Journal

Process:

1. Polish your essay at home. (300字)
2. List 3 things from the writing comments class.
3. List 3 modification you made to your essay.
- Prepare at home
- Group discussion
- Independent output

- Describe
- Reasoning
- Problem solving

- Leaner's own experience
- Others' experience

- Words and phrases
- Other related linguistic elements

- Cognitive familiarity
- Communicative stress
- Code complexity
- Cognitive processing
Reading
- Survey
- Find someone who worksheet
- Gap filling

Listening
- Three times listening cycle
- Listen while communication

Speaking
- Find someone who: interview
- Information jigsaw

Writing
- In-class writing
- Homework: double entry journal
Strategies to enhance INFO

1. “Input”
   - Input flood

2. “Negotiation”
   - Focus on meaning and forms
   - Peer interaction

3. “Feedback”
   - Corrective feedback: Elicitation, recast, clarification requests

4. “Output”
   - Practice to improve fluency and automaticity