Designing TBLT Materials

Topic: Going through Airport Customs
Section 1

Introduction

The theme of the 2017 TCSOL Practicum Final project was to design and develop task based teaching materials based around themes that the class as a whole had decided were the most critical themes for students to learn about in preparation for visiting or studying in China for the first time. As the members of group one we were assigned to create materials to support the overall theme of Going Through Customs at the Chinese Airport. While we all agreed that this theme is important for those going to China for their first time and is a situation that sows fear in even the most seasoned of travelers, we were concerned about the best way to incorporate speaking tasks into our design, because if all goes smoothly in the customs line there is generally little communication necessary in those situations. According to our survey customs officials ask on average about five questions. After reviewing our survey information we decided that since our unit was designed for intermediate students, we needed to develop a greater level of complexity in our task design in order to generate more opportunities for student interaction.

In order to successfully design our task based materials we started by making sure that the tasks we designed integrated the four main elements of language learning which include: reading, writing, listening and speaking. After making this decision we turned to our APA and Practicum class slides as well as the book Doing Task-based Teaching by Dave and Jane Willis to determine which techniques of second language acquisition (SLA) we felt best suited the needs of our students and our whole task design process. In the end our group drew upon the techniques of scaffolding, authenticity, recycling materials through various tasks, making our tasks as student centered as possible, using the theories of pedagogical versus interactional tasks to guide us while designing our tasks and typographical enhancement to draw students’ attention to specific forms that we wanted them to notice when reading and working with the texts we provided them with.

Finally, the most widely used methodology in our task design process is Robinson’s 2003 Complexity Model. By using this model we were able to gain a greater knowledge of Robinson’s differentiation between task difficulty and task complexity when designing, grading and sequencing our tasks. Additionally we were able to manipulate the scales present in the model to create a greater diversity in the amount of linguistically difficult and linguistically complex elements that the students would be exposed to and required to use in order to complete each task. Keeping the model’s factors in mind helped us to ensure that our materials would be considered comprehensible input and follow Krashen’s I+1 theory in order to assure that our materials would not fall into the comprehended input category.
Section 2

Project Overview

**Topic:** Going Through Chinese Airport Customs

**Target Students:** Intermediate level young adult college learners from various L1 backgrounds

**Class Size:** 12 students

**Class Time:** Designed for 90-minute lessons with emphasis on scaffolding, task expansion and recycling of materials throughout the week.

**Setting:** American college Chinese language class (Foreign Language Acquisition setting)

**Conditions:** Students will work individually, in groups or in pairs in either a convergent or divergent manner to achieve the completion of various tasks all at the discretion of the instructor

**Procedures:** Individual/Group work and completion of homework

**Goals of the Project:**

1. Utilize SLA methodologies that we have been exposed to in APA and Practicum courses to create an authentic language acquisition environment for the students through the task-based materials we have designed.
2. Use the SLA theories of scaffolding and recycling materials to provide an engaging environment for the students, building on the skills they already have, providing them with new language skills and combating some of the effects of the “out of sight out of mind” aspects of SLA.
3. Students acquire the communicative skills necessary to confidently engage in a variety of possible scenarios regarding the topic of Going through Customs.

**Materials:**

1. Video clips (YouTube)
2. Typographically enhanced transcript of video
3. Recording devices to record and playback students’ responses
4. Printouts of customs forms and airport signs
5. Power Point, Pens and Paper
## Grading and Sequencing Overview

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### Section 4
Unit Design

1. Lesson 1
   - Task 1 Reading Transcript
   - Task 2 Listing/Matching
   - Task 3 Multiple Choice

2. Lesson 2
   - Task 4 Listing
   - Task 5 Writing

3. Lesson 3
   - Task 6 Sequencing
   - Task 7 Storytelling

4. Lesson 4
   - Task 8 Writing and Recording
   - Task 9 Recording and Listening
   - Task 10 Form Focused

5. Lesson 5
   - Task 11 Discussion
   - Task 12 Role Play
   - Task 13 Group Interaction

Section 5
LESSON 1

Teaching Materials: Power Point slides, reading material

I. Pre-task Priming (In Class)
   1. Students are to watch a 3-1/2 minute video “Guide to Arrival Procedures of China Immigration Inspection” in class.
   2. Students will be given the transcript of the video they have watched in class.

I. Priming in class
   1. Teacher-led discussions about students’ personal experiences of going through customs by asking some of the questions below:
      a. Teacher shares her personal stories about going through customs in China.
      b. Ask students to share their personal experiences by asking the following questions.
         - What countries have students been?
         - What’s the purpose of visiting these countries?
         - Pleasure
         - Business
         - Study / school
         - What kinds of documents are required to enter these countries?
         - Passport
         - Visa

 TASK 1: Listing / Matching (in pairs)
   1. A selected section of the video will be shown again to further impress learners’ visual familiarity of airport signage and important documents required for going through customs.
2. Learners are asked to work in pairs to list useful words, phrases, signage, and documents from the video and to participate in a matching game.

Teacher assistance during task 1:
• Teacher will walk around the room, observe how learners work in pairs and provide assistance as needed.

TASK 2: Reading Transcript
1. Show video in sections and read transcript at the same time.
2. Highlight vocabulary and expressions both in the video and in real life.
3. Discuss in groups how and where these vocabulary and expressions are likely used at the airport.
4. Learners are asked to brainstorm and list questions from a government official and possible responses from the traveler(s).

Teacher assistance during task 2:
• Teacher will provide expressions to learners when necessary during discussion.
• Teacher will assist learners to find the right words, prompt questions, etc.

TASK 3: Multiple Choices (individual)
1. A selected section of the video will be shown again.
2. A teacher-led discussion in class will take place and the focus will be on the protocols of going through customs either shown in the video or from personal experience.
3. Learners are asked to work, individually, in the class on a list of multiple choice questions.

This task is to assess learners’ level of comprehension on the transcript and content of the video.

• Teacher assistance during task 3: Teacher will walk around the room, observe how learners work in pairs and provide assistance as needed.

Expected Outcome:
Reading comprehension is a process where learners interpret words for their meaning.

After exposing learners to authentic visual input commonly used at the airport in China and providing conditions under which learners can process input for meaning and eventually lead to acquisition, learners are expected to produce output to engage in real life conversation when going through customs.

Lesson 2

**Teaching Materials:** Printed customs forms, paper and pens

I. Pre-task Priming

1. **Priming**
   a). Review the topic with the learners.
   b). Review vocabulary related to the topic that can be useful during discussion/debate.
2. Teacher-led discussions about the procedures for passing the custom and things travelers need to pay attention to.

Task 4: Listing

1. First divide students in to pairs. Each pair is to come up with a list of the procedures as well as the information that they all be asked on customs forms.
2. Students compare lists and then with the teacher compile a master list.
3. Practice filling out the necessary customs provided by the teacher.

Task 5: Writing

1. **Scenario:** Students’ friends are going to visit China, but their friends don’t know how to go through customs. Students will give their friends instructions about how to pass through customs. These instructions can include but not limited to: documents, things they need to pay attention to.
2. Each team can use different ways to provide these instructions, such as letters, lists and other forms of contextual support.
3. Teachers will provide an example of what the finished product could look like.
4. One final product will be submitted by each team.
Expected Outcome:
The students are expected to use the vocabulary already learned in the priming session and the teacher-led discussion.

By working in pairs, the students are expected to engage in a meaning-based conversation with their partner. Each student will be able to properly fill out the customs forms and provide detailed information about going through Chinese customs.

Lesson 3

Teaching Materials: Pictures of going through the customs in China

I. Pre-task Priming

1. Show picture slide and invite students to brainstorm vocabulary.
2. Teacher-led discussion about most commonly asked questions when going through customs.
Examples:
   - What is your final destination?
   - How long will you be staying?
   - What is the purpose of your visit?
   - Where will you be staying?
   - How much cash are you carrying?

Task 6: Sequencing

Each student has to sequence the pictures in order and gives a brief oral description of each picture; teacher gives feedback during the task.

Task 7: Storytelling-Incidents while going through customs
1. Students work in pairs to make up a story according to the pictures; teacher provides suggested guidelines:
   - What happened when the young man went through the customs?
   - What is the name of the young man? Is he a student, a traveler or...?
   - What is his purpose of his traveling?
   - Did he go through the right lane?
   - Was he able to enter China?
Students will be encouraged to use their imagination to make up a story beyond the guidelines and the teacher walks around to give assistance and to prevent the overuse of the L1.
2. One student from each group reports the story in the class; teacher gives feedback.

**Post-task: Homework**
After receiving feedback, students refine and record their story and play it in the next class.

**Expected Outcome:**
Students should have plenty of opportunities to produce the target language during the tasks. The reporting stage will push the students to speak for accuracy and fluency.

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**Lesson 4**

**Teaching Material:** Video Clip, Pens, Paper and Recording Devices

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**I. Pre-task Priming**
1. Remind students to bring recording devices to class.

**II. Priming in class**
1. Have students remind the class of what countries they are from.
2. Teacher asks students to give examples of questions Customs Agents may ask them.
3. Highlight vocabulary to ensure students’ comprehension.

**TASK 8: Writing and Recording (in class, in pairs)**
1. Students work with their partner to create a list of ten questions that they agree a Customs Agent will ask.
2. Students will then use their recording devices to record their list of questions.
3. Students will then switch with another group and listen to that groups’ recording and note the similarities and differences in their lists.

**TASK 9: Recording and Listening (in pairs)**
1. Students record themselves describing airport customs procedures in their home country.
2. Students switch their recordings with another group and listen to that group’s recording and the students should take notes and discuss the similarities and differences

**TASK 10: Listening and Speaking (groups)**

1. **Teacher led discussion about what is proper/improper/illegal to do or to bring through customs**

   Examples: 禁止携带, 严禁, 不准, 不许, 不得, ...是不允许的

2. Students watch and listen to a short video clip about what not to wear and how not to act at airport customs.
3. Students are then put in small groups and discuss their own experiences about getting caught with something they were not supposed to bring into the country.

**Expected Outcome:**
Practice and improve Chinese language listening capabilities and utilize a wide range of different spoken language forms and registers such as informal and formal methods of address.

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**Lesson 5**

**Teaching Material:** Power Point slides, Video (哪三种人最容易被带进机场小黑屋，3’25’’)

I. Priming

**Brainstorm**

1. 过海关的时候，他们会问什么问题?
2. 哪些特殊情况有可能会发生？
   1. 入境时  2. 检查行李时
3. Brainstorm 你在特殊情况下所需要的生词。
   Teacher-led 补充所需词汇：恐怖分子、重名......

II. Tasks

Task 11:
1. First play the video for the class and then ask them if they have had or have heard of similar experiences

2. Divide the students into 3 groups. Each group gives one unique situation of going through customs. In the end, the whole class votes on the most unique one.
Task 12: Role Play (角色扮演)

1. Priming: Show the pictures. Encourage the students to share their ideas.
   Ask: 如果你遇到下面的情况，你认为海关人员会问什么问题？你会怎么做？
   1. 很不巧地，你的名字和一个恐怖分子重名。
   2. 入境卡填写错误。
   3. 检查行李时，查出你带了一个芒果。
   4. 你带了两部新的苹果手机。

2. Divide the students into 4 groups and let them choose a topic they like.
   Requirements: 说明情况；解释问题；给出解决方案。

   Teacher will walk around the room, observe how students work in groups and provide assistance as needed.

   Group 1: 很不巧地，你的名字和一个恐怖分子重名。
   Group 2: 入境卡填写错误。（something missed）
   Group 3: 检查行李时，查出你带了一个芒果。
   Group 4: 你带了两部新的苹果手机。

Task 13: Group interaction:
While watching the other groups perform, all groups must take notes and decide on the final ranking using the form below.

<table>
<thead>
<tr>
<th>小组</th>
<th>最佳表演小组</th>
<th>理由</th>
</tr>
</thead>
<tbody>
<tr>
<td>一组</td>
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<td>二组</td>
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<td>四组</td>
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</tbody>
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Expected Outcome:
Students are expected to use the vocabulary, phrases and expressions when working on the tasks in class group work. Ultimately, the goal is to be able to solve problems that may happen in real situation when going through customs in China or any Mandarin speaking countries.
Section 6

Appendix

Lesson 1 Materials

Link to video: https://www.youtube.com/watch?v=sN8FIHBLkA0

Guide to Arrival Procedures of China Immigration Inspection

旅客朋友您好
Dear passengers

为了方便您顺利通过入境边防检查，请关注本入进指南
The following video will introduce to you, the procedures for arrival inspection

如果您是中国内地居民
Mainland Chinese residents

必须持有中国护照
must travel with a valid Chinese passport

港澳台往来通行证
an Exit-Entry Permit for traveling to Hong Kong

Macau or Taiwan
中华人民共和国旅行许可等有效证件
a Chinese Travel Permit

如果您是中国港澳居民
Residents of Hong Kong or Macau

须持有效港澳居民来往内地通行证
must have a valid Home Visit Re-entry Permit

如果您是中国台湾居民
Residents of Taiwan

须持台湾居民来往大陆通行证和有效证件
must have a valid Exit-Entry Permit

如果您是外籍旅客
If you are foreign travelers

须持有效的护照
must travel with a valid passport

和填妥的外国人入境卡
and a completed arrival card

如果您持有的外国人永久居留卡
Foreigners holding Permanent Residence Cards

或团体签证的
or group visas

不需填写外国人入境卡
are not required to fill in the arrival card

填写外国人入境卡时
Please provide all the information

请您准确填写姓名、国籍、护照号码及性别
including your name, nationality, passport number, gender

出生日期等相关信息，并签名
date of birth, etc., and please sign

入境检查设立有不同类别的通道
there are different types of lane for arrival inspection

请您选择相应的通道通行
please choose the appropriate lane

中国内地居民及港澳台居民
If you are Mainland Chinese residents

请选择中国公民通道或港澳台居民通道
please choose the “Chinese Citizens Lane” or “Hong Kong Macau & Taiwan Residents Lane”

如果您是须扶助人员
If you are a traveler in need of assistance

或持 APEC 商务旅行卡的客人
or diplomat or APEC Business Travel Card holder

您可以选择特别通道通行
please choose the “Special Lane”

旅游团旅客可选择团体人通道
group visits please choose the “Group Lane”

如果设有自助通道
If the facilities are available

已在边检机关备案自助查验信息的旅客
Passengers who have registered for the self-help clearance service with the China Immigration Inspection

可选择自助通道
may use e-channels

请您在边检查瓿前黄线外排队候检
Please keep stay behind the yellow line while waiting for inspection

并保持安静
and please keep quiet

如果您是旅游团成员
if you are group tour visitor
请提前按团表排队候检
please queue according to the order stated on your group member list

边检现场请不要拍照摄像
please do not use cameras video cameras

办理边检手续时
During the inspection

请您摘下帽子口罩墨镜等
please take off your hat mask sunglasses

并请不要接打电话
and please do not use mobile phones

如边检人员需要对您的证件做进一步核对
if further inspection of your documents is required

请您配合稍作等候
please wait with patience

希望您通过上的服务价器
through the rating device located on the inspection bench

对我们的服务进行评价
you are cordially invited to evaluate our service

或通过口岸设置的边检意见箱留下宝贵意见
you may also leave your comments in the Suggestion Box

以便我们改进工作
your feedback would be highly valuable for the continuous improvement of our services

如果您对入境手续尚有其他疑问
if you have any questions about the procedures

或需要我们提供其他帮助
or require any assistance
请联系我们工作人员
Please contact our inspection officers

我将竭诚为您服务
We will kindly serve you

谢谢您对我们工作的支持
Thank you very much for your support
中国护照

台湾居民来往大陆通行证

港澳居民来往内地通行证

中国签证

外国人入境卡
Lesson 2 Materials
Lesson 3 Materials