How to Facilitate Learner-Centered Language Learning and Teaching

2011 ACTFL

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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

- Project–Based Learning (PBL)
- Learner–Centered Learning
- Backward Design (UBD)
Characteristics of Learner–Centered Learning Models

Project–Based Learning (PBL)
- Theme-based
- Cognitively engaging real world tasks focus on end goal
- Authentic resources
- Final performance for an authentic audience
- Learner doers
- Personalized learning

Backward Design (UBD)
- Teacher/facilitator
Characteristics of World Languages/ Standards-Based Learner-Centered Learning Models

- Target language used within and outside of class
- Focus on all modes of communication
- Connect language learning with cultural products, practices, perspectives
- Assess all modes of communication (e.g., Integrated Performance Assessments)
- Language used as a tool to support learning in other content areas
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
- **21st Century Skills:** Communication, collaboration, critical and creative thinking, problem solving
Human Migration Unit

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.

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.

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.
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Language Skills</th>
<th>Performance Task/Evidence of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will understand that...</em></td>
<td><em>Students will be able to...</em></td>
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<tr>
<td>– The study of another language and culture deepens understanding of where and how people live and why events occur.</td>
<td>– Interpret authentic texts for main ideas and supporting details.</td>
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<tr>
<td></td>
<td>– Infer the meaning of new words and expressions.</td>
<td>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.</td>
</tr>
<tr>
<td>– Cultural misunderstandings may often occur between immigrants and citizens of a country, as well as between immigrants and their children when perspectives vary.</td>
<td>– Ask and respond to factual and interpretive questions of a personal nature.</td>
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<td></td>
<td>– Engage in short conversations about personal experiences or events.</td>
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<td></td>
<td>– Describe and narrate in the present and past time frames.</td>
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<td></td>
<td>– State opinions.</td>
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<td></td>
<td>– Suggest solutions.</td>
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</table>
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 21st 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
Fang Ji
Johnston Middle School, Houston 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
  • View Details
  • 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

Home

STARTALK
Start Talking!

home
introduction
student-centered language classroom
cooperative learning framework
cooperative learning activities
about the team

为中、语言
合的课生
Student-Centered Language Classroom through Cooperative Learning

Main > Cooperative Learning 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)
Student-Centered Language Classroom through Cooperative Learning

Main > Cooperative Learning Activities > 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)

Download All Video and PDF in Zip format (213 MB)
<table>
<thead>
<tr>
<th><strong>Cooperative Learning Activity Planning Form (Activity I)</strong></th>
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<tbody>
<tr>
<td><strong>Teacher</strong></td>
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<tr>
<td><strong>Activity</strong></td>
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<tr>
<td><strong>Lesson Theme</strong></td>
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<tr>
<td><strong>Level</strong></td>
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<tr>
<td><strong>Group type</strong></td>
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<tr>
<td><strong>Objectives</strong></td>
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<td></td>
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<tr>
<td><strong>Type of Communication</strong></td>
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<tr>
<td><strong>Preparation</strong></td>
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<tr>
<td><strong>Activity Steps</strong></td>
</tr>
<tr>
<td><strong>Instruction for Students</strong></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Airlines</th>
<th>Itinerary</th>
<th>Prices</th>
<th>Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Houston &gt; Korea &gt; Shanghai</td>
<td>?</td>
<td>25%</td>
</tr>
<tr>
<td>China Airlines</td>
<td>Houston &gt; ? &gt; HK &gt; Shanghai</td>
<td>$1,200</td>
<td>?</td>
</tr>
<tr>
<td>?</td>
<td>Houston &gt; Japan &gt; Shanghai</td>
<td>$1,500</td>
<td>?</td>
</tr>
</tbody>
</table>

**Information B**

<table>
<thead>
<tr>
<th>Airlines</th>
<th>Itinerary</th>
<th>Prices</th>
<th>Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea Airlines</td>
<td>Houston &gt; ? &gt; Shanghai</td>
<td>$1,800</td>
<td>?</td>
</tr>
<tr>
<td>?</td>
<td>Houston &gt; LA &gt; ? &gt; Shanghai</td>
<td>?</td>
<td>No discount</td>
</tr>
<tr>
<td>Northwest Airlines</td>
<td>Houston &gt; ? &gt; Shanghai</td>
<td>?</td>
<td>20%</td>
</tr>
</tbody>
</table>
Thank you

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STARTALK: www.startalk.umd.edu