Planning an Effective Field Trip

Gloria Hu, STARTALK Central, NFLC
What are the purposes of the session?

• Introduce STARTALK Field Trip Planning Guide
• Share effective ways to design and implement field trips

• Why did STARTALK develop the Field Trip Planning Guide?
Programs self reported a field trip as part of their program

2008: 63.40%
2009: 58.70%
2010: 75.90%
Overall satisfaction (*strongly agree* and *agree*) with program as compared to field trips

Learning a language during the summer was a good experience.

The field trips we took were helpful for my language learning.
What do our students say?
Representative Positive Quotes

• Also, the field trips were very eye opening and helpful because it aided in my knowledge of the XXX culture.
• I enjoyed the clubs and the field trips we attended to see the culture up close
• There was the clubs and field trips that let us get more into the culture of the language and to help us learn the language they spoke in nothing but XXX.
• The thing I liked best were the cultural experiences and field trips because you could speak the language perfectly, but if you're arrogant of the culture you won't survive in the country as easily as you would've.
What do our students say?

Representative Negative Quotes

• The field trip to XXX Market did not fully require speaking Mandarin, since most of the workers there didn't speak Mandarin, but spoke Cantonese.

• What I didn't like is that some of the field trips made no sense to me and didn’t seem to have to do with the XXX language. I think a better choice in field trips should be chosen.

• there was barely anything related to the XXX language and we spent most of the time on the bus.

• Some of the field trips were kind of pointless.

• We spent 3 hours at a museum which was completely unrelated to XXX language or culture. Whoever budgeted time and planned excursions did not take the time to consider that they were planning for 30 adventurous teenagers.
Analysis

• More than half of STARTALK programs conduct field trips.
• Students’ general satisfaction with field trips is consistently lower than their satisfaction with the program.
• What can we do to improve field trips as a language and cultural learning activity?
### Academics

- Integration of curriculum, instruction, and assessment
- Incorporation of national standards of foreign language learning
- Purpose, goals, and focus of field trip
- Planning pre-, during, and post-activities
Fieldtrip Plan Template (Academics)

Name of program:
Name of the site(s):
Field trip organizer(s):
Number of students:
Date of field trip:

Field Trip Description

Time Needed (date, length of trip, day of instruction within the program)

Materials needed (if applicable)

Objectives (Please state in terms of national standards)
The end of the field trip, students will be able to...

Assessment
Planning a field trip

**Logistics**

- Pre-planning considerations to support the academic planning
- Administrative and legal considerations
- Health- and safety-related considerations
Fieldtrip Plan Template (Logistics)

Name of program:

Name of the site(s):

Name of site contact person(s):

Field trip organizer(s):

Number of students:

Date of field trip:

Respond to the following statements about the field trip by indicating to what degree each step has been addressed.

<table>
<thead>
<tr>
<th>Pre-Planning Considerations</th>
<th>Adequately addressed</th>
<th>Somewhat addressed</th>
<th>Not addressed</th>
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</thead>
<tbody>
<tr>
<td>The field trip site will help students reach the learning goals.</td>
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Planning Effective Student–Centered “Real–Life” Field Trips

Yvonne Lau, DePaul University, ylau@depaul.edu

STARTALK May 5, 2012, Session: 11:45 am
Instructional Goals

- Develop Student Communicative Competence through Task-Based Activities
- Prioritizing Cooperative Learning
Survey student interests and needs to facilitate collaborative decision-making

Connect the classroom with academic and social learning experiences by engaging students in meaningful tasks within and outside the classroom

Differentiate activities by level to better empower student competencies!
Examples of DePaul Startalk Individual & Group Student Projects:

- Visiting Chicago Green City Market: Role-playing & market negotiations
- Visiting local fashion boutique, AKIRA: Bargaining, mock job interviews, commercials
- Chinatown Scavenger Hunt
Projects Differentiated by Levels

Beginning students: shopping negotiations  
**Task=** bargaining for clothing items

Intermediate students: mock job interviews  
**Task=** conducting a job interview

Advanced students: commercial campaign  
**Task=** create a video commercial for local retailer
1. 自我介绍(zìwǒjièshào)
   - Write down 3 things about yourself.

2. 因为(yīnwéi)…
   因为(yīnwéi)… 所以(suǒ yǐ)….
   Write down why you want to work for AKIRA.

***Pair Work***
Involve students in brainstorming what tasks can be performed for a field trip.

Divide students into teams, ideally across levels.

Review & edit student suggestions for clarity, safety, and other practical concerns.

Provide the final list of tasks, instructions and conditions to promote student engagement and success. To view Chinatown Scavenger Hunt, visit [http://blog.startalkdepaul.com/](http://blog.startalkdepaul.com/)
Scavenger Hunt: Sample Tasks

- **Individual tasks:**
  - Make a friend with a Chinese passer-by and make him/her compliment your Chinese language skills... make sure to Flip the entire exchange.
  - Find one of the Startalk teachers and sing the chorus of “Dui bu qi” together.
  - Go to a medicinal shop, look for the most expensive medicine they have – record it and its price, in Chinese.
Film a kung fu scene on the Chinatown tower/staircase with 4 members of the team… narrator or FLIP holder must provide narration. Scenario: the hero is trying to save the girl from the evil villain.

Film a Tai Chi lesson in a park. The advanced team member will call out instructions and FLIP the other 4 team members practicing Tai Chi movements.

Have each team member ask a passer-by for the best restaurant in Chinatown, in Chinese.
Ongoing Goal

- Develop students’ communicative competence through interaction in the TL and task-based activities, focusing on the use of authentic language
Developing Thematic Units and Student Presentations

- **pre-task**: set goals and expected outcomes of the projects, key vocab & language structures

- **task**: more student-centered individual or small group work with teacher as facilitator

- **planning**: students’ preparation of written or oral report/presentation with teachers’ help or guidance

- **post-task**: oral or written feedback from the teacher, teacher trainees or peers
Encouraging Spontaneous Communication!

- Engage students in cooperative learning by utilizing their prior knowledge, personal experiences and diverse creativity to develop their language fluency and confidence.

- Support pair, team, and class project work; e.g. progression from individual, partners, teams, and entire class projects.
Towards Collaborative Decision-Making!

- Encourage students to take active roles in learning by involving them in content planning and assessment.
- Support peer mentoring through peer evaluations, e.g. using peer evaluation/assessment criteria, rating sheets, informal exchanges.
- Stimulate student discussion on optimal vehicles to fulfill learning objectives & outcomes.
Using Multimedia Technology to Empower Students!

- Find fun tools like FLIP camcorders for students to:
  - discover their own “voices”
  - hone their language skills
  - connect to their own real-life experiences, local communities, and family histories
  - explore their own and the TL cultures
  - perform for their peers and teachers
  - demonstrate their communicative competence.