Welcome to Our Session
Student Engagement in the Learner-Centered Classroom

Facilitated by
Claire Albert
Helene Chan
Ying Jin
Zoey Llu
Sally Mearns
Shaohua She
Duarte Silva

Stanford University STARTALK Programs
Focusing Activity

- Right Side of the Room:
  Think of 3 essential components of a learner centered classroom
- Left Side of the Room:
  Think of 3 essential strategies to engage students in the learning process
- Be ready to share your thoughts with the audience
Session Goals

- Provide an Overview of our Student Program Strands
- Describe Unique Features of Each Program Strand
- Demonstrate Learner-Centered Strategies that Promote Student Engagement, Creativity & Innovation
- Share Student Products from Both Program Strands
- Discuss, Reflect and Receive Feedback on Content and Process on Both of our Program Strands
Program Overview

- **Program Strands:**
  - Elementary program for students completing six years of Mandarin Immersion
  - Middle School program for “true beginners” - students planning to learn Chinese in the fall and beyond
Program Overview

- Elementary Strand:
  - Emphasis on literacy development with a focus on “presentational” writing
  - Thematic curricula based on “The Magic Paint Brush” Literary Text
  - Theme: The Magic of Chinese Literature and Performing Arts
Program Overview

- Middle School Strand:
  - Emphasis on front-loading learners with the sound and writing systems of Chinese as well as the perspectives, practices and products of Chinese culture
  - Thematic curricula centered on the Silk Road
  - Theme: Silk Road Ambassadors
The Magic of Chinese Literature and Performing Arts

- Demonstration of key Features of instructional program model/activities
- Curriculum Template
- Daily Lesson Format
- Theatre Arts Lab
- Student Products
Instructional Program Model/Activities

- Program Model
- Academic/technical language and literacy development
- Into Through and Beyond Lesson Design following the STARTALK Lesson Template (Stages 1, 2 & 3)
Instructional Program Model/Activities

- Integration of language literacy and culture
- Theatre Arts: Included script writing, set-design and costume making
- Technology: Included screen-play writing, prompt-making and producing iMovies
LANGUAGE & LITERACY DEVELOPMENT

• Use the Magic Paint Brush as the literary work for the program
• Employed the concept of Into, Through and Beyond to engage students in the story and expand on their language and literacy in Chinese
• Students drafted a drama script based on the story
Language & Literacy Development

• In the theatre cultural workshop students created the costumes, props and scenery for the production’s 4 acts.

• Students rehearsed and presented the production for their parents and guests.
Student Products
21st Century Interpretation and Products

- Student rewrote the script in a 21st Century Setting
- Learned the technical skills to produce iMovies—all in target language
- Created their props, set designs, background music, narration and sound effects
- Produced their movies, including doing their own filming and editing
21st Century Interpretation and Products

- They read/interpret authentic movies reviews in Chinese websites of current and became familiar with elements of movies critiques
- Developed their own rubric for critiquing their peers iMovies based on the authentic reviews
- Nominated iMovies for Oscars in the following categories: Best Cultural Features, Best Sound Effects, Best Animation, Best Narration and overall Best Production.
Elementary Student Products
Elementary Student Products
Elementary Student Products

神笔马良
原著：《神笔马良》
编剧、配音和导演：李彦 高雨辰 黄荣华
Elementary Student Products
Elementary Student Products
Elementary Student Products
Middle School Program: Silk Road Ambassadors

- Demonstration of key features of instructional program model/activities
- Curriculum Template
- Daily Lesson Format
- Cultural Labs
- Student Products
Key Program Features/Activities

- Taught exclusively in the target language
- Thematic Instruction: Focus on Silk Road countries of China, Egypt, India and Italy.
- Diverse student population—app. 60% Latino Participants
Key Program Features/Activities

- Cultural Labs
- Field Trip
- Student Facilitators (Former STARTALK Students)
- Wax Museum Student Docents
- Weekly Newsletters to Parents
- Documentation by Stanford Researchers: Pre-post interviews/surveys of all students
Silk Road Ambassadors
Students will work in groups and each group will have FIVE minutes to brainstorm definitions and synonyms for a set of specific vocabulary.

One student will be selected to be the contestant.
Teacher will hold a flashcard with a word on it above the contestants’ head. Contestant’s team members will give clues and the contestant will guess the word.
Teacher will use a timer to track the time for the team to finish all the words.
BATTLESHIP! 战舰! ZHÀN JIÀN! (1)

STARTALK --- Columbia Middle School

<table>
<thead>
<tr>
<th>姓名 (xingming):</th>
<th>日期 (ri qi):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BATTLESHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>二OO二年， 一月一日</td>
</tr>
<tr>
<td>我的生日是</td>
</tr>
<tr>
<td>你的生日是</td>
</tr>
<tr>
<td>她的生日是</td>
</tr>
<tr>
<td>他的生日是</td>
</tr>
<tr>
<td>老师的生日是</td>
</tr>
<tr>
<td>班导老师的生日是</td>
</tr>
</tbody>
</table>
BATTLESHIP! 战舰! ZHÀN JIÀN! (2)

STARTALK --- Columbia Middle School

BATTLESHIP

➢ The game is played on grids. Each player gets a grid sheet.
➢ Before play begins, each player arranges THREE ships secretly on the grid for that player.
➢ Each ship occupies FIVE connected squares on the grid arranged either horizontally, vertically, or diagonally.
➢ The ships cannot overlap (i.e., at most one ship can occupy any given square in the grid).

Sentences you will need for playing BATTLESHIP:

1. 打中了! (Dà zhōng le!) You hit me!
2. 没打中！(Méi dà zhōng!) You missed!
3. 我被打沉了！(Wǒ bèi dǎ chén le!) Sank!
4. 轮到我了！(Lún dào wǒ le!) My turn!
5. 该你了！(Gāi nǐ le!) Your turn!
6. 我赢了！(Wǒ yíng le!) I win!
7. 你输了！(Nǐ shū le!) You lose!
8. 作弊！(Nǐ zuò bì!) You cheat!
我的家

My Family

mi mi

mei mei

Younger Sister

nai nai

Grandma

我的弟弟叫 Arti.

My brother is Arti.

我的奶奶叫仁儿.

My grandmother is Ren'er.

我的爷爷叫阿凡.

My grandfather is Afaan.

我的爸爸叫Anthony.
姐姐

妹妹

哥哥

弟弟

他叫包岩
他九岁
他的生日是二〇〇五
年四月一
他的电话是四〇八七三
八二二一
他喜欢吃饺子
小胖说 (XIǍO PÀNG SHUǑ)  
PANCHO COMANCHO (1)

1. Six students stand in a semicircle. Each of you holds a picture of a word with Chinese and PINYIN.
2. Laoshi will say, “小胖说 Xiǎo Pàng shuō _______。”
3. The student who is holding the picture Laoshi just mentioned needs to say, “小胖不说 Xiǎo Pàng bùshuō __________,小胖说 Xiǎo Pàng shuō __________.”
4. The next student who is holding the picture mentioned by the student before needs to choose a new picture and say, “小胖不说 Xiǎo Pàng bùshuō __________, 小胖说 Xiǎo Pàng shuō __________。”
5. Repeat Step 4 until the timer goes off. Whoever is speaking needs to leave the circle.
6. The game continues until there is one single winner.
Instructions:
1. You will see a collage of pictures. Each picture represents a word we have learned.
2. Laoshi will point to a picture and say the word in Chinese. Students will follow Laoshi and repeat the word.
Instructions:
3. However, when Laoshi “makes a mistake” by saying the word wrong, students should **NOT** follow Laoshi but stay quiet.
4. If the whole class stays quiet when Laoshi “makes a mistake,” the whole class wins a point. If anyone follows Laoshi and repeats the wrong word, Laoshi wins a point.
试一试!/試一試!
SHÌ YÍ SHÌ!
bàba

māma

yéye

nǎinai
准备好了吗？
ZHŪN BĒI HǍO LE MA?
Mother  Father
Older brother
Grandpa
Grandma
Older sister
哥哥
gēge
妈妈
māma
姐姐
jiějie
爸爸
bàba
奶奶
nǎinai
爷爷
yéye
真棒!/真棒!
ZHĒN BÀNG!
Questions/Reflections Feedback on Both Program Strands/Session
Concluding Thoughts

THANK YOU FOR YOUR ACTIVE PARTICIPATION AND FEEDBACK!