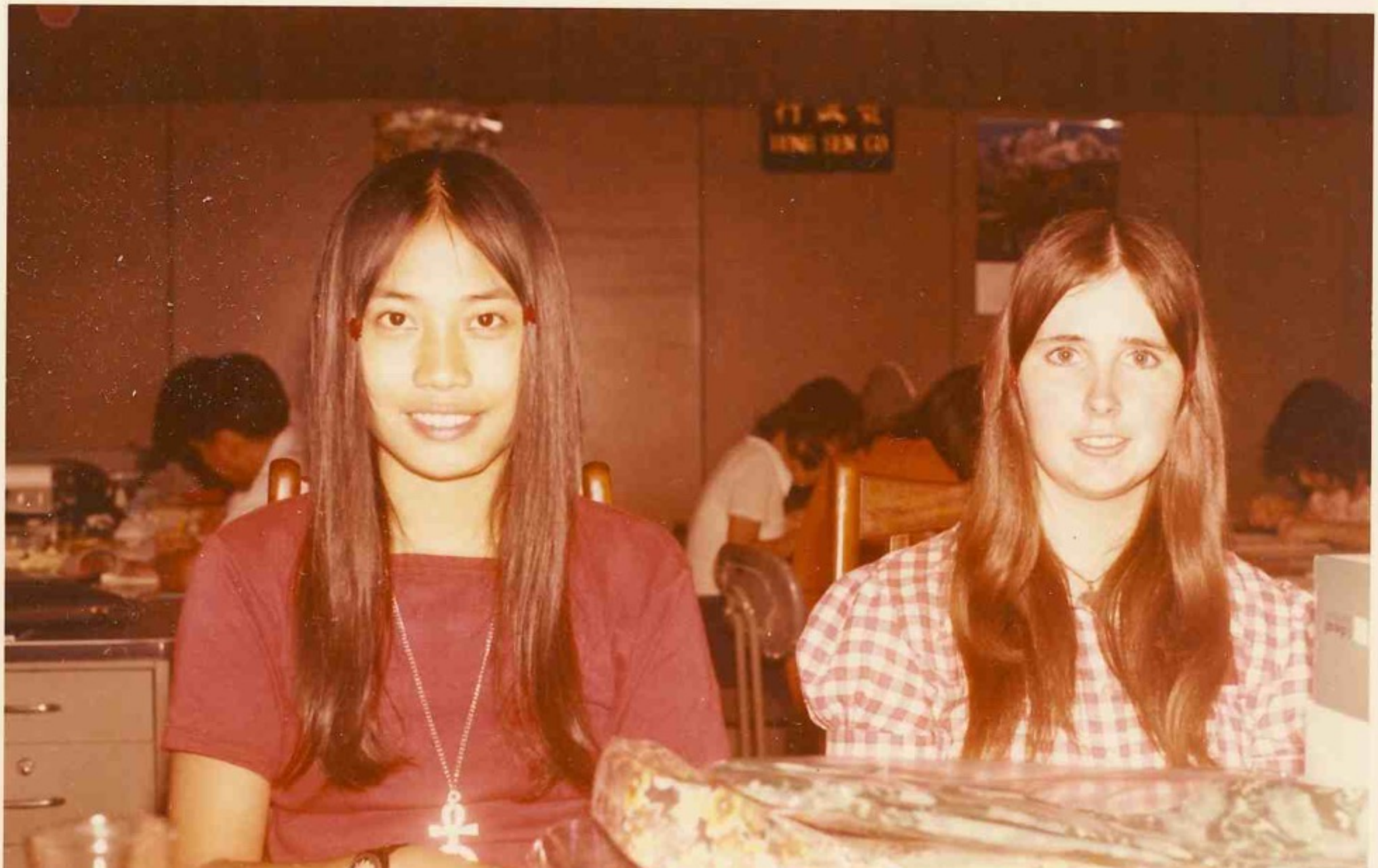
李莎荣 Shaz

目前住在美国。

高中毕业以后,我到台湾的辅仁大学,学了两年中文。

我在南京师范大学,学过中文。

当我在台湾的时候，我那里的朋友想给我起一个合适的中文名字。



他们想了很久，
后来决定我的中
文名字就叫：

李莎荣

我刚开始学中文的时候，对我来说，很多字的发音听起来都是一样的。

mā	má	mǎ	mà	ma
媽	麻	馬	罵	嗎
mother	numb	horse	scold	question word

First tone	second tone	third tone	fourth tone	neutral tone
(flat)	(going up)	(down and up)	(going down)	(light)

所以当我听到他们说

“莎荣”的时候，

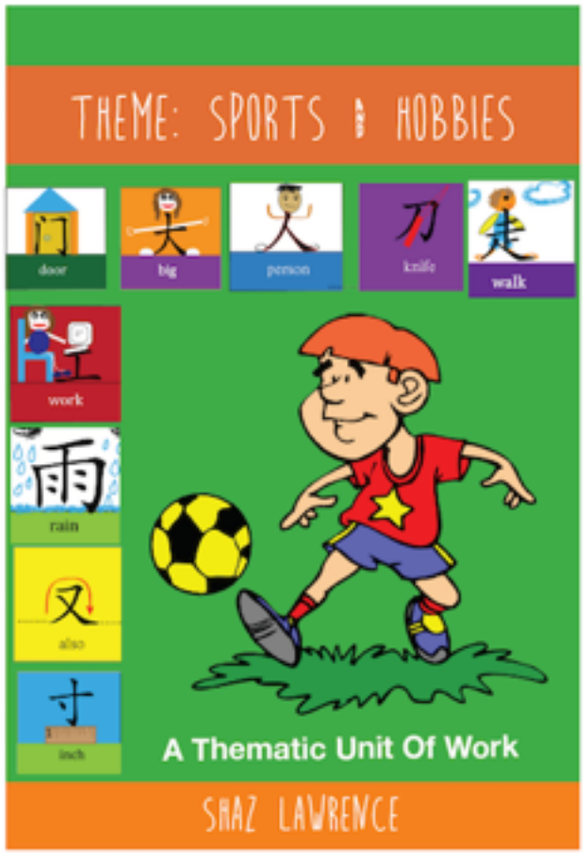
我还以为他们说“杀人.”
我说:“不好.”当然他们都笑我。

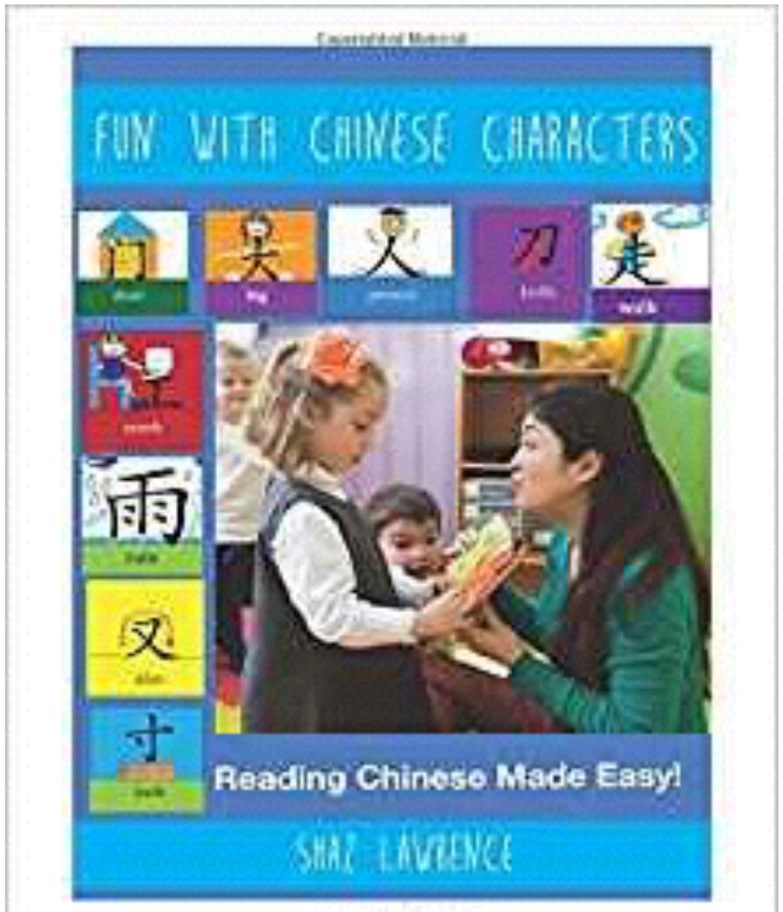
在一九八零年初，澳大利亚政府规定5到17岁的学生必须学习第二外语。

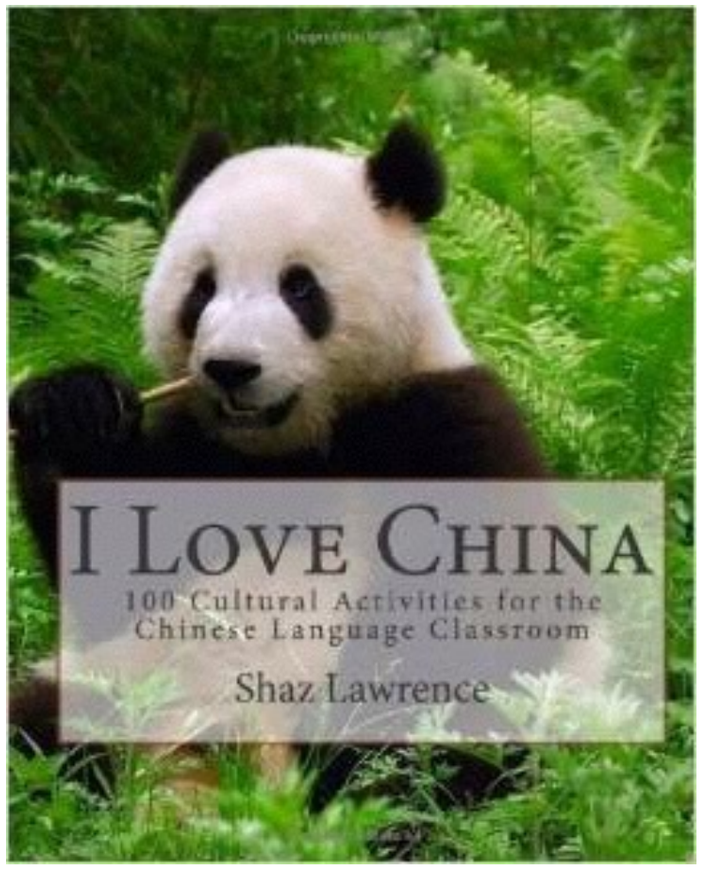
其实在澳大利亚的南部，
我是第一个教中文的老师。

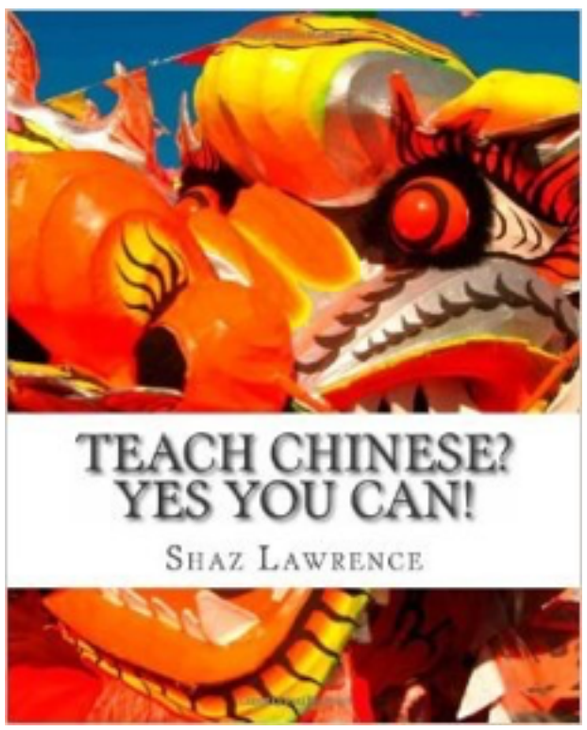
近几年，我有两个工作。一个是我自己创建网站: Creative Chinese 创意中文

我同时也出版了二十余本中文教材.









另一个工作是，给中文老师培训.

The Immersion Teacher: Best Practices

沉浸教学的老师：最好的教学法

新的一年，你的新的教学计划是什么？
有什么须要改善的地方？

learn better immersion strategies

know your students better

plan more effective activities

be more creative

differentiate learning

write better lesson plans

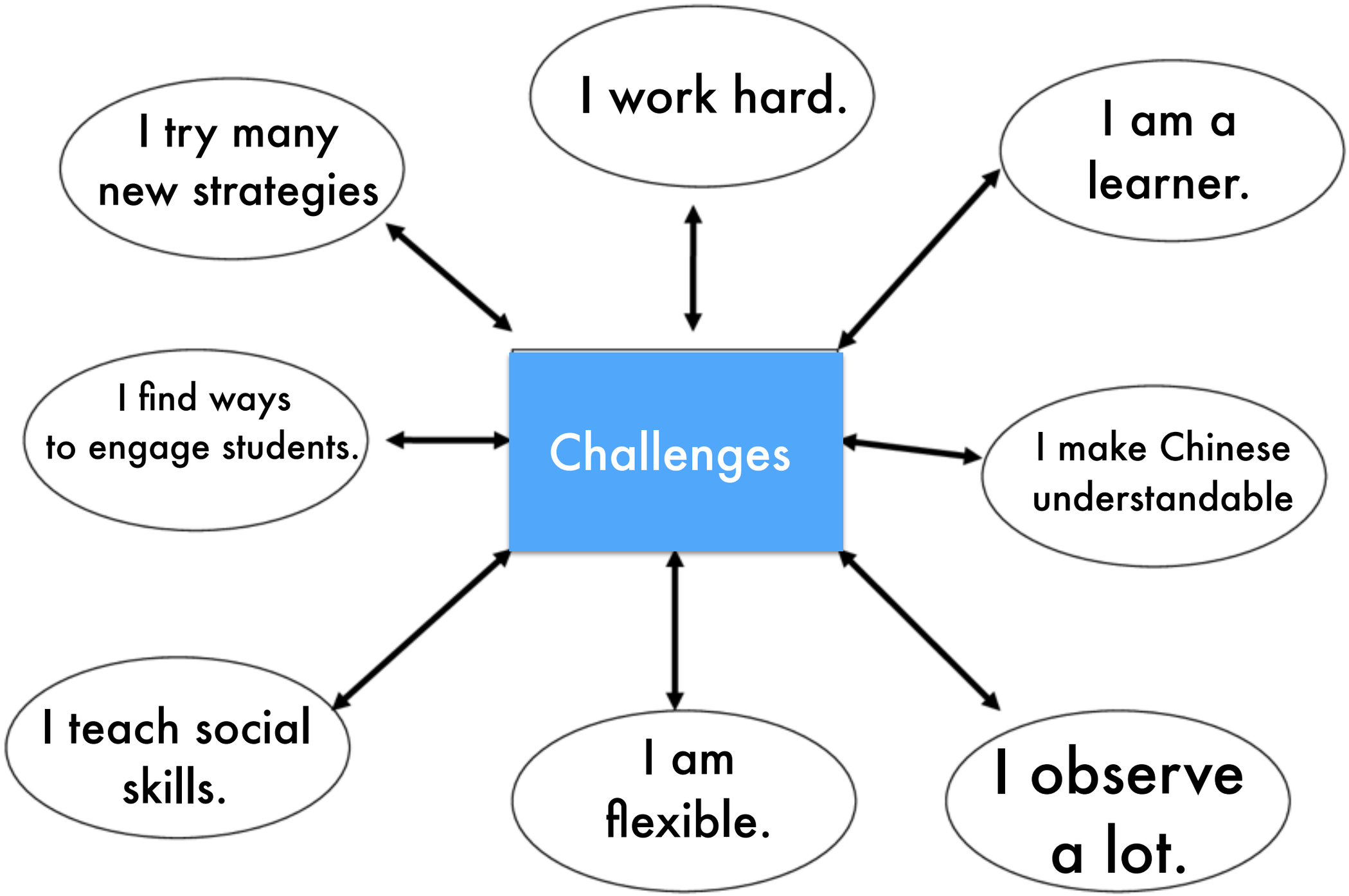
ONE goal for 2018 is……

“Immersion teaching keeps you young, energetic, and happy, and the time goes very fast.”

Kindergartner teacher Angelica Chang
teaches mandarin at Starr King Elementary

"Immersion teaching is exhausting, but very satisfying."

The Challenges of being an Immersion Teacher



Immersion Teachers:

How do I make the Chinese language **comprehensible**?

Back To The 80s

把你的心我的心 [1. 串一串,]

串一株幸运草串一个同心 [2. 圆]

让所有期待未来的呼唤　趁青春做个伴

别让年轻愈长大愈孤单

把我的幸运草种在你的 [3. 梦田]

让时随我们的同心圆,永远的不 [4. 停转]

向天空大声的呼喊 [5. 说] 声我爱你　向那流浪的白云
说声我想你
让那天空听得见　让那白云 [6. 看得见]

谁也擦不掉　我们许下的诺言

想 带 你一起看大海说声我爱你 [7. 给] 你最亮的 [8. 星星]
说声我 [9. 想 你]

[10. 听听] 大海的誓言 [11. 看看] 执着的蓝天

让 [12. 我们] 自由自在的恋爱

Immersion Teachers need to be more like 小虎队

1. How do you make Chinese understandable?

2. How do you promote student-centered learning?

1 Voice

2 Body Language and Gestures

3 TPR

4 Visuals

5 Props

6 Break complex content into parts

7 Student Centered Learning

1. Voice and Exaggeration

说话的语气：当说话要表达温柔语气时，还要微笑。当说明规定时，语气就要坚定。

Tone

Tone is the manner in which you speak and the quality of the sound that your vocal chords produce.
Vocal tone is something that can be adjusted to a teacher's advantage.

When wanting to convey a **warmer tone**, smile as you speak.

For delivering expectations, a more **formal tone** should be used.

Think of your formal tone as your "professional" tone.

Speaking Chinese DOESN'T make you a good Immersion Teacher

Monotone Voice

Expressive Voice

Which voice will get your meaning across better?

The Tone of your voice

warm

formal

exaggeration

Friends
小朋友们

Please sit down.
请坐。

He doesn't like cats.
他不喜欢猫

I like ice-cream.
我喜欢冰淇淋。

Her shoes are dirty.
她的鞋子很脏.

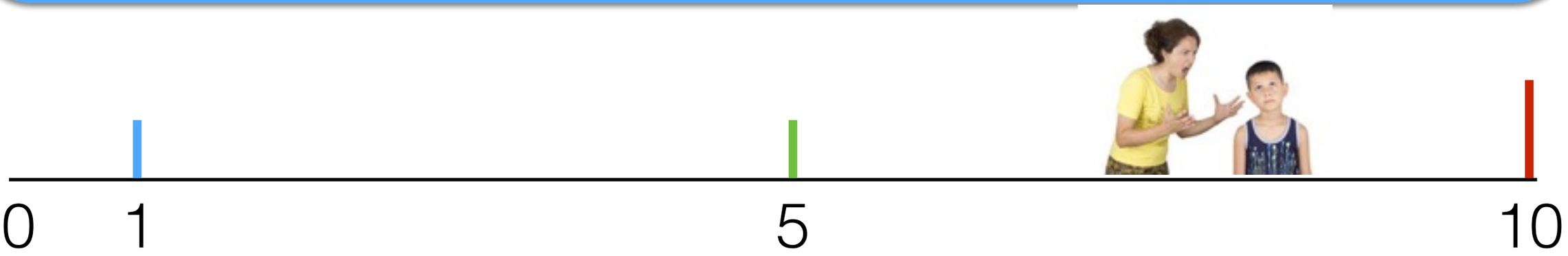
The apple is round.
苹果是圆圆的。

Please don't run.
请不要跑。

Where is the monkey?
猴子在哪儿?

I make input comprehensible

Volume



Most teachers talk too loud. They turn up the volume because they believe that the louder they are the better their students will listen.

声音的音量：大部分老师都太大声。他们以为，越大声，学生会越听话。但是这是错的。

But it isn't true.

Students tune out teachers who bark commands and instructions.

Vary the volume of your voice.

I make input comprehensible

Tempo

Your tempo is how quickly or slowly you speak. Adjusting your tempo can be hard, but is very important when delivering new information to students.

Slow down

and

simplify language

when developmentally appropriate.

用简单的字词慢慢说，尤其是对初级的学生。

Body Language and Gestures are your SUPER POWERS

2. Body Language/Gestures

Gestures reduce cognitive load.

Gestures free up working memory.

Gestures strengthen memory. (kinesthetics)

Immersion Teachers are Body Language Experts

Shoulder shrug

Hand cupped to ear

Crossed arms

Head tilt

Hands on hips

Tap wrist

Wavy hand

Point finger to eyes

Thumb up

Circle finger

Arms stretched out

Lower hands

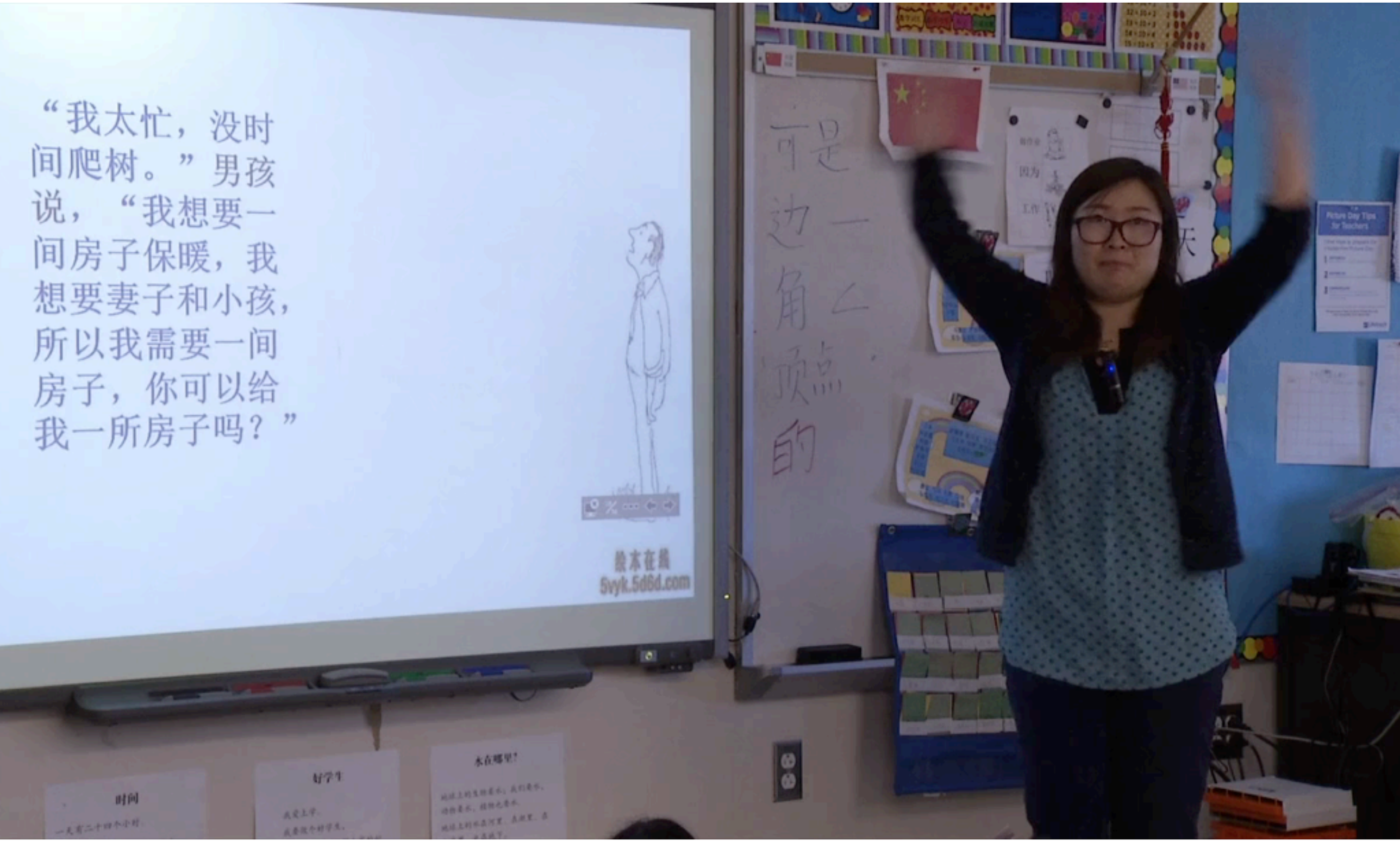
Finger to lips

I make input comprehensible

Body Language/gestures

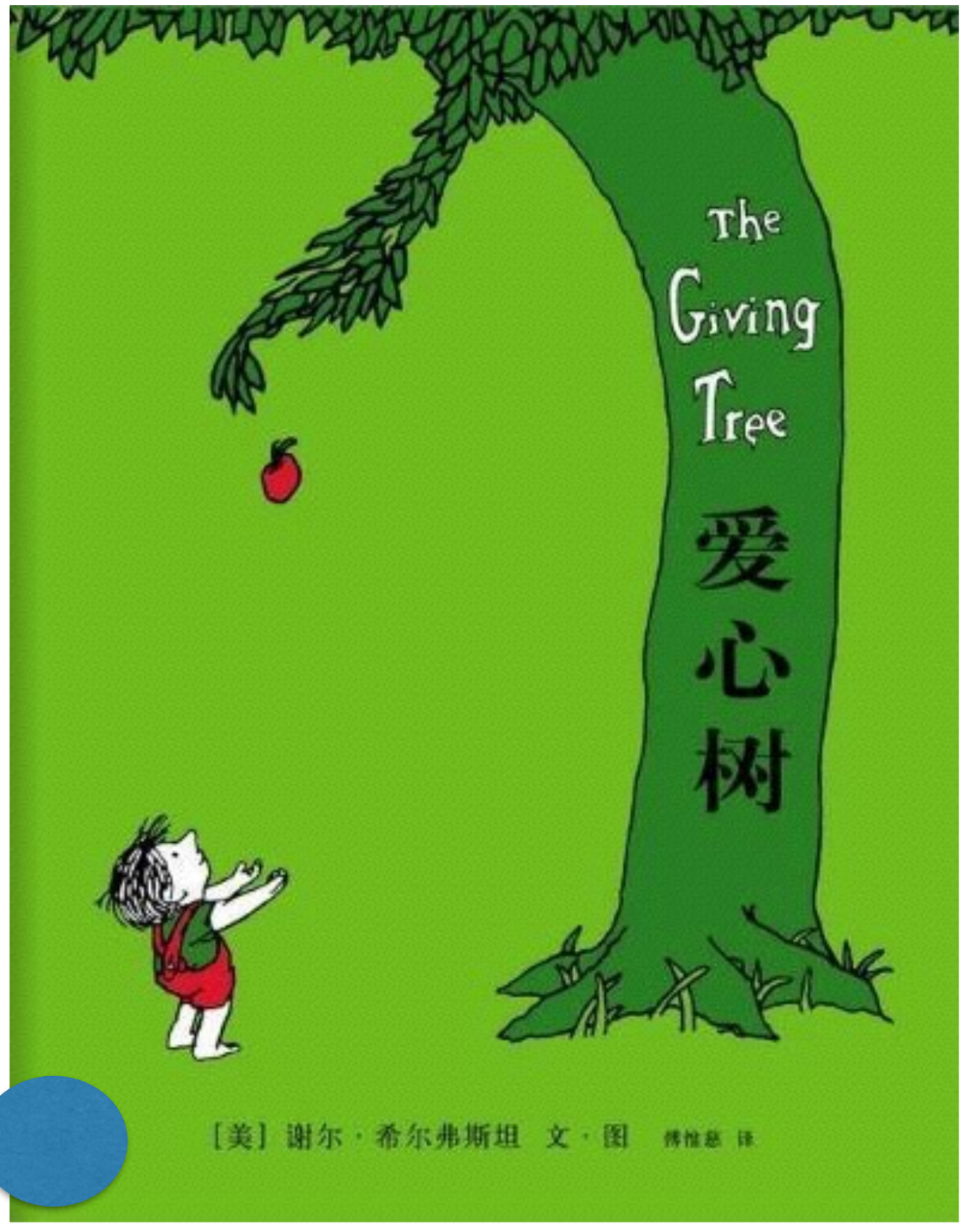
Do not speak English or Chinese.
Use body language only!
Your partner will try and guess what you are saying'

Observe gestures, engagement of students, actions, checking understanding, repetition,



I make input comprehensible

Body Language/gestures



Get into groups of 2 people.

Use:

- body language
- gestures and
- voice

to tell the story in Chinese.

1

Voice

Tone

Volume

Exaggeration

Tempo

2

Body Language and Gestures

I make input comprehensible

Total Physical Response (TPR)

I make input comprehensible

3. Total Physical Response (TPR)

- comprehensible input
- stress-free environment
- the right to be silent

I make input comprehensible

Total Physical Response

Step 1: The teacher gives the command.

Step 2: The teacher models the movement.

Step 3: The student performs the action.

I make input comprehensible

先理解，才有成果。学生在开口说话前，通常已经了解很多意思了。

Comprehension

precedes

Production

(Krashen & Terrell, 1983, p. 20)

What's wrong with this image?

I make input comprehensible

要给学生一段安静期，等他们吸收後，再开口说话

The Silent Period

Krashen, Stephen D. 1981. Principles and Practice in Second Language Acquisition

Robot Commands

站起来

请坐

睡觉

跳舞

上 下

右 左

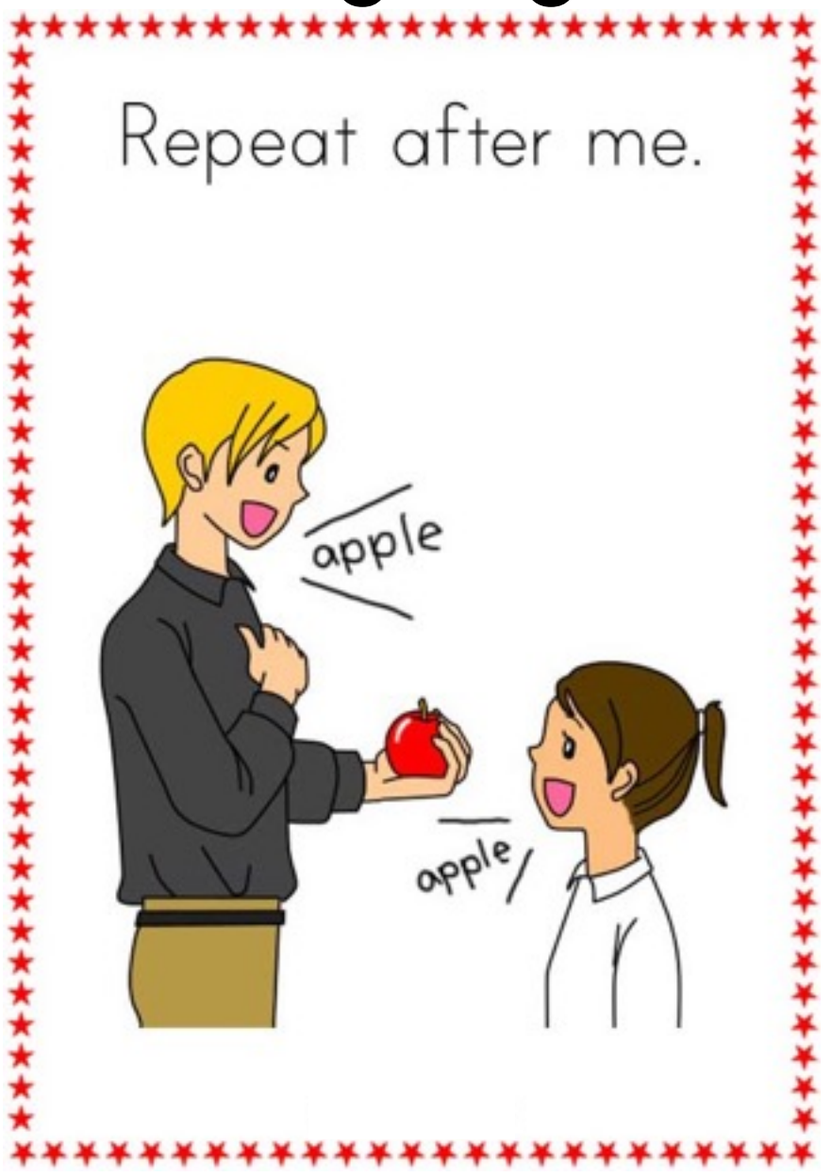
- Verbs
- Directions
- Positions

wǒ qǐ chuáng
Voice Level
0
1
2
3
4
5

Acquisition vs. Learning

Active listening and processing the language they hear

Forced production of language



Immersion uses the Natural Approach to teach Mandarin

History

Stephen Krashen and Tracy Terrell developed the "Natural Approach" in the early eighties (Krashen and Terrell, 1983), based on Krashens' five theories on second language acquisition.

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill."

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."

I make input comprehensible

6. Visuals

一个星期有七天

星期一

星期二

星期三

星期四

星期五

星期六

星期天

小闹钟

起床了！

吃饭吧！

睡觉吧！

滴滴答！

一月

二月

三月

四月

五月

六月

几点了？

星期一，

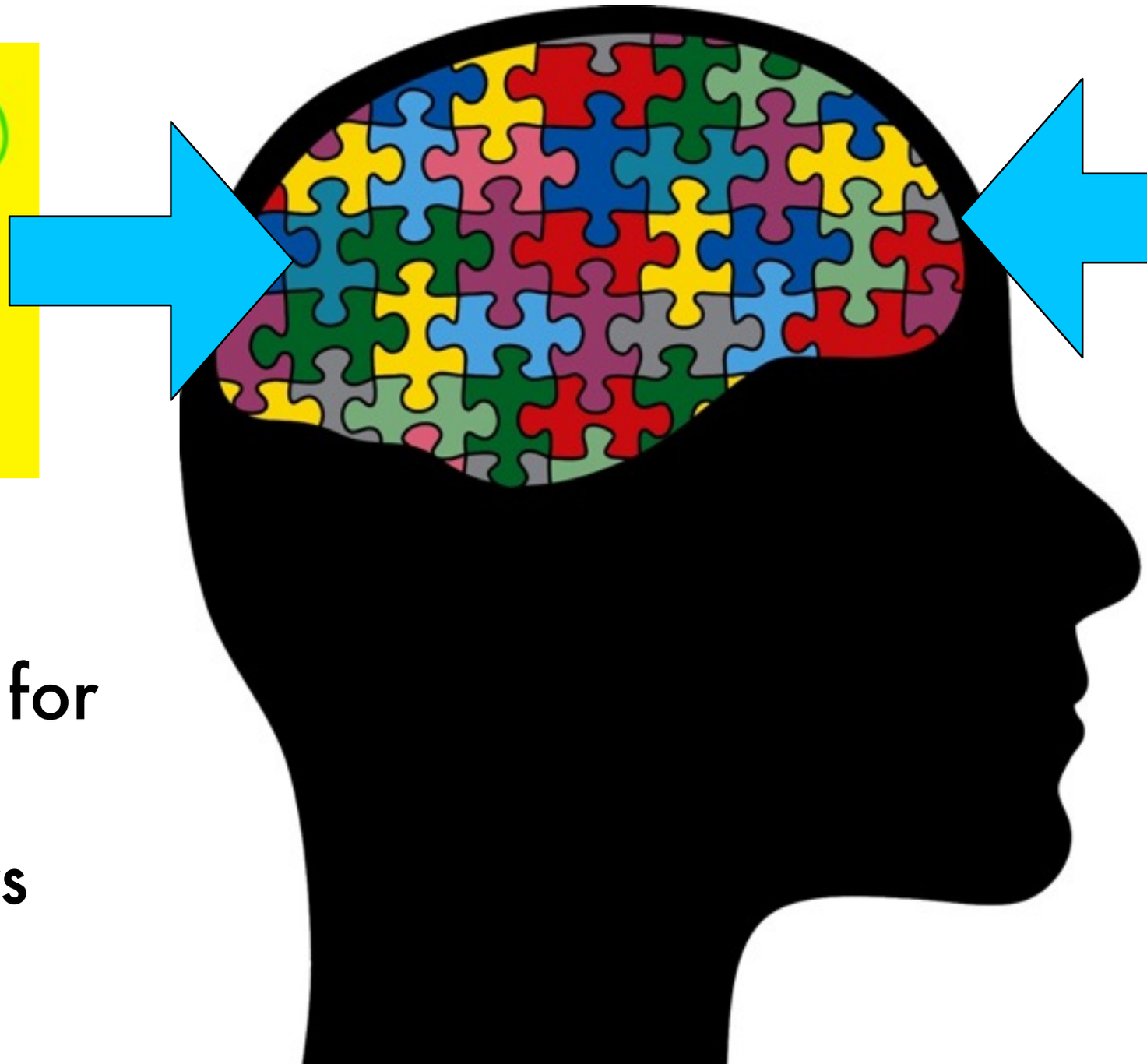
你做什么？

Immerse students in visuals

I make input comprehensible

Radicals provide 'hooks' for memory

部首提供了和记忆的“连结点”



问

Visual Cues for learning Characters

Train the brain to see patterns and connections.

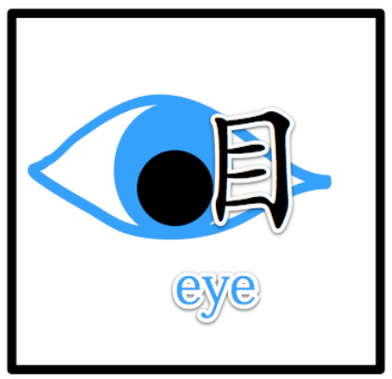
训练一种能发现模式和联系的思维方式

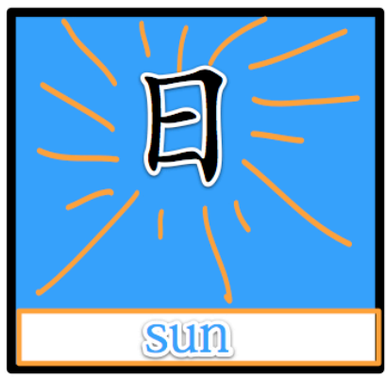
Connections strengthens memory

联系强化记忆

Intensity influences memory

强度影响记忆





Students need to connect characters to visual memory

学生需要把汉字和视觉记忆连结起来。

shh!
安靜

Encourage imagination and ‘picture seeing’

用图片帮助学汉字

大	小	门	雨
山	家	马	爸
水	日	口	林
男	十	我	人

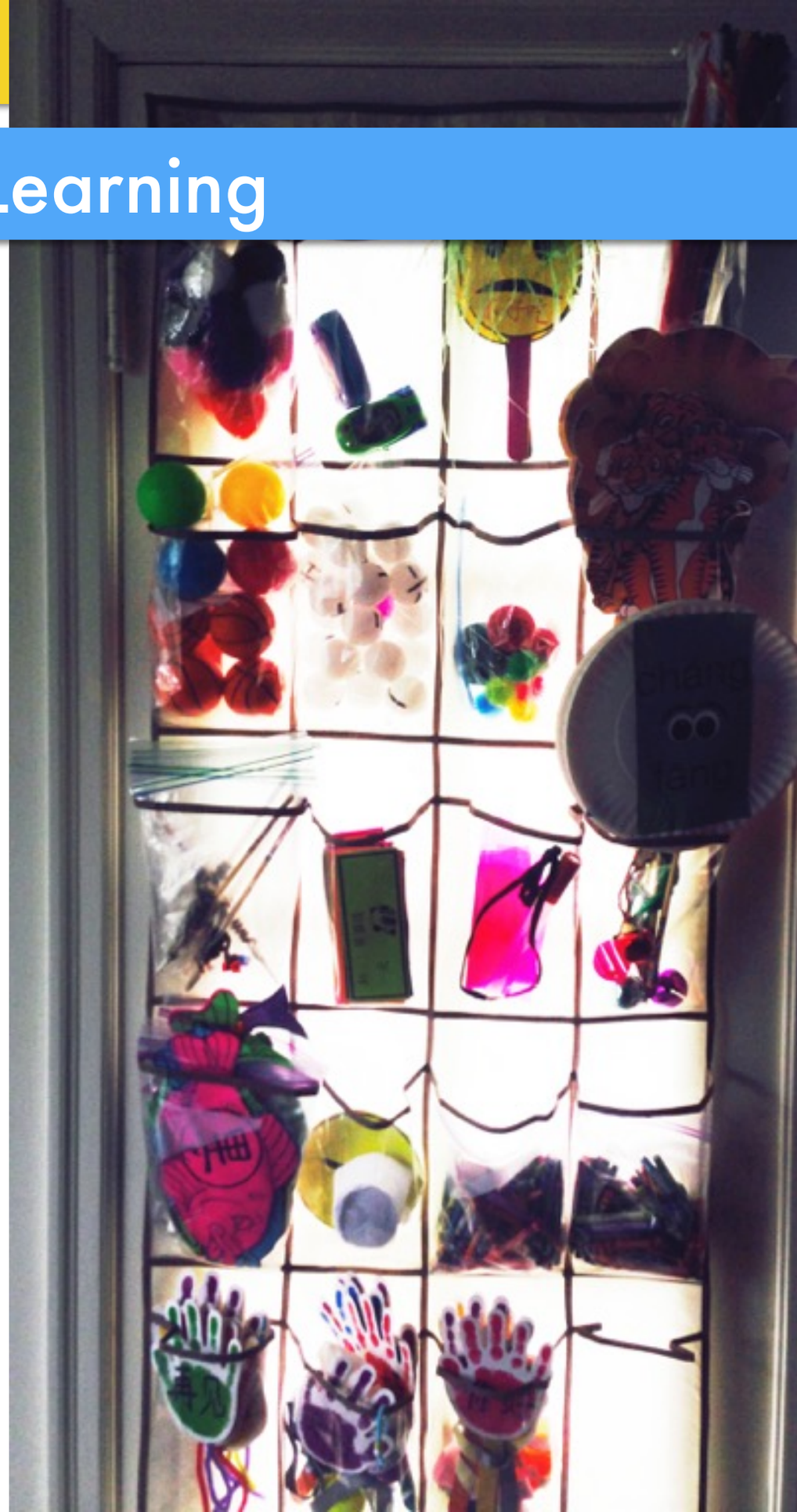
大	小	门	雨
山	家	牛	爸
林	日	口	林
男	ten	我	人

I make input comprehensible

8. Concrete Objects For Learning

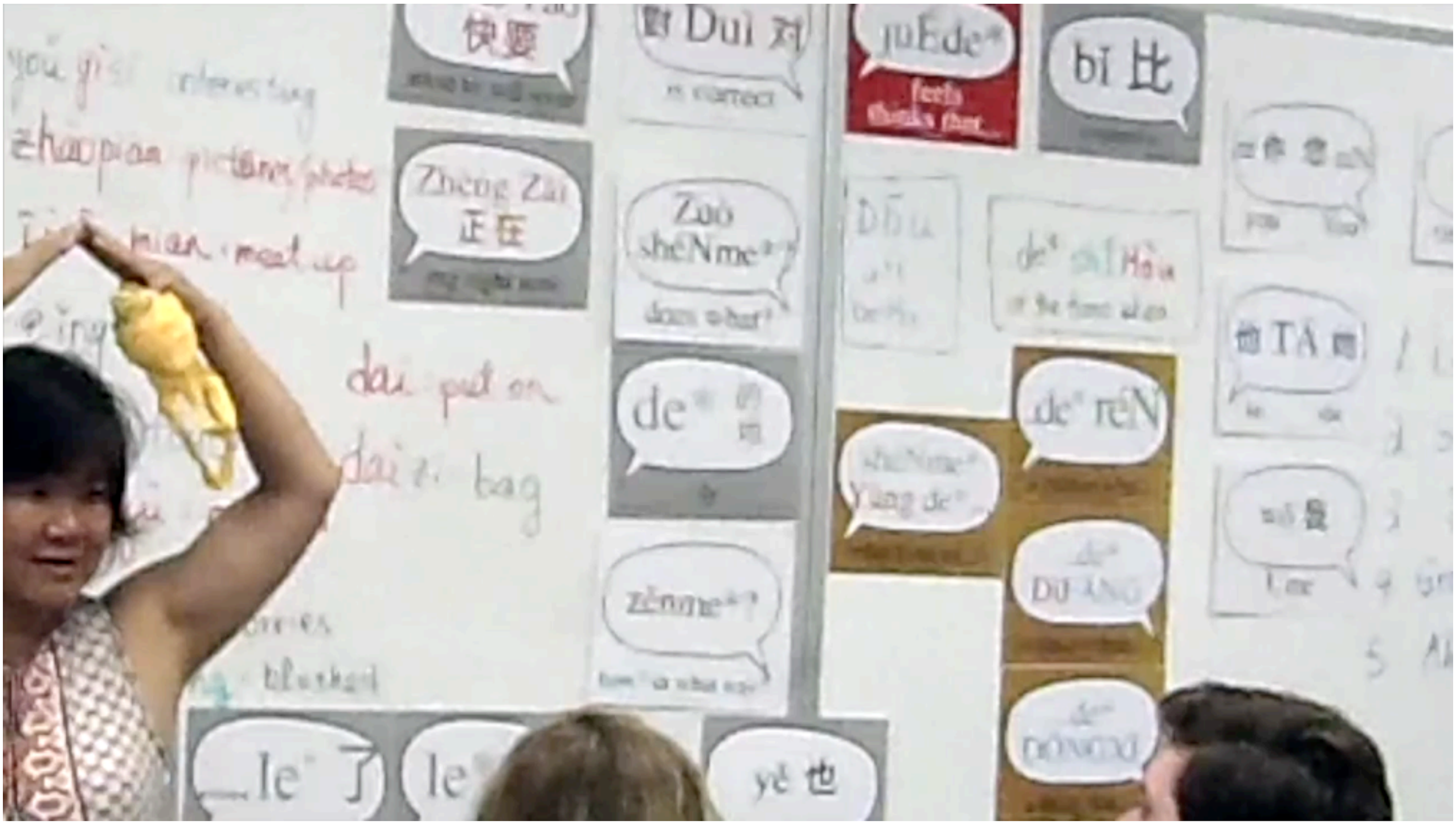
用各种教具（皮箱，玩偶，小皮球，麦克风。。。）

small balls
table tennis balls
paper plates on sticks
hand shapes on sticks
Fish and magnets
happy/sad faces on sticks
ribbons on sticks
balloons
magic wand on sticks
flashcards on string
puppets
feet cards
envelopes with character cards
scarves
bean bags
kush balls



I make input comprehensible

Props and Gestures For Learning



I make input comprehensible

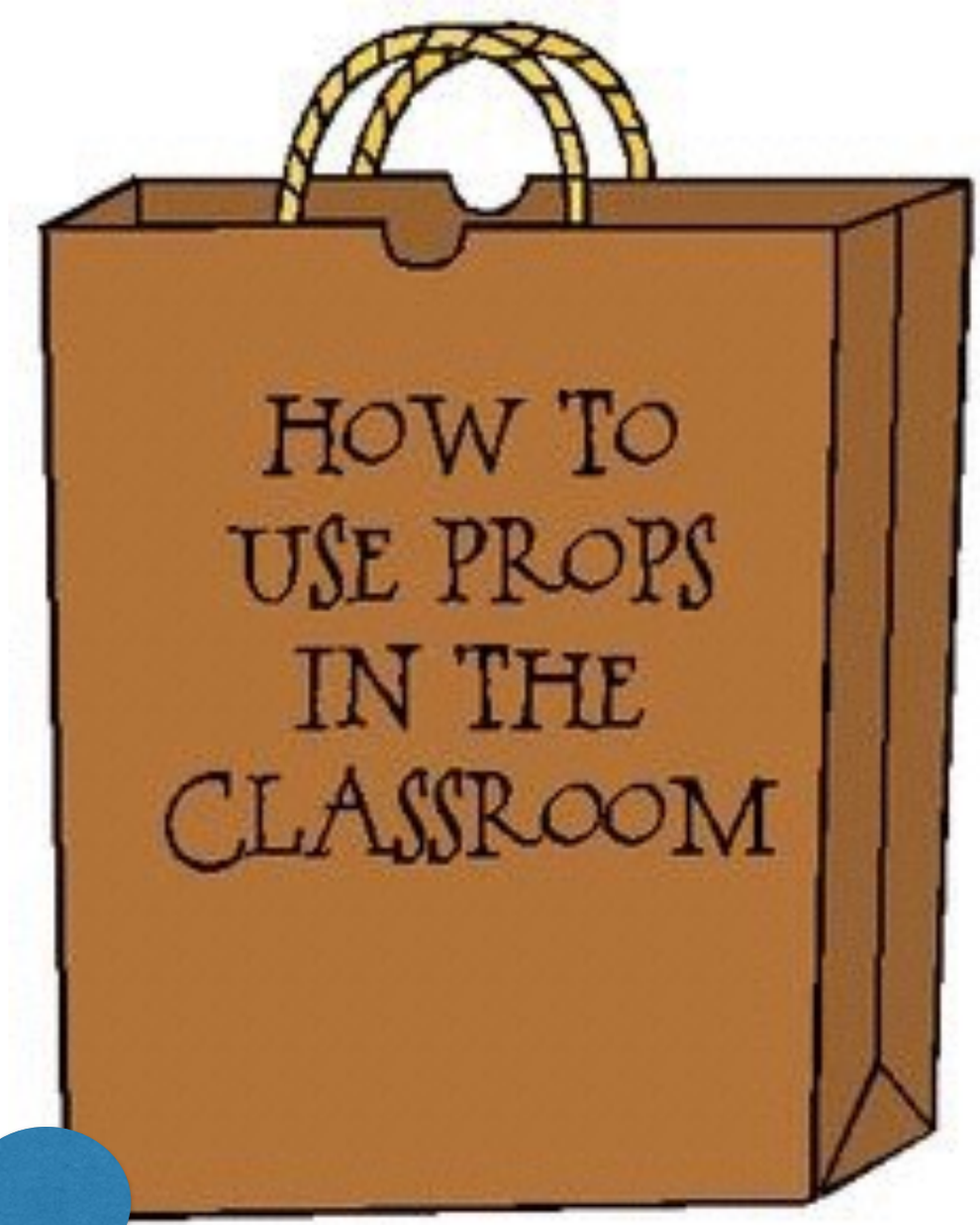
Props and Gestures For Learning

Immersion Teachers need to be **imaginative** and **creative**!

I make input comprehensible

A Bag of Props

Use props and gestures to teach a lesson.



Look at the props and imagine a creative way to help children learn Chinese

I make input comprehensible

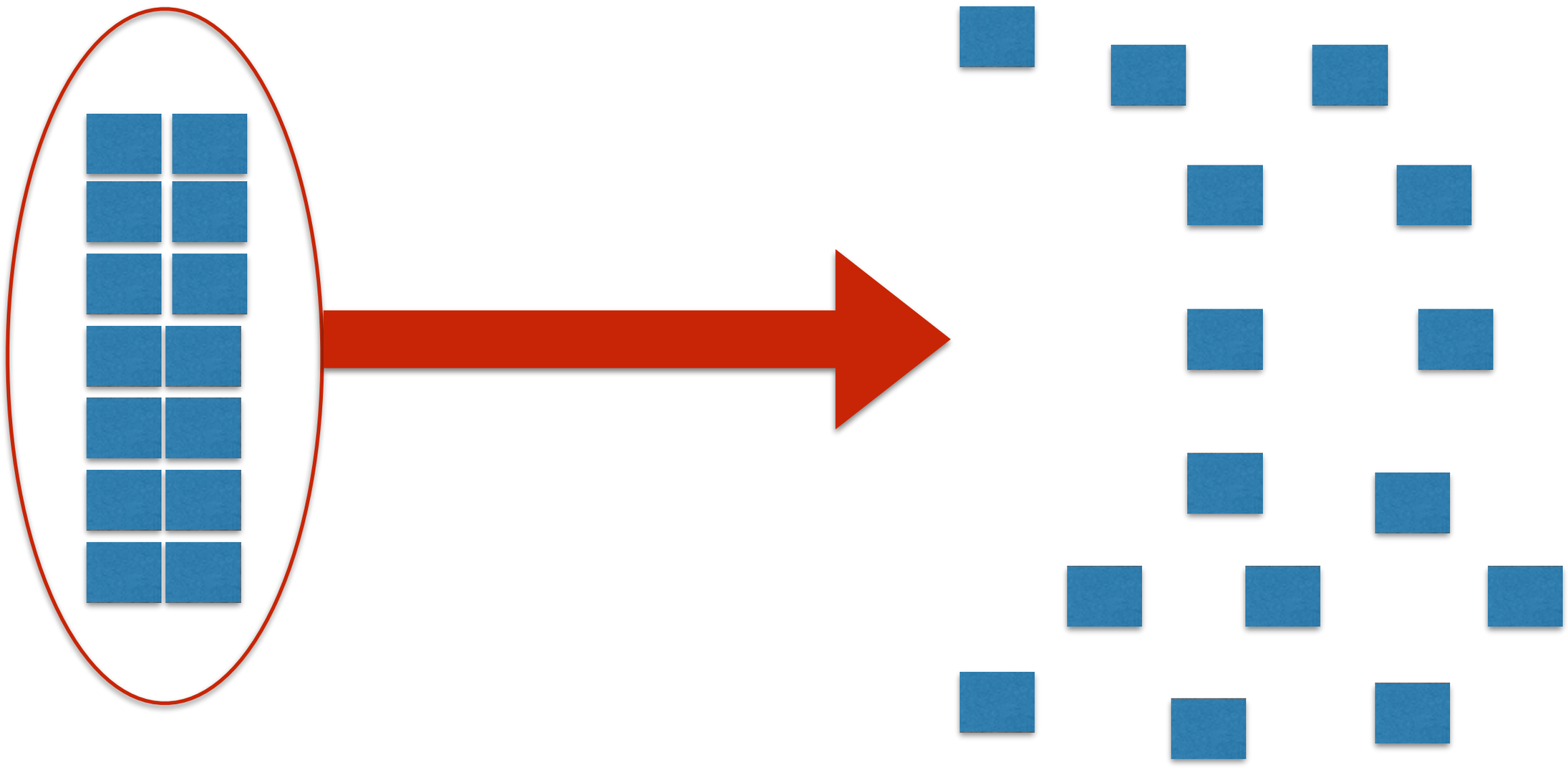
Break complex information into component parts

例如，当你要介绍一本新书给学生读时，要如何把内容分成小段，让学生比较容易学呢?

I make input comprehensible

Breaks complex information into component parts

沉浸教学的老师，会将复杂的信息，化整为零，分成小段.



I make input comprehensible

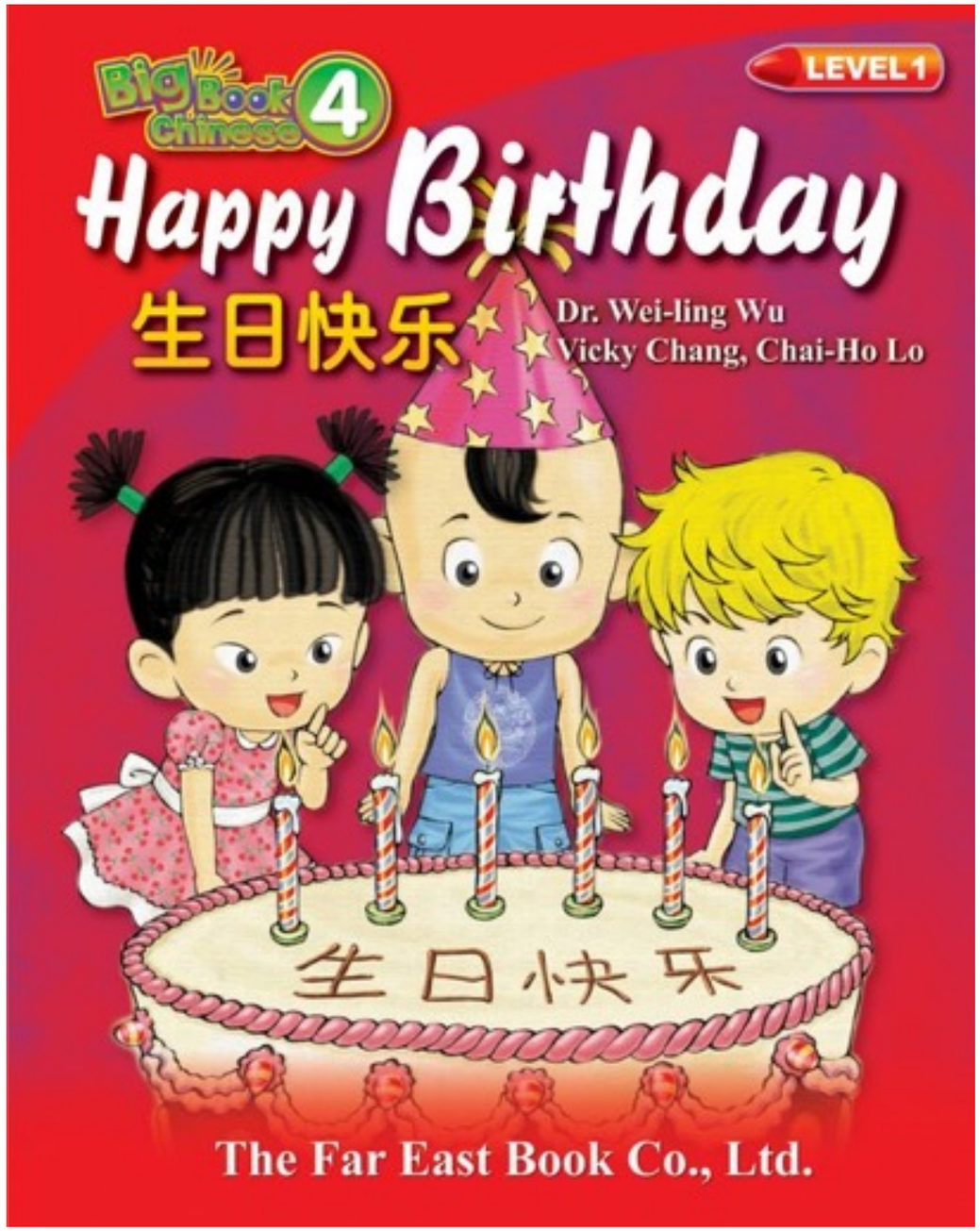
How will you break it down into components?

Pre-Reading

- What's on the cover?
  书的封面有什么？
- This is the front. This is the back.

- What is the title of the book?
  (show flashcards)

- Guess what the book is about.
  猜猜看这本书讲什么？
- What do we do when we listen?
  让我看看，你怎么听老师读书



I make input comprehensible

How will you break it down into components?

Pre-Reading → **Reading** →

- What's on the cover?
  书的封面有什么?
- This is the front. This is the back.
- What is the title of the book? (show flashcards)
- Guess what the book is about.
  猜猜看这本书讲什么?
- What do we do when we listen?
  让我看看，你怎么听老师读书

- Students do Actions
- Students make Sounds
- Teacher uses Exciting tone
- Teacher uses Pauses
- Teacher slows down Tempo
- Teacher varies Volume
- Students engage with TPR

I make input comprehensible

Break complex information and processes into component parts

Design the first Lesson to introduce a new book.

設計第一课 来介绍新书

What will the teacher say and do?

老师要说什么？做什么呢?

What will the students do?

学生要做什么呢

1 Voice

2 Body Language and Gestures

3 TPR

4 Visuals

5 Props

6 Break complex content into parts

Design a lesson to introduce a book

How will you break a book into components?

Pre-Reading → Reading → Post-Reading

- What's on the cover?
  书的封面有什么?
- This is the front. This is the back.
- What is the title of the book? (show flashcards)
- Guess what the book is about.
  猜猜看这本书讲什么?
- What do we do when we listen?
  让我看看，你怎么听老师读书

- Students do Actions
- Students make Sounds
- Teacher uses Exciting tone
- Teacher uses Pauses
- Teacher slows down Tempo
- Teacher varies Volume
- Students engage with TPR

- Act out story
- Flashcard Games
- Individual reading
- Create personalized books

2.

Immersion teachers need to plan Student-Centered Activities

In my Student-Centered Classroom

在以学生为中心的教室里，老师理解我.

How well do you know your students?

2 year olds

Attention span: 5-7min

Curious
好奇

Pretend
假装

Limited ‘sit time’

Sorting
整理

Surprise
惊喜

Big emotions
大情感

Explore
迹察

Special toy

Independent
独立

Free play

Sensory activities
感官活动

Strong-willed

Music and movement
音乐和运动

3 year olds

Attention span: 5-7min

Friendships

Explore

Improved finger dexterity

Songs and rhymes

Dramatic play

Why?

Classify objects

Curious

BIG emotions

Concrete thinker

Social skills are improving

4 year olds

Attention span: 7-15 min

more self reliant

Independence

more cooperative

greater self control

Follows routines

Logical reasoning

Physical skills

Friendship

5 year olds

attention span: 15-25 minutes

creative

active games

challenges

how" and "why" things happen

explore the world

problem solvers

prefer to work with others

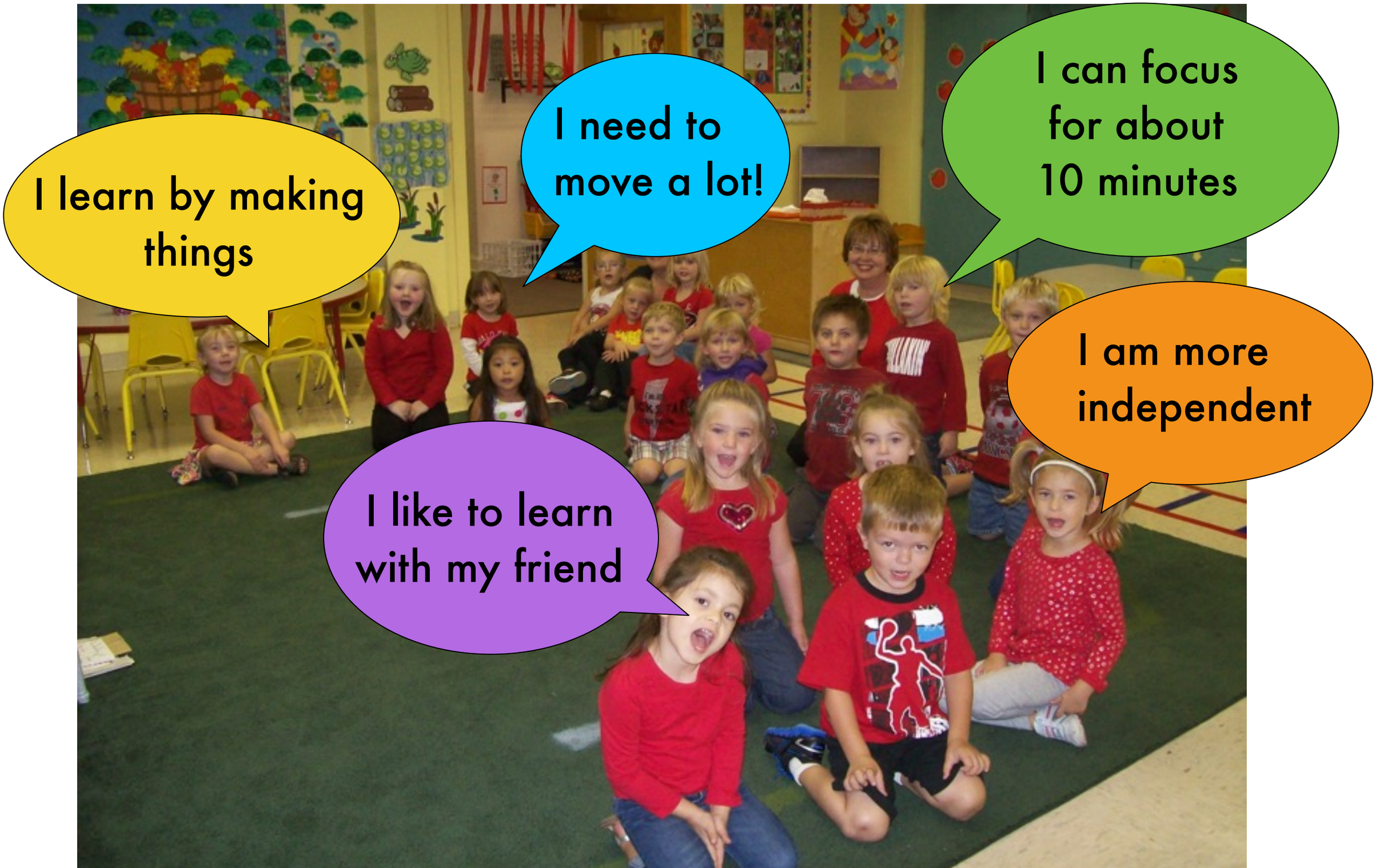
consistency

initiates conversations

Independence

carry out simple investigations

Know your students



How will students learn?

Direct Teaching
直接教学

Guided Learning
引导教学

Guided Learning 引导教学

Have Clear Outcomes

How will you activate prior knowledge?

上

下

前

后

5. How will students learn?

学生将如何学习新的内容?

group work

videos

?worksheets?

mini-lesson

小型课程

songs

inquiry

technology

learning centers

学习中心

mini-lesson
小型课程

Writing And Reading Skills

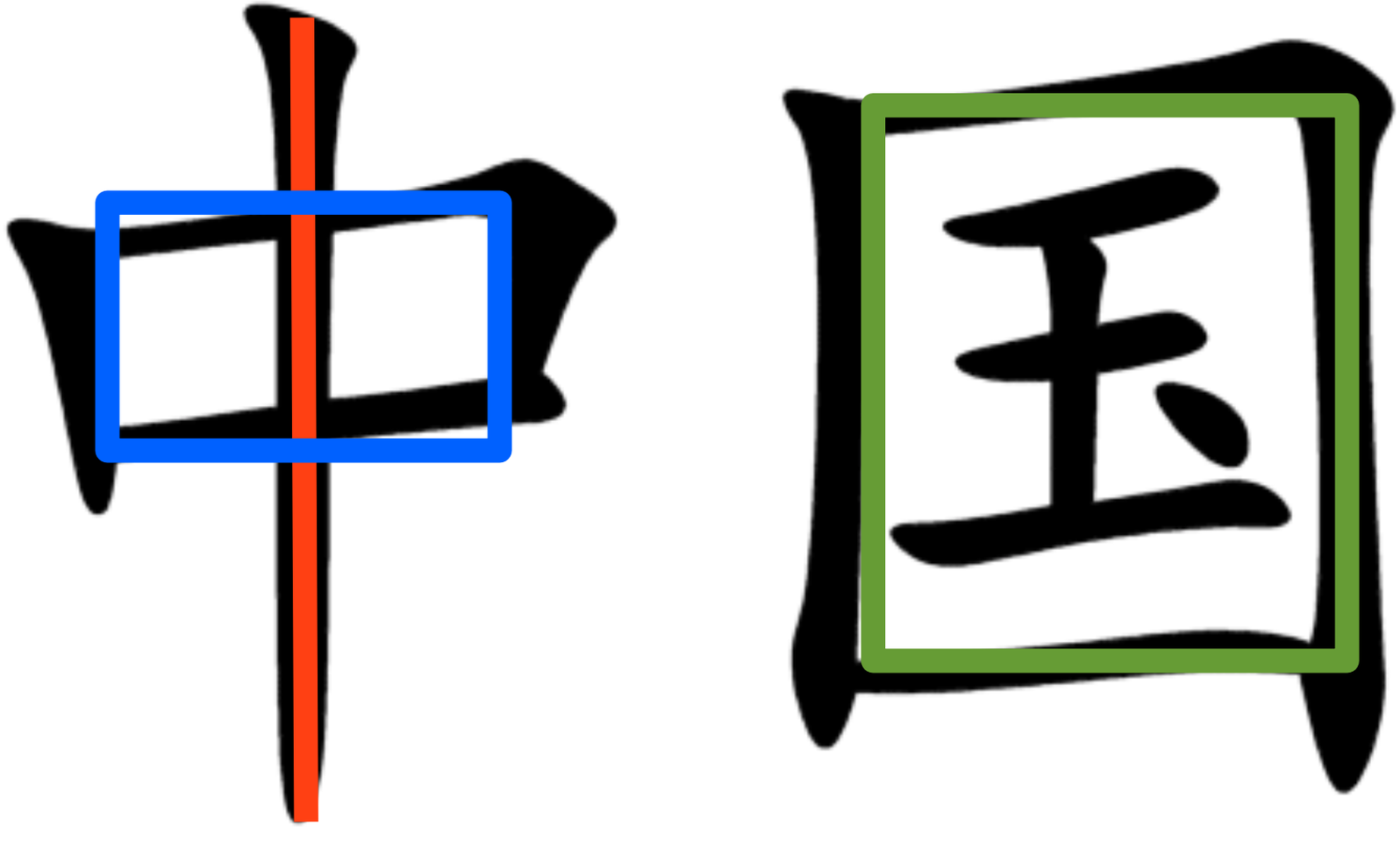
高

一遍一遍的写

高

又一遍

No Understanding



Copy 模仿/复制

Write over and over 一遍一遍的写

Dictation 听写

Test 测试

Often Failure 通常失败

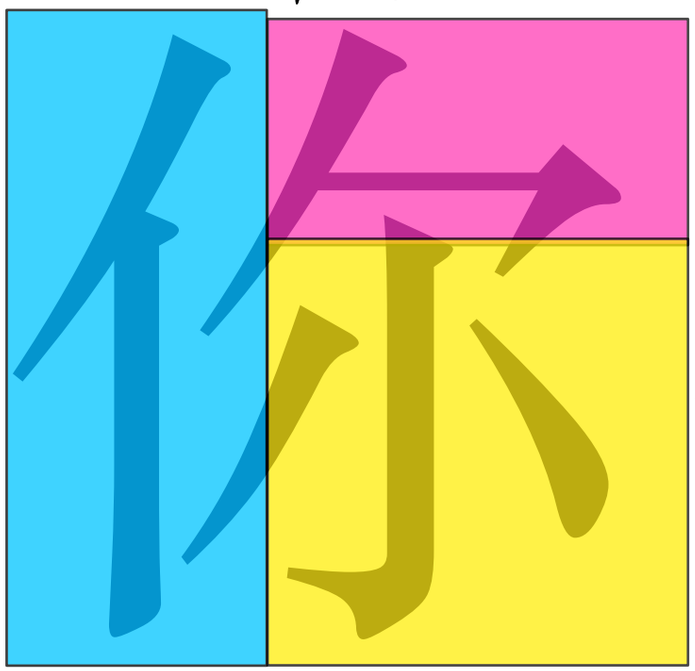
Very often, Chinese characters are the barrier to successful Chinese language learning

汉字通常成为成功学习中文的阻碍。

Before any characters are taught.....

教汉字的之前.....

Space
拆分



Visual cues
形象提示

Building blocks
偏旁部首

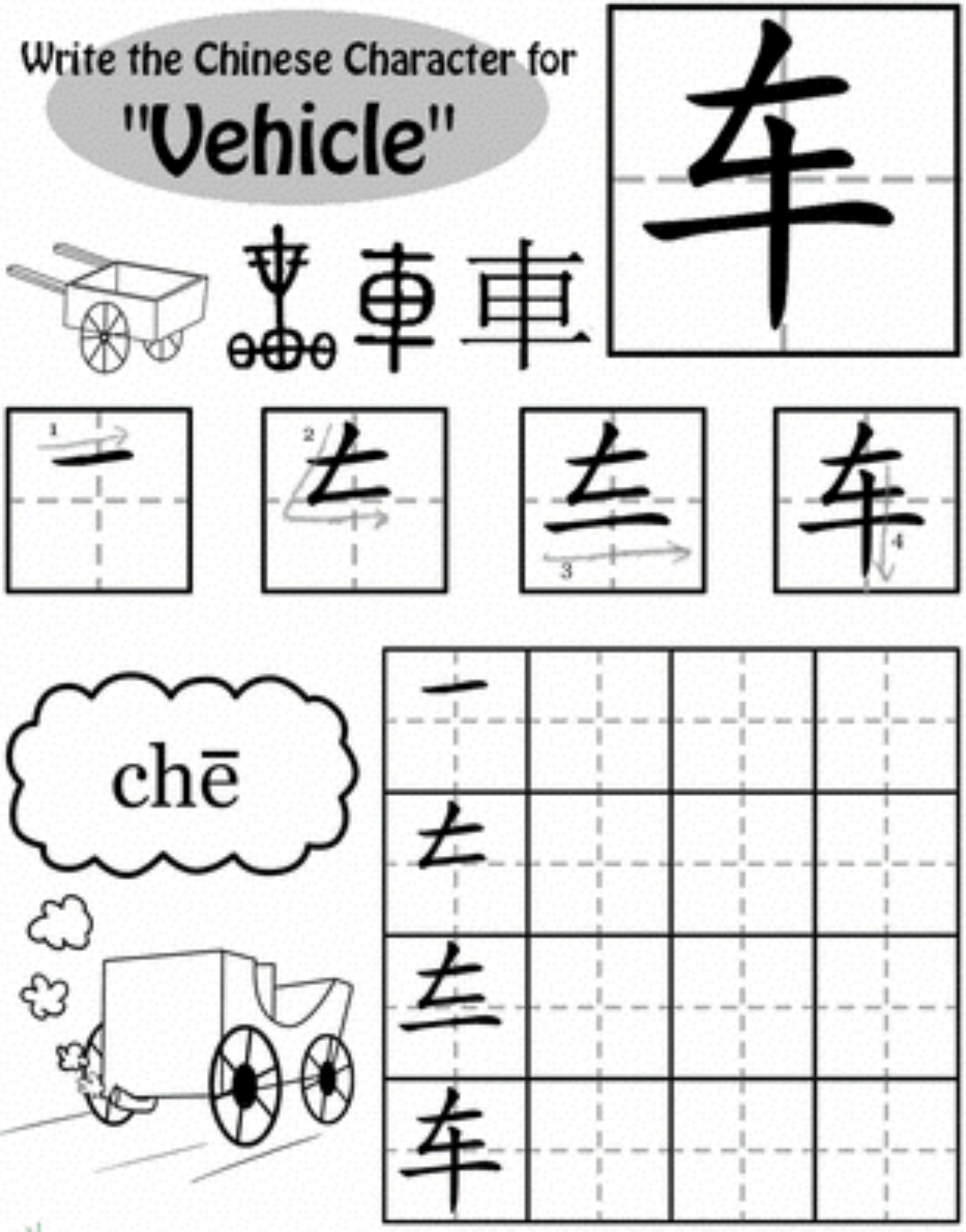
女 + 子 = 好

Purpose
含义

STAGE 1

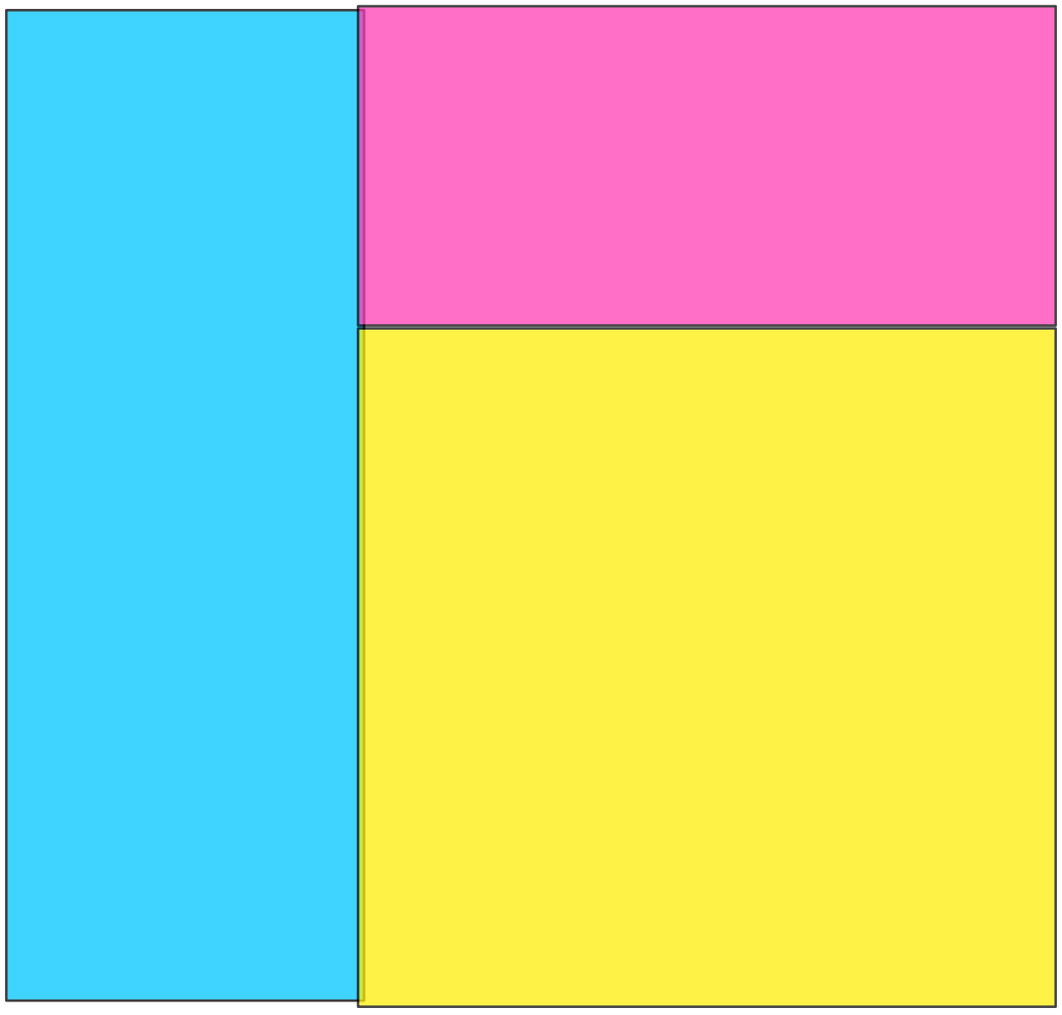
第一步

The Square



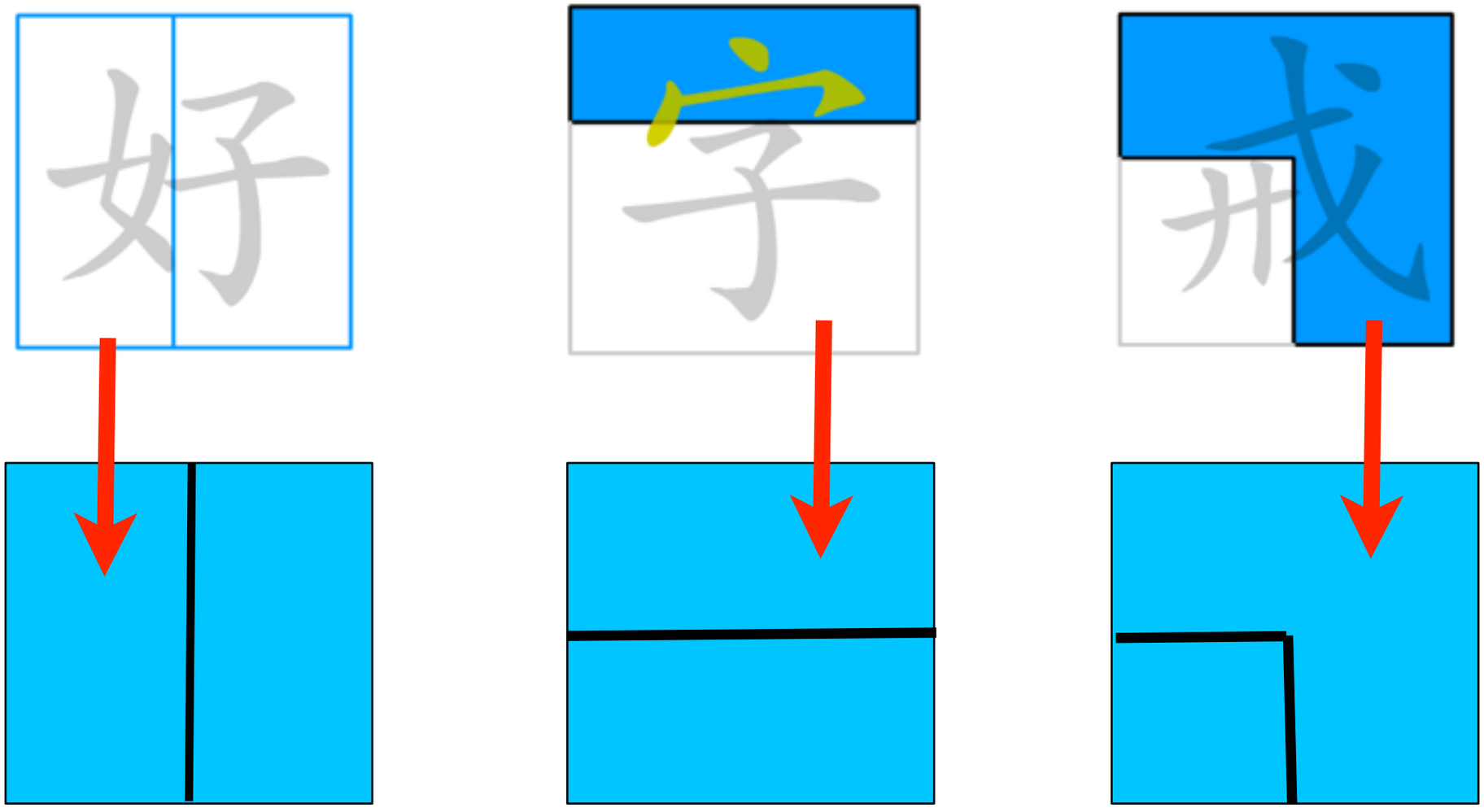
Let students explore the square that characters are in.

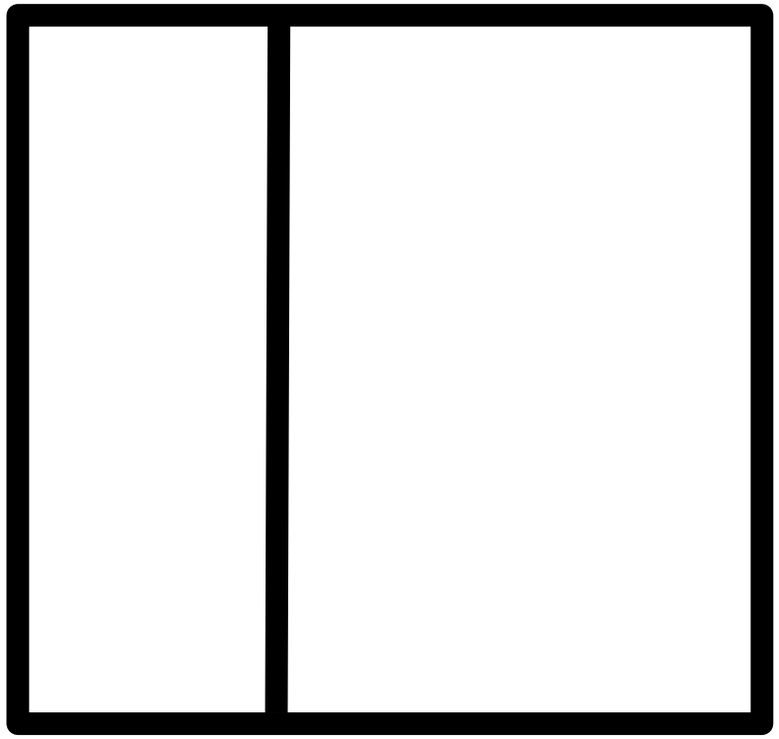
让学生探索在方块里的汉字

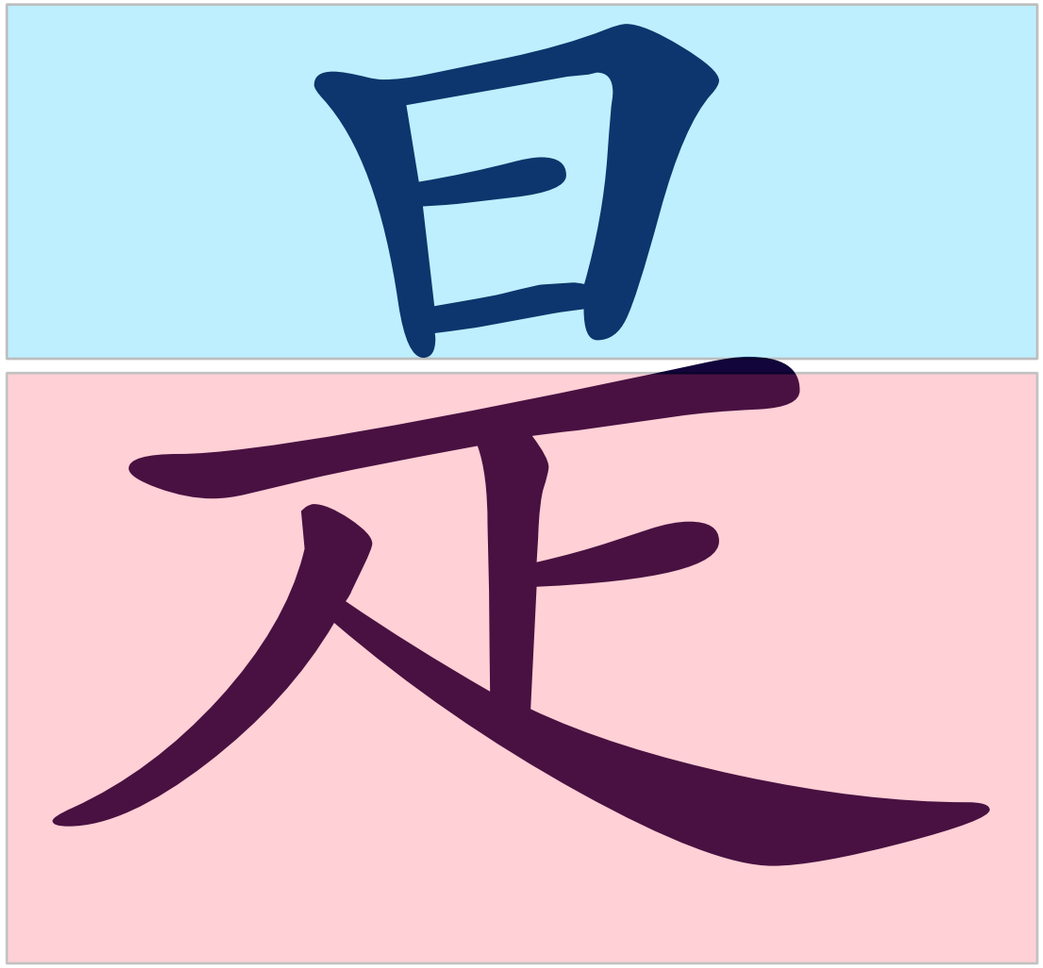


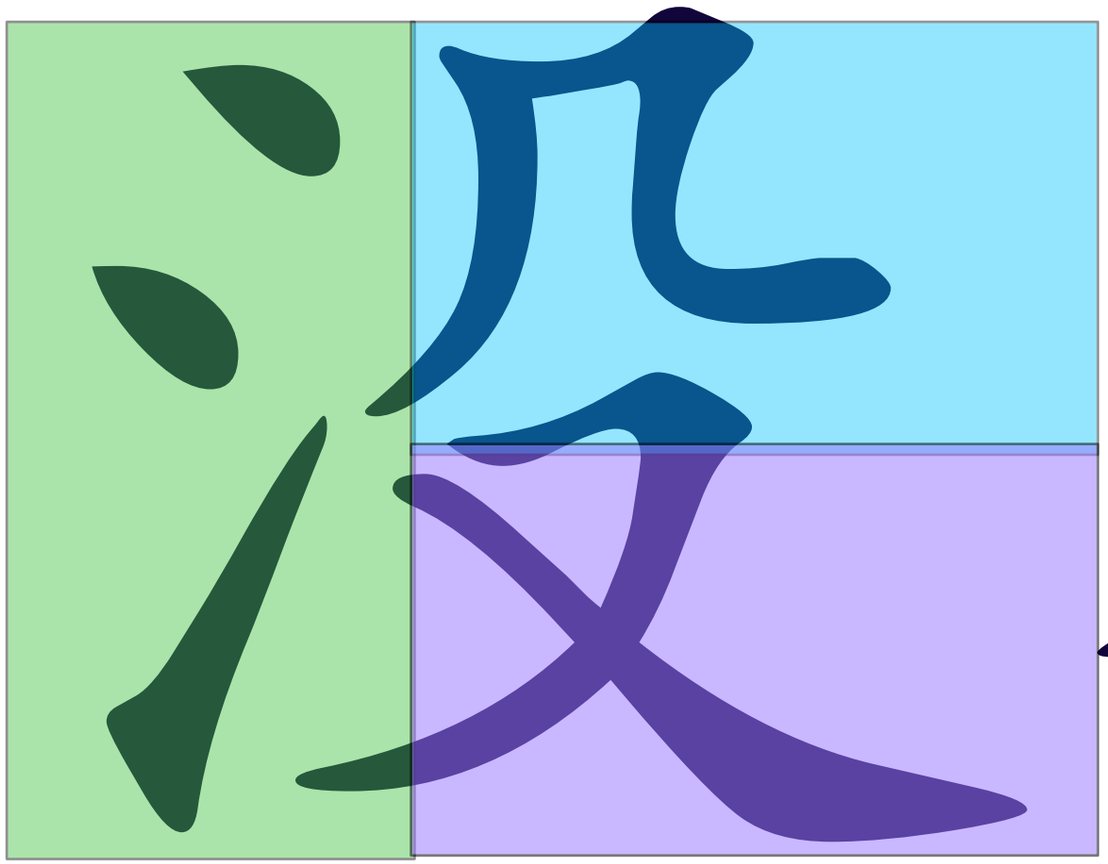
Parts of the square

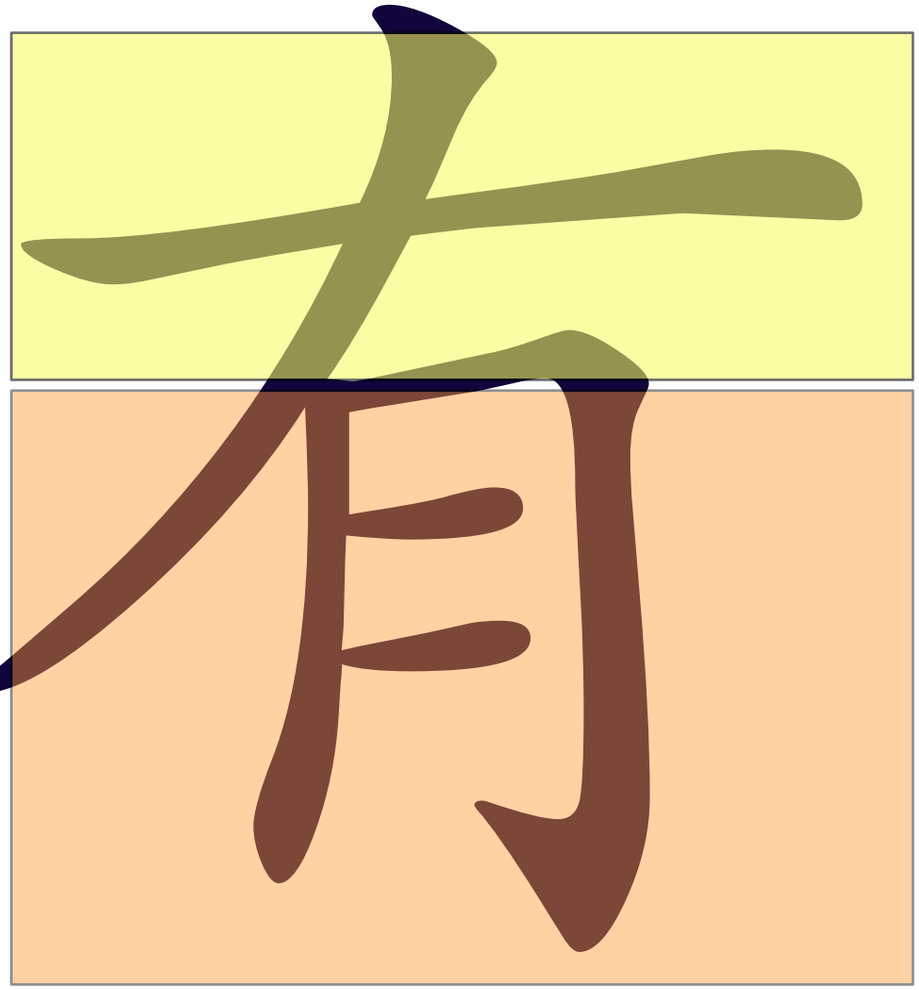
拆分方块



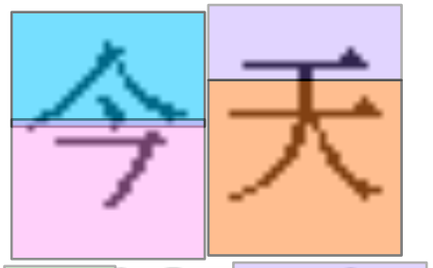




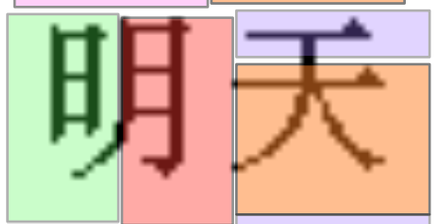

沒


有

I know 耳 is ear.
I wonder why 王 is
I can see heart 心
聽 起 來
Allow guessing
允许猜猜看



jīntiān n. today



míngtiān n. tomorrow

zuótiān n. yesterday

春天 chūntiān n. spring, springtime

天气(氣) tiānqi n. weather

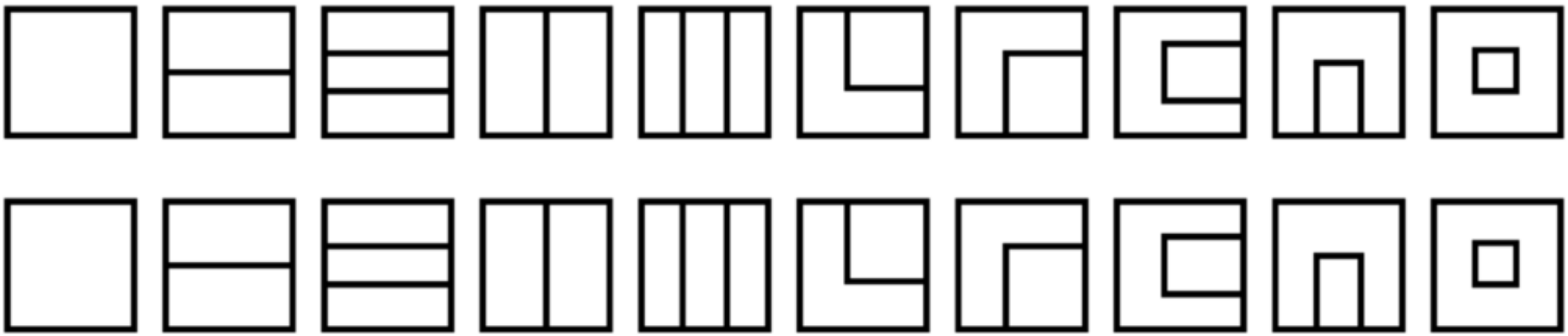
天空 tiānkōng n. sky, heaven

冬天 dōngtiān n. winter

夏天 xiàtiān n. summer

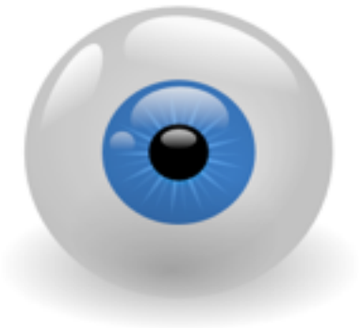
Classifying Characters

1 2 3 4 5 6 7 8 9 10



Look

看



Cover

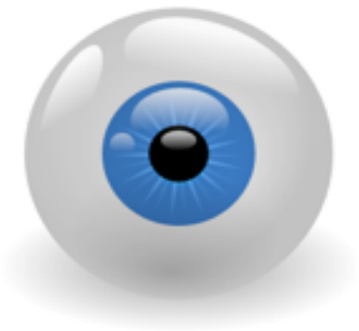
遮

Write

写

Check

检查



√ X

Look, Cover, Write, Check

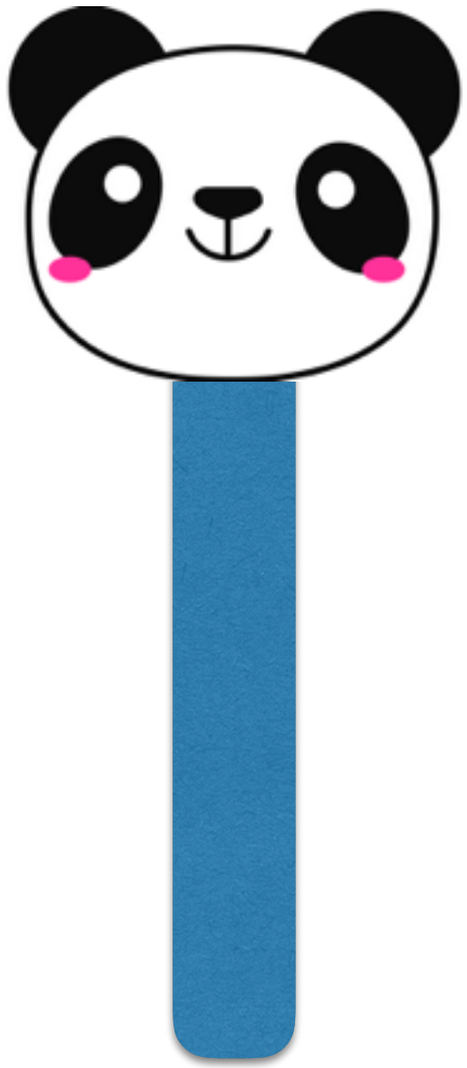
Look - Take a photo of the character in your head.

Cover – When you are ready, cover the character with a Character Stick

Write – Write the character carefully.

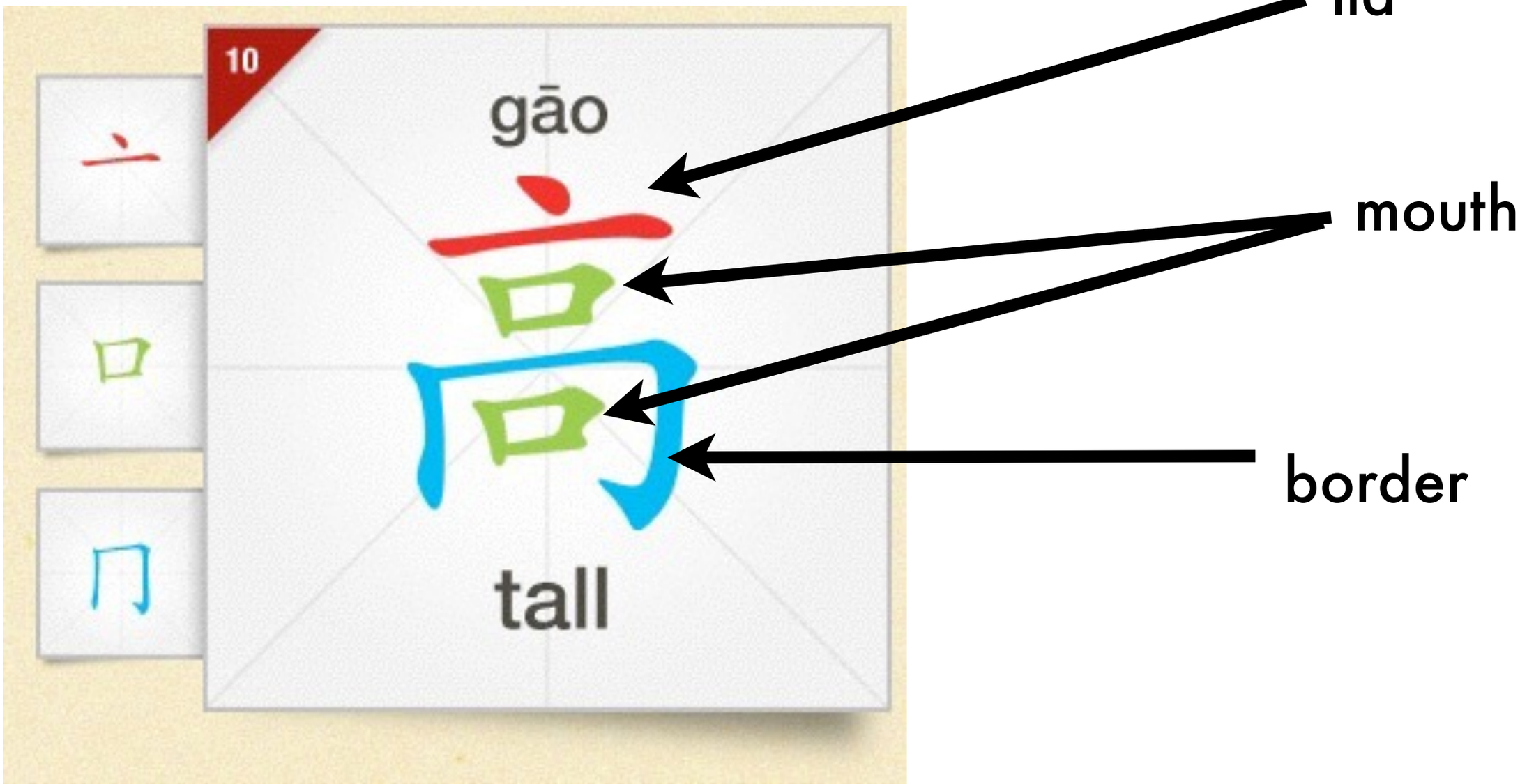
Check – Is it written correctly? Yes? You can move onto the next character. No? Try the steps again.

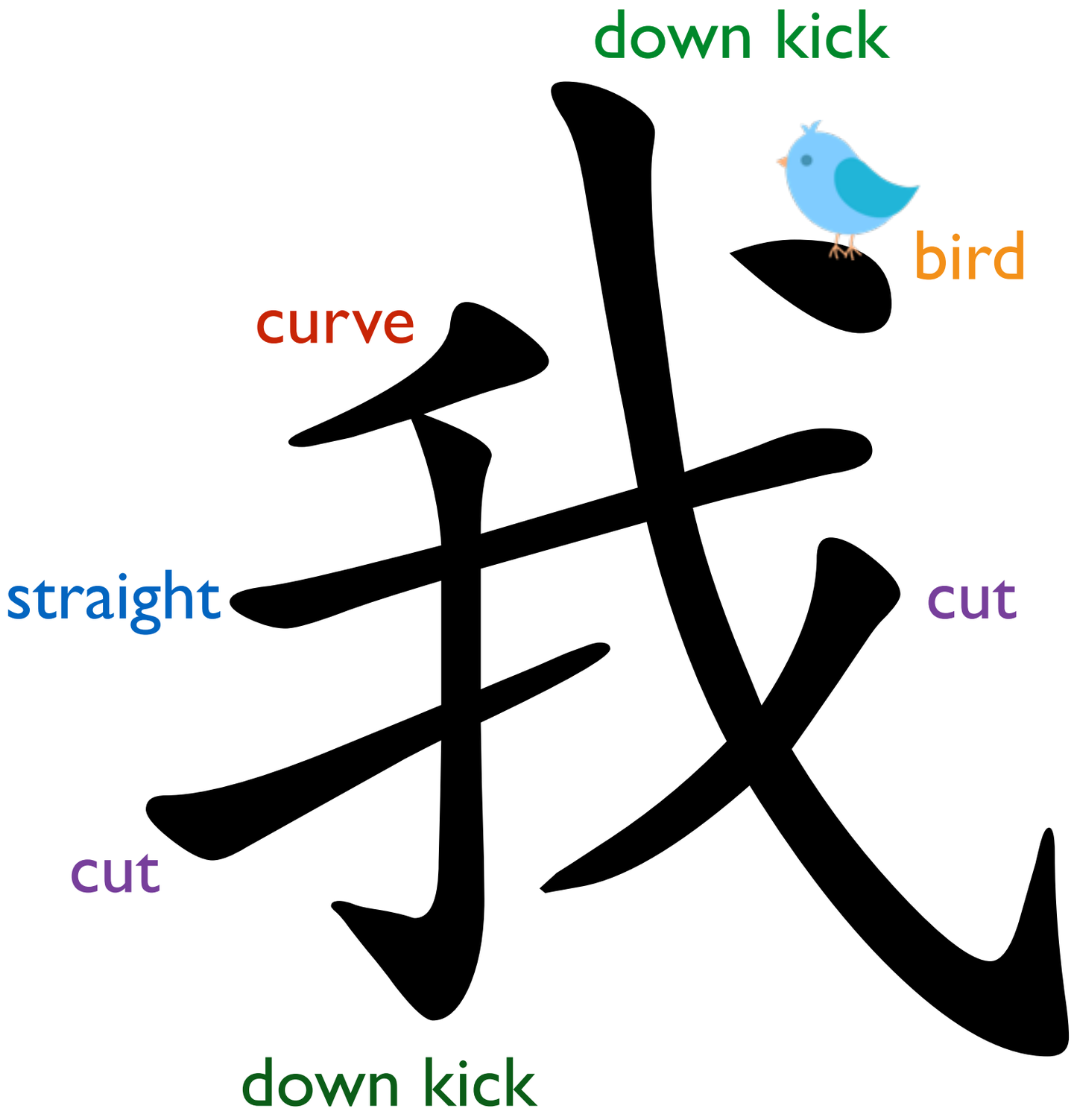
大					
小					
我					
口					
家					



Initially give English names to the writing strokes

首先，给书写比划起英文名字



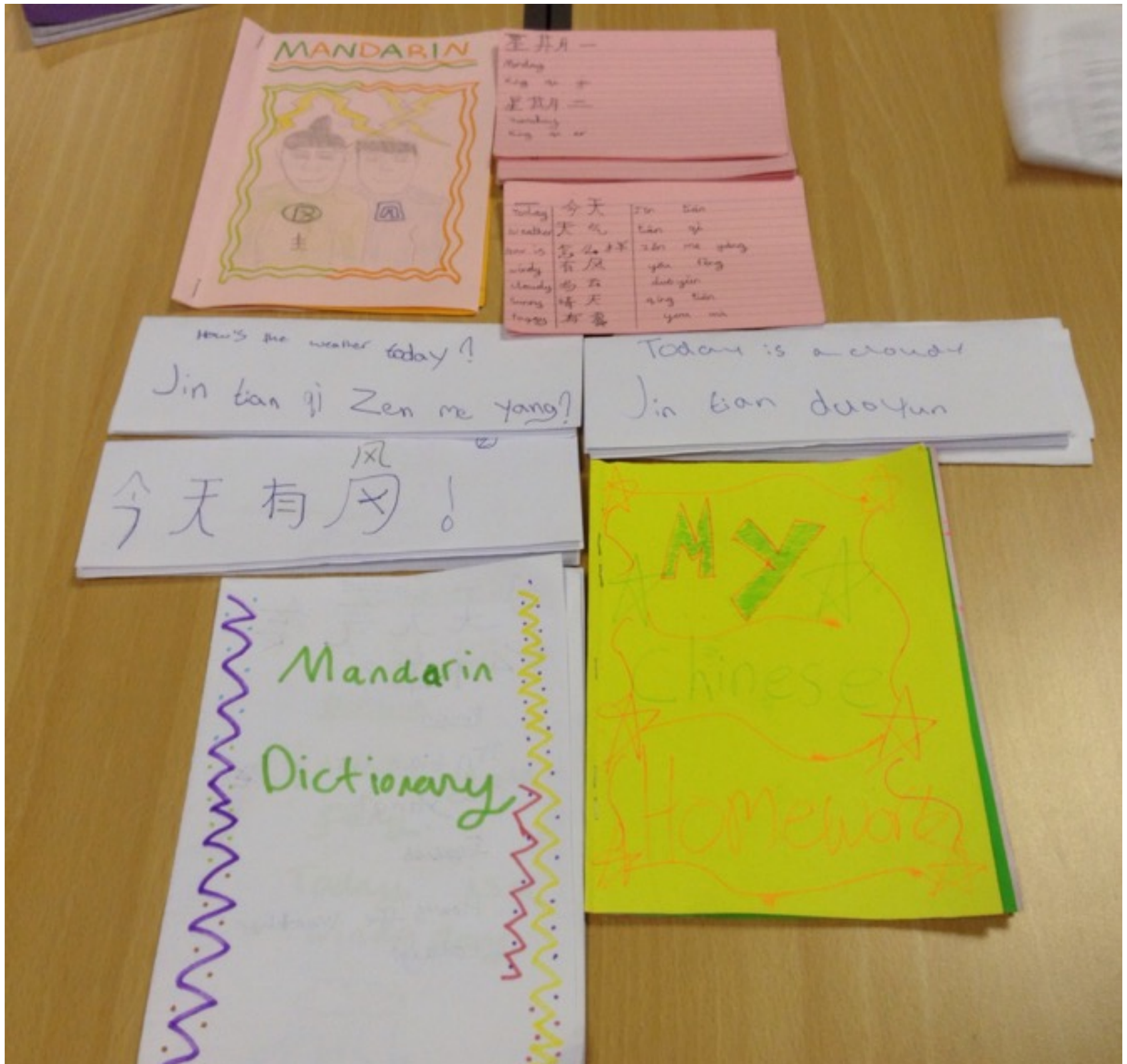


Encourage students to ‘verbalize’ when writing.

鼓励学生写汉字时用“语言表达”

How To Develop Writing Skills

Students are Authors



Students write their own books
学生会写自己的书

Nǚ
Woman
Modern
Old Style
Picture
Stroke Order
Exception
Shuǐ
Old Style
Picture
Wǒ de hàn zì
Shū
Left to right
Left falling before Right falling
Old Style
Wǒ de hàn zì shū
My First Character Book!!

这是我的家

我喜欢

©Sara Soucy Smiling In Second Grade

Getting the feel of Chinese characters with Pre-writing activities

☑See the character

☑Touch the character

☑Trace and make the character

Pre-Writing Activities

写前热身

Popcorn characters

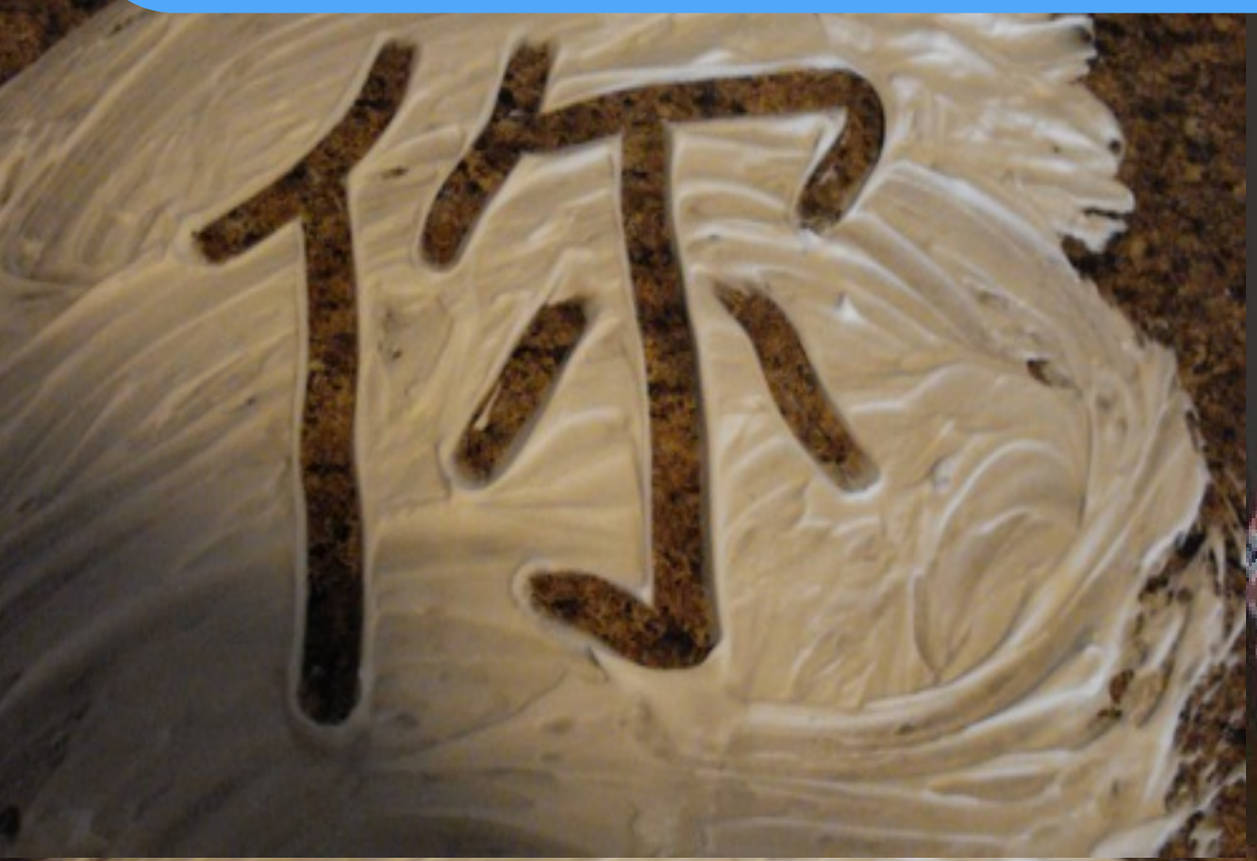
爆米花字

Playdoh characters

橡皮泥字

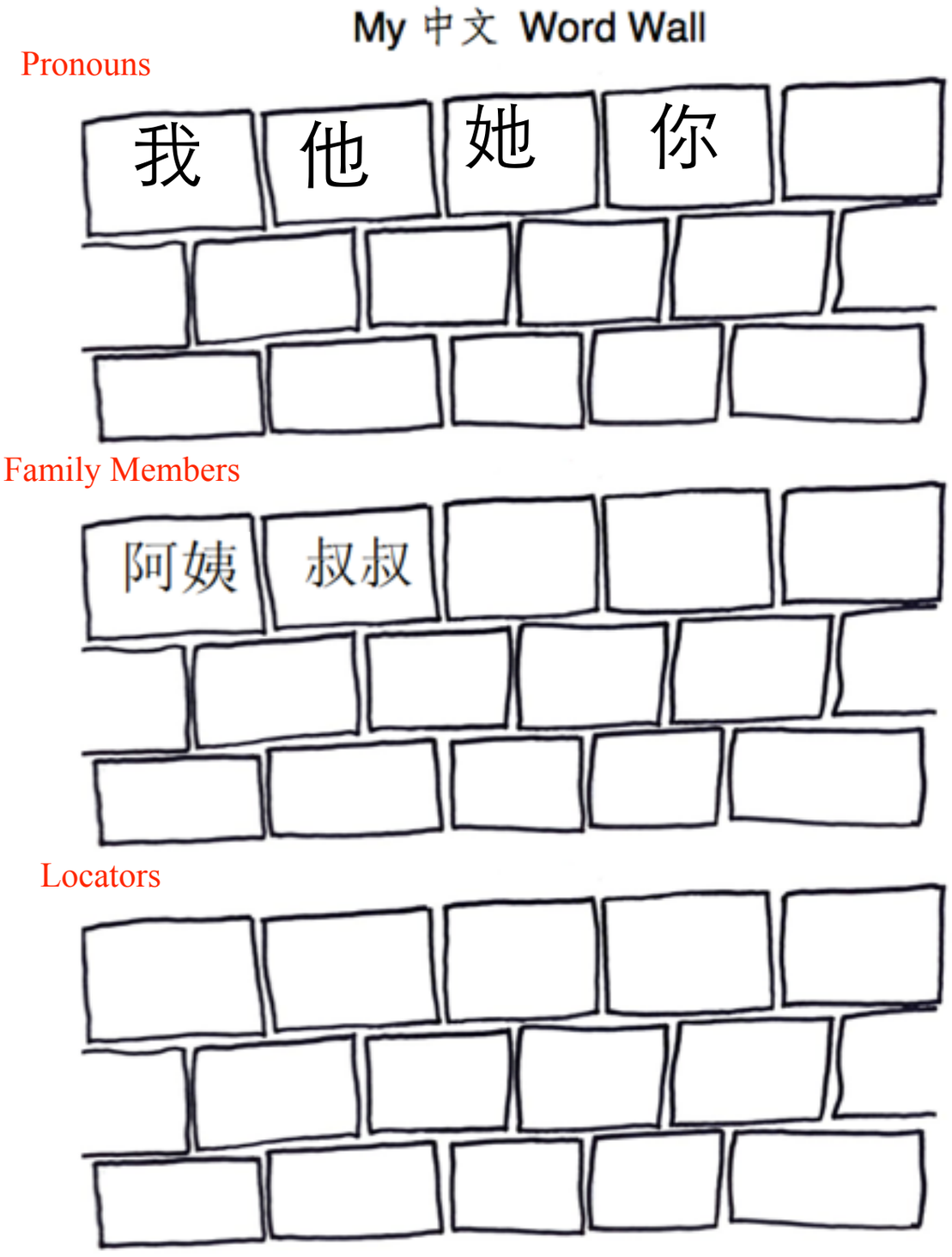
Pretzel characters
饼干字

Shaving Cream Characters 奶油字



Pre-Writing Activities

Allow students to add to the Word Wall



-becomes a Reference for the class

-extends vocabulary beyond set characters

-easier to retrieve vocabulary

Students keep their own Word Wall in a Folder

Personal Word Wall 我的汉字墙

Chinese words
I am
learning

Writing Center

Writing from Day 1

从第一天开始，让学生用中文写句子。

Encourage use of characters

Support writing for meaning

Allow feedback for learning

我 saw a 大 马。

It was 坐 in a 田.

我 said “你好”.

The 马 was 红 and 小。

It 有大口，没有 耳朵 .

我 ran back to my 家。

The 日was out, but it started to 雨.

Adopt an Egg Project

Decorate an egg

Write a description of egg in Chinese

Introduce Adopted egg to class

Create an ID for Adopted Egg

Record daily activities of Adopted egg

What did we learn?

Descriptions, parts of body, family, colors, dates, days of the week, numbers, nationalities, likes/dislikes, daily routine, S.T.V.P.O

Adopt an Egg Project

- Today you will receive your egg.
- 今天你收到一个鸡蛋。

- You will take it home and decorate it.
- 你要把这个鸡蛋带回家 。画眼睛，头发，鼻子etc.,

- You will care for your egg and write a weekly diary about the adventures of your egg using the S.T.V.O. rule.
- 这个鸡蛋是你领养的。每天要保护它。你也要写一个日记(你的鸡蛋喜欢什么？它的日常生活是什么?)

Adopt an Animal Project for 5 year olds

Adopt a 动物 Dòngwù Project

NAME: _____

1. You will choose a different Dòngwù each week.
2. You will take the Dòngwù home with you and care for it.
3. You will write one sentence in Chinese about the Dòngwù.

Your Dòngwù for this week is: _____
Week 1:

Your Dòngwù for this week is: _____
Week 2:

Your Dòngwù for this week is: _____
Week 3:

Adopt a 动物 Dòngwù Project

NAME: Amanda

1. You will choose a different Dòngwù each week.
2. You will take the Dòngwù home with you and care for it.
3. You will write one sentence in Chinese about the Dòngwù.

Your Dòngwù for this week is: 兔子

Week 1:

我	带	小	兔子	了O
I	Love	little	tù	ZǏ

Your Dòngwù for this week is: 马

Week 2:

再	见	小	白	马
○				

Your Dòngwù for this week is: 熊猫

Week 3:

我	爱	果	白	熊
大猫	●			

Success

what people think
it looks like

Success

what it really
looks like

Copy 模仿/复制

Write over and over 一遍一遍的写

Dictation 听写

Test 测试

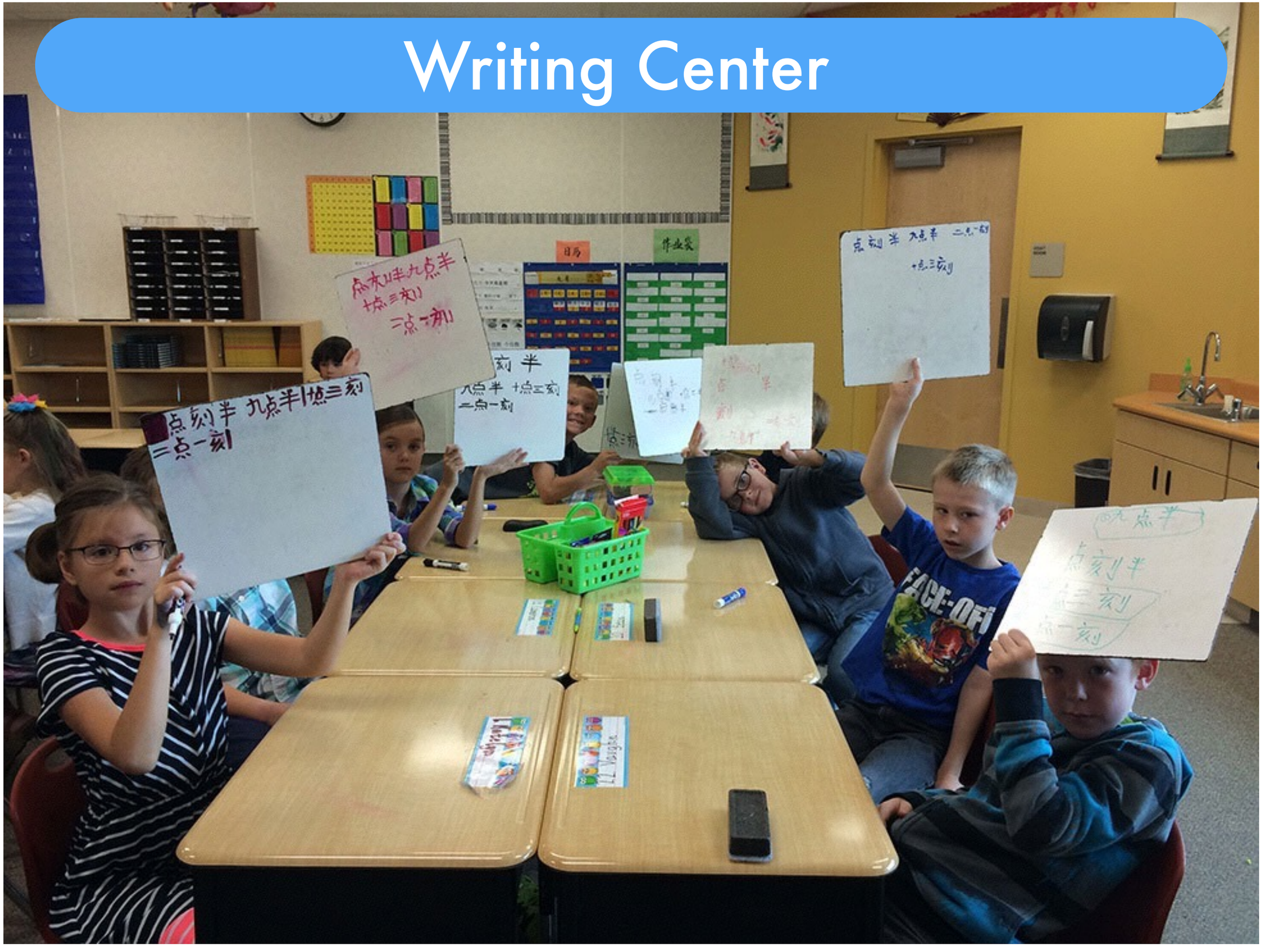
Often Failure 通常失败

Very often, Chinese characters are the barrier to successful Chinese language learning

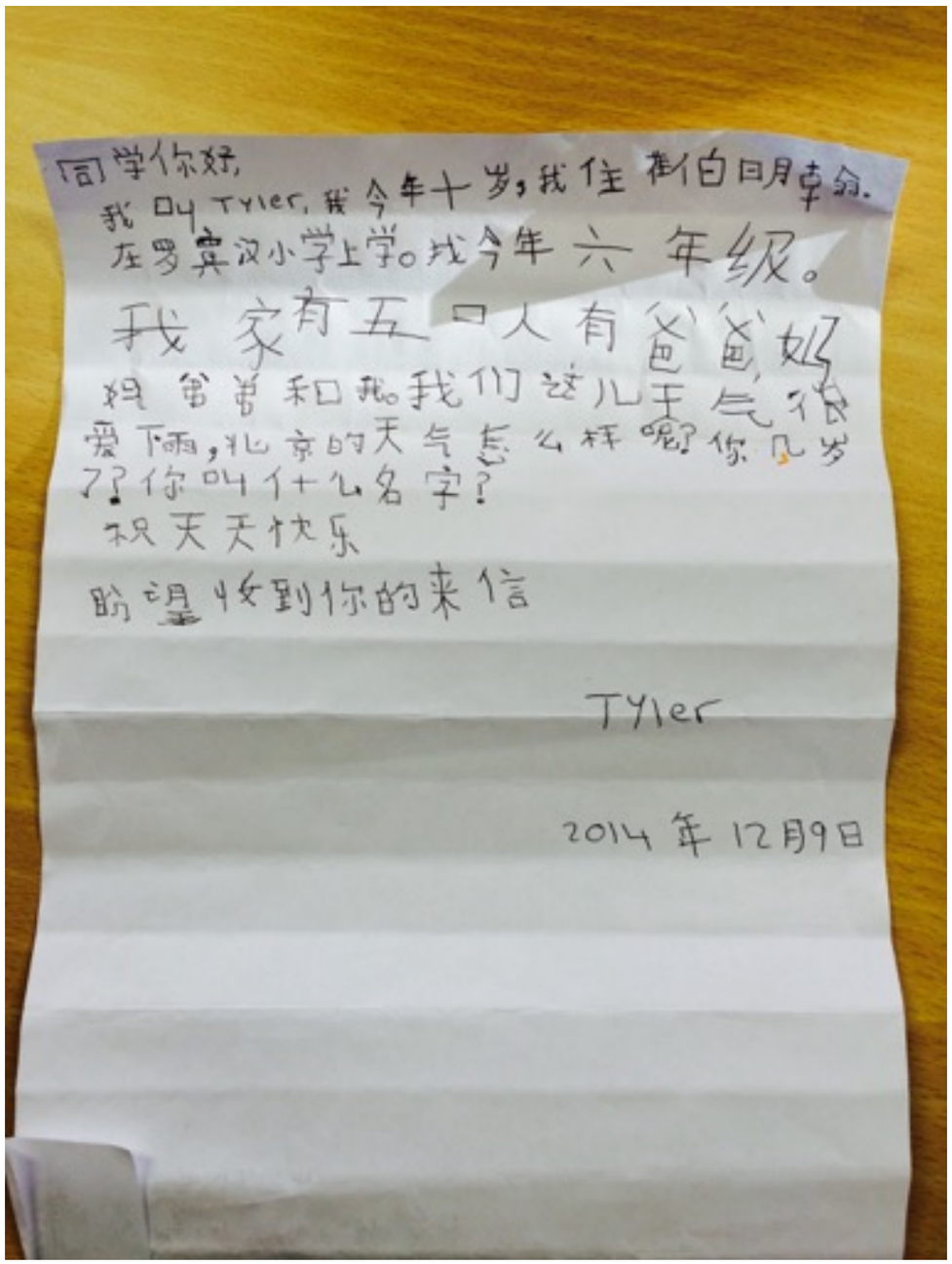
汉字通常成为成功学习中文的阻碍。

I know 耳 is ear.
I can see heart 心
I wonder why 王 is there?
聽 起 來
Encourage guessing

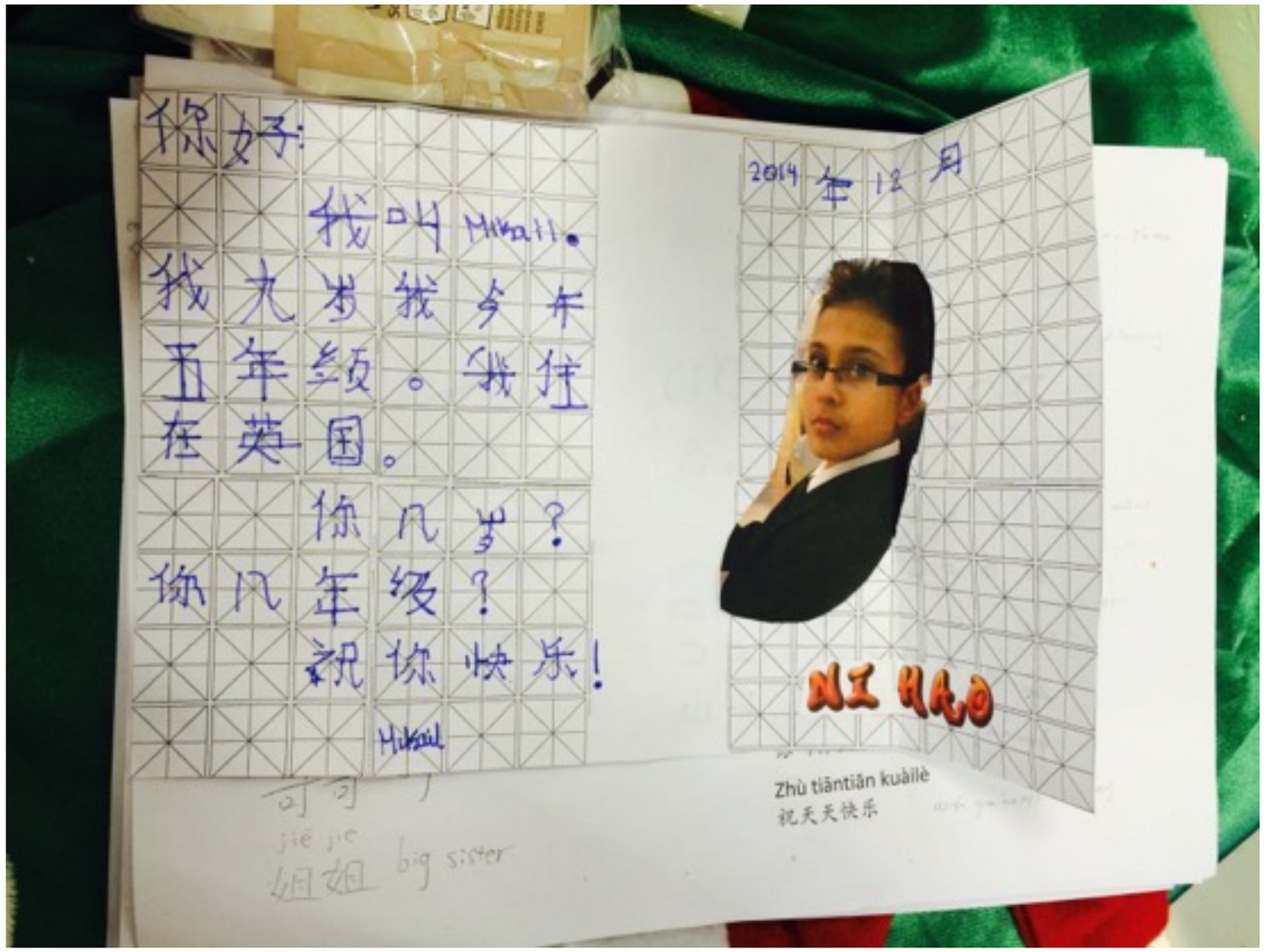
Writing Center



Free-writing

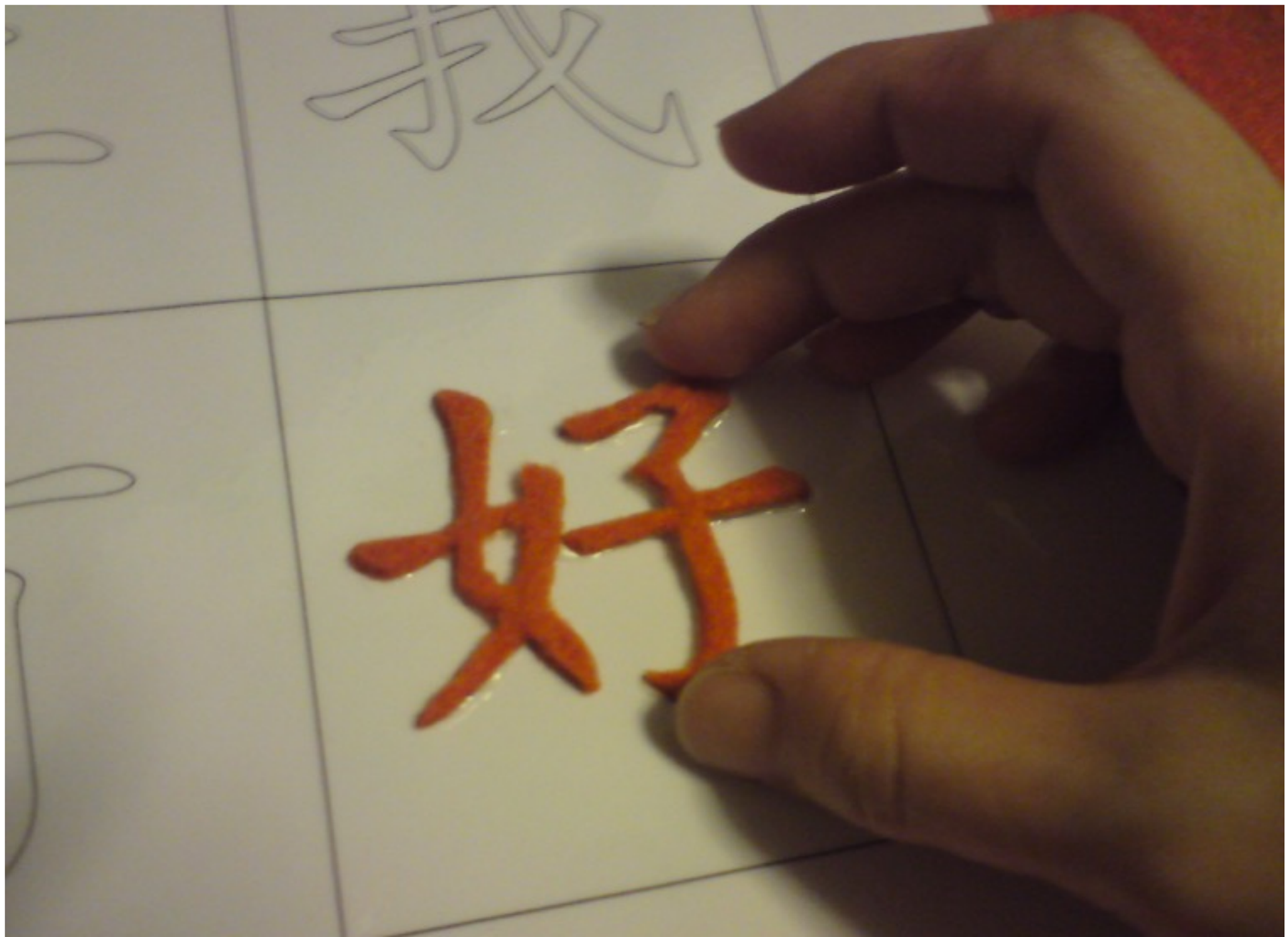


Grid-writing

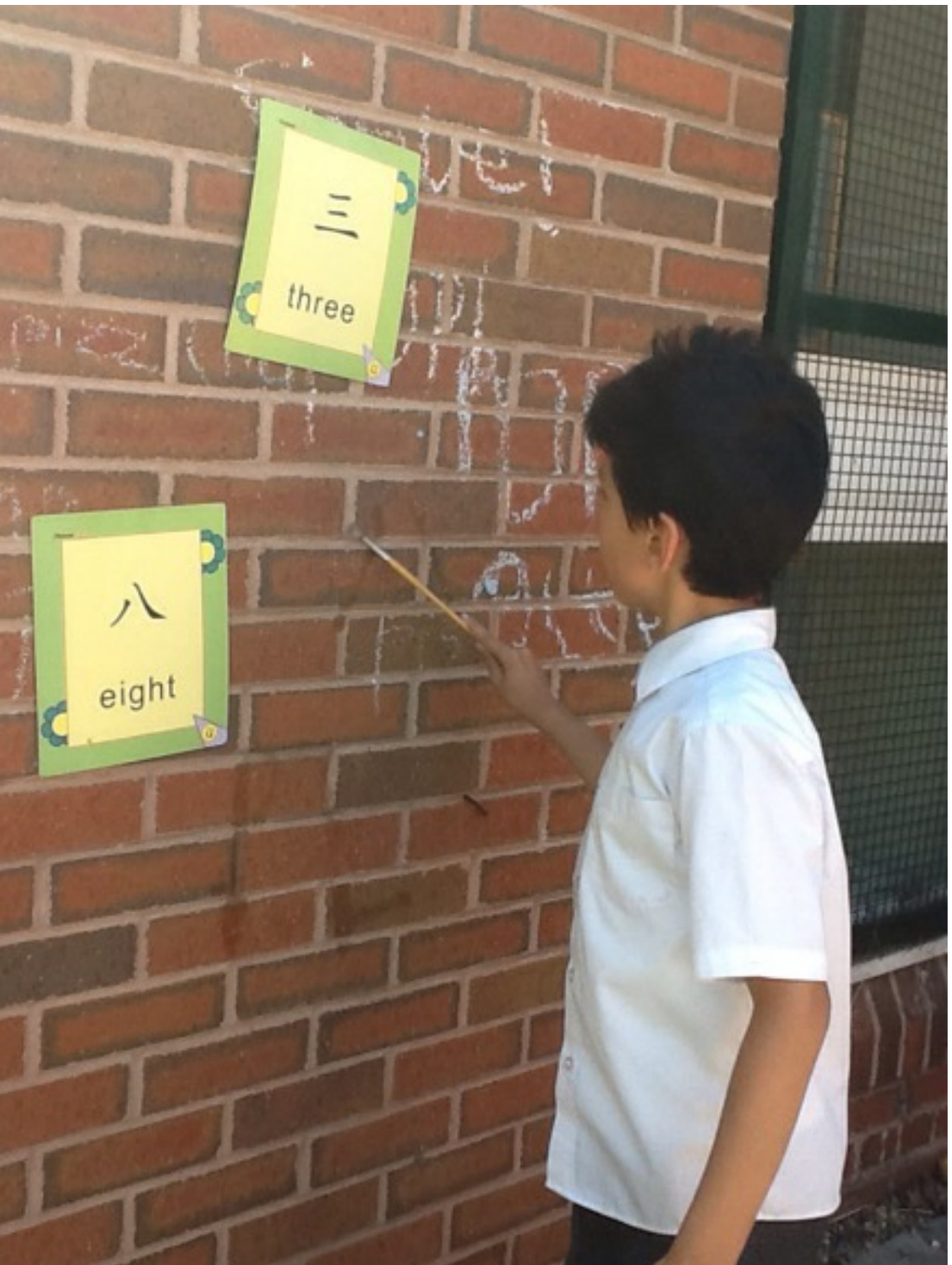


Classroom Mailbox

Students can touch, copy, trace characters.

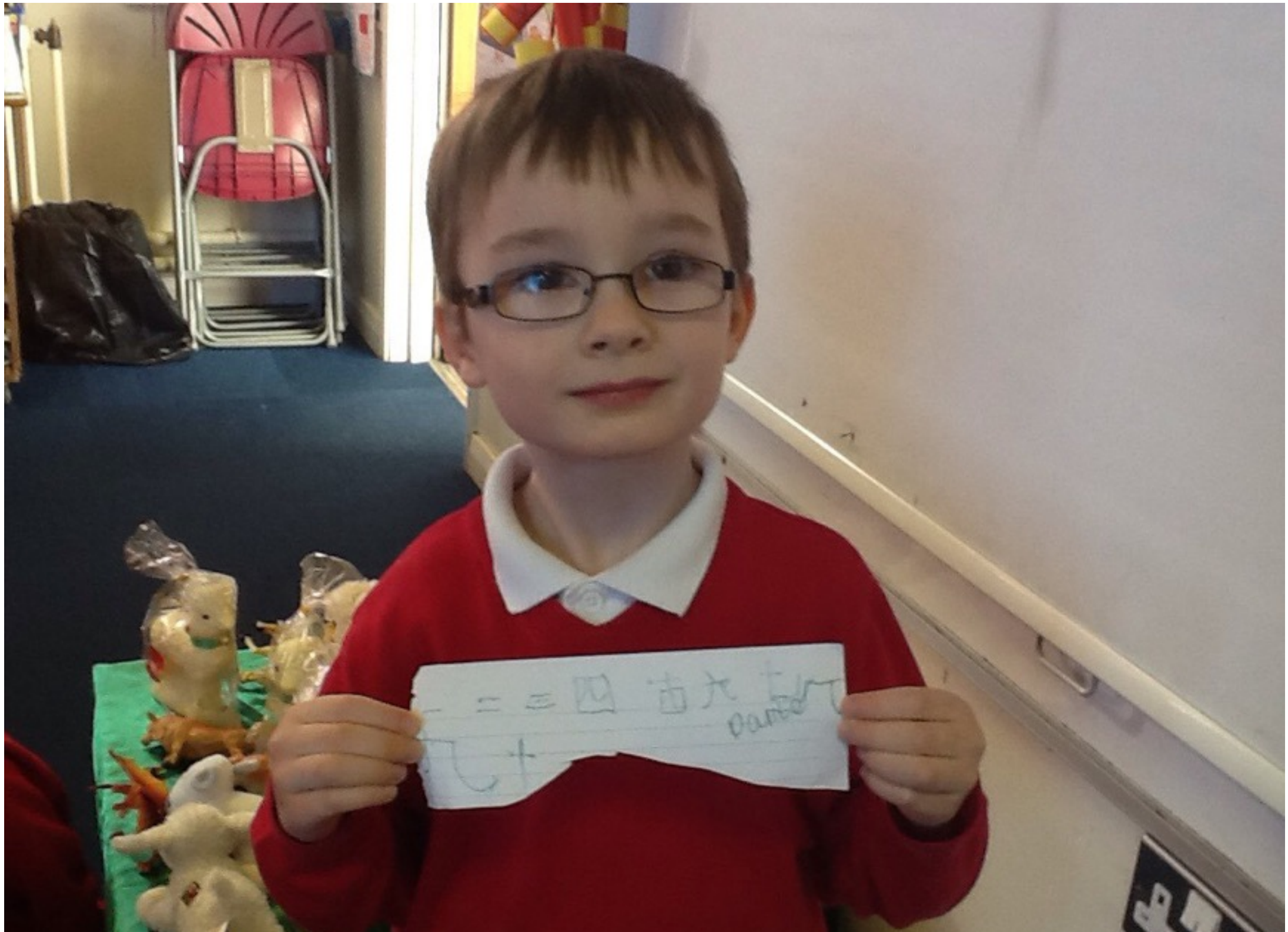


Use a variety of writing tools.

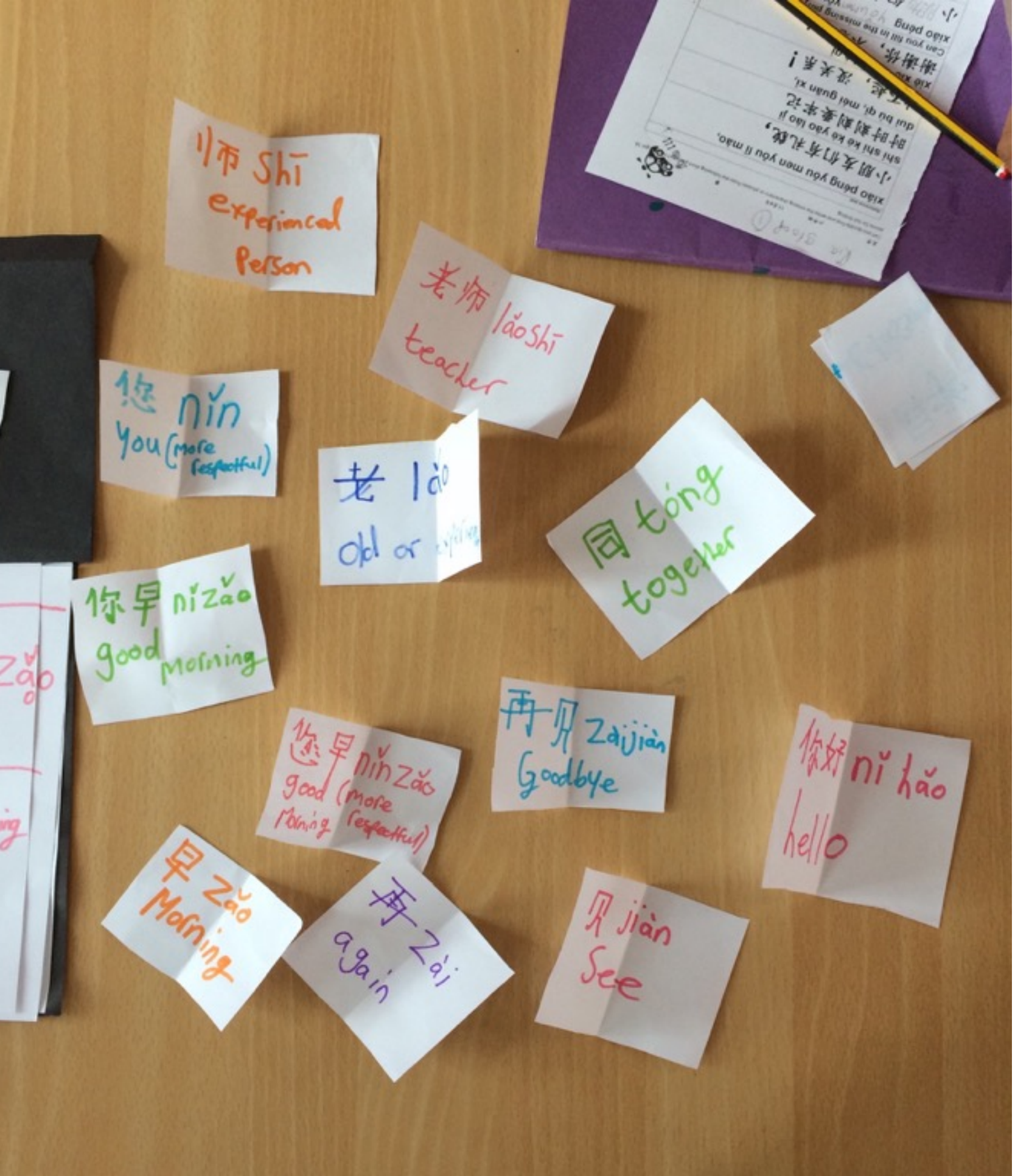


弟弟
younger brother
猫
cat

Writing needs to be a relaxing activity



A Message Board



Notes are written to friends

Notes are written to teachers

bù kè qì
不客气
Thank!
Youre Welcome
Youre

xiao peng you men
小朋友们
Children

yǒu
有
Has/have

礼貌
Good Manners

Shi shí kè kè
时时刻刻
Every single minutes

Yào
有
Party rock is in the house!
You should listen!
Should

lào jì
牢记
Keep in mind

duì bù qǐ
对不起
I am Sorry
Sorry

méi guān xi
没关系
It's okay!
It's fine/
That's Ok/
That's all right.

xiè xiè nǐ
谢谢你
Thank mom!
Thank You

lǐ mào
礼貌
Please
Thank you

bùkèqi
不客气

Shi Shí kè kè
时时刻刻

yào
要
should
yes!

Xiè xie nǐ
谢谢你

Xiǎo péng yǒu men
小朋友们

lǎo jì
老记
keep in mind

duì bù qǐ
对不起

Characters communicate meaning

Reading

Reading Center

māo 在哪里？

老虎在哪里？

一个土豆在哪里？

yi ge tǔ dòu

一二三四五六七

Elmo 在哪里？

?

Gǒu 在哪里？

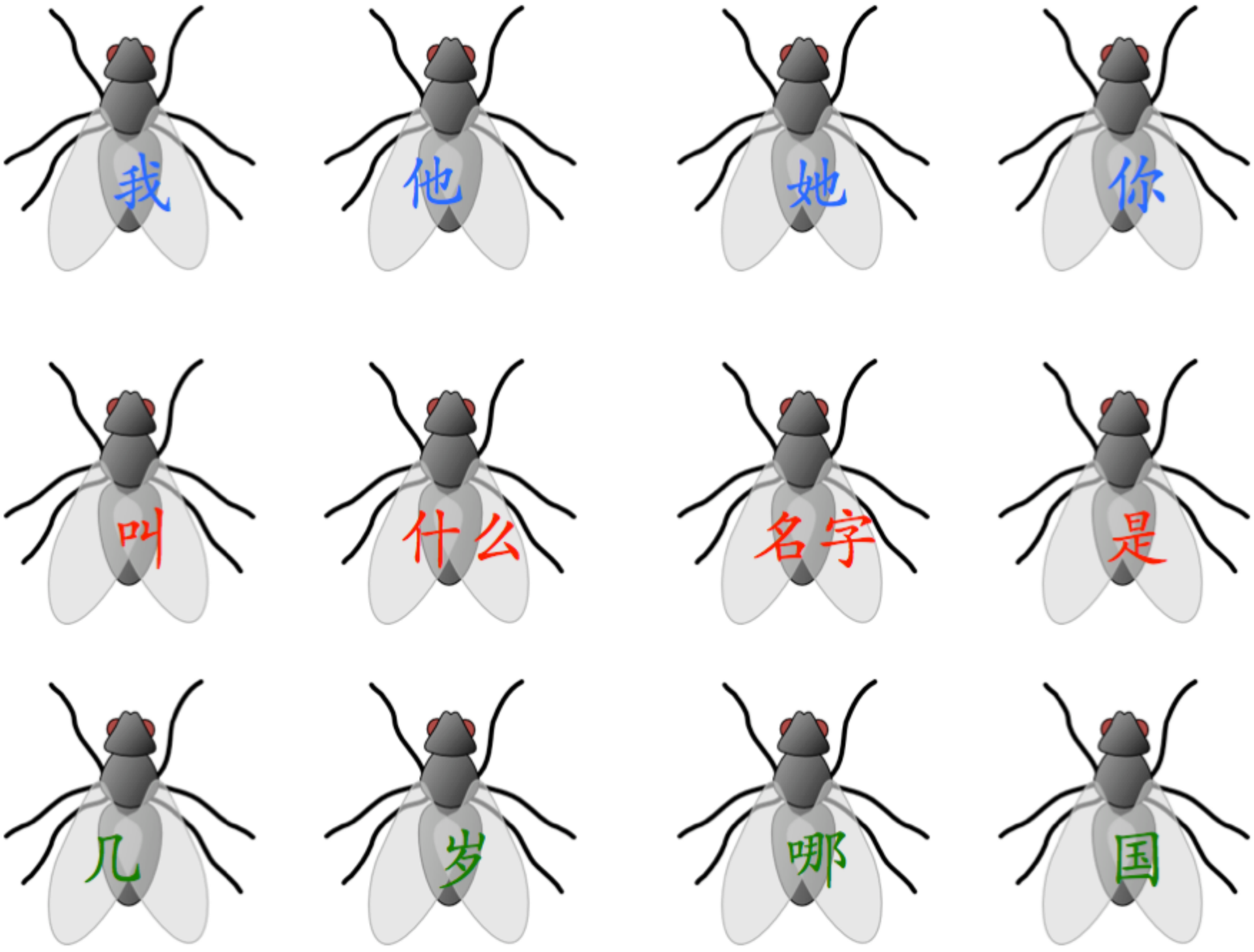
Endanger
Info

福

我
我
我
你
是
请
你
你
叫
什么
名字

SANDBLAST!

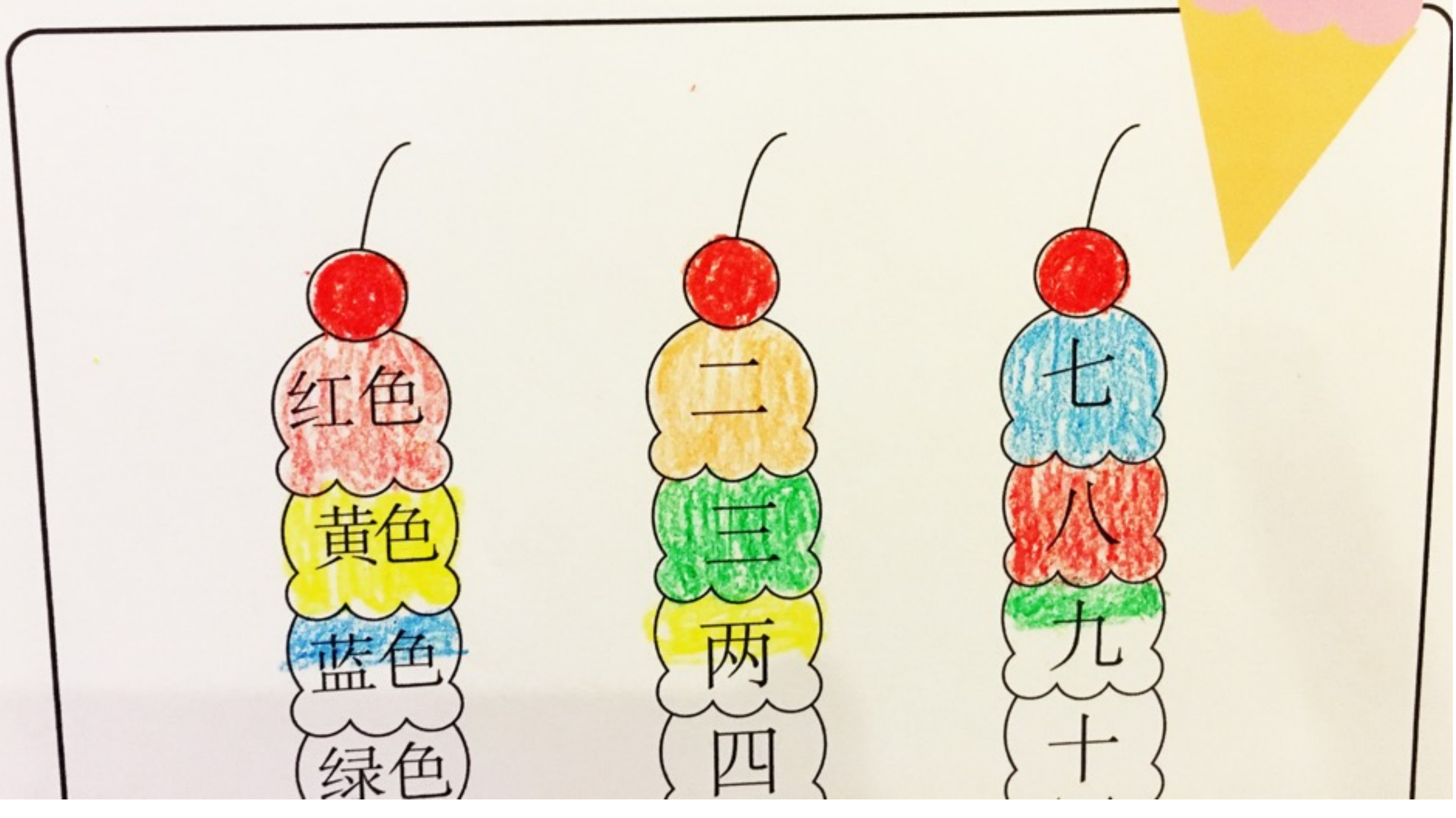
Fly Swat


我
他
她
你
叫
什么
名字
是
几
岁
哪
国

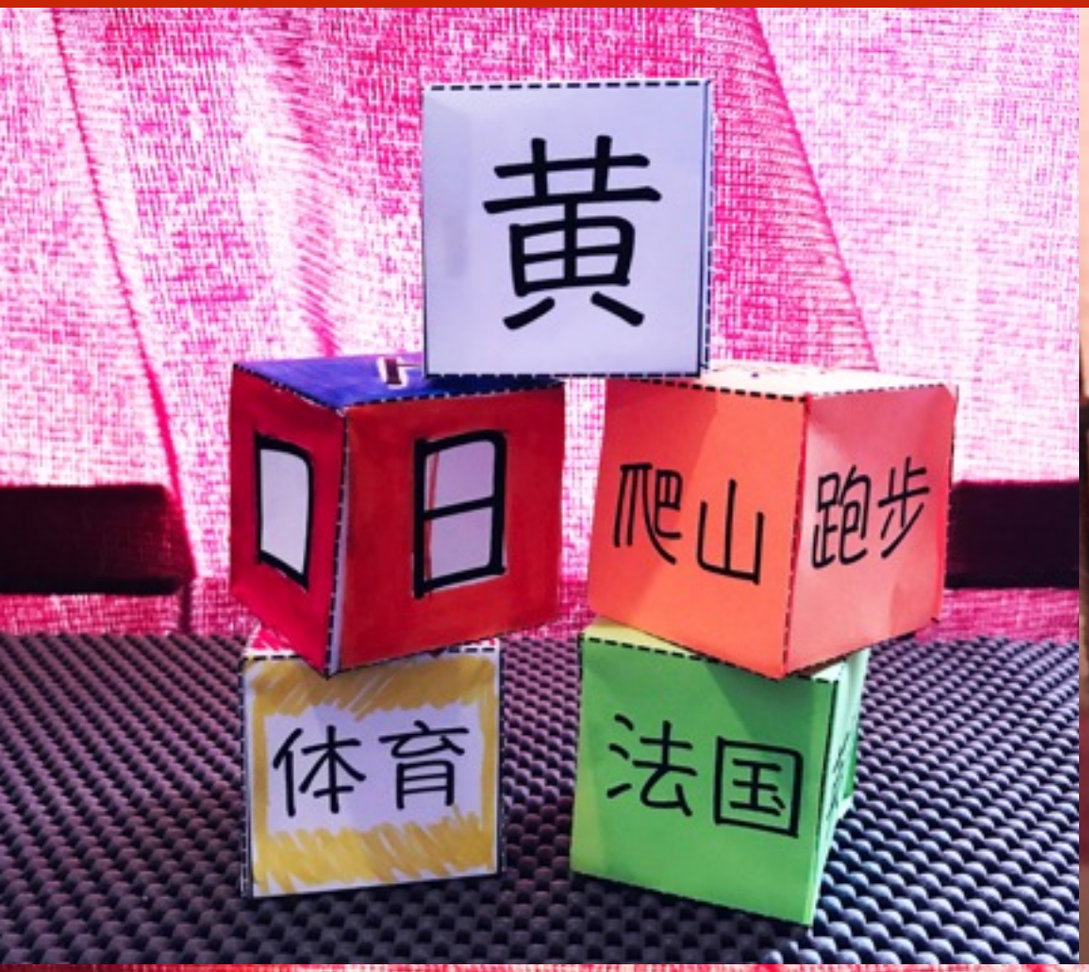
Take The Ice-cream Challenge!

When the whole class can read all the characters we have an Ice-cream Party!

冰淇淋



Reading Dice Games



Matching Games

Sentence Making

Sentence Making

Traditional Approach

教中文的传统方法

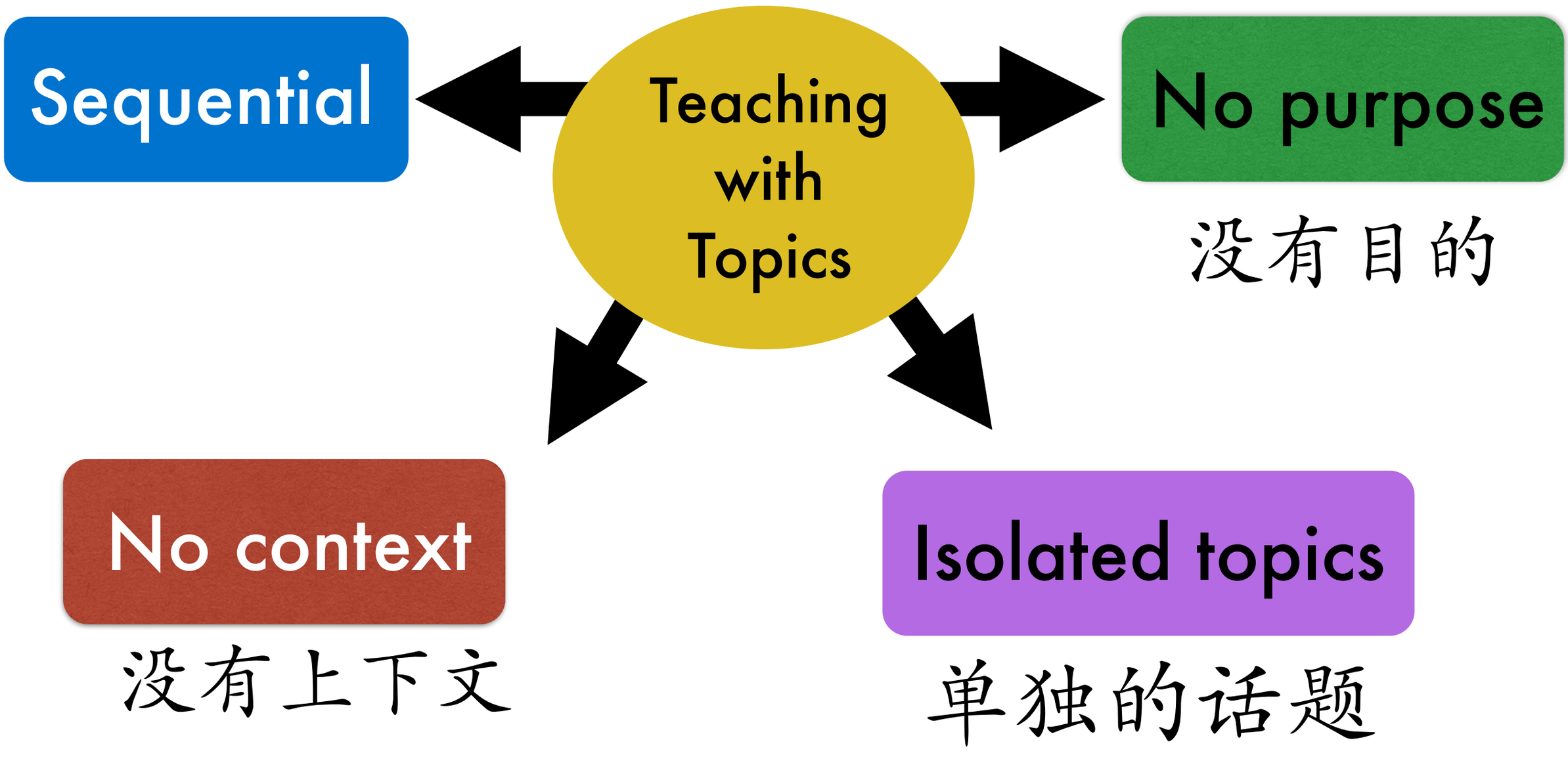
Introduction	Let's meet our friends! The 4 Chinese sounds
Chapter 1	Hello!
Chapter 2	Names & Numbers
Chapter 3	Age & Numbers
Chapter 4	My Family
Chapter 5	My Home
Chapter 6	My School Bag
Chapter 7	Food & Drink
Chapter 8	Parts of the Body
Chapter 9	What's the Time?
Chapter 10	My Clothes

Topics

Teach - Assess - Next topic
传授 – 评量 – 前进下个主题下一个主题

Traditional Approach
Teaching with Topics

Greetings Name and Age All about me Numbers My Family My Pets Food and Drink



Teacher-Focused Lessons

What is the difference?

有什么区别？

Topics 题目

Themes 主题

Topics

Animals

Weather

Sports

Food

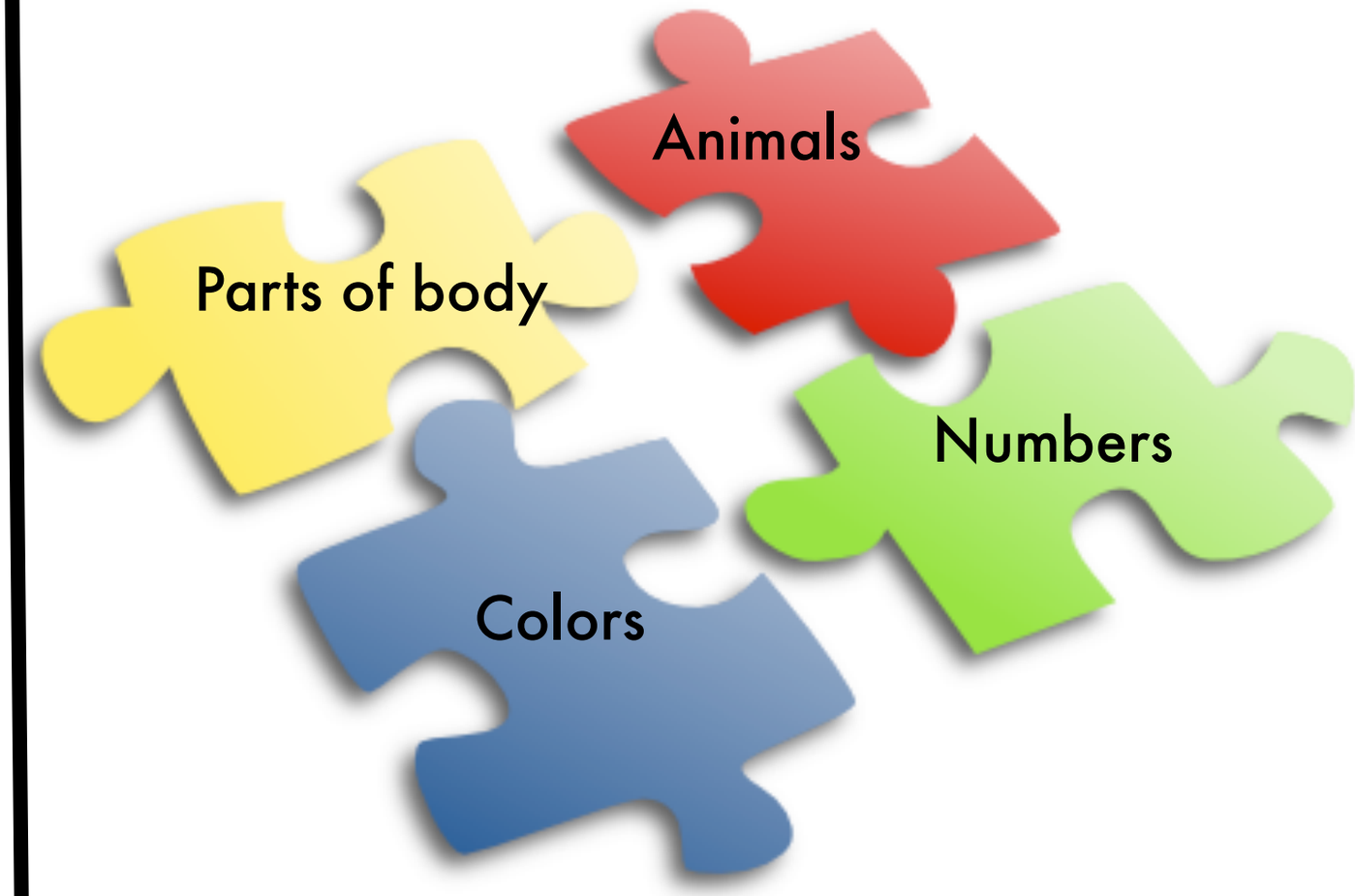
Parts of body

Colors

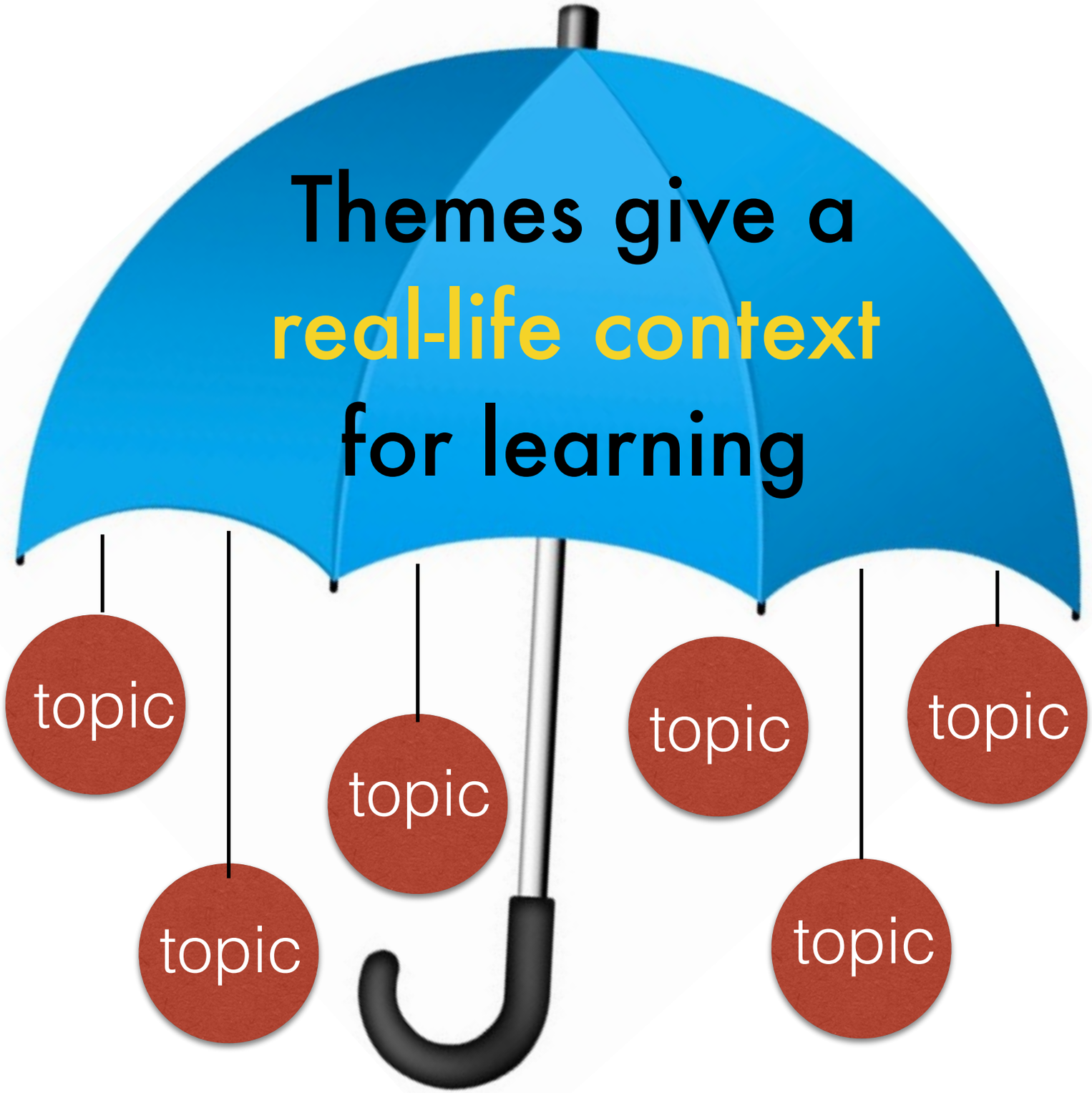
Numbers

Greetings

Theme



Themes give a
real-life context
for learning



Themes give students practical skills to communicate in the real world.

主题让学生能实际地操作生活中的技能

Let's Compare a Topic with a Theme

Topic: Clothing
题材式教学:衣服

names of clothes
衣服的名字

color of clothes
衣服的颜色

What is this? This is my...

这是什么..这是我的...

Topic: Clothing

Learning Outcomes

衣服的名字
names of clothes

T恤
毛线衣
长裤
短裤
连衣裙
裙子
帽子
围巾
手套
鞋子
袜子
大衣

What is this? This is my...
这是什么..这是我的...

衣服的颜色
color of clothes

这是什么颜色?

红色
绿色
蓝色
白色
黑色
黄色
粉红色
紫色

Wear

穿运动鞋
戴帽子

Theme: Mom, I need new clothes!

哎呀！
我的衣服是太大了。

妈妈，
我需要买新的衣服吧!

CONTEXT

Brainstorm with students
跟学生一起动动脑

Theme: Mom, I need new clothes!

主题式教学： 我需要新的衣服!

- How will we get to the store?

我们将如何去商店？

- transport

- numbers

- money

Theme: I need new clothes!

主题式教学: 我需要新的衣服!

- Who will go with me?

谁跟我去？

- friends

- family

Theme: I need new clothes!

主题式教学: 我需要新的衣服!

- What new clothes shall we buy?

我们会买什么样的衣服？

- clothing

- color

- likes / dislikes

- size

- price

- expressions

Theme: Mom, I need new clothes!

Learning Outcomes
学习效果

Names of clothes
T恤
毛线衣
长裤
短裤
连衣裙
裙子
帽子
围巾
手套
鞋子
袜子
大衣

Wear
穿运动鞋
戴帽子

What is this? This is my...
这是什么..这是我的...

Color of clothes
这是什么颜色?

红色
绿色
蓝色
白色
黑色
黄色
粉红色
紫色

Transport
我们坐.....去...
火车
船
公共汽车
出租车
走路
自行车

Money
多少钱?
太贵/很便宜
元

Numbers
一二三四五六七八九十

Size
太
最
大
小
大一点
小一点

Descriptions
好看
很漂亮
很帅

Family/ friends
爸爸
妈妈
朋友

Likes/dislikes
我喜欢.....
我不喜欢.....
我最喜欢.....

Expressions
太贵了
很便宜
好看
不好看

Topic: Clothing

Names of clothes

衣服的名字

T恤
毛线衣
长裤
短裤
连衣裙
裙子
帽子
围巾
手套
鞋子
袜子
大衣

Color of clothes

这是什么颜色？

红色
绿色
蓝色
白色
黑色
黄色
粉红色
紫色

What is this? This is my...

衣服的颜色

这是什么..这是我的...

Wear

穿运动鞋
戴帽子

Theme: Mom, I need new clothes!

Names of clothes

T恤
毛线衣
长裤
短裤
连衣裙
裙子
帽子
围巾
手套
鞋子
袜子
大衣

Color of clothes

这是什么颜色？

红色
绿色
蓝色
白色
黑色
黄色
粉红色
紫色

What is this? This is my...

这是什么..这是我的...

Wear

穿运动鞋
戴帽子

Size

太
最
大
小
大一点
小一点

Transport

我们坐.....去...
火车
船
总线
出租车
走路
自行车

Money

多少钱？
太贵/很便宜
元

Numbers

一二三四五六七八九十

Family/ friends

爸爸
妈妈
朋友

Likes/dislikes

我喜欢.....
我不喜欢.....
我最喜欢.....

Expressions

太贵了
很便宜
好看
不好看

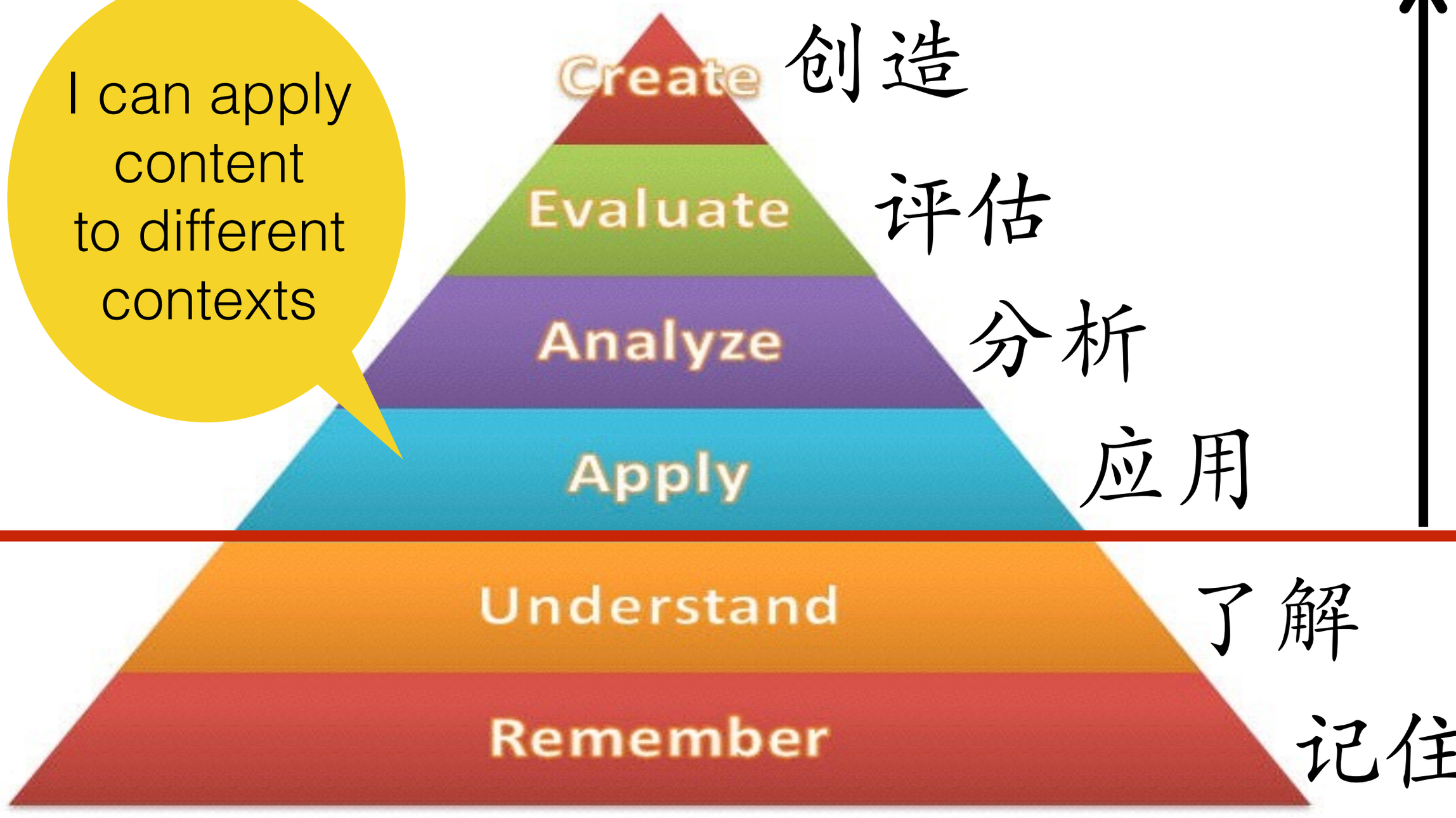
Descriptions

我觉得..
太长
太短
很舒服
很漂亮
很帅

Why
use
Themes?
为什么使用
主题来
教中文？

Higher Order Thinking

I can apply content to different contexts



Meaningful learning

This experience is meaningful to the learner

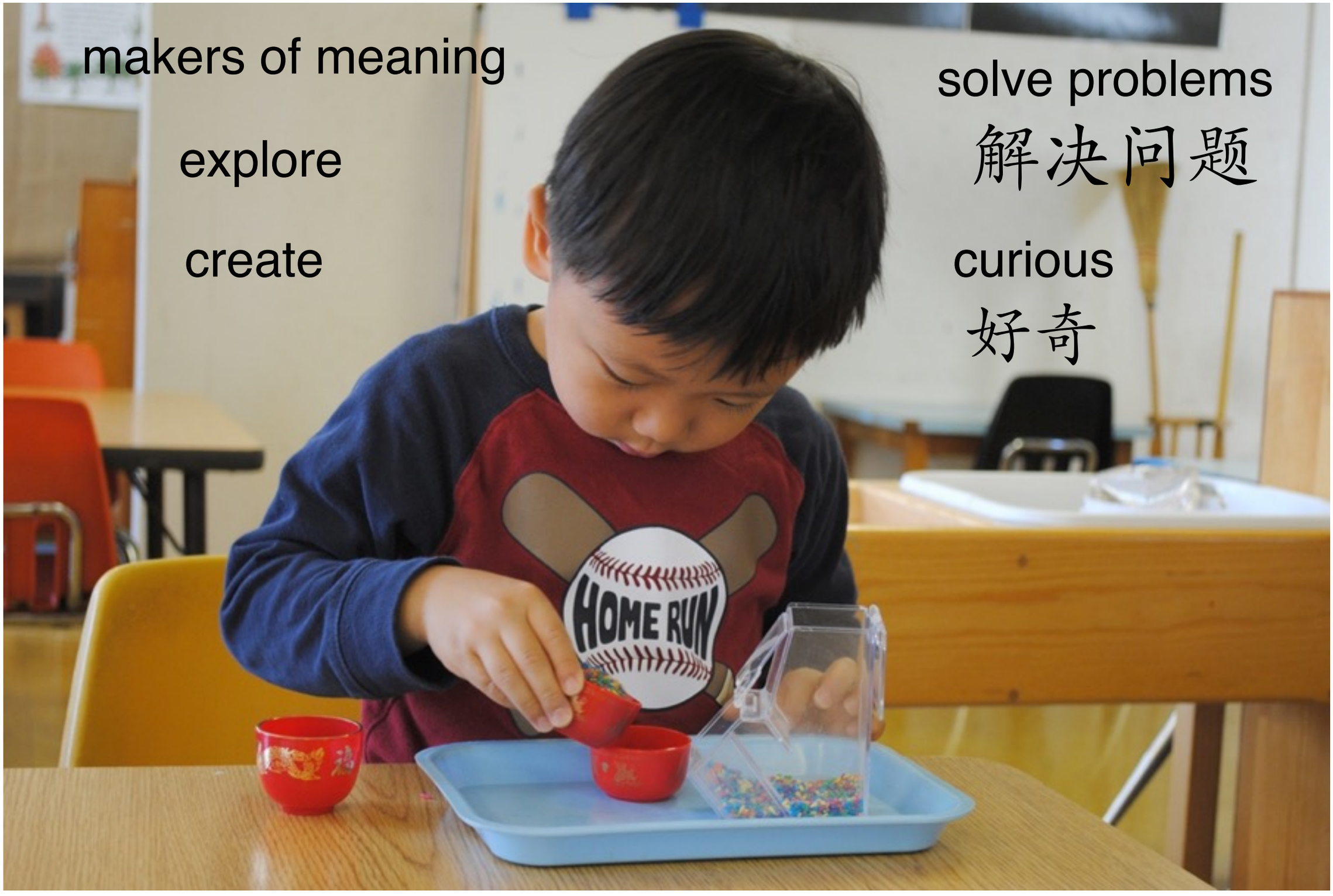
这种体验对学生是很有意思的

Themes: 挖更深

- More vocabulary
- More communication
- More grammar
- More fluency

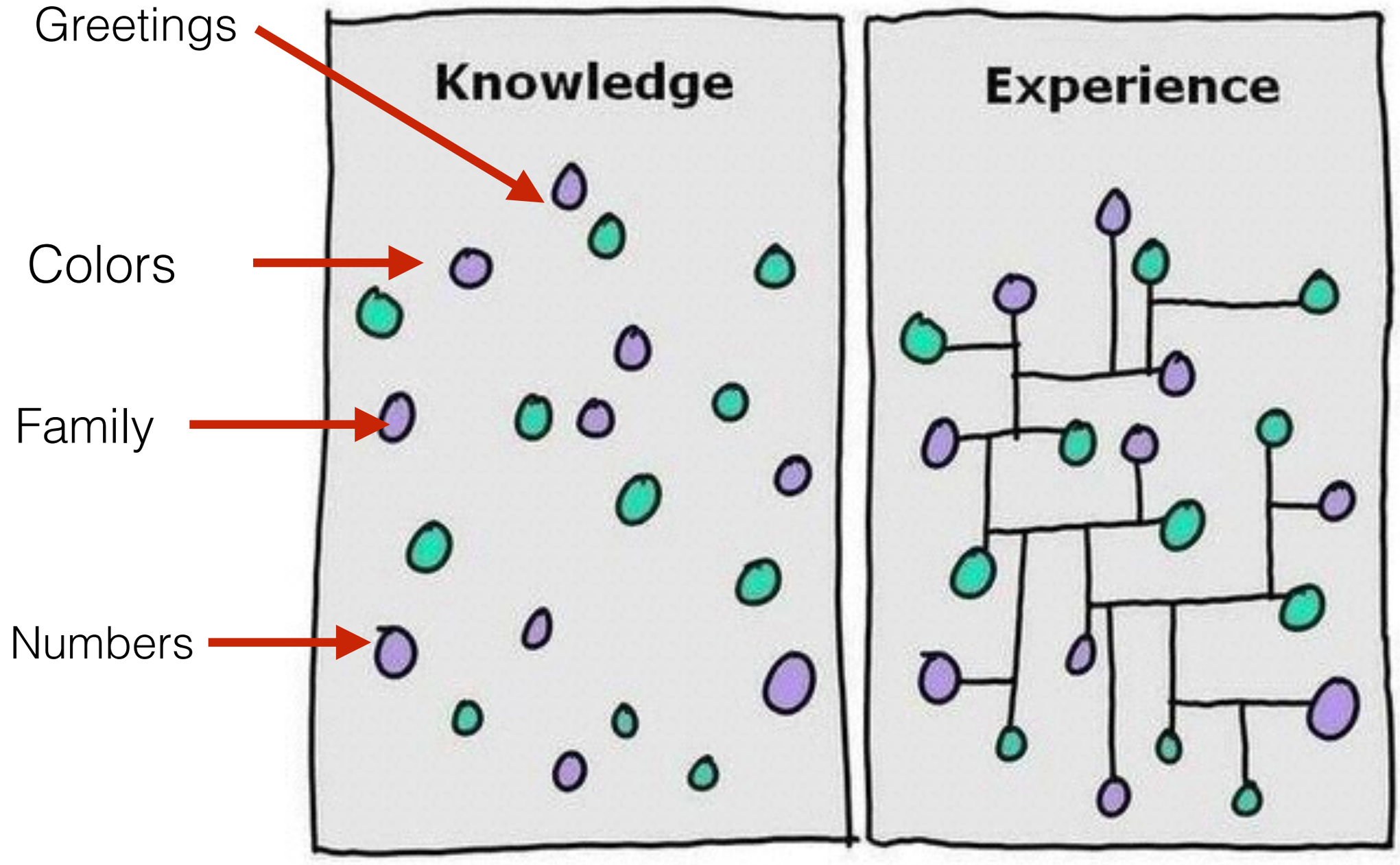
更多的词汇
多沟通
更多语法
更流利

Themes are student-centered



Themes connect prior knowledge

主题连接先前的知识



Students apply knowledge to real problems.

学生运用知识，来解决日常生活的问题

Themes embed real-world activities
主题嵌入真实世界的活动

Now I know why I am learning Chinese!

现在我知道为什么我学习中文

Now I know how to buy a ticket on a bus.

现在我知道如何买公车票

1

Voice

Tone

Volume

Exaggeration

Tempo

2

Body Language and Gestures

3

TPR

4

Visuals

5

Props

6

Break complex content into parts

7

Student Centered Learning

1. How do you make Chinese understandable?

2. How do you promote student-centered learning?

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