

What skill do I want to develop as an Immersion Teacher?



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

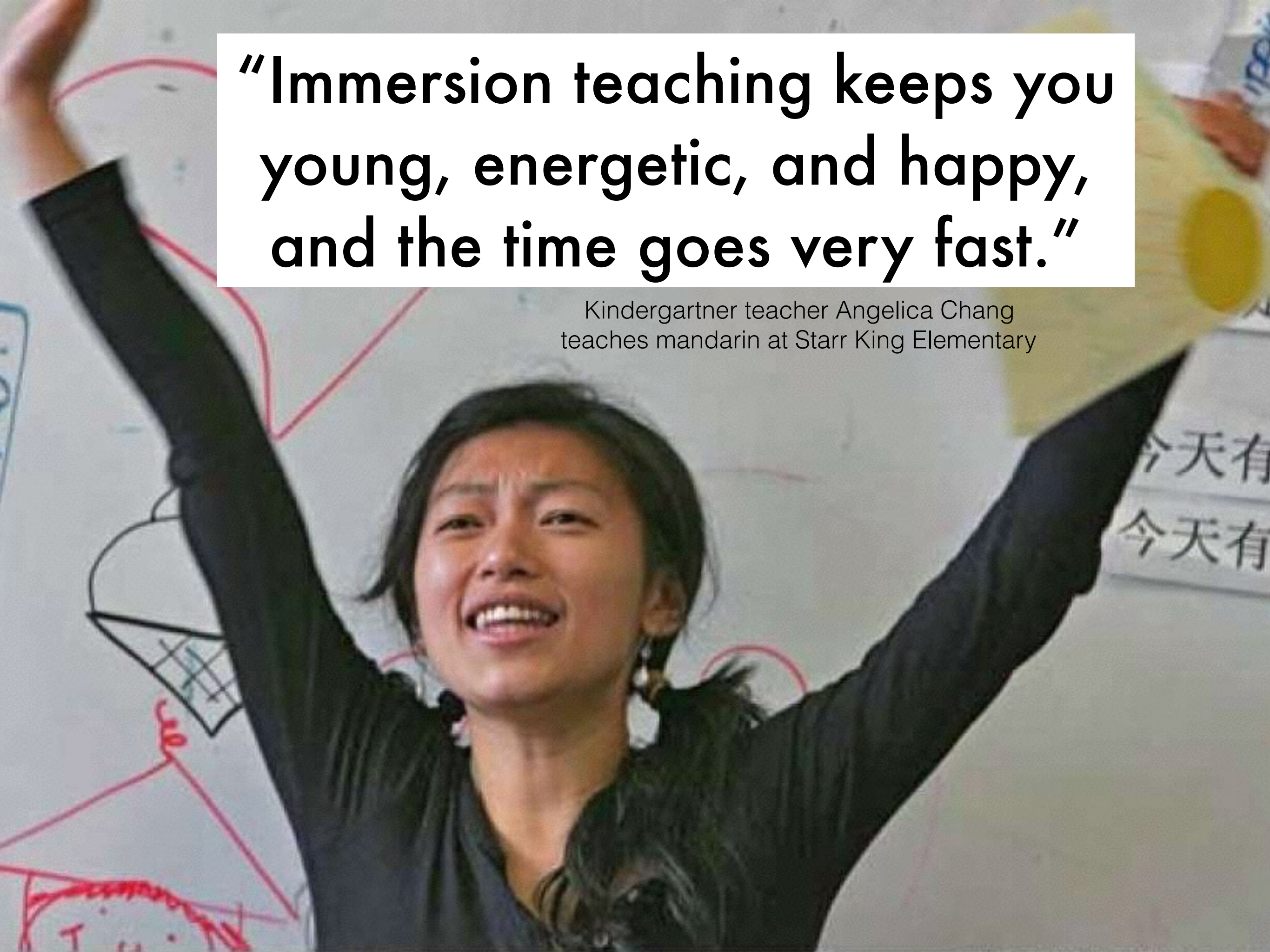


ONE goal for 2018 is.....



“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.”**

沉浸式教学很辛苦，但是你会觉得很满足



The Challenges of being an Immersion Teacher

作为沉浸式教学老师的挑战

尝试各种策略

I try many
new strategies

I work hard.

不停学习

I am a
learner.

I find ways
to engage students.

Challenges

I make Chinese
understandable

我想办法让学生参与

我让别人能理解中文

I teach social
skills.

I am
flexible.

I observe
a lot.

我也教社交技巧

我随机应变

我进行很多观察

Immersion Teachers:



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



Back To The 80s

把你的心我的心 串一串, ^{1.}

串一株幸运草串一个同心 圆 ^{2.}

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 梦田 ^{3.}

让时随我们的同心圆,永远的不 停转 ^{4.}

向天空大声的呼喊 说 ^{5.} 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 看得见 ^{6.}

谁也擦不掉 我们许下的诺言 ^{7.}

想带 你一起看大海说声我爱你 给 ^{8.} 你最亮的 星星

说声我 想你 ^{9.} ^{11.}

^{10.}

听听 大海的誓言 看看 执着的蓝天

让 我们 ^{12.} 自由自在的恋爱

8 Best Practices of an Immersion Teacher

1

Voice

2

Body
Language
and
Gestures

3

TPR

4

Visuals

5

Props

6

Break
complex
content
into parts

7

Feedback

8

Student-Centered
Learning

1.

I make input comprehensible
我会加进理解部分

- voice
- body language/gestures
- TPR
- visuals
- props
- manipulatives
- break complex content into parts
- frequently check learning

1.

Voice

I make input comprehensible

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



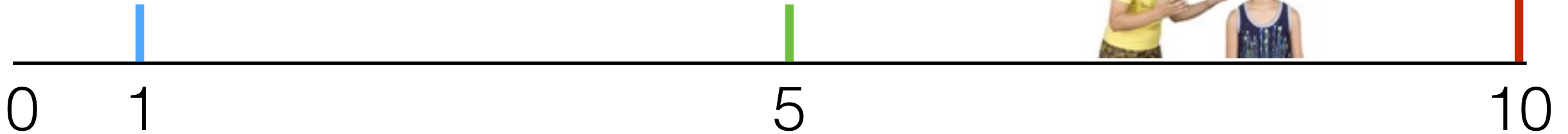
Expressive Voice



**Which voice will
get your meaning
across better?**

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

Use Pauses

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。

2.

Body Language

肢体语言和手势

Body Language and Gestures are your SUPER POWERS



I make input comprehensible

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'



3.

Total Physical
Response

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?

"Mom. Mom. Say it after me."



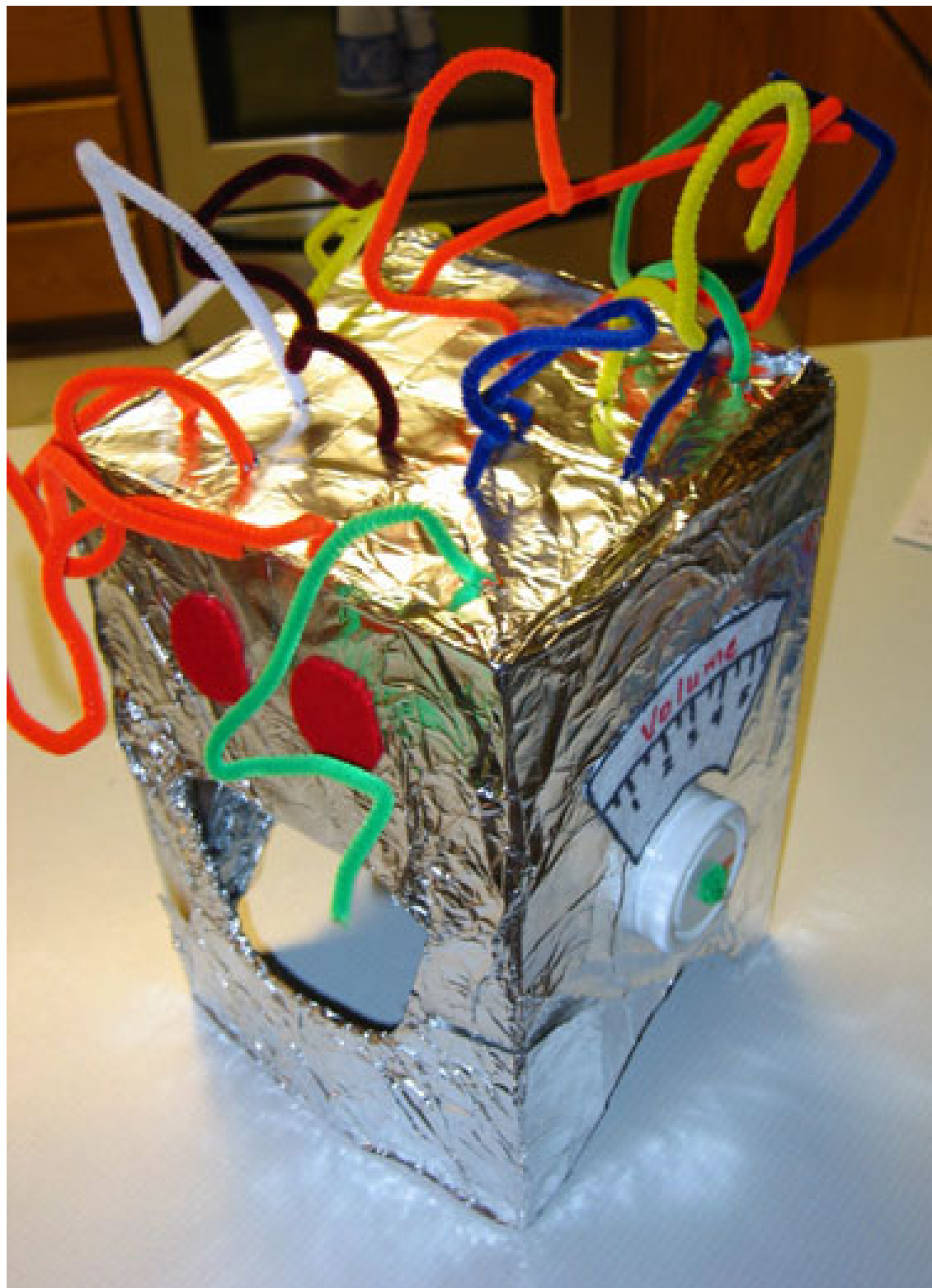
I make input comprehensible

要给学生一段安静
期，等他们吸收
後，再开口说话

The Silent Period



Robot Commands



站起来

请坐

睡觉

跳舞

上 下

右 左

- Verbs
- Directions
- Positions



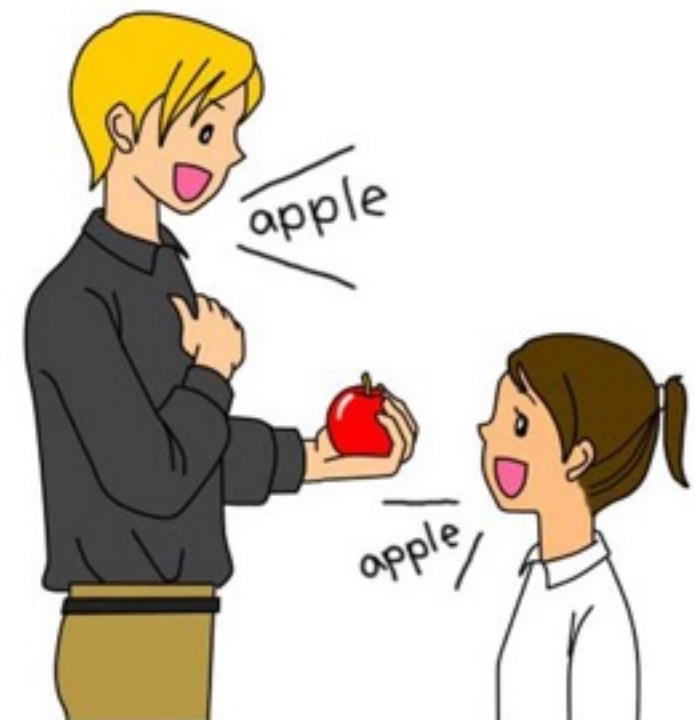
Acquisition vs. Learning

Active listening
and
processing the
language they hear



Forced production
of
language

Repeat after me.



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 Krashen's 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."

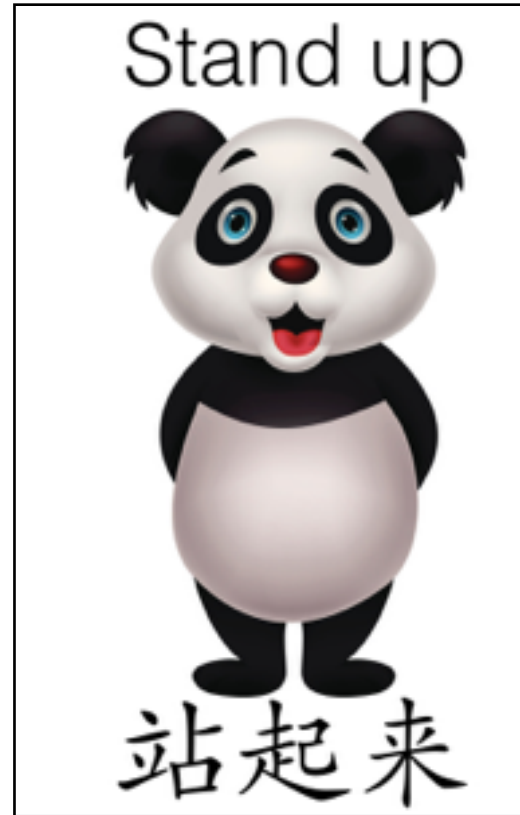
4.

Visuals

I make input comprehensible

4.

Visuals



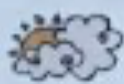
一个星期有七天



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?
jǐ diǎn le



星期一,
xīng qī yī

你做什么?
nǐ zuò shén me



春天
chūn tiān

秋天
qiū tiān



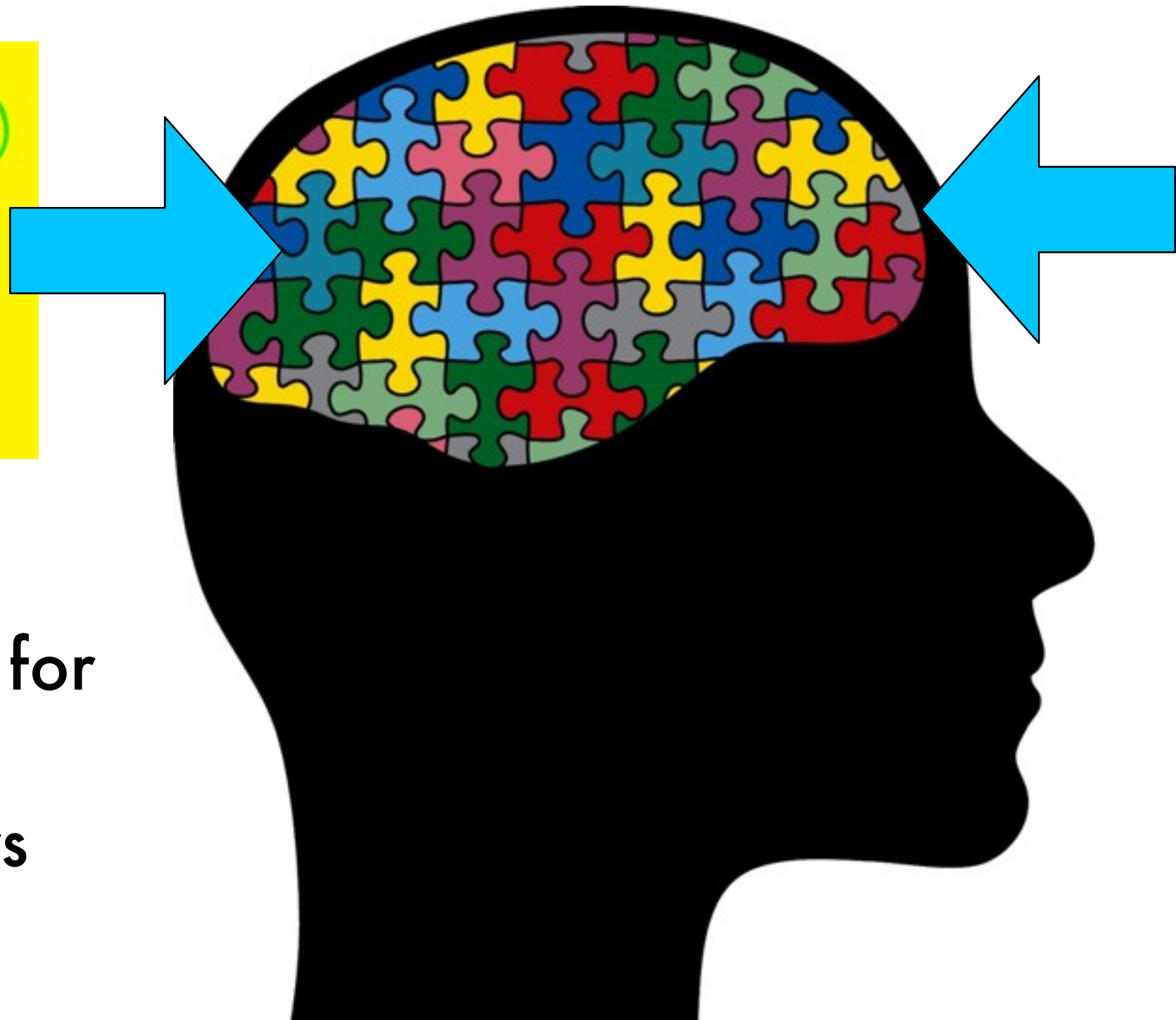
Immerse students in visuals



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

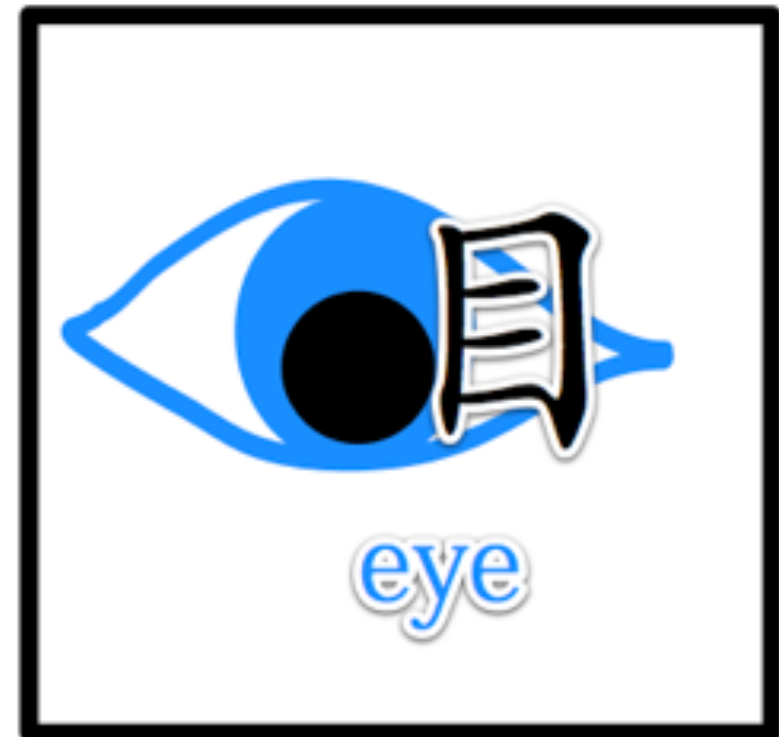
Train the brain to see patterns and connections.

训练一种能发现模式和联系的思维方式



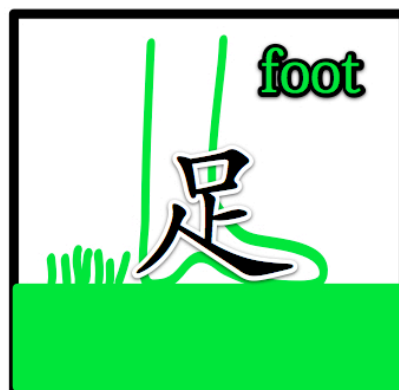
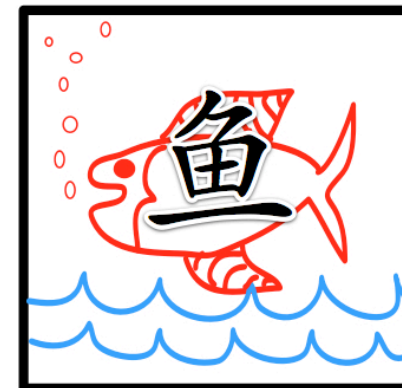
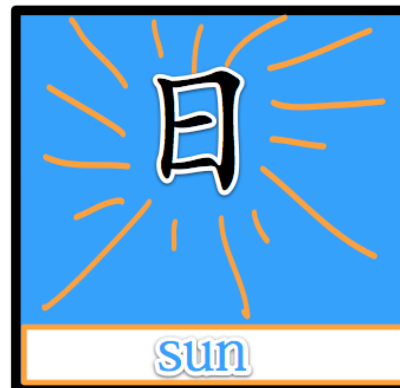
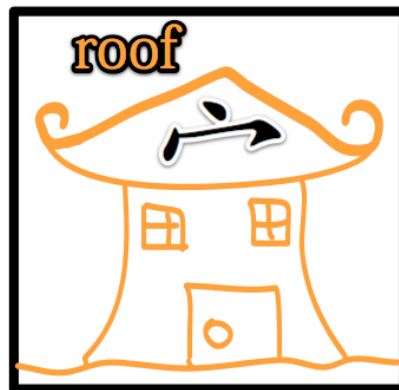
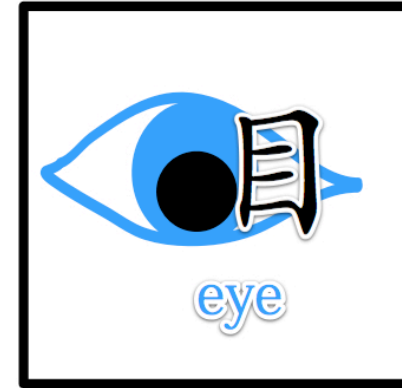
Connections strengthens memory

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。







Encourage imagination and 'picture seeing'

用图片帮助学汉字

大

小

门

雨

山

家

马

爸

水

日

口

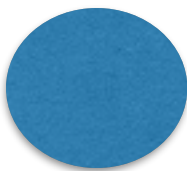
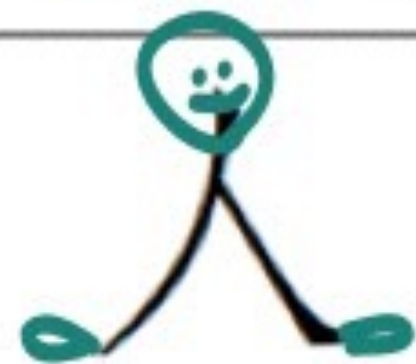
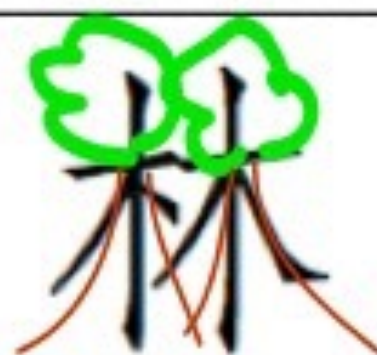
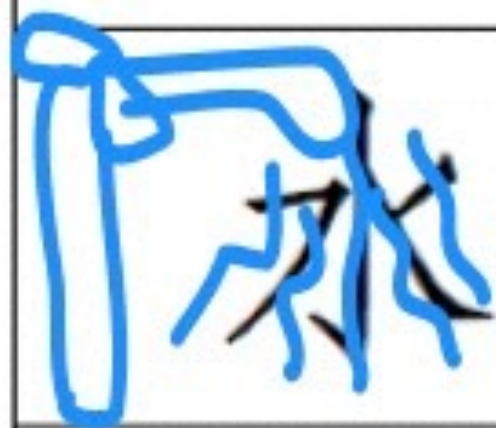
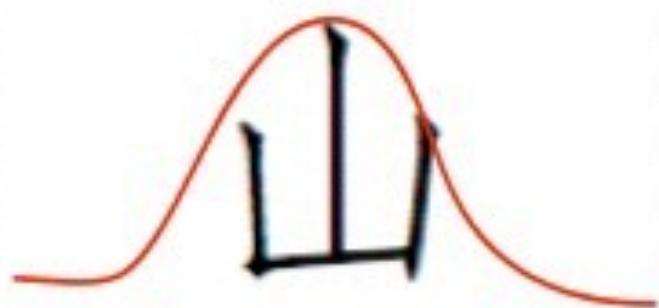
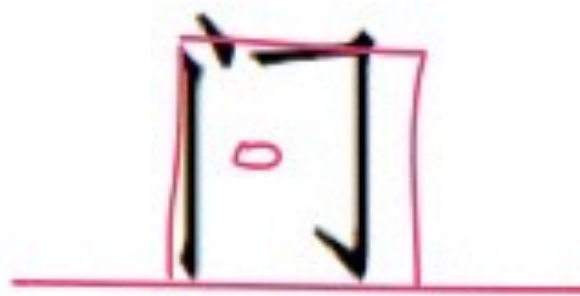
林

男

十

我

人



5.

Props

I make input comprehensible

5.

Props For Learning



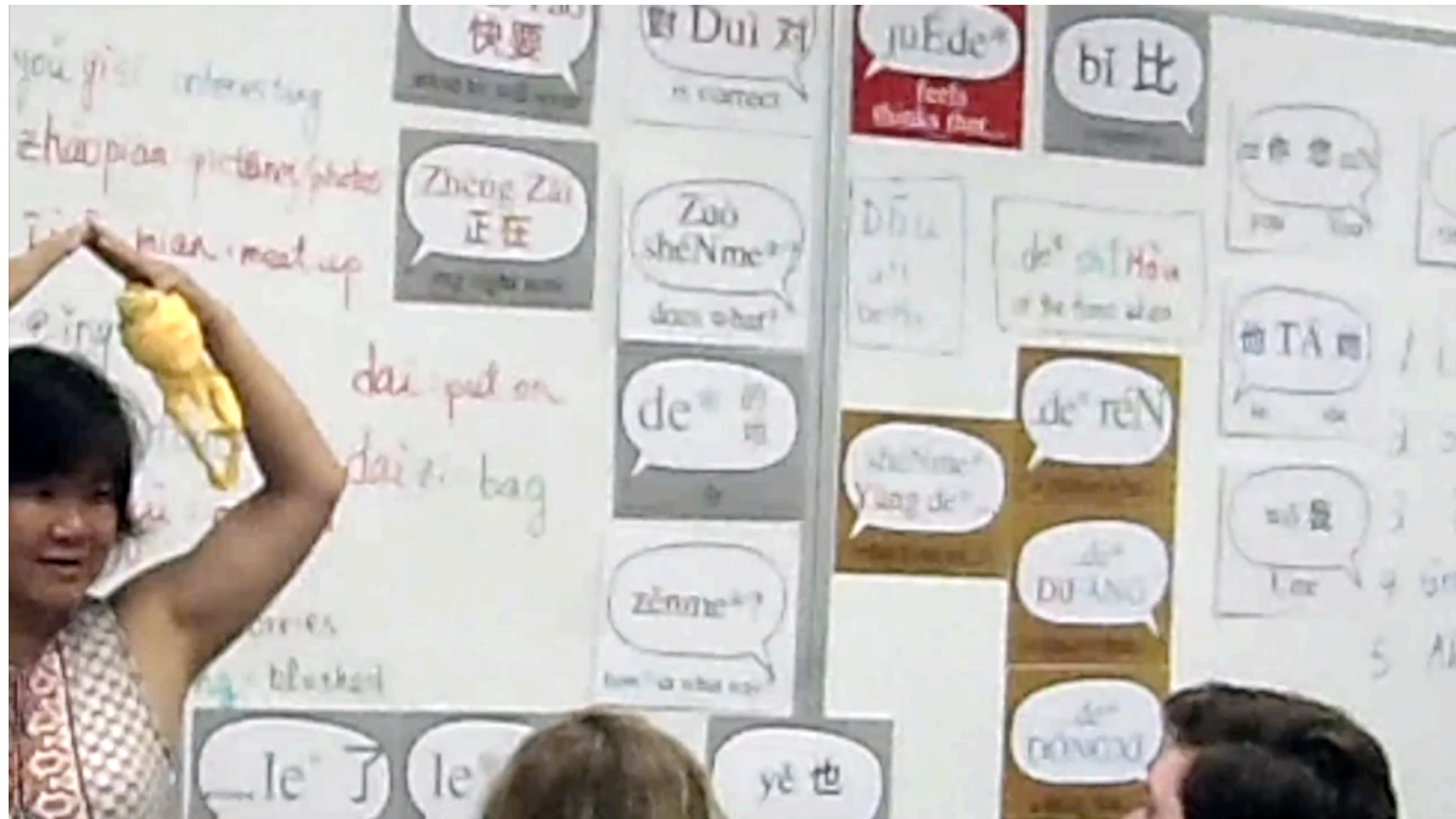
用各种教具（皮箱，
玩偶，小皮球，麦
克风。。。）

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



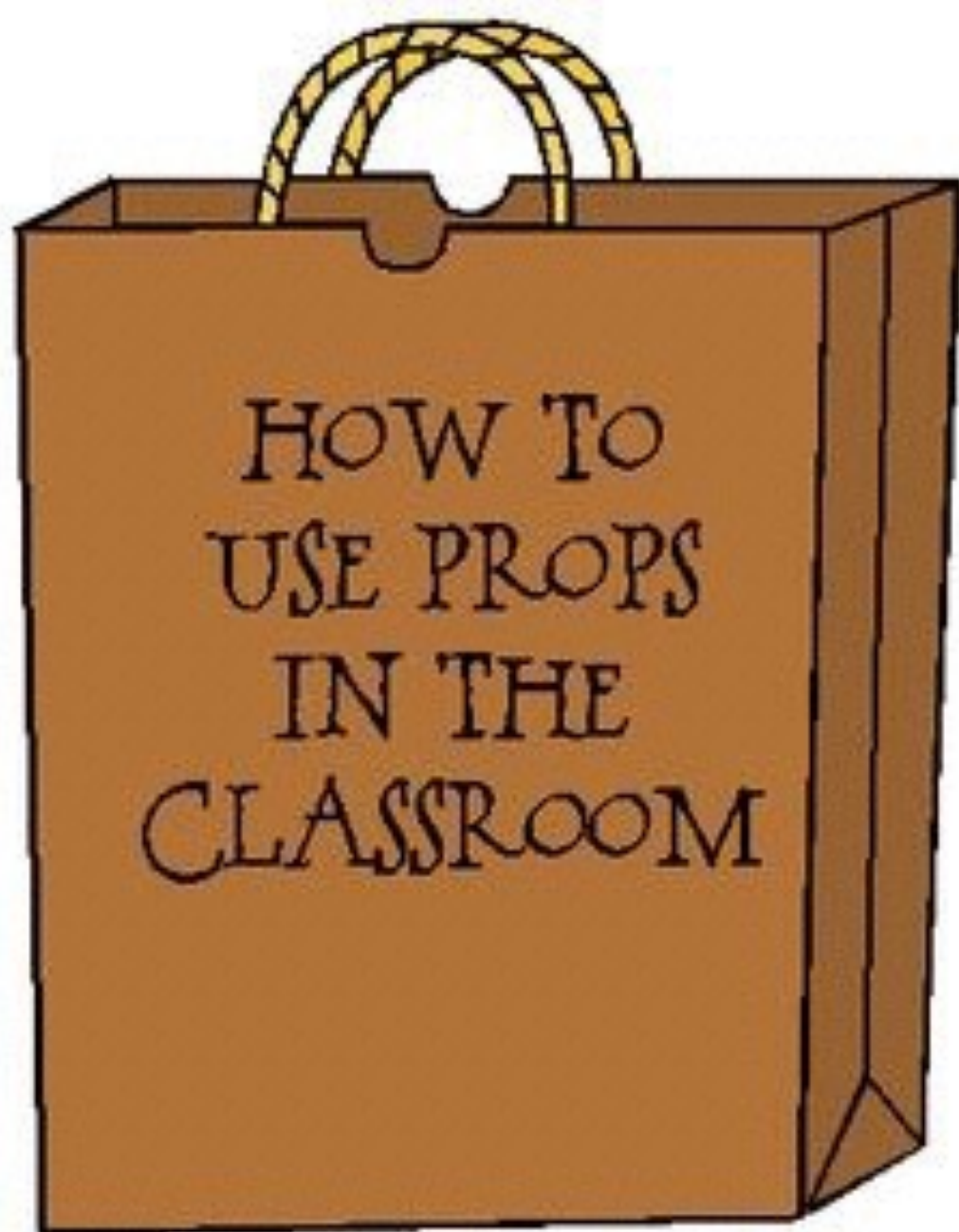
Immersion
Teachers need to
be **imaginative**
and **creative**!



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**

6.

Break complex
information into
smaller parts

把复杂的内容分解成小部分

I make input comprehensible

6. 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？

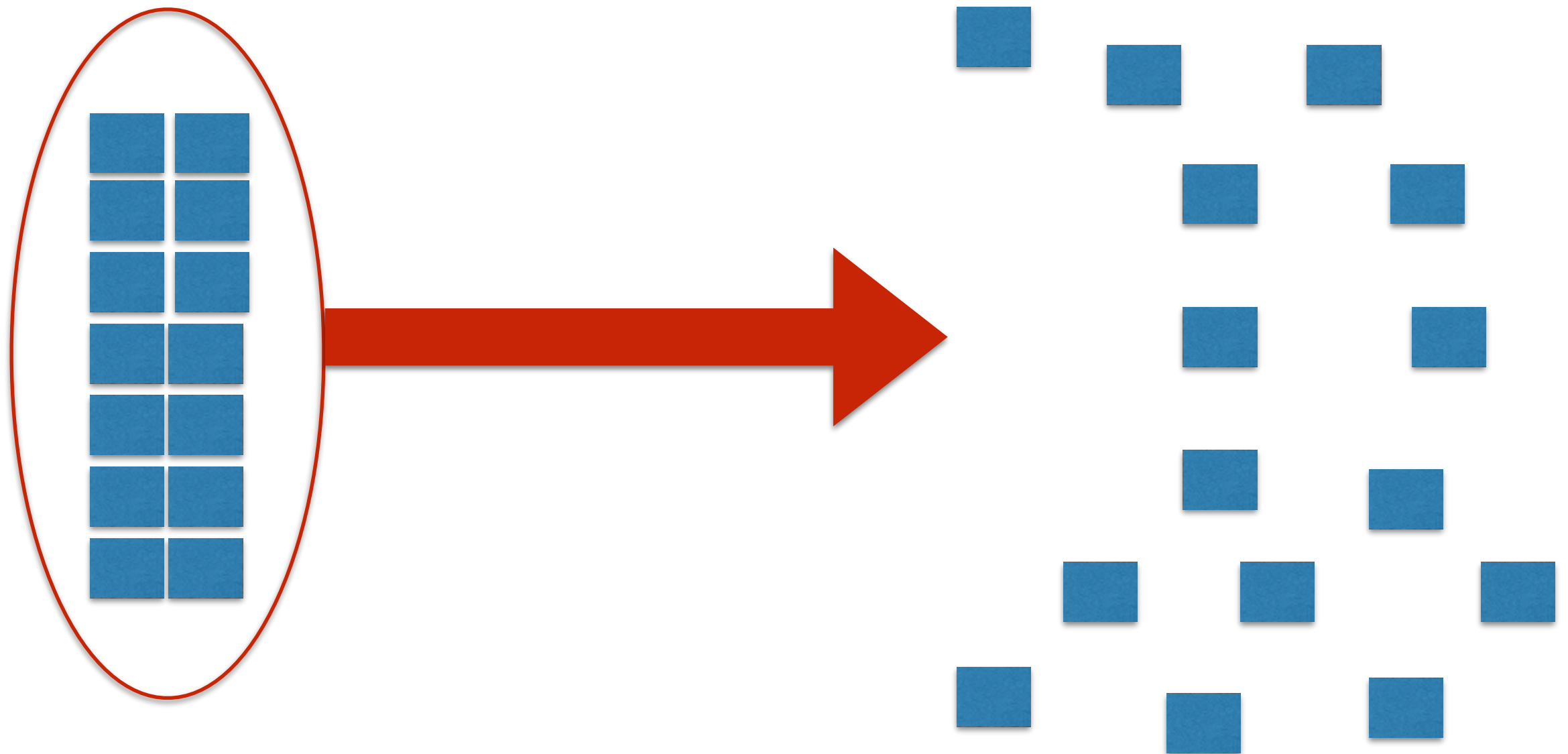
How do you introduce a new book to students?



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.



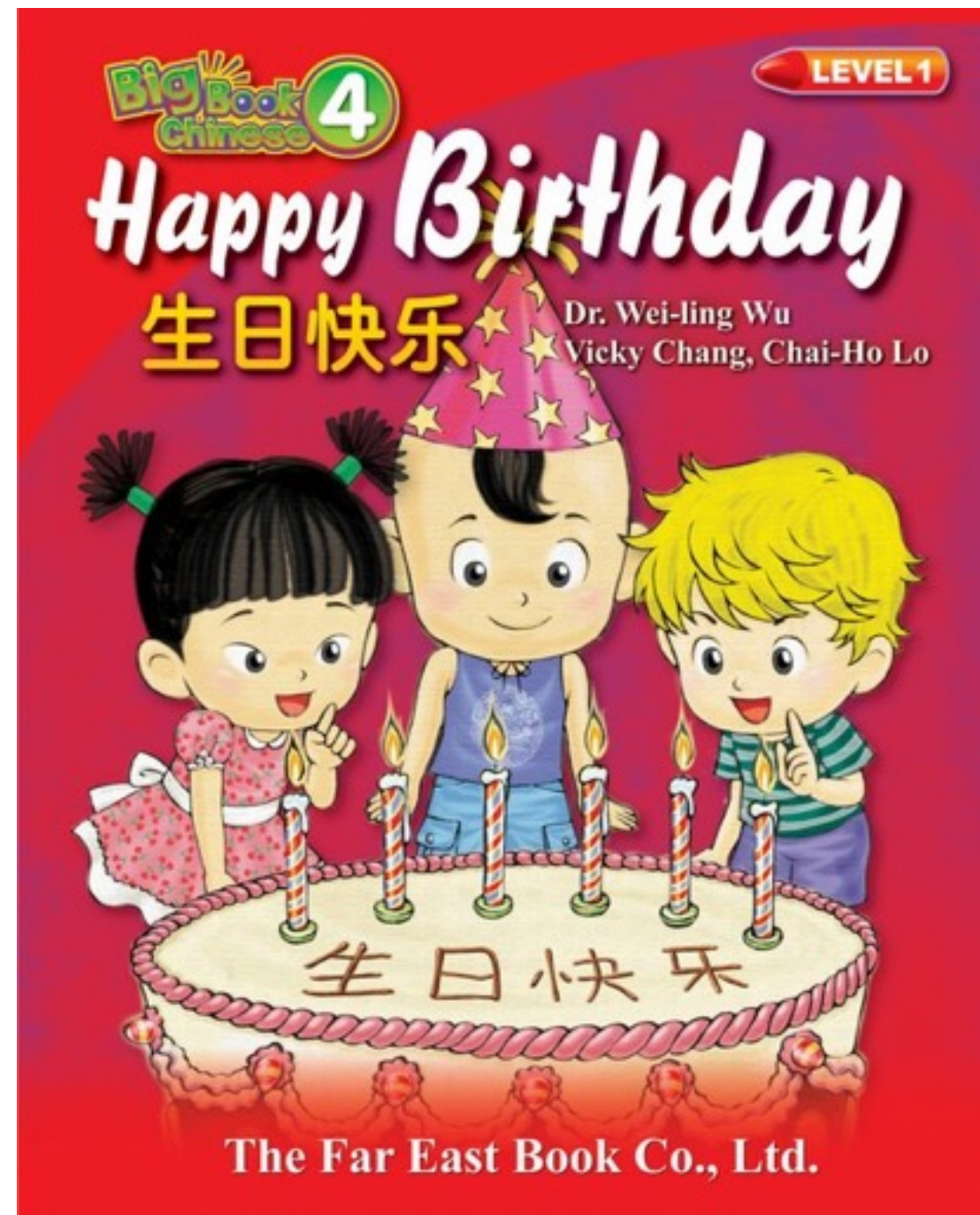
I make input comprehensible

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



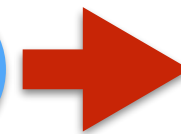
I make input comprehensible

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.

設計第一課 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

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**

7.

Effective Feedback

7.

I use a variety of effective feedback techniques



Think

about the question



Pair

with your partner



Share

your ideas with
others



What 4 ways do
you
give feedback
to students?

你有哪五种回馈
学生的方法?

I use a variety of effective feedback techniques

Verbal

口头回馈

Very good! 很好

Great effort! 很大的努力

I like how you... 我喜欢你的想法

Thank you for... 谢谢你

Non-Verbal

非口头回馈

Thumbs up 大拇指竖起来

Clap 拍拍手

Smile 笑

Handshake 握握手

High Five

I use a variety of effective feedback techniques

"Good Job!"
"Nice Work!"

Praise vs. Feedback

Good job!





Say what
you saw.

谢谢分享你的蜡笔。



Encourage
next steps.

What would happen if...?



Say nothing.

Feedback=Moving learning forward



Give feedback
about
effort.

你很努力。



Say
"thank you"

Thank you!



Give non-verbal
feedback.

很好（竖起大拇指）

加油

I use a variety of corrective feedback strategies

Elicitation 引出:

Teacher prompts learners to come up with information.

Don't give it to them.

我喜欢吃...umm...

是圆圆的吗?
是红色的吗?



I use a variety of corrective feedback strategies

**Metalinguistic
clues/explicit:**

Teacher provides
comments or
information.

你的书包在哪里?

书包哪里?



I use a variety of corrective feedback strategies

你说什么?

我听不懂

我不妈妈

The teacher indicates that the message has not been understood.



I use a variety of corrective feedback strategies

Recasts:

Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, and provides the correction.



8.

How do I make
Student-Centered
happen?

怎样促进以学生为中心

根据我在南京学中文的经验，课堂上总是不断重复读和写



Repeat

Read

Write

① 自去自来堂上燕，
相来相近水边鸥。
——杜甫

非杜甫诗选
仇兆鳌《杜诗详注》

Student-centered Learning Starts With Us



I guide students to make their own discoveries.

我指导学生，帮助他们追求他们自己的学习发现。

Student-centered Learning Starts With Us

I am not the sole
source of knowledge
我不是唯一的知识
来源



Student-centered Learning Starts With Us

I am a Co-Learner
我和学生一起学习。



Student-centered Learning Starts With Us

I am flexible.

Plans may change.



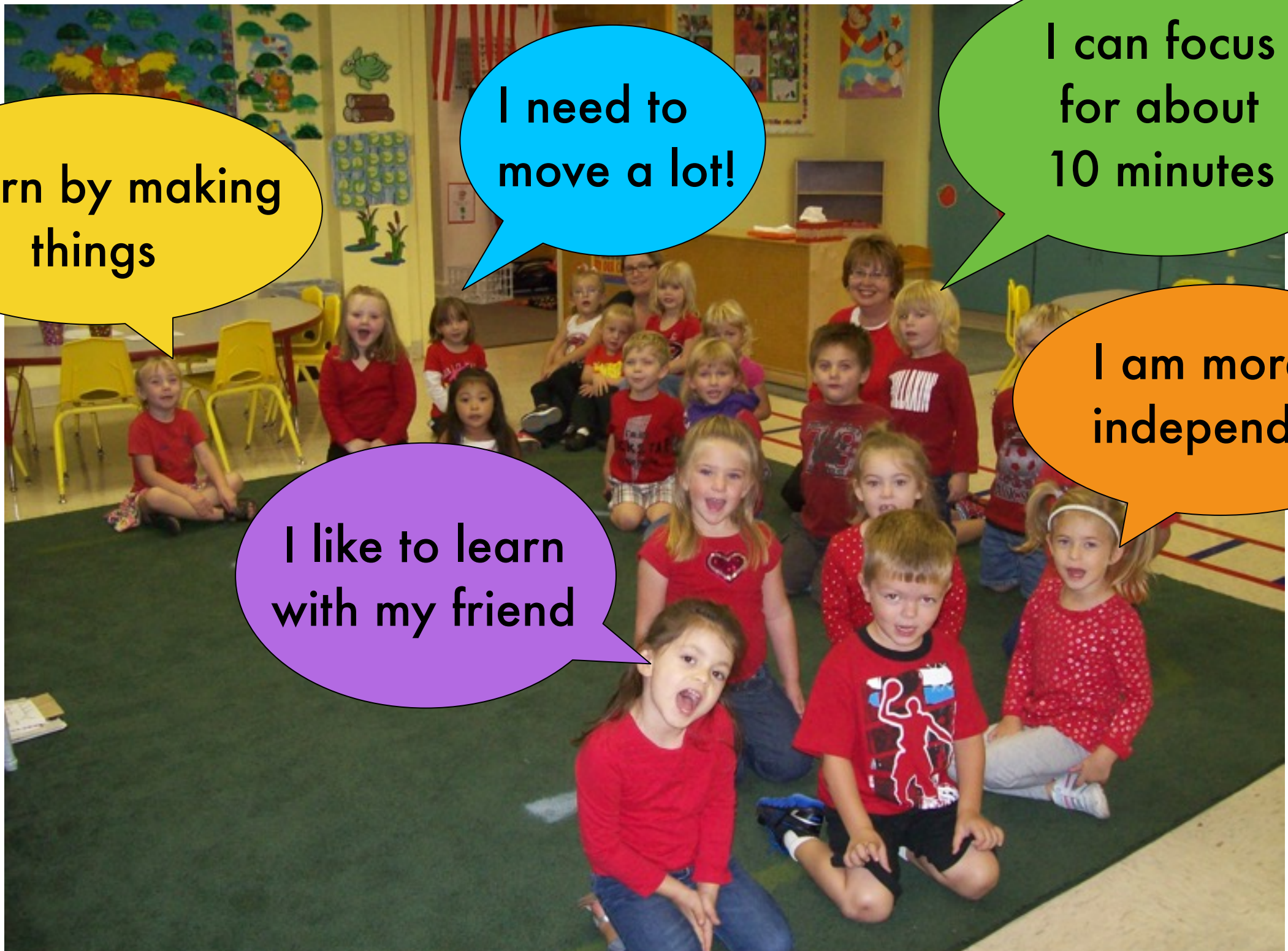
In my Student-Centered Classroom

在以学生为中心的教室里，
老师理解我。



Know your students

Class of twenty 4 year olds



I learn by making things

I need to move a lot!

I can focus for about 10 minutes

I am more independent

I like to learn with my friend

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



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



这个星期我们在学...



Elmo 在哪里?

上

后

前

下



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

A photograph of a classroom scene. A female teacher with glasses and a grey cap is standing on the left, pointing at a whiteboard. She is wearing a patterned hoodie and black pants. A group of young students are sitting on a blue mat on the floor, looking towards the teacher. The classroom has various educational materials, including a large blue storage bin with numbers, an American flag, and a whiteboard with Chinese characters. A large yellow star is overlaid on the right side of the image, containing the text 'mini-lesson' and '小型课程'.

mini-lesson

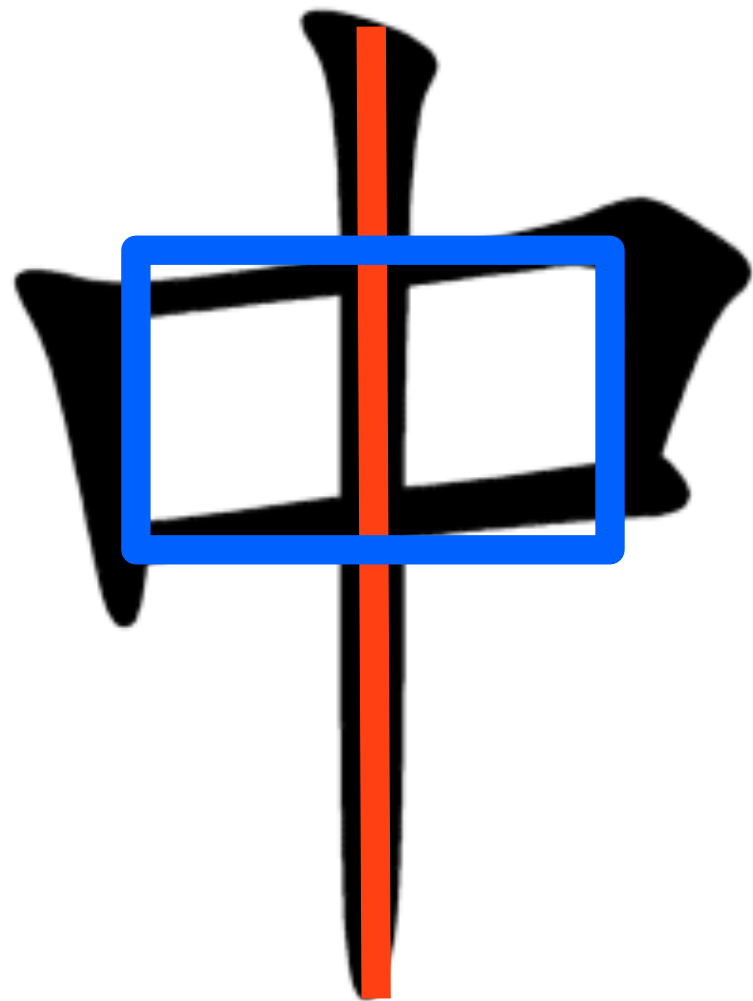
小型课程

How do you
make characters
student-centered?

[illegible]

[illegible]

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。

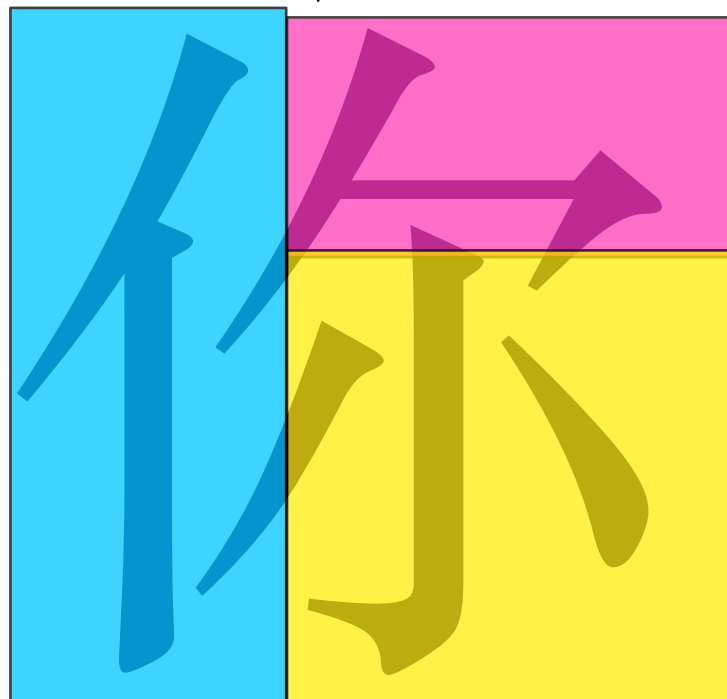




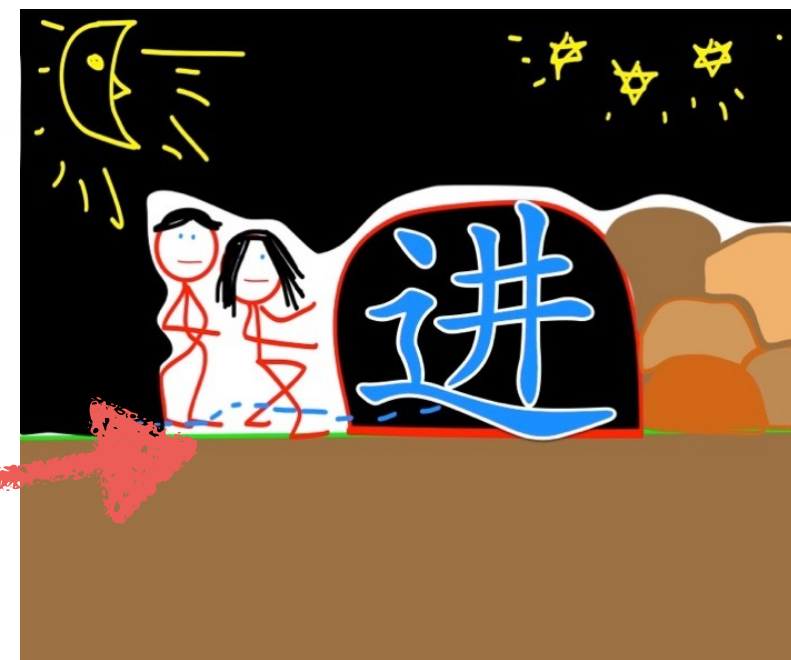
Before any characters are taught....

教汉字的之前.....

Space
拆分



Visual cues
形象提示



Purpose
含义

另：我愛
你！

Building blocks
偏旁部首

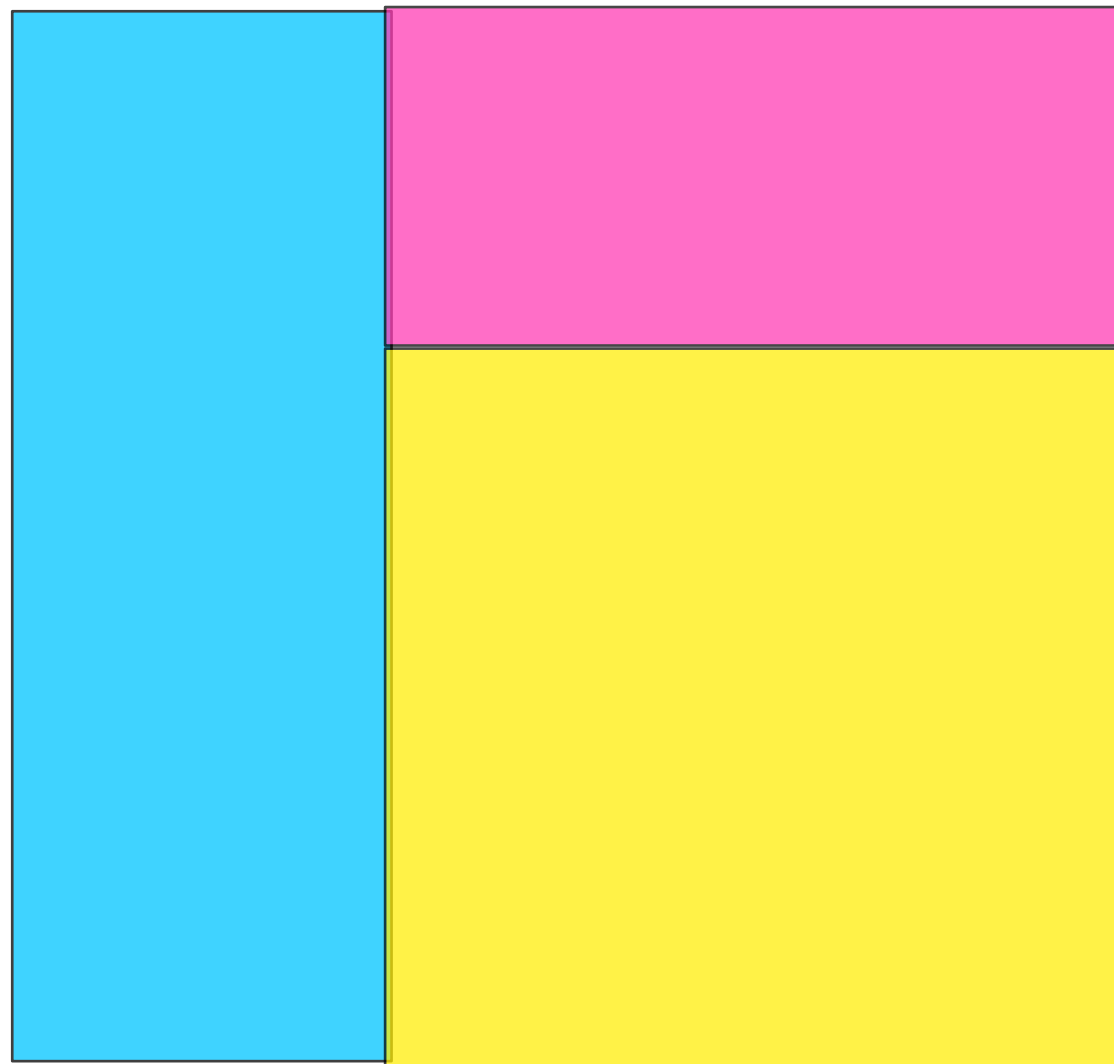
女 + 子 = 好

STAGE I

第一步

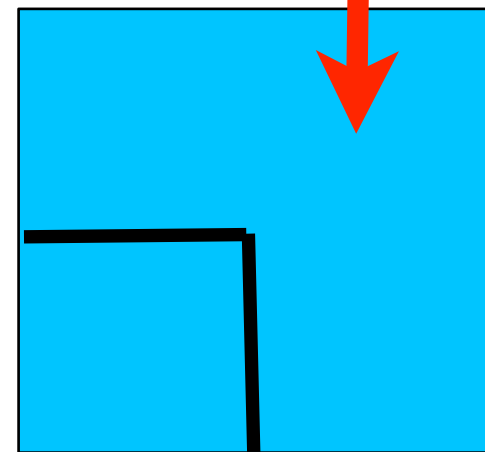
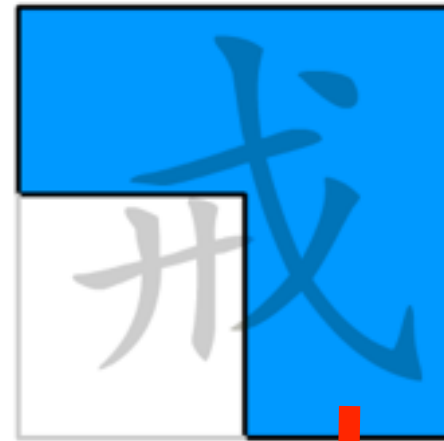
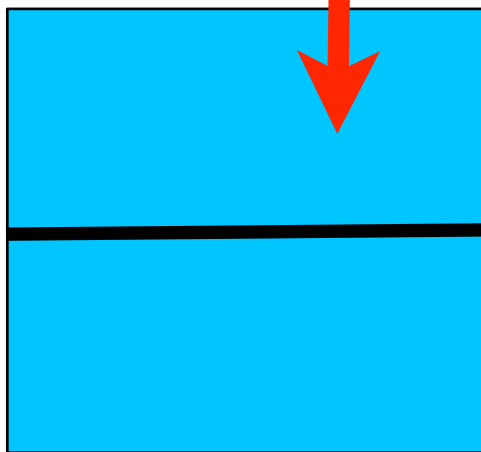
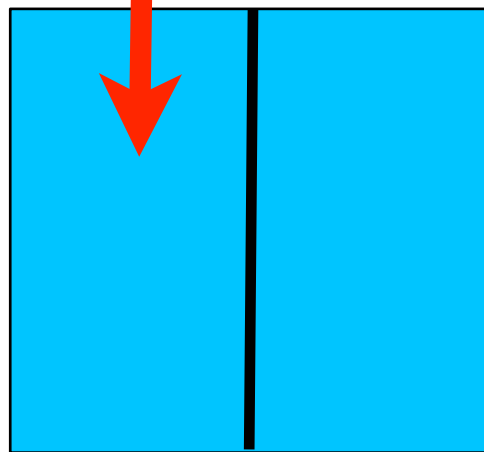
Let students explore the square that
characters are in.

让学生探索在方块里的汉字

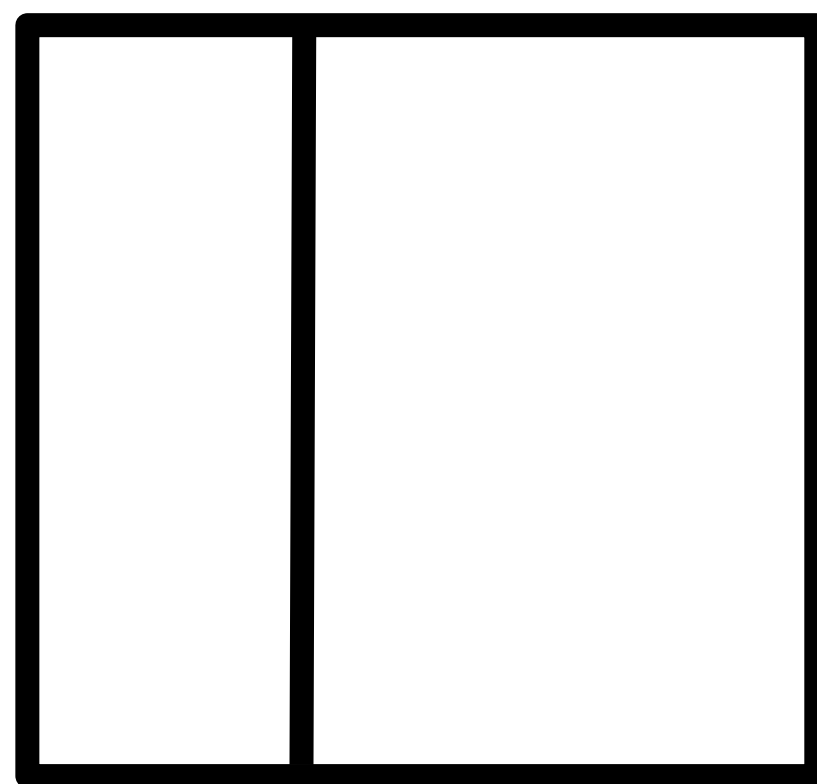


Parts of the square

拆分方块



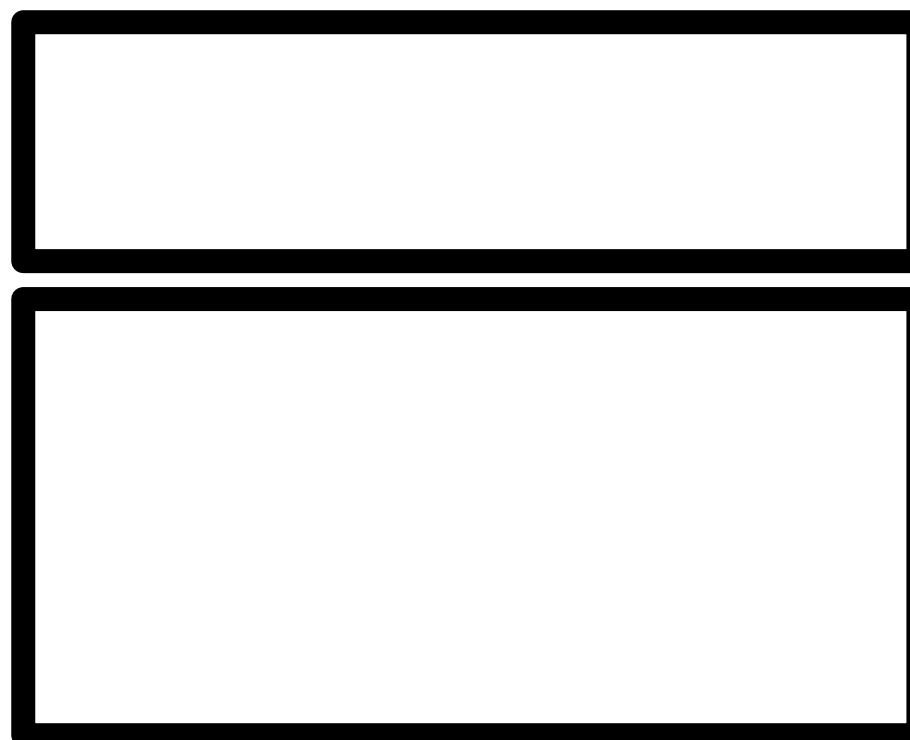
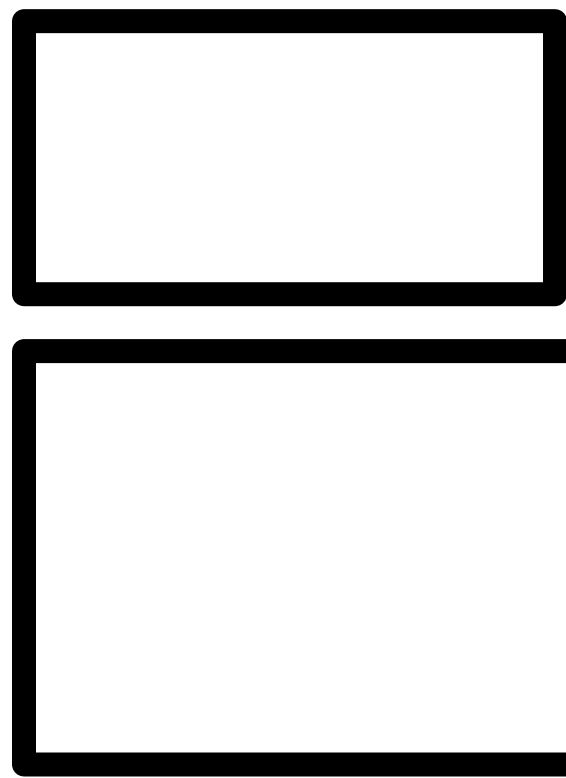
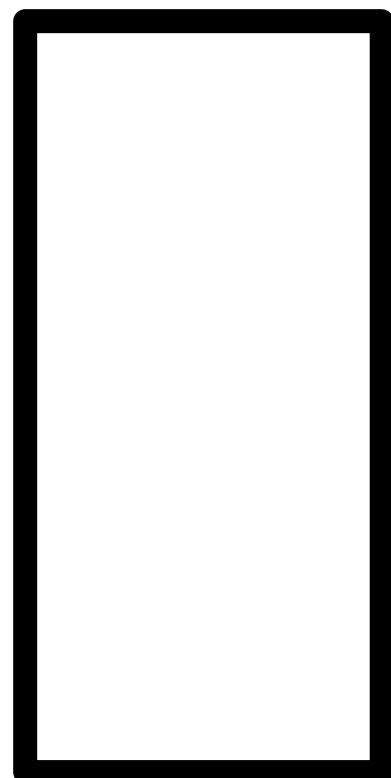
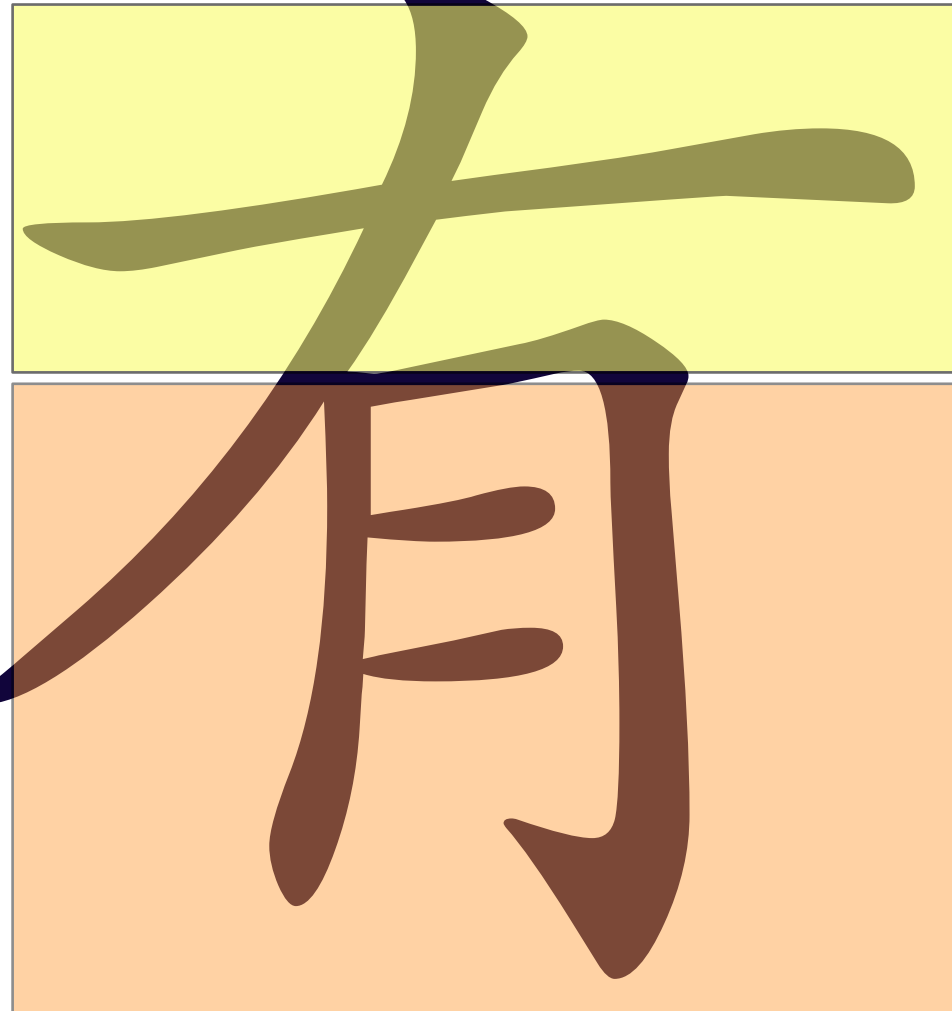
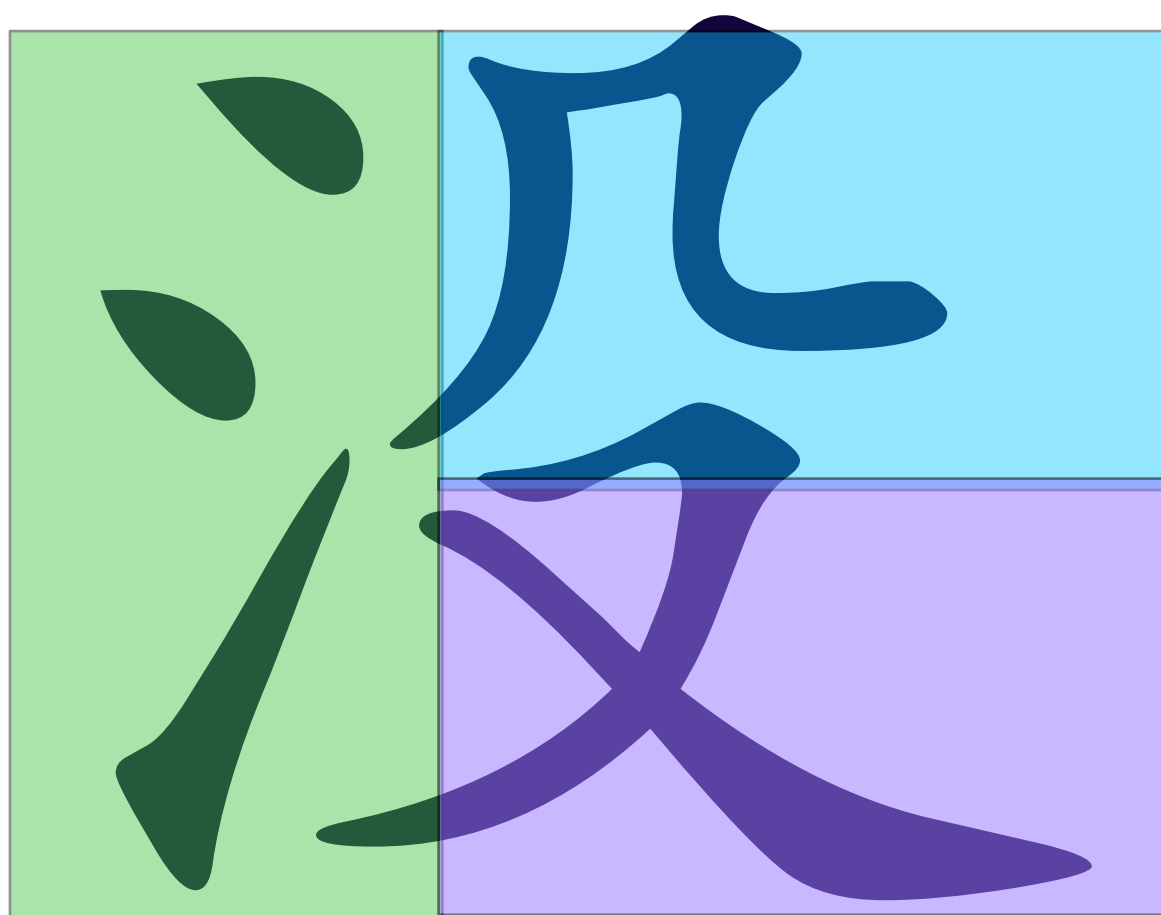
他



日

延





I know 耳
is ear.

I can see
heart 心

I wonder
why 王 is
there?

聽起來

Allow guessing
允许猜猜看

今天

jīntiān n. today

明天

míngtiān n. tomorrow

昨天

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

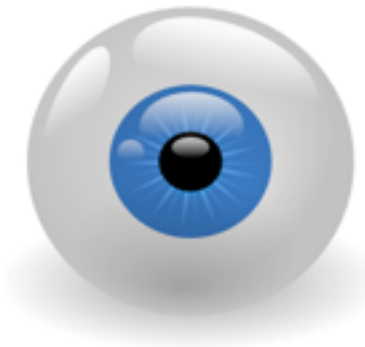


爱 国 会 把 问 月 口

测 度 女 这 泳 闷 家

Look

看



Cover

遮



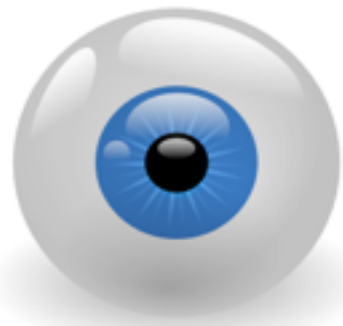
Write

写



Check


检查



X

Look, Cover, Write, Check

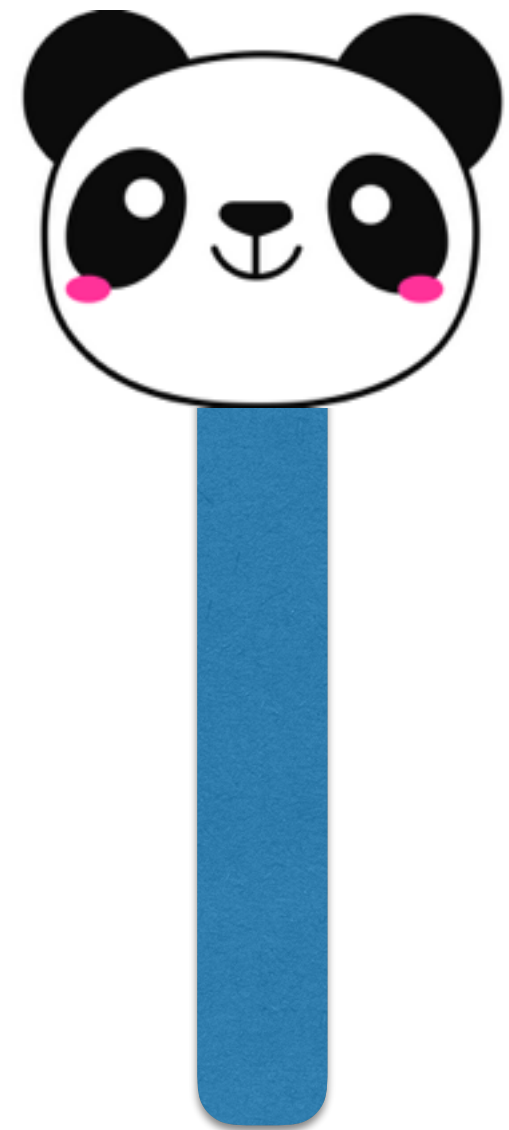
Look - Take a photo of the character in your head. 

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

Write - Write the character carefully. 

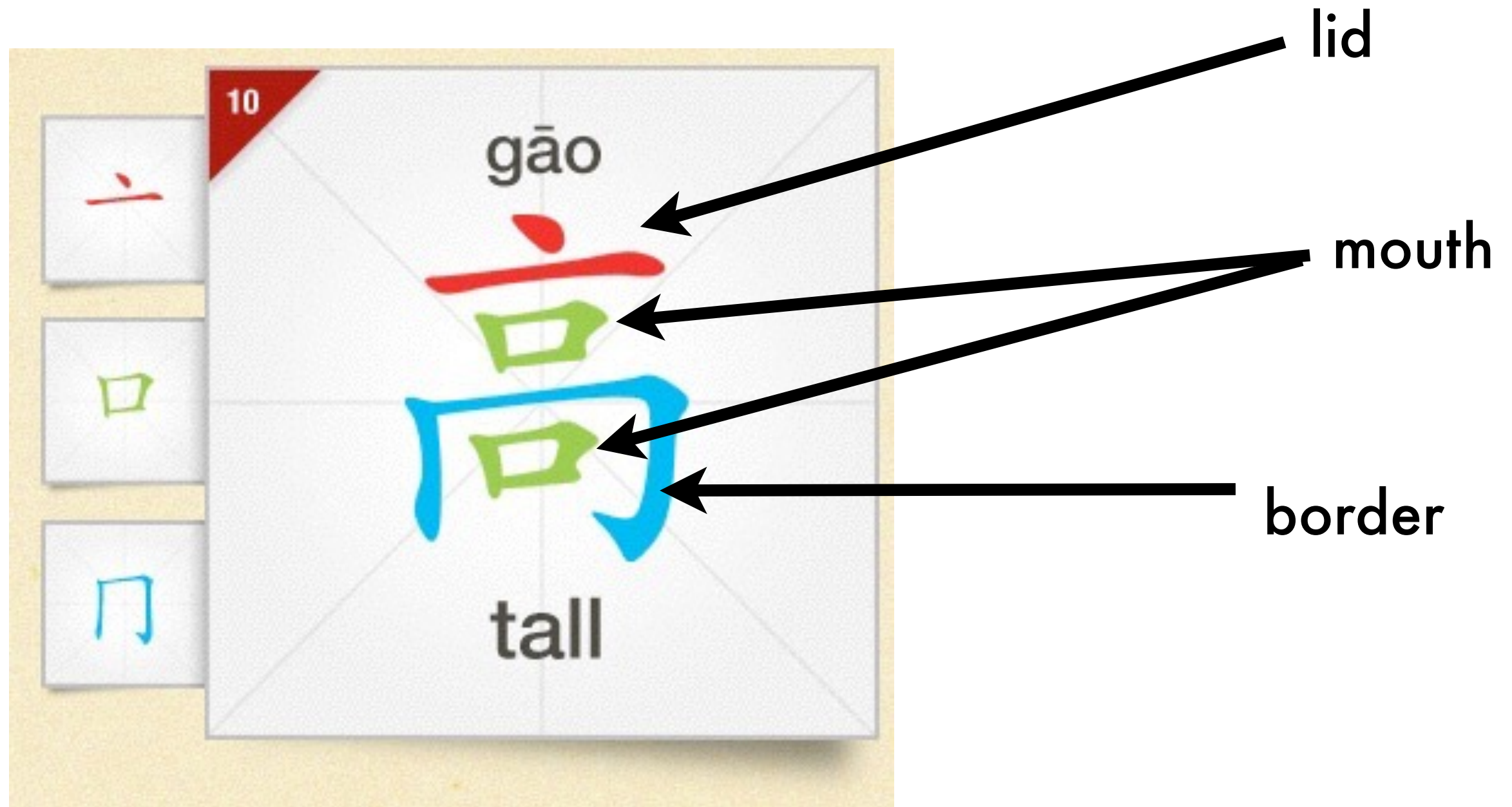
Check - Is it written correctly? Yes? You can move onto the next character. No? Try the steps again.

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





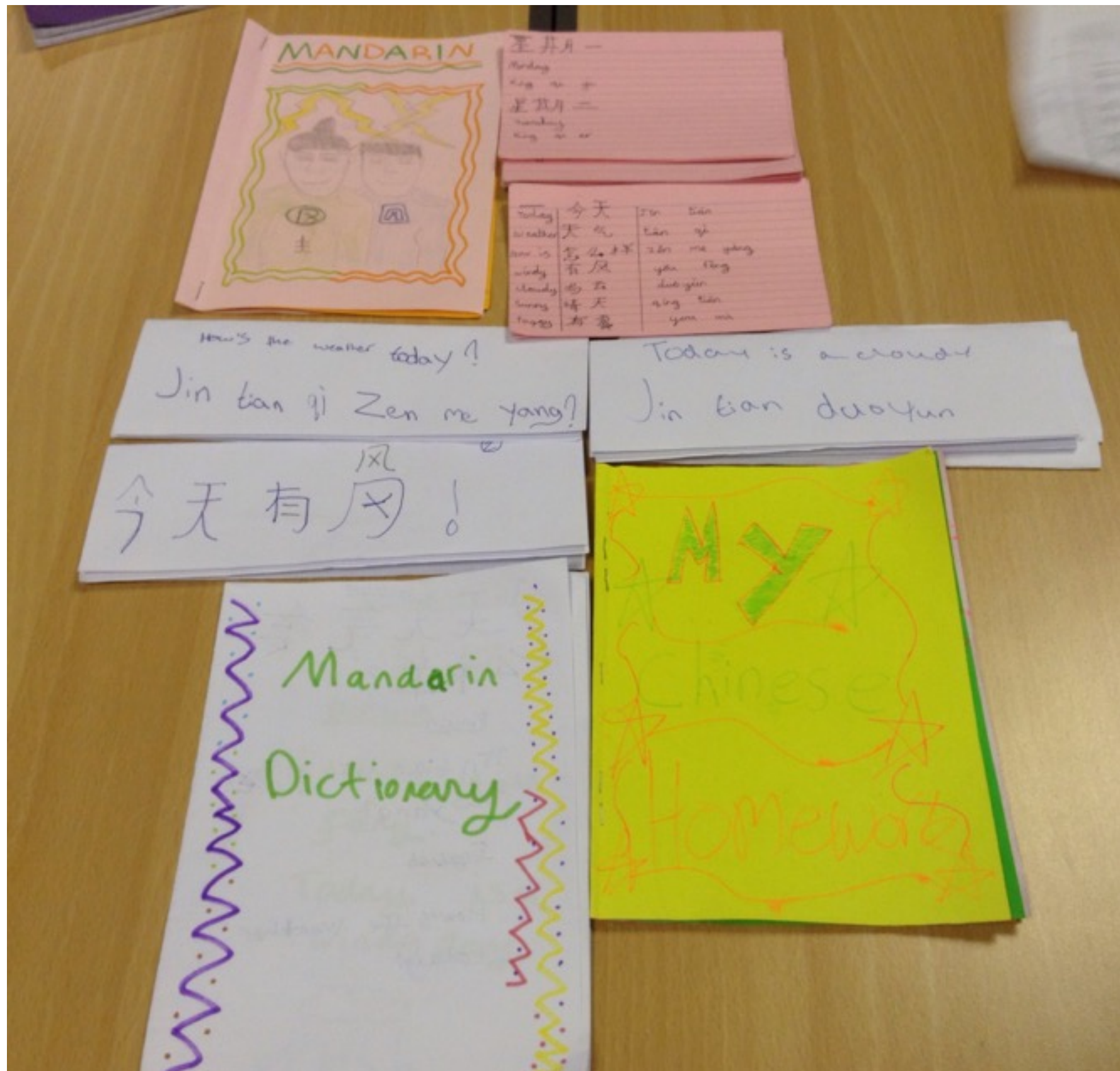
Encourage students to 'verbalize' when writing.

鼓励学生写汉字时用“语言表达”

How To Develop Writing Skills

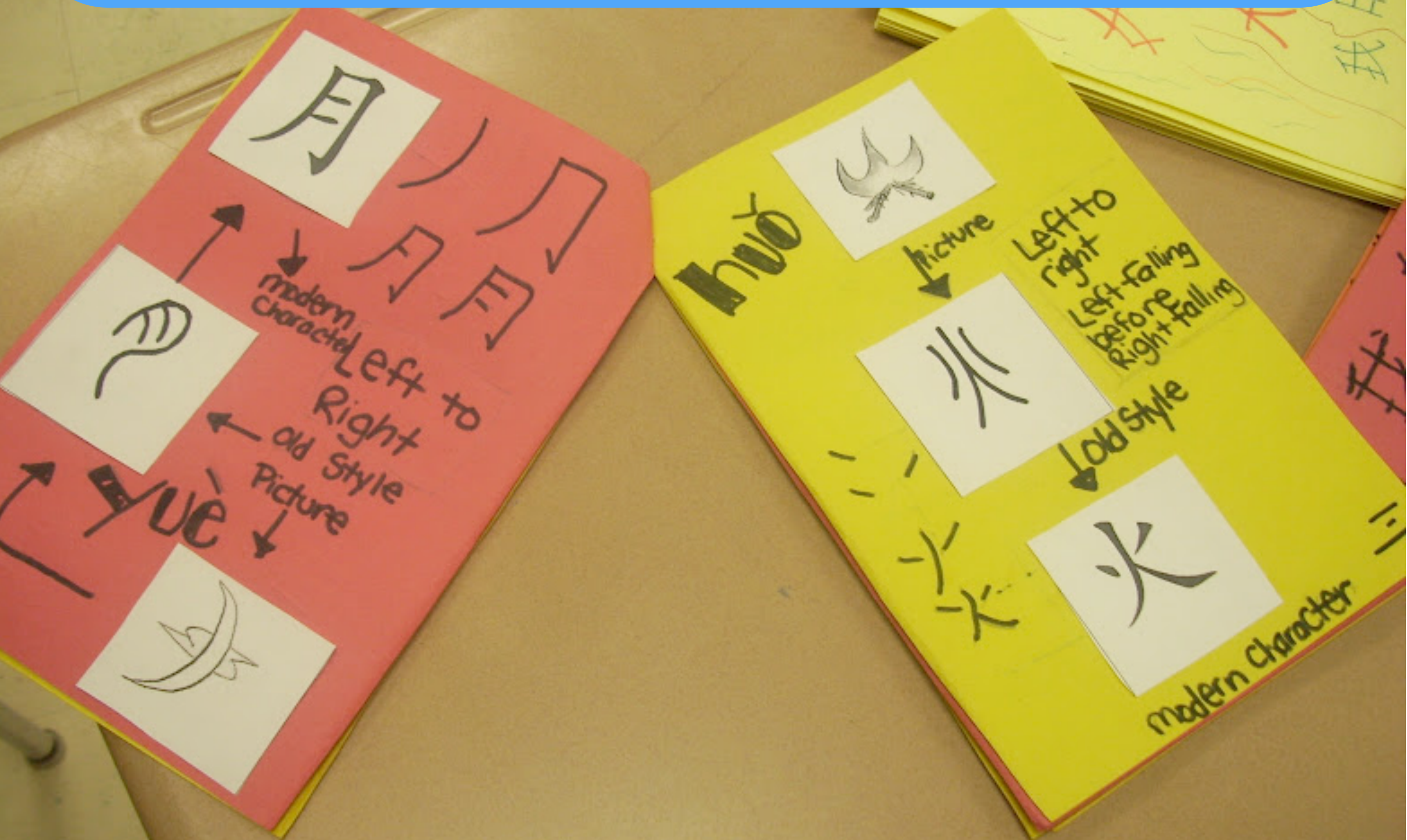


Students are Authors



Students write their own books

学生会写自己的书



女 (Nǚ) Woman

子 (Zǐ) Child

𡥉 (Zǐ) Old style

Nǚ Woman

Modern Old style Picture

Stroke Order Exception

Number of strokes

Shuǐ (Water)

Picture Old style

水

Wǒ de hàn shū (My Chinese book)

zi

huǒ (Fire)

Picture

Left to right
Left falling before
Right falling

Old style

火

My First Character Book

First Character Book

by: Han

shū (Book)

三 (Three)

这是我的家



我喜欢



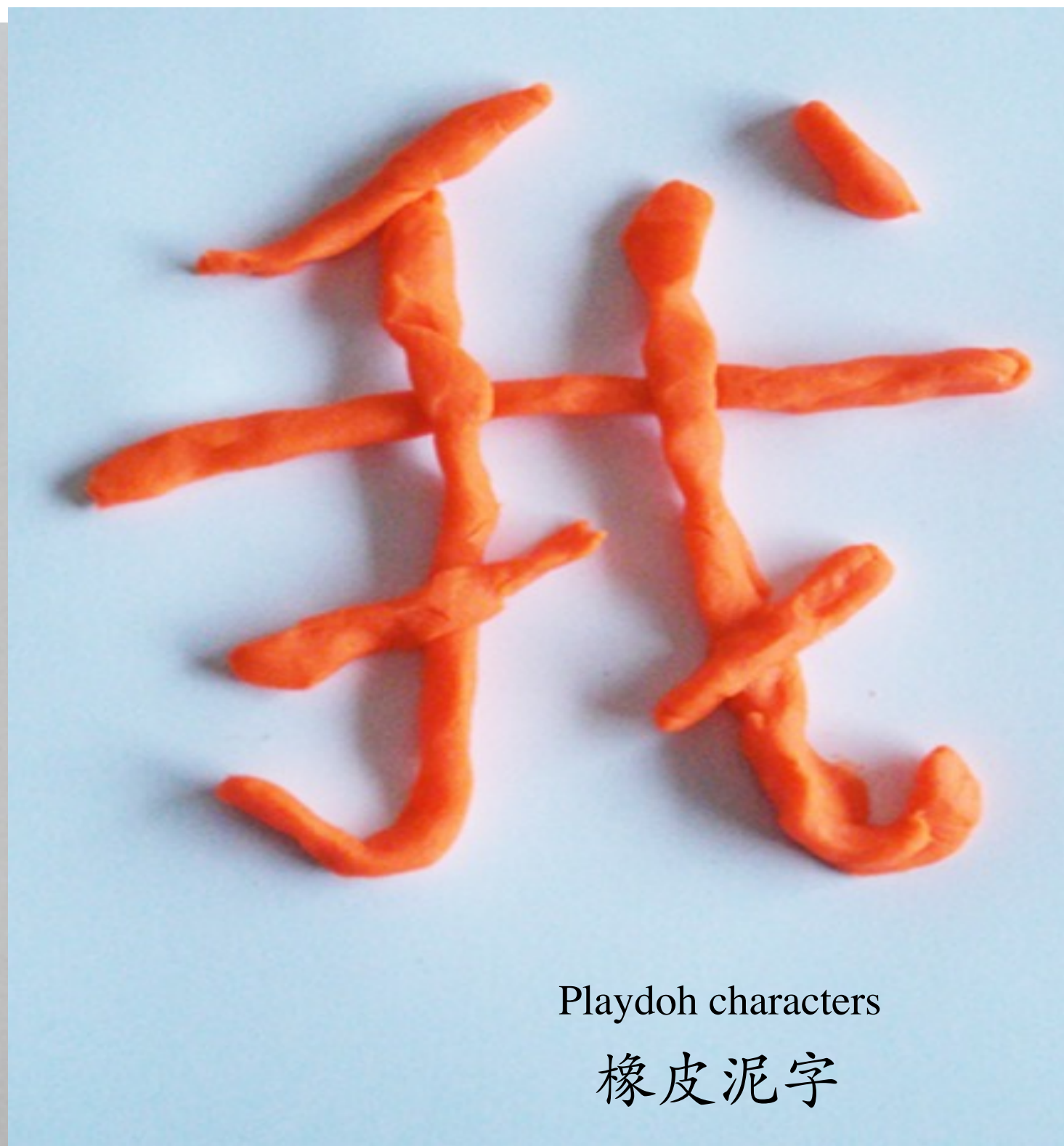
Getting the **feel** of Chinese characters with Pre-writing activities



- ☒ See the character
- ☒ Touch the character
- ☒ Trace and make the character

Pre-Writing Activities

写前热身





Pretzel characters
饼干字

Shaving Cream Characters

奶油字



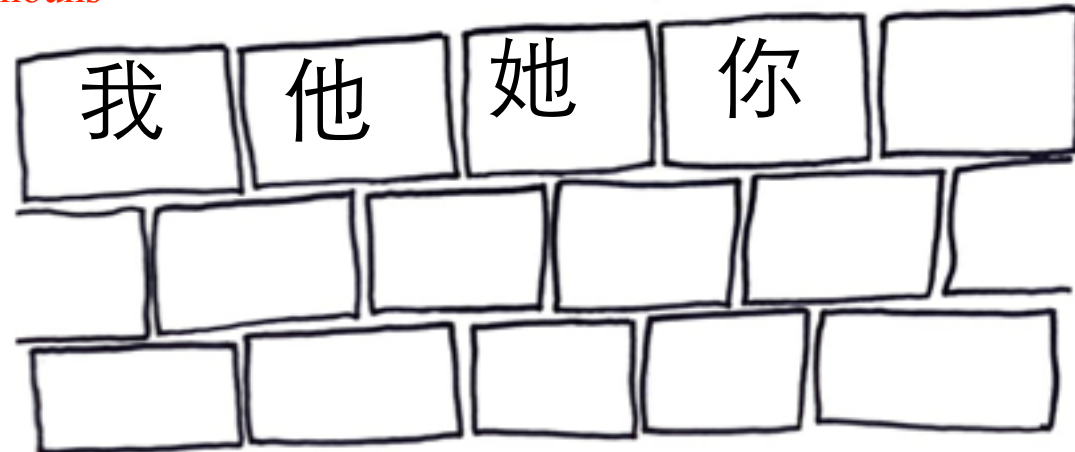
Pre-Writing Activities



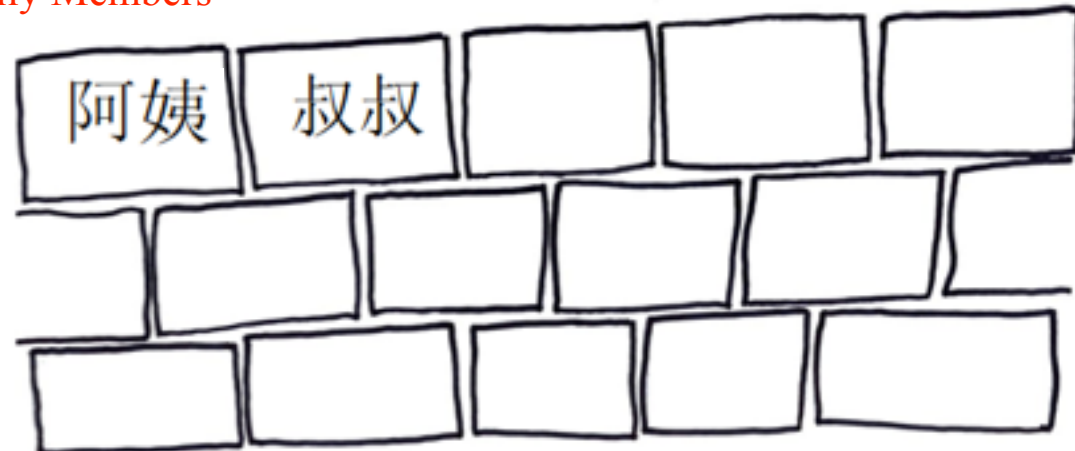
Allow students to add to the Word Wall

My 中文 Word Wall

Pronouns



Family Members



Locators



-becomes a **Reference** for the class

-**extends** vocabulary beyond set characters

-easier to **retrieve** vocabulary



Students keep their own Word Wall in a Folder

Chinese words
I am
learning

My 中文 Word Wall

我 小 大 叫

[Blank grid for writing words]

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 坐在 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 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	爱	小	兔子	子
I	Love	little	zǐ	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	黑	白	熊
猫	●			

Success



what people think
it looks like

Success

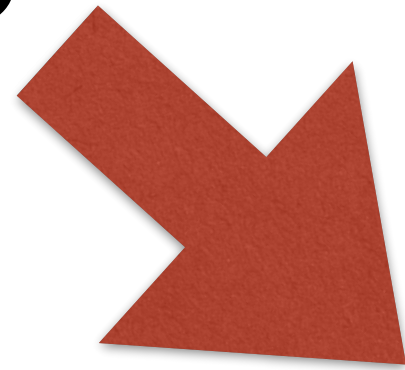


what it really
looks like

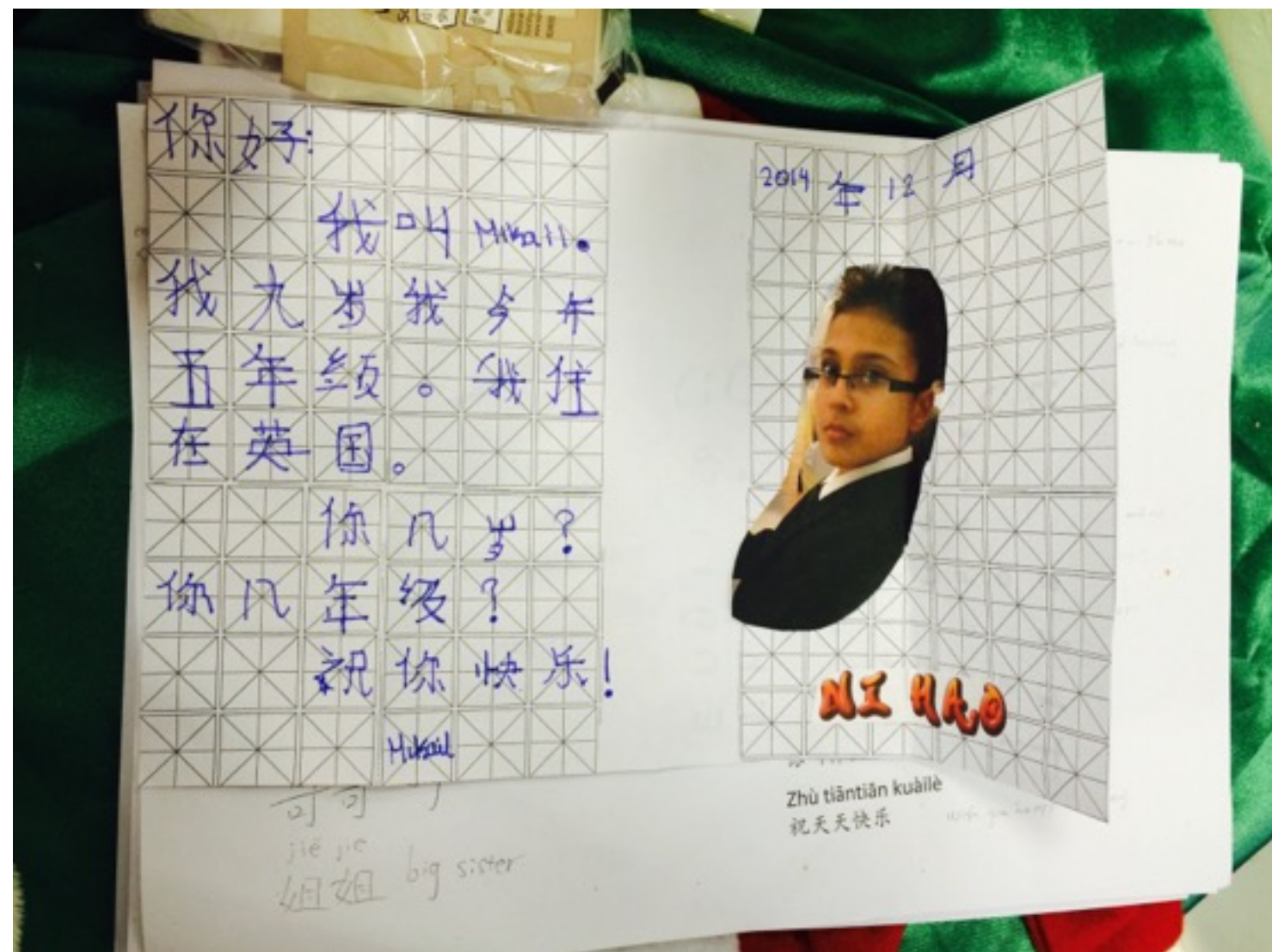
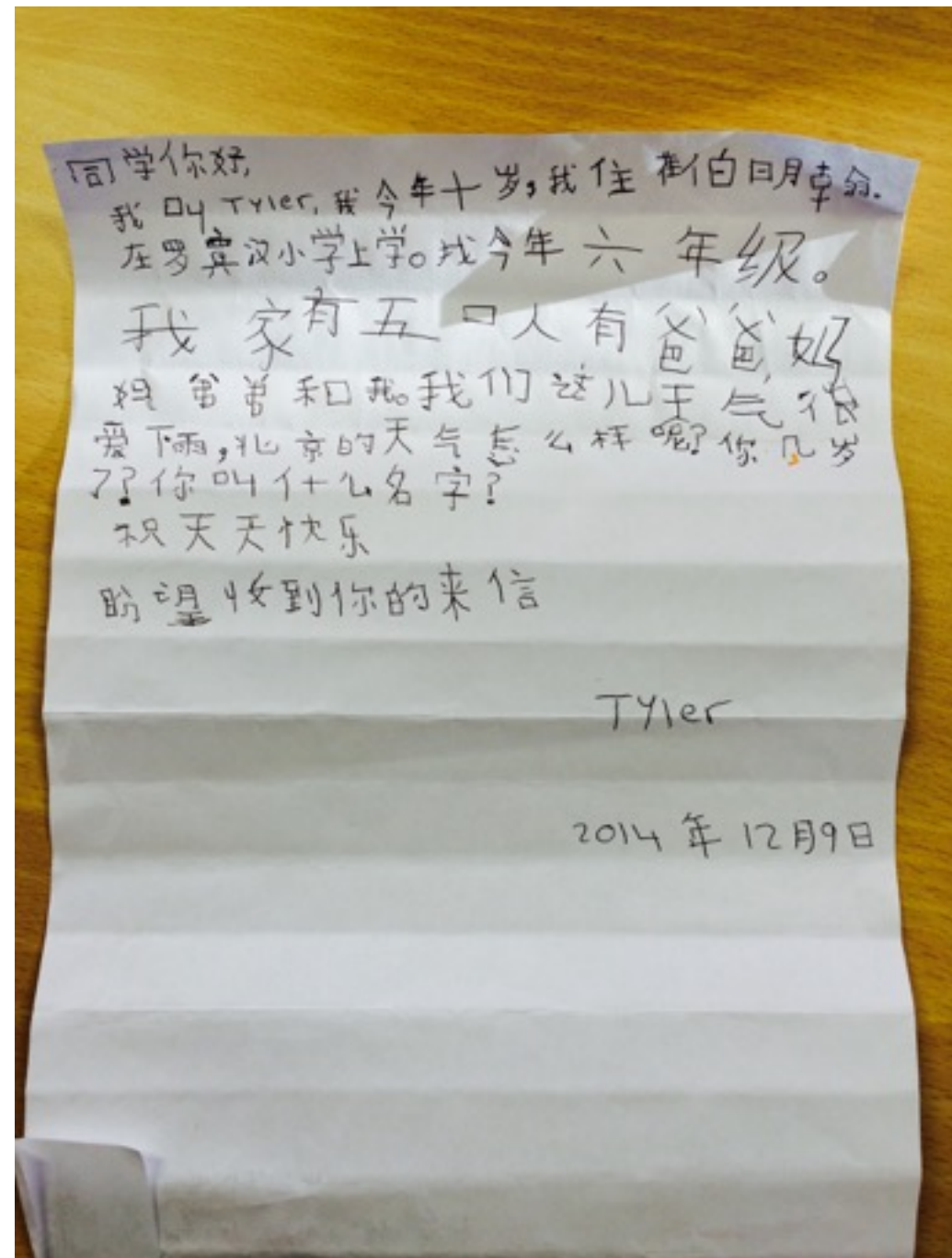
Writing Center



Free-writing



Grid-writing



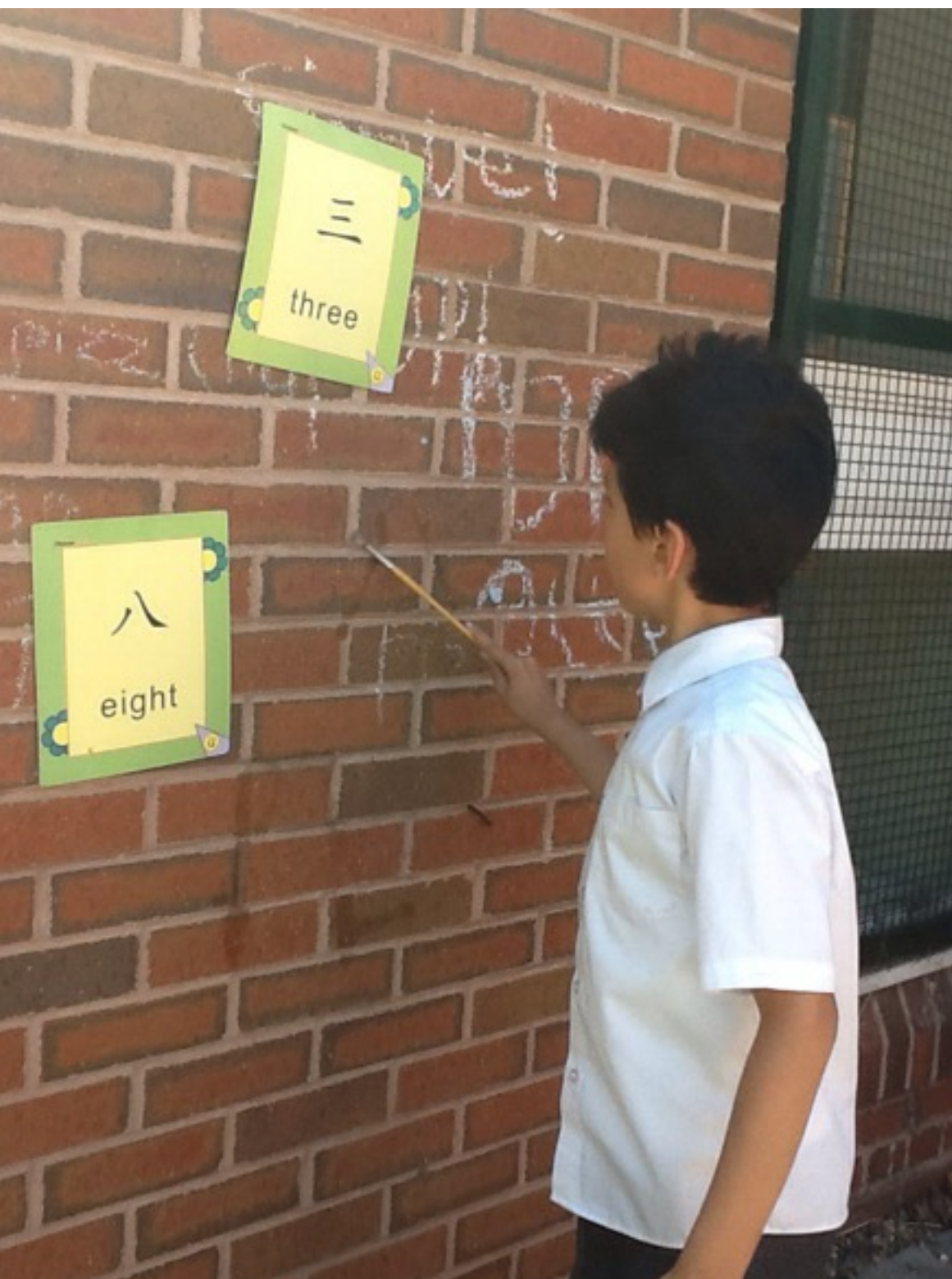


Classroom Mailbox

Students can touch, copy, trace characters.



Use a variety of writing tools.



弟弟

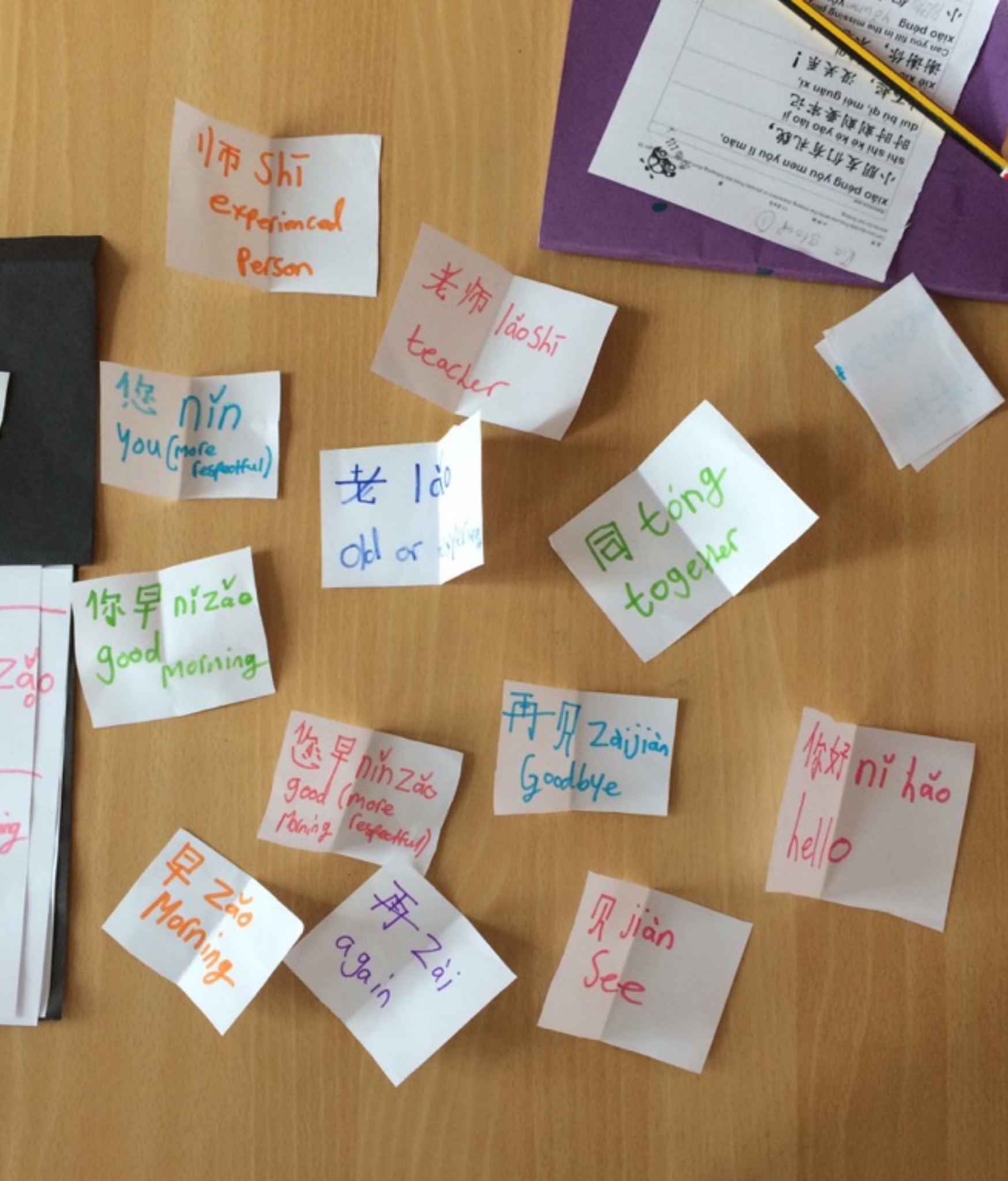
younger brother

猫

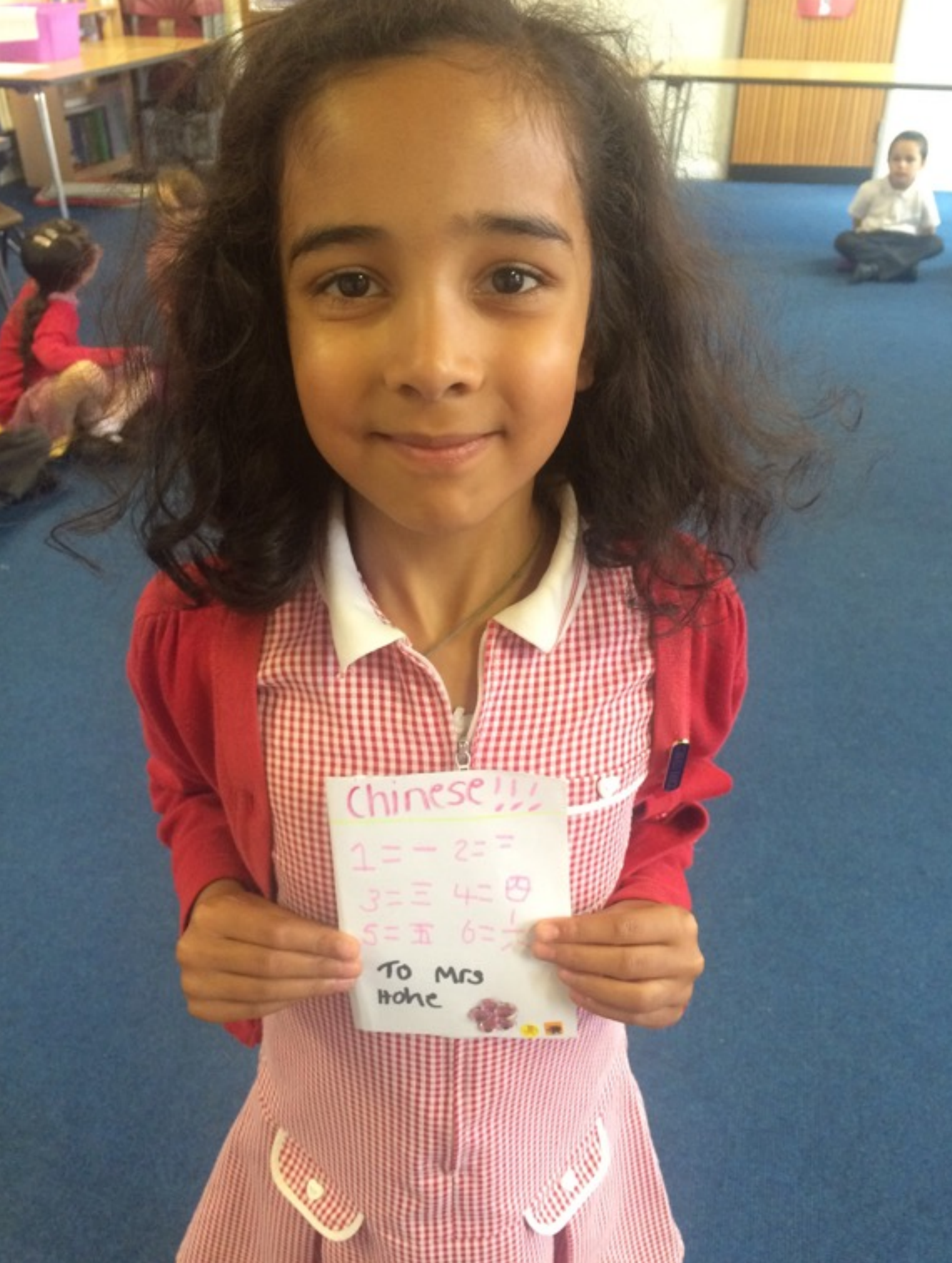
cat

A Message Board





Notes
are
written
to
friends



Notes
are
written
to
teachers

Characters communicate meaning



Reading

Reading Center



māo 在哪里？



一二三四五六七



老虎 在哪里？



Elmo 在哪里？



?

一个土豆在哪里？

yí ge tǔ dòu



Gǒu 在哪里？



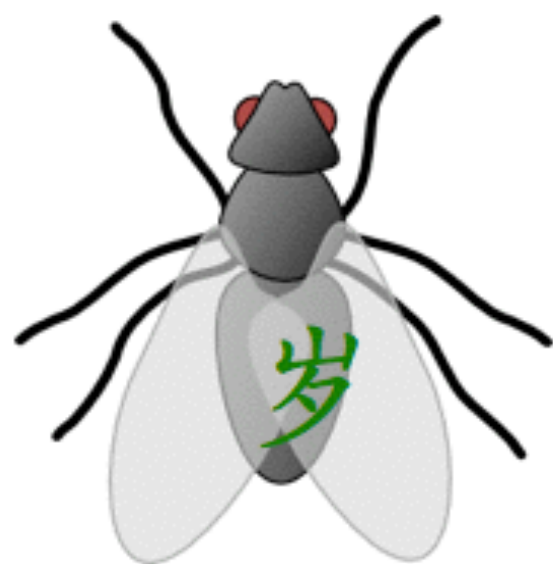
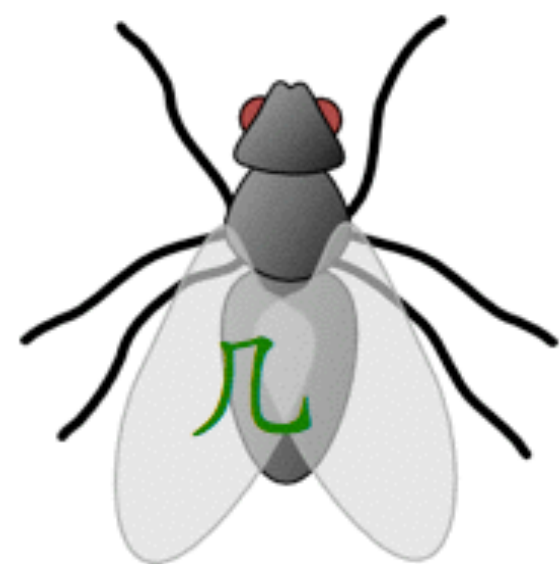






Fly Swat





Take The Ice-cream Challenge!

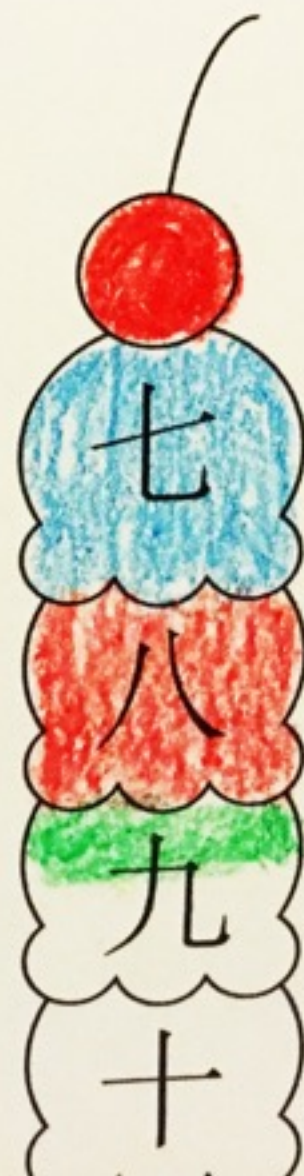
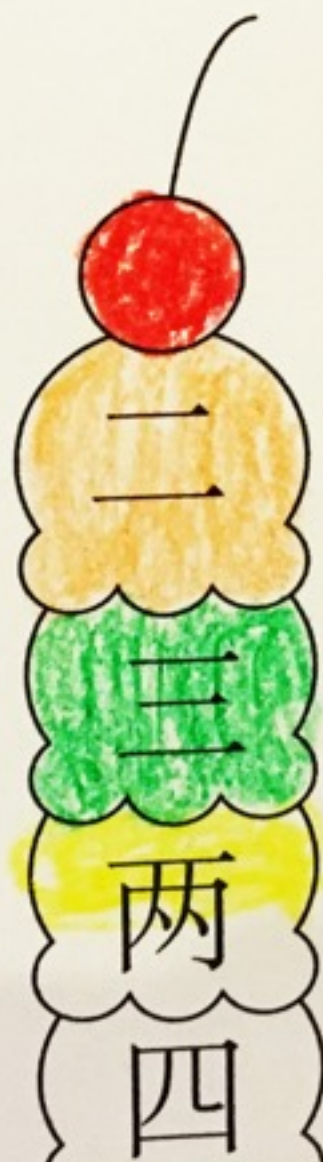
When the whole
class
can read all the
characters
we have an
Ice-cream Party!



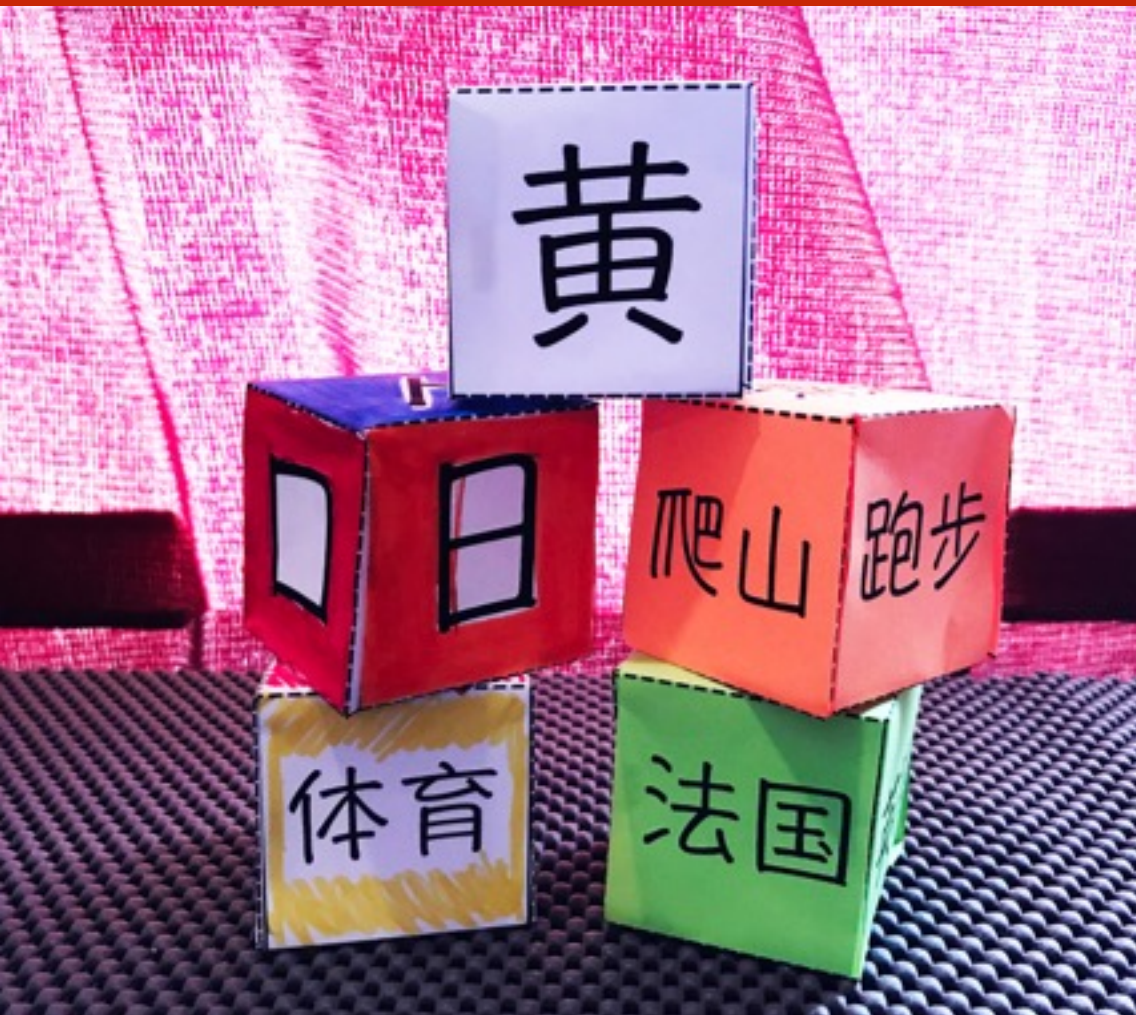
冰淇淋



冰淇淋



Reading Dice Games



Matching Games



Sentence Making



Sentence Making

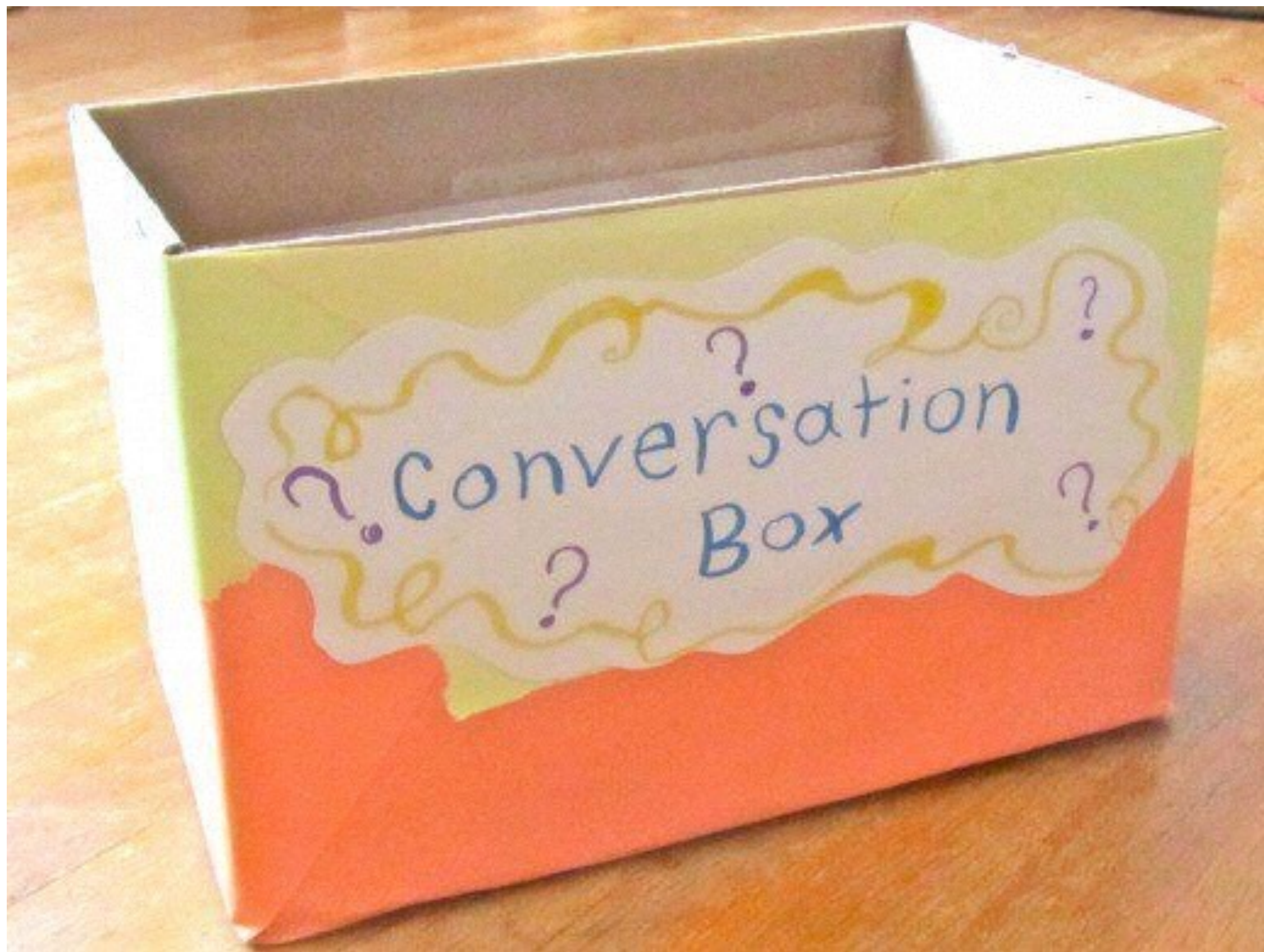


Speaking

Talking Center



Talking Center



Talking Center



Talking Center



Walkie-Talkies



Toy Phone



Microphone



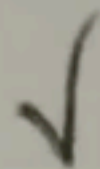
iPads / Audio Apps



Telephone

Routine
Phrases
To Kick Start
Kinder
Mandarin!

By Ms. Liu



chī wǔ cān
吃午餐

pā xià
趴下



1

Voice

2

Body
Language
and
Gestures

3

TPR

4

Visuals

5

Props

6

Break
complex
content
into parts

7

Feedback

8

Student-Centered
Learning



My Passion Project

3.

What do I need to make my Passion Project work?



How will I know I am successful?

5.



2.

I will brainstorm strategies to use in the classroom.



1.

An area of Immersion teaching I would like to focus on is.....

4.

Who is my Passion Project buddy?
How will we work together?



www.creativechinese.com/mandarin-seeds



THE CHINESE JEDI MAGAZINE OUT NOW!

THE TEACHER LAB

CULTURE

RESOURCES

THEMES A-L

THEMES M-Z

TECHNOLOGY

TRENDING



Email: creativechinese1@gmail.com