

**On the way to immersion:
Increasing students' exposure to
the target language**

16 May 2014

Xia Cui, PhD

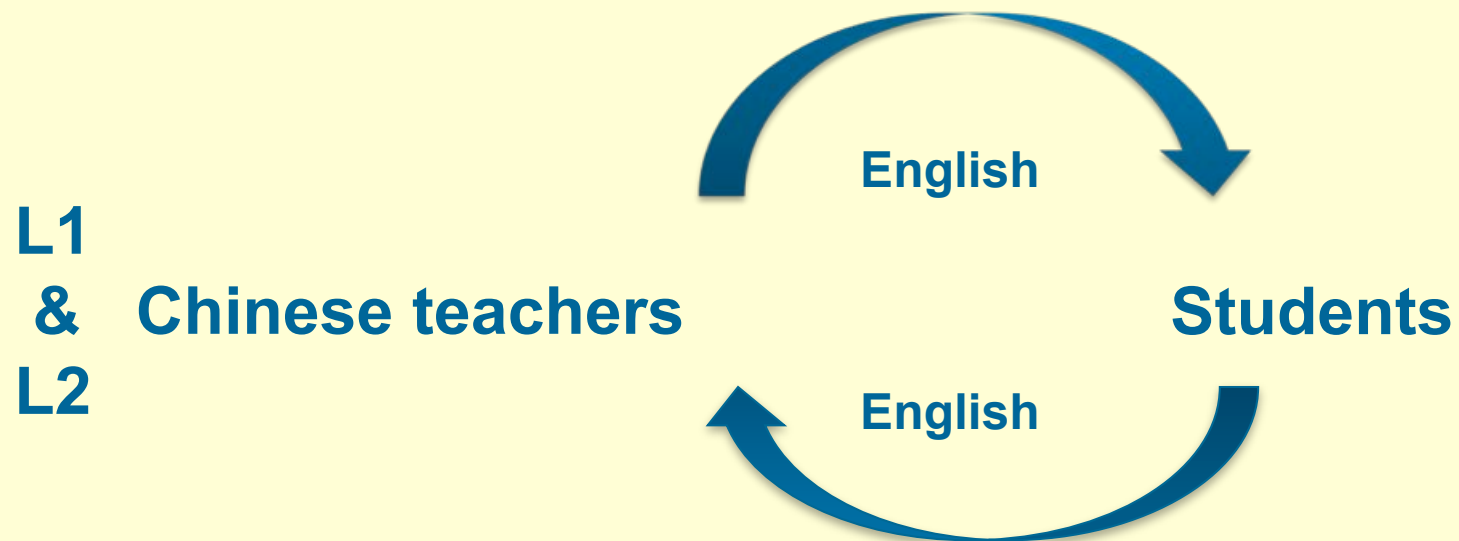
The Chinese Teacher Training Centre
The University of Melbourne

Q

What languages are we teaching?

**How much target language do we use in
our classes?**

Chinese Classes in Australian Schools



The Challenge for L1 Teachers

L1 teachers resort to English because their students often don't follow when they do use Chinese.

To be understood by students while using Chinese, L1 teachers need to learn to gradually build students' understanding of what they say by:

- **restricting themselves to a much reduced, but still accurate, corpus of language**
- **making use of mime, gesture and facial expression to assist in conveying meaning**
- **teaching students to use common classroom expressions**

The Challenge for L2 Teachers

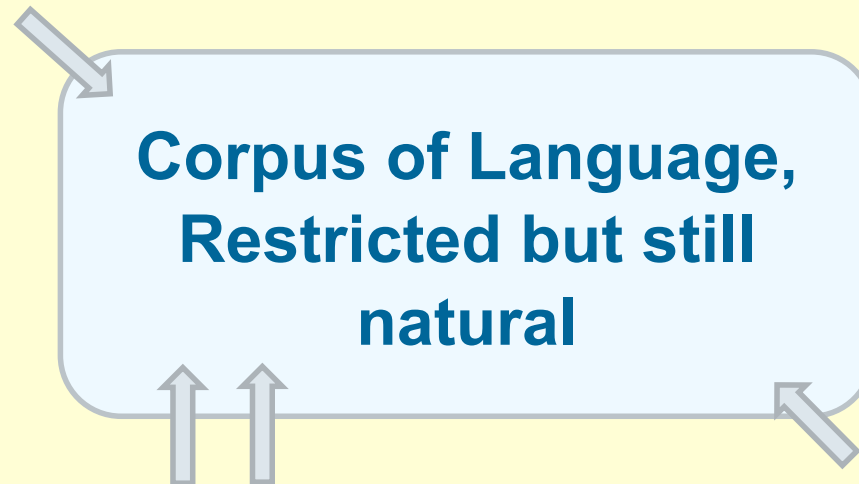
- **While they may be able to recite poems and read both classic literature and contemporary newspapers,**
- **L2 Chinese teachers often**
 - **lack the Chinese needed for running a classroom**
 - **do not have strong control of spoken structure**
 - **lack confidence to, or do not possess the competence to speak spontaneously and fluently**
 - **hence remain teaching largely in English.**

A Corpus for L1 and L2 Teachers to Use

- **While there have been lists of Chinese language in the classroom published, these tend to be either limited in scope and just provide vocabulary and phrases, or be overwhelmingly detailed and fail to take into account local needs.**
- **There has been little research on what an adequately comprehensive, but restricted, corpus of classroom Chinese might comprise.**

Purpose of the study

L1 Teachers



Students

L2 Teachers

This presentation will focus on

- **The initial gathering of natural language use in the classroom**
- **Separating the language based on its function across various lesson stages**
- **Reducing its volume**
- **Identifying the key grammatical structure**

Where to find the language?

From a variety of classrooms
run in natural, L1 Putonghua



**Australian
classrooms**

**Mainland Chinese
classrooms**

**Hong Kong
classrooms**

HK Putongua-English Bilingual School

- **Eight 50- mins lessons**
 - four primary (Grade 3 x 2, Grade 4 x 2)
 - four secondary (Yr 7, 9, 10, 11)
- **Four teachers: three female and one male**
- **Subjects: Chinese x 5, Mathematics x 2,
Discovery x 1**

Two Beijing Schools

- **Eight 50- mins lessons**
 - four primary (Grade 3 x 2, Grade 3 x 2)
 - four secondary (Yr 10, 11)
- **Four teachers: all female**
- **Subjects: Chinese x 2, Mathematics x 2,
Politics X 4**

Two Melbourne Schools

- **Four 50- mins lessons**
 - two primary (Grade 3)
 - two secondary (Yr 12)
- **Two teachers: both female**
- **Subjects: Chinese x4**

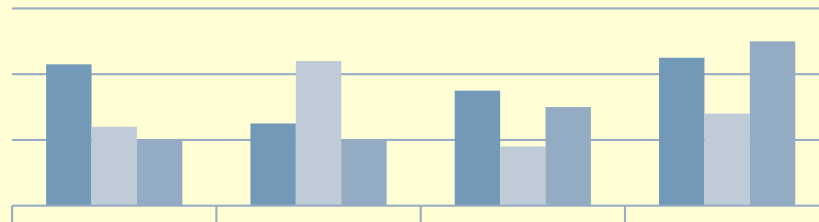
Analysis of Recorded Lessons-1

- Line by line the transcript was coded to show the type of utterance, vocabulary, grammar structures, and language function

Classroom transcript	Type of utterance	Words and phrases	Grammar	Notes/socio-linguistic – meta function
用自己的速度轻声读。 Read quietly at your own speed	Directive	用/自己 /速度 /轻声的 /读	用 + sth+ to do sth Adverb+Verb	
好 okay	Comment on behavior	好-ok		Moving on
S和S已经开始轻声读了。 S and S have already started reading	Announcement	和/已经/开始/了	已经。。。了	
看书 Read the book	Directive	看/书		
好，同学们早上好。 Okay. Good morning class	Greeting	同学（们）/早上/好		
SS: 张老师早上好。 Good morning Ms. Zhang		老师		Use of T's surname

Analysis of Recorded Lessons-2

- Tallies of utterance types were tabled



Analysis of Recorded Lessons-3

- Coded transcript was reorganized to show language performing different functions throughout the lessons:

**Organizing lesson
stages**

**Organizing class
activities**

**Questions and
feedback**

Managing the class

Analysis of Recorded Lessons-4

- Coded transcript was reorganized to show key language structures, and vocabulary listed.

电脑
COMPUTER

把

把作业拿出来
TAKE OUT THE HOMEWORK

来看一下

LET'S HAVE A LOOK

那

白板
WHITE BOARD

Analysis of Recorded Lessons-5

- **The language was submitted to two L2 teachers to obtain preliminary feedback with respect to degree of conciseness, relevance in local classrooms, and volume of language known to them**
- **Synonymous expressions were reduced to one high frequency term.**

9 Types of Utterances

Directives:

快快快，坐坐坐。 Quick quick quick, sit sit sit

把你的电脑合上。 Close your computer

好，老师想让你写下来 Okay, I want you to write this down

Suggestions:

回去之后，今天开始，咱们先读第一幕，可以吗？ After you go back, let's read the first chapter, okay?

你可以帮他改嘛？ Can you help him to correct?

Announcements :

今天第一节课呢，我们先讲一点... First lesson today, we will talk about..

每一组如果全对了，老师会帮你加分哈。 I will give you points if you get it right

还有两分钟。 Two minutes left

Types of Utterances

Content specific information:

也不是。相反也是， 不是的，不是一定的。

所以问题还是可以解决的。而且这样子会比较整齐。特别是在评比的时候。

记得是乘，不是加。

Comments :

对，你记得老师上课说的[彩虹方法]，这样很好。

You remember the method, this is good

老师看到已经坐到椅子上了，红组。蓝组做到，

I see group red and group blue all sit on the chairs

好，刚刚S提出一个很好的问题。

S同学补充得很好。

Types of Utterances

Questions to check content understanding:

有没有一点快一点的方法？再快一点的方法。想一想。Is there a quicker method?

哦。好。现在请问你了...

第二页。主要人物哪几个啊？

有没有问题？Any questions?

然后呢我们也介绍了一些什么内容呢？What else did we say?

Questions re general behavior:

好，那你要用多长时间？How long will it take you?

好，就这样子，看清楚了吗？。Do you see it clearly?

你记不记得怎么玩？Do you remember how to play?

写上名字了吗？Did you put your name on?

Types of Utterances

Nominating students to answer

我想问下S I want to ask S

好，我现在再找三位同学，S, 出来试试看

我请绿组的3号 Student 3 from group green, please.

S同学，请你讲一讲什么叫...

哪组先来？ Which group wants to go first?

Greetings: 好

Thanks

谢谢合作。

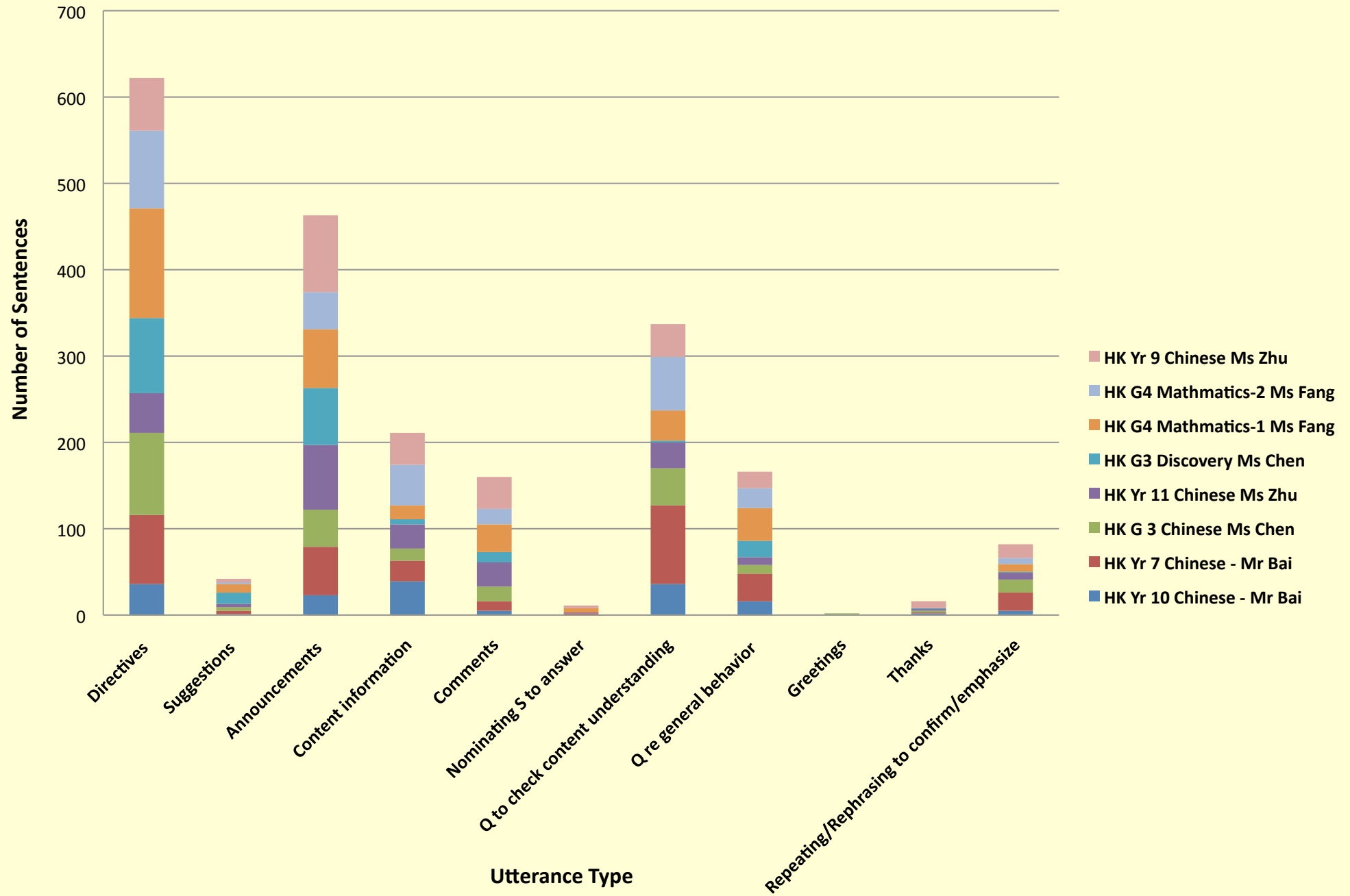
谢谢.

Repeating/rephrasing to confirm/emphasize

Tallies of Utterance Types (HK)

- by Lesson

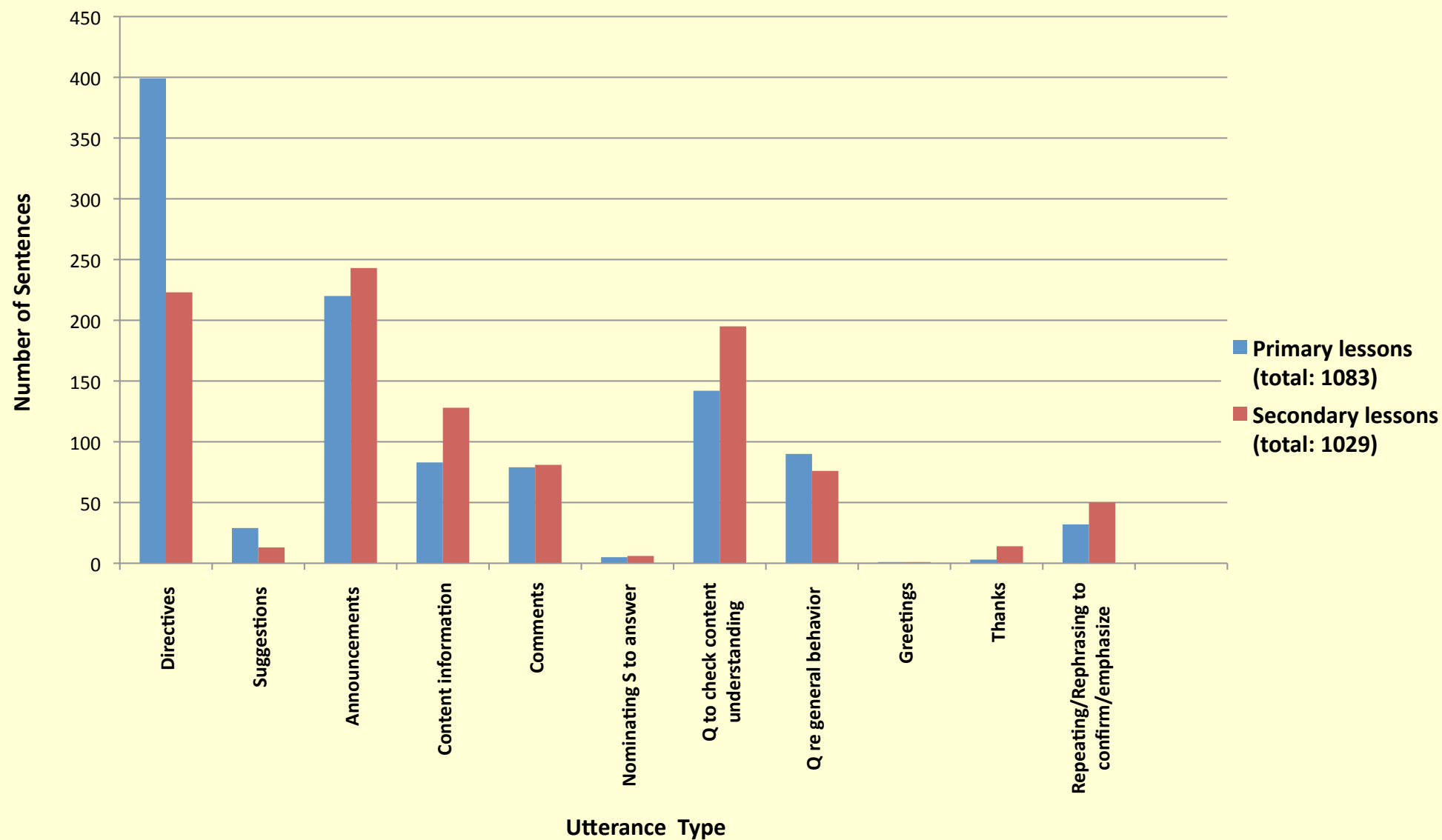
Tallies of Utterance Type - By Lesson



Tallies of Utterance Types

- Primary and Secondary Lessons

Tallies of Utterance Type: Primary and Secondary Lessons



Teacher Language - Organizing lesson stages

- **Prepare for the lesson:** informal greetings
- **Start the lesson:** Good morning...
- **Call the roll:** he's sick. He's asked for leave
- **Review + check home work**
- **Introduce new lessons:** today we will learn...
- **Sequence tasks:** next, let's have a look at...
- **Announcing the next lesson**
- **Give home work**
- **Finish the lesson:** okay, the class is over.

Organizing class activities

- **Divide students into groups:** Let's do this in groups, 3 students a group.
- **Assign the tasks:** student 1 reads, student 2 and 3 follow the instruction
- **Give rules of the task:** I give you 3 minutes
- **Give comments:** well done. I will give you 100 points
The first group has got the highest points

Questions and feedback

- **Ask questions:**

My question is.../who remembers.../who can tell me...

- **Give feedback:**

Do you have any questions here?

Am I being clear?

He explained very well.

Do you all agree?

Managing the class

Pay attention please

Start when I say start

I need you to raise your hand if you want to speak

Wait for me to finish

One after another

Can you speak louder?

We will now play a game. Can you not to make any sound?

Key Language Structures

的 SEGMENTS

好

把字句
VERB COMPLEMENTS

...

好

- 好，再来，下一个是什么呢？
- 咱们先来讲一讲有关戏剧的知识。好，打开你的，拿出你的笔记本来。
- 好，这里呢，总共有六个题目。

的 SEGMENTS

- 主谓结构：我们刚才读的这篇文章...
- 后补结构：读一次的同学举手
- 介词结构：他对这个文章的分析特别透彻
- 动宾结构，在...的时候：一个人说的时候...
- 句末加强语气：这个工作我们是按组来完成的

把字句 BA STRUCTURE

VERB COMPLEMENTS

...

- 把手放下(来) Take your hands down
- 把你身边的东西准备好 Getting the things around you ready
- 把它收起来 take it back
- 把这个答案算出来 calculate this answer
- 我把它写下来 write it down
- 你能不能把那一句话读出来 read that sentence
- 把灯关掉 turn off the light

Feedback from L2 teachers show

- Language per se does not present significant challenge
- Getting the tone and rhythm/phrasing right is challenging
- Getting a grip of modal particles can be challenging (e.g. 严格哦; 要记住阿; 昨天让你们借的书借了吧。)

Feedback from L2 teachers show

- Shorter sentences are preferred for student comprehension

e.g. 请你小小声的跟旁边的人看一看你昨天的那一题对了吗？



跟旁边的人看一看，那一题你做对了吗？小小声。

- Some words are more commonly used than others.

e.g. 现在让我们回忆回忆/回顾回顾



现在让我们想一想

Feedback from L2 teachers show

**Key training needs are work on confidence,
fluency, and spontaneous use of the language**

By reducing synonymous expressions to one high frequency term and identifying key vocabulary and grammatical structures



A first corpus of natural, accurate but pared down language



- **Sequences that teachers use for managing activities, which students would only need to understand**
- **Language that students would also need to be able to use actively**

Teaching and learning activities

- Directive utterances – e.g. Simon says 老师说
- 把字句 Ba structure – rods
- 的 segment – rods
- Gestures & visual aids