Facilitating greater student choice and autonomy in language learning

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What are the key learner dispositions or habits of mind we need to develop in our students?

- Persisting [not giving up]
- Thinking flexibly [and creatively]
- Thinking about thinking [metacognition]
- Striving for accuracy [taking pride in our work]
- Questioning and posing problems
- Applying past knowledge to new situations
- Creating, Imagining, Innovating
- Thinking Interdependently [collaborate with others]
- Remain open to continuous learning

Source:
Arthur L. Costa and Bena Kallick (eds) 2008
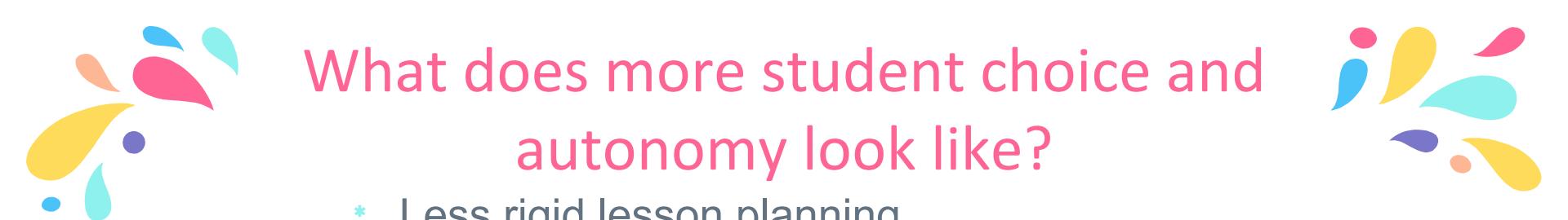
What does more student choice and autonomy look like?

* Less rigid lesson planning
* Less of being the teacher out the front and more of working alongside students
* More talking 'with students' rather than 'at students'
* Students taking an active role in their learning
* Also known as 'learner-led', 'self-directed'
* Can include 'PBL', enquiry-based learning
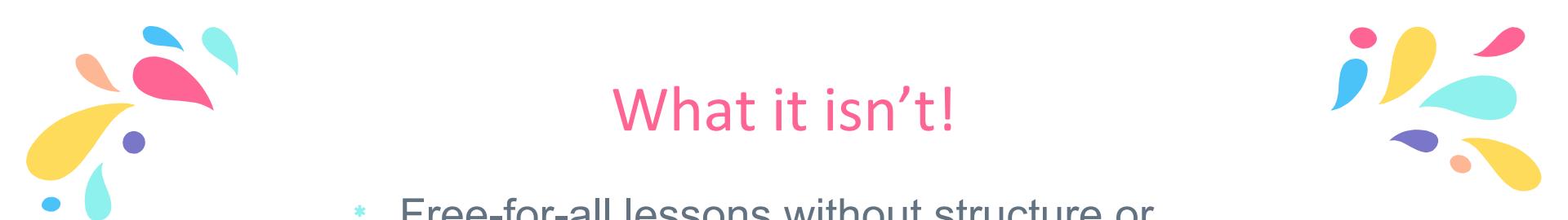
What it isn't!

* Free-for-all lessons without structure or direction

* Sitting back as the teacher and letting students do all of the work

* Easier work for teachers – it does require some additional planning and preparation prior to commencing a unit of work

* Removing all teacher-directed learning – there is still a place for direct and explicit instruction

* Appropriate for every lesson or every unit of work or assessment

Why should we give students more choice and autonomy?

* Develops high self-management skills

* Make students more self-aware as learners

* Makes learning more personal

* Creates a culture of collaboration

# What does this look like in assessment?

Examples from practice
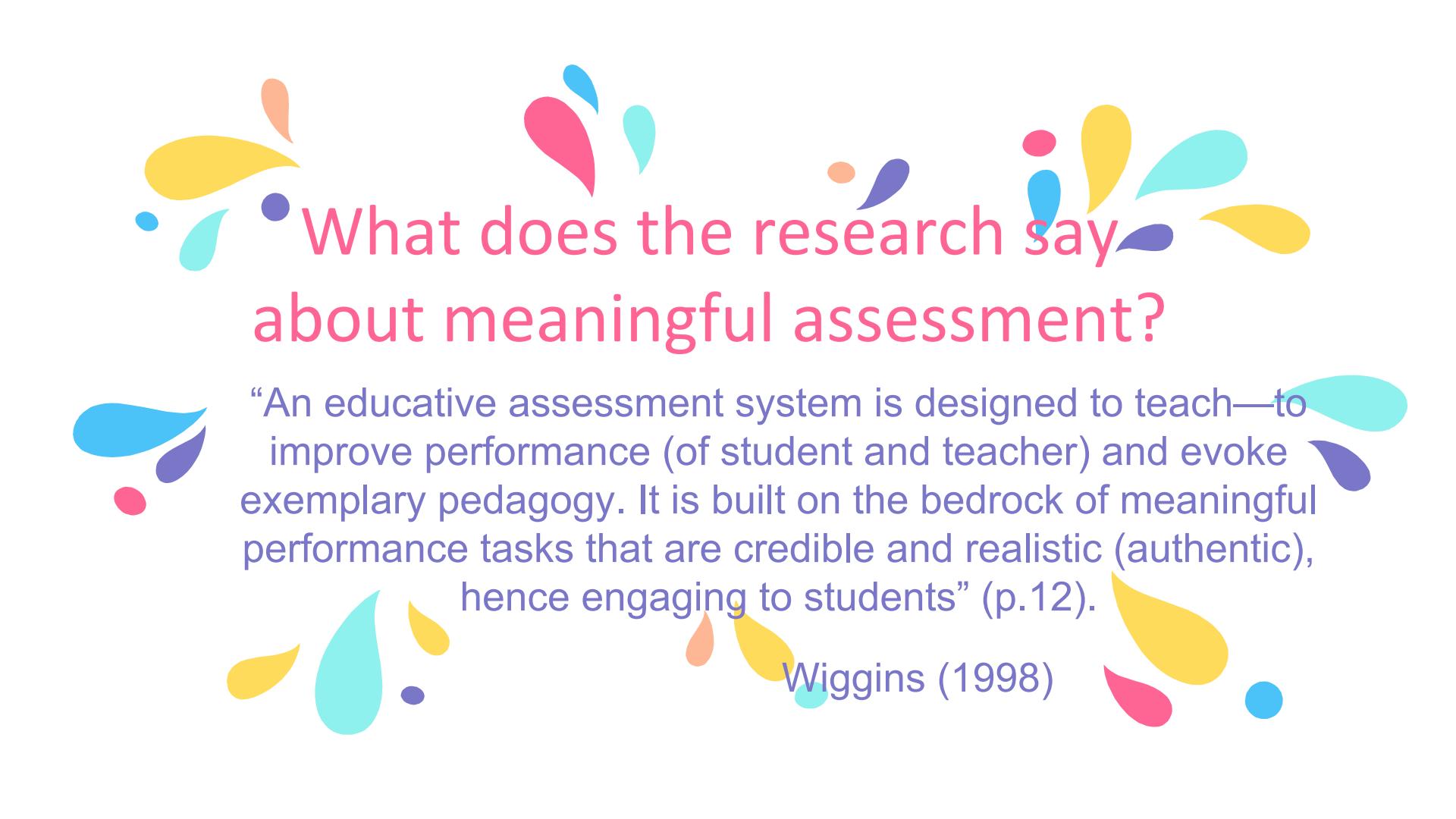
What does the research say about meaningful assessment?

"An educative assessment system is designed to teach—to improve performance (of student and teacher) and evoke exemplary pedagogy. It is built on the bedrock of meaningful performance tasks that are credible and realistic (authentic), hence engaging to students" (p.12).

Wiggins (1998)

Writing - composing

Tuesday, February 23, 2021   5:26 AM

Eportfolio writing

Je m'appelle Alex (a)(elle),(e)(ix).
Il habite ou leichardt.
J'ai douze. Je aimes baguettes
et Je n'aime pas chiens.
J suis amusant.

Son nom est stephanie.
Elle habite a Leichardt.
Elle aimes chocolat et
Elle ne pas aime banane.
Elle est intelligent.

Speaking - composing

Tuesday, February 23, 2021   5:26 AM

🔊 Eporfolio speaking 2

🔊 Speaking eportfolio

ePortfolio

Reading - Accessing and Responding

Friday, 22 January 2021   2:28 pm

Reflection Questions:
1. What strategies can I use to help me identify key ideas in written texts?
2. How are these similar/different to the strategies for comprehending spoken texts?

Answers:

1. Look at the characters I already know and use them to form context for the reading passage.
2. I can do the same thing with speech, by identifying key words that I already know and using these to understand what the person is speaking about.

Textbook p2 Qu3 Reading

| Due No due date | Points 8 | Questions 1 | Time Limit None |

Instructions

Complete the questions

Attempt History

	Attempt	Time	Score
LATEST	Attempt 1	less than 1 minute	8 out of 8

Language Systems

Friday, 22 January 2021   2:29 pm

Reflection Questions:
1. How does the Chinese language system compare to other languages I know?

Answers:

1. The Chinese language system compares to other languages by using a variety of symbols to communicate meaning. It is different from my native language, English, as it has no alphabet system which I use to understand pronunciation of words I haven't seen before. It is similar to other character based languages like Japanese or even Ancient Egyptian hieroglyphics, as each character design is derived from images of the relevant idea.

🎵 character parts of wo

Meaning of Characters. I loved your explanations here

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Project-based Learning Task: open your own restaurant

Stages of Task Completion:

- In groups, research one Chinese regional cuisine, including geographical, climatic, cultural etc influences. Find 10 dishes from that region in both Chinese and English. Come up with a name for the restaurant in Chinese and English. Develop a presentation.

- Create a bilingual menu for the restaurant

- Create either a cooking demonstration for one item on the menu or a waiting tables demonstration to be used for staff training.

- Shark Tank style bid to present and promote restaurant idea and materials.

SICHUANESE STYLE CUISINE

四川味道·SPICY PHOENIX

STANMORE, AUSTRALIA

面类·NOODLES

担担面- Dan dan noodles	¥85
炒面- Fried Noodles	¥75
汤面- Soup Noodles	¥75
辣牛肉面- Spicy Beef Noodles	¥100
鸡蛋面- Egg noodles	¥55

肉类·MEAT

宫保鸡丁- Kung Pao Chicken	¥125
麻婆豆腐- Mapo tofu	¥60
糖醋排骨- Sweet and sour pork	¥110
炸鸡- Fried chicken	¥80
叉烧猪肉- BBQ pork	¥90

饭类·RICE

鸡肉炒饭- Chicken Fried rice	¥40
四川炒饭- Sichuan fried rice	¥45
米饭- Plain rice	¥20
虾仁炒饭- Shrimp fried rice	¥40

饮料·BEVERAGES

绿茶- green tea	¥10
黄茶- yellow tea	¥5
白茶- white tea	¥100
乌龙茶- oolong tea	¥10
红茶- black tea	¥5
王老吉- Wanglaoji	¥10
苏打- Assorted cans	¥5

NEW HUNAN 新湖南

All currency in 元

MEAT TYPES

回锅肉, Twice cooked pork	70
橙花鸡, Orange chicken	60
麻婆豆腐, Mapo Doufu	60
宫保鸡丁, Kung Pao Chicken	60
北京烤鸭, Peking duck	70
酸甜咕噜肉, Sweet and sour pork	70
煎焗鸡, Cantonese "Fry Roast" Chicken	70
叉烧, BBQ Roast Pork	60
毛氏红烧肉, Mao's braised pork	50
黑豆和辣椒蒸排骨: Steamed pork ribs with black beans and chili	40

RICE

湖南米粉, Hunan Rice Noodles	40
米饭, boiled rice	30
炒饭, fried rice	30

NOODLES

湖南米粉, Hunan Rice Noodles	40
湖南面香辣酱 Hunan noodles with spicy meat sauce	30
湘式手工鸡蛋面 Handmade egg noodles Hunan-style	40

FISH

酱蒸鱼头: Steamed fish head with pickled pepper sauce	50
红烧鳝鱼黄瓜: Braised eel with cucumber	50
黄焖糙粑鱼: Yellow-cooked salt cod in chilli sauce	40
红烧鳊鱼: Red braised bream.	60

SOUPS

湖南酸辣汤 Hunan Hot and Sour Soup	50
湖南扇贝汤 Hunan Scallop Soup	50
湖南鱼汤 Hunan Fish Soup	40
汤面 Noodle Soup	60

DRINKS

Water 水	5
Coca Cola 可口可乐	10
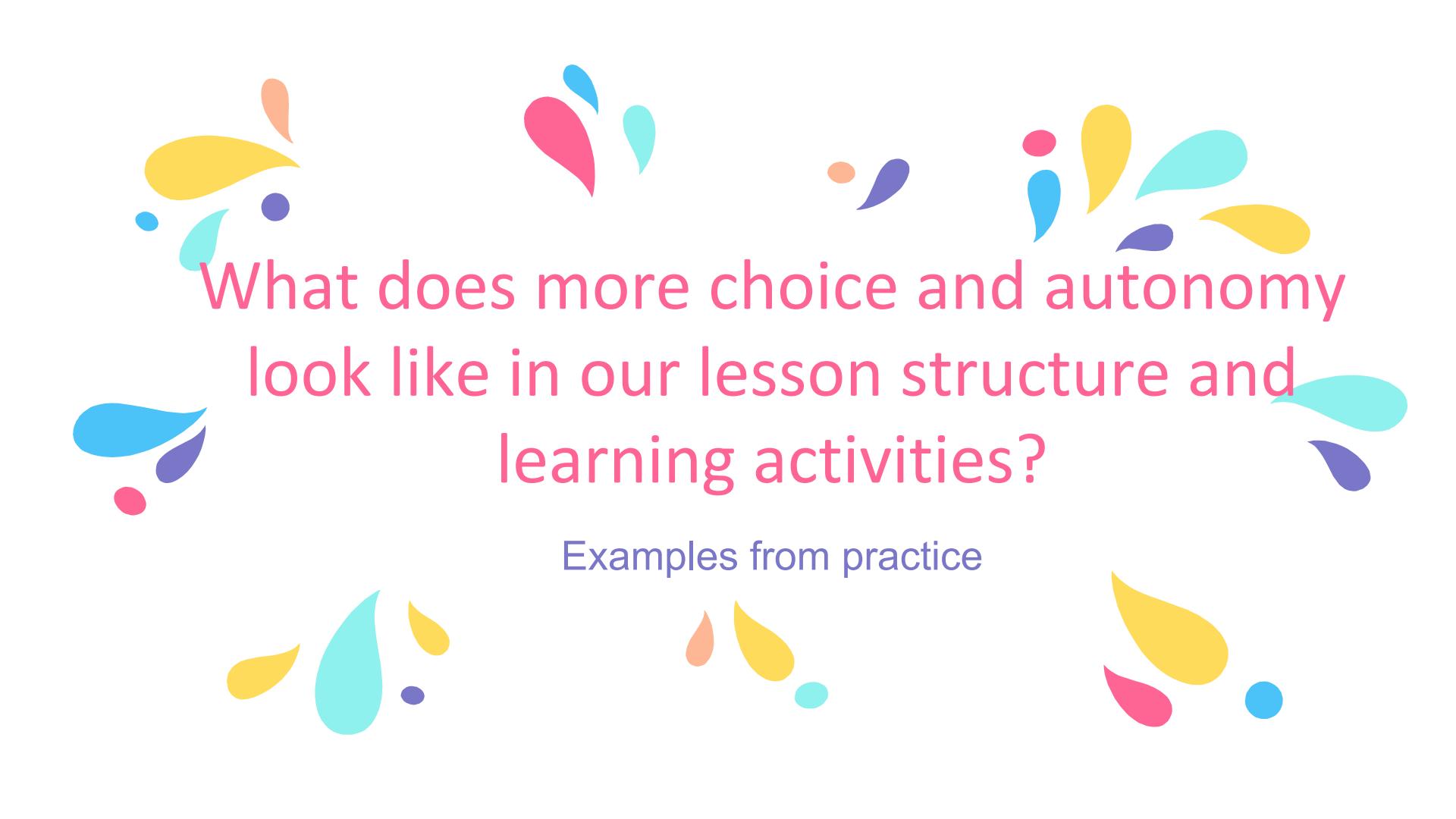
What does more choice and autonomy look like in our lesson structure and learning activities?

Examples from practice

Jinbu 1.1 Learning Path

你好~

See Nearpod for Lesson Activities 1.1

Vocabulary - shēngcí

Numbers vocabulary list:

numbers 0-100 vocabulary list.pdf ↓

Character practice sheets to print and practise:

1.1汉子练习1.pdf ↓

1.1汉子练习2.pdf ↓

What else can we do with number? Extension!!!

What can we do with numbers in Chinese.docx ↓

Practising numbers through online games:

Education Perfect Numbers 1-10 ↗

Education Perfect Numbers 11-20 ↗

Wordwall numbers - pinyin ↗

Wordwall numbers - characters ↗

Unit Learning Paths

Understanding Language - liǎojiě yǔyàn

Strategies for learning characters

Introduction to Chinese Language

Chinese stroke order rules
▶ Watch on ▶ YouTube

numbers 1 10 how to write 三 四 五
▶ Watch on ▶ YouTube

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Jinbu 5.1 Learning Path

shēngcí - vocabulary

EP basic words food list ↗

Duolingo food lists

gē - songs

Learn Mandarin | Chinese Food and Drink Song (S...
Food & Drink (Snacks)
▶ Watch on ▶ YouTube

Chinese Burp Song (打嗝歌) - Fun Man...
The Burp Song
▶ Watch on ▶ YouTube

jiāoliú - interacting

role plays and other speaking activities in class

tīnglì hé yuèdú - accessing and responding

Textbook p72 Q1 Listening

Textbook p72 Q2 Reading

Textbook p73 Q3 Speaking

Textbook p73 Q4 Listening

liǎojiě yǔyàn - understanding the language system

Characters using 饭
火 饭

A visual road map of the learning program

Differentiated Learning Paths

START HERE

1

Complete the following tasks:
- learn the core vocabulary
- master the core grammar
- complete the Textbook activities
- complete the workbook activities
- write a description of yourself, a family member or friend in characters
- complete a formative test

NEXT

2

Following completion of the tasks outlined in 1, you will be taken to ONE of the following:
- activities which focus on consolidation of the newly learnt language

OR

- activities which expand your vocabulary combined with further consolidation of the previously learnt language

OR

- activities which expand on your grammar combined with further consolidation of perivously learnt language

END HERE

3

Complete the following:
- End of unit formative test
- End of unit formative speaking and writing task

Vocabulary 生词	Grammar 语法
Jinbu2 2.1 Vocabulary list.pdf ⬇ [read through the list] 2.1 vocabulary list wordfind.pdf ⬇ 2.1 matching characters and english.pdf ⬇ Word Hunt Game ↗ Word Strike Game ↗ Jinbu 2 Activity Book p32 Qu2.1.8 Gimkit Jinbu 2 2.1 https://www.gimkit.com/play/5ef13c5a52d991002271fb3b/5d313936f725280020742af3 ↗ ↗ Duolingo - self-paced learning	Read 2.1 grammar notes Textbook p25 Grammar: omitting the noun Jinbu 2 Activity Book p32 Qu2.1.9 Textbook p24 Grammar: yes/no questions Jinbu 2 Activity Book p30 Qu2.1.5
Listening 听	Speaking 说
Textbook p24 Qu1&2 Listening Textbook p24 Qu3 Listening	Complete 2.1 Speaking Activity Complete 2 practice conversations with 老师 Jinbu 2 Activity Book p31 Qu2.1.6
Reading 读	Writing 写
2.1 Chi-Eng definitions.pdf ⬇ Complete 2.1 Reading Activity Textbook p25 Qu5 Reading Jinbu 2 Activity Book p28 Qu2.1.1 & 2.1.2 Jinbu 2 Activity Book p33 Qu2.1.10	Jinbu 2 Activity Book p29 Qu2.1.3 & 2.1.4 2.1 vocabulary 汉字练习 character practice.pdf ⬇ 2.1 Eng-Chi definitions.pdf ⬇ Jinbu 2 Activity Book p31 Qu2.1.7 Complete 2.1 Writing Test - English to Chinese for the vocabulary we have learnt
Culture 文化	Formative Test 小考
2.1 Cultural connotations of words Edpuzzle: Four Great Beauties of Chinese history [see Edpuzzle link on side bar] Edpuzzle: Four hottest guys in Chinese history [see Edpuzzle link on side bar]	Make sure 老师 has signed off that all activities are completed, Then See 老师 when you are ready to do the test. This includes: 1 x EP vocabulary and grammar test which practises Listening, speaking and reading 1 x Vocabulary Test focussing on English -Chinese

Languages 饮茶 / à la carte lessons

* Students are given a 'menu' of activities to choose from

* These may have a skills focus and/or a content focus

* Students may be required to complete a set number of tasks

* Some tasks may be compulsory – like 'tea' in 'yumcha' or choosing an 'entrée', 'main' and 'dessert'

* Teacher works with small group or individual students

The Impact

* Richer and student-initiated conversations about learning

* Students requesting learning activities, resources and supports to help their learning

* Increased student responsibility for their learning

* Increased focus on skills and strategies

* Increased confidence in students to continue their languages learning journey

* Increased collaboration among students
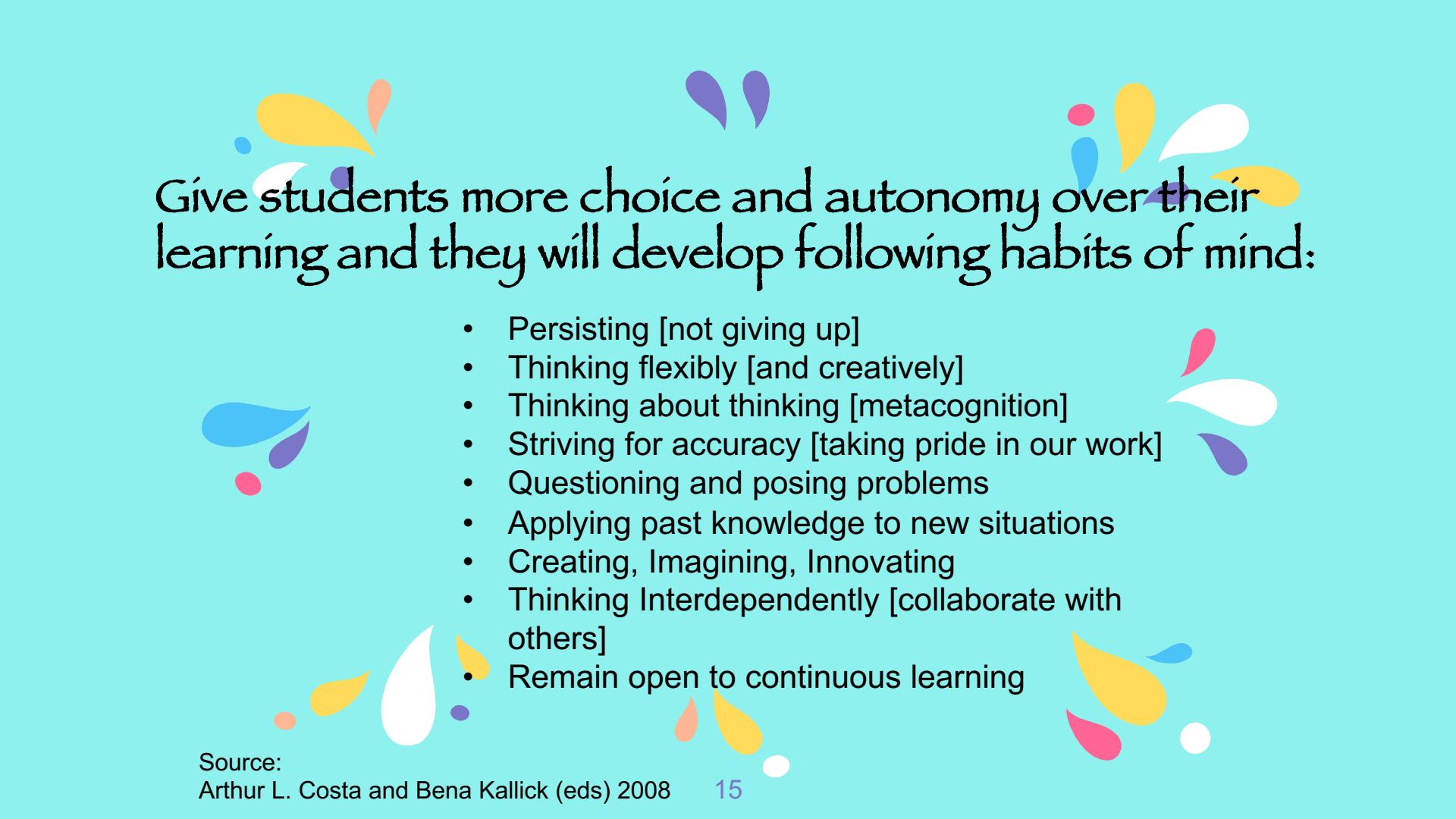
Give students more choice and autonomy over their learning and they will develop following habits of mind:

- Persisting [not giving up]
- Thinking flexibly [and creatively]
- Thinking about thinking [metacognition]
- Striving for accuracy [taking pride in our work]
- Questioning and posing problems
- Applying past knowledge to new situations
- Creating, Imagining, Innovating
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- Remain open to continuous learning

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References

* *edited by Arthur L. Costa and Bena Kallick. (2008). Learning and leading with habits of mind : 16 essential characteristics for success. Alexandria, VA :ASCD,*

* Iversen A-M, Pedersen AS, Krogh L, Jensen AA. *Learning, Leading, and Letting Go of Control: Learner-Led Approaches in Education*. SAGE Open. October 2015. doi:10.1177/2158244015608423

* Martin, K. (2018). *Learner centered innovation: Spark curiosity, ignite passion and unleash genius*.

* Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and Improve student performance.* San Fransisco, CA: Jossey-Bass

Thanks!

Any questions?

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