

Syllabus and Language Learning Strategies



Overview

In this lesson:

You will review what you learned.

You will review the course syllabus.

You will ask questions regarding the syllabus.

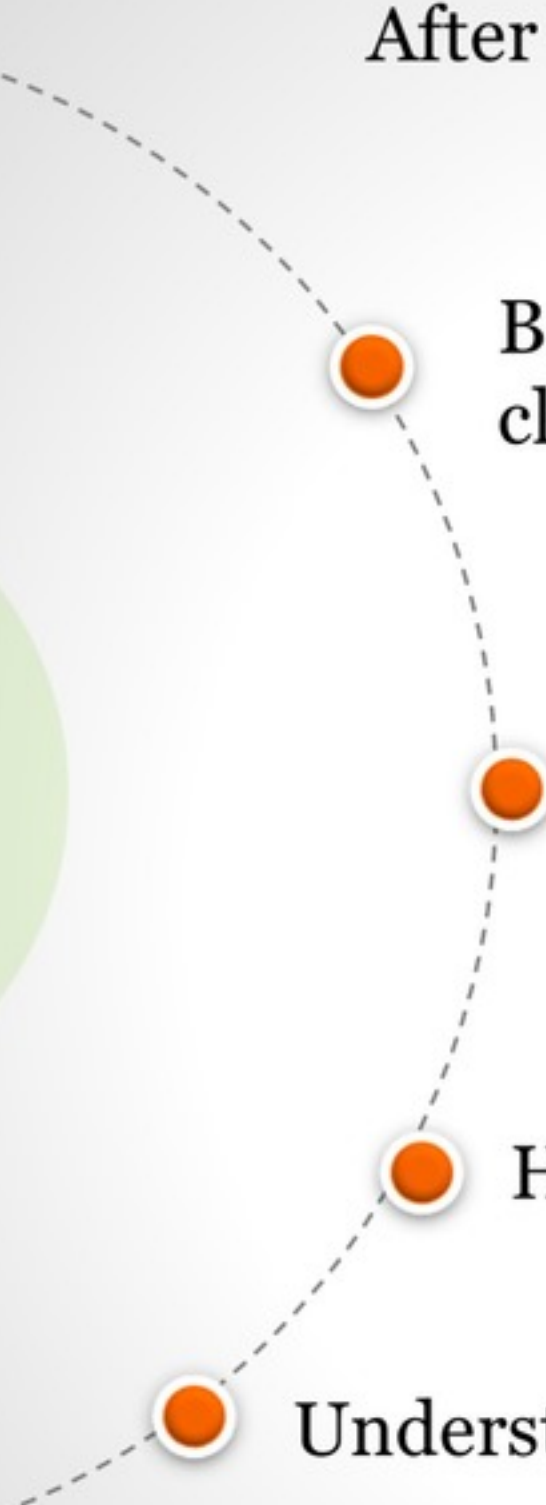
You will learn language learning strategies.

You will know ACTFL standards.

You will learn about Chinese pronunciation system---Pinyin.

Objectives

After this lesson, you should:



Be clear what you will learn and do in Chinese class for this school year.

Know better about language learning.

Have knowledge about the Pinyin.

Understand ACTFL standards.

Review what you learned.



Can you write door in Chinese?

Collaborate!

Can you write door in Chinese?

Write a Chinese character!



mén

门

Draw It

Listen to teacher, find the picture and draw on it.

Some cognates!



You have a Chinese name!



bái xuě
白雪

ài zé kè
爱泽克

kè lǐ sī
克里斯

sī miǎo
思淼

jié dēng
杰登

mài kè sī
迈克斯

wǒ zài
我在

wǒ zài
我在

wǒ zài
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wǒ zài
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National Security Language Initiative for Youth(NSLI-Y) summer camp
2018:

<http://www.nsliy-interactive.org/category/mandarin-chinese/>

Schatuck-St. Mary's School

Chinese I Syllabus

Ms. Hua Lin 林老师(lín lǎo shī)

Room:

E-mail: hua.lin@s-sm.org

COURSE DESCRIPTION:

- Language acquisition strategies
Language should be acquired, not specifically learned. Students will explore how to use language acquisition strategies to accelerate their language learning.
- Proficiency-based
Students will master listening and speaking for the basic knowledge for writing Chinese characters and practicing calligraphy. Students will use computers and devices.
- Standards-based
This course will align with the Foreign Languages' standards and student proficiency levels.
- The Chinese pronunciation system
Students will learn Pinyin and the pronunciation system.
- The Chinese culture
Students will also explore Chinese culture, geography, and history.

COURSE GOALS:

• Communication in Chinese

- Understanding Chinese cultures

Students demonstrate an understanding of Chinese cultural perspectives and cultural practices.

<https://cf.nearpod.com/neareducation/new/Webpage/334297326/iconoriginal.pdf?AWSAccessKeyId=AKIAINYAGM2YWP2OWQBA&Expires=2147483647&Signature=doqc59JFjnMrk9vsf2%2FXgLaAwc%3D>

Summer Camp 2018

<http://www.nsliforyouth.org/languages-and-programs/mandarin/>

<http://confucius.umn.edu/>

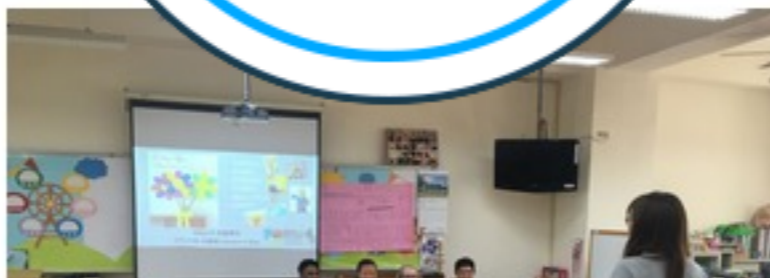
Chinese



Home > Languages and Programs > Chinese (Mandarin)

Chinese (Mandarin) Summer

The Chinese summer program aims to enhance students' ability to communicate with confidence in the target language. The program increases students' Chinese language proficiency through intensive in-class language instruction, cultural presentations and activities, and host family...



activities such as cooking, Chinese arts and crafts, and martial arts classes complement classroom learning and provide students with diverse opportunities to practice their language skills.



Program Location: [China](#), [Taiwan](#)

Accommodations: Host families or a combination of group housing and host family stays

Receive NSLI-Y Application Updates!

First Name

John

Last Name

Doe

Submit

Twitter

Instagram

f 247

Twitter icon

+ 170

<http://www.nsliforyouth.org/languages-and-programs/mandarin/>



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Registration Now Open: Fall 2017 Community Chinese Classes

Registration is now open for the Confucius Institute Community Chinese Classes. The fall 2017 dates are September 11 to November 10.



Youth Experience

This summer, CIUMN offered an “Experience” camp and three “Passport to China” camps, including a “Summer Camp” for four camp offerings were open to youth ages 6 to 11. Camps were held on July 11-14 and July 17-21. These camps are offered in collaboration with the University Youth & Community Programs to provide Chinese language camps through Kids' University, a summer camp program that offers participants the chance to spend time learning about a specific academic topic while exploring the University of Minnesota.

Camps

Announcements

Chinese Language Cafe

Date: August 24, 2017
Time: 5:30 p.m. - 7:30 p.m.
[Learn more and RSVP here!](#)

Join our Mailing List

Want to keep in touch and know the latest news? [Sign up for the CIUMN mailing list!](#)

Follow us on Facebook

["Like" us on Facebook](#) for the latest news and cultural tidbits!

Resource Center Hours

<http://confucius.umn.edu/>

Wall, Summer Palace, the Bund, and the Li Jiang River. Both camps were filled with fun and active activities like dancing, singing, kungfu, *jianzi*, play-doh projects, character writing, and art projects like papercuts, painting, and mask-making.



Language Learning Strategies.

Accuracy vs. Fluency: Find a Balance and Keep Moving Forward

by Andrea Murau Haraway

When I was a young, 20-something, I accepted a job teaching English in Japan. While I had never studied Japanese or lived in Japan, I did have experience learning other languages and living in other countries.

When I arrived in Kyoto, I joined two other English-teaching colleagues -- also new to Japan. We spent our first few months teaching, and outside of teaching, struggling to get by in daily life. We soon realized that we needed to take language classes, so as summer break approached, we enrolled in intensive Japanese classes.

It was very interesting to watch our different approaches to learning (and using) our new language.

One weekend, we decided to take a day trip to Ryoanji, a famous rock garden, located in the outskirts of Kyoto. We took a train to the area, but from the train station we had to ask directions to the garden. Here is where I discovered our different approaches.

One friend was very particular about speaking correctly. She would spend several minutes quietly thinking to herself, checking her dictionary, and planning how she should best ask how to get to Ryoanji. Five minutes passed before she would even open her mouth!

Another friend was very open and gregarious and rather indifferent to language structures and cultural convention. She grabbed the first person she could find, and asked him for directions. The problem was that he had difficulty understanding what she was saying. When he finally understood, he offered the directions, but then she didn't understand everything he said, so she asked again and again for him to repeat the directions. Several minutes passed and she was still not clear on the directions and he was trying to find a way to escape!

My approach was different. I considered what I was going to say, and then asked the nearest person for directions. She said, "You go down this road and take the second right. Then you..." Unfortunately, my Japanese was only good enough to retain small chunks of information, so I couldn't understand the rest of her directions. But I thanked her kindly, walked down the street, and took the second right. Now out of sight of the first person who gave me directions, I simply asked a new person for the next set of directions. And so I continued until I made it to Ryoanji!

Consider the following questions:

- Which of the people in the story were more focused on learning? Which on acquisition?
- Is your approach to language learning similar or dissimilar to the examples mentioned in the reading? How?
- Which approach is more likely to propel a language learner toward acquisition? Why?

Predicting – using social and contextual clues to guess at the topic

Using selective attention – paying attention to only what seems important

Preparing – thinking about what one wants to communicate in advance

Looking ridiculous – being willing to look foolish in order to complete the task

Practicing

Monitoring – correcting one's own speech for accuracy

Asking questions

Taking notes

Using imagery – relating new information to a visualization

Finding the answer in multiple ways

Using physical response – relating new information to a physical action

Playing – experimenting with language

Technologies inside and outside of classroom

Student interest and strength

survey: <http://www.thrively.com/student> Join code: L3LTKCRK

<https://linguafolio.uoregon.edu/>

<https://nearpod.com/>

<https://padlet.com>

<http://www.voicethread.com>

<https://www.memrise.com/home/>

<https://quizlet.com/> Join code: sukegmi

<https://edpuzzle.com/>

In this lesson you did these things...

Reviewed the course syllabus.

Learned the language learning strategies.

Knew about Chinese Pinyin.

HOMEWORK

Finish signing up the accounts for the technology websites.