



美国国际文教学会2024年“美师说”秋季中文教师培训系列
AAICE 2024 Fall Professional Development Series

提升学生语用能力的 多媒体运用

2024年 9月22日

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Understand Multimedia's Role: Explain how multimedia enhances students' practical language skills in social contexts.

了解多媒体的作用:解释多媒体学生如何在社会环境中应用的实际语言技能。

今天的目标:



Identify Multimedia Tools: List three multimedia tools that improve students' practical language skills and their classroom applications.

识别多媒体工具:列出三种提高学生实际语言技能的多媒体工具及其在课堂上的应用。

Design Activities: Plan or design an activity using multimedia to enhance students' language performances.

设计活动:规划或设计一个使用多媒体来提高学生语用能力的活动。

听到 1, 2, 3 再一起在聊天室打出答案。

沉浸式/中文老师在教什么？

语用能力：学生用第二语言交流沟通的能力，

包括：听/说/读/写，理解，判断，思考的能力。

教导并提升学生自主使用中文来沟通的各种能力。

表 1 知识深度模型

DOK	所需的认知水平	对应阶段
第一层：回忆 / 复述	能回忆出事实、信息或过程，并能处理低级别的信息，只需要一步思维活动	获取知识
第二层：技能 / 概念	能利用信息或概念，并能完成两步以上的任务	应用知识
第三层：策略性思维	具备逻辑推理的思维能力，能制订复杂的计划，常常需要多步的思维过程	分析知识
第四层：拓展性思维	能通过调查、思考解决受多种条件影响的问题	扩充知识

理解抽象陌生话题
，创造语言

有先后顺序
的具体描述

应用所学

鹦鹉学舌

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	Language Functions	Corresponding Professions/Positions*
Superior	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations and unexpected complications. No patterns of error emerge and minimal sporadic errors in low-frequency or complex structures are present, but in such a way, that they do not distract from their message.</i>	Attorney, Court Interpreter, Financial Services Marketing Manager, Foreign Area Officer, Judge, University Language Professor
Advanced High	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication with sufficient control of structure and vocabulary to be understood by most anyone.</i>	Account Executive, Broker, Financial Advisor, Human Resources Communications Manager, Insurance Manager, Interpreter, Marketing Manager, Military Linguist, Physician, Quality Assurance Specialist, Researcher/Analyst, Social Services Case Manager, Translation Officer
Advanced Mid		Account Executive, Banker, Banking and Investment Services Manager, Customer Service Representative, Banking Manager, Collections Representative, Court Stenographer, Credit & Loan Advisor, Customer Service Agent, Facilities Manager, Financial Advisor, Fraud Specialist, Human Resources Benefits Specialist, Interpreter, Marketing Manager, Medical Interpreter, Mental Health Specialist, Patient Advocate, Program Executive, Recruiter, Researcher/Analyst, Sales & Marketing Representative, Social Service Case Manager, Technical Service Agent
Advanced Low		911 Dispatcher, Accounting Coordinator, Banker, Banking Manager, Billing Clerk, Call Center Representative, Claims Processor, Consumer Products Customer Services Representative, Credit & Loan Advisor, Customer Service Agent, Customer Service Interpreter, Employee Trainer, Financial Advisor, Flight Attendant, K-12 Language Teacher, Legal Receptionist, Legal Secretary, Maintenance Administrator, Maintenance Technician Supervisors, Nurse, Police Officer, Program Executive, Researcher/Analyst, Retail Services Personnel, Sales & Marketing Representative, Social Service Case Manager, Social Service Receptionist, Social Worker
Intermediate High	<i>Create with language, initiate, maintain, and bring simple conversations to a close by asking and responding to simple questions with sentence-length discourse. Their communication will include errors that may, at times, distract from their message but they can usually clarify their message, as needed.</i>	Administrative Assistant, Auto Inspector, Aviation Personnel, Banking Manager, Conductors (Bus/Train), Custodian, Customer Service Agent, Employee Trainer, Facilities Manager, Firefighter, Flight Attendant, Insurance Manager, K-12 Language Teacher, Maintenance Technician, Missionary, Nurse, Police Officer, Receptionist, Sales Support Representative, Social Worker Assistant, Tour Guide, Utilities Installer
Intermediate Mid		Cashier, Customer Service Agent, Salesclerk (highly predictable contexts), Technicians (equipment maintainers), Truck Driver
Intermediate Low		Customer Service Agent (incidental target language use), Housekeeping Staff
Novice High	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases. Their communication will include many errors and require a very sympathetic interlocutor for successful communication.</i>	No functional professional working ability
Novice Mid		
Novice Low		

*The levels of proficiency associated with the positions above are minimal levels of oral proficiency, most of which are based on LTI task analyses, where the minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



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为什么我们运用多媒体？

- 高效
- 产生兴趣
- 实用语言
- 跟话题产生连结
- 跟他人产生连结
- 跟世界产生连结

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多媒体在日常生活的运用

热身活动

书包放好, 拿出课文跟笔。

看白板, 根据要求完成。

所有问题都要用完整句子来回答。

多媒体在学生作业的运用

假装是铁路华工在社交媒体发表心得



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感谢Utah 圣乔治张尚可老师的分享

在运用多媒体之前-要学生确实做到什么？

设定清楚学习目标

SMART 目标

一个例子：在观看《包宝宝》这部微电影后，我可以用故事山的架构写《包宝宝》的故事，包括故事开头，故事发展，故事高潮，问题解决，和故事结尾五个部分。在我的段落要用到孤单，无微不至，照顾，冲突，后悔，等词语。



在运用多媒体之后-如何检测学生是否达成目标？

Rubric for Storytelling

Task Description: (Teacher may explain specific assignment in this space.)

Criteria	weight	Exemplary 4 – yes	Accomplished 3 – yes, but	Developing 2 – no, but	Beginning 1 – no
Knows the Story	20%	<input type="checkbox"/> Knows the story well; has obviously practiced telling the story; uses no notes; speaks with confidence	<input type="checkbox"/> Knows the story pretty well; some practice; may use notes; fairly confident	<input type="checkbox"/> Knows some of the story; has not practiced; relies on notes; appears uncomfortable	<input type="checkbox"/> Does not know story; reads from notes
Voice	15%	<input type="checkbox"/> Always speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; explains unfamiliar words	<input type="checkbox"/> Usually speaks loudly, slowly, and clearly <input type="checkbox"/> Correct pronunciation; does not explain unfamiliar words	<input type="checkbox"/> May speak too softly or too rapidly; mumbles occasionally <input type="checkbox"/> Incorrect pronunciation of some words; does not explain unfamiliar words	<input type="checkbox"/> Speaks too softly or too rapidly; mumbles <input type="checkbox"/> Incorrect pronunciation; does not know what unfamiliar words mean
Acting	20%	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist others	<input type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others
Duration	5%	<input type="checkbox"/> Story lasts 5 to 7 minutes	<input type="checkbox"/> Story lasts less than 5 or more than 7 minutes	<input type="checkbox"/> Story lasts less than 4 or more than 8 minutes	<input type="checkbox"/> Story lasts less than 3 or more than 9 minutes
Audience Contact	10%	<input type="checkbox"/> Storyteller looks at all the audience; involves them with questions	<input type="checkbox"/> Storyteller looks at a few people in the audience; involves only a few with questions	<input type="checkbox"/> Story told to only 1 to 2 people in the audience; little audience involvement	<input type="checkbox"/> Storyteller does not look at audience; no attempt to involve audience with questions
Pacing	10%	<input type="checkbox"/> Story told at the appropriate pace, depending on the story line	<input type="checkbox"/> Story told well, but some parts may be rushed or dragged in some parts	<input type="checkbox"/> Story rushed or dragged in several parts	<input type="checkbox"/> Story told at one pace; no excitement

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运用多媒体来传达信息，产生兴趣。

<https://youtu.be/f5CcgFTO274?si=KIMFUI5RfXiGuwn6>

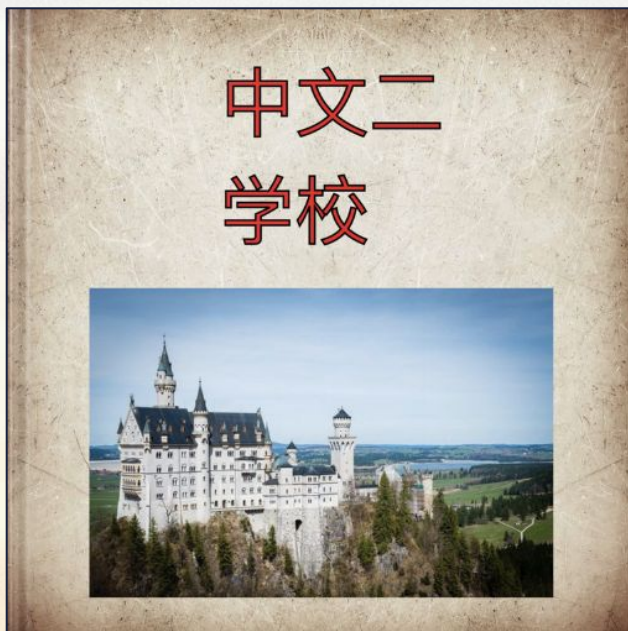


学生描述微电影的例子

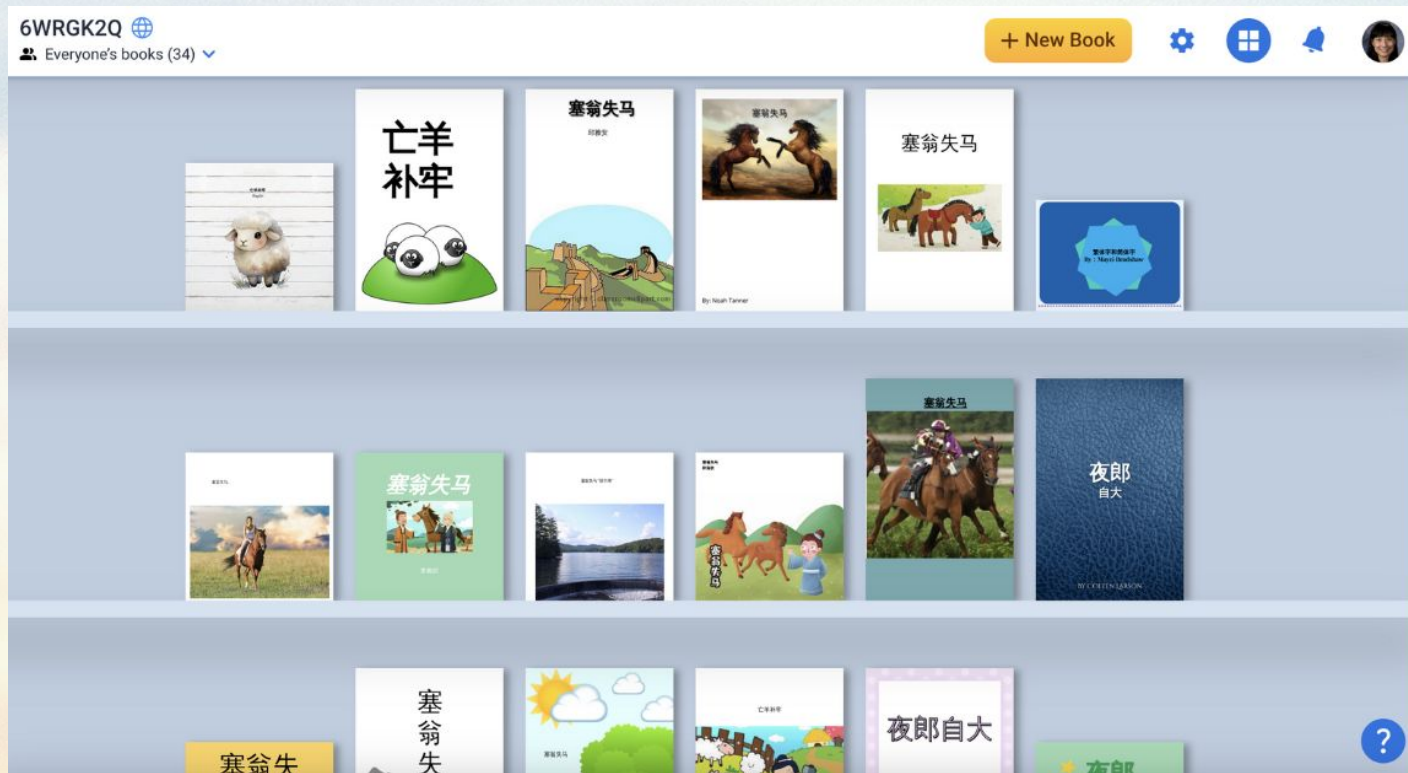
一开始，妈妈早上在包包子。爸爸很快地吃完饭然后出门，因为他要去工作。妈妈自己吃包子就感到很孤单。妈妈吃包子的时候她发现一个包子竟然动了起来。妈妈想把这个包子变成她的儿子，所以他不那么孤单。因此她花了很多时间无微不至地照顾她的包子。其次，她做食物给包子吃、帮他洗洗澡、带他去买菜、跟他一起打太极、受伤的时候帮助他感觉比较舒服，等等。包子长大以后开始想要更独立，就不听妈妈的话。妈妈说要吃饭，他不吃和妈妈要跟孩子说话的时候，孩子关房间的门。再来，包子去找到了女朋友，离开家去和女朋友在一起。他们两个回到家后和妈妈开始跟包子冲突了。妈妈变得非常生气，一气之下抓到包子，吞下去。妈妈做这个事情以后感到非常的伤心跟后悔。妈妈从梦中惊醒，发现那事都是一场忙。她在房间里的时候看到她的孩子长在门口。他带了一些妈妈以前常常给他买点心，他们两个坐在床上一边吃点心，一边哭。虽然这个方法比较含蓄，但是孩子还是告诉妈妈他爱她。最后，妈妈跟孩子两个都变得比较开心。孩子后天带着他的女朋友，他们跟妈妈和爸爸全家都一起一边包包子，一边聊天。

妈妈做包子跟爸爸一起吃，爸爸要快去上班所以他吃包子很快，妈妈正自己一个人在家，感到了很孤单。妈妈张口吃了包子的时候，那个包子竟然活过起来的，变成可爱的包宝宝。妈妈又惊又喜，就把包宝宝当成自己的儿子，照顾得无微不至。妈妈和包宝宝很快乐地在一起买菜、做饭和打太极。包宝宝长大了以后，变得越来越独立。然后他和女朋友结婚之后，包宝宝希望离开家搬出去住。可是妈妈不想让孩子离开家，两人就起了冲突。妈妈很生气的时候，抓起了包宝宝，把它吃掉了。妈妈非常后悔，伤心地哭了。然后她发现这一切是一场梦。后来妈妈的离开家的儿子就在这个时候回来家，孩子带了母亲常买个他吃的点心。妈妈和孩子两个人一边吃，一边哭。最后，儿子经常带妻子回家看望父母，还有全部的家人一起快乐地包包子。

请大家看图，然后在聊天室猜猜这两个学生作业的目标可能是什么？思考10秒。听到“月饼”才开始打字



多媒体在学生作业的运用



成语故事书

A new book

by Aimee Lam

Read to me



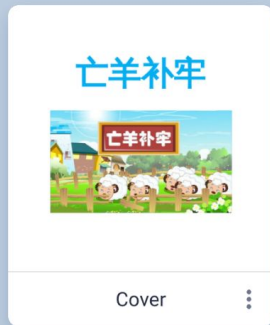
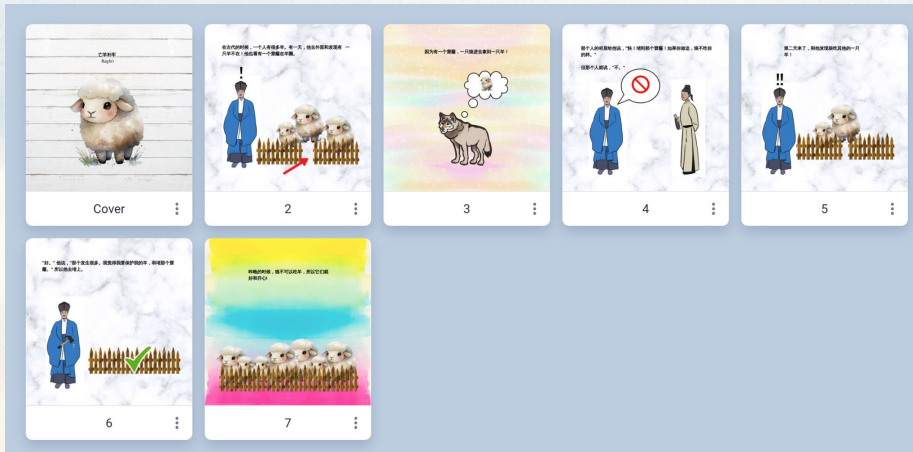
从前，一位老翁和他的儿子住在塞外的边境上。他们都非常喜欢骑马。有一天，他们家的仆人给老先生报告：“我们家的一匹骏马走丢了，好像跑去邻国了。”老翁的朋友闻讯都过来安慰他。但老先生说：“呵呵，这也许不是坏事，谁知道呢！”



几个月之后，奇妙的事情发生了，那匹走失了的骏马意外地跑回来了，并且从邻国带来了一匹新的骏马。老翁的好友纷纷过来祝贺他。老翁说：“唉，这也许不是什么好事情呢！”

成语故事书

成语故事书



感谢明尼苏达州美琳同学及家 长的分享

文化演讲

学生用手机，录影机，或是任何平台工具来录一段2分钟影片来发表一个文化演讲。

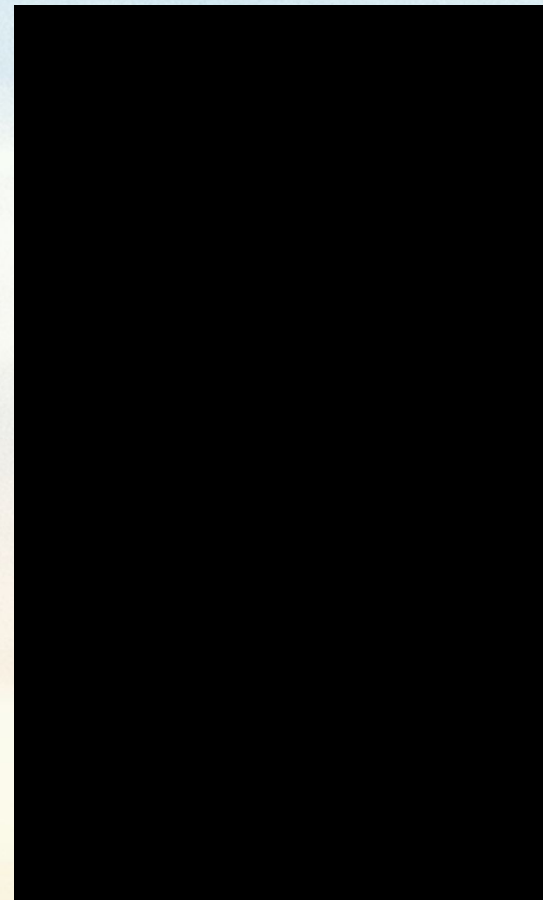
Canvas Discussion

This screenshot shows the Canvas Discussion interface. On the left is a navigation sidebar with the UOS logo and various menu items: Home, Announcements, Assignments, Discussions (highlighted), Grades, People, Pages, Files, Syllabus, Outcomes, Rubrics, Quizzes, Modules, BigBlueButton, and Collaborations. The main content area displays a discussion post from a user on Sep 5, 2021. The text of the post reads: "这里的人都在练功夫。这些人都是演员，都是中国功夫的一部分。这些人让我觉得功夫可以是一门艺术。这些照片让我觉得表演艺术是因为功夫是中国的传统作品。，对中国文化非常重要。" Below the post are "Reply" and "Like" icons.

This screenshot shows a video post in the Canvas Discussion interface. The navigation sidebar is identical to the previous screenshot. The main content area shows a video post from a user on Sep 9, 2021. The video player shows a progress bar at 0:05 / 0:30 and a volume icon. Below the video, the text says "这是我的回答!" followed by "Reply" and "Like" icons.

This screenshot shows another video post in the Canvas Discussion interface. The navigation sidebar is identical. The main content area shows a video post from a user on Sep 11, 2021. The video player shows a progress bar at 0:01 / 0:30 and a volume icon. Below the video, the text says "我喜欢你提供的详细信息!" followed by "Reply" and "Like" icons.

请用这些图片或影片在聊天室写出一个希望
学生做到的的学习目标。
学习以后，学生能够。。。。



Tips



- **Tools don't matter!**
- **You can tell a story about anything to get students hooked.**
- **Plan big and go small - chunk your tasks**
- **Share your expectations!**
- **Contact the expert and use your resource!**
- **Share, share, and share!**
- **Give students purpose!**

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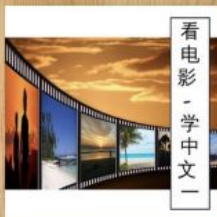
老师提供的资源



by Marty Chen



by Marty Chen



by Marty Chen



by Marty Chen



by Marty Chen



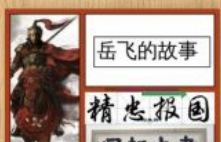
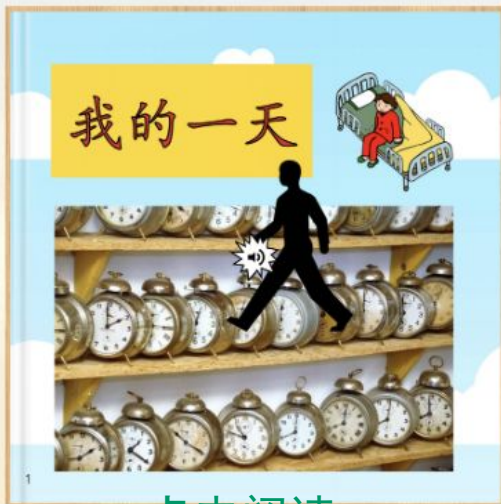
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by Marty Chen



by Marty Chen



点击阅读



有目标就要有评量标准

Rubric 1

Rubric 2