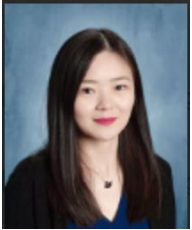# 犹他州教育厅团队

Stacy Lyon 连芯玫
- Utah Chinese Dual Language Immersion Director
- K-8 Chinese teacher - 7 years, Chinese Endorsement
- Early Childhood, Elementary, & Music Education B.S., M.A + Admin certification
- Founding member of CELIN (Chinese Early Language Immersion Network) Advisory Board
- Member of National Council of State Supervisors for Foreign Languages (NCSSFL)

Zheng Liping 郑丽萍
- M.A. in Education
- Current Utah DLI Secondary State Coordinator
- Elementary Chinese Immersion Teacher- 5 years
- DLI/Chinese/Math Endorsement
- Secondary AP Chinese and Bridge Program Teacher - 1 year
- Current certified AAPPL test rater
- Sterling Scholar World Language Semi-Finals Judge (2019-2022)
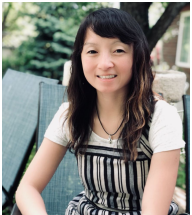
Jiajie Wu 吴嘉捷
- M.A. in Teaching
- Current Utah DLI Elementary State Coordinator
- Elementary Chinese Immersion Teacher- 8 years
- DLI/Chinese Endorsement
- Coaching Endorsement

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The Powerful "Whys" and "Hows" of Immersion

沉浸式的学习体验和启示

American Academy of International Culture and Education (AAICE) Webinar

September 23, 2023

Utah Chinese Dual Language Immersion Team
Stacy Lyon, Director
Liping Zheng, Coordinator
Jiajie Wu, Coordinator

The Big Picture

Global Citizenship 全球公民

Citizenship is respectfully and positively impacting others and being actively involved in addressing community, national, and/or global issues.

公民身份是尊重和积极影响他人，并积极参与解决社区、国家和/或全球问题。

Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, setting, and audiences, including the digital environment.

沟通是与他人进行适当的互动，以传达意义并为多种目的、环境（包括数字环境）获得理解。

Collaboration is working interdependently, learning from and contributing to the learning of others, for a shared purpose in a wide range of environments.

合作是相互依存的工作，向他人学习并为他人的学习做出贡献，以在广泛的环境中实现共同目标。

Global Citizenship: 2023 Model United Nations (UN)

2019 Global Citizenship: **Communication**

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart." Nelson Mandela

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Global Citizenship: Collaboration

犹他州4年级学生和西安小的学生交流

Objectives 目标

The "WHY?" of Language Immersion

You will be introduced to **current data** on Chinese immersion programs, and able to **identify names** of those who have done the **leading research on effectiveness** of this approach in the U.S.

The "HOW?" of Language Immersion

You will be able to **identify 3 core instructional strategies** used in the dual language immersion instructional framework, and **describe the why and how of each strategy.**

AMERICAN COUNCILS
FOR INTERNATIONAL EDUCATION

2021 CANVASS OF DUAL LANGUAGE AND IMMERSION (DLI) PROGRAMS IN US PUBLIC SCHOOLS

American Councils Research Center (ARC) is pleased to announce the results of a systematic national canvass of Dual Language Immersion (DLI) programs in the U.S. DLI is a type of educational program that uses instruction in both a native and secondary language to expand learning opportunities for inclusive student populations.

Co-Director of ARC, Dr. Robert Slater, said about the study, "The canvass of DLI programs is a vital first step in understanding the reach of these programs across the educational spectrum. Now that we know more about the number of programs we need to move forward with additional information on enrollments and program models."

Table 1 Number of DLI Programs in US Public Schools by Language			
Language	Number of DLI Programs	Language	Number of DLI Programs
Spanish	2936	Polish	5
Chinese	312	Haitian Creole	3
French	182	Urdu	2
Japanese	37	Yup'ik	2
German	31	Greek	2
Portuguese	27	Lakȟóta	2
Hawaiian	27	Lushootseed	2
Korean	23	Makah	2
Russian	17	Diné	2
Italian	7	ASL	1
Hmong	7	Bengali	1
Vietnamese	6	Cherokee	1
Armenian	6	Yiddish	1
Arabic	5		

2021 Total U.S Chinese PK-12 Programs* = **620**

Utah Chinese Dual Language Immersion (DLI) schools comprise 30% of all Chinese immersion programs in the U.S.
在全美国实施中文沉浸式项目(DLI)的学校中，犹他州占有百分之 30.

*Asia Society CELIN Student Program Directory

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Figure 1

DLI Programs 2021
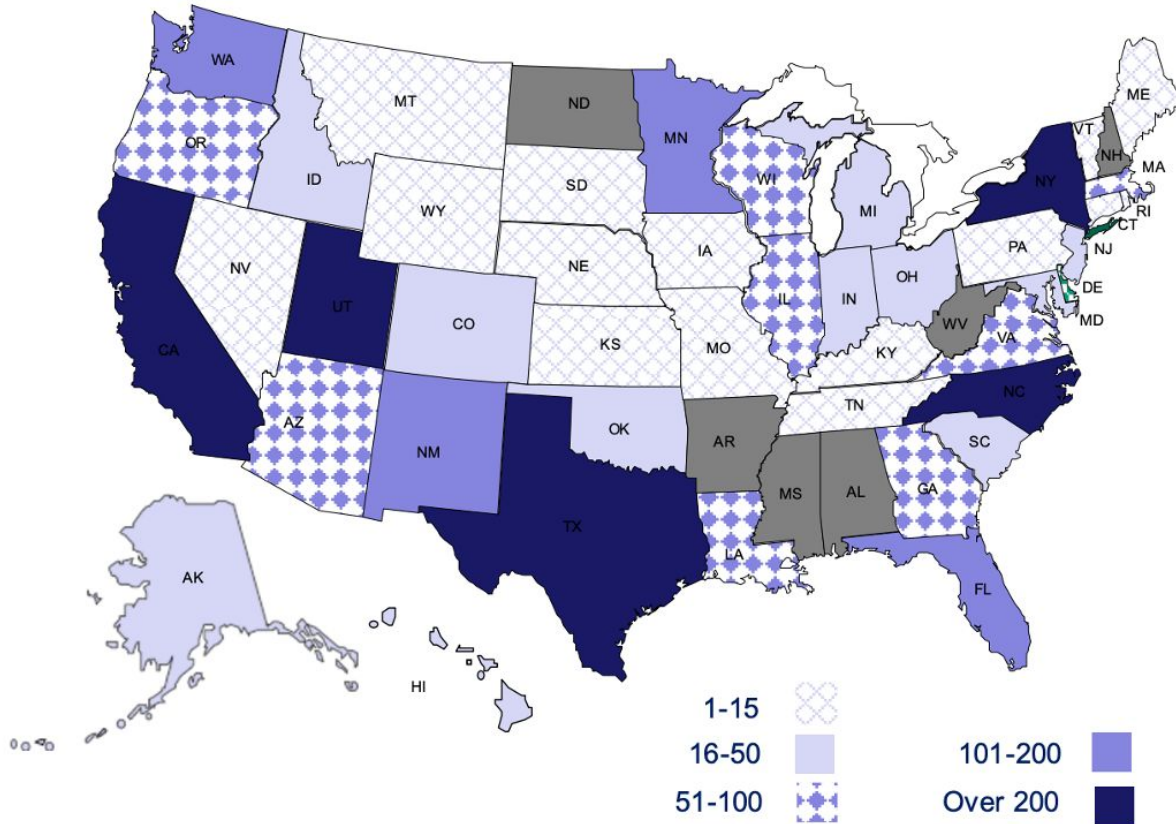
3600+ DLI Programs
美国双语沉浸式项目

Spanish = 80%
Chinese = 8.6 %
French = 5.0 %

Legend:
1-15
16-50
51-100
101-200
Over 200

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American Education Challenge: The Achievement Gap and Equity
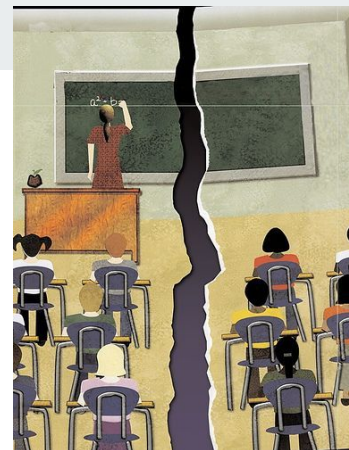
What does the 'Achievement Gap' refer to?

The achievement gap is the persistent **disparity in academic achievement** between minority and disadvantaged students and their white counterparts.

学业成绩差距是少数族裔和弱势学生与白人学生在学业成绩上的持续差距。

Support for Multi-Language Learners (MLL)

1.Pull Out ESL - Students identified as English learners are gathered from another class at regularly scheduled times to provide EL instruction in a different location.

2. Content ELD - EL instruction that incorporates subject content to help students develop their skills in the English language.

3. Early Exit Transitional- Goal to **expedite the acquisition** of the **second language** so that language learners **can be integrated** into classrooms with native speakers. Less emphasis is placed on progress made in other subjects.

4. Late Exit Transitional-A bilingual program that serves a student identified as limited proficiency in **both English and another language**, and transfers the student to English-only instruction when prepared.

Dr.'s Wayne P. Thomas and Virginia P. Collier Study

English Learners' Long-Term Achievement by Program Model
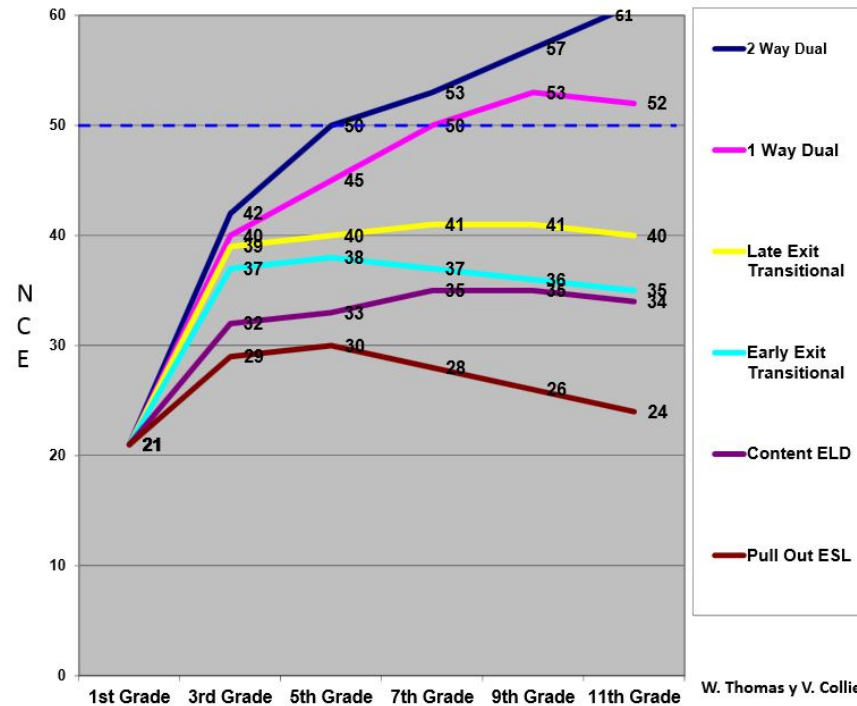
W. Thomas y V. Collier, 2001-2009

The Astounding Effectiveness of Dual Language Education for All

"We have been truly amazed at the **elevated student outcomes** resulting from participation in dual language programs."

- 15 states
- Large and small school districts
- All U.S. regions
- Urban, suburban, and rural communities
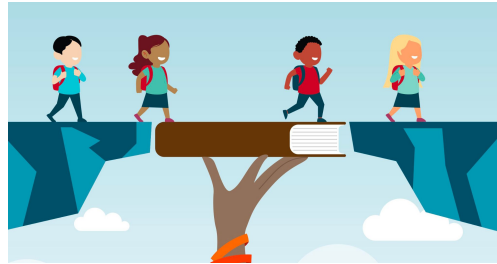
"..dual language schooling **closes the academic achievement gap** in L2 and in first language (L1) students initially below grade level, and **for all categories of students** participating in this program."

NABE Journal of Research and Practice 2:1 Winter 2004

2019 Federally Funded Study Results
美国联邦政府资助的研究结果

502,000 **Utah students**/26,000 DLI Students

5 Languages

" 犹他州**双语沉浸式**的学生在语言艺术，数学和科学等学科的标准化测试中均明显优于**同校的同年级**学生，所有测试**都**以英语进行。"

对于以英语为母语的人和非英语为母语的人都是如此。
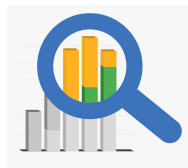
Partnership to Study Dual Language Immersion Scale-Up in Utah

Steele, Watzinger-Tharp, Slater, Roberts, & Bowman, 2019

2022 Washington State Dual Language Vision For ALL

WA State Supt. Reykdal's Vision for P-12 Education Includes Dual Language for All

- Two-way or one-way dual language, beginning in preschool or Kindergarten and extending through 12th grade, for every student who wants to become proficient in two or more languages by 2030.

- Prioritizes multilingual/English learners, American Indian/Alaska Native students, and other historically underserved student groups to close opportunity gaps.

2017 Early Learning and K-12 Dual Language Law (1445 S.SL. c 236)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Identity & Achievement with Dual Language

Asset-based Education
- Builds strong home-school connections
- Advances identity development
- Honors the language of the family, community, or Tribe

Closes Opportunity & Achievement Gaps
- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- High graduation rates for historically underserved student groups (e.g., Mount Vernon SD, Walla Walla PS, and Highline PS)

Sources: Genesee & Lindholm-Leary, 2013; Lindholm-Leary, 2016a; Lindholm-Leary & Howard, 2008; Lindholm-Leary & Block, 2010; Thomas & Collier, 2002, 2012, 2017.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

13

Dual Language Benefits All Learners

Research-Supported Benefits
Students who receive dual language education:
- Achieve high levels of proficiency in the new language.
- Perform as well or better than their peers on standardized tests in English.
- Demonstrate increased literacy development, cross cultural awareness, cognitive flexibility, attention control, memory, information integration, and problem-solving skills.

Sources: Bialystok, 2017; Fox, et al., 2019; Lindholm-Leary, 2016a; Lindholm-Leary & Borsato, 2006; Olulade et al., 2016; Rand Education, 2015; Taylor & Lafayette, 2010; Thomas & Collier, 2002, 2010, 2012, 2014, 2017; Swenson & Watzinger-Tharp, 2012.

Cost
Additional $137 per student/year for dual language education.

Source: Rand Education (2015). *Study of Dual-Language Immersion in the Portland Public Schools: Year 4 Briefing.*

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The Center for Advanced Research on Language Acquisition (CARLA):
Immersion Education

University of Minnesota

- Research and Programs

- Professional Development

- Resources

https://carla.umn.edu/immersion/resources.html

SAVE THE DATE

2024

THE 9TH INTERNATIONAL CONFERENCE ON

IMMERSION & DUAL LANGUAGE EDUCATION

OCT. 2-5, 2024

The Grand America Hotel
Salt Lake City, Utah

LLTRnC
SECOND LANGUAGE
TEACHING & RESEARCH CENTER
THE UNIVERSITY OF UTAH

MORE INFORMATION TO COME
801-587-8554   immersion2024@utah.edu

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PART 1

Basic Immersion Program Components
沉浸式项目基本组成
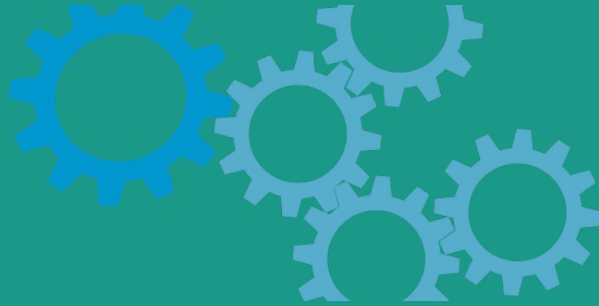
3 Basic Outcomes of DLI: The ABC's
沉浸式教学的三大基本成效

Academic Achievement 学术成就

Bilingualism/Biliteracy 双语能力

Cultural Competence 文化素养

Academic Achievement + **B**ilingualism/Biliteracy

RELATIONSHIP OF CONTENT AND LANGUAGE
学生通过第二语言学习学科内容。
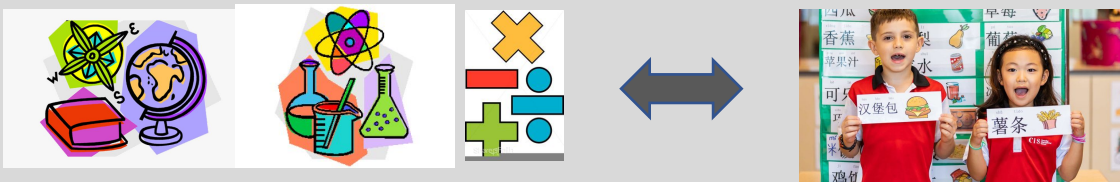
学生借着在多重有意义的语境中
遇到并使用该语言来学习第二语言。

Cultural Competence
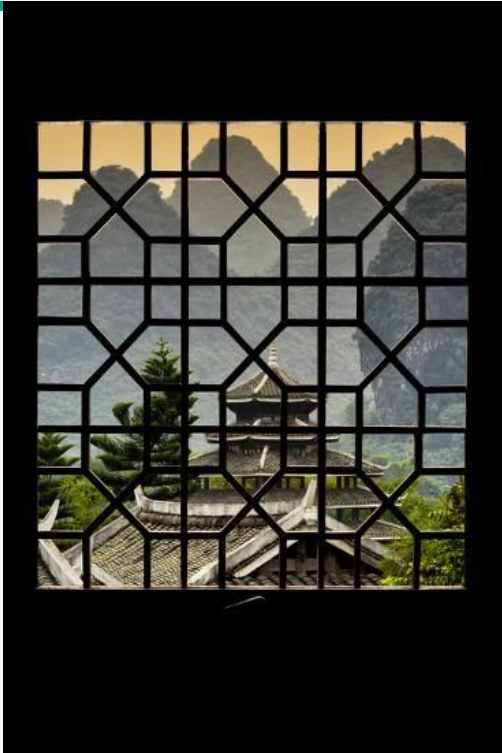
LANGUAGE AND CULTURE ARE INSEPARABLE

语言和文化密不可分

●学习如何以**适合文化的方式**使用语言

●语言不仅是一扇窗户，而且是理解和与另一种文化互动的门。

UTAH MODEL PROGRAM DESIGN

1. Total Instructional Time
2. Two-Teacher Model
3. Full K-12 Pathway
4. General Education Pathway
5. Clear Proficiency Targets

#1 Target Language Instructional Time Model

怎么定义沉浸式？

学生在课堂上目标语使用时间的百分比:

100%
90/10
80/20
50/50
混合

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#2 Content Instruction Time Two-Teacher Model
学科教学时间按年级分配

Dual Language Immersion Instructional Time: Grades 1-3

English
- English Language Arts (35%)
- Reinforcement of Math and Content Areas including Science and Social Studies in English (15%)

Partner Language
- Partner Language Literacy (15%)
- Math in Partner Language (20%)
- Content Areas including Science and Social Studies in Partner Language (15%)

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Revised 09/23

Minimum Minutes for each subject:

Grades 1-3

- Literacy = 4 x 50 min

- Math = 4x 60 min

- Science/Social Studies =2x 30 min

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犹他州双语沉浸式流程

DLI
小学阶段
K-6年级

DLI
持续阶段
7-8年级

AP
语言和文化
9-10年级

DLI
大学衔接课程
10-12年级

K-6年级：重点掌握以学科为基础的语言和词汇

7-8年级：重点学习认知技能和文化加深能力

9年级：重点为学生学习大学衔接课程作准备的基准课程

10-12年级：重点将语言应用于全球化就业机会和构建全球化能力

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#3 General Education Program:
K-12 年级普通教育项目

欢迎每一位学生

- 无资格认证
- 无条件录取
- 有残障的学生
- 在学习上有障碍的学生
- 英语作为第二语言的学生

#5 Clear Proficiency Targets
犹他州中文沉浸式项目各年级语言水平的目标

Chinese & Russian

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Mid	Advanced Low	Advanced Low	Intermediate High

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DISTINGUISHED
SUPERIOR
ADVANCED HIGH
ADVANCED MID
ADVANCED LOW
INTERMEDIATE HIGH
INTERMEDIATE MID
INTERMEDIATE LOW
NOVICE HIGH
NOVICE MID
NOVICE LOW

ACTFL
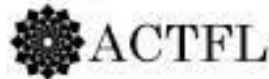
以语用水平为目标的项目

语用水平是学生能够在以下几个方面使用语言

| 听 | 说 | 读 | 写 |

**在真实、自然和
无预演的语境下**

CLEAR TARGETS K-12:
Intermediate Proficiency Focus

What does proficiency development look like?

I have been learning Chinese for 10 years now.

TRADITIONAL FOREIGN LANGUAGE INSTRUCTION

家庭
family

宝宝
baby

妈妈
mother

哥哥·弟弟
brother

姐姐·妹妹
sister

爸爸
father

Chinese Vocabulary for Colors		
Black	黑色	Hēisè
White	白	Bái
Yellow	黄	Huáng
Orange	橙	Chéng
Blue	蓝色	Lán sè
Brown	棕色	Zōngsè
Green	绿色	Lǜsè
Purple	紫色	Zǐsè
Violet	紫色	Zǐsè
Red	红色	Hóngsè
Gray	灰色	Huīsè

"Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning."

Stephen D. Krashen

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以语用水平为目标的项目

学习语言　　　　　　与　　　　　　语言使用

THE "HOWs" of IMMERSION INSTRUCTION

6 Basic Core Strategies

沉浸式教学:全中文环境 + 学术内容

数学

科学

社会学

6 **Core Instructional Strategies** for Dual Language Immersion
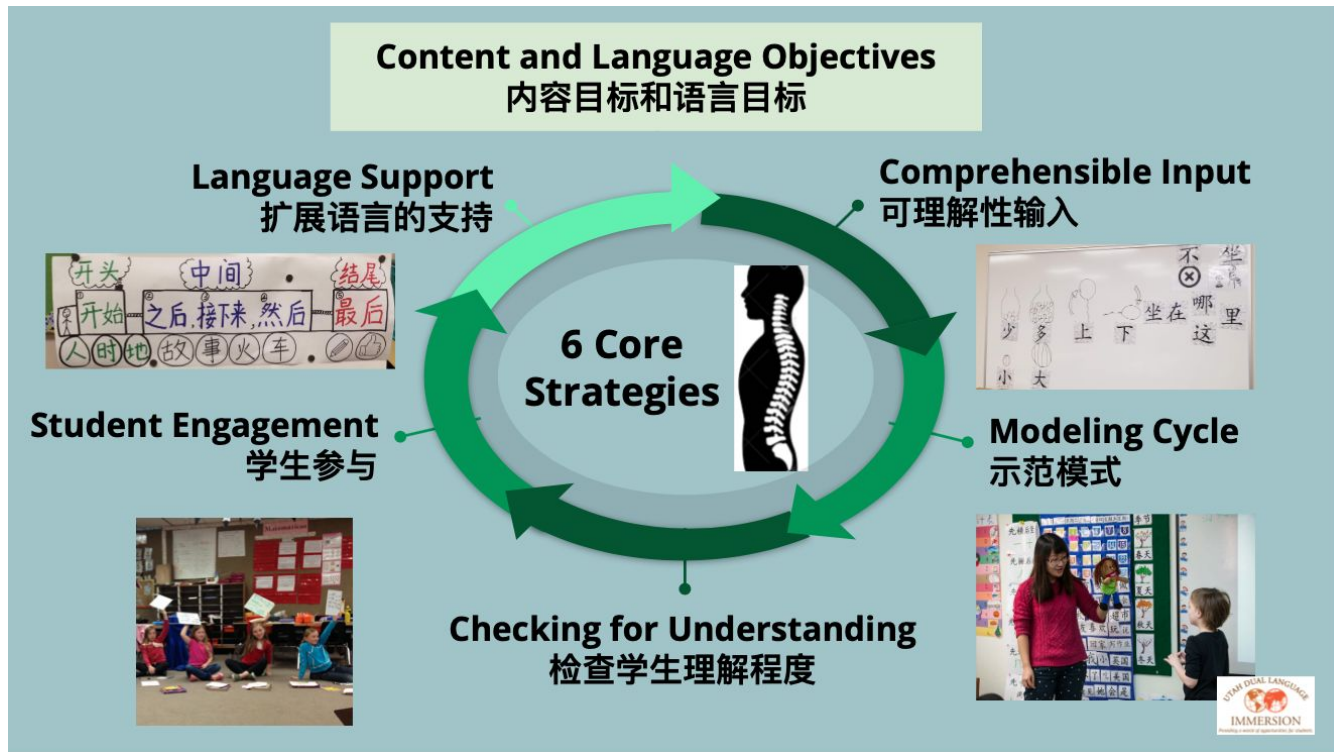
TODAY'S CORE STRATEGY FOCUS:

1. Content Objectives and Language Objectives
   内容和语言目标
2. Checking for Understanding and Student Engagement
   检查学生理解程度&学生参与

Core Strategy #1

使用内容和语言目标
Use Content and Language Objectives

DLI Instructional Core Strategies

Content and Language Objectives
内容目标和语言目标

Comprehensible Input
可理解性输入

Language Support
扩展语言的支持

Student Engagement
学生参与

6 Core Strategies

Modeling Cycle
示范模式

Checking for Understanding
检查学生理解程度

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What Are Objectives?

内容目标和语言目标

数学目标：
我可以用数字线做加法。
语言目标：
我可以说：在数字线上，从....开始, 往前数... (+2)

Capri有4只🐶，再加2只🐶，一共有几只🐶？

往前

+1 +1

0 1 2 3 4 5 6 7 8
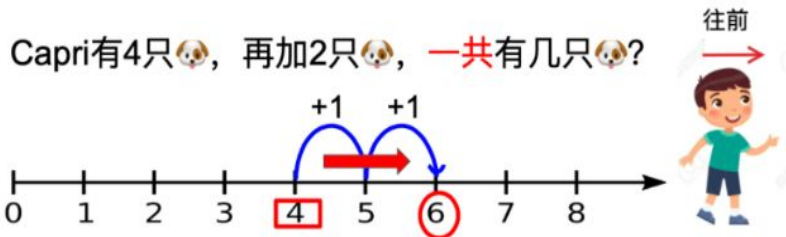
$4 + 2 = ?\ 6$

在数字线上，从4开始，往前数2个 (+2)。

学习目标：明确描述学习者通过参加教育计划或活动将知道或能够做什么的陈述。
学习目标：必须是可观察和可衡量的。

Educational objectives are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity. Educational objectives must be observable and measurable.

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Why Content and Language Objectives?
内容目标和语言目标的两个目的

1.

To guide teacher instruction
指导老师的教学
- Fidelity to the content of the standards
  忠实于教学标准
- Rigor of standards
  链接不同难度的标准

2.

To develop student learning
帮助学生不断进步

- Accessibility 知识是可获得的
- Ownership 知识是可掌握和拥有的
- Accountability 学习是学生的责任

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目标的重要性：备课和教学设计的核心

Objective Based Planning

重要性：课程的每个环节都应该和目标相关联

When and How Do We Use Them?
内容目标+语言目标

Both CONTENT and LANGUAGE objectives should be:			
POSTED	INTRODUCED	INTERACTED WITH	REVISITED
展示	介绍	互动	重温

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Classroom Video Preview Questions :

观看这位老师的教学视频，想一想：

1. Does he mention content/language objectives?

   他提到了内容目标/语言目标吗？

2. How does he guide and engage the students?

   他是如何引导和融入学生的？

3. What engagement and instructional strategies does the teacher use to help students understand the meaning of the objective(s)?

   这位老师使用了哪些互动和教学技巧帮助学生理解目标的含义？

#1 准备

观看这位老师的教学视频后，思考：

1. Does he mention content/language objectives?

   他提到了内容目标/语言目标吗？他是如何做到的？

#2 一起读目标

观看这位老师的教学视频后，思考：

2. How does he guide and engage the students?

他是如何引导和融入学生的？

#3 解释目标

观看这位老师的教学视频后，思考：

3. What engagement and instructional strategies does the teacher use to help students understand the meaning of the objective(s)?

这位老师使用了哪些互动和教学技巧帮助学生理解目标的含义？

- I CAN....**我可以...**
- What to do with the content/standard/proficiency target? DOK verbs **要做什么**
- What is the content/standard/proficiency target? What are you going to evaluate? **知识点/标准/语用水平目标/考察点**
- What methods/tools to use? **用什么方法/方式/工具**

公式：

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具
⬇	⬇	⬇	⬇
我可以	**比较**	**同分母分数的大小**	**画分数长条图**

➡️ 数学目标：我可以用画分数长条图来比较同分母分数的大小。

例子:数学

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

数学目标:（标准:建立和发展对数字的概念）
- 我可以在数字线上按大小顺序排列数字的大小。
- 我可以用大于,小于和等于来比较数字的大小。

语言目标:
- 我可以用数字线跟一个朋友解释怎么比较数字的大小。
- 我可以用下面的句型来解释:因为....,.....比....大,.....比于....。

例子:科学
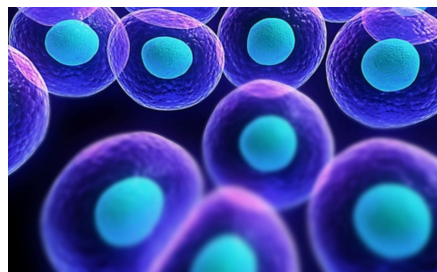
I can 我可以	DOK verb 做什么…	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

科学目标:

● 我可以用画图表的方式比较动物细胞和植物细胞结构的不同。

语言目标:

● 我可以用下面比较的句型来描述动物细胞和植物细胞结构上的不同:
植物细胞和动物细胞都有……。
植物细胞有……, 动物细胞也有……。
植物细胞有……, 但是动物细胞没有……。
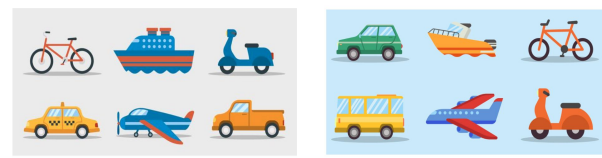
例子：中文

交jiāo通tōng工具

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

中文目标：我可以阐述自己对飞机✈️，火车🚄，汽车🚗和自行车🚴四种交通工具的看法。

语言目标：我可以使用下面的句型来阐述自己对交通工具的看法。

- 　　.....很快/慢。
- 　　....比...更快/慢。
- 　　在...中，.....最快/慢/方便。
- 　　....和...一样快/慢/方便。

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Which objective is more suitable for DLI classroom?

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

A. 乘法的含义

B. 我知道乘法的含义。

C. 我可以做乘法。

D. 我知道乘法是重复的加法。

E. 我可以用重复的加法来解释乘法的含义。

你觉得哪一个目标是有效的目标呢？

4 groups of 2
or 2 + 2 + 2 + 2
or 4 x 2

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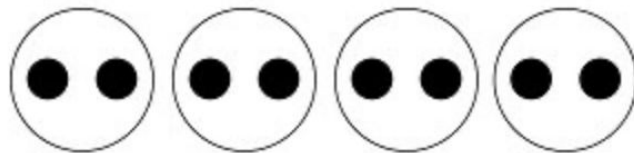
六年级：
科学课的成功标准：

Learning Intentions and Success Criteria
For 6th Grade Science

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我们要学会：

所以我们可以：

我知道我会了当：

Strand 6.1: STRUCTURE AND MOTION WITHIN THE SOLAR SYSTEM

	6.1.1
We are learning:	Develop and use a model of the Sun-Earth-Moon system
So that we can:	Describe the cyclic patterns of lunar phases, eclipses of the Sun and Moon, and seasons. Examples of models could be physical, graphical, or conceptual.
I know I've got it when:	I can create a lunar phases chart with one phase given. I can create a model of the eclipses of the Sun and Moon, and Seasons.

Core Strategy #2 & #3

Check for Understanding
检查学生理解程度

OTRs

Opportunities to Respond

语言输出的机会

Student Engagement
学生课堂参与

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DLI Instructional Core Strategies

沉浸式教学：全中文环境 + 学术内容

数学

科学

社会学

How do we know they 'got it'?

Strategy #2: Checking for Understanding
检查学生理解程度

What *is checking for understanding?*

The strategies that are used to elicit evidence that the student is understanding the language and content.

Why Do We *Explicitly* Check for Understanding?
为什么要*明确*检查学生的理解程度？

For the purpose of:

- **Monitoring** student progress (did they improve?)
- **Informing** instruction (which part didn't they get?)

using OTRs (Opportunities to Respond) as follows…

Student Engagement = Checking for Understanding
学生课堂参与 = 检查学生理解程度

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结, 思考-配对-分享，"镜子"，"教一教"，朗读

如何检查学生是否理解所学内容？

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沉浸式教室中的每一个机会都应与口头反应相结合！

How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结, 思考-配对-分享，"镜子"，"教一教"，朗读

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Scenario 课堂情景:

The teacher asks a question of students. Some hands are raised immediately. Teacher calls on one of these kids. That answer is close, but not quite what the teacher is looking for. Teacher instantly calls on another student whose arm flies into the air faster than a bottle rocket. This response is correct.
Every other student is now done thinking, whether they understand or not.

Think Time + Oral Output:
思考时间+口语输出

Allow Think Time:
1. Ask a question, offer a prompt, show a slide... and wait.
2. **No hands up. No chatter**.
3. Depending on what the question or prompt requires in terms of critical thinking, seconds or even minutes might be necessary.

How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结, 思考-配对-分享，"镜子"，"教一教"，朗读

沉浸式教室中的每一个机会都应与口头反应相结合！

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Visual + Oral
视觉支持+ 口语输出

- 手势
- 白板
- 回答卡
- 大拇指向上/下

坐地毯规则

1 眼睛 👀 看老师

2 耳朵 👂 听老师

3 嘴巴 😁 微笑

4 手 🙅 放好

5 脚 交叉

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How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结, 思考-配对-分享, "镜子"，"教一教"， 朗读

沉浸式教室中的每一个机会都应与口头反应相结合！

Strongly Agree · Strongly Disagree

TPR
Total Physical Response
EXAMPLES
Well Done
Surprised
Listening
Think
Speak

Physical + Oral
肢体/动作+ 口语输出

- TPR: Total Physical Response

The teacher performs an action, both demonstrating and saying it (e.g., "I'm brushing my teeth,")

- 站起来走到答案面前
- 教室四个角落
- Opinion Lines

How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴 总结, 思考-配对-分享， "镜子"，"教一教"， 朗读

全班
小组
伙伴
个体

沉浸式教室中的每一个机会都应与口头反应相结合！

OTR的期望利率

- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008)

    New Material 新内容

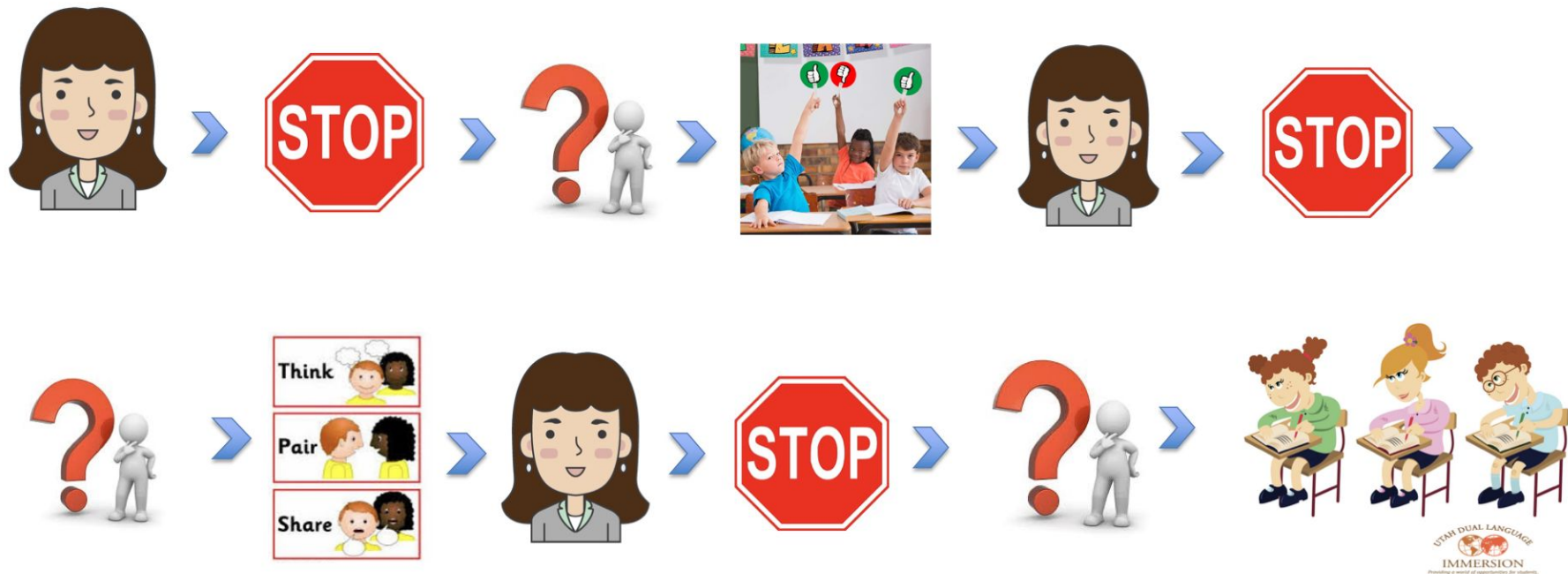   - 4-6 Responses per minute 每分钟4-6次回应
    - 80% accuracy 精度达80％

    Practice 复习

    - 9-12 Student responses per minute 每分钟9-12个学生回复
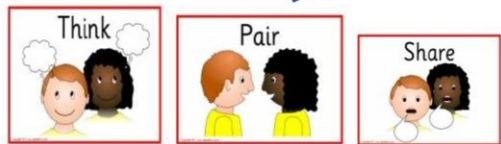   - 90% accuracy 精度达90%

频繁地回应机会

A little information goes a long way!

学生参与

+

Think   Pair   Share

Yes No Yes
No   No

Turn & Talk
Knees to knees.
Eyes to eyes.
One friend talks.   One friend listens.
Switch.

检查理解程度

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1st Grade English Classroom

这位老师使用了哪些OTR方法来检查学生理解程度？

- Cognitive认知
- Visual视觉支持
- Physical 肢体动作
- Oral 口头回答

CORE STRATEGY REVIEW

- **Content and Language Objectives 内容目标和语言目标**
  - WHY?
  - HOW?

- **Checking for Understanding/Student Engagement 检查学生理解程度/学生参与**
  - WHY?
  - HOW?

- **The Modeling Cycle 示范模式**
- **Language Support 扩展语言的支持**
- **Comprehensible Input 可理解输入**
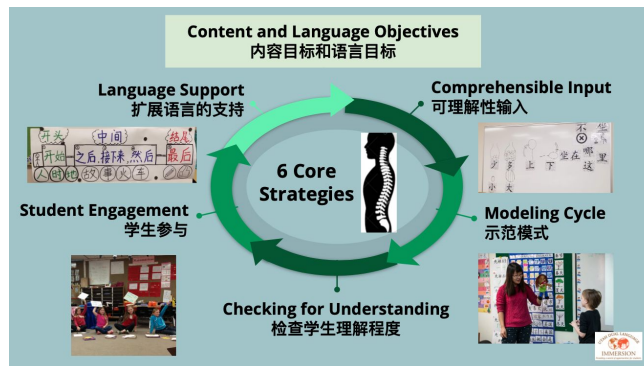
Objectives 目标

The "WHY?"

You will be introduced to current data on Chinese immersion programs, and the leading research on effectiveness of this approach in the U.S.

The "HOW?"

You will be able to **identify 3 core instructional strategies** used in the dual language immersion instructional framework, and be able to **describe the why and how of each strategy.**

The World is in Our Students' Hands

Following Their Dreams: McKay Larsen

This is McKay Larsen, previously from Corner Canyon High School. Hope you are doing well! **I am currently interning at the U.S State Department in the Bureau of East Asia and Pacific Affairs. I am specifically working in the office of press and public diplomacy.** I recently shared my immersion program experience with our China/TC Public Diplomacy Desk Officer, and he expressed interest in hearing more about the program. He would love to hear more about how the program functions, what relationships have been built in its construction, and other details related directly to the Chinese Immersion Program in Utah. I would love to arrange a time for these discussions to take place. Please let me know when we can make this happen! Thank you for your time!

McKay Larsen • Press and Public Diplomacy Intern
Office of Press and Public Diplomacy
Bureau of East Asian and Pacific Affairs • U.S.
Department of State

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