美国国际文教学会
AMERICAN ACADEMY OF INTERNATIONAL CULTURE AND EDUCATION
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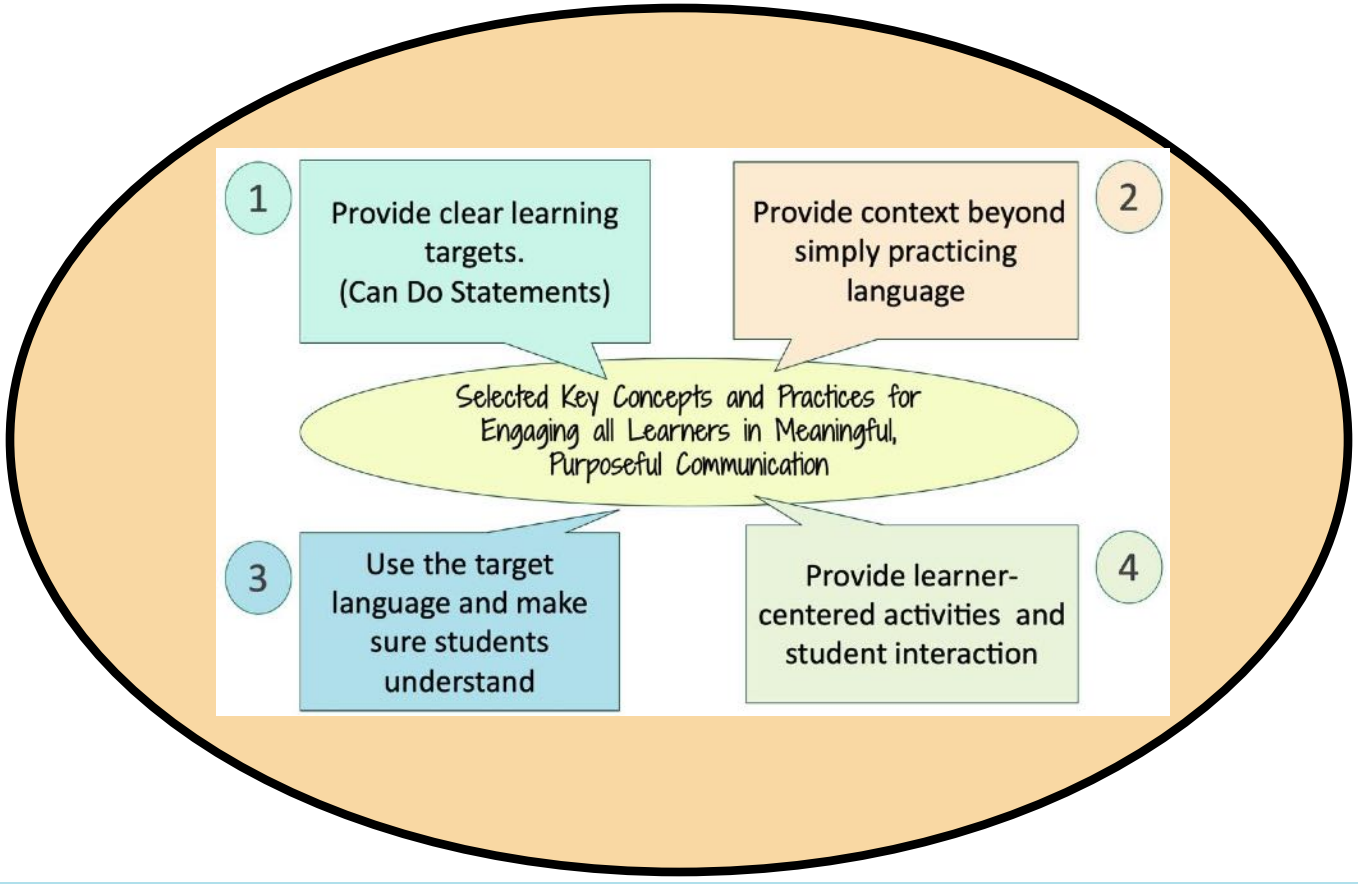
Engaging all Learners in Meaningful and Purposeful Activities

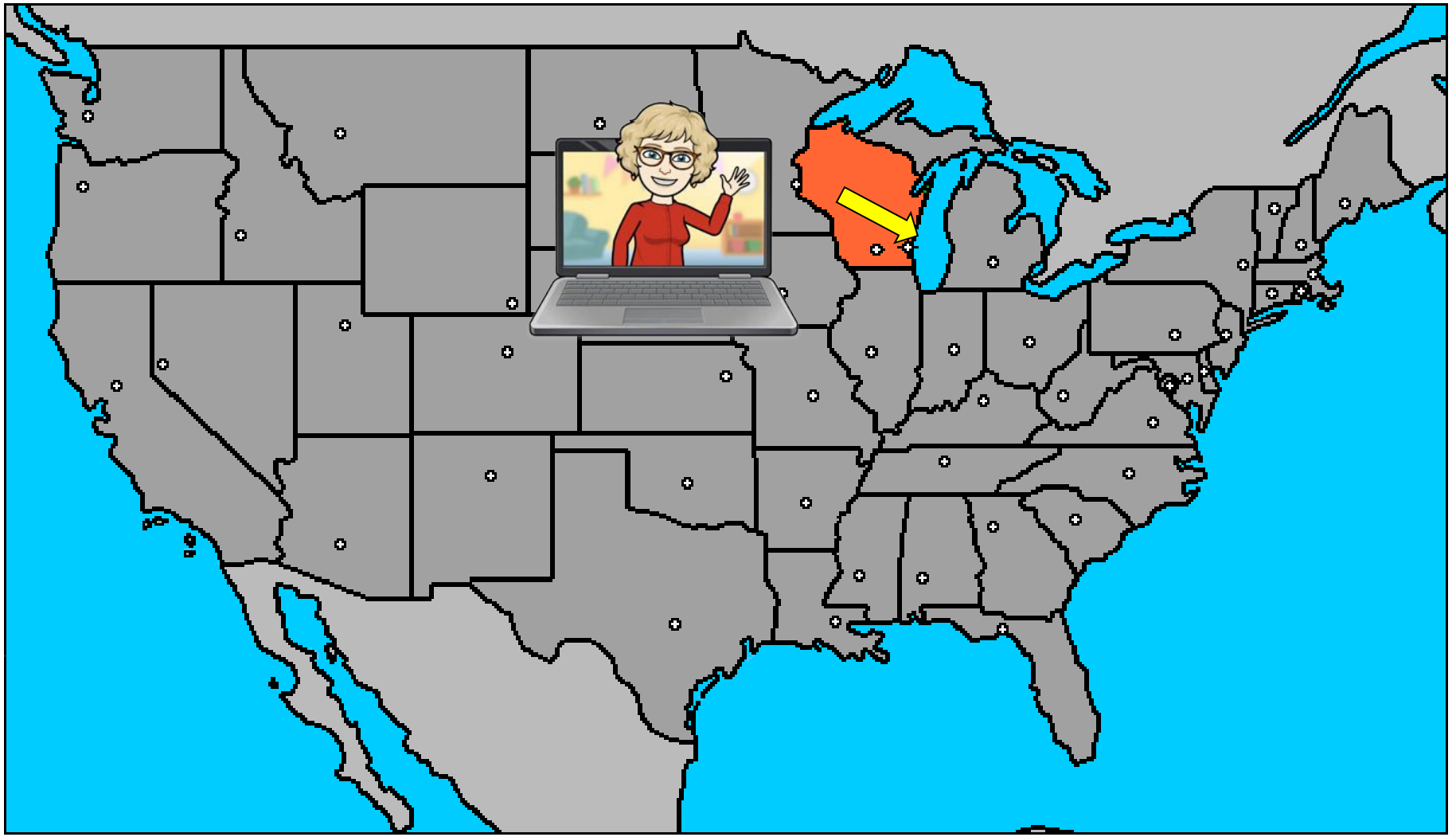


AAICE 2024 Fall Professional Development Series October 5, 2024

Helena Curtain Ph. D., Associate Professor (Emerita), University of Wisconsin-Milwaukee
helenacurtain@wi.rr.com, helenacurtain@gmail.com

About Helena Curtain

Milwaukee, Wisconsin, USA



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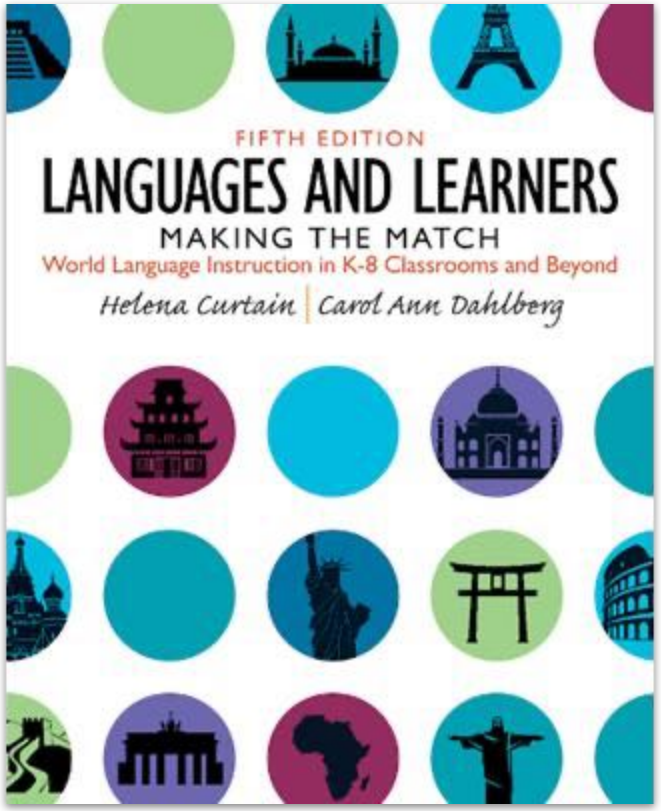
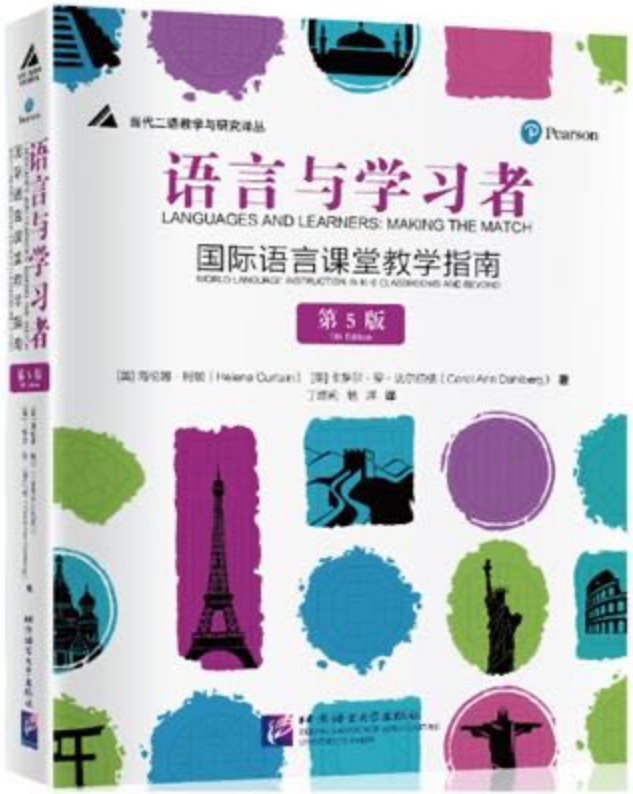




Central Idea:

Say to yourself…

Say to yourself…

In order to learn language effectively , learners must be engaged in meaningful and purposeful activities

Focus Question:

Say to yourself…

Say to yourself…

How can we deepen the impact of our activities by making them more meaningful?

Learning Target

Say to yourself…

Say to yourself…

After the workshop I can:

… identify at least ways to make activities meaningful and purposeful

1

Provide clear learning targets.
(Can Do Statements)

2

Provide context beyond simply practicing language

Selected Key Concepts and Practices for Engaging all Learners in Meaningful, Purposeful Communication

3

Use the target language and make sure students understand

4

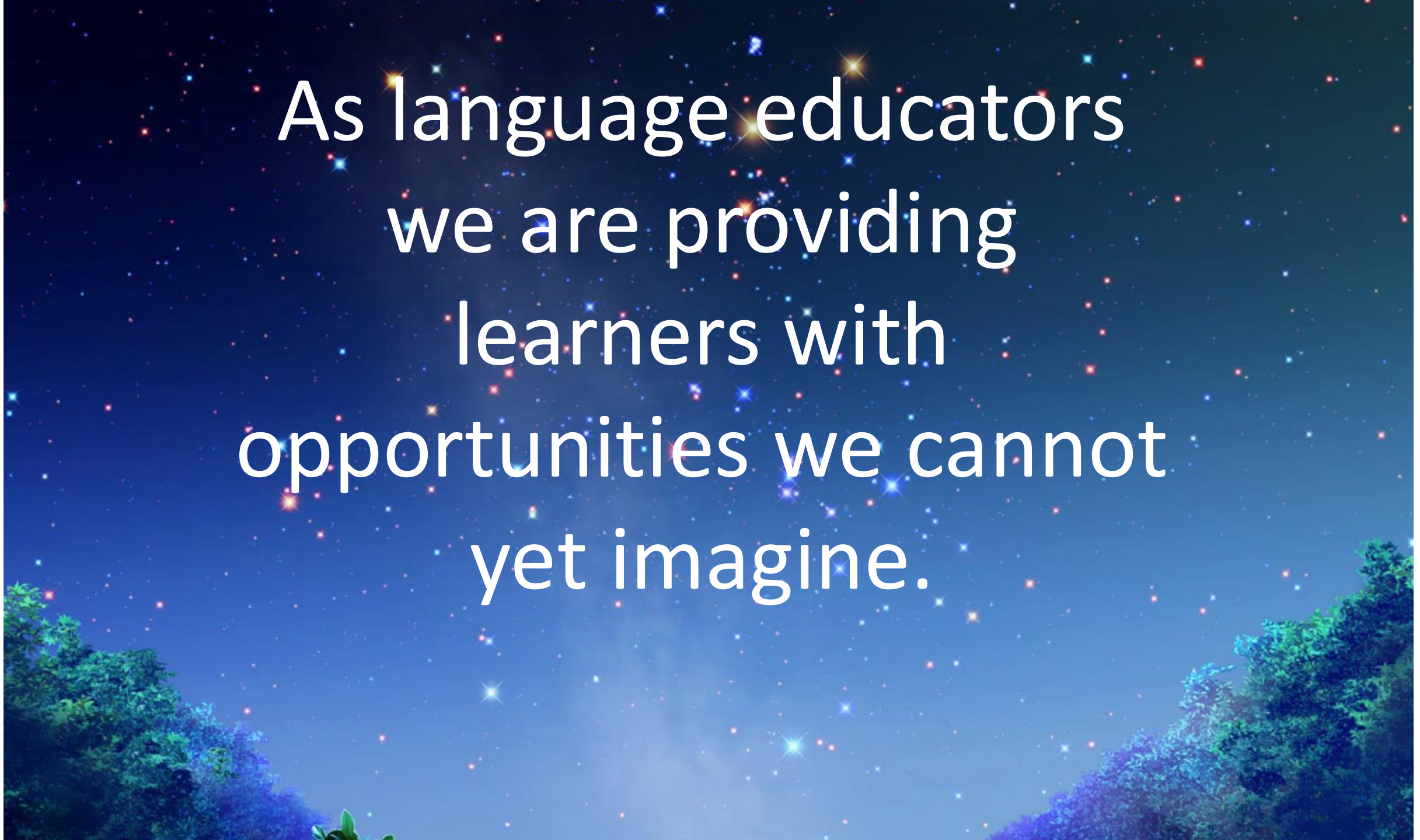
Provide learner-centered activities and student interaction

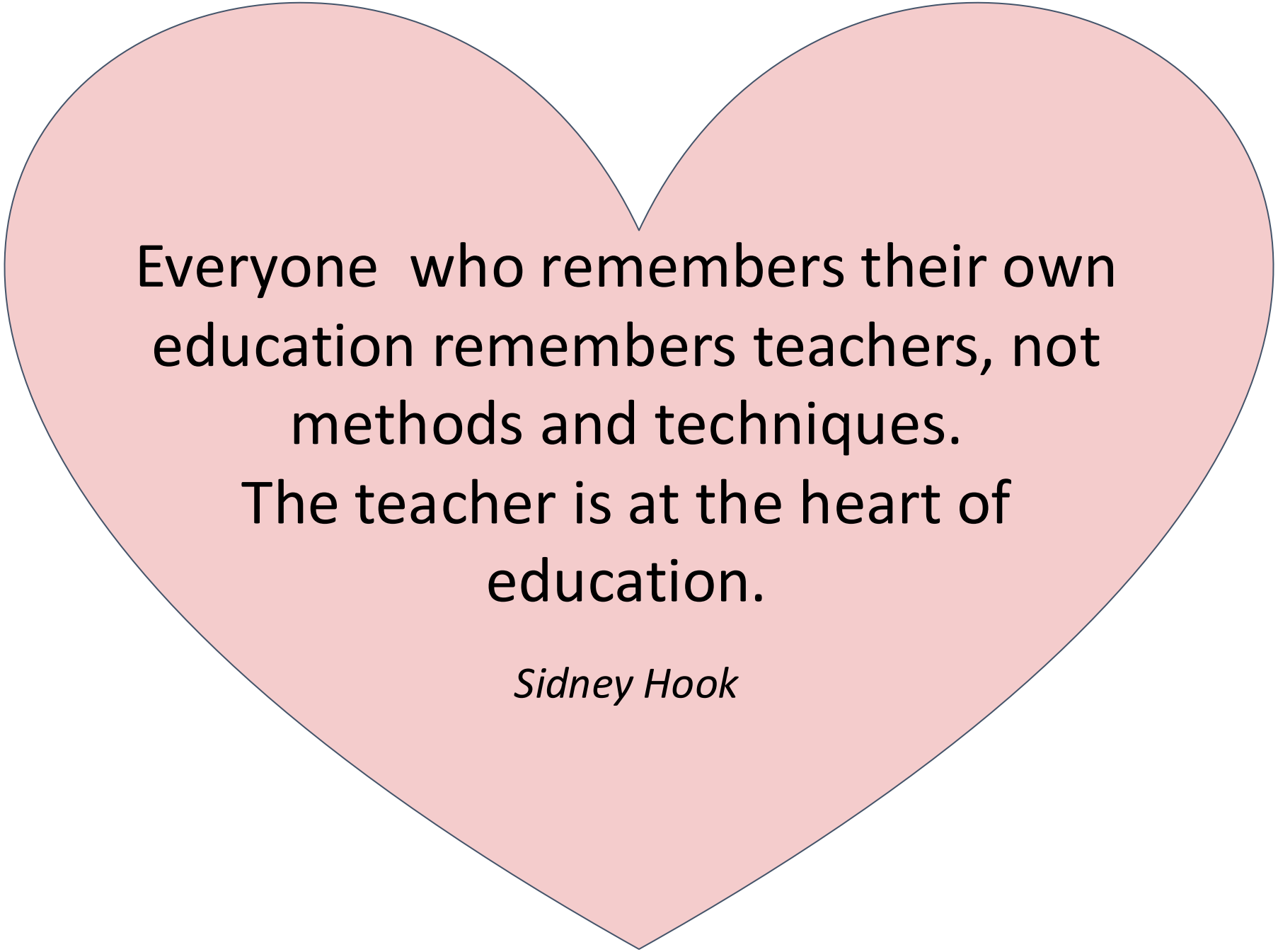
Teacher before beginning of school

Teacher during school year

Images from Lucy C. Lee, 2018

The Gift of Language


As language educators
we are providing
learners with
opportunities we cannot
yet imagine.

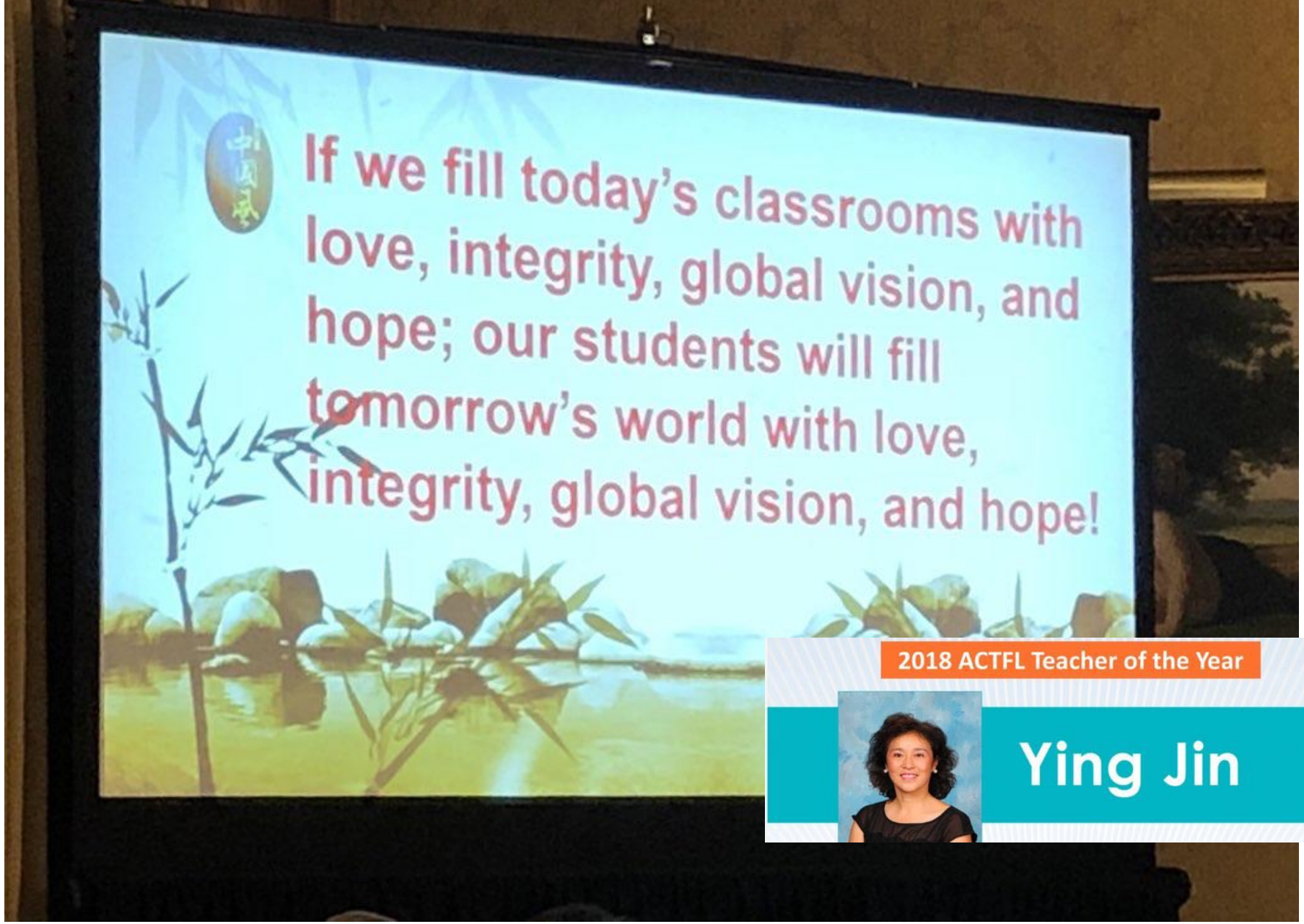

Everyone who remembers their own education remembers teachers, not methods and techniques.
The teacher is at the heart of education.
Sidney Hook

"Here is a secret hidden in plain sight: good teaching cannot be reduced to technique;

good teaching comes from the ***identity and integrity*** of the teacher.."

"The Courage to Teach"

Parker J. Palmer


If we fill today's classrooms with love, integrity, global vision, and hope; our students will fill tomorrow's world with love, integrity, global vision, and hope!
2018 ACTFL Teacher of the Year
Ying Jin

YOU Make a Difference!

If you think you are too small to make a difference, try sleeping with a mosquito.

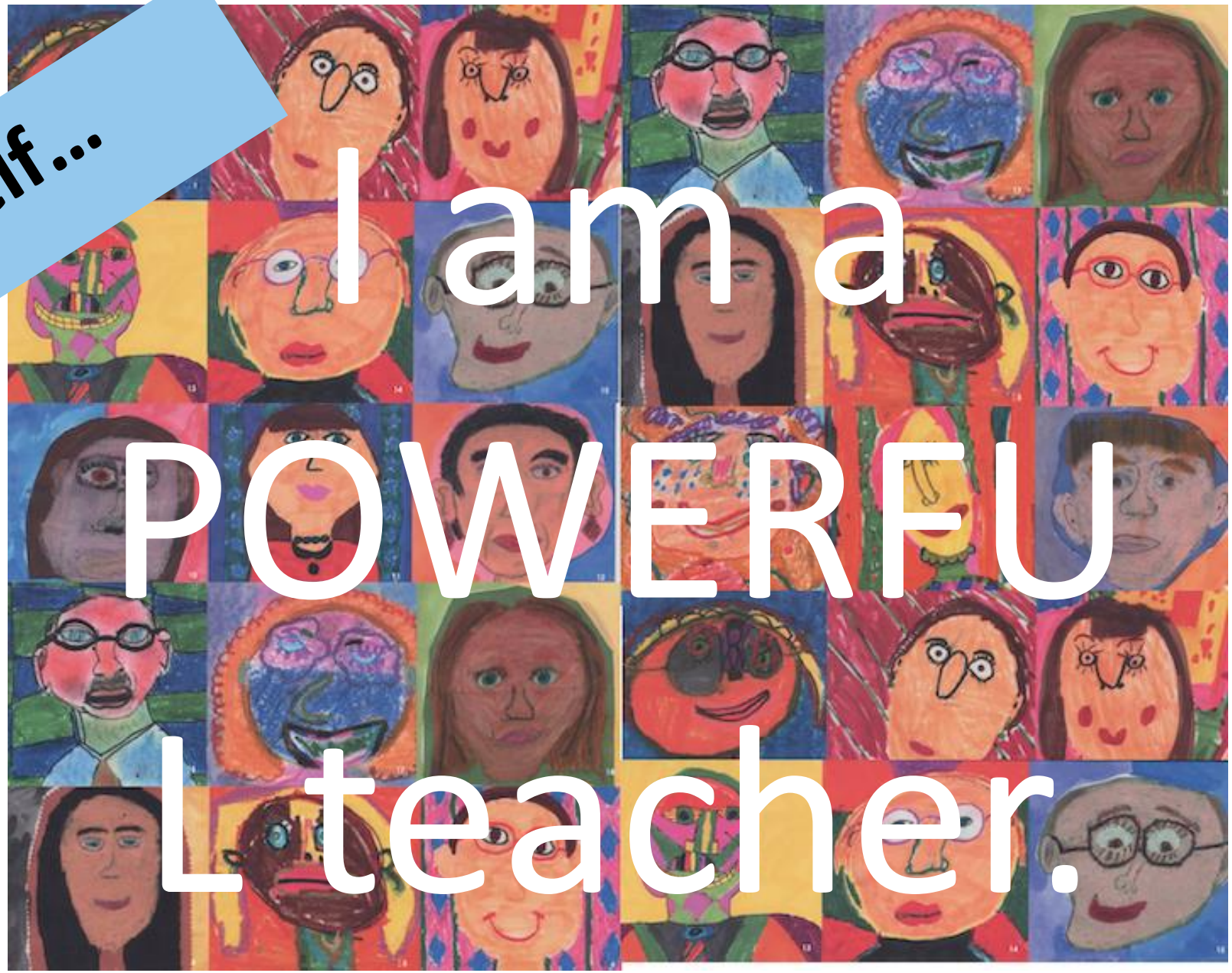
If you think you don't make a difference, remember one raindrop raises the ocean.

Say to yourself…

Say to yourself…

I am changing the world one learner at a time.

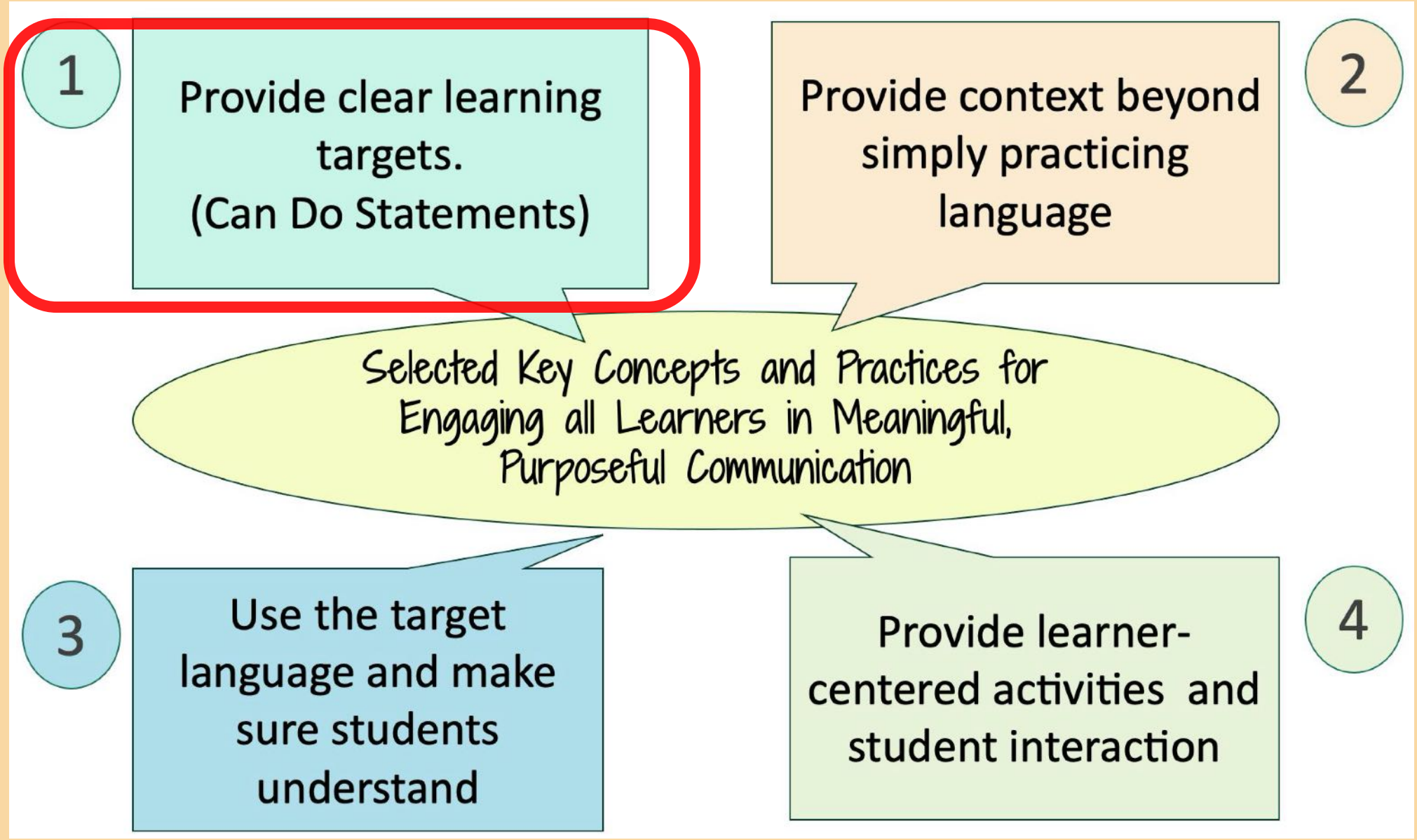
Say to Yourself…



I am a

POWERFU

L teacher.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Provide clear learning targets.
(Can Do Statements)
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Selected Key Concepts and Practices for Engaging all Learners in Meaningful, Purposeful Communication
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Use the target language and make sure students understand
4
Provide learner-centered activities and student interaction

You can’t be meaningful and purposeful…

If you don’t know where you are going…

Students who can identify what they are learning significantly outscore those who cannot.

Robert Marzano

Learning Targets

(Can Do Statements)

- concrete goals written in student-friendly language

- clearly describe what students will learn and be able to do by the end of a class, unit, project, or a course

- begin with an “I can” statement

Components of Learning Targets:

Student friendly language

\+ **“I can”**

\+ Function

•describe •ask •tell •read •understand
•ask questions about •write ….

\+ Context

The situation within which students will learn the material.

Communication FUNCTIONS

What can Students DO with language?

Describing people places and things

Asking and answering questions

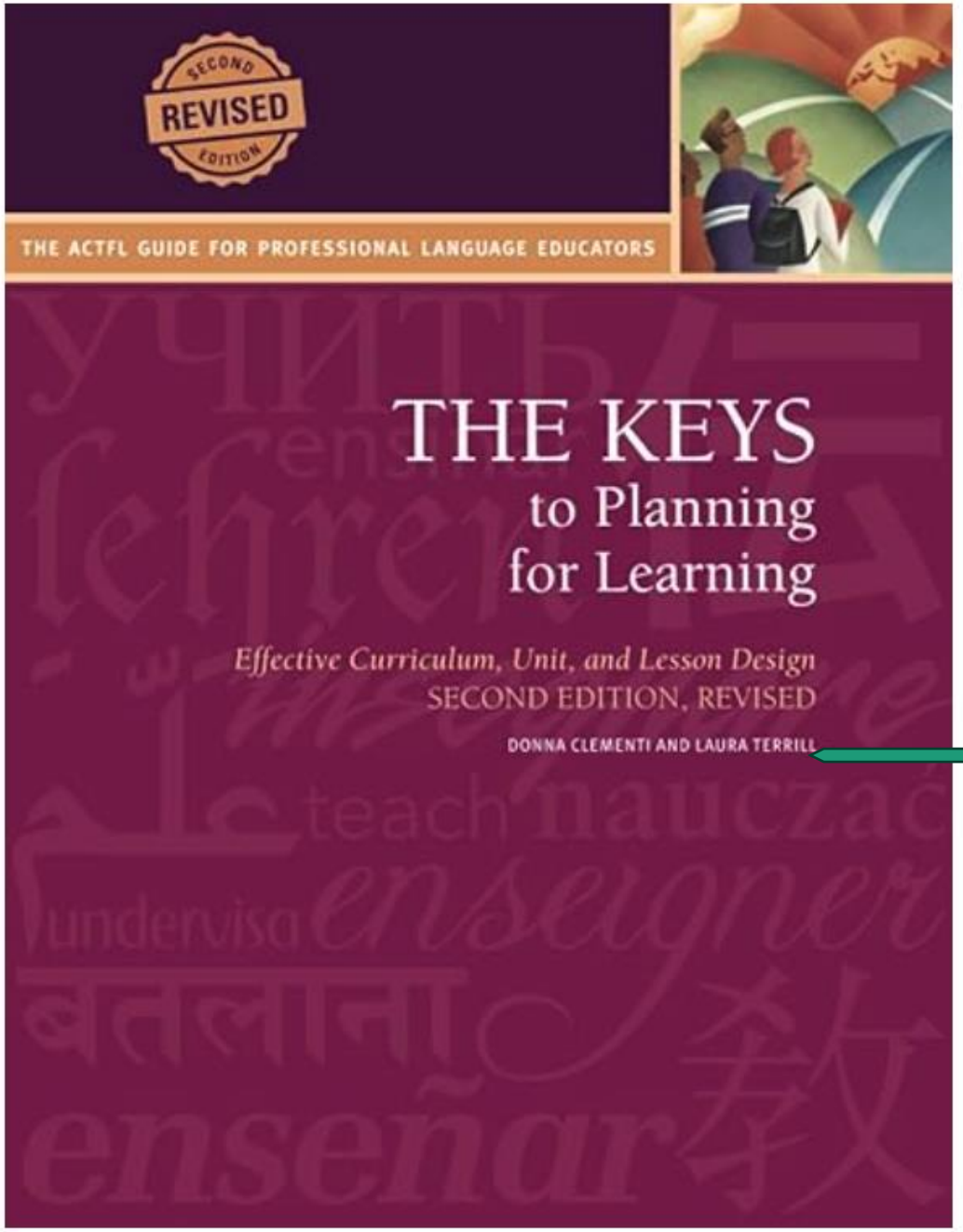
Expressing feelings and emotions

Expressing advice, opinions, preferences

Telling and retelling stories, sequencing

Expressing hopes, dreams, possibilities

Clementi, D. and Terrill, L. (2016). The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.



Laura Terrill will be at an AACIE Workshop October 12

NOVICE | INTERMEDIATE | ADVANCED

DESCRIBING PEOPLE, PLACES, THINGS, HOW AND HOW WELL

Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs

Related Language Functions

- *Analyze*
- *Categorize*
- *Classify*
- *Clarify*
- *Compare*
- *Contrast*
- *Count*
- *Define*
- *Describe*
- *Describe physical characteristics*
- *Describe the weather*
- *Differentiate*
- *Edit*
- *Evaluate*
- *Explain*
- *Give biographical information*
- *Give examples*
- *Identify*
- *Illustrate*
- *Infer*
- *Interpret*
- *Label*
- *List*
- *Locate*
- *Name*
- *Paraphrase*
- *Present*
- *Rephrase*
- *Restate*
- *Rewrite*
- *Summarize*

ASKING & ANSWERING QUESTIONS

Respond to a simple question	Ask and respond to simple, memorized questions	Ask and respond with some details to a variety of informational questions and follow-up questions	Ask and respond with details to a wide variety of questions including follow-up questions that request details	Ask and respond with elaboration to a wide variety of questions, including follow-up questions that request detailed explanations

Related Language Functions

- *Ask for/give biographical information*
- *Ask for/give clarification*
- *Ask for/give directions*
- *Ask for/give/refuse permission*
- *Ask for/give time, day, date*
- *Ask/respond to informational questions: who, what, when, where, how, why, how much, how many*
- *Ask & respond to what the weather is like*
- *Extend/accept/refuse invitations*
- *Request/respond*

EXPRESSING FEELINGS AND EMOTIONS

Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings	Express a wide variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy, thrilled	Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of

NOVICE | INTERMEDIATE | ADVANCED

EXPRESSING ADVICE, OPINIONS, PREFERENCES

Say I like or don't like something	Express preferences/ opinions in simple sentences	Express opinions/advice with reasons	Express opinions/advice with evidence-based justifications	Express opinions/advice with detailed rationales or arguments based on evidence

Related Language Functions

- *Accept/refuse invitations*
- *Agree/disagree*
- *Analyze/interpret*
- *Approve/disapprove*
- *Argue*
- *Confirm/admit/deny*
- *Contradict*
- *Criticize*
- *Critique*
- *Encourage*
- *Evaluate*
- *Explain*
- *Express likes/dislikes/ preferences*
- *Express obligation*
- *Express opinions*
- *Express possibility/ impossibility*
- *Express probability/improbability*
- *Give advice*
- *Give possible solutions*
- *Give reasons and explain causality*
- *Judge*
- *Justify*
- *Negotiate*
- *Offer alternatives/solutions*
- *Persuade/dissuade*
- *Recommend*
- *Suggest*

TELLING & RETELLING STORIES; SEQUENCING

Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a story or recount an event in a logical sequence of sentences	Tell a detailed story about something that happened, logically sequencing the events	Recount a story or event using paragraph-length narration

Related Language Functions

- *Compile*
- *Compose*
- *Construct*
- *Create*
- *Depict*
- *Describe*
- *Document*
- *Explain*
- *Express cause & effect*
- *Express daily routines*
- *Give commands*
- *Give directions*
- *Give supporting details*
- *Illustrate*
- *Instruct*
- *Narrate*
- *Outline*
- *Organize*
- *Present information*
- *Recount experiences/events*
- *Report*
- *Retell*
- *Sequence*
- *Summarize*
- *Tell*

EXPRESSING HOPES, DREAMS, POSSIBILITIES

Express my plans simply for later in the day, the next day, weekend	Express hopes, plans for the future simply (ex: I hope to…; I will…)	Express hopes, dreams, plans for the future with some details (ex: I would like to…; in order to become X, I will need to …)	Express hopes, dreams, plans, possibilities with explanations (ex: If I could live anywhere in the world, I would live in X because….)	Express hopes, dreams, plans, possibilities with detailed explanations

Clementi, D. and Terrill, L. (2016). The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.

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DESCRIBING PEOPLE, PLACES, THINGS, HOW AND HOW WELL

Novice	Intermediate	Intermediate	Advanced	Advanced
Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs

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ASKING & ANSWERING QUESTIONS

Components of Learning Targets:

Student friendly language

\+ **“I can”**

\+ Function

•describe •ask •tell •read •understand
•ask questions about •write ….

\+ Context

The situation within which students will learn the material.

Example: Learning Target:

Student friendly language

\+ **“I can”**

\+ Function describe.

\+ Context The members of my family.

Example: Learning Target:

Student friendly language

\+ **“I can”**

\+ Function — Answer questions

\+ Context — About my favorite foods.

You be the Judge – Learning Target or Not?

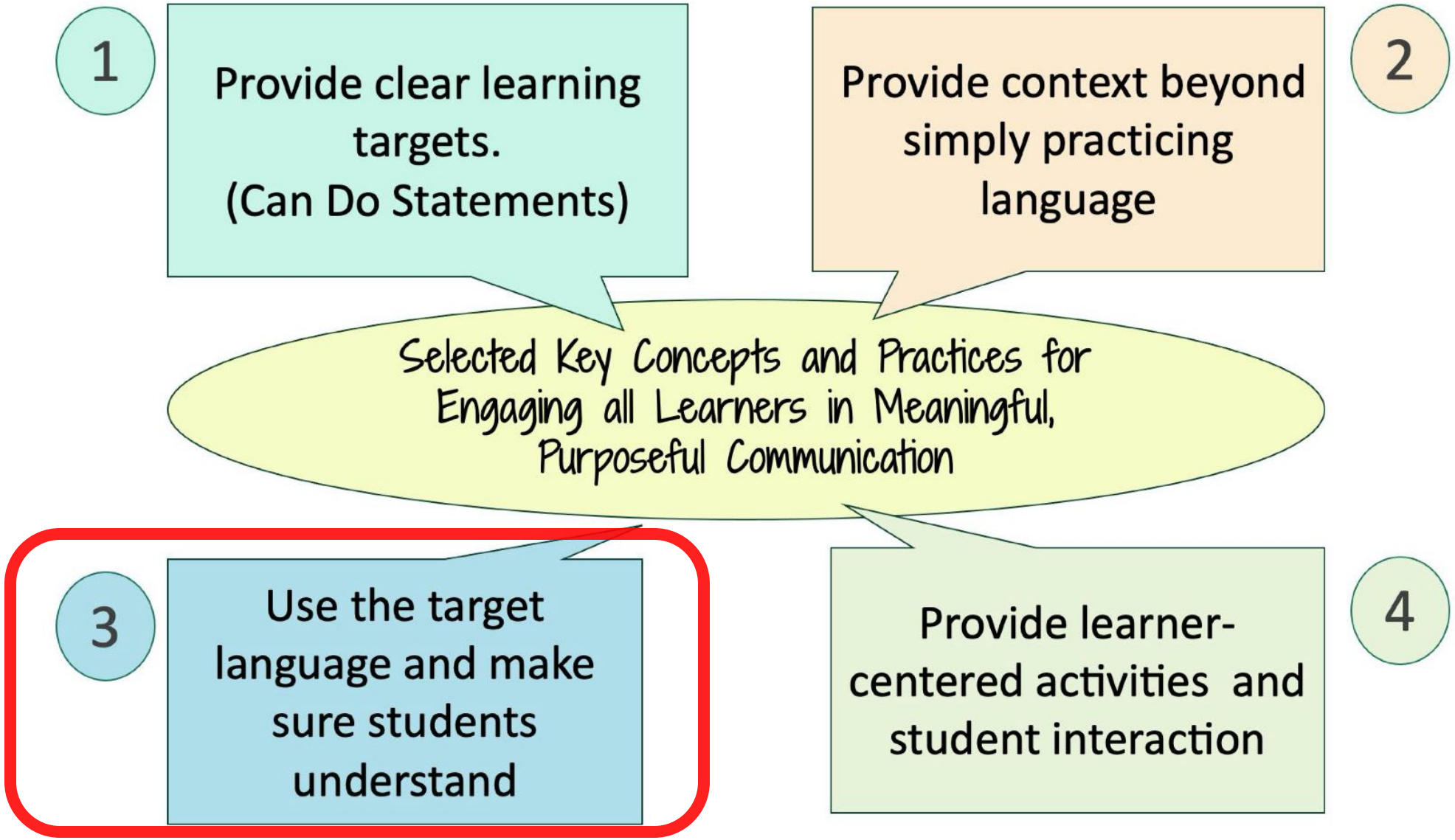
I can identify the beginning middle and end of a story. — YES

I can watch a video about Mulan. — NO

I can write 10 characters from the Mulan story. — YES

I can play the math probability game with my friend.. — NO

I can describe the members of my family. — YES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3

Use the target language and make sure students understand

The teacher must use the language meaningfully and make sure students understand.

What do experts recommend about Target Language Use?

ACTFL Position Statement on Use of the Target Language in the Classroom

http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0

90+ %

Target Language Use

90+ % Target Language Use

Clear separation of languages for specified time

We're speaking English!

我们 现在说 中文

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90+ % Target Language Use

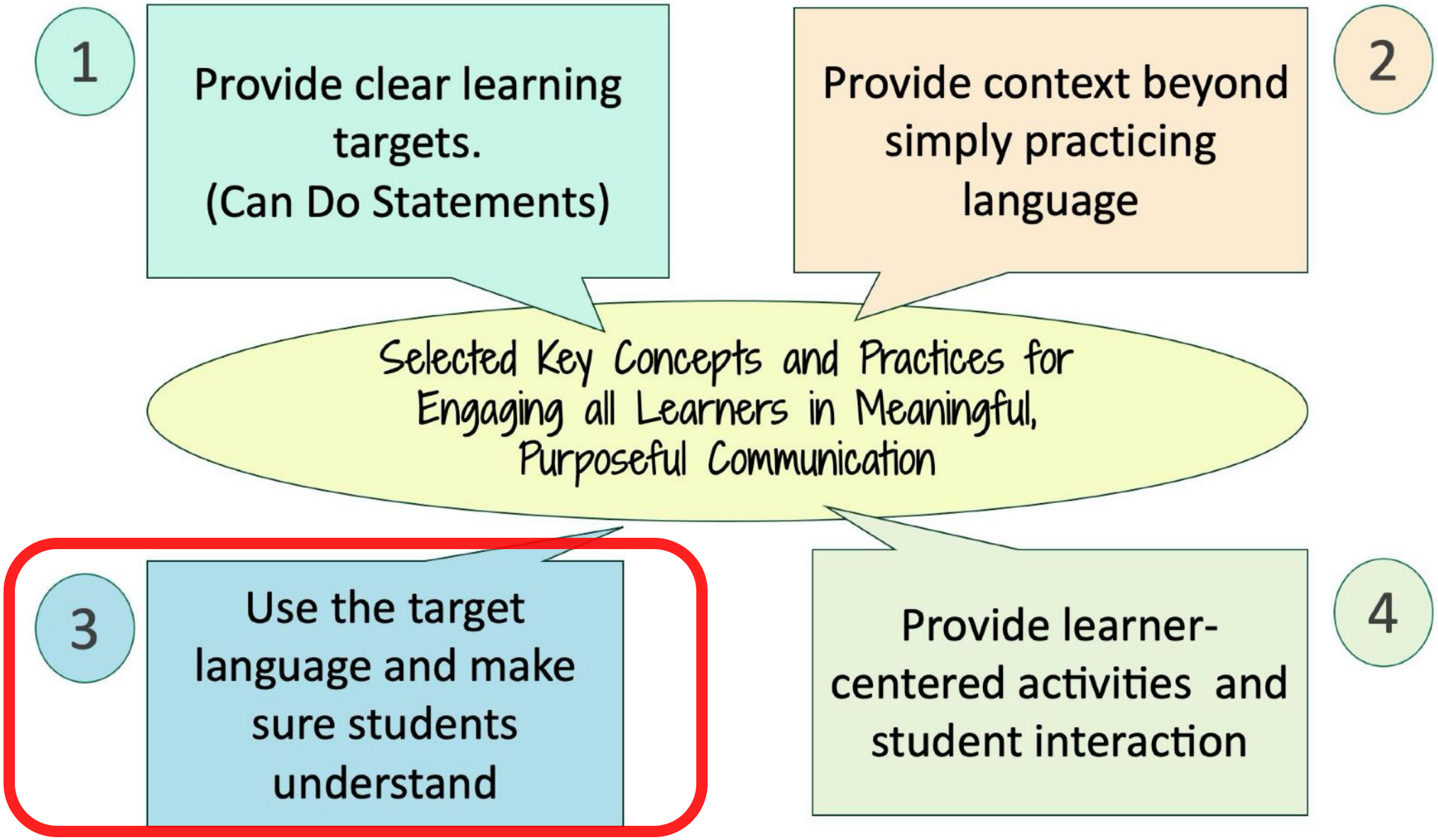
NOT using translation regularly in the classroom.

Why?

Students will wait for the translation and my not listen to the target language.

Language is the key to culture.

When teachers speak the target language, they invite students to feel what it is like to be in the place where everyone speaks that language.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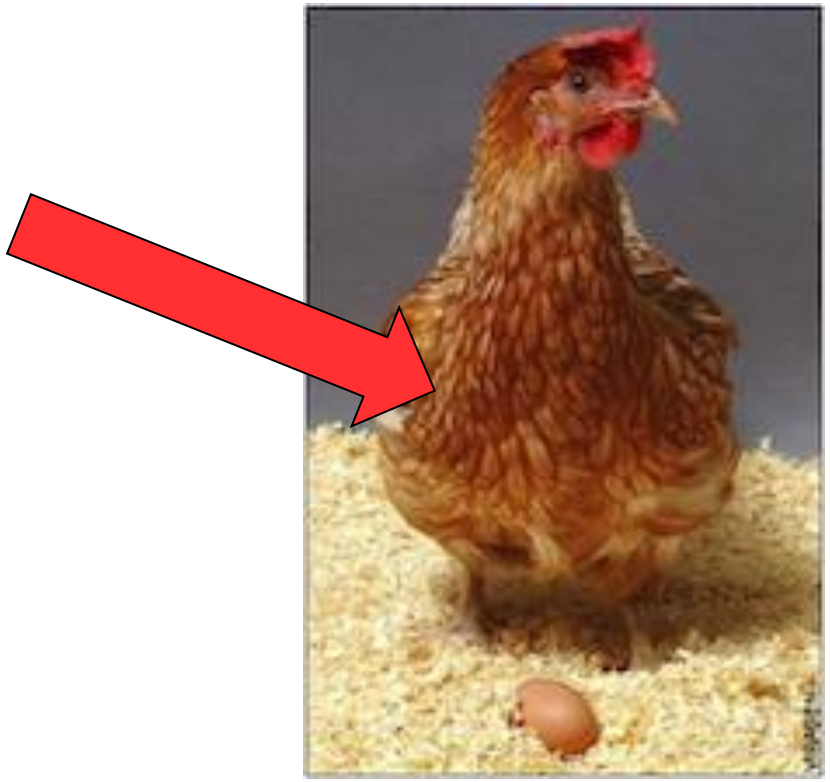
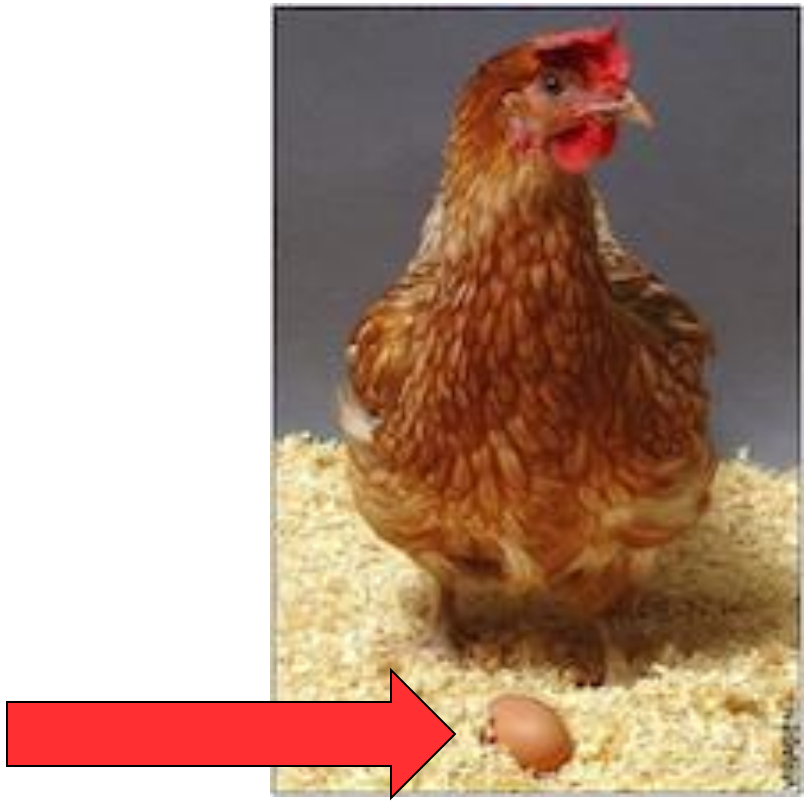
Wir sprechen Deutsch!

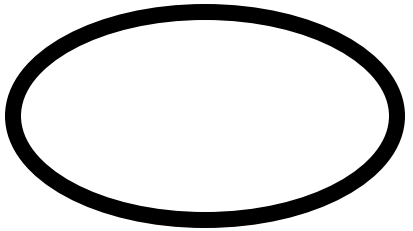


die Henne

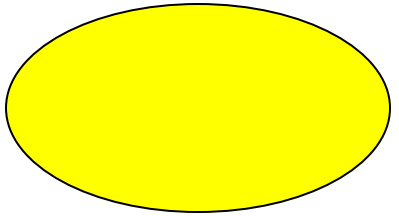


ein Ei

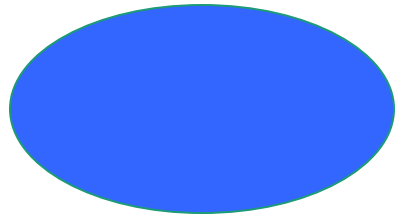
Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein weißes Ei
Eins, zwei, drei



Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein gelbes Ei
Eins, zwei, drei



Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein blaues Ei
Eins, zwei, drei



Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein grünes Ei
Eins, zwei, drei

Eins , zwei drei
Die Henne legt ein Ei
Die Henne legt ein lila Ei
Eins, zwei, drei

We’re speaking English!

How did I help you to understand?

What was/were the learning target(s)?

Write it down for yourself.

What was/were the learning target(s)?

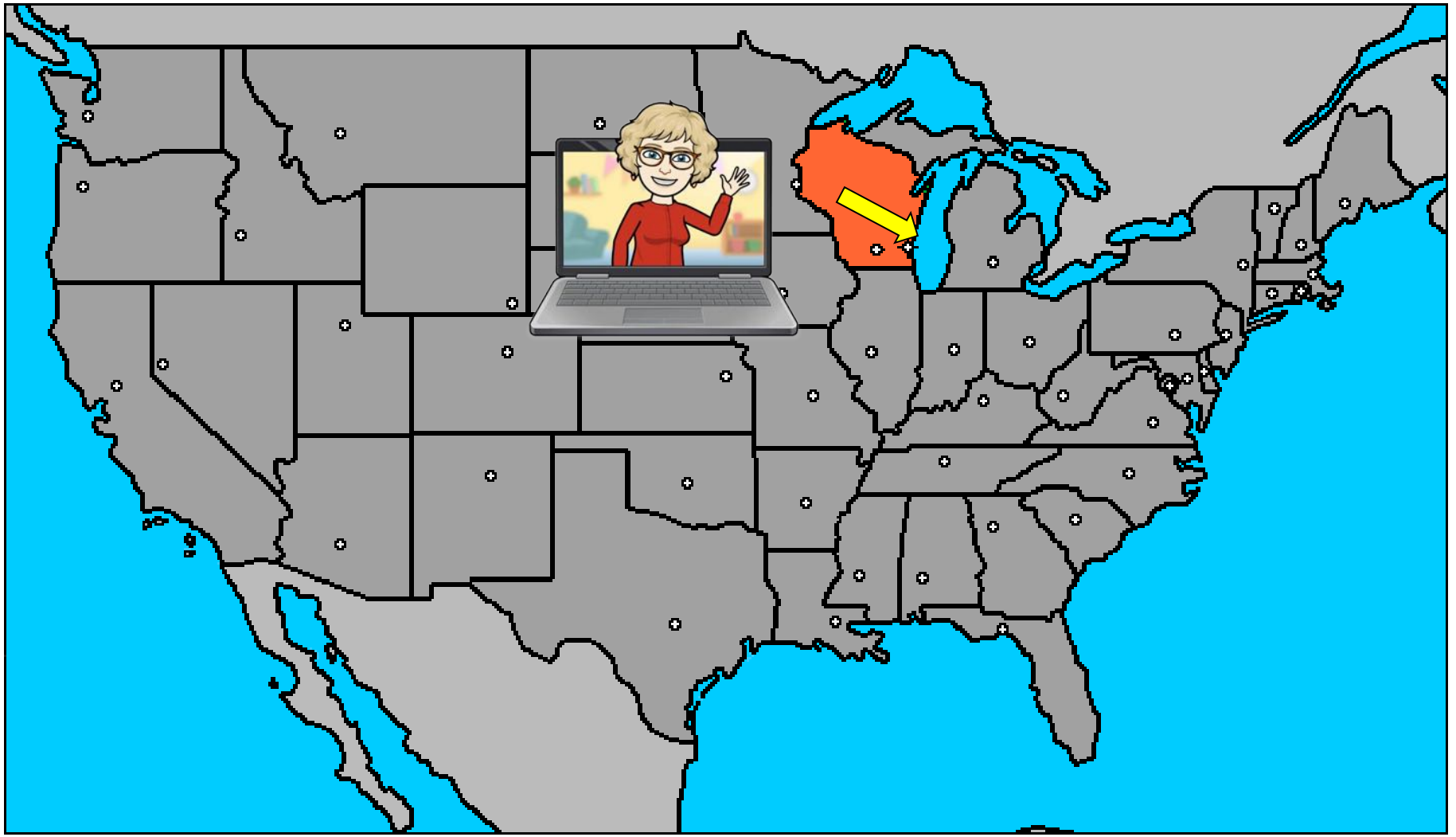
I can identify the colors in the German “Henne” rhyme.

¡Hablamos español!

¿Dónde vive la llama?

- Por: Señorita Jenny Griswold

Helena **vive** en Milwaukee, Wisconsin,



¿Vive la llama en Wisconsin?

No, la ardilla vive en Wisconsin.

¿Vive la llama en China?

No. El oso panda vive en China.

¿Vive la llama en Antártida?

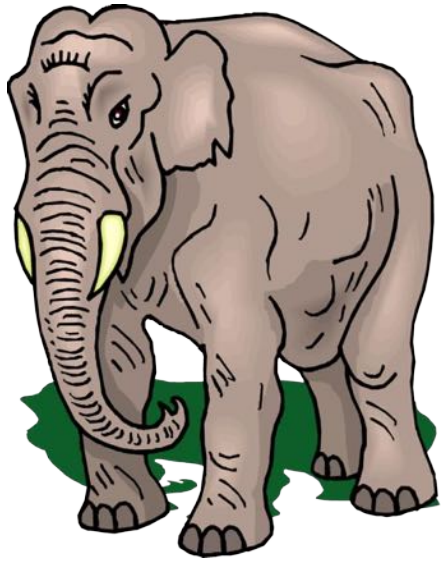
No, los pingüinos viven en Antártida.

¿Vive la llama en Australia?

¡No, no, no! El canguro vive y brinca en Australia.

¿Vive la llama en India?

No, el elefante vive en India.

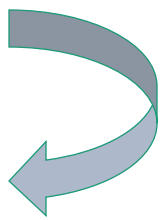


¿Vive la llama en Zimbabwe?

¡No! La jirafa, el mono, el león y la cebra viven en Zimbabwe.

Entonces…

¿DÓNDE VIVE LA LLAMA?



Vive en Peru!

We’re speaking English!

How did I help you to understand?

What were the learning target(s)?

Write it down for yourself.

I can say where a llama lives and does not live.

I can ask where a llama lives.

In thinking of a lesson on family members, write one learning target for that lesson.

Possible learning target(s) for lesson on family members

I can say how many people are in my family.

I can say how many little brothers and big brothers I have.

I can say how many little sisters and big sisters I have.

I can say where my family lives.

• • •

What vocabulary and grammar structures are needed for learners to be able to meet these learning targets.

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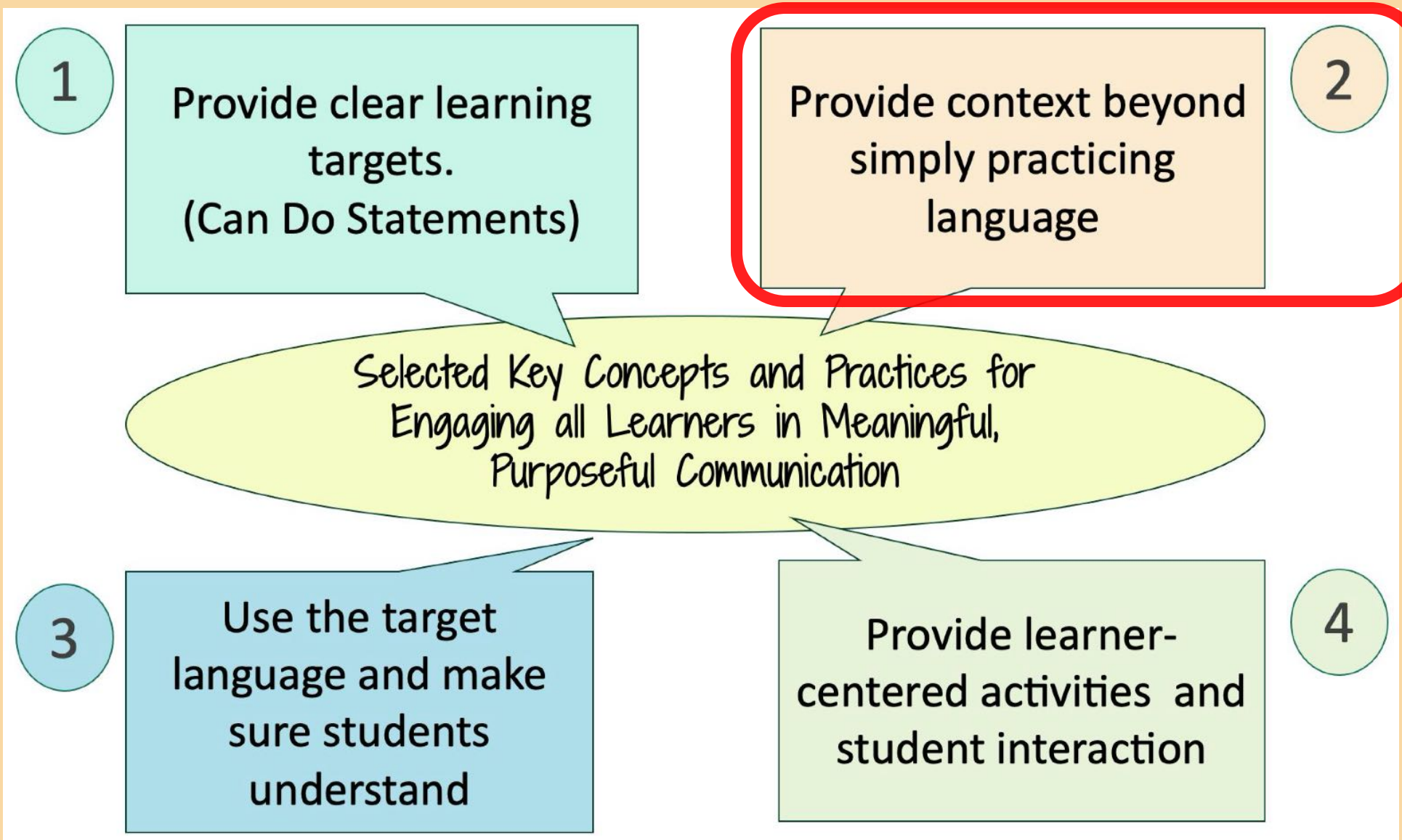
I can say where my family lives.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Provide context beyond simply practicing language

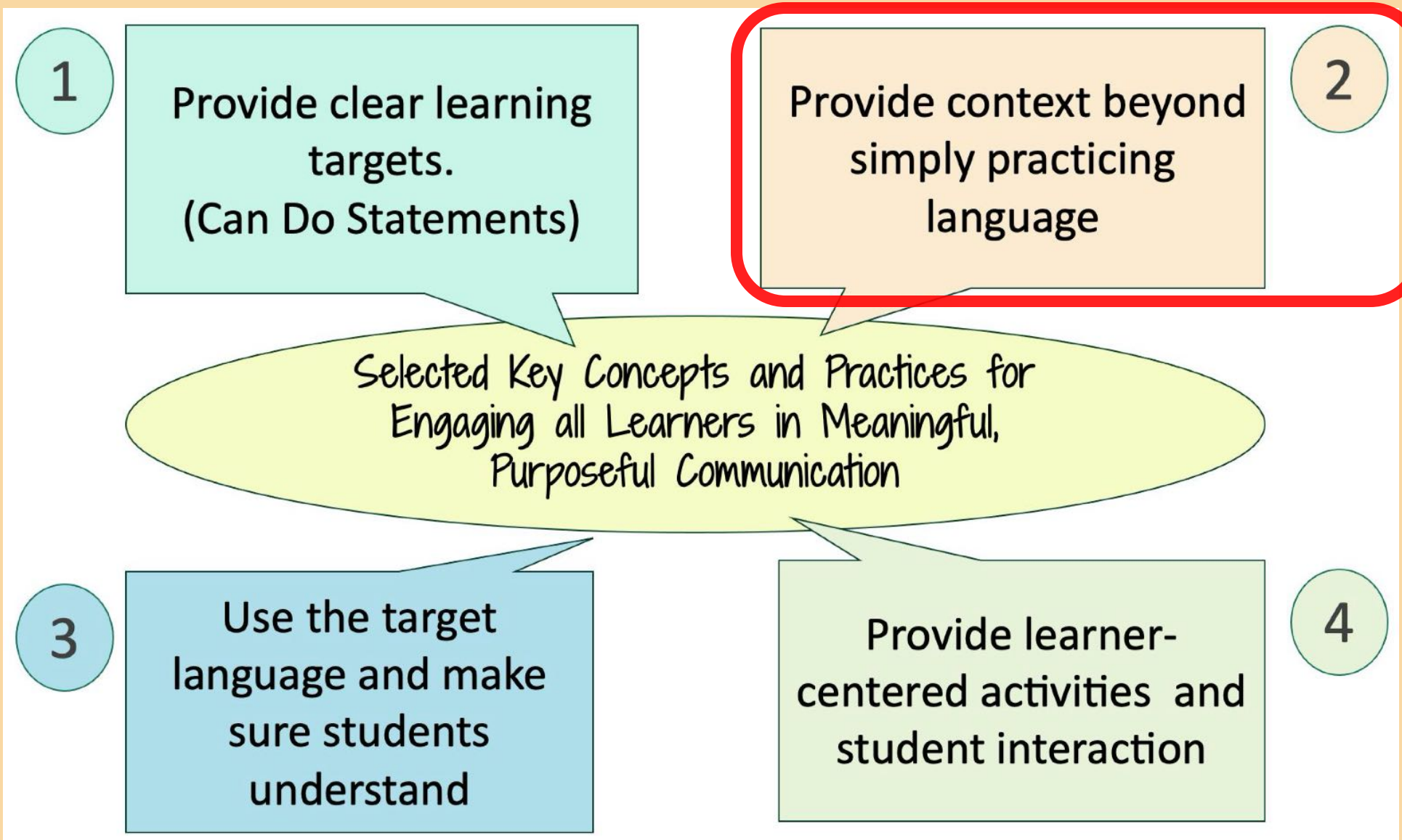
2

Without context there is no meaning. It takes the brain much longer to remember.

Think to yourself:

Think to yourself:

What does this quiz mean to you?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Without context there is no meaning. It takes the brain much longer to remember.

How can we provide context (and meaning)?

Props

Visuals

Gestures

Actions/Movement

Stories

Poetry Rhymes

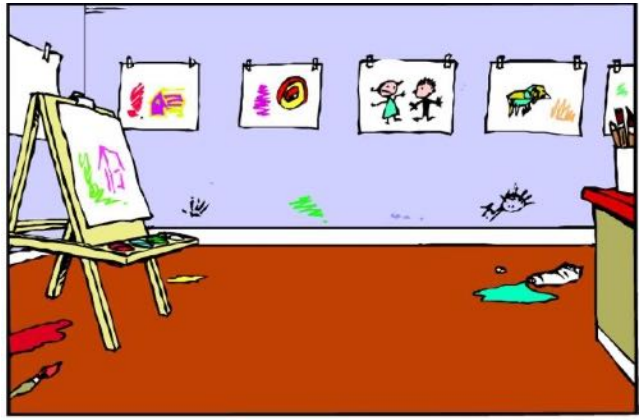
Drama

Music, dance
Songs, chants,

Social situations: role plays

Games

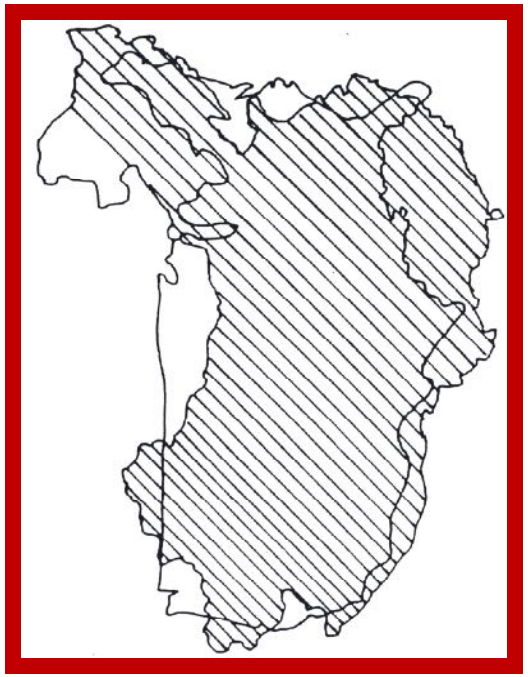
Projects:
arts, crafts, cooking

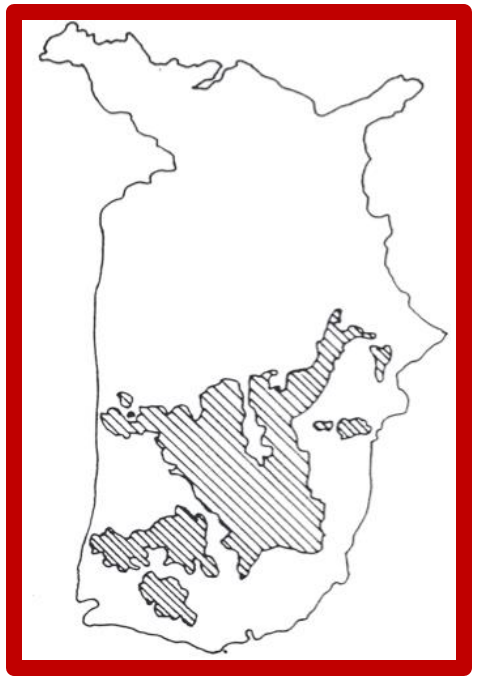


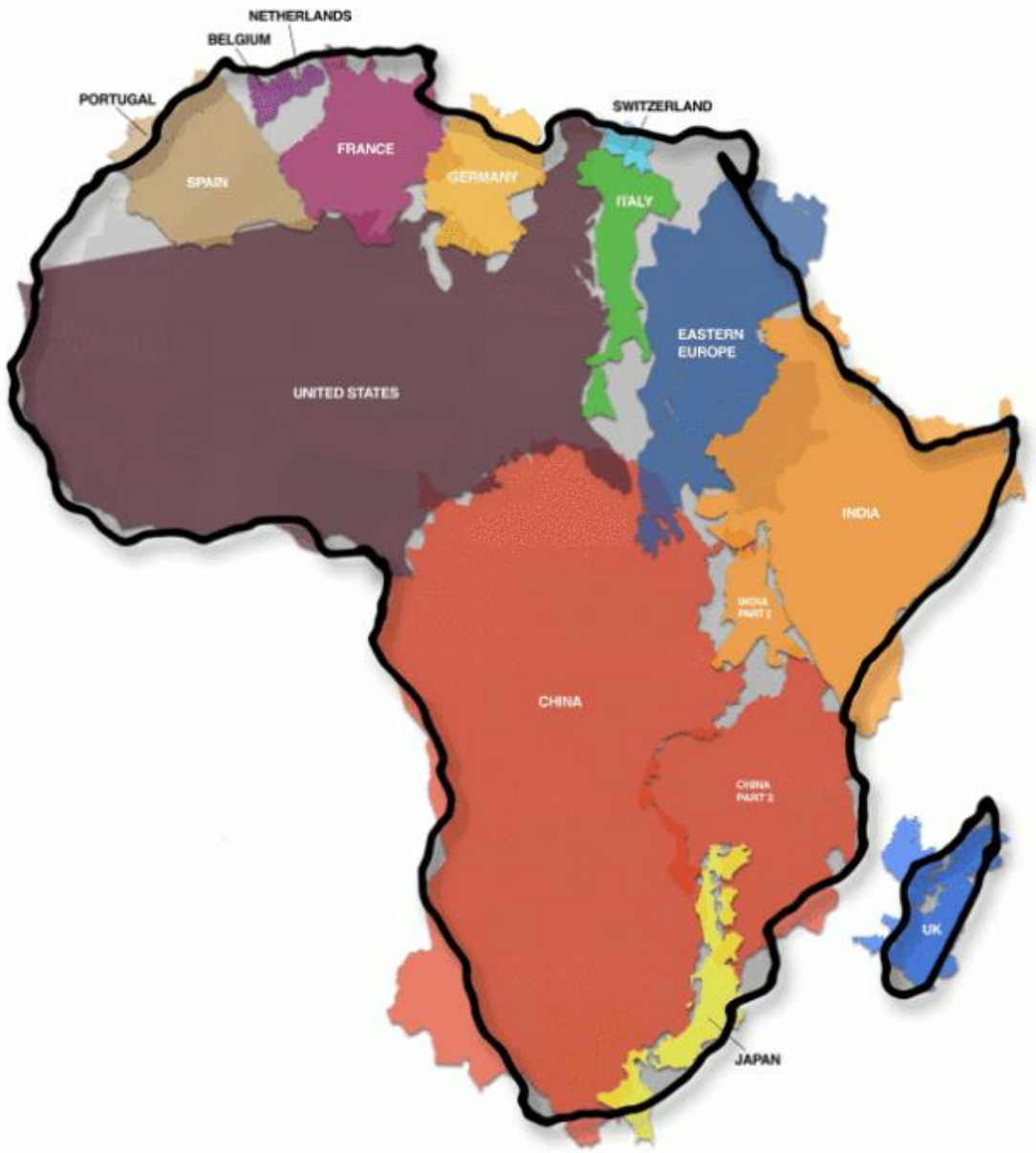
Cultural Connections

Connecting to the Regular Curriculum

Geography Examples

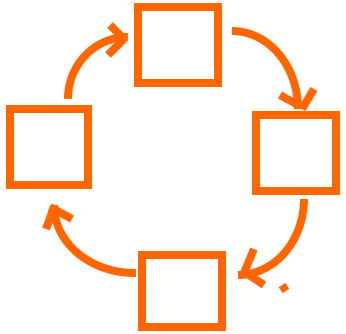


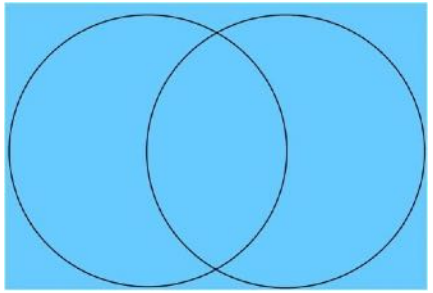


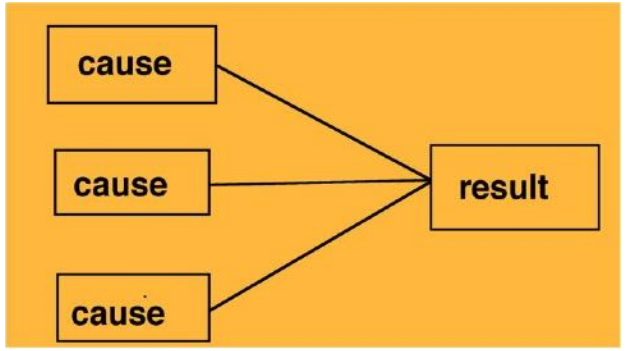


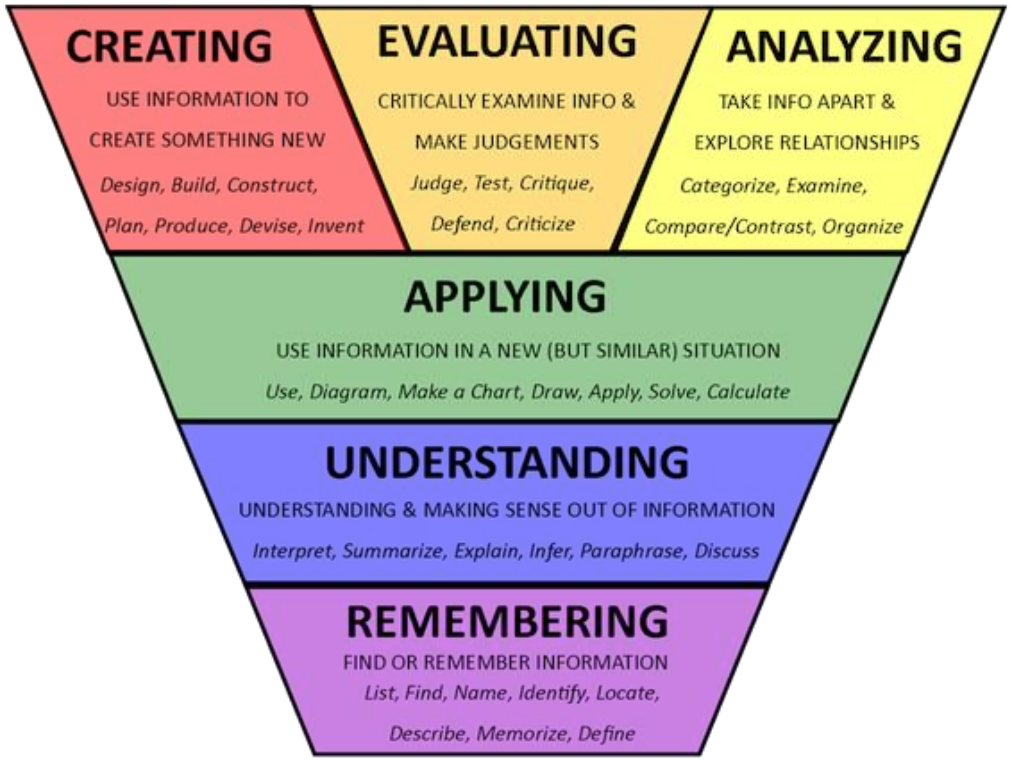
Using Academic Skills and Processes:

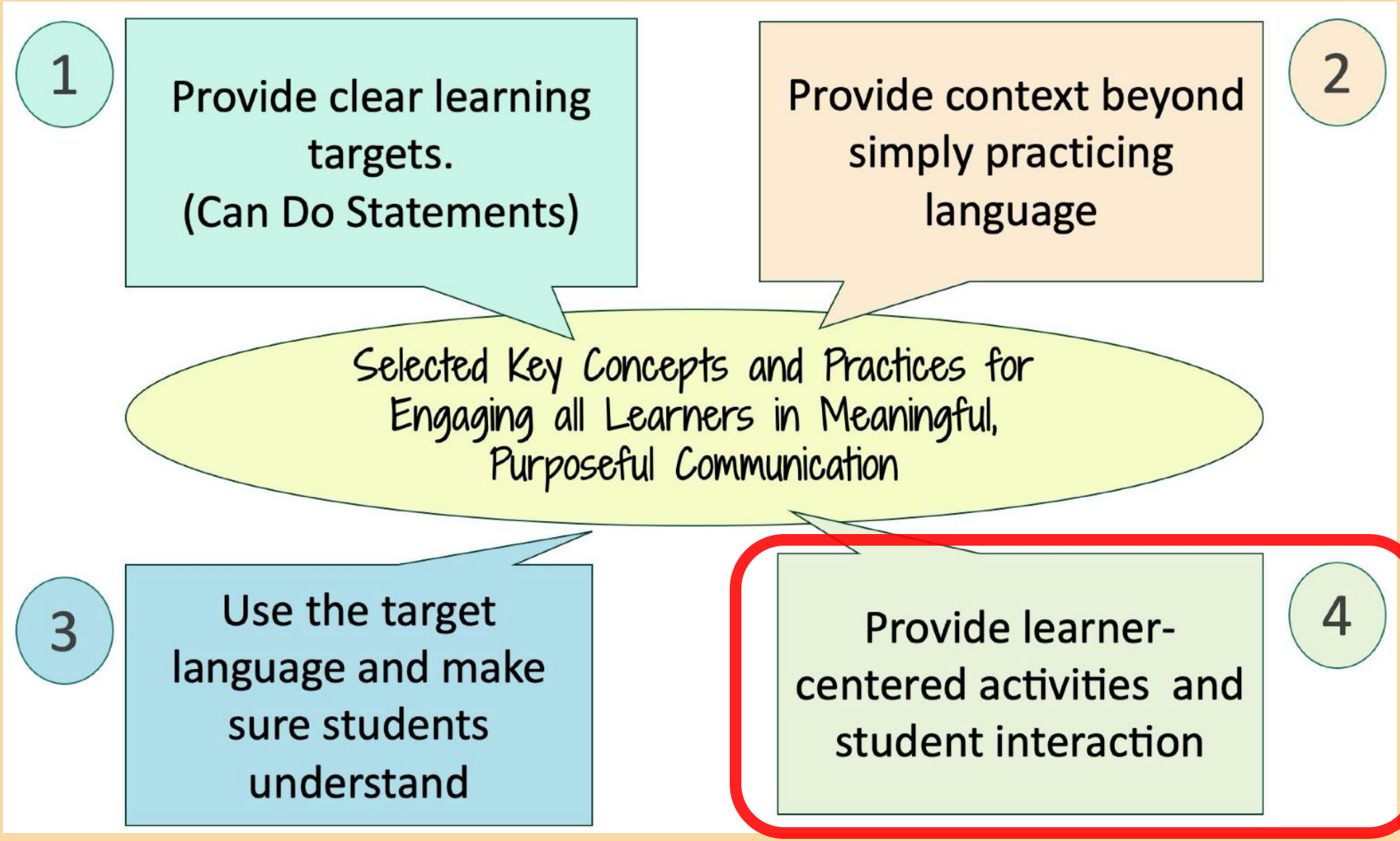
Classifying, Categorizing, Estimating, Predicting, Evaluating, Synthesizing










1
Provide clear learning targets. (Can Do Statements)
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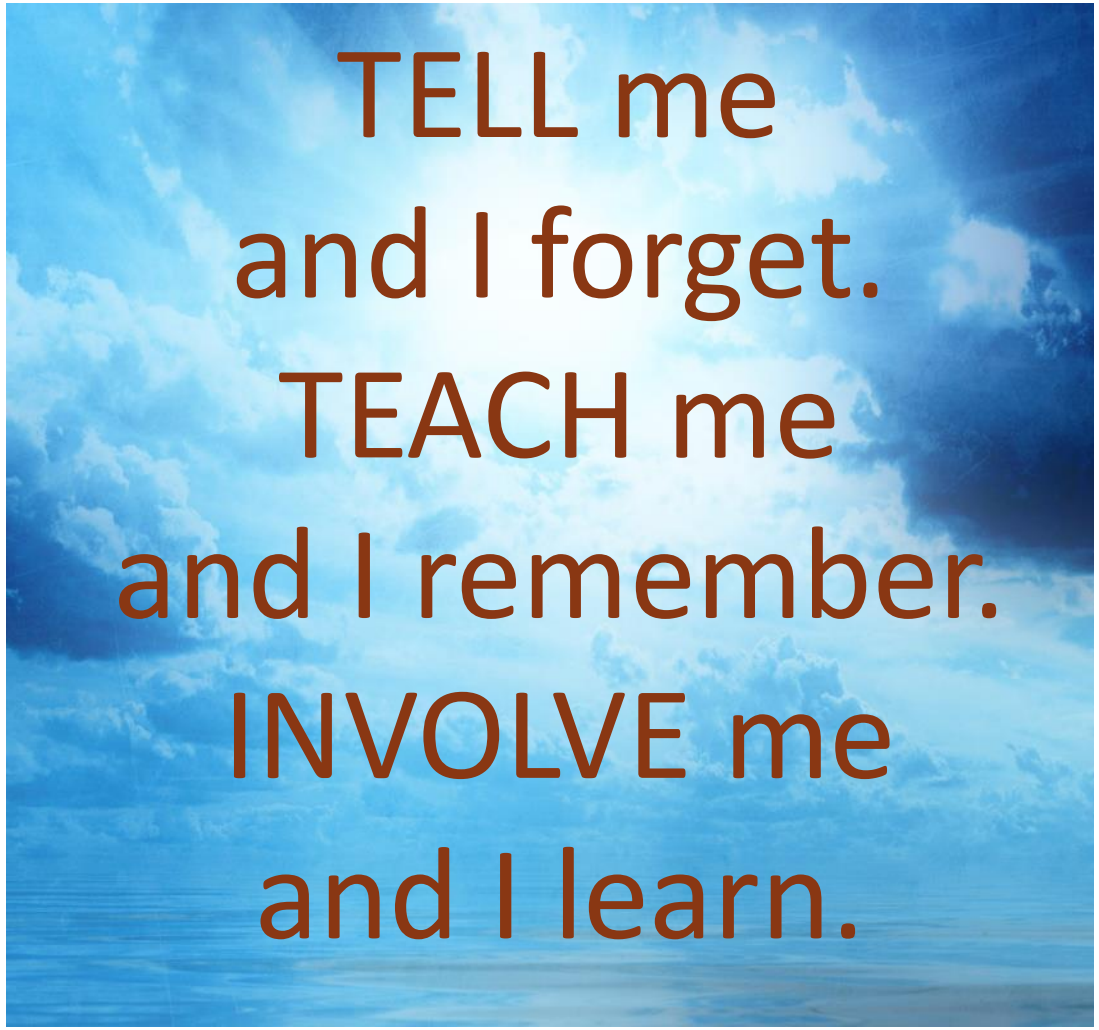
3
Use the target language and make sure students understand
4
Provide learner-centered activities and student interaction

Provide learner-centered activities and student interaction

4

Students need engaging activities.

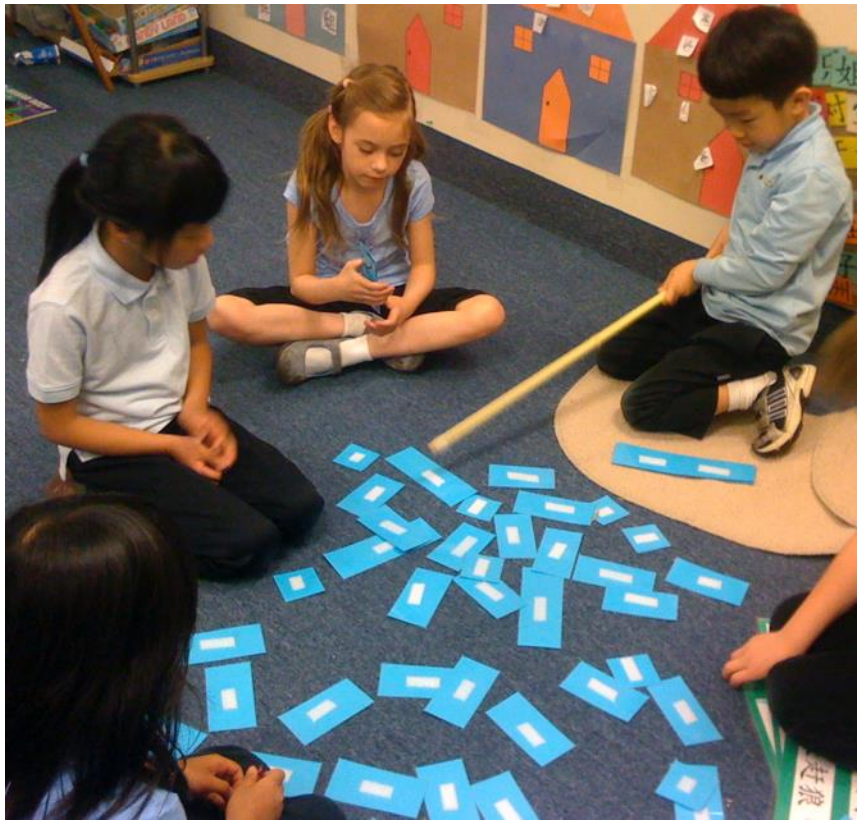


Benjamin Franklin

What the student does is actually more important that what the teacher does. (Schuell, 1986, p.429)

Learners need interaction and engaging activities.

Games/Game-like Real Life Activities

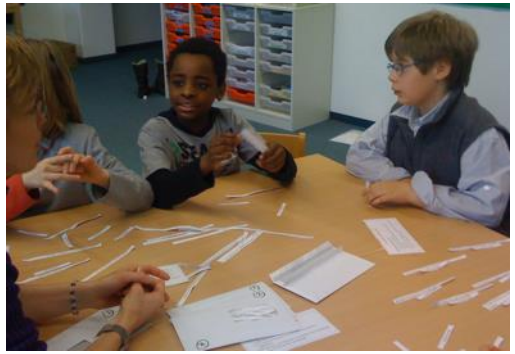


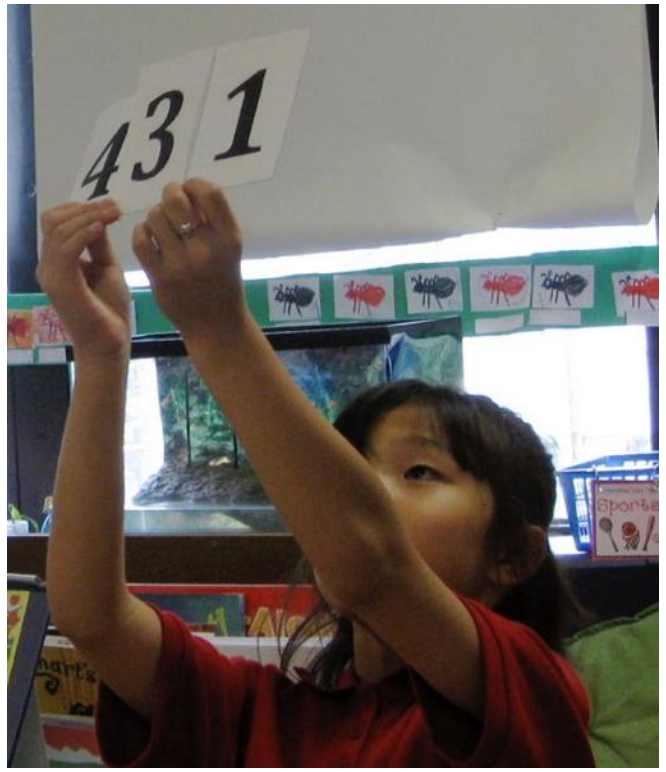
Learners need interaction and engaging activities.

Hands-on Concrete Experiences

Learners need interaction and engaging activities.

Manipulatives



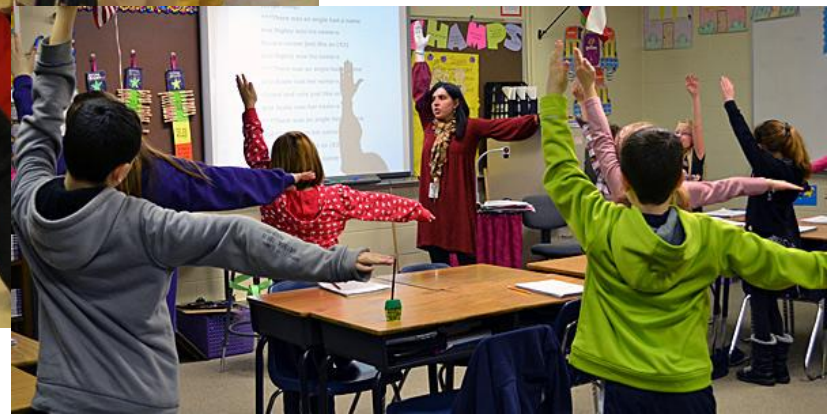


Learners need interaction and engaging activities.

Playfulness

Learners need interaction and engaging activities.

Movement!!



Learners need interaction and engaging activities.

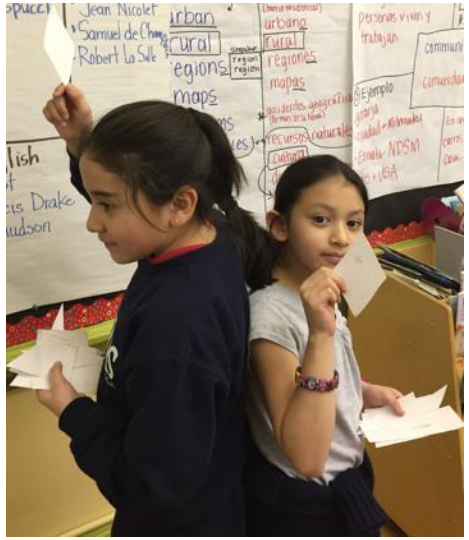
Movement!!

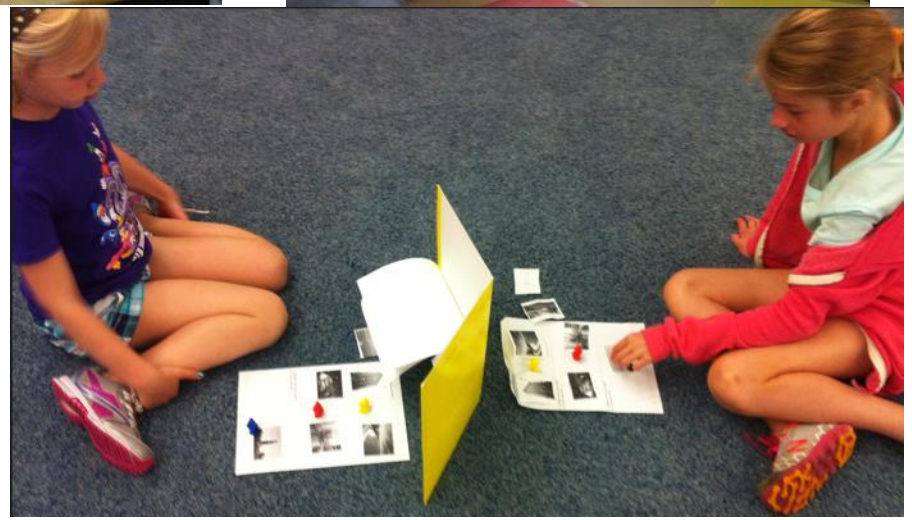
Line-Ups

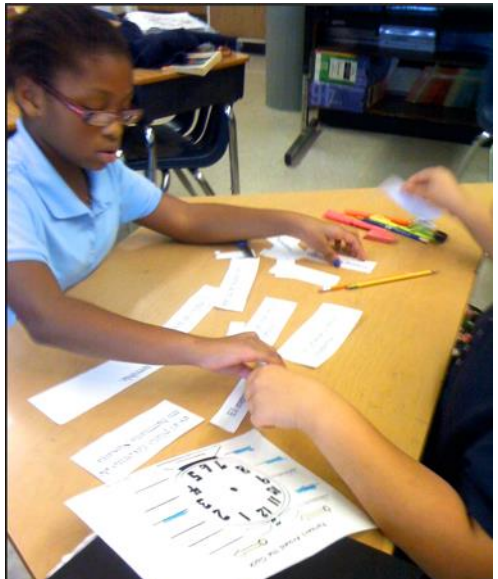
Line-Ups

Learners need interaction and engaging activities.

Group and Partner Work

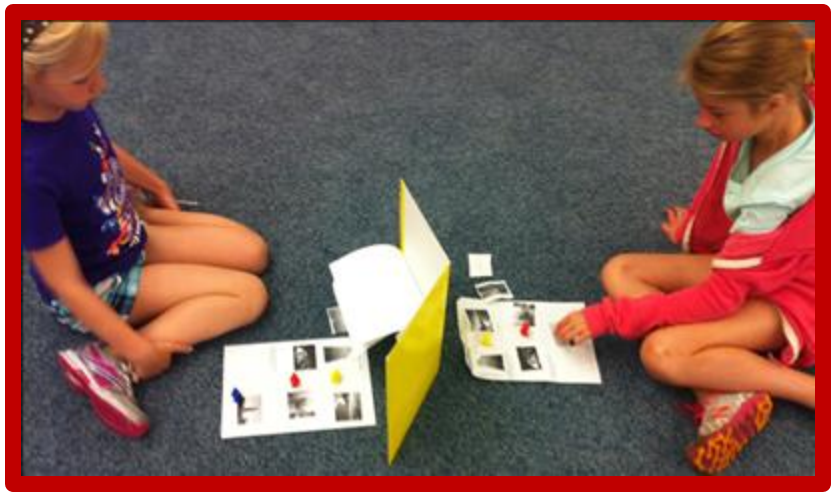






Learners need interaction and engaging activities.

Many Group and partner activities have elements of play.



What are information gap activities?

https://en.yabiladi.com/articles/details/59160/2017-global-report-morocco-bottom.html

- There is a “gap” or missing information. One student does not have the same information as the other student(s).
- Each learner has different pieces of information, that they must share.
- The giver and receiver must communicate accurately through speaking and listening.
- Learners practice taking turns and asking and answering questions.

Be sure that students cannot see each others' work!

Divide the information into two or more parts so that students must get the information from each other.

All of the Information

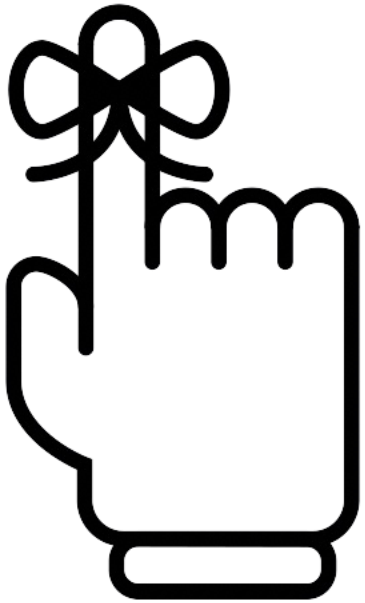
Half of the Information (Partner A)

Half of the Information (Partner B)

Planning for Information Gap Activities

- Is it connected to the lesson can-dos/learning targets?
- Does it build language proficiency?
- Is it age-appropriate?
- Is it appropriate for students' proficiency levels?
- Are there clear directions for accomplishing the task?
- Do students have the target language they need to accomplish the task?

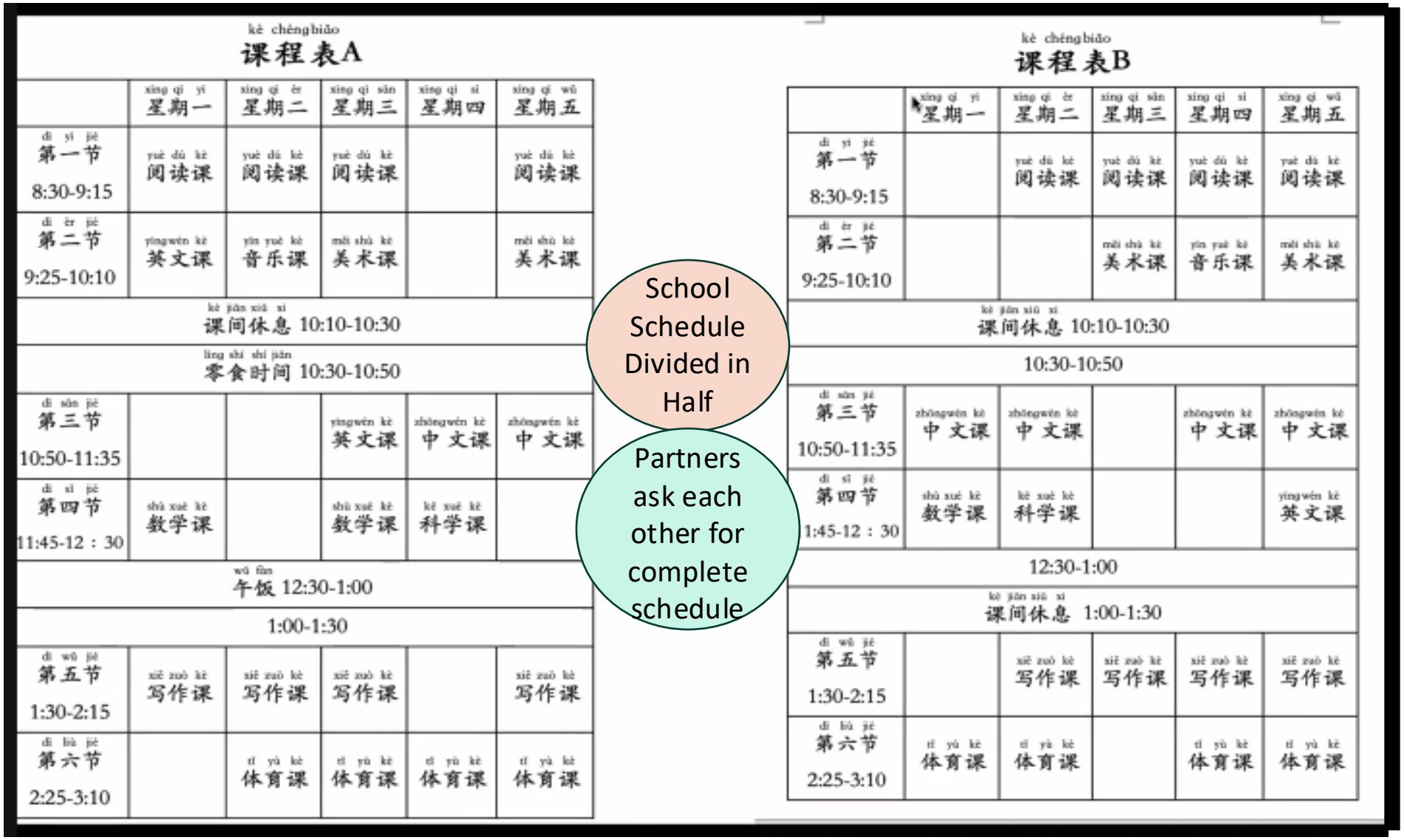
When planning Information Gap Activities, REMEMBER:



https://thenounproject.com/icon/remember-1549579/

The purpose of information gap activities is to **practice** language and content in a meaningful context , not initially teach it.

Example: Completing a School Schedule



kè chéngbiǎo
课程表A

	xīng qī yī 星期一	xīng qī èr 星期二	xīng qī sān 星期三	xīng qī sì 星期四	xīng qī wǔ 星期五
dì yī jié 第一节 8:30-9:15	yuè dú kè 阅读课	yuè dú kè 阅读课	yuè dú kè 阅读课		yuè dú kè 阅读课
dì èr jié 第二节 9:25-10:10	yīngwén kè 英文课	yīn yuè kè 音乐课	měi shù kè 美术课		měi shù kè 美术课
kè jiān xiū xi 课间休息 10:10-10:30					
líng shí shí jiān 零食时间 10:30-10:50					
dì sān jié 第三节 10:50-11:35			yīngwén kè 英文课	zhōngwén kè 中文课	zhōngwén kè 中文课
dì sì jié 第四节 11:45-12：30	shù xué kè 数学课		shù xué kè 数学课	kē xué kè 科学课	
wǔ fàn 午饭 12:30-1:00					
1:00-1:30					
dì wǔ jié 第五节 1:30-2:15	xiě zuò kè 写作课	xiě zuò kè 写作课	xiě zuò kè 写作课		xiě zuò kè 写作课
dì liù jié 第六节 2:25-3:10		tǐ yù kè 体育课	tǐ yù kè 体育课	tǐ yù kè 体育课	tǐ yù kè 体育课

School Schedule Divided in Half

Partners ask each other for complete schedule

kè chéngbiǎo
课程表B

	xīng qī yī 星期一	xīng qī èr 星期二	xīng qī sān 星期三	xīng qī sì 星期四	xīng qī wǔ 星期五
dì yī jié 第一节 8:30-9:15		yuè dú kè 阅读课	yuè dú kè 阅读课	yuè dú kè 阅读课	yuè dú kè 阅读课
dì èr jié 第二节 9:25-10:10			měi shù kè 美术课	yīn yuè kè 音乐课	měi shù kè 美术课
kè jiān xiū xi 课间休息 10:10-10:30					
10:30-10:50					
dì sān jié 第三节 10:50-11:35	zhōngwén kè 中文课	zhōngwén kè 中文课		zhōngwén kè 中文课	zhōngwén kè 中文课
dì sì jié 第四节 1:45-12：30	shù xué kè 数学课	kē xué kè 科学课			yīngwén kè 英文课
12:30-1:00					
kè jiān xiū xi 课间休息 1:00-1:30					
dì wǔ jié 第五节 1:30-2:15		xiě zuò kè 写作课	xiě zuò kè 写作课	xiě zuò kè 写作课	xiě zuò kè 写作课
dì liù jié 第六节 2:25-3:10	tǐ yù kè 体育课	tǐ yù kè 体育课		tǐ yù kè 体育课	tǐ yù kè 体育课

The schedule is divided in half and each partner has part of it.

Here is an example of how you might create an information gap activity using an online Chinese shopping site.

You can use any topic related to what you are working on in your curriculum.

What Book Bags Should We Buy as Gifts? Information Gap Activity

Scenario for Task.

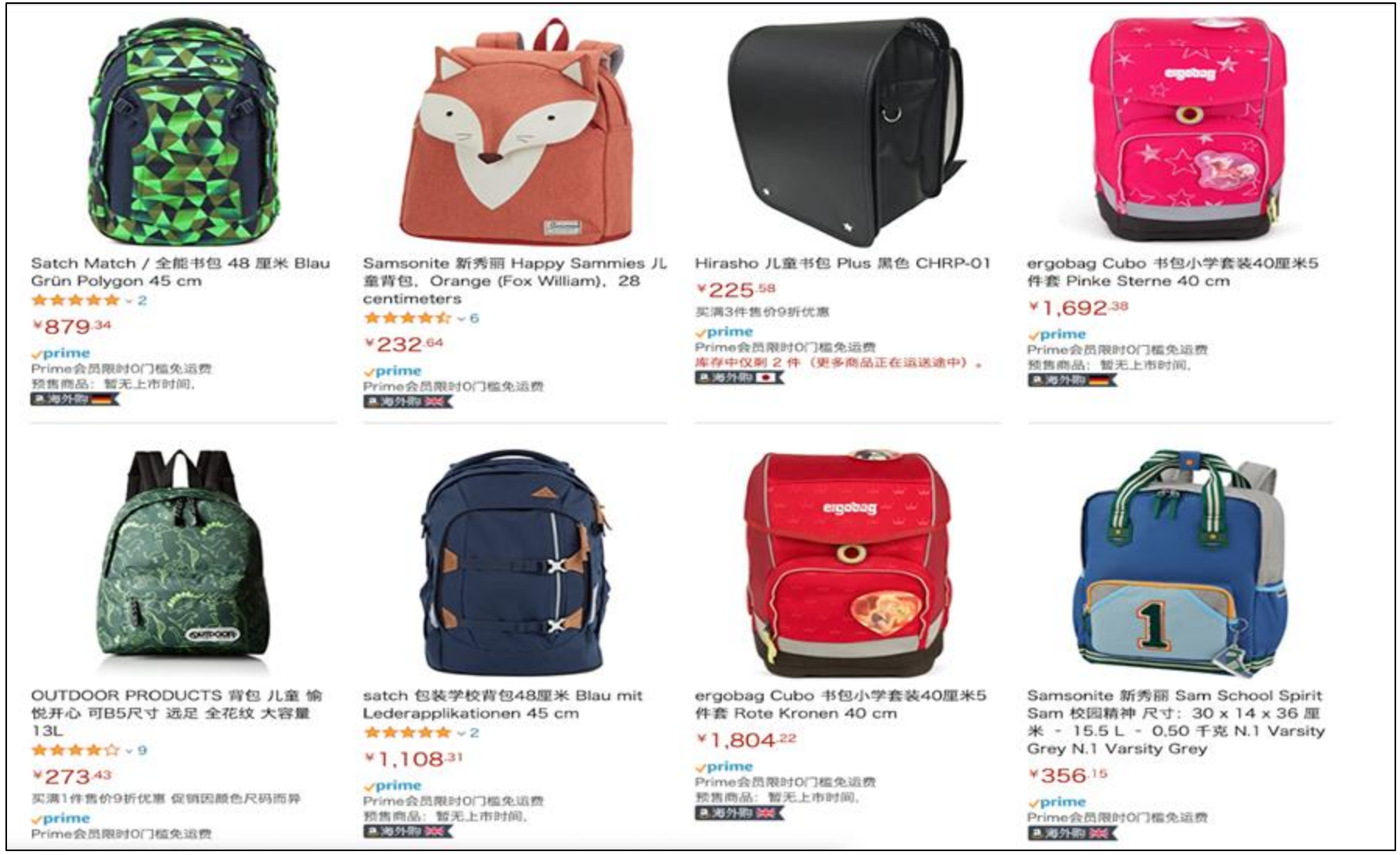
You and your friend will spend a week with a Chinese host family in Beijing as a part of your school's exchange program.

The host family has one boy and one girl and you would like to bring a gift of book bags to each of them.

You have a budget of $100.00.

You must find and agree on two book bags that you will bring to the host brother and sister.

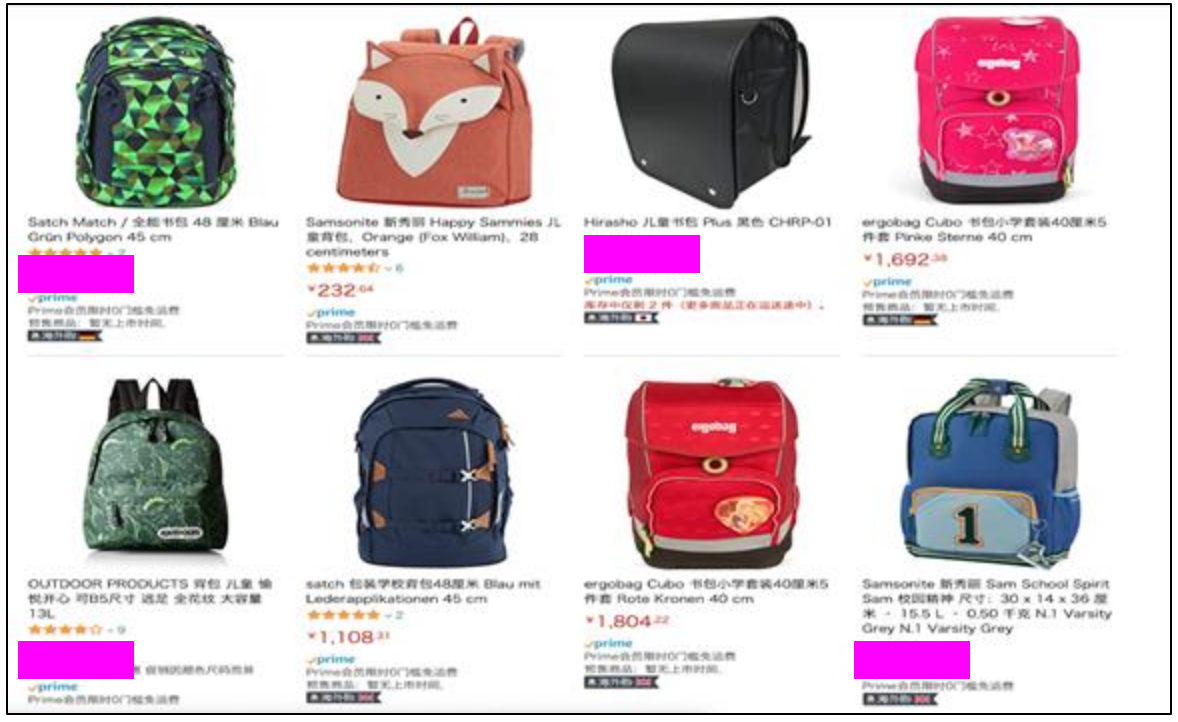
Example: What Book Bags Should We Buy? Information Gap Activity



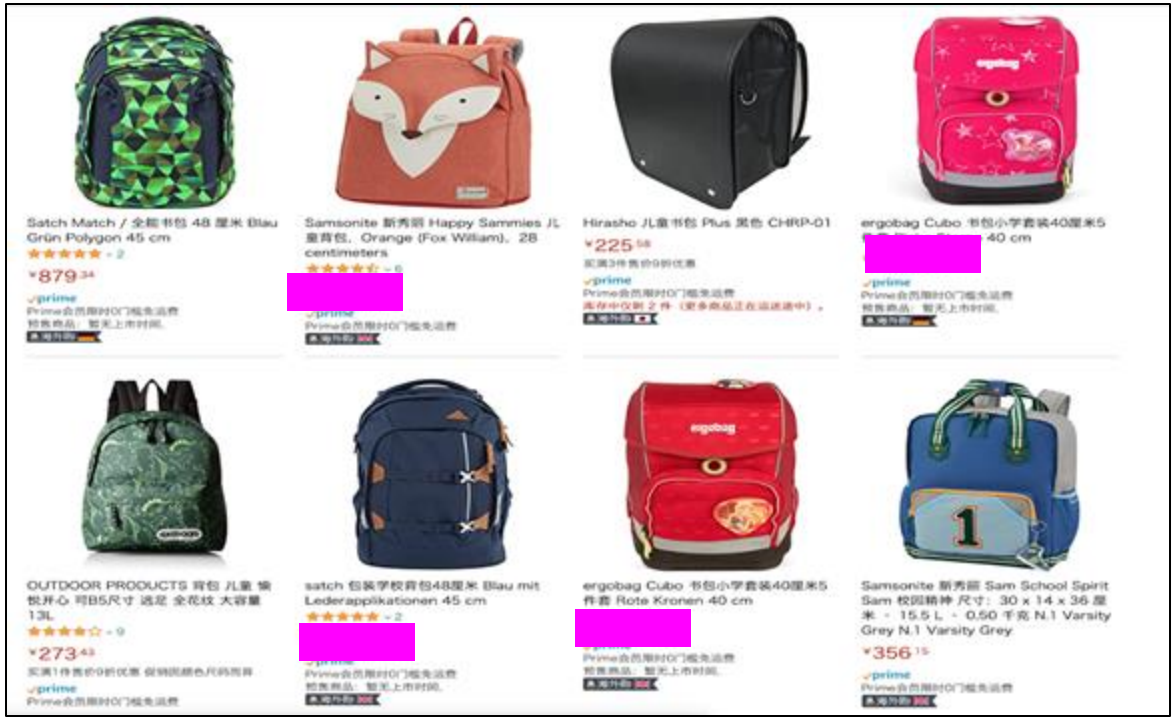
Activity from: Heidi Steele and Dali Tan

Information Divided: Half for Partner A and Half for Partner B

Partner A Information



Partner B Information



Activity from: Heidi Steele and Dali Tan

Getting Ready To Spend A Week with A Chinese Host Family: Choosing Gifts

Directions for Students: Task.

1. Complete the information gap activity to find the correct price for each bag.
2. After you find all the prices, decide which bags you can pay for with the $100.00 you have.

网购衬衫同伴活动指引

1 你和你的同伴必须找出每个书包的价钱。每一个同伴有一张带有一部分信息的练习页。

2 两个同伴必须通过提问和对话交谈找到所有书包的价钱。

3 两个同伴轮流告知对方自己表格上的没有的价钱。

4 同伴A告诉同伴B“第一行的第一个书包八百七十九块三毛二。”

5 同伴B告诉同伴A“谢谢你”并在她的练习页上写下第一个书包的价钱。同伴B告诉同伴A“第一行的第二个书包两百三十二块六毛四。”

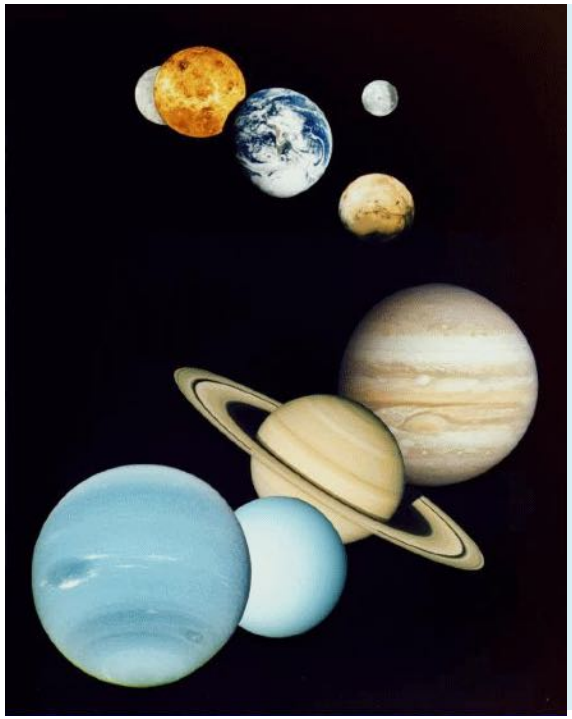
6 两个同伴轮流询问和告知对方自己表格上的信息，直到填好所有的空格。

7 下一步他们必须把每个书包的价钱转换成美元，再决定他们的一百美元可以买哪两个书包。

Activity from: Heidi Steele

Example that connects to the regular curriculum:

Each Partner has half the information
they need to complete the solar system chart.



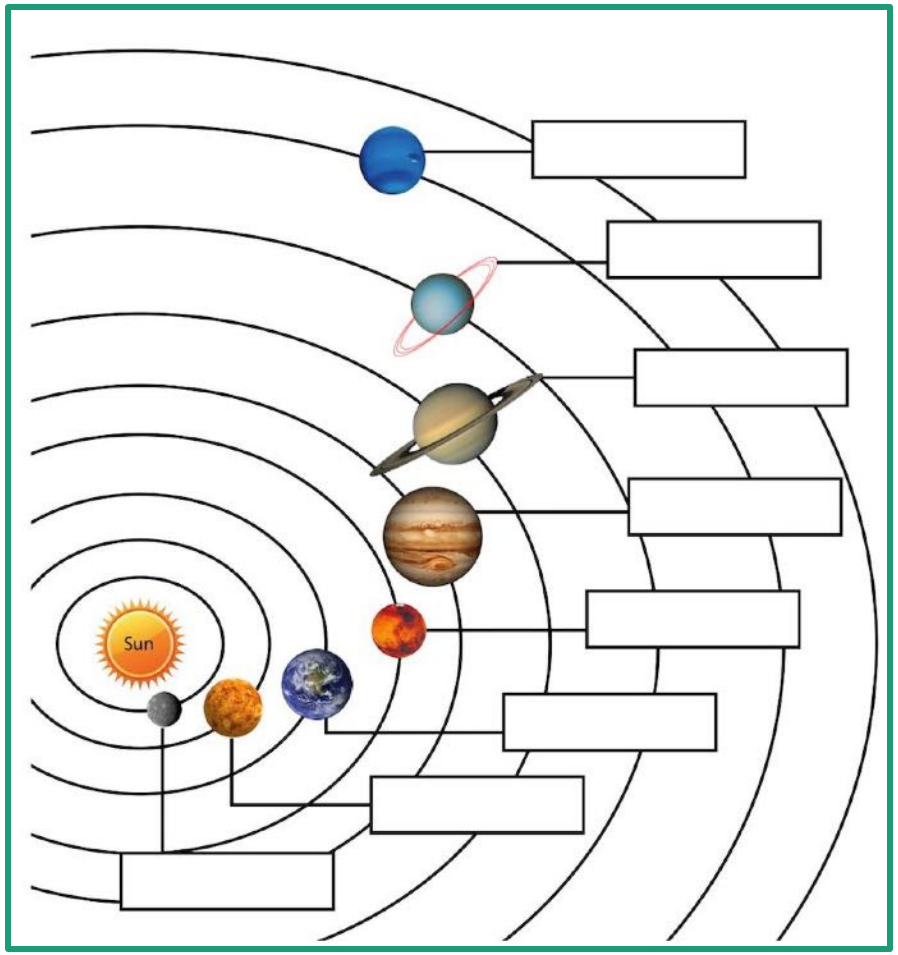
Solar System Information Gap Activity

Information Gap Solar System

Sun - The Sun is a star at the center of our Solar System.
Venus - Venus is the 2nd planet from the Sun.
Mars - Mars is a red planet, the 4th planet from the Sun.
Neptune - Neptune is a gas giant and is usually the eighth planet from the Sun.
Mercury - Mercury is the planet closest to the Sun. It is the hottest planet.
Jupiter - Jupiter is the fifth planet from the Sun. This gas giant is the largest planet.
Earth - Earth is the third planet from the Sun and the planet we live on.
Uranus - Uranus is a gas giant and is the seventh planet from the Sun.
Saturn - Saturn is the sixth planet from the Sun. This gas giant has large, beautiful rings.

Information Gap Solar System

Each partner has **half** the information. They must get information from each other to complete the chart.



A

Partner A has the information that Partner B needs.

B

Information to Give Partner B

Venus - Venus is the 2nd planet from the Sun.
Mars - Mars is a red planet, the 4th planet from the Sun.
Neptune - Neptune is a gas giant and is usually the eighth planet from the Sun.
Mercury - Mercury is the planet closest to the Sun. It is the hottest planet.

Information to Get from Partner B

What is the hottest planet? _____

What is the red planet? _____

What are the planets that are gas giants?

_____ _____ _____ _____

Information to Give Partner A

Jupiter - Jupiter is the fifth planet from the Sun. This gas giant is the largest planet.
Earth - Earth is the third planet from the Sun and the planet we live on.
Uranus - Uranus is a gas giant and

Information to Get from Partner A

What is the largest planet? _____

What is the planet with large rings. _____

What are the planets that are gas giants?

_____ _____ _____ _____

Information Gap Example: Interview

Chinese Novice-Mid Interview Grade 3 Students

Activity Type:
Interviewing and Surveying

Name: _____

1

Nǐhǎo!

Wǒ jiào…

我叫：

Wǒ jiào:

2

Wǒ…

3

hěn hǎo

bù hǎo

bù shūfu

4 Wǒ zhù zài…

fángzi

gōngyù

5 Wǒ gēn… …yīqǐ zhù.

wàigōng wàipó yéye nǎinai bàba māma gēge jiějie dìdi mèimei

Wǒ méiyou chǒngwù.

Wǒ yǒu…

6

gǒu

māo

yú

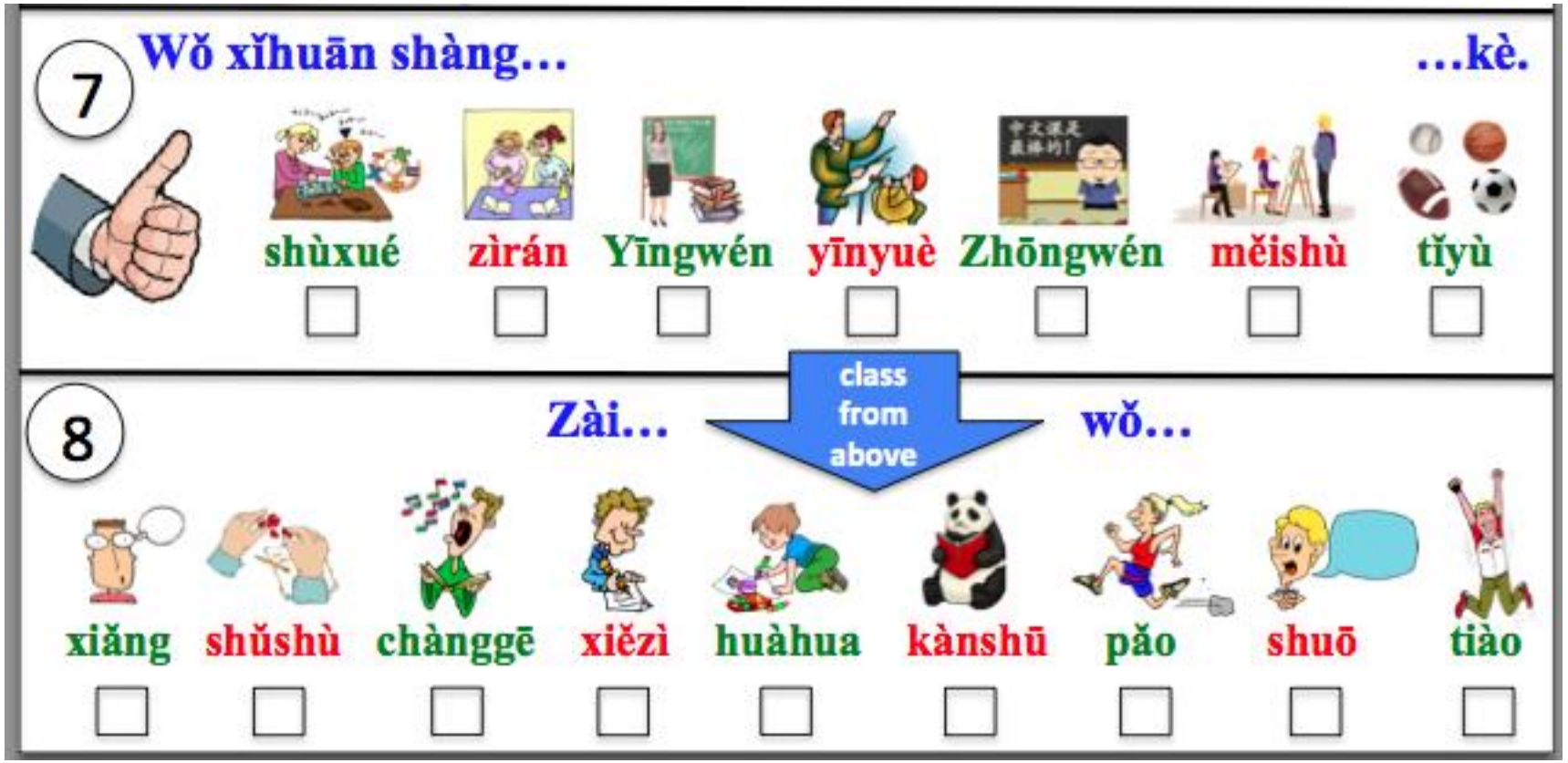
niǎo

xiǎo lǎoshǔ

Scaffolded so that learners can successfully complete the activity.

Chinese Novice-Mid Interview

Activity Type:
Interviewing and Surveying

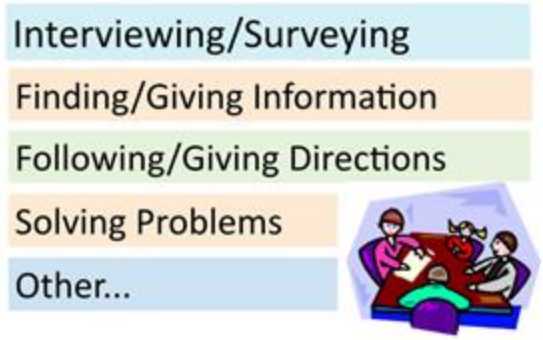


Strategies to deepen and extend information gap activities

Strategies to Deepen and Extend Info Gap Activities

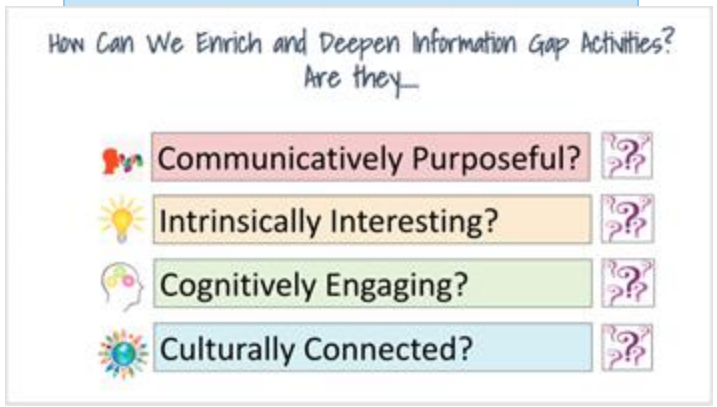
Change Type or Combine Types

Interview/Survey
Find/Give Information
Follow/Give Directions
Solve problems/puzzles
Other…



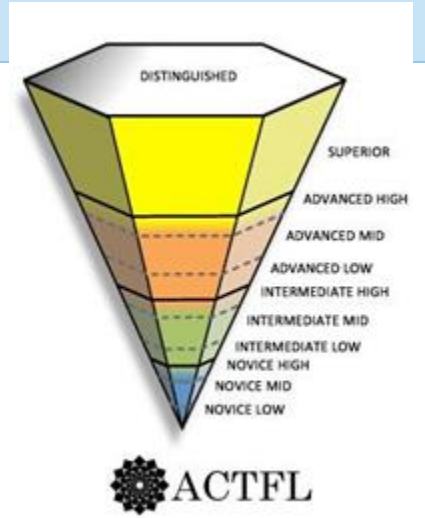
Add/Change Context

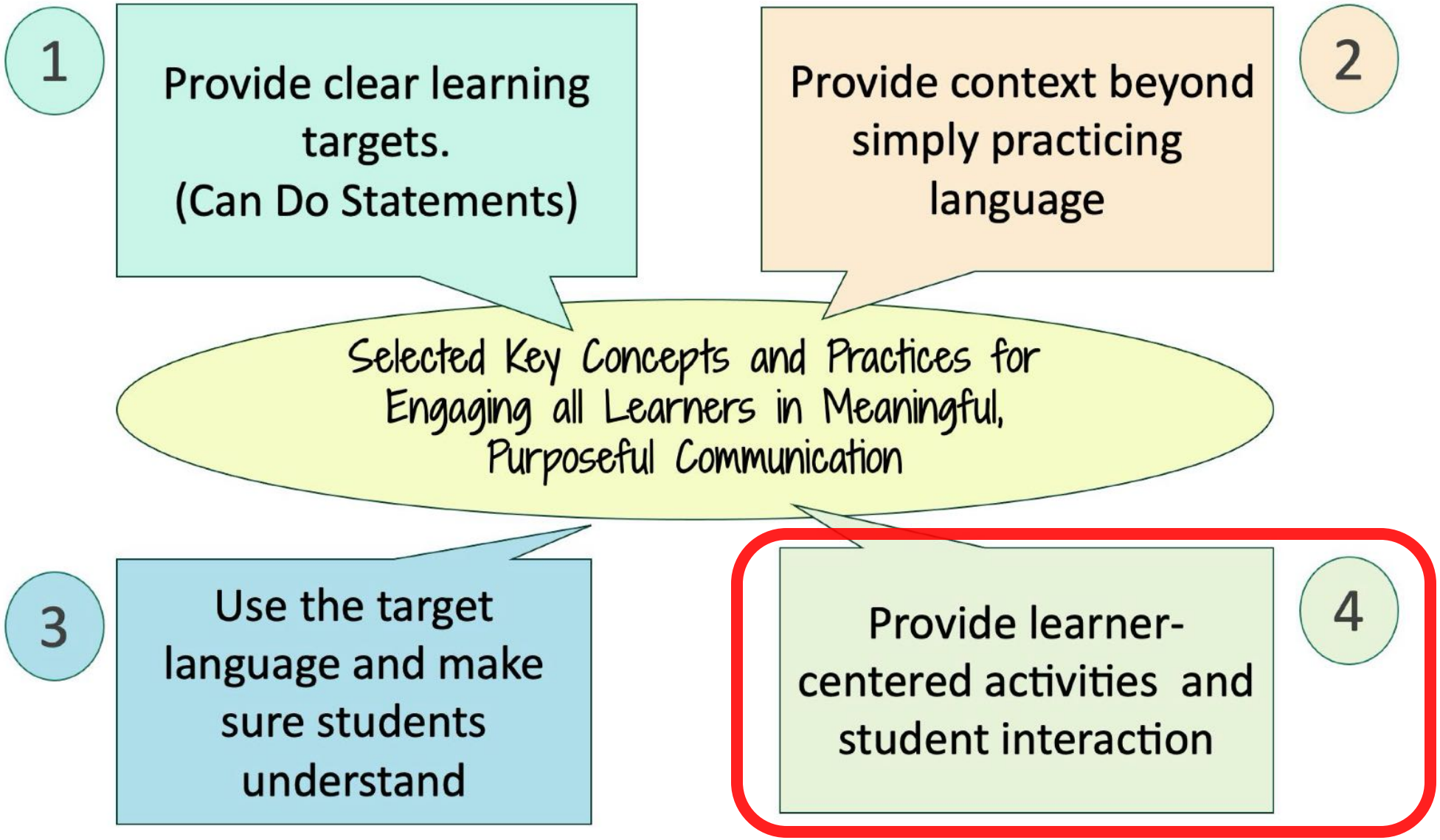
Culture
Academic content
Academic skills



Increase language demands

Appropriate level of challenge
Appropriate scaffolds
Support for leveling up




1
Provide clear learning targets. (Can Do Statements)
2
Provide context beyond simply practicing language
Selected Key Concepts and Practices for Engaging all Learners in Meaningful, Purposeful Communication
3
Use the target language and make sure students understand
4
Provide learner-centered activities and student interaction

What makes a good activity?

What makes a meaningful task/activity?

1. Real-world tasks/authentic tasks

2. Language targets

3. Engaging all learners

What makes a meaningful task/activity?

1. Real-world tasks/authentic tasks

There is a specific outcome, not just practicing language

Students are not just using empty language and repeating after the teacher or practicing a memorized dialogue.

Students do activities & solve problems that are similar to tasks in the **real world**.

The task has a context and is meaningful and purposeful

What makes a meaningful task/activity?

2. Language Targets

90+ % Target Language. Avoid Translation

Focus on on language goal and class learning target

Focus on language chunks and connected discourse, not just one word.

Be careful with silent activities.

What makes a meaningful task/activity?

3. Engaging all learners

Create a system for calling on all students randomly not just volunteers.

Plan for what the rest of the class is doing when only one student is responding.

Posing a question to the whole class before calling on one student to answer.

What makes a meaningful task/activity?

How can we improve these 2 activities?

Circle Chain Drill

- Teacher starts with a question that the first student must answer.
- That student must ask the next student the same question.
- The question and answer goes all the way around the circle one student at a time.
- In this way everyone has had a chance to speak at least once.

The Quiet Game

- In this game the teacher holds up a certain picture or object representing vocabulary word you are reviewing.
- The teacher keeps naming vocabulary words, and the students stay quiet until the teacher says the vocabulary word that represents the picture or object that the teacher is holding.
- When the teacher says the correct word, the students repeat the word and say it out loud..

What makes a meaningful task/activity?

1. Real-world tasks/authentic tasks

2. Language targets

3. Engaging all learners

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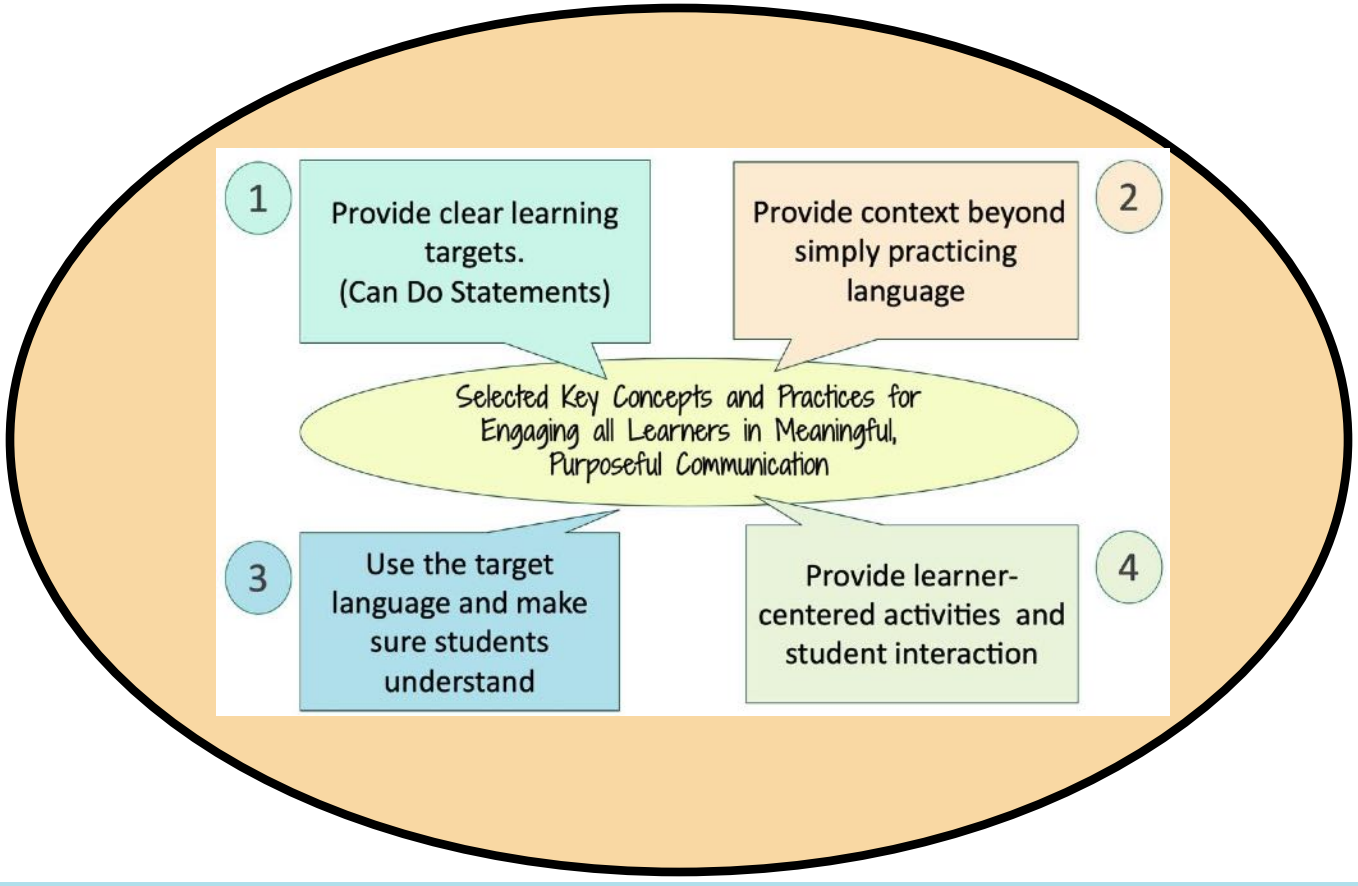
Engaging all Learners in Meaningful and Purposeful Activities



AAICE 2024 Fall Professional Development Series October 5, 2024

Helena Curtain Ph. D., Associate Professor (Emerita), University of Wisconsin-Milwaukee
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Central Idea:

Learners need to be engaged in meaningful and purposeful activities

Focus Question:

How can we deepen the impact of our activities by making them more meaningful and purposeful ?

Learning Target

After the workshop I can:

Name at least 3 different ways to increase the effectiveness of my lessons to make activities more meaningful and purposeful

Reflection:

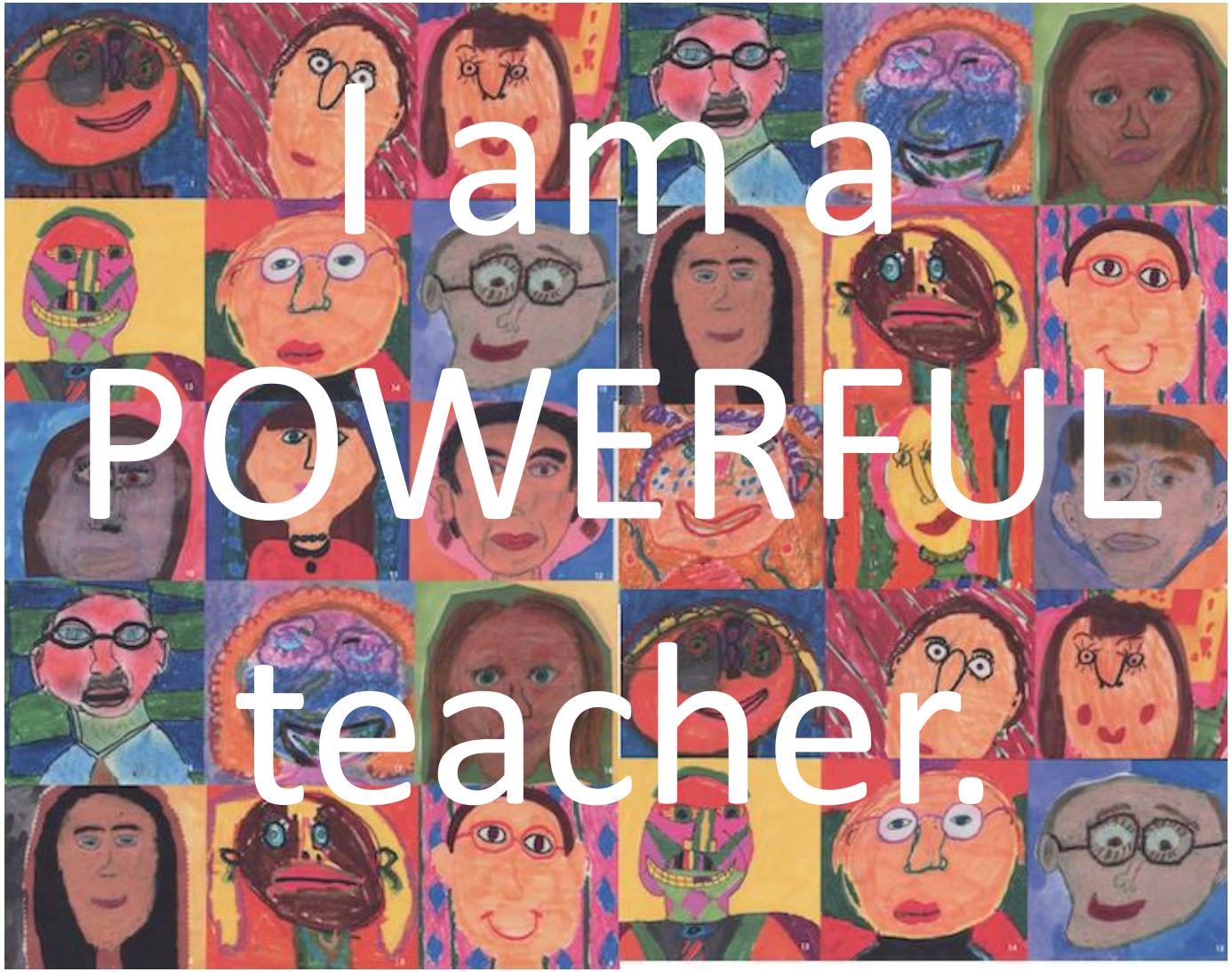
One idea that I will implement is:

_____

謝謝

Say to yourself…

Say to yourself…



Say to yourself…

Say to yourself…

As a teacher of Chinese
I am changing the world
one learner at a time!!

Questions???

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