

Sub-project 1: Chinese Learner Interview

General Introduction: You are studying Chinese. If you had a chance meeting with a person who is also studying Chinese and this person is a successful Chinese learner, you would have an opportunity to inquire his/her learning experiences and ask this person for some learning tips. What would you be interested in this person? What are your concerns about Chinese study? How will you ask him/her for learning suggestions?

Goal:

- a) The students will be able to conduct an interview of inquiring about other people's learning experiences and learning suggestions.
- b) To provide an opportunity for the use of wh-words and personal Chinese studying experience related phrases in a real life situation, such as “什么”, “多久”, “为什么”, “怎么样”, “学习情况”, “学习感受”, “学习经验”, “我觉得”, “对你来说”, “难”, “容易” etc.

Input:

- a) A stack of paper slips with written text, one sentence on each. Sentences are chosen from a transcript of an interview with a successful Chinese language learner, only responses of the interviewee are included. (Appendix 1.1)
- b) An audio recording of the interview. (Attachment 1.1)

Conditions:

- a) All types of input are shared in the whole group.
- b) The written input is used in a convergent manner.
- c) Audio recording is used in a divergent manner.

Procedures:

Priming:

1. *Pair Sorting Work:* two students work together with the paper slips (Appendix 1.1). According to their understandings of the sentences, students sort the slips into three categories.
2. *Teacher-led Whole Class Sorting Work:* Teacher gives out three pieces of papers titled with “学习情况” / “学习感受” / “学习建议” separately. Teacher leads the whole class to discuss, sort answers into these categories and list them under each category by taping the slips accordingly.

Preparation:

3. *Individual Inferring Work:* Based on the listed interview answers, student infers and writes down corresponding interview questions, one for each answer, 9 in total.
4. *Individual Work:* Listen to the recording of an interview of a successful Chinese language learner, Jiajie. For the first time of listening, each student writes down as much noticed questions as possible; the second and/or third time, each student makes sure to have recorded corresponding questions for answers they have taped under the three categories.
5. *Group Metatalk:* groups of 3. First, each student reads another person's writing, compares the questions the person has recorded with the questions the person has

inferred, grades the similarity and exchanges opinions of which way of asking is better.

6. *Individual Work*: Listen to the recording again, starts playing it at 1'15", which is about learning suggestions. Each student writes down three suggestions they heard they think are important to be asked.
7. *Save the last words for me*: Within a group formed with 3, A, B and C students. Starts from A, shares one suggestion with the group by reading it aloud, then B comment on the suggestion, reasoning why did A think it is worth asking, C does the same task and then A explains why did he/she think it is important. Continue to finish discussing all the suggestions.
8. *Class Vote*: The class will interview three best Chinese learners of the class. Who do you want to interview? By an anonymous voting, the whole class nominates 3 best Chinese learners of the class.

Target Tasks

9. *Group Designing Task*: Non-nominee students work in groups of 3, design a written interview outline with 8-10 questions; 3 nominees works as a group, predict and write down questions would be asked and prepare for answers in speaking.
10. *Group Interview Task*: Every group will interview all three nominees. Each member in a group interviews a different nominee, using the designed outline questions. While one person is doing the interview, other members should listen.
11. *Homework*: A focus on form practice (Appendix 1.2)

Predicted Outcomes:

Product:

Collected materials part 1 for the Class Portfolio:

- a) A group designed interview outline in written from each group.

Process:

- a) Cognitively requires students doing: from simply listing, sorting, matching to comparing, grading and finally designing and interviewing another person.
- b) Linguistically provides opportunity for students to use wh-words and personal Chinese studying experience related phrases in reading, writing, listening and speaking.

Appendix 1. 1 Answering Sentences

1. 我觉得学汉字不太难。



2. 我觉得有很多不一样的办法，可是最重要的就是，找到一个对你来说，有趣的方法。



3. 我去过，我去中国，是为了提高我的中文水平。



4. 学汉语，有的时候难得不可思议，有的时候非常容易。



5. 提高阅读水平，办法很简单，就是多读。



6. 我学中文学了四年，两年在高中，两年在大学。



7. 我学汉语是因为，我特别喜欢中文的声调和汉字。



8. 提高写作水平的办法也很简单，就是多写，但是，口语跟写作水平也有关系。



9. 读汉字比写汉字容易得多。

Appendix 1.2 Focus on Form Activity

1. 你设计的采访问题中，用了哪些疑问词？请都写下来。
2. 你设计的采访问题，根据句子语法的不同，可以分成几类？怎么分？
3. 上课的时候，如果你想说出自己的看法，你会用什么词开始？
4. 请再听一听录音，说话的人有说错的地方，请找出至少一个语法错误。应该怎么说？