

**High Wire Act:
Balancing Students, Parents, Teachers, Administrators**

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Making the Global Connection: Linking Students and China in the 21st Century

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Chris Ma

- I prepare carefully to explain everything very clearly so that my students understand

Successful Candidate

- I produce classroom activities that get my students to do things in Chinese

Discussion Points

- Learning through doing (performance)
- Procedural vs. Declarative knowledge (how to vs. about)
- Learning in context (culture)
- Discovery learning (problem solving, motivation)

Chris Ma

- Students like me because I am nice

Successful Candidate

- My students like what they become able to do in Chinese

Discussion Points

- "If you're worried about whether students like you or not, don't waste your time. Without saying a word, 50% of the people in any room will not like you just because of what you look like. The other 50% will like you just because of what you look like. If they learn, they will like you." –Galal Walker
- Intrinsic Motivation

Chris Ma

- I make sure everyone is saying the same correct thing

Successful Candidate

- I make sure each student produces the correct thing and that I hear what each student says

Discussion Points

- Authority (Teacher-centered vs. Learner-centered; T-S and S-S modes)
- Feedback with Follow-up
- Isolating Individual and Pattern Problems
- Eliciting Performance from Every Student

Chris Ma

- I try to use Chinese as much as possible and limit English only to when the students really don't understand

Successful Candidate

- I distinguish an environment in which English is used for discussion, separate from the norm of Chinese

Discussion Points

- English (language and cultural) Interaction Time and Physical Space vs. Chinese Class
- English communication with parents, other foreign language teachers, and discussion with students about language, culture, strategies, and policies
- Creating Relationships in Chinese

Chris Ma

- I make sure students understand everything by adapting my Chinese to their level

Successful Candidate

- I have a complete understanding of what my students know and give them strategies to cope with new linguistic environments

Discussion Points

- Teaching Students How to Learn
 - Successful language learners are aware of the learning process
- Creating new habits
 - Students don't like to be uncomfortable but learning occurs when students are pushed out of their comfort zones
- Accommodation
 - Teacher Adapting Chinese to Students vs. Students Adapting to Chinese

Chris Ma

- I want to have a lot of fun activities to motivate the students

Successful Candidate

- Successes with doing things in Chinese motivate my students

Discussion Points

- Fun does not have to = not rigorous/making rigorous learning activities "fun"
- Successful teaching Chinese at the K-12 level must have the support of instructors, administrators, schools, parents
- Requires pedagogical training with hands-on experience AND follow-up mentoring
 - New habit formation, no "one and done"