

Online Classroom Lesson Plan

Goals:

Students will be able to use “bei 被” to describe unpleasant experiences with passive voice.
Students will be able to identify the different components of the sentence pattern and determine when one component is misplaced or missing.
Students will be able to apply the new sentence pattern in novel situations.

Learning Activities:

Online Self Study:

- 1) Students watch the grammar video 被
- 2) Complete online HOTPOTATO test questions
 - a. First they are given a sample sentence and must label the subject, “doer”, Verb and end particle.
 - b. Then they are given several jumbled sentences that they must re-arrange into the S 被 Doer Verb 了 sentence pattern based on images.
 - c. Examples become increasingly more complex and introduce more sentence components like adverbs, compound verbs and negation (没有). Students learned the basic sentence pattern deductively through the video, but learn these additional sentence components inductively through examples.
- 3) Read a short passage with 被 examples. Several examples will be taken from the video and HOTPOTATO activities and several will be new examples.

Online ZOOM Classroom

- 1) Warm-up activities: Going over the passage they read asking content and clarification questions
- 2) Student must use 被 to describe each scene from the video
- 3) Students work in pairs to make up a story using 被 they can use a TV show, like Game of Thrones for examples (她被杀死了, 她被陷害了, etc). Students then create their own short video explaining how to use 被 and record their story.
- 4) End with a HOTPOTATO quiz where students are shown sentences with both correct and incorrect grammar. Students must label which ones are incorrect and why and then fix each sentence.

Assessment Activities:

- 1) HOTPOTATO exercise: Students use word reordering and sentence component labeling to learn the rules of the sentence pattern.
- 2) Online interaction: creating a story in pairs
- 3) Record a VOICE THREAD video of their story where they explain the use of 被 and give examples

Course Reflection:

Over this semester I have learned so much not only about language acquisition, but also about teaching in general. I have been learning Chinese since the early 2000s and I have always found my Chinese teachers to be some of the most dedicated and energetic teachers I've ever had. As I began my teaching career I have aimed to bring some of that enthusiasm to my own classroom to create a comfortable class environment where mistakes are welcome and everyone learns from each other. Taking this course on teaching Mandarin to foreign language students has taught me so much about innovative and targeted classroom activities and also explained much of my own language learning experience. I am most grateful for the new understanding I have of how learning works and how I can design my courses to facilitate that process.

The process of learning a second language is inherently different from learning your first language. Everything we learn in the second language is learned *in relation* to the first. You already have an innate knowledge of the culture and grammar of your first language, and everything you learn about your second language will either be similar or different from your first. While it may sound rather obvious, learning about how prior knowledge can support or inhibit future learning has had a profound impact on my own teaching philosophy. I have primarily taught introductory courses such as Introduction to American Politics or Introduction to International Politics, which focus on creating mental frameworks students can use in future courses. Before students can analyze more complex concepts such as how states interact with one another they must learn how to define a state, regime, ideology, etc.

When teaching an introductory course, you are giving the students a map they can use to navigate and interpret their surroundings. The same is true for language learning. You must learn the structure of sentence patterns and the rules of culture to navigate new situations, but the pre-existing rules of our own cultures and languages can often confuse us. One key component of successfully learning a foreign language is to understand the differences between languages and the gap in your knowledge/ability. Once students recognize the gap they are self-motivated to achieve it and the teacher simply needs to provide tools and encouragement. For many of my own students learning about American Politics is basically like learning a foreign language. There are many new terms to memorize and abstract concepts to digest and students pre-existing knowledge on the subject can sometimes help and sometimes hinder their progress. Understanding where the gaps in knowledge are and what pre-existing stigmas they have is vital to helping them understand the new framework and course content.

Also, I learned many new techniques to integrate practice into my classroom to engage students with new material through several mediums. I now aim to integrate more group work, technology, and diagrams into class time to have students interacting with the new concepts in multiple ways. Different types of class activities are more useful for teaching different aspects of language acquisition and the same is true for specific content of any course. Seeing how language teachers use different exercises to help students understand and solidify their understanding has given me many ideas on designing new lesson plans and more effective and impactful assignments. For instance, after learning about inductive vs deductive language learning I was able to integrate that into my class on game theory with a demonstration where

students could first inductively learn about collective action problems through guided peer interactions and then lay out the concepts and rules deductively as we debriefed and discussed institutions we could design to correct these collective action problems.