From Comprehensible Input to Productive Output

Developing a Student-centered Classroom
Discussion

What are the main differences between teaching in a DLI classroom and a regular foreign language classroom (teaching Chinese/English as a foreign language)?

What are the main challenges we are facing right now?

Hopefully, we can help you to solve some of your problems today.
An Effective Lesson is ...

- a process from giving students comprehensible input to getting productive output from them and all steps serve only one purpose – to achieve meaningful learning goal(s) of this lesson.
Objectives of this lesson

- All participants will practice to teach their partners a given concept with an effective comprehensible input.

- All participants will practice asking higher DOK questions to push their partners to think and generate more ideas about developing a student-centered classroom.
Find your clock partner!
Reflection & Discussion

Reflection & Sharing:

Which lesson have you taught so far is the most successful one? Why was it so successful?

Which lesson have you taught so far is the worst one? Why didn’t it work as you planned?
An Experiment about Comprehensible Input

- Por favor, pónganse de pie.
- Por favor, tomen asiento.
- Ustedes comprenden?
- Yo comprendo.
Por favor, pónganse de pie.
Por favor, tomen asiento.
Ustedes comprenden?
Yo comprendo.
Comprehensible Input

Discussion:

- What is comprehensible input?
- Why do we need to give comprehensible input to students?
- What kinds of input are considered as effective comprehensible input?
Reflection & Discussion

Reflection & Sharing:

What kinds of input do I give to students everyday? Are these inputs comprehensible?

What else should I give them in order to make them understand me better?
Assignment

- What methods are you going to use to teach? Remember to use effective comprehensible input to teach this concept!

  \[ 21 - 6 = 15 \]

- Share your idea and teach your partner.

- Get feedback from your partner.
Productive Output

What kinds of activities that we have used in this lesson give everybody opportunities to talk and produce ideas/languages?

Are these activities effective? Why or why not?

What can we do more to push students to think more and produce more?
Depth of Knowledge (DOK)

- Understand what types of questions belong to what level of DOK.
- Discuss what kinds of questions we should ask to generate answers with higher level of DOK.
Let’s practice!
When you show this picture to students, what questions/activities can you ask/do to push students to produce more language with higher level of thinking skills?

Imagine your partner is your student and ask him/her your questions or to do the activity you prepare.
Discussion

Share what you have learned so far with your partner.

What things you can bring back to your classroom next Monday?
Objectives of this lesson

- All participants will practice to teach their partners a given concept with an effective comprehensible input.

- All participants will practice asking higher DOK questions to push their partners to think and generate more ideas about developing a student-centered classroom.
Using Student-centered Activities to Increase Students’ Language Output and Higher Level of Thinking Skills

1st Grade Waisum Buenning Laoshi
2nd Grade Yinyao You Laoshi
4th Grade Haiyan Zhou Laoshi
6th Grade Wenrui Chen Laoshi
7th Grade Haitao Zhao
Panel Discussion

- Ning Laoshi’s Calendar Time
- You Laoshi’s Math Time
- Zhou Laoshi
- Chen Laoshi
- Zhao Laoshi