

# Chinese Language Teaching Methodology Based on Existing Sports Coaching Theories in the United States

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# Purpose of this study

## 1. Learn from other disciplines

- Technique focused

## 2. Effective Practices from other fields overlaps with language teaching

- Support current effective practices in language teaching
- Provide inter-discipline theoretical support

## 3. Sports as an important culture factor in United States that can contribute to language study

- Important value in sports practice
- Important value in American culture
- Language students who practice sport

Other

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# Practice and observation

## 1. Coaching Practice and Observation

- Assistant coach, soccer, U12-15 B, U12 B
- Coaching observation in United States and China
- Participating Coaching diploma and special topic courses

## 2. Chinese Classroom Practice and Observation

- K-16 classroom teaching and observation



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# Why use sports coaching as reference?

Similarities between sports practice (College level and under) and Chinese language learning

## 1. Input and output ratio

- Long-term practice in both disciplines
- 5% out of all college sports players will play semi-pro or pro sport.
- Chinese learner, rate of near native level.

## 2. Technique Focused

- Standardized technique
- Physiology theories in both practices
- Repetition
- fundamental to advanced

## 3. Psychological Aspect

- Performance Under Pressure
- Motivation & Confidence
- Attention to all players/students

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#### **4. Challenge in both fields**

- **Interaction and Feedback between students and parents----K-12**
- **External competition**
- **Team management and class management**
- **Balance short term performance with long term goal**  
eg. In sports: play to win and play to develop  
In Chinese learning: memorization and comprehension

#### **5. Challenge in sports coaching**

- **More direct and instant interaction with students and parents**
- **Short term goal, instant result**
- **Elimination process**
- **Coach as role model,**

#### **6. Sports coaching guidelines**

- **NSCAA (National Soccer Coach Association of America) since 1941**
- **Standardized Coaching guidelines through long term practice corresponding to international standard and American education system**
- **Consistent with U.S education system and value: coaching is teaching/teaching is coaching**

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# National Soccer Coaches Association of America

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# Relate sports coaching to Chinese language teaching:

1. Why play sports (college level and under)-----why learn Chinese not to become pro language as an important skill
2. Objectives for specific groups of learners: age, level, motivation...
3. The game is the teacher-----Learn through using
  - Meet the demand of game, not coach-----meet the demand of practical use not teacher
  - playing at speed-----speak at speed, pace rhythm (real situation) under pressure
  - Player must have maximum ball touches to enhance learning-----student must have maximum practice opportunities in class
  - Clarity to Reality, simple to complex
  - Learn from playing, not single task drill, multi-task in activities-----eg. practice vocabulary through sentences in context
4. Role of coach/teacher
  - Facilitator, educator, mentor, player/student-centered, think as player/student
5. Importance of developing philosophy and value
  - Adhere to principle and teaching philosophy

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# Relate sports coaching to Chinese Language Teaching: methodology

## 1. Planning

- Preseason, during-season, post-season-----before, during and after semester.
- Planning a practice session: Length, Focus, Flow, Progression, Sections

## 2. Coaching/Teaching Mechanics

- Command: firm, short and effective
- Questioning: interaction and active thinking
- Guided discovery (immersion, creativity, active and motivated learning)

## 3. Teaching coaching activities

- Stoppage can be effective teaching, forced stoppage, natural stoppage
- Coaching/teaching individual in a flow
- Coaching in the flow should not be confused with commentating and cheer leading
- Activities support coaching/teaching

## 4. Team management-----class management

- Rules, regulations
- Coach's/teacher's responsibility to keep students focus on tasks with activities

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# Relate sports coaching to Chinese Language Teaching. methodology

## 5. Techniques best taught in small numbers

- Fundamental
- Introduce pressure gradually
- Total game condition-----real situation

## 6. Tactics (functions)

- Simple to complex
- Taught in stages
- Small to larger groups
- Functional Training

## 7. Technical-Tactical based training/lesson

## 8. Tactical-Technical based training/lesson

## 9. Player/student assessment, evaluation

## 10. Dealing with Parents-----K-12 Chinese language learning

- in youth sports, parents and coaches have very close relation
- parents role in the process, communication

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# Relate sports coaching to Chinese Language Teaching: A Model Coaching Session and Lesson

Decide tactical-technical or technical-tactical-----Function or technique focused

1. Training Session Brief, objectives and goals
2. Fundamental/Warm up, fundamentals that are involved in activities
3. Activities 1 and 2, simple to complex
4. Game-----practice with content

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# Lesson Plan Example

- **Directions, take subway to a friend's house**
  - 1. Warm up and fundamental**  
practice key vocabulary and basic previously learnt sentence pattern  
number, color, transportation, directions...
  - 2. Activities**  
introduce new sentence pattern, combine with previously learnt  
sentence pattern and new vocabularies
  - 3. Complete function**  
Create complete direction list for real situation, work with a real subway map.

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# Other thoughts

## 1. Principle for Designing Activities

- Goal and objective
- Analyze, manipulate and develop existing activities

Adaption to fit different situation

- Repetition with variety  
Interaction, connection...

## 2. Importance of Details

- Details that are not related to teaching directly  
Professional appearance, use of language in classroom, comments on other players/students/teacher/coach,
- Details that are directly related to teaching  
Planning, order, convergence, professional capability, teaching language, observation, objectives and goals, player/student evaluation
- The effectiveness of an activity relies on attention to details  
Same activities carried out by different people can bring quite different result.

## 3. Coach/Teacher's learning ability

- Comprehension over imitation

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Bruno United, Providence, RI  
U12-U15, 2011 & 2013 State Champion, 2012 Semi-final,  
2014 Runner up.



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- <http://www.youtube.com/watch?v=WQetefDsrJw>

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