

# Optimizing Language Learning: A Hybrid Approach to Chinese Instruction with Collaborative Activities



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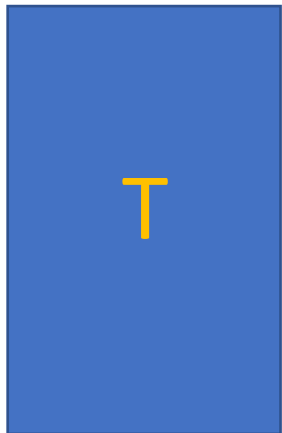
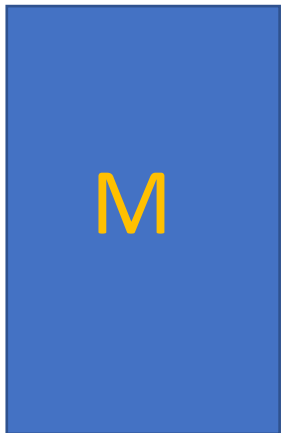
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# Hybrid Teaching Model



4 synchronous days + 1 **asynchronous** day



In class learning

Collaborative **task-based activities**  
plus online **individual presentation**  
& **feedback** sessions

# Outlines

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- Rationale
- Designs
- Feedbacks
- Challenges



# Rationale: why **asynchronous**?

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- Students can have a break from in-class intensive meetings every day.
- Students can work at their own pace, at their convenient time and in a pressure-free environment.
- Break through the space limitation of the classroom.



**ASYNCHRONOUS  
LEARNING**



# Rationale: why **task-based activities**?

TBLL (Task-based language learning) is an approach in which learning revolves around the completion of **meaningful tasks**. In the TBL approach, the main focus is the **authentic use** of language for **genuine** communication.



Richards, J. C. and Rodgers, T. (2015). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. 3rd edition.



# Rationale: why collaborative activities?

- It provides a great opportunity for students to create bonds with classmates and learn from each other.
- It makes the activities more fun and holds them more accountable because it affects their partner as well.
- It encourages student collaboration and improves their Chinese interpersonal communication.



# Rationale: why **individual session**?

- Personalized feedback: Students can receive detailed and actionable feedback on areas where they need to focus on, such as grammar, vocabulary, pronunciation, or fluency, which can help them improve their overall performance in the course.
- Teaching adjustment: Teachers get a better understanding of each student's strengths, weaknesses, and progress, and making adjustments in our teaching methodology, resources, and activities.
- Increasing confidence: Students don't have to worry about speaking in front of a large group. This can help shy or introverted students gain confidence in their language abilities.



# Three Modes of Communication



**Interpersonal**  
person-person  
spontaneous  
communication  
**speaking/writing**



**Interpretive**  
one-way receptive  
communication,  
**listening/reading/viewing**



**Presentational**  
one-way, drafted, edited,  
productive communication  
**speaking/writing**





# Task-based Activities

- Making phone calls in Chinese
- Designing a poster of an activity
- Creating a brochure for Chinese tourists
- Interviewing Chinese speakers
- Visiting art gallery to appreciate art product
- Finding an apartment in China
- Exploring a Chinese city virtually
- Buying a snack online
- Making digital stories or comic books
- Making a cooking video



### Week 3: Describing a suspicious person

A robbery has occurred. The policeman asks the eyewitness questions about the robber. Work in pairs to carry out a conversation as guided below.

- Eyewitness: draw a picture of the suspect before the conversation. **Do not show it to your partner.**
- Policeman: ask questions about when and where the eyewitness saw the suspect, the suspect's physical features (facial, hair, build, height, ethnicity, etc.), clothing, accessories, and items he/she was carrying. Be specific and ask for all details.
- Eyewitness: answer questions and give details as vividly as possible.
- Policeman: draw a picture of the suspect during the conversation based on the eyewitness account. **Do not show it to your partner.**

Submit your script of the dialogue on Google Docs to canvas before your meeting with the teacher on Friday.

During your individual session on Friday, perform your dialogue with your partner and show the teacher the two pictures to compare them.



#### Useful phrases:

是.....的 (to emphasize on time, place or manner of a PAST action or event)

穿着, 戴着, 拿着, 背着.....


大大的, 长长的, 小小的.....

我记得 (看见、注意到) .....

我不记得了 (没注意/我没看清楚)

# 买零食 buying snacks on a Chinese website

这个星期五我们要在亚米网<https://www.yamibuy.com/zh> 上买中国食品，每个学生可以买一个\$5以内的食品。我们最后一天（12月13日）一起吃一吃、喝一喝、看看电影、聊聊天，让我们好好地乐一乐，庆祝这个学期的顺利结束！

1. 请你采访cǎifǎng interview一个中国朋友，问问他/她最喜欢的中国零食snack是什么，请他/她介绍一下零食的味道、包装、喜欢吃的原因（比如：零食是用什么做的？或者这种零食有什么特殊的意义？）。请在他/她的帮助下，从亚米网上找到这个零食的图片，把图片放在google doc上。跟老师见面时，请你介绍你的朋友喜欢的零食。
2. 请告诉你的朋友你喜欢的口味（喜欢吃甜的、酸的、辣的、奶油的、巧克力的...），你对食品的特别要求（比如你要减肥、你对什么食物过敏guòmǐn allergic、你不吃肉、不能太贵等等），让他/她给你推荐一种中国零食。
3. 请在亚米网上<https://www.yamibuy.com/zh> 找到你朋友推荐的零食，看看顾客的评论pínglùn review，把图片放在google doc上，并在google doc上写一下这个零食的介绍。你需要总结zǒngjié summarize顾客的评论，并说一说你会不会买这个零食。如果你不想买这个零食，你也可以买一个别的，并说说原因。
4. 如果你很想买一个超过(chāoguò more than)5块钱的食品，你可以跟别的同学商量，一起买两个食品，一共不超过10块钱。
5. 跟老师见面的时候，请介绍你的中国朋友喜欢的零食、你想买的零食，并跟老师一起在网上买零食。

# 参观东亚艺术馆



参观东亚艺术馆给你印象最深的是什么？请你拍一张照片，做一个 PPT，

## 1. 介绍这个文物：

- 是什么？(装饰品、画、雕塑(diāosù, sculpture))
- 是什么时候做的？(什么朝代)
- 是谁做的？
- 上面有什么形象？描写(miáoxiě, describe)这个物品
- 为什么你对这个物品感兴趣？

2. 学者们对这个物品或者上面的形象有什么看法？做过什么研究？有没有统一的想法？

3. 你同意他们的说法吗？你认为有道理吗？(代表什么？象征什么？)



# Assessment

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Please complete this form under **Yale Honor Code**, share it with your partner and the teacher on **Google Docs** before the meeting.

Language use:

1) mostly in Chinese    2) equally used English and Chinese    3) mostly in English

Time: from \_\_\_\_\_ to \_\_\_\_\_

Student name: \_\_\_\_\_ and \_\_\_\_\_



# Rubric

Criteria	Ratings				Pts
Language use on the assignment with your partner	<b>1 pts Excellent</b> Mostly in Chinese	<b>0.5 pts Good</b> Equally used English and Chinese	<b>0.2 pts Fair</b> Mostly in English	<b>0 pts Needs improvement</b> No Chinese at all	1 pts
Time spent on the assignment with your partner (not including the time meeting with your teacher)	<b>1 pts Excellent</b> More than 30 minutes	<b>0.5 pts Good</b> Between 20-30 minutes	<b>0.2 pts Fair</b> Between 10-20 minutes	<b>0 pts Needs improvement</b> Less than 10 minutes	1 pts
Comprehensibility	<b>1 pts Excellent</b> Message readily comprehensible; requires no interpretation.	<b>0.5 pts Good</b> Message comprehensible; requires minimal interpretation.	<b>0.2 pts Fair</b> Message mostly comprehensible; requires some interpretation.	<b>0 pts Needs improvement</b> Message barely comprehensible; requires frequent interpretation.	1 pts
Task completion	<b>1 pts Excellent</b> Fully addresses and completes the task. Adds details and elaborates on ideas.	<b>0.5 pts Good</b> Appropriately addresses and completes the task.	<b>0.2 pts Fair</b> Partially addresses and/or completes the task. Very limited details.	<b>0 pts Needs improvement</b> Does not complete the task. Lack of details.	1 pts
Vocabulary	<b>1 pts Excellent</b> Rich use of vocabulary. At least 6 newly learned words are used well.	<b>0.5 pts Good</b> Adequate use of vocabulary. Less than 6 newly learned words are used well.	<b>0.2 pts Fair</b> Somewhat inadequate use of vocabulary; too basic.	<b>0 pts Needs improvement</b> Often unable to find a word to elaborate a clear message.	1 pts

Total Points: 5

# Student Feedback on Hybrid Learning

- “It is a good flow for the class to *learn lots of grammar and vocab during the 4 days on and then demonstrate and put together that knowledge in the Friday asynchronous day*”.
- “It gives us time to *interact with* other students and practice using Chinese in a variety of *practical situations*. “
- “The asynch lessons help me develop my *conversation skills and real-life necessities*.”
- “It works very nicely to cap off the week's learning in *a fun and interactive way*. It also *prevents burnout*.”
- “We learn at least as much if not more than in one additional class section, especially when it comes to *applying our knowledge in a new context simulating daily life*.”
- “It gives students time to *process the information* they have learned all week long and can serve as a “*brain-break*” given that Chinese 130 is a rigorous course. “
- “I learn best by doing assignments, so when we learn new words, creating dialogues or other assignments and sharing them *is very helpful for solidifying them in my memory*.”



# Student Feedback on Hybrid Learning




- “It adds *variety* and gives us *a different way* to learn every once in a while.”
- “It *makes class more exciting* and lets us have new Chinese experiences. “
- “It gives us a chance to *practice more self-based learning* which forces us to *practice on our own* instead of relying on guidance in class. “
- “it allows us to apply words that we learned in a writing format. I feel like if we didn’t have that asynchronous class, *I wouldn’t know the vocab as well.*”
- “I think it’s important to practice *using Chinese creatively* and not strictly within the context of lessons. Working on these projects made *me feel more capable in my use of Chinese.*”
- “It gave us the chance to *use what we learned in class time in a real situation*, not just with content from a textbook, which a 5-day in-person class would not give us. It also *allows us to interact in Chinese in a different, non-classroom setting* e.g. introduces us to speaking to each other in Chinese outside of class.”



# Challenges

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- Heavy workload
- Insufficient time
- Difficulty in finding a time to work in pair 
- Technical issue

# Outcome

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- Students have improved and expanded their vocabulary through the meaningful tasks. They not only demonstrate intermediate-level language proficiency, but can employ the language more creatively.
- Students have developed their interpretive, interpersonal and presentational communication skills, especially their interpersonal communication skills, through the weekly collaborations with their peers.
- Students are more confident in using language in real world situations instead of just in the classroom after surfing on the Chinese websites, reading reviews by native speakers, and interviewing native speakers.
- Students have improved their intercultural competence through interactions with native speakers and exposure to the authentic materials. They exhibit awareness of Chinese culture products, practice, and perspectives.
- Students get to know and learn from classmates they didn't interact with much in class. They are able to work effectively in diverse and collaborative environments.
- Students take more initiative and ownership of learning since the asynchronous class allows students to work at their own pace, at their convenient time and in a pressure-free environment.



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