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
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
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
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
National Soccer Coaches Association of America
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
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
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
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
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.
Other thoughts

1. Principle for Designing Activities
   - Goal and objective
   - Analyze, manipulate and develop existing activities
     Adaptation 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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Other
Bruno United, Providence, RI
http://www.youtube.com/watch?v=WQetefDsrJw