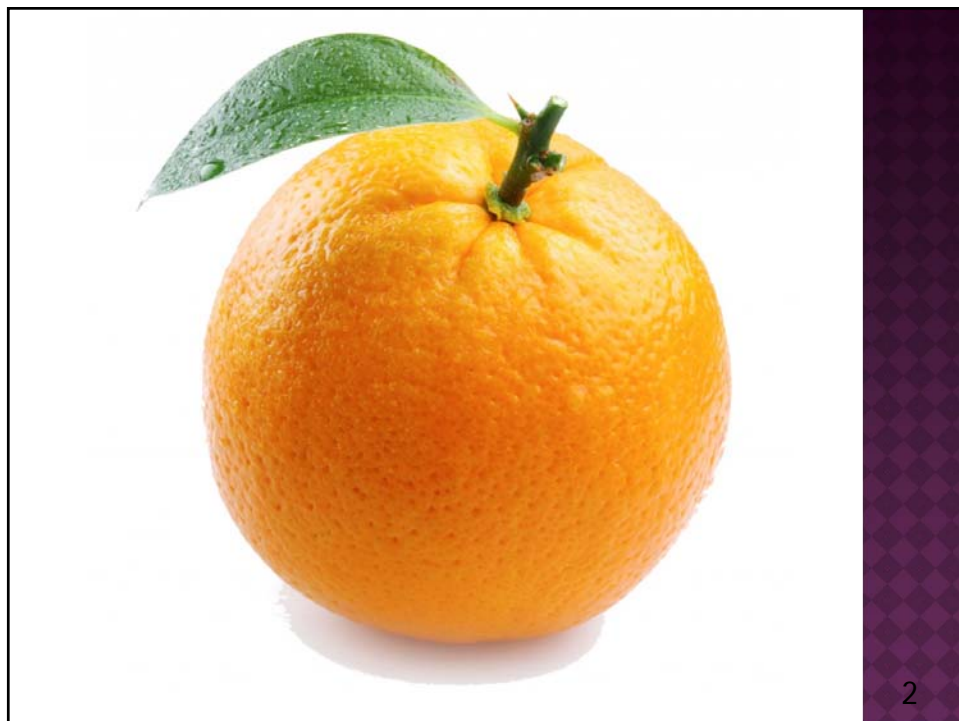


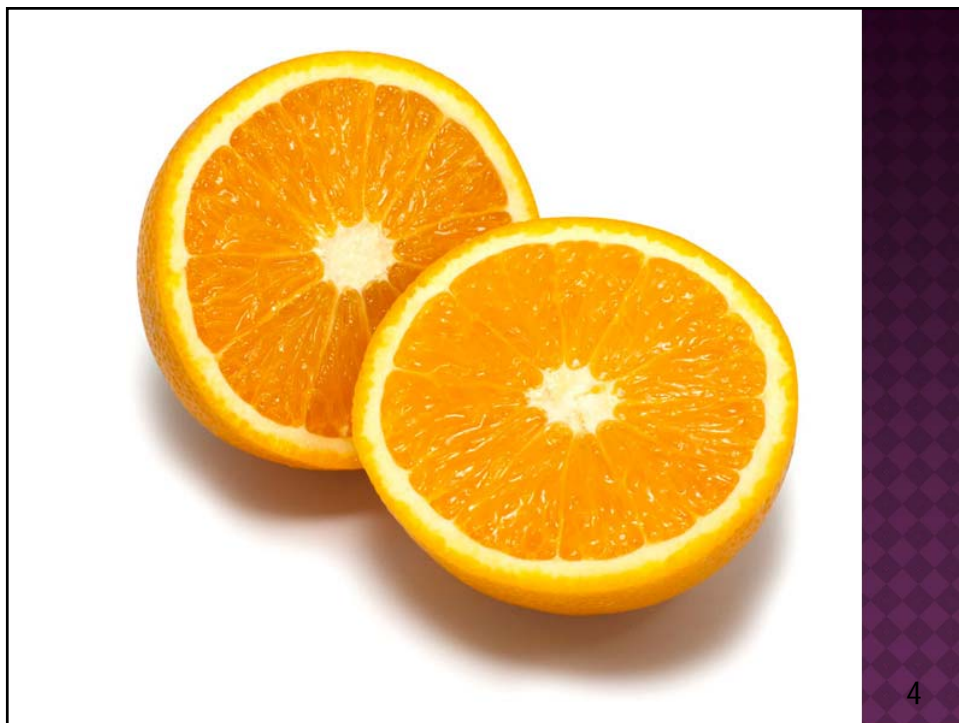
**INVESTIGATING THE ROLE OF  
BIAS AND PRIORITIZATION IN  
THE ACQUISITION OF  
MULTIPLE LANGUAGE  
COMPETENCIES**

David J. Silva, Ph.D.  
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2014 Annual Conference of the  
Chinese Language Teachers Association of Texas  
德州中文教师协会2014年年会

27 September 2014  
The University of North Texas, Denton, TX









Intrinsic	Extrinsic
Instrumental	Integrative

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- Why do you teach?
- Why do you teach Chinese?
- Why do you teach Chinese at <location>?



Intrinsic	Extrinsic
Instrumental	Integrative

8

# Why are your students learning Chinese?

Have you asked them?

Intrinsic	Extrinsic
Instrumental	Integrative

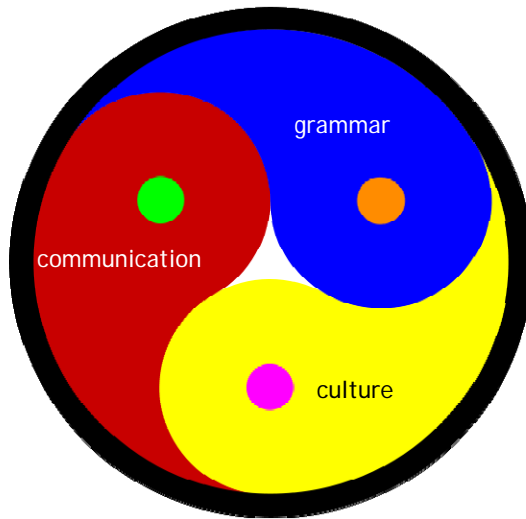
9

## THREE COMPETENCIES

Communicative	Grammatical	Cultural
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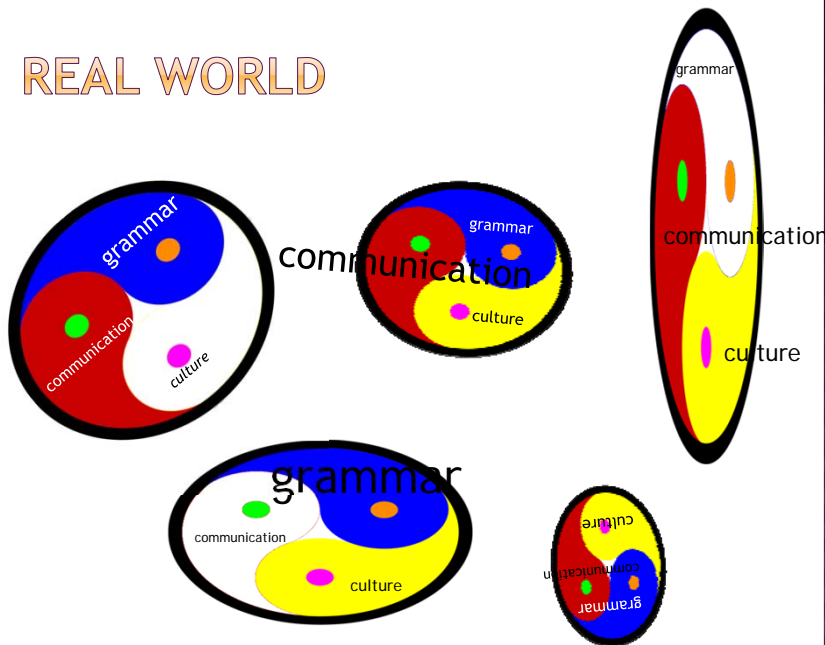
10

# IDEAL WORLD



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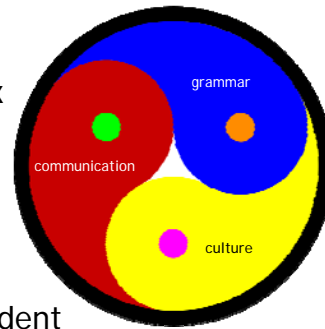
# REAL WORLD



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## LEARNERS IN NEED OF BALANCE

- Prisoner of Grammatical Perfection
  - ↑ grammatical mastery
  - ↓ communicative engagement
  - ? cultural awareness
- Sloppy Grammar Chatterbox
- Low-Level Heritage Student
  - ↑ communicative engagement
  - ↓ grammatical mastery
  - ? cultural awareness
- Culture-Phile
- Zero-Language Heritage Student
  - ↑ cultural awareness
  - ↓ grammatical mastery
  - ↓ communicative effectiveness



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## WHAT'S THE BEST ANSWER?

Ashley: Hey, Lee - What time is it?

Lee: \_\_\_\_\_

- A. Yes, I agree!
- B. No, thank you. And you?
- C. Sorry. I doesn't have watch on.
- D. Let me check... It's three o'clock.
- E. Time flies when you're having fun!

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## WHAT'S THE BEST ANSWER NOW?

Ashley: Hey, Lee - What time is it?

Lee: \_\_\_\_\_

- A. Yes, I agree!
- B. No, thank you. And you?
- C. Sorry. I doesn't have watch on.
- D. I don't have an opinion.
- E. Time flies when you're having fun!

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## WHAT SHAPES LEARNERS?

- ◉ Motivation
  - Source: Intrinsic vs. Extrinsic
  - Goal: Integrative vs. Instrumental
  - Force: Positive vs. Negative
- ◉ Attitude
  - Target language / culture *(heritage learners)*
  - Task of language learning
- ◉ Context
  - Living
  - Learning
- ◉ Aptitude
- ◉ Learning Styles (VARK) <http://www.vark-learn.com>

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## HELPING STUDENTS BALANCE

- Identify potential bias
  - Learner
  - Teacher
- Embrace multiple approaches
  - Learning
  - Teaching
- Understand Priorities
  - First Person    我    teacher
  - Second Person    你    student
  - Third Person    他    other
- Personalize

Dare not to teach how you were taught.

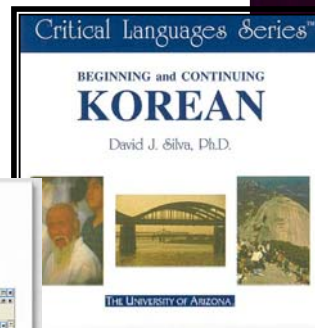
## TECHNOLOGY

### The MaxBrowser™ Student Interface

#### WATCH VIDEO ▶

The buttons you see at the top of the screen are handy shortcuts to menu choices.

1. Like the **Back** button on an Internet browser, allows return to previous page or activity.
2. Three views of the text: **Word**, **Sentence**, and **Footnote** (here footnote view is selected). When an underlined word or phrase is clicked, you hear the native speaker...or see the footnote content if that view is selected.
3. Click **All Play** to hear the segments (word or sentence) starting from current position.
4. For computers with microphone: **Record** your own voice. Recording continues until **Stop** button is clicked.
5. After recording your voice in word or sentence, click to play back; then compare your voice with native speaker's.
6. **Stop any audio**, such as **All Play** or **Record**.
7. Try one of five exercises to test and improve your knowledge of the lesson:
  - a. **Fill-in-the-Blank** click on each blank and type in your answer.
  - b. **Multiple** multiple choice.
  - c. **Dictate** listen to sentences from lesson and type what you hear.
  - d. **Flash** context-based audio flashcards.
  - e. **Prac.** helps with pronunciation by playing each word or sentence, then recording your voice to compare with the native speaker's.
8. **Help** explains button or menu function.
9. **Footnote** window. Drag separator bar up or down to resize footnote window.
10. **A Word or Sentence** that you can click on to hear spoken word. Click left mouse button to hear the native language and right mouse button to hear English translation (when available).
11. **Video Footnote Indicator** The icon indicates on attached video. Green underlines or icons indicate attached footnote.
12. **Footnote** window for easier access. Footnotes may be textual, graphic, audio, or video, or may access another lesson (a hyperlink).



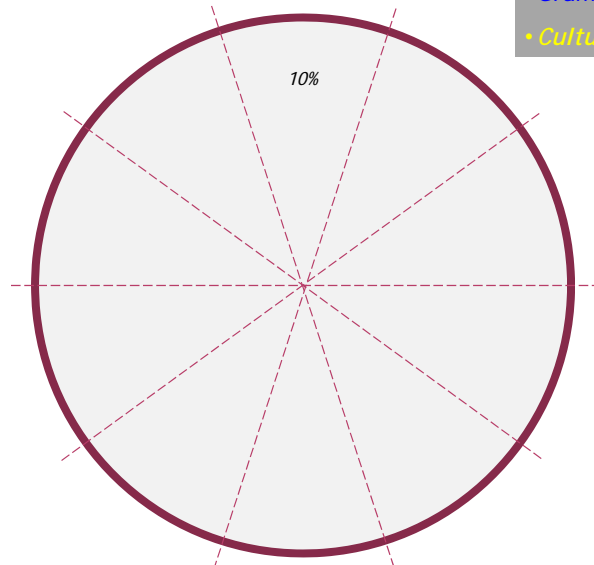
## FROM THE CD-ROM INTRO

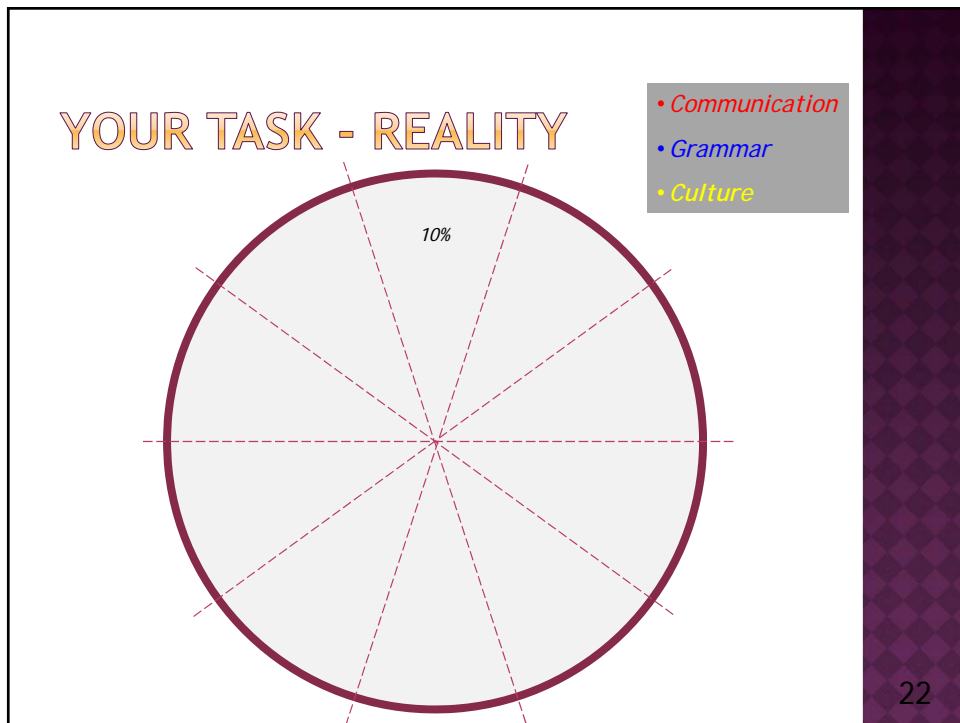
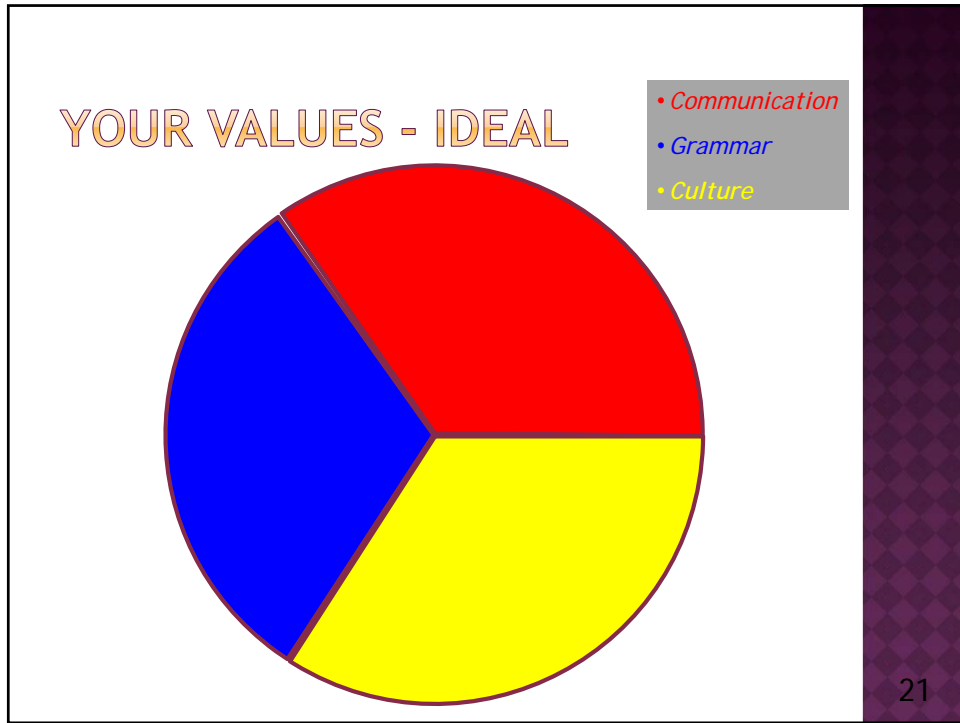
You may be wondering why somebody with a decidedly un-Korean name has taken on the task of developing Korean language materials. The answer is two-fold: **professional responsibility** and **personal gratitude**.

As a non-Korean who has invested considerable time and energy studying Korean from a linguistic perspective, I have been constantly overwhelmed by the language's beauty and fascinated by its complexity. While I have been privileged to have learned from excellent teachers, I have sometimes found my instructors struggling to relate certain concepts to me, a non-Korean. As such, I thought it worthwhile to share my own experiences with others by developing teaching materials that provide a fresh perspective, that of the "outsider." I sincerely hope that my insights will help others learn the language. Moreover, I have undertaken this task with the utmost respect for those Korean language teachers who have come before me (Korean and non-Korean alike), and offer my own efforts in thanks for their continuing commitment to students of the language, such as me.

## YOUR VALUES - IDEAL

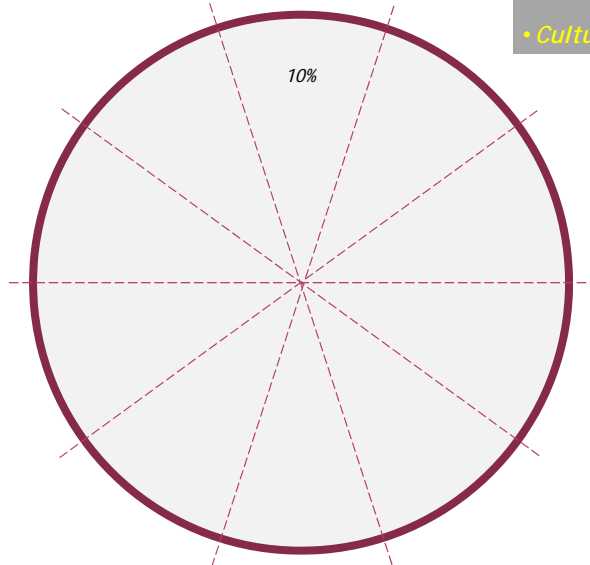
- *Communication*
- *Grammar*
- *Culture*





## ASSESSING STUDENT LEARNING

- Communication
- Grammar
- Culture



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## WHAT I'VE LEARNED

- ◉ *Everybody* is a teacher.
- ◉ Every situation brings a teaching opportunity.
- ◉ It's never about teaching. It's about learning.
- ◉ Teachers are *scaffolds*.
- ◉ "Start with the end in mind."
- ◉ Ask.



他 你 我

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Why are you here?



How can I help you?

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What will **you** decide to do with the orange?



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