

A green chalkboard with two pieces of pink chalk and some white chalk markings. The chalkboard is the background for the text. The title is written in a bold, teal font. The author's name is written in a bold, black font.

Theme-based Curriculum and Task-based Activities: A Language Teacher's Reflection

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Introduction

- End of Course Project Dining in a Chinese Restaurant: StarTalk The Texas Teacher Program at University of Houston, Summer, 2012
- Language, like other skills, is not learned alone, but rather with other knowledge. (Chomsky, 1972)



Theme-based Curriculum Design

- A trend in current foreign language education
- Based upon brain research and psychology of learning
- Provides students opportunities to develop deeper knowledge of a few “big ideas”
- Enables teachers to link different disciplines meaningfully
- Reinforces concepts and vocabulary in an ongoing manner
- Example: Dining in a Chinese Restaurant



Theory and Rationale

The learning goals of this unit are based upon ACTFL's National Standards for Foreign Language Education:

- Communication:
 - *Interpersonal*
 - *Interpretive*
 - *Presentational*
- Culture:
- Connection:
- Comparison:
- Community:

Use task-based activities to achieve learning goals

Why task based activity?

- Student-centered interaction
- Use of authentic language in meaningful communication
- Practical and additional skill building
- Assessment based upon task outcome



Teaching Procedures

- Objectives and learning focus:
- Opening routine:
- Instructional Strategies:
 - *The Hook*
 - *Pre-task: Input*
 - *In-task*
 - *Post-task*
- Closure:



Sample Tasks From Dining In a Chinese Restaurant

- Response Card
- Inside Outside Circle
- Simultaneous Round Table
- Role Play Dialogue



Challenges in Teaching Theme-based Units

- Time
- Lesson planning and preparation
- Culture: How much culture do we need to teach in a foreign language classroom?



Conclusion

- Theme-based units and task-based instructional activities keep students motivated and engaged in the learning process.
- Task completion process is an active learning process and therefore students have the ownership of their own learning.
- Teacher is facilitator and monitor.



谢谢各位老师！

