

FL 561 Sum2015, Brewer  
View and Reflect, Ch. 9  
Activity A: Exploring New Directions (Segment #16)

1. What presentational communication, oral and written, do you see students use in this lesson?

This class of Chinese II, III, and IV students from Northside College Preparatory School in Chicago is taught by Dr. Fu. Beginning every class they identify the characters on the board by going to the board and writing them. One student presents a dictation for the others in the small group to write, and then they are peer-edited. Next, they share in groups of three the direction assignment. The level II is sharing the directions to the restaurant (or location) and the level three writes about the restaurant. The level two students refer to the directions on the map that is drawn and share their findings with the level three students who ask questions of them. They refer to the list of the vocabulary, which are the characters drawn in Chinese. Level four presented the poem orally with each student repeating one line and the last one in the line completing the thought. For one of the poems they wore a hat with an animal (bird) drawn on of the bird they had the line about.

2. How do students use interpretive communication to prepare for their presentations?

The students had an organized vocabulary list to give the directions. They read and listened to an article on the restaurant. The level two students listened to and learned from the third year students to tell where the restaurant is located. The level four students used interpretation of the authentic poems' meaning as described by the teacher. They also asked for feedback and asked questions of the teacher. They used this information to decide the intonation of the poem and the register of the poem as they delivered the poem orally.

3. How do students adopt a new voice in their presentations? How do they accommodate their audience in their oral and written presentational communication?

The students mainly adopted a new voice in the explanation of the teacher. The teacher explained, for example, the authentic poem was passionate and the other background. She explained the wind's direction is slowing and it describes emotions and feelings. The teacher gives background that the birds are the symbolism for the masses. The poem is used to have revolutionary ideas without getting in political trouble. The students used this emotion in their oral presentation of the poem by their volume and inflections.

4. What aspects of presentational communication are evident in the viewing activity at the end of the class? When the students become the audience, how does their perspective change? What could the students do to turn the viewing activity into another presentation they might give?

The song in the viewing activity was an actual poem. They listened to authentic dramatic, singing. The students became the audience at this point and I would view them as more distracted. One student was looking down for a while. The student's perspective is that of a third party. The students could sing the poem, song like the man in the video. If they can't sing or are hesitant to sing they could act out the words in the song as the video is playing in the background. They probably would make it fun like the boy that wore the Disney character hat for the duck in their presentations.

5. In Case Study 2 of Chapter 9 you saw an example of cross-age tutoring. How does the teacher in this Chinese class blend the different levels of language in her class?

The teacher explains she has level II, III, and IV together. She has level three do a writing assignment and level two did the directions to the restaurant. Level IV the direction assignment is reviewing poem about direction from literature. In the beginning she explained that she had one student from level two and two from level three in a group, so the level two student can learn from the others. The level three student asked questions of the level two students. Also in the presentation the upper level did with the oral recitation the other students listened because she said they can learn and they can understand what they are saying.

View and Reflect, Ch.9

Activity B: Promoting Attractions of Japan (Segment #23)

1. What written and oral presentational presentations do students create in this series of lessons?

They write descriptions of regions after the question and answer of the same from the teacher.

The students write the cards for the game of jeopardy which were color coded to fit the category.

Students ask and answered question such as “what is a particular region famous for?” and also

wrote these on paper and in a paired activity asked each other. The brochure project was done

with pictures and writing as a description of an area. Lastly, the video was a culminating project

they rehearsed orally in pairs before the creation of the video.

2. How does the teacher incorporate a process approach in their oral and written presentations? What evidence do you see of planning, drafting, revising, peer revision, and editing?

The teacher explains he is a facilitator in the process, He has a multi-tiered project on regions in

Japan. He begins with a pre-writing activity which is pulling props from a bag to have the

students interpret where he was going. The paired activity has the students read what a particular

region is famous for in the drafting stage. Other drafting takes place with the teacher asking

questions of the students. The teacher edited with the two students who wrote the brochure by

asking them about it and telling them corrections. In the jeopardy game before the brochure the

teacher said that he recast by repeating the sentence correctly. Some editing is oral by the teacher

but also when the students discussed the regions in the paired-activity they edited their work.

3. How does the teacher prepare students for the creation of the video?

The brochure was in preparation for the video. On the brochure the teacher sat with the two

students who made the brochure and reviewed it. He read the brochure aloud and made

corrections orally when they were needed. He discussed with them that he didn't know

skateboarding was an interest. He said for the camera that just because he is the teacher that doesn't mean he know everything. He discussed the whole brochure with them and gave much positive feedback.

4. How does the teacher prepare students for the creation of the video?

The teacher told the video film crew that he was going to make his purpose clear and the requirements and grammar clear. He gave each student a sheet that identified the requirements. He had them do pre-skits to show how they were going to do the video. The teacher explained that they need emotion and emphasis with their skits. The instructor used the markers and whiteboard to explain a little. The video is done as a paired activity so each pair came up and performed a skit with information to be used in the video.

5. How do the presentations target real audiences?

The presentations target real audiences because the brochures cover areas of Japan that are real and the teacher called it a trip they were planning. The clothes you need, and the items you need to take are real and accurate for the region. The actual map, cities, and regions of Japan were used also.