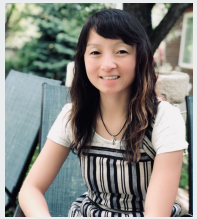
犹他州教育 厅团队

Stacy Lyon 连芯玫

- Utah Chinese Dual Language Immersion Director
- K-8 Chinese teacher - 7 years, Chinese Endorsement
- Early Childhood, Elementary, & Music Education B.S., M.A + Admin certification
- Founding member of CELIN (Chinese Early Language Immersion Network) Advisory Board
- Vice President of National Council of State Supervisors for Foreign Languages (NCSSFL)



Jiajie Wu 吴嘉捷

- M.A. in Teaching
- Current Utah DLI Elementary State Coordinator
- Elementary Chinese Immersion Teacher- 8 years
- DLI/Chinese Endorsement
- Coaching Endorsement

Yunliang Bao 包昀亮

- M.A. in Applied Linguistics
- Current Utah DLI Elementary State Coordinator
- Elementary Chinese Immersion Teacher- 5 years
- DLI/Chinese Endorsement
- Coaching Endorsement

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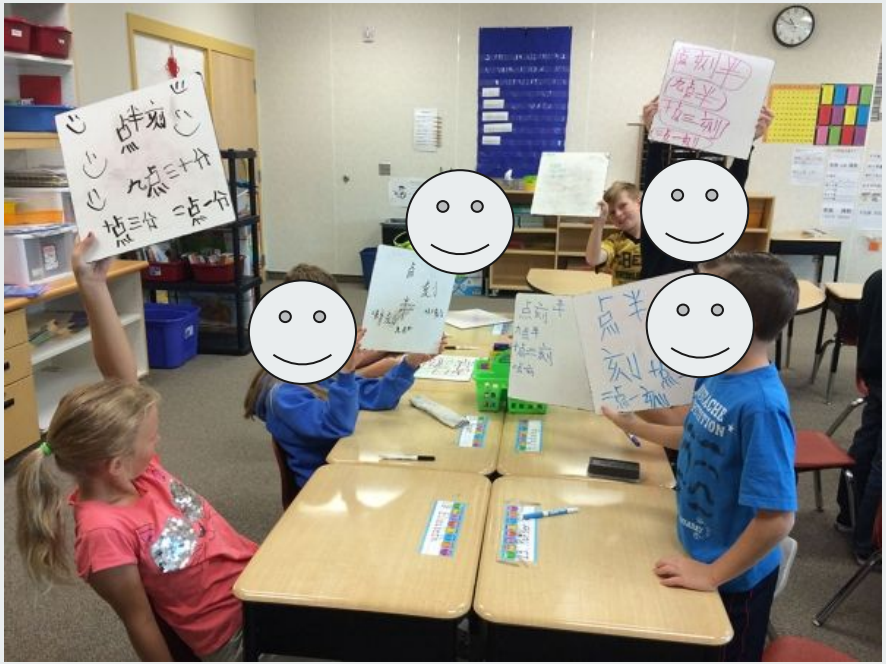
语言沉浸的原则，技巧与案例

Principles, Skills and Examples of Language Immersion Instruction



American Academy of International Culture and Education (AAICE) Webinar

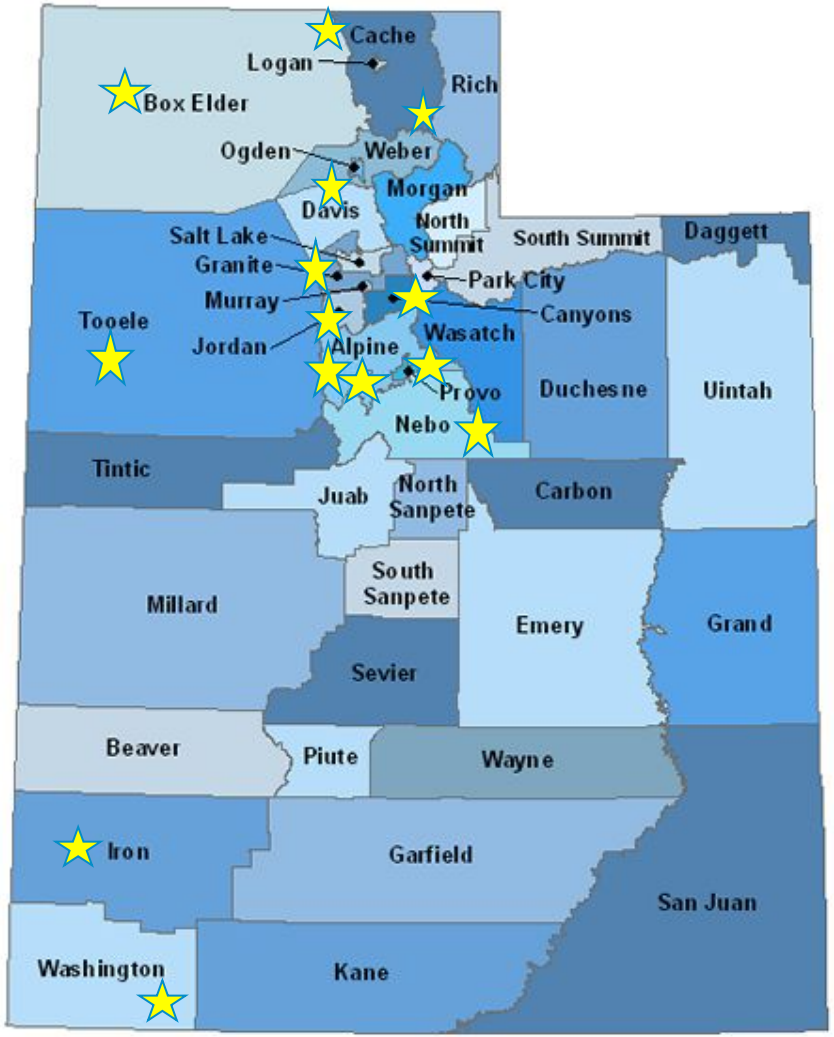
September 19, 2025

Utah Chinese Dual Language Immersion Team
Stacy Lyon, State Director
Jiajie Wu, State Coordinator
Yunliang Bao, State Coordinator

Utah Chinese DLI 2025-2026

14 School Districts

- Alpine
- Box Elder
- Cache County
- Canyons
- Davis
- Granite
- Iron
- Jordan
- Nebo
- Provo
- Renaissance Academy
- Tooele
- Washington County



2025-2026

DLI Schools

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Objectives 目标

You will be able to **identify** the **ABC's** of immersion instruction and **describe** how language proficiency is defined.

你能够识别沉浸式教学的基本要素，并描述语言熟练程度是如何定义的。

You will be able to **identify 3 core instructional strategies** used in the dual language immersion instructional framework, and **describe examples of each strategy.**

你能够识别双语沉浸式教学框架中的三大核心教学策略，并能举例说明每一种策略。

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怎么定义沉浸式？

Target Language Instructional Time Model

学生在课堂上目标语使用时间的百分比:

100%
90/10
80/20
50/50
混合

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UTAH MODEL PROGRAM DESIGN

1. Full K-12 Pathway
2. General Education Program
3. Clear Proficiency Targets
4. Two-Teacher Model
5. Instructional Minutes Requirement

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#1 Full K-12 Pathway

犹他州双语沉浸式流程

K-6年级：重点掌握以学科为基础的语言和词汇

7-8年级：重点学习认知技能和文化加深能力

9年级：重点为学生学习大学衔接课程作准备的基准课程

10-12年级：重点将语言应用于全球化就业机会和构建全球化能力

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#2 General Education Program:
K-12 年级普通教育项目

欢迎每一位学生

- 无资格认证
- 无条件录取
- 有残障的学生
- 在学习上有障碍的学生
- 英语作为第二语言的学生

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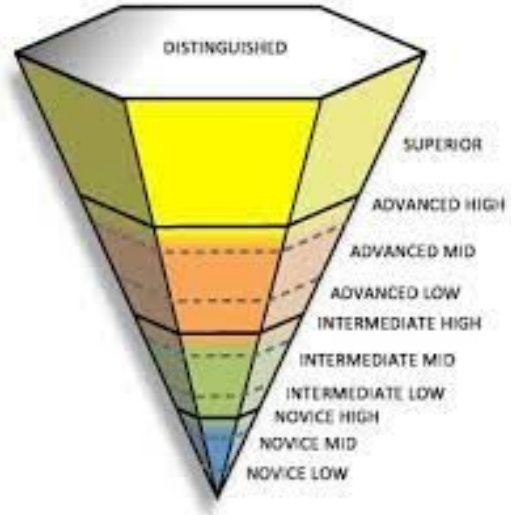
#3 Clear Proficiency Targets

犹他州中文沉浸式项目各年级语言水平的目标

Chinese & Russian

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Mid	Advanced Low	Advanced Low	Intermediate High



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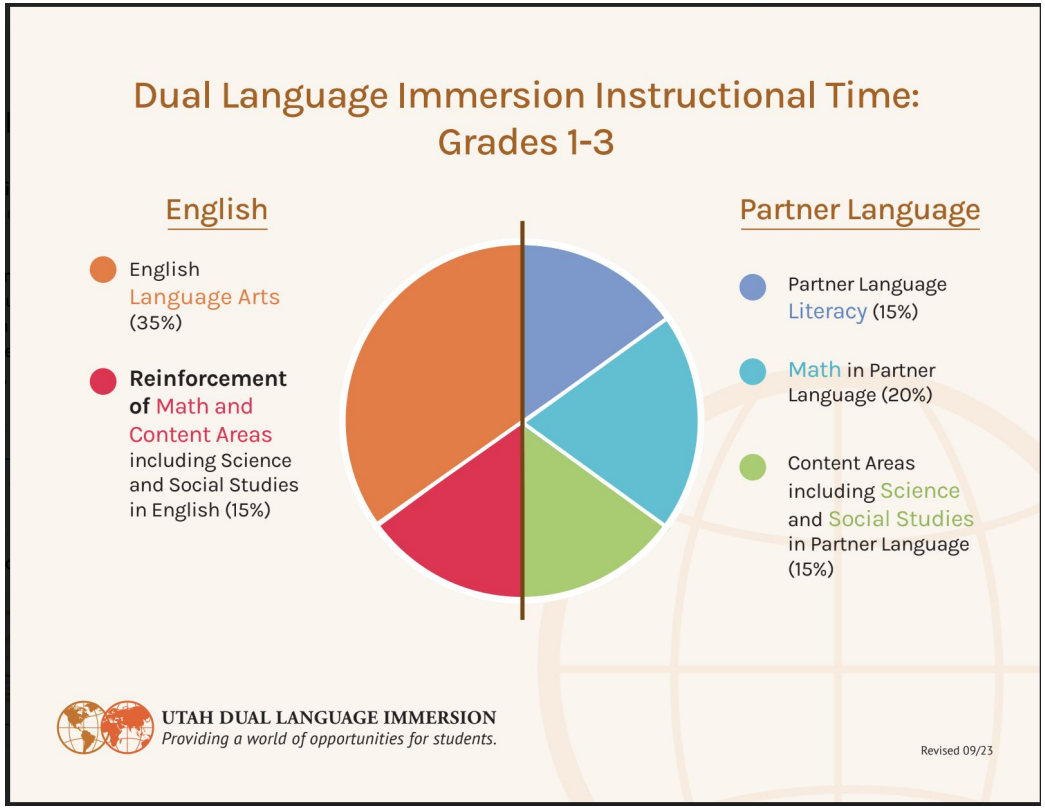
#4 Content Instruction Time Two-Teacher Model

学科教学时间按年级分配



Minimum Minutes for each subject:

Grades 1-3

- Literacy = 4 x 50 min
- Math = 4x 60 min
- Science/Social Studies =2x 30 min

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#5

TARGET LANGUAGE MINIMUMS

1st – 3rd Grades:

4 X / week of 50 min literacy & 60 min math

2 X / week of 30 min science/social studies

4th – 5th Grades:

4 X / week of 75 min literacy & 20 min math

3 X / week of 45 min science

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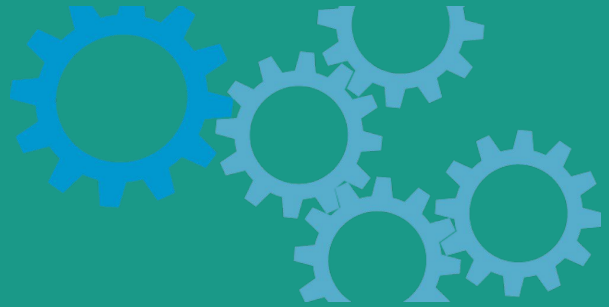
PART 1

Basic Immersion Program Outcomes
沉浸式项目基本成效



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3 Basic Outcomes of DLI
沉浸式教学的三大基本成效

Academic Achievement 学术成就

Bilingualism/Biliteracy 双语能力

Cultural Competence 文化素养

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A

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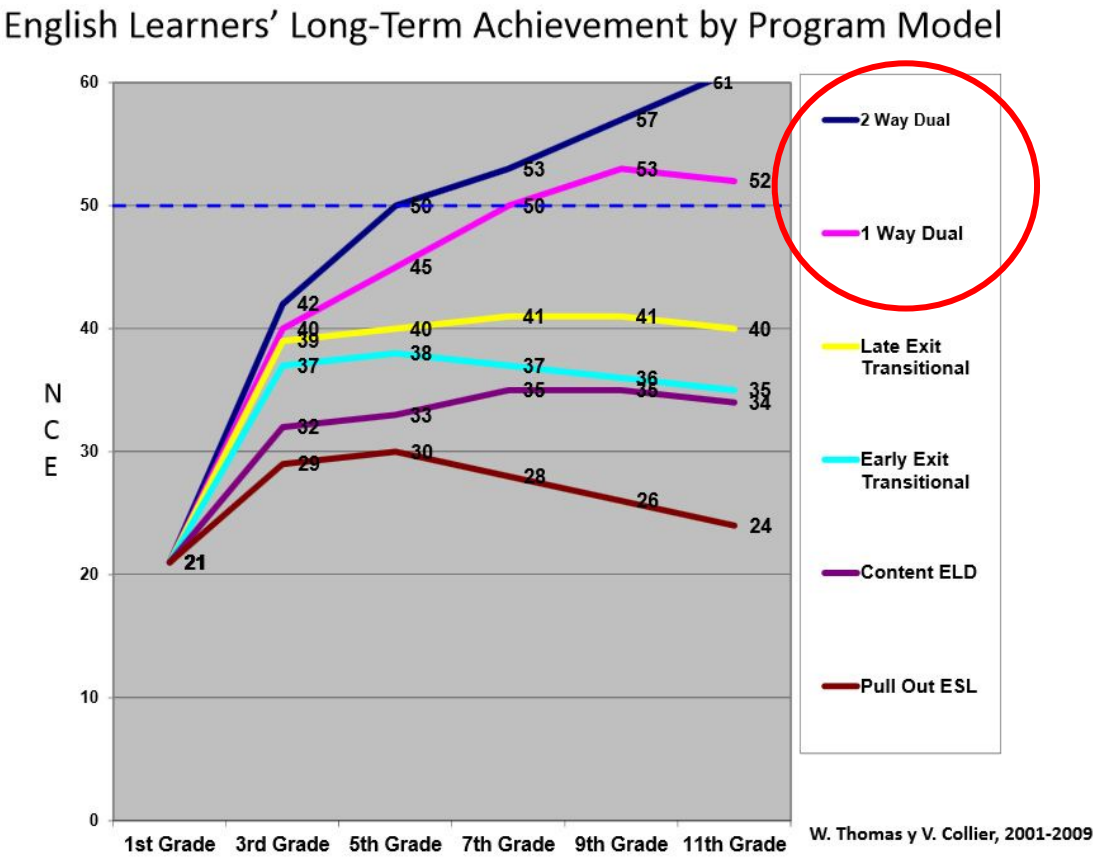
Dr.'s Wayne P. Thomas and Virginia P. Collier Study



W. Thomas y V. Collier, 2001-2009

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2019 Federally Funded Study Results
美国联邦政府资助的研究结果

502,000 **Utah students**/26,000 DLI Students

5 Languages

“ 犹他州**双语沉浸式**的学生在语言艺术，数学和科学等学科的标准化测试中均明显优于**同校的同年级**学生，所有测试**都**以英语进行。”

对于以英语为母语的人和非英语为母语的人都是如此。

Partnership to Study Dual Language Immersion Scale-Up in Utah

Steele, Watzinger-Tharp, Slater, Roberts, & Bowman, 2019

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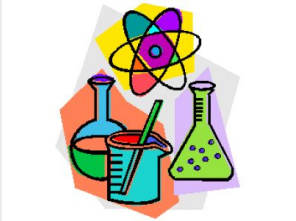
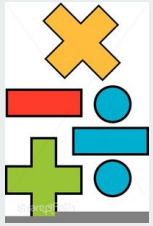
Academic Achievement + Bilingualism/Biliteracy

RELATIONSHIP OF CONTENT AND LANGUAGE

学生通过第二语言学习学科内容。





学生借着在多重有意义的语境中
遇到并使用该语言来学习第二语言。

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B

BILINGUAL/BILITERACY

以语用水平为目标的项目

学习语言 与 语言使用

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C

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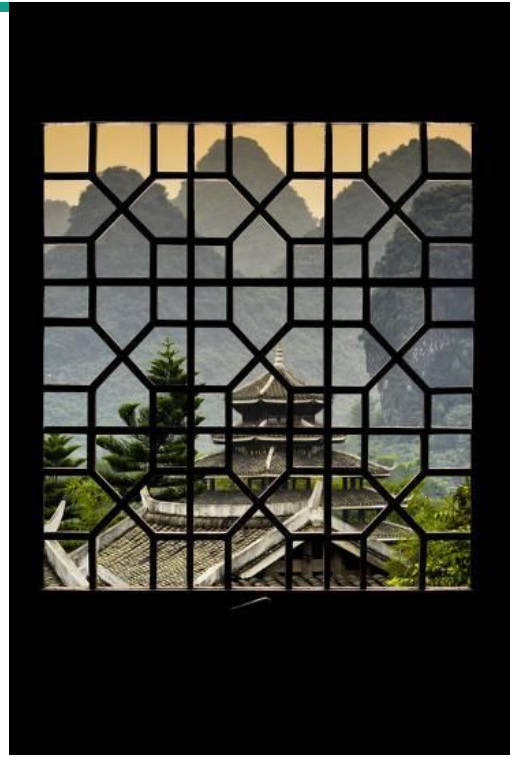
Cultural Competence



LANGUAGE AND CULTURE ARE INSEPARABLE

语言和文化密不可分

- 学习如何以适合文化的方式使用语言

- 语言不仅是一扇窗户，而且是理解和与另一种文化互动的门。

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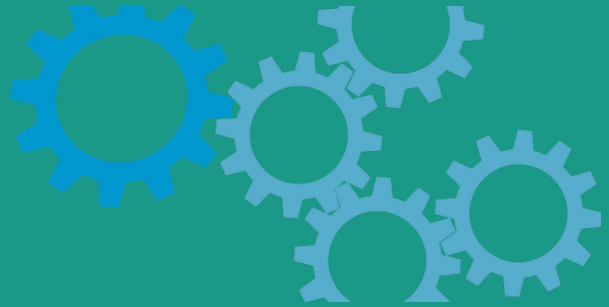
PART 1

Basic Immersion Program Principles
沉浸式项目基本原则



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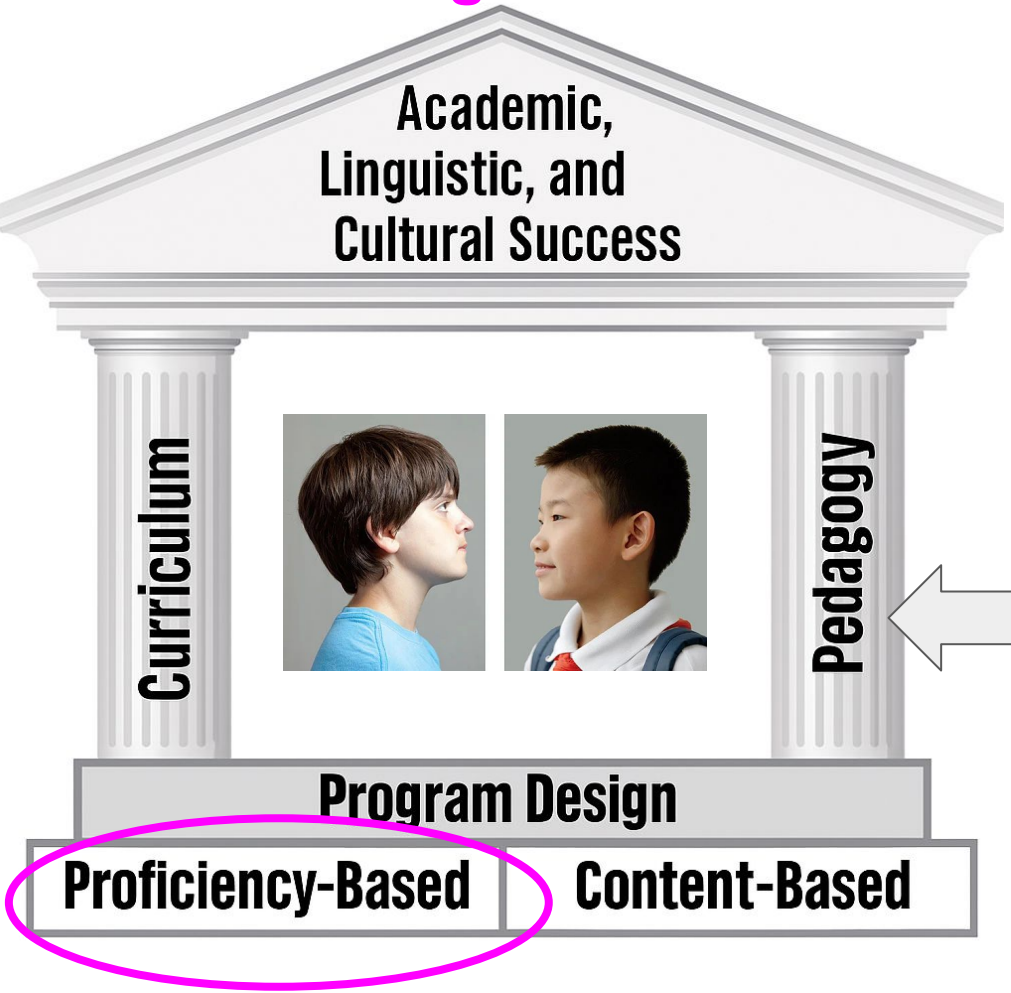
DLI Program Model



Core Instructional Strategies

The DLI "Backbone"

Learning Objectives:
Content & Learning Objectives should be posted, introduced, interacted with and revisited.

Modeling Cycle:
The way a teacher shows students what they should know and be able to do, providing them four opportunities to show them what the expected outcome is. (I do, We do, You do, You all do.)

Comprehensible Input:
The ability to make content and language understandable and accessible to students through visual support, context and adapted language.

Language Supports:
Strategies that increase the quality of language production. (Language references-concept wall, word wall, sentence frames and stems, graphic organizers, etc.)

Student Engagement:
Ensuring that ALL students are cognitively engaged All of the time by providing **O**pportunities **t**o **R**espond.

Checks for Understanding:
The strategies that are used to elicit evidence that the student is understanding the language and content.

以语用水平为目标的项目

语用水平是学生能够在以下几个方面使用语言

听	说	读	写

在真实、自然和
无预演的语境下

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以语用水平为目标的项目

学习语言 与 语言使用

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What Does Developing Language Proficiency Look and Sound Like?

一年级

四年级

七年级

十年级

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Proficiency does not mean..
...语用水平不是 ...

Perfect grammar, perfect pronunciation, or that teachers limit instruction to just one level at a time.

完美的语法和发音，或老师每次的教学只限制在同一个语言水平中。

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The Proficiency Mindset: What Does it Look Like in Practice?

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TRADITIONAL FOREIGN LANGUAGE INSTRUCTION

Chinese Vocabulary for Colors		
Black	黑色	Hēisè
White	白	Bái
Yellow	黄	Huáng
Orange	橙	Chéng
Blue	蓝色	Lán sè
Brown	棕色	Zōngsè
Green	绿色	Lǜsè
Purple	紫色	Zǐsè
Violet	紫色	Zǐsè
Red	红色	Hóngsè
Gray	灰色	Huīsè

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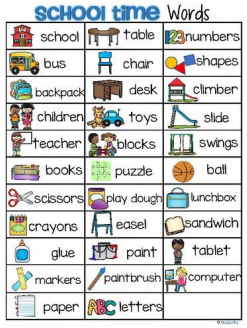

传统式的第二外语教学

从教词汇开始 START WITH VOCABULARY

1. 根据话题附带相关词汇表 Vocabulary list organized by a limited topic.
2. 背诵单字 Memorize single words
3. 背诵短语 Memorize phrases to respond to a single idea.
4. 背诵对话的内容 Memorized Dialogues
5. 用英语来解释词义 Use (English) to explain meanings.
6. 注重语法点的学习 Grammar Emphasis
7. 在听、说、读和写中，更注重阅读和写作的教学 Focus on reading and writing

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100% 中文环境

High quality immersion instruction means teachers are 100% committed to maintaining a **100% target language environment**.

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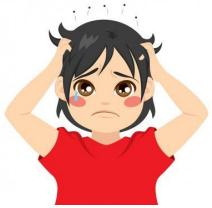
Immersion: Context Helps the Learner Organize Meaning

Vocabulary-Based Approach



Context Based Approach

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Add Multiple Meaningful Contexts
给语言增加多种语用环境

语境2

语境3

语境4

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以语用水平为目标的项目

语用水平是学生能够在以下几个方面使用语言

听	说	读	写

在真实、自然和
无预演的语境下

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以语用水平为目标的项目

学习语言 与 语言使用

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情境会活化语言学习

以生词为主

以情境为主

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💯 Achievement vs. Proficiency

Achievement 成绩测试

- What we KNOW about the language **知道什么 词汇**
- Assessment is multiple choice, fill in the blank, matching **测试类型：多选，填空，配对**
- Only one right answer **一个正确答案**

Proficiency 语用水平

- What we can DO with the language **怎么用**
- Learning activities use open ended questions that expect and encourage creating with language **开放式问题，鼓励多创造语言**
- More than one way to answer**答案可以多种方式表达**

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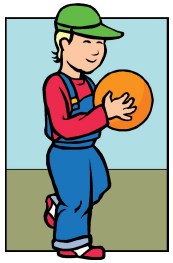
Finish the sentence with the word that matches the picture.

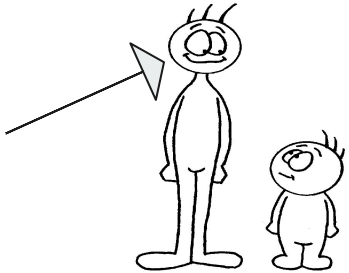
- 我喜欢_____.



- 我会_____.

- 我们很 _____.

- 我很 ____.



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你看到什么？

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LEARNING A LANGUAGE IS LIKE LEARNING A SPORT
学习一门语言就像掌握一 项运动技能

- Takes time to learn
  需要时间，是一个学习的过程。

- Rules, vocabulary, and skills to learn
  需要了解规则，术语，培养学习习惯

- Proficiency is what individuals can do with the sport in real-world situations in a spontaneous and non-rehearsed context.
  足球水平：球员在真实比赛现场中的自然发挥。

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TARGET PRACTICE

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SOCCER PROFICIENCY
足球的水平

- Dribble the ball for 20 meters.

  垫球向前走20米

- Get the ball around the defenders to the goal

  带球绕过对方防守队员，踢进对方球门

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A Proficiency Mindset Means That Teachers..
在语用水平思维下，老师需要：

1. 创造并执行100%中文环境。
2. 在真实语言环境下介绍新内容。
3. 把新旧知识连接起来。
4. 给学生提供语言输出的支持。
5. 创造让学生自然输出语言的机会，并提供有效的反馈。

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IMMERSION INSTRUCTION SKILLS

6 Core Strategies

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沉浸式教学:全中文 环境 + 学术内容

数学

科学

社会学

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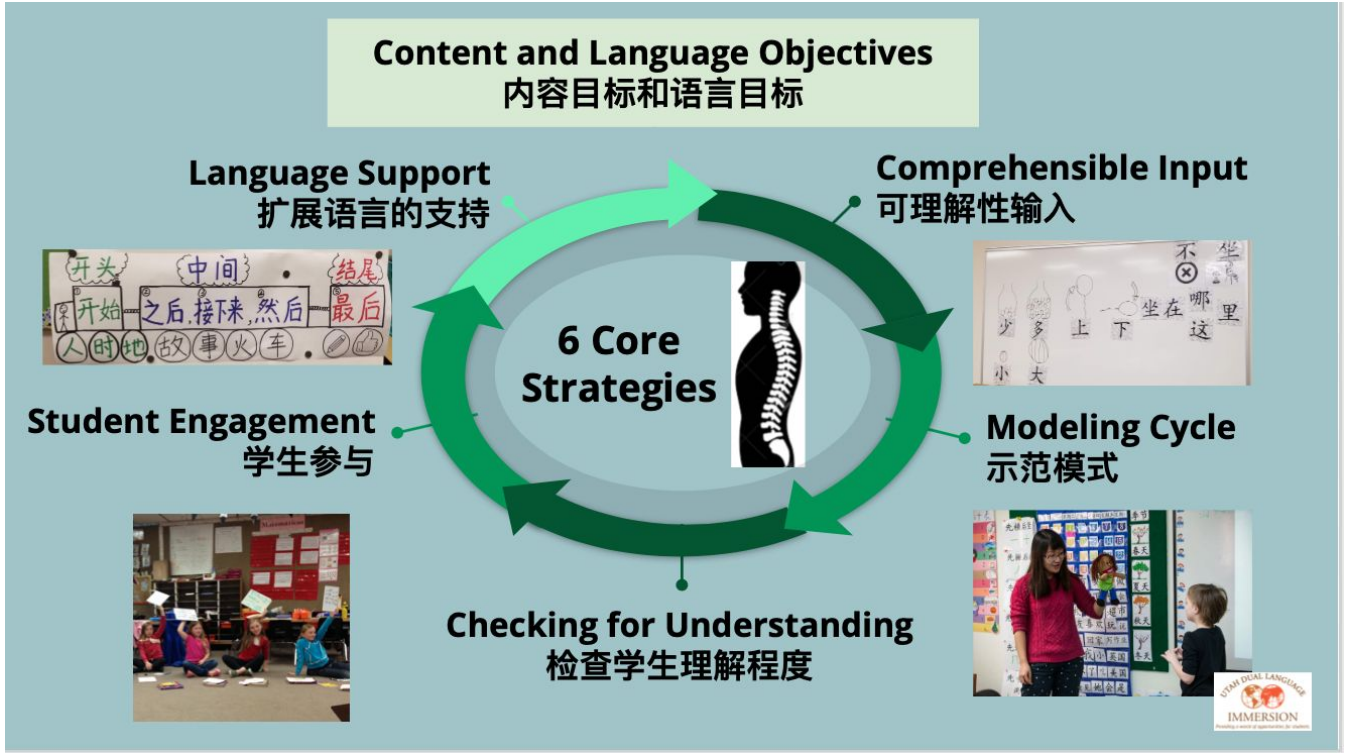
6 Core Instructional Strategies for Dual Language Immersion



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TODAY'S CORE STRATEGY FOCUS:

1. Content Objectives and Language Objectives

   内容和语言目标

2. Checking for Understanding and Student Engagement

   检查学生理解程度 &学生参与

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Core Strategy Skill #1

使用内容和语言目标
Using Content and Language Objectives

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The Core of Lesson Planning:

Objective Based Planning

重要性:课程的每个环节都应该和目标相关联

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例子：

Fruit（一年级）

Bananas

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Banana Yogurt

Yogurt

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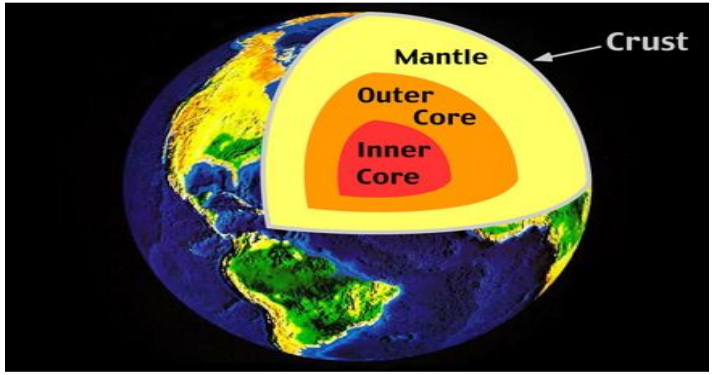
Yogurt Parfait 酸奶杯

Layers of the Earth



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Please help this teacher write effective content & language objectives:
请老师们帮助这位新老师重新调整内容目标和语言目标

1. 🎯Content Objective 内容目标:_____.

2. 🎯Language Objective 语言目标:
_____.

(please share in the chat box)

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What is fruit? (修改后)

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

Content Objective: I can use a classification method to determine whether the objects in the picture are fruits.

我可以用分类方法来判断图片中的物体是不是水果。

Language Objective: I can use the following sentence structures to describe whether the objects in the picture are fruits:

我可以用下面的句型来描述 图片中的物体是不是水果:

- .... is a fruit. .....是水果。
- .... is not a fruit. .....不是水果。

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When you plan, what's your focus.....

- "Lesson" has no objective/purpose 课程设计没有教学目标/目的。

- Lesson is not aligned with objective 课程与目标不一致。

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When you plan :

- The test does not match the objectives. 考察内容与教学目标不匹配。

- Each section of the lesson should be connected to the course goals and assessments. 课程的每个环节都应与课程目标和评估内容相对应。

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When you plan :

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Classroom activities are just time-consuming. 课堂活动是为了消磨时间。

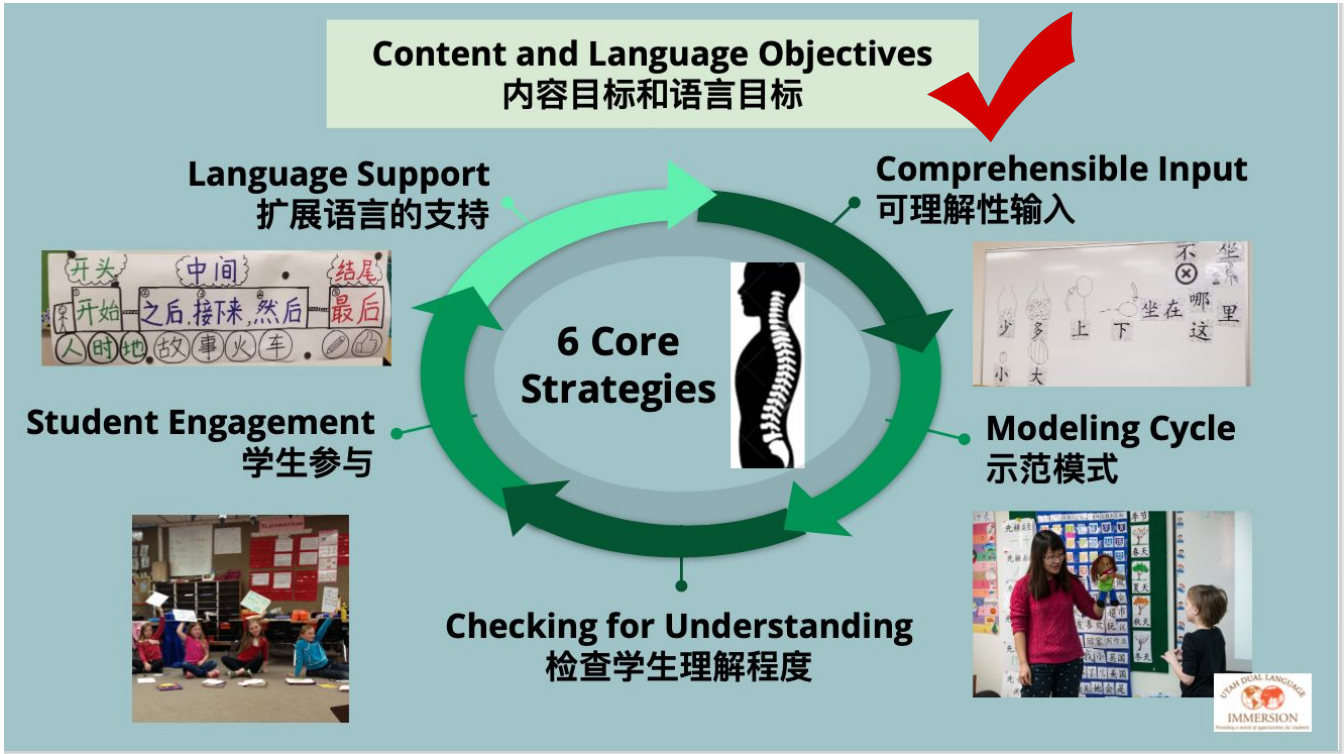
Classroom activities or games are only for fun, without any connection to learning.

课堂活动或游戏只是为了娱乐，与学习无关

Effective teachers make full use of every minute in the classroom.

高效的教师会充分利用课堂上的每一分钟。

DLI Instructional Core Strategies



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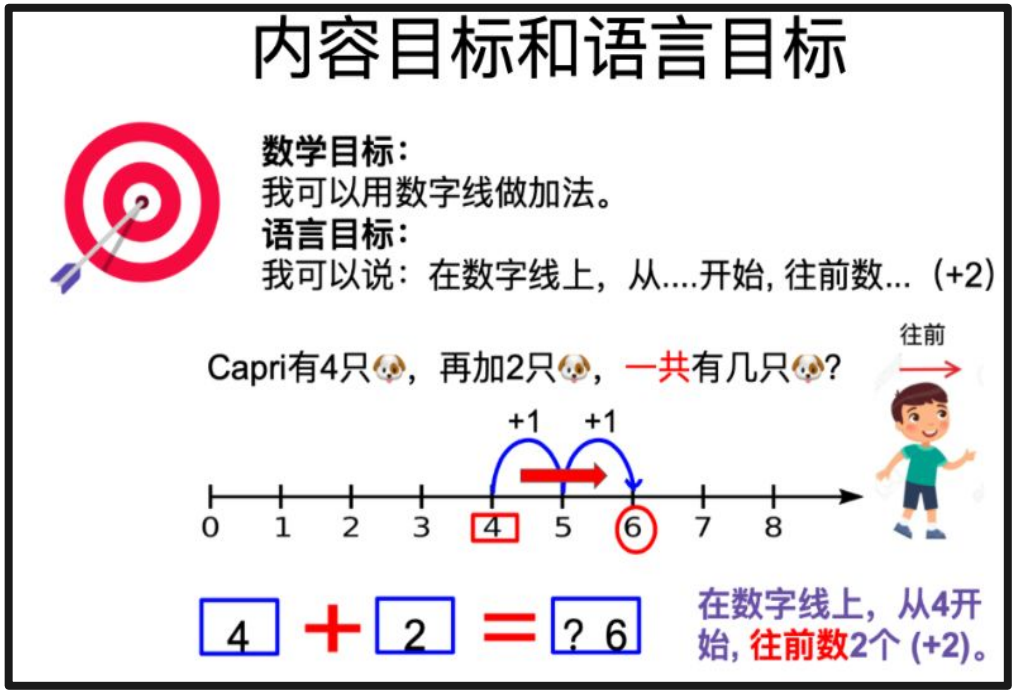
What Are Objectives?



学习目标：明确描述学习者通过参加教育项目或活动将会知道什么或能够做什么的清晰描述。

学习目标：必须是可观察和可测量的。

Educational objectives are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity. Educational objectives must be observable and measurable.

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Why Content and Language Objectives?
内容目标和语言目标的两个目的

1.

To guide teacher instruction

指导老师的教学

- Fidelity to the content of the standards
  忠实于教学标准
- Rigor of standards
  链接不同难度的标准

2.

To develop student learning

帮助学生不断 进步

- Accessibility **知识是可获得的**
- Ownership **知识是可掌握和 拥有的**
- Accountability **学习是学生的责任**

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When and How Do We Use Them?
内容目标+语言目标

Both CONTENT and LANGUAGE objectives should be:			
POSTED	INTRODUCED	INTERACTED WITH	REVISITED
展示	介绍	互动	重温

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Classroom Video Preview Questions:

观看这位老师的教学视频，想一想：

1. Does she mention content/language objectives?

   她提到了内容目标/语言目标吗？

2. How does she guide and engage the students?

   她是如何引导和融入学生的？

3. What engagement and instructional strategies does the teacher use to help students understand the meaning of the objective(s)?

   这位老师使用了哪些互动和教学技巧帮助学生理解目标的含义？

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- I CAN….**我可以…**
- What to do with the content/standard/proficiency target? DOK verbs **要做什么**
- What is the content/standard/proficiency target? What are you going to evaluate? **知识点/标准/语用水平目标/考察点**
- What methods/tools to use? **用什么方法/方式/工具**

公式:

I can 我可以	DOK verb 做什么 …	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具
我可以	比较	同分母分数的大小	画分数长条图

数学目标: 我可以用画分数长条图来比较同分母分数的大小。

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例子:数学（二年级）

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

数学目标:（标准:建立和发展对数字的概念）

- 我可以在数字线上按大小顺序排列数字的大小。
- 我可以用大于，小于和等于来比较数字的大小。

语言目标:

- 我可以用数字线跟一个朋友解释怎么比较数字的大小。
- 我可以用下面的句型来解释:因为....，.....比....大，.....比....小,....等于....。

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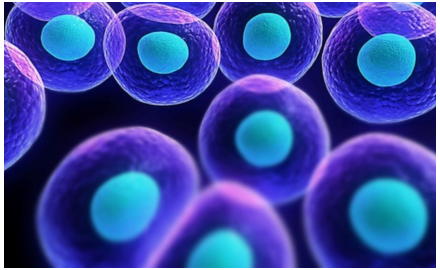
例子：科学（五年级）



I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

科学目标：

- 我可以用画图表的方式比较动物细胞和植物细胞结构的不同。

语言目标：

- 我可以用下面比较的句型来描述动物细胞和植物细胞结构上的不同：
  植物细胞和动物细胞都有……。
  植物细胞有……，动物细胞也有……。
  植物细胞有……，但是动物细胞没有……。

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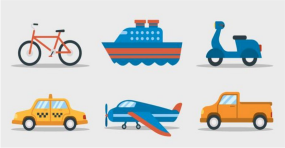

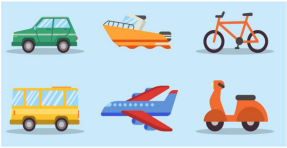

例子：中文（四年级）

交jiāo通tōng工具

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

中文目标：我可以阐述自己对飞机✈️，火车🚄，汽车🚗和自行车🚴四种交通工具的看法。

语言目标：我可以使用下面的句型来阐述自己对交通工具的看法。

- .....很快/慢。
- ....比...更快/慢。
- 在...中，.....最快/慢/方便。
- ....和...一样快/慢/方便。

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Which objective is more suitable for DLI classroom?

I can 我可以	DOK verb 做什么...	content/standard/proficiency target 知识点/标准/语用水平目标	methods/tools 用什么方法/工具

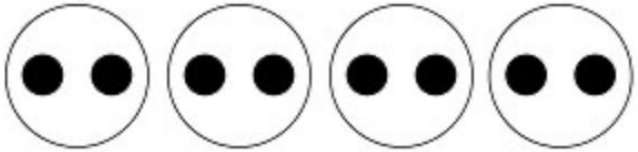
A. 乘法的含义

B. 我知道乘法的含义。

C. 我可以做乘法。

D. 我知道乘法是重复的加法。

E. 我可以用重复的加法来解释乘法的含义。



4 groups of 2
or 2 + 2 + 2 + 2
or 4 x 2

你觉得哪一个目标是有效的目标呢？(三年级数学)

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Core Strategy Skills #2 & #3

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Check for Understanding
检查学生理解程度

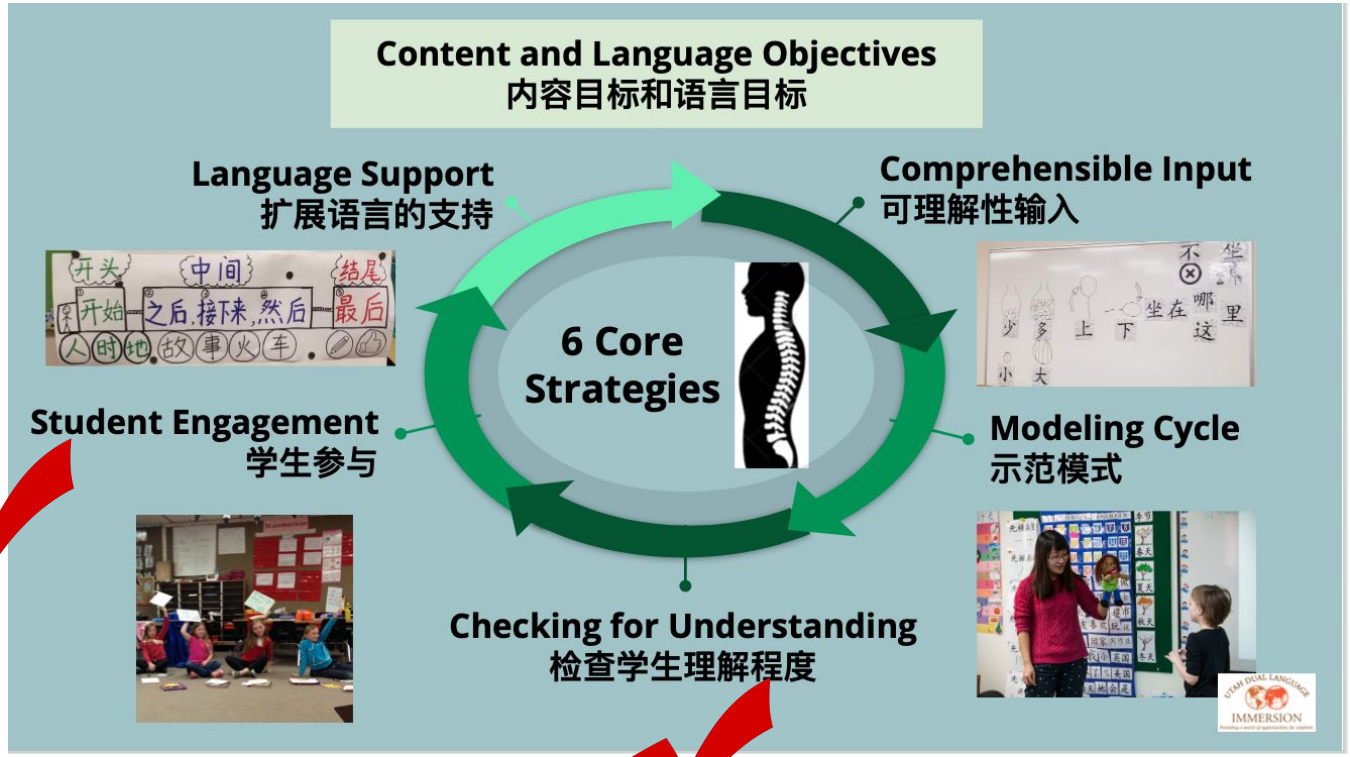
OTRs

Opportunities to Respond

语言输出的机会

Student Engagement
学生课堂参与

DLI Instructional Core Strategies



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沉浸式教学:全中文 环境 + 学术内容

数学

科学

社会学

How do we know they ‘got it’?

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Strategy #2: Checking for Understanding
检查学生理解程度

会了吗？
懂了吗？
明白了吗 ？

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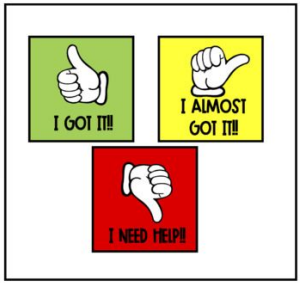
Strategy #2: Checking for Understanding
检查学生理解程度

***What** is checking for understanding?*

The strategies that are used to elicit evidence that the student is understanding the language and content.



会了吗？
懂了吗？
明白了吗 ？

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Why Do We *Explicitly* Check for Understanding?
为什么要*明确*检查学生的理解程度？

For the purpose of:

- **Monitoring** student progress (did they improve?)
- **Informing** instruction (which part didn't they get?)

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How Do We *Explicitly* Check for Understanding?
怎么 *明确*检查学生的理解程度？

- Student Engagement Strategies
- Using OTRs (Opportunities to Respond)

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Student Engagement = Checking for Understanding
学生课堂参与 = 检查学生理解程度

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结，思考-配对-分享，“镜子”，”教一教”，朗读

如何检查学生是否理解所学内容？

沉浸式教室中的每一个机会都应与口头反应相结合！

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How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结，思考-配对-分享，“镜子”，”教一教”，朗读

沉浸式教室中的每一个机会都应与口头反应相结合！

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Scenario 课堂情景：

The teacher asks a question of students. Some hands are raised immediately. Teacher calls on one of these kids. That answer is close, but not quite what the teacher is looking for. Teacher instantly calls on another student whose arm flies into the air faster than a bottle rocket. This response is correct.
Every other student is now done thinking, whether they understand or not.

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Think Time + Oral Output:
思考时间+口语输出

Allow Think Time:

1. Ask a question, offer a prompt, show a slide... and wait.
2. **No hands up. No chatter**.
3. Depending on what the question or prompt requires in terms of critical thinking, seconds or even minutes might be necessary.

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How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结，思考-配对-分享，“镜子”，”教一教”，朗读

沉浸式教室中的每一个机会都应与口头反应相结合！

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Visual + Oral
视觉支持+ 口语输出

- 手势
- 白板
- 回答卡
- 大拇指向上/下

How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结，思考-配对-分享，“镜子”，”教一教”，朗读

沉浸式教室中的每一个机会都应与口头反应相结合！

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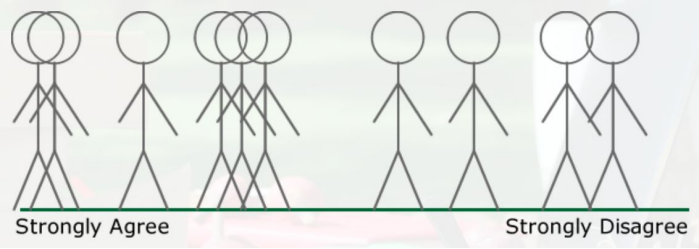

Physical + Oral
肢体/动作+ 口语输出

- TPR: Total Physical Response

The teacher performs an action, both demonstrating and saying it (e.g., “I'm brushing my teeth,”)

- 站起来走到答案面前
- 教室四个角落
- Opinion Lines

How do we create student engagement? (OTR strategies)

COGNITIVE 认知 + oral	VISUAL 视觉上的支持 + oral	PHYSICAL 身体的反应 + oral	ORAL 口头反应
思考时间	手势，白板 点击器， 反应卡 大拇指向上/向下	TPR 肢体动作 写康奈尔笔记 写下你认为正确的答案 四个角的游戏等等	对答，小组讨论，伙伴总结，思考-配对-分享，“镜子”，”教一教”，朗读

全班
小组
伙伴
个体

沉浸式教室中的每一个机会都应与口头反应相结合！

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OTR的期望利率

- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2008)

New Material 新内容

- 4-6 Responses per minute 每分钟4-6次回应
- 80% accuracy 精度达80％

Practice 复习

- 9-12 Student responses per minute 每分钟9-12个学生回复
- 90% accuracy 精度达90%

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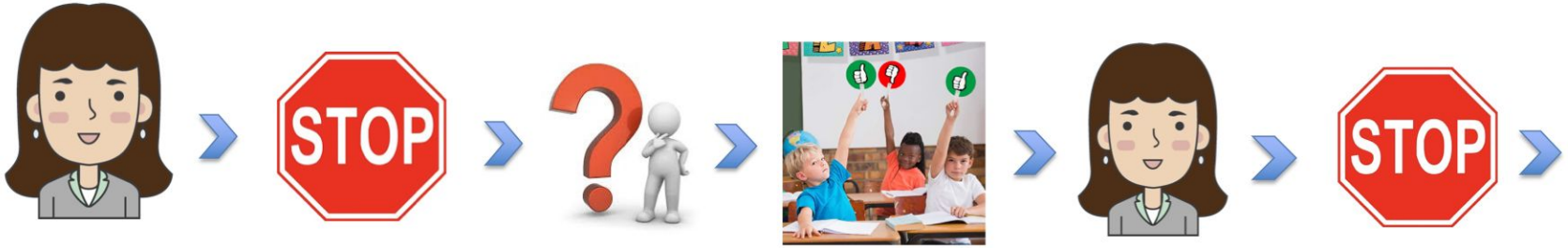
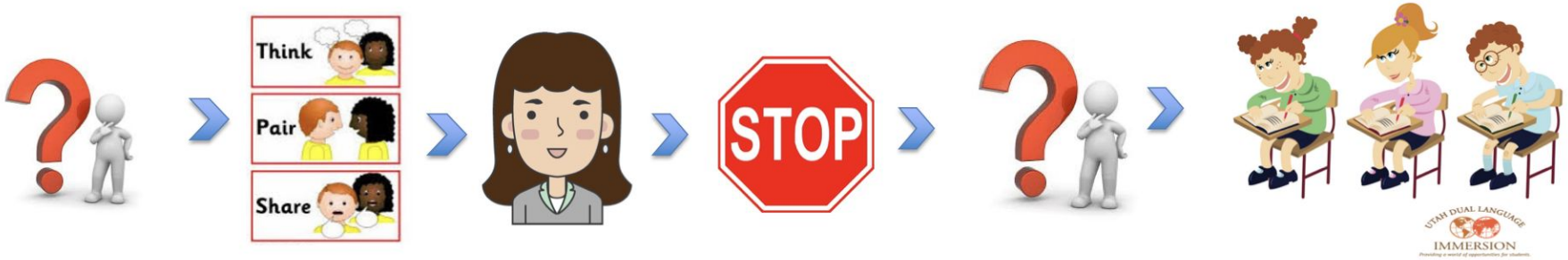
频繁地回应机会

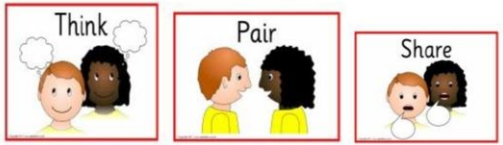
A little information goes a long way!

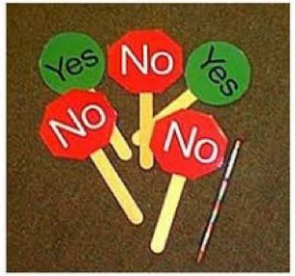




学生参与

+





检查理解程度

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1st Grade English Classroom

这位老师使用了哪些OTR方法来检查学生理解程度？

- Cognitive认知
- Visual视觉支持
- Physical 肢体动作
- Oral 口头回答

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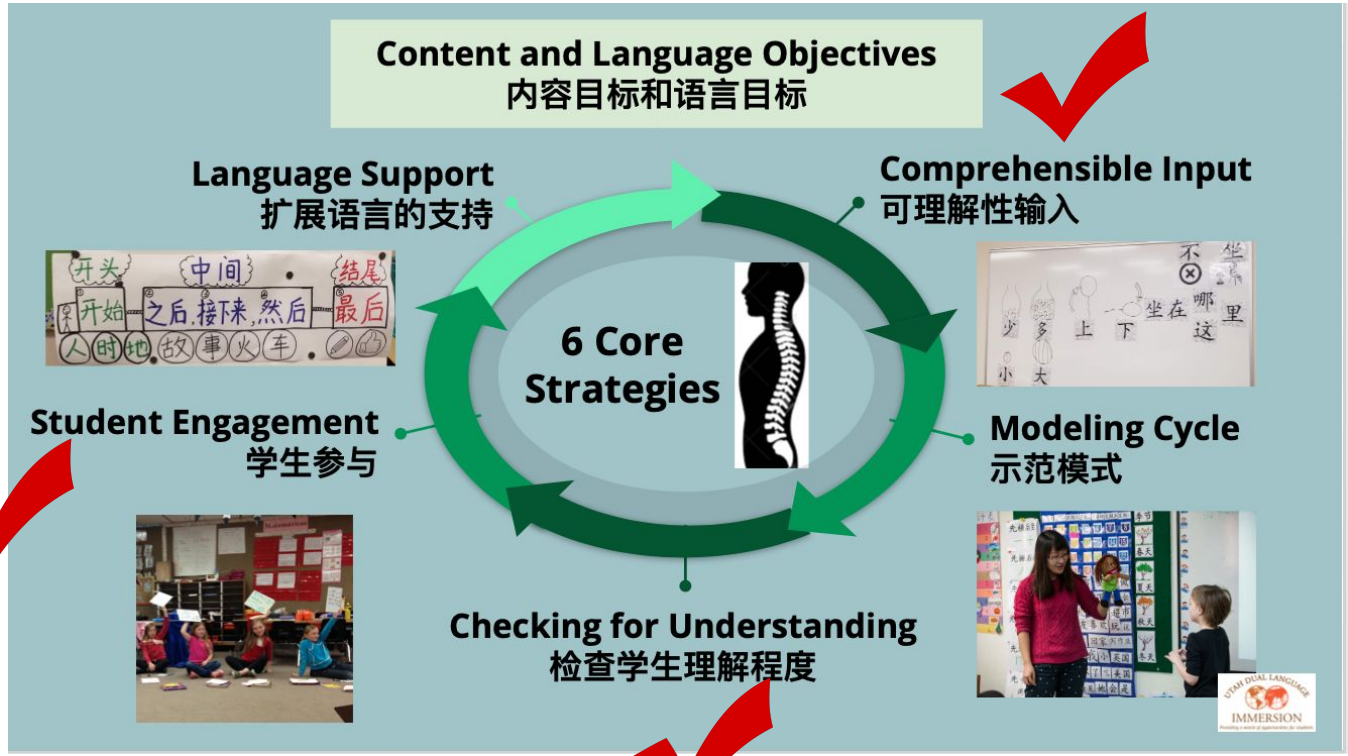
DLI Instructional Core Strategies



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Objectives 目标

The "WHY?"

You will be introduced to current data on Chinese immersion programs, and the leading research on effectiveness of this approach in the U.S.

The "HOW?"

You will be able to **identify 3 core instructional strategies** used in the dual language immersion instructional framework, and be able to **describe the why and how of each strategy.**

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The World is in Our Students' Hands

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Following Their Dreams: McKay Larsen

This is McKay Larsen, previously from Corner Canyon High School. Hope you are doing well! **I am currently interning at the U.S State Department in the Bureau of East Asia and Pacific Affairs. I am specifically working in the office of press and public diplomacy.** I recently shared my immersion program experience with our China/TC Public Diplomacy Desk Officer, and he expressed interest in hearing more about the program. He would love to hear more about how the program functions, what relationships have been built in its construction, and other details related directly to the Chinese Immersion Program in Utah. I would love to arrange a time for these discussions to take place. Please let me know when we can make this happen! Thank you for your time!

McKay Larsen • Press and Public Diplomacy Intern
Office of Press and Public Diplomacy
Bureau of East Asian and Pacific Affairs • U.S. Department of State

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Stacy Lyon - stacy.lyon@utahdli.org
Yunliang Bao- yunliang.bao@utahdli.org
Jiajie Wu- jiajie.wu@utahdli.org

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Video Resources:

- Objectives
- OTR and Check for Understanding
- Student Proficiency
- Modeling Cycle
- Why Choose DLI? The Big Picture

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The Big Picture

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Why Choose DLI?

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The Astounding Effectiveness of Dual Language Education for All

"We have been truly amazed at the **elevated student outcomes** resulting from participation in dual language programs."

- 15 states
- Large and small school districts
- All U.S. regions
- Urban, suburban, and rural communities

"..dual language schooling **closes the academic achievement gap** in L2 and in first language (L1) students initially below grade level, and for **all categories of students** participating in this program."

NABE Journal of Research and Practice 2:1 Winter 2004

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沉浸式教学

START WITH CONTEXT 从建立语境开始

1. 100% 中文环境
2. **Input** through **Multiple** Meaningful **Contexts** 给语言增加多种语用环境
3. **Structure** for Output (sentence frames) 提供句型，支持语言输出
4. **Opportunities** for Output (50% of time speaking) 课堂中给学生50%上的时间练习语言输出
5. **Feedback** on Output 为学生的语言输出提供反馈
6. Focus on 听说读写 with oral language integrated across all skills. 以口语练习为切入点，综合练习听说读写技能
7. Focus on authentic communication with integrated grammar.在真实语境交流过程中，融入语法知识的训练

UTAH DUAL LANGUAGE

2022 Washington State Dual Language Vision For ALL

WA State Supt. Reykdal's Vision for P-12 Education Includes Dual Language for All

- Two-way or one-way dual language, beginning in preschool or Kindergarten and extending through 12th grade, for every student who wants to become proficient in two or more languages by 2030.
- Prioritizes multilingual/English learners, American Indian/Alaska Native students, and other historically underserved student groups to close opportunity gaps.

2017 Early Learning and K-12 Dual Language Law (1445 S.SL. c 236)

Washington Office of Superintendent of PUBLIC INSTRUCTION

Identity & Achievement with Dual Language

Asset-based Education
- Builds strong home-school connections
- Advances identity development
- Honors the language of the family, community, or Tribe

Closes Opportunity & Achievement Gaps
- Multilingual/English Learners
- American Indian/Alaska Native students
- African American & Black students
- Students with special needs
- High graduation rates for historically underserved student groups (e.g., Mount Vernon SD, Walla Walla PS, and Highline PS)

Sources: Genesee & Lindholm-Leary, 2013; Lindholm-Leary, 2016a; Lindholm-Leary & Howard, 2008; Lindholm-Leary & Block, 2010; Thomas & Collier, 2002, 2012, 2017.

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Dual Language Benefits All Learners

Research-Supported Benefits

Students who receive dual language education:
- Achieve high levels of proficiency in the new language.
- Perform as well or better than their peers on standardized tests in English.
- Demonstrate increased literacy development, cross cultural awareness, cognitive flexibility, attention control, memory, information integration, and problem-solving skills.

Sources: Bialystok, 2017; Fox, et al., 2019; Lindholm-Leary, 2016a; Lindholm-Leary & Borsato, 2006; Olulade et al., 2016; Rand Education, 2015; Taylor & Lafayette, 2010; Thomas & Collier, 2002, 2010, 2012, 2014, 2017; Swenson & Watzinger-Tharp, 2012.

Cost

Additional $137 per student/year for dual language education.

Source: Rand Education (2015). *Study of Dual-Language Immersion in the Portland Public Schools: Year 4 Briefing.*

UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.