Hybrid Tutorial Sessions for Chinese Oral Practice (OP)

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THE UNIVERSITY OF BRITISH COLUMBIA
Chinese Language Program
Department of Asian Studies

Introduction to Hybrid Oral Practice (OP) Tutorial Sessions in the Chinese Language Program

1. 【WHAT】Content
2. 【WHY】Purpose
3. 【WHO】Participants
4. 【WHERE】Platform
5. 【WHEN】Schedule
6. 【HOW】Procedure

Introduction to **Hybrid Oral Practice (OP)** Tutorial Sessions in the Chinese Language Program

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Introduction to HYBRID Oral Practice (OP) Tutorial Sessions in the Chinese Language Program

Oral Practice (OP) is

- a practice between **a volunteer and one, two, or a small group of learners**
- conducted during a **TUTORIAL session (50 mins/week; 10 weeks/winter term)**
- a **co-curricular learning activity** for learners from 100-to-400-level non-heritage courses & 100-300 levels heritage courses **(15+ courses; 35+ sections)**
- an integral part of CHIN-titled language courses

Introduction to **Oral Practice (OP)** Tutorial Sessions in the Chinese Language Program

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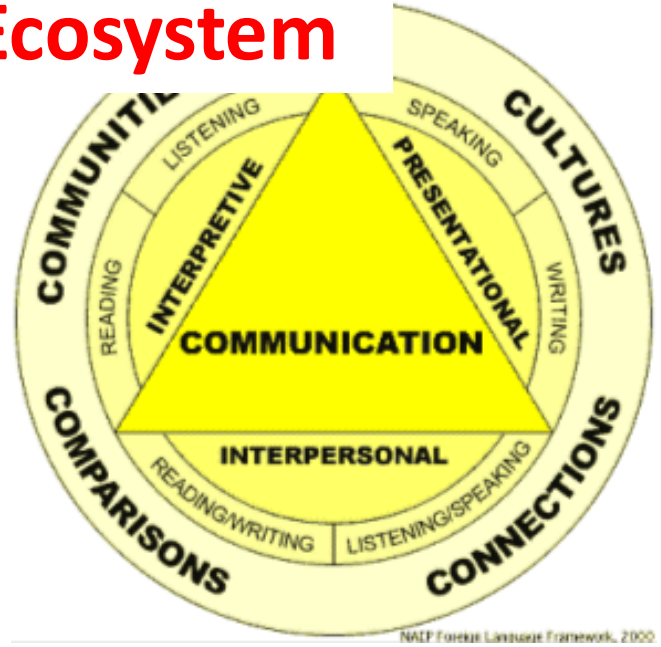
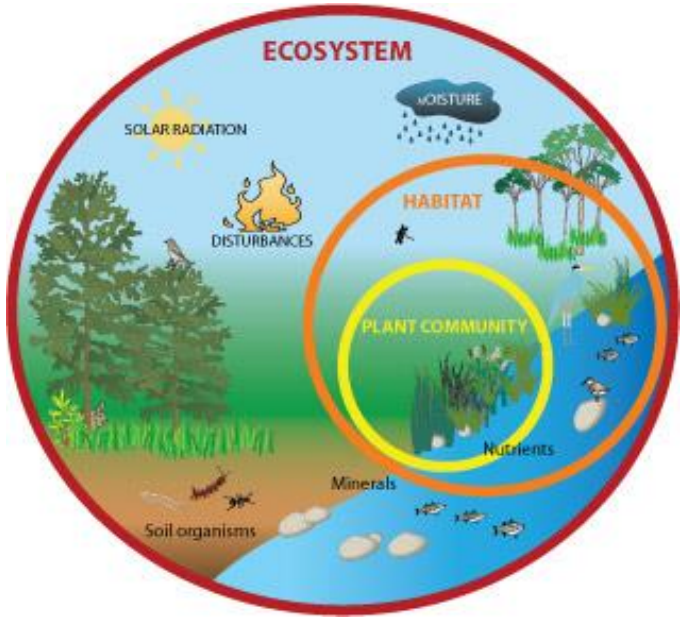
→ CELL (Community-Engaged Language Learning) Ecosystem

1. **【language student number and practice】**
   Instructor : student ratio = 1:30 → **increase input & output**
2. **【literature student number】**
   2000 Mandarin speaking students → **service-learning and local community engagement**
3. **【teaching and learning goals and diversity】**
   3 communication modes + 5Cs; carry out differentialized learning; increase diversity of linguistic knowledge and cultural perspectives; increase learning motivation and enrollment
4. **【online class effectiveness】**
   Pandemic challenge→ **increase students' engagement in authentic community**





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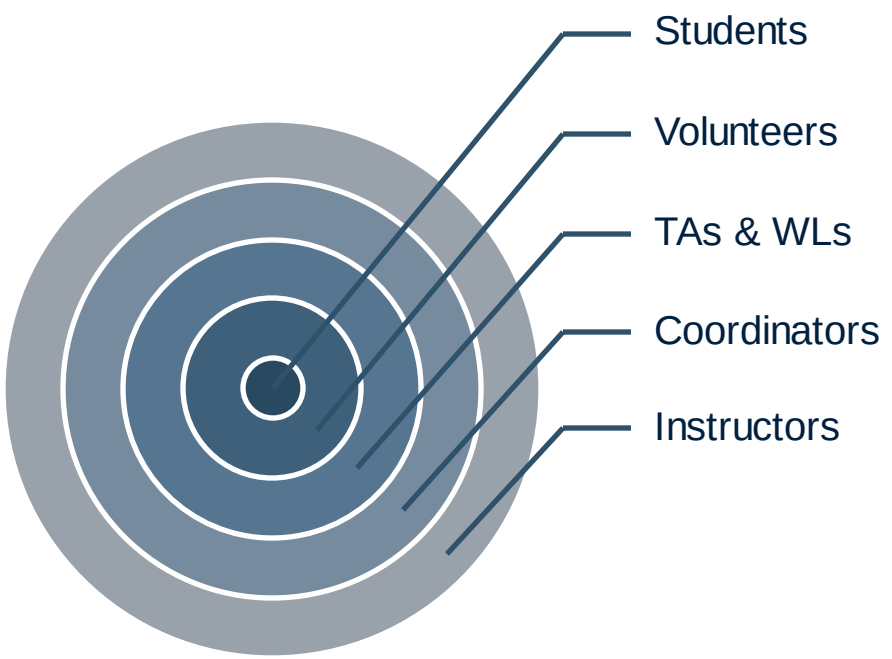
Student-centred Team Composition

Instructors:
Preparing OP materials and supervise tutorial sessions.

Coordinators:
Plans, coordinates, and manages all OP details and Tutorial logistics.

TAs and WLs:
Facilitate each tutorial session and train the practice partners, i.e., FAC (for facilitators) and run each tutorial in different capacities.

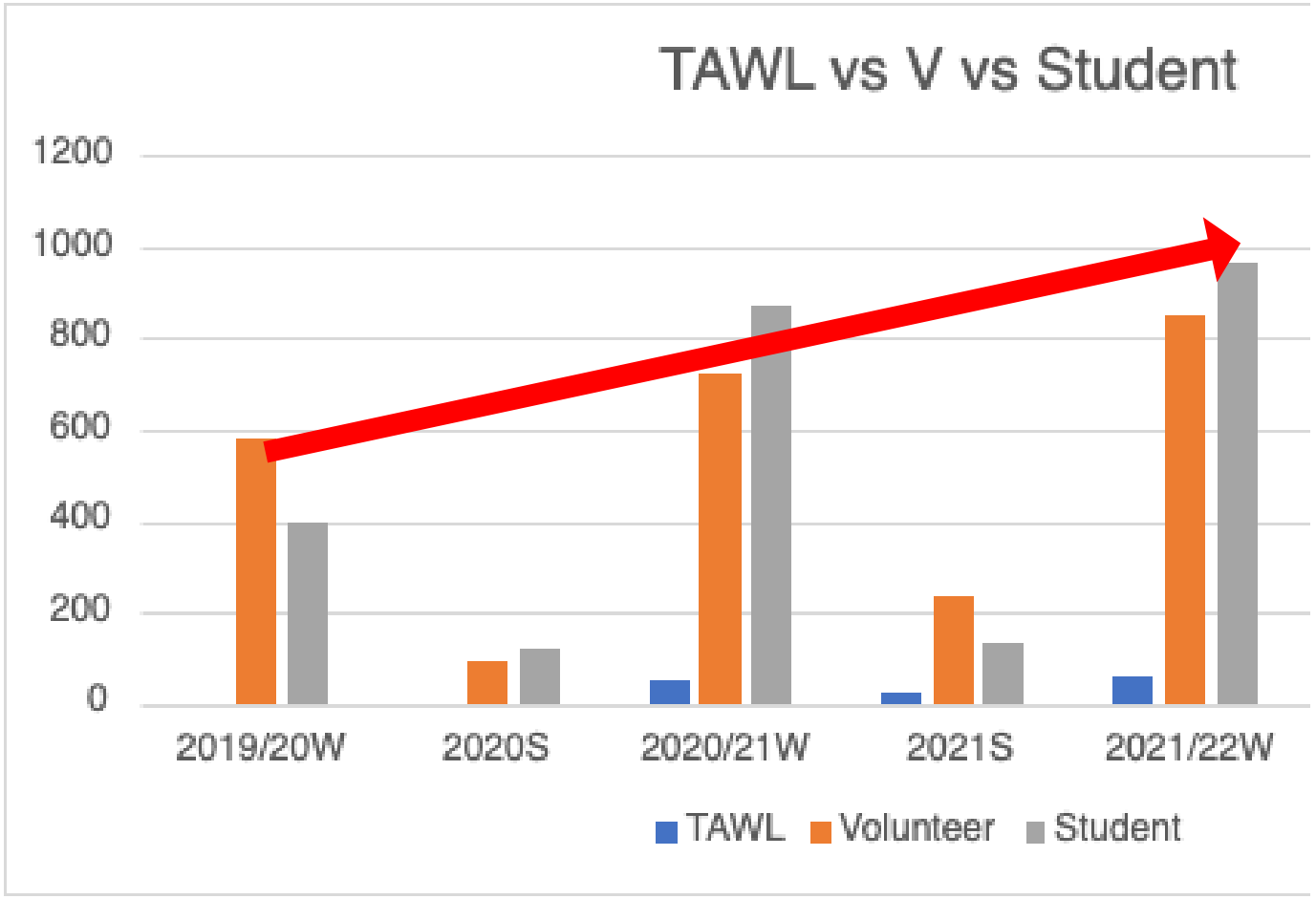
Volunteer Practice Partners:
Conduct exchanges with learners during oral practice.



Sustainability?

Instructors, TAs & WLs, Volunteers (from UBC, local community, & overseas)

→ **1 + 1 + 1 > 3**



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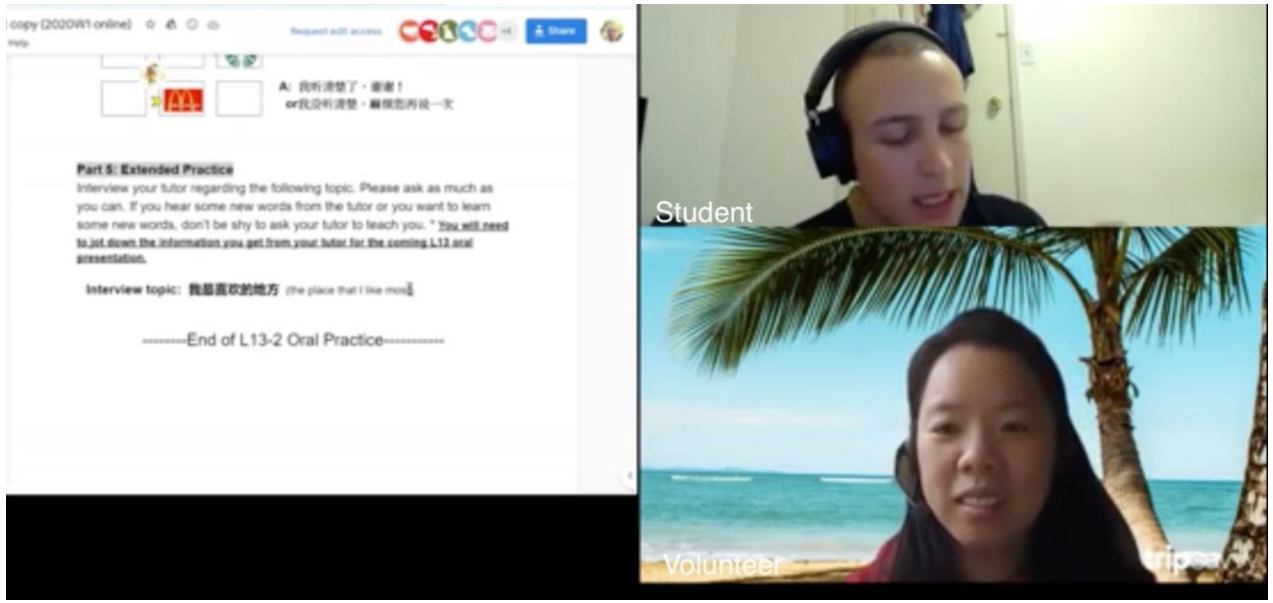
Oral Practice Tutorial Session Delivery Modes- HYBRID MODE

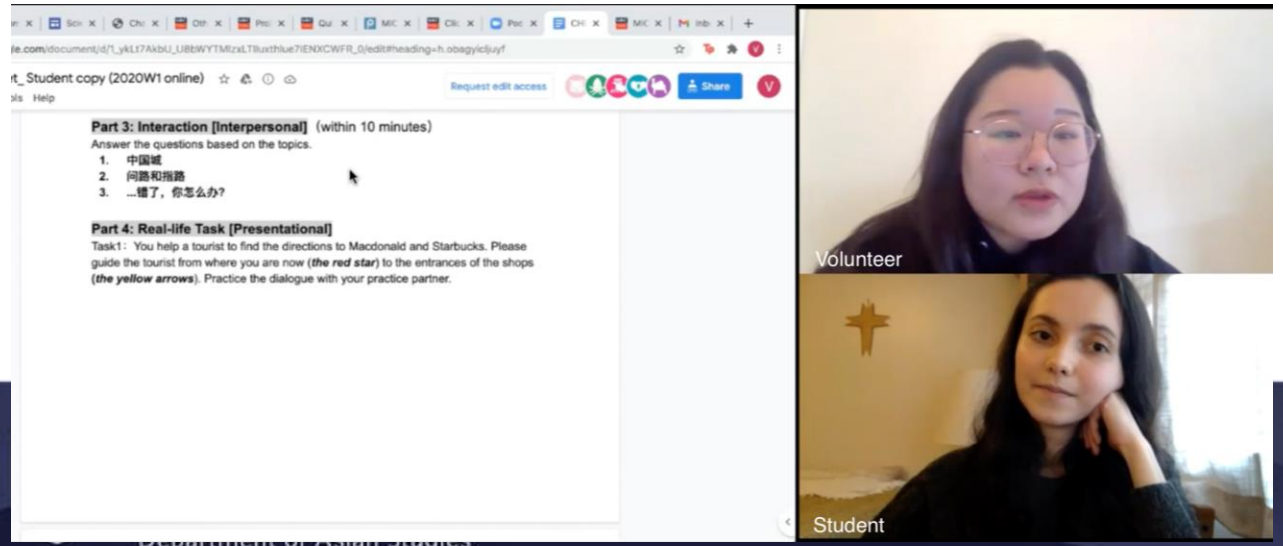
1. Before Pandemic:
   All in person

2. During the Pandemic:
   All online

3. Post Pandemic:
   Hybrid, with in-person sections and online sections to **accommodate students' different learning needs.**

On-line OP





In-person OP

OP Instruction Sheet E

L1《开学》Simplified

Task 1	Task 2	T
Text Recap	Grammar Practices	Simple C

【Task 3】Simple Conversation

Goal: To build up your interpretive listening and reading skills. To make better use of t questions before your oral practice.

Instruction: VOL will ask you the following questions, please give your answer with at le

1. _____, 你的名字是哪几个字？（You can ask your VOL to help you come
2. 在UBC，新生一定得住在校内吗？你觉得这样好不好？为什么？(因为+再
3. 你现在住在校内还是校外？你喜欢住在校外/校内吗？为什么？（words you
4. 你是大几的学生？For 大一新生：你现在已经适应大学的生活了吗？ For 其
   知道？

【Task 4】Real-Life Role Play

Goal: Help you practice speaking Chinese in a "real-life" scenario.

《Scenario》You are moving into a UBC dorm, and a Mandarin-speaking student helped you move a heavy box to your room when your hands were full already.

For 334 Students For 144 Students	Task: Please try your best to talk to this student and make a friend with him/her. At the end of the conversation, you need to find a way to exchange WeChat with this new friend and keep contact with him/her. (Please don't actually exchange…)
For 144 Students	1. 请问你有英文 ying1wen2（English）名字吗？为什么？ Do you have an English name? (Why or why not?) 2. 是谁给你起的英文名字？ Who gave you an English name? 3. 你知道你的英文名字是什么意思吗？ Do you know your English name's meaning? 4. 你喜欢你的英文名字还是 hai2shi4 (or) 你的中文名字？为什么？ Do you like your English name or Chinese name? Why? 5. 如果(ru2guo3, if)你可以(ke3yi3, can)给自己(zi4ji3, oneself)起一个新(xin1, new)的英文名字，你会选(xuan3, choose)什么英文名字？为什么？ If you could give yourself a new English name, which English name would you choose? Why? 6. 谁会叫你的英文名字？ Who calls you by your English name? 7. 你什么时候用(yong4, use)你的英文名字？ When will you use your English name? 8. 你喜不喜欢自己的中文和英文名字？为什么喜欢/不喜欢？ Do you like your Chinese and English names? Why do you like/dislike it? 9. 你觉得中文名字还是英文名字能代表(dai4biao3, represent)你？为什么？(Please provide at least two reasons and examples.) Do you think your Chinese name or English name better represents you? Why?

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【WHEN + HOW】 Procedure + Practice

【Step 1】Pre-workshop Training (**ONLINE**; Asynchronous)

- Canvas site

【Step 2】Volunteer Training Workshop (**ONLINE+IN-PERSON**; Synchronous)

- 1-2 times/semester, 3 hours

【Step 3】Oral Practice (**ONLINE + IN-PERSON**)

- 30-min training
- 50-min OP

【Step 4】Survey & Feedback (**ONLINE + IN-PERSON**)

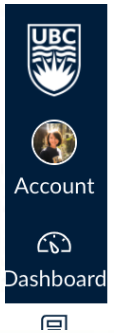
Online Canvas Training

Welcome to the 2022 Chinese Language Program St

Use this space to provide an overview of training.

Upon the completion of the training, you will be able to:

- **Understand** your role in the CLP, as well as how to support faculty, stu coworkers
- **Identify** the goals and mission objective of the CLP
- **Develop/Review** the key tech skills required to conduct OP
- **Foster** a safe and respectful work environment



Home
Announcements
Modules
Student Time Zones
Media Gallery

CLP Oral Practice Volunteer Training

Edit

e Oral Practice Volunteer Training!

ending the mandatory training workshop on Zoom, all
omplete pre-assignments on this site. 请大家在training
ssignments.

rize all volunteers with the **Oral Practice Program (OP)** in the **(CLP)**. Upon the completion of this training as well as the Zoom u will be able to:

to speak and practice Chinese through informal and formal

sed on appropriate topics as well as demonstrate active

rm and welcoming environment where your conversation respect and sincerity;

rns to the program coordinator(s) and know where and how to ortantly

el appreciated during your time here volunteering with CLP.

Pre-Assignments

为确保大家在宝贵的线上会面时间内，能顺利进行既有意义又有成效的讨论，请你在接下来的3-5天时间内，根据自身时区及时间安排，完成本页面上的所有学习任务。当然，如果以后在实际进行OP时，你需要确认一些信息，也可以随时回到这个界面查看。（整个过程预计耗时2-3小时左右，实际进度因人而异）

A copy of the **certificate of completion of the pre-assignment of Oral Practice Volunteer Training** awarded at the end of the online module once you complete all requirements.

Go to Pre-Assignments Module!

Training Workshop

The workshop will be held via Zoom on **May 21st, 3:30 pm – 6:30 pm Vancouver Time**

- **Mandatory for New volunteers**
- **Zoom link:** Click this link to join the meeting (Meeting ID: 680 6208 8672; Passcode: 632545)
- **Please change your Zoom username following this format: "中文名 (+Pinyin)" [e.g. 文中(Wenzhong)]**

Volunteer Training Canvas Site (Example)

1. Offer professional knowledge

1. 什么是口语练习 | What is Oral Practice

UBC中文项目的Oral practice program，口语练习项目，简称OP, 是对于中文学习者来说不可或缺的一部分，它是连接课堂教学和实际语言交流的最佳纽带。通过学习本章节，你将能够

- 大致了解什么是OP；
- 明确自己作为志愿者深远的影响；
- 概括你在中文项目口语练习中拥有的职责；
- 理解并践行自己需要拥有的特质。

OP是有明确教学目的性的互动，它既是大家可以在线上面对面聊天放松的平台，更是需要所有人共同努力、完成每项学习任务的专业的工作场合。而你作为一位母语志愿者，通过担任语言交流伙伴兼"小老师"的角色，能帮助学生们提高语言理解能力。除此之外，由于语言是了解文化最好的钥匙，你自身还能在此过程中，促进多元文化的相互交流，做到双向学习。

2. 你的影响 | Your Impacts on students

- 提高学生的语言理解能力
- 培养、促进多元文化认知
- 在线上沉浸式体验中学以致用

除了语言学习和文化认知两个层面，你对学生们、乃至整个中文项目的影响还体现在你所营造出的线上沉浸式对话环境。每一课口语练习都会有一份"操作指南"从而帮助你来了解自己在OP,中扮演的角色，告诉大家具体我们要如何一步一步引导学生。这份instruction会清楚地罗列出从易到难的每一项任务，这些对话任务都是有与课本内容相对应的主题的，以便帮助学生们达到学习目标。

3. 你的职责 | Your Role in OP

- 以语言交流伙伴及辅导者的角色，帮助并鼓励学生学习中文
- 与学生一同加强跨文化的人际交流能力
- 介绍自我文化认同的同时，了解学生们多元的故事

作为志愿者，你的职责其实至关重要。UBC中文项目是具有国际视野的平台，因此在鼓励学生们学习中文的同时，你的努力也将促进你自己和学生们双方之间的跨文化交际能力。这是一个相互认可的共赢状态：我们不仅分享自己的文化认同，也了解并欣赏学生们自己的多元文化故事。

4. 成功的 志愿者 特质 | An Outstanding OP volunteer will...

- 持有专业的态度 - 提前充分准备
- 开放的心态倾听、传达对你讲话对象的适当的好奇心
- 掌握口语练习的八项原则

成功的OP志愿者们尊重自己及学生的时间，会抱着专业的态度，提前充分准备，认真倾听，积极主动地促进与学生们有趣且有意义的互动。你的所有付出学生们都会看在眼里记在心里，由衷地感激大家的。

5. 口语练习的重要材料 | OP Resources

2020 OP Materials for Volunteers

在上面的链接里，你能找到如下所有的重要资料。请记得bookmark保存。

- Your Schedule
- OP Room Link
- OP Instructions
- OP Materials
- OP FAQ
- Contact info
- Live Workshop Recordings

在过去的一年里，有赖于300 位像你一样既有热情又有能力，还愿意学习的志愿者的辛勤奉献， OP才能帮助到华裔班及非华裔班在内的共450 名学生。

非常感谢你的加入，接下来会有更详细的流程解说和注意事项，请你继续进入下一章节学习口语练习的八项原则学习。

◂ Previous　　Next ▸

Section 2. Oral Practice Program

2-1 Introduction to Oral Practice Program（OP）
View

2-2 Eight Oral Practice Principles
View

2-2-1 OP Principle: 表情
View

2-2-2 OP Principle: 回应
View

2-2-3 OP Principle: 语速
View

2-2-4 OP Principle: 纠错
View

2-2-5 OP Principle: 用词难度

2-2-6 OP Principle: 沟通用语
View

2-2-7 OP Principle: 结构衔接
View

2-2-8 OP Principle: 一对二技巧
View

2-3 Recap
View

2-4 Assessment
4 pts | Submit

2-2-5 OP Principle: 用词难度

Related Context

还记得你上了一门课，你发现老师说的每一字每一句你都懂，但是你需要一点时间去理解意思吗？或者，你问了问题，老师的回答你无法理解，你有点害怕，假装自己都听懂了，但是心里感到有点挫折。你希望自己在问问题的时候，对方怎么回答你呢？

Importance

合适的用词难度，能提高交流质量，让对方更愿意与你交流。

Do's & Don'ts

Do's	Don'ts
1. 了解学生当前的学习内容 2. 观察学生的反应，适时调整用词	1. 从不调整自己的语言，按照自己的说话习惯。 2. 从不观察学生的反应，完全按照单子的指示。

Example Videos

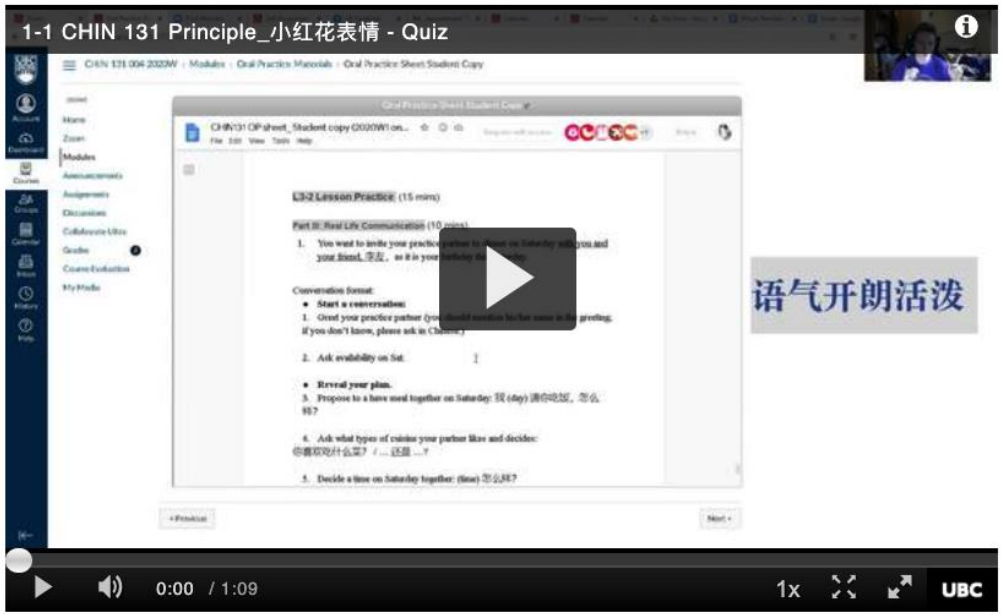
在观看以下两段口语练习视频时，特别关注小视窗中，志愿者的表现。请留意视频中会有嵌入的随堂小测，只有完成了全部测评，才能在最后得到培训证书哦。

2. Demonstration

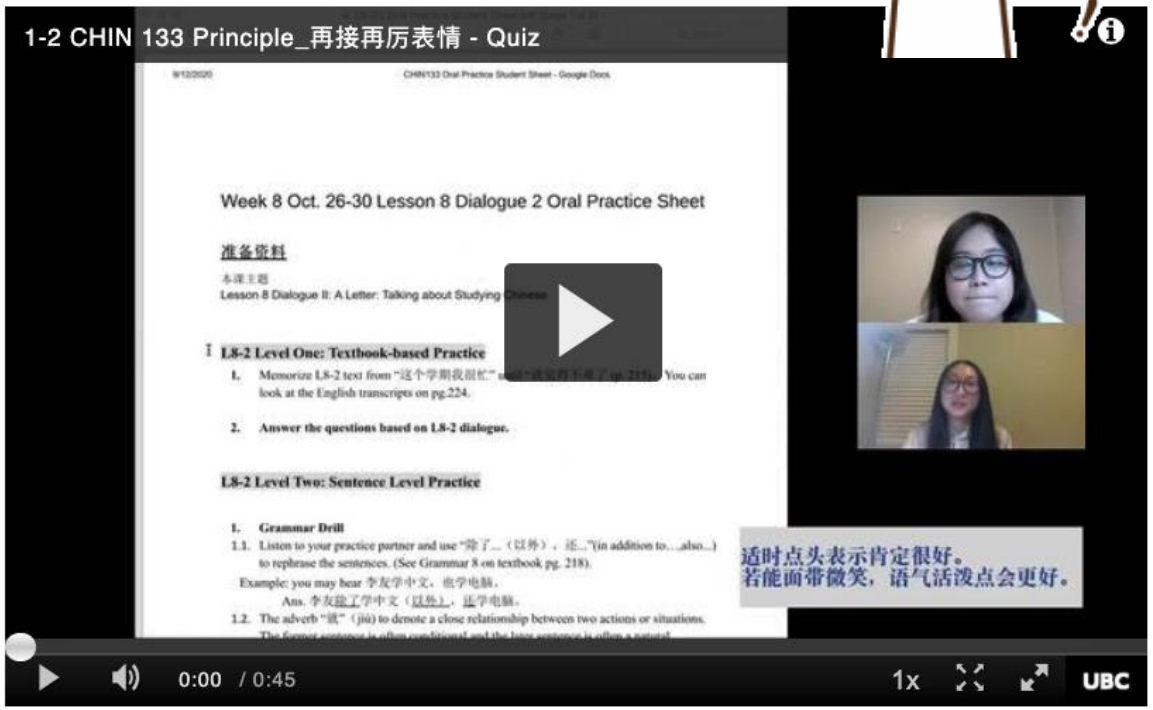
Demo Videos

在观看以下两段口语练习视频时，请特别关注小视窗中，志愿
请留意视频中会有嵌入的随堂小测，只有完成了全部测评，才能 到培训证书哦。

【小红花示范】(CHIN131)



【再接再厉示范】(CHIN133)



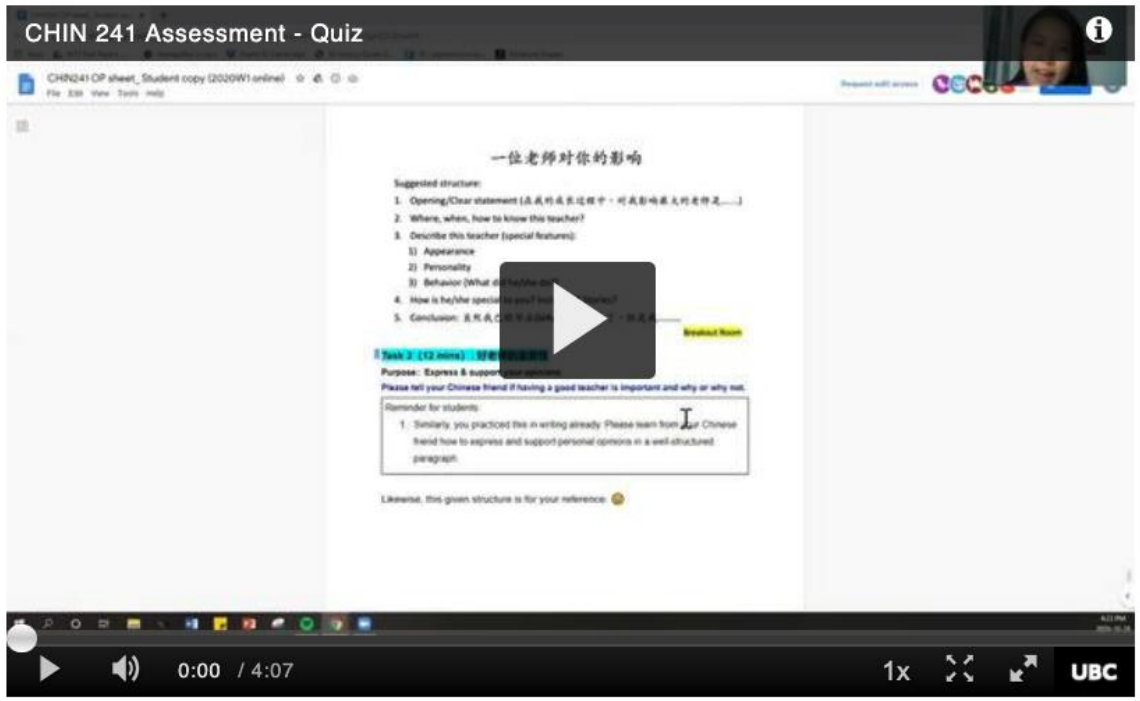
3. Assessment

Quiz Instructions

在看完了口语练习的原则以后，想必现在你对于营造成功且愉快的口语训练的秘了。

现在请看以下的视频并回答视频中出现的题目：

(CHIN241)



Question 1 1 pts

当学生遇到不会说的单词而用英文表达时，你会怎么办？会等到最后还是会马上告诉他？请解释你这么做的原因。

Question 2 1 pts

华裔班与非华裔班学生的(1) 语言表现与学习需要，(2) 口语练习的设计，有什么共同点与各自的独特性？你会怎么针对学生不同的语言背景与需求，在口语练习中帮助他们达到学习目标呢?

Question 3 1 pts

在1对2的情况下(一位老师带两位学生)，当A学生对一道问题的讨论扩展太开，导致B学生在旁等待太久，你会如何处理?

Question 4 1 pts

遇到水平好的学生，你会如何帮助他更进步?

【WHEN + HOW】 Procedure + Practice

【Step 1】Pre-workshop Training (**ONLINE**; Asynchronous)

- Canvas site

【Step 2】Volunteer Training Workshop (**ONLINE+IN-PERSON**; Synchronous)

- 1-2 times/semester, 3 hours

【Step 3】Oral Practice (**ONLINE + IN-PERSON**)

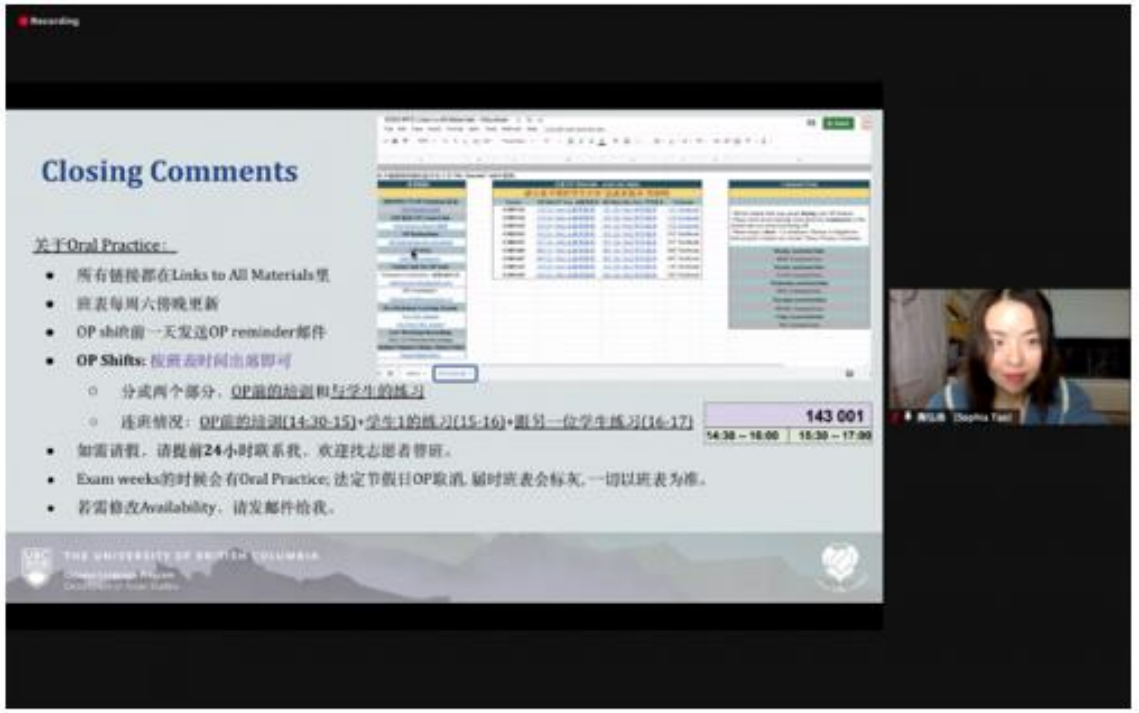
- 30-min training
- 50-min OP

【Step 4】Survey & Feedback (**ONLINE + IN-PERSON**)

ONLINE Volunteer Training

Behind the Success of the Chinese Language Program: 2021 Volunteer Training Workshop Recap

Fellow instructors, TAs, WorkLearns, and volunteers posing for a group photo.

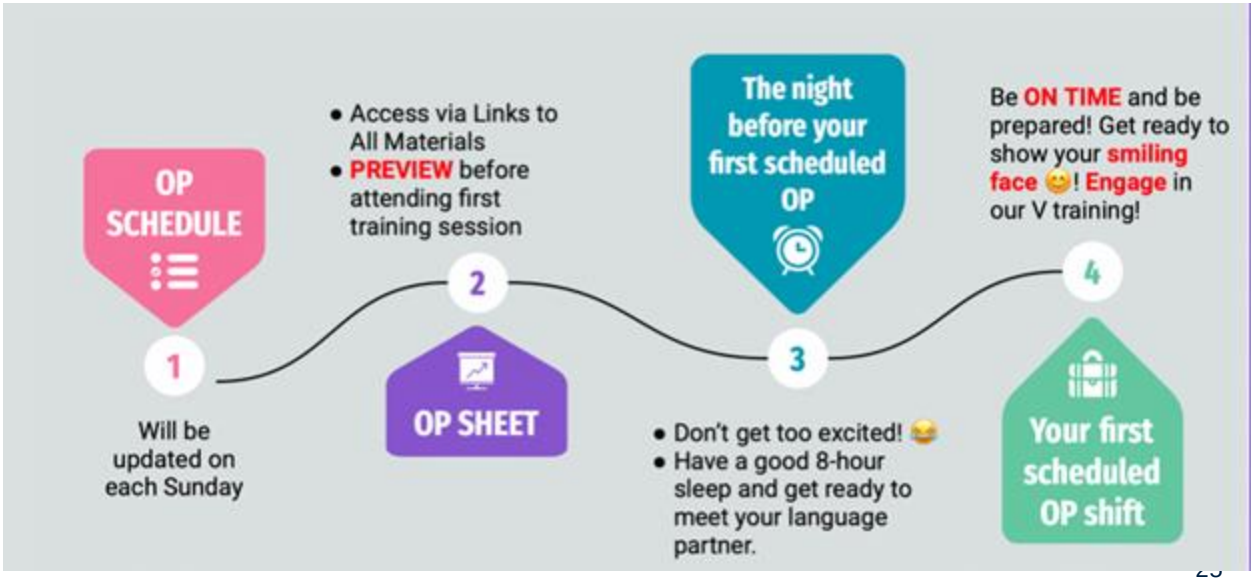


Volunteer Sophia Tao, concentrating on the presentation at hand!

"It was my first time participating in this program, but I feel so involved and amazed at its **passion, profession, and well-organization**...I am more than passionate about the volunteer work of teaching and helping the lovely learners of the Chinese language."

Volunteer Sophia Tao, current Ph.D. student at UBC

IN-PERSON Volunteer Training



【WHEN + HOW】 Procedure + Practice

【Step 1】Pre-workshop Training (Asynchronous)

- Canvas site

【Step 2】On-site Volunteer Training Workshop(Synchronous)

- 1-2 times/semester, 3 hours

【Step 3】Oral Practice!

- 30-min training
- 50-min OP

【Step 4】Survey & Feedback

Students' Feedback

The volunteer guided and encouraged me to speak and share my thoughts.
The volunteer talked to me in Chinese at a proper level, so that I could learn better.
The volunteer corrected me immediately (e.g., pronunciation, vocabulary, and grammar).
When practicing with a volunteer, I felt comfortable and supported (e.g., they seemed interested in my conversation topic, they smile at my comments, and etc.).
The volunteer was familiar with the practice material and knew how to help me effectively and efficiently.
The volunteer's speech volume, speed, and pronunciation was appropriate for me
0%
25%
50%
75%
100%
Strongly agree
Somewhat agree
Neither agree nor disagree
Somewhat disagree
Strongly disagree

Volunteers' Feedback

The vast majority of participants indicated that this helped them by (1) **enhancing their communication skills/gain confidence in their own communication skills** and (2) **learning how to deal with others of various backgrounds, to show patience and respect for others**.

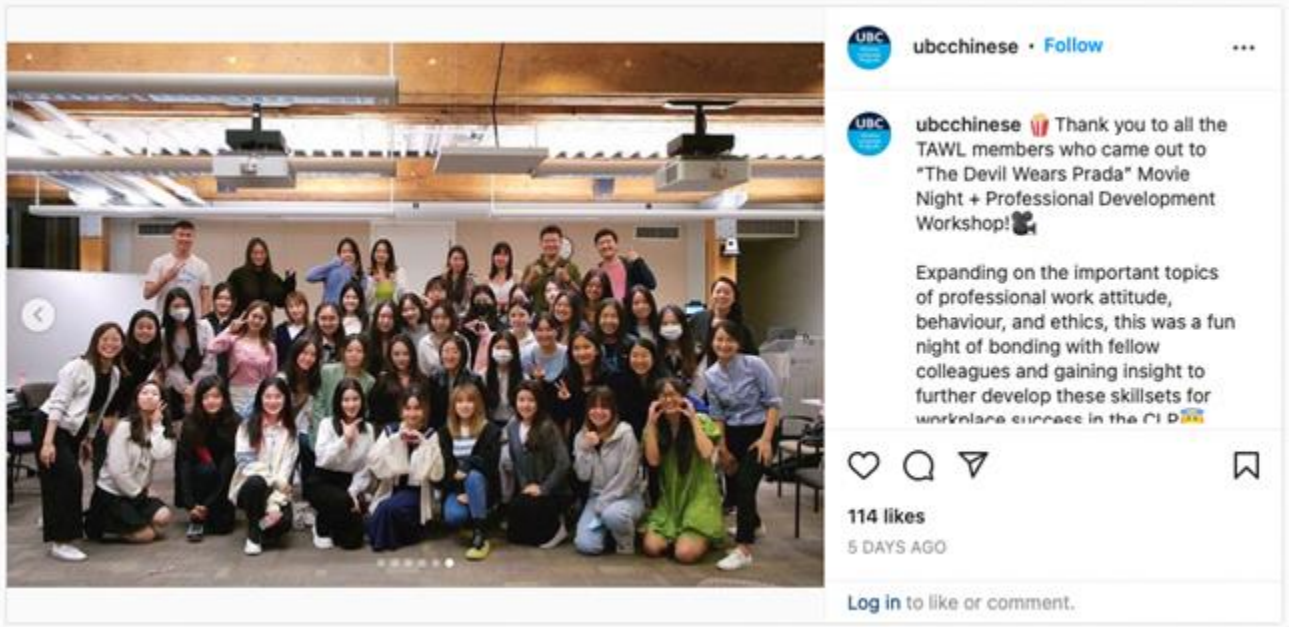
> "The volunteer experience prepared me to communicate with new people more fluently even though it is a remote meeting. It also helped me to know more about the diversity in cultural background of UBC students." (first-year UBC student?)

> "This experience helped me to get in touch with people from different countries with different cultural backgrounds, which enabled me to be more natural when I communicated with them than before."

A large number of responses also highlighted improvement to:

- **Time management/commitment**
- **Confidence and interests in future tutoring/language teaching ability or education**
- **Confidence in their own Chinese/interest in sharing their culture**

PLUS: **In-person** Professional Development for TAs, WLs and Volunteers

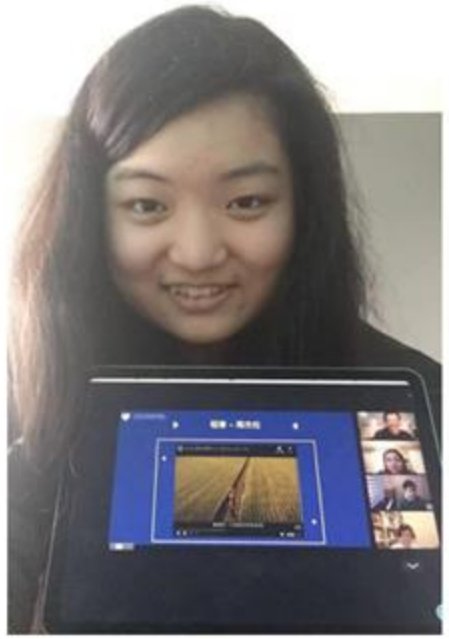


PLUS: **Online** Appreciation Event for TAs, WLs and Volunteers

A heartfelt Thank You video from the head of the UBC Asian Studies department, professor Sharalyn Orbaugh

Volunteers' Reflection

Student/Volunteer from CHIN Courses

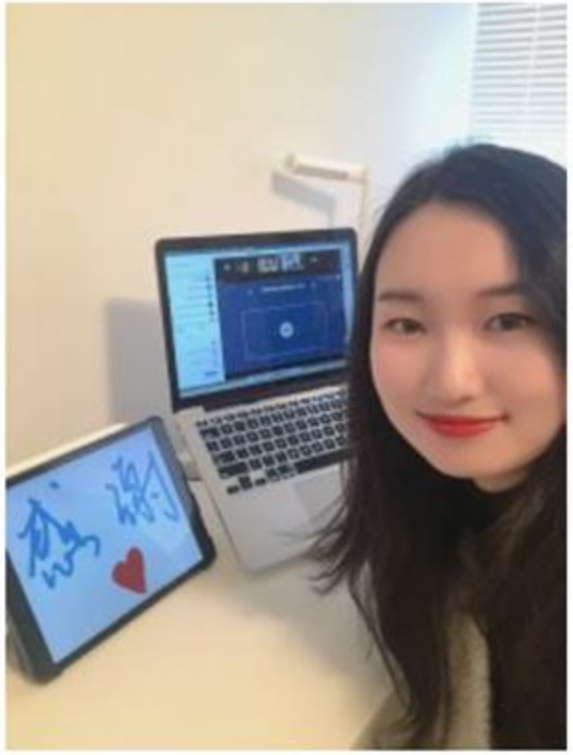


Volunteer Susan Zhang, participating in an exciting round of the "Song Trivia" game!

"Often students think of TAs or volunteers as people who are part of their learning journey but seldom does one have the opportunity to hear what they have learned through taking on such a role. ***To be able to listen to their reflections was not only thought-provoking, but it also gave me something to aspire to."***

Susan Zhang, a first-year Science student taking a Chinese heritage course (CHIN243) and CLP Volunteer

Volunteer from UBC



CHIN 233 Coordinator Sherry Liu, actively participating in an event activity!

"As always, our activities are always full of laughter. But when I made my farewell speech, I cannot hold the sadness in my heart. ***The people in this place have taught me so much and made me sure that I want to become a graduate student in education."***

Sherry Liu, fourth-year Economics major and CHIN 233 Coordinator

Volunteer from Taiwan

Volunteer YuHsiang Shen attending the workshop from Taiwan!

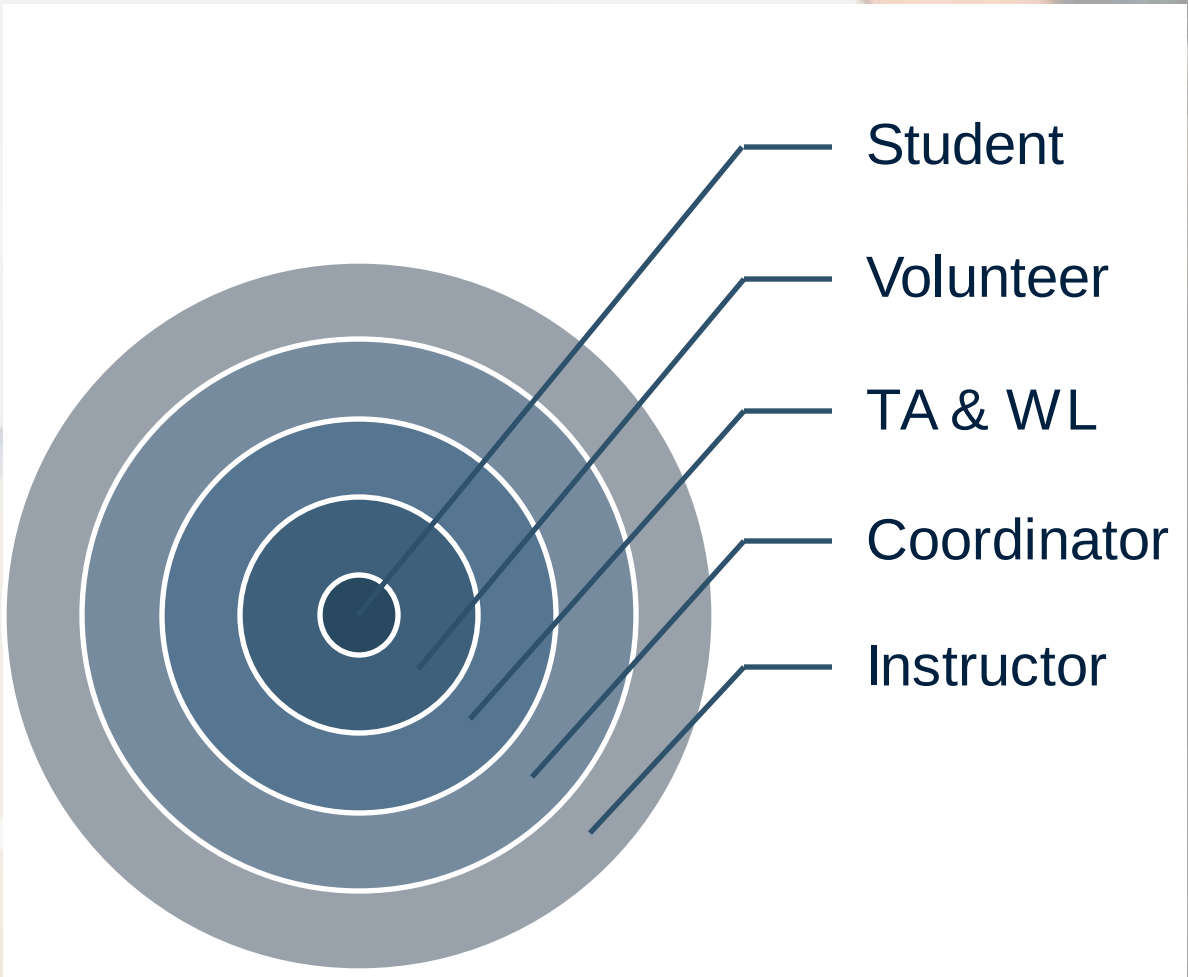
"It was very amazing to meet lots of volunteers from various places through the Internet and I am glad I can work in such **an energetic and connected team**. Also, thanks to the instructors' detailed guidance and experience shared by Camille Zeng and Aydin Quach especially, those are very **inspiring** and pointed out the way where I can go and I know I will grow and improve with everyone such as the attitude I show, the way I talk, the principle I should insist. This training workshop **really helps**."

YuHsiang Shen, second-year graduate student from National Chengchi University

Conclusion:

HYBRID OP Tutorial Sessions→ CELL Ecosystem (Community-Engaged Language Learning)

Maximizing the benefit of diverse resources for Student-centred learning & program's sustainable development through the use of online technology



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