



Integration of **Formal**, **Informal**, and **Non-formal** Language Learning in 2020s with Technologies

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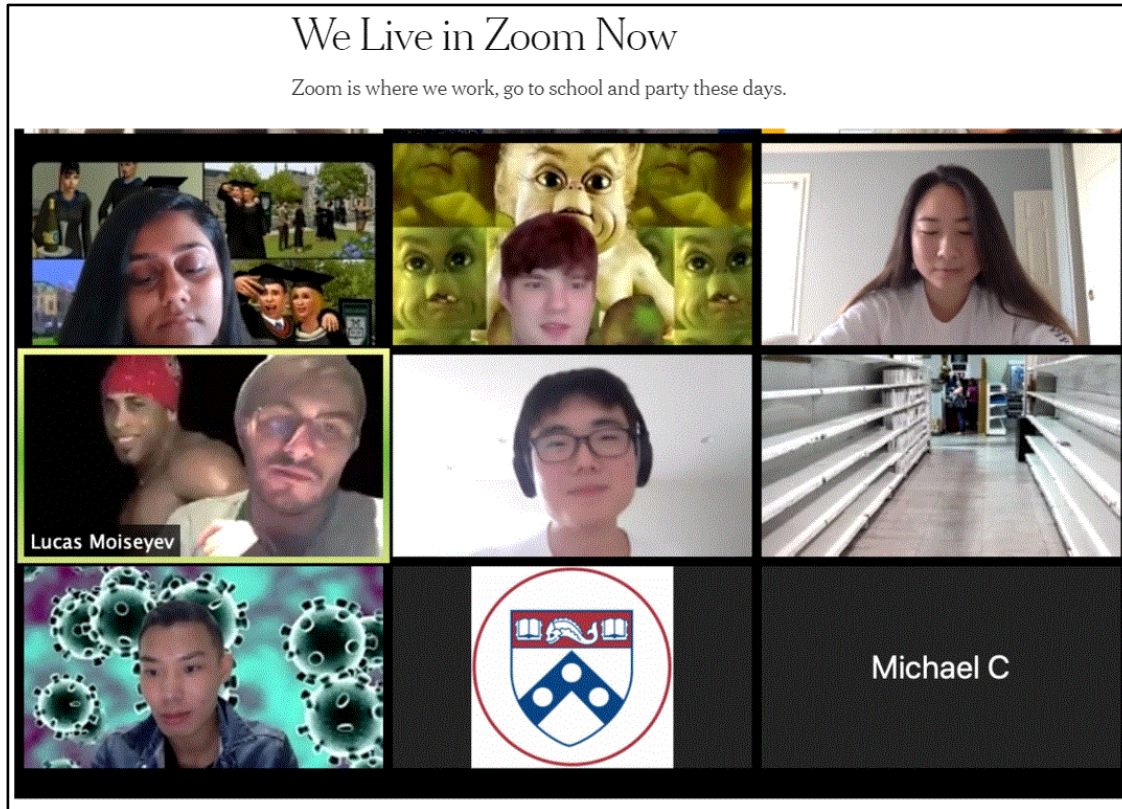




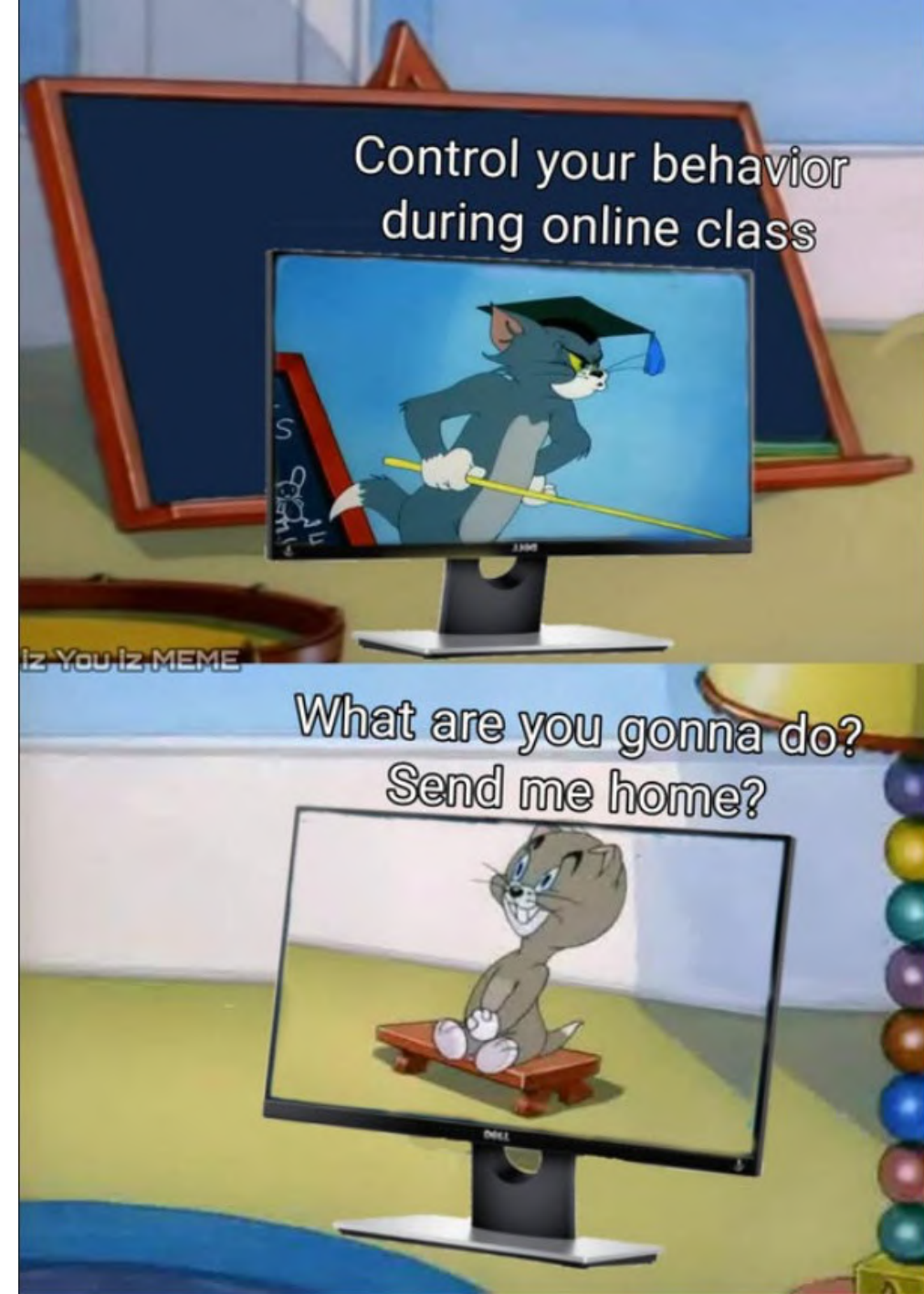
Integration of **Formal**,
Informal, and **Non-formal**
Language Learning
in 2020s with
Technologies

Why this topic?

Importance of **technologies** for (online) **learning** in 2020s



Liu, S. (2020). **Similarities and Differences between Teaching and Learning of the Chinese Language Online and Onsite: Opportunities and Challenges.** Invited presentation given at the “A Series of Zoom Presentations on Remote Chinese Teaching”, organized by DoIE Chinese Language & Exchange Programs, San Francisco State University, **May 29, 2020.**

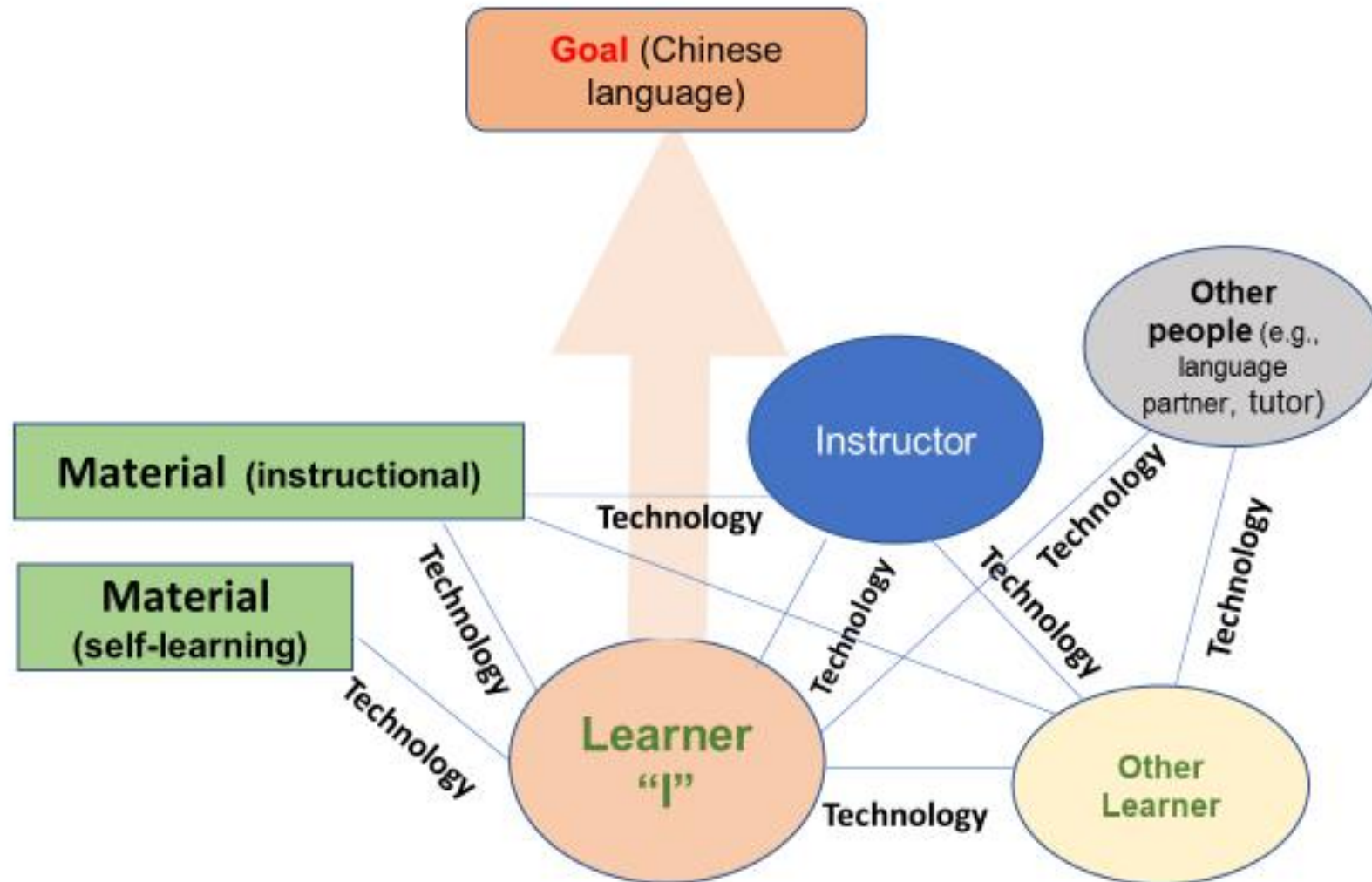


Importance of **technologies** for (online) **learning** in 2020s

Technology and **Chinese** Language Teaching

锦上添花

生死攸关



Liu, S. (2021). **Technology and Chinese language teaching since 1900**. Invited plenary speech given at the 11th International Conference and Workshops on Technology and Chinese Language Teaching (TCLT11), held by Yale University, via Zoom, **May 28-30, 2021**.

Class Types

Instructional Mode

Example,
for a 5 credit-hour college class

Face to Face (F2F) onsite

Class typically meets 5 hours per week in a physical classroom

Hybrid Blended

Class meets 1-4 hours per week in a physical classroom, other hours online

Fully online

Class does NOT meet in a physical classroom

Asynchronous and/or Synchronous (e.g., using Zoom, Skype)

Flipped learning

No online element
Limited technology (e.g., email)

Some online elements:
Online content (such as online workbook and online resources), LMS/CMS (e.g. Google Classroom, Blackboard, D2L, and other tools: social networking, (e.g., Wechat, Facebook), multimedia (e.g. Flipgrid, Padlet)

Online element Continuum

0%

Technology Enhanced

Partially Online

100%

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Teaching the Chinese Language Remotely

Global Cases and Perspectives

Edited by Shijuan Liu



15 articles from **21** authors in **10** countries on **5** continents.

Four findings across the chapters:

- (1) The transition from onsite to online was urgent but not found to be too difficult.*
- (2) Despite some problems encountered, instructors and students identified several benefits of the remote mode and indicated overall satisfaction.*
- (3) While many instructors and students still like onsite instruction, blended/hybrid instruction is gaining popularity, and fully online is being more accepted.*
- (4) The ERT experience of instructors and students in 2020 is found to have had a positive impact on their Chinese language teaching and learning overall.*

Liu, S. (2022). *An overview*. In S. Liu (ed.). *Teaching the Chinese language remotely: Global cases and perspectives* (pp.1-22). Palgrave Macmillan, Springer Nature Switzerland.

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Online element
Continuum

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100%

Teleconference



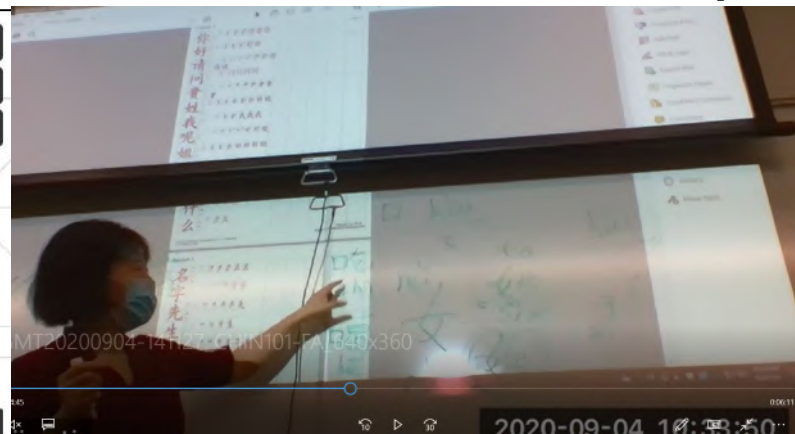
Some students at distance



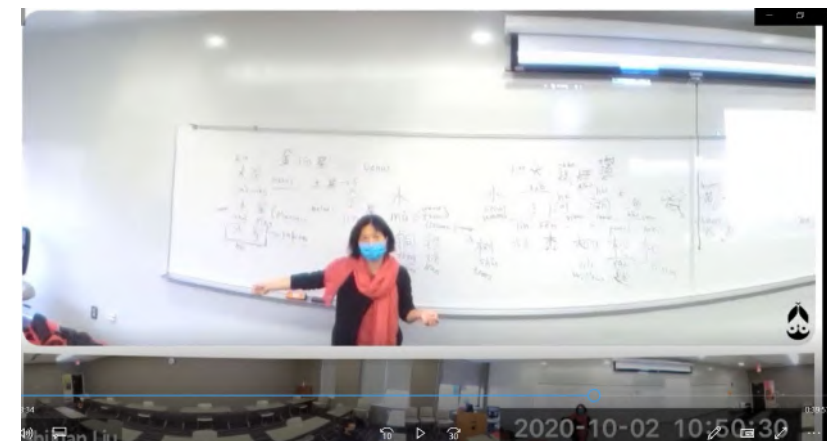
Teacher at distance (rare)

Students in one group, all online or onsite, or all hybrid

before 2020, the COVID-19 pandemic



Fall
2020



Distance Education Section

Complete this section only if adding Distance Education to an Existing Course. Please check to see if it has already been approved before completing the form. If already approved - a new proposal DOES NOT NEED TO BE COMPLETED

Course Prefix/Number

Course Title

Type of Proposal*

Online: a course where 80-100% of the instructional time is online, generally in asynchronous formats.

ITV: a course linked via videoconferencing technology to one or more sections at different locations, at which the instructor may or may not be teaching in person.

Zoom: a course delivered synchronously via Zoom technology to students in Zoom-enabled classrooms or at individual locations.

Multi-Modal: a course that combines face-to-face classroom instruction with synchronous and/or asynchronous online technologies. The student may participate using any of the modalities through the semester, either by choice or by assignment.

- Online**
- ITV**
- Zoom**
- Multi-modal**



Scheduling Codes

Modality Name	Delivery of Instruction	Instructional Method Code	
Online web-based	Instruction is delivered either synchronously or asynchronously using online platforms or other remote technology for 80% or more of the course. In-person and/or proctored exams and field experiences are excluded when determining the percent of the course that is distance education.	For courses that are delivered 100% online web-based:	O1
		For courses that are delivered 80-99% online web-based:	O8
Interactive Television	Sections that are linked via videoconferencing technology to one or more sections at different locations, whether or not the course instructor is teaching the class onsite at one of the participating locations.	For courses that are delivered through videoconferencing technology:	ITVH, ITVR, or ITVB
Multi-Modal	A section in which uses face-to-face classroom instruction <u>in addition to</u> synchronous and/or asynchronous online technologies. The student may choose to participate in the class using any of the offered modalities through the semester.	For courses that are delivered through Multi-Modal technology:	MM
Blended 30-79	A hybrid section where between 30% and 79% of instructional time is online. Students do not choose their instruction modality; the instructor determines instruction modality for specific course activities.	Courses delivered through blended instruction:	BL
Traditional 0-29	A traditional face-to-face section in which 0% to 29% of the face-to-face instructional time could be replaced by online instruction. Students do not choose their instruction modality; the instructor determines instruction modality for specific course activities.	Courses delivered through traditional face-to-face instruction:	TR



FEAR Teach-in: Q&A on Teaching Modalities
November 18, 2021

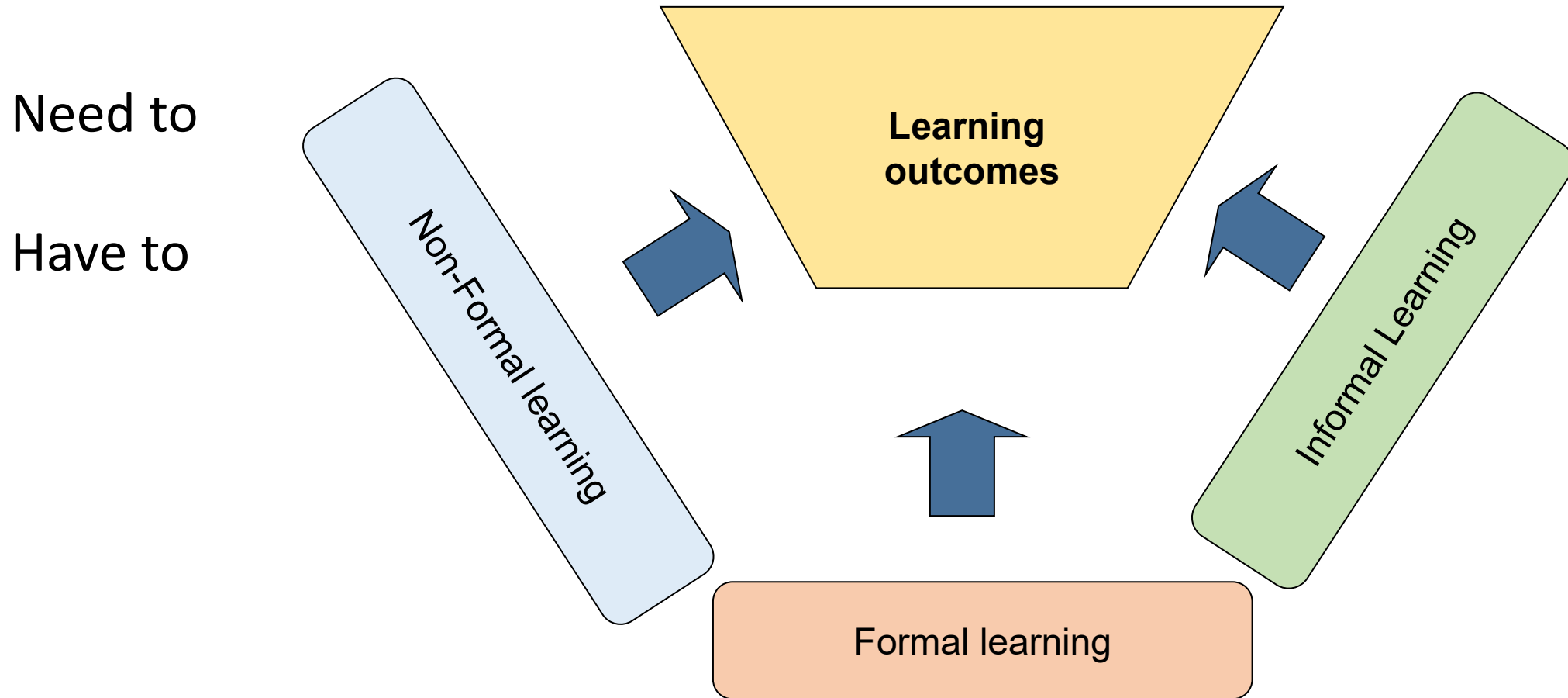
Dr. Karen Rose Cercone
Provost's Associate
Academic Programs and
Planning



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Liu, S. (2008, August). *Web 2.0 and 5Cs: Opportunities modern technologies bring to foreign language and learning in the 21st century*. Presentation given at the Second International Symposium on Chinese Regional Culture and Language, Bloomington, IN.

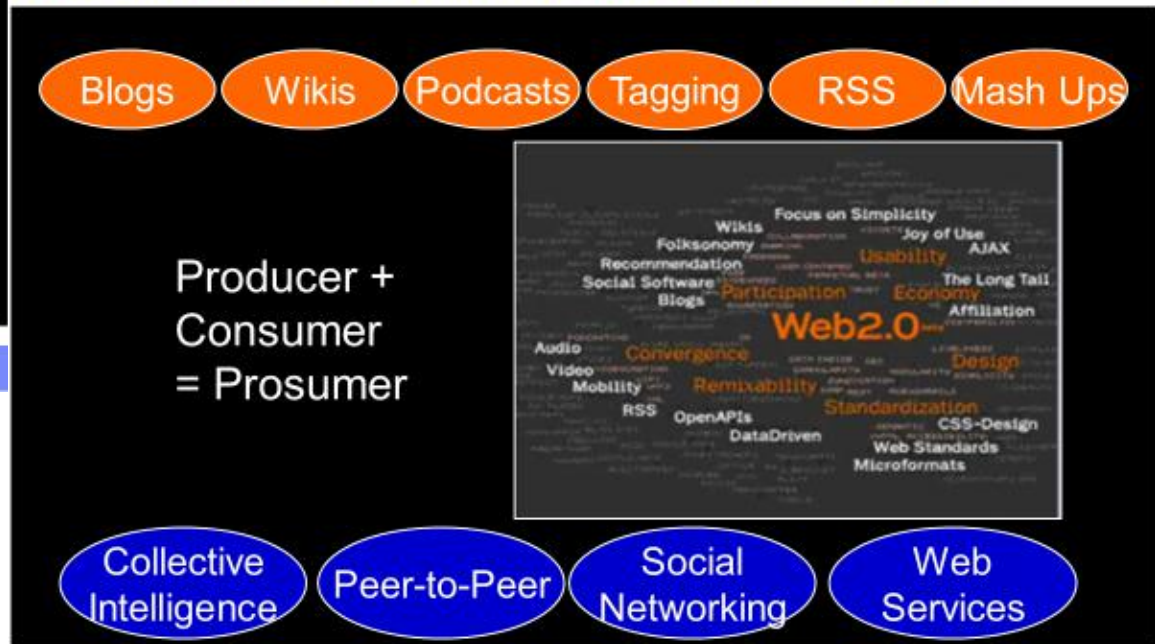


The Internet Revolution



Slide: 5

Web 2.0: Welcome to the Participatory Read-Write Web



Slide: 6

Technology including Web 2.0 Technology



Liu, S. (2008, August). *Web 2.0 and 5Cs: Opportunities modern technologies bring to foreign language and learning in the 21st century*. Presentation given at the Second International Symposium on Chinese Regional Culture and Language, Bloomington, IN.

The Handbook of
**Informal Language
Learning**



Edited by
**Mark Dressman and
Randall William Sadler**

WILEY Blackwell

<https://www.wiley.com/en-us/The+Handbook+of+Informal+Language+Learning-p-9781119472445>

Introduction 1

Mark Dressman

“It is both thrilling and a bit disconcerting. It is **thrilling** because informal language learning, especially within digital contexts, represents **the most significant advances** in foreign language education in at least a millennium, and one that is grounded in principles of **democratization of knowledge**. It is **disconcerting** because, as only one of many areas of learning available out of school, it potentially threatens the entire structure of schooling and education around the world. “
(p.11.)

regrettably not all, learners has made it possible for nearly everyone with a desire or purpose to acquire almost any new language, at their own pace and in ways that are responsive to their needs and motivations.

At the same time, however, these chapters also shake one of the most enduring and basic beliefs about language education to its foundation. I refer here to a belief so tacit, so integral and fundamental to the infrastructure of language education today in nearly all its forms that it has escaped serious challenge or interrogation for hundreds of years. This belief is, simply, that learning a new language past childhood is a laborious, time-consuming, and often impossible task for most people, and one that requires not only great effort but the tutelage of a speaker of that language who has the skill and knowledge to teach it to others through systematic and sometimes unavoidably tedious processes.

The evidence of this Handbook upends this basic presumption about language acquisition and suggests that the entire edifice of language education around the world today could be in jeopardy. For example, what if the evidence of learners' own experiences of informal language learning and the research evidence begins to challenge traditional beliefs about the difficulties of adolescent and adult language acquisition? What if these challenges become increasingly public? And what if it begins to seem instead what some learners and progressive teachers have suspected all along but never dared to suggest openly: That in many cases formal language instruction actually may *impede* language acquisition, so that the worst way to learn and become functional in a new language may be in a classroom setting?

The Handbook of
Informal Language Learning



Edited by
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WILEY Blackwell

“Subjects that are considered ‘easy to assess,’ like mathematics or foreign languages may soon not require coursework at all to receive course credit, as long as one can pass a test certifying knowledge of facts. When exam-based certification programs replace process-based programs of instruction, some individuals may be empowered; but longer term social, economic, and educational consequences for society could be catastrophic.” (p.11)

“Take the lessons of informal language learning seriously, not as a threat but as an invitation to **rethink and revitalize formal language education in some radical ways.**

“Only by **“adding value”** to formal instruction will it be able to not simply survive but maintain its influence within society in the coming century and millennium.” (read as a starting point on that adventure). “ p.11-12

<https://www.wiley.com/en-us/The+Handbook+of+Informal+Language+Learning-p-9781119472445>

Introduction 1 **Mark Dressman**

The Handbook of
Informal Language Learning



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30 Future Directions in Informal Language Learning

Robert Godwin-Jones

"To be effective, speech needs to be **linguistically accurate, but also pragmatically appropriate**. How we use language depends entirely on the context of the encounter, i.e. the environment in which the conversation takes place, its purpose, and our interlocutor. Crucial is our knowledge of and relationship to the other person(s). This will determine the language register used, forms of address, available abbreviated speech patterns, the appropriateness of code-switching or use of humor, etc. The smartest and fastest computers are unlikely to have all the necessary information to adjust speech output accordingly." (p.466).

"While automatic translation may become capable of convincingly idiomatic renditions of sentences and even of rendering connected discourse into the target language, that ability is not likely to convey the totality of human speech. Research in sociolinguistics, second language acquisition, and intercultural communication have demonstrated **the central role of culture in communication**." (p.465-466).

The Handbook of
**Informal Language
Learning**



Edited by
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WILEY Blackwell

**30 Future Directions in
Informal Language
Learning**

Robert Godwin-Jones

“Encouraging students in accessing online materials to move beyond stereotypes and the cultural mainstream (e.g. investigating refugee populations or minority groups) can serve to open their eyes to **multicultural and multilingual realities**, often neglected in formal instruction in favor of presenting monolithic national cultures. Moving language instruction in this direction has the potential to **build intercultural competence and a sense of global citizenship.**” (p.467)

“ The hope is that students will become not just **effective informal learners**, but **responsible world citizens** as well, something increasingly needed in all parts of the world today.” (p.467).

Informal
Learning



Languages



Resources,
Research,
Practices

Formal and Informal Linguistic Environments in Language Acquisition and Language Learning

Stephen D. Krashen

While some studies indicate that adults can efficiently utilize informal linguistic environments for second language acquisition, other studies suggest that the classroom is of greater benefit. This conflict is resolved in three ways. Evidence is presented to support the hypothesis that informal and formal environments contribute to different aspects of second language competence, the former affecting *acquired* competence and the latter affecting *learned* competence. Second, a distinction must be made between informal environments in which active language use occurs regularly and those in which language use is irregular. Finally, data is presented that suggests that the classroom can be used simultaneously as a formal and informal linguistic environment, a result that is consistent with reports of success with language teaching systems that emphasize active language use.

TABLE 3
Linguistic Environments Relevant to Second Language Proficiency in Adults

	In the Classroom		Outside the Classroom		
	“intake” informal (language use)	formal	“intake” informal	“exposure” informal	formal (self- study)
Acquisition	*		*		
Learning		*			*

in different ways: An intensive intake informal environment can provide both the adult and child with the necessary input for the operation of the language acquisition device. The classroom can contribute in two ways: As a formal linguistic environment, providing rule isolation and feedback for the development of the monitor, and, to the extent language use is emphasized, simultaneously as a source of primary linguistic data for language acquisition.

Informal and formal approaches to communicative language teaching

Rod Ellis

ELT Journal, Volume 36, Issue 2, January 1982, Pages 73–81,

<https://doi.org/10.1093/elt/36.2.73>

Published: 01 January 1982 **Article history** ▼

“ Cite 🔑 Permissions 🔄 Share ▼

Abstract

The main purpose of this article is to give some clarity to the use of the term ‘communicative’ in describing approaches to foreign or second language teaching. It is suggested that a distinction be drawn between ‘informal’ communicative approaches which promote second language ‘acquisition’, and ‘formal’ communicative approaches which promote ‘learning’. This distinction between ‘acquisition’ and ‘learning’, which is taken from the work of Stephen Krashen, is carefully explained and the conditions for achieving both in the classroom considered. In addition it is suggested that there is a need actively to teach pupils how to make use of conscious ‘learnt’ knowledge in order to ‘monitor’ their performance in a second language appropriately.

D' Anglejan, A. (1978) **Language learning in and out of classrooms.**

In Richards, J. (Ed.), *Understanding second and foreign language learning: Issues and approaches* (pp. 218–36). Rowley, MA: Newbury House

d'Anglejan, Alison; Tucker, G. R. (1970) *The St. Lambert Program of Home-School Language Switch*. McGill Univ., Montreal . In *Newsletter of the Council of Childhood Education*, Autumn 1970

A description of a **bilingual education program** at the elementary school level spanning five years since its inception is presented in this report. The home-school language switch from English to French made by control and experimental classes involved total immersion in the French-taught curriculum.

<https://files.eric.ed.gov/fulltext/ED040631.pdf>

Attitude: “neither exclusively English nor French--who possesses a sensitivity and a positive outlook toward both of Canada's major ethnolinguistic groups.”

Language: “The Experimental children have acquired French language skills far beyond the level which they would have attained through traditional second language teaching methods--and at no cost to their English language ability.

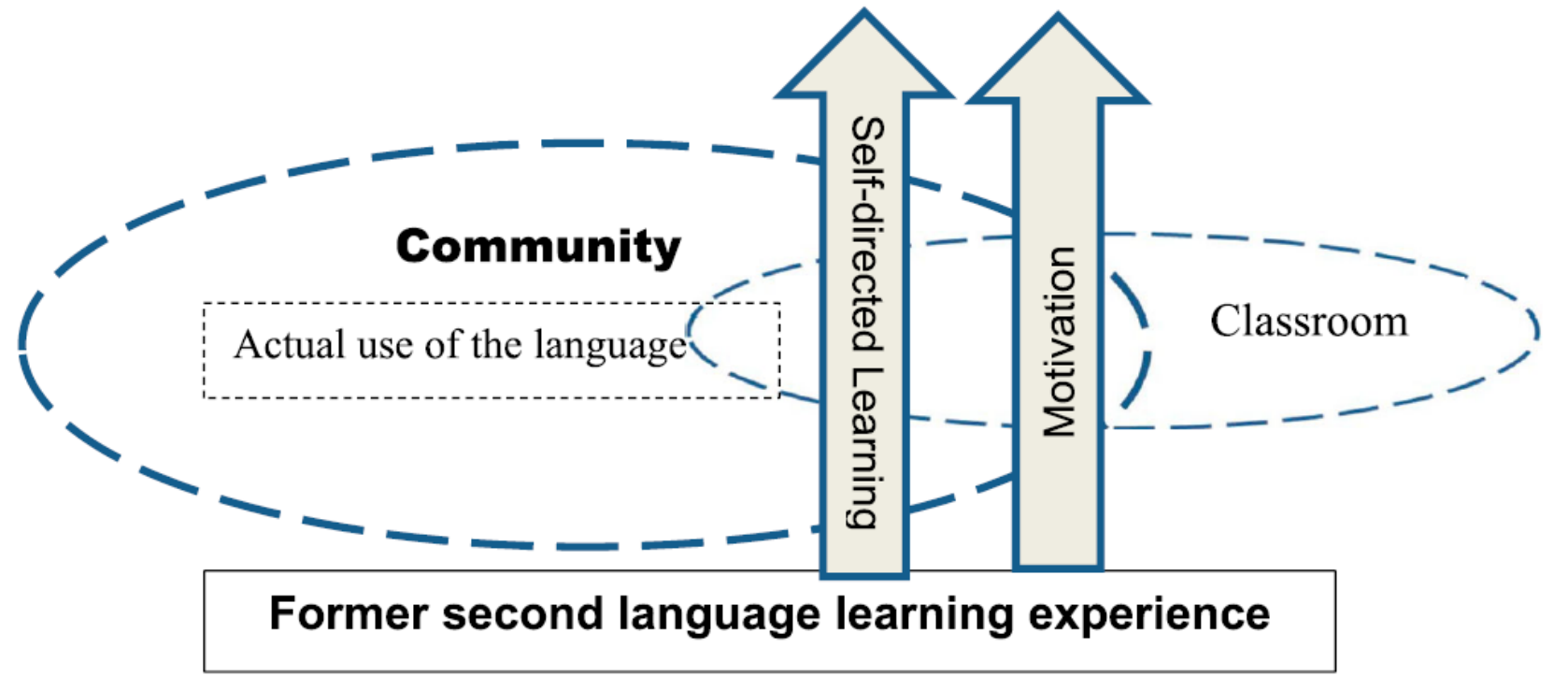


17 Sep 2020

Learning the Chinese language on a non-traditional path: a case study

Shijuan Liu

Department of Foreign Languages, Indiana University of Pennsylvania, Indiana, PA, USA



The path of Frank's Chinese language learning can be summarized as seven stages:

- (1) Before coming to China;
- (2) Self-study of Chinese alone for about one month;
- (3) Studied Chinese in a local university part-time for nearly four semesters;
- (4) Studied Chinese with friends in a rented apartment for six months;
- (5) Went to Beijing for new experience with his Chinese girlfriend who later became his wife;
- (6) Used Chinese intensively at work as the Director of Studies at a local language school;
- (7) Taught Chinese as a foreign language while pursuing a master's degree in the United States.

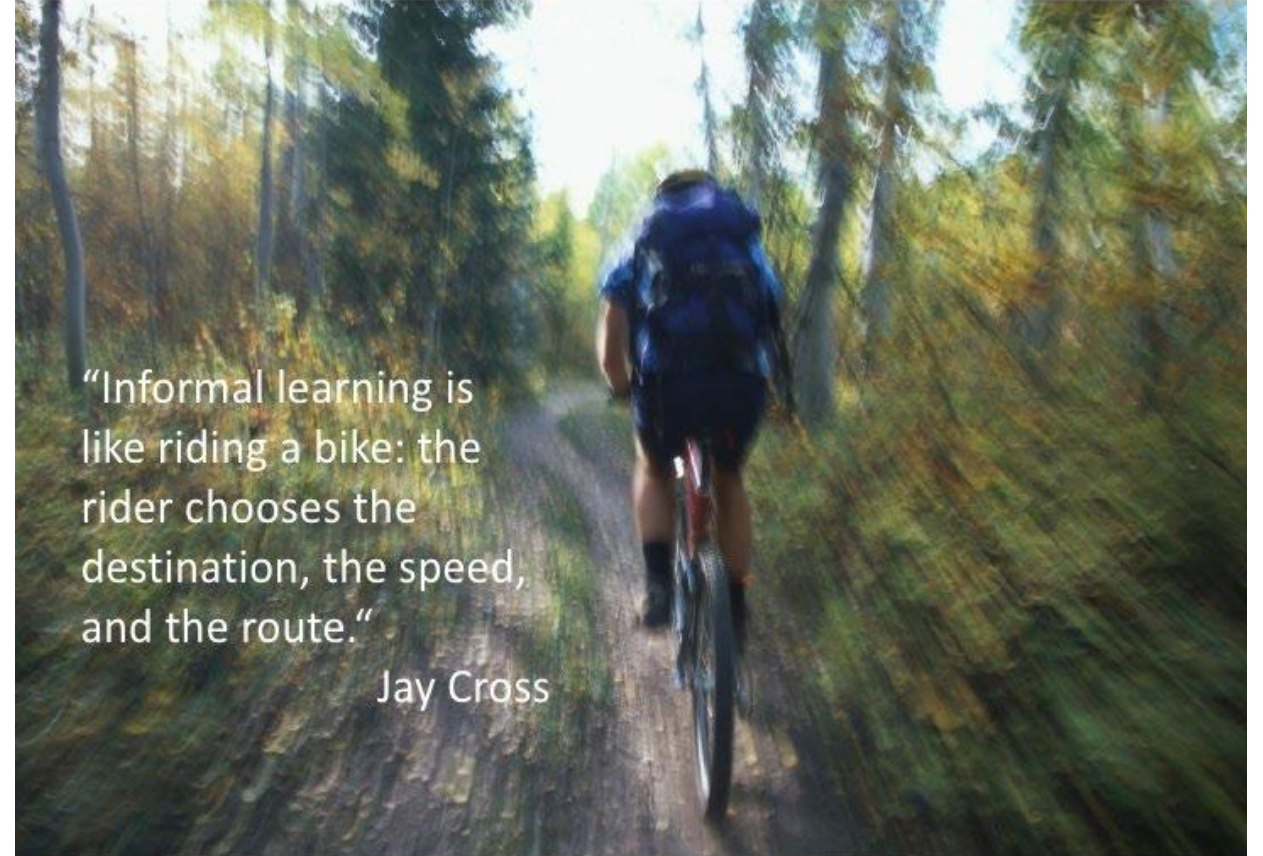
Formal learning



"Formal learning is like riding a bus: the driver decides where the bus is going; the passengers are along for the ride."

Jay Cross

Informal learning



"Informal learning is like riding a bike: the rider chooses the destination, the speed, and the route."

Jay Cross

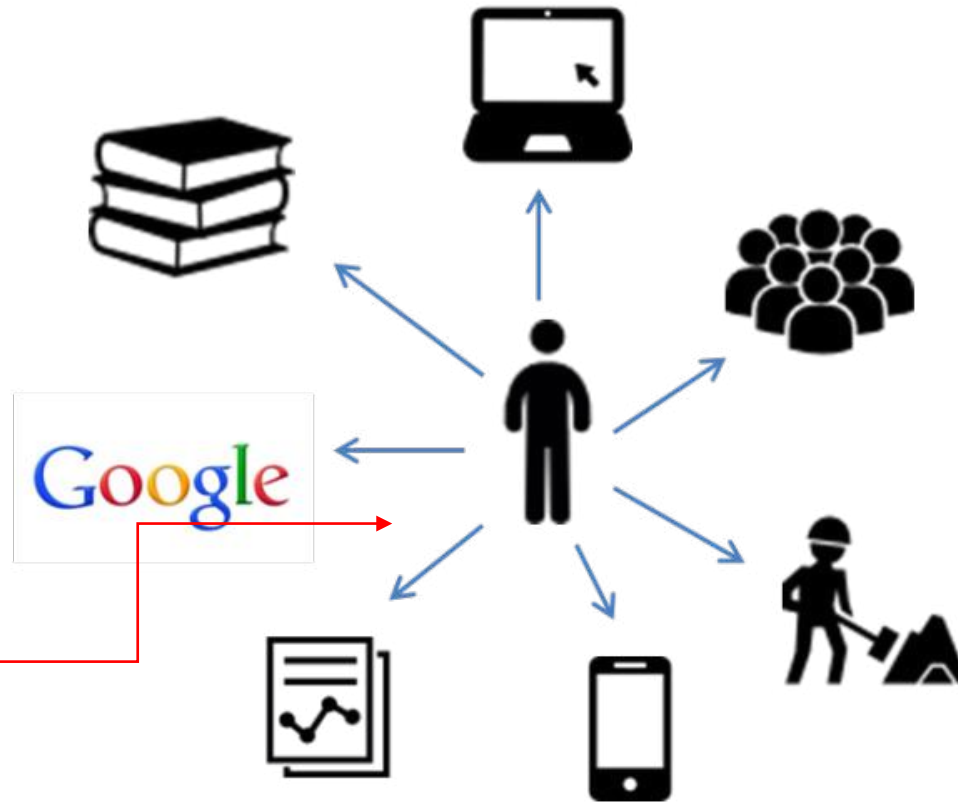
<http://thelearningcoach.com/elearning2-0/informal-learning-an-interview-with-jay-cross/> informal Learning: An Interview With Jay Cross

<https://www.slideshare.net/janehart/gmuslides/49> , Jane Hart, 2012.

Formal Learning



Informal Learning

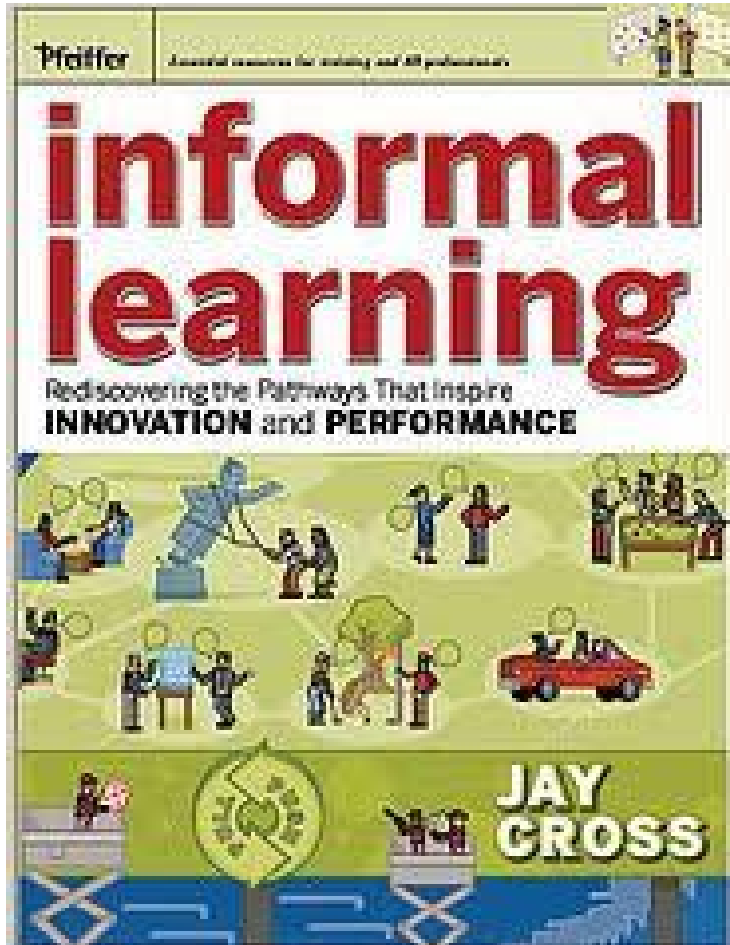


Self-directed learning

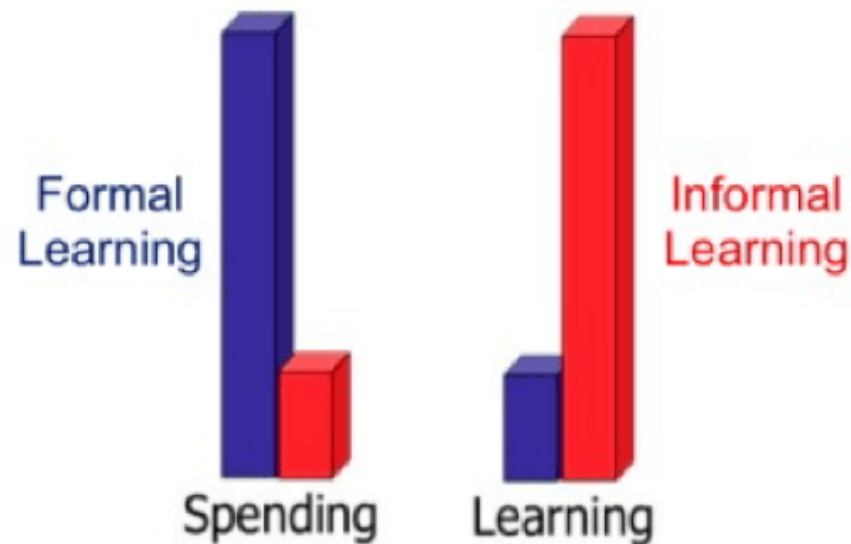
Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance (1st Edition)

by [Jay Cross](#) (2007)

<https://www.amazon.com/gp/product/0787981699?ie=UTF8&tag=thelearningc-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=0787981699>



Corporate Learning



Research showed that more than 80% of the way people learn their jobs.

The rise of **social networks** fostered the growth of **social learning**, which is generally informal. Smartphones enabled people to learn on the go, but this learning, too, was generally **informal** and **on demand**.

However, organizations invest most of their spend on Learning and Development on formal learning...
“It was an emperor’s new clothes moment”

<https://elearningindustry.com/rise-of-informal-learning>

“Empowering People To Learn For Themselves”

Formal learning

- “is always **organised** and **structured**, and has learning objectives.”
- From the learner’s standpoint, it is always **intentional**: i.e. the learner’s explicit objective is to gain knowledge, skills and/or competences.”

Informal learning

- “is never organised, has no set objective in terms of learning outcomes and
- is never intentional from the learner’s standpoint.
- Often it is referred to as learning by experience or just as experience.”

Non-formal learning

- Intermediate concept; Mid-way between the first two.
- Flexibility between.
- “rather organised and can have learning objectives.”
- may occur at the initiative of the individual but also happens as a by-product of more organised activities.

<https://www.oecd.org/education/skills-beyond-school/recognitionofnon-formalandinformallearning-home.htm> (2010)

“**People are constantly learning everywhere and at all times.**” “For people outside the initial education and training system, adults in particular, it is very likely that this learning, taking place at home, at the workplace or elsewhere, is a lot **more important**, relevant and significant than the kind of learning that occurs in formal settings.”

“The recognition of non-formal and informal learning is an important means for making the ‘**lifelong learning for all**’ agenda a reality for all“. “realise its full potential for **making visible the human capital people already have**. “for “reshaping learning to better match the needs of the 21st century knowledge economies and open societies.”

Formal learning

Formal Learning:
learning that occurs in an **organized structured** environment and is **explicitly** designated as learning in terms of **learning objectives, time, or learning support.**

Informal learning

Informal Learning:
learning that results from daily activities related to work, family, or leisure. It is **not organized or structured** in terms of learning objectives, time, or learning support.

Non-formal learning

Non-formal Learning:
learning which is embedded in **planned** activities **not explicitly** designated as learning in terms of learning objectives, time, or learning support.

This chapter aims to discuss how MOOCs have been integrated into higher education contexts to blend formal, non-formal and informal learning experiences.

An integration framework suggested in this chapter is based on two factors, namely credit recognition and online learning that lead to three types of MOOC-integrated learning experiences: Type I—**formal MOOC learning**, Type II—**formal blended MOOC learning**, and Type III—**non-formal/informal MOOC learning**. Based on this framework, we mainly illustrate three **integration approaches**, namely blended learning, flipped learning, and non-formal/informal learning experiences, with relevant research studies.

	Credit	No Credit
Fully Online No F2F	TYPE I Formal MOOC learning	TYPE III Non-formal/Informal MOOC learning
Partially Online F2F	TYPE II Formal blended MOOC learning <ul style="list-style-type: none">- Blended learning- Flipped learning	

Cha H., So HJ. (2020) Integration of Formal, Non-formal and Informal Learning Through MOOCs. In: Burgos D. (eds) *Radical Solutions and Open Science. Lecture Notes in Educational Technology.* Springer, Singapore.

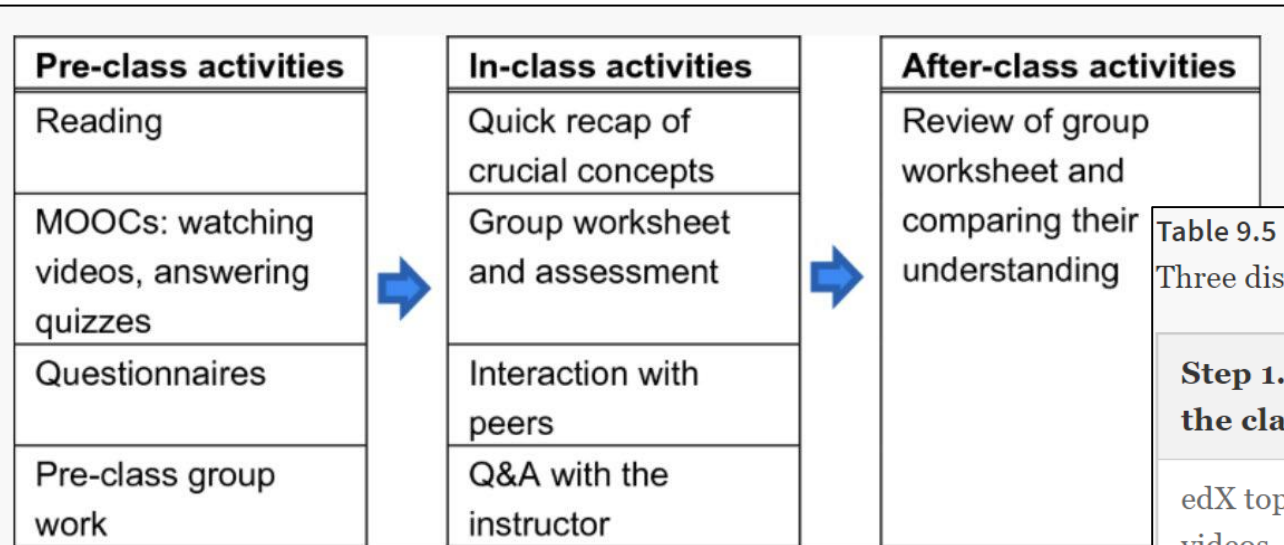


Fig. 9.2
Flipped learning approach with Coursera (Dunn, 2015)

Table 9.5

Three distinct phases for the flipped learning approach (Ghadiri et al., 2013)

Step 1. online outside-of-the class	Step 2. in-class team-based learning	Step 3. after-class activities
edX topical mini-lecture videos	Mental ramp-up period	Professor emails absent students with class materials
edX online textbook	In-class mini-review lecture	Optional, friday, one-hour, F2F walk-in session
edX problem sets	Group quiz	
edX online lab experiments	Solution of group quiz	
SJSU virtual discussion board	Individual quiz	
Assessment handout for the next class session	Solution to the individual quiz	
	Preview for next class session	

<https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning>

1.how can those responsible for organising language courses for adult migrants ensure that their learners have opportunities to use the language outside the classroom and thus **benefit from** informal/non-formal learning?

- **arrange cultural visits and social activities** that bring the learners into informal contact with members of the host community.
- **encourage** learners to participate in social activities, or to arrange such activities specifically for their benefit.

2.if adult migrants who have learnt the language of their host community “naturalistically” are required to demonstrate proficiency in that language in order to secure a residence permit or citizenship, can **their informal/non-formal learning be recognised** without requiring them to take a test?

large numbers of adult refugees

<https://epale.ec.europa.eu/it/node/21165>

Why non-formal language learning can be more effective for migrants

- identified three groups most likely to be excluded: women, older people and those with limited educational background, particularly those who are illiterate in their first language.
- **Community-based and non-formal approaches**, such as learning through rhyme and singing, cookery groups and one-to-one mentoring, befriending and volunteering opportunities, tailored to their motivations and needs, are likely to be more effective in engaging and supporting this group acquire language.



Örebro University. Sweden (瑞典)

Viberg, Olga (2015). Design and Use of Mobile Technology in Distance Language Education: Matching learning practices with technologies-in-practice.

Doctoral thesis. du.diva-portal.org/smash/get/diva2:876615/FULLTEXT01.pdf

<http://kth.diva-portal.org/smash/record.jsf?pid=diva2%3A1149040&dswid=7106>

"How can language learning practices occurring in informal learning environments be effectively integrated with formal education through the use of mobile technology?"

Van Marsenille, Anne (2015). **Informal Language Learning: The Perspective of Higher Education Students in Brussels. A Case Study.** EdD thesis. The Open University. <http://oro.open.ac.uk/44823/>

Brussels (布鲁塞尔) Belgium (比利时)

Mixed methods were used to collect the data: questionnaires, interviews and self-reports to analyse the informal learning process in more detail. The self-report was an adaptation of **the 'European Language Portfolio' (ELP) (Council of Europe 2009)**, which is **a tool that links informal to formal learning.**

Recommendations based on the findings of this study suggest new methods and strategies for language learning to students and that teachers should be aware of what students do, what motivates them and how learners reflect upon the language learning process, in order to **help them learn in class and beyond.**

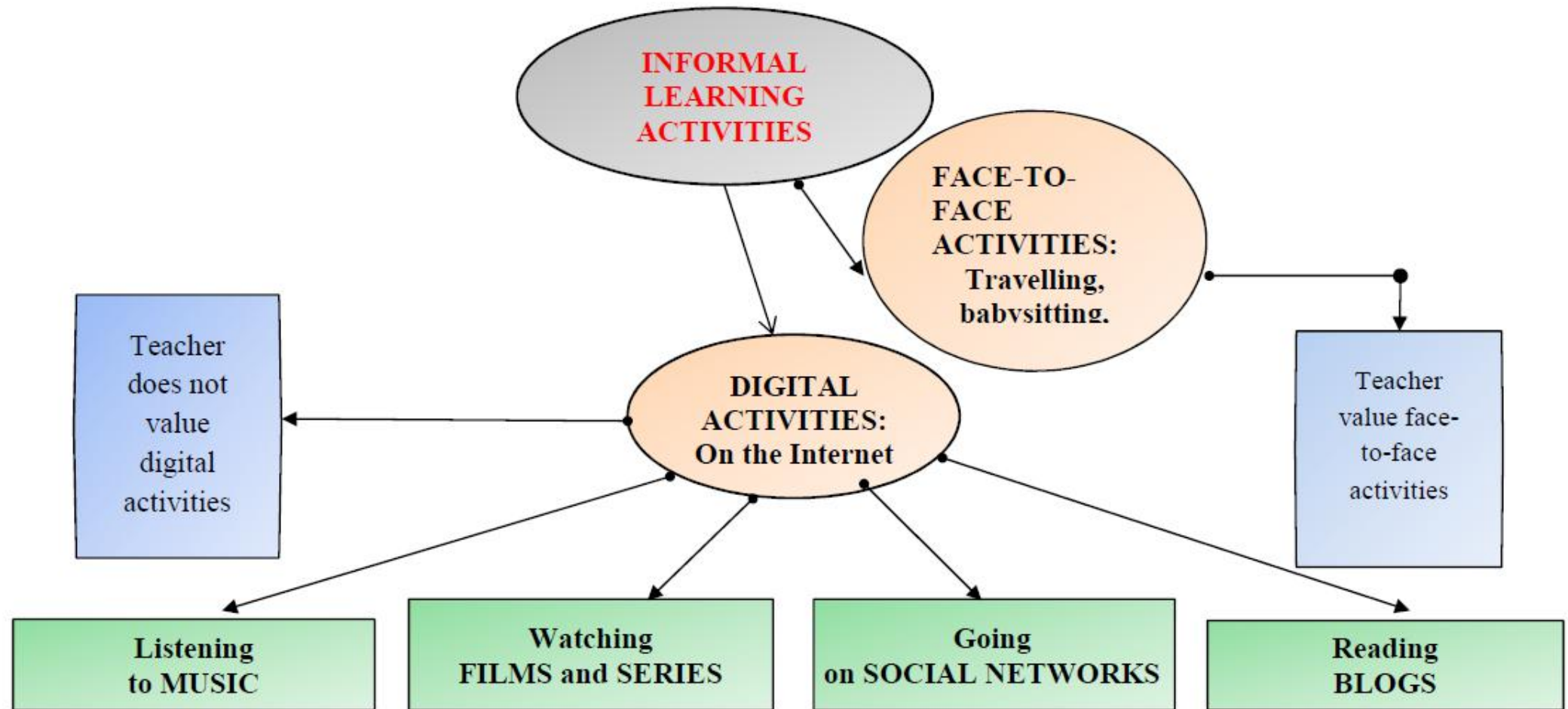


Figure 4.2: Main informal learning activities

Understanding...

[What is a portfolio?](#)

[How does it work?](#)

[Target groups](#)

[Why was the ELP introduced?](#)

[Why use the ELP with your students?](#)

[What are the benefits?](#)

[Examples of portfolios](#)

[ELP Videos](#)

What is the European Language Portfolio?

The European Language Portfolio is a personal document that has three parts:

A language passport

Here the language learner can summarise his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures.

A language biography

The biography helps the learner to set learning targets, to record and reflect on language learning and on intercultural experiences and regularly assess progress.

A dossier

In this part of the ELP the learner can keep samples of his/her work in the language(s) he/she has learnt or is learning.

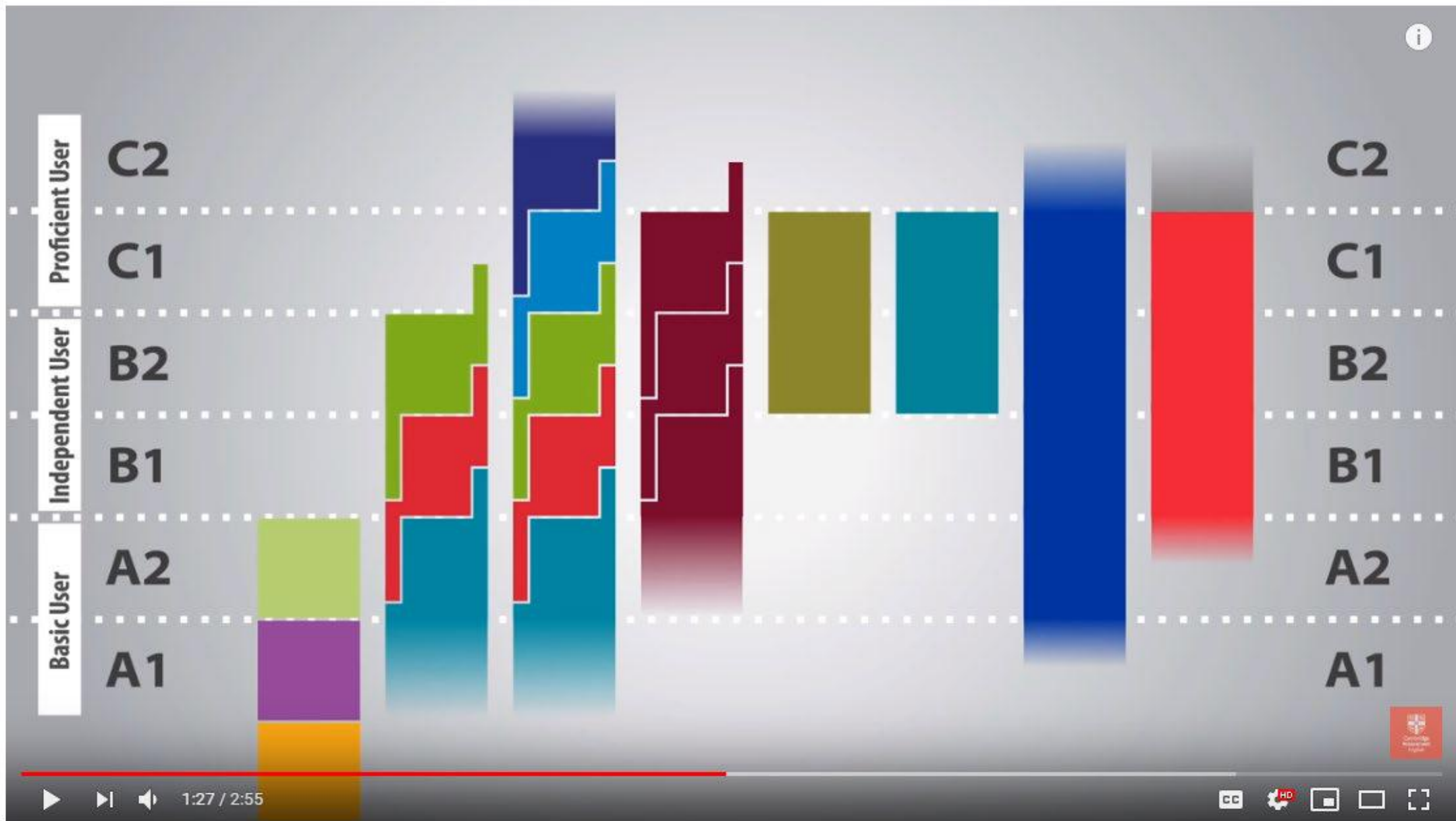
<https://www.youtube.com/watch?v=KquYBc11FP0>

The image shows a video player interface. At the top center is the CEFR logo, which consists of twelve blue stars arranged in a circle around the text "CEFR COMMON EUROPEAN FRAMEWORK". Below the logo is a staircase diagram with three steps. The first step is light blue and labeled "Basic". The second step is yellow and labeled "Independent". The third step is red and labeled "Proficient". A red progress bar is visible at the bottom of the video player, with a play button, a volume icon, and a timestamp of "1:17 / 5:28". In the bottom right corner, there is a logo for "Aptis" and several control icons (CC, settings, full screen, etc.).

<https://www.youtube.com/watch?v=UAehOcVfr3Y&feature=youtu.be>

Common European Framework of Reference (CEFR)

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.



What is the CEFR?

<https://www.youtube.com/watch?v=UAehOcVfr3Y&feature=youtu.be>

About LinguaFolio Online

LinguaFolio Online is an online language learning portfolio that promotes autonomous learning through formative assessment.

LinguaFolio Online is organized around the NCSSFL-ACTFL Can-Do Statements ([2015 NCSSFL-ACTFL Can-Do Statements](#), [2017 NCSSFL-ACTFL Can-Do Statements for Interpretive Communication](#), [2017 NCSSFL-ACTFL Can-Do Statements for Interpersonal Communication](#) and [2017 NCSSFL-ACTFL Can-Do Statements for Presentational Communication](#)). LinguaFolio Online supports articulation by providing a clear and commonly accepted description of language proficiency based on the ACTFL Proficiency Guidelines.

Learners can set goals based on the Can-Do Statements, track their progress toward accomplishing the statements, and upload work samples to showcase their abilities. Learners are enabled to truly understand the differing levels of language proficiency through examining and practicing the language functions embodied by the Can-Do Statements. They can create evidence to include in their portfolios on a regular basis to showcase their work, which helps them see how they are building the capacity to use the target language. Learners have a clear voice in tailoring their learning experiences to their own needs, wants, and interests.

LinguaFolio Online helps schools and programs:

- Set long-term goals for learners that are articulated through the entirety of a language program
- Facilitate articulation and alignment among language programs and levels based on a clear and commonly accepted description of proficiency
- Valorize heritage language learning as well as the learning of multiple languages
- Refine instruction and develop programs based on the strengths, needs, and interests of learners

Getting the most out of LinguaFolio and LinguaFolio Online

LinguaFolio Online is most effective when it is woven into the fabric of the language learning curriculum. When planning to use LinguaFolio Online, educators should engage in intentional and articulated backwards design using the NCSSFL-ACTFL Can-Do Statements ([2015 NCSSFL-ACTFL Can-Do Statements](#), [2017 NCSSFL-ACTFL Can-Do Statements for Interpretive Communication](#), [2017 NCSSFL-ACTFL Can-Do Statements for Interpersonal Communication](#), and [2017 NCSSFL-ACTFL Can-Do Statements for Presentational Communication](#)) as learning targets. These learning targets should be well-communicated with learners and provide inspiration for classroom learning activities so that the classroom is proficiency-based.

To help facilitate this approach, we encourage teachers to download our [welcome packet](#). The welcome packet includes a unit planner and provides examples of how to integrate LinguaFolio Online into popular curricular approaches.

The [Center for Applied Second Language Studies](#) at the University of Oregon designed LinguaFolio Online in partnership with the [National Council of State Supervisors for Languages \(NCSSFL\)](#) based on [LinguaFolio®](#), which is derived from the [European Language Portfolio](#).

The [STARTALK Program](#) administered by the [National Foreign Language Center](#) at the University of Maryland and the [U.S. Department of Education Title VI](#), under grant #P229A140004, support development of LinguaFolio Online. Contents do not necessarily represent the policy of the U.S. Department of Education nor imply endorsement by the federal government.

Additionally, LinguaFolio Online and the free [mobile application LFO to Go](#) facilitate language learning outside of the classroom. Learners can easily capture evidence when and where they use it – in local stores, in restaurants, or online. [Each subscription](#) allows learners to work on their portfolio for an entire year. In this way, LinguaFolio Online facilitates buy-in that [learning is a lifelong, ubiquitous process.](#)

LinguaFolio Online helps learners:

- Set personal learning goals and articulate a plan to achieve them
- Engage in authentic language use
- [Document language learning experiences both within and outside of the classroom](#)
- Evaluate and describe their language proficiencies
- Identify and use learning strategies

LinguaFolio Online helps teachers:

- Provide guidance for learners in setting goals
- Differentiate student learning goals and experiences based on the language abilities of individual learners
- Guide students in self-reflection and self-assessment
- Engage in prompt, holistic feedback to learners based on the evidence that they collect
- Reflect on and refine learning experiences created for the classroom

- Informal Language Learning and Self-Instruction: The Learning Ecosystem of Learners of Macedonian, by Biljana Belamarić Wilsey, <http://www.ncolctl.org/files/Teaching-informal-Languauge.pdf>
- SEARCHING FOR BRIDGES BETWEEN FORMAL AND INFORMAL LANGUAGE EDUCATION by Pavel Brebera and Jitka Hlouskova, <https://files.eric.ed.gov/fulltext/ED542829.pdf>
- ENHANCING INFORMAL LANGUAGE LEARNING WITH MOBILE TECHNOLOGY – DOES IT WORK? By Hayo Reinders and Min Young Cho: <http://www.innovationinteaching.org/articles/article%20-%202011%20-%20Reinders%20and%20Cho%20-%20encouraging%20informal%20language%20learning.pdf>
- TOWARDS A THEORETICAL FRAMEWORK FOR INFORMAL LANGUAGE LEARNING VIA INTERACTIVE TELEVISION, by Lyn Pemberton, Sanaz Fallahkhair, <https://pdfs.semanticscholar.org/829b/ed8e7975181b3735de4cde1ec48ea4e4921f.pdf>
- Combining formal and non-formal foreign language learning: first insights into a German-Spanish experiment at university level Eva Vetter, https://dspace.cuni.cz/bitstream/handle/20.500.11956/97041/1374078_eva_vetter_39-50.pdf?sequence=1&isAllowed=y
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The Online Informal Learning of English

GEOFFREY SOCKETT
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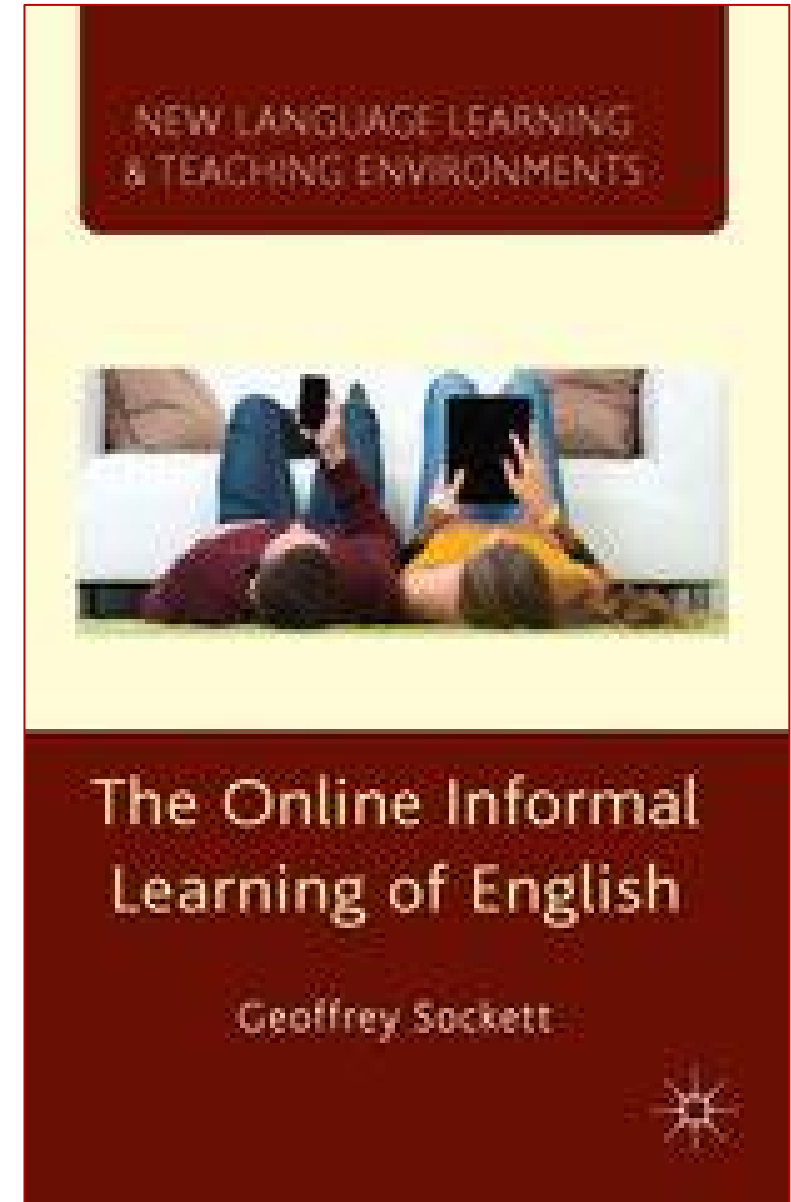
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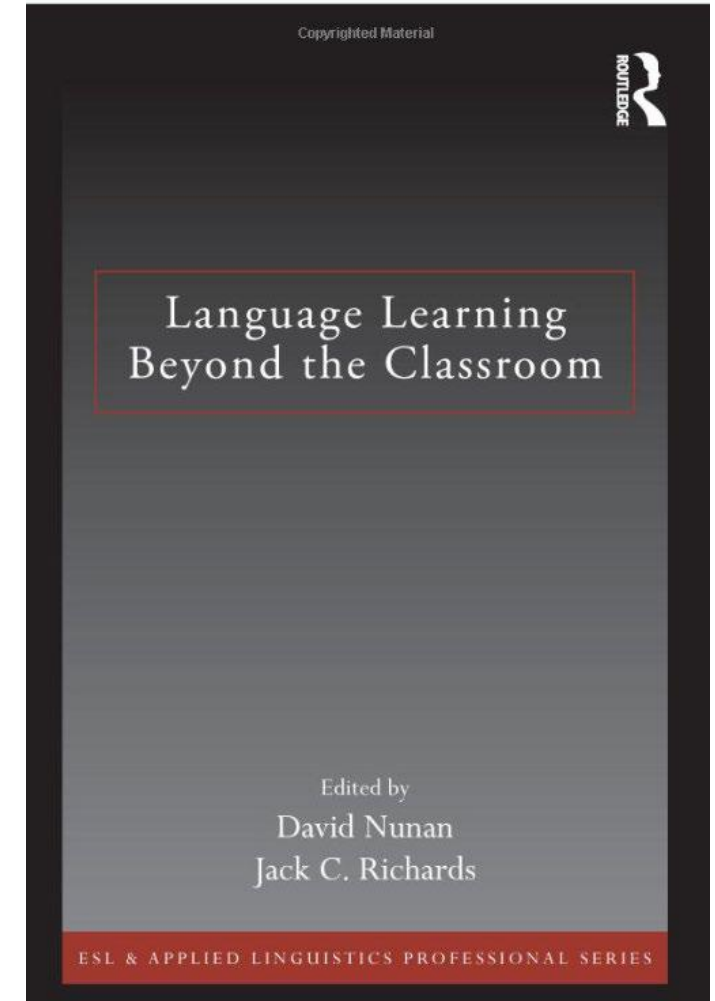
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Bloomsbury Publishing

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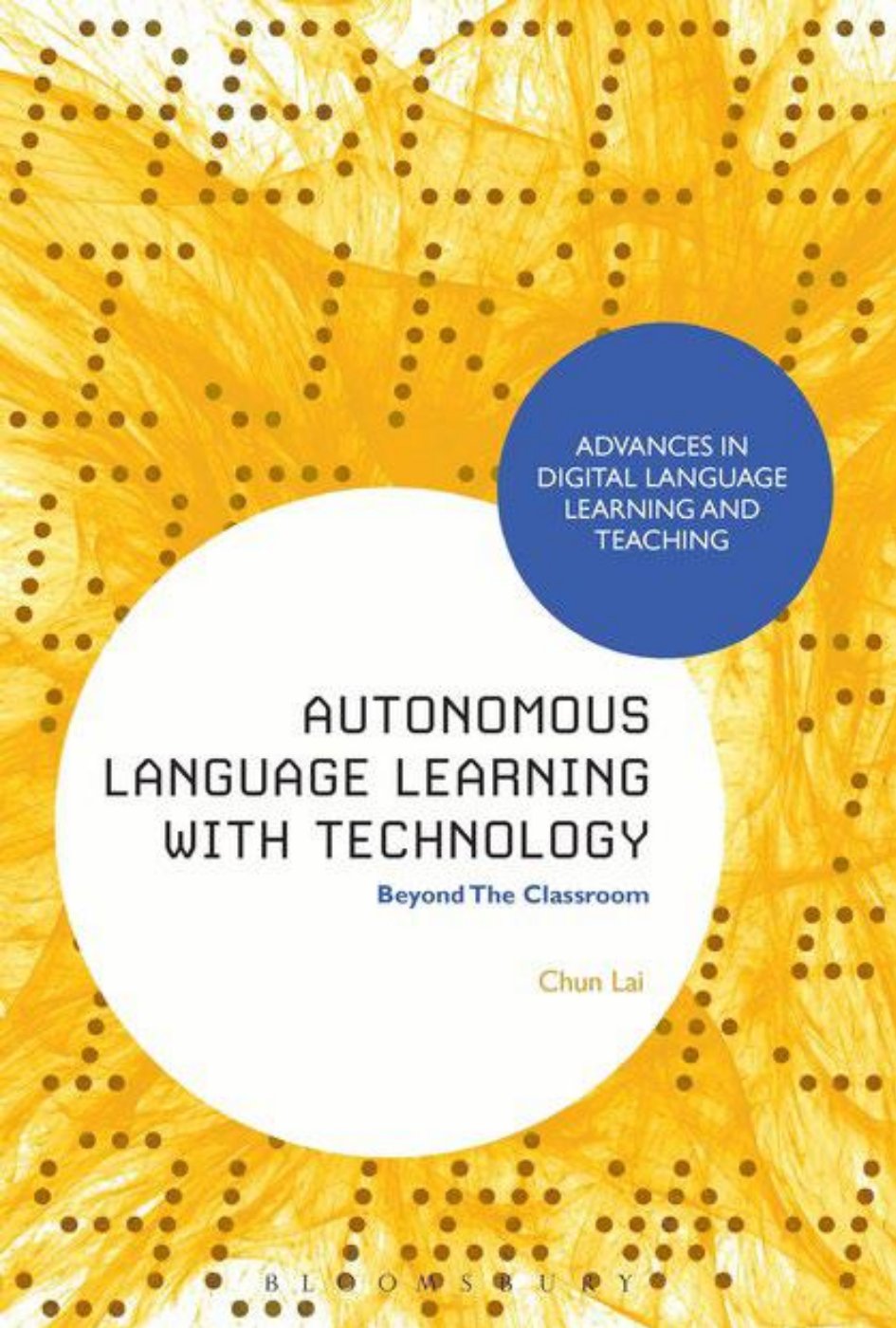
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(1) What distinct types of out-of-class technology-facilitated learning experiences did learners engage in? and (2) What factors influenced learners' engagement in different types of learning experiences?

Phase I: interview study

Participants:

- **21** Hong Kong college students studying French, Spanish, German, Japanese and Arabic.
- 35% less than 1 year, 25% for 1-2 years, 30% for 2-4 years, 10% more than 4 years
- 57% self-rated as beginning level, 10% rated as advanced level

Three distinct types of **out-of-class** language learning experiences with technology:

- (1) **instruction-oriented** technological experiences, primarily to enhance and expand their knowledge of **vocabulary and grammar** in the target language.
- (2) **entertainment** and **information-oriented** technological experiences, access resources in the target language for **daily life needs**, such as entertainment or obtaining and sharing information useful in their life.
- (3) **social-oriented** technological experiences. to troubleshoot **language problems**; daily-life communication and social exchange

Phase II: Survey study

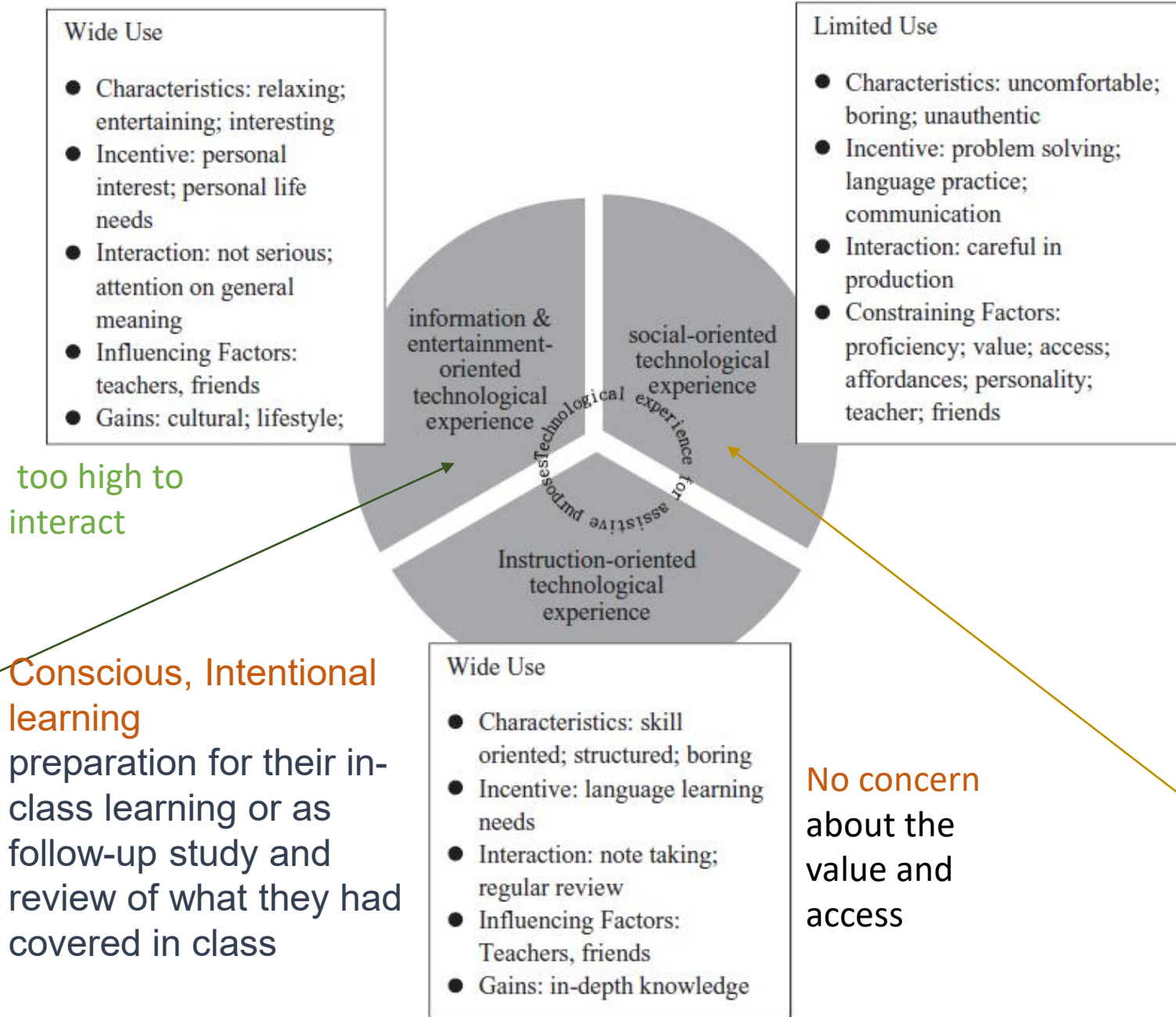
Participants:

- **439** undergraduate students (207 Hong Kong, 232 from U.S.) learning various languages towards the end of 2014-15 .
- 30% less than 1 year, 22% for 1-2 years, 24% for 2-4 years, 24% more than 4 years
- 52% self-rated as beginning level, 6% rated as advanced level

Findings

- **Reported positively** on their engagement in **instruction-oriented** technological experiences ($M = 4.23$; $SD = 0.94$) and **entertainment- and information-oriented** technological experiences ($M = 4.05$; $SD = 0.98$). **However**, the mean rating for their engagement in **social-oriented** technological experiences was below 4, with the greatest learner variation ($M = 3.60$; $SD = 1.22$).
 - performance expectancy was a significant positive predictor of instruction-oriented technological experiences.
 - learners' engagement in **entertainment- and information-oriented** technological experiences was influenced by both their perceptions of the **usefulness of the experiences and the ease** of the experiences.
 - the participants reported that their engagement in the **social-oriented** experiences were influenced by a myriad of **sociocultural factors** other than technological issues.
- Reported **more positive** perceptions of **the value of technologies** for language learning but **less positive** perceptions of the **ease** of locating and using technological resources.
- positive about the **support received from teachers** in using technologies for language learning but less positive about the support **received from peers**. ($M = 4.37$ vs 3.93).

- enhanced understanding of the **target language culture and lifestyle** and **colloquial language use** as the major benefit.
- Focus on meaning, not taking notes
- boosted **motivation**



preparation for their in-class learning or as follow-up study and review of what they had covered in class

- Only **a limited** few to connect with native speakers and to interact for the purpose of daily-life communication and social exchange
- **uneasiness** and hesitancy
- **Embarrassed**, because of their limited language proficiency; **discomfort** of conversing with strangers
- not authentic enough; *authenticity is context and learner-dependent*

Figure 1. Technological experience from learner perspective.

- Language proficiency was found to exert little influence on the three types of technological experiences.
- **Expanding vocabulary and grammatical knowledge** was a common concern to learners at all levels of language proficiency
- **Using target language resources for personal interest** such as listening to online music and watching online videos or movies were common out-of-class activities for language learners notwithstanding their proficiency levels.
- for all learners, the stronger they perceived the usefulness of instruction-oriented technological experiences, the more likely they were to engage in such experiences。

enhancing learners' abilities to utilize the language learning affordances of such experience is particularly important for learners of lower-proficiency levels

The same technology, with its various functions and resources, was found to afford different types of learning experiences: for example, Facebook was utilized in both instruction-oriented technological experiences and entertainment- and information-oriented experiences, and its use in social-oriented technological experiences inclined more towards eliciting help in troubleshooting homework problems than for authentic

SHORT REPORT

Technology and Learner Autonomy: An Argument in Favor of the Nexus of Formal and Informal Language Learning

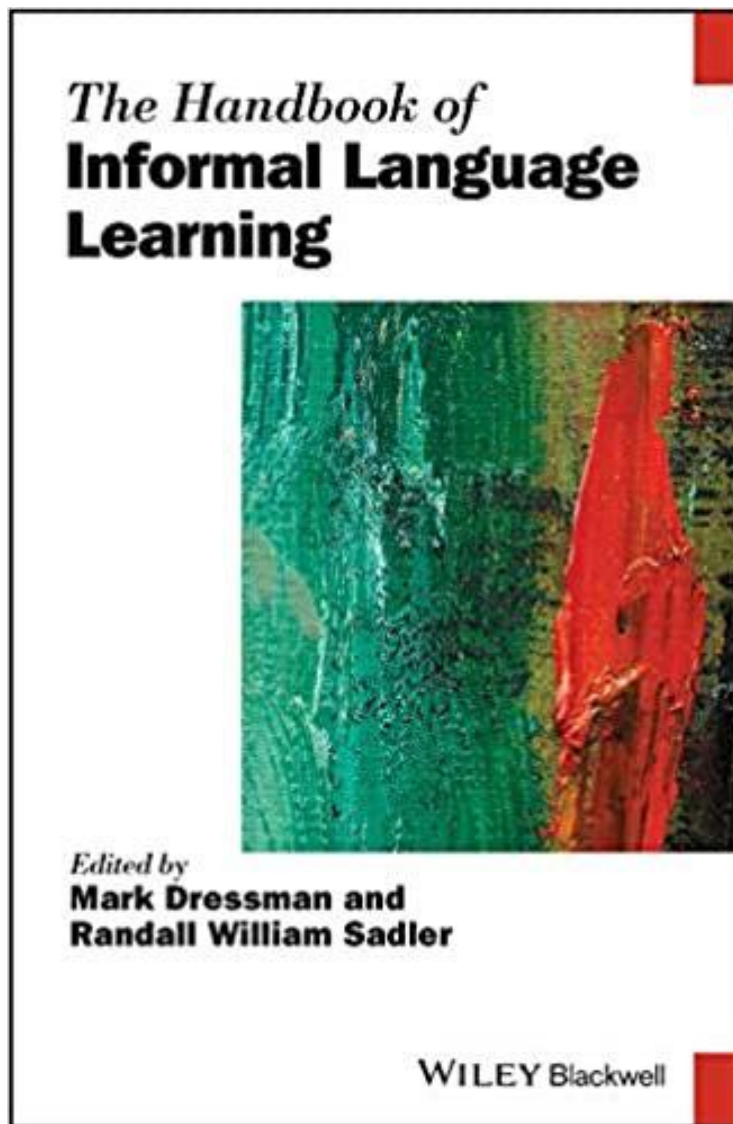
Chun Lai*

The University of Hong Kong, Hong Kong

*Corresponding author. E-mail: laichun@hku.hk

“understanding how the interactions of **learner autonomy** and **technology** in **formal and informal contexts** are perpetually shaping each other.”

- Research should explore how technology can be **designed** and used in **formal learning contexts** in ways that could **facilitate learners’ autonomous use of technology** in **informal learning contexts**.
- Likewise, it is also critical to investigate how to actively **utilize** learners’ technology-mediated autonomous learning in **informal learning contexts** to **enhance learner autonomy** in **formal contexts**.
- **Stimulating and sustaining a cycle** of technology and autonomy in both formal and informal learning contexts is a much needed and promising direction to explore in future research and development.



ISBN: 978-1-119-47244-5

February 2020

Wiley-Blackwell

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Language Learning



Formal learning

Organized, structured, explicit

Informal learning

Not organized or structured

Non-formal learning

Planned, not explicit

Credit

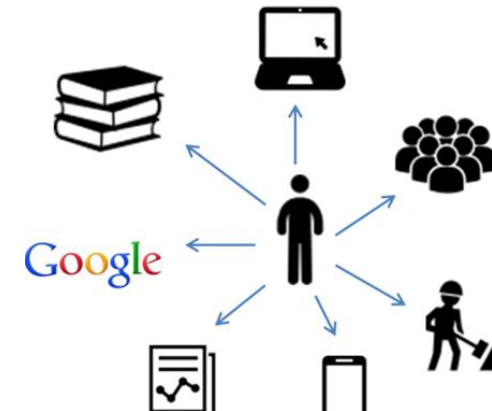
Courses
(K-16 schools)

Training, tutoring, after-school class

No-Credit

Movies, songs,
restaurant/street
conversations

Extra-curricular
activities



Making the Most of Informal Learning in Chinese Language Education

Resources

- Authentic
(songs, movies, TV shows...)
- Instructional materials
(Student produced)

Community

Native speakers

Cultural events

Neighbors

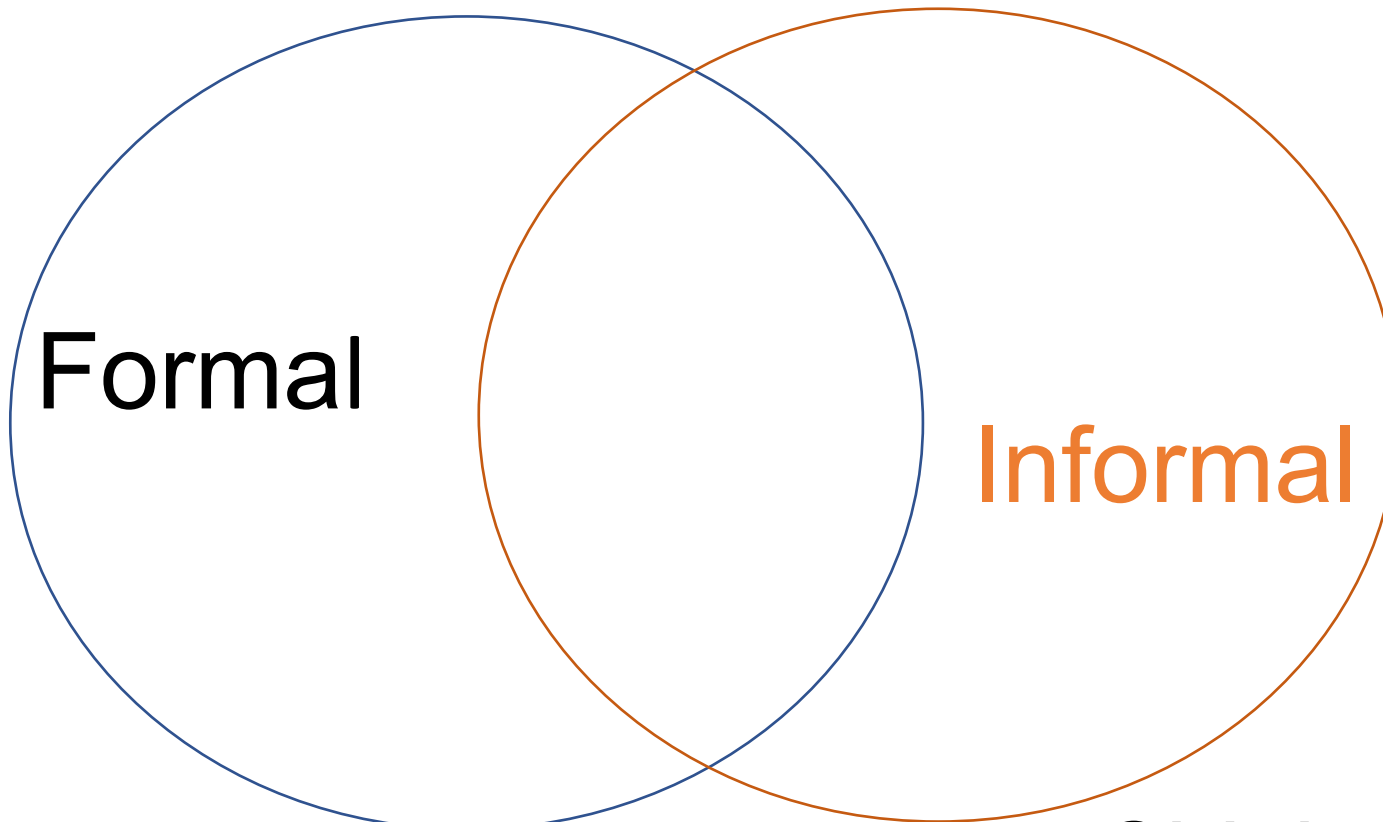
Museums

Restaurants

With Technologies

Mode

Online
Blended
Onsite



Environments

Country
City
Family

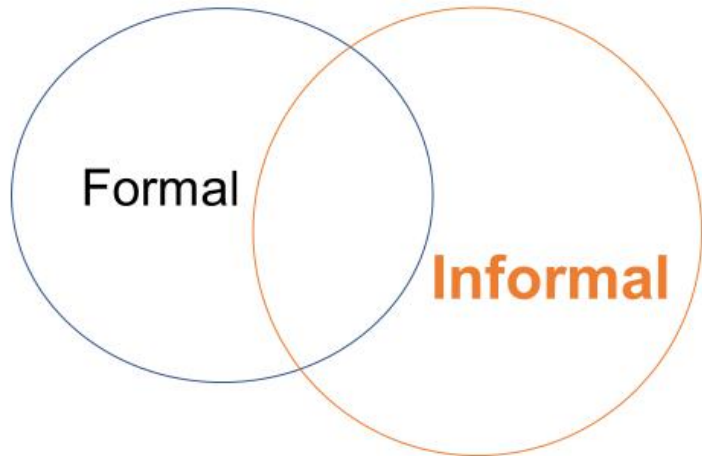
Language

English, Chinese

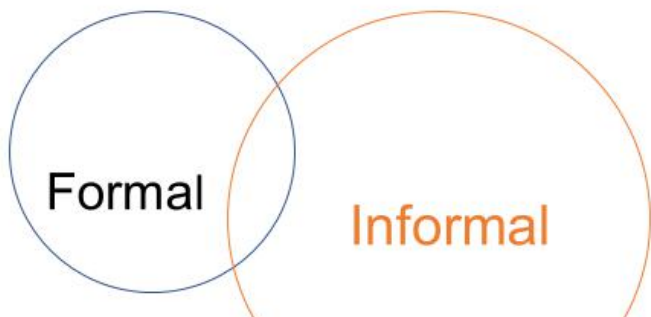
Learner

Children vs adult

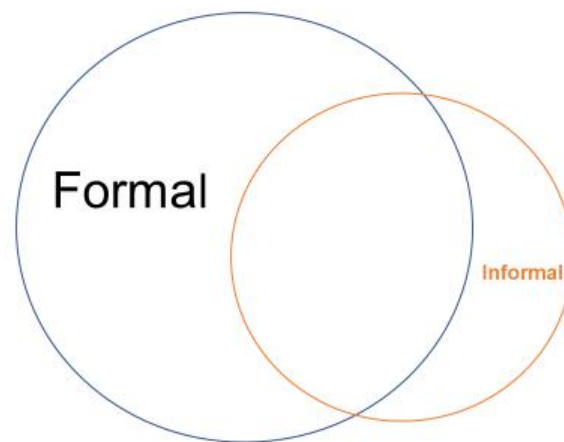
Heritage vs. non-heritage



- Non-heritage
- Motivated
- Adult students
- Learning
- English
- In China



- Young heritage students
- Learning **Chinese** in the United States



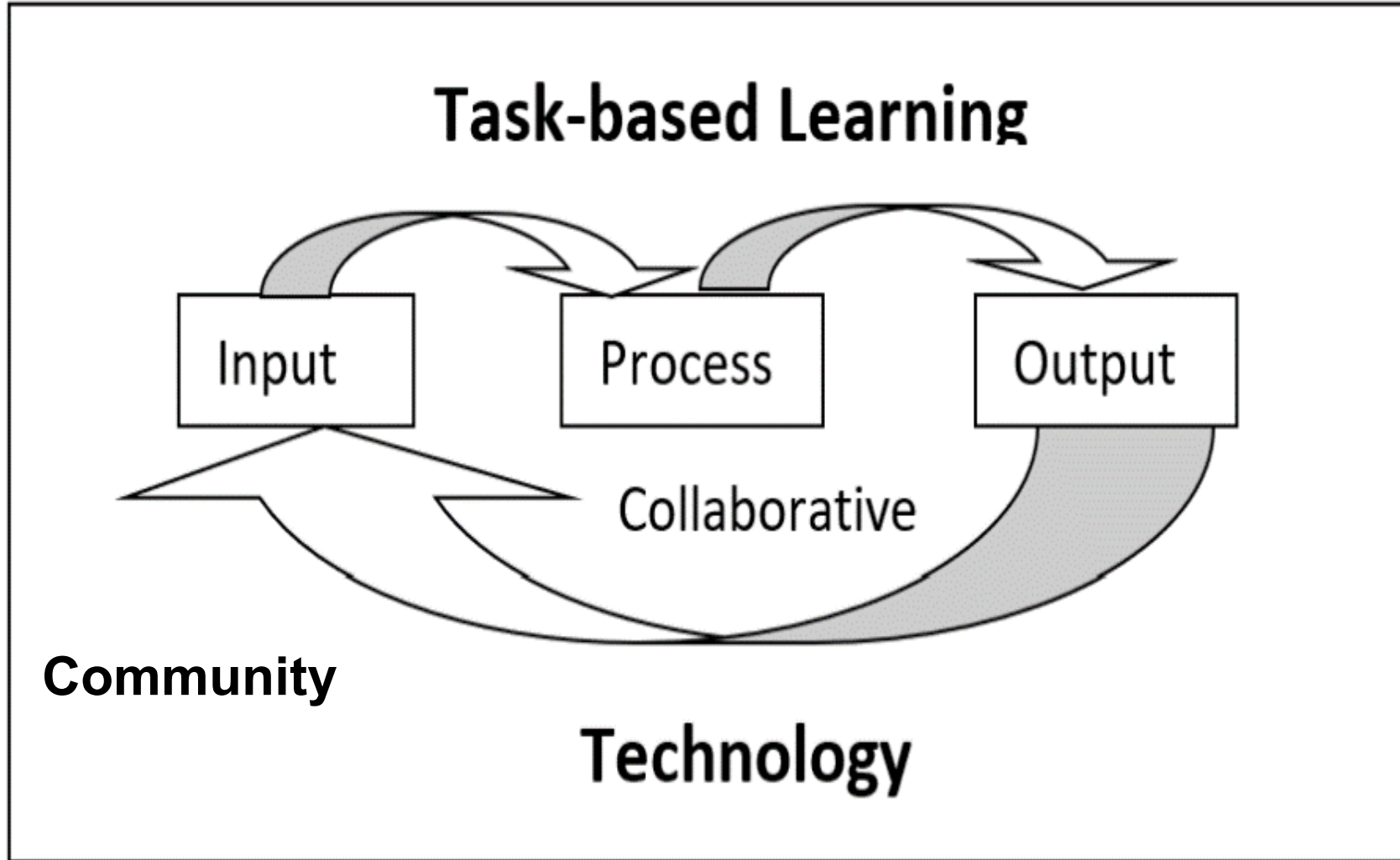
- Non-heritage students
- Learning **Chinese** as a **foreign language**
- in the **United States**



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A Practical Framework for Teaching Chinese as a Foreign Language with Technologies

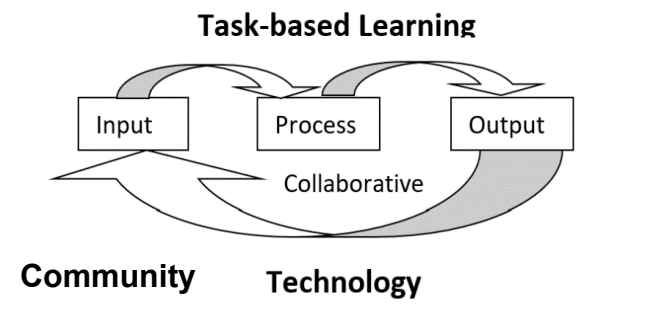
Liu, S. (2014, May). *Content-based Instruction with Technology in a Mixed Level Chinese Language Class*. Presentation given at the inaugural conference of Chinese Language Teachers Association of Western Pennsylvania, Carnegie Mellon University, Pittsburgh, PA.



Liu, S. (2019, Nov.) *Teaching Chinese in the Digital Age: Some Tools and Strategies for Beginning and Intermediate Level Courses*. The Fifth Online Chinese Teaching Forum & Workshop (OCTFW). Michigan State University. November 8-9, 2019

A Practical Framework for Teaching Chinese as a Foreign Language with Technologies

Input



Songs



Vocabulary
Hanzi
Conversation /
Comprehension
Culture



Authentic

<https://www.youtube.com/watch?v=GjBqKkHNrrA>



<https://www.youtube.com/watch?v=P4hxRyTuXUs>

201401013 中国好歌曲 《她妈妈不喜欢我》王矜霖

Comprehensible

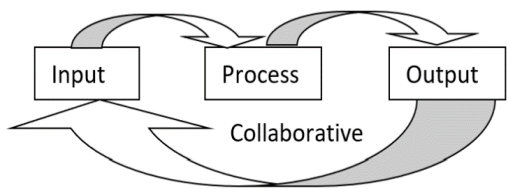
Comprehensive

Authentic

Open resources

A Practical Framework for Teaching Chinese as a Foreign Language with Technologies

Task-based Learning



Input

- Comprehensible
- Comprehensive
- Authentic
- Open resources

江南
jīng nán
South of the river
bān yuán fú
Music: Jiangsu of the Dynasty
QIN HU 279AD

江南可采莲，
liáng nán kě cǎi lián.
江南可采莲，
South of the river is a good place to pick lotus.
莲叶何田田，
lián yè hé tián tián.
莲叶何田田，
Look at the lotus leaves, how rich are the plants.
鱼戏莲叶间，
yú xì lián yè jiān.
鱼戏莲叶间，
Amongst the lotus leaves, in the waters, the fish play.
鱼戏莲叶东，
yú xì lián yè dōng.
鱼戏莲叶东，
East and west,
鱼戏莲叶西，
yú xì lián yè xī.
鱼戏莲叶西，
Between the lotus leaves they dart and play!
鱼戏莲叶南，
yú xì lián yè nán.
鱼戏莲叶南，
鱼戏莲叶北，
yú xì lián yè běi.
鱼戏莲叶北，

鱼戏莲叶南 鱼戏莲叶北

大家好

《江南》汉乐府
鱼戏莲叶西

我叫贾子叶

梦之蓝

Pronunciation
Culture
Vocabulary
Hanzi
Conversation /
Comprehension

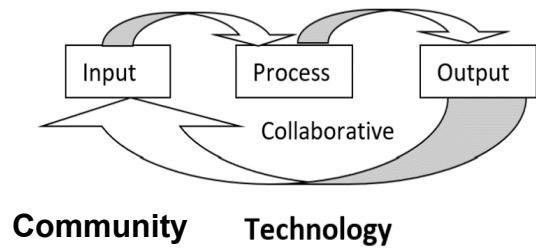
今年十一岁

[经典咏流传]天籁童声唱响《鱼戏莲叶间》
重现江南的意境之美 | CCTV

<https://www.youtube.com/watch?v=2gBUf55FmS8>

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Task-based Learning



Input

Comprehensible

Comprehensive

Authentic

Open resources



<https://www.youtube.com/watch?v=NgzUCeQQDylg>



Learn Chinese: Please give me + drinks! HowDollLearnChinese.com

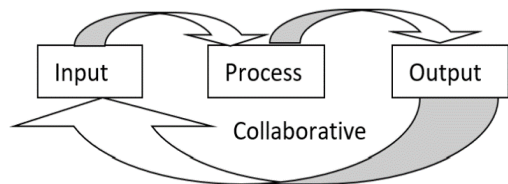


<https://www.youtube.com/watch?v=2XTBwvi0h2E>

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Input

Task-based Learning



<https://www.youtube.com/watch?v=GVDLDssVLbg>



Vocabulary
Hanzi
Conversation /
Comprehension
Culture

<https://www.youtube.com/watch?v=vwbqVCdRWsI>



Head and Shoulders (头和肩膀) | Sing-Alongs | Chinese song | By Little Fox
<https://www.youtube.com/watch?v=g3D0Bd0Fwxo>



<https://www.youtube.com/watch?v=WXENHoYsdEA>

Vocabulary
Hanzi
Conversation /
Comprehension
Grammar
Culture



<https://www.youtube.com/watch?v=8gtiuoi1rAU>



<https://www.youtube.com/watch?v=5PeH9ispcEA>

Comprehensible

Comprehensive

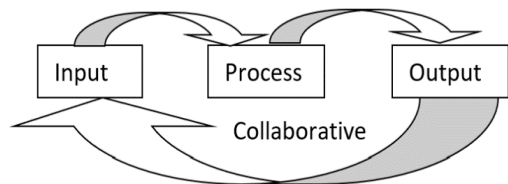
Authentic

Open resources

A Practical Framework for Teaching Chinese as a Foreign Language with Technologies

Input

Task-based Learning



Community Technology

Content

Tools

Practice Weather Topics with Siri

跟Siri 练习 天气

- 你好，你叫什么名字？
度 dù degree
华氏 huá shì: F
- 明天天气怎么样？
摄氏 shè shì: C
- 明天会下雨吗？ Or 明天会不会下雨？
零上 líng shàng
- 明天会下雪吗？ Or 明天会不会下雪？
零下 líng xià
- 明天冷不冷？ Or 明天冷吗？
72 °F > 72 (华氏) 度
- 明天热不热？ Or 明天热吗？
22 °C > 22 (摄氏) 度
- 明天热不热？ Or 明天热吗？
-3 °C > 零下3 (摄氏) 度

Take notes on what Siri responses

Practice Weather Topics with Siri

跟Siri 练习 天气

- 明天多少度？， 明天几度？
• 最高 (温) 度
- 今天天气怎么样？
• 最低 (温) 度
- 今天晚上下雨吗？ Or 今天晚上会不会下雨？
Will it rain tonight?

Other questions you want to ask about today's weather....

Take notes on what Siri responses



Practice Weather Topics with Siri

跟Siri 练习 天气

- 北京 (Beijing) 在哪儿？ Where is Beijing?
- 北京的天气怎么样？ How is Beijing's weather?
- Other questions you want to ask about today's weather....

Take notes on what Siri responses

Other Questions for Siri

现在几点？

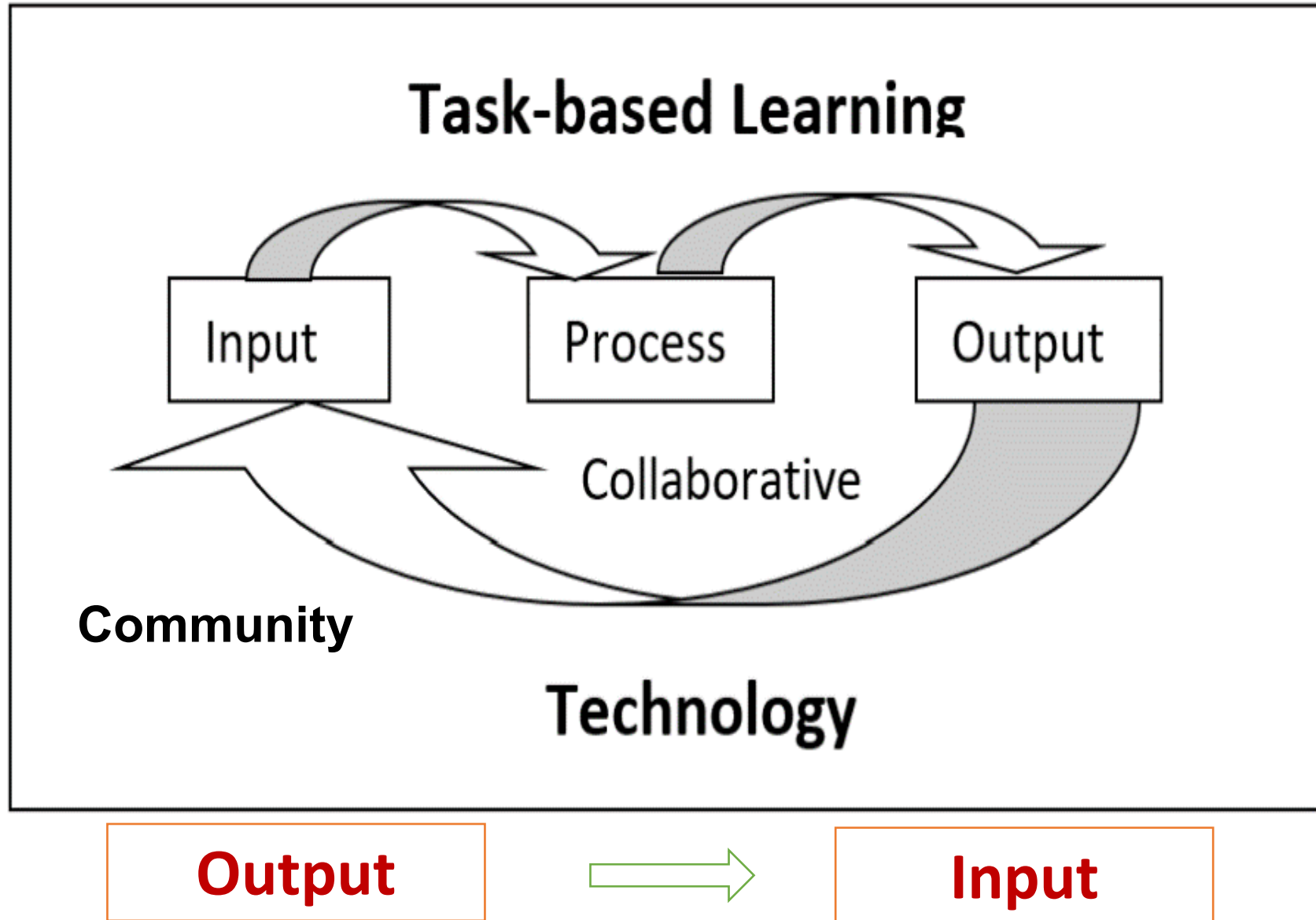
你叫什么名字？

对不起，我没听懂。
抱歉，我没听清楚。
我不太明白你刚刚说了什么。

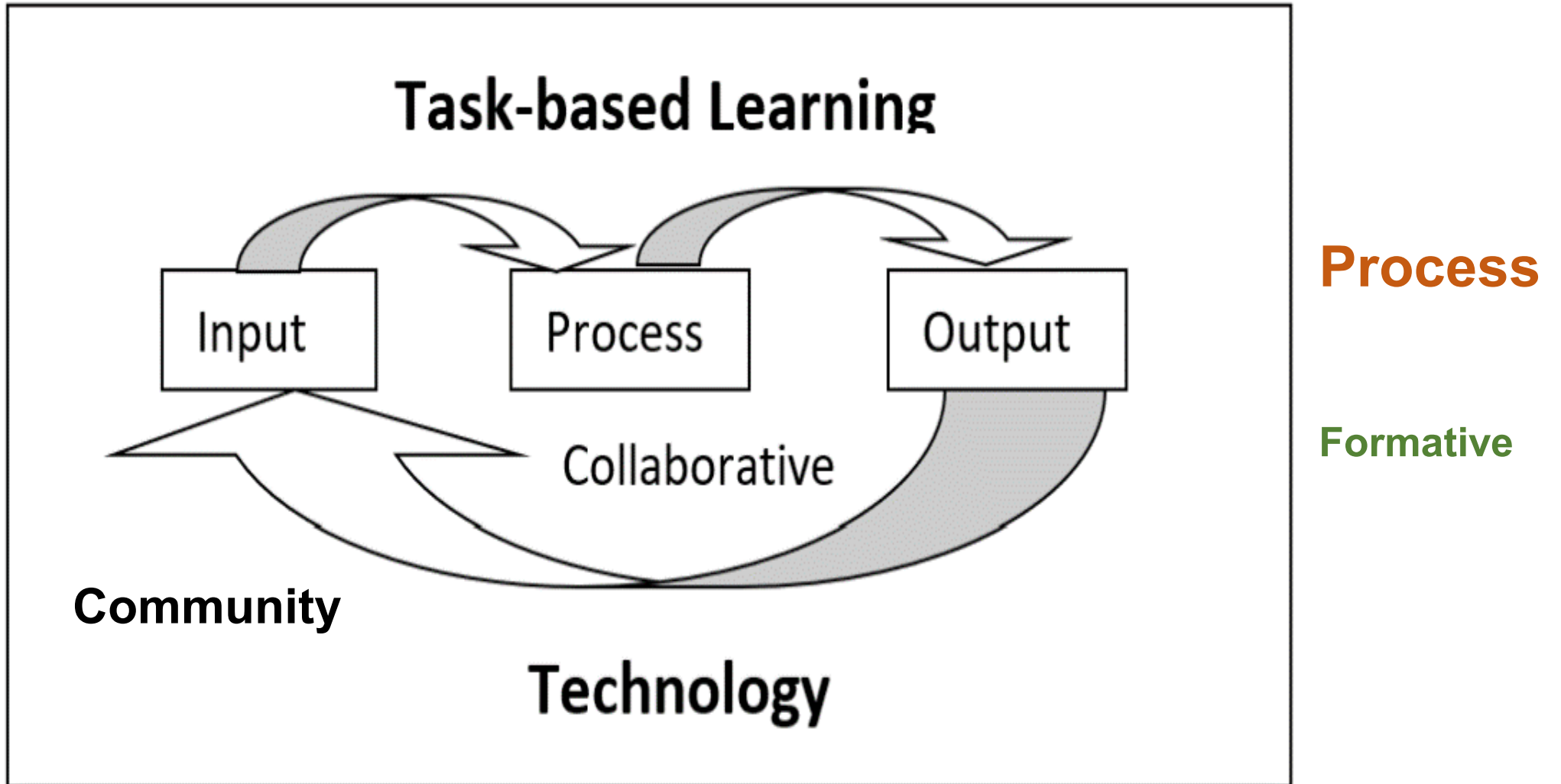
我的名字？就叫Siri。



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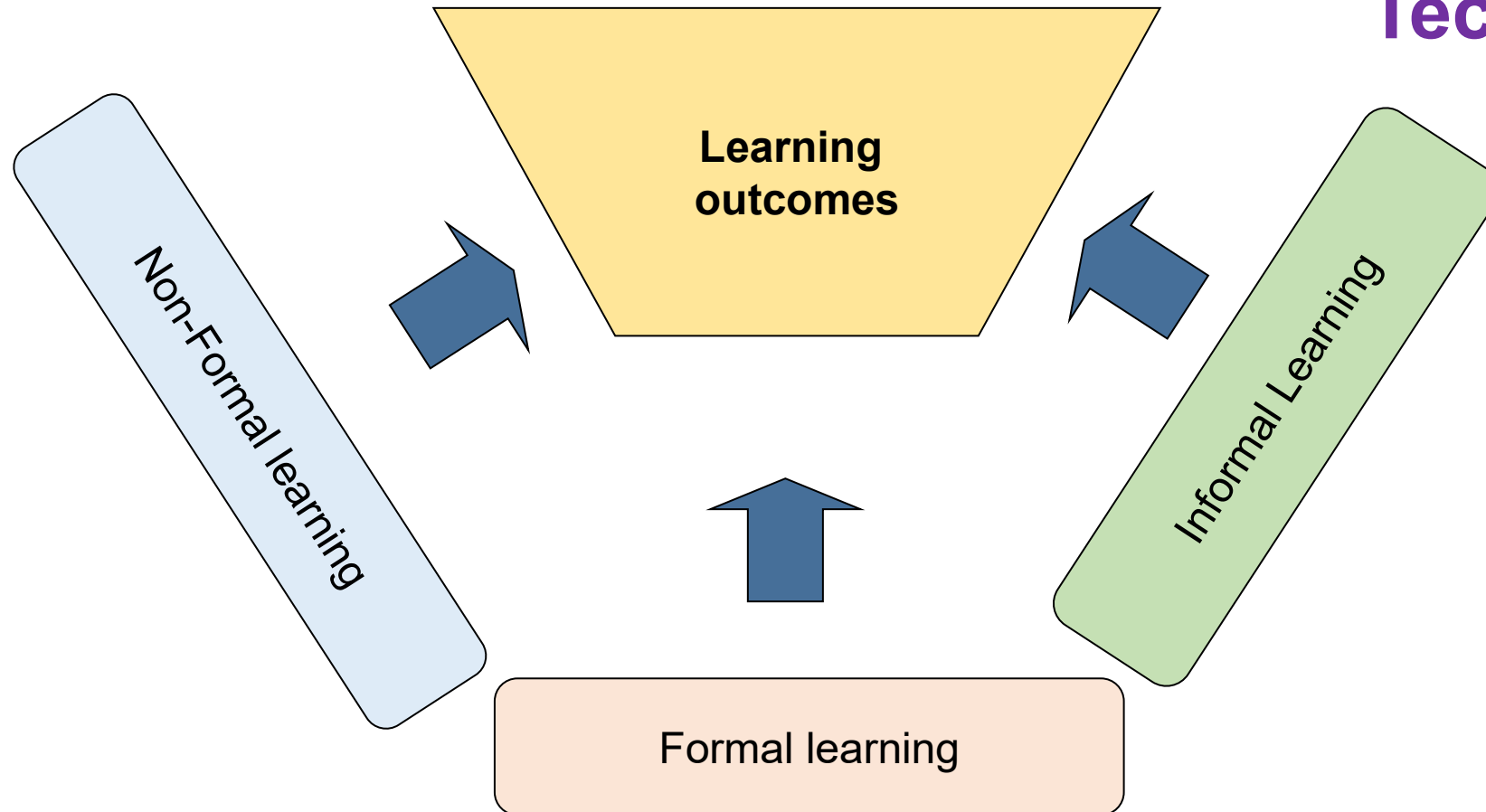
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Integration of **Formal**, **Informal**, and **Non-formal** Language Learning

In 2020s

with
Technologies



HOW

Education is not
preparation for life;
education is life itself.

—John Dewey



Motivate students to
be **life-long learners**

Help students to be
autonomous
self-directed
learners



Role of an instructor

Mentor



Coach



Cheerleader

Conductor



Broker of learning sources



Cite the presentation as

S. Liu (2022, January 10). Integration of Formal, Informal, and Non-formal Language Learning in 2020s with Technologies. Invited presentation at the Allegheny College, Meadville, PA.

Note: Due to some constraints, some slides are taken out from the original file used in the presentation given on January 10, 2022, For more information or other inquiries, please contact **Dr. Shijuan Liu at sliu@iup.edu**.