

TCSOL Final Project

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Designing TBLT Materials

Topic: Going through Airport Customs

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Section 1

Introduction

The theme of the 2017 TCSOL Practicum Final project was to design and develop task based teaching materials based around themes that the class as a whole had decided were the most critical themes for students to learn about in preparation for visiting or studying in China for the first time. As the members of group one we were assigned to create materials to support the overall theme of Going Through Customs at the Chinese Airport. While we all agreed that this theme is important for those going to China for their first time and is a situation that sows fear in even the most seasoned of travelers, we were concerned about the best way to incorporate speaking tasks into our design, because if all goes smoothly in the customs line there is generally little communication necessary in those situations. According to our survey customs officials ask on average about five questions. After reviewing our survey information we decided that since our unit was designed for intermediate students, we needed to develop a greater level of complexity in our task design in order to generate more opportunities for student interaction.

In order to successfully design our task based materials we started by making sure that the tasks we designed integrated the four main elements of language learning which include: reading, writing, listening and speaking. After making this decision we turned to our APA and Practicum class slides as well as the book *Doing Task-based Teaching* by Dave and Jane Willis to determine which techniques of second language acquisition (SLA) we felt best suited the needs of our students and our whole task design process. In the end our group drew upon the techniques of scaffolding, authenticity, recycling materials through various tasks, making our tasks as student centered as possible, using the theories of pedagogical versus interactional tasks to guide us while designing our tasks and typographical enhancement to draw students' attention to specific forms that we wanted them to notice when reading and working with the texts we provided them with.

Finally, the most widely used methodology in our task design process is Robinson's 2003 Complexity Model. By using this model we were able to gain a greater knowledge of Robinson's differentiation between task difficulty and task complexity when designing, grading and sequencing our tasks. Additionally we were able to manipulate the scales present in the model to create a greater diversity in the amount of linguistically difficult and linguistically complex elements that the students would be exposed to and required to use in order to complete each task. Keeping the model's factors in mind helped us to ensure that our materials would be considered comprehensible input and follow Krashen's I+1 theory in order to assure that our materials would not fall into the comprehended input category.

Section 2

Project Overview

Topic: Going Through Chinese Airport Customs

Target Students: Intermediate level young adult college learners from various L1 backgrounds

Class Size: 12 students

Class Time: Designed for 90-minute lessons with emphasis on scaffolding, task expansion and recycling of materials throughout the week.

Setting: American college Chinese language class (Foreign Language Acquisition setting)

Conditions: Students will work individually, in groups or in pairs in either a convergent or divergent manner to achieve the completion of various tasks all at the discretion of the instructor

Procedures: Individual/Group work and completion of homework

Goals of the Project:

1. Utilize SLA methodologies that we have been exposed to in APA and Practicum courses to create an authentic language acquisition environment for the students through the task- based materials we have designed.
2. Use the SLA theories of scaffolding and recycling materials to provide an engaging environment for the students, building on the skills they already have, providing them with new language skills and combating some of the effects of the “ out of sight out of mind” aspects of SLA
3. Students acquire the communicative skills necessary to confidently engage in a variety of possible scenarios regarding the topic of Going through Customs.

4. Materials:

1. Video clips (YouTube)
2. Typographically enhanced transcript of video
3. Recording devices to record and playback students' responses
4. Printouts of customs forms and airport signs
5. Power Point, Pens and Paper

Section 3

Grading and Sequencing Overview

Task 1: +Few Elements -Reasoning +Here and Now +Planning Prior +Knowledge +Single Task Complexity: 1 Low Performative and Low Developmental	Task 2 Few Elements - Reasoning + Here and Now +Planning +Prior Knowledge -Single Task Complexity: 2 High Performative and Low Developmental	Task 3 +Few Elements -Reasoning +Here and Now -Planning +Prior Knowledge +Single Task Complexity:2 High Performative and Low Developmental	Task 4 -Few Elements -Reasoning -Here and Now +Planning +Prior Knowledge +Single Task Complexity:3 Low Performative and High Developmental	Task 5 -Few Elements -Reasoning + Here and Now +Planning +Prior Knowledge +Single Task Complexity:2 High Performative and Low Developmental	Task 6 +Few Elements -Reasoning +Here and Now -Planning +Prior Knowledge +Single Task Complexity:2 High Performative and Low Developmental	Task 7 -Few Elements - Reasoning +Here and Now +Planning +Prior Knowledge -Single Task Complexity:3 Low Performative and High Developmental
Task 8 -Few Elements -Reasoning + Here and Now -Planning +Prior Knowledge +Single Task Complexity:3 Low Performative and High Developmental	Task 9 -Few Elements -Reasoning +Here and Now -Planning +Prior Knowledge +Single Task Complexity:3 Low Performative and High Developmental	Task 10 +Few Elements -Reasoning +Here and Now -Planning +Prior Knowledge +Single Task Complexity: 2 High Performative and Low Developmental	Task 11 -Few Elements +Reasoning +Here and Now -Planning +Prior Knowledge +Single Task Complexity :2 High Performative and High Developmental	Task 12 -Few Elements -Reasoning -Here and Now -Planning -Prior Knowledge -Single Task Complexity:4 High Performative and High Developmental	Task 13 -Few Elements -Reasoning +Here and Now -Planning +Prior Knowledge +Single Task Complexity:3 Low Performative and High Developmental	

Section 4

Unit Design

1. Lesson 1

- Task 1 Reading Transcript
- Task 2 Listing/Matching
- Task 3 Multiple Choice

2. Lesson 2

- Task 4 Listing
- Task 5 Writing

3. Lesson 3

- Task 6 Sequencing
- Task 7 Storytelling

4. Lesson 4

- Task 8 Writing and Recording
- Task 9 Recording and Listening
- Task 10 Form Focused

5. Lesson 5

- Task 11 Discussion
- Task 12 Role Play
- Task 13 Group Interaction

Section 5

Task Sequencing

LESSON 1

Teaching Materials: Power Point slides, reading material

I. Pre-task Priming (In Class)

1. Students are to watch a 3-1/2 minute video “*Guide to Arrival Procedures of China Immigration Inspection*” in class.
2. Students will be given the transcript of the video they have watched in class.

I. Priming in class

1. Teacher-led discussions about students’ personal experiences of going through customs by asking some of the questions below:
 - a. Teacher shares her personal stories about going through customs in China.
 - b. Ask students to share their personal experiences by asking the following questions.
 - What countries have students been?
 - What’s the purpose of visiting these countries?
 - Pleasure
 - Business
 - Study / school
 - What kinds of documents are required to enter these countries?
 - Passport
 - Visa

TASK 1: Listing / Matching (in pairs)

1. A selected section of the video will be shown again to further impress learners’ visual familiarity of airport signage and important documents required for going through customs.

2. Learners are asked to work in pairs to list useful words, phrases, signage, and documents from the video and to participate in a matching game.

Teacher assistance during task 1:

- Teacher will walk around the room, observe how learners work in pairs and provide assistance as needed.

TASK 2: Reading Transcript

1. Show video in sections and read transcript at the same time.
2. Highlight vocabulary and expressions both in the video and in real life.
3. Discuss in groups how and where these vocabulary and expressions are likely used at the airport.
4. Learners are asked to brainstorm and list questions from a government official and possible responses from the traveler(s).

Teacher assistance during task 2:

- Teacher will provide expressions to learners when necessary during discussion.
- Teacher will assist learners to find the right words, prompt questions, etc.

TASK 3: Multiple Choices (individual)

1. A selected section of the video will be shown again.
2. A teacher-led discussion in class will take place and the focus will be on the protocols of going through customs either shown in the video or from personal experience.
3. Learners are asked to work, individually, in the class on a list of multiple choice questions.

This task is to assess learners' level of comprehension on the transcript and content of the video.

- Teacher assistance during task 3: Teacher will walk around the room, observe how learners work in pairs and provide assistance as needed.

Expected Outcome:

Reading comprehension is a process where learners interpret words for their meaning.

After exposing learners to authentic visual input commonly used at the airport in China and providing conditions under which learners can process input for meaning and eventually lead to acquisition, learners are expected to produce output to engage in real life conversation when going through customs

Lesson 2

Teaching Materials: Printed customs forms, paper and pens

I. Pre-task Priming

1. Priming

- a). Review the topic with the learners.
 - b). Review vocabulary related to the topic that can be useful during discussion/debate.
2. Teacher-led discussions about the procedures for passing the custom and things travelers need to pay attention to.

Task 4: Listing

1. First divide students in to pairs. Each pair is to come up with a list of the procedures as well as the information that they all be asked on customs forms.
2. Students compare lists and then with the teacher compile a master list.
3. Practice filling out the necessary customs provided by the teacher.

Task 5: Writing

1. Scenario: Students' friends are going to visit China, but their friends don't know how to go through customs. Students will give their friends instructions about how to pass through customs. These instructions can include but not limited to: documents, things they need to pay attention to.
2. Each team can use different ways to provide these instructions, such as letters, lists and other forms of contextual support.
3. Teachers will provide an example of what the finished product could look like.
4. One final product will be submitted by each team.

Expected Outcome:

The students are expected to use the vocabulary already learned in the priming session and the teacher-led discussion.

By working in pairs, the students are expected to engage in a meaning-based conversation with their partner. Each student will be able to properly fill out the customs forms and provide detailed information about going through Chinese customs

Lesson 3

Teaching Materials: Pictures of going through the custom in China

I. Pre-task Priming

1. Show picture slide and invite students to brainstorm vocabulary.
2. Teacher-led discussion about most commonly asked questions when going through customs.

Examples:

- What is your final destination?
- How long will you be staying?
- What is the purpose of your visit?
- Where will you be staying?
- How much cash are you carrying?

Task 6: Sequencing

Each student has to sequence the pictures in order and gives a brief oral description of each picture; teacher gives feedback during the task.

Task 7: Storytelling-Incidents while going through customs

1. Students work in pairs to make up a story according to the pictures; teacher provides suggested guidelines:

- What happened when the young man went through the custom?
- What is the name of the young man? Is he a student, a traveler or...?
- What is his purpose of his traveling?
- Did he go through the right lane?
- Was he able to enter China?

Students will be encouraged to use their imagination to make up a story beyond the guidelines and the teacher walks around to give assistance and to prevent the overuse of the L1.

2. One student from each group reports the story in the class; teacher gives feedback.

Post-task: Homework

After receiving feedback, students refine and record their story and play it in the next class.

Expected Outcome:

Students should have plenty of opportunities to produce the target language during the tasks. The reporting stage will push the students to speak for accuracy and fluency

Lesson 4

Teaching Material: Video Clip, Pens, Paper and Recording Devices

I. Pre-task Priming

1. Remind students to bring recording devices to class.

II. Priming in class

1. Have students remind the class of what countries they are from.
2. Teacher asks students to give examples of questions Customs Agents may ask them.
3. Highlight vocabulary to ensure students' comprehension.

TASK 8: Writing and Recording (in class, in pairs)

1. Students work with their partner to create a list of ten questions that they agree a Customs Agent will ask.
2. Students will then use their recording devices to record their list of questions.
3. Students will then switch with another group and listen to that groups' recording and note the similarities and differences in their lists.

TASK 9: Recording and Listening (in pairs)

1. Students record themselves describing airport customs procedures in their home country.

2. Students switch their recordings with another group and listen to that group's recording and the students should take notes and discuss the similarities and differences

TASK 10: Listening and Speaking (groups)

1. Teacher led discussion about what is proper/improper/illegal to do or to bring through customs

Examples: 禁止携带, 严禁, 不许, 不准, 不可, 不得, ...是不允许的

2. Students watch and listen a short video clip about what not to wear and how not to act at airport customs.

3. Students are then put in small groups and discuss their own experiences about getting caught with something they were not supposed to bring into the country.

Expected Outcome:

Practice and improve Chinese language listening capabilities and utilize a wide range of different spoken language forms and registers such as informal and formal methods of address.

Lesson 5

Teaching Material: Power Point slides,
Video (哪三种人最容易被带进机场小黑屋, 3'25")

I. Priming

Brainstorm

1. 过海关的时候, 他们会问什么问题?
2. 哪些特殊情况有可能会发生?
 1. 入境时
 2. 检查行李时
3. Brainstorm 你在特殊情况下所需要的生词。
Teacher-led 补充所需词汇: 恐怖分子、重名.....

II. Tasks

Task 11:

1. First play the video for the class and then ask them if they have had or have heard of similar experiences

2. Divide the students into 3 groups. Each group gives one unique situation of going through customs. In the end, the whole class votes on the most unique one.

Task 12: Role Play (角色扮演)

1. Priming: Show the pictures. Encourage the students to share their ideas.

Ask: 如果你遇到下面的情况, 你认为海关人员会问什么问题? 你会怎么做?

- 1 很不巧地, 你的名字和一个恐怖分子重名。
- 2 入境卡填写错误。
- 3 检查行李时, 查出你带了一个芒果。
4. 你带了两部新的苹果手机。

2. Divide the students into 4 groups and let them choose a topic they like.

Requirements: 说明情况; 解释问题; 给出解决方案。

Teacher will walk around the room, observe how students work in groups and provide assistance as needed.

Group 1: 很不巧地, 你的名字和一个恐怖分子重名。

Group 2: 入境卡填写错误。(something missed)

Group 3: 检查行李时, 查出你带了一个芒果。

Group 4: 你带了两部新的苹果手机。

Task 13: Group interaction:

While watching the other groups perform, all groups must take notes and decide on the final ranking using the form below.

小组	最佳表演小组	理由
一组		
二组		
三组		
四组		

Expected Outcome:

Students are expected to use the vocabulary, phrases and expressions when working on the tasks in class group work. Ultimately, the goal is to be able to solve problems that may happen in real situation when going through customs in China or any Mandarin speaking countries.

Section 6

Appendix

Lesson 1 Materials

Link to video: <https://www.youtube.com/watch?v=sN8FIHBLkA0>

中国边境入进指南 Guide to Arrival Procedures of China Immigration Inspection

旅客朋友您好
Dear passengers

中国边检竭诚为您服务
China Immigration Inspection is at your service

为了方便您顺利通过入境边防检查，请关注本入进指南
The following video will introduce to you, the procedures for arrival inspection

如果您是**中国内地居民**
Mainland Chinese residents

持有**中国护照**
must travel with a valid Chinese passport

港澳台往来通行证
an Exit-Entry Permit for traveling to Hong Kong

Macau or Taiwan
中华人民共和国旅行许可等有效证件
a Chinese Travel Permit

如果您是中国港澳居民
Residents of Hong Kong or Macau

须持有效港澳居民来往内地通行证

must have a valid Home Visit Re-entry Permit

如果您是中国台湾居民
Residents of Taiwan

须持台湾居民来往大陆通行证和有效证件
must have a valid Exit-Entry Permit

如果您是**外籍旅客**
If you are foreign travelers

须持**有效的护照**
must travel with a valid passport

和填妥的**外国人入境卡**
and a completed arrival card

如果您持有有效的**外国人永久居留卡**
Foreigners holding Permanent Residence Cards

或**团体証**
or group visas

不需填写外国人入境卡
are not required to fill in the arrival card

填写外国人入境卡时
Please provide all the information

请您准确填写姓名、国籍、护照号码及性别
including your name, nationality, passport number, gender

出生日期等相关信息，并签名
date of birth, etc., and please sign

入境检查设立有不同类别的通道
there are different types of lane for arrival inspection

请您选择相应的通道通行

please choose the appropriate lane

中国内地居民及港澳台居民

If you are Mainland Chinese residents

请选择中国公民通道或港澳台居民通道

please choose the “Chinese Citizens Lane” or “Hong Kong Macau & Taiwan Residents Lane”

如果您是须扶助人员

If you are a traveler in need of assistance

或持 APEC 商务旅行卡的客人

or diplomat or APEC Business Travel Card holder

您可以选择特别通道通行

please choose the “Special Lane”

旅游团旅客可选择团体人通道

group visits please choose the “Group Lane”

如果设有自助通道

If the facilities are available

已在边检机关备案自助查验信息的旅客

Passengers who have registered for the self-help clearance service with the China Immigration Inspection

可选择自助通道

may use e-channels

请您在边检验证台前黄线外排队候检

Please keep stay behind the yellow line while waiting for inspection

并保持安静

and please keep quiet

如果您是旅游团成员

if you are group tour visitor

请提前按团表排队侯检

please queue according to the order stated on your group member list

边检现场请不要拍照 摄像

please do not use cameras video cameras

办理边检手续时

During the inspection

请您摘下帽子 口罩 墨镜等

please take off your hat mask sunglasses

并请不要接打电话

and please do not use mobile phones

如边检人员需要对您的证件做进一步核对

if further inspection of your documents is required

请您配合稍作等候

please wait with patience

希望您通过上的服务价器

through the rating device located on the inspection bench

对我们的服务进行评价

you are cordially invited to evaluate our service

或通过口岸设置的边检意见箱 留下宝贵意见

you may also leave your comments in the Suggestion Box

以便我们改进工作

your feedback would be highly valuable for the continuous improvement of our services

如果您对入境手续尚有其他疑问

if you have any questions about the procedures

或需要我们提供其他帮助

or require any assistance

请联系海关工作人员
please contact our inspection officers

我将竭诚为您服务
We will kindly serve you

感谢您对我们工作的支持
Thank you very much for your support

中国海關



中国边检



免签证专用通道

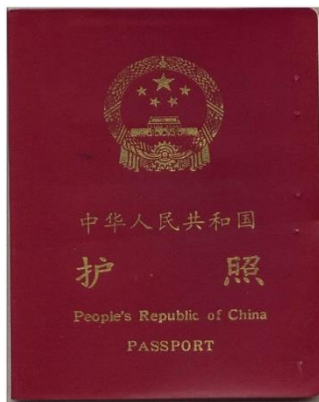
中国公民通道



外幣找換



中国护照



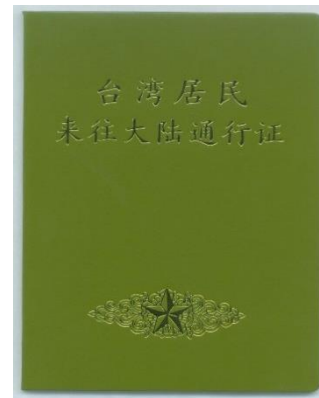
港澳居民来往内地通行证



外国人入境卡



台湾居民来往大陆通行证



中国签证



外国人入境卡
ARRIVAL CARD

请交给边防检查员查验
For Immigration clearance

姓 Family name: _____ 名 Given names: _____
 国籍 Nationality: _____ 护照号码 Passport No.: _____

在华住址 Residential Address in China: _____ 男 Male 女 Female

出生日期 Date of birth: 年 Year _____ 月 Month _____ 日 Day _____

签证号码 Visa No.: _____ 入境事由(只能填写一项) Purpose of visit (one only):
 会议/商务 Conference/Business 访问 Visit 观光/休闲 Sightseeing in leisure
 探亲访友 Visiting friends or relatives 就业 Employment 学习 Study
 航班号/船名/车次 Flight No./Ship's name/Train No.: _____ 返回常住地 Return home 定居 Settle down 其他 others

签证签发地 Place of Visa issuance: _____

以上申明真实准确。
I hereby declare that the statement given above is true and accurate.

签名 Signature: _____

Lesson 2 Materials

中华人民共和国海关
进出境旅客行李物品申报单

请仔细阅读申报单背面的填单须知后填报

姓 _____ 名 _____ 男 女

出生日期 _____ 年 _____ 月 _____ 日 国籍(地区) _____

护照(进出境证件)号码 _____

进境旅客填写	出境旅客填写			
来自何地 _____	前往何地 _____			
进境航班号/车次/船名 _____	出境航班号/车次/船名 _____			
进境日期: _____ 年 _____ 月 _____ 日	出境日期: _____ 年 _____ 月 _____ 日			
携带有下列物品请在“ <input type="checkbox"/> ”划 <input checked="" type="checkbox"/>	携带有下列物品请在“ <input type="checkbox"/> ”划 <input checked="" type="checkbox"/>			
<input type="checkbox"/> 1. 动植物及其产品、微生物、生物制品、人体组织、血液及其制品 <input type="checkbox"/> 2. 居民旅客在境外获取总值超过人民币5,000元的物品 <input type="checkbox"/> 3. 非居民旅客拟留在境内总值超过人民币2,000元的物品 <input type="checkbox"/> 4. 超过1,500毫升的酒精饮料(酒精含量12%以上),或超过400支香烟,或超过100支雪茄,或超过500克烟丝 <input type="checkbox"/> 5. 超过20,000元人民币现钞,或超过折合美元5,000元外币现钞 <input type="checkbox"/> 6. 分离运输行李、货物、货样、广告品 <input type="checkbox"/> 7. 其它需要向海关申报的物品	<input type="checkbox"/> 1. 文物、濒危动植物及其制品、生物物种资源、金银等贵金属 <input type="checkbox"/> 2. 居民旅客携带需复带进境的单价超过人民币5,000元的照相机、摄像机、手提电脑等旅行自用物品 <input type="checkbox"/> 3. 超过20,000元人民币现钞,或超过折合美元5,000元外币现钞 <input type="checkbox"/> 4. 货物、货样、广告品 <input type="checkbox"/> 5. 其它需要向海关申报的物品			
携带有上述物品的,请详细填写如下清单				
品名/币种	型号	数量	金额	海关批注
我已经阅读本申报单背面所列事项,并保证所有申报属实。				
旅客签名: _____				

外国人入境卡
ARRIVAL CARD

请交边防检查官员查验
For Immigration clearance

姓 Family name 国籍 Nationality 在华住址 Intended Address in China 出生日期 Date of birth 签证号码 Visa No. 签证签发地 Place of Visa issuance 航班号/船名/车次 Flight No./Ship's name/Train No.	名 Given names 护照号码 Passport No. 男 <input type="checkbox"/> 女 <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> 年Year 月Month 日Day 入境事由(只能填写一项) Purpose of visit (one only) 会议/商务 <input type="checkbox"/> 访问 <input type="checkbox"/> 观光/休闲 <input type="checkbox"/> Conference/Business Visit Sightseeing/ 探亲访友 <input type="checkbox"/> 就业 <input type="checkbox"/> 学习 <input type="checkbox"/> Visiting friends or relatives Employment Study 返回常住地 <input type="checkbox"/> 定居 <input type="checkbox"/> 其他 <input type="checkbox"/> Return home Settle down others 以上申明真实准确。 I hereby declare that the statement given above is true and accurate. 签名 Signature
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Lesson 3 Materials

