

Original Paper

The Practice of Language Teaching and Dynamic Assessment Based on the Theme of “Asking for Directions”

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Abstract

Based on the common life situation of “asking for directions”, this paper explores the combination and application of various teaching methods and dynamic assessment in Chinese as a Foreign Language teaching. Through the application of PPP, TPR, task-based teaching and other methods, as well as the combination of formative assessment and classroom feedback, the language comprehension and communicative ability of students in the topic of asking for directions have been improved. It has been found that the organic combination of teaching methods.

Assessment tools can help improve students' language comprehension and communication abilities and increase the interaction and practicality of the classroom (Zhang, 2003).

1. Introduction

With the background of globalisation, China's influence in the world is gradually expanding. The number of Chinese language learners around the world is also rising in the international arena. The selection of teaching methods and the organisation of tests are problems that reduce the effect of teaching. LAD Theory, Connectionism, Interaction, TPR (Total Physical Response) and others all have different focuses.

Body Response, Skills Theory, PPP Model, Task-based Teaching and Behaviourism Theory. These ways are for all kinds of goals in teaching and all students.

There are various types, and a reasonable combination of them can promote the teaching goals to a certain extent (Eshqobilova & Kholmatova, 2024).

At the same time, dynamic assessment will adjust the teaching plan based on what is observed during the teaching process, provide timely feedback, and have students assess each other.

Classroom teaching is too broad. Now assessment is no longer just about verification learning outcomes, but has become an important part of supporting the learning Done. In this paper, we will show the application of various pedagogies and assessment tools in real classrooms through the teaching practice of the theme of “Asking for directions” (Ren, 1994).

2. Teaching Theme and Content

The topic of this lesson is “Asking for Directions”, and it is closely related to the Daily Life Scenarios and their Practicality. For foreign learners, it is necessary to learn some of these expressions as they appear in actual life. The purpose of the teaching is to help students learn some general sentences, such as:

“Excuse me, how do I get to XX?” (“请问，去 XX 怎么走？”) “Go straight along XX road and turn left/right at the Xth intersection.” (“沿着 XX 路直走，在第 X 个十字路口左/右转。”) Such sentence patterns include the basic expression of asking for directions, the method of getting to the place, and the directions of turns.

Asking for directions, describing routes and location instructions, etc., are practical language tools that students should learn to master (Zhang, 2008).

In terms of language learning, the teaching design is based on the basic rule of “Comprehension-Practice-Application”. First of all, the students need to know and know some basic vocabulary and sentence patterns; then, by imitation repetition helps students learn correct pronunciation, intonation and other elements of speech well.

Grammatical Structures are taught, and finally, students are led to apply what they have learned in real or simulated life to achieve a natural shift from input to output. For example, when learning “walk straight along XX Road” (沿着 XX 路直走), the teacher will explain the meaning and application of “walk along” (沿着) and “walk” (走).

“Straight” (直走) was used to guide the students to practise speaking the whole sentence many times until they could say it fluently. The teacher will explain what it is and Use “walk along” and “walk straight” to guide the students to repeat the exercises and then be able to speak the complete sentences themselves.

In terms of the goal of skills, it is to improve students’ ability to apply skills and communicate. Task-based activities have been used to have students work in groups, construct a school or community environment, take on the role of “asker” and “guide”, and communicate with others through scenario and role-playing. Not only should the routes be clear, but polite ways to communicate with the elderly should also be considered.

Alter language and express oneself in different ways according to the various people. This kind of task training can help to improve students’ speaking ability and flexibility, and make them apply the language they have learned in actual life.

In terms of evaluation, there will be a process-oriented assessment and prompt feedback will be given in class. From the classroom observation, students Teacher self-assessment and peer assessment can inform us how students are learning, so we can address problems in teaching promptly. For example, At Teachers will observe whether the students’ movements and spoken words in the learning stage are correct, and in the practice stage, students will assess the quality of others’ performances.

expression; after the task is completed, students are asked to think briefly. Dynamic evaluation is used

to determine which students have poor grades, so can help teachers better organise the content and pace of teaching to improve the general effectiveness of teaching and learning.

3. Teaching Framework and Content

3.1 Teaching Focus and Theoretical Basis

The goal of the teaching is for students to learn a few basic expressions.

needed to be able to “ask for directions”, especially vocabulary, sentence structure and Location description. At the level of vocabulary, the key words are “turn left” (“左转”), “turn right” (“右转”), “along” (“沿着”), and so on; “near” (“附近”), “across” (“对面”), etc. The above are the first expressions for a path. For example, “along” means to be on a particular road and is often used with street names.

Frequently used sentences are “Excuse me, which way is XX from here?” (“Excuse me, how do I get to XX?”) and “Go straight along XX Road and turn left/right at the Xth intersection” (“Go straight on XX Road and turn left/right at the Xth intersection”). Students should understand the logical structure of these sentences and be able to flexibly replace place words and directional words in speaking.

The PPP teaching model is relatively simple in terms of structure for teaching this subject. In the in the learning stage, teachers can use pictures, videos, etc., to show real-life situations of asking for directions and help so that students can form an initial sense of language. For example, by watching the video of the conversation “How to get to the subway station”, students can better feel the expression (Ocampo Ramos 2019).

Next, we will move to the practice stage and design sentence substitution exercises and scene simulations. Teachers can draw a rough map and have students point to it.

Directions by role-playing. In this way, the students’ practical language skills will be strengthened.

Students need to finish the asking for directions task in the output stage.

separately. In a new place, they need to use the language they have learned to speak freely and express themselves properly in daily life, etc.

Information confirmation and route explanation. It is to check whether one can use the language and express oneself.

The TPR way of teaching has begun to be used for teaching. For example, in the teaching of “turn left” and “turn right”, the teacher can have correspondingly, the students will be able to move and imitate them. It is more vivid, so I can remember it better. In cooperation with Game Design, “walk on command” can spark students’ interest in learning and help them better grasp the language (Shi, 2018). TBL is about how people use language in daily life to complete tasks, and this method is also aimed at developing English proficiency. For instance, have the children “ask for directions to the school” or “find a store in the vicinity” as tasks.

Students can show the path on the map and talk to one another. Morales and others (2024) believe that in teaching, cooperation, feedback and the use of language strategies can help students adapt and

express themselves better.

3.2 Teaching Steps

The three stages of the teaching process are learning, practice and output. All these steps are different and will not work unless the others are present.

Teaching Closed Loop.

In the learning stage (approximately 15 minutes), the primary goal is to help students get started with. Know some important words and typical sentence structures. First, the teacher shows a video on how to ask for directions and has students pay attention to the details in that part of the talk. Then, the teacher had the students write down what they had heard about the road. It will teach listening and also help Students have formed an initial impression of the language in the scene. Next, the teacher will have students learn the new words by showing pictures and performing actions. For instance, when teaching the words “walk along” (“沿着...走”).

“Neighborhood” and so on; display a street map or landmark map with arrows. Therefore For example, when teaching the words “walk along” and “near”, the teacher can show a street map or a map of landmarks with arrows to have students observe and Learn the meaning of some words. At the same time, the teacher also shows Vocabulary with physical actions that students can perform by reading along and imitating them. With the aid of typical sentences and comparisons, students will learn to...

Master the rules of expression. For example, to help students learn the grammar of Chinese better, one can compare “in the park” with “in a park”. The theory of LAD can also be employed to lead students to carry over what they have learned. knowledge of English to Chinese, so as to reduce the difficulty of learning (Yang, 2004). The practice stage (about 20 minutes) is to improve language skills.

Teachers can prepare a map with landmarks and have students work in pairs to practise sentence substitution. Students have shown and answered questions about the map.

Content, such as “Where is the library?”, was asked by students. Then, the teacher walked around the classroom, listening to them speak.

Students talk and find problems in their pronunciation or grammar. If there is an error in expression, the teacher will give a typical case and guide the students to correct it promptly to help them learn.

language knowledge (Zhang, 2008).

The Output Stage is about to be conducted in approximately 15 minutes and will summarize the entire teaching. Students role-play in the campus map scene prepared by the teacher, with one group of students playing the role of the “asker” and the other group playing the role of the “guide”, to have a complete conversation about asking for directions. Based on the actual level of the students, teachers can provide them with expression frameworks or hints. After completing the task, students fill out a three-point self-assessment form to rate themselves in three aspects: “Vocabulary Accuracy”, “Grammar”, and “Writing expression”.

Completeness and Language Fluency. Then, the teacher will conduct an overall assessment of the students’ performance and self-evaluation. Based on the test results, teachers can offer customised

suggestions to help students know what they do well and what they need to improve; thus, it helps to subsequent learning (Ye & Wu, 2003).

4. Problems and Strategies in Teaching Practice

4.1 Common Problems of Students

At this time, students may have various problems in their studies that are related to learning the language, and such problems can help teachers better understand them.

To help teachers change teaching plans and improve their way of teaching. In-Depth analysis of students' common problems can help teachers better understand them. Students' Learning Needs and Enhancing the Relevance and Effectiveness of Teaching.

Due to the influence of their mother tongue, students frequently have errors in word order for Chinese expressions. English is the first language for most students, so it has many differences in grammatical structure and word order with Chinese. In English, the auxiliary verbs or modal verbs are often placed at the beginning of a question.

such as "Where do you want to go?"; whereas in Chinese, question sentences are Add question words at the beginning of the sentence, such as "Where do you want to go?". Therefore, it is easy for students to be influenced by English grammar during their learning of Chinese and make word order errors, such as "How to get to school?".

The disorder in word order will not only result in mistakes by the student but also prevent them from speaking fluently.

Students of different grades have different issues in class interaction. Lower-grade students may be too reliant on their mother tongue or body language in carry out tasks. In the simulation of asking for directions, they may only be able to explain to their peers with the help of their mother tongue or communicate information through gestures, facial expressions and other body language.

Some students in the cooperative group are too active and take over the class.

The entire conversation is relatively passive, and other people have fewer chances to speak.

Speak. To address this issue, teachers can organise role rotation; that is to say, all students will have a chance to experience being in different roles, such as the questioner, the guide, etc.

Continue to change the level of class participation.

4.2 Response Strategies

Teachers should use all kinds of coping strategies to help students solve problems.

Difficulties will be addressed and learning outcomes will be improved in response to all the problems that occur during the learning process. Comparison Model and role-playing are other ways.

Rotation and example guidance can help students solve their problems with word order, classroom interaction and self-reflection.

The lower-level students do not know how to ask for directions in a simulation.

able to express their questions accurately in Chinese, and at that time, they can look at the cue cards

and ask their peers, “Excuse me, how do I get to the supermarket?”.

“How do I get to the supermarket?” By doing so, students’ difficulties in expression are reduced, their study pressure is eased, a loose study mood is formed, and they are motivated to use Chinese more freely in daily life.

Teachers can guide students to learn from the mistake by giving examples and help them correct it. Teachers collect typical wrong sentences that students make in their studies, and then show the correct and incorrect sentences to the students.

At the same time, students can be paying attention to find the mistakes in these sentences. Then, the teacher leads the students to identify the reasons for the mistakes and explains that there are errors in word order, grammar, etc. Teachers can also have

Students try to correct the incorrect sentences on their own to learn about the mistakes better. By way of this example method, students will learn how to find their own mistakes and correct them independently.

Reflection can help them learn better how to learn and improve their language skills.

5. Dynamic Assessment and Adjustment Methods

5.1 Collection and Analysis of Assessment Data

Collecting and analysing assessment data is the main way to realise dynamic assessment and dynamic balance in the process of teaching Chinese as a foreign language.

Gather all the data that we can to some extent and analyse them in detail to help adjust our teaching plan better meet the needs of students for learning and improve the overall quality of teaching.

One of the reasons why we take it is observation.

Based on all the data obtained through observation, scales, etc.,

Inventory helps teachers better know about all kinds of things.

students’ learning, and find out the problems and difficulties in their study processor. Peer-to-peer assessment is used in formative assessment for the purpose of evaluation (Ren, 1994). Teachers gave out simple rating sheets for the students, and then The evaluation index is whether the correct orientation words have been used and “whether the pronunciation was clear” were set, and each item was rated from 1 to 3. After the interactive exercise, students gave each other’s work performance in the exercise. Peer assessment can help students learn from the experience of others and find out what they are good at.

weaknesses, and at the same time learn from the strengths of their peers, thus promoted common progress (Ye & Wu, 2003). After the teacher collects the rating scales, the data are analyzed in detail, and then the high-frequency errors of the students in each item are counted and specialised training is conducted.

5.2 Teaching Adjustment Strategies

If it is found that “the confusion rate of orientation words > 30%” in the practice stage, it means that

students have more difficulty understanding and using Orientation words; at this time, the teacher can add a “Map Sticker Classification” mini-game.

game . A big map with many places marked on it, such as schools, supermarkets, parks, hospitals, and so on, is set up in the game by the teacher. Meanwhile, the teacher prepares some stickers with orientation words written on them, such as “next” to “ next to “ “in the neighbourhood” and so on. Teachers randomly name a place and an orientation word, and the students quickly find the answer.

Corresponding Location on the map and put the corresponding orientation word.

Stickers. In this way, the students can see the relative positions shown by the arrows.

Locators will be given to help the child learn the function of locators and improve their own knowledge of locators.

Based on the assessment data, assigning personalised homework to students who make many mistakes is also a good way to adjust instruction. Therefore Students who frequently make mistakes in the use of directions can be asked to record an audio recording of “directions” that explains in detail how to get from one place to another. After students finish their audio recordings, the teacher will give some individual feedback and direction on what is in the audio. Teachers can correct any mistakes in the use of direction words in the audio by saying “near.....”.

Instead of “next to...”, explain the proper way to use direction words in detail.

Explain in detail how to use it correctly and what the difference is between the two. Teachers can also set some reflection tasks for students to consider how they have done in class, what is good and what needs to be improved, etc. Through the above means, students will be helped to gradually improve their self-reflection abilities and thus better adjust their study methods and strategies (Zhang, 2003).

6. Conclusion

Instructional Design and Evaluation of Teaching Chinese as a Foreign Language.

“Directions” in Chinese is a foreign language word. It will be realised under the PPP model.

Lessons in Presentation, Practice and Output (role-playing) to develop language skills. TPR helps students learn vocabulary through body language; TBL is based on real situations.

A very useful new function will be a campus map. Add Assessment Formative Observation during the performance, peer evaluation in class, and self-evaluation / teacher assessment.

Adjust the output according to the actual circumstances (Zhang, 2008) and continue to revise it. Students’ command of the directions in various parts of the school has improved; they are more comfortable speaking spontaneously when speaking to someone in person. Using these ways and several kinds of evaluation, we can...

Adaptive, interesting style to enhance language ability and practical skills.

Applicability to other topics is also present; it can be applied flexibly in various ways, etc.

improving teaching effectiveness and improving students’ language skills.

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