

Chinese Teacher Programs

Approaches and Methods for Standards-based Teaching

- National Standards
- State foreign language teaching and learning standards
- CLASS Professional Standards for K-12 Chinese Language Teachers
- Putting standards into practice
- ACTFL Proficiency Guidelines
- Analysis of syllabi, course outlines, lessons, tasks, and assessment plans against State Department of Education Standards
- General foreign language pedagogy principles/generic models of instruction
- Teaching methodologies
- Learner-centered instruction
- TPR (Total Physical Response)
- TPRS (Teaching Proficiency through Reading and Storytelling)
- Teaching grammar, vocabulary, and discourse
- Multilingual and multicultural perspectives and approaches
- Dealing with non-cognate cultures and languages
- Speaking/listening/reading/writing in culture
- Culture in and beyond the language classroom
- Effective methods and techniques of teaching Chinese
- Performed culture: a theory of teaching Chinese and its classroom application
- Multiple Intelligences
- Learner variability and diversity and learning strategies
- Diverse needs of learners (including students with special needs)
- Differentiated instruction: teaching students with different skill sets, learning styles, motivations, and proficiency levels
- Functional use of linguistic components