



**Brigham Young University
STARTALK Teacher Program Curriculum**

Program Title: **BYU Chinese Teacher Training Program**

Number of Hours: **45 hours**

Designed by: **Matthew B. Christensen, BYU**

Brief Description of Program (including curricular context and goals)

In this course, teachers will:

- Gain an understanding of what it means to know a foreign language
- Gain an understanding of basic theories and methodologies for teaching foreign languages
- Learn and use a performance-based approach to teaching Chinese
- Demonstrate an understanding of teaching the four skills: listening, speaking, reading, and writing within authentic social and cultural contexts
- Learn to critically evaluate existing language materials and develop an understanding of curriculum design and materials development
- Develop materials and skills that will lead toward expertise in teaching Chinese as a foreign language

Enduring Understanding (EU):

(What Enduring Understandings are desired: *Refers to the big ideas that we want participants to retain after they've forgotten many of the details. Generally, there should be one or two big ideas only about the program. Otherwise, they are not big ideas any more.*)

Participants will understand that learning a foreign language like Chinese involves going beyond learning grammar and vocabulary, and involves cultural behavior. The role of the teacher is to manage student learning by providing opportunities for students to perform in the target language in socially and culturally authentic situations.

Essential Questions (EQs):

(What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.)

To what extent or in what ways will I

- incorporate non-linguistic communication skills in my teaching?

- use the knowledge acquired in this program to broaden and enhance my teaching skills?
- share what I have learned with colleague

Program Content:

See the attached Teacher Training atrix

Technology Integration:

Course website will be used, particularly for the first two week portion. The website will have reading response assignments, discussion questions, a group discussion portion where teachers can share ideas and ask questions. Teachers will also respond to questions and participate in the online discussions.

Assessments:

What evidence will show that teacher participants understand and can perform?

Performance tasks

- reading response papers
- written and oral responses to reading questions
- classroom discussion/participation
- observing Chinese classes
- micro teaching Chinese classes with a master teacher

Quizzes, etc.

- learning journals
- quizzes and/or exams
- In-class assignments, including: lesson plans, materials reviews, syllabus designs, etc.

Required Resources (including textbooks):

1. Kubler, Cornelius, et.al. 1997. *NFLC Guide for Basic Chinese Language Programs.*(optional)
2. Christensen, Matthew B. and J Paul Warnick. 2006. *Performed Culture: An Approach to East Asian Pedagogy*
3. Michael E. Everson and Yun Xiao (eds.) Forthcoming. *Teaching Chinese as a Foreign Language: Theories and Applications.*

Differentiation of Instruction:

(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?)

Break out discussion groups

Study groups

Instructional Strategies:

(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?)

The teaching plan is divided into two parts.

Phase 1: Two weeks on-line tutorial

This phase will acquaint learners with general foreign language pedagogy theory as well as issues specific to teaching Chinese as a foreign language. By the time learners get to campus, they will understand the general principles and issues related to teaching Chinese.

Phase 2: on-campus residential practicum

During this phase, learners will have hands-on practical training reviewing materials, writing lesson plans, observing real high school Chinese classes, assisting a master teacher teaching a real class, and so on. Learning journals and self-teaching evaluations will also be used.

What do they already know that will help them learn new information?

(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)

At the beginning of the course, learners will provide a self introduction that will include the following: previous teaching experience, personal teaching philosophy, ideas about learning and teaching Chinese as a foreign language, and so on. The purpose of this is to build on previous experience, but also to reshape their ideas about what it means to learn and teach Chinese as a foreign language.

Links to relevant web sites:

Daily instructional plan

(This could turn into a program syllabus.)

TBA