

STARTALK TEACHER PROGRAM

Bryant University

Language Track - Three week program: June 23 – July 14 (for Chinese language teachers)

| | Menu of Suggested Topics | Curricular Objectives |
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| Approaches and methods | <ul style="list-style-type: none"> • Task-based communicative approach; • Proficiency-based curriculum. | <ul style="list-style-type: none"> • To understand Second language acquisition theories and applications; • To develop knowledge on the national foreign language standards, Five C's, and ACFL guidelines. |
| Curriculum and lesson design | <ul style="list-style-type: none"> • Learner-centered curriculum | <ul style="list-style-type: none"> • To develop culturally-rich, age- and level-appropriate teaching materials and class activities; • To create a conducive learning environment in the classroom for the target language use and interactive learning. |
| Instructional planning and strategies | <ul style="list-style-type: none"> • Lesson planning and structure; • Feedback/error correction strategies and methods. | <ul style="list-style-type: none"> • To develop teaching plans with clear sequencing and focus; • To correctly use feedback strategies such as direct correction, indirect correction, modeling, etc. |
| Materials development and adaptation | <ul style="list-style-type: none"> • Teaching materials development | <ul style="list-style-type: none"> • To develop/use authentic teaching materials; • To be familiar with materials existing in the market; • To adapt the existing materials by taking Chinese character frequency and grammar complexity into consideration. |
| Assessment | <ul style="list-style-type: none"> • Theories and applications on second language testing and assessment. | <ul style="list-style-type: none"> • To be familiar with the existing standardized proficiency tests; • To design program-specific proficiency and achievement tests. |
| Structure of the target language/pedagogical grammar | <ul style="list-style-type: none"> • Developing knowledge about the language (KAL) and the pedagogical system for its application. | <ul style="list-style-type: none"> • To develop explicit knowledge of the linguistic features of Chinese language, such as orthography, syntax, and discourse; • To develop appropriate teaching methods of presenting the target linguistic features; • To raise learners' attention and consciousness of the target linguistic features. |
| Second language acquisition | <ul style="list-style-type: none"> • L2 learning characteristics, such as cross-linguistic differences and L1 transfer; • L 2 learner characteristics, such as motivations and identities; • Chinese heritage learning characteristics. | <ul style="list-style-type: none"> • To understand L2A theories in general and L2A of Chinese in particular; • To develop learner-centered pedagogy; • To know how to set up a Chinese language program by going through pre-program survey, placement test, tracking, and material development; • To know when and how to teach grammar; • To know how to direct students practice/use the language points in focus. |
| US educational | <ul style="list-style-type: none"> • Goals or premises which form | To understand the goals or premises of American education system, such as |

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| systems and classroom management | the foundation of public schooling in the United States. | <ul style="list-style-type: none"> • Open Access • The Ideal of Universal Literacy • Local control • Parental Involvement • Parental Involvement • Productive versus Receptive Learning |
| Technology | • Theories and applications of technology in language teaching and learning. | • To learn how to use multimedia, computers, and web resources to contextualize the language classroom to enhance language learning. |
| Reflective practice and leadership | • Learning as an enterprise of exploration, experimentation, analysis, and synthesis. | <ul style="list-style-type: none"> • To know how to develop students' critical thinking and problem solving skills; • To know how to encourage students to question or challenge teachers in the classroom or authority figures in other settings. |
| Pathway to certification | • Licensure procedure | • To know Chinese language teaching licensure procedures of different states represented by participants |

Culture Track - Three week program: June 23 – July 14 (for teachers of social studies, history, art, literature, etc)

| | Menu of Suggested Topics | Curricular Objectives |
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| Approaches and methods | <ul style="list-style-type: none"> • Chinese literature in middle and high school literature curriculum • China in elementary and middle school Ancient Civilization curriculum • China in world history • China in world geography • China in art curriculum | <ul style="list-style-type: none"> • To understand how to infuse Chinese language and culture contents into existing curriculum of social studies, history, geography, art, literature, science, etc. |
| Curriculum and lesson design | <ul style="list-style-type: none"> • Standards-based lesson plans • Model lesson plans • Student engagement activities • Enrichment programs | <ul style="list-style-type: none"> • To create content-rich standards-based lesson plans on Chinese language, culture and history • To design and incorporate creative and engaging student activities • To learn how to start a language club or culture enrichment program |
| Instructional planning and strategies | <ul style="list-style-type: none"> • Key components of effective lessons | <ul style="list-style-type: none"> • To develop teaching plans with a clear organizing idea, challenging yet achievable objectives for students, essential questions, and effective assessment |
| Materials development and adaptation | <ul style="list-style-type: none"> • Teaching materials development • Use of primary sources | <ul style="list-style-type: none"> • To be familiar with various curriculum resources on Chinese language and culture • To identify primary sources and build lessons upon them • To develop age- and subject-appropriate teaching materials • To adapt teaching materials presenting multiple perspectives |
| Assessment | <ul style="list-style-type: none"> • Alignment between standards, | <ul style="list-style-type: none"> • To understand the alignment between standards, curriculum objectives and |

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| | <p>objectives and assessment</p> <ul style="list-style-type: none"> • Methods of assessment | <p>assessment</p> <ul style="list-style-type: none"> • To be familiar with assessment methods |
| Contents of the target culture | <ul style="list-style-type: none"> • Highlights of Chinese civilization • Philosophy and religions • Geography and regions • Art and literature • Ancient and contemporary history • Chinese inventions • U.S.-China relations and Chinese American history | <ul style="list-style-type: none"> • To develop a comprehensive understanding of Chinese culture, including its continuity, evolution, richness, and diversity • To be familiar with Chinese history, including important dynasties, events and people • To understand the exchanges and interactions between Chinese culture and other cultures in the world |
| Contents of the target language | <ul style="list-style-type: none"> • Novice-level Chinese • Daily conversations • Related culture and history vocabulary • Simple calligraphy | <ul style="list-style-type: none"> • To understand the basics of Chinese language, including pinyin, formation of characters, simple sentence patterns • To learn novice-level Chinese with a focus on daily conversation • To learn vocabulary related to culture and history |
| Technology | <ul style="list-style-type: none"> • Online curriculum resources • Examples of creative application of technology | <ul style="list-style-type: none"> • To learn how to use multimedia, computers, and web resources to improve student learning and enrich student experience |
| Reflective practice and leadership | <ul style="list-style-type: none"> • Practice classes • Participating and facilitating student activities | <ul style="list-style-type: none"> • To know how to obtain and analyze student feedback • To know how to lead and participate in student learning |