



**DePaul University**  
**STARTALK Chinese Teachers Training Course**  
**Summer 2008**

**Course Description**

This intensive course is for current and prospective K-12 school teachers of Chinese and provides three hours of graduate credit or CPDUs.

The curricula will highlight best practices and latest research on assessment, Chinese linguistics, second language acquisition, differentiated instruction, standards-based planning, and linking technology to the classroom. It focuses on three important areas: curriculum development, instructional delivery and assessment of teaching and learning. Participants will review and share knowledge and ideas of the national and state standards and teaching and learning methodologies, brainstorm issues of and solution to classroom situations, develop sample lessons emphasizing effective instructional activities and assessment tools and create grade-level content lists.

**Course Objectives:**

Through lectures, demonstrations, group discussions, hands-on experiences and practicum, participants can:

- Explore, integrate and adapt current thinking and practices on scope and sequence of Chinese content of teaching and learning, practical classroom instructional strategies and instructions, and effective assessment of teaching and learning of world languages as organizing principles for their CFL program;
- Be familiar with practical grammar so as to have confidence and flexibility to design content of teaching and deliver effective explanation;
- Design pedagogical strategies and practices to help students develop linguistic and cultural proficiency in Chinese using interpretive, interpersonal and presentational modes of communication by integrating the five content standards (communication, cultures, connections, comparisons and communities) into various aspects of the curriculum.
- Investigate the nature and process of learning Chinese as a foreign language and identify critical issues in CFL pedagogy;
- Understand student needs and learning styles in relation to classroom instruction and lesson planning

As results, participants can:

- Practice developing and organizing effective curriculum, teaching materials and classroom activities
- Observe and critique classroom procedures, strategies and teaching techniques
- Report and provide peer evaluations on group projects;

- Select and use technology for effective classroom instruction
- Select and design effective teaching and learning materials

**Course Duration**

June 16 – 25, 2008

**Class Time**

9am -3 pm, Monday to Friday

**Class Location**

Room

**Instructor**

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**Contact**

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## **Course Portfolio**

- 1) Course reading
- 2) Class discussion
- 3) Daily reflection
- 4) Introduce a foreign language teaching method
- 5) Draft a content list
- 6) Design a unit (lesson plans)
- 7) Design 3 instructional activities
- 8) Design 3 different assessments

## **Grading**

- |           |                                   |
|-----------|-----------------------------------|
| 10 points | Attendance                        |
| 10 points | Class discussion participation    |
| 10 points | 5 daily reflections               |
| 10 points | Presentation on a teaching method |
| 20 points | Unit design (Lesson Plans)        |
| 20 points | Design 3 instructional activities |
| 20 points | Design 3 assessments              |

## **Rubrics for introducing a foreign language teaching method**

- Selection of a topic
- Classroom use
- Alignment to standards
- Integration of language skills
- Presentation

## **Rubrics for designing a unit (to follow)**

- Theme
- Functional language use
- Grammatical points
- Lesson plans
- Instructional strategies
- Teaching and learning materials
- Assessment tools

## **Rubrics for design 3 instructional activities**

- Use (Functional use and linguistic components)
- Procedure
- Presentation

## **Rubrics for design 3 assessment**

- Use (Functional use and linguistic components)
- Procedure
- Rubrics
- Presentation

## Required Readings

Wiggins and McTighe, *Understanding by Design*

[Carol Ann Tomlinson](#) and McTighe, Jay, *Integrating Differentiated Instruction & Understanding by Design (Connecting Content and Kids)*

Haiyan Fu *Chinese Essential: What and How. Beijing*: Beijing Language and Culture University Press. 2007

Harvey E. Silver; Richard W. Strong; Matthew I. Perini, *So Each May Learn*. Arlington VA: ASCD. 2000

Helena Curtain; Carol A. Dahlberg, *Languages and Children* --- Making the Match (selective chapters) Boston: Pearson. 2004

Standards for Foreign Language Learning in the 21<sup>st</sup> Century

Illinois Foreign Language Standards

CPS K-12 Chinese Curriculum (draft)

## Other Resources

Video

*Standards and Five “C”s*. Production of WGBH in collaboration with ACTFL and Anneburg Foundation for teacher training

*Teaching Demonstrations for Beginning Chinese*: 北京外语音像出版社/外语教学与研究出版社

Article:

Vivien Stewart, *Becoming Citizens of the World*. Association for Supervision and Curriculum Development. 2007

Websites:

- [www.learners.com](http://www.learners.com)
- Margaret Wong, “Starting a Secondary School Chinese Program,” in *Chinese Pedagogy: An Emerging Field* (<http://www.osuflp.org/>)
- *NFLC Guide for Basic Chinese Language Programs* (<http://www.osuflp.org/>)
- *Creating a Chinese Language Program in Your School: An Introductory Guide* (<http://www.askasia.org/chinese/publications>)
- CHENGO (<http://www.elanguage.cn/>)
- LangSource (formerly LangNet 1.0) (<http://www.langsource.umd.edu/chinese.php>)
- Muzzy, BBC Language Course for Children (<http://www.muzzyonline.com/>)
- James Rolle has created a Wiki to collect useful links for learning Chinese.

The advantage of using this Wiki format is that anyone who wants to can add links themselves, and it is freely available to everyone. For details visit: [www.classexpress.org](http://www.classexpress.org).

## Classes Schedule and Assignment

Day 1 and 2

### Instructional Foci

- Introduction to the Course
- Survey
- Brainstorm: Main Issues
  - Considerations
    - Multilingual and Multicultural perspectives and approaches
- Standards and Practice
  - Review Standards relation to Classroom Practice
    - National Standards (Video)
    - Illinois State FLS in relation to CPS Chinese Curriculum
  - Put Standards into Practice
    - Classroom Situations
      - Identify Difficulties
      - Share Best Practices
  - Considerations
    - Age appropriateness
    - Different Learning Styles
  - Other educational issues related to Chinese language teaching
- Curriculum Development
  - Backward Design

### Assignment:

- Daily reflection (journal 1 and 2)
- Prepare for a presentation on teaching methodologies

### Reading:

- Understanding Design
- Chinese National Standards
- Illinois Foreign Language Teaching and Learning Standards
- CPS Chinese Curriculum (draft)
- Available online resources

Day 2 & 3 Curriculum Development

### Instructional Focus:

- Classroom/Program Teaching and Learning Objectives
- Scope and Sequence in K-12 Chinese Classrooms
- A functional and grammatical walkthrough
  - Mapping functional use with linguistic components
  - Discussing instructional focus and difficulties for a diverse student population
- Presentation of Teaching Methods
  - Theoretical Framework and Practicality
  - Specific and Appropriate Content and Context

Assignment:

- Daily reflection (journal 3 & 4)
- Prepare for group discussion on grade appropriate content of teaching and Learning

Reading:

- Chinese Essential: What and How, Book One
- Languages and Children --- Making the Match (select chapters)

Day 4: Assessment

Instructional Focus

- Assessment/Evaluation
    - Formats
    - Tools
    - Classroom Practice
  - Review pedagogies---Connect methods to teaching and learning objectives
    - Select a topic for presentation
- Online resources

Assignment

Watch demonstration teaching video  
Analyze and critic on the content

Reading

Integrating Differentiated Instruction & Understanding by Design  
So Each May Learn

Day 5: Instructional Delivery

Instructional Focus:

- Design Teaching
  - High Schools
  - Elementary Schools
- Classroom Management Tips
  - High Schools
  - Elementary Schools
- Prepare to teach for STARTALK student course
  - Get familiar with the course
  - Design an activity/assessment for the course

Assignment:

- Daily reflection (journal 5)
- Select topics of learning and design lesson plans and activities

Reading:

- Chinese Essential: What and How, Book Two
- Online resources

Day 6 & 7: Instructional Practicum

Instructional Focus:

- What and How
  - Thematic Unit Designs
  - Lesson Planning
- Put Standards into Practice
  - Visit DePaul Student Course
    - Observation Notes
    - Diagnostic analyses
    - Prepare hand on experience in class

(Observe and teach in the morning for 2 hours and afternoon for one hour  
Discussion for one hour each)

Video: Teaching Demo

Assignment:

- Daily reflection (journal)
- Select topics of learning and design lesson plans, activities and assessment

Reading:

- Chinese Essential: What and How Part Two
- So Each May Learn

Day 8:

Instructional Focus:

- Presentation:
  - Teaching methods and techniques
- Reflection
  - Class Discussion:
    - Share concerns
    - Share ideas

Exit Survey

- Evaluation

Assignment:

- Design a lesson, activity and assessment for the class
- Prepare to teach (for practicum)
- Publication

Other

Video Taping

Consent form

Equipment

Arrangement

On-site evaluation visit:

9:30 – 12 observation

12 – 2:30 interviews with instructor and 2 trainees

2:30 – 3:30 De-briefing )

Day 9

Instructional Focus:

Instructional Focus: Put Standards into Practice

Visit DePaul Student Course

Observation Notes

Hand on experience in class

Using Resources

Available materials and resources

Using Technology in Class

Introducing LangSource

Locating resources for your classroom practice

Assignment:

Daily reflection (journal)

Revise your unit designs (lesson plans)

Reading:

LangSource

Day 10

Presentations

Complete Portfolio

(Subject to Change)

Complete Portfolio