



STARTALK Teacher Program Curriculum

Program Title: ERAU/ASU Methods of Teaching Chinese in K-12 Schools

Number of Hours: 80 hours

Designed by: Madeline K. Spring & Angela Beck

Brief Description of Program (including curricular context and goals) This new 3 credit graduate level course (CHI 598 Methods of Teaching Chinese in K-12 Schools) will offer a strong theoretical and practical introduction to issues in second language acquisition, with particular emphasis on applicability in Chinese. The course will count toward state certification for teachers of Mandarin in K-12.

Enduring Understandings (EU):

Participants will understand that:

1. There are national standards in language teaching and these standards must be considered when making curricular decisions and decisions about student assessment.
2. Evidence of student learning is the primary source of information for determining the effectiveness of instruction.
3. Teachers' actions inside and outside the classroom shape how students, colleagues, guidance counselors, instructional leaders, parents, and community members view the language program.
4. Textbooks and resources support, rather than drive, the curriculum and should not be selected until a set of criteria are developed that derive from intended instructional outcomes and learner characteristics.

Essential Questions (EQs):

1. What is the difference between different types of performance indicators (e.g., ACTFL, Linguafolia, CASLS' benchmarks, SOPA, ELLOPA, etc.)? Why are these standards important for me as a teacher of Chinese and how can I use these to assess proficiency levels of various types of students?

2. How could I adapt curricular materials to make them more meaningful for my students and more meaningful to teachers who want students to achieve specific proficiency goals? How does this relate to the three modes of communication (interpersonal, interpretive, and presentational)?

3. How would I represent the range of Chinese Programs that currently exist (e.g., FLES, FLEX, after school, Heritage Schools, Immersion, etc.) to parents, administrators, community members, etc.? What is my role toward students and colleagues (K-16) involved with these and related programs?

Program Content:

Technology Integration:

Participants will communicate about course-related matters as well as their thoughts on teaching Chinese in K-12 settings via a dedicated wikispace site that will be set up for this course.

Participants will become familiar with online resources for teachers and students in Chinese. In addition they will learn about computer adaptive assessment tools, and basic concepts involving online coursework, hybrid courses, video conferencing, course management software, etc.

Assessments:

Performance tasks (including micro teaching, student program practicum, etc.)

Micro-teaching

Unprompted Evidence (observations, dialogues, or classroom participation)

Program specific LinguaFolio-type Can-Do Statements

Course requirements:

Punctual **attendance and participation** in all class sessions and activities

(Except optional activities which will be noted)

Submission of a **teaching portfolio**, which should include the following

Daily reflective statements

Reflections and notes on reading assignments and lectures

Additional course assignments and mini-projects

Completed Teacher observation forms and comments

Lesson Plans, including formal and informal assessment activities

Successful completion of a **quiz** on *pinyin* and ability to teach the *pinyin* system to students

Two **teaching demonstrations** with reflective statements, and critiques by peers and others.

Group project: presentation of a Case Study—selected from the following:

p. 122-23 Case Study 2, p. 257 Case Study 1, p. 258 Case Study 2, p. 306-07 case study 1

Ability to use online and text-based Chinese dictionaries and explain to students how to use these resources

Required Resources (including textbooks):

Shrum and Glisan, *Teacher's Handbook: Contextualized Language Instruction*

Everson and Xiao, Eds. *Teaching Chinese as a Foreign Language* (selections from)

Online resources that will be announced in class on the Wikispace

Differentiation of Instruction:

Group work will be assigned to pair veteran teacher with novice teachers. Differentiated activities in lesson plans based on teacher's experience and the venue in which she teaches. More in-depth assignments that rely on individual online and technology-related issues will be available to veteran teachers who are already familiar with more fundamental concepts that may be new to novice teachers.

Instructional Strategies:

Combination of lecture, discussion, and small group activities. Teachers will have multiple opportunities to observe experienced teachers and also to develop lesson plans and curricular activities. Teachers will keep daily journals for reflection on readings and class events. Many hands-on opportunities for teachers to broaden their exposure to different teaching approaches and teaching materials.

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

Completion of a teacher belief survey and an ensuing discussion about issues raised in the survey (such as roles of teachers, attitudes toward learners' abilities and motivation levels, etc) was part of the Orientation Session held on May 10. Participants are encouraged to reflect upon their previous teaching experiences and their current teaching objectives and be prepared to consider how a range of methodologies and approaches might influence their personal belief systems.

Another part of the orientation session involved a ppt presentation and discussion about the importance of knowing and being able to teach the *pinyin* romanization system. Follow up will occur during the program.

Participants are to bring samples of previous lesson plans, measures of assessment, etc. to share and discuss with each other.

Most participants are interested in opportunities to apply this course toward earning teacher certification for Teaching Chinese as a Second Language and that is part of their motivation for join the program. As part of the course, participants will gain a broader overview of what teaching in K-12 public schools entails and how they can best prepare for such an undertaking.

Links to relevant web sites:

Organizations

STAR talk summer programs

<http://www.startalk.umd.edu/program-info/2008/>

Chinese Language Association of Secondary-Elementary Schools (CLASS),
www.classk12.org

Chinese Language Teachers Association (CLTA) <http://clta.osu.edu>

American Council on the Teaching of Foreign Languages (ACTFL), www.actfl.org

Asia Society, <http://www.askasia.org/chinese/>, www.asiasociety.org,
www.internationaled.org, www.askasia.org

Association of Chinese Schools (ACS, East Coast schools) www.acsusa.org

The Chinese School Association in the United States (CSAUS) www.csaus.org

[The Association for Asian Studies](http://www.aasianst.org/) (AAS) <http://www.aasianst.org/>

[Computer Assisted Language Instruction Consortium](https://calico.org/) (CALICO) <https://calico.org/>

[National Council of Less Commonly Taught Languages](http://www.councilnet.org/) (NCOLCTL)
<http://www.councilnet.org/>

[National Council of State Supervisors for Languages](http://www.ncssfl.org/) (NCSSFL) <http://www.ncssfl.org/>

Online Sources for information and materials:

<http://www.international.ucla.edu/eas/web/curric-web.htm> K-12 Curriculum resources on Asia

UCLA Language Materials Project: <http://www.lmp.ucla.edu/> LangNet

Read Chinese: http://www.nflc.org/projects/current_projects/used_chinese_los/

College Board: <http://apcentral.collegeboard.com/apc/Controller.jspf>

National Foreign Language Resource Centers
http://www.nflc.org/links/resource_centers

Center for Applied Linguistics <http://www.cal.org/topics/ta/> (information about SOPA, COPI, ELLOPA, etc.)

Center for Applied Second Language Studies <http://casls.uoregon.edu/index.php>
(information about STAMP, NOELLA, Benchmarks, etc.)

Daily instructional plan:

June 23

Morning Session I:

Overview of program (follow-up from Orientation session)

- Standards and Context in Proficiency-based Instruction:
Discussion and activities based on readings, ppt. presentation, and handouts:
“The Role of Context in Proficiency-Oriented Instruction” *Teacher’s Handbook: Contextualized Language Instruction*, pp. 42-57 (and p. 64-65 notes 4 and 5)

Morning Session II:

- Interpersonal communication: What is Oral Proficiency?
Discussion and activities refer to readings: Chapter 8: pp. 214-245
- Error Correction and Giving Feedback:
Discussion and activities refer to “Providing Feedback in Oral Interpersonal Contexts,” p.252-56.

Afternoon sessions:

- Instructional Planning and Program Models (FLES, FLEX, Immersion, Heritage weekend schools)
Presentations, discussion, and small group activities refer to readings and handouts:
Chapter 3: pp. 66-87, Chapter 4: pp. 100-107
Question: How might one represent different types of programs in different learning environments to various audiences (e.g., parents, administrators, community members, colleagues, etc.)?

- Introduction and discussion of Backward Design.
- Follow-up small group work: How does the type of program impact the design of syllabi and lesson plans?
- Report back to entire group.

Useful terms and concepts:

Articulation, assessment, proficiency vs. achievement testing, benchmarks/standards, language functions, etc.

Sample pinyin quiz

Summary of day's activities and preview of next day

June 24

Morning Session I:

- What is Interactive communication?
- Listening, Reading, Viewing:
Discussion and activities based on readings: Chapter 6, pp. 154-81

Morning Session II:

- Present and critique sample activities

Afternoon session:

- Types of learners and learning styles: Discussion and activities based on readings and handouts about "Heritage Learners," (pp. 334-40) and "Differentiated instruction and learning styles" (pp. 340-42, p. 317, 318-23). How can sources on the Internet facilitate and motivate various different learners?

Summary of day's activities and preview of next day

June 25

Morning Session I:

- What is Presentational communication?
- Discussion and group work based on readings, handouts, and ppt "Oral presentations" (pp. 301-304)

Morning Session II:

- Discussion and group work based on readings, handouts, and ppt: "Writing," (pp. 282-96, 300-301)
- Designing and using rubrics

Afternoon Session:

- Discussions and activities based on readings: "Helping Students to organize and explore content," (pp. 110-20) and "Principles for Middle School Language Instruction," pp. 132-45)
- Work on designing individual lesson plans for teaching demos

Guest speaker:

Matt Devin, Principal, Rhodes Middle School, “What does it mean to teach in an international-focus public school?”

Summary of day’s activities and preview of next day

June 26

Morning Session I:

- Connecting assessment and curricular design
- Overview of current proficiency-based assessment tools
- Examples of how to adapt materials to fit a proficiency-based teaching methodology
- Rubrics/ grading, self-assessment
- Discussion and activities based on readings (Chapter 11 pp. 355-406), handouts, and ppt.

Morning Session II:

- Group discussions: How can we evaluate and create effective test items and other assessment tools?

Activity: Design a quiz about **pinyin** and share with others in group.

Afternoon Session:

Small group discussions and activities based on the following topics and related questions?

- Portfolios: What is a professional teaching portfolio? Why might this be important? Are student portfolios useful? Practical? What are some pros and cons to using them?
- Role of teachers as professionals: How do teachers’ actions inside and outside the classroom shape how students, colleagues, guidance counselors, instructional leaders, parents, and community members view the language program?

Guest speaker:

Dr. Zhang Xia, Senior Instructor, School of International Letters and Cultures
“Articulation with ASU’s Chinese Language Program-ways K-12 teachers can help students succeed and proceed”

Summary of day’s activities and preview of next week in Prescott

Reception hosted by Confucius Institute: Details to be announced.

****June 30-July 3: Sessions are held at ERAU in Prescott****

Focused discussions and presentations applying the topics learned in Week 1 to classroom experiences; development of praxis

June 30

Morning Session I:

- Moving from theory to practice and enrichment of praxis; introduction to available local resources, including the Language Lab; discussion of ways technology can help or hinder pedagogical objectives

Morning Session II:

- Discussion of local teaching context (including students' backgrounds, goals, proficiency levels, and learning style as well as the language course's objectives and language teacher's methods and materials); preparation for classroom observation;

Afternoon Session:

- Classroom observation of Student Class I (taught by Dr. Chen), complete Teacher Observation Forms, critique and discussion session

Assignments:

Daily reflective statement in response to classroom observation; revision of lesson plan goals for own teaching demo; review information about national standards and brainstorm how this might impact your own teaching.

July 1

Morning Session I:

- Continue observation of Student Class II (taught by Dr. Zhan), complete Teacher Observation Forms, critique and discussion session

Morning Session II:

- Discussion of formal vs. informal assessment in local teaching context. How does this relate to national standards?

Afternoon Session:

- Modification of lesson plans, Presentation of case studies

Assignments:

Daily reflective statement in response to classroom observation; revision of assessment methods for own teaching demo

July 2

Morning Session I:

- Each teacher in Group A gives a first teaching demo in Student Class II; observe peers and complete Teacher Observation Forms

Morning Session II:

- Peer feedback session; group work on presentation of case studies

Afternoon Session I:

- Each teacher in Group B gives a first teaching demo in Student Class I; observe peers and complete Teacher Observation Forms; peer feedback session

Assignments:

Daily reflective statement in response to teaching demo; revision of lesson plan based upon teaching demo experience, peer feedback, instructor feedback, and case studies

July 3

Morning Session I:

- Each teacher in Group C gives a first teaching demo in Student Class II; observe peers and complete Teacher Observation Forms

Morning Session II:

- Peer feedback session

Afternoon Session:

- Each teacher in Group D gives a first teaching demo in Student Class I; observe peers and complete Teacher Observation Forms; peer feedback session

Assignments:

Daily reflective statement in response to teaching demo; revision of lesson plan based upon teaching demo experience, peer feedback, instructor feedback, and case studies

July 7

Morning Session I:

- Each teacher in Group B gives a second teaching demo in Student Class II; observe peers and complete Teacher Observation Forms

Morning Session II:

- Peer feedback session; Presentations of case studies (1)

Afternoon Session:

- Each teacher in Group A gives a second teaching demo in Student Class I; observe peers and complete Teacher Observation Forms; peer feedback session

Assignments:

Daily reflective statement in response to second teaching demo

July 8

Morning Session I:

- Each teacher in Group D gives a second teaching demo in Student Class II; observe peers and complete Teacher Observation Forms

Morning Session II:

- Peer feedback session, Presentations of case studies (2)

Afternoon Session:

- Each teacher in Group C gives a second teaching demo in Student Class I; observe peers and complete Teacher Observation Forms; peer feedback session

pinyin quiz (compiled from sample quizzes created by class participants)

Assignments:

Daily reflective statement in response to second teaching demo

July 9

Morning Session I:

- Reflection on teaching practicum and developing praxis; what have you learned?

Morning Session II:

- Compilation of teaching portfolio, including reflective statement; Presentations of case studies (3)

Afternoon Session:

- Feedback on course and class-end celebration