



**Indiana University
STARTALK Teacher Program Curriculum**

Program Title: Chinese Pedagogy Institute

Number of Hours: 75

Designed by: Jennifer Liu

Brief Description of Program (including curricular context and goals):

The Chinese Pedagogy Institute will offer 4-5 hours of graduate-level credit in a two-track program. The beginning track will consist of 16 current or prospective secondary teachers of Chinese who are seeking or will complete their certification in the near future. The advanced track will consist of 8 teachers who are experienced secondary classroom teachers with the capacity to initiate new programs and a demonstrated interest and ability in developing curriculum and instructional materials. The beginning track will focus on lesson planning and classroom instruction while the advanced track will highlight curriculum design, material development, and assessment.

Enduring Understanding (EU):

Participants will understand that in order to move along a continuum of professional development, teachers of LCTLs will need to increase their theoretical understanding and practical experience and also have that receptivity to and acceptance of new ideas that is necessary to grow as a teacher so that they can adapt their techniques to learner needs.

They will also understand that teachers of LCTLs are not just classroom teachers but also program builders within the school and within the community.

Essential Questions (EQs):

What are the key issues in Teaching Chinese as a Foreign Language?

What is learner-centered language instruction?

What is the knowledge base and skill set of an effective classroom teacher?

What is the knowledge base and skill set of a successful program builder?

What are the criteria for evaluating effective language instruction and successful program development?

How can teachers continue to cultivate the quality of self-reflectiveness and move along the continuum of professional development?

Program Content:

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	Product/can do statements

Approaches and Methods (beginning & advanced)	learner-center instruction; performance-based instruction	<p>Practicum</p> <ol style="list-style-type: none"> 1) Can recognize features of learner-centered and performance-based language teaching
Curriculum Design (advanced) and Lesson Design (beginning)	Understanding by design; standards-based design; learner-centered design	<p>Syllabus; lesson plan; unit plan</p> <p>Curriculum design—Beginning:</p> <ol style="list-style-type: none"> 1) Can articulate standards and their roles in language learning and teaching 2) Can name and describe each of the three modes of communication <p>Curriculum design—Advanced:</p> <ol style="list-style-type: none"> 1) Can create standards-based curriculum 2) Can plan curriculum beginning with student performance outcomes in mind 3) Can create units that target a specific and appropriate proficiency level, teaching context and duration of instruction. 4) Can create theme-based units that guide students to an understanding of universal principles <p>Lesson design—Beginning:</p> <ol style="list-style-type: none"> 1) Can recognize the elements of an effective language teaching sequence: assessing prior knowledge, providing comprehensible input, guided practice and independent application, formative and summative assessment tasks. 2) Can plan an effective language teaching sequence and provide a balance of skill getting and skills using learner-centered activities <p>Lesson design—Advanced:</p> <ol style="list-style-type: none"> 1) Can plan an effective language teaching sequence and provide a balance of skill-getting and skills using learner-centered activities
Instructional Strategies (beginning)	Learner-centered instruction; differentiated instruction	<p>Practicum</p> <ol style="list-style-type: none"> 1) Can recognize effective teaching strategies and connect them to SLA principles 2) Can deliver my instruction in the target language and making it comprehensible for all students. 3) Can provide comfortable and friendly learning environments 4) Can adapt and deliver instruction that suits various learning styles and abilities 5) Can tap into various resources that

		enrich students' learning experience
Materials Development and Adaptation (advanced)	Authentic materials; standards-based materials; criteria for textbook evaluation	Age-appropriate reading materials 1) Can search and select needed learning and teaching materials 2) Can evaluate selected materials 3) Can adapt materials to students' needs 4) Can incorporate authentic materials that reflect cultural practice, products and perspectives 5) Can create simple, age-appropriate reading materials
Assessment (beginning; advanced)	Formative assessment; summative assessment; assessment tools such as on-line Lingua Folio	Test items and grading rubrics for student work; checklist for peer observation Beginning 1) Can explain and give examples of the differences between formative and summative assessment 2) Can explain proficiency-based assessment vs. traditional grammar-based assessment 3) explain value of portfolio assessment Advanced 4) Can develop assessments that reflect all of my teaching goals, materials and what occurs in class. 5) Can use ACTFL Proficiency Guidelines and K-12 Performance Guidelines 6) Can design and evaluate formative assessment a) design form-focus, discrete point, and meaningful class activities b) create contextualized quizzes or sections of test c) create task-based activities such as information gap, survey, complete form, etc.) d) use results of assessment to impact curricular decisions (as well as day-to-day lesson plans, etc.) 7) Can design and evaluate summative assessment a) design theme-based and integrated performance assessment in which students have to utilize three modes of communication 8) Can teach students to use Lingua Folio 9) Can create rubrics (for evaluating writing, portfolios, oral presentations, etc) 10) Can provide constructive feedback for students 11) Can assess students' meaningful language use
Structure of the target language/ pedagogical	Age-appropriate instructional activities	Homework for students 1) Can connect linguistic elements with

<p>grammar (beginning & advanced)</p>		<p>functional language use</p> <ol style="list-style-type: none"> 2) Can identify which aspects of grammar to teach and why 3) Can set priorities, with the pedagogical grammar linked with the communicative outcomes 4) Can train students to use the correct grammatical structures appropriate for the social context of the language use 5) Can identify, compare, and contrast the difficulties students would have in the target language in relation to their own native language
<p>Second Language Acquisition (beginning)</p>	<p>Comprehensible input; pushed output; classroom interactions</p>	<p>Practicum; class presentation and discussion</p> <ol style="list-style-type: none"> 1) Can make target language input comprehensible 2) Can create tasks that have students use the language in meaningful ways 3) Can provide appropriate feedback on students' language use 4) Can provide activities that facilitate the language development of students at all levels 5) Can develop students' communicative competence 6) Can recognize prevailing assumptions of second language acquisition
<p>U.S. Educational Systems and Classroom Mgmt (beginning)</p>	<p>Articulation issues; culturally and age-appropriate strategies</p>	<p>Peer feedback; learning scenario discussion</p> <ol style="list-style-type: none"> 1) Can educate myself about the laws and regulations of the state and school district in which I work 2) Can conduct my class using classroom management techniques appropriate to diverse student populations 3) Can use positive discipline 4) Can use the target language to address minor classroom disturbances 5) Can educate myself about the local, state, and national licensure requirements to be highly qualified
<p>Technology (beginning & advanced)</p>	<p>PowerPoint; YouTube; PBWiki; e-portfolios; language-learning software</p>	<p>Practicum; e-portfolio</p> <ol style="list-style-type: none"> 1) Can add the target language to my computer and switch between English and the target language 2) Can familiarize myself with software and online resources appropriate for language instruction 3) Can use power point presentations to support classroom instruction 4) Can upload my files into PBWiki 5) Can use Moviemaker to edit videos of my teaching to create best moment clip for my e-portfolio

Reflective Practice and Leadership (beginning & advanced)	Peer evaluation; classroom observation; reflective journaling; selection of best teaching moments for e-portfolios	Journal; exit interview; follow-up regional workshop plans 1) Can learn from my mistakes 2) Can keep a journal of my teaching and use it to reflect on my teaching 3) Can analyze my teaching and use video as pre/post program evidence of improvement 4) Can see the value of and follow through with ongoing professional development 5) Can lead a workshop for my peers
Pathway to Certification (beginning & advanced)	Graduate credit applicable towards certification; consultation with School of Ed certification specialist (for Indiana teachers)	Completion of CPI

Technology Integration: Technology is integrated into every aspect of the program, from instruction and practicum to e-portfolios and professional development resources.

Assessments:

Performance tasks

Beginning and advanced: Micro-teaching, student practicum, culminating performance event, follow-up regional workshop plans

Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products

Beginning: Class presentations and discussion, journals, lesson plans, unit plans
Advanced: Class presentations and discussion syllabus, journals, creation of age-appropriate reading materials, assessment of instruction (peer observation checklist), assessment of student work

Unprompted Evidence

Beginning and advanced: Observation, individual coaching sessions, classroom participation

Program specific Lingua Folio-type Can-Do Statements

Beginning and advanced: Post-institute evaluation, pre- and post-institute survey on common misconceptions

Required Resources: course packet of articles on TCFL, reference materials such as ACTFL's *K-12 Performance Guidelines*, instructional tools such as Wenlin software

Differentiation of Instruction:

Veteran and novice levels will be accommodated by the two-track system of instruction, which will differentiate by content, learning process, and product.

Instructional Strategies:

Instructional strategies will include 1) discussion of theories and research on TCFL; 2) observation and critique of Chinese classes on tape (beginning track); 3) review and critique of existing syllabi, stories/materials for young adults, learning tasks, and test items (advanced track); 4) peer microteaching; and 5) observation and application of instructional and classroom management skills to 12 middle school and 12 high school students in Bloomington. CPI activities will culminate in a two-day sharing of learning outcomes both for teacher trainees and students. Teachers will present their unit plans, syllabi, stories, tests, and workshop plans. Students will be engaged in a two-hour Chinese Performance Program, displaying what they have learned at CPI to parents, friends, teachers, administrators, and the local community.

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

All accepted participants will complete a survey that asks them to identify 5 key questions they have regarding teaching Chinese as a foreign language and 3 problem scenarios in the classroom that they would like to address.

Links to relevant web sites:

2008 CPI Web site: <http://www.indiana.edu/~easc/CPI/index.htm>

2007 CPI e-portfolio Web site: <http://www.indiana.edu/~celtie/cpi/cpi.html>

Daily instructional plan

See attached CPI schedule.