



**Loyola Marymount University
STARTALK Teacher Program Curriculum**

Program Title: Loyola Marymount University- Chinese Language Teacher Preparation: Summer Institute for 2008

Number of Hours: 6 semester units (course contact hours= 72)

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Brief Description of Program (including curricular context and goals)

The Chinese Language Teacher Preparation Program consists of a 6-week program for proficient speakers of Mandarin leading to certification for teaching Mandarin in K-12 immersion or foreign language classrooms. Participants will receive 6 graduate credits applicable to credential and masters' degrees. In addition to coursework, participants will have practical experiences in neighborhood schools.

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.*)

EU 1: Participants will understand that becoming a Chinese language teacher in K-12 classrooms in California includes knowledge of second language acquisition theories, research, and best practices and that these should guide the choices of instructional strategies and resources.

EU 2: Participants will understand that promoting bilingualism and biculturalism in schools requires them to become an advocate for Mandarin language programs in schools.

Our STARTALK Enduring Understandings are grounded in the School of Education Conceptual Framework:

Participants in our Chinese Bilingual Teacher Preparation Program will:

Value and respect all individuals We believe in the worth of each individual. We affirm the inherent dignity and value of each person as a child of God. Therefore, we believe that all individuals have the potential to be successful learners with unique characteristics and experiences that bring positive value and meaning to the learning experience.

Promote social justice We recognize the existence of social inequity, marginalization, and the different faces of oppression, and we commit ourselves to work actively for the establishment of a just and equitable society. While it is important to understand critically the structures, practices, and discourses that cause and perpetuate

injustice, we also aim to nurture transformative structures, practices, and discourses that actively promote greater equity. This commitment challenges us to think with a global perspective, to embrace the notion of a preferential option for the poor, and to act with a conviction of equity.

Promote cultural responsiveness We recognize diversity as a strength and we commit ourselves personally and professionally to serve culturally and linguistically diverse populations. These populations include those who represent cultural diversity broadly defined, including race, ethnicity, socioeconomic status, gender, religion, sexual orientation, ability, and age. Among other valuable theories and approaches, we utilize sociocultural and constructivist perspectives in teaching and learning. We value these and other perspectives that promote active participation in learning, meaningful and authentic instruction and assessment, and emphasize students' cultural and linguistic background experiences.

Integrate theory and practice We strive to unite theory and practice in a reciprocal relationship that mutually inform each other. We are a community of reflective practitioners, guided by critical inquiry and social responsibility. We actively engage in educational research, including faculty/student collaboration. We affirm the use of technology in education as authentic, meaningful, and accessible to all learners.

Develop moral, intellectual, responsible, and caring leaders We are committed to the preparation of educators who will be leaders in the field, and who reflect high standards of ethics and values. We seek to be, and to encourage others to be, women and men who have the intellectual skills to critically evaluate educational issues, have the moral conviction to respond as agents of change, and exhibit an ethic of care in the service of others.

Collaborate and share leadership across communities We believe in the value of working collaboratively with the districts, schools, parents, and students of the communities we serve, to successfully educate all learners. We recognize, support and promote the gifts and talents of community members and encourage their participation in decision-making processes.

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.)

EU 1: Participants will understand that becoming a Chinese language teacher includes knowledge of second language acquisition theories, research, and best practices should guide the choices of instructional strategies and resources.

EU 2: Participants will understand that promoting bilingualism and biculturalism in schools requires me to become an advocate for Mandarin language programs in schools

Essential Questions:

- √ Who are our Mandarin language Learners?
- √ How do I use assessment instruments to determine the speaking, listening, reading and writing proficiency levels of my students?

- √ What are the social justice aspects of teaching and learning Mandarin as a second/heritage language?
- √ How do I become an advocate for Chinese language education in k-12 schools?
- √ How do Chinese language teachers demonstrate appropriate lesson design, planning and delivery in Mandarin effectively?
- √ How do I teach Mandarin and content for students at various levels of Mandarin proficiency and according to student learning needs?
- √ How do I select and use technology meaningfully to develop language/content learning in Mandarin for my students?
- √ How do I provide comprehensible input in Mandarin to heritage or second language learners?
- √ How do I design lessons based on my knowledge of first and second language acquisition to diverse student populations that I will teach in California schools

Program Content:

(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able demonstrate)
Category of Training	Topics To be Addressed	SKILLS
Approaches	Familiarity with various theories and methods in first and second language acquisition;	<ul style="list-style-type: none"> ▪ communicate by word and action the goals of the language program. ▪ demonstrate a minimum of advanced-low proficiency on the ACTFL Oral Proficiency Interview, ▪ use the target language consistently and ensure that it is comprehensible for students, ▪ select learner-appropriate strategies to develop intercultural competence, ▪ assess students’ developing language proficiency, ▪ choose instructional strategies that provide opportunities for meaningful and purposeful communication, and thereby lead to demonstrated growth in language proficiency,
Materials Development and Adaptation	Ability in the evaluation, selection and translation of relevant instructional materials in the Chinese language;	
US Educational Systems and Classroom Mgmt	Awareness of political and socio-cultural issues related to language instruction;	
Instructional Planning and Strategies	Knowledge of a variety of strategies for primary/target language instruction in Mandarin, including literacy development and content area instruction;	

Methods and Approaches	<p>Understanding of the nature of bilingualism and biliteracy;</p> <p>Familiarity with current and appropriate primary language literature and other resources;</p>	<ul style="list-style-type: none"> ▪ use technology to enhance teaching and learning, ▪ use “backward design” to develop and implement curriculum/units/lessons, ▪ interpret and use all available information to improve student learning, ▪ establish and apply criteria derived from considerations such as intended instructional outcomes, learner characteristics, and linguistic as well as intercultural accuracy in order to select and develop learner-appropriate materials, <p>respond to the diverse needs of all students</p>
Instructional Planning and Strategies		
Curriculum	Skill in planning and delivering literacy and content area lessons in Mandarin	
Technology	Critical technological competency in the integration and use of software and telecommunications in Chinese for bilingual classrooms.	
Instructional Planning and Strategies	Knowledge of Student Content and Language Standards	
US Educational Systems and Classroom Mgmt	<p>Knowledge of the National Foreign Language standards and how to apply them in K-12 language classrooms.</p> <p>familiarity with the historical development of second language teaching;</p> <p>discernment of paradigmatic differences in the educational practices for language minority students.</p>	

Technology Integration:

Technology integration is a key facet of both courses offered. Students are required and assisted in using Blackboard to access course resources and materials, use a variety of software programs to develop course assignments and use technology in meaningful ways for instruction at their appropriate grade levels. The central technology assignment for the Summer Institute requires students to apply a rubric to evaluate and adapt instructional software in Mandarin for applicability in K-12 settings.

Assessments:

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

There are multiple assessments used in both courses throughout the 6-week session. As an NCATE-accredited institution, we are accountable for collecting evidence of teacher candidates' learning throughout the entire program. Benchmarks for student success are also built into the program. For example, as these STARTALK teacher candidates are first-time graduate students, we will have collected several data points for acceptance into our program. These include prior transcripts verifying an undergraduate degree with a minimum GPA of 2.8, letters of recommendation, verification of language proficiency in Mandarin through various sources of documentation, program interviews and letters of intent. These form part of the initial benchmark; thus candidates will demonstrate program eligibility and readiness through this benchmark prior to entering the STARTALK summer institute.

During the STARTALK Summer Institute, candidates will be enrolled in 2 courses that apply to their elementary (multiple subject) or secondary (single subject) credential and masters' degree program. These courses are 3 units each and require students to successfully complete the following. All work submitted by students are assessed by qualified professors who use program rubrics to assign grades to student work.

The following course assignments represent the assessments for our STARTALK candidates:

- ❖ **Language Development Profile** –Students will be responsible for administering a language assessment for a bilingual learner during the course of their fieldwork. The Student Profile will include the results of the assessment as well as instructional recommendations regarding language and program placement.
- ❖ Active Participation demonstrated by critical dialogue and analysis on pedagogy resources and readings in Mandarin.
- ❖ **Introspection: Analysis of Your Personal Social and Cultural/Linguistic Location.**
Introspection consists of a reflective, analytical narrative that connects personal and field experiences to course content. It may include synthesis of meaning from in-class activities, readings, outside resources and unresolved questions linked to the student's experience. In paper students reflectively analyze the significance of your personal history (era and location of your birth, first language and other languages in your home or acquired) and how these relate to teaching Mandarin.
- ❖ **In class Concept Reflections (2)**- Students will complete successfully 2 reflections (80% or better) on key course readings on second language acquisition theories and education policies. They will define key ideas and their application to practice.
- ❖ **Children's Literature Book/Material Review** - Following information provided in class, students will select a current children's literature book in Mandarin and critique it according to the types of stereotypes represented in the book. The 2-3 page critique will also include how the teacher will use the book in a representative lesson.
- ❖ **Demonstration Lesson**-Teachers will design and deliver a grade-level appropriate content-based lesson utilizing current research-based practice. The lesson will be video-taped. Teachers will reflect and analyze their lesson according to standards-based criteria. This lesson is part of the Thematic Instructional Unit that teachers prepare and deliver in Mandarin.

- ❖ **Written midterm examination in Mandarin.** Teachers demonstrate knowledge by identifying key practices in teaching Mandarin as a primary or target language.

Required Resources (including textbooks):

Xiao, Yun (2008). *Chinese as a Heritage Language: Fostering Rooted World Citizenry*

Patrick, Paula (2007). *The keys to the Classroom: A Basic Manual to help new language teachers find their way.* ACTFL, Alexandria, VA

Gu, L. (2006). *Picture Characters: Learning Chinese Characters Through Pictographs* (1st ed.). South San Francisco: China Books & Periodicals, Inc. ISBN: 0835126897

Peng, Tan Huay (2004). Fun with Chinese Characters (Straits Times Collection Vol. 3), *Fun with Chinese Characters (Straits times collection)* (Vol. 3) (ed.) (Chen, Huoping). (Ed.). Singapore: Federal Publications. ISBN: 1932457003

Wienberger, Eliot & Paz, Octavio (1987). *Nineteen Ways of Looking at Wang Wei--How a Chinese Poem is Translated* (First ed.) (Paz, Octavio). (Ed.). Mount Kisco, NY: Moyer Bell Limited. ISBN: 0-918825-14-8

Freeman, D. & Freeman, Y. (2004). *Essential Linguistics: What you Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar.* Portsmouth, NH.: Heinemann .

LIVETEXT- LMU's online assessment system which allows students to upload assignments and faculty to assess student work with rubrics.

Course Reading Packets- Both courses (Theories of Second Language Acquisition and Methods in Primary/Target Language Instruction in Bilingual Settings) have course reading materials in the bound course reader. Please see individual syllabi for readings.

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?)

Once candidates are accepted, we will collect candidate information regarding their knowledge, skills and experiences in teaching. For instance, based on candidates' profiles and background experiences, we expect to enroll some candidates who have teaching credentials and/or experiences in both China and the United States. This is an ideal situation where we can apply our theoretical framework regarding sociocultural/constructivist concepts into practice in the courses. The notion that we have "expert" teachers in our credential/masters program will allow us to create structures, activities and lessons that we could team an expert with a novice—someone who has never taught before. Additionally, we would be able to garner the experiences of those teachers to have them model lessons, and provide feedback in a differentiated way than we would to someone who has never taught before. Since there are several activities planned that we would review and analyze exemplary practices in language teaching, we would also expect that the insights from each of these would complement, extend, and support new learner for each type of candidate. In these ways, we would differentiate both instruction and assessment for our candidates.

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?)

Please see the attached syllabi for EDUC 5003- Theories of Second Language Acquisition and EDUC 6330- Primary/Target Language Instruction in Bilingual Settings- Mandarin

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.)

Our candidates are in the process of applying to the program. Once we have their application packages, we will administer the STARTALK Teacher Pre-Surveys and report the results.

Links to relevant web sites:

BAIDU- Resources [百度一下，你就知道](#)

This powerful Chinese search engine finds authentic materials in Chinese, such as stories, fables, music, movies, songs and anything related to Chinese language and culture.

<http://www.yellowbridge.com/>

These language resources on this website are comprehensive, unique and innovative to supplement any study program. It has the web's most comprehensive Chinese-English Dictionary.

Becker, J (2006, July). Super Chinese Websites [website]. Retrieved 6/12/07, from

<http://www.uni.edu/becker/chinese2.html>.

Colorful and useful, the site includes language, culture, tools, art and history, travels, newspaper, magazines and study in China. Recommended for the students of high school and college level

Kessel, Julia (2006). Learning Chinese at New Trier [website]. Retrieved 12/21/07, from

<http://www.newtrier.k12.il.us/academics/faculty/kessel/default.htm>.

Daily instructional plan (see attached syllabi)***Program specific LinguaFolio-type Can-Do Statements- Sample statements for LMU STARTALK Chinese Language Teacher Preparation Summer Institute:***

- √ I can name and state specifications for the oral language proficiency levels of students.
- √ Given a demonstration/scenario from a video, I can identify effective teaching strategies and connect them to SLA principles and CA standards.

- √ I can communicate effectively in the target language in order to promote student success.
- √ I can select materials that support culturally-relevant Mandarin literacy or content-based learning that is aligned with standards.
- √ I can design a thematic instructional unit targeting appropriate language and literacy level(s) of student.
- √ I can design lessons and instructional units that are embedded in authentic cultural contexts.
- √ I can develop a lesson that includes the essential components of an effective teaching sequence: Assessing prior knowledge, providing comprehensible input, facilitating guided practice, providing structured opportunities for independent application, and providing both formative and summative assessment tasks
- √ I can teach a lesson that other teachers recognize as learner-centered and task-based.
- √ I can use varied cooperative learning/participation strategies to engage all students during instruction.
- √ I can explain the National Standards for Foreign Language learning and how these apply to my goals for my students.