



**STARTALK Teacher Program Curriculum  
Dallas, DC, Houston  
Teaching Chinese Resource, CLTA-TX**

**Program Title:** *Word to World*

**Number of Hours:** 90 hours (Dallas and DC), 60 hours (Houston)\*

**Designed by:** Meng Yeh

**Brief Description of Program**

The goal of the Chinese Teacher Professional Workshop *Word to World* is to lead the trainees to move beyond word/grammar teaching to focusing on real-world communication in a language classroom. The Workshop offers 90-hour instruction centering on topics of national standards, performance-based approaches and assessment, Chinese syntax and phonetics, curriculum development and daily lesson plan design. The program also provides teaching practicum during the summer and 10-hour technology training of using Moodle. At the end of the Program, the trainees will demonstrate their ability to implement their knowledge in actual classroom practices.

**Enduring Understanding**

Participants will understand that the ultimate goal in foreign language teaching and assessment is to create contexts and provide opportunities for students to use the language to engage in meaningful communication in real-world situations.

**Essential Questions**

- What is standards-based and thematic-based curriculum and how to develop it?
- How to integrate the instruction of language discrete points (i.e., pronunciation, vocabulary and grammar) in a performance-based approach?
- How to design and implement performance-based instructions and assessments in daily lesson plans?

**Program Content**

*Word to World* Teacher Professional Workshop consists of five topics. We have three instructors for Dallas and DC (Weiling Wu, Martha Gallagher, Meng Yeh), two instructors for Houston (Xiaohong Wen, Meng Yeh). Another 10-hour technology course of Moodle is taught by Chin-Hsi Lin. Here is a summary and please also see the details in the instructional plans (syllabi).

Knowledge		Skills Targeted
Category of Training	Course Titles	Trainees can incorporate Standards in the curriculum and develop learning
Approaches and	Approaches and Standards	

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\* As stated in the letter to Betsy Hart and Shuhan Wang on April 7, 2008, Houston Teacher/Student program were added in April, much later than Dallas' and DC's programs. As a result, Houston Teacher Professional Workshop only includes 60 hours.

Methods	in Chinese Language Classrooms	activities.
Structure of the Target Language	Chinese Syntax and Phonetics	Trainees can explain the language structure and grammar of Mandarin Chinese as well as its application in teaching the language.
Assessment	Assessment	Trainees can conduct modified oral proficiency interview, develop rubrics for assessment, and designing integrated performance assessment (IPA).
Curriculum and Lesson Design	Curriculum Design and Lesson Plans	Trainees can design thematic units, materials and activities for daily lesson plans.
Teaching Practicum	Teaching Performance Evaluation and Presentation	Trainees can teach in a classroom, critic other's teaching performance, and make a formal presentation of one's teaching experience and reflection.
Technology	Moodle	Trainees can use Moodle to upload/download materials and communicate with their students.

### Technology Integration

- Moodle: a course management system, free, open source software package to help teachers create effective online learning communities
- Yahoo Group: all the trainees joining a Startalk Yahoo group in which instructors and trainees exchange ideas, put forward questions and offer answers.
- Power Point Presentation: the final formal report
- Dim Sum: a free download software that can produce pinyin with tone markers, shift from traditional to simplified characters (and vice versa)
- Audacity: a free download recording software

### Assessments

#### Performance tasks

- Micro teaching
- Teaching practicum
- Final oral presentation

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

- Pre-course and post-course survey
- Material developed and collected
- Lesson Plans
- Rubric designs
- OPI samples
- Reflective pages

### **Unprompted Evidence**

- Observations
- Classroom participation
- Individual discussion
- Yahoo group discussion
- Small group discussion

### **Can-Do Statements: Trainees can**

- Integrate linguistic elements with functional language use
- Develop standard-based thematic units
- Develop standard-based teaching materials
- Develop standard-based daily lesson plans
- Design performance-based tasks in real-world situations
- Connect instruction with assessment
- Conduct and evaluate adaptive OPI
- Develop rubrics for three modes of communication performance

### **Required Resources (including textbooks)**

- *ACTFL Performance Guideline for K-12 Learners*, 1998
- *ACTFL Oral Proficiency Guidelines*, 1999
- *Standards for Foreign Language Learning in the 21<sup>st</sup> Century, 1991*, ACTFL
- *Studies of Chinese Language Acquisition by English Speakers: From Theories to Practice*, by Xiaohong Wen, Peking University Press, 2008.
- *Teacher's Handbook: Contextualized Language Instruction*, by Judith Shrum and Eileen Gilsan, 2004, Heinle Publishers
- 现代汉语, 北京大学中文系现代汉语教研室编, 商务印书馆
- 外国人使用汉语语法, A Practical Chinese Grammar for Foreigners, by 李德津, 程美珍, 华语教学出版社
- *Texas Essential Knowledge and Skills for Languages Other Than English*
- *Foreign Language Curriculum Blueprint, Chinese*, Montgomery County Public School (Rockville, Maryland)
- Carla: Visual Assessment Center, <http://www.carla.umn.edu/assessment/>
- Authentic materials: films, songs, ads, announcement, cards

### **Differentiation of Instruction**

- Varied assignments and readings
- Individual discussions
- Small group projects

### **Instructional Strategies**

- *How do I develop standards-based and thematic-based curriculum?*  
See Weiling Wu's syllabus (Dallas/DC), Xiaohong Wen's syllabus (Houston)
- *How do I integrate the instruction of language discrete points (i.e., pronunciation, vocabulary and grammar) in a performance-based approach?*  
See Martha Gallagher's syllabus, (Dallas/DC), Xiaohong Wen's syllabus (Houston)

- *How do I design and implement performance-based instructions and assessments in daily lesson plans?*  
See Meng Yeh’s syllabus

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

Most of the trainees in the workshop are teachers in heritage Chinese schools. They bring along a wealth of cultural resources and teaching experience.

### **Daily instructional plans**

(4 syllabi: Weiling Wu, Martha Wang and Meng Yeh in Dallas/DC; Xiaohong Wen, Meng Yeh in Houston)

#### **Standards and Approaches in Chinese Classrooms**

外语教学标准和中文教学方法

*Dr. Wei-ling Wu*

This course is designed for teachers of Chinese in a variety of educational settings, including regular K–12 schools, weekend Chinese language schools and summer camps. The purpose of this course is to prepare participating teachers for Chinese classrooms in the 21st century in light of the ACTFL National Foreign Language Standards. It will connect theory to practice and link the Standards with Chinese classrooms. The participants will be guided to develop a repertoire of teaching techniques and strategies that are effective for a diverse student body in different learning settings.

#### **Overarching Theme**

“Knowing how, when, and why to say what to whom”

#### **Enduring Understanding**

Acquiring the ability to communicate in the languages of the worldwide neighborhood is the key to human experience in this increasingly interconnected world.

#### **Essential Questions**

- To what extent are the National Foreign Language Standards important to Chinese language instruction?
- What does the concept of “knowing how, when, and why to say what to whom” mean to Chinese language learning and instruction?
- How do I bring the Standards into my classroom? How do I implement the Standards to meet the needs of the diverse students in my classroom?

#### **Learning Objectives**

- To gain a basic knowledge of the National Foreign Language Standards.
- To demonstrate understanding of the concept of “knowing how, when, and why to say what to whom” and its implications for Chinese language learning and instruction.
- To create lesson plans, develop strategies, and design activities for effective language instruction, which will be field tested by the participants in their classrooms after the course.

#### **Evidences of Learning**

- Quizzes on course contents
- Self-reflection pages
- Standard-based classroom activities
- Lesson plan
- Project: *Best Practices* book.

(See the course requirement page for details.)

## Standards and Approaches in Chinese Classrooms

外语教学标准和中文教学方法

Dr. Wei-ling Wu

### Course Requirements

1. **Quizzes:** There are two quizzes on the course contents with 15 points for each quiz, 30 points total. These two quizzes will be given at the second meeting and the third meeting, serving as self-checking of the learning.
2. **Self-reflection pages:** This is a part of the program requirement, which is specified as follows: "You can write down questions, comments, difficulties, and understandings relevant to the course content and classroom teaching. The entries help you become conscious of the learning/teaching process and to assess your understanding of the course content and teaching performance." For this course, each participant is required to submit three self-reflection pages with one page per week, 10 points for each page, 30 points in total. The first two self-reflection pages are due at the beginning of the second week and the third week. The last self-reflection sheet will be e-mailed to the instructor by May 9 (Friday).
3. **Designing Standards-based activities for the classroom** (Week 1 assignment). The participants will design three activities that are Standards-based but have never been used in their classrooms before. They will use the template provided to describe the activities and analyze them in light of what is learned from this course. These three activities are graded as 10 points for each question, 30 points total.
4. **Creating a lesson plan** (Week 2 assignment). The participants will choose a lesson from the textbook they are using or from any other resource to create a lesson plan in line with the National Standards, as well as instructional and assessment strategies appealing to students. The participants are required to submit a draft plan following the format provided during the Week 3 meeting. After the critique session at the Week 3 meeting, participants are required to revise their lesson plan based on comments and suggestions from the class. The revised version of the lesson plan will be due to the instructor by May 9 (Friday) through e-mail; it will count 50 points toward the final grade.
5. **Best Practices** book (Week 3 assignment). The *Best Practices* book is a project that collects good ideas on teaching Chinese for excellence. Each participant is required to develop three entries in light of the course lectures and class discussions. All the entries should be written on the form sheets provided and follow the format of the sample entry. The three entries each participant submits will count 10 points each, 30 points total. They are due to the instructor by e-mail by May 9 (Friday). The instructor will combine all the entries together for the *Best Practices* book and e-mail it back to the participants. This book can be used as a guide for teaching and observation at the summer program or in the participants' own classrooms.
6. **Classroom participation.** Participants' contribution to the classroom discussion is an important part of the course requirement and will count for 30 points.

**Total points for the course:** 200.

#### Grading scale:

A= 200-180 points

B=179-160

C=160-141

D=139-120

F=119-0

**Standards and Approaches in Chinese Classrooms**

外语教学标准和中文教学方法

*Dr. Wei-ling Wu*

**Course Overview**

**Week 1**

To what extent are the National Foreign Language Standards important to Chinese language instruction?

	<ul style="list-style-type: none"> <li>• Strategies for teaching writing</li> <li>• Strategies for teaching grammar</li> <li>• Integration of language and culture</li> </ul>
IV.	<b>Creating Lesson Plans</b> <ul style="list-style-type: none"> <li>• Purposes of lessons plans</li> <li>• Components of lesson plans</li> <li>• Textbook adaptation</li> <li>• Drafting lesson plans</li> </ul>
<b>Week 3</b> How do I bring the Standards into my classroom? (2)  How do I implement the Standards to meet the needs of the diverse students in my classroom?	
I.	<b>Refining Lesson Plans</b> <ul style="list-style-type: none"> <li>• Lesson plan presentations</li> <li>• Comments and suggestions for revision</li> </ul>
II.	<b>Differentiation of Instruction</b> <ul style="list-style-type: none"> <li>• Students' learning styles</li> <li>• Motivation for learning</li> <li>• Age appropriateness</li> <li>• Classroom management</li> </ul>
III.	<b>Best Practices of Chinese Language Teaching</b> <ul style="list-style-type: none"> <li>• Criterion for the best practices of Chinese language teaching</li> <li>• Professional development</li> </ul>
IV.	<b>Conclusion of the Course</b>

## Chinese Phonetics and Syntax

中文語音和語法

Martha Gallagher

[Martha.gallagher@USMA.edu](mailto:Martha.gallagher@USMA.edu)

Spring 2008

The purpose of this course is to prepare participating teachers for professional Chinese language and culture teaching. The course will provide the essential knowledge of Chinese phonetics and syntax with emphasis on effective teaching. During this course the participants will be guided to develop the standard pronunciation in his or her speech as well the techniques and strategies in teaching.

### Overarching Theme

Understand the theory, live up to the standard, and practice it in teaching

### Enduring Understanding

Acquiring the ability to communicate in the languages of the worldwide neighborhood is the key to human experience in this increasingly interconnected world.

### Essential Questions

- To what extent are the pronunciation and grammar important to Chinese language instruction?
- What does the concept of “standard pronunciation and syntax” mean to Chinese language learning and instruction?
- How do I bring the standards into my classroom?
- How do I implement the standards to meet the needs of students at different level and school setting?
- How do I implement the standards to meet the needs of the diverse students in my classroom?

### Learning Objectives

- To gain a basic knowledge of the Chinese phonetics and syntax.
- To demonstrate understanding of the concept of phonetics and syntax and its implications for Chinese language learning and instruction.
- To create lesson plans, develop strategies, and design activities for effective language instruction, which will be field tested by the participants in their classrooms after the course.

### Evidences of Learning

- Quizzes on course contents
- Self-reflection pages
- Teaching demonstrations with classroom activities and management
- Lesson plan

## Chinese Phonetics and Syntax

中文語音和語法

### Course Requirements

1. **Developing the standard pronunciation:** The participants will record his or her voice for three times (before, during, and at the end of training) by reading one designated article. The mistakes in the recordings will be compared and analyzed. A diagnostic analysis will be given to the participants for their improvement. The improvement will be measured and graded. The total value of the recordings is 40 points.
2. **Quizzes:** There are two quizzes on the course contents. These two quizzes will be given at the second meeting and the third meeting, serving as self-checking of the learning. Each of the quizzes worth's 20 points, 40 points total.
3. **Creating one lesson plans which includes teaching pronunciation and grammar.** The

participants will choose a lesson from the textbook they are using or from any other resource to create a lesson plan in line with Chinese phonetics and syntax theory, as well as instructional and assessment strategies appealing to students. The participants are required to submit a draft plan following the format provided during the weekly meeting. After the critique, participants are required to revise their lesson plan based on comments and suggestions. The revised version of the lesson plan will be due to the instructor by May 2 (Friday) through e-mail; it will count 40 points toward the final grade.

4. **Demonstration:** The participant is required to have a teaching demonstration which covers teaching both pronunciation and grammar in light of the course lectures and class discussions. The demonstration can be the realization of the lesson plan which the participant was designed. The total value of the demonstration is 40 points.
5. **Self-reflection pages:** This is a part of the program requirement, which is specified as follows: "You can write down questions, comments, difficulties, and understandings relevant to the course content and classroom teaching. The entries help you become conscious of the learning/teaching process and to assess your understanding of the course content and teaching performance." For this course, each participant is required to submit three self-reflection pages with one page per week, 10 points for each page, 30 points in total. The first two self-reflection pages are due at the beginning of the second week and the third week. The last self-reflection sheet will be e-mailed to the instructor by May 2 (Friday). 20 points total.
6. **Classroom participation.** Participants' contribution to the classroom discussion is an important part of the course requirement and will count for 20 points.

**Total points for the course:** 200.

**Grading scale:**

A= 200-180 points      B=179-160      C=160-141      D=139-120      F=119-0

**Chinese Phonetics and Syntax**

中文語音和語法

**Course Overview**

**Week 1**

The importance of Chinese phonetics and syntax in Chinese language instruction  
The structure of Chinese phonetics and its application

	<ul style="list-style-type: none"> <li>• The Chinese syllable structure</li> <li>• Chinese Pinyin system</li> </ul>
IX.	<b>Chinese Phonetics</b> <ul style="list-style-type: none"> <li>• Identify the difficult consonant groups</li> <li>• Explain how to teach these consonants</li> <li>• Teaching demonstrate</li> </ul>
X.	<b>Chinese Syntax</b> <ul style="list-style-type: none"> <li>• The terms and their functions of the elements in Chinese syntax</li> <li>• The part of speech</li> <li>• Review Chinese phonetics</li> </ul>

**Week 2**

The structure of Chinese Syntax and its application

V.	<b>Chinese Syntax</b> <ul style="list-style-type: none"> <li>• The part of speech</li> <li>• Function words</li> <li>• The Particles</li> <li>• The Model particles</li> <li>• The Aspectual particles</li> <li>• The Structural particles</li> <li>• The Structure of Chinese sentence</li> </ul>
VI.	<b>Chinese Syntax</b> <ul style="list-style-type: none"> <li>• The structure of Chinese sentence</li> <li>• Interrogative sentence</li> <li>• 把 – Sentence</li> <li>• 被- Sentence</li> <li>• Structural particle得</li> <li>• The complements, definition, grammatical features, and classification</li> <li>• The classification of the complements</li> <li>•</li> </ul>

VII.	<b>Chinese Syntax</b> <ul style="list-style-type: none"> <li>• The classification of the complements</li> <li>• The Complement of Result</li> <li>• The Complement of degree</li> <li>• The Complement of potentiality</li> <li>• The Complement of direction</li> <li>• The Complement of quantity</li> <li>•</li> </ul>
VIII.	<b>Chinese Syntax</b> <ul style="list-style-type: none"> <li>• Strategies for teaching grammar</li> <li>• Integration of language and culture</li> <li>• Drafting lesson plans</li> <li>• Review phonetics and syntax</li> </ul>

**Week 3**

Apply the phonetic and syntax theories in Chinese language teaching	
V.	<b>Refining Lesson Plans</b> <ul style="list-style-type: none"> <li>• Lesson plan presentations</li> <li>• Comments and suggestions for revision</li> </ul>
VI.	<b>Differentiation of Instruction</b> <ul style="list-style-type: none"> <li>• Students' learning styles</li> <li>• Motivation for learning</li> <li>• Age appropriateness</li> <li>• Classroom management</li> </ul>
VII.	<b>Best Practices of Chinese Language Teaching</b> <ul style="list-style-type: none"> <li>• Criterion for the best practices of Chinese language teaching</li> <li>• Professional development</li> </ul>
VIII.	<b>Conclusion of the Course</b>

## **Create a Fun and Effective Chinese Language Classroom with Standards and Interactions**

Xiaohong Sharon Wen  
Director, the Chinese program,  
University of Houston

This course presents language teaching principles, discusses curriculum development, and offers hands-on experience in teaching Chinese as a second / foreign language. It introduces research-based language instruction and helps participants understand the theoretical background of interactive teaching approaches. The focus of the course is on instructional techniques such as how to organize classroom activities that highly motivate students in their participation, integrate language form, meaning and function, and improve language communicative skills. The course includes the following themes:

1. [Standards-based curriculum and instruction in a Chinese program](#)
2. Motivating students in learning and classroom participation: the roles of teacher and students
3. Communication and functions of the language: Topics and cultural understandings.
4. Training cognitive skills and learning strategies: Listening and reading.
5. Create interactive curriculum, instruction, and a language classroom: speaking and writing
6. What kind of vocabulary should we practice in class? And how?
7. How do I help students learn characters?

### **Testbook and Readings:**

**Xiaohong Wen:** Studies of Chinese Language Acquisition by English Speakers: From Theories to Practice. Peking University Press, 2008.

### **Reading assignments:**

#### **Week 1:**

Chapter I. Section 3: 教学法: 语言的形式、内容与交际性;

Chapter IV, Sections 1, and 4: 教学输入与学习者的语言输出; 新时期对外汉语教学的目的与原则

#### **Week 2:**

Chapter V. Sections 1 and 2: 语言习得与汉语课任务的设计; 以听带说、听说互动的教学模式

#### **Week 3:**

Chapter IV. Sections 2 and 3: 语言习得与词汇教学; 语言习得与语法教学

### **Schedule:**

#### **Week one 1. Introduction**

Workshop introduction

Goals and objectives

#### **Week 1. II. Build up your courses and your Chinese program**

- Standards-based curriculum and instruction
- Help your students score high in AP Chinese Test

#### **Week 2. III. Culture Understanding and Develop Learning Strategies and Cognitive Skills**

- 文化, 语言的交际功能与课堂教学

1. **交作业:** lease use the Microsoft Word file. 设计一个以生活或文化内容为主题的系列课堂活动(一个以上的活动)。标明各项活动中用了那三项交际模式和那五项标准范围。每一个活动的目的与要求各是什么? 这些活动是怎样有机地组织起来的?

**2. Submit your reflection sheet in Word file.**

- 训练认知技能,学习策略, 培养学生的理解能力

**Week 3. IV. From instructional input to learners' output: Create an interactive classroom**

- Techniques of training writing and speaking skills
  - Vocabularies and characters: what to teach and how?
1. 交作业: Submit your revised teaching plan based on the instructor's feedback and the discussion in Class.
  2. **Submit your reflection sheet in Word file.**

**Course requirements and grading**

1. Classroom discussion: 30%
2. Teaching demonstration: 10%
3. Two Homework: 40%
4. Post test: 20%

**Grade Assignment**

100-90 A----A-, 89-80 B+----B-, 79-70 C+----C-, 69-60 D+ ---D-, 59 and below F

## **startalk Chinese Teacher Professional Workshop**

Dr. Meng Yeh, Rice University, [myeh@rice.edu](mailto:myeh@rice.edu)

### **Part 1. Proficiency, Assessment and Curriculum Design (20 hours)**

Week 1: Proficiency, Curriculum Design, Lesson Plans, Task-based Activities

Week 2: Assessment: OPI, IPA, Rubrics

### **Part 2. Teaching Practicum: Evaluation and Presentation (10 hrs)**

Week 3

#### **Course Objectives**

This course contains three interrelated topics: proficiency, assessment, and curriculum design. First, we will discuss the conceptual development from language competence to language proficiency in the field of the second language acquisition. Second, various approach to assess the proficiency of Chinese. We will particularly focus on two types of assessment: Oral Proficiency Interview (OPI) and Integrated Performance Assessment (IPA). The third part of the course centers on the design of curriculum, teaching materials, and daily lesson plans. During the summer, trainees will implement their lesson plans in the student programs.

#### **Week 1: Overview**

- I. What is proficiency? How is the concept of proficiency evolved?
- II. Proficiency-oriented Instruction: Thematic Units
- III. Task-based Activities
- IV. Startalk Curriculum Template, LinguaFolio
- V. Daily Lesson Plans

#### **Week 2: Overview**

- I. Integrated Performance Assessment (IPA)
- II. Oral Proficiency Interview (OPI)
- III. Rubrics
- IV. Portfolio

#### **Week3: Overview**

- I. Teaching Practicum
- II. Teaching Performance and Evaluation
- III. Final presentation and reflection

#### **Course Requirements**

1. **Class participation (15%):** In-class contribution is important in this course. Your participation, input and questions during the group or whole-class discussion help me to evaluate your overall understanding and make the class interactive and engaging for all of us.
2. **Self-reflection page (15%):** You are required to submit one self-reflection page along with the assignment after each 10-hour workshop. Write down questions, comments, difficulties, understandings relevant to the course content. Ask yourself what you have learned in the courses and how the content helps you to be a better teacher. The entries help you become conscious of the learning/teaching process and self-assessing your understanding of the course content. The pages also offer me the information with respect to your perception as how well the course has prepared you to teach.
3. **Assignment (20%):** you will be creating materials and designing daily lesson plans for the 3-week student summer programs.

4. **Classroom teaching observation (15%):** The 3-week student summer programs in June-July will be videotaped and upload online. You will evaluate the teaching performance of various teachers online weekly. Whether you are teaching or not, are required to turn in 3 weekly evaluation forms in June.
5. **Teaching Practicum (20%):** All trained are required to teach at the Student Summer programs at least once during the summer camp for 1 hour. Stan will coordinate with you in scheduling your teaching time. You will discuss with the Master teacher with respect to the teaching content that you will go over in the one-hour teaching practicum.
6. **Final Presentation (15%):** The final presentation focuses on the reflection of your classroom teaching performance and observation.

**Grade Assignment**

100-90 A      89-80 B      79-70 C      69-60 D      59 and below F