Chapter 1

Reading pages: page 3-16

Objectives: get familiar with ACTFL 5Cs; ACTFL performance standards.

Reading questions: please explain the 5Cs in Chinese. You can use English terminology if you don’t know the Chinese equivalent.

Practice: Give three example of teaching Chinese from the 5Cs standards.

My notes:

Chapter 2

Reading pages: page 19-32

Objectives: learn about the concept of behavioral culture and apply it in the language classroom

Reading questions: what kinds of materials (props) can be used to help contextualize students performances in the classroom?

Practice: please follow Walker’s concept (page 28) and complete the following table of the missing elements of performance.

Time:

Place:

Role: a customer and an airlines clerk

Script:

Audience: airline office staff

My notes:

Chapter 6

Reading pages: page 113-118

Objectives: understand the formation and configuration of Chinese characters (page 116); understand Xiao’s pedagogical suggestions for character teaching.
Question: Please comment on Xiao’s suggestions of character teaching and how do you use/adapt/modify it in your own class.

Practice: Follow Xiao’s three step sequence. Pick one of the characters and explain how you would present this character in your class.

My notes:

Chapter 7

Reading pages: page 131-147

Objectives: understand and apply four theories/models in teaching listening and speaking.

Reading questions: Please give different examples for each level of the task-based activities (page 145).

Practice: Fill in the following table of four theories/models from the book.

<table>
<thead>
<tr>
<th></th>
<th>Summary of the theory</th>
<th>Implication</th>
<th>Activities</th>
<th>Your Comments</th>
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<tbody>
<tr>
<td>Working Memory</td>
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<tr>
<td>Schema theory</td>
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<td>Second Language Acquisition</td>
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<tr>
<td>Task-based</td>
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</tbody>
</table>

My notes:

Chapter 10

Reading pages: 193-198 & 219-221

Objectives: learn about the Oregon’s flagship program model; learn the writing correction code and use it in your class.
Reading questions: What is your flow chart for a writing assignment? See page 219 for Spring’s example.

Practice: using the correction code in page 220 to correct the following student’s essay.

My notes: