The Future Teaches Chinese

Syllabus for Startalk 2010 Teacher Program
June 16-July 6, 2010
9:00 to 3:30, Room 226 Peabody Hall, Husson University

PROGRAM OVERVIEW

The teacher program is designed to provide students with the opportunity to learn new information in their field, review state-of-the-art concepts, develop lessons to be taught to real students with feedback provided, and the chance to earn university course credit to apply to certification requirements, or CEU’s to be used for professional development.

During the first and second week participants will be expected to learn the contents of hand-outs and professional materials. They will hear lectures, and presentations by program leaders, guest speakers, do hands-on workshops, enjoy cultural presentations and activities, and develop a practice lesson. During the third week each teacher participant will be given the opportunity to observe master teachers in the classroom, present their own lessons to Startalk students, and receive professional feedback. A group reflection session will be held and each participant will be given a chance to assess peer performance and be assessed. Those taking the course for university credit will be expected to present an E-portfolio of their notes, reflections and projects.

Throughout the process participants will be able to receive individual assistance, be tutored in NS or SL, meet with and share insights with peers, and participate in on-going reflection on each day’s activities and their progress therein.

Follow-up sessions will be held throughout the school year by Startalk instructors to address problems and concerns, share new information, and provide on-going support for teachers.

COURSE OBJECTIVES

1) To learn and be able to use the ACTFL standards to develop curriculum, lesson plans, and proficiency assessment
2) To observe master teachers in a real classroom
3) To experience teaching in a hands-on setting with real students
4) To understand and apply the concepts of a student-centered classroom, using target language, integrating language, culture and content, meaningful interaction, and authentic materials
5) To be able to develop curricula and instructional strategies that are age-appropriate and also designed for diverse learners with diverse needs
6) To learn the best practices using technology in the classroom
7) To become familiar with the State of Maine certification requirements for world languages

MAJOR MATERIALS TO BE ASSIGNED

1. Standards for Foreign Language Learning
2. ACTFL Performance and Proficiency Guidelines
4. *Teaching Chinese as a Foreign Language*, by Everson and Xiao---Chapter 3 and 7
5. STARTALK Multimedia Teacher Workshop Collection: [http://startalk.umd.edu/teacher-development/workshops](http://startalk.umd.edu/teacher-development/workshops)
7. Project materials will be provided.

ASSESSMENT

Assessment will be normative and summative. Those taking the course for credit will be assigned a formal grade. At the end of each day a short session will be held to discuss strategies and outcomes, and to assess each participant’s understanding of material presented. Each night participants will be expected to do a reflection of the day’s activities. They will also be expected to complete any homework which has been assigned. Following hands-on teaching experience each participant will meet with teachers and peers to evaluate their performance and receive feedback.

REQUIREMENTS

Each participant will be expected to complete all work assigned. In addition the participants scheduled to receive university credit will be asked to do a final project as well as complete e-portfolio. The Teacher Session begins on June 16 and ends on July 6. The first three days will be spent doing assigned reading, writing, online workshops and webinar. The first full week (June 21-June 25) participants will meet with instructors from 9:00 to 3:30 each day. During that week they will be exposed to a variety of lectures, videos, guest lecturers, hands-on workshops, discussion groups and cultural activities. The second full week (June 21-July 2) will be devoted to getting to know the students in the demonstration classrooms, teach practice lessons, and receive feedback. The last week (July 5-July 6) will be a time to finish projects, spend more time in the classrooms, and meet individually with the instructors as needed.

During the session participants will have the opportunity to continue to be tutored in English or Chinese by the instructors at the end of each day. The final week is also another opportunity to learn essentials of target language. Startalk requires a pre and post on-line survey which will be done at the beginning and end of the session.

GRADES

The final grade is determined by the following:

- Homework assignments and mini teaching: 30%
- Real student classroom teaching: 30%
- Project: 10%
- e-portfolio: 10%
- Attendance and participation: 20%
SCHEDULE

English Training Day—June 10
48 terminologies, terms, and pedagogical phrases that will be used in this program were explained and studied for needed participants.

Chinese Training Day—June 19-20

Day One—June 16 (Independent study)
1. Standards for Foreign Language Learning
2. STARTALK Workshop: Become a Standards-Based World Language Teacher
3. Write one page essay about your teaching philosophy
4. Reflection on the standards
5. Pre-program surveys

Day Two—June 17 (Independent study)
1. STARTALK Workshop: Staying In The Target Language
2. Classroom Video: One World Now!-Chinese
3. Textbook Reading: Chapter 1 of Teaching Language in Context, 3rd Edition, by Hadley

Day Three—June 18 (Independent study)
1. STARTALK-endorsed principles
3. Create a user account for E-portfolio on Google Sites

Day Four—June 21—Husson University
9:00—9:30 Welcome and introductions, Jing Zhang, James Kenny, Delia Kenny, Lynne Coy-Ogan, and Suzhong Tian
9:30—10:00 STARTALK-endorsed principles for effective teaching and demonstration, Tian
10:00—10:15 BREAK
10:15—12:00 STARTALK Workshop: Student-Centered Language Classroom, Tian
12:00—12:45 LUNCH / CONVERSATION (provided)
12:45—1:30 Discussion and demonstration: Student-Centered Language Classroom, Jing
1:30—1:40 BREAK
1:40—3:00 E-portfolio—James Kenny
3:00—3:30 Discussion of last week’s assignments, review of day, preparation for tomorrow, Delia

Day Five—June 22
9:00—9:30 Questions and review of homework
9:30—10:30 ACTFL Guidelines—Ray Pelletier, Modern Language Dept., Univ. of Maine
10:30—10:40 BREAK
10:40—11:40 Maine Learning Results—DonReutershan, Maine State Dept. of Education
11:40—12:00 Group discussion
12:00—12:45 LUNCH / CONVERSATION
12:45—1:25 Education difference between China and USA, Quanzhen Shi
1:25—2:10 Mini teaching practice and peer evaluation: three participants, ten minutes each.
2:10—2:20 BREAK
2:20—3:10 Chapter 2, Teaching Language in Context, group activity & discussions, Delia
3:10—3:30 Review and assignments

Day Six—June 23
9:00—9:20 Questions and overview of day
9:20—10:45 STARTALK Workshop: Backward Design with discussion, Delia
10:45—11:00  BREAK
11:00—12:00 Continue discussion of Backward Design
12:00—12:45 LUNCH / CONVERSATION
12:45—1:45  Chapter 3, *Teaching Language in Context*, activities and discussion, Delia
1:45—2:35 Introduction to technology in the classroom, Tian
2:35—3:20 Mini teaching practice and peer evaluation: three participants, ten minutes each
3:20—3:30 Review of day and prep for tomorrow

**Day Seven—June 24**
9:00—9:20  Questions and overview of day
9:20—11:00 STARTALK Workshop: Immersion Strategies and the Use of the Target Language
11:00—11:10 BREAK
11:10—12:00 Differentiated instruction, Delia
12:00—12:45 LUNCH / CONVERSATION
12:45—2:10 Approaches to Listening and Speaking—Delia and Tian
2:10—2:25 BREAK
2:25—3:10 Mini teaching practice and peer evaluation: three participants, ten minutes each
3:10—3:30 Wrap-up, preparation for Site Visit

**Day Eight—June 25**
9:00—9:45  Confucius Teaching Philosophy, James
9:45—10:30 Panel speaking on State certification—Lynne Coy-Ogan, Husson University; Jing Zhang, Bangor Chinese School; Xiuping Li, Bangor High School
10:30—11:00 Mini teaching practice and peer evaluation: three participants, ten minutes each
11:00—11:10 BREAK
11:10—12:00 Guest Speaker: Experiences in a Chinese classroom, Xiuping Li
12:00—1:00 LUNCH / CONVERSATION
1:00—1:30 Site Visit team interviews teacher participants
1:30—3:00 STARTALK Workshop: Lesson-planning in Content-based Classroom
3:00—3:30 Wrap-up, assignments for the week-end

**Days Nine and Ten—June 28, 29**
9:00—12:00 Classroom observation: getting to know students and observe master teachers
12:00—12:45 LUNCH with students
12:45—2:30 Screen practice lessons, schedule practice lessons
2:30—3:30 Classroom Video: Rutgers, State University of New Jersey/NCOLCTL

**Days Eleven and Twelve—June 30, July 1**
9:00—12:00 Presentation of practice lessons in real student classrooms and feedback
12:00—1:00 LUNCH with students
1:00—3:30 Continuation of presentations and feedback

**Day Thirteen—July 2**
9:00—10:00  Finish presentations
10:00—12:00 Review and assessment, program evaluation, online survey
12:00—1:00 LUNCH with students
1:00—3:30 Presentation of final projects and good-byes

**Days Fourteen and Fifteen—July 5, July 6**
1. Complete all the assignments
2. Wrap up E-portfolio
3. Finish projects