Principles and Strategies for an Effective Chinese Language Classroom

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Introduction

• Presenters
  • Dr. Shuhan Wang
  • Dr. Carol Ann Dahlberg
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Overview

1. Presenting and explaining the six ST-endorsed principles.
2. Discussing two of the principles.
3. Experiencing the use of target language for comprehensible input.
4. Learning the story form of curriculum and lesson design and implementation.
5. Sharing two units that integrate language and culture.
6. Evaluating and reflecting upon our learning today.
Purpose of the Workshop

• Introduce fundamental principles for successful language learning and teaching

• Familiarize participants with select principles and offer practical strategies for effective Chinese language teaching applicable to a variety of student populations
Our Focus Today

Top burning questions that many Chinese teachers ask, which are also related to these principles:

1. How to teach in the target language and provide comprehensible input? (including classroom management)

2. How to integrate culture (and content) into language lessons?
Participants will be able to...

1. Explain the reasons why instruction must be conducted in the target language
2. Use target language to provide comprehensible input in the classroom
3. Understand what story form means and how to use it in a classroom
4. Understand how a unit can be designed to integrate language and culture, and differentiated according to students’ age and language proficiency levels
5. Share a few strategies with colleagues about how to integrate culture into language instruction
STARTALK-endorsed Principles

- Implementing a Standards-Based and Thematically Organized Curriculum
- Facilitating a Learner-Centered Classroom
- Using the Target Language and Providing Comprehensible Input for Instruction
- Integrating Culture, Content, and Language in a World Language Classroom
- Adapting and Using Age-Appropriate Authentic Materials
- Conducting Performance-Based Assessment
- URL: http://startalk.umd.edu/principles/
Implementing a Standards-Based and Thematically Organized Curriculum

- All units and lessons address standards with the goal of developing students’ abilities for real world communication.
- Use meaningful themes and story forms to organize curriculum, instruction, and assessment.
- National Standards for Foreign Language Education (ACTFL)
Facilitating a Learner-Centered Classroom

- Curriculum, instruction, and assessment are designed and implemented based on students’ age, language proficiency level, needs, interests, and abilities.
Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and designs tasks appropriate to the language proficiency and age level of the learners.
- The teacher uses a range of authentic print and non-print materials in a variety of technological formats.
Conducting Performance-Based Assessment

- Teachers know how to design and when to use formative and summative assessments.
- Teachers use assessment data to improve teaching and learning.
- Assessments go beyond paper and pencil format.
- Assessments focus on what students can do with the language they have learned.
- Goal is to develop students who are active learners and can self-assess.
Burning Questions

1. How to teach in the target language and provide comprehensible input?

2. How to integrate culture into language lessons?
Small Group discussion

- Participants will be divided into small groups of 5-6 people per group, preferably by grade levels (elementary school/immersion, middle school, high school).
- Each group will take 15 minutes to discuss and write down on the Flipchart about challenges (issues) and strategies for each of the two proposed questions.
- After that, we will conduct an activity—“Gallery Walk”
Discuss:

1. How to teach in target language and provide comprehensible input?
2. How to integrate culture into language lessons?

On your poster, write down:

1. some challenges you have encountered
2. strategies you have developed in addressing these questions
Gallery Walk  
(10 minutes)

Each group will post their products and walk around to find out other groups’ ideas.

Take a five-minute break!
So far, we have...

- Discussed STARTALK principles,
- Demonstrated how to provide comprehensible input in target language,
- Discussed what is story form and how to incorporate it in unit and lesson design,
- Shared two units illustrating how to integrate language and culture in a Chinese classroom
Using the “Can Do” worksheet and the workshop reflection form, let’s...

- Evaluate your learning, and

- Reflect upon your experiences from this workshop
Share your thoughts and ask questions that you still have
STARTALK Resources

In the folder, you will find:

- STARTALK online resources list
- STARTALK principles in the workshop handout
- STARTALK card
- Beyond STARTALK card
- Read Chinese! card
- Presentation handouts for this workshop (including Dr. Wang, Dr. Dahlberg, Dr. Hu, and Li’s presentations)
Reflection and Conclusion

谢谢大家!

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