

## **CHN 643    Methods of Teaching Chinese as a Foreign Language Spring 2018, T 3:30-6:30 Moore Hall 253**

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**Course description:** This course will present a critical examination of both theoretical and practical approaches to the teaching of Chinese as a foreign language. We will consider broad issues such as curricular design, articulation, assessment, teaching and learning strategies as well as specific topics like ways to teach grammar and explicit instruction in both receptive (listening and reading) and productive (speaking and writing) skills. We will also have projects that directly focus on technology-centered pedagogical issues. In addition, we will address the challenges of teaching non-language courses (i.e., literature, film, and culture classes), with particular attention to evaluation of both written and oral work that is expected of students in these courses.

### **Required readings:**

#### **Selections from the following:**

Hadley, Alice Omaggio. (2001) *Teaching Language in Context*. 3<sup>rd</sup> ed. Boston: Heinle & Heinle.

Everson, M. and Xiao, Y. (2012) *Teaching Chinese as a Foreign Language*. 2<sup>nd</sup> edition. Boston, Cheng & Tsui.

Lee, James F. and Bill VanPatten. (2003) *Making Communicative Language Teaching Happen*, 2<sup>nd</sup> edition. New York: McGraw-Hill, Inc.

Additional resources as assigned (on Lulima)

### **Enduring Understandings (EU):**

By the end of the course, students will understand:

1. The key issues in the field of Teaching Chinese as a Foreign Language (TCFL), including major concepts and the historical context of the field of learning and teaching Chinese in the U.S.

2. How national standards for teaching and learning languages impact curricular development and articulation.
3. The concept of proficiency-oriented instruction and Intercultural Communication Competence (ICC) and how they apply to TCFL at all levels.
4. How to summarize and critically evaluate current issues and research initiatives in targeted areas of TCFL.
5. The connection between curricular design and assessment in TCFL.
6. The importance of life-long professional development for teachers and the benefits of the professional organizations to which instructors of Chinese belong (ACTFL, CLTA, CLASS, MLA, AAS, AOS, AOS, WB, NCLC, Hanban (CI), etc.).
7. The challenges and opportunities for Heritage Chinese learners.

### **Essential Questions (EQs):**

1. What are reasonable expectations for students at different levels of proficiency? How can curricular objectives focus on this important aspect of language learning?
2. What are the assessment tools currently used in evaluating students' proficiency levels in Chinese and to what extent are these measures of assessment valid and reliable? Why are these standards important for teachers of Chinese and how can they to assess proficiency levels of various types of students?
3. What are effective pedagogical approaches for learners of different ages, learning styles, cultural backgrounds, etc.
4. What role does motivation have on language learners and teachers?
5. How do belief systems impact teaching and learning practices?

**Goals.** Through class readings, lectures, discussions, and projects, participants will:

1. Become familiar with the protocols involved with Oral Proficiency Interviews and have experiences interviewing students at various levels of proficiency in spoken Chinese and some experience rating such interviews.
2. Design and implement instructional sequences for new material, with attention to the following aspects:
  - the lesson stages of presentation, practice, and assessment
  - a variety of activities designed to address different learning styles

- a variety of activities to engage the three modes of language use (presentational, interpretive, interpersonal)
- the use of schema theory in developing materials for listening and reading

3. demonstrate the ability to evaluate and select instructional materials and online materials for Chinese courses at various levels

4. demonstrate their understanding of theories of assessment and their ability to develop appropriate assessment instruments

5. develop a repertoire of instructional strategies that go beyond ways that have previously been familiar

6. become acquainted with various types of technology that are useful for students and teachers of Chinese

7. reflect on your own professional practice and by analyzing and evaluating your own teaching and that of your peers

\*Videotaping with individual consultation is a requirement of this course.

### **Measures of assessment in this course:**

**Evaluation:** Grades will be based on class participation, homework assignments, class presentations (40%), reports on required class visits (10%), projects and reading portfolio (30%), and final research project (20%).

**Assignments:** Weekly reading, discussion, written assignments; visits to classes with written reports of those class visits; projects; teaching portfolio.

### **Plagiarism and Academic Integrity**

The following definition of plagiarism comes from the UH-Manoa Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms. (University of Hawai'i at Manoa

Student Conduct Code (1992), p. 6).

It is ultimately each student's responsibility to understand the rules regarding plagiarism and cheating at UH, and to learn how to avoid such violations. At UH, common punishments for such violations include failing the assignment, failing the course, suspension from the university, or even expulsion.

## **Disability Accommodations**

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

**Schedule (note this syllabus will be updated periodically and weekly assignments will be posted. There may be some changes from this syllabus so check Laulima weekly for more recent assignments)**

**Week 1 1/9/18**      Overview of course

Homework:

*Teaching Language in Context*: chapter 1, pp. 61-70 (chapter 2), pp. 106-130 in chapter 3

Cook, Chapter 11 in *Second Language Learning and Language Learning*.

Discussion: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners> and

<http://actflproficiencyguidelines2012.org/>

Overview of teaching methods (Cook and Omaggio Hadley)

3. 2 documents available on ACTFL website below

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners> and

<http://actflproficiencyguidelines2012.org/>

**Our class discussion will focus on:**

- ◆ Teacher belief survey and discussion
- ◆ Standards for foreign language learning (Brief overview, history & overview of ACTFL guidelines proficiency ratings)
- ◆ Frequently encountered acronyms and terms
- ◆ Types of drills

**Hands on practice:** Evaluation of students using ACTFL proficiency guidelines  
Omaggio Hadley, Ch. 1, #4, pp. 42-43.

Comparison with Linguafolio and Common European Framework. (continued as homework assignment)

**SLA Theories and Methodologies, Teaching Styles (Cook):** Brief introduction to some methods/approaches to teaching foreign languages

Grammar-translation

Direct Method

TPR

Audio-lingual method (ALM)

Communicative approach

(watch videos of sample teaching using these different approaches)

**Week 1 1/16/18 Practice teaching using different methodologies**

1. Design a teaching activity for CHN 202 Lesson 13 in the style or teaching approach that was assigned to you in class. Please write out your lesson plan and prepare a teaching demo of this activity for class. You will have 5 minutes. The group will be your students. Make sure to turn in a written copy of your teaching plan. If you have any materials that you want the "students" to have, please send them to me, and I will copy them for you.

1. Reading 1: Michael Everson. (2012). Chapter 2 in *Teaching Chinese as a Foreign Language*. Ed. Everson & Xiao, 2nd edition. Copy is in Resources on Laulima.
2. Reading 2: Article in *ADFL* by WANG, Shuhan. Available in Resources. (This is more recent than the 2008 article by Asia Society that is on the syllabus).
3. Reading 3 *Teaching Language in Context*: please read the assigned sections of chapters 1-3 that was given previously.) Make sure to spend some time studying the ACTFL proficiency guidelines. A copy of these is downloaded in Laulima. Look at the online guidelines in speaking for English and watch the English samples. The Chinese

version has the text translated and audio files of students at different levels, but the videos for the English site may be more insightful. Later this semester you each will have a chance to conduct a Mock OPI, so pay attention to the way the interviewer acts and the questions s/he poses.

There have been a number of different guidelines for assessing and discussing proficiency levels of language learners. In addition to the 1) ACTFL guidelines, there are the 2) IRL scales, the 3) Common European Framework, and 4) Linguafoia. Please look at **each** of these different guidelines online and answer the following question for **each**: When would teachers, students, and/or administrators use this evaluative scale or set of guidelines and what makes this scale different from the others, i.e., what is distinctive about it?

A full printout of the Common European Framework is available for your reference in the Flagship Library in Bio-Med. But all the information you need is readily available online

If there is still any confusion about the assignment, PLEASE contact me and I will do my best to clarify it.

#### Additional Recommended Readings:

Asia Society and College Board (2008), "Chinese in 2008: An Expanding Field."  
[www.asiasociety.org/files/Chinesein2008.pdf](http://www.asiasociety.org/files/Chinesein2008.pdf)

2. Swender, Elvira, "Oral Proficiency Testing in the Real World: Frequently Asked Questions." *Foreign Language Annals*, 36:4, pp. 520-26.

Please visit this website-- read about Language proficiency

3. <http://www.languagetesting.com/oral-proficiency-interview-opi#oral-proficiency-interview-opi-q2>

download two manuals at

4. 1) <http://www.languagetesting.com/wp-content/uploads/2013/05/ACTFL-OPI-Familiarization-Manual1.pdf>
5. 2) <http://www.languagetesting.com/wp-content/uploads/2012/07/OPIc-Familiarization-Manual.pdf>

Discussion: What are the differences between these two approaches to giving an Oral Proficiency Interview? What are the advantages and disadvantages of each?

6. Be sure to familiarize yourself with the descriptors in the intermediate high to superior levels (especially Advanced Low/Mid/High and Superior). Imagine (and outline on paper) some possible OPI situations, with you as interviewer. Choose at least three current event type of topics that you might be able to incorporate into the interview. Fill out the worksheet giving three questions for each level, based on the

topics given (campus life, hobbies and activities, travel, etc.) We will practice in class ---and offer critiques and suggestions to each other.

### **Week 3 Continuation of week 2/ follow up and examples of OPI**

Discussion of OPI and practice ratings

Plan for actual practice with students (you will have two opportunities to deliver MOCK OPIs with students. These will be recorded—they are not face to face.)

Ke, “Oral Proficiency Testing,” in Chu, pp. 219-27,

### **Week 4 Teaching receptive skills & incorporating Intercultural**

**Communication Competence Objectives I:** Designing & Teaching a lesson for listening or viewing

Reading Assignment: Omaggio Hadley chapter 5, pp.182-203, Optional: *MCLTH*, chapter 4),

*Methodology in Language Teaching*, ed. Richards, J. and Renandya, W. “Teaching Listening.” Pp. 235-248 (on Laulima)

Use of video; examples of lessons using schema theory

“Summary of Characteristics of Successful vs Less Successful Listeners” (Handout)

“Reception Strategies Used in Interactive Listening” (Handout)

Develop structured input and output activities (details in class)

Structured Input (*MCLTH*, chapters 2-3: pp. 29-48; chapter 5: pp. 104-115)

Providing comprehensible input: “Characteristics of Simplified Input to Language Learners” (Handout)

1. Complete and turn in structured input activities at the 302 level.
2. Readings (in resources on Laulima) – Many readings on Intercultural competence and related issues have been uploaded. These are part of the Student Based Learning Project that we will conduct. I realize this is more than you will be able to read and digest in one week, so please read in this order: 1) Byram, Michael (1997). *Teaching and Assessing*

*Intercultural Communicative Competence*, chapters 1 & 2. 2) Kearns, (The Culture Learning Target) 3) Garrett-Rucks chapter 2 & 4. For the following week, read 4) Garrett Rucks, chapter 7 and 5) Connery and Lindstrom. There is definitely some overlapping in the various articles, so you might be able to skim through them and find the most important sections to focus on. Make sure to add your notes for each article to your Reading Portfolio.

**Week 5 Project:– Receptive skill I** - Design and present a listening or viewing lesson (turn in and present in class)

Readings: David Nunan, *Second Language Teaching*, Chapter 7 and *MCLTH*, Chapter 8.

Bring to class materials to be used for **reading** lesson—authentic materials/ semi authentic materials (details to follow)

## **Week 2/6 Structured Input and how to design Comprehensible Input Activities**

**Readings:** (all are on Laulima)

VanPatten, - From Input to Output, A Teachers Guide

Van Patten, *MCLTH*-ch2

Wong, W. Input & Input Enhancement

Wong, W. Structured Input Activities

Wong, W. Input Flood.pdf

In class: discussion and practice designing activities for Intermediate mid to IH level students (CHN 302-401)

## **Week 2/13/18 Critique of #1 Mock OPI and intro to project Based Language Learning**

In class activity: Share input activities. Discuss how to move to output activities.

### **Assignment:**

As was discussed in class, we will be doing a project that follows the Project Based Language Learning (PBL), even though this project focuses on pedagogy and professional development rather than language learning. Please study the attached handout carefully (it is already in the Resources section of Laulima). As you notice, the



last stage of this project is a public event. Our project will be two panel presentations on the topic of Intercultural Communicative Competence (or a related topic such as Cross cultural communication, Cultural Literacy, etc.). Each panel will be comprised of 3 presenters; each presentation ("paper") will be no longer than 10 minutes with 5 minutes for questions. All participants are required to be aware of what other presenters are doing so that they too can interact during the question/answer periods.

Each student needs to submit a formal proposal along the guidelines of those standards used by the annual national ACTFL conference. Details about this proposal were given in class and are also posted in Lailima. Proposals, which should be submitted electronically, are due 2/2/18.

Tentative dates for the final public event are 3/13/18 or 3/20/18. We will discuss this in class. If you have a strong preference, please let me know.

**Additional Readings:**

Hofstede, G., Hofstede, G. J., Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*. Chapters 2, 4, 7. New York: McGraw Hill.

(Plus, readings on Intercultural competences previously assigned).

**2/27/18 Project: – Receptive skill II Teaching reading/ Reading Strategies -**

Bring to class materials to be used for **reading** lesson—authentic materials/ semi authentic materials (for the following week)

Readings: Omaggio Hadley, Chapter 5 pp. 195-224.

Everson, M. (2010). "Toward a Process View of Teaching Reading in the Second Language Chinese Curriculum," 33:1, 4-9 <http://www.tandfonline.com/doi/abs/10.1080/00405849409543608>

Liu, Irene "Reading Comprehension and Reading Strategies," in Chu, pp. 39-50.

Spring, Madeline K. "Improving Reading Instruction in Upper-Level Chinese Courses," in Chu, pp. 51-70.

Spring, *Making Connections* (preface)

Nuttall, Christine (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann, 1996. Chapter 5: "Word Attack Skills," Chapter 6: "Reading for Plain Sense," Chapter 11: "Questioning."

Written assignments:

- a. Write a short essay discussing how the readings in Omaggio Hadley and Nuttall can apply to teaching reading to students of Mandarin.

### **3/6/18 Project:– Receptive skill II**

Design and present a reading lesson (turn in and present in class), using an authentic text that could be used on at least two different levels.

**Project:** Design and present a reading lesson that can be adapted for students at different levels (create sample activities). Explain what level you choose for this lesson but also discuss how the activities could be modified to work on other levels.

Be sure to consider how you can assess if students have accomplished your learning objective. Post on Laulima so that other students can try out and comment on your lesson.

### **Week Moving from Input to Output**

Recommended reading (or skim): “Curricular Design” in Chu, pp. 3-23; McGinnis “Goals and Approaches,” in Chu, pp. 151-88, **esp. appendix, pp. 169-80**, Kotenbeutel, “National Standards for Foreign Language Teaching—The Chinese Connection,” in Chu, 257-69.

David Nunan, *Second Language Teaching*, Chapter 7.

Other readings: TBA

### **Week Teaching Grammar and Vocabulary**

Approaches to grammar (survey of books on modern Chinese grammar in English and Chinese)

Teaching vocabulary

Pronunciation

Error correction

Readings: “Using a Story-Based Approach to Teach Grammar,” in Shrum and Glison, Teacher’s *Handbook*, 146-71 and TBA.

Written assignment: “Teach and Reflect,” Episode One and Two, pp. 164-65.

**Throughout the remainder of the semester**

**Current Issues in the TCFL field**

**Student based research projects TBA (more details in class- each student will present based on specific research criteria):**

- Assessment and Curricular Design
- Teaching and Evaluating Writing in Language and Literature Courses
- Immersion Programs in Chinese
- Matching pedagogy and technology in language and literature classes
- Advanced level students- curricular issues, including Content Based Instruction
- Heritage learners of Chinese
- Approaches to teaching literature and film

In class discussion and presentations.