



ACC K-12 Chinese Language Teachers Institute Program 2010

I. Introduction

The Associated Colleges in China (ACC) is pleased to announce the 2010 Chinese Language Teachers Institute. Through generous funding provided by the Fulbright-Hays GPA program, this 6-week institute (June 26 -August 7) will be held in Beijing and Chengdu at Capital University of Economics and Business (CUEB) and Southwest University for Nationalities (SWUN), respectively. The institute offers refresher language courses, culture lectures and pedagogical workshops for teachers of Chinese whose native language is NOT Chinese. The institute will be operated by ACC using its course curriculum, language faculty and teaching facilities.

The objectives of the Chinese Language Teachers Institute are to:

- Refresh and expand participants' Chinese language skills through highly interactive and task-based courses
- Improve and further develop participants' knowledge and skills in Chinese language instruction
- Further participants' knowledge about Chinese culture and education practice through a series of well-organized lectures and tours

This program is designed to cater specifically to the needs of Chinese teachers whose native language is not Chinese. Therefore, eligibility is restricted to this group only.

II. Program Features

Language Courses

This institute offers two types of courses:

1. Language courses to refresh their linguistic skills
2. Targeted pedagogical training to further develop their abilities in teaching Chinese as a foreign language (CFL) and Chinese culture.

Participants take 3 hours of courses daily for a total of 80 hours of intensive Chinese language. ACC courses are taught according to the Pyramid Teaching Model (please see Section 10 for details), which enables participants to advance their language skills within the shortest time frame possible. Courses taught include ACC's thematic-based lecture class, highly-interactive small group discussion classes, and one-on-one individual sessions, among many others.

Cultural Enrichment

Once a week, the program invites professors from renowned institutions in Beijing to lecture and lead discussions about China's society, education, economy, government, family structures, youth culture, folklore & literature and arts. Participants also have the chance to organize panel discussions about current issues with Chinese teachers and colleagues from local schools and study abroad institutions.

In addition, the program arranges cultural tours to historical sites in Beijing and Chengdu. Participants go on a cultural excursion every weekend. This well-rounded curriculum gives participants hands-on opportunities to expand their knowledge about China.

Teacher Development

Every week, participants take 3-4 hours of teacher training and development. Activities include observation & evaluation of teaching at ACC and other language learning institutions, teacher development workshops, discussion panels, teaching practica and a final group report. These activities advance participants' abilities in lesson design and interactive teaching.

III. Scholarships

Full scholarships are available through a grant provided by the Fulbright-Hays GPA program.

Covered expenses include:

- International travel up to \$1100
- Program tuition
- Program-related travel in China
- Lodging in China

IV. Eligibility Requirements

To be eligible for the program, participants must:

- Be a teacher whose native language is English and second language is Chinese
- Be an in-service K-12 teacher with at least one year of experience in teaching Chinese as a foreign language and with an expressed desire to improve her/his teaching and language skills OR a graduate student or senior in an institution of higher education who is a prospective teacher of Chinese language and who has demonstrated a strong commitment to K-12 Chinese language education.
- Have achieved Chinese language skills at ACTFL intermediate-mid level or higher, Hanyu Shuiping Kaoshi (HSK) 5 or the equivalent.
- Willing to comply with the ACC language pledge by speaking only in Chinese both inside and outside the classroom
- Be citizens, nationals or permanent residents of the United States.

V. Admissions

Please visit the ACC website to download the application forms (www.hamilton.edu/china). Applicants submit the following application forms by fax or regular mail to ACC: Application Form, 1 General Reference Form, 1 Chinese Teacher/Specialist Reference Form, Physician's Confidential Report, and 4 passport-size photos. In-service teachers need their school principal, department director or intermediate supervisor to complete the General Reference Form. Pre-service teachers need their academic advisor or a professor who oversees their academic work to complete the General Reference Form.

The deadline for application to the 2010 program is **March 2, 2010**

After applying to the program, final candidates for acceptance into the program will also be asked to participate in a phone interview with ACC's General Director or another ACC representative.

VI. Detailed Program Features Language Courses

Intensive language courses are taught 3 hours daily. Courses include ACC's thematic-based lecture class, highly interactive small-group discussion classes and one-on-one individual sessions, among many others. Additional curricular activities are organized in the format of language clinics, language practica and individual tutorial for 1 hour daily (based on the needs and abilities of each participant).

Teaching Workshops

One to two times per week, workshops are led by pedagogical experts from U.S. universities and K-12 schools to discuss theories and best practices of teaching Chinese as a foreign language. Workshop topics include: National Foreign Language standards, pedagogical principles and procedures of second language instruction at K-12 schools, K-12 Chinese language curricular design & instructional approaches, classroom techniques in K-12 classrooms, elicitation and interaction, performance-based and task-based instructional planning, special needs and issues of CFL teachers who are native English speakers, and assessment measurement & tools.

Teaching & Culture Panels, Cultural Activities

Once a week, participants discuss subjects related to teaching and Chinese culture with Chinese teachers and colleagues from local schools and study abroad institutions. In addition, every weekend the program organizes a cultural excursion.

Teaching Demonstration

Once a week, experienced ACC teachers demonstrate classroom techniques used in different instructional formats

Teaching Practica

One to two times per week, participants observe ACC classes and several other study-abroad language classes and middle school foreign language classes. The practica also include a discussion session on teaching reflection and evaluation.

Teaching Discussion

Three times a week, participants break into discussion groups to talk about various issues in teaching.

Teaching Portfolio and Group Reports

Twice during the course of the program, teachers and participants jointly file a teaching portfolio (a cumulative collection of lesson plans, class materials and other hands-on learning). Participants present the portfolio in the form of a group report twice during the program.

Achievement Tests

In addition to taking entrance and exit exams, achievement tests will be given at different points during the program to assess language and culture gains. Evaluations will also be conducted twice during the program in order to be aware of any adjustments that need to be made.

VII. Program Schedule

2010 K-12 Chinese Language Teachers Institute Program Schedule (Tentative, subject to change)

Phase I: Pre-departure Preparation (Spring, 2010)		
Component I	Sept. 1 – March 1	Application and recruitment
Component II	March 2 – March 19	Selection and admission
Component III	March 19 – July 1	Pre-departure preparation
	June 16	Teaching unit proposal due

Phase II: In-Country Activities (Summer, 2010)		
Component I	June 28 – July 16	Experience in Beijing
Component II	July 17 – Aug. 4	Experience in Chengdu
Component III	Aug. 5 – Aug. 6	Debriefing, reflection, exit examination and evaluation
Phase III: Information Sharing and Dissemination (Fall, 2010)		
Component I	Sept. 6 – Oct. 29	Share information with colleagues
Component II	Sept. 6 – Oct. 29	Presentations, submission of articles, etc.
Component III	Sept. 1 – Oct. 29	Program evaluation and summary

Phase II: In-Country Activities		
	06/26	Arrival, Registration
	06/27	Placement exam
Week 1	06/28-07/02 Beijing CUEB	<p>Orientation</p> <p>Language Training Daily class, textbook chapters 1-3, tones, pronunciation, vocabulary, grammar diagnostic test and reinforcement.</p> <p>Culture Lecture Chinese educational system and method of implementation</p> <p>ACC Teacher Training Workshop and Discussion Performance-based method, the relationship between the Pyramid Teaching Model/ACC curriculum design and interactive communication in various social situations. Observations and discussion of how a middle school interactive curriculum works.</p>
Week 2	07/05-07/09 Beijing CUEB	<p>Language Training Daily class, textbook chapters 4-5, Chinese characters individual session, reading strategies.</p> <p>Local excursion Beijing Language and Culture University (??Joint discussion with Chinese and American K-12 teachers)</p> <p>Teacher Training Workshop and Discussion ACC class observation Foreign language teaching standards and teaching practices, interactive questioning techniques, ACC-CLASS teaching methods exchange and discussion.</p>
Week 3	07/12-07/16	<p>Language Training Daily class, textbook chapters 6-8, chapter expressions, readings, proverbs and idioms.</p> <p>Culture Lecture</p>

		<p>Records from History-an examination of modern China through photographs</p> <p>Teacher Training Workshop and Discussion</p> <p>Material design and evaluation for teaching Chinese as a foreign language.</p> <p>Teaching Practicum and Discussion</p> <p>Practicum: Teaching techniques and strategies on tones and pronunciation.</p> <p>Discussion: Models and approaches of CFL teaching with study abroad programs in Beijing.</p>
Week 4	07/19-07/23 Sichuan SWUN	<p>Travel to Chengdu, Sichuan</p> <p>Language Training</p> <p>Daily class, textbook chapters 9-10, formal Chinese discourse structures, formal Chinese writing skills.</p> <p>Culture Lecture</p> <p>Chinese Tea</p> <p>Local excursion</p> <p>tea and life: Remin Park</p> <p>Culture Tour</p> <p>San Xing Dui History Museum near Chengdu</p> <p>Group Report 1</p> <p>Teaching unit design I: plans of the unit and learning activities: 5 min. report and 10 min. teaching demo from each participant.</p> <p>Teacher Training Workshop and Discussion</p> <p>Classroom management, task-based interactive activity design (comparing and contrasting classroom activities of college and middle schools, group games used in K-12 classrooms), teaching material selection.</p>
Week 5	07/26-07/30 Sichuan SWUN	<p>Language Training</p> <p>Daily class, textbook chapters 11-12, formal Chinese expressions, formal Chinese writing skills.</p> <p>Culture Lecture</p> <p>Chinese food and cooking</p> <p>Culture Tour</p> <p>Taoism: Qingcheng Mountain</p> <p>Teacher Training Workshop and Discussion</p> <p>Strategies and techniques in teaching Chinese characters and reading, language skills assessment.</p> <p>Teaching Practicum and Discussion</p> <p>The relationship between language forms and language functions; the relationship between teaching culture and language.</p>
Week 6	08/1-08/04 Sichuan SWUN	<p>Teaching Demo Preparation</p> <p>Group teaching demonstration (two people per group). Teaching plan development and revision.</p> <p>Local excursion</p> <p>Sichuan opera: Shufeng Yayun</p> <p>Group Report 2 (a thematic unit design)</p> <p>Teaching demonstration: 10 min. report, 20 min. teaching demo from each participant.</p> <p>Final Exam</p>
	08/05	<p>Program Evaluation: fill out program evaluation forms and online evaluation designed by the US Department of Education IRIS.</p>

		Depart for US
Phase III: Evaluation		
	08/10-09/15	Submit outreach activity plan to ACC
	09/16-10/30	Finish outreach activity and submit outreach activity report to ACC

VIII. Weekly Class Schedule

	M	T	W	Th	F	Sat/Sun
8:00-8:50	Individual Session	Individual Session	Individual Session	Teacher observation/visit (or small group workshop), Outside-class activity, Language achievement activity	Small Group Discussion	Culture Tour/Activity
9:00-9:50	Individual Session	Individual Session	Individual Session		Language Demonstration Discussion	
10:10-11:00	Group Class	Group Class	Group Class		Teaching Practice	
11:10-12:00	Small Group Discussion	Small Group Discussion	Small Group Discussion		Teaching Plan Design & Development	
Break					Chinese Table	
2:00-4:00	Lesson Preparation Meeting	Teaching Workshop/Discussion	Culture Lecture	Lesson Preparation Meeting		
7:00-9:00	Teacher Discussion Answer Questions/Discussion/Homework					

IX. Grades

Language skills exam: entrance and exit exams (written and oral): 35%

Teaching skills/technique evaluation:

5 (interaction, questioning strategies, presentation, activity design, classroom management) x =25%

Thematic unit design and teaching demonstration: 2 times (curriculum + assignment) x 10= 20%

Daily performance and attendance: cumulative every day 10%

Course assignments: cumulative every day, every week 10%

Participants who earn an overall grade of 80% or higher will receive a certificate from ACC and CUEB.

X. About Associated Colleges in China (ACC)

Established in 1996, ACC is a consortium of 6 leading institutions of higher education dedicated to the highest quality of Chinese language education in China. ACC's Intensive Language & Culture Program has successfully trained more than 1,500 students who are linguistically and culturally proficient in Mandarin Chinese and can function freely in Chinese speaking communities.

As a result of many years of success with the Intensive Chinese Language & Culture Program, ACC has received several prestigious grants including a three-year grant provided by the U.S. Department of Education Fulbright-Hays GPA program. The ACC has grown substantially in the past few years and now offers 3 distinct programs in China:

1. ACC Intensive Chinese Language & Culture Program in Beijing .
2. ACC Summer Field Studies
3. ACC K-12 Summer Chinese Language Teachers Institute

1. Intensive Chinese Language & Culture Program in Beijing

The ACC Intensive Chinese Language & Culture Program in Beijing is a summer, fall and spring intensive language program for intermediate and advanced students of Chinese administered by Hamilton College and hosted by Capital University of Economics and Business (CUEB). This rigorous program is considered one of the top study abroad programs in China for its academic rigor, quality teaching, highly interactive and individualized instruction, culturally-enriching class activities and innovative curriculum.

With a student/instructor ratio of 1:1.7, ACC students interact with their instructors on an extremely individualized basis to achieve maximum results. After 1 semester of study on the program (equal to 200-400 of class time hours), most students advance 1 full year of university language study. These students achieve the ACTFL OPI advanced language level and are able to comfortably converse with native speakers in various social situations. Please visit the ACC website to apply and to learn about scholarship opportunities (www.hamilton.edu/china).

2. Field Studies Program

The ACC Summer Field Studies is a 7-week summer immersion program for advanced students that combines field experiences in several parts of rural China with advanced language courses. Participants engage in a hands-on comparative study of U.S. and China's contemporary society and educational systems by teaching at day camps for children in rural areas and presenting an independent project at international education conferences/workshops, among other activities. Full scholarships are available through a grant provided by the U.S. Department of Education Fulbright-Hays GPA program. Please visit the ACC website to apply (www.hamilton.edu/china).

3. ACC K-12 Chinese Language Teachers Institute The ACC offers an intensive summer training program for in-service and pre-service K-12 Chinese language teachers whose first language is not Chinese. This 6-week institute is held in Beijing and Chengdu at Capital University of Economics and Business (CUEB) and Southwest University for Nationalities (SWUN), respectively. The institute offers refresher language courses, cultural lectures and pedagogical workshops for teachers of Chinese whose native language is not Chinese. Fulbright-Hays GPA scholarships are awarded to highly qualified participants to attend the program. Please see the ACC website for more information (www.hamilton.edu/china).

ACC Teaching Model

ACC is recognized for its distinctive teaching model and program management style. Some of ACC programs' distinctive features and characteristics include:

- All ACC program participants strictly observe the ACC Language Pledge. This means participants speak only Chinese while on the program. English is not used inside or outside of the classroom.
- ACC's teaching model is based on the theories and empirical studies in the last twenty years in the field of second language acquisition in the United States and meets National Foreign Language Standards. Through continuous interactive communication and contact with ACC's instructors, ACC participants achieve advanced level proficiency in three communicative modes: interpersonal, interpretive, and presentational.
- ACC has adopted the performance-based Pyramid Teaching Model. According to the model, program participants attend daily classes that gradually reduce in size from 8 to 1 in order to provide maximum interaction and individualized instruction.
- ACC's curriculum has a unique design. Every aspect of the program's course structure has its own purpose and set of teaching techniques. ACC's teaching method focuses on teacher-to-student and student-to-student interaction (small group practice and individual sessions). Please see Diagram 1.

Diagram 1.

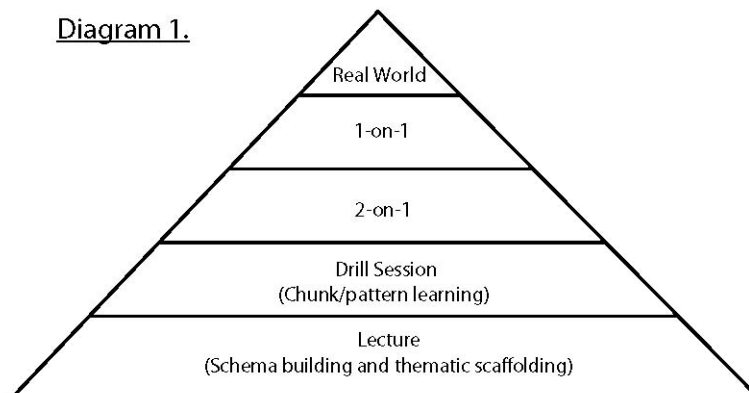


Table 1. Characteristics of ACC Curriculum Design

Class Structure	# of Students	Teaching Method & Purpose	Interaction Level
Lecture	8-10	Lead Topic: Schema building and thematic scaffolding	Teacher-Student
Drill	4-5	Interactive Questioning: Chunk/pattern learning	Teacher-Student
2-on-1	2	Targeted Conversation: Language usage practice 1	Student-Student
1-on-1	1	One-on-one session: Language usage practice 2	Teacher-Student

ACC Faculty

ACC faculty are local Chinese instructors who are well-trained in at least three types of ACC classes. Three fourths of ACC instructors have over two years of ACC teaching experience. ACC invests in its high-quality faculty by regularly sponsoring professional training and other development opportunities for its instructors.

Key Faculty and Staff for the 2010 Summer Chinese Language Teachers Institute

Hong Gang Jin: Program Director, William R. Kenan Professor of Chinese and Second Language Acquisition at Hamilton College. Jin holds a PhD in second language acquisition and teacher education from the University of Illinois at Urbana-Champaign and has over 20 years of teaching and program administration experience. Jin founded the ACC program and the Chinese program at Hamilton College. As program director, Jin oversees the program's design, implementation and operation.

Lucy Lee: Associate Director, Master Teacher of Chinese at Livingston High School in New Jersey. Lee has over 20 years of experience in K-12 Chinese language teaching. As president of CLASS, Lee was the recipient of several federal grants for CLASS and has been a leader in the field of K-12 Chinese language education. As associate director, Lee oversees the institute's design, implementation and operation.

Yusheng Yang: Full-time Coordinator. Yang holds an MA in Chinese as a Foreign Language. She has taught at the Middlebury College Summer Chinese School for 4 years and currently teaches Chinese at Hamilton College. As Full-time Coordinator, Yang oversees curriculum implementation and teacher & material development. She is also responsible for the program's teacher training workshops and mentoring program.

Mike Everson: Visiting Professor, Idaho University Foreign Language Education Department Everson is an expert in foreign language education and the author of over 20 published books.

Yin Zhang: Field Director. Zhang holds an M.S. in Teaching Chinese as a Foreign Language from Oxford, England. She has 13 years of experience teaching Chinese as a foreign language and 6 years of program management experience as ACe's Field Director.

Hongyan Li: Experienced Head Instructor, ACC Training Supervisor, ACC Teaching Manager. Li

has 8 years of ACC teaching and program management experience.

Ran Lu: Language Instructor, ACC Program Instructor. Lu has 9 years of experience in teaching and management.

Guest Instructors from Beijing Language and Culture University: Teaching Chinese tones, grammar instruction, curriculum design, lesson plan writing, culture lectures, etc.