



2010 STARTALK ACC-CLASS TEACHER PROGRAM

Host Institution: Hamilton College

Program Title: 2010 STARTALK ACC-CLASS Teacher Program of Non-native Chinese

Program Dates: 7/5/2010-7/16/2010

Application Forms: Downloadable from:
<http://www.hamilton.edu/academics/acc/StarTalkapps.html>

Number of Hours: 50

Brief Description of Program

This is a ten-day Chinese teacher program which offers a two-week teacher development workshop for in-service and pre-service K-16 Chinese teachers whose native language is English. The program will take place on Hamilton's campus during 7/5-7/16/10. The program's overarching goal is to provide professional development opportunities in language and pedagogy for Chinese teachers whose first language is English.

By the end of the program, Participants will be able to improve their Chinese language proficiency, design and deliver standards-based thematic units. They will develop skills needed to properly align curriculum, instruction and assessment, and integrate culture, content, and technology into teaching practices. Additionally, participants will gain skills needed to carry out instruction in the target language and be able to use task-based teaching templates to create meaningful lessons and activities for students and assess students' performance ability in an integrative way.

Major Focus of the Program

- Chinese language proficiency
- Standards-based instruction
- Thematic unit design
- Teaching in target language
- Providing comprehensible input
- Task-based language instruction and assessment
- Technology use in a language class

Pre-requisites

Participants must be a pre-service or in-service Chinese language teacher and must have high intermediate and advanced Chinese proficiency

Content and Learning Outcomes

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to demonstrate)
<i>Content</i>	<i>Examples</i>	<i>“Can Do” Statements for Participants</i> Participants can...
➤ Standards-based instruction	<ul style="list-style-type: none"> • National foreign language learning standards 	<ul style="list-style-type: none"> • understand and describe the concepts embedded in each of the five national standards’ goals
➤ Thematic unit design	Backward design Thematic units Lesson plans	<ul style="list-style-type: none"> • engage in backward unit design, and also develop sub-themes to a theme • develop appropriate

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		lesson plans in alignment with the national and state standards
➤ Teaching in target language	Instructing in Chinese Explaining in Chinese Correcting in Chinese	<ul style="list-style-type: none"> • use appropriate expressions, routines, and presentational skills in class • give instruction in appropriate and accurate Chinese
➤ Providing comprehensible input	Elaborate input Negotiation of meaning Request clarification Paraphrasing	<ul style="list-style-type: none"> • design materials and tasks comprehensible for all students • provide comprehensible input during class • teach how to negotiate meaning with students by asking confirmation, clarification, and comprehension questions
➤ Task-based language instruction and assessment	Task design Task sequencing Pedagogical tasks Assessment tasks	<ul style="list-style-type: none"> • use templates to design a task with pre, core, and post tasks involving three communicative modes • create information gap by manipulating task conditions and procedures • create and modify rubrics to evaluate students' performance on the task
➤ Technology use in a language class	Voki How to use Hamilton's virtue lessons Sharing resources and ideas on wiki	<ul style="list-style-type: none"> • use appropriate software and technology introduced at the workshop to create instructional materials • use wiki as an online work space to share materials and information