

CHNS 6690: Language Teaching Practicum

Course Description

This course is for students during the last summer of the MA program. It provides students with an opportunity for reflecting on what they have learned about Chinese language pedagogy and investigating how theory and research relate to local decisions on organizing and planning for instruction in a CFL program. Students will develop the ability to plan and implement pedagogically sound and effective classroom practices through the following learning-by-doing activities:

- Meet twice weekly and prepare preliminary plans for your class observation and micro teaching.
- Plan and observe a total of 10 hours of classes. Use textbooks and other relevant materials for your plans.
- Use knowledge of 2nd Language Acquisition theory in planning your instruction
- Use observation tasks to structure observations and record reflections in an observation journal.
- Use textbooks and other relevant materials recommended to prepare your micro-teaching lesson plans.
- Teach a total of 6 50-minute micro-teaching sessions, each dealing with one identified key point.
- Reflect on own teaching and write reflection and critiques
- Prepare and submit a portfolio/practicum journal notebook which contains your weekly preliminary and the final plans for class observations and the micro-teaching sessions, and the video-taped teaching sessions with your own analysis and reflections. Feel free to include other material in your portfolio; other pieces may be required

Instructors

Jianhua Bai Forest 123 (443-4491)

Lisa Lin Forest 124 (443-3638)

Schedule

11:00—12:30 Tuesday and Thursday in 118 Forest West

Class observation and micro-teaching schedules TBA

Text Books

H. D. Brown (2006). Principles of Language Learning and Teaching. White Plains, NY: Longman。

汉语可以这样教—语言要素篇 (2006) ，张和生主编，北京：商务印书馆。

汉语可以这样教—语言技能篇 (2006) ，赵金铭主编，北京：商务印书馆。

Weekly Routine

We are going to meet twice a week. The first meeting (with Bai Laoshi) is to help you plan for your class observation or micro-teaching. Before the meeting you need to do some relevant readings and come up with some objectives identified from your previous class observations or your own teaching experience. Send your preliminary plan to all (classmates and instructors) by the end of Sunday. During the class you will present your plan followed by questions and suggestions from others. The second meeting (with Lin Laoshi) is to reflect on your class observation and micro teaching. Part of this class will be viewing the video-taped classes with peer critique. You will receive and use feedback to enhance your teaching practice. You need to take detailed notes, writing down what you learn weekly in the form of a portfolio which will be the “data” for your final project. You should start from Day 1 on your final project: developing a teaching unit to take back to your own school. We encourage you to periodically report on your on-going project.

Evaluation/Grading

Attendance 20%

A portfolio 10%

Observing Classes and reflecting on class observations 10%

Guided lesson planning and micro teaching sessions 20%

A final project: developing a teaching unit to take back to your school 40%

Calendar

课程表 (七月二号至八月十三号)

TUESDAY	THURSDAY
	7/3 Course introduction General planning
8 Plan for class observation (5 hours July 9 th) and reflection	10 Class observation and reflection
15 Class observation (5 hours July 16 th) and reflection	17 Class observation and reflection
22 Prepare for Micro-Teaching	24 Micro-Teaching and reflection
29 Prepare for Micro-Teaching	31 Micro-Teaching and reflection
8/5 Prepare for Micro-Teaching	7 Micro-Teaching and reflection Final project due by Friday (8/8)
12 Discuss the final projects	

Recommended Readings

- Lee, J. and B. VanPatten. 2003. Making communicative language teaching happen. Boston: McGraw Hill.
- Richards, J. C. and David Nunan. 1990. Second language teacher education. New York : Cambridge University Press.
- Shrum, J. L. and E.W. Glisan. 2005. Teacher's handbook : contextualized language instruction. Boston: Heinle & Heinle.
- Bai, Jianhua. 1996. Some thoughts on the notion of better methods. JCLTA 31:2.
- Ellis, R. (1997). Second Language Acquisition. Oxford: Oxford University Press.
- Farley, A. 2005. Structured Input: grammar instruction for the acquisition-oriented classroom. Boston: McGraw Hill.
- 靳洪剛 (2004) 第二語言習得與語言形式為中心的結構教學探討.
- Kubler, C. et al. 1997. *NFLC Guide for Basic Chinese Language Programs*, National Foreign Language Resource Center, The Ohio State University.
- VanPatten, B. 2004. Processing Instruction: theory, research and commentary. New Jersey: LEA.
- Walker, G. and S. McGinnis. 1995. Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers. Columbus, OH: OSU Foreign Language Publications.
- 赵金铭 (2004) 对外汉语教学概论. 商务印书馆.

Useful Web Sites

- <http://www.nclrc.org/essentials/>
- <http://www.cal.org/resources/teachers/teachers.pdf>
- <http://www.cal.org/resources/digest/0005contextual.html>
- http://www.cuhk.edu.hk/clc/newsletter/issue_no13_p8.htm

学习技巧

- <http://www.sil.org/lingualinks/LANGUAGELEARNING/BooksBackInPrint/SuccessWithForeignLanguages/SuccessWithForeignLanguages.htm>
- <http://www.utexas.edu/student/utlc/lrnres/handouts/1705.html>
- <http://www.nclrc.org/guides/HED/>

测试

- <http://www.nclrc.org/portfolio/modules.html>
- <http://nclrc.org/readings/caidl99.htm#LINGUAFOLIO>

5Cs <http://www.nclrc.org/sailing/>

Guide for Planning your Class Observation

- What did the instructor try to accomplish? Were the objectives performance-based? Standard-based? Linguistically-based?
- What did the students learn today? Linguistically? Thematically? Communicative competencies? Cultural competencies? Meta-cognitively?
- What classroom tasks and learning activities contributed to their learning? Was there scaffolding and learning activities that were focused on form, meaning, forms? Were there collaborative learning activities? Was there any corrective feedback? How was that done? How well did the instructor handle “unexpected happenings”? Any differentiated instruction?
- What topics/content, activities, etc. would you have done differently if you had been the instructor?
- What went well? What went as planned? What went not as planned and how did the instructor handle the unplanned happenings?
- What questions do you have for the discussion and reflection sessions?

Submit your preliminary plan to all by the end of Sunday. After the class meeting on Tuesday you should revise your plan for the class observation on Wednesday. Please keep detailed notes of what you observe and be prepared for the discussion/reflection on Thursday. You may need to do some additional readings in order to prepare for the discussion/reflection. Put all the notes and reflection “papers” in your portfolio and send an e-copy to your instructors by the end of Wednesday.