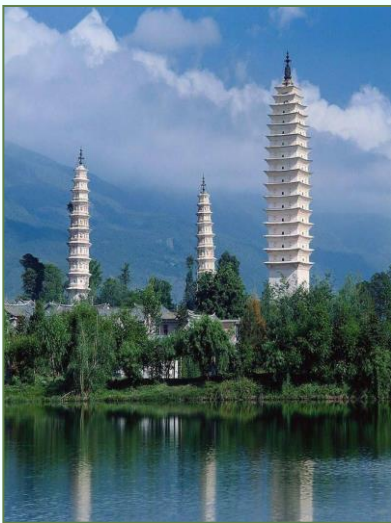


July 7th – July 20th, 2024 Tianjin & Yunnan, China  易·中文

Group size is limited to 45 participants. Limited spots available—first come, first served!

2024 eChinese American Teachers of Chinese Language Training Program in China

The eChinese American Teachers of Chinese Language Training program presents a comprehensive **seven-day workshop and cultural site visits in Tianjin**, complemented by a **five-day cultural tour in Yunnan**. This intensive workshop aims to equip Chinese language teachers with theoretical insights and best practices. Through a learning-by-doing approach, participants will engage in developing a multifaceted curriculum and thematic units via interactive lectures, discussions and reflections, and hands-on experiences, immersing themselves in a dynamic learning experience.



Program Schedule

Dates	Locations	Activities
7/7	Tianjin	Check-in
7/8-7/14	Tianjin	Training Workshop at Tianjin Normal University & Educational/Cultural Site Visits

List of Trainers (Partial):

Dr. Jianhua Bai - Robert Oden Jr Professor of Chinese of Kenyon College; Previous Chair of AP Chinese Language and Culture Exam Development Committee

Paul Sandrock - Previous ACTFL Director of Education; Facilitated revision of the World-Readiness Standards for Learning Languages & NCSSFL-ACTFL Can-Do Statements

Ying Jin - Previous ACTFL Board Member; Stanford World Language Project's Leadership Strand Co-Instructor

7/15-7/19	Yunnan	Cultural Tour
7/20	Kunming, Yunnan	Back to the U.S.

Subject to cancellation if minimum participant requirements are unmet.

Program Fee

[\$2,788/teacher]

Partially funded by eChinese and its partners

- Deposit \$200 (non-refundable), due on March 1, 2024
- The remaining amount \$2,588 is due on March 25, 2024

Includes all travel expenses:

International airfare, transportation in China, room and board, workshops, cultural visits, & insurance.

Not included:

Visa application & personal expenses.

Application

Deadline: March 1, 2024

Please access the **Application Form** by scanning the QR code



For more information, please contact
service@echineseworld.com
 OR yue@echineseworld.com

Developing Effective Curriculum and Instructional Strategies: Integrating Proficiency-Based Learning and Assessment in CFL Teaching

2024 eChinese Summer Institute—American Teachers of Chinese Training Program in China

Introduction

The 2024 eChinese Summer Institute training program is designed to empower Chinese language and culture instructors by providing them with the practical skills and tools necessary for the development of effective curricula by integrating instruction, evaluation, and assessment; cultivating comprehensive global competence in student development; and strengthening their leadership within the second-language and cultural teaching and learning community.

Leveraging the Understanding by Design (UBD) framework, participants will refine their abilities through hands-on experiences. Engagement in the program involves active participation in the development of multifaceted curricula and thematic units, facilitated through interactive lectures, discussions, reflections, and practical exercises. This immersive learning-by-doing approach fosters dynamic involvement in the training program, setting it apart from conventional courses and enhancing engagement in the teaching and learning process.

The products generated during this program will serve as valuable resources to aid participants in their curriculum design and teaching practices for the upcoming 2024-2025 academic year. Participants will be encouraged to directly apply the acquired knowledge and skills within their instructional contexts, customizing their approach to accommodate the diverse backgrounds and proficiency levels of students.

Dates: July 8th – July 15th, 2024

Location: Tianjin Normal University, Tianjin, China

Instructors from the United States: Dr. Jianhua Bai, Paul Sandrock, Ying Jin, and eChinese curriculum development team members

Instructors from China: Professors at Tianjin Normal University, Peking University, Beijing Language and Culture University, Beijing Normal University, and Nanjing University—Dr. Yinghua Zhong, Dr. Yang Zhao, Dr. Wei Yang, Dr. Xue Song Wang, Dr. Liping Feng, Dr. Xianwen Cao, and Dr. Liping Jiang

Training fee: \$2,788/person, including:

- Training course fee: \$899
- Travel expenses: \$1,889 (international airfare, ground transportation in China, room and board)

Training Objectives

Day-1 focus: What are our and our learners' true goals for learning Chinese? How can we effectively focus on developing learners' proficiency?

□ **By the end of this session, participants can:**

- Explain the indicators of language proficiency and delineate the skills required for progression from Novice to Intermediate to Advanced levels, tailored to the unique characteristics of participants' students and instructional setting.
- Identify language functions to guide the design of tasks that engage learners in making meaning, expressing meaning, and negotiating meaning
- Explain how a focus on language functions will influence unit planning and their instruction and assessment

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Day-2 focus (Part I): How can we support our learners to develop global competence and explore content that is relevant to their lives?

□ **By the end of this session, participants can:**

- Identify skills, knowledge, and attitudes necessary for learners to excel in a dynamic global landscape
- Describe how world language education develops global competencies through cultural exploration, effective communication, and promoting collective well-being
- Internalize and apply practical strategies and real-life examples for integrating global competence into their unit planning and daily teaching

Day-2 focus (Part II): How can we backward design our units and lessons to develop learners' proficiency?

□ **By the end of this session, participants can:**

- Describe and implement the backward design framework
- Outline and develop the unit theme (Essential Question), unit goals, and key language functions for their selected unit
- Determine acceptable evidence: what students should know and be able to do after completing the lesson/unit, aligned with the learning objectives identified

Day-3 focus (Part I): How can we plan and implement instruction and assessment procedures for comprehensive learning?

□ **By the end of this session, participants can:**

- Plan learning experiences and implement instruction encompassing teaching and learning activities both within and outside of the classroom
- Create a learning progression for a unit and for a lesson to intentionally guide learners toward the unit goals and daily learning objectives

Day-3 focus (Part II): What instructional practices are more effective in guiding learners to higher levels of proficiency?

□ **By the end of this session, participants can:**

- Select teaching practices to support learners' development of Chinese language proficiency
- Maximize learners' use of Chinese in the classroom
- Use all three modes of communication to develop learners' proficiency

Day-4 focus: How do we provide tasks for learning and assessment so our learners can chart their progress along the proficiency continuum?

□ **By the end of this session, participants can:**

- Strategically plan for and utilize formative and summative assessments (including Integrated Performance Assessments) as integral components of instruction and learning
- Design tasks with clearly identified purpose, process, and product

Day-5 to day-7 focus: How can we bridge the gap between the Chinese Proficiency Grading Standard for International Chinese Language Education and the NCSSFL-ACTFL Can-Do Statements?

□ **By the end of these sessions, participants can:**

- Understand the Chinese Proficiency Grading Standard for International Chinese Language Education
- Describe how the Chinese Proficiency Grading Standard for International Chinese Language Education align with the NCSSFL-ACTFL Can-Do Statements
- Comprehend the essential characteristics of Chinese language education, encompassing Pinyin, characters, and grammar, and effectively integrate them into thematic unit design and implementation

Final-day focus: What can I apply and adapt from the units of other teacher workshop participants to make my teaching even more effective?

□ **By the end of this day, participants can:**

- Present their final projects developed during the training
- Receive constructive feedback from peers and trainers

Developing Effective Curriculum and Instructional Strategies: Integrating Proficiency-Based Learning and Assessment in CFL Teaching

- Reflect on insights gained from the training and plan for future implementation

Training Schedule

Daily Schedule				
Date	AM		PM	
	Time	Focus	Time	Focus
7/8 (Day 1)	8:30-12:00	Opening Ceremony & Zhong Yinghua (Tianjin Normal University): International Chinese Education: Theoretical and Practical Innovation	1:00-4:30	Focus on Developing Learners' Chinese Language Proficiency
7/9 (Day 2)	8:30-12:00	From WHY to HOW: Effective Practices for Developing Learners' Proficiency	1:00-4:30	Framework of Backward Design: Designing Unit Goals and Lesson Objectives
7/10 (Day 3)	8:30-12:00	Framework of Backward Design: Integrating Instruction and Assessment	1:00-5:00	Integrating Global Competence in Each Unit and Lesson
7/11 (Day 4)	8:30-12:00	Designing effective tasks - summative assessment, formative assessment, learning tasks	1:00-4:30	Zhao Yang (Peking University) and Yang Wei (Tianjin Normal University): The Subjectivity of Language Standards
7/12 (Day 5)	8:30-12:00	Wang Xue Song (Beijing Normal University): Selection and Teaching of Cultural Points guided by the 'International Chinese Language Education Chinese Proficiency Standards'	1:00-2:30 2:45-5:00	Feng Liping (Beijing Normal University): Research on Classroom Interaction in International Chinese Language Teaching
7/13 (Day 6)	8:30-12:00	Cao Xianwen (Nanjing University): Characteristics of Chinese Language Education	1:00-3:00 3:15-5:00	Jiang Liping (Beijing Language and Culture University): Classroom Activity Design Guided by Proficiency Standards
7/14 (Day 7)	8:30-12:00	Tianjin Basic Education Research: Visit to Tianjin Nankai High School & Discussion	2:00-5:30	Language and Cultural Practice: Telling Tianjin Stories to the World - The Historical and Cultural Heritage in Tianjin
7/15 (Day 8)	8:30-12:00	Show and Tell of Units by Participants (followed by peer feedback and group discussion)		