大华府中文教师学会（CLTA-NCR）
SPRING 2020 CLTA-NCR ONLINE WORKSHOP

二零二零年春季工作坊

2020 年 4 月 25 日 星期六 下午 2:00-5:00

分享与提高：实用技巧与新技术

"Promoting Proficiency Through Practical Techniques and New Technology"

Platform: Zoom Meeting

PROGRAM

2:00-2:05 pm ~ Opening Remarks 开幕辞
by Lucia Sedwick Claster, Director, Confucius Institute at Mason

2:05-2:50 pm ~ Session I 报告一

"Resources for Learner-Centered Instruction and Planning"

by Matt Coss 高正远

【讲员简介】1993 年生，目前为乔治华盛顿大学中文讲师并任职于国家外语中心（National Foreign Language Center）星谈项目（STARTALK Program）担任 Second Language Acquisition Specialist 以及资源和培训组内容研发人员。 2015 年中文能力经由美国外语教师协会口语测试（Oral Proficiency Interview，OPI）评为 Superior 水平。 2016 年毕业于北卡罗来纳大学教堂山分校（UNC Chapel Hill），获得主修中文与西班牙文语言学双学士学位。 2019 年毕业于马里兰大学大学园（UM College Park）分校第二语言习得专业硕士班。硕士期间曾经担任过国家外语中心星谈（STARTALK）项目研究生助理、兼任乔治城大学东亚语言文化系中文讲师以及华盛顿育英特许沉浸式小学代课老师（3 岁儿童至 5 年级学生）。高老师 2010 年尚为高中生时开始接触语言教学工作。在中文教学上，担任过暑期密集中文班助教、文化课程老师、主讲老师、并创建管理研修课程以培训中文教师。此外，具有在大、中、小学、医学院和成人语言中心担任高、中、初级西班牙语老师的经验。除教学外，也从事过自由翻译撰稿的工作。连续数年参加美国全国、地区及州区外语教师研讨会，使用中文和英文报告分享教学心得与方法策略，其中包括全美中文大会（NCLC），美国外语教师协会（ACTFL）年会以及星谈大会。

【报告摘要】The role of the highly effective language teacher is to plan, deliver, and adjust highly engaging experiences in which all learners can meet daily goals, and develop linguistic and intercultural competence. However, for teachers to become facilitators of learning, they must shift the focus of their lesson planning and lesson delivery from a 'teacher-centered' practice to a 'learner-centered' practice. This session will identify the key features of a learner-centered classroom and empower participants to center the focus of their own instruction on their learners. The presenter will share and demonstrate a variety of

freely available resources as well as examples from real Chinese language classrooms, which will enable all participants to put learners first in their mindset, their planning, and their instruction. Participants will engage with each resource and discuss specific ways to implement each one into their various instructional contexts—curriculum planning, lesson planning, lesson delivery, and assessment.

2:50-3:00 pm ~ Session I - Q & A 报告一答问

3:00-3:05 pm ~ Tea Break 茶歇

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3:05-3:50 pm ~ Session II 报告二

"Engage, Inspire and Assess Students Through Fun and Effective CI & Technology tools"

by 戴静、姚岚

【讲员简介-戴静】Ms. Jing Dai earned her M.A. degree in Teaching from Towson University and M.Ed. degree in Teaching Strategies from LaSalle University. She serves on the board of directors of the Chinese Language Teachers Association in National Capital Region (CLTA-NCR). Ms. Dai currently is a full-time Chinese instructor at Anne Arundel County of Maryland and the school district's IB Lead Teacher and Chinese curriculum developer. Being a well-rounded educator, she has had the opportunity to teach a diverse group of students from preschool to college at all levels. Due to her passion and devotion in language teaching, she is enthusiastic in working on how to best engage, inspire and motivate individual students. She also has shown great passion in the integration of high technology, kinesthetic and cooperative learning tools in the Chinese language teaching.

【讲员简介-姚岚】Ms. Lan Yao earned her undergraduate degrees in Graphic Design and Communication Studies from Cambrian college and Laurentian University in Canada. She currently teaches Upper School Chinese at McDonogh School in Owings Mills, and pursuing her Master of Education at Johns Hopkins University. Ms. Yao had the opportunity to teach PK through 12th grade level Chinese at schools in Maryland due to her previous experience of teaching Chinese and English in Canada and China. "Teaching is a work of heart and art." Ms. Yao has always felt excited in trying new things. This is complimented by her passion for teaching. She has applied CI (Comprehension Input) methods in her teaching philosophy for the past couple of years, as she believes good ideas should be shared and exchanged.

【报告摘要】Have you ever felt like it's a struggle to keep students engaged and inspired in the target language? Students' active learning is a challenge that can be impacted by the structure of class and students' proficiency level. Could we engage and inspire our students by the Backward Unit Design? The Backward Unit Design begins with effective and suitable Performance Assessments, and the identification of the building blocks (language function, related structures and priority vocabulary). Formulating these and presenting them at a linguistically appropriate proficiency level will help our students to understand our input and sharpen their language skills. By scaffolding comprehensible input (CI), students are provided with the opportunity to acquire the world language in a natural, relaxed, and meaningful way. CI gives students the foundation they need to perform the Three Communication Modes. The challenge is knowing when and how to support language production and how to provide a steady stream of essential input. While

at the same time, encouraging students to elicit meaningful output. In order to overcome the challenge, we need to integrate the CI with new technology tools to implement efficient formative and summative assessments. The meaningful integration of technology in the language classroom assists student input and output at different levels and can help accelerate the learning process in an engaging, efficient, and interactive way. This also gives us the data if the students have the skills to meet our performance outcomes. At our interactive presentation, we will share how to create an engaging classroom environment rich in contextualized language and culture using effective CI via accessible new technology.　We will also share how to spend less time teaching and more time facilitating and assessing the class by creating interactive and collaborative lessons through a variety of online platforms.

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3:50-4:00 pm ~ Session II - Q & A 报告二答问

4:00-4:05 pm ~ Tea Break　茶歇

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4:05-4:50 pm ~ Session III　报告三

"Using Technology for Differentiated Instruction in World Language Classrooms"

by 李玮

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　　【讲员简介】李玮，湖南长沙人。2015 年毕业于马里兰大学中文教师资格证项目，教育硕士。现任巴尔的摩新世纪学校小学和初中部中文项目主任。擅长于差异化教学，可理解性输入教学活动设计。

　　【报告摘要】ACTFL 根据学生的第二外语水平，把学生分为优异、优秀、高级、中级和初级。而高级、中级和初级又细分为高等、中等和初等。在美国的第二外语教学课堂中，教师往往面临教授同一个班级，但是学生语言水平参差不齐的挑战，因此，差异化教学尤为重要。在课堂中，差异化教学大多使用分组和小组间轮换的方法。本讲座将以第二语言分别达到初级中等、初级高等和中级初等的三组学生作为教授对象，介绍如何通过 technology，利用同一教学资源，来设计符合学生不同语言水平的活动，从而实现有效的差异化教学。

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4:50-5:00 pm ~ Session III - Q & A 报告三答问

5:00 ~ Closing Remarks 闭幕辞 by CLTA-NCR 会长　张晓全

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Sponsored by Chinese Language Teachers Association - National Capital Region
主办：大华府中文教师学会 [https://clta-ncr.org]
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协办：乔治梅森大学孔子学院

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