

Chinese 318: Introduction to Chinese Applied Linguistics (Fall 2019)

Class times and classroom

- {12: 15 p.m. – 1:30 p.m.} Tuesday and Thursday; Queens Hall 270A

Course Website:

- <http://qcpages.qc.cuny.edu/~xli/> (for syllabus, course schedule, problem sets, etc.)
- Blackboard (for grades and assigned reading)

Instructor: Xiao Li

- Office: QH 345D
- Office Hours: Thursday 2:00-3:00 pm or by appointment
- E-mail: xiao.li@qc.cuny.edu

Course Prerequisite

The course is not designed for pronunciation improvement, vocabulary building, or grammar explanation. In order to take the course, students should have studied Chinese up through the level of 204 or the equivalent.

Course Materials:

1. Everson, Michael E. and Yun Xiao, 2011. *Teaching Chinese as a Foreign Language: Theories and Applications* (2nd edition). Boston: Cheng & Tsui Company. ISBN 9780887277948 (on reserve in the Library level 3: **PL1129 .E5 T43 2011**)
2. New Practical Chinese Reader Vol. 1. By Liu, Xun. Beijing: Beijing Language & Culture University Press, 2002. (available on blackboard in the folder Course Materials)

Other Readings (Optional):

1. Omaggio Hadley, Alice. 2001. *Teaching Language in Context, Third Edition*. Boston: Heinle & Heinle. ISBN: 0-8384-1705-1. (on reserve in the Library level 3: **PB35 .H24 2001**)
2. Richards, Jack C. and Theodore S. Rogers. 2001. *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press. ISBN: 978-0-521-00843-3
3. Li, Charles N. & Sandra A. Thompson. 1981. *Mandarin Chinese: A Functional Reference Grammar*. University of California Press. ISBN 978-0-520-00610-6

Course Description

This course is designed to teach Chinese as a foreign language to English speakers at the college level. We will discuss a wide range of topics related to the teaching of Chinese, including 1) goals and objectives of a Chinese language program, 2) various language teaching methods and techniques and their application to the Chinese teaching, 3) aspects of the Chinese language that are difficult for English speakers, 4) textbooks and supplementary teaching materials, 5) making daily lesson plans, 6) testing and evaluation, 7) incorporating Chinese culture in language classes, and 8) the difference between heritage and non-heritage learners (time permitting).

Students will develop lesson plans, class activities, and exams, which will be used in actual classes, read and discuss assigned readings, give teaching demonstrations, and write a term paper.

Course work

1. Homework Assignments

i. **OPI Assessment:** listen to a sample OPI interview (to be assigned). (i) Write down all the questions and answers; (ii) Rate the interviewee's language proficiency level and provide justification for your answer; (iii) Based on the interview, reflect on the goals of Chinese language teaching in general and the goals of elementary Chinese classes specifically.

ii. **Class Observation:** observe one session of Chinese 101 class (Tuesday/Thursday 10:05—11:55) and write an observation report. Include the following main points: (i) describe the topic of the course; (ii) describe how the instructor allocates the class time: i.e., how much time she spends on lecture and how much time she spends on drills; (iii) describe the types of exercises that the instructor gives; and (iv) decide whether the class is teacher-centered or student-centered? Provide justification.

iii. **Reading Assignment:** Summary and Reflections (2 pages in length, double-spaced, in 12-point font, references included).

Everson and Xiao 2011:

Chapter 2: Bring Culture into the Chinese Language Classroom through Contextualized Performance

Chapter 3: Focusing on the Learner in the Chinese Language Classroom: Moving from “talking the talk” to “walking the walk”

Chapter 6: Teaching Listening and Speaking: An Interactive Approach

3. Lesson Plans (Two versions)

(i) Version 1(Due by October 31): to write a lesson plan based on one section of New Practical Chinese Reader (available on blackboard);

(ii) Version 2 (Due in April): to redesign your previous lesson plan to make it student-centered and communicative-language-teaching-based.

4. **Micro-teaching:** Form a group of 3 people and choose one section from New Practical Chinese Reader Vol. 1, and give a 25-30 minutes teaching demo.

5. Final Essay

(i) A student-centered and communicative-language-teaching-based lesson plan;

(ii) A reflection essay on how your teaching demo in the final project improves from the in-class micro-teaching (3-5 pages in length, double-spaced, in 12-point font, references included).

6. Pop Quizzes

Quizzes will be given at the beginning of each class to check students' attendance and how they keep up with the reading assignments.

Your Final Grade will be calculated as follows:

Attendance and participation: 10%

Pop Quizzes: 5 %

Homework OPI Assessment: 10%

Class Observation: 10%

Reading Assignment: 25%

Project: Lesson Plan (2 versions) 10%

Micro-teaching 15%

Final Essay: 15%

Undergraduate Grade Equivalencies :

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|----|--------|----|-------|----|-------|----|-------|
| A+ | 97-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 |
| A | 93-96 | B | 83-86 | C | 73-76 | D | 60-66 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | F | 0-59 |

Ground Rules:

1. Attendance and Participation. Student should attend every class meeting and participate in discussion and other class activities. Excused absences can only be granted in cases of serious illness, religious holidays, and family emergencies. It is the student's responsibility to provide proper documentation to prove an absence excusable. Missing classes for more than **three times** without a valid reason will result in the loss

2. All course related material will be posted on the course website. It is the student's responsibility to check the course website on a regular basis for updated course information.

3. Cheating will not be tolerated. E.g. On the tests: do not look at other people's papers; on the homework: do not copy other students' work; do not allow other students to copy yours. Always acknowledge the source of the materials you use, whether it be from the textbook, the internet, other books, etc. See the following link for details on writing citations:

<http://qcpages.qc.cuny.edu/library/research/tutorials/citandbib/whycite.php>

The University's policy on Academic Integrity can be found here:

<http://qcpages.qc.cuny.edu/provost/Policies/index.html>

4. Special accommodations: If there are any special accommodations needed, please let me know as soon as possible so that the appropriate support can be provided. Additional information can be found here: http://www.qc.cuny.edu/student_affairs/special_services.php