

# L2 Chinese Language Teaching and Learning online exchange between NTNU and UTA

頂尖大學研究計畫

The Professional Development of  
Chinese Language Teaching and  
Teacher Education Models

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# Project Participants

- **Principal Investigators:**

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- Dr. Szu-Yen Liang – The University of Texas at Arlington
- Ms. Alice Lee – The Ministry of Education in Taiwan, Aim for the Top University

- **The participants in this project are 29 Graduate students/ pre-service teachers in Department of Chinese as a Second Language (DCSL) of National Taiwan Normal University (NTNU) and 68 undergraduate students in University of Texas at Arlington (UTA).**



# Participant Allotment

- **Three pre-service teachers are grouped into a team. Each team will have one that has experience using video conferencing tools, and one with learning Mandarin as a second language (nonnative Chinese pre-service teachers, as you can see in video clip Group\_02). No more than four UTA students are assigned to each session and they are grouped based on their language levels. An ideal online exchange will be one pre-service teacher to two UTA students.**



# Project Rationale

- To facilitate pre-service teacher training and the implement of communicative teaching approach
- pre-service teachers need hands on experiences in teaching Mandarin to L2 learners, and the students at UTA needs to have more exposure to Mandarin Chinese



# Student-Centered

- The students at UTA have taken at least one semester of Chinese. Most of them started with no background in Chinese and come from different majors. The beginning level students can practice what they've learned in class, and they have a trained tutor to teach them outside of their classroom. The more advanced learners can use online sessions to put what they know into real communication.





# Instructional Design

- The pre-service teachers were taking Chinese Language Teaching Practicum and the UTA students were taking Mandarin classes.
- students from UTA present real life teaching opportunities to their counterparts while receiving supplemental instruction to reinforce or enhance their learning in addition to those offered from their regular classroom settings.



# Pre-service Teachers

- This project allows students from both sites to not only interact synchronously but also reciprocally supply with each other what the other party is lacking: pre-service teachers from NTNU contribute their knowledge and trainings in teaching Chinese as a second language into this project, and they themselves gain valuable online teaching experiences with L2 learners of UTA



# Team Work

- **pre-service teachers were introduced to Adobe Connect through a cooperative approach that comprised of self-paced team exploration of the tools, peer sharing and critique, team exploration of various lesson plans and teaching ideas designed as a team.**





# Pre-Teaching

- Pre-service teachers received UTA syllabi (See Attachment I: UTA Syllabus) for three different levels and with the course requirements specified in NTNU's Chinese Language Teaching Practicum (See Attachment II: MA course syllabus for teaching practicum), they design lesson plans (See Attachment III: 華語文教學實習教學檔案) that would review or supplement what the students have/have not already learned.



# Student's Profile

- **As for the students at UTA, they are asked to supply their names, Chinese language levels, contact methods, availability, hobbies and so forth to STs at NTNU. They are also instructed on how to log on to the platform, Adobe Connect, and set up the microphone and webcam so they can see and hear each other.**



# Lesson Plans and Reflection

- **One week before their online session, each team needs to complete their lesson plans and teaching materials and upload their assignments through the Moodle. Pre-service teachers based on data collected through teaching videos, which make observations and reflections possible. And this project proposes a refined instructional approach to be adopted at the pre-service teacher education level for effective learning of applying technology tool.**



# First Meeting

- **When the assigned time comes, participants from both groups log onto the virtual room. The meetings start with resolving technical issues followed by greetings, self-introduction, presenting lesson materials, reviewing and finally wrapping up at the end of the meetings. The entire session is recorded for future analysis and improvement on teaching quality. (See Link: Video clips of actual teaching.)**



# Immersive Learning

- The findings revealed that immersion time with the tool, team learning, peer sharing and critique were significant components which enhanced the pre-service teachers' learning experience. This project explores the significant role of the tutor and pre-service teachers and proposes an enhancement of the current instructional approach.





# Blended Learning

- For the course of Chinese Language Teaching Practicum, we adopted a form of blended learning in which basic skills, content knowledge, and pedagogical knowledge were assigned as reading homework, students doing most of their work on Moodles and interact online with UTA students.



# Flipped Classroom

- This approach allows the teacher to spend more time interacting with students with their inquiry regarding problems they experienced during online session.
- Dr. Tseng and Dr. Liang will respond to their students' questions at each class meeting.
- synonym clarification: 承諾 promise vs. commitment



# learning by doing

- The pre-service teachers also learn about diversity in students' initial language capabilities and diversity in American culture.
- This online L2 Chinese Language Teaching and Learning project provided all prospective teachers with interactions that help them make decisions on their curricula and pedagogical decisions.



# Cooperative learning in cyberspace

- This project not only creates learning environment for UTA students, but also benefits graduate students at NTNU, majoring in teaching Chinese as a second language. Furthermore, as teacher educators, due to the acknowledged need for graduate teachers to effectively integrate technology into their teaching, this project also achieve learning new technology tools by conducting online teaching through Adobe Connect, a video conferencing platform with recorded function.



# Performance-Based Assessments

- for pre-service teachers to measure teachers' competencies, focusing not only on teaching knowledge but on the application of this knowledge in practice. The strength of this approach to assessment is that they are often used in formative ways to support pre-service teachers learning, provide feedback to improve their teaching.





# Applying Cloud Technology

- During each online communication session, the pre-service teachers used Google Drive and Google Sites to store and share information. Teaching materials were uploaded to Adobe Connect in PDF document, PPT and website links, etc. After each communication session, the pre-service teachers were asked to evaluate both their own and their peers' interaction with UTA students, such as how much Chinese were spoken during the one-hour online session.



# Demo

- **Group\_01 Halloween, Group\_02 was the first meeting hosted by a nonnative pre-service teacher with an UTA student. Group\_06 was a demo of listening and speaking interaction online without using visual aids. Group\_09 was a demo using visual aids and interaction game.**



# Post-Teaching

- **UTA students are asked to review the materials presented in the sessions and ask their regular class instructors questions. They are also invited to express their expectation, experience, attitude, and suggestion by filling out a survey. (See Attachment IV: An Evaluative Survey of Online Language Exchange Program for College Learners of Chinese.)**



# Self and Peer Evaluation

- **Studies show that language teachers must be equipped with four major competencies to deliver an effective online language course and they serve as the four major evaluating criteria: linguistic, communication, technological, and pedagogical competence.**
- **The Pre-service teachers at NTNU were asked to evaluate their own as well as others' teaching by watching the recorded video clips.**



# linguistic and socio-cultural factors

- **First, a language teacher is required to be adept in the linguistics of the target language, and aware of how to deliver such knowledge comprehensibly. Second, a language teacher must be aware of the importance of in language acquisition and adequate strategies for incorporating such an approach to build up students' language competence to communicate effectively and meaningfully.**





# Technology and Pedagogy

- **Third, the proficiency of using technology should inevitably be one key competency for teaching language online. Fourth, the familiarity with curriculum design, teaching strategies and techniques, given content, and basic teaching frameworks is important for language teachers to design an effective course, and facilitate learners' acquisition. (See Attachment V: Student Self- & Peer-Evaluation.)**



# Outcome of Project

- This project contributes to learning to teach literature
- The project employed a qualitative approach, gathering data through a series of online teaching sessions held over a period of one semester. 125 one-hour online teaching videos were stored as empirical evidence for L2 teaching, learning and research materials.



# Students at UTA's Feedback

- according to the survey, students are quite excited about this new program and have learned much ranging from pronunciation, vocabulary, new expressions, grammar points to cultural information. They also report that they have become more comfortable talking to native speakers of Mandarin after participating in the project. Some students even expressed the willingness to continuing participating in the project in the future.



# Pre-service Teachers at NTNU

- In their teaching portfolio, they reported they learned professional knowledge about lesson planning and self-evaluation and peer evaluation, teacher student online interaction, discipline and classroom management.



# online classroom management

- **Pre-service teachers when they are involved in online instruction through the project, they became aware of the importance of an online classroom management, and learned about how to manage student behavior. They also become confident in integrating technology tools which they have learnt, to enhance teaching and learning in the cyber classroom.**



# Long Term Collaboration

- After conducting this project for one semester, we are convinced that this joint venture creates values for both parties, and makes teaching and learning more effective.
- This year we continue to collaborate online exchange with UTA.

