



北京 成都
2009年6月27日-8月7日

一、项目简介

为了满足海外英语为母语的对外汉语教师的需求，孔子学院总部(汉办)与美国各大学联合汉语中心(ACC)将于2009年夏季在北京,成都举办为期六周(6/27-8/7)的联合汉教师培训项目。此项目将由孔子学院总部招生,利用ACC现有的教学设施,课程模式及教师队伍,向世界各地孔子学院选送的对外汉语教师提供以下两个方面的专门实地培训:

- 提高汉语语言能力的培训
- 提高对外汉语教学能力的培训

为此,本项目招收对象仅限海外以英语为母语的对外汉语教师。

参训教师将与ACC-CLASS福布莱特K-12项目的学员共同进行六周的语言以及师资培训。根据参训教师的语言,文化背景及需求,教师将参加每天3小时的ACC密集型语言课程,每周一次的文化学习及考察活动。让每位教师在自身语言提高的过程中体会,了解对外汉语的语言,文化教学模式。此外,参训教师每周要参加2到3小时的专题教学工作坊,教学观摩评估,教学讨论;随后完成一个期末教学设计汇报,以期从这些教学活动中提高其实际教学能力。

二、预期达到的目标

此次师资培训班的总纲是为汉语为非母语的海外教师提供一个提高汉语语言,文化能力,教学能力的专门培训项目。其具体培训目标为以下三个:

- 为参训学员提供每日3小时相当于大学80小时的密集型汉语培训课程,以ACC倒金字塔模式为基本课程设计模式对学员进行密集型语言训练,以便进一步快速提高参训学员已有的汉语水平。
- 为参训学员提供每周2-4小时的专题文化讲座及考察活动,专题工作坊及实地参观的课程,以便帮助学员了解中国历史,社会,教育体制,人际关系等方面的文化。
- 为参训学员提供每周3-4小时的教师培训课程,其中包括在ACC及其它学校的教学观摩,教学工作坊,教学研讨会,试教,教学汇报等,以便提高参训学员的课程设计及实际教学能力。

三、参训人员的语言,专业背景要求

本项目计划招收10-15个左右学员参加培训。选拔标准为以下四个方面:

- 英语为母语,汉语为第二外语人士
- 海外在职,至少执教一年的中学对外汉语教师,有意继续提升个人语言及教学能力
- 汉语水平达到HSK5级或ACTFL中级中(ACTFL Intermediate-mid)以上水平
- 愿意接受ACC的全程中文的语言誓约,能坚持用汉语进行课堂及课下交流

四、项目奖学金及收费标准

本项目全程学费约为3,900美金，包括学费, 宿舍, 中国国内旅行费用及机票, 文化活动, 专题讲座, 中文桌子, 市内旅行等。孔子学院总部将为每个被录取的学员提供¥16,940 奖学金（约为2,400-2,500美金），个人负担1,500美金学费（其中500美金为项目定金）以及国际旅费。如学员届时无法参加夏季项目，500定金不予返还。

五、申请资料及截止日期

符合条件，有意申请者请当地孔子学院提供推荐信一封，并上汉办网站(www.hanban.org)或ACC网站(<http://www.hamilton.edu/academics/acc>)，汉语教师，国外汉语教师来华研修项目或美国各孔院网站下载有关资料及申请表格，申请截止日期为2009年1月15日。

申请表格包括：

- 个人资料申请表
- 健康检查
- 四张护照照片
- 推荐信一：学校校长, 单位主任或植树负责人推荐信
- 推荐信二：中文教师或专家推荐信

六、申请步骤

符合条件者请于2009年1月15前到当地孔子学院提交个人申请表。当地孔子学院负责人将进行初步审核，然后提交ACC总部进行复试，最后由ACC通知录取结果（申请者也可上汉办网站或当地孔子学院网站查询录取结果）。

七、培训形式

本项目将采用以下七种形式对学员进行培训：

- **语言课程**：每周三天密集型的语言课程，每天三小时。课程设计包括ACC合班课, 小班课及单班课。另视课程内容与时间安排将安插个人语言诊所，语言实践活动。语言辅导加强课：每天一小时。
- **教学工作坊**：每周一到两次，约一至二小时。主题涵括外语教学标准, 外语测试, 课堂管理, 教学理论, 文化教学技巧, 语音声调教学, 汉字教学, 活动设计（语言游戏活动, 童谣儿歌使用等）。
- **教学, 文化讲座, 文化考察活动**：每周一次集中专题讲座，一次周末文化考察活动。
- **教学讨论**：每周三次：分组讨论为主。
- **教学示范**：每周一次。
- **教学观摩, 参观**：每周一到两次观摩ACC的课程。除了观摩以外，学员可走出项目去参观其他语言项目课程及中学外语教学课程，并与授课教师进行交流, 讨论。
- **教学汇报**：一学期两次。主要包括课程设计, 教案编写, 教学演示，透过“动手做”将理论与实践结合起来。

八、培训日程

本项目培训时间为六周：6/27/09-8/7/09。要求参训人员全程参加。本项目的学员将与美国ACC-CLASS 福布莱特项目同时进行（具体行程安排见表1）。本项目的学员将有机会与其他美国中小学师资进行互动交流。项目前三周在中国北京的首都经贸大学，后三周在四川成都的西南民族大学。

| 周数 | 时间/地点 | 课程内容 |
|-----|---------------------------------|---|
| 项目前 | | |
| | 2/1-3/15 | • 申请审核, 电话访谈, 录取通知 |
| | 3/16-3/30 | • 网上讨论学习需求, 项目课程安排 |
| | 4/1-4/15 | • 寄送入中国所需202表, 项目手册 |
| | 4/16-5/10 | • 项目问卷调查, 个人教学提案讨论 |
| | 5/10-6/20 | • 申请签证, 确定机票等 |
| 项目中 | | |
| | 6/27-6/28 | • 报到, 注册 |
| 第一周 | 6/29-7/3 北京首都 经贸大学 | <ul style="list-style-type: none"> • 分班考试: 根据学生程度安排教师 • 语言训练: 分班课本1-3课, 语音, 语法个别诊断测试及加强 • 文化讲座/参观: 中国的教育制度及实施方法 • ACC教学观摩与教学交流: ACC的倒金字塔课程设计及教学模式与交际互动式教学法的关系, 参观中国的中学课程 |
| 第二周 | 7/6-7/10 北京首都 经贸大学 | <ul style="list-style-type: none"> • 语言训练: 分班课本4-6课, 中国字个别诊断加强, 阅读策略 • 文化参观: 爨底下村历史 • ACC教学工作坊: 外语教学的标准及主题单元设计方法 • ACC教学观摩与教学交流: ACC教学观摩: 提问互动技巧, 与ACC, CLASS教师进行教学交流 |
| 第三周 | 7/13-7/17 北京首都 经贸大学 | <ul style="list-style-type: none"> • 语言训练: 分班课本7-9课, 段落表达, 篇章陈述, 成语, 惯用语 • 文化讲座: 历史的纪录: 从摄影看中国的当代史 • ACC教学工作坊: 对外汉语教学的材料设计及评估测试 • ACC教学观摩与教学交流: ACC教学观摩: 语音教学技巧; 与北京的海外项目交流 |
| 第四周 | 7/20-7/24 四川成都 西南民族 大学 | <ul style="list-style-type: none"> • 语言训练: 分班课本10-12课, 汉语正式语, 书面语表达 • 文化参观: 三星堆历史博物馆 • ACC教学汇报I: 主题单元教学设计及教学汇报 (每人报告5分钟, 试教10分钟): • ACC教学工作坊: 课堂管理, 任务式活动设计 (大学的课堂活动, 中小学的分组游戏), 材料选择 |
| 第五周 | 7/27-7/31 四川成都 西南民族 大学 | <ul style="list-style-type: none"> • 语言训练: 分班课本13-15课, 汉语正式语, 书面语表达 • 文化讲座: 中国的少数民族 • ACC教学工作坊: 汉字教学, 阅读策略, 语言能力界定 • 教学观摩与交流: 语言形式与语言功能的关系, 文化教学与语言教学的关系 |
| 第六周 | 8/3-8/6 四川成都 西南民族 大学 | <ul style="list-style-type: none"> • 语言教学准备: 分组示教, 修改教案 (两人一组进行) • 文化参观: • ACC教学汇报: 主题单元教学设计及教学汇报 (每人报告10分钟, 试教20分钟): • 离校考试: |

| | | |
|-----|------------|--|
| | 8/7 | <ul style="list-style-type: none"> 项目评估：填写项目评估表 离校 |
| 项目后 | | |
| | 8/10-9/15 | 提交后续活动方案 (outreach activity) |
| | 9/16-10/30 | 完成后续活动, 书面汇报给汉办-ACC |

九、课程安排

| | 周一 | 周二 | 周三 | 周四 | 周五 | 周六、日 |
|-------------|--------------------|----------------|------------|--|------------|------------|
| 8:00-8:50 | 单班语言 | 单班语言 | 单班语言 | 教学观摩或 参观, 小型工 作坊, 校外参 观活动, 语言 实践活动 | 小组讨论 | 文化参观活 动 |
| 9:00-9:50 | 单班语言 | 单班语言 | 单班语言 | | 教学示范讨 论 | |
| 10:10-11:00 | 合班教学 | 合班教学 | 合班教学 | | 教学实习 | |
| 11:10-12:00 | 小班讨论 | 对话讨论 | 小班讨论 | | 教案编写 | |
| 午间休息 | | | | | 中文桌子 | |
| 2:00-4:00 | 教师备课会 | 教学专题工 作坊或讲座 | 文化专题讲 座 | | | |
| 7:00-9:00 | 教学交流 答疑/讨论/培训作业 | | | | | |

十、培训考核

- 语言能力测试：入校与离校考试（笔试及口试）：35%
- 教学能力/技巧检测：（互动, 提问, 呈现, 活动设计, 课堂管理）5x5=25%
- 教学汇报, 课程/活动设计：2次（课程+任务）x10=20%
- 实习表现：每日10%
- 培训作业：每日, 每周10%

学员考核成绩须在80%以上方可获取结业证书。

十一、ACC简介

ACC (Associated Colleges in China) 全名为美国各大学联合汉语中心。这一中心是由美国六所名列前茅的大学联合举办, 参加项目的学生来自全美的五十几所大学。自1996年与在北京的首都经贸大学办学以来, 已有近1500名美国大学生从本项目毕业。

ACC以其独特的教学模式, 严格的项目管理以及素质很高的学生著称全美。这种教学模式的特点是:

- ACC项目的学生完全尊重语言誓约, 在中国留学期间只说中文, 不说英文。
- ACC的综合教学模式完全基于最新美国外语教学理论及国家外语标准(National Foreign Language Standards)进行语言教学, 培养学生在人际交流, 理解诠释以及表达演说等三方面的全方位高级语言能力。
- ACC的课程采纳倒金字塔形式, 合班, 单班结合, 班级人数由8-10人逐渐减少至1人, 进行有针对性及个人化的教学(见图1)。

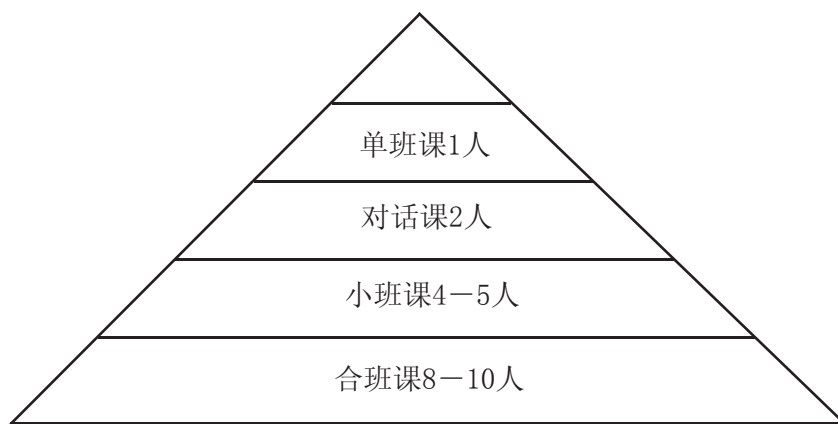


图1、ACC的独特教学模式

- ACC的课程设置独具特色。每种课型都经过精心设计，具有不同的教学目的，采取不同的教学方法。教学互动的重点从师生逐渐转到生生，从小组过渡到个人（见表2：）。

| 课型 | 班级人数 | 教学方法及目标 | 互动方式 |
|-----|-------|------------------|------|
| 合班课 | 8-10人 | 主题导入：建立语言框架 | 师生互动 |
| 小班课 | 4-5人 | 问答式互动：加强重点语言结构 | 师生互动 |
| 对话课 | 2人 | 任务式对话：语言使用练习1 | 生生互动 |
| 单班课 | 1人 | 一对一个人化教学：语言使用练习2 | 师生互动 |

ACC一般设立四个语言水平级：中级I, 中级II, 高级I, 高级II。每天有四种课型，有25-30个班同时上课。经过ACC一期（八周-十四周）培训，95%的学生可以完成在美大学一年到两年同等程度的学习（约200-400学时），达到汉语高级水平（ACTFL OPI 高级水平），并能与母语者在各种社交场合进行自如、复杂的交流讨论。

除此而外，ACC 每年聘用35-40位教师在本项目进行对外汉语教学。学生与教师的比例为1：1.7。在ACC工作过两年以上的教师占全体教师的75%。这些教师具有丰富的课堂经验，可以胜任至少三种ACC课型的教学。此外，ACC每年自行组织各种岗前及岗中教师培训，教师需掌握至少两种课型的教学技巧才能上岗教学。因此，ACC具有丰富的教师资源，为学员提供各种教学辅导, 个人辅导及实习辅导。

由于ACC多年的办学成功经验，在过去的三年中，ACC得到美国教育部(U. S. Department of Education GPA)及路斯基金会(Henry Luce Foundation)项目专款资助。到2008年，ACC已从1996年的单一语言项目扩大为现在的四个项目：（1）ACC密集型语言文化项目；（2）ACC农村教育实习项目；（3）ACC-CLASS以及（4）孔子学院总部-ACC联合举办的中小学教师培训项目。总之，ACC具备各种语言培训以及教师培训所需的课程, 设施, 师资及学生，学员可以借助这一成熟的美国项目继续提高汉语水平，同时亲身体会ACC教学法及效果，进行教学实习。

十二、主要培训人员

靳洪刚：美国伊利诺大学教育心理学博士，美国汉明顿大学教授。任ACC项目总主任。主要负责本项目的课程设计, 项目计划, 人员聘任。

Lucy Lee：有长期K-12的教学经验，组织, 主持过多次教师培训项目及教学研讨会。曾任全美中小学教师协会会长及理事。

杨玉笙：对外汉语硕士，现任美国汉明顿大学讲师。有6年在美对外汉语教学经验，曾任首届ACC-CLASS福布莱特中小学培训项目协调人。

Donna Cardarelli：中文学士，公共关系硕士，现任ACC项目副主任。具有丰富的海外项目的主任及协调人经验。

Mike Everson：特邀教授，现任美国伊阿华大学教育学院外语教学部教授。出版物达20本，对美国的对外汉语领域十分了解。

章吟：特邀讲师。英国牛津大学第二语言习得硕士，现任ACC就地执行主任。具有13年对外汉语教学经验，6年ACC就地执行主任的经验。

李红艳：特邀讲员。现任ACC教学主管。具有8年ACC教学及管理经验。

路冉：特邀培训教师。现任ACC专职培训教师，具有9年ACC教学及管理经验。

北京语言大学特邀教师：提供语音教学，语法教学，任务设计，教材编写，文化讲座等讲座。



ACC-CIH(Hanban) Summer Chinese Language Teachers Institute for Non-Native Speakers of Chinese



Beijing & Chengdu, 6/27-8/7
Program 2009

I. Introduction

The Associated Colleges in China (ACC) and Confucius Institute Headquarters (Hanban) are pleased to announce the 2009 Summer Chinese Language Teachers Institute. This 6-week institute (June 27 – August 7) will be held in Beijing and Chengdu at Capital University of Economics and Business (CUEB) and Southwest University for Nationalities (SWUN), respectively. The institute offers refresher language courses, culture lectures and pedagogical workshops for teachers of Chinese whose native language is NOT Chinese. Applications for enrollment will be accepted through CIH, and the institute will be operated by ACC using its course curriculum, language faculty and teaching facilities.

The objectives of the ACC-CIH(Hanban) Summer Chinese Language Teachers Institute are to:

- Refresh and expand participants' Chinese language skills through highly interactive and task-based courses;
- Improve and further develop participants' knowledge and skills in Chinese language instruction
- Further participants' knowledge about Chinese culture and education practice through a series of well-organized lectures and tours

This program is designed to cater specifically to the needs of Chinese teachers whose native language is not Chinese. Therefore, eligibility is restricted to this group only.

The institute is accepting highly qualified participants from two groups: participants enrolled through CIH(Hanban) and participants enrolled through the ACC-CLASS K-12 Fulbright program. Participants from both groups will work together closely while on the program.

II. Program Features

• Language Courses

This institute offers two types of courses:

1. Language courses to refresh their linguistic skills
2. Targeted pedagogical training to further develop their abilities in teaching Chinese as a foreign language (CFL) and Chinese culture.

Participants take 3 hours of courses daily for a total to 80 hours of intensive Chinese language. ACC courses are taught according to the Pyramid Teaching Model (please see Section 10 for details), which enables participants to advance their language skills within the shortest time frame possible. Courses taught include ACC's thematic-based lecture class, highly-interactive small group discussion classes, and one-on-one individual sessions, among many others.

- **Cultural Enrichment**

Once a week, the program invites professors from renowned institutions in Beijing to lecture and lead discussions about China's society, education, economy, government, family structures, youth culture, folklore & literature and arts. Participants also have the chance to organize panel discussions about current issues with Chinese teachers and colleagues from local schools and study abroad institutions.

In addition, the program arranges cultural tours to historical sites in Beijing and Chengdu. Participants go on a cultural excursion every weekend. This well-rounded curriculum gives participants hands-on opportunities to expand their knowledge about China.

- **Teacher Development**

Every week, participants take 3-4 hours of teacher training and development. Activities include observation & evaluation of teaching at ACC and other language learning institutions, teacher development workshops, discussion panels, teaching practica and a final group report. These activities advance participants' abilities in lesson design and interactive teaching.

III. Eligibility

The program is accepting about 10-15 highly-qualified participants through CIH(Hanban). To be eligible for the program, participants must:

- Be a teacher whose native language is English and second language is Chinese
- Be an in-service K-12 teacher with at least one year of experience in teaching Chinese as a foreign language and with an expressed desire to improve her/his teaching and language skills
- Have achieved Chinese language skills at Hanyu Shuiping Kaoshi (HSK) 5 or the ACTFL intermediate-mid level or higher
- Willing to comply with the ACC language pledge by speaking only in Chinese both inside and outside the classroom

IV. CIH(Hanban) Scholarship and Program Fees

The total program fee is approximately \$3,900, which includes program tuition, lodging in China, travel in China (including air travel), cultural activities, culture lectures, meals during "Chinese table," program-related local excursions, etc.

The Confucious Institute Headquarters (CIH Hanban) provides each participant a scholarship towards the program fee in the amount of 16,940 RMB (approximately \$2400-\$2500). Each CIH(Hanban) scholarship recipient is responsible for \$1500 in remaining program tuition plus international travel expenses.

V. Application Information and Deadline

A person wishing to apply for the program must apply through his/her local Confucious Institute by submitting the necessary application materials to the local institute. Please visit the Hanban website (www.hanban.org) or the ACC website (www.hamilton.edu/china) to download the application and information about the application process.

The application deadline is **1/15/09**.

The application includes:

- Application Form
- 1 General Reference Form
(This form is to be filled out by the applicant's school principal, department director or intermediate supervisor.)
- 1 Chinese Teacher/Chinese Specialist Reference Form
- Confidential Physician's Report
- 4 passport size photos

In addition, final round candidates will be invited to participate in a phone interview with ACC's general director.

Application Process

Prospective participants should mail the above application materials to their local Confucius Institute by 1/15/09. The local Confucius Institute will conduct the candidate's initial evaluation and submit the applications of the most highly-qualified applicants to ACC for further review. Final round candidates will be asked to participate in a phone interview with ACC. ACC will notify applicants of admissions results. Applicants can also check admissions results on the Confucius Institute Headquarters (Hanban) or local Confucius Institute websites.

VI. Program Features

Language Courses

Intensive language courses are taught 3 hours daily. Courses include ACC's thematic-based lecture class, highly interactive small-group discussion classes and one-on-one individual sessions, among many others. Additional curricular activities are organized in the format of language clinics, language practica and individual tutorial for 1 hour daily (based on the needs and abilities of each participant).

Teaching Workshops

One to two times per week, workshops are led by pedagogical experts from U.S. universities and K-12 schools to discuss theories and best practices of teaching Chinese as a foreign language. Workshop topics include: National Foreign Language standards, pedagogical principles and procedures of second language instruction at K-12 schools, K-12 Chinese language curricular design & instructional approaches, classroom techniques in K-12 classrooms, elicitation and interaction, performance-based and task-based instructional planning, special needs and issues of CFL teachers who are native English speakers, and assessment measurement & tools.

Teaching & Culture Panels, Cultural Activities

Once a week, participants discuss subjects related to teaching and Chinese culture with Chinese teachers and colleagues from local schools and study abroad institutions. In addition, every weekend the program organizes a cultural excursion.

Teaching Demonstration

Once a week, experienced ACC teachers demonstrate classroom techniques used in different instructional formats

Teaching Practica

One to two times per week, participants observe ACC classes and several other study-abroad language classes and middle school foreign language classes. The practica also include a discussion session on teaching reflection and evaluation.

Teaching Discussion

Three times a week, participants break into discussion groups to talk about various issues in teaching.

Teaching Portfolio and Group Reports

Twice during the course of the program, teachers and participants jointly file a teaching portfolio (a cumulative collection of lesson plans, class materials and other hands-on learning). Participants present the portfolio in the form of a group report twice during the program.

VII. Program Schedule

| Week | Date & Place | Description |
|--|---------------------------|---|
| Phase I: Pre-Departure | | |
| | 3/2-3/15 | <ul style="list-style-type: none">Application review, finalist telephone interviews, notification of admission. |
| | 3/16-3/30 | <ul style="list-style-type: none">Online discussion blog about study needs and program plans. |
| | 4/3 | <ul style="list-style-type: none">Last day to submit enrollment forms and deposit to ACC |
| | 4/1-4/15 | <ul style="list-style-type: none">Participants receive invitation packets containing Form JW202 for visa application, program handbook, etc.Participants apply for Chinese visa as soon as possible. |
| | 4/16 | <ul style="list-style-type: none">Last day to submit teaching plan to ACC. |
| | 4/16-5/20 | <ul style="list-style-type: none">Pre-program orientation. |
| | 5/21-6/20 | <ul style="list-style-type: none">Participants confirm flight with ACC. |
| Phase II: In-Country Activities | | |
| | 6/27-6/28 | <ul style="list-style-type: none">Arrival, Registration. |
| Week 1 | 6/29-7/3 Beijing CUEB | <ul style="list-style-type: none">Placement exam.Language Training Daily class, textbook chapters 1-3, tones, pronunciation, vocabulary, grammar diagnostic test and reinforcement.Culture Lecture Chinese educational system and method of implementation.ACC Teacher Training Workshop and Discussion Performance-based method, the relationship between the Pyramid Teaching Model/ACC curriculum design and interactive communication in various social situations. Observation and discussion of how a middle school interactive curriculum works. |
| Week 2 | 7/6-7/10 Beijing, CUEB | <ul style="list-style-type: none">Language Training Daily class, textbook chapters 4-6, Chinese characters individual session, reading strategies.Culture Tour History of Cuandixia Village.Teacher Training Workshop and Discussion Foreign language teaching standards and teaching practices, interactive questioning techniques, ACC-CLASS teaching methods exchange and discussion. |

| | | |
|--------|------------------------------|--|
| Week 3 | 7/13-7/17 Beijing, CUEB | <ul style="list-style-type: none"> • Language Training Daily class, textbook chapters 7-9, chapter expressions, readings, proverbs and idioms. • Culture Lecture Records from History—an examination of modern China through photographs. • Teacher Training Workshop and Discussion Material design and evaluation for teaching Chinese as a foreign language. • Teaching Practicum and Discussion Practicum: Teaching techniques and strategies on tones and pronunciation. Discussion: models and approaches of CFL teaching with study abroad programs in Beijing. |
| Week 4 | 7/20-7/24 Sichuan SWUN | <ul style="list-style-type: none"> • Language Training Daily class, textbook chapters 10-12, formal Chinese discourse structures, formal Chinese writing skills. • Culture Tour San Xing Dui History Museum near Chengdu. • Group Report 1 Teaching unit design I: plans of the unit and learning activities: 5 min. report and 10 min. teaching demo from each participant. • Teacher Training Workshop and Discussion Classroom management, task-based interactive activity design (comparing and contrasting classroom activities of college and middle schools, group games used in K-12 classrooms), teaching material selection. |
| Week 5 | 7/27-7/31 Sichuan SWUN | <ul style="list-style-type: none"> • Language Training Daily class, textbook chapters 13 -15, formal Chinese expressions, formal Chinese writing skills. • Culture Lecture Minorities in China. • Teacher Training Workshop and Discussion Strategies and techniques in teaching Chinese characters and reading, language skills assessment. • Teaching Practicum and Discussion The relationship between language forms and language functions; the relationship between teaching culture and language. |
| Week 6 | 8/3-8/6 Sichuan SWUN | <ul style="list-style-type: none"> • Teaching Demo Preparation Group teaching demonstration (two people per group). Teaching plan development and revision. • Group Report 2 (a thematic unit design) Teaching demonstration: 10 min. report, 20 min. teaching demo from each participant. • Final Exam |
| | 8/7 | <ul style="list-style-type: none"> • Program Evaluation: fill out program evaluation forms and online evaluation designed by the US Department of Education IRIS. • Depart for U.S. |

| Phase III: Evaluation | | |
|-----------------------|------------|---|
| | 8/10-9/15 | • Submit outreach activity plan to ACC |
| | 9/16-10/30 | • Finish outreach activity and submit outreach activity report to ACC-CIH(Hanban) |

VIII. Weekly Class Schedule

| | M | T | W | Th | F | Sat/Sun |
|-------------|--|------------------------------|------------------------|--|------------------------------------|-----------------------|
| 8:00-8:50 | Individual Session | Individual Session | Individual Session | Teacher observation/visit (or small group workshop), Outside-class activity, Language achievement activity | Small Group Discussion | Culture Tour/Activity |
| 9:00-9:50 | Individual Session | Individual Session | Individual Session | | Language Demonstration Discussion | |
| 10:10-11:00 | Group Class | Group Class | Group Class | | Teaching Practice | |
| 11:10-12:00 | Small Group Discussion | Small Group Discussion | Small Group Discussion | | Teaching Plan Design & Development | |
| BREAK | | | | | Chinese Table | |
| 2:00-4:00 | Lesson Preparation Meeting | Teaching Workshop/Discussion | Culture Lecture | Lesson Preparation Meeting | | |
| 7:00-9:00 | Teacher Discussion Answer Questions/Discussion/Homework | | | | | |

IX. Grades

- **Language skills exam:** entrance and exit exams (written and oral): 35%
- **Teaching skills/technique evaluation:**
5 (interaction, questioning strategies, presentation, activity design, classroom management) x 5 = 25%
- **Thematic unit design and teaching demonstration:**
2 times (curriculum +assignment) x 10 = 20%
- **Daily performance and attendance:** cumulative every day 10%
- **Course assignments:** cumulative every day, every week 10%

Participants who earn an overall grade of 80% or higher will receive a certificate from ACC and CUEB.

X. About Associated Colleges in China (ACC)

Established in 1996, ACC is a consortium of 6 leading institutions of higher education dedicated to the highest quality of Chinese language education in China. ACC's Intensive Language & Culture Program has successfully trained more than 1,500 students who are linguistically and culturally proficient in Mandarin Chinese and can function freely in Chinese speaking communities.

As a result of many years of success with the Intensive Chinese Language & Culture Program, ACC has received several prestigious grants including a three-year grant provided by the U.S. Department of Education Fulbright-Hays GPA program. The ACC has grown substantially in the past few years and now offers 4 distinct programs in China:

1. ACC Intensive Chinese Language & Culture Program in Beijing
2. ACC Summer Field Studies
3. ACC-CLASS K-12 Summer Chinese Language Teachers Institute
4. ACC-CIH(Hanban) Summer Chinese Language Teachers Institute

1. Intensive Chinese Language & Culture Program in Beijing

The ACC Intensive Chinese Language & Culture Program in Beijing is a summer, fall and spring intensive language program for intermediate and advanced students of Chinese administered by Hamilton College and hosted by Capital University of Economics and Business (CUEB). This rigorous program is considered one of the top study abroad programs in China for its academic rigor, quality teaching, highly interactive and individualized instruction, culturally-enriching class activities and innovative curriculum.

With a student/instructor ratio of 1:1.7, ACC students interact with their instructors on an extremely individualized basis to achieve maximum results. After 1 semester of study on the program (equal to 200-400 of class time hours), most students advance 1 full year of university language study. These students achieve the ACTFL OPI advanced language level and are able to comfortably converse with native speakers in various social situations. Please visit the ACC website to apply and to learn about scholarship opportunities (www.hamilton.edu/china).

2. Field Studies Program

The ACC Summer Field Studies is a 7-week summer immersion program for advanced students that combines field experiences in several parts of rural China with advanced language courses. Participants engage in a hands-on comparative study of U.S. and China's contemporary society and educational systems by teaching at day camps for children in rural areas and presenting an independent project at international education conferences/workshops, among other activities. Full scholarships are available through a grant provided by the U.S. Department of Education Fulbright-Hays GPA program. Please visit the ACC website to apply (www.hamilton.edu/china).

3. ACC-CLASS K-12 Chinese Language Teachers Institute

The ACC, in collaboration with the Chinese Language Teachers Association of Secondary Schools (CLASS), offers an intensive summer training program for in-service and pre-service K-12 Chinese language teachers whose first language is not Chinese. This 6-week institute is held in Beijing and Chengdu at Capital University of Economics and Business (CUEB) and Southwest University for Nationalities (SWUN), respectively. The institute offers refresher language courses, cultural lectures and pedagogical workshops for teachers of Chinese whose native language is not Chinese. Fulbright scholarships are awarded to highly qualified participants to attend the program. Please see the ACC website for more information (www.hamilton.edu/china).

4. ACC-CIH(Hanban) Chinese Language Teachers Institute

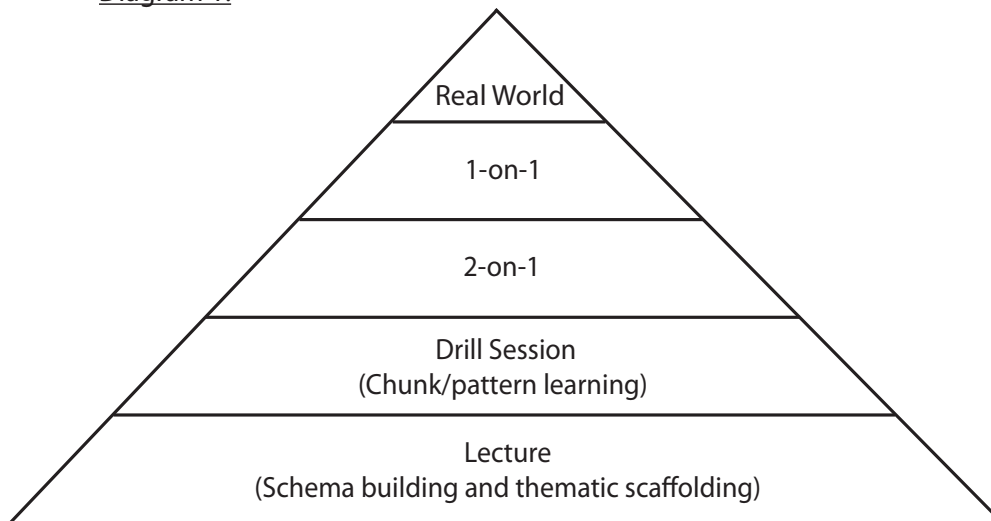
The ACC, in collaboration with the Confucius Institute Headquarters (Hanban), offers an intensive summer training program for in-service Chinese language teachers whose first language is not Chinese. This 6-week institute is held in Beijing and Chengdu at Capital University of Economics and Business (CUEB) and Southwest University for Nationalities (SWUN), respectively. The institute offers refresher language courses, culture lectures and pedagogical workshops for teachers of Chinese whose native language is not Chinese. Applications for enrollment are accepted through CIH, and the institute is operated by ACC using its course curriculum, language faculty and teaching facilities. CIH(Hanban) scholarships are awarded to highly qualified participants to attend the program. Please see the ACC website for more information (www.hamilton.edu/china).

ACC Teaching Model

ACC is recognized for its distinctive teaching model and program management style. Some of ACC programs' distinctive features and characteristics include:

- All ACC program participants strictly observe the ACC Language Pledge. This means participants speak only Chinese while on the program. English is not used inside or outside of the classroom.
- ACC's teaching model is based on the theories and empirical studies in the last twenty years in the field of second language acquisition in the United States and meets National Foreign Language Standards. Through continuous interactive communication and contact with ACC's instructors, ACC participants achieve advanced level proficiency in three communicative modes: interpersonal, interpretive, and presentational.
- ACC has adopted the performance-based Pyramid Teaching Model. According to the model, program participants attend daily classes that gradually reduce in size from 8 to 1 in order to provide maximum interaction and individualized instruction.
- ACC's curriculum has a unique design. Every aspect of the program's course structure has its own purpose and set of teaching techniques. ACC's teaching method focuses on teacher-to-student and student-to-student interaction (small group practice and individual sessions). Please see Diagram 1.

Diagram 1.



| Table 1. Characteristics of ACC Curriculum Design | | | |
|--|----------------------|--|--------------------------|
| Class Structure | # of Students | Teaching Method & Purpose | Interaction Level |
| Lecture | 8-10 | Lead Topic: Schema building and thematic scaffolding | Teacher-Student |
| Drill | 4-5 | Interactive Questioning: Chunk/pattern learning | Teacher-Student |
| 2-on-1 | 2 | Targeted Conversation: Language usage practice 1 | Student-Student |
| 1-on-1 | 1 | One-on-one session: Language usage practice 2 | Teacher-Student |

ACC Faculty

ACC faculty are local Chinese instructors who are well-trained in at least three types of ACC classes. Three-fourths of ACC instructors have over two years of ACC teaching experience. ACC invests in its high-quality faculty by regularly sponsoring professional training and other development opportunities for its instructors.

Key Faculty and Staff for the 2009 Summer Chinese Language Teachers Institute

Hong Gang Jin: Program Director, William R. Kenan Professor of Chinese and Second Language Acquisition at Hamilton College. Jin holds a PhD in second language acquisition and teacher education from the University of Illinois at Urbana-Champaign and has over 20 years of teaching and program administration experience. Jin founded the ACC program and the Chinese program at Hamilton College. As program director, Jin oversees the program's design, implementation and operation.

Lucy Lee: Associate Director, Master Teacher of Chinese at Livingston High School in New Jersey. Lee has over 20 years of experience in K-12 Chinese language teaching. As president of CLASS, Lee was the recipient of several federal grants for CLASS and has been a leader in the field of K-12 Chinese language education. As associate director, Lee oversees the institute's design, implementation and operation.

Yusheng Yang: Full-time Coordinator. Yang holds an M.A. in Chinese as a Foreign Language. She has taught at the Middlebury College Summer Chinese School for 4 years and currently teaches Chinese at Hamilton College. As Full-time Coordinator, Yang oversees curriculum implementation and teacher & material development. She is also responsible for the program's teacher training workshops and mentoring program.

Donna Cardarelli: Program Coordinator, ACC Associate Director of Communications. Cardarelli holds an M.S. in Public Relations (S.I. Newhouse School of Public Communications, Syracuse University), a B.A. in Russian Studies (Hamilton College) and is an alumna of ACC. She is experienced in the management of study abroad programs and oversees the application and enrollment process.

Mike Everson: Visiting Professor, Idaho University Foreign Language Education Department. Everson is an expert in foreign language education and the author of over 20 published books.

Yin Zhang: Field Director. Zhang holds an M.S. in Teaching Chinese as a Foreign Language from Oxford, England. She has 13 years of experience teaching Chinese as a foreign language and 6 years of program management experience as ACC's Field Director.

Hongyan Li: Experienced Head Instructor, ACC Training Supervisor, ACC Teaching Manager. Li has 8 years of ACC teaching and program management experience.

Ran Lu: Language Instructor, ACC Program Instructor. Lu has 9 years of experience in teaching and management.

Guest Instructors from Beijing Language and Culture University: Teaching Chinese tones, grammar instruction, curriculum design, lesson plan writing, culture lectures, etc.