Chinese Language Teacher Training for Teachers in Florida
With Partnership Expertise from the Nankai University and Ocean University of China

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Statement of the Problem

There is a critical need to develop a soundly prepared cadre of Chinese Language teachers in Florida. At USF we have begun to address this concern with the development of a Chinese major with approximately 150 students taking language coursework. USF is also in the final stages of approval for a new undergraduate major in Chinese language due to be approved in time for the 2010-2011 year. Nonetheless the challenge of scaling up the quality and capacity of Chinese language teaching in the middle and high schools of Florida is substantial, timely, and highly relevant.

The field of Chinese language education is developing too quickly to have sufficient qualified teachers in most middle and high school programs. Thus, most programs have to use teachers who have certification in some other area (math, science, even physical education) teach Chinese language classes simply because they are native speakers. Most of them have never had any kind of pedagogical training let alone pedagogical training related to Chinese. Thus, the courses they are offering may even hurt the growth of those programs and the field more than they are helping.

Most existing Chinese language teacher training programs are too short, not academically rigorous, and are not informed by research on the teaching or learning of Chinese. Rather they are conducted by generalists and are based on research conducted on English-European languages so teachers who have gone through such training think they are trained well but do not actually have the solid foundation they need to be successful Chinese teachers. Even most of the research done in SLA that claims to be related to Chinese is merely translation and regurgitation of English-based research that may...
or may not be relevant in the case of Chinese. Recognizing these significant concerns the Hanban has made teacher training and the localization of Chinese language teachers the top priorities in their next 5-year plan. This initiative proposes a project designed to address these needs through the development of a high quality, pedagogically relevant and timely program designed through interaction with, and support from, our colleagues at Nankai University and Ocean University of China.

Overview of the Project

This proposal cannot address all these efforts but will allow the Co-PI’s to establish the curricular planning and will be used to “seed” the foundation for a joint proposal from Nankai University, Ocean University, and USF for further external funding from the Hanban. We believe this proposal can lead to a financially sustainable model that could be repeated and extended in future years to the significant benefit of the USF-Nankai and USF-OUC partnerships.

To fill the field with people who are both qualified (pedagogically) to teach Chinese language and who have the linguistic skills to do we need to pursue two tracks developing two types of teachers: 1) pedagogical training for native speakers and 2) language training + pedagogical training for non-native speakers. We are interested in designing and putting into practice an exemplary model that includes two phases.

Phase One: A Summer Workshop Experience

Phase One: A summer workshop experience based on six hours of graduate credit-bearing coursework that will “count” in a state approved program. In the summer of 2010 we will offer a combination FLE 5291 (*Applications of Technology in Foreign Language Education*) and CHI 4930 (*Chinese Pedagogy*) for six hours of coursework on an alternative calendar schedule that will allow for intensive delivery and interactive workshop experiences. We aspire to work with our colleagues at Nankai University to identify students presently in Chinese teacher training to travel to the United States for the summer workshops, in the expectation that many will stay to become certified teachers through the MAT program while teaching in the United States. The summer workshop experience will also include teachers already in the Florida public and private school systems who can use the course credit for their continuing education units (CEU) used in the recertification process, and/or use the courses towards their MAT degree. Finally, initial planning also includes asking high school students to join the workshops so the training teachers can experience working with “real” students. If the planning associated with this proposal is successful we hope to invite those high school students to visit China on an organized experience immediately after the courses conclude. An English language component to meet the needs of in-service Chinese language speakers will be explored as will the development of additional pre-program on-line coursework in cross-cultural interaction.

Phase Two: Sequencing One and Two Year Options for an MAT Degree and Certification

By designing a one and two-year course sequence schedule in the MAT program in Foreign Language leading to state teacher certification, students who completed the summer workshop will

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1 Hanban is the executive body of the Chinese Language Council International, a non-government and non-profit organization affiliated to China's Ministry of Education
experience pedagogically sound course work and field-based training interaction with master teachers functioning as mentors. The MAT is an accelerated (fast track) program designed for individuals who wish to become certified teachers of Chinese as a foreign language at the elementary, middle, or high school level (K-12). The MAT also provides students with the state-required ESOL endorsement.

It is our expectation that for native speakers the summer workshop will be a "hook" into the MAT degree, while we expect to use the planning associated with this GAP proposal to create a collaborative plan for the Chinese teachers with our Hanban, Nankai University, and Ocean University of China colleagues. A version of this proposal has been requested by and will be submitted directly to Madame Xu Lin, Director of the Hanban. The Chinese teachers would represent a pilot cohort in the MAT Foreign Language/ESOL - Chinese program.

These Chinese teachers would be able to seek a temporary teaching certificate and teach in Florida schools while taking approximately 2-3 MAT courses each semester over a five semester sequence. Alternatively, they could complete their degrees in three semesters as a full-time student, with the opportunity to complete their internship while teaching on a temporary certificate. A key part of this proposal is the recognition that we will need resources to guide the critical planning process that will include the faculty listed in this grant, the local Tampa Bay school districts and our Chinese colleagues. Our local school district colleagues will have to assist in advising us on all matters related to temporary certification and school placements and the Hanban will confirm the applicability of the program to their Chinese teacher training and the goals. Planning will then incorporate the feedback to construct a new, and seminal, model.

Specifically, both the native and the Chinese students could take three or five semesters to complete the MAT program:

<table>
<thead>
<tr>
<th>Sequence of Courses in order to complete the MAT in Five semesters:</th>
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<tbody>
<tr>
<td><strong>Summer Program</strong></td>
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<tr>
<td>FLE 5291 – Applications of Technology to FLE</td>
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<tr>
<td>CHI 4930 - Chinese Pedagogy</td>
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<tr>
<td><strong>Fall – First year</strong></td>
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<tr>
<td>FLE 5313 – Methods of Teaching FL/ESOL Methods in the Elementary School</td>
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<td>TSL 5085 - ESOL 1</td>
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<tr>
<td>ESE 5342 - Teaching the Adolescent Learner</td>
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<td><strong>Spring - First year</strong></td>
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<tr>
<td>FLE 5331 - Methods of Teaching FL/ESOL Methods in the Secondary School</td>
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<td>FLE 5946 - Practicum in Teaching FL</td>
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<tr>
<td>TSL 5086 ESOL 2</td>
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<tr>
<td><strong>Summer – First year</strong></td>
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<tr>
<td>*EDF 6432 – Foundations of Measurement (course outside of dept. of Sec. Ed.)</td>
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<tr>
<td>ESE 5344 – Classroom Management</td>
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<tr>
<td><strong>Fall – Second year</strong></td>
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<td>TSL 5240, ESOL 3</td>
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<td>FLE 5895 – Dual Language Education</td>
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<tr>
<td>FLE 6665 – Current Trends in FLE</td>
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<td><strong>Spring - Second year</strong></td>
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<tr>
<td>FLE 6947 - Internship</td>
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<td>Master's Comprehensive Exam</td>
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This five semester option would appeal to native (U.S) and Chinese training teachers who are working in the middle/high school context already or who wish to work as a full-time teachers on a temporary teaching certificate while completing their accelerated MAT program. These teachers would be supported by exemplary teacher mentors.
Sequence of Courses in order to complete the MAT in Three semesters:

| Summer Program | FLE 5291 – Applications of Technology to FLE  
| Semester One  | CHI 4930 - Chinese Pedagogy  
| Semester One  | FLE 5313 – Methods of Teaching FL/ESOL Methods in the Elementary School  
| Semester Two  | TSL 5085 - ESOL 1  
| Semester Two  | ESE 5342 - Teaching the Adolescent Learner  
| Semester Three | FLE 5895 – Dual Language Education  
| Semester Three | FLE 6665 – Current Trends in FLE  

| Semester Two | FLE 5331 - Methods of Teaching FL/ESOL Methods in the Secondary School  
| Semester Two | FLE 5946 – Practicum in Teaching FL  
| Semester Three | TSL 5086 ESOL 2  
| Semester Three | *EDF 6432 – Foundations of Measurement (course outside of dept. of Sec. Ed.)  
| Semester Three | ESE 5344 – Classroom Management  
| Semester Three | TSL 5240, ESOL 3  
| Semester Three | FLE 6947 - Internship  
| Semester Three | Master’s Comprehensive Exam  

The three semester option would allow for training teachers who wish to complete their MAT degree in the shortest timeframe possible. Interestingly, if they receive temporary certification, they could still complete their student teaching internship in the third semester while working full-time in a school classroom. We believe both of these options would appeal to our colleagues at Nankai and Ocean Universities and for the Hanban seeking a Chinese teacher training cohort with mentorship programs and would require detailed and sophisticated planning.

Project Timeline and Budget

Spring semester 2010

Planning time for phase one and phase two will be essential. This proposal will require planning between the Departments of World Languages (CAS) and Secondary Education (COEDU), and ongoing discussion with our middle and high school Chinese language administrators. Colleagues from the Hanban, Nankai University and Ocean University of China will be instrumental to confirming key aspects of the program will be successful for the Chinese training teachers, and for the marketing of the program in China. We would anticipate two exchanges where faculty from USF, Nankai, and Ocean University visit with each other to conclude planning and establish a detailed proposal for further funding from the Hanban.

Summer 2010

Phase One – summer alternative calendar (workshop) courses in FLE 5921 and CHI 4930. We plan to ensure that in August those high school students involved in the course experiences will be offered an opportunity to visit China. Funding will be sought from the Hanban via the USF Confucius Institute.

Fall 2010 and beyond

Phase Two – ongoing MAT coursework (three or five semesters) and temporary certification teaching opportunities with our local school districts, with mentoring and support mechanisms in place.
Proposed Budget
Two USF faculty traveling to Nankai/Ocean Universities - flight and per diem
Approx $2,800 x 2 ($5,600)

One Nankai faculty planner (currently on assignment in Columbia) traveling to USF – flight and per diem
Approx ($2,800)

One Ocean University faculty planner traveling to USF-flight and per diem Approx ($2,800)
Chinese language materials and media ($500)
Support for three school district planners (six substitute days, USF parking etc) ($700)
One 10-hour GA for meetings, document generation, minutes, etc. in spring semester ($2,600)

$ 15,000
December 18, 2009

Dear Dr. Whiteford,

I am very pleased to support the Global Academic Partners Award submission proposal Chinese Language Teacher Training for Teachers in Florida with Partnership Expertise from the Nankai University and Ocean University of China (Co-PIs, Dr. Eric Sheppard and Dr. Phil Smith). The proposed scope of work is compatible with the College of Education's Compact Plan emphasizing community engagement with public school partners and global engagement.

I would like to comment on several strengths I noted in the proposal. First, it captures our continued partnership with the Confucius Institute which developed in the early stages of its development on the University of South Florida campus. Second, it will enable us to build our Master of Arts Program in our newly state-approved track in Chinese Education. Third, our faculty in the Foreign Language Education program in the Department of Secondary Education will benefit greatly from this collaboration with the Confucius Institute, Nankai University, and Ocean University of China. Forth, the initiative will build upon the success the Foreign Language faculty have had in working with teachers of Foreign Language Education in our public schools.

The opportunity for our Foreign Language Education faculty to work with colleagues from the College of Arts and Sciences, Nankai University, Ocean University of China, and public schools in preparing teachers of the Chinese will be greatly beneficial to all. At the same time, it will broaden the expertise and experience of our faculty, and in turn, the students they prepare for teaching Chinese in the public schools.

I fully endorse the proposal and am pleased to contribute $5,000 to its success.

Sincerely,

Colleen S. Kennedy, Ph.D.
Dean and Professor
December 21, 2009

Dear Dr. Whiteford,

It is with great pleasure that I write this letter in support of the Global Academic Partners Award proposal submitted by Drs. Eric Shepherd (College of Arts and Sciences) and Phil Smith (College of Education): Chinese Language Teacher Training for Teachers in Florida with Partnership Expertise from Nankai University and Ocean University of China. The USF Confucius Institute (USF CI) wholeheartedly endorses the scope of the proposed work with its emphasis on building language and cultural skills among teachers throughout K-12 districts both locally and state-wide.

The proposal is impressive in its community outreach and will have a major impact in building not only significant ties with our K-12 partners as we improve the teaching of a critical language but will also utilize the renowned expertise of our USF faculty in World Languages and Education. Our partnership with Nankai University and Ocean University represents a true model of global engagement as we draw upon the resources and expertise of our colleagues in China to be part of an international team that defines and delivers teacher training and instruction in Florida.

The proposal will undoubtedly shape the foundation and future direction of the USF Confucius Institute. Our Nankai faculty at USF has created a solid curriculum that has drawn a large and growing demand from our student body for instruction on China. The numbers of students studying Chinese language and culture has more than quadrupled since the start of the USF CI in early 2008. With the implementation of this project we are setting the stage for increased numbers of students drawn to USF precisely because the university will become known for its Chinese language expertise that has as its focal point the training and teaching of Chinese in the public schools.

My support of the proposal is unqualified and I am pleased to provide $5,000 toward its successful implementation.

Sincerely,

Marta Crummett, Ph.D.
Acting Director
USF Confucius Institute