

The Hebrew University of Jerusalem

Syllabus

Workshop in Teaching Chinese - 34049

Last update 16-08-2020

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Tamar Cohen Kehat

Coordinator Email: tamarcoke@gmail.com

Coordinator Office Hours: Sun 13:00-14:00

Teaching Staff:

Dr. Tamar Kehat

Course/Module description:

The course focuses on introducing the student to the Israeli school system, facilitating the acquisition of the basic tools needed to teach Chinese as a foreign language in the Israeli school system, curriculum and lesson planning

Course/Module aims:

1. To be able to plan an CFL lesson
2. To be able to design a yearly curriculum to meet the needs of a particular class
3. To be exposed to different methods of teaching CFL
4. To understand the basics of classroom management

Learning outcomes - On successful completion of this module, students should be able to:

Student will be able to plan an effective CFL lesson
Student will be able to design a yearly curriculum to meet the needs of a particular class
Student will acquire an understanding of different methods of teaching CFL
Student will grasp the basics of classroom management

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Lecture, discussion and practical workshops

Course/Module Content:

1. Overview: Course syllabus, expectations, requirements
Why am I here? Where am I headed? What do I need to learn?
Becoming Familiar with the school – who does what?
2. First lessons: Learning Names, Ice Breakers, questionnaires,
Mapping out your class, Diagnostic assessments
3. Teacher Persona: What kind of teacher do I want to be?
How do my experiences as a student influence my perception of myself as a teacher?
4. Observing Teachers and Classes: What to look for, Teacher styles,
Lesson Rhythm, continuity and connections, How to reflect on a lesson
5. Teacher as Actor: Body Language, Voice Control, Charisma
6. Second Language Acquisition: Why Chinese? Language policy and language

educational policy, From Theory to Practice

7. Heterogeneous classrooms: Teaching to more than one level simultaneously, Learning styles, multiple intelligences

8. Preparation: Becoming an expert, Mastering the Textbook

9. Lesson Planning: Forward planning, Backward planning, Lesson objectives, Transforming objectives into learning tasks

Repetition vs. diversity

10. Classroom Management: Discipline, Consequences and consistency, Positive reinforcement

11 Instructional Styles: Matching style to class, Stretching the textbook, using visual Aides, internet and media, Using L1 in the classroom

12 Presenting Vocabulary: Word Frequency, Spelling, Pronunciation, Dictionary work,

13 Presenting Language Structures: Pedagogical Grammar, Explicit instruction, Grammar in context

14 Assessment: Correcting Errors, Testing/Alternative assessment

15 Chinese Matriculation Exam: Teaching for the bagrut

Required Reading:

אולשטיין, ע' (1989). תכנון לימודים ורכישת שפה שנייה בחברת הגירה. הלכה למעשה - קובץ מאמרים 4, 7, 15.

http://www.education.gov.il/tochniyot_Limudim/halacha/elit_holshteyn.htm

בליזובסקי, א' (2007). רק מלחמה גרעינית תדיח את האנגלית ממעמדה חסר התקדים. מאת סת מיידנס, הראלד טריביון. הארץ, 13 באפריל.

קהת, ת' (2012). המדיניות הלשונית החינוכית של הוראת השפה הסינית כשפה נוספת בהיבט הגלובלי: ניתוח ביקורתי. עבודת מחקר השקולה לעבודת גמר לתואר שני. אוניברסיטת תל אביב
קהת, ת' (2014). הוראת השפה הסינית כשפה זרה בבתי ספר בישראל. מתוך: סוגיות בהוראת שפות בישראל - סוגיות בהוראת שפות בישראל : חלק ב, מכון מופ"ת

Bassetti, B. (2007) Effects of hanyu pinyin on pronunciation in learners of Chinese as a foreign language. In Guder, A.; Jiang, X and Wan, Y. (Eds.) The Cognition, Learning and Teaching of Chinese Characters. Beijing: Beijing Language and Culture University Press. <http://eprints.bbk.ac.uk/528/>

CALPER, 2020 <http://calper.la.psu.edu/>

CARLA (2020). Center for advanced research on language acquisition.

<http://www.carla.umn.edu>.

Habnan (2020). Hanban (Confucius institute headquarters).

<http://english.hanban.org/index.html>.

Special Director General Circular (1996). Israel's policy of language education. Ministry of Education, Culture and Sport, Jerusalem

Hanban International Curriculum.

Huang, J. Z. (2003). Chinese as foreign language in Canada: A content-based programme for elementary school. Language, Culture and Curriculum, 16 (1), 70-88.

Chinese Teaching Websites:

The MoE Chinese inspector website-

Additional Reading Material:
Hanban Chinese Textbooks

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 50 %
Project work 0 %
Assignments 40 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 10 %
class observation

Additional information:
N/A