

# UHM CHINESE FLAGSHIP SNAPSHOT BULLETIN

## Taiwan Edition



THE LANGUAGE FLAGSHIP

Creating Global Professionals



Summer 2022 Issue 2

### PROGRAM STRUCTURE

To comply with the local COVID-19 policy in Taiwan, the timeline of the course was divided into three phases, Week 1, Week 2, and Week 3-8, in accordance with the government quarantine requirements. In the first week, the students were required to fulfill a 7-day quarantine period, in which they could not leave their designated rooms. All of the students are assembled in the quarantine hotel located in the Beitou district and were required to attend online classes from Monday to Friday. The second week, according to the Taiwan government's policy, was the self-isolation period,

in which students were allowed to visit the public areas while practicing certain COVID-19 preventive measures. Therefore, the students were then transferred from Beitou to Taipei City for easier access to various cultural and historical sites. The second week was a combination of with online classes and on-site visits. Starting from the third week, the students lived on the campus of National Tsing Hua University in Hsinchu, where we implemented our regular curriculum from Monday to Friday in combination with excursions on the weekends.

### COURSES OFFERED

	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Course(s)	<b>CHN 204</b> <i>Intermediate Chinese</i>	<b>CHN 303</b> <i>Intermediate Chinese</i> <b>CHN 399</b> <i>Directed Reading</i>	<b>CHN 404</b> <i>Advanced Chinese</i> <b>CHN 499</b> <i>Directed Reading</i>	<b>CHN 405</b> <i>Advanced Chinese</i> <b>CHN 499</b> <i>Directed Reading</i>
Total Credits	8	8	8	8
Lead Instructor	Yu-An Lee	Meng-Ting Lin	Ting-Yu Wen	Hsin-Tzu Jen
Instructor(s)	Yi-Xiu Lin	Jui-Yang Ting	Wei-Ting Yang Hsin-Chen Chang	Yi-An Chen Xinjie Xiang

### DAILY SCHEDULE

**Morning:** In the morning, the cohort receives content-based instructions in their individual core courses, 204, 303, 404, and 405. From 8:00 A.M. to 11:00 A.M., two 80-minute sessions of core courses are conducted by the four lead instructors. From 11:00 A.M. to 12:00 P.M., based on their class standing, the cohort is broken into smaller classes with no more than 3 students and is led by the 6 instructors.

**Afternoon:** In the afternoon, two supplementary classes are implemented to comprehensively engage the cohort with different aspects of Chinese language. From 1:30 P.M. to 2:30 P.M., after the lunch break, the cohort is required to attend the drilling sessions for reading and listening in preparation for the Pre-Capstone proficiency test. On Monday, Wednesday, and Friday, the scheduled sessions are reading drills, and listening drills on Tuesday, and Thursday. From 2:30 P.M. to 4:00 P.M., each student in the cohort receives 30-minute one-on-one instruction to answer their questions raised during that day's teaching.

**Weekend:** On the weekend, the instructional team also organizes a series of theme-based excursions to enrich the cohort's stay in Taiwan. Most of the excursions are held on Saturday and at locations near-by Hsinchu. In addition, to fully experience the language and culture landscape of Taiwan, some of the excursions are also designed to be a 2-day trip to travel to places outside of Hsinchu and to deepen students knowledge of this island.

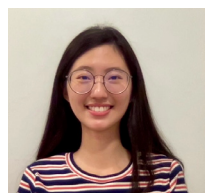
## CURRICULUM

### CORE COURSES



**CHN 204, YU-AN LEE:** Learners at a lower proficiency level need a lot of sample sentences as input to increase their linguistic awareness as well as consolidating the acquired grammatical pattern. Writing more Chinese characters can both lengthen learners' retention of character-writing memory and facilitate textual processing.

The curriculum of Chinese 204 is designed in accordance with Integrated Chinese (IC) 3&4 and provides students with various opportunities to be exposed to the target language. Specifically, it emphasizes a thematic-based approach to vocabulary and grammar instruction. In each unit, the students are required to integrate the target vocabulary and grammar in all practices excerpted from the textbook. Once the students have a better grasp of the linguistic usage, the drilling content can be expanded to daily topics students are familiar with. In sum, the IPA-oriented curriculum of 204 fosters all four skills of the students and bridges them to the intermediate level.



**CHN 303, MENG-TING LIN:** Chinese 304 is an intensive intermediate course that aims to bridge intermediate-mid students to the level of advanced-low within eight weeks of language immersion. The class meets five days a week and for three hours each day. Each week, the class will complete two units that comprise two articles, 30 vocabulary words, and 10 grammatical sentence patterns, respectively. For review purposes, each unit will contain one listening and one video viewing task.

By participating in an 8-week summer intensive program in the target language environment, students are expected to improve their four basic language skills in standard (Mandarin) Chinese: listening, speaking, reading, and writing, attaining approximately the Intermediate Mid to emerging Advanced Low levels on the ACTFL (American Council on the Teaching of Foreign Languages) proficiency scale. Since it is exclusively designed for the UHM Chinese Language Flagship Program, the course is also oriented to the preparation of the Pre-Capstone year proficiency test. To achieve this goal, improving students' reading comprehension and listening comprehension are two crucial objectives in the curriculum.

From Week 3 to Week 8, the course consists of two units per week, exposing students to sufficient amounts of input in the target language. A total of 12 units are equally distributed over six weeks. Each unit contains two articles related to basic personal and social needs or topics based on Taiwan's current affairs and environment. Each article includes approximately 14-18 vocabulary words and 3-5 grammatical patterns.



**CHN 404, TING-YU WEN:** The goals and objectives of this course are: to increase students' accuracy, fluency, and appropriateness of comprehension and expression in Chinese; to prepare students to use Chinese in their academic

research and future career; to improve students' understanding of Chinese culture, society, and current issues; to develop students' learning strategies, fostering their ability for independent study; and to promote thinking in Chinese.

Students will attain approximately the advanced level on the ACTFL/ETS proficiency scale. Advanced level reading and speaking skills and essay writing will be given emphasis in this course. As an advanced language course, students will be required to use only Mandarin during contact hours.



**CHN 405, HSIN-TZU JEN:** Established on eight weeks of immersion and language exposure in the target area of study abroad, this course is exclusively tailored to UHM Chinese Flagship students' needs for them to succeed in a

variety of evaluations prior to the capstone year. With that in mind, the course is designed to encompass all four skills, including speaking, listening, reading, and writing, and specifically focuses on reading comprehension and listening comprehension, which are the two critical indicators in the evaluation.

To successfully improve students' language proficiency students from advanced-low or advanced-mid to advanced-high, and to be fully prepared for the pre-capstone proficiency test, Chinese 405 particularly emphasizes skills in reading and listening comprehension. For reading comprehension, specifically, we train the students to actively look for keywords, repeated content words, and first and last sentences in the paragraphs to identify the main idea and the text structure. Also, when skimming and scanning the reading materials, students are expected to locate conjunctions, transition words, and other lexical units that serve as evidence for them to infer the stance and opinion



of the author. As for listening comprehension, similar skills are, too, taught to the students to decode spontaneous audio-visual materials. Additionally, the students are also instructed to transcribe parts of the audio file to develop phonological awareness in the target to facilitate both listening and reading competence.

## SMALL CLASS

As an integral part of the curriculum which serves to complement the core courses, the small class is designed by each instructor to incorporate their teaching philosophy and is coordinated by the respective lead instructor of the core course. While the core courses implement both lectures and drills, the time allocated to each student to practice the target structure is relatively limited. Thus, the design of small class render our cohort an extra opportunity to refresh what they have learned in the core courses.



**CHN 204, YI-XIU LIN:** The goal of the class is to reinforce what students have learned. I hope that Alysa can use new words and grammar flexibly. We used flashcards a lot in class. At the beginning of the class, she has to match the cards. It only takes a few minutes as a warm-up, but it is a quick way to know whether the students understand the meaning of the words or not. Then, she has to choose the cards she wants, and use these cards to make sentences. Sometime, I added word cards to lengthen the sentences. At the very beginning, Alysa could only use one word card to make a short sentence.

However, as time went by, she could use several word cards to make long sentences, sometimes even a paragraph. I think this method works well for her as a practice. It is not only an effective way to consolidate the students' acquisition but also an encouragement to compel students to constantly produce longer sentences in every following class meeting.



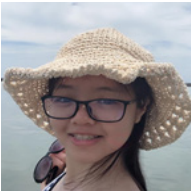
**CHN 405, YI-AN CHEN:** I was in charge of the small class at the advanced level. The small class is an extension for the main class in drilling. Therefore, my priority is helping students learn how and when to use the new lexis they acquired from the big class. To make sure students understand the meaning and how to pronounce the vocabulary. To achieve these objectives, there were some methods I applied in the small class.

To warm up the class, I designed some daily questions and encouraged the students to incorporate new vocabulary and grammar they learned. In so doing, students could not only advance their oral fluency by discussing different topics but consolidate the acquisition in a meaningful way.

After the warm-up, I would let students pair up the characters and their corresponding meanings. It is one of the teaching methods I often use in class. Students' responses are positive because it's game-centered and efficient to practice. Preparing actual materials takes extra work for the teacher, but it is worth it when students could be much more focused and engaged. Moreover, when students are willing to share their own experience or opinions, I would not interrupt them even if they made mistakes. Sometimes, code-switching happened but I chose not to sabotage their willingness and opportunity to speak. When the class ended, I would help them to summarize or offer my corrective feedback, preventing them from forgetting what they wanted to say or hurting their confidence.



To sum up, there were many ways I used in my small class, but there is no best way for each class. My priority was to help them learn how to apply the vocabulary and grammar in real conversations, even if it takes time. Therefore, always be prepared to adjust the teaching plan or conversational topic, and always being open-minded is important. This precious opportunity brought me not merely the chance to experience teaching in a Chinese class in person, and challenge myself but allowed me to try and learn different teaching methods and styles. I appreciate UHM for giving me this brilliant summer and getting to know these wonderful teachers and students in 2022.



**CHN 303, JUI-YANG TING:** In small classes, I was responsible for assisting students to review the morning class's content, arranging group dialogue exercises, and offering corrective feedback. At first, I had originally planned to go through

all the vocabulary taught in the large class and checked if students understand their meanings. If confusion arose, I would explain the word's meaning briefly. For grammar, we started by reviewing the target syntactic structure, then explained the rule and usage of the grammar which was mentioned in the core course.



**CHN 405, XINGJIE XIANG:** Adhering to the learner-centered teaching strategy in the teaching process, during the teaching process, I came to realize the language ability and cross-cultural awareness of the learners and carry out targeted

teaching according to the needs and personality characteristics of the learners. During the class, the daily topics were first introduced into the class, and the students were asked about the content of the large class and expanded through the students' answers. In addition, the class was usually conducted by taking turns to ask questions. Different question forms would be designed according to the students' different Chinese proficiency, and the students would be asked questions, and then the students' actual thoughts would be grasped according to the students' questions. There are deficiencies in targeted teaching. In this way, students and teachers cooperate more and more tacitly, students gradually answer teachers' questions with accuracy, and teachers can precisely grasp where students

However, after discussing with the lead instructor, I decided to discard the word-by-word reviewing process and devoted most of the class time to sentence-making practice, and picture-description matching through word cloud, in the interest of time and efficiency. I created many different topics, and tried to make students incorporate new vocabulary and grammar into the sentences. Thus, the students could grasp both the meanings and the functions of the target structures.

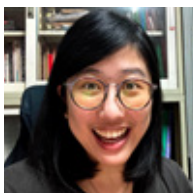
may have problems. Students at a relatively low level gradually changed from not understanding the teacher's questions to being familiar with the questions, and finally to being able to answer the questions accurately; from hardly speaking in the classroom to the frequency of speaking with other students at a higher level, in fact, rare.

In the practice of new words and grammar, the teaching strategy of contextual theme was adopted. Because it is the practice and extension of the vocabulary and grammar for the students in the large class, how to make the students use it proficiently becomes particularly important. I used a variety of different situations to allow students to actively apply new words as means to guide students to practice the output of new words. The teacher then accurately identified the students' problems according to the students' output, and finally corrected the errors. Students were not used to this forced output teaching method at first, but as the course progressed, students became more and more proficient in output, and felt comfortable to the teacher's instructional procedures.

## LISTENING & READING DRILLS

After lunch break, the cohort will attend the drilling session to sharpen their language skills in these two aspects. The primary purpose of this arrangement is to prepare the cohort for the Pre-Capstone proficiency

test. The setting of the drilling session, too, adopts small class size with no more than 3 students in a class to guarantee each student receives full attention from the instructor.



**YI-AN CHEN:** The students in my class are advanced learners, here were some different things I would do. Firstly, I doubled up the exercise units from the schedule. When they all finished, I would ask them to summarize what they heard or read,

then randomly ask them for the answer and why or how they knew it. Sometimes I would choose a similar option, and ask them why it was not the correct answer.





**HSIN-CHEN CHANG:** In listening drills, before the audio starts, the students were taught how to listen to and read the keywords as well as browsing the questions in advance, so that the students can pay attention to the keywords after the audio starts. The audio file would be played in paragraphs several times to check students' understanding and to expose them to intensive listening. After listening to the recording two to three times, I would ask the students to complete the exercises and review the content. If there was any error, the correspondent clip in the audio file will be replayed. If it was still incomprehensible, I would read the content of the audio file to facilitate the learning.



**JUI-YANG TING:** For the reading class, at first, I explained the annotations of new words in the text, and then led the students to read the questions. I carefully broke down the content of the text and made sure students

fully understood the content through information checks. As the course continued, I also revised the teaching method on a rolling basis, shifting the practice focus of the course from intensive reading to extensive reading. When the students finished, they were asked to write their answers on the whiteboard. I would mark it if they were wrong, but the correct answers were not given. For the wrong answer, the students were instructed to go back to the text looking for further clues.

Through various strategies, such as splitting sentences, searching for keywords, and so forth, the students can gradually develop effective reading strategies to understand the main idea of the text. In doing so, the students can extract the information they need to answer the question even if they cannot fully understand the text.



**WEI-TING YANG:** From my point of view, the drill class is highly student-oriented and requires students' active participation. Additionally, the aim of the drill class is to help students memorize a chunk of language by repeating it.

Through drilling, learners could gradually internalize and familiarize the target structure for the pre-capstone reading and listening examinations in the Flagship Program.

While students were reading, I asked them to highlight words that they did not understand. After they finished reading, I would ask them what did they highlight and give an instant explanation, then, propose some questions as information checks. By asking fact-checking questions, teachers were able to know if the students really understand the article. If they did, we moved on to do the practice.

All in all, listening and reading drills are fundamental training processes for learners. By doing repetitive practice, they would gradually master skills for taking exams, such as finding keywords in the listening and reading paragraphs, boosting reading speed and catching the main idea of the articles.



## ONE-ON-ONE TUTORING

At the end of each day, each student in the cohort has the privilege to receive a 30-minute one-on-one instruction on the content taught on that day. Other projects such as PBL, speech scripts for oral tasks, can also be refined in the session under instructor's guidance. In addition, a diverse range of casual topics are, too,



**XINGJIE XIANG:** Sometimes, limited by their proficiency, direct engagement of dialogue might increase difficulties for students and cause frustration. In the classroom, different teaching methods were adopted according to the students at lower, medium, and upper

level. For the students with lower Chinese proficiency, I would first inform the students about the theme of the second day in advance, so that the students have enough time to review and prepare a small paragraph related to the content. The next day, based on student's production, I would help them revise it on co-edited documents.

After this adjustment, students could understand the content of the class better. For intermediate students, they already have general and simple conversations, but for some difficult topics, some compensation strategies need to be applied, such as body language. As far as advanced students, a complete linguistic input without

occasionally incorporated in the tutoring session as a supplement to cultivate the cohort's conversational skills. Through this design, we are able to offer a customized session that focuses on individual student's needs and closely monitor student's learning progress.



other semiotic assistance worked well, only occasional explanations were required for some unfamiliar words

During the one-on-one speaking process, students not only improved their familiarity with basic Chinese and common sentence patterns, but also gained a deeper understanding of the high-frequency vocabulary used in some specific topics.



**HSIN-CHEN CHANG:** For 1-on-1 class, because the students had different arrangements every week, the questions were given according to the topics provided and the students' level. Before the class, I prepared several questions about the topic and adjusted them in

accordance to the students' proficiency level. Before discussing the topic, I chatted with the students if there were any questions about what they have learned in today's classes.

For students who are at a lower proficiency level, I would ask students to answer questions in single-sentence questions with necessary explanation, and ask students to repeat the corrected answer. Also, I will prioritize conversations on topics that interest the students to grab their attention.

For students at a higher level, I would provide supplementary materials according to the theme. The specific class activities, thus, range from compound sentences questioning to debate. If the students could quickly understand the content, I would teach students to produce sentences in more complex syntactic structures. On the contrary, if there was an error, I would ask again or rephrase the question for the students to let them self-correct consciously. After one or two



classes, the students were able to organize their sentences in their head before speaking out and to express their thoughts in more complex structures.

I hope the 1-on-1 teaching session provided the students with assistance that suited their needs and fostered the students' oral proficiency through correcting their mistakes as well as asking questions designed for different levels.



**YI-XIU LIN:** I hoped to create a relaxed atmosphere for our 1-on-1 classes. I threw out some random questions to start the topic in the class and let the students answer as much as possible. When students did not know how to answer, I encouraged them to use their own vocabulary or change an expression. While correcting students' mistakes, I avoided putting too much pressure on them. For example, I would repeat the students' sentences in the correct way, or rephrase the sentences and ask the students if you mean this.

I hope students can express their thoughts and insights in this class and use vocabulary or sentence patterns that they already know. I also casually engaged in chat with the students in this class and took the advantage

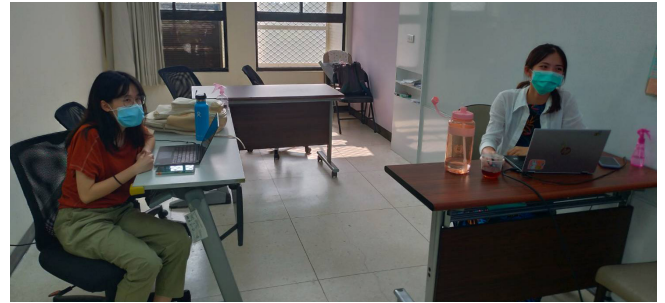


**WEI-TING YANG:** A communication-based method was implemented in my one-on-one class. Because the strategy emphasizes using communication itself to advance speaking proficiency, learners are freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing (Brown, 1994). The typical setting of the one-on-one class is that teacher providing instructions to students individually. The main objective is to enable students to practice their communicative skills and develop competence in expression, interpretation and negotiation of meaning (Liang, 2005).

Based on the abovementioned rationale, I prepared a list of questions before the class to led the communication and provided comprehensible input to encourage students to speak up. At the beginning of each 1-on-1 class, there would be five-minutes warm-up session.

In so doing, students could generally speak about what they had learned at that day. These two questions helped students to recall the day's lesson. In the next twenty minutes, I would organize questions related to the topics and ask them one by one. Take environment pollution as a example, the questions are:

1. 環境污染會影響到哪些人呢？ (Who will be influenced by environment pollution?)
2. 台灣的環境污染有哪些？ (What are the various kinds of environment pollution in Taiwan?)
3. 夏威夷有沒有環境污染呢？ (Is there any environment pollution in Hawaii?)
4. 你覺得應該怎麼改善夏威夷的環境污染問題？ (In your opinion, how to improve environment pollution in Hawaii?)



to check their physical and psychological conditions. My teaching philosophy tells me: if students trust us, this class can be fun even if it only last for thirty minutes.

Questions 3, and 4 are so called parallel topics to prevent conversational blocks. Discussing parallel topics creates opportunities to explore new topics, in which the conversation can be driven. It also excites students when they are talking about the topics of their interest. As for the last five minutes, I arranged a session to let students have chance to ask me questions. The thought was sparked by my observation that students commonly have less chance to ask questions in the target language.

In sum, one-on-one class enhances the overall effectiveness of a language course and avoid deficiencies. By using a communicative approach, students learn how to use proper vocabulary and constructions to response to and ask questions. It helps to develop their language competence in expression, interpretation, and negotiation.

