



SUSAN RHODES

MA, MPH, CTE, TCSOL Certificate
ESOL Instructor, Borough of Manhattan
Community College, CUNY

Presentation Title: What can TCSOL learn from the experience of teaching ESL vs. teaching EFL?

Short Bio:

Susan came to ESOL after pursuing other careers. With a BA in Chinese language from Queens College and an MA in Chinese language and literature from Columbia University, Susan taught Chinese (in college and high school in the U.S.), taught English (in China and in a New York high school), conducted public education programs about Asia, and carried out cultural exchange programs between the U.S. and China. Ready for a career change, Susan returned to Columbia for a Master's in Public Health, and conducted training for public health workers in Asia, Africa, and Latin America. In 2013, Susan completed the CTE at The New School and the TCSOL certificate at Columbia University's Teachers College. She then taught Chinese in Teachers College's Community Language Program and has been teaching ESOL at Borough of Manhattan Community College, CUNY, since fall 2013.

Abstract:

In current TESOL programs, a distinction is made between teaching English to students living in an English-language speaking environment (ESL, English as a second language) vs. teaching English to students in a country where English is not commonly spoken (EFL, English as a *foreign* language). The trend toward “project-based learning” caters to the environment in which the student can practice newly acquired language skills in the course of everyday living. However, if a student is studying English in France, Germany, or China, for example, they may need a more rigorous approach to grammar, vocabulary, and oral/aural skills to complement their project-based learning.

I will explore whether it is useful to apply the same comparison when teaching Chinese—in other words, do we need to scaffold the Chinese-language student's lessons more rigorously when they are learning in the United States than we would if we were teaching Chinese in China, where the student can practice daily in restaurants, banks, post offices, and a wide variety of ordinary settings?

I will look at this topic through several lenses:

- Chinese teaching—past and present
- Considering the goals of the program
- Considering the goals of the student
- Weighing student backgrounds
- Balancing fluency vs. accuracy
- The role of error correction

I will not propose any conclusions or hard and fast rules; I will merely raise a series of questions as food for thought and discussion.



JIAO ZOU

Instructional Designer
with Montclair State University

Presentation Title: Get ready to teach an online/hybrid language course

Short Bio:

Jiao Zou is currently an Instructional Designer with Montclair State University. Her work focuses on identifying, evaluating, developing, and implementing new avenues for teaching and learning through intelligent use of technology, engaging content, and accessible media. Prior to joining MSU, Jiao provided instructional services to New York University and the United Nations Headquarters. Jiao has an MA in Instructional Technology and Media, and a certificate in TCSOL from Teachers College, Columbia University.

Abstract:

The Internet is a window of opportunity for languages teachers. It enables us to create, collaborate, share ideas with other teachers, and also teach independently with much more flexibility. Do you want to enjoy the convenience of teaching whenever and wherever you like? Are you considering teaching a fully online language course? Are you confused about where to get started in the online course design process? If any of your answers to the questions is yes, please join us in this conversation about online language teaching.

There are many things to be mindful of when you transform your face to face course into a quality online/ hybrid course. You want to make sure your face-to-face dream course doesn't turn into a virtual nightmare. While even technologically savvy instructors might struggle in moving their courses to fully online delivery, there will be tips and tricks to address some of the most common concerns teachers have about teaching online, for example, how to engage the online adult learners, and how to build an online learning community. We will talk about the differences between synchronous and asynchronous sessions, the advantages and challenges of teaching an online course. Popular online course design models and online course standards will be introduced too.



LINA ZHU

Presentation Title: Teaching Chinese to advanced adult learners:
A comparative study of two CFL textbook series and its implication on
tutoring/teaching adult learners.

Short Bio:

I am currently an EdM candidate in Comparative and International Education of Teachers College, Columbia University. I graduated from the TCSOL program in TC May 2017, and have been a Chinese tutor in its Chinese Tutoring Program since December 2016. I have always enjoyed being a language teacher and have helped my students make good progress in their learning. My inter-disciplinary education has well qualified me as a successful tutor specialized in tutoring adult Chinese learners. Due to my solid theoretical training in Applied Linguistics, and my past four year's English teaching experience in China, I am acute in noticing my beginner and intermediate students' language learning troubles, and insightful in how to help with their acquisition of the target language. Also, my cross-culture understanding, and comparative perspectives in education have made an open-minded and inspiring interlocutor and language teacher for my students of advanced Chinese level. Last but not least, the Task Based Language Teaching approach that I have learned through my TCSOL training have equipped me ample ideas on how to make Chinese learning more communicative and relevant to individual students of all levels. I am very passionate about language teaching and would be pleased to keep improving with my students!

Abstract:

As a Chinese tutor/teacher in my early years of service, I became more and more aware of the importance of a systematic syllabus in ensuring and promoting Chinese foreign learners' consistent growth in the language. Before taking off unsteadily to flout current CFL textbook publications, I choose to give serious consideration to two well-rated textbook series in Chinese learning for adult learners, and look into the way(s) they help promote Chinese foreign language learners' systematic learning. This study will review two CFL textbook series to discover how they view Chinese Foreign Language Learners at their initial learning stages, and how the targeted texts in the books pave ways for linguistic development and acquisition. I will also investigate the underlying CFL teaching philosophies of the two book series, and analyze how exercises/tasks in the textbooks are designed for and/or against their respective teaching theories. This comparative study will further examine the transition of sound system in Chinese to literacy development in both textbooks. Last but not least, how learned materials, exercises, or tasks are recycled and repeated will be another focus of this research.

In light of this comparison, I hope to help pre-service or novice teachers have a quick grasp about how to make Chinese learning systematic for adult learners. However, I will also hope to provide critical reviews on how to use these two textbook series and how to make improvement as a dynamic language tutor/teacher.
(*Textbook selection is undergoing)



XIAONAN CHU

Short Bio:

Xiaonan Chu is a student in the master program of Bilingual & Bicultural Education at TC, Columbia University. She has nine-year experience of teaching TESOL and TCSOL at Shandong University of Science and Technology. She believes with her experience and the knowledge from her major, she can better assist Chinese learners.



RACHEL (CHUN) CHEN

Short Bio:

Rachel (Chun) Chen is an alumna of 2016-17 TCSOL Program. She graduated from Chinese University of Hong Kong with a master degree in Chinese Linguistics and Language Acquisition. She used to work at Chinese immersion programs including CET, IES, CIB Summer program in Beijing. Currently she works as a Chinese instructor at both CTP Program and a Chinese immersion program. Her past exposures to multi-national cultures and a broad interest in various topics have helped her create lesson plans in a more efficient and dynamic way.



LANJUN CHENG

Short Bio:

Lanjun Cheng is an alumna of 2016-17 TCSOL Program. She graduated from Chinese University of Hong Kong with a master degree in Chinese Linguistics and Language Acquisition and has been teaching Chinese for around 5 years. She used to teach Chinese at CSI Chinese program in Peking University, Macalester College and CTP program in CIFLTE. She has benefited a lot from TCSOL program and now focuses on studying Chinese teaching pedagogies.

Presentation Title: Using TBLT to teach Chinese beginners to order food in Chinese

Abstract:

Our group designed a syllabus with an objective of teaching learners to be able to order food at Chinese restaurants using Chinese. With this objective, we intend to provide four Chinese sessions to 2-3 Chinese learners (from December 6th to December 18th). They're young adult learners from English speaking countries who are at beginners' level.

All the sessions were conducted under the guidance of the Task-based language teaching (TBLT) approach in a classroom setting environment. We require learners to use Chinese with a focus from the meaning to the form. Our target task is "eating at Chinese restaurants", which are scaffolded with pedagogical tasks include menu reading, food ordering, categorizing, and they were designed with factors like interactant relationship, interaction requirement, goal orientation and outcome options being well considered.

Our sessions were backed up by the Input Enhancement (Mike Sharwood) and the Comprehensible Input Hypothesis (Stephen Krashen) in order to optimize the input during teaching. Overall, we've made efforts in making the content interactive, engaging and relevant to our adult learners, and we will analyze the classroom videos and homework to assess students' communicative ability at the end of the unit. The assessment includes two parts: 1) whether learners develops an inventory of dining language; 2) whether learners can independently order food at Chinese restaurants and give simple comment on dishes.