

Read-On II StarTalk 2013 Program
Daily Schedule

Friday, July 12 (Day 1)

Morning to mid-afternoon	Participants arrive, receive room assignments, get settled.
3:00-3:30 PM	Overview of program goals, schedule, tasks. (Claudia Ross).
3:30-5 PM	Discussion of Shen, Helen 2005, Linguistic complexity and beginning level L2 Chinese reading. JCLTA 40.1.1-27. (Baozhang He)
6-8 PM	Dinner
8-9 PM	Discussion of National Standards and the incorporation of reading in a Standards-based program (Meng Yeh)

Saturday, July 13 (Day 2)

Workshop on CFL reading instruction: theory, methods, and assessment led by Dr. Helen Shen, Associate Professor of Chinese, University of Iowa.

Read for Professor Shen's workshop:

1. Shen, Helen. 2008. An Analysis of Word Decision Strategies among Learners of Chinese. *Foreign Language Annals*. 41.3.501-525.
2. Shen, Helen, and Xin Jiang. 2013. Character Reading Fluency, Word Segmentation Accuracy, and Reading Comprehension in L2 Chinese. *Readings in a Foreign Language* 25.1.1-25.

Time	Content
9:00-9:20	Knowledge of 100 high frequency radicals Methods of delivery: group and discussion Reference book: <i>Learning 100 Chinese Radicals</i> by Helen H. Shen, Ping Wang, Chen-hui Tsai. Beijing University Press http://www.chinasprout.com/shop/BLP152
9:20- 10:40	Practice for promoting active vocabulary learning Methods of delivery: lecture/discussion/activity
10:40-10:50	Break
10:50-12:00	A framework for vocabulary instruction Methods of delivery: Lecture/discussion/activity Reference book: <i>Teaching Chinese as a Second Language: Vocabulary Acquisition and Instruction</i> by Helen H. Shen, et al. http://www.amazon.com/Teaching-Chinese-Second-Language-Acquisition/dp/7301189400
12:00-1:00	Lunch
1:00 -4:30 (15-minute break between)	Reading acquisition and instruction Method of delivery: Lecture/discussion/activity/DVD demo if time permits.
4:40-5:00	Questions and answers
6-8 PM	Dinner

8-9 PM	Discussion of today's workshop
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Sunday, July 14 (Day 3)

9-10:15 AM	The challenges of reading in Chinese (Claudia Ross) This session will work on the following assigned readings: Everson, Michael 2011. Best Practices in teaching logographic and non-Roman writing systems to L2 learners. <i>Annual Review of Applied Linguistics</i> . 31, 249-274. Cambridge University Press. Everson, Michael and Chuanren Ke. 1997. An inquiry into the reading strategies of intermediate and advanced learners of Chinese as a foreign language. <i>Journal of the Chinese Language Teachers Association</i> 32.1. 1-20.
10:00-10:15	Break
10:15-11	Breakout sessions by grade-level groups: Identifying research-supported approaches to reading development and identifying unproductive strategies.
11-12	Whole group. Sharing small-group findings with the whole group. Discussion and evaluation.
12-1	Lunch
1:00-2:30	Reading activities to enhance student reading skills (Meng Yeh)
2:30-2:45	Break
2:45-3:45	Discussion of Yu Zhenyou and Nancy Pine 2006. Strategies for enhancing Chinese literacy in Chinese Preschools. National Reading Conference, Los Angeles, pp. 1-15. (Team leaders) Identify learning goals, principles of backward design, incorporating reading goals into a Standards-based curriculum, differentiation by age and learning style. (Team Leaders)
3:45-4:00	Break
4:00-5:00	Whole group discussion: Selecting reading materials - What is authentic? Factors identified by research as obstacles to using authentic materials for reading in Chinese. Modifying authentic materials, graded readers, introduction to existing on-line reading material for CFL, reading materials for intensive and extensive reading. (Discussion leaders: Meng Yeh and Yea-Fen Chen)
6-8 PM	Dinner

Monday, July 15 (Day 4)

9:00-11:00	Breakout session by grade-level. Begin to identify thematic units and reading goals by grade level.
11-11:15	Break
11:15-12:00	Whole group discussion. Share and discuss each team's thematic units and reading goals.
12:00-1:00	Lunch
1:00-2:30	Whole group discussion: Reading assessment: assessment and assessment tools. Formative and summative assessment methods. Developing can-do statements for students. (Meng Yeh) Best practices in reading literacy development with concrete examples of reading activities. (Discussion leaders: leadership team/team leaders)
2:30-2:45	Break

2:45-5:00	Breakout sessions by grade-level teams to continue conceptualizing modules: identify goals and themes, select reading materials, design reading instruction, develop reading activities, define student 'can-do' statements, design performance assessment tasks.
6-8	Dinner
8-9	Group discussion- In-progress assessment of program.

Tuesday, July 16 (Day 5)

Workshop on practical issues in developing reading strategies and a reading curriculum, led by Dr. Hong Gang Jin, Professor of Chinese, Hamilton College.

Read for Professor Jin's workshop: Everson, M. (1998) Word Recognition among Learners of Chinese as a Foreign Language: Investigating the Relationship between Naming and Knowing. In <i>The Modern Language Journal</i> , Vol. 82, No. 2. pp. 194-204. Tan, L. et al (2005) Reading Depends Writing, in Chinese, In PNAS, Vol. 102, No 24 8781-8785
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Workshop focus:

- Morning Session: Theories of Cognitive Processing and Chinese Literacy
- Afternoon Session: From theories to best practices

9:00-9:05	Introduction
9:05-9:50	1. How the human brain functions and how text information is processed Sensory register Working memory
9:50-10:20	2. How the human brain functions and how text information is processed Long term memory Human learning Learning transfer
10:20-10:30	Breakout sessions: Questions and discussion in small groups
10:30-10:40	Break
10:40-11:20	3. Factors affecting character processing: Empirical studies in CFL and pedagogical implications Roles of strokes, radicals, and components in recognizing Chinese characters The frequency of whole characters The role of phonology in character recognition Learning strategies
11:20-12:00	4. Factors affecting CFL reading comprehension Character recognition Intra-word/character awareness (IA) and word knowledge Contextual use Vocabulary knowledge and comprehension ability Coherence building
12:00-1:30	Lunch
1:30-1:50	Breakout sessions: Experience sharing and discussion in small groups <ul style="list-style-type: none"> • Questions and comments on the morning session • Challenges encountered and strategies and practices used in one's own Chinese literacy instruction • What is needed in the field of Chinese literacy education?

1:50-2:00	Report on the group discussion (Group representatives)
2:00-3:30	Best practices: (Both collective and break-out sessions) <ul style="list-style-type: none"> • Teaching of strokes, radicals, and components: activities, tasks, and assessment • Teaching of character recognition and production: activities, tasks, and assessment • Moving learners from character recognition to reading comprehension: context use, vocabulary building, and sentence & paragraph reading • Strategies and instructional tips
3:30-3:45	Break
3:45-5:00	Wrap up: <ul style="list-style-type: none"> • Q & A • Summary
6:00-8:00	Dinner
8:00-9:00	Discussion of implications of today's workshop for module development

Wednesday, July 17 (Day 6)

9:00-10:15	Breakout sessions by grade-level teams to continue working on modules.
10:15-10:30	break
10:30-12:00	Breakout sessions by grade-level teams to continue working on modules.
12:00-1:00	Lunch
1:00-2:30	Continue working on modules.
2:30-2:45	Break
2:45-4:00	Continue working on modules.
4:00-5:00	Whole group discussion: share progress made by each grade-level group.
6:00-8:00	Dinner
8:00-9:00	Continue group-level work on modules.

Thursday, July 18 (Day 7)

9:00-10:15	Breakout sessions by grade-level teams to continue working on modules.
10:15-10:30	break
10:30-12:00	Breakout sessions by grade-level teams to continue working on modules.
12:00-1:00	Lunch
1:00-2:15	Presentation of 9-12 module-in-progress.
2:15-2:45	Group evaluation and discussion of 9-12 module-in-progress.
2:45-3:00	Break
3:00-4:15	Presentation of K-5 module-in-progress.
4:15-5:00	Group evaluation and discussion of K-5 module-in-progress.
6:00-8:00	Dinner
8:00-9:00	In-progress assessment of program

Friday, July 19 (Day 8)

9:00-12:00	Breakout sessions by grade-level teams to continue working on modules.
12:00-1:00	Lunch
1:00-2:15	Presentation of 6-8 module-in-progress.
2:15-2:45	Group evaluation and discussion of 6-8 module-in-progress.
2:45-3:00	Break

3:00-4:15	Presentation of 13+ module-in-progress.
4:15-5:00	Group evaluation and discussion of 13+ module-in-progress.
6:00-8:00	Dinner
8:00-9:00	Continue group-level work on modules.

Saturday, July 20 (Day 9)

9:00-10:15	Breakout sessions by grade-level teams to continue working on modules.
10:15-10:30	break
10:30-12:00	Breakout sessions by grade-level teams to continue working on modules.
12:00-1:00	Lunch
1:00-2:15	Presentation of 9-12 final module.
2:15-2:45	Group evaluation and discussion of 9-12 final module.
2:45-3:00	Break
3:00-4:15	Presentation of K-5 final module.
4:15-5:00	Group evaluation and discussion of K-5 final module.
6:00-8:00	Dinner
8:00-9:00	Continue group-level work on modules.

Sunday, July 21 (Day 10)

9:00-10:15	Breakout sessions by grade-level teams to continue working on modules.
10:15-10:30	break
10:30-12:00	Breakout sessions by grade-level teams to continue working on modules.
12:00-1:00	Lunch
1:00-2:15	Presentation of 6-8 final module.
2:15-2:45	Group evaluation and discussion of 6-8 final module.
2:45-3:00	Break
3:00-4:15	Presentation of 13+ final module.
4:15-5:00	Group evaluation and discussion of 13+ final module.
6:00-8:30	Final Banquet

Monday, July 22

Concluding session. Program assessment. Participants depart.

Outreach Efforts

Teaching modules will be available without charge to teachers and teacher trainers of CFL. They will be posted on a website provided by the College of the Holy Cross and will be linked to the websites of the Chinese Language Teachers Association, NFLC, and any other interested professional organizations. In addition, we will submit panel and workshop proposals to ACTFL, NCLC, NCOLCTL, and other professional conferences in order to explain and promote the modules and to elicit feedback for use in improving and expanding content and approach. We shared the results of our program at the 2012 STARTALK Fall Conference, and have been invited to present an overview of our 2012 program at the spring 2013 meeting of NCOLCTL.