

Appendix

ADAPTED CHINESE LANGUAGE TEACHING INSTITUTE SURVEY AND TPACK INSTRUMENT

Introduction: Thank you for enrolling in this summer's STARTALK Academy at the University of Nebraska-Lincoln! We welcome you to Lincoln and are very much looking forward to working with you during this year's STARTALK Academy. In order to make the academy experience as relevant as possible and to help us evaluate the success of the program, we want to better understand your prior experiences and opinions about language learning. Please complete the following questionnaire. There are no right or wrong answers to the questions. We want you to reply honestly so we understand your ideas about teaching.

Thank you!

Full Name

Email Address

Gender

- ☐ Male
☐ Female

Age

Highest level of education obtained

- ☐ None
☐ Elementary School
☐ High School
☐ College Degree
☐ Master's Degree
☐ Master's Degree +
☐ Doctoral Degree

Prior teaching experience

	Subject area	Number of years
Early Childhood (Preschool)		
Elementary		
Middle School		
High School		
College (Undergraduate Program)		
College (Graduate Program)		
Private School / Tutor		

Your current position/employment this year (2013-2014)

Position / Title
School Name
City
State
Country

Your position/employment next year (2014-2015)

Position / Title
School Name
City
State
Country

Teaching Scenarios - Consider each of the following scenarios related to teaching the Chinese language to students in the U.S.A. Describe your response to each scenario. Write your responses in the language (English or Chinese) of your choice.

Teaching Scenarios -- Suppose you find that several students are struggling to learn a Chinese language concept that you are teaching. What strategies would you use to help the students master the concept and why would you use them? If possible, describe an actual example from your classroom.

Is technology important in language instruction and learning? Why?

Suppose you have the opportunity to teach in a classroom that has good access to computers and the Internet for students and instructor. How would you use this technology in your teaching of Chinese?

Instructional Practices

Think about the practices you use in your classroom to teach Chinese. To what extent do you agree or disagree with each statement as a description of your classroom practices?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can help my students understand my teaching through various ways.	☐	☐	☐	☐	☐
I can engage my students in solving real world problems.	☐	☐	☐	☐	☐
I primarily lecture to students.	☐	☐	☐	☐	☐
I have students work in small groups.	☐	☐	☐	☐	☐
My students memorize vocabulary through lists.	☐	☐	☐	☐	☐
I can adapt my teaching based-upon what students currently understand or do not understand..	☐	☐	☐	☐	☐
I use storytelling in my lessons.	☐	☐	☐	☐	☐
My students develop collaborative products to demonstrate learning.	☐	☐	☐	☐	☐
My lessons focus on vocabulary and grammar.	☐	☐	☐	☐	☐
My students interact with authentic Chinese materials such as newspapers or websites.	☐	☐	☐	☐	☐
The textbook drives my lesson plans.	☐	☐	☐	☐	☐
I can adapt my teaching style to different learners.	☐	☐	☐	☐	☐

I know how to organize and maintain classroom management.	☐	☐	☐	☐	☐
I am familiar with common student understandings and misconceptions.	☐	☐	☐	☐	☐
I can adapt my teaching style to different learners.	☐	☐	☐	☐	☐
I can assess student learning in multiple ways.	☐	☐	☐	☐	☐

Assessment Practices

Think about the practices you use in your classroom to teach Chinese. Indicate how frequently you currently use the following assessment practices in your classroom:

	Never	Rarely	Sometimes	Often	Always
I assess students through a question and answer format.	☐	☐	☐	☐	☐
I continually assess students' progress.	☐	☐	☐	☐	☐
I focus assessment on vocabulary and grammar.	☐	☐	☐	☐	☐
I have students self-assess their own performance.	☐	☐	☐	☐	☐
I assess using pre-prepared chapter tests.	☐	☐	☐	☐	☐
I assess students through collaborative projects.	☐	☐	☐	☐	☐
I assess students through the creation of individual products.	☐	☐	☐	☐	☐

Pedagogical Beliefs

Think about the practices you use in your classroom to teach Chinese. To what extent do you agree or disagree with each statement as a description of your classroom practices?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Content must be relevant to students' lives in order to maintain interest in language learning.	☐	☐	☐	☐	☐
Students should actively participate in the learning process.	☐	☐	☐	☐	☐
Students should do most of the talking in the classroom.	☐	☐	☐	☐	☐
Lesson plans should be shaped based on the needs of the students.	☐	☐	☐	☐	☐
Teachers should create a community of learners in the classroom in which everyone learns from each other.	☐	☐	☐	☐	☐
The teacher represents the main source of knowledge in the classroom.	☐	☐	☐	☐	☐
The most effective method for students to learn grammar is through direct instruction.	☐	☐	☐	☐	☐
Students learn best when working in groups with other students.	☐	☐	☐	☐	☐
The primary role of the students in the classroom is learning the information presented by the teacher.	☐	☐	☐	☐	☐

Grammar should be learned by students through context such as authentic texts. Teachers should speak Chinese the majority of the time.	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

Pedagogical Knowledge

Indicate to what extent you are familiar with the following approaches/strategies that may be used to teach Chinese:

	Not Familiar	Somewhat Familiar	Moderately Familiar	Familiar	Very Familiar
Teaching culture based on the products, practices, and perspectives that define it.	☐	☐	☐	☐	☐
Differentiated learning.	☐	☐	☐	☐	☐
Task-based instruction.	☐	☐	☐	☐	☐
Backward design / Building lessons based on objectives.	☐	☐	☐	☐	☐
Cooperative/Group learning.	☐	☐	☐	☐	☐
Multiple intelligences.	☐	☐	☐	☐	☐
Student-centered learning.	☐	☐	☐	☐	☐
Authentic assessment.	☐	☐	☐	☐	☐
Constructivist learning.	☐	☐	☐	☐	☐
Standards-based instruction.	☐	☐	☐	☐	☐
Cooperative/Group learning.	☐	☐	☐	☐	☐
Multiple intelligences.	☐	☐	☐	☐	☐
Total Physical Response	☐	☐	☐	☐	☐
Storytelling (TPRS).	☐	☐	☐	☐	☐
Intercultural Communicative Competence.	☐	☐	☐	☐	☐
Scaffolding.	☐	☐	☐	☐	☐

Technology Beliefs

Think about the use of technology to teach and learn Chinese. To what extent do you agree or disagree with each statement?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Technology is beneficial for language learning.	☐	☐	☐	☐	☐
Technology helps make Chinese input comprehensible.	☐	☐	☐	☐	☐
Technology fosters collaboration among students.	☐	☐	☐	☐	☐
Technology facilitates assessment.	☐	☐	☐	☐	☐
Technology engages students in language practice.	☐	☐	☐	☐	☐
Technology motivates students.	☐	☐	☐	☐	☐
Technology should be used by the teacher in the Chinese classroom.	☐	☐	☐	☐	☐
Technology should be used by the students in the Chinese classroom.	☐	☐	☐	☐	☐

Technology Knowledge

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have the technical skills to use computers and iPads effectively.	☐	☐	☐	☐	☐
I frequently play around the technology.	☐	☐	☐	☐	☐
I know how to solve my own technical problems when using technology.	☐	☐	☐	☐	☐
I keep up with important new technologies.					
-I know about a lot of different technologies.	☐	☐	☐	☐	☐
-I can learn technology easily.					

Technological Pedagogical Knowledge (TPK)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can choose technologies that enhance the teaching approaches for a lesson.	☐	☐	☐	☐	☐
I can help my students use technology to plan and monitor their own learning.	☐	☐	☐	☐	☐
I am thinking critically about how to use technology in my classroom.	☐	☐	☐	☐	☐
I can select technologies to use in my classroom that enhance what I teach, how I teach and what students learn.					
- I can use strategies that combine content, technologies and teaching approaches in my classroom.	☐	☐	☐	☐	☐
-I can choose technologies that enhance the content for a lesson.					
-I can adapt the use of the technologies to different teaching activities.					

Technological Content Knowledge (TCK)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can use the software or other technological tools that are created specifically for teaching Chinese.	☐	☐	☐	☐	☐
I know the technologies to search for materials to teach Chinese.	☐	☐	☐	☐	☐
I can use appropriate technologies to represent the content of my lesson.	☐	☐	☐	☐	☐
I know the technologies that I can use for understanding and practicing Chinese.	☐	☐	☐	☐	☐

Technological Pedagogical Content Knowledge (TPCK)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can develop in-depth discussion topics about the content knowledge and facilitate students' online collaboration with appropriate tools.	☐	☐	☐	☐	☐
I can develop activities to help students to construct different representations of the content knowledge using appropriate technological tools	☐	☐	☐	☐	☐
I can create learning activities with appropriate technological tools.	☐	☐	☐	☐	☐
I can design inquiry activities to guide students to make sense of the content knowledge with appropriate technological tools	☐	☐	☐	☐	☐
I can design lessons that appropriately combine Chinese, technology and teaching approaches.	☐	☐	☐	☐	☐

Content Knowledge

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have sufficient knowledge about Chinese language and culture.	☐	☐	☐	☐	☐
I can use a Chinese way of thinking.	☐	☐	☐	☐	☐
I have various ways and strategies of developing my understanding of Chinese.	☐	☐	☐	☐	☐
I am confident to teach Chinese.	☐	☐	☐	☐	☐

Pedagogical Content Knowledge

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can select effective teaching approaches to guide student thinking and learning in my Chinese class.	☐	☐	☐	☐	☐
I can develop effective evaluation tests and surveys in Chinese class.	☐	☐	☐	☐	☐
I can make connections between my content area and other related courses.	☐	☐	☐	☐	☐
I can support the Chinese learning in my class with outside (out-of-school) activities.	☐	☐	☐	☐	☐