

## Learning to Implement the Five Cs by Living the Five Cs: Portfolios and Reflection in an International Teacher Professional Development Program

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### Abstract

This study examines the outcomes of a US-based six-week summer professional development program for 19 Taiwanese teachers of Mandarin Chinese as a Foreign Language. The goal of this funded program was to facilitate

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international teachers' understanding and application of the *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board, 2015) and implementation of interactive pedagogical practices into their teaching practice; it also sought to promote learner-directed, proficiency-oriented classrooms with interactive and engaged learning and authentic language development for their learners. The current study examines the learning that occurred for participants during the professional development program. Data showed that at the outset of the program, while participants may have heard of student-centered instruction and the *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board, 2015) and of the *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* (National Standards for Foreign Language Education Project [NSFLEP], 2013), they were not aware of the standards' actual implementation in classrooms or how these applied to themselves as educators. Analysis of participants' pre- and post-program surveys and professional electronic portfolios provided evidence of the ways in which participants "lived" the standards to increase their knowledge of them. These data also provided evidence of how important it was for participants to experience the standards as learners to support their growing understanding of new teaching practices, learner-directed instruction, and international mindedness. The researchers utilized a critical stance to explore the Taiwanese teachers' professional and cultural learning, as well as their own learning as facilitators and instructors in the program. Results suggest that international teacher candidates may benefit from, and even require, more in-depth work to help them deeply understand and be able to apply the standards that lead our profession. While all teacher candidates might benefit from an active learning approach to better understand the standards and be able to apply them actively in their teaching practice, it was in the "lived" experiences of interacting with the sets of standards as both learners and future teachers that enabled the international candidates to ultimately grasp their meaning and be able to apply them in their foreign/world language lesson planning. Reflection proved to play a core role in their growth as future educators.

### **Introduction**

Reflecting the increasing importance of educating PK-16 students for a globalized world, the development and actualization of learner-directed, proficiency-oriented classrooms by teachers and teacher education faculty should be an essential practice for all teachers, and most certainly for world language teachers and teacher candidates. Moreover, the implementation of standards-based instruction should be at the core of the work of both teachers and teacher educators. The sets of standards that lead our profession in World Languages (WL) provide a foundation for the pedagogical practices in our classrooms and set the stage

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for the achievement of effective communication as one of the goals of language learning.

In addition to teaching multiple strategies and approaches to achieve learner-centered classroom instruction, teacher educators are also charged with preparing pre-service teachers with the experience, knowledge, and tools to engage in culturally responsive teaching (Sobel, Gutierrez, Zion, & Blanchett, 2011). Two current sets of standards lead the WL profession in the United States (US): (1) the *World-Readiness Standards for Learning Languages (W-RSLL)* (National Standards Collaborative Board, 2015), referred to in this article as the *W-RSLL* and by the international participants as the *Five Cs*; and, (2) the *ACTFL/ CAEP Standards for the Preparation of Foreign Language Teachers* (National Standards for Foreign Language Education Project [NSFLEP], 2013). We believe that an understanding of standards-based instruction should extend beyond US contexts and serve as a foundation for the work we do in preparing WL teachers broadly.

Previous experience has shown that, in order to support pre-and in-service teachers from other countries in their understanding of the standards and develop new approaches that foster student-centered, interactive classroom instruction, we as teacher educators must implement additional strategies and pay close attention to cultural and linguistic differences (Fox, Katradis, & Webb, 2016; Fox & Tian, 2010). Furthermore, international teacher development and exchange programs can not only provide pre- and in-service teachers with the opportunity to identify, practice, and promote the standards that lead our profession, but they can also advance the knowledge of the host institution. By encompassing such goals as standards-based instruction, intercultural competence, and reflective practice, all parties stand to gain. One such program, entitled “Dynamic Learning in 21<sup>st</sup> Century Chinese Language Classrooms: Achieving Standards-based, Proficiency-oriented, Learner-centered Instruction,” provided a group of international pre-service WL teachers with the opportunity to travel, study, and engage in another culture while developing and preparing their own visions of classrooms that promote interactive, engaged, and authentic language learning and development.

This study focused on the last of three cohorts of pre-service teachers from Taiwan who participated in a summer professional development program at a large Mid-Atlantic university; it was sponsored by the local Taiwan Economic and Cultural Representative Office (TECRO). Additional support to provide hands-on, interactive learning opportunities for the participants was provided by a STARTALK program at a local community college. These funded projects and this research are grounded in our belief in the importance of understanding teaching and learning from multiple perspectives; in the context of the current study, the overarching context encompasses both educators of Eastern and Western language classrooms. Thus, in addition to our commitment to provide a meaningful summer professional development program, we consciously included a research component that called on learners and implementers to engage jointly in their development of two-way intercultural understanding (Wang & Byram, 2011). The final cohort is the focus of this study.

## **Programmatic Focus**

The purpose of this program was to prepare WL teachers of Mandarin Chinese in Taiwan to implement the most authentic, student-centered, proficiency-oriented classrooms possible for their future teaching contexts—Chinese as a Foreign Language in Taiwan. Several measures allowed the faculty to understand the participants' background and preparation prior to the program, as well as their learning during the program. By eliciting responses to pre- and post- online surveys, analyzing participants' reflections and online WL teaching portfolios, and maintaining in-class observations, we were able to examine their expectations and perceptions of teaching before attending the program, any in-program effects during this professional development program, as well as the program's outcomes, emergent applications, and implications for the participants' teaching practices upon completion of the professional development series. In this study, we primarily investigate the ways in which participants achieved the goals of the program through evidence included in their portfolios; we also include pre-and post-program surveys and class reflections for triangulation. As faculty and researchers, we have utilized a critical stance to investigate Chinese language teachers' professional and cultural learning as a result of this professional development experience. We have thus examined our own learning as facilitators and instructors in the program to inform similar future projects.

As a secondary component of the program, the funding agency wanted participants to increase their proficiency in English as they interacted in an English speaking environment during the program. While measuring language proficiency was not a component of the program evaluation, improving participants' general capacity in English was a desired aspect of this program as an element of developing participants' intercultural understanding and global skills. Thus, it was used as a goal for ongoing development. For example, as student-participants in an English-language university, they were fully immersed in English and received feedback as English language learners in the program; their in-group conversations and sense-making took place in both languages to allow for translation of processes and to ensure deeper understanding and transference of terminology. Overall, however, participants were encouraged to practice and improve their English through constant interaction with native English speakers both on and off campus.

The results reported in this study focus on the third year of the three-year program implementation sequence. Updates informed by the two previous years' program results included using a co-teaching approach among university faculty, using a pre-program survey to assess the background and needs of the particular cohort participants, adding increased opportunities to create standards-based lesson plans followed by micro-teaching opportunities, and adding a post-program follow-up survey.

The six-week program consisted of (1) daily academic seminars with an emphasis on WL standards and interactive teaching methods, technology integration, and learner-directed classrooms focused on authentic language acquisition; (2) a week-long experience at a STARTALK program whose focus was

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technology integration for interactive learning; (3) local cultural and historical site visits in the greater metropolitan area; (4) opportunities to practice new teaching approaches in local Chinese language camps; and, (5) exchanges with the local Taiwanese community and the university community at large to enhance deeper cultural understanding and cross-cultural opportunities. Critical reflection was taught and then woven explicitly throughout the experiences. Over the six weeks, participants engaged in varied opportunities to process, reflect upon, and demonstrate their growing understandings as they constructed their individual electronic program portfolios, which were formally presented at the conclusion of the program.

## Standards-Based Teaching and Learning

The W-RSLL (2015) and the ACTFL/CAEP Standards for the Preparation of Foreign Language Teachers (NSFLEP, 2013) are the sets of standards that guide the teaching of foreign languages in the US and many other countries abroad. These standards also form the conceptual framework of this program. At the outset of the program, many participants were able to recite the W-RSLL (calling them the Five Cs), although they did not appear able to fully identify the purpose or role of the standards for their classrooms. The ACTFL/CAEP standards were relatively unknown to them, as was the concept of how the sets of standards articulate a continuum of learning and implementation from learner to teacher to teacher educator.

The Five Cs and the ACTFL/CAEP standards became a dual medium for their learning. The ACTFL/CAEP standards guided the teacher education component, as program faculty helped the pre-service teachers understand their own growing teacher preparation expertise while applying the W-RSLL into their planning and instruction. The ACTFL/CAEP standards describe what teacher candidates should know, be able to do in their teaching, and be disposed to do in their roles as teachers.

Many researchers and WL professionals have written about the role and importance of sets of standards to guide our profession. Shrum and Fox (2010) provide a brief overview of several documents that have been developed by our profession to guide us in our work as WL teachers and teacher educators. The profession has since added new updates to these standards in the interim. However, the basic tenets of standards-based instruction and the incorporation of standards into instructional practices at all levels remain at the core of our work. Whether teaching in classrooms in the US or other countries, our sets of standards<sup>1</sup> serve to identify and define our work toward the achievement of agreed upon outcomes.

What is important is the understanding that the sets of standards guiding WLs do not operate as separate entities; rather, they have been expressly designed to complement one another. With expanding global learning contexts, we believe that it is increasingly important that we help teachers understand how their work aligns with and actualizes these sets of standards in

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their classrooms. We need to develop in them a sense of purposeful teaching and assessment practices that enable them to use these standards to create proficiency-oriented, interactive classrooms. These standards set benchmarks for and improve the quality of instruction in PK-16 WL classrooms while also defining expectations for teacher preparation. These standards should also guide professional development programs, such as the one described in this study, if we are to achieve our goal of globally competent teachers (Zhao, 2010).

The growing international context calls for WL teachers who both understand twenty-first century skills and can prepare learners for the world's future. This requires WL teachers who not only understand the sets of standards that lead our profession but who also have the ability to incorporate interactive approaches in authentic student-directed and proficiency-oriented classroom pedagogy. Several areas, thus, form the foundation of the current professional development program and are at the center of this study: the first is the sets of WL standards that frame our work as WL faculty; the second is the role of critical reflection in teacher education.

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### **Interactive, Experiential, and Intercultural Approaches in WL Teacher Education**

The six-week program was designed to combine academic content through university-based seminars, teacher research, community engagement, field experiences, and cultural activities steeped in the standards. This experience was made possible through US partnerships of the host university with TECRO, ACTFL, and local STARTALK Summer Camps. Faculty at the university designed the interactive program focusing on academic components, organized hands-on learning at summer language camps, led local cultural activities, and designed oral and written reflection-focused sessions. TECRO funded the program and hosted weekends and events with participants while they were in the university. ACTFL provided Skype meetings and presentations on standards-based, proficiency-oriented language instruction, and made it possible for participants to attend a STARTALK teacher program for a week of technology integration. Additionally, participants attended STARTALK Summer Camps for elementary and secondary students where they observed, and eventually implemented, interactive Chinese lessons. The program provided opportunities for the participating pre-service teachers to deepen their knowledge of pedagogical practices actively. (See Appendix A for a Week 4's excerpt sample schedule.)

The program was designed to encourage both participants and faculty to further their own understandings of culture and intercultural competence. Through this intercultural teaching setting and a co-teaching planning/teaching model, program faculty were able to consider their teaching of the same topics they were covering in their coursework settings for domestic pre- and in-service teachers. The summer program thus created a space for modeling the perspectives of learner as teacher and teacher as learner (Cochran-Smith & Lytle, 2009), as both the faculty and program participants were simultaneously engaged in reflection and cross-cultural dialogue to support the standards-based instruction (Rodgers & LaBoskey, 2016) we were seeking.

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### **Portfolios and Reflections as Formative and Summative Program Assessments**

In addition to the standards that guide the work we do in WL teacher education, helping teachers develop critical reflective capacity is also essential in an educator's professional learning (Fox, White, & Kidd, 2011; Rodgers & LaBoskey, 2016). We believe that the development of reflective practice in teachers should be an essential element of teacher preparation and professional learning because reflection has been identified as one of the key ways to help teachers broaden and strengthen their professional learning experiences (Korthagen, 2011) and increase their effectiveness as educators. Reflection helps teachers be better able to learn from experience, construct avenues for thoughtful change, and be aware of their understandings, assumptions, biases, and dispositions (Shulman and Shulman, 2004). In short, by helping teachers engage in a process of reflection that deconstructs and examines their teaching practice creates a positive context to help teachers ground their decisions and consider the results of those decisions, thus deepening pedagogical understanding (Korthagen, 2001, 2011; Marcos, Sanchez, & Tillema, 2011).

By building newly-acquired knowledge into existing knowledge and bringing different experiences together, teachers can then begin to restructure their learning and refine their teaching practice in individual ways. This is especially the case when teachers are exposed to several different teaching approaches, particularly those that may be vastly different from the ways in which they were taught. Focused reflection can assist in this process of discernment and change as teachers work toward affirming or questioning ideas about theories they are applying, or learning to apply, in their classrooms. In the instance of the professional development program highlighted in this study, developing the teachers' reflective capacity helped them put thoughts to paper and then compare their interpretation of new practices with colleagues through discussion and co-reading of reflections. This latter process, critical processing, can play a role in helping teachers develop a discerning lens toward their new pedagogical decisions which can, in turn, deepen their critical capacity (Fox & Diaz-Greenberg, 2006). This change process is particularly effective when previous classroom experiences as both learner and teacher have been very different from the ones being introduced and implemented (e.g., moving from teacher-centered to learner-centered instructional practices, and from memorization of text to facilitating authentic language).

Developing portfolios was a required component of this program. Portfolios have been identified as a "third space" (Lam, 2006) in which teachers can present their understandings of the materials as students and share how they believe they will implement their understandings as teachers. One goal of the portfolios was to serve as a tool to illustrate the link between theory and practice through reflection and connection-making (Fox, 1999; Fox, 2010). For WL teachers, portfolios can provide teachers with the necessary scaffolding for productive learning experiences (Bataineh, Al-Karasneh, Al-Barakat, & Bataineh, 2007; Fox, 2010; Mansvelder-Longayrou, Beijaard, & Verloop, 2007; Sorin, 2005; Tanner, Longayroux, Beijaard, & Verloop, 2000).



In their study investigating the dimensions of interculturality and teacher development through the portfolios of pre-service teachers from China enrolled in a licensure program in the US, Fox and Tian (2010) indicate that, in order to maximize the experience, learning should be bi-directional for faculty and students. Through teachers' portfolio reflections, the instructors in the study were able to understand more specifically *how* teachers were internalizing new material through the connections they were making (or not making) as revealed in their reflections. The program portfolios themselves provided cognitive spaces in which the students could express through their reflective writings what they had learned. In turn, faculty gained insight into important dimensions of the Chinese teacher candidates' understandings. In the current study, program portfolios also provided a space for the participants to examine their growing understandings about the standards while the instructors could also understand the pre-service teachers' learning process and determine areas of puzzlement or disconnect between instruction in Taiwan and the US. The portfolios were a performance-based tool, and the pre-service teachers created their portfolios incrementally along the weekly program modules. In this way, participants were able to demonstrate their understandings, as well as the evolution of their thinking and learning, without having to write extensively in English.

Learning from experience is important in learning how to teach (Fox & Tian, 2010). In the context of the current study, this statement applies to both the participants and the instructors. The instructors' previous experiences with other groups greatly influenced the way they approached this particular group of teachers. Furthermore, as the participants' most recent experiences in the classroom had been as students and not as teachers, they were regularly asked to reflect on their own experiences as students, and then they were asked to articulate how the student and teacher standards could help improve or make their experiences richer. In providing participants with various opportunities, such as attending the technology seminars and micro-teaching on and off campus, participants were called on to practice what they learned and then reflect critically on their experiences. Through community-based teaching experiences at Chinese language camps, the participants were also exposed to student audiences. Evidence of participants' development and experiential learning during the language camps was captured in their electronic professional portfolios (and reflections) which demonstrated their growing understandings of new material and internalization of their experiences through the dual lenses as students and pre-service teachers (Fox, 2010).

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According to Fox and Tian (2010), adopting an understanding of international contexts in the work we do with pre-service international teachers provides them with the cultural, linguistic, and pedagogical practices that can help them develop international mindedness and cross cultural awareness in their own educational practice. Consciously incorporating cross-cultural comparisons of educational practice is important for international participants. Fundamental to scaffolding growth is the incorporation of ongoing reflection on how can we (as teacher



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educators) use international teachers' previous knowledge and cultures to help them walk the bridge between cultures and teaching styles. Faculty must draw on two sources of knowledge to continuously improve our understanding: (1) what the candidates are learning about implementing the standards, and how; and, (2) what have we are learning by engaging in this type of teacher education program. By engaging in the exchange of cultural ideas with our pre-service, or international, teachers, we as teacher educators also benefit from expanded learning through the perspectives of our pre-service teachers.

### Method

In the context of the program described above and the supporting literature on portfolios and reflection in WL teacher education, the purpose of our study explores the ways in which pre-service teachers from Taiwan came to understand the W-RSLL (2015) and the ACTFL/CAEP educator standards (2013) that serve as the foundation of our profession. Participants' understandings of new pedagogical dimensions of teaching, including student-centered, proficiency-oriented, standards-based language instruction through an experiential international professional development program, were of particular focus in our investigation. As faculty in the program, we wished to also understand more about how Eastern and Western teaching philosophies might come together to be integrated.

### Participants

The participants (n=19) were all Taiwanese pre-service teachers of Chinese as a Foreign Language. The participants were 18 females and 1 male, ranging in age from 20 to 28 ( $M_{age} = 22.95$  years). All of the participants indicated Chinese as their primary and native language and had, at least, Taiwanese citizenship. Participants were selected by TECRO using its own criteria for academic excellence and promise. Participants tended to be selected in small clusters from various national universities; therefore, different areas across Taiwan were represented among the participant pool. Of the 19 participants, eight were enrolled in master's degree programs in Taiwan, two had completed their undergraduate degrees immediately before attending the program, and nine were enrolled in degree programs, soon to graduate.

Twelve participants indicated travel and/or study abroad before attending this program, including travel to mainland China. For seven participants, this program was their first international travel. All participants spoke English, with varying degrees of proficiency, but all well enough to engage in class discussion. Most benefited from discussions in Chinese to debrief the information when clarification was needed. Six participants indicated that they had visited an English-speaking country at some point in their lives.

The study followed all procedures required by the university's Human Subject Review Board. All 19 participants agreed to participate and signed the study's consent form. While 19 successfully completed the pre-program survey, a limited number responded to the post-program survey due to participants' travels and continued studies immediately following the program. However, the portfolios

provided a robust source of data for analysis, as all 19 participants completed their portfolios at the end of the program.

### **Instruments and Data Sources**

The instruments for this study included a pre- and post-program survey; in-program statements, reflections, and discussion exit slips; and participant online portfolios (see Appendix B for portfolio guidelines). With the exception of the two surveys, the other data were part of the program's content and course requirements. The pre- and post-program surveys consisted of an open-ended questionnaire, which contained demographic information about the participants and questions relating to teaching and learning, i.e., "Please describe an effective language teacher." This questionnaire was developed by the researchers to reflect the intended outcomes of this program. The pre-program survey was repeated in its entirety in the post-program survey, with a modification to the final question (changed from "learning expectations of the program" to "learning outcomes of the program") and seven additional questions regarding their future teaching and professional development plans. (See Appendix C for the pre-and post-program survey.)

In-class reflections, in-program class discussions, and seminar exit slips were components built into the daily seminars. During discussions, participants were asked to reflect on their experiences and understandings either in groups or individually. They were also asked to write about connections to a particular standard as they created their portfolio entries. Participants' statements and reflections were collected, recorded, and returned so that feedback could inform participants of their own progress. None of the statements, reflections, or exit slips used in this program were formally graded, and the participants' English was not corrected; to comply with HSRB guidelines on data representation, any of the examples provided appear in the original form as provided by the participants.

Participants' online portfolios, with accompanying reflections written to prompts, provide a comprehensive illustration of participants' journeys through this program and document the evolution in their thinking about teaching and learning. As a required component of the program, participants were introduced to an online platform for portfolios that would receive their selected evidence to represent their learning, including language methods and teaching modules with their alignment with the W-RSLL. After the basic requirements, the selection of exemplar materials for the portfolio were left up to individual participants, giving participants ownership over the representation of their learning and experiences.

### **Data Analysis**

The qualitative data were collected and coded, first separately, for analysis; a cross-data analysis was then conducted to synthesize the themes across data sources. Using open coding first, the data were organized into themes (Maxwell, 2005). As the themes emerged, they were discussed systematically by the researchers to determine reliability of interpretation. The research team found that the teacher standards and the Five Cs emerged naturally as themes, not merely as the focused

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intent and our teaching; they also appeared in the participants' reflections on their experiential learning, in classroom discussions, and throughout course products. Reflective practice, a completely new concept to the participants, also emerged from the data as a key theme serving as part of their professional development. However, it was specifically the W-RSLL (the Five Cs) (2015) that emerged to serve as a framework for the presentation of our findings. The ACTFL/CAEP standards (NSFLEP, 2013) also emerged in the findings, particularly through the element of reflection and reflective practice.

## Findings, Discussion, and Results

Although participants engaged in a discussion about the W-RSLL beginning with the first class session, pre-program survey data indicated that the majority ( $n = 14$ ) were not familiar with the W-RSLL before entering this program. Although improving participants' English was an important component of this program, only one participant indicated expecting to improve English skills as a result of participation. Nine participants explicitly indicated wanting to learn about how to use American teaching methods for foreign languages or the "American/Western style" of teaching. The *ACTFL/CAEP Program Standards* (NSFLEP), or teacher education standards, were not referred to in any way among the pre-program responses.

During the opening class, the participants were able to provide textbook-like descriptions and definitions of such practices as student-centered/directed instruction, but also stated that they did not really know or understand how to move theory into practice. They did not appear cognizant of how planning instruction would be aligned with the W-RSLL (referred to mostly by them as the Five Cs or the "student standards" to delineate these standards from the ACTFL/CAEP standards, which they called the "teacher standards"). Thus, from the pre-program survey data and observations during the opening set of classes, findings indicate that at the program's outset, the participants showed familiarity with some US terminology, but had had limited to no exposure to the sets of standards that would be used as the foundation of the work we would be doing with them, or the specific application of those standards in their future classrooms or to their own professional learning as WL teachers.

Post-program survey data indicated an increased knowledge of specific teaching techniques and strategies, such as TPR, integrating authentic materials from countries that speak the TL, instructional technologies, and co-teaching. One participant commented: "The 5Cs impressed me a lot, since we can only learn it from our textbooks in Taiwan. When I was in the program, I learned how to put 5C into the teaching and how to design a class." Developing standards-based lesson plans, micro-teaching, and understanding educational theories and standards in the U.S. were also mentioned as outcomes of the program in the post-program surveys.

Although in-service teachers may sometimes be overwhelmed and skeptical about their abilities to teach according to standards (Klieger & Jakobovitch, 2012), at the conclusion of the program, the pre-service teachers in this study appeared

increasingly comfortable in evaluating their own language learning experiences according to the sets of standards. Lesson plans that the participants included in their portfolios indicated that they became able, as a result of their participation in the program modules and experiences, to apply the W-RSLL as a foundation for their lesson plans. The lesson plan excerpt in Appendix D provides a representative example of the new thinking emerging from among the participants. Using a lesson plan template approach, the participants provided an interactive lesson aimed at addressing the W-RSLL that incorporated ideas for interactive, student-centered engagement in learning. This called for creative activation of new knowledge and thinking on the part of the participant. Lesson plans by other participants showed similar incorporation of topics of cultural or historical nature to provide a basis for comparisons or communicative activities. Participants shared how different this approach to planning was as compared to the language learning approaches they had experienced themselves previously.

Reflections revealed that they were thinking carefully about their growing understanding of standards for teachers and the role of reflection in their development and practice. As emerging WL teachers, the *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* were new to them, but they began to see how these standards called them to understand and incorporate the “student standards” into their planning and assessment practices. They appeared to increasingly use the ACTFL/CAEP standards as a framework to gauge their ability to plan instruction and to then informally evaluate their changing teaching practice in small group instruction during the program. They used their reflections as a point of departure and even talked about how they would like to introduce reflection to their own students as they were finding it to be an important part of their own learning.

By reflecting on their own learning, participants came to see the importance of a standards-based, learner-directed approach to their language teaching. This appeared to be a large learning leap for them. Seeing themselves as learners, participants reported in their reflections an understanding of how much more they themselves could have gained from their own language learning when they were younger and shared how they now viewed the importance of the standards to inform their ability to adopt a new approach, instead of teaching the way they were taught.

The participants were not resistant to the standards and approaches used and taught in the program; rather, their growing confidence appeared to also be supported by lived experiences on and off campus. As will be shared in the following sections, the themes that emerged from the data indicated that the participants had “a lived experience” of the Five Cs. It is through the lens of reflection, and their growing critical reflective capacity, that the power of the implementation of these Standards emerged for the participants. Research in reflection has indicated that it is an integral part of transformative teaching practice (Korthagen, 2001, 2011), and this study provides an example of this new way of thinking come to life for these international participants.

The discussion that follows is organized using the Five Cs as a framework to describe the participants’ learning. Through this lens, we also see the participants as learners of the Five Cs and future implementers of the W-RSLL in their own practice.

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Examples from individual portfolios are used to illustrate both formative and summative moments in their learning and deepening understanding of each of the standards and to further elaborate upon the summary statements from this overview.

*Communication.* From the first day, the participants were asked to communicate orally in English, which came easily for some and was more difficult for others. As mentioned in the participant demographics, prior to participating in this program, 13 participants had never traveled to an English-speaking country, and six had never traveled outside of Taiwan. It was clear from the outset that participants preferred to communicate in Taiwanese among themselves, and we supported this as we knew that it would help their deeper understanding of this new concept of standards-based instruction. In our quest to help them understand the W-RSLL in preparation for teaching Mandarin as a WL, we used the concept of the Five Cs so that they might see the overall picture first and then drill down into detail as we continued forward. We later introduced the *ACTFL/CAEP Standards for Teacher Preparation* (NSFLEP, 2013) so that the teachers might come to understand the linkage and alignment of these two sets of standards for WL classroom instruction and their own teacher preparation.

In our introduction of the W-RSLL, we began with Communication and the three modes of communication: interpersonal, interpretive, and presentational. It was quite clear from the beginning that this was the “C” everyone was the most familiar with, although knowledge of its various modes did not appear as clear. For example, in the interpersonal mode, the participants were pushed to use English as much as possible during the program in conversing with each other, with instructors, and with other individuals on campus. This pushed their own learning through interpersonal communication. Often, they used pocket translators to find the right word and apologized for their English, including during the presentations of their portfolios. As part of the program and in line with foreign language teaching methods, we continued using the target language (in this case, English) as much as possible to help scaffold participants’ active use of the language through readings, discussions, presentations, reflections, and written responses. Nonetheless, we did allow discussion for clarification to occur in Mandarin through one of the instructors who was Chinese; she could provide background and served as a cultural bridge when necessary. In the interpretive and presentational modes, reflections, such as writing poems after visiting an art museum, served as a form of internalization and interpretation of visual and linguistic cues in creating a new linguistic experience. We continually called on them to think of themselves both as learner and teacher.

In preparing for their teaching experiences, we built in two micro-teaching opportunities over the course of the six-week program. In the first micro-teaching opportunity, groups of four or five created age- and level-appropriate lesson plans to practice with one of the instructors who acted as the Chinese language student as she had no previous knowledge of Mandarin. The instructor also gave feedback about cultural body language cues that could be confusing or clarifying as well as the flow and content of the lessons.

The groups learned to interact among themselves by using peer feedback and discussion—largely new practices for them—to further their understanding

of interactive learning and to support the development of a lesson plan to use in the second micro-teaching opportunity at local Chinese language camps. Three of nine responses to the post-program survey indicated that they viewed collaboration and communication among themselves as important to their active learning. In their portfolio reflections, participants indicated what they learned through collaborating with their peers and instructors, and through their teaching application with US elementary and high school students at the summer camp. One participant reflected on her micro-teaching and summer camp experiences in similar ways: combining group members' ideas in an effort to generate better ideas was necessary in preparing and improving their lessons. Communication was key.

Furthermore, a number of participants indicated differences in communication. The Chinese language camps used Simplified Chinese characters while Taiwan uses Traditional characters. To accommodate this change, Pinyin (a form of writing Chinese words using Latin characters that places emphasis on pronunciation) was added to slides to help students understand both the spoken and written language.

Preparing and practicing their lesson plans also provided participants the opportunity to reflect on their own language and its dialects both within China and abroad. This specific group of participants had the background knowledge and experience of diverse populations as they are the recipients of both the dominant Chinese and local Taiwanese cultures and dialects in schools. Community-based teaching experiences, such as the Chinese language camp, exposed the participants to diversity of levels, proficiency, and cultures. The interactive approach taken by the program appeared to provide this group of pre-service teachers an opportunity to reflect on their own experiences as learners as they simultaneously were "living the Five Cs" while developing their future teaching of language and culture.

*Cultures.* This was the first international travel experience for seven of the 19 participants. For others, it was their first experience in a Western or English-speaking country. The participants seemed to understand the importance of culture in their language instruction from a personal perspective and then appeared to transfer this concept to their own lesson planning and instructional practice. They first focused on what it meant to engage in culture and cross-cultural exchanges, and then applied this understanding. Two vignettes provide insight into their growing cultural understanding, the first from a cultural trip and the second from a participant's observation.

The 4<sup>th</sup> of July occurred shortly after the start of the program. Participants met the instructors for the local 4<sup>th</sup> of July parade through town and then regrouped in the evening for the fireworks. Pictures from the 4<sup>th</sup> of July found themselves in all of the digital stories generated by the collaborative working groups. During one of the portfolio presentations, one of the participants emphatically declared that it was one of the group's favorite experiences. In a portfolio reflection of the 4<sup>th</sup> of July, one participant indicated how interesting it was that there were so many different cultures represented in the parade, from Native Americans to Peruvians to Koreans. This diverse demographic was a surprise for them, as at home there was less diversity that they experienced on a regular basis. They had no idea that



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there was so much diversity in the US. Another participant wrote (the reflection remains in her own words):

The parade is great and colorful. It includes different groups and clubs that symbolizes the diversity of this country. The audiences around me are all different races. The diverse culture in United State is interesting and being open-minded is one of the important traits for Americans. Like what the <Declaration of Independence> talks about: 'all Men are created equal'. I like the atmosphere that everyone celebrates about the liberty, that's the most precious thing for every person, no matter you are an American or not. [sic]

Participants reflected both in class and in their reflections about the diversity present in the parade and how they saw it tying into what they were coming to understand as American culture and the fundamental beliefs of liberty and equality present in the Declaration of Independence. They discussed how they might incorporate culture into their teaching practice of Mandarin Chinese.

The second example of an encounter with culture was one upon which most of them chose to reflect in their journals. During their stay in the US, there was an extraordinary heat wave. The following excerpt from one participant's reflections captured a general sense of what we were reading from many in the group:

In the afternoon, my roommates and I saw a scene out of window, a girl wore bikini and 3 boys naked upper bodies playing beach Volleyball, while they were playing, passed by a Muslims Woman whose cloth cover her face and arms. It was a very hot day and we Asia girls don't like bask in the sun. American, Muslims and Asia females, 3 culture differences! [sic]



Figure 1.

The participant included a picture of this in her portfolio (Figure 1) and described her wonderment with the fortuitous nature of this observation. At once, three cultures were represented and were given the space to be represented in close



proximity to one another. This extent of diversity was new to the Taiwan teachers, and they talked about how they could not have merely read about it—they had to experience it themselves to take it all in. This provided an excellent doorway into a discussion of diversity, in general, which was a new area of consideration for most of them. By navigating through the products, perspectives, and practices present in their reflections on multiple cultures in the US, the participants began to talk about ways that they might also actively apply a similar approach in their own classroom practice when incorporating culture into their teaching practice. They began to understand the concept of weaving culture into teaching in an experiential way.

*Connections.* The participants made numerous connections during the program. In their reflections on teaching and learning, participants were asked to use a “K-W-L” to explore what they *Know*, what they *Want* to know, and what they have *Learned*. Initially, this was used as a reflection on teaching, but some participants also decided to put this to use as a tool for their overarching reflection of what they knew, wanted to know, and have learned as a result of their participation in this program. They talked about how they were making connections as an interactive learner. They expanded their comparison and reflected on what they would do to create more learner-centered approaches in their classrooms upon return to Taiwan.

While called upon to make connections to other disciplines, one participant and her group prepared a language lesson integrating science through Egyptian mummies. This example shows how their own knowledge was now being applied to their emergent teaching practice. Their lesson plan included an exploration of life and death in Egyptian culture, a recognition and discussion of life and death concepts in Chinese culture, and a comparison of the two. This could address both the Cultures and Connections standards, in which the Cultures standard involves “using the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.” The lesson plan could also include discussing personal experiences with death, such as the death of a pet, and cultural experiences, such as honoring ancestors, which is common to many cultures. (See Appendix D for an excerpt of the lesson plan.) Through this example lesson plan, the W-RSSL were accommodated while connecting the language lesson to the much broader topic of culture.

The participants also referred to the teaching of other languages and methods used in different language classrooms in their responses. In the case of this group of program participants, their learning was augmented by living the examples of methods used in English language learning, and reflection appeared to make the learning process more visible for them. Furthermore, through reflection they were able to connect their current learning experiences to the experiences of others learning other languages and cultures (Thailand, The Philippines, Vietnam, to name a few). Their reflection on these connections also provided insight into how they were “living” the Comparisons standard.

*Comparisons.* As previously mentioned, the participants regularly observed and noted cultural similarities and differences regarding both educational settings

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and public life. They often discussed these comparisons in class and wrote about these comparisons frequently in their reflections. One of the comparisons they addressed often was about differences they were observing and experiencing between the American (or Western) style of teaching and the traditional Chinese style of teaching. These comparisons appeared to also serve as a “sense making” process for them as they continued to ask questions about the W-RSLL and drill down into cultural and instructional practices. The comparisons also seemed to help them identify and discuss new practices explicitly as they worked to incorporate them into their micro-teaching and lesson planning. Participants were also asked to reflect upon specific language learning experiences and how those experiences may have been similar or different when the W-RSLL had been used during the lesson.

The instructors drew from their broad range of experiences with different teaching styles and cultures to lead discussions and draw out ideas from the group. Participants were called upon to consider experiences in traditional teaching across cultures and compare methods. Student-centered instruction was a frequent topic of conversation. One participant reflected on teaching in Taiwan:

From my point of view, I can't deny that the traditional way of education has value due to the large number of students in one classroom. To efficiently manage a classroom with 40 students, managing the classroom with absolute power sometimes is a necessary method to fully control the classroom. Teachers with high efficiency who can manage a classroom well were considered as good teachers. However, the condition now in Taiwan is a lot different from what it used to be. With modern technology, the students nowadays have more resources to obtain knowledge more easily than before. The positions of teachers and students now are getting more and more equal. To efficiently manage a classroom with a new method is to stand in their shoes, give away the thought of being a teacher who is also an authority in the classroom. To understand and communicate with students is one of the good ways to be a good teacher.

Through this type of comparative reflection, the participant illustrates the culture of teaching in Taiwan, provides a justification for it, and alternatively also provides a justification for modern, student-centered instruction due to changing times and access to information. Reflection helped them make sense of the two cultures and consider the two contexts critically and openly. They talked about ways they wanted to gradually implement the new approaches. As program faculty, we continually worked to draw out these insights to help participants augment their own understanding of comparisons, and then consider how they might incorporate similar strategies into their own lessons.

*Communities.* The participants developed a sense of community while in the US. They supported one another and helped to navigate areas of understanding for one another. They saw the importance of this type of community in their own learning and shared that they wanted to create learning communities in their classrooms upon return to Taiwan.

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They also saw themselves as a member of a cultural community here in the US and compared these to communities closer to their culture. For example, a number of participants noted how welcoming and open the Taiwanese community in the local metropolitan area had been for them culturally. Another commented about the Chinese supermarkets and the availability of Asian foods. Finally, one compared her family life in Taiwan to her family here in the US, which produced the most striking comparison, and also unveiled expectations of culture and language maintenance. The following quote is from her reflection of meeting her relatives for dinner.

During dinner time, I couldn't help observing my cousin. We're the same age, but she can't speak Chinese. She speaks English, she has an American boyfriend, she's TOTALLY AMERICAN. My aunt, who moved to Maryland from Taiwan when she was 29, looks like everyone's mother in Taiwan. She cooks Taiwanese food, Chinese food, Speaks Chinese and Taiwanese. She looks no different from the women in Taiwan. But both of her daughters never speak Chinese when my aunt talks to [t]hem in Chinese or Taiwanese. It's a very odd but interesting scene to see.

I came up with a question for my cousins, "Who are you?," but I didn't ask. I think they already have the answer now, but I'm sure when they were young and their parents sent them to Chinese Heritage School, ... [they must] have asked themselves this question over [and] over again. (Emphasis in the original.)

This participant and others also asked the instructors about their cultural experiences and ethnic backgrounds. They engaged with us about the similarities and differences between our ethnic groups and their own. In a personal case, one of the instructors was able to provide an exact comparison of a Greek-American family and different levels of assimilation and integration that may occur within the same household. The participants were interested in how communities might serve to support cultural understanding across countries, such as teaching Chinese in Taiwan.

While seeing Taiwanese or other Asian "cultural communities" in the US, we also felt that this reflection also provides an example of how the participants were living the Comparisons standard. There is an acknowledgement of the identity negotiation that occurs in ethnic communities in the US, especially when children are exposed to different forms of schooling and cultures simultaneously. Ultimately, for a number of participants, this would not be their last encounter with Chinese or Taiwanese-American families if they intend to teach in the US.

Understanding one's cultural expectations is necessary in preparing lessons for students who may or may not share the same culture. Below is an entry from another participant about what it means to be a good teacher.

A good teacher:

1. A good teacher should be a facilitator to help students become active thinkers and guide them in learning, in other words, focusing

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on student-centered and standard-oriented learning, constantly motivate students by a variety of teaching strategies and methods. The responsibility of a teacher is not only to guide students during their studies but also to act as a bridge connecting previous learning experiences or knowledge with next new experience as well. For example, teacher should set warm-up as a review activity, to see how much students have learned and reflect themselves from the previous session. It can be also seen as a bridge to prior experiences, to help teacher assist students to go into a new session.

2. To be a good teacher we have to recognize what's our role in the class, we're not just a teller who instructs students in the contents of the textbook. It is important to be a listener and to communicate with your students, because we have to understand students' levels, their prior knowledge and language goals to realize the best way to assist students in learning. No matter what kinds of theories about teaching, those can be student-centered or I + 1 theory, but we have to choose appropriately depending on any situation. Then the goals of learning and teaching will be achieved. I believe that all teachers have to stand in students' role to think about everything. That is a correct way to find something useful for students. I hope I can try my best to let our whole students get better and better.

## Conclusions and Implications

Multiple data sources reveal that the participants' learning and understandings evolved incrementally and through a learner-centered approach to the W-RSLL (2013) and the ACTFL CAEP standards (2013) accompanied by a carefully scaffolded experiential learning approach. The participants were called upon to engage as learners while simultaneously augmenting their knowledge and skills about teaching Mandarin Chinese in Taiwan. The participants, exposed to the W-RSLL only intellectually as pre-service teachers, were now called upon to internalize and understand the standards first as a learner and then apply the standards through: reflecting, completing lesson plans as coursework assignments, micro-teaching, teaching at the Chinese Camp, exploring the local cultures and vistas, and experiencing diversity at a US university. Through their participation in this program, they were called upon to live the Five Cs themselves as they simultaneously applied them.

When implementing new ways of teaching across cultures, it became important for us as faculty to see the importance of providing the participants ample opportunity to experience these standards as learners first, and then as implementers of the W-RSLL through their lesson plans and teaching. This evolution in their understanding became increasingly evident through the reflections and the portfolio evidence. Participants also came to understand how the *ACTFL/CAEP Program Standards*, including how the areas of greater content knowledge, enhanced pedagogical knowledge, and professionalism came together to promote greater proficiency-oriented, student-centered instruction than approaches to which they had previously been exposed.

This summer program provided a unique opportunity in that its primary focus during the six weeks was to enhance participants' understanding of instructional practices and teacher professional learning for Taiwanese Chinese as a Foreign Language teachers. Because of the target audience, the interaction between and among language, culture, and education was explicitly targeted at every point in the program. The six weeks provided multiple hands-on experiences that allowed participants to learn about, internalize, and implement what they had learned through the coursework in a natural setting. However, we would have liked to have had the opportunity, had funding permitted, to visit classrooms to understand more about the actual impact of this program on their sustained teaching practice.

Although this particular program was not continued beyond the third year, the researchers learned a great deal from its implementation that connected to our work as teacher educators. We have been able to apply this knowledge to the implementation and planning of subsequent programs. Change takes time. Most participants were not yet teaching during the time of the summer program, but anecdotal communication has shown us that many of the experienced teachers reported implementing new practices in their classrooms. The evidence-based portfolios that included critical reflection and lesson planning anchored to the W-RSLL and aligned with the ACTFL/CAEP standards served as an evidence-based tool to help participants see their own growth and development during the program. The portfolios and reflective writings also provided program faculty a means to gauge the influence of the program content, goals, and objectives against the two sets of standards. Although similar programs had been previously offered and some tools, such as surveys could be partially incorporated, this study underscored the importance of creating a program that is aligned with professional standards. Though this program was not taken for university credit, the preservice teachers were serious about their work and expressed often the importance of returning home with concrete evidence of their learning that they could share with their peers in their home universities.

The implications of this study range from deepening our understandings of the way international educators learn, to exploring their cross-cultural educational and life experiences, to examining how these experiences influence the teacher education classroom and classroom environments they plan to co-construct with their students. In order to design and implement a quality program, faculty need to consider the end goals in order to develop learning experiences that meet the needs of the learners (drawing on their prior knowledge) while helping them reach for new knowledge and skills. The W-RSLL and the *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* led the charge. Without these as a compass for both the faculty and the participants, the program would not have tied together so clearly for them.

It was clear that introducing and scaffolding reflection, incorporating it in their daily routine, and then embedding it in each section of their portfolios served as an anchor point for their learning. Their reflections also deepened our understanding of their learning as we were provided a daily snapshot of what participants learned during class and what areas called for more discussion on the following day. It is

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through the participants' reflective writings and portfolios that the faculty were able to understand more about the participants' incremental learning—more about how living the “Five Cs” helped them incorporate the sets of standards into their thinking and into their lesson plans.

The participants discussed the need to incorporate all perspectives and understandings in their classrooms and do what is right for the students, not for themselves. They demonstrated the desire to create new and innovative teaching materials using technology. They illustrated differences in conceptions of authority and how they influence the classroom environment. They collaborated in groups to prepare lessons and enrich the learning of their students and their colleagues by implementing the standards. And finally, the participants' portfolios revealed that the standards might in fact help them create the “best practices” they were searching for at the beginning of the program.

As faculty and program designers, we were able to see the incremental learning that took place during participants' program engagement. We also were able to understand more deeply how aspiring teachers from another culture came to understand and then began to incorporate two sets of professional standards into their knowledge and emergent teaching practice. We saw both their excitement and their struggles to learn about, internalize, and finally implement this new way of thinking that was led by standards. We benefited from using participants' reflections as windows into their thinking as we worked with them on their journey toward understanding and actualizing standards-based instruction. Their reflections capture their incremental steps toward understanding, but they also helped us see where our instruction was effective and where we needed to return for more discussion, practice, and connection-making.

The portfolio guidelines were framed by these two sets of standards, providing both summative and formative information about the Taiwan teachers' program experiences. Through the portfolios, all of the participants provided evidence of their grasp of the concepts of standards and were beginning to incorporate them into their thinking and planning by program's end, however, to varying levels of understanding.

Several areas present themselves for ongoing research. Both the participants and faculty would have benefited from a program that was contracted to continue forward for a longer period of time so that we might follow the actual implementation of the standards into these teachers' practice. Thus, three questions for future research emerge from the conclusion of this phase of our work: (1) To what degree are the program goals and objectives being lived out in teachers' practice in Taiwanese classrooms? (2) Have the teachers continued to utilize critical reflection to support decision-making and to help them continue to “live” the Five Cs in their instructional planning and teaching? and, (3) Have their new practices influenced their students and *other* WL teachers in Taiwan, and if so, in what ways?

Finally, we offer these results as a potential way to help faculty of similar professional development programs and international teachers who participate in them move beyond learning about the standards to a deeper level of application through a multiple pathway approach that calls them to “live out” the “Five Cs”

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through their own lenses as learners of language and culture. Second, they should see the connections between the W-RSLL and the *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* and use critical reflective practices to help them see beyond the surface level as they develop their capacity for change. Third, there should be a means for collecting evidence of their incremental and iterative journey toward understanding, such as the developmental portfolio that is aligned with sets of standards. Finally, teacher educators should incorporate a research model into all programs in order to model outcomes-based education and make learning outcomes visible to program participants. These findings suggest that providing opportunities for international teachers to interact with the standards as learners can help them, in turn, implement the standards at a deeper level.

### Note

1. For additional reference to the development of our sets of standards, please refer to Glisan (2006) and Shrum and Glisan (2016).

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### APPENDIX A

#### Sample Weekly Schedule

Example from Week 4

**Theme:** The WL Teacher as Facilitator of Standards-based Instruction in the Communicative Classroom

Monday July 9	Tuesday July 10	Wednesday July 11	Thursday July 12	Friday July 13
9AM—12PM Seminar in World Languages: Connecting technology to lesson planning in communicative WL Classrooms	9AM—10PM Constructivism & critical thinking  Implementing Reflective Practice in my life as a teacher and learner	9:00— 12:00AM Micro- teaching	9AM—12PM Seminar in Methods of Teaching World Languages: Culturally Responsive Pedagogy	9AM—12PM Standards- based Textbook Evaluations
12—1PM Lunch	11AM—3:30PM Visiting Gallery Place	12—1PM Lunch	12—1PM Lunch	12—1PM Lunch
1:30—3:30PM Seminar in Methods of Teaching World Languages: The Learner- centered WL Classroom— planning and instruction		1:30—3:30PM Working session and debriefing on teaching methods	1:30—3:30PM Review MI; Practice Fishbowl reflection; e-revising and editing with students	1:00—3:30PM Complete and present Textbook Evaluations

### APPENDIX B

#### *Taiwan Foreign/World Language Teacher Professional Portfolio*

##### Introduction

Teacher educators, both in the United States and internationally, recognize that *effective and meaningful practices* in teaching involve lifelong learning and continuous professional development. We believe that all teachers need opportunities to work with colleagues and faculty as they seek to continuously grow professionally and embrace the notion that learning is a process for students

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and teachers alike. To that end, participants of [this program] will compile a Professional Portfolio during professional development coursework in the US that will provide evidence of their learning experiences and support the application of knowledge upon return to their schools in Taiwan.

The Taiwan Foreign/World Language Teacher Professional Portfolio is a performance-based document that provides concrete evidence of teachers' formative and summative professional learning during the program. This portfolio links the [program] experiences with sets of national professional standards. The following two sets of standards lead our profession in articulating learning outcomes for K-12 students and their teachers: *World-Readiness Standards for Learning Languages (National Standards Collaborative Board, 2015)* and *the ACTFL/ CAEP Standards for the Preparation of Foreign Language Teachers (NSFLEP, 2013)*. The Portfolio provides program participants an important opportunity to synthesize and reflect upon their own growing learning and teaching practices as they make important connections between program experiences, the sets of standards, new practices, and daily encounters with student learning in the context of learner-based experiences. It also serves as evidence of the growth of their critical reflective practice and its application in their emerging teaching and research.

The purpose of the [program] Professional Portfolio is twofold. First, it encourages participants to develop their teaching practice to the highest level. This is accomplished through evidence of targeted reflection, presentation of pedagogical and content-based knowledge, emerging action research knowledge as it will serve to inform their teaching practice, and a synthesis of professional knowledge and skills. Secondly, it provides performance-based evidence of the degree to which the goals of this program have been met. As both a formative and summative document, the TTPDP Portfolio aligns with the principles of the National Board for Professional Teaching Standards, the sets of Standards of the American Council on the Teaching of Foreign Languages, and the core values of the College of Education and Human Development at this University.

A presentation/sharing at the end of the US component of the program will provide participants an opportunity to synthesize knowledge and share the contents with peers and program faculty. Upon return to Taiwan, it is hoped that the foreign/world language teachers will continue to add new pieces to their dossier.

### **Contents and Organization of the *Foreign/World Language Teacher Portfolio***

#### ***Part I: Introduction & Home Page***

Short Intro about the participant and his/her area(s) of content area expertise

Suggested Documentation

- Resume, or Curriculum Vitae
- Philosophy of Teaching
- Content area Knowledge in Chinese as a Foreign/World Language (language, cultures, literatures)

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### ***Part II: Culture and Teaching Knowledge***

#### Suggested Documentation

- *Reflections* and work from the Reflective practice and Teacher Leadership Seminar
- Selected examples of some Cultural and literary coursework taken in your home university
- Other documentation, as determined by individual

### ***Part III: Teaching, Learning, and Assessment Practices: Standards-based Lesson Plans, Differentiation of Instruction***

#### Suggested Documentation

- *Reflections* and work from the methodology, pedagogy, assessment and differentiation seminars
- Representation of Lesson Plans created using the Five Cs (activating the *World-Readiness Standards for Learning Languages*)
- Reflections on lesson planning and micro-teaching
- Other documentation, as determined by individual

### ***Part IV: Technology***

#### Suggested Documentation

- *Reflections* and examples of technology from the STARTALK Technology seminar
- *Reflections* and work with language learners
- Other documentation, as determined by individual

### ***Part V: Professionalism and Action Research***

#### Suggested Documentation

- *Reflections* and work from the seminar on Reflection, Portfolio Development and Action Research
- Professional Organizations of which you are a member, conferences attended, other professional experiences (e.g., this program)
- Development of Reflective Practice—journal entries (all or selected)
- Action Research Study/Action Plan for implementation next year
- Other documentation, as determined by individual

*Teachers should feel free to add photos and student work to individualize this document. Creativity is encouraged—let you and your true spirit shine through.*

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***World-Readiness Standards for Learning Languages (2015)***  
([www.actfl.org](http://www.actfl.org))

The Five Cs are

**Communication:** Communicate in Language Other than English;

- Three “communicative modes”: interpersonal, interpretive, presentational

**Cultures:** Gain knowledge and Understanding of Other Cultures

- Perspectives: meanings, attitudes, values, ideas;
- Practices: pattern of social interactions; and,
- Products: books, tools, foods, laws, music, and/or games

**Connections:** Develop Insight into the Nature of Language and Culture

**Comparisons:** Develop Insight into the Nature of Language and Culture

**Communities:** Participate in Multilingual Communities at Home and Around the World

***ACTFL/CAEP (formerly NCATE) Standards for the Preparation of Foreign Language Teachers (2013)***

(<http://caepnet.org/standards/introduction>)

<http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms/actfl>

Standard 1: Language, Linguistics, Comparisons

Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts

Standard 3: Language Acquisition Theories and Instructional Practices

Standard 4: Integration of Student Standards into Curriculum and Instruction

Standard 5: Assessment of Languages and Cultures

Standard 6: Professionalism

**APPENDIX C**

**Pre-Program Survey**

**Demographic Questionnaire**

1. What is your age? \_\_\_\_\_
2. What is your gender? Female Male
3. What is your primary language? \_\_\_\_\_
4. Please tell us about your teaching experience, including how many years you've been teaching, subject(s), the age range, grade levels of your students, etc.
5. Please tell us about your educational experiences.
  - a. Bachelor's (undergraduate/college) degree in \_\_\_\_\_ (Completed / To be completed in \_\_\_\_\_)
  - b. Master's degree in \_\_\_\_\_ (Completed / To be completed in \_\_\_\_\_)

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- c. Doctoral degree in \_\_\_\_\_ (Completed / To be completed in \_\_\_\_\_)
  - d. Professional degree (MD, JD, etc.) in \_\_\_\_\_ (Completed / To be completed in \_\_\_\_\_)
  - e. Other \_\_\_\_\_ in \_\_\_\_\_ (Completed / To be completed in \_\_\_\_\_)
6. How many years has it been since you completed your last degree program (e.g., BA, MA or PhD, Other)? \_\_\_\_\_ Years
  7. What is your citizenship? \_\_\_\_\_
  8. Please describe any previous international experiences, including personal, educational, and professional travels (destination, purpose, length of stay).

## Taiwan Pre-Program Questionnaire

1. What do you believe is the purpose of learning a foreign language?
2. Please describe an effective language teacher.
3. Please describe a typical language classroom in your country.
4. Are there general standards in Taiwan for teaching a foreign language?
  - a. If yes, please describe what they are like.
  - b. How do you plan to incorporate these standards in your own classroom?
5. How do you plan your lessons? Select all that apply.
  - a. National or regional curriculum
  - b. National or regional standards
  - c. Internet resources
  - d. Materials from countries or regions that speak the foreign language
  - e. Foreign language standards from international contexts
  - f. Other (please specify) \_\_\_\_\_
6. Please describe the teaching strategies do you use or plan to use in your classroom.
7. Are you familiar with the American Council on the Teaching of Foreign Languages standards?  
Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, how would you describe your understanding of the standards?
8. Based on your current knowledge, describe a typical foreign language class in the United States.
9. In what ways do you use technology in your everyday life? What kinds of technologies do you use?
10. Do you use technology in your planning and instruction? If yes, how? If no, why not?
11. Do you believe teachers should be knowledgeable about international educational systems and practices? Why or why not?
12. What do you expect to learn from this professional development experience?



**Taiwan Post-Program Survey**

1. What do you believe is the purpose of learning a foreign language?
2. Please describe an effective language teacher.
3. Please describe a typical language classroom in your country.
4. Are there general standards in Taiwan for teaching a foreign language?
  - a. If yes, please describe what they are like.
  - b. How do you plan to incorporate these standards in your own classroom?
5. How do you plan your lessons? Select all that apply.
  - a. National or regional curriculum
  - b. National or regional standards
  - c. Internet resources
  - d. Materials from countries or regions that speak the foreign language
  - e. Foreign language standards from international contexts
  - f. Other (please specify) \_\_\_\_\_
6. Please describe the teaching strategies you use or plan to use in your classroom.
7. Are you familiar with the American Council on the Teaching of Foreign Languages standards?
  - a. Yes. How would you describe your understanding of the standards?
  - b. No.
8. Based on your current knowledge, describe a typical foreign language class in the United States.
9. In what ways do you use technologies in your everyday life? What kinds of technologies do you use?
10. Do you believe teachers should be knowledgeable about international educational systems and practices? Why or why not?
11. What did you learn from this professional development experience? Were your learning expectations met? If so, in what particular ways?
12. What would you like to learn more about as part of your ongoing professional development as a World Language teacher?
13. Please list the new concepts, instructional strategies, and/or assessment strategies you feel you will definitely try with your students in the future as a direct result of information you learned or activities in which you were engaged at this professional development experience.
  - a. Concepts
  - b. Technology Strategies
  - c. Instructional Strategies
  - d. Assessment Strategies.
14. Please list all special resources, materials, or equipment you will need in your classes to engage students in learning the concepts, and using instructional and assessment strategies for language teaching and learning presented in this professional development experience.
15. What problems, if any, do you anticipate when introducing these new

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- concepts, using learning strategies and/or assessment strategies in your courses?
16. What is the single most important thing you learned or experienced in this professional development course/workshop? Why was it important for you as a teacher?
  17. What areas of content, pedagogy issues, classroom management issues, or other areas for professional improvement would you like to have addressed in future professional development opportunities offered?
  18. What aspects of this program helped you:
    - a. Develop an understanding of US culture and US schools?
    - b. Use technology in your classroom?
    - c. Become a teacher leader?
    - d. Learn about instructional strategies?
    - e. Learn about assessment strategies?
    - f. Exchange ideas with other teachers?
  19. What aspects of the program did you find not helpful?
  20. Other comments?

## APPENDIX D

### Excerpt of an Actual Sample Lesson Plan from Participant

- Curriculum Integration-Mummy with death
  - THEME or TOPIC of LESSON/UNIT: Life and Death
- Daily Lesson Plan sub-topic:  
PLANNING PHASE
- Performance-based Objectives—As a result of this lesson, students will be able to:
    - To know more about traditions of Mummy in Egypt
    - To recognize concepts of life and death in Chinese cultures
    - To compare different concepts of life and death among each
  - Alignment with Standards (Five Cs):
    - Communication
      - (Interpersonal) Students can discuss the topic of life and death and exchange their opinions in Chinese.
      - (Interpretive) Learn knowledge about Mummy through the exhibition in museum and understand each other's ideas
      - (Presentational) Wrap a student with toilet paper and discuss (interpersonal and presentational) Share and show how their funeral would look like and explain reasons
    - Culture-Recognize life and death concepts of both Chinese and Egyptian cultures
    - Connection-
      - Connect to their own experience of “Life and Death” (e.g., the feeling of their puppies’ death and life)
      - Link to other subjects, such as Social Studies and Philosophy

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- Connect to how they preserve the organs
- Comparison-Compare different concepts of life and death cross cultures.
- Community- Interview their parents about their experiences of life and death.