A Case Study of Engaging and Reflective Teaching Practices in a Chinese Bilingual Summer Camp

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ABSTRACT

The K-12 population learning Chinese as a Foreign Language (CFL) has been increasing rapidly within recent years in the United States. Ruan, Zhang, and Leung (2015) state that summer programs are one of the most recognized forms of Chinese learning, cultivating immersion language environments in the United States. As CFL programs expand, there is a need for more research on specific teaching practices to contribute to the knowledge base in the field of teaching CFL. This case study based on a Chinese bilingual summer camp explored two instructors engaging and reflective teaching practices, particularly about the instructors' daily learning engagement methods, scaffolding of students, and the insights of reflections on one's own teaching. Results revealed that both instructors deliberately designed an array of activities to create a motivating and interactive environment while they shared challenges in teaching. While this was a small case study, it exemplified some effective and reflective teaching that could inspire other Chinese programs. In addition, participants' challenges also provided insights for teacher training.

INTRODUCTION

The unprecedented expansion of Chinese as a foreign language (CFL) learning is compelling. According to the National K-12 Foreign Language Enrollment Survey Report (2017), among the 10.6 million U.S. K-12 students who were studying a world language, 227,086 were learning Chinese, making Chinese the fourth most popular language behind Spanish (7.36 million), French (1.29 million) and German (331,000). During former President Obama and Chinese President Xi Jinping's summit in 2015, a future plan of one million young children in the US learning Chinese by 2020 was announced. The orchestrated efforts of both government initiatives and non-governmental organizations have put forward an aspiring yet challenging goal in foreign language education. Language educators in the U.S. are exploring various models and enhancing pedagogies to provide quality Chinese language learning for the learners.

The National K-12 Foreign Language Enrollment Survey Report (2017) also revealed a variety of programs and classes that focus on Chinese language teaching, including four types of programs (i.e., traditional classrooms, dual language immersion, immersion, and online and hybrid) and four kinds of classes (i.e., academic year courses, summer courses, after-school classes and Saturday classes) (p. 12-13). Ruan, Zhang and Leung (2015) pointed out, "one of the most well-known models of Chinese language teaching developed in the United States is the summer programs that strictly implement a language pledge in an immersion environment in or outside the U.S" (p. 93). Some prominent summer programs include the Chinese Bridge Summer camps organized by Hanban, also known as the Office of Chinese Language Council International under the Ministry of Education in China, and the STARTALK summer programs administered through the National Foreign Language Center in the U.S. (Ruan & Zhang & Leung, 2015, p. 39).

LITERATURE REVIEW

Motivation and Anxiety

While much attention is given to improving teachers' pedagogies, it is worth noting that successful learning involves both teachers and students. When designing pedagogical strategies, teachers need to consider language learners' needs and constantly reflect on learners' responses. Increased attention is given to examining learners' experiences and motivation. Young (1991) noted,

Regardless of method, we know that

learners need to adopt attitudes and strategies that pay off in terms of low anxiety, high motivation, and ultimately in the ability to convey information and communicate ideas and feelings. One of the current challenges in second and foreign language teaching is to provide students with a learner-centered, low-anxiety classroom environment. (p. 426)

There exists increasing scholarship to investigate the role of anxiety in language learning. Zheng (2008) reviewed a body of literature on anxiety in language learning; Liu (2010) looked at language proficiency and anxiety level in study abroad programs; Mohebbi, Azarnoosh and Jalal (2016) investigated the relationship between EFL learners' anxiety and their writing complexity.

Considering learners' affective filters allows teachers to be more mindful in creating a holistic, learner-centered and motivating class, including the teaching approach, classroom design and supportive measures (Robinson, 2005). For instance, across the STARTALK summer programs, instructors are guided by the Teacher Effectiveness for Language Learning (TELL) framework, which emphasizes the importance of building a safe and supportive learning environment. The environment domain encourages teachers to create a stimulating and inviting physical environment that reflects the target language and cultures, accommodating students' special needs, providing easy access to available resources, and smooth transitions throughout the lesson (TELL, 2014). These suggestions aim to lower students' anxiety and to motivate learning interests during the learning process.

The importance of cultivating motivation has been increasingly raised in language learning. Guilloteaux and Dornyei (2008) noted that motivation "provides the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process" (pp. 55-56). For young learners in particular, intrinsic motivation (Guilloteaux & Dornyei, 2008) engages a sense of joy in foreign language learning without any external stress. Intrinsic motivation has a strong impact in "stimulating interest in their present study and developing L2 proficiency as well" (Wu, 2003, p. 514). Therefore, increasing numbers of educators adopt learner-centered and active learning strategies to nurture and retain learners' intrinsic motivation.

While motivation is a broader concept in effective learning, interest is an integral part of intrinsic motivation. Thoughtful and intentional teaching that fosters learners' interest can propel their motivation in learning. In language teaching, embedding culture in foreign or second language classrooms is highly valued and effective. For instance, Chen and Yang (2016) reported that sharing a cultural practice or a personal cultural experience can foster students' interests in Chinese language learning. Language and culture have a strongly interconnected relationship (Brody, 2003; Damen, 1987; Kramsch, 1993; Lange, 2003; Martinez-Gibson, 1998). Learning a language through its culture allows learners to have a deeper understanding of applying the language in a native language-speaking environment (Damen, 1987). Especially for young learners in an immersion language context, language learning needs to be creative and intentional (Kong, 2015). Including culture in language learning can offer students an opportunity to use the language in a real social context. Adopting age-appropriate, engaging, interactive, and relatable activities in class is helpful to bring language to life. When young learners hear stories that are considerably different from their own, enjoy a game played by children in other countries, and are able to show off something exotic to their parents at dinner time, they see language learning as something fun and cool, rather than a boring and rigid subject. Thus, a natural curiosity and desire to learn may grow and enhance their intrinsic motivation.

Scaffolding

Although there is a wide consensus on the intersection of motivation, interest and culture in foreign language teaching, it is an ongoing inquiry for teachers to explore how to actually implement it. In particular, due to learners' individual differences such as learning styles, affective filters, and cognitive ability, it is necessary and important for teachers to provide effective support. One essential strategy in motivating students to make progress towards the learning goals and to lower their anxiety is through scaffolding, which refers to various supportive measures provided by the teacher and peers that can enhance a learner's potential level of development (Lantolf, 2000; Swain, Kinnear & Steinman, 2010; Vygotsky, 1978; Wertsch, 1991). Sociocultural perspectives regard scaffolding as an essential element in helping learners solve more difficult problems that they may not be able to accomplish if working alone, also known as the the Zone of Proximal Development (ZPD).

Over decades, considerable literature has confirmed that scaffolding is instrumental in supporting learners to reach a ZPD. Wood, Bruner, and Ross (1976) discovered an array of characteristics from effective tutors' scaffolding processes: recruiting the tutee's attention, making the tasks manageable, making sure they are progressing toward the goals, marking critical features, controlling frustration, and modeling solutions. Donato (1994) explored the notion of mutual scaffolding among second language (L2) learners through a study of three French novice learners' collaborative work. Guerro and Villamil (2000) investigated the effectiveness of scaffolding in a context where a peer or tutor is able to "help someone less skilled solve a problem" (p. 52). Wang and Kong (2017) investigated the role of scaffolding in preparing language teachers, where they discovered scaffolding cultivated learners' deeper reflection on cultural identity and teaching identity. Scaffolding is a valued practice in language teaching, learning and teacher education.

Some language educators have also brought to light the use of the first language (L1) in creating a scaffolding and constructivist classroom. The L1 could be used as a tool to scaffold language learning. Brooks and Donato (1994) revealed that using the L1 could facilitate better verbal interaction among students; Turnbull and Dailey-O'Cain (2009) discussed the benefits of L1 in creating a communicative and positive environment; Littlewood and Yu (2011) echoed that using L1 helped teachers with better communication and better rapport with their students.

Reflective Teaching Practices

As seen above, scaffolding students' learning is a deliberate and continuous process, in which teachers are expected to constantly review and reflect on their practices. As a result, increasing studies shed light on the importance of reflective teaching practices. The concept of reflection originates from Dewey in 1933, who defined it as the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it ends" (1997, p. 6). Reflection is highly valued as a vital practice for teachers. It involves "asking questions, describing key elements, and evaluating current practice in light of student responses" (Hayden, Rundell & Smyntek-Gworek, 2013, p. 147). Constant reflection on one's own teaching and students' responses provides opportunities for practitioners to identify strengths and weaknesses, and to make plans

for improvement. According to Hayden and Chiu (2015), effective reflective practices involve "integrating specific thinking activities with analysis in order to develop habits of mind" (p.135).

Considering the fact that CFL education is relatively new in the U.S., in comparison with other historically commonly taught languages, such as Spanish and French, it is especially necessary for practitioners to reflect on teaching and to share reflections in the field. Numerous studies also uncovered that, in particular, novice teachers acknowledge the need for developing reflective practices to improve their readiness for teaching (e.g., Loughran, 2006; Lunenberg & Korthagen, 2005; Nilsson, 2009).

For language teachers who are advanced language learners, reflective practices allow them to obtain perspectives of language teaching and learning from both sides. They may be more empathetic about students' difficulties from their own learning process and reflect on how they tackled the challenges when they were learners.

Therefore, they can adjust their expectations as teachers in order to avoid the mismatch between teachers' and students' beliefs in language teaching and learning, and to enhance students' language learning experience (Brown, 2009).

Reflective practices are also related to teachers' efficacy, which refers to teachers' beliefs in their capability to accomplish a task and make a difference in students' learning (e.g., Gibson & Dembo, 1984; Liaw, 2009; Tschannen-Moran, Hoy & Hoy, 1998). Kong (2015) addressed that "teachers' beliefs, knowledge and attitudes are not isolated in affecting their actual practices in the classroom. On the contrary, it is the teacher's whole identity that determines the priority of teaching and related teaching decisions" (p.21). Teachers nurture the classroom atmosphere, teacher-student communication styles and instruction styles. Teachers' ideas of who they are become the core of teachers' identities, a fundamental element that influences teaching. Through reflection, teachers can make improvement towards

successful teaching practices, thus enhancing their teaching efficacy.

Overall these studies demonstrate three essential aspects in effective foreign language teaching and learning: strategic teaching to stimulate and retain learners' motivation, appropriate scaffolding to foster learners' development and reflective teaching practices. The present study explored what these aspects looked like in reality through these research questions:

1. What did the teachers do to engage students in this bilingual summer camp?
2. What did the teachers do to provide support to the students in this bilingual summer camp?
3. Did the teachers reflect on their teaching? If so, how did they reflect and what insights did they gain from the reflection?

RESEARCH DESIGN

Research Site

This research project was based on a bilingual summer program offered by a

university in a small city in the Midwest United States. In collaboration with the local Children's Nature Academy and local school district, this program offered elementary school students a variety of summer language bilingual camps in Chinese, French, Japanese and Spanish. Spanish and French camps were offered for multiple years but Chinese was added in 2016 and 2017. Data for the current paper was gathered in 2017, when the Chinese camp offered two sessions with different themes for different age groups: one session with a focus on Space for children going into third grade and fourth grade, and the other session with a focus on Farms for those entering first grade and second grade. Each session lasted two weeks, either in the morning or in the afternoon, from Monday to Friday.

Because this bilingual program was offered by the languages department at the university, it intentionally recruited on-campus students with advanced language skills to be instructors. Candidates were required to have study abroad experience or extensive travel experience in a target language country, preferably enrolled in the teacher education program or pursuing a Teaching English as a Foreign Language Program (TEFL) certificate or a Teaching English to Speakers of Other Languages (TESOL) minor at the university. Although the instructors were not necessarily education majors and might not have any prior training on language teaching, it was an opportunity for students to utilize their language skills and for them to collaborate with a professor mentor.

In 2017, the two Chinese instructors were Anna and Yuer (these are pseudonyms to protect the participants' identities). Anna came from an intercultural family where her mother was original from Taiwan and her father was an American. While Anna spoke some Chinese at home, her conversation was limited to everyday topics and she struggled with writing Chinese characters. Anna's proficiency in Chinese, particularly in speaking skills, increased after completing four semesters of Chinese language classes on campus and multiple study abroad experiences in China.

The other student, Yuer, was from Hmong culture and watched a substantial amount of Chinese television. Due to some shared commonalities between Chinese language and Hmong language, Yuer understood Chinese very quickly and developed a strong proficiency in both speaking and listening in Chinese. Thus, not only did both students

have a high level of speaking proficiency in Chinese, they also were pursuing a TEFL certificate because they wanted to teach languages in the future. The TEFL certificate also required them to take other education courses, including English Phonetics, Intercultural Communication, Teaching Methods, and Theories of Second Language Acquisition. Prior to teaching this particular summer camp, they both had completed all of these courses, meaning they had some theoretical training in class on language pedagogy.

Approximately two months before the camp, all language instructors attended mandatory three-day immersion workshops on curriculum design, syllabus design, and lesson planning. At the three-day workshops, the program director, who was also an experienced professor in Spanish and Teacher Education, prepared the instructors on how to design lesson plans. Because all language camps shared the same themes, the instructors were encouraged to share ideas and create similar activities that would be implemented in different languages. To better support each language, faculty teaching those languages were also invited to meet the instructors for a day, in order to provide feedback on content, language, and teaching approaches. By the end of the workshop, Anna and Yuer had the majority of the lesson plans ready for each day, including activities, materials, worksheets and videos.

METHODS

This was a case study with multiple sources of qualitative data, including eight hours of class observations, three-hour interviews, and analysis of numerous teaching materials. Both researchers observed classes together and took field notes; they then compared their notes to identify shared views. They also discussed discrepancies in observations and revised the interview questions. The instructors were interviewed separately and together. During the data collection period, both researchers already started the data analysis process: creating codes and memos, categorizing data, summarizing themes, drawing direct quotes, tracking further evidence, and comparing across sets of data to triangulate interpretations (Baxter & Jack, 2008; Knafl & Breitmayer, 1989). This cyclical process allowed researchers to constantly review data, compare notes and negotiate conclusions (Dillon, 2012).

FINDINGS

Data indicated that both instructors intentionally engaged students to participate in class by working on two aspects: building an inviting class environment to stimulate or

retain learning, motivation, and differentiated instructional methods to lower students' anxiety. It was also evident that the instructors constantly reflected on their teaching practices and explored measures for improvement. This section organizes the findings into three themes:

Theme one: An interactive environment and engaging activities were effective to stimulate and retain learners' motivation.

An interactive environment was shown through students' daily routine and the classroom decorations. When students entered the classroom every morning, both instructors displayed worksheets for them to complete. These worksheets consisted of pictures, matching games, and drawings which students found entertaining. Ana and Yuer adopted the worksheets as a quick formative assessment to find out if students understood what they had learned the day before; additionally, it also helped to activate students' prior knowledge and better prepare them for a new day of learning.

The two instructors reported that language worksheets were helpful in lowering students' anxiety in learning. As they noted, no students would want to go to school in the summer, so they wanted to downplay the concept of rigid in-class learning, but rather to create a learning-through-playing environment where learners were motivated to learn. The worksheets had various games with moderate challenges, with the goal that working on the worksheets at the beginning of the day fostered the students' autonomy. The researchers' field notes taken in class observations recorded students' high enthusiasm and motivations to work on the worksheets.

[Insert image 1- A worksheet sample]

Additionally, visual aids were salient in the classroom. There were many photos with Chinese words to show classroom rules, a large poster of planets in the outer space with their names in Chinese, and another poster of animals on a farm. Both teachers also reported that they used numerous flash cards to help students connect characters with images. Yuer stated, "We hold up the cards for them to look at it, to write, or just to recognize to help them find it first and then pair up. So we do that a lot with our flashcards, we just hold them up and they see what it looks like and copy from it".

[Insert image 6 here: A poster with class rules]

In addition to an interactive learning environment, data also revealed that instructors designed a range of engaging activities in day-to-day teaching.

The first was to create activities of different difficulties such that students of various proficiency levels could participate. When they were asked how to handle a situation where some students were bored while others were struggling, Yuer said,

> One thing we sometimes do is, sometimes some kids finish ahead of time of everybody else, so we probably just go and talk to the kids and start asking questions to try to build up on current knowledge. So I add a little more new vocab there. So they were learning places, we started asking questions like, "Do you like this place or do you not like this place?" So basically we just keep asking questions and see when they can answer more. And we just start from there.

The interview data above aligned with the observational data in class. In the last 30 minutes of one class observed by the researchers, Yuer noticed that an advanced learner completed her tasks ahead of other peers, so Yuer brought out a more challeng-ing worksheet for the learner to write down information in Chinese about a certain planet, including the color, rocks and lakes. When the learner finished, Yuer expanded the language by applying different structures on the same vocabulary. The structure in this unit was 这个行星是 [This planet is], but Yuer modified and applied a structure from greetings 你叫什么名字 [What's your name] to planets by asking 你的行星叫什么名字 [What's the name of your planet]? Yuer also patiently reminded the learner to provide complete sentences instead of giving one word or two to answer the questions. This was a quick activity but effective in expanding language and increasing the difficulty to challenge advanced learners. Although the advanced learner was a bit confused for a few seconds, along with some scaffolding and thinking, she was able to give a correct answer and a proud smile appeared on her face.

[Insert image 2 here: A poster with planets]

Secondly, both instructors modified famil-iar games to incorporate the target language use. For instance, they modified What time is it, Mr. Fox? to 外星人几点了 [What time is it, Mr. Alien]? Researchers observed that both teachers modeled the game in Chinese language twice or three times, without using any English to explain the rules. Since it was a popular game among the young learners, they immediately understood and were willing to repeat after the teachers. Sometimes they also looked at the posters and visual cards on the walls to remind them of pronunciation. A high level of engagement was evident in observational notes. Anna pointed out, "Since the game was not new to the students, they could focus more on the target language, and multiple times when a player accidentally counted the time in English, the rest of the cohort reminded each other by saying 说中文，说中文 [Speak Chinese, speak Chinese]. The game was appropriate for the age, being silly and allowed the children to run around." It was a good example of learning through playing. A lot of target language was identified when the researcher observed

this class. Students understood the time and tasks. For instance, when it was time for a player to say, 开饭了 [dinner time], the rest of the students were excited since they got to run back to their home base and tried not to be caught. As Anna pointed out, "They got the energy out, and practiced the words that they learned. It was significant learning rather than sit-down-and-learn." Another example was using volleyball passing to count numbers. It involved body movement and students were competitive to reach a higher number of balls being passed. During the process, both teachers observed students' responses and made sure students of various levels had a chance to participate.

Thirdly, instructors integrated music in class to engage students, including writing new lyrics in Chinese to American tunes and teaching original Chinese songs. For instance, they embedded Chinese vocabulary of planets into the song Twinkle Twinkle Little Star (Briggs, 1880), and students enjoyed the novelty of singing Chinese lyrics to a familiar tune. As learners felt more comfortable singing, Ana and Yuer searched for authentic Chinese songs to reinforce learning. They found a Chinese children's song called 你好歌 [*Hello Song*] and slowly pushed the children to get out of their comfort zone. In the following days, researchers observed that students often sang these songs and ultimately performed to their parents on the last day.

[Insert image 7 here: The poster with greetings in Chinese]

Theme two: Various scaffolding actvities stimulated learners' language learning interests and enhanced their language skills.

Considering that some children entered the program with a presumption that Chinese would be a difficult language to learn, both Ana and Yuer planned simple games to help the learners build confidence. One example would be learning about colors. Anna reported,

So, it's a little rough, but what we tried to do was we would show the color and characters for it and speak it and they had to pick the color from the floor. That's one of the games they did. We were trying to show them the color by just saying it, and they had to recognize.

Because colors in Chinese do not sound anything like English, both instructors thought having students memorize the pronunciation through repeating would be boring and overwhelming at the beginning. They wanted the young learners to have an easier transition by providing ample audio and visual input, and having students match correct color cards, before eliciting their verbal output. It was evident in researchers' observation that this simple activity was helping learners to comprehend the concept and they were confident to produce verbal output the next day.

[Insert image 3 here: A poster describing rocks and gas]

Moreover, after learners showed their understanding of the concept, the two instructors used a lot of repetition and modeling to elicit verbal and writing production. Yuer shared, the only thing with the reading and writing, they can't do those things yet, so more scaffolding there. For example, if we don't model how to write character strokes in an order, they start to ask questions like, 'what is this supposed to be', like 'I don't get it. It looks like a diamond. It is just a square', 'Oh look how this becomes this and that?' A lot of questions."

Using repetition and modeling between the two teachers, and sometimes between a teacher and an advanced learner, helped to incorporate explicit demonstration to the learners.

[Insert image 3 here: A poster describing the concept of size]

[Insert image 4 here: A poster describing the concept of proximity]

The second scaffolding technique was peer support. To avoid using English, the two instructors sometimes intentionally referred to a more advanced learner to provide support for other students. Anna gave an example:

One thing like today students were doing their chore books. Some students might finish up early, so I had one student help another to finish their books. "Oh which character goes with this picture? I can't figure it out." I'm like, "好好 [Okay]，so-and-so,你帮她 [you help her]." So he directed her which character matched with the picture based on what he made. So he was able to help her too.

Yuer echoed that peer support was constantly used especially in games. "And the person who is a little quicker would get there and then another person just follow. Hopefully through this, they can start recognizing, 'Oh since he's choosing that picture, then that picture must be this.' And if this happens enough among the time, then hopefully they will get it." Because there were a couple of heritage speakers in the summer camp, both instructors were careful in pairing them with less advanced learners to provide support. In the meanwhile, Ana and Yuer were aware that heritage speakers sometimes would only focus on their own language production and ignored the other student; therefore, both instructors provided detailed verbal instructions on how they were expected to work together. For instance, they reminded the two learners to discuss and be mindful of turn taking in conversations.

The third way to scaffold students' learning was using students' L1, which was English in this case. Both instructors said that they aimed to use 90% or more Chinese language in the camp, but the first week was most the challenging and frustrating for the students because they had no prior exposure to the language. To address this issue, instructors reported that they used English occasionally to explain the key concept such as in "行星是 [planet is] planet"; additionally, they modeled a simple dialogue between the two teachers. This way was easier for students to grasp the meaning and to follow the instructions of the activity. Even though students may then check with the teacher in English "Do you want us to do this?" the teachers purposefully responded in Chinese "对" [yes]. Both instructors were aware of the importance of the target language and cautiously used no more than 10% L1 to reduce anxiety and to facilitate discussion. Yuer said, "Especially for the games, I normally explained things all in Chinese, and if they don't understand, I will say a few English words. Then we will start using actions, start playing it, until they understand it."

Theme three: Reflective teaching practices empowered both instructors with more confidence and mindful teaching.

It seemed that reflective teaching practices enhanced both instructors' teaching approaches. On a daily basis, they reflected on what went well and what challenges they encountered on that day and discussed possible resolutions. For instance, Yuer reported "before the camp, I was thinking I really wanted them to learn how to write characters. I wanted them to write more. I knew from my own learning experience, that the more you write, the more you can remember." Nonetheless, entering the actual teaching, Yuer realized that copying vocabulary was not interesting to the young learners; on the contrary, the orthography of Chinese characters created increased anxiety in young learners. Yuer was driven to reflect on the discrepancy between her own learning experience and the young learners' characteristics.

In order to reduce the anxiety and increase interest, both instructors embedded character writing into drawing and origami, along with some worksheets for students to complete. They conducted some research and discovered a book titled Chineasy: The New Way to Read Chinese where the author transformed key Chinese characters into pictograms. Ana and Yuer selected a list of Chinese characters to study on their own in a role of a language learner. After they comprehended how characters could be visualized through a picture, they discussed how to teach them. In this way, they gained an understanding from both a learner's perspective and an instructor's perspective. During researchers' observations, students displayed a high level of enthusiasm and curiosity in learning characters, and constantly used their imagination to describe what the character looked like. The students were noticeably interested in the subtle learning and became very engaged in writing characters.

Secondly, reflecting on their roles as both a teacher and a CFL learner allowed them to bridge theories and practices, as well as developing significant insights on teaching. Although they both were advanced learners in the college language class, teaching it required much more confidence and resilience. Yuer shared,

> At first, I wasn't very confident because I still have so much to learn. Every time before I started the class, I still had to review the vocabulary so I would not forget. I had to study more and keep up with what words we planned to use. It also helped me learn what words were more suitable for young learners. For instance, I learned to say 别碰它 [Don't touch it], which was a very useful classroom phrase that I need to use a lot among young kids, but I didn't really learn it in my regular college classroom, because you don't need that so much.

Feeling unconfident and realizing that teaching required more skill sets drove the two instructors to reflect on their learning experience in language and educational courses. Very often they recalled and tested classroom management skills and pedagogical approaches adopted by their own professors in college.

For instance, Anna reported that the Total Physical Response (TPR) implemented by her professor was one of many useful methods.

She also mentioned using visual cues to engage students' multiple senses in language learning, something that she took away from her educational course. Similarly, Yuer emphasized that she had a deep impression of the affective filters from her Second Language Acquisition course, where teachers were advised to attend to students' emotions and to build a positive rapport. She said, "I learned that you need to build a relationship with the students first, and then, when they get comfortable, you can teach better and they will be more and more motivated as well." She also practiced what she believed. It was recorded in observational notes that Yuer approached her students like a patient, caring, and energetic older sister. She was skilled in making connections with her students either through pictures, toys, music, games, or through her personal stories.

According to Yuer, another example was a routine activity that she had in the SLA class, a five-minute language lesson, where she documented several teaching tips from her cohort. As Yuer mentioned, "I want them to learn, but at the same time I want them to have fun, so I am always like trying to think different games like get them to be physically running around, to play, to compete and to learn. I want them to actually learn as they get competitive. That is one area I always try to focus on." It was salient that both instructors actively explored new ways to motivate the students.

Last but not least, reflective teaching practices also helped both instructors realize areas for improvement, including class management, giving feedback and embedding culture into language teaching.

The first obstacle was making class games fun and educational to engage students. Anna reported that, one day, students requested to play the game Musical Chairs. Both teachers put the Chinese words of the planets on the chairs and whoever got to sit on the chair needed to say the word in Chinese. Nevertheless, the young learners were excited only about the game, not the Chinese, so some cried, some got bored, and some left the room, soon leaving a chaotic situation for the two young teachers to handle. The two instructors noticed that students were resistant to the education aspect of the game, so it was challenging to manage the situation.

They also found it difficult to give corrective feedback. When asked about giving

feedback, the two teachers reported a lot of smiling, thumbs up, and using the expression 对不对 [Is it correct]. Yuer said "I don't give a lot of negative feedback. I would say, ok, really good, but you also can do it this way." Anna, on the other hand, used recast (Tarone & Swierzbin, 2009) to correctly paraphrase the student's error. "If a student says tei yang, instead of tai yang, I would paraphrase it correctly without directly pointing out the mistake. Then hopefully the student would notice the difference and correct herself." Both teachers were cautious about protecting students' self-esteem and hoped to sustain their interests, which resulted in reluctance to correct language errors.

Last but not least, a major challenge was to integrate Chinese culture into the language classroom. Anna and Yuer said they played Chinese music through breakfast and drawing time. While both teachers explicitly stated the essential nature of embedding culture in language, they also shared frustrations on not being able to do it. Yuer pointed out, "It is just really hard with the immersion camps, because they want us to stay in the target language, but if we try to teach culture, I don't think they are going to get it." Ensuring students understand the content in the target language and increasing their language proficiency is a common predicament in bilingual education. Like many bilingual practitioners, both instructors made a constant effort to balance content and language.

DISCUSSION

Results showed that the two instructors adopted an array of activities to lower students' anxiety, to retain motivation and to provide support in the camp. Examples included a simple worksheet at the beginning of the day for formal assessment, colorful visual aids in the classroom, and using music to activate students' prior knowledge. Their approach was supported by research, such that classroom factors such as tasks, learning activities, and instructional materials played a vital role in motivating students in language learning (Ellis, 1985; Julkunen, 2001; Pinter, 2006; Wu, 2003). In this summer camp, the colorful posters, illustration books, and flashcards were enriching and age-appropriate in a content-relevant environment for the young learners. They were also necessary instructional support for the teachers.

The two teachers intentionally tailored activities such as songs to slowly transition

students to more language output through singing; they also tailored some games towards significant target language learning. Their practices aligned with Young's (1991) notion, in order to "decrease anxieties associated with classroom procedures, instructors can do more pair work, play more games, and tailor their activities to the affective needs of the learner" (p. 432). In doing so, they related to the students with their sense of humor, patience, and friendliness, which were equally useful strategies to reduce learner anxiety.

In order to help students succeed in learning, the two teachers adopted various scaffolding in class, including utilizing advanced learners to provide peer support, using L1 to explain essential concepts, offering repetition and demonstrations, and mitigating students' frustration with multi-level activities, all of which were effective in sustaining students' interests and maintaining their pursuit of the goal (Littlewood & Yu, 2011; Wray, 2006). They were also aware that scaffolding was only temporary, because the goal was to develop the students' autonomous learning (Chang, Sung & Chen, 2002).

When the two instructors were asked how they decided to adopt these activities, they pointed out three major aspects that benefited their teaching:

(1) Observing their professors' teaching on campus. Because Anna and Yuer both aspired to be language teachers, they were naturally curious to observe professors' instructional methods in class. Anna shared:

> My Chinese professor used a lot of body language and modeling in class to explain profound concepts, which I found very helpful. I believe my students will be able to understand through my modeling and repetition, rather than me translating for them right away.

Both instructors observed that the young learners in the class were more receptive to the teachers' body language and felt more comfortable when teachers provided modeling.

(2) Apply their class knowledge into practice. Both instructors repetitively referred to the theories of Second Language Acquisition class and said the discussion on scaffolding and affective filters constantly reminded them to take students' learning interest into consideration.

(3) The pre-teaching workshops allowed them to talk with instructors of the Spanish camp and the French camp. Because these camps had been offered for multiple years, the instructors shared materials and ideas. At this workshop, they learned to integrate English children's songs with Chinese language, so the young learners would feel familiar with the melody and were more willing to take part.

Both teachers displayed intentionality to utilize the learned knowledge in class, pre-camp training, and used observed pedagogies to apply in their actual teaching context. The blending of deep knowledge, extensive pedagogy and skills was emerging to guide their reflection; at the same time, they were coping with some unexpected situations in class (Bransford, Darling-Hammond, & LePage, 2005; Miller, 2010). They showed evidence of combining thought and analysis with action in practice, and demonstrated increased adaptability to identify roadblocks, then generate and enact successful responses (Hayden & Chiu, 2015). At the end of the summer camp, both instructors were more confident in the teacher's role and reported their growth on a professional and a personal level. They continued to reflect on best practices and understood that teaching was an ongoing journey with much knowledge to explore and many skills to discover.

IMPLICATIONS

Both instructors in this study had completed multiple courses on language learning and teaching before this teaching assignment in the summer camp. They were both able to apply prior knowledge and personal experience in teaching. Their skills in engaging and creative teaching were improved, however, they also shared thoughts about lacking confidence in classroom management, providing feedback, and integrating complex culture in a foreign language classroom.

Their concerns inspire teacher educators to consider opportunities and experiences to improve teacher efficacy. Teacher efficacy could be achieved through field-related training where pre-service teachers could contextualize their learned knowledge and apply theories in action. Liaw (2009) accentuated the power of providing a real teaching context to pre-service teachers to perform different tasks, which would be "the most influential resources in their real teaching experience" (p. 177). In addition to teaching opportunities, mentorship would be very important for success. It would be instrumental if a seasoned teacher and/or teacher educator on site to give constant feedback and help with problem-solving. Although there are no easy answers, one way to tackle this problem is to consult resources from the American Council on the Teaching of Foreign Languages (ACTFL), such as the World Readiness Standards for Learning Languages (ACTFL, 2015) and the Can-Do Statements (ACTFL, 2017) to guide curriculum and lesson planning. ACTFL suggested examining culture through Products, Practices and Perspectives. If teachers could approach culture through these three aspects, it could unpack the complications of culture and make it more relatable and teachable.

In conclusion, this study examined a summer language bilingual camp in Chinese, offered by a university in Midwest U.S. Motivating students' learning and offering instructional support were two main goals to Ana and Yuer during this summer camp. Scholars believe that intrinsic motivation could be cultivated from the beginning through a positive and safe learning environment, proper scaffolding, moderate challenges, and allowed freedom and responsibility in the learning process, where young learners could gain self-confidence and autonomy (Brown 1994; Spaulding, 1992; Zimmerman, 1994). Findings in the last section revealed examples in these areas. Both instructors were honing their skills by experimenting, adapting, and reflecting. Although it was the first time for them to teach a language that was not their first language, they were able to reflect on their own L2 learning experience, consider students' perspectives, and actively use theories to inform teaching. The limitations of this case study lie in its small number of participants and the challenge to make a general conclusion, but findings suggested some effective teaching practices in the hope to increase the amount of information regarding the teaching and learning in CFL, especially for young learners.

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